Items

ONLY VIEWPOINT

| OUCKO | M O L A C K | m i

Styled with pure Ivy
detailing from the
belt loops all down to
neat shallow cuffs.
They're trim, but not
too slim.
Get the "authentic"
look in fabrics and
collegiate colors
perfect for you!

GUARANTEED -
NEVER NEEDS IRONING

Tapers.

Congratulations
Graduates!

Returning students
see us in the Fall
for all your clothing
needs.

College Hi Shop
Young Men's Fashions
Downtown San Luis Obispo

544-2878
787 Higuera St.

Table of Contents:
Miniskirts 'n' Slide rules
Cheating on Campus
Faculty Evaluations
Tenure — License to Retire?
Soccer—A Real Kick!
Therapy for Spring Fever
Whirling Skirts

Sally Boes
layout editor
Kevhlold (sr.)

Lamont Odett
senior editor
San Luis Obispo (sr.)

Carolyn Grant
photo editor
Chamise (sr.)

Chuck Smith
advertising
Palmdale (sr.)

Toni St. Onge
staff writer
Gardena (sr.)

Luis Kinnan
staff writer
San Luis Obispo (sr.)

Judy Schrandt
staff writer
Van Nuys (sr.)

Dave Brown
advertising
Yoselup (sr.)

Poli Viewpoint is an instructional laboratory
quarterly published during the academic year by
California State Polytechnic College students un-
der the supervision of the Department of Jour-
nalism. Poli Viewpoint is printed offset by the
Santa Maria Times using four-color processing.
Do They Go Together?

by Judy Ihlewendt
and Mary Wiegand

Men in the Engineering Division should take a good look at co-eds in their drafting rooms, welding labs and machine shops today, for these girls may be competition in the field tomorrow!

Approximately 33 girls are enrolled in the School of Engineering at Cal Poly, according to last quarter's figures. Most of them are in the Architecture and Architectural Engineering Department, but there are a few in Aeronautical, Mechanical, Industrial and Electrical Engineering.

Miss Marion Tournon Branly, a practicing architect from Paris, France, is a guest instructor in the Architecture Department this quarter. Barbara Brown, a senior Electrical Engineering major, also teaches in the EE department.

The biggest problem the girls have found is in establishing themselves in a traditionally male field. Mastering the subject material is no problem.

"You have to work hard, but after they see you are sincere, the men realize you aren't there to fool around," explains Lynn Dewe, Architecture.

"They think in your freshman year, girls are a novelty and are pointed out. But after the first year, it becomes more competitive," adds Sandy Kornberg, also Architecture.

"Some of my friends and relatives told me not to go into engineering," said Sue Dockham, Architecture. "They told me that the social life is much better in other fields. But when I explained that I wanted to work in engineering, they changed their minds.

Of course, as do most Poly girls, women engineering majors take much ribbing about being a 'girl engineer' to look for a husband. However, girls struggling for two or three years in the rigorous curriculum agree, "If you're looking for a husband and that's all, here are sure a lot of easier ways to do it!"

The girls seem to take all teasing with philosophical ease. As one said, "The women are in awe and the men laugh and snicker, but they get used to your being an engineer after a while."

Opportunities for a woman in the field are just as wide and exciting as they are for men, yet women constitute only about one and a half percent of all engineers. Of the 7,311 women employed as engineers in 1960, the largest number were in industrial (2,069) and electrical (1,741).

Women, just like men, are most likely to be found in research and development or design. There is no particular place for a woman in the field; each individual simply chooses from her own interests and training. However, it is obvious that a woman has the potential of becoming just as competent an engineer as her male colleague. In fact, men in the field report that women engineers tend to have a more methodical approach, more patience and greater emotional stability than many men, contrary to popular belief.

"One instructor that I talked to," said Sue Dockham, Architecture, "told me that he felt women don't have the strength or the will by nature. I tried to explain that even though men have these characteristics, society for years back has given these characteristics to women. Look at the pioneer women -- they did more then than men give us credit for doing now."

"A woman appears to need more patience and endurance in the field because she's in the limelight and is constantly forced to prove herself," according to the Society of Women Engineers, a national group.

According to Fred Bowden, Electrical Engineering Department Head, "Women often have to prove themselves, but most often to the least competent men. A competent engineer won't question her merely because she is a woman, but because he questions something technical -- just as she would a fellow engineer. But the less capable engineer probably resents her and complains simply because she is a woman."

The question is, then, since most problems can be ironed out and women can be good engineers, why don't more women enter the field as they have in Russia and other countries? Even with the great shortage of college-trained engineers in the U.S., the entrance of women into the field has been very slow.

Dr. John B. Hilt, acting Dean of Engineering, believes that the fault is in the industry itself and in education. He points...
Rodeo Champs Show Their Colors

Color Photos by Monty Odett

The always thrilling and spectator-holding rodeo is a top Poly Royal attraction.

