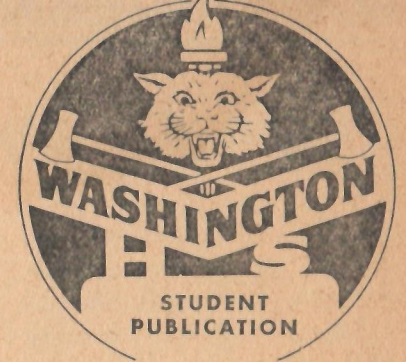


# WASHINGTONIAN

Vol. 39, No. 14

WASHINGTON HIGH SCHOOL, KANSAS CITY, KANSAS



January 17, 1969



DEBBIE SEGGER GIVES Mary Elder a hand at washing one of the Stagecraft flats at the car wash just West of Washington high on Leavenworth Road. The flats have to have all the paint from the last play washed off before they are painted for the next play.

## AFS Students Can Be Fun

"It was fun having him stay with us," said Mark Allen, sophomore, when asked about a foreign exchange student who stayed at his home two years ago. "It was a change and we did have a few adjustments to make. But he was a real nice guy and a lot of fun to be with."

Thousands of American families have found hosting AFS students the rewarding experience Mark's did.

Applications for any families interested in having an exchange student in their home for the next school year will soon be distributed by Mr. Lyle Pollman.

All families who have father

and mother living together and are at least 37 years old may apply. There is no requirement for the foreign student to have a separate room or an American "brother" or "sister" of his own age, although either or both are desirable.

The family's responsibilities will be to provide affection, care, guidance, and to provide food and lodging.

The cost of keeping an exchange student in a home depends on the way of living. It is not required to spend money for things other than food and lodging, although the family may if it wishes. Each student receives \$14 a month from

AFS International Headquarters in New York to help with personal expenses.

Each family is entitled to deduct up to \$50 from its own gross income as a charitable deduction on its federal income tax return for each month that the student is with that family.

If there are some problems between the student and the family that can't be worked out between them, the local AFS Chapter will help work them out. Families interested in applying should not worry about getting the wrong type of student because the home where the student goes has been selected according to the student's personality. The home is selected to suit the student.

Washington has one of the best AFS clubs in the area and Washington itself is a powerful school. Last year the AFS Carnival raised enough money for at least two exchange students but WHS was simply not equipped with enough family applications.

All families interested in this program are urged to talk to Mr. Pollman, Mrs. Bob Wisely, or contact someone on the AFS Adult Committee.

"He taught us a lot about his country and their customs," Mark Allen concluded. "We treated him as one of the family."

## Councils Inflammate Enthusiasm With Activities

### -StuCo-

It appears that the Student Council has some great ideas and projects and the next few weeks will be vital in seeing what they propose to get done as the first semester has whizzed by so fast.

It was reported that the amount on hand in the StuCo treasury was \$559.85. This included the amount of money already collected that is going towards the Baby Washington fund. Not including the fund

There was an idea presented before the council that each student in the school voice their opinion about the location and continent preferred in the adoption and sponsoring of a baby Washington. There was discussion about the point and it was finally put into a motion and passed that there would be an all-school election.

There was also disagreement that the council was solely responsible for deciding and also there were points made that if

any other major ones, it could be a big success.

Mr. Starbuck stated that the best money-making projects are those in which the classes compete to see who can raise the most money and also that it creates a little more enthusiasm and interest at the same time.

The meeting was adjourned and to any further actions or plans by Student Council, the Washingtonian will keep you informed.

### -Seniors-

band concert, to be held during a homeroom. Tickets will be sold for 25 cents. Other projects in the planning stage are a slave-day, during which the girls would cater to the boys, and a garage sale.

### -Juniors-

Heading the money-making project for the Junior-Senior Prom is junior class president Rex Morgan. In charge of the bake sale that will take place that evening is junior Carol Bloodgood.

treasury.

It was said at the meeting that we did not reach our \$300 goal before Christmas vacation.

As to the progress being made in sending money and sponsoring a small school, Kay Lallier, vice-president, read two letters she received from the Peace Corps office. They report that they will send a speaker for information pertaining to the project sometime in the spring. This communication was received from Janice Bassel, Project Coordinator of the Peace Corps.

cause they should be able to have some say as to where it is going.

Another project expected to stir up interest in raising money for the project was that of having a baby photo contest of the members of the faculty. The students would vote for the teacher of their choice by contributing donations to the baby Washington project. We should be hearing more about this in the very near future.

Kay Lallier stated that by concentrating on this project for the time being and not undertaking

Headed by Jim Baughman, senior class president, the senior class council has been busy planning the class party and breakfast. Everyone is trying to think of money-making projects to finance these events. Senior class cards are now in the process of being printed, and will sell for two dollars. The card will entitle the owner to attend the class party, scheduled for mid-March, and the senior breakfast.

The first project sponsored by the senior class will be a stage-

## '70 Grads Can Qualify For Aid, Enter Competition Thruout Nation

Washington High students who expect to complete their secondary school requirements and to enter college in 1970 can register now in the counselor's office to participate in the 1969-70 National Merit Scholarship Program. Registration ends January 21.

The first step for all students who wish to enter the nationwide competition is to take the National Merit Scholarship Qualifying Test (NMSQT). The test will be given in the school at 9 A.M., Tuesday, February 18, 1969.

The fee for participating students will be \$1.25. If an unusually promising student is unable to pay the \$1.25 test fee, it will be paid by the National Merit Scholarship Corporation (NMSC) at the request of his school.

