

# 'School of future' forum tonight

Principal Carl Rinne will discuss ideas for freeing U-High from its master class schedule to permit increased emphasis on independent learning at a meeting for High school parents at 8 tonight in the cafeteria.

Mr. Rinne told a Midway reporter that he is not specifically proposing a plan for the Lab Schools to adopt but wishes to interest parents in the "school of tomorrow" as well as "school of today."

"I just want to stimulate people on the problems we have in school today, and start them thinking on how to solve it," Mr. Rinne said.

IN A PAPER sent to school homes to acquaint parents with the topic of decentralized schools, Mr. Rinne proposed placing more responsibility for educational decisions in the hands of teachers and their students.

Because of the present rigid master schedule, he explained, students often come up against conflicts between two classes scheduled for the same time.

Scheduling procedures are so formal and complicated that students often are restricted from building the program they want.

IN HIS PAPER, Mr. Rinne wrote that he would like to see the master schedule "do nothing but assign large blocks of time to students, and teachers and students would then be free to make detailed scheduling and grouping decisions within each department, independently of other departments in the school."

Students could then decide with teachers in each department which course they needed to take, he explained to the Midway reporter.

"In order for a school to employ this procedure of assigning students to departments, the entire curriculum would have to be re-designed," he said.

"CURRICULUM would have to be described in terms of a student's skills, not in the time he has spent studying a subject. Teachers' roles would be changed drastically if such a plan were to be used.

"Teachers who share similar interests with students would counsel them on academic matters as guidance counselors do now. Guidance counselors would then be free to discuss personal problems."

Because they would be freed of a master schedule, departments would be free to plan courses of varying lengths — "two days, two weeks or two years, as long as they are needed," Mr. Rinne said.

In a homeroom survey November 6, Mr. Rinne gauged student reaction to a scheduling program in which a student could choose his major and select the amount of time he wished to spend in each department.

THAT PLAN is similar to the one Mr. Rinne plans to describe at tonight's meeting.

"I am prescribing a daydream," he emphasized, "and I do not anticipate seeing a program like this accepted at U-High in the foreseeable future. Such a system requires an incredible amount of planning and preparation, for we are talking about a new kind of school."

## U - HIGH MIDWAY

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University High School  
1362 East 59th Street  
Chicago, Illinois 60637

### What U-Highers see on t.v. affects their stand on war

Unlike their parents, who saw brief war newsreels at movie theaters, U-Highers can view the Vietnam conflict every night on television.

#### Back of the news

influenced by the battle scenes

According to a Midway reporter's recent random sampling, U-Highers' feelings on the war are measurably

they see on television.

"I DON'T feel that the war is right," Senior Liz Pyle said, "and when you see people getting killed, it makes you feel it even more."

"I've wanted to be a nurse for a long time, and seeing the war on television has affected me because I don't like to see people suffer."

Freshman Jim Geach said he feels the war as seen on TV is "disgusting." Jim, who came to Chicago this year from England,

said, "I disapprove of any war which is not fought in entire self-defense . . . I'm becoming used to it; in this country it's a good thing to get used to seeing violence on TV."

SEVERAL U-HIGHERS said they felt television news programs don't present an accurate view of the war.

Junior Dean Mouscher explained, "I don't think it's representative of how the war is being fought; it doesn't show how we use antipersonnel weapons on civilians."

Senior Dan Erickson added, "TV coverage is not an accurate representation of the war; news media are censored by government or public opinion. Since this is war, the atrocities should be shown. A lot of people forget about war or don't want to think about it."

SOME U-HIGHERS said they aren't influenced by seeing the war on television. Bill Barclay, a junior, said, "It doesn't affect me. I don't think the news is slanted in any great way . . . the only way I could be influenced about the war is if I saw the United States Army infringing on the rights of the South Vietnamese citizens and showing the citizens being violently against the United States presence in Vietnam, and I haven't seen that yet."

Junior Mark Oram said, "They rarely show anything really shocking on TV. The only thing I can remember was some American soldiers cutting off the ears of some dead Vietcong."

#### Two on faculty

### Reservists ready

By Mitch Pravatiner

Though the seizure one month ago by North Korea of the U.S. Naval Intelligence ship "Pueblo" prompted President Lyndon Johnson to call up reserve forces in anticipation of a major crisis in Asia, two Army reservists on the U-High faculty consider the chances of themselves being called remote.

Math Teacher Alan Haskell is a first lieutenant in an artillery unit. His fellow reservist, Dean of

Students John Thompson, is a Private First Class in a postal delivery unit.

MR. HASKELL faces with relative calm the remote possibility of a callup.

"I signed an agreement when I entered the reserves to be prepared for eventual mobilization, and, while I wouldn't be happy, I would have to accept it," he said.

Mr. Thompson takes the prospect of being called up less philosophically, observing that "If I were called up I would feel like I would if an elevator were falling very rapidly — a feeling of powerlessness and being trapped."

MR. THOMPSON expects to leave the service in May. Mr. Haskell's term of service will end next year; he "isn't sure" whether he will re-enlist.

Mr. Haskell entered the reserves in 1961 after taking ROTC in college.

MR. THOMPSON originally considered joining an Airborne unit ("I wanted to do something unusual and exciting"), but gave up on the idea because of Airborne's "very high priority," being called up for "any little international crisis."

He ultimately entered a National Guard artillery unit. When the Pentagon ordered a cutback, he related, "I qualified as one of the most unenthusiastic soldiers" and was therefore dropped.



Photo by Naomi Weinstein

Mr. John Thompson,  
dean of students

Private First Class  
U.S. Army Reserve

### On The Midway

Today, Feb. 27 — Open parents forum with Principal Carl Rinne on reorganizing the high school for individualized instruction, 8 p.m., cafeteria.

Thursday, Feb. 29 — Track against Lane and Dunbar, here.

Friday, Mar. 1 — Giant Gym Nite, 7:30-10:30 p.m., Sunny gym.

Tuesday, Mar. 5 — Midway out after school.

