

## Little competition for school offices?

By Doug Patinkin,  
political editor

Little competition is expected for the May 2 elections of all-school officers.

The president and vice president of the Student Legislative Coordinating Council (SLCC), Junior Jay Golder and Senior Peter Shapiro, believe the problem may be the result of increasing student disinterest in student government because of its diminishing effectiveness (see 10-second editorial page 8).

PETITIONING for offices probably will begin Thursday, according

## Seniors help organize hike

U-Highers will direct the planning and execution of the Chicago Walk for Development May 7.

The 30-mile hike, also known as the Hike for Hunger, will begin in Grant Park, time to be announced.

Senior John Goldwyn, who founded last year's Chicago Walk and is coordinating this year's, said that since the first Walk took place five years ago in Fargo, N.D., the idea has spread to hundreds of communities.

Working with John as co-coordinator are U-High Seniors Martin Booker, Joel Friedland and Howard Nussbaum.

Eighty-five per cent of the money raised by the walkers—each walker is responsible for securing donations according to the number of miles he completes—will be split between one foreign and one domestic project.

The remaining 15 per cent will go for operating expenses of the American Freedom from Hunger Foundation, a government agency started in 1961 by President John F. Kennedy.

According to John, this year the walk route has been planned to avoid the area west of Sixty-seventh Street, where several beatings took place on last year's walk.

John recommends that walkers wear thick socks and hard-soled shoes and dress for the weather that day.

Food and water will be provided along the way.

to Peter, elections chairman. Students will be running for positions on SLCC, Student Board and Cultural Union. Elections for Social Union will be included only if SLCC decides to continue it.

The week after all-school elections, voting for class officers will take place.

Until last year, most candidates were nominated two weeks prior to the election and several students ran for most positions.

This year and last, however, students ran for many positions unopposed.

JAY FEELS that the increasing lack of interest in elections is due to the fact that "students have realized that student government isn't going to accomplish anything."

He added that, "A few years ago people thought that when they elected somebody they'd be changing the school. At that time concerned students ran. But now they realize that student government is largely ineffective."

Peter feels that Principal Margaret Fallers and Lab Schools Director Philip Jackson have changed the role of SLCC and made it less effective.

"FALLERS AND Jackson exercise their authority as they feel fit without much regard to student government. Thus there is a wide spread belief among students that S.G. is a joke. This of course leads to disinterest in elections and in student government."

Peter added that with the Council of Procedures and Rules in effect, SLCC is less involved in legislation and rulemaking so it has become less important.

ALTHOUGH only three weeks separate the announcement of the election and the election itself, Peter feels the period will be adequate for campaigning.

"There's no point in having campaigns and signs everywhere six weeks before the election," he said.

Jay also feels that the short interval does not matter.

"Anybody who's going to run knows it before the election is announced anyway. If a person can't get his 50 signatures on his petition in 10 days, he might as well not run."



Photo by Margot Miller

DURING THE CLIMAX of "Tiger, Tiger Burning Bright," Mama (Senior Kim Werninghaus) tells her pleading son (Senior Joe Thomas) to leave home in a dramatic attempt to save him from her overprotectiveness. His sister, Cille (Sophomore Gayle Hoard) painfully listens.

## Black Arts Week to include plays, speakers, exhibits

"To Be Young, Gifted and Black" will be the theme of this year's Black Arts Week, April 24-28.

The program is being sponsored by the Black Students Association (BSA) for the second year. BSA members with major planning responsibilities include Seniors David Cockrell and Leslie Riley and Sophomore Mimi Poinsett.

"TO MAKE blacks and nonblacks aware of black culture" is the purpose of Black Arts Week, according to David.

The week will include plays, dance productions, speakers, exhibits, a dinner and several trips to places of black culture. The black literary magazine, Onyx, will be published.

The play "Tiger, Tiger Burning Bright" by Peter Seiblenam, will be presented each evening from Wednesday, April 26 through Saturday, April 29 in Belfield 137, the theater. Times and ticket prices will be announced.

"TIGER, TIGER Burning Bright" was originally presented on Broad-

way in 1962.

According to Drama Teacher Paul Shedd, its director, the story originally was set during the Korean War but has been updated to the Vietnam War for U-High's production.

The play deals, he said, "with the tendency of the black mother to dominate the family and overprotect her children."

LESLIE HAS scheduled four black dances for different mornings of the week, all to be performed in the Belfield Theater.

Five U-High girls will present one of the dances. Other dance performers will come from Malcolm X College, Harlan High School and a community theater-dance group.

Speakers, still to be confirmed, may include Dr. Charles G. Hurst Jr., president of Malcolm X; Mrs. Margaret Burroughs, head of the DuSable Museum of African American History, and a Black Panther.

Mr. Tim Black, a social studies teacher at Wright College who was among North Central Association evaluators who visited U-High recently, will lead a discussion group on education.

MR. HAROLD Johnson, director of the film "Bird of the Iron Feather," will talk about the differences between black and white actors and art in movies. BSA hopes to get the film from WTTW, channel 11, which showed it recently.

In addition to the distribution of Onyx, a reading of poetry by black U-Highers and other authors is scheduled.

## Former student hurt in accident

Aaron Parzen, a U-Higher who moved last year to La Jolla, Calif., was seriously injured in an auto-truck collision March 28 in Northern California.

According to a student in contact with the Parzen family, Aaron has been in a coma since the accident. He underwent brain surgery April 1.

The collision reportedly occurred while Aaron and some friends were driving to the Colorado River for a canoe trip. As their car was pulling onto the highway from a diner parking lot it was hit by an oil truck with two tank sections.

Exhibits, planned by Mimi, will include a display of books by black authors and African art in the glass cases on the first floor. Mimi also plans to arrange an exhibit of black student poetry and art work in the library.

A DINNER of black soul food is planned for Friday before the play. A fee of 50 cents to \$1 will be charged.

Trips to the DuSable Museum, Afro Arts Theater and Black Topographical Center will be offered, with sign-up sheets posted around the school.

## In The Wind

Beginning yesterday — Sophomore, junior girls cheerleading clinic, 3:30-4:30 p.m., Sunny Gym.

Tuesday, April 8 — Volleyball, Morgan Park, 4 p.m., home.

Thursday, April 20-Friday, April 21 — Freshman, sophomore and junior class testing.

Friday, April 21 — Baseball, Latin, 3:30 p.m., away; Boys Tennis, Latin, 4 p.m., away.

Monday, April 24-Friday, April 28 — Afro-Arts Week.

Tuesday, April 25 — Baseball, Harvard-St. George, 4 p.m., home; Boys Tennis, Elgin, 4 p.m., home.

Wednesday, April 26 — Program for freshman, sophomore parents (story page 9), 7:30 p.m.

Wednesday, April 26-Saturday, April 29 — "Tiger, Tiger Burning Bright," Belfield 137, times to be announced.

Thursday, April 27 — Volleyball, Latin, 4 p.m., home.

Friday, April 28 — Boys tennis, Francis Parker, 4 p.m., away; Baseball, Francis Parker, 3:30 p.m., away; Girls Tennis, Francis Parker, 4 p.m., home.

Tuesday, May 2 — All-school elections; Baseball, Morgan Park, 3:30 p.m., away; Boys Tennis, Morgan Park, 4 p.m., away.

Thursday, May 4 — Boys Tennis and Baseball, North Shore, 4 p.m., home; Social Union Party, details to be announced.

Friday, May 5 — Spring Holiday.

Tuesday, May 9 — Next Midway out after school; Boys Tennis and Baseball, Lake Forest, 4 p.m., home.

## Blowing the whistle on crime

By Karen Meier

Increasing numbers of U-Highers are carrying whistles as part of a community safety program. Called Project WhistleSTOP, it was started last month by the Hyde Park-Kenwood Community Conference (HPKCC).

Under the plan, people who observe trouble on the streets blow their whistles. When someone hears a whistle blown, he calls the police and blows his whistle. This response signals to the assailant and victim that the police have been called. Project WhistleSTOP was adapted from a successful program begun last July on a block in New York City, according to Mr. Ross Lathrop, coordinator of the project in Hyde Park-Kenwood.

The whistles can be bought for 50 cents at the Hyde Park Bank and Trust Co., 1525 East Fifty-third St. and the University Bookstore, 5750 Ellis Ave.

Mr. Lathrop welcomes students in the program. "Whether because of their long hair or other reasons they are the most hassled group in the community. Therefore, it is important that they be an integral part of the program."

U-Highers say they have various reasons for buying the whistles. Junior Gerald Robin bought his whistle "for my own personal safety and to protect other people in the neighborhood."

Senior Susan Smith explains, "I bought a whistle to support a worthwhile community project. I like to feel that if I ever heard anyone in trouble there was something I could do."

Junior Richard Gomer feels differently. "I don't have a whistle because I figure if I blow a whistle when I'm being mugged they'll really let me have it," he said.

Mr. Lathrop thinks this situation will not happen. "In most instances reported," he said, "6-12 people responded immediately by blowing whistles. It isn't likely that an assailant will return to mess you up if he knows the police are coming."



Photo by Mark Gurvey  
FRESHMAN MEG WALLACE



# Russian prices high, too, U-Highers find

By Carol Siegel

High food and clothing costs typically of American society unexpectedly were found in the Soviet Union by 12 U-Highers who toured it March 17-29.

Russian Teacher Mary Hollenbeck sponsored the trip. She sponsored a similar one in 1970.

The U-Highers who went this year were: Freshmen Richard Adams and Jan Finzelber; Sophomores Jessie Allen, Carol Cohn and Richard Johnson; Juniors Janet Balanoff, Joel Banks, Andy Field and Eduardo Pineda; and Seniors Tom Chauncey, Marian Saska and Eric Singer.

MRS. HOLLENBECK and Russian MAT Susan Schulman accompanied the students.

The group visited Moscow, Leningrad and Kiev, in that order.

A 21-year-old representative of the official Soviet youth travel agency, Sputnik, Yaroslav Gregorievich Nekhai ("Slava"), guided the group through the Soviet Union.

The U-Highers said they expected that prices in a communist country, unlike in the United States, would be geared to the working class. They were surprised to find high costs in department and food stores.

AN ORANGE cost about the equivalent of 80 cents and blue jeans ranged from the equivalent of \$28 to \$111, according to Richard Johnson.

Referring to the costly food and clothes, Janet commented, "In that way Russia was really Americanized."

The students found, however, that even if Western culture has affected some aspects of Soviet life it has not influenced the Russian style of patriotism.

"There are posters of Lenin all over the place," Richard Adams commented, "and they have lots of statues and memorials to their national heroes."

AT THE KIROV ballet in Leningrad, Richard noticed the audience applauding in unison. He asked a lady why. She said the custom was a symbol of unity and patriotism.

"The people seemed to always talk about World War II," Marian noted. "They kept saying it was a great patriotic war where they fought against the fascists."

The students felt generally that they received a more genial reception in Russian than they had anticipated.

"I EXPECTED little men in black

trench coats to follow us around," Marian said with a laugh.

"We were much freer and the people more helpful and friendly than I thought they would be."

Richard Johnson added that "the people were pretty friendly except that they laughed and stared and spit at Tom Chauncey's and my long hair."

Many of the U-Highers were disappointed because they didn't meet many people their age.

"I DIDN'T even SEE many people our age," Jan observed.

She recalled that the group was told it would meet students its own age at a cafe in Leningrad. The students turned out to be 35-year-old graduate students.

The U-Highers left Russia particularly impressed with the architecture.

"THE CHURCHES are sorta cool," Eric said. "Their domes were shaped like this," he explained, making a pear shape with his hands.

Red Square and the Kremlin in Moscow proved especially impressive.

"I really felt that I was in Russia when I saw the Red Square," Janet commented. "On your left as you enter is GUM, the largest department store in Russia. On your right



Photo courtesy Joel Banks

EVERYWHERE Junior Eduardo Pineda went in Russia, people were fascinated by his looks, particularly his hair. As the group reached Leningrad, after visiting many of Russia's ornate churches, they had decided that Eduardo resembled an icon, a figure of a saint. In a Leningrad hotel the group framed Eduardo in a broken toilet seat to see how he would look as an icon. A maid came in, took one look at him, laughed and crossed herself.

is the Kremlin and directly in front of you is St. Basil's."

EDUARDO OBSERVED, "It's like a world in itself. Everything is decorated with gold leafing and it's really just beautiful."

Other highlights of the trip students noted included the Winter Palace outside Leningrad, the hotel tourist shops (called "beriozkas"), the Leningrad Hermitage art museum and the Kiev Shevshenko museum.

## Midway, staff again receive nat'l honors

National honor again has come to the Midway and members of its staff.

For the fifth consecutive year a Midway story has been selected as best in the nation in a journalism writing contest sponsored by the Columbia (University, N.Y.) Scholastic Press Association (CSPA) and American Newspaper Publishers Assn. (ANPA).

One award each is given annually in the categories of news story, editorial, feature story and sports story.

THE WINNING entry this year was a sports story written by Senior Miles Madorin. It appeared in the Oct. 12 issue of the Midway. The story, a soccer followup and preview, focused on a goalie before, during and after a game.

Accompanied by his father, Miles flew to New York City to accept the award March 11 at the Commodore Hotel before CSPA's annual convention (see photo).

At the convention, the Midway was cited for its record of six winning stories in the contest over the past five years, a record unequalled by any other publication.

At the time Miles' story was published and entered he was sports editor of the Midway; he since has left the staff.

IN A National Writing Contest sponsored annually by Quill and Scroll, a high school journalism society, four U-High entries were winners of Gold Keys.



