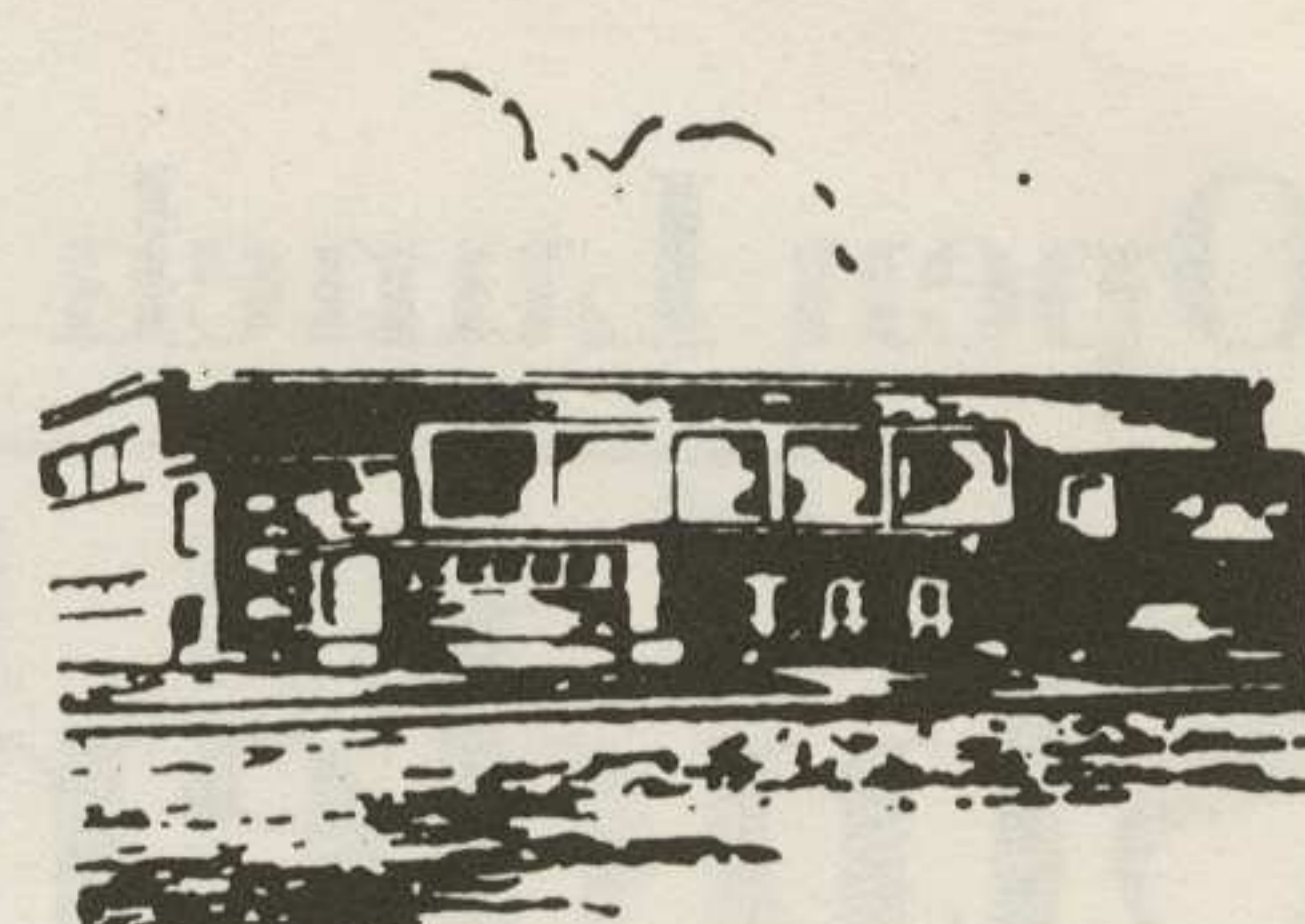


The Chronicle



Vol. X, No. 10

WORTHINGTON HIGH SCHOOL Worthington, Ohio

February 19, 1971

INVOLVEMENT B.H.W. THEME PLAN

Relations
Feelings
Mixed

How do the students of Worthington High School feel about race relations in WHS? To break up the "silent majority" a question was asked to a variety of students from all grades. (9-12)

Question - Do you feel that there is a racial problem in the school? Yes or No, and could you elaborate on it please.

