

# Reports ready for North Central evaluators

Reports based on a year of self-evaluation of U-High by the faculty shortly will be forwarded to a group of 20 outside evaluators.

They will be coming here in February to help in a comprehensive study of the school being conducted in cooperation with the North Central Association, an accrediting agency of high schools and colleges in the Midwest.

The evaluation is not related, however, to U-High's accreditation. It is a separate program the Association encourages be done every seven years.

Foreign Language Chairman Gregor Heggen, who heads the in-school evaluation committee, said the outside evaluators will know a great deal about U-High before they arrive.

They will have read reports prepared by individual faculty members and two faculty committees.

The committees, which completed their reports earlier this year, are Philosophy and Objectives, headed by Math Chairman Ralph Bargen, and School and Community, headed by Guidance Director Karen Robb.

The two committees did not include students, as at some schools, because the time involved was too extensive, Mr. Heggen said.

The evaluation program is designed to help schools which undertake it to assess themselves, Mr. Heggen said.

He feels that outside evaluators can offer a valuable objective view of the school.

Selected by U-High department chairmen, the evaluators coming here are all professional educators. Their chairman will be Mr. Walter Beckman, principal of Troy High School, Fullerton, Calif.

The other evaluators, by department, will be:

English: Dr. Alan Purves, University of Illinois, and Mr. Frank Townsend, Lake Forest High School; Foreign Language: Prof. Max J. Putzel, Indiana University, and Mrs. Estella Gahala, Evanston Township; Library: Mrs. Miriam Peterson, Board of Education; Mathematics: Prof. Izaak Wirszup, University of Chicago.

Physical Education: Mr. James Perkins, Oak Park-River Forest High School, and Mrs. Anne Schlott, Hinsdale Central High School; Science: Mr. Robert Hart, Libertyville High School; Social Studies: Mr. Gerald Marker, Indiana University, and Mr. Timuel Black, Wright College; Unified Arts: Mrs. Helen Ratzer, Museum of Contemporary Art; Administration: Dr. Ed Vangorder, Latin School; Student Activities and Dean: Mr. Mitchell O'Bannon, Morgan Park High School.

Two additional evaluators, one for the Science Department and the other for the physical plant, were to be named.

When the evaluators are here, for three days, they will visit selected classes and talk with students and teachers.

Using the information they gain visiting here, along with the reports soon to be supplied to them, the evaluators will make their recommendations.

"They will be very busy," Mr. Heggen said, "because when they leave school on the third day all their recommendations must be in."

Mr. Heggen hopes the school will function normally when the evaluators are here.

He feels that they will be able to do a more effective job and make more helpful recommendations if the school is seen as it really is.

Although Mr. Heggen is aware of the natural tendency to show one's best when being evaluated, the fact the evaluators will be talking to a variety of teachers and students insures, he believes, that they will get several sides of the story.

Having served as an evaluator at other schools, Mr. Heggen is hesitant to make any judgments about possible recommendations.

"It is difficult to tell what they will say," he observed.

He noted, however, that "the school is professionally obligated to follow the recommendations of the committee."

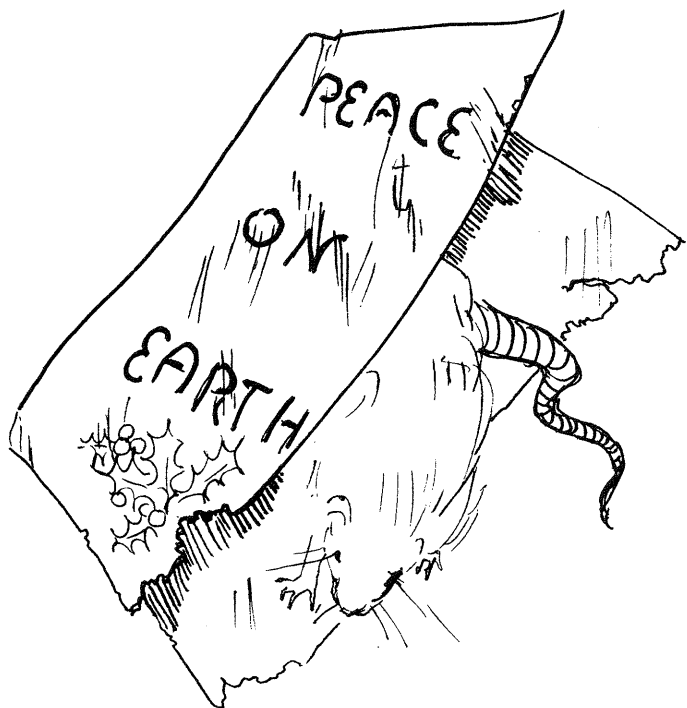
Otherwise, he feels all the work involved would be wasted.

An important part of the evaluation process will take place in the spring, Mr. Heggen said. The faculty will examine the recommendations and attempt to implement them.

Mr. Heggen doubts the recommendations will be made public because the evaluation concerns teachers and curriculum.

## The U-HIGH MIDWAY

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Art by Eve Sinaiko

## 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 not anywhere near what they need, representatives of the groups say.

The Woodlawn Organization (TWO), a community social service group, with headquarters at 1135 East Sixty-Third St., donates 200-300 baskets of food to black families in the Woodlawn area at Christmas time.

Mr. Joseph Gardner, assistant staff director of TWO, feels that with more than a fourth of the ghetto families on some sort of welfare assistance, Christmas is a bleak occasion.

"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 stressed, "is only a band-aid approach. What about the other 364 days of the year?"

"What TWO tries to do the whole year round is help people from ghettos get job training and become self-sufficient so we won't have to help them at Christmas time."

Numerous churches and synagogues in the area aid ghetto families at Christmas time.

THE REV. James L. Mollohan of Holy Cross Church, 842 East Sixty-fifth St., said that the 200 baskets of food his group donates at Christmas time represents a supplement so ghetto families can save their money.

With threats to cut state welfare allotments pending, he said, "thousands of ghetto families are faced with the possibility of literally starving."

"Many families have only a \$40

dollar-a-month budget and no one can live on that. Families on welfare receive less than a dollar-per-day food allowance. This makes Christmas a very bleak occasion for ghetto families."

ACCORDING TO the Rev. Mollohan, about 120 churches in the Chicago area cooperate to solicit food through schools and church collections for distribution at Christmas time.

St. Clara's Church, 6415 South Woodlawn Ave., works closely with Holy Cross at Christmas time to distribute about 300 baskets of food.

Father Tracy O'Sullivan of St. Clara's feels also that aiding ghetto families at Christmas time is an inadequate approach that "soothes the upper and middle classes. What is done is next to nothing compared to what is needed and what could be done."

"CHRISTMAS is a little bit of hell for ghetto families. Christmas is supposed to be a big economic splurge. When ghetto families realize that they cannot achieve this, they become very frustrated."

Some observers feel the frustration of not being able to celebrate Christmas breeds a rise in racial tension around the holiday.

Mr. Charles Jones, director of Social Services for the Kenwood-Oakland Community Organization (KOCO), a social service group, feels that although "there is not hostility spilling into confrontation at Christmas time, there is, of course, envy of richer, white neighbors."

TWO's Mr. Gardner, however, feels that ghetto families don't become antagonistic around Christmas.

"They're more interested," he explained, "in providing for their families than worry about what other people are doing."

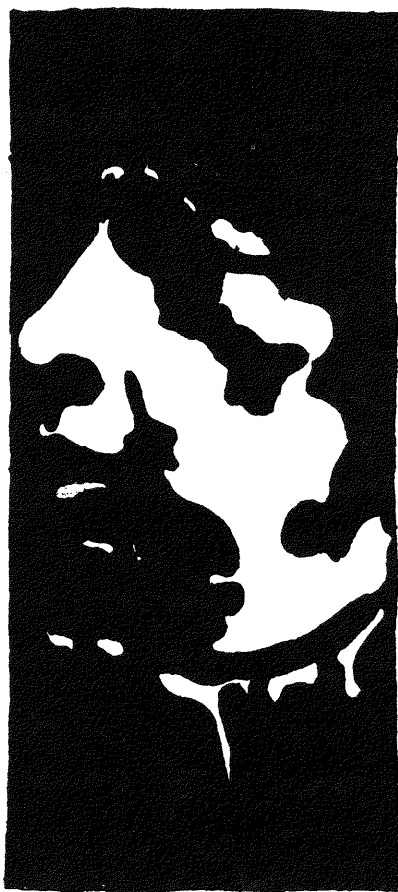
Also aiding ghetto families at Christmas time is the Hyde Park YMCA, 1400 East 53rd St.

EXECUTIVE Director Joe Field said the Y augments its regular gym program at Christmas time by providing extra facilities for longer hours.

"Christmas for many ghetto families," he observed, "is sad because they can't observe Christmas in the traditional manner of feasting and giving gifts."

Despite their lack of money, parents of ghetto families make a phenomenal effort to make Christmas a happy time for their children, the Rev. Mollohan said.

"And they do it," he added, "even if they have to go into debt to do so."



Art by Eduardo Pineda

## In The Wind

Friday, Dec. 10 — Basketball, St. Michael, 4 p.m., home; Feature film, "Viva Zapata," 7:30 p.m., Judd 126.

Friday, Dec. 10 — Saturday, Dec. 11 — "Mikado," 7:30 p.m., Friday and Saturday, 1:30 p.m., Saturday, Mandel Hall, 57th St. and University Ave.