Photo courtesy American Newspaper Publishers Association

RECIPIENT of the 1972 ANPA-CSPA Journalism Award for Best Sports Story, Senior Miles Madorin accepts his plaque at a luncheon at the Commodore Hotel March 11 in New York City. With Miles, from left, are Mr. Bernard Madorin, his father; Mr. Stewart Macdonald, ANPA Foundation director; and Mr. Charles O'Malley, CSPA director.

About 20 winners are chosen from several hundred entries in each of six categories: news writing, editorial writing, feature writing, sports writing, advertisements and photographs.

Sophomore Katy Holloway, the Midway's advertising manager, won two awards for her Harper Court and Susan Gale Botique ads in the Dec. 7 issue.

IN THE News writing division, Junior Doug Patinkin, in-depth news feature and political editor, won for his front-page story in the same issue on aid to ghetto families at Christmas time.

Also from the Dec. 7 issue came a winner in the sportswriting category, "A male tries cheerleading," by Freshman Marc Miller, a reporter.

For issues published during the fall quarter this year, the Midway has received its 13th consecutive All

American rating, the highest, from the National Scholastic Press Association (NSPA).

TO EARN the award, the paper first had to attain 3,200 points in a scorebook and then receive at least four of five possible marks of distinction for specific areas of achievement.

The paper received 3,910 points, near the top possible, and all five marks.

Arts page and in-depth features received special praise.

"You not only meet highest standards," judges remarked, "you set some!"

FROM THE Columbia Scholastic Press Association also came the highest award, Medalist, for issues published between Christmas and Easter, 1971.

It is the Midway's seventh consecutive Medalist.

## Booklet to give student views on teachers

(Also see editorial page 8.)

By Doug Patinkin, political editor

Students evaluating teachers? Yes, in a booklet to be distributed at the beginning of next year by a group of concerned seniors and sponsored by student government. Students will be evaluating teachers on the basis of teaching methods, strictness, homework, accounting of course and content.

The booklet's coordinator, Senior Mike Letchinger, explained that the idea is to provide accurate information on teachers and courses. "Everybody hears rumors; we want to accurately document them," he said. Students were to receive questionnaires for the booklet last week.

Mike said problems gaining the approval of administrators might arise but added that "the only difference in having the booklet an underground publication is that it would have to be distributed outside of school." He added that, "A lot of teachers might be upset because many of the reports will be less than flattering but I will make sure that nothing libelous or slanderous is printed."

In other government developments, the faculty April 3 elected its representatives for next year's Council on Procedures and Rules. They will be Math Teacher Delthlyn McDonald and Foreign Language Teachers Susanna Clark and Susan Joseph. Another foreign language teacher, Mrs. Christiane Fenner, will serve as alternate. Student representatives for the Council will be elected the week of May 6.

## Quickies

### Seniors head for weekend at Browns Lake Resort

● FOR THE second year seniors will travel to Browns Lake Resort in Wisconsin for their prom weekend, this year Friday-Saturday, May 5-6. David Cockrell and Debby May are cochairmen. Activities will include two dances, three meals, a movie and sports activities and recreation. Cost will be \$18.

● ONE SENIOR has received a scholarship from the National Merit Corporation and two others have received scholarships from the associated National Achievement program four outstanding black students.

The Merit program awarded Meg Smith a \$1000 scholarship sponsored by Standard Oil Corporation, of which her father is an employee.

Achievement awards went to Daphne Davis and Brandon Balthazar. Daphne received a \$1000 scholarship for her high scores on the Achievement tests in open competition with other students from this region, irrespective of the source of the supporting funds.

Brandon received a four-year scholarship of between \$250 and \$1500 each year, sponsored by IBM of which his father is an employee. He was selected from finalists, all having high Achievement test scores, who met criteria established by IBM, without regard for regional representation.

● JUNIOR GUYORA BINDER received the school's top score, 68.25 out of 150 possible points, in a math contest March 14. The contest is sponsored annually by several mathematical associations. Guyora will receive a pin.

Sophomore George Anders was second with 46.5 and Senior Lee Handler third with 39.25. The three scores have been forwarded to the regional director of the contest for comparison with scores from other schools.

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Last year the top U-High score was 40.5. Math Teacher Zalman Usiskin took the test this year and scored 97.75.

● SELECTED STUDENTS from vocal music classes will perform solos for voice evaluation May 6 at the American Conservatory of Music downtown. They were chosen by Music Teacher Gisela Goettling on the basis of vocal maturity.

The evaluators are members of the Chicago chapter of the National Association of Teachers of Singing, sponsor of the evaluations. Mrs. Goettling is chairman of this year's program.

Twenty-eight vocal music students competed in the Illinois High School Association vocal contest Feb. 26 in New Lenox.

Students were evaluated as follows:

SOLOS — Superior: Sophomore Lisa Popeil, Juniors Diane Erickson and Carol Siegel, Seniors Robert Cohen and Pam Richman; Excellent: Sophomore Mariye Inouye and Junior Teresa Lavender.

ENSEMBLES — Superior: Lisa, Carol and Senior Todd Brower; Freshman Marian Macsai, Junior Peter Claussen, Todd and Senior Karen Uhlenhuth; Freshman Kathy Swan, Sophomores Mariye and Gayle Hoard, Diane, Teresa, Pan, Robert and Senior Robert Weinberg. Good: Sophomores Juliet Appel, Cathy Boebel, Jenny Gray and Veronica Griffith, Junior Donna Ferguson and Seniors Vanessa Bush, Diane Graham and Jessica Kohn; Freshmen Linda Johnson and Karla Werninghaus, Sophomores Laura Bormuth, Lorry Cox and Nini Hawthorne and Junior Jody Richardson.

● SOCIAL STUDIES Teacher Philip Montag attended the Illinois Gifted Child Program Conference March 27-30 at Ohio State University. He is codirector of the Independent Learning Project, a gifted child program based here, with Social Studies Teacher Edgar Bernstein.

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## Mr. Dee Robinson

### Keeping U-High 'alive and well'

By Simeon Alev

Mr. DeForest Robinson, known to most U-Highers simply as "Dee," has been U-High's custodian longer than most people can remember. But Dee Robinson remembers.

"Twelve years. Twelve years this October."

Just as if it was a birthday.

Dee Robinson is a familiar figure. Twelve years as a guard at school functions as well as custodian have made him a special part of U-High.

"Dee Robinson is the man who knows all the quirks and foibles of this school," relates Dean of Students Standrod Carmichael, "the plumbing, the heating, all the funny wiring arrangements that were never in the plans."

"You see, Dee's not just . . . a custodian," asserts Mr. Carmichael.

"He knows he makes a school run and takes pride in that . . . This school can't go without him."

When Dee arrives here at 6 a.m. he makes preparations for the day that most U-Highers take for granted.

"Well, first I open all the doors



. . . the doors are always open, aren't they? Well, I'm the one.

"Then I get all the lights on, replace any bad bulbs, and I check the bathroom for floods . . . just in case."

"Heating's the engineer's job but I'll tell him where it's cold."

But for all his responsibilities — these and more throughout the day — recalls Shop Teacher Herbert Pearson, a longtime friend of Dee's, "there's never a moment when he's in a rush. I don't think I've ever heard a cross word from him to anyone. Always bright, always cheerful."

Away from his job, Dee Robinson likes to cook, garden and fish.

Few of Mr. Robinson's faculty friends doubt his value to the school.

"I can tell you," says Mr. Pearson, "if anything were to happen to Dee Robinson, if Dee were gone, this school would be sorely in need."

"It's hard to replace a man like that."

## Tomorrow's schools today

# Education for life in the 70s

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

By Karen Uhlenhuth

Do formal classes and traditional subject matter adequately prepare the "student of '72" for future life?

Faculty and administrators at St. Mary's Center for Learning don't think so.

St. Mary's, 2044 West Grenshaw St., was founded in 1900 as a Catholic girls' school.

IT SERVED neighborhood families, mostly well-to-do Irish Catholics and Europeans.

But as the neighborhood underwent change to lower-income blacks and Spanish Americans, St. Mary's had to change too, according to Curriculum Administrator Marilyn Turkevich, called "Turkey" by St. Mary's students.

"The curriculum had to be revamped because it wasn't meeting the needs of the 'Student of '72,'" explains staff member Margaret Dolan.

ALONG WITH courses in basic subject areas such as English, math and science, St. Mary's now offers "today-oriented" courses such as "So you're pregnant. Where do we go from here?," "Expressive Movement," and computer programming.

ST. MARY'S graduates must have fulfilled state requirements for a high school diploma.



Photo by Linda Lorincz

ST. MARY'S STUDENTS painted this mural with clock, chain and mouth representing traditional schools mass-producing graduates. Other figures represent teachers.

At present about 250 courses are available at St. Mary's. In addition to St. Mary's 65 faculty members, of whom eight are affiliated with the Catholic Church, many students teach classes.

The liberal atmosphere at St. Mary's has pervaded not only curriculum but also the classroom situation.

ACCORDING TO English Teacher Luke Wicks, teachers and students usually treat each other as equals. As a result, he feels, fear disappears.

"It's a natural situation," he explains. "If there's no tension in the social atmosphere, it cuts the role playing. Role playing (teacher and student) has nothing to do with learning."

At St. Mary's, Mr. Wicks says, "students aren't scared to speak."

Removing the barriers between teacher and student encourages students to give their opinions and differ with teachers, Miss Dolan says.

Informal classes and a varied curriculum already are present at U-High, Principal Margaret Fallers feels, although perhaps not to a great enough degree.

Informality is present in U-High classes to the extent that students aren't scared to speak up, she points out.

BUT, SHE believes, "This school would be better if students and teachers could talk more together informally outside the formal classroom situation."

A student-faculty lunch area was once considered, she noted, to encourage more of this kind of contact.

In a classroom situation, she added, some limits must be imposed on the extent of informality because "sometimes very informal classes go nowhere."

TO INCLUDE in U-High's curriculum courses dealing with the modern world is possible, but not as necessary as at St. Mary's, Mrs. Fallers feels. Students at St. Mary's, she explains, unlike U-Highers, probably marry and start rearing families at an early age, making courses such as those dealing with child care more necessary.

Instead of offering more courses, Mrs. Fallers believes U-High would do better to be more inventive with existing courses.

# Hiring and firing at U-High

## Finding, evaluating teachers a complex procedure

By Amy Anderson

Ever wonder how your teachers got their jobs and what qualifies them to teach you? The hiring and firing of teachers at U-High is a more complicated process than you may have imagined.

U-High seeks teachers from three major sources, according to Principal Margaret Fallers. Many candidates apply independently when they hear of a vacancy. Other candidates are found through teacher placement bureaus or university placement programs. And often U-High teachers suggest qualified job-seeking teachers or administrators.

The school sometime has 30-40 candidates for one job. According to Lab Schools Director Philip Jackson, it seeks among these candidates "people who are genuinely interested in kids, who enjoy them and like to help and support them. Furthermore, the chief quality I always hope to find is professional commitment. I want teachers who want to teach, for whom teaching is not a substitute profession, and who are convinced of the importance of teaching."

Also important, says Mrs. Fallers, is that a candidate "share a similarity of teaching philosophy with U-High. They should be comfortable with the students and with the informality of U-High classes."

From the written recommendations the school receives from each candidate, the principal, department chairman and any teachers involved select those they wish to come in for personal conferences. In sifting through applications, they first seek well-educated candidates who each minimally has a Bachelor of Arts degree from a school with a good department in his field and has taken enough courses in his field to be adequately familiar with it.

Mrs. Fallers adds that "some experience in teaching helps, but each applicant must be considered individually, for some teachers are good from their first day on."

Candidates invited to the school are interviewed by the department chairman and teachers in their field and also meet Mrs. Fallers and Mr. Jackson. On the basis of written reports made after the interviews, Mr. Jackson makes final decisions on hiring. As for involving students in evaluating teacher candidates, as has been suggested, Mrs. Fallers says, "Students are very smart about teachers but I'm not sure they should help evaluate prospective teachers. The candidates might feel they're being judged by immature people. Student evaluation would have its problems, but it's worth talking about."

Age is not a decisive hiring factor here, Mrs. Fallers says, despite a longtime rumor that younger teachers

are hired because they have lower starting salaries. "We have no preference for a certain age group, but we like enthusiastic teachers who often are young," she explains.

New teachers sign a one-year contract. After the first year, a teacher is evaluated by Senior Teachers familiar with his courses, by Mrs. Fallers and himself. The process is repeated each year. After five years a teacher may apply for Senior Teacher status, granted by an advisory faculty committee on the basis of demonstrated excellence in teaching and in the performance of other professional responsibilities.

When the Senior Teacher program was begun several years ago, a program of evaluation was planned. Because the number of Senior Teachers prohibited evaluation of all at one time and the problem of fairly deciding who should be evaluated first, the plan was dropped. Originally, also, Senior Teachers signed three-year contracts. Beginning this spring they will sign three-year rolling contracts renewed automatically each year.

The faculty recently approved a revised policy formulated by its Personnel Policy Committee concerning the procedure to be followed when the competence of a Senior Teacher is questioned by the Director, a principal or a department chairman. The school can fire teachers who have not attained senior status simply by not renewing their contracts. Senior teachers, however, are guaranteed the recently approved procedure.

Under the plan, informal conversation first must take place between the teacher and individual questioning his competency, with the Director included if necessary. If the problem persists, the Director and teacher may create a program of discussion with mutually-agreed-upon people aimed at solving the problem. If this program does not solve the problem, the case goes before a board of five Senior Teachers whose majority decision is final. The plan allows for the Director and teacher in question to each select one member of the board.

