Not so jolly
Despite help from social organizations, ghetto Christmas remains mostly bleak

By Doug Patinkin

While many U-High families are celebrating Christmas by decorating trees, eating turkey dinners and giving expensive gifts, their ghetto neighbors to the south of the school are hoping for enough money to buy a decent meal.

The ghetto families do receive help from social organizations and churches. But most charitable groups feel that what they are doing is not enough.

WHAT THE families receive is nowhere near what they need, representatives of the groups say.

The Woodlawn Organization (TWO), a community social service group, with headquarters at 1130 East Fifty-Third St., donates 200-300 baskets of food to black families in the Woodlawn area at Christmas time.

Mr. Joseph Gardner, assistant state director of TWO, feels that with more than a fourth of the ghetto families unable to provide welfare assistance, Christmas is a bleak time for many families.

"WHEN Ghetto families have to worry about necessities such as food, clothing and even heat in their houses, they don't have much to celebrate for," he said.

"What the charitable organizations do at Christmas time," he continued, "is only a band-aid approach. What about the other 364 days of the year?"

What TWO tries to do is to provide a separate program the Association encourages be done every seven years. Foreign Language Chairman Gre­

By Eve Sepulveda

A holiday plea
Don we now what apparel?

An error in mail delivery has given U-High families a chance to make the Christmas happen for a poor Appalachian family.

A letter addressed to "Mrs. Mary McKeown, principal, High School University, Chicago, Illinois" was delivered by the post office to Principal Margaret Fallers. The person for whom the letter originally was intended has not been located.

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Students Against Pollution aids at recycling center

By Stimmee Alev

Students Against Pollution has been taking an active role in an antipollution activity in Hyde Park.

Projects include a recycling center, a community project, and an antipollution project in schools.

A CEN TER for Educational Media for Children and Young People has been opened in U-High 105. It is the result of a Benton Foundation grant. Eventually the center would provide a collection of nonprint materials to be evaluated for educators throughout the nation by teachers, students and film producers.

Reviews would appear in a journal.

Mr. Floyd Fryden, formerly a librarian here, is directing the Center. Its first project is to evaluate a new proposal for consumer goods, canvassing of the neighborhood for support of a Lake Michigan environmental protection bill, and raking leaves around the Hyde Park-Kenwood community center.

Mr. Ousow, an active CAP member, said, "We finally realized that recycling was not just saving money, but it also made good sense on an individual basis." He feels that the differentiation between types of cans and bottles is necessary for paper recycling to continue. "We developed a plan to be "thrown at people all at once."

Fifth Ward Alderman Leon Des Voeux, who sponsored the legislation, said, "I think the instructions are very clear."

Although CAP sponsored the recycling project, it is in cooperation with the Hyde Park-Kenwood Community Center. The center was opened by a Benton Foundation grant, a city wide recycling program founded two and a half years ago by Daily News Teacher Mike Bykoe and Saul Alinsky.

Hyde Park Community Action Program (CAP) is campaigning for residents to return bottles and to support the community's recycling efforts. The project was originated last year by Mr. George Anastaplo, a member of the Hyde Park-Kenwood Community Conference.

According to Mr. Des Voeux, the main purpose of the first rakeout was to draw attention to Jackson Park. He feels the city has allowed the park to deteriorate to create an excuse for using the land for a construction project.

THE GOAL of drawing attention to the park, he explained, was to insure its preservation as "an open, green space vital to any urban area."

Mr. Demopoulos mobilized about 100 people for the rakeout last year, and secured coverage from two television stations.

Dr. Charles Samelson, father of Senior Daniel and a participant in last year's rakeout, had this year four "mini-rakeouts" to clean the reflecting pool south of the Museum of Science and Industry.

To CONSERVE space in storage bins at the Hyde Park-Kenwood Recycling Center, cans and bottles are arranged by type and sorted for recycling.

Here, Junior Peter Ragacci places cans on the crushing machine. And Senior Robert Scranton...
IN PREPARATION for the day’s activities, members of the 7th grade teaching team at Apollo Junior High repair a palm tree being used in a study of the book “Kon-Tiki.” The team, from left, are Mrs. Kay Janis (leader), Mr. Ken LePere, Mrs. Laurel Schuessler and Mr. Larry Brown. A student teacher, Miss Linda Trower, also is working with the group.

Tomorrow’s schools today

Team teaching, divisible rooms

First article of five on ideas in education in Chicago-area schools that could be adapted to U-High.

By Karen Uhlenhuth

Team teaching and divisible classrooms provide flexibility and practicability in an era of rigid school systems.

That is the opinion of teachers and administrators at Apollo Junior High School in Des Plaines, which employs team teaching in divisible classrooms.