Monday, Dec. 13 — Swimming, Quigley North, 4:15 p.m., home.

Tuesday, Dec. 14 — Basketball, Elgin, 4 p.m., away.

Thursday, Dec. 16 — Alumni basketball game, 7 p.m., home.

Friday, Dec. 17 — Christmas assembly, 3rd and 4th periods, Rockefeller Chapel, 59th St. and Woodlawn Ave.

Saturday, Dec. 18 — Swimming, Mt. Carmel Invitation, away.

Saturday, Dec. 18 — Sunday, Jan. 2 — Winter vacation.

Friday, Jan. 7 — Basketball, Morgan Park Academy, 4 p.m., home; Spirit Spree to follow.

Monday, Jan. 10 — Friday, Jan. 14 — Freshman parents visiting week.

Tuesday, Jan. 11 — Swimming, Lake Forest, away.

Friday, Jan. 14 — Basketball, Lake Forest, 4 p.m., away.

Monday, Jan. 17 — Friday, Jan. 21 — Sophomore parents visiting week.

Tuesday, Jan. 18 — Basketball, Glenwood, 4 p.m., away; Swimming, Glenwood, away.

## A holiday plea

### Don we now what apparel?

An error in mail delivery has given U-High families a chance to make Christmas happier 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.

The letter is from a woman living with her family in the coalfields of Eastern Kentucky. It says:

I am writing to see if I can Exchange Hollies and greens for use clothing My Husband 80 year old 743 year old My Husband sick he not Been able to do ini thing for ovr a year I live 9-1 / 2 mile fom a little coal minning town There were 38 men killed near us here last Dec. 28, 70 One man was Blowed 50 foot from the mines I cook om a coal cook stove I have a coal Heating stove for heat I draw \$106 I pay \$20 a month om our little 4 Room Home I pay \$6 a month on my will I pay \$60 a month for \$106 in food Stamps food so hi I don't have money for clothing coal \$10 a Ton I pray you can help me I no god will Bless you for ini help you can give the poor Prayes god glory to his Holy name I pray to here fom you I pray God will Bless you I have 6 Children Twens Boy Pants 29x30 shirt 15 Shoe 8 Girl Dress 16 Shoe 8 16 on Dec. 4 Girl 14 year Dress 14 Shoe 7 Boy 10 year Boy 6 year Girl 2 year.

There a postal survice goes by There no Buss goes threu this little town Express is 31 mile Hazard Ky I can saw thank god glory to his Holy name. There no use clothing Place here

Mrs. Lucy North  
Hyden, Ky. 41749  
Leslie County RR No 421

Dean of Students Standrod Carmichael, who brought the letter to the Midway's attention, says packages to Mrs. North will reach her at the address she gives. He has been organizing a collection for her.

The Student Legislative Coordinating Committee (SLCC) has gotten behind the clothing drive. It will pay mailing costs. Contributions may be left in U-High 109.

SLCC President Jay Golter said that after Mrs. North's requests are filled contributions will be forwarded to Chicago agencies.

Editor's note: People wishing to make contributions of either food or money or wishing to help distribute food to needy families in the Hyde Park-Kenwood area should contact the organizations named in this story.



# U-Highers help battle area pollution

## Students Against Pollution aids at recycling center

By Simeon Alev

U-Highers have been taking an active part in antipollution activity in Hyde Park.

Projects include a recycling center, promotion of nonpolluting consumer goods, canvassing of the neighborhood for support of a Lake Michigan environmental protection bill and Jackson Park lagoon rakeouts.

**ORGANIZATIONS** sponsoring these activities include the Hyde Park-Kenwood Community Conference and Citizen's Action Program.

U-Highers often have been involved through their own organization, Students Against Pollution (SAP), started two years ago.

Its purpose, according to Junior Wendy Fish, a cochairman, is "to fight pollution in the most effective way we can."

This year SAP received \$100 from the Student Activities Fund. It has nine members, a small size that occasionally hinders its effectiveness, Wendy feels.

Last year's SAP projects included a detergent phosphate survey. Detergents were tested at University labs to determine whether the phosphate content figures displayed on the boxes were accurate.

"MANY WERE above the maximum," Wendy recalls.

The phosphates are dangerous because, in water, they take up oxygen that animals and plants need for survival.

This year SAP has dropped surveillance of consumer goods so that it can instead direct its efforts toward pollution prevention through Hyde Park's new recycling center. At the center, materials are sorted and prepared for delivery to facilities which can reprocess them for reuse.

SAP members collect each week 500 juice cans from Lower and Middle School classes and take them to the center, Fifty-fourth Street and Lake Park Avenue, for recycling.

**SAP PLANS** to invite several pollution experts to speak at U-High throughout the year, Wendy said.

The recycling center is a major antipollution project of the Hyde Park-Kenwood Community Conference.

The idea materialized, according to Mrs. Jan Blankenhorn, recycling center chairman, under the supervision of ECO-SEX, a University organization which occupies itself with pollution problems.

When ECO-SEX's recycling center at the Blue Gargoyle, a coffeehouse, became too small to accommodate

its many participants, the Community Conference was requested to aid in the establishment of other centers, she explained.

**CRUSH**, a group of students at Bret Harte Elementary School who were recycling cans joined members of the Conference in the search for an adequate location for the new center.

The center was initially established at Fifty-fourth Street and Kimbark Avenue during May of last year. It was later moved to its present location, Mrs. Blankenhorn explained, due to a small amount of neighborhood disapproval.

Mrs. Blankenhorn observed that the center, easily visible from all sides and surrounded by a brightly lettered blue fence, is in danger of being closed down because of lack of publicity.

"Not enough people know what to do or just how to do it," she said.

**SCIENCE TEACHER** Richard Boyajian, who works on occasion at the center, feels that it confronts the community with too many antipollution practices at once, without providing clear instructions and making the community aware of the advantages of recycling.

He feels that the differentiation between types of cans and bottles necessary for paper recycling is too complicated to be "thrown at people all at once."

Fifth-ward Alderman Leon Despres, on the other hand, said "I think the instructions are very clear."

According to Ora Prochovnick, a freshman at Kenwood High School and member of CRUSH who works at the recycling center, it processes 3.5 tons of glass and 1.5 tons of bimetallic cans weekly and one ton of aluminum monthly.

**THE CENTER** legally cannot operate without the supervision of two adults. Six adults work as regular volunteers.

Another community organization, intent on battling pollution, is the Hyde Park division of the Citizen's Action Program (CAP, formerly Citizens Against Pollution and before that Campaign Against Pollution), a city-wide organization founded two-and-a-half years ago by Daily News columnist Mike Royko and Saul Alinsky.

Hyde Park CAP currently is involved in two projects. The first deals with regulation of consumer goods, particularly detergents and soft drinks. CAP is attempting to educate the individual consumer of the harm caused by phosphate detergents in the hope that the market for them will deteriorate.



Photo by Simeon Alev

**TO CONSERVE** space in storage bins at the Hyde Park-Kenwood Recycling Center, cans and bottles are prepared and sorted for recycling.

Here, Junior Peter Ragacci places cans on the crushing stones and Senior Robert Scranton

crushes them with a steel pole, attached to a weight.

The bins are provided by the City of Chicago which takes the materials to steel and glass works to be made into new cans and bottles.

**IT ALSO IS** campaigning for resumption of the old deposit-return soft drink bottle in placing of disposables, according to Mrs. Alice Ostrow, an active CAP member.

Although CAP sponsored the recycling center as a community project, it no longer considers glass recycling practical.

"We finally realized that recycling wastes energy and energy pollutes," she said.

"A returnable bottle can be used 20 times before it is discarded. A no-deposit, no-return bottle is used only once and it takes five times as much energy to recycle as it does to reuse a returnable bottle."

**CAP HAS** persuaded the Hyde Park Co-op and A & P supermarkets to display signs encouraging use of deposit-on-return bottles and to set aside special sections for them.

Mrs. Ostrow envisions the adoption of this project as a city-wide program through chain stores such as A & P.

"The only way to make the manufacturers stop producing, in this case the bottlers," she observed, "is to make the consumers stop buying."

**CAP's** second project involves rousing community support for the Lake Michigan Bill of Rights in-

troduced in the State House by Rep. Bob Mann of Chicago's 24th District Apr. 29.

She feels that, as law, the bill would benefit Hyde Parkers in two ways.

First, it would prevent construction of a proposed airport on the lake.

If the proposal were realized, Mrs. Ostrow noted, the airport would be built on a man-made island just off Fifty-fifth Street. Residents of Hyde Park would have "planes zooming over their heads every other minute."

**SECONDLY**, she feels passage of the bill would assure preservation of Hyde Park's lake shore.

Yet another community-oriented antipollution project is the Jackson Park lagoon rakeouts, which involve removal of the algae which accumulate in that lagoon.

The project was originated last year by Mr. George Demopoulos, a member of the Hyde Park-Kenwood Community Conference.

According to Mr. Demopoulos, 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 construction purposes.

**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 600 people for the rakeouts last year and secured coverage from two television stations.

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

**ATTENDANCE** was small, with 15 people turning out for the first session (some of them SAP members) and two at the last (Dr. Samelson and Daniel).

Mr. Demopoulos feels these rakeouts represented a personal endeavor by Dr. Samelson and should not be judged by the amount of publicity they aroused.

Almost all representatives of antipollution efforts in the community agree that activity has increased. They attribute the growing effort to the realization by residents of the community that according to statistics they live in one of the most air-polluted areas in Chicago and cannot afford not to take action concerning the environment.

