

Sex education and the U-Higher

A frank and extensive sex education program beginning at the 6th-grade level was endorsed by most of 40 randomly-selected U-Highers from all class levels interviewed last week by a Midway reporter.

Faculty members — nursery to high school — met February 19 to discuss and analyze the Lab Schools' current sex education program.

THEY WERE invited by the Health Education committee, chaired by Mr. William Zarvis, chairman of the physical education department, who sought to get faculty reaction to the current program.

The committee, organized in 1963 by Lab Schools Director Francis V. Lloyd Jr., was formed to deal with four faculty and parental concerns: sex, drugs, alcohol and cigarettes.

The first formal Lab Schools sex education program was introduced three years ago in the 6th, pre-freshman and freshman grades.

GOALS OF THE program, according to Mr. Roger Aubrey, chairman of the Guidance department and a member of the committee, were to give students information on the physiological and social aspects of sex.

The sex education program, according to a paper written by Mr. Zarvis to inform faculty members about it before their meeting, is geared "To help develop wholesome values and attitudes toward sex and its related experiences."

CURRENTLY, THE program consists of education on human growth in the 6th grade — including lectures, discussion groups, opportunities for written and oral questions and involvement with science curriculum — , additional work on the social aspects of sex, including dating, in the pre-freshman year; and a film and discussion of venereal disease in the freshman year.

Mr. Robert Schwab, principal of the Lower and Middle schools, reported that at the February 19 meeting, teachers questioned whether the school should involve itself in sex education, whether a less intensified program over more years would be more effective, and whether the program measurably benefits its participants.

THE HEALTH Education committee met February 26 to discuss these suggestions and begin re-evaluation of the program, Mr. Schwab said.

Though the concept of sex education was endorsed by most of the students questioned by the Midway's reporter, several were critical of the present program.

Some specifically cited the study of reproduction in their pre-fresh-

man science classes as "teaching nothing and worthless" because they "already knew the facts of life."

The school does have a responsibility to provide sex education, most of the students questioned agreed. Several students pointed out that not all parents discuss sex with their children, and the school needs to make sure students know more than just "foolishness and stories."

MOST OF those questioned also felt that 6th grade was the earliest

level at which sex education should begin, though a few said 2nd or 3rd grade was not too early.

The students who endorsed the 6th grade plan said that at that level sex could be considered within the context of its social implications, such as dating behavior.

Some students felt sex education should be required, while others said, "You can't force a student to learn about sex if he doesn't want to."

ONE SENIOR thought that a doctor or similarly qualified per-

son, not a teacher, should teach sex education to remove any sense of embarrassment from the classroom atmosphere.

Though a few students thought sex education could be completed at the Middle school level, many said it could be carried into high school with frank discussions of venereal disease, illegitimate births, pregnancy, abortion and birth control.

If sex education classes included informal discussion groups, films, question and answer periods and

"no homework," they would be popular, one student noted.

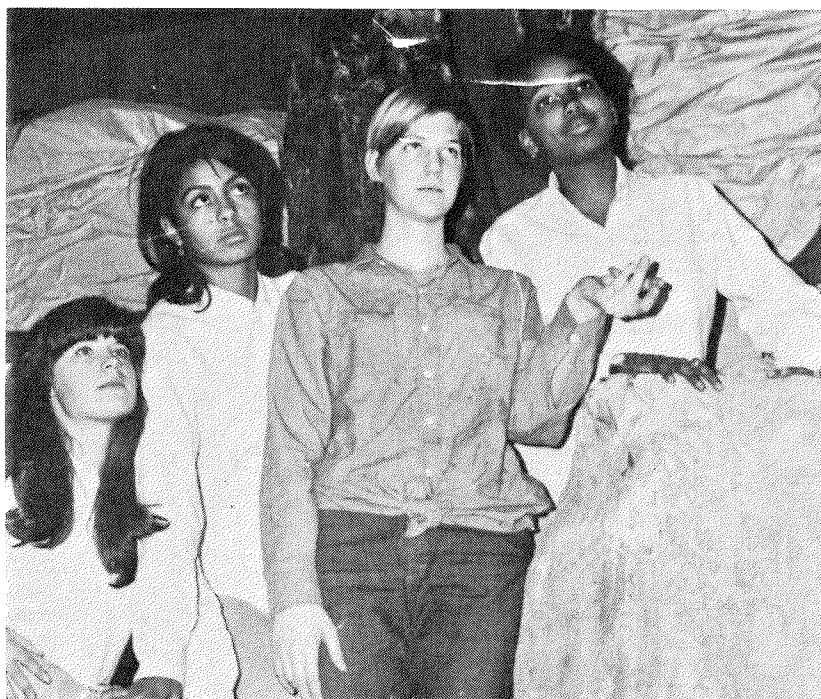
ONE JUNIOR emphasized that in such classes teachers should be honest and frank, but express no moral viewpoint on behalf of the school or himself.

