

SW Offers New Courses for Next School Year

A course in computers, a class dealing with contemporary problems, and opportunities in a new work-study program will be made available for Southwest seniors and juniors next fall.

"Introduction to the Computer" will be taught at O'Fallon High School during the afternoons. The course is designed for high school seniors who seek basic knowledge of computer functions while preparing to further their education after graduation. O'Fallon had previously offered a computer course, "Computer Operations", suggested for those who were seeking a vocational career after high school.

With the Board of Education's purchase of a new computer designed for teaching, "Introduction to the Computer" promises to be a more technical course than its forerunner, "Computer Operations." Students will not only operate the computers, they will also be given an opportunity to program them.

The program was presented to Southwest students at a special aud session by Dr. S.

Lawson of the Board of Education and Mr. Harry Berg from O'Fallon's Data Processing department. Juniors with an adequate background in math and science were encouraged to apply for the course. Since the program will accommodate only 200 students, each high school will be restricted to a specific quota. Seventeen Southwest juniors have been selected to participate in the program.

The program was initiated because of the increasing importance of the computer in colleges and business. It was pointed out that many universities require courses in computer operations. It is hoped that "Introduction to the Computer" will stimulate students' interest in the rapidly growing data processing field.

Southwest has added a new social studies course to its curriculum. "Experimental Sociology in Government" will be taught by Mr. Robert Byrne, head of the Social Studies Department, as a one-semester course.

Cleveland initiated a contemporary problems

course last year. At a meeting Assistant Principal John Close and Mr. Byrne met the teacher who taught the course at Cleveland and decided to start such a course at Southwest because as Mr. Byrne said, "There is a real need for the understanding of current problems."

The class will concern contemporary problems that affect the U. S. Mr. Byrne estimates that the course will deal with about seven major problems. Suggested topics are Negro civil rights, the Viet Nam War, and overpopulation.

Mr. Byrne cited his biggest problem as the lack of a textbook that could sufficiently cover a course such as this. As a result, he has been writing to companies and agencies trying to obtain manuals dealing with various economic and social problems. Mr. Byrne hopes to enrich the course with films, film strips, and field trips. He would like to invite guest speakers to lecture the class, but points out that "people who would

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SOUTHWEST PIONEER

Southwest High School

VOL. XXXIII No. 8

SOUTHWEST HIGH SCHOOL, ST. LOUIS, MO. 63139

APRIL 17, 1970

Free Study In Jeopardy

The question has arisen in the administration and the faculty about how responsible SW students are. SW students were given free study, but there has been some doubt as to whether the students are deserving of this privilege.

It is the opinion of some faculty members that the students are abusing their responsibility. Cuts greatly increased this year until the office began a system of assigning penalty study halls and suspension points instead of the five points usually assigned to the person who cuts class. Mr. Gene Gladstone, assistant principal, said that free study "becomes increasingly difficult to justify." A reevaluation will be made soon to determine the fate of free study. It could possibly end unless the students' attitude toward it improves and students realize it is a privilege not to be taken for granted.

During the day some who have free study are seen out of bounds and have their ID's taken away. With this comes some penalty study halls assigned by Mr. Ecker. One stipulation of free study was the idea that no one should be out of bounds without a note.

Along with the problem of free study comes the problem of the cafeteria. Mr. Gladstone said, "Each person should take care of himself," and students should "clean up after themselves." The problem of the cafeteria forced the administration to close the cafeteria as an experiment to let the students know the school's dissatisfaction with how the students have been abusing their responsibilities. It was closed during free study periods for two days.

The snack bar has added a coke machine and a soft ice cream machine to their equipment. It was financed by the Board of Education. Mr.

Gladstone made this comment about the new machine, "It, apparently, is working very well. The workers in the cafeteria do need more time to clean up afterwards." SW was the first school to urge that such machines be put in the schools.

SC initiated a new project to help clean up the school. During sixth periods on days that SC meets, certain members clean up the lockers throughout the building with a special cleaner the custodian uses. Chairmen of this "clean up" committee were Mark Baldwin and Steve Newton. The project began after Mr. Gladstone talked to SC one day and spoke of a new cleaner. The Council then voted to take charge of this project. Keeping the lockers clean from now on will be the individual student's problem. The cleaner can be obtained from the janitor.

Student responsibility will weigh heavily in the reevaluation that might take place.



Pollution as shown above will be the topic of a

"Teach-In" on April 22.

Pioneer Calendar

April

- 18 - Scholarquiz
- 21 - 1:15 PTA Meeting
- 23, 24 - Senior Play
- 27 - Double Aud to elect cheerleaders
- 28, 29 - Concerts for the elementary schools
- 29 - Band-Choir Concert

May

- 1 - Law Day Second period aud
- 2 - GAA Car Wash, FTA Dinner
- 5 - 9-11 a.m. College Day 1:15 PTA Executive Committee Meeting
- 8 - Third period Special Aud for Juniors
- 9 - SC Spring Dance



Fine Art!

From Left, Vernon Wirth, Carol Asher and Miriam Caldwell examine a painting by Pam Paffet. It was one of many works of art, music and drama presented at Fine Arts Night on April 9.

"Teach-In" at SW

SW will spend April 22 focusing attention on the problem of pollution in our country. Teachers of English, Social Studies, and Science have been asked to use class periods for programs concerning the problem.

April 22 has been designated on college and university campuses all over the country as a day to be set aside for a "Teach-in on the Environmental Crisis" to make students aware of the dangers of pollution.

It was suggested that English classes write letters to

Congressmen or local government agencies; social studies classes may discuss the problem from the viewpoint of what the government *can* and *should* do; science classes can discuss the problem of ecology and what happens when man throws nature out of balance.

A special program will be presented during a second-period aud session which will kick off the day's activities by emphasizing the pollution problem through talks, music, and the presentation of a film.

