

The Runner

CALIFORNIA STATE COLLEGE, BAKERSFIELD
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Panel Finds Evidence Irrelevant in Albi Case

by the Runner Staff

The second session of Dr. Frank Albi's grievance hearing opened with a discussion of procedural guidelines established by the grievance panel. The panel consists of Dr. Jeffrey Spencer, Dr. Laird Taylor, and Chair, Dr. Louis Shuster.

The admission of the taped recordings of Albi's last grievance hearing, a major point of contention so far, has been referred to Dr. Lon Kellenberger for settlement.

Albi first introduced a tape from his physician, Dr. Lewis Sandidge. Sandidge described Albi's health and relationship to the community.

Dr. Philip Wilder, campus representative, and Taylor expressed their perception of the tape as irrelevant. Taylor continued to explain that letters, not tapes, should be used in the future as letters can be studied more quickly.

Taylor then reminded those present that the grievance committee was not to serve as another RPT committee, but was to determine whether or not Albi had been wronged in previous RPT evaluations. The panel noted the objections to the tape and the hearing continued.

Albi's next witness was Dr. Dominic Ambroseccia of the county coronor's office. Ambroseccia, a friend and student of Albi, described the death of Albi's son Joey and its effects on the Albi family. The witness described Albi's community and scholarly service and commented on the irregularity he found in RPT evaluations of Albi.

Under questioning from Wilder, Ambroseccia tempered some of his statements about the lack of justice at CSB and added that although Albi's health problems cannot be directly traced to problems at CSB, the condition may be compounded by the stress under which Albi is working. His testimony finished, Ambroseccia was dismissed.

Wilder then requested a list of witnesses scheduled to appear each day, and Albi said he would furnish such a list.

Dr. Mary Paquette, chair of the foreign languages department, was the next person called to testify.

Albi asked Paquette about her qualifications and work within the department. Albi's questions concerned her publications and her relationship to Dr. Carlos Lozano, also of the foreign languages department.

Shuster pressed Albi to describe the relevancy of his questions, and Albi replied he was trying to show that other members of his department were biased against him. Taylor agreed this may be relevant to the hearing.



Jeffrey Spencer, Louis Shuster and Laird Taylor discuss procedural guidelines prior to the Albi hearing.

The hearing then went into closed executive hearing for further questioning of Paquette.

Lozano was the first witness after the hearing came back into regular session.

Albi's questions to Lozano were declared irrelevant, and Lozano was dismissed after being told he would be called again.

Albi then argued that Wilder had "badgered" a reporter (Danny Ortiz) for advance copies of the Runner with regards to a background article on the Albi case (Jan. 13, 1977). Wilder denied the charges. Albi then called two students as witnesses, Eugene Cervantes and Kenneth Darenbourg, who testified that they had heard Ortiz tell Albi at the first hearing about Wilder's request to read the article in advance. (Ortiz afterwards denied the allegation when asked about it.)

The hearing adjourned and a discussion concerning witnesses to be called followed. Albi contended that he wishes to cooperate, but that he didn't have a legalistic mind. Albi added he would comply with the panel's and Wilder's requests.

The grievance hearing for foreign language assistant professor Frank Albi continued on Fri., Feb. 11, and the confusing manner in which the hearing had been proceeding was still apparent.

Before Albi began his questioning of scheduled witnesses, he attempted to explain to the grievance board his strategy for defense of his position.

"I was taking a bath and contemplating my legs like Archimedes," explained Albi, "when suddenly I yelled 'Eureka.' I suddenly realized how I could communicate with my grievance board."

Using the blackboard, Albi attempted to parallel his experience with the CSB

administration to the experience of Dante. But when he asked the panel if they now understood his dilemma, Laird Taylor responded, "I don't know what you're talking about."

Taylor's confusion appeared to be shared by almost everyone present at the hearing, and Albi reluctantly ended his presentation, but not before saying, "Three people here at Cal State are acting like beasts and making life miserable for me."

Before Albi re-called Carlos Lozano for testimony, board chair Louis Shuster reminded Albi of the nature of the hearing in terms of relevant testimony. Shuster explained that the board was only to consider incidents concerning Albi's CSB appointment prior to his Spring 1976 evaluation. "The alleged incidents concerning Wilder and The Runner are irrelevant to this hearing," Shuster told Albi.

In a final attempt to explain his situation, Albi claimed that "a Watergate atmosphere exists out here, and certain witnesses are stonewalling against me."

The campus representative, Dr. Wilder, responded with the remark that he is still having trouble discerning the organization of the Albi defense plan.

Wilder said that as he sees it, Albi has made primarily four allegations: 1) that haste and bias were elements in his initial hearing; 2) that the same people who originally terminated Albi were involved in his next review, which again resulted in his termination; 3) that Dr. Mary Paquette was biased against Albi before she had even met him; and 4) that Albi wants material prior to the Spring '76 evaluation considered by the grievance board.

Albi did not take issue with Wilder's evaluation of the format.

Continued on page 3

McMillin, Graves Testify in Webster Grievance Hearing

Dr. John Webster's grievance hearing continued into its fourth and fifth sessions last week.

Dr. James McMillin (Sociology-Anthropology) continued to testify, being cross-examined by Paul Busacca, Webster's attorney.

The hearing opened with a discussion of the materials McMillin had brought along for reference. Busacca was able to review the information, and the questioning began.

Busacca queried McMillin about his evaluation of Webster in the Unit-Level RPT evaluation. Using a statistical tabulation of the first nine questions of the SOCI, McMillin evaluated Webster as a good teacher but not outstanding. McMillin's calculated average for Webster was about 1.5, and he stated the college norm was 1.8-2.0.

McMillin further testified that he examined questions seven and nine primarily. These questions deal with recommending the instructor to other students and the overall rating of the instructor in comparison to other CSB teachers.

McMillin admitted that he determined the rating for Webster by running the numbers "through my head," that he did not perform a mechanical tabulation. He added that the front pages of the SOCI's were given more attention as they are more likely to be filled out by students.

When asked about Webster's continuing improvement (according to the SOCI's), McMillin stated he considered the overall average more than the progressive improvement.

Busacca demonstrated that averages can be misleading because they do not always reflect improvement. He added that more information is required to produce a good evaluation.

Busacca then described Webster's career at the University of Illinois and his subsequent nominations there as an outstanding teacher and asked why the unit committee didn't strongly consider these qualities. Also questioned by Busacca was the failure of the unit committee to check with any of Webster's outside references, as outlined in the RPT procedural guidelines.

McMillin testified that the unit committee didn't read the College-wide evaluation of Webster. It was noted in that evaluation that student evaluations showed Webster to be an outstanding teacher.

The discussion then shifted to Webster's publications and specifically to his book "Realities of Police Work." McMillin stated he had not read the book cover to cover, but had reviewed it, as well as those publications of Webster's to which he had access.

Although "Realities of Police Work" did not,

Continued on page 2

College Council Studies RPT Process

The College Council has before it an item which affects the whole campus community regarding the adoption of procedures for student involvement in RPT.

Two proposals are before the Council at the present:

One from the Faculty Staff Policy Committee:

"If this proposal is adopted, it should become Paragraph 308.6 with the current Paragraphs 308.6 and following renumbered accordingly.

1.0. The student representatives to the College Council, including the Student Association President, shall constitute a body which meets with and hears students who wish to make written or oral statements concerning a faculty members' teaching.

2.0. This body shall communicate such information from students to the appropriate departmental or unit committee in a signed written brief, including any

pertinent written documents that students wish to submit under their own signature. The

written brief shall transmit students' statements with no substantive changes and shall

be verified for accuracy by the signatures of all the students constituting the body. A copy of the written brief shall be supplied to the faculty member concerned and to the appropriate school dean for inclusion in the faculty member's RPT file. The faculty member shall have the right to respond to the information presented.

2.1 Students shall be informed that their statements will be held confidential. However, they shall also be apprised of the fact that if a grievance should progress to the point of litigation, they may be called upon to testify.

Continued on page 8

Casino Night Offers Excitement a'la Vegas

by Maureen Maloney

At last, CSB students are going to be given the opportunity to escape, if only for one night, from their ordinarily dry, academic environment into a world of sin and glamour.

On Feb. 24 from 9 p.m. to 1 a.m. in the Dining Commons, CSB Resident's Council will be offering students a small taste of Las Vegas living with "Casino Night," an evening which includes gambling, entertainment, and all-around high fun in the tradition of a Las Vegas casino nightclub.

The idea for this rather unusual activity originated last year with a resident assistant, who had himself been at one time employed in a Lake Tahoe Casino.

The well-founded experience of this individual, combined with the talents and energies of many others, provided for a successful evening last year, in which close to 300 people came to either gamble the night away, enjoy the entertainment being provided by resident students, or participate in the midnight auction made possible by the generous contributions of local merchants.

Library to Stay Open February 24

Did you say you were planning to go out of town for the long, Washington's birthday weekend?

You say you don't have to work on your term paper because everyone — including the library — is closed, and since the library's closed, how can you get the information you need??

You figure you've got a pretty good excuse for putting off the inevitable just a little longer, right??? Well, figure again.

According to Janet Shell, Circulation Supervisor, CSB's library will be open on Mon. Feb. 21 (a school holiday), from 8 a.m. until 5 p.m. All of the regular services will be offered, including the "reserve" and interlibrary loan departments. Key personnel will be on duty and available for questions or assistance.

"Since it is the middle of the quarter and instructors have assigned term papers and mid-term exams, we decided to stay open," said Shell.

She added, "We were closed on holidays last year, and that posed some problems. Several students suggested the library have at least limited service on those days, and since convenience to the students is our main concern, we [the library staff] agreed."

There's just no rest for the weary anymore.

Almost all of the proceeds from this highly profitable affair went to a worthy charity, and in retrospect, "Casino Night" was deemed one of the year's more successful enterprises.

This year's "Casino Night" promises to be even more exciting than last year's, with a similar, but expanded program. For the occasion, the Commons will resemble something close to a gambler's paradise, with crap games, blackjack, baccarat, and roulette.

Having abandoned last year's notorious bunny suits, barmaids, scantily clad in red cocktail dresses, will be on hand to distribute "drinks" amongst the patrons, and provide luckless gamblers with ready enthusiasm.

In addition, the constant entertainment generated by talented CSB resident students should keep the joint lively and establish that busy, intoxicating atmosphere so indigenous to nightclubs.

Prizes, including a waterbed mattress and AM-FM stereo tape deck, will be presented to certain lucky individuals during the auction hour, from 12:30 a.m. to 1 a.m. At this point, the "Casino" will be required to oust its customers, close its doors, and resume its familiar role as the CSB Dining Commons.

Since most CSB students have neither the time nor occasion to make regular trips to any real casinos, "Casino Night" at Cal State is a way for them to experience Las Vegas on a small scale, without the usual upsetting financial losses.

The success "Casino Night" enjoyed last year indicates that the students found it a fun way to indulge in a little wickedness for one evening.

Biddle Plans Research on Course, Teacher Evaluation

by Linda Fassig

SOCI's, soon to be administered for the winter quarter, will be accompanied by a special research project this quarter, according to Dr. John Biddle, director of institutional studies. The project is a study on course and faculty evaluation, attempting to see and explain different responses depending on the variables used.

"This project has nothing to do with RPT's and won't be used for them," explained Biddle. "Students and faculty are paranoid about SOCI's and their use," he continued.

Thomas Sets Town Meetings

Assemblyman Bill Thomas will be holding the second in his series of "Town Meetings" with residents of the 33rd Assembly District on Saturday, Feb. 19, at North High School in Oildale.

Thomas has reserved Room 67 at the school from 10 a.m. to noon for an open and public discussion of key issues before the California Legislature. The Kern lawmaker will make comments on the state death penalty, property tax reform, school finance and answer questions from the audience.

The meetings are being held in communities throughout the Assembly District and Thomas stresses his availability for person to person contact in an informal atmosphere.

All interested citizens are welcome to attend the meeting and advance reservations are not necessary. Additional information is available by contacting Thomas' Bakersfield District Office at 2025 18th Street, telephone 323-3146.

