

Is Modular Scheduling Possible In WHS's Future?

Editors note: Modular scheduling is not new in theory, but in practice. This year at WHS, attempts are being made to introduce this system to the students and to the community in hopes that soon, the traditional scheduling will be shelved in favor of the modular approach.

This article concerns itself with the Kilbourne experiment in scheduling, and with the Geometry program initiated by Mr. Haas. Keep in mind that these are but the beginning, and are on a trial basis.

Kilbourne "Team" Explained

This year, nearly 95 freshmen found themselves in the middle of what may be the beginning of modular scheduling at WHS. These students along with faculty members from the math, English, history and science departments comprise the "team" involved in this experiment at the Kilbourne extension of WHS.

The students' schedule is quite flexible with varying class periods and free time or "flex" periods. During the first time period, films, tests and guest speakers are presented to the group as a whole. For the remainder of the morning, the students divide up into four "sub-teams" or about twenty-five each. In these small groups, the students then attend four classes and one flex. The classrooms used by this group are close together, to be easily reached in the one minute allowed between the "team" classes.

At this point, the students separate for the afternoon, and their schedule resembles that of any other WHS student. Afternoon activities include lunch, gym, languages, and electives not offered by the "team."

The flex or free time for the students in the morning lasts 20 to 40 minutes, depending on the morning activities. During this time, students are allowed to go to a study hall, commons, or to the library.

During this time, the teachers, Mrs. Weilnau, Mr. Hoffler, Mr. Bohmer, and Mr. Hyatt, have the opportunity to discuss and plan schedules according to daily needs.

Reactions to this newly-introduced system vary greatly.

Among those not involved in the experiment, Luanne Best does not approve of the system. "It separates kids from their friends." Jeff Litteral, however disagrees, saying, "I'd like having classes in a different order. It gets boring having them in the same order every day."

There are also positive and negative feelings from those involved in the experiment. Bob Feehan likes, "the flex and common flex because if you have any homework you didn't do or have to do, you can do it. You can also go to the library. The common flex, you are free to do what you want in the class, like recess."

The most frequent complaint is directed to the one minute allowed between the morning classes. Students say that they have little opportunity to talk to their classmates.

Mr. Hoffler, English teacher for the experiment commended the program by saying, "My main praise for the set-up is for the flexibility of the scheduling. This makes the school day less of a routine for both students and teachers. My principal concern is that the team members may not feel they are a part of the rest of the school."

Geometry Set-up Different

Geometry classes this year are participating in a team-teaching program. Mr. Haas, originator of the plan, Mr. Rusk, Mr. Butler, and Mr. Laughbaum are directing this experiment.

Individual classes meet in their assigned rooms for lectures three times a week. Occasionally, all of the classes from the same period meet in the East Cafeteria for speakers and tests. On days when neither are scheduled, the students work on homework, and have the opportunity to consult with their teacher on problems encountered. Some students have geometry during one class period, while most have been scheduled into one and one half periods.

Mr. Haas likes this program, "... because we can get to students more separately and in smaller groups." He says that the programs, "... started out about a year and a half ago, and this went along with the intent for a new high school building."

Some of the students seem to have taken this change in stride, finding the program, "not very much different," from their previous experiences with math courses.

Principals Pleased

In an interview, both Mr. Cavanaugh and Mr. Miller seemed pleased with the early results of these programs.

Mr. Cavanaugh explained his purpose in giving the go-ahead to these programs at this time, was to acclimate the students, teachers, and community to this method. He advocates modular scheduling to "get the (teaching) job done properly."

The change to modular scheduling should be a departmental decision, according to Mr. Cavanaugh. It would probably be "several years" before the modular program would become a reality at WHS.

One of the most obvious difficulties to be overcome in bringing modular scheduling here is the building itself. Due to the nature of this form of scheduling, large lecture halls and smaller conference rooms are necessary. The middle-sized classrooms that now exist would not suffice.

The final decision would rest with the community, students, and administration.