A few of the students questioned said it is a parent's responsibility, not the school's place, to explain sex.

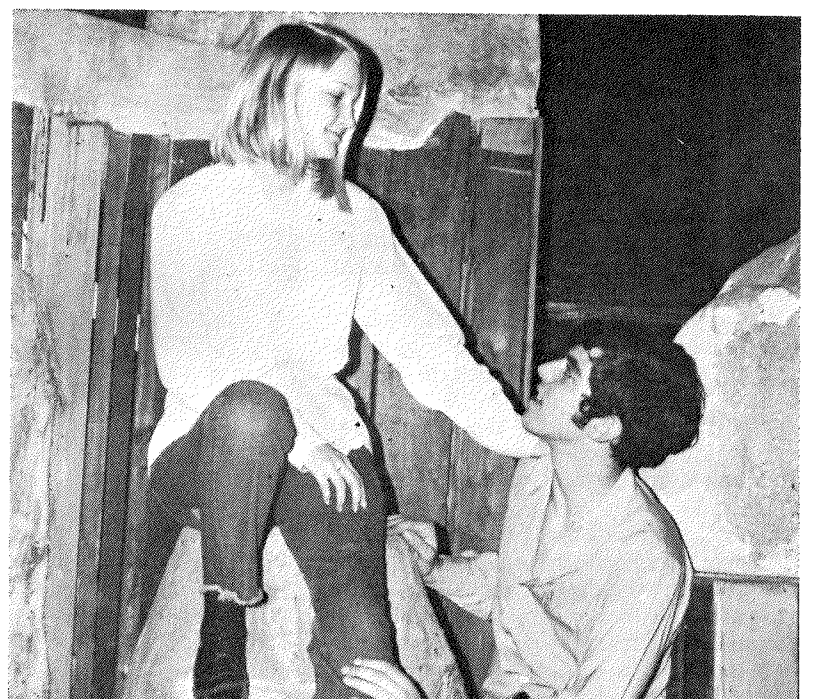
Of the 40 students interviewed, 14 learned the facts of life from their friends, 12 from parents and 14 from parents and friends.

U - HIGH MIDWAY

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FOUR WITCHES try, and finally succeed, in getting John the Witchboy to return from a mortal state to his supernatural status in Drama Workshop's "Dark of the Moon." The witches are from left, Ellen Irons, Brenda Williams, Sarah Lincoln and Gloria Rogers.



A REFLECTIVE MOMENT between Barbara Allen, played by Ann Bunting, and John the Witchboy, played by Mat Saidel, gives little evidence of the tragedies they will face as a result of their love affair in Drama Workshop's production of "Dark of the Moon."

Designer helps students

Play getting professional setting

Drama Workshop is taking no chances with lighting and sets, an important part of its winter play, "Dark of the Moon."

It has secured the services of Mr. Leo Yoshimura, a lighting designer from Second City.

Although Mr. Yoshimura has not designed sets for "Dark of the Moon" before, he has worked on productions of "The Glass Menagerie" at the Arena Fair theatre, "The Devils" at Hull House theatre and "Cherry Orchard" at Second City.

MR. YOSHIMURA came to U-High at the request of Drama Teacher Robert Keil, to whom he was introduced by Sophomore Mike Rosenberg.

"When I was at the Arena Fair theatre," Mr. Yoshimura explained, "Mike was working there as one of my assistants. I suppose you see the connection. He talked to Mr. Keil and then I came in for this one show."

"Dark of the Moon" will be presented at 4 p.m. Friday, March 8, and Tuesday, March 12; 2 p.m. Sunday, March 10; and 7:30 p.m., Saturday, March 9, Wednesday, March 13, and Thursday, March 14, in Belfield 342.

Tickets are \$1 for adults and 75 cents for high school students.

THE PLAY is about John, a witchboy who falls in love with a

mortal, Barbara Allen, thereby defying the laws of separation between supernatural beings and human beings.

In featured roles will be Junior Mat Saidel as John and Senior Ann Bunting as Barbara Allen.

Juniors Ellen Irons and Brenda Williams, Seniors Sarah Lincoln and Gloria Rogers will share the spotlight as the witches.

The cast includes 35 students.

ATMOSPHERE of the play is rural and demonic, Mr. Yoshimura said. To sustain this mood, he decided to surround the audience with walls, rafters and platforms of unfinished wood.

According to Mr. Yoshimura, the resulting effect will conform to the concept of total theatre. "It keeps the audience involved in the play and eventually they feel a part of it," he said.

"The only problems we encountered designing this set was getting wood. We found it in the garage in Scammons gardens and the janitors gave us some," he added.