Students will identify themselves for this project by their social security numbers. Students must be identified so that the researchers can go to the files and get the demographic information (sex, GPA, dormie/commuter, etc.) for each of the responses.

"After we get the demographic information, each student's responses will be serialized and the social security number thrown away so there is no way someone would know a particular student's response," commented Biddle. "We want to alleviate fears that a name would be associated with a response," he explained.

The research, being done in conjunction with Dr. Doris Ross, assistant professor of sociology, has never been done nationwide. "Nationwide studies have been done on an anonymous basis, but students can put anything for their sex, for instance, and in this case we will use student history files," Biddle said.

Items being considered in the project include how SOCI's are answered depending on:

Instructor's Sex	vs.	Student's Sex
Instructor's Sex	vs.	Student's Age
Instructor's Sex	vs.	Instructor's Experience
Instructor's Sex	vs.	Student's Sex vs. Time of Class
Instructor's Sex	vs.	Student's Sex vs. Size of Class
Instructor's Sex	vs.	Student's Sex vs. Academic Area (School)

Instructor's Sex	vs.	Student's Sex vs. Type of Class (Lecture, Lab, Modular)
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Also considered with the above variables of student age and sex, will be the variables of the grade level of the student, dorm vs. commuter, ethnic background, GPA, major, age, and level of the course (lower or upper division).

What will the findings result in? "I'm not sure if change will come about,"

Biddle replied. "Change could come about due to student attitudes towards the instructor, say if a male student reacts differently to a male than a female instructor," he continued.

"We can improve instruction on campus if we know the variables and how students act depending on the different categories. It may change the way instructors present material," Biddle said.

PACT Sets "Uncle Zenith"

Bakersfield's newest theatrical organization, PACT (Bakersfield Playwrights and Actors Conservatory Theater), will present "Uncle Zenith," Fri. and Sat., Feb. 25 and 26 in Harvey Auditorium's Little Theater at 8 p.m.

Written by Lowell Dabbs, Bakersfield College English instructor, "Uncle Zenith" is a farcical adult comedy, directed by Phil Penningroth. Cast members include Henry Horwege, known to Bakersfield audiences as director for Starlight of Kern, in the title role of Zenith; Nancy Arslan as Belle; Peggy Lautenschlager (cq) as Vina; Bill Moehle as Mino; and Bill King as Morton.

"The primary purpose of PACT is to provide an outlet for original theater, allowing people the opportunity to become actively involved in a learning process including all aspects of theater," stated Penningroth, co-founder of the organization with Horwege.

Tickets may be obtained at the door of Little Harvey at 7 p.m. Admission is \$2 for adults; \$1 for students with I.D. Curtain is 8 p.m. Parental discretion is advised.

Johnson Advocates Black Involvement

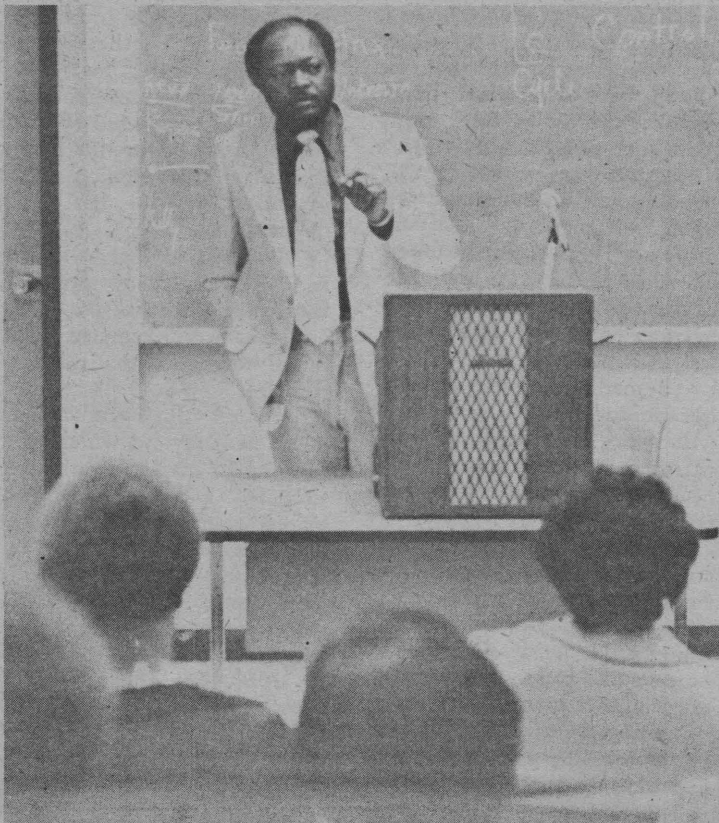
by Ethel Black

No one goes to school on Friday afternoons. Especially sunny Friday afternoons. Right?

Wrong. Last Friday, more than 40 men and women left the 2:30 p.m. sun for the 65 degree chill of Dorothy Donahoe Hall. These sweated students made this sacrifice to hear Lindsay (Cal) Johnson, Affirmative Action Officer of the Fresno Community College District, speak on black political power.

"Our first commitment should be to our blackness!" was Johnson's main thrust. Then, he outlined ways for blacks to fulfill their commitment.

Some of these ways were obvious, although essential, such as registering to vote and voting: "The age of demonstration has passed; the age of the ballot is upon us," Johnson said.



Other ways were less obvious, but equally essential. They involved strategy. More than just walking precincts and furnishing financial support for black candidates, such strategy included not running for office against other blacks Johnson stressed: "Only in unity is there strength."

He cited two examples where a lack of unity lessened the strength of the black vote. In a "Valley city" (when questioned, Johnson refused to say which), a black was bribed \$500 to run against an already-in-the-race, strong black candidate who otherwise could have won. In Atlanta, because so many blacks are competing for it, Andrew Young's Congressional seat will probably go to a "white guy."

The black candidate, too, must prepare in advance for election, not wait until "the day of the filing deadline" to decide to run and, in effect,

Continued on page 11

Albi Grievance Hearing Proceedings

Continued from page 1

Upon completion of the lengthy introductory comments, Dr. Carlos Lozano was asked to resume his testimony. Albi asked Lozano why he had changed his opinion/evaluation after previous favorable remarks.

Lozano admitted to not having "any available paperwork" to explain his change in evaluation, but said that there must have been something that induced him to change his opinion on Albi.

"Maybe someone else has some written memo on it," said Lozano, "I must have had a reason to change my recommendation."

Albi attempted to persuade Lozano that prejudicial treatment was used in Albi's evaluation, and that Lozano had asked for certain favors from Albi including a special price for art works.

Lozano refuted these charges, and with some detail engaged in a discussion with Albi concerning the once proposed establishment of an Italian Studies Chair position.

Albi's CUFA advisor, Ben Mansell, then asked Lozano how it is that details so trivial as the price of a particular art work could be recalled, while Lozano appeared unable to recall why he didn't favor the tenure of Albi. Lozano said he couldn't elaborate.

Solomon Iyasere in his initial evaluation.

Lozano commented on Albi's failure to order books while Lozano was in Europe and Albi's reluctance to teach courses when told to do so.

Lozano continued by saying that the foreign languages department is "in no more turmoil than other departments and that what turmoil there was did not occur until Albi came along." Albi, according to Lozano, fought with others and contributed little. Lozano implied that he felt Albi hoped to gain as a result of these problems.

Albi said Lozano had solicited his help in dealing with Paquette. Lozano admitted he had problems with Paquette, but that they could be settled. Lozano added that many students are opposed to Albi as a teacher.

The panel and both sides discussed the history and problems of RPT procedures at CSB.

Shuster asked Lozano about the first year of the foreign languages department. Lozano said that department members had "stars in our eyes." The faculty was optimistic about upward movement in the college. This optimism may have helped induce Lozano to have Albi

department fired since 1970.

February 14

Hearings in Frank Albi's grievance resumed Mon., Feb. 14. Salvatore Ramondino, assistant professor of foreign languages, was called as first witness. In his examination concerning the witness' present teaching duties, Albi stressed the low number (16) of students in four levels of French taught by Ramondino in modularized form.

Testimony was interrupted by Albi to call a point of order regarding a

Ramondino referred to his assistant professorship. He went on to explain his unanimous recommendation for promotion by his unit committee, raising a question from the chair as to the confidentiality of the unit committee's findings.

Albi interjected a reference to "Las Paredes Oyen" [the walls hear] indicating a doubt that secrecy is possible on campus. He concluded that Ramondino is still assistant professor, still waiting for promotion, and "I've been fired four times in the past year."

Albi went on to ask



Campus Representative Philip Wilder (Center) with advisors Dean Vince Ponko and Mary Paquette.

witness not allowed to testify because of relevance after the fact of the grievance motion. The chair explained the executive order establishing the rules of evidence and stressed that Albi had been asked to submit a list of witnesses and an indication of their probable testimony. The witness in question was not included. The chair suggested that Albi communicate the relevance of the witness' testimony in order that the committee rule.

Albi cited a letter from Lon Kellenberger, associate professor of education, and the chair explained that it resulted from a telephone query to the Chancellor's Office concerning the availability of access to tapes from the past grievance hearing.

The grievant then commented, "We will find some witnesses will refuse to testify." He referred to Solomon Iyasere's explanation that he had testified at the first hearing. At this point the chair reminded Albi that the committee has no subpoena power and that it is the grievant's responsibility to supply his witnesses.

Albi's remonstrances that he wished to save the college money were followed by an in-depth inquiry into the publishing record of Ramondino.

Albi queried, "Aren't you a unique man ... a unique professor?" Ramondino classified himself as "the only [faculty member] qualified as a Romance linguist" and lexicologist.

In answer to Albi's question concerning his academic rank "after doing so much for the college,"

Ramondino about suggestions by Carlos Lozano, former chairman of the foreign languages department, for collaboration. The witness answered, "I know that, because you had told me."

Ramondino described Lozano's opposition to Paquette becoming department chair, saying she would do so "over my dead body." He added that Lozano had contacted Oscar Perez de Sales, a colleague of Lozano's, about taking over as chair. Ramondino said he and others opposed this more as it would "push them down." Albi contacted Wilder at that time and was told no request for hiring de Sales had been made.

Ramondino continued to relate the opposition to Paquette becoming chair.

The testimony then turned to Albi's anthology of Chicano literature "Sighs and Songs of Aztlan," which Ramondino regards as scholarly.

Albi then answered Lozano's charges from the previous day that he had failed to produce a modularized Spanish course by having Ramondino describe that task as tremendous and difficult for one person to do (Ramondino worked in New York that summer and was unable to help Albi). Instead, an established modular course was used the first year and a new one developed for the second year.

Ramondino described Lozano's standard response to disagreement as, "I'm the chairman, that's the way I want it." Albi said the usual response was "Tough!"

Albi went on to describe the conflict over teaching a split schedule class.

Shuster interrupted by questioning the "dissection of personalities" and likened Albi's approach to that of a

Continued on page 9

Kids Need Toys, Books

by Trena Lee

If you have unwanted toys, bookshelves, records, or other things that are just collecting dust, why not donate them to the CSB Children's Center? The Center is in need of equipment to provide activities for the children of students, faculty, and staff.

The Children's Center was opened this past fall through the donations of many people and is an agency of the College Foundation. It gives the parents a place to leave their 2½ to 5 year olds while they attend classes, plus the kids get to meet other children.

This drive to obtain the necessary equipment is a student sponsored activity, and there are still many items needed to continue the development of the program.

The items that are especially in need are: tricycles, wagons, outdoor play toys, a slide, jump ropes, small plastic bowls, kitchen utensils; 3 lb. coffee cans, doll clothes, costumes, a full length mirror, small tables and chairs, a refrigerator, a small oven, bookshelves, children's books and records, toys, and various craft materials such as: material scraps, rick-rack, wood scraps, etc.

If you would like to donate please call 833-3177 or 833-2131. Home pick-up is available at your convenience.

Also, later this spring, a fund raising garage/yard sale is planned. Other items that you wish to donate for this activity will be appreciated.