Smoking Still Problem

Before the privilege of free study was introduced last spring, students used to resort to smoking in school washrooms. When inclement weather cleared the outdoor smoking area, students found shelter in the washrooms, and when students cut class, they found asylum there since they risked being caught anywhere else in the building. To correct this problem, a smoking lounge was established to provide better supervision for student smokers who abandoned the washrooms in favor of the lounge.

Ironically enough, although we now have an indoor smoking area, some students continue to clutter washrooms with cigarette butts, ashes, and smoke. Perhaps some of them have been refused admission to the lounge because of failure to obtain parental consent, in which case they should not be allowed to smoke at school at all. Others may be smoking in washrooms simply because it is prohibited by the administration. Whatever their "justification," these few students must not be allowed to continue misusing school facilities at the expense of their classmates.

What can be done to restrict smoking to the student lounge? A periodic check of washrooms by teachers on hall duty would certainly discourage violators. PIONEER also favors stiffer penalties for those caught smoking outside the designated boundaries. Clearly, the administration must take steps to confine smoking to Room 116. Better yet, these violators might take the initiative and develop a greater respect for their school and its codes.

Sports Need Support

With the arrival of spring, many students' thoughts turn to outdoors, especially a large number of Southwest's athletes who are training in preparation for the beginning of the spring sports season. The sports, including track, tennis, and baseball, are eagerly anticipated by the members of their respective teams, but there seems to be a lack of interest in them on the part of the rest of the school. Perhaps this is partly due to spring fever, the epidemic which each year drains the student body of energy and enthusiasm. However, PIONEER feels that spring sports activities do not receive enough attention or publicity.

Pep sessions are largely responsible in building support for athletic teams and in encouraging students to attend athletic contests. Fall sports are introduced by a big outdoor pep rally. Spirit for these events is re-enforced from time to time with additional pep auds. Winter sports are introduced with a long pep session in the boys' gym where the athletes can demonstrate their skills. At the last pep session introducing spring sports, however, participants in the spring athletics were not introduced or given the onstage exposure which usually arouses enthusiasm.

Every athlete who competes on a SW team puts forth his best efforts to win, but he needs to be encouraged and supported by the student body and administration to perform with confidence and pride.

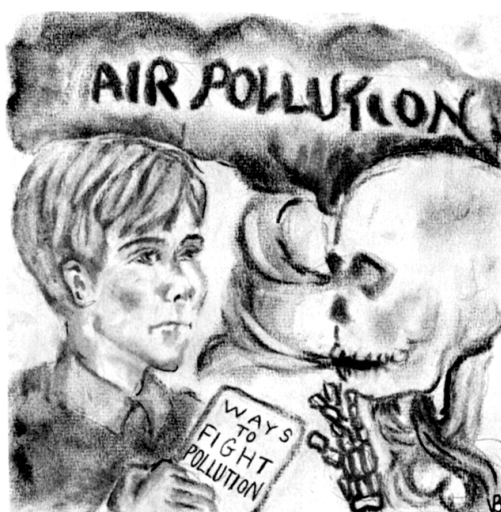
Revise Penalty Study

The free study program's stress on choice and responsibility is valuable in preparing students for life in a democratic society. However, that aspect of the program which deals with the administration of penalty study halls is inadequate.

Initially, the penalty study program is illogical. In effect, it places non-cooperative students with those who earnestly desire a quiet atmosphere for study. This often results in a continual uproar between the supervisory teacher and those being penalized, therefore preventing anyone from studying. An additional teacher and classroom to accommodate the penalty study pupils each period would maintain the right of any student to study if he so desires.

Finally, short-term penalty study halls should be issued only for violations of free study regulations. Disobeying supervisory teachers, creating hall disturbances, and leaving the school premises during free study periods are all reasonable grounds for punishment. On the other hand, administering penalty study halls for tardiness to class or other unrelated offenses is highly unjust. To be effective, punishment must reflect the nature of the crime.

Penalty study halls are, in a sense, necessary evils. By correcting some of their shortcomings, perhaps we can make them less necessary.



"No, thanks, I don't get involved in political issues."

Model UN Studies International Crises

The annual Model United Nations was held April 9th, 10th, and 11th, at Villa Duchesne and later at Parkway West High Schools. Although the Model UN has been held for nine years, it is still relatively unfamiliar to SW students.

Delegates to the Model UN are selected from the member schools of the Model United Nations Federation. There is a nominal fee for a school to become a member, one that could easily be handled by Student Council.

The Model UN today is mainly composed of suburban and private high schools. It would be fortunate if more city schools like SW participated.

The Model United Nations combines education in parliamentary procedure and the experience of handling international crises. Some 21 resolutions came out of the three basic committees: Trusteeship Committee, Political and Security Committee, Social, Cultural and Humanitarian Committee, and the Security Council, dealing with the Arab-Israeli crisis, disarmament talks, safety of diplomats, territorial waters, and black rights in Rhodesia.

Parliamentary procedure was almost an immovable barrier in the way of speedy solutions to these problems. Also, the role playing of the participants was so effective that in many cases those countries that delay progress in the real UN did so in the Model UN.

One might expect that a UN run totally by the students would be treated as a game and that the outcome would be left to the capriciousness of its youthful participants.

In part this was the case, since some participants often strongly supported and tirelessly advocated positions which they regarded with a total lack of gravity at other times.

However, this must not be the only criteria for judgment of the success of the Model UN. In any evaluation it must be

decided whether the Model UN is indeed a true model of the real UN. It would appear that this is true, evidenced by both actions of the real UN and by the actions of the Model UN, though the two manifest themselves in different styles.

While the lack of success in the real UN is shown by repeated violence, aggression, and minor wars, lack of success in the Model UN manifests itself in childish outbursts and torrents of meaningless rhetoric. Since the participants in the Model UN have no recourse to frustration other than the Model UN itself, it becomes both battleground and negotiating table.

