

Hamilton Unfairly Attacked

Beverly Paper Plagiarizes Outdated Material

Integrity . . . A Challenge At Beverly

By Jodi Zechow and Drew Robbins

You may have noticed in the adjacent article from "Highlights" that many of the phrases used sound familiar. Perhaps you had a feeling of deja vu as you read it. If you did, it is because the contents were taken practically word-for-word from the Los Angeles Times series of articles on Hamilton written almost 2 years ago in June, 1973. Not only was plagiarism used but also most of the material was false, misleading, or irrelevant to the subject matter, supposedly integration. This "editorial" was also critical of many things at Hami, and we feel that some of the charges made must be answered.

First of all, we fail to see why Hamilton High was even mentioned in the Beverly Hills High School newspaper. If the idea was to compare integration at Hamilton with that at Beverly, it cannot be done; the circumstances are totally different. At Beverly, the relatively minute percentage of minority students who are bussed in are hand picked, they must have at least a B- G.P.A. and must have attended Emerson Jr. High. They are also chosen on the basis of what contributions they can make to the school. Hamilton no longer has a bussing program, and the minority representation is much more realistic here than that at Beverly. If the purpose of the article was to give an example of a school where involuntary integration is not working, then that is a failure, also. Integration is working well here, although one would not think so by reading that editorial. The original articles in The Times did say a few good things about integration at Hami, but Ms. Jennifer Malvin, the author of this example of "yellow journalism" chose to ignore those things and instead copied only the negative things, most of which were gross misrepresentation of the fact in the first place.

The second paragraph states that Hamilton subsists within "chain link fences and locked gates". Those gate and fences are there to keep outsiders out and prevent vandalism. The "windows that have been boarded up for months" are 3 windows that face a walkway. That building is due for remodeling in the spring. "A wretched old frame building that serves as a snack bar, a cafeteria that needs replacing", are being just that, replaced. If the reporter had done her homework she would have known that a brand-new student/faculty cafeteria complex is going to be open within weeks. As for the "unsafe classrooms on the second floor", if the quote from the TIMES had been transplanted in its entirety, it would have continued "have been locked up." The quote was referring to rooms in the soon to be demolished old cafeteria. We're still looking for the "poorly ventilated classrooms." However, all the above information is of little or no value. The purpose of the editorial was supposedly about integration. The upkeep of the school plant has nothing to do with integration.

Going on, 2350 students do not attend Hamilton, the number is just under 2000. Again, Ms. Malvin did not do her research! As far as teachers talking about Hamilton's "Golden Age", if you talk to any teacher that has taught here for a period of time they will tell you that race relations have never been better. A-

nother one of the authors half-truths was saying that 75% of the students were white in 1971. This suggests that the remaining 43% were black. Only about 30% were black, the rest consisted of other minorities.

Hamilton has a "dominant Jewish culture?" That's the most ludicrous thing we've ever heard of. The school is anything but predominately Jewish in culture. But it has been only within the last year that a Jewish organization has been formed, while a Black Activities Club has been in existence here for a number of years.

How can Ms. Malvin know about "self-segregation" at Hami? Has she ever spent time here observing the student body? As you may have guessed, this statement was taken from the TIMES, as was the next quote that follows. "Whites act too white, and blacks act too black," the least she could have done was to define what "acting white" and "acting black" are. Furthermore, any student at Hamilton that says "people are looking for problems" is by himself. Just ask most Hamiltonians what they think, very few will say that there are racial problems.

In making the unsubstantiated claim that black students call in absent because they feel the administration is anti-black, Ms. Malvin presents no facts supporting this argument. Not only is one of the Assistant Principals black, but the Athletic Coordinator and one of the Deans are also black. So we sincerely doubt that the afore-mentioned are "anti-black." It is also stated in the article that there are no academic programs relevant to blacks. This claim is totally unfounded! Several

classes, such as Afro-American English, have been tried at Hamilton but dropped due to lack of support. However, Afro-American History is still a very popular course to both black and white students. The editorialist goes on to refer to an arson case at Hamilton but she fails to mention that that was 3 years ago. She quotes a teacher as saying about the incident, "I wonder why they (blacks) did it." Ms. Malvin added "blacks", how can she draw the inference that the teacher meant "they" to be black. This we simply can't understand.

