

Board Reaffirms Kunkle Decision...

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a fifth grade class.

The school's district attorney suggested that U.S. geography and history may have been neglected in Kunkle's current-events oriented, social living class and that Vietnam and discussions of the nuclear threat may have been less relevant.

Following the cross-examination of Kunkle, educators, including Howard Bird, Lane Community College director of developmental education testified in behalf of Kunkle's teaching abilities.

District 4 Superintendent Millard Pond was called to the stand to defend his and Schulke's charges of inefficiency against Kunkle.

In his examination of Pond, Porter asked how Pond handled matters of teacher inefficiency, specifically in Kunkle's case.

Pond said reports of teachers whose work is unsatisfactory are submitted by officials such as Schulke. He said that in this case he had taken it "on Schulke's assurance" that investigation of Kunkle was in the best interest of Kunkle's students.

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Attended Twice

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Pond responded that there were "general ways" of gaining impressions of work quality, and that he had been assured by Schulke that Kunkle had neglected the general classroom curriculum expected at the fifth grade level.

In concluding his examination of Pond, Porter asked for an opinion regarding Kunkle's professional competence.

Pond said he considered Kunkle "an incompetent teacher, but not an incompetent person. He just didn't get the job done."

Harmon Ziegler, University professor of political science and co-chairman of Citizens for a Better Education, was next called to the stand.

Porter asked Ziegler to give details of a December 4 conference held with Pond, Martin Acker, and William Jones.

Ziegler said he had discussed Kunkle's case with Pond, and had expressed worry that Kunkle's public image had been greatly damaged.

Ziegler testified that, at the time, Pond said "there was no

question as to Kunkle's competence, and that he would write a letter to the same effect if it became necessary."

When Pond was recalled for examination, he denied Ziegler's statement.

Brownhill said in his concluding argument that Kunkle had demonstrated that "he belongs in a team teaching situation. He should not have a class room all to himself."

Kunkle's new assignment had been to Kennedy Junior High, in a team-teaching post for mentally retarded children.

Brownhill said, "Although Kunkle is an obviously talented teacher, he is irresponsible."

It was manifest in Kunkle's earlier testimony, Brownhill said, that his students hadn't learned what they should have been taught all along.

"This man's attitude — to-

wards fellow teachers, towards lesson plans, is irresponsible. He lacks classroom control.

"The school board has no recourse," Brownhill said, "but to bottle him up in a classroom where he does not have complete control."

Porter's associate, Herbert Titus, attempted to refute testimony that Kunkle's teaching methods were inefficient.

He cited the fact that Pond's decision on Kunkle had been reached without Pond having attended one of Kunkle's classes, and with Schulke having visited only two.

Kunkle's control of curriculum for class study could not be criticized either, Titus concluded—it was in line with a school board policy designed to satisfy individual student needs.

In his conclusion, Porter claimed that due process of law

had not been applied in Kunkle's case, that written parental complaints were obtained by Schulke, no date was set for submission of the directive memo Kunkle was instructed to complete a week before his dismissal, and no conferences between Kunkle and complainants were arranged by Schulke.

Kunkle had a right to be informed on what was being carried on "behind his back, by faceless people, in effect," Porter said.

"Mr. Kunkle is not a team teacher, but a classroom teacher, and a very good, a very conscientious one," he concluded.

