



Celebrants wait to be served Mexican food at the Cinco De Mayo Celebration. (Photo by Ryan Atwell)

MECHA celebrates

By LAURY MASHER

Over 300 people participated in the two and a half hour Cinco de Mayo Celebration held at Rengstorff Park on Saturday, May 7th.

The celebration, sponsored by Foothill's club Movimiento Estudiantil Chicano De Aztlan (MECHA) was originally scheduled to last from 1-6 p.m., but was cut short because of heavy rain. According to MECCHA's advisor Ismael Gonzalez, "people started scattering" at about 3:30 p.m.

"I hate to be pessimistic about the rain because we do need it," said Gonzalez, "but I wish it would have held off for just two more hours. I should have gone to mass or something."

After an opening address defining the meaning of the festival, a mariachi band, "Las Perlas De Jalisco" opened the entertainment. Folklore dances from regions of Mexico were performed by "Los Mestizos," and singers "Los Amantes" provided the final entertainment. Singers Alejandro Diaz and

Francisco Perales, flamenco dancers, "The Gypsies of Spain," and "Shadows of the Universe" were unable to perform because of the rain.

Mexican food was sold by MECHA, and La Proplanita, a Mexican restaurant in Mt. View.

Mt. View High participated with a booth selling handicrafts, and Foothill's Mt View Center organized an informational

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Foothill College SENTINEL

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May 20, 1977

Mini-Quarter experimental

Students who would like to "change unsatisfactory programs get extra units, or just sample something new should sign up for the Spring Mini-Quarter," according to Robert Kingson, Associate Dean of Instruction, said in a press conference last Monday. Registration runs through Friday, May 13, Kingson noted.

He emphasized that this is "not less than, just faster than, the regular college courses."

"Although Foothill has been offering accelerated courses

over the past three years, this is the first full-fledged Spring mini-quarter. It's like Summer School except that it's seven weeks long," Kingson explained.

"This is an experimental program where enrollment determines the life of a course," he said. "The same minimum of 20 students required to keep a regular class open is needed in the accelerated college. Also, students may petition a new class if there is enough interest by going to the division chairman or to my office,"

Kingson stated.

The idea originated three years ago with a few courses offered during the winter to accommodate high school graduates who were too late to enroll in the winter quarter, but too early for spring enrollment, he mentioned.

The enlargement of this idea has come "in response to decreasing enrollment throughout the state," according to Kingson. "It is off 5 per cent statewide,

(continued on page 2)



Two students of Foothill's Animal Health Technology Program check the health of a cat. The program was recently accredited by the American Veterinary Medical Assn.

Students save lives

By BOB HARVARD

"Nothing matches the turn-on of saving someone's life," affirms Foothill's Emergency Medical Technician program director Nicki Tranberg.

An Emergency Medical Technician is an ambulance driver/attendant.

"An EMT's job is fast, exciting, and challenging," Tranberg continues. "When you arrive at an accident you've got to immediately evaluate each victim's injuries and administer the proper first aid. Speed is imperative...An EMT must know exactly what to do instantly. There are no second chances."

More than a speedy conveyance, an EMT is a victim's lifeline. In remote areas he/she may

be the doctor for several hours. An EMT must be able to make quick diagnoses and decisions under tremendous stress. He/she is capable of all procedures performed by para-medics except introducing IV's. In addition to administering first aid and comforting victims, an ambulance driver must determine the degree of emergency and appropriate driving speed and keep the hospital emergency room posted on a victim's condition over the radio.

In Foothill's EMT three-quarter program, students get "hands on" experience. The students spend 16 hours in a local hospital emergency room and another 16 hours riding in

an ambulance—actively helping rather than just observing. In class the students learn to use resuscitation equipment, tools for extricating victims, traction boards, and all first aid equipment in simulated accidents.

By successfully completing Foothill's EMT program, students are automatically certified EMT's in California.

There are no prerequisites for entry into the EMT program, though students without advanced first aid must take Foothill's first aid class (Health 5) concurrently with the first quarter EMT class. Interested students may begin the program this spring (continuing through

(continued on page 2)

Student proposes grade policy change

By GREGORY ROSSER

Going before the curriculum committee of Foothill College next Thursday is a proposal for a grading policy change engineered by Foothill student and former ASFC Senator Kevin Donovan.

The purpose of the proposal is to extend the drop date for classes until a week before finals, and getting an NC grade is erased from transcripts for transferring students. Donovan has been working on the project since last October, when he

sent out questionnaires to numerous two and four-year colleges throughout the state.

The questionnaires surveyed the institution's grading policies in specific areas to aid in the determination of whether or not there is a need for change in the Foothill grading policy.

Receiving a good initial response, Donovan sent out questionnaires again in January to those colleges that had not previously answered, "asking

(continued on page 2)

Proposed grading policy for Foothill

(continued from page 1)
them politely to answer the questionnaires."

Donovan became interested in examining Foothill's grading policy when, as he said, "I heard that DeAnza gives you six weeks after the beginning of the quarter to drop classes, and a local university gives you until 24 hours before finals. Foothill gives you only two weeks—you don't even have a mid-term in the first two weeks, so you don't even know if the teacher is coming off the wall or not."

There are three questions asked of the four-year colleges whose responses Donovan feels are of particular importance to his project. They are:

- (1) Is the admission of a student to your college who has three or more NC's (No Credit) adversely affected? 32 per cent said yes, 60 per cent said no.
- (2) Is the admission of a student to your college who has three or more withdrawals adversely affected? 22 per cent said yes, 72 per cent said no.

(3) Is the admission of a student to your college who has retaken three or more courses adversely affected? 30 per cent said yes, 61 per cent said no.

Another question asked of the colleges was what point in the semester or quarter may students drop a course without receiving a grade (NC, Withdrawal, etc.)

Most two-year colleges allow four weeks after the beginning of the quarter to drop, and several allow students up until finals.

At four-year colleges, a majority allow dropping courses during the second and third weeks, with several allowing until finals.

Donovan appeared before ASFC last week to present his findings. ASFC unanimously approved the recommendation for change. Additional support will come from the Foothill AGS (Alpha Gamma Sigma) Club, whose advisor is Ray Tankersley.

Donovan noted though, that the effects of the grading policy change would not affect a majority of students, as "only

25 to 30 per cent of Foothill students transfer on to four-year institutions."

According to Donovan, who received the help of Dr. Demi Georges, Associate Dean of Students, in this project, "The main thing we're concerned about is how four-year colleges will look at the transcripts of students who transfer on to complete their education."

"Here's the way we want to do it," Donovan explained. "Either we get one week before finals as a drop date, or they erase all classes retaken (the first grade) and all NC's when the student transfers to another institution."

"It seems that two-year colleges are harder on students than four-year colleges," noted Donovan, referring to the fact that in the responses he received from two-year colleges, 10 per cent ignore the NC grade, 12 per cent treat it as an F grade, 52 per cent treat it as a withdrawal, and 24 per cent provided no response.

A full 98 per cent of community colleges leave the NC grade on transcripts when forwarded to other institutions.

Lifesavers: a part of living

(continued from page 1)
summer and fall) or next fall. The class meets one night a week for approximately four hours.

The emergency medical service field is rapidly expanding with much job availability. The federal government has catalyzed this expansion by requiring that all states have "acceptable" emergency medical services by 1980. The Occupational Safety and Health Administration (OSHA) now requires industries to have at least one employee with EMT certification in each plant division. Tranberg predicts that EMT certificates will soon be required of all safety officials throughout the state, including police, firemen, life guards, oceanliner personnel, and trans-oceanic stewards and stewardesses.

"EMT is the newest area in the medical field—an embryo without definition," Tranberg says. "Doctors are recognizing the need for EMT's and are allowing them to do more for victims."

Tranberg thinks there may soon be several certificate levels of EMT's to handle more advanced medical procedures. These levels would incorporate

the current EMT's and paramedics as EMT Levels I and II and extend their capabilities even further into EMT Levels III or IV.

There are openings for EMT's in cities as well as rural areas. EMT's are paid for being at the headquarters whether or not they are needed for an emergency. The benefits and pay vary with each employer. The range for starting salary is \$600 to \$800 per month.

MECHA

(continued from page 1)
booth with hand outs about classes.

All coordinating and decorating for the celebration was done by MECHA, who began preparations in March. Participating members were George Orozco, Robert Cardiel, Janette Zavala, Roberto Sias, Ana Maris Holgin, Antonio Ortego, Leticia Hernandez, and Lee Gatmaytan, Emilio Maldonado, and Albert Tapia. MECHA was assisted by staff members Ines Pudo, Bob Chavez, Bill Lostaunau, Rose Stettler, and Ismael Gonzalez.

