



Successful Scholars: Pam Gronemeyer, John Careklas, Lynn Niemeyer, and John Day.

SCHOLARQUIZ Trounces Rivals in TV Match

Southwest's Scholarquiz Team romped to a 259 - 69 - 63 victory over the Academy of the Sacred Heart and Mehlville on January 31.

The team, consisting of captain Pam Gronemeyer, John Careklas, Lynn Niemeyer and John Day, with alternates Sue Mizera and Stephen Kreigh noticeably dominated the contest, receiving five bonuses and leading their closest opponent at the half by 124 points.

SW began rolling with the very first question as John Day responded with a quick "Sancho Panza" to Dean Richard Keefe's question, "Who was Don Quixote's squire?"

The team members received 12" trophies and the team and the alternates were awarded pen and pencil sets.

Victory was especially sweet for the sponsor of the Scholarquiz team, Miss Lucy Funk, because Saturday was also her birthday. Miss Funk, in her fourth year as faculty sponsor, commented, "I have every confidence that this is a super team; and this is a team - they really showed teamwork."

She summarized the feelings of the entire school when she said, "I sure am proud of them."

The team and Miss Funk had been preparing for the match since October, practicing once every week. However, the week before the game, the practice was held twice a day.

SW will again appear on Scholarquiz, March 14, when they will play McCluer in a quarter-final match.

Honor Roll Results Tabulated

SW students have been hitting the books and the results are shown by the increased number of students with an average of 3.5 or better.

Those with an average of 4.0 or higher are the following:

Seniors

5.0 - Carol Boyd, Pam Gronemeyer, Caryn Hasselbring, Sue Mizera; 4.9 - Linda Hibbitts; 4.7 - Jean Caldwell, John Careklas, Chris Reimler, Sue Sanders, Debbie Stephens; 4.6 - Virginia Bicket, Bev Kocot; 4.5 - Lew Dingwall, Lynn Niemeyer, Ellen Rosenau, Mary Zemenick; 4.4 - Louise Wiederman; 4.3 - Janice Dunn, Terry Piskos; 4.2 - Carol Asher, Janice Brauns, Joan Brune, Charlotte Coble, John Day, Joyce Edinger, Linda Gelner, Joyce Hamilton, Nancy Stickling, Kathy Tsevis; 4.1 - Carolyn Hess; 4.0 - Susan Detter, David Eaton, Patricia Maurer, Barbara Mees, Randi Reed, Shirley Smith, Diana Steward.

Juniors

5.0 - Charles Standredge; 4.8 - Alexander Karagiannis; 4.6 - Steward Smiley, Linda Wilcoxon; 4.4 - Betty Asher, Terry Shapiro,

Diane Wallerman; 4.3 - David Jung; 4.2 - Jeffery Boyher, Barbara Bratton, Mike Quinn, Don Speck; 4.1 - Barry Adams, David Diuguid; 4.0 - Anil Angelo, Deborah Carnes, Dave Owens, Kathy Rainer, Terry Tallent.

Sophomores

4.9 - Martha Renner; 4.7 - Susan Baylard; 4.4 - Marie Caras, Mark Wunsch; 4.3 - Glenda Walter; 4.2 - Christy Anderson, John Baltzer, Mary Ann Gatewood, Richard Shanks; 4.0 - Nathalie Aksentijevic, Gary Erhart, Steve Greiner, Sherri Grieshaber, Toni Manzo, Paul Quanti, Steve Rakel, Linda Tune.

Freshmen

5.0 - Constance Duever; 4.8 - Jill Brandenburger, Juan Escobar, Chris Pashos; 4.6 - Richard Daut, Stan Fujarski; 4.5 - David Fairris, Amy Souselle; 4.4 - Stephen Crusius, Ellen Erk, Nancy Hutchins, Lou Miksick. Mary Thomas, Barbara Weinhold; 4.3 - Emilie Dierking; 4.2 - Mark Dopuch, John Dubis, Mike Frisch, Janet Millran, Diane Swallow, Glenn Weider, Kathy Williams; 4.1 - Jerilyn Smith; 4.0 - Amy Barrow, Kathleen Cannito, James Fujarski, Dennis Gelner, Leslie Hamilton, Laura Havranek, Carolyn Howard, Laura Longo, Donald Pfleger, Lexie Walters, Mike Wilson.

Dress Code Revised

By Linda Brooks Pioneer Co-Editor

A new dress code was drawn up on January 29, 1970 in accordance with tallies taken from polls on the students', faculty's, and PTA's views, and with the consent of the administration.

The new code contains the following: girls' eye make-up should be natural looking and acceptable for school or day wear; students hair will be clean and kept out of the eyes regardless of length; and sideburns that do not give the appearance of a beard or mustache will be permitted. These provisions were included, the rationale being that the school has the right to expect all students to be clean and neat in their personal appearance.

The administration also claims the right that all students be clean and neatly dressed in clothes appropriate for school wear. It is felt that there is a proper dress for school, and that despite the constant changes of style and the variety of individual taste, it is possible to define what is appropriate wear.

Accordingly, the following provisions were included: straight shirt tails that have a straight finished hem and are no

longer than two inches below the waist will be permitted to be worn outside the skirt or trousers; boys may wear unmarked, unstained, white, crewneck "T" shirts which have sleeves; and plain sweatshirts, numbered sweatshirts, school monogrammed sweatshirts, and jerseys are acceptable.

