



Dr. Robert B. Clarke

Tau Delta Phi's Professor of the Year

Skilled classroom teaching is the first of many ways in which Dr. Clarke has complemented his department and the college. His genuine dedication to sharing information enhances his exceptionally diverse and thorough knowledge.

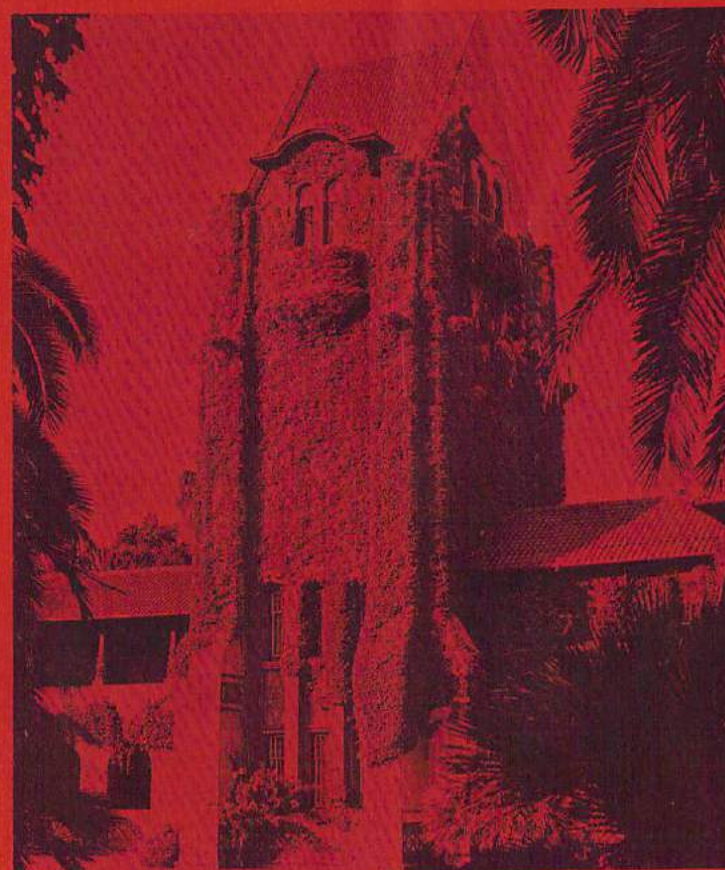
Trained in industrial engineering as an undergraduate, Dr. Clarke completed graduate study in psychology at Northwestern and Stanford Universities. In graduate school he specialized in statistics and psychological measurement. Upon receiving the doctorate degree, Dr. Clarke became active in educational research. Although presently a full-time instructor of statistics, computer operations, and general psychology, Dr. Clarke still maintains an active interest in career guidance research.

This developed concern with students as people rather than as statistical referents is the basis of his teaching method. Patience and persistence mark every phase of theory and application. Outside the class Dr. Clarke is readily available to advance the understanding of individual students. For students the result is a mixture of enthusiasm and knowledge, especially in his statistics classes. It is ironically the understanding of statistics, so often used to treat individuals numerically, that has served to depersonalize students. Dr. Clarke is committed more to preparing formulas for people than the converse.

Refined in method, accomplished in study, and bound to responsible teaching, Dr. Robert Clarke lends dignity to his profession. In so recognizing Dr. Clarke the members of TAU DELTA PHI commend the promise that such instructors hold for the future of college education.

The TOWER LIST

1965



Presented by

TAU DELTA PHI

SAN JOSE STATE COLLEGE

MEN'S HONORARY SCHOLASTIC FRATERNITY

EXPLANATION OF NUMERICAL RATINGS

Eight numerical averages appear after each instructor's name. The number inside the parentheses indicates the total number of evaluations received for that instructor. The next seven numbers represent the average rating which the instructor received concerning the following questions:

Q 1. Is the instructor interested in the student and willing to respect and help him?

5—exceptionally interested in the student; 4—above average; 3—average; 2—below average; 1—no.

Q 2. Is the required work relevant and useful?

5—exceptionally relevant and useful; 4—above average; 3—average; 2—below average; 1—no.

Q 3. Is the required work interesting?

5—exceptionally interesting; 4—above average; 3—average; 2—below average; 1—no.

Q 4. Are the lectures well organized?

5—exceptionally well organized; 4—above average; 3—average; 2—below average; 1—no.

Q 5. Are the lectures interesting?

5—exceptionally interesting; 4—above average; 3—average; 2—below average; 1—no.

Q 6. Are the tests fair, clear, and relevant to the course?

5—exceptionally fair, clear and relevant; 4—above average; 3—average; 2—below average; 1—no.

Q 7. Is the assignment of final grades fair and based on valid criteria?

5—exceptionally fair; 4—above average; 3—average; 2—below average; 1—no.

THE PURPOSE AND USE OF THE TOWER LIST

Serious students have long attempted to secure the best possible education by careful selection of their professors. In making their selection, however, they have had to rely primarily on the campus grapevine. This grapevine has its disadvantages: it is not available to the many students who have few contacts on campus, it is of uncertain accuracy, its coverage is very spotty, and it is generally unavailable to the faculty members who wish to see themselves as students see them as a means of improving their teaching.

The TOWER LIST is an attempt to compile in a systematic and responsible manner the responses of San Jose State students to their faculty, and to make this information available to all who can profit from it. Student response is, of course, only one of many factors in determining the merit of a professor, and the TOWER LIST does not pretend to measure the merit of professors. It does claim to be a summary of student opinion regarding professors, which is as accurate as it was practical to make it.

The TOWER LIST is not infallible; it is not statistically valid. Its accuracy, however, has been acclaimed throughout the college community. The TOWER LIST is a means of praise and recognition of the very good professor; it is a means of criticism and condemnation of the very bad; it is a means of student analysis of all professors and especially the large middle mass, which are neither good nor bad. It is a source of feedback and student opinion for those professors who desire such information, for those professors who are secure enough to sit back, introspect, and analyze themselves and their teaching. And perhaps most importantly, the TOWER LIST is an aid to the student who cares about his education — an aid for the individual who wants more from a course than the unit requirement it fulfills.

The TOWER LIST is also useful to professors. For the professor who is genuinely interested in learning how his teaching methods and techniques affect his students, for the professor who is genuinely interested in constantly improving his teaching, and for the professor who at least respects student opinion enough to listen to it and weigh it — for such a professor the TOWER LIST is indispensable.

Some professors *want* to teach — they enjoy sharing what they know with their students and enjoy stimulating those students to further study and knowledge; and some professors want a nice, simple, secure little job, have little or no knowledge to share, and have little or no desire to stimulate anyone.

The members of TAU DELTA PHI would like to thank the student body, the faculty, and the administration for the patience, understanding, and support they gave after the publication of the 1964

Continued on inside back cover

THE PURPOSE AND USE OF THE TOWER LIST

Concluded from inside front cover

edition of the TOWER LIST. We received constructive criticism from all areas of the college community. In many cases, the suggestions were anticipated by TAU DELTA PHI, but (because of a lack of manpower, time, money, know-how, etc.) they were not used. In the 1965 edition, we have tried to incorporate as many of these improvements as possible. Some of these improvements are:

- (1) A minimum number of ratings (10) must be received before a professor's name will appear in the TOWER LIST. (This is an arbitrary minimum but fair, since it compromises between large and small departments).
- (2) The questionnaire was revised in order to describe the professors more accurately. Also the question concerning the difficulty of grading was dropped, since many students used this as the only criterion for taking a course — TAU DELTA PHI opposes this use of the TOWER LIST.
- (3) Rating cards were distributed in classes for increased coverage. We wish to thank those professors who allowed us to distribute cards in their classes and apologize to those whose classes we were unable to cover.
- (4) A system was devised to catch "ballot-box stuffers"; those ratings were caught before any of the numerical averages were computed.
- (5) Since TAU DELTA PHI is not using the TOWER LIST as a profit-making device, we are able to have the printing done by a professional printer while maintaining the original price of fifty cents per copy.
- (6) The 1965 edition has a 100% increase in student evaluations (8,000 were returned for this issue). The TOWER LIST is only as good as the student body makes it. With increased support, the TOWER LIST will cover nearly all of the faculty rather than one-third as in this issue.