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Student wins cash award

A \$250 cash award was presented in late April to Foothill College sophomore Peter H. Klee at the Hilton Hotel in San Francisco following his participation in the finals of the Bank of America's 1977 Community College Awards Program.

Klee took runner-up honors in the social sciences-humanities field of the competition which involved 40 finalists from community colleges throughout Northern California who were competing for a total of \$21,000 in cash awards.

The 19-year-old Klee, a Political Science major, qualified for the finals by

emerging victorious in regional semi-finals, which were held in San Francisco in late March.

Both competitions involved two-part topical



Klee accepts \$250 award.

discussions before a panel of judges. Competitors were nominated by their schools and judged on the

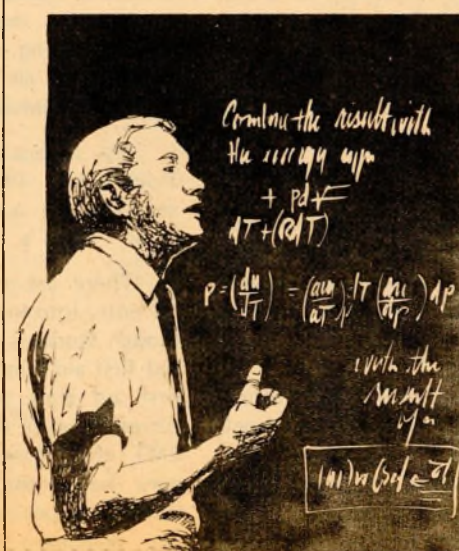
basis of scholarship, school and community activities and leadership qualities.

Klee, who has a 4.0 GPA at Foothill was nominated for the competition by William S. Wagner, head of the Political Science Dept. at Foothill.

Klee was a member of the 1975-76 Foothill wrestling team, competing in the 150-lb. weight class.

He has applied to 3 Ivy League schools and the University of California at Berkeley and hopes to attend Stanford Law School.

The Los Altos resident is the son of John B. Klee, French and Spanish instructor at Foothill.



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ENROLL AT FIRST CLASS MEETING.

"Dedicated student" Costello returns to teach

By PETER G. BLISS

Joining a growing number of Foothill alumni that have come back to teach at Foothill is Martha Costello. This year with masters degree in hand she returned to teach part-time in the sociology department.

Costello, 24, among the youngest of the new teachers, was locally educated. She graduated from Palo Alto High School in 1970, and Foothill in 1972. She went on to San Jose State where she received a B.A. degree in 1975, and a masters in May of 1976. The masters she completed in three semesters while maintaining a 4.0 grade point average.

During her high school days Costello spent much of her time in remedial classes, and "lost direction" in life.

After stumbling around at Foothill for some time she landed in a sociology class. Referring to this, Costello said: "The first sociology teacher I had was Lois McCarty. This was a turning point."

According to Costello, sociology helped pull her out of the post high school slump she had been in.

McCarty was an inspiration to her.

"My personal view of instructors is that they should be inspirational as well as instructive. They should be able to spark interest on the part of the student, even that student who is taking the course to fulfill a requirement," she continued.

The course that Costello is now teaching, Soc. 40, covers the subject of intimate life styles. This class was formerly known as "Marriage and Family."

John Day, division chairman of the Sociology Dept., hired Costello for her present job. He said humorously of Costello, "She got a C in my Soc. 40 class, and now she is teaching it."

Day feels she is, "very dedicated to the study of Sociology, one of the few to go to get a Masters Degree."

An introductory class taught last quarter at the Palo Alto Campus (PAC) was the beginning of her teaching career.

"I liked teaching the intro course (Soc. 1) because it's comprehensive and the information is basically generalized, more so than the specialized courses," she reflected. "Also in an introductory course the instructor has the freedom to use examples from other disciplines such as history, fine arts, and anthropology."

Recalling her days at Foothill, Costello said she had a much better time here while she was doing graduate work at San Jose State and taking classes at the same time than previously when she had been a regular student.

"Out of the two and one half years here, I made very few friends," she commented. "I made one good friend but he was killed in an automobile accident.

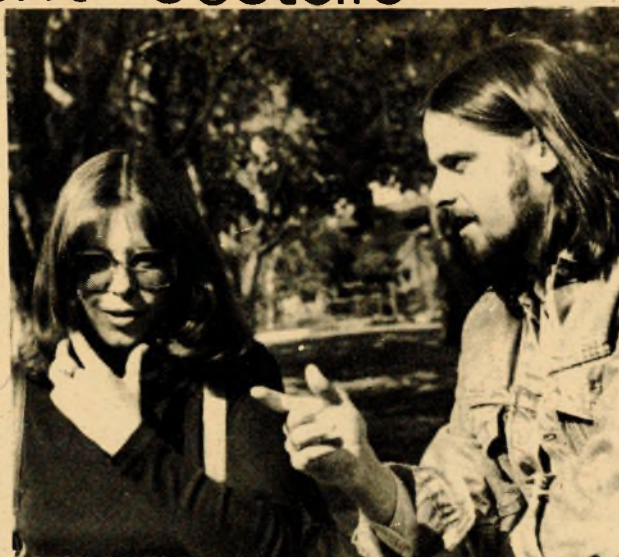
"During graduate school I came back and took acting classes from Doyné Mraz, who was very inspirational besides being an entertaining guy. Taking classes helped me develop confidence in talking to groups of people."

Costello has some very definite ideas about instruction and the subject that she chose to teach.

"I really want my students to leave here looking at the world in a different way. If they don't, it's a failure."

Costello added, "If I can give them information that they can in any way utilize then I would consider it success."

"The problem I have with some students at the Junior College level is that they only understand the concrete details of daily life," she explained. "What I try to do is get them to view life more objectively. What they view as being real may be valid to them, but may not have any relationship to the reality shared by the vast majority of the population."



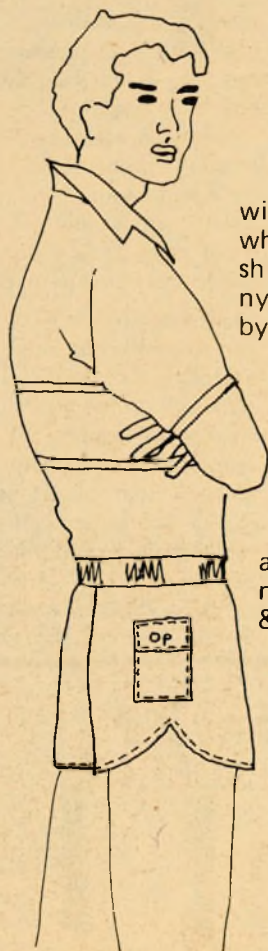
(Photo by Ryan Atwell)
Martha Costello converses with SENTINEL reporter Peter Bliss.

Lois McCarty, referring to Costello, said, "I hired Marty to teach at Foothill after following her academic career since she was a student at Foothill. All the academic qualities that she reflected as a freshman at Foothill College have become refined in the form as a young sociologist and teacher, and I was just delighted to see it happen."

Costello said is committed to the students and their pursuance of education.

"I identify with the students because I was a student here," Costello remarked. "I think I understand their capacities and limitations, and hopefully I will never lose that."

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Scholarships of \$250 are available to qualified Foothill students who will be attending classes at Foothill this Fall.

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The Foothill College Faculty Science and Math Scholarships, formerly known as the "Mitchell Scholarships," are available to any student who has completed 25 units of courses in biological science, physical math or engineering by the end of the present spring quarter.

Richard T. Kuechle, Math instructor and Chairman of the Faculty Senate Scholarship Committee, stated that in addition to two \$250 scholarships available, there are more than \$5,000 worth of other scholarships covering a wide range of majors and interests.

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FOOTHILL COLLEGE FANFARES

Foothill Jazz Choir favors funky swing

By ERIK JONES

The Foothill Fanfares Jazz Choir lived up to their reputation of being one of the best college jazz choirs in the nation in a concert last Thursday evening in the Campus Choral building.

The 16 member vocal ensemble presented a program of 30 songs to a very enthusiastic audience, alternating between group and solo efforts in which nearly every individual took a turn. Most of the songs were pop hits of the 30's and 40's by songwriters such as George Gershwin and Cole Porter that were re-arranged with a jazz influence. But, as Phil Mattson, the choir

director, who is a former professional jazz musician, said in a brief interview before the concert, "much of jazz is taking a pop song and re-arranging it." He characterized the sound of the Fanfares as being "funky swing" or be-bop flavored music, calling it "true jazz singing in the style of Ella Fitzgerald."

