



The Chronicle



Vol. XI, No. 4

WORTHINGTON HIGH SCHOOL Worthington, Ohio

December 15, 1971

Russian Visitor Warmly Received

by Greg Keller

In Russia, "the visitor wouldn't receive such extraordinary attention." Such was the reaction of Mrs. Valentina Stepanovna Kuznetsova to her reception here recently.

Mrs. Kuznetsova, who teaches English to teachers at Kiev State Pedagogical Institute of Foreign Languages, spent three weeks each in Philadelphia and Worthington as an exchange teacher during which time she tried to perfect an American accent. She was also returning the visit of Russian teacher Mr. Alex Pashovich, who went to the University of Moscow for three months in the summer of 1970.

While here, she expressed her views on many subjects. "American critics will always look at a writer's private life for clues to his work rather than putting an emphasis on the time in which he lived." In addition, she stated that more importance is placed on a person's privacy in the U.S.S.R., an area Russians consider sacred. When asked about secret police who might not be so respectful, she replied, "We don't have such a term."

Coming from a land where women's liberation is more than just a phrase, Valentina Stepanovna speaks from experience when she says that, "Russian women love to be respected, and the way to that is work." She also feels that the proper role for women is "molding future leaders from the cradle up."

Expressing the feeling that Americans pay more attention to trifles, she reported that, "In Russia, we put the emphasis not on form, but on content. We don't worry about the length of a

person's hair." Incidentally, she mentioned that long hair on men is dying out.

During her time in Worthington, she lived with the families of Mr. Alex Pashovich and Mrs. Patricia Saylor, and spoke before foreign language and social studies classes. She also got acquainted with the Russian Department at Ohio State.

Actually, if she had had her choice, she would have gone to New England where her favorite American poet, Robert Frost lived. Indeed, literature is one of the favorite subjects of the babushka (grandmother) who declined to disclose her age.

Replying to some of the "unfriendly" questions she requested in class, Mrs. Kuznetsova explained the political system under which she lives. "We do not have Communism. We have socialism which is 'From everyone according to his ability; to everyone according to his toil or desserts'."

With regards to drugs, "We have no drug problem, and I think this is because health is fashionable. Because it is fashionable to be well and strong, it makes no sense to take something that would weaken us." Nor is race a problem. "(The U.S.S.R.) is divided into 15 states, and each group of people lives in their own state. The people who leave their (home) state are treated just like other people."

Education in Russia has nothing to do with money. Mrs. Kuznetsova explained that, "Private schools would not be dreamed of in the Soviet Union. The state pays for everything.

From the time you start until you finish, it doesn't cost you a kopek."

Mrs. Kuznetsova left Worthington December 2 for her trip back to the homeland. She was incensed when one interviewer asked if she was considering whether or not to defect. Russia, the homeland, seems to have a bond with all its natives. Alexander Solzhenitsyn decided not to go to accept the Nobel Prize when he found that he would not be re-admitted to the country—even though he has been persecuted by the government. Whatever the conditions inside the U.S.S.R. are, they're not "that" bad yet.



Mrs. Kusnetzova has shared her language and culture with both social studies and foreign language students. (Photo by Steve Tracey)

Board Reviews

Smoking Problem

The administration and Student Council recently issued a position paper on the smoking situation at WHS. The paper reviewed the smoking problem and possible solutions for it.

The problems and dangers of smoking are very prominent in the high school's twenty-two student restrooms during and between classes, before and after school. Along with the known dangers to a smoker's health, the possibility of fire also exists. Nonsmokers find the littered,

smoke-filled, crowded restroom conditions very undesirable and are in favor of a change.

The smoking policy as it stands now, states that "Students are not at any time to use tobacco on school grounds or during school-sponsored activities." Violators must assume the following disciplinary measures: three-day suspension for the first offense, five day suspension for the second offense, and ten-day suspension for each subsequent offense. This policy has not been found effective in reducing the amount of student smokers. There has been a definite increase in the amount of smoking in the last several years. The faculty has been unable to enforce the policy sufficiently. There is not enough school personnel to monitor the restrooms and faculty is unwilling because this causes uncomfortable feelings between students and teachers. In spite of these difficulties, a total of 121 school days have been lost up to November 1, 1971 by students suspended for smoking. This loss of time has a very poor effect on a student's education.