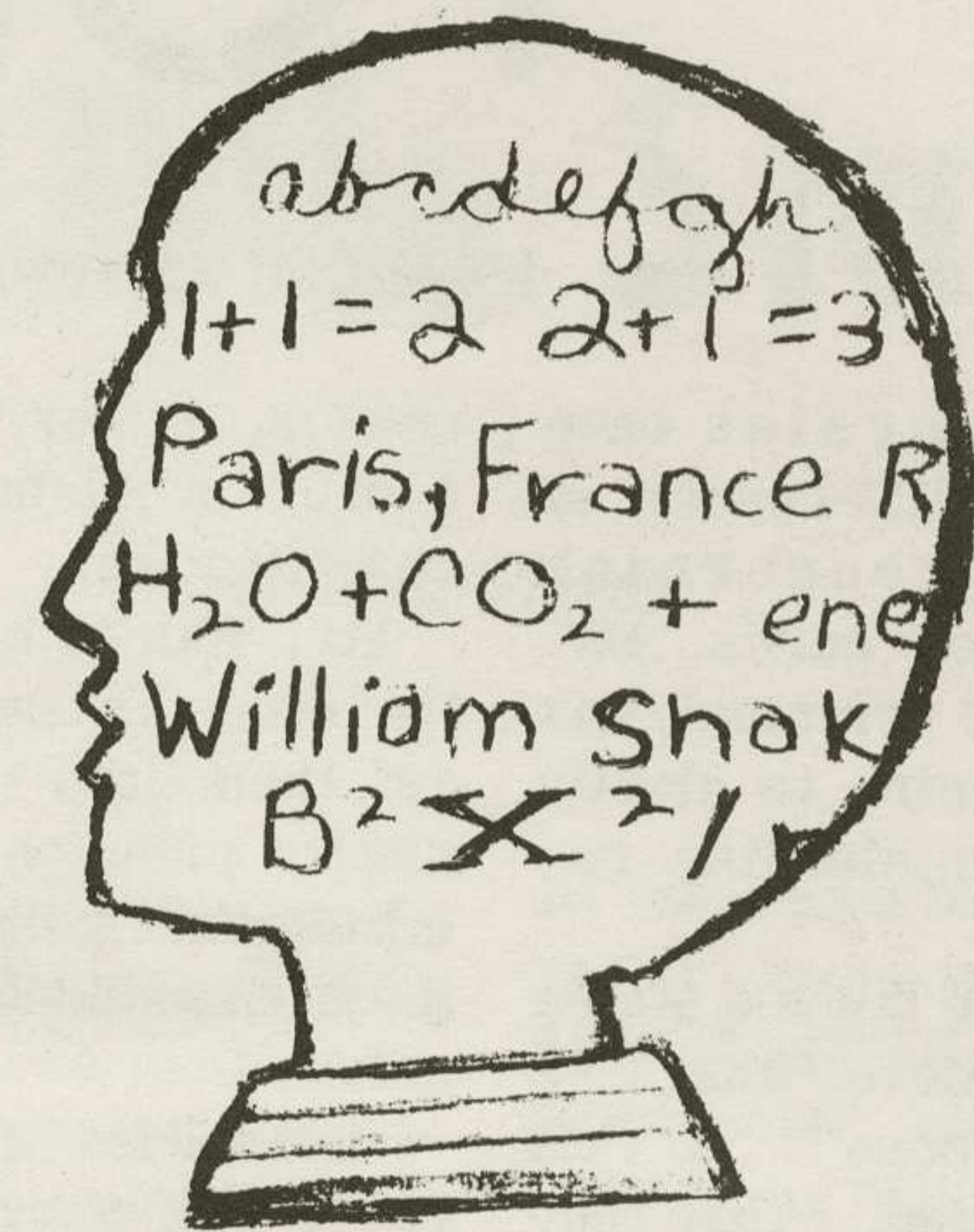
What Is Modular Scheduling?

Originally created as an addition and/or a possible improvement to educational systems, modular scheduling assumes aspects different from those found in a regular classroom situation. The current demand for self-instructional programs may be connected with the recent enthusiasm for modular or computerized schedules. School principals have been asking why all classes should meet for the same length of time. This question brought about school day divisions into modules of fifteen or twenty minutes, giving each class from one to six of these modules as desired by the faculty. "Today's Education" states that the better modular scheduling programs "will have one large group presentation and two small group discussions per week, plus study on schooltime" in single field resource centers. There, a student has at hand all the materials and equipment he needs for assigned or independent work in a subject, with competent assistance.

Although modular scheduling occurs in various forms, many students in such a program have the same teacher for a specific subject. Large classes, numbering to two hundred are common, and additional reference material is often added to the standard textbook.

Classes do not meet every day, and change frequently in their course structures. Guest lecturers are invited and study periods or "flexes," separate the class periods.

(continued on page 3)



IS THIS ALL THERE IS TO EDUCATION?

READY ON MODULES

If one happens to pass by a school and hears rock music penetrating the staid walls, the school is Bishop Ready High School. The school is in its second year of a totally modular program for grades nine through twelve.

One day consists of eighteen modules, or "mods," of time, twenty minutes each. A student may adjust his schedule to include as many or as few classes per day as he wishes. The student also has the option of taking courses for credit, or of auditing them.

Listening to the juke box is one of the options available to Ready students during their free periods. The students can go to a commons area to listen to music, play cards, or just talk. During this time, teachers are frequently sought out by students desiring extra help.

Mr. Merullo, guidance counselor and teacher at Ready, feels that "There are countless numbers of advantages to this system. The system provides more flexibility for the students and relieves the monotony of hour long classes. It also releases the teachers from the unpleasant job of study hall monitor."

There are, however, drawbacks. Not all students have learned to work well within the modular system. Mr. Merullo stresses that, "Students must keep in mind that the purpose of school is to learn and they must accept the responsibilities which go along with it." He feels that this problem can easily be surmounted, and lead to the perfection of the system. He extends an invitation to any student who would like to visit Bishop Ready and see the modular system in action.

Letter to the Editor

WHS Dating Discouraging

Dear Editor,

A recent survey circulated in girl's gym classes polled students on several items of interest. Questions concerning the lack of attendance at the Prom and our "dating situation" in general, were offered.