Overall, the assemblage was tight and well rehearsed, and the delivery was energetic. The contemporary arrangements were definitely upbeat and optimistic in effect.

After making a brisk entrance, the Fanfares launched into "I've Got You Under My Skin," by Cole Porter, in which

they revealed the rich jazz harmonies and textures which are their forte. Following this they moved into a Gershwin song called "S Wonderful," in which in certain parts, they engaged in free-flowing scat singing in unison.

An a capella version of "When I Fall In Love" was another of the better songs of the evening. The soft modulation and blend of voices in this song imparted a somewhat ethereal quality to it.

Barry Manilow's "I Write the Songs" was a bit bland in the beginning, but improved a great deal after shifting gears into a rock tempo. Drew Youngs was evidently chosen as a soloist in this song because of the slight resemblance of his voice to Manilow's.

The Fanfares led into intermission in a novel fashion, singing, "We will be back after we go to the bathroom" in harmony.

Space does not permit mention of all the high quality solo performances which took place.

Anne Borghi exhibited her unique voice in a well done Gershwin song called "A Foggy Day." Becky Mason showed a great deal of potential and successfully transmitted emotion in "Send in The Clowns."

Leigh DeKraker sparkled in her rendition of "Bewitched," a Rogers and Hart melody, in which she was smooth and very expressive. Marion Krezanoski's

crystal clear voice was notable in "Our Love is Here to Stay."

There seemed to be a tendency on the part of the men to hold back during the solos, with the exception of Dana Fisher and Drew Youngs. In all fairness, as Mattson said during an interval in the show, "It's one thing to sing together and another to stand alone naked and have to charm to the average savage audience."

Fisher was outstanding in a song called "Just in Time," using his mellow, full bodied voice to the best advantage.

In "Love Walked In," Youngs showed a great deal of ability.

Neil Janklow presented a competent interpretation of a song titled "I Concentrate on You."

Toward the end of the show came a medley of three songs which worked into a peak with "You are the Sunshine of My Life." At the end the choir seemed to be putting everything they had into it, making it another high point of the evening.

After a brief pause, the Fanfares closed with "Just One of Those Things." The soloist in this song Leigh DeKraker was dynamic, demonstrating a very good sense of phrasing.

The Fanfares received a well deserved standing ovation from the audience. Other members of the choir not previously mentioned are Dan Albrecht, Jim Allen, Jane Blick, Kathy Nicho-

las, Willie Fisher, John Felsch, Janelle Cruz, Paul Price, and Sonia Valdeperas. They were ably accompanied by Dennis Harper (who also took a solo singing stint at the mike) on string bass, Blake Gardner on drums, and Phil Mattson on piano.

The small size of the room in which the concert was held gave an intimacy somewhat similar to that of a nightclub, which was heightened by the use of a spotlight and other lighting effects. The performance was marred slightly by a sound system which made the group sound flat at certain points.

The Fanfares give approximately 50 concerts a year. Only three of these took place at Foothill this year, with the rest being held on tour.

An indication of widespread respect for the choir is the fact that, unlike many other school choirs, they are paid for their appearances, most of which take place at schools and community centers.

They were the featured act at the National Jazz Educators Convention this year, and have been asked to demonstrate vocal jazz techniques for a clinic being put on by a group of high schools next month.

On the Saturday following the concert, the Fanfares left on a one week tour of Oregon, Washington and British Columbia with the Foothill Jazz Ensemble.

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T. V. breeds violence and aggression

By JEANNETTE ELPEL

"People learn aggressive behavior by observation," said Dr. Albert Bandura, Chairman of the Dept. of Psychology, Stanford University, at a "Town Meeting on TV Violence" Friday night at Gunn High School in Palo Alto.

"Television creates aggression" in viewers because it is a very effective teacher, Bandura said, noting that most people have very little contact with aggression within the small sector of their daily lives except by way of television, but because 97 per

cent of American homes have TVs, even "preschoolers learn every imaginable homicidal behavior."

Human aggression is a growing problem," Bandura said pointing to terrorist tactics and rising crime rate. It is a social rather than private matter since outsiders are victimized, and it spreads like a contagious disease. The rash of airline hijackings was an example of a televised method of aggression that served as a model for subsequent international extortion attempts.

In a study of inmates, 90 per cent of those in-

terviewed said they improved their techniques by watching TV, and crime programs brought them up to date on modern police equipment and techniques.

"Inmates used crime shows as educational TV. They took notes as they watched," Bandura said.

Programs featuring violence provided not only models which are readily copied by viewers from infants to adults, but heavy doses of violence alters the restraints on the viewer's own actions. A person's natural inhibitions are equally affected by cartoon violence or that on life drama shows.

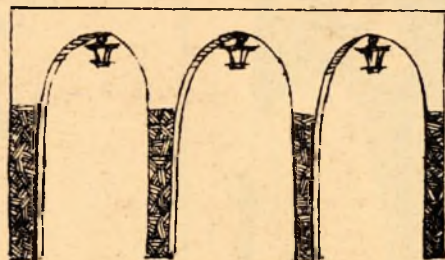
De-sensitizing viewers to the injustices and pain inflicted upon others and distortion of one's sense of reality are two chief effects of a bombardment televised violence. People who watch crime shows regularly see the world as more dangerous and threatening than those who come within the category of light viewers.

Dr. Bandura refuted the myths that only kooks are affected by violence on TV. Studies show a heightened aggression in normal viewers after 10 successive days of exposure to violent programs, he said. "It doesn't mean that everyone who watches violent programs will become violent," he said, but comparing it to a commercial, "some will go out and buy and some won't."

It is also a myth that sports fulfill a vicarious need for aggression by spectators, Bandura continued. Eliminate the leagues and playoffs and the element of suspense in scoring and sports would not maintain a following, he said.

"An appeal to Congress to intervene in TV programming produces little effect," Bandura said.

"Congressional hearings come and go and yet a high degree of televised violence remains."



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On the Spot

By COLLEEN CASEY and CHANTAL DANGLER

What is the most evil thing you have ever done?



ANNE CORTELYOU
 "When we were young my best friend and I would stay over at a friend's house only because we got ice cream from her."

MIKE KIJAK

"The most evil thing I've ever done was my Senior prank. We put about 500 desks on the school roof."



BOB ALLEN
 (Economics)

"I did the Senior prank with Mike. After we did the desks, we put about 50 desks in the girl's bathroom, roped all the doors shut, and then left a bottle of scotch on the dean's desk with a note. It's not really evil, but it was fun."



KATE HALLIGAN
 (English)

"One afternoon I overheard two of my housemates making love. Just as they were approaching orgasm, I started playing Sousa's 'Stars and Stripes Forever' on the stereo, full blast."



GINA LAMBERT
 (Social Science)

"That's always bugged me, that I've never done anything evil. I never had little brothers to pick on, I just had older brothers to pick on me."



JEFF HANFIELD
 (Physical Education)

"I'm not an evil person. The most evil thing I've done is answer this question."



LOUIS HIEDALGO
 (Electronics)

"I used to kick my aunt when she came over. I was a little brat when I was young."



SAM project explained

By BOB HAVARD

Former Foothill College students can change Foothill's curriculum and activities by responding to the Student Accountability Model (SAM) questionnaire sent to their homes.

SAM questionnaires were sent to all students with 90 or more units who attended Foothill last year and did not return this fall. By answering 21 multiple-response questions on present employment

status, academic plans, relationship of college experience to current life activities, and rating the Foothill experience, former students can affect institutional, curricular, and learning changes. Their anonymous responses are printed on IBM cards and can easily be used for numerous inter-program and intraprogram comparative studies to determine the impact on students of pre-occupational education and train-

ing as well as non-occupational education. A report on this analysis is due March 31.

The Foothill-De Anza study conducted this fall was funded by a \$15,000 grant from the California Community College organization and by \$5,400 in district funds. The questionnaire was created by Foothill-De Anza educators and research specialists and input from educators throughout California. Similar SAM pilot programs are being tried at four other community

colleges in the state and within the San Jose City College District.

30% of the SAM questionnaires sent this fall to 3339 former Foothill students were completed and returned. By communicating to current students the advantages to future students of such a study, the project organizers hope to increase this response next fall.

SAM questionnaires will be sent each fall to the "latest group" of non-returning students.