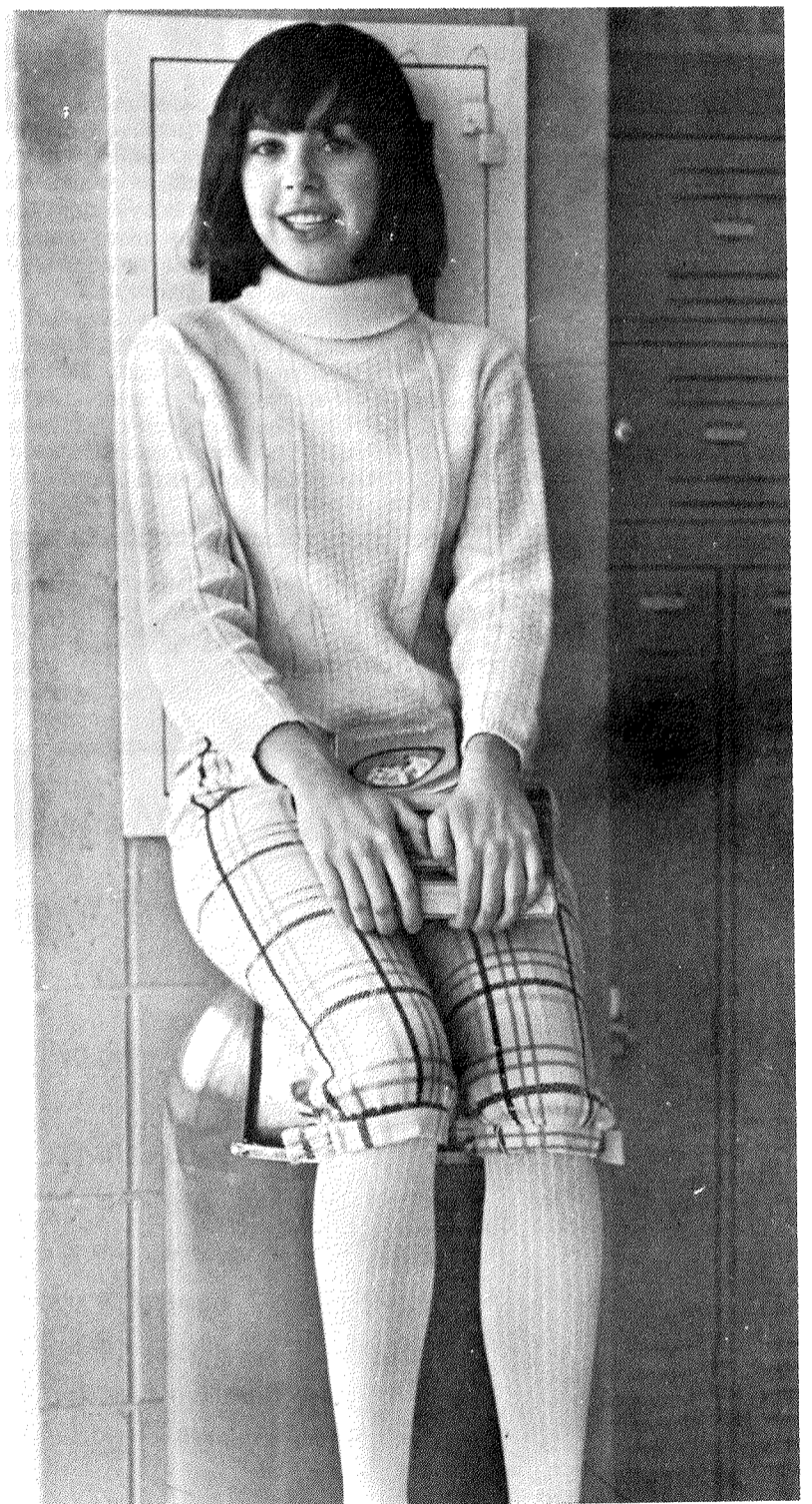


Photo by Ken Devine

### Responsible freedom

SWIM TRUNKS, shorts, slacks, knickers, mumus, saris, barefeet and bare chests (on boys) were among creative costumes sported by U-Highers as they took advantage of Dress Day, a reward for contributors of 49 cents or more for Student Council's Fund Drive for the American Cancer Society, United Fund and Scholarship and Guidance association. The Council solicited \$48 over its \$400 goal. Marla Rosner (see photo), wore wool knickers. Other U-Highers dressed more garishly. But no one came nude. Now that is what you call responsible freedom on Free Dress Day.

# Extra S.C. sessions start today

## IBM class draws ten

Tuesday afternoon Student Council forums, beginning after school today (location undecided at press-time), are one result of a midyear report read at Thursday's meeting by President James Steinbach.

Formation of a budget committee, possible credit for participation in student government and a total reorganization of student government at U-High were among other proposals in the report.

DEPARTING FROM the practice of his predecessors, James in his report suggested plans for increasing Council effectiveness in the future instead of recording its accomplishments in the first half of the year.

Referring to the disorder and "general state of chaos" which has plagued the Council this year, James said that he would, if necessary, expel from meetings representatives causing disturbances.

"Council members must realize," he emphasized, "that we do not meet to talk with friends, but to transact business."

HE ALSO SUGGESTED that if representatives wrote out proposed legislation, confusion over the wording of motions could be reduced.

An associated problem, he added, is the weekly 50-minute meeting time which has restricted meaningful council discussion and legislation.

James said that a Tuesday afternoon meeting will be added to the present Thursday morning session to provide additional discussion time.

THE COUNCIL will have to decide if the Tuesday meeting is required for all representatives, he added; actual legislation will still be restricted to the Thursday meeting.

Today's meeting will be devoted to discussing a proposed new Student Board constitution.

James also suggested that if student government activities were scheduled into the day, rather than

at the beginning, students might attach more importance to them.

"IT MAY ALSO prove desirable to give a credit for involvement in student government," he said, "particularly if a course were dropped so that a student could participate."

To avoid the confusion and delay which accompanied approval of this year's student activities budget James proposed that a budget committee be set up to begin work each spring and serve until the budget was approved the following fall.

SPEAKING OF his general concept of student government at U-

High, James said he would like to see government divided into four bodies: legislative, executive and judicial, social and cultural, and class steering committees.

He said that a new constitution would be needed to outline the function of each group as agreed on by students, faculty members, administrators and parents.

After the meeting, James told a Midway reporter that many of the ideas in his midyear report are in operation at New Trier East in Winneka, a high school he and other student government leaders visited earlier this month.

COMPUTER COURSE — Computer club's course in programming attracted 10 students, according to President Scott Gurvey. IBM is supplying them with manuals as well as curriculum guides for the students teaching the course. U-Highers who complete the course will receive a letter to be placed in their records, according to Scott.

"The course emphasizes programming applications in all fields," he said, "not just math and science."

Students taking the course have access to a new IBM 1130 computer in the Judd Hall Statistics Laboratory.

## Junior studies interurbans

# His hobby gets him to school each day

By Mary Dering

If the South Shore railroad were to close down tomorrow because of its mounting deficit, several U-High commuters would feel inconvenienced. But Junior Marc Berkson would feel more than just inconvenienced. He would feel personally disappointed.

Riding the orange cars of the South Shore to and from his home in Michigan City, Ind., each day has spurred Marc's interest in the history of the electric interurban line. His interest has widened to the history of interurbans.

The South Shore line made its first run between Chicago and South Bend in 1907, according to Marc.

"THE SOUTH SHORE is one of only two interurban lines still in existence," he said. "The other is the Philadelphia Suburban Transit line."

Chicago at one time was a major interurban center, according to Marc. Several lines ran into the Loop over el tracks. They included the North Shore line, which ran between Chicago and Milwaukee (and whose southern terminal at one time was at 63rd street and Dorchester), and the Chicago, Aurora and Elgin line, which ran between those cities.

"Actually, interurban lines were really only extensions of trolley lines," Marc said. "The interurban lines kept on growing until about 1917, when there were 18,000 miles of train tracks in America. That's a lot."

THEN CAME the horseless carriage.

"Henry Ford just about killed the interurban," Marc commented. "The number of interurbans slowly diminished, until there were only two left."

Digging into the history of interurban lines, Marc found out that they used gimmicks to attract



CHEERILY DONNING his conductor's cap, Marc Berkson salutes the South Shore interurban line, which he daily rides to U-High and which has become his hobby.

riders.

"Though the first interurban cars were only flatcars with sides put up around them and some chairs set up inside, they were painted with bright colors to attract passengers," he informed.

NATURE LOVERS were a source of income early in the lines' histories, he said.

"Parks were built for the passengers to come to at the end of the line," Marc explained. "The North Shore line was responsible for building Ravinia."

FROM BOOKS and his visits last summer to the South Shore yards in Michigan City, where he found workers willing talkers, Marc found out that the South Shore's cars actually are halves of earlier smaller cars welded together in threes or fours.

Though the line's customers may find it hard to believe, Marc reported that "these cars are still considered some of the most modern interurban cars today."

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# Four U-Highers and a curriculum idea

## Council works to clarify independent study proposal

By Mary Dering

A week in which to pursue independent interests, a staggered homework load and interrelated courses: these are suggestions included in a proposal submitted earlier this month to the faculty by four students who have formed a committee for curriculum reform.

The students are Emily Mann (chairman), Sarah Lincoln, Debbie Bakan and Peter Haroutunian.

PREVIOUS TO their proposal, five other students spoke to the faculty at a meeting December 4 about similar suggestions for curriculum reform.

