

A.A. and Other Agencies Designed to Help

Alcoholics: Not Beyond Hope

"The beginning of the end for me was the time I went to a motel with a gang of nine kids and snapped and wound up in the hospital that night. Right before my brother walked in to visit me, I'd had a fit, and the nurses tied me down. My brother was loaded and he turned around and drove all the way home and found the first guy that had given me acid. He beat up on that guy.

"I know now that it was a sickness, and I'm not ashamed any more. Being sick is not a reason to stay sick. It's a reason to get off your backside and start getting well.

"My father had been in A.A., sober, for ten years. So I went to my first A.A. meeting with him. I was shaky and scared and I couldn't understand the smiles. But the people told me, 'Rose, look, we love you.' No one had ever said that to me before except when they had their hands on my body. I found out what love is. Love, to me, is caring because people are themselves, accepting them whether they are good, bad, or indifferent.

Rose, an alcoholic at 16

By Sidney Lazarus

Tribune Managing Editor

There are over two million alcoholics in America today, according to Alcoholics Anonymous. Over 25% of them are teenagers and most of the adults began their bouts with the bottle when they were younger.

Alcoholism is more than a disease—it is a progressive illness,

one that can never be cured with an aspirin. Alcoholics like Rose develop "a physical compulsion coupled with a mental obsession for alcohol."

Most alcoholics draw a fine line between heavy drinking and compulsive alcoholic drinking. When he or she crosses that line to a point where he or she drinks compulsively, there is—nor can there

ever be—any real turning back.

But that does not necessarily mean once an alcoholic, always an alcoholic. Many agencies are prepared to help those with compulsive drinking problems. They believe that the only way to "cure" an alcoholic is sobriety—suggesting that he or she does not drink at all.

One of the few places that has been successful—and popular—is Alcoholics Anonymous, or A.A.

According to one A.A. official, "A.A. is a fellowship of men and women who share their experiences, strengths and hopes with each other that they might solve their common problem and help others to recover from alcoholism.

"We only have one requirement for membership," he said. "A desire to stop drinking. We don't have any dues or anything for A.A. membership. We are self-supporting through our own contributions. Our primary purpose is to stay sober and help other alcoholics to achieve sobriety."

The Alcoholics Anonymous program for sobriety is referred to as the 24-hour plan. An alcoholic will concentrate on keeping sober for one day at a time. Just try to get through 24 hours without a drink.

The A.A. has established 12 suggested steps for sobriety. To an

(continued on page 3)

English staff making sure kids can write

By Sidney Lazarus
Tribune Managing Editor

Some prominent college professors have commented that they do not understand how some of their students could have passed high school English classes. One journalism teacher at USC said he is "astonished" at the number of kids who cannot write simple sentences.

Reading scores have been declining in L.A. City Schools for the last several years, and last year, Taft High School's English department, hoping to correct the situation, began a new testing program called "The Tenth Grade Paragraph Test," designed to test the minimum English skills of tenth grade students.

Learn The Basics First

"We want to make sure kids can write," said Michael Jackson, coordinator of the test. An added purpose, said Jackson, is to make sure the students can express themselves verbally as well as in writing.

"Kids today," Jackson said, "become cultured to state their opinion and leave it. I think they should be able to elaborate on a point."

Of the 954 tenth grade students who took the test this year, approximately 100 failed, or more than 10%.

The students who failed were transferred into remedial classes this semester to learn the needed skills that they lack.

The remedial classes are also open to students who passed the test but feel they need more help with basic skills.

We Want Them To Write

Some might find fault in the program since students in the remedial classes miss the work being done in other classes, but

Jackson disagrees.

"I would rather have a student learn what he has to at one step rather than have him fail at the next step," he said.

Jackson feels the program has been a success. "It forces a student to learn. When a student learns that he is to have a test on the materials being taught to him, he tries harder and usually picks up.

"Testing the student for proficiency is fine as long as the test tests only for minimum skills, the basic things a student should know in that subject."

Program Under Attack

When the program began, some people felt that the teachers should not be allowed to grade the papers, since they might consider past performances and give impartial grades. Thus, all the papers are graded by "readers," college graduates, most with a Master's Degree in English, who mark the test either pass or fail.

This year, however, one teacher went ahead and graded the papers, told his class the grades, and then sent the papers to the readers for grading.