Usually "Letters to the Editor" deal with subjects of considerable intellectual breadth often requiring Micrin. Such things as knives in the cafeteria . . . are regarded as trivialities and do not merit writing time or space in a publication. Therefore, a letter concerning dating makes an unprecedented leap onto the editorials page.

Getting right to the point-most WHS students do not date. This is an obvious fact, accentuated further by girls constantly bemoaning their sad state of datelessness, and by approximately 1050 females with forlorn, downcast eyes the Friday before a dance.

Several factors appear to influence our present situation. This typical example of middle and upper-middle class America with its advanced ideas, Worthington, Ohio inevitably breeds maturer student's at an earlier

age. Girls, maturing usually two years earlier than boys of their age grow impatient for action. It is not uncommon to see a harried seventh grade male being pursued by a group of adoring seventh grade females. This yet unawakened object of female admiration shrinks from contact with the opposite sex. These early encounters would possibly discourage many boys from dating, even in high school.

It is also a possibility that a lot of well-meaning mothers obstruct the paths of their "little boy's" dating. You're too young, wait until college, etc. . . . sound reasons, but nevertheless, disappointing.

Money problems, transportation, and the lack of anything to do in Worthington all enter into the picture. But, come on, boys, what are a few social and economic obstacles? Maybe if you each tried taking a girl out once, each of us would have something to talk about for the next two months and would stop bothering you. Or are you too conceited to lower yourselves? You don't know it, but you're lucky. We'd go out with you anyway!

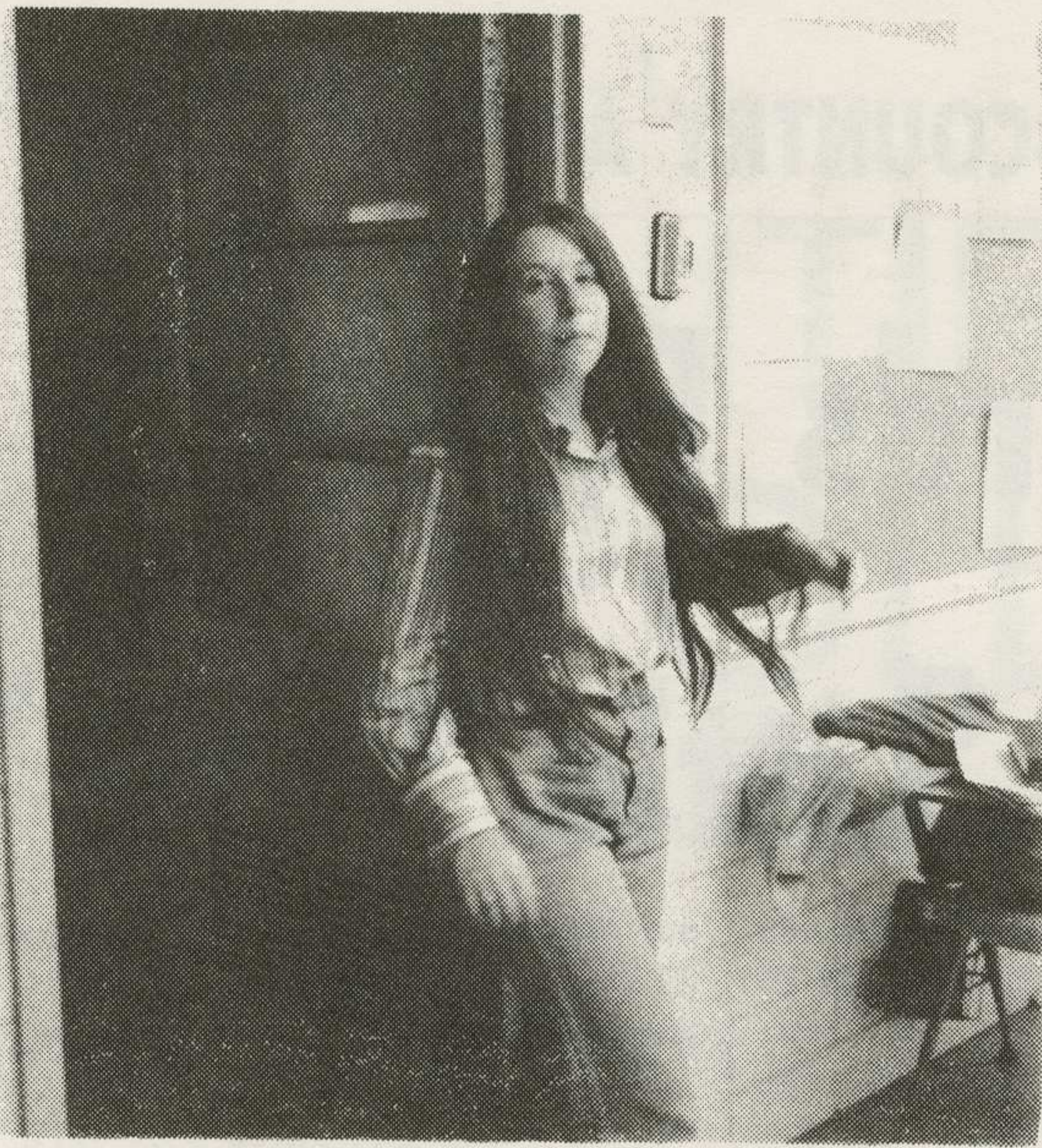
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Evy is surprised as she enters Journalism class.

