

Will there be busing?

By Glenn Wallach
Tribune Staff Writer

The American Civil Liberties Union is "on pins and needles," according to ACLU public relations director Linda Hunt, while waiting for a state Supreme Court decision—expected April 14—that will determine if Los Angeles students are to be integrated.

Six years ago, Judge Alfred Gitelson, in what is known as the Crawford case, said that the Los Angeles City Schools had to be integrated. The decision was appealed, and only now is the court responding.

Many observers feel that the court will uphold the original decision but Hunt said that the ACLU is not sure.

The questions, then, are exactly when the decision will be made and what ground rules it will contain.

Both the ACLU and school district say they feel that if the court affirms the Crawford case, it will set a date for the schools to effect an integration plan.

Recently, the Board of Education ordered the formation of a Student Integration Resource Office. The sole purpose of the office is to provide information to a 103-person citizen's committee designed to formulate several integration options.

The committee, made up of representatives from various organ-

izations, will be studying housing patterns, the rate of birth and school enrollment in various ethnic groups, and mountains of other data.

If the court does order integration, the committee will be prepared to give the Board of Education various options so it can make a decision.

Issues Are Not Explained

Linda Hunt said she feels the integration issue, for the most part, is unexplained.

She said that there is a lack of community leadership that offers integrity and reassurance to the community that Los Angeles will not become another Boston or Louisville.

The question of forced busing may not even come up in the discussion of integration options. Most of those involved in the issue agree that the size of the district makes it impossible for students to be bused in large numbers across town.

It is probable, though, that students will be transported to another school, but not one very far away. "Integration doesn't mean that kids in Tarzana are to be bused to Torrance," Hunt said.

The ACLU and lawyers for the Board of Education agree that April 14 is a pretty good guess as to when the court will make its decision on the Crawford case. Until then, there is nothing to do but sit tight and wait.

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Former School Psychologist Speaks Out

I.Q. tests called 'viscious'

By Kenny Hertz
Tribune Staff Writer

For the past several years the Academic testing program (commonly called the I.Q. tests) has come under fire. Major critics of the tests, including some school psychologists, say the schools and the public have been oversold on the importance of I.Q. test scores.

Mr. H. Rogosin, a retired psychologist, has been studying the testing program for over 40 years. He said he feels that there is no "magic number" that can sum up a person's abilities.

Furthermore, he added, scores do not necessarily reflect those abilities—scores can and often do change.

According to Rogosin, one of the more common criticisms of the tests is that they are often given

to groups of people rather than individuals. This, he says, widens the test's already massive credibility gap.

By state law, group tests of intelligence may no longer be given, except in the case of screening for placement of students in programs for the gifted.

Still, Rogosin contends, the test scores may not be reliable or valid for several reasons. He specified:

—Two different tests administered to the same child, have on rare occasions been known to yield as much as a 30-point difference, the difference between "dull normal" and "above average" intelligence.

—Test results can be adversely affected if the child has a negative attitude toward test taking or is emotionally disturbed on the day of the test.

—The tests, by their very nature, favor those students with certain culturally acquired skills, especially in verbal proficiency. This particularly affects minority students.

Mr. Rogosin also said he feels tests "form a basis in society of false values. While it may predict, to some extent, the way a student can function in the schools, this may be because the school as well as the test are following the wrong values."

David Weschler, who developed the widely-used Weschler Intelligence Scale for Children feels differently. He said that his test's subscores add up to an overall picture of a person's intelligence the

way a series of medical tests provide a picture of a person's health.

Mr. Carl Steiner, head of the psychological services for Area L, admits that no test is fair to everyone. He points out, though, that the tests often have impressive accuracy in predicting how well a child will do in school.

Steiner, who feels he has heard both sides of the issue, said, "Proponents of the tests generally feel that society suffers if we don't help very bright youngsters achieve their maximum potential in school.

"On the other hand," he said, "those who oppose identifying gifted students through this program of testing would respond saying that we shouldn't spend extra money on students who would do well anyway.

"The testing program definitely has its place in our public educational system," he added. "Educators and test publishers constantly strive to improve their test instruments, but perfection in testing is, generally speaking, an impossible dream. Tests do a good job but not a perfect job."

Rogosin worries about the effect tests can have on charting a child's school career. A low score may mean Educationally Handicapped classes; a slightly below average score may mean exclusion from college-prep classes—with lifelong implications.

"Some say let's get rid of all tests," Mr. Rogosin said. "I don't say that—I say we have to use them with discretion."



ONE IN A MILLION: Actually two out of three million. Meredith Gillespie (right) and George Golitzin (left) were chosen as candidates for the nation-wide Presidential Scholarship Honors. 500 applicants were selected from three million entries.

Congratulating them is Taft principal Fred Frazer. If the two are selected as finalists, they will receive a trip to Washington, D.C. and be honored at a banquet given by President Gerald Ford during May.

Photo By Rosenberg

HEW orders staff integration

The Los Angeles City Schools and federal officials agreed last week on a plan whereby teaching staffs in Los Angeles City Schools would have—by no later than September 1976—at least 15% and no more than 50% minority representation.

The Department of Health, Education, and Welfare, which accused the school district of discrimination in its hiring practices of minority teachers, has threatened to withhold \$100 million in federal funds if the school district does not comply.

Taft principal Fred Frazer said the current Taft faculty has a minority representation of 10% based on ethnicity reports filed by teachers last semester.

Ms. Norma Derr, president of Taft's Faculty Association, said the integration plan would mean a transfer of about four to six teachers.

Teachers who provide bilingual instruction will be exempt from

mandatory transfers.

Dr. William J. Johnston, Superintendent of Schools, said only a "few hundred" teachers out of a teaching force of 25,000 would be subject to transfers this year.

Originally, the Office of Civil Rights ordered the schools to integrate their teaching staffs to levels no more than 5% above or below the districtwide percentage of minority students in the schools, which is about 30%.