Rodeo actions certainly has its ups and downs.

A derked dog dances by pouncing plates behind the 1963 Poly Royal Rodeo.
Cheating: A Reality?

by Sally Rose

As soon as the instructor turned around, the student hastily opened the top of his pencil and pulled out a "cheat sheet." He quickly wrote down the necessary information on his examination paper and waited to turn it in.

Cheating in and out of the classroom is not uncommon. According to "Time," a survey in 1966 showed that 65 percent of the national adult average had cheated at one time or another. The study by William J. St. John of Columbia University's Bureau of Applied Social Research put the figure at 50 to 60 percent.

Who is to blame for cheating? Is it the student who is under pressure to get good grades? Is it the instructor who might fail to change his exams from quarter to quarter, or who hands out the same exam to all of the students who may be sitting in class together? Or is it to be blamed on "the high pressure of modern life, on the drive for success at all costs, on the decline of old ethical restraints," as some students tend to blame society.

"It is indicative of our society and it shows the decadence of it," states a senior Architect student at Poly.

"The way the system is set up you have to cheat, the pressure on grades are so great," adds a sophomore Business student. How often does cheating occur on this campus? "I've seen it so many times it's ridiculous," notes a Technical Arts senior. Some instructors are unaware of cheating on the campus and feel that not much really goes on. They're in the minority.

When a student is caught cheating on his campus, he is supposed to be given a failing grade in the course, according to the college handbook. Dean of Students Event.

Mr. Chandler is then to be notified of the incident by a formal report from the instructor. Chandler files the report in his office and has no way of finding out if the student is cheating. If the student is caught red-handed, then, on the report is destroyed when he graduates, according to Chandler. If the student constantly repeats similar acts, he will eventually have to ape because the disciplinary action is taken. It is then noted on his college record.

This happens about once every five years," Chandler states, and adds, "We are not out to hurt the student, but want to correct the situation.

All instructors do not give a failing grade in a class when they find a student cheating.

Would you normally call the student into my office and ask him why he did it? I ask him to demonstrate his knowledge in another way in order to see his proficiency -- by giving him another exam or special assignment," states a history instructor.

A math instructor states that if he has considered proof of cheating he flunks the student. "I flunked a student once, and another time I flunked a student and made him speak to the dean of engineering. If I'm not certain that the student cheated, I make him take the exam over again.

A math instructor has never found cheating in his classroom. "It is terribly hard to prove. I have never found it to the point of being obvious. I prefer to think they are not cheating."

A student was caught cheating recently in an agricultural class. The instructor noted on the exam paper that he wished to see the student and wanted to talk it over with him. He spoke to the student but did not flunk him.

Most of the interviewees had asked to see a student who was caught, or suspected of cheating. They wish to know the reason for the incident and want to counsel the student.

One science teacher gives a failing grade when he finds a student cheating in his class, while another science instructor has never had positive proof that anyone was cheating in his class. "If I suspect it I tell the student in a very courteous manner to refrain from looking at another's exam," he points out.

Instructors who were interviewed admitted that they encountered cheating rarely, if at all. Typical comments were, "About once a year," "Cheating is minimal," "I've caught five students in seven years," "Rarer event in recent years," "One suspected incident in two-and-a-half years," "It is not widespread," "Not often," "Not a great deal," and two said that they had never encountered it.

Would an honor system work on this campus? (A system of various sorts of honor codes, whose main feature is that exams are not policed by instructors or others. Students who enter such a college generally sign a pledge not to cheat and to pledge to report cheaters to the instructor."

Students who were interviewed stated that they did not think that an honor system would work at Poly. Most feel the problem would arise when they had to report fellow students. One student notes that, "The honor system would work if grades weren't stressed as much as they are."

Another student suggests that students are more interested in grades than in learning. Some felt that the answer lies with a pass or fail grading system, with a classification for excellent students. They felt that the honor system would then work, as cheating would cease to exist.

Instructor's opinions vary about an honor system. One department head says that an honor system was in effect at the college he attended, but he had been too busy with his own exams to watch for cheaters.

A math instructor states that an honor system would work with the students he has had in class, and another instructor agrees that the system would work at Poly. Others are more skeptical, "The system has its weaknesses because students would fail to report each other," notes one.

Most of the interviewees do not know if the honor system would work at Cal Poly. Some are willing to give it a try, while others feel the idea is foolish.

Many preventative methods are employed by instructors to try to insure lack of cheating in and out of the classroom.

Some instructors use different forms of exams. Others separate students if there is enough space or even give open book exams. One instructor believes that the frequency of cheating is in relation to the type of exam used. "There is more cheating under a more authoritative atmosphere and less under a permissive one," he adds.

