Moratorium here uncertain

Whether the Lab Schools or U-High will participate in the Viet Nam Moratorium this October is scheduled to be discussed tomorrow by the faculty advisory committee, according to its chairman, Mrs. Eunice McGuire.

The committee's recommendations will go to Lab Schools Director Francis V. Lloyd Jr., who will make the final decision.

This afternoon a meeting of faculty members who wish to discuss the issues raised by the moratorium is scheduled for 4:15 in the faculty cafeteria under the auspices of the Faculty Association, an independent organization of teachers.

A national committee based in Washington, D.C., and supported by prominent educators and scientists, the moratorium plan calls for all citizens to abandon their usual activities for a day or part of a day and participate in anti-Viet Nam war meetings, rallies, debates, study programs, pet projects and public information projects.

Goal of the program is to impress on government leaders, citizens more. The moratorium will be expanded one day per month until the war is ended.

Student vote in referendum here

Close the school common area on the corner of 58th and U-High.

Lab Schools is a semifinalist in the national Merit Scholarship Corporation's contest for more than $3,000 worth of scholarships.

Semifinalists have been chosen by the sponsoring National Merit Scholarship Corporation to compete for a total of $3,000, as many as possible may win a scholarship.

To be considered for a scholarship -- which may provide funds for more than one year of college expenses or a one-time $1,000 award designated for personal use -- a student must be a U-Higher and a semifinalist.

In case you need help

U-HIGHERS ON THEIR WAYS have been known to do more than yell for help now if they are in trouble or see someone in trouble. They can make a direct line to University Security headquarters for reporting emergencies such as crimes, accidents or fires without dialing or using coins.

When a caller lifts the receiver, a campus map and switchboard will be answered before Drama Workshop's principal, Carl Ronne, is "to describe a new kind of high school which supports its teachers, dignifies its students and uses time to good advantage." The authors intend their book for general audiences as well as educators.

Rinne a writer

Principal Carl Ronne is writing a book, "Personalized High School," with Miss Mary Frances Goodman, assistant director of data processing for the Palo Alto (Calif.) school system. Mr. Rinne taught there before coming to U-High.

The book's purpose, according to Mr. Rinne, is "to describe a new kind of high school which supports its teachers, dignifies its students and uses time to good advantage."

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How schools deprive students of rights

By David Wells

Most Illinois schools are not teaching or allowing students to observe their Constitutional rights.

That is the opinion of Mr. Jay Miller, executive director of the American Civil Liberties Union (ACLU), Illinois Branch.

ACLU, supported by private donations, brings to court cases involving individuals to protect the Constitutional rights of all Americans.

More than 50 of its cases in Illinois this year—five of which were taken to court—have involved student rights.

At question have been the rights of students to wear their hair or dress as they please, publish underground newspapers and be free of illegal locker searches.

Mr. Miller was interviewed by a Midway reporter last month.

A widely-reported ACLU case at that time concerned a rule against long hair at Barrington Consolidated High School.

School administrators suspended two boys, one of their hair length.

ACLU and the district on the students’ behalf.

U. S. DISTRICT Court Judge James B. Parsons ruled that the school was violating the boys’ rights and ordered they be allowed in school.

The judge told the lawyer for the district, “This is a case that can be decided. We can’t mold people who are going to run the world in the 1960s into the shapes of the 1930s. We just can’t expect the future to look like the past. It’s an education to even suggest it.”

The lawyer later added a ruling that Barrington’s dress code was unconstitutional because teachers were not required to observe it and the school therefore was discriminating against students.

ACLU WAS last spring in a case at Lane Tech High School, where two students were suspended for publishing an underground newspaper.

Mr. Miller explained that the paper was published and distributed outside the school.

No definite court guidelines on

ACLU’s JAY MILLER: “Most Illinois schools are denying student’s rights. It’s just not right!”

such cases have been established, but Mr. Miller believes off-campus activities are not under school jurisdiction.

“Schools should encourage students to produce publications and should be allowed to distribute them where they please,” he said.

ACLU SECURED an out-of-court agreement between the students and school,

“It was close to the end of the year and we didn’t want them to lose a whole year’s work,” Mr. Miller explained.

“Students promised to stop publishing their paper and the school let them back in. We also promised that at the beginning of the new year we would back them up if they wanted to publish again.

“THE PAPER itself criticized the school administration and the war but it was mild as underground papers go.”

Few Illinois schools, when dealing with student offenders, employ due process, although it is guaranteed in the Bill of Rights, Mr. Miller said.

