

Washington U. tops college list for Class of '73

Washington University in St. Louis leads the list of schools graduates of the Class of '73 will be attending, with nine of its 134 members headed there. Carleton College in Northfield, Minn., is second, with six.

Of the students who responded to a Midway poll, 67 students are going to Midwestern colleges, 42 eastern and 12 western.

Two seniors have decided on schools but will wait a year before entering them: Joey Notkin, Illinois Institute of Technology, and Jay Golter, George Washington University, Washington, D.C.

Attending specialized schools of interest will be Peter Claussen, the Air Force Academy; Patty Shields, flight training; John Guftason, New England Conservatory of Music; and David Carlson, University of Illinois School of Agriculture.

Other choices are as follows:

AMHERST, Mass.—Fred Oldfield; ANTIOCH, Yellow Springs, O.—Mark Johnson; BARNARD, New York City—Ellen Meltzer; BATES, Lewiston, Maine—Kemper Lewis; BOSTON, Mass.—Tim Lewontin; EDUARDO PINEDA; BOWDOIN, Brunswick, Maine—Pernille Ahlstrom, Ann Butler; BRADLEY, Peoria—Maurice Arthur, Jim Barrett; CARLETON, Northfield, Minn.—Ellen Coulter, Bart Freedman, Edwin Getz, Ann McDavid, Barbara Rice, Susan Turner.

CARNEGIE-MELON, Pittsburgh—Nancy Jackson; COLUMBIA, New York City—Simeon Alev, Ken Binmoeller; CORNELL, Mt. Vernon, Iowa—Anna Dembowski; DRAKE, Des Moines, Iowa—Debra Thomas; DRURY, Springfield, Mo.—Stephen Brown; EARLHAM, Richmond, Ind.—Teresa Lavender; FORDHAM, New York City—

Paula Gumbiner; GEORGETOWN, Washington, D.C.—Andrew Field; GENERAL MOTORS INSTITUTE, Flint, Mich.—Daniel Claiborne; GRINNELL, Iowa—Rachel Baron, Richard Cole; HARVARD, Cambridge, Mass.—Michael Levi, Jed Roberts, David Wilkins; HOFSTRA, Long Island, N.Y.—Julie Needman; HOPE, Holland, Mich.—Janice Neumann; KENYON, Gambier, Ohio—David Weber; KIRKLAND, Clinton, N.Y.—Kathy Irons; MACALESTER, St. Paul, Minn.—Janet Balanoff, Faye Price, Amy Wegener; MOUNT HOLYOKE, South Hadley, Mass.—Monica Brown; NEW YORK UNIVERSITY, New York City—Katie DeGroot; NORTHERN ILLINOIS, DeKalb—Jess Stacy; NORTHWESTERN, Evanston—Paulette Black, Blythe Jaski, Jim Lash; OBERLIN, Donna Ferguson, Doug Patinkin, Michelle Ulfmann; POMONA—Claremont, Calif.—Guyard Gomer; PRINCETON, N.J.—Guyard Binder.

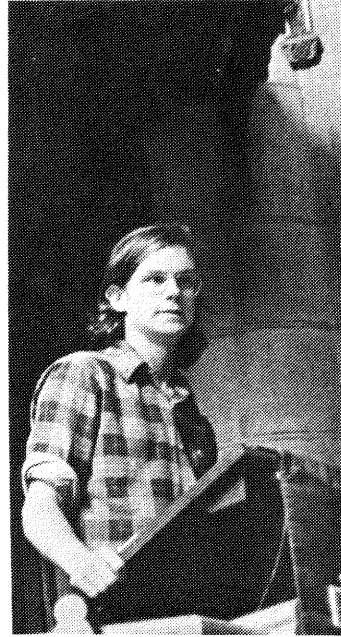
PURDUE, Lafayette, Ind.—Joyce Brown; RADCLIFFE, Cambridge, Mass.—Cathy Cronin, Addie Wang; REED, Portland, Oregon—Karen Maddi; RENSSELAER POLYTECHNIC INSTITUTE, Troy, N.Y.—John Carr, Kevin Tomera; SARAH LAWRENCE COLLEGE, Bronxville, N.Y.—Dori Jacobson; SMITH, Northampton, Mass.—Beth McCarty, Carol Siegel.

SOUTHERN ILLINOIS UNIVERSITY, Carbondale—Mary Yagore; ST. JOHNS, Annapolis, Md.—Sara Anastasio; SWARTHMORE, Penn.—Robin Siegel; TRINITY, Hartford, Conn.—Rod Thompson; TUFTS, Medford, Mass.—Phyllis Kanki; UNIVERSITY OF ARIZONA, Tucson—Barry Harrison; UNIVERSITY OF CALIFORNIA, Santa Barbara, Carol Lashof; UNIVERSITY OF COLORADO, Boulder—Jason Stanton; UNIVERSITY OF CHICAGO, Rens Arcilla, Ross Lyon, George Sonek, Michael Wescott.

UNIVERSITY OF ILLINOIS, Champagne—Melody Martin, Duane Savage, Daniel Johnson; UNIVERSITY OF ILLINOIS CIRCLE CAMPUS—Jeff Arron, Jerrold Deas, Ronald Mitchell; UNIVERSITY OF IOWA, Iowa City—Kristine Watson; UNIVERSITY OF MASSACHUSETTS, Amherst—Sherald Kent; UNIVERSITY OF MIAMI, Coral Gables—Steve Finzelber; UNIVERSITY OF MICHIGAN, Ann Arbor—Marina Karpusko; UNIVERSITY OF NEW MEXICO, Albuquerque—Vicki Lautman.

UNIVERSITY OF ROCHESTER, N.Y.—Peggy Fitch, Peter Rigacci; UNIVERSITY OF SOUTHERN CALIFORNIA, Los Angeles—Alan Bormuth; UNIVERSITY OF WISCONSIN, Madison—Fred Eifman, Linda Pitts; WASHINGTON, St. Louis—Kyra Barnes, Nikki Colvin, Harriet Gordon, Paul Hruban, Lorinzo Jeffries, Lisa Lefton, Ruth Cohen, Charles Wyszomirski, Peter van der Meulen; WESLEYAN, Middletown, Conn.—Elizabeth Richter; WILLIAMS, Williamstown, Mass.—Benjamin Pollock; YALE, New Haven, Conn.—Eric Uhlenhuth.

Editor's note: This list was compiled from information submitted by seniors themselves and is subject to addition, subtraction and change. Students who could not be contacted, did not respond or chose not to have their school printed were not included.



COMMENCEMENT SPEAKERS, from left, Blythe Jaski, Mark Johnson and Carol Lashof.

Photos by David Cahnmann

Bells to herald graduation of 70th class Thursday

By Wendy Weinberg

Handbell ringing, an innovation, will open the commencement ceremony of U-High's 70th graduating class 2 p.m. Thursday in Rockefeller Chapel, Fifty-ninth Street and Woodlawn Avenue.

One-hundred-thirty seniors and one three-year student are expected to graduate.

Four seniors will speak at the ceremony.

A RECEPTION will follow in Woodward Court, 5825 South Woodlawn Ave., west of the New Dorms cafeteria. In case of rain, the reception will take place in the cafeteria and adjacent lounge.

Senior Vicki Lautman and Music Teacher Larry Butcher organized a group of five students to play the handbells.

Vicki has been learning to play the bells for an independent

learning project. The group will probably play a hymn and a few minutes of change ringing, a mathematical system of ringing bells.

The choir and vocal classes will follow, singing "The Lord is a Mighty God" by Felix Bartholdy-Mendelssohn and "Hallelujah, Amen," by George Frederick Handel.

GRADUATES will enter the chapel to the music of "Canzone, Primi Toni" and exit to "Canzone, None Toni" by Vittoria Gabrielli, performed by a brass ensemble and the gallery organ, played by University Organist Edward Mondello.

The chapel's lounge organ will be under repairs.

At the beginning of the ceremony, Principal Margaret Fallers will present the graduating class to Lab Schools Director Philip Jackson, who will pronounce its members graduates.

THREE SENIORS—Blythe Jaski, Carol Lashof and Mark Johnson—will speak briefly about graduating, and different things they feel they have gotten out of attending U-High.

The three were chosen after submitting outlines of their speeches to a graduation

committee consisting of 12 seniors.

Mrs. Fallers, Dean of Students Standrod Carmichael and Senior Counselor Mary Lee Hoganson will present the seniors with their diplomas.

David Wilkins, as president of the senior class, will close the ceremony. He will present the class gift of \$250, to go toward the purchase of a fiberglass backboard for Sunny Gym. The money was raised in a basketball marathon May 4 sponsored by the senior class.

EACH GRADUATE is being permitted five tickets, available from Mr. Carmichael. Two types of announcements, one designed by Senior Nancy Jackson, the other from an announcement company, can be purchased at 10 for 50 cents.

Graduates will wear rented maroon and white robes. In a class meeting they decided against the different colored robes worn last year. The robes can be picked up in the Guidance Office, Belfield 137, and should be returned there no later than one hour following the ceremony.

Ten juniors will serve as ushers. They are Ruth Adler, Andrea Berry, Dwain Doty, Sharon Fletcher, Katy Holloway, Janet Kauffman, Andrea Klaffer, Sylvia Mamby, Douglas Mazique and Paula Thomas.