When the papers were returned with the reader's grades, there were some discrepancies. Several of the papers that the teacher had failed were given passing marks, and several he had passed, the reader had failed.

The teacher appealed the grades to the reader, but all were upheld.

The incident might force some changes in the system. The teacher in controversy argued that he, being the teacher, had the final decision. Still, under the guidelines of the test, the teacher shouldn't have graded the papers in the first place.

Alternative classes: What do they mean?

What is the purpose of public education?

Is our present school system accomplishing this?

If not, what would you suggest as alternatives?

By Karen Kramer

Tribune Staff Writer

They are tough questions, but questions that are now facing the school board, administrators, and teachers. There are no simple answers.

Former Taft student body president Glenn Pomerantz said he feels that students shouldn't be required to take courses to graduate.

"Education isn't something that is done to somebody but in our present system, a student is force-fed education," he said.

School board policy toward changes in educational methods has softened in the past few years. Many administrators would now agree with Pomerantz that schools should allow kids to go their own way.

Dr. Robert Docter, President of the Los Angeles Board of Education, said he feels that students need and deserve more freedom. Our schools have been too "autocratic," he said, and in the past they have been too "hesitant to allow youngsters to experiment."

This shift in attitudes may have signaled a new trend toward non-structured curriculum in the L.A. City Schools. The common term for the whole concept is "alternative education."

One alternative class offered at Taft, Youth and the Administration of Justice (YAJ), fol-

lows Dr. Docter's principle that in order to learn, students must be allowed to make some safe mistakes.

The class is part of a program started in 1973 by the Constitutional Rights Foundation. The idea was that bringing students in contact with law and governmental agencies—allowing them to learn by experience rather than textbook—would help alleviate the problem of juvenile crime.

Teacher Dave Solkovits emphasized that if students want freedom, they must accept the fact that they also have responsibilities.

The most innovative part of the program, perhaps, is the use of peer teaching. Following each unit, groups of students put together learning packets that are presented to the class. Some of the better ones are presented to similar classes at Parkman and Portola Jr. High Schools.

Another class offered at Taft uses a different form of innovative teaching that could also be labeled as alternative.

Bachelor Living operates on a "team teaching" approach. Business teacher Larry Rubin might teach the students how to cope with financial problems one part of the semester, while homemaker instructor Lois Bennett would explain food budgeting and nutritional values in another section.

Mrs. Bennett said the class is an overall success in teaching kids how to "get out and function in society where mom and dad aren't there to cook your meals."



A Bad Omen: Taft girl watches an unidentified student carried to an ambulance in an incident that occurred at Taft last Friday, February 13. Fortunately,

the student was back at school the next Tuesday.

Photo by Rosenberg

News Briefs

Alternative club formed on campus

A group of students have formed an alternative club at Taft called United Students, or US. The group hopes to work to raise the social consciousness of Taft students by bringing in various speakers, writing an alternative newspaper, and handling complaints regarding school policies and practices. The club meets regularly in C111.

Taft's Creative Writing magazine is now in its beginning stage of production. Ms. Yvonne Clopton

and her creative writing classes are now accepting material for publication sometime in May.

Play Production student Gary Matanky will represent Taft's drama department in the Valley Festival to be held at El Camino today. He will perform a one-man show entitled "Clarence Darrow."

The annual Creation Fair will be held April 5 through 9 in Taft Hall. Student Cabinet will display paintings and drawings from the art

department, sculpture and poetry from ceramics, different types of food from home economics, and poetry and short stories from the English department. Student films will be shown in Oral Arts while the annual car show will be held on the senior quad. Also scheduled is a drama performance. A committee of judges will be appointed by Cabinet to award ribbons and honorable mentions to the winners.