Due process involves the right to cross-examine witness, remain silent and be represented by a lawyer.

When a student is accused of committing an offense in most schools, he explained, he is brought before school administrators who alone decide whether he is guilty.

“The Academic Freedom in the Secondary Schools,” a pamphlet published by ACLU, states that student should be taught the Bill of Rights through examples of how it can benefit them...

“Students should be taught that the Bill of Rights are good for all Americans. It’s just not right!”
No discrimination in Uruguay: AFSer

By Irene Tillman

Absence of racial distinction and friendlier attitudes toward foreigners were the most striking differences Senior Jean Robbins noted between the United States and Montevideo, Uruguay, where she spent the summer as an American Field Service Exchange Student.

"Any skepticism I had about being accepted as a black person was dispelled within the first few days," she said. "In Uruguay, a person is referred to as black or white whether he is dark or light skinned.

"THIS DISTINCTION is usually made between the Europeans who came to South America years ago and the natives that were once used slaves. I noticed, however, no prejudice shown toward either group.

Uruguay, four-fifths the size of England, is a Roman Catholic nation, Jean explained. Its population primarily is of European descent; about 2 per cent is black.

Montevideo, the capital of Uruguay, has a population of about 1½ million, about two-fifths of the national population. It is a "surprisingly modern city," Jean said.

DURING HER six-week stay in Montevideo, Jean lived with two families. She described both as upper middle class. Each had one girl, 17 or 18 years old.

"When I first moved in," Jean said, "I felt more like a guest than anything else. After a week or so I began to feel like a member of the family, especially while performing household chores."

Jean found little difficulty communicating with either of her families.

"I was fortunate enough to stay with English-speaking families, though English isn't a rarity in Montevideo," she explained. "Students are required to take it in high school.

"One of my 'sisters' who lived in Vermont for a year, made communicating much easier, though, because we were able to rag about politics and the like in much more depth."

JEAN NOTED that young people in Uruguay are little involved in politics.

"With my first family there was a definite attempt to shelter me from political happenings because the Uruguayan government is on the verge of an overthrow and they felt I would be given a bad impression of the country," she said.

In the Uruguayan government, Principal Carl Brene has notified Steve that unless Student Board can reduce noise in the halls before 2nd period and during lunch he may have to close the halls to students except during passing periods.

Board President Helene Calvin said she is setting up a hall monitor system to solve the problem.

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The Midway last issue incorrectly reported that tuition remission for University-affiliated students is 25 per cent. It is 50 per cent.

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Figure incorrect
The Midway last issue incorrectly reported that tuition remission for University-affiliated students is 25 per cent. It is 50 per cent.

Heroes and Villians

SENIORS PETER KALVEN as Arnie R. Square, the hero, and Jerry Carr, as Indian Joe, the villain, fight while Drama Instructor Robert Keil, as title character-trigger Mortie, the Frontier Martian, peers through a toilet seat during Theater Workshop's melodrama

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Sure, they might mean a lot of hard work . . . but look at the fun, the friends, the get-togethers. Capture it all on film. Top quality photography equipment, cameras, film, bulbs, all at

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Faculty should decide cut rules

Attendance rules at U-High this year will be strictly enforced, administrators have promised. Last year some students cut up to 50 class hours without a reprimand. This year a student who cuts a class more than three times may be asked to drop the course. A student cutting more than nine class hours in all courses may be asked to drop U-High.

A pocketful of late slips could also spell big trouble. Five tardies in one course may lead to a request to drop the course.

No matter what administrators choose to call this necessary enforcement (see principal's letter this page), it represents a definite crackdown.

In English class we feel the tightening of attendance rules is "for the good of the student. Kids who cut suffer repercussions that are reflected in their grades. A school is a place for a kid to come to; if he's not there, he can't learn."

The decision to enforce class attendance was made this summer by administrators and department chairs. They evidently did not formally consult the rest of the faculty in making that decision.

On occasion for the new policy, Mr. Rine said, was that students on academic probation the year had cut classes and missed course materials. He feels that required attendance may keep students from going on probation. Students on probation are given one quarter to bring up their below-average grades. If they fail, they must receive a limited attendance to U-High the following year.

But some students and teachers feel other factors are equally, if not more, important.

No more than 15 students were on academic probation last year. It is possible, then, all other U-Highers who cut classes were able to do so without their grades slipping below.

The people who formulated the attendance policy failed to consider that some students and teachers feel decided when they need to attend class.