## Quickies

### Dance group to perform at assembly

• A **BLACK** dance-poetry group from Hirsch High School will perform at the Christmas assembly 3rd and 4th periods Friday, Dec. 17 at Rockefeller. Student behavior will determine if future assemblies will be scheduled, according to Assembly Chairman Blythe Jaski.

• **PROF.** George Anastaplo, father of Junior Sara, again will teach a philosophy course here during the winter quarter. The course will be open to juniors, seniors and faculty. Seniors will have priority.

The course will offer one-third elective credit and meet Tuesdays and Thursdays. Readings will include Sophocles, Plato, Shakespeare, Marvell and Lincoln.

• **FIFTEEN** U-High seniors and one who has transferred to another school have been chosen 1971 Illinois State Scholars. The honorary award does not involve financial assistance. Recipients are chosen, according to Senior Counselor Tim Hatfield, on the basis of test scores and class rank.

Recipients are Joel Friedland, Steve Goetz, John Goldwyn, Loren Hutter, Bruce Klafter, Setsuko Kuki, Mike Letchinger, Sue Lyon, Scott Meyer, Naomi Miller, Bruce Mosbacher, Marion Saska, Meg Smith, Diane Weil and Sarah Zesmer.

Barbara Goodman, no longer here, was the other recipient.

• A **CENTER** 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 and distributors.

Reviews would appear in a journal.

Mr. Floyd Fryden, formerly a librarian here, is directing the Center. Its first project is to evaluate films from the Audio-Visual Department's collection.

• **MRS.** Ouida Lindsey, former secretary to the dean of students, is writing a weekly column in the Sun-Times on the black experience in Chicago.

The column, "For Real," started Nov. 14 and will appear every Sunday.

• **TWO HUNDRED** and twenty-two food wrappers have been collected by U-Highers for UNICEF, an organization which aids needy children throughout the world. The companies whose products the wrappers represent have agreed to make contributions to UNICEF according to the number of wrappers collected.

Sophomore Kathy Boebel and Dean of Students Standrod Carmichael organized the collection.

• **PUBLICATIONS ADVISER** Wayne Brasler is one of three journalism teachers in the nation to be named a Distinguished Adviser for 1971 by the Newspaper Fund, education service division of the Wall Street Journal.

With the title comes a \$500 grant to establish a journalism learning center in the library of the recipient's choice. Mr. Brasler has chosen the U-High library.

• **"RELEVANCY** and the High School Newspaper" was the topic of an all-day seminar led by Mr. Brasler at the National Scholastic Press Association convention Thanksgiving weekend at the Palmer House. About 1400 high school journalists and advisers attended the three-day meeting. Also leading the seminar was Mr. John Wheeler, newspaper adviser at Lyons Township High School in LaGrange.

At the convention Mr. Brasler received a certificate of merit.

### Bookseller dies

Mr. Charles Urbanas, 56, known to U-Highers as the man who sold books at the Belfield Bookstore, died of a heart attack late Thursday night, Nov. 18. He had been assistant manager of the University Branch Bookstores for 10 years. Mr. Urbanas is survived by a wife and son.

## When East meets West



... the results are bound to be fantastic. Like this red and black print dress from India, \$17, modeled by Sophomore Louise Miller. Or her beige leather handbag from Pakistan, \$8. Gold hoop earrings, \$1, and a gold elephant head necklace, \$2.50, complete Louise's ensemble from

the  
**Susan  
Gale  
boutique**

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Photo by Mark Gurvey

IN PREPARATION for the day's activities, members of a 7th-grade teaching team at Apollo Junior High repair a palm tree being used in a study of the book "Kon-Tiki." The teachers, 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 can provide flexibility and practicality 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 McGowan 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 SUCH teams accommodate Apollo's 590 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 activities, not the activities to the schedule," explains Mrs. Kay Janis, leader of a 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, 10100 Dee Rd., was constructed with units called pods.

EVERY TEAM and class is assigned to one of these large classrooms, which can be divided by room separators 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 all 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 student team of which Mrs. Janis is leader will study "Kon-Tiki," the 1948 Thor Heyerdahl book about a raft voyage made by six Scandinavian scientists 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, she 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. Team teaching, she pointed out, usually does not provide for electives.



Photo by Mark Gurvey

"DON'T PUT your feet in the water, there are sharks in there," Mrs. Janis warned three members of the 7th-grade class, from left, Ellen Barrett, Mike Shannon and Joe Tatusso. They are seated on a raft constructed for the study of "Kon-Tiki."

## Spooky: Ghost-writers for U-Highers?

"It's obscene."

Social Studies Teacher Joel Surgal 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 Meg 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 Sophomore Mimi Poinsett, pointing out the purpose of writing a paper is to learn, said, "You're defeating your own purposes by employing this company."

In the opinion of Senior John Goldwyn, all ghost-writing can lead to are 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."



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.

# Start your new year off right ...

... with handsome holiday clothes from Plus.

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## 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.

... a few stretches may help.

## Lehnhoff Studios

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.

1438 East 57th St.

BU 8-3500



# 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. So believes Mr. Philip Jackson, in his second year as director of the Lab Schools.

Mr. Jackson first came to the University in 1954 as a professor of education and human development. In 1966 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 Research in 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.

He is the author of three books and numerous articles concerning primary education and is a nationally-known authority on child education.

He and Mrs. Jackson have three children: Junior Nancy, 8th-grader David and 5th-grader Steven.

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



One of his most difficult responsibilities, he said, is making decisions about the sharing of space, staff and budget between the Schools.

"Unfortunately," he says with a sigh, "this includes little direct contact with students."

Mostly he meets students only because of grave matters, as when a student can no longer continue at school.

Mr. Jackson feels U-High must be college preparatory to some degree because most U-Highers are headed for college.

"It should, however," he said, "be enriching in the present sense as well as for the future, because the four years spent in high school constitute at least one-fourth of most students' lives before graduation."

U-High should enrich a student's present life in three ways, Mr. Jackson said.

First, U-High should be intellectually stimulating, exposing the student to new thoughts and skills.

Second, the school should offer a variety of experiences recognizing the variety of talents among students.

Third, Mr. Jackson feels, "the adults should express concern and care for the students."

Mr. Jackson finds that U-High teachers "as a group take students very seriously. They have a genuine respect for them as persons, irrespective of their status as students."

He feels the reciprocal, cooperative nature of teacher-student relationships in the school is one of U-High's strongest points.

Comparing U-High to the public high school he attended in Vineland, N.J., he observes, "It's been a long time since I



was a high school student myself but the closeness between student and teacher is much greater than it was at my school and I don't think it's just because U-High's is a different era and place."

Mr. Jackson believes that U-High's college preparatory approach to education is satisfactory for most students but some benefit from alternative programs.

"I think it's important that we work toward seeing what alternate programs a school can accommodate," he comments. "Presently, U-High's only such program is the May Project, but that may soon be supplemented by the proposed work-study program and the STC contract plan."

With regard to grading, Mr. Jackson thinks some sort of summary statement is necessary, so that an evaluation of a student's work can be communicated both to other institutions and the student himself.

Problems arise, he feels, when such an evaluation is overemphasized and the grade becomes the goal and not learning itself.

As at most schools, the influence of grades probably is a problem at U-High, he feels.

"I can't imagine working for grades doesn't effect U-High," he explains, "for everybody is concerned about working for evaluation."

He doesn't agree, however, with people who feel all students work only for grades.

In the time he finds away from his job, Mr. Jackson relaxes listening to classical music, reading poetry, jogging and being with his family.

As director he has found, however, that time away from the job isn't plentiful.

## STC plots 2-quarter project

Student-Teacher Coalition (STC) has forwarded to the faculty a winter and spring quarter project. It is based on a pilot project spring quarter last year.

The proposal was sent to the faculty's Curriculum Committee Thursday. STC members hoped the Committee would bring the proposal before the faculty at its meeting yesterday.

THE FACULTY discussed an evaluation of the pilot project at its meeting Nov. 15.

A committee of STC members,

teachers and administrators prepared the evaluation.

STC was started in 1970 by students who hoped to redevelop what they felt was the basic Lab Schools concept of educational experimentation.

LATER, WITH teachers a part of the organization, they decided on a program of alternative education.

STC today hopes that through its program "students can increasingly initiate and organize what they learn in styles based largely on their needs and personalities," according to Ad-

ministrative Assistant Peter Cobb, an STC member.

Twenty-three students participated in the pilot project. With the consent of instructors, they replaced mostly afternoon classes with individual or group learning projects.

GENERAL ADVISERS helped students plan their program of projects. Specific advisers — teachers, parents, professionals from outside the school — helped them prepare contracts outlining the goals and procedures for each project.

Exposure classes gave students an opportunity to explore possible project areas.

The evaluation committee found that the pilot project largely fulfilled its goals. It did, however, make 16 recommendations for improvement of the program.

It also recommended the two-quarter project for this year, with a possible all-year program to follow.

ACCORDING to the proposal for this year's project, to which as many as 40 students might be accepted, credit will be granted for the first time. It will be given under an Alternative Programs plan which also covers May Project and the new work-study program.

Math Teacher Margaret Matchett, a member of the Alternative Programs Steering Committee, wrote the proposal, later modified.