Also in the code: boys' and girls' shirts should be buttoned within one button of the collar; Pendletons which look much like shirts but are seemingly worn as a sweater will be considered as a sweater when an acceptable shirt is worn and is visible; parkas and jackets are not appropriate for school wear.

Girls' dresses and skirts will be of length which does not reveal garters, tops of nylons, and other undergarments. Pants dresses, culottes and maxidresses will be allowed. Bloomer dresses and perts are unacceptable. Boys are expected to wear socks.

Action had been taken on the dress code as early as November, 1969, when SC decided to examine the existing dress code for possible revision. Polls were taken to determine what changes were to be made. SC appointed a Dress Code Committee,



Kick-A-Check

Seniors Steve Krieh and Newton McCoy find a novel use for lunch checks during their lunch period. They make a game of kicking a lunch check across the floor at the main entrance of SW. Are you watching, Olympic officials?

composed of students representative of a variety of tastes. The committee suggested thirteen changes which were then voted upon by the students, PTA and the administration.

Of the suggested changes six received the two-thirds majority needed of both student and a combined parent-faculty vote to

be presented for final approval. The amendments to the code were those concerning hair length, sideburns, "T" shirts, skirt length, pants dress or culottes, and maxi-dresses.

Any suggestions for amendments to the dress code can be sent to SC for consideration by the Dress Code Committee.

Pioneer Calendar

February

- 14 - National Merit Test at SW
- Regional Wrestling Meet at SW
- 17 - 1:15 PTA Meeting
- 20 - Senior Rec Night
- 23 - Holiday

March

- 3 - PTA Executive Committee Meeting
- 9 - Long District Parent Congress Meeting
- 13 - Senior Spring Dance

Suggestion Box

The current trend toward change for its own sake has created a desperate need for constructive ideas from those merely advocating destruction. This movement is especially evident at school, where there is a need for both suggestions and a greater degree of participation in student government. PIONEER believes that these needs could be satisfied by the establishment of a Student Council Suggestion Box.

As an outlet for constructive ideas, a suggestion box would improve communication between the faculty and Student Council and would offer students a direct voice in their government. It would also stimulate a wider range of suggestions on varied issues than could be obtained from opinion polls. In addition, the success of the Senior Suggestion Box has indicated student support for this type of communication.

If this plan is put into effect, the box might be placed outside of the general office for the convenience of all students and teachers. Student Council could then elect a committee of twelve representatives, three from each of the four classes, to review the suggestions each week. This committee could then present those suggestions acceptable to the administration at Student Council meetings. The final decision on ideas approved by the council would be made by a vote of the faculty and student body.

Today's generation feels a greater desire for change more than ever before. How Southwest changes in the next decade will depend largely upon its students and faculty. We must not merely criticize, but create. A Student Council Suggestion Box would offer all students a greater opportunity to do so.

School -- Second Home?

Is the school an extension of the home? Apparently some people, including students, parents, and administrators, feel that it is. For example, the only reason a dress code is necessary at a school is because the dress code that previously was established in the home has deteriorated. In fact, in many areas, the school has taken over responsibility for areas of students' behavior, not all of them as minor as their manner of dress.

Every good school should be an active member of the community around it, but this does not mean that the school should be the place where all the problems of the community are to be solved.

In the past, and even now somewhat, the family has been the basic stabilizing unit in American life. Thus the weakening of the family could be one of the contributing factors to the turmoil in America today. Stable societies are ones in which the family has retained a position of prominence.

There are many possible consequences of the breakdown of the family, many of which can be found in contemporary America. For example, it can be said that criminals are often made in the home? A general consternation felt by many Americans could be explained in this way.

For Southwest the implications are evident. It is unfortunate that the disciplinary or other problems that are present in the home have to be resolved in the school in the form of suspension hearings, numerous regulations and dress codes. The dress code is a symptom and should be treated as such.

The dress code issue is characteristic of the turbulence taking place today in many areas of American life. The energy spent on the dress code might have been better used for more relevant educational pursuits. The dress code issue has been resolved for the time being. Maybe we can now direct our attention to more meaningful tasks.

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Opinions on Black Studies

By Linda Gelner
Pioneer Editorial Editor

Are black studies receiving enough emphasis in the present curriculum? Should courses be revised to include black heritage or should a special course in black history and culture be introduced?

Fourteen Southwest students were asked to comment on these questions recently in a panel discussion on black studies. Their opinions and suggestions will be forwarded to the Board of Education's newly formed committee on black studies. The Board of Education has considered initiating a black studies course next year, although they are as yet unsure of what it will encompass or who will be qualified to teach it. They have asked for comments from the students of the school system to see if a course in black studies can be justified.

A panel, led by Mr. John F. Close, was formed at Southwest to talk over the possibility of a black studies program. The students on the committee were selected because they had high academic standing and were involved in school activities. Representatives of black and white students were invited to by on the panel. The panel almost unanimously advocated an elective black studies course.

Although it was agreed that it would be ideal to incorporate the study of black heritage into the contemporary or American history course, this would mean that textbooks would have to be revised. It was explained that

textbook revision is made by the manufacturer who will not publish new textbooks until he is sure there is enough demand

for them.

