Union to take party-goers out for night

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

The night club, cabaret and theaters considered for the party include the Happy Medium, Second City, Barney's, the Plugge Nickel, 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—100 students from six schools, among them 200 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 release Status Report on Work By and For the Black Community at the University of Chicago Laboratory Schools is the subject of a special extra edition this issue. Five Midway reporters—David Wells, Barbara Balter, Alaka Wall, Joan Hack and Bill Maffin—conducted dozens of interviews and devoted hours of research to bring you this in-depth survey of the report's background and its implications.

By Maria Rosen

"Wipe you out, that's all we want to do! Just roll out of all this, CSPA."

"Well...do anything? I mean, what you want us to do?"

"Just take the gun out of the white man's band 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 clearly 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 fifth period classes were invited.

Before the unit began, Mr. Stameshkin read out to black students letters explaining the discussions and invited them to attend. Only six 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 with 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 responses.

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 'nubile cuit' as a reason for the BSA room."

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

"EVEN THOUGH the white kids might not have meant it as a cut—may be did, I don't know—the black kids took it as a stereotype," he continued.

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

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

Parts of the discussion, 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 asseverated, "I don't want to live next to a white mass. What would I want to live next to you, if 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, ratty red lips and pink skin.

Mr. STAMESHKIN said he thought the BSA room was a place where those blacks who had already arrived in the media 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 any special problems like last month,

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

"It was an important role in class discussion," Mr. Stameshkin said.

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

Mr. STAMESHKIN felt Ricard's ex-

(continued page 5, col. 3)

ROVING CAMERA: Hollywood, New York

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 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, 6 p.m.; Posters (April Fool everyone).

Thursday, April 3—Student Experimen-
tal Theater, "The American Dream" and "Androcles and the Lion," Beitfeld 414, 4 p.m.

Friday, April 4—Baseball, Morgan Park, away, 4 p.m.; "The American Dream" and "Androcles and the Lion," Beitfeld 414, 4 p.m.

Saturday, April 5—The "American Dream" and "Androcles and the Lion," Beitfeld 414, 2 p.m.

Tuesday, April 8—Baseball, Lat-

in, home, 4 p.m.

Saturday, April 15—Spring social (story top left).

Tuesday, April 22—Midway Day 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.

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 (CRPFA).

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

IN THE 66 minutes of its March 17 meeting, CRPFA 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.

CRPFA also recommended that the faculty “use students as interviewers for high school admissions in a faculty-student team.”

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

Many black students have said they feel 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 said 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 admission 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 Stanrod 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.”

IT U-HIGH is not only black, 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 disadvantage.

But, he added, “Although race has a bar, many other factors can dominate for some time religion has not. I have never taken religion into consideration, nor does that 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 Univer­ sity people are Jewish.”

Mr. Carmichael said that, “at one time U-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) and RACE AND PRIORITY are only two of numerous factors influencing admission to the Lab Schools. According to Admissions Secretary Lorainé Kubik, “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 committee is scheduled for testing (November through February) to discipline the personality.”

“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 cooperate 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 handle financial aid in all sorts of problems. This school is too unrestrained for someone who could not discipline himself; he’d just spend most of his time in the Dean’s office.”

APPROVEDBy 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 interview 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, “I child had some physical disability such as a crippling disease, the school would have to decide whether or not 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 with making 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 Kubik said, “we had 691 applicants, We accepted only 214 students.”

minineuws

Debate team made State

DEBATE TEAM will 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 Downers Grove South, Lyons Township, and Evanston.

OOPS — The last issue of the Midway omitted Lonnette Edwards as one of the National Achievement Scholarship winners who filled out certificates of commendation.

ILLUSTRIOUS ALUMNUS — Serving as co-editor of College Days, student newspaper of Ripon 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 FEATURE — The Midway is subject of an article by Dick Dwarkin, last year’s editor, in the March issue of Scholastic Editor Graphics/Communications, a national magazine for high school journalism.

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 Murzank, an underground paper, as a motivating factor in his staff’s re-appraisal of the Midway.

Eventually the Midway won a role of leadership in the school and Murzanks 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 Brasier.

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

By Paul Kaplan, political editor

After discussing the Black Student Alliance (BSA) at a special meeting March 11, the faculty
took a resolution opening the administration not to take further ac-
tion on the BSA, unless the state government had acted and the fac-
ulty considered that action.

