

taft

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tribune

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BICENTENNIAL WINNERS: Winners of the recent Bicentennial Poster and Essay Contest stand proudly with Mrs. Virginia Rich, Taft Girl's Dean. From left to right the poster winners are Bob Kent and

Liz Fogle; the essay winners are Linda Mintz and Neal Allen. The students will be honored next week at a meeting with the Tarzana Republican Women's Club.

Photo By Rosenberg

Grimes vows to take strong budget stand

By Glenn Wallach
Tribune Staff Writer

Student body president Tom Grimes says that Cabinet is going to study the Finance Committee's budget recommendations much more closely this year.

For the past few weeks, the schools' eight-man Finance Committee has been reviewing the budget requests submitted by the various student body activity groups.

Monday, the requests will be passed on to the Cabinet with recommendations on how the over \$25,000 in student body funds should be spent.

Recommendations Passed Easily

Grimes, who was student body vice-president last spring semester, said that last year's Cabinet accepted the recommendations without much discussion.

He added that in times of tight money, it is important for the money to go where it is needed.

Grimes said he believes the Finance Committee only looks at the budget when it makes the recommendations. This year, he said he intends for Cabinet to meet with representatives from each organization that submitted a budget to discuss the various requests

with them.

The athletic teams, the music and drama departments, The Tribune, and several other campus groups, all submitted an itemized list back in early February of what they are going to need money for in the coming year.

The Finance Committee, made up of Fred Frazer, the school's principal; Jeanne Carmichael, assistant principal; Glen Swanson, assistant principal; Dee Vadetsky, Administrative Dean; Janet House, Financial Manager; Saul Rowen, Leadership Advisor; Jim Leipzig, student body treasurer; and Bobbette Cloninger, a member-at-large, have been reviewing the requests for the past two weeks.

Grimes Has Questions

Grimes said that he is not always so sure that the groups who really need the money actually get it. He said he thinks that some groups (he would not specify) may be padding their requests and getting more money than they need while others could use more money than they are actually getting.

Cabinet has the final decision on how the money will be spent, and if Grimes has his way, Cabinet will be taking a lot more time looking into the matter before they make that final decision.

Counseling services: an evaluation

By Lenny Lieberman, Tribune Editor-in-Chief

"We are talking about the need for schools to provide counseling staffs that are not only equipped academically, vocationally, and guidance-wise in helping kids realize their future career choices, but also interpersonally in ways that help young people develop their own self-esteem and their own feelings of self-worth—just like adults. That is equally as important.

"What is our reluctance to do that?"

Dr. David Rappoport
Psychologist, L.A. City Schools

Next month, the school district is sponsoring an all-day conference to make high school counselors aware that they are responsible for understanding crisis situations such as suicide, V.D., and alcoholism, if and when students come to them for help.

Perhaps now the school district is coming to grips with the need for improved counseling services in the schools. But in their present state, just how effective are they?

The recommended ratio of high school counselors to high school students is one-to-three hundred. At Taft, the ratio is closer to 1:550, and William Aston, the director of counseling services for the L.A. City Schools, said it would cost several million dollars to bring the counseling ratios down to their recommended levels.

Aston said he knows that young people and the community are asking for better counseling services, but added that the budget cut-backs have hit hard all areas of education. Last year, he said, 49 secondary school counselors were released.

Should Emphasize Feelings

Dr. David Rappoport, a psychologist for the Los Angeles City Schools, calls the present counseling services in the district "very bland."

"Interpersonally," he said, "counseling takes place on a minimal level with some rare and beautiful exceptions. The emphasis should not be so much on grades and schools, but more on feelings and the human condition."

With the increase in the number of young people looking outside the schools for help with emotional problems, one wonders exactly what facilities the school district

learn."

The center is staffed by Worthheim, a psychiatrist, and a clinical psychologist.

Worthheim said that because the center is geared around a family counseling concept, few high school students are referred there.

"High school students are ready for adult counseling centers," she said.

What about Counselors?

Most students, therefore, never see a school psychologist and few are referred to Sequoia's Mental Health Resource Unit.

Then what about the school counselor? Is he or she qualified to give capable guidance?

With exceptions, Dr. Rappoport, generally, does not think so.

"Some counselors never had that training of interpersonal involvement and it is reflected in that many kids in surveys do not go to counselors unless they have to fill out scholarship forms," he said.

