



Joe Zechmeister admires plaque presented by Dr. Rowland K. Chase as wife Helen looks on.

# Jogger runs 10,000 miles

Joe Zechmeister has already jogged from San Francisco to New York City and back and has recently made his way through the wheat fields of Kansas as he completes the cross-country jaunt a second time.

That's what the 10,000 miles he has jogged in the past eight years would represent if they were laid out in a straight line.

While this achievement in itself is impressive, when you realize it was accomplished by a man who is 73-years-young, its significance increases appreciably.

Zechmeister, a Los Altos Hills resident, was awarded a plaque in the Division Office of the Physical Education Department this week by Dr. Rowland K. Chase, director of Community Services for the Foothill-De Anza Community College District in recognition of reaching the 10,000 mile level.

The retired industrial physicist began jogging in the spring of 1969, when he initially joined the Community Services Recreation Program at Foothill.

He was introduced to the program by Norman Manoogian, a physical education instructor at Foothill.

"I was supervising activities at the swimming pool when I first met him," Manoogian commented before the award was presented. "I noticed he was swimming non-stop for 30 to 45 minutes and found out that he was in his 60's at the time."

Manoogian who specializes in teaching physical fitness activities, asked Zechmeister to join an evening fitness program he was conducting at the time.

Zechmeister agreed and began jogging shortly thereafter.

The Austrian native began slowly, logging 10 miles during the Spring quarter.

"I was out of form except for swimming and skating," he explained.

An avid skier in his native Austria, he was formerly a downhill racer, which required a rigid conditioning program. "I would swim a statute mile (2,000 yards) here daily," Zechmeister commented.

"He was apparently a good athlete in his youth," Manoogian commented, "but he hadn't jogged for many years."

He noted that younger students could not keep up with Zechmeister in the swimming pool.

Manoogian tested his performance in the pool and found that he scored excellent at the level used to measure 18-year-olds.

Following his slow start in jogging, Zechmeister soon picked up his performance.

"He got serious and ran daily," said Manoogian, "he constantly progressed."

Joining a day class in addition to the Community Services program, he began jogging in the morning and evening, encouraging his wife Helen, a former physical education instructor and fellow downhill racer whom he met while both were graduate students at the University of Vienna, to also take up jogging.

Averaging six or more miles per day during the week and 20 or more miles each weekend,

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## Foothill College SENTINEL

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### Turnout increases

## Maltby wins election

By LAURY MASHER

Approximately 436 students participated in The ASFC elections held in the Campus Center May 25 and 26.

According to former ASFC president Ed Lillibridge, although the turn-out of student votes was "something less than 10 per cent" of the total student enrollment, student participation has more than doubled since the last election.

"It was an exceedingly successful election," said Lillibridge.

"I think this election tends to disprove the theory that students are generally apathetic," said Jan Maltby, new ASFC President. "Students voted 6-1 on establishing a better health center, and there was a great response to the grading policy," she continued.

The results of the poll on the back side of the ballot showed that students are interested in seeing the present two week class drop date extended to finals, and when a course is retaken, seeing the previous grade erased. Popular opinion was also to see NC's erased from transcripts before transfer.

Lillibridge claims these results have been presented to the Council of Presidents and the Curriculum Committee.

"The Curriculum Committee seems inclined to change the class drop date to seven weeks," said Lillibridge, but the bummer is that they dis-

cussed the possibility of reinstating the "F".

All new members of the ASFC student council were sworn in at a meeting that took place at two o'clock on June 2nd. New members include President, Jan Maltby, Vice President of Administration, Kaua Wong, Vice President of Activities, Michael Rages, Senior Senator Hino Champton, and Junior Senators Ralph Bettencourt and Lee Gatmaytan.

President Jan Maltby states

she is "excited" about working with new members of the council.

Upon first entering the presidency, Maltby states she sees "a million things to be done."

"We're basically capable of doing whatever we're not restricted from doing said Maltby, adding that "restrictions are minimal."

"We've also got a good budget this year, our budget is \$44,000," she said.

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## Disabled students in need of additional facilities

By ALAN BURTON

The entire Disabled Students Program at Foothill College is in desperate need of space according to Mary Fidler, Enabler Counselor, and Dolly Prchal, Associate Dean of Instruction.

"If I had adequate space provided me," commented Fidler, "I could be able to provide additional facilities and classes for the students I assist."

Fidler stated that one of her main goals was to provide enough enhancement for her students so that they could all eventually become totally self dependant. To accomplish this, she needs space for the students.

Prchal, who also heads Library Services, managed to provide some space in the library for some of the students in Fidler's program.

"When we heard of the plight of the disabled students, especially the blind and legally blind partially sighted ones, we felt we had to do something. So we converted an old recording cubicle into a study room for the blind students," said Prchal.

"Legally blind people can only see 20/200 instead of a normal 20/20. In other words, what the normal person can see at 200 feet, a legally blind person can only see at 20 feet," explained Fidler.

The space was soon equipped with visual, phonograph, and cassette aids for the blind students and their readers. The room was named The Blind Study Room.

Fidler commented that the specialized equipment needed to assist blind students in learning



Foothill's remodeled Admissions and Registrar's Office recently opened just in time for Summer registrations.

could be obtained a lot easier than the space to put it in.

Unfortunately, the space provided by the library is very small. "Only one blind student with a reader can work in the reading room at a time," said Fidler.

In fact, Prchal noted, the

room is so small that an \$1,800 visual aid machine loaned by the Los Altos Lions club was taken back.

The club subsequently loaned the Visualtek Machine to San Jose State because it had a

(continued on page 2)

# Summer Shakespeare

Over seventy-five people are expected to sojourn to Ashland, Oregon for Foothill's 12th Annual Summer Shakespeare Field Trip.

Foothill instructor Anne Paye will lead the first trip from June 22 to June 26, and instructor Joe Gallo will lead the group going from August 13 to 17. Both groups can accommodate thirty-eight people. Gallo's August trip is completely filled with a waiting list, and Paye's trip for June has few openings.

Paye promises "good companions, pleasurable scholarship, gala festivities, and a general admiration of our good friend Will (Shakespeare)." Beside the Shakespearean plays "Merchant of Venice," "Anthony and Cleopatra," and "Henry VI, Part III," the groups will see Richard Sheridan's "The Rivals," and "Streetcar Named Desire" by Tennessee Williams.

The fee of \$125 covers all tickets, accommodations at the

dormitories and cafeteria of Southern Oregon College in Ashland, and Peerless Bus Lines Transportation from San Jose.

Students will receive two units of credit for the class which includes either a ten minute oral presentation on some aspect of the plays or some other option, such as a report on Elizabethan background or a photographic record of the trip.

The trips also include a backstage tour of the outdoor Elizabethan theater and the modern Angus Bowmer theater. There will be guest speakers from the acting or production staffs of the Festival, and a half-day trip to the oldest town in the state, historic Jacksonville, Oregon.

Those wishing to go on one of the two field trips, or at least to be put on the waiting list, should contact the Foothill College Registrar's Office as soon as possible.

## Maltby wins ASFC presidency

(continued from page 1)

Some of the "million" things that Maltby plans to do are work with disabled and multi-cultural students, establish an ex-offenders program on campus, try to establish an "inroads" into the women's facility, help get the district to establish an adequate paid staff, and work closely with the women's soccer team to see that they get adequate additional facilities equal to those of the men.

Maltby claims to be confident with the members of the

council for the fall quarter, stating that she is familiar with most of them "to some degree." Additional members of the fall council not previously mentioned will be Rob O'Connor, Pam Schoeller, Donell Papper, Bob Locke, and John Low."

Maltby concluded that she'd like people on campus to know "they can corner any of us, anytime and let us know what they are thinking. We all have mail boxes in C-31, and I'll have summer office hours posted," she concluded.



The Vietnamese students of Foothill College have formed a new club—Vietnamese Students Club. Among activities planned is a Vietnamese Cultural Night scheduled for fall. Officers are President, Anh-Nhat Vu; Vice President, Phuong-Anh Troung Nguyen; Club advisor is Dr. Lilia Hernandez Chung of Multi-cultural Relations and Special Services.

## Facilities for disabled desired

(continued from page 1)

room large enough to allow more students to use the machine at one time.

A plan submitted by Prchal has been approved by the Faculty Senate allocating funds to knock out a wall presently separating the reading room from an adjoining storage closet.