A Moving Cyrano

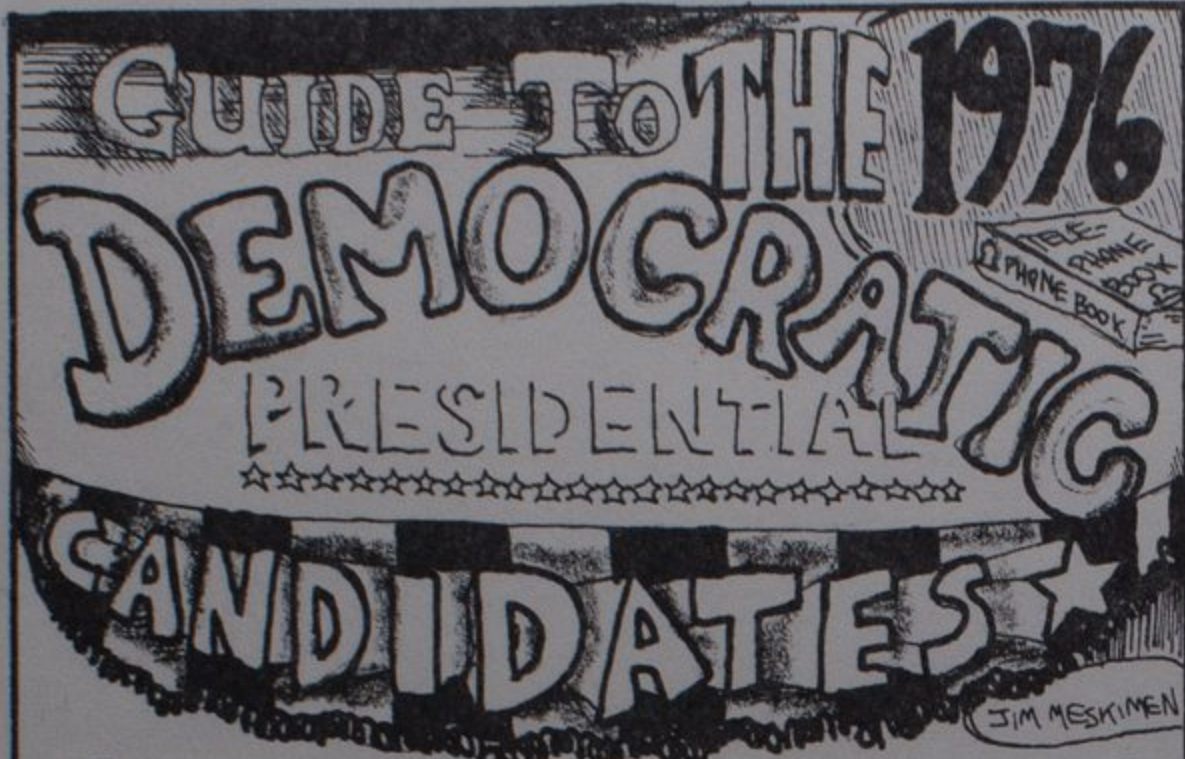
Taft High School's drama department produced a pleasant surprise last weekend—two moving performances of Edmond Rostand's classic, "Cyrano de Bergerac."

Bob Kent, the play's sole director, played Cyrano, the long-nosed, poetic soldier who falls desperately in love with the beautiful Roxane (Alexa Buchanan). The heroine cannot return his love, though; her heart has fallen to the much more handsome Christian, played suitably by Shawn Lonsford.

The play itself had its rough spots, but nothing that one more week of rehearsals could not have fixed. Bob Kent's Cyrano, present in every scene, brought firmness and direction to the play, balanced perfectly by Alexa Buchanan's tender and sensitive Roxane.

The supporting cast—the cadets, poets, musketeers, and villagers—were excellent, but none was a greater treat than Jim Meskimen, The Tribune cartoonist and program artist, who gave us an accurate impression of French village life.

Cyrano was straight-forward and accurate, a very admirable production by some dedicated students, and a marvelous disciplinary achievement, in both acting and directing, by Bob Kent.



IN ORDER TO PROVIDE A SMALL UNDERSTANDING OF THE UPCOMING PRESIDENTIAL ELECTIONS, THIS PARTIAL LIST OF THE DEMOCRATIC CANDIDATES HAS BEEN PROVIDED. VOID WHERE PROHIBITED. (APPROXIMATE READING TIME - 3:10)



"NO COMMENT"



"IF MY DAUGHTER CAME TO ME AND SAID THAT SHE HAD HAD PRE-MARITAL SEX, I WOULD ASK HER TO REPEAT THE QUESTION."



"GARFUNKEL THINKS HE CAN ACT, I THINK I COULD BE PRESIDENT."



CAPTAIN QUINT (FIRST NAME UNKNOWN)

A POPULAR WRITE-IN CANDIDATE, THIS NON-LAWYER FROM THE EAST GAINED MUCH FOLLOWING FROM HIS WIDELY PUBLICIZED DEVOURING BY A GREAT WHITE SHARK.