(Rappoport did not specifically refer to Taft High School's counseling program in his criticism).

"Fortunately, though, some of them will see other people such as teachers or V.P.'s."

Taft Administrative Dean Dee

provides for counseling, and where one can go for help.

Psychologists Help Only a Few

Dr. Rappoport is one of the few psychologists hired by the district to do group counseling with students. He works five days a week at an alternative school in Los Angeles.

The school district does hire over 200 other psychologists, but well over 75% of their salaries are paid for by the State of California. Thus, these psychologists are required to work with students (counseling, testing, identifying) who are in three specific state programs: the mentally gifted minor program; the E.M.R. (Educable Mentally Retarded); and E.H. (Educationally Handicapped).

Mr. Carl Steiner, who coordinates activities of the 18 psychologists working out of the Area L office, said that youngsters who are not in one of the three state programs receive very little help from these psychologists.

Steiner said that a psychologist is allocated to Taft once every two weeks. His or her schedule is determined by the head counselor who draws "patients" from the three programs that are funded by the state.

If the head counselor feels it appropriate, though, Steiner said, a psychologist would see a student not in one of the specific programs.

Mental Health Centers

The school district also funds four mental health resource centers throughout Los Angeles. Each is responsible for 108 schools.

Mrs. Betty Worthheim, a psychiatric social worker at Sequoia Jr. High's Mental Health Resource Unit, said the center deals with "any kind of problem that is interfering with a student's ability to

Vadetsky is one person many students interviewed said they would feel comfortable going to.

Vadetsky said he is "very aware" of the large number of psychological problems affecting young people and tries to be "darned fair and honest" when dealing with students and parents.

James Whitehead, Taft Head Counselor, said that "you'd be surprised how many of these counselors see kids for very personal reasons.

"We encourage, but do not advertise," he said. "School counselors are the most credentialed people in the district."

Whitehead said that two of the counselors, Jan Imbach and June Sloan, are licensed marriage and family counselors. He mentioned that the other counselors all have at least sixty additional unit credits in counseling from courses taught by practicing psychologists.

Whitehead said the counselors are trained to protect the confidentiality of students. All information is treated in a way to insure protection for the student.

Problems

William Aston said that counselors are not trained in areas

where school psychologists are trained, and therefore, do not have the same rights as they do. Counselors do not have rights of privacy and this sometimes leads to problems.

"In other words," Aston said, "a counselor takes a great deal of responsibility on his shoulders. Let's say you come to me for a personal problem—I am automatically on the spot. If you tell me you push drugs, for example, and I do not notify the authorities, I am taking a great responsibility.

"Later on the road, if you should get tagged and it comes out that I knew about it, I can get into trouble," he added.

Aston said that counselors know they are not covered by privacy. They know that they are responsible for the information they receive.

"They also know that if they become involved in a court case, there would be no support from the district," he mentioned.

(Many counselors carry private liability insurance. Taft has never been involved in any legal problems, though.)

Continued On Page 2



CLOUDY VAULT: Taft pole vaulter Paul Murphy (bet you couldn't tell) soars into the air against a mysterious cloud background at last Friday's

track meet. Turn to page 4 for complete track results.

Photo By Germain

COUNSELING

Continued From Page 1

Whitehead said that he is in a position where he must obey the law. If a student comes to him, he stops and explains that position. Linn Young, a community liaison for the San Fernando Valley Health Center, put it this way: "The counselors have a lot of constraints about what they can and cannot do. The schools are caught between regulation and concern for the kids."

Other Public Agencies
The Board of Education encourages counselors to become more aware of the vast counseling resources available in the community, and Taft's counselors do make referrals regularly.

The Adolescent Clinic at Northridge Hospital, the San Fernando Valley Child Care and Guidance Clinic and many family counseling centers in Los Angeles all take school referrals.

Mr. Vadetsky said that he likes to refer students who need additional help to a certain psychologist in the Valley.

Nevertheless, many people close to the situation say that there is a desperate need for the schools to provide improved counseling

should be placed on group counseling.

"Communication is the basis of counseling and you don't have communication in a large group. Every student is entitled to an opportunity to meet in a very small group."

Message to the Schools

Dr. Rappoport, who said his group counseling program at the alternative school is very successful, said that the system is generally "scared out of its mind" to use group counseling—and that is unfortunate.