U-High is 70

THIS IS U-High's 70th birthday, and to observe the event the Midway has included several special features in this issue. A LOOK at U-High's illustrious alumni Page 3
U-HIGH LOOKS at itself today, and is looked at Page 5
SOME THOUGHTS about U-High in the future .. Pages 6-7
SOME OPINIONS about U-High's past and future Page 8
70 YEARS of the arts at U-High and their meaning Page 9
U-HIGH'S glorious athletic history Page 11

ALSO IN THIS ISSUE

The May Festival Page 2
Three irreplaceable losses to death this year Page 4
Monilaw awarded Page 10
May Projects Page 12

What's Ahead

TODAY— Commencement rehearsal, 3:30 p.m., Rockefeller Chapel, Fifty-ninth Street and Woodlawn Avenue.

WED., JUNE 13—Commencement rehearsal, 3:30 p.m., Rockefeller Chapel, Fifty-ninth Street and Woodlawn Avenue.

THURS., JUNE 14— Commencement, 2 p.m., Rockefeller Chapel, Fifty-ninth Street and Woodlawn Avenue; reception follows, Woodward Court, 5825 Woodlawn Ave.

FRI., JUNE 15—School out noon; summer vacation begins.

MON. SEPT. 17—School resumes; Midway out after school.



Photo by David Cahnmann

Fond farewell

A SET of wine glasses, a decanter and a scrapbook were gifts presented to Principal Margaret Fallers by the faculty at a party after school May 30 in the library.

Mrs. Fallers, the school's first woman principal and first alumna principal (Class of '39) has taught here since 1960 and has been principal since 1970.

The scrapbook Mrs. Fallers received includes photos of the school and its students and letters of appreciation from faculty and staff members.

Opening her gifts, Mrs. Fallers said, "This is both a happy and sad occasion for me. I'm overjoyed about the party, but I'm sad that I'm leaving the school."

That's all, folks

End-of-the-year-bulletins

SEVERAL IMPORTANT HONORS were presented to U-Highers as this issue went to press. In a ceremony in Lab Schools Director Philip Jackson's office June 5 Paul Strauss received the Dartmouth Award, given to the most outstanding junior in English. In a ceremony the following day, Atsuo Kuki received the Rensselaer Medal, awarded to the junior who shows outstanding excellence in both math and science. Atsuo also was recognized for receiving an honorable mention in the Nineteenth Annual Scholarship Examination in Chemistry, taken by 300 nominees in the Chicago area. Senior George Anders received a pin for his highest score at U-High in the National Math Contest. The composite scores of George and the next two highest U-High scorers, Seniors Kevin Tomera and Fred Oldfield, placed U-High first among small schools in the state. Senior Michael Levi was recognized also, for the Bausch & Lomb science award announced earlier this year.

GERMANY, FRANCE AND ENGLAND will be toured this summer by six U-Highers and two Kenwood students accompanied by German Teacher Christiane Fenner. The group will stay at seven cities in the three countries, with occasional visits to surrounding areas. "We organized the trip for educational purposes, so that the students could experience life in foreign countries," Mrs. Fenner said. U-Highers participating in the trip are Sophomores Debbie Ferguson, Elizabeth Meyer and Kwang Kim and Junior Kathy Weiner. The Kenwood students are Alice Weiner, daughter of U-High Teacher Nella Weiner, and Kathy Griffith.

LEARNING ABOUT science-related professions, Juniors Mimi Poinsett and Steve Massaquoi attended a career conference for academically outstanding minority students in their junior year June 10-12 at the Massachusetts Institute of Technology. MIT sponsored, arranged and paid for the trip. Mimi and Steve were among 250 students selected to attend.

TWO RUNOFFS were necessary in election of senior class officers for next year May 30. With 82 voters participating, neither Susan John or Judi Harris won a decisive majority for president and Doug Mazique and Gayle Hoard emerged from a field of three candidates as contenders for vice president. Cheryl Green was elected secretary and Sharon Fletcher treasurer, both uncontested.

In the runoffs Judi and Doug won. Other results: Next year's juniors—President, Jim Fleming (only contested office); vice president, Richard Moss; secretary, Elizabeth Meyer; treasurer, Jan Finzelber. Next year's sophomores (no office contested)—President, Colin Shaw; treasurer, Lynn David. Filling previous unelected Student Legislative Coordinating Council offices, Dwain Doty was elected secretary (uncontested) and Atsuo Kuki treasurer.

Festival draws record crowds

Story by Michael Kuby; photos by David Cahnmann

School spirit may no longer be a daily matter of course at U-High, as it once was, but in this 70th year it still can come alive.

This year's May Festival involved the work of an estimated 500 students, teachers and staff members who turned Scammons Court into a scene out of 1890 America. The largest crowd in the fair's five-year history, 4000 people, turned out. Dean of Students Standrod Carmichael estimated that the gross was approximately \$7,800, which would yield about \$1,200 profit for the Dr. Martin Luther King Jr. Scholarship Fund, which the fair benefits. Another \$1,000 will be set aside to provide funds for next year's fair.

Particularly large crowds

attended the fair its opening nights, Thurs., May 31, and Fri., June 2. Warm, clear evenings provided the festival with the best weather it has ever enjoyed.

Heavy rains began as the play was about to start Saturday evening, however, and the performance was postponed until Sunday.

Fair-goers were treated to a variety of colorful booths where students, teachers, parents and organizations hawked their wares or showed their talents. The Russian Club even had a belly-dancer.

Food was available at several concessions, with everything from corned beef sandwiches to Russian tea cakes offered. Bratwurst grilled at the German Club's booth

was, as in past years, particularly popular.

Costumed street vendors also offered food and a variety of merchandise.

A court show (see photos) was performed throughout the evening.

For the first time, one person, Drama Teacher Liucija Ambrosini, designed and supervised the entire festival. She also directed the play. Because of the enormous responsibility she had taken on and bad weather which prevented the fair and stage being set up as fully as she hoped, there was some worry that the fair would not be ready on time.

It was, however, and almost everyone involved in directing it agreed it was the most successful fair so far.



THIS YEAR at least twice as many Middle and Lower School students participated in the Rites of May as in previous years. In the photo Eighth-Grader William James sells taffy apples as a strolling vendor. Other Middle and Lower Schoolers ran booths and

participated in the Court Show. The Court Show, which ran continually throughout the evening on a bandstand outside Blaine Hall, featured the talents of several U-High groups and individuals.



AN ATTRACTION of the Court Show which continued throughout the evening, featuring a variety of individual and group talents, was this Barbershop Quartet. The vocalists, from left, are Freshman Phil Helzer, Mr. Peter Cobb, Junior Clay Skinner and Senior Bill Wells.



COTTON CANDY, hot dogs and Coke, enjoyed here by Mrs. Harriet Cahnmann, mother of Freshman David, were among the popular food items available at the May Festival. Israeli and German Food concessions were among the most popular, along with Russian and soul food delicacies.

All-round play effort pays off

By Doug Patinkin

Most people probably think of a play as being actors.

Actually, strong acting is only one of the ingredients necessary for a successful production. Direction, costuming, lighting and all the technical work behind the scenes also must be strong. And a really outstanding production has an overall concept, a 'look', a feeling, that works.

All these elements combined to make this year's May Festival production, "The Matchmaker," a success.

As with their previous productions, Drama Teacher Liucija Ambrosini and her student cast and crews obviously gave careful thought to more than just actions.

Not that the actors don't deserve high praise. They pulled off a highly stylized period comedy with considerable agility. They etched out their characters strongly, their timing was effective, they could be heard clearly and, most important, they got the laughs from three appreciative audiences.

Particular favorites seemed to be Stephen Patterson as Cornelius Hackl; Kwang Kim as Barnaby Tucker; Cheryl Cooke as Minnie

Fay; and Mariye Inouye as Irene Malloy. The four played their ensemble scenes with particular finesse.

Joel Banks' considerable experience in drama here was evident in his assured portrayal of the blustery Horace Vandergelder. Eve Dembowsky was too young for the role of Dolly Levi, the crafty matchmaker, but had obviously worked hard at it. The audience seemed to understand and like her character. She conveyed Dolly's age and personality best through her body movement.

Strong support in other roles came from Jim Grant, Fred Elfman, Michael Kuby, Alex Schwartz, Allen Hubby, Bernadette Williams, Pam Joyner, Tracey Everett and Julie Needleman.

The attention to an overall look for the production was evident in the stylized furniture built for it and in the stage settings which, because of bad weather preceding the festival, were not completed as much as Mrs. Ambrosini would have liked.

Costuming, makeup and colors employed in the production also added to the finished look.

Typical of the delightful little touches was the setting of the stage (before the audience) and introductory pantomimes by Carol Siegel, Becky Brisben, Ann Morrison, Lisa Mouscher, Laura

Cowell, Suzanne Harrison, Liuba Pankovich and Elizabeth Meyer.

Considering the production took place outdoors with makeshift backstage facilities in the cafeteria, execution of lighting and other technical details was amazingly well handled. The technical crews deserved their own bows at the end of each performance.