In the TOWER LIST the professors are listed alphabetically within their departments. Also, see the fold-out for an explanation of the numerical averages.

The Brothers of TAU DELTA PHI hope that the 1965 edition of the TOWER LIST meets the approval of the college community. All students who find the list useful, as well as those who feel it should be improved, are strongly urged to cooperate in future editions by giving us their serious and thoughtful evaluations of the professors they know. Students, and especially faculty members, are invited to make any suggestions for improvement in the methodology within the limitations of our resources.

The Members of Tau Delta Phi

Q1 Q2 Q3 Q4 Q5 Q6 Q7

McCREATH, H. W. (10) 3.7 3.6 3.4 2.8 2.7 3.5 3.3
 Prof. McCreath is well liked by most of his students and is a very personable and interesting man. He gives few lectures, mainly because the majority of class time is spent in the class giving speeches and learning through participation. After all, what's a speech class for? He takes a sincere interest in his students and is willing to help them in any way possible. He does his best to make a general education class interesting.

McKENZIE, R. H. (13) 4.5 4.3 3.1 3.8 4.0 4.0 4.0
 The non-drama major will find Dr. McKenzie almost impossible. Her drama 75 classes are very demanding and require much work and preparation. A good literature background is helpful. For the student who is willing to work and really apply himself, the rewards will be worth much more than three units. Those who are not willing to work should stay away. She is a very warm, helpful instructor.

MILLER, H. P. (11) 3.6 3.5 3.5 2.2 3.3 3.0 3.3
 To say the least, Mr. Miller is dynamic, forceful, often hysterical, and an experience that no student on this campus should miss. Student reaction is of two types. You will either think he is great, or you will go away hating speech and him. Those who are willing to put forth a good effort will find him a very warm, personable man who is almost overly concerned for his students. Their grades will in most cases reflect the amount of work put forth, and their opinion of Mr. Miller. He expects a lot, but gives much more in return. Little girls cry, but they learn speech. If you're willing to work, take him, and expect a very interesting class.

OSBORN, J. (12) 3.3 3.2 2.8 2.4 2.2 3.0 3.3
 Miss Osborn is a very personable, friendly instructor, who shows concern for her students, but she lacks the force or dynamics to mark her as a good instructor. She appears at times to be rather bored with the whole thing. Her criticism is fair and helpful and grades are given on a fair basis. With a little force and enthusiasm, she could add much more interest to her classes.

RAY, J. (21) 3.6 3.5 3.6 3.2 3.5 3.3 3.4
 For the student who thinks for himself, Jack Ray is a must. He encourages free thought and free expression, as well as being tolerant of those who disagree with him. You'll have to work for your grade, but his class will be quite enjoyable and worthwhile. He is definitely a non-conformist and often adds his own twist to established material. He tends to make grades competitive, but is fair. The dull student will find classes rather unstructured and unorganized, where free thoughts are encouraged. He often relies on philosophy to make a point, and a good background in basic logic is handy.

SCHAFFER, P. (10) 4.3 4.2 4.0 3.5 3.5 4.0 4.3
 Prof. Schaffer makes speaking as relaxed and pleasurable as possible. She is very warm, friendly and concerned about her students. For the student who is deathly afraid of speaking before an audience, she will soon put you at ease in her warm, relaxed, friendly classroom atmosphere. She tends to be overly lenient and easy on grades.

The Tower List

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 SJSC Women's Honor Society
 in the Publication of the
 TOWER LIST

Q 1 Q 2 Q 3 Q 4 Q 5 Q 6 Q 7

BUCKMAN, R. E. (12) 3.0 3.0 3.0 2.2 2.0 2.6 3.1
 Mr. Buckman's lectures are inconsistent, vague, and poorly organized. If any mastery of his field is present, it is a well kept secret. He tends to mumble and flounder around, during what are supposed to be lectures. He is affectionately known as "old marble mouth." Any student who can stand a semester of utter boredom is assured of a good grade.

CARR, M. B. (19) 3.5 3.1 2.6 3.0 2.7 3.0 2.8
 Dr. Carr is an extremely able, well-informed instructor. She is a stern task master, but the student who is willing to work will be rewarded accordingly. Examinations are thorough, but extremely difficult. She is willing to help those who are willing to make an effort. For one who wants to learn something, she is a must.

CRAIG, H. R. (10) 4.1 3.3 3.9 2.8 3.7 3.6 3.7
 Dr. Craig does not lecture. His classes are completely unstructured, non-organized, and appeal to only those students who are philosophically oriented. He has a deep concern for his students, although he has trouble getting his ideas across to them. He can best be described as a frustrated philosopher.

CROCKETT, R. K. (10) 4.7 4.0 4.1 3.5 3.8 3.7 4.3
 Prof. Crockett is a well educated, well organized likeable young instructor. However, do not expect three easy units. Exams are fair but thorough, as is his grading system. He makes his classes very interesting and exciting, in a relaxed, enjoyable atmosphere. He is keenly aware of the problems of both society and its students.

DAVEE, P. W. (10) 3.4 3.4 3.6 2.7 2.4 3.5 3.7
 Depending on the class, one will find Dr. Davee either quite boring or not too bad. His Drama 10 class is boring, dull and completely uninteresting. Dr. Davee is very fair, interesting, and well informed as a person and is more than willing to help the student.

FRYER, L. (10) 3.5 3.4 3.4 3.1 2.5 3.2 3.5
 For the student who would rather not think for himself, Dr. Fryer is the prof. She is rather set in her ways, but on the whole a rather good instructor who takes an interest in her students. Lectures are few and tend to drag. Class participation is expected. Tests have little meaning, but grades are fair.

HYLTON, C. (17) 3.3 3.6 3.5 4.1 3.7 3.4 3.5
 Mr. Hylton is a very personable, extremely intelligent, above-average instructor. He is young, but knows his subject well. One caution, if you can't think for yourself, if you aren't willing to work hard for a fair grade, and if you are not willing to master the course stay away. He is a severe task master, with much acute constructive criticism which should be heeded. His exams are rough and a good grade is well earned. A must for the better student.

McCANN, F. T. (14) 3.0 3.3 3.0 3.0 3.0 3.0 3.2
 McCann is a good instructor with a sense of humor. He tends to keep the student guessing but stay away from things he is against. Speeches are graded objectively and criticism is usually helpful. He has trouble getting points across at times.

PUTNEY, G. (47) 3.8 3.6 3.7 3.6 3.6 3.6 3.5
 There is a great deal of ambiguity in the comments received on Dr. Putney. She is considered a fine teacher by most, but it was felt that her lack of eye contact and low speaking voice made lectures drag. However, acquisition of a microphone has alleviated this difficulty. She does not encourage class discussion and tends to be redundant in her lectures. Students who were able to hear her find her a very stimulating professor.

PUTNEY, S. (32) 4.5 4.3 4.6 4.5 4.9 4.4 4.5
 The Sociology Dept. is blessed with some very fine teachers and Dr. Putney is one of the finest. He is an extremely capable lecturer. His lectures are well-organized, logical, and though provoking. His ability to set students thinking is probably his greatest asset. He is known as a liberal but is willing to give all sides a chance. You may not always agree with what Dr. Putney says, but it will be clearly stated, and he welcomes all comments and questions and will treat them with respect. His upper division courses require some background, but are well worth the effort if you have had minimal history and economics.

RUDOFF, A. (13) 3.5 4.0 3.6 4.3 3.9 4.0 3.7
 Dr. Rudoff is very knowledgeable in the field of criminology. His Soc. 157 course is well worth while. He is a good lecturer, and the lectures make up the most important part of the course. He does tend to give the impression of being somewhat aloof from the students, but this can be overcome by the student if he makes any effort at all to get to know Dr. Rudoff.

