

John Marshall High School, Milwaukee, Wisconsin

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The GAVEL

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Friday, March 5, 1971

Students Model T. A. Chapman's Spring Fashions

Spring and summer fashions were featured at the T. A. Chapman sponsored fashion show, an auditorium program for group one, on Wednesday, Feb. 24. Marshall students served as models.

Mrs. Gay Lauderbach, a buyer for Chapman's, and her assistant, Mrs. Eve Gaullibitt did the commentary. Linda Lippert, junior, and Pat Annesley, senior, of Chapman's Teen Board were the student coordinators for the show; Mrs. Betty Steinke and Mr. Richard Steele were the faculty advisors.

Modeling from Marshall were seniors, Pat Annesley, Susie Anshus, Carolyn Bonak, Ev Dittert, Darlene Gac, Debbie Ganders, Marcia Gershon, Donna Gokey, Stephanie Jackson, Stefanie Manion, Cindy Nonenn, Debbie Nuenemaker, Nancy Sliak, Collen Turkowitch, Lori Verzal, and Debbie Vivian.

Juniors Marie Dailey, Jackie LaDew, Linda Lipscomb, Liz Smith, Linda Snodgrass also modeled.

Boys modeling were seniors, Tom Dittsheit, Steve Hennig, Rick Ludwig, Morris Mauer, George Panos, Steve Silvast, and juniors Mark Young and Dale Dobbe.

Everything from hot pants to formals was modeled. Pants suits appeared frequently.



Earth Action is presently involved in setting up a recycling station at Capitol Drive Lutheran church. Purpose of this station is to allow the public to drop off any materials that can be recycled. They are also in the process of having intensive neighborhood distribution of an ecology booklet.

Other projects include the education of elementary students and the setting up of an ecology corner in various grocery stores. These would contain ecologically sound products such as low phosphate detergents, items in biodegradable packaging, organic foods, and products in returnable containers.

Greek to Us

Mr. John Schissler, Latin and German teacher, is currently considering Greek as a possible course for students next year. With an emphasis on terminology, Schissler plans to take Greek over summer at UWM in preparation for this possibility that he is considering.

Tony Karr Hosts

'Who Knows?' Team Wins

"Who Knows?" team members, Mark McGuire, Marc Muskavitch, and Bruce Stockmeier, all seniors, overwhelmed Lake Mills high school 506 to 110 in the first round of the

WITI-TV 6 show, taped Wednesday, Feb. 24.

Commenting on the victory, Mr. Ralph Bielenberg, the team advisor, said, "It was so embarrassing, and I loved every minute of it."

Team captain Mark McGuire remarked, "I'm glad we were able to win so resoundingly. It was good for the team's confidence."

Hosted by TV 6 personality Tony Karr, the contest was aired last Saturday at 1:00 p.m. Looming ahead as Marshall's next "Who Knows?" opponent is Concordia College high school, which defeated Rufus King in their opening round.

The next contest will be taped on Wednesday, March 31 and aired on Saturday, April 3. If Marshall advances to the third and fourth round, the taping and airing dates are: third round, April 21 and April 24; fourth round April 28, May 1. A limited number of tickets for the second round are available from Mr. Bielenberg in room 200.



Marshall's "Who Knows?" team, Marc Muskavitch, Mark McGuire, and Bruce Stockmeier, render their opponents from Lake Mills a bit in awe. Marshall won, 506-110 in the first round of the WITI-TV6 show, taped Wednesday, Feb. 24.

Myths Dispelled at Board Meeting

By Jon Kanitz

A disappointed Advisory board met last week Thursday after an announcement told students to relay to the board any problems they would like the student group to consider. No student showed, and one member of the Advisory board didn't even know about the all-important meeting.

The general philosophy exists here as usual. Yes, the Advisory board is for students, oriented around solving student problems. Most active students should know by now that apathy abounds. Members of the Advisory board will just have to settle down on their own to get things done without relying on others.

Through experience, activists lose their illusions; some

This is the second half of a story on the newly formed Advisory board at Marshall.

myths were dispelled last week.

Some weeks earlier, the Gavel questioned the members of the Advisory board on matters of policy changes, problems with change, and political leanings.

Answers with commentary follow:

MARK YOUNG said:

The only things the students at Marshall want changed are either not under the jurisdiction of the school's policy, or are too trivial to mention.

One of the major changes which would require the possible altering of school poli-

cy would be the establishment of a student lounge.

The students need a room which they can claim as their own. Once they have this, I am sure they would become more active in the affairs of their school.

The reason we cannot have a student lounge, as it has been repeatedly stated, and was stated at the recent meeting, is that we simply do not have space for one. "It can't be done." We do have great passivity and apathy as Young suggests.

KARL ENOCKSON said:

Students ought to be able to go home after seventh period if they have an eighth period study hall.

Must we stay in study hall and do nothing for 50 minutes when we could be home watching T.V. and doing all the other stuff we do when we're home? Also, it would help limit crowded hallways after school and make it easier on the teachers.

There should not be many problems because at eighth hour, no attendance could be taken in study halls. Students lingering in the halls would be treated like any other student without a pass after school.

I don't believe that I should take a radical or conservative viewpoint, because if I think what's good for students is conservative, I'll support that; and if I think what's good for students is radical, I'll support that.

The arguments, of course, against Karl Enockson's proposal to allow students to leave school after seventh period if they have an eighth period study

hall are as follows: it would discriminate against those without eighth period study halls; it would result in many efforts for program changes; it defeats the whole idea of study halls; it would be a bother for some who are involved in extracurricular activity; and it would require a major policy revision of the Milwaukee School Board as to their definition of a school day, according to Mr. Hackett.

There is no school in the Milwaukee system, as of now, which allows students to leave school before all classes have ended unless a student presents a legitimate individual reason why he should be dismissed.

MARK LEITNER said:

I feel there should be some sort of screening of teachers by a board such as this, acting on interviews, principal's evaluation and most importantly, student comments.

Because of our present system of tenure for teachers, some mediocre and even poor teachers continue "teaching" even when their substandard potentials are realized.

A tremendous amount of teacher opposition and student apathy would be the problems I foresee.

Mark Leitner's proposals for a screening of teachers because of mediocrity is the most comprehensive and radical proposal. The political complications and opposition confronting such a measure are incalculable even at the university level.

JEFF SHAVZRIN said:

I would like to see the policy

(Continued on Page 5)

Meyerson Builds Winning Project

Fred Meyerson, senior, has taken fourth place honors in the finals of the 1971 Model Building competition.

The object of the competition, which was sponsored by Allied Construction Employers' association, was to design and build a model neighborhood containing single and multi-family units according to present day land planning concepts.

The contest, which was open to all students, ninth through twelfth grades, in public, private, and parochial schools of Milwaukee, Waukesha, Washington, and Ozaukee counties, awarded three grand prizes. The first prize was a four year engineering scholarship or a \$300 cash award; second prize was either a two year scholarship in structural technology or a \$200 cash award. Third prize was a \$100 cash award.

Fred placed first in the Marshall competition, then went on to place first in the Milwaukee public school semi-finals before going to the finals. Richard Scott and George Zenke, seniors, received honorable mention certificates.



College students crowd into telephone booths and Volkswagens, so perhaps there is nothing too unusual about James Paulsen, left, and Fred Maltby, right, both seventh graders, crowding into a locker outside the Gavel office. They fit, too!

Editorial on Teaching

Continuous Evaluation

Learning is somewhat of a "give and take" process; the teacher imparts his knowledge to the student, who responds by accepting it and, ideally, questioning it. When either of the two parties involved fail in those responsibilities, the level of education decreases.