Remember that your donations will make these children's stay, during the day, a happy one.

CSB's Children's Center has received notification from the State Office of Child Development that funds have been approved for the operation of the Center through June, 1977.

This funding is to provide for the fee reimbursement of CSB's student-parents who enroll their children in the care and developmental program of the Children's Center. It is intended to provide for low income students, although partial reimbursement is available for students who work and have substantial earnings.

The Children's Center opened as a student sponsored activity with the 1976 fall quarter and offers an individualized program of developmental activities for children aged 2½ to 6.

As it is now, the center can accommodate only thirteen children in each morning and afternoon session and thus provides much individualized attention.

Persons interested in enrolling their children at the Center should call the Children's Center - 833-3177 for further information.

Applications for the Children's Center should be made well in advance in order to insure consideration for a term that a youngster would attend.



Frank Albi (Left) and advisor F. Ben Mansell

Wilder continued to ask Lozano questions about appointments in the foreign language department and Albi's failure to administer SOCI's in Spring, 1974, as all first year instructors were required to do. Albi later argued that he considered himself a second year teacher and was exempt from this rule. (During his first year at CSB, 1972-73, Albi served as a lecturer. Whether or not a year as lecturer counts toward tenure is up to the discretion of the president. For 1973-74 Albi was classified as a first year faculty member.)

In response to Albi's charges that he degraded people, Lozano countered that it was Albi, not himself, who did such things.

Taylor then noted that Albi had been recommended by Paquette, Lozano, and Dr.

hired, but Lozano conceded, "I have erred. The evidence shows I have erred."

Lozano then described his background as a Mexican who had suffered, struggled, and won. "I don't have to give good grades to people who don't deserve them." Lozano implied that this may not be true of Anglos who have guilt feelings toward Mexican-Americans.

Wilder asked Lozano about his bias. Lozano answered that his change of recommendation was based on evidence in Albi's RPT file.

After short discussion of Lozano's statements and background, Albi named the witnesses he intended to call and how they will counter Lozano's testimony. In a final comment on department turmoil, Albi stated there had been 15 members of the

From the Front

by Jack M. Gallon

This is your war correspondent writing to you from a breakfast table cluttered with coffee cups, old cigarette butts, and empty plates. This is R&R (rest and relaxation for those of you wondering).

I've been pushing my fork, feeding my face, and kicking around the state of CSB politics over this academic year, 1976-77. Excuse me while I belch. Thank you and pardon, but the gas . . .

There is a lull in the conflict, which will begin again shortly, while the war machines repair broken vehicles and re-examine their battle plans.

The Administration, regardless of how stoic it may appear on the surface, has been gravely wounded in the conflict with Dr. John Webster.

Having witnessed the battle first hand, this reporter finds that the irregular commanders of the Behavioral Sciences have struck a rather unhealthy balance of power. In fact, Webster has, so far, disarmed the department commanders by methodically exposing, if you will, their flank.

These are the facts as they have come to light in the hearings so far:

-Webster was charged with not publishing works that advanced original ideas and that what he had published "lacked rigor" (empirical or methodological rigor).

Webster has published more literature concerning his area (Criminology) than all, and I mean all, of the professors combined now teaching in the Sociology/Anthropology Department. Two experts presently working in the field of criminology described Webster's publications as innovative and excellent.

Dr. James McMillin, who is presently an associate professor of sociology, expressed in his Feb. 2 appearance before the hearing a concern for the type of material Webster was using in his class. He went no further in his explanation than that.

Webster's work in the field of Criminology and Criminal Justice has been to focus on the work of police in the field. Because Webster neglected to use established theory in his evaluations, McMillin viewed them as less than adequate.

Verna Banks was called to testify before the Feb. 2 hearing concerning her handling of the notorious SOCI's. She testified that Dr. James Ross requested the

Winter SOCI's of Webster's students.

Having the knowledge that these SOCI's were not to be released before grades were turned in for that quarter, Ms. Banks contacted Dr. Thomas Watts, dean of behavioral sciences, for clearance to do so. Watts gave her (Ms. Banks) permission to release the SOCI's to the RPT Board then meeting to determine Webster's retention, promotion, or tenure.

The administration, having knowledge of the imprudence of their release of the SOCI's before grades were turned in, attempted twice to establish a precedent or rules by which these SOCI's could be released before grades were in.

On their third attempt they ruled, as already established, that SOCI's could not be released until grades were in.

Asked for her response to these actions, Banks said, "I punted as best as possible."

Webster, in an earlier hearing, suggested that the atmosphere in the Sociology/Anthropology Department was something less than amiable. This he did by presenting in evidence the fact that the resignation of Dr. Arthur "Chip" Paddock, a professor of sociology, was asked for by the department.

The reasons for this action against Paddock were heard in a closed session.

At the time Paddock was requested to resign, he was head of the organization of the then infantile Criminal Justice program. As requested, he did resign, but then withdrew his resignation shortly after.

This air of uncertainty surfaced again in the Feb. 2 hearing.

McMillin, called for a second time to the witness stand, was again asked questions concerning the evaluation of Webster by the Unit RPT Board, of which he was a member, at the time of Webster's evaluation. In McMillin's first testimony concerning Webster, he cited Webster for failing to show interest in departmental deliberations and for failing to carry through as Chair of the Criminal Justice program.

Webster himself, testifying in an earlier hearing, said he was informed that his presence at departmental deliberations would not be required because it was his performance the department was deliberating on.

And as for his failure to carry through as Chair of the Criminal Justice program, Webster suggested for a long

period of time after his arrival here the position as Chair of the Criminal Justice program was unfilled due to departmental confusion.

When McMillin was asked by a member of the hearing board if he ever contacted Webster concerning these alleged shortcomings, McMillin replied, "No."

Continuing his testimony, McMillin told the hearing board by the time Webster's second RPT evaluation was at hand some members of the RPT unit committee (within the Sociology/Anthropology Department) were unsure of their first evaluation of Webster.

Those dissenting suggested that perhaps the information needed for a true evaluation of Webster was not included in his RPT file. Nevertheless, Webster was again rated untenurable.

The evaluation then was turned over to the College Wide RPT Board which, contrary to the Behavioral Sciences School, judged Webster tenurable. Both evaluations were sent to the President.

McMillin told the hearing that with the exception of Dr. James Ross, the whole unit committee met with President Frankel. Frankel asked them, according to McMillin, "If I sent this report back to your Unit Committee would you make any changes in your evaluation?" McMillin said the unit committee members answered, "No."

When asked by a hearing board member if he had ever seen the College Wide Committee's decision in favor of Webster's tenure, McMillin replied, "No."

Webster called two witnesses to testify on his behalf, Captain Ed Miller, Bakersfield Police Department Commander of Field Operations Division, and Judge John Nairn of the Kern County Superior Court. Both witnesses testified to Webster's participation in community affairs by recounting encounters arranged by Webster between CSB students and the Bakersfield P.D. and the Kern Court systems.

An interesting side light to these hearings: The first meeting of the hearing was held in the fourth floor of the science building, Room 407 I believe.

The second hearing, Feb. 2, was scheduled to be heard in the same room and same building, but the morning the hearing was to take place, the decision was made to move the hearings to Audio-Visual (AV) - by whom I have not been able to find out.

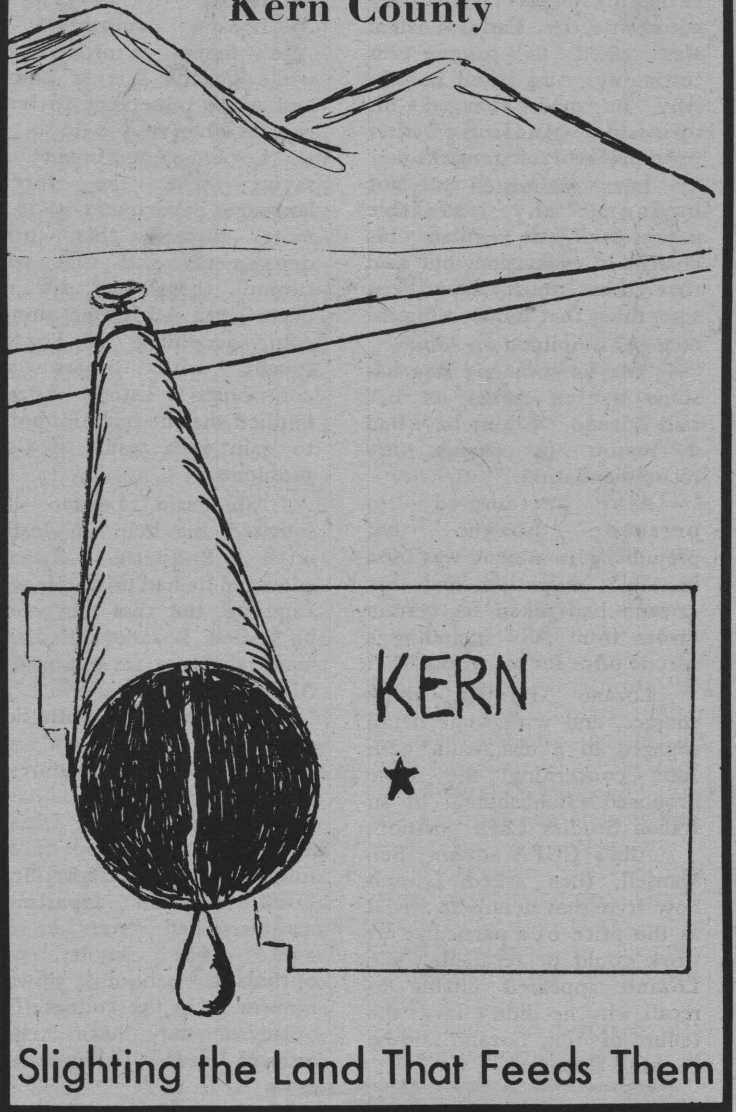
The hearing director, Tom Heflin, had no indication that the site for the hearing had been changed until that very morning.

And, again, for the third hearing, the site has been changed to the Old Bookstore.

It remains, then, very difficult to notify CSB faculty, students, and staff of the exact whereabouts of the hearing without threat of a change of venue.

Excuse me, folks, while I go for tea. See ya. I'll be in touch.

News Item: State Orders 60% Cut in Farm Water - Brunt to Fall on Kern County



Koch Invites Forensic Participation

by Lucille Granillo

Forensics is a relatively ignored subject here at CSB. Many seem to believe that it limits itself to debate. On the contrary, forensics also includes impromptu, extemporaneous speaking, original oratory, oral interpretation, readers' theatre, and after-dinner speaking.

Stephen Koch, who coaches the team here at CSB, wants to stir more interest in forensics. "We want more people in forensics, whether experienced or not," said Koch. He stressed that a student need not be an expert. Most competitions have junior and senior divisions, depending on experience.

Unfortunately, public speaking scares many people and apathy results. What many don't realize is that usually when competing, a student performs before one judge and perhaps five other competitors who are just as nervous as the speaker is.

The whole experience is well worth the effort. In past competition, CSB debaters, Leon Harris and Mark Fields, took second at UOP, ninth at Berkeley and this past weekend placed sixth at Cal Poly, Pomona, in all senior divisions.

Entering the largest competition in the country, CSB debaters also traveled to Salt Lake City, Utah. Among the 69 schools from 29 states, CSB placed fifth among 200 teams competing.

As individual debate speaker, Harris took seventh. This record is exceptional since

Harris and Fields are in first year college competition.

Koch emphasized that spring quarter will be an ideal time to join forensics. "We will do relatively less traveling, but at the same time, we'll be able to spend more time with individual events."

Koch and graduate students will be available to assist the inexperienced. Koch added, "Forensics is an excellent way for a student to develop competitive skills as well as his educational program."

Other ideas Koch plans to promote involve student demonstrations to familiarize students with forensics. Also Koch plans to invite the British debate team who make a yearly trip through California and other states. Koch indicated, "All these ideas are for the future, and with student participation, all can be accomplished."

For more information about the forensics program see Steve Koch in FT 203E or call 833-2201.

