

SPECIAL REPORT

NUMBER 1

FOOTHILL COLLEGE, LOS ALTOS HILLS, CALIFORNIA 94022

FRIDAY, OCTOBER 29, 1971

TEACHERS DEMAND, RECEIVE PAY RESTORATION

BY AL LACOSTE

The combined Faculty Senates of Foothill and De Anza presented demands for the restoration of last years pay cut to the Foothill Community College District Board of Trustees last Wednesday night, October 20. More than one hundred teachers lent support to their demands by appearing at the Board meeting.

The meeting room at the Community Services building was jammed with a crowd that spilled outside into the courtyard. Many members of the student body as well as people from the community attended the meeting.

The combined faculties were there to discuss the allocation of funds the Foothill College District expects to receive from the state. These funds are given the district according to the average daily attendance figures and an equalization formula that increases the amount of money a community college may receive if the holdings per student decrease.

Two statements were issued Wednesday night by faculty representatives; One was from Stanley Cotter, president of the Foothill Faculty Senate, the other was distributed by John Lovas, president of the Foothill Federation of Teachers, a union local associated with the AFL-CIO. The text of these statements follows:

TO: Board of Trustees
FROM: John Lovas, President, Foothill Federation of Teachers, Local 1676

My purpose this evening is a simple one. I wish to state, as forcefully and straightforwardly as I can, the position of the Foothill Federation of Teachers, Local 1676, AFT-CFT, regarding the salary cut approach to financing college education: it's wrong.

A few facts:

1. Salary increases were granted in this district regularly throughout the 1960's. Despite this fact, the average teacher's salary lost 18% in relation to the cost of living in that 11 year period.
2. Last year's salary and benefit proposals assumed a 5% cost-of-living increase from March, 1970 to March, 1971. Since then, the cost of living index has risen approximately 3%. Thus, we have lost another 8% of our purchasing power in the last 18 months.
3. No new positions were authorized to meet this fall's enrollment increase, which approximates 10% over projections. In short, we have increased productivity by district teachers.
4. This year's operating budget was balanced by cutting last year's salary schedule 3.65%. Some 86 teachers and 32 classified workers have also been denied their earned step increases due to a ludicrously illogical interpretation of the wage-price freeze by county and Federal bureaucrats.

Obviously, the burden of this district's very real financial crisis has fallen too heavily on the employees of this district and their families. This inequity must be righted immediately. The means are now available for such redress:

1. \$273,000 in increased revenue from various ADA sources, chief among them summer and fall enrollment increases.
2. A smaller amount in anticipated increases over winter quarter enrollment projections.
3. A potentially significant amount in aid to local schools in the current tax bill in the legislature.

We think the proposition is simple. Our salaries were cut because funds were not available. Funds are now available. Restore the salary cut.

TO: BOARD OF TRUSTEES, FOOTHILL COMMUNITY COLLEGE DISTRICT
FROM: STANLEY COTTER, PRESIDENT, FOOTHILL COLLEGE ACADEMIC SENATE
SUBJECT: Statement in support of restoring pay cuts through additional funds to become available through increased ADA and other sources.

October 20, 1971

The unprecedented appearance of so many staff at this

meeting bears witness to the fact that something is very basically wrong in the district. The reality of the situation was only made clear when the staff picked up their pay checks at the end of September. Financially, the district is operating in the hole this year, and the hole is being filled out of the pockets of the staff. Is this the community's way of financing its own colleges? Does this reflect the pride the community has enjoyed through its internationally acknowledged staff? What has happened to our priorities in financing education?

We now know that additional funds will become available through increase in ADA and other sources. The distribution of these funds is the subject of our appearance here tonight. We have heard the argument that financial responsibility necessitates the placement of these funds in the general reserves; that this is the first priority if we are to be responsible to the public which we serve. I wish to challenge this proposition.

In this district, there is a more fundamental reserve. It is the reservoir of human potential that manifests itself in the excellence of the education which we provide. The community has an investment in that potential which it cannot afford to ignore. It is unreasonable and financially irresponsible to insist that the 650 or so members of this staff should be expected to subsidize the education of close to 20,000 members of this community. As neighboring districts move ahead in financial support, we have fallen behind. The quickest way to snuff out human potential is to say "you are less worthy of our support."

When this district recruited its present staff, it did so with the belief that it was hiring the best candidates that were available. The prestige of this institution rests on the excellence of its staff who have developed programs that are imitated the world over. When we hire the best, we do so with

As you know, the Board of Trustees agreed on July 21, 1971, to continue salary discussions at a later date in the event that the financial picture of the District changed in any way. That change has occurred and, although the Board at their last meeting had no information as to the extent of the change, I feel reasonably certain that I am carrying out the Board's wishes in submitting the following proposal:

1. The facts: (10/21/71)
Income has increased because of the redevelopment project in Mountain View for which the State has given us adjustment credit in our formula of \$147,000. The total possible increase in average daily attendance over the budgeted base is 1074. This increase in ADA means more than simply added apportionment. It also affects the equalization formula, making Foothill a poorer district in terms of assessed valuation per student. The net result when ADA growth is projected into the winter quarter is an anticipated increase in State funding of \$686,000. The projection into the winter quarter has been based on an estimate of 90% of the fall quarter WSCH. This is the calculated risk involved in projection and the reason for a description of the ADA increase as possible. This means that we have a total of \$833,000 beyond budgeted amounts to apply to our problem.
2. It is proposed that:
 - a. The Office of Emergency Preparedness be requested to approve the restoration of all employees to the current salary schedule, thus restoring the 3.65% decrease. This restoration is to be effective at the beginning of the current fiscal year at a cost of \$376,000.
 - b. The Undistributed Reserves be increased to a basic level of \$600,000 which will use \$254,000.
 - c. The balance from any funds available will be reserved to meet the following concerns:
 - (1) Emergency expenditures which have occurred to date total some \$50,000, including the power failure at De Anza, unanticipated increases in insurance costs, and \$5,000 in Hearing Officer costs because of personnel matters.
 - (2) We anticipate some increased instructional costs, particularly in Continuing Education, in order for the increase in ADA to be realized.
 - (3) To assist us in being sure that salary increments can

a commitment: that they will be able to work in this community and reside here at a level which is commensurate with their professional competence.

Dr. John W. Dunn, District Superintendent of the Foothill Community College District states: "Every effort is being made to restore the pay cut to our teachers, and I think it can be done. This means the teacher's pay restoration is our first priority, provided our reserves can be retained."

Dr. Dunn met Friday with the negotiating body representing the combined faculties of Foothill and De Anza, the Certificated Employees Council. The CEC is comprised of representatives chosen in proportion to the membership of teachers in various organizations. The Council includes four representatives of the California Teachers Association, the teacher's professional organization, two representatives each from the Faculty Senates of De Anza and Foothill, and one from the AFL* CIO affiliate, the Foothill Federation of Teachers.

If the teachers don't receive a restoration of last year's pay cut, and the Board of Trustees cannot come to an acceptable decision, a three-man board is formed. One member of the board is chosen by the faculty, one by the Board, and these two appointees select a third member.

Stan Cotter said, "In the final analysis, the CEC really doesn't have any teeth in it, though state law requires the Board of Trustees to discuss our grievances with us, it does not require them to decide in our favor. However, the Board has always been tremendously co-operative."

Dr. Dunn stated, "We want to stress the fine job done by the teachers and one must realize that any wage increase is still subject to authorization by the federal Office of Emergency Preparedness." There will be a special session of the Board of Trustees to determine how negotiations will continue.

be met in the next fiscal year, we will have on hand \$203,000.

3. The total results of salary discussions:
 - a. Restoration to the scheduled figure;
 - b. 5% annuity policy for all employees, which is roughly the amount of the cost of living factor in this area.
 - c. A defensible Undistributed Reserve.

It is further suggested that the sooner this District can go to a calendar year salary schedule, the more quickly we can avoid the trauma of what has occurred this year. Had we conducted salary discussions now when we have financial information, rather than in July when the uncertainties of our income make everyone necessarily conservative, we could have avoided the events of this fall and their affect on morale.

Dr. John W. Dunn, District Superintendent



"The Board of Trustees has expressed considerable pleasure in their ability to restore the cuts in pay that all the staff members were living with. I'm particularly pleased with the professional attitude and the commitment of faculty to their work during a period of financial difficulty for the district which affected them very directly."

"I've been pleased at the professional attitude of the faculty as we discussed the possibility together of putting back into their paychecks that which was taken away."