When his NMSQT scores are reported, each participating student will receive a handbook to help him evaluate his scores and com-

pare his performance with that of other high school students across the country. The handbook also contains information about choosing a college and financing a college education. The handbook and other interpretive materials are furnished as a part of reporting the test results.

The highest-scoring students in each state will be named as semi-finalists and will be eligible for Merit Scholarship consideration. In addition to the National Merit Scholarships financed by NMSC, more than 370 business corporations, foundations, colleges, professional associations, unions, trusts, other organizations and individuals offer scholarships through the Merit Program.

About 18,750 students have won Merit Scholarships in the thirteen Merit Programs to date. Approximately 2,900 new winners of Merit Scholarships will enter college in the fall of 1969.

## Dress Code Controversial

How many people really know what the dress code states? The present dress code was expressed under "Student Appearance" in the August, 1968, newsletter as follows:

"There is a relationship between proper appearance and proper behavior. Because proper behavior is necessary in creating a desirable learning environment, we feel it is necessary to live by the policy of simplicity, neatness, cleanliness and good taste. Such dress as shorts, slacks, jeans, sweat shirts, pant dresses, bloomer dresses, pert-skirts or skirts too short, or too tight, is not acceptable for girls. Such dress as T-shirts, sleeveless shirts, sweat shirts cut off at the sleeves, worn wrong side or with writing other than Washington High School, and long hair, sideburns, or whiskers are not acceptable for boys. All shirttails will be worn neatly tucked in at the waist unless it is a square-cut tail or shirt designed to be worn otherwise."

The following question concerning the dress code was asked of students for the purpose of finding out if they knew what the code was or to find out what they thought the code should be. The answer following the students' comments is by Mr. Stump, vice-principal.

Do you know what the present dress code at WHS is? Explain what you think it is or what it should be.

"I don't like it because the interpretation of the dress code is left up to one person. I think there should be a group of students that decides whether another student's dress is right or wrong," said Chris Rayl, sophomore.

In answer to Chris Rayl, Mr. Stump said, "The dress code originated with the students but has been altered to meet the changes in

current styles."

"It is unconstitutional. A person should be able to wear their hair the way they want to just as long as they get an education," said Chris Gaston, junior.

"In 1968 the Supreme Court ruled in favor of the Texas school board eight to one when a few boys in the school were made to cut their long hair," answers Mr. Stump.

"The dress code is outdated and I don't see any reason why a girl shouldn't wear pant dresses because the Booster Club is allowed to wear culottes which are about the same," said Jennie Hall, sophomore.

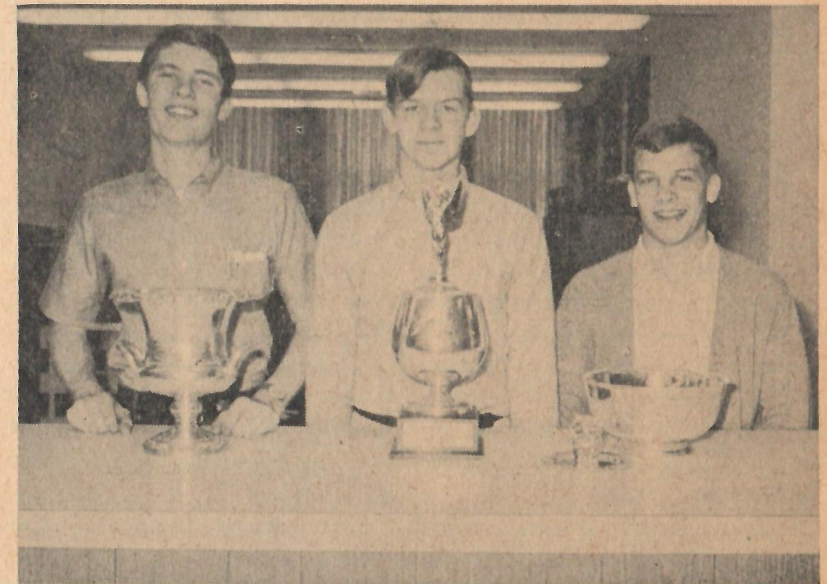
"The pant dresses aren't allowed because they look too much like sportswear. I don't like the culottes that are being worn by the Booster Club either. Next year they may not even be able to wear culottes," said Mr. Stump.

"I don't know the exact code, but I feel that it should change every year because fashions for girls and boys never stay the same. It should be something all the students agree on," said Mitzi Schaben, sophomore.

Mr. Stump's answer to Mitzi is, "Regardless of how lenient or of how tough we make our dress code, we would never please everybody."

"I think that the term 'in good taste' is basically unfair because actually it means that the student must have the same opinions as the administration on what to wear. I feel that this is impossible and the codes should be revised to have more definite rules as to what can and cannot be worn," said Ron Cooper, senior.

"Regardless of what walk of life we decide to take there will always be rules and regulations to follow," concluded Mr. Stump.



THE FOUR BOYS who won the tournament at Emporia are shown descending from left to right: Marion Lynn, Roy Breedlove, Dan Crum, and not shown, Dan Stanley. By winning the tournament the debaters retained The William Allen White Memorial Award.

# Debaters Build Record

by Bob Thomas

As a student of WHS and also as a member of the best debate squad in the state, I wish to take this opportunity to express my feelings on the magnificent performance of our winning team at the Emporia Tournament of Silver and Roses, Jan. 3-4.

Out of 60 teams consisting of 240 individuals attempting to win one of the top rankings, a Washington four-speaker team consisting of Roy Breedlove and Dan Crum (the affirmative), and Marion Lynn and Dan Stanley (the negative), came out on the very top by winning the first place silver cup.