We consider "Integration - a Challenge at Hamilton" a blatant display of irresponsible journalism. The right of a journalist not to reveal a source is well known, but when a writer copies at will from a well established source like the Los Angeles TIMES, it is nothing else but plagiarism. The slanderous statements false accusations, lies, half-truths, and misleading quotes that appeared in Ms. Malvin's editorial about Hamilton leave us with only one conclusion. We feel that not only did she neglect to investigate her sources (in fact, no one at Hamilton was consulted for verification of the so called "facts"), but the article shows a lack of responsibility on the part of the faculty advisor in allowing something of such poor quality to be printed.

In conclusion, we demand a written apology to be printed in both HIGHLIGHTS and the FEDERALIST, written by Jennifer Malvin. Ms. Malvin is not only author of the editorial, but is also co-editor-in-chief of the Beverly Hills High paper, and we are outraged and appalled at this blatant display of plagiarism.

Here They Go Again?

By Jeff Lazar
S. B. Pres.

For the last ten weeks that I have been in office at Hamilton High School, I have worn a button on my shirt that reads "HAMI PRIDE." People have walked up to me and have asked me why I would wear a button like that. I would usually answer by telling them I am still SO proud of my football team, even if it is losing. It is because of this pride that I, like other students who share the same feelings, blow up inside and out when we read an article that makes false claims and attaches them to Hamilton. I am sorry to see that this time it is Beverly Hills High School that is responsible for these claims.

There were many things that upset us about the article that was published in the Beverly High paper. For example, Hamilton High school was referred to in the opening paragraph as once being the "image of an All-American high school." Two paragraphs later, it was mentioned that 90 per cent of the students going to the school during this period were white. One might wonder whether this is not a bigoted statement.

It was also noted that Hami students used to come from middle to upper middle class families. It was implied in the article that this is not true now that the black students have entered the high school. This too is fallacious because it is still true that students both black and

white come from the middle to upper middle class bracket. Every student attending Hamilton this year lives within the school's boundaries and the area around the high school has not significantly changed in social status. The community is still basically the same as it was twenty years ago.

Some of the statements were just outright misinformed. For instance, the journalist talked of our "wretched old frame building that serves as a snack bar, a cafeteria that needs replacing" and "unsafe classrooms on the second floor." What she failed to note was that we just completed a gain new cafeteria complex on the school grounds which will open in two weeks. She also did not point out that our older main building will be rehabilitated by the end of this school year, thanks to the earthquake standards set by the Los Angeles City School District.

"2350 students walk through the school entrance into their various classes." That surprised me, because I know for a fact the we have just barely over 2000 students enrolled at the campus. I also wondered how the administration is "anti-black" when one-third of it is black!!!

I could also go on about how there wasn't a fair number of quotes from a cross section of students and teachers at Hamilton. What bothers me more than anything is that no one would even bother to come visit Hamilton to see what it's really like. They don't bother looking for the integrated activity, such as a dance or a campout, where relationships are too good to be real. They don't bother to note that vlogged classes can and do work. don't bother to note that violence has virtually been absent for at least three years.

So back here in the "Center of the City" we have to shake our heads in disbelief and look with grave misgivings upon Beverly Hills High School, the school that is supposed to be SO prestigious and SO reputable. Better luck next time, All-American High!

Found below is a reproduction of an editorial from the November 1 issue of the Beverly Hills High School paper, HIGHLIGHTS. We feel it is of significant concern to all of us at Hamilton, we hope you read both it and the adjacent rebuttals.



distributed to ninth grade students attending Emerson Junior High School. Thirty applicants are selected to be enrolled at Beverly in tenth grade and continue on through their graduation.

