

Here's how to . . .

Stay in college

Students who are not sure of their financial ability to complete a college education may look for help to a national group of benefactors who have established a college financial aid program.

The United Student Aid Plan features generous, long-term, no collateral loans to college sophomores who have met academic requirements in their freshmen year. The plan is administered by a national foundation based in Indianapolis and New York which guarantees the local banks that put up the money. Mr. Leonard MacCarthy, who administers the plan at Big Bend Bank, which initiated the U.S.A. Plan three years ago, said, "We are trying to keep worthwhile students in school after they have proved themselves."

Thank you

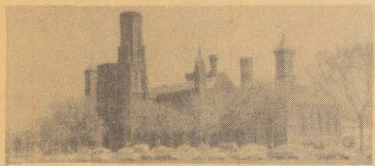
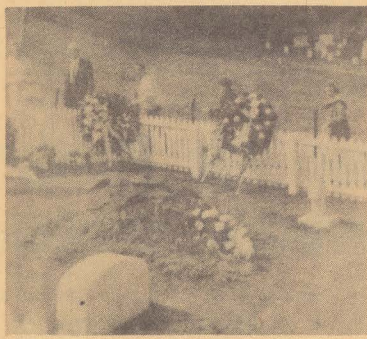
This year for the first time in many years, THE WEBSTER ECHO has been awarded an All-American Honor Rating in the National Scholastic Press Association's Newspaper Critical Service. This is the highest honor possible for a newspaper to achieve.

We of the staff of THE WEBSTER ECHO are proud to have won this prize—to do so required much hard work on the part of every member of the staff. We are acutely aware, however, of one very clear fact: it would have been extremely difficult for us to have received this honor if it were not for the many contributions of time and effort made to the paper by various individuals and organizations.

We would particularly like to thank the following: the secretaries in the offices, for their understanding in times of journalistic crisis; Mr. H. A. Latta and Dr. Joseph R. Verby, for their time spent giving information to reporters and for their encouragement to the staff; the many faculty members, for their patience in dealing with news-hungry reporters; the Board of Education, for the many news tips and other information; the Student Council, the Class Cabinets, and the Guidance Council, for their co-operation in presenting news of student activities; and Mr. Robert Smith, for his encouragement, his news tips, and his time, especially the time which he spent helping the paper with such special projects as the Paper Doll Prom.

We owe a very special "thank you" to our advisor, Mrs. Yvonne H. Lanagan. Without the aid of those mentioned above it would have been difficult to achieve the honor we did; without the guidance and assistance of Mrs. Lanagan, it would have been impossible.

Washington trip a success; visitors tour Capitol Building, White House



Sites visited by students on the Washington trip were (above left) the Capitol Building, (right) the grave of the late President Kennedy, (lower left) the Smithsonian Institute.

"The trip was a tremendous success! We're already making plans for next year," commented Mr. Robert Smith, referring to this year's Washington trip. From the many other comments made, it appears that the tour of Washington was an experience that students and teachers will never forget.

The schedule began with a tour of the capitol. Rosamonde Zinzer said, "The capitol impressed me more than anything else because of all the important people." The group generally agreed that the White House was a disappointment. "The rooms were much smaller than they appeared on television and we only saw five of them," remarked junior Ron Burger. Rick Cornish, junior, commented, "My favorite building was the Supreme Court building. It was so dignified that it seemed to be in harmony

with its purpose."

Although everyone was expected to attend the scheduled group tours; the remaining time was free. Senior Susie Rehkopf said, "The most amazing aspect of the trip was the independence allowed the students."

Senator Edward M. (Ted) Kennedy was presiding at the senate session the students visited. Seniors Marsha Groppel, Pam Schibig, and Donna Doyle decided to follow him when he left. After two hours they talked to him on the subway and got his autograph. Marsha felt, "He was very handsome and extremely polite. It was worth two hours of walking to meet him face to face." Ellen Pfeifer said, "The thing that impressed me the most was the seriousness of the students towards the more meaningful things on the trip."

Sophomore cartoonist produces films

by Lynn Zeiser

Mickey Mouse dances across a sheet of plastic in one corner of Mark Kausler's basement, and a mobile with Peanuts characters hangs suspended from the ceiling. Several feet of movie film are clipped to the wall. Beneath it all the president of Mark Kausler Kartoons leaned back in his Snoopy sweatshirt and told how he started making animated cartoons.

"I used to watch an awful lot of TV and got fascinated by all of those cartoons. I checked a book out of the library to learn how to do it, borrowed a camera from a friend, and started making cartoons."

Cartoon production

Mark, a sophomore, has been producing animated cartoons since 1958, when he featured Snoozy Shrew, his own character, in his first film. "It was pretty crude," he admitted. "Snoozy just walked around and danced a little."

A quick glance around the studio revealed a glass-topped desk with a light under it, surrounded by sketches of famous cartoon characters. Snoozy Shrew waddled across a page of his own. "This is where I ink my cells," Mark said, speaking cryptically of the process of painting a figure on a piece of transparent plastic.

