### SANTA BARBARA JUNIOR COLLEGE DISTRICT

#### Certificated Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Class &amp; Rate</th>
<th>Effective Date</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HOURLY - Adult Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ames, Richard Theatre Arts</td>
<td>II-4 $ 8.50</td>
<td>2/4/70</td>
<td>Substitute at Lab rate</td>
</tr>
<tr>
<td>Blakeney, Robert Contemporary Black Affairs</td>
<td>IV-1 9.75</td>
<td>3/30/70</td>
<td>2/ hrs/week</td>
</tr>
<tr>
<td>Connell, Joseph Elementary Surveying</td>
<td>II-4 8.50</td>
<td>2/26/70</td>
<td>12 hrs/week</td>
</tr>
<tr>
<td>Davidson, Harold Data Processing</td>
<td>II-5 8.75</td>
<td>2/3/70</td>
<td>Substitute at Lab rate</td>
</tr>
<tr>
<td>Dorbin, Sanford Library Science</td>
<td>III-1 9.00</td>
<td>2/26/70</td>
<td>Correction of rate</td>
</tr>
<tr>
<td>Farmer, M. Douglas Math/Fortran</td>
<td>III-4 9.75</td>
<td>2/10/70</td>
<td>1 add. hr/wk. Lec.</td>
</tr>
<tr>
<td></td>
<td>II-4 8.50</td>
<td></td>
<td>3 add. hrs/wk. Lab. (overflow sections)</td>
</tr>
<tr>
<td>Glienke, Manfred Carpentry Apprentices</td>
<td>II-5 8.75</td>
<td>2/26/70</td>
<td>Correction of rate</td>
</tr>
<tr>
<td>Jacobsen, Michael Art Appreciation</td>
<td>III-1 9.00</td>
<td>2/2/70</td>
<td>6 hrs/wk. replace Dr. Kurt Baer</td>
</tr>
<tr>
<td>Lesue, Wayne Spanish</td>
<td>IV-3 10.25</td>
<td>2/26/70</td>
<td>Correction of rate</td>
</tr>
<tr>
<td>Marsh, Bessie Dressmaking-Tailoring</td>
<td>III-4 9.75</td>
<td>2/26/70</td>
<td>Correction of rate</td>
</tr>
<tr>
<td>Murray, R. Dunckley Garden Design</td>
<td>III-1 9.00</td>
<td>3/31/70</td>
<td>3 add. hrs/wk.</td>
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<tr>
<td>O'Neill, Desmond Growth of Amer. Civil.</td>
<td>Part of day load</td>
<td>2/2/70</td>
<td>3 hrs/wk. replace Robert Rusnak</td>
</tr>
<tr>
<td>Revis, Albert Health Education</td>
<td>IV-3 10.25</td>
<td>2/26/70</td>
<td>2 add. hrs/wk. Overflow</td>
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<tr>
<td>Rockwell, Benjamin J., Jr. MDTA - Auto Service Mech.</td>
<td>II-1 7.75</td>
<td>3/2/70</td>
<td>10 hrs/wk. Federally Funded</td>
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</table>
SANTA BARBARA JUNIOR COLLEGE DISTRICT

Certificated Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Class &amp; Rate</th>
<th>Effective Date</th>
<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>ROUGHLY - Adult Education</td>
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<tr>
<td>Rogers, Bobbie</td>
<td>III-4 9.75</td>
<td>2/2/70</td>
<td>Rate Change</td>
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<tr>
<td>Data Processing</td>
<td></td>
<td></td>
<td>3 hrs/wk. replace J. Mulenos</td>
</tr>
<tr>
<td>Rosales, Ray</td>
<td>IV-4 10.50</td>
<td>1/30/70</td>
<td>Correction of rate</td>
</tr>
<tr>
<td>ESEA Counseling,</td>
<td></td>
<td></td>
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<tr>
<td>Project Asst.</td>
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<tr>
<td>Scopatz, Mary P.</td>
<td>IV-1 9.75</td>
<td>2/2/70</td>
<td>1 hr/wk. Lec.</td>
</tr>
<tr>
<td>Typing</td>
<td>II-1 7.75</td>
<td></td>
<td>2 hrs/wk. Lab. replace L. Bergin</td>
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<tr>
<td>Whitlow, William E.</td>
<td>II-1 7.75</td>
<td>3/2/70</td>
<td>20 hrs/wk. Federally Funded</td>
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<tr>
<td>MDIA - Auto Service Mech.</td>
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Special Lecturers

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<th>Remarks</th>
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<tbody>
<tr>
<td>Priester, Frank</td>
<td>32.25</td>
<td>3/30/70</td>
<td>4 Meetings, Parent Education</td>
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<tr>
<td>Consultant</td>
<td></td>
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<tr>
<td>Stewart, David A.</td>
<td>32.25</td>
<td>2/25/70</td>
<td>4 Meetings, Psychology</td>
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<td>Consultant</td>
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Substitutes

<table>
<thead>
<tr>
<th>Name</th>
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<th>Remarks</th>
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</thead>
<tbody>
<tr>
<td>Ford, Raymond</td>
<td>III-1 9.00</td>
<td>2/26/70</td>
<td>Hourly as needed</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
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<tr>
<td>Reyes, Ignacio</td>
<td>II-5 8.75</td>
<td>2/26/70</td>
<td>Hourly as needed</td>
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<tr>
<td>Driver Education</td>
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</tr>
<tr>
<td>Rosales, Beatrice</td>
<td>IV-3 10.25</td>
<td>2/26/70</td>
<td>Hourly as needed</td>
</tr>
<tr>
<td>Science</td>
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</tr>
<tr>
<td>Name</td>
<td>Class &amp; Rate</td>
<td>Effective Date</td>
<td>Remarks</td>
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</tr>
<tr>
<td>Anderson, Dwight</td>
<td>Instructor-Counselor</td>
<td>Feb. 21-23, 1970</td>
<td>$ 51.25</td>
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<tr>
<td>California Personnel &amp; Guidance Assoc., San Diego</td>
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<tr>
<td>Brown, Donald C.</td>
<td>Instructor-Counselor</td>
<td>Feb. 21-23, 1970</td>
<td>51.25</td>
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<tr>
<td>Dekker, Maxine</td>
<td>Asst. Prof.</td>
<td>Mar. 20-22, 1970</td>
<td>50.00</td>
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<tr>
<td>Tennis Methods Clinic, Calif. State College, Hayward</td>
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<tr>
<td>Esparza, Frank</td>
<td>Instructor-Counselor</td>
<td>Feb. 21-23, 1970</td>
<td>63.50</td>
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<tr>
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<tr>
<td>Floyd, Gerald L.</td>
<td>Assoc. Prof.-Counselor</td>
<td>Feb. 21-23, 1970</td>
<td>58.85</td>
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<tr>
<td>California Personnel &amp; Guidance Assoc., San Diego</td>
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<td></td>
</tr>
<tr>
<td>Huglin, M.L. (Pat)</td>
<td>Admin. Dean, Instruction</td>
<td>April 8-10, 1970</td>
<td>Actual &amp; Necessary</td>
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<tr>
<td>Jennings, Elizabeth A.</td>
<td>Instructor</td>
<td>Mar. 6-8, 1970</td>
<td>116.85</td>
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<tr>
<td>Calif. Assoc. of Medical Assistant Instructors Convention, San Francisco</td>
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</tbody>
</table>
Recommended Re-employment of Third Year Probationary Instructors, 1970-71 College Year
(Permanent Status in Accordance with Education Code Section 13304)

Annable, Dorothy A.  Librarian
Gilleran, Edmund J.  English
Gilleran, Evanne  English
Gray, Robert S.  Physical Science (Geology)
Halloran, Jack R.  Business Education
Hernandez, Alfonso  Foreign Language (Spanish)
Langford, Roger C.A.  English
McAcams, William L.  Fine Arts (Speech & Drama)
McCafferty, John D.  English
McCarthy, Helen M.  English
Schiferl, Ralph J.  Business Education
Schuler, Frederic W.  Physical Science (Physics & Engineering)
Stevens, Lester L.  Physical Education
Stiers, Vernon E.  Life Science (Biology)
Trotter, D. Bruce  Social Science (Psychology)
Recommended Re-employment of Second Year Probationary Instructors, 1970-71 College Year
(Third Year Probationary Status)

Anderson, L. Dwight
Anderson, Elsie D.
Aronstein, Martin G.
Bergin, Leni G.
Brown, Donald C.
Elias, Isidor
Healy, Joan D.
Hoffner, Claire (4/5 - 1969-70; 2 years - full time)
Ingram, John S.
Jennings, Elizabeth A.
Korfas, Jerry, Jr.
Larsen, James G.
McClung, Paul F.
Morrisohn, John P.
Parker, Jim G.
Parks, H. Ramsey (full - 1969-70; 1 sem - 1/2, 1 sem - full - 1968-69; 1/2 - 1967-68)
Weiler, Conrad P.

Counseling
Health Occupations (V Nursing)
Mathematics
Business Education
Counseling
Physical Science (Physics)
Health Occupations (A D Nursing)
Foreign Language (French & English)
Technical-Vocational (Auto Services & Welding)
Health Occupations (V Nursing & Medical Assisting)
Counseling
Physical Science (Chemistry)
Social Science (History)
Technical-Vocational (Printing & Photography)
Physical Science (Geology)
Technical-Vocational (Marine Technology)
Technical-Vocational (Marine Technology)
Life Science (Biology)
**SANTA BARBARA JUNIOR COLLEGE DISTRICT**

**Certificated Personnel**

Recommending Re-employment of First Year Probationary Instructors, 1970-71 College Year
(Second Year Probationary Status)

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barroca, Geraldine</td>
<td>Health Occupations (Dental Assisting)</td>
</tr>
<tr>
<td>(3/5 - 1969-70)</td>
<td></td>
</tr>
<tr>
<td>Benavides, Viola D.</td>
<td>Health Occupations (Medical Assisting)</td>
</tr>
<tr>
<td>(full - 1969-70;</td>
<td></td>
</tr>
<tr>
<td>1 sem. full - 1968-69)</td>
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</tr>
<tr>
<td>Brady, J. Eugene</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Carman, Robert A.</td>
<td>Physical Science (Physics)</td>
</tr>
<tr>
<td>Christensen, Robert W.</td>
<td>Technical-Vocational (Marine Technology)</td>
</tr>
<tr>
<td>Crowther, C. Edward</td>
<td>Social Science (Political Science &amp; History)</td>
</tr>
<tr>
<td>(1/3 - 1969-70)</td>
<td></td>
</tr>
<tr>
<td>Dinaberg, Robert L.</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Esparza, Frank, Jr.</td>
<td>Counseling</td>
</tr>
<tr>
<td>Fleming, Edwin G.</td>
<td>Health Occupations (Radiological Technology)</td>
</tr>
<tr>
<td>Fossek, R. Douglas</td>
<td>English</td>
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<tr>
<td>Hohenberg, Margaret J.</td>
<td>Foreign Language (German)</td>
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<tr>
<td>Locatelli, Andrew J.</td>
<td>Physical Education</td>
</tr>
<tr>
<td>O'Neill, Desmond P.</td>
<td>Social Science (History &amp; Political Science)</td>
</tr>
<tr>
<td>Oppenheim, Marion</td>
<td>Health Occupations (Associate Degree Nursing)</td>
</tr>
<tr>
<td>Toomey, William A.</td>
<td>English &amp; Physical Education</td>
</tr>
<tr>
<td>Ullom, Jack R.</td>
<td>Fine Arts (Music)</td>
</tr>
</tbody>
</table>
February 17, 1970

Dr. Julio L. Bortolazzo  
Superintendent-President  
Santa Barbara City College  
721 Cliff Drive  
Santa Barbara, California 93105

Dear Dr. Bortolazzo:

Effective the end of the 1969-70 college year, I wish to resign my position as an Instructor in the Hotel/Restaurant Management Program.

Sincerely yours,

Robert L. Gradwohl

cc: M. L. (Pat) Huglin  
James Foxx  
Gloria Castleberg
### RECOMMENDED ACCEPTANCE OF RESIGNATION

<table>
<thead>
<tr>
<th>Name</th>
<th>Class &amp; Rate</th>
<th>Effective Date</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gradwohl, Robert L.</td>
<td>Instructor</td>
<td>June 30, 1970</td>
<td></td>
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</tbody>
</table>
APPROVAL OF WORKING DAYS FOR CERTIFICATED PERSONNEL

S.B. 1021, which became law on November 10, 1969, requires that all certificated personnel serving less than a full year shall receive proportionate compensation based upon the actual number of working days established for each position. This makes it necessary for the Board to establish the number of working days per year for each certificated position replacing the current schedule of working time by "school months" and "calendar months."

It is assumed that the 178 teaching days, plus 2 orientation days, or 180 days established by the Board for the 1969-1970 college year will answer this purpose for nonadministrative certificated personnel.

An analysis of our current schedule for administrators reveals that coordinators are 10 calendar month employees. For the 1969-1970 school year, there are 208 working days, including vacation credits.

Assistant Deans, Deans, and Superintendent are 12 calendar month employees. The 1969-1970 college year has 251 working days for 12 month employees. This schedule includes vacation credits.

Working days exclude legal and adopted Board holidays.

The number of working days required of employees will vary from year to year because of: (1) changes in the adopted school calendar, and (2) the number of working days available in any given calendar month. An example of the latter is as follows:

<table>
<thead>
<tr>
<th></th>
<th>69-70</th>
<th>70-71</th>
<th>71-72</th>
<th>72-73</th>
<th>73-74</th>
<th>74-75</th>
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</thead>
<tbody>
<tr>
<td>Coordinators</td>
<td>208</td>
<td>210</td>
<td>212</td>
<td>206</td>
<td>205</td>
<td>206</td>
</tr>
<tr>
<td>Other Administrators</td>
<td>251</td>
<td>253</td>
<td>255</td>
<td>249</td>
<td>249</td>
<td>250</td>
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</tbody>
</table>

In compliance with the provisions of S.B. 1021, the Superintendent recommends that the following working schedule be adopted for certificated employees for the 1969-1970 college year:

Certificated Nonadministrative Personnel - 180 working days
Coordinators - 208 working days
Assistant Deans, Deans, Superintendent - 251 working days

DKS/ler
## SANTA BARBARA JUNIOR COLLEGE DISTRICT

### Classified Personnel

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<thead>
<tr>
<th>Name</th>
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<th>Effective Date</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RECOMMENDED 6 MONTH INCREMENTS</strong></td>
<td></td>
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<tr>
<td>Arnold, Edna M.</td>
<td>Typist-Clk. 17B</td>
<td>$325.50</td>
<td>3/1/70</td>
<td>3/4 time (10 month)</td>
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<tr>
<td>Instruction Office</td>
<td></td>
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<tr>
<td>Jenkins, Lynn H.</td>
<td>Asst. Bookstore</td>
<td>$597/mo.</td>
<td>3/1/70</td>
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<tr>
<td>Student Activities</td>
<td>Mgr. 28C</td>
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<tr>
<td>Johnson, Anna M.</td>
<td>Matron 21B</td>
<td>$479/mo.</td>
<td>3/1/70</td>
<td>11 month</td>
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<tr>
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<tr>
<td>Johnson, G. Irene</td>
<td>Typist-Clk. 17C</td>
<td>$228/mo.</td>
<td>3/1/70</td>
<td>1/2 time (12 months)</td>
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<tr>
<td>LeBlanc, Jackman L.</td>
<td>Human Relations</td>
<td>$642/mo.</td>
<td>3/1/70</td>
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<tr>
<td>Student Personnel</td>
<td>Asst. 31C</td>
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<tr>
<td>Onley, Thomas J.</td>
<td>Prop. Cust.</td>
<td>$554/mo.</td>
<td>3/1/70</td>
<td>11 month</td>
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<td>Tech.-Voc. (Nopal St.)</td>
<td>Tech. 27B</td>
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<td>Perkins, Walter</td>
<td>Cust. (Grvd.) 23B</td>
<td>$503/mo.</td>
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<td>Speckhals, Gary A.</td>
<td>Programmer</td>
<td>$840/mo.</td>
<td>3/1/70</td>
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<tr>
<td>Data Processing Dept.</td>
<td>Analyst 42C</td>
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<tr>
<td>Walkup, Doreen, M.</td>
<td>Teachers</td>
<td>$285/mo.</td>
<td>3/1/70</td>
<td>5/8 time (10 months)</td>
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<td>Instruction Office</td>
<td>Aide 17C</td>
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### RECOMMENDED HOURLY ASSIGNMENTS

<table>
<thead>
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<th>Rate</th>
<th>Effective Date</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Bagley, Harvey E.</td>
<td>Const. Insp. 47B</td>
<td>$5.21/hr.</td>
<td>2/24/70</td>
<td>Substitute, R. Dahl Bond Fund</td>
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<tr>
<td>Beauvais, Mary</td>
<td>Art Model</td>
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<td>2/3/70</td>
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<tr>
<td></td>
<td>Draped</td>
<td>2.30/hr.</td>
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<tr>
<td></td>
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<td>2.80/hr.</td>
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<td>Collins, Susan E.</td>
<td>Art Model</td>
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<td>2/4/70</td>
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<td>2.30/hr.</td>
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<tr>
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<td>2.80/hr.</td>
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<tr>
<td>Poirier, Jacques P.</td>
<td>Art Model</td>
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<td>2/2/70</td>
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<td>2.30/hr.</td>
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<tr>
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<td>2.80/hr.</td>
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<td>Slosburg, Susan</td>
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<td>2/3/70</td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td>Undraped</td>
<td>2.80/hr.</td>
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</tbody>
</table>