Students often feel that cheating would be minimized if the instructors would change their exams every quarter, change the assignments each quarter, not grade home work, but merely note whether it was handed in, give more quizzes to insure more studying, hand out different exam forms to classes and assign students far apart if possible. Students and instructors alike agree that individuals who cheat only cheat themselves.

One student claims, "If a person cheats in college it will catch up with him. Maybe he can pull the wool over an instructor's eyes now, but when he goes into the working world and is confronted with problems, it catches up with him. A student with a 4.0 GPA who cheats is worse off than a student with a 2.8 GPA who learned the material."
Evaluation... ineffective?

by Monty Odett

...the problem seems to be the faculty evaluation procedures now employed. The problem is not only one of selecting a proper criterion for evaluation; it also involves the methods by which the evaluations will be made and, finally, which segment on the campus is responsible for handling the decisions that ultimately affect the quality of faculty education.

Involvement of students in the classroom, many feel that students are intimately aware of good and poor instruction and are capable of judging the ability of the instructor, and the quality of his work.

This year the student's ability to evaluate instructors was challenged with great resistance to the proposed student evaluations. It was claimed that the program was attacked as being ill-prepared and the evaluation poorly constructed. There was much resentment to publication of the evaluation, and a slackening in the capability of students to judge an instructor.

Every instructor and administrator recognizes that a tenured professor could be very valuable... "if they didn't attack as being ill-prepared and the evaluation poorly constructed. There was much resentment to publication of the evaluation, and a slackening in the capability of students to judge an instructor." For every instructor and administrator recognizes that a tenured professor could be very valuable... "if they didn't evaluate on personalities..." "If grades were not given out, if there were more mature and knowledgeable of the many problems involved..." "if they could grade objectively..." "if they had sufficient prior knowledge of the course material..."... Is the student so irresponsible? Isn't the student aware of good and poor instruction? Are faculty members and administrators able to forget about personalities? Is the present method of evaluation so perfect that new approaches cannot be tried? Does tenure insure competency?

A random sample of student opinion solicited from six departments on campus reveals that:

"The instructor plays two roles, one to his students and one to his peers. His colleagues may think he is great, but the students feel he is a rotten instructor"--Business major.

"So many instructors think they are so clever, but they should stay in the industry"--Principing major.

"There is one instructor in the English Department who is the majority of the students feel is incompetent"--English major.

"Instructor in our department is inadequate, but no more than in any other department"--Journalism major.

Tenure

License to Retire?

by Toal St. Onge

...the problem seems to be the faculty evaluation procedures now employed. The problem is not only one of selecting a proper criterion for evaluation; it also involves the methods by which the evaluations will be made and, finally, which segment on the campus is responsible for handling the decisions that ultimately affect the quality of faculty education.

Involvement of students in the classroom, many feel that students are intimately aware of good and poor instruction and are capable of judging the ability of the instructor, and the quality of his work.

This year the student's ability to evaluate instructors was challenged with great resistance to the proposed student evaluations. It was claimed that the program was attacked as being ill-prepared and the evaluation poorly constructed. There was much resentment to publication of the evaluation, and a slackening in the capability of students to judge an instructor.

Every instructor and administrator recognizes that a tenured professor could be very valuable... "if they didn't evaluate on personalities..." "If grades were not given out, if there were more mature and knowledgeable of the many problems involved..." "if they could grade objectively..." "if they had sufficient prior knowledge of the course material..."... Is the student so irresponsible? Isn't the student aware of good and poor instruction? Are faculty members and administrators able to forget about personalities? Is the present method of evaluation so perfect that new approaches cannot be tried? Does tenure insure competency?

A random sample of student opinion solicited from six departments on campus reveals that:

"The instructor plays two roles, one to his students and one to his peers. His colleagues may think he is great, but the students feel he is a rotten instructor"--Business major.

"So many instructors think they are so clever, but they should stay in the industry"--Principing major.

"There is one instructor in the English Department who is the majority of the students feel is incompetent"--English major.

"Instructor in our department is inadequate, but no more than in any other department"--Journalism major.

Tenure

License to Retire?

by Toal St. Onge

...the problem seems to be the faculty evaluation procedures now employed. The problem is not only one of selecting a proper criterion for evaluation; it also involves the methods by which the evaluations will be made and, finally, which segment on the campus is responsible for handling the decisions that ultimately affect the quality of faculty education.

Involvement of students in the classroom, many feel that students are intimately aware of good and poor instruction and are capable of judging the ability of the instructor, and the quality of his work.

This year the student's ability to evaluate instructors was challenged with great resistance to the proposed student evaluations. It was claimed that the program was attacked as being ill-prepared and the evaluation poorly constructed. There was much resentment to publication of the evaluation, and a slackening in the capability of students to judge an instructor.

