1970

The Unicorn Horn Vol. 1 No. 2 1970

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Marlin Brown, Alan Coffeen, Mike Ross

The ‘Horn’ wishes to thank the following:

COVER AND BACK
Larry Brown and Don Dibble

REFERENCES
A PERIODICAL READERS GUIDE TO FACULTY EVALUATION

This is the second edition of the Unicorn Horn, the first coming out in the fall of 1989. The Horn raised quite a furor among many irate faculty members during the course of the year.

Rather, it is what we like to consider a “free” publication with no restrictions on content other than that prescribed by good taste. As a “free” publication we are not bound by campus regulations which require all publications to be approved by the Publications Board. We are not sponsored or funded by any official auxiliary organization of the college.

We exist to serve the needs of the students, not to fulfill administrative guidelines. We are the direct manifestation of student power as it should be utilized.

Due to technical limitations and a lack of personnel we are not able to cover every course being offered during the upcoming academic year. There was also a large influx of new professors which prohibited any evaluation of their classes. We hope that the information which we have provided will be helpful to students who are looking for something more in classes than the grades which the faculty so arbitrarily crown us with. QUID PRO QUID.

Alan Coffeen

FORWARD

Several years ago at a fancy Los Angeles store I bought a shirt with no pockets. Since I don’t smoke, and seldom carry a pen, this absence usually doesn’t bother me. Today, however, it did.

I was hiking in the woods thinking of how to write this forward when I found some leaves I liked and picked them. It was at this time I realized there was a connection between my shirt and the forward. Or rather, the college. As I walked with the leaves pressed between
my thumb and forefingers, seeing them in constant danger of being blown away or wrinkled, I became convinced of the relationship.

The relationship is this, when you come out of high school you’re naked. From the waist up anyway. Going to college is like putting on a shirt...! It’s obvious. Most apparent is the way in both cases it protects a fellow from the draft, but there are other parallels too. It becomes a symbol of identity (recently changing from the sta-press button-down to the denim work-shirt); it offers a second epidermis, a continuation of womb-like protection it can show a type of refinement that is a prerequisite to entering the business world (a bare-chested captain of industry is out of uniform.)

All of these things are certainly a part of the trappings of college but it’s not the trappings that are important, it’s what gets trapped. What gets trapped are experiences and ideas, and they’re often as beautiful and delicate as the leaves I collected today. Without a “pocket” to hold them they will probably wind up lost or damaged beyond repair.

When it comes to helping students with their pockets CSUSB is like most other colleges. That’s too bad, because it means you’ll find it mostly working against both your making a pocket and having anything to put in it. The self-righteous G.S. program, the unimaginative and restrictive majors and the administration, senior faculty, junior faculty, elitist hierarchy are all on their way to making the college a vacuous and deadening mental desert that parallels the sagebrush and sand that surround it.

What is to be done? Obviously it’s up to each student to make and fill his own pocket, fighting these people, regulations, and other humas and non-human abstractions that get in his way. There are a few faculty that can help: Mankau, Goss, Kramer, Clifton, Fisk, Barnes, and Riraoka first come to mind. But the burden of tailoring your shirt is in your own hands, with perhaps a little help from the ending of the ending of this forward, which is designed to leave you in stitches.

Jerry Rohde

To the ‘American College’

We of the ‘Horn’ have a story to tell and for it we have incurred the academic hell (Of rational thought)

We are labeled as prejudiced and unknowledgable and thus couldn’t possibly set such as table (of opinions with any kind of validity)

It is obvious that our stupidity is an immediate handicap and for it we should have our hands slapped.

Forgive us please if we continue to be so full of bliss, in our ignorance. We didn’t know we had missed the real meaning of this institution and that we were not suppose to be involved in educational revolution.
We forgot that our opinions were without basis and we also forgot that we shouldn’t have cases for doubt that would bring about changes.

We didn’t know that knowledge ranges only after your B.A. or B.S. and up till that time our best attempts would only be a guess. FORGIVE US ‘American College’ so full of righteous knowledge we know what we must do, but the important thing is do you?

M. Ross

FORWARD

As a publication this hopefully represents more than just evaluative criticism, more than helpful or humorous reading, more than a lampoon at a college known as Cal-State San Bernardino but more it is an attempt at etching away at the barriers which divide the college community. It implies a philosophy which is anti-student, anti-professor and anti-administrator; pro-seeker, pro-guider and pro-interested thire party. Let the twain meet.

M. Brown

FORWARD

the definition of a college is open to question; the definitive voices have been overwhelmingly traditionalist to the present. Education and scholarship are distinctly different. It is the responsibility of a college to produce not only scholars but also educated human beings. The college is a failure in education. Diogenes would lose his lamp in this perilous world of scholastic gamesmanship. Let us hope that the students will succeed in leading the peants to the light.

