

Students make dramatic proposals

By Lenny Liberman
Tribune Editor-in-Chief

Who said students don't have a voice in the system?

Last Thursday, the City-Wide Student Affairs Council (CWSAC), a group of 13 high school presidents from all areas of Los Angeles, presented six strong recommendations to the Board of Education on subjects ranging from human relations and health education to security and finance.

One adult observer called the proposals "revolutionary" while a Board member termed them "exceedingly well-prepared." The Board members agreed to act on committees on the six proposals and report back to the Board as a whole no later than June 1.

Briefly, the CWSAC recommended:

—a committee be formed comprised of students, teachers, admin-

istrators, and parents to evaluate the district's health education curriculum, which the CWSAC feels has declined in importance.

—the school district provides \$200,000 to subsidize police and security officials at athletic events.

—the formulation of a Los Angeles Unified School District summer youth project to restore and rehabilitate buildings currently located at Heritage Square.

—a committee be formed of one teacher, one counselor, and one student to review cases of suspension and then recommend to the principal the disposition of the student's case.

—a mandatory course be developed to educate and inform students of the many cultures of society.

—a five-point plan whereby the final decisions on the student body budget policies would rest in the

hands of the student body president and those in student government.

The Board's decision to act on the recommendations by June 1 came as a surprise to Charles Wiz, a Kennedy High School senior and chairman of the CWSAC. Wiz said the Board has never committed itself to the CWSAC's proposals in the three-year history of the student organization.

Strong on Research

All six of the proposals were well-researched, and it was apparent that the CWSAC was not afraid to stick its neck out.

For instance, the CWSAC suggests there has been an unfortunate shift in the emphasis and importance placed upon the health education unit.

It says that during the school year 1974-1975, over 50 per cent of high school students took health during summer school in rushed

conditions. In addition, most of those classes, CWSAC says, are taught by "non-specialized health instructors."

Speaking of the summer sessions, Wiz said, "There are many teachers who are truly not prepared or capable of teaching health."

Wiz and the CWSAC feel strongly that health, since it is basically a "survival course", should be given much more emphasis in the schools. They recommend that audio visual material be updated and a peer counseling program be formulated.

"The schools place more emphasis on ceramics than on health education," Wiz concluded.

The CWSAC's request for \$200,000 dollars to pay for security results from research that shows the individual schools spend, on the average, \$4,000 from student body funds to provide ample protection at athletic events.

The student group feels that the Board should subsidize the cost.

Dr. Robert Docter, president of the Board of Education, agreed, saying that athletic events are not extra-curricular activities and should be funded by the district. But, he added, "We just don't have the bucks."

Expulsion Guidelines

A small controversy might arise over the CWSAC's recommendation that the district clarify some of its "catch all" phrases that determine if a student need be suspended.

Docter said that expulsions and suspensions are made on a case-to-case basis in the schools, and implied that defining terms really is not necessary.

Wiz argues a basic point: "Suspensions should not be on a case-to-case basis and I do see a very important need to define the terms."



STRIKE UP THE MUSIC: Janis Lolman (left) and Robin Walker (right) rehearse for the annual Spring Instrumental Music Concert scheduled to begin at 8:00 p.m. next Thursday, May 6. The Concert Band will perform music of great American composers and the Orchestra will display its talents with an all Beethoven program including Symphony No. 8 in F Major. The Choral Fantasy, featuring pianist Howard Begun, and the Toreador Choir, will assist the orchestra. The 55-piece Concert Band and 45-piece Orchestra, under the direction of Mr. Ken Kamp, recently received a SUPERIOR rating at the L.A. City Band and Orchestra Festival. Tickets to the May 6 performance are \$2 for adults and \$1 for students.

Photo By Germain

News In Brief

Clemens OK, resting

Mr. Winston Clemens, Taft government teacher, is well and resting in his Northridge home after suffering a heart attack in March. Clemens was released from the hospital about three weeks ago and says he will return to his classes in a week, maybe more. Reached at his home, he said, "The hardest thing to do now is not to do anything."

