

Business losses threaten cafeteria's future

Burdened with increasing deficits, U-High's cafeteria faces an uncertain future. If business does not improve, the University may close the operation, according to Lab Schools Director Philip Jackson.

Mr. Jackson is chairman of a committee investigating why the cafeteria served 1,890 less students this fall quarter than the previous fall quarter.

The committee includes also Miss Lylas E. Kay, general manager of University residence halls and commons who directs all University food, services; Mr. Donald Conway, director of administrative services; Mr. David Rivers, Lower School principal; Mrs. Patricia Hindman, Middle School principal; Mrs. Margaret Fallers, High School principal; Mr. Alan Haskell, math teacher and Snack Bar adviser; Mrs. Dorothy Szymkowitz, home economics teacher; and Mrs. Mary Landers, food supervisor.

The cafeteria sells two types of lunches: A 40-cent "Type A" menu with no choices and a la carte food. The Type A lunch is a part of a program of the federal government to provide nourishing, inexpensive meals for students throughout the nation. It consists of a hot meal usually, with balanced proportions of meat, greens and starches. The government supplies to schools in the program free food such as a flour, sugar, milk and rice for cafeteria use.

While the price for a "Type A" lunch is fixed, the cafeteria is free to decide the price of food in the a la carte line.

According to Mr. Jackson, the cafeteria has always incurred a deficit because of the low cost of its lunches and steadily increased wages. But this year, he said, it has been losing a greater amount than in the past.

According to Miss Kay, "The volume of business in the type A lunch has dropped about 15 per cent from last year."

Some of this loss Mr. Jackson traces to removal of 1st through 4th graders from the cafeteria. They now eat lunch in their classrooms because, according to Mr. Rivers, of noise, garbage and unfriendly High School students in the cafeteria.

Mrs. Fallers notes that the Snack Bar may be taking business away from the cafeteria. Though it closes at 11:30 a.m., before the cafeteria opens, many students are too full of Snack Bar food to eat a well-balanced Type A lunch, she suspects.

Snack Bar Adviser Alan Haskell will help the committee consider whether the Snack concession should be closed earlier or if the food it offers should be changed.

Home Economics Teacher Dorothy Szymkowitz said she found the cafeteria menu pleasant and nutritious. She feels that the main cause of the cafeteria's poor business is the atmosphere of the lunchroom.

"It is low, dark and cold," she explained. "People like to eat in a sunny cheerful place."

Mrs. Szymkowitz, to test her point, took food from the cafeteria and served it to someone in her own room without telling him it was from the cafeteria, not prepared by her.

"This is better than the cafeteria food," the person remarked.

Mrs. Landers agrees that the dismal atmosphere in the cafeteria is a problem. "Color it up," she suggested. "Wash the windows and let some sunshine in. Kids don't take pride in their lunch room because there's nothing to take pride in."

If the cafeteria were closed, Mrs. Fallers and Mr. Jackson point out, students and faculty would suffer because an inexpensive meal no longer would be available.

Mrs. Fallers also fears complaints from school neighbors if the entire student body left campus for lunch.

Leaner, stronger government setup ahead for SLCC

Changes in the structure of student government, which hopefully will increase its efficiency may be proposed by Student Legislative Coordinating Council (SLCC) President Erwin Chemerinsky. He plans to present SLCC with a document detailing problems and offering solutions to jurisdictional problems of its service organizations, Student Union and Student Board.

Erwin said his plan would cut student government membership for the second time in two years to eliminate duplication in the planning of some school events, such as parties. "There are currently five organizations which plan school parties—the four class steering committees and Social Union parties," Erwin explained.

"Groups just to plan parties are anachronistic and through cooperation of two, three or all four steering committees, large parties can be planned in addition to class parties." He declined to speculate whether such a plan would mean the elimination of Student Union, but added that "school parties that only attract 60 people are wastes of money."

Social Union President Carolyn Thomas conceded that "the same few kids" have been attending all school parties this year, but added "I don't think we can or should do anything about it."

Changes in Cultural Union have not yet been decided upon, according to Erwin. But Cultural Union President Alex Vesselinovitch said he feels that activities can be improved in the future by increased reliance on student opinion in planning of Cultural Union activities. Erwin has not yet decided upon changes in Cultural Union. But Cultural Union President Alex Vesselinovitch said he feels that activities can be improved in the future by an increased use of student opinion in planning of Cultural Union activities. Such preparations, he said, might prevent failures such as last fall's Bunky Green concert, on which the organization lost \$250.

Most sweeping changes proposed in the document, according to Erwin, will involve Student Board, the disciplinary branch of student government. Erwin feels that since administrators have taken over much of Board's function this year, the organization presently has no purpose. Administrators, teachers and students on the proposed Council on Rules should determine its future role, he said.

Board President Helene Colvin thinks her group is in a "transition period," which she feels parallels a change in school atmosphere this year. "Everything is pretty dead this year," Helene explained. "Students feel helpless, not in a violent way, but in a resigned way."

The U-HIGH MIDWAY

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Art by Geri Fox

STUDENT GOVERNMENT: THE SMALLER THE BETTER?

UNresolved: Debating's future

New coach needed to insure team next year



Photo by Aaron Macsai
MR. EARL BELL

If U-High debaters do not find a coach to replace Mr. Earl Bell, who has decided not to continue in that role next year, there may be no team then.

Mr. Bell, a social studies teacher, wants to devote more time to teaching and curriculum work. He is dissatisfied because student government and the school failed to give the team adequate funds to pay for meals, transportation and board when it travels overnight, resulting in debaters paying many of their expenses.

As a result of cutbacks, Mr. Bell was not provided with an assistant coach this year. The team must have one, he explains, because it consists of four sub-teams, all of whom must be accompanied by coaches. When more than one team has been scheduled to debate, Mr. Bell has hired an outside coach, when money wasn't available for one.

Without sufficient funds Mr. Bell feels he never will be able to accomplish for debate what he would like

to. He regrets that students who have worked two or three years on debate may not have a team next year. This year 10 students are involved in debate.

But he feels the school should be fully supporting debate considering the ambitiousness of the activity and benefits to the students and school. It should provide worthwhile activities with adequate funds and advisers, he feels.

Principal Margaret Fallers said, however, "It is in the style of the school to use teachers in extracurricular activities according to the abilities they offer" rather than hire advisers for activities.

For activities such as drama and athletics where classes are offered in the subject area, teachers are hired with the understanding they also will act as advisers to associated activities, she said.

This year's debate squads have won approximately 40 individual and team awards in the past seven months.

In The Wind

Today--Baseball, Illiana, 4 p.m., there; Volleyball, Morgan Park, 3:30 p.m., there.

Wednesday, April 14--Baseball, Wheaton, 4 p.m., here.

