

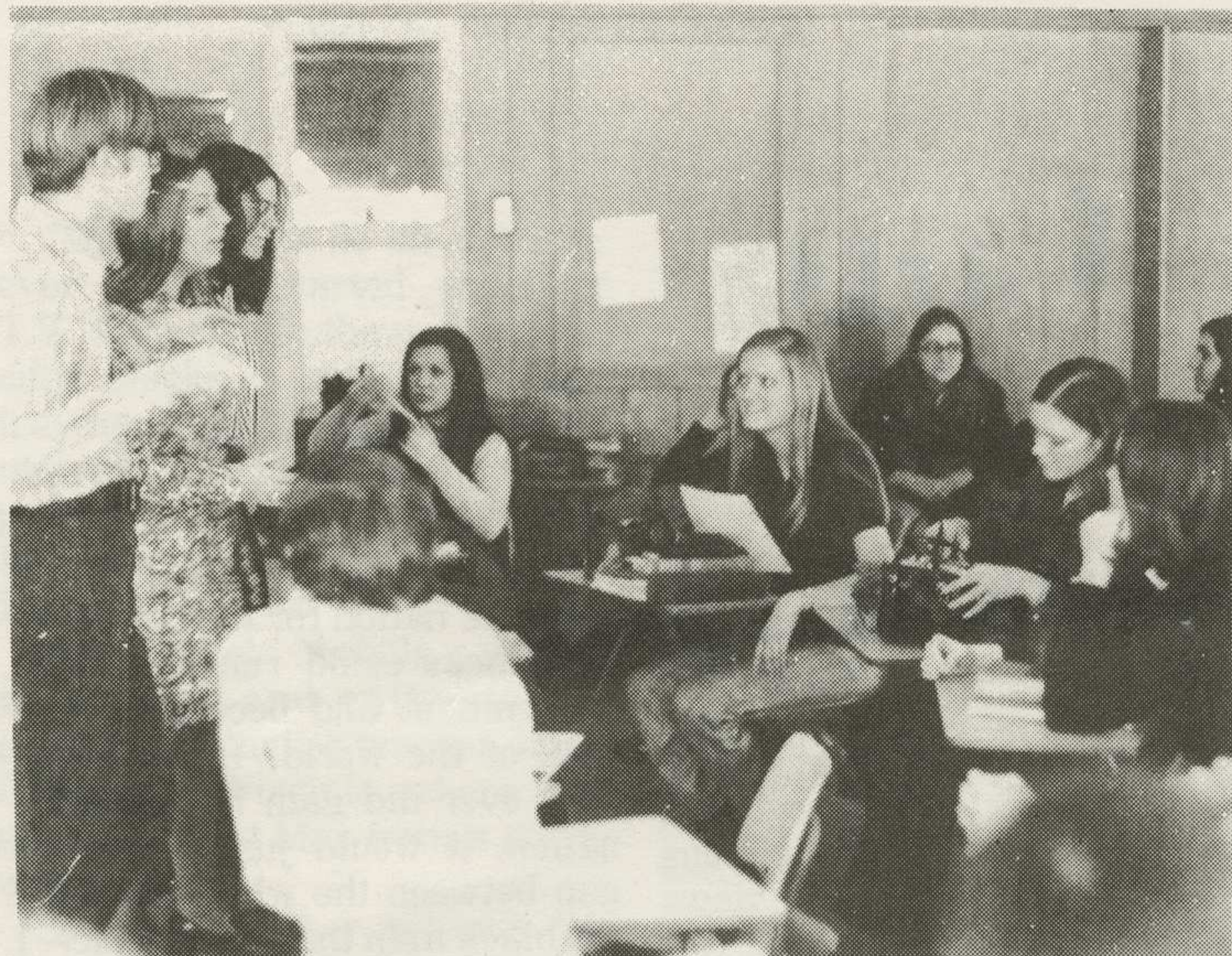
The Chronicle



Vol. X, No. 12

WORTHINGTON HIGH SCHOOL Worthington, Ohio

March 19, 1971



Ted Velkoff makes a point at one of the planning committee meetings of the Junior-Senior Prom. The prom is slated for May 15. (Photo by Dan Paoletti)

FUTURE OF WHS UP TO CITIZEN'S COUNCIL

Sherie Lindamood

How do we resolve the over crowding at WHS? As simple as the question may seem, finding an answer is a very involved process. The Worthington Schools have contracted Battelle Memorial Institute to do a study of the "new high school" alternatives. It is the job of the Worthington Citizen's School Study Council to submit alternatives to Battelle.

