SENATORS '68 — Relaxing in the first senior lounge in the school's 65-year history, these U-Highers typify the informal dress and attitude which characterized the latest graduating class. Class President David Less, with feet on table, keeps Jackie Thomas in stitches while, on the floor, Student Council President James Steinbach plays cards with Cheerleader Gloria Rogers. Liz Pyle, left, changes records on the hi-fi and Fred Belmont reads.

WINNERS ALL — Despite their uniforms, the 1916 girls' basketball team managed to finish their season with a 4-0 record, defeating Faucette twice, and Englewood and an alumni squad. The girls were identified in the yearbook, from left, as E. Eisendrath, E. O'Connor, V. Coutts, Hene, R. Suitzberger, Coach Ruth Bauchke, Capt. J. Kimball, R. Forman, L. Schulte, M. Ringer and E. Harris.

ELEVEN PAGES of this 65th anniversary issue of the Midway are devoted to U-High's past, six pages to her present and one page to her future — but the context throughout the paper is amazingly much the same.

Like the fashion trends depicted in 65 years of U-High yearbooks, the school's clubs, publications, student government and educational techniques seem to be ever completing the circle from excellent to mediocre, from popular to unpopular, from conservative to liberal, from revolutionary to cautionary.

For example, the aims of the "revolutionary" student government setup for next year look much like the aims of the 1904 Student Council, forerunner of the Student Council which will be replaced next year by the Student Legislative Coordinating Council.

Student life today isn't that different from half a century ago, either. Students commuted to this school from places as far away as Hinsdale in 1909, and a cartoon in the 1921 yearbook depicted a U-High parent complaining about the tuition: $275.

EVEN with the cartwheels of the Roaring Twenties, the girls' basketball uniforms have undergone little change. Still, U-High isn't tiring; but she's not beginning life again, either. 

—Dick Dworkin, editor-in-chief

WHEN LIFE WAS FAR SIMPLER — The days were summer, the people poorer, the clothes distinctly adult (no teenage styles — you were either a kid or an adult), the shoe clackier and gym cleaner when this photo was taken in the 1930s. Yes, those moves where Donna Durbin sang her head off under sunny skies in Happyland High weren't dying after all.

REPRODUCTIONS BY KIM DEVINE
Dean of University College will address 170 graduates

Prof. Wayne C. Booth, dean of the college of the University of Chicago, will speak on "Doubleting and Believing: The New Age of Credulity" at the graduation of approximately 170 seniors in assembly, at Rockefeller Chapel, 5751 S. University Ave., at 8:30 a.m. on Sunday, June 16.

Prof. Booth, father of Senior Richard, and Freshman Alison, is a George M. Pullman professor of English at the University. He has written articles and reviews for several magazines. He was appointed dean of the undergraduate college in 1964.

In addition to Mr. Booth's address, Principal Carl Rine will comment on the achievements of the class of 1968.

Lab Schools Director Frances V. Lloyd Jr. will present diplomas and Senior Class President David Levi the senior class gift.

The graduates will march to "Pomp and Circumstance" and the vocal ensemble will sing the numbers: "You are the refuge of the Poor" by Jusquos Depraes and "The Hallelujah Chorus" by Handel.

Why Take A Chance On Running Out of Time?

Let Max Brook beautifully clean and press your graduation suits and gowns. Avoid a last minute rush! Let a man who cares thoughtfully prepare your clothes for this greatest of occasions!

MAX BROOK CLEANERS
1013-15 East 61st Street MI 7-4747
1179 East 59th Street FA 4-3500

END-OF-YEAR BULLETINS

Midway makes list of top six school papers in U.S.

Midway has been selected for the fourth time since 1964 as one of the top six school papers in the country by the American Scholastic Press Association. This is due to the efforts of the staff, the faculty, and the administration.

The Midway is a week-day paper published by the students of Morgan Park Academy. It is published on Tuesdays and distributed to all students and faculty members.

The Midway is a completely student-run publication. It is the only newspaper in the city of Chicago that is entirely run by students.

The Midway has been recognized for its outstanding editorial content and its dedication to the free press.

The Midway's staff is comprised of students who are committed to providing a voice for the student body and to promoting a culture of critical thinking and civic engagement.

The Midway is proud to be a part of the Morgan Park Academy community and to serve as a platform for the expression of student opinion and ideas.

The Midway encourages all students to contribute to the paper and to participate in the editorial process. We welcome ideas and perspectives from all corners of the school community.

The Midway is committed to maintaining the highest standards of journalistic integrity and to upholding the principles of freedom of speech and democracy.
Boredom inspired three-year grad

By Judy LeFevre

After three years of high school, Erna Lynne Bogue will be first in the line of graduating seniors this year, because she is the smallest.

Other students have graduated early, according to Erna Lynne, and several sophomores are now considering the idea.

Erna Lynne decided to graduate in three years late in her sophomore year.

"I DIDN'T like U-High too much," she said. "I didn't like the social life too much and there weren't that many courses I really wanted to take so I stayed another year."

"I talked to my counselor and he approved," she said. "Then I talked to my parents. At first they didn't see any reason behind it but after I talked about the idea, they liked it too."

After taking college board tests during the summer, Erna Lynne began applying to colleges.

Good grades, heavy course loads and several years of summer school qualified Erna Lynne for three-year graduation.

"SOMETIMES," the student commented, "I got to the point where I'm very lazy, and I just have to say I've got to work or I'm not going to graduate.""
Concern symbolized

"THINK OF something you really care about and then show it tangibly or in writing." That was the assignment in Miss Sharon Feiman's sophomore English class and here are just a few of the results, from left:

CROSS BY Eric Hagbard, titled, "Man: His Worst Enemy" symbolizes the human's devices of selfdestruction and inhumanity.

JIM HAZARD, right, and Eric play Jim's game which illustrates the average man's struggle with the rat race of life. A variation of a game called Life, when a variation of Monopoly, its goal is to reach happiness.

NEGRO's service to society and role is the arts is illustrated in a mobile by Laurie Duncan, front, while a collage by Carolyn Thomas is intended to show the lack of communication between black and white.

But brunch may be in

Homeroom out for next year

Homeroom has been eliminated from next year's schedule. Labeling homeroom "the ultimate waste of time," Principal Carl Rimse has decided to let students be reorganized into special interest groups during time now devoted to homeroom.

Students will be placed according to preferences stated on a form distributed in homeroom listing existing activities and alternates including lounging.

The first 10 minutes of the new weekly 30-minute interest periods will be devoted to student government reports. The period will be scheduled a day or two after SLCC meetings to allow time for preparation of minutes and reports. Members of SLCC will meet during the period itself for discussion.

Another schedule innovation on which Mr. Rimse is working is a 5-minute break for milk and rolls in the cafeteria following 3rd period to give students and teachers a chance to recap and recharge between that long time between first period and lunch," according to Mr. Rimse.

A list fee would be charged each semester for this service, he said. The PLAN would depend on faculty approval. Mr. Rimse also hopes to cut the 10-minute bulletin-reading period at the beginning of 5th period to 5 minutes and move it to the end, giving the extra time to lunch.

Three new teachers hired for fall

Mr. Charles Szot, psychology, photo at the Springfield Art Museum, and psychology teacher at Shurtleff College, will teach psychology, physical science, biology, and English to seniors.

Schools, photo at the University of Illinois with physics major, will teach physics and will also be the advisor for the physics club.

Air Force ROTC, photo at the University of Illinois, will also be the advisor for the ROTC club.

Actor's excellence stands out in plays

By Mary Dering

Actor involvement, and sensitivity to roles contributed importantly to the success of both "Black Is," the black student show May 23-24 and "The Man Who Came To Dinner," senior play May 31-June 2. "Black Is," which combined poetry and prose readings with music and dancing, was skillfully directed; wryly humorous pieces were well-integrated with serious selections. The musical interludes of blues and蓝摘s presented Negro sentiments in a simple, straightforward light.