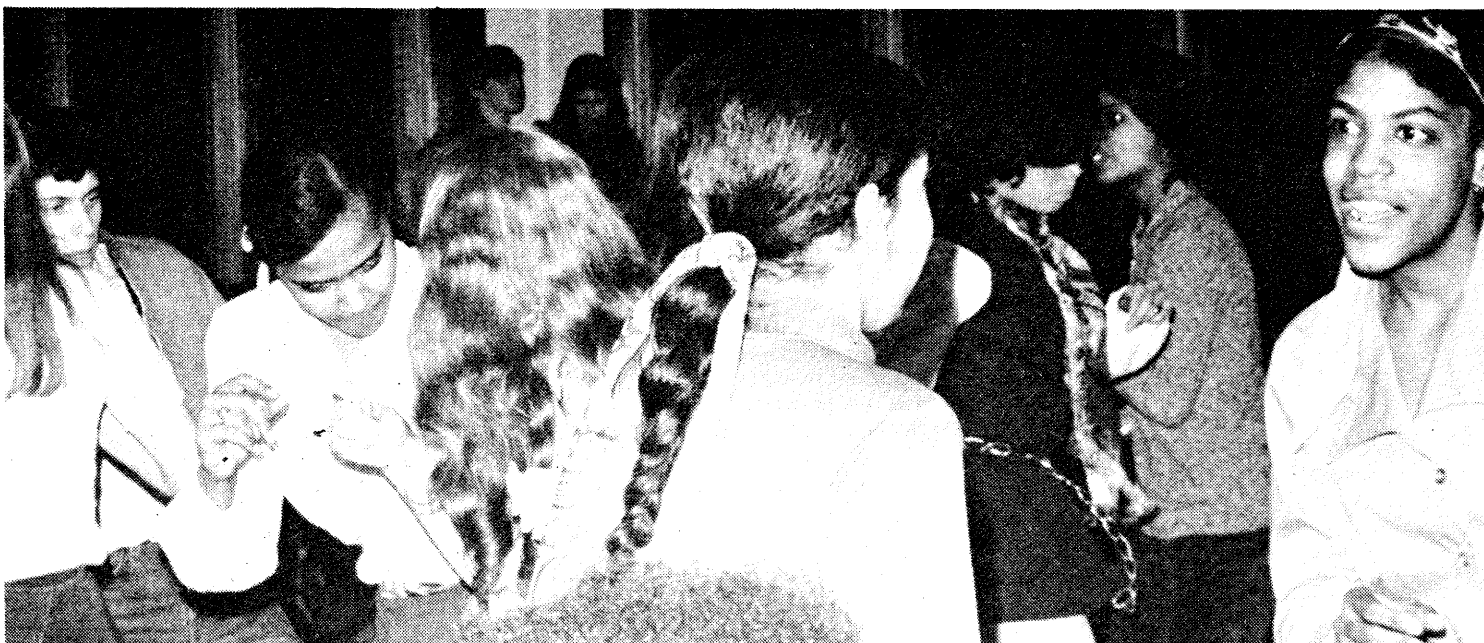
Wednesday, April 14-Friday, April 16--"Death of a Salesman," 7:30 p.m., Belfield 138.

Thursday, April 15--Volleyball, Latin, 4 p.m., here.

Tuesday, April 20--Baseball, Glenwood, 4 p.m., here; Tennis, Elgin, 3:30 p.m., here.

Friday, April 23--Baseball, Francis Parker, 4 p.m., there; Track, Francis Parker, 4 p.m., Stagg Field; Tennis, Francis Parker, 3:30 p.m., there.

Tuesday, April 27--Next Midway out after school.



TO CELEBRATE April Fools Day—a day late—these U-Highers and their guests danced to the music of "The Masters of Soul" at a Social Student Union

party April 2. About 150 people attended the party, held on the second floor.

Photo by Abram Katz

Festival again to spotlight play by Bard

For the second time in three years, U-High's spring festival, May 27-29, will feature a play by Shakespeare.

"A Midsummer Night's Dream," directed by Drama Teacher Liucija Ambrose, will involve approximately 56 people.

Mrs. Ambrosini said she chose the play because it has an outdoor setting and festive atmosphere appropriate to the festival.

In previous years, the festival has included, beside a play, vending and entertainment booths, traveling musicians and food concessions.

Though the 1969 festival featured a Shakespearean theme throughout, the same plan may not be followed this year. Last year's theme was "Festival of Life" and the play was a rock musical, "Viet Rock."

Feature films and a music department concert may be added to this year's program, according to Administrative Assistant Peter Cobb.

Party-goers may not leave, return

Students and their guests will not be allowed to come and go as they please at future U-High parties, according to Dean of Students Standard Carmichael.

If students leave a party, they will not be readmitted.

Mr. Carmichael decided to revoke the "come and go" privilege after he received complaints from

parents and chaperons about students leaving, drinking and returning at the first party this year and a junior party.

Parents also complained that

some students didn't show up after a party for their rides because they had gone someplace else and not returned before the party ended.

Social Student Union President Carolyn Thomas feels students should be allowed to come and go as they please because "students shouldn't be caged in the party."

Students unhappy with the new rule, Mr. Carmichael suggests, should go to student government to offer alternatives.

Carolyn said she felt an alternative to requiring students to remain through parties would be to give students the privilege to leave the party and return if they have a reasonable excuse. The chaperons would decide what a reasonable excuse would be.

Prices on board

Snack Bar customers can check the prices of their purchases on new bulletin boards mounted Saturday by Adviser Alan Haskell.

The boards, on the wall behind the Snack Bar, were made by Shop Teacher Herbert Pearson and some of his students, and paid for with Snack Bar funds.

'Garbage heap'

Lounge needs cleanup

What can be done to keep clean the lounge in the cafeteria?

"It is like a garbage heap down there," observed Mr. Tim Hatfield, junior class counselor and member of a student-faculty committee which maintains the lounge.

A partitioned section of the cafeteria, the lounge was constructed over the summer at the suggestion of students and teachers who felt students should have a place to relax.

It replaced a lounge for seniors only in part of what is now the

journalism suite.

Much of the mess in the present lounge consists of lunch bags and candy wrappers left by students who patronize the adjoining Snack Bar.

Mr. Hatfield said that, with the Snack Bar so close, he doesn't know what can be done to keep the area clean. Teachers could patrol it, he added, but the restrictive atmosphere that might result would be undesirable.

Snack Bar Worker Aaron Macsai has said he feels students

working there could force students to keep the lounge clean by giving out referrals to Student Board to those who didn't.

Forums didn't fulfill hopes

Failing to fulfill the hopes of their planners, this year's Black Perspectives Workshops did little to influence significant incorporation of black studies into the Lab Schools curriculum.

That is the opinion of Mrs. Alex Poinsett, chairman of the Curriculum Committee of the Council on Race, which sponsored the series of nine programs.

Administrators and teachers could have benefited from the programs, Mrs. Poinsett feels, but usually only a few Lower School teachers showed up for the workshops.

Following the final workshop, the curriculum committee met April 1 to hear Mr. Randy Landsey, curriculum consultant for the Evanston Public Schools, speak on how they are employing multiethnic studies.

The Committee plans at least two meetings before school ends to discuss incorporation of black studies into the Lab Schools curriculum, according to Mrs. Poinsett.

Short Subjects

Two may apprentice in municipal government

JUNIORS Katy Wolf and David Love were selected recently by a group of teachers and administrators to apply for a job-and-learning-program in city government this summer being offered to area high school students. David has been hired, Katy is waiting for notification.

MR. ROBERT MASON, music teacher, is home after two weeks in Passavant Hospital following a mild heart attack. Mr. Mason told Principal Margaret Fallers he is looking forward to returning to school but his doctors have not given him a date when he can expect to

BETTER ORGANIZATION of Arts Week next year has been recommended by a committee formed by Principal Margaret Fallers to evaluate this year's program.

The committee recommended earlier and wider publicity, topical grouping of programs, separate display of winning art and better circulation of attendance procedures.

NINE Vocal I and II students of Mrs. Gisela Goettling earlier this month earned superior ratings in the Illinois High School Association (IHSA) state contest in Lombard. Five received an excellent rating.

In the National Association of Teachers of Singing (NATS) student evaluation auditions, seven students

earned superior ratings and nine excellent.

Winners were as follows:

ISHA-Superior: Vocal solo, Lisa Popeil; duet event, Bethany uspan and Todd Brower duet event, Diane Erickson and Helene Colvin; ensemble event, Carol Siegel, Helene Colvin and Gregory Cowell; ensemble event, Carolyn Thomas, Lisa Popeil and Lance Sanders.

Excellent: Vocal solos, Bethany Zupany, Carol Siegel, Carolyn Thomas, Franny Billingsley, Joronda Strong.

NATS-Superior: Lisa Popeil, Joronda Strong, Lance Sanders, Pamela Richman, Robert Cohen, Nini Hawthorne, Jessica Kohn.

Excellent: Kyra Goettling, Jennifer Gray, Franny Billingsley, Ann Morrison, Mariye Inouye, Diane Erickson, Vanessa Bush, Carolyn Thomas, Diane Graham.

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This U-Higher WANTS to serve in the army

By Jessica Kohn

While many boys at U-High are figuring out ways to avoid the draft, Junior Jon Rosenberg is planning how he will join the army. The Israeli Army, that is.