To set the mood of the play, Mr. Yoshimura decided to "light for shadows."

"The shadows are the dark things happening in this play," Mr. Yoshimura said, "like the burning of a baby and the assault on Barbara Allen."

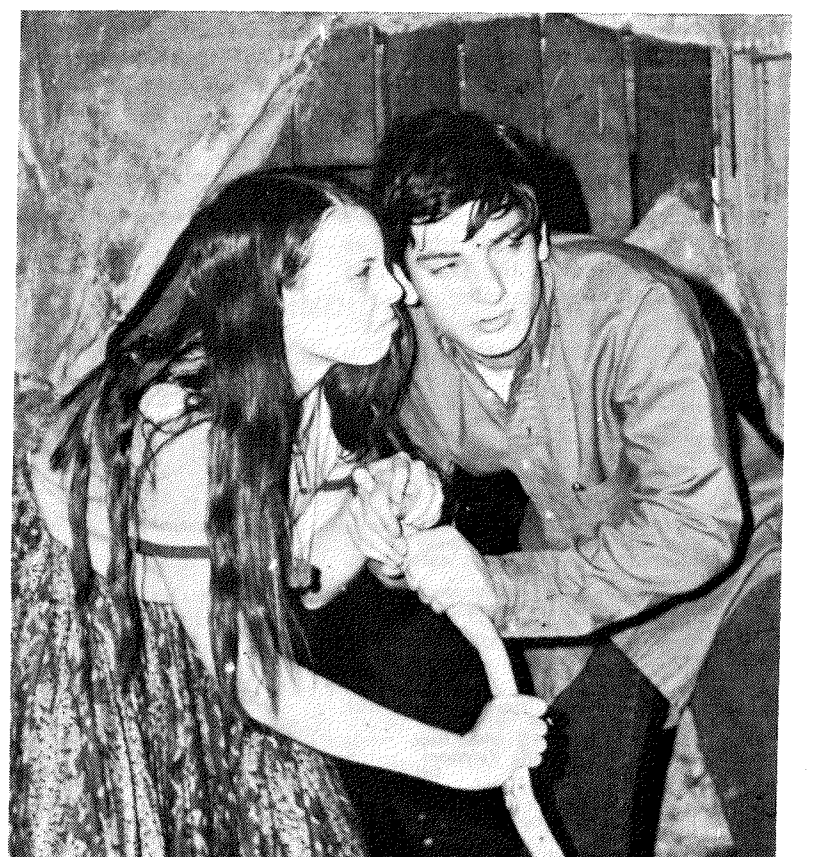


Photo by Roger Miller

BEGGING John the witchboy not to be changed into a mortal for a year because of his love for Barbara Allen, Mike Rosenberg as Conjur Man tries to counteract the taunts of Emily Mann as Conjur Woman in Drama Workshop's production of "Dark of the Moon."

On The Midway

March 8, Friday — Track against Lake View, 4 p.m., here; Winter play, "Dark of the Moon," 4 p.m., Belfield 342.

March 9, Saturday — "Dark of the Moon," 7:30 p.m., Belfield 342.

March 10, Sunday — "Dark of the Moon," 2 p.m., Belfield 342.

March 12, Tuesday — "Dark of the Moon," 4 p.m., Belfield 342; Midway out after school (thrills and surprises not necessarily guaranteed).

As the Midway sees it

Council report a step forward

Instead of looking back, as his predecessors have done, Student Council President James Steinbach decided to look ahead in his midyear report.

The result is an imaginative set of proposals aimed at strengthening student government at U-High not only this year but in years to come.

JAMES' PROPOSALS, reported in last week's Midway, generally are practical, reflecting insight into U-High and its need for soundly-structured student government. James' proposals recognize that U-High's government problems lie not so much with the students involved each year but the manner in which that government was set up in the first place.

James has proposed that student government here be reorganized and divided into clearly defined areas of authority: legislative, executive and judicial, social and cultural, and class steering committees.

THE FUNCTIONS of each group and its area of authority would jointly be defined by students, faculty members, administrators and parents.

This reorganization would help minimize the kind of confusion that resulted in the freshman class originally bypassing the Council to go to the school's administrators when seeking off-campus lunch privilege.

It also would give students who wished to introduce action on issues such as curriculum a specific organization to which to turn.

AND IT WOULD free the legislative end of the government from the social functions to which the Council is presently tied.

James' proposal that student government be scheduled into the school day may be impractical from the administrative point of view. And mid-day meetings will not necessarily increase interest in the Council. If a student is interested in student government, after all, he will make it to an 8 a.m. meeting. If he is not interested he is not necessarily going to make a 1:30 p.m. meeting.

JAMES' SUGGESTION that student government involvement be rewarded with course credit, "particularly if a course were dropped so that a student could participate," raises a lot of questions.