Generally, a teacher could be fired if he were found to be professionally incompetent or guilty of unacceptable behavior, Mrs. Fallers said. Professional incompetence might include not knowing the material one was responsible for teaching or being unable to keep order in a class.

Mrs. Fallers stressed that incompetence is not the same as inexperience. "It has to be a combination of inadequacies that can't be helped by professional aid," she said.

Unacceptable personal behavior would include beating or sexually molesting a student. State law provides for automatic firing in many such cases.

The complex hiring and evaluation procedure here has at least one measurable result.

Firings, Mrs. Fallers said, are rare.

## Faculty again to cast votes on collective bargaining

By Judy Schlessinger

A second election to decide for or against collective bargaining between the Lab Schools faculty and the University, with the faculty represented by agents of a union local, probably will be postponed from this spring until next fall.

A first election was held last spring. It was initiated by the Faculty Association, a teacher organization founded in 1968 and later affiliated with the American Federation of Teachers (AFT) as Local 2063.

The election last year, supervised by the National Labor Relations Board (NLRB), a governmental agency, resulted in 84 votes against collective bargaining with the AFT local as agent and 81 for.

Twelve additional unopened votes, however, were challenged, mostly those of department chairmen. The school insisted chairmen were administrative employees, excluded from voting, and the Union said they were members of the faculty who should be represented in any collective bargaining agreement.

Also in question was the status of assistant teachers and those in appointments only parttime devoted to the Lab Schools.

By the end of the year no decision had been reached. Discussion continued this year when the Association filed for a second election, with NLRB hearings in March involving school administrators, Union spokesmen and lawyers for both sides.

In a letter to the faculty March 30, Lab Schools Director Jackson said that, to end any further delay in a second election, he had instructed the school's lawyer to propose that almost all the contested employees be eligible to vote, but leaving the status of assistant teachers to be decided by NLRB representatives on the basis of the hearing record.

The next day the Union distributed a bulletin saying a compromise had been reached at the hearings and that, with several modifications, it had agreed to Mr. Jackson's proposal.

Because the NLRB must make decisions on several questions yet, each side must prepare a brief for the regional director. The deadline for filing is Friday. The director usually takes one to two months to make a decision and that decision may be appealed.

An election may not take place less than 25 days after a final decision, so an election before the end of the school year is unlikely, Faculty Association spokesmen said.



# A guide for nonvoting voters

By Naomi Janowitz

The new 18-year-old voting age is a topic of major interest at most high schools across the nation. U-High, however, is pretty much out of the picture. Because of the pre-freshman year which combined the 7th and 8th grades, most U-Highers are a year younger than students at other schools. The Midway was able to locate only seven U-Highers who will be eligible to vote this year (story this page).

But even if most U-Highers don't have the vote, there are ways in which they can make their desires concerning public issues felt.

They can join organizations working to improve the political process. They can campaign for the candidates of their choice. They can write public officials and urge action on issues. They can contact the people elected to serve them and service organizations.

This Guide for the Non-Voting Voter provides a start for those who aren't 18 but want to get a "vote" in anyway.

## • Join

**COMMITTEE ON ILLINOIS GOVERNMENT** — Independent Democrats working to reform the party, 127 North Dearborn St., 372-5694.

**COMMON CAUSE** — A nationwide non-partisan citizen's lobby. Membership \$15

each year. P. O. Box 220, Washington, D. C. 20044.

**DEMOCRATIC PARTY OF COOK COUNTY** — 112 West Randolph St., 263-0575.

**INDEPENDENT VOTERS OF ILLINOIS** — 22 West Monroe St., 263-4274.

**REPUBLICAN HEADQUARTERS** — 134 North LaSalle St., 641-6400.

## • Campaign

Presidential Candidates

**NIXON HEADQUARTERS** — 110 South Dearborn St. Contact Laura Jordan, 263-2353.

**McCARTHY '72** — 48 East Chicago Ave. High school coordinator is Linda Rudrick, 337-7491.

**McGOVERN FOR PRESIDENT** — 73 West Monroe St. Contact Sara Tucker, 263-6133.

**MUSKIE ILLINOIS CAMPAIGN** — 8 South Michigan Ave., Room 900. Contact Joan, 263-5571.

## • Write

**THE PRESIDENT OF THE UNITED STATES** — Mr. Richard M. Nixon, The White House, Washington, D.C. 20500.

**THE VICE PRESIDENT OF THE UNITED STATES** — Mr. Spiro T. Agnew, The Executive Office Building, Washington, D.C. 20501.

**DIRECTOR OF THE ENVIRONMENTAL PROTECTION AGENCY** — Mr. William D. Reckelshaus, 1626 K St., Washington, D.C. 20460.

**SECRETARY OF HEALTH, EDUCATION AND WELFARE** — Mr. Elliot B. Richardson, 330 Independence Ave. S.W., Washington, D.C. 20201.

**COMMISSIONER, FOOD AND DRUG ADMINISTRATION** — Mr. Charles E. Edwards, 5600 Fishers Lane, Rockville, Md. 20852.

**CHAIRMAN, FEDERAL COMMUNICATIONS COMMISSION** — Mr. Dean Burch, 1919 M St., Washington, D.C. 20554.

## • Contact

**HYDE PARK ELECTED OFFICIALS** — State Senator: Richard Newhouse, 24th district, 263-2664; State Representatives: Robert Mann, ST. 2-6888; Bernard Epton, 782-3800; James A. McLendon, AN. 3-2530; Congressional Representative: Abner Mikva, 353-6148; Senators: Charles Percy, 353-4952; Adlai Stevenson, 353-5420; Alderman: Leon Despres, 1623 East 55th St. BU. 8-7411.

**AMERICAN CIVIL LIBERTIES UNION** — Service organization devoted to upholding Constitutional rights, 236-5564.

**BETTER GOVERNMENT ASSOCIATION** — Devoted to checking corruption in governmental agencies, 236-3700.

# How U-Highers rate Nixon as President so far

## Midway poll also elicits their opinions of Hanrahan, Presidential candidates

By Marc Miller

President Richard Nixon has done a "fair" job so far in office. That was the reply most frequently given in a Midway political preference poll returned by 170 U-Highers last month. "Poor" was the second most-frequent response.

The poll was given in English classes.

In it students were asked their choices for the offices of President and state's attorney, asked to evaluate President Nixon's performance and invited to comment if the Black Panther raid conducted under the supervision of incumbent state's attorney Edward Hanrahan affected their opinion of who should occupy that office.

**STUDENTS COULD** choose from seven descriptions of President Nixon's performance. Results, in order of response, were as follows: "Fair," 47; "poor," 37; "good," 22; "very poor," 19; "very good," 11; "superior," 2; "excellent," 2.

In the Presidential race, Sen. George McGovern (D-S.D.) topped Sen. Edmund Muskie (D-Me.) by

one vote, 44-43.

Also receiving votes were Rep. Shirley Chisholm (D-N.Y.), 30; President Nixon (R), 13; Sen. Eugene McCarthy (D-Minn.), 12; Sen. Hubert Humphrey (D-Minn.), 10; Sen. Henry Jackson (D-Wash.), 5; Actor Pat Paulsen, who has been conducting a campaign which may or may not be a showbusiness stunt, 4; Vice President Spiro Agnew (R), 3; Alabama Governor George Wallace (D), 2; and Comedian Dick Gregory, Sen. Edward Kennedy (D-Mass.); and Rep. Paul McCloskey (R-Calif.), 1 each.

**OF PRESIDENT** Nixon's accomplishments, one student commented, "Nixon's redeeming accomplishment was his visit to China. Also, Nixon's mediocracy and the fact that no one could become very enthusiastic for or against him kept the country from splitting further apart."

Another observed, "Nixon isn't a miracle worker, but the China talks and the continued withdrawal of troops from Indochina have improved the general outlook."

But another student wrote, "It seems that Nixon failed to deal with any of the country's major issues and has only recently brought them up in time for the election."

**FOR THE OFFICE** of state's attorney, Donald Page Moore, an independent, finished first, with 90 votes. Hanrahan, running as an independent Democrat, received 17 votes and Raymond Berg, who replaced him as the Democratic candidate after Hanrahan was indicted for his part in the Black Panther raid, received 13 votes.

Uncontested Republican nominee Bernard Carey was not listed on the poll.

Most students responding said that the raid had influenced their vote.

The raid, on a private apartment, took place Dec. 4, 1969, under the supervision of Hanrahan's office, officially to confiscate unlawfully-kept weapons.

**TWO BLACK** Panther leaders, Fred Hampton and Mark Clark, were killed in the raid.

Fourteen policemen were involved: they said they were fired on first. Panther witnesses, however, insisted that the police has forced the door to the apartment open and began firing on those inside without being fired on first.

Hampton, they said, was killed in his bed.

NUMEROUS investigations fol-

lowed, with conflicting conclusions. Hanrahan was indicted for obstruction of justice as the result of a controversial grand jury probe into the case.

"The Black Panther raid was an example of what the loopholes in our systems are," commented one student. "The police got away with it and knew they could. I learned more about Hanrahan. Because of the incident I wouldn't vote for him so immediately."

Another said, "The Black Panther raid was important only because it brought Hanrahan's corruption to the surface."

**WROTE ANOTHER** respondent, "Hanrahan is obviously not interested in justice and thus does not belong in a job like state's attorney."

Explained another, "The raid eliminated Hanrahan from consideration. Berg also eliminated himself with his irresponsibility. This leaves Moore, who could be worse than both but hasn't revealed himself yet."

In the March 21 Illinois primary, Hanrahan finished first, as did independent Democratic candidate for governor Dan Walker.

The Midway's poll did not include choices for governor.



Art by Eduardo Pineda

## Alderman urges under-18s to take active political roles

By Jessica Kohn

You don't have to be of voting age to be politically involved, according to Fifth Ward Alderman Leon Despres. Those under 18 can take part in campaigning and precinct work as well as many other fields of political activity, he explained in a Midway interview.

Mr. Despres has been alderman of the ward in which U-High is located since 1955.

In the City Council he has been especially active in areas of city planning, housing, community renewal, civil rights and government efficiency.

"Regardless of age," he believes, "each person is a citizen with basic rights to protect."

Students interested in working for the upcoming election may offer their services at any candidate's headquarters, Alderman Despres explained. There, he noted, they may be assigned any job from passing out literature to raising money.

"I spoke at a meeting for Senator McGovern last night which was arranged by a 17-year-old boy," he reflected.

But even if it's not election time, politicians are always interested in volunteers, the Alderman pointed



ALDERMAN DESPRES

out.

"We are in constant need of dependable people to do research and clerical work," he said.

The lowering of the voting age from 21 to 18 should stimulate more people to become active in politics, Alderman Despres feels.

"As it goes," he commented, "the nonvoter of one campaign is the voter of the next."

## How U-High voters view new privilege

By June Altman

The few U-Highers who are or will be eligible to vote this year have mixed feelings about their privilege. The Midway located seven of them, all seniors (there may be others).

They are Barbie Boebel, Ann Wenestrom, Neal Bader, Joan Lipkin, Katy Wolfe, Janet Gans and June Altman.

Some of the new voters feel they are not yet informed enough to cast their vote intelligently.

Barbie was the first 18-year-old in her precinct to register for the March primaries. She says she will have to study up before the election on who the candidates are.

Ann commented, "I'm sort of uninformed but I'll get informed before the election."

Some political analysts have predicted that the lowered voting age will be reflected in election outcomes. Neal said he didn't think it would be. "I don't think many kids

will register," he explained. Ann agreed.

Joan, who will turn 18 in July, feels that, "Being able to vote is one of the big highlights of my life. I'm very interested in politics and I've been active in it. I really wish I could have voted in the primaries."

Joan, and most of the others, will cast their ballots in absentee for the November Presidential elections be-

cause they will be away at college.

Although all seven of the U-Highers expressed a desire to vote, several said they wouldn't if the choice were between two candidates they didn't like.

"I'm not optimistic about the choice of candidates," Ann said. "If it's just Nixon and somebody like Humphrey, I won't vote."

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# U-Highers and their viewpoints

## ... on the Marijuana Commission report

By Benji Pollock

The use of marijuana should be fully legalized, most U-Highers interviewed by the Midway feel, in contrast with the findings of the National Commission on Marijuana and Drug Abuse.

The commission, appointed last year by President Nixon, recommended that the private use of marijuana and its sale in small amounts be legalized but "marijuana possessed in public remain contraband subject to summary seizure and forfeiture."

Representative of a number of U-Highers, Senior Tom Weinstein said, "Using and selling of marijuana should be legal, because in spite of frequent use, the drug has never proved harmful."

Senior John Roothaan agreed but added, "The government should do something to control hard drugs like heroin."

Some students, however, are not so sure legalization is safe.

Sophomore Richard Fozzard explained, "I don't think marijuana should be legal to use. If there is any doubt to its safety, and there is, then there should be no legalization."

Sophomore Jeff Johnston added, "I think more research is needed before a decision on legalization is made."

Although the commission has recommended legalization in private homes, many U-Highers do not think the President's administration will adopt such a suggestion.

Senior Bruce Klafter believes that "the findings of any commission appointed by Mr. Nixon are useless because he will ignore the recommendations as nebulous and inaccurate."

Senior Arthur Riley was in accord. "Nixon will reject the findings because he plays to the middle-class which cannot accept marijuana like they have alcohol."

Some students believe the recommendations eventually will be adopted.

Freshman David Sorter noted that "a liberal administration headed by Humphrey or McGovern would adopt the recommendations."