2.2-a
### SANTA BARBARA JUNIOR COLLEGE DISTRICT

#### Classified Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Classification</th>
<th>Rate</th>
<th>Effective Date</th>
<th>Remarks</th>
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<tbody>
<tr>
<td><strong>RECOMMENDED HOURLY ASSIGNMENTS (Continued)</strong></td>
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<tr>
<td>Streetman, Charles E.</td>
<td>Reader</td>
<td>$2.30/hr.</td>
<td>2/11/70</td>
<td>Hourly in accordance with formula</td>
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<tr>
<td>Social Science</td>
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<td><strong>RECOMMENDED HOURLY ASSIGNMENTS - Adult Education</strong></td>
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<td>Cook, James R.</td>
<td>Accompanist (Prof.)</td>
<td>3.30/hr.</td>
<td>2/26/70</td>
<td>3 additional hrs/wk.</td>
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<tr>
<td>Holden, George W.</td>
<td>Lab. Tech. 28A</td>
<td>3.12/hr.</td>
<td>2/16/70</td>
<td>Hourly as needed (Federally Funded)</td>
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<td>MDTA</td>
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<td>Lynch, Josephine Mary</td>
<td>Teachers Aide 17A</td>
<td>2.38/hr.</td>
<td>2/7/70</td>
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<td>G.E.D. Tester</td>
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<td><strong>TRAVEL &amp; CONFERENCE - AUTHORIZATION</strong></td>
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<td>Ankeny, Dean H.</td>
<td>Purchasing Dir.</td>
<td></td>
<td>April 6-12, 1970</td>
<td>$136.00</td>
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<td>Calif. Assoc. of</td>
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<td>1970</td>
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<td></td>
<td></td>
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<td>Sacramento, California</td>
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<td>Pickering, David L.</td>
<td>Controller</td>
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<td>April 6-11, 1970</td>
<td>$196.00</td>
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<td>1970</td>
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SANTA BARBARA JUNIOR COLLEGE DISTRICT

Classified Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Classification</th>
<th>Rate</th>
<th>Effective Date</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggas, Lauretta H.</td>
<td>Student help</td>
<td>$1.65/hr.</td>
<td>2/2/70</td>
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<tr>
<td>Anderson, Christopher J.</td>
<td>Student help</td>
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<td>2/4/70</td>
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<tr>
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<td>2/16/70</td>
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<tr>
<td>Brier, Charles F.</td>
<td>Student help</td>
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<td>2/3/70</td>
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<tr>
<td>Caldeira, Paul A.</td>
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<tr>
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<tr>
<td>Nolting, Michael E.</td>
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<tr>
<td>Peddicord, Timothy P.</td>
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<tr>
<td>Raabe, Patricia L.</td>
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<td>2/5/70</td>
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<td>Schuchardt, Harold M.</td>
<td>Student help</td>
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<td>2/13/70</td>
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<td>Vaughan, Douglas A.</td>
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<td>Yee, Robert Lee</td>
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<td>1.65/hr.</td>
<td>2/9/70</td>
<td>Hourly as needed</td>
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</table>
### SANTA BARBARA JUNIOR COLLEGE DISTRICT

#### Classified Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Classification</th>
<th>Rate</th>
<th>Effective Date</th>
<th>Remarks</th>
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<tbody>
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<td>DeMarco, John</td>
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<td>Student help</td>
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<td>2/9/70</td>
<td>Hourly as needed</td>
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</table>
In an address before the Annual Meeting of the Northwest Association of Secondary and Higher Schools, Dr. Lewis D. Cannell, Dean of Instruction at Clark College, Vancouver, Washington, has clearly outlined the role of an accreditation team evaluator. He said, in part:

"What is the role of the individual evaluator? It is not that of an inspector, although he cannot avoid making appreciative observations. It is not that of a detective, although he cannot avoid making obvious deductions. It is not that of a confessor, although insofar as the institutional self-study is a confession, he must lend a charitable ear. His first duty is to know what the institution purports to do. He must read the institutional self-study and the catalog carefully and thoughtfully. He must know what manner of student the institution aims to serve, what needs of the student it aims to meet, and what means it employs to that end. He must strive for relative objectivity in a field where true objectivity is impossible, where only trivia can be quantified and the important outcomes are forever elusive, where there is much talk of research but the important questions are never researcehable."

If this is the nature of the accreditation process, it follows that what we must do to prepare for our own accreditation evaluation is to decide what we as a college purport to do, our aims and objectives, and to conduct a school-wide study of the means we have selected to reach those ends.

We can broadly represent the functions and personnel of the college as the interactions of faculty, administration, and students. Because we are undergoing a "limited" accreditation we will emphasize the instruction and student personnel aspects of the process. The Accrediting Commission for Junior Colleges of the Western Association of Schools and Colleges has defined "limited" accreditation as

"... evaluation for which the institution will submit a brief report concerning actions taken on recommendations of the last preceding Evaluation Team Report, a statement of important changes in the college since the visit, and a statement concerning any institutional research studies the college is conducting and their current status. In the preparation of the report, just as in preparation of the standard Application for Accreditation, wide involvement of the entire college staff is expected. A full evaluation team will then visit the college, but will strongly emphasize the instructional and student personnel aspects of the college operation."

The following would seem to be a reasonable plan for the accreditation self-study:

1. Formulation of a tentative master plan (this memo). Feb. 19

2. Establishment of a General Steering Committee (GSC) with representation from faculty, administration, students and classified staff. Feb. 20
3. Development and approval by the GSC and the college administration of a firm time schedule for the study. (A suggested time schedule is included with the items of this memo.) Feb. 27

4. List critical areas for study. Faculty, administration, students, and classified staff will be assigned to study groups in these areas. Critical areas will be chosen by the GSC on the basis of suggestions from faculty, administration, students and classified staff. (A suggested list of critical areas and study groups is included in this memo.) Feb. 27

5. Make study group assignments. Assignments will be made, so far as possible, on the basis of expressed interest and desire to participate in a particular study group. Involvement of the entire college staff is expected. Feb. 27

6. Study groups meet, set up their own organization procedures, group leader, and schedule of activities. The chairman of the GSC will serve as an information clearing-house for all groups keeping all members of the college staff informed of meeting dates and agenda of the individual study groups. Study groups may decide to form smaller groups to study specific problems. March 2

7. Preliminary reports of study groups to the GSC. March 27

8. GSC coordinates preliminary reports and works with individual study groups on areas or problems requiring further study. April 10

9. Final study group reports to the GSC. May 1

10. Half day all school conference to review the self-study. May 15

11. GSC coordinates all study group reports and factual data to produce a final report to the college staff and a final accreditation application. June 1

12. Final Board approval. June 18

13. Publication of the application, including typing, binding, printing, etc. July 1

14. Mail applications. Sept. 1

15. Preparations for accreditation team visit. Sept. 10


The following is a suggested list of study groups. It is not expected that this list is complete or final in any way. Additions, deletions or changes of emphasis should come about through action of the college staff.
Each group will be charged with examining the recommendations of the previous accreditation team, indicating the actions that have been taken with regard to these recommendations, exploring any present or future problems in the area of concern and examining any significant changes that have been made or are anticipated. The GSC will suggest questions designed to serve as starting points for the study groups.

(1) **Division Study Groups** Each division in the college will form a study group which will include the division chairman, department heads, selected faculty from the division and from other divisions, students, classified staff and administrators.

(2) **Administrative Study Group** This group would include members from all four areas of the college community and a member of the Board if at all possible.

(3) **Student Personnel Study Group**
   (a) Counseling and Guidance Sub-group
   (b) Financial Aids and Placement Sub-group
   (c) Student Organizations Sub-group
   (d) Student Information Files and Data Analysis Sub-group

(4) **Instruction Study Group**
   (a) Grading Practices and Standards Sub-group
   (b) Basic Mathematics Requirements Sub-group
   (c) Health Occupations Sub-group
   (d) Vocational/Technical/Occupational Programs Sub-group

(5) **Institutional Research Study Group**

(6) **Adult Education and Extended Day Study Group**
   (a) Apprenticeship Program

(7) **Study Group on Meeting Special Needs and Disadvantaged Students**

(8) **Community Relations and Communications Study Group**

(9) **Facilities Study Group**

(10) **Library and Audio-Visual Study Group**

(11) **District and College Policies and Procedures Study Group**

The General Steering Committee will have the task of (1) coordinating the actions and deliberations of all study groups; (2) serving as a central information clearing house for all study groups; (3) working with study groups to encourage them to meet agreed-upon deadlines; (4) providing the study groups with needed materials (from the Accreditation Commission, previous SBCC accreditation reports, accreditation reports of other colleges, etc.); (5) combine self-study reports into a unified whole; (6) design and write the final accreditation report.
This committee is meant to be a working group and should have a membership of no more than 5 or 6 people. They will report to the college on the progress of the study, report to the Board of Trustees, and conduct a meeting of the entire college community at which the results of the study will be presented. They will organize, write, edit, publish, reproduce and distribute the final accreditation report.

This effort is intended to produce a critical analysis of the college, a comprehensive self-study designed to improve its educational effectiveness. We must examine our present and future situation in terms of our faculty, students, programs and resources, and with respect to our stated purposes and objectives. This is not a simple gathering of information, but is a frank recognition of our weaknesses and strengths, problems and potential. It seeks to determine how the college can achieve its purpose more effectively. If these ends are to be met it is imperative that the entire college community be involved. Every member of the faculty and administration will be expected to serve on at least one committee. Participation of students and classified staff should be encouraged and actively solicited. This activity will be effective in influencing future college growth only to the extent that it represents the thoughtful, selfless efforts of all members of the college community.
Addendum to Minutes of February 10, 1970

3.2 Approval of Request for Innovated Projects

The faculty involved were commended highly for their imaginative thinking. Through the discussion, the Board let it be known that it endorses the basic concept and urges the faculty to continue their efforts in this direction.
SANTA BARBARA CITY COLLEGE

February 24, 1970

To: Faculty Colleagues
From: Julio L. Bortolazzo, President
Subject: Tutorial Phase, Learning Resources Center

1. We have been notified by Sacramento that our application for funding under the Extended Opportunities Program was approved for $30,000 on February 19, 1970.

2. A 55-foot trailer is being ordered, and will be installed this week to house the Tutorial Center for the Spring semester.

3. Mr. Jackman LeBlanc (Ext. 304) will coordinate the tutorial program, and is now attempting to identify students who may act as tutors. A weekly training program (Wednesdays, 1:30 – 3:30 p.m.) will be provided to assist tutors as they work with students of special need. Tutors may be employed up to 15 hours per week, at $2.25/hr. Please nominate students whom you feel would be effective tutors for the program.

4. It is most important that we identify students who may benefit from the tutorial service, as well as recruiting the most highly committed tutors for the program. Our primary target group is among students of color, and disadvantaged students.

5. Please contact Mr. LeBlanc (Ext. 304) with the names of students in your classes who may benefit from tutorial assistance. The tutors will in every case work closely with the faculty to provide supplemental help to the students requesting help. Your active support of the program will in large measure determine its success.
SANTA BARBARA CITY COLLEGE

February 26, 1970

To: Bob Carman
Marie Lantagne
Jack LeBlanc
Mike Mallen
Bruce Trotter
Pat Huglin

FROM: Royce Adams

RE: Organizing the Tutorial Training Program

The notification of funding February 19, in the amount of $29,812, made it possible for immediate steps to be taken to implement the Tutorial phase of the Learning Resources Center. A general summary of major decisions in implementation is given under several headings below.

I. Responsibilities of Staff

A. Coordinator of the Tutorial Program - Mr. Jackman LeBlanc.

1. Will maintain evaluation records of all tutors, study partners.

2. Will provide liaison between faculty and tutors.

3. Will coordinate time and supervise all tutors employed for the program.

4. Will share responsibility with Advisory Board for training tutors.

5. Will take an active role in the recruitment of students to participate in the program.


1. Will develop plan for training tutors, and advise coordinator on all aspects of the training program.

2. Will share responsibility for evaluation, recruitment, and planning for continued implementation of the tutorial center.

3. Will assist in screening applicants for tutorial positions.

C. Placement Office

1. Will handle the hiring procedures for tutors referred for employment through the coordinator.
2. Will maintain fiscal records for the Business Office.

*Note*: One half-time secretary shall be provided for tutorial center employment. Adequate assigned time for recruitment shall be made available for Mr. LeBlanc, Mr. Esparza

II. Responsibilities of Tutor Supervisors

A. Will supervise small groups of tutors, study partners.

B. Will assist in the training program.

C. Will provide direct liaison between tutors and instructors by obtaining appropriate materials and information from the instructor.

D. Will maintain files, recommendations for the program.

E. Will tutor study partners, just as regular tutors do.

III. Responsibilities of Tutors

A. Qualifications

1. Desire to help disadvantaged students, both educationally handicapped and students of color.

2. Sufficient time to devote to the program (maximum 15 hrs/wk).

3. Acceptable academic standing.

4. Second semester or above enrollment.

5. Participation in weekly training by enrolling in Social Science 1 ("Independent Studies in Community Services", 1 unit) which will meet Wednesdays from 1:30-3:00 p.m. and cover the following:

   a. Tutoring methods.

   b. Testing and diagnosis methods.

   c. Subject matter approaches (by volunteer instructors).

   d. Encounter and role playing techniques.

B. Performance

1. Motivation, encouragement and direction of study partners.

2. Instruction in subject matter areas of need.

3. Maintenance of records.

4. Contact with instructors to assure the most appropriate use of supplemental materials.
IV. Qualifications of Study Partners (Tutees)

A. Priority will be given to:
   1. Students of color.
   2. Economically disadvantaged or educationally handicapped.
   3. Potential withdrawals from college.

B. Willingness to seek and accept help from a tutor is primary.

COMMENTS

*A number of instructors have expressed an interest in the program, and are volunteering assistance in training and planning.

*The installation of a 55' trailer to house the program, with possible expansion into more adequate facilities in the fall, is an example of the kind of immediate evidence of commitment that is needed to stimulate growth of the program.

RA:dp
Planning - Architecture - Engineering  
DANIEL, MANN, JOHNSON, & MENDENHALL  
3325 Wilshire Boulevard, Los Angeles, California 90005 - 381-3663

Project: SANTA BARBARA CITY COLLEGE  
PHYSICAL EDUCATION COMPLEX

Owner: SANTA BARBARA JUNIOR COLLEGE DISTRICT

Location: SANTA BARBARA COUNTY, CALIFORNIA

ADDENDUM NO. A

The following revisions supersede the information contained in the original Contract Documents for the above-named project, to the extent referenced, and shall become a part thereof.

A. DOCUMENTS

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Paragraph</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>SECTION I - ADVERTISEMENT FOR BIDS</td>
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|          |           | Change the Bid Opening date to February 17, 1970.  
|          |           | (Delete reference to February 10). |
| 2.       | 1.        | INFORMATION FOR BIDDERS |
|          |           | Receipt and Opening of Bids |
|          |           | Change the time and date of Bid Opening to read as follows: |
|          |           | 1:00 p.m., February 17, 1970. |
|          |           | Change the sentence regarding 'with drawing bids' to read as follows: No bidder may withdraw a bid within 45 days after the actual date of the opening thereof. |
| 7.       |           | Bid Security |
|          |           | Change reference to "30 days" to read: "45 days". |
A. DOCUMENTS (continued)

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<td>9.</td>
<td>Time of Completion and Liquidated Damages</td>
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<td>Change reference to &quot;485 consecutive calendar days&quot; to read:</td>
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<tr>
<td></td>
<td></td>
<td>&quot;545 consecutive calendar days&quot;.</td>
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SECTION III - BID FORM

3. Delete and insert the attached revised Bid Form, dated 1/23/70. (The number of days for construction has been changed to "545".

B. SPECIFICATIONS

<table>
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<th>Paragraph</th>
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<tr>
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<td>SECTION 8M - FINISH HARDWARE</td>
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<td>4</td>
<td>C.14</td>
<td>Hardware Schedule</td>
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<td>In lieu of the specified Norton closers, provide Norton 7700 series closers in sizes as recommended by the manufacturer.</td>
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SECTION M2 - PLUMBING

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</thead>
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<td>5</td>
<td>C.13, h,15</td>
<td>Change to read:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15. Other manufacturers will be acceptable provided they match the existing shower heads in function, design, appearance and all operating features.</td>
</tr>
</tbody>
</table>
Bidders shall acknowledge receipt of this Addendum by signing and returning one copy to the Architect-Engineer.