Discussion concerning BSA con-
tinued that evening at a Parents association meeting, with students—
black and white—parents, teach-
ers, and administrators explaining their views.

Principal Rine said last week that he is shifting the faculty's resolution. He added that the fac-
ulty evidently has assumed, like SLCC, that provisions for student
interest group facilities come un-
der the jurisdiction of student gov-
ernment, not administration.

"In the past this has not been the arrangement that I have un-
derstood," Mr. Rine 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."

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 vac-
ation, appear to be decreasing, according to Dean of Students Stanned 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
demarcate one on a kindergarten," he said.

"The most important procedure," Mr. Car-
michael 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

SUPLIES

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The current movement for black separatism, even in the 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 labeled as "noise").

"The attitude of the high school administration is that the third course of action is more likely to benefit the long 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 by which students have made as a distinct group and the results they have achieved.

The most recent black effort with which this movement has dealt is the Black Student Alliance (BSA), an all-black group and separatist organization. Mr. Rinne expresses in the report the administration's 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 after a spring vacation.

BSA,...

Principal views BSA separatism as "staging area for progress"

A leading instrument of the BSA (Black Student Alliance), as 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 constitutes 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.

Besides 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 James Walker, is a board of eight directors but other students attend publicized meetings.

"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 Carnahan and teacher of U-High's co-curricular Afro-American history and integrating 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.
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 takes 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."

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

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

Mr. Stameshkin, however, preferred not to interven.

"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 existed 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 overcome this dilemma by understanding themselves and do this they have to get away from whites."

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 SLCG 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 literate-minded black students who were inspired by black publications in the universities which included Blackout at Dartmouth, Harvard Journal of Negro Affairs and WATT at Cornell and who were dissatisfied with Conquest (U-High's literary magazine)," Prentiss said.

Purpose of Onyx, according to Senior Stanley Duke, 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 determines what is, and is not, 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 Cauney Black for his technical help.
As the Midway sees it

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-ield 134 for BSA activities has justifiably been viewed as a circumvention of U-High's student government constitution by both student body 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 any 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 Leiserman'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 administrating 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 the BSA should have been involved in somehow.

"I feel that SLCC should establish a policy which will provide clear guidelines for curricular room use in the future, if they do so, I will have to abide by their policy."
Diversified: Arts dept., chairman

By Mark Patiles

In his search for a profession, Mr. Robert Erickson, chairman of U-High's Unified Arts Department, attended three colleges: attained master's degree 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 1961 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 an Arts Week advisor. His professional activities include writing, lectures, born 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 alone 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 curriculum 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, food, 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 skilled in their own field but allow the student to pursue his own field," he said.

"WE ENCOURAGE faculty to experiment with whatever new and unusual 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 working, 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) Szymkowski 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, Belfield 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.
Spring sports schedulewise

TRACK
All meets tentatively at 4:30 p.m. Home meets at the new U-High Field, 66th and Central Grimes Avenue on Tarain track.
April 18
Huron Park
Glenwood
home
April 25
Glenwood
away
Track
Huron Park
home
April 29
Glenwood
away
April 25
Huron Park
away
May 2
Lake Forest
away
May 2
Lake Forest
home
May 9
Glenwood
away
May 10
Oak Park
away
May 14
Huron Park
home
May 17
IHSA championships at Lake Forest

TENNIS
First three matches 2:30 p.m., others 4 p.m.
April 15
Francis Parker
home
April 18
Francis Parker
home
April 25
North Shore
away
April 30
North Shore
away
May 1
Brook Park
home
May 4
Lake Forest
away
May 6
North Shore
away
May 13
North Shore
away
May 16
IHSA championships
May 17
State meet
away

BASEBALL
All games at 4:30 p.m., except the April 22 and 29 games at 3:30 a.m.
April 8
Lindenwood Park
away
April 15
Glenwood
away
April 15
Glenwood
home
April 16
Francis Parker
away
April 19
Lake Forest
away
April 22
North Shore
away
May 1
North Shore
away
May 4
Lindenwood Park
home
May 7
Lindenwood Park
away
May 11
Glenwood
away
May 14
Lake Forest
away
May 16
North Shore
home
May 20
Lake Forest
home

For the record...

YAVSITY INDOOR TRACK
H-High 7- Riverside Brookfield 101, March 17, home.

FRESHMEN INDOOR TRACK
March 8- Riverside Brookfield, 40, March 12, home.

STUDENT-FACULTY BASKETBALL
Students 46, Faculty 44, March 30, home.

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