The plan is now awaiting President Fitzgerald's approval. When and if the plan is approved and after Plant Services finishes the enlargement, the room will be "more than twice its present size," Prchal noted.

Fidler's own office, located between the Multi-Cultural Building and Sentinel Office, is only an 8X10 room.

The office will "only accommodate four people at one time or one person and two wheelchairs," stated Vivian Lawrence, Enabler Clerk. "Out of this office," said Lawrence, "Mary handles 160 disabled students. For one person with-

out that much support or space, she does a lot for her students," added Lawrence.

According to Fidler, a new Mobility Training Program has just been added to her program that will result in an increase in blind student enrollment at Foothill which will result in a further need for more space.

"Foothill is presently the only community college in California to offer this mobility training," said Fidler. "The training teaches blind students to get around the campus, use the bus, and generally become self sufficient by becoming more mobile."

Fay Lagrone, who is in the new program, commented that she thought the program was "great and fantastic." She further stated that "I would like to see more Braille textbooks available in the study room at the library."

# Joggin' Joe hits mark

(continued from page 1)

Zechmeister surpassed 1,000 miles in the spring of 1970.

The 5,000-mile level was reached in the fall of 1973 as he averaged 130 to 150 miles per month.

If he continues at his current pace, Zechmeister will duplicate the distance he has already reached in slightly under four more years.

The man Manoogian describes as his "senior standard bearer" is accompanied by his wife as they come to Foothill for a daily swim and to jog.

Both swim a mile per day and are often accompanied as they jog by Prince Turus, their white standard poodle, whom Helen estimates jogs a total of three miles per day.

"Joe encouraged Helen to take up jogging and she now averages close to four miles per day during the week and six miles per day on weekends," Manoogian commented.

Helen, who ran 100 and 200 meter relays for the Vienna Sports Club in the 1930's estimates that she herself is presently near the 5,000-mile level as she averages 25 miles per week jogging.

Joe visibly reflects the benefits achievable through keeping physically fit and active. His appearance belies his age and he has his pulse monitored periodically by Manoogian, who reports that his resting pulse is in the mid-50's.

The award presentation concluded in a predictable manner.

"We're going for our daily swim now," Helen commented as she and Joe prepared to leave.

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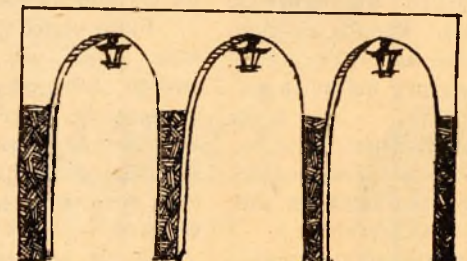
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# Students against Bakke

"The rights of Third World students are being attacked," claimed speaker John Young, during a coalition rally against the Allan Bakke decisions, held at Foothill College on June 8, and sponsored by Foothill's Third World students. Young is a member of "United Students Against Bakke."

Young, one of five speakers at the rally, spoke to an audience of more than 50 concerned students at the Campus Center lounge.

According to Larry Velasques, MECHA representative, "the idea to hold the rally came about when we (Third World students) noticed how uninformed most students are about the Bakke decision."

The controversy arose when Bakke filed suit against the University of California when he was refused admission into U.C. Davis Medical School. Bakke, a 33 year-old engineer, felt that he had been unfairly discriminat-

ed against by the school; the focus of his attention being U.C.'s affirmative action programs.

"We must stand up, as we have in the past, to counter this attack," said Young. "The rights of minority people are under fire," he added.

The rally marked the culmination of three

weeks of planning by Third World organizations at Foothill.

Other speakers included Ruth Corranza, Women's Center representative, Jan Maltby, new ASFC president elect, John Bostic, Financial aids officer, and Ralph Bettencourt, representative for MECHA.

## Soccer for women

Foothill's prospective women soccer players plan to go ahead and form a team despite the lack of access to a college playing field, equipment or facilities, they decided in an organizational meeting last Thursday.

Debbie Lewis, a student who has done the initial planning, reported that the Foothill Athletic department does not have provisions for the women's team and women will not be able to share the facilities or the coaches that are available to the men's soccer team this year.

A delegation of 8 supporters met with President Fitzgerald Tuesday morning to determine how they can gain acceptance in the P.E. Dept.

Fitzgerald urged them to apply for a summer soccer class and to recruit new students to meet the requirements for adding a new program.

Women's soccer will appear on the fall schedule on Saturday, 10 a.m. to 12:30 p.m. for one credit, Lewis said, and practice will begin immediately on a Mountain View or Los Altos field.

## Jesus Christ Superstar

# Tryouts for musical

Tryouts for the musical "Jesus Christ Superstar" will begin at 10:00 a.m. on June 18. Foothill's tenth annual musical production is to be performed July 29, 30, 31, and August 4, 5, 6, and 7.

The show will be directed by instructor Jack Ford, Assoc. Director of Student Activities; John Williamson is musical director.

"We go back as a team before we came here," notes Williamson. At Orange Coast College in Southern California, Williamson and Ford began their experience with musicals. For this particular production they expect 72 people on stage at one time or another. "We'd like that many backstage too," adds Williamson.

People will be chosen in accordance with their ability for parts. Everyone must sing and dance to a certain extent," informs the musical director.

Marlene Poletti from Foothill's P.E. Dept. will choreograph and coach beginning dancers as well as those accustomed to performances.

Assisting in music is Billy Testa as vocal coach. "He's been doing this for a number of years," explains Williamson. Testa, like Poletti, will provide instruction for the beginners.

"The orchestra will be very large," adds Williamson. "We do need more

strings; violins, violas, cellos."

Williamson encourages anyone to offer their talents to help with costumes, lighting, and other behind the scenes essentials.

Rehearsals will begin June 22 from 6:30-9:30 p.m., Monday through Friday. Those interested in auditioning should register for the Summer Theater Workshop by June 10. Musicians may contact Williamson.

## Student sells photo

The June 12 issue of the San Francisco Examiner's Sunday newspaper will contain the photographic work of former Foothill College student Lisa Layne.

Layne recently sold the publication a photograph which will appear on the cover of CALIFORNIA LIVING, the paper's magazine supplement.

Layne served as Photo Editor and News Editor of the-Foothill SENTINEL during 1975.

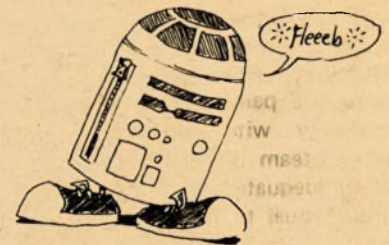
She is a graduate of the Journalism Department at San Jose State University and has recently been featured in two photography showings in the Mid-Peninsula area.

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Lela Dowling



...satire.



# Curriculum committee to consider "drop date"

The Foothill Curriculum Committee recently decided to consider a proposal to extend the "drop date" (the maximum time after the beginning of a quarter that a class may be discontinued without incurring a penalty) to six weeks from the beginning of the quarter. At present the time period allowed is one week.

Division chairmen will consult with their committees, and after assessing faculty opinions on such a change, return to vote on the measure at the next meeting.

The earliest implementation of a new drop date policy would be in the Fall quarter.

The Curriculum Committee "recommends course changes, units, grading policy, and approves every course to be offered by the college," says Dr. John Dunn, Chancellor of the Foothill-DeAnza District.

"It appeared to me that a substantial proportion of the members were favorably disposed toward extending the drop date," said Dr. Harry Bradley, Foothill Dean of Students, last week.

Kevin Donovan, former ASFC Senator, had proposed to the committee that the drop date be moved to one week before finals.

He also suggested that all no-credit grades (NC's) and the prior grade of a class retaken for credit be erased from transcripts sent to another institution, that Foothill keep two records of grades, one for the student containing a record of all work and another with NC grades and grades of classes retaken deleted to be used for transcripts, and finally that professors be required to have a mid term before the drop date if it were changed to six weeks.

Donovan formulated these propositions after conducting a survey this year on grading po-

licy at junior colleges and the effect of certain grades on admissions to four-year institutions in California.

He found that many schools regard an NC or an incomplete as an "F" and that the admission of a student to a substantial number of colleges and universities is adversely affected by three or more NC grades on a transcript.

Students at Foothill are graded on a scale that includes the grades of A' B' C' D' and NC.

An NC grade is awarded if the minimum course work for the attainment of a D grade is not achieved, or if a student withdraws from a class after one week of the quarter.