The performers at all times seemed natural, convincing and themselves, tailing straight from the soul.

SUCCESS OF actors in "The Man Who Came To Dinner" in re-making in character also contributed to its success. The roles had been beautifully cast to match the actors' personalities.

The comedy traces the trial of a small-town family whose home is virtually taken over by Sheridan Whiteside, a domineering radio personality who is confined to bed after falling down the icy front steps following a dinner party.

During his stay, Whiteside receives visitors who include poodles, 20 Chinoese students, a sugar-and-honey red-hot mama effectively played by Bonnie Boewell and an electric-haired scientist, Prof. Mertz, portrayed to every last degree of insanity by Harry Haggard.

ONE OF THE most impressive actors in a minor role was Cheryl Ingham, who portrayed Harriet Stanley, a wide-eyed, sub-ethereal six-murderess who decides to visit Whiteside at his brother's home.

Richard Booth commanded the stage with his portrayal of the radio star who defies anyone not to listen to him or his orders. Near-perfect timing also contributed to the almost total hilarity of the comedy.

Estimates 500 alumni, teachers, alumni and friends of U-High attended the final roast of the annual U-High Alumni Breakfast May 30. The alumni, faculty and students all expressed their delight to him about the roast. "Black Is" drew the day's honors under "Progressive Deans." Mr. Harry Haggard, principal, estimated that 500 attend roast.

500 attend roast

Actor's excellence stands out in plays

Play's review

SINGING "Stormy Monday," Prentiss Taylor, left, and Albert Wilkenson perform in the musical portion of "Black Is," the all-black student production, most of which was devoted to poetry readings.

500 attend roast

Estimated 500 alumni, teachers, alumni and friends of U-High attended the final roast of the annual U-High Alumni Breakfast May 30. The alumni, faculty and students all expressed their delight to him about the roast. "Black Is" drew the day's honors under "Progressive Deans." Mr. Harry Haggard, principal, estimated that 500 attend roast.
They plan summer work, not play

Most U-Highers think of summer as vacation and fun, but some are thinking of summer in terms of work. These people are planning to do volunteer work in hospitals and day camps. A few are going to art and music camps and several others are taking college courses. Still others have joined the Hyde Park Neighborhood club to form a girls' baseball team.

Senior Sue Epstein is going to the Congress of Strings, a summer institute, for eight weeks of private lessons, orchestra and chamber music. "EVERYTHING I've heard about it is wonderful," she said. "The teachers and conductor sound good, so it should be fun."
U-High: Sixty-five years of venturousome change

How to unite students

was problem first year

By Mary Dering

How to unify the student body was a major problem which faced U-High its first year.

U-High came into existence in 1903 as an incorporation of three schools—Chicago Manual Training School, South Side Academy and the University of Chicago Secondary School.

Among the three schools there was a total enrollment of 531 students the first year: 120 students from the Chicago Manual Training school (now Belfield hall), 125 from South Side academy, 41 from the Lab School, and the remainder from all over the Midwest.

But there were difficulties in uniting the student bodies of the three schools, according to Mrs. Ida De Pencier, former fifth-grade teacher who wrote "The History of the Lab Schools 1896-1965."

A statement in the first U-High yearbook in 1904, explained, "The feeling of the students from the different schools was very strong against each other. It may be impossible to transfer the strong loyalty of each group to its own school to that of the combined schools. Both alumni and students were apprehensive of loss of identity."

U-High's football team, however, quickly proved itself unexcelled by any other prep school in the Midwest. The success of the football team engendered the school spirit that formed a strong loyalty bond between the formerly separate student bodies.

With the problem of the unification of the three schools solved, Doss Henry Holmes Belfield was able to concentrate on a curriculum which included science, art and mathematics, athletics and games, and literature clubs.

U-High's program came to be known as one of educational experimentation, a foundation laid by a predecessor, the University of Chicago elementary school.

Founded on the concept that education should be interesting, challenging and happy, this school was opened in January 1896, with an enrollment of 12 students ranging from 6-9 years old.

This school, under the direction of John Dewey, represented a new departure from the pre-dedicated era which aimed at preparing the student for a career in law, medicine, or the ministry.

Eventually, this school, an elementary school and kindergarten operated by Col. Francis Parker, the manual training school operated by Mr. Belfield and the University's School of Education were moved to Blaine hall, completed for the school year of 1903.

Then the elementary schools were combined, Belfield hall was built for the manual training school which became U-High and, eventually, the school of education was moved to its own quarters.

The North side branch of Col. Parker's school became what is now Parker private school.

U-High's complex founding was followed by 25 years of frequent changes of administrators and programs.

At one time the school— which wasn't officially affiliated with the elementary school until 1944— began at 8th grade. Then, in 1939, the 7th grade was added. Later there was a "subdivision" year combining 7th and 8th grades.

In 1938, a four-year college plan was begun which separated the junior and senior years from the high school and combined them with the first two years of University work into a college housed at 5610 Woodlawn.

The plan survived more than 15 years before losing favor. In 1944, U-High's football team, however, had a decided impact upon U-High's program when, in March, 1945, Sunny gym was turned over to the Navy, which housed a thousand trainees there. Physical classes took to temporary quarters. The Navy eventually also took over Jackman field, and part of Belfield and Judi hall.

In 1943, U-High's integration was prosed by enrollment of Negro students in primary grades.

Though the school regained full use of Sunny gym after the war, it lost the machine shop and Belfield 134 to three University institutes of nuclear studies, metals and radiology. Later, the space was used for classrooms and guidance offices.

But as patchwork as U-High's history has been, some aspects of its personality have remained the same through 65 years. A major problem which faced the school this year was, for example, how to unify the student body.
Estate once stood where school does

By Judy LeFevre

A century ago a stately suburban home surrounded by gardens stood where U-High is situated. The estate was named "Fernwood Villa," and belonged to Mr. and Mrs. Jonathan Young Scammom, a trustee of the university and both prominent Chicago residents.

For half-value, Mrs. Scammom sold part of the land to the University in 1901 after her husband died.

University administrators had to agree that the land would be used exclusively by its schools and would conspicuously exhibit the name "Scammom Court" on the property.

BLAINE HALL, now the lower school, was built on the property to house two elementary schools, a high school and the University's School of Education. Mrs. Emmons Blaine, daughter of industrialist Cyrus McCormick, financed the construction, which was begun June, 1901, and completed in the spring of 1902.

Belfield Hall, originally called the manual training building (as pointed out by a plaque in its east lobby), was planned to house the Chicago Manual Training School and South Side academy. The two schools and John Dewey's secondary school were officially opened Oct. 1, 1903, to form University high.

Construction began in 1902 and was completed by June, 1903. The building later was named Henry Holmes Belfield hall in honor of Mr. Belfield, director of the Manual Training school.

U-HIGHERS began schoolwork in the building in January, 1904, with their academic classes in Blaine.

James Rodgers, Blaine hall architect, wrote of his publicly-acclaimed building, "It gives the impression that no school of its size in the world can be favored with... namely, sunlight in every classroom at some time of the day."

Belfield's numerous skylights also were designed to catch natural light.

At Mrs. Blaine's urging, the University constructed another lab school building in 1902. Completed October 10 it was christened "Temporary Gymnasium." It remained "temporary" for 30 years (story on page 19).

JACKMAN FIELD, which originally extended to the west where U-High presently stands, was leveled and prepared in 1907-08. The same year a house at 3805 Kimbark avenue was purchased by the University for use as a boy's club (see photo).