SENTINEL INTERVIEW: EVANS, LOVAS, ROTH

a candid conversation with three foothill college instructors on grades and community college objectives

INTERVIEW BY: JOHN WOODRUFF, OPINION EDITOR

Editor's Note: Foothill College, like most educational institutions has many unsolved issues. The purpose of this interview is to inform its readers on the opinions of three Foothill College instructors. Unfortunately, time and space have limited this interview to two issues: grades and community college objectives. The enthusiasm with which the instructors received my invitation to be interviewed is best expressed in the text that follows. My appreciation for their involvement is extended to: Paul Evans, Engineering and Technology; John Lovas, Language Arts, and Irvin Roth, Chairman, Social Sciences Division.

John E. Woodruff, OPINION EDITOR

Paul Evans, who teaches electronics, earned a B.A. and an M.A. at Colorado State College of Education. He has done graduate study at Highlands University, Stanford University, and M.I.T. He has instructed at the United States War Department and was head of Teacher Training Department in Escola Tecnica de Aviacao, Sao Paulo, Brazil. From San Jose

City College, he came to Foothill College in 1958, when the campus was temporarily housed (during construction of the present campus) on El Camino Real in Mountain View.

John Lovas, an instructor of English and linguistics, came to Foothill College in 1965. He earned a B.S. at John Carroll University and M.A. at the University of Utah. He has done graduate study at Stanford University and has instructed at the Economics Institute, University of Colorado and the Peace Corps Training Center, University of Utah.

Irvin Roth is the Chairman of the Social Sciences Division and teaches history. After receiving his B.A. at Occidental College, he did graduate study at Stanford University where he earned an M.A. and Ph.D. He has taught at the Sixth Army Intelligence School, Presidio of Monterey; Lower Columbia Junior College, and Stanford University. He came to Foothill in 1959.

grades or self-evaluation?

SENTINEL: What are your opinions on the new grading policy that takes effect winter quarter?

ROTH: I like that, I'm in favor of the change. I think that we ought to get to the point of non-punitive grading, not penalizing a student for failure in a particular subject. On the other hand, I think we do need some kind of evaluation in order for a student to make a decision as to whether his talents lie in this particular area or not, and also some decision, some evidence for him to make a decision as to where his future lies, for example, transfer work, four-year or graduate school. I think also as far as the N.C.'s are concerned, (with a limited number), if a student has too many noncredit grades, there ought to be an evaluation by him and perhaps his counselor as some kind of aid in determining why he's getting so many and whether he's wasting his time in school.

LOVAS: The one change that is a nice advantage from my point of view, is the credit/no credit. In some courses I give, I think students might prefer not to be involved in grades, and I certainly would prefer not to be involved with grades for those students. I don't think it's going to be much of a change.

ROTH: Well, I think there's going to be a change in the number of W's. For example, most of us now give W's instead of D's and F's, but what this new system does is limit the number of W's, which a person can receive and remain in good standing.

EVANS: To that extent I think that there is some danger in

this new rule in that it may turn out to be more punitive than what we had before, because of the fact that we may have a student, for instance, who is an excellent student, but due to the fact that he has financial problems or family problems of some kind, he finds he must withdraw. If he does withdraw, many are going to look at this and say, "Well, evidently he's withdrawing because of low grades." Then if he has low grades after that, he's limited on this number and it wouldn't take as many low grades to wash him out as actually it did under the old system.

ROTH: As I understand it, the N.C.'s can be changed to another letter: R, if a person receives the N.C. because of illness or accident, dropping out for any other reason, so that shouldn't be any problem.

SENTINEL: What does N.C. mean?

ROTH: My understanding is that N.C. means no credit. It merely means that the student has not completed the requirements for one reason or another. Maybe he did get a satisfactory mark on the final, or he was absent too much, he dropped out whatever, the N.C. really has no connotation except as Paul says, someone else looking at the transcript might assume certain things. Then one could petition to change an N.C. to something else. I think an R is a neutral kind of thing so that if it's decided that a certain number of N.C.'s disqualifies a person, (I believe that has not yet been decided how many that should be), but X number of N.C.'s disqualify a person, would be disqualified under the situation that you described. A person can petition and change those N.C.'s to something else, in which case it becomes like the W today; that is neutral.

EVANS: It still has one inherent danger in it, and that is the fact that very soon the higher institutions that many of our students wish to transfer to will very quickly learn what that N.C. meant here, and they'll treat it as if it were a D or an F. So far as qualifying when you're asking what a punitive grade is, what do we mean by punitive? If it is soon known that this is the low grade, will it be just as punitive as the grade was in the past?

LOVAS: We are now fairly dramatically aware that most of our students don't transfer anyway. So being terribly concerned about the transfer institution's way of handling it, I think that's one thing we don't see much of is concerning ourselves with what the transfer institution's going to do. The more we do things in terms of the students we have, design the system, it seems to me, with those students' needs and let the other institution deal with it. They do that anyway.

EVANS: I agree with you leaving limitations here, but what if they refuse to accept a student and we say, "let them deal with it?" You want to be sure the student is going to be qualified.

LOVAS: Right, but I don't know that the grading system has any way of guaranteeing that one way or the other. My experience is that unless you're talking about the state institutions, which I think there is probably going to be a clear enough understanding there, in state colleges in this area, that emphasis is going to come very much from letters of recommendation and other kinds of matters, unless your grades are so low that you're not into the competition at all. I think there are many other factors other than the grades.

ROTH: I think that we have enough confidence in Foothill, at least, that if we say "that person is qualified" to enter a state college, that the state colleges and universities will accept our recommendation. Our students in the past have shown that they are capable of handling the work, I think that is very important. I know this: at the university as far as freshmen are concerned, with the exception, I believe, of Santa Cruz, students are admitted on a lottery basis, all they need do is meet the minimum requirements as far as grade point average and the number of courses, and from then on, everybody is literally drawn out of a hat and that's the way one gets to the campus of his choice. So if we assert that a student has a GPA of such-and-such and has made the required courses, then I don't believe that the number of N.C.'s he has on his transcript has any bearing at all. As John points out, particularly to the private schools, and to California at the junior level, letters of recommendation are very important.

LOVAS: I think a lot of the faculty wouldn't go along with this, but I'd say just get rid of grades altogether. It's a



L- to R—John Woodruff OPINION EDITOR, Paul Evans, Irvin Roth, John Lovas.

P.E. only mandated course in 1973

shorthand system that gets us in trouble, just this dealing with pass/failure and this is where I think it'd take a bit of time, but you did in effect write a letter of recommendation about each student come the end of the term. This might mean our restructuring things in a way.

ROTH: I think we need grades. That's why I like this nonpunitive idea. I think a student in college ought to be free and feel free to take many different kinds of courses. If he has punitive grades, he is reluctant to do that. A person, for example, may decide he wants to be an electronics technician. He takes the courses; he gets F's, he finds out that's not for him. So, he decides to be a chemist, he has to get A's in chemistry in order to compensate for the F's he got in another place. That's ridiculous. What we ought to do is say "your grades indicate that you're not going to be an electronics technician and that you ought to re-examine your own goals"; so that the grade is an indication to the person as to where his talents lie, and I think we live in such a wonderfully complex world that there is room for everyone's talents. One of the problems of college is to find out where one's talents lie and where one's weaknesses lie.

LOVAS: I agree with that, but the F is something that isn't an issue at Foothill. There've been less than one percent F's given in the last couple of years, so that we've effectively eliminated that consideration, and we're now just formalizing it. What has happened is that large numbers of students are beginning to treat the C as F. It looks like they treat a C as, "I didn't do well in the course, I may even drop the course because I'm not satisfied with the grade," and it seems to me continues in sort of a slightly different set of terms, this motion of working for the grade. I find myself spending a great deal of time trying to devise systems that avoid the class getting preoccupied with the grades, so that we preoccupy ourselves with learning. One thing I tried and was not entirely satisfied with last spring, was to grade on quantity rather than quality. This is, I unhooked the grading system from the quality of students' work and said "if you do these five things, you get an A, if you do four, you get a B, three you get a C, and it doesn't matter how well you do them." It was not perfectly successful, but it did succeed in doing that, that is separating out. The papers got my comments and got the criticism and so on, but that wasn't going to affect their grade, it was just going to affect themselves, and their own standards of whether they've learned or not. I think for a number of students that worked very nicely. There were some very interesting situations that developed. The very capable students who wanted a great deal of freedom, having been given it under this system, didn't do much of anything. They rushed in with work at the last minute and then criticized me for not having forced them to do the work. These were specifically people who wanted freedom in the first place who said, "I want to make my own decisions," and had the opportunity. At the end of the course, when we were evaluating, this one student said, "Well, you know, you should have told us you were going to grade them, but then not graded them. That way we would have worked under the fear of the grade but then you wouldn't have actually done it that way so we would have had to live with it," and it was that.

