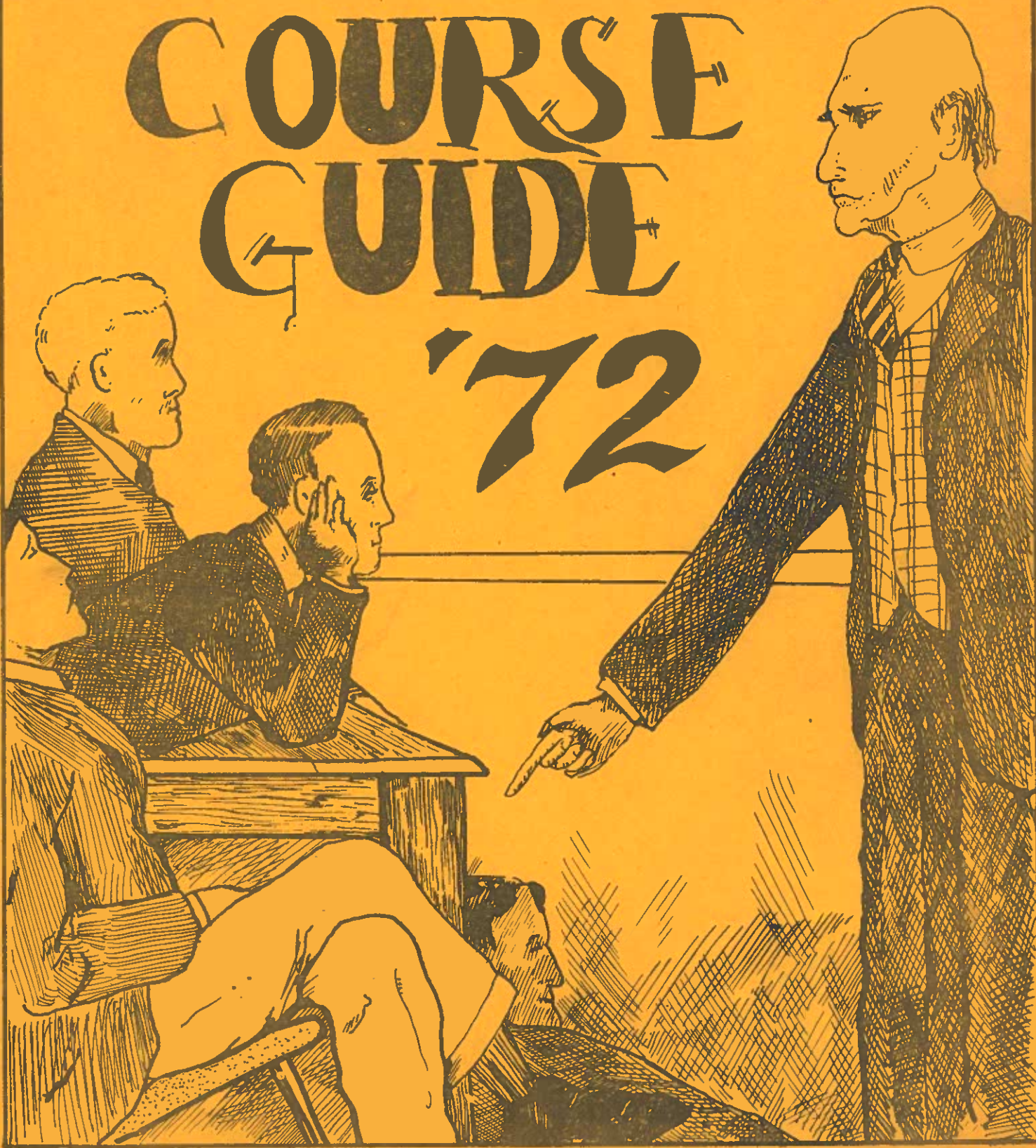


FACULTY OF LAW COURSE GUIDE '72



FIRST YEAR COURSES

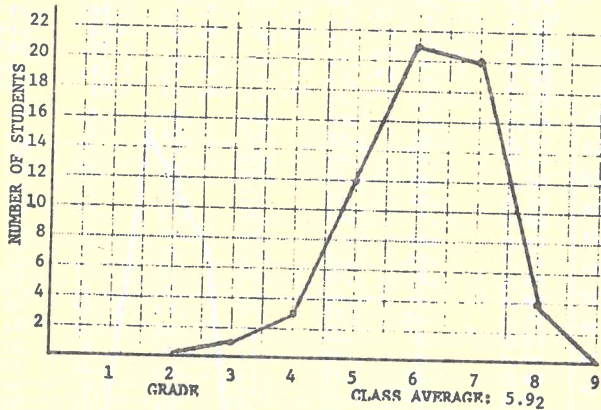
The law seems very noble when Dr. Smith teaches it, something rarely felt in other law courses. The course material is very difficult but Dr. Smith makes it appear easy. Good class. The student not only came out with a knowledge of contracts but also with an ulcer. Who could criticize Smith?

CONTRACTS s1

DR. SMITH

ENROLMENT 61
RESPONSES 53

1	0.	11.	32.	40.	17.	3.62	53
2	31.	22.	35.	10.	2.	2.29	51
3	0.	0.	6.	19.	75.	4.70	53
4	0.	0.	0.	0.	91.	4.91	53
5	0.	4.	35.	58.	4.	3.62	52
6	36.	8.	28.	15.	13.	2.62	53
7	0.	0.	2.	21.	77.	4.75	53
8	53.	21.	21.	6.	0.	1.79	53
9	90.	6.	4.	0.	0.	1.14	51
10	71.	6.	12.	3.	9.	1.74	34
11	0.	5.	13.	3.	74.	4.50	38
12	2.	49.	36.	13.	0.	2.60	53
13	25.	0.	63.	4.	2.	2.52	48
14	65.	13.	8.	4.	10.	1.79	52
15	0.	2.	0.	9.	79.	4.66	53
16	0.	0.	0.	0.	100.	5.00	53
17	0.	0.	0.	6.	94.	4.90	53
18	55.	20.	11.	4.	4.	1.75	53
19	0.	0.	0.	33.	61.	4.55	51
20	0.	0.	0.	0.	91.	4.91	53
21	2.	8.	17.	25.	49.	4.11	53
22	0.	4.	13.	23.	50.	4.38	52
23	2.	8.	30.	30.	30.	3.78	50
24	0.	0.	14.	29.	57.	4.43	51
25	0.	0.	6.	21.	74.	4.68	53
26	0.	0.	0.	2.	98.	4.98	53
27	0.	0.	0.	2.	98.	4.98	53
28	0.	2.	4.	25.	70.	4.62	53
29	0.	2.	13.	21.	64.	4.47	53
30	2.	0.	7.	45.	45.	4.31	42
31	0.	0.	6.	17.	77.	4.72	53
32	0.	0.	50.	42.	2.	3.40	50
33	0.	0.	2.	17.	81.	4.79	53
34	0.	0.	0.	26.	74.	4.74	53
35	0.	2.	15.	38.	45.	4.26	53



STUDENT'S COMMENTS:

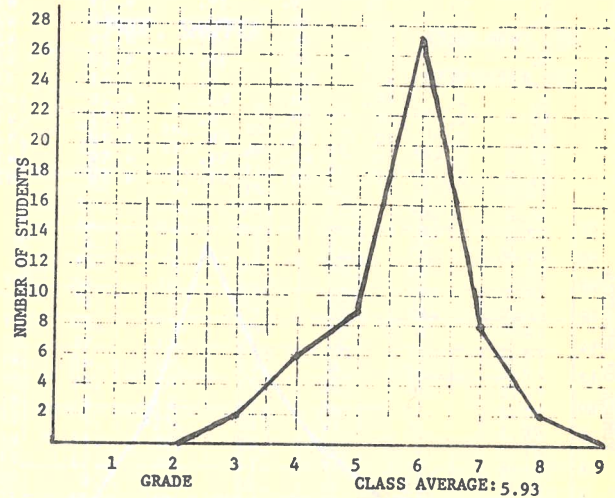
Great prof. Very valuable course. Stimulating, interesting and enjoyable.
Scared hell out of me for entire year. Afraid to ask questions for fear of being shot down!
I wish Dr. Smith would write a textbook on teaching and teach a course in legal teaching and have every other prof. take it.
The quality of this course was excellent, but the atmosphere in the classroom was at times oppressive.

CONTRACTS s2

MR. COTE

ENROLMENT 54
RESPONSES 36

1	0.	3.	16.	43.	38.	4.16	37
2	37.	29.	23.	11.	0.	2.09	35
3	0.	3.	3.	54.	41.	4.32	37
4	0.	0.	0.	0.	100.	5.00	37
5	0.	8.	61.	25.	6.	3.28	36
6	8.	5.	41.	22.	24.	3.49	37
7	3.	3.	14.	18.	43.	4.16	37
8	14.	19.	39.	19.	11.	2.95	37
9	97.	0.	3.	0.	0.	1.05	37
10	76.	3.	10.	0.	10.	1.66	29
11	17.	3.	17.	3.	54.	3.83	29
12	22.	19.	28.	11.	0.	2.28	36
13	32.	24.	38.	3.	3.	2.21	34
14	69.	8.	14.	0.	3.	1.64	36
15	0.	14.	27.	38.	22.	3.68	37
16	0.	5.	14.	30.	51.	4.27	37
17	3.	0.	14.	39.	46.	4.24	37
18	30.	35.	16.	11.	4.	2.32	37
19	3.	3.	28.	36.	31.	3.89	36
20	0.	0.	11.	30.	59.	4.49	37
21	51.	26.	6.	11.	6.	1.94	35
22	36.	33.	12.	9.	9.	2.21	33
23	6.	14.	25.	39.	17.	3.47	36
24	56.	14.	19.	8.	3.	1.89	36
25	3.	11.	24.	43.	19.	3.65	37
26	0.	0.	0.	27.	73.	4.73	37
27	0.	0.	0.	19.	81.	4.81	37
28	14.	19.	24.	35.	8.	3.05	37
29	0.	3.	11.	58.	29.	4.11	36
30	43.	14.	14.	23.	6.	2.34	35
31	0.	8.	14.	59.	19.	3.89	37
32	9.	20.	57.	14.	0.	2.77	35
33	27.	11.	32.	19.	11.	2.76	37
34	0.	0.	3.	51.	46.	4.43	37
35	11.	19.	38.	22.	11.	3.03	37



STUDENT'S COMMENTS:

Refugees from German prison camps will really identify with this class. Prof. goes on ego trip in each class, ruling with an iron hand and eccentric, elementary-school discipline. He needs someone to stand up to him some day, early in the year. Very competent teacher though.

An excellent professor. BUT has very childish methods re attendance and marking. Appears totally void of personality.

I may not like him, but I respect him. Hitler could have used this man in the SS troops. I believe that at this level of education the utilization of fear as an incentive is both ineffectual and insulting.

Excellent course and prof. Enjoyable, entertaining and informative. Should be full-time.

Inquisitorial method of teaching not designed to stimulate students to learn. Stimulates fear and defiance. Constant implications that students are lazy, stupid and dishonest are not those expected of a man in Mr. Cote's position.

Prof. Percy's course was the most enjoyable, stimulating course I took this year, and the only one that measured up to the standard I expected from a professional faculty.

It was the only class I felt that if I missed, I would lose a chance to learn. His class has best been described as "running as smoothly as a well oiled clock."

Informative, straight-forward, easy to talk to and well able to present the course.

The best prof. I've had in 7 years of university.

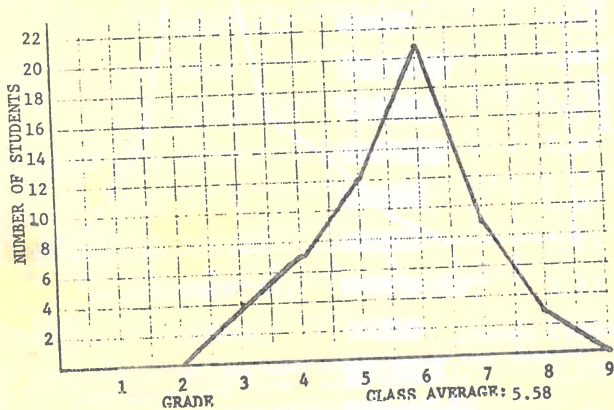
CONTRACTS s3

PROF. PERCY

ENROLMENT 56

RESPONSES 42

1	0.	5.	31.	48.	17.	3.76	42
2	0.	40.	45.	14.	0.	2.74	42
3	2.	5.	17.	48.	29.	3.95	42
4	0.	0.	0.	12.	38.	4.88	42
5	0.	7.	46.	44.	2.	3.41	41
6	7.	5.	43.	33.	12.	3.38	42
7	0.	0.	5.	49.	46.	4.41	41
8	23.	40.	21.	7.	2.	2.14	42
9	69.	24.	14.	2.	0.	1.60	42
10	74.	0.	11.	0.	15.	1.81	27
11	23.	3.	13.	7.	53.	3.63	30
12	0.	40.	50.	10.	0.	2.69	42
13	15.	29.	50.	0.	0.	2.41	41
14	24.	18.	42.	16.	0.	2.50	38
15	2.	0.	5.	40.	52.	4.40	42
16	0.	0.	7.	26.	67.	4.60	42
17	0.	0.	5.	17.	79.	4.74	42
18	69.	26.	0.	2.	2.	1.43	42
19	3.	0.	15.	38.	44.	4.21	39
20	0.	5.	2.	24.	69.	4.57	42
21	0.	10.	24.	49.	17.	3.73	41
22	0.	2.	15.	55.	27.	4.07	40
23	17.	13.	43.	23.	3.	2.83	30
24	0.	0.	19.	42.	39.	4.19	36
25	0.	5.	7.	57.	31.	4.14	42
26	0.	0.	2.	79.	19.	4.17	42
27	0.	0.	0.	10.	90.	4.90	42
28	2.	2.	10.	36.	50.	4.29	42
29	0.	2.	5.	55.	38.	4.29	42
30	0.	9.	30.	52.	9.	3.01	23
31	0.	2.	14.	38.	45.	4.26	42
32	0.	12.	54.	29.	5.	3.27	41
33	0.	2.	12.	21.	64.	4.48	42
34	0.	0.	0.	41.	59.	4.59	41
35	5.	0.	17.	48.	31.	4.00	42



STUDENT'S COMMENTS:

Best course of the year in terms of presentation and letting the student know what he is expected to know.

A scholar and a gentleman.

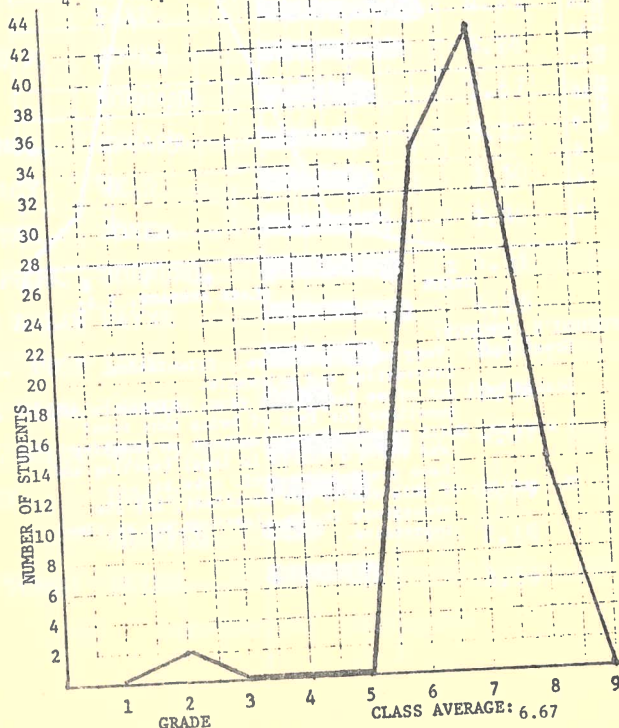
CRIMINAL LAW s1

PROF. BARKER

ENROLMENT 94

RESPONSES 69

1	22.	32.	35.	7.	4.	2.41	69
2	0.	10.	30.	57.	3.	3.52	69
3	16.	16.	43.	20.	4.	2.81	69
4	0.	1.	17.	36.	45.	4.25	69
5	0.	0.	33.	61.	6.	3.73	67
6	23.	30.	29.	6.	12.	2.55	66
7	4.	4.	32.	38.	21.	3.66	68
8	31.	31.	33.	2.	3.	2.14	64
9	16.	13.	16.	35.	19.	3.28	68
10	68.	2.	15.	5.	10.	1.87	40
11	8.	0.	21.	8.	63.	4.17	48
12	0.	1.	26.	47.	25.	3.96	68
13	33.	14.	41.	8.	5.	2.37	64
14	0.	7.	19.	37.	41.	4.16	68
15	6.	10.	36.	33.	14.	3.41	69
16	1.	9.	26.	35.	29.	3.81	69
17	13.	28.	29.	26.	4.	2.81	69
18	32.	30.	26.	9.	3.	2.20	69
19	16.	18.	24.	33.	9.	3.00	67
20	3.	7.	22.	30.	38.	3.93	69
21	12.	7.	22.	32.	26.	3.54	68
22	3.	15.	27.	39.	16.	3.51	67
23	3.	10.	32.	38.	16.	3.54	68
24	0.	3.	18.	40.	39.	4.15	67
25	3.	10.	16.	48.	23.	3.78	69
26	1.	1.	13.	72.	12.	3.91	69
27	10.	10.	35.	32.	4.	3.01	69
28	1.	6.	43.	35.	15.	3.56	68
29	1.	12.	29.	43.	23.	3.75	69
30	12.	22.	37.	20.	9.	2.92	65
31	12.	23.	32.	26.	7.	2.94	69
32	0.	2.	41.	52.	6.	3.62	66
33	16.	19.	19.	25.	22.	3.17	69
34	6.	7.	24.	34.	29.	3.74	68
35	4.	9.	31.	29.	26.	3.65	68



STUDENT'S COMMENTS:

The only quarrel with this class was that it lacked any definite structure and that the instructor's experience and knowledge in the subject matter were not imparted to the class to near the extent that they might have been.

Was a fun course. Bare basis of crim. law. No final-good idea!

Prof. O.K. Course is bad. Text is terrible and unstructured. More emphasis on practical needed. Assignments too few and too short to be of much practical value.

He is probably one of the best and most conscientious profs in the faculty, with the students' interests at heart. Helps one become aware of the problems of society.

Often depressing. About the only unadulterated cynic I've ever known.

This is a class in which social awareness and the law meet. P. Barker seems genuinely concerned with mankind and where it is going. Altogether a good course and a good prof.

He could be a good prof. if he didn't spend so much time trying to remedy the ill of all humanity.

Prof. Stuart's reading materials which he hands out are very informative, up-to-date and valuable. It can best be described as "excellent", in spite of the fact that there is a lot of it. On this basis I would not hesitate a moment in taking another course from him.

A scholar.

Very conscientious and dedicated. However, dwells too much on picky academic points. Expects quality on his assignments and as a result a great deal is being derived from the course. Very hard working.

While the academic discussions were interesting, not quite enough practical education. Stuart undoubtedly puts the most into his teaching and is accordingly very demanding.

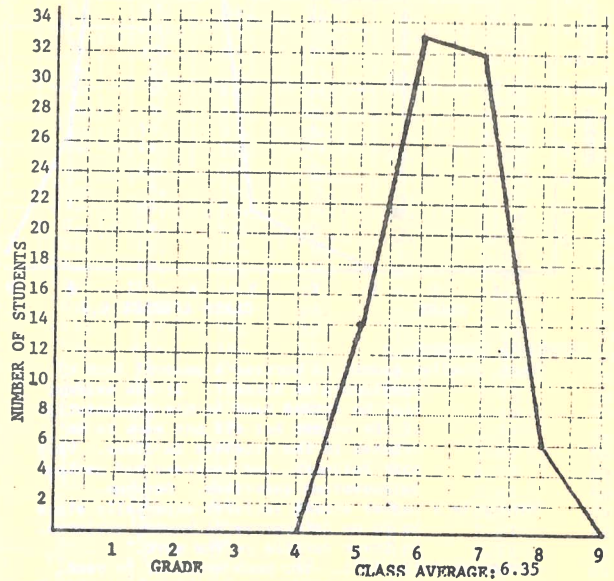
CRIMINAL LAW s2

PROF. STUART

ENROLMENT 85

RESPONSES 61

1	0.	3.	21.	44.	31.	4.03	61
2	15.	52.	30.	3.	0.	2.22	60
3	3.	10.	21.	30.	36.	3.85	61
4	0.	2.	7.	33.	59.	4.49	61
5	0.	3.	40.	52.	5.	3.58	60
6	0.	0.	10.	27.	63.	4.53	59
7	8.	15.	30.	31.	16.	3.33	61
8	0.	11.	18.	30.	41.	4.00	61
9	38.	18.	20.	21.	3.	2.34	61
10	66.	8.	11.	3.	13.	1.89	38
11	32.	5.	24.	3.	35.	3.03	37
12	30.	37.	23.	7.	3.	2.17	60
13	22.	31.	33.	9.	0.	2.33	58
14	7.	9.	22.	34.	28.	3.67	58
15	22.	27.	32.	13.	7.	2.57	60
16	0.	8.	8.	23.	61.	4.36	61
17	15.	28.	25.	25.	8.	2.84	61
18	17.	27.	35.	13.	8.	2.70	60
19	5.	18.	39.	25.	12.	3.21	56
20	21.	34.	23.	18.	3.	2.48	61
21	3.	10.	18.	33.	35.	3.87	60
22	17.	7.	38.	28.	10.	3.07	58
23	15.	7.	15.	34.	30.	3.57	61
24	3.	13.	22.	30.	32.	3.73	60
25	13.	21.	26.	33.	7.	2.98	61
26	5.	10.	18.	57.	10.	3.57	61
27	7.	11.	25.	36.	21.	3.54	61
28	11.	26.	30.	28.	5.	2.89	61
29	26.	30.	20.	25.	0.	2.43	61
30	13.	17.	17.	33.	20.	3.30	60
31	32.	25.	32.	12.	0.	2.23	60
32	0.	15.	51.	34.	0.	3.19	59
33	34.	20.	25.	11.	10.	2.43	61
34	3.	3.	23.	51.	20.	3.80	61
35	13.	33.	25.	28.	2.	2.72	61



LEGAL PROCESS s1

PROF. SHAFFER

ENROLMENT 90

RESPONSES 67

1	3.	6.	7.	46.	37.	4.09	67
2	42.	36.	18.	3.	0.	1.82	66
3	23.	17.	26.	21.	14.	2.86	66
4	0.	6.	12.	36.	46.	4.22	67
5	0.	3.	24.	56.	17.	3.87	63
6	19.	5.	45.	12.	19.	3.08	64
7	23.	22.	42.	6.	6.	2.50	64
8	4.	4.	7.	12.	72.	4.42	67
9	15.	9.	12.	35.	29.	3.53	66
10	56.	10.	26.	0.	8.	1.92	39
11	34.	9.	34.	9.	14.	2.59	44
12	52.	25.	16.	1.	4.	1.81	67
13	37.	12.	22.	9.	19.	2.61	67
14	29.	27.	29.	6.	10.	2.41	63
15	10.	18.	45.	16.	19.	2.99	67
16	3.	13.	27.	30.	21.	3.58	67
17	9.	25.	34.	21.	10.	2.99	67
18	11.	30.	38.	16.	6.	2.77	64
19	17.	20.	31.	18.	14.	2.92	65
20	0.	10.	25.	39.	25.	3.79	67
21	15.	17.	39.	20.	9.	2.91	66
22	11.	17.	44.	23.	5.	2.94	64
23	5.	17.	15.	39.	24.	3.62	66
24	2.	11.	27.	37.	23.	3.68	62
25	15.	27.	35.	12.	11.	2.76	66
26	0.	7.	28.	49.	15.	3.72	67
27	1.	4.	19.	40.	34.	4.01	67
28	18.	28.	22.	21.	10.	2.78	67
29	8.	26.	26.	27.	14.	3.14	66
30	9.	22.	23.	31.	15.	3.22	65
31	23.	34.	25.	16.	2.	2.37	64
32	0.	4.	37.	46.	12.	3.66	67
33	30.	26.	27.	11.	6.	2.36	66
34	12.	21.	18.	28.	21.	3.25	67
35	33.	30.	25.	12.	0.	2.16	67

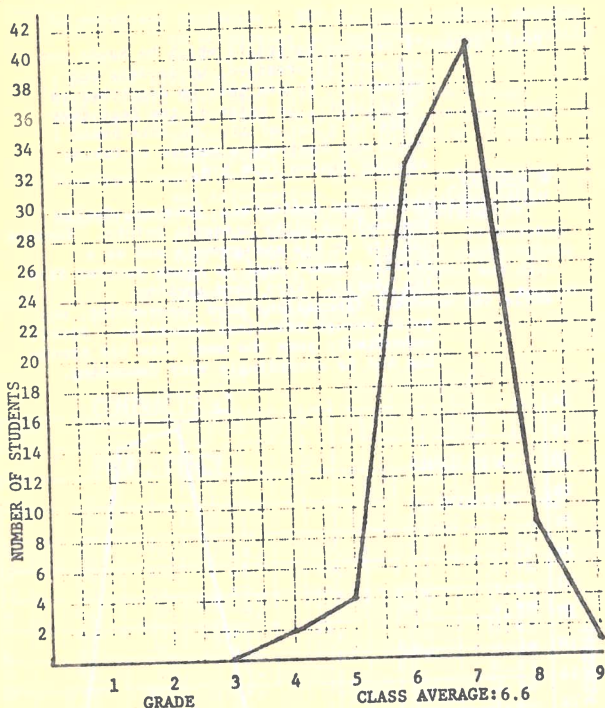
STUDENT'S COMMENTS:

This is about the only course which I can say I have really learned anything in, due to the papers we have done.

Pretty theoretical and very difficult to understand. Prof. dedicated and interested in students. Prof. Stuart should get an "A" for effort, but his lecture style is terribly boring, and the workload is ridiculous.

Had a great preoccupation of getting through a tremendous amount of material and consequently a superficial treatment of everything was realized. Terrible lecturer!

Assignments very vague and long! Lots of work, lots of reading. Poorly organized lectures.



STUDENT'S COMMENTS:

Prof. Shaffer seemed to portray a general lack of confidence in himself. It was evident that he worked hard in his presentation of the course but did not seem to be attuned to the students in class. Very poor delivery, and hesitant and unclear in answering questions. Nervous.

Bernie is a rather boring lecturer especially since he is so interested in boring subjects. He loves to pile on the work.

Course is dull, dull. Too much material to read. Assignments are not explicit enough. Too much emphasis on history of law.

The prof. was a hard worker, but the students and he were never quite on the same wavelength, until the end of the course when he mellowed somewhat.

This was the first prof. I have seen to accept criticism and use it to make a perceptible improvement in his teaching. Occasionally notes were given too rapidly. This prof. appears to work very hard and expects the same from his students. I think he is likely to continually improve his teaching.

Shaffer seems a little overzealous at times. Often expects too much of the student. A fairly nice person but a genuine fence sitter.

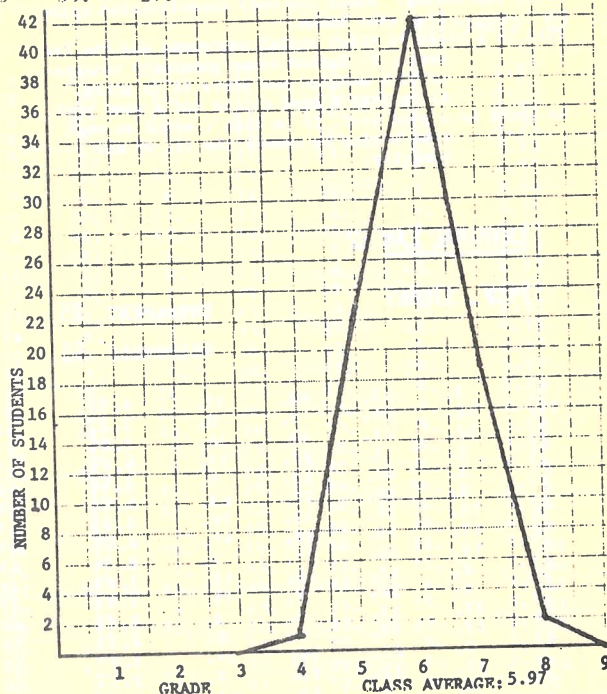
LEGAL PROCESS s2

PROF. STUART

ENROLMENT 87
RESPONSES 59

1	3.	22.	47.	19.	8.	3.07	59
2	14.	49.	25.	12.	0.	2.35	57
3	26.	36.	29.	7.	2.	2.22	58
4	2.	0.	7.	41.	51.	4.39	59
5	0.	3.	55.	34.	7.	3.45	58
6	4.	7.	25.	19.	46.	3.96	57
7	32.	32.	29.	7.	0.	2.10	59
8	8.	5.	8.	27.	51.	4.07	59
9	37.	24.	24.	14.	2.	2.19	59
10	74.	0.	8.	3.	15.	1.85	39
11	54.	13.	23.	5.	5.	1.95	39
12	20.	29.	22.	24.	5.	2.64	59
13	64.	14.	14.	7.	2.	1.69	58
14	15.	9.	43.	22.	11.	3.06	54
15	21.	28.	37.	12.	2.	2.46	57
16	10.	22.	40.	21.	7.	2.91	58

17	15.	41.	36.	8.	0.	2.37	59
18	5.	31.	28.	24.	12.	3.07	58
19	4.	32.	42.	21.	2.	2.86	57
20	15.	39.	32.	12.	2.	2.46	59
21	5.	9.	24.	36.	26.	3.69	58
22	16.	0.	40.	32.	12.	3.25	57
23	12.	7.	27.	47.	7.	3.31	59
24	5.	5.	21.	40.	29.	3.83	58
25	15.	34.	32.	15.	3.	2.58	59
26	9.	21.	38.	33.	0.	2.95	58
27	12.	15.	37.	31.	5.	3.02	59
28	14.	22.	43.	19.	2.	2.72	58
29	21.	31.	40.	7.	2.	2.38	58
30	14.	25.	27.	27.	7.	2.88	59
31	43.	29.	24.	3.	0.	1.88	58
32	0.	21.	47.	29.	3.	3.16	58
33	25.	25.	25.	17.	7.	2.54	59
34	25.	36.	19.	12.	8.	2.42	59
35	59.	27.	8.	3.	2.	1.61	59



STUDENT'S COMMENTS:

In this course he taught us how to research quite well -- but that was the extent of what we learned. His assignments were good but other than that he was of absolutely no value.

It is my strong belief that Stuart pegs a student. That is, he tends to let his subjective evaluation of the student influence his marking practices.

Good prof. Very keen but just had a bad course to teach.

An excellent exerted effort by Stuart to cover a massive and crucial subject.

This course should be extended to a full year course. Not for the sake of more lectures, but to allow the student to learn from his mistakes by doing more assignments.

It's a miserable course, and Stuart tried. At least he tried, and that's more than can be said for a couple of others.

Course as it is should be scrapped. More emphasis on practical aspects such as moots, case briefing, court system and less on philosophy.

Hand-in assignments, though a lot of work, were very valuable and informative. Prof. disorganized, but seems likely to be better organized by next year. Prospects bright for this course.

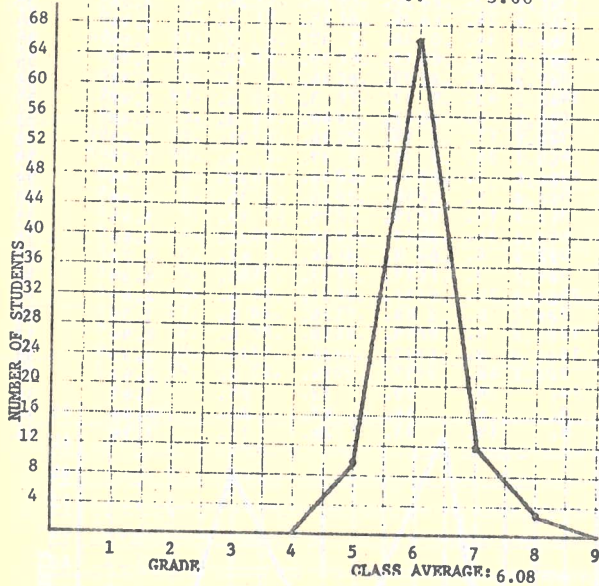
PERSONAL PROPERTY s1

PROF. DEWAR

ENROLMENT 90

RESPONSES 67

1	0.	13.	36.	34.	10.	3.30	67
2	4.	63.	31.	1.	0.	2.30	67.
3	3.	12.	42.	34.	9.	3.34	67
4	0.	0.	3.	19.	78.	4.75	67.
5	0.	2.	39.	48.	11.	3.69	62.
6	2.	2.	22.	41.	33.	4.03	63.
7	10.	19.	40.	25.	4.	2.94	67
8	9.	15.	30.	21.	24.	3.36	66.
9	34.	28.	17.	14.	6.	2.30	64
10	66.	2.	20.	5.	7.	1.85	41.
11	20.	7.	39.	9.	25.	3.11	44.
12	2.	11.	79.	6.	3.	2.98	66.
13	25.	20.	43.	7.	7.	2.51	61.
14	23.	17.	38.	18.	5.	2.65	66.
15	10.	28.	40.	19.	1.	2.73	67.
16	1.	15.	40.	36.	7.	3.33	67.
17	19.	33.	37.	9.	1.	2.40	67.
18	14.	25.	43.	15.	3.	2.69	65.
19	10.	32.	43.	13.	3.	2.68	63.
20	6.	16.	33.	28.	16.	3.33	67.
21	0.	9.	22.	37.	32.	3.92	65.
22	0.	0.	20.	31.	48.	4.28	64.
23	5.	17.	29.	41.	8.	3.30	63.
24	5.	5.	22.	27.	41.	3.95	63.
25	3.	12.	44.	35.	6.	3.29	66.
26	7.	22.	40.	25.	4.	2.97	67.
27	9.	13.	46.	28.	3.	3.03	67.
28	4.	13.	37.	36.	9.	3.31	67.
29	9.	28.	37.	21.	4.	2.84	67.
30	9.	21.	31.	31.	9.	3.10	58.
31	10.	34.	40.	12.	3.	2.63	67
32	0.	5.	68.	22.	6.	3.29	65.
33	10.	16.	24.	39.	10.	3.22	67.
34	3.	16.	39.	36.	6.	3.25	67.
35	4.	19.	48.	22.	6.	3.06	67.



STUDENT'S COMMENTS:

I think this prof. is capable of doing a better job. The marking of the midterm test was so slow as to make the test almost worthless to the students.

Spends too much time arguing the rules, and their application, before we have a chance to understand them in a straight-forward manner. Basics not given sufficient emphasis.

He was forced to follow Shaffer's syllabus which was an absolute nightmare.

The problem here was that there was too much material to be covered in a half-year class and some important areas were left untouched.

With a little more understanding of the course, he might be able to deal with the course more effectively. He took far too many cases to illustrate the same principle.