Meanwhile, besides commuting to school each day from Chesterton, Ind., Jon has been playing and singing blues in coffeehouses and nightclubs four years, serving as national vice president for the Zionist youth group and continuing as a member of the U-High chapter, which his brother Michael, '70, founded.

Born in Israel, youngest of five children, Jon came to the United States when he was 3. His father was a lieutenant commander in the Israeli Army.

Jon plans to spend three years in the Nahal section of the army. He will live on a kibbutz, a communal farm, and be concerned with forming new settlements in uninhabited areas.



Jon Rosenberg

He chose the Nahal program, he says, "because I am very interested in agriculture and the Socialist way of life in the kibbutz and I would rather live as a Socialist than a Capitalist."

He also notes that poor eyesight disqualifies him for most parts of army service but does not hinder his entering the Nahal program.

Jon, who holds Israeli citizenship, as well as American, says he close to his native country and is willing to fight in the army to keep it together although he cannot specifically explain his convictions.

As national vice president of Hashachar, Jon's role is "to interest people in Zionism, and to show them the movement. I also act as a liaison between the national office in New York and the Midwest, and I lecture at conventions."

His interest in blues was inspired, he says, "by my uncle Norman, who is very much into blues, and by my father who played jazz piano as a kid."

But Jon does not want to make a career of singing blues.

"There is," he says, "no life in just playing the guitar."

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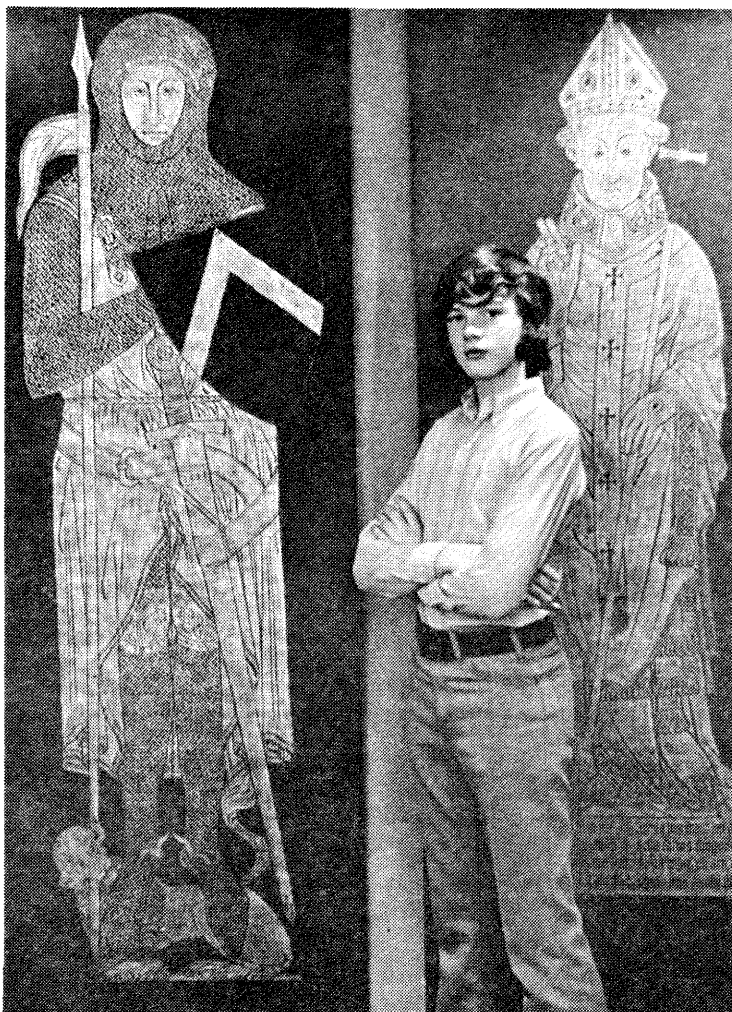


Photo by Abram Katz

Rubbing soul

SIXTEEN Medieval Monumental Brass Rubbings by Freshman Michael Taylor are being exhibited in the library. Michael made them last year while he and his family lived in England. He explained that, in making a rubbing, he lays a sheet of paper over a brass engraving and fixes it to a stone floor with tape. By rubbing firmly with a hard wax crayon called a "heelball" he makes a facsimile of the engraving. "Rubbing brass is like rubbing a penny, but a lot more complicated," he observes. The Taylor family owns more than 200 rubbings.

Taught by professor

Students applaud philosophy course

By Kim Uhlenhuth

Students in a special winter philosophy course taught by University Prof. George Anastaplo have nothing but praise for it. Many said what they enjoyed most was being treated like college students.

Prof. Anastaplo, father of Sophomore Sara and Senior George, is professor of political science and philosophy at Rosary College and lecturer of liberal arts at the University.

He said he thought of the idea of teaching at U-High when attending an Open House.

"It was a chance to learn something," he said, because he could compare the reactions of high school students to those of college age.

Principal Margaret Fallers remembers she was delighted when Prof. Anastaplo volunteered to teach a philosophy course here. She said she had heard for years student requests for a course study of major philosophical works.

But, because there were no funds to hire a qualified teacher no course had been initiated.

In Prof. Anastaplo's course, 17 U-Highers studied the writings of Sophocles, Plato, Shakespeare, Rousseau and Thoreau.

When she substituted for him one day, Mrs. Fallers explained to the class that Prof. Anastaplo feels there are answers to truth, justice,

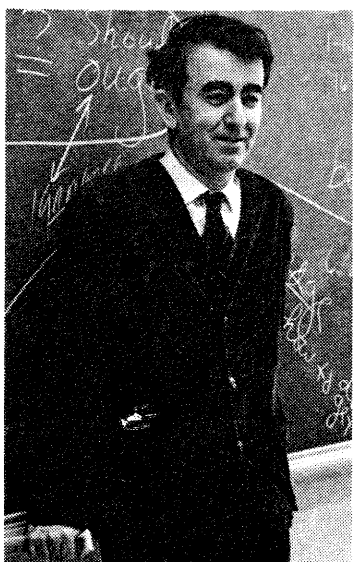


Photo by Dana Anderson

PROF. ANASTAPLO

man, man's nature—what man is about—in these great works. She added that one must ask the right questions to find these answers.

Students offered several reasons for liking the course. Senior Alex Vesselinovitch approved Prof. Anastaplo's in-depth approach, with its

close attention to detail.

Senior Cindy Palfi was surprised and pleased that Prof. Anastaplo didn't introduce his opinions in the discussion.

"The discussion led everyone to his own conclusions," she noted. Senior Larry Haggard thinks he learned to reason more clearly by analyzing and focusing his thoughts on a problem or question and finding a logical explanation.

"It's the first course that has really made me think," said Senior Debbie Kovacs.

Each Sunday afternoon following the completion of a book, Prof. Anastaplo invited students to tea to have one final discussion about it.

Those who attended though these discussions the best of the course.

Larry felt these sessions developed closer personal relationships between the teacher and the students.

Prof. Anastaplo said he found the students in his class open, fresh and inventive, which made for valuable discussion.

He found them livelier and genuinely interested compared to his college students, whose imagination, he feels, has been beaten down. And he feels the success of his course shows that "more use can be made of the University faculty."

Alumni aren't givers

School solicited gifts from them and their families, but has gotten few contributions

U-High students and their parents, once finished with paying tuition to the school, seldom again cross its palm with silver.

Gifts from alumni and their families, according to Lab School Director Philip Jackson, have been rare. One parent last December did give the school a stock gift worth \$131,250. But, according to Mr. Donald Conway, director of administrator services, there have been no gifts even one-fourth that size in the past five years.

Despite a campaign three years ago to encourage similar gifts from alumni, they have not proved a source of financial aid for the school in securing funds to promote programs available money cannot finance.

"Alumni giving to schools

besides colleges, excluding several well-known boarding schools, has always been poor and difficult," Mr. Jackson said. "For us, I guess it's because virtually all of our students go on to college and for some reason their loyalties are more with their colleges."