However, school and federal officials agreed to a compromise plan of no more than 15% above or below the 30% figure, a much more realistic proposal, said one school district official.

Under the compromise plan, school teaching staffs must be integrated to levels 10% above or below 30%, or at least 20% minority representation and no more than 40%—by September 1977.

Last year when three teachers were displaced at Taft, the policy was to transfer the Anglo teacher

with the least seniority from the most overstaffed departments. Policy has not been determined yet for this year's mandatory transfers—if they occur.

After submitting a general ratification of the compromise agreement to HEW by April 5, the school district will outline its teacher desegregation plans by May 1, and provide the details of the plan by June 30.

The recent federal order drew intense reactions from Taft faculty members, many of whom had hoped that integration quotas could be achieved by a natural process rather than by mandatory transfers, by filling vacancies left by Anglo retiring teachers with ethnic minorities.

Ms. Derr, for one, said: "I, in addition to other teachers in the school, would like to see statistical proof or data that mandatory transfers of staff does have a positive effect on educational programs."

News in Brief

Open house at USC

The University of Southern California will hold USCaleidoscope VIII, an all-university open house, Sunday, April 4, from 10:00 a.m. to 5:00 p.m. on both the University Park and Health Sciences campuses. All schools and major departments will present programs highlighted by special exhibits and displays.

Taft's Counseling Center is now officially called the Career Center. The center offers personnel and resources to assist any student in planning for the future. Appointments can be made for assistance, but quick answers and materials can be picked up any time from 7:45 a.m. to 3:30 p.m.

Four Taft students will be competing in the regional competition of the Bank of America Awards, Wednesday, March 31. The students were chosen by faculty members from four general fields: Science and Mathematics, Larry Wilen; Vocational Arts, Amy Klein; Liberal Arts, Lenny Lieberman; and Fine Arts, Lisa Kehayias. Winners will go on to district competition where the top prize is \$1000.

"Exhibitions," Taft's Dance Production's new program, will be performed April 1, 2, and 3 in Taft Hall. Tickets are available in the student store.

Entries for the 1976 Miss Teenager Pageant are available now

in C2, the Cabinet room. Entry fees are only \$15 and will be donated as charity to the American Cancer Society. Winners in regional competition will go to the state finals scheduled for July in Newport Beach.

University of California at Berkeley is holding its open house next Saturday, April 3. Exhibits, concerts, food, and scores of other activities and attractions will be offered with a "faire" flavor about the campus.

Of the roughly 300 busing questionnaires sent home with Taft students, 1877 were returned with these results:

1763 people or 94% of those polled said they were opposed to busing and would not allow their child to be bused; 3.5% said that while they were opposed to busing, they would allow their child to be bused if necessary; and 2.5% said they were in favor of busing.

The Advisory Council sent these results to each member of the Board of Education as well as Superintendent William Johnston, along with a recommendation that all schools in the district conduct similar surveys.

At the Advisory Council's next meeting (April 5), there will be a speaker from the Board on the busing subject. All are invited.

One Reporter's Opinion

Busing: Is it the *real* issue?

—By Michele Lipow

The American ideal of equal opportunity for all cannot be achieved unless all American children, regardless of race, are given a chance to obtain an equal education.

Unfortunately, in most communities across America, de facto segregation according to race still exists. And there is no such thing as "separate but equal" education.

On the surface the simplest solution to this problem seems to lie in the forced busing of school children to integrate the public schools. Shove representatives of each race into the same classroom for six hours each day and bingo, equal education for all! We have performed our "American duty" and we can wash our hands of the whole mess.

But would integration of schools through forced busing really improve the academic performance of ghetto students?

A student bused from the ghetto into middle-class suburbia each morning is coming from a completely different background. At first he may not be able to hold his own in his new school. Failure may cause frustration. And frustration leads to bitterness.

It is doubtful that even the best school in the world could teach a student once he has lost hope of ever succeeding.

But even if it could be proven that the integration of schools through forced busing would provide a better classroom experience for all involved, this solution would still be but a superficial attack on the entire problem.

For education is not confined to the four walls of a classroom—it is a continuous process.

And the student who is bused out of the ghetto each morning is only to return a few hours later.

He returns to a world of poverty, hunger, gang violence and crime. Perhaps his parents are unemployed. Perhaps they are encouraging him to drop out of school to help support his family, telling him that higher education is unnecessary and impractical.

It is truly a pipedream to believe that we are giving a student in such a situation an equal opportunity simply by busing him across town for a few hours each day.

We must make a massive effort to change his entire world if we are ever to help him break out of the endless cycle of ghetto life that holds him back.

The main thrust of this effort must be to break the back of chronic unemployment in the ghettos. Once there are jobs, the crime rate lowers, families are once again united, and there is food and medicine for the children. And eventually, a gradual integration will occur as working families move to new neighborhoods. Here is the true beginning of equal opportunity.

Most important, gainful employment restores pride and creates an environment of hope—an environment without which no education can ever succeed.

Forced busing is a superficial, expedient solution to the problem designed primarily to ease our conscience.

But unfortunately, there is no such thing as instant integration. It will take many years and a lot more than busing to reverse the effects of long years of segregation and discrimination.

MESKIMENE

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School vandalism--you foot the bill

By Michele Lipow
Tribune Editorial Editor

"At the time I didn't consider it vandalism. It was more or less high school pranks—like stealing the El Camino bell. We went over and sawed it off the hooks and panted it red, white and gold. It was with a group of people—just a spirt-raising thing. I didn't think at the time about it being school property."

These words were spoken by a student who graduated from Taft last June—let's call him Mark. The cost of this "high school prank" for Mark and his friends: \$90.

According to Dimitri Vadetsky, Taft Administrative Dean, most student vandals are never caught, leaving the school to pay for the damage they cause. At Taft, the cost of repairing such damage can run into a few hundred dollars a month.

