

## The high cost of excitement

### Student Board cracks down on problem of student gambling

By Abhijit Chandra

One of U-High's favorite sports this year has been gambling.

It reached large enough proportions during the first month of school to merit a memorandum on gambling Oct. 31 from Student Board President Dan Kohrman.

THE MEMORANDUM stated that gambling is prohibited by article seven of the school rules and that "in the future, gambling for money will not be ignored."

Dan said he issued the memo because gambling creates an atmosphere not in keeping with that of learning and causes people to abuse rules. He added that it is objectionable to parents.

Principal Margaret Fallers said the memo was issued because gambling is illegal in Illinois and results in winners manipulating students by having them run errands and give possessions in place of unpaid debts.

SHE ADDED that students should have more important things to do during lunch hour.

Dean of Students Standrod Carmichael said the memo was issued to "head off gambling before gambling heads up." He added that the memo represented an effort to stop gambling in a way "short of bumping some heads."

Since the memo was issued, Dan said, gambling has decreased significantly.

Students interviewed by the Midway who had gambled previously this year stated that

boredom was a major reason for gambling in the school.

"THERE WAS nothin' else to do," was a common remark.

Some students said they gambled simply for recreation. "Gambling can be fun," one student said.

According to Dr. Robert Kahn, associate professor of psychiatry at the University, several reasons for gambling can be cited.

"People may gamble because their friends are doing it, because it is part of a cultural pattern.

"COMPULSIVE GAMBLERS may gamble to obtain illusions of power and importance, but it is very hard to make generalizations as to why people gamble," he said.

Dr. Barry Schwartz, associate of sociology at the University, believes people gamble to demonstrate character.

"There are two types of people," he explained, "action seekers and those who seek predictability in life.

"THE ACTION seekers find the school oppressively structured and predictable, so they create artificial risks, in this case gambling, to demonstrate their character."

Many students who have gambled at U-High have also participated in athletics.

Dean of Students Standrod Carmichael finds that his experience with students has showed him that some gamble because they want to lose and excite pity.

HE SAYS these people "are fall guys, flunkies, who want to get in trouble with the administration, to be able to say, 'Look! They're all against me!' They may want to gain entrance to a particular clique in this way."

Mr. Carmichael claims that other students who gamble "consider themselves supermen and have the belief that everything's going to be the way they want it to be."

### Michele Clark

...1959 U-High graduate, was one of 45 people killed Friday afternoon in the crash of a United Air Lines plane at 70th Street and Lawndale Avenue. Miss Clark, 29, was returning from Washington, D.C., where she had been on assignment as a CBS-TV news correspondent, the first black woman ever to attain that position. After graduation from U-High, Miss Clark attended Grinnell College and, later, Roosevelt University. While at Roosevelt, she modeled and lectured at Patricia Stevens Career School, where she helped plan a program to recruit minority students. She also did television commercials and worked briefly as a reservations agent for United. In 1970 she was selected for a program for minority students at the School of Journalism at Columbia University in New York City. In May of that year she was hired as an on-the-air reporter by WBBM-TV here; in Sept., 1971 was promoted to the CBS News Chicago Bureau; and last July was named a correspondent while covering the national political conventions in Miami Beach. Miss Clark is survived by her parents, Mr. and Mrs. Harvey E. Clark Jr., 9516 South Lowe Ave.



Photo by Simeon Alev

ACCORDING TO Dr. Schwartz, the relative affluency of U-High students is not a reason for gambling here.

"People don't gamble just for money," he said, "but to display guts. The same problem would occur at a poorer school, although it might be for smaller stakes."

Hyde Park High School, whose students generally are not as affluent as U-High's, was closed Nov. 29 after student protests over closed washrooms. The washrooms had been closed partly because of student gambling in them.

MOST U-HIGH STUDENTS interviewed said they believed nothing is morally wrong with gambling, although they agreed it should not be allowed on school property.

But one student said, "If people want to gamble, it should be their own business."

Another said, "I don't think gambling should be allowed because the school could get in a lot of trouble."

DR. KAHN agrees that there is nothing wrong with gambling for small stakes, which he says is a normal, common recreation.

He pointed out, however, that "if gambling involves large stakes and money which could otherwise be used for necessities is lost, it can definitely become an antisocial problem."

Mr. Carmichael found that in one instance a student who had won \$60 from another student came to the loser's house, charged past his mother, grabbed the boy who owed him the money and said, "Gimme my \$60!"

HE ADDED that another parent who found \$100 missing from his wallet discovered his son had been using the money for gambling.

Dr. Kahn believes that many people consider gambling immoral because of a belief rooted deep in their culture.

"Gambling for a living is considered immoral because it was contrary to the Christian work ethic, which states that men should work for a living."

According to Dan, gambling had been a problem here for several years but only recently became a large-enough problem to merit his memorandum.

SO FAR NO referrals have been issued for gambling by Student Board because Mr. Carmichael issues referrals only on second offense.

Mr. Carmichael said that if a student is found to be gambling repeatedly, he will refer their cases to the Ad Hoc Committee on Discipline, arrange conferences with parents or confiscate money found being used for gambling.

A last resort, he added, would be suspending or expelling the student.

## Gamblers face double penalties

By Richard Adams

If a policeman walked into U-High and found students gambling he would arrest them, according to Patrolman Charles W. Cannon, vice officer of the 21st police district, in which U-High is located. The students could be fined up to \$250 each if a judge or jury found them guilty of gambling under the Chicago Municipal Code.

U-High's own penalties on gambling are less severe. School rules state that gambling is clearly prohibited. The case of a student given a referral for gambling by a teacher or student goes to Student Board. It could decide to suspend a student's off-campus, free period or other privileges.

In extreme cases, such as one involving a student caught gambling eight or nine times, the Board could recommend suspension to the Ad Hoc Disciplinary Committee, which includes the president of Student Board, director of the Lab Schools, High School principal, teachers and counselors.

Student Board President Dan Kohrman said that a student caught gambling the first time is given a warning. If a second offense occurs, the Board rescinds the student's privileges or notifies his parents. The Chicago municipal codes would apply only if a student were arrested. Dan said. Student Board penalties apply if a student is caught by a teacher or another student.

## On the inside . . .

A FIRE in the Belfield Theater during a drama presentation could spell disaster. Benji Pollock reports why in the second of a series of three articles on physical safety . . . Page 2.

THE NORTH CENTRAL ASSOCIATION report said the Student-Teacher Coalition program represented the most effective working relationship at U-High. Bart Freedman examines the organization's sense of community . . . Page 3.

U-HIGHERS COMPLAIN they must do college-level work; their teachers disagree. Paula Gumbiner examines both viewpoints . . . Page 4.

THE EXTENT of drug use at U-High and the reasons for it have been largely unknown. The results of a schoolwide, poll presented by Simeon Alev, may provide some answers . . . Page 5.

DOES EDUCATION at U-High force girls into certain roles? Ellen Meltzer investigates the issues . . . Page 7.

As for girls and their roles in sports, Richard Adams reports some feelings of discrimination . . . Page 11.

CARTOONS by a U-High teacher regularly appear in several Chicago-area publications. The artist's feeling about his work are expressed in a feature by Doug Patinkin . . . Page 9.

MOST CHEERLEADERS this year are black. The cheerleaders themselves comment in a story by Katy Holloway . . . Page 11.

## In The Wind

Today—Girls' basketball, Ferry Hall, 3:45 p.m., there.

Wed., Dec. 13—Boys' basketball, Glenwood, 4 p.m., home. Swimming, Glenwood, 4:30 p.m., here.

Thurs., Dec. 14—Boys' basketball, alumni, 7:30 p.m., here; Meeting of the Curriculum Committee of the Council on Race, 8 p.m., 7031 South Bennett Ave. Speaker: English Chairman Eunice McGuire.

Sat., Dec. 16—Mon., Jan. 1—Winter vacation.

Tues., Dec. 26—Class of 1972 reunion, 8:30 p.m., 4950 Chicago Beach Dr. (Milton Nusbaum apartment).

Fri., Jan. 5—Boys' basketball, Harvard-St. George, 4 p.m., there.

Mon., Jan. 8—Parents Association Governing Board meeting, 8 p.m., faculty cafeteria.

Tues., Jan. 9—Girls' basketball, Morgan Park, 3:30 p.m., here; Boys' basketball, Morgan Park, 4 p.m., there.

Thurs., Jan. 11—Meeting of the Curriculum Committee of the Council on Race, 8 p.m., High School library. Guest speaker: Head Librarian Blanche Janecek.

Fri., Jan. 12—Girls' basketball, Morgan Park, 3:30 p.m., here; Boys' basketball, Lake Forest, 4 p.m., there; Swimming, Lake Forest, 4 p.m., there; Feature films, "The Fearless Vampire Killers" and "Zachariah," 7:30 p.m., Judd 126.

Tues., Jan. 16—Boys' basketball, Latin, 4 p.m., here; Swimming, Latin, 4 p.m., here.

Fri., Jan. 19—Girls' basketball, Harvard-St. George, 3:30 p.m., there; Basketball, St. Michael, 4 p.m., here.

Tues., Jan. 23—Midway out after school; Girls' basketball, Morgan Park, 3:30 p.m., there; Boys' basketball, Wheaton, 4 p.m., here.

# Gov't

*Budget passed,  
I.D. ordered*

The Student Legislative Coordinating Council (SLCC), according to its president, Senior Jed Roberts, has so far this year passed its budget (story below) and ordered plastic identification cards with photos for the student body.

Jed said the I.D. s, which are supposed to arrive before the Christmas recess, were purchased for five cents each from the yearbook's printer representative, who this year took over its portrait photography at reduced costs.

Of his plans for next quarter, Jed noted, "We're going to get people working on a course (evaluation) guide to come out next year and we'll certainly have a referendum to adopt a Student Funding Committee." The Committee would replace SLCC.

The Council on Rules, which is according to its constitution supposed to meet every two weeks, has met only three times and passed no legislation, according to its president, Senior David Wilkins.

## *\$11,000 allotted among activities*

Eleven thousand dollars from the Student Activities Fund was appropriated by SLCC to school organizations at a meeting Nov. 22. The Fund receives \$20 from each student as part of required school fees. Another \$13 goes to the newspaper and yearbook.

Groups and the amounts they received, with the requested amount in parenthesis, are as follows:

Astronomy, \$15 (\$15); Choir \$125 (\$150); Black Students Association \$800 (\$1350); Chess, \$300 (\$358.37); Computer, \$200 (\$245); Contingency Fund, \$1000 (\$1500); Cultural Union, \$1300 (\$1950); Electronics, \$60 (\$60); Feature Films, \$550 (\$600); French, \$90 (\$100); Freshman Class, \$300 (\$300); Frisbee, \$25 (\$75); German, \$90 (\$116); Glass Blowing, \$90 (\$100); Junior Class, \$700 (\$1350); Midway and U-Highlights, \$600 (\$600); Russian Club, \$80 (\$90); Senior Class, \$950 (\$1000); SLCC, \$800 (\$800); Sophomore Class \$450 (\$1200).

The Hockey Club initially is being given \$300; other funds it receives up to \$675 will be matched (see story page 10). Student Experimental Theatre was given \$1150 minus \$102.73 it spent over its allotment last year.

## *Recital among program plans*

A recital by the Hyde Park Wind Ensemble in February is among the weekly programs Cultural Union is planning for next quarter, according to its president, Senior Jay Golter.

## Quickies: *BSA magazine invites literary contributions*

● **ONYX**, the literary magazine of the Black Students Association, is requesting contributions from U-Highers for its issue next quarter. Any form of literature on black issues is welcome and should be deposited in the BSA mailbox, U-High 109.

● **FOR THE** third year, Prof. George Anastaplo, father of Senior Sara, is teaching a one-third-credit elective course in philosophy during the winter quarter.

Mr. Anastaplo is a lecturer in the liberal arts at the Downtown Center of the University and a professor at Rosary College. Seventeen seniors are enrolled for the course, "Rhetoric and Responsibility," which will meet Tuesdays and Fridays.