The \$131,250 gift, 7500 shares of Popeil Brothers, Inc. stock, was donated by its president, Mr. Samuel J. Popeil, father of Freshman Lisa and Prefreshman Pam. Mr. Popeil, gave the stock because, he said, he is pleased with his daughters' education here and hoped some of the gift would go to the music and drama departments in which Lisa has been active.

According to Mr. Conway, the school has no plan for disposition of the stock at this time.

'Rap sessions' to continue

"Rap sessions" will be offered this quarter by Guidance Counselor Tim Hatfield for interested students, except seniors, following the success of similar sessions last quarter.

Mr. Hatfield initiated the sessions with juniors and seniors. He hoped, he said, to give students a chance to get to know each other better and discuss matters of concern that aren't discussed in regular classes.

Mr. Hatfield said he thought

the sessions worthwhile because they opened communication between participants.

Because he had guaranteed the students privacy, Mr. Hatfield declined to specify for the Midway what they had discussed. He did say they talked about friendship, what they

expect from school, what it would be like to leave U-High and make new friends at a new school and the future in general.

Participants in this quarter's sessions will arrange meetings with Mr. Hatfield, according to the open periods they have.



Photo courtesy American Newspaper Publishers Association

The winner is...

IN NEW YORK CITY March 13, Senior Anita Weinberg received from the American Newspaper Publishers Association (ANPA) and Columbia Broadcast Press Association (CSA) the award for Best News Story in an annual journalism writing contest. ANPA Director Stewart Macdonald presented a bronze and gold plaque to Anita, whose mother, left, accompanied her to New York. Presentation was made at the CSA convention at the Hilton Hotel. The school will receive a similar plaque.

Also at the convention, according to a story in the March 14 Sun-Times, the Midway received CSA's highest honor for overall excellence, a Medalist rating, for issues published between Easter and Christmas, 1970. The staff has not yet been notified of the honor.

After spring vacation, four seniors on the Midway staff received National Writing Awards, gold key pins, in a program sponsored by Quill and Scroll, a high school journalism society. Winners were Abram Katz, who won two awards for photographs; Betsy Munger, news story; Craig Gordon, editorial; and Kathy Zupan, advertisement. From the Nat-

ional Winners ANPA judges are selecting best-in-nation "sweepstakes" winners.

Another honor came to the Midway staff in a new edition of "Newspapering," textbook used in journalism classes here. Several pages from past issues of the Midway appear in the book as examples of excellence.

Still more good news came to the paper when it learned student government had given it \$750 and the Director given it \$300 to enable completion of the publishing schedule and eight-page issues.

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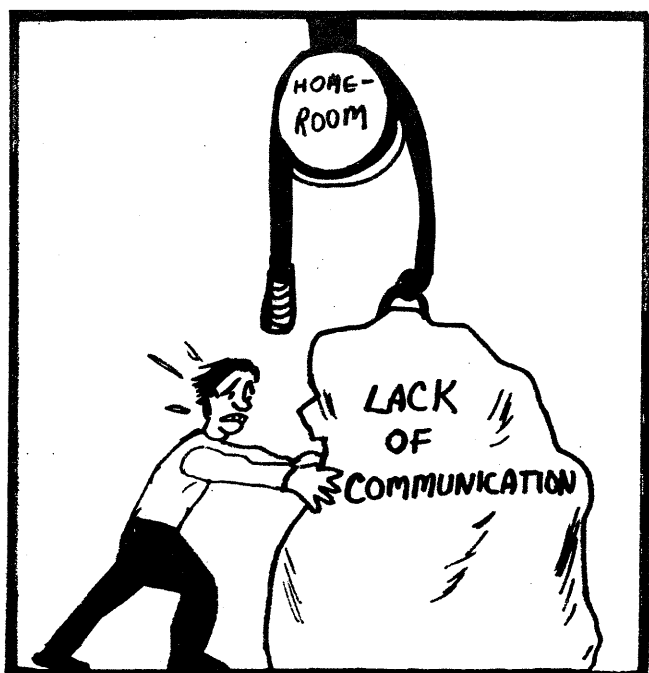
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Art by Geri Fox

WHY NOT USE THE PULLEY?

As the Midway sees it

Homerooms could aid communication

Use of homeroom time has been the subject of discussion in recent Student Legislative Coordinating Council (SLCC) meetings. Homeroom teachers, SLCC representatives and administrators met March 16 to consider the matter. At least one more such meeting was planned.

Homeroom was reinstated last year after a one-year absence to provide time for SLCC representatives to inform students of student government activities.

But most homeroom groups usually spend only a small part, if any, of the weekly 15-minute period discussing student government, leaving the rest of the time to boredom-inspired chatter.

SLCC President Erwin Chemerinsky believes that homeroom time might be used more effectively if SLCC were to set up an agenda for each homeroom and each representative had specific instructions to guide him.

If each homeroom elected its own representative, as suggested by SLCC representative David Shapiro, representatives might become more responsible to their homeroom constituents who might, in turn, become more aware of who represented them.

Others have suggested that the scope of homeroom activities be increased.

But most homeroom time can and should be used for its original purpose. Fifteen minutes a week is, if anything, too short an opportunity for open dialog which might ultimately lead to a student government which truly represents the student body.

Economical Editorials

Four-page pamphlet of fire drill instructions recently distributed to teachers is a positive step toward improved fire safety precautions for which the Midway has campaigned the past four years.

The pamphlet gives specific and concise instructions on the duties of teachers, students and administrators in case of fire.

Thorough, it leaves nothing to chance and, sensibly, is quick-to-read and easier to locate than instructions which formerly were issued as part of a larger booklet.

Now, maybe, U-High can begin to take its fire drills seriously.

Garmisa's Column

The people speak out on 'Boss'

by Steve Garmisa

Letters, calls, complaints and great thoughts from readers:

Dear Mr. Royko,

I am a high school student who just finished reading your book, "Boss: Richard J. Daley of Chicago" (Dutton, \$5.95) and I am confused. You never explained all of those people I never heard about and I didn't understand all of those political things.



Steve Garmisa

Miss Mildred Bon Bon
The Powhatan
4950 Chicago Beach Dr.

COMMENT: If you ever fall out of the Powhatan, as you sound like you may at any time, you'll find yourself in a big jungle, we call Chicago. Consider having read "Boss" as part of your survival training. From the tone of your letter I can see why you would have problems understanding the finer points of Chicago politics. It's about time you started learning the insides and outs of the Machine. Either that or go read Margo.

Hey Royko,

All de time in the book you wrote you talk about Daley's temper. I have known the Mayor for many fine years and he is a fine man who never blows his top like dat.

Furthermore, it seems obvious that you also got a temper that you vent on our venerable mayor because you are biased against him.

Alderman Franky (Lankie Frankie) Lanky

COMMENT: After all these years I was glad to find out that you are lucid, articulate and not the illiterate hack slob that everyone says

Teachers mixed about idea of 12-month school year

Teachers here have mixed reactions to a proposal being researched by public schools for a 12-month calendar. Supt. James Redmond proposed to the Board of Education four plans, all based on rotation of students so schoolrooms could be in constant use.

Social Studies Teacher Joel Sural said the 12-month program has "social, economic and political merits."

He noted that if the program were used at U-High it would allow students to finish school faster, if they wished, by attending classes all year.

The program would create more teaching jobs too, he said, because more teachers would be needed if school were in session yearround.

The city school proposals give teachers the option of teaching all year if they wish.

Since so many U-Highers leave the city for the summer, a year-round calendar would be impractical here, feels Science Teacher Murray Hozinsky.

He pointed out also that, in the summer, the school plant is used by special programs.

Librarian Winfred Poole agreed with Mr. Hozinsky that a yearround calendar would conflict with summer programs. But he added that he would be willing to vacation over the winter and work over the summer if a 12-month calendar were effected here.

English Teacher James Raferty feels instructors here use their vaca-

tions for relaxation and study and would be disinclined to teach instead over the summer.

He feels summer vacation is important for the teacher's "letting go."

Because a small school like U-High would be difficult to staff on a yearround basis, a 12-month program could not be implemented in the near future, according to Principal Margaret Fallers. But she didn't rule out the possibility of such a schedule completely.