Don Dibble

Dear Horn:

Thank you for giving me the opportunity to say whatever I Please to your large, sometimes reluctant readership.

I will use the occasion to draw a moral from the late, great Mrs. Rutland, my third grade teacher at Ludlum School. It is of some importance that Ludlum School was named after Charles E. Ludlum, Educator, not after a street as there are the other public schools in Hempstead, N.Y. We were all conscious of being part of a special tradition. In Fact, still look for the names of Ludlum graduates in bibliographies and among movie and TV credits, never finding any. I examine public figures and passerby for the Ludlum Look—a slight swagger, mild and democratic snobbishness.

Mrs. Rutland’s contribution to all this was her teaching of Reading with Expression. This did not mean simple over-dramatizing. It meant roughly what Blake meant in saying “the terrific numbers are reserved for the terrific parts of the mild and gentle, for the wild and gently
parts, and the prosaic, for inferior parts,” Mrs. Rutland herself was at the “terrific” and the scale; she must have weighed over 300 lbs. and she had the leathery skin of a turtle. She was old, as were most of Ludlum’s teachers, old but good. One exception was Ludlum’s only male teacher (the principal was male, of course) a neurotic, irritable young man who incessantly juggled the coins and keys in his pocket. Mrs. Rutland was a very good reader. She made the printed page come alive. Her voice echoed pleasantly in your head after you had left the school grounds.

Reading with expression still seems very important to me. It has probable played a considerable part in the career I have chosen. The lesson was marvelously durable; there was some jajic in it. I can still hear Mrs. Rutland’s voice, thought she may long since slipped in the hallway, broke her hip, and died.

I suppose the moral of her teaching is that it’s not so much what you learn as how you learn it that there are more things worth learning than most people imagine, and that the value of learning increases with the passage of time. Of course, only a fool would bother with what’s intrinsically and forever unimportant.

A note in passing: there were very few black students at Ludlum school. They all went to Prospect Street School, where there were very few white students. This seemed as natural to us as it must have to the Hempstead realtors.

Charles Clifton
Assist. Prof. of English

GENERAL STUDIES

G.S. 101 Freshman Composition

This is the quarter to take this course if you still need it. While Koon is new to the campus, Kramer, Clifton, and Mayo all receive good ratings for this class with Kramer having slight preference. As we said, take it this quarter with other profs this can be a buzz.

G.S. 103 Topics in Biology Mankau

Dr. Mankau is one of the easiest faculty members to communicate with and she makes every effort to relate this course to contemporary problems. Recommended for the G.S. requirement when taught by Mankau or Palmer.

G.S. 109 Organisms and Evolution Palmer

Neither hard nor easy, Palmer manages to put life into what he could be dead subject. Most students find Palmer to be interesting both in lab and lecture. Recommended for the G.S. requirement when taught by Palmer.
G.S. 125  Basic Concepts of Chemistry

With Dr. Kalbus this course occasionally becomes relevant is usually interesting. Kalbus does seem to have achieved this dis-association with life that is common with chemists and will make attempts to approach the class as though the student had something to offer.

G.S. 128  Basic Concepts of Physics

Unless you like Physics this is another course to hold off on. To date only DeReemer has been rated even good this course. If you have to take it this quarter avoid Ikenberry for lab.

G.S. 130  Ideas of Math  Lichtman

This is the Math Dept’s. contribution, obviously made under duress, to the G.S. program. So far no one has been able to do much with it. With Lichtman the outlook is not good. We suggest waiting for Spencer or Stein to do it again.

G.S. 130  Ideas of Math  Hafstrom

AVOID THIS MAN AT ALL COSTS. UNDOUBTEDLY THE WORST PROF.

G.S. 140-144  World Civilizations

In this series of courses the student is required to learn quite simply, this history of man. It may sound funny but it’s not most of the profs have a hard time with the course, thus it only follows that the students have an equally hard time. Among all the contenders, Smith is regarded as the best.

G.S. 146  American Civilization  McMichael

McMichael not only believes that there is an American Civilization but that he is the best fruits of it. While occasionally presenting interesting lectures his elitism drives students away in droves. Not recommended for the G.S. requirement.

G.S. 150  Contemporary Civilization I

In this course you are supposed to learn all about contemporary issue and problems afflicting our society as well as man in general. This is just another feeble attempt at making college relevant. Cisar tries hard but always seems to emerge as second best.