All members of Mutants, U-High's underground organization, these students were Harry Cornelius, Martha Gottlieb, Steve Lewontin, Lisa Leftkowitz and Barbara Golter.

At a meeting February 5, the faculty recommended that students who wished to investigate curriculum take their proposals to Student Council. If it wished, the Council could form committees for that purpose, the faculty felt.

FACULTY MEMBERS said they would be willing to join such committees but did not wish to dictate to the Council any one approach on the matter.

Council Adviser Ralph Bargin emphasized at the February 13 meeting, however, that the faculty would not work with students on curriculum reform until they arrive at more specific proposals. The faculty issued a written statement to that effect.

The Council then formed three committees to clarify and define how they will act on the three major parts of the original proposal.

IN ITS REPORT, the original committee for reform stated that,

"The suggestions for curriculum reform were motivated by the need for more time for the individual to pursue his own talents and interests."

A basic need, the students felt, was better interdepartmental communication.

"If departments met together on a regular basis," the report stated, "the homework load could then be staggered . . . Subject matter could be discussed and in some cases plans for interrelated courses could be made."

In example, the committee cited English and social studies courses dealing with same historical periods.

THE STUDENTS also recom-

mended that homework which essentially is busywork be eliminated to free students for more time to pursue their individual interests.

They recommended an independent study week to free students from regular class schedules to pursue individual projects — "practice the piano, make a sculpture, read, learn about Negro history, think, any number of things."

The plan they described would be scheduled on three levels to accommodate students who need close supervision, a daily check on their progress or only a summary check on their work during the week.

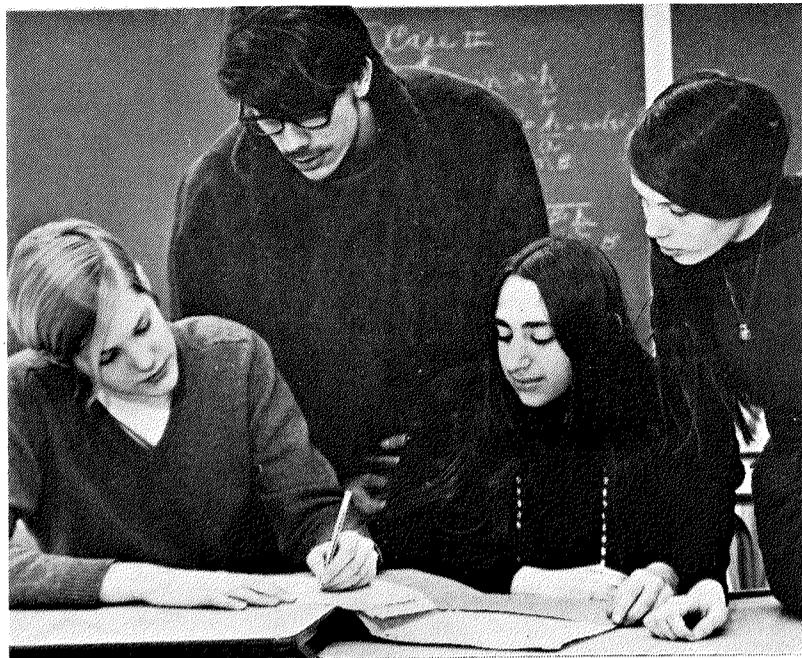


Photo by Ken Devine

MAKING NOTES on their curriculum reform proposal, Peter Haroutunian, standing left, Debbie Bakan and Emily Mann collaborate with Sarah Lincoln, seated.

## Teachers disagree on student plan

By Bruce Gans

Teacher comment on the phenomenon of four students submitting a statement on curriculum reform to the faculty ranged from "exciting" to "presumptuous."

The teachers, surveyed randomly last week by a Midway reporter, also differed in their opinions of the general usefulness of the proposals themselves.

PRINCIPAL Carl Rinne said he saw much merit in the proposals, especially the three-track study week idea. This plan would provide a week where students could pursue any area of study they wished.

Mr. Rinne said he felt strongly, however, that the program would have to be carefully set up and supervised if students were to take it seriously.

The principal added that he was confident "many kids could qualify for and handle this kind of program."

THE PRINCIPAL also backed the pro-

posal for stronger correlation of courses.

"There's no reason why kids who study Medieval England in Soc Sci II and Chaucer in English II can't combine the two studies for a more thorough job," he pointed out.

Mr. Rinne also was excited over the students' independent action in formulating and submitting their plan.

"I FIND IT exciting when the student body takes an active interest in their program of study," he said.

Mr. Rinne did take exception to the students' suggestions concerning homework. They called for lightened homework loads.

"This policy must be left up to the teacher," he explained.

MATH TEACHER Margaret Matchett said she opposed several aspects of the proposal and the idea behind its being submitted in the first place.

"I find it very presumptuous that four

students should, with their background and experience, propose such sweeping changes," she said. "If they want to make a study, they ought to join a teacher-student committee and study the problem that way."

Mrs. Matchett also opposed the idea of one approach to homework assignments.

"IT SHOULD be left up to the individual and the teacher," she said. "You shouldn't have this sweeping setup for all students because almost all students work better when they are working under a structure."

"That's why I see a drawback in independent study. A teacher is there because students don't know everything and can't see all there is to see in a course by themselves. That's what a teacher is there for."

Mrs. Matchett said she felt the program was "self-defeating because they're replacing one set of rules with another more complicated set."

## Personal experiences led four to set down ideas

Personal experiences led four U-Highers to form a committee for curriculum reform and distribute a proposal to the faculty, they told a Midway reporter last week.

Sophomore Emily Mann, Junior Debbie Bakan, and Seniors Peter Haroutunian and Sarah Lincoln said they had come to feel that U-High, part of the University of Chicago's Laboratory Schools, is becoming less and less experimental.

EMILY, THE chairman, said she found homework assignments were leaving her little time to practice the piano or flute or to read a book which had not been assigned as part of a school course.

"I felt there was a lack of time for creativity and individual expression because of lack of time to do it in school and the increased homework load."

The four committee members therefore proposed an independent study week in which students could pursue individual interests.

"For example," Sarah said, "I'd read a lot of psychological journals. I'm interested in dramatics in relation to the therapy of disturbed children. I'd also work out a project with a teacher to write a paper."

"INDEPENDENT STUDY week would have to be supervised. It would have to be that students and teachers work out a program. It couldn't just be a week to goof off in."

Debbie said she felt curriculum reform is needed at U-High for different reasons.

"I think the present educational system at U-High is poor. It's more concerned with the student body as a whole and its image than the individual," she explained. As for the independent study week idea, Debbie said, "People need time to relax, unwind and explore their own creativity and personality."

PETER HAS a few doubts about independent study week in practice. "I think it would work if each student and teacher worked out an agreement as to the amount of freedom because there are many irresponsible people who would not take it seriously," he said.

"If I could take an independent study week I would read and study French a lot and do silver and lapidary work."

## ITS SPRING TIME AT ALBERT'S!



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# Changing Union earns new image

At a student government forum February 1, a freshman asked Student Union President Beth Fallers about what he felt was the failure of officers to revitalize student government at U-High.

As Beth indicated in reply, a look at the events and activities planned by the Student Union shows that this organization has made significant improvements in its service to the school, even if its popular image has yet to catch up with its new vigor.

"THIS YEAR the Student Union has tried to get away from just parties, parties, parties," Beth said recently. "We've tried new things . . . we've tried our whims."

The Food Festival in December was one result of such "whims." It replaced the Toy drive of previous years. Proceeds went to a settlement house.

The recent date evening at the Happy Medium (to which singles also eventually were invited) was the first party ever off campus other than proms, according to Beth. It also was the first date party to which freshmen were invited.