Even so, Vadetsky stresses that "we've been fortunate here." He says that "vandalism is always prevalent but it is extremely minimal here compared with some other schools."

According to a spokesman for the L.A. Board of Education, school vandalism is a serious problem

which has been on the increase for the last decade.

The school district lost over \$3 million last year alone in stolen and vandalized property. These figures do not include damages resulting from arson and flooding.

"Just for kicks?"

The motives for student vandalism are varied.

"A lot of it is done for school spirit," explains Mark, "like burning a big 'T' in the grass. Pressure within the small peer groups might be a reason for some people doing it. Other people just want the kicks. Then there are a lot of people who are just mad at the school."

Dr. Seymour Feshback, noted psychology professor at UCLA, says that while some vandalism is the result of innocent pranks, "a significant proportion of juvenile vandalism is a serious expression of aggression."

Dr. Feshback said he believes that one of the problems in today's society is that there is a "compulsory system that keeps students in school a lot longer than they used to have to attend school."

He said certain individuals who may not be suited to this system

may develop an "active hostility" toward the school. Vandalism is an expression of this hostility.

According to Feshback, "The basic cause of the rise in vandalism of schools is that the school is no longer valued by many people. They don't value the institution as much as they used to."

According to Vadetsky, the atmosphere at Taft is quite different. There is "a certain pride the kids have" about the school. "It's only a small minority that is doing all the damage," he said.

"The Students Know They Will Pay!"

Most people associate vandalism with schools located in economically depressed areas. However, vandalism has been on the rise even in some affluent areas.

The problem, according to Vadetsky, is the permissive attitude these schools adopt towards vandalism. Vadetsky said he feels that strict discipline at home and in the schools is the key to control of student vandalism.

At Taft, a student caught vandalizing must either pay for the damage he causes or be transferred to another school. Vandalism is a minor problem here because, says Vadetsky, "The students know they'll have to pay."

Mark admits that his escapades with the bell were fun while they lasted. But, he adds, "If I knew that I would have to pay \$90 to have it put back I wouldn't have taken it. You've got to think of what the consequences are going to be."

taft tribune

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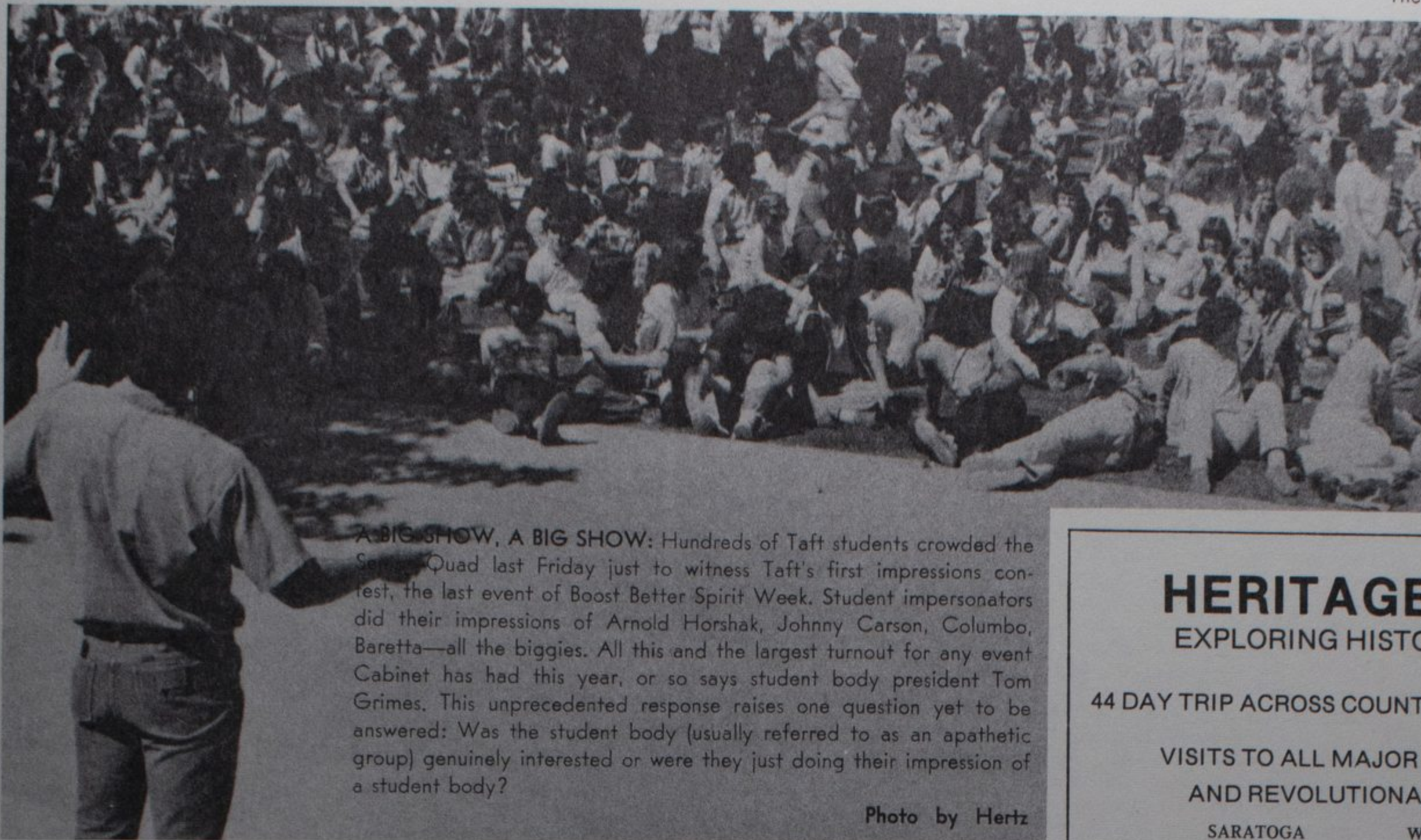
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A BIG SHOW, A BIG SHOW: Hundreds of Taft students crowded the Senior Quad last Friday just to witness Taft's first impressions contest, the last event of Boost Better Spirit Week. Student impersonators did their impressions of Arnold Horshak, Johnny Carson, Columbo, Baretta—all the biggies. All this and the largest turnout for any event Cabinet has had this year, or so says student body president Tom Grimes. This unprecedented response raises one question yet to be answered: Was the student body (usually referred to as an apathetic group) genuinely interested or were they just doing their impression of a student body?