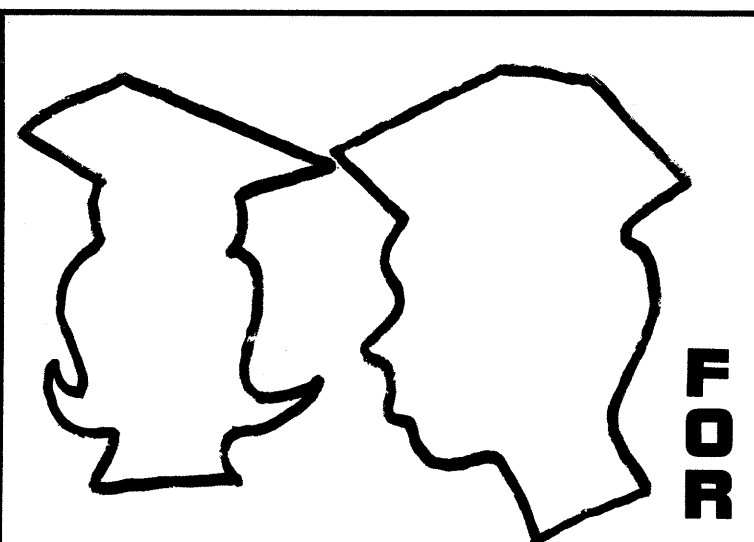
Faye Price was the assistant director.

Even the most minor player

obviously took seriously his part in making the production an overall success.

A week before "The Matchmaker" opened word around school was that it, and the festival, were in trouble. Bad weather, cast changes and other problems seemed to weigh against a success.

But "The Matchmaker" (like the festival) was a success. Only hard work and attention to detail, acting and otherwise, could have made it so.



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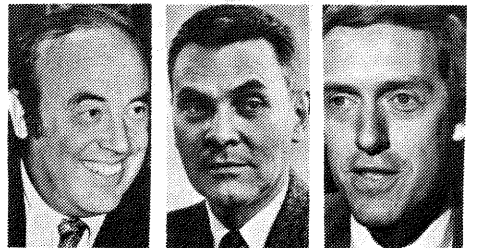
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A look at the alumni

Graduates have distinguished selves widely



Mr. Merriam Mr. McNeill Mr. Utley

By Eduardo Pineda

Into a broad variety of professions and services U-High graduates have gone over the past 70 years, many of them gaining fame in the process. It would be impossible for the Midway, in one short story, to fairly or adequately recognize all the alumni who, since the school's beginning in 1903, have earned recognition for their personal and professional accomplishments.

A random sampling, however, does show that U-High can be proud of the accomplishments of its alumni and the variety of fields in which they have made their mark.

Since U-High is located in a University community, many of its graduates expectedly have gone into the field of education. Among them is Edward H. Levi, '28, president of the University.

Government and civic service also has attracted U-High graduates. Mr. Robert Merriam, '35, is executive vice president of the Urban Investment and Development Company. He has been director of the Metropolitan Housing and Planning Council and in 1955 he was a candidate for mayor. Mr. Merriam also has written several books on government and politics.

Mr. Howard O'Hara, '31, was at one time secretary-general of the Virgin Islands.

And Mrs. Hanchen Strauss Stern, '22, is one of Chicago's foremost civic leaders. Private enterprise has been the setting for many graduate successes.

Donald Roth, '31, is owner of the well-known Blackhawk Restaurant.

Bob Katzman, '68, is owner of the Deli-Dali Delicatessen and also operates the largest newsstand in the city, at 51st Street and Lake Park Avenue, a venture he

started while on the Midway staff.

Many graduates have scored impressive achievements in recent years in the field of communications. Garrick Utley, '55, is an NBC-TV correspondent seen frequently on network news broadcasts.

Pat Zekman, '61, is a reporter for the Chicago Tribune and a member of the Task Force which recently won a Pulitzer Prize for its investigation of corruption in city government.

Nancy Selk, '65, is editor of the Southeast Economist.

Delia Pitts, '68, won a Life Magazine fellowship while at Oberlin College and, for the fifth summer will be a reporter for the Sun-Times.

Jackie Thomas, '68, has worked for the Sun-Times also and the New York Times and, this summer, will work for the Washington Post. She has been attending

the Columbia University School of International Affairs.

The fields of music, art, writing and entertainment also have led to fame for U-High graduates.

They include Ned Rorem, '40, a world-famous composer and writer; Paul Butterfield, currently one of the nation's top entertainers with the Paul Butterfield Blues Band; Sheldon Patinkin, '50, former director of the Second City Theater; and Margery Cohen, '65. Broadway actress recently seen in "Kurt Weill—Berlin to Broadway."

Last, but not least, there's "Crazy" (his description, not ours) Steve Szegho, '69, who operates Crazy Steve rock concert productions here and has been student government president at Circle Campus of the University of Illinois.

And school nurse

Eight teachers leaving



Photo by Doug Patinkin

Eight teachers and the school nurse are leaving U-High and two teachers are going on leave-of-absence.

After five years here, Mr. Charles Hundley is leaving because enrollment in his subject, Latin, dropped too low.

"It's part of a complete Latin fall off all over the nation," he said.

U-Highers who want to take Latin in the future can do so at the University.

Drama Teacher Paul Shedd hopes to teach at a school with a larger theater department but his plans are incomplete.

He planned and supervised the construction of the theater in Belfield 138 and introduced student-faculty musicals to U-High during his three years here.

English Teacher Barbara Conley, also here three years, is moving to the Boston area to teach. While here, she helped plan the English course freshmen took for the first time this year.

In the Physical Education Department, Mrs. Kaye Obalil is leaving to have a child. She hopes to return to teaching in the future or become a school counselor. Here three years, Mrs. Obalil started the annual gymnastics show.

Miss Janis Masterjohn, here two years, is returning to her hometown of Spooner, Wis., to teach parttime. While at U-High she, with Mrs. Mary Busch, helped organize a girls' sports league, instituted the girls' sports banquet and coached girls' teams which earned several championships.

"I've really enjoyed teaching here," she said.

Mr. Terry Kneisler, '66 graduate who has taught here three years, will pursue a degree in educational psychology at the University.

Mrs. Genevieve Baehr, also leaving, declined to be interviewed.

Counselor Tim Hatfield, here four years, will be a counselor at Northfield Mount Herman School, a boarding school in Massachusetts. Mr. Hatfield has been a senior class and Student-Teacher Coalition adviser, served on several faculty and student-faculty committees and helped institute a series of student-faculty games.

French Teacher Marie Adler, new this year, is accompanying her husband to Italy, where he has a fellowship for 18 months.

The school nurse, Mrs. Carol Skretny, is leaving to have a baby (in August). In December she will accompany her husband, a lawyer, to Buffalo, N.Y., their hometown.

Ceramics Teacher Nella Weiner, who taught here in the 1950s, left and then returned in 1963, has requested a leave-of-absence for next year. She hopes to spend much of her time working on pottery and perhaps writing on Women's Liberation, one of her interests.

English Teacher Darlene McCampbell also has requested a leave of absence, after eight years here. She and her husband would like to go camping in the Southwest or Mexico.

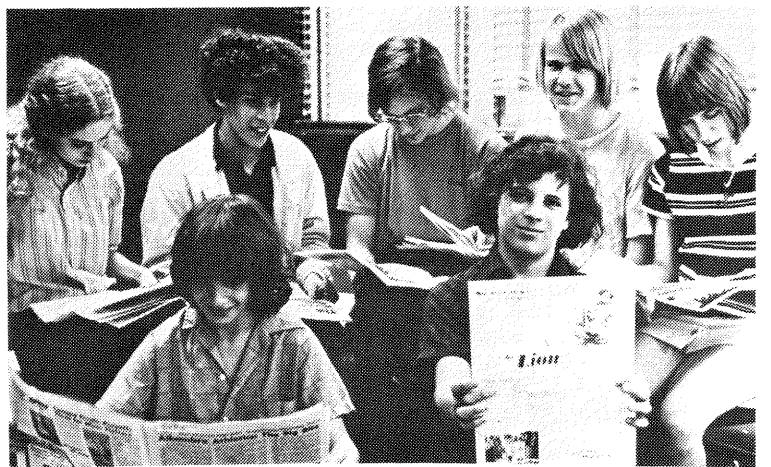


Photo by David Cahnmann

New staff announced

KATY HOLLOWAY, right, will be editor-in-chief of next year's Midway, it was announced at a staff party yesterday. The new staff, as in past years, was chosen by outgoing senior editors.

Looking over papers from other schools, other members of next year's staff and their newly-announced positions, from left, are as follows:

Back row—Wendy Weinberg, second news page editor; Matt Freedman, editorial page editor and columnist; George Anders, sports page editor and columnist; Richard Adams, business manager and first news page editor; (and Katy).

Front row—David Melamed, in-depth newsfeatures page editor and political editor, and Alex Schwartz, learning page editor.

Absent from the photo are Robin Williams, arts page editor; Abhijit Chandra, advertising manager and sports page editor; Michael Kuby assistant political editor and "Thoughts" column editor; Janet Kauffman, pictorial newsfeatures page editor and public opinion editor; and Vinit Bahl, special reporting assignments.