UNION MEMBERS have tried to rid the group of "the reputation of the past," Beth said. "Last year the Union had really regressed and there was some talk of abolishing it."

A Midway story last year recounted that "some students . . . feel the Union is in a rut and resorting to the same tired-out ideas for its parties year after year."

"Some students have also complained of racial prejudice in the Union and domination by one group of students."

BUT THIS YEAR a fall dance featuring Disk Jockey Herb Kent drew 500 people representative of all social and racial

groups in the school. And the Happy Medium party drew twice as many signups as last year's Date Dance, which it replaced.

"Union meetings are very relaxed and have hardly any parliamentary procedure," Beth told a Midway reporter, "We hope it permits kids to speak out."

According to Miss Sharon Feiman, one of the two Student Union advisers (Mrs. Etienne Pillet is the other), "the Student Union is developing a new self-image. The executive board tries to be conscious of everyone's need."

AND STUDENT UNION'S new self-image is creating a new student attitude toward the Union as well.

Slowly but surely the Union is losing its identity as a small social clique planning parties with only limited appeal.

The executive board, representing di-



Art by Dan Pollock

NOW THAT he's got some new tricks, how about giving him a new hat?

## 10 -second editorials

● The four U-Highers who have set down in writing their proposals for curriculum changes (stories pg. 3), and the members of Mutants who earlier made similar proposals at a faculty meeting, deserve commendation in pioneering organized student exploration of U-High's classroom program.

As faculty members pointed out, the students' recommendations could have been more specific and more carefully formulated. Still, their maturity in concerning themselves with curriculum is impressive.

It's a sad commentary that these students felt they had to initiate such exploration outside of Student Council, their representative body which long ago should have made curriculum an area of its concern.

● Speaking of maturity, U-High has yet to dry up the drips who can't keep their hands off posters. Above an elaborate calendar on the senior bulletin board, the artist felt impelled to place this plea: "Please, it took hours to make. Don't write on it."

● Also speaking of maturity, the seniors, after months of working to get a lounge, lost it temporarily because of faculty and student (!) complaints of excessive noise, rowdiness, theft and vandalism. The old U-High paradox strikes again: Students crusade for more freedom, then show they can't handle what they do have.

● Apologies to Bob Aldrich and Jim Moulton, missing from last week's list of one-act play directors, and Jenny Harper, who turned up as Jerry in a cast listing. The reporter involved is now the Midway's Saigon correspondent.

## The hunt



Art by Robert Katzman

'I WONDER if they call it Leap Year because the boys always seem a leap ahead?'

## THOUGHTS

... about Red Cross tutoring

"Why don't you take me in your arms and carry me out of this lonely place" — Conrad.

East 63rd Street — A world over which the el tracks reign and thunder, blocking out sun and light. People saunter by, staring and jeering at you, many with a deep hate in their dark eyes. Hurt and hate are waiting, anticipating, for more life to be suffocated so that they can swirl in and around, and fill up the cracks and spaces and ooze through dirty, scrawled-on walls. Waiting to erase the gleam and gloss of proud black faces and replace that which is left with pain.

Within the room — darkness and oldness have settled over the cracked plaster, decrepit walls and blackboards. The room where the need opens up — the need to help and the need to be helped.

The children come, running, pushing, lagging — come to receive their weekly inducement to learn; a cup of cocoa and a cracker. The bribe to learn for an hour — stumble through the ands, thats, fors. A story about a farm or a boat, but you've never seen either. But you have to learn, don't you see boy? You have to — or you'll be stifled and smothered like this world you're in.

Occasionally you understand each other and talk about his brother in Vietnam, monsters in the night, or how you both hate spiders. But feel it while it's there, because soon he'll feel the hate and hurt, yes he'll learn — and there will be no more talking. Only that which is waiting for the chance will wail and moan.

—Liz Pyle, senior

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ADVISER Mr. Wayne Brasler

verse ethnic and social groups, has shown with the Herb Kent dance, Food Festival, Happy Medium evening and its consideration of a series of lectures on Black Power and a school picnic that Student Union can serve the school's social life imaginatively and to the satisfaction of a large percentage of U-Highers.

NOW THE UNION is discussing the idea of assuming responsibility for the Bazaar, Student Council's community charity project, to free the Council from such social obligations.

With this kind of vision, the Union's present leaders are paving the way for their successors to produce truly exciting student government at U-High.

## Sound and fury

## Dylan combines folk and rock in new, more serious album

By Michael Berke  
Bob Dylan, "John Wesley Harding," Columbia Stereo CS 7604, Mono CL 2804.

In "John Wesley Harding" Bob Dylan again combines folk and rock music elements, but in different proportions than in his previous recordings. Dylan's sound combines two of today's teenagers' favorite musical forms so it's not surprising that his recordings are popular.



Michael Berke

Dylan, who hasn't produced an album in 18 months because of a backbreaking motorcycle accident, injects more folk music into his latest album. Absent is the fast beat and the driving rhythm of the electric guitar. Instead there is a slower beat and the sounds of Dylan accompanying himself on the steel guitar, the harmonica and the piano.

(As in his other albums this is Dylan all the way: in addition to being lead

singer and principal accompanist, he wrote the music and lyrics and even did the jacket notes.)

The lyrics are markedly more serious than in other Dylan recordings and are all sung in a high-pitched, often whining voice. "I Am A Lonesome Hobo," "Drifter's Escape," "Dear Landlord," "I Pity the Poor Immigrant" and "The Ballad of Frankie Lee and Judas Priest" are songs about the poor, the despairing and the down-and-out.

The title song is about a gunman, a sort of later-day Robin Hood, who was a "friend to the poor" who was "never known to hurt an honest man."

Dylan's increased seriousness is the most striking feature of "John Wesley Harding." It's good to hear popular music becoming more responsive to contemporary social problems but Dylan has gone too far in this direction. After 40 minutes of being told how trod upon are the downtrodden his recording begins to lose its entertainment value — in fact, after a while it gets to be dull.

# The problems of college counseling

## Students have biggest obligation: Westrate

By Paula Kaplan

College-planning primarily is a student's responsibility and choice, but the school has a responsibility to facilitate college admissions by offering college counseling.

This viewpoint was expressed by College Counselor Ronald Westrate in a recent series of interviews with a Midway reporter.

MR. WESTRATE'S first year on the job has been marked by complaints from students and their parents about his services, including a letter in the Parent's Newsletter.

Outlining his job as college counselor, Mr. Westrate said, "I am here to facilitate the college admissions process for U-High graduating seniors through professional counseling and information giving."

"Through college counseling, I hope a student can arrive at a realistic decision strictly on his own. I like to have the student research schools first, and then it is solely the student's responsibility to narrow down his choice."

"I LIKE TO be openly honest with a student when discussing his strengths and weaknesses. I never tell a student, 'No, you can't apply there.' I don't discourage students, but lay the facts on the table."

Mr. Westrate complained that students at U-High, in general, don't assume enough individual responsibility for their college planning or make good use of the college counseling services offered.

"They should have more actual involvement in the process of getting into college, as they are the ones who, next year, will be sitting in classes, living in dorms, going on dates, joining clubs and doing laundry," he said.

"No one else is going to intervene."

MR. WESTRATE said he has been disappointed by the few juniors and seniors who turn up to talk with college representatives when they visit U-High.

He pointed out that meeting with a representative from a school other than a student's choice can still benefit the student and give him more ideas on college.

"Students should be more flexible," he said.

MR. WESTRATE added that not enough seniors took advantage of Early Decision, a procedure in which a student applies to only one college at the end of his junior year or beginning of his senior year.

The college then notifies the student before December whether he's been accepted.

A college counselor is important to U-High, Mr. Westrate said, because U-High is considered a college preparatory school by its community.

"Students at U-High feel they must consider college and not vocational training because of community pressure," he said.