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Back in the Stacks

By KATHY RUSSELL

Where are my owls? I miss my owls. The shock of finding "Back in the Stacks" sans owls chased me into the stacks to see what I could find out about our feathered mascots. I first visited the card catalog.

When I approach a card catalog, I realize that I am taking my mind and subjecting it to some slight degree of risk. I'm particularly fond of card catalogs like those at the Seman's Library. Some institutions separate their catalog cards into author drawers, title drawers and subject drawers, not so my favorite libraries.

So when I stood there before the listings for OWLS, I didn't really know what I would find. I found OWLS AND ARIFICERS by Roy Fuller which is a series of Oxford Lectures on Poetry. I'd read a quarter of it before I realized it did not give me a clue to my missing owls, but instead was keeping me abreast of the decline and fall of modern poetry—a premis with which I cannot wholly agree.

Next I found OWLS: THEIR NATURAL AND UNNATURAL HISTORY by John Sparks which unfortunately was missing from the stacks but would have been shelved near some neat books about California condors, dolphin and whales, had not some other bibliophile been devouring its pages.

Then there was THE OWL'S WATCHSONG by John A. Cudden, the study of Istanbul. Interesting but still not really related to the missing beastsies.

And the treasure find of the day! CENTURIES OF OWLS by Faith Medlin. Ms Medlin traces owls in art and literature

through the ages. The opening plate in the book is a reproduction of a cave engraving dated about 33,000-17,000 B.C. She shows us Egyptian owls, Eskimo owls, German, French and American owls, all of them accompanied by some of the myths which have crossed the centuries.

Naturally you can't look under OWL and not find some fiction. I saw listed THE OWL AND THE PUSSYCAT and immediately had visions of the merry pair sailing off in their beautiful pea-green boat, but this one was the delightful comedy by Bill Manhoff that made a fair-sized hit on Broadway a few years ago.

James Thurber's THE OWL IN THE ATTIC AND OTHER PERPLEXITIES completed my findings so I carted them home for a day or two during which I learned a lot about laughter from Thurber, something of the decline of poetry, some facts about whales, a little about Istanbul, but nothing about the absence of owls. Woe is me.

I needed some cheering up and fortunately there is a birthday that did it for me. The glass display case in the main lobby holds a celebration of Peter Rabbit paraphernalia to commemorate his 75th year. Imagine, that little scamp has been harrassing Farmer MacGregor for all these years. And poor Peter, time and again he lies sick-a-bed from over-indulgence while Flopsy, Mopsy and Cottontail scarf on berries and cream. Ah well, such is the payment for dissipation. Long live Peter Rabbit and Beatrix Potter books.

Has anybody seen my owls?

Vet's Voice

By ALAN BURTON

No more money until July. No school loans available. Lost checks? Sound bad? Well, lighten up them belt cinches, cause there's more.

Most veterans by now should have received their checks. Those that haven't either owe the VA in overpayments, resulting in held checks till the money is paid, or the great VA system blew it again somewhere along the line.

If you're one who has not received a payment, call or come in to the OVA on campus and see Marion Baldwin, the Veterans Administration representative. He can also help you out with VA School House Loans and wrong payments. He may be able to tell you where you can get some money for the summer.

With the arrival of the May checks the VA's beginning of the month prepayment procedures ended. From now on, monthly payments will begin to arrive at the end of the month being paid for or, most likely, in the beginning of the next month.

Due to this VA change in procedures, veterans are going to be forced to wait until July when the new payment procedure kicks in. This will cause veterans and their dependants to live for two months on a VA payment allotted for only one month.

Further woes...

Louis Zayas of the Office of Veteran Affairs kindly informed me that veterans in need of loans during the early summer months can forget about receiving any money from Foothill.

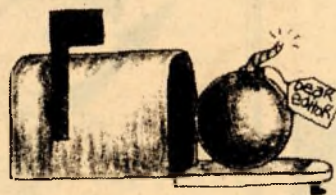
This situation has been brought about by the lack of federal, state, and district funds. Because of it, Financial Aids and Veteran Affairs will not be able to grant any loans during this trying time.

Remember, there will be no more VA payments until the beginning of July. So please watch those budgets closely and stretch things as much as possible over the next two months.

Some Good News for a change...

A little good news for those veterans in need to pick up units for either a load increase or a complete class change. The Foothill mini-quarter, offering over 30 courses this quarter, has just begun and is open to students who want to register until Friday, May 13.

The mini-quarter is an accelerated group of courses that meet for only seven weeks. Credits are acceptable to 4-year colleges, and best of all, the VA pays fulltime benefits for only 6 units. The payment scale is the same as they pay veterans for summer school!



LETTERS TO THE EDITOR

Dear Editor:

As a former newspaper reporter, I can understand the occasional problem of typographical errors. But, the article in last week's SENTINEL regarding the 3 scholastic awards went too far. It just had too many errors.

First of all, names were not spelled right, dates were wrong and the information mixed up.

My name is Cheryl not "Scheryl" and I am the retiring president not "Mary Erickson," which I assume was erroneously derived from Mark Erickson, who won the Loly Award. Janet Barrie has a 3.95GPA, not 1. Also our AGS chapter is Alpha Xi, not "psi."

I worked on a high school newspaper and feel that we did a much more accurate job of relaying information than the SENTINEL has. There is no point in printing an article to inform students if the names and information are not correct. These mistakes may seem unimportant, but how is anyone going to know what really is happening, if the news is not presented correctly.

I hope in the future, your reporters will take more care in gathering their information for an article.

Sincerely,
Cheryl Sampson

Editor's Note:
Sorry about that, Scheryl.

Ask Us Anything

By DIANE LEROI
and BARBARA FINWALL

Is it common for a man's testicles to retract upward toward the body? It doesn't cause any pain.

It is common *and* normal. The reason men's testicles are outside the body is to maintain a cool environment for the sperm. There is a muscle that pulls the testicles close to the body during cold weather, and lowers them as a response to increased temperature.

SENTINEL

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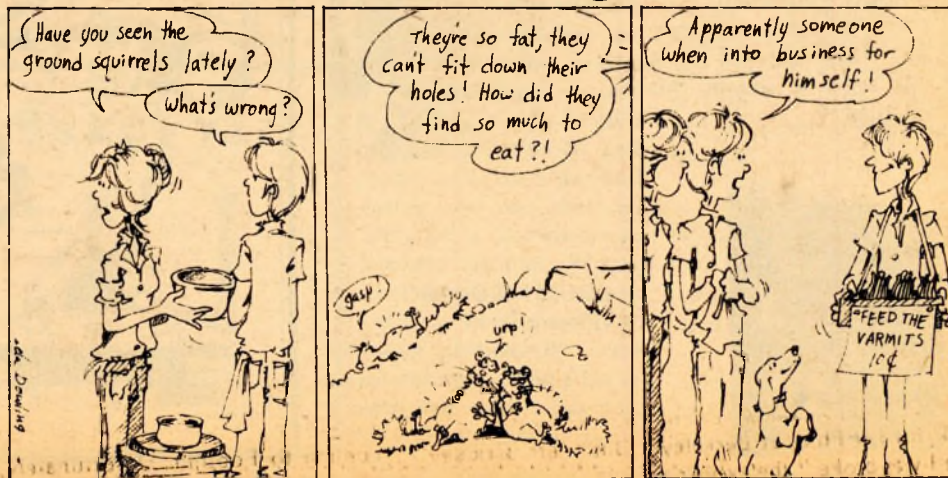
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Lela's Last Laugh



"All or nothing" for Lois McCarty

By GREG ROSSER

"Actually, I had originally planned to be a concert violinist," says Lois McCarty, sociology instructor at Foothill since 1966. "I studied violin from the time I was four until I was 19-years-old. Unfortunately, I couldn't afford to go to Julliard's Academy of Music in New York City, so I dropped it. It was all or nothing."

All or nothing is the essence of McCarty's approach to teaching. While lecturing in class, she constantly moves about, gesturing, jotting down hard-to-spell words on the blackboard, and making eye to eye contact with her students. After class, it's not uncommon to see her totally drained of energy. After a quick break, however, she's back on top again.

Her classes are usually packed. Some require that you sit on the floor if you don't get there in time to grab a desk. Getting an office appointment with her is like trying to do all your Christmas shopping on Dec. 24—it's nearly impossible.

But apparently it's worth it to the many students who register as early as possible to get into the three sociology courses McCarty is teaching this quarter: People and Society, Major Social Problems, and Intimate Life-styles.

It's not hard to spot Lois McCarty walking across campus. She cuts a colorful figure with her color-coordinated pant-suits, brisk, determined walk, and menthol cigaret in hand.