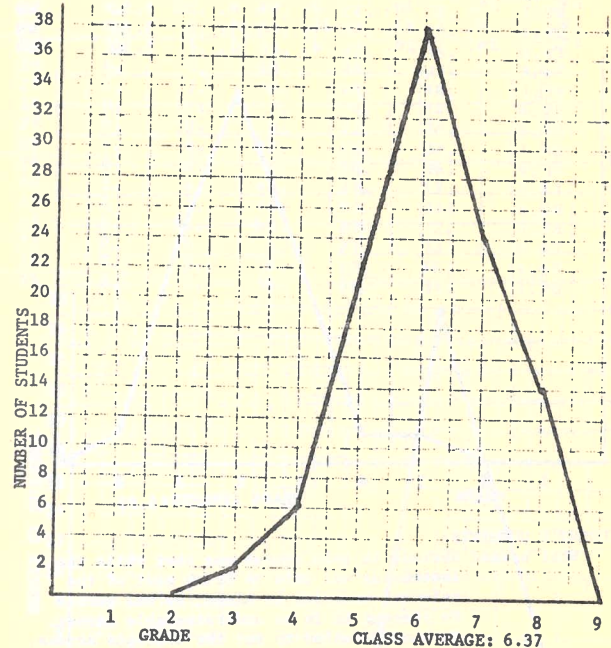
PERSONAL PROPERTY s2

PROF. SHAFFER

ENROLMENT 86

RESPONSES 59

1	5.	27.	46.	22.	0.	2.85	59
2	14.	69.	17.	0.	0.	2.03	59
3	3.	39.	41.	15.	2.	2.73	59
4	0.	0.	3.	29.	68.	4.64	59
5	0.	2.	40.	41.	17.	3.74	58
6	2.	9.	41.	40.	9.	3.45	58
7	17.	19.	37.	24.	3.	2.78	59
8	8.	14.	22.	27.	29.	3.54	59
9	42.	20.	20.	12.	5.	2.17	59
10	62.	8.	14.	3.	14.	1.97	37
11	29.	17.	26.	9.	20.	2.74	35
12	0.	29.	53.	14.	3.	2.91	58
13	36.	32.	27.	5.	0.	2.02	59
14	34.	38.	25.	4.	0.	1.98	56
15	19.	31.	34.	17.	0.	2.49	59
16	10.	32.	36.	20.	2.	2.71	59
17	22.	31.	34.	12.	2.	2.41	59
18	10.	24.	34.	20.	12.	3.00	59
19	16.	30.	34.	18.	2.	2.59	56
20	3.	12.	34.	41.	10.	3.42	59
21	37.	25.	25.	12.	2.	2.18	57
22	12.	27.	39.	20.	2.	2.71	56
23	12.	21.	38.	29.	0.	2.82	56
24	7.	9.	51.	25.	9.	3.19	57
25	19.	31.	40.	10.	0.	2.41	58
26	5.	27.	41.	24.	3.	2.93	59
27	2.	15.	36.	39.	8.	3.37	59
28	5.	40.	38.	14.	3.	2.71	58
29	17.	41.	28.	12.	2.	2.40	58
30	5.	14.	28.	45.	9.	3.38	58
31	15.	46.	27.	10.	2.	2.37	59
32	5.	3.	41.	31.	20.	3.58	59
33	33.	33.	28.	7.	0.	2.09	58
34	7.	31.	37.	19.	7.	2.88	59
35	26.	36.	32.	12.	0.	2.36	59



STUDENT'S COMMENTS:

Very uptight guy. Did a passable job teaching. Shaffer is very defensive and unresponsive to suggestion.

Course content poor. Too much concentration on history and minor areas such as finders and not enough on more practical areas such as bailment and innkeepers, gifts, etc. Prof. not adequately prepared. Did not cover enough material. Set a fair exam. Needs more experience teaching. Willing to help students although disorganized. O.K. to good. A little vague when answering questions. It seems very obvious that he doesn't want anything to do with the students and wants to stay up in his castle on the 4th.

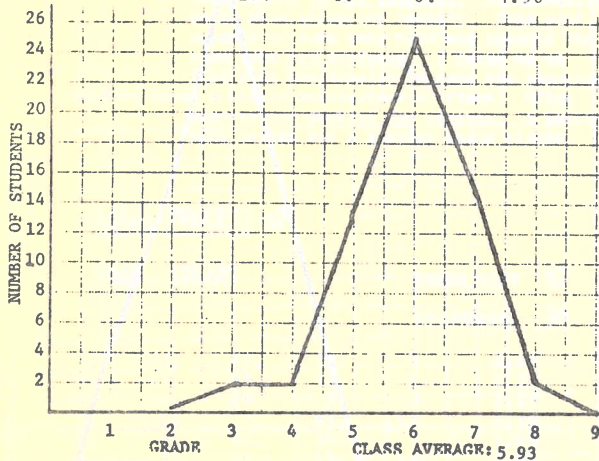
Course is difficult and text is often irrelevant. Prof. is incoherent and unsure of himself. He has no interest in the course and little teaching ability. He's a fine person but a poor professor. P. Hornung's attitude towards the course, his late arrival and his poor attendance were not inspiring. His apparent lack of interest in the course generated the same result with the class. I do not think that real property is Rick's bag. I would take another course from him. ie. a course pertaining to criminal law. Prof. Hornung lacks ability to teach and lacks the interest necessary to teach a course like this. He acts bored and uninterested. -- Making no attempts that are noticeable to improve or compensate for his lack of ability. Very poorly organized. I don't fault P. Hornung personally. I think he will make a good prof. in his field. I am just sorry that I had to be the one to "break him in".

REAL PROPERTY s1

PROF. HORNING

ENROLMENT 59
RESPONSES 50

1	0.	0.	6.	20.	73.	4.67	49
2	36.	54.	10.	0.	0.	1.74	50
3	14.	2.	16.	24.	43.	3.80	49
4	0.	4.	16.	16.	64.	4.40	50
5	0.	28.	36.	34.	2.	3.11	47
6	7.	0.	57.	20.	16.	3.39	44
7	10.	27.	39.	18.	6.	2.84	49
8	2.	18.	31.	22.	27.	3.53	49
9	84.	14.	0.	2.	0.	1.20	49
10	53.	13.	20.	0.	13.	2.07	30
11	6.	3.	17.	23.	51.	4.11	35
12	12.	30.	36.	18.	4.	2.72	50
13	24.	17.	35.	7.	17.	2.76	46
14	51.	16.	33.	0.	0.	1.82	45
15	74.	24.	2.	0.	0.	1.28	50
16	90.	10.	0.	0.	0.	1.10	50
17	70.	28.	2.	0.	0.	1.32	50
18	29.	16.	41.	10.	4.	2.45	49
19	47.	33.	18.	2.	0.	1.76	49
20	51.	35.	14.	0.	0.	1.63	49
21	15.	23.	38.	12.	12.	2.85	48
22	4.	4.	35.	31.	25.	3.69	48
23	5.	8.	49.	22.	16.	3.35	37
24	2.	11.	48.	18.	20.	3.43	44
25	48.	38.	12.	2.	0.	1.68	50
26	66.	30.	4.	0.	0.	1.38	50
27	24.	52.	14.	4.	2.	2.08	50
28	44.	29.	17.	6.	4.	1.98	48
29	68.	32.	0.	0.	0.	1.32	50
30	10.	21.	48.	14.	7.	2.86	29
31	67.	31.	0.	2.	0.	1.37	48
32	4.	33.	37.	26.	0.	2.85	46
33	63.	25.	10.	2.	0.	1.52	48
34	4.	8.	22.	35.	31.	3.80	49
35	47.	24.	20.	8.	0.	1.90	49



STUDENT'S COMMENTS:

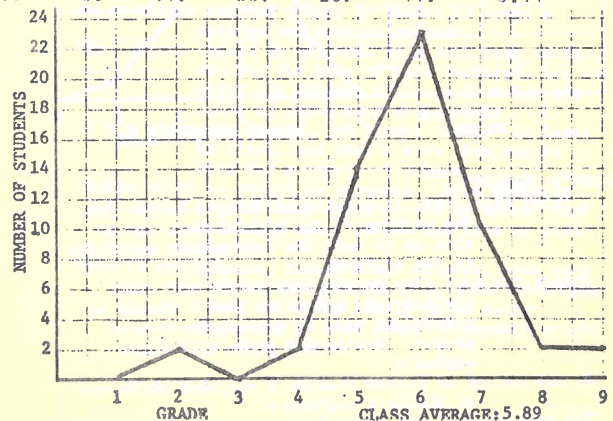
What seemed obvious in this course was that while the instructor was able to bring most of the relevant material to class, he was unable to present it in an understandable manner. He simply failed to put the concepts across. Secondly, his lack of familiarity with the subject matter made answers to questions ambiguous and confusing.

REAL PROPERTY s2

PROF. SYCHUK

ENROLMENT 55
RESPONSES 36

1	0.	0.	0.	39.	61.	4.61	36
2	14.	47.	22.	14.	3.	2.44	36
3	0.	0.	11.	33.	56.	4.44	36
4	0.	0.	0.	8.	92.	4.92	36
5	0.	29.	49.	20.	3.	2.97	35
6	33.	33.	28.	6.	0.	2.06	36
7	0.	3.	19.	58.	19.	3.94	36
8	6.	17.	33.	28.	17.	3.33	36
9	81.	14.	0.	6.	0.	1.31	36
10	76.	0.	20.	0.	4.	1.56	25
11	15.	0.	27.	12.	46.	3.73	26
12	3.	11.	40.	46.	0.	3.29	35
13	11.	23.	20.	20.	26.	3.26	35
14	12.	24.	26.	35.	3.	2.94	34
15	11.	14.	34.	37.	3.	3.06	35
16	6.	14.	11.	39.	31.	3.75	36
17	8.	14.	39.	36.	3.	3.11	36
18	34.	43.	17.	3.	3.	1.97	35
19	0.	6.	42.	48.	3.	3.48	33
20	3.	11.	19.	36.	31.	3.81	36
21	6.	20.	31.	37.	6.	3.17	35
22	12.	3.	35.	38.	12.	3.35	34
23	5.	5.	50.	25.	15.	3.40	20
24	3.	10.	39.	35.	13.	3.45	31
25	6.	14.	17.	39.	25.	3.64	36
26	0.	6.	8.	44.	42.	4.22	36
27	0.	3.	11.	31.	56.	4.39	36
28	25.	25.	14.	31.	6.	2.67	36
29	3.	8.	44.	36.	8.	3.39	36
30	18.	0.	59.	18.	6.	2.94	17
31	11.	8.	31.	36.	14.	3.33	36
32	3.	46.	37.	14.	0.	2.63	35
33	14.	8.	19.	33.	25.	3.47	36
34	0.	6.	14.	47.	33.	4.08	36
35	8.	19.	33.	28.	11.	3.14	36



STUDENT'S COMMENTS:

Makes the students think. A very good practical approach.
 Aply called "Screaming Mo". No understanding of students, still less regard. Discourages questions with attitude.
 Since Prof. Sychuk attacked anyone who asked him a question, few questions were asked and any real benefit of an instructor was therefore lost. Anyone can read the book.
 I thought Real Property would be very dull and it has turned out to be very interesting. I keep awake and am often kept laughing in this course. P. Sychuk appears to be rather bigoted but then his answer to that would likely be "toughers". He is very blunt? Honest.

STUDENT'S COMMENTS:

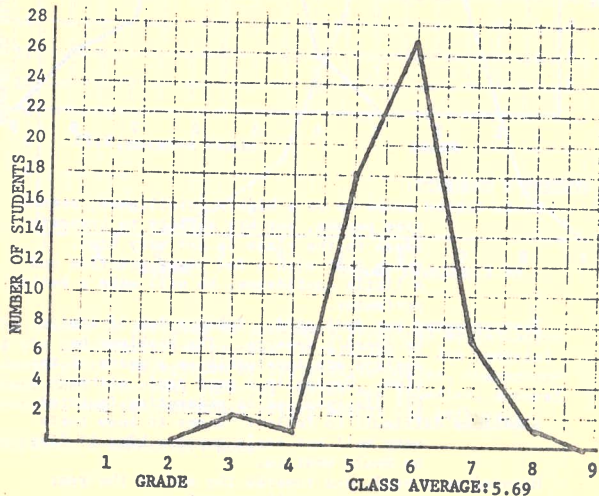
Taylor was an excellent prof. who kept the class interested, answered questions well and was realistic. Of all our profs, he was quite easily the best, which is quite an achievement since his class was at such a poor time.
 Very good generally. But little has been given to the student regarding what will be required for the final exam.
 Easy to talk to. Informative. Well able to present his ideas and experience efficiently.
 Although Mr. Taylor's obvious brilliance and efficiency shone through, he was quite insensitive to the people in his class as far as caring how well they understood the material and how they were progressing through the course.
 The most sensitive to student requirements and problems of any prof. I have had this year. Nothing but superlatives can be stated about him.

REAL PROPERTY s3

MR. TAYLOR

ENROLMENT 56
 RESPONSES 42

1	0.	0.	10.	45.	45.	4.36	42
2	5.	50.	38.	7.	0.	2.48	42
3	2.	0.	10.	38.	50.	4.33	42
4	0.	0.	2.	21.	76.	4.74	42
5	2.	22.	60.	12.	2.	2.90	40
6	31.	33.	29.	5.	2.	2.14	42
7	0.	2.	21.	48.	29.	4.02	42
8	29.	29.	26.	12.	5.	2.36	42
9	57.	17.	12.	12.	2.	1.86	42
10	64.	8.	8.	0.	20.	2.04	25
11	32.	0.	0.	12.	56.	3.60	25
12	2.	17.	31.	45.	5.	3.33	42
13	10.	17.	48.	17.	10.	3.00	42
14	7.	17.	39.	27.	10.	3.15	41
15	0.	14.	21.	29.	36.	3.86	42
16	0.	7.	17.	33.	43.	4.12	42
17	0.	2.	17.	38.	43.	4.21	42
18	62.	31.	5.	2.	0.	1.48	42
19	5.	10.	17.	39.	29.	3.78	41
20	0.	0.	0.	24.	76.	4.76	42
21	2.	41.	32.	17.	7.	2.85	41
22	0.	5.	29.	41.	24.	3.85	41
23	10.	10.	50.	25.	5.	3.05	20
24	59.	30.	5.	0.	5.	1.62	37
25	0.	2.	26.	52.	19.	3.88	42
26	0.	0.	2.	45.	52.	4.50	42
27	0.	5.	5.	33.	57.	4.43	42
28	2.	14.	24.	33.	26.	3.67	42
29	0.	0.	5.	36.	60.	4.55	42
30	0.	5.	37.	37.	21.	3.74	19
31	0.	12.	33.	16.	19.	3.62	42
32	2.	27.	46.	22.	2.	2.95	41
33	0.	2.	15.	24.	59.	4.39	41
34	0.	0.	17.	40.	43.	4.26	42
35	5.	19.	12.	45.	19.	3.55	42

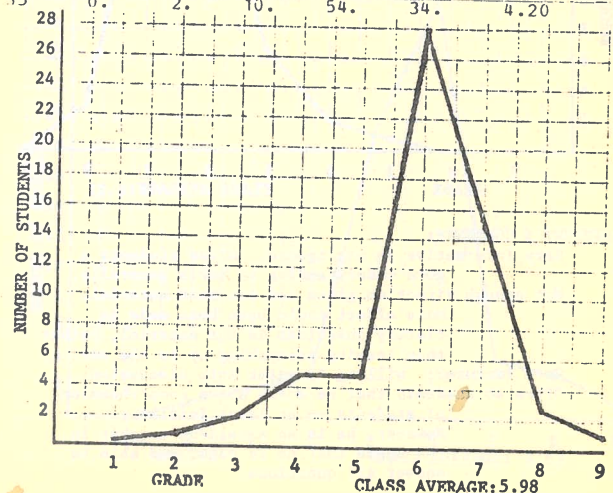


TORTS s1

PROF. HARRISON

ENROLMENT 60
 RESPONSES 50

1	2.	2.	12.	62.	22.	4.00	50
2	8.	58.	34.	0.	0.	2.26	50
3	2.	2.	14.	58.	24.	4.00	50
4	0.	0.	2.	18.	80.	4.78	50
5	0.	6.	47.	43.	4.	3.45	47
6	4.	10.	36.	44.	6.	3.38	50
7	2.	2.	16.	49.	31.	4.04	49
8	4.	2.	31.	47.	16.	3.69	49
9	83.	12.	4.	0.	0.	1.21	48
10	63.	7.	13.	0.	17.	2.00	30
11	6.	0.	11.	20.	63.	4.34	35
12	2.	52.	44.	2.	0.	2.46	50
13	27.	9.	60.	4.	0.	2.42	45
14	17.	29.	23.	25.	6.	2.75	48
15	0.	6.	19.	56.	28.	4.06	50
16	0.	2.	2.	46.	50.	4.44	50
17	0.	0.	4.	38.	58.	4.54	50
18	53.	33.	8.	4.	2.	1.69	49
19	0.	2.	18.	51.	29.	4.06	49
20	0.	0.	4.	20.	76.	4.72	50
21	4.	20.	48.	24.	4.	3.04	50
22	0.	2.	21.	52.	25.	4.00	48
23	0.	9.	35.	40.	16.	3.63	43
24	0.	0.	43.	34.	23.	3.81	47
25	0.	2.	16.	64.	18.	3.98	50
26	0.	0.	2.	74.	24.	4.22	50
27	0.	0.	0.	22.	78.	4.78	50
28	0.	8.	12.	60.	20.	3.92	50
29	0.	0.	6.	58.	36.	4.30	50
30	3.	6.	46.	29.	17.	3.51	35
31	0.	2.	18.	50.	30.	4.08	50
32	0.	16.	53.	29.	2.	3.18	45
33	0.	0.	5.	21.	73.	4.67	48
34	0.	0.	0.	32.	68.	4.68	50
35	0.	2.	10.	54.	34.	4.20	50



STUDENT'S COMMENTS:

Good course. Well taught. Too bad he's leaving!
 Prof. is good and knows material. Course is very interesting and stimulating.
 A well-taught class. Pleasant classroom atmosphere. Prof. Harrison did not know his students, although we got to know him.
 The course would have been better had it not been scheduled at 8:00 A.M.
 Too bad he is leaving. He's a good prof.

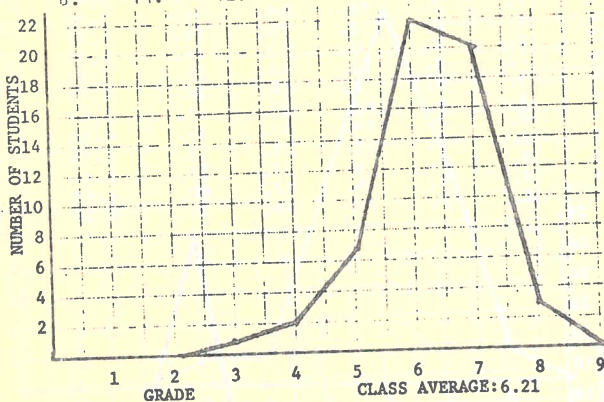
Much too theoretical. No practical application.
 Never definite on what the law is, just what it might or should be.
 I enjoyed the class because Dean Fridman treated us with respect as equals.
 More canadian content needed.

TORTS s2

DEAN FRIDMAN

ENROLMENT 55
 RESPONSES 36

1	8.	8.	47.	28.	8.	3.19	36
2	17.	67.	14.	3.	0.	2.03	36
3	6.	14.	47.	22.	11.	3.19	36
4	0.	3.	6.	39.	53.	4.42	36
5	0.	0.	42.	50.	8.	3.67	36
6	3.	3.	3.	33.	58.	4.42	36
7	11.	19.	25.	36.	8.	3.11	36
8	3.	3.	28.	31.	36.	3.94	36
9	69.	14.	3.	11.	3.	1.64	36
10	76.	4.	12.	8.	0.	1.52	25
11	15.	7.	22.	15.	41.	3.59	27
12	9.	23.	43.	23.	3.	2.89	35
13	32.	15.	44.	6.	3.	2.32	34
14	38.	32.	18.	9.	3.	2.06	34
15	11.	29.	26.	29.	6.	2.89	35
16	0.	8.	3.	47.	42.	4.22	36
17	11.	22.	36.	25.	6.	2.92	36
18	9.	34.	31.	14.	11.	2.86	35
19	3.	18.	29.	38.	12.	3.38	34
20	3.	11.	17.	42.	28.	3.81	36
21	17.	40.	24.	9.	6.	2.46	35
22	6.	6.	39.	39.	9.	3.39	33
23	14.	0.	26.	51.	9.	3.40	35
24	11.	6.	34.	31.	17.	3.37	35
25	8.	11.	36.	33.	11.	3.28	36
26	0.	3.	0.	11.	86.	4.81	36
27	3.	3.	17.	31.	47.	4.17	36
28	11.	29.	37.	14.	9.	2.80	35
29	8.	17.	33.	39.	3.	3.11	36
30	3.	23.	40.	33.	0.	3.03	30
31	36.	39.	11.	11.	3.	2.06	36
32	0.	9.	54.	37.	0.	3.29	35
33	17.	11.	25.	36.	11.	3.14	36
34	3.	3.	25.	44.	25.	3.86	36
35	6.	11.	42.	33.	8.	3.28	36



STUDENT'S COMMENTS:

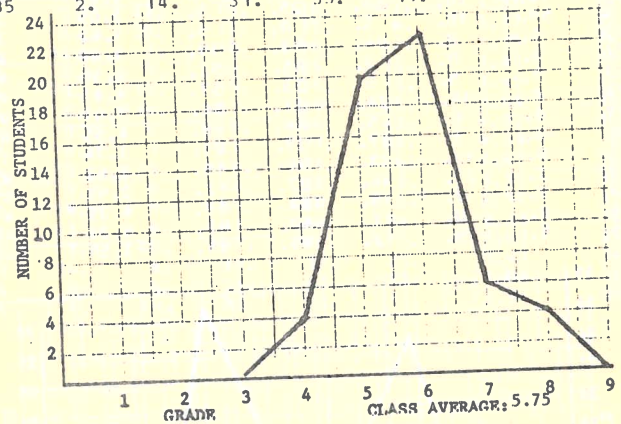
Very informative in negligence. Gives students a good understanding of torts generally.
 Not enough direction given and too much material.
 More effort could have been made to clarify questions in the material, rather than leaving everything up in the air.
 Good lecturer; willing to enter into discussion.
 Often so academic that he soars above comprehension of students -- at least initially.
 However, he is an excellent teacher in the sense that he is eager and able to answer all questions.

TORTS s3

PROF. LORDON

ENROLMENT 57
 RESPONSES 42

1	0.	14.	29.	50.	7.	3.50	42.
2	0.	60.	40.	0.	0.	2.40	42.
3	0.	12.	36.	36.	17.	3.57	42.
4	0.	0.	2.	26.	71.	4.69	42.
5	0.	7.	41.	44.	7.	3.51	41.
6	0.	2.	34.	37.	27.	3.88	41.
7	2.	0.	26.	55.	17.	3.83	42.
8	14.	31.	26.	21.	7.	2.76	42.
9	55.	17.	19.	5.	5.	1.88	42.
10	65.	0.	15.	4.	15.	2.04	26.
11	26.	7.	4.	4.	59.	3.63	27.
12	0.	29.	68.	2.	0.	2.73	41.
13	25.	25.	43.	2.	5.	2.37	40.
14	23.	21.	38.	13.	5.	2.56	39.
15	7.	31.	38.	17.	7.	2.86	42.
16	0.	5.	26.	43.	26.	3.90	42.
17	5.	24.	33.	31.	7.	3.12	42.
18	14.	21.	26.	29.	10.	2.98	42.
19	2.	7.	40.	32.	18.	3.55	40.
20	19.	36.	38.	2.	5.	2.38	42.
21	5.	19.	29.	33.	14.	3.33	42.
22	5.	7.	26.	40.	21.	3.67	42.
23	0.	15.	32.	32.	20.	3.57	40.
24	0.	0.	12.	50.	38.	4.25	40.
25	0.	14.	48.	24.	14.	3.38	42.
26	2.	10.	48.	36.	5.	3.31	42.
27	2.	5.	29.	36.	29.	3.83	42.
28	5.	14.	21.	43.	17.	3.52	42.
29	26.	40.	21.	12.	0.	2.19	42.
30	3.	3.	37.	42.	16.	3.66	38.
31	19.	26.	26.	17.	12.	2.76	42.
32	0.	12.	46.	37.	5.	3.34	41.
33	19.	19.	33.	21.	7.	2.79	42.
34	0.	5.	7.	48.	40.	4.24	42.
35	2.	14.	31.	33.	19.	3.52	42.



STUDENT'S COMMENTS:

Prof. Lordon seems to be a highly intelligent, sensitive person, but his ability to transmit ideas to the class is not very high. I think that with a few years practice and a little confidence, he will make a better professor.
 Inexperienced but dedicated. Takes a lot of static he doesn't deserve. The problems he assigns are invaluable as a means of review. Generally a good prof. although a bit disorganized in presenting lectures.
 Sometimes difficult to follow. Seems to know torts very well but can't express himself like he would want to.
 Matured as a prof. and towards the end of the year became an excellent prof.
 Keen prof. Tries like hell. Generally a good shit.

SECOND & THIRD YEAR COURSES

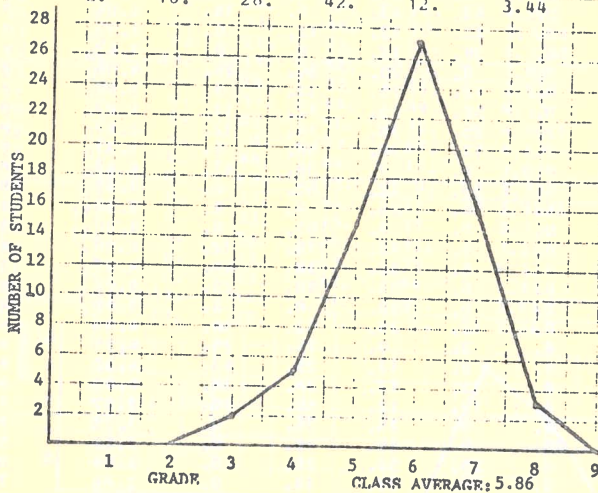
ADMINISTRATIVE LAW s1

PROF. LAUX

ENROLMENT 68

RESPONSES 43

1	0.	0.	10.	60.	31.	4.21	42
2	2.	67.	28.	2.	0.	2.30	43
3	0.	2.	19.	47.	33.	4.09	43
4	0.	2.	2.	19.	77.	4.70	43
5	0.	18.	35.	40.	7.	3.37	40
6	21.	30.	35.	9.	5.	2.47	43
7	2.	17.	36.	31.	14.	3.38	42
8	2.	9.	0.	23.	65.	4.40	43
9	65.	21.	14.	0.	0.	1.49	43
10	54.	17.	17.	5.	7.	1.95	41
11	10.	2.	15.	20.	54.	4.05	41
12	33.	47.	19.	2.	0.	1.91	43
13	7.	12.	19.	23.	40.	3.77	43
14	5.	30.	35.	28.	2.	2.93	43
15	2.	23.	35.	33.	7.	3.19	43
16	0.	5.	16.	49.	30.	4.05	43
17	5.	26.	23.	37.	9.	3.21	43
18	19.	31.	21.	19.	10.	2.69	42
19	0.	5.	33.	44.	19.	3.77	43
20	0.	7.	19.	47.	28.	3.95	43
21	2.	16.	23.	49.	9.	3.47	43
22	5.	12.	26.	40.	17.	3.52	42
23	0.	10.	26.	38.	26.	3.81	42
24	2.	10.	24.	41.	22.	3.71	41
25	7.	0.	30.	49.	14.	3.63	43
26	0.	5.	16.	58.	21.	3.95	43
27	5.	16.	26.	37.	16.	3.44	43
28	5.	14.	40.	33.	7.	3.24	42
29	2.	7.	42.	42.	7.	3.44	43
30	29.	22.	17.	20.	12.	2.63	41
31	12.	28.	33.	19.	9.	2.86	43
32	10.	27.	39.	17.	7.	2.85	41
33	14.	16.	14.	28.	28.	3.40	43
34	2.	0.	12.	42.	44.	4.26	43
35	2.	16.	28.	42.	12.	3.44	43



The course is designed to provide a practical appreciation of the administrative process in relation to its judicial counterpart. Delegation of legislative powers, characterization of function, judicial review and remedies, natural justice, and the procedure before boards and tribunals.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

A pragmatist -- A complete, challenging & practical course.

His exams are not indicative of one's knowledge.

This is an exceedingly difficult course, and Prof. Laux has his hands full. Not made enjoyable by contradictions in one's notes on re-reading. He's a fairly difficult note giver. The exam was the worst I've seen in 5 years of university.

Prof. Laux is enthusiastic & competent but severely overworks students, both in class preparation and exams. A good time was not had by all.

Very valuable course, well-taught. Too much material - should be a 4-weight course. Laux is very well organized and uses the practical approach to the law.

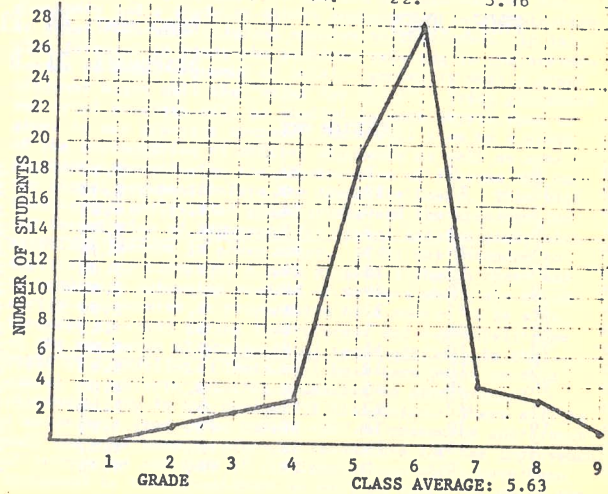
ADMINISTRATIVE LAW s2

PROF. McDONALD

ENROLMENT 61

RESPONSES 33

1	0.	3.	6.	58.	32.	4.19	31
2	26.	65.	10.	0.	0.	1.84	31
3	0.	6.	13.	42.	39.	4.13	31
4	0.	0.	0.	15.	85.	4.85	33
5	0.	12.	53.	31.	3.	3.25	32
6	0.	3.	27.	45.	26.	3.94	31
7	6.	3.	19.	53.	19.	3.75	32
8	3.	12.	16.	31.	38.	3.87	32
9	75.	12.	3.	6.	3.	1.50	32
10	46.	8.	23.	8.	15.	2.38	26
11	0.	10.	17.	21.	52.	4.14	29
12	13.	45.	35.	6.	0.	2.35	31
13	9.	12.	38.	25.	16.	3.25	32
14	39.	29.	29.	0.	3.	2.00	31
15	0.	10.	19.	42.	29.	3.90	31
16	0.	3.	16.	39.	42.	4.19	31
17	0.	3.	15.	33.	48.	4.27	33
18	35.	39.	10.	6.	10.	2.16	31
19	0.	0.	36.	50.	14.	3.79	28
20	0.	6.	16.	50.	28.	4.00	32
21	3.	19.	47.	25.	6.	3.12	32
22	0.	6.	42.	35.	16.	3.61	31
23	0.	15.	54.	15.	15.	3.31	13
24	3.	0.	30.	33.	33.	3.93	30
25	0.	6.	34.	41.	19.	3.72	32
26	0.	0.	12.	41.	47.	4.34	32
27	0.	0.	0.	24.	76.	4.76	33
28	3.	9.	19.	47.	22.	3.75	32
29	0.	3.	16.	44.	38.	4.16	32
30	0.	11.	67.	11.	11.	3.22	9
31	3.	12.	21.	39.	33.	3.79	33
32	0.	21.	55.	21.	3.	3.07	29
33	0.	16.	29.	29.	26.	3.65	31
34	0.	0.	15.	48.	36.	4.21	33
35	9.	25.	28.	16.	22.	3.16	32



"The course does not purport to cover the entire subject-matter of administrative law. It focuses on one aspect of the administrative process, namely, judicial review of the exercise of administrative power. At the same time, a study of judicial review necessarily furnishes insight into the other aspects of the administrative process: structure, procedure and policy. Two large topics are encompassed by the subject of judicial review. These are remedies and grounds. The study of remedies concentrates on rules governing the availability of the perogative orders of certiorari and mandamus, and of the private law remedies of damages and declaration. The concepts of collateral question, error of law, abuse of discretion and natural justice dominate the study of grounds for judicial review."

PROFESSOR'S COMMENTS:

- Presentation: Lecture method incorporating in-depth case analysis and discussion.
- System of grading: 100% final examination
- Course emphasis: academic - 90%/ practical - 10%
- Course value: (5)
- Size this year/size it should be: 62/30-60
- Books used: Laux, The Administrative Process (cases, notes, and other materials)

STUDENT'S COMMENTS:

Knowledgeable, intelligent, a good lecturer. But a little fast to take adequate notes.
 I can't say enough about him in this course. Really exceptional! But too detailed.
 Theoretically, this prof. is a master. Practically, his ability is questionable. If law could be reduced to computers, Mac. is the prof. to do it, but luckily for the law, and unluckily for Mac., it can't.
 Lectures tend to sound like a string of Law Review case comments. Should emphasize concepts more.
 I find him a very good, well-organized prof. Perhaps the only thing lacking, if it is even necessary, is a relating of the theoretical to the practical. ie. how to approach these things from a more practical approach. The area is quite academic and argumentive so this comment is not a major one.
 An excellent prof.

ADV. COMMERCIAL LAW

PROF. LEE

ENROLMENT 4
 RESPONSES 1

IN 1972-73 THIS COURSE WILL BE TAUGHT BY PROF. BYRON.

ADV. TAX

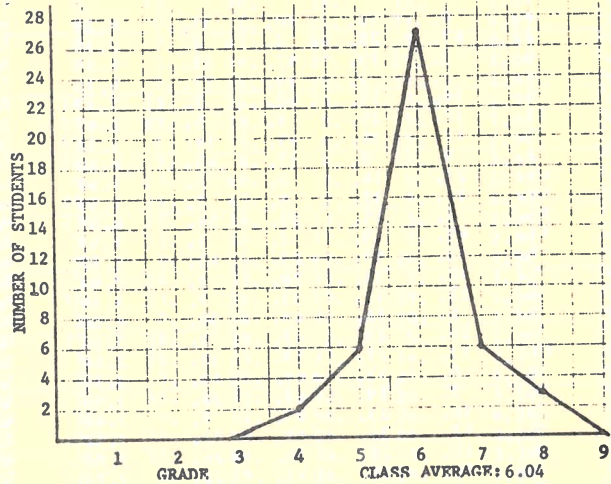
PROF. JONES

s1 s2
 ENROLMENT 44 21
 RESPONSES 21 8

SECTION ONE

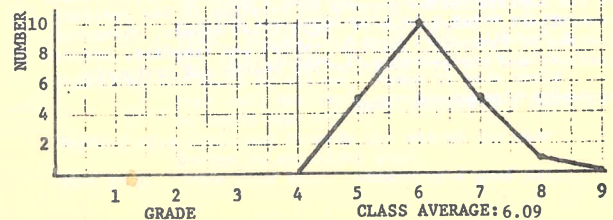
1	0.	0.	0.	33.	67.	4.67	21
2	10.	71.	19.	0.	0.	2.10	21
3	0.	5.	0.	24.	71.	4.62	21
4	0.	0.	0.	100.	0.	5.00	20
5	5.	15.	45.	35.	0.	3.10	20
6	19.	19.	19.	24.	19.	3.05	21
7	0.	10.	20.	50.	20.	3.80	20
8	16.	21.	32.	26.	5.	2.84	19
9	62.	24.	5.	10.	0.	1.62	21
10	70.	10.	15.	0.	5.	1.60	20
11	5.	10.	38.	33.	14.	3.43	21
12	15.	25.	45.	10.	5.	2.65	20
13	11.	32.	42.	11.	5.	2.68	19
14	19.	10.	14.	38.	19.	3.29	21
15	5.	10.	24.	52.	10.	3.52	21
16	0.	0.	0.	24.	76.	4.76	21

17	5.	19.	29.	38.	10.	3.29	21
18	19.	48.	19.	14.	0.	2.29	21
19	0.	10.	24.	48.	19.	3.76	21
20	0.	0.	0.	33.	67.	4.67	21
21	0.	10.	5.	38.	48.	4.24	21
22	0.	5.	5.	38.	52.	4.38	21
23	0.	0.	15.	35.	50.	4.35	20
24	0.	0.	14.	33.	52.	4.38	21
25	0.	0.	15.	65.	20.	4.05	20
26	0.	0.	10.	57.	33.	4.24	21
27	0.	5.	10.	38.	48.	4.29	21
28	5.	14.	24.	24.	33.	3.67	21
29	0.	10.	14.	62.	14.	3.81	21
30	10.	20.	10.	35.	25.	3.45	20
31	10.	19.	24.	38.	10.	3.19	21
32	5.	14.	52.	24.	5.	3.10	21
33	10.	5.	14.	33.	38.	3.86	21
34	0.	0.	19.	38.	43.	4.24	21
35	0.	10.	19.	48.	24.	3.86	21



SECTION TWO

1	0.	0.	0.	25.	75.	4.75	8
2	0.	63.	38.	0.	0.	2.37	8
3	0.	0.	0.	12.	88.	4.87	8
4	0.	0.	0.	12.	88.	4.87	8
5	0.	25.	50.	25.	0.	3.00	8
6	50.	12.	12.	12.	12.	2.25	8
7	0.	0.	43.	0.	57.	4.14	7
8	0.	43.	43.	0.	14.	2.86	7
9	63.	12.	12.	12.	0.	1.75	8
10	50.	38.	12.	0.	0.	1.62	8
11	0.	0.	25.	50.	25.	4.00	8
12	0.	12.	75.	12.	0.	3.00	8
13	0.	50.	25.	12.	12.	2.87	8
14	12.	25.	38.	12.	12.	2.87	8
15	0.	12.	38.	50.	0.	3.37	8
16	0.	0.	0.	38.	63.	4.62	8
17	0.	38.	12.	50.	0.	3.12	8
18	25.	50.	25.	0.	0.	2.00	8
19	0.	0.	0.	100.	0.	4.00	5
20	0.	0.	12.	75.	12.	4.00	8
21	0.	0.	12.	38.	50.	4.37	8
22	0.	0.	25.	50.	25.	4.00	8
23	0.	0.	100.	0.	0.	3.00	4
24	0.	12.	25.	12.	50.	4.00	8
25	0.	0.	0.	75.	25.	4.25	8
26	0.	0.	12.	25.	63.	4.50	8
27	0.	12.	12.	38.	38.	4.00	8
28	0.	12.	12.	50.	25.	3.87	8
29	0.	0.	25.	75.	0.	3.75	8
30	20.	0.	40.	40.	0.	3.00	5
31	0.	25.	50.	25.	0.	3.00	8
32	0.	29.	57.	14.	0.	2.86	7
33	0.	0.	12.	88.	0.	3.87	8
34	0.	0.	12.	50.	38.	4.25	8
35	0.	0.	25.	75.	0.	3.75	8



"This course is designed as essentially a tax planning course with such areas as buying and selling a business and the tax consequences thereof, taxable benefits, corporate distributions to shareholders, reorganizations, amalgamations etc. It is designed to attempt to give the student some in depth knowledge in selected areas rather than as a survey type course."