The first suggested alternative was an addition to the present high school building. This change could be accomplished in two different ways. The annex could be torn down and a new addition built or the high school could use the Evening St. building and relocate the elementary school. The major objection to this alternative is the loss of administrative control over such a huge number of students. Students are also concerned about their loss of identity within a school of this size. One student commented, "I don't feel like a person, I feel like a card on file in the student center."

In answer to the size problem, another alternative to be considered is a network of smaller high schools. The school district would be broken up into quadrants and a small high school built in each quadrant. And in response to the students loss of identity, Battelle will also investigate the student-administration relationship.

A campus set-up is also an alternative. The campus would consist of three or more classroom buildings, each housing its own area of study. All grades of high school students would use the building. For example, all vocational studies would be located in one building, all math and science in another, etc. The capacity of each of these buildings would be anywhere between 300-500 students. In the center of this network would be a multi-story building containing a cafeteria, library, and laboratory facilities. Another unit would contain all administrative offices. Each classroom unit would have its own administrative body, and its own clubs and student activities. This also would relieve the problem of administration control and student identity. Experiments are being done with this type of situation in Kettering and Newark, Ohio.

Another possibility is a high rise building containing apartments and offices as well as school facilities. This could be handled in either of two ways. The school could put up the building and lease office or apartment space, or a commercial firm could build the building and lease space to the school. This system is presently used in some schools in New York, Chicago, and Boston.

Another suggestion aimed at reducing the number of students, is to teach only the students in the

city of Worthington and send the ones who live in surrounding areas to other school districts. Some, however, feel that this is impractical because a large amount of tax money presently comes from the surrounding areas.

Other suggestions for change include a twelve month a year schedule, which would in fact cost less than closing the school for three months a year and the prohibition of student vehicles due to lack of space.

Battelle will only consider the structural and financial aspect of this change. However, ideas were also brought up concerning curriculum change. It was brought to the attention of the Worthington Citizen's School Study Council that the physical education program is slowly being pushed out of the WHS curriculum partly because of

lack of facilities, and also because it is cheaper to put a student in a classroom situation. The point is, Worthington should also be concerned about such additions as a swimming pool and a field house. These additions would serve not only WHS students but also the community.

Another change which would mean a curriculum adjustment is a three year high school program as opposed to the present four year program.

Possibilities also include morning and afternoon class shifts. Within this system a student would only be in school half a day, either the morning shift or the afternoon shift. This would also require adjustment.

Battelle's findings will be presented to the School Study Council and eventually to the Board of Education for a final decision.

Field Trip Sights

"Fun Way to Learn"

Have you ever been to a ghost town in Wyoming, or to the ruins of the ancient cave-dwellers, or watched an Indian family make jam from fruits of the saguaro cactus? If you had been on the Worthington Field Studies, Inc. trip, you might have seen these sights and many more.

Worthington Field Studies, Inc. was incorporated on January 10, 1968 by three science teachers, Mr. Bohl, Mr. Linzell and Mr. McBurney. Since then, they have been joined by Mr. Holl and Mr. Immler.

Several weekend trips are being planned for the near future.

A scouting trip will be taken over spring vacation to the Ozarks and Santa Fe regions of New Mexico. Over the summer, two trips are planned. One will travel to Yellowstone National Park and the second to the southwest.

Compliments are all you'll get from someone who has been on these trips. Mr. McBurney thinks it's a "fun way to learn."

Suzy Harding, participant on many of the trips, say, "I feel these trips are great and I would do anything to go on them. I also would do anything to get someone else to go. They don't know what they're missing."

These trips provide opportunities for students to learn about their natural environment through field research problems such as interpreting the sediments of the earth, studying the effects of volcanism on the landscape and observing mountain building and glaciation.

Travelling is done in a special

forty-passenger bus and-or a twelve-passenger mini-bus. Cooking is done on a unique field kitchen and everyone sleeps outdoors in large tents. All participants are expected to help with food preparation and other camp activities, thus making a group living experience part of the program.

There is no other program known that is like it. It is "unique" in Mr. McBurney's words. Students from Bexley, Newark, Columbus and Pickerington schools have also been able to enjoy the field studies facilities.

The stated purpose of the program includes: "to provide opportunities for boys and girls to learn about their natural environment through direct field experience; to provide the structure for developing an intensive field study program with competent leadership; to cooperate with school systems so that students may receive academic credit for field studies."

There is another field studies organization in the area called the International Field Studies. This organization is an outgrowth of the W. F. S. I. and was incorporated by the same science teachers. This program is associated with COSI at the present time and conducts similar trips, including other countries. They use separate equipment and have a lot of college students involved. They have a field station on Andros Island in the Bahamas. Several trips have been and are planned to study in that area.