If student government is a credit course, how is one to be graded in it? Is attending student government meetings automatically a worthy educational experience (some educators doubt if Student Councils are even realistic experiences in democracy)?

If student government wins credit for a student, why not model railroading, Russian club and yearbook.

JAMES' IMMEDIATE idea of a budget committee to begin work on activities appropriations in the spring for the following school year can be appreciated by members of any organization which has waited several weeks in the fall to find out how, or if, it would survive.

James includes on his budget committee the Council treasurer, three Council

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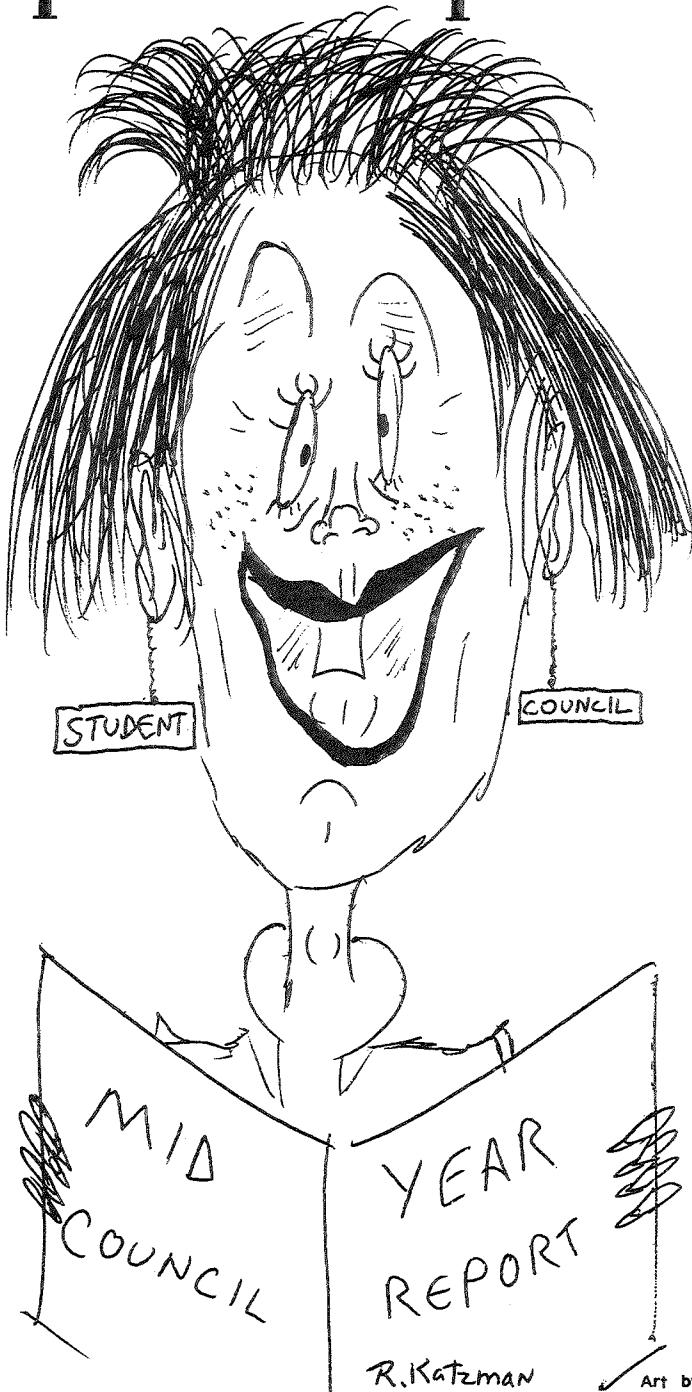
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ADVISER Mr. Wayne Brasler



'GEE, maybe this is the book that will finally show me how to make myself beautiful!'

Art by Robert Katzman

representatives and three other members elected by the student body.

The student body representatives would seem to be superfluous, since Council representatives also are student body representatives.

And the larger a committee is the harder it is to function at U-High.

JAMES' PROMISE to tighten discipline at Council meetings was overdue but important. The addition of a Tuesday after-

noon discussion meeting to the Council's Thursday legislative meeting should be effective, except that representatives have no opportunity to consult their homerooms before voting at the Thursday meeting.

All in all, James' suggestions are workable and imaginative. If his fellow student government leaders cooperate with his efforts, student government at U-High finally may be on the road to new effectiveness.

Kat Knips

By Robert Katzman

U-High's oft-traveled student body will get a chance to reminisce during the Bazaarnival, April 20, whose theme will be "Around the World in 30 Days" (still subject to change).

Bazaarnival Co-chairmen Laurey Hirsch and Jennie Zesmer discussed several suggestions for changing Bazaarnival's format.