Various solutions presented by the Student Council and administration are now being considered by the community and Board of Education.

The present policy of suspension could remain the same. Since this policy has not worked in the past, it is doubtful that the situation will improve in the future.

Another possibility, is that of employing full-time restroom monitors. There are various problems involved here also. First of all, this policy assumes that there are people available for the job. Cost is also a large

factor. It is estimated that the monthly cost for monitors would be approximately \$10,000. It is also likely that students would have negative feelings towards these monitors, causing strained situations.

Making the punishment more severe is another possibility. One way of doing this would be to expel any student found smoking. This policy would involve going through various procedures with the law, and, if passed, it would deny the students education.

The final possibility under consideration is that of a student smoking lounge. The faculty, students, and administration favor this solution. The student smoking lounge alternative would involve continuing the no-smoking policy within the school, and permitting student smoking in designated areas on school grounds. This solution would lessen the hazards of fire and improve restroom situations. The loss of school time by suspension would be reduced, and the morale of staff and students would be lifted.

There is also the possibility of lessening the amount of student smokers. There are two categories of smokers; those that feel a psychological dependence on smoking and those who do it to identify with fellow-students or just to break the rules. The later will probably smoke less than they do now if the smoking lounge is put into effect because the risk will be gone.

The administration and students council stresses that they do not, in any way, condone smoking, but they feel that student smoking will continue and the board must consider a change which will correct the intolerable situation.

New System Bans Grades

Many question the value of the grading system at WHS. Students complain of the detrimental pressure grades put upon them. Some argue that the grade a teacher gives cannot be a true representation of a student's achievements since the teacher sees only a small portion of the student's work and effort. If the present system is ineffective, what are our alternatives?

The supposedly ideal situation is one in which each student works individually at his own rate of speed. He would receive no grade but merely move to a higher level of material after sufficiently mastering the material of his present level. For an example of this method in action, the Worthington elementary schools may be observed.

The elementary schools have not begun to work totally on an individual basis, however, they have been successful in eliminating the grading system and replacing it with a system of

achievement evaluation. The evaluation form is a type of check list consisting of positive statements, for example, "Understands what he reads," or "Demonstrates growth in word attack skills." If the student is doing as expected in each situation he is given a check in the appropriate box on the evaluation sheet. If he is not doing well, nothing is reported. There is also a space provided for teacher comments. Each student is issued his evaluation at a different time since a parent-teacher conference immediately follows. The students written assignments are treated much the same way. They are given no grade, but receive comments and criticism. In this system, great emphasis is placed upon self-evaluation. Students are expected to review their work and criticize themselves.

In general, the parents, students, and especially teachers are in favor of this system. The only disadvantage is misun-

derstanding on the part of some students. They think that since the evaluation form includes no negative statements, they can in no way improve. This is not true and could become a dangerous misconception.

To instate such a grading method in the high school would cause one major problem. On what basis would colleges select their students if grades were unavailable? In order to get WHS students' opinions the Chronicle Poll asked: "What do you think about a no grading policy in the high school in which the students receive only an evaluation?"

Tom Harriman (10): "I would like to see it go through and this will separate the ones that want to learn from the ones who don't care."

Scott McCall (12): "Grades do not effectively gauge a person's ability or progress, an evaluation would do a fairer job of this."

Charlie Jamison (12): "I think it would stink. You need grades to get into college."

The True Joy of an Ancient Christmas



There once was a time when no one had heard of Santa Claus. There was no rushing from store to store--no pushing and shoving at Thanksgiving time or in the weeks to follow. There were no specials on television, no delighted children's dreams of reindeer, elves and Frosty the Snowman.

The night before Christmas finally arrived. There were no decorated Christmas trees in sight. Nor were there gaudy presents under the tree or stockings hung under the mantel where Christmas cards were to be placed. There wasn't the delightful aroma of freshly baked cookies filling the house, nor were the traditional Christmas carols being played on the radio.



The churches were filled with people, content and joyful that their Saviour had been born.

People all over the world treated this special day as His birthday, not as a time to shower each other with expensive gifts.

Now people rely so much on the story of Santa Claus to fulfill their Christmas that few celebrate the real meaning of Christmas-- the birth of Christ.