"We got a lot of people who feel that they are way out there—and they are not necessarily crazy, by the way. The whole society is. They are just reflecting society. If you have alienated people outside the school, why do you figure you aren't going to have them inside?" he asks.

Rappoport's message to the schools:

"Slow down. Everything is moving really rapidly.

"I think there is a big rush to hurry on to college, to hurry on to graduate. I think some slowing down needs to take place where people sort of stop to take their breath and really see what life is all about.

"I would hope that authorities in schools, while attempting to respond to the community, might listen to the community and hear the voices and how anxious and nervous the voices are and how alienated the people are feeling.

"In turn, they could offer a staff of people that may not have the answers for everybody but who work to raise the self-esteem of people. It is hard to say that, though, to high school people, because they are on grades and tracks.

"But if you have counselors who work on that theory I think it has a direct effect on what kind of society people in that high school will want to be in. They can present the idea that there really is a caring aspect to people. School counselors can reflect that caring aspect.

"I think that if you reflect a caring aspect by how you deal with people, then people have more respect. That is what everybody cares about. Nobody has respect for anybody. I have a feeling respect is built on caring.

"If people feel that other people care about them, then they care about themselves and in turn can care about other people.

"You want caring people and that should be reflected in the reflected in teaching staffs," he concluded.

THE FOLLOWING IS AN EXCERPT FROM A RECENT ARTICLE IN HEADS, THE L.A. CITY SCHOOL DISTRICTS ANNUAL NEWSLETTER, WHICH GIVES TEACHERS ADVICE ON STUDENT GRADING, TO COIN A PHRASE.

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Tribune Survey Full of Surprises

Is grade emphasis damaging?

By Michele Lipow
Tribune Editorial Editor
"People are in school to learn and to get an education. But it seems that everyone here is just striving for one goal—an 'A,'" said one Taft student.

That student is one of many who question the value of the traditional high school grading system.

For many students, grades have indeed become far more important than the learning they represent. Their constant competition for higher grades causes some students (and even some parents) to resort to certain practices of dubious educational value.

According to a recent Tribune survey, 42 percent of all students said they have taken at least one class simply because they thought it would mean an easy 'A'. 40 percent said they would write or say something they didn't believe just to please the teacher who hands out the grades. And over 79 percent said they have cheated on a test just to get a good grade.

The pressure to get good grades often comes from a student's parents. 21 percent of those surveyed said they had been offered money or special treats by their parents for bringing home high grades. In such cases, the grade alone becomes the primary objective of the student.

The effect of this constant pressure can be detrimental. 71 percent of those surveyed said that they worry over their grades a lot—sometimes to a point of obsession. "There are many classes I would enjoy a lot more if there weren't the pressure of tests and grades," wrote one student.

Grades can also be a source of frustration for students caught in an endless cycle of low grades. One student wrote, "If teachers know you always get 'C's they figure you can never do better no matter how hard you try." These students often experience a loss of self-esteem and become turned-off to school.

"It Just Isn't Fair!"

Grades are often arbitrary and inconsistent. What is 'A' work to one teacher is 'B' work to another.

"Standards differ from teacher to teacher," says Ernest Pearl, Eng-

lish teacher at Taft. "We've tried and found that there is no real way to standardize grading in many subjects."

Many teachers purposely take a student's effort into account. According to Mr. Pearl, "If you grade on a purely objective level you just aren't taking into account how the student really learned. Maybe he just doesn't do well on tests."

Most students tend to think that the grading system at Taft is pretty fair. 68 percent of those surveyed said they believe that most of the teachers they had graded objectively, and 82 percent said they usually get the grades they feel they deserve.

But some students object to anything other than a completely objective system of grading. "I think too many teachers let kids off easy just because they like them," complains one student. "It just isn't fair!"

A Necessary Evil

Fair or not fair, grades have always been considered a necessary tool for evaluating the learning that goes on in a classroom.

But some, like Taft English teacher Harold Wheatley, object to the very concept of grading. Says Wheatley: "It treats people like fruit."

"A grade is something that is passed on and forgotten about," he said. "It doesn't mean that education has gone on. We need a complete change in values."

But a viable alternative is hard to come by. The problem of motivating students without some form of grades is especially severe. Only 57 percent of those surveyed said they believe that they would work as hard as they do now if there were no grades.

"Some students might be better motivated if we worked more with comments and conferences instead of just grades," says Taft English teacher Herman Jay, "but there is just not enough intrinsic motivation for students when grades are eliminated completely. Students preform best when they're under pressure."