ADVOCACY

MR. WEIR

ENROLMENT 20

RESPONSES 10

PROFESSOR'S COMMENTS:

- Presentation: Lecture - seminar
- System of grading: 100% final examination
- Course emphasis: practical
- Course value: (4)
- Size this year/Size it should be: 30/20
- Books used: None available

STUDENT'S COMMENTS:

Course was difficult because of new tax legislation. No statutory interpretation of new legislation as of yet.

IN 1972-73 PROFS. MIS AND TAYLOR WILL EACH TEACH A SECTION OF ADVANCED TAX.

1	40.	40.	20.	0.	0.	1.80	10
2	0.	20.	50.	30.	0.	3.10	10
3	10.	20.	70.	0.	0.	2.60	10
4	0.	0.	0.	20.	80.	4.80	10
5	0.	0.	30.	60.	10.	3.80	10
6	50.	20.	10.	10.	0.	1.70	10
7	0.	11.	11.	44.	33.	4.00	9
8	60.	20.	20.	0.	0.	1.60	10
9	20.	10.	10.	30.	30.	3.40	10
10	80.	10.	10.	0.	0.	1.30	10
11	0.	20.	10.	20.	50.	4.00	10
12	0.	0.	10.	60.	30.	4.20	10
13	50.	20.	20.	10.	0.	1.90	10
14	20.	0.	50.	20.	10.	3.00	10
15	0.	11.	44.	33.	11.	3.44	9
16	0.	10.	30.	40.	20.	3.70	10
17	0.	50.	30.	10.	10.	2.80	10
18	0.	50.	20.	30.	0.	2.80	10
19	0.	50.	30.	20.	0.	2.70	10
20	0.	0.	30.	70.	0.	3.70	10
21	0.	30.	20.	40.	10.	3.30	10
22	0.	0.	30.	50.	20.	3.90	10
23	0.	10.	30.	60.	0.	3.50	10
24	30.	20.	40.	10.	0.	2.30	10
25	0.	20.	40.	40.	0.	3.20	10
26	0.	0.	10.	80.	10.	4.00	10
27	0.	20.	30.	40.	10.	3.40	10
28	0.	0.	40.	50.	10.	3.70	10
29	0.	0.	50.	50.	0.	3.50	10
30	12.	38.	38.	12.	0.	2.50	10
31	0.	40.	50.	10.	0.	2.70	10
32	0.	0.	30.	60.	10.	3.80	10
33	0.	20.	50.	10.	20.	3.30	10
34	0.	10.	50.	30.	10.	3.40	10
35	0.	0.	50.	50.	0.	3.50	10

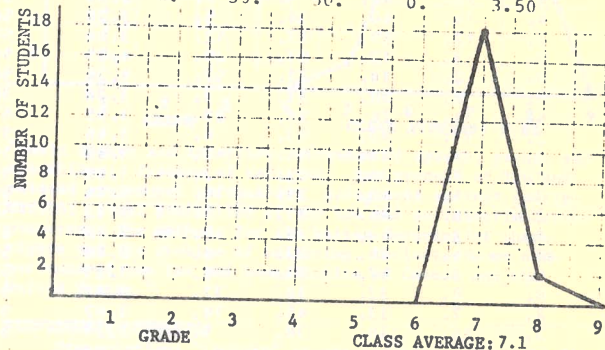
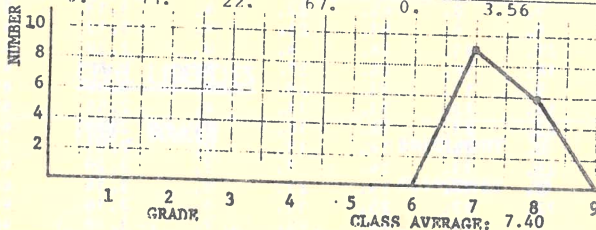
ADV. TORTS

PROF. PAYNE

ENROLMENT 15

RESPONSES 9

1	0.	50.	25.	25.	0.	2.75	8
2	11.	0.	0.	33.	56.	4.22	9
3	11.	0.	67.	11.	11.	3.11	9
4	0.	0.	0.	44.	56.	4.56	9
5	0.	0.	12.	50.	38.	4.25	8
6	0.	0.	0.	75.	25.	4.25	8
7	0.	0.	63.	25.	12.	3.50	8
8	44.	0.	44.	11.	0.	2.22	9
9	0.	11.	0.	50.	33.	4.11	9
10	22.	11.	44.	11.	11.	2.78	9
11	33.	33.	11.	22.	0.	2.22	9
12	0.	22.	50.	22.	0.	3.00	9
13	22.	22.	50.	0.	0.	2.33	9
14	0.	22.	22.	22.	33.	3.67	9
15	0.	0.	33.	44.	22.	3.89	9
16	0.	11.	22.	44.	22.	3.78	9
17	0.	0.	67.	22.	11.	3.44	9
18	22.	11.	44.	11.	11.	2.78	9
19	0.	0.	25.	50.	25.	4.00	8
20	0.	0.	33.	44.	22.	3.89	9
21	0.	0.	22.	22.	56.	4.33	9
22	0.	11.	11.	56.	22.	3.89	9
23	0.	0.	56.	33.	11.	3.56	9
24	0.	0.	11.	44.	44.	4.33	9
25	0.	0.	22.	56.	22.	4.00	9
26	0.	0.	0.	33.	67.	4.67	9
27	0.	0.	44.	44.	11.	3.67	9
28	0.	0.	67.	33.	0.	3.33	9
29	0.	0.	33.	56.	11.	3.78	9
30	17.	0.	33.	33.	17.	3.33	6
31	12.	0.	50.	25.	12.	3.25	8
32	0.	0.	12.	63.	25.	4.12	8
33	0.	0.	33.	22.	44.	4.11	9
34	0.	11.	56.	11.	22.	3.44	9
35	0.	11.	22.	67.	0.	3.56	9



It is intended to study in detail the problems relating to the presentation of facts to a Court. This will involve a detailed study of the role and use of examinations for discovery and a study of direct examination and examination in chief with some clinical studies in this area. It is also intended to study the problems relating to the presentation of legal argument at trial - generally what a practitioner might call the "brief for trial". Trial procedure and trial strategy will be studied in more detail than is given in any practice course. There will also be a study of the presentation of written arguments as well as some further elaboration on the presentation of factums and on the actual argument before the Appellate Court. This will involve the analysis of given trials and the presentation and formulation of arguments for appeal and the study of Appellant factums in given cases. It is not intended to duplicate any aspect of a moot program although there may be some more intensive studies of matters which are necessarily encountered in preparation of a moot. It is also intended to study during this process and separately some of the arguments of professional responsibility in the field of counsellor. There will be a term paper in this course on subjects relating primarily to professional responsibility in the conduct of litigation. There will be a scope here (and these papers will be presented and discussed) for some consideration of techniques for the improvement of procedures and some of the innovations which have been discussed or been considered as well as questions which are,

THIS COURSE WILL NOT BE OFFERED IN 1972-73.

in their broader sense, ethical. Included in this area would be such matters as the role and function of briefing, the limits of the adversary system as such, the right to decline a retainer, and the problems relating to special kinds of witnesses, for example experts. It is proposed to allow some choice on the part of the students although the papers and discussions will generally be oriented in this way.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

The selection of short trials and examinations for discovery to be acted out and criticized in class would improve the course.

The purpose of the course is to examine the agency relationship in some detail. Topics include: What is an agent? The nature of the agency relationship. Creating an agency relationship -- by appointment or contract, by ratification, by estoppel, by necessity. The scope of agency -- the extent of the agent's powers. The obligations of agency -- the duties of the agent; the duties of the principal. The effect of agency -- liabilities in contract, property and tort. Termination of agency -- modes and effects.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

Course is difficult but enjoyable and useful. Prof. goes over material too rapidly, however. Textbook not explicit enough.

Improved greatly his teaching ability since personal property. Maybe because he is using his own syllabus, not Shaffer's.

Basics not given sufficient emphasis before we begin to tear them apart.

John really knows his agency.

Dewar is an extremely nice gentleman and because of this the class will often take advantage of him.

He is better prepared for this course and his cases are mostly relevant. He appears to have a command of the subject. No complaints.

IN 1972-73 THERE WILL BE THREE SECTIONS OF AGENCY. THEY WILL BE TAUGHT BY PROFS. JACOBS AND SHAFFER AND DEAN FRIDMAN.

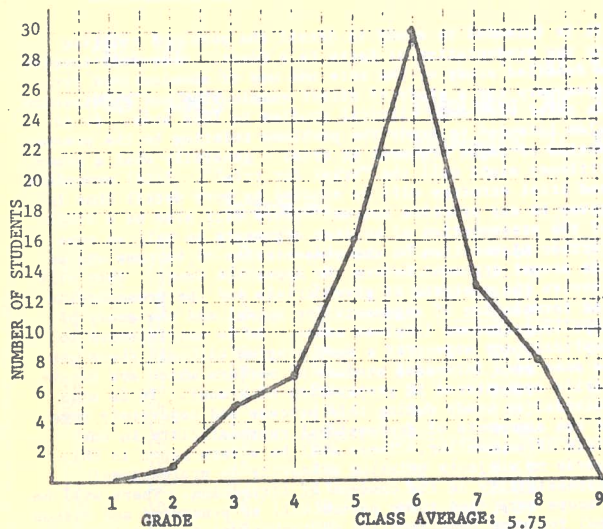
AGENCY s1

PROF. DEWAR

ENROLMENT 80

RESPONSES 59

1	0.	5.	37.	46.	12.	3.64	59
2	0.	69.	29.	2.	0.	2.32	59
3	0.	12.	32.	34.	22.	3.66	59
4	0.	2.	7.	17.	75.	4.64	59
5	0.	2.	52.	45.	2.	3.46	56
6	2.	4.	25.	37.	33.	3.96	57
7	5.	12.	46.	27.	10.	3.25	59
8	5.	24.	42.	19.	10.	3.05	59
9	48.	22.	21.	9.	0.	1.90	58
10	59.	3.	26.	5.	8.	2.00	39
11	14.	5.	26.	19.	36.	3.57	42
12	2.	14.	68.	14.	3.	3.03	59
13	20.	18.	48.	7.	7.	2.64	56
14	17.	29.	31.	16.	7.	2.66	58
15	10.	31.	24.	29.	7.	2.92	59
16	3.	8.	20.	51.	17.	3.69	59
17	12.	17.	31.	34.	7.	3.07	59
18	14.	28.	49.	9.	0.	2.53	57
19	4.	14.	46.	30.	5.	3.20	56
20	2.	12.	37.	37.	12.	3.46	59
21	0.	3.	17.	51.	29.	4.05	59
22	0.	2.	14.	33.	52.	4.34	58
23	0.	8.	58.	31.	3.	3.28	36
24	4.	4.	26.	28.	39.	3.95	57
25	2.	11.	32.	53.	4.	3.46	57
26	0.	8.	34.	54.	3.	3.53	59
27	3.	7.	25.	53.	12.	3.63	59
28	3.	5.	49.	29.	14.	3.44	59
29	2.	26.	36.	31.	5.	3.12	58
30	8.	12.	50.	20.	4.	3.00	25
31	17.	24.	36.	22.	2.	2.68	59
32	0.	2.	67.	31.	0.	3.29	55
33	8.	8.	32.	34.	17.	3.42	59
34	2.	7.	33.	45.	14.	3.62	58
35	3.	16.	38.	34.	9.	3.29	58



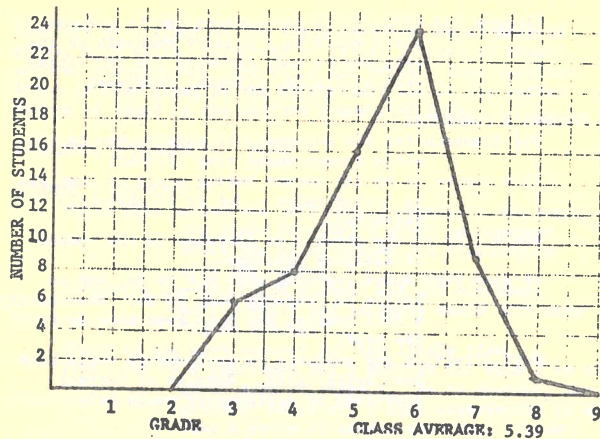
AGENCY s2

PROF. SHAFFER

ENROLMENT 64

RESPONSES 45

1	2.	9.	40.	47.	2.	3.38	45
2	53.	38.	9.	0.	0.	1.56	45
3	11.	16.	53.	18.	2.	2.84	45
4	0.	7.	16.	27.	51.	4.22	45
5	0.	7.	58.	36.	0.	3.29	45
6	2.	5.	47.	23.	23.	3.60	43
7	2.	18.	49.	31.	0.	3.09	45
8	7.	16.	20.	31.	27.	3.56	45
9	67.	9.	16.	9.	0.	1.67	45
10	67.	7.	10.	0.	17.	1.93	30
11	27.	9.	24.	18.	21.	2.97	33
12	2.	18.	53.	22.	4.	3.09	45
13	27.	29.	33.	9.	2.	2.31	45
14	51.	20.	27.	2.	0.	1.80	41
15	24.	33.	24.	18.	0.	2.36	45
16	18.	24.	38.	20.	0.	2.60	45
17	18.	16.	42.	22.	2.	2.76	45
18	4.	27.	40.	11.	18.	3.11	45
19	7.	29.	54.	7.	2.	2.68	41
20	4.	2.	40.	42.	11.	3.53	45
21	41.	23.	27.	9.	0.	2.05	44
22	12.	35.	28.	26.	0.	2.67	43
23	9.	0.	65.	22.	4.	3.13	23
24	9.	9.	51.	21.	9.	3.12	43
25	27.	31.	38.	4.	0.	2.20	45
26	18.	16.	38.	27.	2.	2.80	45
27	9.	11.	33.	29.	18.	3.36	45
28	16.	33.	33.	13.	4.	2.58	45
29	23.	23.	36.	16.	2.	2.52	44
30	0.	16.	74.	11.	0.	2.95	19
31	29.	33.	24.	7.	7.	2.29	45
32	0.	14.	59.	27.	0.	3.14	44
33	32.	32.	25.	11.	0.	2.16	44
34	2.	11.	40.	40.	7.	3.38	45
35	33.	27.	31.	9.	0.	2.16	45



"General treatment of principal - agent - third party relationships, including vicarious liability for torts of servants and agents. A case-oriented course plus selections from texts by Powell, Fridman, and some periodical literature. Emphasis on contractual liability of parties where principal is both disclosed and undisclosed. Factors, real estate agents, insurance agents and barristers and solicitors in their capacity as agents considered."

PROFESSOR'S COMMENTS:

- Presentation: lecture
- System of grading: two hour final exam
- Course emphasis: 50% academic; 50% practical
- Course value: (4)
- Size this year/size it should be: 75/50 or less
- Books used: Fridman and Powell
- Changes for 1972-73: We hope to compile a casebook for next year. My orientation will be less theoretical and more practical, with more reference to Alberta cases where possible. There will not be a required text for next year. I hope to implement a problem-oriented approach, with less emphasis on lectures.

STUDENT'S COMMENTS:

- Prof. had difficulty getting ideas across and his attitude is sharply defensive. However, he takes an interest and gives teaching his course considerable effort.
- Would never take a stand. Boring and dull. Any fool can read out of a text or a case. Often got himself so confused he confused the entire class.
- Incompetent. Does not appear to fully understand the material and thus has trouble teaching difficult concepts. lectures often confusing. His attitude -- the man appears so conceited that he turns students off.
- I found the lectures more confusing than the text. His arrogance is a thin mask for his lack of knowledge.

IN 1972-73 THERE WILL BE THREE SECTIONS OF AGENCY. THEY WILL BE TAUGHT BY PROFS. JACOBS AND SHAFER AND DEAN FRIDMAN.

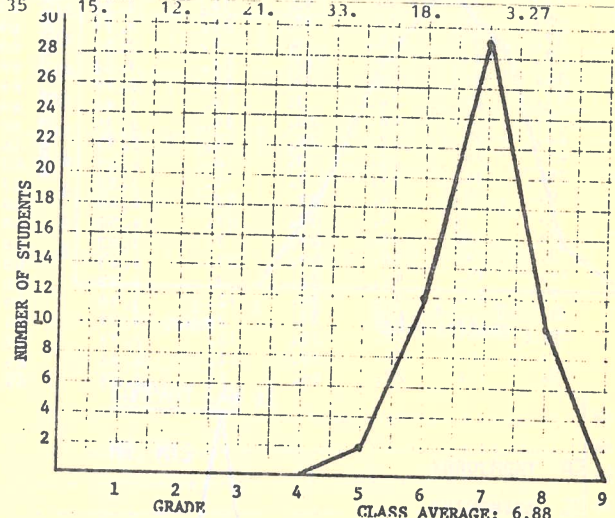
CIVIL LIBERTIES

PROF. BOWKER

ENROLMENT 53
RESPONSES 33

1	36.	21.	36.	6.	0.	2.12	33
2	52.	39.	9.	0.	0.	1.58	33
3	21.	27.	30.	15.	6.	2.58	33
4	0.	3.	3.	24.	70.	4.61	33
5	0.	3.	22.	50.	25.	3.97	32
6	0.	0.	15.	18.	67.	4.52	33
7	3.	9.	33.	24.	30.	3.70	33
8	24.	21.	24.	15.	15.	2.76	33
9	67.	24.	6.	3.	0.	1.45	33
10	42.	3.	6.	18.	30.	2.91	33

11	55.	18.	6.	12.	9.	2.03	33
12	0.	6.	39.	30.	24.	3.73	33
13	45.	12.	18.	9.	15.	2.36	33
14	76.	6.	12.	3.	3.	1.52	33
15	9.	15.	30.	21.	24.	3.36	33
16	6.	3.	9.	18.	64.	4.30	33
17	6.	24.	18.	21.	30.	3.45	33
18	18.	12.	36.	27.	6.	2.91	33
19	16.	5.	34.	25.	16.	3.16	32
20	21.	27.	15.	27.	9.	2.76	33
21	24.	18.	21.	27.	9.	2.79	33
22	3.	18.	15.	30.	33.	3.73	33
23	12.	18.	21.	36.	12.	3.18	33
24	6.	0.	25.	34.	34.	3.91	32
25	6.	33.	21.	36.	3.	2.97	33
26	0.	3.	6.	36.	55.	4.42	33
27	0.	6.	12.	28.	53.	4.28	32
28	21.	24.	21.	18.	15.	2.82	33
29	18.	33.	21.	18.	9.	2.67	33
30	12.	6.	25.	25.	31.	3.56	32
31	21.	24.	27.	18.	9.	2.70	33
32	0.	3.	19.	59.	19.	3.94	32
33	28.	19.	16.	16.	22.	2.84	32
34	15.	21.	9.	36.	18.	3.21	33
35	15.	12.	21.	33.	18.	3.27	33



"Basic rights and liberties; freedom of speech, press, and assemblies; freedom of religion; due process of law and related procedural safeguards; safeguards against confiscation; equal protection of the law and antidiscrimination statutes. The methods for the better securing of these rights and the problem of balancing, including some comparisons of the law and constitution of Canada and the United States."

PROFESSOR'S COMMENTS:

- Presentation: "Lecture" is not accurate. There is discussion of material and questions both ways.
- System of grading: term paper 50%/ final exam 50%
- Course emphasis: both practical and academic
- Course value: I have no idea; one might think it has relevance to some lawyers.
- Size this year/size it should be: 53/large enough now
- Books used: Our own casebook on civil liberties.
- Changes for 1972-73: Format will be the same, though I hope to have received the casebook and can cover more of the material than we managed this year. Now 3 hours a week.

STUDENT'S COMMENTS:

- He should try to stay more within the framework of what the law is in Canada than trying to show what the law is in the United States. As the course now stands it is of little value to someone who intends to practice in Alta.
- Had excellent notes and briefed all cases. Received a 7 on a 50% term paper yet only a 5 as the overall course grade!!
- Can't field questions from the class, loses his place in his mind. Interested in his area but is boring in presenting the material. Taught little that couldn't be learned on simple reading of casebook.
- Has the potential for being one of the best courses in the school, however, prof. Bowker's teaching method negates this almost entirely. However, the course is a cinch 7. Terrific marker!

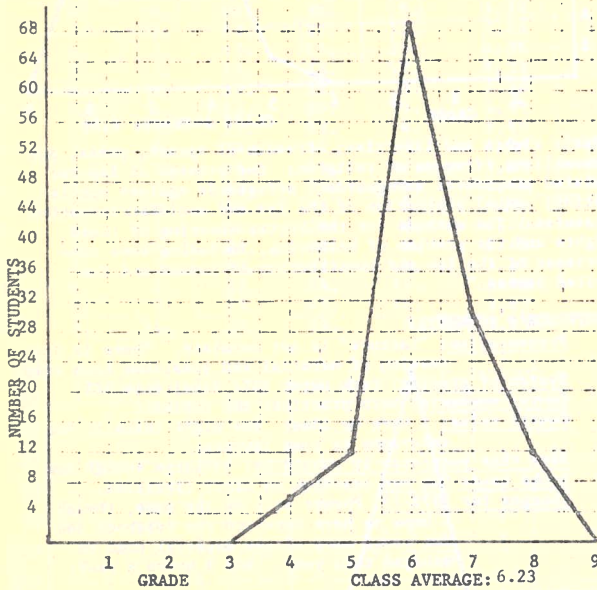
CIVIL PROCEDURE

MR. STEVENSON

ENROLMENT 130

RESPONSES 69

1	4.	11.	57.	28.	0.	3.09	68
2	68.	29.	1.	0.	1.	1.38	69
3	22.	35.	36.	6.	1.	2.30	69
4	0.	1.	7.	23.	68.	4.58	69
5	4.	3.	51.	37.	4.	3.34	67
6	58.	23.	14.	3.	1.	1.67	69
7	3.	14.	33.	33.	16.	3.44	63
8	41.	27.	21.	4.	3.	2.06	68
9	93.	6.	1.	3.	3.	1.09	68
10	69.	3.	11.	3.	15.	1.90	62
11	1.	0.	4.	0.	94.	4.85	68
12	1.	1.	16.	55.	26.	4.03	69
13	29.	23.	32.	6.	10.	2.45	69
14	79.	12.	7.	1.	0.	1.31	67
15	6.	13.	55.	12.	8.	2.97	64
16	11.	13.	39.	32.	14.	3.28	69
17	6.	16.	19.	38.	24.	3.71	69
18	37.	37.	16.	9.	1.	2.01	68
19	7.	12.	35.	32.	13.	3.32	68
20	16.	31.	29.	13.	10.	2.70	69
21	43.	26.	24.	7.	0.	1.96	63
22	8.	6.	48.	20.	18.	3.35	66
23	20.	21.	27.	26.	6.	2.77	66
24	45.	24.	22.	3.	6.	2.01	67
25	25.	34.	31.	7.	1.	2.25	67
26	0.	0.	4.	43.	52.	4.48	69
27	1.	0.	4.	33.	61.	4.52	69
28	7.	21.	37.	28.	7.	3.07	68
29	0.	3.	14.	59.	23.	4.03	69
30	18.	15.	42.	22.	3.	2.77	60
31	7.	14.	33.	36.	12.	3.30	69
32	3.	2.	63.	31.	2.	3.27	64
33	25.	29.	25.	20.	10.	2.71	69
34	1.	7.	10.	22.	61.	4.35	69
35	29.	32.	22.	10.	1.	2.29	69



The fundamentals of judicial procedure; the jurisdiction of courts, and the process of the courts; a study of the Rules of Court; enforcement of judgments and extraordinary remedies.

PROFESSOR'S COMMENTS:

- Presentation: primarily lecture
- System of grading: Exam and assignments
- Course emphasis: Practical law
- Course value: The course is (5) valuable for those going into general practice
- Size this year/size it should be: 145/50 to 75
- Books used: Alberta Rules of Court, Odgers on Practice and Pleading; Williston & Rolls, Law of Civil Procedure

Changes for 1972-73: If the numbers can be reduced, there would be a greater emphasis on the assignments and, assuming the facilities were available, clinical programmes.

STUDENT'S COMMENTS:

- Big drawback for the enjoyment of this course is its early commencement time (8:00AM).
- This course is by its nature boring - all it involves is boring rules - but it is obviously essential.
- Would like to see about a 4X increase in the number of assigned problems.
- So much time spent learning what not to do, and so little in learning what to do. Necessarily a dull course, but made even more so by the prof.
- More direction and guidance re assignments would have been appreciated. Samples of correct draftings of assignments would help.

IN 1972-73 THERE WILL BE AN ADDITIONAL SECTION OF CIVIL PROCEDURE TAUGHT BY PROF. POLLOCK.

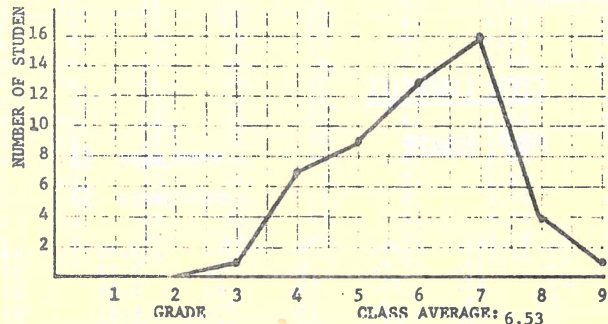
COMMERCIAL LAW s1

PROF. LEE

ENROLMENT 51

RESPONSES 32

1	0.	0.	21.	48.	31.	4.10	29
2	17.	57.	20.	3.	3.	2.20	30
3	7.	3.	37.	30.	23.	3.60	30
4	3.	6.	13.	10.	68.	4.32	31
5	10.	13.	45.	32.	0.	3.00	31
6	3.	6.	13.	35.	42.	4.06	31
7	30.	27.	23.	20.	0.	2.33	30
8	6.	12.	12.	44.	25.	3.69	32
9	81.	16.	3.	0.	0.	1.23	31
10	42.	4.	15.	19.	19.	2.69	26
11	0.	3.	13.	17.	67.	4.47	30
12	16.	42.	23.	16.	3.	2.48	31
13	19.	6.	41.	19.	16.	3.06	32
14	70.	20.	7.	3.	0.	1.43	30
15	45.	20.	29.	0.	0.	1.84	31
16	0.	19.	39.	32.	10.	3.32	31
17	28.	25.	34.	12.	0.	2.31	32
18	26.	19.	29.	13.	13.	2.68	31
19	31.	24.	31.	14.	0.	2.28	29
20	13.	29.	23.	26.	10.	2.90	31
21	35.	16.	19.	19.	6.	2.42	31
22	10.	23.	27.	37.	3.	3.00	30
23	0.	18.	59.	24.	0.	3.06	17
24	12.	15.	31.	19.	23.	3.27	26
25	23.	27.	40.	10.	0.	2.37	30
26	6.	16.	22.	50.	6.	3.34	32
27	0.	6.	22.	34.	34.	3.94	32
28	34.	41.	19.	6.	0.	1.97	32
29	55.	23.	16.	6.	0.	1.74	31
30	7.	29.	43.	21.	0.	2.79	14
31	34.	44.	19.	3.	0.	1.91	32
32	8.	31.	34.	15.	6.	2.85	26
33	27.	13.	37.	13.	0.	2.27	30
34	3.	9.	16.	44.	28.	3.84	32
35	30.	27.	37.	7.	0.	2.20	30



Consists of a study of the Anglo-Canadian law of sale of goods, bulk sales, documents of title, letters of credit, secured transactions, and bills and notes. Some consideration is also given to the counterpart law of the United States as found in the Uniform Commercial Code.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

While this course was very poorly taught in the beginning there has been a great improvement since the class voiced its displeasure with the course.

Generally the practical element was not stressed sufficiently and lectures ended with many "loose strings".

There is too much content for too little time. Prof. Lee is a gentleman and a scholar for whom I've a great deal of respect. He is however, the poorest "educator" I have experienced in my last 8 years of education. What little commercial law I do know I have learned by myself.

Professor Lee is subject to what I consider to be much unjust, rather spiteful criticisms. I would very much fear being tried by a jury made up of such criticizers -- the decision would be rendered before the evidence was in.

IN 1972-73 THIS SECTION WILL BE TAUGHT BY MR. CHAPMAN.

COMMERCIAL LAW s2

PROF. LAUX

ENROLMENT 60

RESPONSES 40

1	0.	2.	22.	48.	27.	4.00	40
2	2.	60.	25.	12.	0.	2.47	40
3	0.	0.	21.	51.	28.	4.08	39
4	0.	2.	7.	7.	83.	4.70	40
5	0.	7.	50.	38.	5.	3.40	40
6	46.	28.	23.	0.	3.	1.85	39
7	3.	0.	24.	39.	34.	4.03	38
8	19.	25.	38.	27.	0.	2.82	40
9	70.	10.	20.	0.	0.	1.50	40
10	77.	9.	9.	0.	6.	1.49	35
11	5.	0.	11.	8.	76.	4.49	37
12	18.	35.	43.	5.	0.	2.35	40
13	5.	15.	38.	31.	10.	3.26	39
14	7.	15.	40.	30.	7.	3.15	40
15	10.	20.	40.	22.	7.	2.97	40
16	0.	7.	12.	50.	30.	4.02	40
17	7.	25.	30.	30.	7.	3.05	40
18	43.	35.	12.	7.	2.	1.92	40
19	3.	3.	21.	56.	18.	3.85	39
20	2.	10.	22.	48.	18.	3.67	40
21	2.	22.	35.	22.	18.	3.30	40
22	0.	15.	31.	36.	18.	3.56	39
23	3.	11.	24.	42.	21.	3.68	38
24	0.	13.	32.	24.	32.	3.74	38
25	5.	5.	22.	45.	22.	3.75	40
26	0.	2.	22.	65.	10.	3.82	40
27	7.	12.	30.	38.	12.	3.35	40
28	5.	25.	30.	32.	7.	3.12	40
29	0.	15.	38.	40.	7.	3.40	40
30	10.	13.	18.	36.	23.	3.49	39
31	27.	32.	20.	18.	2.	2.35	40
32	0.	5.	05.	27.	2.	3.27	40
33	10.	5.	22.	38.	25.	3.62	40
34	0.	0.	0.	27.	73.	4.72	40
35	0.	15.	32.	40.	12.	3.50	40

[For course outline see above]

PROFESSOR'S COMMENTS:

Presentation: lecture

System of grading: students are given the option of two mid-terms, each worth 20% and one 60% final exam or a 100% final exam

Course emphasis: practical

STUDENT'S COMMENTS:

Has "good days" and "bad days". Writing on the board is atrocious. Facts in examples confused when set out.

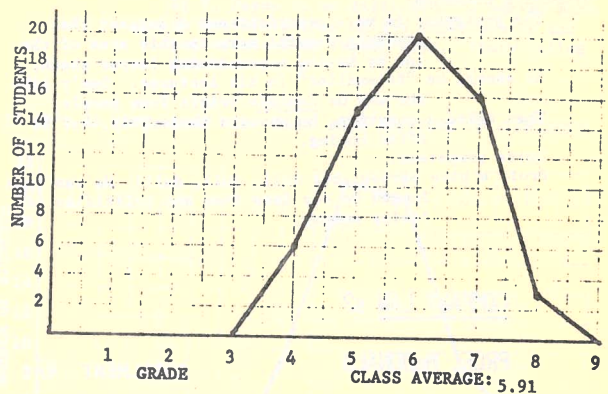
Generally pleasant, but occasionally moody, surly, antagonistic and rude without provocation. One day he is the student's friend; next day he is a boor.

One of the better ones...goes out of his way to make sure you understand, but his course contains far too much material. Exams are way too long, sometimes impossible to complete. But one of the fairest guys on the faculty when it comes to marks. He really wants to get to know students, both on an academic and social basis.

Beware his final exams.

Teaches a very good practical course. Highly recommended.

Often unprepared in class. Doesn't know his cases. The exam questions were extremely original in as much as they were tricky and not similar to the cases we had been accustomed to reading and discussing.



