

THE  
STEER  
A HANDBOOK



SOUTHWEST HIGH  
SAINT LOUIS, MISSOURI

1944

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*Photograph by Robert Poynter*

## Foreword

The appearance of this first edition of the *Steer* is due to the initiative of the Student Council of Southwest High School. There has been a feeling for several semesters that Southwest, in common with other high schools of this and other cities, should have a handbook. Primarily its purpose is to assist new students in quickly becoming familiar with the location of rooms and the regulations that have evolved for the general good of all students. I have not encouraged the issuance of a handbook until the experience of a few years has stabilized our practices. I now welcome its advent and I congratulate the Handbook Staff and its faculty sponsors upon the completion of their work.

The handbook puts in compact and easily available form information useful to our present students, as well. I commend it also to parents for their information and guidance. Obviously some portions of it will quickly become obsolete; a high school is likely to be a rapidly developing institution if it responds properly to the changing needs of its constituency. Future editions of the handbook will embody necessary changes. Suggestions for its improvement are invited. I am sure each student will find it a helpful book and something to be kept always as a memento of happy years spent at Southwest.

C. H. SACKETT.

## **The Handbook Staff**

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The Handbook Staff wishes to express its sincere appreciation to the members of the faculty who generously assisted in the planning and preparation of this first edition of the *Steer*.

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## PART I

# History and Growth

The history of Southwest High School dates from 1922 when plans were completed by the Board of Education for the purchase of the site of ground at the southwest corner of Kingshighway and Arsenal Street for use at some future time.

Due to the depression and certain other factors, actual work on the new school was not begun until December, 1935, when the ground was broken and excavation started. The cornerstone was laid a year later in December, 1936. Work went forward and on September 7, 1937, the new high school was opened. The cost of the new building was \$800,000, part of which was provided by the Public Works Administration of the Federal Government.

The enrollment in September, 1937, was almost twelve hundred. By January, 1939, it had increased to such an extent that additional space was needed to accommodate the larger student body. The need was met at this time by using several classrooms of Kennard Elementary School for the freshmen students of Southwest. Teachers and students alike commuted between the two schools, spending a half day at each. This arrangement was continued through the semester ending in June, 1941.

Another important change came in September, 1943, when laboratory courses in industrial arts and home economics were added to the program of studies at Southwest. Since the building was not equipped for classes of this kind, rooms at Wade School were made available for this purpose. The students who elect these courses now spend two periods at Wade and the other periods at Southwest.

When Southwest opened, Mr. Harry H. Seidell was appointed principal and Mr. N. B. Dee assistant principal. However, on February 10, 1938, Mr. Seidell was placed in charge of the Ninth Grade Centers, a position he had formerly held and in which he was again needed. Mr. C. H. Sackett was then assigned to Southwest as acting principal. He was formally appointed principal, the position he now holds, on September 5, 1938. Mr. Dee continued as assistant principal until October 14, 1942, when he was transferred to Beaumont High School. Mr. R. R. Brisbin then was appointed to Southwest as assistant principal.

Although Southwest High School is very young in actual years, its students have already established, and are continuing to establish each year, traditions which they hope will be honored and cherished by the classes to come.

Enrollment in September of each year:

Year	Enrollment
1937.....	1153
1938.....	1725
1939.....	2067
1940.....	2020
1941.....	1824
1942.....	1835
1943.....	1878

## PART II

# Administration

This section of the handbook contains, for the most part, information regarding certain specific policies and procedures which are followed at Southwest. Careful consideration of the points given here should result in the student being able to steer a smoother course throughout his high school life.

### FACULTY

MR. C. H. SACKETT, Principal

MR. RAYMOND R. BRISBIN, Assistant Principal

#### English

Claire Byrne  
Lucy Funk  
Corine Hachtman  
Mary McIntire  
Margaret Mesloh  
Lucile Murphy

Mabel O'Brien  
Baum Price  
Elizabeth Randolph  
Josephine Reilly  
Sam Rosenkranz\*\*  
Della Story  
Mary Wecka

#### Social Studies

Robert Baker\*  
Ralph Butcher  
Edna deLinieri  
Henrietta Gibbons  
Gould Meenach

Katherine Murray  
Luella Quinn  
Benjamin Rush  
Elizabeth Smith  
Herbert Whitehouse

#### Mathematics

R. S. Howlett  
Marie Krenning  
Mary Lawless  
Lyda Long

Helen Mehl  
Fern Oestereich  
Raymond Polster  
Edward Rieman  
Charles A. Smith

\*\*In the armed service.

\*On leave.

### Science

A. N. Beeman  
G. W. Bishop  
B. J. Chervenka  
Lucian Erskine -

Irma Hartnagel -  
Norman Jones  
Lillian Nagel  
Gladys Nuebling  
Helen Skinner

### Foreign Language

Rose Ernst  
Julia Lenzen  
Marion McNamara

Marie Rothman  
Ethel Steffen  
Geraldine Woody

### Art

Jean Kimber

Agnes Lodwick

### Commercial

Thomas Brew  
Oscar Detering  
Harold George

Charles Kelbaugh  
Mary McKinney  
Cornelia Mueller  
Margaret Ray

### Physical Education

William Gerber  
James Kenny\*\*  
Catherine Sullivan

Jane Williams  
Walter Williams  
Mary Zook

### Music

Leontone Meyer\*\*  
Libero Monachesi

Adele Thym

### Speech

Elsie Hobelman

### Home Economics

Janet Trotter

### Industrial Arts

James Gillilan

### Library

Irene Cordell

\*\*In the armed service.

**Office**

Isabel Dougherty Alma Schatz

**Books and Supplies**  
Albert W. Jaeger

**Hygiene**  
Norman Miller, M. D.  
Mary McLoon, M. D.  
Eunice Wright

### DAILY SCHEDULE

The regular school day extends from 9:00 a. m. to 3:00 p. m. It is divided into eight periods, each forty minutes in length with four minutes between for passing.

A bell is sounded at the end of each period and another four minutes later to indicate that the passing of classes should be completed.

		Present Schedule	Revised Schedule
	A	Period 8:15-	8:55 .....
	Advisory	" 9:00-	9:08 .....
	First	" 9:12-	9:52 .....
	Second	" 9:56-	10:36 .....
	Third	" 10:40-	11:20 .....
Lunch	{ Fourth	" 11:24-	12:04 .....
	{ Fifth	" 12:08-	12:48 .....
	{ Sixth	" 12:52-	1:32 .....
	{ Seventh	" 1:36-	2:16 .....
	{ Eighth	" 2:20-	3:00 .....

The "A" period is held before the advisory period to take care of certain classes that are unable to meet during the regular school day.

### ADVISORY GROUP

Upon entering Southwest, each student is assigned to an advisory group to which he reports each morning. This period is regularly from 9:00 to 9:08 but is occasionally lengthened to allow time to take care of special advisory work. The teacher in charge of each such group is known as an adviser.

Here attendance is taken, announcements received over the public address system, advice on the choice of subjects given, pupils' schedules adjusted, and other such school business disposed of.

A student should always feel free, whenever the need arises, to confer with his adviser on any problem regarding his school life.

## LOCKER INFORMATION

Each student receives a locker assignment the first day he registers at Southwest. This assignment is held during the entire time that the student is enrolled in school.

### To Open Lockers

1. Turn knob right at least two whole turns and stop at the first number of your combination.
2. Turn left one whole turn past above number and stop at the second number of your combination.
3. Turn right to the third number of your combination and stop.
4. Open the door by lifting handle to the right.
5. To close the locker, close the door and try the handle.

### Care of Lockers

1. Tell *no one* your combination.
2. Occupy only the locker assigned to you.
3. Shield the dial with your hand when halls are crowded.
4. Do not set your lock by dialing the first two numbers so that the locker can be opened by merely turning the dial to the right.
5. Be sure that everything is entirely *inside* your locker.
6. Do not kick the locker when opening or closing it.

7. Report any locker irregularities to Miss Williams for girls' lockers. Mr. Smith for boys' lockers.

### **Location of Lockers**

First Floor—Nos. 1000 +  
Second “ “ 2000 +  
Third “ “ 3000 +

### **LUNCHROOM**

The lunchroom is equipped to accommodate six hundred and eighty-five people each period. Lunch is served the fourth, fifth, and sixth periods. Pupils who bring their lunch, as well as those who buy it at school, must eat in the lunchroom.

Checks, costing five cents each, must be purchased before the student goes to the food counters. These checks are on sale in the morning before school and during the lunch periods.

The conduct of the pupils in the lunchroom should be that of well-mannered young people, courteous and considerate of others.

Please observe the following:

1. Place books on shelves in rear of room.
2. Be fair in line—do not push ahead of others.
3. Never mutilate or carry off the silverware.
4. Do not clap or boo if someone drops a dish.
5. Stack dishes neatly at end of the table.
6. Place all waste paper in the containers provided.
7. Do not take food or candy out of the lunchroom to be eaten elsewhere.

Student helpers are needed in the lunchroom. Special service checks are given to pupils who assist during the lunch periods or before or after school. Students who are willing to help should see the lunchroom manager.

## DOCTORS AND NURSE

The doctors' office and first aid station are located in Room 200. The nurse and doctors have regular hours at the school. The schedule on the door of Room 200 or in the main office should be consulted.

The services rendered are numerous and varied. All illness and accident cases are given first aid treatment and advice. It is urged that any pupil with an injury or symptoms of illness report to the doctors' office *promptly*. Cases of suspected infection and contagion such as coughing, sneezing continuously, inflamed eyes, skin condition, or the like, are reported by members of the faculty and by the pupils themselves. Pupils absent because of illness should report for inspection when they return.

Any pupil who feels too ill to remain in school should report to the doctor's office where he or she will be examined. If symptoms seem to warrant, a reference slip will then be given to him to be signed in the office. A dismissal slip will be obtained there. The school doctors and nurses do not give or prescribe medicine but refer pupils to their own doctor for treatment or arrange for free treatment at the various clinics and hospitals in the city.

A health record for every pupil enrolled is on file in the doctors' office. Each pupil is examined when he enters Southwest and again before he graduates.

All candidates for athletic activities are examined by the school doctor. Pupils to be excused from physical education because of physical handicaps are also examined. The time to see the doctor or nurse about matters of this kind is from 8:30 to 9:00 in the morning.

A pupil should register in the notebook provided in the doctor's office each time that he reports there.

## LIBRARY

The library is located in Room 300 and is open all day from 8:45 a. m. until 4:00 p. m. All the books, magazines, and reference material are there for the students' benefit and enjoyment.

All books of fiction and many other books are issued to pupils for a period of two weeks. Other books may be taken for overnight only or for just a period. No library card is used. The student, however, must use the proper charge slips which he obtains when he goes to the librarian's desk. A student must always sign for any book or magazine which is taken from the library.

A *library slip* is issued by the classroom teacher, usually with instructions for a specific assignment. It is intended that such a slip be used within the *second* day after it has been issued. It should not be held for longer periods of time and should be used only by the pupil to whom it was issued. The teacher's signature must appear on the bottom of the slip. The student should fill out the rest of the slip and present it at the librarian's desk at the beginning of the period. In addition, on the stub of the slip he must write the number of the room where he would be if he were not in the library.

Southwest High School is Station 72 of the St. Louis Public Library. If a student wishes to order books from the Public Library, he should bring his card to the school librarian or to the book room and fill out the proper order blanks for the books that he wishes. Here, also, he may obtain application blanks for a library card.

## LOST AND FOUND

The lost and found service is located in Room 319. This room is open during all periods except the lunch periods. Lost articles that are found should be turned in there immediately. Books, however, and money and articles of considerable value should be turned in at the book room.

A pupil should inquire for his lost property as soon as possible—and inquire *more than once* if necessary. Every semester many articles are found that are not called for. Upon proper identification a pupil may claim and receive his property.

## BOOKS AND SUPPLIES

Books are supplied to the students at public expense and should be handled carefully. They should not be thrown about, torn, or mutilated in any way. Loose papers should not be placed in books as this damages the binding. Other pupils to whom the books will be issued are entitled to books in good condition.

On receiving a book, the student should write in ink his name, the date of issue, his teacher's name, and the condition of the book on the inside of the front cover. Lost books which have been turned in will be more readily identified if this data has been written in the book.

When a book has been lost but not recovered, the student should get triplicate collection slips from his teacher and pay for the book in the office as soon as possible so that another may be issued to him. If the book is later found, the money will be returned.

Most of the supplies, as well as textbooks, are furnished to the pupils free of charge. These should be used to the best advantage, never wasted.