The student who fails a course usually analyzes the situation to find out where the problem lies. If the failure resulted from the student willfully shirking his responsibilities, he knows where he stands and has a good opportunity to correct the problem. If the analysis reveals that the fault was not entirely the student's, but the teacher's, that student is at a loss because a process of recourse oftentimes does not exist.

A few years ago the Student Reaction center of Western Michigan university asked high school students for suggestions for the improvement of their teachers. The center compiled the following list of most frequently made suggestions: (1) Explain thoroughly — spend more time explaining; more detail; don't hurry through; give more examples; (2) Take an interest in students — don't show impatience when students ask for clarification; be friendly and understanding; be patient with those who don't understand; (3) Improve manner of communication — don't lecture so much; increase student participation; speak clearly; avoid monotone; use visual aids; (4) Plan well — prepare in advance; do not waste class time; stick to the subject; (5) Talk more to the point when explaining — be more concise and precise; don't "beat around the bush"; don't talk in circles; (6) Insist on good attention — keep good discipline or control; be firm but fair; (7) Communicate on the student's level — explain things in terms he understands; don't talk over their heads; don't treat them like little children.

Because teachers do not receive report cards, it would be wise for them to periodically evaluate themselves, using these suggestions as guides. If the teacher finds he is lacking in some area, it is possible to concentrate on and correct the problem. If he is in doubt about how well he is following the suggestions, he might privately ask selected students for their opinions.

Unfortunately, some teachers will never be able to see where their teaching methods fail. As Dr. Laurence J. Peter says in his book *The Peter Principle*, an individual might find his "level of incompetence as a classroom teacher, and will therefore remain in that position throughout his career." Teachers that fall into that category restrict the potential of our educational institutions. Students will have to "play it by ear" in such situations.

By continuously evaluating himself, the teacher will be able to improve his teaching and therefore raise the learning potential of his classes. The teacher must remember that this is the more important part of the "give and take" process. If the student fails, it affects one individual; if the teacher fails, it can affect anywhere from one to 150 people. Both student and teacher must strive to meet their responsibilities or the entire education system suffers.

The Terror of the Test

By Robin Steinbach

I clung to the chair, sure that rigor mortis was crawling over my body. My eyes roamed from object to object, seeing nothing. No one had told me that waiting for the test was worse than the test itself. I fingered the dead car key on my lap. As I lifted my eyes to see if the instructor had returned with his present victim, the key bombed my foot, causing my nerves to tighten like a taut fish line. My eyes flashed to each person around me, searching for any sign that might tell me they witnessed this act. I was safe. They were too preoccupied to notice anything smaller than a tornado.

I resumed my position. Rigid, my legs paralyzed, I could begin to feel a stiffness in my back. I wasn't sure if I could move my

head without snapping some bone. I glanced at the clock and then took another look. Was the second hand moving at all? I was still examining the hands, when someone tapped my shoulder. I vaulted out of the chair like a grasshopper jumping from the groping hands of some inquisitive youngster. I turned and found myself looking down at a Lilliputian driving examiner. He reminded me of a turtle minus his shell. I was bigger than he!

"Is this your first time?" he whimpered.

"Yes," I surprisingly responded.

"Mine, too," he peeped again.

I felt warmth surging through my body. My muscles slackened as we headed for the car.

Liberty begets anarchy, anarchy leads to despotism, and despotism brings about liberty once again. Millions of human beings have perished without being able to make any of these systems work.

— Balzac

Letters, Forums to the Editor

To the Gavel:

I think that our school should attempt to do something about air and water pollution. This problem poses a serious threat to our environment. Very little is being done to solve this issue. How do you feel when you inhale fumes from the exhausts of a car? You must think of how bad pollution really is. Are you afraid to eat fish that comes from our lakes and streams? As concerned people, we must do something. We are desperate! Please write to your Congressmen, Senators, or the Food and Drug Administration. It may take a little while, but your time is running out!!! You've done your share to pollute this country—now do something to clean it up.

N.M.

To the Editor:

As I prepared to spend my usual 10 minutes glancing through the Gavel, I found myself becoming engrossed in several of the articles, and consequently missed a rerun of Gilligan's Island and half of Star Trek. This amazing occurrence led me to closely examine this issue, along with a large collection of dusty past issues.

Contrasting it with a February issue of the 1969 paper, I found this year's Gavel undeniably superior. In place of the archaic popularity poll,

"Under the Eagle 'I'", I found an in depth coverage of a concerned student group. Instead of a coloring book paste-up of bits and pieces of bad photographs was a surprisingly truthful discussion of the student council, an issue of concern to all students. Where the '69 issue placed a disorganized collection of opinions in a contrived layout, "The Gavel Goes to Court", this recent publication explored the formation and function of the Advisory board, giving facts not readily available to most students. In addition to intellectually stimulating articles, current and coming events were given complete coverage. The absence of interesting and amusing anecdotes in early issues of the paper this year was overcome by an abundance of fine feature articles in the Jan. 29 issue.

I was one of a number of students to become discouraged with early issues because of technical failures and editorial policies. The causes of most of these complaints were temporary. The major difficulty was the necessity of an adjust-

ment on the part of the student to the inevitable maturation of the paper. I hope that some of the students who have shrugged their shoulders and given up on the paper will pay closer attention to future issues and carefully reread past issues. I am confident that students who complained with genuine concern will be reassured by the fine articles now appearing in the Gavel. Although it is improbable that my discoveries will cause anyone to change his views, they have restored my pride in my school newspaper, and have hopefully given a measure of satisfaction to editors and staff members who are worthy of praise.

Sincerely,
Michele Waldinger

To the Editor:

We would like to complain about the dance schedule. We in the eighth grade want people to realize that it is not fair that we only have one dance. We would like another one. The Dance committee only thinks of themselves. We want a dance!!!
"Lu," 8th grade

The Gavel welcomes letters to the editor and forums on any subject. Place contributions in the new Gavel mailbox in the office. We reserve the right to edit for length, libel, and style.

of the editorials, and the viewpoint the editors have collectively.

JOHN MARSHALL
HIGH SCHOOL



Mr. John Towle, Gavel advisor, called the paper "heavy" after the last issue was distributed to homerooms, grapevine relates.

Mr. Towle used the word "heavy" both as a compliment and as a caution to the Gavel staff. In contrast to previous years, the paper now features longer, more in-depth stories—notably, the three part series on the student council, the two part series on the Advisory board, the story on Earth Action, and editorials and an interview awhile back with Ralph Adam Fine on marijuana.

Mr. Towle, while lauding past accomplishments, called for more attention to the little things that go on around the school. Rarely does the staff receive contributions from students not on the Gavel staff. This, and the fact that there is no journalism class "requires staff members to be more alert." Because of this, "many little things of interest go unnoticed because editors can't be in a hundred different places simultaneously." The staff urges students to contribute to the Gavel by using the Gavel's new mailbox in the office.

Grapevine caught words of editor Jon Kanitz as he described some plans to be carried out in the remaining five issues of the Gavel:

"In response to the editors' periodical disagreement with my editorials, we will hold meetings to decide the subject

Three new columns have been initiated—Earth Action, From Our Files, and Politiculture. These will continue until the end of the year.

Larger features will include an interview with Jeff Miller, a 1968 Marshall graduate now a member of YIP in Madison; a picture page describing the production of the Gavel, start to finish; stories on the curriculum; a full page spread on Earth day; continuation of "Glad You Asked . . ." (p. 3) an interpretive story on Young Dems; an interview with Sophie; up to three student surveys; and coverage of anti-war activity."

Students interested in doing volunteer work for Senator Muskie in his candidacy for the 1972 Presidential election are wanted.