● **IMPROVED** Reading in Every Class," a book coauthored by Reading Consultant Ellen Thomas, has been published in paperback form. The paperback costs \$5.95; the original hardcover

# Crowd safety: Real life drama

## *Belfield Theater layout poses potential hazard to audiences*

Editor's note: This article is the second in a series of three on physical safety at U-High.

By Benji Pollock

If a fire broke out in the drama theater, Belfield 138, while a presentation was in progress, the cast and an audience of 150 people would have to scramble up two four-foot-wide aisles on an inclined seating platform, go down several steps, and converge on the doorway leading out into Belfield Hall as smoke and fire filled the dark, crowded room.

Some of the cast members on or behind the stage could evacuate through a door, unknown to most of the audience, leading into Scammons Garden. The remainder of the cast, waiting in a basement tunnel area for their appearances on stage, would be trapped by locked gates in one direction and smoke and fire in the other.

The situation would have been even more hazardous before an investigation by the Midway prompted fire safety improvements in the theater.

Following the investigation, at the recommendation of Lt. Warren Smith, of the fire department, who inspects U-High, Mr. Donald Conway, director of administrative services, has ordered an exit light and panic pushbars for the doorway to Belfield Hall. He also plans to have the seats in the theater fixed together in rows at the fire inspector's request.

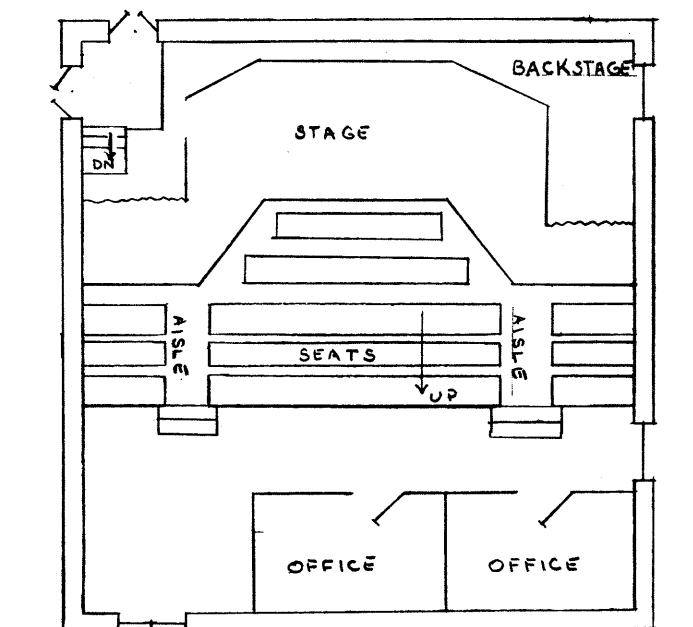
Lt. Smith made his recommendations to Mr. Conway after two contacts with the Midway. He came to the Midway office without request and was taken to the drama theater by a reporter. After the reporter contacted him several days later for his story, Lt. Smith made an inspection and his recommendations.

Following earlier inspections, Mr. Conway noted that Lt. Smith had recommended that a door between the theater and an adjoining shop be unlocked during productions. Mr. Conway also said Lt. Smith had recommended that the drama teacher in charge explain the evacuation procedures to the audience prior to a presentation.

Drama Teachers Liucija Ambrosini and Paul Shedd said they do not address audiences before presentations. Mr. Shedd said the door to the shop room was closed during a Middle School production, Nov. 16-18.

Authorities cite several other fire safety hazards in the drama theater: Overcrowding; blocked exits; possible entrapment of the cast; and a temporary electrical system and stage.

Mr. Shedd said that for most productions in past years, the numbers of seats in the theater has not accommodated the number of people who wanted to watch a play.



BELFIELD HALL

Mrs. Sophie Ravin, acting Middle School principal, recalled that the seating arrangement at a Middle School music recital last year in the drama theater "would have been a real safety hazard if there had been a fire. Folding chairs were placed in the aisles and people were standing in the back."

Mr. Shedd said, however, that Mr. Conway this year reduced the number of seats allowed in the theater from 180 to 120. He added that he and Mrs. Ambrosini asked that their offices be moved from the theater to the former bookstore next door.

The two offices, which are separated from the rest of the theater by wood partitions, are along the Belfield wall next to the doorway.

The space from the offices would allow room for about 40 more seats, Mrs. Ambrosini estimated. Yet Lt. Smith felt no more than 100 people could safely evacuate from the theater.

Mr. Conway said he felt the audience could exit safely from the theater if there were a fire during a production. But cast members in the basement rooms of theater "might find themselves in trouble" if a fire broke the stairway leading upstairs, he said.

These rooms lead off a tunnel leading from the main tunnel running under the Belfield hallway. Since the exits from both tunnels are blocked off by locked gates, according to Mr. Conway, students would have to exit from upstairs.

# Roles cast for winter productions

Roles have been cast for three of five winter drama productions. The five productions, and dates of presentation, are "Stage Door," Thurs., Feb. 8-Sat., Feb. 10; and Student Experimental Theatre productions of "The House of Bernarda Alba," Thurs., Mar. 8, and "The Lover," "The Stronger" and a dance, Fri., Mar. 9-Sat., Mar. 10.

Juniors Mariye Inouye and Jim Grant and Seniors Jeff Arron and

Karen Maddi have lead roles in "Stage Door." Drama Teacher Paul Shedd is directing the play, which deals with the lives of actors and actresses trying to make good in the theater.

Major roles in "The House of Bernarda Alba" will be portrayed by Juniors Ann Morrison and Lea Shafer and Senior Gretchen Bogue. Senior Julie Needman is directing the play, about five sisters who vie

for the love of one man.

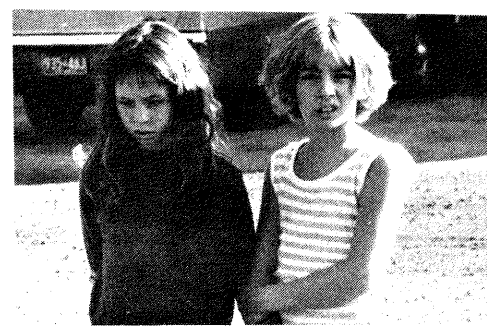
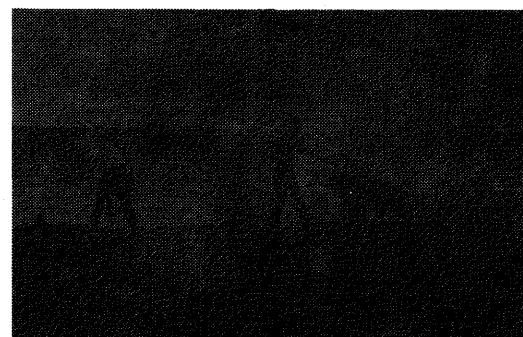
Leads in "The Lover" include Juniors Mariye Inouye and Senior Jerrold Deas. The play deals with emotional games a married couple plays. Sophomore Eve Dembowski is directing. Tryouts for "The Stronger" and the dance had not been scheduled as the Midway went to press.

Roles also have been cast for "The Interview," a two-act satire

to be performed Sat., Mar. 10 for the Illinois High School Association drama contest. Drama Teacher Liucija Ambrosini is directing.

The players include Freshmen Stephen Patterson and Bernadette Williams, Juniors Jim Grant and Laurie Weisblatt and Seniors Joel Banks, Judy Becker, Amy Bernstein and Peter Getzels.

The play satirizes the attitudes of people in American society.



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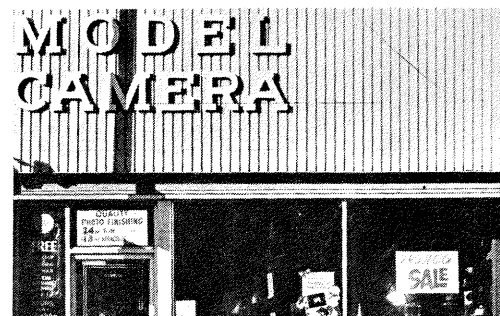
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## The Magic Moment

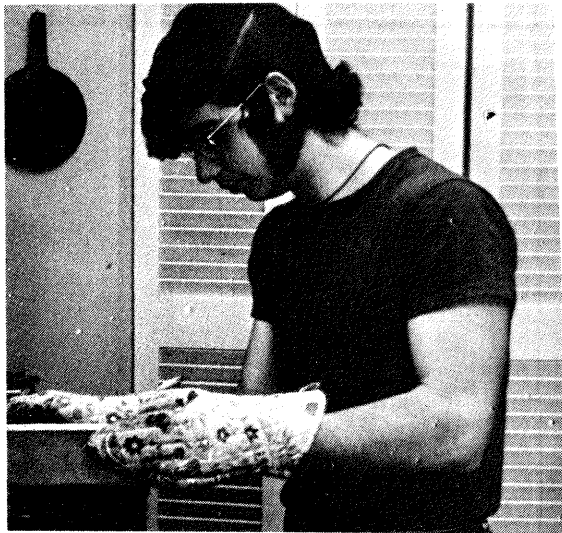
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NINE students and teachers in the Student-Teacher Coalition met Dec. 3 for an exposure in baking bread. Sophomore Eve Dembowski (left) sifts flour for the dough.

As the loaves finish baking, Senior Joel Banks removed one from the oven.

Photo by Diane Erickson

# Sense of community makes STC special

By Bart Freedman

The Student-Teacher Coalition (STC) has, at U-High, "the most enthusiasm among students and faculty, and indeed has the most effective working relationship observed." That was one conclusion in the North Central Association report on the school earlier this year. It recognizes what STC members describe as a "sense of community" in their organization.

Most STC members interviewed by the Midway feel that the development of this sense of community is what they value most about the organization, which offers a program in which students write and fulfill learning contracts.

SENIOR PETER GETZELS explained, "If all a kid wants to do are independent projects, then he can do that individually with the department he is interested in. In STC we seek to develop a common bond between participants, by participating in group activities together."

STC seeks to bring members together through weekly meetings, parties and exposure classes in which one or more members teach or talk about a skill or interest they have, Peter said.

STC members also are considering a retreat, camping out on a member's farm, Peter said.

To further enhance a sense of community, a room in the Guidance Office, which members have decorated, serves as a meeting place where STC members can gather and talk informally. "It serves as a focal point which transforms us from an idea to an organization," Peter observed.

STC MEMBERS say they like the sense of community the organization has achieved because it allows them to develop a more personal relationship with both faculty members and other students.

Sophomore Alex Schwartz added, "STC is another school community within the school. It has a friendly atmosphere where you can have fun and meet people. It's not just to learn things you couldn't in class. In fact, it would be better for a person to be in STC and participate in group

activities and not do any contracts than only do contracts."

Peter agreed that STC promotes more personal relationships, because teachers and students can relate on a one-to-one basis.

Dean of Students Standrod Carmichael feels STC's emphasis on a sense of community is misplaced.

"SCHOOLS ARE NOT designed for social or recreational pursuits," he explained. "STC is missing the boat. The difference between what STC was when it was created and what exists now has turned me off. I'm not interested in its primary function as a social organization."

Some of the activities designed to develop a sense of community have been meeting with difficulties this year. At a meeting last month the lack of exposure classes was brought up.

Math Teacher Julia Zacharopoulos, an STC general adviser, commented to students at the meeting that she felt "You kids are sitting back and demanding things but you aren't ready to do anything for yourselves."

Another general adviser, Guidance Counselor Tim Hatfield, believes the lack of programs so far this year is a result of "a lot of problems getting momentum generated this year. We've had trouble developing a sense of direction."

SOME STC MEMBERS have not been attending general meetings, participating in group activities or fulfilling contracts, Peter said.

"We really don't know how to deal with them. A double standard exists, for while we require group activity, it is not our philosophy to kick members out."