Sunny gym was built in 1926 for $40,000, a gift of its namesake, Bernard Edward Sunny, a director of Illinois Bell Telephone company. An earlier plan to add a gym to Belfield was dropped. With Judd opened, Gym Temp — as it then was known — was redecorated for recreation­al and faculty office use. But during World War II, with Navy trainees taking over Sunny, it was converted again for use as a boys' gym and history.

Judd hall was built in 1930 for the School of Education, corresponding more or less to a stage, boys' club, Blaine had a classroom at some time of the day."

Belfield's numerous skylights also were designed to catch natural light. At Mrs. Blaine's urging, the University constructed another lab school building in 1902. Completed October 10 it was christened "Temporary Gymnasium." It remained "temporary" for 30 years (story on page 19).

In 1941, Lab Schools Bookstore Manager Walter Wagner donated $150,000 for an addition to Belfield hall to serve the east part of U-High now stands. The third floor was to house the boys' and girls' clubs, the second a combination cafeteria-restaurant-drugstore and the first a ball­room and theater. But nothing came of the plan.

An increase of applicants for admission and return of the junior and senior years to the High school after nearly 30 years (see story page 8), prompted University administrators in 1957 to designate $3,700,000 for a Lab Schools expansion program.

About $3 million was spent on the present U-High building began in 1959 and on the rest on improvements in Blaine and Belfield halls. The new building's architectural innovations and public recognition were, in their way, reminiscent of the acclaim which had greeted Blaine hall at the turn of the century.

FLOYD... and His Boys will make you look great for the girls with one trip to UNIVERSITY BARBER SHOP

1453 East 57th<br>MU 4-3661

Summer Sounds!
The Beatles, The Byrds, The Musketeers... Pet Clark, Nancy Sinatra... Neil Diamond, Tom Jones... Diana Ross and The Supremes, Martha Reeves and The Vandellas... The Four Tops, The Three Marvlettes. Meet them all through their records at...

LOWE'S RECORDS

1538 East 55th Street<br>MU 4-1505

PANORAMA of the U-High campus in the 1916 yearbook was presented in a circle photo, enjoying favor in magazines at the time. The caption read, "This is the U-High campus, where we spent those wonderful four years together. Look!... There's Sunny Gym in the... say with pride that this is 'our' school." The photo probably was taken from the roof of a nearby apartment building.

In 1915, when this yearbook photo was taken, the boys' club, left, and Kimbark hall stood on Kimbark avenue where Judd hall is now located.

Judd is used by the University's school of education, with which the Lab Schools is affiliated.

Take Pictures of the Graduation Excitement with your Polaroid from Model Camera

1342 East 55th Street<br>HY 3-9259

Looking Forward To The Summer Sun? Show off those tan legs with shoes from The Shoe Corral

1530 East 55th Street<br>667-9471

The Y offers an active program each summer. Camp Martin Johnson offers teen-agers a fun-filled and active summer full of water sports, nature lore, canoe trips (including one to Canada) and parties.

Hyde Park Y offers swimming, basketball, trips, a coffee house, and other programs.

The action, this summer, will be at the Hyde Park YMCA. Come in and plan your summer today.

HYDE PARK YMCA of the YMCA of Metropolitan Chicago

1400 EAST 53rd ST.<br>CHICAGO 60615<br>324-5300

TUESDAY, JUNE 11, 1968—PAGE SEVEN
From start, U-High sought better ways to teach

By Mirch Pravatiner

Characterized by the public during its 60-year history as an experimental institution, U-High from the beginning basically was a college preparatory high school which gave more than usual attention to finding better ways to educate young people according to their individual needs.

A 1934 issue of the school newspaper, the Weekly, gave this description of the school's program:

The University High School offers courses in all subjects usually included in the curriculum of secondary schools. Through electives for college and technical schools is emphasized, though not to the exclusion of other aims. The emphasis for instruction is individual.

The experimental spirit and liberal educational theories of John Dewey and Francis Parker, founders of the Lab Schools (see story this page), were in evidence early in U-High's history.

AROUND 1913 the school experimented successfully with giving vocational training to dropouts, delinquents and others who could not keep up with academic programs, to enable them to lead useful lives.

In the 1930s, the school's administrators planned a program which would allow a student to complete a four-year course plan in any area from a few months to five or more years. A similar program now is available and will be even further developed (see opposite page).

Other experiments and changes in the '30s culminated in the Hutchins Plan, formally named after one of its innovators, then-University President Robert Hutchins.

UNDER THE plan, the last two years of high school and first two years of college were replaced by a single sequence intended to eliminate duplications in high school and university education and allow students to pursue educational and psychological benefits.

After six years of development, the plan was completed in 1938 and survived until 1954 when the conventional four-year high school was reestablished.

A "subfreshman" year before the usual first grade was dropped during the Hutchins years in favor of the usual 7th and 8th grade but picked up again afterward under the name "prefreshman," still used.

SEVERAL LONGTIME faculty members, some of whom had been with the school since its founding, left during the '30s, '40s and '50s. They included History Teacher Arthur Barnard, Liberal Arts Hansah Logan, French Teacher Arthur Brower, English Teacher Ethel Shephard, Music Teacher Harris Vail and Dean of Girls Elaie Smith (there were others; the U-High did not attempt to list all names).

To replace them during the '30s, '40s and '50s came three generations of teachers at U-High, among others: Music Teacher Robert Jason, Bible Teacher Eliza Janeck, Art Teacher Robert Erickson, English Teacher Eunice (Hilary) McGuire, Athletic Director William Zariva, Science Chairman Arla Ponsdorf and Math Teacher Lorenz John, who retired last year.

AMONG THE most recent educational experiments at U-High is the freshman project begun in 1951 by Teachers Edgar Bernstein and Ernest Poll. It is a program of independent learning in which students have the option of attending class three or four days a week and choosing from activities including discussions, study and lab work.

First begun with a group of 50 students, the project now affects the entire freshman class of 175.

Two pioneers in education

John Dewey and Col. Francis W. Parker, two major figures in the founding of the Laboratory Schools and major figures in American education, were both deeply committed to conventional college-oriented learning methods of the 19th century, near the end of which both came to Chicago.

At the Lab School they instituted a learning method based on making pupils want to learn, rather than learn merely because they were told to. Their idea was to stimulate a child's curiosity and give him practical knowledge for everyday life, to bring him into direct contact with the world around him so that knowledge would be a source of pleasure rather than drudgery.

Their goals still are evident in U-High's programs aimed at helping each student discover and pursue his individual interests, rather than forcing all students into the same course of study.
Principal envisions individualized education here

**School would operate free of master schedule**

A program for each student based on the goals which he has agreed with the school and his ability is the personalized education Principal Carl Rinne envisions one day for U-High.

Mr. Rinne publicly presented his plan at a parents forum February 27. At that time he emphasized it is "just a daydream, but I would like to see a system this implemented within 20 years."

**UNDER MR. RINNE'S plan, the traditional master schedule of certain courses being available certain hours of the day would be swept away.** His school day would include six times blocks. The first two would be half-hour periods for subjects such as typing which require short but regular instruction time. The other blocks would be an hour and a half long to allow students to attend classes according to their major interests, perhaps spending 30 percent in a favorite area of study, 20 percent in one of average interest, 30 percent in subjects of little interest and 20 percent in courses complementing the major area of study.

The periods would not necessarily be devoted to formal classes; the department to which the student is assigned for a block might place him in an individualized learning plan depending on his motivation and emotional capabilities. A student not highly motivated would get a more structured and supervised course.

Mr. Rinne said that, under this plan, students would not be bound to completing a certain amount of work in a certain amount of time. He could work at his own pace. "If a student agrees to learn to study poetry he can do it for a month, a week or year," he explained.