The Taft drama department took second place in sweepstakes competition at the annual Shakespeare Festival at Beverly Hills High School last Saturday. All of Taft's entries made the semi-finals in a contest of more than 46 schools.

Trissie Chamberlain grabbed second place in the "Hamlet" monologue group, while Wendy Colman placed third in the "Much Ado About Nothing" monologue category. In addition, the Bob Kent-directed group production of "Much Ado About Nothing" took third place in that category. Featured in the performance were Kent, Chris Harlan, Arlyne Silverman, David M. Karp, Kenny Rhodes, Carmel Spence, Lauren Knipping, and Chris Fink.

Mock trials, debates, and panel

discussions are a few of the activities that will be offered at this year's countywide Law Day Conference tomorrow, May 1. Sponsored by several organizations, including the L.A. City Schools, the event offers students not only the opportunity to watch presentations, but the chance to participate in small, in-depth group discussions with teachers, lawyers, and police. Last year, students from 100 high schools participated. This year's program will take place at the Ahmanson Theater and the L.A. County Courthouse in Los Angeles from 10:00 a.m. to 3:00 p.m.

The 1976 Solidarity Walk for Israel is scheduled for Sunday, May 2. Plans include a festive day of celebration along a newly chosen decorated route. For more information, contact any temple or Jewish organization, or call Michele Berger at 345-7765 for walk cards and applications.

There is still time to submit photos and drawings for publication in this year's Creative Arts Magazine to be published later in year. The magazine is a collection of poetry, prose, drawings and photos. Submit entries to Ms. Clopton in C116 any time during the day.

taft

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KTFT—A Bit of Professionalism

Taft joins LCS radio network

By Kenny Hertz
Tribune Staff Writer

About a year ago, Van Nuys High School students Scott Mason, Curt Mahler, and Bill Sutton tried to talk the administration at their school into allowing them to pre-record their school's lunchtime radio show.

They tried several times to explain the advantages that go along with taped presentations, but the answer was consistently no.

In the meantime, Bill and Curt graduated and Scott tried to do it on his own.

Realizing he couldn't get things moving, Scott then called on Bill, who was attending UCLA, and Curt (Valley College), for help.

On returning Sutton and Mahler were stunned to find that Scott, who was now 16 and one of the youngest engineers to work at K-100 (a local FM radio station), had

convinced the administration that pre-recording was the only way to go.

"That was it," recalled Curt, "from then on we did nothing but grow!"

Mahler was right. From its beginnings at Van Nuys High's KWLH, the Los Angeles City School Radio Network has expanded to KCHS (Chatsworth), and KBHS (Birmingham), and KTFT (Taft).

Taft joined the network last week. "The response was phenomenal," said Mahler, who also happens to be the Network's Director of Station Operations. "People were really out there listening," he said.

Each show the school plays is sent to us through the school mail form Van Nuys. Taft in turn sends it on to another school, and two schools later it's back at Van

Nuys where they replace it with a new tape.

"We get three a week, 35 minutes each," says Director of Communications Mark Spellman. "It's even got blank spaces for us to plug our own school's events."

The shows are professional to say the least. They are even taped from the record library and on the facilities of an FM radio station.

"Everything from acid to melow to top 40 to disco," says Program Director Mason. "It makes the system you've got look like Neanderthals toying with flint."

Maybe not that bad, but what other school's radio shows feature is "Close-Up Look at the News" by professional News man B.R. Bradbury from K-100.

"This year we've started," announces Mahler. "Next year we'll really cook."



ALL DECKED OUT: Julie Silber and Steve Turner (left) and Saul Rowen (right), display the latest in spring and summer fashions at the "Fashion Magic" fashion show held last Friday at lunch. The clothes



modeled were furnished by Saks Fifth Avenue. All proceeds from the Ladies-sponsored activity will go to the American Cancer Society.

Photos By Hertz

taft tribune

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An Opinion—Michele Lipow

Public Apathy

Americans are committed to the idea that the management of public schools should be handled by local citizens—the more community involvement, the better. But as it turns out, Americans are becoming progressively less interested and less involved in the running of public schools.