At the meeting last month, several STC members said the presence of nonmembers, mostly former members, in the STC office made them uncomfortable and had caused them to stop using it. Several students suggested that current members enter the room together, in "a bust" one student put it, to drive out nonmembers.

Officially, the STC room is open to all students.

## Mr. Peter Cobb

# He believes in STC

By Paula Gumbiner

In the six years since he came to U-High, one of Mr. Peter Cobb's major interests has been the Student-Teacher Coalition (STC).

Until this year, he was an administrative assistant to the principal and last year he was an adviser to the STC program, but the two grants which provided his salary ran out of money.

Mr. Cobb now works as a one-third time University

employee in the Independent Learning Project. On a volunteer basis, he is a general adviser to STC students.

He said he feels frustrated and disappointed that he can't spend more time with STC because he is motivated to do so, but that his new job is time-consuming.

He quickly added, "I continue to be excited and encouraged by the extent of faculty support for the STC program and for the hard work of a core group of students. They have had the thrilling experience of learning how to be

successful in facilitating meaningful change within a school organization, even in the face of disappointments."

His interest in STC has been centered, he said, in "learning to move from talk—complaints, rhetoric—to programs and action."

Mr. Cobb believes STC is threatening to some students, teachers, parents and administrators because of the close relationships people in it develop. He believes these relationships represent big risks for some people emotionally and this is a reason why some people do not like the program.

He added emphatically, "I see

the school as being highly competitive and rigidly college preparatory. STC stresses cooperative relationships among students and teachers, and involves some risks in getting into big universities who can't handle qualitative data. Also, the high degree of student input is disturbing to some teachers and undesirable to some students."

Next quarter Mr. Cobb plans to offer a "mini-course" through STC that will investigate alternative education programs.

With a degree in school administration from the University, he hopes next year to be a principal in a small suburban school in the Northeast.

# Parent programs invite students

More involvement of students and better communication between parents and the school's administrators are among the motivations for a series of new programs sponsored this year by the Parents Association, according

to its president, Mr. Kai A. Nebel.

Mr. Nebel is the parent of three students in the Lower and Middle Schools.

So far this year the Association has sponsored a series of lecture-discussion

more effective if more people are involved.

"Our goal for this year," he said, "is that we'll try to meet problems students and parents confront us with. The Association tries to meet challenges, and the hopes for this year is that it will."

## Back of the news

programs titled "Growing Up—A Discussion Series for Puzzled Parents." Speakers have included authorities in the areas of psychiatry and mental health. Topics have included "character development in a hostile world" and "Problems of adolescence."

The programs have taken place at school on weekday evenings.

Future series may consider subjects such as Women's Liberation, Mr. Nebel said.

The Association also has sponsored evening class-level meetings for parents at which teachers, counselors and administrators have spoken to, and become acquainted with, parents (story this page).

Continuing Parents Association projects include, among others, an annual Gilbert and Sullivan production and a resale shop which help finance a Scholarship Fund to aid students who attend the Lab Schools; a school directory; and a Parents Newsletter.

Mr. Nebel said that he hopes students will attend not just the special programs the Association is arranging but also its monthly regular meetings.

He feels the association will be

## Parents meet by classes

The new 8 a.m. class period, drug education and extracurricular activities were among topics discussed by teachers, counselors and administrators in class meetings for parents last month sponsored by the Parents Association.

Meetings, dates, places speakers and their topics, in that order, were as follows:

Freshman class, Nov. 16, home of Mr. and Mrs. James Elam, Counselor Tim Hatfield and Science Teacher Murray Hozinsky, drug education at U-High and other schools and general freshman concerns.

Sophomore class, Nov. 9, Judd 126, Guidance Chairman Karen Robb, changes between the freshman and sophomore years.

Junior class, Nov. 14, home of Mr. and Mrs. William Morrison, Mr. Hatfield, issues facing juniors and decisions they must make about their futures.

Senior class, Nov. 8, Judd 126, College Counselor Betty Schneider, plans for the future and college testing.

Principal Margaret Fallers spoke at each meeting about changes at U-High and extracurricular activities. Parent interests, she noted, ranged from how the high school experience affected their children, for freshmen, to current college information, for seniors.

# Film Club choices parody western, vampire themes

By Carol Siegel, learning news and arts editor

"Zachariah" and "The Fearless Vampire Killers, or Pardon Me, But Your Teeth Are In My Neck," were the first movies to parody, respectively, the traditional western and Dracula theme. Both films will be shown by the Feature Film Club, free, 7:30 p.m., Fri., Jan. 12 in Judd 126.

"Zachariah" deals with the misadventures of two restless youths in the 1870s. They are portrayed by John Rubenstein (son of pianist Arthur and now starring in the Broadway musical "Pippin") and Don Johnson. The underlying themes of the film, according to several reviews, are the virtues of homosexual love and nonviolence. The boy-gets-boy theme is carried out by the youths. Mr. Rubenstein also tries to convince Mr. Johnson of the worth of peaceful harmony throughout the movie.

"The Fearless Vampire Killers..." was written, produced, directed and acted by Polish director Roman Polanski. Prior to the film's opening in the United States he publicly repudiated it because of

severe editing. "What I made was a funny, spooky fairy tale, and this is sort of a Transylvanian Beverly Hillbillies," he said in a Time Magazine interview.

## Back of the news

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# Committee seeks multiethnic ideas

By Guyora Binder

Suggestions for purchasing multiethnic curriculum materials are being solicited from Lab Schools faculty by the Curriculum Committee of the Council on Race. Former Lab Schools Director Francis V. Lloyd Jr. organized the Council in 1968, at the prompting of black parents, to deal with race-related problems facing Lab Schools students.

The Council originally was divided into four committees. The Community Relations and Social Planning committees now deal also with nonracial issues, such as drug use, under the auspices of the Parents Association. A committee on black teacher recruitment has been absorbed into the Curriculum Committee.

**MEMBERSHIP** on the Curriculum Committee is open to Lab Schools parents, students and

faculty interested in promoting the use of curriculum reflecting a society composed of diverse ethnic, cultural and religious groups.

"We want to deal honestly with all people from other cultures and what they mean in our country," explained Committee Chairman Sandra Strauss, mother of two Lower School students.

The committee's past activities have included bringing speakers here to discuss multiethnic curriculum, contributions to Black Arts Week and encouraging administrators to implement multiethnic curriculum in the school.

**A BENEFIT PROGRAM** sponsored by the Parents Association last year for the Curriculum Committee raised \$800. Comedian Dick Gregory, parent of three Middle and Lower school students, was the featured speaker.

Money from the benefit is being used to purchase books, films and other materials representing the cultures of different ethnic groups. In response to a request for ideas from Mrs. Strauss, librarians have suggested the purchase of \$50 worth of recordings and reproductions of African and American Indian art.

The English Department and Reading Center jointly requested 10 sets of graded readers by black authors. Lower and Middle School teachers also have made suggestions, Mrs. Strauss said.

**REQUESTS FOR materials** already have exceeded the \$800 from the benefit, but any future suggestions will be considered, according to Mrs. Alma Offenkrantz, one of five members of a subcommittee to evaluate the requests and mother of Sophomore David and 8th-grader Fred.

The Curriculum Committee's other plans for this year include bringing a speaker here to discuss multiethnic curriculum. Members also plan to evaluate current Lab Schools curriculum and recommend to the faculty ways of improving its representation of ethnic culture.

Committee meetings twice monthly at members' homes will include talks by teachers on how they use multiethnic curriculum. The meetings are open to students and announced in the daily bulletin.

Mrs. Strauss said she hopes that U-Highers will come to the meetings because they are "sophisticated enough" to recognize and be concerned about biased or racially-inaccurate curriculum.

## Tutors aid writer skills

By Richard Gomer

Six teachers are tutoring about a dozen U-Highers in subjects ranging from Russian vocabulary to essay structure in a series of weekly language skills workshops.

Russian Teacher Mary Hollenbeck organized the program in October. Several students had told her they were having difficulties with grammar and organization in writing English and social studies papers.

"In the program," she said, "I want to stress the fact that language skills are the responsibility of all departments, not just the English Department."

All teachers and students are invited to participate in the workshops each Thursday during lunch period in U-High 104.

Among other subjects being taught in the workshops are vocabulary, creative writing and grammar.

Teachers besides Mrs. Hollenbeck who have participated include Mr. Charles Hundley, Latin; Miss Ellen Thomas, reading; Miss Frances Fadell, library; Mr. Philip Montag, social studies; and Mr. Richard Kimmel, physics.

English Chairman Eunice McGuire participated in a planning session for the workshops and told the Midway she was "well aware" of student difficulties with writing and plans to offer an elective credit course in "fundamentals of writing" winter quarter.

## What's required?

# Leveling on research

By Paula Gumbiner

Are U-Highers required to do college level research in their social studies and English classes? Many students have said so, but their teachers disagree.

Students have complained that their teachers require them to conduct research at The University's Regenstein library. But teachers interviewed by the Midway felt their students were not compelled to use the University libraries, although it would be advantageous to.

Social Studies Teacher Earl Bell said that "the University library is there for their use, and since it is one of the best libraries in the country, it should be used."

He added that his students are not required to use Regenstein library because some of them cannot handle college-level work.

Students complain about going to Regenstein and believe his suggestions are mandatory, Mr. Bell believes, because of their "traditional griping and game-playing."

"No matter what the assignment is, there would always be some who do not like it."

Several other teachers agreed with Mr. Bell. Social Studies Teacher Joel Sural said that for those students who can handle college material, using college libraries is a good way to stimulate greater interest in a subject.

Head Librarian Blanche Janeczek commented that "the University libraries were never meant to be U-High's library." U-High students should go to the High School library first on assignments because the University libraries are not as well suited for high school use, she added.

"After all resources in this library are exhausted, a student may go Regenstein," she said.

Junior Loren Jelinek's comment about research requirements was typical of those of most students questioned by the Midway. She said, "Teachers don't require college level research, but to get a good grade, I feel that I have to do it."

Mr. Bell said that college-level research could not in itself affect grades but "it certainly could not hurt."

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## For new journal

# U-Highers film critics

By Wendy Weinberg

U-Highers have been invited to review films for a national journal.

The journal, "Media Review," will publish evaluations of nonprint material suitable for instructional use, and will serve teachers and librarians at both elementary and secondary school levels.

**IT WILL BE published monthly** starting in January from the Center for Educational Media for Children and Young People, formally opened this year in U-High 105.

High School Librarian Blanche Janeczek and Lower-Middle School Librarian Isabel McCaul submitted the first proposal for a feasibility study of the center three years ago.

They requested and received \$15,000 from the Benton Educational Research Fund administered by the University.

**A GRANT of \$40,000** was made this year by the Fund to establish the Center.

Miss Sharon Walsh, editor of "Media Review," said that what attracted her to the job was "the publication aspect—how media can be used in the classroom."

Her assistant, Mrs. Rita Burton, who writes evaluations, became interested because the job combines three of her interests: media, education and publication.

**MRS. NANCY GILPIN**, technical secretary, came to work at the Center because she feels she

would never be able to get such a varied experience elsewhere. Her position involves organization and contacts with publishers.

All three have been teachers.

The Center is administered by an executive board of directors consisting of Miss Janeczek, Mrs. McCaul and Lab Schools Director Philip Jackson.

**SEVERAL STUDENTS** from the University's Master of Arts in Teaching (MAT) and graduate librarian programs have been in to review films, according to Miss Walsh. Teachers from public schools have been invited to give opinions of films.

Miss Janeczek said that a parents' group will be evaluating films on drugs for the journal.

Mr. Jackson said that although the center is "now concentrating exclusively on films, later we hope to get to other nonprint instructional material such as filmstrips, records and slides."

**AFTER FILMS** are shown in U-High classes, students are asked to evaluate them.

Cultural Union President Jay Golter has arranged for films from the Center to be shown once a week during lunch for interested U-Highers.