ROTH: Flight from freedom.

LOVAS: Right, and it was at that point that I said, "Well, you know maybe we've all learned something here, that what it is you say you want, you are able to function with." As I said, I was not completely satisfied because I think some people were inclined to just mess off, but it did succeed in saying "grading is one thing, and is separate from learning."

SENTINEL: Mr. Evans, what is your response to Mrs. Lovas' experiment with grading?

EVANS: Well, in 35 years of teaching, I've seen several grading systems come and go. They've changed, and I've seen several different ones tried out. But invariably, when you make the change, there are a lot of people who are happy for a while, but very soon the same old connotations that were attached to the low grades in the new system, and if you're substituting just new letters for the same old thing, it doesn't take them very long. As was just mentioned here, young people will very soon be considering a C like they used to consider a D, and a C will be a punitive grade, and now what can we do, then, to stay away from punitive grades?

SENTINEL: Shall we do away with grades?

EVANS: Would you feel that it was all right to pass a student in algebra who wasn't prepared for his analytic geometry and his trig? Or let him go through the analytic

geometry when you knew he was going to fail in the calculus? Or is it a favor to a student when he has not mastered a subject to tell him that "you'll have to repeat this until you are qualified for your next course?"

LOVAS: But that's not really the question. You don't have to have grades to tell people that. Just tell them that, and I suspect that in most instances, the students themselves recognize that. Providing he's been given the information, I think that our role is to say, "look, here's what it takes to do this, here's what I've found in ways of doing it," and then let the student try it. If he doesn't make it, if he can't do it, I'd say, "Okay, either you're not very good at this or you didn't work on it very hard," whatever, "if you want to go on to the next step, you go ahead and try it. It's on your head and not on mine." And I think that one of the results of this is that people may do a little more flopping around and all, but I think one of the ultimate results of it ought to be that the people come to grips with their own responsibility. Their education is their responsibility. We've got a system that creates the notion that it's the system or the college or the teachers who are responsible for people passing and failing, and it seems to me that if the system just eliminates that, then the student has to come to grips with himself.

SENTINEL: I am in favor of doing away with grades, but I think the result of that would be a vast drop in the ADA. Students would drop out. I can state specific examples where students are in classes primarily for the grade. Their secondary desire is getting the requirement out of the way. The system itself gets in the way of learning, therefore when the obstacles of grades and required curricula are removed, the remainder is an uninhibited learning process.

LOVAS: My experience is that when you thrust the responsibility on the student, they get very uncomfortable with it. I typically do this with the first writing assignment. I give no direction other than saying, "I want you to write a paper," and it's really on their heads. Usually, students have had direction; they've been told a topic, they've been told how to write it and how many inches in a margin, and a whole bunch of directions of that sort, and they feel very uncomfortable, there's all sorts of awkwardness in the group. Then they say, "you mean I can write on anything I want?" "You mean, really, I can write on anything I want?" "Yeah, sure" ... and there's a good deal of awkwardness about it. But then they say, "hey, that's kind of neat, I can say what I want, I don't have to please this guy." After they think about it for awhile, there are a few who would like direction, and I'll provide it individually, I won't provide it to the class. After we've done this a few times I'd say, "I'd better tell you what to write on this next assignment. Their response is: "No! Wait! No, look, we like it this way, we're doing well, I can say what I want." I think you have to learn; you have to have the experience of making your own decisions and living with them, and that's it. You just don't do it, somebody just doesn't say "go ahead and try it this way" and you do it. There's got to be a period of error for a while, in people learning how to do that. But it seems to me that unless you start doing it, people never get that.

ROTH: With regard to any grading system, most of us use that as a framework, I mean you would find a great deal of difference in grading practices within any system devised. Most of us try to be fair to the student and to the subject regardless of what system is adopted. My guess is that this new system will not be as radical a change as would seem on the surface, as Paul points out. Another problem that you bring up, John [Lovas] is the problem of assumptions. If in fact all of the students were really interested in learning and wanted to learn, I think we could dispense with grades. Unfortunately, many students are not in school to learn, as you point out. Many of them see a college education as a way to earn more money than they would have otherwise, and therefore, they're interested solely in the units and the grades to get the license.

They're really not becoming educated, they're becoming trained. Another problem which we must face, and it's a dirty word and everybody recoils, but that's the problem of finances. We have limited resources. This is one of the problems that we're all facing in ecology and so forth. We're suddenly realizing there's not enough of everything, even air and water, and we have to husband all of the resources and obviously one of the resources is teacher time, student time, finances and so forth, and therefore, it seems reasonable to have some kind of system to see that the resources are used to the best advantage. A grading system is one such system, it may not be the best, there may be other ways, but it seems to me that there has to be some way of determining which persons are going to be able to use the limited resources that we have to the best advantage.

EVANS: I'd like to go a step further there with what you're saying about them not getting an education, because let's recognize that the junior college accepts the seventeen or eighteen year old high school graduate who knows what he

wants to learn, all right. That may not include anything whatever about any of our social studies; he may not be interested in history, he may not care anything about political science, he wouldn't want to take any English, he's not going to take any of those things. Now our state laws set up that these are going to be required if he goes to college because they believe that the well-rounded education will include a little more than just a narrow-minded track. And every one of us have taken these things that we objected to strenuously when we took them. And yet, if there was no grade given, I think that we would sit there and just deliberately shut it off.

ROTH: But one could argue that one of the great advantages of the community college is that we no longer hold that a person ought to be educated between 18 and 22. I think what this open-door policy in the idea of a person may, when he gets out of high school, only want to take something in a narrow area, and then as he matures, come back later for those things which he missed, voluntarily, so that his college education would go through his whole life. I think one of the thrills that we have is the number of older students in our classes, in their thirties, forties, fifties, and seeing in that you don't have to crowd everything into four years between graduation from high school and graduation from college, but that it ought to be a life-long process. Also I could point out that there's a new state law starting in September of 1973. The only state mandated course is going to be physical education.

SENTINEL: Would this law apply to students of all ages?

ROTH: The education law from the state said that there's no course that's mandated. For example, now you have to take health, American Institutions and Government and English. Starting in September of 1973, that's all going to be changed so that the state will not mandate any courses. They are mandating broad areas. You have to take a course in natural sciences, you have to have a course in social sciences, but what it is is not mandated. Now, colleges and universities will still mandate. Foothill can make its own requirements, but it will not be a law, as it is now.

EVANS: Although you said you will still have to take a course in social studies?

ROTH: Yes, but for example, today a person has to take American History or Political Science in order to fill a requirement. On the social sciences, then, you see he has a wide range; he can take philosophy, he can take sociology, marriage and the family, he can take econ, anything he wants, and never again have anything to do with Political Science or American History. What we are seeing, I believe, is a relaxation of the rigid requirements which have been in the past.

EVANS: You've been teaching for a long time and you've certainly seen radical change in the attitudes toward required subjects, grading, attitude between the role of the teacher and the role of the pupil, in those years it's been like a revolution.

LOVAS: That seems to be one of the advantages of that thrust, and it seems to me the P.E. thing is a curious anomaly, why that would also be mandated more than anything else. It seems to me that that's exactly the area where there is the advantage. If I may make a point that you made earlier, that there are a lot of students that come to Foothill and they really aren't interested in learning, they're interested in other kinds of things. It seems to me that if we don't give them those other kinds of things, they then have to make this kind of decision. And that is, "well, do I really want to continue going to this place sort of trying to earn some credits and grades, regardless of what's happening to myself?" And I think that many students use their college that way, they'll go for a term or two, decide "I really didn't want to come here right now," "this isn't really what I want right now," and they leave. And I think we've got evidence that large numbers of students do that, and apparently many people feel that that's a misuse of college resources. In fact, it seems to me, that may be the best use of the resources we have, so that people can make their own choices, and it is a place for them to do a little discovering of themselves and it's also a place to come back to. I much prefer that we find mechanisms that will allow people to be there for what they want, and I'm not sure grading systems are the key to that. I think the system that's a key to it has much more to do with the size of classes and some of the expectations we have. The grading system isn't important if you put 250 people in a class, it's a size that's humanly impossible to deal with, and so the instructor, of necessity, must devise techniques cutting himself off from people, he cannot relate to 250 people so he has to use techniques of both presentation and evaluation that are necessarily on kind of a mass, impersonal basis. That's the only way he can survive. And so we produce the presentation methods and evaluation methods that don't take account of the problems of the individual because they can't. Students find the only way to deal with that fact is in terms of "what do I have to get." If it's a multiple choice type exam, multiple guess, or whatever you want to call it, the whole thing becomes a sort of game,

nobility or politics?

because the instructor is forced into those devices to deal with the situation. Although that seems to be an efficient use of resources, it may be the most inefficient use of resources.