The student would not be graded. College would simply receive a statement of the work he has completed, Mr. Rinne explained.

Project '76: What it means for U-High

By Bruce Gans

Project '76, Principal Carl Rinne's eight-year plan to tailor curriculum to the needs of individual students, is the latest of forward-looking programs which have typified U-High's 65 years.

Designed to give the student "an education not as narrow, but broader," and "better gear him to life, Project '76 asks each grade and department to submit plans for the staff facilities and curriculum they would like to have, assuming unlimited resources." Mr. Rinne said.

Mr. Rinne explained, "For example, if the French department decided a two-year French student should read and speak French with a special degree of fluency, and they envision the help of extensive audio-visual aids, they submit their graduated plan."

THE PLAN would be re-evaluated each year and revised if necessary.

"The beauty of this plan," Mr. Rinne said, "is that it gives teachers opportunities to quickly update curriculum and institute solutions to problems that develop. If, say, the Latin department finds it isn't teaching as effectively as it could because of a lack of audio-visual equipment, we can schedule or purchase equipment for them."

Though procedure is not definite, Project '76 might begin with teachers formulating proposals to be submitted at special department meetings.

Departments then would prepare Project '76 plans to be discussed by department chairmen and administrators.

THEY WOULD DRAW up a coordinated Project '76 plan for the school, deciding what the short-run and long-range goals of the school are and who can accomplish them (administration, department chairmen, Student Union, alumni).

The perfect learning experience is another Project '76 goal, according to Mr. Rinne. He defines it as the learning experience that best teaches a person about life and gears him to it.

"If the history department can teach kids about slum life by taking them to a ghetto and teaching kids to read, then they are giving students a valid, useful learning experience," he explained.

DISADVANTAGE of Project '76 is the unlimited resources it assumes, Mr. Rinne said.

"But," he added, "that's not as important when you consider the opportunity just the thought of unlimited resources gives teachers. People can dream. That's what's important . . . and it has been an important part of U-High's program for 65 years."

**Students say idea 'great,' 'dangerous'**

"Unrealistic," "beautiful" and "dangerous" are among student reactions to Principal Carl Rinne's ideas on individualized education in a random survey by the Midway.

Senior Gloria Rogers said, "Students won't approach these courses as seriously as they think they will. No two kids or interests are identical, and if kids don't learn how to analyze a poem in one year, then what? How long will he be hung up? Suppose the student has to stay in school for more than four years?"

SENIOR ALBERT Wilkinson felt, "It's beautiful. It might work in this school and I wish I could have been around to take advantage of it. But I just don't see how you can adopt that plan to a school of 3,000. Three thousand individual interests . . . that's too much man!"

Sophomore Joe Harper disagreed. "This school is supposed to get you to meet and live with different kinds of people with different ideas. That plan wouldn't let you. Besides how does a 14-year-old have exactly what he likes and doesn't like anyway. You know, he hasn't seen enough to know, and besides what if a kid hates a class in September but loves it by June?"

"ANYHOW, we still have to take SAT's. What would colleges say if kids don't learn how to stay up? Suppose the student has to stay in school for more than four years?"

Mr. Rinne answers these questions in reply to a letter on page 14.
Clubs have mirrored how teens have changed

By Paula Kaplan

U-High's clubs have, since the beginning, mirrored the nature of the student bodies which formed them.

The closely-knit, youthful energy of U-High's early student bodies was evident in their numerous social organizations and frequent parties and dances.

A new seriousness seems to have taken over during World War II, when the nation's survival was threatened, but U-Highers seemed to have been typical "boyhooders."

U-HIGHERS of the '60s also would seem unexceptional to their counterparts of the '30s, who evidenced a new brand of community and political activism, though they continue to observe a distinct teen culture of music and dress.

Over the years U-High's clubs have included language, speaking, science, photography, athletic, contemporary affairs, debate and art organizations.

Honor and "secret" societies (inter-school fraternities and sororities) were regarded highly by U-Highers of years past and they devoted much time to these clubs' activities.

SOCIAL EVENTS have included a Washington's Birthday party, Friday afternoon dances in the old Gym, house parties, proms, boys' and girls' club dances, and even a St. Patrick's day dance.

U-Highers often held impromptu dances and parties when they felt like having one.

In the early 1900s, there were several public speaking clubs. The most famous were the Clay club and Hamilton society, traditional society.

LITERARY SOCIETIES also were popular, and in 1919 there were L. L. B. (Literary, Lawsomen Lii, Sophomore Lii and Junior Lii clubs.

Privileged U-Highers became members of three honor societies, no longer a part of school life. Phi Beta Sigma was the original honor society, and in 1906 Tripossee, a society for just the most active boys in school organizations, was organized.

In 1908, Kanyaratana, an honor society for girls, was founded to parallel Tripossee.

STUDENT COUNCIL, began as a joint meeting of the three honor societies in 1917, and its purpose, as stated by the 1917 yearbook, was "to promote the interests of the University High School by discussion of...good conduct and school spirit within the school and to create a unit and spirit within the school and to create a student union."

The original Council (actually, there was a "Student's Council" in 1904 and the 50th anniversary of the L. L. B. organization have been celebrated with assemblies) concerned itself with "running, and the boys wearing blue in the corridors."

In 1917, a Boys' club was established. Explained the yearbook, "In the winter time, where is a man to go after school hours? A high school student is too old to play in the snow or throw stones at a Chinese laundry. It is wrong to turn a lot of people out of the street every day with no place to go but home."

FIVE MEMBERS of the class finally succeeded in getting the school to secure a house at 3055 Kimbark avenue (where Judd hall stands; see story pg. 71 of the yearbook) for a club, which was followed in 1911 by a Girls' club. Their meeting place was Kimbark hall, also where Judd now stands.

Clubs of the '30s included a Madison club and Radio club, indicative of interests of the day. An International Correspondence club wrote to pen pals in Europe. The Greenwich Villagers was for girls who undertook unusual crafts projects.

During the '30s and '40s there were two drama organizations: Purple Masque for freshmen and sophomores, and Playfesters, for the two highest classes.

SPORTS CLUBS have included a Girls' Athletic Assn. to which all sports are connected. A baseball in the 1900s, there was the field, which was moved to the corner of Kimbark and Mileston streets in 1908. The field's name was changed to "Judd Hall," in honor of the boys' and girls' clubs.

In 1907 a Boys' club was established. Explained the yearbook, "In the winter time, where is a man to go after school hours? A high school student is too old to play in the snow or throw stones at a Chinese laundry. It is wrong to turn a lot of people out of the street every day with no place to go but home."

FIVE MEMBERS of the class finally succeeded in getting the school to secure a house at 3055 Kimbark avenue (where Judd hall stands; see story pg. 71 of the yearbook) for a club, which was followed in 1911 by a Girls' club. Their meeting place was Kimbark hall, also where Judd now stands.

Clubs of the '30s included a Madison club and Radio club, indicative of interests of the day. An International Correspondence club wrote to pen pals in Europe. The Greenwich Villagers was for girls who undertook unusual crafts projects.

During the '30s and '40s there were two drama organizations: Purple Masque for freshmen and sophomores, and Playfesters, for the two highest classes.

SPORTS CLUBS have included a Girls' Athletic Assn., to which all sports are connected, and a good Intramural Board.

World War II, which involved high schoolers across the nation in selling war stamps and bonds, cut into student time devoted to school activities. Shortening of the school to 16th grade (story pg. 6) also affected club membership.

U-High became a four-year high school in the mid-40s, however, and by 1948 enrollment had climbed to more than 600 students.

STUDENT leaders felt that Boys' and Girls' club, and the Intramural Board should be merged into one social administrative organization.