Mr. Frank McCain is principal and Mr. James Lumb assistant principal.

Team teaching differs from traditional instruction in that four or five teachers work together, teaching the same group of students.

FIVE TEAM accommodations accommodate Apollo’s 180 students, who compose three 7th and two 8th-grade classes, also called teams, of 105-130 students each.

Within each team, teachers of math, science, social studies, language arts and, in 8th-grade only, reading, juggle among themselves the 200 minutes which they spend daily with their students.

Instead of adhering to a rigid daily schedule of classes, these teachers can devote as much or as little time as necessary to a given class.

“We fit the schedule to the students,” explains Mrs. Kay Janis, leader of the 7th-grade team.

EVERY APOLLO student, Mrs. Janis notes, remains a member of the same group of students and is taught by the same team throughout 7th and 8th grades.

Teachers, as a result, she feels, can better understand their students and more easily solve their problems, both academic and disciplinary, than on a one-year basis.

“I know the kids better than ever before,” she says, thinking back to the days before she taught in a team situation.

Completed last year, Apollo, 10106 Ridge, was constructed with units called pods.

EVERY TEAM and class is assigned to one of these large classrooms, which can be divided by teachers into two, three or four smaller areas, according to Mr. Lumb.

This arrangement, he explains, enables teachers to divide a class into groups ranging in size from several students to the class as a whole.

Depending on their size, these groups can be instructed by one, two, three or four teachers.

WHILE ONE teacher works with a small group, for example, the other teachers supervise the other students, enabling a teacher to work with students individually.

Until Dec. 17, the 7th-grade students of which Mrs. Janis is leader will study “Kon-Tiki,” the 1946 Thor Heyerdahl book about a raft voyage made by six Scandinavians from Peru to Polynesia to prove the common origins of the two cultures.

The project, which began Nov. 8, provides an opportunity for all four teachers — language arts, science, social studies and math — to work together.

The students are reading “Kon-Tiki,” studying Polynesian culture, learning about the navigational methods used by the sailors, studying sea life and performing biological experiments performed by the voyagers.

THROUGH THESE activities, Mrs. Janis explains, the students are gaining knowledge in language arts, social studies, math and science in a manner which interrelates disciplines.

To promote student motivation and interest, Mrs. Janis and her team constructed a scaled-down copy of the Kon-Tiki raft, palm trees and an island.

U-High could become another Apollo, but probably won’t at least not for awhile, according to Principal Margaret Fallers.

In JUDD Library, the notes, four Lower School teachers and 100 students are participating in a program similar to Apollo’s.

But Mrs. Fallers doesn’t see team teaching in U-High’s near future because U-Highers are accustomed to choosing their courses and, therefore, value electives.

Would you teach in a team situation?

Many teachers and students felt safeguards should be formulated against the services of ghost-writers.

Many teachers and students felt safeguards should be formulated against the services of ghost-writers.

Social Studies Teacher Joel Sariol was one of several teachers to react with disgust when told about the services of a company called Term Paper Research Unlimited.

According to an article in the Chicago Tribune, the company will research and write any paper, from term paper to Ph.D. dissertation, for $2.25 to $4.85 per page.

The firm is part of a large corporation with offices in several major cities, including Chicago.

Reactions of U-Highers varied.

Senior Mag Smith said, “I would use it if I thought I could get away with it. I think it’s perfectly fair because if some stupid professor doesn’t know that it’s not his student’s work, then he has no right to expect that student to write the paper.”

But Sedgemoore Mimi Poinsett pointed out the purpose of writing a paper is to learn, said, “You’re defeating your own purposes by employing this company.”

“IT’S OBSCENE,” said Social Studies Teacher Joel Sariol was one of several teachers to react with disgust when told about the services of a company called Term Paper Research Unlimited.

In the opinion of Senior John Goldwyn, all ghost-writing can lead to large gaps in the education necessary to live in today’s society.

Many teachers and students felt safeguards should be formulated against the services of ghost-writers.

English Chairman Eunice McGuire observed, however, that the only safeguards are the trust between a student and teacher and a student’s desire to learn.

English Teacher Darlene McCampbell said the fact there is a market for ghost-writing services is disturbing. “This company is really a sadder statement on what formal education seems to mean,” she said, “than on the morals involved.”

Staff teaching, divisible rooms

If having two left feet is a problem...

...a little toe work may help.

Ballet instructor Fredda Hyman was a member of the American Ballet Theatre for over four years. She gives a full ballet education on beginning, intermediate and advanced levels. Special attention is given to pointe work.

Lehnhoff Studios

1438 East 57th St.

BU 8-3500

... a few stretches may help.

Corrine Heath, formerly of the Washington University Dance Theatre, has developed a modern dance program that includes composition and choreography, for beginning thru advanced students. She has studied under Merce Cunningham, Alwin Nikolais and Anne­lise Mertz.