On the other hand, many of the students involved in the Model UN take their role playing seriously. The chairmen attempted to and largely succeeded in enforcing parliamentary procedure, an aspect which generates much discussion, conflict, and interest.

The Model UN can be a very interesting experience while at the same time educational. It would be to the benefit of both SW and individual students if SW were to join the Model UN Federation.

Letters To The Editor

Dear Editor,

It has come to the attention of many seniors that class rank is based on the semesters completed here at SW and totally disregards grades from previous schools. Many of us feel this practice is unfair. Why should a one-semester grade average have the same value as an eight-semester average in determining the rank?

An Interested Senior

Ed. Note: PIONEER talked to the persons in charge of compiling the senior rankings and it seems that it is a Board of Education rule that only semesters completed in a St. Louis public high school can be counted in a student's accumulative grade average.

Letter to Editor

An Open Letter to the Senior Men:

It has come to the attention of the Senior Women at SW that you are failing in your duty to us, you apathetic boys. Where is your courage? Show your manhood!

The Senior Prom is May 30. Two girls now have dates and both of them are going steady. We desirable females desire dates with you big strong men. But you must ask us... So go to it!

Very sincerely,
Senior Women of SW

Dear Editor,

This is in regard to what happened at SW over Easter vacation. Many of us got a shock and practically had a heart attack when we opened our lockers and found them empty.

Why were our lockers empty? Because we are told if we are not in the assigned lockers we are supposed to be in, our books are taken to the Audio Visual Room.

They just threw our books and belongings in a big pile. Then they told us in advisory to go to the Audio Visual Room to get our books and belongings. So we went there and what if we can't find our books? What do we do now?

A Very Disappointed Senior

SOUTHWEST PIONEER

Published by the students of Southwest High School, St. Louis, Mo. 63139. Subscription rates \$1.00 per semester; \$1.50 by mail, single copy 25c.

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News Shorts

Scholars Enter Finals

SW's Scholar Quiz team is looking for victory in tomorrow's contest against Augustinian in the final match of the spring semester. A win tomorrow would make SW the Spring Champions and put the team in the play-off with Pattonville, Fall Champions, for the Grand Championship.

SW is returning from two recent Scholar Quiz victories. The latest was on April 4, in which SW defeated CBC, 227 - 165, in a semi-final match. SW was also victorious over McClure, 243 - 97, on March 14 in a quarter-final match.

Up With People Sings Here

The Sing Out West division of Up With People performed at SW on Friday, March 20. SW graduates Joyce Fehr and Kim Dallman participated in the program.

Election Proposal Defeated

A proposal to revise the elections of SC officers was defeated by the Council. The measure had provided that girls could run for president and the boys for secretary.

Grad in Heart Fund Game

Dennis Caldwell, SW '66 graduate, was the only representative chosen from the St. Louis Area to play in the annual Eddie Matthews Heart Fund basketball game held April 4th at Southwest Missouri State College in Springfield, Missouri. Twenty players from Missouri were chosen by a committee to form North and South teams to play in the game to raise money for the Heart Fund.

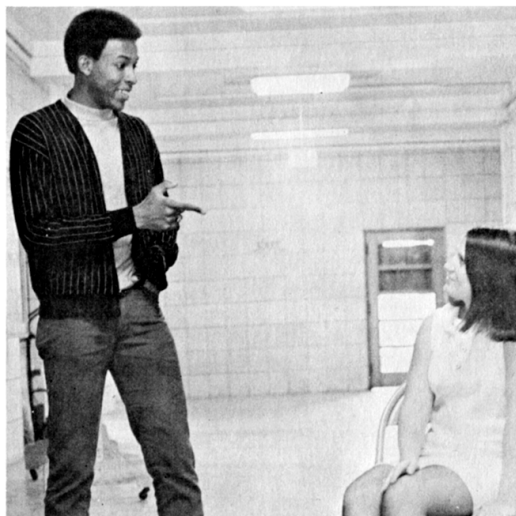
A Turner for the Better

SW graduate Walter Turner has returned to SW as the new head of the Audio-Visual department. Before taking up this work he was a national sales trainer for the College Encyclopedia, a college student, and an auto mechanic. Right now he is finishing a commercial art degree in order to enter Webster College. He hopes to eventually enter the advertising business.

PIONEER Awarded

PIONEER has been awarded First Class (excellent) rating by the National Scholastic Press Association. Approximately 1600 school newspapers were evaluated from throughout the United States in the 82nd All American Critical Service at the University of Minnesota.

PIONEER was also given Mark of Distinction credit for superior accomplishment in writing and editing.



Guilty!

Reynaldo Anthony momentarily breaks out of character while rehearsing a scene with Karen Andre for the Senior play production of the courtroom drama, *Night of January 16*, to be presented April 23 & 24.

Senior Shenanigans Features 'Oldies but Goodies' Theme

'70 Shenanigans, the second annual senior variety show, was presented April 2. The theme of the show was famous routines and personalities dating from the early 1900's to 1970.

The production, put together by Senior Class President Charles Wilson and class officers Jean Caldwell, John Bauer, Ken Slavens, Linda Collins, Janet Reimann, Joyce Hayashi, and Lloyd Lauck, was sponsored by Miss Henshaw.

Many of the performances had a professional touch in keeping with the fine job done on the other productions of this year. Undoubtedly the most outstanding act of all twenty-six presented was George Ferretti's "Hambone". Hamboning it is old hat for country-western fans; recently HeeHaw has picked it up. It was a novelty, however, for the majority of the audience. Bruce Vierheller's imitation of Al Jolson doing "Swanee" was another highlight. He managed to capture the whole Jolson act — the shoe-blacked face, the hair parted in the middle, but most spectacularly the little Jolson gestures.

"Big Spender", done by Charlotte Coble, Lynn Niemeyer, and Craig George was another well received act for the same reasons that George Ferretti and Bruce Vierheller were so successful. They didn't hesitate to throw themselves completely into their roles to carry it through. This seemed to be a problem in many of the acts and introductory skits. The audience was left hanging, the transition not being clear or the punch-line simply dropped in mid-climax.