End-of-the-year journalism honors have been received by the Midway and its staff in competition sponsored by St. Bonaventure (N.Y.) University. Winners were as follows:

Special citation and Press Day plaque—Simeon Alev for his drug use and education series; New York Times Certificates of Merit—Ellen Meltzer for her feature on women's roles taught by schools; Richard Adams, "Thoughts" column on Maxwell Street; David Weber, editorial on the North Central Association evaluation of U-High; and David Cahnmann, photography. Both the Midway and 1972 U-Highlights also received New York Times certificates.



Party to reveal '73 yearbook

The 1973 U-Highlights will be distributed at a party either just before or just after the beginning of school in the fall, according to Editor-in-Chief Eduardo Pineda.

All students will be notified by mail of the date and seniors who have left for college can arrange for books to be mailed to them free of charge.

Most of the details of the book are being kept secret, but Eduardo said it will be 132 pages and he hopes "everyone will like what we did this year."

STC: Losses pose questions for future programs

Loss of 11 of its 21 members to graduation this year and departure of two key advisers, Mr. Tim Hatfield and Mr. Peter Cobb, pose serious questions about the future of the Student-Teacher Coalition (STC), according to many of its members.

STC gives its members the opportunity to plan and complete independent projects, with class credit possible. Members also conduct short-term "exposure classes," have parties and take trips together.

One idea suggested for revitalizing the organization is to have it pursue a school-wide change, such as an alternative graduation diploma plan, that would unite interested students in a common cause.

Members plan to recruit more students to the organization through flyers and word-of-mouth and plan to further discuss its future.

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Michele Clark: *A credo of contribution*

By Robin Williams

ON A COLD Friday afternoon on the south side of Chicago last winter a life of both achievement and promise went up in smoke, fire and twisted steel. Michele Clark, a 1959 U-High graduate, died in an United Air Lines crash Dec. 8, 1972. She was 29 years old, and a national correspondent for CBS News.

Michele had entered the field of journalism only two years before, at the age of 27. In that short time, she made one of the quickest climbs in the business on record, a climb stopped only by her death. On Dec. 8 she was traveling from Washington, D.C., to spend a month's vacation with her family.

Michele was born June 2, 1943 in Gary to Mr. and Mrs. Harvey E. Clark Jr. Later a son, Harvey III, was born. Mr. Clark is a Cadillac salesman. "We hoped that she would be free in herself," Mrs. Clark remembers, "and that she'd find a means of expressing her needs as she grew up."

In 1951, at the age of eight, Michele's family moved into an apartment at 6139 West Nineteenth Street, Cicero. It was an all-white neighborhood and the Clarks were the first black family in their apartment building. Angrily, a crowd of 3,000 gathered, throwing objects through their windows and jeering. After filing a damage suit against the neighborhood, the Clarks moved to the south side of Chicago. Five years later the suit was settled in favor of the Clarks at a little more than \$2,000.

In the words of Michele's mother, "She remembered the incident. We worked very hard with her to explain the ignorance, the prejudice of some people to motivate them to do such things . . . that it was nothing wrong with her. I don't think she ever mentioned it again."

Michele was graduated from Coleman Elementary School at Forty-sixth and Dearborn in 1955. She came to U-High as a freshman and was graduated four years later, in 1959.

"Mickey," as she was called by friends and teachers, is still remembered by many who were here.

"She was just an absolute bright spot in her class and in the school," said English Department Chairman Eunice McGuire.

"Michele was a sensitive gal to human values. The way she dealt with other people was warm," remembers Unified Arts Department Chairman Robert Erickson. "She knew her own mind; she was self-understanding."

Michele participated in many activities during her years at U-High. She was a member of the Drama Club and the Girls' Club, which has been described as "the big social thing at that time." She sang with the Jimmie Shanties, the high school choir.

An able athlete, she played on the girls' hockey team and the girls' basketball team. In her senior year she was co-layout editor of the school yearbook.

High School Librarian Winfred Poole recalls that "she was very active, always in a lot of activities. She extended friendship to everyone."



Art by Abhijit Chandra

Miss Patricia Kamberos, 5th-grade teacher in the Lower School who attended U-High the same time as Michele, recalled, "I think she liked the school very much, she respected the school and was willing to work to make it something."

After graduation, Michele attended Grinnell College in Iowa, majoring in history. At the end of two years she quit and returned to Chicago to live and work. Her father commented, "She was so young, you know. She probably felt she hadn't had enough mothering and fathering."

Michele began at that point unintentionally to lay the groundwork for her broadcasting career. Searching for a suitable field, she modeled and lectured for Patricia Stevens. She narrated automobile shows and television commercials. She worked as a reservations clerk for United Air Lines. In the spring of 1970 she was hired as a writer-reporter for WBBM-TV, channel 2.

During that summer of 1970, she was chosen from 250 applicants to attend a workshop for minority journalism interns. Held at the Columbia University (N.Y.) School of Journalism, the program had been set up by Prof. Fred Friendly when he served as CBS news chief.

Michele worked her way up from a WBBM reporter to a national correspondent for CBS News in two years. She covered both the Democratic and Republican 1972 conventions. "She was always looking for a means or area in which she could express her needs in a creative fashion," said her mother. "I think she found one in journalism."

WBBM-TV Reporter Bob Wallace remembers, "She'd had no broadcast experience when she came here, but she was a natural."

As a news reporter she was frequently given assignments relating to blacks and her pet field—education. Michele interviewed the mother of a black teenager shot on Seventy-first and Vincennes. She did a story on the "Friday night rapist" of Chicago's near north side.

Words taken from her 1970 application explain her journalistic philosophy—"Truth also consists of completeness. Facts alone are misleading and must be presented in some sort of perspective . . . Certainly the public must be made aware of the vast amount of destruction in our society, but man also must have reason to hope . . ."

Her blackness figured largely in her life. "She never tried to get away from the fact that she belonged to a minority group. But she was beyond that. She could see that human beings were human beings," her mother said.

While lecturing for Patricia Stevens Career College, Michele helped set up a program to recruit minority students.

Michele was especially close to her mother, Barbara. When assigned for several months to Washington on the CBS morning news, she flew back to Chicago every weekend to be home. "We became great friends," explained Mrs. Clark. "We liked doing things together, going places . . . she felt I would understand any problems she had."

Michele Clark is remembered as proud, but never haughty. Miss Kamberos ran into her downtown during the summer of 1972 and remembered the incident warmly.

"We laughed, we had fun. She seemed just so proud of the fact that she was going to cover Humphrey in the convention, but she never made you feel ashamed or lower than herself."

Michele Clark was self-assured. The credo from her 1970 application also reads, "My vanity requires public recognition; my confidence requires a mode of expression; . . . my ego requires that I contribute something and . . . become involved . . ."

People wondered what motivated Michele to work so hard, to do what she did in the so short a time she did it. Her mother has an answer.

"Michele never understood people's attitude toward women . . . why society didn't utilize fully the ability of its women. She wanted to prove that they had ability. And then being a minority group member motivated her to do well."

A journalism scholarship was set up at Columbia University in her name.

Warm, articulate, steady Michele Clark. The yearbook staff chose this quote to appear beside her picture when she was 16 and graduating:

"So much one man can do that does both act and know."

—MARVEL

Most people remember her life in the same spirit.

Jim Landau: *A genuine interest in others*

By Robin Williams

THE DEATH of Mr. James Landau, a 1966 graduate, Sept. 29, 1972, came as a shock to people for two reasons: he seemed in the best of health and he seemed to have the best part of his life before him.

Jim, as he was known at U-High, was born March 26, 1949, to Dr. and Mrs. Richard L. Landau. Dr. Landau is professor in the University Department of Medicine.

Two sisters were born later, Susan, a 1970 graduate, and Kay, an 8th grader in the Middle School.

Jim lived in Hyde Park and attended the Lab Schools from kindergarten through 12th grade. In his junior year at U-High he was photography editor of the yearbook and in his senior year he was editor-in-chief. Dr. Landau later felt this experience had been important for Jim. "It enabled him to have a successful venture at an important time in his life," he said.

"Jim was extremely responsible and organized his staff beautifully . . . getting out the yearbook didn't seem like work," remembers Publications Adviser Wayne Brasler. "He had a great sense of humor, he was down-to-earth and he didn't make a big deal of getting anything done. It was a great year."

After graduation, Jim attended Ripon College, majoring in philosophy. "He was particularly interested in jurisprudence and the philosophy behind law," his mother remembers. Though his only journalism experience was on the yearbook at U-High, he joined the newspaper at Ripon and was named its editor-in-chief. "He did an excellent job, really improving it," Mr. Brasler said. "He said being around the Midway rubbed off on him."

Jim was graduated from Ripon in 1970. Before graduation, however, in May, 1969, he un-

derwent a draft examination. Unexpectedly, a heart defect was found. Painful exploratory surgery and then open-heart surgery later were performed to correct the condition.

Jim entered the University's Law School in the fall of 1970 and completed a full year there. At the beginning of the 1971-72 school year he volunteered to teach a course on criminal law at U-High, and did so during the spring quarter.

"Jim was quiet and reserved, but not mute," remarked Social Studies Teacher Joel Surgal. "I think he was very dedicated to the

law, which was evidenced by his wanting to teach a course in it."