Freshman Kathy Swan models a white cotton party dress in the style of a traditional Mexican wedding dress with David Zellner in a smart maroon suit with blue turtleneck sweater and blue felt hat.

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THE U-HIGH MIDWAY • TUESDAY, DECEMBER 7, 1971
U-High from the Director's viewpoint
He feels it should be stimulating, varied, concerned

By Amy Anderson

A school should be a pleasant place. This attitude motivates Mr. Jackson, in his second year as director of the Lab Schools.

Mr. Jackson first came to the University in 1964 as a professor of education and human development. In 1969 he became principal of the Nursery School and in July, 1971, became director of the Lab-Schools.

In addition to being director, he is a member of the governing council of the Society of Teachers of Child Development and a visiting advisory committee for the Teacher's College at Columbia University.

Recently he was appointed to the research board of the Educational Testing Service.

The atmosphere in Mr. Jackson's office is low-key. The walls are a subdued peach color and right behind his desk is a French Impressionist portrait of a man with a sad smile. It is hard to immediately see Mr. Jackson himself.

Mr. Jackson feels his job as director is "to facilitate the work of teachers in the school, to make it possible for them to do the best job possible."

His job consists, he said, of talking with administrators of the four divisions of the Lab Schools—Nursery, Lower, Middle and High—and of offering suggestions for their problems, which range from staffing needs to broken light fixtures.

CHICAGO'S huge size has meant that the students move from one place to another.

Nilufer said that for her the school has become a home away from home.

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The liberation of women at U-High

Girls don't fill as many leadership roles as boys

Girls at U-High do not, records show, attain as many leadership positions as boys. In the past four years only eight of 30 student government or class president positions have been girls.

ONE REASON, Senior Class President Brandon Balthazor feels, is that "those boys have been the leaders for so long, people naturally assume they have the ability to handle authority better than the girls.

"I depend a lot on girls this year, though, to get things done because I know they're responsible and I can count on them."

Also in the past four years only one Midway editor-in-chief has been a girl, and she was a coeditor with a boy. Three U-High CDC editors, however, have been girls. Two of them were co-editors.

PUBLICATIONS Adviser Wayne Brasler feels that outgoing staffs have given fair consideration to both boy and girl candidates for editors but that "they don't find girls who can lead because in our society girls are educated not to be leaders."

Sportswise, the boys also outnumber the girls. There are nine boys teams and three girls teams.

Senior Meg Smith, U-Highlights sports editor, feels that the situation is one consequence of discrimination against girls here.

"NO ONE, including the coaches, take girls' sports seriously," she feels. "We don't get equal time on the courts for practice, we don't get letters and we don't get publicity."

But, according to Physical Education Chairman William Zavitz, "girls are just not willing to give the commitment the boys do. We have trouble getting them to come to practice and sometimes even to games."

Besides, he explains, the school does not have facilities to accommodate everyone.

COMPLAINTS that courses here do not include significant emphasis on women and their accomplishments may be partially satisfied next quarter when Mrs. Cecile Burtekas teaches an English course on literature by women.

And Social Studies Teacher Eileen Cenci, as chairman of the faculty's Social Issues committee, says she hopes to organize groups of interested parents, students, and teachers to discuss the entire question of "basic apathy and unawareness of sexual inequality at U-High."

Ms. Fallers

School can help cause

She is the only woman principal in U-High's history, but Ms. Margaret Fallers feels the fact that she is a woman has not affected her job.

"Women have been accepted in the educational world for many years," she explained in an interview. "Besides," she added, "I've been around so long everyone is used to me."

Ms. Fallers was the principal two years ago after having taught here 10 years. She is a U-High graduate, class of '69.

Because she is a woman, Ms. Fallers feels that she can provide female students with a better source of identity than if she were a male principal.

"I often confront girls about treatment of girls," she commented, "to make them sensitive to any discrepancies they might have previously ignored."

"On the whole, though," she noted "the greatest single asset in a father who wants her to have a complex life, admires her as a person and respects her mind, because that's the kind of husband she'll choose as well."

Girls who share a wide range of interests will also get along better with each other, according to Ms. Fallers.

"Because then," she explained, "they won't get stuck talking about each other..."

Ms. Steinem

Women must discard weak self-image

Their own apathy and passiveness hinder women from achieving equal status with men, according to writer Gloria Steinem.

Ms. Steinem, who spoke at the University during the summer, has devoted much of her life to the feminist movement and is a leader of the National Women's Political Caucus, a lobbying organization in Washington, D.C.

In an interview following her speech she attributed apathy and passiveness among women to "mythology originated through white male-chauvinist history, depicting women as second-class citizens with smaller brains and childlike natures who can't get along with each other."