Some other particularly noteworthy acts were "I'm Forever Blowing Bubbles" done by Linda Range, Karen Butchcoe, and Mike Carr on the piano (bubbles by Kathy McGee-



Show Biz!

Charles Wilson (left) and Jean Caldwell prepare to ham it up in the '70 Shenanigans variety show, presented April 2. Standing in back are stagehands Randy Jurgenson and John Yeager.

vy); Mr. Robert Nordman's stage band doing "San Jose"; the Uptight '70 Band; the Mosquitos, a very novel act that had especially good harmony; the Bobbie Robinson Dance Group; "I'd Rather Be Blue"; Virginia Bicket's rendition of Barbra Streisand's rendition of a Fanny Brice number from "Funny Girl"; and the Charleston number done by Barb Whitworth.

It is unfortunate that there was so little time between rehearsal and show itself. After attending the dress rehearsal, it was easy to see the show had improved immeasurably by the night of the performance. The show had great potential but in many cases it promised more

than delivered, probably due to the lack of time.

The small number of acts that tried out caused another problem. Acts had to be included to fill out the program which often had no relevance to the theme. This lack of adherence to the theme, or more accurately, this partial adherence to the theme, smacked of inconsistency. This problem could be eliminated in the future by announcing repeatedly the date of tryouts and the show's theme several weeks ahead of time. Thus, the participants would have a chance to prepare an appropriate routine. Probably more students would try out, giving the judging committee more latitude in choosing the numbers.

Scenery could have been used to greater effect. Again, much of the blame for this can be laid to the time factor. Whereas the staging of, say, the Charleston or Eleanor Rigby could have been better, the finale, "Aquarius", was excellent. Too often psychedelic effects can be hokey, but thanks to AV Club it was very effective.

The problem with theme ties in with a lack of transition between the acts and introductory skits. This is not intended to downgrade these skits. The question is: Did the skit fit the theme and did it fit in logically with the next act? Some did, notably Tom Zipf doing the Ed Sullivan imitations, the Eliot Ness skit, and Laurel and Hardy. Others did not.

These criticisms are not major or extended faults. The audience seemed to enjoy the show, and after all, that is what constitutes a success.

Charles Wilson above any other deserves the praise for all the work he put into the show. More than any other he worked at all the problems incurred in putting a show together of that size — from minor details to tickets to publicity to staging and writing.

Band, Choir To Perform

The Concert Band-Choir Concert will be presented April 28, 29. In attendance at the twice-a-day for two days presentation will be 4,000 South St. Louis upper elementary school students. A public concert will be presented Wednesday evening April 29. Tickets are available from members of band and choir.

In the past the concert band has annually toured the Southside elementary schools. The tour has become so popular that to fulfill the requests for appearances would have taken at least a full school week. Consequently, Mr. Close arranged for the students to be brought to SW, combining several schools' groups into one audience twice a day for the two days.

Concert Choir, directed by Miss Leontone Meyer, will sing several selections from the standard vocal repertoire, as well as *Man of La Mancha*, and a contemporary work, "Jubilant Song" by Dello Joia.

The Concert Band, directed by Mr. Robert Nordman, will present selections from *Hair*, a

contemporary three movement suite by the American composer Clifton Williams, and provide music for a Pom-pom routine. A symphonic wind ensemble has been selected from the Concert Band to perform two works written for college and university bands.

The stage band — SW's fifth period ensemble class — will do favorites such as, "Do You Know the Way to San Jose", "Alfie", "Goin' Out of My Head", The marching Lohorn majorettes will be featured with "Blues A-Go-Go".

Special guest conductor for this series of concerts will be Mr. Libero Monachesi. He will do Mozart's "Gloria Excelsis" with choir, and "Balladais" with the band.

Thursday night, April 30, the Southwest Stage Band will join several other St. Louis city and county high school groups for the first annual Stage Band Festival at Forest Park Community College. The festival program will be open to the public (for no admission fee) at 7:30 in the College's Performing Arts Center

Class Atmosphere Lacks Personal Touch

By Terry Piskos
Assistant Feature Editor

For years teachers and students have had a communications gap. It's a gap that's bridgeable through mutual understanding although it rarely is bridged. Teachers often fear a personal relationship will lead to a loss of respect in the classroom, and as a result students and teachers often fail to view each other as fallible human beings.

"There is definitely educational value in projecting a more human image," says Mr. Warren Gower, math teacher and basketball coach. He believes there is not enough contact outside the classroom. "Possibly a teacher-student dance or G.A.A.-teacher volleyball game would improve relations." Mr. Gower feels the benefits of more personal contact outside the classroom would be a more relaxed and enthusiastic learning situation.

Mr. Leon Anton commented, "There should be more opportunity for students and teachers to get together in an informal atmosphere." He is one of the few teachers who has eaten lunch with the students.

Mrs. Blanche Lee, an English teacher, believes that teachers should show they are human in the classroom. She feels teachers project their personalities by showing emotion, becoming angry or enthusiastic. Mrs. Lee pointed out that last year the eight-period day was eliminated and each period was lengthened ten minutes. The administration suggested that this extra time be devoted to individual guidance and conference. She believes this is an effective method for getting to know students better.

Miss Margaret Mathae, also a member of the English department, feels that the younger teachers have an edge over some of the older ones in communicating because "we enjoy some of the same movies, songs and interests of our students." She added, "The question is whether or not we will continue to be responsive."

Miss Mathae emphasized also that students will never consider teachers human unless they can admit they make mistakes.

Establishing better classroom rapport is not solely the teachers' responsibility. The students must bear half of it. "Every class has a different personality, and a teacher responds to it," says Mrs. Sylvia Lynn, home-economics teacher. She feels students rarely consider that a seemingly boring teacher might be the result of a dull class. Mrs. Lee pointed out that one or two cold, reticent students may set the tone of the entire class. Conversely, several friendly cooperative ones can make an exciting class.