## STREETCAR PASSES

Student passes are sold each Friday morning to students in their advisory rooms. These cost fifty cents and are honored on the streetcars and buses during the entire week. To facilitate this work, a student should present no coins of smaller denomination than a quarter in payment for his pass. A student may not get a pass for one who is absent unless he has the money for the pass and a note from the absentee's parent. If a stu-

dent has been absent from school because of truancy, the privilege of buying a pass may be denied him for the remainder of the semester.

### ABSENCE

Absence from school should occur only when absolutely necessary. Illness, a death in the family, or some other similar reason which makes it impossible to attend school are the only excuses acceptable for absence.

If a pupil has been absent for one or more days, a note, written and signed by the pupil's parent or guardian, must be brought to the pupil's adviser. The note itself should be dated and should state the *date* or *dates* of the pupil's absence and the *reason*. This should be brought to the adviser the first day that the pupil returns to school after being absent.

### TARDINESS TO SCHOOL

Pupils should be in their home rooms before the bell rings at 9:00 a. m. Any pupil arriving between 9:00 and 9:08 should report to his advisory room where he will make out a tardy slip. If, however, he should arrive after 9:08, he must report to the office where he will make out the tardy slip. If he is so late that his name appears on the Absence List, he will be given a 3x5 indicating the time of his arrival. This should be signed by the teacher of each of his classes for the remainder of the day. At the close of the day the 3x5 should be placed in the adviser's mail box.

### TARDINESS TO CLASS

Any pupil arriving in his class after the bell is considered tardy and should bring a "detained" slip from the teacher, office, or from whomever detained him.

## LEAVING THE SCHOOL PREMISES

Pupils are not permitted to leave the school premises at any time during the school day unless they have permission of the office.

## EARLY DISMISSAL FOR THE DAY

Requests for early dismissal should be made only for very urgent reasons. However, if it is absolutely necessary that a pupil be dismissed early from school, a note written by the pupil's parent or guardian, stating the desired time of dismissal and reason for it, must be presented to the assistant principal between 8:30 and 8:55. If the request is granted, the note should then be taken to the pupil's adviser to be signed and to the teacher of each class that the pupil will miss. At the requested dismissal time, the note should be taken to the office where the pupil will receive a dismissal slip.

## EARLY DISMISSAL FOR THE SEMESTER

If a pupil is enrolled in A Cappella Choir or Band for *credit* and not as a club, he may be excused regularly from school the eighth period provided he has study scheduled for that time. Any other pupil who has a study period the eighth and needs to be excused daily must bring a request in writing from the parent, indicating that the boy or girl is employed at home or elsewhere. In order that this request be granted, the pupil must have a satisfactory scholastic average.

## WITHDRAWAL PROCEDURE

To secure an honorable withdrawal from Southwest High School a pupil must follow this procedure:

1. Present to the assistant principal a note from a parent or legal guardian, properly dated, which indicates the reason for withdrawal.
2. Turn in textbooks at this time to the assistant principal.

3. Present a clearance slip from the following:
  - a. School librarian
  - b. Custodian of athletic equipment (for boys)
  - c. Science teacher for breakage, if any
  - d. School treasurer for fines, if any
  - e. Teacher in charge of ticket sales
  - f. Adviser

No transcript of record will be forwarded to other schools for pupils whose records are not clear.

### AUDITORIUM SESSIONS

From time to time special assemblies are held in the auditorium. Since the seating capacity of the auditorium permits only part of the student body to attend at one time, the rooms invited are announced over the public address system.

Many sessions of unusual interest are held: talks by outside speakers of prominence, memorial services, musicales, athletic award and pep sessions, Student Council campaign speeches, and many others.

The attitude and manner of every student during these auditorium sessions should reveal good breeding. Let polite attention throughout a program be a "must" at Southwest. Any student who does not conduct himself properly will be deprived of the privilege of attending future programs.

### CORRIDOR CONDUCT

Running and scuffling in the corridors is entirely out of place. For the safety of everyone, walking must be insisted upon within the school building.

The main corridors on the *first* and *second* floors may be used for promenade during the lunch periods. However, since some classes are in session at this time, pupils are asked to avoid

entirely the east and south corridors, and to go only as far as the lavatories on the west side of the *first* floor. The west side of the second floor should not be used at all during the lunch periods.

### STAIRWAYS

The stairways at the south end of the building should be used by many more pupils during the passing periods. Much of the congestion on the front stairways and in the main corridors will be eliminated if all pupils will make an effort to co-operate more fully in this matter.

### TELEPHONE

There is a public telephone in the office for students who wish to make necessary telephone calls. Only *one* person may be in the booth at a time. No student is allowed to receive incoming calls. Only in case of real emergency will messages be delivered to students.

### VISITORS

Anyone visiting the school is requested to apply at the office for a "visitor's pass" immediately after entering the building. Visitors are welcome at Southwest, but unnecessary interruption of classes is, of course, to be avoided.

### SMOKING

Smoking in the school or on the school premises is strictly forbidden. This is a rule not only of the school but of the Board of Education.

### CROSSING THE STREET

The co-operation of all is asked in crossing the streets at the *corner* instead of jay-walking anywhere along the block. Pupils are asked to be particularly careful to cross Arsenal at the Kings-highway corner or *directly opposite* the school gate.

### FIRE DRILL

Southwest is, of course, fireproof. However, fire drills are occasionally held to facilitate emptying the school in case of emergency.

The signal is *four* short bells. Students should leave their books on the desks and proceed from the room in a quick and orderly manner. The row nearest the corridor should leave first, followed by the other rows in order, the teacher being the last to leave the room. The exit by which a student leaves depends upon the room in which he is located when the alarm sounds. This is posted on the blackboard of each room.

Upon reaching the outside of the building pupils should spread out along the walk, going as far as the gates, if necessary, to allow room for the others who are following.

It is essential that everyone be as quiet as possible during the drill. The continuous ringing of the bell is the signal to reenter the building.

### **NORMAL LOAD OF SUBJECTS**

A student's normal load of school work consists of four subjects totalling four credits. However, subjects totalling four and a half credits may be taken after the first semester without special permission. This is in addition to physical education which is required each semester.

### **EXTRAS**

If a student has an average of "g" or above for the preceding semester and wishes to carry an extra full-credit subject, he may do so with his adviser's permission.

### **TESTS**

Tests are given in the various classes from time to time. In order to avoid the possibility of a student having more than two tests on any one day, the following schedule is observed during the last two weeks of a marking period:

1. Odd-period classes have tests on Monday, Wednesday, or Friday.
2. Even-period classes have tests on Tuesday or Thursday.

A student who has been absent for any reason should make it his business, immediately upon his return to school, to see his teachers about making up any class work or tests that he has missed. It is to the student's interest to do this *as soon as he returns* as "incomplete" marks must be made up within a limited time, usually two weeks. If the work is not made up, the mark automatically becomes an "f."

### REPORT CARDS AND MARKS

Report cards are issued three times each semester—at the end of the sixth, thirteenth, and twentieth weeks. These cards must be signed by the parent, preferably the same parent each time, and returned to the adviser as soon as possible. The marks are interpreted below:

E —Excellent

G —Good

M—Fair

P —Poor

F —Failure

Students are expected to study at home about *two hours daily*. Regularity of attendance is essential to satisfactory progress.

The principal invites at all times co-operation of parents through letters, telephone messages, and personal calls at the school.

### TRAIT RATINGS

The trait ratings that a student receives in school are frequently of more importance than the actual marks that he earns in his various subjects. These ratings of "above average," "average," and "below average," recorded at the end of each semester, are given in reliability, industry, co-operation, leadership, personality, and health.

Often a prospective employer is more interested in the ratings a boy or girl has received in these than he is in his scholastic standing.

This is especially true when an employer is looking for a person who has qualities that make possible his later advancement into a position of real importance and responsibility. Colleges and universities are always interested in this record when considering a student for a scholarship.

Opportunity for development of these characteristics offers itself to the student throughout his school life in his relations with his teachers, with his fellow students, and with all others with whom he comes in contact.

### STUDY HINTS

The habits of study formed in school are of as great importance as the subjects mastered. These suggestions, if followed, should help the student to work more effectively.

1. Study in a room that is well ventilated and not too warm.

2. Study in a quiet room away from the rest of the family if possible. (No radio programs on during study time!)

3. Use a chair that is not so comfortable that it will induce sleep, and a desk or table suited to your height.

4. Be sure that the light being used is adequate for reading without eyestrain.

5. Have a daily study program, arranging a definite time to prepare each assignment.

6. Keep *all* lesson assignments in *one* notebook.

7. Before starting to work, have at hand all the materials the assignment requires: maps, dictionary, ruler, paper, pencils, ink, and pen.

8. Do not lose time getting ready to study. Sit down and begin work at once.

9. Concentrate on the work at hand and let nothing disturb you.

10. Understand the specific lesson assignments. Be sure to know exactly what is wanted before you begin. When finished, check over the work

to be sure that you have followed directions accurately.

11. Keep up with each day's work. Frequent reviews are helpful.

12. Try to take an interest in the subjects being studied. Get rid of the idea that the work is being done for the teacher. Think of the value of the work to yourself.

## STUDY PERIODS

Most of the students have at least one or more study periods in school each day. The wise student brings enough work to keep him busy during the entire period. Often a complete assignment can be finished well during this time if strict attention is given to the job at hand.

## GUIDANCE

The student's adviser and the Guidance Committee are willing to assist any student to understand his capacities and probable chances for success, and from this information to make his own decisions.

The Guidance Committee consists of three members of the faculty who are assigned part-time schedules in these counseling duties:

1. Discussion of plans and requirements for graduation. Schedules of sixth, seventh, and eighth semester students are checked carefully for graduation and college entrance requirements.
2. Testing. Students are given achievement, aptitude, and intelligence tests. Seventh semester students take the Ohio Psychological Test. Individual conferences based on the Ohio Test score and the ranking for seven semesters are held with the Seniors.
3. Information about scholarships and student loans funds.
4. Requirements for admission to colleges and universities.

5. Opportunities offered at Hadley Technical High School.
6. Selection and preparation for an occupation. Pamphlets and books dealing with various occupations are recommended.
7. Military information.
8. Directions for securing a work permit.
9. Placement on completion of the high school course.
10. Part-time employment, working conditions, and maximum hours.
11. Special problems of health, home, and failure in subjects.
12. Help in desirable changes in pupils' programs of study.

*Note:* The guidance office is located at the north end of the library.

### **GUIDANCE PERIOD FOR FRESHMEN**

Since the fall semester of 1942, the auditorium has been reserved one period each day for the freshmen to meet as a group. This period has been used, through programs and talks, to help acquaint the freshmen with the general rules of the school, the work of the doctors and nurse, the club activities open to them, and the courses offered in the various departments.

The freshmen have found these daily meetings together helpful in getting acquainted with each other and in helping them to know the school and its offerings better and more quickly than might otherwise have been possible.

### **ORGANIZATION OF NEW SENIORS AND SENIORS**

Very early in the semester the Sevens meet to select two members of the faculty, one man and one woman, as their class sponsors. Under the direction of these sponsors the class then elects its officers, a president, a vice-president, a boys' and a girls' secretary, treasurer, and

sergeant-at-arms. During this semester the Sevens remain with their former advisers and assemble only when the occasion demands or when the group plans some social activity to raise funds to defray class expenses connected with graduation.

The second week of their senior semester, the Seniors assemble as a separate advisory group under the supervision of the two faculty members who were elected as the sponsors of the Sevens. To facilitate advisory work several additional teachers serve as assistant advisers to the Seniors. During the advisory period plans for graduation and other senior activities are completed, in addition to the routine advisory work.

This organization of the Seniors in a special advisory group expedites the one hundred and one tasks that necessarily confront the Seniors and makes for good fellowship and the development of like interests that will be cherished as a well-rounded conclusion of school life at Southwest.

## WAR STAMPS AND BONDS

The students of Southwest High School are contributing their part to the war effort by purchasing war stamps and bonds each week. Orders for stamps are taken in the advisory groups each Tuesday morning by the group salesmen. Stamps are then delivered in the groups on Wednesday morning. Orders for bonds are taken Tuesday and Wednesday mornings before school in Room 407.

Students are urged to turn in their books of stamps in exchange for bonds as soon as the books are filled. Partly filled books and the remainder in cash may also be turned in for a bond. It is wise to convert the stamps into bonds as soon as possible since the stamps bear no interest, and the bonds bear interest from the date of issue.