Gayle Watkins (12) - There probably is some racial resentment but it is not open or hostile. The fact that Wayne is President of Student Body says that it is not the open kind.

Joey Cornette (11) - Yes, but it is hidden. All people are prejudiced to some extent. It is stressed mostly by parents.

Mike Snuffer (11) - If there is one, it is not that evident to me.

Ann Alspack (12) - I really don't know if there is. If there is it isn't very evident.

Joanne Hauss (11) - Yes, I feel there is. The Black students are somewhat ignored by white students. They are just something to point at and say, "Look we're integrated." They are not recognized as doing anything.

Dave Browning (12) - There exists no strong general feeling of prejudice at the high school. In fact I've noticed a feeling of understanding and in many cases friendship. The only racial problem that exists, in my opinion, is the lack of a proper balance of black students to white students. Without this balance it is very difficult for the white students to understand the differences in culture and ideas between the two races.

Mark Pflieger (11) - From my standpoint, I can see no such problem. However, if one does exist, there are enough students in this school with good intentions toward racial relations that the problem will soon be non-existent.

This has been an issue that needs to be brought out into the open. Many of the students are unaware, many are, and some unfortunately don't care. How will we ever hope to solve problems, unless we try to understand and learn about each other.



Black students voice their opinions in recognition of Black History Week. W.H.S. along with other central Ohio schools will feature speakers and special classes. (Photo by Life)

INTEGRATION ARGUMENT MANY SIDED

by Leslie Epps

Integration and separation are part of a controversial issue confronting both blacks and whites in regard to the forming of Black Studies courses in schools.

The question is, for example, should black history be a separate course or be integrated into the regular American history courses? One must keep in mind that both sides ideally want integration in the future (long range); the problem is what should be done now (short-range). It was stated by Robert A. Bone, author of *The Negro Novel in America*, "It is a serious mistake to gloss over or ignore strong cultural differences (of the black man), in order to speed the process of integration."

The main argument for integration into the present curriculum is that it makes a more natural way of presenting history. The integrators of black studies believe that a separation of such might contribute to a "we-they" attitude leading to the polarization of blacks and whites. The assumption that only black students would take black studies courses is another reason that they should be integrated.

The main argument for separation of black studies is it is

too vast a subject to integrate from the start. An African professor of Ohio State University was asked the question: "Why should black studies be a separate course?" He answered by saying that because African and black studies are so vast in their content that it would be impossible to thoroughly cover an integrated course. The vastness of just African studies is displayed by the book *Africa: Yesterday and Today*; authors Clark D. Moore and Ann Dunbar. The book contains a list of major topics such as "A Geographical View of The African Continent", "The Development of Colonial Systems Between World War I and World War II", "Africa Since World War II", "The Future of Africa".

When it is suggested to "integrate" black studies think how they have integrated in the past with supplementary material, ask, "How can you supplement something that is all ready there and has been for three hundred years?" Think about how much of "white" history has been left out. Ask, how can one "integrate" black history into "white" history which hasn't and isn't being taught properly itself.

There are those that feel black studies should be separate, but not envisaged so much. It is suggested that we have, for example, separate courses for American Indian, German, Jewish, Japanese Histories and on and on. The counter-reaction is that it is fine. If this is what one wants to work for, just as blacks and whites are pushing for separate courses.

These are just a few things that should be thought about in the minds of students today. For in order to create harmony among people, one must take care of the business in one's own back yard. Part of the heritage is the idea that the goal of real education is to "know thyself".

BLACK, WHITE COMMUNICATION STRESSED GOAL

by Tyler Stovall

One of the main problems at Worthington is that it has in general refused to face up to its problems of relationships between blacks and whites. In fact, most people don't even think there is a "racial problem" at Worthington. The members of the Race Relations Club think otherwise.

We are a group of black and white students who think that WHS is extremely polarized along racial lines. For instance, at assemblies, most of the black students sit apart from most of the white students. The same thing goes on in the lunchrooms. There is a white section and there is a black section. In fact, this is the situation throughout much of the school. Black students and white students just don't talk to each other very much.