Ideas and student comments on the campaign should be addressed to E.S.M. 1932 E. Oklahoma Ave., Milwaukee, 53207.

Once again, Mr. James Fallon's road runners in room 143 have begun a semester of steering, braking, and flooding the motor. Out on the range, they can be seen driving assorted cars in circles as they bump into, knock down, and run over numerous yellow cones. Teachers, aware that a "student driver" may be an inch away from denting their new 1971 Mustang, can be seen nervously turning their heads in the direction of the parking lot.

Meanwhile, courageous Mr. Fallon stands fearlessly in the center of this chaos, directing traffic with a bright red megaphone.

Already, these conscientious new drivers have been let out on the road to terrorize the city of Milwaukee. So beware drivers, they're on their way!

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GAVEL STAFF

Editor-in-Chief . . . Jon Kanitz
Assoc. Editor . . . Mary O'Hara
News Editors . . . Rick Kurovsky
Judy Robbins
Feature Editors . . . Joyce Gonis
Judy Laufer

Sports Editors
Marc Muskavitch
Roland Wolferstetter
Copy Editors . . . Dorothy Cullen
Jane Plutshack

Reporters Sandra Dietz,
Chrisanna Gregersen, Amy
Hirschberg, Jane O'Hara, 7th
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Craig Pfister, Cindy Plaumann,
Neal Plotkin, Maria Reineger,
Nadine Siegmán, Chris Waid,
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Typists . . . Nadine Askotzky
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of Cartoonist . . . Jim Lehmann
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Glad you asked . . .

"What will Marshall be like in 1980?"



KEVIN KRUEGER, 11

In general, the students will have a greater amount of freedom to move about and, if current trends continue, their voice in the administration will be far more pronounced.



MICHAEL GILBERT, 12

I think that by the time 1980 rolls around, Marshall will just be a memory in the minds of several people, because our planet will be dead from pollution.



PATTY GILKISON, 11

If Marshall still stands in 1980, I believe the students will have lost the little voice they now have to the administration because of their own lack of interest.



JOEL KOSBERG, 12

John Marshall will continue to be one of the best schools in Wisconsin in 1980, and if Mr. Hackett is still principal we will not have mice running around the school.



BARBARA VICTOR, 12

Either an open campus or a stalag.

Designer Views Midi

"Welcome Change"

By Chrisanna Gregersen

Following is an interview with a design student at University of Wisconsin-Madison. She expresses her opinion of the midi and also the designer's motive for promoting it. For various reasons she wishes to remain anonymous.

What do you think of the new midi and maxi lengths?

"The lengths are not new. They have been shown by designers for five years. The main reason why they were pushed this year was because of John Fairchild, editor of 'Women's Wear Daily', a trade magazine. Mr. Fairchild likes the midi look, and consequently

it dominates the paper. Many people are accepting them as a welcome change."

What length are they showing most in your design classes?

"They don't show any particular style. The length is up to the designer."

What kinds of girls should wear these lengths?

"The midi fashion is mainly being worn by older girls and women. I prefer to call the longer length the longette, since it isn't only the midi length. The length that is most attractive to the wearer should be worn."

What do you think of girls

wearing long lengths?

"Girls are very active. The longer lengths add elegance and require more sophisticated actions than subteens express. They are not practical for many of the everyday activities of modern society. The fashion is fun; the longette look of full length garments adds variety and fun to anyone's wardrobe for special occasions."



The cast for "Fiddler on the Roof," Marshall's upcoming musical, rehearses with Mr. Frost.

Astrology in the Age of Aquarius

What's It All About?

By Mary O'Hara

Astrology has become one of the biggest fads and consequently one of the chief moneymakers of the decade. Jewelry, fabric, and stationary showing the signs of the zodiac are in abundance. Everyone knows the sign that he was born under. Most major newspapers and magazines have a regular daily or monthly horoscope, and a growing number of people, including business men, plan their daily actions around good and bad forecasts. Why has the ancient belief in the star cycles become so popular? Why in this period of

technological advancement, do people continue to plan their lives according to star patterns?

Astrology is based on the assumption that there is a correlation between what happens on earth and the motion of astronomical bodies—one has a free will only within the limits of one's circumstances. Fate is determined according to the relative positions of the planets and the signs of the zodiac at the exact time and location of your birth. These positions supposedly influence one's emotions and to an extent, one's physical make-up. They provide information about life span and indicate times and dates of favorable and unfavorable happenings.

There could be two explanations for the popularity of astrology. One is that there is an innate need in twentieth century man for supernatural guidance. Today, when society's mechanical knowledge is profuse, there is a definite spiritual lack. It is because of this absence of enlightenment that people revert to the ancient faith in the stars. Many blame the church for failing to give meaning to their lives and consequently causing them to turn to the stars for fulfillment.

Chaos in our century has been publicized widely, and for many there is a sense of order in the continuous movements of the stars. Because they eliminate hard decisions, horoscopes are often welcome, and the zodiac requires absolutely nothing from the individual.

The other possible explanation for the wide-spread popularity of horoscopes is that because some consider astrology a science, they follow it with analytical interest. Computer forecasts are rising in impor-

tance, showing that astrology could merely be a sort of advanced gambling. Life is reduced to a study of the odds or chances for certain events to occur. Thus with the gambler's belief that success will be achieved, and given the right combination of occurrences, there may be a happy-go-lucky feeling among astrology buffs.

Like many people I enjoy reading my horoscope -- a capsule forecast of the day's events. Sometimes it proves surprisingly accurate while on other days the predictions never come true. My Aquarian forecast for Tuesday, February 9 reads:

AQUARIUS (Jan. 20-Feb. 18): Be meticulous about details affecting legal decisions. One who is intemperate could create problem. Know this—take necessary precautions.

It was one of those typically dubious horoscopes and in this case, none of the predictions proved true—for me.

Other Aquarians had this to say about their forecast on that day—and its outcome:

"Sure it came true! I finally got my father to agree to buy me a car and finance me for the insurance," said Jim Zimmerman, 12.

Jane Plutshack, 12, had this to say about the forecast,

"The diction employed and technicality involved in these astrological predictions are superior to my level of comprehension. Therefore I am incapable of determining whether these predictions materialized or not."

**Give this
Paper to
Your Folks**

Large Library
Feature of UWM

The University of Wisconsin-Milwaukee library, located at 2311 E. Hartford, features extensive research and reference materials. It occupies four floors and contains over 750,000 books, several hundred current periodicals, and a vast store of microfilm and viewers.

Naturally UWM is built for and geared to the variances of college curriculum; however, it is also an excellent and basically convenient facility for high school students. Unlike other libraries in the Milwaukee area, UWM operates on a 24 hour schedule. It has a typing room and a number of copying machines for general use. Moreover, the library does not have the typical somber atmosphere. Instead there is the pleasantness of carpeting and bright lights. If the size seems overwhelming there is the help of a large directory near the main entrance and smaller aids scattered about.

Unfortunately, non-university students can not take out books without special permission. All of the other resources of the library are open, and these resources are superior to those of any public library.

English Set
for Change

Programming changes for English classes next semester are currently under study by the school administration, according to Mrs. Iva Johnson, department chairman.

Teachers of English explained new course offerings to their classes last week Tuesday, and on Wednesday students indicated their possible choices for next fall.

New policy calls for only ninth grade English being required next year. Traditional sophomore, junior, and senior English classes will become electives, along with 12 one-semester offerings: composition, advanced composition, creative writing, communications media, American ethnic studies, humanities/English, short fiction, the novel, major dramatists, poetry, contemporary literature, and the English language.

Computers will arrange course combinations that fill the need of student and teacher availability.