Four seniors—Edwin Getz, Paula Gumbiner, Cathy Haynes and Jay—are working in the Center this quarter on an independent project for English, reviewing films.

STUDENT OPINIONS of nonprint media will be included in Media Review, to be published by the Media Center in U-High 105. Editor Sharon Walsh, center, discusses a film

evaluation written by a U-Higher with her assistant, Mrs. Rita Burton, and technical secretary, Mrs. Nancy Gilpin.



Photo by Marcus Lermanian

**IN PUTTING** together the journal, Miss Walsh will summarize student opinions. She added, however, that the journal may include a section of student-written opinions and next quarter might be open to all U-Highers for independent projects.

Schedules for when movies will be shown for reviewing are distributed every week. If a U-Higher is interested in reviewing a film, Miss Walsh requests he notify her ahead of time.

## STC sponsors charity drive

To acquire 1,000 items of food for distribution to destitute families on the South and West Sides is the goal of a charity goods drive coordinated by the Student-Teacher Coalition (STC).

Guidance Counselor Mary Hoganson, who originated the drive, said that boxes will be placed throughout the Lab Schools in which contributors can place canned foods and staples such as flour, sugar, corn meal and peanut butter.

Mrs. Hoganson said she asked STC to sponsor a drive because "It's easy to lose sight of the fact that some people will really be hungry this Christmas. It's a very rewarding thing to think we've made their Christmas a little better."

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# Drugs here: how many use how much

About 41 per cent of U-Highers recently polled by the Midway use regularly, or have tried, at least one type of drug. The poll was conducted Nov. 9-13 in English classes and received 186 responses from students at all grade levels. Asked to choose which of five

12 per cent of those polled have used LSD, cocaine, mescaline, amphetamines, barbiturates.

statements most accurately described their use of drugs, 59 per cent said they "have never used drugs of any kind."

Twenty-two per cent indicated that they "have tried marijuana or use it occasionally (once a month)." Seventeen per cent said that they "smoke marijuana regularly (more than once a month)."

Twelve per cent picked a fourth statement—"I have tried drugs other than marijuana or use them occasionally." Four per cent said that they "use drugs other than marijuana on a regular basis," listing LSD, cocaine, mescaline, amphetamines, barbiturates and opium as those they use.

Additional questions on the poll questionnaire asked drug users if drugs affect their schoolwork and whether they got drugs from other students or from nonschool sources.

Of those that use marijuana, 16 per cent said that it affected their schoolwork. Forty-eight per cent indicated that it did not. One said that marijuana has a positive effect, that "it sparks creativity." Another replied, "it makes me feel interesting." Responses for other drugs were minimal.

22 per cent of those polled have used marijuana.

Five students said that LSD affects their studies; 10 others said that it does not. Two cocaine users differed on the effects of that drug on academic performance. Of mescaline, two said it had noticeable effects on schoolwork while three disagreed.

Two said amphetamines and barbiturates affected schoolwork. Three said they do not.

Of the students that use drugs, about 17 per cent said they get them from other students. Thirty-two per cent obtain them outside school and about 16 per cent get drugs both from other students and from nonschool sources. Thirty-six per cent did not respond to the question.

Eighty-four per cent of those that use drugs said that at least a few of their friends also use them. Among nonusers, 47 per cent said that some or all their friends use drugs.

A smaller number of respondents said that they learn about drugs from their friends. Fifty per cent of the drug users said that their friends tell them about drugs. An equal percentage of nonusers also learn about drugs from their friends.

Sixty-one per cent of those who took the poll said that they learn about drugs from publications, movies and television broadcasts, 19 per cent from their parents and 20 per cent from teachers.

59 per cent of those polled have never used drugs.

## Some ideas for improving drug education

This article is the fourth of five in a series on drug use and education at U-High.

U-High's drug education resources could be improved, in the opinion of administrators and counselors interviewed by the Midway.

Principal Margaret Fallers feels the school does not offer enough extracurricular activities and involvement with the community as alternatives to drug use. Community involvement, she believes, is better suited to the

problem of drug abuse than conventional education.

"Kids get involved with drugs for so many different reasons," she explained. "That's why teaching about it in only one way is so difficult."

Mrs. Fallers feels that loneliness, boredom and the desire for experimentation are some reasons for student drug use.

"Loneliness," she said, "is too powerful a feeling in itself for

conventional education to help."

Mrs. Fallers pointed out that the problem of boredom might be easily solved with additional school and community participation on the part of students.

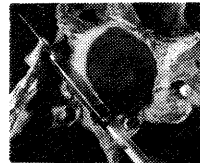
Guidance Chairman Karen Robb feels that a direct approach to drug education improvement should be taken involving resources outside the school.

"Maybe the best service we can provide," she said, "is to have

some accurate and informed person outside, not connected, that we can push kids toward instead of

doctor, here is a counselor you can trust, here is a place.' Cold hard stuff like that.

### Focus on drugs



"The need in our school is so great," he continued, "that perhaps something like this should be initiated by the principal—we should be offering something like that."

Drug education here presently consists mostly of teachers bringing up the subject in regular classes at their own discretion, and students reading books on drugs in the library on their own.

Some schools have counselors who specialize in advice on drugs, but Miss Robb feels that "A drug counselor is the last person in the world you would go to. It's sort of like declaring to the world you're on drugs if you go seek somebody out. And most kids, if they want help, don't want to make that declaration."

trying to fix things ourselves."

Dean of Students Standrod Carmichael suggested an approach that would make the responsibility of planned but informal drug education the school's.

"I'm convinced that one of the resources that we could offer here that is a needed school service is something displayed that represents the results of the best research we can make of community resources—that would say, 'Here is the address of a

### Quote and unquote

## How Hozinsky sees drug ed

During the five years he has taught here, Science Teacher Murray Hozinsky has been involved with drug education inside and outside U-High. Two



Mr. Hozinsky

years ago, he held confidential sessions with students and information seminars for teachers. Although he is not presently involved with either of those projects, he is still referred to by Dean of Students Standrod Carmichael as the "local guru" for drug information. The author of two books, "Student Drug Abuse" and "Is This Trip Necessary?", Mr. Hozinsky expressed his views in a Midway interview.

"ONCE YOU'VE made up your mind to do something, it's probably simply a question of time before you actually do it by evading those who put themselves in your way—unless it's really a difficult thing to do. Using drugs is not a very difficult thing to do.

"THE KIND of thing, I feel, that makes kids heavy drug users is a mixture of poor interpersonal relationships that have to do with a person's family and his inability to handle emotional situations.

"SUCH BEHAVIOR is not

something you can change overnight by a series of information seminars or by a series of dos and don'ts or even by sitting down and saying, 'I understand your problems, let's see if I can help you with them.'

"IT'S A longterm kind of thing and people that I've seen who have stopped using drugs have more problems than just drugs.

"AND THAT leads me to think about what the intentions of any drug awareness program should be. There are kids already in serious trouble with drugs. But this serious trouble involves so much more than merely drugs—it involves their whole attitude toward themselves, their sense of alienation from the people around them, their sense of frustration and hostility.

"YOU SAY, 'Well, I can't really help them as a teacher in a school because

they need the kind of help that demands a lot more time and energy than I am capable of giving them.'

"SHOULD YOU concentrate on attempting to dissuade kids from using drugs? Do you attempt to provide information with the feeling that kids will intelligently make up their minds to do the 'right thing', for themselves, whatever that right thing happens to be? Or do you concentrate on kids you see as already very likely in some sort of difficulty with drugs and allow the rest to manage for themselves because you don't have enough energy to look after everybody?"

"I OFTEN end up concentrating on the people who are sort of in the middle ground—neither those who are obviously going to be abstainers from anything that involves risks and, on the other hand, those who are not deeply involved, in other words a middle group of kids."

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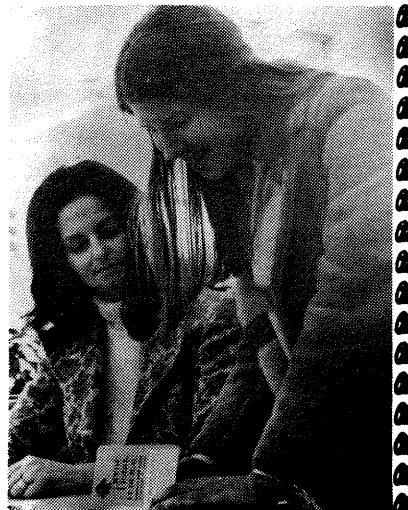
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Freshman Cathy Kohrman inquires about how to open a savings account so she will be prepared for gift-giving next year.

# Midway receives third Pacemaker in five years

For the third time in five years, the Midway is one of six high school newspapers in the nation to receive the Pacemaker Award for general excellence.

The award is cosponsored by the American Newspaper Publishers Association (ANPA), a service organization of daily newspapers, and the National Scholastic Press Association (NSPA).

The Midway previously received the award in 1968 and 1970.

To become eligible for consideration, the Midway had to earn NSPA's highest rating, All American with Five Marks of Distinction, for issues published second and third quarter last year.

Thirty-seven publications of an initially-judged 1,000 received this rating and were forwarded to an ANPA judging panel of professional journalists for Pacemaker selection.

The publications were divided into six categories, with one winner selected in each category. The Midway won in the category of monthly newspapers printed commercially. The other winning publications came from LaGrange, Ill.; Tucson, Arizona; Eugene, Oregon; and Alhambra and Upland, Calif.

Six university, college and junior college papers also received Pacemaker awards.

This year was the first that one winner was named in each of six high school categories. In previous years, two winners were named in each of three categories, and it was under that plan that the Midway received its previous Pacemakers.

Of the Pacemakers this year, the

judges commented that they were "particularly impressed with the manner in which today's high school papers are handling current controversial problems such as the draft, sex, pregnancy, voting, drugs and social diseases."

Of the Midway specifically, the judges cited "Lively provocative subject matter; attractive layout; good balance of subject matter which involves the community as well as the school; attractive illustrations and line drawings; writing is clean and concise."

Scott Harris, '72, editor-in-chief of the winning issues, accepted the award on behalf of the Midway at an awards luncheon at NSPA's conference over Thanksgiving Weekend at the Palmer House.

The award is a bronze plaque.



ACCEPTING the Midway's 1972 Pacemaker Award, Scott Harris, '72, accepts congratulations from Mr. Richard H. Hayney, executive editor of Chicago Today. Photo by Simeon Alev

## Books cite paper; yearbook honored

The Midway's 1972 Pacemaker Award is the latest of several honors recently received by U-High publications.

Stories, photos, headlines, advertisements and entire pages from the Midway are used as examples of excellence in four new journalism textbooks.

The books and their authors are as follows: "Scholastic Journalism," Dr. Clarence Hach, director of English curriculum at Evanston Township High School, and Dr. Earl English, dean emeritus and professor in the School of Journalism at the University of Missouri; "The Student Press 1972" and "Writing

in Journalism," Bill Ward, director of journalism at Southern Illinois University at Edwardsville; and "Springboard to Journalism," Mr. Ben Allnutt, publications adviser, Bethesda-Chevy Chase (Md.) High School.

"The Student Press 1972" praises the Midway as a pioneer of new ideas among the high school press. Two articles in the book, on 1971 Pacemaker newspapers and top school newspapers and yearbooks of past decades, are by U-High Publications Adviser Wayne Brasler. Another article, "The Expanded World of Student Publications," was written by Abram Katz, '71, when he was photography editor of the Midway.

The 1972 U-Highlights has received the highest rating, an A-plus, from the National School Yearbook Association. Judges praised the book for its originality, outstanding coverage and lively

photography.

In a contest sponsored by the Northern Illinois School Press Association, the '72 U-Highlights won a Golden Eagle Award for overall excellence and five Blue Ribbon Awards for achievement in copy, coverage, organization, photography and theme.

To win a Golden Eagle trophy, a yearbook had to receive 65 of 77 possible scorebook points. Seven of 40 books entered earned the honor. U-High's book was one of two earning the top score awarded, 70, and one of two receiving as many as five Blue Ribbons.