Donovan felt this is unfair because in many cases an NC is given for what is equivalent to a withdrawal, but may be interpreted as an F by another school, thereby seriously impairing a student's chance for admission.

## Caution: grade policy hazardous

You could become a victim of the Foothill grading policy.

According to the recently completed "California Colleges/Universities Grading Policy Questionnaire" sponsored by ASFC, the presence of three or more no-credit (NC) grades on a college transcript has a negative effect on the prospects for admission of students applying to many institutions of higher learning in California. This is true of both public and private schools in the state. An NC grade is given at Foothill both when a student fails to pass a class or drops a class after the one week drop period is over.

Among the colleges and universities which responded this way are the University of

Donovan noted that De Anza erased from their records entirely a prior grade for a class retaken, while Foothill places a line through the grade, leaving it on the transcript.

Another difference between De Anza and Foothill is that even though De Anza records a grade after the first week of class, if the class is dropped within the first six weeks, a student receives a "W" (withdrawal). An NC is given when this occurs after six weeks.

Following discussion of the ideas Donovan had presented, the committee decided to investigate the possibility of extending the drop date to six weeks after the beginning of the quarter but rejected his other proposals.

The drop period was set at six weeks because of a new regulation in the recently revised "Handbook of Definitions" issued by the California Community College Chancellors' office.

California at Davis, University of California at Riverside, California State Polytechnic at Pomona, Stanford University and Santa Clara University.

This situation is evidently caused by confusion or disagreement between various schools over what an NC grade means. Because of the absence of the grade of "F" or another grade used exclusively to denote "failure" of a class at many colleges, other schools may count an NC as an F, Irel Lowe, Foothill Registrar, said last week, further revealing that "some colleges have indicated that if it were possible to have an F according to the grading policy explanation on a transcript, they wouldn't count an NC as an F."

The rule specifies that "each college will have a drop date prior to the seventh week after which a grade must be recorded on the student's transcript," Foothill Registrar Irel Low stated last week.

He added that it is viewed as an attempt by the state to save money through a more accurate accounting of registration figures.

In addition, the idea of "the introduction of an F grade with the petition clause" that would permit changing the F to an NC "as presently exists for the grade of D" in the words of Bradley, was seriously discussed at the meeting.

The idea behind this is that if it is possible to receive an F according to the grading policy explanation on the transcript, admission officers at other schools might not regard an NC grade as an F. An NC grade could be changed to an F, and vice-versa, as can be done at

present with the grade of D.

Bradley stated that some students would rather have an F than an NC in certain circumstances.

"We did away with F's several years ago because there weren't any being given," he pointed out.

He further stated that "erasing retaken classes would result in transcripts that would not represent a fair and accurate record of academic work completed."

"I don't think students want to go back to the old system," Irel Low expressed. "We have to find something in between the old and new system."

Donovan was not satisfied by the Curriculum Committee response to his proposals.

"The Curriculum Committee claims to be there for the students," he commented. "If so, why aren't they willing to do something for them?" He charged that "they are worried about their reputation."

He felt that making an optional F grade part of the system would make other colleges look upon an NC as being the same as a withdrawal, the presence of which on a transcript also negatively affects admissions to some schools according to his survey.

The solution, in his opinion, would be to eliminate NC, incomplete, and withdrawal grades entirely from transcripts sent elsewhere.

If the proposal to extend the drop period is passed by the Curriculum Committee, it will then go to the President's cabinet, where, if it encounters no resistance, it will be sent as a recommendation to the District Council.

If it passes their scrutiny, it will then be presented to the Board of Trustees for approval.

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## Writer's workshop upcoming

The writer's environment and the influence that it has on the writer's work will be the major theme of the Third Annual Creative Writing Workshop, to be held June 22-28, at Foothill College.

Foothill instructors Ann Connor and Richard Maxwell, originators and coordinators of the workshop, will be among nineteen local writers who will be working with students on various writing concerns of interest to writers of fiction and poetry.

The workshop will be rather loosely structured. Students will be free to wander around and talk to various authors during the two hour afternoon work-



Dick Maxwell

shops held each day, on June 22, 23, 24, 27, and 28. The afternoon workshops are designed to help students with their work.

In addition to the afternoon workshops, several evening sessions will be held. These will occur on the same days as the afternoon workshops, and will feature readings

by the above-mentioned writers, including William Dickey, Peter S. Beagle, Nancy Packer and James D. Houston.

Two weekend programs are also on the schedule. On Saturday, June 25, in Appreciation Hall, there will be a reading with Gurney Norman, Ann Connor, and the Dancing Bears, and others. On Sunday, June 26, at Eleanor Pardee Park in Palo Alto, there will be an open reading (for students to read their work) and a picnic, with other entertainment.

William Walker, instructor at Foothill and teacher of English and Creative Writing, will give

the opening address of the workshop, "Sense of Place," on June 22.

College credit will be offered for the workshop, and registration will take place between 12 noon and 2 p.m. on Wednesday, June 22, at the Creative Writing Conference registration desk in front of Appreciation Hall (A-61).



Ann Connor

## Cancer treatment discussed

By KATHY CRENSHAW

A group of experts agreed that there are more positive aspects to cancer than most people realize in a discussion held on June 1 in the Fairchild Auditorium of the Stanford Medical School.

Dr. Rick Van Rheenen, co-director of the school's Psychiatric Consultation Service, said that "cancer need not be as depressing as society makes it. Maybe cancer patients wouldn't have the mental outlook that they do if society did not impose it upon them." The problem is heightened because patients resist referral to a psychiatrist as being "almost as scary as cancer."

Van Rheenen cited what he called the "gifts of cancer." Patients tend to live in the present; not to "sweat the small stuff." They usually have better relationships with their spouses and loved ones, and at least are allowed time — which heart attack, suicide and auto accident victims often don't have.

Van Rheenen stated that many doctors and nurses outside the field of oncology (study of tumors) have a "pessimistic attitude toward the treatment and prognosis of cancer patients. They are so involved with success that they can't consider anything less. Also, many feel that the work lacks importance until there has been a great deal of research done on it."

Van Rheenen said his service supplies counseling to doctors, nurses and staff to help them communicate better with each other, and to patients on an individual or group basis.

In Van Rheenen's opinion cancer patients need two things: open communication and hope.

"If a professional person can not sit at a patient's bedside and talk, the patient views it as a rejection. The sick person is looking for hope, if not for a cure, then for a control of the disease; if it can't be controlled, then for comfort," he said.

Nurses have been specializing in oncology

within the last five to ten years, according to Susan Miller who has been on the staff at Stanford for 15 years.

Stanford has an outpatient, or day care setting, she said, explaining that it takes only five or ten minutes to administer the chemotherapy treatment which consists of an injection into the forearm.

"We encourage the patients to learn as much about their treatment plans as possible: to be-

come involved with what is going on in their bodies, learn what drugs are being administered and why.

This improves their mental and physical response to the program and helps diminish the feeling of being overwhelmed by their problem."

When at home, Miller, said, patients are encouraged to adhere as closely as possible to a normal lifestyle and to call in whenever they have questions.

## Instructor builds home

Foothill math instructor Lee Walker picked up a booklet "How to Nail a House" for 35 cents from the Federal Building in San Francisco and proceeded to accumulate the knowledge and experience it takes to design and build his own home.

A few more books including FHA (Federal Housing Association) Standards (\$2.25) and the plumbing and electric codes which are available from the local post office, and Walker had the basics to construct a two-story colonial with all wood siding on a one acre lot in Los Gatos.

The house which Walker built in 1971-1972 has 5 bathrooms, air conditioning throughout, a built-in vacuum system, "every kind of early warning device" and all the amenities which a custom builder could desire.

Tennis courts which are popular with friends and neighbors were installed in the backyard.

Walker has a real concern for young people who are forced out of the housing market by vast costs. He is confident from his own experience that if others can buy land they "can have a \$100,000 house with anything in the world they want for \$30,000," a savings of 70% of the cost of a union built structure.

A dream come true for the Walkers through the Puritan ethic of good hard work was finishing a 22' x 17' dining room with ceiling coving and imported Italian floor tile. The tile alone took a full summer to install.

This room, as well as others in the house, had been designed around specific large furnishings, in this case a "classic" 14' dining table, with 12 chairs which required a spacious setting.

His next project is a solar heated swimming pool. Walker, who is always on the run between his Foothill classes, the

tennis courts and the Cub and Boy Scouts, is researching types and effectiveness of solar pool heating systems before he tackles the job next Sept.