☆☆☆☆☆☆☆☆

Write!

The Runner invites students to express their ideas and opinions. Please submit letters and articles to FT-302E. Contributions should be typed or printed, double-spaced on one side of the page only. Thank you.

☆☆☆☆☆☆☆☆

The Runner

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Photography Editor John Kaiser
Staff Terry Ayala, Ethel Black, Dan Eliades,
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The Runner is a weekly publication of the Department of English, California State College, Bakersfield. Offices are located in FT-302E and F. Phone 833-2240 for more information regarding contributions and advertising.

Foghat Stages Triumphant Visit to Bakersfield

Foghat rolled into Bakersfield, rocking the Civic Auditorium with their hard-driving music last Monday night.

Amazingly enough the show opened on time. Derringer, featuring Rick Derringer (ex-McCoys and Edgar Winter Group) blusted out 45 minutes of little-known tunes and ended it all with his hit "Rock and Roll Hootchy-Koo."

Derringer's set was tight without any between-song delays or drawn-out solos. Unfortunately, the high volume level distorted the sounds enough to offend the more critical listeners in the audience.

Foghat came on in a flashy opening featuring the British National anthem and a mirrored ball reflecting green light throughout the hall.

From then on, it was all uphill as the hard-rocking kids took over.

Although Foghat has lately been joined on studio albums by producer Nick Jameson, his absence in the live show was hardly noticed.

Occasional drum and guitar solos, as well as light and fire

shows, were wisely held to a minimum and terminated prior to becoming tedious.

The crowd really came alive with the single "Slow Ride" and kept moving through three encore numbers, including a rendition of Chuck Berry's "Maybellene."

Fortunately, the headliners realized that excess loudness was not conducive to their music and played a bit softer than Derringer. The sounds, as a result, were crisp and driving.

The only complaint I have pertains to the contrivedness of the encores. Light bars, which were not used for the regular show, flashed on for the return of the band. Had no more numbers been demanded, what purpose would have been served by these lights? They were obviously to be used for the closing numbers. A bit too predictable for a rock concert.

Foghat seems to be on the verge of challenging Boston for the AM hard rock top slot, and this show evidenced their good chances of success.

It was a great \$5.00 concert. Unfortunately, the tickets went for \$7.50.

Cont. Ed. Schedules Stitchery Workshop

Wilcke Smith, an artist and teacher, will be in Bakersfield Feb. 24-25 to conduct a workshop on "Dimensional Stitchery." The program is sponsored by the Embroiderer's Guild and CSB's Division of Extended Studies.

The lecture-workshop will be offered for one unit of non-degree credit.

The schedule for the workshop is Feb. 24, 7:30 p.m. in DDH/JG 100, and Feb. 25, 10 a.m. - 4 p.m., at Guarantee Savings and Loan Association in Stockdale Village.

The cost of the workshop is \$13 plus materials. If the class is being taken for credit the fee is \$20.

The lecture will cover the potential of design and color in stitchery, summaries of techniques used, origin of design and concept and materials involved. Slides will illustrate various approaches and use of the demonstrated techniques.

The workshop will acquaint students with a variety of techniques, including textural effects, needleweaving and variations on classic stitches.

Participants will complete a project using the techniques taught and will receive a permanent record of material covered.

This course will be offered two more times in the spring quarter by the Embroiderer's Guild.

Museum Alliance Plans Costume Session

The Historical Costume Committee of the Kern County Museum Alliance has scheduled workshops to assist those interested in the planning and creating of period costumes for entry in the Heritage Days Contest. The contest is held during the celebration at Pioneer Village, April 30 and May 1.

Judging of the entries is scheduled for April 22 at 7 p.m., and the Fashion Show will be on Sunday, May 1.

Anyone may enter the contest; attendance at the workshops is not a requirement.

The workshops are scheduled for Feb. 26, March 12 and 26, and will be held in the basement of the Museum.

Beginning at 11 a.m. and closing at 3 p.m., the classes will be conducted by Delores Heller, Ann Goodman, and Lois Rosas.

A donation of \$2 will be accepted and a sack lunch is suggested. Coffee and tea will be provided by the staff.

For further information call the Museum at 861-2132 or Delores Heller at 325-1163, evenings.

* This Weekend

* "The Runner" cannot assume responsibility for the accuracy of these items, as the establishments concerned have furnished the information and may change their programs. "The Runner" also advises that the 21 year minimum age is enforced at many places. Some locations may assess a cover charge. Call for more information and times.

* BARS AND LOUNGES

- * Bakersfield Inn — 1101 Union Ave.
Reggie and Alex 9 p.m. to 2 a.m.
Stepping In 9 p.m. to 2 a.m.
- * Black Angus — 303 Union Ave.
Buttermilk 8:30 p.m. to 1:30 a.m.
- * Casa Royale — 251 S. Union Ave.
J. C. Farris 9 p.m. to 1:30 a.m.
- * Cimarron — 913 N. Chester Ave.
Billy Stevens 9 p.m. to 1 a.m.
- * Circle Inn — 1416 Golden State Hwy.
Oscar Whittington 9 p.m. to 2 a.m.
- * Freddie's Top of the Hill — 2674 Mt. Vernon Ave.
Crystal Hill 9 p.m. to 1:30 a.m.

- * Happy Buzzard — Wall Street Alley
Edgar Kelly Group 9 p.m. to 1:30 a.m. \$1 cover

- * Iron Horse — California & Oak
Smile 7 p.m. to 2 a.m.

- * King's Lounge — 955 Real Road
Little Ray 9 p.m. to 2 a.m. \$1 cover

- * Lyons — 5410 Stockdale Hwy.
Lenny and Genie 9 p.m. to 1 a.m.

- * Maitia — 700 Truxtun Ave.
Soundtower 9 p.m. to 1 a.m.

- * Michael's — 1800 Chester Ave.
Breckinridge — 9:30 p.m. to 2 a.m.

- * Ramada Cocktail Lounge — 2670 Pierce Rd.
Hayshakers 9 p.m. to 1:30 a.m.

- * Royale Palms Country Star Saloon — 200 Union Ave.
Ted Forse 9 p.m. to 1:30 a.m.

- * Tam O'Shanter — 2345 Alta Vista
Skyline 8:30 p.m. to 1:30 a.m.

- * Tex's Barrel House — 1524 Golden State Hwy.
Harold Cox 9 p.m. to 2 a.m.

- * Trout's — 805 N. Chester Ave.
Sanland Brothers 9 p.m. to 1:30 a.m.

* MOVIES

- * Crest Drive-In — 3401 Pacheco Road
Never A Dull Moment and The Three Caballeros

- * Fox Theatre — 2001 H Street
Freaky Friday and Peter Pan (G)

- * Nile Theatre — 1721 19th Street

- * South Chester Drive-In
Black Dragon and Yellow Tiger
Forced to Fight

- * Stockdale Village Six — 5430 Stockdale Hwy.

- 1. Rocky (PG)
- 2. Rocky (PG)
- 3. Twilight's Last Gleaming (R)
- 4. Mysteries and Noah's Ark (G)
- 5. Sentinel (R)
- 6. Silver Streak (PG)

- * Tejon Theatre — 1200 Baker Street
Shaggy D.A. and Ride A Wild Pony (G)

- * Valley Plaza Cinema
1. Network (R)
2. Cassandra Crossing (R)

* OTHER PLACES

- * Bakersfield Civic Auditorium — 1001 Truxtun Ave.
Feb. 19-20 Gold Skate Classic (roller skating competition)
*all day
Feb. 21-22 Assembly of God, Speaker — David Wilkerson
*(author of *The Cross and the Switchblade*)
Feb. 23-24 Bridal Fair (fashion show)

- * Bakersfield College
Feb. 26 — Alumni Night, BC vs. Mission. Pregame 6:00,
*game starts 7:30

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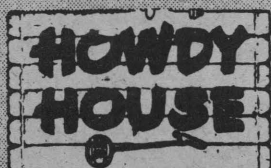
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Student Consultation Panel Produces Significant Results

by Diane Nunez

"We were surprised with the number of students who participated because of the rush of the whole thing and the lack of publicity before Thursday," commented Bob Ransom, one of the six members of the student consultation panel.

Members of the consultation panel were available Wed., Thurs., and Fri., Feb. 9 through Feb. 11, to hear students' comments on

faculty, librarians, and student affairs officers being evaluated for retention, promotion, and tenure this spring.

Members of the consultation panel were the student representatives to the College Council. A total of six students sat on the panel with a minimum of three students present at all times to hear students' input.

Ransom reported that a total of 36 statements were filed with the panel. Of these, 34 were oral and two were written.

Students who consulted with the panel were first asked to give their testimony. If the testimony wasn't clear, such as: "Mr./Mrs. So and So is an excellent teacher," the panel would try to get the student to give reasons why the teacher was good or bad. The panel would then ask them if they were ranking the instructor the same way they had ranked him/her on the SOCI's. The idea behind this question was to see if the student had later changed his mind about the instructor.

Second, the panel would (if the testimony were

questionable) ask if the information were favorable or unfavorable to the instructor. Better yet, for more clarification the panel would ask the student what his criteria were for judging a teacher.

Also, the panel would ask the student if he/she would like to rank the instructor in comparison to other instructors here at CSB, using this information to clarify just how good/bad the instructor was.

Afterwards the panel asked the students if they would like a copy of the summary of their testimony sent to them. Those who wished a copy will receive one for their validation.

Signed, written statements were also submitted to the panel.

"The panel offered a good opportunity for students to become more involved in seeing good teachers stay at CSB," commented Ransom.

He concluded, "Next time the dates, time, and places of the panel will be publicized a little more in advance than they were this quarter."

Students Give Views on RPT Input

by Tony Hernandez

The 'Runner questioned a number of CSB students to find out if and why they would be willing to participate in the consultation panel for the retention, promotion and tenure of faculty, librarians, and student affairs officers being evaluated.

Mary Montecino remarked, "Yes, I would participate because some instructors I have had don't show any interest in what they are teaching and this tends to make the student lose interest."

"But then I have also had instructors who take interest in what they are doing and show that they are benefiting both themselves and their students through their instruction," she continued. "I would like for someone to hear my comments on these faculty."

A student who wished to remain anonymous replied, "Yes, I would participate because it would help teachers understand what they might be doing wrong in the way they teach."

Dan Marines commented, "Yes, I would participate because it might help teachers structure their classes a little better."

Don Phillips said, "Yes, I would participate because teachers should be open to criticism, both good and bad. A two way communication to show how a teacher is coming across to the class and to inform him whether or not he is doing a good job can be helpful. I also feel a teacher should be graded."

Jesse Esparza remarked, "Yes, I would participate, to tell the teachers they were doing a good job of teaching."

Jesse Chapa answered, "Yes, I would participate to help keep those teachers who are effective here at CSB and to get rid of those who aren't effective."

Thelma Keeling indicated, "Yes, I would participate, because it could be a good thing if used in the correct way. For example, personality factors could be threatening to a teacher's career. We have to be aware of our motives when we say what we say about our instructors."

Faculty Comments on RPT Input

by Tony Hernandez

Several of the instructors who are on the list for retention, promotion or tenure this spring were asked to relate what their reactions to the panel set up to increase students' input into the RPT process

Richard Stockton, associate professor of English, commented, "I approve highly of student input, but," he added, "I don't know if this is the best way to do it."

"This is a very good method of how students' opinions can be expressed," he continued.

"I am very much impressed by the seriousness of the students on the panel; they seem to realize the importance and value of the whole thing. They have put a great deal of thought into it and have set up guidelines for questioning."

Stockton went on to say, "I think student input makes the faculty feel uneasy, but after this first year's results come out, things will get better."

David Rouse, assistant professor of philosophy, remarked, "SOCI's are lousy because 1) they don't ask if you've learned anything, 2) they don't ask why you would recommend an instructor, 3) in comparing the instructor to others at this college, they don't ask in comparison to what?"

"I feel the number one question should be: what kind of teaching job is the instructor doing?"

Rouse went on to say, "There is no indication that student evaluations to a panel will produce a worse result for the instructor."