There is something very distinctive about this particular tournament in that it has been a tradition for our school to generally do well competing in it.

There were several other memories which will long be remembered and recognized in the years to come. The first is that no school has never before won sweepstakes and won first place at the same time. The second is the William

Allen White Memorial Trophy, the most coveted symbol of Kansas's excellent speech program. A beautiful cup made of silver, the White trophy, is purchased and presented by the White Memorial Foundation. There was something extra special about retaining the cup because it has never been won before by any other school. It was purchased in 1956 and in order to keep it a school must win it three times and WHS did just that. We broke the ice and now the foundation will buy another one and hopefully we will win it three more times in the next few years. Next year, as Alan Gould stated, "We must start another leg," meaning winning the cup next year and be one up over all other schools.

Carrying hundreds of dollars worth of silver along with a lot of pride out of the threshold of Emporia High, we can say we "mopped 'em up," and really mean it.

The awards won were the sweepstakes, first place, the William Allen White Memorial Cup, and the best coach award given to Mr. Gould.

To the members of the champion team, a deep and sincere congratulations on a tremendous performance and also to Mr. Gould's great coaching job in helping them to their well-deserved esteem and honor.

## Safety Necessary In Home Or School

Safety, whether it be in the school or at home, is of the utmost importance. Driving, or riding the school bus, students frequently forget the most important thing

## Students View Bus Problems As 'Ridiculous'

"Oh, this is ridiculous!!"

The above is one of the most common complaints heard coming to and from Washington on the school buses.

Contrary to the beliefs held by some students that the buses were built for "kindergarten-sized riders," they really weren't. Washington purchases new buses every three years and our new buses just happen to be the current model being sold. Since no more than two full grown high school students can sit in one of these "baby" seats, it's a good thing that Washington now has 60 buses instead of the 40 in use last year.

Maybe a letter should be written to the manufacturer of these buses suggesting that they take

a ride and try them out themselves. These people might be surprised at what they find. Granted, the buses run fine mechanically, from what any average teenager knows about buses, but just wait until the manufacturer has taken a seat and ridden for a few miles.

Would they find a nice comfortable seat or would they find their legs beginning to cramp because there just isn't enough space between seats. It is difficult for anyone to sit straight facing the front of the bus without having to sit sideways, poking the person next to him with his knees. This isn't really a bad situation if you're only four feet tall and have short legs.

The back seat of the bus might

be all right in the summer, but in the winter it's unbearable since there are no heaters back there. So it's only the poor kid getting on at the last stop who gets stuck back there, and since he's already frozen solid, he doesn't notice there isn't any heat anyway.

What about that poor fat girl who lives next door? She almost got stuck in between the seats yesterday when she got on the bus. She could barely make it on the old buses. The even narrower aisles on the new buses have made it next to impossible for her.

There's an old saying that progress is usually for the better. If it is true in this case, then the students who will be using these buses in the future are going to have to stop growing and shrink. And heaven knows that smaller kids aren't that plentiful.

## Letter To The Editor

Student-teacher relationships are a concern to everyone who is involved in the business of education. Teacher and student alike feel a vital interest in this relationship.

With the appearance of the second of two articles in the *Washingtonian* discussing this relationship, we might reflect upon the purpose of this writing.

The relationship must be a 50-50 arrangement. The teacher has a responsibility toward the student and the student has one toward the teacher. After all, education is a working relationship.

With teachers prodding, guiding, helping, and, at times, inspiring, the student comes to know himself and the world around him. But teachers are not the only ones who must make a contribution. Students must be willing to listen, to work, to give, to take, to inquire, and to respect.

Neither teachers nor students

can "outsmart" the other, but to see how far the teacher and the student can move towards making education effective.

Miss Schroeter,  
Journalism instructor.

## Semester Ends

It is now January and a new year has begun. Once again students have prepared for semester exams. The second nine weeks ends today. The last week many students have had to suffer through semester exams.

We as students who want to eventually graduate have the responsibility of maintaining our grades.

"The reason most kids start studying harder at the end of the semester is to start off the second one with good grades. But the reason I study harder is so I can graduate in '69," said Pam Nichols, senior

## Christmas Spirit Droops

In the weeks before Christmas, almost every person in the U. S. develops some sort of worldly emotion. Some call it gratitude, some call it humanitarianism. In simple words, it's just a feeling for your fellow man, whether he be a relative or a complete stranger. It makes you want to give of yourself, to lose selfishness and conceit and think of others.

The problem with this particular feeling is that about 10 days after Christmas it just sort of drops from view. Everyone is too busy enjoying their presents from other Christmastime unselfish persons. It's such a pity that this feeling cannot continue throughout the entire year.

Think what a difference there would be in the world if everyone could think of others before themselves for 365 days of the year

## College Nears In Girls Futures

Higher education seems to be the goal of most WHS senior girls. Business schools interest quite a few prospective graduates.

Anita Jeffries stated, "After I graduate I will go to AMTC which is an IBM school. I'm do-

ing my written work now so when I enter the school I'll be working directly with the machines."

When asked as to what she would like to do after graduation, Linda Dragosh replied, "I would like to attend a business college and go into bookkeeping as a profession."

The college life is a thought present in many of the girls' minds. Senior Gaynia Tucker said, "I plan on working next summer to help pay my way through college. I'm planning to attend K.S. T.C. my first two years of college and my last two years at Texas Tech."