At this writing, the above courses had not been approved by colleges for accreditation, according to the Guidance department.

Student's Opinion

"Up Your Midi!"

by Jannice Worby

Did you ever notice what glamour girls of the Pepsigirls, Tab mind-stickers and Wind Song unforgettables wear in those television commercials? When a fellow idly dreams of his princess in shimmering splendor, he doesn't usually picture her in a prudish, outmoded skirt dangling about her feet. The gay nineties look of the slipshod maxi just doesn't concur with our current life style.

The elongated, spindling skirts aren't flattering to any woman. Scrawny females appear skinnier yet; pudgy girls become unpleasantly plump; and even the perfect figure looks unappealing. A survey printed in the June issue of *Glamour* showed that the American male favors the mini-skirt by a ratio of five to one.

Longer skirts aren't convenient any more. After all, towing two and a half yards of material all day can wear you

down. The maxi-wearer is also accident-prone. Imagine getting swallowed up in a revolving door or dragged six blocks by a bus because of your flapping frippery. Mobility and comfort aren't assets of the lengthy garb.

Keeping your wardrobe coordinated with your activities is expensive enough without having to buy a whole new array of garments in longer length. It would probably take you over a year to convert your entire clothes collection to the midi-maxi type. And by then who knows what the trend will be?

Although department stores throughout the country have stocked rack upon rack of midis and maxis, most of the ensembles are gathering dust. The new fashion freedom gives you liberation from the manufacturer's manipulation and lets you turn up your nose at the midi craze. Follow the bumper-sticker advice -- "Up Your Midi."

Insight into the Curriculum

World Affairs Class Provokes Response

By Mark McGuire

Contemporary World Affairs (C.W.A.), a senior elective social studies course offered at Marshall for the first time this year, is taught by Mr. Lorenzo Bahr and Mr. Donald Barczak. Though the course is new to Marshall, it is not new to the Milwaukee school system. In a book which synthesizes courses for prospective students, the School Board describes C.W.A. as a course that "is seldom the same from semester to semester but whose course content is always selected from important and relevant world issues. A problem analysis approach -- which draws upon previously gained knowledge of history, government, and economics is followed."

Because of the newness of the course at Marshall the teachers have been given freedom to choose the curriculum. Mr. Bahr and Mr. Barczak decided to take two entirely different approaches.

Mr. Bahr's classes follow the course synopsis given by the Milwaukee School Board. The Chicago Tribune is read daily and then Mr. Bahr discusses the events which preceded the current crisis. In Mr. Bahr's class the "why" of the event is stressed.

Mr. Barczak's class, which is loosely structured, encompasses almost anything. Reading assignments from various magazines are given, but students are rarely certain of what

will be discussed in class from day to day. They have discussed everything from the adjustment concept to the drug problem.

Comments from students in Mr. Bahr's classes were uniformly favorable:

C.W.A. is a very excellent course and should be continued. It teaches the students the problems of today, not just what the problems are but what caused them and what can be done about them. It also relates today's problems with the problems of the past generations.

-- Gary Sisley

I think C.W.A. is very worthwhile. I feel every student should have to take it in his senior year. There is so much happening in the world that is going to affect our future and we aren't aware of it. This course makes you more aware of what's happening and more concerned with world problems.

-- Jane Reiss

I think C.W.A. is a good subject because you are now really finding out what is happening the world today; you also learn how to relate past history of a country and with what is taking place now.

-- Mike Kaneiss

The main reason why people have so much uncertainty today is because of the lack of knowledge. If people are informed of things going on in the world, at least they would have a background for constructive criticism. This course, I feel, is the most constructive and interesting courses now offered at Marshall.

Comments from students in Mr. Barczak's classes were varied:

This course gives students a chance to express their views on topics of concern in the world today that otherwise may go unnoticed. Besides informing, this course brings out new

ideas and solutions to problems in society. It is worthwhile both to students and teachers.

-- David Armstrong

Contemporary World Affairs is the most boring class that I have this year. Few discussions are about world affairs; many are about social problems which a sociology class could take care of. I took this course to learn about contemporary world affairs and not about social ills in the younger generation! As it is being taught now, it is an insult to the intelligence of many seniors.

-- Marie Sinur

To me C.W.A. is one of the best courses I have ever taken. This class deals with the problems of today, and we have a lot of discussion about what we can do about them. I have been made more aware of the world around me through our reading and discussion.

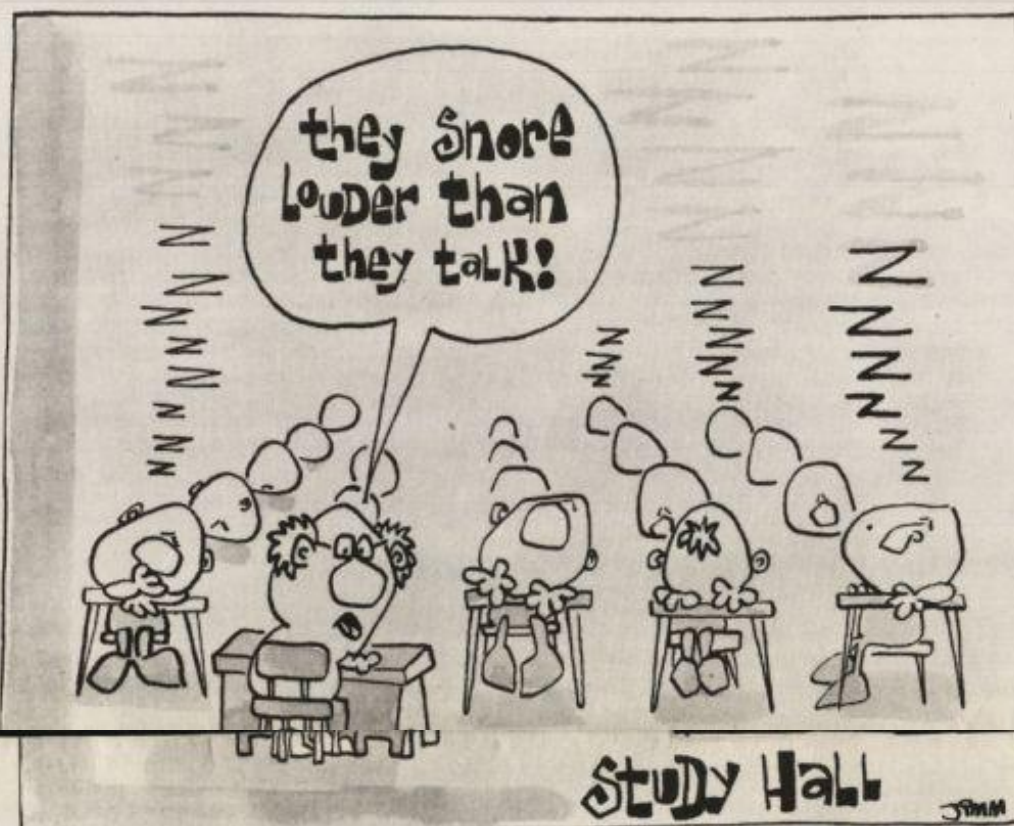
The only fault I find with the class is the vast amount of materials we have to read. It piles up on you if you get behind in the reading. (I speak from personal experience). I would also like to see more films and filmstrips and maybe continue

where we left off in our study of philosophy.

-- Laura Judkins

A course with as great a potential as World Affairs has become boring, dull, and unproductive. It offers few challenges to good, average, and poor students alike. And worst of all, the main purpose of the course--its very name, Contemporary World Affairs--has been all but forgotten. I was extremely disappointed and disgusted with the first semester of the course.