In class she's every bit as colorful. Sprinkled generously with humorous anecdotes, her lectures invite rapt attention and cause the time to pass swiftly by. McCarty obviously enjoys teaching, and her students evidently enjoy the experience.

This quarter members of McCarty's Major Social Problems class will get an opportunity to visit San Quentin and Soledad prisons, even if only for a day.

"Please," McCarty said, "don't bring along any marijuana, and girls, please don't wear anything provocative. We don't want to frustrate the men there any more than they already are."

Lois McCarty has been turning her students on to sociology ever since she started teaching at Foothill in 1966, when she was first hired to teach part-time in the evenings.

She herself was first turned on to sociology during her third year at San Jose State College, where she majored in psychology. At that time she took a course called the Juvenile Offender, which germinated in her the seeds of her present career. Her specialty is crime and delinquency.

While doing her graduate work at San Jose, she worked for a couple of sociologists, who encouraged her to pursue a career in sociology. She obtained her M.S. degree in sociology in 1962.

During her last few months at San Jose State, McCarty worked as a matron clerk for the Santa Clara County Sheriff's Dept., where she was responsible for booking female adult offenders.

"I can recall the most dramatic case while I was there," McCarty said, referring to the case of anesthesiologist DeKlapany, who murdered his wife by pouring acid all over her body. "Journalists at the time called him the 'acid killer.' He had tied his wife to the bed in their apartment and poured acid on her, causing her to die a very slow death."

"I remember him distinctly. He was wearing dark glasses, and appeared to be in a state of shock. He tried to commit suicide two times afterwards, which didn't come out in the newspapers."

In late 1962, McCarty left her job as matron clerk to work for her Ph.D. at Berkeley. "But I left Berkeley because I was broke," she explained.

McCarty then went to work as a probation officer for the Santa Cruz County probation department, working with juvenile delinquents. It was here that she had her "bopper case," as she refers to it. In sociological terms, "bopper" refers to individuals or gangs which resort to extremely violent methods in the course of their delinquent activities.

"I had the chance to work with a 15-year-old girl whose case was quite extraordinary. In the first place, she was the female leader of an all male gang, in Watsonville. This in itself is highly unusual. She achieved this position in the gang because she was extremely intelligent and because her boyfriend was a member of the gang.

"She had an I.Q. of 180 or more, and she was over six feet tall. The other gang members were in awe of her strikingly violent tendencies. She had a peculiar habit of going around bashing cat's heads in with a sledgehammer."

After working with juveniles, McCarty secured a position with the San Mateo County Probation Dept. Here her main job was to prepare pre-sentence case histories of law-violators and recommendations for rehabilitation.

"Here I had a rather famous, or infamous, case, labelled by journalists as the 'Bonnie and Clyde type



(Photo by Gregory Rosser)

Lois McCarty

case." a 17-year-old girl, and her 21-year-old boyfriend, committed first degree robbery—with a gun. They had robbed a liquor store, and before making their escape had locked the store clerk in the freezer. As they were driving off, a policeman engaged in hot pursuit. At this point, the girl, who was sitting in the passenger side of the car, took the gun and fired off a volley of shots at the policeman."

McCarty recommended that the girl be sent to the California Youth Authority, but the judge "wouldn't hear of it." He sent them both to State Prison. "The fact that she used the gun is what did it," McCarty said.

According to McCarty, "They both felt that they had been influenced by the movie 'Bonnie and Clyde; they got caught up in the romantic contagion of it.' They were both sent to prison for five years.

Being a probation officer prior to teaching has had one distinct advantage for McCarty. Says she: "Taking it from a cognitive point of view, it allows me to have the ability to blend reality with theory."

McCarty has continued to blend reality with theory working during the summers as a probation officer for San Mateo County, with whom she worked before coming to Foothill. Unfortunately, in 1976 San Mateo ran out of funds for its summer programs, so McCarty

has taken to teaching during the summer.

Commenting on the significance of sociology in today's society, McCarty says that "first, it provides a method of expansion from a narrow world view that people are inclined to develop internally. People have an inherent tendency towards economic and social individualism, and we tend to stop there."

"In addition, you can look at it from a political point of view. People are naive if they think they can avoid becoming involved in collective action. It's going to be forced upon them in order to affect social change."

McCarty decided upon sociology as a career because "there were many questions posed by psychologists that remained unanswered for me. Answers by psychologists either did not make sense to me given the living conditions existing in society, or they were simply not clear to me. I felt that the missing link was the group."

Although psychology excels in explaining extreme behavioral problems, it does not explain normal adjustment problems such as delinquency, according to McCarty.

"The field of sociology actually requires a blend of both psychology and sociology. As for me, I wanted to broaden my knowledge base, and I broadened it by moving from psychology to sociology, but not excluding psychology."

"So, working as a probation officer, I could draw upon a knowledge of both fields, and integrate than very well."

"The thing is, I don't think you can eliminate the notion of the individual in explaining group behavior, and I don't think you can eliminate the impact of the group in explaining individual behavior. They're integrally intertwined."

McCarty notes that psychology is still more popular than sociology, and explains that "the general public understands what in essence psychology is. That is, they have an imagery and they can relate to it. The general public does not have that clarity of imagery for sociology."

"I see both fields as still developing. On the one hand it's very exciting, because it means that there are a lot of unanswered questions. On the other hand, it's very frustrating for students and teachers alike who really want precise answers.

"Some people can't deal with the inexactness of soft-sciences—that is, clinical psychology or sociology, because it does not provide them with specific answers. My feeling is, I hope we never find specific answers, because the question then is, what are you going to do with it once you've found it? Are we going to have a 1984, or a Brave New World, or what?"

As to the future of sociology, "it's becoming increasingly apparent that in the future sociologists are going to need sounder statistical background. The notion of utilizing computers as it applies to conducting research is very much part of sociology."

Sociology is very much a part of Lois McCarty's life, and by teaching, she feels that it "provides a mode whereby I can deliver a message about what I feel the direction society is taking."

"I'm really encouraged in that I feel that students are taking a much more serious view of social change and how it's affecting not only themselves but others. And I don't think there is as much apathy as there is purported to be," she said.

In addition to her teaching obligations, McCarty was appointed in September, 1976 as Associate Division Chair for the Social Sciences Division. In this capacity she is responsible for the hiring and evaluating of over 90 part-time instructors, who teach in the evening.

As a consequence of her newly acquired position as Associate Division Chair, for which she is paid, and her other interests, McCarty says that "my two jobs demand that I spend six, not five, days a week working. I take Saturday off, but I'm up bright and early on Sunday to prepare for the next week."

Manley discusses play "Tartuffe"

By KRIS ROSENBERG

"The play is great fun, a real pleasure. The cast is well disciplined," said Jay Manley, instructor of drama at Foothill.

Manley is the director of the upcoming production of "Tartuffe," a comedy by Moliere. "Tartuffe" will be presented at the Foothill Theater on May 19-21 and 26-28 at 8 p.m.

"Tartuffe," is a comedy basically about an arch con-man, Tartuffe, who uses religion as his weapon to fanagle his way into the home of a french family. In so doing he disrupts the family's lifestyle.

Manley feels that Tartuffe is a victim of a gullible family. "At any point he could be forced to leave. They create their own misfortunes," he said.

The play has previously received high ratings in critical reviews.

Tartuffe was Manley's choice. "We had a Greek tragedy, a musical comedy, and now Tartuffe," he said.

"The cast makes my job a real pleasure," said Manley. "They are a strong, creative and inventive cast."

The rehearsal is an 8 week process, with 5 rehearsals each week. Approximately 120 hours of formal rehearsal time is devoted to the production.

Manley feels "the cast is coming along real well." Now is the shaky period. "They are just now work-

ing without scripts," said Manley. There are prompters at rehearsal but not during the show. This means that if members of the cast foul up their lines they have to improvise.

"Tartuffe," is done in rhyme and verse. Manley feels this adds an "element of comedy." The script is clear and easily understood.

"The costumes are beautiful and the set design is great," exclaimed Manley. The set is built on a slant for better projection.

Jack Cook, a professor at S.F. State and movement specialist is coming in to teach the actors how to walk and move in the Louie the XIV style, the period in which the play is set.

"It's been one of the happiest and smoothest rehearsal periods, no one has missed a rehearsal yet," said Manley.

"I sometimes get nervous about the amount of rehearsal time," said Manley, "but I think all directors feel that way."

Manley feels that the greatest strength of being a director is "to be able to be free and encourage creativity in the actors. I don't want to lay out a blue print for them. They have to be creative also."