U-HIGH DOES not employ a vocational counselor because there is no demand for one, he added. Class counselors are qualified to direct students in vocation and travel plans, he explained.

Mr. Westrate has direct contact with colleges as part of his position.

IN OCTOBER, he attended a national convention of the Association of College Admissions Counselors, where high school counselors meet with college representatives from universities and colleges.

"We get to talk and learn about each other," Mr. Westrate said.

Throughout the year, Mr. Westrate attends group meetings of various college representatives and high school college-counselors.

"Colleges often invite me out for a day to visit their campuses and to talk," he said.

"U-HIGH IS well-known and highly re-

spected in most cases, and college representatives want to spend as much time as possible talking to U-High people and keeping up communications."

Mr. Westrate said he tries to devote most of the summer to visiting "as many colleges as the budget will allow."

"If a student wants to go to some college, in that way I've been there."

Turning to the rejection of several seniors from the University of Illinois at Champaign-Urbana, Mr. Westrate said the action surprised many of them because they had considered "Downstate" a safety school, one on which they could rely if they were not accepted elsewhere.

HE EXPLAINED that these seniors were rejected under the University's new admissions plan of screening applicants by computer on the basis of examination and college board scores and grade averages.

These students still may appeal by requesting that an admissions committee review their applications, grade records and letter of recommendation, Mr. Westrate added.

As for the success of U-High's graduates in college, this spring Mr. Westrate and Guidance Chairman Roger Aubrey plan to contact colleges attended by U-High's alumni to discover how well U-High graduates do in college.

Mr. Westrate said he feels U-High adequately prepares students for college. The only shortcoming he can see in the school's program is the early age at which some U-Highers, not ready for college, are graduated because of the combined 7th and 8th grades.

He added that U-Highers, as a group,



Photo by Edith Schrammel

ANSWERING questions from parents by phone is a part of College Counselor Ronald Westrate's job and one reason his appointments cannot always be kept to the minute.

are not adequately prepared to take the College Board Language Achievement tests.

THE SCHOOL is aware of the fact, he added. U-Highers' performance on the test, however, does not necessarily reflect on the school but the areas which the test emphasizes, he noted.

Several U-Highers and their parents have complained of late and cancelled

appointments with Mr. Westrate and lost college applications.

Mr. Westrate admitted that, because of his inexperience with scheduling appointments, there have been conflicts. He said he is not aware of lost applications, though some may have been misplaced because of a clerical error.

"We learn by experience," he concluded. "Nobody is perfect."

## Student, parent comment . . .

### Matt Piers, senior:

As we headed into the last lap of the seemingly endless "graduation race," the class of '68 faced the problem of college acceptance with the usual fear and discomfort. We turned for help to the logical source, the college guidance office. There, instead of assistance, we found our troubles multiplying.



We had a college counselor . . . somewhere. He existed, but seemed to be on an endless stream of coffee breaks and "out of town meetings."

IF A STUDENT was one of the very few to get an appointment, he found that his classmates were not missing much. For example, one of my friends, an average student with no really outstanding scholastic achievement, was told to set his sights for Stanford university.

Our college counseling problems still continued after our entrance applications were at the guidance office. In more than one case, the applications were not mailed out until painfully close to, or even after the due dates. Since the new college counselor did not know any of the students, he had to go through the very slow process of having U-High teachers evaluate the students so that he had some basis on which to write the needed college recommendations.

PARENTS WHO came in to see the counselor complained of similar behavior. "He's not well informed." "He's unresponsive!" and "He's inconsiderate and inexperienced!" were typical parental descriptions.

At a parents' meeting where he described the college counseling policies and answered questions, the parents were so enraged at the impression that they received, that "they were about to riot," to quote one Parents' Association member.

THE COLLEGE COUNSELOR cannot, however, take all of the blame. He is a new man in a new and difficult job, and he is working with a new principal. The blame also must lie heavily on the

school administration which allowed this dangerous and unnecessary situation to come about.

With a little more supervision, cooperation and planning on their part, many of the problems of applying to college that were experienced by this year's senior class could have been avoided.

Mr. Westrate replies: I would say most of these comments are misconceptions and quotes taken out of context. It's unfortunate this particular student saw my role and myself in this particular light. I never out of the clear blue sky say you ought to go to a specific school.

### Mrs. Raymond Berke, parent of a senior:

At U-High, college counseling is inadequate, judging from the outcry of many parents at the evening meeting last October. These parents were of the opinion that facilities were lacking for "their darlings" to apply to 10, 12 or even an unlimited number of colleges and universities.

Such a policy is unrealistic, to say nothing of the expense and effort involved. Of course, if parents are anxious for their sons and daughters to attend Ivy League schools for reasons of prestige and so forth, cost is of no importance.

Being admitted to schools of higher learning is one thing, but remaining there to obtain a degree is another. Therefore, selecting the right college for the individual graduating senior is of the utmost importance. The college and grade counselors working together objectively can be of invaluable help to the student in this area.

We parents should instill confidence in our offspring for making their own selections with the aid of the college counselor.

Mr. Westrate replies: Beautiful! I like that! I'm happy to see some of the parents are being objective about my role and me as a person. College counseling presupposes a great deal of individual responsibility on the part of the students. I can't play God. My job is to help parents and students. They still have to make up their own minds.

# How phys ed grades work

When a U-High student receives a C instead of the B he expected in physical education, or a B rather than an expected A, there probably were several factors involved that the student didn't think of but his teacher did.

"The most significant factor in a physical education grade," according to P. E. Teacher Allan Potter, "is the student's skills. His athletic ability and performance are what makes up his skills and most of the time the skills grade counts for one-half of the total grade."

"THEN, ONE quarter of the grade is determined by a written exam on the unit and the final fourth is the student's conduct."

Another P. E. teacher, Mr. Sandy Patlak, added that a student's conduct and behavior weigh heavily in his grades. According

to Mr. Patlak, "If a student has real great ability and is a very good athlete, but on the other hand is sloppy, improperly dressed, late for class or not in class at all, I will certainly lower his grade."

"A STUDENT of mine must give something to the class other than wisecracks and distractions because if he gives me those things I'll grade him down."

In giving a high school student

## Trackmen face Lane and Dunbar

U-High's varsity runners hope to make it two victories in a row in a dual meet against Lane and Dunbar B and frosh teams 4 p.m. Thursday at the field house, 56th street and University avenue.

Led by exceptionally strong performances by Senior Oscar Rattenborg and the one-half and one-mile relay teams the U-High trackmen defeated visiting Schurz 65-44 last Friday.

Oscar won the two mile run, the mile and the high jump as he alone almost provided the winning margin.

The one-half mile relay team composed of John Bobay, Bruce Apatoff, Jerry Carr and Peter LeFevre beat the Schurz relay team by a slim 2.2 seconds.

Meanwhile, the mile relay was won by Apatoff, Carr, Ed Taylor and David Cooley by an even smaller margin of 3:51.5 to 3:51.5 plus.

the benefit of the doubt between a plus grade and the next highest minus grade (such as B-plus or A-minus), teachers indicated they treat freshmen and sophomores differently from juniors and seniors.

Girls Phys Ed Teacher Mary Busch noted, "In the junior-senior level, a student will receive two letter grades corresponding to his two units (each junior and senior takes two phys ed units each quarter, such as basketball and gymnastics)."

"THE TWO GRADES are averaged and if the grade is something like a 9.5—11 points for an A, 10 for an A-minus, nine for a B-plus—then the student will not receive the benefit of the doubt and he'll get a B."

"He must have a 9.6 or be two-thirds of the way between the two grades in order to receive an A."

"On the frosh-soph level, though, the benefit of the doubt is most always given to a student who is right between the grades."