Date: __________________ Received by: __________________
BID FORM

To The Honorable Board of Trustees
Santa Barbara Junior College District
Santa Barbara County, California

Gentlemen:

The undersigned, having examined the Documents, Specifications, and Drawings entitled

Santa Barbara City College Physical Education Complex

which comprise the Contract Documents, and having visited the site and examined all conditions affecting the work, hereby proposes and agrees to furnish all labor, materials, equipment, and appliances, and to perform all operations necessary to complete the entire work as required by said Contract Documents for the stipulated sum of

______________________________ Dollars ($ ___________________).
TIME OF COMPLETION

The undersigned agrees, if awarded the contract, to execute and construct the entire work complete and ready for use within 545 calendar days after the starting date, as defined in the notice to proceed with the work.

Should the said work not be completed within the time hereinabove stated, it is understood and agreed that there will be deducted from the final payment the sum of Two Hundred dollars ($200.00) per day as liquidated damages, but not as a penalty, for each day's delay after the expiration of such periods and until the final completion of the work and its acceptance by the Owner.

If awarded the contract, the undersigned hereby agrees to sign said contract and furnish the necessary bonds within five (5) days from the date of notification from the Owner to do so, and to begin work within ten (10) days after receipt of notice from the Owner to proceed with the work.

The undersigned has checked carefully all the above figures and understands that the Owner will not be responsible for any errors or omissions on the part of the undersigned in making up his bid.

The undersigned hereby certifies that this bid is genuine and not sham or collusive or made in the interest or in behalf of any person not herein named; and that the undersigned has not directly or indirectly induced or solicited any other bidder to put in a sham bid, or any other person, firm, or corporation to refrain from bidding, and that the undersigned has not in any manner sought by collusion to secure for himself an advantage over any other bidder.

Enclosed find Bidder's Bond, certified check or cashier's check No. for ten percent (10%) of the amount of the bid.
The receipt of the following addenda is acknowledged:

Addendum No. __________________ Dated __________________
Addendum No. __________________ Dated __________________
Addendum No. __________________ Dated __________________
Addendum No. __________________ Dated __________________
Addendum No. __________________ Dated __________________

( )
( )
( )
( )
( )
(CORPORATE SEAL)
( )
( )
( )
( )
( )

Contractor:

By __________________
Address __________________
License Number __________________
Type __________________

Type of Corporation:

Corporation, Co-Partnership, Individual, etc.

Individual Members of the Firm

________________________
________________________
________________________

President of Corporation __________________

Secretary of Corporation __________________

Corporation is organized under laws of the State of __________________

Bid dated this __________________ day of __________________, 1968.
The following revisions supersede the information contained in the original Contract Documents for the above-named project, to the extent referenced, and shall become a part thereof.

A. SPECIFICATIONS

<table>
<thead>
<tr>
<th>Item No.</th>
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<tbody>
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<td>1.</td>
<td>C. 09</td>
<td>Admixtures: Change to read as follows:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;For slabs on Grade: 'Red Label Suconem,' 'Plastiment' or approved equal. All other concrete above grade: 'Plasticrete' or approved equal. All of the above as distributed by Super Concrete Emulsions, Ltd., Los Angeles. See Paragraph B.02(c) herein.&quot;</td>
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<td>D. 06, b, 2</td>
<td>Concrete for Slabs: Change to read as follows:</td>
</tr>
<tr>
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<td></td>
<td>Of proportion and strength as hereinbefore specified. Add one pint of Suconem Red Label per sack of cement. In hot weather (over 80°) the Contractor may substitute Plastiment provided he first receives written approval from the Architect. If other admixture is used, use also surface hardener. Mix shall be plastic but shall not allow any water to accumulate on the surfaces. Thickness as detailed, including the monolithic finish, reinforcement as detailed.</td>
</tr>
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ADDENDUM NO. B

Page 1 of 6
<table>
<thead>
<tr>
<th>Item No.</th>
<th>Paragraph</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2.      | C.01, a   | **SECTION 5C - METAL DECKING**  
          |           | Metal Decking: Change the last sentence to read as follows:  
          |           | Acceptable Manufacturers: "Tufcor," as manufactured by Granco, Inc.; Verco Type "H" as manufactured by Verco Mfg. Inc.; or an equal approved by the Architect and the O.A.C. |
| 3.      | C.05      | **SECTION 8A - ROUGH CARPENTRY**  
          |           | Fire Retardant Lumber  
| 4.      | C.06      | **SECTION 8C - MILLWORK**  
          |           | Storage Shelving  
          |           | Delete this paragraph in its entirety. All casework and shelving is specified in Section 20A. |
| 5.      | C.14      | **SECTION 8M - FINISH HARDWARE**  
          |           | Hardware Schedule (Hardware Set 10)  
          |           | Provide the specified closer only on labeled doors. |
| 6.      | C.07      | **SECTION 9A - BUILT-UP ROOFING AND WATER-PROOFING**  
          |           | Definition of Terms Used on Drawing Details  
          |           | Add "g" as follows:  
          |           | g. Topping: Rigid insulation board as specified in paragraph C.06, above. Provide thickness as required to obtain elevations indicated on drawings. Cut boards to provide positive drainage in indicated pattern. |
7.

A. 02, a, 1

Related Work in Other Sections

Delete reference to "Millbuilt casework." All casework and shelving is specified in this section of the specifications.

C. 03

Materials

Delete the words "but not necessarily limited to." All cabinets in the listed rooms are to have premium grade birch exposed faces and ends. All other cabinets are to be laminated plastic faced unless otherwise indicated. All laminated plastic facing is to be neutral textured finish.

8.

SECTION 24H - STEEL LOCKERS

C. 03, b

Locker Units

Revise number of lockers in Home Team Room G2-114 to 112 lockers.

Add paragraph C. 03, d, as follows:

d. Provide 16 gage panel ends over 24 gage exposed ends of all lockers; 20 gage continuous butt-jointed panel tops over standard locker tops. Provide all fillers, closures, and trim as required.
B. DRAWINGS

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Sheet</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>A-8</td>
<td>General</td>
</tr>
<tr>
<td></td>
<td>A-37</td>
<td>Where &quot;Rolling Door&quot; is referred to at Equipment Storage Room G2-124 and Laundry Room G2-116, the reference should read &quot;Rolling Grille.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Details 10B/32 &amp; 10C/37</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dimension of Rolling Grille box is not to scale. Actual width of box will vary depending on size of opening.</td>
</tr>
<tr>
<td>10.</td>
<td>A-40</td>
<td>Detail 4C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Delete this detail. Insert the attached new revised details 3A, 3B, and 3C, dated 2/6/70.</td>
</tr>
<tr>
<td>11.</td>
<td>S-1</td>
<td>Detail 8A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Delete dimension note &quot;4'-0&quot; between column lines 7 and 8 only.</td>
</tr>
<tr>
<td>12.</td>
<td>S-7</td>
<td>Pan Joist Area</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Retain 20&quot; pan plus 3&quot; concrete slab. The remaining area, where 3&quot; or 5&quot; concrete slab has been indicated, for 20&quot; dome plus 4-1/2&quot; concrete. Top of concrete slab elevation remains unchanged.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Delete &quot;section 8B/S-25 sim&quot; on line 31.</td>
</tr>
<tr>
<td>13.</td>
<td>S-13</td>
<td>Section 6A: Change 23&quot; concrete dimension to 24-1/2&quot;.</td>
</tr>
<tr>
<td>14.</td>
<td>S-16</td>
<td>Section 1: Delete note &quot;Dim. typ. at crosshatched domes. See plan for slab thicknesses.&quot;</td>
</tr>
</tbody>
</table>
|          |             | Change dim. for 20" dome plus 4-1/2" conc. slab. Change note where mesh shown for conc. slab to be 4-1/2".

ADDENDUM NO. B
Page 4 of 6
14. (Cont'd)  Sections 5 & 7:
Change concrete slab dimension to 4-1/2".
Change 2'-2-1/2" dimension to 2'-4".

Joist Schedule:
Depth of joist should read 24-1/2".

Beam Schedule:
Depth of beam should read 24-1/2".

Bottom of footing in unpaved areas is 3'-0" min. below top of soil.
All angle or plate attachments embedded in precast panels shall have deformed bars welded to them, of the size and shape specified for plane bars.

16. E-6  Change Note 6 to read:
All receptacles, conductors and connections for basketball scoreboard shall be furnished by the scoreboard vendor and installed by this contractor under the supervision of the vendor.
Bidders shall acknowledge receipt of this Addendum by signing and returning one copy to the Architect-Engineer.

Date: ____________________  Received by: ____________________
REvised WALL SECTION 3A/A-40

TOP OF QUARRY TILE CURB COPING, EL. 39'-8"
ADDENDUM NO. C

The following revisions supersede the information contained in the original Contract Documents for the above-named project, to the extent referenced, and shall become a part thereof.

A. DOCUMENTS

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Paragraph</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>BID BOND</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Bid Bond Form referred to in the Contract Documents is attached to this addendum for Bidder's use.</td>
</tr>
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</table>

B. SPECIFICATIONS

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Paragraph</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td>SECTION 8M - FINISH HARDWARE</td>
</tr>
<tr>
<td>C. 03</td>
<td></td>
<td>Fastenings: Add the following: Attach Exit Devices to metal doors with sex bolts and Von Duprin, or equal, anchor bolts.</td>
</tr>
<tr>
<td>C. 14</td>
<td></td>
<td>HARDWARE SCHEDULE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hardware Set 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provide 4-1/2&quot; x 4-1/2&quot; butts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Change closer to P7700</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Add 1 stop &amp; holder F707</td>
</tr>
</tbody>
</table>
C. 14
(Cont'd) Hardware Set 5

Change to read the same as Hardware Set 3, including above modifications.

Hardware Set 6

(leaf against wall)
Change closer to P7700
Add 1 stop and holder F707
(leaf at mullion) as specified.
LCN Closer 4110 with G, J. MD80
stop and holder may be furnished in lieu of the specified closer.

Hardware Set 11

Change lock from Russwin to Schlage B463 PX x BBW 195 Turn Knob.

3.

SECTION 8C - MILLWORK

C. 02, b, 1 Exterior Doors

Change to Read:

1. Exterior Doors: Exterior and interior faces shall be Crezon for paint finish. Edges shall be properly dried hardwood for paint finish.

4.

SECTION 18A - PAINTING

D. 09, 1 Exterior Surfaces: Add the following:

Doors (Crezon Finish)

Sand the entire surface with fine sandpaper.

1st Coat: D-E Alkyseal Pigmented Sealer, 28-IX
2nd Coat: D-E LocKote Body Coat, 42-23
3rd Coat: D-E Endurates Synthetic Enamel
SECTION 27 - BUILDING SPECIALTIES

C. 04, b  Bleachers

Manufacturer: Add the following to acceptable manufacturers: Safway Steel Products, and Berlin Seating, Inc. (Spacing of rows with backrests must not exceed 30".)

C. 33, b, 4  Pneumatic Controls

Acceptable Manufacturers: Add the following: Barber-Colman Company.

C. DRAWINGS

Item No.  Sheet  Description

6.  A-8  Floor Plan

Reverse the swing of doors 104 and 105 to permit doors to swing 180° away from the adjacent column.
STATE OF CALIFORNIA
DEPARTMENT OF GENERAL SERVICES
OFFICE OF ARCHITECTURE AND CONSTRUCTION

The California Community Colleges

Application No. 30181

Approved

Principal Structural Engineer

D. M. J. M. [Signature]

Bidders shall acknowledge receipt of this Addendum by signing and returning one copy to the Architect-Engineer.

Date: ___________________________ Received by: ___________________________
BID BOND

KNOW ALL MEN BY THESE PRESENTS, that we, the undersigned, ___________________________ as Principal, and ___________________________ as Surety, are hereby held and firmly bound unto ___________________________ as owner in the penal sum of ___________________________ for the payment of which, well and truly to be made, we hereby jointly and severally bind ourselves, our heirs, executors, administrators, successors and assigns.
Signed, this __________ day of __________, 19 ___.

The condition of the above obligation is such that whereas the Principal has submitted to ___________________________ a certain Bid, attached hereto and hereby made a part hereof to enter into a contract in writing, for the ____________

NOW, THEREFORE,

(a) If said Bid shall be rejected, or in the alternate,
(b) If said Bid shall be accepted and the Principal shall execute and deliver a contract in the Form of Contract attached hereto (properly completed in accordance with said Bid) and shall furnish a bond for his faithful performance of said contract, and for the payment of all persons performing labor or furnishing materials in connection therewith, and shall in all other respects perform the agreement created by the acceptance of said Bid, then this obligation shall be void, otherwise the same shall remain in force and effect; it being expressly understood and agreed that the liability of the Surety for any and all claims hereunder shall, in no event, exceed the penal amount of this obligation as herein stated.

Previous Editions Obsolete
The Surety, for value received, hereby stipulates and agrees that the obligations of said Surety and its bond shall be in no way impaired or affected by any extension of the time within which the Owner may accept such Bid; and said Surety does hereby waive notice of any such extension.

IN WITNESS WHEREOF, the Principal and the Surety have hereunto set their hands and seals, and such of them as are corporations have caused their corporate seals to be hereto affixed and these presents to be signed by their proper officers, the day and year first set forth above.

_________________________________ (L.S.)
Principal

________________________________ 
Surety

________________________________ 
By:

SEAL
ADDENDUM NO. D

The following revisions supersede the information contained in the original Contract Documents for the above-named project, to the extent referenced, and shall become a part thereof.

A. SPECIFICATIONS

<table>
<thead>
<tr>
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<th>Paragraph</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C. 05</td>
<td>SECTION 8B - FINISH CARPENTRY</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Plastic Laminate on Walls</td>
</tr>
</tbody>
</table>

Delete this paragraph. All plastic laminate, except that on prefinished cabinets, is specified under Section 8C.

2. SECTION 8C - MILLWORK

Add paragraph C. 10, as follows:

C. 10  DOOR LOUVERS


2. Finish: Baked-on Epon primer, light color.
3. Fasteners: Manufacturer's standard one-way head theft-proof screws at each corner and 8" on center.


Add paragraph C.11 as follows:

C.11 PLASTIC LAMINATE (FOR WALLS, PASS-THRU COUNTERS AND ALL SURFACES EXCEPT CABINETS)

a. Decorative Plastic: NEMA LPZ, general purpose 1/16" thick, as selected from Formica, Micarta, Textolite, Laminart, Parkwood or Wilson-Art, textured finish in full range of solid colors and patterns.

b. Adhesive for lamination of plastic laminate to backing shall be "Super Dry Fast Cement" as manufactured by Formica Corp., or approved type as recommended by plastic manufacturer of plastic to be used.

3. SECTION 16A - GLASS AND GLAZING

C.07 Special Glass - Type X

Change 9/32" thick glass to 5/16" thick.

4. SECTION 13A - HOLLOW METAL DOORS & FRAMES

C.03 Add e, as follows:

e. Stainless steel doors and frames to be type 304 with #4 finish.
**B. DRAWINGS**

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Sheet</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>C-4</td>
</tr>
</tbody>
</table>

**Description**

Grading Fill Area Plan

The canyon has been filled by others, southerly to a point, measured along the 36" pipe, indicated, 156 ft. northerly of the 60" R.C.P. inlet headwall.

Extend the 36" storm drain southerly from the existing end as shown.

Connect the 8" CMP pipe to the 36" pipe as shown.

Do all other indicated work.

**DOOR SCHEDULE**

Door 119: Change door to type A.

**JOIST SCHEDULE**

Column - "Stirrups each end of joist"

Use stirrups at column strip joists around dropped panel at column and at column strip and middle strip joists framing into walls and beams at wall and beam ends only.

Where "additional stirrups EE" are noted in "remarks" column, one assembly as shown in 4/S-16 with six #3 vertical in lieu of eight #3 shall be placed in addition to and in line with the one specified in "Stirrups each end of joist."

**Detail 4/S-16**

"8 - #3 ALT. SIDES" are #3 bars, hooked each end around and spot welded to #3 x 2'-6".

**Detail 8G/41**

Change handrail size to 1 1/2" x 2 1/2".
<table>
<thead>
<tr>
<th>Item No.</th>
<th>Sheet</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td></td>
<td><strong>GENERAL</strong></td>
</tr>
</tbody>
</table>

Insert the attached drawing no. 1004 which indicates the method of removing top of existing retaining wall.
Bidders shall acknowledge receipt of this Addendum by signing and returning one copy to the Architect-Engineer.

Date: ___________________________ Received by: ___________________________
KEY PLAN

NOTE: REMOVE APPROX 2'-0" OF TOP OF EXISTING RET. WALL BETWEEN COLUMNS 8 & 18 (TO THE UNDERSIDE OF AUXILIARY INSTRUCTION FLOOR SLAB)

EXISTING WALL TO BE DEMOLISHED

NEW SLAB

REFER TO 5/14 FOR NEW SLAB REINF.

BEND EXISTING BARS AS SHOWN

REVISION OF EXISTING WALL 1004 N.T.S.
The following revisions supersede the information contained in the original Contract Documents for the above-named project, to the extent referenced, and shall become a part thereof.

A. SPECIFICATIONS

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</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>C. 04</td>
<td>SECTION 27 - BUILDING SPECIALTIES</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bleachers: Delete this paragraph. There will be no bleachers included as a part of the work of this contract.</td>
</tr>
<tr>
<td></td>
<td>C. 23</td>
<td>Basketball Backstop</td>
</tr>
</tbody>
</table>

B. DRAWINGS

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Sheet</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>All</td>
<td>Delete all reference on the drawings to bleachers. The bleachers will not be a part of the work of this contract.</td>
</tr>
</tbody>
</table>
Bidders shall acknowledge receipt of this Addendum by signing and returning one copy to the Architect-Engineer.