BETTY FORD (FIRST NAME KNOWN)
IF NOMINATED, THIS WILL BE THE FIRST TIME IN HISTORY THAT A FIRST LADY HAS RUN IN AN ELECTION OPPOSITE HER HUSBAND. IF SHE WINS, THE CHEWING GUM WILL REALLY HIT THE FAN.

PAUL SIMON

USUALLY CONSIDERED A SINGER AND SONGWRITER, THIS GIFTED LYRICIST CLAIMS THAT "POLITICS WILL WORK FINE" FOR HIM, ALTHOUGH HE MAY BE HINDERED BY RECURRING FITS OF IRRATIONALITY, EVEN AFTER SUCH A LONG PERIOD OF TIME.

THE LATE FRANCESCO FRANCO

UNWILLING TO LET A TIMELY DEMISE STAND IN THE WAY OF A DECISIVE ELECTION, THE FORMER DICTATOR OF SPAIN HAS PROPOSED THAT HE SHALL THROW HIS ENTIRE BODY INTO THE RING FOR THE DEMOCRATIC TICKET.

— OTHER DEMOCRATIC NOMINEE HOPEFULS

(ABRIDGED)

ALAN ALDA
MAX EARNST*

PETER FALK

JOHN HENRY FAULK

ED GUNNY (SEE PAUL SIMON)

GABE KAPLAN

*PURPOSELY MISPELLED

NORMAN MAILER
PETER BENCHLY
SAM PECKINPAH
GUNK ARTFARKEL
BARRY MANILOW
ELENA VERDUGO
CAL WORTHINGTON

LETTERS TO THE EDITOR

Staff members correct facts in "gifted" story

Dear Editor:

Reporting information and news carries a great responsibility. One must report as much of the truth as he can, but he must first assure himself that he has the truth (or as close to it as a human reporter can make it). Recently, I granted a good deal of my time to talking to one of your young reporters about the gifted program here at Taft. Reading his story in the January 30 Tribune, I realized how little he had heard or how little he had noted in our conversation.

Let me set the record straight on three of the more important misrepresentations in the story. First, the state provides funds at the rate of \$34.00 per semester for each identified gifted student participating in a qualitatively different program. If a student chooses not to participate in any one of these programs either semester, Taft receives no funds for that student. Since nearly fifty identified students did not participate in the fall semester, our projected income for this school year is around 13,000, considerably below the figures your reporter mentioned.

Secondly, it is true that the money is meant to enrich the programs of those identified as gifted. That is why the state acted in the first place believing our mentally gifted students were a resource worthy of special development. But such a program has value beyond its stated goal. Everytime a teacher attends a conference to improve his teaching of the gifted, he is also improving his ability to teach his regular students. Each time a faculty member receives pay for developing a new course of study for the gifted, he can use that course of study for his regular classes, too. Most times when we buy special materials for the gifted, materials are eventually shared by other students. After all, a film or book purchased for the gifted is not placed under lock and key and used only by a card-carrying gifted students.

Finally, your reporter's statement that funds are apportioned arbitrarily by the co-ordinator is untrue. Each academic department participating in the program receives a portion of the income based on a point system that allots twelve points to each participating student. Those points are divided among the departments in whose programs the student participates. The total number of points for each student is then divided into the available funds. Each department then decides on how to spend its portion of those funds.

I approve of students doing investigative reporting, but I also believe in these student reporters taking a greater care in verifying their stories. Such a responsibility goes with the privilege of having a vehicle for voicing individual opinion.

Herman L. Jay

Co-ordinator, Programs for Gifted

Dear Editor:

One of your reporters is in grave danger of misrepresenting Taft's gifted program in his recent article: "Who Funds the Average Kid?"

This year, Taft High School actually receives only \$65 (not \$67) for each identified gifted student, and since this money may only be claimed for identified students enrolled in classes which are officially designated as "gifted classes", the school receives money for only 214 of its 305 identified gifted students—a total of \$13,910 rather

than the \$20,000 or more suggested by your staff writer.

Whilst your reporter's erroneous figures may be due to faulty research, a far more serious matter is his assertion that these funds are apportioned arbitrarily. The responsibility for administering the gifted program is certainly Herman Jay's, but the terms under which he performs this task are stated explicitly in the manual: **Legal and Operational Guidelines—Programs for Gifted**, put out by the L.A. City Schools Instructional Programs Branch. This book, which includes the individual budget for Taft, is available to anyone interested in consulting it.