Southwest has its Minute Man flag, but, to keep it flying, ninety per cent of the student body must purchase stamps or bonds each month.

### **WEEKDAY RELIGIOUS INSTRUCTION**

The Board of Education has granted permission for pupils to have "released time" once a week for religious instruction at the church of their choice. The first period on Wednesday morning is the time allotted for this purpose for pupils of Southwest whose parents request it. Pupils are asked, when making their semester programs, to try to schedule a study period at this time, if possible, so that it will not be necessary to miss a class.

## PART III

# Fields of Instruction

A pupil should give careful consideration to the subjects that he plans to take at high school. It is well, early in his high school course, to plan a schedule for the entire four years. Such a plan results in a better balanced program of studies through the years. Frequently a pupil's plans for the future regarding college or a specific vocation will influence his choice of subjects. Occasionally, however, there is no such directing influence, and unwise choices may be made. These brief descriptions of the courses at Southwest are offered with the hope that they may prove of value to the pupil in planning his high school schedule.

## English

The course in English at Southwest is divided into two main divisions—composition and literature—with functional grammar being taught as a means of increasing the pupil's skill in the use of language and as a means of aiding him in the interpretation of written matter.

Composition is the study of how to express oneself simply, clearly, and correctly, orally and in writing. It is of major importance, and special emphasis is placed on it from English 1 through English 5. In addition, from semesters 5 through 8, special courses are offered in all forms of composition writing to pupils who show particular interest and ability in creative writing. Pupils are admitted to these classes on recommendation of their English teachers.

Literature, which is in reality an interpretation of life, is the means by which we are brought into contact with the great minds of all times and through which we enjoy experiences which most of us can never have in reality. To share this common heritage is the privilege and right of every child.

The following literature is included in the three years of required English: *The Iliad* (The story of the siege of Troy) or *The Odyssey* (The Adventures of the Greek hero, Odysseus), and *Reading and Literature* in the first semester; *A Junior Anthology*, *Julius Caesar*, and, if time permits, *A Midsummer Night's Dream* in the second; *Ivanhoe*, *Sohrab and Rustum*, and *Vision of Sir Launfal* in the third semester; *The Tale of Two Cities*, *The Ancient Mariner*, *Yesterday and Today*, and *Doorways to Poetry* in the fourth; *Essays Old and New* and *Short Stories* in the fifth semester; *Silas Marner*, *Macbeth*, *Idylls of the King*, *Golden Treasury*, and a collection of one-act plays in the sixth semester.

The following courses are elective: **Dramatics** (semesters 5, 6, 7, 8), **History of English Literature**, **American Literature**, **Drama**, and **Public Speaking** (semesters 7 and 8).

**Dramatics** is a two-semester full-credit course which meets seven periods a week. It deals with the principles of stagecraft and with the writing, acting, and producing of plays.

**History of English Literature** is a two-semester survey course. Its purpose is to instill in the pupil an appreciation for what is fine in literature through an introduction to writings of gifted English authors. From this study the pupil has the opportunity to learn the story of the English people and to watch the growth of their ideals and customs which we, as Americans, have inherited. He also may observe the development of some of the types of literature that we know today and trace some of the changes that have come about in the English language itself.

**American Literature** is a one-semester course. Its purpose is to give the pupil a panoramic view of American life, past and present; to reveal the customs, beliefs, attitudes, and ideals of the American people; to study those authors who have produced literature distinctive enough to play a part in the literature of the world.

**Drama** is a one-semester course. It is the study of the development of the drama from ancient Greek and Roman days down to modern times. It includes the reading of the best plays of each period studied.

**Public Speaking** is a one-semester course which aims to improve the pupil's speech and to develop his powers of thought. It stresses speech composition, oral language, and technique of delivery.

In addition to the courses listed above, there is a special course, **Remedial Reading**, offered to fit the needs of pupils who have had considerable difficulty in reading. This is offered in semesters 1 and 2, and its purpose is to improve reading rate and comprehension.

## **Foreign Languages**

The importance of foreign language study at this time is indicated by the attention the Army is giving to the study of foreign languages. Thousands of selected American soldiers are at present studying foreign languages in many of the universities of the United States. It is equally important in preparation for the postwar world. Many vocations are open to those who have acquired command of a foreign language, and, in addition, much personal pleasure may be derived from such knowledge.

Four years of a foreign language are recommended if a student is to get the greatest benefit from it. However, it is possible to derive much pleasure and profit from a shorter course.

### **FRENCH**

French is the spoken language not only of France, Belgium, and North Africa, but of 65 million people living on all the continents of the earth. French is spoken in parts of Canada and, to some extent, in the United States, especially in Louisiana.

The French language is closely related to English. More than one-fourth of our English words are taken directly from French. Knowledge of the language and the people who speak it is acquired through reading, speaking, and singing French in the two-year course at Southwest. When there is sufficient demand, a study of some of the works of French literature is continued through third- and fourth-year French.

### GERMAN

Three or even four years of German may be followed if the subject is chosen in the freshman year. The course is intended to develop in the pupil the ability to read German with fluency, to understand spoken German, and to use the language in simple speech and writing. At the same time the pupil becomes familiar with many beliefs and customs of the people.

In the first year much attention is given to basic grammar. In the second year lyrics and ballads by Heine, Goethe, Schiller, Eichendorf, and others are enjoyed through the use of the victrola. In the third year *Emil und die Detektive* and such classics as *Immensee* and *Der Schwiegersohn* are read. In the fourth year more difficult classics are read, and oral and written composition are emphasized.

### ITALIAN

Italian at Southwest is a practical course in conversation and grammar open to all students. It is a study of the Italian language and gives practice in the speaking and writing of simple Italian. It leads in the fourth semester to the reading of Italian literature.

This course is of special benefit to music students and to young people who may become members of the armed forces.

### LATIN

Latin, the language of ancient Rome, is the mother of the Romance languages, French, Span-

ish, Italian, Portuguese, and Rumanian of modern times. The Romance languages, French, Spanish, and Italian, are taught at Southwest. A knowledge of Latin will make the study of them comparatively easy for ninety per cent of their vocabularies is of Latin derivation.

Furthermore, Latin is the foster mother of the English language. More than half of our modern English vocabulary is Latin in origin. Thus the study of Latin will strengthen the pupil's English vocabulary, will give him an appreciation of the development of his own language, and greater accuracy in the use of words.

Latin will be useful in other departments of high school work. In biology, plants and animals have Latin names; in chemistry, the elements have Latin names. Many terms used in mathematics have come directly from the Latin. Moreover, the stories read in Latin furnish an excellent background for history.

Finally, the vocabulary of science, medicine, law, in fact every learned profession, is still being recruited from Latin.

A four-year course in Latin is offered at Southwest.

## SPANISH

Spanish is offered for eight semesters at Southwest High School. It is an attractive, usable, modern language, very much in demand as a result of our economic relations with the other Americas. Because of its construction, Spanish is not difficult to read and comprehend within a short period after the basic work has been mastered.

The study of Spanish makes possible for the student endless hours of enjoyable reading about manners, customs, art, architecture, history, and politics of the Spanish-speaking world which includes about 85 million people. Since much attention is given to conversation in the beginning classes, it is not long before the student is able

to express himself in simple sentences and discuss simple stories. As his vocabulary increases in the more advanced classes, he learns to discuss topics of historical, economic, and cultural interest.

## **Social Studies**

All subjects in the Social Studies Department are arranged so that students may realize their privileges and understand their obligations to the community, state, nation, and the world. The several subjects have the following aims or objectives: to provide a background for an understanding of the present; to develop appreciation of the great cost of our heritage and a realization of the necessity of preserving the best of our institutions; to develop co-operation in making valuable contributions to future generations; to create a realization of the ever-expanding interdependence of all mankind; and to develop real enjoyment from the reading of history.

### **COMMUNITY PROBLEMS**

**Community Problems** is a one-semester course offered to ninth-grade beginners. In this course, six basic social processes important to everyone are considered: getting a living, making a home, using leisure, co-operating for community welfare, educating the young, and managing a government.

Specific communities and real people are dealt with through the use of case histories, interviews, and actual findings quoted from several well-known community studies.

### **HISTORY OF ST. LOUIS AND MISSOURI**

This course is given in the second semester of the ninth grade. It includes a detailed study of Missouri history from prehistoric times to the present day. The Moundbuilders, Spanish and French Exploration and Settlement, the Louisiana Purchase, Territorial Regime, Statehood, and Mis-

souri in the Civil War are topics discussed concerning early Missouri history. Among the present-day problems considered are Conservation of Wild Life and Natural Resources, Government, and the Revision of the State Constitution. The history of St. Louis from the time of its founding in 1764 to the St. Louis of today should be of interest to all St. Louisans.

## WORLD HISTORY

World History is a one-year course required for graduation and may be taken in either the second or third year. It includes the study of the origin and development of civilization from its beginning to the present time. **World History 1** stresses the period from early Egyptian civilization to the establishment of despotic governments in Europe. **World History 2** shows how political absolutism has gradually been replaced by democratic governments which have encouraged the development of the Industrial Revolution, the rise of nationalism, and the birth and expansion of internationalism.

## AMERICAN HISTORY

**American History 1 and 2** comprise a one-year course and may be taken in the junior or senior year. The State Board of Education requires this course for graduation from any high school in the state of Missouri. Here at Southwest High School World History 1 and 2 are prerequisites of this course.

This present era and the ones which follow depend upon the knowledge of the past. A world war, with the individual more or less submerged and the government so dominant, will be followed by a period of adjustment and change, of domestic obligations, and international relations. Politics will boil, charges will be made, slogans adopted, race relations will be strained, party platforms will be written, accusations will be made, and prejudices will be played upon.

The schools must provide young America with a background of American history, of corporate and private interests; the make-up of Congress, its jealousies, traditions and functions; a tentative attitude; a faith in government; a willingness to assume the intelligent citizen's responsibility to pay the price of eternal vigilance for the sake of good government. It must provide him with a background of reliable information which will not only inform him as to how our basic freedoms have been secured but how these same basic freedoms may be extended and may be possessed by all.

### **SOCIOLOGY AND ECONOMICS**

These two courses offer the pupil training in the solution of two closely related sets of social problems. Specifically, **sociology** is the science that studies the origin and development of society, or the forms, institutions, and functions of human groups. **Economics** is the science that studies wealth, what it is, and how it is produced, distributed, and consumed.

There are two aims in these courses: one is to explore and gain a general knowledge of the field; the other is, by a series of connected problems, to gain a knowledge of social and economic principles involved in their solution.

Each is a one-semester course. Either may be taken first since an introduction is given in each that is fundamental to both courses. These courses may be taken in the third or fourth year, but, since a certain maturity of judgment is needed by the students who elect these courses, it is recommended for the fourth year.

### **Mathematics**

Mathematics, more than ever before, is a subject which deserves a student's most careful consideration. The future, particularly in the fields of aviation and engineering, promises much to the man or woman who has a good foundation in fundamental mathematical skills and has ability to understand and apply higher mathematics.

## FIRST YEAR

**Everyday Mathematics 1 and 2**—This is a course for those who have had difficulty with elementary arithmetic and have not acquired speed and accuracy in the fundamental processes. The course includes practical problems of the home, community, and business office.

**Algebra 1 and 2**—Algebra is the foundation for all higher mathematics courses. Most colleges require one year of algebra. Those pupils who expect to go into any course in engineering should take eight semesters of mathematics. All pupils who liked arithmetic should plan to take eight semesters of mathematics also.

## SECOND YEAR

**Geometry 1 and 2**—Geometry treats of lines and angles as they appear in and are parts of triangles, quadrilaterals and other polygons, and is two-dimensional. It teaches us logical thought processes and organization of mathematical facts in a convincing manner. Most colleges require one year of geometry.

## THIRD YEAR

**Geometry 3, or Solid Geometry**—This course deals with three-dimensional figures and solids; that is, with lines, angles, and planes in space. Solid geometry should be taken by those students who expect to go into engineering. The schools of engineering of the University of Missouri, Washington University, and Rolla School of Mines definitely require it.

**Algebra 3, or Advanced Algebra**—This course is a prerequisite course for Trigonometry and Algebra 4.

## FOURTH YEAR

**Trigonometry**—Trigonometry should be taken by all students expecting to take engineering and by those who expect to go into meteorology or

into the air force. Trigonometry must be preceded by Algebra 3.