Perhaps we will return one day to the true joy of an ancient Christmas and forsake the plastic joy of a Woolco Christmas.



(photos by Steve Tracey)

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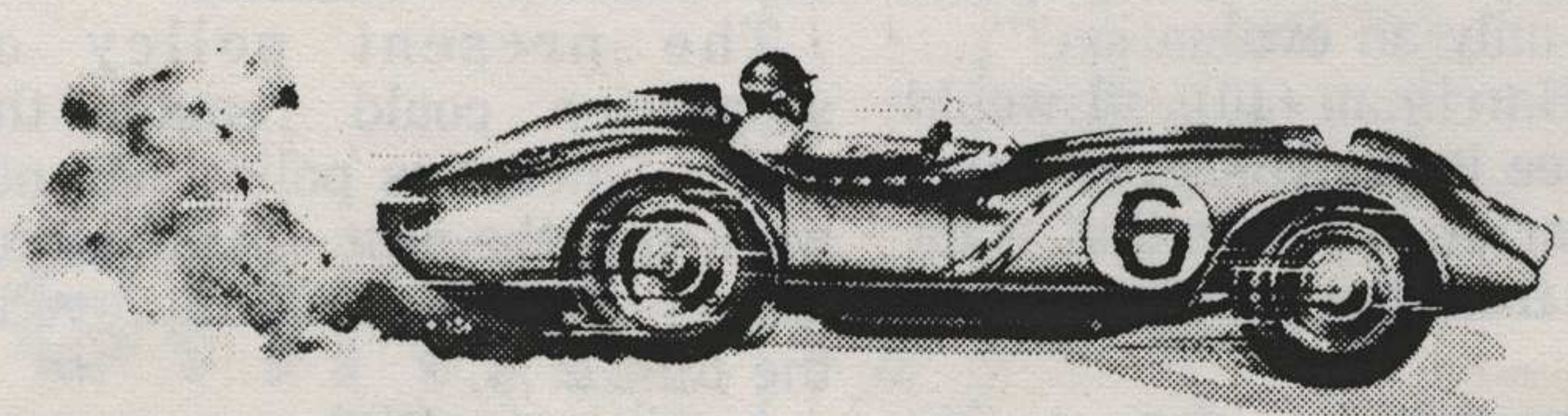
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Senior Spotlight

Individualism Urged

by Sandy DiCenzo

Although she has retained a high grade point average through high school and is a member of National Honor Society and Spanish National Honor Society, Leslie Epps does not view these as her more meaningful accomplishments. She comments: "A typical attitude is 'go to college, get straight A's, and be in the top of the class.' If I got an 'F' but felt I tried and learned I would be more content than if I got an 'A' and learned nothing."