Contrary to your reporter's impression, gifted funds (like remedial funds) have to be used in specific programs. Taft's list of gifted classes includes all advanced placement classes, all academically enriched classes, and several others which qualify as providing qualitatively different curricular experience.

In order to be scrupulously fair, Mr. Jay apportions the gifted funds as follows: 12 points are allotted for each gifted student for whom funds are claimed. If this student is enrolled in only one gifted class, the department providing that class is allocated all 12 points. If he is enrolled in 2 gifted classes, those 2 departments get 6 points each, if 3 classes then 4 points each, 4 classes 3 points each. The available money is divided by the total number of points, thus giving a specific dollar value to each point. The total point count for each department decides exactly how much money that department receives. That money is then spent on books, A.V. materials, curricular trips, etc. at the discretion of the department chairperson, but always with the aim of enriching the gifted classes for which we are accountable.

Not every student in a gifted class is identified as gifted. These classes are open to everyone capable of benefiting from them. Many average students would not be willing to undertake the extra work expected of those in an enriched class, but for those that want it the opportunity is there. Materials acquired with gifted funds are a permanent asset to the school, and the expertise and understanding acquired by teachers of the gifted are of benefit to their regular classes, too. The gifted program enriches Taft and the "average kid" is the better for it.

Your reporter is correct about one thing; the gifted program does represent a lot of money. We can count ourselves fortunate that it is administered by a man with such a strong sense of integrity and fair play as Herman Jay.

Wendy Phillips
Aid to Gifted Programs

Dear Editor:

I would like to register my dissatisfaction with the article in the January 30 Tribune entitled "Who Funds the Average Kid". I ended up appearing to have said that the Gifted Co-ordinator spends his funds arbitrarily. I deny this. Furthermore, in quote marks is an ungrammatical statement of gibberish. I also deny this. Finally, I was never asked anything or ever said anything about the average kid.

As a result, I refuse to be interviewed by Karen Kraemer concerning alternative classes. I shall continue refusing to be interviewed until I can be sure that I may approve the final draft of any article which is the result of an interview with me.

James Whitehead
Head Counselor

Editor's Note: Everyone's points are well taken and appreciated, but may we stress several items.

To begin with, the newspaper is a learning experience for its members and should be treated as such.

All of us on staff have learned an invaluable lesson and will place much more emphasis on reporting the correct information in the remaining months.

In many cases, though, the truth is tough to get. Although our reporter did misinterpret his information, the "correct" figures pointed out by Mr. Jay and Mrs. Phillips, do not concur. In his letter, Mr. Jay says that the school receives \$34 per semester, while Mrs. Phillips says it is \$65 a year.

(The Board of Education, incidentally, told our reporter the "correct" figure was \$85 per year.)

Furthermore, Jay claims that nearly 50 gifted students did not participate in gifted programs, while Phillips states that 214 out of 305 did, a considerable difference.

We find Mr. Whitehead's statement that he will refuse an interview unless assured he can see the final draft of a story, in violation of our right to free expression. We would hope that administrators and faculty members would make themselves more accessible and more available to make sure we get as close to the truth as possible.

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FOOTBALL SERIES: INTERESTING BUT LIMITED

Reader Scores An Extra Point

Due to the strong reader reaction from Steve Forrest that follows, Tom Grimes' series about the football team, normally reserved for this amount of space, will continue in the March 5 Taft Tribune.

Dear Editor:

This is in response to Tom Grimes' interesting article on high school sports and specifically, football pressure. I, too, played football for two years at Taft, so I am in fair position to comment. I think Grimes' comments were very true, but a little limited, and as such, a little misleading.

First of all, while there is certainly pressure to be a social acrobat, I did not see as many instances of that as Tom did, nor do I feel that is the main motivation behind most people's desire to play football (and other sports).

Some of the kids are in it mainly for the social advantages, true, but there are others who have parent pressure, other types of peer pressure, some that are just aggressive types (one guy was playing because he "liked to hit people"), and God forbid, some people are playing just because they like the game—the strategy, the feeling after a well executed play, the camaraderie.