Photo by Hertz

A Commentary By Rand Selwyn Berke

Where are all the humans?

It has come to my attention since I have returned to campus, that there are human beings in this school.

By human, I mean students with the ability to learn, understand, and feel compassion for others. Unfortunately, there are not too many of them.

There are lots of beings, but these are groups of cliques—plural individuals not singular individuals.

The individual thinks for itself, makes morals for itself, and loves for itself. At Taft, the individual thinks for the group, makes morals with the group, has opinions for and with the group, and loves for the group's awareness.

In other words, group members are the neurons, impulses, and stimuli for the group brain.

The primary reason for this, I

think, is the infereority complex so prevalent among members of our society.

And why shouldn't it be? We have been told as babes that one should be modest. We watched our elders shun compliments. So why be surprised when foxy Sally says she is fat even though she has a size 24 waist?

Weren't you called conceited in the third grade for saying you liked your style? I know I was and probably will be thought of as such for writing this article. Such is the price for self-enjoyment.

Now, seeing as these people do not have the confidence of their own convictions, it is obvious why they need other people to constantly give them the "warm fuz-zies..." They can't get them from themselves.

Since these WF's are so necessary for feelings of self-worth,

most people find it easier to change an opinion, say, from agreeing that Bowie is the greatest with a groupie-type, to con-demning his faggot ways with the jocks.

Why not? The satisfaction of agreement—how grand!!

Or is it? How can someone feel good being two or more people at once?

Ah, the great American inner conflict: be as individualistic as possible as long as you are like everyone else!!



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Student rights: What are the issues?

By Karen Torimaru
Tribune Staff Writer

In the past six years, there have been sweeping changes in the area of student rights.

With change comes confusion, and this newspaper has printed several articles on smoking areas, suspension and expulsion, pregnancy and discrimination, to try and clear up some of the confusion.

Yet there are other areas, such as rights of free expression, that need more clarification. Student rights is an area of the law that is constantly changing and expanding in light of new court decisions.

In 1972, the Los Angeles City Schools published and distributed a handbook called **Student Rights and Responsibilities**. Most students are unaware that such a book exists—most of the copies rest with administrators.

The City-Wide Student Affairs Council (CWSAC), a group of high school student body presidents from all over Los Angeles, has been working since the beginning of the school year to revise parts of the Student Rights handbook.

The revisions will be presented

and hopefully passed before the Board of Education soon and the revised handbook will be re-distributed. No definite date has been set, but Charles Wiz, CWSAC chairman, said it will be "way before June."

Some of the more important issues the CWSAC will present to the Board include the right of students to evaluate teachers in a limited capacity; rights to a forum and speakers on campus; right to petition on subjects that do not necessarily relate to education; and an issue dealing with the rights of privacy and locker searches.

The Tribune will explore these issues more closely next month. **Brought to the Front**

Among the most important cases that brought the issue of student rights to the forefront was the "Tinker" decision. In 1965, John Tinker, his sister Mary Beth, and Christopher Eckhardt, as part of a group, decided to wear black armbands to school during the Christmas holiday season to protest the war in Vietnam.

Their school principals became

aware of the plan and adopted a policy that forbade their wearing of armbands.

School officials told the students they would be suspended if they did not follow school policy and remove the armbands. The students refused, and could not return to school until after the holidays.

To prevent further punishment, the students' fathers filed a complaint with a U.S. District Court. The court upheld the constitutionality of the action of school authorities, though; the armbands were considered "materially and substantially disruptive" and could be legally prohibited.

Supreme Court Reversal

When the case was later reviewed by the U.S. Supreme Court, the decision was reversed. Instead of the students having to prove they were right, the "burden of proof" fell on the principals. They had to give specific evidence showing why there would be material and substantial disruption if the rule was not in existence.

Today, as a result, school guidelines must not only consider educa-

tional goals, but a student's constitutional rights as well.

Freedom of Expression

In practical terms, what the "Tinker" decision means to the average student, is that limits to freedom of expression on campus are minimal.

When speaking a student cannot be disruptive, slanderous or obscene. For example, if you were to interrupt a teacher in the middle of a lecture and—using the worst language possible—accuse him or her of taking bribes, you would be violating the law.

That does not mean, however, that you can be stopped from talking at a Cabinet Open Forum just because students do not want to hear your criticisms.

According to the Supreme Court, "In our system, undifferentiated fear or apprehension of disturbance is not enough to overcome the right to freedom of expression."

The same guidelines apply to written material. Although you must submit unauthorized material for review by the principal, the materials must be returned to you

promptly. Permission can only be refused if the material will cause substantial disruption, is libelous, has racial or religious overtones, or is of an enterprising nature.