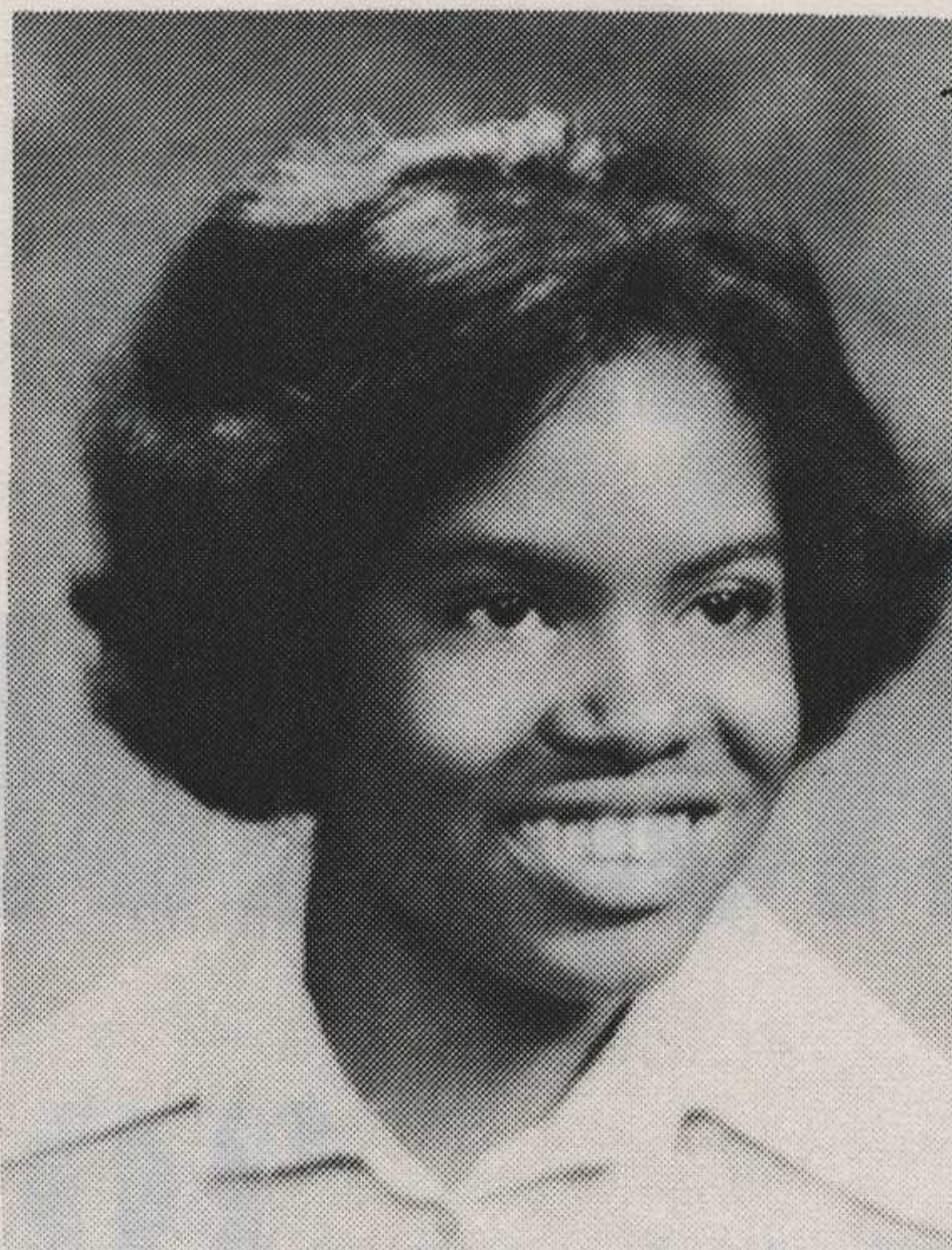
Leslie sees an emphasis on status hindering human development and relationships: "Many can't relate to another as a person--as another human being. He always has to be someone of importance. People are too busy trying to be something they don't have to be--they don't realize this till too late." Leslie noted that this attitude is more prevalent in Ohio than in some other states. She summed up the difference in attitude in Georgia with two words: "They cared."

When questioned whether Worthington prepares students for the future, Leslie replied, "WHS prepares students for college but does not adequately provide for those who don't go to college." Leslie believes a "change in the whole educational process is needed from kindergarten to college," designed to "allow students a greater chance to explore." She feels WHS focuses on Worthington and isolates students from conditions not as pleasant as those which exist in Worthington and from those who live under these conditions.

Holding the title of First Lieutenant in the Drill Team, Leslie spends much of her free time practicing on the field in

front of the high school. Leslie defends the existence of a drill team at WHS because it gives more than just the cheerleaders and those in the marching band a "chance to show their spirit." She predicts success for the Drill Team "only if the girls overcome their apathy," detecting a middle class symptom of being accustomed to "not having to give anything back."

Vice President one year and member for three more years of Race Relations, Leslie Epps' concern for others takes a positive and active course. After



Senior Leslie Epps

concentrating her studies on the social sciences at the college level she plans to enter the field of social work "in an effort to help my black brothers and sisters."

Better Education Possible

System Inadequate

In the belief that, "The educational process in Worthington should be significantly changed," Jim Balthaser and Paul Price look beyond the problem of overcrowding at WHS. Even after the problem is solved, WHS will retain a system which Jim and Paul believe interferes with the learning process, only on a smaller scale.