Ruth Church summed up in her statement what she believed most of the girls were going to do these next few years, "I'm going to a college for a few years and work my way into some business firm and get a good position. Some of the girls will get married after graduation, some will hold down some type of job, but the girls I know are going to be secretaries. Not all will be secretaries. Really, most of them are just going to be in the business world."

So it is evident that most of the girls are going to pursue a career after graduation.

Mary Heddings, junior, felt she should study ahead of time for her exams. "I study harder as semester exams come up because they are an indication of the final exams coming up at the end of the year. I don't want them to hit me all at once."

Sophomore Kathy Green, when asked about her semester exams, said, "I want to prepare myself for the end of the semester and hope to leave this year with a little more knowledge than I had when I first came in."

quantity of safety rules which are necessary for accident-free travel.

Riding the school bus with safety in mind will prevent accidents which would not normally occur when the proper safety techniques are used. Boarding the bus frequently causes accidents. Often a student is too interested in things other than properly boarding the bus. Missing a step, or tripping down them, could result in serious injury. When you stand up on the bus, or get up from the seat before the bus is at a complete stop, you are ignoring safety procedures and taking a chance on seriously injuring not only yourself but someone else. Buses usually seat three to a seat, but sometimes this is an impossibility because of the noticeably smaller seats in the new buses acquired this year.

Students who drive to school or are using vehicles on the school grounds should be safety-minded enough to take the proper care and use the best safety techniques.

Minor accidents in the school parking lot could be prevented by safely checking all directions before backing up or pulling forward into a parking space.

Sometime in the near future, Washington High School's Safety Club will be having Safety Week. Students should acknowledge this special annual event and try to prevent unnecessary accidents whether they are in the school bus, an automobile, or any kind of activity.

Although there has not been any extremely serious accidents this year, they can always occur, and if the person does not respect the fundamentals set down for proper safety, the next victim of an unnecessary accident can be you.

will ever be able to be 100 percent effective until both parties make their contribution wholeheartedly and in good faith.

Minor irritations between teachers and students can then be forgiven and forgotten. The challenge will then be not to see which one

# Sarcasm Hinders Learning

This is part two of the study of teacher-student relationships in the classroom. It will try to bring forth the students' view on the method of teaching and discipline used by the teachers at Washington.

Sarcasm in the classroom is a hindering factor. This is the root of many other problems that involve students and teachers.

Teachers obviously do not realize the retro-action this type of behavior is capable of causing, because it is used far too often. Several teachers were asked the question, "Do you use sarcasm in the classroom?" and six out of seven answered "Yes."

The typical comment to this question was, "I don't do it on purpose, but sometimes that is the only way to get something across to a class."

The teacher who said no, gave this as her reason, "I wouldn't want a teacher to use sarcasm on me, so I hope I don't. I try to remember how I felt, and that I was a student once, too."

Contrary to "popular belief," sarcasm does not get anything across to a class. It certainly does not "embarrass" the student into working harder.

When asked how sarcasm affected them, the following are comments from several students:

"It makes me feel bad, like I didn't try hard enough."

"It makes me hate the teacher."  
"It kind of makes me feel like they're trying to show off."

"It doesn't make me feel bad or anything and I'll still do what

Because it's my last year in school and I need my diploma to get anywhere in this old hard world," said Toni Hunt, senior.

Some students feel that if they know about the exams a little beforehand they are better prepared.

I'm told, but nothing extra."

"It makes me feel like the teacher doesn't like me very well and is just trying to show off."

There are some teachers who realize this. The most intelligent thing I ever heard in a class was during a "question period." One of the boys didn't understand the teacher's explanation so he asked that it be repeated. It was, but he still didn't understand. The teacher made a sarcastic crack which in turn made the boy embarrassed enough that he didn't care whether he got his question answered or not. The teacher then said, "I'm

instead of the Christmas season. It is a feeling that should be cultivated by everyone the entire year.. It is surprising how much a little generosity can benefit a person's life if he can just utilize it every day.

sorry, ....., I want to hear your question and help you with it. I was being sarcastic unfairly." I don't think I ever heard or will hear a more impressive statement, and I respect this teacher far above any other I've ever had.

There is a definite lack of communication between students and teachers. Do most teachers see their students as names and faces only, or are the students individuals with individual problems and preferences? This question can be answered, rightfully, only by each teacher.

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## WASHINGTONIAN



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## College Corner

Fifty per cent of all high school graduates are going on to college. In some communities it is more so than in others. As two-year colleges are being built, a better opportunity is coming within geographic and financial reach of nearly all college-age persons. Although only about two out of ten who begin college follow through to graduation.

The step from high school to the next school or college is, in many ways, a step into adulthood.

Today's entering freshman is better prepared for college than were his parents. He has been brought up in a world in which the United States is a major power in world affairs, a world with the bomb, automation, and social unrest.

Although he has profited from a better education, there are many pressures placed upon him.

One college student said, "Getting into college is the easy part." But it may not seem easy to today's high school student who knows that he has to get good grades or find himself out in the cold.

**Pressures on a college student come from within himself to make it, and to make it in a strange, new independent world.**

Loneliness and learning to deal with time independently are two big problems.

Younger students are usually advised to develop good study habits

and to learn how to study independently. Most authorities agree that it is a good thing to visit colleges that you are interested in, if possible, and talk to upper classmen.

There is more to college than book-learning and yet it is agreed by many that outside activities take too much of their time away from studies.