ROTH: What I'm trying to point out is that we have to have some system for using our resources wisely. I think that students do a great deal of self-evaluation. I think that some kind of system in which they could get opinions other than their own, from the instructors, would certainly help them to come to better decisions. If I was an instructor handling two or three hundred students, I'd not always agree with you that it is impossible to do. I think that methods can be devised. I believe that we have such a system in social science and psychology 1-A, which Lorraine Dieudonne teaches Psych 1-A to about 300 students. That's her only class. She lectures to them only once a week. All the rest of her time, from about 8:30 or 9:00 in the morning to about 4:30 or 5:00 in the afternoon, is open in a lab which we have so that she is in personal contact with everyone of her students and I think that despite the fact that she has such a large number, there is probably more personal contact, more individual attention, in her class than there is in many classes where you have smaller classes, 35, 40, or 50.

LOVAS: Under normal circumstances Mrs. Dieudonne would not teach one class of 300 on a lecture basis. You've taken the number of students you would normally have and devised a system that does allow for personal attention and individual counseling. And it's that sort of thing, it seems to me, that we've got to work toward rather than courses in which there's a mass of students; the only method used is lecture and evaluation is almost purely through so-called objective exams.

EVANS: Well, I think maybe what we're saying here that is in both the teaching and in the grading system, one of our problems is we're trying to get something that covers all situations when all situations are not equal; that maybe it makes a difference what the purpose of this class is. If the purpose of this class is really to impart a certain bit of information, that all these people must have, as, for instance, suppose that we have a group here that are going into PreMedics. All of them must have a certain bit of anatomy and physiology, and it's not a controversial issue as to how the anatomy or physiology works, it's a well-known fact. These are facts that we want to get across to this group of people. Then that type of thing could be taught just as efficiently to 150 people as it could to five. And it wouldn't change the facts whether they want to discuss it or not. Now, on the other hand, if what you're after is really to get participation of the students, and to make a change in attitudes and ideas, you're not going to do that necessarily by having someone stand up here and lecture to 150 and say, "I'll see you next session, goodbye." The same thing may be true here of grading; why would it be necessary to give the same type of grade in this math course that you went through where it is necessary to know whether mastery of this has yet occurred, as in a course, for instance, which I would like to take at Foothill College, in throwing clay on a potter's wheel. I would like to be where I have time to go over there and take that course and make pottery. I've always wanted to do it, and when I retire, I expect to. There're a lot of courses out there I want to go out and take myself at Foothill College when I retire and get time to do it. Naturally at that age I'm not going



"The Board of Trustees is elected by and responsible to the community, they are not legally responsible to the students, and my guess is that if it comes down to this or that, that obviously they are going to come down on the side of those people to whom they are responsible, who elected them"....ROTH

to have coordination to keep up with some of these young ones. So far as a grade is concerned, I don't give a hoot what kind of a grade I get anyway, I'll be out there to do something that I wanted to do and to learn. If I go and take a music course, with my lack of musical ability, I certainly can't compete with the music majors for a grade.

ROTH: I think that's important, I think this is where the subjectivity of a teacher comes in. I think he has to try to find out what the goals of a student are. If someone is taking mathematics merely to fulfill the requirements, I think he could be given a satisfactory grade for that purpose, as contrasted with a person who's going to be an engineer and has to go on, so you can take into account that this person has fulfilled his requirements, and he has enough mathematical knowledge to get along as contrasted with the person that's going to go on. I certainly feel this in history where people are taking American history because they have to. I'm much more lenient with them than with someone who says, "I want to become a professor of history in college" so that I can give the same grade to both of them, but to one, say "fine, beautiful, you've done wonderfully," to the other person, "you really haven't got the talent to continue."

EVANS: Are you going to say, then, that we have this one here who really wants to be a teacher in this field, and you're saying to him, "you don't have the mastery of it," so you give him a low grade to let him know this. Now, we have another one who really got a little less but who worked much harder and doesn't intend to be a teacher, will you give him a higher grade even though he made lower scores?

ROTH: No, not a higher one, probably both C's for example, both average.

EVANS: Why do you have to give them the lowest grade given? That isn't average anymore.

ROTH: I still consider it average.

EVANS: You may consider it average, but isn't that just about the lowest grade you give?

ROTH: No, I give D's, and I have occasionally given F's.

EVANS: Do you give as many below a C as you do above it?

ROTH: Not for final grades.

EVANS: Then it is not a statistical average. What do you mean by average?

ROTH: Well, I use the C as what I consider to be the satisfactory minimum achievement of the subject. In other words, I don't care what is statistically average. I am saying that this person has a knowledge of the subject; the ability to handle that particular subject that I would expect from a freshman at this level.

EVANS: That used to be called a D. We used to say that the minimum level was a D and the average had a meaning there. This is one of the problems which you run into. Our words change their meanings too as we shift on these things.

ROTH: The average college student on the whole is quite a different person from the average person. The average freshmen at Foothill is different from the average freshman at Stanford, or at Berkeley.

SENTINEL: What specific differences are there between Foothill freshmen and Stanford/Berkeley freshmen?

ROTH: Specifically, in their ability to handle certain tools of intellectual life. Taking notes, writing examinations, vocabulary, etc. One thing that strikes me at Foothill, for example, is the lack of vocabulary on the part of many freshmen students. Students ask the definition of words which it seems to me ought to be perfectly clear at this particular level.

EVANS: I'd like to give an example of that. I had a student who very definitely came from a disadvantaged background, was having a great deal of trouble in electronics and needed extra help; and he came to our home regularly, once a week, and usually on a Saturday. He'd come in Saturday morning at nine or ten o'clock and work till three in the afternoon then stayed and had lunch with us. I was at the table one day discussing graphing, vertical and horizontal axis, and he asked me, "which is the horizontal axis?" and I said, "well, the vertical axis runs straight up and down on your paper, the horizontal runs from left to right, just like the horizon." He said, "What's the horizon?"

SENTINEL: Mr. Lovas, do you think Foothill freshmen are lacking in vocabulary proficiency?

LOVAS: Yes. I have personal objection to introductory courses that preoccupy themselves with terminology, and that seems to be what most introductory courses do. I think probably physical sciences, social sciences, and in the arts, what we call these general education courses, or introductory courses, are essentially vocabulary courses. When students haven't had some minimum vocabulary we say, "Well, gee, they're not even really prepared to start with the beginning course, and there's something wrong with our students." My colleagues say, "God I can't imagine, you know, there are only two students in my class who have ever read Hamlet," or substitute any single work, and "people just aren't reading the same things anymore. I don't know what's wrong with students today, they just don't seem to be that well prepared." It seems to me that what this is imposing a particularly narrow sort of experience; most of our faculty are people who went to what I'd call Liberal Arts colleges or universities, and had a particular kind of college experience. Most of our faculty never went to a community college and so their experience is not the same as their students'. One of the things I've found is that although students come to a school like Foothill, you can never count on any single area that is, they may have an area of vocabulary, some technical area that they've really got a hugh blank on they may never have read certain kinds of things. On any kind of single criterion you can find great gaps, but you get people more often who have very differing kinds of experiences, and they have areas of experience in which they are very much involved and they are very knowledgeable about, and I think one of the things that we have failed to do is to explore that, to try and find out what those areas are and build on them. More or less we tend to come with: here's what's important to know, and I'll enlarge the definition of why it's important to know, is one, that's what we've learned, or two, we think other people are still asking people to learn, and it seems to me we're running up against the situation where a lot of that kind of thinking is falling down. It seems to me that whether or not somebody has read Hamlet is not important. I'm interested in knowing what they've read and when they read it, and then working from there. It's another way of coming at it, it doesn't start out with the notion of "obviously I'm working with an ignorant group of people because they're not familiar with this, this, this, and that," and so I've got a tremendous problem here in getting them familiar with those things, but rather working from the other position and finding out where their strengths are and then find out what in fact is going to be useful and meaningful. I think the idea of teaching people things that they don't need or don't want is an exercise in futility.

ROTH: I think there's a great deal of difference between saying a person is ignorant because he hasn't read Hamlet, which I think is ridiculous, or a student that does not know the definitions of words which are not restricted to a specific discipline. The word horizontal, for example, or codify or negate, seems to me ought to be within the province of a freshman coming into college. I would not expect very many persons to have read Hamlet or any other classic, but if a person doesn't know how to handle general words, he's at a disadvantage. He's not ignorant, or stupid, he's at a disadvantage, which means that the instructor has to help him to come up to a certain level to handle language. That's the only way we have to communicate.