SENIOR SPOTLIGHT

by Hollis Muttart

Evy Pine is one of the most vibrant and optimistic people at Worthington High School. Evy has been working on the Chronicle for four years, and in Thespians since her freshman year.

Evy was a reporter for the paper in her freshman year. As a sophomore, she was co-news editor with Ann Schulze. Last year Evy was editorials editor and was also president of the Ohio High School Press Club.

Evy has a great deal of interest in theatrical work. She was involved in the Columbus Junior Theater before she entered high school. She was initiated into Thespians at the end of her freshman year. She has been in the high school productions of "Our Town", and the children's play "Pegora the Witch". Last year Evy worked on the make-up committee for "Blithe Spirit." Evy did the make-up for the spirits. Miss Hottenroth told of Evy's work, that she had to mix the make-up herself and did a "very professional job". Miss Hottenroth continued, "She has a very strong interest in drama and a great deal of talent." Evy's interest is shown through her involvement in the plays and that she is one of the first to show up for work and meetings.

This year Evy is working on the play "Member of the Wedding". She is technical student director for the play. Miss Nichols, the director for the play, feels that Evy "knows as much about prop books and directing as I do." Miss Nichols picked Evy as student director "because of statements made by other students."

Evy also has knowledge of films and film-making. She has appeared on the television show "The Judge."

Evy's musical interests range from Elvis Presley to Rogers and Hammerstein. She enjoys attending operas and concerts. At home Evy listens to recordings of Elvis Presley and other musicians of the "Presley Era". Evy

also has a large collection of albums from musicals.

She enjoys plays and movies. She has no great preference; she enjoys horror, espionage, comedy, and "social statement."

Evy works in Liberal Religious Youth, the Unitarian Church group for high school students. Evy had had four years involvement in LRY, and is now an officer.

Evy believes the high school students should be allowed to smoke on school grounds. Although she does not smoke on school grounds, there are times she would like to.

Evy enjoys meeting new people. Jackie Burger was in Worthington three days when she met Evy. Jackie's impression of Evy is that, "She's altogether a whoopee-person. Evy's well-meaning without being superficial. She was the first friend I had." Jackie added, "As soon as you meet her, there's always something happening."

Liz Simmons, a good friend of Evy's, says she is a "really fantastic chick." Liz met Evy at an LRY meeting. "She was the only person who said hello when I walked in." Liz continued, "Evy is honestly and intelligently concerned about social problems and she is willing to work for change."

Evy's friends have the general consensus that she is "most encouraging and ego-boosting." Frank Lampe described her as "the ideal friend. She's warm and compassionate, yet not to a point of being phoney or a busy-body." Gina Gigante explained this idea further, "I can remember when I wouldn't have made it if she hadn't been there to talk to me. Don't get me wrong though, Evy's not a perfect person, just a real one."

Ann Schulze feels that "Evy's changeable" but that "she cares" and is "a wonderful person."

It seems that Ann best described Evy's personality in one sentence, "Evy is Evy."



HELTER'S MARVELOUS BONES

by Sue Schley

Helter Skellington makes no bones about telling people he is a skeleton, because after all, he is, and anyway, he was a Boy Scout. Today is Halloween. Helter is at his old house, digging around in the attic. Actually he doesn't want to be in the attic-but it's those wild dogs outside again. It's not that the dogs don't like Helter-everybody likes Helter. But it's just that they can't resist his marvelous bones. Now this is very depressing for Helter. If the dogs should get at his bones and chew him up, poor Helter would die. Because Helter does not like this idea, he has decided to do away with the dogs once and for all. Now every year Helter dresses up in a monster suit and strolls around town. Last year he appeared in a headmaster suit. But this year he has decided to wear a sports jacket and a baseball cap so as to appear casual.

Helter is dressed, and sets out for his destination-a weight watchers club meeting. He is early, so he hangs around outside, hoping to inspire the over-fleshed members with his marvelous bones. Suddenly he spots his five wild dog friends prancing down the street. (He tricked them into coming by saying that Lassie was lecturing on "How to Win Friends and Influence People." It must have sounded impressive.) Helter works fast. He whips out his lasso and his cage, and before they know it, the dogs are

captured. He carries the cage into the meeting room, which is now full of fat people with lots of meat on their bones, a tempting sight for any hungry dog. Helter knows the vicious dogs will never need to bother him again. He opens the cage, ready to watch the excitement. But what! The dogs are mad! They are going for Helter! Helter with meatless, dried up bones. The dogs had their first meal in 4 months. It seems they were devout vegetarians, and after all, Helter did have such marvelous bones.