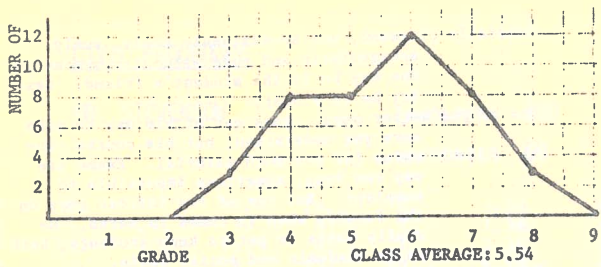
COMPANY LAW s1

MR. MIS

ENROLMENT 42

RESPONSES 25

1	0.	8.	58.	33.	0.	3.25	24
2	4.	76.	16.	4.	0.	2.20	25
3	4.	8.	52.	32.	4.	3.24	25
4	4.	0.	4.	12.	80.	4.64	25
5	0.	4.	56.	40.	0.	3.36	25
6	16.	36.	36.	8.	4.	2.48	25
7	0.	8.	44.	36.	12.	3.52	25
8	24.	52.	24.	0.	0.	2.00	25
9	80.	12.	8.	1.	0.	1.28	25
10	46.	8.	12.	17.	17.	2.50	24
11	4.	4.	20.	20.	52.	4.12	25
12	4.	8.	60.	24.	4.	3.16	25
13	32.	24.	40.	4.	0.	2.16	25
14	40.	16.	16.	20.	8.	2.40	25
15	12.	12.	40.	24.	12.	3.12	25
16	0.	12.	16.	44.	28.	3.68	25
17	8.	16.	8.	56.	12.	3.48	25
18	16.	44.	24.	8.	8.	2.48	25
19	8.	8.	33.	38.	12.	3.37	24
20	8.	12.	16.	52.	12.	3.48	25
21	32.	32.	28.	8.	0.	2.12	25
22	4.	4.	56.	24.	12.	3.42	24
23	8.	17.	58.	8.	8.	2.92	12
24	36.	32.	27.	5.	0.	2.00	22
25	8.	17.	46.	21.	8.	3.04	24
26	0.	4.	12.	60.	24.	4.04	25
27	0.	0.	16.	28.	56.	4.40	25
28	4.	16.	36.	36.	8.	3.28	25
29	4.	13.	30.	43.	0.	3.39	23
30	12.	25.	50.	12.	0.	2.62	8
31	12.	16.	24.	40.	8.	3.16	25
32	0.	9.	61.	30.	0.	3.22	23
33	17.	8.	42.	25.	8.	3.00	24
34	4.	4.	26.	52.	20.	3.80	25
35	8.	29.	42.	17.	4.	2.79	24



The law of partnerships, unincorporated associations, and limited liability companies. The incorporation of companies; relationships between the company and outsiders; and relationships of the members of the company within the corporate structure.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

The professor is very practical and I suggest that students benefit more in this area of the law by having a practicing lawyer teach. He should be "friendlier" in his lectures. Don't like the way he demands briefs from people. When asked a question, he answers thoroughly, but is often boring. Quite competent. Prof. a nice person, but dull, dull, dull! He can take longer to say less than any politician in living memory.

COMPANY LAW s2

PROF. McDONALD

ENROLMENT 47

RESPONSES 25

1	0.	8.	26.	48.	16.	3.72	25
2	8.	7.	16.	0.	0.	2.08	25
3	0.	4.	37.	44.	20.	3.60	25
4	0.	4.	0.	24.	64.	4.48	25
5	0.	20.	36.	36.	8.	3.32	25
6	8.	16.	12.	24.	40.	3.72	25
7	0.	0.	16.	48.	36.	4.20	25
8	8.	20.	24.	40.	8.	3.20	25
9	52.	20.	8.	12.	8.	2.04	25
10	35.	35.	18.	0.	12.	2.18	17
11	5.	10.	23.	15.	50.	3.95	20
12	8.	36.	48.	8.	0.	2.56	25
13	4.	28.	48.	12.	8.	2.92	25
14	16.	32.	28.	24.	0.	2.60	25
15	0.	0.	12.	36.	52.	4.40	25
16	0.	0.	8.	32.	60.	4.52	25
17	0.	0.	4.	32.	64.	4.60	25
18	52.	36.	0.	12.	0.	1.72	25
19	0.	3.	16.	52.	24.	3.92	25
20	0.	8.	24.	32.	36.	3.96	25
21	0.	16.	36.	36.	12.	3.44	25
22	0.	0.	25.	54.	21.	3.96	24
23	0.	0.	60.	20.	20.	3.60	10
24	0.	4.	32.	32.	32.	3.92	25
25	0.	4.	32.	44.	20.	3.80	25
26	0.	0.	4.	72.	24.	4.20	25
27	0.	0.	0.	28.	72.	4.72	25
28	0.	0.	16.	52.	32.	4.16	25
29	0.	0.	8.	64.	28.	4.20	25
30	0.	0.	50.	50.	0.	3.50	4
31	0.	0.	28.	40.	32.	4.04	25
32	0.	16.	48.	28.	8.	3.28	25
33	0.	0.	20.	48.	32.	4.12	25
34	0.	4.	8.	48.	40.	4.24	25
35	8.	4.	32.	44.	12.	3.48	25

"The course focuses on six topics: organizing the corporation; the concept of the corporation as a legal entity distinct from its members; raising and maintenance of capital; the distribution of powers of management; the duties of promoters, directors and controlling shareholders; shareholder's suits.

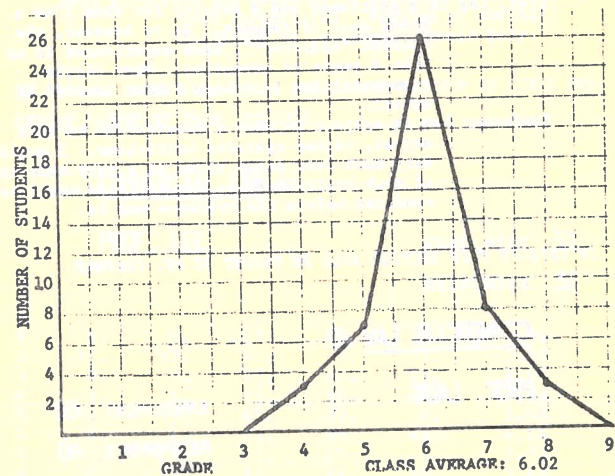
PROFESSOR'S COMMENTS:

Presentation: lecture method incorporating in-depth case analysis and discussion

System of grading: 100% final examination
 Course emphasis: academic 75%-- practical 25%
 Course value: (5)
 Size this year/size it should be: 48/30-60
 Books used: Palmer & Prentice, Cases and Materials on Company Law; Gower, Modern Company Law; Ziegel(ed.), Studies in Canadian Company Law

STUDENT'S COMMENTS:

Very knowledgeable prof. Tries to cover too much. Speaks a little too fast for good note-taking. Would like to see him loosen up and relax a bit more in class. Otherwise very good. The best course he teaches and from reports of the other classes, this is the best one in the law school.



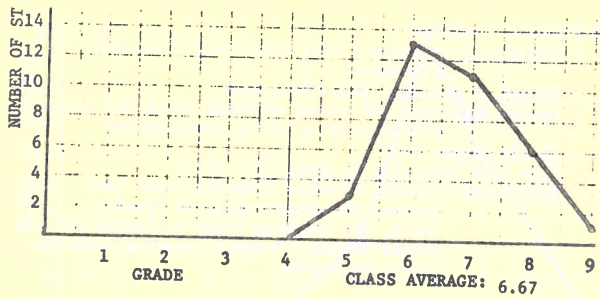
COMPANY LAW s3

PROF. SYCHUK

ENROLMENT 34

RESPONSES 23

1	0.	0.	4.	26.	70.	4.65	23
2	0.	4.	52.	43.	0.	3.39	23
3	0.	4.	17.	3.	70.	4.43	23
4	0.	0.	0.	9.	91.	4.91	23
5	0.	13.	48.	30.	9.	3.35	23
6	22.	26.	39.	4.	9.	2.52	23
7	0.	4.	26.	52.	17.	3.83	23
8	17.	22.	35.	22.	4.	2.74	23
9	52.	22.	17.	4.	4.	1.87	23
10	57.	5.	19.	13.	10.	2.10	21
11	0.	0.	4.	22.	74.	4.76	23
12	9.	61.	26.	4.	0.	2.26	23
13	13.	17.	39.	26.	4.	2.91	23
14	4.	4.	43.	30.	17.	3.52	23
15	13.	13.	17.	39.	17.	3.35	23
16	0.	4.	4.	22.	70.	4.57	23
17	13.	22.	13.	43.	9.	3.13	23
18	35.	26.	9.	36.	0.	2.35	23
19	0.	22.	35.	35.	9.	3.30	23
20	9.	5.	9.	45.	32.	3.86	22
21	0.	13.	17.	39.	30.	3.87	23
22	14.	14.	24.	38.	10.	3.14	21
23	0.	0.	53.	27.	20.	3.67	15
24	0.	4.	26.	26.	43.	4.09	23
25	0.	17.	13.	22.	48.	4.00	23
26	0.	0.	0.	70.	22.	4.13	23
27	0.	4.	17.	43.	35.	4.09	23
28	17.	9.	26.	26.	22.	3.26	23
29	4.	13.	26.	57.	0.	3.35	23
30	0.	14.	43.	29.	14.	3.43	7
31	22.	35.	22.	13.	9.	2.52	23
32	0.	30.	43.	13.	13.	3.09	23
33	18.	14.	14.	27.	27.	3.32	22
34	0.	0.	17.	48.	35.	4.17	23
35	9.	17.	26.	35.	13.	3.26	23



[For course outline see above, section 01]

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

Gives a good, practical course in company law; however, at the start of the course appeared to give the impression that the student had some idea of what a company is.

Too much time is spent on the fine points and not enough on general principles.

A great teacher. Not hesitant to reconsider a point.

Perhaps his exams could be easier. Personality of Mr. Sychuk sometimes hard to take but teaching ability makes it easier.

Goes into altogether much to much depth.

He assumes that students know as much as he does. At times he is too arrogant, e.g. "Saying it's so, makes it so" and too excitable.

CONFLICTS s1

PROF. PAYNE

ENROLMENT 68

RESPONSES 31

1	0.	0.	7.	47.	47.	4.40	30
2	16.	52.	26.	6.	0.	2.23	31
3	0.	0.	13.	45.	42.	4.29	31
4	0.	0.	3.	13.	84.	4.81	31
5	0.	7.	57.	27.	10.	3.40	31
6	0.	0.	0.	35.	65.	4.65	30
7	4.	0.	29.	40.	21.	3.82	28
8	10.	13.	33.	37.	7.	3.17	30
9	23.	35.	23.	16.	3.	2.42	31
10	03.	17.	10.	3.	7.	1.73	30
11	10.	30.	10.	30.	20.	3.20	30
12	10.	37.	47.	7.	0.	2.50	30
13	27.	23.	47.	3.	0.	2.27	30
14	17.	13.	27.	37.	7.	3.03	30
15	0.	10.	10.	42.	32.	3.97	31
16	0.	0.	10.	65.	26.	4.16	31
17	10.	13.	26.	35.	16.	3.35	31
18	19.	32.	20.	16.	6.	2.58	31
19	7.	17.	31.	38.	7.	3.21	29
20	0.	6.	26.	42.	26.	3.87	31
21	7.	20.	30.	37.	7.	3.17	30
22	0.	3.	23.	39.	35.	4.06	31
23	13.	30.	33.	17.	7.	2.73	30
24	0.	0.	15.	63.	22.	4.07	27
25	3.	0.	29.	42.	26.	3.87	31
26	0.	0.	0.	45.	55.	4.55	31
27	0.	3.	3.	42.	52.	4.42	31
28	3.	3.	19.	39.	35.	4.00	31
29	0.	0.	16.	52.	32.	4.16	31
30	10.	7.	28.	48.	7.	3.34	29
31	6.	13.	32.	45.	3.	3.26	31
32	10.	39.	32.	6.	13.	2.74	31
33	0.	10.	37.	27.	0.	3.70	30
34	0.	13.	45.	42.	0.	3.29	31
35	6.	16.	35.	39.	3.	3.16	31

"Primary emphasis has been on basic concepts such as classification, renvoi, domicile. Detailed analysis of conflicts rules operating in contracts, torts, and matrimonial law."

PROFESSOR'S COMMENTS:

Presentation: problem method

Size this year/size it should be: 70/35

Books used: Castel, Graveson, Cheshire, Morris

Changes for 1972-73: change of professor

STUDENT'S COMMENTS:

An excellent course, from an extremely competent and very likeable man, who went out of his way to ensure student comprehension. The only "9" prof. we have, apart from Dr. Smith.

So nice to have a course where the prof. has a sense of humour as well as a sense of fashion.

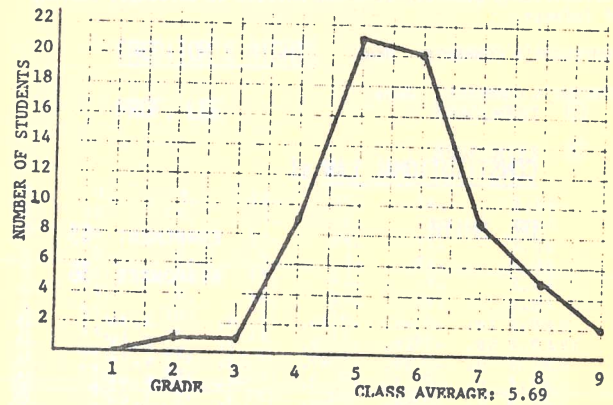
Course was good, but very disorganized. There should be a syllabus so students know what is expected.

I've sometimes had doubts as to the relevance that conflicts has, other than as an academic pursuit, since a great many of the fact situations are real oddball ones.

Marks extremely hard on exams to the point of being unrealistic in his assessments. The stanine scale means nothing to him. Excellent lecturer.

The problem method is too inefficient a method of teaching law -- and places the burden on the student of learning a subject -- admitted by P. Payne to be difficult. I worked more on conflicts than on any other course and yet received my lowest mark. That's called frustration.

IN 1972-73 PROF. LOWN WILL TEACH BOTH SECTIONS OF CONFLICTS.



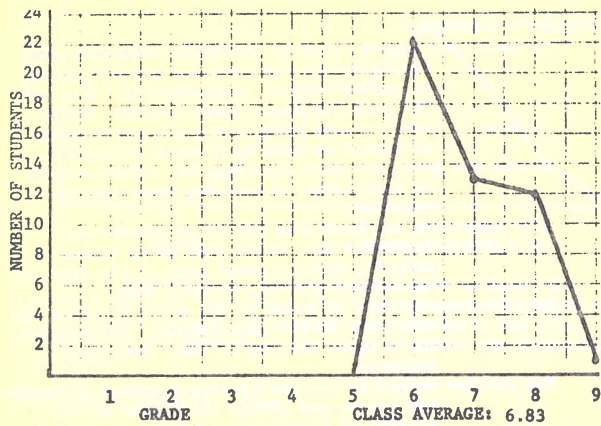
CONFLICTS s2

PROF. LOWN

ENROLMENT 48

RESPONSES 29

1	0.	0.	21.	34.	45.	4.24	29
2	10.	62.	24.	3.	0.	2.21	29
3	0.	3.	14.	41.	41.	4.21	29
4	0.	0.	0.	21.	79.	4.79	29
5	0.	14.	41.	31.	14.	3.45	29
6	0.	0.	14.	52.	34.	4.21	29
7	0.	11.	41.	44.	4.	3.41	27
8	11.	25.	54.	11.	0.	2.64	28
9	38.	28.	28.	7.	0.	2.03	29
10	64.	16.	8.	4.	8.	1.76	25
11	25.	7.	18.	14.	36.	3.29	28
12	3.	34.	52.	10.	0.	2.69	29
13	21.	34.	38.	0.	7.	2.38	29
14	25.	36.	29.	7.	4.	2.29	28
15	0.	38.	17.	45.	0.	3.07	29
16	0.	14.	38.	38.	10.	3.45	29
17	14.	41.	24.	21.	0.	2.52	29
18	10.	38.	45.	7.	0.	2.48	29
19	0.	23.	46.	27.	4.	3.12	26
20	0.	7.	34.	52.	7.	3.54	29
21	0.	7.	34.	45.	14.	3.66	29
22	3.	10.	23.	41.	17.	3.59	29
23	0.	12.	50.	38.	0.	3.25	16
24	0.	0.	32.	39.	29.	3.96	28
25	0.	10.	59.	31.	0.	3.21	29
26	0.	10.	41.	48.	0.	3.38	29
27	0.	21.	21.	55.	3.	3.41	29
28	3.	17.	31.	41.	7.	3.31	29
29	0.	14.	45.	41.	0.	3.28	29
30	0.	15.	46.	38.	0.	3.23	13
31	14.	17.	41.	24.	3.	2.86	29
32	0.	26.	48.	22.	4.	3.04	27
33	7.	31.	31.	24.	7.	2.93	29
34	7.	14.	31.	48.	0.	3.21	29
35	10.	24.	28.	34.	3.	2.97	29



Theoretical basis of conflict of laws. Characterization. Domicile. Choice of Law; penal, revenue, and procedural law; public policy, marriage; form, capacity; succession, movables, immovables; proprietary rights of spouses; legitimacy; legitimatio per subsequens matrimonium; adoption of infants; torts; contract. The doctrine of renvoi. Jurisdiction; general; divorce; nullity of marriage; custody of infants.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS: None

CONSTITUTIONAL LAW s1

DR. SMITH

ENROLMENT 63

RESPONSES 36

1	0.	14.	44.	33.	8.	3.36	36
2	14.	58.	28.	0.	0.	2.14	36
3	0.	0.	19.	47.	33.	4.14	36
4	0.	0.	3.	3.	94.	4.91	35
5	0.	0.	54.	43.	3.	3.44	35
6	6.	0.	11.	25.	58.	4.31	36
7	0.	0.	3.	25.	72.	4.69	36
8	63.	17.	14.	3.	0.	1.66	35
9	89.	3.	6.	3.	0.	1.23	35
10	77.	3.	7.	10.	3.	1.60	30
11	18.	9.	15.	12.	45.	3.58	33
12	0.	8.	47.	39.	6.	3.42	36
13	36.	25.	39.	0.	0.	2.03	36
14	46.	17.	11.	14.	11.	2.29	35
15	0.	0.	0.	26.	74.	4.74	35
16	0.	0.	0.	6.	94.	4.94	36
17	0.	0.	0.	14.	86.	4.86	36
18	43.	26.	14.	9.	9.	2.14	35
19	3.	3.	14.	29.	51.	4.23	35
20	3.	0.	0.	11.	86.	4.78	36
21	0.	6.	17.	42.	36.	4.08	36
22	0.	3.	15.	29.	53.	4.32	34
23	8.	12.	20.	32.	28.	3.60	25
24	0.	0.	14.	23.	63.	4.49	35
25	3.	0.	0.	25.	67.	4.53	36
26	0.	0.	0.	3.	97.	4.97	36
27	0.	0.	0.	0.	100.	5.00	36
28	0.	0.	0.	28.	72.	4.72	36
29	3.	0.	11.	19.	67.	4.47	36
30	0.	6.	29.	24.	41.	4.00	17
31	3.	6.	25.	31.	36.	3.92	36
32	0.	3.	53.	38.	6.	3.47	34
33	6.	6.	3.	22.	64.	4.33	36
34	11.	8.	28.	39.	14.	3.36	36
35	0.	8.	25.	39.	28.	3.86	30

"A study of the distribution, under the Canadian Constitution, of legislative powers between Parliament and the legislatures, together with the doctrines or maxims that have evolved, that is to say: The Exhaustive Distribution of Matters, The Organic Nature of the Constitution, The Pith and Substance Rule, The Doctrine of Subterfuge, Mutually Exclusive Powers, The Double Aspect Rule, The Occupied Field Doctrine, The Ancillary Doctrine."

PROFESSOR'S COMMENTS:

Presentation: lecture with class recitation and discussion

System of grading: 100% final exam

Course emphasis: The course emphasis is on the interpretation of a living constitution

Course value: (3)

Size this year/size it should be: 65/35

Books used: Laskin, Canadian Constitutional Law; Varcoe, The Constitution of Canada; Smith, The Commerce Power in Canada and the United States; Russell, Leading Constitutional Decisions

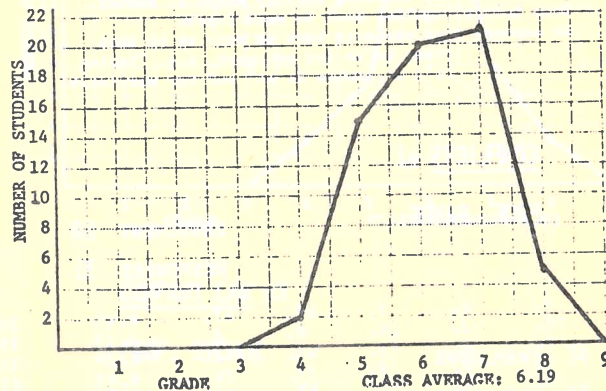
STUDENT'S COMMENTS:

Concern for the total student. A scholar as well as a practitioner. A course from Smith is long remembered.

Boring lectures. Tough to stay awake. Prof. Smith knows his subject but stands too far above class to raise enthusiasm.

This course was very stimulating, but one can grow weary of stimulation. I feel that the grade school approach of oral reading from the textbook does little to enhance the appeal of the course. Mind you, the method seems to work!

This man is a master and his teaching is masterful. If he has any fault it may be repetitiveness.



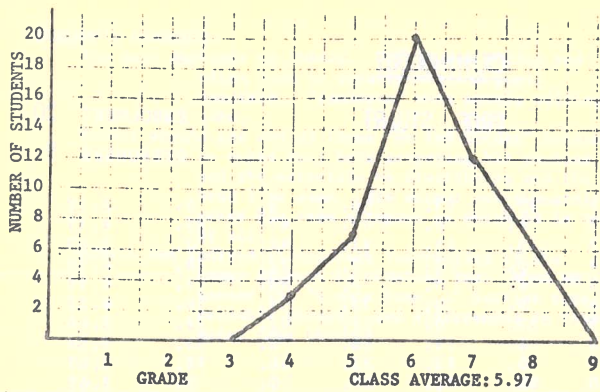
CONSTITUTIONAL LAW s2

PROF. McDONALD

ENROLMENT 42

RESPONSES 31

1	3.	3.	7.	37.	50.	4.27	30
2	23.	74.	3.	0.	0.	1.81	31
3	3.	3.	13.	39.	42.	4.13	31
4	0.	3.	0.	13.	84.	4.77	31
5	3.	20.	60.	17.	0.	2.90	30
6	3.	0.	6.	16.	74.	4.58	31
7	3.	0.	35.	35.	26.	3.81	31
8	0.	0.	13.	33.	53.	4.40	30
9	74.	16.	3.	0.	6.	1.48	31
10	43.	10.	23.	17.	7.	2.33	30
11	27.	10.	10.	23.	30.	3.20	30
12	10.	29.	42.	16.	3.	2.74	31
13	35.	19.	26.	6.	13.	2.42	31
14	70.	20.	7.	3.	0.	1.43	30
15	3.	6.	23.	52.	16.	3.71	31
16	0.	10.	16.	48.	26.	3.90	31
17	3.	6.	19.	48.	23.	3.81	31
18	27.	40.	30.	3.	0.	2.10	30
19	3.	17.	17.	45.	17.	3.55	29
20	6.	3.	16.	48.	26.	3.84	31
21	6.	23.	29.	29.	13.	3.19	31
22	3.	0.	30.	40.	27.	3.87	30
23	6.	0.	69.	25.	0.	3.12	16.
24	0.	0.	35.	32.	32.	3.97	31
25	3.	3.	39.	45.	10.	3.55	31
26	0.	0.	3.	58.	39.	4.35	31
27	0.	0.	0.	16.	84.	4.84	31
28	6.	13.	23.	48.	10.	3.42	31
29	3.	3.	29.	39.	26.	3.81	31
30	14.	0.	86.	0.	0.	2.71	7
31	10.	16.	19.	35.	19.	3.39	31
32	10.	21.	66.	3.	0.	2.62	29
33	16.	6.	26.	32.	19.	3.32	31
34	6.	19.	39.	32.	3.	3.06	31
35	10.	39.	45.	3.	3.	2.52	31



"The major emphasis is upon basic principles of interpretation applied to those provisions of the British North America Act distributing legislative authority between Parliament and provincial legislatures. The following major problems are considered: the general power of Parliament; legislative competence in relation to economic activity; the regulation of transport and communication facilities; public proprietary rights and legislative power; the credit system and credit transactions; powers of taxation; criminal sanctions."

PROFESSOR'S COMMENTS:

- Presentation: Lecture method incorporating in-depth case analysis and discussion
- System of grading: 100% final examination
- Course emphasis: Academic, in the sense that it is concerned almost exclusively with an analysis of legal principles found in appellate decisions
- Course value: (5)
- Size this year/size it should be: 42/30-60
- Books used: Laskin, Canadian Constitutional Law (cases, text, and notes)

STUDENT'S COMMENTS:

- Covers a lot of material - sometimes rather "deep", however, he does his best to give good lectures. He is always prepared, responsive to questions and works hard.
- Constitutional law is an extremely boring course, and he doesn't alleviate the boredom. But he teaches fairly well. Unless you're in love with Dr. Smith, take McDonald.
- Should be more relaxed, more practical. He's too academic. Enormous amount of cases. Bad casebook.
- The course is exceptionally heavy, requiring almost twice as much time as other courses. He speaks much too fast. It's extremely difficult to take notes, and respond to questions when asked. Many times one does not even understand the question.

CORPORATE FINANCE

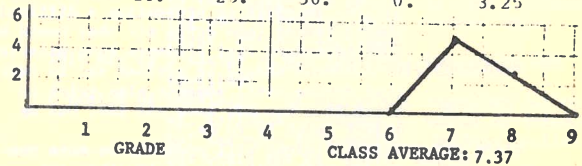
PROF. LEE

ENROLMENT 8

RESPONSES 4

1	0.	25.	25.	50.	0.	3.25	4
2	0.	25.	25.	50.	0.	3.25	4
3	0.	25.	25.	25.	25.	3.50	4
4	0.	0.	0.	0.	100.	5.00	4
5	0.	0.	50.	25.	25.	3.75	4
6	67.	33.	0.	0.	0.	1.33	3
7	25.	0.	25.	50.	0.	3.00	4
8	25.	50.	25.	0.	0.	2.00	4
9	75.	25.	0.	0.	0.	1.25	4
10	50.	0.	0.	25.	25.	2.75	4
11	0.	25.	0.	50.	25.	3.75	4
12	0.	0.	75.	25.	0.	3.25	4
13	75.	25.	0.	0.	0.	1.25	4
14	0.	25.	25.	0.	50.	3.75	4
15	25.	50.	25.	0.	0.	2.00	4
16	0.	25.	25.	50.	0.	3.25	4
17	0.	0.	25.	75.	0.	3.75	4
18	0.	33.	33.	33.	0.	3.00	3
19	0.	0.	67.	0.	33.	3.67	3

20	0.	25.	25.	50.	0.	3.25	4
21	25.	0.	0.	50.	25.	3.50	4
22	0.	0.	33.	33.	33.	4.00	3
23	25.	25.	0.	25.	25.	3.00	4
24	0.	0.	25.	50.	25.	4.00	4
25	0.	25.	75.	0.	0.	2.75	4
26	0.	50.	50.	0.	0.	2.50	4
27	0.	0.	75.	25.	0.	3.25	4
28	0.	0.	50.	25.	25.	3.75	4
29	0.	50.	25.	25.	0.	2.75	4
30	0.	0.	0.	100.	0.	4.00	1
31	33.	33.	33.	0.	0.	2.00	3
32	0.	0.	50.	50.	0.	3.50	4
33	0.	25.	75.	0.	0.	2.75	4
34	0.	0.	50.	50.	0.	3.50	4
35	0.	25.	25.	50.	0.	3.25	4



IN 1972-73 THIS COURSE WILL BE TAUGHT BY PROF. SHANLING.

CREDITOR'S RIGHTS

PROF. LEE

ENROLMENT 69

RESPONSES 37

1	0.	3.	38.	35.	24.	3.81	37
2	30.	65.	7.	0.	3.	1.81	37
3	8.	14.	43.	24.	11.	3.16	37
4	0.	0.	5.	3.	92.	4.86	37
5	6.	6.	37.	43.	9.	3.43	35
6	3.	6.	14.	42.	36.	4.03	36
7	51.	30.	3.	16.	0.	1.84	37
8	11.	25.	31.	17.	17.	3.03	36
9	86.	11.	3.	0.	0.	1.16	37
10	51.	20.	20.	0.	9.	1.94	35
11	3.	5.	14.	30.	49.	4.16	37
12	8.	33.	50.	8.	0.	2.58	36
13	25.	25.	79.	8.	3.	2.39	36
14	78.	14.	8.	0.	0.	1.30	37
15	57.	24.	11.	5.	3.	1.73	37
16	19.	27.	19.	32.	3.	2.73	37
17	36.	31.	19.	11.	3.	2.14	36
18	8.	43.	27.	14.	8.	2.70	37
19	25.	28.	25.	17.	6.	2.50	36
20	16.	24.	24.	30.	5.	2.84	37
21	27.	24.	24.	14.	11.	2.57	37
22	19.	17.	36.	19.	8.	2.81	36
23	17.	23.	34.	17.	9.	2.77	35
24	3.	9.	36.	30.	21.	3.58	33
25	19.	31.	31.	17.	3.	2.53	36
26	11.	30.	27.	30.	3.	2.84	37
27	3.	14.	33.	22.	28.	3.58	36
28	46.	30.	19.	5.	0.	1.84	37
29	68.	22.	11.	0.	0.	1.43	37
30	27.	15.	33.	24.	0.	2.55	33
31	38.	30.	22.	11.	0.	2.05	37
32	16.	16.	49.	11.	8.	2.78	37
33	54.	11.	39.	3.	3.	1.89	37
34	3.	16.	24.	38.	19.	3.54	37
35	41.	19.	30.	11.	0.	2.11	37

Includes a study of the unilateral and collective remedies available to creditors outside of bankruptcy before and after judgment, fraudulent conveyances, and bankruptcy.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

The course was well organized, but not clearly presented. Lee's greatest failing is his cursory dealing with the important points of his courses. Many students fail to realize gut issues for this reason.

Does not compute on anything. Prof. seems to know his subject matter but does not address himself to the practical aspect of the law in this area. Questions are almost

never fielded directly and an admission of ignorance is never made even where it obviously exists. The result is a credibility gap and student hostility to a prof. who otherwise seems to have the ability and "know-how" to be a good teacher.

I very much enjoy discussing problems in class but all I ever was discouraged at near the beginning was what was hypothetical & what was the state of present day law -- much better, by the end of the course.

Two much material for two-weight course. Irrelevant material especially at the beginning. Unrealistic requirement that statutes not be allowed in the exam. In general, a lack of emphasis on the really important aspects with an emphasis on presenting a difficult course rather than doing all that could be done to ensure that students knew material.

Unfortunately, students should be advised not to take this course until someone else tries to teach it. Lee may know his law, but he didn't teach it to me.

Since an articling student will probably be more concerned with this area of law than any other I would have preferred a greater emphasis on Alta. law and practical procedures rather than on the development and theory of creditor's rights generally. The crisis this term was completely out of proportion.

This man should not be a teacher. He is arrogant to the point of being rude. He refuses to answer questions quite often. His lack of knowledge showed up several times. His speed is hard to take notes from, and his course is poorly set up, poorly presented and full of irrelevant cases. In 18 years of school he is the worst teacher I have ever had.

Students previously having taken commercial law have a great advantage. Contrary to the insistence of the prof, it should be made a prerequisite. Lee spends far too much time on detail, dwelling on "law" which really isn't law any more. Tends to sacrifice clear understanding of the major concepts for irrelevancies.

The raison d'être for the Nov. uprising of 1971. Stay away from Lee, he'll drive you crazy. Totally incompetent as a prof. and totally insensitive as a human being. Do not be misled into taking this course "because it is valuable". It isn't.

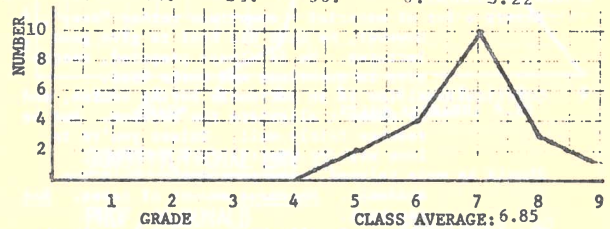
CRIMINOLOGY

PROF. STUART

ENROLMENT 20

RESPONSES 9

1	33.	11.	56.	0.	0.	2.22	9
2	0.	0.	11.	67.	22.	4.11	9
3	33.	11.	11.	44.	0.	2.67	9
4	0.	0.	0.	22.	78.	4.78	9
5	0.	0.	0.	89.	11.	4.11	9
6	0.	0.	33.	11.	56.	4.22	9
7	22.	0.	22.	22.	33.	3.44	9
8	0.	11.	56.	0.	33.	3.56	9
9	0.	11.	22.	56.	11.	3.67	9
10	63.	12.	25.	0.	0.	1.62	8
11	38.	12.	25.	12.	12.	2.50	8
12	0.	22.	44.	33.	0.	3.11	9
13	56.	11.	11.	11.	11.	2.11	9
14	0.	11.	33.	44.	11.	3.56	9
15	33.	0.	44.	22.	0.	2.56	9
16	0.	11.	22.	33.	33.	3.89	9
17	22.	11.	44.	22.	0.	2.67	9
18	11.	44.	22.	11.	11.	2.67	9
19	22.	11.	11.	56.	0.	3.00	9
20	0.	44.	22.	33.	0.	2.89	9
21	0.	11.	0.	78.	11.	3.89	9
22	11.	11.	33.	33.	11.	3.22	9
23	25.	0.	38.	25.	12.	3.00	8
24	0.	0.	33.	44.	22.	3.89	9
25	11.	22.	33.	33.	0.	2.89	9
26	0.	0.	44.	56.	0.	3.56	9
27	0.	11.	33.	56.	0.	3.44	9
28	11.	11.	56.	22.	0.	2.89	9
29	11.	22.	44.	22.	0.	2.78	9
30	17.	17.	50.	17.	0.	2.67	6
31	12.	38.	25.	25.	0.	2.62	8
32	0.	11.	11.	67.	11.	3.78	9
33	38.	0.	25.	25.	12.	2.75	8
34	22.	22.	22.	11.	22.	2.89	9
35	11.	11.	22.	56.	0.	3.22	9



"Following three weeks of introduction to the sociological, biological and psychological causes of crime, the focus is on major penology problems in Alberta. This year we considered police discretion, Indians and Metis, women, the practice of sentencing, juvenile delinquency and institutions, probation, adult correctional institutions, sociology of prisons, habitual prisoners, "psychopaths", therapeutic communities and group counselling, parole and social consequences of conviction. A major feature of the course was the numerous sessions with visitors with particular expertise in the various fields."

PROFESSOR'S COMMENTS:

Presentation: Seminar

System of grading: 1 paper, maximum 20 pages, on general topic

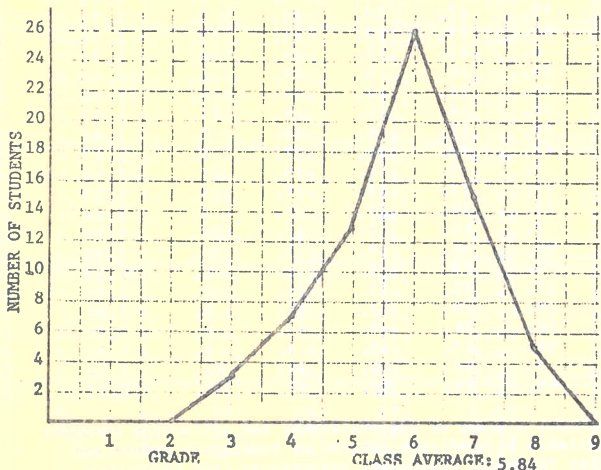
Course emphasis: Neither practical nor academic. We concentrate on sociology, psychology and the practical administration of the penal system

Course value: (4)

Size this year/Size it should be: 20/20

Books used: xeroxed materials (compiled this year with the help of participants)

Changes for 1972-73: The course has been increased from 2 to 3 hours. This should afford us the opportunity for greater depth of discussion and to visit selected institutions and agencies. The exact content of the course will be determined by the class but we may well add addiction treatment and/or other topics.



IN 1972-73 THIS COURSE WILL BE TAUGHT BY MR. MIRTH.

STUDENT'S COMMENTS:

Too much emphasis on theory. Stuart was boring and often rude to questioners and guest speakers. "seminars" were merely editing jobs.

Stuart should get one of those "We try harder" buttons. He works very hard preparing his courses and the materials he distributes are the best I've seen. His accent unfortunately makes him seem arrogant -- which he is not at all.

Guests and individual approach informative of the human process in criminal law. When we passed the "I once knew..." barrier some valuable thoughts and differences in viewpoint came through.