Several teachers commented that they try not to judge a student's personality by his classroom performance, but sometimes it is difficult not to. They are surprised and pleased to see one of their average students excel in a talent show or on the football field.

Students, too, know that teachers do more with their lives than teach. But they are surprised and pleased to see their teachers active outside of the classroom. Many are amazed when they learn that a SW faculty member races cars (Mr. Gladstone), plays the violin (Miss Henshaw) or has built his own home (Mr. Dappert).

Many of SW's younger teachers have little spare time for extra activities. They attend college in the evenings, working toward a Master's Degree. Regulations require every high school teacher to have this degree within ten years after he begins teaching.

Some students seem to think of their teachers as robots. They fail to consider their teachers as individuals, subject to the same needs, wants and shortcomings common to all human beings. They never realize a teacher may have a headache or have been up late the night before too.

On these days when teachers are not up to par some will continue teaching, but others will tell jokes or hold a talk session. Mr. McLeroy, a math teacher, shows a human approach to the school routine. Once a week without fail he wears a tie clasp with the initials TGIF (Thank God It's Friday!)

But whether teachers take a humorous approach or a serious one to communicating with their students, this advice may improve the situation: Teachers should show they're human and students should show they're humane.

Brown Shows Versatility

Does chemical warfare fascinate you?

Have you ever wondered how drum heads are attached to percussion instruments?

Do you want to learn safe driving techniques or become an expert marksman?

If you answered "yes" to any one of these questions, then Mr. Rex Brown is the man to see. Currently a social studies teacher here at Southwest, Mr. Brown has held many unusual jobs in the course of his military and teaching careers.

Born in the Arapahoe-Cheyenne Indian country of western Oklahoma, Mr. Brown forfeited a basketball scholarship to enlist in the United States Air Force. During the early days of World War II, he served as a chemical warfare instructor at Lowry Field outside Denver, Colorado. According to Mr. Brown, this program was designed to prepare servicemen for overseas combat. "We managed to instruct over 28,000 men in the use of tear gas and other chemicals in less than two months." He spent the remainder of the war on assignment in Ipswich, England.

As an AROTC supply manager at the University of Nebraska, Mr. Brown held many various jobs, among them attaching drum heads to the percussion instruments of the university band. For those of you considering this line of work, he wryly added that "A bent teaspoon and steady hands are

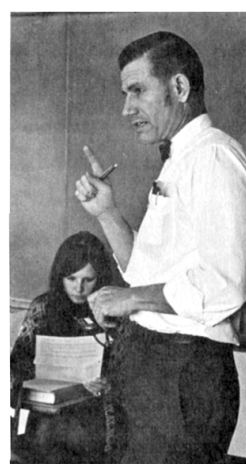
all you need to reach the top."

Although Mr. Brown originally intended to become a military instructor, he turned to civilian teaching after receiving his orders just 30 days before graduation. "I decided that it wasn't worth sacrificing a challenging career for a commissioned officer's retirement pension."

When he, his wife, and three children moved to St. Louis in 1954, Mr. Brown accepted a position as an industrial arts teacher at Beaumont. Once again, he hit the "want ads," this time applying for a job as an AADTA driving instructor. In reflecting upon the nature of this job, Mr. Brown commented, "It was in many ways more exciting than any military assignment!"

An Oklahoma marksman voted the outstanding cadet from Nebraska in 1950, Mr. Brown was well prepared for sponsorship of the Southwest Rifle Club. However, he seems to enjoy firing quotes as well as bullets, and does so each day via his "maxim plaque" in room 320. Mr. Brown began posting quotes in this miniature display case while teaching at Beaumont. "They are designed to equip my students with a functional philosophy of life," he said, "by enabling them to evaluate the beliefs held by famous people throughout history."

Mr. Brown contemplates an early retirement, perhaps to



catch up on his study of Alexander Hamilton, the man he most admires in history. "I firmly believe in his conviction that democracy must be limited to those intelligent enough to preserve it. As babies are not given equal voting rights as their parents, one's right to participate in democracy should equal his capacity for moral judgment and responsibility."

Then again, he may just be itching to explore job openings for something out of the ordinary. Who knows, with the growing number of rock groups today, Mr. Brown's skill at attaching drum heads might become a valuable commodity!

5-4-3-2-1--Contact! Lenses Launched!

by
Virginia Bicket
Feature Writer

10...9...8... You are about to begin the great adventure. It is your first manned flight of a contact lens from your finger to the mysterious and forbidding planet, EYE. All systems are GO: lubrication and fuel—GO, eye drops—GO, Kleenex—GO. Panic button in working order. Before you stands the digital tower, positioned for the takeoff of the optic capsule. You stare into the dark endless space, full of fear and anticipation, for never before has a flight of this kind and magnitude been successfully completed. But it is now or never.

The contact slowly ascends and at the altitude 3 inches, velocity 1 inch/minute, it escapes the gravitational pull of your fear and is thrust towards the destined landing spot. The target is in sight—preparations are being made for docking procedure and landing. The moment has almost arrived...

Landing unsuccessful. Due to uncontrollable circumstances,

There is an hour stop-over as each minute ticks along in tension-filled conditions.

Meanwhile the Planet EYE becomes more and more irritated with its alien visitor. Finally the rescue crew lands and some time later manages to pry the capsule away. As this occurs, however, the surface of the planet is slightly damaged and the capsule is hurled into orbit outside the planet's atmosphere. A re-entry is scheduled.

Then follows a brief period of extra-vehicular activity when you check and relubricate the engines, after which time the optic module is positioned for separation from the second stage and re-entry into the planet's atmosphere. A firing of the engines results in a second landing.