Seven "Junior" Scientists Win Research Awards

Seven Worthington High School students attended the Central District Science Day at the OSU French Field House March 6. As winners of the Worthingway Science Fair in February, the contestants vied for ratings and awards at the events.

The winners from the Worthingway event were Steven Hein, Doug Korhan, David Carwile, Suzy Wilson, Scott Whitney, Dirk Norris, Suzi Pavelka. Open to grades six

through twelve, the fair was held the 23rd and 24th of February.

A total of sixty-eight projects were entered, with the vast majority under the subjects of zoology, chemistry and physics.

The eighth-grade championship went to Paul Miller, whose topic was the "Metabolic Rate of Mice." The Freshman championship award went to David Carwile with the topic "The Effects of Colored Lights on Plants."

Class Representatives

Limited to Ten Students

How many times have you sat down to vote for a class officer, not even caring who is elected? Some students check off names to make a design on the ballot, while others vote for a name.

The Constitution Revision Committee feels they have a workable solution to eliminate the apathetic voter. It may not get students to vote they realize, but the effort is made to lessen the number of thoughtless votes.

Before each election student voters must register. They will be given a two week period in which to sign up. Hopefully only the students who care and will vote seriously will register.

Next year's officers will be elected this spring. The Student Body President must still be a senior. The Vice-President may be anyone attending the high school at the time of the election. (Last year only a senior could secure this office.) Each candidate must still have a 2.0 grade-point average or better and obtain a petition with twenty-five signatures.

The other major change is in the election of class representatives. Only ten students will represent each class. This will reduce Student Council to a more workable size.

Those wishing to serve on Student Council must also file a petition with twenty-five signatures. Because of this method, the candidates must really want the position, instead of accepting it because of a spur-of-the-moment kick in the pants from a fellow homeroom friend.

The students will be given three days to turn in their

petitions. If more than twenty papers are submitted, the class will hold a primary election to reduce the number to twenty. From these the ten students will be selected.

Each representative will be in charge of approximately two homerooms. Student Council newsletters will be made available to interested students.

These revisions have been made to better represent the student who cares enough to put out a little effort and get involved. It is up to the students as a whole to help the system succeed.

Academic Banquet March 29

Three hundred Worthington High School students will attend the eleventh annual Academic Honors Banquet on March 29, at the OSU Union ballroom. The students will be awarded certificates and keys in recognition of their scholastic achievements. The awards are given to students who have maintained a 3.5 cumulative point-hour ratio for over a period of one to seven semesters.

Dr. John D. Millet, who is the Chancellor of the State Board of Regents, will speak at the banquet.

Tickets can be purchased from the Student Center, before and after school, until March 24.

Black History Assembly: Ross And His Rhetoric

Pro

by Joanne Haas

Dr. Ross did something at Worthington High School that I have seen no other speaker do. He forced many students to actually think! The student body reacted to Dr. Ross. This, in itself, is a major feat.

Dr. Ross presented an idea that the students hadn't been exposed to, and if they had (been exposed to it), they'd ignore it. This was that eventually there would be total integration of blacks and whites, but in order for this to come about, a period of awakening and unity among the blacks must occur. This awakening has to do with a full realization of black history and culture for both blacks and whites.

A unity is necessary among blacks in order that they may gain political and economic power and thus be recognized as an ethnic entity. For these things to occur, many whites felt this meant total separation and while many blacks feel this way, I don't see it as necessary. A type of black nationalism is important and this may have frightened the students.

I doubt many of them had ever been confronted with the idea that not all blacks want immediate integration.

Dr. Ross's speech was one of the most valuable experiences I have ever had at Worthington. He forced me and many other students to be honest about how they felt concerning the racial situation.

He shook up some of our former ideas. I know that a lot of students didn't like the experiences they had during Black History Week, but a true learning experience is not necessarily pleasurable and often painful.

The students must realize that Dr. Ross represented only one faction of black opinion and that if they are truly interested, an examination of the total black experience is necessary. I hope that other truly interesting speakers will be invited to Worthington and that the discussion and questioning started by Dr. Ross will be continued by the students and teachers.



Hon. Dr. Ross, head of Black Studies Department at OSU.

Con

by Bob Rogers

Editor's note: General feelings were that the questions and problems raised as a result of the Black History assembly deserved one final airing. As a result, the bulk of this page will be devoted to students opinions on what Ross said. These views are being represented by two students, junior Joanne Haas on the pro side and senior Bob Rogers on the con side.