... then there's the 4-day week

A four-day school week?

Science Chairman Ernest Poll proposed such a plan at a department chairmen meeting last quarter.

Under his plan, elimination of float period and early dismissals would allow for four school days 8:30 a.m.-3:45 p.m., with classes meeting each day instead of four out of five as now.

The free day would be open for students to do what they wanted, including lab and library work.

Mr. Poll said he came up with the idea after reading about a four-day work week used successfully in industry.

Biggest opposition, he expects, would come from parents who would feel they were not getting as much school for their money.

Thoughts

Watching a poll-watcher watch

As a poll watcher and canvasser for Mayoral Candidate Richard Friedman, I was helping to open a polling place last Tuesday, when a man whom I recognized as a great satirical actor entered.

While canvassing two days earlier, I had countered the man in an apartment building. As he handed a pamphlet supporting Mayor Richard Daley to a lady and I gave her

a paper backing Friedman, the man snarled to me, "Scram, punk!" Why don't you get a haircut!"

I greatly admired his fine parody of a precinct captain.

Election Day he loudly greeted most of the voters and often shook hands and patted backs. Several times he tried to have Friedman's watchers thrown out of the poll on technical questions, but when two of his friends weren't allowed to vote because they had moved out of the precinct more than a month before, he protested, "That's just a technicality."

I thought he was somewhat overacting his role; no real precinct captain was that classic.

Later he approached me and with

a straight face asked, "So you came down here to make trouble, huh?"

"Yes," I said. "And you?"

"I'm a precinct captain," he shot back.

Although stunned with the realization that he really was a precinct captain and not just a poor satire of one, I somehow refrained from deciding that all precinct captains were exactly like him.

Returning to consciousness, I confessed, "So am I."

—Craig Gordon, senior

Serendipity

Can prejudice be entertaining?

by Liz Greenberg

"All in the Family" has become one of the seasons most talked about television programs. It appears 8:30 p.m. Tuesdays on Channel 2.

The program shows Mr. Average American as some believe he really is: prejudiced and unwilling to change.

It was first aired in January and now is gaining in ratings. CBS decided to adapt the series from a successful British show, although local station officials were pessimistic.

The series is built around the conflict between bigoted, middle-class, blue collar worker Archie Bunker and his longhaired liberal Polish son-in-law.

The exaggerated stereotyped characters and beliefs are used as a vehicle for antiprejudice messages.

The program has received both praise and criticism from public and press. Some viewers have written to say they feel insulted if Archie is supposed to typify Middle America. But not all hillbillies are ignorant like in "Beverly Hillbillies" and not all young actresses live in beautiful apartments like "That Girl."

Current mail to the producers favor the show 20-1 according to a review in Newsweek Magazine.

Watch the show. Maybe you'll see someone you know.



Liz Greenberg

you are. You definitely approach semi-literacy. Furthermore, I have no temper and am not biased against Boss Daley. Go back to playing Gin.

P.S. Who read the book to you?

Mr. Royko,

I am a responsible young adult. I read your book, "Boss." I think that you implicate Daley just by suggesting he is guilty of something just by listing that something (like riots and violence) right next to him. I think that you are unfair.

Eimo Wazniki

COMMENT: You write funny. You are funny. You seem to think that it would be possible to carefully document everything I said in "Boss." You should know that Daley didn't cooperate with me and others were afraid to. You should also assume that I carefully sifted through what little evidence I could get. You know I did.

Dear Mike,

Thanks for writing a book that gives glances at a widely known but not well known person. "Boss" is well written and powerfully damning.

Ann Landers

COMMENT: Don't you wish you could write so good. Why don't you write a book on Johnson and Masters and their Sex Machine?

Royko!

It is easy to criticize...to find fault...but where are your programs...where are your ideas...I want you to tell me what to do...you come up with the answers...Are you perfect?...We all make mistakes...It is easy to criticize...It is easy to find fault...

R.J.D.

Teachers vote on unionization Thursday

Election culminates three years of work by AFT-affiliated group

Whether the Lab Schools faculty will be represented by a collective bargaining agent in dealings with the University will be decided in a vote by teachers Thursday.

If the vote is affirmative, the faculty will be represented by the Faculty Association of the University of Chicago Laboratory Schools, Local 2063 of the American Federation of Teachers.

The election represents the culmination of three years of work by the Association to secure collective bargaining rights for the Lab Schools, of which U-High is a part, and to represent it in that bargaining. As the election has neared, conflict between faculty members for and against a union here have become more vocal (see story below).

The Faculty Association was organized in January, 1968, by 14 Lab Schools teachers who met to discuss whether teachers here needed an autonomous organization to represent them.

Math teacher Alan Haskell, second vice president of the Association, said the question was raised after several teachers had been advised by administrators to leave the school or they would be fired. Other teachers questioned the criteria used for judging teachers and dismissing them and the degree of power administrators had over such matters.

All interested faculty members were invited to a meeting in April to continue the discussion. A committee was formed at a May meeting to draft a constitution for a teacher organization independent of the school. The constitution and bylaws were passed in June.

After the Association's organization, according to Math Teacher Richard Muelder, its president tried to work through established school channels to improve the school's educational program and faculty employment procedures.

But members did not feel they

were making adequate progress, he said, and in spring of 1970 the Association became affiliated with the American Federation of Teachers (AFT), a national professional organization of teachers, and began to seek a more effective role through collective bargaining.

During the spring and fall of 1970 the Association directed its efforts toward formulating the major concerns it felt Lab Schools teachers would want represented in a collective bargaining agreement. It polled the faculty several times to learn its concerns.

This year, Feb. 1, the Association asked Lab Schools Director Philip Jackson to agree to an election before the end of the winter quarter to determine whether the Association should be the collective bargaining agent for members of the Lab Schools faculty.

Mr. Jackson responded by suggesting the Association file a formal

petition with the National Labor Relations Board (NLRB) which, he said, would be the appropriate agency for resolution of questions raised by the issue of representation, including appropriateness of the bargaining unit sought and eligibility of employees.

The Association filed the petition with NLRB Feb. 9.

At a meeting between Association representatives and Lab Schools administrators Mar. 2 under the auspices of the NLRB, administrators raised the question of for whom the Association would negotiate.

The conclusion was that all regularly-scheduled—including part time—professional employees of the Lab Schools who were classroom teachers, assistant teachers, special area teachers, guidance counselors, librarians and nurses would be represented.

Not represented would be student teachers, joint appointment profes-

sionals, Director and Assistant Director, principals, administrative assistants, clerical employees, administrative employees, maintenance and technical employees, supervisors and anyone not already named as represented or not represented.

About 60 of the 185 people eligible to vote Thursday are members of the Faculty Association.

The proposed provisions for collective bargaining between the University and Lab Schools faculty, according to literature distributed to the faculty, includes assurance of faculty participation in educational planning, professional appointments and review of professional performance, and salary and welfare benefits decisions.

The question of salaries, fringe benefits and ways in which hiring and firing of professional employees is handled are present major concerns of the Association, according to Mr. Muelder.

He explained that, presently, de-

cisions are ultimately up to the director, with the faculty acting as an advisory body.

The Association's position is that presently, decisions are ultimately up to the director, with the faculty acting as an advisory body.

The Association's position is that faculty and administration must be equal partners in decision-making, Mr. Muelder wrote in a letter to the faculty Feb. 1.

Lower School Teacher Ruth Marx, secretary of the Association, explained, "A contract would provide us (the faculty) with the security that the administration could not withdraw faculty privileges at their discretion."

Responding to arguments by anti Lab Schools-union teachers that the faculty has most of the rights it seeks through collective bargaining, Mr. Montag said, "If we already have them, I don't see any hassle in writing them down."

He added that the faculty does not have a satisfactory grievance procedure—an orderly way of hearing and getting resolution. Collective bargaining would provide that way, he said.

The Association's position, expressed in materials distributed by pressed in materials distributed to teachers, is that collective bargaining is a well-established method for resolving issues between employees and provides for clear, objective procedures that lead to agreement.