According to a recent Gallup poll (sponsored by the National School Boards Association), a full 62 per cent of the adult American public are not even aware that members of school boards are elected representatives of the people—which might explain the notoriously low proportion of voters who turn out for school board elections.

The survey also reveals that only 42 per cent of the public believe that when disputes occur, the school board acts in the best interests of the students rather than in favor of teacher unions, administrators and local pressure groups.

Steps must be taken now if we are to reverse this progressive alienation of the public from its representatives in the schools. On June 8, a new amendment to the L.A. City Charter designed to make the Board of Education more representative of and more responsive to the community will be submitted to the voters for approval.

The amendment calls for the enlargement of the L.A. Board of Education from seven to nine members—an increase justified by the tremendous growth of the L.A. school district in recent years. The enlargement will lower the ratio of voters to board members, therefore helping to promote direct interaction with the community.

According to the amendment, board members will no longer be elected at large from the entire community. Instead they will represent distinct geographical districts. Members will then be directly responsible to a specific constituency, and therefore, more responsive to its needs.

There are many valid arguments in opposition to the amendment. But our overriding concern at this point must be increased public involvement in the school system. And it seems that this amendment will help to achieve that end.

A simple majority of voters is necessary to pass the amendment on June 8. Although it may be early, we recommend a "yes" vote.

Rowen resigns as teacher... AND LEAVES LAST WORDS

Mr. Saul Rowen, Taft leadership advisor, resigned last Friday after an 11-year teaching career. He has owned and operated a summer camp for the last 17 years and he started the student skiers program seven years ago. Both businesses have expanded, forcing him to pursue these interests full time.

Tribune staff writer Darren Levine talked to Mr. Rowen before he left, and gave him the opportunity to talk candidly about a school system he was so involved in.

Tribune: In a previous interview with Mr. Stewart, he stated that when working for the benefit of the students, one tends to encounter problems with the administration—have you?

Rowen: No, because my position is very unique. I've been here at Taft for eleven years. For the last eight or nine of those years, I've been leadership advisor, I've been involved with student activities, and so, consequently, I've worked very closely with the administration. We've had several changes in administrators here over the years and when we have had those changes, those people have looked to me for help and guidance in relation to activities and students.

'How many teachers do you see coming out to watch students at a lunch activity?'

They listen to what I have to say and I think they go along for the most part with what I suggest, providing it's within reason. So really, I have had no complaints against the administration.

T: If you were the principal of Taft, what changes would you make?

R: One change I would try to make would be an attempt to get younger teachers here at Taft. A philosophy of mine is that many teachers, whether it's at Taft or any other schools, after about twenty years of teaching, are beyond the point of really doing a lot of good for students. Of course, there are exceptions to every rule.

T: Are you opposed to tenure?

R: In a sense, yes. Because I don't believe that time is a good measurement of a teacher.

T: What suggestions do you have to evaluate a teacher's accountability?

R: I, for one, believe that students should have a say in an evaluation.

Let me exemplify this. We have the Stull Bill that's come into being. I think it's a complete farce mainly because a teacher can tell the administrator exactly when or when not to visit his or her classroom. In other words, the teacher makes an appointment for an administrator to come in and view the classroom proceedings. Any teacher can put on a "good show" for an administrator when they're expecting him. I feel to get a more precise evaluation, that perhaps an administrator should come in for a second "surprise" visit. Also, he should return for a third time and say to the teacher, "Go have some coffee. I'd like to speak to your class."

T: Don't you think that would bring up hostilities between the administrators and his staff?

R: It's extremely conceivable. What I'm thinking of is a very idealistic situation, but it could be worked out, because then the administrator gets to talking with the students and asking them questions such as, "How well is the teacher organized?", "Does he, the teacher, get subject matter across?", "Do you feel you're learning something?", "Are the homework assignments always the same dreary type of things?", "Does the teacher use different methods of instruction, audio visual aids?", and those type of questions.

T: Does Mr. Frazer have the ability to do this?

R: No, not at the present time, I really don't think any of the principals in the district would dare do that.

T: How do you view your average student and what do you think he will be doing in the future?