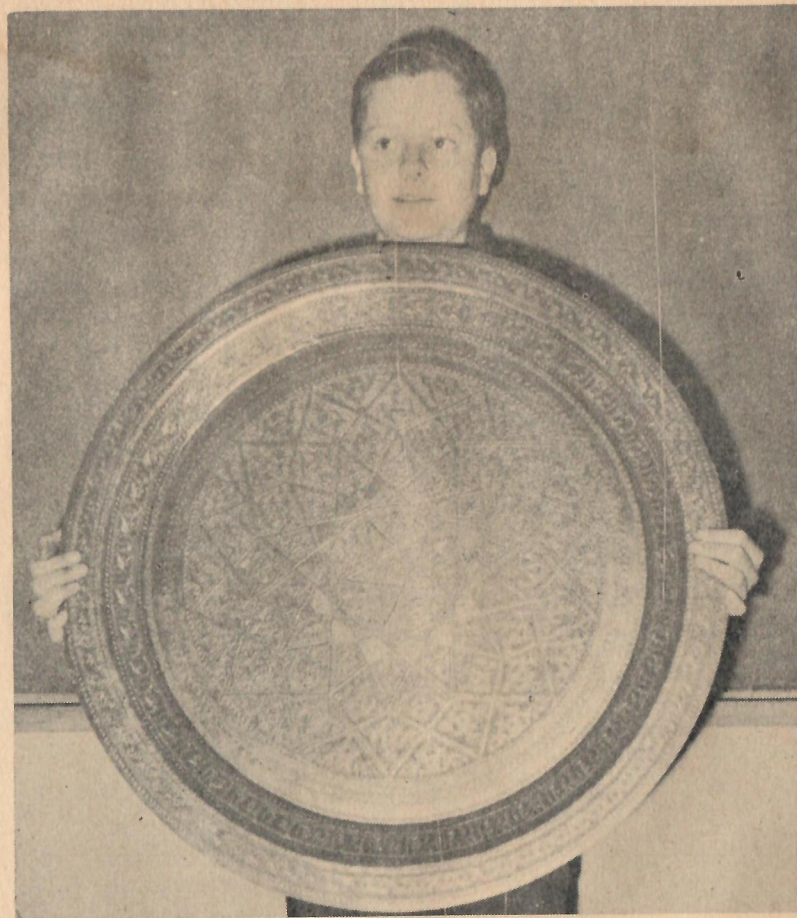
**The freedom to cut classes may be the booby trap that catches more students than any other. Who wouldn't feel a great sense of freedom when he discovers that he can use his own judgment, even though it may be bad judgment?**

Many professors, perhaps the best, never insist on anything, but suggest. The serious student takes the opportunity to demonstrate his ambition.

College professors are painfully familiar with the cliché, "But you have to participate in activities to get a well-rounded education." Most of them detest it because it is meaningless. There are no statistics that have yet shown that participation in a large number of extra-curricular activities enhances academic performance.

Everyone looked out for your success in high school. But in college the responsibility rests on your own shoulders. The independent student is the one who will have the greatest success.

**The focus of the high school**



**JIM KOOP, JUNIOR, holds a plastic reproduction of a bronze serving tray that was made in the plastics class. Dr. Lawrence Butler, principal of Washington last year, got the bronze tray while vacationing in Morocco.**

teacher is on the pupils, while the focus of the professor is on subject matter. This requires the student to assume much more responsibility to learn more about the subject.

Above all don't worry. Especial-

ly don't worry during the first two years in college. Remember that never again in your life will you have a better opportunity to explore various fields in which your skill and judgment might be exercised.

## Festival of Music To Be Held in K. C.

The annual Kansas City, Kansas, public school system's Music Festival will be held for area senior high schools at Wyandotte High School, March 21 at 7:00 p.m. The area junior highs are to meet at Northwest Junior High, March 22.

The Music Festival will be made up of the various school choirs, bands and orchestras. Mr. Edwin Hosking, Jr., instrumental instructor at Washington, will take a ninety-piece band to the festival. One selection they will play is the "Dedictory Overture" by Clifton Williams.

The vocal and instrumental groups at the festival each give two selections within an approximate time period of ten minutes. The Music Festival, with approximately 700 to 1,000 participants each year, is opened to the public.

Each of the groups will be given criticism by three judges from surrounding colleges and universities. Criticism is given instead of ratings of first, second and third place.

Roxanne Waters, a bass clarinet player, will be one of the ninety persons chosen to attend the Music Festival. She said that the students are looking forward to going. Roxanne commented, "Any Washington High School student should take pride in their band because I feel our band is far superior to any other in the city."

## Teachers Marry

During the past month, several teachers have either changed their names or have bestowed their name on others through marriage.

Mr. David Wahl, PAD teacher, and Miss Helen Smith exchanged vows over the Christmas vacation.

# Sarcasm Hinders Learning Process

If teachers could try to see students as people instead of a mass it might be that students would respond more readily and more

doesn't understand.

A primary source of help might be the students themselves. The teacher could take a few of the

ers know how to give a proper review? Do they let the student know what is expected of him? The most discouraging thing for a

poor qualities.

To be a good teacher, one must have the interest of all the students at heart, in their particular

humanly... about, for both parties. It is certain that this would be a major task for any person to undertake, but it is not impossible.

This present separation can be made even more distinct by a teacher's actions toward a class.

For example:

1) Punishing a whole class for the bad attitudes of a few.

2) Giving large essay tests to everyone who was absent on a test day, just to keep the few who would have stayed home for an extra day of study from doing so.

3) Ending a class discussion because two or three students are sleeping or talking.

By generalizing in this way, the whole group is thrown into the same category causing everyone to lose and no one to gain.

The paramount problem seems to be the crude communication lines open between students and teachers, not only on rules and school policies, but also in the teaching of the subject.