So, as Grimes pointed out, it is a pressure sport, and if you blow a play, you better watch out. One of the reasons (which we will question shortly) for playing football in high school, we are told, is that you learn to work with people toward a common goal. Everyone has a responsibility and if the goal is achieved, the success is everyone's. But if you make a mistake (and all it takes is one little one), the failure is all yours and yours alone. Football does have its values along character-building lines, but the ego-crushing potential is there and it takes a lot more than a roll of Lifesavers to get over something like that.

And there is something else that has hardly been touched upon. The number of injuries that occur as a result of high school football are stunning. A year ago, during the season, there was a special on the topic, documenting deaths, paralyzes, and crippling.

The next day at practice, you better believe there were a lot of anxious grins.

Coaches and administrators point with pride to the valor and courage of the students that participate in the sports that include risk of injury or worse. But for this very reason the sport(s) should

either be dropped or made safer. Is it right to let a high school player literally risk his life by playing what should be a safe and enjoyable game?

It is really frightening to play after looking at the scars on Bill Plaskett's knees or reading about Kevin White's death due to difficulties that arose after a knee operation, and to know your helmet doesn't really fit the way it should (which is your own fault), or maybe you have a pulled muscle.

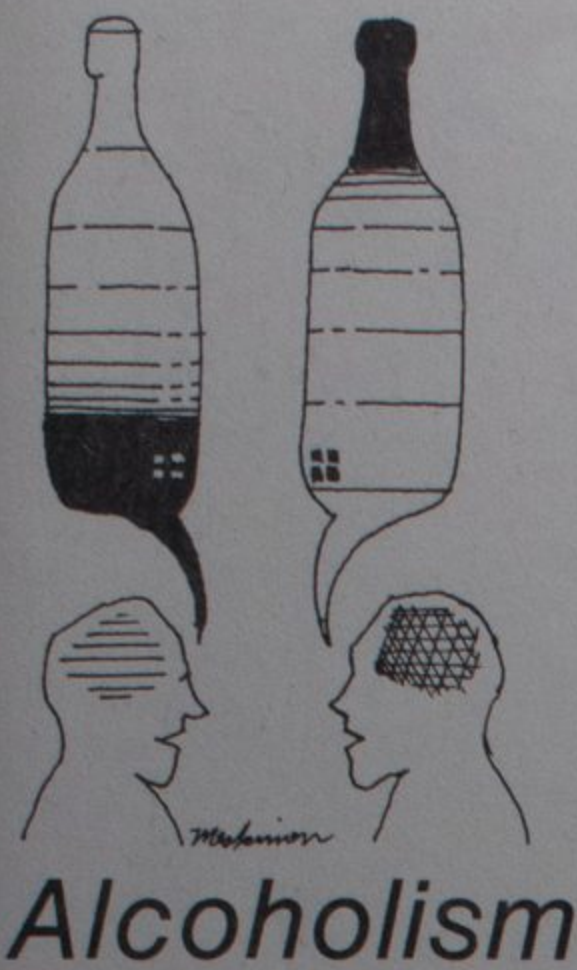
So we see that football is, unfortunately, more than just a

game. All the different types of pressure (not the least of which is coach pressure, which we haven't even touched on), add up to a potential for physical and emotional injury unequaled by another high school experience.

Despite all this, and I admit I have taken a rather negative outlook, football is fun and deserves to be played.

Obviously, no one has to play football, but for those who do want to play, changes in both structure and attitude must be made.

Steve Forrest



Alcoholism

(continued from page 1)

alcoholic who enters A.A., they become a Bible, guiding the person's every step. To the laymen, the steps are meaningless, but to an alcoholic in A.A., they provide the spiritual strength necessary to achieve sobriety.

The twelve steps:

-Admitting we are powerless over alcohol, that our lives become unmanageable.

-Believing that a Power greater than ourselves could restore us to sanity.

-Making a decision to turn our lives and wills over to God as we understand him.

-Making a searching and fearless inventory of our moral selves.

-Admitting to God, ourselves, and another human being the nature of our wrongs.

-Being ready to have God remove all these defects of character.

-Humbly asking him to remove our shortcomings.

-Making a list of all persons we have harmed and becoming willing to make amends to them all.

-Making direct amends to such people wherever possible, except when to do so would injure them or others.

-Continuing to take personal inventory and when we are wrong, promptly admit it.

-Seek through prayer and meditations to improve our conscious contact with God as we understand him, praying only for knowledge of His will for us and the power to carry that out.

-Having a spiritual awakening as a result of these steps, we try to carry this message to alcoholics and to practice these principles in all our affairs.