PROFESSOR'S COMMENTS:

Presentation: Problem method
System of grading: final exam
Course value: (5)

Size this year/size it should be: 75/50

Books used: Payne, Digest on Divorce Act; Payne, Articles and Working Papers on Family Law; Power on Divorce

STUDENT'S COMMENTS:

Classes absolutely outstanding. A complete expert in his field, good at both practical and theoretical aspects. Approachable prof. with a very interesting course.

Payne struck me as being a trifle arrogant. The exam in the course was one of the more frustrating ones I've ever seen. Please, Prof. Payne, write a syllabus!

This man is a master in his field and his course was excellent.

A wealth of knowledge. If course was organized better eg. syllabus, it would be easier to prepare for and more interesting. Giving a syllabus would not be "spoon feeding".

He should put out a casebook to supplement his digest or at least a syllabus so that the class will know what he will be covering at the next lecture. I did not like the problem method used in covering the course since it hindered the coherence of the course. He is a very good prof.

IN 1972-73 BOTH SECTIONS OF DOMESTIC RELATIONS WILL BE TAUGHT BY PROF. POLLOCK.

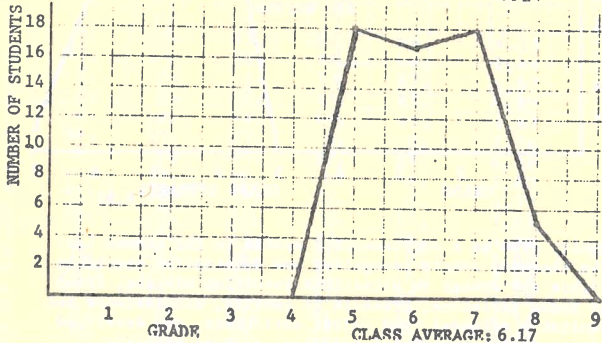
DOMESTIC RELATIONS s1

PROF. PAYNE

ENROLMENT 58

RESPONSES 41

1	0.	25.	40.	30.	5.	3.15	40
2	17.	39.	22.	22.	0.	2.49	41
3	0.	10.	44.	37.	10.	3.46	41
4	0.	0.	2.	10.	88.	4.85	41
5	0.	2.	32.	51.	15.	3.78	41
6	10.	20.	46.	17.	7.	2.93	41
7	7.	5.	20.	48.	20.	3.67	40
8	20.	20.	37.	17.	7.	2.73	41
9	46.	29.	15.	7.	2.	1.90	41
10	53.	12.	20.	7.	2.	1.85	40
11	2.	5.	7.	27.	59.	4.34	41
12	2.	27.	54.	17.	0.	2.85	41
13	15.	17.	41.	15.	12.	2.93	41
14	15.	2.	20.	37.	27.	3.59	41
15	2.	2.	27.	37.	32.	3.93	41
16	0.	0.	5.	32.	63.	4.59	41
17	10.	20.	29.	24.	17.	3.20	41
18	24.	22.	39.	15.	0.	2.44	41
19	0.	2.	34.	46.	17.	3.78	41
20	0.	12.	7.	37.	44.	4.12	41
21	7.	22.	43.	18.	10.	3.00	40
22	0.	5.	28.	46.	21.	3.82	39
23	15.	31.	26.	21.	8.	2.74	39
24	0.	10.	22.	48.	20.	3.77	40
25	0.	7.	32.	39.	22.	3.76	41
26	0.	0.	0.	2.	98.	4.98	41
27	0.	2.	15.	17.	66.	4.46	41
28	0.	15.	35.	27.	22.	3.57	40
29	0.	7.	7.	32.	54.	4.32	41
30	18.	15.	15.	33.	18.	3.18	39
31	10.	45.	20.	20.	5.	2.65	40
32	2.	27.	25.	38.	7.	3.20	40
33	2.	5.	17.	32.	44.	4.10	41
34	0.	0.	2.	38.	60.	4.57	40
35	0.	2.	5.	55.	38.	4.27	40



"Law relating to formation and dissolution of marriage, husband and wife, parent and child. Emphasis on void and voidable marriages, divorce, separation agreements and settlements, maintenance and alimony, family court, custody and maintenance of children, legitimacy, child welfare legislation, matrimonial property rights."

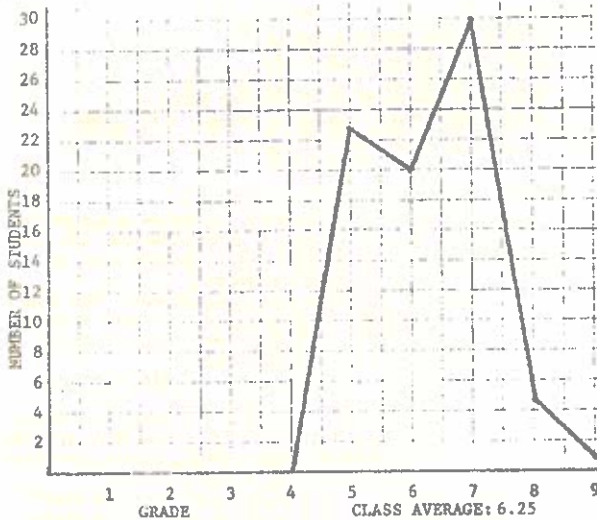
DOMESTIC RELATIONS s2

DR. KHETARPAL

ENROLMENT 79

RESPONSES 35

1	12.	21.	61.	6.	0.	2.61	33
2	82.	18.	0.	0.	0.	1.18	34
3	21.	21.	48.	3.	6.	2.52	33
4	0.	0.	0.	6.	94.	4.94	35
5	0.	3.	27.	58.	12.	3.79	33
6	9.	12.	58.	15.	6.	2.97	33
7	6.	0.	36.	39.	18.	3.64	33
8	12.	41.	35.	9.	3.	2.50	34
9	88.	12.	0.	0.	0.	1.12	33
10	45.	10.	23.	16.	6.	2.29	31
11	3.	6.	0.	30.	55.	4.27	33
12	0.	3.	42.	39.	15.	3.67	33
13	21.	50.	26.	0.	3.	2.15	34
14	73.	15.	9.	3.	0.	1.42	33
15	9.	15.	30.	30.	15.	3.27	33
16	0.	0.	15.	34.	45.	4.30	33
17	3.	9.	20.	40.	29.	3.83	35
18	12.	18.	32.	29.	9.	3.06	34
19	0.	0.	29.	43.	29.	4.00	28
20	24.	27.	30.	15.	3.	2.45	33
21	21.	27.	33.	9.	9.	2.58	33
22	0.	3.	33.	33.	30.	3.91	33
23	21.	11.	47.	16.	5.	2.74	19
24	0.	11.	46.	14.	29.	3.61	28
25	12.	33.	24.	27.	3.	2.76	33
26	0.	0.	17.	49.	34.	4.17	35
27	0.	0.	3.	34.	63.	4.60	35
28	6.	32.	32.	12.	18.	3.03	34
29	15.	29.	24.	26.	6.	2.79	34
30	18.	9.	55.	9.	9.	2.82	11
31	9.	11.	20.	31.	29.	3.60	35
32	0.	4.	32.	57.	7.	3.68	28
33	12.	15.	24.	26.	24.	3.35	34
34	0.	0.	12.	35.	53.	4.41	34
35	6.	6.	15.	35.	38.	3.94	34



The nature of marriage. Marriage as a contract. Marriage as creating status. Definition of marriage. Recognition of foreign marriages. Polygamous marriages. Domicile. Contract to marry. Formation of the Contract. Remedies for breach of the contract. Gifts made in contemplation of marriage. Capacity, age, prohibited degrees, formalities, presumption of marriage. Void and voidable marriages: minors mental incapacity, mistakes, duress; impotency; sham marriages. Judicial separation. Divorce. Grounds for divorce. Matrimonial offences; sexual offences, bigamy, cruelty. Grounds for divorce. Permanent breakdown of marriage; imprisonment, gross addiction to alcohol or narcotics, disappearance, non-consumation of marriage, living separate and apart; petitioner's desertion.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

Dr. K. is one of the few professors in the law faculty who goes to any extreme to ensure that the students understand the subject matter of the courses he teaches. He commands respect from the students and shows deep respect for the students in turn. He appears to understand better than any other prof. the place of law in the framework of human existence. A scholar in the best sense.

Sets out necessary ideas, does almost all the work himself, earns his reputation as the students' friend.

Spends too much time on fact situations. Too many cases. The approach of this prof. is beyond question.

In the immortal words of "Little Big Man" -- "A human being". Generating warmly compassion. Though accuracy may well be sacrificed for the sake of clarity.

Not lecture -- only reads from notes. Doesn't teach course only gives superficial outline. Numerous mistakes and inconsistencies in lecture material. Generally confusing. Students lack confidence in his knowledge of the course.

Dr. K. is well intentioned but his problem with expressing himself is a disservice to those who take his courses. He does however fill a gap in the faculty in relation to compassion for the plight of the student.

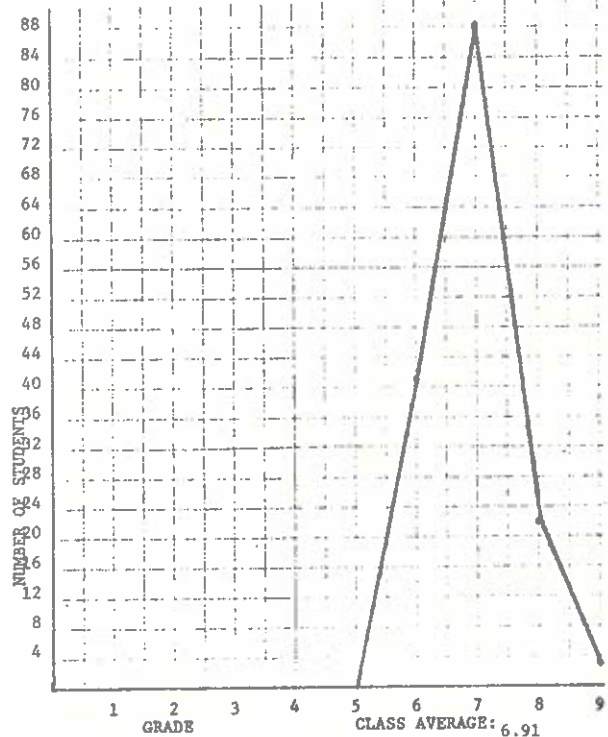
IN 1972-73 BOTH SECTIONS OF DOMESTIC RELATIONS WILL BE TAUGHT BY PROF. POLLOCK.

EQUITY

DR. KHETARPAL

ENROLMENT 154
RESPONSES 75

1	4.	11.	43.	27.	16.	3.40	75
2	96.	4.	0.	0.	0.	1.04	75
3	22.	22.	23.	27.	7.	2.76	74
4	1.	0.	1.	11.	87.	4.82	76
5	0.	5.	46.	42.	7.	3.50	74
6	0.	0.	24.	23.	53.	4.28	74
7	4.	7.	46.	25.	17.	3.44	71
8	4.	21.	43.	16.	16.	3.19	75
9	81.	8.	9.	1.	0.	1.31	74
10	46.	16.	21.	11.	6.	2.16	70
11	4.	13.	22.	35.	26.	3.65	69
12	0.	4.	40.	41.	15.	1.67	75
13	27.	23.	37.	4.	9.	2.47	75
14	77.	9.	11.	1.	1.	1.40	75
15	16.	24.	30.	20.	9.	2.82	74
16	4.	5.	41.	31.	19.	3.55	74
17	11.	9.	31.	29.	20.	3.39	75
18	19.	19.	34.	16.	11.	2.81	73
19	6.	13.	41.	25.	16.	3.32	69
20	31.	32.	23.	12.	3.	2.24	75
21	29.	17.	19.	10.	5.	2.26	73
22	1.	3.	32.	33.	32.	3.90	73
23	16.	30.	42.	9.	2.	2.51	43
24	8.	11.	43.	22.	17.	3.29	65
25	20.	31.	38.	9.	1.	2.41	74
26	1.	3.	21.	54.	21.	3.91	76
27	0.	1.	7.	42.	50.	4.41	76
28	13.	26.	25.	21.	14.	2.97	76
29	13.	28.	31.	21.	7.	2.82	71
30	7.	7.	56.	22.	7.	3.15	27
31	14.	25.	22.	22.	16.	3.00	76
32	1.	7.	49.	38.	4.	3.37	73
33	13.	19.	29.	25.	13.	3.07	75
34	4.	14.	34.	34.	14.	3.40	73
35	24.	27.	25.	13.	11.	2.60	75



Equity grew as a supplementary system to the common law. The chancery courts recognized new substantive equitable rights and wrongs in situations involving mistake, fraud or undue influence, pressure or penalty, acquiescence and equitable estoppel, and unjust enrichment, and developed new equitable procedural remedies, such as specific performance, rescission, cancellation, rectification, restitution, account, and injunction. New doctrines were developed, such as bona fide purchaser, conversion, and election, to rationalize the Rules of Equity. Equitable doctrines related to secured transactions are covered in the courses in Commercial Law and Real Estate Transactions. Indeed, by the time the student has completed two years of law school, he has been at least exposed to substantive and procedural equity in most of his courses. The Equity course will focus on the Rules of Equity as an en-

tity, and on the relationship, historical and modern, between law and equity. All of the subjects listed above will be explored. But they can only be studied within the framework of the substantive law the student has already acquired. For example, equity does not always provide a remedy for fraud; it does not always grant specific performance of a contract. Rather, equity intervenes when it determines that the "law" is, for some reason, inadequate. Hence, if our case involves Company Law, we must often review the substantive law applicable as a prerequisite to understanding why a rule of equity is, or is not, applicable. Moreover, equity has tended to be more flexible than law, and less predictable. Its famous maxims are general principles, not positive rules. So the course is often tough going. But it provides a valuable opportunity to study the rules of Equity as a whole, and to review their application in the law generally. It is recommended that the course be taken in the third year.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

As a learning process this course was a farce -- it was more like story book time -- he never answered a single question adequately. The whole course was a waste of time.

Dr. K's lectures are painful at the best of times. Hard to take notes. Easy marker. If only he could shake that accent!

Boring! Boring! Thank God Dr. K has a reputation for good marks. Certainly he is a "friend of the student". Edits cases for you, omits cases. But verbatim notes are hard to take.

Class was far too large. Prof. spoke too quickly to be fully understood. Could be cured by increase to 3 hrs. a week.

Merely reads his notes and class copies verbatim. No chance to think about what is being written.

Lectures too quickly for comfortable note taking. Very hard on one's hand and wrist.

The succinctness of this prof's. words far outweigh any disadvantage which his speech impediment might raise.

Too much spoon feeding. No time at all for discussion. Almost a practical course in speed-writing.

IN 1972-73 THERE WILL BE TWO SECTIONS OF EQUITY. ONE WILL BE TAUGHT BY MR. HOPP AND THE OTHER BY MR. TESKEY.

ESTATE PLANNING s1 & s2

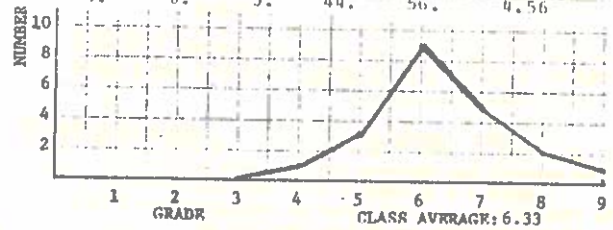
PROF. JONES

s1 s2
ENROLMENT 21 26
RESPONSES 9 10

SECTION ONE

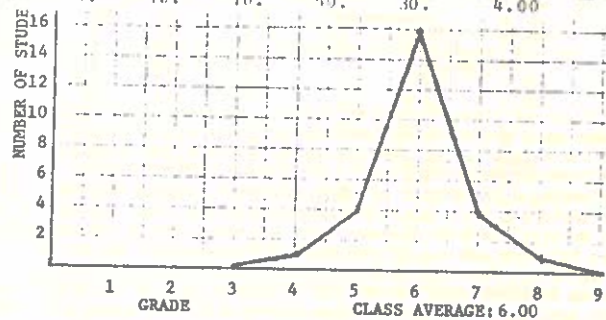
1	0.	0.	11.	44.	44.	4.33	9
2	11.	44.	33.	11.	0.	2.44	9
3	0.	0.	0.	33.	67.	4.67	9
4	0.	0.	0.	11.	89.	4.89	9
5	0.	0.	44.	44.	11.	3.67	9
6	50.	11.	33.	0.	0.	1.78	9
7	0.	0.	11.	22.	67.	4.56	9
8	44.	11.	44.	0.	0.	2.00	9
9	44.	22.	11.	22.	0.	2.11	9
10	78.	0.	11.	0.	11.	1.67	9
11	0.	0.	11.	33.	56.	4.44	9
12	0.	22.	56.	27.	0.	3.00	9
13	22.	11.	33.	33.	0.	2.78	9
14	11.	11.	11.	33.	33.	3.67	9
15	0.	0.	22.	44.	33.	4.11	9
16	0.	0.	0.	22.	78.	4.78	9
17	0.	0.	22.	33.	44.	4.22	9
18	33.	33.	0.	11.	22.	2.56	9
19	0.	0.	22.	11.	67.	4.44	9
20	0.	0.	11.	11.	78.	4.67	9
21	0.	0.	0.	33.	67.	4.67	9
22	0.	0.	11.	33.	56.	4.44	9
23	0.	0.	11.	27.	67.	4.56	9
24	0.	0.	0.	44.	56.	4.56	9
25	0.	0.	0.	33.	67.	4.67	9
26	0.	0.	0.	33.	67.	4.67	9
27	0.	0.	11.	33.	50.	4.44	9

28	0.	11.	11.	33.	44.	4.11	9
29	0.	0.	0.	67.	33.	4.33	9
30	0.	12.	0.	38.	50.	4.25	9
31	11.	0.	33.	44.	11.	3.44	9
32	11.	0.	44.	22.	22.	3.44	9
33	0.	0.	0.	33.	07.	4.67	9
34	0.	0.	11.	11.	78.	4.67	9
35	0.	0.	0.	44.	50.	4.56	9



SECTION TWO

1	0.	0.	40.	20.	40.	4.00	10
2	0.	60.	40.	0.	0.	2.40	10
3	0.	10.	20.	40.	30.	3.90	10
4	0.	0.	0.	0.	100.	5.00	10
5	0.	0.	50.	44.	0.	3.44	9
6	30.	40.	20.	10.	0.	2.10	10
7	0.	11.	11.	44.	33.	4.00	9
8	56.	22.	22.	0.	0.	1.67	9
9	70.	10.	20.	0.	0.	1.50	10
10	70.	10.	0.	20.	0.	1.70	10
11	10.	0.	20.	40.	30.	3.80	10
12	0.	20.	40.	10.	30.	3.50	10
13	44.	33.	22.	0.	0.	1.78	9
14	22.	11.	33.	22.	11.	2.89	9
15	0.	22.	33.	44.	0.	3.22	9
16	0.	0.	0.	60.	40.	4.40	10
17	0.	0.	50.	40.	10.	3.60	10
18	10.	50.	40.	0.	0.	2.30	10
19	0.	23.	40.	30.	10.	3.30	10
20	0.	10.	0.	40.	50.	4.30	10
21	0.	10.	0.	40.	50.	4.30	10
22	0.	0.	22.	22.	56.	4.33	9
23	0.	0.	29.	14.	57.	4.29	7
24	0.	10.	20.	40.	30.	3.90	10
25	0.	10.	30.	30.	30.	3.80	10
26	0.	0.	0.	60.	40.	4.40	10
27	0.	10.	10.	40.	40.	4.10	10
28	0.	10.	20.	40.	30.	3.90	10
29	0.	11.	11.	56.	22.	3.89	9
30	0.	0.	57.	14.	29.	3.71	7
31	10.	0.	30.	30.	30.	3.70	10
32	0.	0.	07.	33.	0.	3.33	9
33	10.	10.	10.	30.	40.	3.80	10
34	0.	10.	10.	40.	40.	4.10	10
35	0.	10.	10.	50.	30.	4.00	10



"This course is designed to plan for the tax impact at death and covers devices used to freeze estates and minimize income tax. It also deals with areas of situs buy-sell agreements, gifts, trusts, depreciable and non-depreciable property deemed realizations and roll overs. In addition areas to be covered in conjunction with this type of planning in wills are examined."

PROFESSOR'S COMMENTS:

- Presentation: lecture - seminar
- System of grading: 100% final examination
- Course emphasis: practical
- Course value: (5)
- Size this year/size it should be: 27/20
- Books used: None available

STUDENT'S COMMENTS:

Jones missed so many classes that it was difficult to keep current in the content of the course.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS: None

IN 1972-73 BOTH SECTIONS OF ESTATE PLANNING WILL BE TAUGHT BY MR. RODNEY.

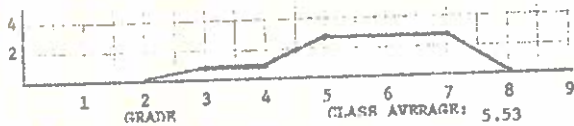
IN 1972-73 BOTH SECTIONS OF ESTATE PLANNING WILL BE TAUGHT BY MR. RODNEY.

ESTATE PLANNING s3

PROF. HOHMANN

ENROLMENT 11
RESPONSES 6

1	0.	17.	83.	0.	0.	2.83	6
2	0.	83.	17.	0.	0.	2.17	6
3	0.	17.	17.	50.	0.	3.17	6
4	0.	0.	0.	0.	100.	5.00	6
5	0.	17.	67.	17.	0.	3.00	6
6	67.	33.	0.	0.	0.	1.33	6
7	0.	0.	50.	25.	25.	3.75	4
8	17.	67.	17.	0.	0.	2.00	6
9	17.	0.	17.	67.	0.	3.33	6
10	17.	67.	17.	0.	0.	2.00	6
11	0.	17.	17.	33.	17.	3.33	6
12	0.	0.	17.	67.	17.	4.00	6
13	17.	33.	50.	0.	0.	2.33	6
14	17.	17.	33.	33.	0.	2.83	6
15	0.	17.	33.	50.	0.	3.33	6
16	0.	0.	17.	83.	0.	3.83	6
17	0.	67.	33.	33.	0.	2.67	6
18	0.	67.	17.	17.	0.	2.50	6
19	0.	0.	00.	40.	0.	3.40	5
20	0.	50.	33.	17.	0.	2.67	6
21	0.	17.	33.	17.	33.	3.67	6
22	0.	0.	17.	50.	33.	4.17	6
23	0.	0.	33.	67.	0.	3.67	3
24	0.	20.	20.	40.	0.	3.00	5
25	0.	0.	67.	33.	0.	3.33	6
26	0.	0.	0.	83.	17.	4.17	6
27	0.	0.	17.	67.	17.	4.00	6
28	0.	0.	17.	50.	33.	4.17	6
29	0.	17.	0.	67.	17.	3.83	6
30	0.	0.	0.	100.	0.	4.00	1
31	0.	17.	50.	33.	0.	3.17	6
32	0.	17.	67.	17.	0.	3.00	6
33	0.	17.	0.	83.	0.	3.67	6
34	0.	17.	50.	33.	0.	3.17	6
35	0.	0.	33.	67.	0.	3.67	6

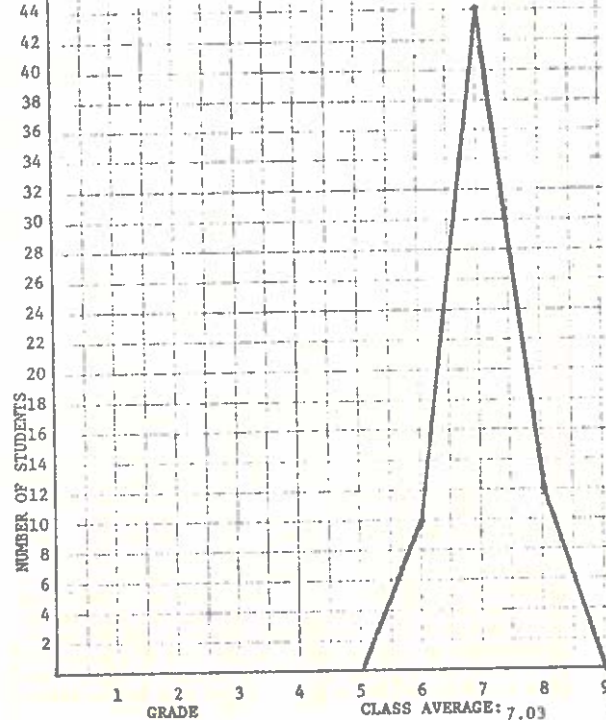


EVIDENCE s1

PROF. BARKER

ENROLMENT 66
RESPONSES 29

1	32.	39.	14.	7.	4.	2.11	28
2	0.	32.	40.	21.	0.	2.89	28
3	14.	36.	36.	14.	0.	2.50	28
4	3.	0.	7.	28.	62.	4.45	29
5	0.	4.	24.	59.	14.	3.83	29
6	11.	21.	43.	14.	11.	2.93	28
7	0.	4.	59.	37.	0.	3.33	27
8	21.	28.	28.	17.	7.	2.62	29
9	14.	11.	21.	32.	21.	3.36	28
10	50.	15.	19.	8.	4.	2.68	26
11	0.	0.	4.	21.	75.	4.71	28
12	0.	4.	40.	32.	18.	3.64	28
13	14.	28.	34.	14.	10.	2.79	29
14	8.	0.	42.	27.	23.	3.58	26
15	14.	18.	32.	21.	14.	3.04	28
16	7.	29.	39.	14.	11.	2.93	28
17	10.	45.	31.	10.	3.	2.52	29
18	25.	14.	50.	11.	0.	2.46	28
19	26.	52.	19.	0.	4.	2.04	27
20	4.	11.	32.	30.	18.	3.54	28
21	4.	7.	41.	22.	20.	3.59	27
22	7.	19.	26.	44.	4.	3.19	27
23	4.	7.	4.	57.	29.	4.00	28
24	0.	4.	15.	31.	50.	4.27	26
25	11.	18.	43.	25.	0.	2.93	28
26	7.	24.	45.	24.	0.	2.86	29
27	3.	31.	38.	24.	0.	2.90	29
28	3.	13.	41.	34.	10.	3.38	29
29	4.	18.	46.	25.	7.	3.14	28
30	26.	44.	19.	11.	3.	2.15	27
31	17.	17.	28.	21.	17.	3.03	29
32	0.	0.	14.	64.	19.	4.04	28
33	21.	25.	18.	32.	4.	2.71	28
34	10.	14.	28.	28.	21.	3.14	29
35	11.	18.	43.	29.	0.	2.89	28



This course attempts to examine the various estate planning techniques available to residents of Alberta. An analysis of the estate tax act and the Alberta Estate Tax Rebate Act is given together with an attempt to contrast Alberta's situation with respect to other provinces such as British Columbia and Ontario who have succession duty acts. The use of trusts in estate planning, the use and place of insurance, the taxation and use of charities are discussed. Examination of buy-sell agreements and their estate tax ramifications together with the concept of fringe benefit taxation are analyzed. The use of corporations and the concept of estate "freezes" together with situs problems relating to property and domicile are examined. Essentially the course revolves around the problem method with one or two relatively minor problems assigned during the course of the year and the students progress assessed solely on the basis of a rather extensive estate planning problem which he is required to examine and submit his solution at the end of the year. A rather detailed analysis of the gift tax provisions and how gifts are used in an estate planning forms part of the course. An analysis of current estate cases as well as current trends in estate planning is attempted in order to predict what areas will be useful in the future in estate planning. The emphasis in this course is on the planning aspect which necessitates the student anticipating potential estate tax pitfalls as distinct from analyzing ex post facto situations. Prerequisites: Trusts; Wills; Company Law; Taxation.

"Basic rules of evidence as per any standard text such as Cross or Nokes."

PROFESSOR'S COMMENTS:

Presentation: lecture
 System of grading: three term papers
 Course emphasis: practical - 100%
 Course value: (4)
 Size this year/size it should be: 75/50
 Books used: Tollefson's Cases & Materials on Evidence, Cross on Evidence
 Changes for 1972-73: Grading will be on the basis of 100% take-home examination

STUDENT'S COMMENTS:

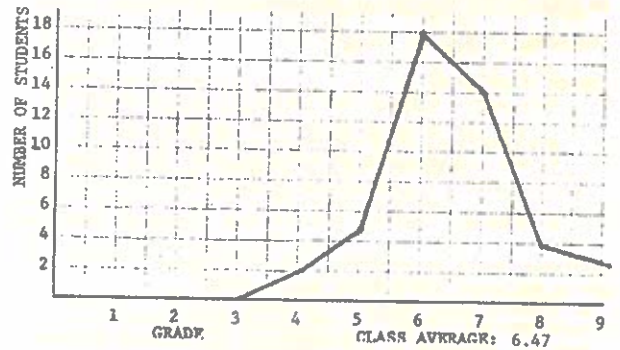
Students need basic knowledge of evidentiary rules with them for court work, but this was not gained from this course. There should be at least a token final exam so students will at least learn evidence by themselves. As predictable in lecture quality and disposition as a chameleon.
 Spends too much time sermonizing.
 The "don't ask me" approach is a very effective tool for perpetuating ignorance.
 I'm lazy and don't want extra work but I feel this course is very important and I feel I have so little practical knowledge to go out to practice with -- maybe that's part of the game, n'est ce pas?
 Any understanding of evidence you got on your own. Although discussions were often interesting too little information passed through the air!

PROFESSOR'S COMMENTS:

Presentation: lecture
 Course emphasis: academic principles are emphasized, but an effort is made to use not only illustrations from reported cases but also from the instructor's personal experiences and those of which he has heard from other lawyers
 Course value: (5)
 Size this year/size it should be: 48/no larger than 50
 Books used: Tollefson's Cases and materials on the Law of Evidence, Cross on Evidence (3rd ed.)

STUDENT'S COMMENTS:

I found his approach refreshing. He got a little wordy at times but his approach and lectures were different -- I enjoyed it all around.
 I feel we have spent too much time on the early part of the syllabus, and as a result the latter parts will be skimmed over and suffer to some extent.
 The course started off too slowly with some unnecessary repetition. As a consequence I suspect rapid acceleration meaning that 2/3 of the course will have to be learned in the last month before exams.



EVIDENCE s2

MR. McDONALD

ENROLMENT 46
 RESPONSES 30

1	3.	0.	31.	38.	28.	3.86	29
2	3.	83.	13.	0.	0.	2.10	70
3	3.	3.	33.	37.	23.	3.73	70
4	0.	0.	10.	10.	40.	4.70	30
5	0.	0.	48.	45.	7.	3.59	29
6	3.	17.	33.	27.	20.	3.43	30
7	0.	3.	37.	50.	10.	3.67	30
8	0.	20.	40.	27.	13.	1.33	30
9	73.	23.	3.	0.	0.	1.30	30
10	59.	7.	19.	7.	7.	1.96	27
11	10.	7.	3.	7.	73.	4.27	30
12	17.	47.	23.	10.	3.	2.37	30
13	21.	10.	45.	21.	3.	2.76	29
14	40.	20.	13.	20.	7.	2.33	10
15	0.	7.	37.	43.	13.	3.63	30
16	0.	0.	17.	53.	30.	4.13	30
17	0.	3.	30.	50.	17.	1.80	30
18	17.	30.	33.	20.	0.	2.57	30
19	0.	0.	52.	40.	8.	3.56	25
20	0.	10.	10.	53.	27.	3.97	30
21	40.	30.	27.	3.	0.	1.93	30
22	14.	28.	38.	10.	10.	2.76	29
23	0.	0.	92.	8.	0.	3.08	12
24	44.	36.	16.	0.	4.	1.84	25
25	0.	3.	40.	37.	20.	3.73	30
26	0.	0.	7.	60.	33.	4.27	30
27	3.	0.	7.	47.	43.	4.27	30
28	3.	17.	27.	50.	3.	3.33	30
29	0.	20.	27.	40.	13.	3.47	30
30	0.	12.	88.	0.	0.	2.87	8
31	3.	7.	50.	33.	7.	3.33	30
32	0.	7.	54.	29.	11.	3.43	28.
33	3.	23.	37.	20.	17.	3.23	30
34	0.	0.	7.	48.	45.	4.38	29
35	0.	7.	27.	40.	27.	3.87	30.

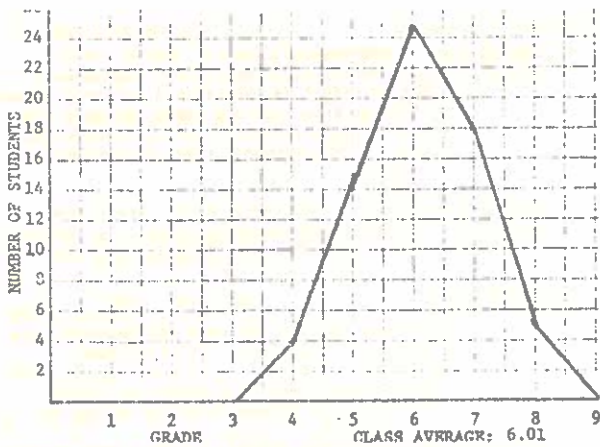
"The notion of relevance; the rules excluding evidence of opinion, character evidence, similar fact evidence and hearsay; the exceptions to the hearsay rule including the law of confessions and the doctrine of res gestae; rules excluding certain kinds of evidence on the ground of privilege; the burden of proof and the standard of proof required; the law of presumptions; corroboration; rules relating to the admissibility of documents and extrinsic evidence; the competence and compellability of witnesses; the doctrine of judicial notice."

INSURANCE s1

MR. BRUMLIK

ENROLMENT 69
 RESPONSES 39

1	0.	16.	24.	51.	3.	3.42	38
2	58.	19.	3.	0.	0.	1.45	38
3	5.	11.	37.	19.	8.	3.34	38
4	0.	0.	0.	5.	25.	4.95	39
5	0.	8.	42.	17.	13.	3.55	38
6	29.	26.	20.	11.	0.	2.42	38
7	8.	17.	31.	18.	14.	3.22	36
8	23.	18.	33.	18.	8.	2.65	39
9	89.	8.	1.	0.	3.	1.19	37
10	58.	8.	17.	3.	14.	2.06	36
11	5.	13.	11.	15.	55.	4.03	38
12	8.	11.	68.	11.	0.	2.82	38
13	21.	18.	20.	18.	18.	2.95	39
14	66.	24.	5.	5.	0.	1.50	38
15	8.	11.	39.	29.	13.	3.29	38
16	8.	8.	21.	45.	11.	3.58	38
17	5.	10.	26.	36.	23.	3.62	39
18	22.	38.	32.	8.	0.	2.27	37
19	6.	8.	31.	40.	11.	3.47	36
20	5.	13.	24.	42.	16.	3.50	38
21	62.	10.	3.	3.	3.	1.54	37
22	9.	11.	57.	14.	9.	3.03	35
23	11.	8.	39.	25.	17.	3.29	36
24	73.	14.	14.	0.	0.	1.41	37
25	11.	29.	19.	18.	3.	2.74	38
26	0.	1.	13.	36.	51.	4.38	39
27	0.	5.	10.	23.	62.	4.41	39
28	10.	26.	28.	23.	13.	3.03	39
29	8.	0.	21.	47.	20.	3.79	38
30	29.	14.	14.	34.	9.	2.80	35
31	5.	10.	31.	36.	19.	3.51	39
32	8.	19.	50.	19.	3.	2.89	36
33	16.	29.	37.	11.	8.	2.66	38
34	3.	5.	15.	38.	38.	4.05	39
35	8.	16.	45.	16.	16.	3.16	38



General principles affecting insurance contracts including good faith, indemnity, subrogation, and insurable interest; particular problems arising out of the Alberta Insurance Act in relation to automobile, life and fire insurance.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

Very poor. Syllabus out of date. Brumlik should be sued for impersonating a teacher.
 All practice. Very interesting and necessary.
 He has caused untold aggravation by his callous and unprofessionally lax conduct in the matter of late marks. Fire him.
 A mechanical computer spitting out irrelevant precedent to an alienated lecture theatre. Teaching in a seeming air of dislike for the very profession.
 Crate him up and ship him back to downtown Edmonton! Absolutely no poetry in his lectures. Insists on practical applications of insurance law on exams, but only touches on that sort of approach in class. No interest in student's opinions and obviously hasn't enough time to teach the course. (marks not out yet!)
 He should get a casebook put out to avoid the inconvenience resulting when 80 people try to obtain one of four copies of the law report required for a class. It is ridiculous that I am still waiting for my mark in this course 3 months after the exam.