## Mostly Sunny

What happened to  
frosh soph cagers

By Dick Dworkin

Before the 1967-68 basketball season dawned on U-High, Frosh Soph Coach Allan Potter made a prediction in this column. He also made some predictions out of this column. Put together, they spelled a second straight championship year for the Maroons.

But as U-Highers found out early in the season, the Maroons just weren't bouncing the ball their way. Frosh soph finished with a 5-9 mark. Only Harvard's Hurricanes, who were 1-13, had a worse ISL record than U-High.

MR. POTTER can offer numerous technical reasons for the team's downfall — bad passing, sloppy defense, poor free-throw shooting and lack of depth.

But then he says, "What really killed us, though, was stupid mistakes. They were just plain stupid. Like a guy from another team would break right through the middle and score. And I'd tell 'em and tell 'em and tell 'em to watch the middle. They just couldn't get it."

He says that this sort of weakness is typical of U-Highers. "In water polo, they get a two-on-one situation and just can't see to pass it off. It seems so obvious, but they just can't get it. U-Highers may do fine academically, but when they come over here, they just can't see team strategy."

SOCCER AND Basketball Coach Sandy Patlak thinks the problem lies elsewhere. "That prefreshman year really hurts 'em. They're not stupid. Some of them just lack maturity."

Soccer, Swim and Tennis Coach Ed Pounder sees the problem not as a lack of maturity or brains but as a matter of attitude.

"It's certainly not age, because in sports like swimming, 14 and 15-year-old kids are breaking national records. And it's not stupidity. The kids here have brains."

"THE PROBLEM in all sports, not just team or individual ones, is that they have an attitude of acceptance of quitters. If they aren't successful right away they quit. They need to get beat badly once in a while, too, so they see how their skills compare with others, especially outside the league." So there you have it. Perhaps the academic superiority of which they are often told makes U-Highers expect easy success in sports.

But it doesn't work out that way. And until U-Highers learn to face up to their abilities and need to work in sports, it just won't.

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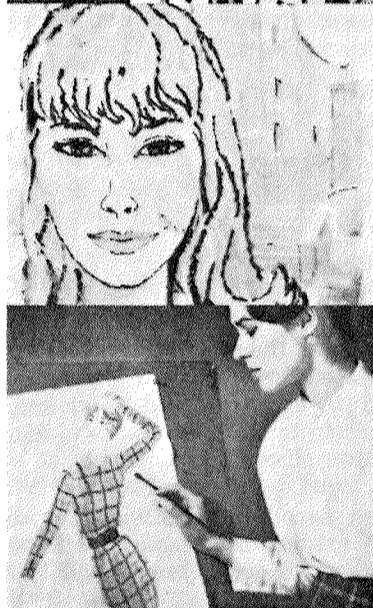
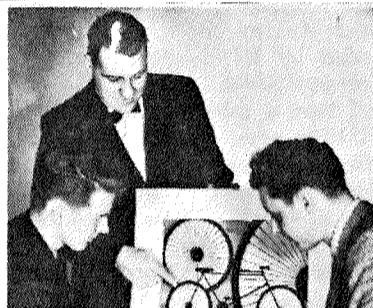
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# Denis squeaks into state swim meet

## Triumph follows 10th of second loss

By Dick Dworkin

After the 50-yard freestyle finals Saturday afternoon at Hinsdale Central, it seemed almost certain that the high school swimming career of Stanley Denis—a career of three team captaincies, four U-High records and more than 100,000 yards of swimming had exactly 100 yards to go.

Stan had qualified fifth in both the 50- and 100-yard freestyles, with times of :24.2 and :53.2, respectively. To advance to the state meet, he had to move up to second place or to qualifying times of :23.6 and :51.6.

Immediately after the 50, one fact was certain—Stan had third place. But the time—what was the time . . .

The three Hinsdale girls timing his lane stooped over to look at their watches and made a quick decision; his time was :23.7.

A SECOND LATER they realized what they had done, rehuddled and checked their watches again. One read :23.6, another :23.7. But that third watch—what about the third watch?

A pair of officials, clad in white—from tennis shoes to thinning hair—took a look. And another look. And took the watch over to a croucher, who took a look. And the trio bobbed their heads in solemn condemning agreement.

"And in third place . . ."

The announcer's voice tried to boom over the P.A. system.

"Stan Denis of U. of Chicago with a time of :23.7."

MAROON COACH Ed Pounder turned to his manager. "We miss getting a man to state by four-tenths two years ago, two-tenths last year, and one-tenth this year. Next year we've just got to get it."

A 5 foot 2 inch dishwater blonde had slammed the door to state on Stan Denis with her index finger.

And then somebody said, "What about the 100?"

"Sure, Stan. Make it in the 100. Hit the turns fast and start stroking as soon as you can."

Mr. Pounder began a pep talk that continued on and off through the individual medley, diving and butterfly.

AND THEN CAME THE 100.

"He's got to make it on place," someone said as he stepped onto the starting block. "He'll never do that time."

He had to move ahead of three swimmers who had preliminary times, 1, 1.9, and 1.4 seconds better than his.

"Swimmers, take your marks . . . stand up. Now boys, take it easy. I'm more nervous than you are."

The starter's trying-to-be-clever monologue was broken by Stan's "Oh, yeah."

"Let's try it again. Take your marks . . ."

THE STARTER'S GUN brought Mr. Pounder to his feet.

"Slow off the block. He's always late starting. What is this, he's right up there with Kinsella . . . watch that first flip . . . he's still with them . . . he's dying . . . oh, don't die now, Stan, not now . . . he's slow to come up on that turn . . . look, look at him, he's still with them . . . this turn'll tell . . . he's second, he's second . . . bring it home, Stan . . . lane four's going to catch him . . . hang on, Stan, hang on . . . I think he's got it!"

The watches said Denis had tied for second with :52.4. He tried to eavesdrop on the judges' decision, and signaled a hopeful two for victory.

"And in second place, by a judges' decision . . . Stan Denis of Chicago U. with a time of :52.4."

ALL HELL broke loose and pandemonium reigned . . . at least over U-High's delegation of six.

"Great goin', Stan."

"It was the third turn that did it for you. You came up real fast and then stayed with 'em."

"Hinsdale must really love you. You beat two of their guys in the 50, one in the 100."

And a brotherly "Congratulations, Stan" from Billy Denis.

After a while, Stan did the talking. He wanted to know about the state meet Friday and Saturday at Hinsdale South. "Do the top 12 swim on Saturday, or only the top six? We'd better scout the other districts and see how I stand."

No one else seemed to worry about such matters, though. Regardless of how he would do in state, he was the only U-High swimmer ever to advance from districts to state.

And at the moment, that was all that mattered.

## For the record . . .

### VARSITY SWIMMING

U-High sixth of sixteen teams at district swim champions, Hinsdale Central, February 23-24.

Stan Denis third in 50-yard freestyle with new U-High record time—:23.7. Old record—:23.9, Bob Bergman, 1967. Stan Denis qualified for state with second place in 100 yard freestyle with new U-High record time—:52.4. Old record—:58.0, Stan Denis, 1968. Peter Schloerb was fifth in 100 yard breaststroke.

### VARSITY TRACK

U-High 29, Riverside-Brookfield 80, February 16, here.

