

John Marshall High School, Milwaukee, Wisconsin

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12th grade

JOHN MARSHALL JUNIOR-SENIOR HIGH SCHOOL

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The GAVEL

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Friday, October 9, 1970



Jim Irwin, sports and newscaster for WTMJ radio and television, spoke to the mass media class last Tuesday, mainly through a question-answer format.



Judy Robbins, junior, interviewed Mr. Irwin after class. Judy is Gavel news editor, as well as a member of the media class.

TV Personality Talks to Mass Media Class

By Judy Robbins

Jim Irwin, the voice of the Packers and the University of Wisconsin football teams, led a question and answer session with Mr. John Towle's mass media class last Tuesday. They asked Mr. Irwin, of WTMJ-TV, about current events facing television and radio broadcasting.

Mr. Irwin, who has 16 years of broadcasting experience, impressed upon the class the need for editorials in TV news.

"We allow only one and one-

Food for Thought, and That's All!

Overweight students and faculty members can now find help in overcoming their problem within the confines of Marshall's new dieting club which held its first meeting Tuesday, Sept. 29. Bonnie Mechanic, with the assistance of Mrs. Elizabeth Asher and Mr. Richard Steele as faculty advisors, organized the club.

Heavy students were not the only people in attendance. Many, just wishing to shift weight or avoid gaining weight, were also present.

Members will have plenty of incentive since they will be required to weigh themselves at each weekly meeting. For every pound gained, they must not only face shame and humiliation, but a fine, the amount of which has not yet been determined.

The possibility of an exercising program for the club is also present. An easy to operate exercising machine is available only after consultation with Mr. Darwin Stover. Some members would also like to jog.

Generally, it was agreed that everyone must lose weight in a comfortable and pleasing manner.

half minutes per night for the

station's opinion. No one should accept this as gospel truth. The informed person will listen to both sides. We feel this is important."

He explained after several questions exactly how WTMJ determines what news to relay to the public. "Because of the limited time factor, only the most important things can be broadcast. If someone wants more information, he should go to a newspaper. That's the newspaper's job. We can only skim the surface."

After covering the Green Bay Packers for seven years, Mr. Irwin thoroughly enjoys his job. He is a former disc jockey and learned about football the pleasant way, through spectator experience. He travels much for WTMJ, which because of controversies, is no longer called the Milwaukee Journal station.

"WTMJ, as far as I'm concerned, is one of the best combination TV and radio stations in the country," Mr. Irwin said somewhat emphatically.

With a sly smile and a slight laugh, Mr. Irwin admitted that there was a future in broadcasting for girls.

"The future is excellent for girls. They are finally being accepted as intelligent, or at least some of them are. Seriously, with the spread of features there is more and more room for girls in TV."

Mr. Irwin hopes to one day be a producer. He encourages youth to go into TV, but in his opinion journalism schools are not very effective.

"Learn how to talk, how to spell, and how to write. They can teach you to turn on a microphone in 10 minutes, but these other things take time. I have a Bachelor of Arts degree, and I enjoy my work."

After listening to Jim Irwin on TV and then meeting him, one can understand why.

By Rick Kurovsky

Administration consent to the long debated open lunch hour issue, bringing to an end years of lobbying for the proposal by the student council, was finally given Wednesday, Sept. 30. The new ruling allows students to patronize neighborhood stores and restaurants -- excluding those in Capital Court -- during their lunch hour.

The ruling, read to students in the homeroom by council representatives, discouraged the use of autos and warned students to conduct themselves in a respectable, mature manner or risk returning to the former lunch hour system.

"The first major accomplishment this year is the open lunch hour," commented student council president Marc Muskavitch. "This action, started last year, has been finally accomplished. Through cooperation of the administration, students, and business proprietors, the new policy has

impending change in regulations had been circulating for some time. As a result there was no massive exodus of students from the campus at the noon hour.

Although the former lunch hour regulations were still in effect in September, they were not rigidly enforced. In contrast vice-principals of previous years would frequently spend their noon hour searching the neighborhood for violators. The former rules strictly forbade students to leave the campus unless they ate lunch at home.

An open lunch hour has been a main goal of the council for years. It had also been the subject of great debate between students and former administration officials.

Students did have comments on the new ruling.

Paul Carter, senior said, "I feel that the easing of the closed lunch hour rule is a step forward for the personal freedom of students at Marshall. I hope that the restrictions imposed on the students are followed, so that we don't have to return to the system of eating either at home or in the cafeteria."

"I think the open lunch hour is great," commented Jackie Jaques, senior. "It gives me more freedom and a feeling of maturity that I can handle myself without having anyone watching me and telling me what to do."

Chris Miller, senior, said, "I think the new open lunch hour is really good. It gives you a feeling of accomplishment and responsibility. It also gives you more of a chance to do what you want to do."

Story of Fate: Daughter Saved

By Mark McGuire

Last August 16, a plane flying from Cuzco, Peru, caught fire and exploded, killing 101 people, including 49 American students; were it not for the want of souvenirs for her family, Joann Stover, daughter of Marshall teacher Mr. Dar Stover, would have been among them.

Joann was notified last spring by International Fellowship inc., a cultural exchange organization, that she had been chosen to spend the summer as an exchange student living with a Peruvian family in Lima, the capital of Peru.

"I felt living in Peru would be a worthwhile experience for Joann, and I wanted her to go," Mr. Stover recalled.

Joann left for Peru in June. Early in August, Joann, while talking on the phone to her father, mentioned the trip to Cuzco, home of some ancient Inca ruins.

"Joann told me she wanted to go on the trip to Cuzco, since all her friends were going," said Mr. Stover, "but she felt she couldn't afford it because she wanted to buy some more souvenirs for her family and friends."

The plane carrying the students left the Cuzco airport to take them back to Lima, but five miles out from the airport, the pilot reported one of the plane's engines on fire, and he started to turn back. As the pilot was trying to return to the airport, the entire plane caught fire and exploded 11 miles from Cuzco. There was only one survivor.

At 10:15 p.m., Mr. and Mrs.

Stover were watching the television news at their Colgate, Wis. home. At that time a newscaster told of a planeload of University of Texas students crashing in Peru.

At midnight, that report was changed to say that the plane was carrying a group of students from International Fellowship inc. There was no survivors reported.

"We knew Joann had said she wasn't going to be on that flight, but there was just no way to be sure," said Mr. and Mrs. Stover.

Then began the wait... the awful feeling of not knowing, of not knowing whether their daughter was alive -- or dead.

After a half-hour of fear and anxiety, the phone rang. The operator said there was a long distance call from Lima, Peru.

The voice from Lima said, "Mr. Stover, we have some tragic news for you."

"I felt that was it," said Mr. Stover. "I was sure that they were going to tell me that my daughter had died in the crash."

As he sat there, waiting for news of his daughter's death to come on the phone, he heard Joann say, "Dad, all my friends are dead."

As Joann was the only survivor, she and her family were deluged by reporters and well-wishers.

"We'd like to thank all those people who called us in concern for our daughter," said Mr. Stover. "You know, you don't really know how much you appreciate someone you love until you think you've lost them."

Patrick Lucey Stages Editors' Conference

Patrick Lucey, Democratic candidate for governor, has scheduled a press conference for high school and college newspaper editors on October 16 at Marquette university, Brooks Memorial union, 620 N. 14 Street at 4:00 p.m.