But wait! There seems to be a complication. Although this time the module is set down squarely at the planned position in the Pupil of Tranquility, an unforeseen obstacle is blocking the way, and making the landing of the module somewhat bumpy and uncomfortable. It appears to be some sort of huge rock and it is feared that both module and landing site may be destroyed. However a superhuman effort is made, and through a switch of the controls you are able to dislodge the offending barrier. Ladies and Gentlemen, the CONTACT has landed! This is one small step for you and one giant leap for better and clearer vision for all mankind.

Eliminate Humdrum Excuses

On each tardy slip (Tardiness Records; HS--) are two lines allowing the student to give the Reason for Tardiness. Most students do not realize the monotony of the office worker's reading "My bus was late", or "I overslept". Therefore, they continuously use such trite, unimaginative excuses. Why not put a bit of variety in these people's lives, and produce more creative reasons such as these:

- My brother mailed my books to Omaha and I had to find them.
- I forgot the school's address, and I had to look for the building.
- I took the wrong bus and ended up in Saskatchewan.
- My chauffeur was sick and I had to come all the way on roller skates.
- I had a cardiac arrest and the doctors had a hard time getting my heart started.
- The President called and I had a hard time getting off the phone.
- I got halfway here on the subway before I

remembered we don't have a subway.

- A crocodile crawled out from under my bed and I had to fight him off with a pair of nailclippers.
- My sister put her hand in the garbage-disposal and I had to find several band-aids.
- I was delayed in customs.
- Somebody stole my alarm clock last night.
- I was run over by a tractor trailer, and I had to pick up my books.
- My braces fell into a pond, and I didn't have a scuba outfit.
- I ran into Raquel Welch, and was treated for injuries at the hospital.
- I was in an important chess match.
- My hair began to fall out and I had to buy some Elmer's Glue-All.
- A Saki-crazed Samurai warrior held me in a headlock for two hours before he collapsed.
- A seven-foot Amazon lashed me to unconsciousness with warm cauliflower stalks.
- I was abducted by seven little dwarves and taken to a cottage in the woods.



the Planet EYE moves from its normal position—the capsule becomes lodged in a crevasse on the dark side of the planet and will not budge. Your reports indicate that the view from the planet is becoming extremely misty, with a one hundred percent increase in humidity. Meanwhile, a rescue mission is launched.

Girls Head Over Heels For Gymnastics

Wanted: Girls with poise, charm and grace. For: Almost every job available, from airline stewardesses to zoologists.

Every girl knows the value of maintaining an aura of poise and self-confidence whether in job hunting, auditioning, or just everyday living. Unfortunately not all of us have it. You don't have to walk around with a book on your head all the time to gain it, but believe it or not, there's a club right here that can do the same thing for you and lets you have fun doing it.

Girl's Gymnastics (no, you don't have to be a super-athlete to join) is a challenge. For the beginners it's a chance to exercise outside of gym class and to find out what they can do with a piece of equipment they've never tried before. For the old pros, there's a new routine to learn and another chance to compete in city-wide contests.

Gymnastics isn't just "physical

exercises requiring strength and skill"; it's a chance to find out what you can do on the balance beam and how many variations of a stunt you can devise and how graceful you can be on the uneven parallel bars.

You can be a conformist and work on the perfection of the standard routine established by the gymnastics officials. They judge the meets, awarding points for form, body position and overall skill in the execution: in short, they determine whether you can do the same routine as another girl only better.

Or, you can be creative. Don your ballet shoes, leotard, and tights and work up a free exercise or tumbling routine all your own. There are National Standard Rules to go by and all the help necessary from coaches Miss Griot and Mrs. Lampros. Working in an advisory capacity, they spot and direct, concentrating on the perfecting of routines and the fine points

of exactness of execution.

SW is represented by girls of beginning and intermediate skill who show enough promise to be registered as competitors in the St. Louis Public High competition. SW girls were at Northwest on April 9th and 15th, and they will be here, ready to meet again on April 25th and 30th.

Why gymnastics? It's a good way to find out if you have the necessary skills, or to develop them if you know they're there and just haven't had a chance to show what you can do. A little extra work on balance, coordination, and arm, leg, and shoulder strength never hurt a gym grade and proficiency in something requiring the grace and ease of movement of gymnastics never hurt a girl's poise or self-assurance. These skills can be a great asset, and if you weren't born with grace and coordination of movement here's a chance to achieve them.



Kris Keaton performs a routine on the uneven parallel bars during Girls Gymnastics practice.

Greatest of Ease

Bum Steer

Prom Fever Attacks

by
Patti Whitby
Special Writer

The boys of SW might have noticed that the girls have been acting a little strange lately. Is homework finally getting to them? Have they been exposed to some exotic disease? Are they going bananas? Naw, they're just trying to get a date for the senior prom.

Girls are trying all sorts of things to attract boy's attention. For instance, some try to hypnotize the boys by batting their big, wide eyes at them as they push their way to the front of the lunch line. However, the reply is generally something like, "Get offa my foot, clod. Whassa matter? You got sumthin' in your eye?" To which the girls mumble from between gritted teeth, "Silly boy. You do say the cutest things!"

There has also been a run on perfume. No scent is too exotic for a desperate girl. Reactions here also leave a bit to be desired. "Has somebody got his shoes off, or is that the cafeteria food I smell?"

The freshmen, not to be outdone, try to play on the senior boys' ego. "Gee, are you really a SENIOR? (rolls eyes to heaven). Wait until I tell all my lowly freshmen friends that I've talked to a SENIOR! (skips off down the hall doing hand springs every few feet)." But, since senior boys' egos are so inflated that it is impossible to inflate them anymore (without causing a blowout), they just polish up their ring and casually say, "Don't get too close to my bod."

Some poor girls have even resorted to bribery. "I promise I'll give your Edsel a complete lube job if you'll only invite me to the prom." Or, "I'll even pay for the bowling shoes when we go out afterwards... how about if I buy you a corsage?"