-- Rick Kurovsky



Humanities Offers Chance to Probe Society's Art, Philosophies, Mind

By Judy Robbins

A study of man and his arts is an appropriate definition for Humanities being offered this year. But, the course is more than that. Humanities is a study of one's self.

Students enrolled in Humanities started the semester determining the definition of art. Under the guidance of Mrs. Iva Johnson, they first read the ideas of various artists such as Tolstoy and Sartre. Then, the students exchanged the master's ideas as well as their own in an informal classroom manner. Eventually, by way of this discussion, most students determined their own definition and thus established an idea of what to look for in the semester's work.

Humanities students then moved to a brief study of existentialism in writing as well as pictures. Mr. Frank Moynihan addressed the class and attempted to explain several new

forms of art.

Besides performing in part *The Skin of Our Teeth* by Thornton Wilder, reading *Dialogues of Plato*, and seeing various "art" films, the students are each working on a term project. They may do anything as long as it has one central idea that relates to the various arts. Students are preparing their own movies, slides and reports as well as other very "individual" ideas which will be presented to the class later in the semester.

Along with this conscientious study of man's art, the students are learning about themselves as well as their classmates. Several days have already been spent simply talking and discussing their views and attitudes. Students are encouraged to express themselves and they often lead their own conversations quite informally.

Mrs. Johnson commented, "Our humanities program is a

special kind of course that allows us to search for answers to the questions men have been asking for centuries. Among these questions are: Who am I? What am I? Why am I here?"

"The course points up man's search for authentic personal existence, and it comes to grips with contemporary problems--what Leland Jacobs describes as 'fragmentations of life and the facelessness of the individual.'"

Ed. Note: The following article appeared in the December 8th issue of the Gavel in 1965.

By Russ Forrest

Girls' skirts seem to cooperate like window shades these days. Boys' hair styles sometimes change from crew cuts to permanents. The Gavel asked Marshall's faculty to compare these styles with those worn when they went to school.

"I think the students here are the best dressed and neatest looking of any student body in the city," remarked Mr. Daniel Harris. "However, when I went to school, we always wore either a sweater or a suit with a tie. You could always spot the lesser element because they went around with their collars turned up."

Mrs. Sara Kersten revealed that she went to a private high school where the students wore uniforms. On today's styles, Mrs. Kersten commented, "I don't think short skirts should be worn in school. Out of school I think they're fine; I wear them myself." Of the boys: "I hate long, greasy hair on boys; it looks awful."

Mr. Lorenz Bahr puts into words the general opinion of the faculty when he said, "I think our kids are dressed one million per cent better than college kids; I only hope they don't change when they go to college."

"Oh, we were much more conservative when I went to school," states Miss Esther Heiden. "However, if people express themselves in the way

they do, it's fine. The anatomy of the girl, I think, should be complimentary to the length of her skirts. I don't think though, that skirts should be so short as to distract other students."

Mr. Ralph Bielenberg comments "Generally, I think student dress is very fine. When I went to school I wore corduroys which weren't the style but were more practical. Because of their practicability, I was always a little more conservative."

Next Issue

The third of a three part series dealing with the student council and its problems at Marshall will appear in the next issue of the paper, March 19.

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Advisory Board Answers Gavel Questions (Continued from Page 1)

of the lunchroom changed, so that students can eat either half.

Of course, the administration's reasons for the rule is that without it there would be a great imbalance of the halves; most students would want to eat the first half of both lunch hours. But, any student may easily disobey the rule.

MARCI ROSENGARTEN said: I believe that if it were possible at all the closed study



MARCI ROSENGARTEN

halls should be 'undone.'

It's a waste of time for kids to sit in study halls for no other reason than just because there is no place else to go; it's like being babysat for.

Some of the people who go to this, as much as I can see a large majority, have absolutely no interest in their



MARK YOUNG

school, what they are supposed to be getting out of school, or their school curriculum. Then these same people complain. It's been going on and will continue, unless something can be done.

My political stand depends on the issue.

One solution to eliminate study halls would be for students to take more courses.



KARL ENOCKSON

Study halls are necessary for those students who need the time to relax between classes or prepare homework. Without study halls, the replacement of students into classes, with a possibly shorter school day, would only result in larger classes with decidedly more disorder and anonymity.

WENDY PIRWITZ said:

Like the screaming majority of Marshall, I would like to change various small policies of the school: the problems of



WENDY PIRWITZ

gym courses and study halls. But I don't think that by changing these policies we will accomplish a great deal. I think that the main issue of improving on already established policies is much more important. There are the growing problems of student council and numerous others. We should point out the faults, trying to resolve them, and not forget about the good points, as is so often done.

There are many major problems building up at Marshall, among them, overcrowding and student dissatisfaction. But these along with other problems can be solved by a capable administration and concerned students.

I consider myself a radically-minded conservative. I don't smoke pot, drink or picket, and I even like school every once in a while. I'm usually labeled

"out" and forgotten. As for my opinion of myself, I think I am kind of a radical, rebelling against society as much as anyone else. The differences in me are my old-fashioned ideas which sometimes shine through the protests. I guess I have just enough of my parents in me to keep me sensible, old-fashioned, and a little old at heart.

BONNIE DOBBE said:

Judging students by grade-point average for participation in extra curricular activities should be stopped.

Schools are opportunities for all, not limited to the talented few. Under the present system, grades limit the extent a student can participate in school activities. Colleges have eliminated this basis of judgement because they realize that extra-curricular activities are important parts of education. A student should be allowed to

use his full potential to excel to the highest level in the field he most qualifies.

Just as all students are not meant for college, neither can all students be "book smart." Unused or undiscovered potential may lie in these students, who, under the present system aren't allowed to use it.

I am a moderate. I feel that change is needed within the system, but I don't believe it can happen overnight or through forced action.

There is much controversy surrounding Bonnie Dobbe's proposal for extra curricular status, even among students. In order for this to be acted upon, it is likely that support must come from faculty advisors and student officers of the various activities.

JIM GULLICKSON said:

Not all students in this school plan on attending universities in this state (I think). At least I don't. Entrance requirements in New Mexico, for example,

do not jive entirely with the entrance requirements in Wisconsin.

There is a policy in John Marshall that concerns the entrance of seniors into Wisconsin Universities. As a result, the curriculum is oriented toward state college entrance. There should be a more universal curriculum which can help students interested in attending out of state schools meet that school's requirements.

Traditional ideas are always hard to displace. . . however, hard work, sensible ideas, and sincerity may help to change the old ideas.

Some think I'm conservative; some think I'm liberal, and my parents are convinced I'm radical. My personal opinion is that I'm a moderately conservative liberal.

It is doubtful that Jim Gullickson is a radical, but his (Continued on Page 8)

The Vote at 18 — a Marshall Perspective

Rosie Frydman, senior, recently wrote a term paper concerning the voting age and accompanied this with some history of the gain of suffrage and a survey of 200 Marshall students. The following is a summation of some of the findings and information:

In Medieval England, 21 was the age at which a young man became eligible for knighthood, and as a knight, he had some power in the kingdom. This ancient English ruling carried over the continent and across the seas to the New World where it became the basis for Amer-

neither passed. Now after a century of controversy the Voting Rights Act was passed and put into affect on January 1, 1971.

Survey Taken

"Do you feel 18-year-olds should have the right to vote?" was the first question asked of approximately 200 Marshall students via questionnaire. 75 per cent favored the lowering of the voting age. Most students felt that "if they (18-year-olds) are eligible for the draft, they are entitled to select their leaders," in the words of one 17-year-old girl.

A 17-year-old boy felt "girls

as follows as students responded to the specific questions.

What are your party leanings?