The steps are considered very seriously by everyone in A.A. and they follow them religiously.

One man, an alcoholic for many years, said on the celebration of his fourth year of sobriety, "I can smile at those recollections now, but at the time they were grim, unpleasant experiences."

Next week, we will examine some of those recollections and the personal experiences of alcoholics and how they were helped.

Sid Lazarus assumed the identity of an alcoholic and attended several meetings at the A.A. Clubhouse in Canoga Park in researching this story.

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In Other Action

ECR knocks Taft from playoff spot

The El Camino Real Conquistadors won the West Valley League Championship by defeating Taft, 78-63, last Friday. The victory gave the Q's a final league record of 8-2, one game ahead of Reseda, while the Toreadors ended a dismal season with a 3-7 mark.

The Conquistadors had complete control of the game from the outset as they jumped off to a 23-18 first quarter lead. El Camino then used a zone defense to its fullest effectiveness in the second quarter, forcing Taft to take low percentage outside shots, as it moved into a commanding 40-24 intermission lead.

In the third quarter the Toreadors never got closer than eight points of the lead with El Camino expanding its lead to 56-38. Chris Wasney and Mark Runyan led the Conquistadors in scoring with 22 and 17 points, respectively. Reed Hummel had 21 for Taft.

Shooting a miserable 33% from the floor, Taft's JV basketball team suffered a 79-67 loss to El Camino last Friday night. The loss dropped the JV's record to 7-3, still good for a second place finish in the West Valley League standings.

Taft's hopes for a WVL title were dashed two days earlier when Chatsworth's Max Hardesty hit a 15 foot shot at the buzzer, lifting his team to a thrilling 55-53 victory over the Toreadors. Jerry Wilburn sparkled in defeat as he poured in 20 points, including a game tying shot with 30 seconds to go.

In other action the Taft Bees lost to ECR in a closely contested battle, 48-43. The loss brought the Bees' record to 8-2 and a share of the WVL championship. The team looked flat as they shot an abominable 29% from the field. Taft was thus forced to play catchup ball throughout the game. In the final period they employed a full court press that did well. But it was too little too late to prevent defeat. Rich Burns and Max Tauber both turned in fine efforts in the defeat.

The Cees needed a victory over tough ECR to clinch the WVL championship. With Jeff Drucker and Jim Mergy each contributing 12 points the Cees won by a margin of 11 points. On defense the Cees used a matching zone that completely flustered ECR while the offense ran practically error-free. Congratulations to Mark Drucker, who brought Taft a championship in his first year as coach.

Track '76: New Look

This year's track season, if nothing else, will be a change of pace. Three out of the five league meets are scheduled at night and the girl's and the boy's teams will be competing at the same time against the same school. Convenience is the most important reason for the change. It will be easier and cheaper to hire starters for one track meet now, and it will also cut down on unnecessary lining of the track.

The boy's track team's first meet is the Canoga Park Relays at Canoga Park High School this Friday, February 27. Lythgoe, who said he thinks the league is "pretty balanced" this year, says the whole team seems to be shaping up pretty good.

The team's strongest area seems to be the sprinters, led by Tony Ervin, Scott Stevenson, and Rich and Dave Hohmann.

The girl's track team, in its third year of competition, is setting itself up for a possible league championship. Mrs. Anderson commented that it was too soon to tell about the team's chances, but added that with some potentially strong newcomers along with volunteer coaching from Heather Tolford, Taft's 1975 star miler and a former member of the boy's cross country team, 1976 promises to be the Toreador girl's track team's best years.

Swim season opens

The 1976 Taft swimming season opened Monday, February 23, at Beverly Hills High School when the Varsity, Bees and Cees competed in the West Valley League Relays. After a short pre-season schedule, the three squads will begin league action on March 15 against Cleveland.

The Varsity swim team, third in the WVL last year, will be spearheaded by Jack Saich and Pat Herrera. Saich swam the 200 and 500 freestyle events as a Varsity member last year with great success and a repeat performance is expected. Herrera is moving up to the "A" level after an excellent career as a Bee.

The Bees finished in a tie for sixth at the city finals last year but the prospects for a city championship look good. With newcomers Richard Loucks, Doug Johnston and Kit Farr joining Bee returnee Alex Steward the team is a definite powerhouse.

The defending city champion Cees also look strong with three top swimmers in Kevin Fina, Brad Einhorn and Bruce Eddelson.