G.S. 160  Contemporary Civilization II

A course such as this has been often subjected to many criticism as being nearly worthless. We concur in the judgement, but unfortunately it is required and we give Meehan our condolences.
G.S. 170  Studies in Literature  Lee

“The times they are a changing” but somehow this course has yet to witness a change. Somehow something as exciting as literature is turned into a medium for boredom. Lots of reading with multiple choice tests. Unfortunately Dr. Lee adds nothing to alleviate these problems.

G.S. 180  Studies in Music  Price

In this course you will learn all about music; its history and its structure. Then, if you are lucky, you may pass the course and be a well rounded Renaissance Man. Price’s knowledge is surpassed only by his egoism manifested in putting down

G.S. 190  Studies in Philosophy  Zoecklein

This course is primarily a discussion oriented analytical bull session. It is challenging for a student with a good background in analytical composition and impossible for a student who has trouble performing in a very limited frame of reference. The specifications for the required papers used by Zoecklein and Van Marter read like operating instructions for a do-it-yourself lobotomy. They give a student no freedom to present their ideas in original, fresh ways. This course is recommended to all who have read the authors included and would like to hear Zoecklein tell you what they are saying.

G.S. 200  Studies in Art

When taught by Haney this course has been rated incomprehensible to the only turned on course in the catalog. With Lintault we anticipated the ratings to improve. Lintault is among the best of the young instructors and seems to communicate without being abrasive. Recommended if you have not yet fulfilled this required course.

G.S. 202  Studies in Language and Style

Previously a required course now offered as an elective the course may improve. Student reaction to Stensgaard is mixed but he seems to be willing to listen to students in and out of the classroom.

G.S. 401  Utopia: The Idle Dream?  Hiraoka

Potentially one of the penultimate courses in the catalog. Offered by one of the best teachers on campus the course will be worth taking if only for the seldom found opportunity of having a relevant learning situation. Highly recommended as an elective for any major.

G.S. 408  Human Values in a Scientific Age Kalbus

Kalbus brings a lot to the classroom including a real interest in the topic of his seminar. Look for a
History 490    Study of History    McAfee

This professor gives History 490 a lift from its previous condition as recommended by the UNICORN HORN. For history majors this course offers each student a chance to put his own historical pros and cons into a perspective with those of the ancients and those of today. For no-history majors it offers a chance to take a class one one of the outstanding professors at this college. In either case it offers a lot.

History 510    France since 1815    Persell

See Hist 310 and 331

History 514    History of Germany since 1815    Campbell

Campbell is new.

History 540    Constitutional Hist of US    McAfee

See Hist 490 and 354

History 544    General    Schofield

This professor is one of the rising stars in the history department. With a little more work on lecturing combined with his choice of reading we could recommend him without any reservations. Classwork varies from no tests to three tests and quizzes, and no papers to one long or a couple short ones. He knows his subject matter and his good student rapport. Rated good to very good.

History 552    Social and Intell Hist of US    Dr. Robers

See division Chairman for Social Sciences

History 560    Hist of the Amer West

A rather light but interesting course livened up a great deal by Smith, undoubtedly one of the better lecturers at CSCSB. Smith blusters a lot but works well with the subject material, grading is fair. Outside of class is a different bag. “Don’t tread on me.”

History 592    Russia 1917 to 1921    Hutsch

The freedom for topic paper selection, good reading and limited enrollment make this a worthwhile selection from Cal-State’s Russian History specialist. Class participation and the seminar paper will determine your rating.

PHYSICAL EDUCATION DEPARTMENT    General

Our P.E. department is continually and methodically plodding along. Offering those who must take a PE course a wide range of courses that provide the participant with a casual air of belonging...
So belong, take a PE course.

PE 133  Skin and Scuba Diving  Weiny

Our evaluations were few, our comments fewer. This course offers a chance to get wet and it’s cold out there in the winter. Excellent, recommended for all those who like water.

French 101, 102, 103, & 301  Rydell

Any French Course taken from this professor provides the student with an excellent chance to ‘learn.’ These classes have an informal atmosphere that produces a lot of work from the students and a lot of interest from the professor. Recommended without any reservations.

German 101, 102, 103, etc.  Johns, Goss

Both Johns and Goss are well like and respected. Both have considerable but varied backgrounds which makes classes tolerable and on occasion enjoyable. Johns is known for her considerable patience. Goss for his interesting and political anecdotes. Both recommended unquestionably.

Music Department  Dr. Price

The class can always expect Dr. Price to be at least ten minutes late except on the first day. He is an excellent teacher who really puts himself into his classes. But watch out! Your first impression on him is very important. He continues to grade subsequent on students earlier performance. If you can love Price more than he loves himself, you will come out on top.