RUSH, G. B. (26) 3.0 3.3 3.2 2.9 3.2 3.0 3.4
 Mr. Rush has only been at San Jose a short time, and it is the general feeling of his students that he needs more experience as a professor. He projects a somewhat arrogant attitude which tends to alienate many students. He has an excellent reading list which makes the courses he teaches worthwhile, but his lectures are somewhat disorganized. If you are the kind of student who speaks your mind in class, you will tend to feel stifled in Mr. Rush's classes.

STERLING, B. J. (20) 3.3 3.1 3.1 3.7 2.7 3.5 3.7
 Mrs. Sterling tends to be a less than dynamic lecturer. She has a lot of information to put across, but she reads from her notes excessively and the notes are straight from the book. This does not give the student much incentive to learn. She is a sincere teacher who may improve with time and experience.

SPEECH & DRAMA

BALGOOYEN, T. H. (14) 3.4 3.1 2.9 2.6 2.5 3.0 2.7
 Dr. Balgooyen takes a sincere interest in his students, provided they initiate that interest. He is an extremely well-liked and personable man, whose classes are rather relaxed and unstructured. His lectures are injected with much philosophy and appeal primarily to the better student. He's a must for Parliamentary Procedure (Sp. 143). Lower division students who can't think for themselves will find him a bit boring as his classes determine for themselves how things will be run.

BROOKS, C. (13) 3.2 3.5 3.8 3.1 3.2 3.1 2.5
 Dr. Brooks is a very sweet, likeable, attractive woman outside the classroom. In class this image rapidly disappears, leaving the student somewhat amazed. She tends to play favorites and grades accordingly. It's hard to tell what's coming next, but play along and hope for the best.

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The following is a list of those faculty members who received one or more ratings:

Abbott, W. H.	Bradman, H.	Davis	Ginsberg	Jandron, E.
Abou-taleb	Bradshaw, C. K.	DeBey, H. T.	Glines, D. E.	Janes, C. W.
Acivos, J. V.	Brainard, H. L.	Deiningner, W. T.	Goddard, W.	Janke, L. H.
Addington, L. H.	Brandow, F. M.	DeLaCroix, H. M. A.	Goldworth	Jarvis, J. A.
Agardy, F. L.	Brandt, W. J.	Delevoryas, J. B.	Gong, W. A.	Jennett, C. W.
Aichelle	Broadwell	DeLuz, K.	Gordon, R. C.	Jensen, H. T.
Aikens	Bronzan, R.	Dement, A. L.	Graf, W.	Jepson, W. H.
Akiyama	Brooks, F. D.	DeVincenzi, J. V.	Grape, E. F.	Jesson, R. R.
Albert, N. E.	Brown, R.	Digby	Greb, G. B.	Johns, W. E.
Albright, G. L.	Brunings, J. H. M.	Dimbath	Greenleaf, F.	Johnsgard, K. W.
Albright, P.	Brusin	Dionne, E. A.	Gregory, A. B.	Johnson, J. T.
Alden, D. H.	Bruntz, G. C.	Doerr, H. E.	Griffith, R. E.	Johnson, R. L.
Alexander	Bull, G. W.	Donoho, D. C.	Gulland, F. E.	Johnson, W. B.
Alison	Burbank, D.	Dorst, K. R.	Gustafson, W. F.	Jones, G.
Amernyia	Burger, J. A.	Douglas, R. E.	Gutow	Judah, N. V.
Anderson	Byrd, P.	Drew	Gylling, M. B.	Kallenbach, W. W.
Anderson, E. P.	Cabrera, A.	Duncan, C. D.	Haas	Kappen, C. V.
Anderson, J. H.	Campbell, J. M.	Dunn	Karraher	Kartchner, W.
Anderson, R. E.	Canario, J. W.	Durrett, M. E.	Keely, H. W.	Keitel, G. H.
Andrews, C. S.	Cannon	Edelstein	Kemp, J.	Kibby, L. P.
Antolovich	Carkin, J.	Edmanson	Kim, K. M.	Kimball, T. F.
Appleton, L. A.	Carmick, E. S.	Edwards, G. T.	King, P. H.	King, R. C.
Ashe, M. L.	Carraher, R.	Edwards, J. G.	King, R. C.	Klak, G. E.
Asher, J. L.	Carranza	Eiche, E.	Klausmeyer	Kraus, G. L.
Athen	Carson, E.	Einarsson, A. W.	Hassur, R. L.	Koenig, I. R.
Auchard, C. D.	Casey, J. N.	Ellefsen, R. A.	Hatcher, D. S.	Koestenbaum, P.
Augustine	Cassarino, S.	Elliot, R. B.	Haws, C. A.	Kolte, M. M.
Auvil, K. W.	Castro, A. J.	Elsner, T.	Hay, L. R.	Krafve, A. H.
Babcock, J. G.	Champion, W. E.	Engwicht, H.	Hayden, R. D.	Kramer, M. F.
Baird, F. L.	Chaplin, J. W.	Enkil	Hazarian, P. B.	Kramer, M. A.
Baird, G.	Chavez, M. H.	Enwood	Heath, H. F.	Krikorian, A. B.
Baker, W. P.	Chin, E.	Epstein, I. M.	Heath, J. P.	Krumboltz
Balcom, D. M.	Church	Erlendson, W. J.	Hemming	Kulstein, D. I.
Baillard, J. T.	Cianciarulo, M.	Essik	Hendricks, L. J.	Lange, L. H.
Baillard, R. C.	Clark, H. M.	Ewert, D. C.	Herlihy, J. L.	Lappin, A. R.
Ballarian, A. N.	Clark, J. J.	Faus, W. W.	Hermanns, W.	Larkin, J. B.
Barnes, V. C.	Clark, M.	Feinstein	Hilding, A. W.	Larsen, B.
Barr, J. A.	Clothier, R. F.	Falton, N.	Hitchcock, A.	Larsen, C. M.
Becker, P. W.	Cochern, G. W.	Ferguson, W. E.	Hoeck, E. D.	Lautner
Beckett, A. C.	Cockrell, L. T.	Fernandez	Hoenig	Lawler, M.
Beeson	Cohade, M. T.	Fessendon, R. J.	Hoffman	Lawson, J. R.
Bell, C. W.	Cohen, K. R.	Finderson, M. F.	Hofstrand, J. M.	Lazzarini, E. J.
Benham	Coke, T. R.	Findly, N.	Holmberg, V.	Leach, E.
Bennet	Coleman, R. R.	Finn, M.	Holmstrom	Leary, J. S.
Bergna, L. P.	Collins, B. L.	Finner, B. C.	Homuth, D. E.	Lee, L. B.
Betando, D. J.	Collins, J.	Fitzgerald, D.	Hopkinson, S. L.	Leonard, C. M.
Betten, P. H.	Collins, P. R.	Flick, C. E.	Howland, M. C.	Leonard, T. E.
Billington, L. E.	Collins, R.	Foote, D. N.	Huang, F. F.	Levine, E. P.
Bischoff, E. E.	Condon, R. R.	Forbes, G. S.	Hubbard, W. V.	Lewis, E. R.
Bissell, D. M.	Connally	Foster	Huggins, W. E.	Lien, O. G.
Blake, P. C.	Coombe, E. M.	Foster, R. J.	Hugo, M. S.	Limbocker, M.
Blessing, W. E.	Corcoran, G. B.	Fraleigh, W. P.	Hulnicki, L. S.	Lindner
Bloeser, R. L.	Cotton, W. R.	Freeman, P. J.	Hutchins, G. L.	Loadwick, F. C.
Blythe, W. R.	Coy	Friebel, A.	Hutchinson, C. J.	Loeffler, E. M.
Bogosian, E.	Crafford, W. L.	Fristoe, M. B.	Inman, S. K.	Loewer, R.
Bohn, R. C.	Craig, J. M.	Fritz, R. C.	Ippolito	Loomba, R. P.
Bolton, D. J.	Crain, H. C.	Frost, A.	Jacobs, A. W.	Lopez, D. C.
Bonvechio, L. R.	Crawford	Fryer, L.	Jacobs, J. F.	Lovera, J.
Borovski, C.	Curley, E. M.	Gale, F. C.	Jacobson, A. H.	Loze, A. L.
Borth	Dahlin, B. C.	Gallaher	Jamison, H. F.	
Bosco, J. S.	Darby, C. R.	Gates, N. N.		
Bowen, C.	Davee, P. W.	Gates, W. N.		
Bower, S.	David	Gerrish, H. H.		
Bowman, M. O.	Davidson, B.	Ghent		
Bradley, R. O.	Davies, P.	Gilbert, M. H.		