Previously announced for the yearbook was a top Medalist rating from the Columbia Scholastic Press Association.

At the National Scholastic Press Association convention Thanksgiving weekend at the Palmer House, attended by several U-High journalists, Mr. Brasler led a one-hour seminar on improving reporting.

Nov. 3 he addressed a meeting of journalism teachers in Indiana concerning the need for advisers to encourage staffs to explore new approaches in their publications.

## Book to get revised look

When U-Highers get their 1973 U-Highlights next fall, they will see more a hardcover magazine than a yearbook.

Although nearly two months of work on the book had been completed, Editor-in-Chief Eduardo Pineda decided early in November to replace the traditional theme section which opens the book with a series of magazine-type articles on topics of significance at U-High this year.

Previously he had announced that the book would add more variety to its content, including cartoons, feature stories and photo essays.

According to Eduardo, readers have expressed dissatisfaction with theme sections in recent U-High books and the concept is outdated and "had to go."

Introduction Editor Louise Miller will supervise preparation of the five or six in-depth articles which now will open the book. The

original theme section, based on the city setting of U-High and city experiences of U-Highers, will become the first magazine article.

Magazine stories will be employed in every section of the book, Eduardo said, but only in addition to the usual content. The book will continue to record the events of the year, organizations, teams, the faculty and classes.

Eduardo hopes his plan will make future U-High yearbooks more significant and personal and less contrived.

As part of the change to a magazine-type format, the yearbook for the first time will include story bylines and photo credits.

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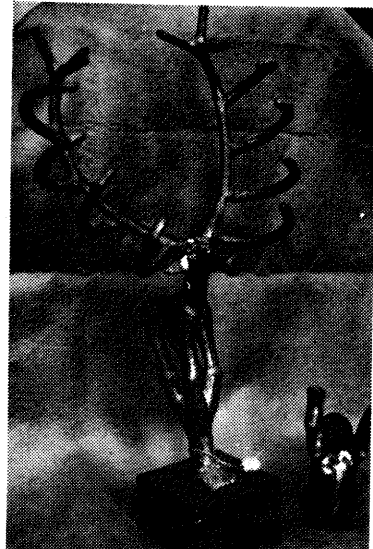


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# Woman-ized

## Do schools and society lead girls to play prescribed roles in life?

By Ellen Meltzer

Are girls at U-High trained for certain roles?

A recent article in the Sun-Times, "Sex bias in children's books," states, "From preschool on, our children are presented with a picture of life in which females hardly exist."

"When shown, women function only to serve men and boys."

"Girls are helpless, make stupid mistakes and have to be rescued by superior males."

THE ARTICLE was written by Ms. Marian P. Winston, editor at the Rand Corporation, and Ms. Trude Forsher, vice president of Zukor-Forsher Productions, which specializes in documentary films and television. At U-High, the question of how education and the roles girls assume have affected their career choices is being discussed by a new Women's Consciousness Raising Group.

In the area of sports, girls are attempting to fill roles here they have not filled before (see story page 11).

FIGURES compiled by the Midway indicate that girls are more diligent at their studies and conform more easily to the behavior expected of them in school. Among the findings are the

following:

- Of 37 student government and class presidencies in the past four years, 10 have been filled by girls.
- Of 41 letters sent this quarter from the office of the dean of students to the homes of students with poor attendance records, five concerned female students.
- Over the past five years the ratio of cases coming before the Committee on Discipline has been about four boys to every one girl.
- About 20 per cent more girls than

### Girls diligent, but boys lead

boys achieved final grade point average above 3.0 (B average) in the past two graduating classes.

- About 10 per cent more boys than girls scored about 500 out of 800 on the math portion of the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board each year. The test provides measurements for college admissions.

- In the past nine years seven boys and three girls have been editors of the school newspaper. One year a boy and a girl were coeditors. Editors are chosen at the end of each school year by departing

seniors on the staff.

- Over the past nine years, six girls and four boys have been editors of the yearbook. One year, two girls were coeditors.

ACCORDING TO the authors of the Sun-Times article, the reason girls take fewer leadership roles in organizations and careers is because girls see women in children's books as incapable of holding positions of responsibility.

This attitude, they contend, is reinforced by television.

The difference in behavior between boys and girls starts before high school, according to Ms. Vivian Paley, kindergarten teacher in the Lower School.

"GIRLS ARE able to sit more quietly for longer periods of time," she said. "Boys need large muscle activity so they are almost constantly running around."

Girls, according to Guidance Counselor Mary Lee Hoganson, find it easier than boys to conform to school requirements.

"Girls are aware earlier of what is expected of them, because they mature faster than boys. When girls know what is expected of them they live up to the expectations."

She believes that teachers in general expect girls to be more conscientious about their studies.



Art by Eve Sinaiko

"Depotment, 'Good;' manners, 'excellent;' sportsmanship, 'superior;' speech, 'good;' jewelry, 'A;' dance, 'a minus;' choir, 'B plus;' home ec, 'A.' Your mother and I are very proud of you, dear."

THE DISCREPANCY between math SAT scores between boys and girls, according to Math Teacher Margaret Matchett, can be traced to the fact that boys are encouraged to do well in math because it is considered important to their future.

Girls are not given the same kind of encouragement, she said.

Publications Adviser Wayne Brasler traced the predominance of boy editors on the Midway to the

fact that "girls are molded to excel in a nice, neat way. To be an editor one has to show leadership qualities and girls often are too passive."

Girls are chosen for yearbook editorships more often than for the newspaper because "the Midway has been known as a rough and tumble operation while U-Highlights is more sedate. There is more pressure involved in the Midway."

## Opinions on roleshaping:

### Principal Margaret Fallers



Ms. Fallers

DO I BELIEVE girls' and boys' educations are different? Indeed I do and I believe that girls get the short end of the stick. This is a large subject, let me speak to only one small part of it.

Surely our aim is to educate people to be complex, interesting, and skilled human beings. It is my opinion that beginning with early childhood our society has a narrower view of what girls might be and do than it has of boys. Families do not expect as many different kinds of play from girls as from boys; Lower School teachers give boys more chances for more kinds of experiences; newspapers and t.v. portray many fewer experts who are women than are men; high schools pretend that they expect the same of girls and boys, but subtly they expect boys to be

interested in more things, to ask harder questions, to do more serious work.

Girls expect less of themselves; they do not expect of themselves the ability to speak intelligently and in an informed way about politics, economics, biology and aesthetics. Boys expect less of girls than of other boys; they expect girls to have fewer interests. We all tend to become what others expect of us.

Sometimes this matter is discussed as a problem of women having to choose between marriage and career. This is nonsense. Young women must seize the opportunities available in this country and plan their lives as young men do. The realities of the human family must be taken into account, but girls must plan to be as informed, skilled and active as men are. They must direct their lives, and not just let events happen to them.

Of course, some are able to do this, but precious few.

### Junior Jessie Allen



Jessie Allen

OBVIOUSLY, boys and girls at U-High play different roles. The question is, do these roles, imposed by others and by ourselves, restrict individuality?

Roles that restrict may be obscured at U-High. Still, they do exist. Boys, for instance, are generally acknowledged to have greater strength, agility, speed and stamina than girls. This may be true of Olympic athletes, but in a high school gym class, how much of a boy's superior skill is confidence instilled by a demanding teacher and a curriculum with high standards?

Even if the girls' potential is accepted as lower than that of the boys, this still doesn't account for the difference in attitude. The boys are expected to go as far as their potential takes them. The girls are not. The fact that the gym department's attitude is demanding of all boys and casual with all girls shows

how roles are restrictive. Why not alter the attitude according to the individual's needs and abilities?

Roles of the sexes are less clear-cut in other areas of the school. One different aspect of the girl's role does arise, however. Because of the historically repressive treatment of women and the recent awareness generated by a political liberation movement, it seems to fall to the females to question and analyze the roles of both men and women.

This new dimension of the woman's role can be just as uncomfortable as some of the old ones. Girls may be aware of restrictive roles in their own personal relationships, yet avoid openly raising the issue because the conflict it generates is too great.

There seems to be a greater awareness intellectually of how our roles restrict us. It is discussed (with some limitations) by teachers and students in class. As always, it is far easier to deal with the problem theoretically than on a personal level.

## Book says women govern own roles

By Ellen Meltzer

Women have the opportunity and the obligation to make their own decisions about how they want to live. If they don't make their own decisions they have no one to blame but themselves.

That is the thesis of a new book, "The New Chastity and Other Arguments Against Women's Liberation," by Mrs. Midge Decter, former executive editor of Harper's Magazine and current editor of World Magazine.

Mrs. Decter's own opinion of Women's Liberation is negative. She believes that women should assert themselves as individuals, not as part of a movement.

SHE BELIEVES also that women have the opportunity to assert their individuality; all they have to do is take the initiative.

The book discusses housewives, career women, sex, marriage and childraising.

Mrs. Decter says that Women's Liberation is giving women an excuse not to face up to their responsibilities. Women have made certain decisions concerning marriage, childraising and careers, she explains, and if women want to be treated as adults they have to be responsible for the decisions.

Mrs. Decter faults Women's Liberation for convincing housewives that their work is unimportant.

"WOMEN'S Liberation has intoned a seemingly endless and various litany of women's

incapacities," Mrs. Decter says. Mrs. Decter states that women say they feel oppressed sexually and by society because they have more alternatives than men: To marry, to live with a man, to have children, to go to work.

Mrs. Decter notes that women don't want to have to make all the choices with which they are presented.



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# As the Midway sees it Ways to better drug education

This issue of the Midway includes the fourth installment of "Focus on Drugs," a five-part series on drug use and drug education at U-High (see story page 9). Among the Midway's findings since the series began are the following:

- Of 186 students polled by the Midway, 41 per cent regularly use or have tried drugs of some kind. Fifty-seven per cent have not tried drugs and do not intend to. Of those students polled, 61 per cent said they learn about drugs from publications and mass media.

- Two years ago, Science Teacher Murray Hozinsky held informal discussions on drugs to which student response was highly favorable. Outside of topical discussion on drugs in regular academic courses, no attempts at drug education have been made by teachers here since then.

IT IS CLEAR that U-High does not have a well-established drug education program, but that it should have one.

In the formulation of a drug education policy that would better serve the school and community, several considerations can be taken into account. They include the number of students who use and do not use drugs, where they learn about drugs, what has been tried or considered here in the past, and the kind of education to which students best respond.

The fact that nearly half of the 186 students responding to the Midway's poll have used drugs and that a majority have decided that they do not intend to, should affect the type of information that is presented in an education program.

Since, for example, the poll indicates that most respondents either have firsthand experience with drugs or know that they will never use drugs, information such as where to go in the event of an overdose is more important than information such as the physiological effects of drugs.

SINCE 61 PER CENT of the students polled by the Midway learn about drugs through publications and other media, this fact also should be considered in deciding how drug information could best be presented to U-Highers.