Sophomore Kyra Goettling added, "The recommendations will be followed because so many people use marijuana anyway."



Art by Eduardo Pineda

## ... on the report on television violence

By Bart Freedman

U-Highers have mixed reactions to a U. S. Surgeon General report that violence in television programs can encourage violent behavior among young viewers.

Most U-Highers questioned by the Midway said they felt that repetitious violence on television inures them to it in real life. Others felt that violence on television serves a constructive purpose because it allows viewers to see the harms of it in real life situations.

Junior Peggy Fitch feels violence on television is harmful because "kids see violence so often that they think it's acceptable. This hurts them because when they go out into the real world they find it isn't acceptable."

Junior Kevin Tomera took the opposite view.

"T. V. violence is merely a portrait of actual life. If people don't see violence on t.v. they are going to see it anyway. Furthermore, the violence they see on t.v. conditions them to what life is really like."

Sophomore Andrea Thomas also felt that violence in television entertainment is not harmful because "people have seen it so often that they don't take it seriously."

Several students said they felt that television violence

encourages people to use violence as an answer to their problem.

Sophomore Claire Wagner said it "discourages intelligent solutions to their problems because they think hitting someone is an acceptable answer."

Junior Kevin Spicer feels that "t.v. presents an unreal image of what violence is and what its lasting effects are. Someone doesn't really get up and walk away after he has been shot."

Other students felt that because television viewers realize that the violence they see is staged they don't take it seriously. Junior Ken Bimoeller said, "It's not harmful, because people can view it with a critical eye and differentiate between real and staged violence."

Junior Peter Rigacci agreed. "People don't take it seriously because they realize it's all staged." He noted also that "kids grow out of the influence of t.v. as they grow older."

Junior Dicky Cole said he felt television violence decreases street violence because what people see on television "satisfies an inner need for violence."



Art by Eduardo Pineda

## ... on the Machine's primary defeats

By Benji Pollock

The recent Illinois primary revealed a deterioration in the power of the Daley machine, many U-Highers feel. But some feel the primary results do not signify any major change in the Machine's influence.

In the primary, March 28, independent candidates for governor, Daniel Walker, and state's attorney, Edward Hanrahan, won against Democratic-organization-supported candidates, respectively Paul Simon and Raymond Berg.

The Democratic organization in Illinois and particularly Cook County is popularly known as the Daley Machine, in reference to Chicago Mayor Richard Daley and its power in getting out the vote.

Many U-Highers consider the primary as a defeat for the Machine.

Senior Jay Golter feels that "voters are beginning to look at the candidates. They are no longer just voting the way the precinct captains tell them to vote. The Machine certainly didn't show any signs of life."

Freshman Emily Cooper agreed. "The machine was definitely weakened, as the Walker and Hanrahan races show."

Other U-Highers, however, disagree.

Sophomore Dan Rosenberg explained, "The vote-getting ability of the machine did not necessarily diminish. Daley liked Hanrahan all along. Walker won because of a Republican crossover."

Some U-Highers think the Democratic organization slated Berg and then didn't support him.

Sophomore Sonia Ravin noted, "Daley maybe was forced to pick Berg. But then he and his precinct captains probably didn't help him. I don't think it was a defeat for the organization."

Those who felt the Machine did suffer in the primary were pleased.

German Exchange Student Volker Bastert observed, "If a Machine can dominate then the people cannot really have free elections. That sounds of Russia."

Freshman Joshua Telser was also happy about what he felt represented a defeat for Daley.

"Daley and the people in his Machine act like criminals," he said. "I was glad they lost."

But Senior Daniel Samelson concluded, "Some say it was a defeat. Some say it was not. But I think we will have to wait to November to really see."



Art by Eduardo Pineda

## ... on the early closing of public schools

By Benji Pollock

Closing of Chicago public schools 11 school days early this June will unfairly deprive students of their education, many U-Highers feel. Others approve of the decision to close the schools.

The Board of Education decided on the early summer recess to reduce the school system's \$98.5 million budget by about \$22 million. Whether teachers would be paid for the cancelled days was not decided. If they were paid, the savings would be much less.

Originally Christmas recess was to be lengthened this year to save money. Then a decision was made to delay any closing in the hope that new funds could be found, but they were not.

Some U-Highers feel the missed two weeks will not be significant.

Junior Ross Lyon explained, "I used to go to public school. The kids there don't learn much right before summer anyway. So if two weeks are taken off them, it won't really affect the kids."

Other U-Highers feel the city has adequate funds to finance a complete school year but is handling its spending poorly.

"The money has always been there," said Senior Thomas, "but is being misappropriated."

Senior Daphne Davis said she agrees that the city's priorities are wrong but wonders if the Board of Education could utilize wisely the funds it needs if it did have them.

She noted that the Department of Education recently eliminated a standardized test to determine whether a student required special teaching help, making Chicago the only major city without such a test.

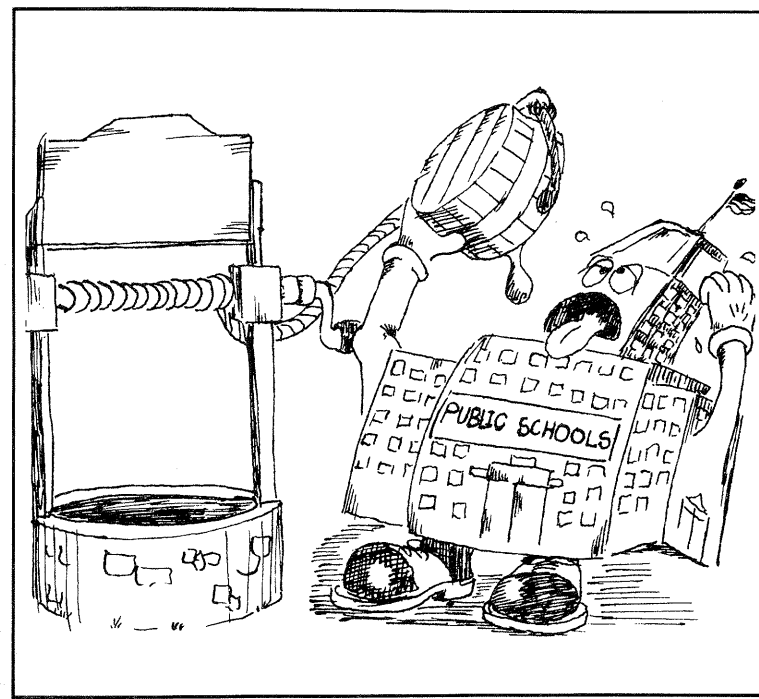
Many U-Highers feel the Board of Education could have found alternatives to cutting the year short.

Senior Aldo Pedrosa feels it would have been wiser to spread one or two-day vacations throughout the year to save two weeks of expenses.

Senior Joe Barrash feels the city should have made stronger appeals to the state and federal governments for supplementary funding.

Many U-Highers pointed out the effect the early closing will have on teachers.

Senior Jon Rosenberg commented, "It will be a drag for the teachers as well as the students because the teachers won't get their cash."



Art by Eduardo Pineda

# Armed guards: Explosive question

## Kenwood shooting stirs controversy

By Doug Patinkin

The shooting of a Chicago City College student in the halls of Kenwood High School February 5 has brought the question of armed guards to public controversy.

Public schools in Chicago have used security guards since an incident approximately 10 years ago in which a teacher was murdered, according to Kenwood Principal Elizabeth T. Mollahan.

Many public high school guards are off-duty police officers, she said.

**THE GUARDS** are in the schools because they are public areas with large populations. Many Chicago high schools have several thousands students enrolled.

A guard's presence in itself is a deterrent to violence, Miss Mollahan believes, because they are armed and have the power of arrest.

Kenwood's security staff presently includes one armed and uniformed off-duty policeman and several unarmed civilian security aides.

Before the shooting, the system was similar.

**CORNELL FITZPATRICK**, the college student who was shot by a security guard at Kenwood, was there to see a teacher. Newspaper reports conflict but generally agree that he did not have a visitor's pass stamped with the time and his destination.

When Fitzpatrick was asked to show his pass by a security guard, a scuffle broke out and Fitzpatrick was shot in the chest by another security guard.

The official police report stated that Fitzpatrick was in possession of a gun but student witnesses disagreed.

**SEVERAL** neighborhood organizations, including the Hyde Park-Kenwood Community Conference and the Alliance to End Repression, demanded an investigation.

An inquest into the killing was to begin yesterday amid community protest about the officials and procedures involved.

Following the shooting, several Kenwood students threatened to stage a walkout if the armed security force were not removed from the school. Teachers, however, demanded that the force be increased.

**ON MARCH 3**, following a bomb threat and several false fire alarms, members of both the students and faculty failed to return to classes. Miss Mollahan suspended classes for the day.

At the present time, a visitor to Kenwood is ushered by a hall monitor to the office, where he must obtain a visitor's pass. Then, when proceeding to his destination, he must present the pass to each hall monitor before passing him.

Most Kenwood students, hall monitors, faculty and administrators contacted by the Midway refused to comment.

**THOSE THAT DID**, but who wished to remain anonymous, thought that the armed guard issue had been blown out of proportion by the press and by the other students. They also felt that the issue was being used as a crutch by students for not attending classes during the period following the shooting.

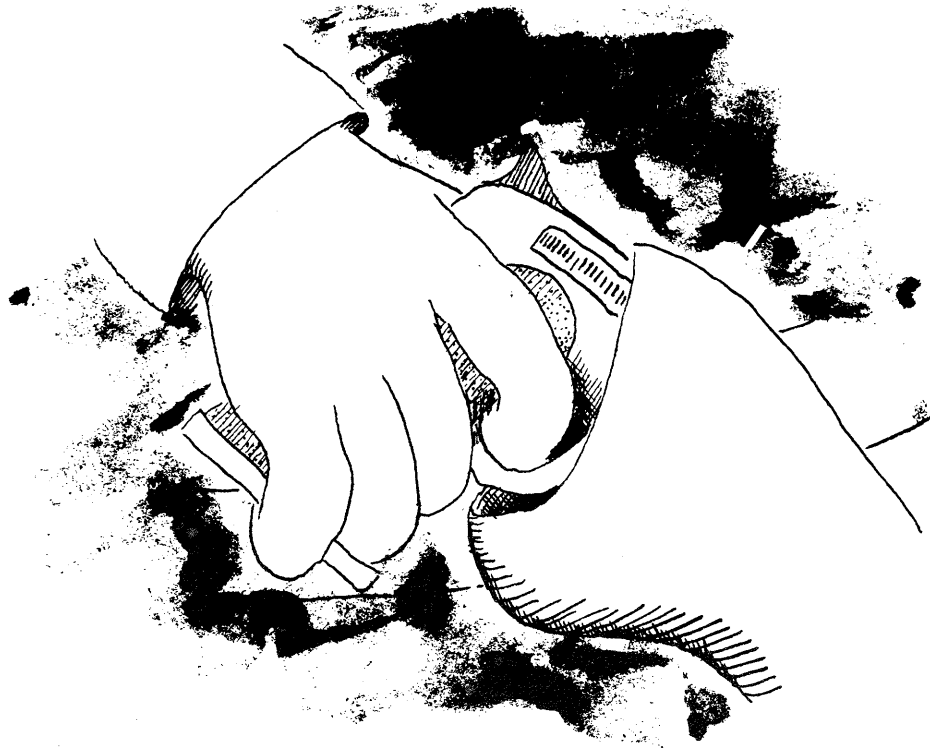
Other students felt that alternatives to guns should be used and suggested electric prodders.

The prodder releases an electric charge that can temporarily paralyze an intruder without harming him.

**A POLL** distributed to Kenwood students, their parents and the faculty asked them to pick one of five security systems.

The proposal receiving the most votes was the present system of one uniformed, armed policeman and unarmed civilian security aides.

Despite the favorable student reaction to this plan, some students remained pessimistic. One student commented, "The whole thing is ridiculous. If someone came in and wanted to kill somebody, there isn't much anyone can do to stop him."



Art by Eduardo Pineda

## University officers patrol U-High area

By June Altman

Three University Campus Security officers patrol the square block encompassing U-High: Officer Harry Pearson on foot, Officer Joe Marzullo on motorcycle, and one of 12 officers, alternately, in a squad car.

The Security patrol is in charge of preventing violence, theft and vandalism throughout the campus. Although violence is an infrequent problem at U-High, theft and vandalism by outsiders has been common and sometime is committed by U-Highers themselves.

**OFFICER MARZULLO**, who has patrolled this area three years and has learned to distinguish students from nonstudents by "their appearance and attitudes," says his job consists mostly of catching bike thieves, breaking up small fights and filling out "contact cards" describing anyone who strikes him as being suspicious.

Reports are made to the city juvenile bureau on those whose names appear on several contact

cards.

Officer Marzullo carries a gun which he, like all other campus security officers, must pass a test to carry. They are trained in the use of their weapons at a pistol range. Officers also must undergo periodic checks of their ability to handle their guns.

**ACCORDING TO** Lt. Nicholas Juric, director of University campus security, the officers are instructed to shoot only in defense of their lives or someone else being attacked.

A Campus Security officer has never had to fire his weapon, Lt. Juric said, although once an officer was fired upon.

Officers are trained for security patrol on the job, according to Lt. Juric. They also receive eight hours of orientation covering proper police officer decorum, courtesy and public relations.

**IF AN** emergency situation ever arose at U-High requiring police help, an administrator could telephone the Campus Security Office and have a squad car at the school

within two minutes.

Officer Marzullo believes that, at U-High, any situation requiring assistance would not be the result of student behavior.