"Since women have been brainwashed for so long by these fallacies, they have turned into truths, so they must be proved otherwise," she explained.

Directing her philosophy toward adolescents, she added that since social patterns are set early in life, females must begin to assert their equality in high school.

Girls who allow boys priority in student government, sports and other facets of high school life cannot expect to establish themselves as leaders and responsible citizens in this male-oriented society, she believes. Ms. Steinem cited several ways for girls to obliterate sexism in their high schools.

"Besides voting each other into key positions and taking on responsibilities normally filled by boys, girls should become aware of issues which affect them and fight for their reform," she advised.

They should, she said, in example, protest classes and extracurricular activities which restrict their admission. Then they should light upon courses using books which degrade or ignore women, she added.

They should also beware of fortifying their relationshops with each other for those with boys, a pattern which Ms. Steinem finds prevalent.

"For example," she said, smiling bitterly, "you are planning to see a movie with a friend whom you like and respect, and then at the last minute a 4 feet, 2 inches midget with terminal acne calls and without question you break your previous engagement to go out with him."

Ms. Steinem feels that working toward women's liberation is a personal decision.

"But," she reflected, "if the movement is not fought by women themselves, women won't be treated as equals."
Death and Adolescents

Youth talk about dying easily, but find facing it more difficult

High school students can talk about death more easily than adults.

This conclusion is one of many reached by Dr. Elisabeth Kubler Ross, a psychiatrist who has been researching death for the past six years.

Dr. Ross started to investigate the emotions of the dying and people around them by chance when she was assistant director of the psychiatry department at the medical center at Billings Hospital at the University. Students often came to her for counsel if they had any psychological, marital or financial problems.

FOUR THEOLOGY students assigned to write a paper on crisis in human life chose dying as the biggest crisis man had to face. They sought the advice of Dr. Ross on how to research on dying.

"They came to me and I told them we could interview patients and ask them to be our teachers to share with us some of their needs, fears and fantasies."

When Dr. Ross went to the patients "they welcomed me with open arms — please sit down, now" — and so instead of just interviewing a few people so the students had enough material to write the paper, the students continued this work.

LOOKING BACK to the beginning Dr. Ross today reflects, "I was probably the least likely person in the world doing the research, because I was a medical person, I had no hostility and resistance. Now I have about 1,000 letters, 300 invitations to give lectures and workshops on the care of the dying patients."

Throughout the past six years Dr. Ross has interviewed and counseled approximately 500 dying patients. She has become an authority on death and dying and has lectured for school personnel and medical schools and nursing schools from Honolulu to Italy.

In addition she has also written a book (story this page).

Dr. Ross now works two-and-a-half days a week as medical director of psychiatric clinic in Chicago Heights, treating indigent people who can't afford private psychiatrist.

ANOTHER two-and-a-half days Dr. Ross lectures on the care of the dying patient at workshops and seminars throughout the country. She feels her movement to help understand death and the dying has been growing steadily.

Not all high school students are prepared for an experience with death. Dr. Ross feels. She does feel that students who have been brought up to accept death are best able to talk about it.

"I think the most beautiful part about high school kids is that they can show their feelings," she says, "I was thrilled to help them along and when I heard their feelings I didn't want to hold anything back."

But, she notes, "If children and adolescents face death with their parents, and are never allowed to visit anybody sick in the hospital, they too, like the adults, will eventually develop a concept of death that is taboo — something they ought not to talk about."

"I believe patients should be fully aware of their conditions in order to cope with the possibility of death."

"If I were a patient terminally ill in a hospital, it would frighten me a lot more if my doctor, my nurse and my family couldn't talk about it."

"But the fearlessness and this isolation, this playing games, this conspiracy of silence must be more frightening."

"People fear death, according to Dr. Ross, because of "fear of a catastrophic force hitting you out of nowhere and you can't do anything about it — the fear of defenslessness."

In interviews with 20 or so terminally ill adolescents she has found, they are more afraid of dying than children or adults.

The saddest thing, she feels, that finds death most difficult to face is the adolescence.

"It's really impossible to talk about the dying."

"If you talk about it and stick it out and if they want to scream and yell and tear their hair or hit the wall, you can let them ventilate those feelings — and they are going to be fine in a relatively short time."

"If a person is uncomfortable about staying in the same room with a dying patient, according to Dr. Ross, he should admit to the patient that he is. Then the patient will tell him what he needs."

"Some patients want you to sit and just hold their hand, sometimes they want to scream and yell and say, 'Why me?' Sometimes they want to cry on somebody's shoulder, or sometimes they just want to talk about something totally different like this football game on television."