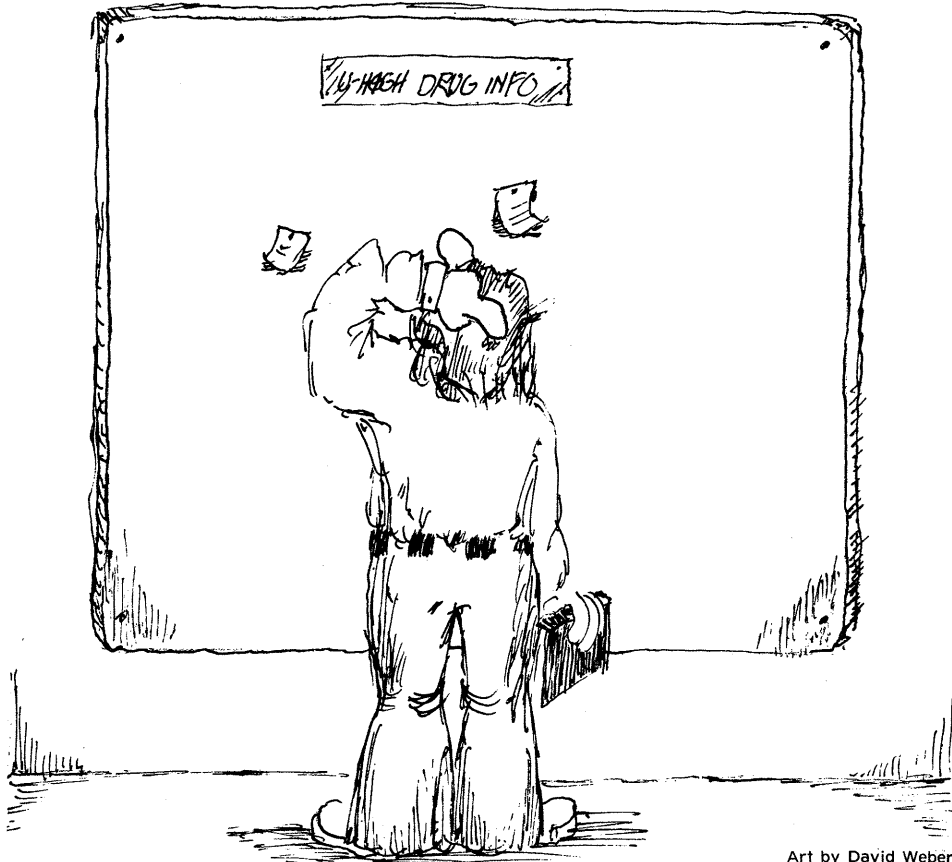
Review of what has been tried or considered here before would reduce the need for experimentation toward a final drug education program.

According to Guidance Chairman Karen Robb, for example, students tend not to respond to teachers or counselors officially associated with drug education because they feel that in doing so they label themselves as drug users.

IN LIGHT OF ALL these considerations, two types of drug programs might particularly suit U-High.

The first, suggested by Dean of Students Standrod Carmichael, is a drug information center which would post such information as the names and addresses of Chicago-area halfway houses and doctors who take drug cases on a confidential basis.

Information such as the physiological effects of drugs already is available in the library.



Art by David Weber

The establishment of a drug information center would be consistent with the sizable percentage of U-High students who learn about drugs from publications.

The second program, which could be implemented to complement the first, is a resumption of the discussion sessions held two years ago by Mr. Hozinsky, generally acknowledged to be an expert on student drug use.

MR. HOZINSKY said his sessions provided students with insights into the reasons for student drug use and created a forum for opinion of both users and nonusers.

Because Mr. Hozinsky is a fulltime teacher, not a special drug education teacher, students felt they could participate in his sessions without others concluding as a result that they were drug users. If the school decided to resume his sessions, it could be reasonably sure students again would respond positively.

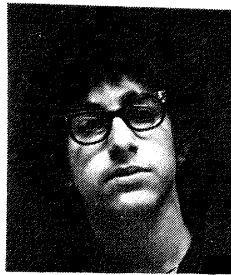
Mr. Hozinsky said he discontinued his sessions because his class load was not reduced to compensate for his voluntary drug education efforts. This kind of compensation should be available to any teacher who, through his own research and study, becomes well-versed on the subject

of drug use and wishes to lead student discussions.

Together, the two programs proposed might constitute the best possible drug education for U-High.

## PhotOpinions:

What would you like to do for Christmas vacation?



Jerry Robin



Sherald Kent



Fred Elfman



Louise Miller

JERRY ROBIN, senior: I'm going to be laying around resting and then skiing at Winter Camp. What I'd like to do is have a marathon game of "guts" frisbee, lasting the entire vacation.

SHERALD KENT, senior: I want to spend money, all the money I can lay my hands

on...then I want to go to Jamaica.

FRED ELFMAN, senior: I want to steal a Cadillac, drive it to Memphis, and walk back.

LOUISE MILLER, junior: I want to go see Santa at Carson's. The last time I went the line was so long...I wish it was shorter.

## Midway Mailbox

### Editorial 'trivial'

From Senior Jay Golter:

I was disappointed by the Cartoonitorial in the last issue of the Midway. In the past your paper has done an excellent job in finding important issues about which to editorialize. However, this



Jay Golter

time I feel you overlooked a major mismanagement in student government and editorialized about a trivial aspect of the affair instead.

For the past several years student government has been conducting elections without referring to the Election Handbook despite the fact that such a requirement is written into the student government constitution. In fact, after being approached by a Midway reporter, no such document could be found in the SLCC files. We did locate a few copies which were labeled rough draft. This is an inexcusable mismanagement on the part of student government. If we do not follow our own rules how can we reasonably expect the administration to do the same? A special SLCC committee is now in the process of writing a new handbook in order to ameliorate the situation.

The Midway should have focused on this issue, instead of dealing with the trivial fact that some members of the election committee, because of the closeness of vote, were hesitant about proclaiming winners in some elections.

These members felt we should hold runoffs between the closer candidates. This was obviously bad judgment on their parts, but their viewpoint was not upheld. Had there been a runoff, then I

feel the Midway would be correct in lambasting the procedure used. However, we made the right decision and therefore don't see why you wasted your time on that aspect of the case.

Although the bulk of the last issue was excellent, I feel you could have improved it with a stronger editorial rather than the garbage you dealt with.

### Staff incompetent?

From Senior Katie DeGroot for the girls' field hockey team:



Katy DeGroot

I was very disgusted when I turned to the sports page of the last Midway and found to my dismay that our magnificent girls' field hockey victory had not been given good coverage.

Instead the boys' team which didn't even win was given more coverage than our league victory. Somehow that seems ridiculous.

The great girls on the field hockey team pulled together this year and made an all-out effort to win. It's too bad that their efforts went unnoticed by your incompetent staff. Perhaps you could even come to games, interview players, and attempt to not misquote the coach. Your efforts would be much appreciated in the future. Thank you.

Editor-in-Chief Doug Patinkin wishes to point out that the Midway received no complaint from the coach of being misquoted and maintains its quote is correct.

**U-HIGH MIDWAY**

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Page 2, news: Bart Freedman  
Page 3, learning news: Carol Siegel  
Page 4, news: Benji Pollock  
Page 5, in-depth news feature: Simeon Alev  
Page 6, news: Bart Freedman  
Page 7, in-depth news feature: Simeon Alev  
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Page 10, sports: Katy Holloway  
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# Simple but hard

## Cartoonist Richard Kimmel reflects on his art



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JUDGE HUGO BLACK

By Doug Patinkin

The Richard Kimmel who draws political cartoons for three Chicago publications is the same Richard Kimmel who teaches physics at U-High. The publications are the Chicago Maroon, the Hyde Park Herald and the Chicago Journalism Review. Sketching a cartoon of President Richard Nixon in an angel costume for the Maroon, Mr. Kimmel reflected on his art in a recent interview.

ON CONCEIVING A CARTOON: "A political cartoon is useful because it reduces a complicated situation to a simple, down-to-earth or humorous event—which isn't always easy to do. If a situation is obviously idiotic, a political cartoon can comment more effectively than an article or editorial. But one of cartooning's deficiencies is that it's incapable of expressing anything other than the most simpleminded idea. All a political cartoon can say is 'so-and-so is playing you for a fool, so-and-so is being absurd, ridiculous and stupid or is making an ass out of himself.' They're useful in that they draw attention to things in a simple but effective way."

"Cartooning goes on no matter what. It's not really a goal, it's just there and I can't put it down. Teaching and other responsibilities come first. There's no real pressure in drawing. It's relaxing. Your worries go away."

"I'd enjoy being a professional cartoonist—I don't know if I want to teach forever. I suppose I'd quit teaching eventually if something like a position on a daily paper fell into my lap."

"I need to get gripes off my chest and the best way is through cartoons, at least for me."

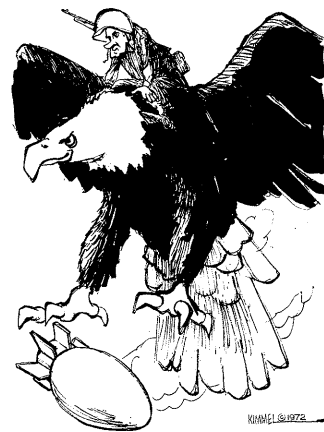
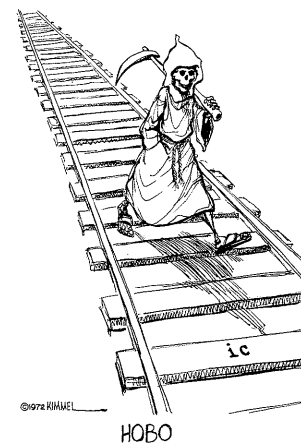
ON DRAWING RICHARD NIXON: "Ya know, Nixon's been unavoidable recently. I'd like to do something else like hijackings, but Nixon keeps popping up and doing something outrageous."

"Take this new morality for instance. Nixon's saying, 'I'm going to be a father figure to all of you'; the point is, he's so self-righteous, you can't take him seriously. You have to make him look silly. I've never done anything nice about him, but then there's no point in commending somebody in a political cartoon; they're for criticizing. You can only commend somebody if you dig at someone else at the same time."

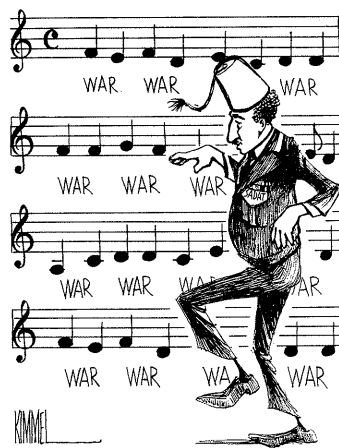
"Nixon has cute ears—probably the only thing about him that's cute. As a little boy they must have said, 'He has cute ears but a disgusting nose.' You have to be fair with his ears."



Mr. Kimmel



"THIS BEATS SUCKING ON AN OLIVE BRANCH, EH, BALDY?"



"AND EVERY SINGLE TIME, THE HAPPINESS IN THE TUNE, CONVINCES ME THAT I'M, NOT AFRAID."



## arts

### She keeps a heritage

By Janet Kauffman

A recording of Lithuanian folk songs for children is one of several projects in which Drama Teacher Liucija Ambrosini is involved.

Others include singing, in Lithuanian, in a Christmas show and designing lighting for an opera.

Lithuanian activities are important to Mrs. Ambrosini, she said, because they represent a dying heritage she wishes to keep alive.

Mrs. Ambrosini and her parents emigrated from Lithuania to the United States when she was four years old after Communists took over.

The record, produced by a Lithuanian educational organization, will be released sometime this spring.

The Christmas show will be presented tomorrow at the Civic Center downtown. Mrs. Ambrosini will perform as a member of a Lithuanian women's vocal ensemble. She is also the group's director and choreographer.

She is designing the lighting for the first production of the newly-formed Chicago Opera Workshop. The opera, "La Boheme," will open in January at Maria High School.



Mrs. Ambrosini



Photo by Marcus Deranian

JUNIOR PHILLIP COLE, drummer.

### Junior in band

## A profitable beat

By George Anders

Wearing a brown leather vest bought especially for the occasion, and his widest pair of flared jeans, Junior Phil Cole beats his drums on the brightly-lit stage of the High Chapparral nightclub. As a member of the five-man rock band "Skrew" he will share \$250 after the four-hour performance.

Phil started Skrew in 1968 with friends from his neighborhood. The other players are from Calumet, Lindbloom and Chicago Vocational High Schools.

In addition to the High Chapparral performance, Skrew has played at two other South Side night clubs, friends' parties and, last year, a party for the junior class. The bass player's father drives the band and instruments to appearances.

Of performing, Phil relates, "Once I start playing, I don't notice anything. It's just me talking to my drums."