One will notice that within these articles, the speaker is referred to as both Ross and Dr. Ross. One should be aware of the fact the Mr. Ross is not a Ph.D.; his doctorate is an honorary one.

Ross spoke of gaining a separate nation for the blacks so the blacks could run their own government and become a free man of the world. If the black man ever did gain his separate nation, it would just make the gap between the white man and the black man that much wider. I don't believe this sort of action should solve the problem.

Ross referred often to the bomb a device which the black people could use as a calling card to the white people, to force the whites to listen to what the blacks want, and also to force the whites to do the things the blacks of the U.S. wish.

If the blacks did obtain a bomb or device such as this, it would make a lot of whites very upset - so upset they would fight back, and it would just start another battle between the whites and the blacks. This idea of gaining a bomb isn't the answer either.

It seemed to me, and a few other students, that all Ross was trying to do was to make the separation between the black students and white students at our own school larger than what it was. If this was what he had intended, he certainly has been successful.

personally feel that the assembly and one-act play were good things and served a positive purpose. However, in the interest of accuracy, it should be noted that there was, and still remains a certain degree of hostility. Let it never be said that there is no prejudice at Worthington High School.

Student

Letters to the Editor

Smoky Restrooms "Horrendous"

Dear Editor:

I feel that the Chronicle is an effective way of showing student dissatisfaction for school policy, which is why I'm writing this letter.

I think that the rule against smoking on school property is not enforced properly. The situation in the boy's rest room is horrendous. Often times the smoke is so thick that rest rooms cannot be used for their primarily intended purpose. Having no first-hand experience with the situation in the girl's rest rooms, I can't speak for them, but I have heard that it is equally as bad.

I am not in favor of a smoking lounge, but if this is the only way to alleviate the rest room dilemma, maybe we need one.

Last year, for no specific reason, the administration began to enforce strictly the tardy dilemma. Couldn't this also happen with the smoking policy? Thank you,

Dan Hartzler

Dear Editor:

If anyone has been reading recent publications like the Dispatch or the Spectator lately, they have run across articles concerning the Black History Week activities. Both stories seem to say that both the community and student body were pleased with the whole business. Hardly any mention of displeasure over these activities was made.

I'm sure that all the students who were present at the assembly and play, and the teachers, too, are aware of the fact that displeasure was voiced, very vehemently in some cases, by more than the tiny minority indicated in these articles. I

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“She’s Like A Counselor to the Black Students”

by Jackie Burger



Sophomore English teacher, Ethel Nichols.

“My goal is to be an actress; ever since I started watching T.V. and going to the movies, the only blacks I saw were portraying Stepin’ Fetchitt roles or natives in the jungle. It got to the point that when I saw cowboy and Indian movies, I rooted for the Indians.”

Miss Ethel Nichols, young, vivacious, and enthusiastic sophomore English teacher, hails from West Virginia where she graduated last May from a small university.

She explains her reasons for coming to Worthington: “I had a tuition scholarship to go to graduate school at O.S.U., and while I was here in July, the date of my interview was brought forward.”

Making the decision between accepting a teaching post and studying fulltime was hard, but Miss Nichols has decided to continue to teach here and begin her graduate studies in speech, commencing spring quarter.

“When I first came here I was apprehensive of being one of the first black teachers at WHS-I feel that the students in my classroom accept me...I’ve always been able to make friends easily.”

Miss Nichols continued ‘baring her soul’ with “I’ve been told that I should be a teacher and not a black teacher-so I asked my students ‘am I different because I’m black?’-They need more of this, being exposed to a black as a teacher.”

The general consensus is, as Cindy Cook exclaims, “I feel I can talk to Miss Nichols about anything-she’s like a counselor to the black students, who feel they can relate to her so easily.”

Sophomore English classes are indeed fuller since the arrival of this youthful faculty member-her students are exposed to the work of black authors and poets, along with the traditionally accepted work by whites, thereby enriching the learning experience. Her students enjoy the wide range of topics; Lynn Von Hassel says “I’m benefitting more from Miss Nichols’ class than other less fortunate students because, first, she’s closer to my age, and, secondly, because she’s black, she’s enabled me to understand some of the prejudices she’s met with...I’m seeing a point of view I’ve never had the opportunity of seeing before...”