Music Department  Dr. Saylor

Although a good professor, Dr. Saylor cannot resist relating American music to Indian music. He needs to talk about his recent trip to India. He gears his courses to the faster students which hurts slower students. He is easy to talk to during office hours but will not help if you do not easily grasp his subject after one or two talks.

ART

Art 354  Ceramics I  Lintault

In addition to covering the basic techniques of ceramics (excepting the wheel) Lintault offers an interesting and stimulating introduction to art as part of coming alive. Lintault has the rare ability to criticize student work without putting down the student. Recommended for non-majors if you want into a different bag.

DRAMA

Drama 220  Voice and Speech  Rudisill
Last year Rudisill received consistently good ratings from students. We would expect her to improve this year. Heavy reading, temperamental, sometimes groovy.

Drama 310  Experimental Theatre I  Slout

Slout is at his best in the working theatre and this should be an excellent class. Slout brings to the classroom a great deal of experience in the theatre and shares it with enthusiasm. Recommended for anyone with some theatre experience.

Drama 320  Theatre Practicum  Barnes

An excellent opportunity for anyone interested in the theatre, in any of its multiple parts, to work in production. While the hours required per unit credit received makes this course look something like a “Physics washout” course the department insists that a real commitment is proof of the pudding. Although we think that the credit should be increased we still recommend it as a fine opportunity.

Drama 411  Dramatic Production II  Slout

Should be a very good course with Slout giving very freely of his theatre experience.

Drama 450  see English

Drama 475  see English 475

Drama 510  American Theatre  Slout

In his second year on the campus, Slout is very good in discussion and if he resists the temptation to make this an “academic” seminar and stays with his usual classroom technique this should be a great course. Expect a long reading list and a moderate amount of writing.

English Department

In spite of the recent addition of specific requirements to the major this remains one of the most open majors in terms of the student’s being able to choose his own courses. With a generally good to excellent faculty the department has much to offer, perhaps more than the students here are willing to accept. Despite several valiant efforts by the faculty to interest the English majors in the workings of the department, student response has been low. While we don’t believe that EMR means Educable Mentally Retarded we suspect that the reason most students has shown little interest in the representative program is that most have no reason to believe that the college itself is interested in student participation. We suggest that the department give some thought to opening up individual study if they are interested in student participation. It makes little sense to us to participate in committee work that can be overturned at the college wide level by executive fiat. However, a program of independent study
(we refer the reader to page 11, paragraph 2 of the general catalog) might have some real meaning for the student as well as restore some faith in what the college does vs what it says it does.

**English 110 World Literature  Kramer**

A relaxed introduction to literature offered by one of the last pretentious instructors on the campus. Look for wide ranging discussions and open attitudes.

**Hartung**

Hartung is a teacher of the old school who methodically covers the material verbatim. Traditional in every sense, he is neither challenging or interesting. We recommend you wait until another member of the department offers the course.

**Eng 302 Analysis of Drama  Goldon**

One of the more innovative instructors on the campus, Goldon’s classes are worth taking for the asides and bibliographies alone. While some students have been disconcerted by his apparently unstructured approach most find it a good opportunity to read for something other than an exam.

**Eng 303 Analysis of Prose Fiction  White**

While White clearly knows his field his values as a teacher are somewhat diminished by his extream objectivity. Expect close reading of the texts and several short papers, a midterm and final, and possibly a term paper of 10 pages or more.

**Eng 406 17th Century Literature  Goldon**

In this course Goldon undertakes to justify the ways of the Metaphysical Poets and Milton to modern man. Most students feel he does so admirably. Goldon is a first rate scholar who still manages to communicate on the human level. Highly recommended for majors.

**Eng 409 Eng. Lit. of the Restoration and 18th Century  Koon**

Dr. Koon is new to the campus this year. While she is the only woman instruction in the department we doubt that this represents a breakthrough for Womens’ Lib.

**Eng 412 Romantic Prose and Poetry  Clifton**

Consistently rated excellent, most students find Clifton’s low key approach and open discussions just right for the romantics. Worth taking for Clifton’s reading alone. If you do enroll, don’t miss the first class meeting. Highly recommended for anyone.

**Eng 421 Modern British Fiction  Lee**
Students’ reaction to Lee is mixed. While Lee covers the material some students find his close attention to textual examination too structured for the modern interest in literature although others have rated his excellent. Lee tolerates but does not necessarily accept divergent opinion in the classroom. We recommend for taking GRE only.

Eng 430 American Lit I McMichael

Last year we pointed out that since McMichael teaches most of the Am Lit courses in the department most majors elect to stay with English Lit. Alas, the situation has not changed. Nearly without exception, students find him overbearing in the classroom and unapproachable in his office Nix.