"You never want to look at the total project—it's just too much," Walker said. Taken a day at a time, anything can be accomplished according to him.

Walker is both teacher and a student. He has taught math at Foothill since 1959 and recently enrolled as a student in Foothill's 2 year electronics course.

He completed the electronics course offered by Foothill then went on into further communication classes at West Valley College.

Is he going to build another house? "Yes, within a very short time and strictly for financial gain," Walker said.

# Ketels dives into hobby

By BLAKE FREEMAN

For Foothill Scuba Diving coach Hank Ketels what began as a hobby has developed into a passion. "I can experience exhilaration in a world of suspended animation few people have seen and enjoyed."

Ketels' interest in scuba (self-contained underwater breathing apparatus) has taken him on several trips to the Caribbean and South Pacific Islands to explore the beauty and variety of the undersea world.

One voyage was made to dive among the remains of the Japanese 4th Fleet sunk in Truk Lagoon by American bombers during WWII.

Ketels began his diving career in the late 1950's as a skin diver.

He was introduced to scuba by a fellow coach at the Redondo Beach high school where he was a physical education instructor.

As he tells it, "I didn't have much of an interest in scuba at the time because I enjoyed free diving so much."

As a beginner Ketels was the antithesis of the careful, thoroughly trained student he teaches today.

"Diving was a new sport," he remembers. "There were no classes and what books there were on the subject lacked a comprehensive approach to the sport." His knowledge, Ketels says, "was self-taught without thinking in terms of dangers."

Upon arrival at Foothill as a track and field coach in 1967, Ketels continued his hobby.

"I soon realized the need for a thorough approach to teaching scuba," says Ketels.

As a result he has arranged a 50-hour class that includes extensive work in the pool, outside studies, lectures, and two trips to the ocean for dives.

Due to a dearth of good books on the subject, Ketels wrote "Safe Skin and Scuba Diving."

The book, which took him five years to complete, takes an exhaustive look at both sports and is used as a text in his class.

According to Ketels, the purpose of

## Student returns to teach

A former Foothill student, Timothy Hau, will return to the Los Altos Hills campus this summer to experience education from the standpoint of a teacher.

Hau, who graduated from Foothill in 1973 will teach Economics 1A on Monday, Tuesday, and Wednesday evenings from 6 to 9:15 p.m.

Hau is a 1975 graduate of Stanford University, where he received a B.A. degree in Economics with honors, and is presently a doctoral candidate in Economics at the University of California at Berkeley.

the class is to turn out a safe, competent diver. This is done largely by developing techniques of what he refers to as "good watermanship," essentially the degree of one's proficiency in the water.

"To be a good diver," says Ketels, "the person must exercise common sense, be aware of his limitations and be in good physical condition. These are more important than age or physical strength."

Ketels is also a cardio-pulmonary resuscitation instructor and has found it necessary to use his skills on stricken divers on several occasions.

Admitting the risks involved in scuba diving, Ketels states that his course prepares the diver for all emergencies that could happen on a sport dive.

Citing scuba as a sport one can use anywhere in the world the coach plans special 'dive trips' with past and present students. Past trips have gone to Tahiti, Fiji, and the Grand Cayman Islands off Central America.

His future plans include a trip to dive in the Red Sea.

## ASFC supports program

The ASFC Campus Council voted on May 25 to appropriate \$3,500 of its 1977-78 budget for an ex-offender program at Foothill.

John Bostic, financial aids director, proposed the program, saying "it is vital to the personal readjustment of these people."

"These people" that Bostic is referring to may fall into one of three categories.

"First," he said, "they may be part of the Santa Clara County Education Work Furlough program which releases county prisoners during the day.

"Secondly, they may be participating in the Early Out Program offered both by the State Penal System and the County.

"Thirdly, the County works with colleges in a court referral project which involves a defined academic program in lieu of a prison sentence, for example, in the case of a car violation, requiring a fine."

Bostic suggested that money be spent in three ways: a part-time peer counselor, an outreach program and publicity.

Outreach work would include, for example, going to Elmwood County Prison in Milpitas just prior to the start of a new quarter, telling interested persons what's available and offering encouragement.

According to Bostic, De Anza and San Jose State University have had programs going for several years. De Anza's operates through its multicultural center and SJSU has about 300 ex-offenders enrolled through special admissions.

Bostic envisions a fall enrollment of 40 to 50 men and women.

# EDITORIAL



This is the last issue of the SENTINEL this year. City Editor and jack-of-all-trades Peter Bliss will assume the editorship post next fall and will retain that position for nine months or 3,000 miles, whichever comes first. Peter, good luck.

This quarter has not been what I thought it would be, and some of it has been what I hoped it would not be, but I'm still here, and the paper got out every week it was supposed to. Memories of pasting up Wednesday and sometimes Thursday nights, trying to buy dinner after 6:30 p.m. in the Owl's Nest, writing last minute stories, sparsely attended Monday staff meetings, complaints, mollifications, complaints about mollifications and the rest of it will haunt me until someday only the good memories will remain—the ones of friendships and shared efforts and awards won and trips taken... Of course, by then I'll probably be dead, but such is life.

Listen, if being editor for one lousy quarter could make me this way, you should look forward to reading Bliss' farewell message after a year!

While I still have some of my marbles (they're going fast) I'd like to mention some people who kept me sane and I'd like to thank them. I'd like to, but I won't. Just kidding—here goes:

Thanks to Paula, Michael, Lee, Colleen, Malcolm, Steve, Greg, Chantal, Carol, Ryan, Neva, Herm, Lois, "Diamond Jim", "L.L.", Howard, Ed, Lynn, Mary, Warren, Kerry, Jose and Richard.

Sally Roll  
Editor-in-Chief

## Ask Us Anything

By DIANE LEROI and BARBARA FINWALL

*Diane Leroi teaches Human Sexuality and Psychology and Barbara Finwall is the Health Counselor on campus.*

What are the bad signs to look for when first taking birth control pills?

About 40 per cent of women have some side effects from the pill. The common ones that are annoying but not dangerous are breast tenderness, nausea, slight weight gain, spotting, increased tendency to get yeast infections and mood changes.

You should be concerned and talk with your doctor if you notice severe headaches, sudden blurring or loss of vision, a sensation of flashing lights, severe leg pains, chest pain or shortness of breath.

My boyfriend complains that my IUD hurts him when we have sex. I can feel the strings so it's not coming out.

Those strings, which hang from your IUD out into the top of your vagina and are there for you to be able to check and make sure it is still in place, are probably causing your boyfriend the discomfort. Your doctor can check you and clip the strings a little shorter if that's the problem.

An intrauterine device (IUD) is the most effective birth control method next to the pill but it causes problems such as infections, cramping and heavy bleeding in some women, so it is important to call your doctor or clinic right away if symptoms ever develop, or drop by our Health Service (Admin. 4H) if you have further questions.

# Vet's Voice

By ALAN BURTON

Veterans who are not planning on attending Summer School but will be going in the Fall Quarter must come into the Office of Veteran Affairs (OVA) immediately. This is necessary in order to get the paperwork prepared for next year.

Most importantly, this is the time for Vets to sign up for their advance pay. If this is not done at the OVA immediately, Fall money will arrive for Vets in mid-November instead of the first day of school.

Those Vets who will be attending Summer School and also continuing in

Fall should let the OVA know so that they can keep the Continuous Pay going.

Remember, make sure that all courses for this quarter are completed and their finals are taken. If not, the VA can and may request that the funds given for those courses be returned.

Summer tutors will be available. Those interested Vets should contact either Elaine De Wees, Vet Coordinator, or Louis Zayas, Vet Clerk, at the OVA. Also vets who could use an extra \$65 a month for tutoring should contact the office.

## Back in the Stacks

By KATHY RUSSELL

Elegance: occasionally it is nice to take a trip into elegance. Lately, we seem to be spending a lot of time curled up with "Askwasanee Notes," dreaming of teepees and "Mother Earth News," envisioning domes.

The library also has "Architectural Record" and "The Architectural Digest." I had been content with the "grace and charm" advocated by "House Beautiful." But after spending a while browsing through "Architectural Digest," I felt that "House Beautiful" was advertising discount stores.

"Architectural Digest" is lush. Even the \$2.95 price tag per issue connotes luxury.