Teachers may find it helpful to evaluate themselves as teachers and their concepts and methods of teaching.

Instead of leaving out some of the "obvious" part of the lesson, it could be that adding this to the discussion would make the explanation clearer to some of the students. Sometimes young teachers just out of college can't understand why these "children" can't get this "simple" stuff. To the teacher it is simple, but it may be rather difficult to the beginning student. The same is true for teachers who have been teaching for years. They sometimes don't understand why their explanations aren't being absorbed.

A solution might be to try to think of two or three other ways to deliver the material to the class instead of repeating what the student has already shown that he

to the side and instead of telling them what they're doing wrong, asking them what they don't understand and **why**. Or they could have some of the better students explain their method of understanding to the class.

In part one of the study, it was said that teachers find it hard to teach a class of seemingly disinterested students — the same stands true for the student, though. If he is continually ignored in class when he raises his hand to be recognized, it is rather difficult to participate in a class discussion.

Whether the student is a good or poor one, each wants his questions, ideas and suggestions to be respected. Do you teachers respect **each** student?

Many teachers have three or four "pets." Although this is human nature, it is undemocratic. It is necessary for teachers to be able to see both sides of the issue, and they must learn to not hold grudges for past experiences.

Another necessary thing in order to be a good teacher is to have the ability to motivate his or her students. They must have enough enthusiasm about the class to make the pupils want to know and learn more.

They must be adequately prepared to meet the class and its questions intelligently and with some poise, deliver the material and stir up some kind of interest in each student.

THEY MUST IN SOME WAY CHALLENGE THE STUDENT TO LEARN. Give them a reason and make them feel like it will be beneficial or rewarding to them.

If the teacher is lackadaisical about the class, the students won't see any reason to try.

When exams come up, do teach-

Chapters 14, 15, 16, 17 and 18, and I'm sure you'll do fine."

Every student wants well-organized teachers. Who wants to watch their teacher fumble through a pile of papers trying to find his/her notes?

Certainly no one cares for an absent-minded teacher who loses exams and homework papers. Or one who is late many mornings because they overslept.

It's hard to respect a teacher who hasn't graded exams or research papers for three weeks or a month because he or she wanted to watch TV or "keeps forgetting."

Of course, not all teachers are like this, but probably every one of them has at least one of these

other classes and extra-curricular activities.

They must not teach only the best students, but also the poorer ones. The teachers must have the insight to see a student's weaknesses and try to help them overcome these weaknesses.

It is not hard to teach the interested or the bright because they thrive on learning; only the devoted can teach an uninterested student. **This is teaching.**

A teacher should be solely interested in the maturing and development of youth — not the money, or just to have a job.

In short, the good teacher must feel that the failures of his students are his failures, and their success his success as an educator.

So remember to ask for Mrs. Wahl when you go to see Miss Smith for counseling.

Mrs. Good, alias Miss Janice Whelan, also was wed over the Christmas holidays. She teaches junior and sophomore English.

Mr. and Mrs. John Nance were another couple married over the vacation. Miss Sonya Silkknitter (now Mrs. Nance) teaches Drama I and English. Mr. Nance is a part-time grade school principal and also teaches the sixth grade.

Mr. Forrest Miles, American history teacher, exchanged vows with 1968 WHS graduate Louise Eagle.

Early last summer Miss Judy Hudson and Mr. John Keene were married and toured Europe on a two-month honeymoon.

## Teacher Spills Root Beer Into Customer's Car

Remember your first job? Remember the first time you threw a paper into some old lady's front room window? How about the time you dumped French fries into the lap of one of your best customers? Believe it or not, some of these things have happened to WHS teachers on their first jobs.

"My first job was carrying water to a threshing crew," stated Mr. Kenneth Schondelmaier. "I learned how to ride a horse. I also fell off the horse."

Mr. Lynn Sheppard helped load bags of flour onto the Missouri River barges. He felt this working experience gave him the determination to finish college so that he wouldn't ever have to work in

such conditions.

"We used to move the barges ourselves with cables and the aid of the current. We once got too far out. It took a truck to get us back to the shore," stated Mr. Sheppard.

"My first job was throwing newspapers during grade school," states Mr. James Koenig. "I got to meet people and I learned to get along with them."

Mrs. Eda Mae Howard's first job was bookkeeping for her father. She learned the value of money.

Miss Catherine Burnett states, "My first real job was at an A&W root beer stand." She gained the knowledge that she did not want to be a car hop ever again. Miss

Burnett said, "Although it could hardly be considered unusual, for me, I once spilled an entire mug of root beer into a convertible—a convertible which just happened to be rolled and pleated in white leather."

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28-22 and 25-23

# Turner Falls and Topeka Upsets Matcats

Facing tremendous pressure with a nine point deficit, the last three varsity grapplers came through in style to win the Turner meet, 28-22, at Turner. The Golden Bears set the junior varsity back with a 28-26 score however.

The Bears jumped to an early 11-0 spread with the defeat of the first three varsity matmen. Jerry Williams, 120, turned the tables with a third round pin after compiling a 13-4 personal score.

Jim Moody, 133, came back after the 127 pounder, Rick Hartford, was decided, to pin his opponent in the first minute of action. Moody's surprise pin brought the team score to 14-10, still in favor of the Bears.

Tom Allen, 138, brought the team three points closer by decisioning Ron Debaene 4-0. The score does not tell the story as Allen had to earn every point.

The next two matches fell to Turner as Dan Tillman was decided 6-0 and George Gyulafia was pinned in the first round. Gyulafia had beaten Ray Feaster in a previous encounter at the Highland Park tournament.