Race Relations feel that this hurts the education of both, because people have to talk to each other to learn from one another. Ever since our first meeting this year, the Race Relations Club has been putting together a plan for Black History Week (last Sunday to next Sunday). We submitted a plan for Black History Week to Mr. Cavanaugh. He submitted a counter-proposal for us to consider. We met with Mr. Cavanaugh and we both agreed on a compromise plan.

Dr. Charles Ross, the Director of the Black Studies Department at OSU was planned to speak at an assembly yesterday. Mem-

bers of the Race Relations had talked to Dr. Ross and we were very impressed with what he had to say about the problems of blacks.

He is planned to be the main speaker in our program for Black History Week. Race Relations will try to have as many other speakers throughout the week in the classrooms of different teachers. We think that by doing this we can get a lot of students and teachers involved because they would be with people they are familiar with, and therefore there would probably be freer discussion.

One of the questions that will probably be asked about our program for Black History Week will be: why should the blacks have their own special history program? Race Relations feels that it would be ideal if black history was incorporated into American History courses. However, the way things are now, black history is simply not getting taught.

We feel that it is necessary to have a program exclusively about black history. Also, we hope that after Black History Week, English and history teachers incorporate more about blacks into their own programs. Black History should not be just an isolated incident, as it has been before. We hope it will enable blacks and whites to talk to each other and create a better climate for learning at Worthington High School.

LOVE TRIANGLE WHS OPERETTA

"Oklahoma" will be this year's musical from the music department. With a cast of 50 strong the performances will be March 19, 20, 26 and 27.

Comparing this year's musical with past years, music director Mr. Haney stated, "This year's show is similar to "Music Man" because they both have a happy ending." The supervisor and director of the chorus announced that this year won't be the first time the operetta has been presented by the WHS choir. In 1962, "Oklahoma" was presented by the music department.

The cast was chosen out of 100 choir members who tried out. The leads are: Curly McClain-Rick Kesler, Laurey Williams-Margie Bennett, Will Parker-Brad Trucksis, Ado Annie- Linda Gast, Gertie Cummins- Lu Bullar, Ali Hakim- Allen Jones, Aunt Eller- Jenny Roback, Mr. Carnes- John Purvis, Jud Fry-Bruce Reed.

Rick Kesler feels that, "This year's cast is hard working and enthusiastic and it should be a

good show." Many other cast members expressed the same feelings.

The main story is about Curly and Laurey who love each other, but are afraid to show it. Matters are complicated by villain Jud Fry who also loves Laurey and wants her for himself. The other story line is about Ado Annie who has to choose between Jud and Curly.

The Rodgers and Hammerstein production was adapted from Lynn Riggs' "Green Grow the Lilacs". The show was first seen in March of 1943. Here at WHS it won over suggestions as "Brigadoon", "Flower Drum Song", "South Pacific" and others. "Oklahoma" was chosen for it's good humor and exceptional music and songs.

Choreography is being done by Miss Hottenroth, the student director is Liz Altick and the stage manager is Linda Johnson. Few difficulties were foreseen in the production. The finding of a surrey and a smokehouse scene were the only troublespots.

Winter Carnival Features Variety

A week from tomorrow, clubs and classes will show off weeks of planning at the Winter Carnival. Starting at 1:00 p.m. the carnival will feature prizes, gifts and food for everyone that comes.

W-Debs will sponsor a spaghetti dinner from 4:30 until 7:00 with the minor fee of 75 cents. From 8:00 to 11:00 "The Brud" will provide music for the canteen sponsored by Student Council.

Two type of booths are featured at the carnival, those which sell a product and those which have a game to be played for prizes. Some of the included are putt-putt golf sponsored by the Cheerleading Club, magic show given by the Latin Club, rock animals for sale which were made by the Ski Club, and the French Club is having a balloon shaving contest.

Open Lunch Ranks Highest Students Alive, Well And Wanting Change

by Barb Gruber



"The purpose of school is to learn. All we need are teachers-which we have. All these other policies, (mentioned in the poll), are devoting our time to something other than education. It's not as if we were living at school; we're only there seven short hours a day. If people our age can't withstand a little discipline just for that long, we're in bad shape."

This is what one student responded on a recent Chronicle survey concerning policy changes. This student made up a mirority of one. Every other questionnaire returned was critical of at least one policy now in effect.

Sixty-four percent of those polled were satisfied with the present study hall set-up. Thirty-six percent were not. Most of those who found the present policy objectionable recommended the addition of commons.