Date: _______________ Received by: ____________________
CONFIRMING ADDENDUM NO. F

The following revisions supersede the information contained in the original Contract Documents for the above-named project, to the extent referenced, and shall become a part thereof.

A. SPECIFICATIONS

<table>
<thead>
<tr>
<th>Item No.</th>
<th>Paragraph</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>SECTION E-5 LOCAL SOUND SYSTEM</td>
</tr>
</tbody>
</table>

Delete this section in its entirety. Bid the sound system as specified in Section E-8 only.
STATE OF CALIFORNIA
DEPARTMENT OF GENERAL SERVICES
OFFICE OF ARCHITECTURE AND CONSTRUCTION

The
California
Community
Colleges

Application
No. 30181

Approved

Principal Structural Engineer

D. M. J. M.

Bidders shall acknowledge receipt of this Addendum by signing and returning one copy to the Architect-Engineer.

Date: __________________ Received by: __________________
JOB NO. 51-1-10

DANIEL, MANN, JOHNSON, & MENDENHALL
Architects & Engineers

PROJECT: SANTA BARBARA CITY COLLEGE
PHYSICAL EDUCATION COMPLEX
SANTA BARBARA JUNIOR COLLEGE DISTRICT

February 17, 1970
1:00 P.M.

BID TABULATION

<table>
<thead>
<tr>
<th>CONTRACTOR</th>
<th>AMOUNT</th>
<th>BID BOND</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. B. ALLEN &amp; CO.</td>
<td>$2,110,000</td>
<td>X</td>
</tr>
<tr>
<td>J. W. BAILEY CONSTRUCTION CO.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>DON GREENE</td>
<td>$1,834,000</td>
<td>X</td>
</tr>
<tr>
<td>C. V. HOLDER</td>
<td>$1,912,000</td>
<td>X</td>
</tr>
<tr>
<td>MACLEOD CONSTRUCTION CO.</td>
<td>$1,959,900</td>
<td>X</td>
</tr>
<tr>
<td>MAINO CONSTRUCTION CO.</td>
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<td></td>
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<tr>
<td>STEED BROS.</td>
<td>$2,085,900</td>
<td>X</td>
</tr>
<tr>
<td>TUMBLIN COMPANY</td>
<td>$1,999,900</td>
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<tr>
<td>TYE CONSTRUCTION, INC.</td>
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<td></td>
</tr>
<tr>
<td>ZURN ENGINEERS</td>
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<td></td>
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</table>
ANALYSIS OF CONSTRUCTION COSTS
HEALTH AND PHYSICAL EDUCATION COMPLEX

<table>
<thead>
<tr>
<th>Estimated Construction Costs</th>
<th>Low Construction Bid Don Greene</th>
<th>Differential Over (Under)</th>
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<tbody>
<tr>
<td>$1,953,687</td>
<td>$1,834,000 *</td>
<td>($119,687.00)</td>
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</tbody>
</table>

* Excludes cost of bleachers estimated at $60,000.

COST ANALYSIS OF PHYSICAL EDUCATION COMPLEX TO
SANTA BARBARA JUNIOR COLLEGE DISTRICT
AND SOURCE OF FUNDS

<table>
<thead>
<tr>
<th>Estimated Costs</th>
<th>Federal Share</th>
<th>State Share</th>
<th>District Share</th>
</tr>
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<tbody>
<tr>
<td>Plans</td>
<td>166,331</td>
<td>--</td>
<td>81,669</td>
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<tr>
<td>Construction</td>
<td>1,834,000</td>
<td>500,000</td>
<td>654,994</td>
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<tr>
<td>Tests</td>
<td>15,000</td>
<td>--</td>
<td>7,365</td>
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<td>Inspection</td>
<td>16,000</td>
<td>--</td>
<td>7,856</td>
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<tr>
<td>Contingencies</td>
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<td>43,159</td>
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<tr>
<td>Bleachers</td>
<td>60,000 (est.)</td>
<td>--</td>
<td>29,460</td>
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<td>Furniture &amp; Eqpt.</td>
<td>30,300</td>
<td>--</td>
<td>14,877</td>
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<tr>
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<td>2,209,531</td>
<td>500,000</td>
<td>839,380</td>
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Estimated Cash Available for District Share (Bond Fund) 1,010,000

Estimated Balance ... 140,000

4.2
## BID TABULATION

<table>
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<tr>
<th>CONTRACTOR</th>
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<tr>
<td>DON GREENE</td>
<td>$1,834,000</td>
<td>X</td>
</tr>
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<td>$1,912,000</td>
<td>X</td>
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<td>MACLEOD CONSTRUCTION CO.</td>
<td>$1,959,900</td>
<td>X</td>
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<tr>
<td>MAINO CONSTRUCTION CO.</td>
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<tr>
<td>STEED BROS.</td>
<td>$2,085,900</td>
<td>X</td>
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<tr>
<td>TUMBLIN COMPANY</td>
<td>$1,999,900</td>
<td>X</td>
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<tr>
<td>TYE CONSTRUCTION, INC.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ZURN ENGINEERS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

February 17, 1970
1:00 P.M.
SUBCONTRACTOR LIST

Each bidder must complete this form and attach it to his proposal.

Pursuant to the provisions of the Subletting and Subcontracting Fair Practices Act, Chapter 2 (commencing at Section 4100), Division 5, Title 1 of the Government Code of the State of California, the undersigned herein designates the name and business address of each subcontractor for the various classifications of work, who will perform work of labor or render service to the undersigned, in or about the project, of a value in excess of one-half of one percent (0.5%) of the undersigned's bid. This list includes subcontractors for "Alternate Work" as outlined in the specifications, if any.

It is understood that work of a value in excess of one-half of one percent (0.5%) of the undersigned's bid for which no subcontractor is designated shall be done by the undersigned, and is indicated by entering the word "self."

Additional space is provided for designating subcontractors of trades or materials not listed, but which are required in the execution of the work of the contract.

<table>
<thead>
<tr>
<th>TRADE OR MATERIAL</th>
<th>SUBCONTRACTOR</th>
<th>ADDRESS &amp; PHONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demolition</td>
<td>Villalba</td>
<td>Santa Barbara</td>
</tr>
<tr>
<td>Site Clearing and Grading</td>
<td>Self</td>
<td></td>
</tr>
<tr>
<td>Base Course for Pavement</td>
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<td></td>
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<tr>
<td>Asphalt Concrete Paving</td>
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<tr>
<td>Landscaping</td>
<td>Garey</td>
<td>Pomona</td>
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<tr>
<td>Site Drainage</td>
<td>Production Pipe</td>
<td>Santa Barbara</td>
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<tr>
<td>Irrigation System</td>
<td>Valley Crest</td>
<td>Los Angeles</td>
</tr>
<tr>
<td>Excavation and Backfill for Utilities</td>
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<td>Pans and Domes</td>
<td>Secoast</td>
<td>Los Angeles</td>
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<tr>
<td>TRADE OR MATERIAL</td>
<td>SUBCONTRACTOR</td>
<td>ADDRESS &amp; PHONE</td>
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<td>Earthwork, Structures</td>
<td>Self</td>
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<tr>
<td>Formwork</td>
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<tr>
<td>Reinforcing</td>
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<td>Electrical Work</td>
<td>Calif. Elect.</td>
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It shall be understood that the submittal of this list does not constitute submittal of any proposed substitution.

Submitted by:

Don Greene Contractor, Inc.
General Contractor

By ___________________________

Project Santa Barbara City College Physical Education Complex

* * * * *
Mr. E. F. Gregory, District Engineer
California Division of Highways, District 05
Post Office Box L
San Luis Obispo, California 93401

Dear Mr. Gregory:

Your letter of January 22, 1970, and that of Mr. T. H. Milburn, Right of Way Agent, dated January 21, 1970, were received, reviewed, and discussed by the Board of Trustees of the Santa Barbara Junior College District at its regular meeting on February 10, 1970.

Your letter specified that a hearing would be held on February 26, 1970, to discuss several design proposals for the projected freeway, Route 101. Of primary concern to the Board, is one of your designs to divert the waters from Mission Creek through a new outlet to the ocean. During discussions of your attached map, it was evident that this proposal would divert the Mission Creek waters through Pershing Park and require a cut back on the campus cliff overlooking the marina.

The intent of this letter is to convey to you and your office the alarm with which this proposal was received, and to protest strongly even the consideration of any plan that would further restrict the utilization of an already very limited campus site.

As you are already probably aware, the City of Santa Barbara and the Board of Trustees of the Santa Barbara Junior College District have entered into an agreement which will lead to the immediate planning and development of the Pershing Park area for college and recreational usage. Current plans call for the construction of tennis courts, baseball and softball areas, a golf driving range and putting green, outdoor basketball courts, and an archery range, in addition to providing permanent housing for the equipment which belongs to the Old Spanish Days Fiesta Committee. Schematic drawings have already been developed by the architects, and it is anticipated that site work and construction will be undertaken during the latter part of this calendar year.

To construct this proposed channel through Pershing Park would mean the wasting of thousands of dollars of taxpayers' money by destroying the development which will have been completed prior to the commencement of your project. Because of the rapid growth of student enrollment at City College, the Trustees are proceeding immediately with the planning and the construction of the facilities at Pershing Park. To
delay this project would mean to short-change the students at Santa Barbara City College for the foreseeable future and would endanger the orderly expansion of the college at this critical time.

Not only would the proposed channel compromise the full utilization of an already very limited campus site, but additionally it would destroy what some experts in the field of archaeology consider an extremely important historical find. This was brought to the attention of Mr. Milburn during his two visits to Santa Barbara City College. The "diggings" in the ancient Indian burial grounds located on the bluff above La Playa Stadium have been determined to have considerable historical value and provide, in addition, an important laboratory and field experience for students enrolled in the college archaeology program. Your proposed channel would require excavation and the possible destruction of this area.

In meetings with Mr. Milburn and representatives of your State Division of Highways, positive alternative solutions have been proposed by members of the Planning Committee of the Board of Trustees and the administrative staff. However, from your letter, it appears that the only formal proposal being considered at this time is that presented by the Division of Highways. This proposal is rejected unqualifiedly by the Board of Trustees, and it is urged that further consideration of the current proposal to divert the waters of Mission Creek through Pershing Park be discontinued.

In summary, it is the unanimous position of the Board of Trustees of Santa Barbara Junior College District that the proposed diversion of the Mission Creek water through Pershing Park and the Santa Barbara City College Campus is not in the best interest of the State, the community, the taxpayers, nor the District.

Your positive consideration of this protest by the Board of Trustees of the Santa Barbara Junior College District is urgently requested.

Very truly yours,

Wilbur L. Fillippini, President
Board of Trustees

Julio L. Borrolazzo
Superintendent-President

cc: Mr. T. H. Milburn
Right of Way Agent
<table>
<thead>
<tr>
<th>Purchase Order Number</th>
<th>Vendor</th>
<th>Junior College Fund</th>
<th>Special Reserve Fund</th>
<th>J.C. Bond Fund</th>
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And those purchase orders needing definition of routine orders (per Board policy) numbers 20130 thru 20250 excepting those numbers listed above and numbers 5096 thru 5099.
General Fund

Amount due on purchase orders previously approved by Board of Trustees $18,399.33

Amount for approval and/or ratification:

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<td>Dr. Charles Preuss</td>
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<td>John P. Riebel</td>
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<td>Andrew Locatelli</td>
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<td>Jack Sanford</td>
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<td>Ann Gutshall</td>
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<td>Dorothy N. Meigs</td>
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February 20, 1970

Santa Barbara Junior College District

General Fund (cont'd)

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<td>R. Douglas Fossek</td>
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<td>Alfonso Hernandez</td>
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Interest on Federal Funds

| U.S. Office of Education               | 234.96|

Utilities

| General Telephone Co.                  | 2,266.09|
| So. California Edison                  | 2,569.13|
| So. Counties Gas                       | 783.83  |
| S. B. County Refuse Dept.              | 11.00   |

Total: General Fund                      | 14,902.94|

Total: $ 33,302.27
COVER SHEET

1. Program Title: Instructional Scientific Equipment Program

2. a. Name of Institution: Santa Barbara City College
   b. Group (See p. 2) 2
   c. Location: City Santa Barbara State Calif. Zip Code 93105
   d. Grant to: Santa Barbara Junior College District
      (Official name of institution or agency to which grant should be made if different from 2a. above.)
   e. Name and Title of Chief Administrative Officer: Julio L. Bortolazzo, Superintendent-President
      1297-99; 1397-00;

3. a. Numerical Discipline Code: Part I: 3297-00 & 5199-97 Part II: 00
   b. Specific Discipline Name(s): Chemistry, Physics, Physical Oceanography, Marine Biology

4. a. Amount Requested from NSF $ 19,300
    b. Amount to be Provided by Institution $ 19,300
    (Round to nearest $100)

5. Are funds for the project specified herein being requested from another NSF program or another Federal Agency? No
   If yes, please indicate the agency, program, and date submitted:

6. Matching Funds Statement:
   I am authorized to certify, and do certify, that before the termination of a grant resulting from this proposal, Santa Barbara City College will provide, from non-Federal sources, its share of funds which have not been obligated prior to the date this proposal is received by the National Science Foundation and institutional funds designated herein will be used specifically for the purchase of instructional equipment listed in this proposal.

7. Official Authorized to Sign for Institution:
   a. Name: (Dr.) Julio L. Bortolazzo
   b. Title: Superintendent-President
   c. Mailing Address:
      Santa Barbara City College
      721 Cliff Drive
      Santa Barbara, Calif. 93105
   d. Signature: [Signature]
   e. Date: January 28, 1970

8. Project Director:
   a. Name (Prof. Dr.): Frederic W. Schuler
   b. Social Security No.: 392 14 8569
   c. Department: Physical Science & Engineering
   d. Tel. No.: Office 805-965-0581 (Incl. Area Code) Home 805-687-1492
   e. Mailing Address (Academic):
      Santa Barbara City College
      721 Cliff Drive
      Santa Barbara, Calif. 93105
   f. Signature: [Signature]
   g. Date: January 28, 1970

The assurance of compliance with Title VI of the Civil Rights Act of 1964, dated and filed February 18, 1965, applies in this application.
B. Abstract: Instructional Scientific Equipment Program

The purpose of this project is to accelerate the proper equipping of scientific laboratories used for the conduct of proper instruction in Chemistry, General and Engineering Physics, Oceanography, and Biology. Student growth rate at Santa Barbara City College far exceeds the financial capability of the College to provide properly equipped laboratories for scientific investigation and experimentation.

The addition of equipment requested in this project will provide the student a greater opportunity to expand his knowledge in one or more of the scientific disciplines involved. The audio-visual equipment will allow the instructor to take advantage of the great number of previously prepared audio-visual aids.

C. Detailed Budget

1. Chemistry: Mixed sub-fields (12 1297)

   5 PH meters, 34131-101, Corning Model 7 or equal complete w/accessory kit containing triple purpose glass No. 34132-046, reference electrode No. 34132-228 Electrode holder and support rod, adapter plug, KCl solution, and Buffer Solution. For 105-125 VAC, 60 Hz.

   330  1,650

   5 Colorimeter-Spectrophotometer 22348-004 "Spectronic 20"
   Transistor regulated model
   Range 340-650 Mu. For operation on 50-60 cycle, 115 volt AC or equal.

   395  1,975

   2 Steam Generator-Model MB-3L
   Cat. No. 32610-045 - Hot Shot or equal 115 Volt AC

   268  536

   (Continued)
2 Vacuum Pumps, Motor driven,  
Automatically controlled, with  
Reservoirs, Lammert-Sargent  
S-71401, Size D or Equal  
115 Volt AC  
1 Automotive Recording Double Optical  
Null Infrared Spectrophotometer  
Model 700, Two Scan Speeds of 2 2/3 & 8 m.m.  