Miss Nichols admits “I feel sorry for the majority of the students who attend school here; based on the feedback I receive, they don’t like the school and many of its policies-which is a shame, because I never missed a day of junior high or high school.” Miss Nichols was an active member of her student body and therefore speaks with insight when she says “you make school what you want it to be-student government is a powerful tool that students should make more use of. I feel that most of the students I come into contact with are too apathetic-the only time they show their true feelings is when they’re threatened or challenged...As far as Black History Week is concerned, the purpose was to make students aware-which was successful.”

So far this school year Miss Nichols, as Thespian advisor, has successfully directed the autumn play ‘Member of the Wedding’ and lent her talents to the Black History Week production of ‘The Man Who Nobody Saw.’ Miss

Nichols comments “the only thing I did was direct the play and offer my support for the proposal for the week-credit should be given where credit is due, that is, to Race Relations and Mr. Klug, their advisor.”

The talents of this lady have not passed unnoticed; within the last five years Miss Nichols has acted in a great variety of plays, and just recently was obliged to turn down the offer of a part in a production of ‘Hair.’

“We need more teachers like her at Worthington,” Wayne Wheatley proclaims. “With the intelligence and integrity she so sensitively displays, Miss Nichols will enjoy a successful life.”

Smedley Says...

Dear Smedley,

I often wonder in spare moments who you really are-probably a poor, misguided, disillusioned student who feels the need to write pathetically boring answers to genuine letters from students in distress.

Of course you won’t print this, but really, you are no competition for DEAR ABBY or ANN LANDERS.

-Unimpressed-

Dear Unimpressed,

You were wrong. I did print it. And I certainly do appreciate the constructive criticism. If there is anyone else out there in Student Land who has something to say about this column, PLEASE let us hear from you.

Dear Smedley,

My parents think I’m human. What’s the matter with them?

-Egor-

Dear Egor,

Maybe they can see through your disguise!

Dear Smedley,

My basset hound is pregnant and I want to deliver the babies myself. How do I do it?

-Confused-

Dear Confused,

I don’t think your dog is going to need much help. Dogs have been having puppies for centuries without much trouble. Anyway, I think your dog would rather do it herself-in private.

Dear Smeds,

My mommy and daddy fight all the time. Daddy don’t like me caws my hair is to long. Mommy like it that way caws it hide my face. Who is rite?

-R.A.W.-

Dear R.A.W.,

I can’t help you much on that one because I haven’t had much of an opportunity to be a mother or father myself. If you want my personal opinion, long hair on guys (I assume you are one) looks great.

“Awe-Struck Wow” For Winter’s Live Album

by Frank Lampe

In the recent past, a rash of so-called “live” albums appeared on the market. They ranged anywhere (in quality) from Grand Funk Railroad’s “Live” to the Woodstock album to Hendrix’ “Band of Gypsies.” But now, the most under-rated guitar player in the world has thrown his hat into the ring, setting forth into the new world of the live album. The live album will never be the same, but then, for that matter, neither will any studio-recorded disc.

Is (was) Hendrix really “the best” in the world? Or is it Clapton, who has been in two of the supergroups? Where do Albert and B.B. King stand now? If they could, they would all be forced to turn their heads, and see that young white flash of light pass by. “Johnny Winter And-Live” has arrived.

Never in the history of the record industry has there been such a simply outstanding album. From the time the needle hits the first groove until the pop from the speakers indicates that the turntable is off, you, noble record-listener, will be off at Billy Graham’s Fillmore East in New York, experiencing the experience of a lifetime.

Why better than Hendrix? First, there must be a concession made here in order to fairly compare these two greats. These two men have two different styles, and one must remember that. But, nevertheless, Hendrix, in his attempt to be more acidic on most of his cuts, covers up all of his truly great works. He shifted the emphasis from pure musical genius to special effects so that it would move a few more listeners as being “heavy”.

Johnny Winter is a blues man. With teachers like B. B. and Albert King, what more can be said? But Winter adds his own touch of Winter rock-and-roll, and also a definite flair for the hard, driving sound. In this capacity, he surpasses his teachers. His versatility adds to his genius and it blossoms into more and more genius. Johnny Winter is not lost in the maze of feedback and fuzz-wahs that set up Hendrix. Winter is just a better guitarist. Besides his lightning-like speed, every note from his guitar comes out, well, as clear as a bell.

Setting aside the personnel and

the material, for the moment, much demands to be said about the condition of the recording. As a live album, factors like the acoustics of the hall and the audience must be taken into consideration. It is impossible to tell that this is a live album, except for the cheers of the audience. It has all the acoustically-controlled sounds of the best studio cut, yet there can be, of course, no over-dubbing, or adding in or all the special effects that have made groups like Led Zeppelin or Jethro Tull.