ONE SUCH IDEA was to open the Bazaarnival only to elementary school kids early in the evening, then shoo them out and re-open later in the evening for the high school crowd only.

Laurey and Jennie turned down the idea because they felt part of the fun of the

evening is the multitude of little ones running chaotically underfoot.

Also, Laurey explained, there wouldn't be sufficient time to clean up between the two parts of the evening.

ALSO DROPPED WAS the idea of opening the third floor to the crowds, because the committee felt it would spread the customers too thin.

One plan remains in the air while the committee searches for an economical way to bring it about: A photo-taking booth for couples who want to immortalize their relationships.

A girl reporter recently submitted a story to the Midway with New Trier high school spelled "Nutryr."

SHE HAS SINCE managed to misspell four names in the first draft of one story. Nothing like accuracy, is there.

THOUGHTS

... about defeat

February 16 — I felt wonderful. We were beating Glenwood by nine points (we had lost to them before by only two). Suddenly the game stopped. Maroon Captain John Wachtel was on the floor and Coach Sandy Patlak was yelling for a doctor. When they carried John off the floor and bandaged his knee I knew the game was hopeless. John seemed to hold the team together.

Although there is a rule against cheerleaders crying, we couldn't help from crying.

THE HARDEST thing was to cheer with a smiling face. I managed to keep my tears down until the referee failed to call a foul on Bruce Baker and we lost control of the ball for the rest of the game.

As Glenwood caught up, we regained our composure, but my hands were still shaking for fear of losing the game.

WITH THREE seconds left to play I believe you could have heard my heart beating outside the building. We all just squeezed each others' hands and swayed with every movement of the ball.

When Glenwood sunk their winning basket we all just stared with disbelief. We tried to smile through it, but seeing the forlorn look of our boys going down into the locker room was just terrible. It was too much.

And the tears started coming again.

—Gloria Rogers, cheerleader

10 -second editorials

● Wednesday's fire drill was discouraging, considering the need for safety measures revealed in the Midway's recent fire investigation, which has been acclaimed by professional journalists but largely ignored at U-High.

Students and teachers talked gaily as they rushed from the building, oblivious to the necessity for absolute quiet during an evacuation so that emergency instructions can be heard.

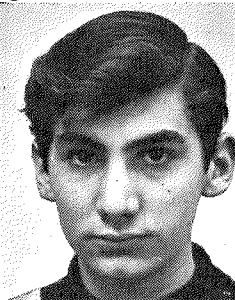
Otherwise, the evacuation seemed quick in this, the second fire drill in five months of school.

● Senior President David Levi has pointed out to the Midway staff that, before doing a posed picture story on senior slump, it should have checked to see if senior slump actually is taking place this year.

He also noted that the Midway failed to state in an editorial last week that it was the senior officers who closed the senior lounge, not school administrators.

The Midway staff admits that it was careless on both points, and apologizes to David and the senior class.

'68 Bazaarnival to go on trip?



Robert Katzman

Senior English Teacher Ted Turner and two members of his Concept staff recently visited Bensenville (Ill.) high school to help set up a literary magazine.

They found Bensenville to be a shiny, ultramodern mecca of education with the same problems as U-High as far as lit magazines are concerned.

"No one was submitting materials there either," Concept Editor Harry Cornelius moaned.

AMID SHREIKS and smoke, Midway Adviser Wayne Brasler awoke early one morning recently to find his apartment building on fire. Minutes later, on the street, Mr. Brasler realized that though he'd forgotten his wallet, he had paused long enough to comb his hair before dashing outside.

"I thought there might be photographers," he explained.

Athletes' tastes rich when it comes to new gym

If U-High athletes could have an all-new Sunny gym built to their specifications, it would make Hugh Hefner's pad look like a barn.

Actual renovation or replacement of the creaking (and creepy) building awaits a funds decision by the University. Such a decision has been more than a decade in coming.

"COMPLETELY renovate the locker and shower rooms," U-High athletes agreed when the subject of a new or remodeled gym was brought up.

"Maybe something could be done about the fruitflies in the shower room," said Swimmer Stan Denis.

Basketball Player Rich Stampf added that "perhaps the cockroaches could be exterminated from the lockers and shower

rooms."

For years, Rich observed, it has been U-High tradition to return from away games with a sneak-killing stampede upon the locker-room cockroaches.

SOCCER, BASKETBALL and Baseball Player Steve Daniels would like to see a bigger locker-room.

"When the lockers have a one-foot width and there are about 20 lockers in a row and there are 20 smelly kids all undressing, it stinks."

Suggestions from the athletes for a new lockerroom include carpeted floors, bigger lockers, private showers (the girls have them now, the boys don't), a stereo to shower by and Brigitte Bardot.

