

# U - HIGH MIDWAY

Volume 44, Number 13 • Tuesday, April 1, 1969 • University high school, 1362 East 59th street, Chicago, Illinois 60637

## Union to take party-goers out for night

Away-from-school evening party, similar to the one last year at the Happy Medium, is planned by Student Union for Saturday, April 12.

The night clubs, cabarets and theaters considered for the party included the Happy Medium, Second City, Barney's, the Plugged Nickle, the Kinetic Playground, the High Chaparral and Mr. Kelly's.

According to Senior Wendy Anker, chairman of S. U.'s social committee, arrangements for transportation by chartered bus will be made after students have signed up. She expects about 400 U-Highers to participate.

Wendy feels that the large turnout at parties this year — 800 students, from six schools, among them 350 U-Highers, attended the Arts Week party, for example—may be due to changes in S.U.'s emphasis on social events.

"We're not stressing social functions as we did in the past, but try to include all social and cultural events possible," Wendy said.

## Special Inside...

The administration's recently-released Status Report on Work By and For the Black Community at the University of Chicago Laboratory Schools is the subject of a special centerspread study in this issue. Five Midway reporters — David Wells, Barbara Golter, Alaka Wali, Joan Hackett and Bruce Goodman — conducted dozens of interviews and devoted hours of research to bring you this in-depth survey of the report, its background and its implications.

## Blacks, whites tell it like it is

Discussions in social studies classes aired race problems here frankly

By Marla Rosner

"Wipe you out, that's all we want to do! Just get rid of all the whites."

"Well... can't we do anything? I mean, what do you want us to do?"

"Just take the gun out of the white man's hand and give it to me. That's all you can do."

Although the black-white discussions in Mr. David Stameshkin's Social Studies IV classes — in which these comments were heard — ended a month ago, controversy, some bitter feelings and rumors about them still are being expressed around school.

Discussing the two-week sessions before spring vacation, Mr. Stameshkin made clear exactly what went on in the classes and his feelings about them.

PURPOSE OF the discussions, he said was to bring out black-white problems relevant to a unit on "Black and Immigrant Experiences in America."

First, fourth, sixth and float period classes participated.

Before the unit began, Mr. Stameshkin passed out to black students letters explaining the discussions and invited them to attend. Other students were invited by class members.

Mr. Stameshkin said that he chose to start discussion with the Black Student Alliance (BSA) room because it was a topic to which U-Highers could relate. (For background on the BSA room see editorial page 6.)

THE FIRST DISCUSSION, February 25,

was devoted to black student explanations of the BSA room and white response.

In later sessions, attended by a Midway reporter, most black students sat together on one side of the room next to a wall.

"The first three days," Mr. Stameshkin said, "blacks talked about what they called the 'subtle cut' as a reason for the BSA room."

"A white student, they explained, might say something like, 'Oh! You kids are such great dancers! Will you teach me?'"

"EVEN THOUGH the white kid might not have meant it as a cut — maybe he did, I don't know — the black kid took it as a stereotyping," he continued.

"Because of 'subtle cuts' like this, the black kids said, they just couldn't let their hair down in front of their white school-mates."

"So that's how they explained the purpose of the BSA room... as a place where they could act naturally and regain their self-confidence and just get away from whiteness."

Parts of the discussions which probably aroused the most controversy involved black students telling white students what they thought of them.

IN AN EARLY discussion many whites were horrified, Mr. Stameshkin said, when a black student said he just didn't care about white people any more.

At another session, a black student asserted, "I don't want to live next to a white man. What would I want to live next to you for? I don't like you. I hate you. I don't

want to live next to a white man. I want to kill him!"

White students glanced at each other and whispered "Oh my God!" "unbelievable," "Is he kidding?" and "This guy's got to be crazy!"

Another session produced an argument concerning what Mr. Stameshkin calls black self-hatred. Black students feel a type of self-hatred or shame, he feels, because they don't qualify as the epitome of American beauty: long, straight blonde hair, blue eyes, ruby red lips and pink skin.

MR. STAMESHKIN said he thought the BSA room was a place where those blacks who had already overcome this dilemma could help others to do the same.

When one black participant said during a discussion, "I've never in my life felt any shame about my color... never!" a white student burst out, "Then why do you need that BSA room? You're not better than me. Why can't I have a white room then? Why don't you meet in the cafeteria? You don't need a special room!"

The discussion abruptly ended as a few black students stood up and walked out of the room in disgust.

Visitors took an important role in class discussion, Mr. Stameshkin said.

Ricardo James, a former student at Austin high school, who applied for admission here and visited several classes last month, aroused many students when he said all whites should be killed.

MR. STAMESHKIN felt Ricardo's ex-

(continued page 5, col. 3)

## ROVING CAMERA: Hollywood, New York



AS MIDWAY REPORTERS, refreshed by spring vacation, scan the nation, the roving camera freezes Maroon action (of sorts) east and west.

FROM HOLLYWOOD, left photo, "King Rat", starring George Segal, comes to U-High today to open Student Union's six week film festival. Films will be shown each Tuesday at 2:30 p.m. (subject to change) in the Little Theater. Tickets are 25 cents, with a \$1.25 package price for all six films.

Tentative schedule follows: "On The Waterfront," April 8; "Bridge on the River Kwai," April 15; "Fail-safe," April

22; "Captain Blood," April 28 and "A Day at the Races", May 6.

IN NEW YORK CITY March 15, Midway Reporter Mark Patinkin, junior, received an award from the American Newspaper Publishers association and Columbia Scholastic Press association for best feature story to appear in a high school newspaper for 1968-69. The winning story, an interview with Cartoonist Bill Mauldin, appeared in the December 20 Midway.

Mr. Norman K. Baker, editor of the Nyack (N. Y.) Journal-News presented the award to Mark at a banquet in the grand ballroom of the Waldorf-Astoria



hotel attended by 5,000 delegates to CSPA's annual convention for high school journalists and advisers.

Mark's award was one of four awarded nationally; the others were for best news and sports stories and best editorial.

Six more ANPA awards, cosponsored with Quill and Scroll high school journalism society, will be announced later this month. Four duplicate the CSPA categories; the additional two are for best photograph and advertisement.

Last year the Midway became the first paper ever to win more than one of the 10 awards in one year — staff

members (among them the present editor, Daniel Pollock) collected plaques for best news and sports stories in the CSPA contest and best editorial in the Quill and Scroll contest.

Judges commented on Mark's winning feature as follows:

"The technique of making the reader a third party to an interview isn't one that is easily mastered, even by professional newsmen, yet this reporter handled it well. Here is a subject (cartoonist Bill Mauldin) who is equally respected for his craftsmanship and his views."

The reporter apparently sensed this and brought both facets of the cartoonist's personality into the story. It is a noteworthy "picture story." The effort to relate student interests to persons and events in the outside world is commendable.

## On The Midway

Dear reader: Before launching into this listing of U-High's first-of-spring events, please accept the Midway staff's apologies for this not being an April Fool edition. We had to work on it during vacation and, as a result, couldn't find much to laugh about. Sorry.

Today, April 1 — Film festival, "King Rat," Little Theater, 2:30 p.m.; Baseball, Illiana, home, 4 p.m.; Doors concert, 8 p.m., cafeteria (April Fool everyone).