Eng 450 Classical Drama Barnes

One of the penultimate courses in the catalog when taught by Barnes. One of the few teachers on the campus who can effectively challenge the student with a very relevant course.

Eng 456 Modern Drama II Barnes

Barnes got it together. Lotsa reading, fast discussion. Recommend for all.

Eng 460 Development of the Novel I White

This is White’s field and he tills it with all the fervor of a man born to the soil. Cose reading and lots of writing. Recommended. Students fail to catch his enthusiasm and simply find it a rough row to hoe. Expect very close reading of the texts and lots of writing.

Eng 475 Shakespeare 1 Stensgaard

Student reaction to this course is very mixed and ranges from “make the bard a bore” to “the plays come alive”. In the main we find Stensgaard improved over last year and expect him to make even more effort this year. Look for fairly close reading of the text and rather traditional writing assignments.

Eng 499 Methods and Materials Hartung

We wonder why, in an age when interest in the printed word and the mechanics of language is failing for lack of adaptation to contemporary problems, the most traditional and least innovative instructor in the department is selected to offer this course?

Eng 500 Grammar and Linguistics Oliver

Although Oliver is only in his second year we find him to be one of the better instructors on the faculty. He is innovative in the classroom, enthusiastic about the material, and communicates well with students on all levels. We recommend this course to anyone who would
like something different and challenging. Expect some complex reading and wide ranging discussions.

Eng 540  Hemingway  Mayo

Mayo has consistently improved his classroom technique and in this course should be very good. Expect close attention on to the philosophy of life found in the novels.

Eng 570  Shakespeare’s Later Comedies  Stensgaard

Stensgaard has been improving in his rating by students and in a seminar situation may offer an interesting stimulating course. Recommended if you are into

Eng 580  Popular Fiction  McMichael

This looks to us like a bid for the night school crowd and we would just as soon leave it that way.

Spanish

Span 101  Elementary Spanish  Marquis

Marquis is new to the campus this year. Bas has in the past received good to excellent ratings from most students although some complain of un-necessary tension in the classroom. Iwanage always receives excellent ratings with students very impressed with his patience and lack of classroom pressure.

Span 102  Elementary Spanish II  Bas

While some students have found Bas to be somewhat overpowering in class we feel that he still offers a good course and rather than wait a quarter you should enroll.

Span 103  Intermediate Spanish I  Shoomaker

Shoomaker is new to the campus.

Span 104  Intermediate Spanish II  Waggoner

Students rate Waggoner average with some complaint that he is no sensitive enough to the skill level of the class.

Span 117  Spanish for the Native Speaker  Shoomaker

This is a new course not yet even in the catalog with a new instructor. We suspect it should be for the Chicano but who knows yet.

Soan 302  Advanced Grammar and Syntax  Oliver

Oliver has proven to be a good addition to the department and this is his field so we expect it to be
Major changes may take place in the Business Admin. Depart. This year due to the loss of both senior professors. The only returning professors are Ed Carlson (who will temporarily head the dept) and Jack McDonnell. Burdeau, DeCeglie, and Roger Carlson are new. Wagonar is an import from the Sociology dept. and has been lost to Econ. The following are short reviews of the returning profs.

Ed Carlson

Carlson’s classes are low key and relaxed. He enjoys active students. However, take care he doesn’t use you to do the leg work on his PHD, losing sight of class objectives. Grades and tests are fair. Tests cover both class discussions and text material. Recommended.

Jack McDonnell

McDonnell’s background is industry brings a wide range of practical experience to the classroom. His lectures tend to be less than fascinating and most discussions require coffee and NoDoz. Pluses for this class are McDonnell’s willingness to help his students and his fair grading. He is rated fair to good.

ECONOMICS

Econ 100  Principles of Econ I    Mbogua

Mbogua works hard to put across a clear and interesting view of his subject. He is very responsive to his students and enjoys active class participation. His tests and grading structures are well liked. His slight foreign accent may prove difficult to understand at first, but his classes are rated good to very good. Recommended.

Econ 102  Principles of Economics II    Van Derwalker

Be prepared to work hard and learn something or this class will be a bitch. Van Derwalker is very interested in his subject and can be very interesting. His class presentations vary from well-organized to little more than rambling. Opinions on his classes vary widely but he is not recommended.