And so Student Union was born.

A SIMILAR consolidation of organizations resulted in next year's Student Legislative Coordinating Council which replaces Student Council.

And new clubs such as CBS (Cousins Brothers Sisters) which has made interracial understanding at U-High its concern, will continue to mirror the nature of the students who formed them.

The Gant Mystique

What is it? It's that viable ingredient which makes a man request a Gant shirt with conviction.

It's the attitude this man has when he wears a Gant shirt.

It's the men he sees wearing Gant shirts, their manners, their poise, their taste.

It's the enthusiasm of the man behind the counter who sells him a Gant shirt.

This is the Gant mystique which is patently expressed in the shirt, its performance and what Gant puts into it.

Cohn & Stern, Inc.
"The Store For Men"

1502 EAST 55th STREET

FOR GRADUATION, GIVE HIM THE
NEWEST TIMEPIECE SINCE 1664

ACCUTRON CALENDAR "V" WATERPROOF, sweep second hand, gilt or silver dial, 2300 watch is $75.00.

That is the watch they put the balance wheel into the watch and started watches ticking. Now the tick tick is obsolete. After 350 years, it's been replaced by the tiny ACCUTRON sweep second hand, which keeps time through vibrations. The result: a very fast time and the most precise wrist timepiece ever. Accutron guarantees monthly accuracy within 30 seconds. "We're sure this is the perfect gift of time."

ACCUTRONIC® by BULOVA It goes bim-bom ever.

SUPREME JEWELERS

"When case, crown and crystal are tight, we will adjust timepiece in this store, if necessary. Guaranteed for one full year."

1462 East 53rd St.
FA 4-9609

Reproduced by Kim Dexta
Midway came after several other papers

By Della Pitts

U-High's student newspaper, in its half-century existence, has changed names and appearance frequently, but some of the school problems it has spotlighted have remained amazingly the same through 65 years of U-High activity. A struggle for funds and student support also has characterized the paper's operation throughout its history.

U-High's newspaper began as a pamphlet-sized daily, then a five-column weekly (alas, twice monthly), then a mimeographed sheet, then a pamphlet-sized University-printed weekly and finally a five-column twice-monthly paper (weekly for the winter quarter this year).

ITS NAME originally was the U-High (Weekly) (there is a record of a first issue in 1904 being named the Orange and Black, but the Midway book didn't bear it, then it was the Daily Maron and Black for one issue, then the Daily and finally the Midway. In its 1940 mimeo incarnation the paper had a different name every issue.

The first paper, the University High School Weekly, appeared Dec. 16, 1903 (the staff was formed Dec. 1). Both size — as many as 12 pages — and quality, the paper was advanced for its day. Selling for 10 cents, the two-column newspaper was printed on glossy paper. It served primarily as a literary publication and featured humorous essays and short stories.

IN 1907 the paper became the U-High Daily (first issue named The Maron and Black) and four staffs published it four times a week.

The Daily was published 16 years.

In 1923, a new weekly paper was begun by a class of students, the first staff of a literary paper — the In- troduction. Set up as a group of students who planned to revivify a literary magazine — the Midway — publish a weekly. The paper which also was named the Midway.

(Later literary magazines included the Daily, which was combined with the newspaper Midway in 1935 and Concept, begun in 1943.)

UNDER the guidance of Mr. Cecil Denton, who came to U-High in 1906, the Midway reached what the staff felt was a pinnacle of success in 1933-34 when it was awarded an All-American award by the National Scholastic Press Assn. It repeated the next year, but it wasn't until 1965 that the paper again won the top honor.

The features-editorials page of the '33-'34 Midway, the liveliest in the paper, offered the U-High De- tective, a gossip column typical of school newspaper of that day but not today.

THE PAGE also spotlighted a Voice of the Students column in which U-Highers discussed items of an amiable campaign waged by Student Council and commented on a usually imaginative newsletter issued by the U-High basketball teams.

An editorial in the Nov. 5, 1937, issue of the Midway proves that a newspaper can survive around U-High. The lead editorial

U-High's FIRST news publication, the Weekly, appeared Dec. 16, 1903, and featured an essay on "A Small Boy's Visit To A Hospital" (top left).

A LIST of students receiving second, third and fourth prizes, "truly" away from the library, high in that issue criticized the slovenliness of U-Highers exiting the building during fire drills and criticized this problem with the efficiency and lack of confusion in fire drills at other schools. The editorial also pointed out that fire escapes were not used during drills and were thus unfamiliar to students who would use them in an emergency. Finally, the editorial asked, "Could not some simple steps be taken to rem- edy the defects of the fire drills of U-High?" a question asked again in a Midway editorial this winter.

When All-American Adviser Den- ton left U-High after 1933-34, the Midway rapidly lost quality and became smaller until insufficient funds forced it to become a mimeo- graphed weekly in 1943.

During the period of 1943-53 the Midway remained a mimeographed paper, at first published weekly, then twice-monthly.

DURING the early 50s the pa- per changed names several times, in the seven months between Dec. 10, 1953, and June, 1954, the paper appeared under the names The 8 Ball, The Sun Dial, Flicker Flash and 8-Star Final.

Publications workshops in the fall of '54, taught by Mr. Audrey Barth, righted the front page of the Feb. 10, 1955, U-High Daily (top right). Senior privilege was a foreunner of the present senior option pro- gram.

THE MIDWAY (bottom left), appeared for the first time Oct. 8, 1924, as a four-column weekly. A story in the right-hand column ex- plains the switch from the Daily to the Midway.

ALL-AMERICAN honor rating for the Midway was headlined in the April 21, 1919, issue.

An English teacher, revived the Midway as a three-column, University-printed paper in April, 1915.

When Mr. Wayne Brasler was brought to the school in 1964 to start a journalism program, the staff decided to publish a five-column, 14 by 14 inch, twice-monthly com- mercially printed paper financed with funds, which had been dropped in the early '40s, and the usual Student Activities appropriation.

AT FIRST criticized by students who, though they had complained about the poor quality of the pamphlet-sized Midway, suddenly de- cided it was a tradition not to be tampered with, the newspaper eventually won the student support which had eluded its predecessors for more than 60 years.

Beginning with an All-American award in the fall of 1965 (which has received four more), the paper has won out-of-school recognition, too, with 20 awards for general excellence and 72 for individual staff achievements in writing, art and photography.

The Midway's latest honor is a Pacemaker award recognizing it as one of the six best high school papers in the nation.
Alumni make distinguished records

Areas of service have included
education, science, government

U-High's college-preparatory pro-
gram, with its frequent voyages into
educational research and innova-
tion, has pointed its graduates to
almost every type of activity making
into which a human being can
honoringly fit himself (and a few
into which he cannot honor-
ously fit himself).

At the same time, a propor-
tionately high number of graduates
seems to have landed in the fields
of education, science and politics.
Among them are the movers of the
nation.

TALK TO THESE alumni about
their days at U-High and they'll
fondly recall their favorite teach-
ers and clubs, the classes they
belonged to and the offices they held.
Some have a difficult time relat-
ing particulars, but almost all hold a
high regard for their school and its
"good old days."

For some of the "good old days"
were six decades ago. For others, they
were six years ago.

The Midway staff, of course,
could not contact every graduate.
Accounts of success on these pages
were the results of tips the staff
received from teachers.

The Midway staff is aware that
there are many more graduates
worthy of its notice and welcomes
alumni news at any time.

In addition to the graduates spot-
lighted elsewhere in this issue, The
Midway has received word of the
following:

BARRETT OHARA, '45, operates his
own office in Thousand Oaks, Calif.,
given problems. Mr. O'Hara, son of
Nino and Carmella Ohara, is a
member of the firm of Ohara and
Ohara of Los Angeles. He is the
younger brother of T. Lynn Ohara,
'46, partner in the firm of Ohara and
Ohara.