Thursday, April 3 — Student Experimental Theater, "The American Dream" and "Androcles and the Lion," Belfield 342, 4 p.m.

Friday, April 4 — Baseball, Morgan Park, away, 4 p.m.; "The American Dream" and "Androcles and the Lion," Belfield 342, 8 p.m.

Saturday, April 5 — "The American Dream" and "Androcles and the Lion," Belfield 342, 2 p.m.

Tuesday, April 8 — Film Festival, "On the Waterfront," Little Theater, 2:30 p.m.

Tuesday, April 10 — Baseball, Lat-in, home, 4 p.m.

Saturday, April 12 — Spring social (story top left).

Tuesday, April 15 — Midway out after school.



# Admissions policy reflects philosophy of racial balance

## Review committee will urge that faculty include students in applicant processing

*This article is the first in a three-part series on who gets admitted to U-High, who gets expelled and how teachers are hired and fired.*  
By Susie Gordon

Changes in Lab Schools admissions policies will be recommended to the faculty at its meeting Monday by a Committee to Review Procedures for Admissions and Expulsion (CRPAE).

The committee was formed by administrators, faculty and student government leaders dissatisfied with present admission policy.

IN THE minutes of its March 17 meeting, CRPAE recommended that the faculty create an admissions committee to set up new admission procedures.

The committee would include the high school principal, faculty members who presently read admission candidate information folders, and two students designated by student government.

CRPAE also recommended that the faculty "use students as interviewers for high school admissions in a faculty-student team."

MEMBERS OF CRPAE are not the only people dissatisfied with U-High's admissions policy.

Many black students have said they feel more black students should be attending the school and race should be a factor in deciding who is admitted.

Actually, it already is. According to Principal Carl Rinne, who makes final admissions decisions, "the race of the applicants is usually noted during the testing day."

"I realize the fact that race is considered as a criterion of admittance may shock some people, but obviously if we want a school to have a balanced student population we must make a special effort to seek out qualified students of different races. It would be silly to get information on a student's race and then not use it."

"IF ALL OTHER factors were

equal in the case of black and white applicants and the grade level they were applying for had very few black students, we'd accept the black applicant."

"However, if there were an ample number of black students already in the grade, I would flip a hypothetical coin."

Dean of Students Standrod Carmichael said, "U-High is not the only school with this kind of unofficial policy."

"If you're black, smart, on the make and can pay the freight, you have a better chance to get into any private school or college."

AT U-HIGH it is not only blacks who have an advantage but also Orientals.

Mr. Rinne said, "We have few Oriental kids at U-High and I would put Oriental applicants at a premium."

But, he added, "Although race has been a factor in admissions for some time, religion has not. I have never taken religion into consideration, but that does not mean I'll never do so in the future."

MR. CARMICHAEL explained that, "Even though the majority of U-Highers are Jewish, this is because of the priority system where children of University employees are admitted first. It just turns out that many of the University people are Jewish."

Guidance Chairman Roger Aubrey added that, "On the high school level the priority system really doesn't matter. Few faculty people come with children high school age."

"Most priority obligations are met in the other three schools (Nursery, Lower and Middle)."

RACE AND PRIORITY are only two of numerous factors influencing admittance to the Lab Schools.

According to Admissions Secretary Loraine Kubiak, "Parents who wish their children to apply

for admission begin by filling out an application which asks for general information about the family, previous schools attended by the applicant, interests, health and any other pertinent comments."

"After the application is submitted the student is scheduled for testing (November through February)."

"THESE ARE achievement, not I.Q. tests," Miss Kubiak said. "Contrary to popular opinion we are not I.Q. happy. The applicants' test scores are compared to other scores on a national basis and to the scores of current U-High students."

"Then a folder of these test scores, accompanied by previous school records and recommendations are sent to Principal Carl Rinne for initial screening."

Mr. Rinne said he tries to "identify those students who could not conceivably compete with those already at U-High."

MR. RINNE added that, "A student may be ruled out if a severe psychological problem was indicated by his folder."

"Past disciplinary problems would disqualify a student who had other problems too."

Mr. Carmichael said that "realistically this school is not equipped to take on different kids with all sorts of problems. This school is too unstructured for someone who could not discipline himself; he'd just spend most of his time in the Dean's office."

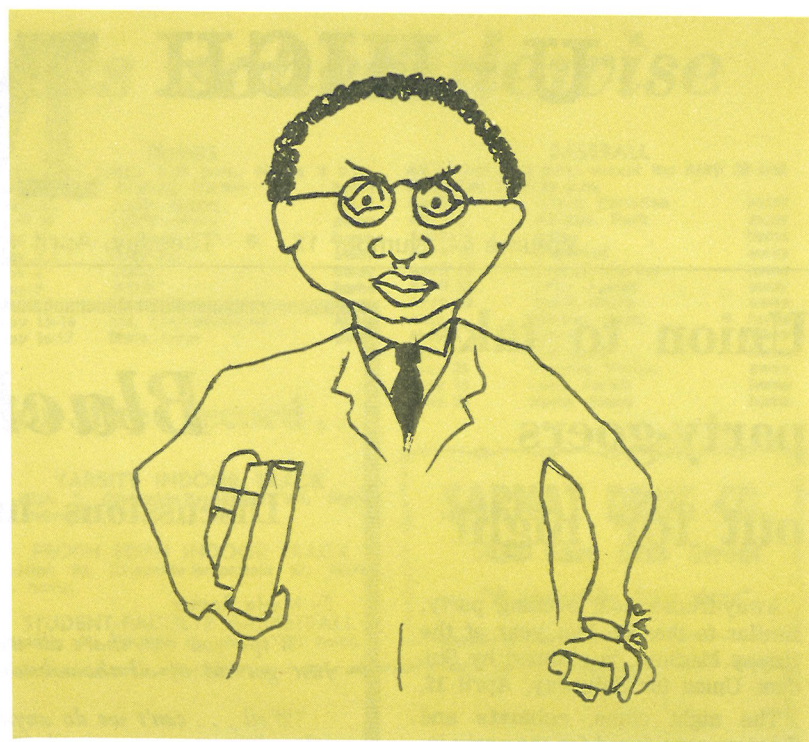
APPROVED BY Mr. Rinne, each potential U-Higher is interviewed by a faculty member who fills out a report on him.

"It is possible that two different interviewers would form two totally different opinions of the same person," Mr. Rinne said.

"That's why if the interviewer is totally turned off by a student with a good record and high test scores, we would arrange to have him re-interviewed by someone else."

AMONG THE items an interviewer is supposed to report on is the applicant's physical capabilities.

Mr. Aubrey explained, "If a child had some physical disability



THE PERFECT U-HIGH APPLICANT: BLACK, BRILLIANT, ORIENTAL RICH.

such as a crippling disease, the school would have to decide whether it was equipped to handle the student."

He added that, "The interview is really a very small part of the total picture since the interviewer is obviously influenced by the personality."

MR. AUBREY said that next year admissions standards may be lowered. For the first time U-High will be financially self-sustaining,

with no reliance on the University to make up operating deficits.

Because there are fewer applicants than in previous years, to maintain necessary tuition funds the school may have to accept applicants who would not be ordinarily admitted.

Still, getting into U-High is far from a cinch matter.

"Last year," Miss Kubiak said, "we had 688 applicants. We accepted only 314 students."