The faculty accepted the final version at its meeting Nov. 15. Under the plan, four kinds of transcript credit will be given for work in an alternative program: for work in the subject area of a specific department, more than one department, not falling within any department and in a variety of short term subjects.



Photo by Mike Letchinger

AT A SESSION of the audio-visual course six U-Highers are taking, Senior Karen Anderson learns to wind a tape on a video machine. Mr. Marcell Bell is the teacher.

## Six learning t.v. taping

By Richard Gomer

By June, six U-Highers taking an Audio-Visual course will be able to produce a t.v. program unaided, according to their teacher, Mr. Marcell Bell, supervisor of technical services in the A.V. center.

Students in the course, which meets twice a week, are Seniors Karen Anderson, Adele Friedman and Margot Miller; Sophomores Jeff Johnson and Atsuo Kuki; and Freshman Greg Harper.

Mr. Bell offered the course so that the center could have an adequate staff to fulfill teacher requests for videotaping. The students already have learned how to operate the equipment safely, he said. Future lessons will include directing, positioning of lights and other aspects of video production.



Photo by Mark Gurvey

## New in town

CHICAGO'S huge size has most impressed two U-High newcomers, Freshman Leo Katz from Austria and Senior Nilufer Yalman from Turkey, since their arrival here. In the photo they are looking at snapshots Nilufer brought from Turkey.

Nilufer said that for her the biggest difference between Turkey and the United States is the abundance of large buildings and superhighways in the cities. Few of them are found in her country.

Leo feels that the fear of crime has affected him most since coming to Chicago. Even though he doesn't have to "watch out for Al Capone," as friends warned him before he left for Chicago, he cannot walk

freely after dark as he could before.

Both newcomers noted that U-High allows more individual choice of courses than the schools they previously attended. Both had to take from 17 to 20 assigned classes each week.

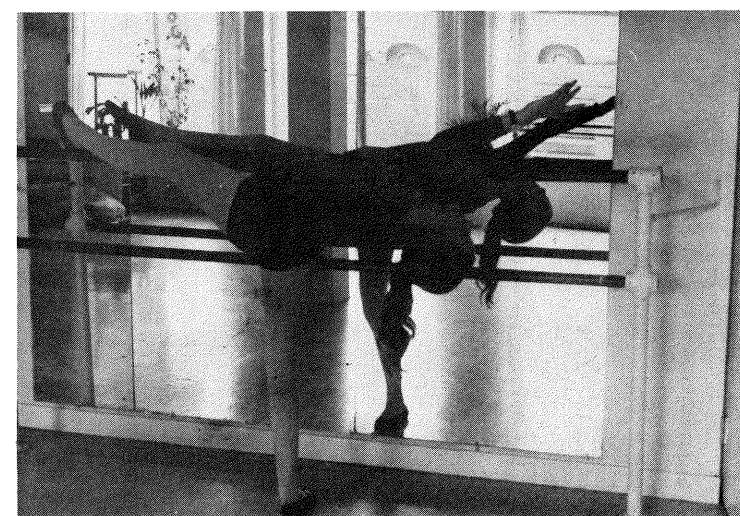
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# The liberation of women at U-High

## Girls don't fill as many leadership roles as boys



Art by Joan Lipkin

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 presidents have been girls.

**ONE REASON**, Senior Class President Brandon Balthazar feels, is that "since boys have been the leaders for so long, people naturally assume they know how 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-Highlights 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 Zarvis, "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 Burokas 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."

Page produced by Jessica Kohn.

## 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's used to me."

Ms. Fallers became principal two years ago after having taught here 10 years. She is a U-High graduate, class of '39.

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.

"Although I cannot solve the problem of equality," she explained, "I am knowledgeable about it and can discuss it with the girls and make them aware of it."

Sexual inequities, Ms. Fallers believes, stem from the school years where boys are taught "that they have the responsibility of finding a career, participating in sports, and raising a family, but we fail to give the girls as many interesting things to do."

"We tell them they're the same as the boys, but at the same time we don't expect them to be independent."

To change this pattern, Ms. Fallers stresses the importance of making all major forces in a girl's life, such as parents, teachers and mass media, aware of the way they treat her.

"I often confront teachers 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 a girl can have is 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 too."

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.



Ms. Steinem

In an interview following her speech she attributed apathy and passiveness among women to "myths 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 forfeiting their relationships 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."

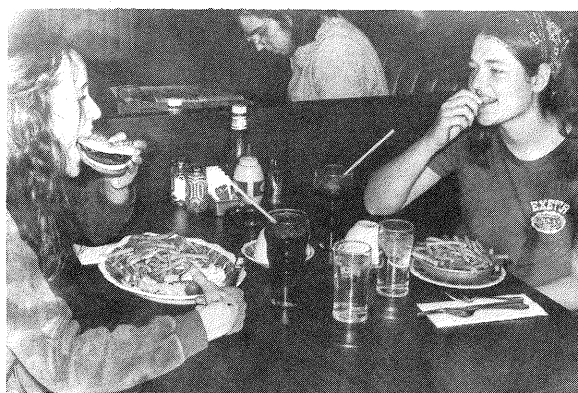
Ms. Steinem feels that working toward women's liberation is a personal decision.

"But," she reflected, "if the movement is not fought by you, it cannot be fought for you."



Ms. Fallers

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# 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 professor of psychiatry 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 do 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, I continued this work."

LOOKING BACK to the beginnings of her work six years ago, Dr. Ross today reflects, "I was probably the loneliest person in the world, doing this kind of work with a lot of hostility and resistance. Now I have about 500 unanswered 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



Dr. Ross

approximately 500 dying patients. She has become an authority on death and dying and has lectured for school clinics, medical schools and nursing schools from Honolulu to Italy.

She also has written a book (story this page).

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

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 bits how less of a hang up they have. They can talk frankly and aren't afraid to ask questions about death."

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

She believes that 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."

"YOU KNOW, this loneliness and this isolation, this playing games, this conspiracy of silence must be more frightening."

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

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

It is the adolescent, she feels, that finds death most difficult to face.

"I THINK," she explains, "it's because they're just beginning to live, to make plans for the future, for a profession, they're just beginning to fall in love. Suddenly they are either told or they sense that there is an end to all of it, when it hasn't even quite started."

Though people are always scared of the unknown, the environment which often surrounds the dying often makes the unknown even more terrifying, Dr. Ross says.

She tells the story of a 7-year-old girl with leukemia who decided to ask people what death is like.

"The girl asked the doctor and he said, 'I hear my page' and he took off. Then she asked the nurse and the nurse said, 'You're a bad girl, don't talk like this. Take your medicine and you will get well.'"

"AND ALL this girl perceived was that grownups have a problem about talking about dying. Then she asked the minister and he said, 'What do you think it's going to be like?' which implied it might happen."

"The girl said, 'One of these days I'm going to fall asleep and when I wake up I'm with Jesus and my little sister' and she went to play."

According to Dr. Ross many people don't understand the dying and don't know what to do around them.

"When an adolescent is dying," she points out, "there's even more turmoil because they're causing us — the grownups, the nurses, the physicians, the families — so much heartache that we have a tendency to put the brake on and not tell them. We tell them lies when they have leukemia. We tell them they have anemia and what not, and that makes it more difficult for an adolescent to cope with."

MOST PEOPLE don't know how to react to a dying patient who is a friend or schoolmate, Dr. Ross has found.

The best way for a patient to cope with death, she recommends, is for his friends to help him in realizing his own situation.

"Patients go through many stages of 'why me,' 'why does it have to happen to me.' They have fantastically high hopes and yet, when you



Art by Nancy Jackson

stick it out with them and when you can tolerate their intense feelings of anger and depression of 'why me,' they can reach a beautiful stage of acceptance."

Dr. Ross stresses that adolescents have to level with the dying patient.

"YOU SIT WITH them 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 these 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 that person what he needs.

"Sometimes they 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 the football game on television."

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

Some people, Dr. Ross says, cannot conceive of what death is. They can only see life from their own standpoint.

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

Page produced by Scott Harris.

## 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 \$1.95 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 realize death.

Dr. Ross explains that people around the dying patient are often uneasy and unprepared to offer the essential needs to the dying: "Those who have the strength and the love to sit with a dying patient in 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."

## 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 death tranquilly."*

*"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 but others do."*

*"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."*

*"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."*

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# A book on how to turn your school around

By Daphne Davis

A student who is dissatisfied with the way his school is educating him and wants to change it must learn to recognize "ignorance under the cloak of authority" and "ignorance under the cloak of security."

That idea is among the advice advanced by 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.

The authors are two former high school teachers. They address their book to the student who feels that school stifles him, drills him and beats him over the head with its authority.

The book is directed to the students who feel there is "not enough responsibility, not enough relevance, not enough love" in the schools.

For the student caught beneath "too much bureaucracy, too much labeling and too much fear," the authors offer alternatives. They detail a potpourri of helpful hints for approaching the establishment for change.

"Never assume that anybody you have to deal with knows what he's doing, much less why," caution the authors. "If an idea cannot be expressed in language a reasonably attentive 7th grader can understand," they warn about speech making, "someone is jiving 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.

And young people who follow the writers' suggestions will never challenge all a listener's beliefs when asking him to amend one view.

The game plan, the authors say, is judo, the technique of turning an adversary's strength against himself. The authors advocate using the principals of judo to use the system against itself and change the educational establishment.

A soft revolution will have happened when students from high school to graduate school 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 counterslogans.