Needing three decisions to tie or one pin and two decisions to win, John Majors gave the needed 5-point pin to the team as he won the 165 weight class in the third round.

Wayne Pike, 180, needed no encouragement as he trounced his opponent by amassing a 9-0 personal score before finishing the match a few seconds early.

Ron Purington, Turner, out-weighted Rick Snyder by at least

40 pounds in the heavyweight division but Snyder put the finishing touches of his pin on Purington early in the second round.

Coach Bill Brown said, "I was real happy with the win but I could use matches with less excitement."

The difference in scores was achieved by how individual matches were won and not the number of matches won. Each team won six events but Washington had five 5-point pins and one 3-point decision. Turner only had two 5-point pins and four decisions as the Wildcats literally pinned the shaggy Bears for the victory.

Junior varsity action found the Wildcats giving up 15 points on two forfeits and a default. The Bears forfeited five points to Washington in the 95 pound weight class.

Turner's two point advantage was caused by the fact that they had five 5-point matches, due to forfeits, defaults and pins, and only one decision. Washington had four pins and two decisions.

A catch-up effort was started in the last rounds but the distance was too great to overcome. Pat Ohler, 180, and Rick Kepler, heavyweight, scored pins to keep the

score difference small.

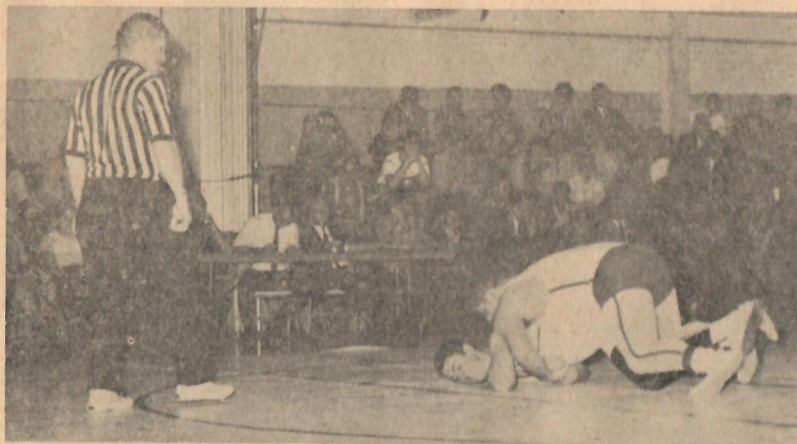
—W—

Topeka grapplers slipped by the varsity with a 25-23 margin while the JV's of Washington sunk under an onslaught of wins for a 32-20 score.

The Saturday meet was highlighted by Wayne Pike's, 180, win over Dan Gay. Last year, Gay

went one-and-one with Mickey Bahr and rivalry was high between the two. This year, Pike put Gay flat on the mat with just two seconds left in the last round.

Coach Brown said, "I was satisfied with the team as a whole. I think that everyone is pulling as a team and the individual efforts are good."



WRESTLERS GRAPPLE ON the mat as the referee checks to see that everything goes well.

## Lancers Win, Barely

Fighting off a last quarter comeback by the Wildcats the Shawnee Mission East Lancers won their first roundball contest of the season by a slim margin of 60-57.

Bill Chambers was the big gun for the Lancers, as he gunned in 17 points in the first half and only eight in the second half for a 25 point total.

An important factor in the first half was the percentage

on top with a 60-55 lead and the Wildcats ran out of time.

Tom Young led the Wildcat scoring for the second straight time, by gunning in 19 points, which equalled his total against SM North last week.

The rest of the 'Cats balanced out the scoring with Thompson, Steve Hall, and Mike Copeland all hitting 10 apiece.

Free throws played an im-

A big upset came in the 133 weight class in a return match between Jim Moody, Washington, and Wadie Henderson. Moody had beaten Henderson in the Highland Park tournament but Henderson reversed the situation with an 8-4 decision over Moody.

The hard fought match was close in score during the whole match as each school won every two events. The final match between Chris Ramey, Topeka, and Rick Snyder went against the Wildcats as Snyder was overpowered in the second round for a pin.

"We are still a little weak in the lower weight classes. This puts more pressure on the larger classes," said Coach Brown.

Other highlights of the afternoons action included a pin by Dan Tillman over Dan Reiss. Tillman rolled-up a 19-8 score before ending Reiss' misery.

Pins by Jerry Williams, 120, and Tom Allen, 138, kept the fans happy through the middle weight classes. Bill McCoy's, 112, decision over his opponent gave him the distinction of scoring first blood for the Wildcats.

Junior varsity grapplers did not do too well as Topeka took six straight wins after giving Washington a forfeit. Washington scored their 20 points from two forfeits and two pins.

Dean Corbin, 154, was the first pin for the Wildcats as he put his opponent to the mat in the second round. Pat Ohler, 180, hardly had time to get tired as he ended his match in the first round.

The Wildcats take on the

Swimmers Hope

## For 1st Win

This afternoon the Catfish host Shawnee Mission South in hopes of picking up their first victory of the season. The meet starts at 3:00 p.m.

Coach Askins said, "They have a good strong team. They are particularly strong in the 200 yard free and 200 individual medley.

"I think we can win the first relay, diving, butterfly, and the back stroke," continued Askins.

"A lot of boys have already qualified for state. Jim Gomer, Jim Cooper, Larry Rodina, Don Benjamin, and Charlie Thompson have already qualified. Bill Sixta and Kent McCord probably will qualify this afternoon," said Coach Askins.