OUT ON THE court, several basketball players would like to

see glass backboards. They felt the court itself was good but glass backboards "would make the gym really good-looking and up-to-date," as David Jacobs said.

Dave also plays soccer and baseball.

Ideas for new seats and surroundings for the court include cushioned spectator chairs, an exploding scoreboard that would shoot off fire crackers every time

a U-High player made a basket, a gigantic scoreboard suspended from the ceiling by a cable like at the Chicago stadium, a press box and beautiful girl vendors.

U-HIGH SWIMMERS said they felt that electronic timers would be useful in their new 25-yard pool. Tom Neustaetter felt that "an electronic touch-timing system" would be tremendous.

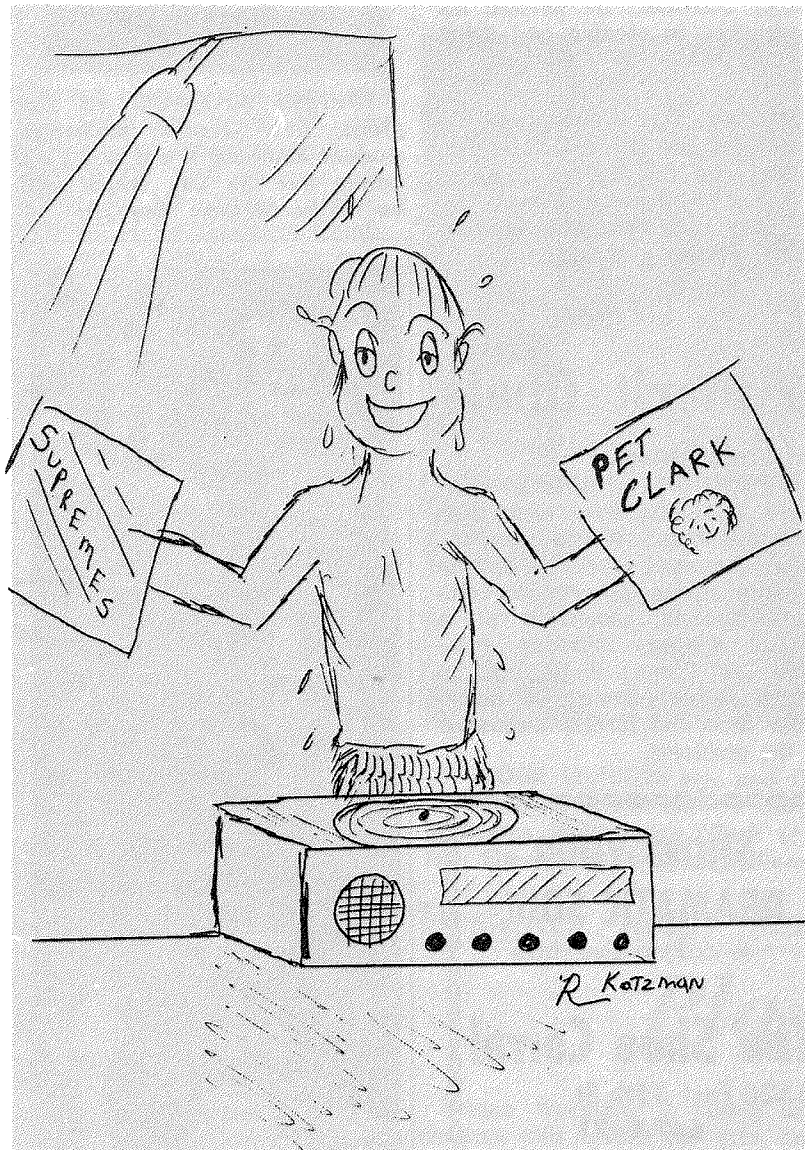
Tom explained that "the timing would be started by the gun which is hooked up to the clock and it would be stopped by the pressure

of the swimmer's hand upon the finish line at the ledge of the pool."

Other ideas included new seats around the pool, carpets around the pool, a high dive and more of those girl vendors (presumably in bikinis).

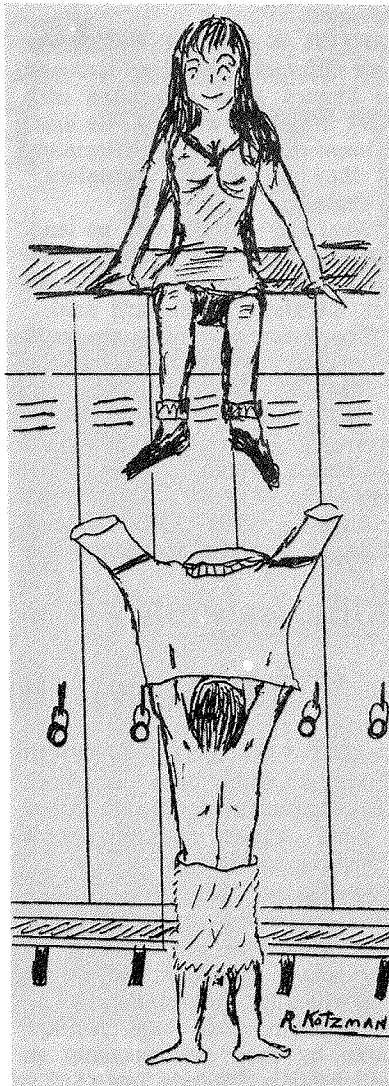
Finally, almost every swimmer, basketball player and soccer player said that one absolutely necessary item in a new gym would be . . . a co-ed locker room.