The panel also decided that a course on black history and culture be introduced as an elective. They summed up their discussion by saying that too often minority groups of all kinds were not credited with their contributions to society.

At present, freshmen are required to read the book, *Negro American Heritage*, as part of their U. S. History course. In more advanced social studies, classes can read *EyeWitness — The Negro in America History Book*. However, for the most part, it is left to the discretion of the teacher whether or not to delve into the background of minority groups as they are studied in class. As they are not adequately covered in the textbooks, they are easily overlooked by teachers who are pressured to cover the specified material in a limited time.

Mr. Byrne, head of the social studies department, feels that "if students are particularly interested in studying in greater detail aspects of history which are only sketchily depicted in the textbooks, they should ask the teacher for supplementary material or additional time for study." He expressed his concern over the manner in which a black studies course would be taught. "Few people are qualified in that field. Another consideration would be what a course like that would encompass. I feel that it should stress literary, musical, and artistic accomplishments, as well as history. A course like that would have to be taught by more than one teacher at the present time." Mr. Byrne continued to say that above all, it must be remembered that

black studies should serve to promote brotherhood and not breed dissension, so that a qualified teacher and a fair representation of black heritage is essential.

PIONEER conducted a poll of the student body and faculty to determine their reaction to the anticipated black studies program. Mr. Forrest, a history teacher, commented that "minority groups in general are excluded from history courses.

A black studies course is a step in the right direction. More emphasis could be placed on black heritage in contemporary

history. It's a shame that most students never know the accomplishments made by minority groups in all fields."

Miss Lee, an English teacher, stated, "The omission of any group's accomplishments and background is regrettable. To get at the bottom of the problem, we need to have our textbooks revised."

The consensus of students' opinion favored more emphasis on black studies whether it was incorporated into the regular curriculum or was introduced as a separate course. For the few who did not see a need for black studies or who resented the anticipation of the introduction of such a course, one black student pointed out that he was required to take white history.

He said that if he had to study white people and to learn their background to function in their community, it was only fair that whites should study black heritage. How else can two cultures understand each other than by each learning about the other?

SW's 'Marvelous Monument'

By Virginia Bicket
Pioneer Staff Writer

It has come to the attention of the PIONEER staff that that most marvelous of monuments—the esplanade—has not been receiving due recognition. It is high time the students realize that the esplanade is the backbone of Southwest High School.

The esplanade is useful to the school in many ways. First of all, it is a definite mark of distinction. It is doubtful that

many other schools in the country are privileged to have such an adornment. This promotes school spirit and pride.

By the same token, it is a conversation piece. Because very few people actually know what an esplanade is, visitors to the school may receive stimulating enlightenment on the subject. Of course, there are few people who would not be interested in hearing about the esplanade.

The esplanade provides entertainment for the students as well. It serves as an excellent

sundeck and rendezvous location during the two months of school when the weather is nice. In addition it gives pupils access to the lovely view of the cow pasture and the back of the new building. The esplanade is

infinitely useful as a landing site for books and shoes, and other articles which might be thrown from the third and fourth story windows, and as a launching pad

for overzealous students who wish to take the long jump to the cow pasture below. Thus, the esplanade is partly responsible for the relief of student tension.

Finally, the esplanade has several important purposes which at first may not be apparent. Opposing teams who come to the school to play SW athletes can be given directions to the gym by way of the esplanade. Not knowing what an esplanade is, the team members become lost and are so confused

by the time they reach the gym, they lose. So the esplanade is helpful to the success of our athletes.

The esplanade is also useful as a barrier for keeping the well-known cows in the cow pasture and out of the halls of school. As if that were not enough, the esplanade is the redeeming factor which keeps the whole school building from sliding into the muddy cow pasture, which, needless to say, would be a messy and distasteful occurrence.

It is evident that the esplanade has not been given full credit for its merits. Perhaps a gold engraved plaque to be placed in the cement for all to see would fulfill this need. Even a soothing coat of plaster over its cracks would most probably be appreciated. At any rate, we suggest that the students rally around this venerable monument in deference to its years of devoted service.

Clubs Tour Lambert

The Southwest Math and Science Clubs combined for a field trip to Lambert Field January 29. Their schedule included tours of the Flight Service Station, the Weather Bureau, and the Air Traffic Tower.

Webster Gets Free Study

Webster Groves High School now has a free study program similar to that of Southwest. During their free periods, students are allowed to go to the library, cafeteria, other study halls, or the senior lounge. Plans are being made for a student smoking lounge.

SW Places in Oratory

Dan Decker, semester eight, and Ed Schumer, semester six, recently represented Southwest in speech contests. Dan placed third in the Southside District in the Voice of Democracy Contest, sponsored by the Veterans of Foreign Wars, and Ed placed third in the district in the American Legion Oratorical Contest.

Students Commended

Principal Robert M. Young received the following letter dated January 26, 1970:
Dear Mr. Young:

I wish to commend two of your students concerning an incident which occurred recently.

I live across the street from Southwest and on the evening of January 7th when I arrived home from work I found my mother unconscious on our front porch. Your students, Messrs. Craig Scherzer and Bill Laskowsky, were leaving the school and I called to them and they carried my mother into my home and attempted to give her artificial respiration. We had called the police ambulance and when they arrived, I told the boys they could leave; however, they said they wanted to stay and see if she made it.