This press conference will give the editors a chance to find out Pat Lucey's views on the many issues and problems the governor will have to deal with in the next four years. The press conference will be attended by Gavel editor Jon Kanitz.



JOANN STOVER

An Editorial Is Youth Power Real?

"Repression" which is common ground for most activists is frequently what causes many leftists to drift farther into their own extreme. Many self-styled revolutionaries are out to increase repression, thereby advancing the cause for revolution. One effect of modern communication in this country is to give the terrorist a big field.

Student advocates of social change should not underestimate the potential support for their positions. Student groups should establish a tone which is more acceptable to Middle America. The "reform leadership" should use the media to make their position more psychologically attractive. The movement is finding itself trapped in what ultimately is its own success: electoral politics. Offending Middle America for the sole sake of offending is self-defeating. It is simply not a fact of life that says one is politically righteous in proportion to how much he is despised.

The "reform leadership" should be composed of not only radicals but otherwise "straight" people as well. The focus of such a movement should be shifted to a new and long awaited leadership. It is recognized that the political balance of most contemporary issues is held by people of different life styles. Students should be a left, moral pressure on the coat and tie leadership. There is a large majority of concerned students whose grievances deserve to be heard. Newspapers and television are directing too much attention to these "totally unacceptable portions of society," in Agnew's words.

Millions of words have been written about this "cultural revolution" and "life-style", not many of them critical. There is a genuine legitimate revolutionary consciousness arising out of the life experience of young people. The inspiration for such change is coming from the imperative of preserving and expanding the youth's own way of life.

Thousands of concerned students are engaged in non-violent social reform. Often these efforts are successful within limits. There is a prevalent feeling that nobody wants to listen to these students because people are sick of the ones they see on the television... and this pushes the good students to frustration.

It is time that both students and the media realize their potentials for constructive reform. Bright as many

of these students are, they are considered misfits by many school administrators. But, one student can do a lot, and who you think the misfits are depends on where you happen to be standing.



Neil Diamond Gold (UNI-73084)

"Room gets suddenly still, and when you'd almost bet you could hear yourself sweat... he walks in." Students getting ready for a Harris test? No, that's Neil Diamond belting it out on his most recent LP, which was recorded live at Doug Weston's Troubadour in Hollywood.

Diamond is going through a difficult stage -- he just changed recording companies. His old label, Bang, has also released a greatest hits LP, but it was not recorded live.

The live LP lacks some of the careful coordination of a recording studio, but Diamond makes up for it. The listener is left in awe at the radiance of Diamond's artistry as he puts all he's got into every song. That Diamond wrote nine of the LP's 10 songs is another display of his talents.

The LP includes six hit songs, from "Cherry Cherry" to "Holly Holy". One of the most notable works, however, is "And the Singer Sings His Song", which was never released as a single.

If you've never bought a Neil Diamond LP, start your collection with this one.

--Neal Plotkin

Review of: Five Chronicles of Prydain, by Carla Kozak

The Book of Three, The Black Cauldron, The Castle of Llyr, Taran Wanderer, and The High King are the five chronicles of Prydain by Lloyd Alexander. Although they are classified as children's books, they carry a message which could benefit the whole world. They are colorful, idealistic, and imaginative. Prydain is a fictitious country which closely resembles ancient Wales and King Arthur's Camelot.

The main character of all five books is Taran, an immature youth searching for manhood without knowing what it really is. In each successive book he grows a bit more, gains a little knowledge, and becomes stronger. The beautiful and talkative Princess Eilonwy, the imaginative bard Fflewddur Fflam, and Gurgi the whatever-it-is are Taran's most faithful companions. These four, along with fabulous princes, kings, farmers, smiths, and other good people, try to rid Prydain of evil in the worst forms. There are wizards and enchantresses and fair folk, some for and some against Taran and his friends. And there is the worst enemy, the most heartless villain of all, Arawn Death-Lord.

Throughout the books, both characters and readers can suddenly distinguish between good and evil, and they realize how faith, honesty, wisdom, courage, and love can reform the latter, even on the most difficult occasions.

--Carla Kozak



Mingling amidst her students, Miss Mrvosh taxes the minds of her class and discusses the problems facing minorities. Some students, however, seem to have found a diversion elsewhere in the class.

Why Minority Class? Miss Mrvosh Replies

By Neal Plotkin

Introduced as one of the new social studies courses this year is minority studies. The course entails exactly that: an in-depth study of America's minority groups. Miss Paula Mrvosh, one of the minority studies teachers, explained in a recent interview the goals and expectations of the course as it stands in its first year.

One of the reasons for introducing the course was to offer students another elective in the somewhat limited Social Studies department. Miss Mrvosh states that, "Certainly minority studies is an elective that is timely and will add a lot to a student's background."

Because we live with minority problems every day, it would seem that taking just the required U.S. history would not be adequate for the more in-depth study which can be accomplished in this course.

Result of Collective Thinking

The inception of the course seems to have been a result of collective thinking. Supervising teachers from the Social Studies department of the Central office and teachers within the department had suggested a minority studies course.

A possible difficulty in timing is the major difficulty that Miss

Mrvosh foresees in the course's first year. "In a one semester course, it is possible that at the end of the semester another semester could be used."

Whether or not minority studies will eventually expand to a full year course depends on how the timing of the course works out. One or two six week periods could conceivably be spent on one or two minority groups, leaving little time for all the others. However, Miss Mrvosh feels that more may be accomplished in a semester than is felt possible. This would eliminate the need to expand the course.

Want to Stress Unity

Dividing the course into several courses such as Black studies or Indian studies would tend to defeat the course's purpose of broadening one's background, according to Miss Mrvosh. There is a danger of becoming one-minority group conscious.

Many of the students enrolled in minority studies are extremely issue-oriented and concerned with the problems of today, according to Miss Mrvosh. They feel that this course will help in the understanding of today's problems.

Minority studies is a hopeful experiment in the eyes of its teachers and students. Will it elevate understanding of minorities in a white, middle-class high school? Or will it become a disappointment to those enrolled in it? The answers remain to be discovered.

Some students of minority studies were asked to express their opinions of the course.

"Unless you have a genuine interest in minority groups, the course can be quite dull if you've already taken U.S. history."

— Chris Decker, 12

"I don't care for the class too much, but it can be interesting. It's a good class to discover what is going on in the world."

— Linda Wodyn, 12

"... it deals with Americans and their backgrounds. It is very interesting to hear and read of the great immigration to America."

— Robbie Larcara, 12

"In minorities you learn about the different races and nationalities of people who make America. It's a very interesting and worthwhile course."

— Debbie Platek, 12

"... is very interesting and great benefit in broadening the students' knowledge of the minority groups in the U.S. I think this course will prove to be a great success."

— Jane Plutshack, 12

"Study of minorities has not been what I expected. I feel the book (*The New Indians*) is slanted, showing only how badly the minority was treated. There have been no discussions on helping the minorities. There have been no speakers giving their viewpoints. I feel the course has worked out fine for its first year, but there is a lot of room for improvement."

— Eric Richfield, 12

COPIES AVAILABLE

Extra copies of the Gavel are available in room 110. Subscriptions, also, are still being taken.