Students in Mrs. Becky Heaps' Argumentation and Debate class, Jim and Paul proposed the following course of action before a student-filled East Cafeteria on November 23:

"1) The establishment of a student responsible ombudsman office on the school board with voting privileges. 2) Student access to all his school records. If the student deems it necessary he

may add a written comment. 3) Student voice in all course planning activities. 4) The adoption of a mutual evaluation system between students and teachers. 5) Institution of a policy of total freedom of speech and press within the bounds of slander. 6) Open campus. Students will have the freedom of leaving the school building during periods of unscheduled time. 7) The adoption of a modular or flexible scheduling system based upon the assumption that only a minimum amount of class time is required for actual learning."

Advantages

Jim and Paul feel the adoption of this seven-point program will result in the following five advantages:

"1) Students will be better prepared for a life in a democracy, for we find that the main requirement of a democracy centers on individual responsibility. However, the present educational system runs counter to this requirement. A student, instead of having to rely on himself, is told when, where, and how to go; he is told when and how to learn and how to act.

"2) Students will learn more, for the courses offered will directly affect their interests and desires. We see upon investigation of the present course planning that there exists no direct authoritative student voice in this process.

"3) Teachers will be able to instruct their students more effectively for they will be receiving direct feedback.

"4) The faculty and student body will function better for the present tensions between the faculty and the student body would be eliminated. The basis of this tension can be found in the fact that there exists a basis planned inequity between the students and teachers. The teachers are designated as the commanding officers, so to speak, of the students. The students, the subjects of the commanders. They are told what, where, and how to do something without possessing an effective means of dissension.

"5) Better education in general will result. For combining a better preparation for democracy, student desire reflecting courses, more enlightened teachers, with a decrease in tension between teachers and students, a better education must result."



From left to right, Jeff DiCenzo, Rick Young, and Carol Farmer, three organizers of the Pakistan Relief fund-raising project.

in the cafeterias during lunchtime. The group also held a bake sale and sponsored a concert at the Worthington United Methodist Church to help raise money.

Rick Young, acting chairman for the group, expresses thanks for the cooperation of the faculty and administration, student council, his fellow workers and "especially the student body who made the contributions, thus showing that they truly care."

According to Carol Farmer, plans are being made to conduct similar fund raising campaigns in the future. A possibility for the next project is the Drug Crisis Center in Columbus.

Students Aid Pakistan

by Sue Schley

Ten million Pakistanis are now crowded into refugee camps in India. Others seek shelter in schools, temples, and railroad stations. Over five thousand have died from cholera alone. The situation is expected to get worse as winter approaches.

It is in view of these facts that a group of Worthington students decided to do something. The group, which includes Rick Young, Jeff DiCenzo, Carol Farmer, Matt Guerin, and Anita Williams, felt that, "As members of the most affluent country in the world, we felt we had a moral obligation to help the starving refugees from Pakistan."

Posters in hallways and on staircases carried the simple message, "Nine million Pakistanis will die this winter unless somebody cares."

"The response was overwhelming," says Jeff DiCenzo. Over \$500 was collected in all. The largest part of this was donated by students and faculty

Tree Symbolism

Editor's note: Pine trees have been associated with the Christmas celebration since the beginning of the Eighteenth Century. Through the centuries, a number of theories have been built around this custom, attempting to trace its origin. Although it is probably impossible to determine the actual origin of the Christmas tree, the theories and legends are interesting in themselves. The following is taken from an essay by H.K. Scholefield which appeared in the December 1950 issue of "Ancient Wisdom".

The tree itself comes directly out of a pre-Christian cult as practiced by the Druids who, while understood to have practiced degenerate ceremonies involving black magic, certainly had an inspiring idea in forest worship, the adoration of Life as represented in the growing tree, the highest product of the vegetable kingdom, thriving in its captured energy of the Sun, a symbol of God.

Taking our tree, still green, unwithered and charged with native life force and chosen for perfection of symmetry, we erect it at our firesides and decorate its branches as did our savage forebears of ancient days; and with the same symbols. We use lights on our tree; our grandparents used candles--the symbols of life, the force of creation, present in men's bodies and the agency of their ultimate enlightenment.

Sacred fires burned before the Druid's oak, consuming sacrificial offerings to the wood-gods and reflected again from enlightened faces and from decorations and images hung in the tree: from symbolism both good and evil, as changing ages produced changed men. What images have reflected such light!