For all their faults it seems that grades will continue to be with us for a long time. It is easy to criticize the present system—it is much harder to come up with an alternative.

Writes one student: "I think that the A.B.C. grading method is wrong. I have not come up with any better ideas—but I'm still thinking!"

SOME LATE WORDS

From the PTA: A double opportunity is being presented to students next Tuesday, March 16, at 7:30 p.m. in Oral Arts. At one and the same time, you will be able to attend the Founder's Day and election meeting of the PTA. You will also have the privilege of seeing the student Cabinet in action. We would welcome a large student and teacher turnout.

John Dean will be interviewed by three students from the Los Angeles area on "Student News Conference," at 8:00 p.m. next Monday, March 22, on KLCs-TV, Channel 58. Taft students Lenny Lieberman and Barbara Tannenbaum are part of the panel.

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A class with a cause

By Sidney Lazarus
Tribune Managing Editor

"When you pass them in the hall, you can't tell that they are any different from you or me," said Mrs. Mae Hyun, instructor for Taft's Educationally Handicapped, or E.H., class.

"I have been teaching educationally handicapped students for six years," she said, "and I know that they aren't really that much different from the average student."

There are only twelve students in Mrs. Hyun's E.H. class at Taft, one of the few classes in the Valley.

Some of the students are very quiet, shy people. People on campus may see them with their eyes always to the ground muttering "excuse me" all the time.

Other students, however, might be considered rowdy. They are loud—yelling and screaming at the top of their lungs sometimes when in the classroom.

But outside the classroom, their poor self-image appears. The loud become silent and the shy become more shy. Because they have been branded "handicapped" by society, their self-confidence is very low.

This, of course, makes the job of the instructor more difficult.

"To the students, I represent a mother figure," Mrs. Hyun said. "I am around most of the day, available to the students. They are with me all morning and so they learn to trust me and open up to me."

"In the morning when I come to school, several meet me in the parking lot, anxious to tell me

what they did yesterday. I guess I represent their parents—at least in their minds."

When she took the job, no one said it was going to be easy. Mrs. Hyun, once an English teacher, is receiving additional training in helping the handicapped, adding more knowledge to her extensive training in the field.

Must Face a Committee

In order to be eligible to enroll in an E.H. class, a student, along with his or her school records, must face a committee of usually three people: an educational specialist, a medical specialist, and a psychologist.

According to Mrs. Hyun, there are three things that cause a student to become handicapped educationally.

To begin with, she said, there are the physical reasons—any one of a dozen neurological illnesses. She gave dyslexia (impairment of vision) as an example.

The second reason is based on the student's educational background. Students with L.G.D.'s, or learning disabilities, are simply students who are years behind in their curriculum.

"The third reason," said Mrs. Hyun, "and a reason why a lot of kids enter E.H. classes, is because of emotional problems. I have found, however, that most emotional problems result from physical reasons."

Different Curriculum

Each year for the past six years, Mrs. Hyun has tried a new program of teaching. This year, she is using an individual tutoring system. To help with her tutoring, she is assisted by an aide, as well as nine

students who come into the class different periods of the day to help the students.

Mrs. Hyun said that since the extent of a student's handicap may vary from person to person, the curriculum is set on an individual basis, also.

Among Mrs. Hyun's 12 students, some are doing algebra while others work with beginning math; some read on a first grade level, others go all the way up to college level.

Mrs. Hyun says that the reading and math scores of the students have improved, but just as important, so has their confidence.

"One has to remember," said the E.H. teacher, "that the only generalization anybody can make about these kids is their lack of self-confidence. All their lives people have been putting them down and they think lowly of themselves."

"But now," she continued, "the confidence of the students in themselves, on the whole, has increased. While some are still shy, some of them are enrolled in other classes, and at times, some venture out of the classroom."

Mrs. Hyun admits that the hardest part of her job is building up the self-confidence of the students. But she also looks at it philosophically.

"Teaching my students is like teaching any other student; there are good aspects of the job and the bad. Two of my ex-students are now in Camarillo. But one of my other ex-students is now teaching other E.H. kids, and another is now in the Air Force."

"I try to help them all to be successful in society," she finished.



AT THE WIRE: Taft sprinter Greg Chapman (foreground) bulls his way into the tape as he won the 100-yard dash last Friday in a meet against Kennedy. Taft's Vince Simmons (background, right) eventually took second place in a tight finish. Track story page 4.