Rouse would like to see a question on the SOCI's regarding what students think of the instructor sometime after the course to see if the student has been able to apply anything he has learned.

Rouse explained, "Because I feel if a student does well in another class in the area I taught, it is indicative of something."

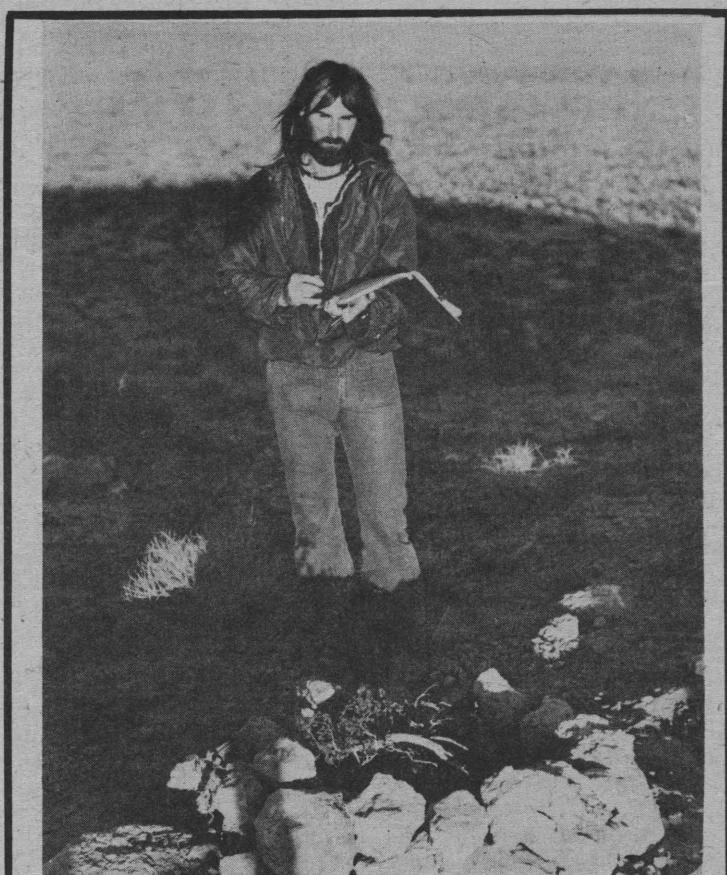
Rouse added, "The question is, 'what will the evaluation committee do with the students' comments?' Students should be aware of what they say, not how it can be used, but now it can be abused."

He added, "I hope students will take this panel seriously and continue to demand to have some input into RPT."

Assistant professor of history, Gerald Stanley, answered: "Student input? A good idea, I'm all for it, but I like SOCI's because they help the instructor in reconstructing his class for better understanding — this is often forgotten. The SOCI helps the instructor to slow down, lecture, and in general make for a better class."

"I feel these oral evaluations won't be as valuable or specific in helping me reconstruct my classes. I feel students are protected by SOCI's. Under this panel, students must reveal their identity; their names are recorded and in the long run students might be liable for slander."

Stanley added, "Ultimately, the whole thing depends on the intelligence of the panel and what guidelines they will develop. Right now there have been no provisions



GEORGE KETTERL

EARTH TIME

MAN TIME

A TALK

about

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ART LANDSCAPE

thursday, february 17, 1977 / 8:00 pm
dorothy donahoe hall GJ-102

mentioned for what kind of students can come and comment (i.e., never having had the instructor before). You don't know the student's GPA as you do with SOCI's, and the difference between someone commenting on the instructor for three years ago or one year ago."

"Mainly I like SOCI's. Therefore, I hope this panel doesn't overthrow SOCI's because they are more comprehensive and immediate. I like SOCI's, they are valuable to me. I take specific interest in what the written comments are on the back; I would like to see it mandatory that SOCI's be put in the RPT file for the written comments."

Stanley ended saying, "Student input is good; this panel is good, too, as long as you don't forget SOCI's and don't forget about trying to help the teacher in his course development."

Allan Seltzer, associate professor of psychology, responded, "I favor student participation in the RPT process, and the method they are using is good; it protects students and faculty because students can say what they want to their peers and aren't under pressure."

"It also gives students anonymity which is absolutely essential if this process is going to work. It gives the faculty something in writing to respond to."

"The fact that the student panel submits something in writing is good because the faculty member can answer to it."

Seltzer mentioned some beneficial side effects of the student consultation panel. 1) "It gives the student some

sense of responsibility, which is important, and I trust students and colleagues to make sensible use of this process."

Seltzer added, "I welcome the student consultation panel along with the SOCI's to add another method of telling us faculty what we are doing."

Seltzer explained, "If a student thinks I'm lousy, I'm willing to take that chance. If they think I'm lousy, someone has the right to know. This process will give us a chance to find out whether student input will work."

"You students have more control over your life than you think, if you use it," Seltzer said.

"I feel confident because we have a superior bunch of representatives to college council as well as a superior college council," he concluded.

Bennett to Speak on Ethics

On Tuesday, March 1 at 8 p.m. in Sci. 179 (new Science Building), John C. Bennett will speak on the topic "Morality and Foreign Policy" at a meeting of the Philosophy Club.

Bennett is a world-renowned Christian ethicist, and is presently visiting professor at Claremont School of Theology.

His latest book is titled *The Radical Imperative*. His next book, *U. S. Foreign Policy and Christian Ethics*, is to be published this year.

Students Find Feldenkrais Method "Fishy"

by Ethel Black

"Lie down. Try to imagine you are a very simple creature. Perhaps a single cell in the ocean. You have no particular shape. No sensation of hot or cold—"

Margaret Wilson spoke in a soft, relaxing voice to the dozen students lying in a circle on the wrestling room's blue plastic gym mats. By outlining this fantasy, she was instructing the group last week in "Awareness through Movement" techniques.

A lecturer in the Continuing Education program, Wilson learned these techniques as part of her doctoral work at the Humanistic Psychology Institute, where she is a student of Moshe Feldenkrais.

Feldenkrais sees problems in behavior as problems in physiology not psychology. "Moshe recognizes no

psychological problems," Wilson told the group, "only problems in the brain."

He corrects these problems by a process that might be described as regression. According to Feldenkrais, "My system or technique of bringing about better maturation of our nervous system uses the reversibility relationship of our muscular and nervous system."

Subjects are encouraged to return to a stage that existed prior to the disturbing behavior they are now evidencing.

Such behavior might be something as specific as a malfunctioning wrist. But rather than targeting his treatment on the wrist, Feldenkrais would survey a spectrum that might involve the whole arm, or even the entire body. He would encourage the subject to move his arm mimicking a baby's gestures.

Then Feldenkrais would encourage his subjects to learn to differentiate various aspects of such movements.

By differentiation, he would thus sense the "goings on" in his body that would enable him to use his wrist in a way that was not hurtful. ("Once the ability to differentiate is improved, the details of the self or the surroundings can be sensed and the rest is only a question of experience, practice, time and attention," says Feldenkrais.)

The fantasy Wilson instructed the group in — that of being a one-celled animal — is a technique used in this process of going back to a less complex stage of development.

During the course of the reverie, the class was encouraged to imagine they were progressing to "higher levels" of life — jellyfish, fish with fins, crawling fish. After crawling "out of the water to

the shore," they first walked on all fours, then stood erect.

"What you did," Wilson explained, "amounts to over two hundred million years of development. The period from birth to walking in a human infant is more than two hundred million years."

She then asked them to describe their experiences.

"I didn't like being under water," one woman volunteered.

"I thought the water felt safe," countered a young man.

"I liked climbing out" was another comment.

In regard to this discussion, Wilson offered a caveat: Feldenkrais, she said, rarely asks for verbal comments on his exercises as she was doing.

He believes that each person should be oriented only to himself or herself. Discussions of experiences

might enduce a competitive atmosphere, an atmosphere that might lead to such worry as: Was my experience as "good" as someone else's?

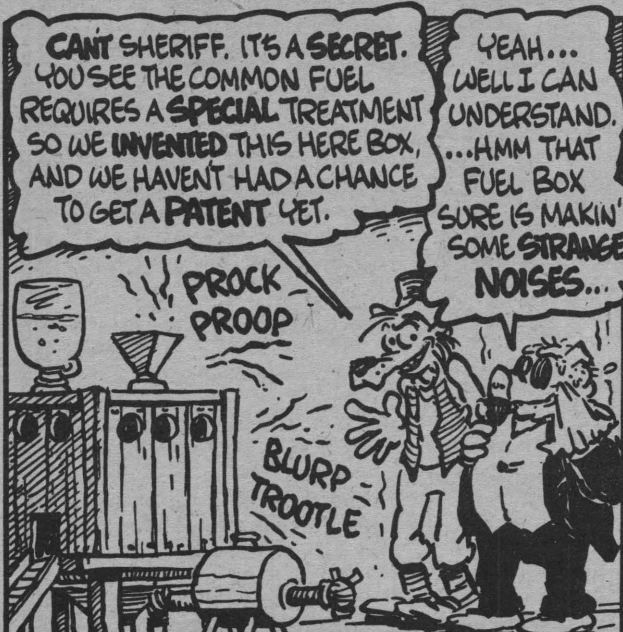
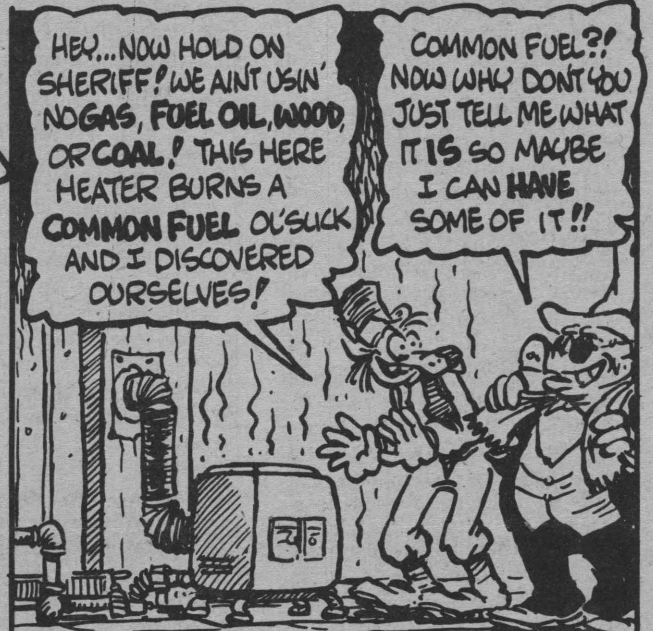
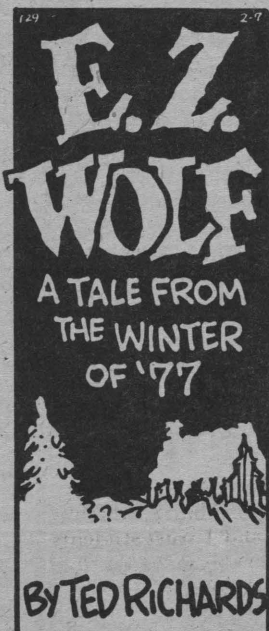
"Moshe's rules (for therapy)," Wilson told the group, "are: It ought to be fun; it ought to be easy; it ought to be slow."

Feldenkrais holds a Ph.D. in engineering from the Sorbonne in Paris. His book "Awareness through Movement" is stocked by the Kern County Library.

A 1½-day course outlining Feldenkrais' techniques will be offered May 6 from 7 to 10 p.m., and May 7 from 9 a.m. to 4 p.m. at CSB.

One unit of credit will be given for participation in the course, Psych. 577.005.

For further information, phone the Office of Extended Studies, 833-2207.



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Enrollment Deadline
for Spring Quarter
is Feb. 24
call 833-3117 now!

Vet's Best Bet

by Jerome Evans

Remember the 8% pay raise we got back in October, 1976? Well vets, there's another side to it. Congress decided to give vets more money in educational benefits, but also decided to be a bit more strict in the distribution of it and thereby end some abuses of VA educational benefits.