"SOMETIMES they'll ask you to leave and you say, 'When you want me again visit you, I hope you'll let me know.'"

"Some people, Dr. Ross says, can't conceive of what death is. They have torture or suffering or pain from their own standpoint."

"As with life, she reflects, death is only what you can make of it."

"They have their own stage of their own death."

"It's impossible to think of your own death in your life while you're living because you're so caught up in your living."

"Each person always thinks that he is the special person, the immortal."

What U-Highers feel....

"If my parents died suddenly it would be the most terrible thing that ever happened to me. Afterwards, all the good they tried to do I would try to continue."

"People are afraid of what they don't know. If you can feel you've lived well, then you can probably face the others."

"Death is kind of scary. I really don't like to think about it because it gives me a queer feeling inside."

"The end of living. When you die you don't really know you're gone."

"Eventually I may want to die. If I knew everything I wanted to know, then, maybe I'd want to die. But that's an impossible situation."

"If someone close to me died I'd first be in shock. Then I'd cry for a long long time and eventually I'd go on."

"You can't think of your own death in your life while you're living because you're so caught up in your living."

Book probes death, dying

After Dr. Elisabeth Kubler Ross, medical director of the Family Service and Mental Health Center of South Cook County, had worked with terminally ill patients she was asked to write a book.

Using dying patients as a source, Dr. Ross soon gathered material to publish her book, which she titled "On Death and Dying."

Published in 1969, and now available in a $1.18 MacMillan paperback, the book includes interviews with dying patients, their families, nurses, doctors and clergy in rooms and wards of terminally ill patients at Billings Hospital.

In "On Death and Dying," Dr. Ross reveals the frustrations of the dying patients and their families, nurses and doctors for their inadequacies to reduce death.

Dr. Ross explains that people around the dying person are often uneasy and unprepared of offering the essential needs to the dying: "Those who have the strength and the love to sit with a dying patient, the silence that goes beyond words will know that this moment is neither frightening nor painful, but a peaceful cessation of the functioning of the body."

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The U-High MIDWAY ** TUESDAY, DECEMBER 7, 1971
The book is directed to the students who feel there is "not enough responsibility, not enough attractiveness, not enough love" in the school. For the student caught behind "too much bureaucratic structure and too much form," the authors offer alternatives. They detail a panoply of helpful hints to approaching the establishment for change. They assume that anybody has to deal with what he's doing, much less, customary the authors. If he cannot be expressed in language a resonantly effective 5th grader can understand, he shouldn't be creating, "nonexistent" giving someone else. In this handbook for students who want their ideas seriously considered, the authors tell students to propose alternatives to the institutions they attack.

The young and people who follow the writers' suggestions will never challenge all a listener's beliefs when asking him to amend one view. The same plan, the authors say, is also the technique of turning an adversary's ideas over, and the students advocate using the psychadelicts of the school to attack the system and change the educational establishment. A soft revolution will have happened when students have high school to graduate school to learn to employ the power of the schools to alter the schools.

They need a technique for change that involves more discipline than standing at a barricade and screaming. They need a technique for change involving more thought than producing slogans and counterarguments. The strategy of the revolution is to "understand and exceedingly well the structure... cynology... psychology of... the system and work the system against itself. Sometimes a speaker stood up in front of 100 citizens in a community near New York and proposed a radical experiment in education. He educated kids in his speech. Today that program is in operation. As the authors say, "Power to the peacefull.

Dr. Neil Postman and Dr. Charles Weingartner in their new book "The Soft Revolution." The library recently received the 181 page book, a $4.95 Delacorte Press publication. According to the authors, "Power to the peacefull.

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A future for student government

By Scott Harris

Walking home from a Hyde Park restaur-

ant eight weeks ago, Dale Richmond, a

University graduate, was robbed and killed.

There is danger, of course, in drawing broad conclusions about crime rates from this murder. But the fact remains that a murder is a murder, and U-Highers must give attention to the fact that they attend school in the inner city.

According to Mr. David O'Leary, ad-

ministrative assistant of University Security, there are precautions any student can and should take for personal safety.

If you do find yourself being confronted, Mr. O'Leary suggests you cooperate. If a gun or knife is flashed, he suggests, "there is no question, You Always Yield!"

According to University Sociologist Hans Mattick, who specializes in criminology, there is no single best way for a person to act when threatened by a gun or knife.

"IT DEPENDS on what type of person you are, and what type of person confronts you."

Mr. Mattick believes that every person should judge for himself on how to respond to such a situation and "make a prudent calculation of what the situation may permit."

According to Mr. Mattick, there are a broad variety of criminal types.

"Some who are nervous, will go off like a bomb. Others are cool customers, strictly task oriented, who will take your money and may even drop your wallet in the mail box. It is up to you to evaluate this person so you can respond."