The commons was an innovation of last year, giving the students the option of conversation rather than marking up study hall desks or amusing themselves with paper-wad battles. During the time it was in effect, however, it was nearly always filled with students whose previous classes were near the commons area. When the quota was filled, other students were turned away; this, of course, gave this option only to students with neighboring classes or fast legs.

As the policy stands at this time, the only alternative to going to study hall is the use of the library, which has a tendency to fill up quickly. After the quota is reached, students are sent back to their study halls, remarkably similar to the past situation with commons.

"Are you satisfied with the present policy?" asks the survey. "No," responded one student dryly, "Can you imagine someone satisfied with the present policy of no options?"

It is difficult to determine just which lunch option program sixty-four percent were satisfied with. The old lunch option was simply the extension of study hall options to lunchtime. The new option system, slated for its trial run next Monday, will feature no

attendance taken. However, to prevent the petty larceny and destruction of school property of last year, a teacher will be present in each of the option stations.

Rooms will be available for quiet study and conversation; the library, of course, will be available.

Mr. Cavanaugh feels that seven minutes is enough time to choose the option and get there before the bell rings. Those in the halls after the bell without a pass

certain teachers to check in early and "give us (students) free run of the school after 7:30."

Students responding to the poll were most vehement in their support of the idea of an open lunch; they voted a whopping 77 percent in favor. Of all the programs mentioned, this one would probably be one of the most difficult to institute.

Mr. Cavanaugh reports a great deal of opposition among members of the adult community; many of the loudest dissenters are restaurant owners

The "golden arches" would find themselves a little busier around noontime if WHS students got their way.

Editor's Desk

Saturday Nite Is the Loneliest Nite . . .

by Ann Schulze

"O.K. guys, what are we gonna do Saturday night?" "Well, we could always go sit on the corner of High and Rt. 161 and count the cars." "No, I heard the roller derby's gonna be here. Let's go see the Bay Bombers really kill 'em!"

These and other intellectually-stimulating activities (not to mention the educational opportunities offered by them) make-up the typical WHS student's wild weekend. Well, maybe it's not that bad, but the lack of anything to do in good 'ole Worthnothing points to a serious need—a recreation center.

Our culturally-oriented pastimes include visitations to the nutritional nightspot, the Dairy Queen; the posh atmospheres of the local drive-ins; and the WHS gymnasium—(by the way, we need another one of those too, but I'm not going into that yet.)

Right now, community members are worried about "channeling the student's aggressive energies into productive activities." You, as a silent majority member or nonmember may not have noticed, but vandalism and numerous tree toilet-paperings have occurred to justify our parents' concern. Some students have done more than just notice.

In the past, Worthington and the high school have initiated programs to encourage youth participation. These group-sponsored activities include stand-around canteens designed to bail floundering Pep clubs etc. out of debt.

Obviously, something has gone wrong in our community's efforts to rechannel our adolescent psyche. How about a recreation center to do some of that rechanneling? We students have appealed through surveys and heart-rending sobs to the community's humanitarian instinct by pleading for a pool, a new auditorium, gym...the list goes on. Now, it appears we should appeal to the community's instinct for survival.

A recreation center would undoubtedly relieve some of the frustration that causes vandalism and the desire to toilet-paper (parental frustration, too). And if the center had everything—the pool, the auditorium, and the gym, our complaints would stop for a while, until we found something else to undermine.

Who knows, maybe if we get one, even high-school newspaper editors will have something better to do than write articles on the need for a recreation center—like going to the Worthington Recreation Center.

STUDY HALL OPTIONS	
Are you satisfied with the present policy?	Yes 64 percent No 36 percent
LUNCH OPTION	
Are you satisfied with the present policy?	Yes 64 percent No 36 percent
BEFORE SCHOOL	
Are you satisfied with the present policy?	Yes 57 percent No 43 percent
OPEN LUNCH	
Do you feel the need for open lunch?	Yes 77 percent No 23 percent
SMOKING LOUNGE	
Do you feel the need for one?	Yes 36 percent No 64 percent
ACTIVITIES CARD	
Do you feel the need for one?	Yes 54 percent No 46 percent
4 percent of students polled	

will be, in his words, "considered truant." These people would lose their option privileges and would be placed in quiet study-permanently.