Every instructor and administrator recognizes that a tenured professor could be very valuable... "if they didn't evaluate on personalities..." "If grades were not given out, if there were more mature and knowledgeable of the many problems involved..." "if they could grade objectively..." "if they had sufficient prior knowledge of the course material..."... Is the student so irresponsible? Isn't the student aware of good and poor instruction? Are faculty members and administrators able to forget about personalities? Is the present method of evaluation so perfect that new approaches cannot be tried? Does tenure insure competency?

A random sample of student opinion solicited from six departments on campus reveals that:

"The instructor plays two roles, one to his students and one to his peers. His colleagues may think he is great, but the students feel he is a rotten instructor"--Business major.

"So many instructors think they are so clever, but they should stay in the industry"--Principing major.

"There is one instructor in the English Department who is the majority of the students feel is incompetent"--English major.

"Instructor in our department is inadequate, but no more than in any other department"--Journalism major.

Tenure

License to Retire?

by Toal St. Onge

...the problem seems to be the faculty evaluation procedures now employed. The problem is not only one of selecting a proper criterion for evaluation; it also involves the methods by which the evaluations will be made and, finally, which segment on the campus is responsible for handling the decisions that ultimately affect the quality of faculty education.

Involvement of students in the classroom, many feel that students are intimately aware of good and poor instruction and are capable of judging the ability of the instructor, and the quality of his work.

This year the student's ability to evaluate instructors was challenged with great resistance to the proposed student evaluations. It was claimed that the program was attacked as being ill-prepared and the evaluation poorly constructed. There was much resentment to publication of the evaluation, and a slackening in the capability of students to judge an instructor.

Every instructor and administrator recognizes that a tenured professor could be very valuable... "if they didn't evaluate on personalities..." "If grades were not given out, if there were more mature and knowledgeable of the many problems involved..." "if they could grade objectively..." "if they had sufficient prior knowledge of the course material..."... Is the student so irresponsible? Isn't the student aware of good and poor instruction? Are faculty members and administrators able to forget about personalities? Is the present method of evaluation so perfect that new approaches cannot be tried? Does tenure insure competency?

A random sample of student opinion solicited from six departments on campus reveals that:

"The instructor plays two roles, one to his students and one to his peers. His colleagues may think he is great, but the students feel he is a rotten instructor"--Business major.

"So many instructors think they are so clever, but they should stay in the industry"--Principing major.

"There is one instructor in the English Department who is the majority of the students feel is incompetent"--English major.

"Instructor in our department is inadequate, but no more than in any other department"--Journalism major.

Tenure

License to Retire?

by Toal St. Onge

...the problem seems to be the faculty evaluation procedures now employed. The problem is not only one of selecting a proper criterion for evaluation; it also involves the methods by which the evaluations will be made and, finally, which segment on the campus is responsible for handling the decisions that ultimately affect the quality of faculty education.

Involvement of students in the classroom, many feel that students are intimately aware of good and poor instruction and are capable of judging the ability of the instructor, and the quality of his work.

This year the student's ability to evaluate instructors was challenged with great resistance to the proposed student evaluations. It was claimed that the program was attacked as being ill-prepared and the evaluation poorly constructed. There was much resentment to publication of the evaluation, and a slackening in the capability of students to judge an instructor.

Every instructor and administrator recognizes that a tenured professor could be very valuable... "if they didn't evaluate on personalities..." "If grades were not given out, if there were more mature and knowledgeable of the many problems involved..." "if they could grade objectively..." "if they had sufficient prior knowledge of the course material..."... Is the student so irresponsible? Isn't the student aware of good and poor instruction? Are faculty members and administrators able to forget about personalities? Is the present method of evaluation so perfect that new approaches cannot be tried? Does tenure insure competency?

A random sample of student opinion solicited from six departments on campus reveals that:

"The instructor plays two roles, one to his students and one to his peers. His colleagues may think he is great, but the students feel he is a rotten instructor"--Business major.

"So many instructors think they are so clever, but they should stay in the industry"--Principing major.

"There is one instructor in the English Department who is the majority of the students feel is incompetent"--English major.

"Instructor in our department is inadequate, but no more than in any other department"--Journalism major.

Tenure

License to Retire?
their selves for the four-year probationary period, and when they are tenure literally retire from their field of work.

Dean Cummins preferred to disagree with Elliot's observation with the statement, "In my opinion, if an instructor is a poor one, I would have to assume that he is in the process of being dismissed."

According to Dean Cummins, tenure affects "permanency" or "permanent" status, the right to continued employment in a particular college or in the office of the Chancellor, unless dismissed for cause or for lack of funds or lack of work. Evaluations are made every year for all faculty members, whether tenured or probationary. The crux of the matter is that the evaluation can make or break an instructor in his probationary period but has no great power to affect the tenure of the instructor, though it can prevent or delay promotion.