Democrat 49 per cent

Republican 5 per cent

Socialist 3 per cent

Independent 43 per cent

Have you ever worked for a political candidate.

Republicans: 60 per cent

Democrats: 30 per cent

Socialists: 100 per cent

Independents: 40 per cent

Do you think that 18-20 year olds possess maturity and responsibility enough that this should be a reason to grant them the vote?

Democrat: yes 59 per cent

Republican: yes 90 per cent

Democrat: yes 66 per cent

Socialist: yes 67 per cent

Independents: yes 60 per cent

Upon completion of her survey, Rosie found that many students wanted to vote but had no interest or saw no reason to be interested in politics. "Many seemed to think that voting was completely separate from politics," she said.

Rosie said that she found the majority of students to be "moderately liberal, and pushing further away from the Republican side.

"Most were trying to get liberal or 'hip' and had not formed any basic ideas," she adds. "They don't know where to turn

for ideas . . . they don't know where to go."

Objective News Reporting

Fairness Is Possible

By Mary O'Hara

Objectivity is the first commandment of the news media. A reporter is told to go out and bring back the classic — Who, What, Where, Why, and How of an event. After doing this, he might hand in his copy, only to have it returned with an editor's comment, such as "It needs more balance. Find out what the police chief thinks about all this." Or the reporter may write the sentence, "It was a bone-chilling day" which the editor will promptly change to the more factual — "The temperature was 30 degrees Fahrenheit."

But what can happen when the story is about more complicated issues? What if it deals with an important politician or a controversial war, and the reporter is a liberal Democrat or the editor is a conservative Republican? Could the personal opinions of these newsmen affect their ability to report the news objectively?

The question is crucial because the United States system of government depends upon decisions made by a well-informed public. The public depends upon the news media to keep well-informed. No individual can be aware of the world's happenings without newspapers, magazines, radio and television. Objectivity in the media, therefore, is important to everyone.

Objectivity was not always the first commandment of news writers. In the 19th century "yellow journalism" used scare headlines and sensational stories to keep readers interested. With the turn of the century there was a rise of newspapers such as *The New York Times*, which adopted the slogan, "All the News That's Fit to Print."

Competition with radio and television has brought marked changes in journalistic practices. In an attempt to capture audiences, the press is beginning to once again turn to sensationalism. Today news reporting is more than the simple reply to the Who, What, When, Where, Why and How. The trend is toward more and more interpretative reporting and news coverage — even in straight news stories. This type of news coverage attempts to answer the question — what does it mean?

Financial conditions have caused many newspapers to merge, producing one-paper towns which ultimately hurt objectivity. What gets printed is influenced by the structure of the large newspaper organization. "Liberal" reporters and "conservative" publishers sometimes produce newspapers in which the editorial opinions are in direct conflict with the "slant" of the news.

It is essential for opinion articles to be labeled separately. The public should know the personal opinion of the reporter so that it can judge the bias of news coverage.

Absolute objectivity is almost impossible because even the facts of a single story are selected out of thousands of others; the selection is up to the judgment of the writer and the editor as to what is important.

Fairness is attainable — and that should be the goal of the American press.

Senior Countdown:
62 Days!

Knights Fall, Generals Next? Tied for Eighth in City Finish

By Bill Milkowski
Marshall's varsity basketball squad defeated Madison in a "come-from-behind" victory in the WIAA district elimination competition here on Friday, Feb. 26. With this victory Marshall, along with Tech, Hamilton, Lincoln, Washington, North, and conference champion Rufus King, will advance to the WIAA State regional tournament tonight at King against King.

Lightning struck the Madison Knights for the second time this season as the Eagle cagers, the apparent underdogs, edged the Knights by a score of 63-57 last Friday.

Marshall jumped out early and took a 6-2 lead on the outside shooting of Ken Beck and Dave Armstrong, but Madison's superiority on the boards became evident late in the first quarter as the Knights ran to

a 9-7 advantage. The cagers, paced by Bruce Ashworth and Armstrong, came back to take a 13-12 lead after one.

McKissick Spree

Terry McKissick, leading scorer in the city conference, went on a spree in the second quarter to give Madison a commanding lead. The Knights combined their domination of the boards with an aggressive de-

fense to outscore Marshall 22-6 in the second and take a 34-19 lead at the half.

Madison maintained a considerable margin in the third quarter as Beck and Armstrong tried to keep Marshall in contention with their long range jumpers. The Eagles went on an offensive surge sparked by Dave Pitzo to outscore the Knights 21-16 and narrow the margin to

10 points at the end of three quarters.

Close Gap

Marshall continued to cut the deficit early in the fourth quarter as the hustling Eagle defense pressed Madison into errors. Beck and Pitzo combined to make the score 56-51 midway through the final quarter. Keith Burns went on a scoring spree and paced the Eagles to tie the game at 57. Ashworth came up with two clutch steals which put the cagers up 61-57 to ice the game for Marshall.

It was purely a team victory for the cagers as the balanced scoring shows. Pitzo led the Eagles in scoring with 16 points and also collected seven rebounds. Army scored 14 points, Beck had 12 points and seven boards, Ashworth had 10 points, Keith scored six, Terry Parmelee collected three points and seven boards, and Kevin added two.

Upset by South

Marshall suffered an upset at the hands of South as the Cardinals surprised the Eagles, 79-60, in the final game of the city conference season on Friday, Feb. 19. With the defeat the Eagles ended the season with a 6-8 record which is eighth in the city standings.

The cagers started off cold and South capitalized on turnovers to jump out to an early

(Continued on Page 8)



COACH PAUL SHERRY

Great Eagles

This issue's Great Eagle was a big factor in the City championship gymnastic teams of 1966 and 1967 and is proclaimed one of Marshall's greatest tumblers. (Tumbling, now non-existent as a separate event, is part of the free exercise event).

In 1967, he won City championship in both free exercise and tumbling and went on to win the State tumbling title.

Randy Bradley
Answer:

City Standings (Final)

	W	L
King	13	1
Riverside	12	2
Lincoln	11	3
North	10	4
Tech	10	4
Hamilton	10	4
Washington	9	5
MARSHALL	6	8
Madison	6	8
Bay View	5	9
South	5	9
West	4	10
Custer	2	12
Pulaski	2	12
Juneau	0	14

Gymnasts Place 4th in City Meet

Tomorrow, at 1 p.m., Marshall will host the WIAA State Sectional meet for the Milwaukee area. The top 10 finishers in their respective events will go on to the State meet which

will be held a week from tomorrow on Saturday, Mar. 16 at Menomonee Falls East high school. Competing in the Sectional will be Brookfield Central, Brookfield East, Janesville Craig, Janesville Parker, Madison Memorial, Custer, Juneau, Madison, Marshall, Washington, Waukesha, and Whitefish Bay.

Fourth in City

The varsity gymnastics team placed fourth in the annual City meet held at Madison high school on February 27. Placing ahead of Marshall were Madison, Bay View, and Washington who placed third, second and first, respectively.