The Catfish lost to Topeka 56-39 last Tuesday in Capital city.

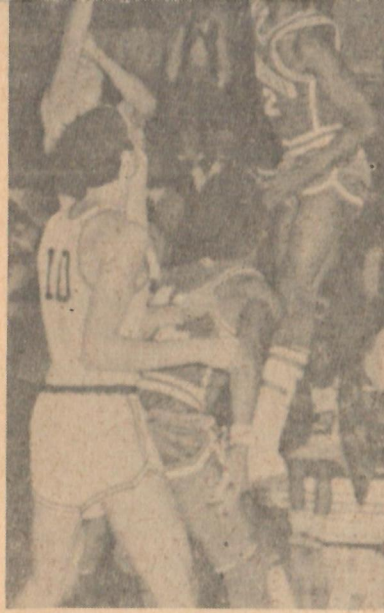
The squad started out right by winning the medley relay, the first event, which was only 160 yards long because the Topeka pool is only 20 yards in length. The standard distance is usually 25 yards.

Other than the relay victory the Wildcats' only other first places were gathered by Larry Rodina (diving), Jim Gomer (butterfly), and Jim Cooper (backstroke).

Second place honors were won by Jerry Garnett in the 200 yard freestyle. Jim Cox gained a second in the 400 yard free and Kent McCord in the 60 yard freestyle.

Third places were numerous also. Don Benjamin took third in diving. Jay McLaughlin, 200 yards freestyle; Dave Ponder, breaststroke; McCord, 100 yard freestyle, and Ken Oldham, 100 yard butterfly.

This is the Catfish's next to last home meet of the season. Let's turn out and cheer them on to victory.



JUMPING HIGH, THE opposition tries for a two pointer.

## Hockey, Exciting Sport

If you are looking for a new kick, the sport to watch is ice hockey. The Kansas City Blues provide excellent entertainment for advocates of a hard-hitting, fast-moving sport.

The sport combines the trickiness of skating on ice, the roughhouse tactics of football and wrestling, and the teams are armed with lethal weapons disguised as hockey sticks and pucks.

The pucks do not seem dangerous but are made of vulcanized rubber that is frozen 12 to 15 hours before the game to prevent bouncing. The pucks can be whipped along at 100 miles per hour and it becomes little more than a blur when it is shot towards the goal.

Blocking and slamming of opponents into the sideboards is legal and provides sights for the most sadistic. The players are far from the

portant part again for the Wildcats as they equalled East in field goals with 24, but hit 9 out of 14 free throws compared to 12 of 15 for the Lancers.

The second half the Lancers had a slightly lower per cent and finished up with a 56 per cent clip by hitting on 26 of 46 shots.

The Lancers took a 36-30 halftime lead and the third quarter saw the Wildcats start to eat away at the Lancer lead. An end-of-the-quarter shooting spree put the Lancers out in front by 11 points going into the fourth quarter.

By constantly chewing away at the lead the Wildcats finally pulled within three points in the final minute on son. 30 seconds later Dave Sensintaffer put the Lancers

behemoths that pound each other on the boob tube in football games but this difference in size is made up for by the ease that a person can be knocked off their feet.

Agility is the key word as the average height is around five feet, eight inches. Players weave like magic and change directions with the speed that halfbacks are supposed to have but usually don't.

Teamwork is evident even to the rookie eye when watching the team pass the puck up and down the ice. Occasionally, broken field skating will bring roars from the crowd as hometown favorites drive for the goal against the numerically superior opponents.

It is hoped that many people will support the Blues and keep professional hockey in Kansas City and truly make the twin cities a sports center.

## KUDL vs. Faculty

The WHS faculty will take on the KUDL disc-jockeys in a game of basketball on Jan. 23 at 7:30 p.m.

Admission into the game will be 75 cents and included in the price will be a halftime full of fun and surprises.

Sponsoring the faculty team will be Mr. Larry Ishum, plastics teacher, and Mr. James Tinsley, boys' physical education teacher.

The female members of the faculty will perform as cheerleaders with Miss Cathy Burnett leading the victory cheers.

As to date the KUDL boss-jocks have racked up one win and two losses. Hopefully it will be proved that they are better disc-jockeys than basketball players.

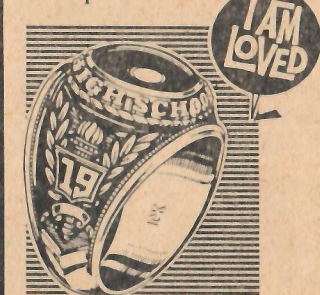
Topeka West Chargers tonight in the capitol city and will face the Sumner Spartans tomorrow night in the field house, although Sumner will be the hope team.

Last week the Chargers lost a close decision to Shawnee Mission West by a score of 63-61. Topeka West carries a balanced team as far as scoring goes and they specialize in the fast break.

Sumner will be led by 6-7 Leonard Gray who led the Spartans to victories over De La Salle and Turner last week. Gray scored 26 points against De La Salle and came back Saturday night with a 32 point outburst against Turner.

Washington	15	15	11	16-57
SM East	19	17	16	8-60
WASHINGTON (57)—Young 8-3-1, Thompson 5-0-5, Flack 0-0-1, Hall 3-4-3, Copeland 5-0-3, Stines 3-2-1. Totals 24-9-14.				
SM EAST (60)—Chambers 11-3-0, Hanger 6-0-4, Sensintaffer 2-1-1, Edington 1-2-0, Hiersteiner 0-0-0, McConnell 1-1-4, Bryngelson 3-5-2. Totals 24-12-11.				

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