### mininews

## Debate team made State

DEBATERS FLY HIGH — U-High's debate team finished second in the Southwest sectional tournament and was one of the five teams which went to the State finals at Illinois State University in Normal Friday and Saturday (results came after deadline).

In the sectionals, U-High finished behind Oak Park-River Forest. Behind U-High, in order, were York, Downers Grove North and Downers Grove South.

OOPS — The last issue of the Midway omitted Lonnelle Edwards as one of the National Achievement finalists who received certificates of commendation.

ILLUSTRIOUS ALUMNUS — Serving as co-editor of College Days, student newspaper of Ripon

(Wis.) college, Jim Landau, '66, has been asked to continue next year in that position.

Jim, a junior at Ripon, joined College Days his freshman year as a reporter. His senior year at U-High, Jim was editor of the yearbook.

MIDWAY FEATURED — The Midway is subject of an article by Dick Dworkin, last year's editor, in the March issue of Scholastic Editor Graphics/Communications, a national magazine for high school journalists and their advisers.

Dick is now editor of the Post, student newspaper of Earlham college, Richmond, Ind., where he is a freshman.

In his article Dick recounts how his staff changed the Midway's content and appearance in an attempt at making it more relevant and attractive to the U-High student body.

He cites the appearance in 1967 of Mutants, an underground paper, as a motivation for the staff's reappraisal of the Midway.

Eventually the Midway won a role of leadership in the school and Mutants disappeared, he relates.

Facsimiles of pages from last year's Midway accompany the article.

Scholastic Editor also is publishing this year a series of articles on outstanding newspapers by Midway Adviser Wayne Brasler.

Two Chicago-area papers are included. The March article cites the Profile of Proviso West high in Hillside. The May article will spotlight the Lion of Lyons Township high at La Grange and Western Springs.

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# Yearbook survey tomorrow

Tomorrow U-Highers will decide if they want to change U-Highlights, the school's yearbook which is now published in June, to a fall publication. The decision will be determined by the results of a poll taken all day in which all U-Highers can vote in the publications office, Belfield 148.

U-High's yearbook presently is published early in June with the final printer deadline March 15, according to Publications Adviser Wayne Brasler. Sports and events after that date are covered briefly in the following year's book.

A fall book would be published the first week of school; the previous year's seniors would get their copies by mail. An alternate plan would be an autograph party early in August, before seniors leave for college.

"The advantage of this plan," Mr. Brasler said, "is that the whole year is included in the book. The disadvantage, of course, is that you have to wait until late summer or fall for your year-book."

Because the printer provides a discount for fall books — they provide press work during the summer — a fall book probably would be larger than the present spring volume, Mr. Brasler added.

About 60 per cent of yearbooks

in the United States now are published in the fall, he has been told. Mr. Brasler guaranteed that the yearbook staff would abide by the

results of tomorrow's poll, but he warned, "If you don't vote, don't complain about the decision that is made."

## Faculty discusses BSA

By Paula Kaplan, political editor

After discussing the Black Student Alliance (BSA) at a special meeting March 11, the faculty passed a resolution asking the administration not to take further action on the BSA room until student government had acted and the faculty considered that action.

Discussion concerning BSA continued that evening at a Parents association meeting, with students — black and white — parents, teachers and administrators explaining their views.

Principal Rinne said last week that he is abiding by the faculty's resolution. He added that the faculty evidently has assumed, like SLCC, that provisions for student

interest group facilities come under the jurisdiction of student government, not administration.

"In the past this has not been the arrangement that I have understood," Mr. Rinne said.

"I was under the impression that when interest groups spring up, it is up to the school through the administration to provide facilities when possible.

"I now understand from SLCC and the faculty that interest of any groups now automatically come under the jurisdiction of SLCC.

"If that's the procedure I am ready to accommodate. I haven't argued with SLCC."



Photo by Ken Devine

AN UNDERGROUND paper being published in the Midway's office? That unlikely situation came about last month as, for two weeks, prefreshmen, freshmen and sophomores took part in elective workshops in place of regular classes.

An underground paper advised by Senior Blair Goodman, assisted by Midway Editor Daniel Pollock and Midway Adviser Wayne Brasler was one of the electives. The staff met each day sec-

ond period in the publications office; they plan to complete their paper in a sequel workshop this quarter.

The workshops are part of the Student Oriented English Curriculum (SOEC) project which groups students by interests and abilities rather than age or class rank.

Other workshops offered included the following:

Advertising and propaganda; black literature; blues; calligraphy; contemporary literature; creative writing; current social thought; debate; designing a school; film viewpoint; impromptu speaking and theatre improvisation.

Music; notetaking; philosophy; pleasure reading; poets reading their own poetry; public speaking; reading speed and comprehension; satire; science fiction; speech giving; theater workshop; "Waiting for Godot."

In the photo, Blair, center, discusses copy with Caryn Chaden and Dan Marks.

## Course possible on black music

Material researched in an informal seminar on Afro-American music open to all students this quarter will compose the subject matter of a formal course planned for next year if enough students show interest, according to Mrs. Roberta Newman, seminar adviser who would teach the course.

Among styles to be studied in relationship to their development and influence in America and Europe are ragtime, early jazz, swing, bop, rhythm-and-blues, gospel songs and popular music of the 60s.

Opportunities for black musicians in opera and symphony work also will be considered.

## If You're Attacked

### Muggings here decrease as police protection increases

Attacks on U-Highers by gangs of students from other schools, which had increased before spring vacation, appear to be decreasing, according to Dean of Students Standrod Carmichael. He attributed the decline to an increase in police surveillance.

"A campus policeman foot patrols on Kenwood avenue, Chicago police squad cars maintain stations on either end of the Kenwood Key (from 59th to 57th streets) and the youth division of the Chicago police and detectives are on surveillance," he said.

"But the most important procedure," Mr. Carmichael added, "is preventive measures that the kids can take."

The first preventive measure, Mr. Carmichael explained, is "to avoid trouble if it's possible." If

trouble approaches, however, the best action to take, according to Mr. Carmichael, is as follows:

- At the approach of trouble get off the streets in a store or the nearest house.
- If you're hit, start yelling loudly, start moving and don't stop until you reach safety or get help.
- Report any threat of violence to Mr. Carmichael in person or call Midway 3-0800, extension 2541.
- After 5:30 p.m. call Mr. Carmichael at 955-6693.
- If Mr. Carmichael isn't available telephone campus police (Midway 3-0800, extension 3062) or the Chicago police (Police 5-1313), and report to Mr. Carmichael later.
- Older students should provide protection for younger students, and everyone should try to walk in groups.

## Concept includes work of 2 dozen

Art, fiction, poetry and essays by more than 24 U-Highers is included in this year's first issue of Concept, the literary magazine, published just before spring vacation.

With 64 pages, the edition is the largest in recent years. Miss Vicki Lassar, English teacher, is adviser.