Unfortunately, she didn't. Mother had had a heart condition for about four years and the doctor diagnosed the cause of death as an acute coronary probably brought about due to the extremely cold weather.

Today, when so many people attempt to criticize our young men and women and complain of other people's attitude of "not wanting to get involved," I feel that these two boys entirely disprove this theory.

I had never met Craig or Bill prior to that day; however, my family and I sincerely appreciate their efforts. They are wonderful young men, and you, the school, and their parents should be very proud of them.

Sincerely,
Mary J. McNamara

Four Teachers Join Staff

Faculty Changes Made

By
Joyce Edinger
Pioneer News Editor

Lynn Niemeyer
Assistant News Editor

Four new teachers have been added to the SW faculty this term: Mrs. Rose Mary Memo, Mrs. Mildred Conners, Mr. Ronald Youngman and Mr. Louis George.

New to the Southwest English Department is Mrs. Rose Mary Memo. A native of Poland, Ohio, Mrs. Memo received her bachelors degree in teaching from Youngstown State University in Ohio. She plans to work for a masters degree in Oral Interpretation at Northwestern University.

Mrs. Memo stated that she is very happy in St. Louis, and added that Southwest is a fine school with an excellent faculty and friendly, outgoing students.

Mrs. Mildred Conners is SW's new librarian, replacing Miss Louise Boerjesson, who retired after twelve years of service to SW. Mrs. Conners graduated from St. Louis University and took a course in library science at the College of Saint Catherine in St. Paul, Minnesota. She has taught in grade schools, high schools and has worked in the Public Library in St. Louis and libraries in Illinois.

When she was asked how she likes SW, Mrs. Conners replied, "SW is going someplace. We're not quite there yet, but everybody's working on it."

Mr. Ronald Youngman recently joined the faculty as a replacement for Mr. Douglas Morrison, who was transferred to another school in the area. Mr. Youngman graduated from Webster College in December, 1969. He majored in English, and produced and directed some student plays.



New Faculty Members: (from left) Mrs. Rose Memo, Mr. Louis George, and Mrs. Mildred Conners.

Mr. Louis George has rejoined the science department this semester. He had been a biology teacher and football coach here three years ago before his teaching career was interrupted for military service. Mr. George was a lieutenant in the Special Forces Unit of the Army and spent one year in Vietnam as an advisor to the Vietnamese. He helped to plan tactics and suggested ways to improve living conditions.

Although he has been away for three years, Mr. George can cite no great changes in the school during that time and believes that the students have basically remained the same. Mr. George is now teaching General Science.

Mr. George M. Killenberg, former sponsor of the PIONEER and journalism teacher at SW, was inducted into the army at the close of the fall semester.

Mr. "Daddy" Killenberg, is a graduate of the University of Missouri-St. Louis, where he was editor of the school paper, Chairman of the Chancellor's

Advisory committee, and a member of the varsity basketball team. While in college he won several honors. He received the Red Cross Award, and the Wall Street Journal Scholarship, and became a member of the Kappa Tau Alpha Honorary Scholastic Journalism Society.

After graduation he worked on the St. Louis Globe Democrat, the Moline Daily Dispatch, and St. Louis County Observer. Mr. Killenberg has also recently submitted a manuscript for publication by the SIU press on Richard H. Amberg, late publisher of the Globe.

After his discharge from the army, Mr. Killenberg plans to teach at a University.

Movies On View In Cafeteria

A film showing was held in the cafeteria on January 29th at the request of Mr. Kent L. Forrest to determine if a regular program of film showings should be enacted. The trial showing was attended by 50 or 60 students. This response was considered adequate by Mr. Forrest to go ahead with the program.

Under the new program films are shown in the east side of the cafeteria during the fourth period on Fridays for those students having free study.

The films shown are of varied types ranging from such historical films as *The Rise and Fall of the Third Reich* to Charlie Chaplin and the Keystone Kops pictures.

The project has a number of goals: to supplement classroom activities, to entertain, to inform, and in the words of Mr. Forrest, "to encourage greater cooperation between students, teachers and administration."

Initially, films are shown only one day a week, which may be expanded to 2 or 3 days if cooperation is good. Also, students may, in the future, be given the opportunity to express their personal film preferences.

The source of the films are the St. Louis City and County Public Libraries. There are over 3,000 films from which to choose. Mr. Forrest got the idea for the program from the St. Louis Public Library, which offers free film previews to the public.

Mr. Forrest wishes, "to thank the administration for giving its consent to the program." He also said, "I wish to extend my utmost gratitude to the cafeteria manager, Miss Morris, for her generous cooperation."

In addition Mr. Forrest said, "I implore students to take advantage of this opportunity and demonstrate that you are mature enough not to abuse the privilege but to make the program work."



Video Education

Jim Riley and Donna Bennett examine a portable videotape recording unit. Mr. Kent Forrest, social studies teacher, borrowed the unit from the St. Louis Board of Education's curriculum division to experiment with using the device as a potential teaching aid. Students worked with the electronic gear several days last week.