**Algebra 4**—Algebra 4 should be taken by all students expecting to take mathematics at college.

## **Science**

Science shows us how to apply the intellect to the solution of the problems of mankind. Scientific training today is making possible the effective pursuit of the war effort. The peace which is to follow will need even more the scientific approach to the affairs of men. A fuller understanding and a deeper appreciation of the laws and principles governing the physical, inanimate, and biological, animate worlds should so broaden the outlook and change the mental attitude of the student that he will be capable of building "a social order in which men of good will and intelligence will control, and in which justice and peace will prevail."

### **GENERAL SCIENCE**

General science, a study of our environment, is a ninth grade subject. It is not a laboratory science and is, therefore, primarily intended for pupils who do not expect to attend the university. The teacher gives demonstrations to explain scientific principles upon which the construction and use of modern devices are based. The subject matter opens the door to other sciences and awakens interest along definite lines for future scientific study and observation. General science should develop a better understanding of the value of things around us.

### **BIOLOGY**

Biology, the science of living things, is more intimately connected with human life than any other school subject. Through a study of representative plants and animals, through experiments, field trips, and laboratory exercises, the

pupil is given a wide variety of experiences and a fund of information which will be helpful in the following areas of living:

It will safeguard him against false ideas and superstitions by teaching him the scientific method of solving problems. It will help him control and improve his environment by giving him a knowledge of the cause and control of disease, and methods of improving and increasing his food supply. It will help him lead a healthy life by giving him facts concerning the normal functions of his body, sound principles of nutrition, and how to adjust himself harmoniously mentally to life in this world. It will give him training in laboratory techniques which may be valuable in further scientific study or in future vocations. It will lead him into a world of interesting hobbies which can be a source of pleasure for years to come. This is usually a tenth-grade subject.

### ADVANCED GENERAL SCIENCE

Advanced General Science is especially useful to pupils who are taking home economics, business, shop, or general courses. It is not a laboratory course, nor a substitute for any other science course, but is intended to give young people an insight into matters that should interest them. It touches most of the sciences briefly by means of explanations, discussions, tests, and frequent movies.

This subject may be taken in the junior or senior year but may *not* be taken by any pupil who has already taken physics or chemistry. However, it may be *followed* by physics, chemistry, physiography, or aeronautics.

### PHYSICS

Few subjects touch a person's life and comfort as much as physics. The course, as given in high school, embraces a series of laboratory experiments tending to demonstrate certain fundamental laws governing the action of heat, light, sound,

electricity, and general mechanics of liquids, gases, and solids. A prerequisite of algebra is required since problems, based on the experiments performed, are used to help in understanding the theories involved.

Physics is presented as a two-semester subject and may be elected in the junior or senior year. The first semester embraces a study of the mechanics of liquids, solids, gases, and heat. The second semester takes up sound, light, and electricity.

## PHYSIOGRAPHY

Physiography is a laboratory science which may be elected by pupils in the fourth year. In some cases pupils in the third year may elect it. Physiography 1 must be followed by Physiography 2.

In **Physiography 1** the following basic features of our environment are discussed: the earth as a planet and its relation to other planets; atmosphere—temperature of the atmosphere, atmospheric pressure and winds, atmospheric moisture and precipitation, storms and their weather types, climates of the world; rocks of the earth and changes in the earth's crust due to the wearing away and building up of the land.

In **Physiography 2** a more advanced study of atmosphere is made to serve as basic training for those interested in aviation. In addition, the following subjects are discussed: cartography—making and reading maps, particularly topographic maps; terrain features—plains, plateaus, mountains; ocean and shore lines; the geologic history of the earth.

## CHEMISTRY

Chemistry is the science that investigates the composition of matter, the changes which take place in it, and the laws which govern these changes. The aim of this course is to present to the beginner in a scientific manner: the composi-

tion of common substances and ways that they may be altered; the methods of manufacturing many of our everyday necessities; and the planned improvements that man has made in matter through his knowledge of its behavior. The course does not pretend to make trained chemists nor to serve one, as a means of livelihood, but it will open to the individual a vast new empire of knowledge of the world in which he lives.

Man's progress in civilization is due in no small measure to his ability to control his environment. Much of this mastery today is gained by chemical means.

Chemistry may be taken in the third or fourth year.

## AERONAUTICS

Aeronautics is a one-year course and may be elected in the third or fourth year by students who have completed one year of algebra. The purpose of the course is to lay the groundwork of air education—to teach the principles of structure and operation of aircraft; to explain the theory, practice, and regulations necessary for safety in flight; to develop an appreciation of the economic, social, and vocational changes which will result from wider use of aircraft in the postwar world.

The primary viewpoint is that of pre-flight training. However, students who have no desire to pilot a plane but who are interested as future passengers, shippers, or employees in commercial aviation, or, as citizens, wish to make the adjustments necessary for life in the "Air Age," should find worth while material in this course.

## Art

The courses of the Art Department are planned to meet the needs of two groups of students. To the first group belong those who have a special interest in the creative pictorial arts, designing, decoration, illustration, and other similar fields. These students must have ability in addition to

interest. For them the courses provide basic training in theories and in practice, in the use of materials and techniques, in the development of skillful hands and an awakened imagination.

To the second group belong those who do not have special aptitude in art, but who wish a broad education which will include experience in seeing, in appreciation, and in taste, and which will develop manual skill and accuracy. This increased skill will carry over into other activities and is a practical advantage in whatever occupation the student may follow later.

**Semesters 1, 2, 3, 4**—The first year of basic training in drawing, color, elementary design, perspective, and figure drawing is followed the second year by advanced basic training and creative problems such as poster, Christmas card, applied design, and some craft work. These courses are the same for both groups of students. Unless special interest has been aroused and some talent uncovered, the second group is advised to terminate the art course at this point.

**Semesters 5, 6, 7, 8**—The third and fourth years are employed in a variety of activities based on the earlier training. This includes design and illustration for the school annual, the *Roundup*, and experience in working for reproduction. There are many demands on the skill of the advanced art classes by the school administration, by other departments in the school, and by the community.

Art is a fully accredited subject of seven periods a week and may be elected for as many as eight semesters. The minimum credit in studio work is two semesters, Art 1 and Art 2, which may be begun at any time up to and including the seventh semester.

Courses in **Art History** and **Art Appreciation** are also offered. These are one-semester courses and may be taken in addition to studio work. However, they may be elected, also, by any student who wishes to enrich his background in his-

tory, English, or foreign languages, or who wishes them as an approach to the greater enjoyment of things around him.

## Music

The following music classes provide for the boys and girls an opportunity to learn to appreciate and interpret good music, to follow the director attentively and accurately, to grow in fellowship and co-operation, to gain new friends, and to have much enjoyment.

All classes with the exception of Ninth-Grade Chorus, which is required at Southwest, meet daily for one period and carry one-half credit. Students may enroll in A Cappella Choir or Band as a club, without credit.

**A Cappella Choir**—This music group will be of particular interest to boys and girls who like to sing and are interested in fine music. Members of the choir sing for many special programs at school, as well as for church and Christmas programs elsewhere to which they are invited. Membership in the choir is obtained by means of special tryouts which are held by appointment with the choral teacher. The class meets daily the A period.

**Boys Glee Club and Girls Glee Club**—These are two separate classes, one for boys, the other for girls. They are especially interesting and enjoyable organizations for those who like to sing. The members of these music groups take part in various programs, operettas, and musicales. No special tryouts are necessary for membership.

**Mixed Chorus**—The Mixed Chorus class is open to both boys and girls. No special tryouts are necessary for membership.

**Ninth-Grade Chorus**—Chorus 1 and 2 are required of all ninth-grade students at Southwest. This class lays a good foundation for later participation in the other music groups. It meets twice a week.

**Band**—The band is one of the most interesting and colorful groups in the school and holds a special place peculiar to no other group. It plays for many of the auditorium sessions, band shows, festivals, musicales, special programs of all sorts, football games, and parades.

If a student has an instrument or thinks he can learn to play one owned by the school, he should see the instructor about joining the band. This class meets daily the A period.

**Orchestra**—The orchestra plays for each graduation, for shows, festivals, musicales, and occasional auditorium sessions.

If a student is interested and plays a musical instrument, he should join. On the other hand, if he cannot play but is interested in learning, he should see the instructor.

## **Speech**

Corrective speech work was introduced at Southwest High School in January, 1944, for those having speech disorders and also for those desirous of improving their speech. Students who have speech problems such as stuttering, lispings, cleft palate, oral inactivity, sound substitutions, spastic speech, or voice defects should be reported to the teacher in charge of speech correction so that help may be given.

This opportunity to alleviate speech disorders is presented to the students to aid them in their future business, social, and perhaps military life where defective speech has proven to be a serious handicap.

## **Industrial Arts**

Eight semesters of work in the industrial arts field may be credited toward graduation. All industrial arts courses are open to both boys and girls who can satisfy the prerequisites. Courses must match, that is, I. A. 1 and I. A. 3 go together, and I. A. 2 and I. A. 4 match. The odd-numbered courses in this field are drafting, and the even-

numbered courses are shop work. No credit will be given for less than two semesters of work; for example, I. A. 1 and I. A. 3 or I. A. 2 and I. A. 4. Two industrial arts courses may be taken at the same time but it is advisable to spread them out. It is recommended that beginning students take I. A. 2 and I. A. 4 during the first year and I. A. 1 and I. A. 3 the second year. Specialization may begin after the student has had the first four courses in this field.

**I. A. 1 Beginning Mechanical Drawing**—The units treated in this course are regarded as basic to the field of mechanical drawing. They will give the student a thorough grounding in the essentials of modern drafting practice.

**I. A. 2 Beginning General Shop**—The names and uses of common hand tools are studied in the fields of sheet metal, bench metal, bench woodwork, and woodturning. The student explores the fields mentioned.

**I. A. 3 Advanced Mechanical Drawing**—The three forms of expression, namely, orthographic, isometric, oblique will be dealt with fundamentally and thoroughly. These principles may be applied in any of the specialized fields of drawing such as machine, map, architectural, or structural drawing.

**I. A. 4 Advanced General Shop**—The designing and making of patterns in the wood and metal fields are studied in the construction of projects. Related information units will be given in finishing, heat treatment, tool sharpening, processes of manufacture, and materials with reference to quality and usability.

**I. A. 5 (a) Beginning Architectural Drafting**—The common terms and conventions in the drawing of simple buildings represented in plan, elevations, and perspective will be studied in this course. Prerequisite: Plane Geometry or be taking it.

**I. A. 7 (a) Advanced Architectural Drafting**—A study of sections and architectural details as

found in different types of building made of brick or frame construction will be made in this course.

Statements about the following will be made after the war:

- I. A. 5 (m): **Beginning Machine Drafting**
- I. A. 6 : **Beginning Machine Shop**
- I. A. 7 (m): **Advanced Machine Drafting**
- I. A. 8 : **Advanced Machine Shop**

## **Home Economics**

Home economics may be elected in any semester. Although eight semesters of work are offered and may be counted toward graduation, most colleges will accept credits for only six semesters.

Home Economics 1, 3, and 5 are units dealing with wearing apparel and homemaking. Home Economics 2, 4, and 6 deal with foods, diets, serving, marketing, and budgeting.

Home Economics 1 and 2 are prerequisite courses to Home Economics 3, 4, 5, and 6, which may be taken in sequence or alternated.

### **PROBLEMS OF HOME LIVING**

Problems of Home Living is a one-year, non-laboratory course, in home economics. It is open to both boys and girls and may be taken in the third or fourth year. It deals with individual and family problems related to management of time and money, selection of foods and clothing, personality development, consumer interests of the day, health problems, as well as recreational and social responsibilities of the home.

## **Commercial Subjects**

The courses in commercial work are all elective and offer practical application to life worthy of the thoughtful consideration of every high school boy and girl. These practical applications are divided into two general classes, *personal use* and *vocational use*.

## GENERAL BUSINESS

This is a two-semester course which is recommended for the freshman year but may be taken in the sophomore year.

For *personal use*, the student learns how to budget time in work and play; to budget money; to open a savings and checking account with a bank; and to handle intelligently the business problems that every individual must meet.

For *vocational use*, he acquires valuable information about office work; receiving callers, answering the telephone, filing letters and bills, and many other office duties. He learns facts concerning problems which arise in establishing a business: such as probable amount of money needed to start a business, need of previous experience in a given line of work, value of a good location for such a business, and problems of buying and selling.

## BUSINESS ARITHMETIC

This is a two-semester course which is recommended for the senior year but may be taken in the junior year.

For *personal use*, the student acquires accuracy in the computation of arithmetical problems of everyday living; he learns how to open a checking account and a savings account, and how to make out deposit slips; he learns how to interpret the monthly bank statement, and how to find interest on savings accounts; and he learns, also, the problems of the merchant, the manufacturer, and the farmer.