Econ 300  National Income Theory    Van Derwalker

The best to be said for this class is that Van Derwalker knows his material too well. Couple this Ph.D syndrome with adolescent attitude and matching actions then prepare yourself for a quarter with lots of tests, reading, and other assorted crap. Van Derwalker’s redeeming grace may be his eternal willingness to re-explain his muddled dialogue and the fact someone else may teach 302. Rated poor to fair and not recommended.
GEOGRAPHY

Robert Picker

This is Picker’s second year on campus. He is still Dean of Instruction and teaches geography like an economics class, which seems to be all right with those who can take it. There is no assigned text but he is prompt and punctual.

History Department

This year the History Department finds itself in the same shape as last year. The good professors continue to get better and the fair have also shown a willingness to take criticism with an aire of seriousness, but unfortunately those on the bottom of the list seem to remain there. Since there are no lessons in history, what can we say.

History – Dr. Roberts Chairman of Social Sciences

Dr. Roberts teaches what he chooses and we never know what he will choose. This is an example from last year.

History Seminar Wars in American History Roberts

Dr. Roberts as division chairman likes to keep busy doing his thing with students. In this class Dr. Roberts took a very polite Social Scientific view of American involvement in Vietnam and required the same fact figure and relevant conclusion attitude in a very lengthy paper, but after all, history is a social science.

History 200 U.S. History to 1877/201 U.S History from 1877 Barkan

Underclassmen’s typical response is that Barkan is hard and that he is insensitive to students’ feelings and problems. One inspired freshmen was moved to comment...he’s hard to take notes from.

History 300 Early Modern Europe Blackey

Any class from Dr. Blackey is worth taking. On an evaluation sheet of Dr. Blackey’s we found the following quote and we feel it expresses our sentiment fairly accurately.

Other professors would do well to emulate Dr. Blackey, his techniques, methods, but more his common approach.

Thank You. Recommended.

History 301 Modern Europe Mutsch

Large classes aren’t his forte. Although he is extremely sensitive and approachable he still has communication problems, and more than
twenty students in a room intensify it. Expect moderate readings, midterm, final and a short paper. Rated fair to good.

History 308  19th Century Europe  Persell

See history 310 and 331.

History 331  Black History One  Persell

Persell brings a lot of knowledge of subject matter to this class. The rating indicates that he has a hard time conveying it, but we would have a hard time teaching Chinese because we don’t speak a word of it.

History 332  II and III Black Hist.  Tolbert

Tolbert is well respected by those who take his classes for his understanding approach to subject matter and student opinion. His courses were continually rated excellent. Recommended.

History 350  Colonial History  Barkan

Dr. Elliot Barkan is a Doctor let there be no mistake about that. Dr. Barkan went to Harvard. Dr. Barkan is knowledgeable, brilliant, and well-read, witty, and probing. If there is any doubt just ask him. If you overlook Barkan, which is had, especially for himself this class is very interesting for the history major.

History 352  Hist. of the Early Republic  Barkan

Barkan should consider private school where the students know their place and respect him as they should.

One is expected to tune in to his brain waves and then echo his particular thoughts wavelength per wavelength...

History 354  Civil War and Reconstruction  McAfee

Again this professor received the best ratings from students. His classes are constructive with work varying from long papers to daily quizzes.

McAfee brings into his classroom more than a great knowledge of his subject matter, he brings an understanding of student problems and a relevant attitude to world affairs and how they relate to now. We recommend any class this professor teaches.

History 366  U.S. History 1877-1917  Smith

See History 560

History 370  History of California  McAfee

Nothing probably seems duller than to take a course on the history of California. However, Choo Choo makes this course come alive and you
live that history that would in any other case die with the opening of
the text. Daily readings are assigned and you’ll find it best to read
them. Also, we hope you like trains, real ones, because you will find
that this like those of great pioneers of expansion is completely
necessary in understanding this course (we would say in understanding
California, but since 1966, who can?)

History 400  Tudor-Stuart England  Blackey

Again Blackey is one of the outstanding profs in the History
department. The readings in this course have improved and his grading
structure has become a little more just that, structured. However, he
is more than fair and understanding and deals with students and the
environment that they are forced to work in. The tests are, on the
average, and in the normal range of the expected.

mixed-media presentation and if the class is up to it, some
stimulating discussions.

Natural Sciences  Introduction

This division is one of the more rigorous ones at the college. Its
rigidity has become increasingly challenged by some younger and more
creative faculty. The end result for the 70-71 year may vary well
involve the classic academic confrontation between the traditionally
oriented and the progressives therefore, the traditionalist have been
the dominant factor and it has resulted in a rather dull methodical
series of prerequisites.

Biology  Dr. Egge

Often aligned with the more traditional forces on campus, yet
highly regarded by his students Egge is personable, accessible to his
students and also receptive to them. His course tend to be very
strenuous.