SUBTOTAL 9,763

2. Physics; Mixed Subfields (1397 00)

1 Magnetic Balance MB-100  
78  78

1 Electrostatic Balance EB-100  
35  35

1 Berkeley Physics Lab Kit EPS-1A  
207  207

1 Polaroid Camera Stand A34-0653  
35  35

1 Polaroid Land Camera A34-0679  
50  50

1 Large Polaroid Camera Stand A34-0661  
79  79

1 Ealing Spark & Strobe system consisting of:  
Source A33-1207  
Spark Slave A33-1223  
Strobe Slave A33-1249  
605  605

3 Multipurpose Digital Voltmeter, X-2  
Comp w/ PS-1 Power Supply Unit  
775  2,325

1 Zero Gauss Chamber  
30  30

1 Oscilloscope, DC - to 15 MHz  
Calib. time base 0.1 us/em to  
55/cm, 5 mu/cm to 20V/cm,  
wide-band Calib. input  
Tektronix type 531A w/type  
B vertical plug in - or equal  
1,260  1,260

1 Electrometer  
540  540

11 Ealing Filmloos  
80-3387/1, 80-3395/1, 80-3429/  
80-3437/1, 80-3025/1, 80-2850/1  
80-2892/1, 80-2140/1, 80-2132/1  
80-2181/1, 80-2660/1  
25  275
### 1 Set of 12 Film loops - Electromagnetism
1 Set of 14 Film loops - Ripple Tank
1 Cartridge Projector, Model 810Z
1 Set Color Slides - Physical Phenomena

<table>
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<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit</th>
<th>Price</th>
<th>Total</th>
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<tr>
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<td>300</td>
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<tr>
<td>1 Set of 14 Film loops - Ripple Tank</td>
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<td>1 Cartridge Projector, Model 810Z</td>
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<td>1 Set Color Slides - Physical Phenomena</td>
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**SUBTOTAL**

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### 3. Geological Sciences, Mixed Subfields (3297-00)

3. **Projection screen 72 x 96 inches complete w/Keystone bracket**
2. **Projection screens 42 x 42 inches complete 2/brackets**
1. **Kodak Carousel slide projector**
   - Complete w/50mm, 90mm & 150 mm lenses
2. **Overhead projectors, Bell & Howell**
2. **Carts for overhead projectors**
   - complete w/25 foot extension cords
1. **Reversal Electronic Stencil Cutter**
   - Model 2200, complete w/supplies

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit</th>
<th>Price</th>
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<tr>
<td>Projection screens 42 x 42 inches complete 2/brackets</td>
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<tr>
<td>Kodak Carousel slide projector Complete w/50mm, 90mm &amp; 150 mm lenses</td>
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<tr>
<td>Overhead projectors, Bell &amp; Howell</td>
<td>2</td>
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<tr>
<td>Carts for overhead projectors complete w/25 foot extension cords</td>
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<tr>
<td>Reversal Electronic Stencil Cutter Model 2200, complete w/supplies</td>
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**SUBTOTAL**

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### 4. Life Science, Biology: Mixed Subfields (5199-97)

1. **Biological dredge**
1. **Bacteriological Water Sampler**
1. **Folsom plankton splitter**
1. **Improved Nanson Water bottle**
1. **Plankton Volume gauge - Yentch**
1. **Set Standard Sea Water Samples**
1. **Thermometer, Surface water bucket frame**
2. **Sedimentation Chambers**
1. **Deck Plankton Sample**
1. **Corer, freefall**
1. **Ewing deep water camera**
   - complete w/accessories
2. **Microtome Knife #942**
1. **Paraffin Dispenser, Lipshaw - 222**
1. **Tissue float bath, Lipshaw - 275**

<table>
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<th>Unit</th>
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<td>Biological dredge</td>
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<tr>
<td>Bacteriological Water Sampler</td>
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<tr>
<td>Folsom plankton splitter</td>
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<tr>
<td>Improved Nanson Water bottle</td>
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<td>Plankton Volume gauge - Yentch</td>
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<td>Set Standard Sea Water Samples</td>
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<td>Thermometer, Surface water bucket frame</td>
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<td>Sedimentation Chambers</td>
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<tr>
<td>Deck Plankton Sample</td>
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<tr>
<td>Corer, freefall</td>
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<td>Ewing deep water camera complete w/accessories</td>
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<td>Microtome Knife #942</td>
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<td>Paraffin Dispenser, Lipshaw - 222</td>
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<td>Tissue float bath, Lipshaw - 275</td>
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<td>1 Frog Model, Clay-Adams, P2-1720</td>
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<td>1 Bullfrog skeleton, Clay-Adams, S-6950</td>
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<td>1 Bullfrog skeleton in glass case</td>
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<td>1 Pig foetus, cross section series, model</td>
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<td>1 Sorvall type SM-24 Super speed Centrifuge rotor</td>
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<td>1 Mobile container, Dynalab</td>
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<td>1 Microtome Knife Sharpener</td>
<td>575</td>
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<td>12 Metabolism apparatus, Carolina 68-2000</td>
<td>25</td>
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<td>1 Electronic Calculator, Olivette 101 or equal</td>
<td>4,000</td>
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<td>7 Sphygmomanometers, aneroid, HB</td>
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<td>1 Waring Blender, with parts</td>
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<td>1 Torso Model, human, Clay-Adams, P-3000</td>
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<td>1 Battery Charger for small batteries</td>
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<td>1 Frohse Anatomical Charts</td>
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<td>1 MICROSLIDE set for Biology</td>
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<td>1 Leaf section model, Carolina 56-8810</td>
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<td>3 Herbarium cabinet, Lane</td>
<td>240</td>
<td>720</td>
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<td>4 Aquaria, 56 gallon Rebo</td>
<td>105</td>
<td>420</td>
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<td>4 Aquaria, 33 gallon, Rebo</td>
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<td>6 Plankton nets, Turox 105A435</td>
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<td>2 Aquarium pumps, Carolina 67-1690</td>
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<td>1 Hematocrit Centrifuge, Adams CT 2900</td>
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<td>1 Infrared adapter for Spectrome 20 Colorimeter</td>
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</tr>
<tr>
<td>1 Desiccator, W &amp; R 25010-106</td>
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<tr>
<td>1 Pig foetus, sagittal section</td>
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<tr>
<td>1 Variac, adjustable auto-transformer, 10 amp.</td>
<td>40</td>
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</tr>
<tr>
<td>1 Omni-cabinet, Mobile table for centrifuge</td>
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<tr>
<td>6 Laboratory carts, W &amp; R</td>
<td>52</td>
<td>312</td>
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<tr>
<td>5 Projector, Technicolor (Loop Projector)</td>
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<td>37 Film loops for projector</td>
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<tr>
<td>1 POLOROID MP-3 outfit complete w/4 x 5 camera, stand, controlled light &amp; controls for rapid focus</td>
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**SUBTOTAL** | **17,832**

**Total** | **35,590**
**Sales Tax** | **1,780**
**Est. Shipping Charges** | **1,230**

**TOTAL** | **38,600**

D. Narrative

1. Objectives of the project:

In our science and engineering courses, the College is moving in three directions regarding laboratory work. The first, to have enough equipment for students to work simultaneously, or in pairs, on general...

5.
rather qualitative experiments. For Biology, Chemistry, Electronics, Geology, Marine Biology, Oceanography, and Physics, that would be a minimum of a set of 6 lab. stations so that 12 students can work in pairs. Hopefully, this should be increased to sets of 12. The second, to have a limited number (1 to 3 sets) of precise equipment that will permit rigorous test of the scientific principles involved. We have found that the lack of the latter is a serious short-coming, for students emerge more disbelieving than believing after a disastrous laboratory experiment. The third, to have certain specialized equipment that Engineering and Science majors must be familiar with when moving to upper division work at the four year college or university, or moving directly into industry as a scientific or engineering technician.

In the lecture-demonstration phase, we are concerned with displaying transient phenomena, i.e., collisions, wave motion, supersonic shock wave, etc., in a dynamic manner, rather than the sketchy, static sequential blackboard drawing techniques or slides. Further, we propose to obtain permanent records for further classroom demonstrations, or laboratory work, of some of these transient phenomena.

In general, the changes proposed are designed to add more realism to all Science and Engineering classes and by providing additional laboratory equipment, we hope to make the learning experience more meaningful.

2. Environment of the project:

a. Chemistry

(1) 1 - Introductory Chemistry - 4 units

   (a) Average enrollment - 200 Fall and Spring
(b) Prerequisites: Elementary Algebra
(c) Textbooks: Introductory Chemistry - Miller
   Lab. Manual - O'Connor
(d) Number of students affected by project - 400
(e) Upper division transfer students - 175

(2) 5 - General Chemistry - 5 units

(a) Average enrollment - 95 Fall
(b) Prerequisites: H.S. Chemistry plus 2 yrs. H.S. Algebra
(c) Textbooks: Principles & Problems of Chemistry - Sienko
   Theory & Problems of Chemistry - Schaum
(d) Number of students affected by project - 95
(e) Upper division transfer students - 60

(3) 6 - General Chemistry & Qualitative Analysis - 5 units

(a) Average enrollment - 75 Spring
(b) Prerequisite: Chemistry 5
(c) Textbooks: The Structure of Molecules - Barrow
   Chemistry - Sienko
   Theory & Problems of Chemistry - Schaum
   #5 Chemical Systems - Barrow
   Chemical Bonding - Companion
   Chemical Thermodynamics - Pimentel
   How Chemical Reactions Occur - King
   Acids, Bases & Chemistry of - Jander
(d) Number of students affected by project - 75
(e) Upper division transfer students - 60

(4) 11 - Organic Chemistry - 4 units

(a) Average enrollment - 20 Fall
(b) Prerequisites: Chem. 1 or Chem. 5
(c) Textbooks: Elements of Organic Chemistry - Corwin
   Elective Experiments in Organic Chemistry - Cava
(d) Number of students affected in project - 20
(e) Upper division transfer students - 10

(5) 12 - Organic Chemistry - 4 units

(a) Average enrollment - 17 Spring
(b) Prerequisite: Chem. 11
(c) Textbooks: How--Organic Synthesis - Payne
   Characteristics of Organic Compounds - Owen
   Applications of Absorption - Dyco
(d) Number of students affected in project - 17
(e) Upper division transfer students - 10
b. Physics

(1) 1 & 3 - Introductory Physics w/lab. - 4 units
(a) Average enrollment - 60 Fall; 30 Spring
(b) Prerequisites: H.S. Algebra and Geometry
(c) Textbooks: Introductory Physics - Karplus
Galileo - Brecht
(d) Number of students affected by project - 90
(e) Upper division transfer students - 30

(2) 5 & 6 - General Physics - 4 units Fall, 4 units Spring
(a) Average enrollment - 50 Fall; 25 Spring
(b) Prerequisites: Intermediate Algebra & Trigonometry
(c) Textbooks: The New College Physics - Baez
College Physics Experiments - Cioffi
Principles of Physics - Bueche
(d) Number of students affected by project - 50
(e) Upper division transfer students - 17

(3) 7 - Mechanics of Solids - 4 units
(a) Average enrollment - 24 Spring
(b) Prerequisites: Physics 1 and Math 25 - Calculus
(c) Textbooks: Physics, Vol. 1 - Halliday
Physics Experiments - Cenco
(d) Number of students affected by project - 24
(e) Upper division transfer students - 21

(4) 8 - Mechanics of Fluids, Heat and Sound - 4 units
(a) Average enrollment - 24
(b) Prerequisite: Physics 7
(c) Textbooks: Physics, Vol. 1 - Halliday
Physics Experiments - Cenco
(d) Number of students affected by project - 20
(e) Upper division transfer students - 17

(5) 9 - Electricity and Magnetism - 4 units
(a) Average enrollment - 20
(b) Prerequisite: Physics 7
(c) Textbooks: Physics, Vol. II - Resnick
Lab. Manual - Cenco
(d) Number of students affected by project - 20
(e) Upper division transfer students - 15
(6) 11-12 - Technical Physics - 3 units Fall; 3 units Spring
  
  (a) Average enrollment - 50 Fall/ 40 Spring
  (b) Prerequisites: Algebra and Trigonometry
  (c) Textbooks: Principles of Physics - Bueche  
     Experiments in College Physics - Cioffari
  (d) Number of students affected by project - 50
  (e) Upper division transfer students - 6

C. Geological Sciences

(1) 3 - Physical Geology - 4 units

  (a) Average enrollment - 200 Fall
  (b) Prerequisite: Basic Mathematics
  (c) Textbooks: Geology - Putman  
     Physical Geology Lab. Manual - Hambleton
  (d) Number of students affected by project - 200
  (e) Upper division transfer students - 95

(2) 4 - Historical Geology - 4 units

  (a) Average enrollment - 200 Spring
  (b) Prerequisite: Basic Mathematics
  (c) Textbooks: Basic Concepts of Historical Geology - Spencer  
     Workbook in Historical Geology - Brice
  (d) Number of students affected by project - 200
  (e) Upper division transfer students - 85

(3) 5-6 - Mineralogy - 3 units Fall; 3 units Spring

  (a) Average enrollment - 25 Fall; 20 Spring
  (b) Prerequisite: Basic Mathematics
  (c) Textbooks: Dana's Manual of Mineralogy - Hurlburt  
     Earth Materials - Ernst
  (d) Number of students affected by project - 25
  (e) Upper division transfer students - 15

(4) 7-8 - Crystallography - 1 unit Fall; 1 unit Spring

  (a) Average enrollment - 25 Fall; 20 Spring
  (b) Prerequisite: Concurrent enrollment in Geology 5
  (c) Textbooks: Crystallography - Keating  
     Optical Mineralogy - Kerr
  (d) Number of students affected by project - 25
  (e) Upper division transfer students - 15

(5) 11 - Physical Oceanography - 4 units

  (a) Average enrollment - 50 Fall
  (b) Prerequisites: Chem. 1 and College Algebra
  (c) Textbooks: Oceanography - Gross  
  (d) Number of students affected by project - 50
(e) Upper division transfer students - 6

(6) 21 - Basic Petrology - 3 units

(a) Average enrollments - 20 Spring
(b) Prerequisites: Geol. 3, Geol. 4, & Geol. 5
(c) Textbooks: Guide to Study Rocks - Spock
               Classes of Rock - Travis
               Measuring Strata Sections - Kottlowski
(d) Number of students affected by project - 20
(e) Upper division transfer students - 15

d. Life Science - Biology

(1) 1 - Concepts of Biology - 4 units

(a) Average enrollments - 300 Fall; 125 Spring
(b) Prerequisite: Basic Mathematics
(c) Textbooks: Biology, Its Principles & Implications - Hardin
(d) Number of students affected by project - 425
(e) Upper division transfer students - 195

(2) 5 - Marine Biology - 3 units

(a) Average enrollment - 110 Fall
(b) Prerequisite: One lab. course in college biological science
(c) Textbooks: Seashore Animals on the Pacific Coast - Johnson
               Common Seashore Life of So. Calif. - Hedgepeth
               Seashore Life, San Francisco Region - Hedgepeth
               Seashore Plants in So. Calif. - Dawson
               Fishes - Zim
               Seahorses - Zim
               The Sea Around Us - Carson
               How to Know American Marine Shells - Abbott
               Fish & Game Pub. 8, 9, & 14 - U.S.G.P.O.
(d) Number of students affected by program - 110
(e) Upper division transfer students - 40

(3) 7 - Microbiology - 4 units

(a) Average enrollment - 45 Spring
(b) Prerequisites: H.S. or College Chemistry
(c) Textbooks: Principles of Microbiology - Smith
               Lab. Manual for Microbiology - Smith
(d) Number of students affected by project - 45
(e) Upper division transfer students - 21

(4) 8 - Organismic Biology - 4 units

(a) Average enrollment - 50 Fall
(b) Prerequisites: H.S. or College Chemistry
(c) Textbooks: Biological Science - Keeton
               From Cell to Organism - Kennedy
               Great Experiments - Gabriel
(d) Number of students affected by the project - 50
(e) Upper division transfer students - 21

(5) 9 - Population and Environmental Biology - 4 units
(a) Average enrollment - 45 Spring
(b) Prerequisite: Biology 8
(c) Textbooks: College Zoology - Stiles
Ecology of Populations - Bougey
Plant Diversity - Seagel
(d) Number of students affected by project - 45
(e) Upper division transfer students - 21

(6) 10 - Molecular and Cell Biology - 4 units
(a) Average enrollment - 25 Fall
(b) Prerequisites: Biology 8 and Chemistry 5
(c) Textbooks: Cell and Molecular Biology - DePraw
Experimental Cell Biology - Bowen
Molecular Basis of Life - Haynes
(d) Number of students affected by project - 25
(e) Upper division transfer students - 21

(7) 11 - Biological Oceanography - 4 units
(a) Average enrollment - 40 Spring
(b) Prerequisite: Physical Oceanography
(c) Textbooks: This Great and Wide Sea - Coker
Marine Plankton - Nowell
(d) Number of students affected by the project - 40
(e) Upper division transfer students - 6

3. Plans for achieving the objectives of the project:

Our plans for achieving the objectives of this project are to make every possible effort to acquire proper equipment for all scientific and technical laboratories. The District will make available funds to the maximum extent possible in order to provide proper equipment for adequate instruction.

Plans for the 1970-71 academic year include the scheduling of classes through the noon hour, making it possible to schedule four (4) three (3) hour lab. sections instead of the three (3) sections now scheduled. Special classes for scientific and engineering technicians will be scheduled in the late afternoon, evening, and on Saturdays as needed to meet the needs of our community.
The equipment requested in this project will make it possible for the instructors of scientific and engineering laboratory classes to aid the student learning experience by giving the student ample time to perform basic and advanced laboratory experiments. The primary objectives as listed in the various course outlines cannot be properly obtained without the equipment required for the showing and doing phase of the learning experience.

It is the goal of the College to provide the best training possible for both those students who go on to higher education and to those who must face the world of work immediately after one or two years of college work.

4. Competency of the College staff:

   a. James E. Foxx
      Asst. Dean, Instruction, Vocational-Technical

      Experience: July 1965 - Present. Asst. Dean, Instruction, Vocational/Technical Education. Responsible for the planning, development, coordination, supervision, and evaluation of pre-employment programs in vocational education, apprenticeship, trade extension, and technical education.

      Sept. 1961-June 1965 - Teacher-Cordinator, Distributive Education, Santa Barbara City College.