For *vocational use*, the student acquires skill in the fundamentals of arithmetic so essential in bookkeeping and business activities where there must be accuracy in work; he acquires, too, a workable understanding of tables used by banks and insurance companies.

## TYPEWRITING

This course is offered in the junior and senior years. Four semesters of typewriting may be taken if it is begun in the junior year.

For *personal use*, the skill acquired in typewriting may be used in typing letters, semester papers, and notebooks both at high school and college, and in keeping up-to-date records for church and club activities. Two semesters are recommended.

For *vocational use*, the skill acquired must be an employable one so that the individual may qualify as a typist, receptionist, or general office worker whose duties require the typing of letters, tabulations, contracts, legal documents, and stencils, as well as filling in all kinds of office forms.

## BOOKKEEPING

This course is offered in the junior and senior years. Four semesters of bookkeeping may be taken if it is begun in the junior year.

For *personal use*, bookkeeping teaches the student to keep records of his income and expenses; and also to keep records useful in connection with church, lodge, club, and other social organizations.

For *vocational use*, the student is prepared in the essentials of bookkeeping so as to qualify as a junior bookkeeper in any business enterprise. He is taught to understand the approved methods of bookkeeping and to have an adequate knowledge of the various books of entry, business papers, and the interpretation of business records.

## STENOGRAPHY

This course is offered in the junior and senior years. Four semesters may be taken if it is begun in the junior year.

For *personal use*, stenography may serve in taking notes at high school and college both in class and in doing research work, in recording

memoranda of various kinds, and in recording minutes of meetings as class or club secretary.

For *vocational use*, the student acquires an employable skill in stenography and secretarial work. He acquires basic foundation work leading to court reporting, legal secretarial work, and to the more important executive positions in the business world.

*Note:* Shorthand is strongly recommended for the *more capable boys* as well as girls. Any student planning to take stenography should, from his first semester in high school, build the best possible background in English, as a thorough knowledge of grammar, punctuation, and spelling is invaluable in the transcription of shorthand.

## COMMERCIAL LAW

This is a one-semester course offered in the junior and senior years.

For *personal use*, elementary but valuable information is acquired about various phases of business activities involving essentials of written and oral contracts dealing with hiring, buying, bailment, negotiable instruments, and the commercial laws of our state.

For *vocational use*, elementary foundation work is acquired for college courses in law, commerce, and banking, as well as fundamental information on contracts so much needed by every business man in any line of endeavor.

## Physical Education

All pupils physically able are required to take physical education every semester that they are in attendance. These classes meet twice a week. Health education is required of all pupils in the first semester, and the classes meet daily.

**Purpose**—The purpose of the physical education course is to develop the agility, coordination,

strength, and endurance of each pupil; to give the pupil a working knowledge of physical activities, sports, game fundamentals, and rules; to develop a recognition of what constitutes good sportsmanship; and to instill in each pupil an appreciation of the values of vigorous, wholesome participation in physical activities.

The boys' course consists of running, body conditioning, apparatus work, sport fundamentals, and intramural games. The girls' course consists of body conditioning, dancing, apparatus work, sport fundamentals, and intramural games.

**Credit**—Pupils are given one-quarter credit for every semester of physical education in which they receive a passing grade. All failures must be made up. Pupils must participate in two-thirds of the regular lessons in any one semester in order to be eligible to receive a passing grade. Pupils who cannot qualify because of a temporary physical disability or illness may make up the lessons missed by taking double physical education assignments the following semester until the work missed has been made up.

Boys who receive a total of four demerits in any one semester for either being unprepared for class, being on the gymnasium floor without being properly suited, or for cutting class, will receive a failing grade for that semester. They will be assigned to a study hall for the remainder of the semester.

**Excuses**—Pupils who are unable to take physical education must present a doctor's certificate to the school nurse at the beginning of every semester. Temporary excuses from physical education for the boys must be obtained from the school nurse in the morning between 8:30 and 8:55 a. m. The excuse must then be given to the teacher in charge of the class at the beginning of the lesson. Girls who wish to be excused from physical education for the day must make their requests of their respective teachers between 8:30 and 8:55 a. m.

**Regulation Gymnasium Costume**—*Boys*: white sleeveless or quarter-sleeved jersey, white running pants, and rubber-soled gymnasium or tennis shoes. *Girls*: one-piece gymnasium suit and rubber-soled shoes.

**Showers**—There are shower facilities for both boys and girls in their respective locker rooms. All pupils are urged to make use of them after every class period.

## REQUIREMENTS FOR GRADUATION

The standard requirement for graduation from the St. Louis Public High Schools is thirty-two half units plus the required work in physical education and health. A *unit* is a full year's credit given in accordance with the definition and express standards of the North Central Association of Colleges and Secondary Schools. A *half-unit* is a half year's credit. At Southwest the latter is also designated a *credit*. A student's program of studies at Southwest must include the following:

English—three units

Social Studies—three units; one must be in World History and one in American History

Mathematics—one unit

Science—one unit

Practical Arts or

Fine Arts—one unit

Health and Physical Education

Elective—seven units

The subjects selected by the student must include two majors and two minors. A *major* is a subject or field of study which has been pursued for three years. A *minor* is a subject or field of study which has been pursued for two years.

## COLLEGE ENTRANCE REQUIREMENTS

There is no relation whatever between the requirements for graduation from a St. Louis

Public High School and the requirements for college entrance. It is desirable that a student who wishes to prepare for college should make his decision early, even before entrance to high school if possible. He and his parents should acquaint themselves with the admission requirements of the particular college in which they are interested and, with the aid of the school, plan his choice of subjects accordingly. Preparation for any college may be made in the St. Louis Public High Schools by the proper choice of subjects, but the quality of work and achievement are as essential as the choice of subjects.

Entrance to college may be gained in one of two ways, either

1. By certificate and recommendation without examination, or
2. By examination administered by the college.

Colleges of the North Central Association of Colleges and Secondary Schools and some others under the jurisdiction of similar associations admit without examination graduates of accredited high schools upon the recommendation of the principal. To merit such recommendation a candidate must take those subjects specified by the college which he desires to enter, make a good record in each of the subjects elected, and meet such other requirements as may be indicated by the college concerned. Applicants for admission who do not meet this requirement will be admitted only at the discretion of the college authorities.

The subject requirements of the different colleges as stated in the current catalogs vary slightly in details, but they are fundamentally the same in their insistence upon the candidate's having received the full training and culture of a well-balanced high school course. In general, a composite statement of college requirements for courses leading to the degree of bachelor of

arts would include at least fifteen units of subjects taken in Grades IX, X, XI, and XII, comprising two majors (subjects pursued three or more years) and two minors (subjects pursued two years), and distributed otherwise as follows: at least three years of English (composition and literature); one year of laboratory science; one year of history; two years of foreign language; two years of mathematics (algebra and geometry).

Information as to college entrance examinations for admission to eastern colleges may be obtained from the College Entrance Examination Board, 431 West 117th Street, New York, New York.

Catalogs of the various colleges are in the school library and may be consulted at any time. In addition the guidance counselors will be glad to give the students all the advice and help possible.

## PART IV

# Student Organizations

Special interests and hobbies are so important in making life richer and fuller that they should be developed as early as possible. The clubs and other organizations at Southwest are so varied in their purposes and activities that a student should have no difficulty in finding one or more to satisfy his particular interests or needs.

Although it is important that a student engage in extracurricular activities, it is equally important that he use judgment in his choice of *what* and *how many* he shall engage in. The choice of a club, then, must be made very carefully. Regular attendance at its meetings and enthusiastic participation in its activities should result in pleasure and profit of more than passing value.

### STUDENT COUNCIL

The Student Council of Southwest has taken a very active and important part in the affairs of the school. The members of the Council serve the school in countless ways and take advantage of every opportunity possible to achieve the purposes set forth in its constitution. These purposes are: 1. To aid in the administration of the school; 2. To promote general activities of the school; 3. To foster sentiments of law and order; 4. To promote in all ways the best interests of the school.

The Council consists of one representative and one alternate from each advisory group. These students are elected by members of the advisory groups and must have an average of "g" or above for the preceding semester. They must also be students upon whom responsibility can be placed with confidence. Members are elected for one year. Even-numbered groups elect members to begin serving in September. Odd-numbered

groups elect members to begin serving in January. In this way the Council is never without experienced members.

The officers of the Student Council are members of the senior class who were nominated the preceding semester by members of their class and a short time later elected by the vote of the student body. This election usually takes place the eighteenth week of the semester.

Sponsor: Miss Lawless.

### SPECIAL SERVICE

Pupils are needed every period of the day to perform clerical duties and to serve as messengers in the general office, the doctors' office, and the library; to serve as receptionists inside the main entrance of the school; and to take charge of lost articles in Room 319.

Any pupil who is in his second semester or above and who, in his adviser's judgment, can afford to give up regularly from two to five periods a week, and is capable of performing satisfactorily the types of work listed above, is eligible for this service.

Sponsor: Miss Steffen

### SOUTHWEST JUNIOR RED CROSS

The Southwest Junior Red Cross is a group which functions in coordination with the local Red Cross on Lindell Boulevard. The members knit scraps of yarn into squares and make them into afghans. They also do other forms of knitting and various kinds of sewing, depending upon the materials sent by the Red Cross.

The Southwest Junior Red Cross meets each Tuesday at 3:00 o'clock in Room 302. This group is open to girls of all semesters. If a girl can knit or sew, or is willing to learn, the Junior Red Cross needs her.

Sponsors: Miss deLinier, Miss Mesloh

## THE PIONEER

The *Pioneer*, Southwest High School newspaper, supported entirely by student and faculty subscription and distributed to advisory groups every other Friday, strives to cover all school activities, both curricular and extracurricular, as well as to present some creative material. Staff members, chosen for the most part from those who have had Composition 3 (a course in high school journalism) and either have completed or are taking Composition 4, do the work of copy reading, make-up, and proof reading during study periods and after school in Room 215, the *Pioneer* office. Most material used comes from the Composition 3 and 4 classes, although the school at large is invited to contribute suggestions and information as well as completed articles and literary features. The sponsor is Miss Murphy, and the business manager is Miss deLinier.

## THE ROUNDUP

The primary purpose of the *Roundup* is to chronicle the events of the year. Pictures and articles on all the clubs, pictures of the graduating classes, interesting snapshots and features, and outstanding art work comprise the contents of the yearbook. The best literature written by members of the student body is included in a special section.

The staff of the book consists of some of the better English students chosen by the book's sponsor, Miss McIntire. The art work is handled by Miss Lodwick and the business management by Mr. Rieman.

## THE STEER

The *Steer*, Southwest's newest publication, is a handbook intended to help the students, new and old, to become acquainted with their school more quickly and more thoroughly than might otherwise be possible.

A committee of students, recommended by English and mathematics teachers, helped in the

planning, preparation, and distribution of the book. The material concerning the fields of instruction was contributed by members of the faculty. The handbook will be revised from time to time as changes make it necessary. The sponsor is Miss McKinney, and the business manager is Mr. Kelbaugh.

### **JUNIOR ACADEMY OF SCIENCE (Biology Club)**

The purpose of this club is to give students an opportunity to study further the field of biological science in which they are interested. Each student works on his own project. He must use his own time for this work. The club as a whole visits various places of interest such as laboratories, nurseries, and museums.

General meetings of all the science clubs associated with the Junior Academy of Science are held once a month. The club meets on Thursday of odd weeks in Room 108, and anyone is eligible to join.

Sponsors: Miss Nagel, Miss Nuebling

### **BIRD CLUB**

Meetings of the Bird Club are held in Room 110 on the first and third Wednesdays of each month except the last of March, April, and the first of May when field trips are taken each week.

The purpose of the club is to conserve bird life and to educate its members in the ways of birds. The members learn to recognize various birds by their color markings, songs, and special characteristics. Several have become proficient enough to act as assistant group leaders on bird walks held by the St. Louis Bird Club.

Anyone interested in birds is invited to join.

Sponsor: Mr. Jones

### **COLLEGE CLUB**

The purpose of the College Club of Southwest High is to inform the members about the various

colleges and to aid them in making contacts with the college of their choice. The members of the club are better prepared to choose their college when they have considered such questions as the entrance requirements for many colleges, the probable cost of the first year, available scholarships, and the history and traditions of the universities and colleges near St. Louis.

Students of Southwest in any semester are eligible for membership in the club if they expect to go to college. The club meets after school in Room 220 on certain Fridays which are announced from time to time.