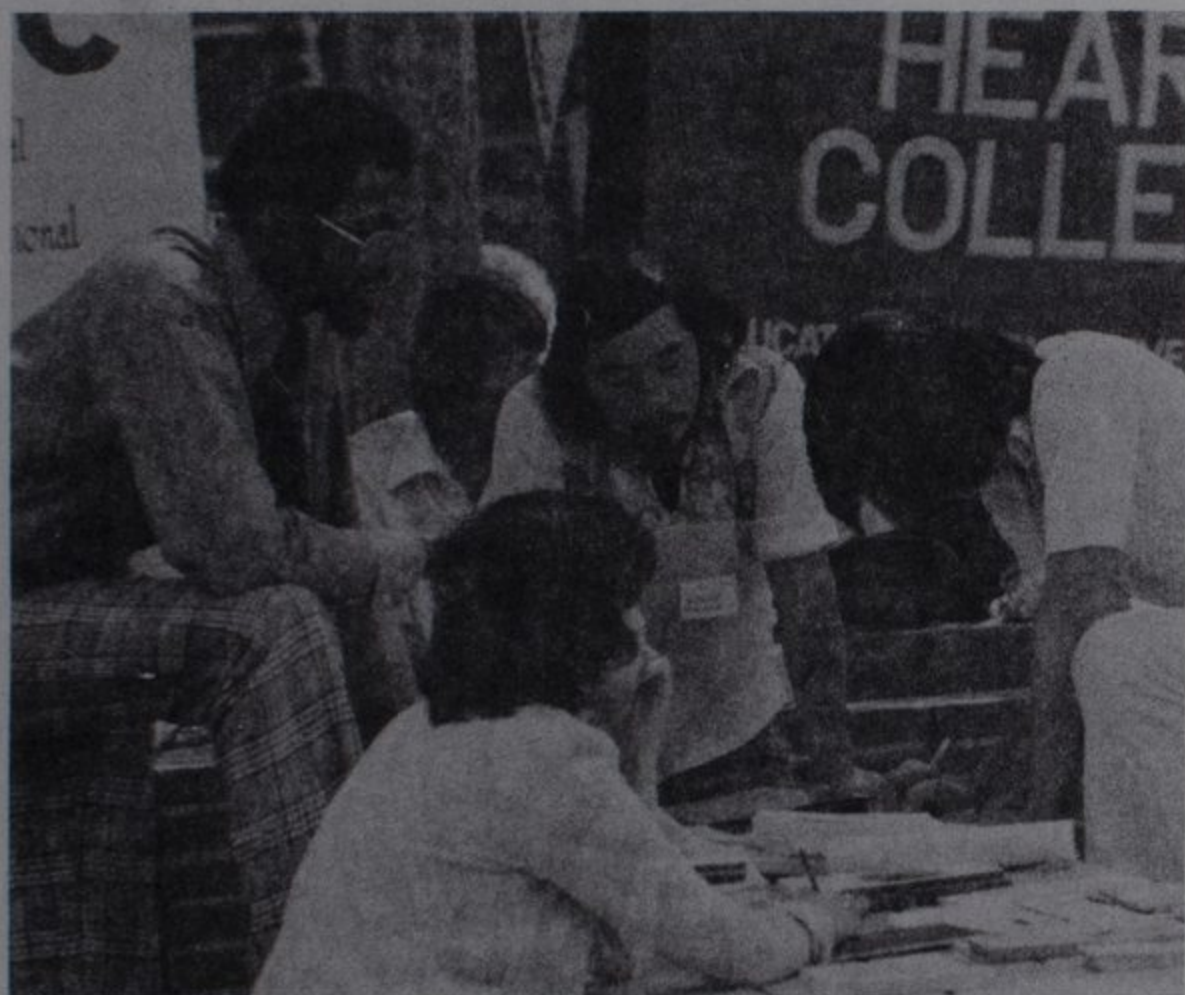
Students and Adults

According to the Supreme Court, the rights of students must be "applied in the light of the special characteristics of the school environment."

Obviously, if all the rights of adults were applied to students, the schools would have no way to keep order. Although students are protected by all the rights in the Constitution, to what extent they can exercise those rights depends on how they affect their education.

A minor in the L.A. City School District does not have the right not to go to school until he or she reaches the age of 16. Under the legal doctrine of "in loco parentis," the school Board is authorized to administer reasonable punishment to pupils as a corrective measure. Until that time, then, the minor must follow the school rules.

Next week, we will examine the important laws involving high school students in more detail.



THE COLLEGE FAIR: On March 23, Taft students were presented with a look at what they can expect from various colleges and universities across the country. Pictured here are students questioning advisors on requirements and general information. Photo by Rosenberg

Senate Bill 1: Can we legislate our morality?

By Tamy Matanky
Tribune Staff Writer

United States Senator Sam J. Ervin calls Senate Bill 1, the Criminal Justice Reform Act submitted to Congress last fall, "simply atrocious. It would establish what is essentially a police state," he said.

The New York Times wrote that it would be "a grave danger to the freedom of the press."

Senate Bill 1, the 799-page bill that has spurned similar reactions from students and professionals all over the country, is now in a Senate Judiciary Committee for review and amendment.

However, a spokesman for U.S. Senator John Tunney (D-Cal.), said the bill will probably never make it out of committee because it needs so much amending.

The bill contains major points that deal with criminal problems in today's society. It gives federal and local governments a tighter control on the people.

Some of the highlights of the bill: Demonstrations—virtually every civil rights, peace, or other protest action would be threatened by severe punishment.

Marijuana—possession of the slightest amount for personal use entails 30 days imprisonment and/or a \$10,000 fine; a second offense

increases the punishment to six months imprisonment and/or a \$10,000 fine.

Leading a Riot—provides up to three years in jail and/or up to a \$100,000 fine. A riot could involve as few as ten people.

Secrecy—governmental secrecy comes before the individual's rights guaranteed in the 1st Amendment—freedom of speech and press.

Wiretapping—would allow wiretapping where a "danger to the structure" of the government is involved. It would obligate by law the cooperation of landlords and telephone companies.

Obscenity—would prohibit by law any use of obscene language.

The United States Criminal Code has not been updated since 1909. The bill originated with a presidential order from Lyndon Johnson to update the code.

California Governor Jerry Brown was elected chairman of a committee that became known as the Brown Commission. On January 7, 1975, the commission presented to Congress and then President Richard Nixon, the finished and revised report.

Gerald Ford on SB 1: "I do not talk of law and order... I turn to the constitutional guarantee of domestic tranquility."