There's also "Vogue" for the lady who has every thing. Every lady can be beautiful. There are creams and oils

and emollients to soften and pamper her. They sell little baubles, earrings for \$1,500. Even though it seems wasteful and non-ecological it doesn't hurt to dream of excess. And what is excess anyway? Anyone would feel elegant wearing \$1,500 earrings, but what if she hadn't had dinner?

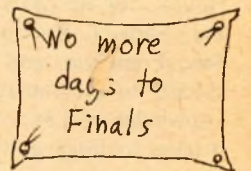
There is a group of magazines in the library which are disappearing from the display shelves with a rather startling regularity. Therefore, we must all suffer. "Playboy," "Print," "Art Week," "Surfer" and "Athletic Journal" must be checked out even for use in the library.

Sorry about that, folks, but because of the lack of consideration of a few, the most must pay.

Lela's

Last

Laugh



## SENTINEL

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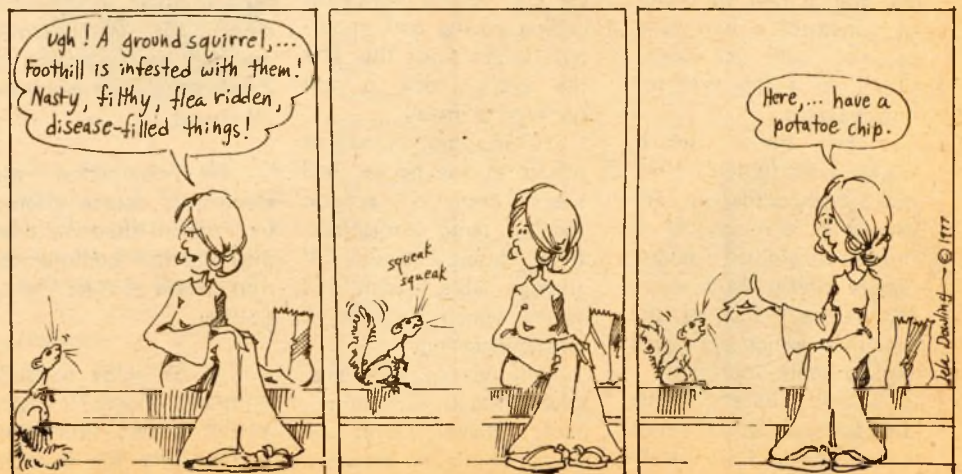
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# Public forum

## Foothill labeled "energy waster"

As a long time evening student at Foothill College, I still remember one of the energy saving steps that had taken place for a few months on the campus. In order to save energy during the gas shortage of 1973, every other light fixture was disconnected in the classrooms. In spite of the fifty percent decrease in lighting, neither I nor my classmates experienced any difficulties in performing regular visual tasks.

Since the drastic reduction of light did not lower the students' ability to see, I assumed that the original lighting was designed according to unreasonably high standards. Indeed, Philip Steadman in his book, "Energy, Environment and Building," (Cambridge University Press, Cambridge, 1975) reveals the peculiar upgrading of the recommended lighting levels for schools: "Before 1910 the standard was 3 foot candles, between 1910 and 1930 it was raised to 18 foot candles, and after 1930 raised again to 30 foot candles. Since 1950 the recommended standards have shot up quite extraordinary levels, between 70 and 150 foot candles."

The question arises: how many foot candles are required for reasonable lighting? As Steadman points out in his book, "the properties of the human visual apparatus set a limit to what may be seen and distinguished ('visual acuity') at any illumination, and 30 foot candles will provide sufficient light to come within 7% of this theoretical limit. The increase in recommended school lighting levels after 1950, from 30 to 150 foot candles, gives an increase of only a further 3% or 4% in this performance. Another source supports the above statement. After conducting a series of visual performance tests, the Federal Energy Administration in the "Lighting and Thermal Operations" publication (Conservation Paper No. 18, 1975) recommends for "normal office work, such as reading and writing... 50 + 10 foot candle levels..." Consequently, the lighting of the classrooms can be reduced to a much lower level than 150 foot candles.

According to my calculations, enclosed with this letter, the average lighting level in the classrooms at Foothill

College is 115 foot candles. Reducing this level by fifty percent would still provide more light in the classrooms than the latest recommended standards.

By disconnecting every other light fixture, substantial amount of energy could be saved. This is very crucial at a time when all hydro-electric power plants are crippled by a drought here, in California.

I urge you to consider my recommendations and I will be awaiting your response.

Sincerely yours,  
Zsolt G. Takacs

Formula for calculating the light level:

foot candle (FC) =  
lumens x 0.75

-----  
area in square foot

Classroom No. 1 (L 23)

AREA: 576 square feet  
Number of lamps: 28  
FC: 105

Classroom No. 2 (S 26)

Area: 638 square feet  
Number of lamps: 36  
FC: 121

Classroom No. 3 (E 52)

Area: 720 square feet  
Number of lamps: 40  
FC: 120

AVERAGE foot candle: 115

## On the Spot

By COLLEEN CASEY and CHANTAL DANGLER



What are you going to miss most about Foothill?

COLLEEN CASEY

"I think that's a stupid question! But... perhaps I've come away with the awareness that there is an alternative way of seeing things. That's worth something. It really is!"

CHANTAL DANGLER

"...Using the SENTINEL to soak up spills... having Farrah Fawcett-Majors considered gross... talking to a dragon...as much as I could get... putting baby oil all over my body...playing Souza's *Stars and Stripes Forever*, but I'm not really an evil person..."

MARTY GANSCHOW  
(Math)

"The newspaper cause I can read it and I don't have to pay for it."

ALISON APPEL

"I'll miss the people and the weather, because I'm going to Europe. I'll also miss the graffiti in the bathroom."



STEVE TADY  
(Journalism)

"I'll miss the overcrowded parking lots."



CAROL ZAPATA

"The nobly insane English teachers. I won't mention any names, but their initials are Hawkins, Mauch, and Schrier."



RANDY ROLD  
(English Literature)

"The availability of jobs with the state employment office. Also, the teachers, especially Mel Applebaum and his Drama and English classes."



GUY ROSS  
(Business Administration)

"I like the small size of the campus. I'm also going to miss Al Rude's Health class. It's got to be the best!"

ABDUL SMITH  
(Business Administration)

"The dogs ... I like animals."



LAURIE AUDINO  
(Music)

"I like the people. They're really open. I've been involved with the Jazz Singers with Phil Mattson. He's a great teacher."

GREG STAFANKE  
(Constructive thinking)

"The pretty girls. I'll also miss Mr. Campbell."



# MORAL CHOICES

COURSES BY NEWSPAPER

## The morality of business

By Martin E. Marty

**Editor's Note:** This is the fourteenth of 16 articles in the series, "Moral Choices in Contemporary Society." In this article, Martin Marty of the University of Chicago assesses the state of business ethics and suggests a program of reform. These articles, which explore the controversial moral dilemmas that perplex Americans today, were written for COURSES BY NEWSPAPER, a program developed by University Extension, University of California, San Diego, and funded by a grant from the National Endowment for the Humanities.

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"The only time a businessman makes the national media is when he is polluting the streams, making obscene profits or corrupting a poor, innocent politician."

With those words columnist Patrick Buchanan bud-died up to the business people in his audience at the California Trucking Association last year. Buchanan was expressing a widely shared distaste for "the national media," and he knew he could be snide about the "poor, innocent politician."

What Buchanan's words further suggest, however, is the familiarity with which the business person has entered the nation's Rogue's Gallery. As recently as 1957 Father Walter Ong could speak of "the complete social acceptability of business in the United States." That acceptability has diminished considerably since then.

Citizens daily see media images of prominent business leaders who have polluted something, done something "obscene" in the world of profits, or corrupted someone. Payoffs, bribes, false advertising, expense-account cheating, and price-fixing make weekly headlines.

The whole business system is under attack, and people of conscience within it have sometimes joined outside critics in questioning its value and future.

### SNATCHING TO HOARD

To speak as most people do of a "moral breakdown" implies that once the business world stood up morally. Nostalgia, however, casts a false warm glow over the past. It

obscures the centuries-old complaint that the search for profits based on competition has always brought out the worst in people. The "robber barons" are familiar figures in our past. What economic historian R.H. Tawney called "the life of snatching to hoard" always seemed to go with the territory.

It would be hard to find a historian who believes that human nature has fundamentally changed—or to find one who does not now believe that the selfish principle has gotten out of hand or that corruption is an acute problem. What went wrong?