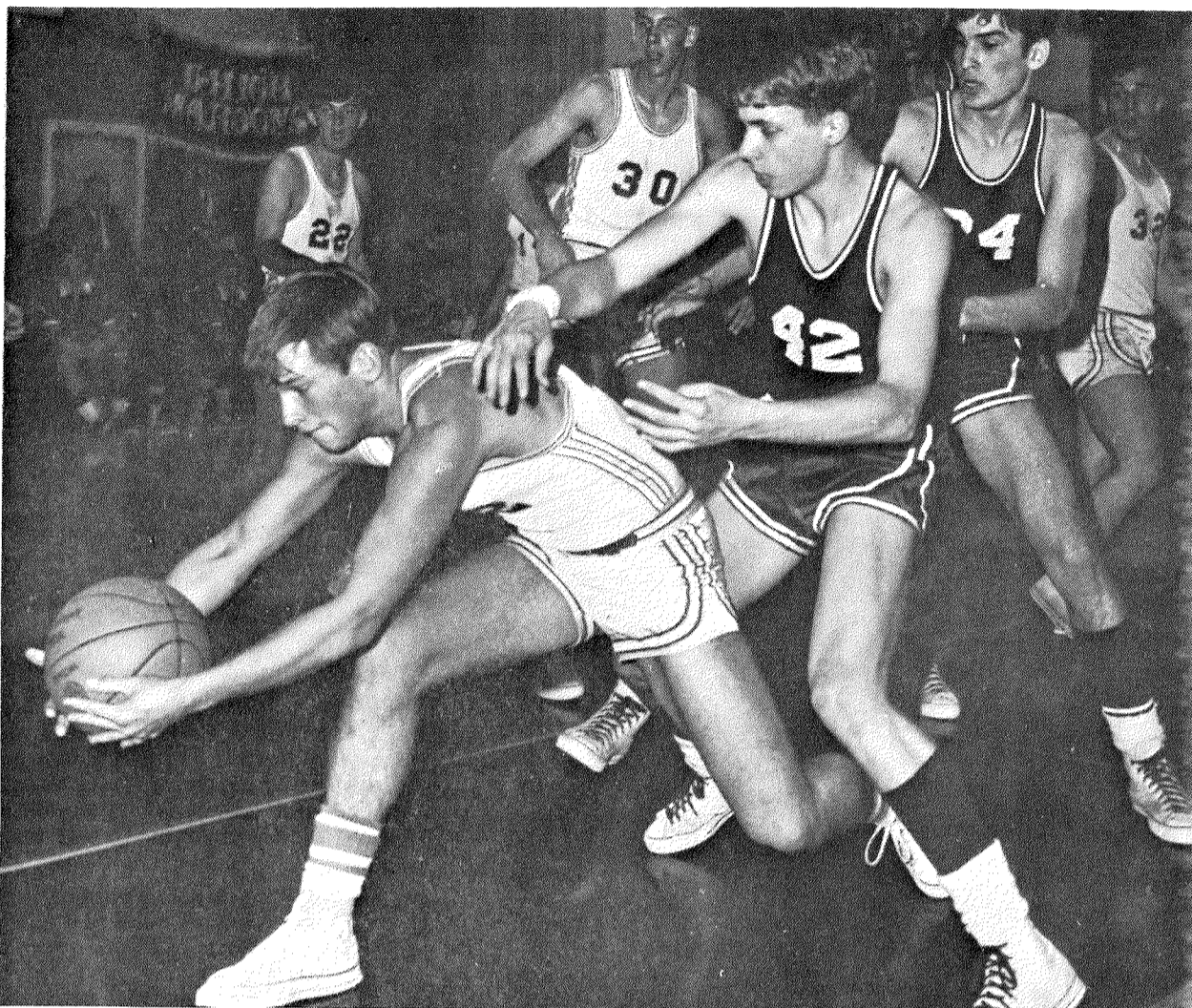
### FROSH SOPH TRACK

U-High 65, Schurz 44, February 23, here.  
U-High 27, Riverside-Brookfield 82, February 16, here.  
U-High 64, Schurz 44, February 23, here.

### VARSITY BASKETBALL

	1Q	2Q	3Q	4Q	Score
U-High	9	19	18	18	64
Morgan Park	19	18	14	15	66

Date: February 22, here.  
Lead scorer: Rich Stampf, 20 points.



TRYING to take the ball away from All-League Guard Jim Roskelly of Morgan Park, Maroon Forward Steve Daniels starts to reach around him. Daniels failed to get the ball and U-High failed to

win as a Morgan Park basket in the final second of Thursday's ISL tournament game beat the Maroons, 66-64.

Photo by Edith Schrammel

## Cage season ends in tears

By Peter Kovelar

For the six graduating seniors on U-High's basketball team, last Thursday night's heartbreaking loss to Morgan Park, 66-64, was the last game they'll ever play for U-High.

For the juniors on the team there is still next year.

And for the two playing sophomores, there are two whole years of varsity basketball remaining.

BUT IN THE U-High locker room, sophomores, juniors and seniors alike sat on the benches gazing at nothing or holding their heads in their hands or crying into a towel.

The varsity cagers had just been eliminated from the Independent School league tournament in the first round, but it wasn't just being eliminated from the tourney that had the team in an unusual post-game quiet. It was losing a game that really meant something to the Maroons.

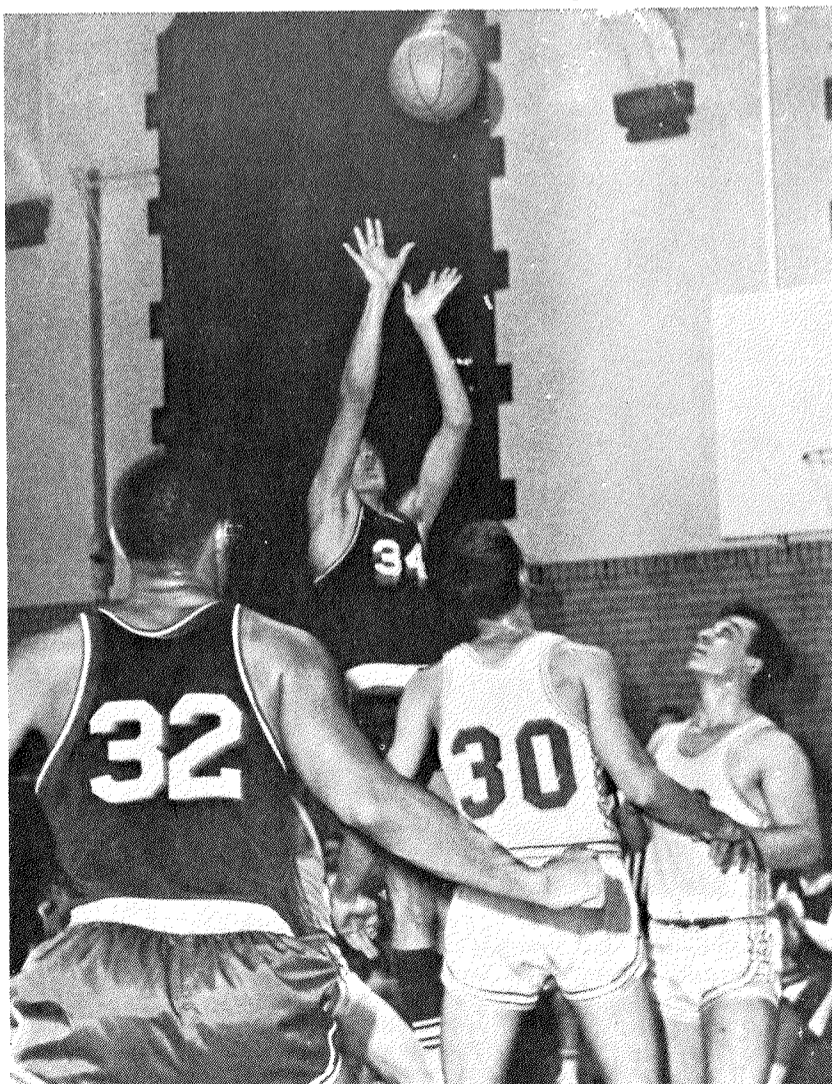
For four months, every day after school, the cagers had been put through either a two-hour practice session or a game. Most of the seniors had followed this grueling pace for four years.