Biology  Dr. Mankau

Universally liked by all students, Dr. Mankau has proven herself to
be a person of conscience with a high degree of dedication to her
work. Mankau has the unique ability to relate many of the problems of
today to classroom discussions promoting both education and interest,
two often conflicting concepts.

Biology  Dr. Goodman

His active involvement in ZPG and the fight for environmental
sanity add luster to a professor who is very personable and concerned.
Only one fault emerges, his classes require a great deal of work and prove to be some of the hardest in the department.

Biology Taylor

Taylor has received favorable reviews from his students who consider him fair in both grading and office relationships.

Biology Dr. Scholoff

Research oriented traditionalist. What else remains to be said.

Biology Palmer

A young professor who can usually be relied upon to make every effort at gaining a degree of interest from his students. Palmer is open, his discussions are open, and he knows what is happening and it reflects in his courses.

Chemistry Dr. Crum

Crum serves as a prime example of the resistant professor who attempts to keep students out of the decision making processes. However Crum in this classroom has proven to be an excellent professor whose students like and respect him.

Chemistry Dr. Harris

Dr. Harris has just returned from a years sabbatical in England. Our loss was England’s gain.

Chemistry Dr. Petrucci

Petrucci serves in a capacity of 1/2 administrator and 1/2 professor. Some wish it were all devoted to administration.

Chemistry Mantei

Mantei has received mixed reviews with the good outweighing the bad. This is considerably better than most other chemistry teachers get. Mantei has often attempted to remove medieval sterileness from laboratory work.

Political Science


This course is the foundation course for all Poli. Sci. majors. In it you cover smatterings of the entire field. This is a good course but does have problems which stem from Knare’s poor lectures.

Pol. Sci. 202 American Govt’t. Flint

Usually a good course due in part to the relevant reading material which is utilized. It’s only failing point lies in its lack of
direction and occasionally a tendency towards ready rambling on the part of the prof.

Pol. Sci. 300  Comparative Politics I  Khare

There is a lot to gain from a course in the field of comparative politics, a heretofore relatively neglected field in political science. Khare is extremely knowledgeable, holds open class discussions as the rule, and can be innovative. His only fault lies in his overuse of highly technical, behavioral terms in his lectures.

Pol. Sci. 304  Comparative Politics II  Cisar

A useful course which provided textbook explanations of Communist political systems. It is a lecture course which is not at all that bad as Cisar does a relatively good job. Unfortunately, most students have characterized this course as sterile or just plain dull.

Pol. Sci. 306  Comparative Politics III  Khare

This course has all kinds of potential in the study of the Third World. This is a course in which the student often has say in the direction it goes. Again, Khare’s only fault lies in his use of abstract, behavioral terminology. Tests are fair, grading is fair, and the class is open.

Pol. Sci. 310  Analysis of Pol. Theory I  Flint

An old course taught by a different professor. Flint has been known to be quite innovative at times but doesn’t look too well suited for a course of this nature. Lots of reading and difficult tests.

Pol. Sci. 312  Analysis of Pol. Theory II  Cisar

An example of a very good political science professor tackling a course more suited to a philosopher. It will probably improve however as Cisar begins to adapt to this style of class.

Pol. Sci. 326  Parties and Interest Groups  Damaske

A good course could be made out of this if only the workload were made bearable. Interest becomes lost if your fight to keep up with the professor in a speed-reading contest becomes a Waterloo. Class discussion is open. Damaske is good, and the grading is fair. Could develop into an extremely fine course.

Pol. Sci. 323  Judicial Process  Flint

A good course for those interested in the absurdities of our courts system. The course often proves to dull and unimaginative with an undue emphasis placed on reading.
Pol. Sci. 330  State and Local Gov’t.  Roach

A new professor for an old course again can only lead to pure speculation. This course has traditionally been a rather dull one and Roach seems to be a rather dynamic person. One of the other will have to give. We hope that Roach will emerge victorious.

Pol. Sci. 410  American Constitutional Law  Thomas

Since Thomas has not taught this course before we can only speculate. All guesses would seem to indicate an excellent course as Thomas himself is witty, intelligent, and a good person. Other courses that he has taught have always elicited a favorable response for students.

Pol. Sci. 411  Bill of Rights  Flint

The inherent interest in a subject of this nature becomes lost in an endless array of court decisions. This reading load is often frightful and is instrumental in the declining loss of interest in the course as the quarter goes on…and on…A few changes thought and it would be an extremely worthwhile course.

Pol. Sci. 420  Public Administration  Eagan

Something rather surprising emerges in this course and that is the fact that it is exciting. Eagan is an excellent prof. who stimulates individual thought in a normally dull course. Expect a few short papers.