The tinsel of today was once silver and gold offered to the wood-god, a sacrifice in hope of return in kind to the donor; today we do much the same in purchase of good dividend paying securities, again not always experiencing the hoped-for benefits. But in ancient days everything most precious to the giver was laid upon or before the sacred tree, in token of sacrifice; his jewels, his silver plate, his golden cup, and the choicest fruits of herds and vine.

'Gratis'

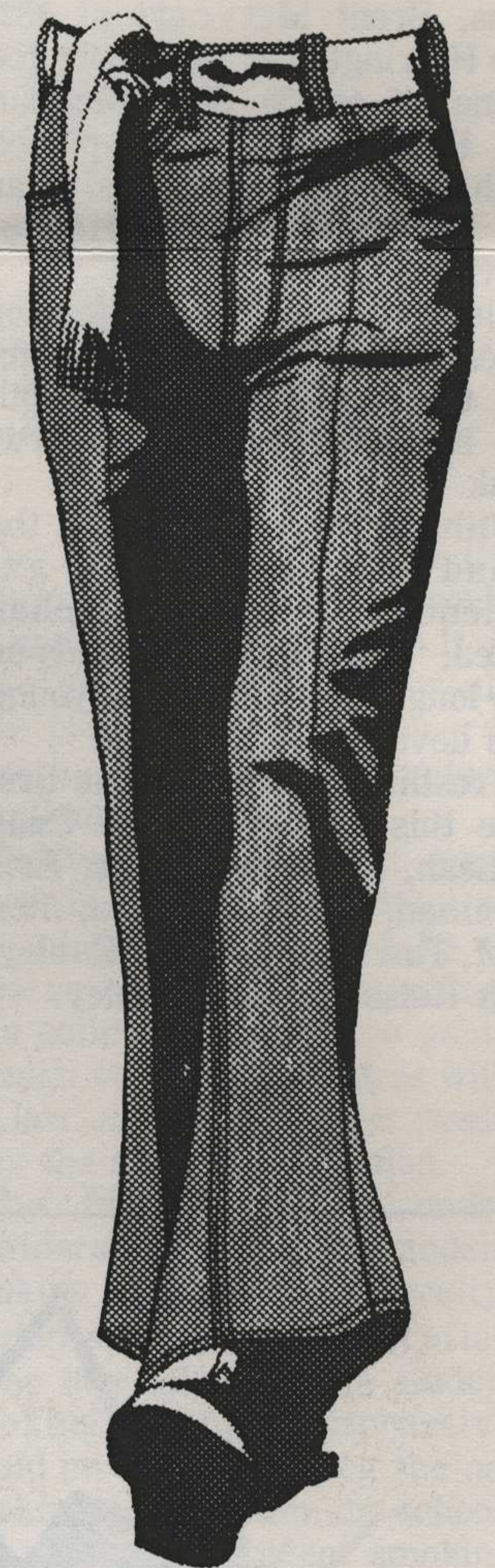
Remember Abbie Hoffman's, "Steal This Book"? A book is now being printed in Switzerland titled "Gratis Verlag." (German for "This Book is Free.") By Christmas, the publisher hopes to have handed out 40,000 copies.

"Gratis Verlag" is a ninety-six page anthology of Swiss writing. The publishers Theo Ruff and Peter K. Wehrli are aiming to reach readers "outside the channels of the established book industry." The book is to be distributed in streets, factories, schools, community kitchens and flop houses.

In biblical times gold was offered as to a king, frankincense as to a god, and myrrh as to one who was to die: myrrh being an embalming agency. Incense is used in many churches today, and in Druidical times herbs were cast into the flames to emit intoxicating fumes. Today we brew 'political medicine' in smoke-filled rooms and stupify our senses with tobacco--as if the same men and women reincarnated, now painting ourselves with rouge and lipstick. In those other times the mode required a tasteful blue: some catchy little thing in wood.

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Varsity Cagers Hopeful Despite Losses

The Cardinal basketball team got off to a slow start dropping their first three games; the first to Whetstone 70-54, the second to Buckeye Valley 57-48, and the third to Ohio Capital Conference rival Mount Vernon 51-43.

Whetstone, from the tough City League, ran the Cards ragged. The Braves broke Worthington's press easily, and dominated the boards. There was one bright spot for Coach Pat Mannion's team in sophomore Mike Wheatley who played a strong center and scored 13 points.