Sponsor: Miss Long

### **ENGLISH CLUB**

The purpose of the English Club is to provide an outlet for creative ability, to extend reading interests, to promote effective speech, and to develop facility in establishing truth through debating. Its activities include introductions to interesting books in the school library, securing lists of other recommended current books, and the production of magazine features. Book reviews, debates, and discussions are also held from time to time. The club meets every other Tuesday after school in Room 307, and anyone interested is eligible for membership.

Sponsor: Miss Byrne

### **LATIN CLUB**

The purpose of the Latin Club is to foster a lasting interest in the study of Latin; to become acquainted with the Romans as an ancient people whose civilization has profoundly influenced our own; to become acquainted with their daily life, their customs, and their accomplishments. Opportunity is given to join the Junior Classical League, a nation-wide organization of almost five hundred chapters. Through this affiliation the club may keep in touch with the activities of other Latin clubs throughout the country.

The activities consist of talks, occasional trips to St. Louis University and Washington University for illustrated lectures, vocabulary games, sentence games, the learning and singing of Latin songs, the presentation of Latin plays, and similar means of becoming acquainted with Latin and the Romans.

Membership is open to students who are taking Latin, irrespective of semester, and to those who have taken Latin in the past. The club meets in Room 303 on Thursday of even weeks. There are no dues.

Sponsors: Miss Steffen, Miss Woody

### **MATHEMATICS CLUB**

The Mathematics Club strives to develop the minds of its members by solving problems. These problems may be some of one's homework problems, trick problems, or brain teasers. It is not necessary to be a genius to become a member of the club as it deals, for the most part, with everyday problems. Pupils will like its informality. One need not be taking mathematics in order to become a member. The club meets every Tuesday afternoon after school in Room 409.

Sponsor: Mr. Smith

### **PAN-AMERICAN CLUB**

The purpose of the Pan-American Club is to promote interest in and understanding of the cultures, peoples, and history of the other Americas. Games, songs, dances, and movies of our Latin American neighbors, as well as discussions of political, economic, and historical importance form the program of the various meetings. Occasionally a guest speaker from one of the republics "south of the border" is invited to give the personal contact so necessary in an organization of this nature.

Membership in the club is not limited to students of Spanish but is open to all students who are interested in Latin America. The meetings

are held on the second and fourth Thursdays of every month, at 3 o'clock, in Room 209. The dues, which are fifty cents a semester, are used to provide funds for the various social activities of the club.

Sponsors: Miss McNamara, Miss Quinn, Miss Rothman

### **SPELLING CLUB**

The Spelling Club, organized in 1938, meets on Thursday in Room 308 after school. Any student who is interested in spelling is invited to join the club. Frequently, an English teacher or an adviser may suggest that a pupil attend the meetings.

During the second semester of the school year, K S D sponsors a spelling tournament for the public, parochial, and private high schools of St. Louis and St. Louis County. The club members who demonstrate that they can spell difficult words are chosen to represent Southwest in the spring tournament.

Sponsor: Mr. George

### **A CAPPELLA CHOIR**

A Cappella Choir meets daily as a class the "A" period in Room 400. Students who wish to join it as a club, without credit, may do so. Members of the choir sing for many special programs at school, as well as for church and Christmas programs elsewhere to which they are invited. Membership in the choir is obtained by means of special tryouts which are held by appointment with the choral teacher.

Sponsor: Miss Thym

### **BAND**

Band meets daily as a class the "A" period on the auditorium stage. Students who wish to join it as a club, without credit, may do so. The band plays for many of the auditorium sessions,

band shows, festivals, musicales, special programs of all sorts, football games, and parades. If a student has an instrument or thinks he can learn to play one owned by the school, he should see the instructor about joining.

Sponsor: Mr. Monachesi

### **DANCE GROUP**

All students are invited to join the dance groups that meet on Tuesday, Wednesday, and Thursday afternoons on the auditorium stage during the fall semester. By joining the dance groups a student may participate in the outstanding musical shows of Southwest, develop rhythm and grace in movement, and give growth to the appreciation of beauty and sound.

Sponsor: Miss Hachtman

### **BOYS BOWLING CLUB**

The club is composed of any even number of teams. One tournament is run each school semester. Any five or six boys may form a team and join the club. They must select a team name and elect a team captain. Any member who is absent three times during a tournament without a legitimate excuse is barred from further membership.

Individual trophies are awarded to each member of the winning team, and to the first, second, and third individual high average bowlers whenever there are enough teams so that the dues will cover the cost of the trophies. The weekly dues are five cents per member. The club meets on Thursday of each week at the Arway Alleys across the street.

Sponsor: Mr. Butcher

### **GIRLS BOWLING CLUB**

The Girls Bowling Club meets every Monday afternoon at the Arway Alleys directly across the street. Membership is open to girls who are in their second semester or above. The club is

divided into teams, each team having members who wish to play together. Each member bowls two games each session.

It is not necessary to know how to bowl before joining. The girls will show the new members. There is no membership fee; a member pays for the games she bowls.

Sponsor: Miss Williams

### **GIRLS GOLF CLUB**

The Girls Golf Club meets in Room 102 on Wednesday of each week in the fall and spring. It is composed of girls who play or want to learn to play golf.

Early in the season meetings are held indoors where the grip, stance, and drive are taught, also the use of the different clubs. Later the game is played in Forest Park where the members have the experience of playing on a real golf course.

Club dues are small, and golf is not expensive. A beginner can play a complete game with only four clubs, brassie, irons "5" and "9", and putter. Girls in the fifth, sixth, seventh, and eighth semesters are eligible.

Sponsor: Miss Zook

### **GIRLS SWIMMING CLUB**

The Girls Swimming Club meets every Monday after school at the Central Y. W. C. A. Membership is open to all girls of Southwest High School who pass a physical examination and have the consent of their parents. The girls are placed in one of three groups according to ability—beginner, intermediate, and advanced. After a girl has passed the swimmer's test, she may join the lifesaving class.

A swimming meet is held each year for those who desire to enter. In addition to diving and lifesaving events, contests are held for speed, endurance, and good form in swimming.

Sponsor: Miss Sullivan

## CHEERLEADERS GROUP

This group is made up of five or six students, both boys and girls, whose interest is promoting cheering at football and basketball games, and at the annual field meet. Cheerleading is open to students of all semesters. Tryouts precede final selection which is made annually the first semester of the school year. Announcements are made of the time and place of tryouts.

Sponsor: Miss Murray

## INTERSCHOLASTIC ATHLETICS

### I. Approved Interscholastic Sports and their Coaches

Athletic Director—Mr. Chervenka

1. Baseball—Mr. Williams
2. Basketball—Mr. Polster
3. Football—Mr. Williams, Mr. Jones
4. Golf—Mr. Brew
5. Swimming—Mr. Gerber
6. Tennis—Mr. Gerber
7. Track and Field—Mr. Gerber

### II. Requirements for Participation

1. Must reside in Southwest district and be in regular attendance.
2. Must have a physician's examination card and parent's consent card.
3. Must have a passing grade in at least three major subjects the preceding semester.

### III. Requirements for Letter Awards

1. Baseball—Must have played at least one-half the total number of innings played by the team.
2. Basketball—Must have played in at least one-half the total number of quarters played by the team.
3. Football—Must have played in at least one-half the total number of quarters played by the team.

4. **Golf**—Must have one of the four lowest scores of six representatives.
5. **Swimming**—Must have earned 25 or more points in dual meets and participated in high school meet preliminaries, or must have won a point or fraction of a point in the state, district, or interscholastic swimming meet and participated in at least three-quarters of the dual meets.
6. **Tennis**—Must have won at least two matches in interscholastic tennis tournament or must have played in all matches in the classification in which applicant is entered.
7. **Track**—Must have earned an average of three points per meet in dual competition and won a place in the preliminaries of the interscholastic meet, or must have earned a point or fraction of a point in the state, district, or interscholastic track meet and taken part in at least three-quarters of the dual meets.

## BASEBALL

The baseball team is composed of boys of any semester who can convince the coach that they are the best players for the positions. The squad usually starts with about 75 boys and, after about two weeks of tryouts, is reduced to 15 or 20 boys.

Practice starts about the first of March and is held from 3:00 to 5:00 p. m. each school day. A series of practice games is played with non-league teams during the month of April. The league games are played in May. Each school in the league is played once.

The school furnishes bats, balls, and catcher's equipment. Gloves and shoes must be provided by each boy. The boys who are chosen for the final squad are provided with uniforms, caps, sliding pads, and socks.

## BASKETBALL

Basketball is one of the major interscholastic sports at Southwest. The league games are played on Friday nights during the months of December, January, and February. A non-league schedule also is played. Tryouts are open to all regularly enrolled eligible boys of Southwest. The squad practices each afternoon except Friday during the season.

A "B" squad, composed of boys from the first to the fifth semesters, plays a schedule of 12 or 14 games. These boys practice with the varsity squad about two or three days a week.

A "C" squad, composed of boys of the first and second semesters, also play a few games and practice about twice a week. Friday of each week is usually given over to boys not playing on any of the above-named squads.

More boys should be interested in basketball at Southwest.

## FOOTBALL

Weight, speed, toughness, and brains are an advantage to the boy who aspires to make a letter in football.

The varsity squad is made up, in general, of boys from the fifth to the eighth semesters who have played on the "B" squad the preceding year. Occasionally a boy can make the varsity squad without "B" team experience, but it is not a common occurrence.

Practice starts the first day of September and continues through November, the season usually closing the week before Thanksgiving. Practice sessions are held daily from 3:00 to 5:30 p. m. Games are played on Thursday or Friday night, or Saturday afternoon. Two or three non-league games are usually played each year and six league games.

All needed equipment is supplied each boy by the Athletic Association, and every precaution is taken to insure the safety of the individual.

The call for practice is made the first day of school and all candidates should present themselves to the coach. The boy who goes out for the football team should not plan to do much else as this practice and his regular school work will take practically all of his available time.

## GOLF

Golf is a sport that has been offered at Southwest since the school was organized. Since the school can not provide facilities for play, it is necessary for the Golf Club to supply its own needs. Forest Park, not too far away, has two good courses and an additional place for practice. The club uses these courses regularly during the playing season, both in the fall and spring semesters. There is a regular high school golf league, and Southwest has taken an active part in it. Membership has numbered about fifteen each year. The group meets on Tuesday in Room 314.

## SWIMMING

Interscholastic swimming is a sport limited to a rather small squad because the average swimming pool will accommodate only about 25 boys. However, tryouts are open to all boys. The squad is then made up of the boys who show the greatest promise.

The tryouts are held the first two weeks in November. Practice is held three times a week until the dual meets start. Dual competition usually starts soon after the first of December and continues through February. The interscholastic high school swimming meet, held at the beginning of March, terminates the season.

## TENNIS

The tryouts for the school's interscholastic tennis team are held during the spring semester. The tryouts take the form of both a singles and doubles elimination tournament. The singles tournament is played out to the quarter-finals, and

the doubles tournament is played out to the semi-finals. In fall, the four quarter-finalists and the singles players of the previous year's team play a round robin tournament to decide who will be the first, second, third, and substitute singles players. The same procedure is used to determine the doubles and substitute doubles team.

The interscholastic tennis tournament starts Monday of the third week in the fall semester. There are five school matches played that week and two the following week. Each school match consists of first, second, and third singles, and the doubles matches.

### TRACK AND FIELD

Track and field are interscholastic sports that offer an equal opportunity to almost all boys. There are three divisions. The midget division is for boys up to 15 years of age, the junior division is for boys between the ages of 15 and 16½ years, and the senior division is for boys over 16½ years of age.

Track practice starts indoors in February and moves outdoors about the middle of March. Dual meets are scheduled weekly during April and May. The interscholastic high school track and field meet closes the season on the last Friday in May.

## PART V

# Miscellany

The following paragraphs, which are miscellaneous facts about the school, bring into focus some of the things in and about Southwest that should be of interest to students new to the school, as well as to those already a part of it.

### SCHOOL COLORS

Green and gold, signifying beauty, youth, peace, and endurance are the colors of Southwest High School—colors which embody qualities of real value.

These colors were selected by a majority vote of the members of the student body after seeing posters, submitted by one of the art classes, featuring a variety of color combinations.

### STATUES

Above the main entrance of the school are five symbolic figures—statues which stand majestically, representing "Exact Sciences," "Social Interests," "Youthful Leadership," "The Liberal Arts," and "Athletic Activities." These statues were sculptured by Fred Morie of St. Louis.