Q1 Q2 Q3 Q4 Q5 Q6 Q7

HARDY, D. W. (19) 2.9 2.5 2.4 1.9 2.0 2.7 2.7
 Prof. Hardy's lectures are variously described as boring, dull, unorganized, unintelligible, unrelated to the text, and a waste of time. Description of class discussions is hardly better. Tests are poor. Some even feel that grading is unfair, subject to favoritism. Students feel uninspired, unmotivated.

HESTER, J. A. (15) 3.1 3.1 2.9 2.9 3.0 2.3 2.9 3.2
 Students immediately recognize Prof. Hester as an extremely knowledgeable scholar with an excellent grasp of his field. Lectures, unfortunately, are quite monotonous, but students with an interest in the subject matter can learn a great deal if they keep awake and pay close attention. Hester is very demanding (some of his students think he expects too much) and his tests are long, detailed, and difficult. Term paper requirements are very precise and exacting.

HODGES, H. M. (30) 4.0 4.0 4.3 3.6 4.2 3.7 3.9
 Students find Prof. Hodges a warm and interesting man, an enthusiastic, personable, and really enjoyable professor. Lectures are almost always interesting, even though sometimes a little unorganized, and include numerous personal anecdotes. A common observation, however, is that Hodges' vocabulary, both in lectures and on tests, sometimes floats over the head of the average student. He is always interested in the student, and will help with all sorts of problems. He requires a great deal of reading, most of which is interesting.

LANE, C. (25) 2.9 3.6 3.4 3.6 2.7 3.3 3.6
 Most students seem pretty unenthusiastic about Prof. Lane's classes. Lectures are dull and delivered in a monotone. Class discussion is "lifeless." Soc. 70 students like the text and most consider the readings good. He is always willing to discuss student questions.

NOBLE, G. K. (20) 3.0 2.8 3.1 1.8 2.0 2.9 3.2
 Prof. Noble's very poor speaking ability limits communication. His lectures are horribly unorganized and hard to follow, and note-taking is difficult. Many feel that he overemphasizes linguistics in certain classes. His tests are confusing, petty, and too often unrelated to material presented in class or in readings. He seems to know the material, even if he can't put it across. He is helpful out of class.

PIERCE, J. (41) 4.7 4.2 4.2 4.6 4.7 4.3 4.5
 Prof. Pierce is one of the top teachers on campus. His lectures are interesting, stimulating, and educational. His tests are difficult, but scrupulously fair, and the class is stimulating enough to make the work required seem light. The ability to take notes quickly aids in the enjoyment of the class, but if you miss something, Mr. Pierce is easily approached outside of the classroom. He seems to be the epitome of what students desire in a professor.

PITCHFORD, H. (26) 4.6 4.1 3.9 3.6 4.3 4.3 4.5
 Dr. Pitchford's classes are excellent places to learn sociology. His approach to teaching is humorous and relaxed, which makes learning easy. He is friendly, funny, knowledgeable, interested in the student, and is in general a fine professor. His classes are demanding, which is as it should be, as one only learns when effort is applied. Dr. Pitchford's classes are a worthwhile experience. A word of warning though—don't let his relaxed manner fool you into thinking the course is a breeze.

WITTE, R. S. (15) 3.9 4.1 3.9 4.1 3.7 3.6 3.7
 Dr. Witte is a likeable, extremely competent professor. His specialty is learning, and he has a great deal to offer the interested student in 156. This course requires much work, but it is all relevant. Exams here are tough, with very rigid standards on essay portions. Lectures are interesting. In Statistics 115A, he will stop and repeat a concept until the whole class understands it, and will give extra help if it is needed. In Psych 5, students appreciated his good lectures and keen sense of humor, although some felt he had difficulty in generating enthusiasm for the introductory course.

ZASLOW, R. W. (18) 3.4 3.6 3.8 2.9 3.7 3.5 3.9
 Dr. Zaslow is greatly liked by Psych 142 students. His wit and humor add to the usually quite interesting lectures, although a few lectures consist of monotonously intoned bunches of facts. He likes term papers and essay exams. In Psych 5 lectures are often from the book. In Psych 55 lectures are good, and class participation is invited. Papers are required in this class, and a reader makes up and grades tests.

SCIENCE EDUCATION

HASSUR, R. L. (16) 4.1 4.1 4.1 4.6 4.5 4.0 4.0
 Through good humor and friendliness Prof. Hassur builds excellent rapport with the student. The lectures are well organized and the instructor's knowledge of the subject makes them interesting. Tests are hard and old copies are well circulated although each test is different than the preceding ones.

SOCIOLOGY & ANTHROPOLOGY

BENDER, D. R. (33) 3.5 3.4 3.4 2.4 2.9 3.0 3.4
 Students seem to be quite sympathetic with Bender personally, but are *very* critical of his classroom technique. "Nervous" and "disorganized" are the key words here. Various raters disagreed as to what they got out of his courses. Some thought that presentation was confusing to the point of incoherence, while others felt that it wasn't that bad if one took extremely careful notes. There was also disagreement as to whether or not he knows his stuff, and whether his exams are simple or horribly confusing. He is eager to be helpful, but has difficulty answering questions and making points.

CADWALLADER, M. L. (27) 3.5 4.1 4.3 3.8 4.1 2.2 3.0
 Prof. Cadwallader is probably one of the most stimulating professors on this or any campus. Any intelligent student who skips Prof. Cadwallader misses a truly educational experience. Lectures are intensely interesting and present a huge volume of material. His tests are very educational—in a way that produce an almost universal cry of agony from his students. They cover huge amounts of material, are concerned with many, many facts, are much too specific, and are generally considered extremely ambiguous. Alas, Prof. Cadwallader is leaving his usual courses and going to conduct the new tutorials program for lower division lucky ones.

ESSELSTYN, T. C. (23) 3.7 4.0 4.0 4.4 4.0 3.8 4.0
 Classes are run in a rather formal manner. Lectures are generally well-organized and fairly well presented, although occasionally boring. Most seem to like his "dry" sense of humor. Both knowledge and personal experience in his field are impressive. His impersonal manner leads some students to believe that he is unresponsive and uninterested; others, however, find him quite willing to help the serious student.