SOMETIMES University facilities can save a person's life.

Mr. O'Leary stressed that students should never hesitate to use one of the 63 white campus security phones around the Hyde Park area (one is on 59th and Kenwood) if they find themselves in danger.

The phones are channelled to a dispatcher, he explained, and even if no one says anything to the dispatcher, the dispatcher immediately calls a squad car to report to the scene within a few minutes.

Midway Mailbox

Council on Race working to develop multicultural curriculum

From Lower School Music Teacher Diane Strauss, "The Council on Race should be making a wider coverage of the Council on Race in a story on black-white relations in the school as an issue of the Midway - that is true are "an organization of parents and faculty who wished to have black-white relations incorporated into the Council on School program."

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The U-High Midway

Winter sports: a question mark

U-High’s winter sports season at this point is a question mark. How new coaches, lack of adequate strength in some areas and insufficient funds will affect, variously, the swimming, girls basketball, indoor track and ice hockey teams remain to be seen. A well-trained, inexperienced swim team confronts Mr. Gordon McFarlane, new swim coach.

A SWIMMER in high school and college, Mr. McFarlane as a coach will be working with a Maroon team of about 15 swimmers, nine of whom are underclassmen. Returning swimmers include Seniors David Schoer, Brian Kittle, Mike Madcen, Arthur Riley, Junior Tom Griffith and Sophomore Jason Weil.

Mr. McFarlane didn’t know who he would swim in what events or who the Maroon’s opponents would be. But he expected that each Independent School League (ISL) team would be on the schedule twice.

MISS JANIS Masterjohn, new girls basketball coach, has been requiring a 40-minute practice session four times a week as preparation for the season. She anticipates an eight-game season beginning the first week in January for varsity and junior varsity teams. She did not know what opponents would be on the schedule. A rule change five, instead of last year’s six girls, girls will pair off each squad.

Players will have to be more versatile and have greater endurance as a result, Miss Masterjohn feels. The varsity and junior varsity teams were selected not according to grade, but according to ability shown in tryouts.

U-HIGH’S 25-member ice hockey team continues to face financial problems. Last year, team members were paying much of the cost of practices and games because their Student Activities allocation was inadequate. They face the same problems this year.

The team, as a club, received $400 for expenses this year. It needs about $900, according to Junior Ross Izack, president of its organizers.

The $400, he said, will only cover ice rental for about 10 practices.

"WE NEED the ice about 20 times a week," Mr. Banas said. "It breaks down a lot," said Senior Joe Barrash, adding, "Because the machine broke down we couldn’t start practice until Nov. 10. We wanted to start about two weeks earlier.

ALTHOUGH the indoor track team has only 10 men, the team looks better than its predecessors of past seasons, according to Coach Ed McFarlane.

The team has been practicing in the Fieldhouse at 56th Street and University Avenue. About seven of the 15 runners are practicing now," Mr. Banas said. "They’re running about three miles a day to get in shape for the season."

He said the first meet will be in January.

SWIMMING, basketball and gymastics are current activities in the intramural program. Before Thanksgiving, activities included soccer, swimming, badminton, basketball and field hockey. Plans for next quarter have not been decided.

Cagers perfect teamwork

Invitations have been sent to former U-High baskeball players inviting them to the annual alumni game against the current team. This year’s game is set for Thursday, Dec. 17 in Sunny Gym.

Phys Ed Chairman William Zarvis sent the invitations to alumni classes back to 1957.

Mr. Zarvis doesn’t know how many alumni will show up for the game. Last year about 35 played.

Alumni, present cagers to clash

FOULED WHILE SHOOTING, Senior David Cockrell shot, gets the shot off in the basketball game of Nov. 22 against Luther South. Here. Cockrell, who has led the team in scoring in every game, scored 27 points. Senior Peter Shapiro (32) watches for the rebound. U-High lost to Luther South, 59-50. Fresh-soph won 45-41. Other scores (fresh-soph in parenthesis):

Iliana 60 (49), U-High 59 (35), Nov. 19, away; Wheaton 70 (56), U-High 53 (42), Nov. 30, away.

FOULED WHILE SHOOTING, Senior David Cockrell (number 34), U-High’s leading scorer, gets the shot off in the basketball game of Nov. 22 against Luther South, here. Cockrell, who has led the team in scoring in every game, scored 27 points. Senior Peter Shapiro (32) watches for the rebound. U-High lost to Luther South, 59-50. Fresh-soph won 45-41. Other scores (fresh-soph in parenthesis):

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By Cathy Cronin

Varsity Basketball Coach Sandy Putal walked out of a barrage of flying basketballs at a recent practice over to the sidelines of the basketball court in Upper Sunny Gym.