Photo By Germain

A Commentary

Contract Learning

By Alisa I. Klein
Tribune Staff Writer

Mark, 24, is a disillusioned garage mechanic who has found it would take years of catch-up study to enter a law career he now desires.

By the time Mark fulfills the necessary requirements for a new career, he will be too old to compete with experienced lawyers his own age. He pounds at his car with his fist for it represents the premature career contract he had signed at age 15 with his high school and family. Mark is a hypothetical case

Many students like Mark have been ruined as a result of changing career goals after signing a contract in high school.

However, according to a new plan proposed by Joseph Brooks, executive secretary of the California School Boards Assn., the student, his family and the school should draw up a contract to determine an individual goal and how to achieve it.

The diversified amount of courses required in the contract might include a self-study course, a course stressing verbal skills and perhaps an opportunity class such as welding. Since algebra is useless to a lawyer and composition is not neces-

sary for an auto mechanic, these courses would not be mandatory according to the "contract" the student has made.

Mr. Brooks fails to realize that the 14-year-old ninth grader who decided to be a lawyer might change his mind at the more mature age of 17. He might become intrigued with auto mechanics and if the ninth grade future auto mechanic suddenly decided that computation was fascinating to him, the bottom would fall out of his future plans as well.

With no higher math and without composition, the life of these youngsters would be destined to disappointment since they would have to settle for the unfavorable choice of the earlier career. Their egos would suffer far more than had they not scored high in math or composition in standardized tests.

Contract learning, individual schemes, and ego-salvation are fine goals but they should not replace realities. Individual schemes could change, contracts might have to be broken and future goals and egos can be altered.

Mr. Brooks needs to further consider the maturation process of young people before having them make an immature and hasty life-long commitment.

Off Campus: The Weekend Ahead

Here is Lisa Zola's regular guide to the various activities in and around Los Angeles this weekend.

TONIGHT

Will Geer's Birthday Celebration: Will Geer, "grandpa" of "The Waltons," is hosting his full-scale birthday party at the Santa Monica Civic Auditorium tonight at 7:30. Many special guests will perform, including Joan Baez, Arlo Guthrie, Pete Seeger, and other Walton family members. Tickets start at \$5.50. 393-9961.

UCLA Dance Company: The talented members of UCLA's Dance Company will perform all weekend at Royce Hall in UCLA. To 8:30. Tickets are \$3 and \$4.

Meet Me At the Music Hall: As part of a great show that brings

together all of the little things that authenticate the British way of life, the Mayfair Music Hall, 214 Santa Monica Blvd., Santa Monica, is hosting variety acts in a Victorian setting performed in British Music Hall tradition. Shows are at 8 and 10 p.m., tickets are \$5.50. Dinner at the Mayfair may be arranged by calling 451-0621.

TOMORROW NIGHT

Three Sisters: The East-West Players of Santa Monica will perform Chekov's supposed comedy about three sisters and their brother in Russia. Tickets are \$3.50 at the East-West Playhouse, 4424 Santa Monica, 660-0366. The show runs through May 16.

Angel Romero: Andre Kostelanetz will conduct "Angel Romero"

with the Los Angeles Philharmonic Orchestra at the Dorothy Chandler Pavilion. Curtain time is 8:30 p.m.; student rush tickets are available two hours before the performance.

SUNDAY

Carole King: Famous and multi-talented composer/singer Carole King will be in concert at UCLA's Pauley Pavilion. Student tickets are \$4.50 for the 8 p.m. showtime. At press time, some tickets were still available. Call UCLA at 825-2953 for more information.

Nepal: The Los Angeles County Museum of Art on Wilshire Blvd. is hosting an exhibit of 97 sculptures, paintings, and drawings entitled "Nepal: Where the Gods are Young." The artwork represents the sensuality and youthfulness of Buddhist and Hindu deities. The museum is open Sunday until 6:00. Call 937-4250 for more information. Thru April 4.

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NEW CENTERFIELDER? Agriculture student Susan Murphy sits placidly with her cow in center field at a recent Taft baseball game. Murphy and the cow seem oblivious to the action, while the ballplayers

seem oblivious to Murphy and the cow. No one would say if Murphy and the cow were part of a strategical move or not.