Friendly-type people, those athletes are.



Art by Robert Katzman

MUSIC WITH YOUR SHOWER
'Okay, fellas, who you wanna hear next.
Pet Clark or the Supremes?'



Art by Robert Katzman

CO-ED LOCKEROOMS
'As soon as you're finished dressing,
would you mind if we girls
got ready for phys ed?'



Art by Robert Katzman

VENDORS IN THE STANDS
'It may not pay well, but this job
sure beats the hours at the Playboy club!'

Denis misses swim finals by wide mark

Tying the U-High record time of :52.4 he swam in district finals, Stan Denis turned in the 16th best 100 freestyle time in the state swimming preliminaries Friday.

Points are awarded to the top 12 swimmers in each event. "I would have to have done a :50.5 to pick up points, and a :49.6 to get into the finals (top six),"

Stan said after the meet.

Stan advanced to Friday's State swim championships at Hinsdale South by finishing second the week before at Hinsdale Central district competition.

According to U-High Coach Ed Pounder, Stan has about the third or fourth slowest time of the 20 swimmers going into the state meet.

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He didn't expect gangsters here

By Tom Neustaetter

When Reinhard Kodweiss, U-High's German exchange student, left for Chicago two weeks ago, his friends predicted he would return a gangster.

Reinhard will be here until May

20. U-High's other German exchange student, Gabrielle Schmidt, leaves at the end of the quarter.

"SOME PEOPLE in Europe conceive of Chicagoans as gangsters because of the days of Al Capone and prohibition," Reinhard said,

referring to his sendoff.

"I never believed it, and now I know for sure it's not true," he added.

Reinhard admitted he wasn't the only one back home with misconceptions about Americans.

"Very many pupils in Germany have long hair and we think of Americans as short-haired," he explained.

AFTER A DAY at U-High, he knew differently. But long hair and the hippies it is associated with aren't unique to the U.S., he said.

There are hippies in Germany but they are called "gamblers," he explained.

"They are students who no longer study. They sleep in parks during the summer, and hitchhike all over Germany," Reinhard said.

"The gamblers go down south to warmer weather during the winter," he added.

CONCERNING AMERICAN involvement in Viet Nam, Reinhard said that the students in his school don't demonstrate or dissent because little social studies is taught in Germany before the

college level; students therefore don't know much about the world situation.

College students in Berlin demonstrated against the American position in Viet Nam the week he left Germany, however, he noted.

ALTHOUGH REINHARD'S social studies work mostly is ahead of him, he has had seven years of English.

"It is just luck that I have a chance to use it," he said. There were five candidates from his school for the U-High exchange, he explained. They drew lots and he won.

Except for a chess club and occasional handball games, Reinhard's school offers no extracurricular activities. He devotes his spare time to reading and going to the theater in Esslingen, he said.

Reinhard is now staying at the home of Junior Richard Kahn, son of Mr. and Mrs. Robert L. Kahn, 5317 South Greenwood avenue. He will stay with two other families before returning home.



FINDING CHICAGO on the globe, new German exchange student Reinhard Kodweiss points out the city which will be his home until May 20.

Reactions vary on principal's plan

By Bruce Gans

Parents voiced mixed reaction at a February 27 forum to Principal Carl Rinne's proposal for a school program built on individualized instruction rather than a master class schedule.

Under the plan, students would program their school time according to their individual academic interests and goals without having to meet the requirements of a master class plan.

About 75 parents, plus teachers and school counselors, attended the forum, first of a series.

MR. RINNE, who has a Ph.D., in education, originally presented his 40-minute speech to a working fraternity of educators, Phi Delta Kappa. He emphasized to parents that the plan is "just a daydream."

But, he added, "I would like to see a system like this implemented within 10 years."

Mr. Rinne's plan breaks a school day into six time blocks.

"The first two periods," Mr. Rinne explained, "would be a half hour in duration and would be devoted to subjects which require short periods of instruction every day, such as typing and lecture courses."

THE OTHER four time blocks would be an hour and a half long. Students would attend these longer sessions according to their areas of major interest.

