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 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 courses were to be planned to the Midway reporter.

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

"CURRICULUM would have to be described in terms of a stu­dent's skills, and 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. Gu il­dance counselors would then be free to discuss personal prob­lems," 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 near­est future . Such a system re­quires an incredible amount of planning and preparation, for we are talking about a new kind of school ."

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 'ain'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.

The only thing I can say if an elevator were falling would be "disgusting." Jim, who came to Chicago this year from England, 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.

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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.

Referred to the disorder and "general state of chaos" which has plagued the Council this year, James said that he would, if necessary, expedite 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 30-minute meeting time which has restricted meaningful council discussion and legislation.

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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 in 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 these 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 el tracks in America. That's a lot."

THEN CAME the horseshoe carriages.

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

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, be 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 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, "if a course were dropped so that a student could participate."

To avoid the confusion and delay, which accompanied approval of the spring and summer 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 Winnetka, a high school he and other student government leaders visited earlier this month.

Odds 'n ends

IBM class draws ten

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 11 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.
Four U-Highers and a curriculum idea

Council works to clarify independent study proposal

By Mary Dering

A week in which to pursue independent study or to achieve 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 Bakar 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 four of Mutans, U-High's underground organization, these students were Harry Cornelia, Martha Gottlieb, George Lewiton, Lisa Lekowski and Barbara Golter.

At a meeting February 5, the faculty recommended that students who wished to investigate curriculum reform to their president and student Council. If it wished, the Council could form committees for that purpose, the faculty felt.

FACULTY MEMBERS said they were willing to put such committees but did not wish to direct to the Council any one approach to the matter.

Council Adviser Ralph Bargen strongly opposed the idea of a 13 meeting, however, that the faculty would not work with students on curriculum reform, if they arrive at more specific proposals. The faculty issued a written statement to effect that.

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 the 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 interrelated courses could be made.”

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

THE STUDENTS also recommended that homework which essentially is busywork be eliminated to free students more time to pursue their individual interests.

They recommended an independent study week to free students 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 a summary check on their work during the week.

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 proposal 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 lighter home- work loads.

“This policy must be left up to the individual,” 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.

“If SHOULD be left up to the individual,” she explained. “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 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 Bakar, 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 strong and less experimental.

EMILY, THE chairwoman, 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 creative 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 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.

“Toward the present educational system at U-High is poor. It’s more concerned with the student body as a whole and its little as 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 be hard for a teacher to work 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!

- Shirts
- Skirts
- Dresses
- Shorts
- Slacks

Hazel Singer wears an orange striped cotton culotte dress while selecting a delicate print suit.

Eva Grunwald models a fitted culotte dress in blue cotton while adorning a pair of check pants.

Photo by Ken Devine

1500 East 55th Street – PL 2-6791

TUESDAY, FEBRUARY 27, 1968 – PAGE THREE
Changing Union earns new image

At a student government forum February 1, a freshman asked Student Union President Beth Fullers 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 the organization has made significant improvements in its service to the school. One of its popular images has yet to catch up with its new vigor.

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

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

The recent date evening at the Happy Medium (to which singles also eventually were invited) was their first on 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-old idea 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 members of all social and racial groups in the school. And the Happy Medium party drew twice as many sign-ups 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 advisors (Mrs. Ethellette 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 diverse ethnic and social groups, has shown with the Herb Kent dance, Food Festival, Happy Medium evening and its consideration of the 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 Barnaazzar, 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 successors to provide truly exciting student government at U-High.

REPORTERS, AD SOLICITORS (this issue only):

Molly 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 Midway editor.

PAGE FOUR — TUESDAY, FEBRUARY 27, 1968

U-High MIDWAY

Thoughts

About Red Cross Tutoring

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

East 63rd street — A world over which the el tracks reign and thunder, blocking out sun and light. People scurry by, staring and jereing at you, many with 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 come through dirty, scrawled-on walls. Waiting to erase the glean and glint 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 that window opens up — the need to help and the need to be helped.

The children come, running, pushing, tagging — come to receive their weekly inoculation to learn; a cup of cocoa and a sandwich. The bread to learn for an hour — stumble through the crowds, that, for. 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 stiff and smothered like this world you're in.

Decently 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 it won't be there, because soon you'll have to learn, yes, you'll learn and there will be no more talking. Only that which is waiting for the chance will wait and moan.

— Liz Pyle, senior

u-high midway

Sound and fury

Dylan combines folk and rock in new, more serious album

The Hunt

By Michael Berke

Ann Arbor, Mich. (U-M News) — "I Wonder" Dylan's new album, "Nashville Skyline," is a marked departure from his earlier work. Instead of the taut, driving rhythm of his earlier albums, "Nashville" is a more relaxed and introspective recording, focusing on the themes of isolation and alienation.

The title track, "I Wonder," is a slow, bluesy song that explores the idea of searching for something that may not exist. The lyrics are marked by a sense of uncertainty and doubt, as Dylan sings, "Why won't she make love to me?" and "I wonder why we're always alone.

Another standout track is "Tonight's the Night," a powerful ballad about loss and regret. Dylan's voice is raw and emotional, conveying a sense of pain and despair.