LOVAS: I think that's the other area of concern I have. I frequently run into students who are running into these problems of acquiring vocabulary in a particular field, even if it is sort of, so-called general vocabulary, which is really very hard to define. I wouldn't even be upset about finding a student that didn't know that horizontal didn't have any connection with the horizon, or what a horizon was. If you really think about it, you really don't have to know that to live.

ROTH: I appreciate that, but you do have to know it if you're going to be drawing graphs, or have something to do with mathematics, and that is the teacher's job.

LOVAS: I agree, that is the teacher's job, and whenever any of those kinds of things are important, what I am basically concerned with is: does the student have the concept of not? For instance, sometimes when we say there is a vocabulary problem, there is really a concept problem, the whole notion is something the student never considered, and so how you deal with that is different from the student really having the concept but has never had the precise term for that concept, and then it is just simply a vocabulary teaching task. All you have to do is say, well, you know, that thing, what we call it is a horizon or whatever, and that is a very simple matter, and I think every teacher can learn rather efficient methods of teaching students to acquire a vocabulary, because it is a language learning problem, and many teachers apparently do not do that. I keep having students saying, "Well, I'm memorizing these lists of words," and I say, "Well that's absurd," you know, there are much more efficient ways of

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going about it. So it does mean sort of being clear as to whether we are talking about really a vocabulary question or a conceptual question. If it is a conceptual question, you have to come at it quite a different way; it is not a matter of telling a student to memorize the definition, because he will take the word and tell you the definition and it does not mean he has got the concept.

EVANS: We might get back for a moment to what brought this up, the question originally asked was "what is the difference between the student at Foothill and the student at Stanford or the University of California?" I can assure you that you would get very few students there that didn't know what the horizon was. And we are not complaining about this or saying that this student should not be allowed to take the course, we are merely saying there is a difference in the type of instruction that is required because of the difference in the student when he gets here. We are having to start at a different point.

ROTH: I think that is what was meant by John [Lovas] when he said many of us don't have experience with a community college. Most of us have never gone to a community college, and there are differences that each of us had to find out about the philosophy of a community college, what the problems are for particular students, as contrasted with students at the University of California, or a four-year Liberal Arts school.

LOVAS: I agree. It seems to me Stanford students would be brighter than duller, than Foothill students. I've got experience from both institutions at the freshman level. In this sense, although the students at the institutions that are restrictive in enrollment, various selection process guarantees that they are academically strong, that is, they will be very verbal. That is one thing that the selection system determines, and they will also probably have considerable getting through school skills, that is by definition, they have already learned how to do that because that is how they got into Stanford or Berkeley or wherever. If you consider how much they have lived and how they have lived, it seems to me there would be very little difference between students on the average. I just think that you would find a lot of people at those institutions who are having as many or as few problems living as the kinds of students we have, and it is just that we have a lot more students who are not school broken and I am not certain that is bad.

ROTH: I agree. I think the only difference is the get-through-school skills. I do not believe that students there are necessarily more skilled verbally. But they have learned the system and they know how to cope with the system.

LOVAS: I think if you make any analysis of what getting-through-school skills are, your biggest factor in them is verbal.

ROTH: There are just as many of them who are reluctant to involve themselves in discussion as our students.

EVANS: I'd like to inject another little needle into this same discussion. In terms here that again we have this vast difference, we have the teacher, who is striving to raise the intellectual level in some particular field, perhaps in literature or in art or in music, we have the teacher who is striving to develop certain athletic skills in the athletic department, perhaps the baseball player who will earn his living as a pitcher; the recent star of the Pittsburgh Pirates came from the Santa Clara Valley, and then we have the student, who in my own situation, the one I spoke of who did not know the word "horizon," was working at Stanford Linear Accelerator and Stanford Linear Accelerator is paying his salary, while they send him down here, so that he will know what the words are that they use on the job, and there is no question about it, whether we like it or not, if he does not learn the vocabulary to know what they are talking about, he feels that he has failed. That is what he wanted, that is what he has got to get. He has got to know the difference between a sine wave and a square wave, and words are things that he is going to have to comprehend, then he has to develop certain skills. Now there is no question about it. That is what he came for, and I admit that I am in a specialized field here, where we do not get the students that are not interested in it and it is not required of anyone, they are not going to come unless they want it.

SENTINEL: In your opinion, do you think the Board of Trustees' responsibilities to the students come in conflict with the Trustees' responsibilities to the community.

LOVAS: Theoretically there should not be, in the best of all possible worlds we are working toward the same goals and we all have common concerns, but we do not live in the best

of all possible worlds. I see, right now at any rate, certain kinds of conflicts between the way in which a large portion of the community and the Board of Trustees is being elected and reflective of that portion of the community, perceives what a college education is and is for. And I think it comes out of the kind of experience I have had as a college student, as you go through four years, ideally, that when we talk about working for a goal, the goal is defined as a degree which will prepare you for a job which prepares you for productivity in the community, and productivity in the community being defined in, I think, somewhat more narrow terms, and with the community and to some extent the Board of Trustees being reflective of that community sees that there are significant numbers of students who are not being productive in that way, in what I see as that narrowly defined way; they are not working toward that kind of a goal. There becomes a feeling of well, we are wasting our money on them; why, those are just housewives and they are filling up classes; why, those people do not want to go to work at a job down at Lockheed, or Hewlett Packard, or whatever; we are wasting our money on them.

SENTINEL: Do you think the administration is taking the position of a procurement service for the industry of this area?

LOVAS: To put it in terms of "has the administration taken that position?" I cannot word it that way. By definition we are a community college, so that means we are to serve the community. One of the things we do is serve the biggest taxpayers in the community; which happens to be companies like Lockheed and Varian and Hewlett Packard.

SENTINEL: In what ways does the college serve these large taxpayers?

LOVAS: We do two things. Traditionally what we have done for them is provided pre-employment training. That is the traditional thing that the community college is for (in addition to preparing students for transfer.) This pre-employment training allows students to go into various kinds of technical clerical jobs, sometimes even low and middle management kinds of jobs, or at least the basic start for that. The other thing that we are getting into increasingly and the motivation for it may be partly money, but we are increasingly taking over the in-service training functions of many of these places, and at Stanford Hospital and Lockheed, where we actually offer the in-service training courses that those places have developed, we now have a continuing education or extension service where we provide credit for those courses that are very often taught by the people working for the companies. We also collect the money for them. We are clearly providing those kinds of services to those portions of the community.

SENTINEL: Are you implying that the community college should or should not do this?

LOVAS: I do not think there is anything wrong with it if we are also seeing to it that we are meeting demands of the other parts of the community. For instance, there are some value judgements to be made. I am not going to pick out these companies or that kind of industry, but we are discovering that there are some industries that are very productive and also very destructive, and it may be that we are continuing to produce people to function in those areas. A student I picked up hitchhiking the other day who said all he is doing at Foothill is taking music; he is taking five music courses; he is not taking anything else. That is not going to get him a job in the way we define it, that narrow defining description I made before, but he probably will be productive in some way. If he is finding a way of taking care of himself, and he is finding a way of satisfying his needs, both physical and emotional, and we can play a role in that, it seems to me that we are doing a hell of a job. I think there is a lot of conflict in the community over whether we should allow those sorts of so-called non-productive life-styles, and I am working on a much different criterion now, myself. What I am concerned about are non-destructive life-styles. I do not care whether the person ever produces a thing in his entire life if he manages to find a way to live that is satisfying to him, that he does not destroy, I think that may be the best thing in the long run.

ROTH: The original question can be answered by the legal fact that the Board of Trustees is elected by and responsible to the community, they are not legally responsible to the students. And my guess is that if it comes down to this or that, that obviously they are going to come down on the side of those people to whom they are responsible, who elected them.

LOVAS: The students are, of course, citizens of the community and I think it is important to keep that in mind because what we tend to do when we talk about the community we exclude the students.

ROTH: No we don't! Students are only a small part of the community, and if all of the community is against a program



"Many students will go to college for a term or two then decide, 'I really didn't want to come here right now, this isn't really what I want right now,' and they leave. I think we've got evidence that large numbers of students do that, and apparently many people feel that that's a misuse of college resources. In fact, I seem to me, that maybe the best use of the resources we have, so that people can make their own choices, and it is a place for them to do a little discovering of themselves and it's also a place to come back to"LOVAS.

and the students are for it, the Trustee can not go against his constituents or he is not going to be a Trustee any longer. This is the same problem that every politician has. The Trustee is responsible to the voting community.

LOVAS: Not only the voters, he is also responsible to, if he is in education, also the students.