"Defense," he replied to a visitor, describing what this year’s basketball team needed most to work on.

He coaches every team to play good defense anyway, he said.

"IT’S BETTER to stop the other guy from making a basket than to try and make one yourself."

He walked back out onto the court. "Hold it. Let’s go," he bellowed to the guys. "We need the ice about 20 times a week," Mr. Banas said. "It breaks down a lot," said Senior Joe Barrash, adding, "Because the machine broke down we couldn’t start practice until Nov. 10. We wanted to start about two weeks earlier.

ALTHOUGH the indoor track team has only 10 men, the team looks better than its predecessors of past seasons, according to Coach Ed McFarlane.

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HE SURVEYED the scrimmage with satisfaction. The cagers didn’t even have to look where they were throwing the ball; a receiver was almost always ready for it. When the players were down at the bucket, they could go through intricate passes to set someone up to score.

"You can’t win a game without height," he said. "The U-High team has a good representation of height as well as agility." And, looking at his team moving down the court, he smiled. "Nice boys," he said. "Good buncha boys to work with."

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Lots of gift ideas but no money? Avoid that problem next Christmas. Start saving now. Open a savings account at Hyde Park Federal Savings. Then next Christmas you’ll be prepared to put all those ideas to work.

Hyde Park Federal Savings
A male tries cheerleading

By Marc Miller

As I was demning my shorts in the boys locker room in Sunny Gym, I met a Lower School student.

"Are you going to play tennis?" he asked.

"No," I replied.

"Swimming?"

"Uh-huh."

"Basketball, then?"

"Sure."

"Well?"

"You wouldn't believe me if I told you.

"No, come on."

"Okay, then. I'm going to cheerleading practice."

Glancing at my friend's questioning stare, I hurried upstairs to Upper Sunny, where 13 or 14 prospective freshman-sophomore cheerleaders - all girls - were working out.

SOME WEEKS BEFORE, Cheerleading Adviser BETTY WALLACE had remarked that even though cheerleading at U-High had traditionally been for girls, boys were welcome to try out.

The Midway wanted to see what the reaction to a boy trying out would be. That's why I was here.

"Are you serious?" one prospective cheerleader asked.

"Would you swear on a Bible?" questioned another.

I handed off questions for a while.

"Hey, that would be neat," said one.

"He will probably be discriminated against," another said.

"I think he'll get more attention that way," said a third.

"You are really going to go through with this, huh?"

"Bet he's a spy from Mr. Carmichael's office."

"Maybe HPS is checking out our budget request. He's on SLCC you know."

When the comments were over the prospective cheerleaders split up to work on individual cheers.

Junior Carol Siegel, a varsity cheerleader and an instructor for the clinic, took me aside to teach me a few "basic" steps.

I was to hear them in my sleep at night for weeks.

"LEFT, RIGHT, left, RIGHT, right foot back, right, left, RIGHT, right, left."

"Maybe tomorrow you will learn the hand movements," Carol said.

"Can you do the splits?" another cheerleader asked. I tried. The onlookers seemed perfectly delighted to see me land on my rear.

The gym was filled with laughing faces and ear-to-ear grins.

"I don't think boys can do it," a cheerleader remarked.

I spent the rest of the afternoon watching the candidates go through their cheers. Through five or six cheers not one looked at her feet.

I felt like an elephant with arthritis.

Seven made it

Seven freshman-sophomore cheerleaders were selected from 16 candidates. A panel of faculty judges Nov. 8. At tryouts in Sunny Gym, the candidates cheered both individually and in groups of three.

Selected were Gayle Hoard, Sharon Fletcher, Hina Pinto, Nini Hawthorne, Susie Nusbaum, Cheryl Green, and Judy Harris.

Freshmen didn't win, according to Cheerleading Adviser BETTY WALLACE, probably because many of the sophomore candidates had received a head start with training at last year's clinics.

Gayle and Susie also were on last year's squad.

The next day we all learned a new cheer, the bulk of which consisted of a spread-eagle jump and torturous split.

We did it one by one.

I was last in line and I hoped the practice would end early. No such luck.

My BIG moment had come. There was total silence as I began.

"Jump high and jump from the ground! Get that ball on the rebound!" I shouted while attempting the cheer.

That cheer ends on a split, but I didn't. I couldn't put one foot in front of the other and landed flat on my face.

The onlookers who were standing collapsed. Those who weren't rolled over and peedaled the floor in a fit of laughter. I left early.

By the next day word had gotten around school of both my trying out for the squad and my graceful swan dive.

"Hey Marc," someone yelled. I turned around with a blank expression. It was a cheerleader. "That's what his face looked like when he fell on it," she told a friend.

People I had never met before stopped me in the halls.

"Hey, Marc, give us the ol' sis-boom-bah."