Haiku

Flowers, the soft gifts
of love, grow in the fields
of minds of men.

— Barb Normand, 11

"Underground" Merely Alludes to Resistance

The underground press is no farther underground than the Sentinel or Journal or, for that matter, any other major publication. It comes in the US mail like any other paper, hires lawyers to fight its battles, accepts establishment advertising and conducts its business in many other ways like the straight press.

The term underground is reminiscent of the French resistance and the smuggling of slaves to freedom.

The underground press addresses a distinct audience, living in a distinct world; its assumptions about American society are different from those of the orthodox press, and it writes for an audience philosophically alienated from that society.

The voice of this press is authentic. It is sometimes silly, paranoid, hysterical, angry, profound, propagandist, profane and often disrespectful of the society which caused the underground's inception.

--Jon Kanitz

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Slacks...



Shorts...



...and Minis



What, no maxis? Well, at least not around Marshall.

Open House

New ways for parents to meet teachers were tested at the Open House held at Marshall on September 29. Each teacher stayed in one room and parents met with them there, whereas last year parents followed student schedules as they met the teachers. Marshallettes served as hostesses.

English classes also surveyed

Cheating is Termed Dishonest, but...

Cheating, plagiarism or taking credit for other people's brain waves is a common occurrence in most schools. Yet, many teachers feel that cheating is not the answer to better grades.

An article in National Education Association hinted that the era of individual accountability for written school assignments is coming to a close. It told how a Latin teacher in a Jonesboro, Ark. high school tried a "piggyback" system for homework. In this system a student unable to do his own homework could hand in a careful copy of his friends' homework for partial credit. It was found that this permissiveness motivated her students to do better work;

Explores underground newspaper...

"Room 222" proves a focal point of weekly conflict

By Judy Laufer

Each season the public undergoes an assault of catchwords and pretentious terminology in the battle for ratings. Television executives judiciously note improvements, creative flourishes, and (most recently) relevancy in multi-million dollar promotions and interviews. Unfortunately, the improvements and creative touches are often glossed over bombs from past seasons, and the relevancy, aside from being good publicity, is just a poor substitute for entertainment. There are exceptions, but much of television remains geared to the intellect of an 11 year old child.

Room 222 is one of the exceptions. This program, in its second season, could be accurately subtitled as "A Day in the Life of Walt Whitman." Thus, fictitiously christened, Walt Whitman is the focal point of weekly conflict.

Room 222 is the room number of star Lloyd Haynes (history teacher Pete Dixon). Other featured players are Michael Constantine, principal; Denise Nicholas, counselor; and Karen Valentine, formerly a student teacher -- this season a regular.

This program tries to illustrate problems that confront teachers, students, and administrators in a clever, entertaining manner. However, this is both the strength and the weakness of Room 222. Why it is so can be best illustrated by highlighting one of the programs.

Recently, a show was devoted to a very relevant problem--the underground newspaper. The program began in room 222 with students discussing causes of the Revolutionary war. The discussion progressed to the point of paralleling that period's need of freedom of speech with today's need. As students, they cited the school newspaper as failing this need. They expressed the view that anything controversial, anything "besides the school dance," could not be printed because it represented "opinion, propaganda." Reacting to the interest and enthusiasm of members of the class, Mr. Dixon encouraged the writing of an underground newspaper. Initially, it seemed students would be practicing a kind of history lesson. However, when the first issue appeared, it became apparent that students had abused free-

dom of speech to the point of bad taste. This was singularly due to one feature, an evaluation of teachers column. Rather than being an intelligent attempt at objective rating of teachers, it was instead a device of ill wit and "cheap criticism."

The goal of most television programs is entertainment. Hopefully a show will inform, but first, and foremost, its purpose is to entertain. Thus, as Room 222 is not a documentary, it is excusable that it took and developed what could

be considered an expected turn of events (the column was eventually modified). Perhaps, this program takes the easy way out, has solutions which are too pat, yet the particular show was entertaining -- the series is entertaining. Furthermore, while leaving a moral to ponder, Room 222 never quite leaves the realm of reality. It never comes right out with brilliant history teacher (substitute counselor or others) making the naughty students see the light.

News of Clubs

Senior Math Club

Former army intelligence agent, Miss Sharon Kucich, now an 8th grade math teacher at 65th Street school, spoke to the Sr. High math club, Thursday, Oct. 1, about her grim experiences in South Vietnam. Miss Kucich revealed the extreme poverty, apathy, and the dislike of Americans that she witnessed in South Vietnam. She also spoke of the grimness and depression prevalent in Russia and its satellite countries.

Miss Kucich remarked that she is available to speak at other clubs.

Math club's officers elected at the previous meeting are Dave Laning, president; Ben Hui, vice-president; Karen

Girls swim in sprints (competition between themselves) and time trials before the meets. Those who qualify are able to attend. Upcoming meets will be held at Cedarburg, Whitefish Bay, Hamilton and Brookfield East. There is a State Sectional on October 24, and a State on October 31. Sixty girls swim at these meets.

Leading in the free style are Amy Hebel and Dawn Orlovski; the breast stroke, Sue Esser; and the back stroke, Donna Ducharme.

FTA

Future Teachers of America, under the guidance of Mr. Harry Wilson, aids teachers, tutors students and sells pep buttons to promote school spirit. Mem-

Shroeder, secretary; and Rick Ludwig, treasurer.

Afro American

Afro-American club, under the direction of Miss Gloria Bolden, is open to all students at Marshall, both black and white. Each week, members bring in reports on the lives of great black Americans who contributed to America's advancement and ideals.

Its purpose is to learn more about the black man's dream of freedom, dignity, and equality. Each week, members discover the challenge these men and women had to face and how they brought this country's ideals into being. A club is needed so both black and white students can share this together and have a better understanding of each other.

This year's officers are Carol Smith, president; Jerry Dailey, vice-president; Stephanie Jackson, secretary; JoAnn Gold, treasurer; and Bob Smith, sergeant-at-arms.

Spanish Club

Spanish club meets alternate Wednesdays in room 222 under the guidance of Mrs. Carolyn Lawrence. First Wednesdays will be for planning the activity that will be presented the following Wednesdays.

Officers of the club are Terry Neumann, president; Cathy Stroessner, vice-president; Karol Pollard, secretary; and Debbie Ryback, treasurer.

GAA Swim Club

Wednesdays and Fridays from 3:30 to about 5:00 practices for the G.A.A. swim club are held. New members are welcome from now until November 1st.

Latin Club

Latin club members are in full swing with plans for the new school year. Ideas decided on so far include several fund-raising projects, a scholarship fund for senior members, and a Roman banquet to wind up the year. First event was a plebe sale for new members on October 6.

New officers for the year are Morris Mauer, president; Bonnie Mechanic, vice-president; Nancy Geller, secretary; Marie Dailey, treasurer; and Larry Lockwood, sergeant-at-arms.

The club held its first meeting on Monday, Sept. 21.

World Travel

World Travel club elected officers and discussed plans for the future in their first meeting of the year, Thursday, Oct. 1.

New officers include Conrad Tausend, president; Gine Neumann, vice-president; Bruce Ramme, secretary; and Mary Kotras, treasurer. Entertainment chairman is Linda Woleban.

Next meeting is scheduled for next Friday, at which time Linda will show slides of her trip to South Dakota. Refreshments will be served, and new members welcome.