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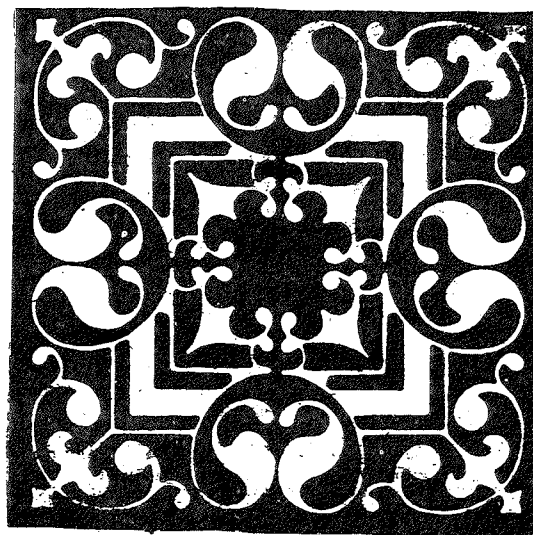
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# U-High in black and white: the race

## Principal views BSA separatism as 'staging area' for progress

"The current movement for black separatism in the school presents three possible courses of action for the school community: First, ignore the movement and let it run its course; second, resist the movement and promote integration in the schools; third, promote the movement and let it attain its objectives (even as earlier CBS activities have been promoted).

"The attitude of the high school administration is that the third course of action is most likely to promote the present and future welfare of the entire school community."

**THIS IS THE** conclusion of the "Status Report On Work By And For The Black Community," a fact sheet prepared by Principal Carl H. Rinne and published last month.

The report cites past and present efforts black students have made as a distinct group and the results they have achieved.

The most recent black effort with which the report deals is the Black Student Alliance (BSA), an all-black group and separatist organization. Mr. Rinne expresses in the report official administrative approval of this organization.

"BSA HAS the potential to become an organization educating the entire school community to the black experience in America," Mr. Rinne said, explaining his position in an interview just before spring vacation.

"Such an organization can mobilize young people at U-High to community action and to community change. As of this moment, however, BSA appears not to be an organization, merely an interest group which would like to and is trying to become an organization. Although members of BSA have said many things — some conflicting — concerning the purpose of the group, I cannot pinpoint exactly what BSA has done or will soon do as a group.

"I see BSA as a group of kids who have common concerns and are interested in acting on those concerns. I suspect that they seek to develop for themselves a meaningful relationship with members of the school community, but at this moment their prime objective appears to be developing a sense of responsibility, unity and brotherhood among black students here.

BSA'S DESIRE for separation has evoked varied response from parents, students and faculty.

"The reaction has been both positive and negative," Mr. Rinne said, "from both blacks and whites. BSA pleases some whites who sympathize with the members for deeply felt or superficial reasons; at the same time, BSA complicates the position of black students who want to integrate and do not want separatism. This school has a profound responsibility to provide guid-

ance for all students, black and white, and a number of blacks may require a special kind of guidance — as many Jewish refugees.

"BSA makes it easier to bring adult guidance to the blacks. It alleviates the disunity and even some unbridled nonsense that existed when the blacks operated merely as individuals or in very small unguided groups.

"SOME BLACKS can operate within the traditional framework of the school and others cannot. For those who cannot, BSA offers a unique opportunity. I hope that BSA will eventually change people, both within and outside the organization. It must produce effective change agents; it must produce teachers. Weak people, confused people, people who lack confidence, these people do not produce change, do not teach.

"BSA serves a number of our students simply as a refuge today; this is good — they need a refuge. But this refuge will only be significant tomorrow as it serves as a staging area for action. A closed door may be a fetish, a cop-out, a bit of braggadocio; a closed door may also be the means of protecting people from distraction while 'they get their work done.'

Mr. Rinne feels that whites at U-High have only been partially aware of the black situation so far.

"The greatest danger in this whole black-white situation is that people in the community will say, 'It's too uncomfortable' or 'It's getting boring' or 'The problems of blacks at U-High don't concern me.'

"NOW THAT PEOPLE are upset about this organization of black students, we have a significant opportunity for members of the community to engage in some honest

dialogue.

"As long as I've been here, integration has been a myth at U-High. When I arrived here, nine out of 10 white students I asked told me that U-High was integrated, but none of the black students felt that way.

"White students have long held the reins of the school; now BSA has begun to worry them. Whites are afraid that the power in the school is shifting, and they are awakening to the full significance of the black situation.

"I'm afraid of easy answers. I'm afraid of answers like, 'It smacks of separatism so we can't condone it.' That's a pat answer.

"WE BLACKS have problems, so anything goes.' That's a pat answer, too; I call it the Officer Krupke (insensitive policeman in 'West Side Story') syndrome.

"Everyone's the same,' that's another pat answer. Baloney, we're not the same; some of us are black. Being black in the United States brings certain problems not shared by whites.

"The differences in human experiences should be as important to the school as the commonalities, and if being black is different, it must be recognized by the school.

"IT'S ABSURD to ignore human values and feelings and say the school is only interested in academic experiences.

"Such an assertion makes students say the school is irrelevant, unreal and unhuman. We must deal with human experience in school; it's relevant to school and an educational problem.

"I fear that BSA, like so many other U-High interest groups, will not be permanent, but I hope it achieves its goals during its lifetime."

## Principal envisions CBS as teaching instrument

A teaching instrument of the BSA (Black Student Alliance) is what Principal Carl Rinne says he hopes CBS (Cousins, Brothers, Sisters) club will become in the future.

CBS was formed by blacks last year to promote interracial understanding. Later whites joined and now constitute more than half the members.

"I hope BSA will change people within its organization and outside of its organization and that it will use CBS to change people outside of the organization," Mr. Rinne said.

CBS LAST YEAR won the newly-established Principal's Citation because of its work to further interracial understanding here.

Beside promoting black-white dialogue through its meetings, CBS brought to the student body's attention the segregation policies of the board of directors of Morgan Park academy, a U-High sports opponent,

CBS also started discussion on recruitment of black teachers and black students from ghetto areas.

A SHIFT IN emphasis among black students from integration to black pride this year resulted in a split which reduced CBS' membership.

All that remains now, according to President John Franklin, senior, is a board of eight directors but other students attend publicized meetings.

Securing black teachers for the school is its main concern, John said.

"CBS feels that the administration really has not done much to hire black teachers," he explained.

"ALTHOUGH THEY said they would put an ad for black teachers in Ebony magazine, they have not yet done so, and also they have not sent any circulars to black universities such as Howard and Fiske."

CBS also maintains a bulletin board to keep students informed of black events and personalities, John added.



## U-Highers share middle

### Lindsey: i

"The best way for integration to begin is for people to look for common traits in each other," according to Mrs. Ouida Lindsey.

Mrs. Lindsey is secretary to Dean of Students Standrod Carmichael and teacher of U-High's co-curricular Afro-American History and Integrated Living course. She came to U-High in August after being a secretary in the graduate school of education for seven years.

Mrs. Lindsey is the founder of Checkerboard, an interracial social club of about 75 members — 25 adults and 50 young people — whose projects have included food and clothing collections for the poor.



Mrs. Lindsey

## Report traces racial situation

"Status Report On Work By and For The Black Community At The University of Chicago Laboratory Schools" by Principal Carl Rinne, the reason for this double-page Midway survey of the racial situation at U-High, was dated February 21 and published in March.

The report covers the founding of Cousins Brothers and Sisters club (CBS) in September, 1967; searches for black teachers and students; efforts to introduce courses relevant to black culture and history into the curriculum; a forum on race in the spring of 1968; formation of a co-curricular Afro-American history course last September; and the present status of the black

community at U-High.