As English Teacher Ruth Kaplan puts it, "If a subject is relative to him and he is voluntarily chosen, it he can decide when he can afford to miss class and do something else."

And since teachers ideally can best judge a student, if they should have the biggest voice in determining the attendance policy for each course.

A teacher may, for example, wish to grant responsible students unlimited cut privileges. Under present regulations he is not allowed to do so.

"The weakness of the new policy is that it requires all students to attend all classes. It incorrectly assumes every U-Higher is equal in academic standing and every teacher has the same requirements."

The policy needs to be restructured so that a student can decide which students are responsible enough to handle which cut privileges. Each instructor could forward to the attendance office a list of his students and the cut privileges permitted each.

In a matter such as attendance, a teacher's judgment of his students is too important to be replaced by an overall disciplinary rule.

Ken Devine

Sigmund Freud is alive, well and living in extreme wealth

Not being much different from any other maladjusted, neurotic, mixed-up adolescent, I decided that going through psychoanalysis would be a healthy experience for my troubled mind.

Lacking finance, I decided to shop around and get the most for my money. I had no idea what analysis cost.

I decided to call an old U-High friend whose father, like several U-High parents, is a reputable psychiatrist.

"I'll get a realty good deal, my friend said. "Half price."

How much, I asked, inexpensively?

"Ten dollars an hour," he said proudly.

"Hey, Otis, c'mon. You know we gotta go to class with those new attendance rules . . . Stop complaining, the sleep'll do us good."

I quietly tipped from my friend's house, ashamed to tell him that $4 or $5 per psychoanalysis' 30-minute hour was all I had to spend.

I proceeded to let my fingers do the walking to PSYCHIATRY, in the yellow pages. I called 12 psychiatrists. A typical conversation went something like this:

"Dr. Smith's office, can I help you?"

"Yes, uh, could you tell me what Dr. Smith's rates are?"

"Twenty-five dollars an hour, sir."

"Is there any discount for struggling students?"

"No, I'm sorry."

"Well, what would the charge be for 20 minutes?"

(An abrupt click.)

I talked to Guidance Department Chairman Karen Robb. She explained that a troubled student could turn to the Guidance Department for help.

"We could refer you to a competent psychiatrist, if the problem was serious enough," she said.

It would still be up to me to pay, $30-$50 an hour.

I decided to call the Illinois Chapter of the American Medical Association. I inquired about low or no-cost psychiatry services and the secretary replied, "Are you kidding?"

Then I called the Mental Health Association of Greater Chicago, which referred me to a referral service for troubled youngsters. Here, I talked to a social worker who explained that there was a serious shortage of low-cost psychiatrists and there was a six-month wait.

She added that most teenagers' problems stem from their parents' unhappy marriages and tried to convince me to get my parents to see a marriage counselor.

I'll probably continue being a mixed-up, neurotic, mixed-up adolescent for some time to come.

I really can't afford to be anything else.

Ken Devine

Letters policy

The Midway welcomes letters from readers. The longer they are, the less room they take in this space. In the interest of our readers, we cannot guarantee that these letters will receive the usual care to preserve the writer's views. Nor author all are intended that the writer or reader retains. The editors are not responsible for any opinions not her own.

Mark Parkinson

DOUG SWANSON, senior: Because I did not have a young lady to otherwise occupy my time with.

HANNAH BANKS, senior: There was nothing good on t.v. and I didn't have anything else to do so I came here.

LINEY JONES, sophomore: I came here because it was a drag at home and I had nothing else to do.

LISA MARSHALL, freshman: TV was a real drag tonight so I decided to hit this and see if anything was happening.

THOUGHTS

Doctors claim that more than one-half the American public is overweight. After working as a waitress at a resort where the customer can eat as much as he wants at no extra cost, I don't doubt their claim.

I approached the weight problem practically. I expected, in my ignorance, pleasant customers with moderate appetites, people who would not plague me with strange requests.

Only when I first viewed the clientele did I realize—wild-eyed, drooling, and months flaccid—could I control my appetites. These visions begin to fade.

When the knocking on the door came, I was completely drowned out by purring stoves, I began to expect the worst.

It is absolutely amazing how much the human body can consume without flushing. The 10 people whom I waited managed to eat between them, at one sitting, 30 thousand calories.

These rapidly expanding people seemed to possess peculiar tastebuds. They had all ordered dishes like raw fish, steak with anchovies, skirted fried chicken and baked potato peels.

There were, of course, dieters. One lady I served was carefully watching her weight.