Mr. Surgal and Mr. Brasler both observed a change in Jim from his high school years.

"In high school he was a chipper, friendly kid who often wondered aloud if he would have any goals in life. As an adult he impressed me as being self-possessed and self-directed," Mr. Brasler said.

After an interruption in his Law School education because of his operations, Jim started his second year last fall. Again he volunteered to teach a law course here in the spring. His death of a cardiac

arrest in his sleep came at the age of 23.

"Jim had never indicated that he still had a health problem," Mr. Brasler said. "He didn't talk much about his condition after he found out about it and never complained about the operations. He tried to put others at ease when they asked."

Dr. and Mrs. Landau set up a fund in Jim's name that he would be remembered at the Lab Schools. The money is being used in two areas in which he was interested, music and art.



Art by Abhijit Chandra

Floyd Fryden: *A love of knowledge*

By Fred Elfman

FLOYD FRYDEN was never a teacher at U-High, but he was a man teachers as well as students learned from. A librarian here from 1959 to 1970, he was killed at age 35 in the Illinois Central Gulf commuter train crash Oct. 30, 1972.

At the time of his death, Mr. Fryden was a professor of library science at Mayfair Junior College. In his years with the U-High library, during which he also was reference adviser to the Social Studies Department, most students did not take time to talk to the tall, thin, quiet man.

"He belonged with more mature students," Head Librarian Blanche Janecek remembers. "Mr. Fryden found his place with college students."

An only child, Mr. Fryden was born and reared in Chicago. His father died when Floyd was young. He lived with his mother, Lillian, all his life, most of it in Hyde Park.

He attended the University as both an undergraduate and graduate.

Social Studies Teacher Joel Surgal, who knew him at Roosevelt High School and at the University

as a graduate student, recalls that "Floyd literally took every course in college."

Studying was a pleasure to Mr. Fryden and books were his hobby as well as his profession. He knew six languages and enjoyed reading the original foreign versions of classics.

"He was an omnivorous reader who knew about everything," Mr. Surgal recalls.

Miss Janecek remembers his high academic stimulation and knowledge in many areas.

Mr. Fryden enjoyed his work advising the Social Studies Department on reference books. He impressed the faculty with his intelligence and logic.

Social Studies Teacher Earl Bell recalls that "Floyd was one of the best educated persons I've ever known. He was a perfectionist who had great pride in his work."

Principal Margaret Fallers, who from 1960 to 1968 taught social studies here, relates "the pleasant annoyance of asking Floyd Fryden for several books on a subject, and having him come back with 10 of the best books written on the subject."

Beyond just finding books for the departments, Mr. Fryden would challenge the faculty's knowledge and question them on whether they knew the meanings of the references.

Mr. Bell remembers that "Floyd would say 'I'm not sure you know the service of this reference'."

Mr. Fryden had especial love for the fine arts. He enjoyed and attended the Chicago Symphony, Lyric Opera, Art Institute and Goodman Theatre. He had an extensive knowledge of classical music and played the piano well. Friends of his recently donated classical recordings to the library in his memory.

"Floyd was much warmer than people thought," Mr. Bell recalls. Last year Mr. Fryden came back to U-High to help organize the Media Center.

His death in a train accident struck many people as ironic. "He loved trains," Miss Janecek said. "He would even take trips just for the thrill of the ride itself."

"Floyd didn't drive," Mr. Bell added, "because he felt mass transportation was safer than cars."



Art by Abhijit Chandra

U-High at 70: Looking at itself today

Exactly what IS University High?

Students, parents, teachers describe how they see the school

By Matt Freedman, Janet Kauffman, Wendy Weinberg and David Weber.

U-High provides a good, basic college preparatory education.

That's about all that students, parents and teachers agreed on when asked by Midway reporters recently to describe U-High in this, its 70th year.

Many people, rather than describing what the school was, said what it wasn't or what it should be. A frequent response was that U-High was not experimental or innovative enough.

Although the school has a public reputation for being experimental, and many people expect it to be, historically U-High has always provided a basic college preparatory education, the Midway reported in its 65th Anniversary edition in 1968. Its being part of the Laboratory Schools and the frequent experimental programs tried at U-High may contribute to an undeserved public image or expectation of overall innovation. by persons interviewed often is contradictory: It is a school making worthwhile attempts to change and meet contemporary problems, it is a school that discourages innovation. It is a school with abundant resources, it is a school too confined to the classroom. It is a restricted place, it is a relaxed one.

THE STUDENTS interviewed largely felt that the school provides a good education but one that is not experimental enough.

Senior Eve Sinaiko said she felt that the school was not as experimental as people believe. In her opinion, administrators take alternative projects such as the Student-Teacher Coalition (STC) learning contract program and May Project and fit them to the pattern of a conventional school.

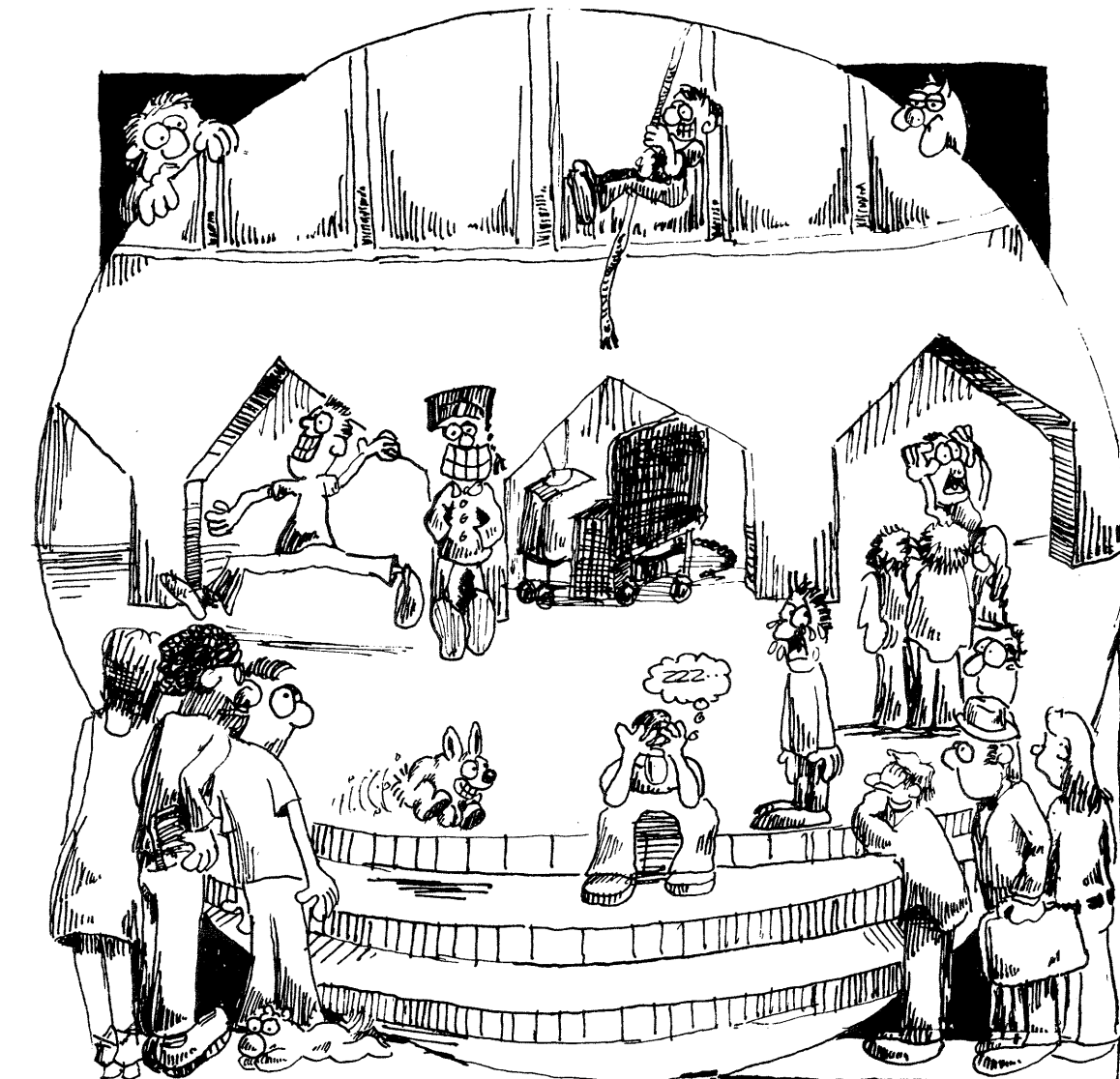
Junior Joel Miller said, "The teaching is supposed to be experimental. That's not true. U-High is structured pretty much like a public school."

Junior Janice Tave said, "They still have some of the experimental programs like STC and May Project instituted a long time ago, but things aren't changing any more."

Many students, however, praised the opportunities the school gives students to work independently.

Sophomore Linda Johnson said she felt that if a student can keep up with his work and still get adequate grades the independence can be beneficial, but otherwise it can be damaging to the student.

"For students that are used to being guided, it's hard," said Freshman Cathy Kohrman.



Art by David Weber

Other students approved the fact that at U-High education consists of analyzing material rather than memorizing it.

"U-High is more concerned with students than other schools, and more interested in a thinking education than learning dates and facts," said Senior Amy Wegener.