SW Students Serve as Tutors

By Mary DeWitt
Pioneer Feature Editor

When is a student not a student? With the help of the Southside YMCA, several SW students find the answer to be when working as part time tutors to elementary school children in the area.

Last November, Mr. Charles Wiley of the Southside Y spoke to Student Council on a tutoring program being organized by the Y in which high school juniors and seniors who maintained at least a B average could tutor younger children having trouble in school. Parents were notified of the new program by teachers who noticed students needing help in certain subject areas. After filing an application, meeting parents and receiving some preliminary instructions (as all teachers must!), SW seniors Terry Piskos, Ray Pott, Joan Brune, Linda Hibbitts and Jim Anastasoff were ready to try their hands at practicing what everybody preaches: communication, in spite of an obvious generation gap.

The student "teachers"

generally agree that the program is successful. The supply of applications received by the Y has more than filled the demand for tutors. In most cases the child shows improvement and both the teacher and student enjoy the lessons. Joan Brune, SW senior, tutors a boy in the fourth grade in math, helping him over that universal stumbling block that some never master known as the multiplication table. "The first time we played some games with math. The second time Ken told me his brother said that he wanted to flunk so he could have a tutor and play games too!"

With the added incentive of games and flashcards, most of the students seem to respond very well. Even football, baseball, "Hangman" and paper dolls get into the picture when math drills, spelling and reading comprehension have to be conquered. Terry Piskos received such an enthusiastic response that her ten year-old "got so



Terry Piskos uses word games and flashcards to tutor a student in English and math.

excited that he literally fell over."

But it isn't all fun and games; real things get accomplished, such as better report cards for the students, practical experience for the tutors along

with a real sense of having done something important, and satisfaction on the part of the parents.

It doesn't just happen. It takes a child who is willing to learn and one who is willing to exert

the extra effort to teach. But most of all, it takes a coordinating force like the YMCA to get them together in this real community effort.

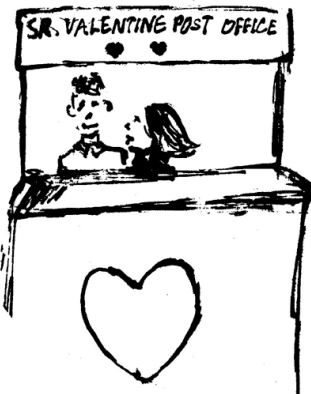
When is a student not a student? When you can't see the "F's" for the "B's"!

Valentine's Day

By Virginia Bicket

I took a picture of cupid
but it didn't come out because
of overexposure.

I'm sorry young man but
you're violating the dress code



I sent her a Valentine and
now she has a date with the
guy who delivered it.



Education Experiment Proves Exciting

By Terry Piskos
Assistant Feature Editor

How would you like to attend a high school which offered seminars on Viet Nam and Biafra or a course on Yugoslav and Greek dances?

The Experiment in Free Form Education (EFFE), conducted last spring at Walt Whitman High School in Bethesda, Maryland, tried to provide what everyone wanted from his education — freedom and variety.

With the support of the high school principal, superintendent of schools and the school board, an EFFE Committee was formed. Anyone interested in the project was invited to join. The Committee of 200 students, 20 faculty members and 20 parents spent over 2,000 hours ironing out problems so that the program could run smoothly.

Students could choose from more than 250 courses, including seminars on drugs and narcotics, meditation, speed-reading and stock market analysis. If they preferred, students could take a specialized program like flight instruction which would apply toward a pilot's license. Some gained valuable work experience as congressional interns, teaching aids, newspaper reporters and lab assistants. Students went on an Appalachian hike, an anthropological dig and visited the United Nations Building. About 100 of Whitman's 2,240 students remained in the library

doing part or full-time independent study.

Teachers had the freedom to teach whatever courses appealed to them. A French teacher ended up giving fencing lessons; a math teacher instructed a religion course; a physics teacher demonstrated life-saving. One teacher even taught two evening courses after a full day of teaching. Guest lecturers from local universities and area businesses were also invited.

The school used no bells, no grades and no attendance records. However, the program's one major difficulty was a failure to meet attendance commitments by both the students and faculty.

Deborah Leff, one of the student organizers, feels, "Almost any school can have an EFFE program if it wants one enough. The total cost of Whitman's week was \$865, raised with community support." At its termination 82 per cent of the faculty favored the program.

A full year of EFFE would not provide a balanced education, but this one-week program did leave some lasting effects. Many of the teachers showed concern about teaching more pertinent material. The students felt more involved with their school. Through parental involvement and student work programs, the school and community were unified.

Programs Enrich Educational Background

The St. Louis Public School System has a history of providing its students with quality teachers and excellent courses preparing them for successful futures. Within recent years it has initiated three programs; one prepares a student for college, another trains him in various technological fields, and the third gives him work experience on the job. The programs are the Harris Teachers College Co-Op, O'Fallon Co-Op and Distributive Education. These programs have grown to involve a vast number of students at SW.

The Harris Teachers Co-Op is the newest of these programs, initiated just this year at SW. Last semester only a few students participated, but this semester the program has been expanded to include fourteen seniors. Under the Harris program the students take regular freshman college courses in addition to completing their high school programs. They spend half the day at Harris and half at SW, their schedules arranged to facilitate attending

both schools. Janyce Dunn, one of the students who will participate in the program, feels that the program is very good because it allows a student to become adjusted to the classes, professors and general campus life before he actually begins college. She is enthusiastic about the idea and encourages any college-bound student to try it.