Before forming Skrew, Phil played drums and cymbals in the U-High Pep Band and his grammar school orchestra. He prefers a group like Skrew because "with our band, people come to hear only us. In other bands, I've played just to divert people." Phil would like to form a school-sponsored band like Skrew at U-High. But, he feels, not enough students here can play rock.

### Others in bands

Five other U-Highers perform in U-High bands. Seniors Kemper Lewis and Steve Finzelber play rock music with former U-Highers Tom Gross, Freddie Baehr and Andy Hosch in "Demion." Senior Jed Roberts plays with University students in a congo band on weekends. Sophomore Clyde Phillips and Senior Bill Wells have played guitar informally with friends for U-High audiences. There may be other band musicians of whom the Midway is unaware.

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## She likes to dance

By Rachelle Large

"I kind of get high on dancing. When in the dance studio it's like being in a different world."

Senior Dori Jacobsohn has danced since she was 6 years old. As a modern dancer, Dori has performed at Harvard-St. George High School, the Museum of Contemporary Art, the Ukrainian Institute of Modern Art and Jane Addams Hull House.

She performed as a member of a semiprofessional company, "The Free Dance Workshop," organized by one of her former dance teachers.

"The hardest background I ever danced to was silence," Dori recalls. "I really had to feel the rhythm internally."

Dori said she might make a career of dancing, but she has no definite plans.



Photo by Joel Banks

SENIOR DORI JACOBSON, dancer

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Photo by Simeon Alev

## Big wheels

"HEY, it's the roller derby!"

That's one of the reactions Juniors Nini Hawthorne and Jennifer Gray receive when people see them whizzing around U-High's courtyard during lunch and after school on their roller skates. Jennifer and Nini became avid skaters when they went to the Hyde Park YMCA for practice after being invited to a roller skating party. They have adapted stunts from ice skating. In the photo, Nini, standing, aids Jennifer in a stunt they call a "pull through."

## Needs money

# Hockey club seeks help

Because it received only \$300 of a requested \$1,000 from the Student Legislative Coordinating Council (SLCC), U-High's Ice Hockey Club is seeking financial aid.

The SLCC allotment, from the Student Activities fund, would cover slightly more than a fourth of the ice rental costs for the team's practice and play at Lake Meadows Ice Rink, according to Senior Ross Lyon, the club's organizer.

Ross said the club is hoping that Lab Schools Director Philip Jackson will be able to arrange a grant from one of his administrative funds, as he did last

year for debate.

SLCC said it would match any grant up to \$650, minus the \$300 already allotted, that the hockey club could secure.

SLCC President Jed Roberts said that the club was not granted its full request because to do so would deprive other clubs of money sometime necessary to their existence.

If the Ice Hockey Club cannot find more funds, its 20 members would have to pay about \$30 each so the team could join a league sponsored by Lake Meadows.

Senior Fred Elfman, a member of the club, feels that many club

members cannot afford such a cost.

All players already have to supply their own equipment, Ross added.

## Swim team will rebuild

Because many of its members lack experience, the swim team faces a season of rebuilding, according to Coach Larry McFarlane.

Since the team consists mainly of freshmen and sopomores with little or no team experience, they haven't yet reached their racing potential, he said. With frequent practices he hopes to condition team members for future seasons.

The team's strongest strokes, he said, are front crawl and breast. Back crawl and butterfly are the weakest.

As last year, the team does not have any divers; as a result it will lose five points every meet. Two teams in the Independent School League, (ISL), Latin and Lake Forest, have divers.

Mr. McFarlane expects a close meet tomorrow against Glenwood, 4:30 p.m. here.

Other meets scheduled, all 4 p.m.: Lake Forest, Fri., Jan. 12, there; Latin, Tues., Jan. 16, here; Glenwood, Fri., Feb. 2, there; Lake Forest, Tues., Feb. 13, there; Quigley North, Tues., Feb. 20, there.

## 19 out for track

Although he feels it is too early to judge the ability of the indoor track team, for which 19 boys turned out, Coach Ronald Drozd is fairly optimistic.

Most of the team members, he said, "are willing to work their hardest in order to excell."

The first of about 10 meets should take place at the end of January, Mr. Drozd said, but no schedule has been confirmed.

## Weekend results

BOYS' BASKETBALL (frosh-soph scores in parenthesis)—U-High 59 (54), Francis Parker 30 (30), Dec. 8, there.  
GIRLS' BASKETBALL—U-High 46 (18), Latin 28 (14), Dec. 8, here.  
SWIMMING—U-High 48, Quigley North 37, Dec. 7, there.

# Cagemen face 'unknown' Glenwood here tomorrow

Because U-High did not play Glenwood last year, Varsity Basketball Coach Sandy Patlak does not know what to expect when the Maroons meet that opponent 4 p.m. tomorrow here.

In their first two games the Maroons beat Illiana, Nov. 17, here, 58-49 and then lost to Luther South, Nov. 20, here, 57-77.

"The team really had it all together," Mr. Patlak said. "I am satisfied with what they learned and how they performed." After nearly a month off, the Maroons resume play after Christmas vacation with Morgan Park Academy, 4 p.m., Tuesday, Jan. 9, there. "Everyone's looking to beat Morgan Park because they were first in the Independent School League (ISL), last year," Mr. Patlak said. "Morgan Park lost all but one of their varsity starters, so they're rebuilding and we might be able to slip in and beat them."

Wheaton, 4 p.m., Tues., Jan. 23, here, may prove the toughest game of the season, he said.

The frosh-soph team lost to Illiana, 40-41, and Luther South, 52-64.

Despite the losses, Coach Terry Kneisler felt the team played "remarkably well considering that so few had previous experience as starters on a high school team. The

Illiana game, especially, was a very exciting game. As the season goes along, we're going to improve."

Both the varsity and frosh-soph squads have been practicing about once a week beginning 7 or 7:30 a.m.

"Because both teams do not come on the same day," Mr.

Kneisler explained, "it gives each team a chance for full court practice."

The two teams usually share the main gymnasium for practices, with a partition used to divide in half.

Recent scores (frosh-soph in parenthesis): Wheaton, Dec. 1, there, 67-42 (45-28) and North Shore, Dec. 5, here, 55-38 (54-30).

## Coach sees strong girls' cage squad

With five returning varsity players, Coach Janis Masterjohn feels that the girls' basketball team will be strong this year.

The team used outdoor conditioning and full-court practice sessions to prepare for the season, she said.

Today's opponent in a 3:45 p.m. game here, Ferry Hall, has never played U-High before.



Photo by Simeon Alev

## Chessmate

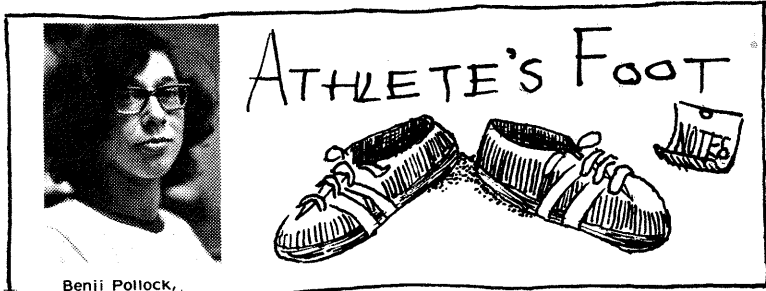
THIS fourth-place team trophy was won by five U-Highers in the Novice Midwest High School chess championship competition Nov. 11-12 at the LaSalle Hotel. Each entrant played six games. The top four scores from each school were added for the team score; 155 players from 30 teams competed. U-High entrants were Junior George Anders, five wins (he received the ninth-place individual trophy); 8th-grader Dan Stone, three wins and a draw; and Juniors Gordon Gray and Niels Roizman, both with two wins and a draw.

## Cage alumni here Thurs.

Alumni from as far back as 1950 will play in the alumni basketball game 7:30 p.m., Thursday, in Sunny Gym.

Each year Phys Ed Chairman William Zarvis invites former members of the boys' basketball team to play the current varsity squad. He contacts the alumni through their parents.

All the replying alumni play in the game. Mr. Zarvis does not know yet how many will play this year but one of the players on alumni squad will be Phys Ed Teacher Terry Kneisler, who is a '66 grad.



Benji Pollock,

## Behind the teams, lots of work

By Benji Pollock

In the past three years, all but one of U-High's sports teams at least once have won or come in second in Independent School League (ISL) championship competition. While U-Highers may have noted the success of the school's 14 teams, probably they did not realize what merely enabling them to compete involves.

Phys Ed Chairman William Zarvis explained that he and the coach of a team may begin scheduling games almost a year in advance. To allow time for revisions, Mr. Zarvis said, "next year's soccer schedule will be completed before the end of this year and next year's basketball schedule is beginning to be worked on. Scheduling is one of the most time-consuming things. It's difficult to get dates which both schools can use, and there are usually requests for changes in the schedule."

A basketball game against Glenwood which was supposed to be played today, Mr. Zarvis cited in example, was moved to tomorrow because Glenwood could not keep the date. "To make the change," Mr. Zarvis said, "I had to write letters to all the other ISL schools to get permission, call the newspapers to notify them, change the University guards' schedule and reorganize the after-school gym activities."

Mr. Zarvis may take some solace, though, because for an annual fee of for an annual fee of \$15, U-High is a member of the ISL. As a result, U-High receives a tentative schedule of games against other ISL schools versus ISL and non-ISL private schools have established an unofficial organization to deal with girls' sports.

After he has completed a schedule, Mr. Zarvis arranges for, and rents, buses for away games, secures officials approved by the Illinois High School Association and has damaged and wornout uniforms and equipment replaced. Before games, he and the coach check and replenish the supply of such incidentals as towels, soap and first-aid equipment.

After all the expenditures are counted, Mr. Zarvis estimates the total cost of sustaining teams this year will be \$4800, ranging from \$200 for tennis to nearly \$1400 for basketball. And then there is the cost in humans. After the soccer season, for example, Soccer Coach Sandy Patlak was helping to take down a goal post when it fell on him. Mr. Patlak received six stitches in the head for his service.

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# Girls and athletics: Losing game?

By Richard Adams

Are girls at U-High being discriminated against in physical education and athletics? Many people here feel they are.

The question of girls' roles in physical education and athletics is part of a larger issue of how schools prepare girls for their roles as women (see features page 7).

Some girls at U-High have been questioning why they do not get as much time as boys to practice basketball and tennis, the only activities in which both have teams.

The boys' basketball and tennis teams are under the sanction of the Independent School League (ISL), which includes 10 private schools.

ISL rules do not allow females on male

teams.

Girl basketball players have said it would improve their playing if they had the time boys do to practice. The girls' team practice on the second floor of Sunny Gym, using half the court five days a week from 4:10 p.m. to 6:10 p.m., using the full court.

Girls Basketball Coach Janis Masterjohn said she would like to have the full court for practice but not necessarily the same amount of time the boys' team has.

Considering the girls play about half the number of games the boys do, she feels their practice time reasonable.

Frosh-Soph Basketball Coach Terry Kneisler said that if the girls' team has as many members as the boys' team, which it does not, it should get as much

time as the boys to practice.

At other ISL schools, the only physical education personnel available for comment was the head of the girls' gym department at Latin, Patricia Hastings. The girls' basketball team there also does not have as much time to practice as the boys' team, she said. The boys' team has the gym four days a week and the girls' team one day.

Girls at U-High who have tried to take nonplaying roles with boys' teams sometime have met obstacles.

When the position of coach's assistant opened with the frosh-soph basketball team this year, Junior Louise Miller applied for it. Mr. Kneisler agreed to let her have it, but Phys Ed Chairman William Zarvis objected.

He explained that he was not sure if

other ISL schools would agree to a female at the scoring table.

Mr. Zarvis contacted the other schools and received no objections. Louise is now a coach's assistant on an experimental basis.

Two years ago Mr. Zarvis asked at an ISL meeting whether girls could participate on ISL teams. A vote was taken; the decision was they could not. Mr. Zarvis voted for girls being able to participate.