Many students said they felt U-High is too competitive and places too much emphasis on grades.

"I'm embarrassed to tell other people if I get a low grade, and I shouldn't be," commented Junior Matthew Patinkin.

"Academically, you feel a lot of pressure, but the overall atmosphere is relaxed," Janice observed.

Other students also felt that the school offers a relaxed environment.

"It would probably strike a newcomer as being a pretty wild place, people sprawling on the desks and in the halls," said Junior Steve Massaquoi.

Many U-Highers felt that other students here are unfriendly and interested only in themselves.

"There are a lot of selfish people here who don't care about anyone else," said Freshman Jimmy Goldwasser.

"Most people are wound up in themselves, grades and their own group of friends," said Junior Ilze Sprudz.

THE EDUCATION U-High offers is the main reason parents sent their children to it. According to parents interviewed by the Midway, U-High is primarily a college preparatory school isolated from the outside community. In addition, black parents described a lack of communication between black students and the schools.

The parents interviewed were members of the Parents' Association Upper School Council or parent chairmen of class levels.

While agreeing that U-High primarily is concerned with preparing students for college, the parents differed in their views of the school's teaching methods.

"Three factors are responsible for a child's education," said Mrs. Lorraine Richter, cochairman of

the Upper School Council and parent of Senior Elisabeth and Sophomore Ernie.

"They are the family, the student and the school. I see U-High as part of this network, motivating the students to learn by exposing them to a broad variety of ideas."

Mrs. Constance McCarthy, chairman of the Council and mother of Senior Beth, believes that U-High supplies its students with academic challenges but guards them from the real world.

"U-High is much like a suburban school," she explained, "in that it shields the students from the blue collar life, just as the blue collar children are sheltered from them."

Mrs. Carrie Clanton, chairman of the junior class and mother of Junior Chipper, believes that while U-High has always had good relations with both its black and white families, it has been unable to deal effectively with many black-white problems.

One reason, she said, is that the school has failed to appoint a black administrator.

U-HIGH'S STUDENTS are increasingly less stimulated by formal classes, according to teachers interviewed by the Midway, but the school has maintained its standards and still has the capacity to deal with its problems.

Twelve teachers representing all departments were interviewed. Many were less interested in describing the school now than talking about student changes.

All 12 teachers agreed that the school's resources are as good as ever. But the teachers differed over the amount of experimental instruction which takes place—or should take place—in the school.

Social Studies Teacher Joel Sural felt that there was a definite trend in past years of students finding less and less fulfillment in formal classes.

"Kids seem to be finding more in activities out of school," Mr. Sural said. "From my experience as a teacher, interest in school is going way down. A lot of kids seem to just want to get their diploma and split."

According to Latin Teacher Charles Hundley, some U-Highers come to school "just to spend the day."

Unified Arts Chairman Robert Erickson agreed that students have become harder to teach. "They question more," he said.

But many of the teachers interviewed thought the school was dealing adequately with this change of attitudes.

"At U-High it is hard not to be concerned with problems that affect all of education," said Math Teacher Margaret Matchett.

She felt the school is meeting changing student interests with its innovative programs.

Mr. Erickson commented that experimental programs are needed but "there is always need for a traditional education which provides a good background for the student."

English Teacher Eunice McGuire said, "U-High isn't terribly experimental" but she didn't feel the students had changed much. "They still provide me with a rewarding teaching career," she said.

Almost all the teachers agreed that U-High continues to have a wealth of resources that it can rely on, including its staff and materials. "They are rich and varied," Mr. Erickson said.

Mr. Hundley felt that the school's resource materials, such as books and films, were better than he had seen at any other school.

Mrs. McGuire noted that the school's money was spent so that it would directly benefit the students. "Our resources are spent on people, rather than things," she said.

How the outside world sees U-High

It's highly academic, offers freedom and lacks diversity

By Ellen Meltzer

How do students at neighboring high schools see U-High? How do colleges see it?

To find out, the Midway interviewed students from Kenwood High, 5015 South Blackstone Ave., and Harvard-St. George, 4751 South Ellis Ave. Students at Kenwood, a large public high school, were recommended by College Counselor Betty Schneider, who came here from Kenwood this year. Students at Harvard-St. George, a small private school, were recommended by its director, Mrs. Ann Tyskling. Miss Schneider was interviewed for the college viewpoint.

The students interviewed felt that U-High is a highly academic school which

offers freedom to its students but, at the same time, is limited by a lack of diversity in its student body. They believed that U-High provided a strong education, but many felt it was no better than the education their school offered.

Melinda Konner, a senior at Harvard-St. George, said, "I think the fact that Lab School is on the University campus makes it a more academic place." But, according to Donald Johnson, a junior there, "Lab School is a very advanced place, but not necessarily more than Harvard."

Michael Mumford, a sophomore at Kenwood, felt that "Lab School might educate you better academically, but a person is better prepared for life at Kenwood. You meet all types of people."

Many students felt that U-Highers were all pretty much the same. Donald ex-

plained, "Lab School is so expensive I don't think it can attract as many diverse people as Harvard and other schools. Kids at U-High seem like they come straight across from the same backgrounds."

Many of the students view U-Highers as snobs. "People at Lab are seen as arrogant and aloof," Melinda said, "but I don't know if that's true because I don't know many Lab School kids."

Peter Ishi Bashi, a senior at Harvard, commented, "I took a drivers ed course at U-High and I got the feeling some kids have their noses up in the air. I wish their heads would come down from the clouds."

Many of the students interviewed felt that U-Highers have an advantage in getting into college.

According to Miss Schneider, "A great many colleges don't know of Lab School,

but those who do think of it as an academically-oriented prep school. It is one of the better known private schools.

"Getting into college, relatively speaking, is easier. If a student graduates from this school, a college will figure he is able to do college work. But this can work against you. Colleges sometime figure if a kid doesn't do well at Lab School, he can't make it anywhere with all the attention Lab School students get. Also, state schools often use computers, and people are admitted according to class rank and test scores. A person in the bottom half at Lab might be in the top quarter in a public school. The danger is when students get the idea they can relax because they go to the Lab School. It's more important what you do in school than the school you go to."

U-High at 70: Looking at itself tomorrow

Some ideas for making U-High

Two U-Highs with separate purposes

By David Melamed

Would U-High serve the community better if it were two schools instead of one?

The idea is one of several faculty members have discussed in small group meetings this year which followed the North Central Association's evaluation report on U-High. While all the ideas are possibilities for the future, they should not at this point be considered proposals or plans for the school.

The two-schools idea involves two overlapping curriculums, one a traditional college preparatory program and the other an experimental program. The college preparatory school would provide rigorous courses with no major concern for easy gratification.

The experimental school would provide inventive courses, with major concern for success and enjoyment in learning.

One of the teachers who brought up the idea of changing the structure of the school to two overlapping structures, Math Teacher Ralph Bargen, explained that "there are two different kinds of students at U-High who require different needs. There are those who want to get thorough preparation for top-rate colleges. They desire an intense college preparatory school. On the other hand, many students that go to U-High are not as college-oriented. They would be more comfortable in the experimental, more free school. Having two schools would satisfy both kinds of students."

Social Studies Teacher Edgar Bernstein, chairman of the faculty's Curriculum Committee which has listed the idea of two schools among possible topics for future faculty consideration, feels that the two-school structure would have a major advantage: "The students would have a freedom of choice as to which schools they wanted to attend."

Not everyone, however, is enthusiastic about the idea.

Dean of Students Standrod Carmichael feels that the suggested experimental school would provide opportunities for students to become slack in their studies. "The more opportunities you provide for coping out, the more coping out students are going to do," he said. "If the experimental school required less overall work for students and teachers, then there would be a morale problem for students and teachers of the college preparatory school."

Principal Margaret Fallers feels that if students at U-High presently had a choice between the two schools, almost all of them would enroll in the college preparatory school, because of family pressures.

"The parents of U-High students want their children to go to top colleges," she said. "They feel that prestigious colleges would frown on schools with less-concentrated study programs. Because of this, we have an obligation to the parents to only offer a college preparatory school."

"Besides, even though we are a college preparatory school, we now offer several innovative programs that a free school might have, such as May Project and STC."

May Project allows seniors, in their final month of school, to qualify for excuse from some or all of their classes to pursue career interests, community service and independent study. STC, The Student-Teacher Coalition, provides U-Highers the opportunity to plan and fulfill learning contracts for credit.

Math Teacher Margaret Matchett, a coordinator of May Project, feels that innovative programs within U-High's college preparatory mold are able to function effectively.

"But if there was a separate innovative school in the same building as the college preparatory school," she commented, "several problems would arise. The administration could not handle both schools

at the same time, because things would get too confusing. There would be many class coordination problems."

Mrs. Fallers feels that scheduling would prove a definite problem if two schools were operated in the same building. "Also," she said, "the teachers and administrators wouldn't know which students were in the college prep school and which students were in the experimental school."

Mr. Peter Cobb, one of STC's coordinators last year, also feels that two overlapping school structures run by the same administrations would result in disorder.

He suggested that possibly two administrations, one for each school, might be more appropriate and less confusing.

Mr. Cobb feels the idea of two schools has two advantages.