But, for all the scheming and planning there will always be one girl who drags her date off to a corner and hisses in his ear, "If you tell anyone you're my little brother I'm gonna crack you in the mouth — and take my five bucks back!"

Free Study Opinions Offered

The trash left in the cafeteria during free study has raised a serious question to the administration. Should free study be restricted?

Presently only a few violations limit free study privileges. A student will be assigned to a study hall for ten weeks if he receives two or more F's on his report card. If he cuts class he will receive five penalty study halls and two if he is tardy.

According to the administration, free study is based on the idea that a student cannot be forced to study. Restricting free study to only those with a certain grade point average would defeat the very

basis of the program. Even restricting students with two F's does not completely follow the free study policy.

Some SW students offered suggestions to correct the cafeteria problem. They disregarded the question of whether or not a student will study in an assigned study hall. These students viewed free study as a privilege. They did not want a minority to destroy it, even if that minority had to be put in study halls.

Greg Shiner, term 2, said, "If free study were limited to all those with a C average or better, students would have a greater incentive to work. They would

appreciate free study more when they achieved it." Alethea Kolokithas, term 8, believes free study should be limited to only juniors and seniors with a C average so that underclassmen will have something to look forward to. Douetta Burst, term 4, pointed out, "Freshmen don't know what a study hall is really like. All freshmen should be assigned to study halls the first ten weeks."

Lydia Major, term 8, responded to the question of restricting freshmen from free study. She feels, "Freshmen have just as much right to free study as anyone else." Patricia Mees, term 2, added, "Freshmen don't make any more mess than anyone else."

Generally, everyone interviewed tended to blame another group for the cafeteria disorder, but all agreed that a sizable number of students from each class contributed.

The real question, then, lies in identifying the offenders. Several students suggested that the administration restrict those with a certain number of suspension points. They assumed that these disobedient students were the root of the problem.

Obviously there is no clear solution. However, SC is preparing a recommendation on the free study program. Mr. Gladstone feels that the administration will weigh heavily what the Council suggests.



Blehhh!

The litter left in the cafeteria is threatening the continuation of the free study program.

Minds Boggle In Spring

Ah, springtime! Midterms are over and life is lovely. Students wander about nature's bright green wonderland and teachers shudder at the answers received on recent tests. How could students come up with some of these answers?

The explanation is simple. Either they work very hard at creating an imaginative answer or else they genuinely believe what they put down.

History courses give quite a background to the active mind. One such mind was really clicking when the question was asked, "Who was Simon

Bolivar?" The reply came, "He's the guy on the horse on page 265." That kid had to have worked hard to have memorized the page number.

The Boxer Rebellion was quite an event in China about seventy years ago, but according to one student, it was quelled when the Humane Society stepped in. Returning to the study of Western civilization, we have the Papal Bull, a large grunting animal kept in the Vatican to trample on all infidels.

History is not the only course to be graced by the presence of

these creative minds. Keats should come back from the great beyond to haunt the guy who mistook his "Ode to a Grecian Urn" for the "Ode to a Coffee Pot" by Maxwell House.

One student quotes Arctic explorer Robert E. Peary as saying, "It was a miracle of rare device. A sunny pleasure dome with caves of ice." It was quite a coincidence that Samuel Coleridge used the same words before in describing the mythical kingdom of "Kubla Khan". It just goes to prove the old adage that great minds run along the same lines.

New Courses

Continued from page one

be informative to the class are usually too busy to be available for lectures."

Mr. Byrne plans to depend on the students themselves to research the various problems on their own and be prepared to discuss them in class. He feels that "the students will only benefit from the class if they contribute, and so the success of the course will rest with them rather than with the teacher."

The contemporary problems course will be initiated on a trial basis next year. If it receives enough enthusiasm from the student body and stimulates the students who will take it next year, it will become a standard part of the curriculum.

Opportunities in a new work-study program will be made available to ten Southwest

juniors next fall. They will be part of a two-year program initiated by KETC television station for noncollege-bound students interested in entering the broadcasting field. They will be employed by the station to do various jobs for which they will receive a regular salary. At the same time, they will be trained in phases of television technology and broadcasting.

The students will spend the whole day at KETC but will remain Southwest students and will be able to take part in school activities. In the mornings they will receive instruction in English, history, and math in a trailer on the station's grounds. Afternoons will be devoted to working at the station. These students will receive preference for summer jobs at KETC.



Bob's in Front

Bob Hermanson leaps into the lead in the 180-yard low hurdles. Bob also took a first in the 120-yard high hurdles in a dual meet with Sumner.

At Roosevelt

League Relays To Open Tonight

Fresh from the South Side Relays on Wednesday and a tri meet with Soldan and Beaumont on Tuesday, the SW cindermen will enter the running events for the league relays tonight and the field events tomorrow afternoon.

The Steers dropped its first outdoor meet to Sumner on April 8. The scores were 72-49 for the senior division and 73-22 for the junior division.

Sumner dominated the long distance races as well as the sprinting events with the exception of the two mile in which they had no entry.

SW's traditional bastion of strength in the long distance has crumbled considerably since last year.

"This is the first year that I can remember that we are tougher in sprints than in distance," suggested Coach Ecker.

To remedy this situation he is

commencing morning practice sessions of over distance running.

The indoor track session ended over the Easter Holidays with the State Indoor Meet at Brewer Field House in Columbia on March 21.

Three out of the four state records were broken by St. Louis schools at Columbia. Sumner broke the 880 yard relay record with a 133.8. Soldan's Larry Byndom, lowered the half-mile to 1:59.4 and from Bishop DuBourg, Bob Pelikans 4:19.2 was the best yet in the mile.

Soldan captured the state title from Central of Kansas City which has held it six of the last seven seasons. Kirkwood was third behind K. C. Central.

Steers Lloyd Lauck and Paul Sneed in the shot put, plus pole vaulters Mike Quinn qualified for the big meet.

Lloyd took third with a heave of 45'3/4".