Students who wished to be enrolled in the multi-culture program must have a B minus average or better. But according to William Jenkins, assistant superintendent of Beverly Hills Schools, academics is not the only aspect on which students are selected.

"We'd like these students to participate in a wide variety of school activities," Jenkins admitted. "The students are involved in sports, drama, forensics, and many other activities offered at Beverly."

It is on this basis that students from Emerson Junior are selected for the program. "We choose students attending Emerson Junior High School because Emerson had already been integrated," Jenkins explained. "The students who apply for the program had wanted integration, and Emerson's academic climate is competitive enough so that the students would be able to handle the academic environment at Beverly."

Principal F. Willard Robinson feels the program is running smoothly. "I'm very happy that the transfer students are very much a part of this school," Dr. Robinson said. "They are very enthusiastic and contribute to the school's spirit. I'm also glad we're getting top notch kids even though our budget is limited."

Integration---a challenge at Hamilton

BY JENNIFER MALVIN

Hamilton High School, in the westside community of Palms, was once the image of an All-American high school on the suburban fringes of Los Angeles. Now it is urban, with all the pressures and troubles which accompany this change in status.

Within a chain link fence and locked gates, Hamilton subsists. Besides lots of asphalt, there are windows which have been boarded up for months, a wretched old frame building that serves as a snack bar, a cafeteria that needs replacing, unsafe classrooms on the second floor and many poorly ventilated classrooms.

Shortly after eight, about 2350 students walk through the school entrance into their various classes. Less than a decade ago, 90 per cent of those faces were white; they were youngsters from middle to upper middle class families. Some veteran members of the faculty look yearningly back on that period and call it Hamilton's "golden age."

Hamilton is a different school today. The black enrollment began to climb, and by 1971, whites were only 57 per cent of the total. The black influx began with the civil rights movement in the

1960's. Hamilton issued permits to black students who did not live in the district. At the same time, black families managed to make dents in the housing barrier, and moved to the neighborhood within Hamilton's residence.

In early 1972, at the demand of Hamilton's administration and parent advisory council, the Los Angeles Board of Education allowed it to enact a racial freeze on transfer students, the first in city school history.

But with racial transformation had come new tensions between black and white students, and faculty. Black students tended to come in with poorer academic preparation, bringing an ethnicity all their own, which clashed with the school's dominant Jewish culture.

In the school, self-segregation is evident. "Whites act too white, and blacks act too black," said one student. Another student feels, "It's not paradise. Everyone says there is a racial problem before anything happens."

People are looking for problems." Academically, integrated black students are at a disadvantage. Frequently, they have come from inferior schools and are afraid to compete with white students. They call in absent. They feel that the administration is anti-black because of the racial freeze, tight security and stern discipline.

One faculty member commented, "I think the black student has a lot of potential. It's a matter that the teacher doesn't draw it out of him." Besides not including in their academic programs studies that are relevant to blacks, some teachers hide an unspoken racism. In one case, a teacher was heard to say after school arson, "I wonder why they (blacks) did it." The criminal was white.

A black teacher summed up the problem by saying, "Now we're giving lip service to integration, but it won't work until we really try to work on it. The true meaning of integration is integration both ways."

Blacks express views on transfer program

These are the opinions of some students who are part of the multi-cultural exchange program.

Gary Foreman - "I definitely think it's good because it gives the blacks and whites a chance to learn about the cultural differences between them."