The first is that it would help alleviate the pressure students are under to apply to so-called prestige colleges by helping them explore the possibilities of attending a "free" college or university.

The second advantage is that the school climate would be more relaxed due to increased student input in courses.

"Both themes are running heavily throughout the school," he said. "The STC alternative program has attempted to work within the current credit requirements of the school."

"STC is not yet as innovative as the suggested experimental school sounds, but I feel that it is currently better for U-High's purposes. It helps maintain a sense of one school."

This year Mr. Cobb advised an STC class which explored alternative school phenomena by reading, discussing and visiting alternative, experimental schools of the type suggested by the faculty group.

The class met for two quarters, six to eight hours a week at the home of students.

Junior Laura Weisblatt, a member of the class, felt that the experimental school could be beneficial to teachers.

"They could try out different methods of teaching to see which ones are interesting and effective," she said. "Only the teachers who are really interested in their students' welfare should teach in the experimental school," she added, "or else the students won't have the incentive to learn."

Laura feels that the experimental school would not be successful unless parents, teachers and students played an integral part in its planning.

"Then we could be sure that things would work out," she commented.

Opening up the classroom

By Richard Adams

Would opening the U-High classroom to ideas like alternative resources, outside libraries, special speakers, educational field trips, students and teachers deciding together on curriculum, and independent projects solve problems here or pose additional ones?

Faculty members interviewed by the Midway said it would do both. There are presently no plans for implementing these ideas, but Principal Margaret Fallers says they are "in the wind."

"I am very much in favor of encouraging students and faculty to get together and plan curriculum," she explained.

Mrs. Fallers said that opening up the classroom would be "an improvement" since basic courses required by colleges could be taught in an open classroom.

Opening up the classroom would not solve problems of traditional classroom systems such as misconduct and inattentiveness, said most faculty members interviewed by the Midway. It might even add to those problems, some said.

Science Teacher Murray Hozinsky predicted that an open classroom would make evaluation harder for teachers than



Determining credits by

By Guyora Binder

The idea of determining credits by levels of competence instead of time spent in class raises complex questions, according to teachers and administrators interviewed by the Midway.

The purpose of such a program would be to relate credits to material learned and to allow students to learn at their own pace.

As Foreign Language Department Chairman Gregor Heggen explains the concept, "It makes sense to grant students credits for what they have learned, not for the time they have spent."

Teachers see several possible ways of approaching a competence-based credit system. Most commonly visualized is a plan in which students would receive credit for passing locally-standardized tests on material they have studied for each course. According to Principal Margaret Fallers, students whose work was judged in any other way might feel unfairly treated.

Social Studies Teacher Earl Bell, faculty cochairman this year, felt, however, that because teachers work closely with students, their evaluation of student work could be helpful.

"Teachers can tell just as much as standardized tests," he said.

Mrs. Fallers and Math Teacher Margaret Matchett pictured a competence-based credit system as including, particularly in math courses, programmed learning. Students in a programmed learning system work at their own speed through text, question and answer workbooks under teacher guidance and supervision.

Mr. Heggen speculated that foreign language students might carry out independent reading projects, working with teachers when they develop a problem.

Alternatively, he thought, students at the same level could be taught in the same classes until their competence levels

a better school in the future

Four days of class, a fifth day left open

By Fred Elfman

A four-day school week at U-High?

Two years ago Science Department Chairman Ernest Poll thought the answer might be "yes" and submitted a plan to the faculty outlining the benefits of a four-day week.

"An open fifth day would allow more time for teacher preparation, more time for student-teacher conferences, more flexibility in curriculum planning, and more time for students to pursue in-depth and cocurricular activities," he explained.

According to Mr. Poll, the fifth day could be utilized by teachers and students to discuss problems, by student interest groups to hold meetings and by students working on independent projects.

U-High classes already meet only four days a week, but the schedule is staggered over five school days.

"I think the essential merit of my idea lies in the freeing of large blocs of time to the individual for pursuits of his own choice," Mr. Poll added.

Principal Margaret Fallers believes that "conferences are better when they are spread out rather than having them one day a week. The days now have more variety. An open fifth day should be used for activities which require the large bloc of time rather than for just a clumping of the week's work," she added.

Physical Education Department Chairman William Zarvis noted that "the gym classes are scheduled solidly every period of the day with a five-day week. If the high school went to a four-day week, then we'd have problems."

Math Teacher Margaret Matchett felt that "students who want to talk to their teachers during the week might not be able to find time with such a tight schedule."

"After four highly concentrated days," she added, "there would be a great temptation to waste the fifth day."

Social Studies Teacher Earl Bell said, "The energy a teacher has is important to the quality of teaching. Near the end of each day in the four-day plan, teachers would tend to be very tired and so the teaching quality might be lowered."

Since no overriding educational benefits to the four day plan have been cited, many teachers might not agree to it, he added.

"Theoretically, the system is interesting, but it would be difficult to attempt realistically," Mrs. Fallers said.

Many teachers also felt that getting parents to agree to the plan also would be difficult.

"The parents wouldn't like the idea of their kids having a more or less free day," Mr. Bell remarked.

According to Mrs. Fallers, U-High now meets the state's minimum number of school days, 176.

"If we could not sell the fifth day to the state as a school day, the state would close the school," she explained.

In response to the four-day week as an aid to student-faculty communication, Mr. Bell said, "Leaving more time open for faculty meetings doesn't mean that more will be accomplished at the meetings."

More choice of courses, electives

By Robin Williams

Does U-High need a greater choice of courses and electives?

The North Central Association evaluators who visited the school last year thought so. In their followup report they recommended that "Courses offered to juniors and seniors should include electives for the less able, the less motivated college student."

In their discussions following the report, members of the faculty also have expressed their feeling that the school generally should offer more electives and more courses.

And, some teachers have said, some courses should be jointly taught by different departments.

Teachers interviewed by the Midway, while in favor of more course choices, cited possible problems resulting from them.

"We could offer more electives than we have been, but we don't have a great deal of students to support an elective program," commented Science Department Chairman Ernest Poll.

Unified Arts Department Chairman Robert Erickson agreed, explaining that "it wouldn't make sense to have 10 electives for three students."

Principal Margaret Fallers said she thinks there should be more electives, course choices and cross-departmental courses involving team teaching.

"We can't afford to hire more teachers," she commented, "so any new choices and electives would be taught by teachers already on the staff."

"I think the faculty is aware of the needs," she added, "and should make proposals that the administration should support."

English Department Chairman Eunice McGuire said that she felt subjects taught jointly by different departments would be ideally suited for U-High.

"Because of the added 8th grade in the Middle School, students are a year older and have had more departmental-sequence course," she said. "They could benefit from other types of courses."

Math Teacher Julia Zacharopoulos commented, "I think it is important for students to see their teachers working together and relating to each other, like in cross-departmental courses."

College Counselor Betty Schneider said that she thinks there is a common misconception about electives.

"Electives don't mean less academic quality or less education, but a student will need more guidance to be sure of a balanced program."

"More electives won't make a great deal of difference to colleges if other courses prepare students for good college work."



Art by Eduardo Pineda

levels of competence achieved

diverged enough to require forming new classes.

"That would not be as hard on the teachers," he said, "but it would put a great strain on the administration."

Mrs. Fallers explained that such a program would be difficult to administer. She cited problems of coordinating the number of courses and teachers since it would be impossible to predict exactly the size and number of classes.

"But I think it would be interesting to try it anyway," she said.

English Department Chairman Eunice McGuire visualized administering literacy tests at the end of the sophomore year, to determine placement in one or two or more levels of courses.

Some flexibility in advancement and some individual study currently are employed at U-High, Mrs. Fallers pointed out. "We have some aspects of it now for example in the Math Department," she said. "Inside every class there's some flexibility."

Presently students can graduate in three years from U-High by taking extra courses or having credit requirements waived. The normal period is four years. Students also may elect an extra precollegiate year.

In many departments qualified students may skip parts of course sequences, though they can't get credit for the courses skipped. A student with background in a foreign language, for example, could enter a foreign language sequence in its second or third year.

Mrs. Fallers and several of the teachers interviewed were skeptical about the practicality of testing procedures required in a competency-based system.

"I think most learning is more than can be tested by standardized tests," Mrs. Fallers said. "From good teachers you can learn approaches to the subject matter...What we're talking about is an ambience."

"I don't see how it would work," said Mr. Bell, "especially since there's so much disagreement on what would be appropriate. Some tests are all problem solving while others call for specific recall. Our department wouldn't have much difficulty. We're primarily interested in problem solution."

Mrs. Fallers, however, pointed out that a placement test of ability to solve problems employed at the University had taken a team of experts a year to develop and had to be changed every year.

"Most teachers would not be competent to devise such a test," she concluded.

One of the difficulties in devising such a test would be deciding what basic competency means, according to Mrs. McGuire.

Teachers differed on the desirability of students working individually toward prescribed levels of competency.

Mr. Bell felt that "you could have it if you have some way of determining competency." He pointed out the desirability of students working individually. "The younger you learn self-reliance, the better off you are...Schools have a tendency to encourage dependence. Students are taught to rely on the teacher."