When asked for an example of a case for which a probationary instructor could be dismissed but which would not affect a tenured instructor, Dean Cummins cited the following reasons: "Incompatibility with the environment of the college, people, subject matter, objectives; marginal performance."

Surely any of these situations would be undesirable in an instructor, whether probationary or permanent.

There is no disputing that tenure is protected but it can be dangerously so. Elliot feels that the basic theory is acceptable in application under the present code provisions and modifications.

"A just cause to fire a faculty member should be academic nonperformance. His view as an instructor should be the evaluator's basis," the ASI President suggested. Elliot feels that Cal Poly has an unusually high number of poor faculty members. In spite of the high number of elderly staff members, many close to retirement age, as an contributing factor, "Many of them have lost contact with their fields; others with the academy," he charged. He claims he has heard several times a saying among instructors: "If you can't get a job in a college system, try Cal Poly."

Such a situation, real or imaginary, is not pleasant to contemplate.

Tenure evaluations follow a long channel of personnel, starting at the department head level. A two-page evaluation form is compiled by the department head and presented to the instructor for review.

A problem which is generally conceded concerns the department heads' methods of evaluating their instructors. Dean Cummins explained: "It is assumed that in order to do a fair and thorough job in the evaluation process, the Department Head must be well acquainted with the faculty member and this naturally comes about through frequent contacts, both private as well as periodic classroom visits. I consider that the same factors hold with the Dean of a School. However, it is obviously difficult for him to maintain as close or frequent contact with as many as 100 faculty members in the several disciplines within each School."

"It should be recognized that the evaluation process involves consultation between named departmental faculty, between the Department Head and named faculty, and between the Department Head and the School Dean," Cummins explained.

The procedure looks fine in black and white but when human element enters the picture the system does not always work as was intended. From an instructor's viewpoint, Elliot ventured to guess that more often than not department heads and school deans have not been in the classroom enough to observe the instructor in question so that adequate evaluations can be made in the category of success in instruction. Personalities and personal relationships are

---

Students who think of quality first think first of Ross Jewelers

Diamonds
Orange Blossom Keepsake Artcarved

Watches
Omega
Bulova
Tissot

Uniqueness:
Gold H我说s Orifinal one-of-a-kind look in contemporary bridal sets that reflect the sparkle of today's romance and the promise of many bright tomorrows... captured, too, in matching wedding bands for him. See this unique new collection today.

799 Higuera Street 543-6364

continued on page 14
A New Standard of Quality for...

Your Class Ring

CAL POLY

Pining an Important part of the strategy in soccer, Cal Poly's Vincent Goodrow de...
that occurs as players fight for control of the elusive soccer ball.

For all of this supposed non-violent play, participants in soccer are attired in a rather inappropriate uniform that includes long-sleeved, open-necked shirts, loose fitting, knee-lengthed shorts, knee-high stockings that conceal shin guards, and soccer boots.

The boots which are considered to be the most important piece of gear for the soccer player, look like a modified football shoe.

The average spectator would have to be a multi-linguist to fully enjoy and appreciate the excitement of a soccer game here. Many spectators are foreign students and they encourage their fellow countrymen on the field in their native tongue. Add to this the conversation in many tongues by the players and you have a real language bouquet.

Soccer is a colorful, exciting sport that is expected to make a strong showing as a spectator sport here in the fall.

So, take your pick of two types of football games beginning next September. Even better, support both the football team and the soccer team under the modern intercollegiate rules in 1869.

The eleven-man teams are comprised of five forwards, three halfbacks, two fullbacks and a goalkeeper. The duty of the forwards is to attack the opponent's goal. The halfbacks have offensive and defensive responsibilities. The fullbacks aid the goalkeeper in protecting the goal.

The field is either 120 yards long by 75 yards wide or 110 by 65. Participants battle from one end of the field to the other during the four 22-minute quarters of the game.

The 22 players use their feet, legs, chest, and even their heads to propel the ball into their opponent's goal. The ball in the back of the net is worth a point to the scoring team.

For the most part the competition is one on one, with the offensive man trying to out-fake his defender with tricky ball dribbling with his feet. It's the defensive man's job to "tackle" the ball with his feet or body and reverse the direction of the action.

Bumping, shoving and bodies flying through the air are a part of the commotion that occurs as players fight for control of the elusive soccer ball.

To the average spectator, soccer may appear to be unorganized mayhem. In fact, it is organized mayhem.

For all of this supposed non-violent play, participants in soccer are attired in a rather inappropriate uniform that includes long-sleeved, open-necked shirts, loose fitting, knee-lengthed shorts, knee-high stockings that conceal shin guards, and soccer boots.

The boots which are considered to be the most important piece of gear for the soccer player, look like a modified football shoe.