R: I think the students have something going for them in the sense that our whole society does not demand as much education of the student anymore to get them ahead in society, if you measure their achievement in society by the dollar. To compare a plumber, a carpenter and an electrician to a teacher—the first three have not gone to college to a degree. Yet in our society today, they're getting paid more than a teacher who has gone to school for five years to get a credential and continues to go to school.

T: Has there been anything particularly frustrating to you as an activities advisor?

R: Yes. I have not had full cooperation from the faculty. I honestly

feel that there are a tremendous number of activities that are here for the students but often no one hears of them due to the lack of communications because many of the teachers feel that it's not important and they don't make the effort to announce things that are going on. They also allow the students to talk during the P.A. announcements. It really takes so little effort on the part of the teacher to even read the weekly bulletin, but they don't. I don't even get 50% of the tear-offs back. This only hurts the students. I've always tried to make it known to the faculty that if the students are involved in activities, they're going to be more enthusiastic and it's going to reflect in the class. How many teachers do you really see coming out to watch students perform at a lunch activity? To be honest with you, I think in the last four or five months when all this busing of teachers and changing of schools came about, some of the teachers are beginning to realize the lack of participation on their part and they're now making an effort to come out to more of the events.

T: Do you think teachers perform better under threat?

R: Well not threat. Pressure. It is an unfortunate thing because the principal has his hands tied. I only wish, and please quote me, that a principal could run his faculty the way a director runs his business. If the person is not performing according to your standards—they are fired. They are moved out! Business operates this way. The school system never has and I don't know if it ever will. It would be a more effective system if it did.

T: What thoughts would Mr. Rowen like to leave with his students?

R: Oh, just the thought that if they have been in touch with me, in one way or another, that I've given them some kind of good educational experience.

T: What do you think of yourself as a teacher?

R: I have high regards for myself as a teacher. The reason I do is because my students have made it known to me. I mean they have not been reluctant to tell me I'm good.

Thank You

From U.C. Irvine:

"This is to express our appreciation for the return of the UC Irvine Banner which was taken at the recent College Fair at Taft. We know that no harm was intended and that, in a way, someone was paying UCI a compliment."

To the students who responded to the request for the return of the banner, thank you!"

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NEWEST PET SHOP IN THE VALLEY



Lenny Lieberman

Searching for elusive causes

Patty Novak, a Tribune staff writer, is working on a story about various reform movements in society and how young people can get involved in them.

She comes to class only half the time, but recently, came running into the room and asked everyone for opinions about her story.

She hurried up to me, explained what she was doing and asked, "Do you have any causes?"

It was an absurd question, so I

burst out laughing and said, "No but let me check my pockets."

Over vacation, I drove home from Berkeley with two close and mutual friends: Tom Grimes, who most of you know as Taft's student body president, and John Ungerleider, who some of you know as a Harvard prep student.

We drove peacefully down the coast, ate at an incredible restaurant near Big Sur, bought artichokes, and eventually began dis-

cussing ourselves, our feelings, and our futures.

In the beginning I listened. Tom (who is intensely philosophical) and John were literally screaming at each other about some elusive "goal" that both of them had talked about before. They could not say what it was, though.

They argued mostly not about their ambiguous goal, but about the means they would use to get to it. John could not figure out whether it would be best to go to Harvard, stay in society's mainstream, and get a solid education, or to go underground, and mingle with Berkeley's leftover hippies and radicals.

Tom argued violently that one has to get into and explore the society before one can attack.

Tom and John aren't sure what to do, Patty is not sure what has to be done.

This indecisiveness about ends and means indicates, at least, that the methods and solutions of the "60's kids" have been all but rejected. We are looking for new ways to approach new problems.

But how do we do it? Maribeth, another friend, says that the approach has changed because everyone is getting smarter. More are realizing that now, society dismisses you too quickly if you are too different or radical. But then again, she says, the intellectual approach is too narrow. The answer, if there is one, probably lies in between.

As for myself, I am still checking my pockets. Patty will be the first to know if I find something.



EGGS IN A BASKET: Lisa Rosengard (right) holds basket of eggs for Jason, a student in a pre-school program held here at Taft and staffed by Taft students periods four and five. Mrs. Nancy Cornell, instructor, will talk to all students interested in participating in the program next year.