### DISPLAY CASES

The four large cases in the main corridor of the second floor make it possible for the students to keep informed at all times of past, present, and future events of school interest.

The *first* case nearest the entrance is used most of the time to display posters and pictures announcing various school activities such as the senior play, musical productions, *Roundup* and *Pioneer* sales campaigns, art projects, and Junior Red Cross work. The *second* case is used as a memorial to the boys in the service, displaying the pictures of the boys who have given their lives in the present war and the charts bearing

service stars and names of those now serving in the armed forces. The *third* case is especially devoted to the Athletic Department for announcements and for display of trophies won at various times. The *fourth* case is reserved entirely for senior and new senior announcements and displays.

### SERVICE FLAGS

Service flags, displaying a star for each former Southwest student serving in the armed forces, flank the auditorium stage. New flags and stars are added at frequent intervals as more and more boys enter the service. A duplicate star and the student's name under it appear on the charts in the display case in the main corridor. Already over six hundred and fifty students are represented, eight of whom have made the supreme sacrifice. To all of them Southwest pays its honor and respect.

### MEMORIAL TREE

On the north lawn of the school is a hawthorn which was planted there at a dedication service on April 30, 1943, in honor of the Southwest students who are serving in the armed forces. A granite marker is placed near the tree bearing the inscription, "Dedicated to our Southwest boys who served in World War II." This memorial to the boys was the thought and gift of Southwest High School Parent-Teacher Association. The hawthorn is especially appropriate since its blossom is the state flower of Missouri.

### ORGAN

One of Southwest's prized possessions is its electric organ, a gift of the late Mr. Walter Wilcox, a principal for 57 years in the public schools of St. Louis. The purpose of this gift was "to promote a taste for and an appreciation of good music." The gift has been responsible for many moments of real enjoyment on the part of all who have had the privilege of hearing it played.

## **SENIOR GIFTS TO THE SCHOOL**

In June, 1940, at their Class Day program, the seniors presented a generous gift of books, fiction and non-fiction, to the school. Since that time each succeeding class has followed their example. These gifts are to be found in a special section of the library on separate shelves, each shelf bearing the name plate of a particular class. The wide circulation that these books have had is testimony of the students' appreciation of the thoughtfulness and generosity of those who have preceded them.

## **SCHOLARSHIPS**

A large number of valuable scholarships are available to students of Southwest High School who can qualify. Anyone interested in a list of such scholarships and detailed information concerning them should see one of the guidance counselors.

### **WASHINGTON UNIVERSITY SCHOLARSHIP**

To the student of the senior class who is adjudged highest in scholarship, leadership, and service, Washington University offers a four-year scholarship. To be eligible a student must have been in continuous attendance in a St. Louis public high school for three years; must meet entrance requirements of Washington University; and must contemplate a full university course. The scholarship is not transferable.

On the basis of the candidates' records, recommendations, and other evidence revealed through interviews and tests, the Chancellor of Washington University makes the selection, and the award is made at the graduation exercises of the High School.

### **HARVARD BOOK AWARD**

Each semester the Harvard Club of St. Louis presents a worth while book to the boy of the sixth semester who has been selected by the

Faculty Council as most outstanding. School achievement, participation in extracurricular activities, and personal traits are all considered by the Council in making the selection from those recommended for the honor.

### OPEN HOUSE

Twice each year, once during the fall semester and once in the spring, Open House is held at Southwest. An evening is set aside for the parents to visit the school and meet the teachers of their boys and girls. An informal meeting of this sort tends to promote better understanding between the school and the home and bring about a closer relationship between the two.

### WORK PERMITS

A boy or girl under 16 who wishes to do part-time work after school hours, as well as the one who wishes to engage in full-time employment, must have a work permit. This applies to any gainful occupation except the sale or distribution of newspapers, magazines and periodicals, agricultural labor, domestic service, or any service performed for parent or guardian. To secure a work permit the following steps are necessary:

1. The child, accompanied by one parent or his guardian, must go to the Work Permit Office at 1520 South Grand Avenue. This is open from 9:00 to 4:00 daily, Monday through Friday, and from 9:00 to 12:00 on Saturday.

2. He must bring with him a birth certificate or other proof of age, such as baptismal certificate or insurance policy.

3. The child must have a written promise from his prospective employer, stating the hours of the day he will work and the specific job he will do.

4. The child must be examined by the school doctor to determine if he is physically able to do the type of work required.

## SCHOOL DISTRICTS

In order to attend a St. Louis public school, the father, mother, or guardian of a child must be a resident of St. Louis. The child must then attend the school in the district in which his parents or guardian reside. It is not possible for a pupil to live with a relative in order to attend a particular school. If, however, there is a legitimate reason for the pupil attending a school outside his own district, a permit, approved by the Superintendent, must be obtained. Inquiry about such a permit may be made at the information desk on the sixth floor of the Board of Education Building. A pupil who has enrolled in a school and later moves into another district within the city does not lose the privilege of continuing his enrollment in that school unless so required by decision of the Superintendent.

### DISTRICT BOUNDARY OF SOUTHWEST HIGH SCHOOL

The boundary of Southwest High School extends from City Limits on Fauquier Drive to Skinker Boulevard to Oakland Avenue to River Des Peres to Frisco Tracks to Vandeventer Avenue to DeTonty Street to Newstead Avenue to Shaw Boulevard to Tower Grove Avenue and its extension to Arsenal Street to Morganford Road to Fyler Avenue to Maury Avenue and its extension to Tholozan Avenue to Kingshighway Boulevard to Goethe Avenue to Macklind Avenue to Lisette Avenue to alley separating houses numbering 5500 from houses numbering less than 5500 to Loughborough Avenue to line separating houses numbering 5300 from houses numbering less than 5300 and extension of this line to the City Limits to Fauquier Drive, the point of beginning.

### PARENT-TEACHER ASSOCIATION

One of the chief purposes of the Parent-Teacher Association is "to bring about closer relationship between the home and school that parents and

teachers may co-operate in the wholesome development of the child." The many and varied activities of the Southwest organization have been definitely directed toward this end.

The Southwest Parent-Teacher Association meets regularly the third Tuesday of the month in Room 413 at 1:15 p. m. There are occasional evening meetings so that both fathers and mothers of the students may have the opportunity to attend. Membership in the Southwest Parent-Teacher Association carries with it an all-inclusive membership in the national, state, and local parent-teacher organizations. The annual dues are fifty cents.

### **PATRONS ASSOCIATION**

The Southwest High School Patrons Association is an organization of the parents, both men and women. The first meeting of the Association was held before the school was opened in 1937. Its regular meeting night is the second Thursday of the month at the school. However, because of the multiplicity of responsibilities assumed by members, its meetings have been discontinued during the war.

The Association is represented by two members in the Patrons Alliance, a local organization formed many years ago. Its motto is "For the Good of the Schools."

## ALMA MATER

Words by Mr. Sam Rosenkranz, Southwest teacher, now in the armed service. Sung to the tune of *Alma Mater* of Mount Holyoke College.

All hail to thee, our Alma Mater,  
All hail to thee, dear Southwest High;  
We pledge anew our hearts' devotion,  
On us thy spirit may rely.  
Our mem'ries ever will enshrine thee,  
The green and gold shall never die;  
All hail to thee, our Alma Mater,  
All hail to thee, dear Southwest High.

## SPIRIT OF SOUTHWEST HIGH

Words by John Cyrus, former Southwest student. Sung to the tune of *Loyalty Song* of University of Illinois.

We're fighting for you, Southwest High,  
To triumph for you we will try;  
We're out there to win,  
And we'll never give in.  
Till the ball is across that line, Rah, Rah!  
So come on, Southwester, let's go,  
They can't stop a good team, you know;  
So hurry and get that ball,  
We won't let them score at all,  
We're fighting for you, Southwest High.

## SCHOOL YELLS

1. Yea, Southwest.  
Yea, High.  
Yea, Yea, Southwest High!
2. Come on, Gold.  
Come on, Green.  
Come on, Southwest.  
Come on, Team.  
Mow 'em down.  
Run 'em thru.  
Come on, Longhorns,  
We're for you.

3. Longhorn, Longhorn,  
*Fight, Fight, Fight!*  
Longhorn, Longhorn,  
*Fight, Fight, Fight!*  
*LONGHORN, FIGHT!*
4. Yea, Team! Fight! Fight! Fight!  
Yea, Team! Fight! Fight! Fight!  
Fight! Fight!  
**TEAM, FIGHT!**
5. Team, Team, Team, Fight!  
Team, Team, Team, Fight!  
**TEAM, FIGHT!**
6. S—O—U—T—H—W—E—S—T,  
**SOUTHWEST!**
7. Boom-a-lak-a, Boom-a-lak-a,  
Chick-a-lak-a, Chick.  
Boom-a-lak-a, Boom-a-lak-a,  
Chick-a-lak-a, Chick.  
Ride 'em on, Ride 'em high,  
Yea, Yea, Yea, Southwest High!

## DIRECTORY OF THE BUILDING

This brief outline of the location of the rooms in the building is to help the student, in a very general way, to get his bearings in the school. For specific room locations, the floor plans should be consulted.

**FIRST FLOOR** — Rooms 100-114: classrooms, lunchroom, gymnasiums, and book room

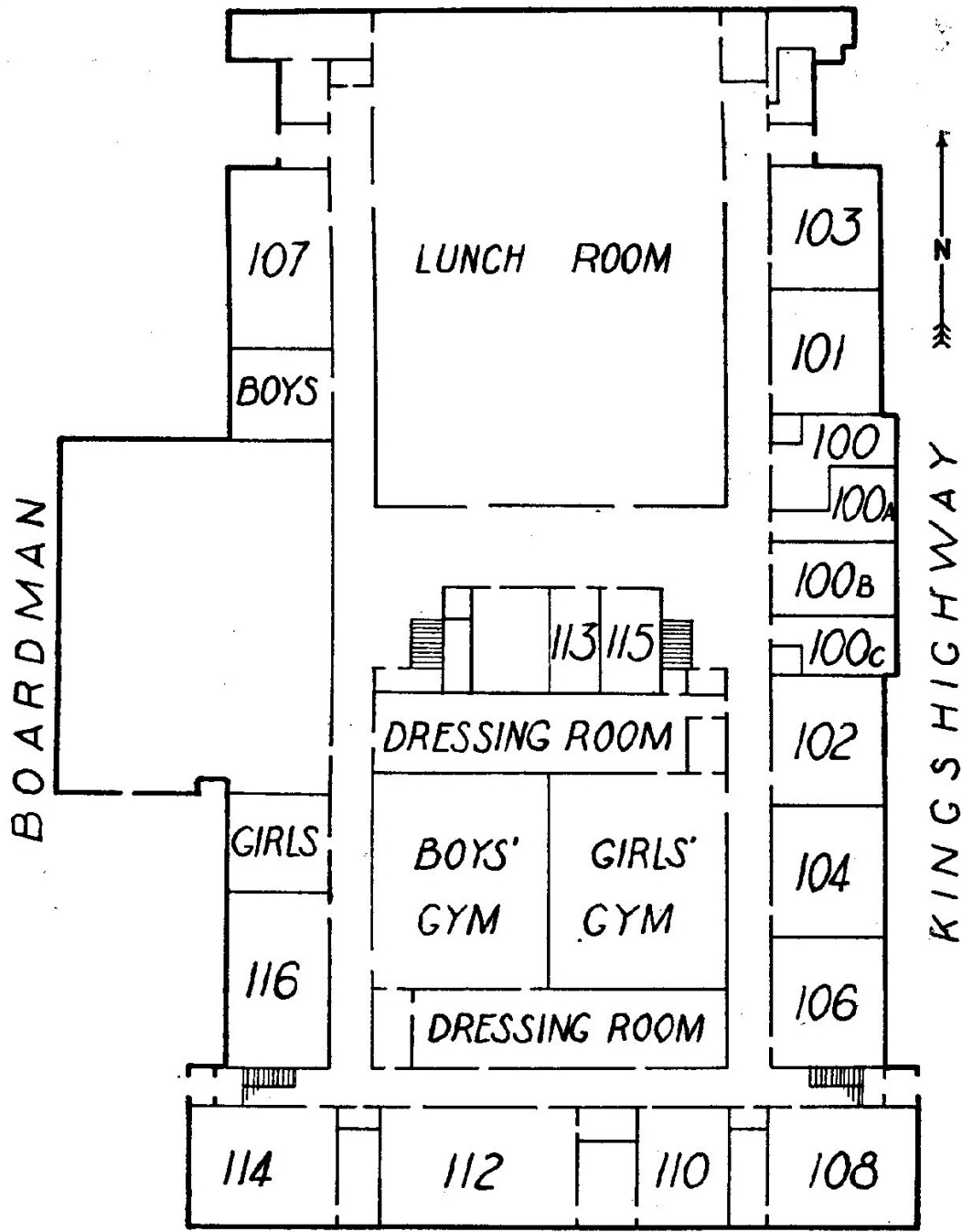
**SECOND FLOOR**—Rooms 200-220: classrooms, main office, doctor's office, and auditorium