In the state qualifying meet held at the National Guard Armory, SW took fourth behind Soldan, Sumner and Vashon with eight teams competing.

Lloyd Lauck and Paul Sneed won the top berths in the shot put.

Mike Quinn pole vaulted 10'6" for second while Dave Moore took third with ten feet.

In the 60-yard high hurdles, Bob Hermanson took a fourth with 7.9 seconds. Some of the watches said 7.8, the qualifying time, but the officials took the slower time. At State the fourth and fifth places were 7.8.

The 880-yard relay team of Doug Reid, John Horton, Dan Dames and Bill Paden and the mile relay team of Reid, Horton, Raden and Hermanson both took fifth places.

Tennis Team Hopes To Win PHL In '70

Southwest's tennis team, in the words of coach Bob Bechtold is, "Long on both experience and talent."

Coach Bechtold, second rookie coach for the team in as many years, stated that he had high hopes for the team this season. Last year, the Longhorns finished second behind Cleveland in the league standings under the leadership of Coach John Emmett. Coach Emmett was drafted last June so the team was forced to search for a new coach in September. Mr. Bechtold, from the Earth Science department, volunteered.

"We have a lot to work with this season," Coach Bechtold said. "Chuck Schaller and Sam Patti, our first and second singles men, have played on the team for three years each. I heard that Chuck did a very good job last season when injuries to other players forced the team to use him at second singles for a couple of games." Chuck was a regular substitute all last year.

"It's always bad for a team to lose a couple of starters through graduation," the coach continued, "but we have a special problem this year. Last June, all seven starters left. We have four lettermen returning now, Chuck, Sam, Ken Slavens and Steve Jacques, and I expect some of our younger boys will fill the rest of the gaps. We aren't in bad shape. We'll carry our weight."

Currently the other gaps are filled by John Rehling, Jeff Leuken and Ron Ferr. Rehling and Leuken are sophomores while Ferr is the only junior on the squad besides Sam Patti.

Rehling, youngest of the players, starts at third singles for the Longhorns, Ferr and Leuken play first doubles, with seniors Ken Slavens and Steve Jacques at the second doubles spot. Reserves Newton McCoy and Mike Ide provide solid depth behind the starters, should injuries again hamper the Steer's playing.



Jim Laws (left) and Chuck Ecker make an effort to increase the Longhorn score in the SLUH game but the game ended in a 11-11 tie.

SW-DuBourg To Play In Doubleheader

SW will meet the Cavaliers tomorrow in a doubleheader at Sublette Park. "DuBourg always has a good ball club. They hit well, they have pretty good pitching and good defense," said Coach Ed Graham.

Lafayette capitalized on seven SW errors and went on to win the first game of a doubleheader, 10-9, on April 11. Two consecutive Lancer home runs in a row proved to be the winning margin. But the Steers came back in the second game, winning 10-9. Ken Kloepper pitched the entire seven innings.

The Longhorn bat men dropped their second game of the season despite a bases-loaded home run by shortstop Stan Mann. DeAndreis stunned SW on April 10 by scoring two runs in the sixth and four in the seventh to take a 12-6 lead. SW failed to score in the bottom of the seventh.

Wet grounds prevented the team from meeting Bayless on

April 1 but the Steers won the rescheduled game, 13-1, on April 9. Key hits by Stan Mann, Gus Mezinis, Russ Austen, Rick Winkler, (two RBIs apiece) and a bases-empty homer by Bill Eyermann combined for the high scoring total. SW pitcher Bob Downey was responsible for holding the Broncos to two hits.

SW and SLUH battled to an 11-11 tie in a game on April 8. The game was called because of darkness after the regulation seven innings. Jim Laws went 5-5 and Les Nappier was credited with five RBIs.

St. Mary's dealt the Longhorns a 7-1 loss in the season's opener on March 30. Two Dragon pitchers combined for a one-hitter with the only SW hit coming from second baseman Laws. Jim is currently leading the team in hitting with an average of .824. He is 14-17 at bat and has gotten on base 22-25 times. Russ Austen is hitting .450 and Gus Mezinis is batting .471.

Cleveland Leads, SW Trails In All-Sports Trophy Race

The All-Sports Trophy, the PHL's award for all around sports excellence, has been dominated by SW since its creation. SW has won or tied for the trophy every year but one. However, this year the best chance of winning the All-Sports Trophy belongs to Cleveland, which leads the closest competition by more than 20 points. SW, now in sixth place in the competition, trails by about 26 points.

The scoring for the trophy is based on where each team places in PHL competition. A varsity championship is worth 20 points, a second place finish is worth 18, and so on, with two less points for each lower place. A B-team championship is worth only half as much, 10 points, and a second place, 9 points.

Therefore, unless a team takes last place, merely competing in a

sport will gain the team a few points toward the trophy, while a team that does not compete gains no points at all. As the trophy is awarded on the basis of total points, not competing can seriously impair a team's chances. Cleveland earned 20 points for a swimming championship. SW earned no points because SW did not have a swimming team. Those 20 points make up the bulk of the lead Cleveland has over SW. McKinley, the last place school, is in last place basically because it did not compete in cross-country, soccer, wrestling, or swimming.

SW, always strong in spring sports, baseball, track, and tennis, could easily rise to a second place finish for the trophy, but Cleveland's large lead puts the trophy itself beyond reach. The Northside

schools (Northwest, Soldan and Beaumont) ahead of Southwest have strong track teams, but good finishes by SW in baseball and tennis should place SW ahead of them. SW should also be able to overtake Roosevelt, a school which is not usually strong in any spring sport but baseball.

Following are the present standings: (Half points were awarded in the case of some B-Team ties.)

Cleveland	121.0
Northwest	102.5
Roosevelt	101.0
Soldan	100.0
Beaumont	97.0
SW	94.5
Sumner	88.5
Vashon	83.5
Central	35.5
McKinley	20.5