Despite the album's generally darker tone, there are moments of hope and redemption. "Like a Rolling Stone" is a classic example of this, with its powerful melody and uplifting refrain.

Overall, "Nashville Skyline" is a more mature and introspective album than Dylan's earlier works. It shows a willingness to experiment with new sounds and styles, and a willingness to explore new themes and ideas.

Dylan's increased seriousness is most evident in the song "I Don't Think It's Over." This song is a powerful meditation on the human condition, with its themes of love, loss, and redemption.

The album's sound is a blend of folk and rock, with a focus on Dylan's voice and guitar. The recordings are clear and crisp, with a warmth that is reminiscent of his earlier work.

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Michael Berke

I Wonder
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-planning Director Ronald Westrate in a recent series of interviews with a Midway reporter.

Mr. W. RESTRATE'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. W. Restrate said, "I am here to facilitate the college admissions process for U-High by guiding seniors through professional counseling and information giving.

"Through college counseling, I hope a student can arrive at a realistic decision about college. I like to have an extensive look at the problem of college acceptance and the usual fear and discomfort. I turned for help to the logical source, the college guidance office. There, instead of assistance, we found our troubles multiplying.

"I LIKE TO be openly honest with a student, discussing his strengths and weaknesses. I never tell a student, 'No, you can't apply there.' I don't discourage students who apply to the facts on the table." Mr. W. Restrate 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; otherwise the seniors will not be ready for college next year, will be sitting in classes, living in dorms, going on dates, joining clubs and doing less at a time when they have to make a once-in-a-lifetime decision.

"No one else is going to intervene." Mr. W. Restrate added that not enough seniors take advantage of Early Decision, a procedure in which a student applies to only one college at the end of his senior year, and is accepted or rejected.

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

A college counselor is important to U-High, Mr. W. Restrate 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. W. Restrate 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's colleges," he said.

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

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

"U-High is well-known and highly re­pected in most cases, and college representa­tives want to spend as much time as possible talking to U-High people and keeping up communications." Mr. W. Restrate said he tried 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. W. Restrate said the selection 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 plan to screen applicants by computer on the basis of the examination and college board scores and grade averages.

"These students still may appeal by reason of the admission committee reviewing their applications, grade records and letter of recommendation, Mr. W. Restrate added.

As for the success of U-High's gradu­ate in college, this spring Mr. W. Restrate 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. W. Restrate said he feels U-High ade­quately prepares students for college. The only shortcoming he can see in the school's program is the early are 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, are not adequately prepared to take the College Board Language Achievement tests.

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

"Students and their parents have complained of late and cancelled appointments with Mr. W. Restrate and lost college applications."

Mr. W. Restrate 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."}

Matt Piers, senior:

As we headed into the last lap of the seemingly endless graduation race, the class of 1968 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 test, however, does not necessarily reflect on the school but the areas which the test emphasizes, he noted.

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Student, parent comment...

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 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.

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

Back of the news

"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 Patlask, added that a student's conduct and behavior weigh heavily in his grades. According to Mr. Patlask, "If a student has real good 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 dislikes and distractions because if he gives me those things I'll grade him down."

In giving a high school student 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 Buesch 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."

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.

Back of the news

"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 Patlask, added that a student's conduct and behavior weigh heavily in his grades. According to Mr. Patlask, "If a student has real good 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.

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Denis squeaks into state swim meet

Triumph follows 10th of second loss

By Dick Dwarkin

After the 200-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 captains, four U-High records and more than 100,000 yards of swimming—had exactly 106 yards to go.

Stan had qualified fifth in both the 50- and 100-yard freestyles, with times of :15.2 and :53.3, respectively. To advance to the state meet, he had to move up to second place or do qualifying times of :23.6 and :56.6.

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

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

A SECOND LATTER they realized what they had done, rhoddled and checked their watches again.

One read :29.5, another :29.7. But that third watch—what about the third watch?

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

"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 a two years ago, two-tenths last year, and this year. Next year; we've just got to get it.

A 5 foot 3 inch dishwater blonde had slummed 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.

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

"And then came the 100."

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

In the third lane were three swimmers who had preliminary times, :1.1, 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 try-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.

"Right off the block. He's always late starting. What is this, he's right up there with Kinella . . . 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 . . . look at him, he's still with them . . . this turn will 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 :29.4. He tried to receive a signal, but the officials judged, and signaled a hopeful two for victory.

"And in second place, by a judges' decision . . . Stan Denis of Chicago U. with a time of :29.4."

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

"Great job, 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. And another look."

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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, sources, 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 tournament that had the team in an unusual post-game mood. 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 the 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'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."
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 . . .

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.

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.

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.

HEAVY DATE up 'n coming? Impress that lucky girl with a haircut from UNIVERSITY BARBER SHOP

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Avant-Garde Fashion Turns On

PREPARING for April showers, Lisa Haeberlein models a gray dress and matching zippered jacket piped in yellow. With this Arthur Judd dress, she wears yellow booties. Lisa's outfit is definitely now.

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!