The subject at hand is the receipt of non-punitive grades and VA benefits. The VA will not pay for a course unless you get a grade for it. Unless a course grade is used in computing your GPA, the VA will not pay you for it. This can cause some rather hectic problems. For instance, if you are auditing a course, don't expect the VA to pay you for it; they won't.

Say, for example, you withdraw from a course after the add/drop period at the beginning of the quarter. The VA will stop payment for that course (by the number of units involved) the last day you attended it.

If in the next thirty days you fail to provide the VA with an explanation of the mitigating circumstances that caused you to withdraw from the course, the VA will not pay for any part of that course.

In other words, if you cannot give an acceptable, valid reason for withdrawing from the course, the VA will pretend you never signed up for the course in the first place; any money paid during the interim period would be owed back to the government!

Also, if you should be taking a class for credit/no-credit and receive no-credit, the VA will not pay for any part of that class; you will have an overpayment for that class for the entire quarter.

The amount of money involved would depend on the number of dependents you have and how many units are involved. As an example, a single vet gets \$292 per month, if enrolled full time. A single vet gets \$219 per month for three quarter time enrollment.

Let's say the vet dropped from 15 units (full time) to 10 units (three quarter time) near the end of the quarter. If he could not provide valid reasons for the reduction of units he

would owe the government \$219 at the end of the quarter.

On the books it would appear that the vet has always been enrolled at three quarter time while drawing full time pay.

On the other hand, receipt of punitive grades ("D," "F") causes no problem with VA benefits. The VA's reasoning is that punitive grades are used in computing your GPA and therefore go toward your degree.

So this aspect of Public Law 94-502 boils down to this: if you take a course and receive a grade, even a punitive grade ("D," "F") the VA will pay for that course; if you take a course and receive a non-punitive grade ("W," "NC," "AU") the VA will not pay for it.

If you can supply valid reasons for receiving non-punitive grades, the VA will pay you for the course up to the last day you attended; if no valid reason can be given the VA will not pay for any portion of that course; it will be as if you never signed up for it.

If you are curious as to what valid reasons are, here are three examples:

- 1) Serious illness of the vet.
- 2) Discontinuance of a course by the school.
- 3) Active duty military service, including active duty for training.

These are by no means all of the reasons the VA will accept as valid. They are only examples of the kinds of reasons expected by the VA. If you withdraw because your dog had the chickenpox, expect to owe the VA some money.

The really bad part about this whole business is that it became effective Dec. 1, 1976. This involves the Fall '76 quarter. It is estimated that 3-5% of the vets who attended last Fall will be affected by this law.

If you need more information about Public Law 94-502, contact the OVA on campus and ask to see a copy of DVB Circular 20-76-84 Appendix M.

As an item of general interest, approximately 1 1/2 million dollars in VA educational benefits were paid to vets attending CSB last year.

CC Continues RPT Review

Continued from page 1

will be held confidential. However, they shall also be apprised of the fact that if a grievance should progress to the point of litigation, they may be called upon to testify.

2.2. A unit committee may request the personal appearance of the student group of a representative, and the student group or a representative may request to appear in person before the unit committee.

3.0. Notification to students as to which faculty are being evaluated, and where and when they may submit information, shall be published on a timely basis in the College newspaper and posted at appropriate points on campus to ensure communication to the broadest cross-section of the student community. Such announcements should not be made in class.

4.0. The written briefs must be received by the faculty members three working days prior to the time Unit RPT Committees have access to the files.

4.1. Hearings by the student committee should begin approximately ten and no later than five working days prior to the time in which briefs are scheduled to be forwarded to the faculty members and to their files.

RATIONALE: It should be easier for students to communicate to RPT Committees through student

facilitators, and additionally this would help avoid any subtle influencing of students because of intimidation and/or fear of reprisal if they were to come before a faculty body. Further, this would tend to eliminate a potential adversary relationship between students and RPT committees."

The following are proposed amendments from Dean Vincent Ponko, School of Humanities:

"That section 1.0 to read that departmental and RPT committees should make certain that meetings are held at a time and place appropriately available for students to appear before such a committee; section 2.0 to read that students appearing before the RPT committee may give opinions of that faculty member being evaluated to the unit committee in an oral form or in a written form with a signature; Section 2.1 to read that no records will be kept; section 2.2 to read that the unit committee will take into consideration any testimony given by students and then may incorporate such testimony into RPT recommendations."

College Council recently received a memo from Fabian T. Fang regarding the option of

plus/minus grades and passed a recommendation from the Curricular Policy Committee that the College Catalog changes proposed by Academic Vice President Philip S. Wilder be accepted with certain exceptions.

Fang's memo indicated that the CSUC Board of Trustees passed resolutions allowing campuses to use "plus" and "minus" designations, and even finer decimal values, in combination with letter grades.

This possibility of establishing plus/minus grades at CSB was referred to the Curricular Policy Committee, which is considering the larger problem of innovative grading systems as a whole.

Catalog changes approved by Council with noted exceptions relating to "the policy (or lack of policy) governing the addition of courses such as Education 665, 668.001, 669.001, and 693," to "the deletion of the Asian History courses," and to the Nursing Department's "Academic Regulations" which state, "An unsatisfactory grade may be removed by repeating the course, although such grade will still be counted in computing the overall grade point average."

The full text of the Catalog changes and Council's exceptions are available from College Council.

The bold one.

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Albi Hearings Continue Throughout Week

Continued from page 3

"junta" judging people for the "firing squad." He asked how the testimony pertained to the matter at hand and added, "Nothing is clear to me. What is all this leading to?"

Albi replied that he was trying to show that Lozano's behavior was inconsistent and illogical.

Albi and Paquette then argued over a letter from a student regarding Albi as a teacher. Albi said the letter was solicited by Ponko but this was denied.

Discussion of the department's criteria for retention, promotion, and tenure (RPT) followed. Albi maintained that recent changes in the criteria could not be used to judge him because he had been excluded from departmental meetings. He stated, "Albi is here, alive and well. Therefore any changes in this document do not apply to Albi because Albi had nothing to do with them."

"You were not entitled to attend those meetings," countered Ramondino. He explained that Albi's terminal status at that time precluded him from meetings to discuss the coming year's policy.

Following the administration panel's disclosure that Albi had indeed been judged by the original criteria because of his changed status, the chair questioned Ramondino as to his duties as secretary at the departmental meetings. The witness denied responsibility for informing other faculty members of the proceedings or for distributing minutes.

In answer to Albi's query about his feelings of having been judged fairly, Ramondino said, "I deserve promotion and tenure as much as anyone else." He suggested that if he had been known better or had "lobbied" better, he would be in a different position. He described himself as "not personally satisfied in the justice" he received.

Albi was more blunt: "I deserve it [promotion and tenure] MORE than someone else!"

Albi entered into a lengthy discussion with Ramondino concerning personalities in the foreign languages department in an attempt to discredit earlier witnesses. He cited differences and rivalries within the department, and at one point used the technique, "I doubt as to mention..." to suggest an unsavory reference he was "ashamed of repeating."

Following the innuendo, Albi led Ramondino into an exposition of past intra-departmental politics including reappointment and dismissal decisions, screening committees, and the institution of tape-recorded department meetings.

Ramondino explained, "We weren't too sure what had been said by various persons." Records were not kept permanently but erased each year. Albi remarked that he had requested the tapes be kept for future use at his grievance hearing because one "could not portray the spirit of a meeting in minutes."

Albi went on to describe intra-department conflict over teaching Italian and that Lozano had changed his mind on the matter.

Wilder began to question Ramondino about the difficulties of getting tenure and said he didn't feel that the testimony so far had shown any illogic or inconsistency in Lozano's behavior.

Ramondino stated that he got along well with almost everyone. He also described the meetings at Lozano's home as not anti-French and that no plan for dealing with Paquette arose, only talk was produced. Ramondino described himself as trying to conciliate things.

Ramondino also stated that he felt Lozano was the center of turmoil in the department, and gave his plotting against Paquette as proof. He added that Lozano's recommendation of Paquette as chair was a complete turnaround and that the Albi-Lozano feud was most disruptive.

The value of modular courses was debated, as were the problems with the first

year of the modular Spanish program (due to difficulties with the publisher). When the new course was formulated, Ramondino admitted that Albi's section was more incomplete than others and had to be rewritten.

Paquette then charged Albi with giving a grade to a student who hadn't completed a course and told that student to take the course again. A memo in Albi's RPT file confirmed this.

The grievance panel proceeded to question Ramondino. Spencer asked about the irregularity of teaching split schedule courses. Ramondino said he had also taught such a course and Paquette added she has done so for seven years.

Albi interjected that his point was not the classes, but the power-based directive made by Lozano.

Taylor asked about the meetings at Lozano's and the answer was that the meetings concerned department policies and that most of the disagreements between Lozano and Paquette were judgmental.

The tone and atmosphere of Frank Albi's grievance hearing during Monday night's session was of an unusual nature in comparison to most of the preceding sessions.

The hearings progressed quietly and orderly, witnessing no angry outbursts from Albi but rather a calm thorough defensive temperament. Dr. Wilder, seeming slightly impatient throughout the questioning, maintained the air of cooperation.

Seven witnesses were called during the evening, all of whom were students or former students, testifying in Albi's defense. All of the witnesses spoke favorably of Albi and his teaching methods.

The first witness, Mrs. Cherie Walz, testified that on two or three occasions in 1974, while taking a class from Dr. Carlos Lozano, during class time Lozano had questioned the students on Albi's teaching and grading methods in a way that she felt suggested he was "digging for something."

Jesse Chappa, the second witness, related an incident of a fellow student, Annette Woods (who did not wish to testify when asked), who verbally complained of Albi's teaching of the modular class she was taking. Chappa said that Woods was told by Dean Ponko's secretary that in order for action to be taken on her complaint she must have that complaint in writing. She was then called at home by a faculty member and told again to write out her complaints, though the caller's name was unknown by Chappa.

Wilder interjected into the seemingly irrelevant testimony that proper school procedure was followed by the secretary in requesting the complaint be written.

The next witness, Janice Malouf, stated that in dropping a modular class of Albi's she felt when giving her written reason for dropping the class, the school wanted her "to write something derogatory about Albi." Having given numerous verbal reasons for dropping, none of which related to Albi's teaching, she felt only one of her reasons was sufficient for the written request and was bothered by the fact the school asked her to list all of the reasons she had verbally given.

Again, upholding the dignity of the school, Wilder pointed out that Malouf had dropped the class after the fourth week of the quarter and that it is CSB campus policy for a written excuse to be given in dropping a class after this time.

The next witnesses, including Maria Chris Carrera and Bob G. Caves, praised Albi's teaching methods and testified that they felt his grading was fair.

The grievance panel stopped a line of Albi's questioning that asked for these students to compare his teaching to Lozano's on the basis it would be an oral SOCI.

A closed session was requested and granted for the final witness of the evening.

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History of Rock 'n' Roll

Bob Harlow, the Music Director of KERN Radio and manager of Sage Music Mart, will be presenting two lectures on the history of rock and roll in George Guilmet's Village Bulletin Board Course, American Popular Music.

The lectures will be given on Tues., Feb. 22, and Tues., March 1 at 10:30-12 in PA 105.

All interested students and faculty are welcome to attend.

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Webster Hearing Goes Into Fifth Day

Continued from page 1

according to McMillin, present much new evidence, the methodology was reliable and the conclusions were sound, but the work was not theoretical. McMillin finally conceded that the work was sophisticated but not outstanding.

Busacca pointed out that McMillin's article (which McMillin co-authored) was neither theoretical nor outstanding by outside criteria.

McMillin also answered that the unit committee did "not really" take note of letters in the RPT file which commended Webster's book, but thought that the letters did cause reflection on the substantiality of Webster's ideas. One unsolicited letter stated, "Thus we are interested in your work which is among the outstanding in dealing with the realities of police work."

Busacca emphasized that McMillin could overlook some items and refuse to temper his opinions as he was biased when faced by outside evidence. Busacca described McMillin as "one voice crying out in the wilderness" against overwhelming evidence of the opposite viewpoint.