### A MORAL DECLINE

Most observers agree that the turn from small-scale business in intimate society to our unresponsive huge corporation in the proverbial "mass society" made possible a decline in business people's sense of responsibility. Prices today are virtually fixed and the range of options is limited in an era of near-monopoly by large corporations. Meanwhile, these firms have learned to use advertising to lull consumers into the notion that their interests are being well-served when in fact they may not be.

A second reason for breakdown is usually associated with the fact that the value-system behind business in earlier times has been virtually destroyed. Once, in this view, people shared beliefs about a divine purpose in what they were doing. They agreed on certain moral norms within the order we now have, or for a transforming of that order on gradual terms. Three proposals stand out above others among reformers and transformers.

### IN DEFENSE OF BUSINESS

The first asks business people to see that "we are members one of another." For them to insist on being entirely isolated and independent is futile. Business leaders who stopped caring about the causes of poverty or crime in the cities are paying a price as their investments suffer with the death of the cities. The essence of business may remain competition and profit making, but conscientious leaders see more reasons for having their concern spill over into a regard for their employees' well-being, for recognizing the dignity of labor, for human relations in a time of

change in the understanding of the role of women, of racial minorities, and the like.

Second, while self-sacrifice and business are not simply compatible, some of the business leaders are taking a second look at their polluting, their misuse of limited natural resources, their exploitation of employees and customers. Some are beginning to see that working for long-range self-interest, which includes some vision of a future, is preferable to short-range and thus destructive self-interest.

Finally, personal morality can make a difference even in a partly unreformed system—the only kind of system humans will ever get. "All the kids do it," the excuse few adults really tolerate, has been elevated to principle in many parts of the business world. But if many "kids" indeed "do it" and some of them end up exposed in the Rogue's Gallery, others manifestly do not. What one moral thinker calls an "ethics of character" seems to be coming back, and goals. Sociologist Daniel Bell notes that "the great historic religions of the West" have all drawn the lesson "that a community has to have a sense of what is shameful, lest the community itself lose all sense of moral norms." That sense disappears as moral cynicism spreads.

The ancient idea that what I as a businessman do is part of a sacred purpose and that that purpose imposes some restraint is hard to cherish when the society loses its religious outlooks. This decline of the spiritual outlook does not lead to a mere vacuum. G.K. Chesterson noted that "when people don't believe in God, they don't then believe in nothing, they believe in anything." They believe in competition and profit for their own sake, and make idols of these. "I'll get mine." Or, says Bell, they believe in simple hedonism and the pleasure principle.

### A PROGRAM FOR REFORM

A spokesperson for business might respond to these attacks by reminding us that our society as a whole has made a choice to organize the worldwith business near its center. And business is simply not based on altruism or self-sacrifice. Business does not exist fundamentally for the service of all. The first moral duty of business is to return a profit on its invest-



THE REVOLT AGAINST "OBSCENE" PROFITS. Tradewell Stores, a retail grocery chain the the Northwest, urged customers in November, 1974, not to buy sugar until sugar companies justified their prices.

ors' outlay. Secondly, the business apologist might say, the public can be served when competition does lead to excellence and the lot of consumers is improved.

The moralists and the business apologists, then, operate in different worlds and the public is caught between them. But people have neither become satisfied with the way things are nor are they ready to turn to revolutionary alternatives. They will look for reform not as a substitute for reform of the system but as an agent of its reform.

If the code words Vietnam and Watergate are to mean anything in the future, they will represent a public awareness that those spheres of Big Business, Big Government, and the like—in short the Establishment Power Structure—are run by little people. It was individuals who chose or might not have chosen illegal acts. It was persons who went to court. And it was men and women who acted morally to turn the directions. Somewhere along the way their character had been formed to withstand the temptations to "get their own" or to be content with short-range self-interest of the worst sort.

Employees and competitors usually know what standards are being projected "at the top." Business people concerned about the moral condition are finding it necessary to begin by exploring their own value system, the images they project, the decisions they make in the pyramids of power. Business does not have to be as culpable and tainted as it currently is. To see business in a larger context of values, to have it

work for at least longer-range self-interests, and to help society develop and accent people of moral character in power is not a program that will satisfy all moralists, prophets, or utopians.

But these are at least first steps for those who want to produce a more humane world, both for the people who are responsible for business and for those who are its victims and beneficiaries.

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### ABOUT THE AUTHOR:

MARTIN E. MARTY is a professor of history of modern Christianity at the University of Chicago and associate editor of "The Christian Century." He joined the Chicago faculty in 1963 after 10 years of Lutheran pastoral ministry. He is the author of 18 books in 18 years, including "Righteous Empire," for which he received the National Book Award in 1972. "The Pro and Con Book of American Religion," "Protestantism" and "The Fire We Can Light." He also writes the fortnightly newsletter "Context" and co-edits the quarterly "Church History."



# MORAL CHOICES

COURSES BY NEWSPAPER

By Kenneth B. Clark

**Editor's Note:** This is the fifteenth of 16 articles in the series "Moral Choices in Contemporary Society." In this article the psychologist Kenneth B. Clark discusses the duplicity that leads Americans to profess a set of idealistic principles regarding race that are constantly violated in practice. These articles, which explore the controversial moral dilemmas that perplex Americans today, were written for COURSES BY NEWSPAPER, a program developed by University Extension, University of California, San Diego, and funded by a grant from the National Endowment for the Humanities.

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Probably one of the most disturbing experiences in the development of any sensitive and intelligent child is to be confronted with the fact that his parents, his teachers, his rabbi or his priest are capable of saying one thing and believing or behaving in terms of the opposite.

Almost every child at some time before adolescence is required to cease questioning blatant moral inconsistencies on the part of some authority figure by being indirectly or explicitly told, "Do as I say, not as I do." The frequency with which individuals are required to adjust to various forms of moral duplicities in complex societies suggests that apparent acceptance of these inconsistencies is an index of socialization and maturity.

Those who, for whatever reason, persist in demanding moral consistency are at best told to "grow up" or are dismissed or punished as deviants and "trouble makers."

## MORAL SCHIZOPHRENIA

One could speculate that a society which prides itself upon its democratic principles of justice, equality and human responsibility for the welfare of one's fellow human beings places a major additional and inescapable moral burden upon its citizens.

When Thomas Jefferson translated the Judaic-Christian principle of human equality into the political principle of "inalienable rights" that justified the American Revolution at the same time that he and other founding Fathers continued to

accept and justify human slavery they laid the foundation for the "moral schizophrenia" that continues to dominate America. Every American child must be socialized to come to terms with the twin realities of the morality of the American ideals and the "practical" reality of the required violation of these ideals.

Our children are taught that all men are created equal in segregated schools and segregated churches that are concrete mockeries of the words of justice and equality.

The teachers who are required to teach the values of democracy are at the same time required to justify by rationalizations or silence the persistent absence of democracy in their classrooms.

Members of the clergy and their religious leaders must be careful not to alienate their parishioners by being too demanding in a literal interpretation of the concept of the "fatherhood of God and the brotherhood of man."

Parents must find ways to have their children understand that there are limits to the extent to which principles of equality can be permitted to threaten the status and the aspirations of the family.

## COPING WITH MORAL CONFLICTS

Moral duplicity is therefore an inherent and inescapable aspect of the "democratic" socialization of all American children. These moral conflicts have their personal and social consequences. Individuals are required to cope with them by one or more devices.

Most human beings appear to accept the given moral inconsistencies of their society either passively or cynically. They accept the facts of injustice as given, adopt a personal "dog-eat-dog" philosophy, and function in terms of the prevailing rationalizations of their society as long as they are not personally victimized.

More sensitive human beings tend to internalize guilt; they remain personally concerned about the moral duplicity of their society and sometimes work for social progress even at the risk of ridicule and ostracism.

In recent years we have seen an increasing number of young Americans seeking to resolve their moral conflicts by rebelling against the success and affluence of their families, by es-

caping into cults and communes and wandering off into morally uncharted jungles for personal self-destruction.

It is ironic and indicative of the depth of racist indoctrination of American children that even at the height of the collective rebellion of American youth in the late 1960s and the early 1970s, they did not make the rejection of American racist practices a clear and sustained objective of their protests.

## RATIONALIZING DUPLICITY

The problems of coping with societal moral duplicity do not remain personal. They start with society, they infect individuals and they become institutionalized. They become parts of the pattern and fabric of our political, economic, educational and religious life.

