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Mary Wiegand
student editor
Santa Maria (nr.)
Vincent Gomes
advisor

Sally Rose
layout editor
Kiev (nr.)
Lamont Odett
jock-of-all-trades
Palmdale (nr.)
Carolyn Grant
photo editor
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advertising
Palmdale (nr.)

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staff writer
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POLY VIEWPOINT

3 -- POLY VIEWPOINT

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CALIFORNIA
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COLLEGE

June 3, 1967

POLY

Cover Photograph
by
Menty Odett

POLY

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

by Judy Ichimori
and Mary Wiegand

Men in the Engineering Division should take a good look at co-eds in their drafting classes, welding labs, and machine shops today. 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, and 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 these 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 Lynne Dean, Architecture.

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

Reactions of friends and relatives to these women in this major are varied, but most people seem to be proud of the girls. A few girls report definite hostility on the part of one person in a department, but generally the attitude is "encouraging."

Of course, as do most Poly girls, women engineering majors take much ribbing about coming to Cal Poly 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 some easy ways to do it!"

The girls seem to take all teasing philosophically. As one said, "The women stare at you in awe and the men laugh and mock, 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, women constitute 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 (1,474).

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."

"Women appear 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 he would a fellow engineer. But the less capable engineer probably resents her and complaining 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?

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 he would a fellow engineer. But the less capable engineer probably resents her and complaining simply because she is a woman."

Further, since most problems can be ironed out and women can be good engineers, why don't more women enter the field? This is a question that has been asked in the past as well as now. There are even women who have been trained in engineering in 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. Hirt, acting Dean of Engineering, believes that the fault is in the industry itself and in education. He points...
Rodeo actions certainly has its ups and downs.

Monty

Photos by

Monty

Photos by

Color

Rodeo Champs Show Their Colors
Cheating: A Reality?

by Sally Rose

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

Cheating in and out of the classroom is not uncommon. According to "Time," a survey in 1966 showed that 65 per cent of the national adult average and heat quickly wrote down the necessary to one time or another. Perhaps because they are more honest, 75 per cent of the clergy and 78 per cent of the teachers sampled, confessed to having cheated themselves, according to William J. Powers of Columbia University's Bureau of Social Research.

"High pressure of modern life, the decline of old ethical restraints," says O. S. to 60 per cent.

Greatly interested in grades, the students who sit in our classrooms are not out to hurt the student, but want to prove. I have never found it to the point that the student cheated, I prefer to think they are not cheating.

An engineering Instructor states that if the student flunks a student once, and makes him speak to the dean of engineering. If the student does not think that an honor system would work at Poly, he has complete proof of cheating he flunks him. He speaks to the student but did not flunk him.

Most of the instructors interviewed have asked to see a student who was cheating or suspected of cheating. They wish to know the reasons 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," "Rather rare in recent years," "One suspected incident in two-and-a-half years," "It is not widespread," "Not often," "Not a great deal," and "I've caught cheating in my class, around three times in the last three years." If at all.

Instruction varies about an honor system 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.

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.

Instructors 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 the student weren't so stressed as to do it themselves." 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 have to 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 instructors 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 homework, but merely note whether it was handed in; give more quizzes to insure more studying; hand out different exam forms to classes; and space 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

Whether we choose to admit the fact or sweep it under the rug, we have situations on our campus where many instructors have lost the incentive to teach, who couldn't care less about their teaching procedure, and who have slipped into the realm of incompetency.

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

On whose shoulders rest the responsibility of upgrading the quality of instruction on this campus -- the administration, department heads, faculty members, or students?

Questioning many individuals from administrators to students, it was learned that one problem area is the granting of tenure. While this "necessary evil" does provide the instructor with some job security and freedom of teaching expression, it also has its drawbacks. Should the crux of the problem seem to be the faculty evaluation procedure 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 of the campus is entitled to hand down the decisions that ultimately affect the quality of students' education.

In any case, the above are the only direct problems that involve the capability of students to judge an instructor.

Every instructor and administrator receives the same tenure pay, but not all of the provisions are so subjective, "if grades were not evaluated on personalities..." "if grades were not evaluated on performances..." "if grades were not evaluated on personalitie..." "if grades were not evaluated on a student's loyalty..." "if grades were not evaluated on the ability of the instructor, and the quality of his work.

Earlier this year, the student's ability to evaluate instructors was challenged with great resistance to the proposed student evaluation. Now 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 sense of the inability of students to judge an instructor.