Mr. Muelder wrote in a letter to the faculty Feb. 1, "The decisions affecting the education of our students are far too important and involve too many people to be left in the hands of a single administrator or two or three in the institutional chain of command."

"Collective bargaining agreements do not guarantee the quality of an educational program, but they do assure that responsibility is shared. A truly professional faculty cannot absolve itself of responsibility on grounds that it lacks authority."



Photo by Larry Haggard

TEACHERS have been inundated in recent weeks with communications for and against unionization from two teacher groups and the director. The material traces the histories and goals of the groups, speculates the results of unionization here and details the legal and bargaining position of the school at this time.

Why some are against a union here

"At this time and given the prevailing conditions in the Laboratory Schools, there is no recognizable advantage to collective bargaining under the aegis of a union."

With this statement, members of the Alliance of Laboratory Schools Teachers, a group opposed to a collective bargaining agreement, sum up their position.

Members of the Alliance, except

for providint this statement, declined to discuss for the Midway the reasons for their opposition. They also declined to give the number of teachers who belong to the Alliance.

Lower School Teacher Fay Abrams, a member of the Alliance, explained that support could not be looked at in terms of numbers.

In literature distributed to the faculty, the Alliance has indicated

it believes proposed provisions of collective bargaining presented by the Faculty Association represent already common practice here.

A pamphlet stated, "There are already in existence all-school agencies through which changes may be achieved, i.e., the Salary-Welfare Committee and the Policy Committee."

In a letter to Faculty Association members April 6, the Alliance wrote, "We want change, and we are committed to work for it. But we do not believe in change that equates the subtle and demanding task of educating the arbitrary divisions of labor, management and product. Indeed, we believe that an affiliation with a national teacher's union is antiethical to our most deeply-held beliefs about the nature of the educational process."

Lab Schools Director Philip Jackson says he too is against a collective bargaining agreement here.

He told the Midway he was concerned "that a collective bargaining

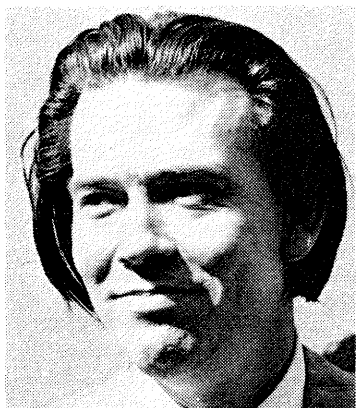
agreement would cause divisiveness between teachers and nonteachers, union members and nonunion members; that such efforts, if successful, might increase the bureaucratic rigidity of our schools; and that such efforts would consume large amounts of energy on the part of many people in school, including myself.

"To date, at least, all of those concerns seem to have been well-founded. I believe there is a greater spirit of tension within the Schools."

"I believe there is some evidence of us losing some of the flexibility and informality that has characterized our Schools."

"I sincerely hope that the teachers vote to reject the union's efforts."

"As I look at the strides in recent years in improving working conditions of teachers in the school, I am convinced that the University has behaved responsibly, and I have no reason to believe they would not continue to do so, and therefore I do not see the necessity of a collective bargaining agreement at this time."

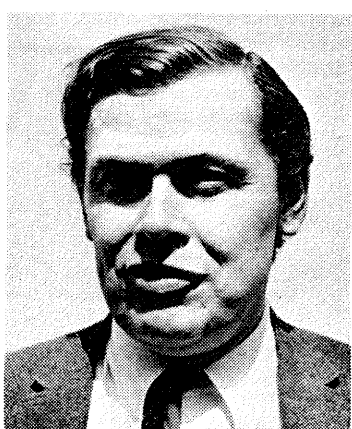


Photos by Abram Katz

MR. MUELDER—"Collective bargaining agreements... assure that responsibility (for educational program) is shared."



MRS. MARX—"Contract... security that the administration could not withdraw faculty privileges."



MR. MONTAG—"I don't see what the hassle is in writing them (rights) down."



MR. JACKSON—"I sincerely hope that the teachers vote to reject the union's efforts."

Spring sports: New faces, new league

• Baseball

Smart ballplaying should help the Maroons against the strong hitting and pitching of the Illiana Christian Vikings 4 p.m., today, there, according to Coach Terry Kneisler.

He hopes the Maroons' ability to choose the right pitches to swing at, a talent he calls rare among high school players but present on his team, will offset their lack of depth.

Tomorrow the Maroons face Wheaton, 4 p.m., here. Next Tuesday, April 13, U-High plays Glenwood, 4 p.m., here.

Next Friday, April 23, the Maroons meet the inexperienced Francis Parker Colonels 4 p.m., there.

Remaining Maroon schedule, with games at 4 p.m., is as follows:

St. Michaels, Tuesday, April 27, there; Lake Forest, Friday, April 30, here; North Shore, Tuesday, May 4, here; Harvard-St. George, Tuesday, May 11, here; Latin, Friday, May 14, here; Morgan Park, Tuesday, May 18, there; District tournament, date in mid-May to be announced.

U-High lost to Quigley North 6-5 here March 31 in a game called during the 6th inning because of darkness.

Maroons evened their record Wednesday by defeating Harvard-St. George 10-9 here.

• Tennis

U-High's tennis team opens its season next Tuesday against the Elgin Academy Hilltoppers, 3:30 p.m., there.

An inexperienced Francis Parker team is the Maroons' next opponent, 3:30 p.m., Friday, April 23, there. According to their coach, half their

team is freshmen.

Remaining schedule follows:

Lake Forest, 3:30 p.m., Friday, April 30, here; North Shore, 4 p.m., Tuesday, May 4, there; Latin, 4 p.m., Monday, May 10, here; Wheaton Academy, 4 p.m., Wednesday, May 12, here; Districts Saturday, May 15; Morgan Park, 4 p.m., Tuesday, May 18, ISL, Thursday-Friday, May 20-21, here; State, Friday-Saturday, May 28-29, University of Illinois at Champaign-Urbana.

• Track

New runners and a switch from tough Public League competition to the easier Independent School League (ISL) should help U-High's outdoor track team greatly improve on the 1-6 indoor record made this winter, Coach Ed Banas feels.

As indoors, Maroon strength will lie in running, particularly dash and relay events, and will be most vulnerable in field events.

The Maroons meet Francis Parker, described as weak by Mr. Banas, 4 p.m., Friday, Apr. 23, here, with remaining schedule as follows:

Morgan Park Academy, 4 p.m., Friday, April 30, here; Glenwood, 4 p.m., Tuesday, May 4, there; Lisle, 10 a.m., Saturday, May 8, there; Lake Forest Academy, 4 p.m., Wednesday, May 12, here; Districts, 10 a.m., Saturday, May 15; Elgin Academy, 4 p.m., Wednesday, May 19, here; ISL championships, 10 a.m., Saturday, May 22, here; State, Friday-Saturday, May 28-29.

• Golf

If four students had volunteered by Friday, U-High will have a golf team this year, according to Senior Isamu Tashiro, one of two students who attended a team formation meeting last Tuesday.

At the meeting, Coach William Zarvis announced that any student who can shoot 85 can be entered in the Independent School League (ISL) tournament next month. said they can break 100.

• Volleyball

Girl volleyballers challenge North Shore 3 00 p.m. today and Latin 4 p.m. Thursday, both games here. Maroonettes were defeated by Morgan Park 2-15, 15-7 and 15-2 March 2 here and by Latin 15-5, 15-7 March 9 there. Junior varsity won both days, 15-7, 15-11 and 15-9, 11-5 and 15-6.

• Intramurals

Before a noisy crowd of 100/150, U-High's faculty whopped a student team 45-42 in the annual Student-Faculty Basketball game, March 17.

As announced by Junior David Cockrell the faculty lineup included: John "Outhouse" Wilson, Tim "Mad Hatter" Hatfield, Earl "The Pearl" Bell, Zalman "Useless" Usiskin, "Tantalizing" Tom Tourlas, "Second Place" Sandy Patlak, June "General" Patton and Judy "Beetle" Bailey.