Black and white

of the dollar and will probably

ople at this school almost literally say I know we can't all be lucky and, spend money at will, and I don't. But when you really think about it, it's ridiculous to complain about howing in the world when you are leting in and out of your hands like water. I don't about this, and I find it a bit nes.

most important disadvantage is are brainwashed into thinking that ke. I brought up a few points earlier get a stereotyped view of blacks to a "good school." I admit that in me a lot more than other schools it gets kind of sickening when you here you live and he always asks if ar Crenshaw. Not all blacks live on law. It's also a bit nerve wracking it sees you going into the cafeteria I'll ask you if you need money. The ar a white person say is "Some of are black."

it is that discouragement lies in the te people think all blacks are alike

Carlton Faystlager - "Beverly's all right I've been coming here for the last three years, and if I wasn't on this program, I'd be going to Crenshaw High. I don't feel out of place here, or anything."

Debra Johnson - "I like Beverly, it's a nice school. I'm a senior now, and I feel if I'd gone to another school, I wouldn't be getting as good an education."

Florian Thompson - "I think it's good because you can find out about other people and you can make friends with people of all races, and everyone benefits because you learn more that way."

Vincent Stewart - "I talked to other people, they don't think it's so hot. I am one of the few that does."

Debbie Williams - "Beverly's okay. I definitely think I'm getting a better education here than I would at Crenshaw. This is my third year here, and I haven't really had second thoughts about coming here."

highlights

NSAP ALL-AMERICAN, 1973, 1974

Named every Friday - except on holidays - by the students of Beverly Hills High School, 391 Stevens Drive, Beverly Hills, California, 90212. Edited at second class material at the post office at Beverly Hills, California, November 21, 1973, under the act of March 3, 1959.

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Student Faculty Reaction

Mr. Jackson "The article was a mistake. It's a shame that a school with such a marvelous educational environment doesn't take care in checking out facts before responding and commenting on a situation which they have no information about."

Ned Satterfield, Senior "It is the most absurd article I have ever read. The girl who wrote the article didn't write it, she stole it. She doesn't know how Hamilton really is."

Mrs. Herb The present article in the Beverly Hills School newspaper about Hamilton is an example of "irresponsible" news reporting. No wonder many people have little respect for news media. Tony Price, Senior "The student is obviously unaware of conditions prevailing at Hami. It is hard to

believe that the author of this article can interpret the thinking of black students when they call in absent. I'm sure that many white students call in absent. Hamilton, I feel, is still in its "Golden Age", the gold has just taken on a deeper tone, that's all."

Donna Wientraub, Junior "I think that the article is slanderous, libelous, and totally irrelevant to Beverly High. The author had no right to print it."

Robin Goldenberg, Senior "I think that it's a shame for someone to write a dogmatic article on our school. I hate stupidity."

Ralph Greenberg, Junior "I feel that the article was the worst type of slander and borders on libel. An article of that nature should be cleared through the school before going to print."

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Seniors, Which Campus?

SANTA CRUZ

In an age when many students are anxious to get back to nature, the Sant Cruz student run Garden Project provides both the opportunity to do so, and an education through experience in how to do it.

Situated on a steep slope of the embankment on the main entrance road to the colleges are four acres of what used to be a forest of Douglas fir, fern, oak and poison oak, madrone, huckleberry and hazel. But now they have been transformed into four acres filled with vegetables (all organically grown), flowers for cutting (straw flowers and dahlias some of the favorites), and other flowering plants. The rest of the allotted acreage is either densely tree-shaded or used for the nursery, chicken yards, compost piles, or the Chalet, (the gathering place for students and workers).

Work in and around the garden begins and ends with the rising and setting of the sun. Dedicated staff work throughout the day, while students come and go as their schedules allow. Work consists of harvesting, watering, weeding, feeding the chickens, and even composting.

The Garden Project has been so successful among the students that several years ago the University granted acreage for the founding of a model farm, to be developed on campus along the same principles that guide the garden. Students have built the barn using the Amish method of wooden dowels to tie together the beams, and work the fields with draft horses.

BERKELEY

More and more students are looking for classes smaller in size, with faculty who take an interest and time to teach. Students are also looking for the opportunity to find out just what is really of interest to them.