JEFFREY EMMERT, '47, now re-
nights, as a lawyer with the Price
Waterhouse firm in Los Angeles.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.

TALBOT O'BRIEN, '29, is a mem-
ber of the firm of O'Brien and
O'Brien, an insurance agency in
Pasadena.
U-High in the innocent twenties

By Dan Pollock

One of the most gruesome and senseless crimes of this century was committed by a U-Higher less than six years after he left the school. Richard Loeb and Nathan Leopold were members of a U-High clique whose eccentricity was of a high order. Loeb was sentenced, along with chum Nathan Leopold, to life imprisonment for a crime that shocked the civilized world — kidnaping and murder.

Leopold was a member of a clique of fellows who lived the high life outside the school. Mrs. Michael Weinberg, '19, recalls that Loeb "was very active and everybody liked him. He was a very brilliant boy, especially in French, and he had every advantage: brains, looks, good family, and money... everything one would want."

MRS. ROGER Goetz, '21, expressed similar impressions. "He was very pleasant and a kind and genial person. Everyone all over campus was well aware of this most handsome fellow. He had brown eyes, clear-cut features and was rather alchole; but I don't recall how tall he was." Dick or Dicky, as he was called at U-High in 1918, was very outgoing socially, according to Mrs. Weinberg. In addition to being class treasurer, Loeb was on the class steering committee, class soccer team (intramural) and the U-High literary club.

Leob also did well scholastically; he maintained an average the first semester and an 85 in the second, according to school records. Although only a 17-year-old freshman, he studied second year math and English, and fourth year French.

He was the youngest in his French class, but received the highest grade of a 96, for the second semester. "HE ENJOYED school," Mrs. Weinberg said, "and he had a very great intellectual capacity.

After his year at U-High, Richard Loeb attended Harvard School for Boys, for his remaining three years of high school. His friend Nathan Leopold, who attended Harvard at the same time, was reserved and cold, according to Mrs. Weinberg.

"When we read about it (the murder)," she said, "we weren't at all amused about the other one (Leopold), but with Dicky we were just astounded."

Upon graduation from Harvard, both boys entered the University of Michigan in September, 1921. Leopold spent one year at Michigan and then transferred to the University of Chicago. Leob stayed at Michigan until his graduation in June of 1926.

Both boys were reputed to be the youngest graduates ever of their respective colleges.

In the fall of 1923 both Leopold and Loeb enrolled at the University of Chicago graduate school. Mr. Leob was a graduate history student, while Leopold was in law.

At the University, Loeb and Leopold talked about the possibility of committing the perfect crime. The New York Times reported shortly after their capture, "long having been his aim to become a great murder, Mr. Loeb was a graduate history student, while Leopold was in law."

Despite their precautions, by June 1 they had been caught and had confessed the crime, giving raving and "the adventure of crime" as motives. Both Leopold and Leob were sentenced to life imprisonment.

Their parents hired Clarence Darrow, renowned criminal and labor lawyer, as chief defense counsel, and the two murderers pleaded in- not guilty. After a short trial there were sentences of life imprisonment.

Leob was eventually killed by a fellow prisoner in 1936, while Leopold was pardoned in 1950 and is now a social worker in Puerto Rico.

TUESDAY, JUNE 11, 1968—PAGE THIRTEEN
As the Midway sees it

Paper anticipated school issues

Though, readership in the school and readership outside of the school are two gauges by which a high school newspaper staff judges its performance; they certainly don’t tell the whole story. Effect the paper’s editorials have on the community provi’de at least as valuable an estimate of a paper’s worth.

The Midway staff feels the in-school rec-ognition they receive is the paper has received only complement its success in staying in school of the staff’s work for several months — in its editorials.

LAST MONTH’s election’s assembly high-ly appreciate as do all high school offices presented their platforms. A large number of planks looked like wood treated long before on the Midway’s editorial page.

A major of discussing curriculum in stu-dent government, for example, was proposed by candidates for SLCC offices, as it had been proposed in the January 16 Midway.

Reforma in U-High’s option program, foreign exchange program and drug code all will be instituted next year if elected candidates keep their promises. The school Board should gain new respect and Student Union will continue in the fine tra-dition set by the last three years as the Midway suggested earlier this year.

STUDENT GOVERNMENT leaders and CBS News, Fairfield College Prep and U-High were cited for outstanding work at the assem-bly. The Midway commended Student Council President James Schnick’s out-line for reorganization of student govern-ment in March. And the Midway not only solicited members for CBS, months before its meetings became the place to go after school on Wednesdays, but pointed out the need for a club aimed at increased ra-

The Midway staff had a ball researching the special anniversary stories in this issue it found one aspect of this pro-ject disturbing — that the fascinating his-tory and traditions of this school were all new to them. The staff regrets that space limitations — it is four pages — and natural naughtiness with readers the flavor of years gone.

And, finally, the careless storage of U-High publications of the past in a room which the staff is not yet able to access is un-acceptable. And a plan for placing them in the library could prove disastrous. They’re falling apart in isolation; they’ll never last in public.

Midway Mailbox

Specialization wise in high school?

I have read with interest Principal Carl Rinne’s proposals for restructuring U-High’s program in order to provide individ-ualized instruction rather than a mas-ter class schedule for high school students.

My proposal for Individualized Instruction does not fulfill all objectives stated in that first issue, as its last issue goes to press, the Midway staff feels that its one goal is fulfilled far beyond its expectations.

Though it did not fulfill all objectives stated in that first issue, as its last issue goes to press, the Midway staff feels that its one goal is fulfilled far beyond its expectations.

Thoughts...

For the past several months, the Midway staff has enjoyed having its back slapped by people in and out of U-High. But there were no anonymous people who deserve the biggest plagues for making the 1967-68 U-High Midway worthwhile.

So, to the Midway staff, I’d like to say thank you to a bunch of people not mentioned on the Midway mailbag who really deserve to be.

To U-High’s Faculty—

To administrators, for supporting our right to criticize even when you were the ones being criticized. To administra-tors, teachers, coaches and librarians for putting up with the misquotes, inco-rect facts, hastily arranged interviews, half-baked photographs and pictures that bear a striking resemblance to the Midway mailbag.

To U-High’s Students—For putting up with all of the above, for demanding the kind of publication U-High really needs. And a special thanks for making your gorgeous bodies available to us for our publishing photos.

To the Printer — A special super-duper thanks to Jackie Thomas, Dick Dworkin, Michael Berke, and Jackie Thomas for putting up with deadline-breaking unparallelled by any school paper in the nation, and still providing a printing job unparalleled by that enjoyed by any school paper in the realm.

It must be nice to be able to believe me when I say, “I’ll never pull that on you again, Mr. Meier.”

—Dick Dartwin, editor-in-chief

Midway Mailbox

Specialization wise in high school?

I have read with interest Principal Carl Rinne’s proposals for restructuring U-High’s program in order to provide individualized instruction rather than a master class schedule for high school students.

This plan is ambitious and far-reaching. There is little doubt in my mind that it follows in the innovative traditions of Mr. Rinne’s predecessor at U-High, Willard Congreve.

The similarities of the new plan with such U-High experiments as the Freshman Project and other independent study programs means that Mr. Rinne has taken these programs several steps fur-ther into the future.

There are many advantages to a pro-poseal along the lines which Mr. Rinne has defined.

‘Kids shouldn’t be forced to learn at a rate contrary to their abilities,” he said, and he is absolutely correct.