Manley said he is a very "negotiable director." "My responsibility is to make sure the production has unity "



(Photo by susan jeanne patt)
Director Manley discusses play with cast member Linda Kirk during a rehearsal.

The cast is made up of David Wood, Rudolf E. Vest, Jr., Jane Sanders, Linda Kirk, Sharon Holm, Ian Stevens, Cori Hudson, Will Canfield, Bobbi Cooks, Doug Markkanen, William Himes, Douglas Drew, Steve Karlebach, Bruce Arnot, Bill Leslie, and Rick Cheney.

The costumes are designed and produced by Candy Mauwe and Doayne Mraz, who is the head of the Foothill Drama Department.

The stage manager is Sharon Sittloh and the set designer is Danna Dirks.

Teachers, students band together

By LAURY MASHER

Foothill College Music Department has a "very, very dedicated staff," said John L. Mortarotti, chairman of the Fine Arts Division.

There are three major divisions in the Foothill Music Department, the orchestra headed by John L. Mortarotti, the band, directed by Terry Summa, and the choral department directed by Phil Mattson.

The music department now encourages students interest in commercial music. The idea behind commercial music is to help more students with music majors to find jobs.

"Music is a rapidly changing profession," said Mortarotti. "It terms of performance and teaching there is not as great a demand " for up-coming musicians.

Mortarotti is interested in finding positions for musicians where they can find satisfaction in a field relating to music. Avenues for students to follow can be music merchandising, the sale of sheet music, arts promotion, recording, managing, etc.

Foothill music department will be adding a course in piano tuning repair and technology that Mortarotti "hopes to start in the fall."

"We don't want to prepare musicians who end up pumping gas," Mortarotti related. "We are trying to find outlets to prepare students adequately for jobs they can be happy with for the rest of their life."

John L. Mortarotti has been with Foothill College 15 years. He has 30 years of teaching experience and began "studying at a very young age," approximately at the age of 7 years. He states that music "was a part of my family life." Mortarotti plays all string instruments which include the viola, chello, and bass, but his "specialty" is the violin.

When asked his view of Foothill students, Mortarotti replied that he has "no problem" with Foothill music students. "I find them to be high caliber in terms of motivation and intelligence," said Mortarotti. "The are not sitting on their hands."

Students with genuine interest in music, but not much in the way of background experience are students that Mortarotti finds "enjoyable" to teach. A 4-year university does not always have this type of opportunity for inexperienced students because of increased competition. A community college is more "flexible," according to Mortarotti.

The accomplishments of which Mortarotti are most

proud, are two orchestras at Foothill which he started and directed. The Nova Vista Symphony and the Master Symphonia Chamber Orchestra, are recognized around the Bay Area as excellent musicians.

Terry Summa had been the Foothill College Director of Bands for four years, but has 10 years prior teaching experience. Before Foothill, Summa taught music at San Rafael High School, Davidson Jr. High, and Oceana High School. Summa is a graduate of San Francisco State University.

Summa specializes in woodwinds instruments and he plays a saxophone, clarinet, and flute.

Summa finds that there are two types of music students: "dedicated, hard working students, and those that are not really committed, usually majoring in other areas."

Summa states that having both types of students in the same class is a "real problem," because the non-committed students "hold the others back."

Summa also finds inexperienced hard working students pleasant to work with, stating that his beginning students have "progressed and done very well." However he also states that many beginning students "wouldn't have a chance at a 4-year University because the performance level is much higher."

Summa had a trip planned to Modesto for his concert band and jazz ensemble. The groups arrived in Modesto on May 6 for a Festival of Winds sponsored by Modesto College.

Summa hopes to make another tour to Vancouver British Columbia during the latter part of May.

Phil Mattson is the director of all choirs at Foothill and reports that his concert choir has finished a 10 day

(continued on page 9)

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(Photo by Gregory Rosser)

COUNSELING PSYCHOLOGIST JOE GILL

Gill counsels

Joe Gill, a minority counseling psychology consultant, has been added to the staff of the Foothill Psychological Services.

He will be available from 9:00 a.m. to 1:00 p.m. on Tuesdays. Appointments can be made either in person at Psychological Services or by phone.

The decision to hire a minority counselor was a result of "complaints that the Psychological Services were not meeting the needs of minority students," Gill stated last week. "Minority students, especially blacks, weren't making use of the service," he noted.

In his opinion blacks tend to view psychology as being a part of white society. Consequently, they feel that it can not help them solve their problems.

"Having a minority member in the Psychological Services helps erase racial stereotypes many hold concerning psychology," Gill commented, adding that the psychological services on campus "had been geared to white students before, so they tried to get someone that minorities could relate to better."

Gill felt his employment came about because of pressure applied by black faculty and staff at Foothill who felt that Foothill Psychological Services needed a black counselor.

Response to Gill's presence has been moderate so far. In addition, some students have not kept counseling appointments with him. According to Gill, this has caused some speculation about whether a special minority psychology counselor is really needed.

However, Gill pointed out, there has been little or no effort made to inform students he is on campus. "They don't encourage minorities to use the psychological services," he remarked.

Lately he has been trying to publicize the availability of his services. "If they are not made use of they will be discontinued," Gill said.

He had previously worked as a psychological assistant at Foothill for four quarters while he was a graduate student in 1974 and 1975. After he received his license in counseling psychology in 1976, he left Foothill and went into private practice because the Foothill Psychological Services could not offer him a salary commensurate with his status. He reported that minority students came to see him for counseling during the period he was an assistant but stopped taking advantage of the service after he left.

Besides being a psychological counselor, Gill also teaches a Guidance 51 class at Foothill called "Black Communications" and is trying to establish awareness and personal growth groups for minorities. He declared that one of his main goals is "to try to remedy the communication breakdown that exists between blacks."

Psychological Services are offered to all Foothill students free of charge. The phone number for Foothill Psychological Services is 948-8590, ext. 209.

Foothill's Music Dept.

(continued from page 8)

tour. The tour extended to Oregon, Washington, Montana, Idaho, Utah, and Nevada. The majority of the choir's performances were done for high schools and churches.

Mattson states that he is "very proud" of his concert choir. "They are recognized as one of the finest community choirs in the country," said Mattson.

Mattson is equally proud of his group titled "Fan Faire" which he says is "one of the first vocal jazz choirs in America."

Mattson stated that he chooses members for his choirs by "character," meaning "reliability, ability to keep their word, dependability, and talent." "There are so many talented people who are just not disciplined enough," said Mattson.

Mattson first became interested in music when he found he could "play things by ear."

"I always enjoyed it," Mattson related, referring to music.

Mattson believes that students with little or no background in music are best suited to begin a career in voice. "They would still have a lot of catching up to do," Mattson expressed, "but a voice doesn't really develop until about the age 25 or 26, especially in males."

For college students, Mattson finds the most important element in music groups beyond the "beauty and creativity" that develops, is the "comradery" that is established in a singing group. Students who come to college just to "soak up facts, can miss real experiences that they'll have to remember their whole lives."

Mattson related the idea that "kids on tours get standing ovations that they really enjoyed," and that "making music for sheer joy" are experiences kids will never forget."

A long time ago in a galaxy far, far away...



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*Opens May 27th

MORAL CHOICES

COURSES BY NEWSPAPER

10. Pornography & Obscenity

By JOHN P. SISK

Editor's Note: This is the tenth of 16 articles in the series, "Moral Choices in Contemporary Society." In this article, John P. Sisk of Gonzaga University, discusses the complex relationship of pornography and obscenity to freedom and a humane culture.

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Lovers of Mark Twain's "Huckleberry Finn" are generally bewildered when they learn of the shock and outrage with which it was first greeted by "genteel" critics.

It was considered irreverent, degrading, immoral and a corruption of language.

Twentieth Century readers, accustomed to associate nothing but virtue with the vernacular tradition, are likely to think such a reaction more appropriate for Henry Miller's "Tropic of Cancer." Few of our classics seem less objectionable, whether in matters of sex or in the treatment of violence, than "Huckleberry Finn."

Twain demonstrated that he could go far beyond "Huckleberry Finn" in his notorious underground "1601" pamphlet—a "lurid and scandalous conversation," as he referred to it with considerable satisfaction. To Maxwell Geismar, a recent biographer of Twain, "1601" is a healthy eruption from a man who was highly moral but whose genius was too often frustrated

by the prudish censorship of his world.