      September 1938-October 1940 - General Foreman, WPA in Ohio, State Highway Improvement Program

      Education: B.S. - Vocational Education, University of Cincinnati, 1950.
                 M.Ed. Secondary School Administration, University of Cincinnati, 1951.
Teacher Training - 18 units, University of California, Santa Barbara, 1960-61.
Teacher Training, 6 units, University of California, Berkeley, 1962.
Advanced Graduate Studies, 28 units, University of Southern California, 1961 and 1963-64.

b. Dr. Frederic W. Schuler - Project Director
Chairman, Physical Science and Engineering Division

Experience: September 1967 - Present. Instructor, Santa Barbara City College, Physics, Chemistry and Engineering; Department Chairman 1969-70.

1963-1967 - Senior Supervisor, General Motors Defense Research Laboratories, Goleta, Calif. Initiated programs on the materials and thermodynamics of high temperature fused salt electrochemical batteries for automobiles and space power systems.

1959-1963 - Senior Scientist, Servomechanisms, Inc., Goleta, California. Conducted basic research programs on vacuum-deposited magnetic thin films, their preparation and properties, and on the preparation of thin-film transparent phospers.


B.S., Chemistry, 1944, University of Wisconsin.
c. Dr. Robert J. Profant  
Chairman, Life Science Division  

Experience: 1952 - Present. Instructor, Associate Professor, Department Chairman, in Life Science. 1964 - Certified Diver, University of California, Santa Barbara.  


d. Dr. Robert S. Gray  

Experience: 1967 - Present. Assistant Professor, Geology, Santa Barbara City College  
1961-1964 - Doctorate student, University of Arizona, assistant in geo-chemistry and sedimentation.  
1957-1959 - Master student, University of Arizona, Instructor in Physical, Historical Geology, and Petrology.  
1955-1957 - Officer, U.S. Navy - Destroyer duty.  


e. William C. Jorgensen  

Experience: 1966 - Present. Instructor in Biology and Marine Biology, Santa Barbara City College.
1961-1967 - Director, Western Marine Laboratory, a commercial company engaged in underwater marine photography.


Education: M.A. Biology & Education, California State Polytechnic College, 1954.

B.A., Biology, University of California, Santa Barbara, 1948.

f. Phil G. Olsen

Experience: 1966 - Present. Instructor, Geology, Santa Barbara City College.


Education: B.S., Geology, University of Utah, 1964.
M.S., Marine Biology, University of California, Santa Barbara, 1970.

g. Isidor Elias

Experience: 1968 - Present. Instructor, Physics, Santa Barbara City College.

1966-1968 - Instructor, Mathematics and Physics, Mt. San Jacinto College.

1961-1965 - Instructor, Physics, University of California, Los Angeles - Part time.


1956-1959 - Physics Research, Marquardt Corp., Van Nuys, Calif.

Education: B.A., Physics, University of California, Los Angeles, 1949.
M.A., Physics, University of California, Los Angeles, 1955.

h. James G. Larsen

Experience: 1968 - Present. Instructor, Chemistry, Santa Barbara City College.

1966-1968 - Assistant Professor Chemistry, San Jose State College.

Education: B.S., Chemistry, San Jose State College, 1962.
M.S., Chemistry, San Jose State College, 1963.
Ph. D., Chemistry, in progress, University of Colorado. Work to be completed, summer 1970.

i. James R. Julca

Experience: 1961 - Present. Assistant Professor, Chemistry, Santa Barbara City College.

1959-1961 - Research in Organic Chemistry, Dept. of Nuclear Medicine, U.C.L.A.


j. Vernon Stiers

Experience: 1964 - Present. Assistant Professor, Biology, Santa Barbara City College.

1963-1964 - Instructor, Biology, Marymount H. S., Santa Barbara, California.

1956-1962 - General Manager, Far Western Chemical Company, Oakland, California.


Education: B.A., Chemistry, University of California, Santa Barbara.
M.A. and Ph. D. requirement in Biology, University of California, Santa Barbara, 1966.
k. Maxine Waughtell

Experience: 1950 - Present. Assistant Professor, Biology and Zoology, Santa Barbara City College.

1948-1950 - Technician and Director, Rheumatic Fever Clinic, Nuzum Clinic, Santa Barbara, California.

1945-1948 - Medical Technician, Santa Barbara Medical Clinic, Santa Barbara, California.

Education: B.S., Bacteriology and Chemistry, University of Illinois, 1942.
M.S., Medical Technology, Wayne University, 1945.

l. Conrad P. Weiler

Experience: 1968 - Present. Assistant Professor, Biology, Santa Barbara, City College.


1961-1967 - Instructor, Biology, Glendale College.

1959-1961 - Laboratory Asst., City of Hope Medical Center, Duarte, California.

1954-1956 - Instructor, Biological Warfare Defense, U.S.M.C., Atsuci, Japan

Education: B.S., Biology, Fairleigh Dickinson College, New Jersey, 1959
M.S., Biology, University of Southern California, 1967.

m. David R. Williams

Experience: 1956 - Present. Assistant Professor, Geology, Santa Barbara City College.

1954-1956 - Technical Representative, California Spray Chemical Corp., Richmond, California.


M.A., Biology, Botany & Geology, University of Colorado, 1953.

5. Recent changes:

Santa Barbara City College will have a new Life Science and Geology Building available for the Fall semester 1970. This new building more than doubles current laboratory space available for instruction. Since Capital Outlay for Equipment normally comes from Bond Funds rather than current taxes, the District does not have sufficient funds available to purchase the equipment required for next year. Capital Outlay expenditures for scientific and technical equipment for 1968-69 - $12,213; for 1969-70 - $14,300, and proposed for 1970-71 - $19,300, which, hopefully, can be increased to $38,600 with the approval of this request for assistance.

Many pieces of scientific apparatus have been donated to the College, but in most cases the equipment is in need of costly repairs or is an obsolete model no longer used in current research or production projects. All instructors are encouraged to take their students on field trips to local industrial establishments for a first hand look at modern equipment in current use. This is somewhat helpful, but does not give the student ample opportunity to conduct experiments and to become proficient in the use of the equipment.

6. Current holdings of major equipment items directly related to curricula improvement:

These include standard laboratory spaces - 24 student stations per laboratory. Each laboratory is provided with standard glassware and expendable supplies as required for basic experiments.
Microscopes and other relatively cheaper items of equipment are available in quantities of from twelve (12) to twenty-four (24) per laboratory. With the addition of the new Life Science - Geology Building, this ratio will be cut in half.

The College Administrative staff will continually review the status of the budget and additional income, as it becomes available, will provide such equipment and supplies as can be afforded at the time.

If detailed inventory is required on this item, please advise.
RESOLUTION NO. 13

A RESOLUTION OF THE BOARD OF TRUSTEES
OF THE SANTA BARBARA JUNIOR COLLEGE
DISTRICT ESTABLISHING A REVOLVING CASH
FUND PURSUANT TO ARTICLE 1.6, CHAPTER
5, DIVISION 16 OF THE EDUCATION CODE.

WHEREAS, Education Code Sections 21330 and 21331 authorize the establishment of a revolving cash fund which may be used for the making of immediate payment for purchases in the amount of $100 or less; and

WHEREAS, the Board of Trustees deems the establishment and use of such fund an expeditious and beneficial manner of handling purchases in the amount of $100 or less in that the use of the fund will result in a reduction in the costs involved in processing regular warrants and in that the District will benefit from the ability to make prompt payments for purchases.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Santa Barbara Junior College District as follows:

1. Pursuant to the authority of Article 1.6 (consisting of Sections 21330 and 21331), Chapter 5, Division 16 of the Education Code, there is hereby established a cash revolving fund in the amount of $5000.00 in the main office of the Santa Barbara National Bank, a bank whose deposits are insured by the Federal Deposit Insurance Corporation, for the purpose of paying bills as prescribed by Paragraph 2 of this resolution, and there is hereby appropriated from the funds belonging to the District in the Santa Barbara County Treasury said sum of $5000.00 to establish said cash revolving fund.

2. Donald K. Sorsabal and/or David L. Pickering are hereby authorized to make immediate payments by check, drawn on the revolving cash fund established by this resolution for District purchases in an amount of One Hundred Dollars ($100) or less.

3. The persons hereby authorized to make immediate payments from the said revolving cash fund shall submit a monthly list of payments to the Board of Trustees for approval. Upon approval, the Board will draw an order for the replenishment of the revolving cash fund from the funds of the District in the County Treasury.

PASSED AND ADOPTED by the Board of Trustees this 26th day of February, 1970, by the following vote:

AYES:

NOES:

ABSENT:
ATTEST:

DKS/ler
TO: The Board of Trustees
FROM: Julio L. Bortolazzo
RE: Food Services

Since July, 1964, the food services on campus have been provided under a fee contract with ARA Services, Inc. of Philadelphia, Pennsylvania. During this entire period, the food services program has never been self-supporting. The 1964-65 school year, the cost of operation exceeded the income by $3,974.32; the 1965-66 year, the difference was $3,247.16; 1966-67, the cost was $2,344.94; 1967-68, the operation was in the red by $2,949.61; and in the 1968-69 year, the costs exceeded income by $12,545.98. The last deficit was shocking, so much so that a private audit was conducted. The records appeared to be an accurate reflection of the 1966-69 operation. To date, records indicate a deficit for 1969-70 to be approximately $2,500.

One of the major reasons for the losses has been that the Associated Students pay the costs plus a fee of $7,800 or ten percent of the cash sales, whichever is greater. This is a management fee and includes much specialized help by chefs, dietitians, consultants, etc. In addition, ARA, Inc. must pay sales tax on all food sold. In 1969-70, the sales tax amounted to $3,759.72. Had the school district been operating the cafeteria, only the meals sold to non-students would have been taxed.

ARA Services, Inc. has filled a primary need during the initial growth years. However, the district should now begin to examine other alternatives. One basic alternative is that the district undertake to operate the food services program itself. This alternative appears to offer the best solution to our immediate problems.

Therefore, because the food services has been costly; because the quality of food has not been well accepted; because the food service program has been isolated from the functions of the college; and, finally, because it is felt that a district-operated food service program can best meet the needs of the college, it is recommended that the current contract with ARA Services, Inc. be terminated effective July 1, 1970. Further, it is recommended that the administration begin immediately to formulate plans for the assumption of the food service program as an integral part of the college operation.

JLB/DKS/ler
WHEREAS: the success of California's tri-partite system of education is dependent upon community college transfer students being admitted to the State Colleges and the University, and

WHEREAS some of the State Colleges no longer admit all qualified community college transfers who apply, and

WHEREAS some State Colleges are giving first priority in admission to community college transfers within specified geographical areas, and

WHEREAS the Chancellor of the State Colleges recently recommended to the Governing Board that each President be authorized to establish admission priorities for his college,

NOW, THEREFORE, BE IT RESOLVED, that the Chancellor of the State Colleges be requested to take immediate action to bring consistency to State College admission procedures, and

BE IT FURTHER RESOLVED, that the Chancellor of the State Colleges be requested to institute procedures which will guarantee all qualified community college transfer students equal opportunity for admission to each State College, and

BE IT FURTHER RESOLVED, that the Chancellor of the State Colleges be requested to take measures which will insure that no qualified community college transfer student is denied admission to the State Colleges.

CHR: r
2/10/70

[Signatures]
# REPORT ON SPRING 1970 ENROLLMENTS FOR CREDIT AND NON-CREDIT CLASSES

<table>
<thead>
<tr>
<th>YEAR</th>
<th>DAY ENROLLMENT</th>
<th>DAY STUDENT INCREASE-DECREASE</th>
<th>DAY % INCREASE-DECREASE</th>
<th>EVENING ENROLLMENT</th>
<th>EVENING STUDENT INCREASE-DECREASE</th>
<th>EVENING % INCREASE-DECREASE</th>
<th>TOTAL CREDIT ENROLLMENT</th>
<th>TOTAL STUDENT INCREASE-DECREASE</th>
<th>TOTAL % INCREASE-DECREASE</th>
<th>TOTAL CREDIT ENROLLMENT</th>
<th>TOTAL STUDENT INCREASE-DECREASE</th>
<th>TOTAL % INCREASE-DECREASE</th>
<th>NON-CREDIT ENROLLMENT</th>
<th>TOTAL COLLEGE ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPRING 1969</td>
<td>3120</td>
<td></td>
<td></td>
<td>1325</td>
<td></td>
<td></td>
<td>4445</td>
<td></td>
<td></td>
<td></td>
<td>4908</td>
<td></td>
<td>9353</td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>3583</td>
<td>+463</td>
<td>15% Inc</td>
<td>1464</td>
<td>+139</td>
<td>10.5% Inc</td>
<td>5047</td>
<td>+602</td>
<td>13.5% Inc</td>
<td>6264</td>
<td>11311</td>
<td>+1958</td>
<td>27.6% Inc</td>
<td>21% Inc</td>
</tr>
<tr>
<td>FALL 1969</td>
<td>3772</td>
<td></td>
<td></td>
<td>1526</td>
<td></td>
<td></td>
<td>5298</td>
<td></td>
<td></td>
<td></td>
<td>5893</td>
<td></td>
<td>11191</td>
<td></td>
</tr>
<tr>
<td>SPRING 1970</td>
<td>3583</td>
<td>-189</td>
<td>5% Dec</td>
<td>1464</td>
<td>-62</td>
<td>4.0% Dec</td>
<td>5047</td>
<td>-251</td>
<td>5.0% Dec</td>
<td>6264</td>
<td>11311</td>
<td>+1120</td>
<td>6% Inc</td>
<td>1% Inc</td>
</tr>
</tbody>
</table>

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**NOTE:** There was a noticeable increase of college credit students for the Spring Semester, 1970 over the previous Spring Semester.

The decrease of credit students from Fall, 1969 to Spring, 1970 was minimal (5% total decrease).

*The non-credit enrollment for this Spring increased considerably over that of the previous Spring. The Spring, 1969 non-credit enrollment was affected adversely by the flood and influenza.*

LCH/ts
Office of Admissions & Records
February 20, 1970
A Proposed Follow-up Study of SBCC Withdrawals

1. Background

The Coordinating Council for Higher Education is sponsoring a follow-up study of students withdrawing from community colleges to assess: 1) current activities of withdrawals; 2) extent of financial need as "disadvantaged" status among withdrawals; 3) future expectations for education.

A brief questionnaire (attached) has been prepared, and will be mailed to a sample of withdrawing students in 22 Northern California community colleges.

The SBCC counseling staff approved a proposal on February 3 that we conduct a similar study here during the Spring, 1970 semester. Sufficient questionnaires, cover letters, stamps and envelopes are available from the surplus supplies allocated for the CCHE project.

2. Anticipated Use of the Data

a) assessment of student opinion, attitude about their SBCC experiences.

b) assessment of the role of financial need in the decision of respondents to withdraw from SBCC. (This information may be of some value as background in the development of E.O.G. or similar grant applications.)

c) assessment of the extent to which responding vocational students are "hired out" of SBCC programs.

TFM:dp
Dear

Will you take about five minutes to help your community college?

The Coordinating Council for Higher Education, a statewide planning agency, has asked each junior college to provide some information about students who decided not to continue their enrollment. Are they working? Are they in other schools? Could we have done a better job? Was financial aid an important factor?

The only way we can get the answers is from you. To make it as easy as possible, we've enclosed a stamped, addressed envelope.

In case you're interested in what we learn, just put your name and address in the same envelope and we'll send a copy of the report about April 1. Of course your individual answers will not be revealed. The only reason we are asking for your name is so we can send reminders to those who don't reply, and so we can relate the responses to college data at each school.

Please send the response back today. Every response is important for planning to serve students better, and we're sure you share our interest in improving education.

Very truly yours,

Tom MacMillan
Consultant
Coordinating Council for Higher Education
Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93105

TFM:1cl
Enclosure
Name ___________________________ Social Security Number _____________
College attended _____________ Age ___ Sex ___ Race ________ (optional)

Please check the items which apply to you (several may apply).

A. I did not re-enroll in the community college for the following reason(s).
   1. ____ decided to take a job
   2. ____ health problem
   3. ____ lacked transportation
   4. ____ could not get enrolled in courses I wanted
   5. ____ could not get classes scheduled when I wanted them
   6. ____ got married
   7. ____ drafted
   8. ____ enlisted
   9. ____ entered another college
  10. ____ got too far behind in my courses
  11. ____ wasn't motivated by my courses
  12. ____ Yes, ____ No - If you left to take a job, was the job related to the course you were taking? (e.g., business courses, vocational or technical courses)

  13. other reason ___________________________

B. These questions are to determine your present activities and future plans.
   What are you doing now that you have withdrawn from college?
   1. ____ working full time
   2. ____ married or soon to be married
   3. ____ in armed forces
   4. ____ enrolled in another college
   5. ____ looking for a job
What are your plans for continuing college?

1. ____ will probably enroll next semester in some college
2. ____ probably won't go back to college
3. ____ will go back to college after military service
4. ____ may go back in the future for courses that interest me

C. The following questions are asked because a number of students withdraw for "financial" reasons. Your answers will be helpful in planning for local and state programs.

What is your estimate of your total family income per year?