The report clarifies the school's policies in seeking and hiring black teachers (story next issue of the Midway). It states that white teachers who apply for jobs here are told they will be placed in a category of lower preference than black applicants. Two black teachers — one each in the Social Studies and Phys Ed departments — have been secured for next year after a long, futile attempt at getting black faculty members, the report recounts.

The goal of administrators in all their actions, according to the report, "is to help all our students — black and white — attain a mature sense of dignity and worth."



# cial scene — past, present, future

## Discussions harmful? Stameshkin chanced it

(continued from page 1)

tremist point of view was "good for the class" because "it made the blacks think more of their own position and the whites realize the hatred that exists in many blacks toward whites."

Faculty reaction to Mr. Stameshkin's classes — word of them got around school quickly — was varied.

"One teacher told me that I was making white kids feel guilty," he said. "It's true to some extent but I hoped that the kids wouldn't just feel guilty but responsible and do something about the situation."

"Someone else said I shouldn't have let the kids act out the hate, that it wasn't a good thing to do psychologically."

"I don't know much about psychology but I think that it was important to bring out the hatred that does exist. The point is well taken, though, because there probably was some overreaction and hatred expressed that probably shouldn't have been."

"THEN SOMEBODY told me that as a person in charge of a class which was a rough type of sensitivity training, I was irresponsible because if a kid broke down, I wouldn't be able to handle it."

"It's a valid point, but in some learning experiences you take a chance and I thought the chance was worth taking if kids could get something out of it."

"Another person pointed out that there's a thin line between sensitivity training and cruelty where one person may get a tremendous amount of abuse in one class period."

"I suppose it's true."

"There are three ways of handling that situation."

"THE KID WHO'S being abused can turn-off . . . just shut up and not talk anymore and the people will let him alone."

"Or if he really can't take it, he can just run out of the room."

Mr. Stameshkin added that two girls actually did run from the room crying.

"I felt very badly but one later told me it really woke her up," he said.

"The third way to handle the situation is for the teacher to intervene."

Mr. Stameshkin, however, preferred not to intervene.

"I let it go," he said.

Returning to faculty criticism, he said, "The criticism was a really good one because if someone actually had a fit in my room, who'd be responsible? I wouldn't know what to do."

"BUT, AGAIN, I think it was worth the risk."

Mr. Stameshkin feels that students benefited by the discussions in that they gained a better understanding of the racial situation at U-High and perhaps a better understanding of the ghetto, too.

"As far as the discussions bringing harmony to U-High," he said, "they didn't."

"But they made students realize that this school isn't as 'integrated' as some would like to think and good feelings that everyone thought exist just aren't there."

"I think that the black U-Highers are in a horrible dilemma. On one hand they're separated from the ghetto blacks by their money while on the other hand they are separated from white kids of the same economic group by their color."

"THE JUSTIFICATION of the BSA room is that the black kids have to iron out this dilemma by understanding themselves and to do this they have to get away from whiteness."

Despite his support of the BSA room, which he endorsed in writing when the faculty began to review it, Mr. Stameshkin agrees that student government's authority must come first and SLCC should have the final decision in the matter.

## Black magazine to publish again

Onyx, a black student publication published every other month, will come out with its second issue this month, according to Senior Prentiss Taylor, poetry editor.

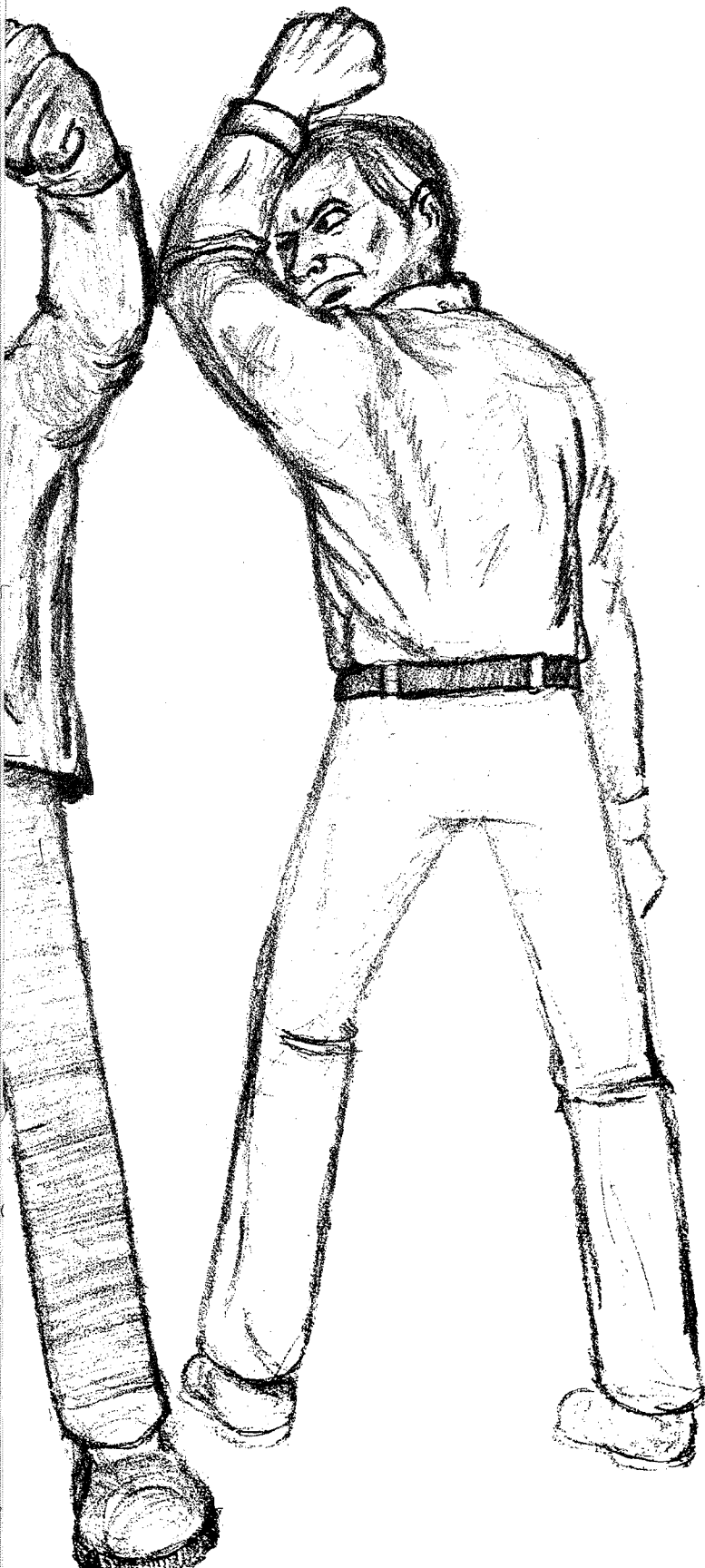
"Onyx was formulated by a group of literary-minded black students who were inspired by black publications in the universities which included Blackout at Dartmouth, Harvard Journal of Negro Affairs and WATU at Cornell and who were dissatisfied with Concept (U-High's literary magazine)," Prentiss said.

Purpose of Onyx, according to Senior Stanley Dukes, editor-in-chief, is to make white students aware of the literary and artistic talents of black students.