INSURANCE s2

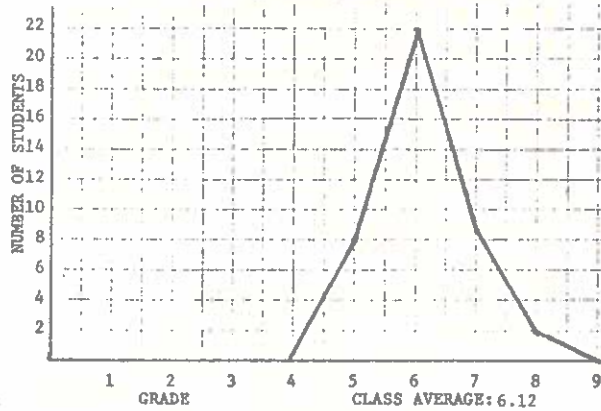
PROF. SHAFFER

ENROLMENT 41

RESPONSES 23

1	9.	29.	1.	4.	0.	2.61	23
2	4.	74.	13.	9.	0.	2.26	23
3	4.	22.	61.	9.	4.	2.87	23
4	0.	0.	4.	17.	78.	4.74	23
5	0.	0.	48.	35.	17.	3.70	23
6	4.	9.	26.	43.	17.	3.61	23
7	4.	0.	39.	35.	25.	3.74	23
8	13.	48.	26.	9.	0.	2.43	23
9	64.	23.	5.	5.	0.	1.55	22
10	41.	14.	14.	14.	14.	2.55	22
11	5.	14.	5.	38.	41.	1.95	22
12	0.	13.	48.	19.	0.	3.76	23
13	22.	39.	27.	13.	4.	2.39	23
14	32.	23.	30.	5.	5.	2.27	22
15	13.	26.	26.	35.	0.	2.63	23
16	4.	0.	13.	57.	26.	4.60	23
17	4.	13.	17.	17.	4.	3.35	23
18	9.	48.	9.	17.	17.	2.87	23
19	9.	26.	39.	17.	9.	2.91	23
20	9.	17.	13.	52.	9.	3.35	23
21	4.	17.	70.	9.	0.	2.93	23
22	5.	18.	45.	32.	0.	3.05	22
23	0.	8.	58.	33.	0.	3.25	12
24	0.	25.	35.	25.	15.	3.30	20
25	13.	22.	39.	26.	0.	2.78	23
26	9.	13.	35.	43.	0.	3.13	23

27	4.	13.	13.	49.	30.	3.78	23
28	4.	26.	26.	35.	9.	3.17	23
29	13.	26.	78.	7.	4.	2.61	23
30	0.	25.	63.	1.	0.	2.87	23
31	13.	13.	30.	30.	4.	3.09	23
32	0.	5.	55.	32.	9.	3.45	22
33	14.	27.	45.	14.	0.	2.50	22
34	0.	4.	22.	57.	17.	3.67	23
35	0.	26.	15.	35.	4.	3.17	23



"Basic principles of the law of insurance with emphasis on auto, fire, and life insurance. Stress on Alberta Insurance Act and Canadian cases. Reference to standard texts. Course covers insurance agents, making claims under policies, and going into a standard auto policy. Emphasis is on general principles with illustrations in practice."

PROFESSOR'S COMMENTS:

Presentation: lecture
 System of grading: final exam
 Course emphasis: practical
 Course value: (5)
 Size this year/size it should be: 45/under 50
 Books used: Casebook on Canadian Insurance Law
 Changes for 1972-73: Same casebook will be used, 1971 edition. Course will be increased from 2 to 3 hours per week, allowing more time for discussion of cases in class and for questions. It is hoped to have insurance experts and officials address several classes.

STUDENT'S COMMENTS:

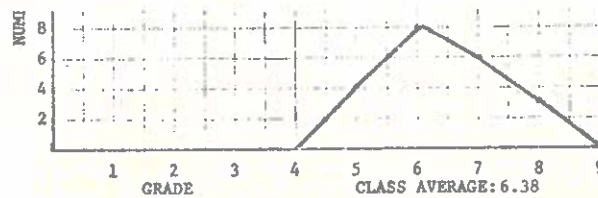
This course was too theoretical and the man considered every legitimate inquiry a challenge to his authority.
 The rambling lectures are a hodge podge of independent dictum structured to resemble a ratio.
 Mediocr course.
 Despite an arrogant style that often turned students off, Prof. Shaffer taught a well-organized basic insurance course. With experience and a change in his "holier than thou" attitude toward students he will become a first rate teacher.

INTELLECTUAL PROPERTY

PROF. LOWN

ENROLMENT 21

RESPONSES 12



1	8.	25.	50.	17.	0.	2.75	12
2	0.	33.	50.	17.	0.	2.83	12
3	0.	3.	36.	36.	9.	3.27	11
4	0.	0.	8.	25.	67.	4.58	12
5	0.	9.	36.	27.	27.	3.73	11
6	0.	0.	25.	50.	25.	4.00	12
7	0.	8.	17.	50.	17.	3.58	12
8	17.	25.	33.	17.	8.	2.75	12
9	17.	8.	17.	50.	8.	3.25	12
10	17.	17.	33.	17.	17.	3.00	12
11	42.	33.	25.	0.	0.	1.83	12
12	0.	17.	33.	50.	0.	3.33	12
13	42.	17.	33.	8.	0.	2.08	12
14	8.	17.	33.	33.	8.	3.17	12
15	0.	0.	17.	50.	25.	3.92	12
16	0.	0.	17.	33.	50.	4.33	12
17	0.	25.	25.	25.	25.	3.50	12
18	17.	42.	25.	17.	0.	2.42	12
19	0.	42.	17.	33.	8.	3.08	12
20	0.	17.	8.	50.	25.	3.83	12
21	0.	0.	0.	42.	58.	4.58	12
22	0.	8.	0.	50.	42.	4.25	12
23	0.	9.	18.	18.	55.	4.18	11
24	0.	8.	8.	25.	58.	4.33	12
25	0.	17.	17.	58.	8.	3.58	12
26	0.	8.	25.	67.	0.	3.58	12
27	0.	0.	8.	67.	25.	4.17	12
28	0.	0.	33.	50.	17.	3.83	12
29	0.	0.	25.	75.	0.	3.75	12
30	9.	27.	36.	18.	9.	2.91	11
31	0.	33.	50.	17.	0.	2.83	12
32	0.	17.	25.	42.	17.	3.58	12
33	0.	25.	0.	58.	17.	3.67	12
34	25.	0.	8.	67.	0.	3.17	12
35	8.	0.	42.	25.	25.	3.58	12

The course deals with non-tangible property in all its forms. Particular attention is paid to those values protected by statute, such as Copyright and Patents. In non-statutory areas, considerable attention is focused on obligations of confidence, trade secrets and non-tangible values such as goodwill and advertising. Provided the class remains small, examination is by way of paper. Subjects covered are: Values protected by Statute; Copyrights and Industrial Designs. Trade Marks. Patents of Invention. International Aspects of International Property (the Berne Convention, the Paris Convention); Values deemed worthy of protection; By way of a covenant. Without a covenant. Trade secrets. Other confidential information.

PROFESSOR'S COMMENTS: None
 STUDENT'S COMMENTS: None

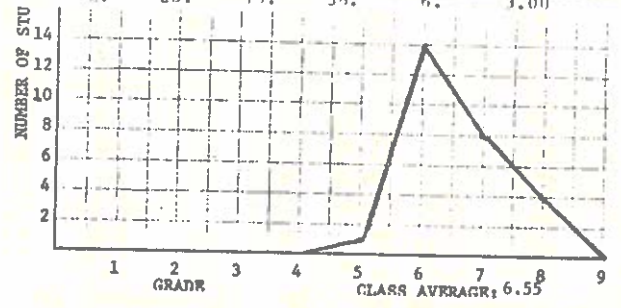
INTERNATIONAL LAW

PROF. LORDON

ENROLMENT 27
 RESPONSES 16

1	13.	40.	40.	7.	0.	2.40	15
2	6.	1.	64.	19.	0.	3.00	16
3	19.	19.	44.	19.	0.	2.62	16
4	0.	6.	12.	31.	50.	4.25	16
5	7.	0.	20.	47.	27.	3.87	15
6	0.	0.	13.	47.	40.	4.27	15
7	6.	19.	38.	25.	12.	3.19	16
8	0.	6.	19.	38.	38.	4.06	16
9	6.	6.	12.	56.	19.	3.75	16
10	53.	0.	20.	13.	13.	2.33	15
11	73.	13.	7.	7.	0.	1.47	15
12	0.	12.	31.	44.	12.	3.56	16
13	25.	38.	25.	6.	6.	2.31	16
14	6.	6.	25.	44.	19.	3.62	16
15	0.	44.	38.	12.	0.	2.56	16
16	0.	25.	25.	38.	12.	3.37	16
17	19.	31.	38.	12.	0.	2.44	16
18	12.	25.	44.	19.	0.	2.69	16
19	0.	50.	31.	6.	12.	2.81	16
20	38.	31.	12.	6.	12.	2.25	16
21	6.	6.	19.	44.	25.	3.75	16
22	6.	19.	19.	31.	25.	3.50	16
23	0.	19.	25.	38.	19.	3.56	16
24	0.	6.	12.	31.	50.	4.25	16
25	12.	19.	44.	19.	6.	2.87	16
26	19.	25.	31.	25.	0.	2.62	16

27	0.	6.	50.	25.	6.	3.19	16
28	0.	12.	44.	19.	25.	3.56	16
29	31.	38.	25.	6.	0.	2.66	16
30	0.	38.	38.	19.	0.	2.94	16
31	31.	38.	19.	12.	0.	2.12	16
32	0.	7.	40.	40.	13.	3.60	15
33	44.	12.	25.	19.	0.	2.19	16
34	25.	12.	50.	6.	6.	2.50	16
35	12.	25.	19.	38.	6.	3.00	16



"This is a general course in international law, including sources, subjects of international law, peaceful settlement of disputes, international agreements, jurisdiction, state responsibility, use of force, international institutions."

PROFESSOR'S COMMENTS:
 Presentation: lecture
 Course emphasis: academic 90%; practical 10%
 Course value: not valuable
 Size this year/Size it should be: 25/12
 Books used: Fridman, Lissityn, Pugh, International Law

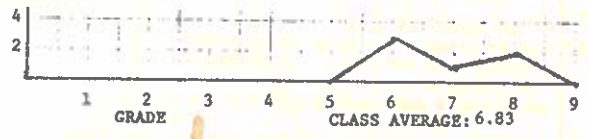
STUDENT'S COMMENTS:
 The course is interesting although of little practical value to most people, and therefore it was not approached in as serious a manner as other courses. Also there was the problem that most material is American. By next year Mr. Lordon should have knowledge of what materials are available here.
 Back to high school teaching for London.
 An assertive 0.
 I by far enjoyed the discussions of relative problems in today's world which we discussed near the end of term. If these discussions could be so structured as to take in all the basics and at the same time look into the much more interesting area of world trouble spots, the course would be "top drawer".

IN 1972-73 THIS COURSE WILL BE TAUGHT BY PROF. HORNING.

INTERNATIONAL LAW PROBLEMS

PROF. HORNING

ENROLMENT 6
 RESPONSES 2



IN 1972-73 THIS COURSE WILL BE TAUGHT BY PROF. GREEN.

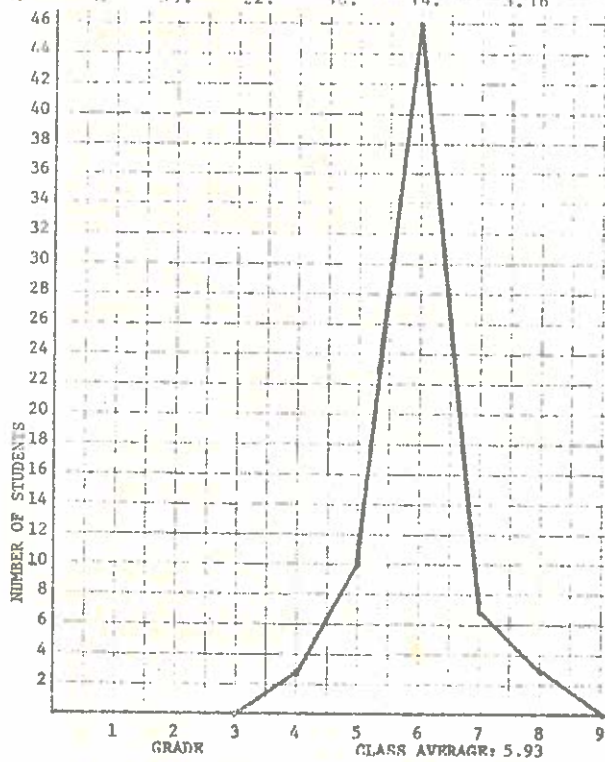
JURISPRUDENCE

PROF. PERCY

ENROLMENT 69

RESPONSES 37

1	8.	5.	16.	32.	8.	3.27	37
2	0.	5.	30.	11.	0.	2.51	37
3	3.	9.	24.	45.	19.	3.76	37
4	0.	0.	5.	16.	70.	4.73	37
5	0.	0.	44.	44.	6.	3.50	34
6	0.	0.	0.	8.	32.	4.92	37
7	0.	0.	22.	57.	16.	3.84	37
8	16.	16.	51.	11.	5.	2.73	37
9	44.	29.	22.	8.	0.	1.94	36
10	39.	21.	12.	18.	9.	2.36	33
11	56.	15.	7.	7.	9.	1.84	32
12	0.	10.	40.	38.	0.	3.22	37
13	51.	22.	19.	5.	3.	1.66	37
14	36.	14.	31.	11.	9.	2.42	36
15	3.	8.	24.	54.	11.	3.62	37
16	3.	9.	11.	46.	35.	4.65	37
17	3.	5.	16.	57.	19.	3.44	37
18	30.	32.	22.	16.	0.	2.24	37
19	3.	0.	26.	50.	15.	3.58	34
20	0.	3.	16.	54.	27.	4.05	37
21	0.	17.	27.	36.	25.	3.69	36
22	3.	3.	19.	42.	33.	4.00	36
23	0.	0.	14.	41.	46.	4.32	37
24	0.	9.	29.	37.	34.	4.06	35
25	0.	3.	27.	54.	16.	3.84	37
26	0.	3.	24.	62.	11.	3.81	37
27	0.	0.	8.	43.	49.	4.41	37
28	0.	0.	19.	65.	14.	3.49	37
29	3.	1.	33.	56.	6.	3.58	36
30	11.	14.	36.	31.	8.	3.11	36
31	3.	16.	27.	41.	11.	3.43	37
32	0.	14.	69.	11.	6.	3.99	35
33	9.	9.	31.	17.	34.	3.60	35
34	14.	36.	31.	14.	6.	2.61	36
35	5.	10.	22.	19.	14.	1.16	47



"The focus of this course is an inquiry into the nature of law and legal obligation. The course consists of basically three sections. The first part of the course is concerned with the fundamental question "What is law?" This question is viewed in an historical perspective and its examination involves a survey of the major schools of Jurisprudence, with particular emphasis upon positivism, natural law and

legal realism. The second part of the course consists of an examination of some modern applications of these theories. Problems examined in this part of the course include the judicial decision making process and particularly the question of what constitutes a "good" judicial decision. We also investigate the question of whether there is an obligation to obey the law and in this context the phenomenon of civil disobedience is studied. The third section of the course concerns the Hart-Devlin debate on whether there is a sphere of private morality which should be free from the interference of the law."

PROFESSOR'S COMMENTS:

Presentation: lecture with extensive class participation

System of grading: 1/3 term paper; 2/3 exam

Course emphasis: academic

Course value: In terms of practical content -- (2)

In terms of thinking about law -- (4)

Size this year/size it should be: 70/40

Books used: Hart, The Concept of Law; Hart, Law, Liberty, Morality; Devlin, Enforcement of Morals

Changes for 1972-73: This depends largely on enrollment. Hopefully, less time will be spent on the formal schools of jurisprudence and more on the practical problems which jurisprudence should help to illuminate. If numbers are smaller than last year, an attempt will be made to divide the class into seminars for one section of the course to permit more detailed discussion.

STUDENT'S COMMENTS:

Very good prof. Interesting course.

Sometimes confusing in presenting material.

Ought not to be included in the compulsory list as the class is filled with dead wood, un-receptive and unwilling.

Jurisprudence is not like the regular law courses, highly academic and difficult. But on the whole it is enjoyable and worthwhile. Percy is a really fine prof.

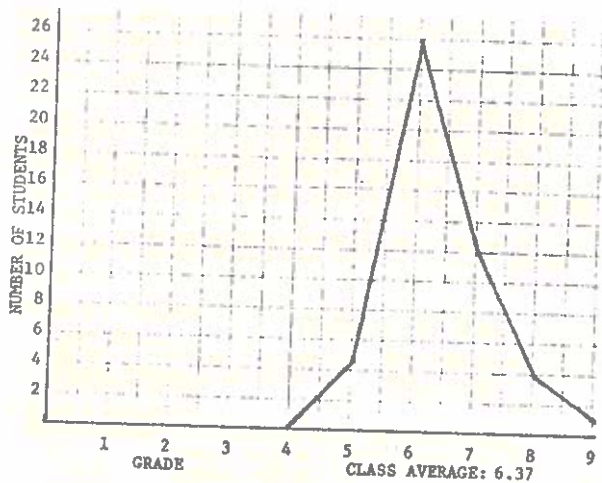
LABOUR LAW

PROF. HOHMANN

ENROLMENT 48

RESPONSES 22

1	14.	9.	08.	9.	0.	2.77	22
2	9.	16.	5.	0.	0.	1.95	22
3	5.	18.	50.	27.	0.	3.00	22
4	5.	5.	5.	27.	59.	4.32	22
5	0.	0.	25.	55.	20.	3.95	20
6	18.	27.	41.	9.	5.	2.55	22
7	14.	18.	36.	27.	5.	2.91	22
8	5.	41.	41.	5.	9.	2.73	22
9	32.	30.	18.	14.	0.	2.14	22
10	45.	23.	9.	18.	5.	2.14	22
11	9.	27.	36.	18.	9.	2.91	22
12	9.	14.	36.	18.	23.	3.32	22
13	14.	14.	57.	19.	5.	2.76	21
14	23.	14.	50.	14.	0.	2.55	22
15	14.	29.	24.	29.	5.	2.81	21
16	5.	14.	32.	30.	14.	3.41	22
17	5.	23.	41.	27.	5.	3.05	22
18	5.	24.	48.	19.	0.	2.81	21
19	10.	19.	33.	33.	5.	3.05	21
20	5.	18.	41.	37.	5.	3.14	22
21	5.	14.	27.	32.	23.	3.55	22
22	0.	5.	18.	55.	23.	3.95	22
23	5.	18.	30.	32.	9.	3.23	22
24	0.	10.	19.	33.	38.	4.00	21
25	5.	9.	32.	45.	9.	3.05	22
26	0.	9.	41.	41.	9.	3.50	22
27	0.	9.	32.	41.	18.	3.68	22
28	0.	14.	41.	41.	5.	3.36	22
29	9.	9.	36.	36.	9.	3.27	22
30	6.	6.	39.	39.	11.	3.44	18
31	14.	27.	14.	41.	5.	2.95	22
32	0.	10.	33.	38.	19.	3.67	21
33	14.	24.	14.	38.	10.	3.05	21
34	0.	14.	32.	32.	23.	3.64	22
35	5.	14.	27.	41.	14.	3.45	22



The course deals with the following problems: The establishment of collective bargaining; the right of employees to organize, the permissible and prohibited conduct of both employers and unions (ie. unfair labour practice), and the process of certification of unions; the collective bargaining process; the duty of employers and unions to bargain in good faith, the contents of a collective agreement, the process of conciliation; the economic sanctions, including lockout, strike, picketing, and the problems concerning national emergency disputes; the administration of the collective bargaining agreement, the grievance procedure, arbitration process, and other measures in the enforcement of collective agreement; the rights of individual union members within their union and the promotion of union democracy.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

This course is worthy of a full year -- perhaps advanced courses could be offered as an alternative to keeping the introductory half year.

In my opinion, an excellent prof. with a sincere interest in his work and his students. A most valuable prof. and one whom any law school should be happy and eager to employ.

Prof. Hohmann sought primarily to give the students a feeling for labour relations and an understanding of the legitimacy of interests on each side -- but this was at the cost of not learning nearly as much law as we should have. I'm glad to have insight into and awareness of labour problems -- but I still don't know much labour -- and clients will be coming to me because they think I know the law, not because they think I'm sympathetic. Wrong priority.

IN 1972-73 THIS COURSE WILL BE TAUGHT BY PROF. LORDON.

LAND TITLES s1

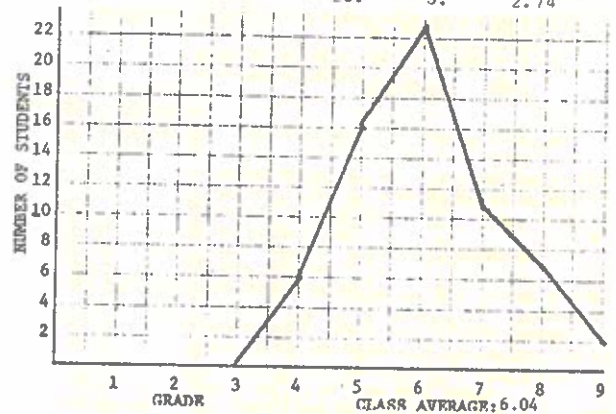
PROF. SYCHUK

ENROLMENT 65

RESPONSES 39

1	0.	0.	15.	54.	31.	4.15	39
2	21.	69.	10.	0.	0.	1.90	39
3	3.	10.	21.	41.	26.	3.77	39
4	0.	0.	5.	13.	82.	4.77	39
5	6.	0.	50.	22.	14.	3.31	36
6	8.	33.	31.	18.	10.	2.90	39
7	0.	8.	26.	53.	13.	3.71	38
8	0.	5.	26.	39.	29.	3.92	38
9	82.	15.	3.	0.	0.	1.21	39
10	78.	8.	5.	3.	5.	1.49	37
11	3.	3.	3.	8.	85.	4.69	39
12	26.	58.	11.	5.	0.	1.95	38
13	5.	5.	26.	34.	29.	3.76	38

14	64.	26.	23.	5.	1.	1.97	19
15	10.	21.	33.	33.	3.	2.97	19
16	0.	5.	5.	44.	46.	4.11	19
17	8.	13.	26.	34.	18.	3.42	19
18	23.	46.	18.	5.	3.	2.08	19
19	8.	18.	21.	38.	15.	3.16	19
20	10.	18.	31.	28.	13.	3.15	19
21	21.	28.	26.	15.	10.	2.67	19
22	26.	16.	26.	26.	5.	2.64	19
23	5.	15.	26.	36.	18.	3.46	19
24	11.	5.	35.	22.	27.	1.49	17
25	4.	15.	46.	23.	0.	3.08	19
26	0.	3.	5.	51.	41.	4.31	19
27	0.	3.	8.	36.	54.	4.41	19
28	24.	38.	15.	10.	8.	2.31	19
29	8.	8.	39.	34.	11.	3.32	19
30	14.	9.	21.	24.	9.	2.56	34
31	15.	26.	30.	18.	5.	2.72	39
32	10.	21.	33.	23.	13.	3.08	39
33	38.	23.	13.	18.	8.	2.33	39
34	3.	3.	8.	36.	51.	4.31	39
35	21.	26.	21.	26.	8.	2.74	39



A critical study of the general principles of the law relating to land titles in Alberta, with particular emphasis on important problems, practical and conceptual, disclosed by the cases or experienced in practice. Proceeding from a general introduction to basic land law and a study of the purposes and requirements of a system of registered titles and conveyancing, the class will study the ambit of the legislation and constitutional restrictions to which it is subject, the types of interests that may be registered, the duties and powers of the Registrar, the nature of the registered estate and the effect of registration, exceptions to indefeasible title and the effect of void instruments, the form, content and effect of caveats, and the operation of the assurance fund. Throughout the student will be invited constantly to review and connect authorities in an attempt to answer certain broader questions, such as the correction of error, the place of equitable doctrines within the system, and the elements and causes of 'historical' title searches. Various proposals for the improvement of the system will be considered, in view of the likelihood that in future the legislation will be amended in various ways.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

Sychuk is a master when it comes to knowledge and on occasion could explain the most difficult of concepts clearly -- His belligerent, aggressive and unpredictable temperament ruined what might have been a very good course.

I don't like lectures which are almost continuously "Look at page 40 line 40. Compare that with page 29 line 75..." I think this is a lazy (and lousy) way of following a judge's argument. It may be okay if you have read the case many times and know what you are looking for.

Prof. Sychuk was most competent as an instructor; in my opinion many criticisms of his ability or procedure in class would be toward his personality and not his expertise.

Course was well organized in terms of syllabus and materials, but poorly presented. P. Sychuk's lectures suffer from a bad habit of shout-

ing and impatience with legitimate and sincerely put questions. He spends too much time on implications and consequences and not enough time articulating the basics but can do the latter when he wants. P. Sychuk attempts to help the students but appears to have a problem relating to them in class. Perhaps because he does not value their opinions.

Bad prof. Useful course.

Prof. obviously knew his material but seemed unable to convey it in class. His personality appeared abrasive and he seemed to view the students' lack of comprehension or any disagreement with him with hostility.

My only beef was that we went through the latter part of the course so quickly. Surely it isn't necessary to have a student do all the cases when a lecture suffices. When too many cases are given students split the cases up anyway. What advantage?

[For course outline see above]

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

One of the best lecturers this law school has (had).
Patron Saint of Arrogant Esotericism(?) (not eroticism) when it comes to marking. Thinks he's Attila the Hun.

IN 1972-73 THIS SECTION WILL BE TAUGHT BY MR. SCHMIDT.

LAND USE PLANNING

PROF. LAUX

ENROLMENT 37

RESPONSES 18

1	0.	0.	44.	50.	6.	3.61	18
2	0.	0.	6.	72.	17.	4.00	18
3	0.	0.	33.	44.	22.	3.89	18
4	0.	0.	0.	0.	100.	5.00	18
5	0.	6.	18.	53.	24.	3.94	17
6	39.	28.	11.	17.	6.	2.22	18
7	0.	0.	17.	56.	28.	4.11	18
8	0.	28.	50.	11.	11.	3.06	18
9	33.	33.	11.	22.	0.	2.22	18
10	56.	28.	17.	0.	0.	1.61	18
11	0.	22.	11.	50.	17.	3.61	18
12	22.	56.	17.	6.	0.	2.06	18
13	6.	24.	53.	12.	6.	2.88	17
14	0.	0.	22.	39.	39.	4.17	18
15	0.	11.	67.	22.	0.	3.11	18
16	0.	6.	6.	56.	33.	4.17	18
17	0.	0.	59.	35.	1.	3.29	17
18	11.	28.	39.	22.	0.	2.72	18
19	0.	0.	29.	71.	0.	3.71	17
20	0.	0.	6.	41.	53.	4.47	17
21	0.	6.	12.	53.	29.	4.06	17
22	0.	12.	24.	35.	29.	3.82	17
23	0.	0.	17.	50.	33.	4.17	18
24	0.	0.	6.	61.	33.	4.28	18
25	0.	0.	6.	59.	35.	4.29	17
26	0.	0.	0.	83.	17.	4.17	18
27	0.	0.	22.	61.	17.	3.94	18
28	0.	6.	39.	44.	11.	3.61	18
29	0.	0.	17.	61.	22.	4.06	18
30	0.	0.	33.	40.	27.	3.93	15
31	6.	29.	53.	12.	0.	2.71	17
32	0.	11.	22.	50.	17.	3.72	18
33	6.	0.	17.	50.	28.	3.94	18
34	0.	0.	6.	56.	39.	4.33	18
35	0.	0.	28.	39.	28.	3.89	18

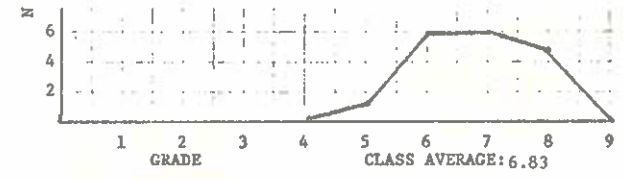
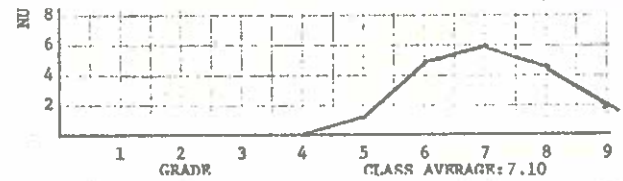
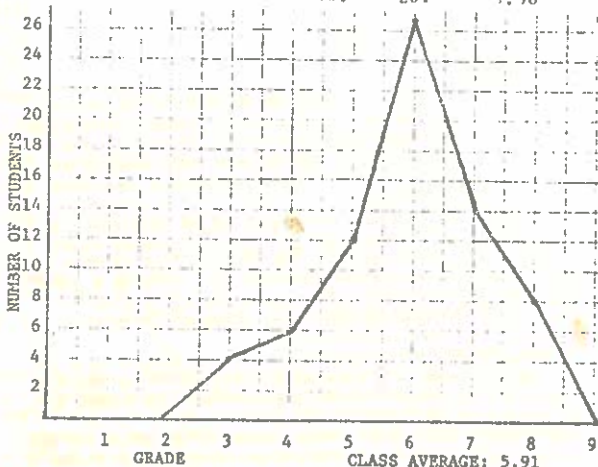
LAND TITLES s2

PROF. HARRISON

ENROLMENT 71

RESPONSES 26

1	0.	4.	49.	40.	8.	3.52	25
2	20.	40.	0.	0.	0.	1.80	25
3	4.	12.	31.	38.	15.	3.50	26
4	0.	8.	0.	8.	85.	4.69	26
5	0.	4.	48.	36.	12.	3.56	25
6	4.	12.	16.	56.	12.	3.60	25
7	0.	0.	25.	46.	29.	4.04	24
8	0.	19.	19.	31.	23.	3.42	26
9	63.	25.	8.	0.	4.	1.58	24
10	59.	18.	5.	14.	5.	1.86	22
11	0.	0.	4.	24.	72.	4.68	25
12	0.	28.	44.	16.	12.	3.12	25
13	4.	8.	23.	31.	35.	3.85	26
14	24.	36.	23.	12.	0.	2.28	25
15	0.	0.	20.	40.	40.	4.20	25
16	0.	0.	16.	56.	28.	4.12	25
17	0.	0.	8.	35.	58.	4.50	26
18	40.	28.	8.	20.	4.	2.20	25
19	4.	12.	16.	56.	12.	3.60	25
20	0.	0.	0.	28.	72.	4.72	25
21	0.	8.	20.	32.	40.	4.04	25
22	0.	4.	17.	42.	38.	4.12	24
23	0.	12.	32.	48.	8.	3.52	25
24	0.	0.	28.	32.	40.	4.12	25
25	0.	8.	44.	36.	12.	3.52	25
26	0.	0.	15.	73.	12.	3.96	26
27	0.	0.	4.	42.	54.	4.50	26
28	0.	0.	19.	42.	38.	4.19	26
29	6.	0.	24.	32.	40.	4.12	25
30	4.	13.	11.	26.	43.	3.91	23
31	0.	0.	8.	38.	54.	4.44	26
32	12.	12.	40.	16.	20.	3.20	25
33	4.	4.	8.	40.	44.	4.16	25
34	9.	0.	12.	50.	36.	4.27	26
35	3.	8.	24.	40.	20.	3.56	25



"Discussion in this seminar centres around the theory of land use planning and its present and future prospects as a means of insuring the quality of man's environment as well as the structure and operation of the various planning agencies, planning techniques such as the regional and general plan, zoning, development control, subdivision control and the lawyer's role in the planning process. Seminar participants are divided into groups of two or three, given hypothetical development projects which raise a variety of problems of the type which one is most likely to encounter in practice and are asked to research the problems and report back to the rest of the seminar participants. Much of the research involves meeting and discussing matters with personnel associated with various planning agencies, private land developers, representatives

from public and private lending institutions and practicing lawyers engaged in the planning process. In many respects land use planning is a specialized aspect of the administrative process and, therefore, its study affords the student the opportunity to make an in depth analysis of the behind-the-scenes activities of particular administrative tribunals. Although the role of the courts in the planning process is considered, particular emphasis is placed upon the lawyer's role as a developer's advocate before planning tribunals and on the process of negotiating with administrators in which the lawyer plays an integral part. It is recommended, although not obligatory, that seminar participants should have studied or concurrently be studying administrative law."

PROFESSOR'S COMMENTS:

Presentation: True seminar
System of grading: 50% problem; 50% final exam
Course emphasis: practical

STUDENT'S COMMENTS:

Credit should be given to Prof. Laux for opening a second section of this course due to popular demand.

[Ed. note: Though there were in fact two sections of this course, the registration figures were based on only one section and thus the responses from the two groups are merged together in the data. Note also that the actual size of the seminar appears distorted because of this.]

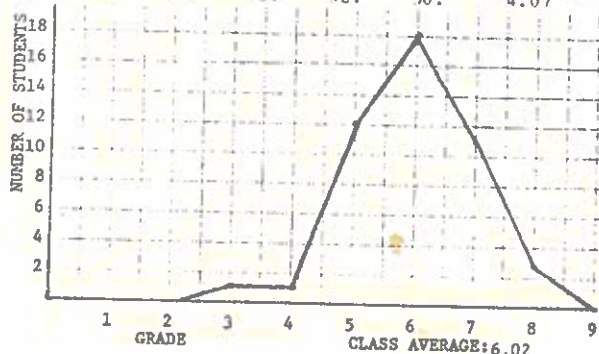
LEGAL ACCOUNTING

MR. WHITE

ENROLMENT 46

RESPONSES 27

1	0.	11.	33.	37.	19.	3.63	27
2	15.	41.	44.	0.	0.	2.10	27
3	3.	4.	15.	55.	25.	4.04	27
4	0.	0.	0.	4.	96.	4.95	27
5	0.	8.	27.	46.	17.	3.77	26
6	0.	22.	11.	11.	0.	1.78	27
7	0.	4.	4.	65.	27.	4.15	26
8	4.	11.	17.	19.	7.	2.93	27
9	0.	45.	0.	4.	0.	1.65	26
10	4.	45.	17.	0.	0.	1.91	21
11	0.	5.	15.	34.	15.	3.92	26
12	0.	14.	50.	27.	4.	1.15	26
13	0.	31.	27.	15.	17.	3.64	26
14	0.	0.	15.	34.	15.	3.42	26
15	0.	0.	11.	57.	11.	4.15	27
16	0.	0.	0.	30.	70.	4.70	27
17	0.	4.	1.	30.	67.	4.59	27
18	0.	30.	11.	0.	7.	1.81	27
19	0.	0.	11.	67.	22.	4.11	27
20	0.	4.	1.	50.	41.	4.31	27
21	0.	23.	23.	42.	12.	3.42	26
22	0.	4.	25.	50.	21.	3.87	24
23	0.	4.	40.	25.	17.	3.37	24
24	0.	15.	31.	50.	0.	3.27	26
25	0.	0.	15.	70.	15.	4.00	27
26	0.	0.	0.	70.	23.	4.22	27
27	0.	0.	0.	15.	85.	4.85	27
28	7.	4.	4.	41.	44.	4.11	27
29	0.	0.	0.	52.	48.	4.48	27
30	0.	5.	15.	50.	30.	4.05	20
31	4.	7.	4.	63.	22.	3.93	27
32	0.	4.	44.	36.	12.	3.48	25
33	0.	4.	19.	42.	35.	4.08	26
34	0.	0.	4.	37.	59.	4.56	27
35	0.	0.	15.	52.	30.	4.07	27



"The course introduces the student to those accounting concepts which are necessary in order to understand financial statements, accounting procedures, law society rules and financial analysis. The student is acquainted with business practice and accounting concepts as they relate to taxation and company law. The student is acquainted with the nature of bonds, debentures, other security devices, real estate appraisal, the role of counsel in corporation and commercial matters, the function of auditors and the methods of reading and evaluating financial statements."