The O'Fallon Co-Op program is very similar to the Harris program in that it gives the student another type of education in addition to his regular high school work. Under this program a student takes various practical or technological courses ranging from auto mechanics to the study of the parts and functions of a computer. Any student participating in this program can get the equivalent of an

education from a technical school (while still attending SW), which prepares him to enter any one of today's technological fields. One SW student feels that the program at O'Fallon is "really great because it provides students who aren't able to go to college with just as rewarding a future as those who are."

The Distributive Education Program at SW is under the coordination of Mr. Conrad F. Wuerz. He explains that the program at SW is a vocational course, designed as a work-learn situation. The course is a two semester program begun the senior year. The students attend school one-half day and work on paying jobs the other half. The students take a course called Distributive Education for which they receive one hour of credit. They also receive one hour of credit for the work experience on the job. A student wishing to take it in his senior year should take the merchandising course which is offered here during his junior year.

All students who are enrolled in the DE course are also members of the Distributive Education Club of America. It is a national youth organization operating through the public schools to attract young people to careers in marketing and distribution. The DE students comprise a local school chapter; each chapter elects its own officers and the DE teacher-coordinator serves as the chapter adviser. All chapters within a state comprise a State Association and the National DECA is comprised of these. The club is especially valuable to the student who has no other opportunity to participate in planned activities or to develop the responsibilities of citizenship.

These are just a few of the varied programs of study offered in today's public school systems and to those who feel that we are still in the "one-room-school-house" era, they can offer much hope for the future.



Mr. Wuerz demonstrates using a cash register in DE.

Bum Steer

Brushing Up on Cheating Techniques

By Patty Whitby

Special Pioneer Writer

Students of SW, you'd better brush up on your cheating techniques before it's too late. If you begin now, you will have them perfected by the time finals roll around again.

Teachers caught on, long ago, to students using such wishy-washy techniques as writing on shirt cuffs and sticking slips of paper in socks. Therefore, you, the student, will have to come up with some new ideas. I would like to offer a few suggestions.

Girls will find that the new purses with the leather fringe on them will come in quite handy during a test. They can simply write on the purse; the fringe will hide all tell-tale writing. If the teacher sees you fiddling with your purse during the test, he will most likely assume that you are just nervous — poor unsuspecting man!

Next, you might try writing the answers on your hand and covering them with an extra large band-aid. If you are caught, tell the teacher you were looking to see if gangrene had set in yet. This method of cheating is a little risky, however. The band-aid will make your skin suffocate and shrivel up; hence, you might have a hard time reading the answers.

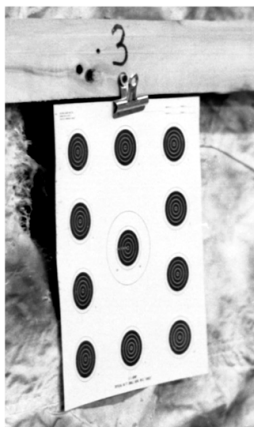
Madame Defarge in *A Tale of Two Cities* worked out a code using knitting stitches to represent letters. When someone was condemned to die by the guillotine, she knitted his name into her sweater. She thereby had a complete record of names and dates that only she knew about and could read. Since knitted scarves, vests and

sweaters are so popular in fashion today, I think more students should learn to knit and follow Madame Defarge's example.

If you get really desperate, you might try taking out a pocket-sized Ouija board and asking it for some answers.

If the student can't get away with any of the above, he may have to, as a very last resort, STUDY (gasp!) However, only do this if you know there's no other way out. Don't listen to all this hogwash the teachers tell you about studying and learning and improving your mind. Who needs all that intelligence, anyway? Every moron knows that it's foolish to learn anything in life when it's so much easier to cheat your way through ... right?

Rifle Club Faces Stiff Competition



Ready, Aim

Behind an ominous-looking, iron-grated door at the Northeast end of the new building, SW has one of the few specially built indoor rifle ranges in the St. Louis area.

The rifle club meets Mondays, Wednesdays and Fridays after school under the sponsorship of Mr. Rex Brown. Mr. Brown is a licensed gun and ammunition dealer and National Rifle Association instructor.

A member of the nine team St. Louis Prep Rifle League, the team shot its final match on Wednesday against Roosevelt. Previous to that match, the team had compiled a 3-4 record. The victories were over Cleveland, 710 to 665, Alton, 772 to 712 and Western Military, 727 to 724.

Aside from the five public schools, the fifth one being Ladue, the league contained some fairly stiff competition. Western Military Academy and

Christian Brothers' College have ROTC as part of the curriculum. At St. Louis U. High and Country Day, shooting is a varsity sport and ammunition is provided free. C.B.C. shot averages over 190 out of a possible 200 points.