Against Buckeye Valley, Worthington faced a zone defense that worked effectively. At the end of the first quarter the score was 15-11, in favor of Buckeye Valley. In the second quarter the Cards went to a press to speed things up, but Buckeye Valley lengthened the lead 32-22.

In the third quarter the press was used again as the Cards and Buckeye battled evenly, at the end of the period it was still their favor 44-36. The fourth quarter Buckeye Valley slowed things down and held onto win 57-48.

Standouts for the Cards were Bruce Guillaume who scored 19 and sophomore Tim Crandall, tossed in 10.

Then the Cards began Ohio Capital Conference play, with defending champ Mount Vernon. The Yellow Jackets opened quickly scoring six unanswered points. Then Larry Blackburn broke the ice for the Cards with a free throw. At this time, the Cards changed to a zone and closed the gap to 11-7 at the end of the first period.

In the next quarter the Cards cut the lead to one at 13-12 but at the end of the quarter the Jackets had a 17-14 advantage, as zone defenses kept the score down.

The third quarter the Cards opened in a man to man but

switched back to a zone to hold Mark Leonard in check. Worthington played well keeping the game in reach.

During the last period turnovers hurt the Cards and made the Cards use a press in desperation. The Jackets won going away 51-43. Mark Leonard led Mount Vernon with 25 points. The Cards had two men in double figures: Bruce Guillaume with 11 and Bill Atha with 10.

The Cards strong showing against O.C.C. favorites give promise for better things in the near future.



Bill Atha (30) and Dan Wolmoth go up for a rebound during the Whetstone game. (Photos by Dave O'Herron)

Matmen Lack Experience

With many sacrifices to themselves 45 boys came out for wrestling this year.

At first glance this year's team barely looks competent. First of all, Coach Jerry Stephan is welcoming back only seven lettermen. These include: Wally Schonitzer at the 112 lb. weight class, Brent McDonald at 132, Bob Harrington at 138 or 145, Joe Shane 145 or 155, Scott McLean 175, Rick Layman, who placed sixth in the state meet last year at 185 and Andy Henle, heavyweight.

Also due to the lack of former lettermen and others not going out, the question of team depth can be answered in one word: weak.

With only four seniors out, the squad obviously lacks experience. As Coach Stephan stated, "Our success depends on how long and how well the young kids develop."

Wrestling varsity for the first time this season will be Doug McLean, Peter Schonitzer, Eric Foreman, Steve Henretta, Ron Kopf, Tim Layman, Bob Hanley, Dick Reiss and Mark Foley.

Nonetheless, don't let first appearances weigh your judgment of this year's team. For with all their lack of depth and experience they will undoubtedly be one of the real wrestling powers in the area.

Schedule:

- DECEMBER
- 17 Newark & J.V. Home 7:00
- 18 J.V. Tournament Home 12:00 noon
- 22 North Canton Tournament Away
- 23 North Canton Tournament Away
- JANUARY
- 15 Upper Arlington & J.V. Away 7:00
- 22 Grove City & J.V. Home 7:00
- 29 Brookhaven & J.V. Home 7:00
- FEBRUARY
- 4 Westland & J.V. Home 7:00
- 5 Freshman Tournament Home 12:00 noon
- 12 Top Eight at Desales Away
- 18 OCC Meet at Reynoldsburg Away
- 26 Sectional
- MARCH
- 4 District

Intramurals Solve Boredom

by Rob Lamp

When it is winter time and there is snow on the ground, kids are reluctant to go outside. Instead they usually find themselves in front of the TV sometimes very bored. Worthington High School is trying to change that state of boredom by setting up a winter intramural sports program.

Over 235 boys are out for winter intramural sports; 175 of them make up the basketball program. Freshmen and sophomores play

after school while the juniors and seniors play on Thursday nights. Table tennis, bowling, and billiards are also on the winter intramural list.

Intramural advisor Mr. Frank Cozze states that, "We are trying to utilize the gymnasium as much as possible."

The girls also have a winter sports program. They started their basketball season on

December 2. Future plans include bowling, ice skating, and sleigh riding at the new Iceland on Olentangy River Road.

Intramural sports not only keep you doing something, but allows the boys who enjoy playing the sport but aren't able to participate interscholastically to do so. Whatever their motive, many enjoy the program.

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