The strategy of the revolution is to "understand exceedingly well the structure . . . symbology . . . psychology of . . . the system" and work the system against itself. Sometime ago a speaker stood up in front of 300 citizens in a community near New York and proposed a radical experiment in education. He used judo in his speech. Today that program is in operation.

As the authors say, "Power to the peaceful."

## The 50s

They were neat, alreet,  
if you weren't suffocated

By Jessica Kohn

You're watching T.V. one night, sitting cozy in your favorite armchair, when all of a sudden a woman in the hefty throes of middle age pops up on the screen and starts pitching the wonderful music of the 50s while a record in the background bleats, "Let me go, let me go, let me go lover."

Giving the sales pitch is Rosemary Clooney, a pop star of the 50s now gone housewifely. The albums she is pitching are "The Fabulous 50s" and "The 50s Golden Hits," available only by mail.

IF YOU SHOULD happen to listen to both these albums you'll learn a lot about the wholesome 50s and pick up many interesting tidbits of information besides.

You will learn that it's "Istanbul (not Constantinople)" from the Four Lads, and when Patti Page sings "How much is that doggie in the window" you will find out that dogs are much better than goldfish, "cause you can't take a goldfish for a walk."

But then again, Patti, a goldfish

won't mess up your living room rug.

But don't think they didn't have any problems in the 50s.

Sylvia Plath, in her first and only novel, "The Bell Jar," portrays the era from a morbid point of view.

Miss Plath, a poet, describes the decade in terms of experiences which caused her nervous breakdown and eventually her suicide in 1963.

"THE BELL Jar" was published in England a month before her death, under the pseudonym Victoria Lucas.

Although she gave the characters fictitious names, the story for the most part is autobiographical.

Vividly depicted is one brilliant young woman, Esther Greenwood, who to the superficial eye has everything going for her.

# arts

## Dramatists win honors

U-High walked away with several awards after its first entry in the Chicago Drama Festival, this year Nov. 20 at Loyola University. Eleven U-Highers performed excerpts from "Pantagleze," an avant-garde play. The entry itself received a superior rating. Senior Todd Brower was awarded a full drama scholarship to Loyola and Senior Robert Cohen one of five gold medals and an alternate scholarship. Drama Teacher Liucija Ambrosini received a special commendation for her direction of the entry.

## A poor choice of material

By Scott Harris

"Brigadoon," a hit Broadway musical comedy of 1947, was probably the wrong choice for U-High's fall production, Nov. 7-9.

The question at hand is whether a play from the 1940s can entertain a 1971 audience the same way it might a 1947 audience.

Even in 1947, lavish scenery, costuming, orchestration and choreography probably made this musical a hit as much as its fantasy story and gay score.

Without that kind of support today, it's doubtful such a lightweight vehicle, lacking a contemporary message, can succeed.

"Brigadoon" is the sentimental story of two American hunters who find a mystical town in Scotland. The message seems to be that love conquers all.

Today, that message seems irrelevant and the manner in which the musical delivers it corny.

U-High's "Brigadoon," unfortunately, lacked even the bare necessities — a large stage, lavish scenery, colorful costuming, full musical accompaniment — that could have made the production into a possibly charming, enjoyable piece.

The scenery, mostly painted backdrop and portable pieces, was practical because it was uncomplicated. But it lacked impact. A scrim, however, was successful in adding a dreamlike quality to some scenes.

The costuming lacked the richness that might have made the production effective.

An orchestra originally planned for the production never materialized. Instead musical accompaniment was provided by a pianist and page turner.

Without extravagance required by a musical like "Brigadoon," U-High's production vitally needed outstanding acting and singing.

In most cases the need wasn't fulfilled. There were some exceptions.

Senior Bethany Zuspan, as Fiona MacLaren, a fair Brigadoon maiden, projected her fine soprano voice and stood out among those with lead-singing roles.

Senior Jessica Kohn, who played Meg Brockie, convinced the audience of her character's sluttishness and aggressiveness, especially in a seduction scene with Jeff Douglass, played by Freshman Robert Paley.

In the role of Harry Beaton, Senior Roger Johnson performed vibrantly and gave a brilliant display of sword dancing.

Though makeup aided players in assuming their characterizations, the Scottish accents they attempted were far from realistic.

An exception was Lab Schools Director Philip Jackson playing the town wiseman. But, in the last analysis, perhaps the play would have been just as Scottish without the accents since in most cases they proved so distracting.

In scenes where the townspeople of Brigadoon were gathered behind the main action, their gestures seemed contrived and almost too gay, distracting the audience. The singing of the chorus was, at times, discordant. Positive support, however, did come from the booming, beautiful voices of Senior Pam Richman, Dean of Students Standrod Carmichael, Unified Arts Chairman Robert Erickson and Guidance Counselor Mary Hogan.

Some outdated musicals, like "No No Nanette," can be successfully recreated with nostalgia in mind. But "Brigadoon," a classic in its time, is the type of major piece that has to be done straight and only succeeds today with lavish production values. Without those extravagances no matter how hard a company tries its production is unlikely to succeed.

There are plenty of other musical comedies produced after 1947 that could succeed on message alone. Maybe future U-High productions should be chosen with that fact in mind.



Photo by Simeon Aleev

TWO LAB SCHOOL teachers will play major roles in the upcoming production of "The Mikado" benefitting the Scholarship Fund. They

are 4th-grade teacher Raymond Lubway as Ko-Ko, left, and Drama Teacher Paul Shedd as Pish-Tush.

## It's operetta time again

By Karen Uhlenhuth

For the 12th year, a group of Gilbert and Sullivan enthusiasts from the community will present an operetta benefitting the Lab Schools Scholarship Fund.

This year's production is "The Mikado," to be presented 8:30 p.m. Friday and Saturday and 1:30 p.m. Saturday at Mandell Hall, 57th Street and University Avenue. Tickets will be \$2 except for reserved evening seats which are \$3.50.

The annual productions are sponsored by the Adventures in the Arts Committee of the Parents Association.

The Gilbert and Sullivan Company was established 12 years ago by Mr. Roland Bailey, Mr. Robert Ashenhurst and Mrs. Nancy Lorie.

Mr. Bailey is musical director of "The Mikado" and Mr. Ashenhurst a rehearsal pianist.

Mrs. Lorie formerly directed the productions.

The company is not a Lab Schools organization but, rather, contracts to do the annual production. It also has performed benefits elsewhere and appeared at community programs.

According to Mr. Geoffrey Plampin, producer of "The Mikado," most of the cast is gathered at auditions each spring. Usually, he says, there is an ample turnout.

Lab Schools teachers, students

and parents have always helped with the production and it's become a tradition that 4th-grade teacher Ray Lubway takes a lead role. He has been in 11 of the 12 productions.

At the invitation of "Mikado" Director Janice Roberts, Drama Teacher Paul Shedd also will be in this year's production.

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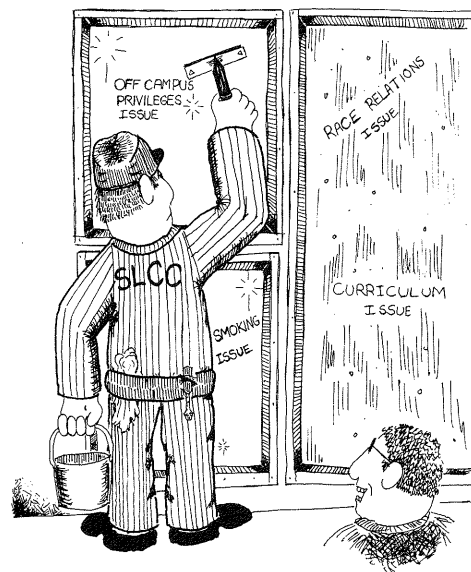
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# A future for student government



Art by Eduardo Pineda

"HEY, WHAT ABOUT THE BIG ONE?"

## Scott Issues

### Why it helps to think ahead if you want to save your head

By Scott Harris

Walking home from a Hyde Park restaurant 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 they attend school in the inner city.

According to Mr. David O'Leary, administrative assistant of University Security, there are precautions any students can and should take for personal safety.

MR. O'LEARY recommends students to "always walk in groups, but if you're alone, walk along busy streets, at night well-lighted streets."

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 confronted.

"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



Scott Harris

At its meeting Oct. 29, members of the Student Legislative Coordinating Council (SLCC) voted to delay its next meeting for two months unless President Jay Golter wished to call one.

Last year, SLCC battled to form a Council on Rules to give students a more powerful role in school decision-making.

The Council, comprised of students, faculty and administrators, has power to recommend to the director procedures and rules governing student behavior on and off campus, one role SLCC formerly filled.

WITH THE institution of the Council, many of SLCC's members evidently have decided SLCC is powerless.

The Council's first proposal was that all students should determine the use of their unscheduled time. The proposal was vetoed by Lab Schools Director Philip Jackson.

At its Nov. 2 meeting, the Council voted 6-2 to table discussion on the matter and go on to new business. Only Jay and Junior Peter Getzels, the student alternate on the Council, voted against postponing the discussion.

task orientated, who will take your money and maybe even drop your wallet in the mailbox. It's 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 feel suspicious of a situation.

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

## Midway Mailbox

### Council on Race working for multiethnic program

From Lower School Music Teacher Diane McCullough in response to coverage of the Council on Race in a story on black-white relations in the November 2 issue of the Midway:

... It is true we are "an organization of parents and faculty who wished to have black perspectives incorporated through the school program."