A typical program might consist of 30 per cent time in a favorite area of study, 20 per cent in one of average interest, 30 per cent in subjects of little interest and 20 per cent in courses complimenting the student's major area of study.

"Instead of devoting the periods to classroom study, a student might be assigned to a department which would supervise and oversee a student's activities within the department," Mr. Rinne said.

"For example," he continued, "when a student is interested in social studies he is assigned to the department for a large block of time four of five days a week. That department puts him into an individualized learning plan which depends on the student's motivation and emotional capabilities."

A STUDENT not highly motivated would get a more structured supervised course.

"The program would enjoy definite advantages over presently-used independent study and track systems," Mr. Rinne said.

Independent study permits a student to work on his own toward an agreed goal. Track systems group students with similar abilities into programs geared for their group.

"BOTH TRACK and independent study systems may work for some kids, but neither work for all," Mr. Rinne said.

"Track systems sometime destroy motivation. Students who are in a low achievement bracket tend to consider themselves dummies and give up on themselves."

"Independent study may work for the highly motivated, but many students aren't capable of working with minimal supervision."

MR. RINNE said the advantage of his proposal is that it allows tremendous freedom in the revising, regrouping and changing of curriculum and student programming.

Another plus factor, he said, is the closeness with which students and teachers would work.

"Under this plan a student just might be better motivated by a teacher he works closely with."

Mr. Rinne said he felt U-High's faculty is capable of the changeover such a program would require.

"I assume they are interested and talented enough to carry out a plan of this kind," he said.

PARENT REACTION to the plan varied from enthusiasm to serious doubt.

"It's nirvana," one parent said of the plan. Another said he feared it would "make specialists out of the students."

Mr. Rinne replied that the freshman year would be structured to give students equal exposure in all fields before they chose a major.

One person at the forum suggested that, because Mr. Rinne's plan did not deal with the social problems of the neighborhood, he was "wasting people's time."

A SPOKESMAN for the Parents Assn. replied that there are school committees dealing with such problems and, being new to the area, Mr. Rinne would not presume to be able to offer immediate solutions.

In reply to questions concerning the number of years of high school involved in his plan, Mr. Rinne said that students would not be required to reach an academic goal in a certain period of time, such as a month or even a year. The time would vary with the student.

"Kids shouldn't be forced to learn at a rate contrary to their abilities," he explained.

As for college requirements, he added, the school would tell a college, "This kid has learned what you call two years of language, or this kid has learned what you consider four years of English. That's all a college wants to know anyhow," he said.

Odds 'n ends

14 move into merit finals

MERIT FINALISTS — Fourteen U-High students have advanced from semifinalist to finalist status in the 1967-68 National Merit scholarship program.

Semifinalists advance to finalist status, according to an announcement, when they are endorsed by their school, complete and return a semifinalist information form, and confirm their high NMSQT scores by their achievements on the Scholastic Aptitude Test (SAT).

About 14,000 finalists across the nation will be eligible to compete this year for 500 one-time National Merit \$1,000 scholarships and 2,400 four-year grants from the Merit corporation and associated sponsors.

U-High's finalists are Susanne Epstein, Raph Finkel, Daniel Harris, David Lundeen, Glenn McDavid, Caleb Melamed, Dan Meltzer, John Nambu, David Rohrllich, Mary Scranton, Barry Spengel, Kim Yasutake, Roger Miller

and Frank Alviani.

HOMEROOM PROBLEMS — About 50 student government representatives and 20 homeroom advisers discussed rowdiness and ineffective student government communication in homeroom at a special meeting Thursday. Principal Carl Rinne's suggestions included better planning of homeroom time and further discussion of the problems.

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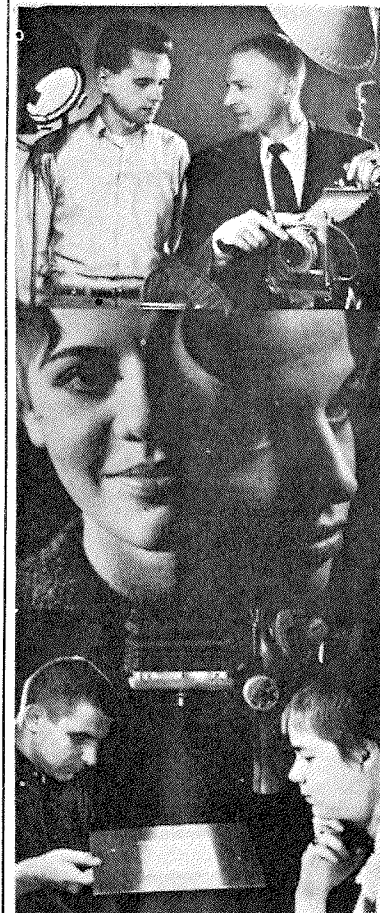
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