"We never have any trouble with the students," he said. "It's the outsiders."

Officer Marzullo has caught trespassers stealing purses, bicycles and typewriters from the school.

**MRS. FALLERS** said that the school's security problems are kept minimal by its small size.

"If I see someone I don't know," she explained, "I just say 'Can I help you?' If they're not legitimate visitors they are asked to leave."

Lt. Juric points out that the presence of Officer Pearson, who often walks through the halls, is a deterrent to crime because few people would commit a crime where they know a policeman is likely to be.

**ACCORDING TO** Dean of Students Standrod Carmichael, the school's biggest security problem occurred in 1969 at a school party, "October Haze," that was disrupted by unin-

vited young people from the neighborhood.

"The party was all up for grabs," he recalled. One intruder threatened Mr. Carmichael with a switchblade.

The only security personnel at the party was a custodian dressed in a guard's uniform. Mr. Carmichael afterward decided it would be necessary to have an armed guard at parties also. After trying out several guards, he chose permanently one whose physical stature would deter anyone contemplating violence.

**OFFICER Sam Evans**, that choice, stands at the door at parties and keeps out anyone who does not have a student I.D. or guest pass. He also has been instructed to keep out students who are obviously stoned or drunk.

Lt. Juric said he and his staff continually analyze patterns in security problems and change their methods of operation as necessary.

Mr. Carmichael feels that generally the school's approach to security is sound. "We have," he said, "the kind of security we need for the kind of school we are."

### Opinion here cites

## The problem of guns on guards

By Richard Gomer

Gun-carrying guards in schools are not favored by many students, teachers and administrators questioned by the Midway.

English Teacher Rex Martin's statement reflected the general opinion. "A guard is apt to provoke trouble," he said. "One is not comfortable when there are people around wearing guns."

English Chairman Eunice McGuire and English Teacher Barbara Conley each felt that a school should attempt to solve its tensions from within rather than simply suppress them with the use of guards.

Concerning the use of armed guards at U-High, most opinion was against having them. Student Legislative Coordinating Council President Jay Golder said, "I'd rather have an intruder in the school than someone shot, although there could be a guard at school entrances when there is a party, for there is a greater chance of trouble then."

Dean of Students Standrod Carmichael said, "Armed guards in U-High aren't needed because I

know everyone in the school. If there is a strange face, I know it's an intruder. Besides, students here are not violent. If anything does happen we can call Campus Police. Their availability is a deterrent to intruders. If they catch you, they'll take you down to the station and book you."

Mr. Carmichael added that the presence of armed Campus Security officers at U-High is the result of a University decision about which he has no say.

Principal Margaret Fallers also feels there is no need for armed guards at U-High.

"U-High is a small school," she said, "and most teachers know all students. Therefore, teachers can recognize outsiders, and students breaking rules can be identified, while in a large public school it's like Grand Central Station."

Social Studies Teacher Earl Bell also feels the size of a school is important in deciding whether guards are necessary. "With four to five thousand students, it's a small community," he pointed out. "But," he added, "guards should be professionals, trained not to use their guns."

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# Alternative programs utilize diverse learning approaches

By Bart Freedman

More and more programs giving students alternatives to traditional learning are becoming apparent at U-High.

At present there are three such programs: Student-Teacher Coalition (STC)'s second project through which students write and fulfill learning contracts; work-study, which assists students interested in devoting part of their school day to paid or volunteer jobs; and May Project, through which seniors with approval spend a month working in jobs or community service or pursuing independent study.

Two other programs employ other than traditional teacher-student learning within the regular school schedule.

**THEY ARE** the Student-Ordered English Curriculum (SOEC), in which freshmen and sophomores select from several choices the subject and teacher of four-week English workshops; and the Independent Learning Project (ILP), which produces original texts for classroom and individual use.

The alternative programs gained impetus this year with a \$25,000 grant from the Benton Foundation, a program administered by the Uni-

versity.

ILP has been funded nine years by state grants, this year \$51,000.

**PRINCIPAL** Margaret Fallers feels that the increase in alternative programs can be attributed to changes in the society in which students live.

"The media, and television in particular, have made students much more aware of the world by the time they get to high school," she explained.

"This awareness has prompted us to realize that there are some things which are learned better outside of classrooms."

**SCHOOLS WILL** increasingly be examining what types of learning can be accomplished better by alternative programs, Mrs. Fallers feels.

Administrative Assistant Peter Cobb, an STC adviser, feels also that alternatives to traditional classroom teaching represent a symptom of the times.

"Students are becoming more intellectually and academically aware," he commented. "Kids are really concerned about what they are learning. They aren't content to decorate the gym before parties any more."

**MATH COCHAIRMAN** Margaret Matchett, a central figure in the planning of alternative programs here, says that increasingly educators are realizing that there is more than one way of learning in high school.

They are beginning to feel that if more choices in learning are available to students it is more likely that any one individual's learning needs will be met.

In a changing society where people are more intellectually aware than before, the classroom is becoming too limited a resource for the range of education schools should provide, she pointed out.

**ALTERNATIVE** programs allow students to specialize in topics too detailed for all-class study and use resources not available at U-High, she added.

STC's current project of learning contracts, its second, involves 37 students. With the help of advisers, participants decide what they want to learn and what their learning approach will be. Later they evaluate their accomplishments.

Under an Alternative Programs plan approved by the faculty this year, participants in STC and other alternative programs may apply for school credit for their experiences.

**MR. COBB** feels that one of STC's major values is that it allows more specialization in education than the school's regular curriculum.

Junior Peter Getzels, an STC member, additionally observed that, in the process of allowing students to pursue individual interest, STC also has created a sense of community among its participants that is "lacking in the rest of the school."

The work-study program, officially approved by the faculty March 16, is part of the plan. It is getting underway with about four participants.

**MRS. MATCHETT** explained that the program gives students the opportunity to get work experience outside the school to supplement their in-school education.

By helping students to become involved in community activities, Mrs. Matchett pointed out, work-study also helps to overcome isolation of the school in the community.

SOEC was begun in 1969, replacing the previous freshman and sophomore English curriculum and

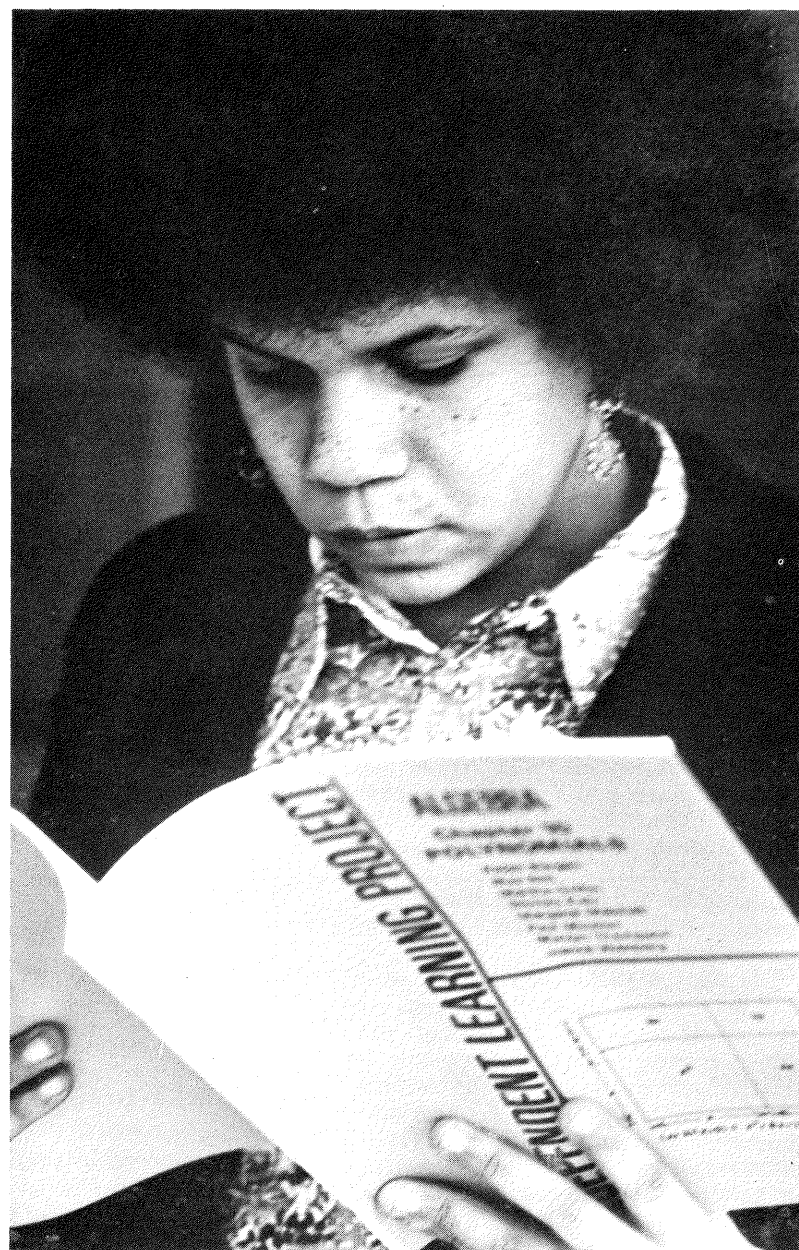


Photo by Simeon Alev

**APATHY AT U-HIGH** and in the world is the topic of a speech by Sophomore James Ellis in an SOEC workshop entitled "Making A Speech."

grading system.

**STUDENTS CHOOSE** teachers and subjects from several choices for four-week workshops. Students also help determine the subjects of future workshops.

Required skills workshops concentrate primarily on grammar.

SOEC was formulated to introduce students to a wide range of materials in their first two years of high school before concentrating on literature, critical analysis and writing in the junior and senior years.

No letter grades are given, only pass-fail marks. Students evaluate each workshop and, at the end of each quarter, their own work.

Response to SOEC has been mixed (story this page).

**ILP WAS** conceived in 1963 to provide materials for gifted students unchallenged by the texts provided by their schools.

The Project is headed by Social Studies Teachers Philip Montag and Edgar Bernstein.

Booklets have been produced to be used with programs promoting independent study in math, social studies, English and music. The booklets are constructed to encourage students to learn on their own with guidance from teachers when they wish.

Evaluations of the booklets produced and used here are reported to the supervising stage agency. It recommends successful efforts for use in other Illinois schools.

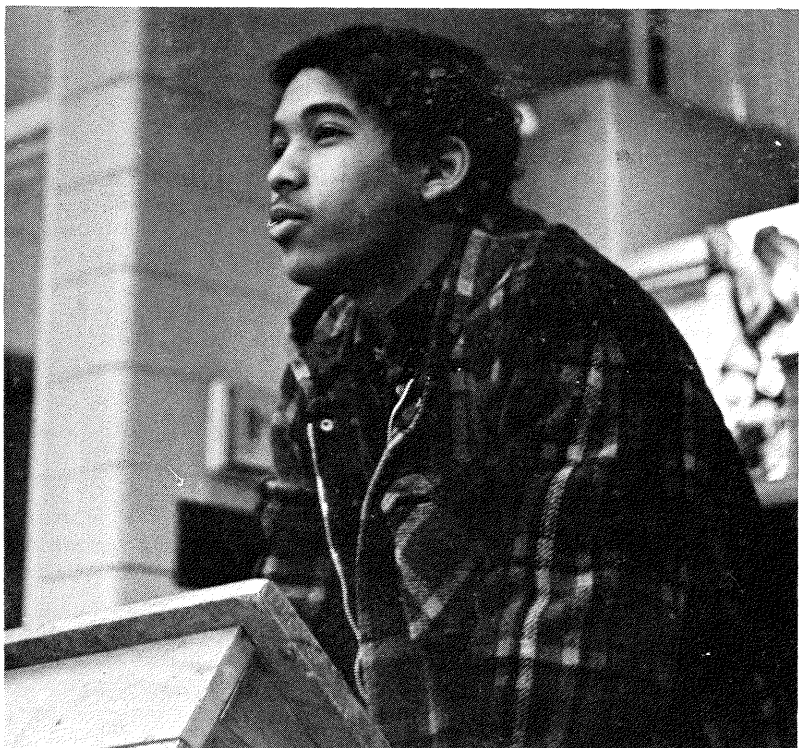


Photo by Colin Smith

A **MATH ABC** Independent Learning Project booklet engrosses Freshman Debby Ferguson.

## SOEC: *Students criticize workshop program*

Many U-Highers feel that SOEC workshops have become places in which to goof off and do not prepare them for the English courses they take as juniors and seniors. Of about 20 students questioned by the Midway, the response to SOEC was almost entirely negative. SOEC teachers, however, feel that despite such reactions the workshops are accomplishing their goals. The program will continue at least one more year; it presently is undergoing self-evaluation.

Junior Fred Oldfield expressed a view similar to that of many other respondents when he said, "It was a good idea but the structure broke down because students treated it as a playground." Fred believes the use of pass-fail rather than letter grades results in many students feeling SOEC workshops are not as serious as other classes.

Junior Paul Hruban said SOEC prepared him inadequately for writing the papers which are required in junior and senior English. Junior Fred Elfman agreed that more writing is needed in the workshops.

Senior Abby Swanson said she felt SOEC was "U-High's worst program because the workshops are so short that nothing gets done. I think there should be two-thirds regular English class and one-third workshops so people will learn more of what they need to learn."

Other students cited behavior problems in classes, and lack of direct relationships between English and some workshop subjects.