The feelings expressed toward the "before school" policy are almost evenly split. The half that objected to it generally got to school before 7:45. The half that were satisfied often remarked that they rarely get to school before that time.

The stated reason for this rule is that teachers are not required to be in their rooms until 7:45.

The early-morning complaining has become a louder roar since the new bell schedule makes room for only thirteen minutes for students before school as compared to the previous twenty minute allotment.

Suggestions for the remedy to this problem include asking

themselves. The WHS principal quoted the figure of 86 percent of the community being against open lunch, this from a recent survey. Many parents, he states, are basically against it for safety reasons.

The students who responded to this poll with a plan almost always stipulated that the parents must sign a permission slip before the student would allowed to eat off-campus. Special passes, lengthened lunch hours and after-lunch attendance were also suggested.

Thirty-six percent of those polled favored a smoking lounge. Frequently the yes-voting student added that, "One is needed; the restrooms are terrible."

The remarkably frequent response to the activities card proposal was, "Don't know what one is." A card of this sort, would allow a student to purchase, at a discount, a card for each, any, or all of the most popular sporting events.

Anyway, fifty-four percent wanted one for reasons similar to those mentioned; forty-six percent voted no for no apparent reason except, as one student quipped, "it sounds dumb."

The Chronicle's instant analysis of this poll indicates that the student body is, in fact, alive and well and really does want to see change made. But because of the scope of the one big change most students want to see made, (lunch option), it looks like they'll have to sit tight.

The story of change takes on a little different tone for graduating seniors. As one senior put it, "It's good to be a senior and know that it won't last much longer. The greatest force for reform of this school's ridiculous set-up lies in the sophomore and junior classes."

Quill and Scroll

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SENIOR SPOTLIGHT

by Jackie Burger

"He's cool; he's got this spirit about him...when Dean says something he does it, he carries things out."

Dean Harless, respected by many but known by few, arrived in Worthington two years ago from Alabama. He was immediately "glad to be here—because I felt there was a more open atmosphere—you can talk to people more easily; the South is a closed society..."

Much to his surprise he was elected to the Student Council this year: "I was elated: I'd spent three years griping over why student council was wrong—and finally I was going to get a chance to do something about it." Dean thinks he's never "been to a school where the student council is truly representative of the student body"—but he gathers that "this year it's better than it has been in the past." His newly-appointed position of parliamentarian means that he is "supposed to keep order in student council" by ensuring the relevancy of topics to be discussed.

Reading science-fiction was once a great passion of Dean's, however he now says "I'm much more interested in people—they fascinate me far more than some stupid gadget...I think that people for me are IT. At this point in my life people are the most