Macare	Nagle	Rayburn	Smith, J.	Van Arsdale, G. D.
Mace, J. C.	Nash	Read, R.	Smith, R. A.	Van Debeck
Madden, E. H.	Neal	Read, V. B.	Snyder, H. D.	Venuti, W. J.
Maiques, G. M.	Nelson, V. J.	Reed	Sobczak, E. F.	Verhaaren, T. E.
Marcus	Nelson, W. W.	Reeves	Sorby, J. R.	Vessel, M. F.
Maratti	Newman, D. G.	Reiff, W. W.	Sorensen, W. W.	Vich, M. A.
Marshall, C. E.	Nicolas	Rendahl, M. R.	Sperling, J. G.	Vint, V.
Marshall, K. A.	Nimroth	Replogle, L. L.	Spratt, F. R.	Vogel, G. C.
Martin, H.	Nipps, P.	Rhoades, J. L.	Spring, H. L.	Vroom, G. A.
Mattingly	Nixon, J. E.	Rich, C. H.	Spring, W. B.	Vucinich, A.
Maxwell, G. W.	Noah, J. E.	Richards, L. A.	Spurgeon, D. F.	Wade
Mayfield	Norell, I. P.	Richardson, H.	Stadler, M.	Wagenet, U.
MacDonald, A. J.	Norris, E.	Richardson, R. W.	Stainton	Waite, J. M.
MacPherson, J. R.	Oback, N. E.	Richter, R. E.	Standerfer, D. F.	Wallace, C.
MacRae, J. M.	O'Donnell, F. P.	Rico	Stanley, L. G.	Wallar, G. A.
McBain, W. N.	O'Hara	Ring, R. E.	Staple, G.	Walter, L.
McCall	O'Neill, T. P.	Roark, D. E.	Stauss, G. A.	Walters, D. E.
McCallum, G. A.	Osikawa	Roberts	Stecker, R. E.	Walton, L. A.
McCloskey, C. L.	Overton	Robertson, R. S.	Steele, J. R.	Washington, E.
McCormack	Padgett	Robinson, H. W.	Stenzel, J. A.	Wasserman
McDonnell	Pann, F.	Rodrigues, A. F.	Stephenson, L. E.	Watanabe, R. S.
McGimsey	Parker, W. R.	Rogers, W. R.	Stevens, H. P.	Waters, L. A.
McIntyre, M. P.	Parkman, R.	Rolfe	Stevenson, J. E.	Weddel, B. L.
McLaughlin, J. A.	Parsons	Rosa	Strasser, M. K.	Weed, F. A.
McMaster, P. L.	Patterson, H. R.	Ross, F.	Straub, D.	Weigle
Medeaus	Pearson, H. M.	Rubachavia	Stricklin	Weiss
Melendy, H. B.	Peluso, F.	Rudoff, A.	Strohben, E.	Wendt, F. G.
Melo, L.	Percy	Ruggles, I. D.	Stroth	Weston, H. G.
Menendez, J.	Persinger, J. N.	Rush	Sun, C. H.	Wheeler, G. E.
Menges, H. E.	Persky, P.	Ryan, T.	Sutherland, J. W.	White, H. M.
Messner	Peterson, E.	Saale, V. G.	Sutton, R.	Whiting, L.
Miller, A.	Peterson, D.	Sapsis, M. L.	Swan, J. B.	Wiggins, S. E.
Miller, D. D.	Peterson, L. J.	Saunders, W. J.	Swanson, E. A.	Williams, G. T.
Miller, E. L.	Pfund, M. C.	Schaffer	Swanson, W. E.	Williams, O. C.
Miller, M.	Pfundstein, D. W.	Schinazzi	Swanson, W. H.	Williams, P.
Miller, M. H.	Pinkston, M. C.	Schuck, R.	Tallman, I.	Williamson, W.
Minium, E. W.	Pirofsky, F.	Scofield, A. G.	Tarpley, J. P.	Williamson, G. C.
Mishoff, W. O.	Porter, A. L.	Scrutz	Thaw, R. F.	Wilson, L. E.
Mitchell, N.	Post, R.	Seaman, R.	Thomas, J. R.	Winter, L. C.
Mitchell, R. S.	Potts	Searle	Thomas, V.	Winter, W. D.
Moellerling, W. D.	Powers, H. E.	Selberg, E. M.	Thompson, J. M.	Winterle
Moore	Prange, E. M.	Seto, W. W.	Thornton, J. W.	Witte, L. F.
Morejohn, G. V.	Pratley, J. N.	Shafer, D.	Thoro, D. E.	Witte, R. S.
Moreland, M.	Prian, V. D.	Shreve, G. L.	Tiedt, S. W.	Woodward, R. H.
Morlan, J.	Prima	Shrewsbury, M.	Tighe, L. W.	Worrells, C. E.
Morretti	Prisk, B. E.	Sicular, G. M.	Tootle, J. C.	Wrede, R. C.
Morris, B. M.	Prosser, E.	Simons, E. S.	Tracy, C.	Yates, M. M.
Mouat, L. H.	Pruitt	Simpson, F.	Trovato	Young, J. H.
Mueller, K. J.	Pugno, L.	Sinn	Trumbo	Young, K.
Muench, G. A.	Quera, L. N.	Skapinsky, S. A.	Tucker	Zaslow, R. W.
Mumby, H. H.	Ramonda, R.	Smardan, L. E.	Tueller	Zidnak, P.
Murray, W. R.	Randal, W.	Smart, J. R.	Uchida, Y.	Zukowski
Mushiaki, K.	Rasmus, W.	Smith, A. H.	Unruh, D. W.	Zunich
Muzzy, R.	Raven	Smith, A. N.	Van Alten, L.	

SAWREY, J. M. (13) 3.6 3.3 3.4 3.3 3.9 3.6 4.1
 Dr. Sawrey is an experimentalist, and he knows his field extremely well. His lectures are usually rated as quite interesting, involving a good sense of humor and a willingness to let the class discuss the issues it feels are important. A few, however, (usually the poorer students) felt that the lectures were a little above their heads. In Psych 55 tests are multiple choice and straight out of the book. In 155 a paper is an important part of the final grade.

SCHOCK, A. (24) 3.5 2.9 2.9 2.3 1.8 3.2 3.5
 Dr. Schock is a wise, sincere, very friendly man who likes students. It's too bad his lectures are so *very* dull. They are taken from the book almost word for word, but the book is often far more interesting. He always takes roll, so always be in class. Tests are objective and from the book, and are very "fair" (read "easy"). He is also quite sympathetic to students having difficulty.

SELTZER, L. (15) 3.4 3.1 2.5 2.7 1.8 3.1 3.6
 Dr. Seltzer is interested in her field and in her students, but her lectures are better than a sedative. She tries to make the material interesting to students, but the monotonous delivery is a tremendous handicap to effective presentation. Tests are sometimes difficult, but all are fair. She is helpful if you see her outside of class.

SEMENOFF, W. A. (19) 3.8 3.2 3.2 2.7 2.3 3.6 3.5
 Dr. Semenoff's lectures can put one to sleep—he speaks in a monotone and tends to pace. But he's anxious for the student to understand, and he recognizes effort and interest. He is willing to aid the student at any time—on class work, or just as a sympathetic ear and adviser to the student with personal problems. Psych 10 and 117A have quite a bit of outside reading assigned, but tests are quite fair.

TELFORD, C. W. (13) 3.0 3.2 2.9 4.0 2.5 3.8 4.1
 Dr. Telford has a great deal of experience in the field. Lectures are well organized, but delivered in a sleep-inducing monotone. Tests are exceptionally fair and clear. Dr. Telford is a pleasant man, and despite the lectures, his command of the subject can make his courses valuable experiences.

THOMSON, C. W. (22) 4.2 3.9 3.5 3.7 4.1 4.4 4.4
 Dr. Thomson is an excellent instructor! He is very enthusiastic about the field, and has a sense of humor everyone appreciates. His Psych 55 students raved about him: one said "He makes a class of 50 feel like a class of 10." In Stat. 115A he "puts a difficult subject across with ease, clarity, and relevance." He emphasizes practical applications rather than theory. This is very much appreciated by those with poor math backgrounds, although it can be a slight disadvantage to those who continue in statistics. Psych 20 is a difficult course; this is Dr. Thomson's specialty, and his tests require *thinking* rather than memorization. In all courses he is very much interested in and willing to help the student, and his tests are outstandingly fair.

TUTKO, T. A. (32) 4.1 3.8 4.1 3.7 4.3 3.8 3.9
 Dr. Tutko is an extremely charming and witty clinician whose lectures are usually very entertaining as well as very informative. Students in 110 and 116 especially enjoy his acting out of various psychological disorders. Students in these two classes also are encouraged to participate in a program of visits to Agnews State Hospital. Dr. Tutko is very interested in the student and enjoys a good class discussion. He will go over difficult material until it is thoroughly understood. Midterms are usually standardized tests covering only the text, and in upper division the final covers only lecture notes. Grading is quite fair.