MASS CONCEPT

The following are some thoughts by Rand Selwyn Burke, a Taft senior

To all optimists who are tired of pessimists I have a plan ... genocide.

These mourners of the present are stagnant. They muck up the works. Just think—a world where criticism would be taken constructively instead of insultingly, where school projects would be intellectually stimulating and fun rather than tedious and painstaking.

The old saying, "It has to be hard to teach students" would vanish from the minds of teachers. With this, schools could have free campuses because students would enjoy learning and only leave for necessary reasons. Bureaucracies would become less complex and laborious be-

cause people would want to explore new ideas and proposals instead of sending them through seven different select committees to test the effects on mice or seeing if the Surgeon General would determine whether it is good or bad for one's health.

In a pleasant, positive world, people could trust each other instead of looking behind their backs for muggers and rapists. Think of how few people would be left on earth. A new generation would arise from the traditional grey, flannel, do-it-by-the-book society. A new generation of colorful, hopeful, life-enjoying inhabitants propagating a new floral environment.

No obstacles, just learning experiences.

Suicide among youth: something can be done

Listen for verbal clues

By Alisa I. Klein
Tribune Staff Writer

If your friend says, "I'm going to kill myself," it may not be just a figure of speech. According to the National Institute of Mental Health, a direct verbal clue or even an indirect one such as, "You won't have to worry about me much longer," must be taken seriously.

Adolescent suicide ranks between 2nd and 3rd place as the leading cause of death among teen-agers and young adults. Suicide has doubled within the last 10 years in most countries. This figure would be larger except that many suicide cases are listed as "accidental" or "no known cause" because of the possible stigma for the family.

Why is death the only alternative for some young people? Studies in 1975 by Michael Peck, Ph.D., and Robert E. Litman, M.D., show that "youth who commit suicide find that their efforts to express their feelings of unhappiness, frustration, or failure are unacceptable to their parents." According to these studies, the fact that they are not understood or appreciated by their parents can cause chaos in the lives of young people.

Internal pressures of adolescent development, the great expectations of young adulthood, and the stresses of competition are also contributing factors. Unreasonable demands of parents, peers, and teachers can overwhelm some impressionable and impulsive teen-agers. Self-destruction may result.

Loneliness and isolation caused by broken homes and disorganized family structure are depressive factors. 42 per cent of a group of suicidal youngsters studied indicated that physical fights occurred

in their families. Suicidal young people lack optimism and hope for the future. They are overwhelmed by unhappiness.

Teen-agers on the road to suicide may give many clues about their condition. These clues may be verbal as indicated in the first paragraph. When a teenager isolates himself from friends or family, this is a behavioral clue.

It is important to recognize these clues. With proper timing, a suicide risk can be talked out of his plans. A good friend, a loving member of the family or a compe-

tent professional can prevent a needless suicide.

How can you help a possible suicide case? Nancy H. Allen, M.P.H. of the Laboratory of the Study of Life-Threatening Behavior at U.C.L.A., suggests supportive questions. "You appear to be kind of down," or "Is something bothering you lately?" are examples.

"Do you wake up in the morning and wish you didn't have to?" If you can gain confidence of a person who answers "yes" to this question, the road to help may be started.

Most suicidal young people can be helped and in the future are glad to be alive. One young man who escaped death after jumping off the Golden Gate Bridge in San Francisco expressed six years later that he "learned to be happy in spite of his unanswered dreams."

Help for suicidal youths is always available. In many high schools and colleges, suicide and death classes are being offered in which community resources are explored. Today, there are approximately two hundred Suicide Prevention Centers in the U.S. and

an equal number of "Hot Lines."

When help is needed, the Los Angeles Suicide Prevention Center is available with one hundred professional and non-professionals, a 24-hour telephone crisis line and a community outreach program for teens (381-5111). If you want to help a friend or relative who is depressed: learn the clues, ask supportive questions and contact someone who can help, be it counselor, doctor or clergyman.

Remember: Everybody has the right to live!