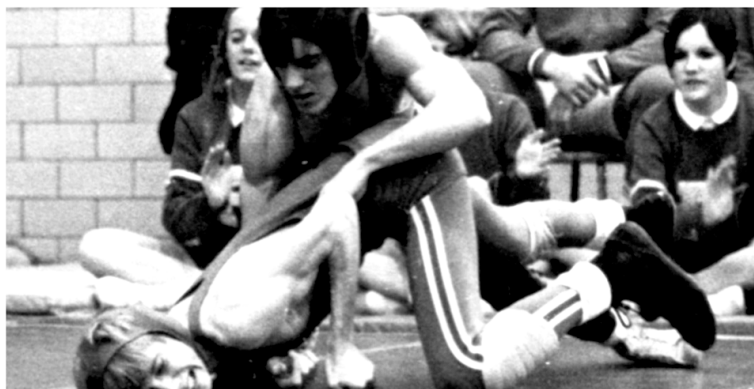
The team consists of the club's six male shooters. They are the following: Bob Vico, Chuck Schaller, Russ Austin, John Wilkerson, Jim Minard, and Bob Hibbitts. Co-captains, Chuck Schaller and Bob Vico, have earned Distinguished Expert certificates, the highest honor given by the NRA.

Many girls are enthusiastic participants in the club. The girls' team remains undefeated after several matches with Roosevelt and Cleveland. The "weaker sex" team consists of Sue and Margaret Bomberry, Linda Hibbitts, Mary DeWitt, Nancy Schrieber, and Karen O'Rourke.



Fire!

Members of the rifle team demonstrate the four shooting positions: Bob Vico — standing; Chuck Schaller — kneeling; John Wilkerson — sitting; Bob Hibbitts — prone.



Straining

On his way to a 7-2 victory, Dennis Visos muscled his Parkway Central opponent to the mat during their 107 pound bout. Despite Visos' victory, SW lost the meet 20-24.

Regionals Open At MCC

The Regional wrestling tourney begins tonight at 6:00 at Meramec Community College. Semifinals are at noon tomorrow with finals in the evening. All the first and second place winners from last weekend's district meets will compete. The schools from the Roosevelt, Maplewood, Brentwood, and Charleston, Mo. districts make up our region.

Four SW wrestlers won berths at the Regionals held tonight and tomorrow in the District wrestling meet at Roosevelt last weekend. John Bauer beat Dan Braden of Affton for first place in the 98 pound bout; Nick Papagianis downed Bill Thomas, 115, from Hancock; Chris

Brewer beat Roosevelt's Ron Crouch at 123; and Tom Cook pinned Affton's Max McClain in the second period of their heavyweight bout.

Keith Krumm and Charlie Huggins finished in third place. Affton won the team championship with a total of 84 points; Mehlville placed second with 79 points, and SW took third with 60 points.

The Longhorns won their sixth league victory with a 22-18 win over south-side rival Roosevelt in the last dual meet of the year on February 4. John Bauer (98), Nick Papagianis (115), Chris Brewer (123), Keith Krumm (145), and Charlie Huggins (175) scored three

points toward the victory. John Steimann and his Rough Rider opponent battled to a 2-2 tie and Tom Cook pinned Roosevelt's Larry Smith in 54 seconds of their heavyweight match. The Steers ended their league season with a 6-2 record.

In other PHL play, the matmen were beaten by the Soldan Tigers, for a 23-18 loss. However, Vashon succumbed to the Longhorn stampede, 31-21.

SW placed fourth out of eight schools in its own invitational. Nick and Tom took second places and Charlie took third.

Armory Meet Opens Indoor Track Season

The indoor track and field team will open its season two weeks from today with a relay meet at the National Guard Armory.

Under the direction of Coach Al Ecker and Assistant Coach Steve Techner, the team has been working out in the second floor halls since January 12.

Prospects are good for a strong team. Nevertheless Southwest does not have as good a shot as last year at the PHL title, Coach Ecker admits.

Southwest has yet to win a PHL track championship. In both 1968 and 1969 the Longhorns finished third on Field Day. Northwest and Soldan, first and second in '69, will be the teams to beat again this season.

"We were very heavy with seniors last year, which means that this year we are short on experienced athletes," Coach Ecker told the team, "but I still think we have an outside chance."

Field events are strong this year with three returning lettermen in all three events.

Putting the shot are Lloyd Lauck, Paul Sneed, and Greg Cobb. The pole vaulters include Greg Doss, Mike Quinn and Dave Moore. Rich Leong, Terry O'Connell and John Gross are the returning high jumpers.

In the sprint division Doug Reid and Bill Paden lettered in the 440-yard dash. Bob Hermanson was an outstanding hurdler.

Although lacking another miler like Steve Wilson, the team boasts a creditable number of good distance runners. Mark Baldwin, Bruce Vierheller and Gary Wood are the returning lettermen. First year members Lew Dingwall and John Groetke along with Phil Rudder and Bob Solomon lettered in cross-country last fall.

Other outstanding trackmen include sprinters John Horton and Bill Kuba, pole vaulter Tom Kennedy, shot-putter Dennis Macchi and freshmen distance runners Rick Martin and Kevin Wirthlin.

Sprinter Randy Faulkner will be sidelined for part of the season with injuries received during the football season.

6-0-1 Record

Soccer Team Wins PHL

SW clinched the PHL soccer title by defeating Vashon 3-0 on February 3. The victory assured SW of the top position as they finished with a league record of six wins, no losses and one tie. Central, SW's closest rival, finished with a record of 5-0-2.