	Q1	Q2	Q3	Q4	Q5	Q6	Q7
BRISTOW, L. (12) Professor Bristow is highly disorganized in his lectures and class organization. He has a problem in communicating his ideas to the students and his lectures tend to be sleep-inducing. He mumbles. His handwriting is atrocious, and he hand-writes all of his examinations which are, therefore, unreadable. Once deciphered, the questions are often straight from the book.	2.6	3.1	2.6	1.4	1.5	2.8	3.0
DAVIS, P. E. (13) Prof. Davis' lectures are disorganized and hard to follow. He has trouble relating his knowledge to the class. He is willing to help the student and tries very hard to put the ideas across. Students will have to pick up the material on their own.	3.5	3.4	3.5	2.2	2.5	2.9	3.5
DIECKMANN, R. H. C. (13) Prof. Dieckmann tends to speak softly at times during his lectures but they are very well-organized; he covers the material thoroughly. He presents the material so that everyone can comprehend it. He does not require memorization of a large number of proofs for his tests. He is interested in helping the student who tries.	3.9	4.1	3.5	4.2	3.5	4.1	4.2
EDGAR, H. M. (13) Prof. Edgar is highly competent in his subject field but usually leaves most of his students in the dust during his lectures. He emphasizes theory and does very little with practical applications. His examinations are rugged and rigorous, as is his grading.	3.9	3.0	2.9	3.7	3.2	3.2	3.3
FOWLER, K. A. (20) Prof. Fowler presents a very well-organized lecture that covers the course material thoroughly. He is not very dynamic in his presentation, but this can be overlooked by the fact that the material is made clear and understandable. He seems to have more interest in upper division courses, especially algebraic structures.	3.5	3.9	3.5	3.8	3.4	4.2	4.3
GREER, E. (29) Prof. Greer lectures very fast but is good at explaining the material. He requires a large amount of homework that can help or hurt the final grade. Dr. Greer usually puts a rush on the last five minutes of class and usually holds the class past the bell. He is interested in his students and will help any student who is having trouble. Those who are willing to work will usually find their experience rewarding.	4.1	3.9	3.5	3.5	3.3	3.8	3.8
HOGGATT, V. E. (17) Prof. Hoggatt often lectures on material which is not relevant to the course but in which he is currently interested. He usually has trouble covering the required class material. His lectures are very few, as he likes to have the students put problems on the board and explain them to the class. Assignment of final grades seems to be based more on his likes and dislikes than on valid criteria – such as tests and homework.	4.3	3.6	3.8	2.8	3.5	3.8	3.4
LOVAGLIA, A. R. (19) Dr. Lovaglia is an excellent, dynamic teacher who lives mathematics. His lectures are filled with enthusiasm. He emphasizes theory much more than practical application and moves very quickly. Engineers take note – be prepared to work hard.	3.9	4.0	3.8	4.5	4.5	3.9	3.9
MYERS, W. H. (10) Dr. Myers teaches an extremely well-organized course. His lectures are clear, concise, and easily understood. His tests are hard but on the material and very fair. Homework counts about 20% of the final grade and attendance is mandatory. <i>Note: All reports were from lower division students.</i>	4.8	4.9	4.6	5.0	4.7	4.9	4.7

	Q1	Q2	Q3	Q4	Q5	Q6	Q7
WASHINGTON, E. (11) The disorganized Dr. Washington never lets her students know where they stand, grade-wise or otherwise. Her grades are seemingly based on three mid-terms and a final, but don't count on it.	3.7	2.8	2.6	2.3	2.4	2.5	2.6
ENGINEERING							
ABOU-TALEB (10) Prof. Abou-Taleb lectures very little and runs an informal and effective class. Most class time is taken up by problem solution which the student must do. He is very easygoing.	3.7	3.7	3.1	2.8	3.3	3.8	3.9
ARNOLD, R. E. (12) Professor Arnold's lectures are too abstract, theoretical and dull. His exams are long and hard, and he considers <i>only</i> the final answer to each problem.	2.9	3.3	3.0	3.6	2.5	2.5	3.3
BARRIGA, J. (16) Professor Barriga's lectures are exceptionally dull and misleading. His labs are as enjoyable as his lectures. The amount of work he requires is high, but it hasn't changed in years.	3.4	2.2	1.8	1.8	1.5	2.1	3.0
BLAIR, P. M. (12) Professor Blair is a very informed lecturer who makes the material as interesting and enjoyable as possible. His tests tend to be rather difficult but are compensated for when grades are assigned.	3.5	3.8	3.2	3.4	3.3	3.7	3.9
BLYTHE, W. R. (10) He is a well-informed instructor whose lectures are extremely theoretical and inapplicable. His tests are extremely hard and usually include material that has not been covered. At the beginning of the semester Professor Blythe predicts that a certain percentage will fail – they do.	2.5	3.3	2.9	3.4	2.5	2.5	2.6
BUSHNELL, L. (29) His lectures are poorly organized and the material is presented in a rather haphazard and uninteresting manner. Professor Bushnell is a very good practicing engineer.	3.8	3.6	3.5	2.5	3.1	3.4	3.6
DIONNE, E. A. (10) Professor Dionne is an interesting lecturer. He makes the students in his one- or two-unit courses do the same amount of work required for a three-unit course. He will not tolerate views which differ from his own. It is difficult for the student to get along with him.	2.5	3.7	3.4	2.9	2.4	3.2	3.2
ENGWICHT, H. (10) Professor Engwicht is from the <i>old</i> school. He is a poor lecturer and is easily confused. He never returns exams until late in the semester. His grading on exams is very inconsistent.	2.9	2.9	2.8	1.9	1.5	2.3	2.5
GLOVER, E. C. (14) Professor Glover is a man with a pleasing personality and sense of humor; he is a competent engineer who likes machinery. The dull material that he must present is enlivened by his vast experience. He is very willing to help the student and tends to be an easy grader.	4.6	3.5	3.4	2.9	2.7	3.4	3.7
HASKELL, B. P. (22) Professor Haskell is interested in things other than engineering and freely expresses his opinions of the subjects in class. He is often cynical and arrogant, and his classroom is not big enough for him and someone with a different point of view. He has little respect for the student or anyone else.	2.7	3.1	2.9	3.1	2.8	3.2	3.1

Q1 Q2 Q3 Q4 Q5 Q6 Q7

HECKBERT, A. I. (15) 4.9 4.2 4.3 3.3 4.1 4.2 4.1
He is one of the most stimulating and dynamic professors in the engineering department. His lectures tend to be slightly disorganized but this disorganization comes from his sincere effort to help the students by trying to answer every question. Dr. Heckbert is extremely willing to help any student.

HUANG, J. (17) 2.8 2.8 3.1 2.8 2.2 2.2 3.1
Professor Huang has two strikes against him in the classroom: He is a very brilliant man, and he has trouble with English grammar and pronunciation. His approach to electronics is high-powered and theoretical, and only the top students can expect to stay with him in a lecture. Tests tend to be on the same level as the lectures.

LIMA, J. A. (17) 4.5 4.1 3.7 4.1 3.6 4.2 4.1
Prof. Lima is a good teacher who works at it. Most students agree that Professor Lima is very conscientious in his lectures. He is really interested in putting the material across. If he doesn't know the answer to a question, which happens now and then, he will admit it. He likes to give pop quizzes, which may help or hinder the student, depending on the individual case.

LORELL, W. W. (10) 3.9 4.2 4.2 4.8 4.6 3.9 4.0
Professor Lorell burns with a gem-like flame. He has an exceptional grasp of the material, and his lectures are very, very good. The only thing he can't do is tolerate mediocrity. The student who asks a foolish question will be told so. Be of stout heart, you can't help learning something in his class.

MACE, J. C. (10) 2.7 3.0 2.9 1.4 2.0 2.7 2.6
Professor Mace is the head of the largest department in the engineering division (E.E.). He has many administrative duties to perform, and consequently his lectures suffer. Lack of preparation is the most common complaint. This is unfortunate because it makes the department look poor.

MALTER, H. (16) 1.9 3.3 2.6 2.6 2.3 2.9 2.9
Prof. Malter appears reluctant to share his knowledge with the student. Many students feel rebuffed when they try to seek help outside of class. He does not like to argue a point with the student.