Moral duplicity becomes euphemistically rationalized by such terms as "practical," "realistic," "hard headed" plus "tough minded." When examined, it is revealed that these terms mean that the discrepancy between moral values and immoral practices must be accepted. We tell ourselves and our children that the verbal ideals can be accepted so long as they do not interfere with "convenience," "efficiency" and "success."

Individuals are the agents for the perpetration of social moral insensitivity. These are generally successful individuals, rewarded individuals.

These individuals are frequently found in governmental, corporate, educational and religious leadership roles. These are the main characters of Watergate. These are the corporate leaders who design and implement bribes in obtaining economic advantages from government officials.

These are the educational and intellectual leaders who seek to justify racial segregation in our schools, colleges and universities—or remain silent in the face of this flagrant contradiction of the meaning and purpose of education. These are men who consider segregation normal and who find it difficult to understand those who question their right, indeed their obligation, to function in terms of an unquestioned and "realistic" Machiavellian dualism.

## MACHIAVELLIAN DUALISM

The advice which Machiavelli gave to the Prince can be

# Moral duplicity and American racism



WE HAVE A DREAM. Will the dream of racial equality fail to be realized because of the realities of American racism?

summed up as not to confuse personal morality with those imperatives which are required as the leader of the state.

This simplistic Machiavellian dualism seems to be the foundation of contemporary governmental, economic and educational leadership. This is true in spite of the fact that Machiavelli was advising the Prince in the early 16th century.

The world of the present, the nuclear age, demands not only a critical reexamination of Machiavellianism but also major efforts to modify personal behavior and the operation and leadership of social institutions toward moral consistencies.

In the contemporary nuclear age, Machiavellian dualism is not only anachronistic, but it also threatens survival of the human species. Collective, institutional immorality, no matter how sophisticated and intellectually rationalized, now emerges as even more destructive potentially than interpersonal forms of immorality.

Accepted collective moral duplicity merely postpones human extinction. This anachronism invites the ultimate catastrophe.

Racism and all other forms of institutionalized and rationalized inhumanity and cruelties are forms of moral duplicity. If mankind is to survive, the most "practical"

and "realistic" basis for human interaction must now be a rigid adherence to consistent moral ideals.

## ABOUT THE AUTHOR: KENNETH B. CLARK

is Distinguished Professor of Psychology Emeritus of the City College of the City University of New York and a member of the New York State Board of Regents. He is also president of Clark, Phipps, Clark and Harris, Inc., a firm established in 1975 to provide professional consultation on personnel matters with emphasis on human relations, race relations, and affirmative action programs. His books include "Prejudice and Your Child," the prize-winning "Dark Ghetto," and also "Pathos of Power." His work on the effects of segregation on children was cited by the United States Supreme Court in *Brown v. Board of Education* (1954), in which the court ruled that schools segregated according to race were inherently unequal and therefore unconstitutional.

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# MORAL CHOICES

COURSES BY NEWSPAPER

**Editor's Note:** This is the last article in the series, "Moral Choices in Contemporary Society." In this concluding article, Professor Rieff discusses who is responsible for moral education today and analyzes the theory that moral development proceeds in stages. These articles, which have explored the controversial moral dilemmas that perplex Americans today, were written for COURSES BY NEWSPAPER, a program developed by University Extension, University of California, San Diego, and funded by a grant from the National Endowment for the Humanities.

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People are not born as morally responsible citizens; they are educated to be so.

Education for morality has therefore engaged the attention of every society. Today there is considerable disagreement over both the aims and the proper agents of moral education in our contemporary society.

In earlier societies, each generation was traditionally socialized by the transmission of apparently stable value systems and more or less explicit codes of conduct. Some parts of modern society still rely upon such traditional socialization.

Many modern educators, however, appear to believe that such transmissions are no longer possible. They point to a "decline of traditional societies" and the rise of "anti-authoritarian attitudes" that appear to be conditioned by such factors as the increasing rationality of people whose moral potentials have been shaped in advanced, highly mobile, technologically productive societies. In short, traditionally moral educations are associated with cultures of low material productivity.

## THE AIM OF MORAL EDUCATION

What a modern education for morality should do is a vexing question. Instead of stable and long-established social structures into which its members are born, modern society is characterized by increasing leisure and by shifting membership in voluntary social structures.

Many educators argue that modern education for moral conduct must take into account that people will live together increasingly in situations that lack any persistent constraints, such as the economic constraint to make a living. Behavior will no longer be governed, they argue, by prudence and fear of penalties, imagined or real, for deviancy in that behavior. You can see morality changing basically when the word for immorality becomes "deviancy"—or "marginality."

Another major question concerns who has the primary duty for moral education, cultivating the sense of good and evil, right and wrong, however that sense be stipulated in conduct. Specialists on the subject disagree as to whether the family is irreplaceable as the main agent of moral education and, indeed, as to whether or not the modern family is declining as a moral educator.

## MORAL DEVELOPMENT

Nevertheless, despite continuing disagreement on the current educative function and capacity of the family, what is more generally agreed is that humans are started off very early in the direction their moral conduct is likely to take, given the fortunes and misfortunes of circumstances in later life.

Freud and other modern students of moral development elaborated new, if not entirely persuasive, versions of the old idea that "character is destiny" and that character—that is, the moral quality lacing all our various activities—is formed during the first five years or so of life.

Contending against this view, though not entirely opposed to it, is the view that, despite the fact that humans develop in moral no less than biological stages, they can make moral decisions that run against the direction shaped in earlier years or in any particular stage of moral development. This latter view of moral development usually invokes some agency of decision not entirely describable within the stages of moral development. "Instinct," which knows no stages, or "God's will," which knows no moral development, are two such extra-developmental agencies of decision; "chance" is yet another.

Current theories claim that moral education is largely

developmental in character. Morality grows and evolves, as does the body. Each stage of moral growth demands its own distinct education, as if the body, during its various phases, is best nurtured by different foods and regimens. Whether these different stages of moral development are marked by fairly distinct lines, or run continuously, has exercised the imagination of many an investigator.

Certainly, two major schools still appear very influential in the field of moral education. One school may be called the Freudian, the other by the name of the Swiss psychologist, Jean Piaget.

## THE FREUDIAN SCHOOL

The Freudian school continues to contend that once certain primary patterns of emotional relation to the mother and father—often ambivalent—are established, most people develop morally along a series of events that can be traced back to that very early set pattern. The pattern keeps repeating itself, even though the individual "growing up" in this pattern is rarely aware of the pattern, nor can he have any conscious memory of how it established itself.

Even later intellectual growth, however powerful the mind becomes, takes directions set by the early emotional pattern established unawares in relations between children and their parents—or parent equivalents. Thus the full weight for the moral development of individuals falls on the family unit, and on emotional arrangements between members of that family unit.

## THE PIAGETIAN SCHOOL

Jean Piaget takes quite a different view of moral education. Piaget and his followers place much less emphasis than the Freudian school on ambivalent repression and the changing focus of the child's essentially sexual energy.

For Piaget, there are two turning points in moral development. First, there is that stage at which every normal child begins to be able to see things from the point of view of another person (Freud would call this "identification"). Moral development is bound up with the change from a certain narrow-minded self-reference. The second major stage, according to the Piagetian school, is when children are able

to handle abstract ideas.

What unites otherwise contentious schools of thought on moral education is the generalization that children pass through various stages of emotional and intellectual development. The task of moral education is to devise ways of teaching how to behave appropriate to each such stage of the child's understanding and emotions.

## CONSTITUTION AND MORALITY

The human cannot depend upon instinctual endowment. Yet there are some quite competent scientific investigators who continue to raise serious questions about the relationship between inheritance, physical constitution, and moral conduct.

For example, some scientific investigators have concluded that those humans they have studied who have an extra "Y" sex chromosome are congenitally disposed to come into early conflict with any legal order, whatever the law might be. Other investigators have even sought to make correlations between human height and crime—which may be another expression of the old notion that most of the trouble in the world is caused by short men.

It is a still unsettled question whether and which constitutional characteristics affect human morality, and what moral education could do to offset the supposed effects of such constitutional factors.

## MORAL LITERACY

Another question of concern is how moral literacy can be taught when there are so many different languages of morality bombarding the individual. It is usually thought by educators in this field that morals have to be taught in fairly long cycles of preparation in languages rich in both precision and nuance, so as to match the subtleties of changing circumstance. The very acuteness of contemporary interest in moral education, and the variety of moral languages that fill the air, may have the consequence of creating moral illiterates—or, at least, people who are exposed to too many moral languages and never learn any of them well enough for effective use.