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California State Law has a lot to say about the rights of young people as employees. Most people would think that those laws would tend to favor employers, but Tribune reporter Ellen Rosenbaum has found otherwise.

The law states that "no minor under 18 years of age shall be allowed to work without a work permit."

—Minors are prohibited from employment in construction work around moving machinery.

—Minors under 16 may not live in private homes (other than those of parents or guardians), unless the employer has a Boarding Home License.

—No minor under age 16 may do door-to-door selling such as magazine sales solicitation or candy peddling, nor can he or she sell flowers on the street if he is under 16.

—Girls under 18 years of age may not work in "street occupations," such as car hops, messengers, or door-to-door salespersons.

The California Vehicle Code prohibits minors under 18 from being employed for the **purpose of driving a motor vehicle**. But, interpretation of this law permits 16- and 17-year-old licensed drivers to drive incidentally, such as when delivering a prescription as a store clerk.

These deliveries must be made in an automobile furnished by the employee, **not** the employer.

Minors should also be aware that it is illegal to work for a salary less than that of minimum wage. At present, minimum wage for minors is \$1.70 per hour.

There is also an obscure law which prohibits 14- and 15-year-olds from doing **any** kind of work in a workroom that contains a product that will be shipped out of state. In fact, miners 14- or 15-years-old may work only outside school hours or during vacation periods in such jobs as office, clerical, or sales work under the FLSA (Fair Labor Standards Act).

When applying for a job where meals are included as "part of the minimum wag," it is important to remember that the employer may deduct from an employee's wages to pay for meals. By law, the amount the employer may deduct is as follows: Breakfast—\$.90, Lunch—\$1.25, Dinner—\$1.65.

Tennis courts take acid test

By Steve Rosenberg
Tribune Staff Writer

Getting money for maintenance or equipment repair in a school district the size of Los Angeles' is not easy for one important reason—money is hard to come by.

This is illustrated perfectly in a case involving some maintenance that was necessary on Taft's tennis courts earlier in the year because they were slippery and dangerous.

"We went through the proper channels, it was just a matter of lacking funds and the maintenance factor," said Paul Swanson, Taft assistant principal, regarding the school's failure to receive funds to color coat Taft's tennis courts.

(Color coating would improve the courts' traction playability, and visibility).

Instead, the school and the tennis courts had to settle for second best—and something much less expensive. The four courts underwent a process known as "acid-etching" to prevent injury due to slipperiness.

Before the etching was done, Drew Gitlin, Taft's number two singles player, gave his assessment of the courts' condition: "They're like an ice skating rink. You need skates to move around on them."

Robert Redlick, the third man on the team, said, "On a sunny day the courts absorb the glare and they're blinding. It's very hard to call the lines."

Telephone Call

Efforts by school officials to

get the tennis courts repaired first began going through official channels after a telephone call made by Ralph Fry, Taft's plant manager, to Ross Salkeld, the Area Maintenance Director on February 18, in 1975.

Fry's reason for calling was to report that a man had fallen on the courts after losing his footing. (The courts are open to the public when not in use by the school).

Fry asked that the surfaces be checked.

The following day, Salkeld and two aides inspected the courts at Taft to determine if a color coat was needed. They concluded that the playing surface was not slippery, and, in fact, was in "good condition for playing tennis."

In a report on the status of the tennis court situation sent by Salkeld to Frazer, Taft's principal, Salkeld concluded that "no further action is being contemplated at this time."

The report was dated February 20, 1975.

Mr. Frazer then asked Ralph Johnston, Director of Maintenance city-wide, for available funds and an answer was relayed by way of Salkeld.

Johnston denied the use of funds for a color coating because he said that the coating is a modification, and therefore, goes under the auspices of Educational Housing, a branch of the school district. Educational Housing, however, was in the same financial straits as the Maintenance Branch—it had no

money.

The Maintenance Factor

The approximate cost of a color coating would be about \$2,800 for the four courts, and according to Swanson, the upkeep would be an even greater financial consideration.

Every four to five years the courts would have to be re-done, Swanson said. With the inflationary factor besides the initial costs, district sources said it would not be fiscally possible at present.

Salkeld's opinion concerning the matter was: "I'm with you 100 per cent and I think a new surface would be great. However, the upkeep of the courts is the problem. If we could just resurface the courts one time, it would be possible money-wise."

The problem became serious again this year, and school officials finally agreed to compromise and settle for second best—the acid etching.

When asked of the cost of maintenance recently done, Salkeld gave these figures: \$246 for the "acid etching"; \$329 for labor (3 men) and court repairs; and \$120 for the painting of new lines.

Supposedly, this will be re-done when it is again necessary.

Tom Bramson, Taft's fourth ranking singles player, summed up the players' feeling on this subject when he said, "As long as they were making an effort to improve the surface, they should have followed through instead of going half way."

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V-Ball defeats Pali—finally

By Bob Mertens
Tribune Staff Writer

Led by tournament M.V.P. Gary Cunitz and all-tournament selection Craig Buck, Taft's volleyball team posted an impressive 9-15, 15-8, 15-4 come from behind victory over top-seeded Palisades in the finals of the Inglewood High School Volleyball Tournament last Tuesday.

Playing before a highly partisan Palisades crowd, the Toreadors were at their best when it counted. After looking nervous in losing the first game, Taft roared to a commanding 6-0 lead to start the second game and never looked back.

Cunitz and Buck were most effective in blocking Pali's spikes, forcing the Dolphins to hit more dinks than normal. But Taft's defense responded to the change well. Dave Keitel (an honorable mention on the all-tournament team), Alan 'Bic' Lobel, and Lloyd Talbert all played superb ball in the back line.

Juniors Charles Perry and John Encell repeatedly spiked well and

their all-around front line play kept Pali off balance throughout the night.

After Taft had swept to a 7-point victory in the second game, the teams played even to begin the third and deciding game. Taft then surged to a 10-4 lead, sparked by the consistent setting of Keitel and Talbert, which made the job of the players on the front lines that much easier.