What About Women's Lib?

By Barbara Granof and Nadine Askotzky

Women's liberation. Years ago it was called women's suffrage. But it's still the same.

Women today, as yesterday, are still clamoring for equal rights. On September 8, 1920, women finally got the right to vote. What will the women achieve in 1970...?

As the Gavel went galavanting around the halls of Marshall we found that students have very definite opinions on women's liberation.

"Women's lib. is fine if the women are willing to take the same responsibilities as men. One example would be women in the army." --Lee Nelmark, 12

"I'd like to see some of the women try to work in construction work or even be a garbage (man) woman. I don't think it would be long for things to get back to normal. Some things take a man to do." --Jon Bromaghin, 11

"I agree with it in that women should get paid equally for doing the same job as a man,

but that's as far as I go." --Jean Zoeller, 10

"Women's liberation causes, which range from education and work equality, to abortion and freedom of sex expression, are

right in thinking but are carried out wrong." --Alan Katz, 12

"Women's lib is ok if that's what you go in for. But personally I like to have checks paid and doors opened for me." --Lori Loewenthal, 12

"I believe the women's greatest grievance is that they are not treated equally when it comes to payment in jobs. I also believe that women should be able to perform any job they choose if it is in their physical capacity to do so." --Gary Greenberg, 12

"I think women's lib. is a stupid movement. Women should be happy with what they've got (the right to vote and many other things). Could you possibly see a woman as a bulldozer operator, or something on that order? Women should not try to take a man's job when they are not capable of doing it." --Name Withheld

more admitted to copying homework. Some felt guilty while others felt sorry that they had to rely on cheating to get through a test, according to the survey. Cheating is very prevalent in school life, as one senior said. "Cheating is a part of the educational process."

"Much, much depends on us. Many, many depend on us. Tens of thousands look to us in their own anguish, they call out to us... to the understanding which we know is there and help which they know can come from no other source."

Author Silberman Describes "Crisis in the Classroom"

By Carla Kozak

"Oppressive, grim, and joyless" are the terms Charles E. Silberman, author of *Crisis in the Classroom*, uses to describe the nation's public schools. His new book *Crisis in the Classroom* will be published by Random House on Oct. 12. The report, product of three and one-half years of work, was written for the Carnegie corporation, and is expected to have major impact on educational debate in the United States.

The report recommends a reordering of the classroom so that the student could use his own interests as a starting point for education. Many students complain that the subjects they are forced to take will never help them once they graduate. Schools "discourage students from developing the capacity to learn by and for themselves," because the schools are "structured in such a way that the result is said to be an authoritarian system that educates for docility."

The teaching rules are too strict, starting from elementary schools. A child who is bored and disinterested by a half-hour science lesson from a book would not mind studying live specimens or experiments for a whole day. In the report, Silberman describes a cluster of children who are "examining a turtle with enormous fascination and intensity." The teacher tells them to put the turtle

away because "we're going to have our science lesson."

Which Is Important?

Related to this situation is one typical of all high school classes: the students and teacher will get into an intelligent, controversial discussion, only to be stopped as it doesn't really have anything to do with the daily lesson. Though the students probably would have learned more from the discussion, it could not be pursued if the class was to keep up with all the other classes.

That attitude of going at the same rate as several other classes does not seem to help the student learn much. Each class, and each student in each class, has a different amount of learning ability. If a student is taught as a group and not as an individual, his learning is stunted. After a teacher will move on to a new chapter. There were attempts at reforming this method in the late 1950's and early 1960's; however, the curriculum in use is trivial and wanting originality.

One result of all this, the report states, "is to destroy students' curiosity along with their ability -- more serious, their desire -- to think and act for themselves."

Don't Blame Teachers

The problems don't lie with the teachers. They are described as "decent, honest, well intentioned people" who are trapped by the system so much as the students are.

The American schools are also said to pressure the students into progress. This began after Russia put Sputnik into space more than 10 years ago, while the U.S. was still on the ground. More science and more math were pushed into the curriculum and "excellence" was the motto. Now, more difficult subject matter is being taught at lower grade levels. Competition is mounting at the college level, and there is a frantic pace in education.

Principals and other school officials are afraid to let up on

the pressures for fear of the taxpayers' wrath.

Pressures are mostly in the form of that ugly word--grades. Parents want the students to have good grades, teachers stress good grades, and students want good grades to help their egos. Everyone loves to be better than anyone else. Pity the poor student who just can't do it. There are many who can't, try as they may. What usually happens is that the student is pressured into drugs, sex, suicide, and cheating--things that both parents and teachers are horrified with, but they seem to be the student's only way out of this maze of nervous competition.

Maintain Order

Silberman suggests that the index of a good class seems not what is taught, but how well the teachers maintain order in their classes.

Because of all this, there is not time for the student to pursue and creatively stimulate his imagination. Though we have moved up to a new level of achievement, what is its purpose when achieved by neurotic robots?

There are a few examples of successful reform scattered across the country. The schools encourage freedom, informality, and individuality, but they avoid the lack of concern with subject matter and individual discipline.

Perhaps a school like many established in England, operated by ordinary teachers, pursuing subjects with the stu-

dents' natural fascinations, only as long as they are interested, in a friendly atmosphere, will be used on a larger scale here in the United States.

Aldermen Urge Council on Youth

Creation of an Advisory Council on Youth to make recommendations to the Common Council has been proposed by two Milwaukee aldermen.

Alderman Robert Jendusa, council president, and William Drew urged in a resolution that each public and parochial school in the city send one representative each to the council. The resolution said the advisory council would consider matters "vital to the well-being of Milwaukee's youth".

Safety Discussed at Conference

Three teachers recently attended a Wisconsin driver and traffic safety education meeting, intended to improve driver education teaching methods, held Sept. 19 at Nino's Lodge. Attending were Mr. Charles Johnson, Mr. James Fallon, and Mr. Robert Nelson of the Drivers Education department.

Theme of the 1970 program focused on the revised Wisconsin Driver and Traffic Safety Education curriculum guide.

Education Commission Presses for Cooperation

The U.S. National Commission for International Education is concentrating on three educational needs in the U.S.: "equal educational opportunities for all... education for global citizenship, including environmental awareness... international cooperation in education."

Costs for formal education in Wisconsin have been increasing. It has been estimated that 65 per cent of the tax dollar is used for education, and this amount may increase. There are curriculum revisions in all educational levels, as citizens want educational goals to be high with everything possible done to attain that.

Math Help Given

Students in grades 9-12 who need help in mathematics, algebra, or geometry may now take advantage of a special help math lab in room 153 during fourth or fifth hours.

To secure services at the lab a student must get a special help slip from his classroom teacher, report to the lab at the beginning of the hour, and remain there the full time.

The lab will be staffed by a math teacher and FTA students who will provide help during the hour and also discourage any student attempting to use the lab as a study hall, lunch room, or for visitation with friends.

J.A. Opportunity

Offered again this year to Marshall students is the Junior Achievement program. To join, students should contact William Tucker at 352-5350, or pay a visit to J.A. headquarters at 6924 N. Port Washington road.

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Governor Knowles has appointed a special commission to study education in Wisconsin. One thing this may offer is a perspective of needs and goals to educators and governing bodies. The Commission has recruited assistance of hundreds of educators and concerned citizens in search of the status of administration, teaching, and what is happening to youth.