Base running to a rock beat

Baseball practice to the tune of Santana's "You've Got To Change Your Evil Ways?"

"Sure," says Baseball Coach Terry Kneisler. "It puts pizzaz into practice."

Mr. Kneisler played rock music for his frosh-soph basketball practices earlier this year and is doing the same for baseball now.

He got the idea three years ago while a student at George Williams College. He was a pitcher who hated running.

"One day I bright 'Shotgun' by Junior Walker and the All Stars to practice and running was a lot better," he recalled. "So I kept it up."

He prefers Santana and Creedence Clearwater Revival for practices.

"They're the most lively," he says.



Photo by Dana Anderson



Photo by Steve Garmisa

A fun vacation?

Ski trippers tally up bruises

By Steve Garmisa

It costs more than money for 30 U-Highers and five friends and relatives to go on a ski trip during spring vacation. For Senior Suzi Mulstein, for example, the week at Steamboat Springs, Colo., cost two broken bones in her left leg.

Other members of the group—known to people at the resort as the Chicago Seven Times Five—paid with four sprained knees, two sprained thumbs, one injured eye that required a stitch above it, a pulled leg muscle and three broken skis.

One of the three who broke skis—and in the process pulled a leg muscle—was Senior Alex Vesselinovitch. He was taken to a nearby hospital for X-rays. In the emergency room a sign declared, "First Rule of Skiing Safety: Use Good Equipment." Alex laughed because his equipment consisted of wooden skis with cable bindings he had been told were considered obsolete.

Junior Doug Patinkin also broke a ski but escaped injury. His ski instructor carried him down the mountain.

The day before the group was to return to Chicago the temperature at Steamboat Springs reached 56 degrees. The snow turned into what Ski Instructor Weems Westfield called "Sierra de Cement." It was in the "Cement" that Suzi broke her leg.

A U-Higher had said earlier in the day, "This is neck-breaking weather." But it wasn't in her neck that Suzi heard a crack. The Ski Patrol took her and her

pain-wracked leg to nearby Routt Country Memorial Hospital.

There a large sign over the emergency entrance announces, "For Ski Injuries Only." One telephone serves all patients. And a sign declares "Cash Only for Services."

The next day, after her leg had been set twice, Suzi was released for the trip home with a cast up to her hip and a pair of aluminum crutches.

The four-hour bus ride to Denver Airport was bumpy and painful for her. Because of the large cast and pain she was in, Suzi's friends had hoped she would be allowed to ride in the 1st-class section instead of the more cramped coach area in which the rest of the group was to ride.

An airline agent said Suzi could fly 1st class but would have to pay

An airline agent said Suzi could fly 1st class but would have to pay \$75 more.

So Chaperon Joel Orlinsky and two boys carried her onto the plane and tried to set her up comfortably in the coach section. There wasn't enough room for her to sit comfortably with the large cast.

A stewardess who saw how unbearable riling in coach would be for Suzi said, "I won't let her ride back here."

She rushed off the plane and demanded that Suzi be allowed up in 1st class. Management knuckled under and Suzi and Mr. Orlinsky were given seats up front...where Suzi went to sleep.

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Horses: Real and otherwise



Photo by Larry Haggard

JUNIOR NINA HALPERN JUMPING HER HORSE "ADOBE"
She is one of 15 U-Higher who ride at the Community Riding School in Hinsdale

Girls value riding experience

By Betsy Munger

Seven U-Highers guided their horses into the center of the ring. They had already finished 40 minutes of their Saturday morning riding lesson at Community Riding School in Hinsdale. Their horses, worked up and sweaty, were ready now for jumping.

Sophomore Laura Black squeezed her horse into a trot around the outside track where jumps had been set up by riding Instructor Hugo Schroeder, who was already firing directions at her in a heavy German

accent.

"Activate the hindquarters. . . regulate him. . . look to the jump. . . longer strides. . . now leg, leg, leg. . . give. . . okay next horse."

Laura guided her horse back into line. She is one of about 15 U-High girls who drive 40 minutes to the stable on weekends and after school.

Most of the girls began riding five years ago with the Community Riding School, founded in this area in 1963 by residents interested in horses and riding instruction.

After five changes in locations the riding school settled in a converted horse breeding farm off the Stevenson Expressway.

Waiting for her turn to jump, Sophomore Marina Karpusko, soothingly stroked her hyperexcitable horse. To a visitor she described the girls' ability when they began riding at Hinsdale.

"Our style was what we call 'beginner joggle.' But after six months we began to understand Schroeder's European manner, and what he was trying to teach us."

Junior Nina Halpern added, "We realized the horses' sensitivity to our muscle and weight and started to work gymnastically with their muscles and anatomy. We progressed to Dressage—advanced work on the ground—and jumping."

Marina continued, "After awhile we were all in the same class. We became friends, sort of a group."

On this Saturday, the group included also Seniors Susan Elam, Betsy Munger, Kathy Kessel and Vera Wong; Sophomores Laura Block and Katy De Groot; and Freshmen Carol Cohn and Jessie Allen.

Junior Katy Wolf also rides, at Stanley Luke Stables.

The class over, its members walked their horses through a harvested



Photo by Larry Haggard

SOPHOMORE MARINA KARPUSKO AND HER HORSE "GAY GUY."

Most girls rent their horses, Marina owns hers.

cornfield to cool them off. The coats of the sweaty horses, in contact with the cold, morning air, produced steam which rose, enveloping each rider.

Within 15 minutes the horses were cool. The girls turned them into the barns.

They took the saddles and bridles off the horses. Then they split, half to fight over the wheelbarrow and pitchfork needed to clean out the stalls and half to eat lunch.

Sitting on a battered white vinyl couch in a lower barn room called the "lounge", the girls opened their brown lunch bags. Susan traded animal crackers for an orange and began to describe the attraction of

riding.

"It's because when you're on the horse and he's cooperating, when you're really together with him it is such a feeling of oneness, galloping through the fields is like a dream. . . the feeling of speed, movement and power yet through nature."

But the pleasure is not just being with a horse, the girls agree.

"The stable means more to me than just horses," Susan explained. "It means the widening of the potential of life. Life is more than high school, cliques, college, Hyde Park society. And I've come to realize this through the people I'm with at the stables."

Sisters publish hobby magazine

By Katy Holloway

Senior Sandra Baehr and her sister Sophomore Karen willingly admit that they have an interest that is plastic.

Their hobby is plastic horses, and they have just finished the final issue of a magazine on the subject that they published for three years.

It was titled "Plastic Horse World."

The first issue was dittoed and seen by only a few friends. Publicity in a national magazine, "Arabian Horse World" led to inquiries from around the country and the girls began accepting subscriptions.

The final issue went to 200 subscribers who had paid \$2 for four quarterly issues. It was printed by ditto, mimeograph and an offset process to reproduce photographs.

Sandra edited the magazine and Karen managed its business and printing end.

Explaining the appeal of their hobby, Sandra says, "Literally thousands of horse-deprived people can have the experience of owning a horse when they own plastic horses."

Owners can register their model horses or enter them into shows for ribbons and prizes, she added.

The girls' magazine included feature articles and what ads on plastic and real horses. Columns dealt with the elaborate and realistic equipment the hobbyists use.

The first 60-page issue was twice as large as past issues.

"Actually," Sandra reflects, "model horses have some tremendous advantages. You never have to muck out the stables."

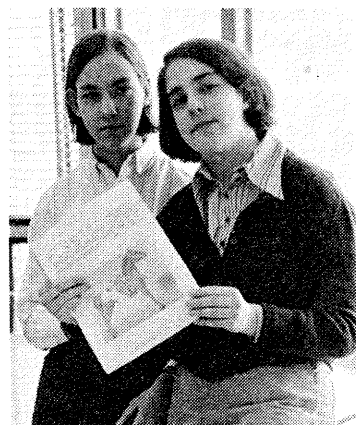


Photo by Dana Anderson
KAREN, left, and Sandra Baehr and their magazine.

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Ready for anything Sophomore Nancy Jackson models a striped, cloth/woven belt and beaded necklace. She brandishes a sword and axe imported from Taiwan.