She ate a grapefruit three times a day in strict accordance with her diet. She also splurged just a little at every meal by eating an appetizer, three entrees and four desserts. Somehow this feast didn't impress me as much as the way she weighed.

Compared to her husband and son, however, this weight watcher starved herself. The three of them used to roll out of the dining room, naturally, remained courteous throughout. They didn't even comply with requests. Several people whom I served I wished I would drop a tray. So without any hesitation, I did.

My performance was rewarded. I received the heart-warming standing ovation from all ... except the little boy with spaghetti in his hair, that is.

—Swede Gordon, senior

Expressing it another way

From Principal Carl Rines:

I refer to your lead article, "New Disciplinary Rules," in the September 7 issue. The terms "crack-down" and "get-tough" connote a hair-triggerism and police controls, notions which grate harshly with the tone of this school and the methods by which it operates. My own bias leads me to prefer the phrase "eliminate sloppiness" by which I mean that administrators, teachers, and students stop paying lip service to their responsibilities and start expressing them.

When an adult or student—including me—fails to fulfill his responsibilities, someone else, adult or student, should say so and take appropriate action. (In that "crack-down" or "get-tough" depends on how you look at it. One might consider marriage to be the first step toward divorce.) I consider the proper exercise of responsibility to be only sensible.

U-HIGH MIDWAY Published approximately every other Tuesday except during vacation periods by members of students of University High, 4324 So. Michigan, Chicago, Illinois. POSTER-IN-CHIEF MARK C. RINES MANAGING EDITOR DAVID NES

FACES AT PLACES . . . AND ONE BACK

WHY DID YOU COME TO THIS PARTY? (Asked Friday at the Autumn Faire)

DANCERS Swanson, Jones, Banks, Marshall

HANNAH BANKS, senior: There was nothing good on t.v. and I didn't have anything else to do so I came here.

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U-HIGH MIDWAY . . . ABOUT BEING A WAITRESS

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**A visit to the NEW Kenwood High**

**School weathers delays in building**

By Mark Patilak

New Kenwood High School, a nearly completed replacement of old Kenwood, will be one of the most modern high schools in Chicago, according to Principal Elizabeth Mollahan.

At Sist street and Blackstone avenue, Kenwood is 13 blocks north of U-High. Its district includes Hyde Park, from which most U-Highers come.

The Chicago Board of Education approved construction of Kenwood in 1966 after a citizens' committee brought up the need for a new school.

According to Mrs. William Bentley, chairman for that committee, "We decided Hyde Park needed a new school back in 1966 when families began leaving the community for lack of adequate educational facilities."

This year, hundreds of emigrants from public and private schools not only in Hyde Park but from throughout Chicago were attracted to Kenwood by the promise of modern facilities.

Kenwood's 1,600 population currently is crammed in its only completed structure, the academic building.

**UNCOMPLETED** facilities include an assembly hall and theater, library, physical ed. building, fine arts building and model apartment for interior decorating classes.

All facilities are ready by Christmas.

Eating of the old building also marks the end of Kenwood problems, which included:

- A building pressed to accommodate twice as many students as designed for.
- One room for kitchen, gym and assembly hall.
- Students dressing for physical ed. behind lockers.
- Cafeteria food brought from other schools, since there were no adequate kitchen facilities.
- Students going to the Hyde Park YMCA for physical ed.

The "Y" is half a mile from Kenwood; students were given 5 minutes to get back to class.

- An 8 by 10 foot former bathroom serving as a principal's office.
- When I visited Kenwood two weeks after its school year began, the images I previously associated with public schools — old buildings and poor facilities — were dashed to bits.

Upon arriving, I was asked to wait in the office for a student who would give me a tour.

A SENIOR named Paul with a frustrated expression sat next to me.

Paul arrived at school a week late and was given a schedule that would not fulfill graduation requirements. A week after he brought up the problem, he still hadn't received a schedule change.

"The school is new and they don't know where they're at," he explained of the delay.

I waited an hour-and-a-half, gave up on the tour and decided to venture into the school on my own. I was told I needed a pass.

Workmen hammer nails, rattle ladders and talk loudly outside of math classes at Kenwood but students supposedly are too noisy to be allowed in the halls.

A SENIOR girl finally showed up to give me a tour. As we left the office she in- consiously grabbed a map of the school.

I noticed the public address system randomly spewed out announcements at all hours of the day.

"It drives you crazy," one student complained. "Right in the middle of a math test some voice from the wall starts screaming about the next Bridge Club meeting."