Many people are assembling information on education, hoping to assist educational agencies in self-evaluation. A new branch of education, The Open School, has been proposed. It would serve all age levels where services are now lacking or ineffective. This includes pre-school needs of children, basic literacy needs of adults, and vocational retraining.

The Commission identified eleven "basic concerns" about the educational system which they used as "underlying assumptions" in their study. In substance, these assumptions are:

An educational system should provide to all individuals educational opportunities and services which are important to their full development as individuals, as citizens, and as useful members of society.

It should activate and reward many kinds of human aptitudes and talent by matching programs with human abilities.

It should be viewed as a unitary process from pre-school through programs of adult education.

It should involve parents and students in curriculum-making and administrative policy formation.

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Free University Plans Varied Youth Sessions

Finjan Free university, 4334 North Oakland, is holding sessions for young people aged 14-20 scheduled for every Tuesday and Wednesday in October at 7:30 p.m.

The topics for each Tuesday will be: Oct. 6 -- George Gay and Ned Rubin -- "What You Don't Know About The Draft"; Oct. 13 -- "Youth-Adult Dialogue -- Build Your Own

Bridge"; Oct. 20 -- Study Night (WTOS playing quietly, free coffee, no hassles); Oct. 27 -- Dr. Irv Teplin -- "Let's Take a Look Inside".

Wednesday schedule: Oct. 7, 14 and 21 -- Bruce Gordon of U.W.M. faculty -- "The Technical Procedures and Data Necessary for Making Your Own Films"; Oct. 28 -- Open Night.

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Former Teacher Injured

Marshall extends its hopes for a speedy recovery to Mr. Larry Churchill, former Marshall teacher, who was involved in an auto collision during the Fourth of July weekend. Mr. Churchill was seriously injured, receiving a broken shoulder and head injuries from the accident. He has and is progressing slowly with hopes for a total recovery.

Issues Explored by Administrators

Before the semester began, editors Joyce Gonis, Jon Kanitz, Rick Kurovsky, and Mary O'Hara interviewed the three new members of the new administration: Principal Eugene Hackett, Vice-Principal Wayne Elliott, and Vice-principal (Jr. high) Jack Felser.

Editor: At the beginning of the summer, parents and students wondered if Marshall would have a Jr. high. Superintendent Gousha's recommendations for redistricting were not favored by the Board of Directors. Now we do have a Jr. high. The very presence of the Senior high weakens the Jr. high, because of the age and interest differences. How do you hope to enfranchise the Jr. high into the spectrum of a 6-year school such as Marshall?

Mr. Felser: Because of space, 65th Street school will

as "platooning".

Editor: Questions are raised among students concerned about change as to who makes decisions which affect the schools. Who or what is the prime policy making group? Where does "power" as a principal begin?

Hackett, principal: The policy makers are the members of the Board of School directors. And the Superintendent (Gousha) is the executor of policy.

The discussion led into something Mr. Hackett holds in his mind to be of special interest to students and faculty--what he calls a commons room--a philosophical extension of what students refer to as a "senior lounge."

This commons room as outlined by Mr. Hackett is a place for people to congregate who have something "in common." That is -- both teachers and

Michael Gilbert, now a senior at Marshall, moved with his family last year to Florida where he attended a high school for his junior year. The following is an account of his impressions.

Living in the southern part of the United States--Florida to be exact--is quite an exciting life, until a student from the North attends southern high schools. Somehow the educational institutions seem quite slow (for the C or better student) and very uninteresting.

A scholar from the North will find that the books used in teaching contain all the necessary data as a northern city's textbook, except that the book is very much outdated. Instead of reading any new experts in the fields of science, mathematics, foreign language, and even English, one is absorbing material that should have been outdated years ago.

In Florida, racial tensions

"They're still fighting the Civil War", and believe me, they are."

exist most everywhere. Southern white students are out to get even with the black student, and the races are heard



Michael Gilbert

yelling obscenities at one another. As one man said to me, "They're still fighting the Civil war," and believe me, they are.

Most schools in the South are segregated except for a few special institutions. The white schools are built in some of the richest residential areas of town, while the black schools are located near rundown neighborhoods and slums. The federal government does try to unite the two races with desegregation laws, but the governors of some southern states still stall for more time, especially Governor Claude Kirk of Florida, who wants to keep his state "separate, but equal." But most of all, it is the students themselves who want to keep tradition the way it always has been--the black on

one side and the white on the other.

Student morale is extremely low, even with the many clubs and other extra-curricular activities. But the major clubs require that a student have a B or better average in his subjects, and that he has a "satisfactory" in his conduct. The average student is usually unable to make the grade, since

"... it is the students themselves who want to keep tradition the way it always has been -- the black on one side and the white on the other."

new incoming members are picked by older members in that particular club. All major clubs are supported by the manufacturers of the surrounding town and each club and member works for the betterment of the community around the school.

Several groups of young people make their own "cliques," so that the new student entering a southern school soon finds out that to "belong," it calls for some special talent. Each year the student government tries to break these groups up, but somehow never succeeds.

All in all, the northern student will see no advantages but many disadvantages in his stay at a southern school. Any young student going to a high school in the South will probably state the same reasons: that the schools are very dull and inert and have quite a lot to learn before they can catch up with

Marshall was unable to establish a line, but the Eagles were (Continued on Page 8)

From the Jr. High Side

Student Finds Her Way on Crowded First Day

brought the team to the three yard line, but the Eagles were

Game Statistician Finds That Ride Home Smells

By Neal Plotkin

Well, it's the opening game of another exciting football season. I'm all prepared for another glorious year as the Marshall statistician. I follow the usual procedure of a Friday afternoon game. Leaving class at 3:10, I go to my locker, get my statistician's handbook, leave my other books in the team room, and head for the team bus. Before getting to the empty seat at the back of the bus, the heavily uniformed players must squeeze together to allow my passage. This is done slowly by the players, and apologetically by me.

"Oops. I'm sorry. Excuse me. Uh... can I get through here?"

When I finally make it to the back of the bus, I silently seat myself next to my assistant.

The prevailing mood is one of total silence. The players have an if-I-say-anything-I'll-get-shot-complex. However, the ride to Custer stadium is not a short one. One must do more than just look straight forward. Therefore the time on the bus is filled with such valuable activities as counting the windows, adding up the numbers on the jerseys, noticing the different assortment of socks worn by players, or looking at the license plates of passing automobiles.

Finally, as the bus approaches Custer stadium, the silence is broken by the thundering cry of, "HELMETS!", and the players act accordingly by putting on their helmets.

The silence in the bus is broken further by chants of,

"Let's go!" and "Come on, guys, let's win this one!" as the bus rolls to a squeaky stop.

And win they did. I expected and rode home on a bus filled with exuberant football players. But first thing one notices as he enters the bus is that the players need showers. However, this doesn't stop them from hugging each other. The pounding on the walls is enough to widen the bus by a foot. And I sit disgusted in the back of the bus. It's impossible to add up the numbers on the jerseys when the players jump around so much.

Freshmen Defeated by Tech Trojans

Despite two defeats at the hands of Whitefish Bay and Tech, freshman coaches Ed Shultz and James Grover are looking forward to tonight's game against East at Marshall. Game time is 4:15.