Record review

LED ZEPPLIN III ARRIVES

by Phil Frankenberg

(continued from page 2)

Some theorists indicate that modular scheduling increases the opportunity for dimensional learning in the classroom. Outside speakers offer a learning device other than the conventional teacher-to-student method. Students are exposed to a variety of viewpoints through an exchange of ideas in group discussions.

A comparatively new educational theory, limited evidence concerning the success of modular scheduling is available. Problems for a student dealing with the large amount of unscheduled time, 40 to 60% at stages, often half a day, then none the next, are apparent, and investigations of these developments are underway.

The long awaited return of Led Zeplin has come at last, with a new sound that was far from expected. As one the first two albums, the driving bass of John Bonham and the exciting drum work of John Paul Jones supplies the necessary foundation for the exceptional talents of Jimmy Page on lead guitar and the overwhelming vocals by Robert Plant.

Ranging from the traditional Zeplin style to orchestrated classical arrangements, from a subdued folk ballad to their own brand of Rock-n-Roll, Led Zeplin III is truly the complete album.

Like a good mystery, once you get into the first part, you are absorbed totally. The opening cut, "Immigrant Song," brings together all of the best aspects of previous Zeplin productions.

It has an "old friend" quality.

The transition from this very dynamic style to the startlingly subtle one of "Friends," makes you immediately aware of the drastic differences between this and past albums. With a deep string orchestration and a lethargic classical guitar background, you begin to wonder if this is the same group.

On the same side, enforcing the unusual diversity of the album, is located what must be called the perfect blues composition. "I've Been Loving You," well illustrates the superb talents of each individual musician.

Stereo separation and technical quality are excellent on the last song on side one. Jim Page, who also produced the album, really outdid himself on "Out On The Tiles."

On the flip side, "Gallow's Pole" appears as the only ballad by Zeplin. This easy going folk number illuminates Plant's great gift as a composer and lyricist.

"Bron-y-Aur STOMP" is the most sincere STOMP to come along in many years.

The album finishes off with a "Tribute to Roy Harper" Plant and Page unite once again in this final song, creating a masterpiece of mood.

The long wait for this new release is greatly counterbalanced by the quality of production technique, musical talent, and the lyrical genius.

A Discovery

He lost his job through lack of work
He lost all privileges as he was wild and beserk
He lost his home through scorn and hate
He lost his pride through sports affairs

He lost his money through bonds and shares
He lost his confidence because of himself
And he went through life like a book on a shelf.
By now the cover had started to decay.

He lost his freedom through cheating and slugs
He lost his mind through alcohol and drugs
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But he found in a book that in fact he was dead.

--Mike Thomas

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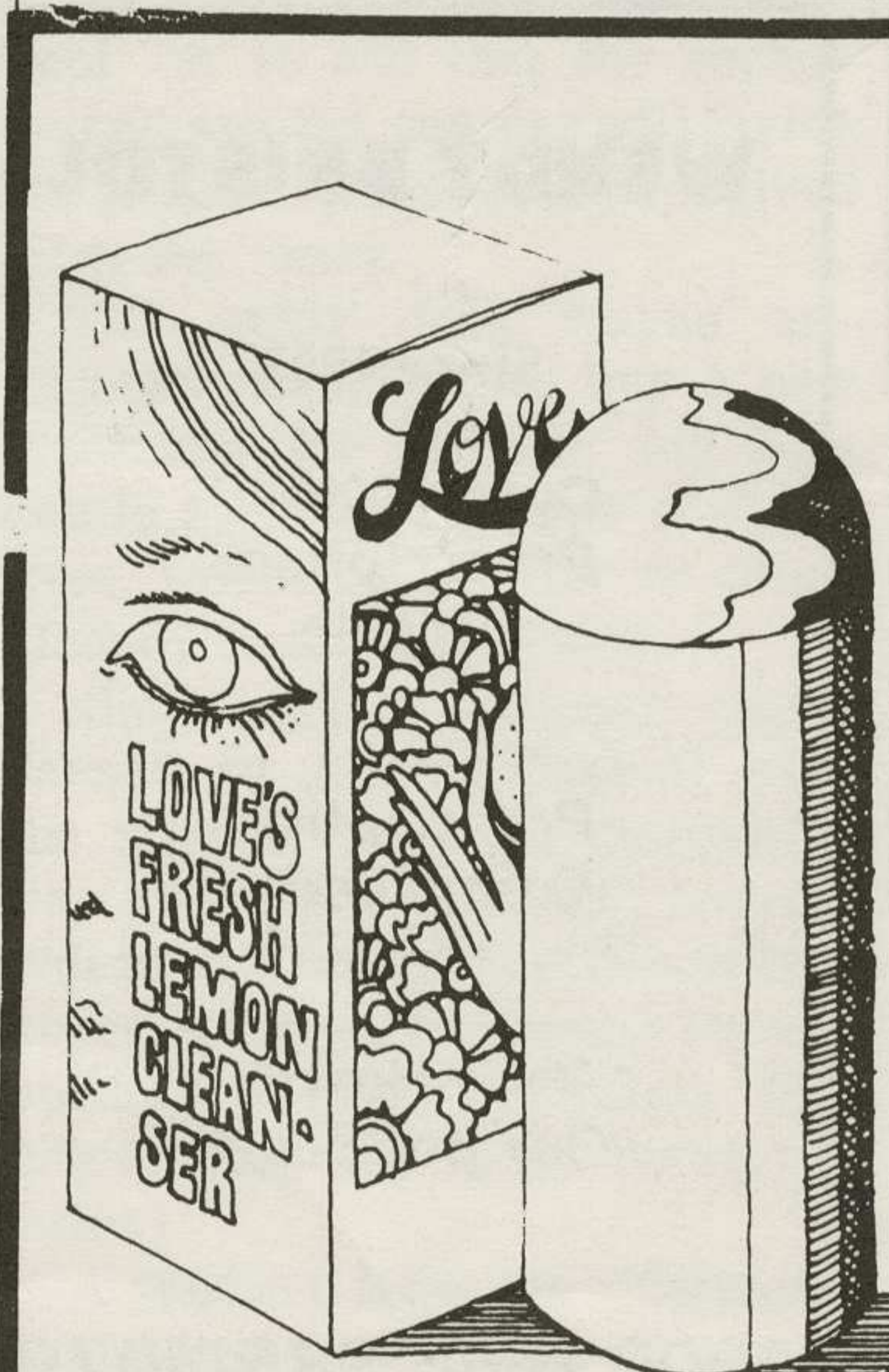
Post-A-Notes