Yes, we wished and are still wishing. We are not only wishing, we are doing. Those details will come later.

THE STATEMENT that followed said we "had not met this year!" The Council on Race is made up of four committees. They are Social Climate, Teacher Recruitment, Community Relations and Curriculum.

The Curriculum Committee, of which I am a member, is the most active. We have meetings once a month during the school year. We have had two meetings this school year. The first was Oct. 4 and the second was Nov. 11, both at the home of Mrs. Sandra Strauss (parent).

We had held two meetings during the summer vacation. We have attended as a group the Lower School and High School new parent teas to talk with parents and describe what we are about. Our next meeting will be Thursday at Mrs. Naomi Driskell's home, 6727 South Bennett Ave. Anyone reading this article is welcome to come...

DEALING WITH the second paragraph about the Council is much more complicated. It is significant that a student in the High School would not have seen the results of action from the Council on Race. Most of the administrative cooperation in the last two years with the Curriculum Committee has come from the Lower School. Mr. Rivers has even attended Curriculum Committee meetings and workshops.

Because of this cooperation, the Social Services Administration has added the Lower School to its list of choice of possible field service locations for students in Community Organization.

Last year Naomi Silverstone chose this location. She and Mr. Rivers are responsible for the development of two proposals. The

Their insistence on pursuing the issue is significant, perhaps, in that student government traditionally has been concerned with student privileges such as off-campus and smoking rights to the virtual exclusion of other, more profound, concerns.

Student privileges are important, but they should not take precedence in student government's efforts over more important issues such as curriculum, grading procedures and race relations.

IN PAST YEARS SLCC has let too many important issues ride to the point that someone else had to take over.

Student-Teacher Coalition (STC) formed in the vacuum resulting from SLCC's inaction on curriculum.

SLCC was failing to consider race relations to any significant extent in the days Cousins, Brothers and Sisters (CBS), the Black Students Association (BSA) and Council on Race were formed to balance black and white studies and culture in the school program.

And those are just some examples of student government's failure to take on the big issues.

THE PRESENT student government need not repeat the shortsightedness of its predecessors.

SLCC, instead of resigning itself to the assumption that it is powerless, can revitalize student government by concerning itself with the truly significant school issues.

It, for example, can attempt to improve black-white relations in the school by rejuvenating CBS and making a comprehensive study of race relations.

In curricular issues, SLCC can coordinate itself with STC and other alternative-to-classroom programs. It can also sponsor student evaluations of curriculum and come up with recommendations on how curriculum can be improved.

SLCC can also act as an ombudsman, hearing student complaints on curriculum and researching them.

If SLCC can assume leadership in these ways, plus work with faculty and administrators through the Council on Rules, it can again become a truly important and influential segment of student government.

first provided grants last summer for four teachers in the Lower School to work on developing multiethnic curriculum materials.

Those teachers were Betsy Wallace (3rd grade), Hilda Mansfield (1st grade), Ralph Abernathy (music) and myself. Materials developed are now in use in our classrooms.

THE SECOND proposal is still under consideration by the Benton Foundation but we are told that things look hopeful. It would provide a position for a director of development of multiethnic curriculum and teacher training materials (films) to provide resource for other school systems outside of the Laboratory Schools.

Nel Rux is the SSA student this year. Her emphasis is on actual curricular ideas worked out with classroom teachers and centered around learning experiences provided within our community. Experiences will include field trips to minority business and cultural institutions, study and cooking of ethnic foods, literature, art and discussion of the philosophies of outstanding citizens of minority groups.

These are some facts about the Council on Race, what it has done, is doing and is hoping for the future.

Editor's note: Because the Midway is a High School, rather than Lab Schools, newspaper, its story covered only developments affecting black-white relations in the High School. The staff feels its facts were correct. The Midway regrets that any member of the Council on Race feels the organization received unfair coverage as a result of the article's defined area of investigation. It welcomes the opportunity to record here the Council's efforts and accomplishments elsewhere in the Lab Schools.

## About cliques

From Philip Wright, junior:

After recently overhearing a conversation between several U-Highers, who seemed chiefly concerned with impressing each other by means of swear words, I realized that most U-Highers are only worried about what others think of them. That's why they all conform and form cliques.

Many people think they have escaped

## THOUGHTS

... about a robbery

Editor's note: Social Studies Teacher Eileen Cenci and a friend were robbed while leaving a restaurant on Sixty-third Street around 6:30 p.m. on a weekday in October.

Leaving the restaurant, walking down the street, laughing and talking, opening the car door and getting in — all of these were done in the most ordinary way, with no premonition, or uneasiness, or even caution.

Yet, seconds later, as I reached across to open the door on the passenger side for Sue, I was suddenly aware of pushing and struggling and rough anxious voices.

It didn't take long to realize what was happening though I could see very little, and when I heard someone threaten to shoot, I instinctively and firmly told her to given them her purse.

She did. A man with a gun then leaned in to the car to demand my purse. He was nervous, his voice and hand shaking. The gun was pointed directly at me, and I didn't hesitate.

They were gone as suddenly as they had come. I didn't know where they had come from or gone to, and it didn't really seem to matter.

It was over. It had been a small incident, a very common thing in the city. Filling out police forms, notifying the bank, cancelling charge cards, replacing license car registration and identification papers were routine matters that were quickly accomplished.

It takes a little longer, though, to forget the sudden shock and fear that can break into the most ordinary day without warning.

—Eileen Cenci, teacher



## 10-second editorials

• In all the excitement of the Benton Foundation grants aiding alternative-to-classroom programs, the Independent Learning Project (ILP) — not affected by the grants — should not be forgotten. In its ninth year of developing original curriculum projects and class materials, the program is funded by state grants, this year \$51,000. It's a major effort which deserves continued recognition.

from this conformist attitude by looking like revolutionaries and saying they're doing their own thing. They differ only in looks. In an attempt to avoid cliques, they have formed their own.

In short, this school is just many small circles of friends, and if we don't stop this, nothing will change.



Photo by Linda Lorincz

## Photo-editorial:

SOPHOMORE Lauren Moltz came home from school hungry. She went to the kitchen, got a bag of Fritos, a candy bar, a fruit pie and an ice cream sandwich. She took it all into the living room to eat.

She tore open the bag of Fritos, spilling a few. She opened the candy bar and dropped the wrapper on the floor. She ate some of her ice cream sandwich and left the rest melting. The crumbs from her fruit pie mixed with the Fritos on the floor.

Sound unrealistic? Imagine that Lauren is in the cafeteria instead of at home. That sounds more realistic, doesn't it?

Why?



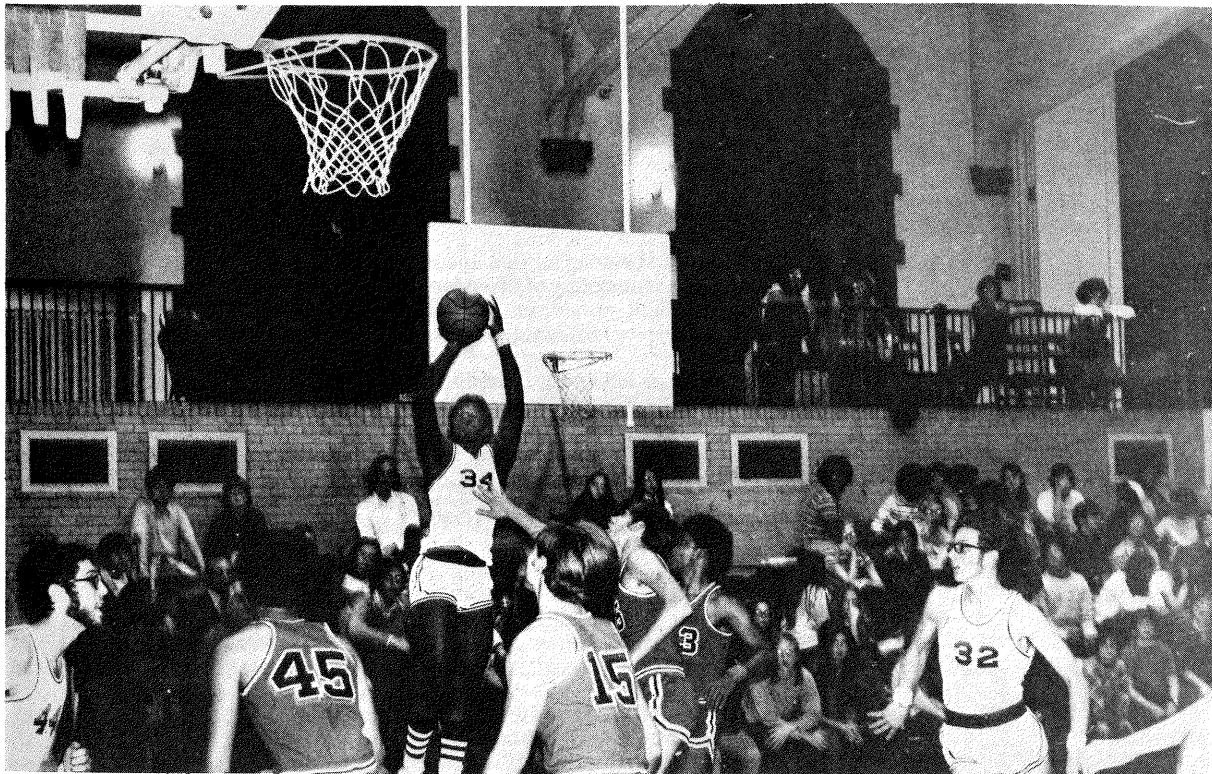


Photo by Mike Letchinger

**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. Frosh-soph won 45-41. Other scores (frosh-soph in parenthesis):

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

## Cagers perfect teamwork

By Cathy Cronin

Varsity Basketball Coach Sandy Patlak 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 players. The balls dropped to the floor and varsity and frosh-soph players lined up for a drill.