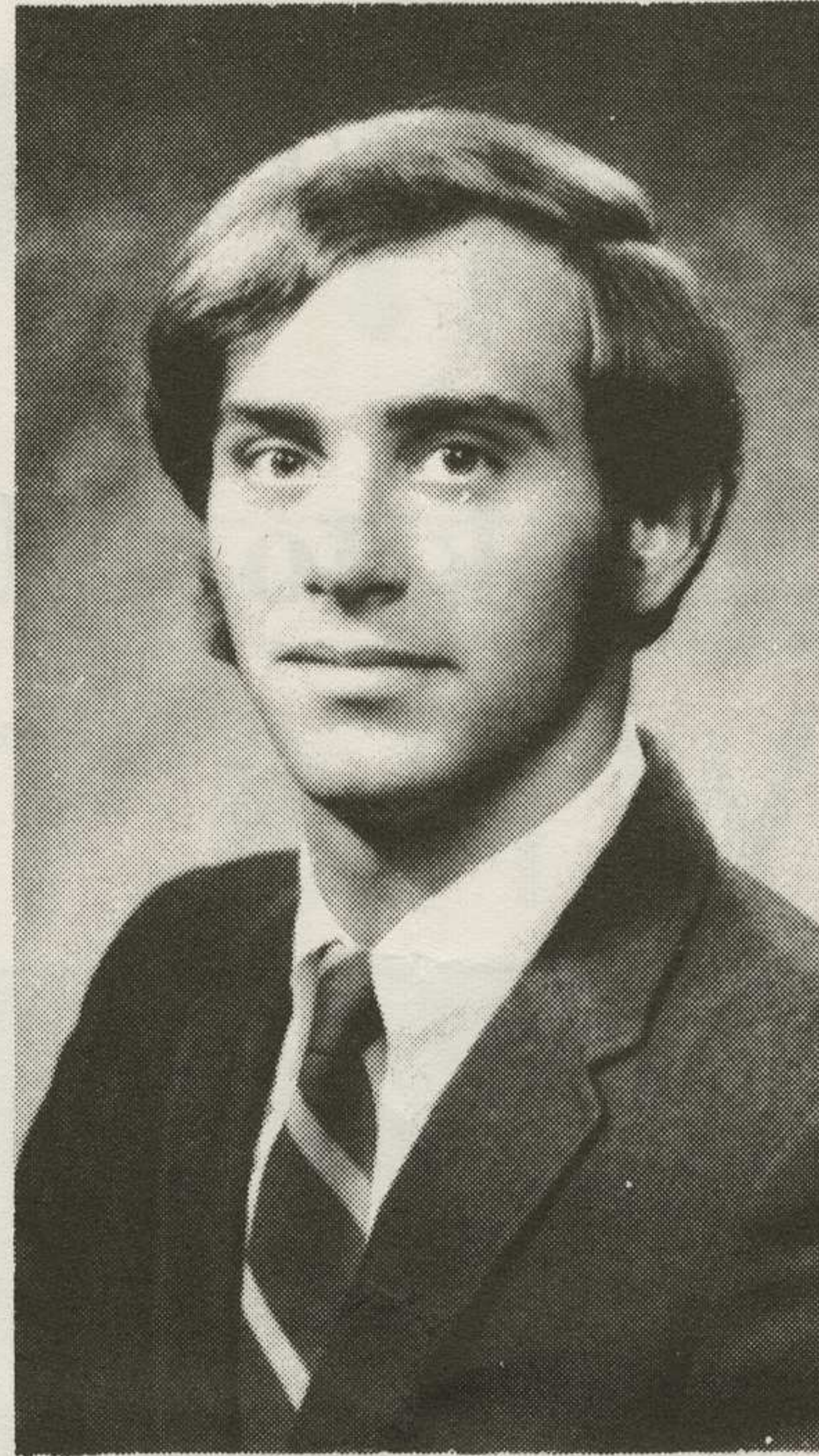
important thing to me...to hear about their experiences, see how they live, how they get around...how they act when they're alone...it's really an all-consuming thing."

Dean expresses the intention of studying medicine at college: "First of all there's a lot of satisfaction to be had (in being a doctor) you feel you're doing something...you can grow there—and, anyway, they're rich!"

How important is money to Dean? "Well, I want to be able to do what I choose without worrying about how much money it is going to cost—money for money's sake doesn't mean anything to me; if I get it I spend it."

In quiet moments Dean enjoys listening to music; "right now I'm going through a very strong Bach thing". He describes himself as "a pianist of sorts" but hesitates to elaborate on the subject.

Dean sadly admits that at present "the whole atmosphere of the school has got to be one of mistrust; I don't think the administration understands some of the things that the students want...they (the administration) could make any rule they wanted as long as they're NICE about it..."



The Dean of WHS, senior Dean Harless advocates student involvement in high school government.

During the course of our conversation, Dean commented on the philosophies of Emerson and Thoreau; he admires Thoreau particularly because "he lived what he believed...he was a REAL man...I want to think that when I die that I have made the situation a little better—if I was able just to grow up and do that—well, then I'd be satisfied."

Jenna Kohles says "Dean is a leader and a lover of life", while Wayne Wheatley proclaims "Dean is Dean".

DEAR SMEDLEY

What's Your Problem?

This column is designed to give advice to our readers concerning any problems they might have. If you would like to contribute something, send your letters to Room 215 in the main building. Please sign your name. We will print a pen name if requested.

Dear Smedley,
I'm hoping you can answer a question I've had for a long time. Why are Worthingtonites so inflexible in their dating rules? What I mean is, let's say a girl goes out with a guy on Friday night and then a week later goes out with a different guy; why does everybody think she's a mover? I've always thought high school was for dating different kids.

-“Confused”

Dear Confused,
High school is for dating different kids. There is too much pressure put on going steady. The kids who think someone who dates around is a mover, are probably jealous because they can't get many dates themselves. I wouldn't worry about what others think, as long as you know you are right.