Busacca then began to ask McMillin about Webster's service to the college and the community.

McMillin argued that Webster had missed some departmental meetings, although he admitted that roll was never taken at the meetings and that it was not uncommon for others to miss some of the meetings. Busacca implied that he felt McMillin's disfavor toward Webster was due to Webster's not attending all the meetings.

Webster had, according to Busacca, requested to be allowed to serve on the Course Curriculum Committee three times, conforming to one of the criteria of his job.

Webster has also tried to help students improve their writing skills as part of his service to the college.

Busacca found many more pluses than minuses for Webster in McMillin's testimony and concluded that McMillin's decision to terminate Webster was arbitrary.

In the area of service McMillin added that Webster's record approaches "outstanding."

Prior to adjourning for lunch, the hearing then concerned itself with the innovative nature of Webster's work.

The hearing continued at 1:05 p.m. after a break for lunch of one hour. McMillin

resumed his testimony with Webster's attorney questioning him on the role of the Unit Committee's interpretation of terms used in evaluation of personnel.

Busacca asked McMillin to define "innovative," "involvement," and "outstanding" as those words are used in the evaluation process. Busacca then compared McMillin's interpretations of those terms to Webster's campus activities in an attempt to have McMillin re-consider his unfavorable evaluation of Webster.

While McMillin admitted that strict definitions of those particular terms were not clear to him, he definitely did not consider Webster's activities as innovative.

Busacca charged that the Unit Committee used arbitrary analysis in considering Webster's RPT file. Busacca brought out the fact that Webster had the occasion to take a class of students "to intimately visit the inner sanctum" of Superior Court Judge Nairn.

When asked if this wasn't an innovative and outstanding effort on Webster's part, McMillin stressed that such a field trip was not necessarily innovative.

Busacca then brought out Webster's apparent concern over improving the writing skills of some of his students. McMillin acknowledged that such concern is the mark of a dedicated educator but didn't qualify Webster as Outstanding.

In a final effort to prove an innovative nature in Webster's approach to the discipline of Criminal Justice, Busacca again reminded McMillin of the candid visit with Judge Nairn.

While McMillin agreed that Webster had used tactics of a "different nature" in trying to communicate to his students a clear understanding of the nature of criminal justice, McMillin repeated that he did not think the field trip was particularly innovative.

Upon re-direct questioning from Counselor Henry, McMillin was asked to explain his understanding of the SOCI's input in teacher evaluation. McMillin assured Henry that norms in terms of SOCI value were always considered and understood by the Unit Committee in Dr. Webster's evaluation. Henry then asked if McMillin was familiar with Webster's publications as of October, 1975. "I had read most all of them," responded McMillin, "and their quality was (to me)

adequate, competent, but not outstanding." McMillin also elaborated that he had discussed Webster's publication list with other departmental personnel, including Dr. Paddock, prior to Webster's original appointment. While McMillin recalled that he was personally concerned about the quality of the work, he wasn't sure if Paddock had issued an opinion at that time.

Henry then questioned the Unit Committee's processes by which RPT files are evaluated. McMillin was asked if he knew of other evaluations handled simultaneously to Webster's. "There were six or eight other evaluations being conducted along with Webster's," McMillin testified, "and ALL were handled under the same standards." But McMillin also admitted that the qualifying effect of such terms as outstanding, innovative, and involvement were hardly precise, and that subjectivity in terms of evaluation could hardly be avoided. In his final line of testimony under re-direct by Henry, McMillin acknowledged that he didn't think that he (McMillin) was evaluated under these sets of requirements and Unit Committee analysis. When asked by Henry if he would have considered himself for tenure, McMillin responded, "Certainly not... no way!"

After a short break, Busacca brought up a point to the grievance board. Busacca asked whether or not the nature of Mr. Henry's questioning was more in line of repetitive, re-examination rather than re-direct questioning. The grievance panel held a brief session among themselves to consider Busacca's point, then ruled that in an effort to reach all the truth, no line of questioning would be restricted unless it did consist of repetitive and/or non-relevant material. At that point, Henry yielded to Busacca for his re-direct questioning.

Busacca attempted to disprove the relevancy of the Unit Committee's equal application of standards in consideration of the six files (including Webster's). McMillin acknowledged that Webster was the only instructor of the six who was being considered for tenure as a full professor. "Is it not true, then," asked Busacca, "That no comparison of standards could have been drawn in Webster's evaluation since he was the only full professor under evaluation?" McMillin responded that Busacca was correct in that statement. The counsel for

Webster then ended his re-direct, and the grievance panel began their questioning of McMillin.

Questioning by the panel was initiated by Heflin who asked McMillin to elaborate on the use of SOCI's by the Unit Committee in the evaluation process. McMillin explained that most faculty are in agreement that the numerical value on the SOCI's tends to be higher than normal, and that the standard deviation around the norm probably isn't considered. McMillin suggested that due to the relatively low point range (1-5) of the SOCI's, such data would possibly be inconclusive.

Heflin asked McMillin why the Unit Committee had changed its evaluation of Webster. McMillin said the change in attitude was unexplainable, but that the Unit Committee seemed to have acted reasonably in its last RPT evaluation.

While McMillin admitted that he didn't agree with three of the people involved in evaluation — Russell Travis, James Ross, and Phil Silverman — he also pointed out that no one person on the evaluation committee "carried the banner" in terms of leading the committee to a joint decision.

McMillin went on to elaborate that in his opinion the Sociology/Anthropology department seemed reluctant in accepting a criminal justice program. Concern seems to have been based on the possibility of development of a vocational rather than academic program.

In response to grievance board member Dick Noel, McMillin stated that he thought that the '75/'76 review of Webster's SOCI's were favorable. McMillin also reiterated to panel member Rodolfo Serrano that the computation methods and the numerical significance of the SOCI's were possibly inconclusive.

The hearing was adjourned at 3:30 p.m. with both counsels trying to determine when their next hearing could be scheduled. Henry also volunteered that upcoming witnesses he intends to call include Professors (James) Ross, Silverman, and Travis, in addition to Dean Watts and Vice-President Wilder.

February 11

Last Thursday, Feb. 11, the hearing began with testimony from Richard Graves, professor of public administration.

Graves had been asked by Webster to be his representative to the unit committee. Graves stated his duties were not made clear, but that he did not see his role as that of an advocate.

He continued by describing the behavior of the committee as "satisfactory" and that the members were not adversaries of Webster. Graves described the Soc-Anth unit as more thorough than in BPA.

Busacca questioned Graves on the matter of the winter SOCI's. (These SOCI's were released to the committee prior to grades being turned in.) Because Webster's SOCI's showed an upward trend, Graves told the committee he would like to see the SOCI's for that quarter.

Graves said that unit member Dr. Phil Silverman disappeared and returned shortly with the SOCI's in question. "I believe he got them (the SOCI's) from Dr. Watts," said Graves. After being examined, the SOCI's were returned.

Graves described the SOCI's from one class as very good, and the other set as about average. The SOCI's were not prejudicial. Graves mentioned that the underhandedness or illegality of obtaining the SOCI's was never discussed.

Because he disagreed with the unit report that Webster be terminated, Graves wrote a minority report. Graves also criticized the Behavioral Science RPT criteria.

Graves then explained how he used the SOCI's in evaluating instructors. (His method was similar to McMillin's.)

Under questioning from Busacca, Graves said that he felt he had to be just as strongly convinced as other members of the unit committee, and using his own criteria, felt that Webster should be tenured.

Graves added that he felt Webster was outstanding in the field of professional service.

Busacca then referred to the topic of the unit looking only at the SOCI's and ignoring other evidence.

Graves then explained that he felt SOCI's were not a strong tool for evaluating teachers, but he felt that the winter SOCI's should be reviewed; although contrary to the rules, the committee reviewed those SOCI's in good faith.

The attorney for the school, Bob Henry, noted that the normal RPT process involves only material in the instructor's RPT file and that outside sources are not usually contacted.

The grievance panel then asked Graves some questions to clear up a few points.

Busacca then asked why would Webster be appointed to a tenure track on the basis of poor SOCI's and then later be refused tenure because of those same "poor" SOCI's?

Graves testified that the position of "visiting professor" can be used in a number of ways. One possibility is that the teacher is actually only visiting for one year, but that the position is often a subterfuge for hiding a



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PEPSI

Webster Hearing

Continued from page 10

probationary year. "A visiting professor should not be someone you don't want to keep," said Graves.

Graves concluded by stating that if a visiting professor is asked to stay for another year (as Webster was), it would appear the college wants him to stay on.

Edwin H. Sasaki was called as the next witness. Sasaki is chair of the psychology department and served as a member of the School of Behavioral Sciences RPT Committee which evaluated Webster.

Sasaki reviewed Webster's file and was concerned with the lack of scholarship produced by Webster during his year at CSB. Sasaki said he relied on the unit committee's evaluation of Webster's scholarly and innovative contributions. Sasaki stated he felt tenure for Webster was unlikely.

The school-level committee was not aware that the unit committee had reviewed the winter SOCI's.

All candidates were reviewed over two days, and Sasaki remembered that Webster's evaluation took "considerably longer" than the others. The committee did not formulate a definition of "outstanding" for evaluating RPT candidates.

Sasaki, using the SOCI's and his personal criteria, judged Webster to be a good teacher, but not outstanding. According to the College Handbook, Sasaki felt consultation with outside sources in evaluating Webster was unnecessary.

Busacca pointed out that there is no provision in the College Handbook for evaluation on the basis of scholarly work done only at CSB. This is evidenced said Busacca, by the short evaluation period for full professor.

Sasaki concluded by noting that the committee relied more on Russell Travis (sociology-anthropology department chair) when evaluating Webster.

The hearing was then adjourned without the next meeting date being set.

Johnson

Continued from page 2
"waste the \$25 filing fee," Johnson said.

Further, the candidate should make sure he has "a broad base of political support," is able to "manage money," is "sensitive to the needs of the community," and, most importantly, has "the guts to say 'no' to certain situations."

Johnson gave an example of how he, as an affirmative action officer, said "no" to a certain situation. When hired into the Fresno Community College District, he was given a low rating of 67, at a step "D" level. This rating, Johnson pointed out, could not have been based on his experience (five to ten years in the field), nor his educational background (a Master's Degree from Fresno State). Johnson disputed this evaluation — despite the cautionary words of other blacks: "You're a fool to fight this. You'll lose your job."

"If I'm not an advocate for myself, how can I be an advocate for others?" Johnson asked them then went on to raise his rating.

One of the most controversial points in his speech was Johnson's recommendation that blacks "pursue education." During the question and answer period, William Hanson, assistant professor of sociology at CSB, asked: "Can blacks go through four years of college, get a job in a white organization, and not lose their identity? Wouldn't their time be better spent organizing to raise political consciousness instead of competing in a classroom?" (Hanson holds a Ph.D. from Brown.)

Johnson replied that once employed, it was not necessary for black college graduates to take on what might be termed "the protective coloration" of their white bosses. "The things taught in college don't preclude organizing," he explained. "Self awareness comes from reading and writing. I see no conflict between education and organization."

Stressing once more the importance of voting, Johnson ended his speech with the words of the American black author W.E.B. DuBois: "The power of the ballot we need in sheer defense — else, what shall save us from a second slavery?"