Last year, Debbie May, '72, organized a girls' tennis team. According to Senior Blythe Jaski, it didn't have as much time to practice as the boys' tennis team. The girls got to practice 45 minutes a day, two days a week while the boys practiced two hours a day, five days a week. This year the girls already have begun practice. The boys have not.

By Katy Holloway

Five years ago, the frosh-soph cheerleading squad at U-High consisted of four white and two black girls. This year's frosh-soph squad has four black girls and one white girl.

Attendance Secretary Maxine Mitchell, cheerleading adviser said she was puzzled to observe at frosh-soph cheerleading skill clinics this fall that "only three white girls came to the first clinic and only one returned after that. Cheerleading has always been a predominantly white activity at U-High."

The white girl on the frosh-soph squad, Sophomore Susan Seidenberg, attributes the lack of white interest in cheerleading to a change in cheering technique. "This year's cheers are more rhythmic than ever before," she explained. "The squad has incorporated dance steps into them, too. Possibly white kids are embarrassed to perform these cheers because they're not proficient in dancing."

According to Junior Judi Harris, a black U-Higher in her second year of cheerleading, cheering techniques changed at U-High when last year's frosh-soph squad pioneered halftime dance routines to records such as "Theme from 'Shaft'" by Issac Hayes and "Scorpio", by Dennis Coffey.

"We tried to change routines so that they weren't so stiff," she said. "A lot of white kids feel that they can't do the dances, but that's not true. On our squad everybody can do everything."

Five of eight varsity cheerleaders are black. Cathy Boebel, a white junior in her first year of cheerleading, tried out for the squad "sort of as a joke. The suburban teeny-bopper cheerleader image is so typically un-Lab School." She feels that white interest in cheerleading has dropped probably due to lack of school spirit.

Senior Kathy Irons, white and a former cheerleader, agrees that white U-Highers have less school spirit than black. She quit after three years of cheerleading because she was tired of it. "I wanted to be able to go to a game as a spectator," she said.

Another reason she quit the squad was that she sensed pressure among cheerleaders during practice sessions. "The other cheerleaders would get angry and yell at you when you messed up your routines, instead of trying to help you," she explained.

Junior Susie Nusbaum, who is white, quit after her second year in cheerleading and also mentioned pressure within the squad as a contributing factor.

Junior Gayle Hoard, who is black and in her third year as a cheerleader, started as one of two black cheerleaders on the frosh-soph squad. She believes that "when some whites join a predominately black squad, they feel unnecessarily paranoid of black criticism of their cheering and take it too personally. They get too hung upon their whiteness."

She feels seriously that black people have a natural sense of rhythm but that anyone can master the new rhythmic cheers if they work hard at practice and "aren't completely uncoordinated." In cheerleading, she added, "before dancing ability comes acrobatic ability. The frosh-soph squad isn't doing any dance routines this year and the varsity isn't either." Most of the dancing, she said, will be done by the newly formed pom-pom squad, all of whose members are black.

Industrial Arts Teacher Herb Pearson, who was dean of students from 1964 to 1966, feels the increased number of black cheerleaders might be due to a slightly increased number of black boys on athletic teams. "Black kids were not as involved in extracurricular activities 10 years ago," he noted. "They did get involved, but not nearly so many of them. There weren't so many black kids here then either. I think black kids feel better because there's more of them here now. They feel less conspicuous. They're more at ease so they speak out more."

Mr. Pearson sees increasing interest among blacks and declining interest among whites in cheerleading and other school activities as "The swinging of the pendulum. White interest is declining and black interest is awakening."

## Blacks leading the cheers



SKI RACER PAULA GUMBINER

Photo by Doug Patinkin

### Senior girl

## Here's one skier who really travels

By Robin Williams

To Canada, Switzerland, France and throughout the United States, Senior Paula Gumbiner travels to train for, and participate in, ski races, her hobby. Some of her racing coaches say Paula shows promise of qualifying for the 1976 United States Olympic ski team.

Often Paula has to travel alone, which she finds boring. Once she reaches her destination, however, she stays in hotels and lodges where the other skiers and trainers are staying. "It's here that you really get to know the people, living alongside them while training," she said.

"The coaches are really nice people," she added. Most coaches are former Olympic medalists and have coached Olympic winners. Paula feels they're "real people." You can tell them about personal experiences and skiing problems. "She finds other skiers friendly but competitive, on and off the race course. 'I don't like to compete at all,' Paula said. 'I just ski for myself.'"

She belongs to three ski racing organizations: The Central Division Junior Racing Team of the United States Ski Association, the Chicago Metropolitan Junior Racers, and the Wilmont Junior Racing Team. "Every place you ski is completely different," Paula observed. "The thing remaining the same is the competitive feeling."

Paula trains all year in hot, cold, sunny and snowy weather in hopes of the Olympics. Having ripped her right shoulder muscle twice, she readily speaks of the dangers of skiing. The speed sometimes achieved and bumps along the course make for a dangerous sport, she pointed out. Why does she continue? "It's the traveling, the excitement, the free feeling of skiing." And her eye on the 1976 Olympics.

## Phys ed changes popular

By Abhijit Chandra

A generally favorable reaction to their new phys ed program was expressed by freshmen and sophomores recently interviewed by the Midway.

In the program, instituted this year, students are allowed to choose most of their activities. They must include at least one individual and one team sport in their choices.

Once participating in their chosen activities, students are grouped by phys ed teachers according to ability.

Previously, freshmen and sophomores were not allowed to choose their activities. Ability grouping was used only at the

discretion of phys ed teachers.

Sophomore Meg Wallace said she liked the program but thought there should be more variety in the activities offered.

Phys Ed Chairman William Zarvis attributes any lack of desired variety to the problem of providing a large number of teachers for any one class period.

Sophomore John Kanki expressed some reservations about the students being able to choose activities.

"Not having choice is sometimes better," he said. "People misuse their choices, and take things because they are good at them, not to learn."

Those interviewed considered ability grouping a good idea.

"Ability grouping won't aggravate good players who might otherwise be frustrated by the mistakes of bad players if they played together," Sophomore Arthur Heiserman pointed out.

"Also, the bad players will probably learn more."

Sophomore Michael Gross said he thought that playing with a lower skill group in a basketball unit has made him a much better player. "I get a lot of instruction while I play and I get the ball a lot more," he said. "No one player dominates the game, and there's a lot of competition. I've improved 100 per cent since entering the unit."

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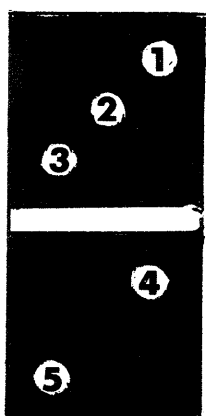
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## ① Canine Castle

The Canine Castle is new to Harper Court. Besides grooming services for dogs, the Castle offers pets and pet supplies. His dog in the grooming room, Freshman Wayne Braxton feeds some guinea pigs, priced at \$3.98, \$4.98 and \$5.98 depending on the type you buy.

## ② The Book Center

If you want to suit your gift to the person who receives it, the wide variety of books available at the Book Center won't make it hard. The Center's science fiction section features three up-and-coming new authors: Zelasny, LeGuin, and Henderson. Senior Lisa Lefton peruses "The Left Hand of Darkness" by LeGuin, 95 cents at the Book Center.

## ③ Cooley's Corner

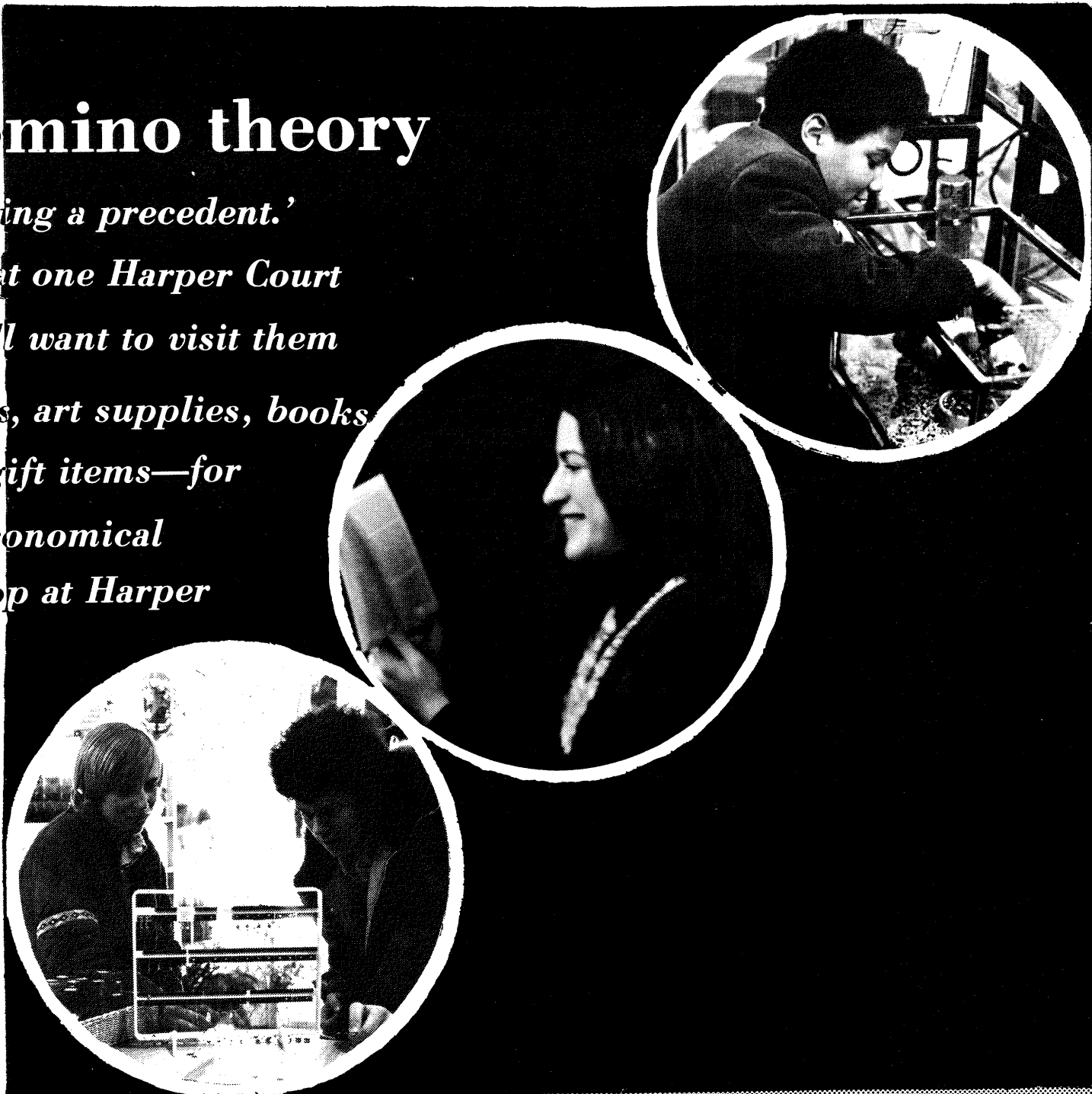
Cooley's Corner covers the whole spectrum of holiday gifts but their jewelry is especially popular. Juniors Andy Wright and Craig Tomera examine Cooley's gold and silver-plated hanging earrings, perfect gifts for mothers, sisters and girlfriends. \$2.25 at Cooley's Corner.

## ④ Art Directions

If you'd like to make your own gifts, Art Directions can be your Santa's Helper. Sophomore Carla Werninghaus looks over Art Directions' craft supplies with Mr. Bill Erickson. Making your own gifts is economical if you shop at Art Directions.

## ⑤ Form

Mobiles from Form Co-op Furniture make you your own interior decorator. Sophomores Janice Tave and Andrea Berry admire one mobile from Form's handmade selection of over 25. Imported by Den Permanente of Copenhagen, the mobiles sell for \$1.49 and up at Form.



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