Dear Smedley,
What can a student say to a homeroom teacher who either

takes pleasure in seeing how many students he can declare tardy or has an obsession for the lovely shade of pink that colors the unexcused admission slip?

It doesn't matter to my homeroom teacher that your locker was jammed or on a particular morning the halls were especially crowded. It doesn't matter if you dropped your books while charging through the halls or suffered a slight concussion from colliding head-on with a student madly approaching the same homeroom from the opposite direction. A student entering homeroom without a pass after the bell rings or even while the bell is ringing is late, no matter what the circumstances are.

What could I say to my teacher that might persuade him to show some compassion for his students? This upsets my entire homeroom, and if it keeps up much longer, we may be the first class to boycott homeroom.

-S.D.

Dear S.D.,
There is not much you can do. The teacher is only doing his duty. You could remedy the situation by heading for your homeroom one, two, and even three minutes earlier than you do, thus allowing time for unexpected incidents.

instance, you may want to "boroo" some answers from your neighbor during an important test. By doing this you can count on getting an "A" on the test without having to bother your teacher later.

If you are sincere about getting a thorough education, you will have to deal with certain distractions. As a rule all the people in your class will be distractions. Try to avoid learning the names of the people who sit near you - such trivia will only clutter your mind. Also, there is always the possibility that one of them might speak to you during class. Of course, you will do the only sensible thing and ignore anyone who pulls such a stunt.

Another distraction is the would-be comedian teacher. Most teachers are entirely unqualified in the field of humor. Unless he has taken a course in it at college, a teacher has no business using humor in the classroom. However, it is not your place to question what goes on. Just keep in mind how you are strengthening your character each time you can sit back and watch such things happen without questioning. Anyway, assuming that you will be subjected to frequent joke telling, you should be prepared at all times. To prove that you are a good student, you should try to be the first one in the class to catch a joke. To save on reaction time, prearrange your mouth in a fixed grimace. Then, about half-way through the joke, begin making long groaning noises. This will show that you already get the joke and you consider it below the level of your quick, sharp mind. This is the best overall approach. If it turns out that the teacher was not even telling a joke, you can quickly validate your groan by grasping your foot or head or any body part that could be in pain. Had you chosen to let out a loud hearty laugh instead, you would end up looking quite foolish.

Probably the biggest distraction of all will be yourself. As a result of some unknown source, various ideas will occasionally originate in your own mind. Don't be alarmed. They are harmless as long as you ignore them. Remember- they are only trying to distract you from getting a good education. By eliminating all outside reading, many students have found it is possible to become immune to the little pests.

Untitled

Loneliness is a disease.

It spreads like cancer

during the day, unnoticed by

the rush and hurry of life...

only to be discovered at night

that you're

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dying.

by Judy Oswald

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YIPPEE! MY NAME'S IN THE PAPER!



COACHING: Coach Stephan uses body language to explain a move in preparation for the O.C.C. meet. (Photo by Dan Paoletti)

BASKETBALL TEAM WINS 3 STRAIGHT

Cards Upset Rams Beat Lions, Panthers

In their best effort of the season, the Cardinal basketball team upset the Whitehall Rams, 76-66. Coach Mannion's made it three in a row by also defeating Gahanna Lincoln, 86-74, and Westland, 84-62.

Tight defense and cool thinking were the keys to success in the Ram game. Whitehall's high-powered offense, which had averaged over 80 points a game, was shackled by the Cards' defense. Van Gregg led the scoring with 33 points, but he could not provide the entire Ram attack.

The Cards also managed to keep their composure when Whitehall lost theirs. After an exchange of blows, Bill Atha was awarded six free throws. He made five.

Jack Savage's outside shooting enabled him to lead the Cardinal scoring attack with 25 points. Other Cards in double figures were Atha with 15, and Steve Hedge and Dick Brough with 13 each.

The Cards put together an over-powering offense and solid defense to overwhelm helpless Westland. Offensively, the Cards had six men in double figures: Hedge with 18 points, Wayne Wheatley with 17, Atha with 14, and Bruce Guillaume, Brough, and Savage with 10 each.

Atha limited Dennis Cremeens to 16 points and Hedge held Randy Benedict to 20; both Rams were below their averages. It was the Cards' easiest victory this season.

The Cards' overall team play and weekly improvement show promise of a strong finish and a better league record than their present mediocre 5-6.