The average spectator would have to be a multi-linguist to fully enjoy and appreciate the excitement of a soccer game here. Many spectators are foreign students and they encourage their fellow countrymen on the team in their native tongue. Add to this the conversation in many tongues by the players and you have a real language bouquet.

Soccer is a colorful, exciting sport that is expected to make a strong showing as a spectator sport here in the fall.

So, take your pick of two types of football games beginning next September. Even better, support both the football team and the soccer team under the modern intercollegiate rules in 1869.

The eleven-man teams are comprised of five forwards, three halfbacks, two fullbacks and a goalkeeper. The duty of the forwards is to attack the opponent's goal. The halfbacks have offensive and defensive responsibilities. The fullbacks aid the goalkeeper in protecting the goal.

The field is either 120 yards long by 75 yards wide or 110 by 65. Participants battle from one end of the field to the other during the four 22-minute quarters of the game.

The 22 players use their feet, legs, chest, and even their heads to propel the ball into their opponent's goal. The ball in the back of the net is worth a point to the scoring team.

For the most part the competition is one on one, with the offensive man trying to out-fake his defender with tricky ball dribbling with his feet. It's the defensive man's job to "tackle" the ball with his feet or body and reverse the direction of the action.

Bumping, shoving and bodies flying through the air are a part of the commotion that occurs as players fight for control of the elusive soccer ball.

To the average spectator, soccer may appear to be unorganized mayhem. In fact, it is organized mayhem.

For all of this supposed non-violent play, participants in soccer are attired in a rather inappropriate uniform that includes long-sleeved, open-necked shirts, loose fitting, knee-lengthed shorts, knee-high stockings that conceal shin guards, and soccer boots.

The boots which are considered to be the most important piece of gear for the soccer player, look like a modified football shoe.

The average spectator would have to be a multi-linguist to fully enjoy and appreciate the excitement of a soccer game here. Many spectators are foreign students and they encourage their fellow countrymen on the team in their native tongue. Add to this the conversation in many tongues by the players and you have a real language bouquet.

Soccer is a colorful, exciting sport that is expected to make a strong showing as a spectator sport here in the fall.

So, take your pick of two types of football games beginning next September. Even better, support both the football team and the soccer team under the modern intercollegiate rules in 1869.

The eleven-man teams are comprised of five forwards, three halfbacks, two fullbacks and a goalkeeper. The duty of the forwards is to attack the opponent's goal. The halfbacks have offensive and defensive responsibilities. The fullbacks aid the goalkeeper in protecting the goal.

The field is either 120 yards long by 75 yards wide or 110 by 65. Participants battle from one end of the field to the other during the four 22-minute quarters of the game.

The 22 players use their feet, legs, chest, and even their heads to propel the ball into their opponent's goal. The ball in the back of the net is worth a point to the scoring team.

For the most part the competition is one on one, with the offensive man trying to out-fake his defender with tricky ball dribbling with his feet. It's the defensive man's job to "tackle" the ball with his feet or body and reverse the direction of the action.

Bumping, shoving and bodies flying through the air are a part of the commotion that occurs as players fight for control of the elusive soccer ball.

To the average spectator, soccer may appear to be unorganized mayhem. In fact, it is organized mayhem.

For all of this supposed non-violent play, participants in soccer are attired in a rather inappropriate uniform that includes long-sleeved, open-necked shirts, loose fitting, knee-lengthed shorts, knee-high stockings that conceal shin guards, and soccer boots.

The boots which are considered to be the most important piece of gear for the soccer player, look like a modified football shoe.

The average spectator would have to be a multi-linguist to fully enjoy and appreciate the excitement of a soccer game here. Many spectators are foreign students and they encourage their fellow countrymen on the team in their native tongue. Add to this the conversation in many tongues by the players and you have a real language bouquet.

Soccer is a colorful, exciting sport that is expected to make a strong showing as a spectator sport here in the fall.

So, take your pick of two types of football games beginning next September. Even better, support both the football team and the soccer team under the modern intercollegiate rules in 1869.
Women Engineers

Continued from page 5

"Engineering is a challenge. It is an outlet for physics, math, electronics and all those things. I think you can be more of a woman by studying engineering!"

3rd time on this year I think:

out that few women have ever heard of a woman engineer and that they are not encouraged to prepare for it in junior and senior high school. There is little feedback from the industry about women who are successful in engineering.

Millard Potter, head of Industrial Engineering, and Charles Davis, head of Aeronautical Engineering, pointed out that girls are simply not oriented to the engineering field. Many girls score high in mechanical aptitude in high school, but have not applied that interest to hobbies such as working on cars or building model airplanes.

Many women do not prepare for such a demanding career because they believe they must make a choice between marriage and work.

This problem is a social concern—until the changing role of a woman is clearly defined, the choice between marriage and career will continue to be crucial.