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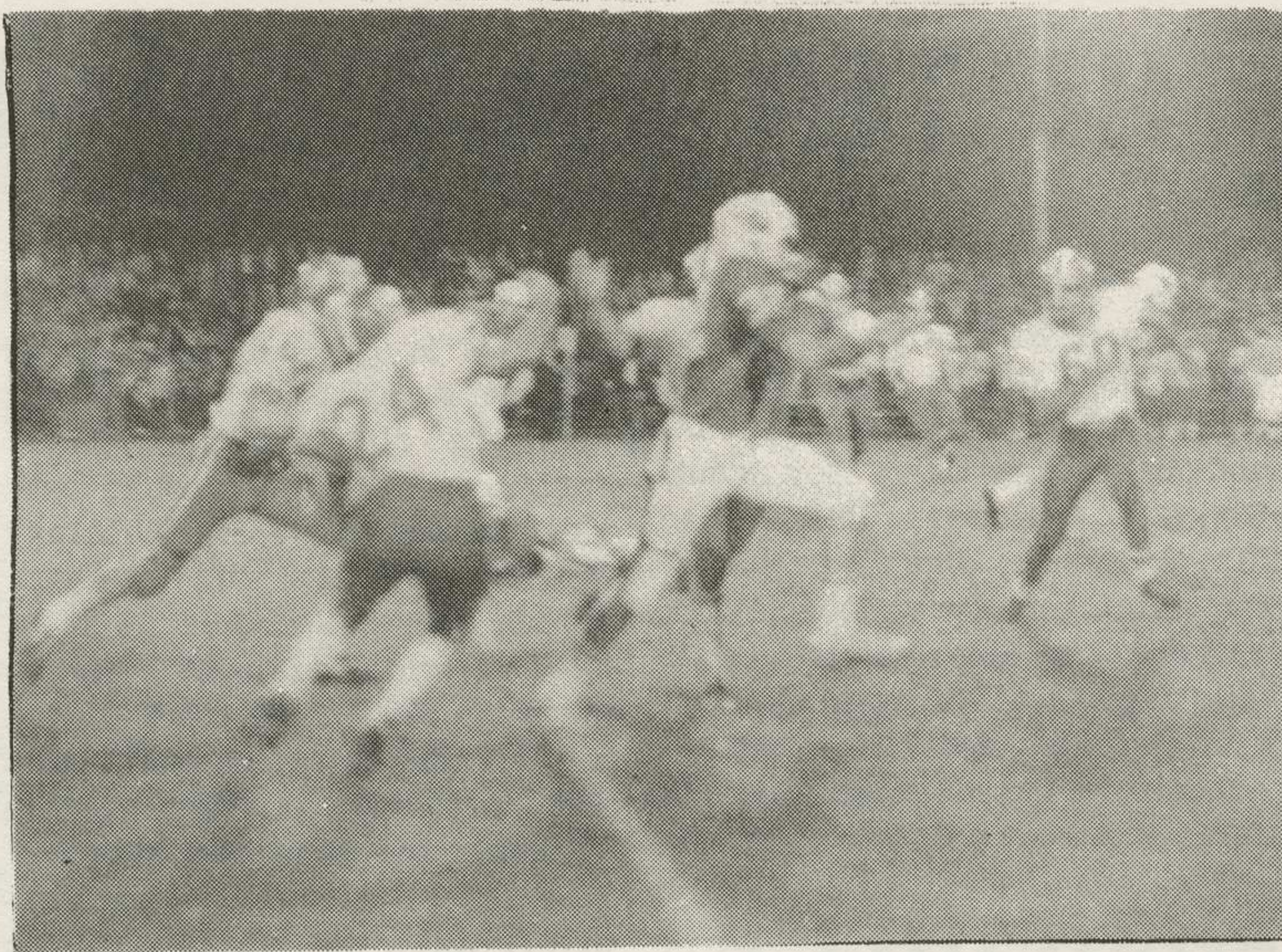
With everything these days centered around youth, the girls field hockey team is right in style. This year only three members of last year's "A" team returned. They are Shari Swenson, center forward; Barb Wetters, center halfback; and Betsy Oden, goalie. The entire team consists of seven seniors, four juniors, 10 sophomores, and six freshmen.