Now that Palisades needed points, many fans felt it was just a matter of time before the Dolphins took command of the situation. After all, so many times in the past they had had no trouble at all with Taft. But Taft's time had arrived.

E. Danford Mason supplied the crushing blow when he dinked a shot that had several Palisades players spawling on the floor in an effort to save the point. But, alas, the ball fell amongst them and Taft had a victory over the powerhouse Dolphins in the bag.

With the score 14-4 and Talbert serving, Pali star hitter Greg Irvin returned the serve weakly and the ball hung above the net. Taft's

Craig Buck was there to smash home a winner and the Toreadors had defeated the "unbeatable" Palisades team.

Coach Dick Hubbard commented to his team as they prepared for the bus ride home: "Someone just asked me if I was proud of this trophy," Hubbard said as he clutched the trophy he and the members of the team had received in their triumph. "I said, sure, but not as proud as I am of the way the guys played."

Talbert summed up the team's feelings: "It was more than just a victory, it was a matter of pride; now we're in the drivers' chair in the city race," he said.

The Palisades team summed up their own feelings in the cheer customarily given the opponent at the end of volleyball games. The team muttered, "Taft, rah... (expletive deleted)."

Earlier in the evening, behind the hustle play of Cunitz and Charles, Taft ripped Culver City High School with a devastating 11-1, 11-6 victory in the tournament semi-finals.

Homers in 6th win it for Taft

By Barry Gurstein
Tribune Staff Writer

"It was one of the great come-backs Taft has ever made after a very sloppy start," exclaimed Taft baseball coach Ray O'Connor after his team had rallied from a 6-2 deficit to defeat the Chatsworth Chancellors last Thursday at Chatsworth, 9-7.

Terry Long and Kiffen Taylor each blasted two-run homers in the sixth inning to spark the Toreador win—Taft had trailed 6-5 going into that inning. Long hit a towering blast down the right field line that kept the small crowd in suspense as to whether it would stay fair or not. Taylor's blast, though, was never in doubt as it easily cleared the left field fence.

It was a big win mentally for the Toreadors, who were coming off a most frustrating loss to Reseda the previous Tuesday, 8-6.

Taft started the game with a bang when leadoff hitter John Allen hit an inside the park home-run in the top of the first inning. But much to the Toreadors' dismay, Chatsworth's leadoff man, John Stevenson, also homered in the bot-

tom of the inning to tie the score at 1-1.

Chatsworth added two more runs in the second inning while Taft managed a run in the top of the third—on an RBI single by Jeff Fisher—to make the score 3-2.

Then the roof fell in on Taft in the bottom of the third.

Starting pitcher Mark Wolff walked the first batter of the inning who promptly stole 2nd base. Wolff then tried to pick him off but his throw was wild. Before center fielder Long could come up with the ball, the runner had crossed the plate and the score was 4-2.

The next batter singled, then Wolff walked two men in a row to load the bases. John Burlini replaced Wolff on the mound and barked in the second run of the inning. With runners on second and third, Burlini walked the next man. A disgusted O'Connor brought in Scott Hergott to replace Burlini.

Defensive Blunder

Hergott got the first batter he faced to ground to 3rd, but Kiffen Taylor booted the ball and the

third run of the inning scored.

With all the momentum the Chancellors had, they, surprisingly, tried two squeeze plays in a row. Both runners were tagged out at the plate.

Hergott got the next hitter to ground to 3rd to end the inning with the score 6-2.

The Toreadors clawed back for three runs in the fourth inning to narrow the gap to one run. That margin remained until the Toreador home-run explosion in the sixth made the score 9-6 in their favor.

Chatsworth tried one last come-back in the bottom of the sixth when it scored a run and had the bases loaded with no outs.

But a great relief job by Dave Lazansky secured the Toreador win.

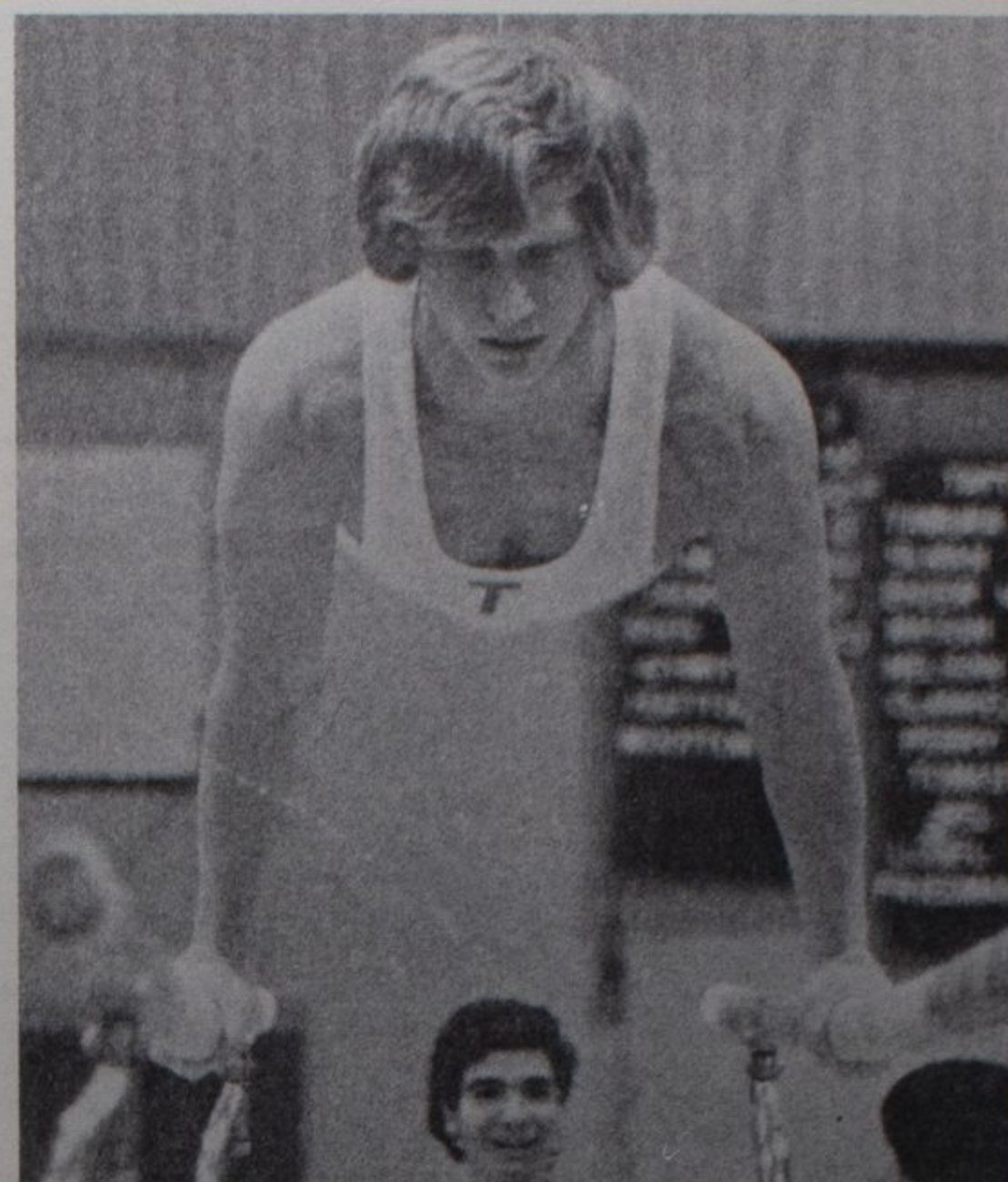
Taft's JV baseball team extended its undefeated league record to four last Thursday, beating the Chatsworth Chancellors, 7-4.