Many people are hostile to women in engineering or any other field because such people think women should stay home "where they belong."

Many others see no reason why a woman should not contribute her talents to the field and have a family, too.

Mile. Branly pointed out that having a family may be a distraction for a woman, especially a practicing architect who takes her work home; "If you have to stop all that time, to tend to this or that, you will be completely destroyed."

To many of the girls in engineering on campus, the prospect of marriage seems too far in the future to worry about. As one girl said, "If you have the gift, why not develop it?"

Still another problem is that women engineers have a largely undeserved image. A woman engineer is assumed to be cold, over-intelligent and aggressive. She is pictured by many as a person who trudges around in mannish suits and flat shoes with no interest in beauty, clothing or other traditionally feminine arts. There are, of course, a few women in every field who appear this way.

However, most do not, as the excellent cross-section of women on this campus

Home of the Famous
Barr Burger

and Re-Introducing
the Grinder
A meal in itself
Full Meals,
Interesting Food,
The Best in
Breakfast,
Lunch,
Dinner
a full line
SANDWICHES
and
SNACKS

BARR’S
in the College Square
San Luis Obispo
The place to
meet your
friends.
When you pay $100 or more you are entitled to a

Albert's Jewelers

Diamond

... It's truly a wonderful thing, but there's more to a diamond than the sparkle. It takes an expert to determine the subtle differences in diamonds, and it takes integrity to price them right. We have both the knowledge and the integrity to assure you of the right diamond choice for your particular budget.

For the gifts you give with pride, let Albert's Jewelers be your guide.

Credit...?
Why certainly!
1036 Chorro S.L.O.

Women Engineers

Continued from page 10

"When you are a freshman, you get all sorts of help, because it's not competitive yet and you'll probably get married!"

In the past, they were attractive, feminine and even vivacious. Many of them like to cook and sew. The difference between them and many of their sisters is that they think there is more to life than just homemaking.

According to the Society of Women Engineers, "There is something interesting and worthwhile that a woman engineer has learned to do. The fact that it was difficult to learn and to do well, contributes to her feelings of self-worth in an important way." This sense of security in the self continues, even if the girl does end up as a housewife.

Most of the girls knew in high school that they wanted to enter the field. About half of them were acquainted with and interested in the field because fathers or other relatives were engineers. Others took drafting or mechanical drawing and shop courses and thus found a new interest. However, they met some resistance, even in high school.

Jonna Merrick, Architecture, was not allowed to take a woodshop course in high school because she was a girl. She became interested in architecture in the ninth grade when she helped her family remodel a home. Other girls have always "known."

"When I was ten years old, I designed a rabbit hutch," laughs Linda Spalding, Architecture. She had picked up the interest from watching her father draw up plans at home.

Will they stay in the field? Many of them are enthusiastic, dedicated and sure to finish. Others are questioning their desire and ability to pursue a major in the engineering field. A large percentage of both men and women do flunk or drop out of the curriculum because it is difficult and demanding for anyone.

The point is, that a girl can make a success of engineering just as well as a man. But she

Continued on page 15
Therapy for Spring Fever
by Karen Kinsman

Spring has sprung — and what do eager, enthusiastic Poly students find to do in quiet, calm San Luis Obispo?
For tension build-up due to last quarter work on senior project, finals, and 4,000 word in-depth studies, the best prescription offered is a well-planned and easily executed-lounging — perhaps on a grassy lawn or by a sparkling pool while contemplating the personality of the Martian or Saturnite.

How about exercising? Walking your favorite dog or strolling hand in hand with your favorite date is a good way to absorb some of the fresh, though sometimes damp, spring air.

For those of you whose ailment has been diagnosed as just plain spring fever, the prescription reads "find something new, different and exciting." Looking in the Hardbook finds Poly Corinthians and Flying Club as top notch remedies by letting kids learn boating and flying while having a good time. The Poly Penguins has a special offer during sunny spring — hill climbs that let the motor do the work. Those who choose this cure will get a bird's eye view of wild flowers and greenery as well as a guaranteed thrill and a possible spill.

Another recommended remedy for the "let-down feeling," is an old-fashioned picnic at one of the many parks or beaches in the county. From Cuesta Park to Kourmand, or Avila to San Simeon, the fresh air, scenic view and someone to share it with is all you need for a "get away from it all" day.

And — if you just want to forget your alma mater for a few minutes, the cooler cure-all around is a trip to the 5-flavor ice-cream parlor for a super double-dip and a relaxing gab session — discussing the merits of spring fever therapy, perhaps.

Parachuting is a new sport that helps lift springtime blues.

Walking "Squawr G." is good exercise for both dog and master, Bob Redman.

Fred Gregory shows that even on campus, there are places to ride.
What Is Spring Without...

Poly Royal?

A chance to see Poly students display their customs and way of life in the Literary Fair.