Modern readers, nurtured on William S. Burroughs, Jerzy Kosinski, Norman Mailer and Gore Vidal, may find Twain's bawdy fantasy a bit tame, but Geismar helps us see something important in Twain's "Huckleberry Finn" as well as in the American character. Thirty-five years ago the British writer V. S. Pritchett put it this way: "The subject of 'Huckleberry Finn' is the comic but also brutal effect of an anarchic rebellion against civilization and especially its traditions."

PROFANITY AS LIBERATION

In such a context, Twain is truly an American prophet.

He prophesies Lenny Bruce for instance, whose profanations of conventional morality are just as liberating and life-oriented to some critics as "1601" is to Geismar.

Falling also in the direct line of Twain's prophecy is the Berkeley Filthy Speech movement of the 1960s (which the philosopher Herbert Marcuse, among others, endorsed as liberational), the tabloids Berkeley Barb and Rolling Stone, the play "Chel!", the musicals "Hair" and "Oh! Calcutta!", the Erica Jong novel "Fear of Flying," and the movies "Deep Throat" and "Sandstone."

Dartmouth professor James M. Cox has suggested a somewhat different Huck (and ultimately Twain): a figure driven not by conscience but by the

pleasure principle.

At the end of the novel, Huck lights out for "the Territory" not to lead civilization, but to play outside it.

This Huck looks ahead to the psychedelic utopia of Timothy Leary, to the flower children of Haight-Ashbury, to the rock fans of Woodstock and Watkins Glen, and to books like Charles A. Reich's "Greening of America" and Richard Neville's "Play Power" that celebrate the liberational impulse in the counterculture of the 1960s.

This version of Huck seems to provide a precedent for those who are convinced that the forces that frustrate our potential for growth and fulfillment can best be attacked where they are most virulently concentrated: in conventional notions about sex and family life as they are expressed in language and the visual arts.

Such a conviction goes beyond the common sense recognition that a culture of any complexity must find ways of living with profane reactions to the more intense versions of its pieties. It has deep roots in Western civilization.

One finds it at work in early Christian Gnosticism, in the medieval heresy of the Free Spirit, in Reformation radicals like the English Ranters, in the Enlightenment, in the more audacious moments of Romanticism, and in 19th Century realism and naturalism.

Until fairly recently, however, writers were not free to

use the obscene and pornographic as tools; even the too frankly erotic could mean confiscated editions or prison.

ELEVATING PORNOGRAPHY

Nevertheless, the underlying if often implicit theme of this adversary and transgressive tradition has all along been that set forth in our time by Herbert Marcuse: that eros is always revolutionary, and eros is everywhere in chains.

In time, with the relaxation of censorship that has followed the weakening of Judeo-Christian concepts of sexual morality, this view has meant not simply a release from restrictions believed by more radical critics to be life-denying, but an elevation of the obscene and pornographic to the liberational and holy.

Thus, as Northwestern Professor Peter Michelson argues in "The Aesthetics of Pornography," pornography in its highest degree of development "has taken on the moral and artistic 'high seriousness' necessary to make it a properly artistic genre." Even the smut tabloids, Michelson contends, turn "Traditional journalism into a mode of moral revelation."

Perhaps this argument should be extended from pornography to include films like "Straw Dogs," "Dirty Harry," "Mean Streets" and "The Wild Bunch," in which an intense experience of ugliness and violence can be seen also serving to expose the corruption of contemporary society and as being therefore of moral value.

Clearly, we live in an atmosphere in which some people with liberal sympathies find it hard to resist the claim that books like "Fear of Flying," "Naked Lunch" and "Portnoy's Complaint" are liberating profanations. They believe that films like "Deep Throat" have redeeming social value because they expand sexual horizons and induce a healthier attitude toward sex by demonstrating that there is nothing shameful about acts once considered unnatural.

IS SHAME NECESSARY?

Shame is therefore a crucial term when we attempt to make ethical choices among conflicting visions of the good life. Some, like the Marquis de Sade, regard shame as a cowardly impulse, hostile to nature and harmful to a free society. For author William S. Burroughs, when shame ceases to exist "we

can all return to the garden of Eden without any God prowling around like a house dick with a tape recorder." For Alex Comfort, one of the most popular philosophers of sexual liberation, shame implies fear, and there is no longer anything to be afraid of.

On the other hand, there is that older but still vital tradition for which the psychiatrist Karl Menninger speaks: the capacity to feel shame is inseparable from a capacity to feel guilty, and both are indispensable to humane living.

For critic George Steiner, it is pointless to talk of the saving shamelessness of pornography but very much to the point to note its "massive onslaught on human privacy" and its promise of a totalitarian politics as it brutally standardizes sexual life.

The question now is whether the debate over pornography and obscenity generated by two such conflicting visions will lead toward more or less freedom to be truly human. What will be at stake is not only the definition of culture, but the question of the extent to which any culture can tolerate degradations of its values in language and visual image before it ceases to be a form in which human nature can be developed.

Few people would want a society so unanimous that obscenity and pornography would be impossible, for this might well be the kind of tyranny in which (as in Hitler's Germany) the obscenity and pornography of violence in some of their most frightful forms become possible.

But how many of us aspire to a condition in which obscenity and pornography are conceived to be necessary means in a permanent revolution, a revolution which assumes that culture in any conceivable form is bound to prove intolerably restrictive to the human spirit?

Perhaps the question can be put this way: Do those of us who feel compelled to light out for Huck Finn's Territory want to reclaim it for civilization, or do we want simply to play in it, utterly autonomous, utterly beyond shame, and therefore utterly free?

In any event, Twain—possibly suspecting that a Utopian playground would make a very dull story—ended his novel before Huck could go there.



"ADULT" BOOKSTORE & THEATER. Is pornography compatible with a humane culture?

MORAL CHOICES

COURSES BY NEWSPAPER

11. Freedom Of Inquiry

By HANS JONAS

What are the points of contact between science and morals?

At first glance there seem to be none, beyond the internal morality of being true to the standards of science itself. The sole aim of science is knowledge, its sole business the pursuit of it.

This clearly defined purpose imposes its own code of conduct, which can be called the territorial morals of the scientific realm: abiding by the rules of method and evidence, being rigorous and intellectually honest. These virtues are conditions of good science and imply no commitment beyond it. So considered, science constitutes a moral island by itself.

But is this the whole truth? Something like it was true so long as the contemplative sphere and the active sphere were cleanly separate (as they were in pre-modern times), and pure theory did not intervene in the practical affairs of men. Knowledge could then be considered a private matter of the knower. Being merely a state of his mind, it could do no harm to the good of others, as it sought only to comprehend and not to change the state of things.

However, the rise of natural science at the beginning of the modern age changed the traditional relation of theory and practice, merging them ever more intimately. We still pay homage to the dignity of "knowledge for its own sake." But it would be hypocritical to deny that in fact the emphasis in the case for science has heavily shifted to its practical benefits.

TECHNOLOGICAL SPILL-OVER

From the Industrial Revolution onward, there was an increasingly irresistible spill-over from theory, however pure, into the vulgar field of practice in the shape of scientific technology. In the early 17th Century, Francis Bacon had precociously directed science to aim at power over nature for the sake of raising man's material estate. But it was more than 100 years later that his charge belatedly and almost suddenly became working truth beyond all expectation.

Thereafter, the subject of "science and morals" begins in earnest. For whatever of human doing impinges on the external world and thus on the welfare

of others is subject to moral assessment. As soon as there is power and its use, morality is involved.

The very praise of the benefits of science exposes science to the question of whether all of its works are beneficial. It is then no longer a question of good or bad science, but of good or ill effects of science (and only "good science" can be effectual at all). If technology, the offspring, has its dark sides, is science, the progenitor, to blame?

The simplistic answer is that the scientist, having no control over the application of his theoretical findings, is not responsible for their misuse. His product is knowledge and nothing else: its use-potential is there for others to take or leave, to exploit for good or evil, for serious or frivolous ends. Science itself is innocent and somehow beyond good and evil.

Plausible, but too easy.

THEORY AND PRACTICE FUSED

The soulsearching of atomic scientists after Hiroshima tells as much. We must take a closer look at how theory and practice are interlocked in the way science is nowadays actually "done" and essentially must be done. We shall then see that not only have the boundaries between theory and practice become blurred, but the two are now fused in the very heart of science itself. The ancient alibi of pure theory and with it the moral immunity it provided thus no longer hold.

The first observation is that no branch of science remains in which discoveries do not have some technological applicability. (The only exception I can think of is cosmology.) Every unraveling of nature by science now invites some translation of itself into some technological possibility or other, often even starting off a whole technology not conceived of before.