ROTH: I am not denying that, but in the last analysis, if he has a this or that, he probably rightly or wrongly is going to think about whether he is going to continue to be a Trustee or not, and if he crosses the students, he can still be a Trustee, if he crosses the community he probably will not. He is going to have to make some kind of compromise. He may be noble, and say, you know, the hell with the community, I am going to do what I want.

LOVAS: It seems to me we need a good deal more nobility and a good deal less politics.

ROTH: Well, that is fine, I am not arguing about that.

LOVAS: When it gets to those state and top levels, we have too much of this, this kind of business that "well, the important thing is for me to stay in office, the important thing is for me to please the property owners."

ROTH: A person in Politics just like anyone else, has to compromise, he can not be noble because he will never get anything done.

LOVAS: As a matter of fact, lots of people who vote in Board of Trustees elections, you will find that they are overwhelmingly property owners.

ROTH: That is because in this area the community is overwhelmingly property owners.

LOVAS: No they are not.

ROTH: Well, nevertheless, another question that you bring up, John, that I think is very important, and it is one with which we are always wrestling, and that is the whole philosophy of college education. Is college education a right or a privilege? That is if a person elects a particular life-style, say taking music all of the time, does the community bear the responsibility for maintaining him in that style, or if he wishes to play music all the time, it is his responsibility to provide himself with the resources to allow him to do that? That is a philosophical question; what is the purpose of education? Does everyone have a right to education, regardless of his life-style, or does the community have the right to set up certain standards saying "we will support the college for these particular purposes?" And it is a moot question, this is one that we wrestle with all the time, whether everyone has a right to education or whether it is a privilege.

LOVAS: It would seem to me that given our system of government, we have to come down on the side of saying education is a right. I think the moot question, the talking point, is how much education and what kind of education.

ROTH: How long should this person who is taking music be

education, a right or a privilege?

supported in the college? Should he be allowed to take music for ten years at public expense, or fifteen years?

EVANS: It should say how much. And we maybe ought to be a little more exact in our terminology. When you say responsible, there is a difference in being responsible to the community and responsible for the child. It is ridiculous to talk about the Board being responsible to a five year old child. They may be responsible for the education of that five year old child, they have been elected to assume the responsibility for this education, but not to that child in the sense that they are responsible to the people who have put them into this office, for a specific job.

SENTINEL: Who defines the job of the Trustee, the voters or the Board of Trustees?

EVANS: The Board was elected for the purpose of establishing policy and so on, and the Board does do this. And under our form of government, if they do not establish the policy approved of by their constituency, they will be removed and there will be someone put in that will establish such policy. This is why we have recall elections, to put out the person who is not establishing the policy approved by those. I hate to think that John [Lovas] was right here in his condemnation of anybody who does not own property and saying the ones that vote will only be the property owners.

LOVAS: I do not think that is a good way to go, but it turns out that happens to be that people with vested interests are far more concerned with protecting it than people who particularly don't have that interest.

EVANS: I think that the children have vested interest in the school.

LOVAS: Yes, they do.

EVANS: And they will not get out and vote for it because they do not own property, I think you have condemned those who have children with no property in a shocking manner.

LOVAS: I have not condemned them, I have just made that observation, and it is not my analysis, it is just the way things are. When you have school Board elections, if you have a 30% turnout, it is considered pretty good. There are school Board elections in this area that have a good deal less than that, sometimes only 15% or 20% turnout in a given community or a given district. The people who are going to make up a large part of that are people who are more settled, that is, they have been in the community longer, and the odds are that if they have, they will own property, and so it is that the people who actually exercise that right are a very small portion of the community. Now we could say, well, that is the way it is; everybody else has given up their right of franchise by not participating. Everybody ought to participate but what we do get as a result, what is in fact a fairly minor portion of the community, which is the community, and I just think that is something that has to be kept in mind when we are talking about the community elects the Trustee.

ROTH: What are the alternatives? We don't know what the community that does not vote has in mind. We do not know what they think, all we can do is base assumptions on what we know, and that is that those people who took the time to vote want this kind of Board.

EVANS: Maybe you are saying we had better go back and require more of these social science classes in every school until they become aware of the fact.

ROTH: My feeling is that people that do not vote are not the vote, because probably they do not know what the score is and it is ridiculous to have 51% of ignorant people, and I do not mean ignorant in the sense of dumb, I mean ignorant of the issues. I do not believe in forced voting, I think Australia's idea is wrong. If a person does not know enough and has not got enough confidence to make a decision he ought not to vote, but I also think we ought not to see the administration solely as the tool of property owners or of big business.

LOVAS: I would like to make that perfectly clear that I have not said that.

ROTH: I think that students and faculty and administration bear responsibility to provide some kind of leadership for the Board of Trustees, and that they ought to be in contact with the Board and tell them what is educationally feasible, what their educational philosophy is, so that the Board can make decisions on broad policies, with regard to the

educational process. In that way, actually, the Board of Trustees ought not to deal directly with students. They ought to deal with students through the administration or through the faculty. I see the Board of Trustees in the same way as one sees the Board of Directors of any corporation, they do not involve themselves in day-to-day activities. As an aside, this is one of the problems of the Board of Trustees of the University of California when it gets down to hiring and firing people and say what is going on. They should not have anything to do with that, they should deal through the men who are hired to do that job, and then it is the responsibility of those men who have been hired; the administrators, the faculty and then the students who come, to make their views known. And all our Trustee meetings, as well as those law school boards, are open, there is a time and place provided for the public which includes students, to come and voice their opinions.

LOVAS: Some interesting anomalies. What you have just described is a hierarchical motion, in other words, there is the policy-making body that is at the top; they hire some administrators to implement policy, and they are the people who then work with the clients, in this instance, students. It seems to me that is a pretty accurate description of the way things are. And the analogy to the Board of Directors of a corporation is a good one, but what is interesting to me is that members of the Boards of Trustees for school district do not like that analogy. I have specifically had members of our Trustees say "We are all together, we are a community here and I don't like this situation when we are sort of labor-management, and we are sort of on one side and you are on the other." They said they do not like to look at it that way, but that happens to be the organization we have. When you do propose saying that we all ought to participate given our own roles in a kind of community style, where there is a give and take, and everybody makes his input, we suddenly say, yeah, that is fine, but the law will not let us, we have the power and you know, it has to work this way. And I think that is really the point of conflict that we are seeing right now, and not just in our district but in many other places, of where we have one manner of organization, we are beginning to use the rhetoric of another form, but we have not changed the manner of organization and the manner of relationships within the organization. We have people talking about "We're a community, we all have a common goal and we should work together as a good community," but when it comes down to different members of different segments of the community, have some conflict, we are not equals in that community. Some people have more say than others, which means that we are back to the other kind of organization. And that seems to me something that we have got to come to grips with, either face up to the fact that the pattern of organization we have is the corporate one, and the way in which people function is very much that way, or we generally change the relationships to some other community style that allows the clients and the workers a little more say.

ROTH: We are certainly working toward that way. In very recent years, for example in due process on the part of students, the taking away of arbitrary decisions on the part of the administration to expel and suspend students or faculty members. It seems to me that there have been radical changes in the past five years.

EVANS: It might startle you to know that 38 years ago when I signed my first contract for teaching in a high school, the contract included the statement that you could neither dance nor play cards. That was an accredited high school and I had my college degree.

That was in the State of Colorado. It would shock you, perhaps, to realize how much change has occurred, but in those days if anyone had suggested that faculty should have any say whatever in whether a fellow faculty member was going to be fired or hired, the whole community would have said "What is wrong with the guy? He is a nut of some kind," and they would have gotten him out along with the one that they were talking about hiring or firing. There have been many changes in this direction, and I think these changes have been good, but we still need to recognize that there are a lot of imperfections in this country and we see them and we know it, and these things need to be changed, and we hope that more effort will be directed to it in the future, toward changing them, but we still must be careful to say what is the alternative, what kind of change should be made, and to be sure the change will be for improvement and not for the worse.

LOVAS: You did not put it this way, Paul, maybe this is not even what you are trying to get at, but people often say, well, yeah, you are objecting to the system and what is your alternative to the system as it is? I kind of reject that way of formulating the question, because I do not think the system works as it is designed right now, and largely because of the lack of participation. That is this kind of system we have politically in the country and presumably on even smaller scales, does require a certain level of awareness and

information, and it requires a pretty high level of participation.

SENTINEL: And what kind of change are you recommending?