COACH RAY O'CONNOR'S ALL-TIME 25-MAN TOREADOR BASEBALL TEAM

FIRST BASE: Bob Roskowick, 1968; Terry Miller, 1973
SECOND BASE: Phil Warner, 1974
SHORTSTOP: Robin Yount, 1973; Rick Auerbach, 1968; Kelly Paris, 1975
THIRD BASE: Charlie Young, 1975; Rich Reichle, 1970; Steve Hertz, 1968; Pat Visiglia, 1974
LEFT FIELD: Woody Veerkamp, 1965; Biff Sherman, 1970
CENTER FIELD: Pete LaCock, 1969; Jerry Rosenberg, 1969; Tim Ferrin, 1975
RIGHT FIELD: Paul Glennie, 1970; Mark Fishback, 1967; Mike Horsley, 1970
CATCHER: Rick Howerton, 1974; Kim Tholen, 1968; Paul Jansson, 1975
PTCHER: Dave Aronow, 1975; Bill Chamberlain, 1973; Larry Yount, 1968; Larry Dierker, 1964

BEST PERSONAL YEARS: 1975, 1968, 1973
Best Finish: 1974, Second in City



Spikes High: John Allen, Taft right fielder, successfully breaks up double-play attempt by Milwaukee Brewer shortstop Robin Yount with a hard slide. Yount's throw to first base was wild. The Alumni

beat the Taft Varsity for the second straight year, 11-3. Looking at the action is Biff Sherman, property of the Detroit Tigers.

Photo by Germain

Desire key to baseball hopes

By Steve Hartman
Tribune Sports Writer

The 1976 Taft baseball team seems to have it all this year—except experience.

So says Ray O'Connor, the coach of a team that has won the last three West Valley League baseball championships.

What it will take to win the title again this year, O'Connor says, is desire. With such an inexperienced club filled with so many question marks early in the year, the players' desire will determine whether Taft will be a city contender or not.

Heading this year's team will be Jeff Fisher, who will return as the starting left fielder. Fisher is strong both offensively and defensively. Last Friday in the Alumni game, he doubled in a run while making two excellent catches in left field to prevent homeruns. Fisher may also be used at shortstop.

The large turnover of Toreador personnel may cause some baseball fans to be skeptical of the team's chances this year, but Fisher says, "They were skeptical about our football team and we made the city semi-finals."

At press time, the slick-fielding

Kelly Simpson was scheduled to be the starting shortstop.

Last year's JV Most Valuable Player, Pat McGovern, will play 2nd base, but can be switched to shortstop if necessary. McGovern has a fine arm and wields a hefty bat as his league-leading .475 average last year shows.

The corners of the infield are held down by Kiffen Taylor and Mike Bromberg. Taylor backed up all-city 3rd baseman Charlie Young last year and his fine glove work and hitting make him a capable replacement.

Bromberg has shown good hitting ability but O'Connor says he must improve in the field if he is to hold his starting position.

This early in the season, the lineup is still flexible. Thus, Tom Doyle, John Burlini, a transfer from Chicago, and John Allen will all be used as back-up infielders, but could move up if the present infield does not perform.

Starting alongside Fisher in the outfield are John Allen and Terry Long. Both are solid defensively and O'Connor expects them to do damage with their bats. Backing up the three starters are Burlini, who could also be used as a pitcher, Todd Ellsworth, and speedster

Dave Cohen, the fastest player on the team.

Mort Kishimoto was expected to play again this year, but an injury forced him to sit the season out.

Junior Steve Wieble will be in the catching position this season, capably backed by Vince Pone. Steve Kary was expected to start, but a sore arm has him sidelined for the time being.

The pitching staff remains the big question mark with the loss of last year's top hurlers, Dave Aronow and Charlie Young. Dave Lazansky is back from last year, but with Aronow and Young always on the mound, he did not see to much action.

Bruce Rubin, who started the Alumni game, and Mark Wolff have shown good stuff in practice and seem to be the aces of the staff. Senior Ken Sanders and Scott Hergott could also be used.

O'Connor also said he has high hopes for the 10th grader Dana Gilbert, who will be used as a designated hitter.

The team won its first scrimmage Thursday against Monroe, soundly defeating the Vikes, 10-2. Wolff, Sanders and Lazansky looked good on the mound and Kiffer Taylor drove in three runs.

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