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Tenure

License to Retire?

by Toal St. Onge

What is faculty tenure? Is it a legal protection of the instructor's academic freedom, or is it a license to retire while still on the payroll?

Dr. Carl Cummins, Dean of the Applied Arts Division, and ASI President Mike Elliott were asked their opinions of tenure and its importance to the academic community.

Actually, tenure is a matter of concern not only to faculty members but also to students. Why? Because a tenured instructor is extremely secure in his position often times even when he has reached the point of incompetency in academic performance. And, in the number of cases, the student is the loser.

In 1963 the California State College Trustees passed a uniform faculty tenure program for all state colleges campuses. The California Education Code spells out the charges for which "a permanent or probationary academic or non-academic employee may be dismissed, demoted, or suspended. Some of these include immoral conduct, unprofessional conduct, failure to perform the normal and reasonable duties of the position, physical or mental unfitness for the position occupied, and incompetency."

Not all of the provisions are so subjective, however. Those that are perhaps more easily proven are fraud in securing appointments or conviction of any misdemeanor involving moral turpitude, and dishonesty.

Tenure and incompetent instruction are often linked together, that the evaluation procedures used in granting tenure and promotions are inefficient and are only helping to lower the quality of instruction.

You are connecting tenure to poor instruction. Remember, tenure did not appear on this campus until 1961 and certainly did not mark a beginning of lower instructional quality," states President Kennedy.

"Many instructors are real good in lectures but are teaching behind the times, while others are really up-to-date in their field but do not put the material across well. How do you compare the two? It is true that instructors put just enough to get by without drawing attention to themselves," Kennedy concluded.

If what goes on in the classroom is a big question, then why not consult someone who is there day in and day out, week in and week out? And, we are not referring to the instructor.

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President Robert K. Kennedy

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Continued on page 13
Their m l  selves for the four-
? . tfobattonary period, and when they ar
tenure they literally retire from their
Dean Cummins preferred to disagree with
an observation with the statement, "On
presumes that the instructor is a
person, I would have to assume that
or not contribute to an instructor's
that he is safe and, therefore, can
of possibly to the point of incom-
According to Dean Cummins, tenure af-
ent status, the right to continued employment in
particular colleges or in the office of the
Chancellor, unless dismissed for causes or
ted for lack of funds or lack of work.
Evaluations are made every year for all
members, whether tenured or prob-
ary. The crux of the matter is this:
The evaluation can make or break an
structor still in his probationary period but
has no great power to affect the tenured
while, though it can prevent or delay pro-
When asked for an example of a case for
ich a probationary instructor could be dis-
ored but which would not affect a tenured
structor, Dean Cummins cited the following
on: "Incompatibility with the environ-
ment of the college, people, subject matter,
djectives; marginal performance."
Surely any of these situations would be
considerable in an instructor, whether prob-
atory or permanent.
There is no disputing that tenure is pro-
ective but it can be dangerously so. Eltion
els that the basic theory is acceptable
application under the present code pro-
osed modification.
A "just cause to fire a faculty member
should be academic nonperformance. His
role as an instructor should be the evaluat-
by basis," the ASI President suggested.
Elton feels that Cal "Poly has an un-
usually high number of poor faculty members.
In view of the high number of elderly staff
members, many close to retirement age, as
contributing factor, "Many of them have
anquent with their fields; others with the
suming," he charged. He claims he has heard
several times a saying among instructors
true something like, "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 com-
piled by the department head and presented
structor for review.
A problem which is generally conceded con-
erns the department heads' methods of
valuating their instructors. Dean Cummins
plained: "It is assumed that in order to do
fair and thorough job in the evaluation pro-
se, the Department Head must be well
aquainted with the faculty member and this
aturally comes about through frequent con-
ents, both private as well as periodic
classroom visits. I consider that the same
ctors hold with the Dean of a School.
Hewever, it is obviously difficult for him to
maintain an as close or frequent contact with
nesses of 100 faculty members in the sev-
tal disciplines within each School.
"It should be recognized that the evalu-
process involves consultation between
ured departmental faculty, between the
Department Head and tenured faculty, and
ve between the Department Head and the School
Dean," Cummins explained.
The procedure looks fine in black and
ine but when the human element enters the
ple, the system does not always work
as intended. From a student viewpoint,
Elton ventured to guess that more often
es not department heads and school deans
have not been in the classroom enough to
serve the instructor in question so that
adequate evaluation can be made in the
category of success in instruction. Per-
sonalities and personal relationships are

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continued on page 14
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American football's granddaddy

Soccer -- a real Kick!
by Ray Osborne

Would you believe that next fall Cal Poly sports fans will be able to view two versions of "football"?