If this were all, the theoretician might still defend his sanctuary this side of the step into action: "That threshold is crossed after my work is done and, as far as I am concerned, could as well be left uncrossed." But he would be wrong. What is the true relationship?

First, much of science now lives on the intellectual feedback from precisely its technological application.

Second, science receives from technology its assignments:

in what direction to search, what problems to solve.

Third, for solving these problems, and generally for its own advance, science uses advanced technology itself: its physical tools become ever more demanding. In this sense, even purest science now has a stake in technology, as technology has in science.

Fourth, the cost of those physical tools and of the staff to use them must be underwritten from outside. The mere economics of the case calls in the public purse or other sponsorship; and this funding of the scientist's project (even with "no strings attached"), is naturally given in the expectation of some future return in the practical sphere. There is mutual understanding on this. The anticipated pay-off is put forward unashamedly as the recommending rationale in seeking grants or is specified outright as the purpose in offering them.

SCIENCE AS SERVANT

In sum, science has its tasks increasingly set by extraneous interests rather than its own internal logic or the free curiosity of the investigator. This is not to disparage those extraneous interests nor the fact that science has become their servant, that is, part of the social enterprise. But it is to say that the acceptance of this functional role (without which there would be neither science of the advanced type we have nor the type of society living by its fruits) has destroyed the alibi of pure, disinterested theory. It has put science squarely in the realm of social action where every agent is accountable for his deeds.

Even that is not all. The involvement of scientific discovery with action goes beyond its eventual application. How does the scientist get his knowledge? Through most of the history of the theoretical endeavor—from the Greeks to the beginning of the 17th Century—the seekers after truth had no need to dirty their hands. Of this noble breed, the mathematician is the sole survivor. Modern natural science arose with the decision to wrest knowledge from nature by actively operating on it, that is, by intervening in the objects of knowledge. The name for this intervention is "experiment," vital to all modern science. Observation here involves manipulation.

MORALITY OF MANIPULATION



NUCLEAR DETONATION. Smoke rises 20,000 feet above Nagasaki 3 minutes after atomic device exploded Aug. 10, 1945.

Now, the grant of freedom to thought and speech, from which freedom of inquiry derives, does not cover action. Action always was, and remains, subject to legal and moral restraints. Originally, experimentation kept to inanimate matter and to small-scale models in the laboratory, which still secured some insulation of the cognitive arena from the real world. But experiments nowadays can be ambiguous. An atomic explosion, be it merely done for the sake of theory, affects the whole atmosphere and possibly many lives now or later. The world itself has become the laboratory.

One finds out by doing in earnest what, having found out, one might wish not to have done. Moreover, the younger life sciences have extended the aggressive methods of physics to animate matter, and experimentation on living things inevitably deals with the original, not with substitutes: here, ethical neutrality ceases at the latest when it comes to human subjects. What is done to them is a real deed. "The interest of knowledge," cannot be used as a blanket warrant for the morality of such deeds. In short, the very means of "getting to know" may raise moral questions before the question of how to use the knowledge poses itself.

From both ends therefore—that of its technical fruits and that of its methods of producing them—modern science finds itself exposed to the winds of ethical challenge.

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SENTINEL SPORTS



Jackson sets 2 National records

Swimmers set 7 school marks, 4th in state

Netters advance

By MATHEW BENJAMIN

The Foothill College mens tennis team won the Golden Gate Championships last weekend to go along with the Conference Championship they'd won the previous week. The Owls scored 20 points to outdistance rival West Valley, who came in second with 14 points.

The team was led by its No. 1 doubles team of Kelly Thurman and Dick Jones. They were victorious in capturing the doubles title. Jones and Roddy Goldberg reached the semifinals in singles also and ended up placing third and fourth.

All total four singles players and three doubles teams qualified for the upcoming Northern California Tournament.

Goldberg, Thurman Jones and Greg Ulrich advanced to the Nor/Cal in singles. The doubles

teams are composed of Goldberg and Rory Fredrico, Peter Fahey and Ulrich and Thurman with Jones.

Coach Dixie Macias felt the team performed quite well despite losing two singles matches by a forfeit and a default. Peter Fahey lost his match when he was informed of the wrong starting time. Fredrico injured his ankle several days before the tournament and the team wasn't allowed to enter a substitute.

Macias bitterly explained, "We were overruled, even after showing them the correct rule on allowing substitutes."

One of the tournaments highlights according to Macias was Goldbergs upset over last years singles champion 5-7, 6-2 and 7-6.

Harrell gets win

Owls dump Chabot 9-8

By STEVE TADY
Sports Editor

The Foothill College Baseball team actually won a baseball game last week. They won because the other team made too many errors.

Foothill downed Chabot 9-8 last Thursday May 5, and Randy Harrell was the benefactor. Harrell ironically won the last game for Foothill way back on April 16th when the Owls beat De Anza 8-7. Harrell relieved Bill Grilli in the third inning and finished up going 6 strong innings allowing only two runs.

The Owls pulled this one out with 6 runs in the bottom of the ninth inning, they went into the ninth trailing 8-3. Foothill caught Chabot on clutch hits by Steve Dalton, Matt Maki, and Bill Benaderet. With one out and the score tied 8-8, Ray Gildea walked, Bruce Jensen singled, and Bill Lindberg walked to load the bases. Tony Brewer popped

out to second, and with a full count and two men out in the bottom of the ninth Wally Papke took ball four and the winning run came home.

For their last game of the season Foothill traveled to De Anza to face the Dons last Saturday. Foothill lost 7-5 as the unearned run was again the key to defeat. Wally Papke finished the season in high style ripping three consecutive doubles in his first three times up.

Foothill ended the season at 7-17 in league but had some impressive batting statistics. The team hit .281, which is a respectable total, but West Valley College led the league with an incredible .316 team batting average, and San Mateo was next at an even .300.

Bill Linberg finished fifth in the Golden Gate Conference in hitting sporting a .409 average. Wally Papke who finished strong was seventh in the league at .386.

By MATTHEW BENJAMIN
Led by Bob Jacksons two national records, Foothill's mens swim team placed a solid fourth place in the state meet with 177 points. The team assaulted the record books, posting seven new school records.

Coach Dennis Belli said, "I was very satisfied with our performance. We swam very well and Jackson was superb."

Despite battling a strepped throat and a fever, Jackson set National records in the 100 (50.2) and 200 (1.48.97) backstroke, placed fourth in the 100 fly and swam on all three of the relay teams. Jackson's times were obviously school records and his 100 fly time broke the oldest existing Foothill swim team mark, set in 1964.

Jackson also managed to be the top point getter in the meet, scoring a total of 42.

Shawn Bohnert turned in a sparkling performance by also setting three school records. Bohnert was a finalist in the 200 and 400 IM and captured seventh in the 200 fly.

Mark Sulger posted a third in the 100 back, fifth in the 200 back and placed in the consolation 50 free. Sulger accounted for 29 of the team's points.

The seventh school record was broken by the team's second place finish in the medley relay. Belli had predicted the team would break the national record, which they did, but unfortunately it still wasn't enough to top the winning time.

Thornhill, Bohnert, Thoman and Jackson composed the medley relay team as they chopped four seconds off the national record and 12 from their previous best time.

Both the 400 and 800 free relay teams garnered fourth place finishes.

Belli pointed out that all of the times would have been much better if the weather conditions hadn't been so bad.

Unofficially the team has seven All-Americans and Belli believes that Jackson is the top candidate for the athlete of the year award.

The womens team captured a fifth place finish in the Northern California Tournament several weeks ago, their final meet of the season.

The womens team suffered a devastating blow in its bid for a championship when its top swimmer, Shelly Bosmans, broke a vertabrae in a freak accident. Bosmans, would have swum in the 50 and 100 breast as well as being on all three of the relay teams. She was the top seed in one of the events and second in the other.

With her the team could have finished an easy third, as they lost out on fourth place by a single point.

Swimmers Sandy Pachaud and Kathy Jackson (no relation to Bob) along with diver Bonny Ralston had outstanding performances.

Pachaud won the 50 fly (27.9) and placed second in the 100 fly. (1.02.6)

Jackson took fourth place finishes in the 100 back and 500 free as well as a sixth in the 200 free.

Ralston won the overall diving title as she placed first in the low board and second in the high. Diving coach Bill Campbell said, "Bonny dove in the low board as well as she possibly could have, especially since it

was the first major competition she's dove in."

Campbell pointed out that Ann Fairchild turned in a good performance in placing sixth in the low board and seventh in the high.



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