Most students to whom I talked thought their new school was "great" and "the kids have more spirit than last year."

At a meeting of the school newspaper staff, however, I encountered the first sign of negative attitudes toward the school.

The editor-in-chief explained that "Students are gonna soon start accepting the physical improvements of the school and questioning the ways the administration is treating the students."

"IT'S NOTHING obvious, but there are a lot of contradictions between what the administration says and does."

She went on to rattle off a list of circumstances that have dissatisfied some students.

"The social room that was supposed to be open to all students at all times is now restricted to privileged seniors. The cafeteria won't sell us coffee because they say it stalls our growth. Card playing is prohibited, and it takes a million years to get a schedule change."

"The library is the only place we can do our work."

KENWOOD'S uncompleted library is modern facilities.

Miss Mollahan, however, pointed out that, "Facilities students say they are not being allowed to use aren't even completed yet. I think the main reason for student dissatisfaction is because it's the fashionable thing to do."

After the final bell rang, I stopped by the main office and asked the secretary where I could find a drinking fountain.

She looked at me questioningly and said, "Oh, you're the guy who's been here all day."

I nodded.

A student standing next to me with a harbored look on his face and schedule change papers in his hand smiled and said wryly, "It takes a while to get something done around here."

Quotes...

From former U-Highers at Kenwood

**JUNIOR ABBIE ROTHBLATT** — Kenwood has a more realistic atmosphere than U-High but it doesn't matter because I see little that's either different.

**JUNIOR PAUL HANOVER** — Kenwood has a more realistic atmosphere than U-High that makes me feel at ease. Kids that go to the U of C from kindergarten on up are lost 'cause they've only known people from a specific part of society. There's a far more learning from a school than the courses that are taught.

**SENIOR STEVE DECKER** — The building is more modern that U-High but there is a definite lack of freedom. You need a pass to go everywhere and the classroom atmosphere isn't nearly as informal as at U-High. To get a schedule change you have to get the signatures of about 50 people and by the time you get the change it usually isn't the one you wanted.

**Photo by Mark Patilak**

WORKERS, platforms and ladders are common sights in classrooms.

DESPITE THREE lunch periods and off-campus lunch privileges for students, Kenwood's cafeteria remains overcrowded (photos from top left).
Maroons seek end to Oak Park jinx

By Bruce Goodman

Seeking a turnaround of narrow losses to Oak Park in the past two seasons, the varsity and frosh-soph soccer teams play the Huskies 4 p.m. today there.

The Maroons opened their season with varsity and frosh-soph victories over inexperienced North Shore, 1-0, and 2-4 respectively.

Forward Jim Parsons scored the only goal in the varsity’s win. Goalie Henry Washington touched the ball just three times during the game, despite several Maroon defensive players who tried in the second half.

Forward Chris Weil and Jimmy Solomon scored for the frosh-soph.

Oak Park defeated the Maroons two years ago 1-0 in a frosh-soph game on a freak goal. Most of this season’s varsity players were on those frosh-soph teams.

Last season, Oak Park was one of two teams to defeat U-High’s varsity. The score was 2-1.

Varsity Coach Sandy Patlak continues to change his starting lineup with each game.

Seniors Jeff Jones and Steve Pitts are elected team captains before the opening of the season.

Two second-quarter goals by Jeff Jones were all the Maroons needed as they defeated Elgin 3-0, September 29.

Forward Bruce Montgomery added a goal late in the fourth quarter. U-High’s defense kept the ball in Elgin’s zone most of the game.

Frosh-soph squad also beat Elgin, 3-1.

Schedulewise:

FIELD HOCKEY
Oct. 9-North Shore home 4:00
Oct. 11-Lake Forest away 4:00 (varsity only)
Oct. 25-North Shore home 4:00
Nov. 1-North Shore home 4:00
Nov. 2-North Shore home 4:00
REMAINING CROSS COUNTRY
Oct. 7-Lake Forest away 4:00
Oct. 15-Elgin home 4:15
Oct. 26-Lake Forest away 4:15

FIELD HOCKEY team members, from left, Elaine Wong, Ann Maschkeck and Vera Wong converge on the ball during their first practice last Monday.

New field hockey coach meets, drills team

Despite a sloppy first quarter, in which the first goal of the season was scored against the Maroons, U-High defeated St. Mael 3-1. October 1.

Colin Jack scored two goals in the second quarter. Forward Jim Parsons also scored. The frosh-soph won 3-0 as Sophomore Neil Bader scored two goals.

Portraits:

Even traditional, if suitable