Freshman Team Strong

"An outstanding season" is the way Coach Van Arsdall described the freshmen basketball season.

The freshmen Red team has a record of ten wins as compared to only one loss (at press time).

The freshmen will make their remaining games very interesting with a very strong defense. "Aggressive, and very constant" is the way coach Van Arsdall described the defense. "Poise" and good rebounding ability also help the freshmen keep the ball during the game.

The offense is also capable. Bob Naples averaging 14 points a game. Bob Burns, Doug Burkhart, Bill Rumpie, and Jeff Barnet compose the rest of the starting team.

The freshman blue team isn't having much luck as they have lost all of their games except to Grandview.



PRACTICE MAKES PERFECT: Dick Brough shoots over Clint Nicely as the Varsity team prepares for the Westerville game tonight. (Photo by Mark Shapter).

Cards Take Down Heights, Hughes; Look to O.C.C. Meet Tonight

by Tom Bryant

Worthington's wrestlers added three more wins to their string of dual meet victories, making their record 7-0 for the 1970-71 season, and it also marks 17 straight dual wins over the last 2 seasons. The Cards, with 72 points, downed Franklin Heights (56) and Cincinnati Hughes (31) at Franklin Heights. They also defeated Groveport's veteran squad 24-18 at home.

Co-captain Tom Hanley highlighted the Cards' performance in the three-way meet by pinning his Franklin Heights opponent and then defeating Hughes' Gary Eberhart, who was fresh, having not yet wrestled. Eberhart was, according to his teammates, 18-0 and had never been taken down all year. Hanley took the former state qualifier down twice en route to a 10-9 victory.

Groveport's Cruisers were cruising for a bruising when they arrived at Worthington January 29 for a meet which had three tie matches, a rare occurrence. The first match went to the south-side team as Ken Blanke (98) lost 5-8. The Cards won the next three matches though, with Mike Remy (105) winning 6-5, Tom

Hanley (112) winning 5-2 and 119 pounder Dave Browning winning handily 8-0. Richard Mark (126) wrestled his opponent to a 0-0 tie, and then Brent MacDonald (132) captured a 3-0 win. Pat Remy (138) and Chuck Conroy (145) both tied their competitors, Remy by a 3-3 score, and Conroy 6-6. Joe Shane (155) faced the toughest competition of the night and wrestled a good match, but

lost 11-3. Scott McLean (167) lost a 11-4 decision, while Tom Schultz (175) won by the same score. Rick Layman (185) triumphed to a 4-3 win to clinch the meet. In the last match Andy Henley lost 11-0.

Worthington will defend its OCC championship tonight, and tomorrow at Delaware High School. Preliminaries begin tonight at 5:00 PM.



Noses to the ground: Worthington's wrestlers bear down in preparation for the O.C.C. Championships. (Photo by Dan Paoletti.)

Kight, Mile Relay Team Excel in USTFF Meet

Tim Kight, in the 70 yard low hurdles, and the two mile relay team, consisting of Tom Bryant, Glenn Larson, Dave Bopp, Ralph Fallon, earned victories in their respective events in the U.S. Track and Field Federation Midwest Invitational.

Mark Drayer (60 yd. dash), Dan O'Rourke (70 yd. high hurdles), and the Cardinal mile relay team were also invited to compete in the all-day track festival held January 23 at Ohio State's French Field House.

Kight, defending state champ in the low hurdles, broke the tape in 8.7 seconds, easily outdistancing the rest of the field. O'Rourke finished fourth in 9.0 seconds.

Bryant led off and grabbed the lead for the two mile relay team and Larson and Bopp increased it despite the rough competition

from Upper Arlington's Golden Bears. Fallon anchored for the Cards and when he got the baton he was quick passed by the Bears' Charlie Eickholt, who led until the last curve. Fallon then sprinted by Eickholt in the last 50 yards to win what the Columbus Dispatch called "one of the evening's most exciting races" in 8:14.6. Columbus DeSales finished third to provide a 1-2-3 sweep for central district teams over teams from Cleveland, Cincinnati, Huntington (W.Va.), and Lakewood.

The mile relay team finished seventh out of 18 teams in the preliminaries, but only the first six qualified for the finals. Team members were Ed Little, Dan Hyre, Don Janssen and Tom Kester. Drayer failed to qualify for the finals in the 60 yd. dash.

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