Tennis and Track Schedules

CSB MEN'S TENNIS SCHEDULE — 1977

DATE	OPPONENT	TIME	LOCATION
Feb. 17	University of Redlands	2:30 p.m.	Redlands
Feb. 18	Cal State Dominguez Hills	2 p.m.	Dominguez Hills
Mar. 1	UC Santa Barbara	2:30 p.m.	Santa Barbara
Mar. 4-5	Four-Way Meet (CSB, Loyola, Utah St., Nevada—Las Vegas)	All Day	Las Vegas, Nevada
Mar. 24-25	Four-Way Meet (CSB, Fresno St., UCSB, Cal State Long Beach)	All Day	Long Beach
Mar. 26	Cal State Dominguez Hills	1 p.m.	Bakersfield
Mar. 30	Fresno State	2 p.m.	Bakersfield
Apr. 1	Cal State Hayward	2:30 p.m.	Hayward
Apr. 2	San Francisco State	1 p.m.	San Francisco
Apr. 8-9	CCAA Round Robin	All Day	Northridge
Apr. 21-24	Ojai Championships	All Day	Ojai
Apr. 29	Cal State Fullerton	2:30 p.m.	Bakersfield
May 13-14	CCAA Round Robin	All Day	Bakersfield

CSB WOMEN'S TENNIS SCHEDULE — 1977

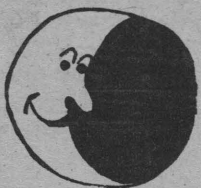
DATE	OPPONENT	TIME	LOCATION
Feb. 17	Biola College*	2:30 p.m.	Bakersfield
Mar. 1	Biola College*	2:30 p.m.	Biola
Mar. 3	U.C. Riverside	2:30 p.m.	Riverside
Mar. 8	Cal State Dominguez Hills*	2:30 p.m.	Bakersfield
Mar. 17	Cal State Fullerton	2:30 p.m.	Bakersfield
Mar. 18-19	Cal State Los Angeles Tournament	All Day	Los Angeles
Mar. 29	Cal State Dominguez Hills*	2:30 p.m.	Dominguez Hills
Apr. 14	Cal State Fullerton	2:30 p.m.	Fullerton
Apr. 20	Cal Poly Pomona	1 p.m.	Bakersfield
Apr. 21-23	Ojai Tournament	All Day	Ojai
May 5	Cal State Northridge	2:30 p.m.	Northridge
May 14	Cal Poly San Luis Obispo	11 a.m.	Bakersfield
May 19-21	Small College Regionals	All Day	Cal State L.A.
Last Week in May	USTA Nationals	All Day	Tempe, Arizona
June 6-11	Small College National Invitational	To be Announced	TBA

*PCAC League matches

1977 Track and Field Schedule

DATE	OPPONENT	TIME	LOCATION
Feb. 19	CSB All Comers	Noon	Bakersfield*
Feb. 26	Nevada—Las Vegas, Cal Poly Pomona, Cal State Los Angeles	1 p.m.	Bakersfield
Mar. 5	UC Santa Barbara, Cal Poly SLO	1 p.m.	Santa Barbara
Mar. 12	UC Riverside, Fresno Pacific, Occidental	1 p.m.	Bakersfield*
Mar. 18	Fresno State, Fresno Pacific, Nevada—Reno	1 p.m.	Fresno
Mar. 26	Redlands Invitational	11 a.m.	Redlands
Mar. 27	Meet of Champions	1 p.m.	Irvine
Apr. 2	Cal Poly SLO	2 p.m.	Bakersfield*
Apr. 9	"The Track Meet"	1 p.m.	Santa Barbara
Apr. 22-23	Mt. SAC Relays	All Day	Walnut
Apr. 30	Reno Invitational	All Day	Reno, Nevada
May 6-7	West Coast Relays	All Day	Fresno
May 12, 13, 14	CCAA Conference Championships	All Day	Northridge
May 26, 27, 28	NCAA Division II Nationals	All Day	Fargo, ND
Jun. 2, 3, 4	NCAA Division I Nationals	All Day	Champaign, IL

*All Bakersfield meets take place at Bakersfield Memorial Stadium on the Bakersfield Junior College Campus, Mt. Vernon and University Ave.



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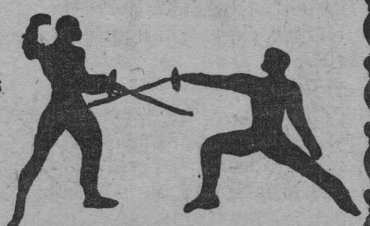
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Jock Scraps

by Dan Eliades

I had the pleasure of witnessing a great rugby match over the weekend. The game pitted the Huntington Beach Club against the Kern County Women's Rugby Club. The tremendous struggle was well played throughout, and as the game came to a close we found the Kern Side the victors by a count of 16-4.

This match stimulated my interest enough to find out some facts about the team, in a candid interview with head coach David Rogers.

The girls come from all walks of life; the 23 players on the roster include teachers, housewives, various technicians and students.

The team was started last year when there was enough interest stimulated in an intramural program to have some of the girls want to play all the time. A team was then formed and is now a member of the 12-team, Southern California Women's Rugby Council.

Thusfar this season, the team placed 8th in the 15-team

San Diego Invitational tournament and have a 1-2 league mark. Still to come this season is the far Western Rugby Classic that will be played Feb. 19 and 20 on the CSB athletic field and will include teams from all over California and Arizona.

The team encourages youth support and I promise some excitement.

* * *

The men's tennis team is looking forward to one of their best seasons ever. The tremendous depth of this year's team includes such players as Clayton Beckwith, Billy Stearns, and Ben Luther, who will be joined by Al Roberson and Kazo Miamota.

For the first time in the history of CSB the 'Runners are picked to win the league.

The team is also under a new head coach this year, Kurt Nielsen.

After talking to some of the players, I got the message they would sure like to see more support by the student body.

Intramural Notes

After two full weeks of play, the evening basketball league is led by Dazz with an undisputed 5-0. Led by Lou Prentice and Donald Towers, Dazz proves to be the team to defeat for playoff hopefuls.

Not far behind with a 4-1 is the mighty Pink Floyd. Tim Burns and Ron VanDerMeer are setting the pace for this team.

The rest of the league shapes up like this:

Dazz, 5-0
Pink Floyd, 4-1
Catatonics, 3-2
Garces Gorillas, 3-2
Scrotes, 2-2
Cosmic Debris, 2-2
Lucha, 1-3
Sweathogs, 0-4
Maggots, 0-4

Lucha shouldn't be counted out as they have taken all three of their losses in the third game of three and by only two points.

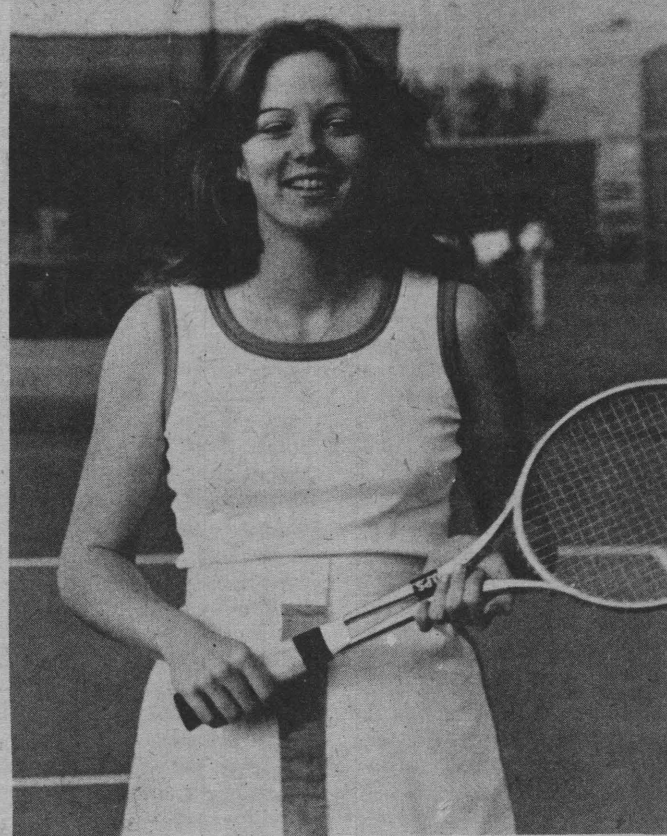
All of the teams are still in the running as the top four will go to the post league play offs.

Raquetball and badminton registrations are being accepted for the tournaments to be held later this month. The badminton competition will take place the morning of the 25th in the CSB gym.

All interested people should sign up at the intramurals office between 12 noon and 5 p.m. or call Robert Blanche at 834-7524.

More raquetball information will be available in next week's "Runner."

Know Your Runners



Janelle Moser

A sophomore, Janelle lettered all four years in tennis at South High School, as well as two years in volleyball. She was voted MVP in tennis each of her last three years at South High, and was named most outstanding girl athlete her senior year.

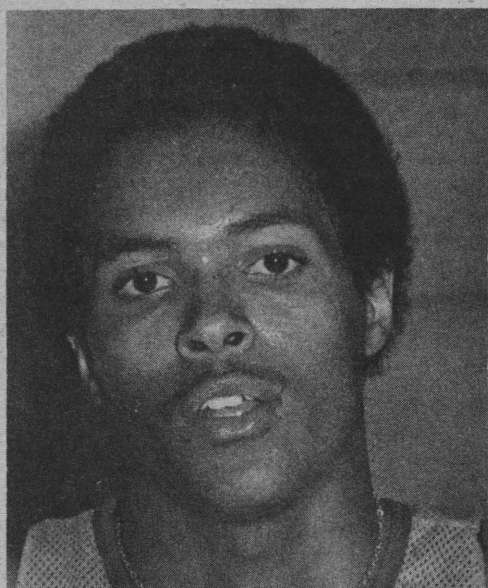
Moser has a good forehand and plays a hard-hitting game. Coach Friedman comments, "Janelle has shown the most rapid improvement in the game this year. She is a team-oriented player which makes her very valuable to the team."

Support Your Runner Teams!

Miller

SPORTS AWARD

Basketball player
of the week



FRANK JOHNSON — a junior, walk-on, transfer student from Lexington, Kentucky is being honored for his outstanding defensive effort against San Francisco State last Saturday night. The 6'0" guard held the Gator's leading scorer to only 15 points, and helped spark CSB to a 93-61 win.



Women

Netters

Win Big

Over Fresno

CSB women netters played against Fresno State University, the current Northern California Champions in Division I and beat them in a decisive match, 11-1. CSB tennis coach Gloria Friedman commented, "It was a good win for us because they beat us 8-1 last year."

On Thursday Feb. 17, CSB will play a league match against Biola College at 2:30 p.m. at the CSB tennis courts. The Runnerettes are currently 4-0 this season.

Come out and support the defending league champions!

Students shall be informed that their statements will be held confidential. However, they shall also be apprised of the fact that if a grievance should progress to the point of litigation, they may be called upon to testify.

Roundballers Win;

Season Nears End

With only four league games remaining on the schedule, the CSB basketball team still has a chance to salvage a second place berth. The 1976-77 year has been a trying experience for Runner mentor Pal Ulenihan, but things have been looking up lately, as the CSB hoopsters seem to be winning the close ones for a change.

Last Friday night the team traveled to San Luis Obispo to engage the Mustangs in a rematch of their previous one-point loss. This time around the Runners came out on top, winning 76-75 in overtime. Once again it was former Bakersfield College Star, Jeff Kert who lead the Mustang's, scoring 22 points. But Kert wasn't enough as CSB countered with a balanced attack, placing four starters in double figures. Runner forward Mylow Rucker continued his excellent shooting from the field, and guard Greg Johnwell sparked the fast-break attack.

The win stells leaves CSB in the league cellar, tied with U.C. Riverside, with a 2-4 mark. Two of those league losses were by only one point, and the Runners have never really been out of any contest.

On Saturday night, the Runners hosted one of this years weaker opponents the San Francisco State Gators. As expected, CSB came out on top, 93-61, but not before S.F. State put up a good fight.

Statistics often tell the story, and they certainly reflected the outcome of the Saturday night game. CSB lead in rebounds, 47-38, assists, 25-14, and also committed fewer turnovers than the Gators, 13-25.

But statistics didn't say how well the Runner defense played, especially guard Frank Johnson who held SF State's leading scorer in check.

Reserve forward-center Raymond Jackson had another good outing, scoring 17 points and filling in excellently for ejected Steve Lanty. Mylow Rucker swept the boards with nine rebounds, and running-gunning Greg Johnwell made the CSB fast break attack a success.

CSB will play two road games this weekend, at L.A. State and U.C. Riverside. The following week, the Runners return home to close out their season against Cal Poly-Pomona and Cal State Northridge.

The Runners have won three straight, have a 2-4 league record, and stand 12-11 overall.