McLAUGHLIN, J. A. (10) 3.9 3.7 3.8 3.8 3.0 3.9 3.8
Professor McLaughlin is a competent instructor. He delivers the material in a clear, concise manner and usually gets it across. Some students feel that he lacks the polish of the more seasoned instructor.

McALLISTER, A. S. (25) 4.3 3.8 3.6 4.1 4.0 3.9 3.9
"Dr. Mac," as he is affectionately called by his students, is the only instructor who teaches E. E. 98. He is a dynamic lecturer and has a very good approach to basic electronics. He is sincerely interested in seeing the student learn the course material. The more sensitive student may be repelled by a very caustic sense of humor which frequently comes to the surface.

MILCHEVIC, N. M. (13) 3.8 3.3 3.0 2.2 3.0 3.0 3.3
Professor Milchevic's lectures are disorganized and wander from the subject. He apparently also has trouble returning corrected exams on time. In spite of this drawback, he has excellent command of the subject and is very willing to help the students.

Q1 Q2 Q3 Q4 Q5 Q6 Q7

WINTERS, M. G. (26) 3.5 3.8 3.6 3.3 3.0 3.8 3.8
Dr. Winters presents a rather paradoxical picture. Her lectures are very detailed, but her monotonous voice detracts from their possible excellence. Her lectures are well-planned but she has a tendency to become confused if she is interrupted. Survey classes appear to be Dr. Winter's forte, but many students complain that she favors history majors in grading. Her numerous exams are minutely detailed and require absolute regurgitation.

HOME ECONOMICS

PIROFSKY, F. (11) 4.1 4.3 4.6 4.2 4.6 4.2 3.9
Prof. Pirofsky is an intelligent, well-informed instructor. She is described as wonderful, the best, and excellent. Her tests are essay in which the student is encouraged to state her own opinions.

ZUNICH, M. (10) 3.4 2.5 2.8 2.2 2.5 3.2 3.2
Most of Prof. Zunich's class period is taken up with discussion, which is 50% of the grade. His students run the class. If active verbal participation is your strength, this is the class for you.

JOURNALISM & ADVERTISING

BENTEL, D. (18) 2.9 3.4 3.4 3.3 3.6 3.2 3.1
Dr. Bentel is blunt, opinionated, fidgety, outspoken, and a fascinating and excellent lecturer. His term paper for "Press & Public" often determines the final grade.

LAW ENFORCEMENT

MISNER, G. E. (11) 3.3 3.5 3.1 3.2 3.1 3.8 3.7
The course is interesting but Prof. Misner, the inconsistent instructor, is demanding. He will help the student; it is evident by his flirting that females have an advantage.

LIBRARIANSHIP

MISHOFF, W. O. (11) 3.9 4.1 3.2 3.0 2.7 4.1 3.9
The lectures are dull, but Prof. Mishoff's knowledge of the subject gives the student a good background. A good grade is easily obtainable if the weekly assignments are completed, and especially if the student visits the instructor's office regularly. Tests are open-book.

MATHEMATICS

BIRD, M. T. (15) 3.2 4.7 3.6 4.2 3.7 4.4 4.3
Prof. Bird is very well-organized, clear, and exact in the presentation of material. Occasionally he tells stories in class to break up class routine. He gives daily quizzes which are based on homework and works problems that the class doesn't understand. He often introduces different methods of problem-solving to the class other than those contained in the text.

BRIAN, R. B. (12) 4.3 3.7 3.4 3.2 3.7 4.8 4.7
Prof. Brian is a very friendly person who attempts and succeeds to make mathematics fun and interesting for everyone. He is very interested in the student and is willing to give help to those who are having trouble. Examinations are thorough, but fair.

	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
KLOSE, N. (25) Dr. Klose must know his material – he has a Ph.D. Unfortunately he completely lacks the ability to impart any of it to the student. His well-used lecture notes are read in a scarcely audible monotone. Questions are looked upon as interruptions and discussion is at an absolute minimum. Exams are usually objective and practically worthless as an indication of the student's knowledge.	2.2	2.8	2.7	2.3	1.5	2.9	3.2
KULSTEIN, D. I. (10) The majority of the evaluations turned in on Dr. Kulstein were from students in the Humanities, making it difficult to discuss him as a history professor. About all that can be said for sure is that he is a devoted Francophile and can be stimulating. In Humanities, he is a dynamic lecturer and good leader during discussion, although he tends to value his own opinions a little too highly.	3.7	3.7	3.7	3.8	3.4	3.9	3.8
LEE, L. B. (13) Dr. Lee is a very knowledgeable historian who will do anything in his power to help the student. He is well-known for his dry sense of humor and, depending upon the individual's temperament, this may affect the feeling towards his lectures, although it is generally agreed that they are well-organized in nature. Weekly quizzes are given to keep students up on assignments.	4.0	3.8	3.4	4.2	3.3	3.7	3.8
MAIN, J. T. (25) Dr. Main is undoubtedly one of the finest professors in the department. He is an extremely capable professor and an expert in colonial history. His lectures are very well organized, easy to follow, and quite useful as study guides. Exams are difficult but as fair as any given on the campus.	4.0	3.7	3.9	4.7	4.6	4.3	4.2
MARTIN, H. I. (13) Dr. Martin is a well-informed professor who shows he possesses a clear understanding of his material. However, many find his lectures quite boring due to his poor speaking ability. He is an expert in Asian history. Exams are a combination of objective and essay questions with the objective questions being very exacting.	3.0	3.4	3.4	3.5	3.6	3.6	3.7
PATT, J. M. (20) Dr. Patt's lectures tend to be somewhat boring. They follow the text quite closely and are delivered in an uninspiring monotone. Exams are a combination objective-essay and are not difficult. Dr. Patt is a Republican and likes to begin class with a joke about the Democrats.	3.4	3.4	3.2	3.6	3.1	3.6	3.9
PANAGOPOULOS, E. P. (26) Dr. Panagopoulos is a very lively lecturer who is fond of the anecdote. Some students complain that his lectures tend to wander occasionally, and others complain that his Greek accent is difficult to become accustomed to, but most agree that his method of teaching and willingness to help the student make up for any defects. In Humanities he is a good lecturer who can be quite stimulating, although he will go off on tangents frequently.	4.3	4.0	3.6	3.3	3.9	3.5	3.7
ROGERS, R. C. (14) Dr. Rogers strikes students at different levels in different ways. Lower division students leave his survey classes feeling that they have learned something, while upper division students taking seminar courses find just the opposite. Dr. Rogers seems to be at his best when teaching general upper division courses. Class discussion is encouraged and lectures are thought-provoking. All agree that the assigned reading is excessive and tends to be "busy work."	3.4	3.6	3.5	3.8	4.0	3.2	3.5