The frosh gridders were outclassed by the larger and quicker Tech team here last Friday as the frosh Trojans displayed a superior running game and capitalized on offensive and defensive mistakes made by the Eagles. Despite the outcome of the game, the frosh eleven showed some outstanding offensive and defensive efforts on the part of John Shultz, Jeff Goyer, Gerry Martini, Greg Puhlmann, and Jeff Rice.

SPORTS CALENDAR

VARSITY FOOTBALL

Pulaski-Marshall at Pulaski Friday, Oct. 9 4:15
Tech-Marshall at South Saturday, Oct. 17 11:45

CROSS COUNTRY

Pius-Marshall at Dineen park Tuesday, Oct. 13 4:15
Messmer-Marshall at Dineen park Friday, Oct. 16 4:15
State Regional (site to be determined) Tuesday, Oct. 20 4:15

B-TEAM FOOTBALL

Custer-Marshall at Custer Monday, Oct. 12 4:15
Tech-Marshall at Rodger's field Monday, Oct. 19 4:15

SOPHOMORE FOOTBALL

Madison-Marshall at McGovern park Friday, Oct. 9 4:15
Washington-Marshall at Wick park Friday, Oct. 16 4:15
East-Marshall at McGovern park Thursday, Oct. 22 4:15

FRESHMAN FOOTBALL

East-Marshall at Marshall Friday, Oct. 9 4:15
King-Marshall at Lincoln park Thursday, Oct. 15 4:15

Athletics... A Challenge

Every fall, Marshall makes an effort to reach younger boys and urge them to take an early interest in sports. To uphold the school tradition, which is often based on athletic success, to attain recognition and to attain school spirit are often the outstanding reasons to go out for sports.

But another facet of athletics exists. An athlete can gain maturity, self-discipline, self-confidence and sportsmanship in his years of sports. The fact that these gains can be applied in later life makes them an important reason for going out for sports. The measure of athletics is not the amount of glory, but the amount of individual improvement. The only way to draw from all the advantages of athletics is to take full advantage of Marshall's athletic program.

The junior high gym program is geared to give seventh, eighth, and ninth grade boys an insight into all sports. An interest in a particular sport is often stimulated by an activity during the gym period. Intramurals, also, give a boy an advantage to see what athletics he enjoys. The sport he prefers is many times the sport he is good in. This is the first indication for a younger athlete to find his place in athletics. Currently, a full schedule is under way after school and interested boys should contact one of the sponsors, Mr. Wayne Pierce or Mr. Peter Schulteis.

Upon reaching his freshman year, an athlete finds another opportunity in athletics. Every sport needs many freshman

boys to help build for future teams. Too often, boys wait until their junior or senior years to come out for a sport. Opportunities for competition at both the freshman and sophomore level are available for boys who do not make the varsity level. If the first two years are missed, the loss in experience and training make success and improvement more difficult.

Many aspects of sports can be gotten in the first few years. Basics, including plays, positions and skills, are taught in freshman and sophomore football, basketball and baseball. Conditioning is important in the earlier years of track, cross country, gymnastics, swimming and wrestling. Form and skill must also be taught early so the athlete can make the most of the training period. Tennis and golf involve exacting skills which can not be quickly developed and perfected. To help in self-improvement, an athlete must take early advantage of the opportunities.

Athletics involve glory, school spirit, and friends, but athletics are secretly character builders. What is more satisfying than finishing a workout that one thought he could never finish, then watching himself slowly improve through his own work. Sport is a battle with oneself. To overcome pain and defeat and to rise and give out the best effort is a victory over oneself. This is athletics in its purest sense. The seventh, eighth, ninth and tenth graders are invited to come out and challenge themselves.



EXPLOSIVE FOURSOME — Eagle Offensive Powerhouse — Quarterback Terry Parmelee (14) fakes a handoff to fullback Tom Ricco (34) and looks for halfback Paul Katz (24) as center Dave Weeks (53) leads the blocking.



Over the summer, members of Marshall's cross country team were conditioning themselves. On their own, or at times in small groups, they ran in order to accumulate mileage, with some totaling over 1,000 miles. The top three accumulations were attained by Richard Zaborske, Howard Goldstein and Donn Behnke who totaled 1,158 miles, 1,111 miles and 1,026 miles, respectively. Their accomplishment now brings to four the membership of the Marshall 1,000 miler club.

TOP TEN IN SUMMER MILEAGE

Richard Zaborske	1158
Howard Goldstein	1111
Donn Behnke	1026
Al Gabor	910
Marc Muskavitch	696
Karroll Bohnak	655
John Messler	620
Al Gamroth	608
Joe Czarnecki	506
Bill Broome	460

Gridde rs Face Pulaski; Lose Two Tough Games

Marshall will attempt to break a two game losing streak tonight at 4:15, against Pulaski, at Pulaski. The Rams will be trying to win their first game after losing their first four. The Eagles will try to overcome a loss at the hands of King and a non-conference loss to Kenosha Tremper.

Kenosha Tremper combined stiff defense with an accurate passing game to beat Marshall, 14-0 Friday, Oct. 2. Marshall won the game statistically, having more total yards, offensive plays and first downs, but were unable to cross the goal line. If Tremper's defense did not stiffen, Marshall would be pushed back on penalties. The Eagles committed 13 infractions, causing 127 yards lost to penalties.

Defensively, Marshall committed few errors but were unable to defend against the pinpoint passing of Mike Hughes, Tremper's quarterback. Both of Kenosha's touchdowns were pass plays. Larry Domnitz had some success intercepting two passes, but the offense could not take advantage of the field position. Other defensive standouts were Dave Weeks, who made five unassisted and 12 assisted tackles, and Bob Dirk, who had two solo tackles and nine assisted.

Terry Parmelee passed with a 50 per cent accuracy, but could not muster a scoring drive. His punts over 40 yards did push Tremper deep into their own territory, but twice, the punt playbackfired. Two bad sweeps from center accounted for the Eagles' two fumbles lost. Tremper capitalized on one of the fumbles, scoring their first touchdown.

Marshall's deepest penetration was to the 15 yardline, and there they gave the ball up on downs. In the final minutes of play, the Eagles again gained some momentum and threatened to score. Penalties, a harassment all night, again stopped the Eagles from paydirt. Kenosha again got the ball on downs and ran out the final seconds of the game.

Eagles Lose to King in 4th Quarter

Marshall lost a real heart-breaker to King, Saturday, Sept. 26. The Generals showed a strong defense and an overwhelming passing game as they came from behind to win 18-17.

In the first quarter, both teams exchanged punts three times. The only score in the quarter was a 22 yard field goal by Parmelee. The kick was set up by a penalty against King for pulling the facemask.

King scored on a 77 yard pass play from All-city quarterback, Bill Stewart, to Montgomery. Marshall's line stiffened and blocked the attempted extra point kick. Meanwhile, Marshall threatened only once. Gerry Diehl recovered a fumble on King's six yard line. Two runs

pushed back to the five. On fourth down and five yards to go a sweep around the right end was stopped short of the goal line and King led at the half, 6-3.