LOVAS: One of the things I am recommending to change is that we would actually use the system, and that means individual involvement. It's not something you can go out and pass a law or make a policy about, it has to do with raising the kinds of awareness and consciousness of everybody that they do get concerned. It's not a direct concern to the students, maybe, but it was not until faculty salaries were cut that a large number of faculty members said "Gee, there are some decisions being made around here that I just have not paid attention to," and it was not till it somehow got into their paychecks that they really started getting concerned and raising questions and wanting to get up and do things. I do not know what the direct analogy might be for the student, but somehow or another, getting situations where people say "Hey, this really matters to me, and so I had better start finding out what is going on, either by going to Board meetings, sitting on committee meetings, finding out how these things are happening, and if I do not like it, start doing something about it." Now that is not really talking about changing the system, I am not a person, that turns out to be anti-system. I am for saying let us make systems work, and by and large what we have done is allow them not to work, we have allowed a very small group of people to run the system.

EVANS: We would all like to, and yet you have pointed out yourself that the non-property owner will not even bother to come and vote, he does not even know what is going on. How are you going to get him involved?

ROTH: I think it is very much deeper than that, we live in such a complex world. For example, you [Lovas] pointed out that no one was interested, or a large number was not interested until it hit their pay check, but what about all of the people in the community who do not have children at Foothill or never will? They are obviously not going to be interested in Foothill Trustee elections if a person does not have a student in a high school or an elementary school, he is not going to be interested in that, if he tries to interest himself in all those things, then he has the problem of evaluating all the propositions and all the people who are running for judgeships and so forth. You have voted, you know, you get a long list and its says "shall John Jones be elected to 5th superior court?" You have never heard of him before.

LOVAS: The assumption really is not true, particularly in relation to school elections. If you say the person who does not have children or does not have children in college is not interested in Foothill district elections, I think that very often that is not the case. I recall a number of years ago in another state, there was the issue of fluoridating water came up on the ballot, and when my landlady found out I was actually going to vote and vote for it, she had not planned to vote, and decided to vote against it to cancel my vote. And her reasoning was that you know, one she was over sixty, so it was not going to have anything to do with her, besides which most of the stuff was being wasted on the grass and down the toilet, so you know, why fluoridate the water? And so, very often, the interest is there, not because the people feel they are benefiting from it, but because they feel it is a drag on them and so you are as likely to get participation there as any place else.

SENTINEL: Well, I think that related to what John [Lovas] is talking about is really universal, in that people really do not care about anything until it affects their lives personally.

For example, the student body government (ASFC) at Foothill instituted last spring the People's Vote. This means that every registered day student can come to ASFC meetings and voice an opinion and have a vote that is equal to everybody else. That means that if 50 students come there with one thing they want to run through that student body government, they can do it. They can stack the cards. But yet, people care so little that in the last two campus council meetings there have been below 20 students, outside of the campus council.

The majority of these people that attended were people from the Sentinel Staff or special interest groups. Moreover, the campus council is dealing with \$146,000 in funds paid by the students, who apparently (by not participating in fund expenditure decisions), do not care where the money is spent.

LOVAS: That is one of the things that happens when you design one of these systems. It is equivalent to taxing, you know, I pay my taxes so that I just write the check and it goes off, I do not see where it goes, and I know the legislature and governor and other people start spending that in various ways. It might be interesting sometime to create these sort of circumstances, rather than for the students all to pay their fees

when they register and so on, get everybody together in the Field House with their \$20 or whatever it is, and have it all there, right then, and say, "Okay, what are we going to do with it?" You might discover that people have a sense of where they want their money to go. There obviously are practical problems in that, but you would get involvement; you would get right to the decision.

EVANS: But let me remind you that, thank goodness, that is not 100% universally true, that we still do have people who are willing to say, "Even though this costs me and I get nothing out of it, I think it is right, I think it is good, and I am in favor of it." And if you knew who were on the original Board that formed Foothill College District and got it started, you would be amazed at the number of them that would never have any relative go to Foothill College. But they believed it was right for this community to have a community college, and if you will check on the Board members we have had you will find several of them had no children that would ever go to the college. Never expected to have a child go to it, and yet they were not only willing to vote for taxes for that, but to grant enormous amounts of their time, to be criticized by the community, and if you were there last year when you saw radicals come in and threaten them personally and say, "We will burn your goddamn college down," shaking their fists at them and the Board sitting up here and enduring this type of thing because they feel that it is right for our school. Right for the community. I think we have got to recognize that they may disagree with us sometimes on what is the proper thing for this community, but let us recognize that you and I can disagree on certain points within this and still both be conscientious in what is best for the community and not just what is in it for me. I think we have a Board taking that attitude.

LOVAS: I can agree with that. I think my only concern is that we let everybody make their view of the community known. The point I have made several times already is that by definition people who end up on Trustees represent a certain part of the community and not necessarily even all of the people in the community. They may represent major interest in the community or important interests in the community, and there is no question about that. But I am not certain we have always found the mechanisms, and if it is not the ballot box I do not see why we can not find other mechanisms as well, to find out what is the kind of community we have. We have just now had a study done on the student population, the Nielsen Report, which is saying, "We are finding something about the students that we have going here." I think that some of the assumptions that we make about the entire community have to do very much with where we live in the community, who we know, and who we come in contact with. And the very natural thing to do is to define that as the community. In fact, there is a fair amount of diversity within our district, and there are lots of different forces in the community. And my concern is not that the Board is not representing those people that make their concerns known to them, it is just that this is not necessarily as representative of the community as is sometimes suggested. And that we perhaps have not found all of the good mechanisms for getting communication to the Board from segments of the community that normally will not pick up the phone and call a Board member. They would not even know who they were. There are many people who do know the Board members, who call them up and say, "I think this about that," or "I do not think that about this." It may be that people coming with a great deal of frustration and anger to a Board meeting and talking very, if you want to use the term, radical stances at least in terms of language and gesture, is an indication that there are people who have not been able to let someone know their concerns; that they have not found the mechanism, and so finally the Board meeting, which may not be the best thing, is the place they use.

ROTH: It is a mechanism, though. Whenever you have a representative body you run into that problem. If you have only 5 persons representing the whole community, obviously there are going to be some problems, and I do not know how to solve them.

LOVAS: In two Trustee elections, there have been proposals that among other things, the Trustees consider meeting some place other than the campuses. And they have never done that. There should be an opportunity to meet in areas where transportation problems of some people are solved, because you are meeting close to where they live.

Roth: That could be done.

LOVAS: Well, it has not been done. That is one of those areas where I think you can get some demonstration that we are concerned about other segments of the community that do not normally communicate to the Board.

ROTH: What I find encouraging is that faculty and students and administration and Board are all very much concerned with the kinds of problems we are discussing. And I think you

would find few if any members of that academic community who had not thought about some of the problems with which we are faced. Whether it is grading, the philosophy of education, or the part that each one plays. That is what excites me, is that everyone is concerned for some kind of answer, and I think out of that we are going to find some improvement in the educational system.

EVANS: And one of the difficulties we meet is that every one of us has within him some little built-in feeling or belief that when we have considered all these things we will know what is right. And therefore anybody that disagrees with us must automatically be on the wrong side of the fence. And we all have that attitude; the five of us may sit here today and discuss this, and on most things we are in agreement, but when a detail comes up upon which we are in complete disagreement we automatically tend to feel, that other person, now is not considering the good, because he has the same facts I do. And we all have some tendency to this. We need to recognize that people can absolutely disagree with us on some of these things, take a different policy, and be completely sincere in their belief that what they are doing is for the good of the whole community. I think that John [Lovas] really is partly misinformed here, now, and I do not think that he knows how few we have ever trained, in fact, I do not believe that Foothill has ever given the pre-training for Lockheed, and he thought they had. Where do you think they ever gave the pre-training for Lockheed? I wonder if you are even aware of the fact that our electronics program has closed out over half of their daytime classes in electronics. Did you know that?

LOVAS: No. I am aware of the fact that they are making considerable changes in that particular industry and in that particular area. That does not argue against the basic point, that what we profess to do, we are not doing it at all. If we are not actually producing anybody for any of these industries, we are really failing.

EVANS: We are not doing anything for the industry. And I do not think we should. There was a committee that was set up to help us try to give the courses that would give most to the students of what those students want. Because those students came here to learn how to make a living in the electronics industry. This was not set up for the benefit of the industry. We do not care what the industry wants.

SENTINEL: But where else could the electronics student use the training Foothill provides?

EVANS: This is like telling me that we are trying to take people here and prepare them for the bands, or prepare them for the orchestras that are putting on musical demonstrations because we are teaching music. Where else can they use it? Ridiculous. Do you think that we are trying to train the people for the baseball teams in the nation? Because one of our fellows goes on and plays baseball? Or do you think that we are trying to prepare the professional football players at Foothill, because some of them do go on and play professional football?