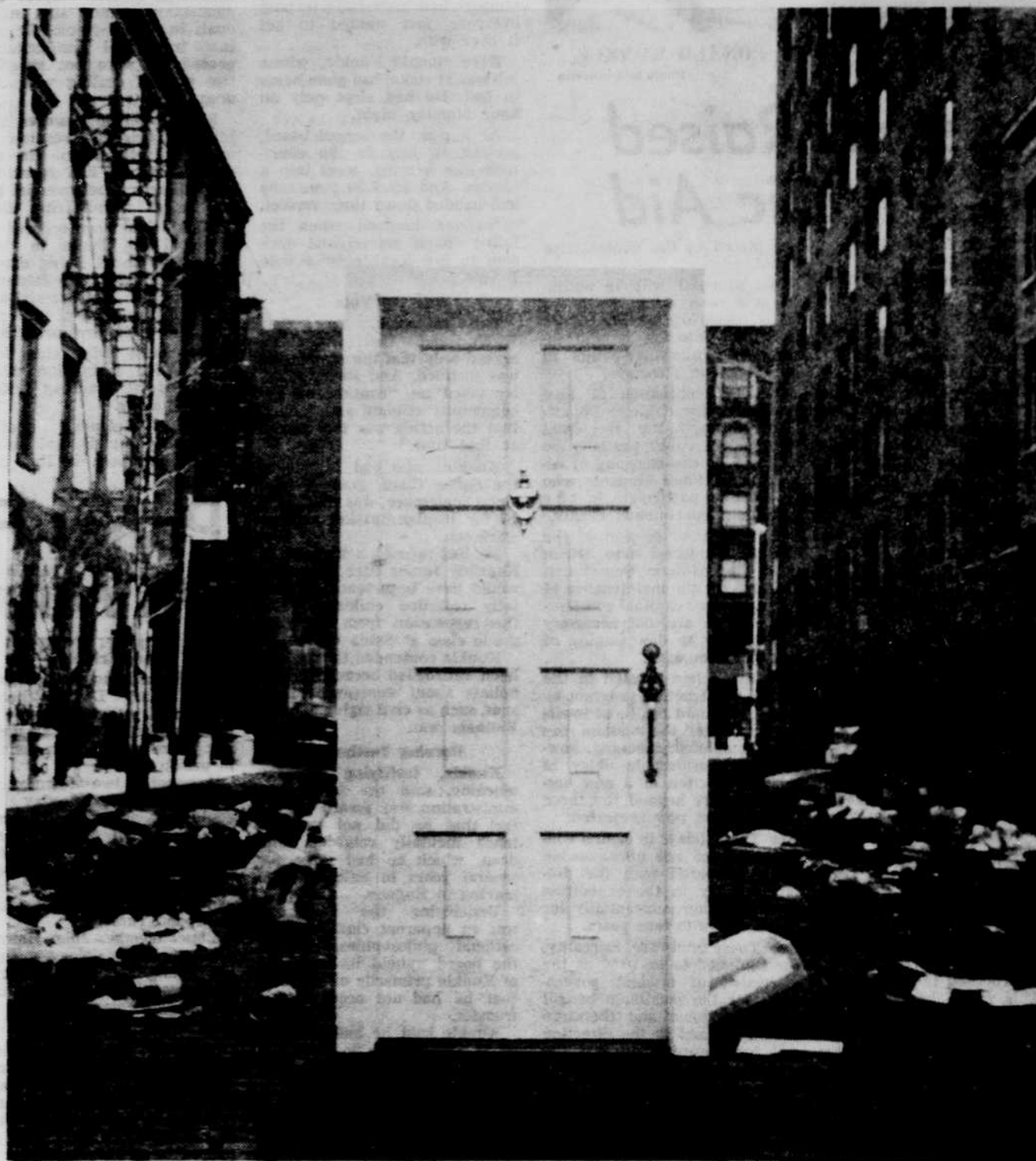
Brownhill's rejoinder ended the proceedings. In it, he asserted that Kunkle had abused academic responsibilities when he had had control of curriculum. Kunkle could well have come

to Schulke on any matters with which he had trouble, including the directive memo, Brownhill said.

The seemingly covert action of the administration was due to Kunkle's own lack of involvement and not the fault of school officials, he said in resting his case.

Following the board decision, Kunkle was not available for comment.

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Course Survey Faces Change

Near the end of this term, some teachers will take a few minutes of classtime for students to fill out evaluation forms, compiled and distributed by Student Projects, Inc., for use in the 1968-69 Course Survey Bulletin.

Faculty, undergraduate and graduate representatives met Jan. 8 with SPI to revise and improve last year's form.

Considering financial and time limitations, as well as student and faculty criticisms and suggestions for the bulletin's improvement, the SPI board chose a shorter form asking for students' personal comments about the courses.

Attempting to include as many classes as possible, SPI will soon distribute evaluation forms to all professors cooperating with the program.

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The Oregon Daily Emerald is published Monday thru Friday, September to May, except during exam and vacation periods. Bi-weekly June thru the first week of August, once a week the last three weeks of August, by the Publications Board of the University of Oregon.

Second-class postage paid at Eugene, Oregon 97403. Subscription rates \$8 per year, \$3 per term.

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