PROFESSOR'S COMMENTS:

Presentation: lecture and discussion
System of grading: 100% final exam
Course emphasis: practical, with some academic consideration. The course does not lend itself to academic consideration

Size this year/size it should be: 45/1mmaterial
Course value: (5)

Books used: Introductory Accounting by Finney and Miller

Changes for 1972-73: The order of presentation will change somewhat, there will be less emphasis on text and more emphasis on selected handouts.

STUDENT'S COMMENTS:

This course can be a real asset to the practitioner. Far more useful than the blurb in the calendar would let on. Less emphasis on accounting itself, more on business and finance. Excellent -- Interesting.

Seems to be doing a good job. Doesn't understand level of ability of students. rushes through.

The course is difficult in mechanics but is relatively easy with regard to principle. It should receive more stress as a lawyer may be assisted by the knowledge it imparts and as this may be the student's only opportunity to delve into this topic.

White was a good prof. and he drilled home his course. He wasn't an exciting lecturer, but he accomplished what he set out to do and managed to keep the class interested.

LEGAL HISTORY

PROF. LORDON

ENROLMENT 18

RESPONSES 11

1	0.	30.	70.	0.	0.	0.	2.70	10
2	50.	45.	0.	0.	0.	0.	1.45	11
3	0.	50.	27.	0.	0.	0.	2.36	11
4	0.	0.	0.	18.	73.	4.64	11	
5	0.	15.	11.	50.	11.	3.78	9	
6	0.	0.	0.	36.	55.	4.45	11	
7	0.	0.	27.	55.	18.	3.91	11	
8	30.	15.	10.	9.	0.	2.10	11	
9	70.	11.	11.	20.	0.	1.60	10	
10	20.	0.	20.	20.	40.	3.60	10	
11	70.	10.	0.	0.	0.	1.30	10	
12	0.	0.	55.	45.	0.	3.45	11	
13	55.	16.	1.	0.	0.	1.55	11	
14	64.	0.	27.	9.	0.	1.82	11	
15	9.	27.	45.	18.	0.	2.73	11	
16	0.	27.	18.	36.	9.	3.09	11	
17	9.	18.	36.	36.	0.	3.00	11	
18	9.	55.	27.	9.	0.	2.36	11	
19	0.	11.	50.	22.	11.	3.33	9	
20	36.	36.	18.	9.	0.	2.00	11	
21	10.	30.	30.	20.	10.	2.90	10	
22	0.	9.	55.	16.	0.	3.27	11	
23	0.	50.	50.	0.	0.	2.50	2	
24	0.	0.	30.	40.	30.	4.00	10	
25	9.	18.	45.	27.	0.	2.91	11	
26	9.	18.	73.	0.	9.	2.64	11	
27	0.	0.	45.	27.	27.	3.82	11	
28	0.	27.	36.	36.	0.	3.09	11	
29	3.	36.	36.	9.	9.	2.73	11	
30	0.	0.	0.	100.	0.	4.00	1	
31	0.	27.	27.	27.	18.	3.36	11	
32	0.	0.	33.	56.	11.	3.78	9	
33	45.	9.	18.	27.	0.	2.27	11	
34	27.	9.	18.	45.	0.	2.82	11	
35	27.	27.	27.	18.	0.	2.36	11	



"Canadian and English legal history. Major emphasis of course is on Legal History and the law as these relate to social development."

PROFESSOR'S COMMENTS:

Presentation: lecture
Course emphasis: academic 99.5%
Course value: (2) may be of some help in understanding other materials.
Size this year/size it should be: 22/?
Books used: handouts -- selected readings

STUDENT'S COMMENTS:

Prof. Lordon should be given the benefit of any doubt as to his teaching ability as it is his first year and he is still somewhat insecure of himself. He has considerable intellectual ability which requires questions here and there in class when he summarizes tricky areas quickly.

Not enough discussion. Course suitable for seminar, but Prof. Lordon insists on lecturing on matter identical to reading material. Seems afraid of students.

"Employing a seminar format this option involves an examination of the theory, structure, organization and operation of the various types of local government units in existence in Alberta and elsewhere and their relationship to central government. Particular emphasis is on such matters as contesting elections; disqualification of elected officials for conflict of interest and corrupt practices; legal status and personal liability of elected officials; actions by ratepayers and others arising out of ultra vires acts and by-laws of municipalities; municipal liability for such wrongs as breach of statutory duty, injurious affection, negligence, nuisance and other torts, and breach of contract. Considerable time is also accorded to municipal finance, particularly real property assessment and taxation. In addition, specific problem areas such as housing and urban renewal, transportation, provision of public services, licensing and regulation of business and the municipal power of expropriation are considered as time permits. This option is directed primarily at those students who will be engaged in an average type law practice in which municipal legal problems are becoming increasingly an integral part of the daily work and for this reason the subject matter is viewed from the practical as well as the academic side. It also enables students to apply basic principles of tort, contract, agency, property and administrative law in a specialized context. It is recommended, although not obligatory, that students enrolling in the seminar should have studied or concurrently be studying administrative law."

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

Too unstructured and unorganized, for which the students can take partial blame. Individual project papers valuable but presentations lacking.

Laux could use more preparation.

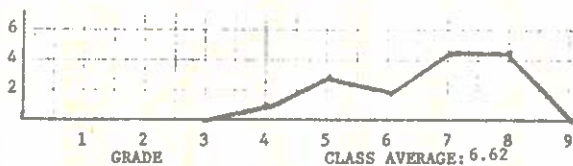
LOCAL GOVERNMENT LAW

PROF. LAUX

ENROLMENT 16

RESPONSES 8

1	0.	12.	0.	12.	12.	3.25	8
2	0.	0.	0.	50.	50.	4.50	8
3	0.	0.	38.	50.	12.	3.75	8
4	0.	0.	0.	0.	100.	5.00	8
5	0.	0.	50.	25.	25.	3.75	8
6	38.	12.	50.	0.	0.	2.12	8
7	0.	12.	12.	50.	25.	3.87	8
8	0.	25.	0.	38.	38.	3.87	8
9	24.	57.	14.	0.	0.	1.86	7
10	0.	12.	12.	12.	0.	1.75	8
11	25.	25.	0.	38.	12.	2.87	8
12	12.	25.	50.	12.	0.	2.62	8
13	12.	25.	38.	12.	12.	2.87	8
14	0.	0.	50.	50.	0.	3.50	8
15	0.	43.	43.	14.	0.	2.71	7
16	0.	0.	12.	63.	25.	4.12	8
17	0.	12.	63.	25.	0.	3.12	8
18	0.	14.	41.	43.	0.	3.29	7
19	0.	12.	38.	50.	0.	3.37	8
20	0.	0.	14.	57.	29.	4.14	7
21	0.	12.	0.	25.	63.	4.37	8
22	0.	14.	43.	14.	29.	3.57	7
23	0.	0.	25.	50.	25.	4.00	8
24	0.	12.	25.	25.	38.	3.87	8
25	0.	12.	0.	75.	12.	3.87	8
26	0.	12.	25.	63.	0.	3.50	8
27	0.	12.	63.	25.	0.	3.12	8
28	0.	0.	50.	50.	0.	3.50	8
29	0.	12.	25.	50.	12.	3.62	8
30	0.	17.	33.	50.	0.	3.33	6
31	25.	50.	25.	0.	0.	2.00	8
32	0.	0.	57.	14.	29.	3.71	7
33	0.	0.	12.	50.	38.	4.25	8
34	0.	0.	25.	50.	25.	4.00	8
35	0.	25.	12.	25.	38.	3.75	8



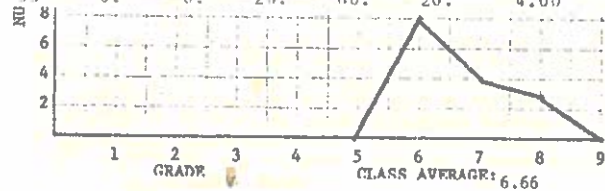
NATURAL RESOURCES LAW

PROF. PERCY

ENROLMENT 15

RESPONSES 5

1	0.	0.	100.	0.	0.	3.00	5
2	0.	0.	20.	80.	0.	3.80	5
3	0.	20.	80.	0.	0.	2.80	5
4	0.	0.	0.	0.	100.	5.00	5
5	0.	20.	40.	40.	0.	3.20	5
6	0.	0.	60.	20.	20.	3.60	5
7	0.	0.	20.	60.	20.	4.00	5
8	20.	40.	40.	0.	0.	2.20	5
9	40.	0.	40.	20.	0.	2.40	5
10	20.	0.	20.	0.	0.	2.00	5
11	25.	25.	50.	0.	0.	2.25	4
12	0.	40.	40.	20.	0.	2.80	5
13	20.	40.	20.	20.	0.	2.40	5
14	20.	0.	20.	40.	20.	3.40	5
15	0.	0.	40.	60.	0.	3.60	5
16	0.	0.	0.	60.	40.	4.40	5
17	0.	0.	40.	60.	0.	3.60	5
18	40.	40.	20.	0.	0.	1.80	5
19	0.	0.	40.	20.	40.	4.00	5
20	0.	0.	20.	40.	40.	4.20	5
21	0.	0.	40.	20.	40.	4.00	5
22	0.	0.	20.	80.	0.	3.80	5
23	0.	0.	40.	60.	0.	3.60	5
24	0.	0.	0.	80.	20.	4.20	5
25	0.	0.	40.	40.	20.	3.80	5
26	0.	0.	0.	100.	0.	4.00	5
27	0.	0.	0.	60.	40.	4.40	5
28	0.	0.	40.	60.	0.	3.60	5
29	0.	0.	20.	40.	40.	4.20	5
30	0.	0.	80.	20.	0.	3.20	5
31	0.	0.	100.	0.	0.	3.00	4
32	0.	20.	40.	40.	0.	3.20	5
33	0.	0.	20.	60.	20.	4.00	5
34	0.	0.	20.	80.	0.	3.80	5
35	0.	0.	20.	60.	20.	4.00	5



"A study of judicial, legislative and administrative problems related to the regulation and management of Natural Resources. After a basic study of policy questions relating to problems of allocation, development and use, a study is made of the constitutional background to Natural Resources Law. In this section, particular emphasis is placed upon the distribution of public property and legislative power under the constitution, the treaty making and implementation power in resource development, inter-provincial problems and problems concerning off-shore mineral rights. In addition the following specific areas of Natural Resources Law are considered: Water Law -- The study of this section involves the examination of the common law riparian doctrine, the problem of ground-water and a close examination of water pollution control techniques. Mining and Minerals -- This section covers a discussion of title to mines and minerals and the law relating to the development of mineral interests, including systems of mineral development and environmental factors which might affect those systems, with special reference to strip mining. Forest Law -- A study is undertaken of problems of forest development and of the Alberta Forest Act. Air Pollution Control -- This involves a discussion of air pollution control both by statute and at common law."

PROFESSOR'S COMMENTS:

Presentation: Seminar
System of grading: 100% paper
Course emphasis: 50% practical; 50% academic
Course value: (3)
Size this year/Size it should be: 15/15-20
Books used: None

STUDENT'S COMMENTS:

Good course.

This is a basic course designed to introduce the student to the legal and practical problems of the Oil and Gas industry. In view of the fact that essentially the subject consists of the application of general legal principles, such as contracts and real property law, to the particular circumstances of the industry, the course commences with background study of the origin, occurrence and production of oil and gas. Thereafter, it deals with the nature of interests in oil and gas and the acquisition and disposition of such interests. This involves a detailed consideration of theories of oil and gas and a discussion of the land titles system as it relates to the acquisition of freehold mineral interests. The remainder of the course, which represents the bulk of the subject matter, deals with the freehold oil and gas lease, largely from the lessor's point of view, as this is the document most likely to be encountered in general practice. The rights and obligations of the parties under oil and gas leases are discussed in the light of the cases thereon with references to lease forms currently in use in the industry. Essentially, the course is presented as a lecture series concentrating on assigned readings and case analyses. All necessary materials are available in a casebook designed for the course. Grades are assigned on a final exam.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

A luxury course. Prof. goes into too much detail. Cannot see forest for the trees.

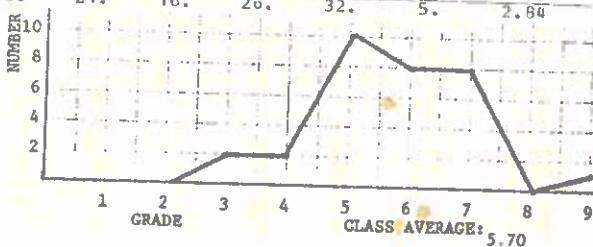
OIL AND GAS LAW s1

PROF. DEWAR

ENROLMENT 31

RESPONSES 19

1	5.	5.	32.	37.	21.	3.63	19
2	11.	37.	37.	16.	0.	2.58	19
3	0.	16.	37.	26.	21.	3.53	19
4	0.	0.	0.	16.	84.	4.84	19
5	5.	5.	63.	10.	17.	3.21	19
6	0.	0.	24.	22.	50.	4.22	18
7	0.	17.	39.	22.	17.	3.28	18
8	10.	21.	21.	10.	26.	3.16	19
9	37.	16.	32.	16.	0.	2.26	19
10	42.	10.	26.	16.	0.	2.16	19
11	11.	21.	21.	42.	5.	3.11	19
12	5.	42.	32.	21.	0.	2.68	19
13	21.	26.	20.	11.	16.	2.74	19
14	47.	12.	41.	0.	0.	1.94	17
15	32.	32.	21.	11.	5.	2.26	19
16	10.	26.	32.	26.	0.	2.68	19
17	32.	42.	26.	0.	0.	1.95	19
18	0.	24.	18.	35.	24.	3.59	17
19	16.	42.	21.	21.	0.	2.47	19
20	11.	21.	21.	47.	0.	3.05	19
21	0.	5.	32.	42.	21.	3.79	19
22	0.	11.	17.	39.	33.	3.94	18
23	17.	6.	33.	44.	0.	3.06	18
24	0.	6.	11.	39.	44.	4.22	18
25	21.	21.	42.	16.	0.	2.53	19
26	26.	21.	53.	0.	0.	2.26	19
27	10.	21.	26.	32.	5.	2.89	19
28	5.	21.	26.	37.	11.	3.26	19
29	21.	42.	21.	16.	0.	2.32	19
30	19.	31.	31.	19.	0.	2.50	19
31	37.	42.	11.	11.	0.	1.95	19
32	11.	32.	26.	32.	0.	2.79	19
33	42.	21.	26.	5.	5.	2.11	19
34	0.	11.	28.	39.	17.	3.50	18
35	21.	16.	20.	32.	5.	2.84	19



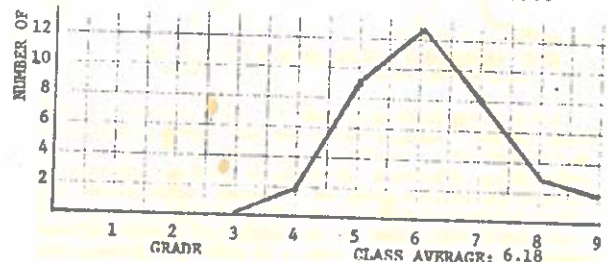
OIL AND GAS LAW s2

PROF. HARRISON

ENROLMENT 37

RESPONSES 18

1	0.	0.	33.	51.	0.	3.61	18
2	0.	94.	0.	0.	0.	2.06	18
3	0.	6.	33.	50.	6.	3.61	18
4	0.	0.	0.	11.	83.	4.78	18
5	0.	6.	44.	44.	0.	3.50	18
6	6.	17.	44.	28.	6.	3.11	18
7	0.	11.	11.	61.	17.	3.83	18
8	0.	28.	50.	22.	0.	2.94	18
9	50.	33.	17.	0.	0.	1.67	18
10	12.	29.	29.	6.	24.	3.00	17
11	0.	11.	33.	44.	6.	3.33	18
12	0.	33.	51.	0.	0.	2.72	18
13	6.	39.	44.	11.	0.	2.61	19
14	23.	44.	23.	0.	0.	2.00	18
15	0.	0.	17.	50.	33.	4.17	18
16	0.	6.	17.	50.	22.	3.94	18
17	0.	0.	6.	72.	22.	4.17	18
18	39.	33.	6.	22.	0.	2.11	18
19	0.	0.	33.	50.	17.	3.83	18
20	0.	0.	0.	61.	39.	4.39	18
21	0.	11.	11.	50.	17.	3.67	18
22	6.	18.	12.	41.	24.	3.59	17
23	0.	0.	55.	27.	9.	3.27	11
24	0.	0.	29.	53.	18.	3.88	17
25	0.	6.	39.	44.	11.	3.61	18
26	0.	6.	28.	67.	0.	3.61	18
27	0.	0.	11.	50.	39.	4.28	18
28	0.	0.	44.	33.	22.	3.78	18
29	0.	0.	17.	67.	17.	4.00	18
30	12.	12.	39.	39.	0.	3.00	8
31	0.	0.	18.	47.	35.	4.18	17
32	0.	33.	50.	11.	6.	2.89	18
33	0.	6.	11.	61.	22.	4.00	18
34	0.	0.	22.	67.	11.	3.89	18
35	0.	6.	17.	67.	11.	3.83	18



[For course outline, see above, section 01]

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

Articulate lecturer, helpful and patient in class.
 Marks on exams unrealistically low.
 A fine teacher who is very adept at summarizing the relevant law and basically explaining it.
 Made the course extremely interesting; an excellent lecturer.
 A good prof. The bungling wishy-washy 4th floor elite have driven him away, which is a loss to the students.

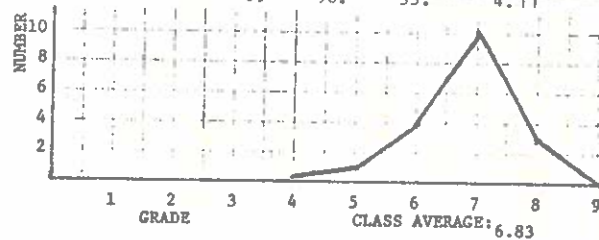
IN 1972-73 THIS SECTION WILL BE TAUGHT BY PROF. SYCHUK.

PROBLEMS IN CRIMINAL LAW

PROF. HORNING

ENROLMENT 18
 RESPONSES 9

1	11.	56.	22.	11.	0.	2.33	9
2	0.	11.	0.	40.	44.	4.22	9
3	0.	11.	44.	33.	11.	3.44	9
4	0.	0.	0.	11.	89.	4.89	9
5	0.	0.	22.	50.	22.	4.00	9
6	11.	0.	11.	13.	44.	4.00	9
7	33.	22.	11.	33.	0.	2.44	9
8	11.	0.	11.	44.	33.	3.89	9
9	0.	11.	0.	33.	56.	4.33	9
10	56.	22.	22.	0.	0.	1.67	9
11	22.	22.	0.	33.	22.	3.11	9
12	0.	33.	33.	33.	0.	3.00	9
13	44.	22.	22.	0.	11.	2.11	9
14	11.	0.	22.	33.	33.	3.78	9
15	12.	25.	50.	12.	0.	2.62	8
16	11.	11.	44.	11.	22.	3.22	9
17	22.	11.	67.	0.	0.	2.44	9
18	11.	0.	33.	33.	2.	3.56	9
19	22.	33.	22.	22.	0.	2.44	9
20	12.	0.	25.	38.	25.	3.62	8
21	0.	0.	11.	44.	44.	4.33	9
22	0.	0.	11.	44.	44.	4.33	9
23	0.	11.	11.	33.	44.	4.11	9
24	0.	0.	33.	33.	33.	4.00	9
25	0.	25.	12.	50.	12.	3.50	8
26	0.	38.	12.	50.	0.	3.12	8
27	12.	12.	38.	38.	0.	3.00	8
28	0.	38.	38.	12.	12.	3.00	8
29	12.	0.	75.	12.	0.	2.87	8
30	14.	29.	43.	0.	14.	2.71	7
31	29.	71.	0.	0.	0.	1.71	7
32	0.	0.	44.	50.	0.	3.56	9
33	22.	22.	33.	11.	11.	2.67	9
34	0.	44.	11.	22.	22.	3.22	9
35	0.	11.	0.	50.	33.	4.11	9



"Discretion in The Criminal Justice System. Police Powers (search, seizure, interrogation) crimes against the state (contempt of court, civil disobedience, etc.)"

PROFESSOR'S COMMENTS:

Presentation: seminar
 Course emphasis: practical 85%
 Course value: impossible to rate
 System of grading: to be determined
 Size this year/Size it should be: 18/not exceeding 20
 Books used: many and varied

STUDENT'S COMMENTS:

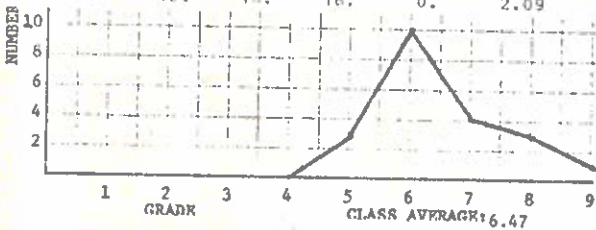
Too much american material.
 Felt the course was not as represented in the calander.
 Anyone who entered the course hoping to gain practical advice to supplement 1st year criminal law would be disappointed. Seminar gets out of hand and becomes frivolous. Horning seems to recognize the problems but unable to solve them. It may be that fault lies with the class rather than prof. -- we got every opportunity at start to dictate direction of class. Prof. was receptive to criticisms. May be better class in future because of experience this year.

PHILOSOPHY OF CRIMINAL LAW

PROF. HORNING

ENROLMENT 21
 RESPONSES 11

1	20.	20.	40.	20.	0.	2.60	10
2	0.	27.	18.	55.	0.	3.27	11
3	30.	9.	36.	18.	0.	2.36	11
4	0.	0.	0.	18.	82.	4.82	11
5	0.	10.	20.	60.	10.	3.70	10
6	0.	0.	0.	18.	82.	4.82	10
7	10.	30.	10.	40.	10.	3.10	10
8	36.	18.	36.	9.	0.	2.18	11
9	0.	9.	0.	55.	36.	4.18	11
10	22.	0.	0.	22.	56.	3.99	9
11	90.	10.	0.	0.	0.	1.10	10
12	0.	0.	36.	36.	18.	3.64	11
13	55.	36.	9.	0.	0.	1.55	11
14	14.	14.	27.	27.	9.	2.91	11
15	9.	27.	27.	36.	0.	2.91	11
16	18.	0.	9.	55.	18.	3.55	11
17	27.	27.	36.	9.	0.	2.27	11
18	0.	55.	18.	27.	0.	2.73	11
19	20.	36.	40.	10.	0.	2.40	10
20	18.	18.	30.	18.	9.	2.82	11
21	9.	18.	9.	45.	18.	3.45	11
22	0.	36.	18.	18.	27.	3.36	11
23	18.	9.	14.	27.	27.	3.16	11
24	10.	0.	20.	30.	40.	3.40	10
25	27.	0.	55.	18.	0.	2.64	11
26	27.	0.	0.	9.	0.	2.55	11
27	9.	18.	27.	36.	9.	3.18	11
28	0.	18.	45.	36.	0.	3.18	11
29	18.	18.	45.	18.	0.	2.64	11
30	10.	10.	30.	20.	10.	2.70	10
31	0.	60.	30.	10.	0.	2.50	10
32	0.	0.	80.	10.	10.	3.30	10
33	45.	0.	18.	18.	9.	2.36	11
34	55.	18.	14.	0.	9.	1.91	11
35	45.	18.	18.	18.	0.	2.09	11



THIS COURSE WILL NOT BE OFFERED IN 1972-73.

PROBLEMS IN DOMESTIC RELATIONS

PROF. PAYNE

ENROLMENT 14

RESPONSES 8

1	14.	12.	38.	12.	0.	2.25	8.
2	12.	63.	12.	12.	0.	2.25	8.
3	3.	25.	63.	12.	0.	2.87	8.
4	0.	0.	0.	38.	63.	4.62	8.
5	0.	0.	0.	75.	25.	4.25	4.
6	38.	12.	0.	25.	25.	2.87	8.
7	0.	0.	29.	43.	29.	4.00	7.
8	14.	57.	29.	0.	0.	2.14	7.
9	12.	12.	0.	38.	38.	3.75	8.
10	29.	43.	14.	14.	0.	2.14	7.
11	0.	0.	25.	50.	25.	4.00	8.
12	0.	12.	38.	25.	25.	3.62	8.
13	38.	38.	25.	0.	0.	1.87	8.
14	0.	25.	12.	38.	25.	3.62	8.
15	0.	0.	25.	38.	38.	4.12	8.
16	0.	0.	0.	63.	38.	4.37	8.
17	0.	12.	25.	50.	12.	3.62	8.
18	12.	50.	12.	12.	12.	2.62	8.
19	0.	14.	29.	57.	0.	3.43	7.
20	0.	25.	25.	50.	0.	3.25	8.
21	0.	0.	12.	75.	12.	4.00	8.
22	0.	0.	0.	63.	38.	4.37	8.
23	0.	0.	0.	33.	67.	4.67	6.
24	0.	0.	0.	50.	50.	4.50	8.
25	0.	0.	50.	38.	12.	3.62	8.
26	0.	0.	0.	0.	100.	5.00	8.
27	0.	0.	0.	38.	63.	4.62	8.
28	0.	12.	38.	38.	12.	3.50	8.
29	0.	0.	12.	38.	50.	4.37	8.
30	0.	0.	0.	0.	50.	3.00	2.
31	0.	12.	38.	38.	12.	3.50	8.
32	0.	0.	33.	33.	33.	4.00	3.
33	0.	0.	12.	63.	25.	4.12	8.
34	0.	12.	12.	75.	0.	3.62	8.
35	12.	6.	12.	75.	0.	3.50	8.

IN 1972-73 THIS COURSE WILL NOT BE OFFERED.

PSYCHIATRY FOR LAWYERS

MR. EARP

ENROLMENT 11

RESPONSES 4

1	0.	50.	50.	0.	0.	2.50	4.
2	0.	0.	75.	25.	0.	3.25	4.
3	25.	25.	25.	25.	0.	2.50	4.
4	0.	0.	0.	75.	25.	4.25	4.
5	0.	0.	25.	50.	25.	4.00	4.
6	25.	0.	50.	25.	0.	2.75	4.
7	0.	25.	0.	50.	25.	3.75	4.
8	25.	25.	50.	0.	0.	2.25	4.
9	25.	0.	0.	25.	50.	3.75	4.
10	50.	25.	0.	25.	0.	2.00	4.
11	25.	25.	50.	0.	0.	2.25	4.
12	0.	25.	75.	0.	0.	2.75	4.
13	25.	50.	0.	25.	0.	2.25	4.
14	0.	0.	0.	25.	75.	4.75	4.
15	0.	25.	0.	50.	25.	3.75	4.
16	0.	0.	0.	75.	25.	4.25	4.
17	0.	25.	25.	50.	0.	3.25	4.
18	50.	0.	25.	25.	0.	2.25	4.
19	50.	0.	25.	0.	25.	2.50	4.
20	0.	0.	25.	50.	25.	4.00	4.
21	25.	25.	50.	0.	0.	2.25	4.
22	0.	0.	50.	50.	0.	3.50	4.
23	0.	0.	25.	50.	25.	4.00	4.
24	25.	50.	0.	25.	0.	2.25	4.
25	0.	0.	50.	50.	0.	3.50	4.
26	0.	0.	0.	75.	25.	4.25	4.
27	0.	0.	25.	50.	25.	4.00	4.
28	0.	50.	50.	0.	0.	2.50	4.
29	25.	0.	25.	0.	50.	3.50	4.
30	0.	0.	67.	0.	33.	3.67	3.
31	25.	0.	50.	25.	0.	2.75	4.
32	0.	0.	50.	25.	25.	3.75	4.
33	25.	0.	0.	50.	25.	3.50	4.
34	0.	0.	50.	25.	25.	3.75	4.
35	0.	0.	0.	25.	75.	4.75	4.

The scope of psychiatry, personality development, classification of mental illness, assessment of psychiatric problems, interviewing techniques, organic brain disorders and their legal implications, functional psychoses, psychoneurosis, psychopathic personalities, sexual deviation, childhood and adolescent problems, problems with alcohol and drugs.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS: None

IN 1972-73 THIS COURSE WILL BE TAUGHT BY PROF. BARKER.

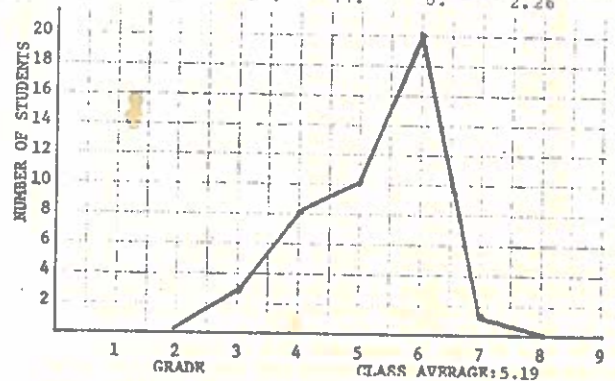
REAL ESTATE TRANSACTIONS s1

MR. IRWIN

ENROLMENT 42

RESPONSES 19

1	0.	0.	42.	47.	11.	3.68	19
2	47.	47.	5.	0.	0.	1.58	19
3	11.	16.	53.	21.	0.	2.84	19
4	0.	0.	21.	11.	63.	4.47	19
5	0.	5.	58.	37.	0.	3.32	19
6	0.	17.	50.	17.	6.	3.00	18
7	5.	11.	58.	16.	11.	3.16	19
8	0.	6.	44.	33.	11.	3.34	18
9	40.	5.	11.	0.	0.	1.26	19
10	58.	21.	11.	5.	5.	1.79	19
11	0.	0.	5.	32.	63.	4.58	19
12	11.	61.	28.	0.	0.	2.17	18
13	11.	26.	37.	21.	5.	2.84	19
14	53.	32.	16.	0.	0.	1.63	19
15	16.	12.	28.	21.	5.	2.68	19
16	16.	5.	47.	21.	11.	3.05	19
17	26.	11.	21.	32.	11.	2.89	19
18	21.	21.	42.	0.	16.	2.68	19
19	5.	26.	42.	16.	11.	3.00	19
20	32.	21.	26.	16.	5.	2.42	19
21	37.	12.	21.	11.	0.	2.05	19
22	6.	17.	44.	28.	6.	3.11	18
23	33.	11.	56.	0.	0.	2.22	9
24	61.	0.	28.	6.	0.	1.78	18
25	21.	37.	37.	5.	0.	2.26	19
26	0.	5.	26.	47.	21.	3.84	19
27	0.	5.	11.	47.	37.	4.16	19
28	11.	37.	42.	0.	11.	2.63	19
29	16.	21.	37.	21.	5.	2.79	19
30	33.	17.	33.	17.	0.	2.33	6
31	21.	37.	16.	21.	5.	2.53	19
32	6.	24.	53.	18.	0.	2.82	17
33	37.	32.	21.	11.	0.	2.05	19
34	0.	0.	21.	58.	21.	4.00	19
35	32.	21.	37.	11.	0.	2.26	19



"An introductory study of the law governing sales and mortgages of land. Subject areas include: subject-matter of the sale--land and interests therein, fixtures; formation of the contract -- capacity, statutory requirements and prohibitions, certainty of term; options and rights of pre-emption; deposits; the open contract--implied terms; special clauses in agreements for sale; fire insurance; assignments; remedies of vendor and purchaser; mortgages--legal, equitable and statutory; interest; mortgagee's remedies; mortgagor's rights--redemption."

PROFESSOR'S COMMENTS:

Presentation: lecture
System of grading: 100% final examination
Course emphasis: All of the concepts studied are practice-related.
Course value: (5)
Size this year/size it should be: 43/not more than 50
Books used: DiCastrì, Canadian Law of Vendor and Purchaser; McCaul, Remedies of Vendor and Purchaser; Falconbridge, The Law of Mortgages.

STUDENT'S COMMENTS:

I think less traditional approach and more practical is required. Make cases secondary as it isn't all important to know what the early decisions were if subsequently overruled. More actual examples actually gone through with would help in hazy areas. Mr. Irwin is definitely the worst teacher I've ever had. He has no consideration whatsoever for his students, and drones on, completely oblivious to the boredom and bewilderment of his students. He should be dismissed, and better screening done as to teaching ability when hiring cross-town instructors.

REAL ESTATE TRANSACTIONS s2

PROF. HARRISON

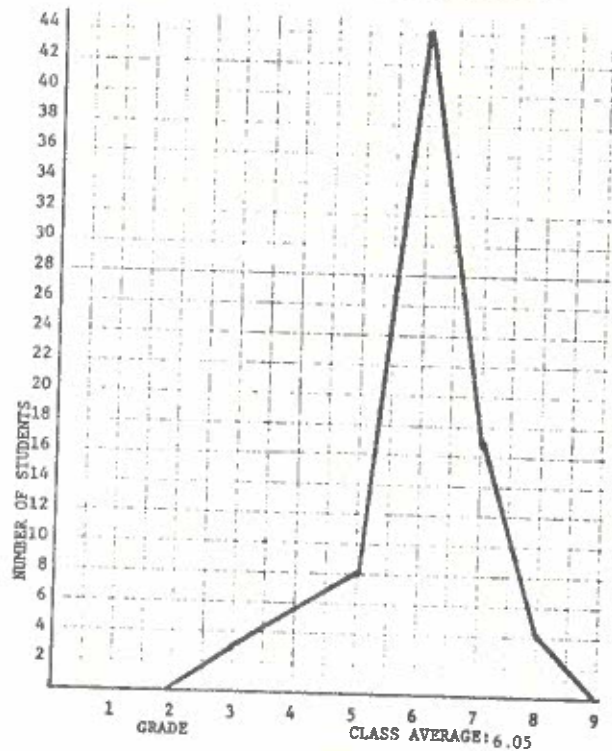
ENROLMENT 78
 RESPONSES 36

1	3.	6.	56.	31.	6.	3.31	36
2	25.	75.	0.	0.	0.	1.75	36
3	3.	9.	46.	37.	6.	3.34	35
4	0.	0.	0.	3.	47.	4.97	36
5	0.	0.	59.	36.	6.	3.39	36
6	9.	31.	42.	11.	8.	2.81	36
7	0.	0.	41.	50.	9.	3.69	32
8	5.	14.	51.	6.	3.	2.66	35
9	41.	19.	0.	0.	0.	1.19	36
10	56.	25.	9.	9.	0.	1.72	36
11	3.	7.	0.	28.	61.	4.42	36
12	0.	11.	50.	31.	3.	3.25	36
13	19.	28.	39.	11.	3.	2.50	36
14	40.	23.	23.	14.	0.	2.11	35
15	0.	0.	19.	53.	28.	4.08	36
16	0.	3.	25.	53.	19.	3.89	36
17	0.	0.	0.	44.	47.	4.39	35
18	28.	44.	17.	0.	3.	2.14	36
19	0.	3.	28.	58.	11.	3.78	36
20	3.	0.	0.	39.	58.	4.50	36
21	3.	6.	28.	47.	17.	3.69	36
22	0.	6.	11.	45.	30.	4.00	33
23	12.	0.	69.	6.	12.	3.06	16
24	0.	3.	42.	24.	30.	3.82	33
25	0.	6.	50.	44.	0.	3.38	34
26	0.	1.	17.	31.	3.	3.86	36
27	0.	0.	11.	33.	50.	4.44	36
28	0.	0.	28.	39.	33.	4.06	36
29	0.	3.	11.	53.	33.	4.17	36
30	0.	0.	64.	18.	18.	3.55	11
31	0.	0.	6.	36.	58.	4.53	36
32	0.	21.	41.	32.	6.	3.24	34
33	0.	0.	2.	29.	46.	4.14	35
34	0.	0.	0.	50.	19.	4.33	36
35	3.	8.	19.	61.	8.	3.64	36

STUDENT'S COMMENTS:

Harrison seems to have lost whatever initiative he may have had prior to this course.