The girls play a seven-game season and practice three nights a week. In addition, they have a little fun on the side by redecorating coach Mrs. Howell's office before each game. So far, the "A" and "B" teams have only two losses between them. No wonder Mrs. Howell says, "They're working hard."

The girls started the season by defeating Upper Arlington 2-0 in "one of the big games." Barb Wetters scored both goals for the Cardinals. The "B" team was also victorious, winning 1-0.

WHS split against Grandview when the "B" team won 1-0, but the "A" team lost 3-1. Both teams were successful against inexperienced Franklin Heights, winning by identical 4-0 scores. Numerous substitutions during both games prevented WHS land-slides.

Against Bexley, the "A" team won 4-1, but the "B" team fell 1-0. The last game was October 21 against Delaware Hayes.



SURROUNDED—Brad McAllister breaks away from four Westerville players during the Worthington-Westerville clash. (Photo by Craig Hackman)

IN VARSITY FOOTBALL

Cardinal Attack Defeats Gahanna

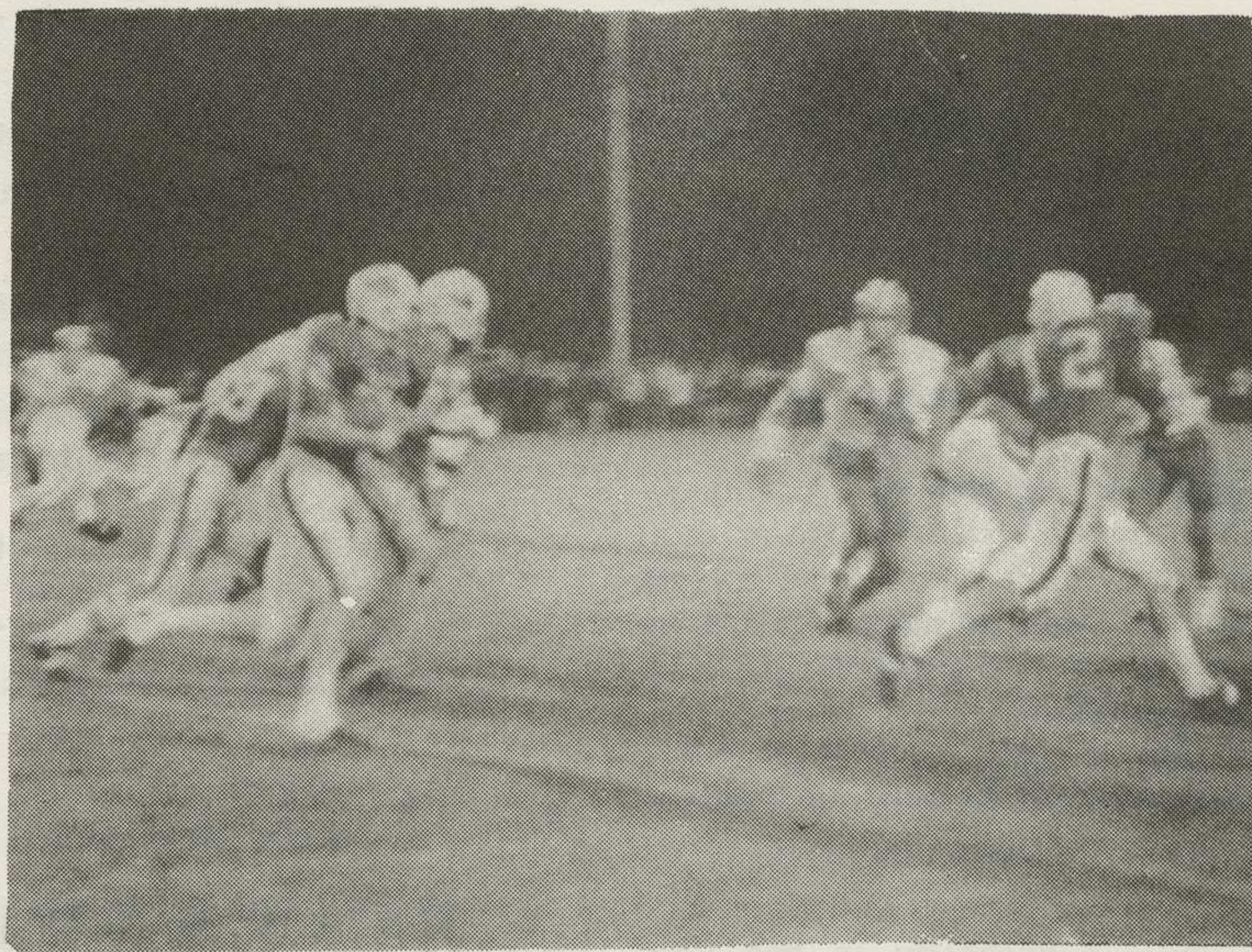
by Ken Foster

On October 9, Worthington rolled to a 34-6 victory over host Gahanna Lincoln. The Cards used a ball-control ground attack. Out of 273 total yards, 260 yards were accounted for by running plays. The strong wind made it difficult for Quarterback Bob Mauck to pass, so he went with a bruising ground game. This consisted of running the fullback up the middle. This is the hardest play to run at a defense, but the Cards had success with it considering Fullback Larry Blackburn gained 122 yards on seventeen carries. Worthington's success on the ground was also brought about by the faking of the other backs. The Gahanna defense hit the wrong man all evening. The Lions were keen on Jack Savage, so to offset this, Mauck would fake the ball to Savage, then give it to Blackburn. When the defense became wise to this, Mauck would fake it to Blackburn and give it to Savage or Dave Wolfrom. All these inside running plays set up a beautiful end around with Tim Kight getting the call and racing twenty-one yards for a touchdown.

yard line.

A few of the outstanding players were Randy Vosler, on a 35 yard run; Tom Harbrecht, on a 15 yard run; and Tim Riggs who, along with Harbrecht, intercepted a pass. Due to the strong defense, the game was tense and exciting.

The Cardinal defense was strong. They held the Lions to 154 yards. This isn't the first time the defense has held a team to less than 200 yards. They did it against Chillicothe (154 yards) and Mt. Vernon (118 yards). One defensive standout was middle guard Jack Woods. Several times he came through the Lion offense so fast that he tackled the quarterback right after the snap of the ball.



LEADING THE WAY—Rick Layman, (65) and Dave Wolfrom (12) lead the way for Jack Savage with the ball.

IN X-COUNTRY ACTION

Cards Fourth In 'Little State'

by Tom Bryant