1. ____ under $3,000
2. ____ $3,000 - $4,500
3. ____ $4,500 - $6,000
4. ____ $6,000 - $7,500
5. ____ $7,500 - $9,000
6. ____ $9,000 - $11,000
7. ____ $11,000 - $12,500
8. ____ $12,500 - $14,000
9. ____ $14,000 - $15,500
10. ____ over $15,500

As far as you know, were you eligible for financial aid?

____ Yes, ____ No, ____ Don't know

Did you receive financial aid? (scholarship, economic opportunity grant, college work program, etc.)

____ Yes, ____ No, ____ Did not apply

How many brothers and sisters have you? ____

Thank you for taking the time to help your community college.
1. NAME

<table>
<thead>
<tr>
<th>NAME</th>
<th>LAST NAME</th>
<th>INITIALS</th>
</tr>
</thead>
</table>

2. SOCIAL SECURITY NUMBER

<table>
<thead>
<tr>
<th>SOCIAL SECURITY NUMBER</th>
</tr>
</thead>
</table>

3. WHAT IS YOUR RACE?

- [ ] CAUCASIAN
- [ ] CAUCASIAN/Spanish (SUR NAME)
- [ ] BLACK
- [ ] ORIENTAL
- [ ] OTHER

4. SEX

- [ ] MALE
- [ ] FEMALE

5. WHAT IS YOUR MARITAL STATUS?

- [ ] SINGLE
- [ ] MARRIED
- [ ] DIVORCED OR SEPARATED

6. IF EMPLOYED, WILL YOU KEEP YOUR JOB WHILE IN COLLEGE?

- [ ] YES
- [ ] NO
- [ ] NOT EMPLOYED

7. IS YOUR JOB RELATED TO YOUR COLLEGE MAJOR?

- [ ] YES
- [ ] NO
- [ ] NOT EMPLOYED

8. WILL YOU NEED FINANCIAL AID TO REMAIN IN COLLEGE?

- [ ] YES
- [ ] NO
- [ ] NOT EMPLOYED


- [ ] UNEMPLOYED
- [ ] SEMI-SKILLED (SOME FORMAL TRAINING REQUIRED)
- [ ] MANAGERIAL (CONSIDERABLE TRAINING REQUIRED)
- [ ] PROFESSIONAL (TRADE OR PROFESSIONAL, TRAINING REQUIRED)
- [ ] SKILLED (SOME FORMAL TRAINING REQUIRED)
- [ ] Skilled (formal training preferred)
- [ ] UNskilled (no formal training)

10. DOES YOUR MOTHER HAVE A JOB OUTSIDE THE HOME?

- [ ] YES, FULL TIME
- [ ] YES, PART TIME
- [ ] NO

11. HOW FAR AWAY FROM COLLEGE DO YOU LIVE?

- [ ] PALM MILES
- [ ] 6-10 MILES
- [ ] 11-15 MILES
- [ ] 16-20 MILES
- [ ] DOES NOT MILES

12. HOW DO YOU GET TO THE CAMPUS?

- [ ] OWN CAR
- [ ] CAR POOL
- [ ] PUBLIC TRANS.
- [ ] SCHOOL BUS
- [ ] OTHER

13. HOW LONG DOES IT TAKE YOU TO GET TO CAMPUS?

- [ ] 10 MIN. OR LESS
- [ ] 10-20 MINUTES
- [ ] 30-45 MINUTES
- [ ] 45-90 MINUTES
- [ ] OVER 90 MINUTES

14. WHAT IS YOUR REASON FOR COMING TO COLLEGE? (MARK ONE CHOICE ONLY)

- [ ] I HAVEN'T REALLY DECIDED YET
- [ ] TO GET A JUNIOR COLLEGE DEGREE ONLY
- [ ] TO GET A JUNIOR COLLEGE DEGREE AND COMPLETE A VOCATIONAL/TECHNICAL PROGRAM
- [ ] TO PREPARE FOR TRANSFER TO ANOTHER INSTITUTION WITH OR WITHOUT AN A.A. DEGREE
- [ ] ACADEMIC
- [ ] FINANCIAL
- [ ] MARRIAGE

15. SOMETIMES PEOPLE ARE UNABLE TO COMPLETE COLLEGE, EVEN THOUGH THEY PLAN TO. IF YOU ARE UNABLE TO FINISH WHAT DO YOU THINK WILL BE THE LIKELIEST OBSTACLE?

- [ ] NOT VERY LIKELY
- [ ] LIKELY
- [ ] VERY LIKELY

- [ ] NO ONE
- [ ] COUNSELOR
- [ ] BROTHER/SISTER
- [ ] FRIENDS
- [ ] OTHER

16. WE SOMETIMES TURN TO OTHERS FOR ADVICE WHEN WE ARE MAKING PLANS. IF YOU WERE MAKING AN IMPORTANT DECISION NOW, HOW LIKELY IS IT THAT YOU WOULD TURN TO EACH OF THE FOLLOWING:

- [ ] NOT VERY LIKELY
- [ ] MARRY
- [ ] VEHICLES
- [ ] RELIGIOUS LEADER
- [ ] LAWYER

17. WHICH OF THE FOLLOWING PEOPLE WOULD YOU RELY ON MOST FOR ADVICE ABOUT SCHOOL OR JOB PLANS?

- [ ] FATHER
- [ ] MOTHER
- [ ] TEACHER
- [ ] COUNSELOR
- [ ] BROTHER/SISTER
- [ ] OTHER

18. HOW IMPORTANT IS IT TO THE FOLLOWING PEOPLE THAT YOU GO TO COLLEGE?

- [ ] MOTHER
- [ ] OTHER

19. HOW IMPORTANT IS COLLEGE TO YOU PERSONALLY?

- [ ] NOT VERY IMP.
- [ ] SOMEWHAT IMP.
- [ ] QUITE IMP.
- [ ] EXTREMELY IMP.

20. WHAT IS YOUR MAJOR?

(USE THE LIST OF MAJOR CODES ON THE REVERSE SIDE OF THIS PAGE)
Master/TKT File to DP
S/S# Punched
Into Tub Cards

Class Rosters
To Instructors

Std File
Updated With
Ticket No's

Locator File
To Adm
Office

Confirmation
Cards to Inst
Monday of 2d
Week

Students
Obtain Tkts
From Inst To
Confirm Res-
ervation

Confirmation
Tkts Returned
During 3d
Week

Unused Con-
firmation
Tkts to DP
For Class
Usage Rpt

Master/Tkt
File To DP
To Update
Std File

Attendance
Reports To
Adm Mon. of
4th Week
Report to Adm of Std Not Confirm-ing Reserv-a-tion

Permanent Rosters From Purged File To Inst

No-Show's and Non-Attn drops Generated From Returned Report

Carbon Copy Of Roster to Adm

Student Programs To Adm
Appraisal of Student Personnel Services

We need your assistance in appraising the following thirty-one identifiable functions. This request marks the beginning of a year long "self-study" of such services in an attempt to elicit a clearer understanding of the current status of the Student Personnel Programs at Santa Barbara City College.

Based on your experiences and the experiences of your colleagues, estimate the degree of effectiveness of each service as offered at this college.

A - Excellent  F - Very Poor
B - Good       X - Not a function of this campus
C - Fair       Z - Cannot judge
D - Poor

How would you rate your campus in:

1. Providing prospective students with information about the college (courses, programs, expenses, regulations, housing, activities, etc.). (PRE-COLLEGE INFORMATIONAL)

2. Interpreting standardized tests to incoming students as a means of helping them select courses and curricula in which they are most likely to succeed. (EDUCATIONAL TESTING)

3. Appraising any previous education record of the student to determine his probable success in various courses and curricula which might interest him. (APPLICANT APPRAISAL).

4. Conducting registration for classes and payment of necessary fees. (STUDENT REGISTRATION)

5. Maintaining records of the academic progress of each student (grades), the activities of the student at the college, the honors which the student may receive, and some indication of his social development. (STUDENT RECORDS)

6. Establishing and maintaining regulations pertaining to academic probation, course pre-requisites and graduation requirements. (ACADEMIC REGULATORY)

7. Consulting with incoming students about their career plans, educational goals, and probable chances for achieving them. (APPLICANT CONSULTING)

8. Providing a course for students during the first semester (or quarter) which helps students to learn about the college, about study skills, about career opportunities and about self-development. (GROUP GUIDANCE)

9. Providing staff advisors who are available to consult with students about their choice of courses, their academic progress and other matters that may concern them. (STUDENT ADVISORY)
10. Providing counselors who are available to consult with students about their vocational plans, or their personal and social concerns. (STUDENT COUNSELING)

11. Providing information about career opportunities that are related to the various courses and curricula of that college. (CAREER INFORMATIONAL)

12. Providing a few orientation days at the beginning of school which help new students "get the feel of things." (STUDENT INDUCTION)

13. Developing and enforcing "consistent" regulations for governing the social life of the student while on campus. (SOCIAL REGULATORY)

14. Providing opportunities for students to have their own self-government through elected representatives. (STUDENT SELF-GOVERNMENT)

15. Providing a variety of clubs and activities which help students to develop their special interests and to meet other students who share similar interests. (CO-CURRICULAR ACTIVITY)

16. Providing opportunities for students to become actively involved in and concerned with some of the major problems faced by our society. (CIVIC INVOLVEMENT)

17. Providing opportunities and facilities for students to participate in various sports as well as information social activities. (RECREATIONAL ACTIVITY)

18. Providing a program of inter-collegiate athletics that are of interest to the student body. (INTER-COLLEGIATE ATHLETIC)

19. Providing students who need financial assistance with opportunities of part-time jobs, or with short-term loans, or with grants-in-aid. (FINANCIAL ASSISTANCE)

20. Awarding scholarships to students having outstanding academic or activity records. (SCHOLARSHIP AWARDING)

21. Arranging opportunities for students to work on a part-time basis in jobs that are directly related to their career objectives. (CO-OPERATIVE PLACEMENT)

22. Assisting students who are graduating from career programs to meet prospective employers and to locate employment that is in keeping with their career plans. (GRADUATE PLACEMENT)

23. Providing tests which will help students in identifying any deficiencies in basic skills which they may have in reading, writing or arithmetic. (BASIC SKILL DIAGNOSTIC)
24. Providing a special program for students who may discover deficiencies in any of the basic skills. (BASIC SKILL DEVELOPMENTAL)

25. Requiring students to have a physical examination before admission to the college as a means of protecting the health of students. (HEALTH APPRAISAL)

26. Providing the necessary medical personnel to handle problems of illness or accidents which may occur on campus. (HEALTH CLINICAL)

27. Providing college resources and staff to make known to out-of-school youth and adults the educational opportunities available to them. (NON-STUDENT COUNSELING)

28. Maintaining a liaison with high schools and senior colleges so that the student avoids unnecessary duplication of high school studies and is suitably prepared if he plans to transfer to a senior college. (PROGRAM ARTICULATION)

29. Conducting surveys, such as this, as a means of strengthening the services to students, to the faculty, and to the institution. (PROGRAM EVALUATION)

30. Providing opportunities for members of the college staff to increase their professional skill and knowledge through participation in professional conferences and programs both on the campus and elsewhere. (STAFF DEVELOPMENT)

31. Developing methods of coordinating and staffing student services for maximum benefit of the students, the faculty and the college. (ADMINISTRATIVE ORGANIZATIONAL)
ABILITY PARTIAL IS .22 ACT IS IN LOWER THIRD. IS THIS STUDENT BEING REALISTIC IN THEIR CHOICE OF MAJOR AND CURRENT COURSE LOAD? CAN YOU REFER THEM TO A TUTORIAL OR REMEDIAL AID? HAS HE ANY INTEREST IN EXPLORING THEIR VOCATIONAL ABILITIES OR INTERESTS THROUGH TESTING?

THE WEIGHTING OF THE RACIAL FACTOR APPEARS NOT TO HAVE A GREAT DEAL OF VALUE FOR CAUCASIAN STUDENTS.

SEX IS AN IMPORTANT VARIABLE IN THE PREDICTION OF ATTENTION PARTICULARLY WHEN GROUPED BY ABILITY LEVEL. MALES GENERALLY TEND TO BE MORE VULNERABLE TO ATTENTION, REGARDLESS OF ABILITY. LOW ABILITY FEMALES ARE THREE TIMES LIKELIER TO PERSIST THAN LOW ABILITY MALES.

AGAIN THE CRITICAL FACTOR SEEMS TO BE ABILITY AND MAJOR.

THIS STUDENT HAS REPORTED THAT HE HAS A FINANCIAL NEED AND WILL BE EMPLOYED WHILE IN COLLEGE. HAS HE ASSESSED REALISTICALLY THE AMOUNT OF WORK HE CAN DO AND MAINTAIN HIS COLLEGE GRADES. DOES HE QUALIFY FOR CHS OR EOG ASSISTANCE?

THIS STUDENT HAS DECLARED LESS THAN A TRANSFER GOAL. IS HE CERTAIN ABOUT HIS PLANS FOR A CERTIFICATE OR ASSOCIATE DEGREE PROGRAM? WILL HIS MAJOR ALSO ALLOW HIM TO TRANSFER IF HE LATER CHANGES HIS MIND? THE NORCAL STUDY HAS SHOWN THAT STUDENTS WITH LESS THAN TRANSFER GOALS ARE MORE LIKELY TO WITHDRAW FROM COLLEGE.

THIS STUDENT HAS REPORTED THAT HIS PARENTS DO NOT GIVE HIM MAXIMUM SUPPORT IN HIS PLANS FOR COLLEGE. SINCE PARENTAL ATTITUDE IS OFTEN REFLECTED IN THE PERSISTENCE AND PERFORMANCE OF STUDENTS, IT IS PROBABLY OF SOME VALUE TO PROVIDE AS MUCH SUPPORT AS YOU CAN FOR THIS STUDENT. IT IS OF CENTRAL IMPORTANCE THAT THIS STUDENT BE ENCOURAGED AND SUPPORTED IN HIS CHOICES.

THIS STUDENT HAS REPORTED THAT COLLEGE IS VERY IMPORTANT TO HIM. HIS HIGH MOTIVATION MAY BE ABLE TO CARRY HIM OVER SOME ROUGH SPOTS, BUT IT IS IMPORTANT THAT HE BE AWARE OF HIS ABILITY POTENTIAL, AND THAT CONSIDER HIS COURSES WELL.
ABILITY PARTIAL IS .22 ACT IS IN LOWER THIRD. IS THIS STUDENT BEING REALISTIC IN THEIR CHOICE OF MAJOR AND CURRENT COURSE LOAD? CAN YOU REFER THEM TO A TUTORIAL OR REMEDIAL AID? HAS HE ANY INTEREST IN EXPLORING THEIR VOCATIONAL APPTITUDES OR INTERESTS THROUGH TESTING?

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1. In your opinion, what is the highest priority for new courses in Vocational-Technical education at SBCC? (Please list 3 areas which you feel will need primary emphasis in our planning during the next 5 years.)

____________________________________________________

____________________________________________________

____________________________________________________

2. What is your estimate of the number of new staff positions we will need in the Vocational-Technical program? (How many full-time instructors and in what particular areas?

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3. Please estimate the number of square feet your specific voc-tech area should have as a minimum, and as a maximum to provide adequate classroom and laboratory stations?

Minimum 1970-74

____________________________________________________

Maximum 1970-74

____________________________________________________

4. Please list all equipment you now have for teaching in your voc-tech area. (attach most recent inventory)

5. Please list any equipment you feel should be discarded or replaced. (Note on list for Question 4)

6. What new equipment do you feel is essential for meeting new needs in your field? (attach list)
7. How many students per year do you estimate will be enrolled in your Trade or Technical program of training in the next few years.

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8. What sources would you think are best--where can I find out quickly and easily--the manpower needs in your Trade-Technical area over the next five years?

9. How long have you been on the staff at Santa Barbara City College?

10. What kind of credential do you hold?
I. Development of Learning Resources-Tutorial Center Funding Grants

A. Background research information: "Santa Barbara Junior College District Figures on the Distribution of Poverty, Education and Minority Status;" "Enrollment Patterns at SBCC;" "Sources of SBCC Students from District High Schools;" "Analysis of Major Patterns-1969 Fall Data." Each of these brief reports form a part of the basis for justifying and demonstrating needs.

B. Additional Information Needed

1. Current drop-out studies (Proposed follow-up of Fall withdrawals)

2. A program to identify students with special needs (Norcal Questionnaire and analysis of data)

II. Institutional Self-Study for Accreditation and Development

A. Development of three and five year priorities for Vocational/Technical Education. (Questionnaire on educational specifications sent to Apprenticeship Committee and Vocational/Technical Instructors)

B. Re-assessment of Student Personnel programs
   (Questionnaire of "effectiveness" administered to selected students, faculty, administrators, and counselors)

C. Follow-up of Health Occupations students who have withdrawn during the past three years (Instrument to be developed)

D. Revision of Registration, Data File and Inquiry System (McAuliffe-flow chart)

III. Continuing Consultation to Staff, Students in Areas of Need, Evaluation

A. Facilities Priorities; Ten Year Plan (Poolman)

B. Evaluation of Experimental or Demonstration Projects in Instruction

C. Special Purpose Grants
CJCA Legislative Program Approved; Finance, Bond Issues Key Items

The 1970 CJCA legislative program – topped once again by measures urging financial support increases – was unanimously approved by the Association's Board of Directors, meeting in Burlingame January 9-10.