With the aid of Frosh-Soph Coach Terry Kneisler, he demonstrated what he wanted the players to do. Then he returned to the sideline and surveyed the team.

"CAMARADERIE, that's a good word," Mr. Patlak said, describing the varsity team.

If a player is only slightly injured, he pointed out, a teammate is always ready to pat him on the back or guide him to a drinking fountain.

Looking ahead to the season, he

reflected, "We play each game as we come to it."

**BUT HE WARNED** that all teams on the schedule will be out to beat U-High because the soccer team won the championship this year and the basketball team placed second last year.

Again he turned his attention to the practice. He called the players together for a scrimmage. After throwing for a jump ball, starting

### Alumni, present cagers to clash

Invitations have been sent to former U-High basketball players inviting them to the annual alumni game against the current team. This year's game is 7:30 p.m., Thursday, Dec. 17 in Sunny Gym.

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

Mr. Zarvis doesn't know how many alumni will show up for the game. Last year about 25 played.

the game, he returned to the sideline.

"It's the net outcome that counts," he said, explaining what he likes best about coaching basketball. When the present varsity players first played basketball as freshmen, he remembered, they were "falling all over the court. Now look."

**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 basket, 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."

## 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 remains to be seen.

A young, 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 Schloerb, Brian Kittle, Miles Madorin, 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 in 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.

Because of a rule change five, instead of last year's six, girls will play on 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 in school, she noted, 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 problem this year.

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

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

"WE NEED the ice about 20 times to get in enough practices," he said.

The money needed to rent the ice

the other 10 times will be raised through club dues. Each player will pay \$25 in dues, Ross said.

The team practices at Lake Meadows skating rink. A problem there is the ice-making machine.

"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 Banas.

The team has been practicing in the fieldhouse at 56th Street and University Avenue.

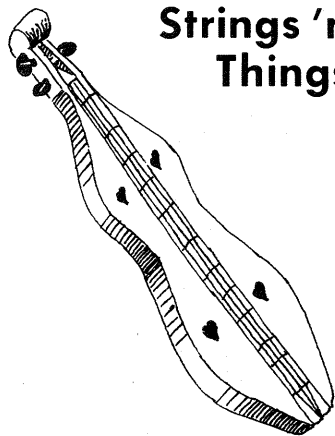
"About seven of the 15 runners are practicing now," Mr. Banas said. "They're running about three miles a day to get in shape for the season," he said.

The first meet will be in January.

**SWIMMING**, basketball and gymnastics 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.

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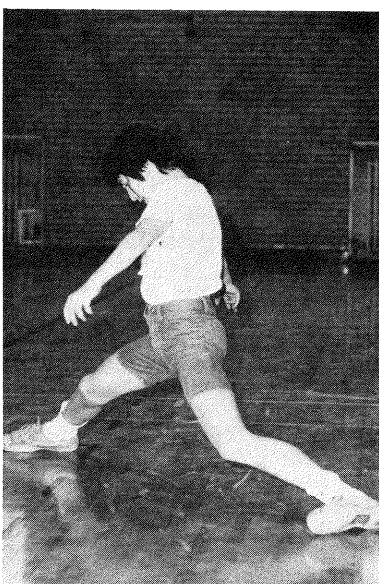
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FRESHMAN Marc Miller meets (?) the challenge of cheerleading.

Photos by Simeon Alev

# Faculty fishermen friends of fish

By June Altman

Fishing can be good for fish and other living things. That's the philosophy of three faculty fishermen: Mr. Herb Pearson, shop; Mr. John Klaus, music; and Mr. Earl Bell, social studies. They regard their hobby as one of enjoying nature while performing a beneficial service toward it.

For three or four years, the three teachers have spent many after-school and weekend hours on Mr. Pearson's 17-foot motorboat, catching salmon and trout in Chicago-area waters.

**OFTEN THEY ARE** joined by Mr. Warren Runberg, plant supervisor of the Lab Schools, and Mr. George McGuire, professor of education at St. Xavier College and husband of English Teacher Eunice McGuire.

Once classic small-town, fishing-every-Saturday-and-when-ever-else-you-can-sneak away boys, Misters Pearson, Klaus and Bell are accustomed to smelling fresh grass, spending slow days under sun-shading caps and grasping squirmy fish.

Today their teaching jobs commit them to spend most of their time in the city. Their fishing hobby gives them a chance to return to the old, familiar, uncrowded environment and get away from the pressures and tensions of teaching.

**THE RELAXATION** of their sport is more important to the fishermen than the fish they may or may not catch.

All five agree that strict fishing laws should be observed and enforced so that the balance of nature is maintained, no species is made extinct and no species that is a food source for another animal is depopulated, causing starvation.

Mr. Pearson, who also hunts, points out that wild fish and animals probably have a much more enjoyable life than those raised specifically to be slaughtered for food. Also, he adds, being killed by a proficient fisherman or hunter is no more painful for an animal than being slaughtered at a fishery or butchery.

**"WE GET NO** pleasure out of killing anything," says Mr. Klaus. "You don't eat beef because you want to kill a cow."

One point of disagreement among the fishermen is whether fish they catch in Lake Michigan and other area waters are safe to eat.

Mr. Pearson and Mr. Klaus cook and eat their catches, but Mr. Bell is hesitant about eating something that has spent its life in Chicago's polluted water.

## Sportsmen: Splash to smash

By Bruce Mosbacher

Sports from kayaking to ping pong are enjoyed by U-Highers after school and on weekends.

Senior Bruce Uphaus participates in the unusual sport of kayaking. Sitting in a small fiberglass boat, he races down swiftly flowing river with the aid of a double-bladed paddle.

Bruce said that he gained interest in kayaking a few years ago when he helped build a kayak for a friend.

**"I LEARNED** by just jumping into the boat and doing it," he explained.

Recently Bruce built his own boat and used it to kayak 12-mile stretches on the Fox River.

Seniors Kati Wolf and Sophomore Jessie Allen are among several U-Highers who ride horses.

Kati, who rides in LaGrange almost every afternoon has been riding since she was 6 but says, "I'm not really sure why I like it."

Jessie, who takes lessons once a week, feels that "riding is a mixture of sport and art."

**ENGLISH TEACHER** Darlene McCampbell is a sporting enthusiast, too. Her sport is camping. She has camped all over the world.

"I got the bug being around people who were campers," she explained.

Senior Peter Shapiro, who plays competitive tennis all year summed up the feeling of many sport-playing U-Highers saying, "There is a feeling of directing yourself to a goal. You try as hard as you can to achieve."

## A male tries cheerleading

By Marc Miller

As I was donning 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-UH."

"Basketball, then?"

"Nope."

"Well?"

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

"Aw, 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 frosh-soph cheerleaders — all girls — were working out.

**SOME WEEKS** before, Cheerleading Adviser Betsy Wallace had remarked that even though cheerleading at U-High has 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 fended off questions for a while.

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

"He will probably be discriminated against."

"I think he'll get more attention than us."

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

"I bet he's a spy from Mr. Carmichael's office."

**"MAYBE HE'S** 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 frosh-soph cheerleaders** were selected from 16 candidates by 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, Mimi Pointsett, Nini Hawthorne, Susie Nusbaum, Cheryl Green and Judy Harris.

**Freshmen didn't** win, according to Cheerleading Adviser Betsy 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 pounded 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 a cartwheel."

"Can you do the splits?"

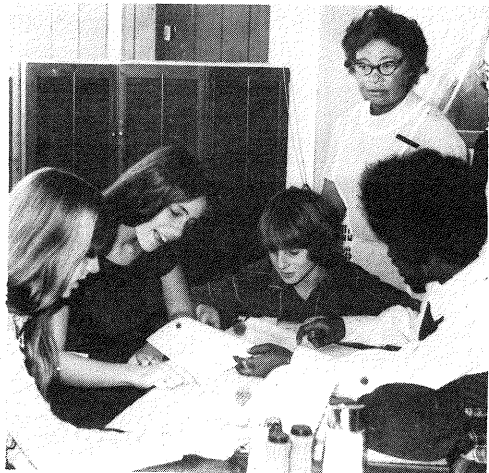
I have suffered greatly at the hands of female chauvinists.

Boys, sometime in the future you must try out for a cheerleading squad.

It's a once in a lifetime experience.

See more U-Highers than you see at U-High ...

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# Schedulewise

**BASKETBALL**  
All games start 4 p.m., except as noted. St. Michael, Friday, Dec. 10, home; Elgin, Tuesday, Dec. 14, away; Morgan Park Academy, Friday, Jan. 7, home; Lake Forest, Friday, Jan. 14, away.  
Glenwood, Tuesday, Jan. 18, away; North Shore, Friday, Jan. 21, home; Francis Parker, Tuesday, Jan. 25, away; Latin, Friday, Jan. 28, home; Harvard-St. George, Friday, Feb. 4, home; Wheaton, Tuesday, Feb. 8, home.  
St. Michael, Friday, Feb. 11, away; Morgan Park Academy, Tuesday, Feb. 15, away; Elgin, Friday, Feb. 18, home; Independant School League tournament, Tuesday-Saturday, Feb. 22-26, away.