Moral judgements are rarely made without considerable emotional involvement. Yet the variety of moral education now available, and the

openness within that variety to criticism from temporary representatives of other varieties, may create a condition of emotional uninvolvedness.

Such uninvolvedness may render all forms of modern moral education increasingly able to produce only one kind of moral man: The kind that would rather switch moralities than fight about any, or, what amounts to the same type, the one that will fight without any belief that his morality is any better than anybody else's—the sort who could just as easily switch to the other side, with equal conviction.

The great Irish poet, Yeats, expressed this in two celebrated lines:

"The best lack all conviction, while the worst  
"Are full of passionate intensity."

Perhaps the great problem of modern moral education lies in the paradox that the best sort of people it can produce lack all conviction.

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# Foothill's photo finish

## “At the Beach” by Dick Kuechle

A Foothill College instructor and a Foothill student won recognition in the recent 15th Annual Peninsula Photo Festival held in Palo Alto in mid May.

Mathematics instructor Dick Kuechle and student Barbara Gordon both placed winning entries in the competition, which this year attracted over 1200 entries.

The contest, which is sponsored by Peninsula Living (a magazine supplement of the Palo Alto Times and the Redwood City Tribune), area camera clubs and camera retailers, featured both black and white and color prints and color slides.

Kuechle, who has taught at Foothill for 13 years, had winning entries in both the black and white and color print categories.

The Sunnyvale resident won the Palo Alto Camera Club medal for his black and white photo “At the Beach,” and also placed two honorable mention entries in that category.

Kuechle, who is Vice-President of the Santa Clara Camera Club, also won first honorable mention in the color print category for a selection entitled “Balloon Girl,” which earned him a gift certificate.

The Ohio native has been involved in making his own prints for 15 years. He describes

his interest in photography as “quite extensive,” and has combined the hobby with foreign travel, taking photographs while traveling in Hawaii, Canada, Mexico, and Europe.

He was initially a commercial art major as an undergraduate student at Ohio State University but transferred to Mathematics. “Photography is my artistic outlet,” he commented last week.

Gordon, whose involvement in photography is more recent, won an honorable mention for her black and white entry “Look of a Bassett.”

The Los Altos resident has only been involved in photography since September 1975, when she enrolled in photography classes offered at Foothill.

She specializes in black and white photography and was photo editor of the Foothill SENTINEL during the Fall 1976 and Winter 1977 quarters.

The Illinois native is a full-time student at Foothill and is majoring in Communications. She is specializing in Journalism and Business Management and plans to attend San Jose State University, where she received a degree in Sociology in 1965, to do graduate work this fall.



## “Look of a Bassett”

by Barbara Gordon

# The Athletes of Foothill

## Gay Batistich

By CHRIS MORRISEY

To participate and perform well in three sports in college is a task few athletes can brag about. But Gay Batistich, who sparkled in volley ball, basketball, and softball did such a feat in this last school year.

Batistich was a front row spiker in the fourth ranked in state volleyball team. She was also the starting center and sometimes forward for the Owls woman's basketball team. And she played an excellent third base and hit around .300 for the women swatters.

Batistich, who is hoping to go to Stanford or San Diego State, had a lot of things to say about her two year stay at Foothill. "I enjoyed my last two years here," she stated. "It was a very good experience for me in athletics. Foothill prepared me more for going into a four year institution because I played a lot and this was good for my confidence."

In volleyball, the sport Batistich is going to center all her energies around when she leaves in the fall, she got her biggest thrill. "Going to the State Championship was something I'll always remember," she stated.

Batistich did have a good basketball season. At the end of the year she was named the team's "Outstanding Rebounder." She also reached a goal that she had made at the beginning of the season. "I wanted to be a better outside shooter by the end of the year," she informed, "and I think I reached that goal by the last game."

In softball she was Honorable mention for the league and was nominated for all stars.

There were plenty of reasons for these two honors. She led the team in homeruns, including one grand slam, the only one of her career, and she batted around the .300 mark all year through. Batistich also played a solid third base and was also used as a relief pitcher and outfielder. Her only regrets on the season were that she could have been a better relief pitcher and she wished to have hit more homeruns.

## Steve Scott

By CHRIS MORRISEY

Foothill College Track and Field team did boast of some highly outstanding athletes. They had a state contending mile relay team, a 15 foot pole vaulter, and a league champion in the discus. They also had probably one of the most versatile junior college track athletes in the state. Triple jumper, javelin thrower and decathlete Steve Scott is this athlete.

Practicing hard since September, the Foothill sophomore finished eleventh in the state in the decathlon, fourth in the league in the triple jump and placed in almost every meet when he threw the javelin. In the State Decathlon Meet in Southern California, Scott had six personal best in the 100 meter dash, the long jump, the 400, the 110 high hurdles, the pole vault and the 1500.

Despite these accomplishments, Scott was not satisfied with his final season at Foothill. "Individually, I didn't triple jump as far as I wanted to go," he insisted. "Physically, I was in great shape, but mentally I wasn't happy with track. The reason for this feeling was that I built up last year, always improving. But this season, I stayed the same all year through."

Scott jumped 49-6 3/4 last year in the Northern California Trials in Modesto. That put him fourth on Foothill's all time triple jump list. This season he leaped 48-9, and his 48-6 in league finals placed him fourth.

"The competition was a lot tougher this season than it was last year," Scott stated. "The reason for this was the Universities were cutting down on giving out scholarships, so a lot more athletes were competing at the Junior College level."

When he participated in the decathlon last weekend, he was in the top five in the state in the 100, 400, 1500, long jump, and the javelin. He ended up with 6,333 points in that weekend meet, his all time best.

Scott will be heading off to Utah in the Fall. He is going to center all his energy on triple jumping when he begins his workouts for the 1978 track season. And with all the talent this young man has, he probably will be remembered well by many Utah track followers.

## Swimmers

Paced by Olympian Bob Jackson, a total of seven members of the Foothill mens swim team won All-American status. Jackson was named the teams MYP and won All-American honors in six events followed by Shawn Bohnerts placing in four categories.

Jackson recorded the top times in the 100 (50.707) and 200 (1.48.97) yard backstroke, with his time in the 200 establishing a National Community College record. He also had the fourth fastest 100 butterfly time (51.25) and participated on all three of the relay teams.

Bohnerts 200 fly time of 1.53.17 was the fifth fastest and in the 200 IM he placed eighth, clocking a 1.57.61) respectively as well as being on one relay.

Tom Wright, Eric Thoman and Kelly Lynn gained All-American honors by participating on the relay teams.

The 400 medley relay composed of Thomen, Thornhill, Bohnert and Jackson had the second fastest time of 3.30.29.

Wright, Sulger, Thornhill and Jackson swam a 3.10.05 in the 400 free relay, good for the fourth fastest time.

In the 800 free relay Lynn teamed with Thornhill, Bohnert and Jackson for another fourth place with a mark of 6.58.67.

Jackson was also a first team All-American in water polo as well as being that sports MVP. He plans on attending Long

Beach State next year.

## Avakians' Men

By STEVE TADY  
Sports Editor

Coach George Avakian just finished a year of coaching that he will never forget.

Avakian began the year with a soccer program that was in its second year of existence and took them to the State Championship and a 21-2 record.

Gene Wekkin was given All-America honors along with striker Walter Griffeth and Steve Sampson received honorable mention in the All-American category.

Freshman goalie Britt Irvine was named the Most Valuable Player in the Golden Gate Conference last year and expects to return next year.

It was learned recently that all four of Foothills star soccer players have been invited to the try-outs for the United States Olympic team.

After the remarkable soccer season Avakian turned his attention to wrestling and a man named Tony Brewer.

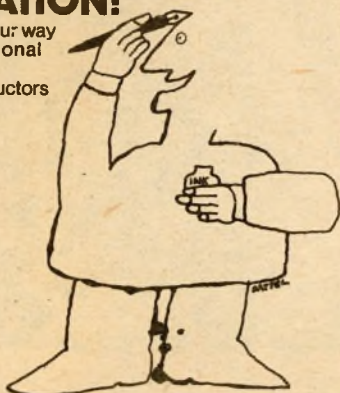
Brewer captured the 167 lb. division title in the State Championships that were held in Los Angeles. Brewer was 44-5 overall for the season and never finished lower than second in the numerous wrestling tournaments he entered.



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