Although Onyx is a black publication, any student can contribute to it as long as the contribution deals with the black experience, Stanley said. An editorial board selects stories to be included.

Onyx publishes essays, poetry, stories, reviews of books and records and "anything to do with the black experience," according to Prentiss.

He praised parents of black students for their financial assistance and School Printer Chauncey Black for his technical help.



Art by Jerry Carr

### class roots

## Integration starts with common traits

SHE HAS LECTURED on race relations in several area schools and is the author of a book, "If You're Going To Teach Negro Kids For The First Time," edited by her husband Paul, a social worker.

Blacks and whites have much common ground on which to build at U-High, Mrs. Lindsey believes.

"They all have middle class values and goals," she explained.

"This is what the white kids don't understand. Race relations can't improve unless the young people make friends across racial lines."

"IF SOMEONE tells you you're inviting a black kid just because he's black or a white kid just because he's white, he'll be right at first. But later on, everything will come naturally."

Turning to her course, Mrs. Lindsey said, smiling, "The reason I'm so pleased with

the Afro-American history class is because the students are starting to communicate and take over class discussions.

"We are discussing present history such as recent events at Red Rooster (a supermarket chain picketed by Operation Breadbasket and other community organizations because of alleged high prices and spoiled produce), the welfare system in general and food allotments for those on welfare," she explained.

Mrs. Lindsey said that although 70 students signed up for Afro-American history only 20 showed up for class. She expressed confidence, however, that many more U-Highers will enroll in a new series of credit courses in the fall covering black history and culture and directed to both black and white students. (Social Studies 3K).

OF THE BLACK Student Alliance (BSA), Mrs. Lindsey said, "When you feel

rejected, you find yourself pulling away from whatever rejected you. And sometimes your pulling away does what no other plan of action can do: you become seeable and the rejection begins to fade."

Although prejudice isn't as great at U-High as other schools, according to Mrs. Lindsey, what prejudice remains can be eliminated via mass media such as radio, television and the press. Deeper prejudices, she added, will take longer to cure and for some may not be curable at all.

"But the guy who comes down the street and shouts, 'There's a Negro and I don't like him' can hopefully be helped to 'overcome.' People like that learn prejudice because of the walls and sometimes don't really feel it deep down," she explained.

"But," she added, "it's going to take time. That's life. That's the way it is."



# Student power vs. administrative power

## Mr. Rinne's allotment of room for BSA represents disregard for SLCC authority

Unilateral decision by Principal Carl Rinne to award U-High's Black Student Alliance virtually constant use of Bel-field 134 for BSA activities has justifiably been viewed as a circumvention of U-High's student government constitution by both students and faculty.

Mr. Rinne told a Midway reporter recently that he will give any student group a room for activities providing that the organization has a faculty adviser and a positive purpose (one which does not slander or hurt other people), whether or not they have been constituted by the Student Legislative Coordinating Council.

IN REFERENCE to his being censured by SLCC for his actions on the BSA room, Mr. Rinne said, "It didn't occur to me at that time that this situation was any different from the Socialist club requests for a room, when they were not constituted."

But the situation of the socialist club was quite different, according to SLCC President Fred Langendorf: The socialist

discussion group meets only one period a week and membership is open to the entire student body (BSA membership is restricted).

Fred said that he considered permitting a discriminatory organization a room for daily use to be unprecedented and a policy change.

And SLCC has constitutional authority on "any new or unprecedented matter involving student activities."

FRED EXPLAINED that the only other discriminating organization in the school, the Lettermen's club, does not have a room for constant use.

Mr. Rinne said that he gave BSA a room without consulting SLCC because at that time he considered BSA an interest group.

"And I would think it unfortunate if interest groups had to be tied up in red tape," he explained.

But the student government constitution states that "student government is responsible for originating and administering legislation in the area of non-curricular student activity."

CLEARLY, Mr. Rinne overstepped his authority in allotting the BSA room without any consultation with SLCC.

If student government at U-High is truly to be a student government, then Mr. Rinne should refer all non-curricular requests to SLCC for action. In the particular situation of the BSA room, as Mr. Rinne now states, "I overstepped my jurisdiction, I made a decision that SLCC should have been involved in somehow."

"I feel that SLCC should establish a policy which will provide clear guidelines for cocurricular room use in the future. If they do so, I will have to abide by their policy."



Art by Daniel Pollock

## THOUGHTS

### ... about SLCC's future

Student government at U-High has been an unusual mixture of splendid successes and awful failures. Most of these can be traced to the student body as a whole rather than to inspired or incompetent leadership.

SLCC came into its own as a legislature as a result of support from pants-wearing girls. Yet, the total amount of legislation passed to date could fit into this column, since students are apparently not concerned with using their own legislature.

Arts Week was brilliant due to the interest and participation of almost everyone in the school, but discipline has been a problem because of student disregard.

Students government is the product of the expectations of the student body. Last year's new constitution made me want to run for office and gave me high hopes for the coming year.

But, after being elected, I found that students expected little more from me than from my predecessor. Students demand a winning basketball team, moving drama productions and a quality newspaper, and they support these efforts. Why not similar expectations, and the same support, for student government?

As spring elections approach, I can see dozens of students qualified to run for office. But I feel that there is no one who will give the required time and energy without support.

Insist on a progressive, responsive student government. Castigate your leaders when they fail; applaud them when they succeed. Above all, don't ignore student government, as this is the surest way to render it meaningless and useless.

—Fred Langendorf, senior President of SLCC

## 10—second editorials

As radio, television and newspaper eulogies have indicated the past several days Gen. Dwight D. Eisenhower's two terms as President were characterized by a general slowdown in the hectic pace of American life. Included in this slowdown was a noninvolvement by young people in the affairs of government, a trend which since 1960 has been dramatically reversed by the civil rights and peace movements, Vista, the Peace Corps, Head Start and grass roots political campaigns heavily supported by young volunteers.

Eisenhower will be remembered by Americans who lived through World War II as a courageous and inspiring leader. But to those who were born while he was President and know of him only through television news clips and printed material, Eisenhower represents the antithesis of young America's attitude toward government in the 60s, that of progressive change and participation.

## BRUCE GANS

### A grand plan for really living

Many U-Highers want to be artists, authors, politicians and teachers. Senior Alexander Bowen is different. His grand plan for the next 25 years is to make money.

Alex summed his attitudes simply: "I want lots of money and I want to make it as soon as possible."

Alex feels strongly about his high school education.

"IT'S A TOTAL waste if only because it's a total bore," he says. But he doesn't brand school a bore because he cannot compete. He has compiled a 3.6 grade average and two 740s on SATs.

"Ever since I can remember," Alex says, "I have been bored by teachers. They didn't challenge me. And I never did homework. It's not that I didn't have to, I just wanted to enjoy myself. So I watched television, played basketball, chess or slept. There are always enough things around to enjoy."

"BUT NEXT YEAR should be outstanding," he continues. "I am going to college and I can do what I want to do. I can go to class only when I want to. I will meet many fascinating kids. And I'll learn something for sure."

If Alex doesn't get into Princeton or Yale, he's sure to get into Cornell. He spent last summer taking a psychology course there.

Back home friends ask him, "What about mankind, what about contributing something to the human race, what about uplifting your fellow human beings in misery?"