That's right, we can enjoy the good old American apple pie brand of football and a new varsity sport, soccer! American football's granddaddy.

Soccer is a sport that requires less than average pedal and physical dexterity. If you don't think so, just ask any of the 25 participants on this campus who have been getting their literal and figurative kicks out of the traditional and popular European sport during the past six months.

A huddle of the Mustang soccer team could easily represent the United Nations. The team has members hailing from nations throughout the world. The largest number of players come from Africa and South America, with a few Persians, Americans and Europeans mixed in.

Soccer in some countries is as popular as baseball is in America. Many of the foreign students on the team here have been playing soccer since they were knee-high to a goalpost.

Cal Poly will bow into league competition next fall, probably on Sunday afternoons, against USC, UCLA, Westmont, Loyola of L.A., UCSC, UC Fullerton, and L.A. State.

The Mustangs will play a 13-game schedule starting with a home game against UCLA Tech on September 20. The games at Mustang stadium against USC and UCLA will be the biggest home attractions for the soccer team.

The roundball kickers have been limbering for their debut in practice games this spring. In six outings they have fared well with three victories, one loss and two ties. "The team has had any regular practice sessions, but they have shown outstanding passing and teamwork promise and improvement with every game," team advisor Teymour Gedayloo, a physical science faculty member, explains.

The story of the soccer team on this campus was a real grassroots movement, from the gathering of the team members to the approval of varsity status. Team organizer Alan Meeder comments: "Soccer has been organized on an informal basis at Cal Poly for the past six years. The foreign students were the instigators of this activity. There has been a complete turnover of participants in the soccer games here, with someone else taking over every year."

The People to People program and especially representative Amos Nnongi lent a great deal of aid to the efforts of the soccer team to gain recognition as a varsity sport. People to People has also helped to finance the team travel expenses.

"The increased enrollment and additional student fees made the money available to finance soccer as a varsity sport," Meeder points out.

Roman warriors got their boots out of soccer as early as 40 A.D. They brought the sport to England when they invaded the Britain's shores. The sport formed its modern rules in England.

Soccer in American colleges dates back to the 1860's, with Rutgers and Princeton...
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-lingual 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.

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

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 run 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.

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CORK N BOTTLE features a complete assortment of party accessories, snacks, refreshments, and magazines. A smoking department is included at the Higuera Street store with such items as pipes, tobaccos, cigars, lighters, cigar and cigarette holders and pipe racks. Both stores offer Poly students a seven-day-a-week check-cashing service.

1212 Higuera Street
799 Foothill Boulevard
San Luis Obispo
Women Engineers
Continued from page 3

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

Many girls in engineering or any other field because such people think women should stay home “where they belong.”

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

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Credit...?
Why certainly!

1036 Chorro S.L.O.

Women Engineers
Continued from page 14

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

prove. For the most part, they are attractive, feminine and even vivacious. Most 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 wood shop 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 house," 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

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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 Hard-book 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 Morro bay, 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 32-flavors ice cream parlor for a super double-dip and a relaxing gab session -- discussing the merits of spring fever therapy, perhaps.

[Images and text continue...]

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Walkie "Squatter C." 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?

Poster students display their customs and way of life in the Literary Fest.

One of the most popular pre-Poly activities is the day at Avalon Beach.

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

"A county fair on a college campus" offers something for all ages.
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 kolos dance from Israel.

Dancers meet in the Snack Bar and 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 incompetence 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?

Rhoten says, yes, definitely.

Now, what do you say?
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 Miss. Brantly, “A woman
must have the physical strength, be enthusi­
as tic 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 abstractness 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.

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 class­
room is the big question. How are we going
to insure improved instruction?”

As long as we have educational institu­
tions 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 in­
struction.

An improvement in the evaluative pro­
cedure would be of little value unless the
system included a check whereby instruc­
tional 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 in­
structors 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 stu­
dents, 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 im­
prove in the areas discussed, then action
could be taken.

The problem is a reality, but the steps
that should be taken to improve this situa­
tion 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!