Diehl Recovers Third Fumble

King received the kick off at the start of the third quarter, but when they fumbled, Diehl recovered on the General 30 yard line. It was Diehl's third fumble recovery of the game. Parmelee promptly threw a 30 yard touchdown pass to Dave Roessl, who had gotten behind his defender and scored easily. King retaliated with a 38 yard bomb from Stewart to McAdory. Again the extra point attempt failed and Marshall still led 12-12.

again be used as an annex. Students of the Jr. high will be at Marshall for one-half the day and at its annex for the other half.

Students of the Jr. high will be able to relate and communicate with each other since their classes throughout the day will not be severely mixed. That is, a student will pretty much be with the same students as he goes from class to class. (There are nine classes in each of the Jr. high grade levels, 7 and 8)

Elliott: Marshall would be a "home base."

Felser: This system is known

quotable quotes

Do you get that frustrated, irritated, aggravated, exasperated feeling that you just gotta protest? Gotta get a placard, do a demonstration, peel off in a picket, revel in a riot?

It's been done. People protest against establishments, disestablishments, establishmentarianism and disestablishmentarianism; sometimes they even protest protests. It's old stuff.

Here's something new, so new, in fact that it's never been done. You can be the first to pull this protest.

You can protest against yourself. You can demonstrate against those tendencies inside your own personality establishment which make you less than you could be otherwise.

You can protest against the tendency to just get by when you could get up.

You can picket yourself to get something out of school instead of to just get out.

You can stage a riot against being a problem and become an answer.

Student Press Bulletin

students could come to the room to rap or generally discuss school affairs, classes, or politics.

Hackett: But we have no space ... even the cafeteria is used all day as a multiple study hall ... homerooms are in the cafeteria ... this is not a proper atmosphere.

High schools and their guidance departments are often accused of over-emphasizing college ... too college and scholarship oriented.

Editor: Have other students been neglected?

Elliott: Sputnik is one of the reasons that high schools turned to military-industrial-scientific concerns.

Hackett: It is becoming less and less important for vast numbers of students to go to college. There are too many in college who shouldn't be there ... it's mostly for parents (having their kids go to college.)

Elliott: (in reference to trade schools) The entrance requirements are the same for a specialized school as for UWM.

Editor: Will you comment on "activism"?

Hackett: Human nature is against activism. Activists are frustrated because of the non-activism among most high school students.

You get the kind of government you deserve. If there is a bad man in office, it is the fault of people who elected him.

Jon Kanitz briefly changed the subject and brought into discussion Dr. Gousha's views and concerns of "teacher accountability." (Teacher accountability refers to a check-

On Crowded First Day

By Terry Burant

Wow!! This is how Kathleen McGuire, a 7B from homeroom 246 felt as she passed under the door felt of John Marshall high school on Sept. 2, 1970. Her wide eyes showed her amazement as she hurried down the corridors of the enormous school.

She was confused. Very confused. Kathy had many scattered thoughts such as: Huge, enormous, giant, ugh, neat, lost, confusing. One big thing on her mind was how the kids acted. She had heard terrible stories from others and was anxious to find out if they were true, but she was also scared.

As the day lingered on, this idea was proved false. She found she liked the school because it was different from what she had been used to.

After the first day of school, she decided her favorite subject was Math. She liked it because of the instructor, Mr. Wayne Pierce. He presents his material in an interesting manner. "And besides," Kathy adds, "he is funny."

Her favorite teacher was Mr. Gerald Kretmar. He was new this year. Mr. Kretmar left on Sept. 24 never to return again. Kathy was sad and mad because he was an excellent teacher and speaker. She feels she learned more from him than any other teacher. Mr. Kretmar was replaced by Miss Glocka, a rather young woman. Kathy feels she is nice and very pretty.

"The hour I hate most," says Kathy, "is study hall. It is boring." Kathy is a very ambitious girl who likes to keep busy.

When she is older, she would like to take subjects such as creative writing, biology, drivers ed., U. S. history.

Kathy hopes to further her education by going to college. She would like to major in child psychology.

"I really like the school, the teachers, and the students," says Kathy, "I really like it a lot."

A G.I. Writes

(EDITOR'S NOTE: Mike Schuk attended Marshall from 1964 to 1968. Miss Steiger has received the letter reprinted in part below.)

Dear Miss Steiger:

Well, how's your part of the world doing? Mine is still at war. It seems as if peace will never prevail. But I won't give up yet! I was fighting up at Fire Base O'Rielly. It was supposed to be I was fighting up at the battle. That fight lasted about six weeks. I was a team leader of a "combat killer team." I am in charge of five other guys. Well, we were the only ones at that fight for the first three weeks. That's how long it took them to get an infantry unit to replace us. I was pretty scared out there.

Then I came back to base camp with my men. That same night we had a mortar and rocket barrage which killed four of my buddies. One of the rockets hit a pile of gravel, so it threw shrapnel and rocks everywhere. I was hit in the knee with a rock. It was imbedded in my left knee. By the time I got to my buddies, they were dead. I am getting a "Silver Star" for disregarding my own wound while trying to help wounded people. I am also getting an "Army Commendation Medal" for being the only medic helping people while more rockets and mortar were falling all around me.

Ever since I was wounded, there has been a change in me. I no longer want to fight. I just want to throw down my gun and hug my fellow man. I want to live in peace.

Instead of killing cops back in the world, they should come over here and fight VC or NVA. They should see their buddies blown to hell, and die in their arms. Have them kill a fellow human being without a second thought. I guarantee that after he's dead you will not forget it. It is a sickening job. But it is a job, and we sure could use help.

But most of all, do you know what it is like to be taken away from your loved ones, not knowing if you will ever see them again?

I just hope that none of your students have to come over here, and go through what I am. I wouldn't want this to happen to anybody.

Please read this to all your classes. I hope that this letter will make them understand that in order to have peace in the world, you people must get it together.

"GET IT TOGETHER"

Mike Schuk

(Continued on Page 8)

Striders Victorious at Janesville; Still Undeclared in Invitationals

The Marshall Striders have now finished their invitational competition for the season undefeated. The City meet, which was held yesterday, was their last major competition before the State series, which will begin with the State Regional on October 20. Both team and coach are confident about entering the State series.



SPOILS TO VICTORS — Karroll Bohnak receives another trophy after another successful meet for the Striders. The Striders went undefeated in invitational competition, winning their final meet in Janesville.

Striders Repeat Northside Championship

Marshall, in their third victory of the season, won the Northside championship at Dineen Park, September 22. Marshall's score of 26 was far ahead of second place Washington's score of 54.

The Northside championship is really a remnant from the

ners placed in the top 10. Al Gamroth placed second; Karroll Bohnak, fourth; Richard Zabor-ske, fifth; Glenn Goelz, sixth; John Messler, ninth; and Donn Behnke, 10th. Other Marshall runners were Mark Seltzer and Marc Muskavitch.

In their last invitational meet of the season, the Marshall Striders won the Midwest Invitational held at Janesville last Saturday. The meet was a close one with Marshall edging out Racine Park, 71 to 74. Competition consisted of 13 schools from both Illinois and Wisconsin. One of the Illinois schools, Rockford Guilford, placed third with a score of 85 points.

The Striders' five scorers all placed in the top 20. The first

man for Marshall, Karroll Bohnak, captured seventh place. Richard Zabor-ske finished 11th and Al Gamroth finished 14th. Completing the team total were Donn Behnke in 19th place and Marc Muskavitch in 20th place. Others running on Marshall's varsity were Mark Seltzer, John Messler and Roland Wolferstetter.