Winter’s back-up group deserves an A+ rating for their efforts on the album. Rick Derringer, the old lead player for the McCoys, and one giant of a guitar player himself, makes things go with Randy Jo Hobbs on bass and Bobbie Caldwell on drums. Derringer, ironically, is much less known than Winter, but is said by many to be the one man with any hope of approaching the Winter sound. He was demoted to the role of rhythm player on this album, but he does get his licks in. At one point it almost turns into a running battle (seemingly), but that added initiative spurs both on to higher heights.

The only cut out of the six that will be mentioned here is the one and only “Johnny B. Goode.” The others await your hearing, and depriving you from their names may just incite you to go out and spend the best \$3.50 or \$4.00 you’ve ever spent. Through the material on the album, Winter allows himself and the audience to warm up. One can feel it after listening to the whole album and then playing the first cut on side one again. But that does not mean that the best has been saved for last. It takes Winter about two riffs and he’s rarin’ to go. There is no “best” on the album-it’s all just superb, the unbelievable ultimate of what a man such as Winter can do with a guitar.

Special thanks to Mark Million who was one of the lucky first to discover this album, and was generous enough to let me review it, via his stereo, his room, his advice and his friendship.

Is there a last word, a final comment that can be made about “Johnny Winter And-Live”? If so, all that can be said is a very humble and awe-struck “Wow!”

Thanks A Lot, Mr. Powell

wild applause echoed throughout the auditorium when the custodian remarked “This is a real surprise. As long as kids are planning things like this...they’ll get on pretty well. Good luck to you all.”

Sally Dishong, treasurer of the class of ’74, commented: “It seemed the best way to honor him; he’s been here for a long time.”

Ralph Powell, retiring custodian at Kilbourne, was honored in a special assembly arranged by the Student Council.

During the speech given by Dave Grupe, Mr. Powell’s wife was presented with a bouquet of flowers, while Mr. Powell, a seven-year veteran, accepted a check, generously donated by the students and faculty at Kilbourne.

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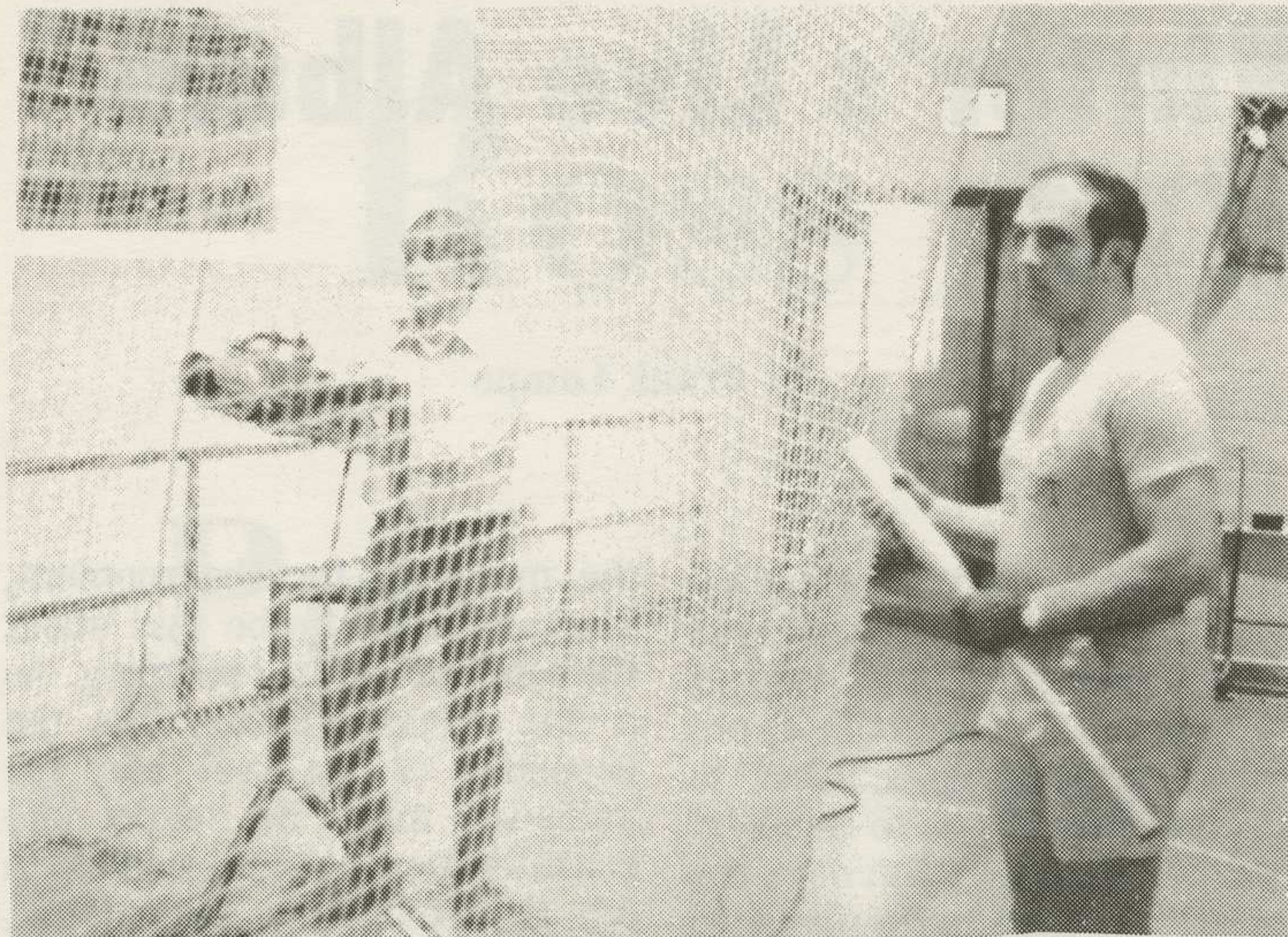
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They say home is a place
Where one is remembered.
Now that you are away fromme
I am a constant vagabond.