The game was a scoreless deadlock for the first half, but SW began to threaten early in the second half. After a series of unsuccessful shots, SW scored when Chuck Echer fired in a goal from in front of the Vashon

goal on a corner kick by Les Nappier. Minutes later, Echer scored again with a hard driving shot that hit in from the top of the goal. Bill Laskowsky completed the SW scoring when he kicked a penalty shot near the end of the second half.

SW lost a non-league match to Augustinian on January 30, 1-0. This followed an important league victory against Cleveland on Jan. 29. The Steers beat the Dutchmen by the score of 2-0. SW went ahead early in the second half on a goal by Chuck Echer. Soon afterward, Jim Laws scored on an assist by Les Nappier.

SW romped over Beaumont 8-0 on January 27. Karl Kuster scored three goals, Vince LoRusso scored two, and Jim Laws, Ron Kohring, and George Ferretti each scored one.

DuBourg defeated SW 3-0 on January 15 in a non-league match. SW scored a league victory over Sumner 5-0 on January 13. Jim Laws, Karl Kuster, Rick Winkler, Tom Price, and Bill Laskowsky scored the SW goals.

Until the Vashon game, SW's leading scorers were Karl Kuster, Jim Laws, Bill Laskowsky, each with five goals, and Chuck Echer with four goals.

Sophomore Tom LoRusso has carried most of the goaltending chores, occasionally relieved by Jerry Risch. LoRusso has been supported by a strong defense. Such outstanding defensive players as Les Nappier and Harry Stratos have added to SW's potent punch.

SW faces last year's state basketball champs, the Sumner Bulldogs, on the home court at 1:30 tomorrow.

Sumner, possible PHL champions, is led by Dave Brent a 6'11" jump shooting center and MVP of last year's state tournament.

Ranked number one by the Post Dispatch poll of area high school coaches, the Beaumont Bluejackets proved their prowess by rolling past the Longhorns 66-47 on February 7.

Beaumont played a tough defensive game against SW, holding Longhorn stars like Stan Mann and Steve Valli to the barest limits of their potentialities. Lack of a real scoring punch put the Longhorns down early in the game as they scored only six points in the entire first quarter. Mann was granted only 14 points by the Jackets' defense and Valli had to fight to lead the Longhorns with 15.

James Ballard, Beaumont's 6'3" forward, tallied 20 points, while Bill Morris, the 6'8" center of the No. 1 team, picked up 14 for his record. SW limited guards Morton and Irving to only 10 points each.

Beaumont, with a 5-1 league record is favored to win the PHL title this season. However, Sumner is in first place so far, having the distinction of being the only team to defeat the Bluejackets.

Sumner, 6-0, with Beaumont 5-1 have begun their own title race, while four teams are now tied for third. With three games remaining in league competition, Southwest, Cleveland, Soldan and Northwest are bunched up in the rating.

Southwest emerged from the cage confrontation with Cleveland on January 31 with its

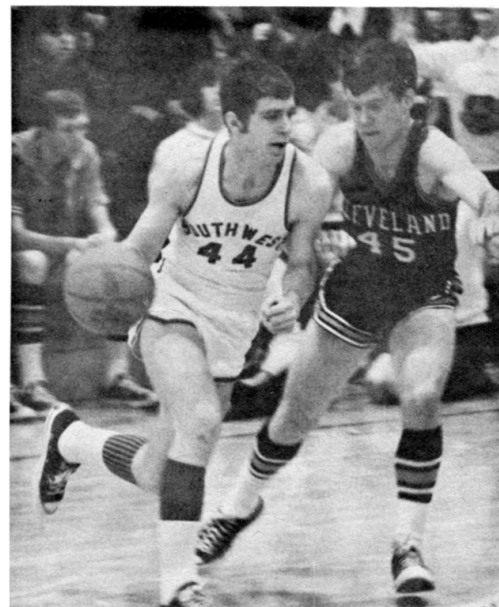
third PHL victory in a row by downing the Dutchmen 76-67.

An underdog Longhorn squad jumped into the lead early in the first quarter and from then on it was only a matter of maintaining a leading margin. Steve Valli paced the cagers with 24 points. Bryn Tracy was second with 16.

The Longhorns were eliminated in the first round of the DuBourg Tourney by losing to DuBourg 58-41 on January 26. Oddly enough, it was the

Cleveland Dutchmen who emerged from the Tourney as overall victors.

The Longhorns picked up their first PHL victory on January 10 by defeating McKinley 74 - 63. The string went unbroken when Central went down 78 - 61 on January 16. SW also came out on the long end of a 60 - 51 count against Northwest on January 23.



Mann Alive!

Stan Mann drives for two points against Cleveland in the Longhorns' 76-67 win over the Dutchmen on Jan. 31.

Sports Schedule

Basketball

- Feb. 14 - Sumner*
- Feb. 17 - Desales
- Feb. 20 - Soldan
- Feb. 24 - McKinley
- Feb. 28 - Northwest

Wrestling

- Feb. 13-14 - Regional at MCC
- Feb. 20-21 - Missouri State Wrestling Finals at Lee Summit

Indoor Track and Field

- Feb. 27 - Relay Meet at Armory
- Mar. 6 - Relay Meet at Armory
- Mar. 13 - Open Meet at Armory

*Home game