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IN GOOD POSITION: Taft volleyball players Craig Buck (squatting) and David Keitel (center) are in perfect condition to cover for Eric Mason (19), who is high in the air after spiking. The action came last Thursday at Taft as the Toreador volleyball team set the Chancellors down in three straight games. Taft travels to Van Nuys Monday and Grant Wednesday. Games begin at 3:00 p.m.

Photo By Germain

In Other Action

Injuries hit girls hard

In its last league meet of the 1976 season, the Taft girl's track team was handed an 89-70 defeat by El Camino. Friday's meet with the Conquistadors was a repeat performance of meetings with other West Valley teams as many Taft runners were absent because of injuries and illnesses.

The evening got off to a slow start when Taft's 880 medley relay team, though breaking last week's newly set school record, couldn't get close enough to challenge the strong ECR team. However, things began to look better as Taft's Molly Basler and Marva Campbell finished first and second in the long jump, to make up the deficit.

Debbie Creath leaped 4'10" to equal the school record in the high jump. The record was set last week by Andrea Murphy. Linda Denning, Taft's hope to make city finals in the 80-yard low hurdles, won her specialty with the time of 12.2. After setting the record in the shot put, Marva Campbell proceeded to break it again by turning in the season's best of 32' 1/4".

The mile proved to be the most exciting race of the meet as Elaine Schultze and Pam Firestone battled for first. Schultze came from behind, outsprinted Firestone in the last 110 yards, and claimed the victory.

● Boy's tennis now 5-0

The Taft tennis team posted its fifth victory in a row to finish the first half of the season in first place, defeating El Camino, 6-1.

Drew Gitlin, playing number 1, defeated ECR's Matt Leyton in straight sets, 6-2, 6-4. Jon Paley, playing second singles, rolled passed his opponent, 6-0, 6-2. Robert Redlich, playing consistently as always, won the third spot rather easily, 6-1, 6-1.

Playing in the fourth spot, Dave Lanz flawlessly took care of his opponent with a perfect score of 6-0, 6-0. Steve Woodhouse got by his

opponent 2-6, 6-2, 6-2 at fifth spot. First doubles was the only team to lose a match. Second doubles barely got by with a win of 2-6, 6-3, 6-4.

● Swimmers show depth

Taft's Varsity swim team defeated El Camino, 153.5-142.5 at Warner Center last Wednesday. The Toreadors showed great depth as they piled up many second and third places and a few first places.

The victory gave Taft a 4-1 record and clinched a tie for the league title with El Camino and Chatsworth.

The Bees easily defeated the Conquistador Bee's by an amazing score of 170-67.

Taft baseball demise: who is to blame, players or coach?

By Steve Hartman
Tribune Staff Writer

The 1976 Varsity baseball season has been a disappointment for Taft fans thus far.

The teams record stands at 3-7, and most likely, will not improve.

Coach Ray O'Connor blames "mental mistakes" for the team's losses, but said he did not know why there have been such an abundance of mental lapses from players he considers to be of "high-caliber."

Some of the players have different reasons for the team's losing season, and unfortunately, some of their criticisms involve the coach.

One player, after being removed

early in a recent game, called the coach a "quitter," and added that the coach was "more concerned with useless strategy than winning."

Other players offered similar explanations for the plight of their club.

Not everyone, though, has been down on the coach. One player, who was put back on the squad recently after being kicked off earlier, said, "The players can only blame themselves for the losses. We have the talent and the coaching but the players are not motivated."

Asked why they aren't motivated, the player replied, "The players

don't care because they are down on the coach and don't mind seeing him lose."

When asked if he would have said these things after being kicked off the team, he paused and said, "Probably. Maybe."

A Change in Attitude?

Before the Toreadors' most recent game, spirits ran surprisingly high. The players seemed ready both physically and mentally for the game against El Camino.

However, as the game wore on, the script changed for the worse. The players began to grumble about the coach's decisions to play certain players while benching others. Taft was on its way in putting another nail in its coffin.

Before the season started, Coach O'Connor said that "motivation is the key. If the players remain motivated, we will win."

Whatever the reasons are for the team's apparent demise, whether it is the coach's fault, the players' fault, or a combination of the two, no one likes to be called a loser.