Thank you for touching my life
and for the beautiful
memory, too.

While looking through my brief
moments in history -
I saw you and cried.

Swimmers Take Fourth in State



Going into his fourth year as baseball coach at WHS Coach Cozze is looking towards a fine season with five returning lettermen and help from the underclassmen. (Photo by Dan Paoletti)

Veteran Talent Sets Pace

The Cardinal baseball team is full of veteran talent. Out of the starting nine from last year, there are five returning lettermen. Open positions should be filled by capable underclassmen.

The returning lettermen are Jack Savage, Jack Woods, Ken Foster, Mark Harbert, Gene Gillman, Tim Riggs, Clint Nicely, and Bob Monahan.

There are three players who hit .300 or better last year. Foster led the team with a .433 average followed by Savage with .355 and Woods with .340. According to Coach Frank Cozze, "These three players are expected to better their averages this year."

Indoor Track Team Continues to Roll

The indoor track team has continued to roll up victories, though on an individual basis since team scores are rarely kept at indoor meets. The two latest efforts were at the Ohio State Invitational and an Ashland College development meet.

At the O.S.U. meet, defending state champ Tim Kight won the 70 yard high hurdles in 8.5 seconds, defeating some of Ohio's top hurdlers including Wilkins of Mansfield Malabar, a top state contender. Dan O'Rourke finished fourth in 8.9 seconds. The two mile relay team of Glenn Larson, Dave Bopp, Tom Bryant, and Ralph Fallon won with a time of 8:19. The Cards had no problem in that race since Arlington's Charlie Eicholt ran into Bryant and dropped the baton on the final curve of the third relay leg.

The mile relay team (O'Rourke, Steve Trail, Ed Little, Kight) finished third behind Cleveland Glenville and Akron East despite the heroic

efforts of Little and Kight, who ran times of 50.7 and 50.2 respectively. These times are outstanding for indoor (or outdoor) competition.

At Ashland the Cards performed well on the short banked track (160 yards 11 laps-mile compared to standard 440 yards, 4 laps-mile), although times are naturally a bit slower. Mark Draher won his heat of the 50 yard dash in 5.7 seconds, while Kight finished 2nd in the 50 yard high hurdles in 6.5 seconds. Al Allen threw the shotput 49'8" to gain a third place finish in a rugged field. Ed Little took the 300 yard dash in 33.7 and Kight followed with a 52.7 victory in the 440. Dave Bopp won the 600 easily in 1:19 and Tom Kester finished 5th in the 880 with a 2:12 clocking. Ralph Fallon won the 1000 yard run in 2:25, and Tom Bryant captured a win in the mile in 4:40.4. Bill Earley finished 4th in the two-mile run with a time of 10:40.

The Worthington swimmers closed their best season to date with a 16-1 dual meet record, second place in the District, and fourth in the State Swim Meet.

The District, spring board to the State Meet, was held at the Upper Arlington Natatorium. The top three finishers in each event automatically qualified to participate in the State. Swimmers placing fourth through sixth were eligible for "at large" berths at the State Meet depending on their performances.