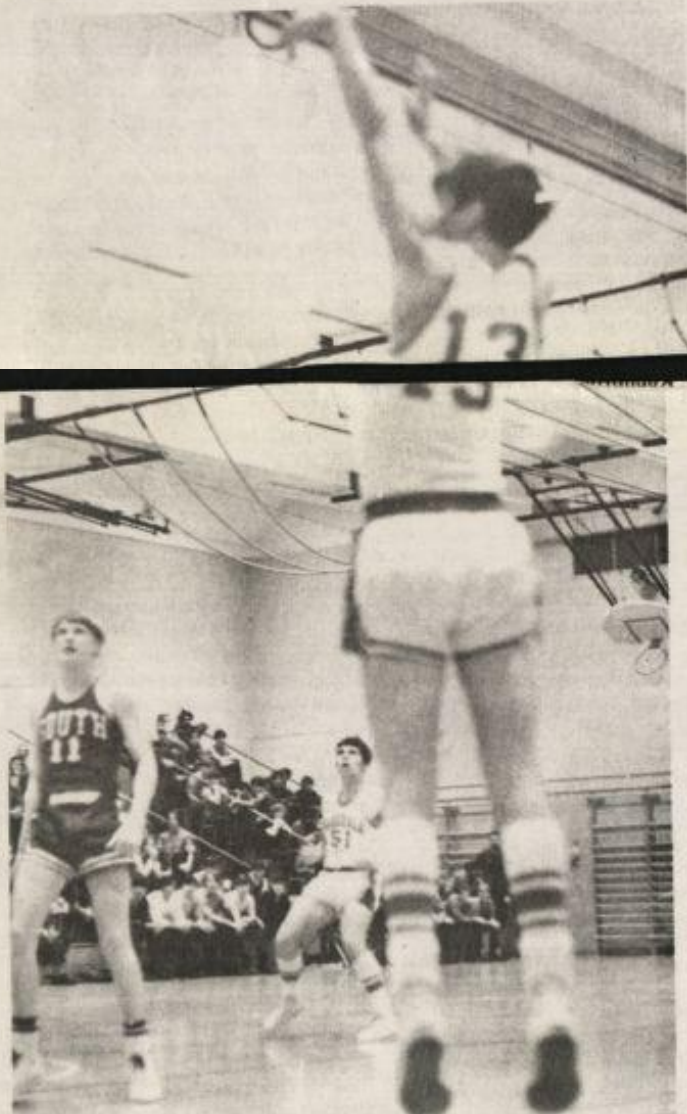
Eight Marshall individuals

aries, which were held in the afternoon. Gymnasts placing in the top three of their events in the finals were Dave Laning, who won second on side horse, and Reed Slater, who captured third in free exercise. Those placing between fifth and tenth in the finals in their events were Andy Patzke, fourth on long horse and eighth on high bar; Al Locander, sixth on high bar; Mike Bradley, seventh on side horse; Kevin Bartley, ninth on still rings; Greg Kalkhoff, ninth in free exercise; and John Kerley, ninth on parallel bars.

Final Dual Record: 3-3

In their last dual meet of the season, Marshall lost a close meet to Boys' Tech by a score of 103 to 106.5. This loss brought the team's final dual meet record for the season to 3-3. Though team scores in each event were very close, Tech edged Marshall by small margins compiling the winning score.

Individual firsts were captured by Andy Patzke on long horse, Greg Kalkhoff on free exercise, and Mike Bradley on side horse.



ARMI GUNS — Senior Dave Armstrong shows the form of one of the deadliest jump shots in the City conference. Against Madison, Dave scored 14 points before fouling out in the third quarter, hitting most of his shots from 20 feet.

(Picture Courtesy Jay Weitzen)

1970-71 FINAL CITY CONFERENCE BASKETBALL STATISTICS

Player	Games	FGA	FGM	%	FTA	FTM	%	Reb.	Total Points	Per Game Avg.
Katz, Fred	11	195	90	46%	137	83	61%	30	263	23.9
Katz, Paul	11	136	65	48%	63	35	56%	84	165	15.0
Armstrong	14	171	74	43%	32	24	75%	65	172	12.3
Pitzo	12	53	33	62%	22	10	45%	62	76	6.3
Burns, Kevin	14	72	34	47%	19	12	63%	30	80	5.7
Beck	13	50	16	32%	45	30	67%	25	62	4.8
Ashworth	13	51	26	51%	15	8	53%	9	60	4.6
Burns, Keith	12	48	18	38%	16	10	63%	38	46	3.8
Parmelee	12	23	9	39%	12	10	83%	23	28	2.3
Schultz	13	35	12	34%	3	0	0%	29	24	1.8
Jelacic	12	18	7	39%	18	7	39%	29	21	1.8
Peters	11	8	3	38%	8	3	38%	3	9	.82
MARSHALL	14	860	387	45%	390	232	59%	427	1006	71.9
Opponents	14	983	415	42%	—	205	—	—	1033	73.8



This year's City scoring list was headed by Madison's Terry McKissick, scoring 399 points. Fred Katz, Marshall's leading scorer, tied for eighth in the City despite missing the last three conference games and his average (23.8) was second in the City.

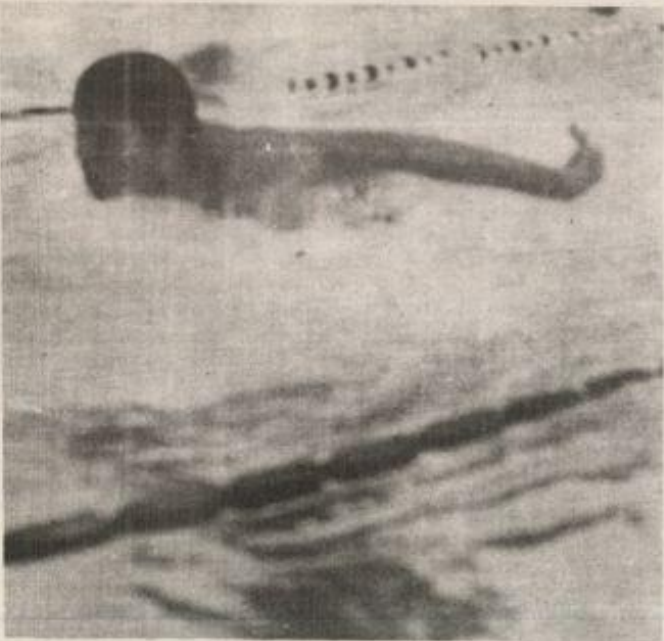
McKissick, Madison	399
Roebuck, Lincoln	318
Prewitt, Tech	310
Cantillon, Tech	293
Stewart, King	293
Olson, Riverside	289
W. Smitt, North	280
F. Katz, Marshall	263
Stevens, Juneau	263
Woppert, Washington	243

A new system of awards days may be incorporated into the Marshall program. Instead of taking one to two hours in a first hour auditorium program, an evening affair including dinner or a reception will be scheduled. Two reasons were cited for the change: students often become bored during long programs, and an evening ceremony will boost parental interests since parents will be invited. The awards program will be held at the end of every season, the first one scheduled for April 7, Mr. Fred Winter announced.

This year's varsity grapplers posted a very successful season scoring 423 points in dual meets. This total stands second offensively in Marshall's history, and the points allowed, 130, is a school record. The top five scorers including all matches through the Regionals were:

Ed Schardt	78
Bob Hackney	78
Bob Dettman	61
Dave Weeks	57
Robbie Larcara	48

(Point totals based on five points for pin, three points for win and two points for tie.)



FLYING TO A RECORD — Sophomore Paul Seiser, Marshall's butterfly specialist, is a strong link in the school record breaking 200 medley relay team. Paul combined with Lee Breger, Don Schaning and Mark Knaebe to finish 1:50.2, two seconds under the old mark. (Picture Courtesy Rick Schmitt)

Schaning Breaks Record; Team Seventh at Tosa West

Tosa West hosted the State Sectional meet held Saturday, Feb. 20, and ran away with the meet, scoring 304 points. Marshall, scoring 86 1/2 points, placed seventh.

The 200 medley relay scored the highest place for the team, swimming to a fourth. Lee Breger, Don Schaning, Paul Seiser, and Rick Straka finished in 1:52.5. Mark Knaebe scored high in two events, the 200 freestyle and the 100 freestyle (seventh and fifth, respectively). Straka and Karl Mueller captured sevenths in the 50 freestyle and 200 individual medley, respectively.