Worthington's cross country team continued their successful season by gaining 4th place at the Ashland College Distance Classic. They also captured 1st at the Lancaster Invitational and defeated Whetstone, West, Walnut Ridge, Westerville, Grandview, and Reynoldsburg in other meets.

The Ashland Classic is known throughout Ohio as the "little state meet." Each year it establishes which teams are the top contenders for the state title. Twenty-six teams and 200 runners make up a huge field that is very spread out at the starting line. Because of this, a small cannon is used in place of a starting gun so that all the contestants can hear it. This year the meet director added a half-mile onto the regular two-mile distance. This gave the college coaches present a better look at the excellent field.

The order of finish for Worthington was: Tom Bryant 5th, 12:32; Ralph Fallon 26th, 13:05; Glenn Larson 38th, 13:14; Judd Klinger 45th, 13:17; and Tom Long 47th, 13:18. The top five teams were: Toledo DeVilbiss, Austintown Fitch, Cincinnati Elder, Worthington, and Cleveland St. Joseph, the defending state champs.

A week before Ashland, the hills of Rising Park in Lancaster

set the scene for the annual Lancaster Invitational. The Cards, with 38 points, successfully defended last year's title. Upper Arlington, with 65 points, again was runner-up. The reserve and freshmen teams won their races also, continuing their undefeated seasons and contributing to a WHS sweep of all three races. Varsity times and places were: Bryant 1st, 9:44; Larson 5th, 10:03; Fallon 7th, 10:08; Long 9th, 10:12; Klinger 14th, 10:21; Greg Anderson 24th, 10:31; and Bill Earley 29th, 10:44.

Following Lancaster, the team traveled to Raymond Memorial Golf Course for a meet with an exceptionally weak Whetstone team. The Cards captured the 1st 10 places and recorded a perfect 15-50 score enroute to victory.

Previously undefeated Walnut Ridge and Columbus West were the WHS harrier's next opponents. They too were defeated by WHS version of the "Big Red Machine." The Cards, led by Fallon, 10:03, took the 1st five places in the meet, also run at Raymond Memorial. Finishing the sweep were: Bryant, Long, Klinger, and Earley.

The Cards proved to be poor hosts a week later. Team scores were: WHS 21, Grandview 49, Reynoldsburg 72, and Westerville 106. The WHS order of finish was: Bryant 1st, 10:05; Fallon 2nd, Brad Trucksis 5th, Long 6th, and Klinger 7th.

JV's Fall To Pacers; Tie Gahanna

On October 3, the WHS Junior Varsity lost to the Delaware Pacers 20-0. This was the JV's first loss in the OCC Conference.

Gahanna Lincoln was the setting for the next JV game. The Cards and the Lions fought to a 0-0 tie.

Three times the Cardinal JV's were within the Lion's 35 yard line, but the Gahanna defense got tough and held the Cards from scoring.

The Cardinal defense was also tough. The Cards did not let Gahanna get past their own 35

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