The Toreadors looked stable after coming off a 6-2 victory over Reseda last Tuesday.

Chuck Schawl pitched a good game striking out twelve and walking three, although he did give up eight hits.

"We won on their mistakes," said Coach Consolo. Chatsworth's defense committed four errors.

Although the Toreadors only had four hits, they managed to score seven times.



LOOK MA, NO LEGS! Or so it appears, as Taft gymnast Mark Segal performs on the parallel bars. Despite a strong effort by Segal and the rest of the Taft squad, the city runner-ups from Uni High defeated the Toreadors. In last week's competition against a very strong Cleveland team, Taft was beaten, 131-103.

Photo by Wellerstein

In Other Action

Swim teams sweep

Taft's Varsity, Bee and Cee swim teams all opened league competition with easy wins over the Cleveland Cavaliers last Monday.

The Varsity never looked back as it took 8 first places en route to a 50-27 victory while the Bees and Cees both destroyed their opponents by scores of 56-19 and 55-13, respectively.

Jack Saich, Pat Herrera and Alex Stewart led the Varsity by contributing two firsts each. Saich won the 200 and 500-freestyle, Herrera took honors in the 100-backstroke and 200-Individual Medley, while Stewart sewed up the victory with wins in the 100-fly and 100-breast. The Toreadors also won the 200-medley relay and the 400-free relay with seemingly little effort.

Junior Doug Johnston paced the Bees to their 37 point margin of victory. Johnston placed first in two events in addition to participating on a winning relay team.

The Cees featured a balanced attack in beating the Cavaliers, 55-13. Brad Einhorn, Darrel Gardner and Bruce Edelson each won twice as well as swimming on a victorious relay team to pace Taft.

The Taft Varsity track team turned Cleveland's team into ashes as it romped past the favored Cavaliers, 73-36, last Friday with Dave and Rich Hohmann leading the way.

The Toreadors started off fast by sweeping the first event as Alan Robertson turned in a good time of 15.9 in the 220-yard high hurdles. Taft proceeded to win 11 of the next 13 events, including wins in the 440-yard relay and the mile relay, the latter being the icing on the cake.

Although the final score was close, the Bees were never out of command in a 54½-40¼ victory over Cleveland. The Bees received fine performances from Vince Simmons, who won the 100-yard dash and the 120-yard low hurdles, and Andy Smith, who turned in convincing performances in the mile and the 880.

The Cees looked unstoppable in a 75-11 mauling of the Cavaliers, as they swept seven of a possible 10 events. Ron Maroko, Scott Mulvaney, and John Tonai led the Cees to victory, making all three track teams a winner as they opened league play.

Coming off a smashing victory two weeks ago against Cleveland High, the Taft Varsity golf team last week beat Canoga Park at Canoga's home course by thirteen strokes.

Leading the Taft team were Rick Rowdin and Keith Whitehead with good scores of 71 and 72, respectively, on a par 70 course.

The team stretched its record to 2-0. Canoga Park is probably Taft's toughest opponent, according to members of the Taft team.

The golf team won last year's city championship and has come back this season with all its players and has a new addition in sophomore Mark Caplow.

With Taft's number 1 singles player, Jon Paley, out with the flu, the Varsity tennis team lost to its arch-rivals, Palisades, 5-2.

Drew Gitlin, subbing for Paley at number 1, defeated junior Clark Diehl by scores of 6-3, 1-6, 6-3.

In Taft's only other match victory, Robert Redlick outlasted his opponent at the second singles spot, taking the third and final set, 7-5.

This was Taft's first loss since its 4-3 defeat at this time last year. In the last meeting of the two schools, Pali lost out in the city finals of last season, 4-3.

The Taft girl's softball team, because of a conflicting schedule with the Taft boy's baseball team and limited space, will be playing its home games with the other West Valley League teams at Woodland Hills Recreation Center.

Next Tuesday, the Taft girls are scheduled to meet Canoga Park on the Hunter's diamond. The following Thursday, the Toreadors take on Reseda for their third home game. Both games will start at 3:00 p.m.

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