Schaning broke his own school record in the 100 breast stroke, placing fifth with a 1:08.5 clocking. Seiser took an eighth in the 100 fly, and Rex Breger and

Mark Saeger captured ninths in the 100 backstroke and 400 freestyle, respectively.

Two school records fell in Marshall's 51-44 victory over Pulaski, Thursday, Feb. 18. Lee Breger, Seiser, Schaning and Knaebe swam a 1:50.2 200 medley relay to break the old record by over two seconds. Schaning broke the breast stroke record, swimming 1:08.7 in his victory.

Others scoring in Marshall's final dual meet of the season were Saeger and Mike Rittman, second and third, respectively, in the 200 freestyle; Straka first in the 50 freestyle; Karl Mueller, second in the individual medley, and Phil Kohorn, third in diving.

Seiser and Esser scored six points while taking first and third in the 100 fly. Knaebe and Straka slammed the 100 freestyle; John Struck and Rex Breger slammed the 100 backstroke, and Saeger finished second in the 400 freestyle.

Grapplers Stopped at Sectional; Three Lose Matches by Point

Bob Hackney, Bob Dettman, and Dave Weeks were edged out of competition in the Sectional wrestling tournament at Sheboygan Falls, Saturday, Feb. 20. Each grappler lost by one point to tough opponents, Hackney losing 3-2, Dettman losing 2-1 and Weeks losing 5-4.

"They all ran into real good competition. The boys that beat them are all going on to the State meet," commented Coach Robert Foti.

The Sectionals culminated a very successful season for the team, which overcame injuries to top wrestlers to become one of Marshall's most powerful wrestling units.

Coach Foti considered this season very successful. "Anytime you can take second in City dual meets, fourth in the City tournament, and send three wrestlers to the Sectionals, you've had a successful season," he added. He also announced that Ed Schardt was elected captain and Hackney was elected outstanding wrestler by their teammates.

Soph Cagers Finish 7-7

The Marshall sophomore cagers finished their season strongly by winning four of the last five games to gain a seven and seven record which placed the Eagles seventh in the city conference standings.

The cagers ran over South 63-47 in the season finale on Fri., Feb. 19. The Eagles featured a balanced offensive attack as four of the starters hit for double figures. Marshall took a 29-28 edge at halftime, but pulled away in the second half behind the shooting of Bruce Weber and Greg Pullman to win to the 16 point victory.

Hachey paced the Eagles in scoring with 16 points, Dave Alt collected 14 points, Weber scored 11 and Scott Thomas had 10.

Marshall jumped ahead to an early 14-5 lead at the end of one quarter and went on to defeat West by a score of 45-35 on Saturday, Feb. 13. The aggressive defense put down a third quarter threat by West and ran to their sixth victory of the season.

Balanced Scoring

Jim Opperman scored 13 points to lead the Eagles in scoring, Thomas collected 12 points, and Bruce Weber added 11 points.

The Eagles fell to the undefeated city champion Madison team by a score of 64-43 on Fri., Feb. 12. The strong Knight

squad controlled the boards and outscored the Eagles 15-5 after one quarter and increased their lead as the game progressed.

Kerry Beck and Chuck Bilek shared scoring honors with 10 points each, and Hachey added six points.

Marshall gained two overwhelming victories on Fri., Feb. 5, and Saturday, Feb. 6, by running over Juneau 61-36 and Bay View 62-48.

The tall front line of Scott Thomas, Greg Pullman, and Steve Hackey dominated the boards and outscored the West 16-4 in the first quarter, and the cagers increased the margin in the second half to coast to their 14 point win.

Thomas and Opperman paced the Eagles with 15 and 12 points, respectively, and Weber added nine.

A balanced scoring attack enabled the Eagles to defeat Juneau. Keith Korol came off the bench in the second half to score 10 points to spark the cagers. Weber and Hachey added nine and eight points, respectively.

Past Games

In results of other games, Marshall fell to a strong King team 42-36 on Jan. 29 as Opperman led the Eagles with 16 points. The Riverside Tigers beat the cagers 55-48 on Jan. 22 as Hachey and Opperman led Marshall with 12 and 10 points.

The Eagles outscored Clatsop 49-45 as Walter Daily and Scott Thomas scored 12 points each to lead in scoring. Dave Alt also added 10 points. The soph bucketmen lost to North 52-47 on Jan. 15 and to Tech 58-49 on Jan. 9 as Hachey, Alt, Thomas, and Beck led the way.

CITY CONFERENCE STATISTICS

	Games	FGM	FTM	TP	AVG.
Opperman, J.	14	42	43	127	9.1
Thomas, S.	14	47	21	115	8.3
Hachey, S.	14	40	28	108	7.7
Alt, D.	14	36	19	91	5.3
Daily, W.	10	27	10	64	6.4
Weber, B.	11	20	17	57	5.1
Beck, K.	10	19	9	38	3.8
Bilek, C.	11	7	11	25	2.2


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Advisory Board (Continued from Page 5)

concern for the curriculum are to be praised. The question remains, however, as to just how much the advisory board can affect a curriculum and then, in what ways a curriculum could be broadened.

MIKE ESTREICHER said: I think the primary school policy which should be changed is the grading system. I think



MARK LEITNER

it should be abolished. Grades are a hinderance to true learning. Many students are only motivated by getting good grades, and by accumulating facts, but do not really learn from this accumulation of facts. Most of all, these students do not learn how to

think for themselves. I foresee many problems with this change. First of all, it would have to be a school board change. Many people would say that students will just do nothing if there are no grades hanging over them.

(Mike declined to give his political stance. He said it was "a ridiculous question to answer.")

There is no hope for the committee in the abolition of



BONNIE DOBBE

the grading system in Milwaukee.

It is likely that when the Advisory committee becomes more organized most of these proposals will be thrown out because they will be found to be too ambitious or too illogical to take on.



JEFF SHAVZRIN



JIM GULLICKSON

Trackmen Invade Marshall Halls

Marshall's varsity track team has started its season, running and weight lifting in the halls of the school. Practice started Monday, Feb. 16, as the runners have over a month of workouts before their first competitive effort. Their first meet will be a dual meet against Cudahy at the Whitefish Bay indoor track, to be scheduled in late March. An in-depth story on the team and its aspirations will be included in the issue of March 19.

Catalina Tryouts Held

Final tryouts for Catalina club are being held tonight after school. The 12 girls selected to replace the graduating seniors will be announced on Monday.

South Basketball Game

(Continued from Page 6)

5-0 lead. Marshall remained ineffective from the floor early in the game and the Cardinals increased their margin to 10-1. South combined a fast-breaking offense with their domination of the boards to run to a 21-11 lead at the end of the first quarter. The Eagles settled down in the second quarter as Dave Armstrong and Kevin Burns led a scoring surge which cut the lead down to three points. South continued their fast-breaking attack and held on to a 36-32 halftime advantage.

South's height advantage and their domination of the boards proved to be the decisive factor as the Cardinals hiked their lead up to 16 points late in the third quarter. The Eagles' hus-

tling defense took advantage of three consecutive steals to narrow the deficit to 10 points after three quarters. Dave Pitzo sparked the Eagles to come within seven early in the fourth quarter but as the game regressed to run-and-shoot, the Cardinals increased their lead and ran to the 19 point victory.

Balanced Attack

Dave Armstrong and Kevin Burns shared scoring honors for the cagers with 14 points each. Dave Pitzo collected 13 points and eight boards, Ken Beck had nine points, Keith Burns scored four, Bruce Ashworth and Terry Parmelee added three and two, respectively, and Jelly added one.

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