Taft track teams thwart ECR'S hopes for upset

By Mark Lambert
Tribune Staff Writer

Arch-rival El Camino was not Real with its threat of upsetting Taft's varsity track team. The Toreadors won, 71-46, as Rich Hohmann set a new school record in the 330-yard low hurdles with a time of 38.3, shattering the old record by 1.7 seconds.

The Toreadors won 11 of the 14 events including a pole vault of 13' for Hunt Woodman, his personal best. The Toreadors also turned in a good time of 43.6 in the 440-yard relay with the team of Rich Hohmann, David Enzer, Scott Stevenson, and Dave Hohmann.

Coach Dale Lythgoe felt that his three teams performed "real good" as they have all year. Thus far, the teams have lost two meets between them by a total of only three points.

The Bees won the league title by stinging El Camino, 67-28, as Vince Simmons won three events, the 70-yard high hurdles, the 100-yard dash, and the 120-yard low hurdles.

After four events, El Camino was still in the thick of things with the score tied at 18. But the Toreadors swept the next event, the 100-yard dash, and ran away with a win in the last six events.

The Cees also made the Con-

quistadors wish they had stayed in El Camino as they walloped them, 59-27, to win the league crown.

Taft started off on a winning note as David Walden won the mile in 4:52. The Toreadors never looked back, winning five of the next nine events, including the mile relay.

Next week the Toreadors will compete in the league preliminaries at Taft.

Coach Lythgoe feels his Bee and Cee teams will do real well but figures the Varsity won't be strong, because several Varsity runners, including Dwight Bilbrew, Tom Litton and Tony Ervin, will be sent down to strengthen the Bees and Cees.

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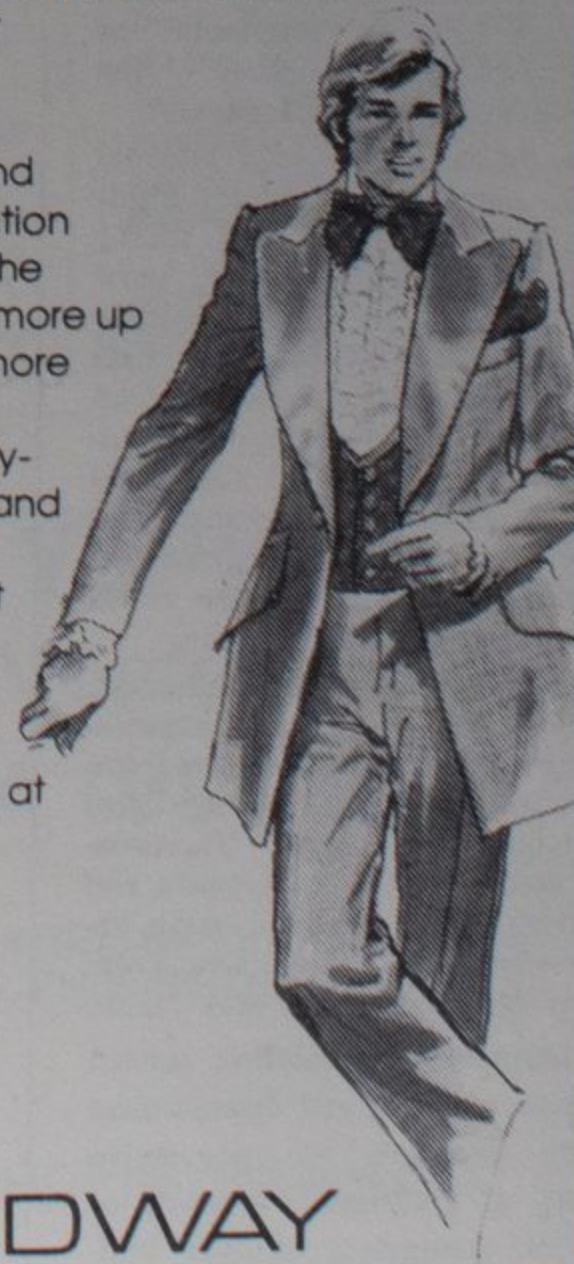
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