To this he has a standard answer: "I was always a Me-First person. Besides, I respect your life's ambitions. I have the right to live my own life."

Living his own life this year means spending hours playing chess and following the basketball team.

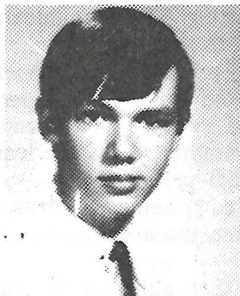


Bruce Gans

BUT ALEX doesn't plan to spend his whole life making money through a business career and stock purchases.

"When I make enough, about the time I'm 40 I imagine, I'm going to retire from work altogether. I will live in complete comfort and I will live in complete freedom. I will do what I want when I want. That's living."

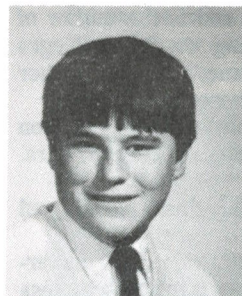
## They said it: Do you feel the black student room is necessary or valid?



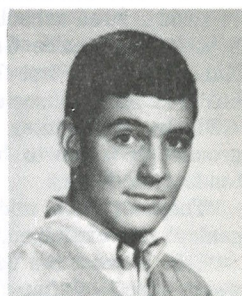
Mark Oram



Jean Robbins



Rick Hornung



David Shopiro

MARK ORAM, senior: I really don't know that much about it, but I'm not sure they need it all day.

JEAN ROBBINS, junior: Yes, I do. It's justified because this way we can get ourselves together so we'll be able to integrate at a later time.

RICK HORNUNG, freshman: I think if they don't separate white from black, then I would have to agree with it.

DAVID SHOPIRO, senior: For the purposes of black identity and black unity it is valid. But I disagree with the surreptitious manner by which they procured it.

## U-HIGH MIDWAY

Published every other Tuesday except during vacation periods by journalism students of University High School, 1342 East 59th Street, Chicago, Illinois 60637. Mail subscriptions: \$5 per year.

### EDITORS AND MANAGERS

Editors-in-chief: Daniel Pollock (editorial content and policy) and Paula Kaplan (business and advertising); press bureau: Mitch Pravatiner; associate editors: Tom Neustaefer (news), Mary Dering (news, arts, pictorial features), Mitch Pravatiner (editorials, editorial features); Peter Kovler (sports); special features editors: Bruce Gans (commentary), Carol Anderson (public opinion), Mary Dering (entertainment) and Peter Kovler (sports); political editor: Paula Kaplan.

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### PHOTOGRAPHERS, ARTISTS

Photographers: Ken Devine (chief), Mark Patinkin, Frank Kuo, Mark Friefeld; artists: Frank Kuo, Ralph



# MIDWAY ARTS

## When Janis performs it's unique experience

By Mary Dering, Arts Editor

Will someone please tell the boys in the band to let Janis sing?

Although Janis Joplin is sheer joy and relief after the boredom of the "experimental rock" onslaught, her new band, the Joplin Jam, used her prominence as a widely-followed blues singer to put themselves into her spotlight during Janis' March 7 concert at Northwestern University. The Jam are talented and even funny, but in Janis' spotlight they are only inferior performers trying to be cute.

### Concert review

The brass instruments were so loud they drowned out the words and melody of Janis' songs. And when you can't hear Janis shrieking, something is wrong.

A WORD of commendation — Guitarist Sam Andrews, the only holdover from Janis' former group, Big Brother and the Holding Company, is a good musician and a great performer. Sam needs no gimmicks to perform. His contribution to the group is his outstanding guitar playing.

Janis' voice cannot merely be verbally defined. It must be heard and experienced. Although Janis possesses no extraordinary vocal range, she sings with something more satisfying than mere vocal tone and quality. Janis sings with guts and experience. She has the strength to sing violent blues with fervor and energy that is unsurpassable. When Janis sails into a song



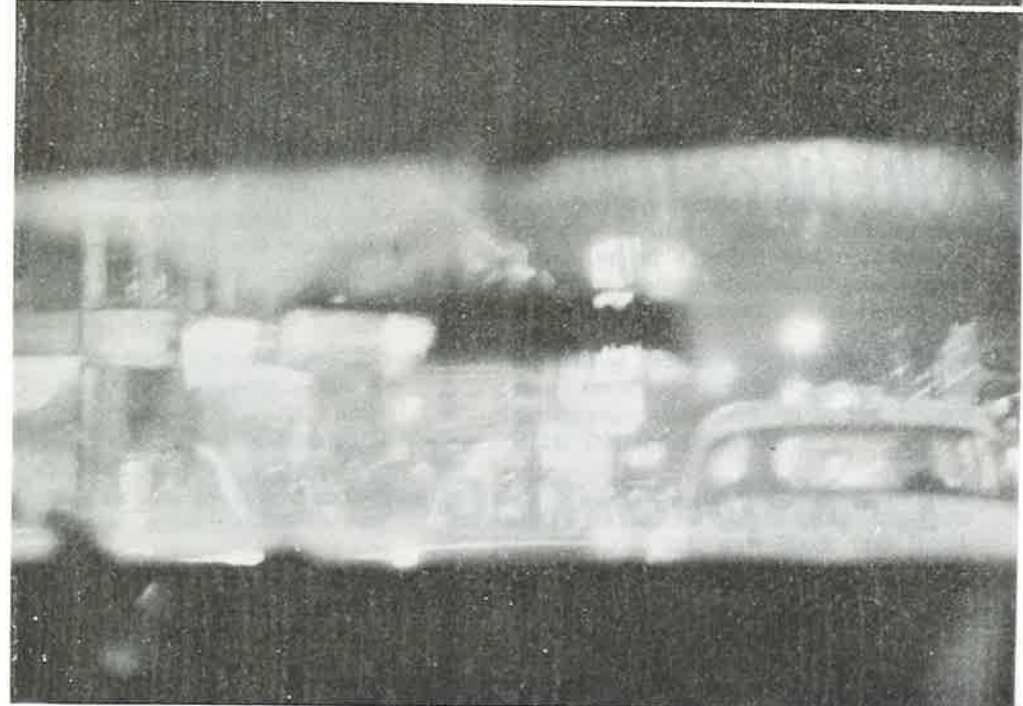
JANIS JOPLIN

the experience begins.

After all-time clarinet great and former big-band leader Benny Goodman went to see Janis perform, he remarked, "I'm not sure if I like her or not. I'll have to listen to her more."

BUT WHAT Mr. Goodman also didn't know is that Janis is a one-time, this-time experience. She sings for the moment. As Janis herself has said, each time she sings as if it were the last.

When Janis began singing at her March 7 concert, the audience stood and remained standing, swaying and jumping throughout the duration of her performance. It is impossible to remain motionless while Janis Joplin is singing. When the finale, "Piece of My Heart," was finished, the audience left without lingering. Janis was finished, the moment was over.



SENIOR DAVID SYNDER emphasizes composition in these photos chosen by Arts Editor Mary Dering as the best submitted for the issue.

The top photo, which David titles "Occupation," was taken at the U. of C. Administration building sit-in. Although this photo illustrates a

piece of contemporary news, its shadows and shades of grey composition contribute to its artistic value, David believes.

"Night/City" was taken from the back seat of a moving car on the North side about 1 a.m. on a Saturday. With it David hoped to capture the excitement of night life in Chicago.