Pol. Sci. 440  Political Behavior I  Damaske

A course dedicated to the proposition that American politics can be understood through a behavioral study of voting behavior. It is the ultimate trip for a social scientist. Damaske often proves too tedious as his course is highly structured.

Pol. Sci. 510  International Organization  Cisar

A study of international bodies with emphasis placed on the U.N. This is Cisar’s specialty so it should prove to be a very interesting course if you happen to have been born a male.

Psych 302  Advanced General Psychology  Khokhlov

Khokhlov is a dynamic person who lectures with a vitality uncommon on a state college campus. Not only is he well versed in the subject material, his varied background brings many fields under the preview of psychology.

Psych 310  Experimental Psych.

A very interesting professor who could teach anything and make it relate to psychology, and also make it very worthwhile and
interesting. He has a lot of class participation and discussion, which sometimes deviates from the course but is very beneficial. He grades very fairly and is great to talk out of class.

Psych 320 Personality Eaton

Eaton is to the point and clear in his handling of the materials and he covers all aspects and theories of personality very well. He requires a term paper but allows the student latitude in choosing his subject matter. Tests cover lecture and test materials almost exclusively but are graded fairly. Rated good to very good.

Psych 420 Abnormal Psychology Woods

How can one present abnormalities to a bunch of normal. Don Woods attempts to answer this question with his abnormal Psych. class, not theories, but in reality. Offered only two quarters, Don Woods draws from his experience of dealing with normal people who happen to have problems.

He is rated by his students as tops in most categories and close to tops in the rest. A genuine human being, cognizant of his situation and sensitive to others.

Definitely recommended for whatever he offers.

Psych 588 Seminar in Applied Psychology Wichman

This professor is well liked by all students. He communicates well with all students and takes an interest in their problems. His classes are usually lively and worth attending and Wichman allows students a free rein in choosing topics for special study. Rated very good to excellent. Recommended.

Soc. 305 Sociological Research and Analysis Hortensen

Hortensen will be teaching research and methods this fall. Hortensen is basically a good teacher but has a reputation for being very boring. He grades fairly and presents informative material regarding the subject-make sure to drink coffee before class and carry a box of NoDoz.

Soc. 340 Sociology of Family Stanton

Stanton tends to be practical in his approach, makes the class something that can be used. Rated good.

Soc. 350 Criminology

No matter who teaches this course its materials seems outdated.

Soc. 354 Deviant Behavior Greenfield
Greenfield is subject to total personality changes from quarter to quarter so it is hard to say what he is like. Rated fair.

Soc. 380 Sociology of Religion Paynton

This course also doesn’t tie in with much and seems to be outdated. Lost sociology majors seem to think that this course either needs to be dramatically changed or tossed out.

Sociology McKenzie General Description

McKenzie doesn’t do much talking and spends that extra time writing on the board. The lectures are border on boredom and it is best to wait until after class to ask your questions.

Sociology Leviege General

Leviege won’t be here long because he’s creative. Classes are good and relevant.

Sociology Bulgarella General

Creativity and thinking are discouraged. Rated fair.

Education Secondary

When the State College and the community get together on what education is maybe they’ll give up and ask students who seem to have to most logical approach. Currently, it’s an answer looking for a question.

There are new changes this year which initially look rather confusing and not altogether necessary.

Education Secondary Ed Seminar 353 and 495 –

Soc Foundations Stanton

With resonant, mellow tones and smiling face. Stanton conducts simulated exercises well plan discussion groups and personal insights into the trials and tribulations of the secondary teacher.

495 Soc Foundations

In this course the word is simulation, simulation, simulation. Expect numerous short book reports and a lengthy self-evaluation paper which should for the best results coincide with the general philosophy expressed in class. No tests.
Secretly disguised as a mild-mannered high school principal. Dolan leaped into a lead position as head of secondary education. No more, no less.

Dr. Fisk has returned from an extensive trip and will surely bring a new twist to an already strange classroom environment.

Most education departments are in trouble in general. This one is no different. While most professors are mediocre we should only hope for such an outstanding performances from this department. Some try but the material is too overwhelmingly dull and medieval in content.

If you have any ideas of your own on how a class should be taught, forget them, because you’ll find that in this class there is only one acceptable answer. Discussion is extensive but only one conclusion is acceptable. A lot of busy work and uninspiring reading head the minuses for this class. The fact that it is only three months long heads the pluses. However we feel that most education courses are wasteful, this one with this instructor tops the list as a pollutant of our educational environment.

We said that some instructors try, well this lady is one of them. It is unfortunate that the material that is presented cannot be as inspiring as her classroom approach. Grading is strict, mid-term and final, with a few papers thrown in. Rated fair to good.