In the District, Gary Rogers set a new school record of 1:04.1 in the 100 yard breaststroke. The 400 yd. freestyle relay team of Jeff Rogers, Mark Pflieger, Scott Merryman, and Skip Steinman with alternates Steve Bushek and Charlie Kapernaros also set a record in winning their event.

J. Rogers won the 50 yd. freestyle with Mike Blue finishing well enough to go to the State meet at large. The team of Rob Miller, G. Rogers, Bushek, and Merryman was second in the medley relay. Steinman placed third in the 100 yd. freestyle, and

Dan Crawford

Pflieger finished fifth in the 100 yd. butterfly.

Craig Deville and Steve Emrich placed fourth and sixth respectively in the diving competition. Deville missed third by just four points.

The final meet of the year was, of course, the State Meet which was held at Ohio State. The Cards qualified in five events and won four of them.

The team of Merryman, Pflieger, Steinman, and J. Rogers shattered the State Meet record in the 400 yd. freestyle relay with a time of 3:15.41. In the medley relay, the team of Steve Clay, Bushek, Merryman, and G. Rogers set a new school record while finishing fourth. The Cards missed first by about two seconds, second by less than one second, and third place by three-tenths seconds.

Excitement mounted as J. Rogers won the 50 yd. freestyle, setting a new school record of 22.23 seconds. Excitement continued as Steinman broke another school record in winning the 100 yd. freestyle.

Cardinal Matmen Take OCC Title

Worthington wrestlers, showing exceptional depth by placing in 11 of 13 weight classes, won the Ohio Capital Conference for the second year in a row. Co-captains Chuck Conroy (145) and Tom Hanley (112), Dave Gifford (126), Mike Copeland (132), and Rick Layman (185) all captured first place finishes. Hanley won a 2-0 overtime verdict against Whitehall's Kohler while Conroy wrestled to a 4-2 victory over his Westland opponent.

Dave Gifford scored a 6-1 decision against Westland's Walton, and Copeland followed with a 3-1 win over Cornell of Delaware. Layman won his 3rd tournament title of the year with a 4-0 victory against his Gahanna opponent. Layman and Hanley won Worthington Invitational and Top 8 titles also.

Ken Blanke (98) and Dave Browning (119) both captured hard-earned second places. Blanke, who was not even

seeded, defeated the second and third seeded wrestlers 5-2 and 4-2 before losing a tough one in the finals. Browning lost a very close 4-3 decision to Shillig of Gahanna, who was top-seeded in the OCC and is also top-rated in the district.

Scott McLean (167) and Tom Schultz (175) captured 3rd places in their respective weight classes by winning their final matches. McLean scored a 5-1 victory over Reynoldsburg's Wickline and Schultz pinned Rodgers of Reynoldsburg in the 2nd period. Brent MacDonald (138) and Joe Shane (155) both earned 4th place finishes to round out Worthington's scoring.

The Cards totaled 103 pts. while host Delaware finished 2nd with 76. Westland had 69, Westerville 67, Gahanna 64, Reynoldsburg 36, Whitehall 31, and Mt. Vernon, the perennial cellar dweller, 0.

JVs, Coach Look to Next Season

After finishing the season with a 7-11 record, the junior varsity basketball team has hung up its sneakers for the year. The team ended the season on a sour note, by losing twice on their last weekend, to Westerville, and the other to a tough Lancaster team.

Coach Stan Robinett felt that overall, the boys put out effort and that their attitude was good. "The boys learned the fact that they had to keep trying and work harder." He mentioned that the team did have some trouble in reacting to different situations in game play, but that this would ease off with more experience. Having played together as a team for only 18 games, this was to be expected. "Larry Blackburn, Paul Lang, and Rick Frost all gave us a real good effort," continued Coach Robinett. He

even felt that these players "might be ready for varsity next year."

Looking ahead to next year, the possibilities seem almost unlimited for the team. With six freshman having J.V. level experience coming back, next year's team looks promising. Four freshmen were with the team all year, and two more joined them at the end of the freshman season. This not only kept the sophomores on their toes this season, but also fit the frosh into the groove for next year. Coach Robinett emphasized, however, that, "We're not going to make a policy out of this." Apparently, the potential that these six showed was enough to make them members of the team.

Excitement of the Cardinals' fans peaked when through a disqualification of a St. Xavier swimmer, G. Rogers won the 100 yd. breaststroke setting another school record.

The final scores were: Cincinnati St. Xavier 227, Arlington 123, Toledo St. Francis 117, and Worthington 102.

To celebrate their fine season, the tankers had a banquet at David's Buffet. At the banquet, the results of the election for team captain were announced. At press time, the results were unavailable.

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