## Diversified: Arts dept., chairman

By Mark Patinkin

In his search for a profession, Mr. Robert Erickson, chairman of U-High's Unified Arts department, attended three colleges; attained master's degrees in math, science, photography, product design, weaving, drawing, printmaking and occupational therapy; and supported himself by teaching voice, singing in concert and teaching art.

Mr. Erickson's diversified background and receptiveness to experimentation is reflected in the program he oversees.

MR. ERICKSON came to U-High in 1945 as an art teacher. In addition to chairing the arts faculty, he now teaches two photo classes, one avant garde class, an art history class and is Arts Week adviser.

His professional activities include writing, lectures, horn playing, toy invention, jewelry design, painting and photography. His hobbies include collecting, designing and repairing cameras and musical instruments, composing music and collecting jazz records.

BETWEEN 1947 and 1957, Mr. Erickson guided the Arts department with Mr. Eugene Wittick, mechanical drawing and shop teacher until his death in 1960.

They led the faculty in forming the present program — which since has undergone several modifications — in response to an administrative request for "a program in which all students could take advantage of general experience in the arts."

"In most schools," Mr. Erickson explained, "the students are merely required to take one course in art history."

"WE STRUCTURE our requirements so that all students have to take at least a humanities course."

"Our curriculum is structured so that all types of students — the artistically

gifted, those who are interested in art yet not specialized — can benefit from the diversified art courses we offer."

The United Arts course menu presently includes photography, shop, mechanical drawing, crafts, jewelry, design and construction, drama, technical theater, sculpture, foods, clothing and several areas of music.

JOURNALISM AND study skills also come under the Arts banner, though originally they were set up separate from its curriculum.

Mr. Erickson explained the philosophy of the program.

"In the hiring of department members we look for open-minded people who are skillful in their own field but allow the student to pursue his own field," he said.

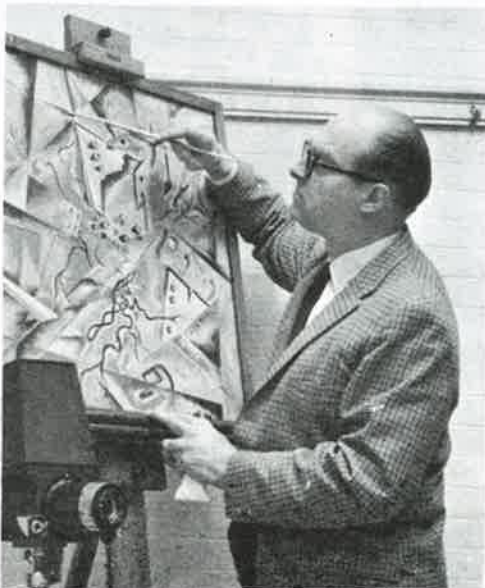


Photo by Mark Patinkin

MR. ROBERT ERICKSON

"WE ENCOURAGE faculty to experiment with whatever new teaching techniques they feel would be beneficial to the student, the school and themselves."

"Look at the drama department," he said. "Mr. Keil redesigned and rebuilt the theater. The system up there involves student writing, student directing and students themselves. The students are extremely involved in, and to an extent in control of, theater here."

"Walk into Pearson's shop," he said, referring to Mr. Herbert Pearson, shop teacher. "You'll never find two days the same."

"And Mrs. (Dorothy) Szymkowiec is holding soul food classes. We try to adapt the courses to fit the times."

AS MR. ERICKSON sees it, the goal of the Arts department is not necessarily aimed at perfecting the student's technical skills.

"We're interested in bringing out the best in each student," he said, "whether it be personality, technical skills or private fields of interest."

"I think this goal is accomplished because we have an outstanding faculty who are encouraged to, and do experiment."

## Calling all photographers...

The Midway is still looking for student photography to be displayed on this Arts page. We're not looking for perfection, just a fair sampling of what U-High's photographers have been coming up with. If you'd like your work to be considered, bring prints to the publications office, Bel-field 148. Arts Editor Mary Dering judges all entries on the basis of suitable quality for printing and reader interest values. Photos which go into the paper cannot be returned. If you're interested, the deadline for entries for the next and final Arts page of the year is Friday, April 11.



MUSIC TEACHER Gisela Goettling-Krause revived her former profession as vocal recitist March 30 at International House. Mrs. Goettling, as she is known to U-Highers, included in her program music by Bach, Wolf-Ferrari, Rossini and Faure. Last summer Mrs. Goettling undertook her first concert tour in 15 years, this one through Sweden, Denmark and France. Music critics were enthusiastic over her performances.





"NO, THOSE aren't cigars, just breadsticks," pointed out Senior Bill Hollander as last year's record of 69 lobster tails, 55 orders of roast beef and 55 glasses of water was topped at this year's swim team post-season banquet March 14 at Chuck Cavallini's restaurant, 3345 West 147th street.

This year's devourers — from left, Coach Ed Pounder, Paul Blumenthal, Joe Balensi, Peter Schloerb, Bill Hollander, Tom Neustaetter and Manager Dan Strandjord put down 115 lobster tails, 41 roast beefs, 80 waters, two chickens, eight frog legs, seven orders of spaghetti, 14 ice creams and three seafood shells in making their new record.

At the dinner the seniors on the squad presented to Mr. Pounder a gym tote bag in appreciation for the great season he helped them to have.

High points for the team included winning the ISL tournament, sending two swimmers downstate, rating 27th in state competition and, of course, the banquet at Chuck Cavallini's.



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# Spring sports schedulewise

**TRACK**  
All meets tentatively at 4 p.m. Home meets at the new Stagg Field, 56th street and Cottage Grove avenue on Tartan track.

April 18	Morgan Park	
	Francis Parker	
	Glenwood	home
April 22	Glenwood	away
April 25	Elgin	
	Morgan Park	home
April 29	Francis Parker	away
May 2	Lake Forest	
	Francis Parker	home
May 6	Lake Forest	away
May 9	Glenwood	
	Morgan Park	home
May 10	Districts	away
May 12	Morgan Park	home
May 17	ISL championships at Lake Forest	

First three	meets	3:30 p.m., others	4 p.m.
April 18	Francis Parker		home
April 22	Lake Forest		away
April 29	North Shore		away
May 1	Morgan Park		home
May 23	Districts		away
May 6	Lafin		away
May 9	Elgin		home
May 13	North Shore		away
May 15-16	ISL championships		home
May 16-17	State meet		away

BASEBALL	
All games at 4 p.m., except the April 22 and 29 games at 3:30 p.m.	
April 2	Illiana Christian home
April 8	Morgan Park away
April 10	Lafin home
April 15	Glenwood away
April 18	Francis Parker home
April 22	Lake Forest away
April 29	North Shore away
May 1	Morgan Park home
May 6	Lafin away
May 9	Glenwood home
May 23	Francis Parker away
May 16	Lake Forest home
May 23	North Shore home

## For the record...

**VARSITY INDOOR TRACK**  
U-High 7, Riverside Brookfield 101, March 11, home.

**FROSH SOPH INDOOR TRACK**  
U-High 30, Riverside Brookfield 67, March 11, home.

**STUDENT-FACULTY BASKETBALL**  
Students 46, Faculty 44, March 20, home.

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