This meet was the fourth major meet for the Striders in the short period of two weeks.

Naga-Waukee Run on State Meet Course; Striders First Out of Six

Running on the state meet course, Marshall won the Naga-Waukee Invitational, held September 29 at Naga-Waukee park. Capturing first place out of the field of six teams with a score of 45 points, Marshall was followed by West Allis Hale with 57 points.

The team was fortunate in being able to run this meet because it allowed them to familiarize themselves with the state meet course.

Al Gamroth, Marshall's first

finisher, placed third and was followed by Richard Zabor-ske in fifth place and Karroll Bohnak in seventh place. Completing Marshall's scoring were Mark Seltzer in 12th place and Donn Behnke in 18th place. Rounding out the varsity were John Messler, Roland Wolferstetter and Glenn Goelz. The first place individual, Rudy Alvarez of Racine Horlick, set a new course record of 13:15 for the 2.5 mile course.



STRIDER STRAINS IN VICTORY — Donn Behnke, who runs a consistent sixth place in the long blue line of Eagle harriers, strides across the finish completing another victory.

First Marshall Invite Victory

For the first time in the four year history of the Marshall Invitational cross country meet, the Marshall striders captured first place honors, winning the Division I race held September 26 with a score of 50 points. South Division high school placed a distant second with a total of 83 points. The Striders again demonstrated their prowess by beating some of the best teams in the city and the state, and continued undefeated for the



Soccer Kicks Off Season; Goal: to Promote Interest

By Marc Muskavitch

The Blue Eagles Soccer club of Marshall will this fall begin their first full year of competition. Although this is the third year of the existence of a group of students whose goal is to play soccer at Marshall, this will be the first full year during which the team will be highly organized and competing regularly. The season opener will be played this coming Tuesday at 8:15 against the Brewers in Washington Park on field number one.

So far in preseason competition, the club has tallied two wins. One match, scheduled against the Kickers, was won on a forfeit. The second preseason match ended with the Blue Eagles victorious over Pio Nono, 5-1. (The club also competed

against the United Serbians Monday of this week, but the results were not available at the time the Gavel went to press.)

This year, the team is being coached by Mr. John Schissler, who last year served as the club advisor. The captain of the Blue Eagles this year is Manyert Fogel, and president of the club is Ray Szohr, both of whom were elected to their positions. Membership now totals 28 players.

Improvement Seen

In their first year of competition, the team placed eighth out of a field of eight teams. Last year, their second year, they placed sixth in the same field. The team this year appears much stronger.

As Coach Schissler says, "I think the team will be better this season than last season, mainly because of the increased exposure they have had to the game. . . . The team is really in shape." From their preseason performances it appears that now the team is used to playing as a coordinated unit. Many members of the team practiced all summer and the practice, as it does in all sports, is starting to pay off.

This year the Blue Eagles are officially recognized as a club at Marshall and as during last year, the team is attempting to obtain certification from the WIAA. This is a difficult process and the efforts of many of those interested in seeing the sport officially recognized are

times four quarters depending on the teams or the referee. The action during halves is continuous, often going on for the full 45 minutes without a break in the action. The halftime lasts five minutes. Thus, in many instances the 90 minutes match is played with only five minutes of rest allowed for the players.

Unlike football, soccer has a full season and a spring season. Therefore, the team competes both spring and fall and has to maintain a high level of conditioning throughout the year.

A point or goal is scored each time one team manipulates the ball into their opponent's net. A player may touch the ball with any part of his body except his hands. Only the goalie, who defends his team's net, may use his hands, and goals are most often scored by kicking the ball into the net.

World Popularity

Just as football is to the United States, soccer is the major spectator sport of the rest of the world. The fans are in many cases almost fanatical when it comes to soccer. In extreme cases, people, both referees and spectators, have been injured and in some cases killed because of the outcome of a match. As for its popularity, it was estimated that when the World Cup finals were played last June, 500 million fans watched the championship match via



Ray Szohr and Mike Bachman in action.

Sophs Meet Knights; Lose to Custer, 38-8

After a disappointing defeat to Custer, Coaches Tarentino and Mr. Buechel are expecting a better performance from their sophomore football squad tonight against Madison. The Eagle sophs will be looking for their first victory of the season as they face the Knights at McGovern park at 4:15.

The Eagle's lackadaisical defense was unsuccessful in containing Custer's impressive running game as they fell to the Indians, 38-8. Although the entire first string was brought up to varsity earlier in the season leaving the squad both small in number and size, Coach Tarentino made no excuses for his team's poor performance.

"The fact that we lost those 11 boys has nothing to do with it," commented Coach Tarentino. The rest of these guys came to play football and should be able to do the job. They were second stringers and anx-

ious to get a chance to play. Now they have it."

The offense was the only bright spot in the game as the team was able to move the ball well but committed too many errors and often fumbled in the midst of successful drives. Both coaches expressed disappointment, but commented that the squad had had their chance to make a respectable score.

King Game

(Continued from Page 6)

establish any kind of offensive drive in the last quarter and the Generals took advantage of it. With less than three minutes to go in the game, King capped a 65 yard drive with a four yard run for the score. King failed to convert its third extra point.

'B' Gridders Lose to Madison, 12-0

Marshall's varsity B-team football squad, under the direction of coaches Roger Hytinen and Don Gunderson, dropped its opener against the B-team Madison Knights September 21, by a score of 12-0.

The Eagle B-squad was unable to contain the Knight's running game as the Madison gridders scored 12 points in the first half. The Eagle offense was also ineffective as quarterback Pete Ducharme was unable

Interview

(Continued from Page 5)

up system in which officials or national testing programs compute how well students are progressing in relation to the job teachers are doing.)

Hackett: At the elementary level we could visualize commercial takeover of classes . . . with a guarantee of progress. This would include that a certain reading level would be guaranteed or your money would be refunded.

Accountability is a catchword; it amounts to national assessment.

continuing. One of the main obstacles is the question of interest. As Coach Schissler commented, "The real problem we're having is unfamiliarity with the sport." The WIAA, in order to certify a sport, must be convinced that there is sufficient interest to warrant the backing of the sport by the WIAA. In this respect, soccer is hindered, especially by a lack of publicity. Soccer is just now beginning to be recognized for the sport it is.

Like Football

Soccer is similar to, yet different from American football and in countries outside the United States is actually referred to as football. A soccer match is usually divided into two 45 minute halves, or some-

satellite--broadcast television. Surely the large following is evidence of a great deal of enthusiasm which must be deserved and which is likely to spread.

Since the beginning of school, Marshall's soccer club has attempted, on the average, to hold practices twice a week at Dineen park. Meetings are held once a week. Anyone interested in joining the club should contact Mr. Schissler as soon as possible.

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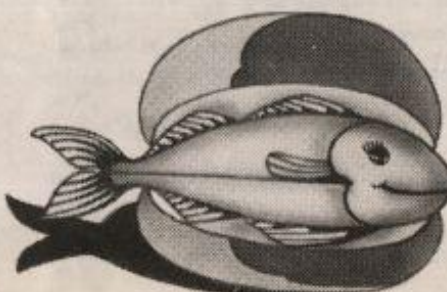
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