LOVAS: I think that is what the folks in the community think we are doing, Paul.

SENTINEL: This is one thing that Dr. Semans wants to insure, that Foothill stays this way, and grows in these aspects.

EVANS: I think you entirely miss Dr. Seman's point. I tell you how I would explain this, I would reverse this thing and I would say, "No. I am not teaching up here to try and prepare anybody for Lockheed or for Hewlett Packard or for anything else in the electronics industry." But what I am doing is this: I am saying "Here, I have got a lot of students who come up here who want to make a living in electronics because it pays well. And I will not consider any one company in this whole area."

SENTINEL: But that is just avoiding the point. Okay, you don't. One of the big problems in our society is the separation of man from the system and each little part of it. You know you fit here and you merely instruct and train people to work in electronics, without conceiving what the end product, what your product, the people you train, are going to do.

EVANS: Not by any means. Not by any means. And if you sat in our classes you would not say it at all.

What I am saying is this: what we are trying to do is to say that an educated individual is one who is prepared to fit into the society in which he will find himself and be able to live a fruitful and a well-rounded life. And I pointed out here, I think he should be required to take some of these social studies classes and so on. I think he should have some music and things that will enable him to enjoy his leisure hours and so on. But I think also he is going to have to have some way of earning a living, or he will not fit in well, and you two fellows (editors) are not going to be satisfied to feed all those people who did not learn how to make a living.



"I am not teaching up here to try and prepare anybody for Lockheed or for Hewlett Packard or for anything else in the electronics industry. But what I am doing is this: I am saying, 'Here, I have got a lot of students who come up here who want to make a living in electronics because it pays well. And I will not consider any one company in this whole area.'"
....EVANS.

SENTINEL: Let us deal with specifically Santa Clara County, in relation to Foothill and its technical-vocational educational programs. Where are our students going to go once they finish their technical training?

EVANS: Well, actually there are jobs that you have never heard tell of yet. Chrysler is just starting putting electronic emission on all its automobiles.

SENTINEL: What happens when they do away with automobiles?

EVANS: Well, I will tell you. If they were to do away with all the automobiles and go back to riding horses, we would be so deep in horse manure that you could not get through the community. You talk about pollution with the automobile, you would see what pollution was like if we did not have it. What you are really saying to me is this: we have not put enough effort out yet toward eliminating this problem of pollution. And we are going to have to do it.

Now what I am talking about here is the engineer who needs calculus, and it is going to be someone like that who will correct this smog problem if it is corrected, we are not going to do it by sitting back and saying, "It's a hell of a problem." Which it is, but it is going to take somebody who has technical training to correct it. Or pass a law.

LOVAS: Part of it will be solved by technical training. Only part of it.

EVANS: Okay, part of the solution may come from the social studies people, and the biologists and others who will recognize we have got to do something about it. And we have.

LOVAS: But just having technical improvements is not going to solve it. I think we are already seeing that it is life style changes, it is shifting away from a consumptive kind of acquisitory way of living that is going to be an important part of that too. Because you know, one of the things that you do, or many of the technological solutions to these problems are going to consume a lot of energy, and they are going to do a lot of things that we are going to pay a price for. And one of the most disturbing things, when this sort of ecology fad broke, was that a company in Illinois announced that it was going to make a \$25,000 a year industry out of recycling, and out of dealing with certain kinds of things. Well, maybe we ought not to be producing that industry, because that industry's going to depend on the fact that we produce stuff that has to be reprocessed. And it may be that the better thing is not to have either industry at that kind of level.

EVANS: Are any of you seriously recommending that the automobile should be eliminated?

SENTINEL: I think we can hope for an alternative. Mr. Lear is developing a steam car.

EVANS: In other words you are saying an automobile run by steam instead of one run by gasoline. You are not eliminating the automobile.

SENTINEL: What we are talking about is the internal combustion engine. But now we go beyond that and we take it to the population aspect of it. For example, Hawaii will have over one million cars on it by 1985. It will be bumper to

technological determinism

bumper from shore to shore. Let us limit production, improve quality or devise alternative systems of transportation.

ROTH: Well, how can you eliminate it entirely, because I am sure that you would agree that there are certain areas, emergency vehicles, for example, that ought to be exempt.

EVANS: Well, seriously, did you mean what you said about the island of Hawaii? You will have these cars?

SENTINEL: If we continue at the same rate of production.

EVANS: That is one of the advantages for having to live through some of these other periods. I wonder if some of you are aware of the fact that in the 1930's the sociologists in the United States were writing articles and publishing them in the magazines really worried about the United States, because our birth rate was so low we were becoming a decadent nation. Not having enough children to maintain our population. Now, having lived through that and then seeing the boom that followed it, when all of a sudden, wait a minute! What we are worried about is with our present trend, within another 200 years we will have to have 5 story buildings to get in all the people.

ROTH: But fortunately one paper says that we are approaching zero population growth in the U.S.

SENTINEL: In California over two-thirds of the people live essentially in two small areas. Why don't we live in these other areas? Does our economy determine where we live, and, if so, what can we do to alter this trend.

EVANS: Are you suggesting that what we should be saying is, "Let them have all the babies they want, but let us scatter them out to use some of these other areas?"

SENTINEL: Not necessarily, but I do not think

overpopulation is the source of all social problems. Why do we not look at urban problems? Why do people group in certain areas? By the thousands? And how could we disperse this and make it a more livable situation? And how can we eliminate these problems you are talking about, the pollution and so on?

EVANS: It is going to take a lot of engineers to do it. It has taken an engineer to do this steam car that you are talking about, to eliminate the pollution. And I am saying here that I hope I am going to turn out a bunch of fellows that will help to do that. For instance, how will we know whether there is really someone violating and polluting? Can you see all of this pollution come out of the exhaust of a car every time? No. We can construct them so you can not even see it. And it will still

be there. How are you going to detect it, then? You are going to need a bunch of my electronics people, I will tell you that. You are going to need a bunch of my electronics people to see to it that this computer-controlled fuel injection that will make it possible to cut that pollution out keeps functioning, because if it doesn't keep functioning, you are going to start getting pollution again. In the same way right now, you may have an automobile that has a smog control device on it. Let it get dirty and what happens? Are you prepared to service your own, or do you take it to a garage? I am saying that literally these courses that you are speaking of as preparing people for Lockheed or preparing them for Hewlett Packard or preparing them for any of these other large industries are not. They are preparing them for the future of this nation.

THE FOOTHILL SENTINEL

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Text by: John Woodruff and Al Lacoste.
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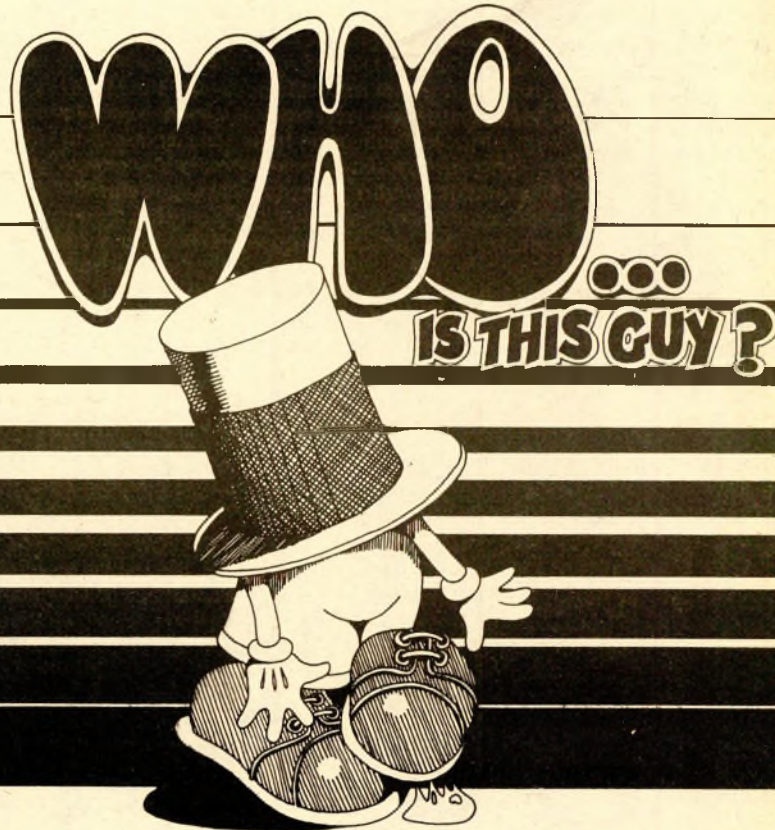
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