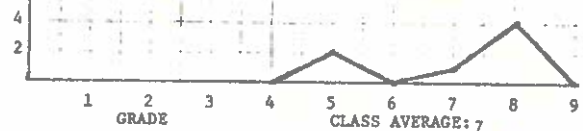
IN 1972-73 THIS SECTION WILL BE TAUGHT BY PROF. TAYLOR.



RESTITUTION

DEAN FRIDMAN

ENROLMENT 7
 RESPONSES 3



"Restitution is concerned with recovery of money which has come into another's hands otherwise than by tortious activity or as a result of contractual obligations. The subjects to be studied include money paid under duress or compulsion, under an illegal or otherwise invalid or improper contract, mistaken payments, voluntary payments, and equitable remedies of tracing. The emphasis is upon a study of the cases, at common law and equity, in England and Canada (with some reference to the U.S.A. and other common law countries.)"

PROFESSOR'S COMMENTS:

Presentation: seminar (if only a few students)
System of grading: paper
Course emphasis: more academic than practical
Size this year/size it should be: 7/not more than 12
Books used: Goff & Jones: Law of Restitution
 Crawford: Restitution, Cases and Notes.

STUDENT'S COMMENTS:

The only area of this course about which I feel confident in the sense that I feel I know the law is the area on which my paper was written. I'm not sure that this is enough to make the course worthwhile. I felt that during our seminar we did not often enough arrive at solutions to problems. I would consider it an improvement if Dean Fridman offered more structure and more discipline to the seminar discussions.

PROFESSOR'S COMMENTS: None

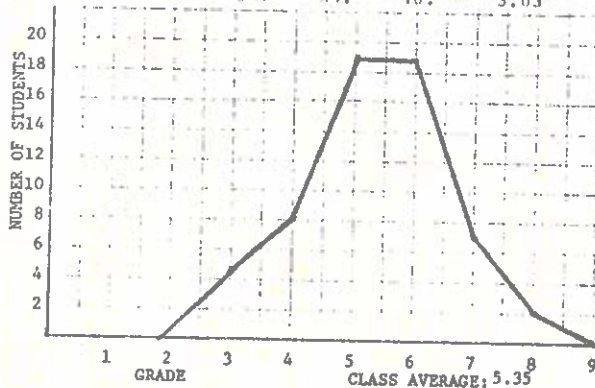
TAXATION s1

PROF. HOHMANN

ENROLMENT 60

RESPONSES 40

1	0.	10.	51.	33.	5.	3.33	39
2	23.	72.	5.	0.	0.	1.82	39
3	5.	21.	50.	18.	5.	2.97	38
4	0.	2.	7.	15.	75.	4.62	40
5	0.	15.	54.	31.	0.	3.15	39
6	14.	29.	32.	0.	5.	2.13	38
7	11.	14.	33.	28.	14.	3.19	36
8	5.	10.	27.	22.	35.	3.72	40
9	0.	18.	11.	5.	0.	1.59	39
10	40.	15.	21.	10.	8.	2.18	39
11	3.	10.	21.	18.	49.	4.00	39
12	5.	10.	41.	38.	5.	3.28	39
13	24.	21.	37.	11.	8.	2.58	38
14	21.	26.	36.	15.	3.	2.54	39
15	5.	18.	33.	33.	10.	3.26	39
16	3.	5.	20.	26.	38.	3.92	39
17	2.	18.	35.	27.	18.	3.40	40
18	18.	33.	33.	5.	10.	2.56	39
19	10.	21.	44.	15.	10.	2.95	39
20	3.	13.	26.	41.	18.	3.59	39
21	3.	5.	49.	23.	21.	3.54	39
22	3.	3.	24.	45.	29.	4.00	38
23	5.	0.	71.	10.	14.	3.29	21
24	1.	5.	29.	32.	34.	3.95	38
25	11.	11.	59.	19.	0.	2.86	37
26	0.	0.	7.	48.	45.	4.37	40
27	0.	5.	15.	40.	40.	4.15	40
28	2.	7.	27.	40.	22.	3.72	40
29	0.	0.	23.	74.	15.	3.77	39
30	11.	0.	78.	0.	11.	3.00	9
31	7.	30.	35.	15.	12.	2.95	40
32	3.	21.	47.	24.	0.	3.03	38
33	9.	10.	15.	44.	15.	3.41	39
34	7.	12.	22.	25.	32.	3.62	40
35	10.	13.	24.	31.	10.	3.03	39



This course is designed to acquaint the students with a general knowledge of the Canadian Income Tax System and in addition to the substantive law to acquaint him with the various unique procedural requirements which appertain to Canadian Tax. The concept of tax assessments, objecting to tax assessments and appealing tax assessments; the form which is best suited in particular fact situations and appeal procedures through the various courts. The quasi criminal area of tax evasion and the powers given to the revenue authorities. Interpretation of taxing statutes. The question of residence of both individuals and corporations. The taxation of business income with such questions as what constitutes carrying on a business, the factors involved in ascertaining business income as distinguished from capital gains, the concept of "adventure in the nature of trade" and how this expands the definition of business, the affect of the objects of a corporation in ascertaining business income and recent trends with respect to the concept of business as distinguished from a capital gains situation. The tax results of such things as cancellation of contracts, sales of rights, forgiveness of debts, subsidies, expropriations and damages are discussed. The lifting of the corporate veil in tax areas and the sanctity of the corporate entity. Income from property and income from office and employment. Personal corporations are examined and their effect discussed. Deductions relating to income tax are delved into and

such tests as commercial practise, outlays for the purpose of gaining or producing income, capital expenditures and reasonableness are looked at in relation to the deductability of expenses. Certain sections of the Income Tax Act are then examined which either specifically allow certain types of expenses or specifically disallow certain types of expenses.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

Good professor. Under the present set-up the course is very repetitious, time consuming and valueless.

Lectures a bit too fast, otherwise very good.

Very knowledgeable man, concerned with what the students do and what they learn.

Question #4 should read, "How many lectures did the professor attend?"

I seriously suggest that this course be eliminated, or at least dropped in value, because all it is is statute interpretation anyway. It is not suggested that this is Prof. Hohmann's fault.

The case load in this course was much too heavy. Many cases were repetitions of other cases and probably no longer good law as a result of the new Income Tax Act.

IN 1972-73 THIS SECTION WILL BE TAUGHT BY PROF. MIS.

TAXATION s2

PROF. JONES

ENROLMENT 38

RESPONSES 18

1	0.	0.	17.	50.	33.	4.17	18
2	6.	28.	50.	11.	0.	2.72	18
3	0.	0.	17.	56.	22.	3.89	18
4	0.	0.	0.	11.	80.	4.89	18
5	0.	0.	61.	39.	0.	3.39	18
6	19.	33.	22.	6.	0.	1.94	18
7	6.	12.	24.	35.	24.	3.59	17
8	17.	6.	6.	44.	31.	3.78	18
9	71.	12.	18.	0.	0.	1.47	17
10	80.	13.	0.	0.	7.	1.40	15
11	6.	6.	11.	28.	50.	4.11	18
12	28.	50.	22.	0.	0.	1.94	18
13	17.	11.	24.	11.	33.	3.33	18
14	17.	6.	23.	39.	11.	3.22	18
15	0.	6.	0.	85.	29.	4.18	17
16	0.	0.	0.	22.	72.	4.67	18
17	0.	0.	0.	28.	67.	4.61	18
18	41.	29.	12.	6.	12.	2.18	17
19	0.	0.	29.	41.	29.	4.00	17
20	0.	0.	0.	17.	43.	4.83	17
21	0.	11.	39.	39.	11.	3.50	18
22	0.	6.	11.	44.	39.	4.17	18
23	0.	0.	67.	17.	17.	3.50	6
24	0.	0.	31.	44.	12.	3.50	16
25	0.	0.	11.	56.	33.	4.22	18
26	0.	0.	0.	22.	78.	4.78	18
27	0.	0.	0.	31.	67.	4.67	18
28	0.	12.	6.	53.	29.	4.00	17
29	0.	0.	17.	39.	44.	4.28	18
30	20.	0.	20.	40.	20.	3.40	5
31	0.	0.	11.	39.	44.	4.22	18
32	12.	6.	33.	29.	0.	3.00	17
33	0.	0.	11.	33.	56.	4.44	18
34	0.	0.	0.	50.	50.	4.50	18
35	0.	0.	17.	67.	17.	4.00	18

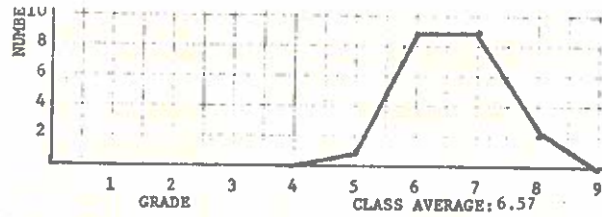
"The course deals with Tax Administration, interpretation of taxing statutes, fines, penalties, etc., the difference between capital gains and income, income from business, property, and office or employment. special cases, deductions and their approach by the courts. It is hoped that at the end of the course the student will have a better appreciation as to potential tax problems and dangers in many areas of the general practice of law and thus would be in a position to forestall adverse tax consequences in a given situation."

PROFESSOR'S COMMENTS:

Presentation: Lecture
System of grading: final examination
Course emphasis: practical -- essentially the course is oriented to a practical approach with some emphasis given as to the philosophical reasons for certain sections in the ITA
Course value: (5)
Size this year/size it should be: 50/40-50
Books used: Canadian Income Tax Act
Changes for 1972-73: Prof. going on sabbatical leave

STUDENT'S COMMENTS:

Very enjoyable -- too much work. His grades are too low. Rather lengthy syllabus.
 I often read a whole case only to discover in the lectures that I, and the headnote, had missed the point for which the case was included in the syllabus. I think there are areas of the course where the law can be learned more efficiently from texts or from lecture alone; I thought the exclusive reliance on cases for extraction of law unwarranted in view of the time required for this extraction process. I feel there is still too much tax law I don't know the first thing about.



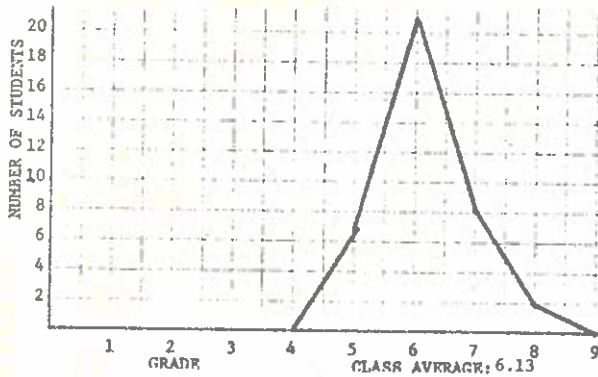
This is a study of the legal enforcement of competition in trade under the common law and the anti-combines legislation. The course will be conducted in a lecture method with extensive student participation in the discussion of cases and other materials. The course will deal with the following problems: why the law is interested in competition and what the nature of this interest may be; the common law background of competition policy and the introduction to anti-combines legislation; consideration of "horizontal" restraints on competition such as price fixing and concerted refusals to deal; "vertical" restraints such as resale price maintenance, restricted channels of distribution and tying and exclusive arrangements; monopoly and mergers; and misleading advertising. Economic as well as legal implications of legislation and cases are explored.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

No existing legislation. Course obsolete at present. Grade was on the basis of 100% paper. Economics emphasized.

IN 1972-73 THIS SECTION WILL BE TAUGHT BY PROF. TAYLOR.



IN 1972-73 THIS COURSE WILL BE TAUGHT BY PROF. MIS.

TRUSTS s1 & s2

PROF. DEWAR

s1 s2

ENROLMENT 57 50

RESPONSES 31 34

TRADE REGULATION

PROF. HOHMANN

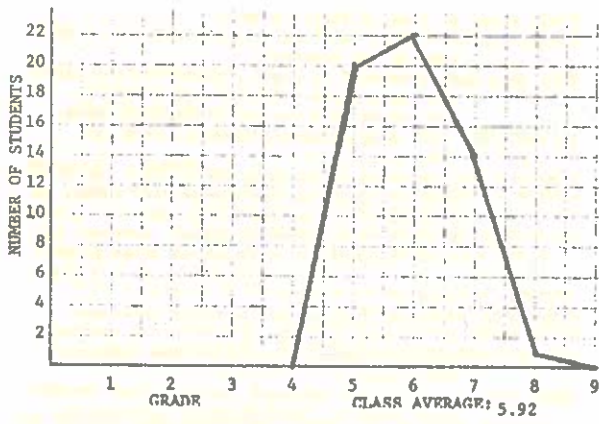
ENROLMENT 21

RESPONSES 9

1	22.	22.	44.	0.	11.	2.56	9
2	0.	0.	33.	0.	0.	2.33	9
3	11.	44.	22.	11.	11.	2.67	9
4	0.	0.	0.	11.	89.	4.89	9
5	0.	0.	33.	67.	0.	3.67	9
6	11.	0.	22.	33.	33.	3.78	9
7	11.	0.	22.	44.	22.	3.67	9
8	44.	44.	0.	11.	0.	1.78	9
9	22.	0.	33.	22.	22.	3.22	9
10	25.	33.	22.	0.	25.	2.62	8
11	25.	33.	25.	0.	12.	2.37	8
12	0.	11.	33.	33.	22.	3.67	9
13	78.	11.	11.	0.	0.	1.33	9
14	33.	11.	44.	0.	11.	2.44	9
15	0.	11.	11.	44.	33.	4.00	9
16	0.	0.	22.	44.	33.	4.11	9
17	0.	33.	33.	22.	11.	3.11	9
18	22.	44.	22.	11.	0.	2.22	9
19	0.	22.	11.	44.	22.	3.67	9
20	0.	11.	67.	0.	22.	3.33	9
21	0.	0.	44.	22.	33.	3.89	9
22	0.	11.	11.	44.	33.	4.00	9
23	0.	12.	0.	50.	38.	4.12	8
24	0.	11.	0.	44.	44.	4.22	9
25	0.	0.	44.	44.	11.	3.67	9
26	0.	0.	11.	44.	44.	4.33	9
27	0.	0.	0.	56.	44.	4.44	9
28	0.	0.	33.	33.	33.	4.00	9
29	0.	0.	22.	56.	22.	4.00	9
30	0.	17.	50.	17.	17.	3.33	6
31	22.	11.	50.	11.	0.	2.56	4
32	0.	11.	33.	44.	11.	3.56	9
33	0.	22.	22.	22.	33.	3.67	9
34	11.	33.	0.	33.	22.	3.22	9
35	0.	33.	11.	22.	33.	3.56	9

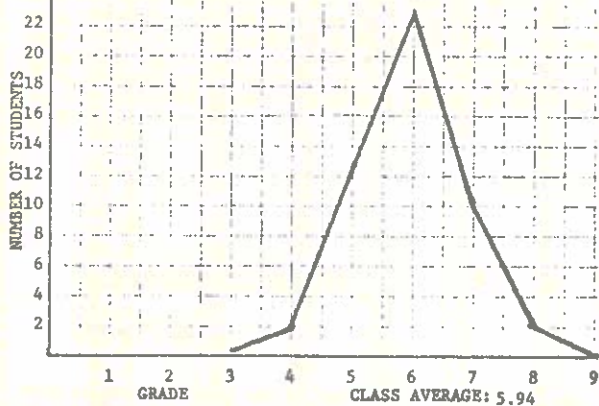
SECTION ONE

1	0.	0.	13.	45.	42.	4.29	31
2	0.	52.	45.	3.	0.	2.52	31
3	3.	0.	19.	45.	32.	4.03	31
4	0.	3.	6.	19.	71.	4.58	31
5	0.	17.	33.	40.	10.	3.43	30
6	0.	0.	13.	40.	47.	4.33	30
7	3.	23.	42.	26.	6.	3.18	31
8	3.	0.	10.	35.	45.	4.13	31
9	16.	19.	20.	32.	6.	2.94	31
10	50.	21.	21.	4.	4.	1.89	28
11	0.	14.	17.	17.	52.	4.07	29
12	29.	35.	32.	3.	0.	2.10	31
13	23.	32.	23.	3.	19.	2.65	31
14	52.	23.	19.	6.	0.	1.81	31
15	39.	35.	19.	3.	3.	1.97	31
16	6.	23.	16.	45.	10.	3.29	31
17	35.	42.	19.	3.	0.	1.90	31
18	3.	39.	45.	6.	6.	2.74	31
19	29.	42.	19.	6.	3.	2.13	31
20	3.	32.	26.	35.	3.	3.03	31
21	0.	3.	25.	32.	39.	4.06	31
22	3.	3.	17.	33.	43.	4.10	30
23	3.	23.	32.	26.	10.	3.29	31
24	0.	0.	10.	35.	55.	4.45	31
25	6.	19.	45.	26.	3.	3.00	31
26	16.	42.	42.	6.	3.	2.48	31
27	10.	39.	39.	13.	3.	2.65	31
28	16.	32.	26.	23.	3.	2.65	31
29	32.	35.	26.	6.	0.	2.06	31
30	16.	35.	26.	23.	0.	2.55	31
31	43.	31.	23.	0.	0.	1.80	30
32	0.	37.	33.	27.	3.	2.97	30
33	29.	29.	29.	10.	3.	2.29	31
34	6.	0.	19.	52.	23.	3.84	31
35	13.	32.	29.	16.	10.	2.77	31



SECTION TWO

1	0.	0.	12.	48.	39.	4.27	33
2	0.	71.	21.	0.	0.	2.12	34
3	1.	3.	14.	41.	35.	4.03	34
4	0.	0.	0.	6.	94.	4.94	34
5	0.	12.	55.	30.	3.	3.24	33
6	0.	3.	12.	50.	35.	4.18	34
7	1.	0.	20.	44.	18.	3.65	34
8	3.	6.	24.	15.	32.	3.88	34
9	44.	32.	12.	9.	3.	1.94	34
10	30.	30.	31.	6.	0.	2.15	33
11	3.	4.	28.	11.	28.	1.72	32
12	12.	50.	32.	6.	0.	2.32	34
13	0.	0.	47.	21.	15.	3.24	34
14	32.	26.	32.	6.	3.	2.21	34
15	15.	24.	29.	26.	6.	2.85	34
16	0.	9.	15.	65.	12.	3.79	34
17	18.	12.	29.	29.	6.	2.88	34
18	15.	38.	24.	15.	9.	2.65	34
19	3.	22.	44.	25.	6.	3.09	32
20	0.	15.	26.	41.	18.	3.62	34
21	0.	0.	32.	38.	29.	3.97	34
22	0.	0.	19.	41.	41.	4.22	32
23	4.	4.	50.	33.	8.	3.37	24
24	0.	0.	31.	38.	31.	4.00	32
25	1.	12.	32.	50.	3.	3.38	34
26	3.	12.	27.	48.	9.	3.48	33
27	0.	6.	24.	44.	26.	3.91	34
28	0.	12.	29.	35.	15.	3.35	34
29	0.	12.	21.	53.	6.	3.35	34
30	0.	0.	44.	44.	6.	3.50	16
31	15.	14.	33.	30.	3.	2.88	33
32	3.	9.	56.	25.	6.	3.22	32
33	12.	15.	33.	27.	12.	3.12	33
34	1.	0.	33.	58.	6.	3.64	33
35	9.	24.	29.	35.	3.	3.00	34



A brief survey of the historical development of the trust; intensive study of the specialized areas of this institution. Particular attention to the intricacies of charitable trusts and the following of trust assets.

PROFESSOR'S COMMENTS: None

STUDENT'S COMMENTS:

Does a reasonable job in giving his lecture. Knows his material well, but often has some difficulty in getting his point across. However, with a little more experience, he will be one of the better profs in this faculty.

Course was too long, and stress was on wrong areas. Too academic and not enough practical.

Either he doesn't understand the law of trusts or else he lacks teaching ability.

More basic knowledge required.

"Ole handout John". Lectures often disorganized because I think they aren't original enough.

Is sensitive to student comprehension. This is good and perhaps in his case is a necessity.

Very good course. Dewar has his bad moments but tries hard and the course is really enjoyable.

Competent job with difficult subject matter.

This guy seems to delight in twisting fact situations around until the class as a whole is totally confused. He would accomplish more if when giving examples he were more careful in setting out his facts and diagrams on the blackboard.

Poor John Dewar. A prince of a guy but a hopeless prof.

IN 1972-73 PROF. DEWAR WILL TEACH ONE SECTION OF TRUSTS AND PROF. MANN WILL TEACH THE OTHER SECTION.

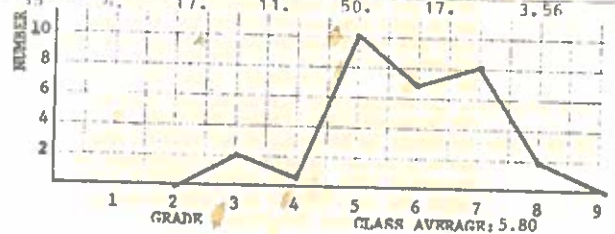
WILLS s1 & s2

PROF. LOWN

	s1	s2
ENROLMENT	30	65
RESPONSES	20	39

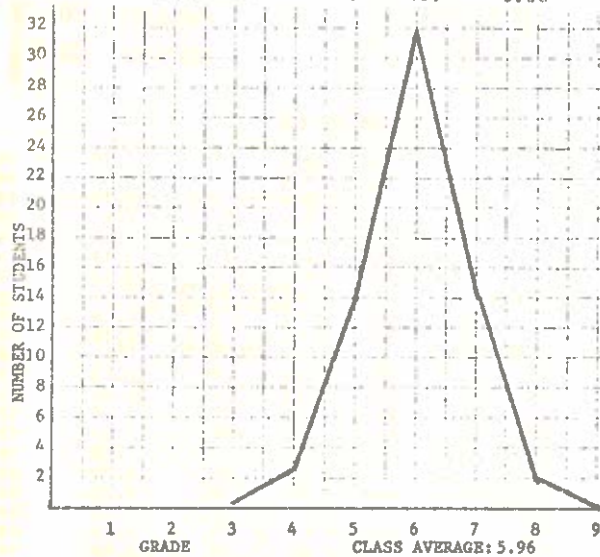
SECTION ONE

1	21.	16.	32.	32.	0.	2.74	19
2	11.	50.	32.	0.	0.	2.21	19
3	0.	26.	37.	37.	0.	3.11	19
4	5.	5.	5.	15.	70.	4.40	20
5	0.	0.	42.	42.	16.	3.74	19
6	5.	21.	42.	21.	11.	3.11	19
7	0.	5.	42.	47.	3.	3.53	19
8	5.	10.	40.	30.	15.	3.40	20
9	43.	21.	5.	5.	5.	1.68	19
10	47.	18.	24.	6.	6.	2.06	17
11	0.	0.	6.	28.	56.	4.22	18
12	11.	42.	32.	16.	0.	2.53	19
13	30.	29.	30.	20.	0.	2.40	20
14	22.	28.	28.	17.	6.	2.56	18
15	0.	11.	11.	61.	17.	3.83	18
16	6.	11.	17.	33.	33.	3.78	18
17	5.	5.	30.	35.	25.	3.70	20
18	11.	50.	22.	11.	0.	2.33	18
19	0.	6.	17.	78.	0.	3.72	18
20	0.	6.	17.	61.	17.	3.89	18
21	0.	11.	11.	50.	28.	3.94	18
22	17.	11.	11.	44.	17.	3.33	18
23	5.	11.	31.	32.	0.	3.11	19
24	0.	0.	24.	18.	59.	4.35	17
25	0.	21.	26.	53.	0.	3.32	19
26	0.	10.	15.	65.	10.	3.75	20
27	0.	0.	32.	53.	16.	3.84	19
28	0.	10.	25.	50.	15.	3.70	20
29	5.	5.	21.	63.	5.	3.58	19
30	0.	12.	41.	41.	6.	3.41	17
31	5.	16.	32.	42.	5.	3.26	19
32	11.	22.	28.	33.	6.	3.00	18
33	17.	11.	22.	33.	17.	3.22	18
34	0.	0.	11.	63.	26.	4.16	19
35	5.	17.	11.	50.	17.	3.56	18



SECTION TWO

1	2.	15.	43.	35.	5.	3.25	40
2	13.	74.	13.	0.	0.	2.00	39
3	0.	12.	53.	30.	5.	3.27	40
4	2.	0.	0.	10.	49.	4.80	40
5	0.	0.	41.	56.	3.	3.62	39
6	3.	21.	54.	15.	8.	3.05	39
7	2.	7.	40.	27.	22.	3.60	40
8	5.	12.	25.	22.	35.	3.70	40
9	64.	26.	19.	0.	0.	1.46	39
10	62.	21.	5.	10.	3.	1.72	39
11	8.	0.	3.	36.	54.	4.28	39
12	13.	28.	56.	3.	0.	2.49	39
13	13.	21.	49.	10.	8.	2.79	39
14	45.	21.	32.	3.	0.	1.92	38
15	5.	26.	37.	26.	5.	3.00	38
16	8.	23.	24.	29.	11.	3.05	38
17	8.	21.	32.	37.	3.	3.05	38
18	16.	40.	27.	8.	3.	2.35	37
19	3.	8.	44.	39.	6.	3.36	36
20	3.	16.	26.	42.	13.	3.47	38
21	0.	8.	73.	44.	8.	3.53	36
22	3.	5.	38.	41.	14.	3.57	37
23	0.	8.	67.	8.	17.	3.33	12
24	0.	0.	37.	26.	11.	3.83	35
25	0.	24.	42.	29.	5.	3.16	38
26	0.	13.	29.	55.	3.	3.47	38
27	0.	26.	24.	39.	11.	3.34	38
28	3.	14.	18.	38.	3.	3.19	37
29	0.	10.	34.	47.	0.	3.29	38
30	0.	0.	80.	20.	0.	3.20	5
31	11.	21.	34.	26.	4.	3.00	38
32	0.	11.	61.	25.	3.	3.19	36
33	14.	19.	32.	27.	8.	2.97	37
34	0.	0.	10.	64.	26.	4.15	39
35	5.	13.	31.	38.	10.	3.36	38



Principles of the Wills Act, including formalities of execution, revocation, revival, republication, types of legacies, and principles of construction. Testamentary capacity, fraud, and undue influence. Drafting of wills. Appointment of executors and administrators, their powers and duties; probate practice.

PROFESSOR'S COMMENTS:

Changes for 1972-73: three weeks devoted to drafting

STUDENT'S COMMENTS:

Since I was in first year P. Lown has improved about 5000% for which achievement he ought to get a gold star were it not for the fact that his exams and marking thereof are now becoming as notorious as his teaching used to be.

Very effective in setting the direction and tone of the discussion.

It is often difficult in this class to separate the grain from the chaff. It is difficult to determine what points are important and which are not. Prof. Lown occasionally seems unprepared for class.

Could stand to speak a little louder.

Cocky, teaches little that can't be learned merely from reading the casebook.

Edit that damn casebook! A great majority of the cases are repetitious. Course should only be two weight with greater practical stress.

He could use more preparation. I sense a lack of dedication.

Appeared disinterested in teaching the course. He goes over the basis of the course, the cases, in a cursory fashion and often important points are never discussed in class. However, his final exam clearly emphasises these points. A little unfair to the student to say the least.

Very dull; prof. did nothing to stimulate interest.

Lown is far too subjective in his contact with his students and lets this influence his grading.

Prof. Lown does not edit casebook enough. Much irrelevant reading. Unclear class preparation. Takes too much time wearing funny clothes and being a jock, instead of preparing concise, organized lectures. Unresponsive to questions & too suspicious of criticism.

Reaches out to students. Another "crier". Highly personable outside class. Wills should be made more practical. Maybe cut the case load down. Trusts should be a prerequisite.

IN 1972-73 PROF. LOWN AND MAPP WILL EACH TEACH A SECTION OF WILLS.

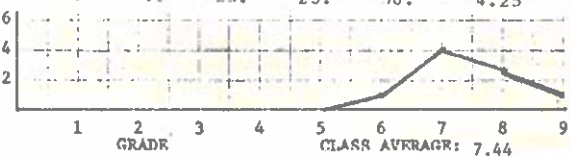
WOMEN AND THE LAW

PROF. PAYNE

ENROLMENT 9

RESPONSES 8

1	14.	29.	43.	0.	14.	2.71	7
2	0.	0.	12.	25.	63.	4.50	8
3	0.	0.	57.	43.	0.	3.43	7
4	0.	0.	0.	0.	100.	5.00	4
5	0.	0.	14.	43.	43.	4.29	7
6	0.	0.	57.	29.	14.	3.57	7
7	0.	0.	40.	20.	40.	4.00	5
8	71.	0.	29.	0.	0.	1.57	7
9	0.	0.	12.	38.	50.	4.37	8
10	43.	0.	0.	14.	43.	3.14	7
11	33.	17.	33.	0.	17.	2.50	6
12	12.	12.	50.	12.	12.	3.00	8
13	50.	0.	25.	0.	25.	2.50	4
14	14.	0.	43.	14.	29.	3.43	7
15	0.	14.	29.	43.	14.	3.57	7
16	0.	0.	29.	43.	29.	4.00	7
17	0.	0.	43.	29.	29.	3.86	7
18	43.	29.	0.	14.	14.	2.29	7
19	0.	29.	14.	29.	29.	3.57	7
20	0.	14.	14.	29.	43.	4.00	7
21	0.	0.	0.	43.	57.	4.57	7
22	0.	0.	14.	43.	43.	4.29	7
23	0.	0.	0.	29.	71.	4.71	7
24	0.	0.	0.	38.	63.	4.62	8
25	0.	17.	0.	50.	33.	4.00	6
26	0.	0.	14.	57.	29.	4.14	7
27	0.	0.	57.	29.	14.	3.57	7
28	14.	14.	43.	14.	14.	3.00	7
29	0.	17.	17.	50.	17.	3.67	6
30	0.	0.	20.	40.	40.	4.20	5
31	0.	25.	50.	0.	25.	3.25	4
32	0.	0.	17.	67.	17.	4.00	6
33	0.	14.	29.	14.	43.	3.86	7
34	0.	12.	0.	63.	25.	4.00	8
35	0.	0.	25.	25.	50.	4.25	8



"Content dependent upon specific interests of students."

PROFESSOR'S COMMENTS:

Presentation: seminar

Course value: (3)

Size this year/size it should be: 9/15 maximum

STUDENT'S COMMENTS:

Good subject matter for a course but Payne's approach too narrow. Keeps directing discussion to his own pet interests and ignores any other areas. Too much lecture for a seminar.

This course is difficult to evaluate. The students chose the topics of study and each student prepared a paper on a topic and presented same for discussion. Thus the prof. was only a guide.

IN 1972-73 THIS COURSE WILL BE TAUGHT BY PROF. POLLOCK.

NEW COURSES FOR 1972-73

CRIMINAL PROCEDURE AND ADVOCACY

PROV. JUDGE COUGHLAN

This course is not totally new, although it is re-emerging in a somewhat different form. In the old curriculum, criminal procedure was a 4-weight third year required course, designed to follow the 4-weight substantive criminal law course in first year. When the option system was introduced criminal procedure was merged with the first year program to get a 6-weight criminal law and procedure course. Largely as a result of complaints by students that this new course was inadequate and too early in one's legal training, Judge Coughlan came onto the staff last year as a Donner Teaching Fellow and taught criminal procedure on a non-credit basis. The new credit course is likely to be similar in format though somewhat changed as a result of the experience of last year. Unfortunately Judge Coughlan has not yet had a chance to develop an outline of the course. However, it is a safe bet that the major part of the course will concentrate on the presentation, research and delivery of a criminal case. Mock trials and other similar techniques will probably be used, and it is most likely that the course will be graded on the basis of a paper. The course should present a practical picture of everyday criminal trial work.

LAW AND SOCIAL PROBLEMS

PROF. FREEMAN

This course is totally new to our law school, but courses of its character have been in existence for some time now at other law schools and are emerging everywhere with great rapidity. Designed both as a forum for coping with the various social problems created by law and faced by law and as a medium for developing a greater social conscience and awareness in law students, the course was introduced by the curriculum committee to take a place along with Jurisprudence, International law, Criminology and Legal History as a "required option". Unfortunately, when the course was officially accepted by Faculty Council this special status of the course was not mentioned. At

the time this Guide goes to press the Council has not been able to debate the matter. Students should be advised, however that the course will most likely be accepted in this category and could thus be safely enrolled in to place of one of the other courses. Those intending to do this should check with Prof. Kane prior to commencement of classes.

The course is presently scheduled for second term. However, Prof. Freeman has informed me that if more than a suitable seminar group wishes to take the course there is a possibility of a second section being taught in the first term.

The following is the tentative outline for the course. This is to be rather fluid and the students will be given a large role in the direction of the course. In addition to the topics mentioned, the course may touch on specific problems of a current nature. The seminars will be conducted with the assistance of professional, community experts and interested faculty members as the topic dictates. At the beginning each student will elect an area of research in consultation with the instructor and after identifying the problem will consider relevant law, the legal problems and, make suggestions for needed reform. This research will include field work and the student will be assessed on the basis of this paper. Supervision will be provided by the faculty member giving the seminar as well as other qualified people in whose area of expertise the student is researching.

1. Introduction - This would be a general introduction to the economic, cultural and social facts of life within Canada, Alberta, and Edmonton.
2. Changing Legal Concepts - a General Introduction
 - a) "new property"
 - b) the "rights" of the poor
 - i) social assistance, workmens compensation, unemployment insurance
 - ii) employment
 - iii) housing
 - iv) education
3. The Role of the Lawyer
 - a) professional responsibility and ethics
 - b) delivery of legal services
 - i) legal aid - judicare
 - ii) neighborhood legal offices
 - iii) legal insurance
 - iv) community paraprofessional
 - v) traditional solicitor-client relationship
4. Community Action; Citizen Participation
 - a) what is it
 - b) an examination of existing street agencies and their programs
 - c) how to develop a program
5. Social Assistance and the Law
 - a) legislation - federal - provincial
 - b) the individual's rights
 - c) procedure
 - d) reform
 - i) income security; guaranteed annual wage; negative income tax
 - ii) inequalities and discrimination
6. Housing and the Poor
 - a) landlord and tenant
 - b) urban redevelopment
 - c) public housing
 - d) government assistance
7. Criminal law and the Poor
 - a) drug offenders
 - b) alcoholics
 - c) juveniles
 - d) mentally ill
 - e) transients
 - f) native peoples
 - g) rural offenders
8. Consumer Law and the Poor
 - a) consumer legislation
 - b) consumer action
 - c) tactics

9. Education

- a) rights of children
- b) rights of parents
- c) rights of the community

10. Small Businessmen

- a) governmental assistance - federal- provincial
 - b) special legal problems
 - c) alternative business entities
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THE PRECEEDING GRAPHS, NUMBERS, COMMENT AND OTHER PARAPHENALIA WILL HAVE, HOPEFULLY, ASSISTED THE STUDENT IN DETERMINING THE DIFFERENCES AND SIMILARITIES BETWEEN THE MANY COURSES OFFERED BY THE LAW SCHOOL. BY THIS TIME ONE'S MIND SHOULD BE FORMULATED AS TO THE COURSES WHICH ONE WOULD LIKE TO TAKE. THIS SECTION OF THE GUIDE IS PRESENTED TO ASSIST THE STUDENT IN DECIDING WHAT HE SHOULD TAKE.