However, Mr. Rinne’s proposals do have some serious weaknesses — serious enough, I believe, to undermine the validity of the entire pro-

FOREMOST among my objections to the new plan is the narrow orientation it will necessarily impose upon high school stu-dents. Although I attend a college noted for the humanities and the social sciences, there are few if any students here who do not have a firm grounding in the sciences and mathematics.

This has been beneficial to most of them in planning their college and future ca-

Second, it seems ludicrous that a 14 or 15-year-old sophomore at U-High will be able to define his major field of interest in order that he may pursue his individ-ualized instruction program.

COLLEGES DO NOT require their stu-dents to declare their majors until after their sophomore year, and even then it is possible to change majors virtually any time before mid-senior year.

I realize that Mr. Rinne’s “majors” will not be as narrowly defined as those at colleges, but the problem nonetheless re-

Third, the very argument Mr. Rinne proposes against the presently employed track and independent study programs appear to jeopardize his own plan.

Both track and independent study sys-
tems may work for some kids, but neither work for all,” the principal says.

This is true. There are many valuable qualities to Mr. Rinne’s plan. Perhaps some part of the student body could be involved in a program similar to the one he has offered, while others would remain in U-High’s "traditional" system.

The most important thing now is for parents, students, and faculty to engage in lively discussion of the new plan. The collective opinions of those groups are far more than those of individuals, for they are the ones, after all, who will be participating in such a system.

Jeffrey M. Stern

Editor’s note: Jeff Stern, editor of the Midway in 1963-66, is a sophomore at Yale University.

Paul Carl Rinne replies: Jefferey Stern’s letter failed to make clear that my plan did not废 away the student’s freedom to study what he thought was best for him. Whether U-High has any right to claim credit for the same restriction applied to all students when they were younger is another matter.

Whether U-High has any right to claim credit for the same restriction applied to all students when they were younger is another matter.

Whether U-High has any right to claim credit for the same restriction applied to all students when they were younger is another matter.

Whether U-High has any right to claim credit for the same restriction applied to all students when they were younger is another matter.

Whether U-High has any right to claim credit for the same restriction applied to all students when they were younger is another matter.

Whether U-High has any right to claim credit for the same restriction applied to all students when they were younger is another matter.

Whether U-High has any right to claim credit for the same restriction applied to all students when they were younger is another matter.

Whether U-High has any right to claim credit for the same restriction applied to all students when they were younger is another matter.

Whether U-High has any right to claim credit for the same restriction applied to all students when they were younger is another matter.
How the '14 yearbook ‘burned down' Kimball Hall

Editor's note: During the school year '13-'14, Kimball hall — a classroom building where Judd hall now stands — was damaged by fire. No one was injured, but the yearbook staff felt the event was of such importance that it devoted several pages to an account of the “disaster.” The people named were all real, but much of the account — reprinted here in part — was obviously fiction. The fireman in the drawing is Grady, frozen in the line of duty but later thawed out.

The big bells in Kimball rang forth. At first nobody moved. Then the teachers got up, looked around curiously and then sat down again. Everybody had decided that it was a fire drill, and as is the custom in U-High fire drills, nobody thought it worthwhile to bother about getting out of the buildings. Suddenly a voice outside cried: “Fire!” Pandemonium followed.

In Frauline Schmidt's German class an impromptu celebration was held. “Pfeifer Von Mein Herr!” and other German ballads were sung in unison. Similar parodies occurred in the other classrooms. By this time, however, the smoke had become stifling, and it was necessary for the students to leave the building. There was some difficulty in this direction, however. Frauline Glokke was unable to understand that there was anything wrong and refused to move. Jawn D. Hildred used all his eloquence in trying to convince her that he wasn't kidding but there was really a fire, but as neither he or anyone else in class knew what either fire, smoke, flood, famine, or plague was in German, they were at their wit's end.

Finally, Sueve Tremblay thought of a bright idea. He lit a match, and waved it wildly about intending to illustrate fire and such other disasters. Frauline Glokke said that she would see Herr Tremblay was sent to the Juvenile Court again, if he attempted to smoke in class. In desperation they left her to her fate.

FIRE COMPANY ARRIVES. By this time a considerable crowd had gathered in front of the burning building. Nearly everybody in school who had any school spirit as well as many of the faculty, were on hand, wildly cheering the clanging announced the arrival of the fire truck.

Who does she spy but Angell — Jimmy Angell. He looks mild, meek and docile, and being a professor's son, probably is mild and meek and docile (although it is seldom inherited from the father). And so in the language of the boulevard, Angell is a heel. He is game, however. He dashes into the mouth of hell and taking three steps at a time, WWWWWWWWWWWWWWWWJUMPs, lit by the tongues of flame as he passes, goes down in a blaze, roses blossoming in his hands, to find her. He reaches for Miss Pellet's room and grasps his way to the closet. He feels about on the floor, and has no difficulty whatever in finding the rubbers. He takes

‘Rime of the Ancient Graduate’

Editor's note: In the 1914 yearbook, the Correlator, the senior class prediction (which didn't include all seniors) took the form of a poem, complete with explanatory side notes. Part of this "Rime" is excerpted here.

I wandered in a lonely land
In nineteen fifteen-eight
The sun was shining in the west,
The hour was growing late.

And lo! I saw a lovely youth
Come towards me on the run;
The diaphanous veil on his feet
Assisted him to come.

His clothes were of the latest cut,
As handsome as could be;
His hat, his gloves, and shining shoes
Were beautiful to see.

"Who art thou, stranger?" I inquired;
He boldly did reply:
"A Correlator editor,
A student of U-High."

"Our school's the finest in the world;
On the Midway it stands—
In dear Chicago's pleasure park,
The envy of all lands."

He took me quickly by the hand,
And thru the air we sped
To visit first the faculty,
And this is what he said:

"The school now covers many blocks;
From lake to ears it lies;
A hundred gray stone battlements
Are towering to the skies.

The corridors are broad and wide;
Bronze lockers line the walls
With cubby holes in which to hide
When littering in the halls.

The recitation rooms are filled,
With desks both fine and neat;
The lunchroom is a gorgeous place
With splendid things to eat.

The tables all with silver shine;
The counter is of gold,
Where freshmen line in wait a line.
As green as emerald."

By now we'd reached a desert land,
Where the rockies rocky;
The aged members of U-High's
First faculty still dwell.

And when we saw our drawing near
They went abroad with grace;
They wagged their hairy heads and waved
Their skinny finger-bones.

"Alas!" they cry, "in old U-High
How strict and vicious we;
Aruam! thou mak'st us think of all
Our former cruelty."

TUESDAY, JUNE 11, 1968—PAGE FIFTEEN
Drum up a new you at Sticks and Stones

Sticks and Stones, in Harper Court, has more to offer than just an unusual name, as U-Highers Harriet Epstein, Brenda Williams, and David Jacobs discovered recently. Kaftan robes, bamboo chairs, and zebra skin drums are just three items these juniors found available in the wide and unique inventory of this popular arts and crafts store.

Harriet [at left] and Brenda look through the wide selection of shifts at Sticks and Stones. Harriet tries on a stripe madras cloth dress priced at $9.95, while Brenda wears a flower madras, $13.50.

David tries playing a Pakistani Chanter [like a flute] in an India print Nehru shirt, $13.50, and Buffalo hide sandals, $3.99.

A Makonde wood carving from Tanzania catches Brenda’s eyes as she models a lined Kaftan robe from Morocco. The robe is one of many available from $35 to $75; the statue costs $19.95.

How would these items look in your room? David holds a zebra skin drum, $62.50, Harriet’s metal and wood spear from Taiwan is $10.50, and Brenda recommends a Haitian mahogany figure, $19.95.

PAGE SIXTEEN—TUESDAY, JUNE 11, 1968
Tennis squad wins second ISL title

By Peter Kavler

Though U-High's tennis team won its second consecutive ISL championship as expected, it had a lot tougher time doing it than they expected.