Photo By Germain

Simenz leads win

Mark Lambert
Tribune Sports Writer

Coming off an impressive victory in the Canoga Relays, the Taft Varsity track team, behind the running of miler John Simenz, looked awesome in a 67-51 win over the Kennedy Golden Cougars last Friday here at Taft.

After falling behind in the first event, the Toreadors took over the lead in the 440-yard relay and never looked back as they won seven out of the remaining 13 events.

Simenz, the long distance double-threat, won the mile with a time of 4:24.7 and the two-mile in 9:38, as he came from behind in each race to overtake the Kennedy milers in the bell lap. In the other long-distance event, the 880, Paul Sears of Taft forged ahead of a Golden Cougar runner in the last half-lap to win going away with a time of 2:01.1.

Taft fared well in the sprints as Dave Homann captured second place in both the 100 and the 220 behind Kennedy's Tryon.

Rich Hohmann gave the Toreadors a victory in the 330-yard low hurdles as he broke the tape in 39.4. It was a different story in the 120-yard high hurdles, however, as Alan Robertson of Taft knocked down the last hurdle, after lead-

ing the race up until then, to lose valuable time and allow Phil Williams of Kennedy to overtake him at the wire.

The Toreador Varsity won two of its four field events with Mark Zelman winning the shot put with a toss of 48' 8- and 1/7" and Rich Burns taking the high jump with a leap of 6'.

The Toreadors won the 440-yard relay and finished out the day winning the mile relay also, but in the latter the Golden Cougars, frustration was typified as their third relay man fell down and Taft finished the race uncontested.

The Bee team soundly thrashed Kennedy, 72-23, as Vince Simmons, Andy Smith, and Greg Chapman each won two events. Taft led by as much as 50-3 and the Toreadors wound up winning ten of the eleven events.

Chapman won the 100 and the 220, Smith the 880 and the mile, and Simmons the 70-yard high hurdles and the 120-yard low hurdles, running away from a wave of Kennedy runners in the latter.

The Cee team also thrashed the Golden Cougars, 62-24. Scott Mulvaney won the 120-yard low hurdles and the 100-yard dash, and John Tonai won the long jump and the high jump, pacing the victory and helping complete the sweep of all three Kennedy track teams.

In Other Action

Tennis tops Banning; V-ball enters tourney

Without boy's tennis' top guns, Jon Paley and Drew Gitlin, Robert Redlich and Tom Bramson took over the top two positions and won their matches handily, leading the Taft team to a 7-0 win over Banning last week in a practice game.

Redlich, subbing for the number one Paley, proved himself capable as the team's leader, disposing of his rival, 6-2, 6-1.

Tom Bramson, subbing for Gitlin, handled the newly-found pressure to win his match in two straight sets, 6-4, 6-2.

Until this season, Bramson had started at second doubles.

Senior Dave Lanz used footwork and mobility in his third singles position to demoralize his opponent, 6-0, 6-2.

The fourth singles spot and fourth win for Taft was won by sophomore Steve Woodhouse. He said that "playing steady" was the key to his 6-2, 6-1 win.

Richard Hirschinger, playing in the number five singles spot, sneaked by his opponent, 6-4, 6-4.

Coach John Hanna said he believes that with two dependable doubles teams, the road to a second consecutive city championship will be that much smoother.

Auditioning for the first doubles spot were Karl Bockwoldt and Clark Biedebach. They had a good showing, winning two straight sets, 6-0, 6-2.

At the second doubles spot, the duo of Bob Blumberg and Steve Rosenberg had time to try out different shots as their rivals had to settle for 6-1, 6-1 losses.

The Inglewood High School Invitational Volleyball Tournament tomorrow features the traditional powerhouse volleyball teams with Taft, Palisades, University, and Santa Monica heading the field. Action will begin at 9:00 a.m. in the Inglewood High Gym.

Leading Taft in this big tournament are returning all-city players Craig Buck and Gary Cunitz. While Buck is considered the team's best hitter, Cunitz is probably the team's best all around player.

The setters for Taft will be David Keitel and Lloyd Talbert. Each have a good chance to make all-city this year. Alan 'Bic' Lobel returns this year with what many consider the best serve in the city.

The Taft girl's 1976 track season got off to a dismal start as the Kennedy girls left the Toreadors in the dust, 112-47.

From the first, the Cougars dominated the meet as their sprinters and distance runners had both strength and depth. This, combined with the high absenteeism due to injury and illness, caused the Toreadors to lose their first practice meet.