Next to the desk is Mark's extensive library on animation, topped by plastic statues of Yogi Bear and Charlie Brown. Leafing through a book, Mark commented, "Most people think that cartoons are purely an American field, but the Europeans are a lot more original with them."

"And this," he grinned, gesturing to a drum and washboard in the corner, "is the sound effects department."

In explaining how he makes a cartoon, Mark said, "First you have to plan the story. The professionals do it on storyboards, but I use notebook paper. I've got one cartoon in this stage now," he continued as he flipped through the series of consecutive drawings



by Carolyn Vesper

In the lives of all seniors, and eventually all juniors and sophomores, comes a time when tactful observation of social customs is mandatory. To ease this predicament, we have devised a clever questionnaire which will not only get the message across but also conform with the ever-increasing mechanization of the times.

Question: WOULD YOU LIKE TO GO TO THE SENIOR PROM?
(Answer Below.)

Yes, but who would I go with?
It depends on who the chaperones are.

I've had too many offers.
Not unless they change the rules about corsages.

If my mother will let me stay out after 9:00.
(Blush) Gee whiz!

Not unless they get the Beatles.
Well (ho hum) I guess.

Not until you cut out this foolishness and ask decently.

Clip this column and keep it in your wallet until the Time Comes. Then whip it out, and with the blase suavity of modern youth, present it and a stunning grin to your True Love. It'll knock 'em dead.

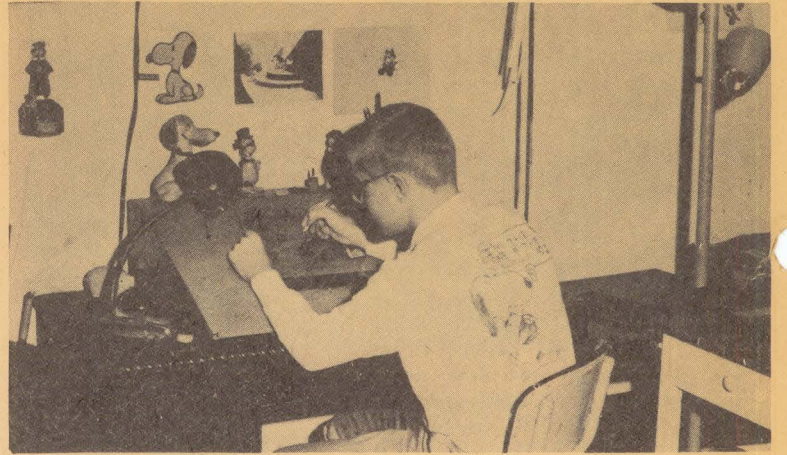


Photo by Paul

Mark Kausler is seated at his light table where he puts finishing touches to a Yogi Bear cartoon.

"In this frame, Yogi Bear drops a boulder on Boo-boo, and--" he turned the page, "well, squishes him." He pointed to something resembling exploding flubber.

Assistants Welcome

"Next I ink each picture on a separate cell. This is the hard part because it takes so long." He stopped and looked up hopefully. "I'd be glad to have an assistant to help with it."

Moving over to a complicated wooden structure hung from the ceiling, Mark unhooked it and swung it down. "This," he said, "is the camera stand. I put the cells behind the glass door to hold them in place while I photograph them." He demonstrated with the decimated Boo-boo. "In a finished cartoon, 16 pictures flash on the

screen in one second, so you can see how many it takes."

Mark plans to go into animation as a career. "I'll go to art school after two years of college and then apply for a job in Hollywood." He thought a moment and added, "If they ask for references I'll just bring along one of my own cartoons."

'Dozers demolish for athletic field

Two score and ten years ago, houses went up on the barren land on Selma Avenue, across the street from the high school. Last fall the houses were torn down, and the property once again became barren land. To what purpose? Progress, sheer progress, according to Mr. William L. Kloppe, director of physical education for the Webster Groves School District.

Redevelopment of the site resulted from a school bond issue passed last February. School officials stated that at this time there are no plans for acquiring additional property. The area across from the high school will be used as a physical education field. The area used by physical education classes will be a faculty parking lot, because an addition to the high school building will occupy the present parking space.

"Eventually half of the field will be surrounded by a ten foot wide track," said Mr. Kloppe. "The southwest corner will be provided with facilities for broad jumping, high jumping, and pole vaulting."

"Physical education classes will use the area for touch football, hockey, and softball," predicted Mr. Kloppe. "Cub Scout, civic and church-affiliated softball teams will play there during the summer months and during the school year when the field is not in use."

University probe astounds students

"Some of those questions were pretty darn personal!" "There were a lot of questions I didn't have answers for." "I just hope none of my friends or teachers see my test!" "I felt that the whole test was pretty inane."

"On the question where it asked, 'How close to the center of your school's top social classes would you like to be?' and they had 5 circles drawn--I drew 2 more circles and put a line under the number 7." "It was OK but some of the questions, AHEM!!!!"

The above were just a few of the many comments made by students about the Johns Hopkins survey tests given March 19-20.

The tests, conducted by the Johns Hopkins University of Baltimore, Maryland, were given at some forty schools throughout the nation. The results of these tests will aid in determining exactly what constitutes a top rate school.

The Webster Echo

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