IN THEIR last high school game, a shot by Brian Parduhn of Morgan Park at final buzzer ended it all for the seniors . . . in defeat.

Bruce Baker, U-High floor leader the entire year, sat in the locker room, head in towel.

A few players tried to second guess what the team could have done to salvage the game. But most didn't want to talk about it.

TEAM CAPTAIN John Wachtel, U-High's leading scorer for the year, had sat out the game with an injured knee. All John could say was the game "made the whole year disappointing."

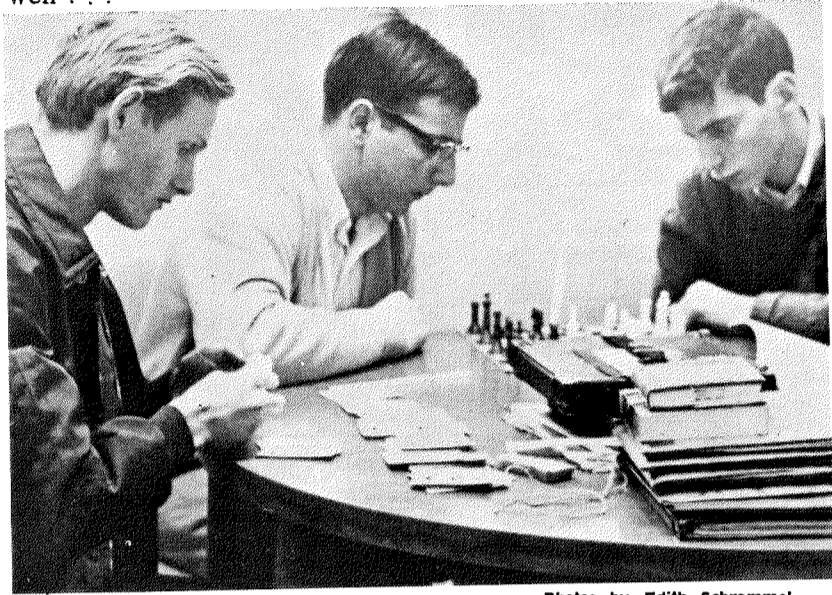


FORWARD Mark Zelisko jumps high over two Morgan Park opponents to get off a jump shot while Maroon Center Eric Johnson sets for a possible rebound.

Photo by Edith Schrammel

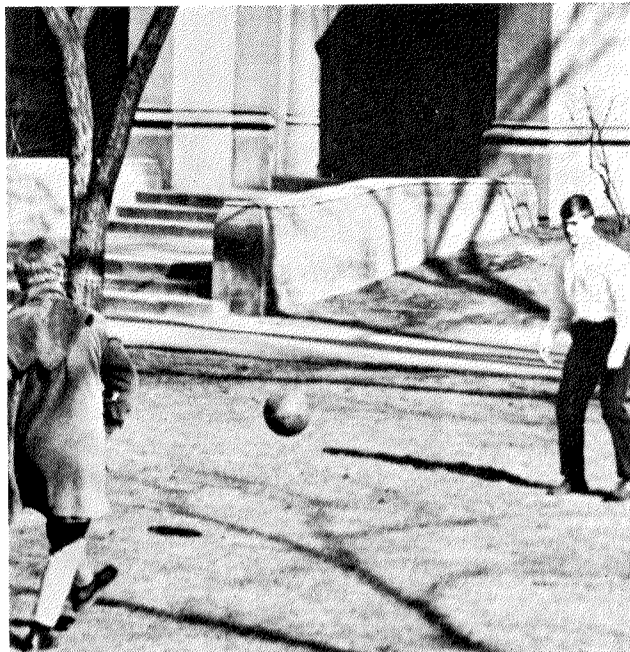
# Senior slaving stops . . . slump starts

IT'S THAT TIME AGAIN . . . U-High's seniors have suddenly realized the pressure's off. Their first quarter grades have been mailed off to the admissions boards which will decide where U-Highers will go to college and where they won't—for better or worse. Even straight As second quarter wouldn't change the picture; admissions directors don't even see them (though the college a senior enters eventually will get his complete grade record). And so the stimulus of grades is gone. Now the challenge to learn must motivate senior study. And when personal challenge alone must motivate seniors, well . . .



Photos by Edith Schrammel

SOME SENIORS say it's lucky that they didn't get their lounge (complete with record player and color television) until the second quarter. Otherwise, studying might have been doubly hard last quarter with the lounge temptingly available. Here, Oscar Rattenborg, left, plays a game of solitaire while Mark Fishman and Dan Meltzer play chess.



ENJOYING FAIR WEATHER while they can, Joe Buckles, left, and Dick Townsend kick around a soccer ball. If they follow the springtime tradition of past years, seniors should make not only soccer, but baseball, tennis and picnics major pastimes.



Photo by Edith Schrammel

MORE AND MORE FREQUENT becomes the sight of seniors idly killing time not only in their new lounge but in the halls, cafeteria and (sometimes, alas) in class. Above, Eva Grunwald, left, and Joan Atlas relax in the halls.

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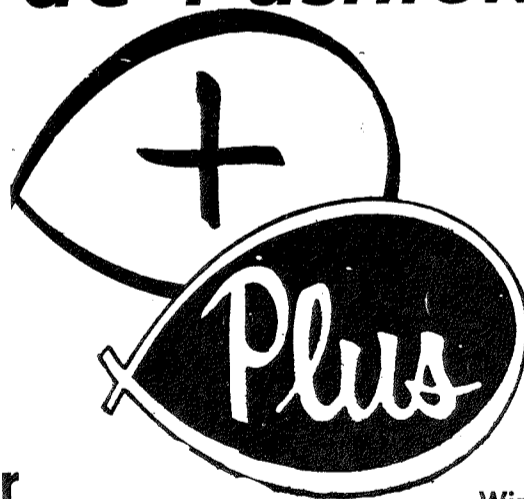
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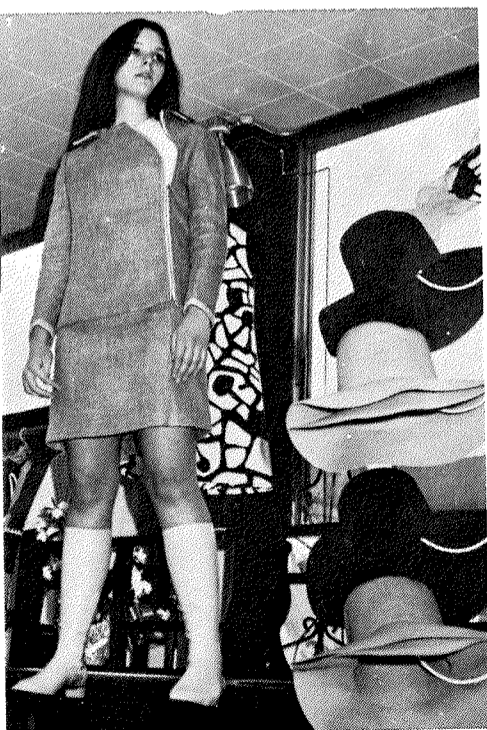


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PREPARING for April showers, Lisa Heiserman models a gray dress and matching zippered jacket piped in yellow. With this Arthur Jay dress, she wears yellow Battani boots. Lisa's outfit is definitely now!

Photos by Edith Schrammel



BLOSSOMING into spring, Lynne Calero is ready for a swim in a two piece, pink and white flowered Dune Deck bathing suit. The 'little girl look' is what's happening in swimwear this year.



SPLASHING into spring, Rebbie Sachs models a green, orange, pink, and yellow print dress. With her Young Edwardian dress, she wears an orange hat, gold tights, and bone shoes. Color's coming on strong!

Ad by Paula Kaplan