There were, however, a few bright spots. First of all, Debbie Creath, in the 440, came from behind to pass the first place tiring Cougar runner and successfully held off another Kennedy runner to break the tape with the time of 1:04.6. In the low hurdles, Linda Denning, a two-time city finalist, easily won in 12.4 with a 10-yard gap between her and the second place runner.

The field events looked very strong for Taft as Suzanne Lapin, Adrienne Ward, and Sharon Simmons placed second, third, and fourth, respectively, to outscore Kennedy in the long jump. The trio of Debbie Creath, Andrea Murphy, and Jenny Farquaharson jumped 4' 6" to capture three spots in the high jump.

Candy Irvin also made a strong showing as she placed third in the 100 and the 220 with times of 12.4 and 28.1.

Football Series Comes to Moralizing Conclusion

'We're looked at as things!'

We had a pretty noisy squad this year, but I think it did us good. There was little team psyching-up because each guy wanted to get ready by himself.

Personally, I don't get ready until just before we take the field after warm-ups. That is during the national anthem. No one is really listening to the music—no one even hears the words. We are thinking about the

This is the conclusion of a four part series by Tom Grimes, an all-city football kicker, examining some of the myths and realities surrounding a high school football team. The story is written with Lenny Lieberman, Tribune Editor-in-Chief.

game—what we must do for glory and how we must not choke or commit the ultimate mistake.

The Mistake: No one comes down on you harder than yourself. Sure, the coaches start using expletives that later, they never remember using, but it is not nearly as bad as what you do to yourself. You hate yourself. You truly can't

stand to be inside your body.

As the coach is shaking your helmet, you get these thoughts like maybe you don't want to play anymore. You ask yourself if it is worth it.

Most of the time the coach is able to see this self-criticism and if the player goes too far, the coach can help him back.

Stripped Emotions

On the field, the game strips your emotions and leaves them bare. It is fascinating.

There are just desires, feelings, and actions. The game offers clarity, whereas in the same light, school and the outside world seem complex.

The game is clear, though. You know what you must do, how you must do it and when. Where else in the world is something so simply-defined?

Role Change

But I think the football player's role in society is changing.

Kids have been brought up hearing how much the football player is the focus of school spirit. That, obviously, is not true, and I wonder if kids realize that football isn't what it used to be.

Taft baseball slips by Braves, 4-3

By Steve Hartman, Steve Hartman
Tribune Staff Writer

Coming off a big win over the defending city champion Granada Hills Highlanders, a letdown against Birmingham in last Thursday's game could have been expected.

Instead, the Varsity Taft baseball team came out breathing fire by getting four runs in the first inning and making them stand up in a 4-3 victory over the Braves.

The win left the Toreadors with a 3-1 preseason record as they go for their fourth straight WVL title.

Costly Decision?

With Taft ahead, 4-3, both coaches agreed to play an extra inning to give their pitchers more work. But that decision almost proved costly. Pitcher Mark Wolff let the tying run get to second in the eighth inning before striking out the last Birmingham batter.

After Taft starting pitcher Bruce Rubin set Birmingham down quickly in the first inning, the Toreador hitters wasted no time getting runs.

John Allen led off Taft's half of the inning with a single and went to third on a passed ball and wild pitch. Terry Long then walked and stole second putting men on second and third for Taft.

With Jeff Fisher at the plate, an unusual play occurred. Fisher swung and missed at a third strike that caromed off the catcher's mitt. Frisher ran to first and was ruled safe as the catcher held the ball thinking that Jeff was out.

The play left the bases loaded for Mike Bromberg, who walked to force in the first Taft run. Designated hitter Vince Pone followed with a single up the middle for two, and one out later, Kelly Simpson's opposite field single drove in the final Taft run of the afternoon.

Bruce Rubin looked sharp in his four innings of work, allowing two hits and no runs.

Rubin was followed by Scott Hergott, who pitched the fifth and sixth innings. Hergott gave up one run with two outs, but finished to retire the side, even after being hit in the leg with a line drive.

Mark Wolff came into the game in the seventh and gave up two runs to make the game close.

Leading 5-2 going into the bottom of the seventh inning, the Taft J.V.s blew their lead and the game last Thursday at Birmingham, 6-5.

Though the Toreadors came into the game with a 2-1 record, their offense has been weak, as evidenced by the fact that they only punched out 4 hits, one a run-scoring double by Larry Lewis.