**THIRD FLOOR**—Rooms 300-320: classrooms, auditorium balcony, and library

**FOURTH FLOOR**—Rooms 400-413: classrooms, music room, and little theatre.

FIRST FLOOR

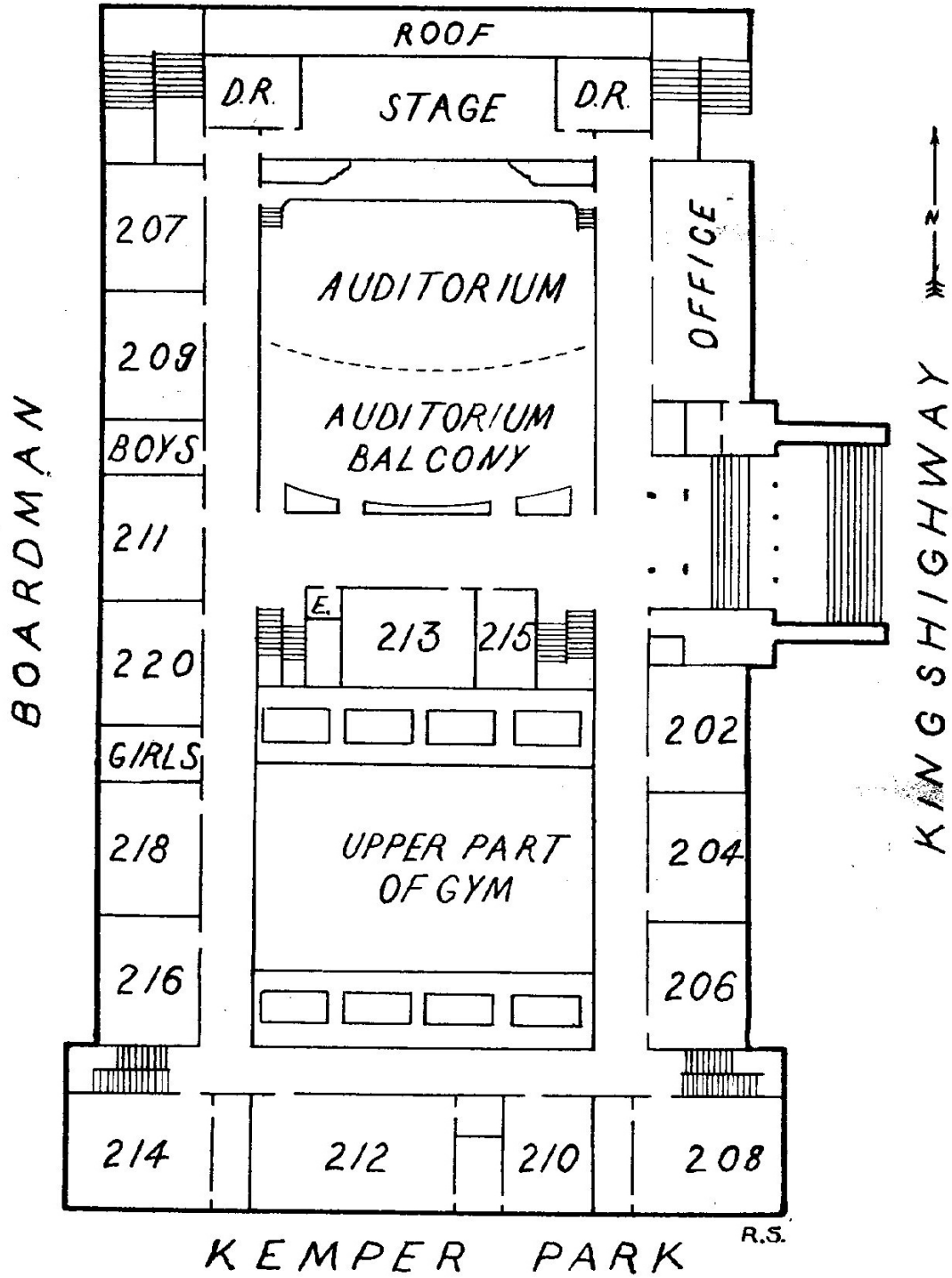
ARSENAL



KEMPER PARK

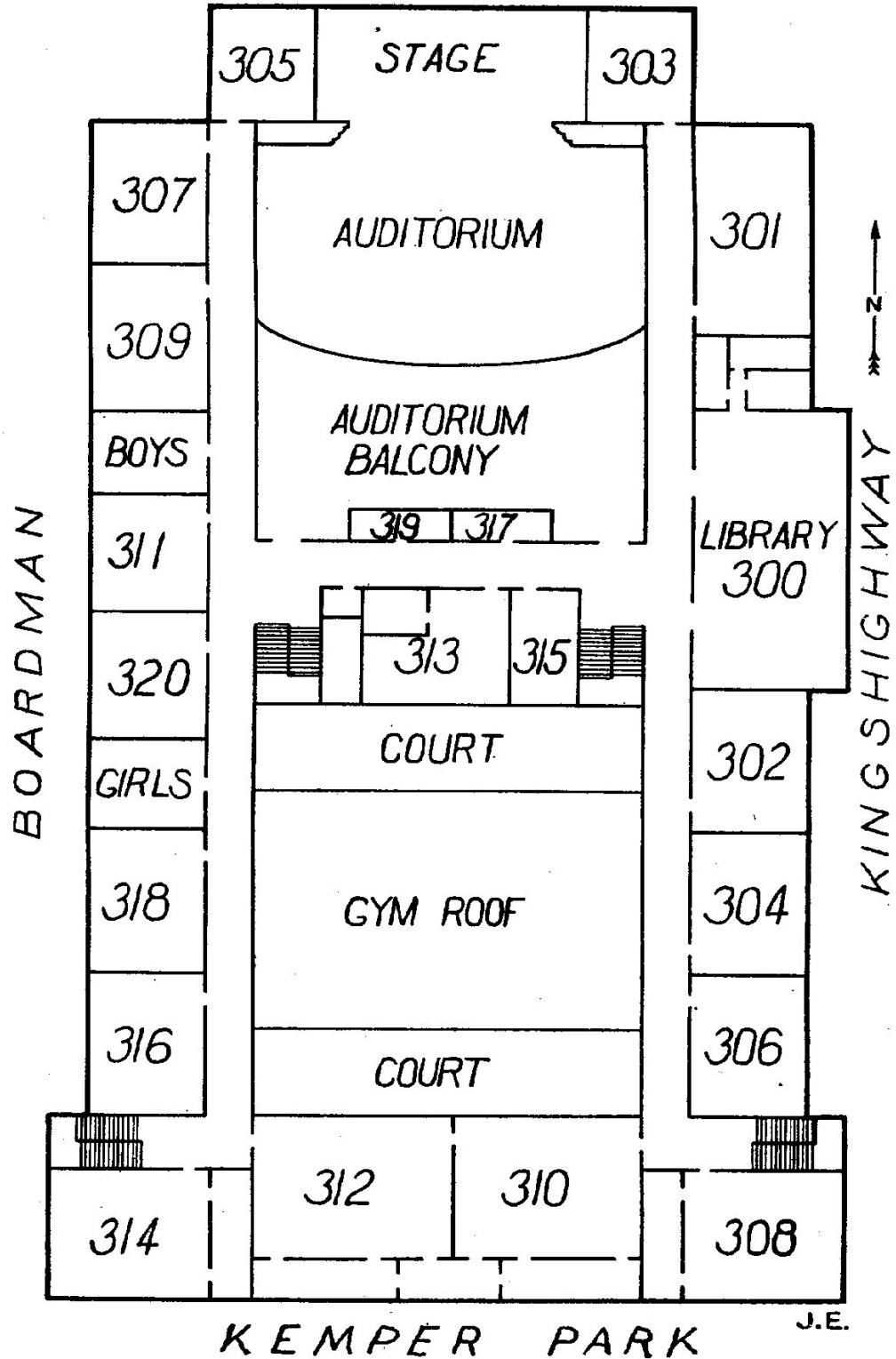
SECOND FLOOR

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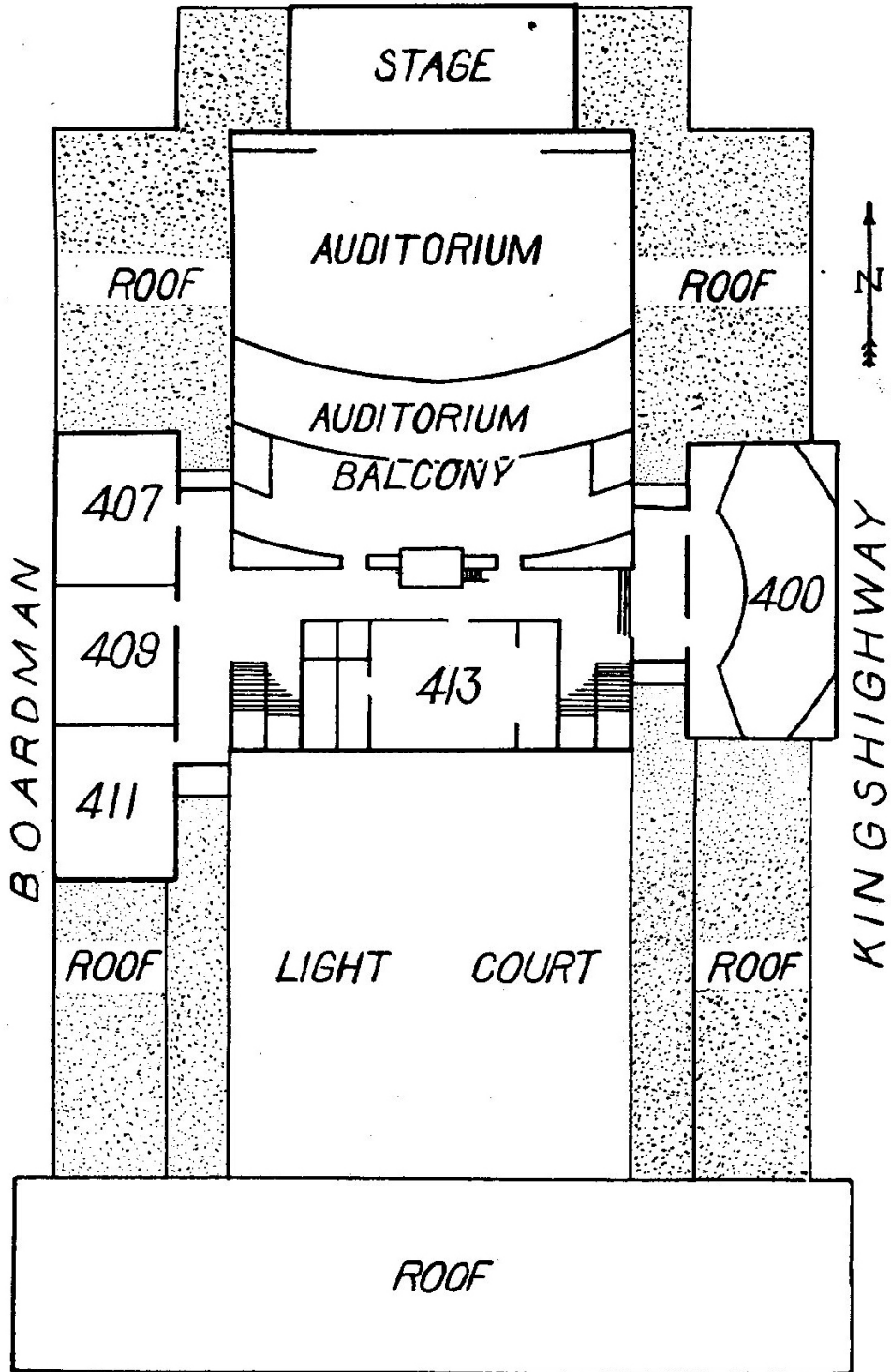


THIRD FLOOR

ARSENAL



FOURTH FLOOR  
ARSENAL



A.T.

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