	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7
MOUSTAKAS, E. (26) As one of the hardest-working professors in the Engineering Department, Professor Moustakas gives an extremely clear and lucid lecture. He puts a great amount of time into class preparation, and it shows. However, "beware of Greeks bearing gifts." In return for his fine classes, he expects the students to work hard. His examinations are designed so that only the very exceptional student can hope to write a perfect paper. If you really want to learn, this is the man to see.	3.8	4.0	3.8	4.3	3.9	3.6	3.8
MOYNAHAN, G. F. (13) Here is engineering the easy way. Professor Moynahan's lectures consist largely of working the homework problems. You don't even have to ask questions; in fact, you are encouraged not to. The tests are fair and so are the grades.	2.3	3.5	3.6	2.5	2.5	3.2	3.3
MUNIR, Z. A. (23) Professor Munir has that rare combination of knowledge, enthusiasm, and teaching ability which few instructors possess. He presents material effectively, he motivates the student, and he has the wide range of interests that an educated person should possess. Examinations are challenging and occasionally require maturity that is beyond the average student. Most students find him exceptionally interesting and very willing to help outside of class.	4.7	4.1	4.0	4.7	4.6	3.9	4.1
NIELSEN, H. J. (20) Professor Nielsen's lectures tend to be somewhat formal and occasionally dry. They are also precise and very informative. He uses both the theoretical and practical approach to the thermodynamics; the change from one approach to the other bothers some students. Tests are numerous, and a fair amount of work is expected from the student.	3.4	3.2	3.1	3.2	2.5	3.2	3.5
O'FLYNN, M. O. (12) Professor O'Flynn has all the charm of the true Irish gentleman. He has a rustic, easygoing manner and has a good sense of humor. His courses are taught in a very relaxed manner, some think too relaxed, and he is always open to discussion of a point. He will always give the student the benefit of a doubt.	4.2	3.5	3.2	3.4	3.4	3.8	3.8
PETERSON, R. E. (16) The most frequent complaint of Professor Peterson is that his lectures are uninteresting and usually more effective than Somnax or Physics 52. He has a habit of talking into the blackboard. He does seem interested in helping students, however, and he gives fair grades and tests.	2.2	2.3	2.4	1.7	1.3	2.3	2.9
PRATHER, R. E. (29) Professor Prather is fairly well-recommended for E.E. 100; he makes a good attempt to teach nine units of math in the three units allotted the course. His lectures are very good, partly because he has an excellent command of his material. Most students thought his previous Tower List rating far too harsh.	3.2	3.2	2.8	4.0	2.8	3.1	3.2
PRIAN, V. D. (10) Professor Prian is a very good lecturer; he knows his material extremely well. His blackboard techniques leave a little room for improvement. He often relates the material to industry and to his own experience. He is very interested in the students, with grading seemingly influenced by his personal appraisal of the student's knowledge. Exams are usually the same as in previous semesters, with the values changed.	4.1	3.4	3.2	3.1	3.1	3.3	3.5

Q1 Q2 Q3 Q4 Q5 Q6 Q7

ROBERTS, J. E. (12) 3.8 3.9 4.4 4.6 4.2 4.0 3.8
Professor Roberts is a very interesting person and teacher; his lectures are interesting, informative, and loud. He has a forceful voice — the class tends to migrate to the back seats after the first meeting. (It is impossible to sleep in this class). He knows his field — dirt — forwards and backwards, and he generates the students' interest in the class.

RUDAVSKY, A. B. (17) 2.4 3.4 3.4 2.7 2.6 3.6 2.9
Professor Rudavsky is a very intelligent man in his field, but unfortunately he doesn't seem to have much interest in students or teaching, especially C.E. 99. He doesn't seem to prepare for lectures, for they are poorly organized. He does not like to have mistakes pointed out in class. Tests and grades are fair.

SNYDER, W. (17) 3.8 3.4 3.3 1.9 2.1 3.0 3.6
Professor Snyder is extremely helpful to students who come to his office, but he does less well in the classroom. His lectures are generally poor, and he talks into the board. He is interested in the student, grades fairly, and gives hard exams.

VAN DYKE, J. R. (15) 3.7 3.7 3.2 3.2 2.2 3.3 3.3
Professor Van Dyke is a very likable person, if not the best teacher. His lectures are boring, not too informative, and long. The student will get good coverage of the "good old days" and Van Dyke's world travels. He is always willing to help, though, and tests and grades are fair.

WILLIAMS, D. E. (35) 4.6 4.2 4.0 4.2 4.4 4.4 4.4
It is difficult to get a course from Professor Williams unless one can pre-register. He is an extremely interesting lecturer and person; he makes the material clear and interesting. There should be a "hall of fame" for teachers so that Williams could be in it. He is one of the best professors at SJS.

WOOD, W. W. (2) 3.1 3.2 2.6 2.8 2.3 2.9 2.5
Professor Wood is the only instructor who teaches report writing. He is not a very good lecturer (rambles in a monotonous voice), but he does try to make the material interesting. Grading is highly subjective; he counts highly on a "Wood factor."

ZSUTTY, T. C. (17) 3.6 3.6 3.4 3.2 3.2 3.9 4.3
Professor Zsutty is highly recommended for all courses he teaches. He is a very good instructor and a very friendly person, also. His lectures are interesting and are spiced with good wit. He makes the material clear and interesting to all students.

ENGLISH

BEZANKER, A. (11) 3.5 3.8 3.6 3.4 3.6 3.8 3.6
Prof. Bezanker is a good professor and interesting lecturer. He expects a lot of hard work from the student and is helpful and fair.

BOGOSIAN, E. (15) 3.5 4.2 4.2 3.2 4.0 4.3 4.3
Prof. Bogosian is a very capable scholar, eager to convey a message to his students. He leads discussion with a strong hand, and is somewhat evasive in leading up to the point which he tries to make. The student, depending upon his critical ability and background in philosophy and literary history, will find him either obscure or profound.

Q1 Q2 Q3 Q4 Q5 Q6 Q7

GILBERT, B. F. (15) 3.5 3.8 3.5 3.4 3.2 3.6 3.6
In the lower division Prof. Gilbert's lectures are superior in entertainment and information. He cracks his voice to emphasize historical insights. His rigorous objective tests are beautifully structured. In the upper division, he is unable to communicate his vast knowledge. There is no give-and-take discussion, and the class is generally boring.

GILMORE, G. H. (27) 3.7 3.7 3.8 4.4 4.2 3.8 4.0
Prof. Gilmore is highly praised by nearly all. Her exams are essay and require organized reproduction of her lectures. She will listen to all students' ideas, admit it when she's wrong, and research the answer in this event. In the lower division, she assigns two book reviews to be done in class. In the upper division, she encourages discussion based on heavy outside reading.

GRAHAM, F. E. (35) 3.3 3.6 3.7 4.7 4.3 3.8 3.5
Dr. Graham is a dynamic lecturer, but he's aloof from students. He gives picky, objective tests. The student should take verbatim notes, and forget about buying the book. There is no outside work.

HAZARD, B. H. (19) 3.1 3.2 2.9 2.8 3.0 3.4 3.4
Dr. Hazard is an exceptionally nice fellow, but has trouble lecturing on the topic in an unconfused manner. He's very anxious to help students. In his European Civilization classes, he often digresses into Japanese military history (his specialty). This can prove to be quite dull for many except ROTC men.

HENDRICKSON, E. J. (25) 2.9 3.1 2.8 4.0 2.8 3.1 3.3
Prof. Hendrickson's lectures present a great deal of information, but student interest is quelled by his assembly-line style of delivery. The essay-objective tests stress the elaborate details of his lectures. Many students feel his text is boring.

HINCKLEY, T. C. (17) 4.4 3.9 3.9 3.9 4.2 3.7 4.0
A fine professor of U. S. History, Dr. Hinckley is an enthusiastic and extremely capable lecturer in both upper and lower division courses. He assigns more than what is considered the normal amount of reading, but the good student will find the material quite valuable. Classroom discussion is at a premium in most classes and is well handled.

HORNIG, E. A. (29) 3.3 3.5 3.5 4.5 4.3 3.6 3.6
Conservatives, beware! As Dr. Hornig will readily admit, he considers himself to be a "liberal Democrat" and will brook no nonsense from the other side of the road. His interpretation of recent U. S. History tends to read like a history of the Democratic Party. However, Dr. Hornig grades his exams quite fairly and will go out of his way to help good students.

HUGINS, W. E. (18) 3.9 3.8 3.7 3.7 3.2 3.9 4.0
Dr. Hugins has an excellent command of history and is capable of presenting some good material in class. However, his poor speaking ability may make it difficult for the student to follow the lectures. Upper division classes taught by Dr. Hugins will require a thorough indoctrination in the lower division surveys. His Humanities lectures are dry and discussion is limited, but outside help is valuable.

JENSEN, B. B. (30) 4.3 3.7 3.5 4.6 4.1 4.0 4.3
Dr. Jensen is one of those rare individuals who is sincerely interested in the student and is willing to help him outside of class. She gives announced objective type quizzes, and her midterms and finals are a combination of objective and essay. Lectures are well-organized and thought provoking, although they are occasionally given a little too rapidly.