While a large campus like Berkeley may be stimulating and exciting to some, many new students may find it confusing and even discouraging, with its size, enormous population, and the mass of courses available. . . Which class to take, which major, which professor?

Well, Berkeley is offering a fresh approach to undergraduate education to a few freshmen and sophomores beginning this fall with the opening of Strawberry Creek College, named after the stream which flows across the campus. Strawberry Creek College will offer the chance to spend the freshman and sophomore years in small seminars instead of large classes, taught by professors whose function is to also serve as close faculty advisors during the two year period. The seminars will each have a special focus related to the professors' own research, and will all be interdisciplinary (mainly in humanities and social science), and will all be concerned with relating education to problems important to students.

Strawberry Creek College will begin with 72 students and 6 seminars and hopes to expand to 300 students and 25 seminars in the coming years. The College is on campus, but will not be residential. Interested students may write to Professor Charles Mascatine, Strawberry

Creek College, Bldg. T-9, UC Berkeley 94720.

RIVERSIDE

Students attending the Riverside campus enjoy a wealth of outdoor recreational facilities within a short distance of campus.

For people who like camping, rock climbing, fishing, hiking, swimming, rappelling, hand gliding, snow /water skiing, the Arrowhead, Big Bear, Idyllwild, Mammoth, Mt. San Jacinto, Mt. San Geronio, Mt. Baldy, and Wrightwood wilderness areas are all relatively short drives. Another little known fact is. . . UCR is the closest UC campus to the popular skiing areas in California. SO COME SKI RIVERSIDE!

For water sprites, lakes are plentiful too. Butterfield Lake, Lake Arrowhead, Big Bear Lake, Lake Havasu, Lake Hemet, the Salton Sea, and the newly opened Lake Perris provide excellent places for skiing, or whatever. The University offers sailing classes at Lake Evans, Riverside's downtown lake. The Colorado River is also a popular weekend resort.

And the desert surrounds Riverside. Borrego Springs, the Colorado River, Desert Hot Springs, Joshua Tree National Park, Palm Springs, and Las Vegas are all within a relatively short drive and provide a lot of sand for dune buggying, sky diving, camping, and gliding. Desert biologists and spelunkers also find the desert east of Riverside a fertile area for exploration.

INSIGHT/OUTSIGHT Hami Space Race

By Mitch Earle, Contrib. Editor
Each day is becoming more and more difficult to find parking space. The reason is not that the asphalt in and around the spaces may be old and torn up, rather that there is less space in which to park.

More eligible students are aware of the idea of riding to and from school. As the popularity of sports continues to grow so does the rush to find an open parking spot. More people want to use the same amount of space therefore more people find that they have to arrive at school earlier to use this restricted area. As a result, more accidents occur, many more dents are put into fenders, and more people are being injured.

One of the consequences of this aggravating situation is that students aren't parking in the designated areas. They may park up against buildings or posts. Blockage of the regular flow of traffic usually occurs and more theft and vandalism is taking place. Another consequence is that people are trying to get too much into too little. Students try to turn one space into two, and again the implications of disorder are present.

Continued increase in the number of students riding to school is here to stay. Therefore the only possible solution that is economical, practical and sensible is for the school to provide more available parking space. That's right! Students need more bicycle racks! ! ! !

"Surf Story"



"The Wedge"

What this one has the others don'
Now it's time for me to get ready
For the key to success is in being steady.
It has already crested, formed and walled
So I must get there or I'm sure to get mauled.
It's peaking now and I'm on the top
Oh no! It's breaking and I'm sure to drop.
I am proceeding down the face
For beating the soup is a real race.
It's just me and my Churchills, Oh what a fin!
For without them I would surely take a spin.
It has to be at least fifteen or twenty
As for the ride, it's all for the money.
If I live I'll be the king
But to Fred Simpson that doesn't mean a thing.
Sure he is the best of the west
But when I'm number one, he's just like the rest.
After the Wedge it's Makupu
For I will make it, I won't get stewed.



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