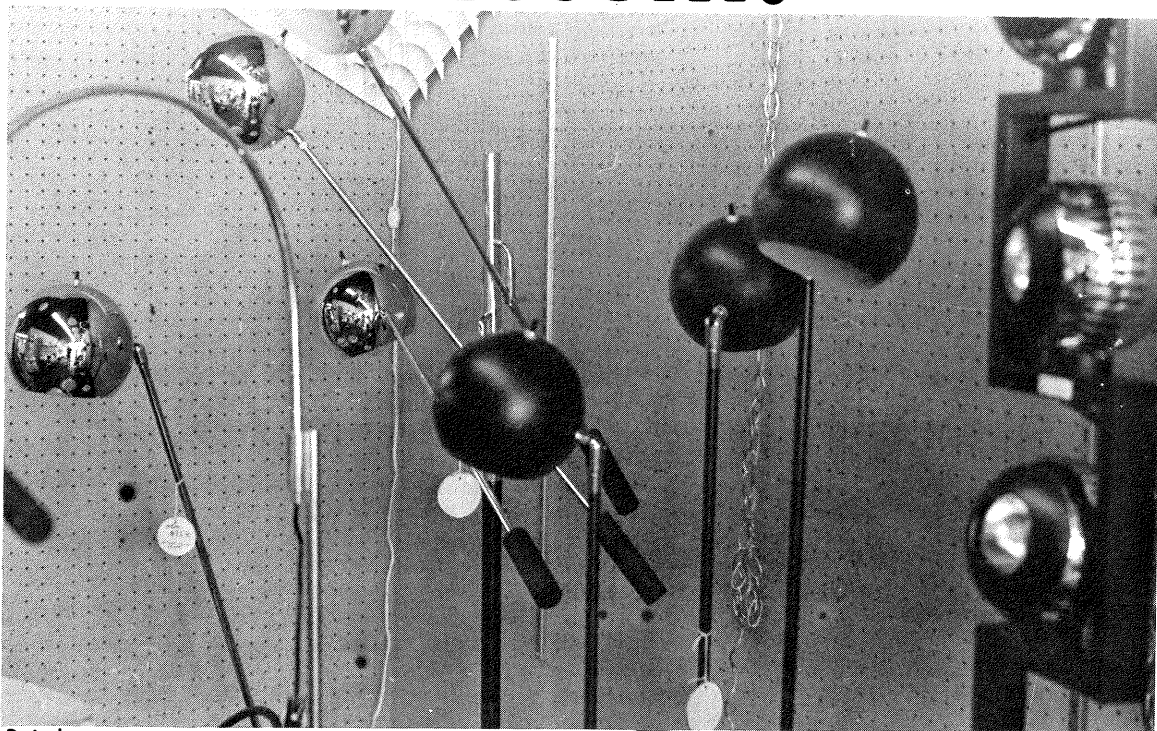
SOEC English Teacher Barbara Conley, who is coordinating the program's evaluation, said she feels, despite the response the Midway got, that SOEC has about the usual complement of students who are motivated, dissatisfied or just don't care as in any classroom situation. As for behavior problems, she feels that some students misinterpret the open classroom situation as a chance to do nothing when it is an opportunity to do what is interesting or important to them.

The pass-fail system, she said, ideally should encourage students not to work for grades but to meet at school to learn and enrich themselves. "There is no substitute for real involvement," she commented.

Miss Conley agreed that writing experience should be offered in the workshops and said that most of them do involve writing. Students get adequate writing experience in their junior and senior years, she feels.

As for workshop length, it represents an attempt to compromise between student interest spans and the tasks planned.

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# For a responsible guide to teachers

A guide to U-High courses and teachers is being compiled by a group of seniors who have been promised financing by student government.

Such a publication reporting the basic curriculum of a course and relating the workloads a teacher requires and attitudes toward late assignments and attendance, could be useful to students in choosing classes.

ENGLISH STUDENTS, for example, could more intelligently choose workshops or full-quarter classes if provided with accurate information about what to expect from teachers.

At present students depend on hearsay from friends to determine which teachers best suit their needs.

A more accurate survey of student opinions could be gained through a questionnaire asking standard questions concerning teachers and courses. With replies categorized, data could be statistically analyzed. The categories themselves could guide students to responsible and sensible decisions.

Inadvertent publication of grudge statements or uncritically overenthusiastic responses could be avoided.

The study SLCC is endorsing, however, will not employ standard questions and categorized responses. The planners have chosen instead to ask students only for general comments on courses and teachers.

They have made no provisions for determining the seriousness, sincerity or validity of the responses. They will make no attempt in guiding users of the guide in their judgement of what they are reading.

THE GUIDE'S planners say they will edit out any libelous statements. But there is more in question than obvious libel. Teachers should not be subjected to unconfirmed criticism published in what will seem to be



Art by Eduardo Pineda

"LET'S SEE. THIS TEACHER YELLS A LOT, BUT SHE'S NICE TO SOME KIDS. SO WHAT AM I SUPPOSED TO MAKE OF THAT?"

authoritative form. A teacher's professional integrity and reputation could be damaged if invalid or misleading statements regarding his capability were printed.

The compilers of the guide say their purpose is to aid students toward "peaceful coexistence" with their teachers. But their haphazard approach to accuracy in data collection and analysis, and their failure to define how a student is to put the information he reads to use, could result in serious problems.

Many U-Highers might use the proposed guide to get by with the least work for the best grade. In the process — particularly using information gathered without critical judgment — many might find themselves with a lower quality education and fewer compatible teachers than they would have had left to their own choices.

THE MIDWAY for years has encouraged SLCC to undertake this type of project. But one wonders whether student government should attach its name or financial backing to the current attempt, with its vaguely-defined goals and procedures.

As long as SLCC is worrying about preparing U-Highers for their teachers, perhaps it also should think about the Student Handbook it produces each year to prepare them for the school as a whole.

This year's book includes only a description of student government and the Council on Procedures and Rules, a calendar of events, a listing of Lab Schools rules for High School students and a school day schedule.

PREVIOUS BOOKS, by comparison, also offered a listing of cocurricular courses and activities, a map of the buildings, a sports schedule, a description of school community facilities and services including neighbor-

hood eating places, and descriptions of guidance and counseling services.

The book got smaller and less complete, however, when the editors decided to sacrifice information for the sake of brevity and humor.

But information need not be sacrificed for humor. The 1969-70 handbook was funny and entertaining, but it also was useful. The editors of that book successfully broke away from the usual boring handbook format while still providing necessary information. "This handbook is closer to a student survival manual," the "opening speech" stated.

That is exactly the kind of student guide the school continues to need, and what student government should continue to provide.

## 10-second editorial

● One of the major responsibilities of a high school in this nation is to provide students with experiences which will prepare them for effective and contributing citizenship in a democracy. One way a school can provide this experience is through a working, effective student government. Highly competitive student government elections, with students making meaningful choices among candidates, will follow.

At U-High apathy concerning elections has grown steadily. Many students believe student government is not worth caring about because administrators have usurped its power. If students do not care about school elections administrators should be deeply concerned. The school is not providing the citizenship experience it should.

## THOUGHTS

... on ushering

Andy Frain ushering has at long last hit the limelight. Chicago newspapers suddenly seem to be intrigued by a predominately teenaged organization of cleancut ushers and sharp miniskirted usherettes in a time of blue jeans, army jackets and beards.

One Chicago Tribune female reporter recently cornered one of "Frain's Finest" to question him on everything from how he likes the mandatory short hair to his girlfriends' opinion of his job.

SUN-TIMES Music Critic Dick Saunders was a fly-by-night usher for a Deep Purple concert at the Auditorium Theatre to learn first-hand what ushering is all about.

Why even the Daily News' star columnist, Margo, has written of gallant Frain men repelling troublesome gate crashers.

Perhaps you'd like to hear what really happens on the job. I know, because I have been one of "Andees' Dandees" for almost two years.

First off, the rumor that we are highly trained and paid is nonsense. The vast majority of "crowd engineers" (as we are officially denoted) just rely on good ole common sense and courtesy to get the job done.

SECONDLY, most Frain tasks entail working about 10 per cent of the time and standing around "looking good" for the remainder of the stint.

Looking good, in fact, is what we do exclusively on a large number of jobs. This is extraordinarily rough on your feet and lower back, since a Frain employee is almost always forbidden to sit down while working.

THIS MONOTONOUS standing requires the absolute cooperation of your whole body, especially when you are assigned to guard a stationary post.

Aside from these setbacks, I can attribute many a good time to my nifty 1940-style blue and gold uniform.

Concerts have been the most enlivening jobs for me. An Andy Williams crowd can create more problems for Frain people than rock concert freaks.

Not too long ago, one of the Frain Brothers summoned the police after fighting broke out at an Arie Crown Theatre piano recital. Problems with seating resulted in a disturbance potentially worse than I have witnessed for Ampitheater wrestling matches.

ONE OF THE best nights ever was the Tom Jones concert at the Ampitheater when ugly broads tried every scheme possible to touch Tom Jones or send notes to him for a chance of a dreamy rendezvous later that night. Women's undergarments were flying through the air in search of the sexy singer, stuffed with love notes.

The stories are almost endless, and the good times outweigh the boring honky-tonk jobs. I relish being a junior G-man; a Frain usher.

— Bob Adelman, senior



## Mailbox

### 5th-graders say 'Please'

From Mrs. Anne Wheeler's 5th-grade class in the Lower School:

The 5th-grade students feel very strongly about the cafeteria being so messy and about our coming down to an eating place where litter is all over the floor and tables.

So we decided to do something about it. We worked hard and thought long about how to solve our problem. We decided to make colorful posters to express our feelings.

The first one was a garbage can saying "Please."

The second was another garbage can saying, "Use me. That's what I'm here for."

The third poster showed a sun and said, "Let the sun break through. We've stopped polluting, how about you?"

The first and second ones were written on ("Pretty good for a fifth-grader"), torn down and thrown in the trash can. The third one vanished within a few hours. What else can we do?

We're trying to find a solution, but we're stuck—though we won't stop trying. We need help from our older friends. Please. . .

## THE MIDWAY

Published 10 times during the school year by journalism students of University High School, 1362 East Fifty-ninth Street, Chicago, Illinois 60637.

EDITOR-IN-CHIEF ..... SCOTT HARRIS  
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Page 2, past news ..... Jessica Kohn  
Page 3, learning news ..... Karen Uhlenhuth  
Page 4, newsfeatures ..... Naomi Janowitz  
Page 5, newsfeatures ..... Doug Patinkin  
Page 6, in-depth newsfeatures ..... Doug Patinkin  
Page 7, learning newsfeature ..... Karen Uhlenhuth  
Page 8, editorial and opinion ..... Rob Weinberg  
Page 9, arts ..... Jessica Kohn  
Page 10 and 11, sports ..... Scott Harris  
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## Scott Issues

### JOHN STALLS, WRITING STICKS!

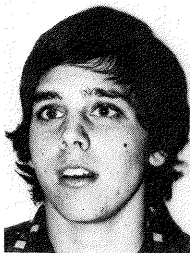
By Scott Harris

Anybody who has ever been summoned by nature and has ventured into U-High's boys' rest rooms is probably familiar with the messages on the stall walls, the work of U-High's graffiti writers.

The word graffiti originates from the Italian word "graffiare," meaning scratches. Graffiti has been the subject of several serious studies. In an article in the April 13, 1970, issue of Time Magazine, it was defined as "man's attempt to proclaim his immortality against irreversible odds; he will die, but his name crudely hewn in some rock or age will never the less endure."

People write graffiti on walls and in lavatories throught the world, including U-High's four boys bathrooms. Graffiti can be expensive. Two years ago the Belfield john stalls were so badly scratched the school had to refinish them at a cost of more than \$200. (U-High girls leave their stall walls relatively pure.)

The quality of graffiti at U-High is far inferior to that seen



Scott Harris

elsewhere.

High quality graffiti such as "God is dead . . . but don't worry, Mary is pregnant again." "God is omnivorous — chitlins, bagels, pizza, even enchiladas;" and "Make wine, not war;" can make going to the bathroom worthwhile.

But U-High graffiti leans toward a lot of crude drawings of sexual ornamentation and four-letter words appearing without benefit of rhyme or verse. There are also a few telephone numbers followed by the girls' names.

U-High graffiti writers comment on an unimaginatively limited variety of subjects: sex, race, teachers, administrators, students and a little politics.

Occasionally some wit does appear, as in this statement: "There's nothing wrong with whiteys. Everybody should own one. I got one for X-mas. It comes in a cage and you stand around and poke sticks at it."

But such wit is rare.

With all the bright students at U-High, why can't we turn out any good graffiti writers? As one graffiti writer or observer noticed and recorded on a stall recently, "WE NEED SOME new graffiti on these walls."



# Mini-Views

## 'Tracy and Hepburn': Great

By Jessica Kohn

Most movie stars faded away with the make-believe splendor of Hollywood. There are a few, however, like Spencer Tracy and Katharine Hepburn whose films have endured through the years and will probably continue to for a long while.

In "Tracy and Hepburn" (Viking, 1970, \$7.95), Author Garson Kanin presents a delightful intimate memoir of this immortal screen pair. Through anecdote and observation, which provides light and enjoyable reading, he details the characteristics which distinguished them not only as brilliant actors but as great human beings as well.

The most basic quality each possessed was eccentricity, but not a put-on eccentricity so common among their contemporaries. They both had tremendous style and discretion and, therefore, gained unanimous respect not only in the film industry, but among artists, writers, politicians and businessmen all over the world.

As Orson Welles, the actor and director, accurately comments on the back of the jacket cover,

"Tracy and Hepburn" is surely one of the two or three best books about actors ever written. I found myself wolfing the whole delicious thing in one long, greedy gulp. This is a fascinating book about two fascinating people.