The Association this year will combine forces with the Board of Governors of the California Community Colleges asking the Legislature to increase the regular foundation program from $643 per unit of A.D.A. to $718 and a three year phase-out of the defined adult concept.

The latter change would rid the system of discriminatory legislation which now decrees that education of part-time students 21 or over cannot be supported by the state to the same extent as the education of other students. During the phase-out years, the legislation would also increase the amount for defined adults from the current $520 to $600 per unit of A.D.A.

Authoring the major finance measures are Assemblyman Earle P. Crandall (R-San Jose) and Senator Clair W. Burgener (R-San Diego), as the bill will be carried simultaneously in both houses.

The CJCA Board voted unanimously to accept the recommendations of the Committee on Legislation regarding the courses of action the Association should pursue this year. The 20 member committee is headed by Los Rios Superintendent Walter Coulter.

The Committee recommended the Association introduce or actively support legislation this session which would:

- lower the vote ratio for any local measure from the existing 2/3 requirement to a simple majority.
- allow the use of district funds to

Legislation – From Page 1

begin construction on specific phases of a project which can be completed without local money prior to the final state allocations without loss of state funds.

- allow A.D.A. apportionment for coordinated instruction programs (television, automated audio-visual systems, computer assisted instruction, etc.) under the direction of professional instructors.
- require the establishment of separate board for districts maintaining junior colleges.
- allow junior colleges to experiment with new and innovative approaches to instruction, including pilot programs for multi-media and various other forms of instructional methods; eliminate the conventional "course concept and integrate general education" programs.
- remove current limitations on the use of Saturday classes.
- make permissible the establishment of mandatory student fees.
- establish transfer priority for junior college students.

The directors and committee members emphasized the listed items by no means comprised the sole thrust by the Association this year. Of particular importance will be support of legislation designed to remove junior colleges from the provisions of the Winton Act.

In addition, the Board voted to oppose, among other measures, legislation which would establish regional groupings of higher education institutions, set uniform statewide salary schedules, repeal tenure, impose tuition, and mandate 100% state financial support of the junior colleges.

(continued on page 4)
New Careerists Probe
Their Para-Professions

"One day, I'm gonna make it. I'm gonna be a sub-professional, then a professional, at the bottom of the ladder, in the middle of the ladder, and then at the top of the ladder."

These were the words of Margaret Johnson, black, mother of three, resident of the Phoenix (Ariz.) ghetto. She is the lone support of her family. No welfare checks, no husband, and no charity help pay her bills.

Margaret works hard. She holds a full-time job, and also attends classes regularly. A heavy schedule, but she considers herself lucky to be moving toward "the top of the ladder" with an opportunity "to help other people."

Margaret Johnson is part of the Labor Education Apprenticeship Program (LEAP) in Phoenix. And LEAP is one example of a manpower development generally called New Careers.

Essentially, New Careers involves lower echelon jobs in such helping services as health, mental health, corrections, and mental retardation. Usually described as sub- or para-
professional, these jobs were created to fill a growing manpower need.

Last June 12-14, in Phoenix, Arizona, more than 130 people gathered to discuss New Careers in the field of mental health. The meeting was sponsored by WICHE and coordinated by Stanley Boucher, director, Mental Health Continuation Education Programs. Participants included both new careerists and professionals.

During the first two days of sessions, the mental health professionals held forth. They talked and argued and determined the ought-to-be’s of New Careers. On the last day, nine new careerists took stage-center. And their statements pinned down the tough realities of here-and-now.

In general, the mental health professionals outlined the should-be’s of New Careers as follows:

- New careerists should be from special groups: the poor, the disadvantaged, the minorities. Representatives of these groups could communicate with their own people, something that most middle-class, white professionals have been unable to do.

Furthermore, the professionals reasoned, a good New Careers job will keep them off the welfare roles.

- New Careers should combine education with work. A man cannot think of education, if he or his family is starving. Therefore, the job security must come first; with education quickly following.

- Finally, the first New Careers, para-professional job should be the bottom rung of a career ladder. Theoretically, a new careerist with gumption could become a social worker, or even a medical doctor. The work-education combination should not only permit, but also promote a rise in the chosen career area.

The new careerists listened for the first two days. And perhaps somewhat in awe, they waited. For the most part, they were young and members of minority groups—Negro, Chicano, and Indian. But the last day was theirs. And they took it.

The following is a distillation of new careerist remarks made during the three-hour panel discussion. These young people spoke forthrightly, and with an understanding that was sometimes frightening, often surprising.

The nine-member panel had only two white members. The chairman was William “Tom” Adams, training coordinator, Washington Department of Institutions.

Entry Into New Careers

William Binford: I got into the New Careers program by chance, by standing around the street corner one day with nothin’ to do, with nowhere to go. And I heard about CEP (Concentrated Employment
"The most barbarous word that has come into the vocabulary and must be eradicated is the word nonprofessional. We, in society, don't revolve anything around 'non.' You know, a nurse is a non-doctor; students are non-teachers; wives are non-husbands. This isn't the way to do it." Howard Higman, professor, Sociology, University of Colorado.

Program. So I wondered what it was. And I always been a suspicious-thinking fellow and didn't think anyone was going to give me nothing, you know. If they did, they wanted something in return. So I . . . a friend of mine and I decided we'd just go down and see what it was like. I saw the future in it.

Why Get Involved?

Margaret Johnson: This program was offering me three things. It was offering me an education. It was offering me counseling. It was offering me on-the-job training.

Elaine Dignan: Once into the New Careers program, I discovered not only does it give you an education and offer you jobs, which is a good idea, but it's an opportunity to extend services where the professional is limited. After all, he only has so much time.

Elaine again: We had a person in our group that started out with approximately a third-grade education, who read at about a third-grade level. And within a period of three months, he had brought his reading level up to a seventh grade.

What's It All About?

Joanne Jefferson: By using people who are not professionals, then we can make real changes and really get to the people. You know, that there's a real need for this. There's a whole mass of people that nobody's been able to touch or reach or get any kind of help to.

Elaine Dignan: It's an opportunity to extend services, where a professional is limited. You can extend that service to those who need and give it to people who really need it.

I was extremely uneasy about working with mentally ill people. I found it's just like working for the black people or the white people or whatever. They're people. And you treat them like people. They react like people.

Joanne again: There's a whole community out there that needs a helluva lot of help. And that's what I want to do.

Communications Block: What's The Problem?

Margaret Johnson: You know what? I was in a professional group yesterday. And I was telling them my problems, but they didn't want to understand my problems.

They kept tellin' me, "Tell me the problem."

I said, man, we've got educational problems; we've got human services problems; we have every kind of problem you want to know about. Now what you gonna do about it? How you gonna go about helping us?

Tom Adams: What did he say?

Margaret Johnson: They kept saying, "What is the problem?"

(Half-laughter)

Harris Peck: Isn't that what we're doing right now—sitting around looking for you to tell us what the problem is?

Margaret Johnson: And you know what they're going to say, "Now, what were they talking about?"

(Half-laughter)

An Example

Woman Instructor, Maricopa Community College: I live in Phoenix. And I don't know about you (indicating new careerists). And you don't know about me. And we've

"Sometimes I get caught up in the intellectual professional bag. And I feel guilty about that." Vernon James.
been doing some work in our own little separate localities. We ought to get together. We've got to make some kind of arrangements. And you (indicating Binford), I want to know who you are.

William Binford: I'm William Binford.

Instructor: I don't mean the name. I want to get to know you. You know, I want to work with you.

William Binford: Well, when you see one black man walking down the street in the ghetto, you see me. That's me. You know them all. They all have the same way of life. Our needs are basically the same.

Instructor: I want to work with you.

William Binford: . . . ah, I'll be more than happy to offer you any services I could.

(laughter)

On Professionals

Autry Johnson: I think that saying you're involved is not enough. You (professionals) gotta be sure you're involved. You know, I've gotta feel like, if I want something, I can come up to you and ask for it. And I've gotta feel that I can get it.

Joanne Jefferson: There's a whole community out there that needs a helluva lot of help. And that's what I want to do. But there's a helluva lot of static from people—from social workers, from doctors, from people, who have a special thing they want reserved.

The static is so great that all these people who are clients—or patients or who need something—will go down the drain. That's where they're going. And it makes me madder than hell, because the world is never going to get better for them.

William Binford: Well, maybe professionals don't feel secure about being professionals. Maybe he feels that he's struggled all these years to become a professional and now we're going to open up channels to someone who hasn't struggled quite
as long. And he don't like this idea. And to me, this is an indication that (the professional is saying) "I worked hard for mine, buddy. You're not going to get mine."

Most of them have been in their jobs long enough to be secure anyway. Thirty-one years of practice. And if you don't feel secure in your job, well you shouldn't have that job anyway.

**Larry Vargas:** Professionals are off in a league by themselves. I think that a professional should go to the heart of the thing instead of being off in a league by themselves. Go right into the heart, where the poor people are at. They're the true professionals.

**So, Who Wants to be a Professional?**

**Vernon James:** Sometimes I get caught up in the intellectual and professional bag. And when I'm with the new careerists, I'm sitting here saying, you know, I'm really buying into the system in a helluva lot of respects. I feel very guilty about that.

**William Binford:** He (Art Pearl) said, "I'm a professional and I'm white. So what?" That's what I asked myself, "So, what?" So he's a professional and he's white. In his field he's a professional.

**I feel like I'm a professional—a professional, maybe restricted to the ghetto.** But I'm a professional among the poor people here. I'm a professional at that. And that means I know as much about that, if not more, than he knows about the profession he's in.

**Autry Johnson:** I don't think I want anything the professional's got. I

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"I have a lot of concerns about this phony program called new careers. It has nothing to do with what I had in mind when I wrote a book, which really talked about changing the nature and quality of life. It had nothing to do with cannning some poor people into doing some lousy jobs." Dr. Arthur Pearl, professor, School of Community Services and Public Affairs, University of Oregon and author of New Careers for the Poor.
want to do my own thing. The thing that makes me most happy is my work.

It Isn’t Easy

Margaret Johnson: Look at me. I went into CEP one week and my case worker wrote me a letter next month, on the 11th, when my rent was due at the housing project.

"Dear Margaret Johnson: You will no longer receive your welfare check, because I understand you’re in the New Careers program."

But these things happen. Okay, my rent was due. I was getting what, only 32 dollars a week. This is for transportation, eat lunch, and, ah, take care of my house and three children.

Tom Adams: Couldn’t you get back on welfare?

Margaret Johnson: Well, I’m sure it would help to go back on welfare, you know, but what are you going to do?

Another thing up at the housing project. First time the men up there hears you’re in the program, he’s gonna go up on the rent. Boy, that place changed every month.

Tom Adams: Why did that happen?

Margaret Johnson: Because when I went into the program. And when they heard I was in the New Careers program and I was getting a dollar and 62 cent an hour, this means that my rent would go up from 38 dollars (that I was paying on welfare) to 55 dollars.

Tom Adams: Who’s responsible for that? Who’s up there?

Margaret Johnson: Well, it looked like to me... I’m gonna tell you what it looked like to me. Here’s one federally-funded program to pacify me on one hand, and here’s the other federally-funded program taking the money back on the other hand and the money’s going back to the same place that it came from.

(laughter and applause)

Panel members included William Binford, of LEAP, Phoenix, Ariz.; Elaine Digman, of Northern State Hospital, Sedro Woolley, Wash.; Betty Harris, of Bernalillo Mental Health Center, Albuquerque, N.M.; Vernon James, of Washington State Office of Economic Opportunity, Olympia; Joanne Jefferson, of Central City Community Mental Health Center, Los Angeles; Autry Johnson, of Bernalillo Mental Health Center, Albuquerque, N.M.; Margaret Johnson, of LEAP, Phoenix, Ariz.; Edward Romero, of Bernalillo Mental Health Center, Albuquerque, N.M.; and Larry Vargas, of LEAP, Phoenix, Ariz.
Both long-time educational luminaries and young firebrands brightened the 11th annual College and University Self-Study Institute, held July 7-10, at the University of California, Berkeley.

"Value Change and Power Conflict in Higher Education" was the discussion topic at the conference, jointly sponsored by WICHE and the Center for Research and Development in Higher Education, University of California, Berkeley.

Presenting well-considered views drawn from long experience were education stalwarts Dr. T.R. McConnell, professor, Higher Education, University of California, Berkeley, and Dr. Rosemary Park, vice-chancellor, Student and Curricular Affairs, University of California, Los Angeles.

Dr. McConnell, discussing the faculty interests in value change and power conflicts, described the accountability and the autonomy of the faculty.

After predicting a decade of continued conflict and divisiveness within college and universities, Dr. McConnell proposed a solution of hope based on some important "ifs."

"If scholars were humble," said Dr. McConnell, "they would join students in searching for the qualities and experiences which make men free, which exalt their humanity and save them from dehumanization by a society characterized by large-scale organization."

He went on to say, "If all members of the university were to join in this quest, they could restore the sense of community and commitment to institutions, now torn with dissension and bereft of common purposes and values."

Dr. Rosemary Park declared some clearcut ideas on the topic of administrators' interests.

She counseled that a university administrator should be both young and an expeditor, "who can continually remind the whole constituency that the university is a moral, as well as an intellectual institution."

Presenting a very different perspective of value change and power conflict were Mrs. Susan S. Lloyd-Jones, former editor, College Press Service, U.S. Student Press Association, and Virgil Roberts, graduate student and black student leader, University of California, Los Angeles.

Mrs. Lloyd-Jones urged the older generation, the university faculties and administrators to join the student movement.

"Join us," she said, "in building a new society in the hollow shell of the old, and building a new university in the shell of the outdated institutions we now have.

With an articulate and rapid-fire delivery, Virgil Roberts explained the goals of (see annual meeting story, page 12) and the reasons for the back movement on college campuses.

Other speakers at the four-day meeting were Dr. Henry Devid Aiken, professor, Philosophy, Brandeis University; Dr. John D. Millett, chancellor, Ohio Board of Regents; and Richard Rosenberg, chairman, Oregon Educational Coordinating Council.

The proceedings of the 11th Annual College and University Self-Study Institute, "Value Change and Power Conflict in Higher Education," will be available in late November from the WICHE Publication Unit.

Sandison Ad-Hoc Group to Study WICHE Programs

A major outcome of the 1969 annual meeting was the unanimous approval of a motion by Washington State Sen. Gordon Sandison to direct the incoming chairman "to appoint an ad hoc committee to review WICHE programs during the subsequent year."

Setting July as a target date to report their findings to the Commission, the Sandison Committee held its first official meeting September 28, in Reno, Nev.

At the Reno meeting, committee members established a work schedule, member responsibilities, and basic criteria for the evaluation of WICHE programs.

Present WICHE programs were divided into seven study areas, each of which would be handled by one of the committee members.

Each committee member will lead a research effort (November through February) into his assigned program area. He will be assisted by four other members of the Commission. Thus, every Commissioner will participate.

Preparation of the final report will begin in April. The report will be composed of a series of recommendations covering the following five areas:

- A statement of WICHE goals and objectives;
- A set of criteria for evaluation of proposed programs;
- Continuation, termination, modification, or amplification of each WICHE program;
- New program areas; and
- Periodic review procedures.
The Games People Play

Eric Berne wrote the book. Petula Clark rock-and-rolled the hitsong. And Hollywood even slapped a technicolor potboiler. But for 150 college and university administrators, gameplaying had become serious business. For them it was a learning experience and a chance to test an educational tool.

The game was called Policy Negotiations. Its designer, Dr. Fredrick Goodman, of the University of Michigan (picted with microphone, upper left corner) explained the myriad of possible moves and manipulations. Each peg counted for one unit of influence and could be positioned in a number of ways.

Soon both the silver-haired and the sideburned were plugging pegs with a vengeance. The afternoon passed quickly on the patio of California’s Monte Corona Conference Center. And by early evening, the players had a better understanding of the much-debated theory behind gaming.
February 26, 1970

Dr. Julio Bortolazzo, Superintendent-President
Santa Barbara City College
721 Cliff Drive
Santa Barbara, California 93105

Dear Dr. Bortolazzo:

The attached resolution was adopted by unanimous vote of the Representative Council of the Santa Barbara City College Academic Senate on February 24, 1970.

It expresses our feeling, and that of many of the classified employees of the district, that the present practice of issuing payroll warrants on the first working day of the month is neither necessary nor desirable.

Respectfully submitted,

Raymond F. O'Connor
President, Academic Senate
Santa Barbara City College
WHEREAS payroll warrants for full-time employees of the Santa Barbara Junior College District are not issued until the first working day of the month, and

WHEREAS this results in hardship and inconvenience to many of the District's employees, and

WHEREAS there is no legal impediment to the issuance of payroll warrants prior to the first working day of the month, and

WHEREAS time reports are submitted to the office of the County Auditor at least fifteen working days in advance of the present payday,

NOW, THEREFORE, BE IT RESOLVED that the Superintendent-President and the Board of Trustees of the Santa Barbara Junior College District be requested to initiate such measures as may be necessary to change the regular payday to the last working day of the month.

Endorsed by unanimous vote of Board of Trustees.

February 26, 1970.