Since the Maroons were undefeated in regular season play, they expected a pretty easy time in the tournament. But as Coach Ed Peinovich said after the meet, "You can't count your chickens before they hatch."

U-High was represented in the finals of the first singles by John Wachtel, second singles by Ron Greenwald, third singles by Steve Keith and first doubles by Dan Meltzer and David Levy. All the team needed was a win in one of these matches for a win in the tournament.

The first singles match was left till the end of the meet as 2nd singles, third singles and 1st and second doubles matches filled U-High's four courts.

Greenwald lost to Chuck Freidich of Latin 6-3, 5-7, 6-3, Steve Keith lost to Danny Rosenbluth of Harvard 6-4, 6-0, 6-0, and John Wachtel lost to Paul Berrenger of Morgan Park 6-0, 6-0, 6-0, in the finals of the first singles.

"I happen!" Keith commented.

"I wasn't much for a bad performance," said Keith.

"I wasn't much for a bad performance," said Keith. "My game went down. It was a real hard match. I didn't want to as bad as I did," said Keith.

"I wanted to win and I took for granted the others wanted to as bad as I did," John said.

Also given at the banquet were the Roberts-Black track award for the outstanding student in track which went to Senior Oscar Rattenborg, and the Paul Derr track award, which went to Senior Peter Phillipsborn. Letters and shields went to Senior Oscar Rattenborg, for excellence in athletics.

"I was more than the work I'd put in over the summer, practicing my serving and shooting alone in the park. The award is great, the real satisfier is watching the team win and myself improve. I wasn't much for an athlete my first two years. I just hung in there 'cause I needed the game. The improvement didn't come easy."

"Athletics is part of my life. It was more than the work the I'd put in over the summer, practicing my serving and shooting alone in the park. The award is great, the real satisfier is watching the team win and myself improve. I wasn't much for an athlete my first two years. I just hung in there 'cause I needed the game. The improvement didn't come easy."

But John never gave up, "And the Monilaw award is proof I didn't make a mistake," he commented.

"But John never gave up, "And the Monilaw award is proof I didn't make a mistake," he commented.
By Peter Kevelier

A championship Maroon sports heritage, unrealized by today’s U-Highers, is vividly recorded in the dusty pages of old yearbooks and newspapers. While sports at U-High have spilled for both victory and student body support, the U-High of yesterday regularly turned out championship teams, world track records and sports figures of outstanding cut.

It was a winning team, in fact, that united the three student bodies that were joined to form University high school (see story page 6).

In 1910 U-High had what the yearbook reported as the best track team in the nation. And leading it was LeRoy Campbell.

ACCORDING TO THE 1910 yearbook, “Roy entered U-High in his sophomore year, and since that time, U-High has won the Illinois and Chicago Interscholastic trophies for two successive years. Campbell without question is the best track man not only in U-High but in the country.”

The next few years saw other tracksters making their marks.

“In 1912,” according to the 1924 yearbook, “Joe Loomis graduated from U-High leaving behind him a record of 3 feet, 11½ inches for the indoor high jump. The following year, 1913, Charles Coryn ran the 200-yard hurdles in 24.2 thus making a world record.”

In 1913, Phil Spink of U-High ran the 880 in 1:16.2, setting a new world’s record, yet to be broken by a U-Higher. “Red” Graham, a prominent U-High football player as well as pole vaulter, hurdler and broad jumper, set a world’s record for the indoor pole vault by reaching the height of 12 feet, 10 inches.

William Carter, class of ’14, running in Ann Arbor, Mich., ran 230 in 21.2 and the 100-yard dash in 9.4, making a world’s record.

In 1917, Tom Campbell made a world’s record by running 800 yards indoors in 1:57.4, his record made many headlines and local records while at U-High, and from there he went to Yale where he was captain of the track team.

According to the 1915 yearbook, “The 1914 football season was one of the great days in school history. According to the yearbook, “The 1914 football team was made up of only 11 players, whose average weight was 180 pounds. U-High’s team was made up of only 11 players, whose average weight was 180 pounds. U-High’s team was made up of only 11 players, whose average weight was 180 pounds. U-High’s team was made up of only 11 players, whose average weight was 180 pounds. U-High’s team was made up of only 11 players, whose average weight was 180 pounds. U-High’s team was made up of only 11 players, whose average weight was 180 pounds.

“The first call for candidates for the football team and undertook his new duties as our new athletic director.
‘Temporary’ gym here survived 58 years

By Tom Neustaetter

“Gym Temp,” named for its supposedly temporary nature, was far from temporary.

Built in 1902 as an auditorium, it was used as a gym until 1930 when Sunny gym was completed, then became both a club and phys ed facility. For a short time before U-High was built, it also housed a cafeteria.

Gym Temp was torn down for the erection of the new U-High building in 1960.

During its existence, Gym Temp endured one disaster and was the subject of numerous unfavorable remarks.

Its facilities were declared by the Midway insufficient in 1924 and unsafe in 1927. A new floor was soon installed.

A year later the Midway reported that “a strange fire deprived the gym of its roof but this has been replaced by a rather firm new one.”

The building turned out not to be good for just another few years, as the Midway predicted, but for 32 as a home for U-High’s clubs.

The Midway’s report in 1924 that “at last U-High’s oldest and least respected tradition is to become a thing of the past” was only a little more than a third of a century premature.

Going to The Point?

Stop in at Stineway Drugs for a complete selection of suntan oils, for food or to have your prescriptions filled.

STINEWAY DRUGS
1740 East 55th Street PL 2-8300

KOVLER GALLERY
952 NORTH MICHIGAN AVENUE 642-8420

Breaking up of the ‘Agamemnon’, 1870. Etching and drypoint by Sir Francis Hawden, signed in pencil, lower right corner, 7 3/8” x 16 5/8”. A beautiful impression of this print which has been called one of the finest etchings in pure line ever made by a British artist.

Une Matinee d’hiver au quai de l’Hotel Dieu, 1876. [A Winter Morning Beside the Hotel Dieu]. Etching and drypoint by Felix Buhot. Signed in the plate. 9 3/8” x 12 1/8”.

The finest prints and drawings in the Midwest are available from $15 on up at the...
Summer is Sun, Sail, Surf and Swimsuits

School's out—summer's in. Sun glasses, suntan lotion and bathing suits replace books, tests and teachers. Two-piece bathing suits are "in" too this year, and PLUS Inc. has a great selection. All the swimsuits are by Dune Deck.

From left, Freshman Toby Fishbein models a light blue, cranberry and gold check two piece suit with matching shirt. Price for the three piece suit is $16.50. Junior Didi Carasso is wearing a brown and white check cover-up which matches the suit underneath. The cover-up, also by Dune Deck is $10.00 and the bathing suit is $12.50. Senior Sue Hecht models a Woman Todd white lace blouse, $25, over a yellow, terry-cloth two-piece with lavender stripes. Price: $12.50. Bottom, center, Sophomore Margie Anderson soaks in the sun wearing a white lace two-piece. Her suit, "Twiggy" by Dune Deck, costs $13.50. Senior Blythe Cassel beams in her shocking pink cover-up by Jardinella Designs. The two-piece underneath, also in shocking pink, costs $15. Freshman Linda Finder, eagerly anticipating the first swim of the year, models an off-white with blue, yellow, and red striped two-piece. The matching cover-up, draped across her arm costs $10.00 and the swimsuit costs $12.50. Summer's underway—have fun!

SUMMER STORE HOURS:
Weekdays: 10 a.m. - 9 p.m.
Saturdays: 10 a.m. - 7 p.m.

In Harper Court
5225 SOUTH HARPER AVENUE
324-6800