Giving birth to 'Death of a Salesman'

*Lost lines, laughs,
dissatisfaction mix
at cast rehearsal*

By Doug Patinkin

Senior Bruce McNeil enters the drama room after school, whistling and playing an imaginary guitar.

Bruce will play the lead role, Willy Loman, in "Death of a Salesman," for which another rehearsal is about to begin.

The Arthur Miller play is a tragedy about a 60-year-old salesman, fired from a job he has had all his life, who remembers in a series of flashbacks the failures of his life.

The play will be presented here 7:30 p.m. Wednesday through Friday in the drama theater, Belfield 138.

Tickets are 75 cents, \$1.25 for adults.

Bruce, with script in hand, wanders around the stage, set up for theater-in-the-round. The multi-level set was used before, in last year's production of "Viet Rock."

At 3:30 Drama Director Paul Shedd stands and shouts, "Okay, let's begin."

Bruce jumps onto the stage and sits at a bed made of a thick piece of plywood resting on two wood stands.

Junior Joan Lipkin, who plays Willy Loman's wife, Linda, also is on the stage.

She begins with a one word line, "Willy!" and the rehearsal is underway.

The scene continues, interrupted often by the stage manager answering pleas from Bruce for a line or by Mr. Shedd's gesturing explanations of how a certain action should be done or a line spoken.

Now the scene focuses on Sophomore Jeff Arron and Senior Greg Cowell, who play Willy Loman's sons.

They are seated on another raised platform which is supposed to be a bedroom.

They begin their dialog but come up with the same problem as Bruce. They can't remember their lines.

Greg takes out a package of cigarettes and hands one to Jeff, who begins to speak his line with the cigarette dangling from his mouth.

Mr. Shedd, who has been moving around the room, cuts into Jeff's line and says, "You can't smoke if I can't hear your lines."

Jeff snickers and, after taking

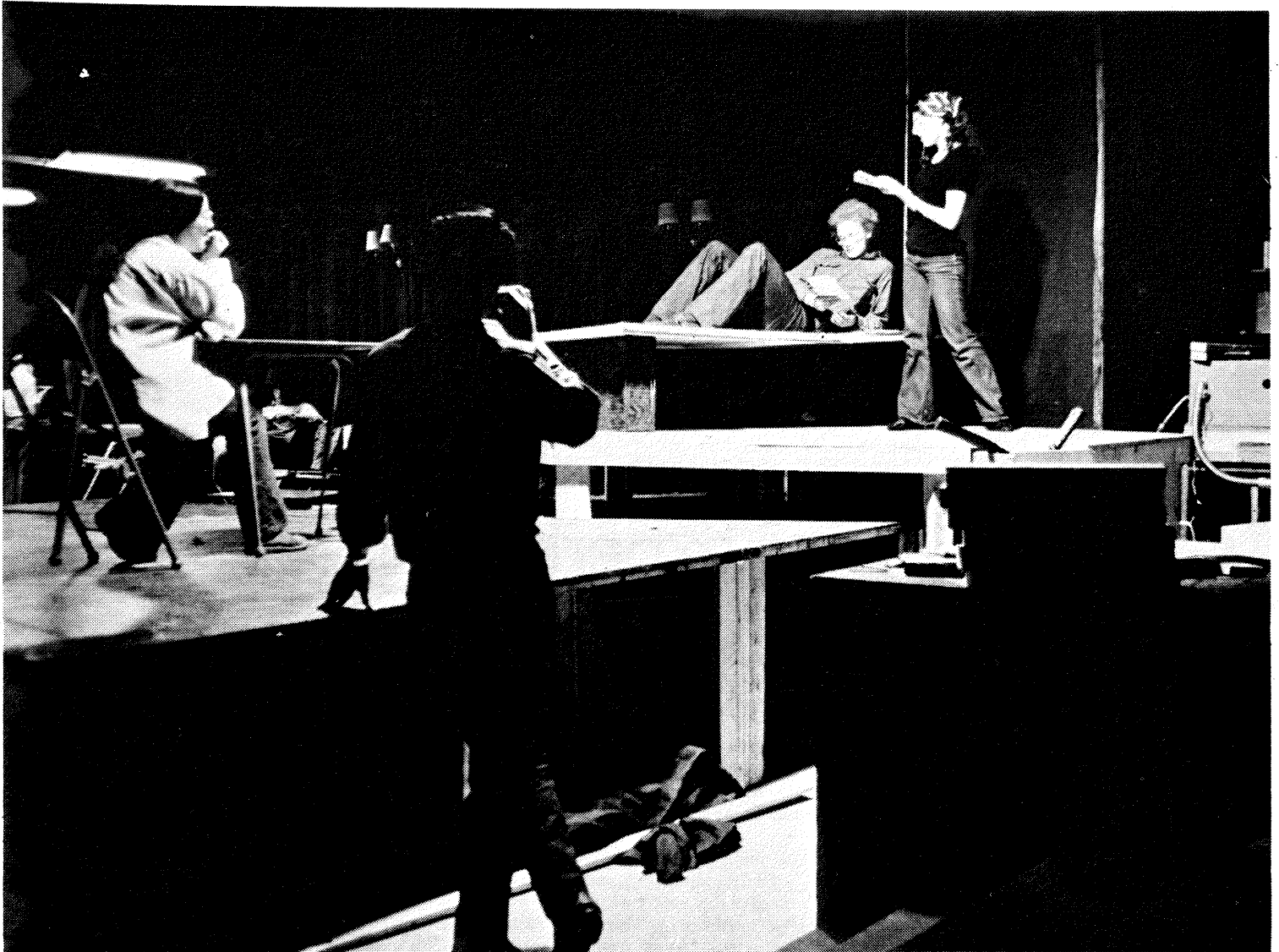


Photo by Abram Katz

REHEARSAL FOR "DEATH OF A SALESMAN"

From left: Joan Lipkin, Mr. Paul Shedd, Bruce McNeil and Liz Trosman

the cigarette from his mouth, replies, "Okay."

Greg continues with the conversation but is interrupted by Mr. Shedd.

"Don't throw that line away," he instructs. "Act it out with feeling."

Greg tries, but Mr. Shedd cuts in

again and says the line himself with exaggerated enthusiasm.

Greg mimics him and everyone in the theater cracks up.

At 6:30 the rehearsal ends. The actors leave the stage looking both dissatisfied that they haven't done better and relieved that the rehearsal is over.

U-High's Miss Conely

Weekday teacher, weekend actress

By Jessica Kohn

At the end of the school day, when other teachers go home, English Teacher Barbara Conely goes on stage.

A parttime actress, she is appearing with the Old Town Players in the title role of "Goodnight, Miss Puffin."

Miss Conely has received favorable reviews for her performances in the play, presented 8 p.m. Fridays and Saturdays and 3:30 p.m. Sundays for \$2 at 1718 North Clark St.

Miss Conely says that acting is a hobby she has pursued since she was a student.

"Most of my college days were spent in theater," she recalls. "And I've remained interested ever since."

Miss Conely chose not to be a professional actress, she says, because "it would have required me to focus my discipline totally in that area."

Of all the actors there are," she adds, "probably 90 per cent are good, and the 10 per cent who are geniuses have to be at the right place at the right time in order to make it."

Her previous experience with the Old Town Players includes "Hedda Gabler" by Ibsen and an original play, "A White Sheet Is Also A Flag."

Comparing acting to teaching, Miss Conely notes that "they are two entirely different behaviors. As an actress I don't have to think as much as when I am teaching."

There is a similarity between the roles of teacher and director, she feels.

"They both influence and move people to work in a group towards

one goal, whereas an actor can work selfishly."

As a teacher and workshop leader in the Student-Ordered English Curriculum, Miss Conely has incorporated drama into her program.

Her workshops have included acting, improvisation and reading and interpreting dramatic literature.

"By reading some of the great dramatic literature aloud," she believes, "students are able to make the words come alive and experience them."



TO BECOME Miss Puffin, title character of the play in which he is currently appearing with the Old Town Players, Miss Barbara Conely meticulously applies her makeup.

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