## 'Cabaret': Call it drama

By Jessica Kohn

"Cabaret" is the story of degeneracy in pre-Nazi Berlin, centering around Sally Bowes, a transplanted young American hungry for show business success. It is a story of corruptness, of selfishness, of ignorance to a society headed for destruction. When it was a Broadway musical, the writers complained because people were leaving the theater calling it a delightful, lively, fun-filled show.

The recently-released movie version, however, successfully focuses upon the horror of the times, particularly through the character of Sally, played by Liza Minnelli. Miss Minnelli gives a brilliant performance as the self-engrossed, ambition-driven nightclub singer.

One particularly horrifying scene in the film takes place in a beer garden. A boy begins singing a patriotic ballad, "Tomorrow Belongs To Me," and slowly the people around him become aroused until everyone is madly chanting allegiance to the Motherland. "Cabaret" remains the gaudy and entertaining musical it was as a stage production. But in its film reincarnation it also becomes a significant dramatic commentary on the collapse of a society around people who are blind to their own doom.

## 'America': Eclectic album

By Bob Adelman

A friend commented that the group America — namely, Dewey Bunnell, Gerry Beckley and Dan Peek — sounds like Neil Young. That assertion is correct, but to classify America as merely a Neil Young parody seems shortsighted.

America's album "America," featuring their hit single "A Horse With No Name," brings to mind a housewife using a cookbook and store-bought ingredients to make a dish that she perfects with her own flair.

There's evidence in America's music of concepts borrowed from Cat Stevens, Simon and Garfunkel and Buffalo Springfield, among others. Several selections, particularly "Riverside" and "Clarice," reek of Stevens' sharp, staccato guitar and Simon and Garfunkel's harmony, plus their "real life experiences" lyrics.

The selections, in fact, are so diverse in character that only the omnipresent, sometimes unimaginative guitar strumming at the beginning of each tune sets it off as an "America" piece. They may not be original, but they do have a way of putting a variety of influences together that makes this album worth buying.

## Paper to try new approach to improve play reviews

To give its reviews of school drama productions more depth and significance, the Midway staff plans to initiate a new approach beginning next issue.

While the staff feels the reviews it has published generally have been fair and intelligent, it feels it can improve its drama followups.

THE MIDWAY has always received complaints when its reviews offered criticism as well as praise but, according to Arts Editor Jessica Kohn, such complaints had no role in the staff's decision. The paper will continue to publish honest reviews which may include adverse comment, she said.

The Midway has never published a review policy, Jessica said, but it has employed several guidelines.

"Midway reviewers have been instructed not to pose as drama critics or experts," Jessica explained, "and they have been told not to pass judgment on the efforts of drama teachers and students from a viewpoint of authority."

REVIEWERS ARE told, rather, to evaluate plays on the basis of observable results, she continued.

"They look for audience reaction, quality of sets, lighting, costumes, makeup, blocking and whether the actors know their lines and stay in character.

"The Midway has never judged school productions as if they were

professional, and has always respected the fact that they are primarily learning experiences. On the other hand, we never have demeaned them by saying "it doesn't matter what the production was like as long as everyone enjoyed doing it.""

THE PAPER has tried to avoid offering criticism alone, she noted. When reviewers criticize, they have been required to suggest how problems could have been solved. When technical and financial limitations have been a problem, reviewers are told to suggest solutions to them.

Reviewers also have been told to avoid ego trips and sophisticated, witty, technical copy that makes the reviewer look great, but does not serve the readership.

FUTURE REVIEWS will employ reviewer observation but, in addition, the reviewer will incorporate audience and participant viewpoint.

Before each production, the director, cast and crew will be interviewed about their goals and expectations. Then, after the play, they will be interviewed concerning the finished performance. At the performances, members of the audience also will be interviewed for their reactions.

Through this process, the Midway hopes to provide more thorough reporting of drama productions, Jessica said.



Photos by Mark Gurvey

DURING THEIR lunch period, from left, Junior Diane Erickson, Freshman Wendy Washington, Senior Adele Friedman, Junior Barbara Rice, Senior Diane Graham and Junior Jody Richardson rehearse a song for the student-faculty choir.

## U-High's comeback choir

By Bart Freedman

U-High's first choir since 1967 promises to become a permanent institution.

The group, which includes both students and faculty, meets Tuesdays and Thursdays during lunch period. About 30 students and five teachers presently sing in it.

Choir had been a popular and prestigious activity at U-High until the late 1960s. A changing school schedule, however, made it increasingly difficult for the school to provide one school period for all the members of the choir to meet as a group.

Students began losing interest and finally not enough could be gotten together at one time to form a choir.

Since then several music teachers have tried to revive the choir without success. One year only four students signed up to participate.

The choir was revived successfully this year partly because it was made a requirement for Vocal 1, 2 and 3 students and partly because the idea had gained enough popularity again that an adequate number of people volunteered for it.

Notices in the daily bulletin last fall brought to practices not only students and teachers, but also administrators and secretaries.

Although the vocal students were to receive 1 / 3 credit for their participation, several objected to the requirement because they said it was not clearly stated when they enrolled in vocal music classes last spring. Others said they could not attend the lunch period meetings.

The students were told they could petition to be excused from the requirement and several were.

Music Teacher John Klaus, organizer and director of the choir, feels it has made a successful comeback because the participants have found "it's a very rewarding experience, getting together and making music."

He feels more people might join the group if a better meeting time than lunch could be found.

The choir performed for the Middle School during the fall and winter quarters and for the High School during Arts Week.

The group's repertoire includes a variety of works ranging from 16th century Spanish to 20th century American music.

Mr. Klaus says the group is a talented one which catches on to styles and techniques quickly.

Junior Amy Wegener, a member of the choir, agrees. "It's a good choir," she said, "and excellent

experience for anyone interested in vocal music."

Junior Alan Bormuth added, "It's a good thing for anyone interested in singing."

Mr. Klaus hopes more people will join the choir and that next year it will be a bigger group.

A great voice or the ability to read music are not prerequisites, he stressed.

## Parents to see arts, music work

Work of the Unified Arts and Music Departments will be viewed by freshman and sophomore parents in a program arranged by their Council, 7:30 p.m., Wednesday, April 26 in the cafeteria.

For the first half hour parents will visit exhibits set up by Unified Arts teachers to display the work of their students.

At 8 p.m. an hour program by music groups, introduced by the teachers who sponsor them, will begin in the Little Theater.

# arts

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## New Mexico's loss, Colorado's gain (or the other way around maybe)

The 1972 U-High ski trip got off to a calamitous start when travel arrangements to Taos, N.M., were cancelled at the last minute because of poor snow conditions.

The 37 skiers who planned to go on the trip, which was not school sponsored, included 18 students from U-High, 16 from Latin School and three chaperons from the University faculty. Travel arrangements were switched to Vail, Colo., where snow conditions were better.

During their stay at Vail, the U-Highers indulged in activities including restaurant hopping, swimming, ruining equipment and spending money.

The skiers frequented restaurants ranging from cafeterias to pizza parlors to delicatessens to soda shops to buffets, constantly earning notoriety. U-Highers harrassed restaurant entertainers, pocketed ornamental pineapples

and gave exceedingly low tips.

Some U-Highers went swimming instead of taking showers. Juniors Joey Notkin, Doug Patinkin and David Weber found themselves running at full speed one night in wet clothes after sneaking into the outdoor pool of a neighboring motel.

The trip to Vail also took its toll of equipment and skiwear. Sophomore Danny Kohrman broke the tail of his ski. Sophomore Andy Davis lost both his gloves when he dropped them from a chairlift. Junior Kemper Lewis deposited his warm-up pants in a telephone booth and returned to find them missing.

(SKIERS in the photos, from left, are Junior Doug Patinkin, Sophomore Dan Kohrman, Juniors David Weber and Doug and David.)



Story and photos by Simeon Alev



# Spring teams face lionish, lambish opponents

## •Baseball

The loss of seven all-league players to graduation has meant major reshaping of this year's varsity baseball team. According to Coach Terry Kneisler, the team will not be as strong as last year's.

He feels, however, that many of this year's players, especially the pitchers, show great potential.

Morgan Park Academy, second to U-High last year in the Independent School League, will pose the greatest threat, Mr. Kneisler fears.

"Because of Morgan Park," he said, "U-High may not win the championship."

This year a junior varsity team has been formed, coached by College Counselor Charles McCarthy. Both teams practice before and after school.

Scheduled games follow:

Latin, 3:30 p.m., Friday, April 21, away; Harvard-St. George, 4 p.m., Friday, April 28, away; Morgan Park Academy, 3:30 p.m., Tuesday, May 2, away; North Shore, 4 p.m., Thursday May 4, home; Lake Forest, 4 p.m., Tuesday, May 9, home; St. Michael's, 4 p.m., Thursday May 11, home; St. Michael's, 3:30 p.m., Friday, May 12, away; Latin, 4 p.m., Tuesday, May 16, home; Harvard-St. George, 4 p.m., Thursday, May 18, home; Harvard-St. George, 3:30 p.m., Friday, May 19, away; Francis Parker, 4 p.m., Tuesday, May 23, home; Morgan Park, 4 p.m., Friday, May 26, home.

U-High beat North Shore 4-2 April 11, there, with the junior varsity losing 6-7.

## •Boys tennis

Tough matches are expected with in the next week for U-High's boys tennis team against Latin this Friday, away, and Francis Parker the following Friday away.

Coached by Mr. Larry McFarlane, the team will play each school in the Independent School League twice instead of playing each team once and participating in the ISL tournament, as it did last year.

The starting team — three singles and two doubles — consists mainly of returning seniors. Last year's first singles player, Senior Jim Solomon,

returns to face rugged competition. He says this year's ISL first players are about the best in league history.

All meets begin 4 p.m. Remaining schedule is as follows:

Elgin, Thursday, April 25, home; Morgan Park, Tuesday, May 2, away; North Shore, Thursday, May 4, home; Lake Forest, Tuesday, May 9, home; Districts, Saturday, May 13 (place to be announced); Latin, Tuesday, May 16, home; Elgin, Friday, May 18, away; Francis Parker, Tuesday, May 23, home; Morgan Park, Friday, May 26, home; State, Saturday, May 27 (time to be announced).

U-High beat North Shore 3-2, April 11, there.

## •Girls tennis

At least two more matches in addition to the four already scheduled will hopefully be set up for the new girls tennis team, according to its coach, Social Studies Teacher Earl Bell.

The team was organized by Senior Debby May.

Scheduled matches so far, all at 4 p.m., include Francis Parker, Friday, April 28, home, and Friday, May 26, away; and North Shore, Thursday, May 11, home, and Tuesday, May 23, away.

All matches will consist of three singles and two doubles, Mr. Bell said.

The 23 team members practice Wednesdays and Fridays before school and Mondays and Fridays after school.

Mr. Bell has established a tennis ladder, a list of players in order of ability, starting with the best players on top. The players may challenge one or two positions above on the ladder.

When it comes time for a match, the top three players on the ladder will play singles. Subsequent players will be assigned to doubles.

"There are three basic shots I want the team to work on: serving, net shots and overheads," Mr. Bell said.

He also is strongly stressing an offensive game, he added.

## •Track

U-High's track team will do well this season in all running events, in the opinion of Coach Ed Banas. But it will do poorly in the shotput and discus because Junior Kevin Kelleher will be out for the season with pulled ligaments in his back.

Mr. Banas bases his hopes on the fact that the team won eight and lost two meets in the indoor season. He feels the outdoor team's toughest opponents will be Francis Parker and Morgan Park.

The 15 U-High trackmen are shaping up with 10 hours of practice each week. They were still waiting for their schedule at deadline.

## •Volleyball

The volleyball team has two remaining matches this season in addition to a student-faculty game. The matches, both at 4 p.m., are against Morgan Park, today here, and Latin, Thursday, April 27, also here. The student-faculty game is scheduled for 3:45 p.m. Thursday.

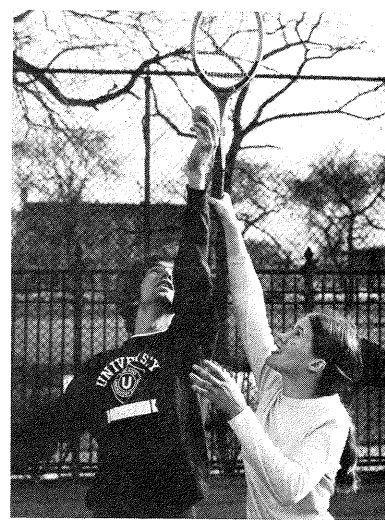
A volleyball victory consists of the best of three games.

Although the U-High varsity has already beaten both Morgan Park and Latin, Coach Janis Masterjohn still feels the games will be challenging because the previous matches were close.

She believes practice is a prime factor in winning or losing and the team has been practicing regularly. It has improved since the beginning of the season, she said, "especially in the use of three hits to a side, blocking and moving."

The junior varsity, which lost its Morgan Park and Latin games, needs to "work on setups, receiving serves and moving to the ball," she added.

Both the varsity and junior varsity won over North Shore April there, each winning their first two games.



Photos by Mike Letchinger

SPRING SPORTS are here. Senior Neal Bader, Maroon baseball catcher (photos from top left) pegs a throw to Sophomore Dan Kohrman, third-baseman. First-singles boys tennis player Jim Solomon, a senior, shows Senior Susie Lyon, a member of the new girls tennis team, where to toss the ball. Sprinter Maurice Pompey, senior, turns on the speed. Tipping the ball over the net, Junior Sherald Kent, gets in some volleyball practice.