The Flower Show offered visitors a place of relaxation and beauty.

“One of the most popular pre-Poly activities is the day at Axite Beach.”

"A county fair on a college campus" offers something for all ages.
California State Polytechnic College Alumni Association Life Membership

The Cal Poly Alumni Association offers the graduate an opportunity to maintain ties with college friends and with the campus. Life membership in the Association sponsors and promotes regional and sectional activities; an alumni mailing list is maintained; the Alumni Association works closely with the placement office at Cal Poly. Alumni can enjoy extra Homecoming activities.

Whirling Skirts

by Dave Brown

Whirling skirts and polished shoes bring to the Cal Poly campus the dances of Israel, India, Germany, Austria and Denmark. Two campus clubs, the Folk Dancers and the Poly Twirlers meet each week on campus to bring sparkling variety to the dance scene.

The membership list of each club reads like the list of United Nations members with each dancer bringing his or her favorite dance from their homeland. The dances range from the popular American version of the Square and Round dances to the kolo and dance from Israel.

Dancers meet in the Snack Bar, Crandall Gym blending in the local dress and the native costume. The meeting also helps students of each country to promote goodwill and fellowship.

Tenure

Continued from page 7

Often relied upon as well as allowed to interfere with objective judgments, Dean Cummins places more faith in department heads and deans on the basis that they are professional men capable in the duties of their offices. He explained, "The evaluation process is based on the premise that the department head is not only the evaluator by virtue of his role as "department head," but he is also a professional person who has knowledge and competence in the discipline to which the individual instructor is assigned. Hence, as in any other profession, it is peer judgment or appraisal operating continuously, and the system is valid to that extent."

"The School Dean is both privileged and obligated to utilize the full consultative process, including making a review of the recommendations made by the tenure faculty and by the department head. It may also include his own observations based upon the instructor's classroom performance and other relevant activities."

The question of competency is a delicate one that no one likes to take the responsibility of answering. Under the present Education Code incompentency is an extremely difficult case to prove, as perhaps it should be for the protection of academic freedom, but the question is this: Should it be considered more thoroughly and emphasized more strongly in the awarding and annual evaluation of tenure, in the interests of the students?

Richter says, yes, definitely.

Now, what do you say?

Tropicana Village

call now for summer school, or YOUR HOME away from home next fall

55 N. Broad 543-2300
Women Engineers

Continued from page 11

"People seem to think I'm a super-brain, but I'm not. I'm struggling along like everyone else."

must learn to survive the rigors of the course. She must be intelligent, enthusiastic and willing to work hard, before she can make it through.

According to Milla Brantly, "A woman must have the physical strength, be enthusiastic about her work and have faith, then she will succeed."

"Engineering is a problem-solving profession," concluded Wesley Ward, instructor in the Architecture Department. "It doesn't involve abstract theory, where science does, or the abstractions of the humanities or fine arts fields. Engineering applies science to human needs, and many people, both men and women, find this problem an interesting and challenging one."

Apparently, then, the mini-skirt ma'ams are here to stay in engineering. Anytime men want to measure up to them, they'd better be ready to read a slide rule accurately.

Now, when the last thing you want is just a pair of shoes, the first thing to do is come to us for a pair of Manlys.

We carry all the styles you could want: Casuals, Contemporaries, Dress Shoes, Mod Styles, Ivy-League styles and designs so new they might even be ahead of the times.

But with prices that are way behind.

Evaluation

continued from page 6

President Kennedy remarked, "Student opinion is valid and useful if we can find an instrument whereby subjective judgment is eliminated. What goes on in the classroom is the big question. How are we going to assure improved instruction?"

As long as we have educational institutions such as Cal Poly there will also be questions raised pertaining to the quality of instruction offered. While a great majority of the complaints are not justified, there are still many valid cases of incompetent instruction.

An improvement in the evaluative procedure would be of little value unless the system included a check whereby instructional improvement could be insured.

President Kennedy suggests as a possible solution that a board of instructors known for their excellence in instruction be established. Student evaluations could be made of the instructors on campus and then turned over to this board. If certain instructors were found to have problems with their teaching methods, they could meet with the board and discuss various means of improvement.

This proposal would not only give students, instructors and administrators a hand in the evaluating system but would provide a check on teaching improvement. If it were found that the instructor had failed to improve in the areas discussed, then action could be taken.

The problem is a reality, but the steps that should be taken to improve this situation remain an uncertainty.
Farewell Seniors

**ALL HAIL, GREEN AND GOLD**

All Hail, Green and Gold,
May your praises e'er be told
Of friendship and of courage
And stalwart sons of old!
All Hail, Green and Gold,
In your name we shall prevail,
So to **CALIFORNIA POLYTECHNIC**,  
HAIL! HAIL! HAIL!