**SWIMMING**  
Home meets start 4:15 p.m. Quigley North, Monday, Dec. 13, home; Mt. Carmel Invitational, Saturday, Dec. 18, away; Lake Forest, Monday, Jan. 11, away; Glenwood, Tuesday, Jan. 18, away; Quigley South, Thursday, Jan. 20, home; South Shore, Tuesday, Jan. 25, home.  
Latin, Friday, Jan. 28, home; Mt. Carmel, Thursday, Feb. 3, away; Glenwood, Tuesday, Feb. 8, home; Lake Forest, Friday, Feb. 11, home; Latin, Tuesday, Feb. 15, away.  
Illinois High School Association (IHSA) districts, Friday-Saturday, Feb. 18-19, away; IHSA state championships, Friday-Saturday, Feb. 25-26, away; Independent School League championships, Thursday-Friday, March 2-3, away.



Bruce Uphaus

# Marooned

*Procedures guard player safety, health*

**By Bruce Uphaus**  
With the recent death of an area high school football player from injuries suffered in a game, and a professional player on the field of heart disease, the question of what precautions are taken here concerning the health and safety of athletes should be asked.  
Football — the most dangerous sport — is not played at U-High. But, in the Chicago area alone, several high school students have been injured in other sports or collapsed suddenly in phys ed class. Safety and health is a central issue to any phys ed program.  
According to Athletic Director William Zarvis, every reasonable precaution is taken to insure the safety of students in interscholastic and phys ed class athletics at U-High.  
Before entering the High School, and before taking part in interscholastic sports, every student must have a physical examination.  
The student's doctor fills out an athletic eligibility form and signs it if he feels the student is physically capable of participating in interscholastic sports.  
On the form, which is also to be signed by a parent, are spaces for the telephone numbers of parents, a trusted neighbor and the family doctor. In the event of an accident the school uses this information to reach the necessary people.  
As for immediate medical aid, Mr. Zarvis says the phys ed teachers themselves "are pretty good at first aid, and we have the nurse here."  
First aid training, he added, is a required part of

earning a degree to teach physical education.  
If an accident occurs at a home game, he noted, a student can be taken to the nearby 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 their 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 flaws 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 a student.  
Another problem is forgery. A student who forgets to obtain his parent's signature might sign it for them.  
But, Mr. Zarvis believes, "Forgery is not widespread. Less than a fraction of 1 per cent of these forms have been forged in all the years I have been here."  
Which is good to hear. Because anyone circumventing the Phys Ed Department's precautions concerning health and safety, may, in the end, find he hurt himself.

# Maroons top all-star list

When the Independent School League all-star soccer teams were announced Nov. 5, U-High finished on top, as it did in the tournament.  
The all-star squads, elected by ISL soccer coaches, included four Maroon players on the first team and five players on the second team, more than any other school.

St. Michael, the leader in regular season play, placed five players on the first team and two on the second. One U-Higher, forward Jimmy Solomon, made all-state.  
First team members are Solomon and Forward George Sonek, Halfback Neal Bader and Fullback Linzey Jones.

Second team members include Forward Joe Thomas, Halfback Jess Stacy and Rod Thompson, Fullback David Cockrell and Goalie Rick Hornung.  
Solomon scored a school-record 20 goals this season with two in the championship game against St. Michael.

# For the record ...

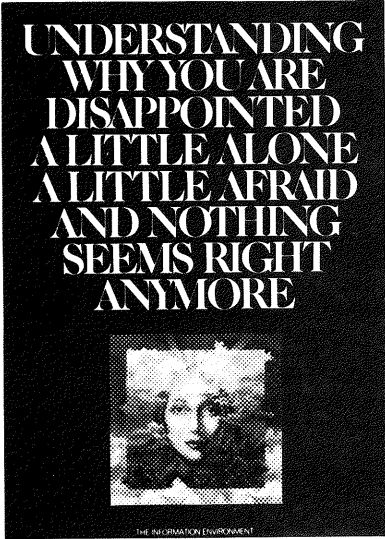
**SOCCER SCORES** not published previously because of lack of space — Evanston 5, U-High 2, Oct. 12, away; U-High 6, Elgin 0, Oct. 15, home; U-High 5, Lake Forest 2, Oct. 19, away; U-High 3, Latin 0, Oct. 22, home (tournament); U-High 1, Illiana 1, Oct. 26, away; U-High 8, Lake Forest 1, Oct. 28, home (tournament).

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 a lot of the 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 problems.  
**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 it may actually help save your life.  
**Who gets the kickback from the sale of this book?**  
You do.  
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 purchase environmental

educational materials which will be donated to the Chicago School System.  
From the materials given to your school, you will benefit directly. From the materials given to other schools, you will also benefit. In the same way that all of us will.  
**For the sale of your parents, leave the book in a conspicuous place.**  
The book is more than a beginning. It is the foundation of an entire program.  
Because the more books that are sold, the more post cards that will be mailed.  
And the more books that are sold, the more money the Fund will have.  
The book is already written. But for you and your parents, the book has just begun.



**This Environmental Book Sponsored In The Public Interest By National & Del Farm Super Markets.**



# Color your holiday world

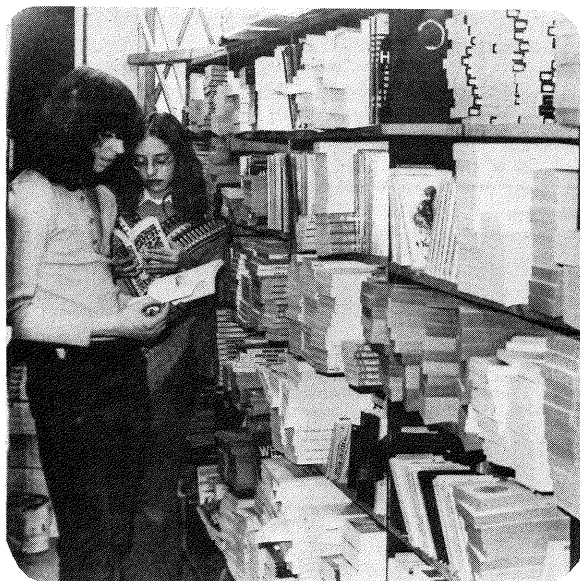
with  
Christmas  
gifts  
from

# Harper Court

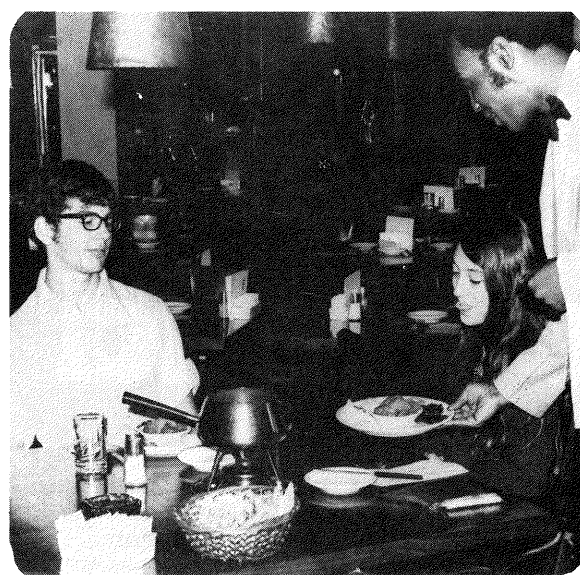
53rd street  
at Harper avenue



Thinking about making your Christmas gifts this year? Here Sophomore Gloria Preibis searches for that just-right brush from a selection of fanbrushes, \$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.



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 stockroom where they find two old favorites: Stuart Little by E.B. White and Catch 22 by Joseph Heller. Drop by the Book Center soon.



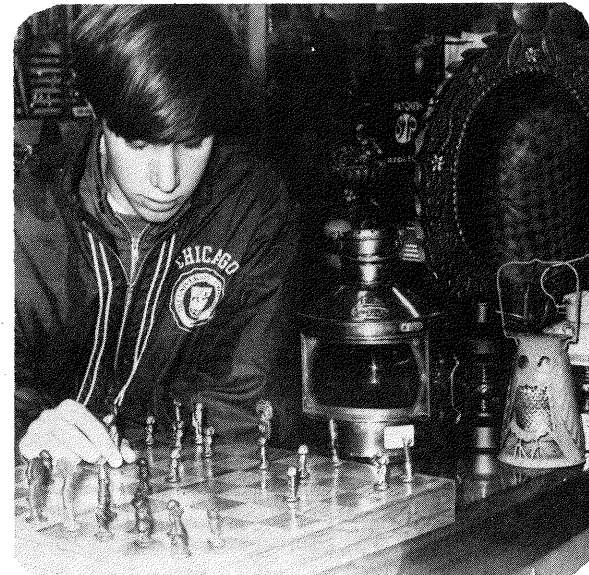
Don't keep mom in the kitchen on Christmas day. Take her out for an excitingly different meal at the COURT HOUSE RESTAURANT. Here Freshman Claire Wagner and Junior Eric Uhlenhuth are served with meat and condiments by waiter William B. and prepare to dip into a delicious fondue dinner at the Court House.



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.



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.



Contemplating his next move, Sophomore Paul Strauss studies a bronze chess set from Africa. Spreading light on the situation are four lanterns — a copper starboard (greenlight 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.