## Two more cage honors for senior

Two more honors have been announced for Senior Basketball Forward David Cockrell, previously named to the all-ISL first team. David additionally has been named to the Little School All-State and All-Chicago Area honorable mention teams.



# Phys ed: More than just games

*Program promotes physical well-being, group cooperation, cleanliness, safety*

By Richard Gomer and Scott Harris

Physical education at U-High is more than fun and games. Behind a program of phys ed classes, interscholastic sports and intramurals is a carefully thought-out set of objectives.

As set forth in preparation for the North Central Association self-evaluation this year, these objectives include: Providing learning experiences that contribute to the student's physical skills and maintenance of health in a way that is meaningful and enjoyable to him; helping students to learn to participate in group activities with cooperation and sportsmanship; educating them concerning the need for cleanliness and safety awareness; and interesting students in sports.

**THE PHYS ED** Department requires that every U-Higher take a minimum three years of phys ed classes and complete a 30-minute swim test (see separate story).

Before each student starts High School, he is required by state law to undergo a physical examination. With a signed statement from his physician, a student unable to participate in phys ed may be excused from it for a specific length of time.

An aim of the Phys Ed Department is that every student qualified to participate in its program develop through the offered activities strength to support body weight without fatigue and endurance to participate in sports activities without undue strain. Most phys ed classes begin with 5-10 minutes of calisthenics.

**FRESHMEN** and sophomores in phys ed receive three-to-eight-week programs of swimming, dance, basketball, gymnastics, tumbling, track, softball, tennis, soccer, badminton and volleyball.

For boys only there are touch football, water polo and wrestling. For girls only there are rhythms, field hockey and modern dance.

Juniors and seniors select their phys ed activities, but must include at least one team and one individual sport in their programs.

The electives include soccer, swimming, basketball, baseball,

volleyball, cross country, indoor and outdoor track, fencing, tennis, archery, badminton, modern dance, life-saving and bowling.

**FOR BOYS** only there are football, weight training, water polo, gymnastics and softball.

For girls only there are field hockey, basketball, gymnastics, volleyball, badminton and softball.

Senior phys ed is optional and offered only when there is room in junior classes. The state recommends four years of phys ed, but inadequate facilities prevent the recommendation being fulfilled for every student.

## All face swim test

That every U-Higher before graduation can swim 30 minutes without interruption is a major goal of the Phys Ed Department.

Every student faces this test, usually in his sophomore year. If he fails it he continues in swimming until he can pass the test.

Phys Ed Chairman William Zarvis explains that the Department considers the test vital because "swimming is important for safety and pleasure. That is why we start swim instruction in the 4th grade, the youngest class to have a gym period of longer than 25 minutes — 40 minutes. All students have four to eight weeks of swim instruction each year, starting with 4th grade."

Classes are divided into sections of beginners, intermediates and advanced swimmers.

All major strokes are taught. Some students have asked why drownproofing, a method of relaxing in the water so as to stay afloat for long periods of time, is not taught.

Mr. Zarvis responds, "If a student can swim for 30 minutes I'm sure he can survive anything."

If at the end of his senior year a student cannot swim for 30 minutes, he is allowed to graduate nevertheless. In such rare cases, Mr. Zarvis feels, "It is the P.E. Department's fault for not being able to teach the student to swim."

Because Sunny Gym cannot accommodate all phys ed classes, junior and (when there is room for them) senior girls must go to Ida Noyes Hall and use the facilities there. Ida Noyes has some facilities, such as bowling, Sunny Gym lacks.

**SUNNY GYM** facilities include a gym downstairs and another upstairs, a pool, wrestling rooms, fencing rooms and locker and shower areas. Showers are required in phys ed at the teacher's discretion according to the activity involved.

The Phys Ed faculty of 11 serves 16 High School classes (seven junior-senior, five sophomore and four freshman) plus 12 from the Middle School and nine from the Lower School. High School classes meet four days a week; they have 20-25 students.

According to Phys Ed Chairman William Zarvis, a permanent basketball and volleyball room, a gymnastics room and a modern dance room are badly needed to give the department at least minimally adequate facilities to meet its schedule.

**BUT DIRECTOR** of Administrative Services Donald Conway says that such improvements — costing perhaps \$1 million and without high University priority — are unlikely to be realized in the near future.

The Phys Ed Department's grading philosophy, according to Mr. Zarvis, is that a student should not fail if he comes to class, follows the rules and does his best.

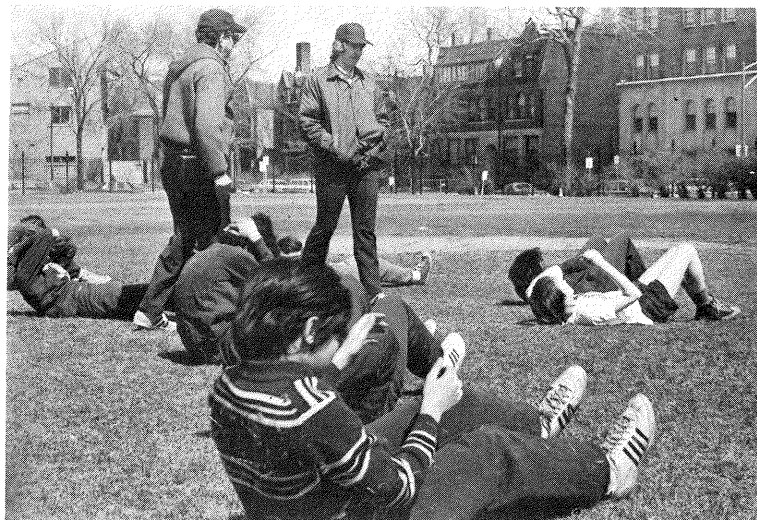
Higher grades are determined by ability and improvement.

For juniors and seniors with outstanding ability in physical education, a leadership program is offered.

**IT IS DESIGNED**, Mr. Zarvis says, to give students an opportunity for leadership by allowing them to act as assistants in teaching classes of younger children and also to get students interested in becoming phys ed teachers.

Four senior boys are enrolled in the program this year. High grades in phys ed and the department's consent are required for admission.

Leadership participants receive the 1/3 credit each quarter they would receive in a phys ed class.



Photos by Mark Gurvey

**EXERCISES** usually begin a phys ed class. Sports such as wrestling provide development of individual skills. Team sports such as volleyball help students learn to cooperate in a group situation.

## Intramurals offerings broad

For U-Highers who want to improve skills learned in phys ed classes, or to play in team sports although they could not qualify for an interscholastic team or didn't want to go out for one, the Phys Ed Department offers after-school intramurals.

Mr. Tom Tourlas and Mrs. Joan DeSantis are in charge of the program.

This quarter activities offered include, for boys, soccer and softball; for girls, volleyball, badminton and softball; and coed, swimming.

In the fall, boys can choose from soccer, touch football and basketball and in the winter basketball and swimming.

Girls can select from soccer and basketball in the fall and swimming, basketball and volleyball in the winter.

Coed gymnastics also is offered in the winter.

The program takes place 3:25-4:10 p.m. Monday, Wednesday and Thursday and 2:30-3:15 p.m. Tuesday.

Last quarter, Mr. Tourlas said, up to 30 students participated in activities such as boy's basketball. But for some, such as girl's swimming, only three or so turned out.

There is no minimum or maximum number for an activity.

Though 7th and 8th graders from the Middle School participate in the



Photo by Mark Gurvey

**GYMNASTICS** are offered in phys ed classes and after-school play. A gymnastics show performed recently by selected students scored a big hit. Equipment includes ropes, parallel bars, Swedish box, horizontal bar, ladders, balance beams, rings, trampoline and a horse.

program (there is also after-school play for students below 7th grade), and it has the reputation among some U-Highers as being for younger students, High School students

dominate many of the activities, such as swimming.

The Phys Ed Department encourages participation with notices in the gym and Daily Bulletin.

List	Pentax Lens Sale	Our Price
\$229.50	20MM Super Takumar.....	\$150
\$189.50	24 MM 3.5 .....	\$125
\$139.50	50MM Macro.....	\$ 90
\$110.50	50MM 1.4.....	\$ 65
\$169.50	85MM 1.9.....	\$105
\$ 84.50	100MM 4.0.....	\$ 55
\$149.50	135MM 3.5.....	\$ 75
\$169.50	135MM 2.5.....	\$105
\$189.50	200MM 4.0.....	\$125
\$339.50	300MM 4.0.....	\$200

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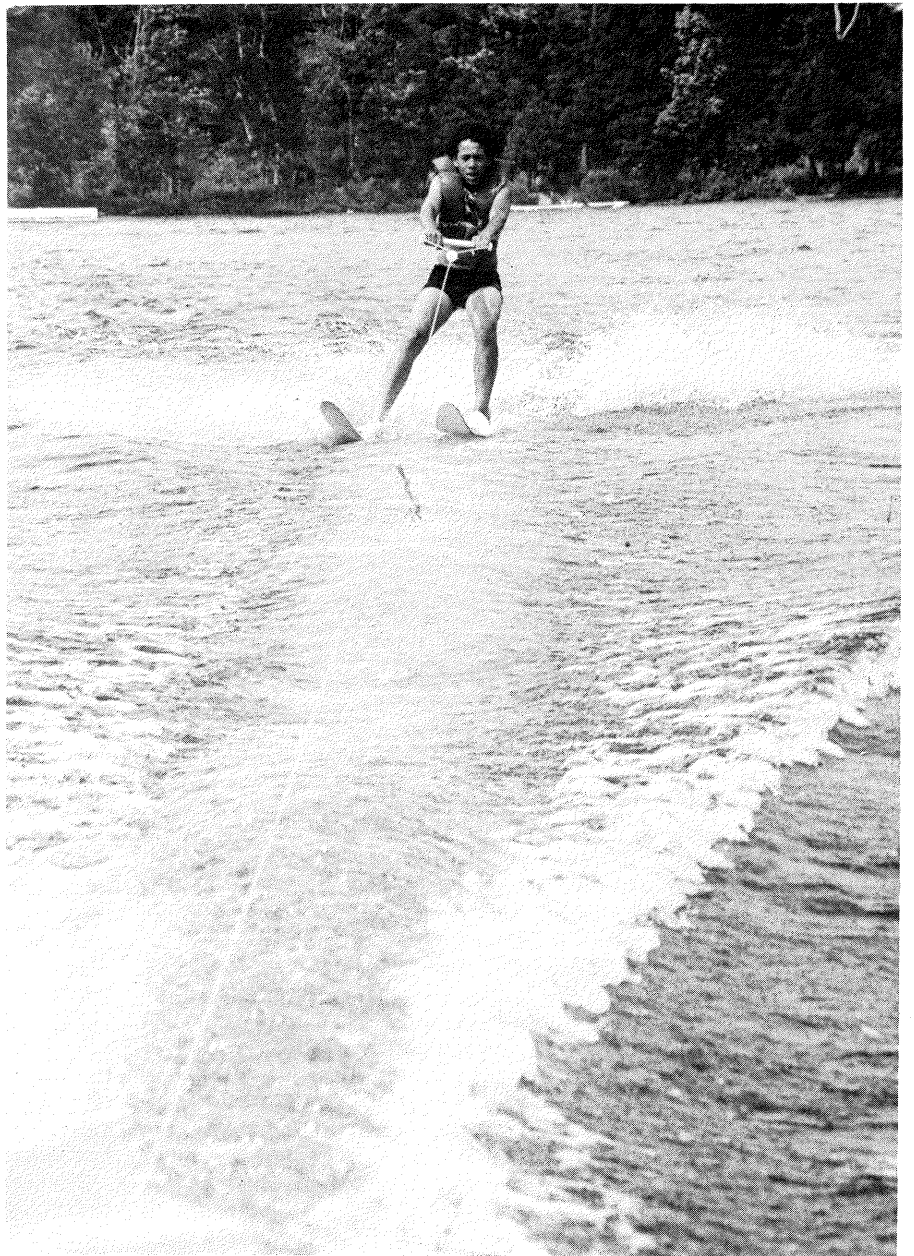
*... and meet young people  
from near and far*



SKIM over the waters of Big Bass Lake water skiing (top right) or paddle its tranquil waters (left). Then placate your growling stomach with great food and company at dinner time (above).



The YMCA's Camp Martin Johnson, serving Hyde Park for 47 years, is located in Manistee National Forest with three miles of shoreline on Big Bass Lake near Ludington, Michigan. Now, at Camp Martin Johnson, the "Y" initiates a new program: International Camp. Sixty teenagers from Sweden, Denmark, Japan, England and Canada will join campers from Hyde Park in this unique summer experience for 15-18 year-olds. For more details about registration or International Camp give a call to John Feltner at the Hyde Park "Y", FA 4-5300.



**Send this registration form to  
Hyde Park YMCA, 1400 East 53rd St.**

Name.....

Address..... Zip.....

Grade..... Birthdate.....

Father's name.....

Father's business.....

Father's business phone.....

Mother's name.....

Church preference.....

School.....

Previous camp experience.....

Are you a YMCA member?.....

Please enroll me for

Period I - July 1-July 28 ☐

Period II - July 29-Aug. 18 ☐

My \$25 deposit is enclosed (non-refundable)

I will pay balance MAY \_\_\_\_\_ JUNE \_\_\_\_\_ JULY \_\_\_\_\_

Total cost: 1st period - \$275 member of any YMCA  
\$285 non-YMCA members

2nd period - \$225 member of any YMCA  
\$235 non-YMCA member

## Camp Martin Johnson