"Show me that cartwheel."

"Can you do the splits?"

I tried. The onlookers were far more acrobatic than I.

"Boy, you've suffered greatly at the hands of female chauvinists."

Boys, sometime in the future you must try out for a cheerleading squad. It's a once in a lifetime experience.

Wondering where you'll find that "just right" gift? We probably have it.

Just for starters we have mustard coombs and handmade tie-tacs for Dad, earrings, cooking cards and goodie boxes for Moms and for brothers and sisters ponder posters, denim bike back packs, Spaceform paper sculptures...
If Your Parents Catch You With This Book, Maybe You Can Get Them To Read It.

If you expect to be able to answer their questions, maybe you ought to read it yourself.

You'll find that the book says things you've been feeling all along.

The kind of things that may make your parents a little uncomfortable about their comfortable existence.

The kind of things that may finally get them to realize that unless we all start working on solutions, we're all going to continue dying because of the problem.

The book can show you how to vote before you're 18.

Voting is basically a way of selecting your leaders and getting them to do the things you want done. Now you can influence that process without ever going near a ballot box.

In the back of the book are 24 post cards. They are written to people who can bring you a wealth of pressing, necessary information. People who can use their influence to bring about desperately needed changes.

All you have to do with the post cards is sign them and send them. The postage will cost $1.44. Among the small hope that money can provide is the distinct possibility that some of these people may be able to help save your life.

Who gets the kickback from the sale of this book?

A portion of the money from each book sold will go to a special Environmental Education Fund.

In the Chicago area alone, tens of thousands of dollars will be raised. That money will be donated to the Chicago School System. From the materials given to your school, you will benefit directly. From the materials actually help save your life.

If an accident occurs at a home game, he noted, a student can be taken to the nearest University clinics for treatment if parental consent is given.

If an accident occurs at an away game, the student can be taken to the nearest hospital for treatment upon parental consent.

For the protection of students in phys ed classes, Mr. Zarvis maintains a file of students' medical histories. Recorded are allergies, physical handicaps and broken bones.

Phys ed teachers themselves sometime spot health problems. "Teachers that have had students in their classes for a period of time, get to know the student pretty well," he pointed out.

If a student is not capable of participating in a regular phys ed program, his family doctor usually will so indicate, Mr. Zarvis said.

But what in the system exist which may be unavoidable. Concerning the eligibility form, Mr. Zarvis has heard of doctors giving their signature without conducting an examination of an student.

Another problem is forgery. A student who forgets to obtain his parent's signature might sign it for him.

But, Mr. Zarvis believes, "Forgery is not widespread. But it is a fact that about five percent of these forms have been forged in all the years I have been here."

What is good to hear. Because anyone circumventing the Phys Ed Department's precautions concerning health and safety, may, in the end, find he hurts himself.
Color your holiday world with Christmas gifts from Harper Court

53rd street at Harper avenue

Thinking about making your Christmas gifts this year? Here Sophomore Gloria Preibis searches for that just-right brush from a selection of fan brushes, $1 and up. For batiking, silk screening, tie-dyeing and all arts and crafts projects, you'll be sure to find the supplies you need at ART DIRECTIONS.

Green plants can light up the darkest corners of your house. Junior Fred Oldfield has found the perfect plant — a fittonia. Planted in a brandy glass terrarium, it needs lots of water and very little sunlight. Selling for $4.50, it's one of a collection of terrarium plants and other beautiful plants and pots from PLANTS ALIVE.

Share a book you've always loved with a friend this Christmas. Senior Neal Bader, who works at the BOOK CENTER, shows Freshman Elizabeth Meyer through the well-packed stock room where they find two old favorites: Stuart Little by E.B. White and Catch 22 by Joseph Heller. Drop by the Book Center soon.

Senior Jo Ann Martin puts the finishing touch on the Christmas tree — a little wood train. For under-the-tree decoration, she adds a colorful Christmas gift box for those last-minute gifts you don't have time to wrap. Gifts, ornaments for your tree, and ties and trim for wrapping up your Christmas holidays — all found at the PRACTICAL TIGER.

Don't keep mom in the kitchen on Christmas day. Take her out for an excitingly different meal at the COURT HOUSE RESTAURANT. Here Freshman Claire Wagner and Junior Eric Uhlenhuth are served with meat and condiments by waiter William B. and prepare to dip into a delicious fondue dinner at the Court House.

Spreading light on the situation are four lanterns — a copper starboard (green light) ships lantern, $17; a black ships lantern, a blue owl lantern and a yellow pot-bellied lantern, just a few of many gift ideas to be found at STICKS AND STONES.

Contemplating his next move, Sophomore Paul Strauss studies a bronze chess set from Africa.