Mr. Peter Cobb, former administrative assistant now working with the In-

dependent Learning Project, agrees that high schools encourage dependence but feels that a competency level credit system is "a gimmick—it's not getting at the issue of what's worth knowing...if you take a 21 credit system of which 18 are required, that's a pretty high level of faculty determination."

Some teachers objected to the idea because, to the extent that students would have to work independently, they would not learn from each other. Mr. Heggen commented, "Students of high and average ability should be together. I feel that students do teach each other...I don't know how justified independent study is in a language. Language is, after all, the study of communication."

Some teachers were concerned about the extra burden that would be placed on teachers. Mr. Heggen speculated that teachers might have to hold individual sessions with many students.

Other teachers were concerned about the effect of students learning at different speeds on relations between students. Mrs. Matchett felt that students might feel that they were being placed in a hierarchy.

Some teachers raised the question of the effect of a competence level credit system on college admission of U-High students.

College Counselor Betty Schneider minimized the issue, however. "I think U-High has a pretty good reputation," she said. "Colleges will take pretty much whatever U-High gives them...There's such a great variety in colleges and admission policy, but what they're really interested in is the ability to do college work...and this would seem to fall in with that."

Issue of the Issue

Where to now?

This year is U-High's 70th. The first 70 years have been outstanding in many respects, but U-High's truly crucial years are probably the ones before it.

The painful truth is, for the last few years student interest has been changing and, for the most part, the school hasn't been changing with it. With few exceptions, U-High is offering the same education it did when "school spirit" was abundant, and no one seems to be considering at close range any great change in the school's program.

Before the great changes which confronted American society in the 1960s, schools had little trouble attracting student commitment. The school served as both the educational and social center of the lives of most students.

The Midway's opinion

But students no longer automatically consider school the center of their interest.

In 1970, Robert Finch, then Secretary of Health, Education and Welfare was quoted in Newsweek as saying, "We sense intuitively that the first thoroughly televised generation in the history of the world cannot simply be passed into and through the same rigid institutional structures that its parents and even grandparents travelled."

This fact doesn't imply that formal schools, U-High included, have outlived their usefulness. Certainly schools should still function as institutions which prepare students for the lives they will have to lead as adults. But if U-High maintains programs that were developed to serve those of another, different generation of students it will not be able to serve that function.

According to many teachers interviewed recently (see page 5) interest in traditional school work has decreased significantly here during the last few years.

May Project, the Student-Teacher Coalition's learning program and other innovative programs are a step in the right direction, but they aren't enough to keep U-High up with the times.

The form of the school is not the only problem.

Many contemporary problems that U-Highers must deal with are not even discussed formally at this school.

There has been little in-school discussion of drugs or drug problems. The Midway has reported that in recent years drug use among students has been increasing steadily.

No racial discussion group has been in operation since Cousins, Brothers and Sisters (CBS) was disbanded in 1970 because black students wanted an organization aside from whites.

Student government is all but powerless; offices are often uncontested and the programs offered grow less and less every year.

It is time for students, teachers and administrators to begin to think of ways to change U-High and make it a school for the 70s, and beyond, not just a place where, as one teacher put it, "kids just want to get their diploma and split." (The faculty, happily, has taken steps in that direction—see stories pages 6 and 7).

If there is disinterest expressed by students in the education they are receiving, then the faculty, students and administrators need to discuss ways of making learning—not grades or diplomas—the goal. If contemporary problems are not a part of learning at U-High, then they should get the same priority traditional subjects do.

If student government and other organizations are not operating from positions of strength, then people should work even harder to make them successful, not give up on them.

U-High's future can be even greater than its past; but only if the people who make up U-High are willing to make it so.



Art by David Weber and Eduardo Pineda

As another year ends...

AS THIS is the last issue of the Midway and as I am editor-in-chief, I'd like to use this space to thank all those who deserve thanks:

The Midway staff—most of them—whose willingness to work long hours day and night and to accept being constantly yelled at—usually without breaking down—helped carry the Midway through infinite disasters. Students, parents and faculty whose

patience with reporters interviewing, checking and rechecking and whose helpfulness in answering questions made the Midway possible.

Both of our printers, CompuComp Corp. of Lyons which sets our type and prepares our camera-ready dummies, and Regional Publishing Co. of Palos Heights, which does the finished printing. They consider themselves

part of the Midway staff, too.

Our loving adviser who not only put in uncountable hours but whose dedication and vocal chords carried the Midway to bigger and better things.

And finally, me, who did more than anyone else.

—Doug Patinkin,
editor-in-chief,
1972-73 Midway

COLUMN

Teaching and excluding: BSA can't do both

By Simeon Alev

ONCE UPON a time, when I was kicked out of English class because I didn't have the current text, I complained to Dean of Students Standrod Carmichael that an organization devoted to education defeats its purpose by excluding students from class.

And if there was anyone to complain to about the Black Students' Association (BSA), I would probably tell him the same thing. In a letter to the

Midway last issue, BSA member David Wilkins explained that BSA benefits white as well as black students by providing them "with an opportunity to learn about a culture that they will inevitably come in contact with sometime in their lives."

But the problems involved in trying to learn from a group that can exclude you through selective discrimination is similar to the

problem I had in English. And it's identical to the problem Sophomore Gregg Dworkin exemplified when he requested admission to BSA in late March.

Gregg Dworkin is white. And if he had been admitted to BSA, he would have been the only white student in the organization. But he was not, and BSA retains its all-black membership.

What Gregg got in response to his request was a formal letter dated June 1 and signed by three members of the BSA Steering Committee. Headed "Dworkin vs. BSA welfare," it read, "to succumb to his application and endanger BSA's future with constant war... between Dworkin and all members would hinder many of BSA's undertakings."

But Gregg feels that at least one of BSA's undertakings is hindered by the absence of whites among its members: "providing white students with the opportunity to learn about a culture that they will inevitably come in contact with some time in their lives."

According to BSA Steering Committee Chairman Lorry Cox, Gregg was rejected "on a personal basis, not because he was white." If he had evidenced a more "sincere interest in black causes," she said, he might have been granted membership.

But as a white student, Gregg's case was subject to greater scrutiny than those of most BSA members, Lorry said. As a white student, his interest in black causes apparently would not be taken at face value by BSA.

Gregg had to explain his motives at two BSA hearings in addition to submitting the letter required of all applicants.

Even if Gregg was less than sincere, and even if he was trying to prove a point, why didn't BSA let him in and attempt to "educate" him accordingly?

There is no doubt that an organization like BSA can and should serve in an educational capacity for both black and white students, but Gregg's experience calls into question BSA's ability to teach non-members in its present form.

If BSA is sincere in its efforts to help white students learn about black culture, why don't its members attempt to draw white students into their organization and into "the black experience?"

PhotoPinions

What could student government do for U-Highers that it hasn't been doing?



Wayne Braxton



Paul Markovitz

WAYNE BRAXTON, freshman: They could plan a little bit more activities that are different from the regular scholastic programs. **PAULA MARKOVITZ, junior:** It would be hard for student government to do anything because the administration doesn't let them do anything. And what they CAN do is too obscure to worry about.



Teresa Lavender



Andy Field

TERESA LAVENDER, senior: They could at least show some interesting films. **ANDY FIELD, senior:** Student government could conduct elections that aren't so haphazard.

U-HIGH MIDWAY

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ASSOCIATE EDITORS: This issue: Page 1, news, Benji Pollock; page 2, news, Bart Freedman and Richard Gomer; page 3, news, Carol Siegel; page 4, special features, Bart Freedman; page 5, in-depth opinion features, David Weber; pages 6 and 7, in-depth news/features, Simeon Alev; page 8, opinion, David Weber; page 9, arts, Carol Siegel; page 10, sports, Katy Holloway; page 11, sports, Alex Schwartz; page 12, pictorial news/features, Richard Gomer and Doug Patinkin.

SPECIAL FEATURE EDITORS: Signed column, Simeon Alev; sports column, Katy Holloway; public opinion, David Weber; "Thoughts," Alex Schwartz.

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10-second editorials

• The Feature Film Club's president and only member is graduating this year. U-Highers who want another program of interesting and fairly well-attended films: It's up to you.

• U-Highers may have clean minds but they don't have clean hands. Unfortunately, U-High's soap dispensers are almost always empty. If school administrators want sparkling clean students they

should keep the dispensers filled.

• Has anyone seen the Course Guide Jay Golter and his group of writers promised us?

• School parties are not quite dead. The junior-class-sponsored movie-and-fried-chicken party May 25 was a lot of fun. Maybe the school party can be resurrected with a little more imagination and spirit along this line.

THOUGHTS

Glimpses of U-High as it was

When U-Highers of today look back on their years here how will they remember their alma mater? Former students who wrote messages for an alumni publication in 1969 had mixed memories of their alma mater, as these excerpts show.

"... I am uncertain just how well U-High accomplished the task of making us aware of the world around us. On a purely intellectual level, it did quite well—probably better than the vast majority of high schools. The curriculum was for the most, as I recall, reasonably stimulating and often related to issues of the day. But on the purely personal and human level I am afraid we tended to inhabit something of a tight little island..."

—David Utley, '49

"... I do remember that it was quite an adjustment to make, coming from (another) school to U-High... At U-High everything became strict, though not unpleasant. But we soon found that here good grades only came from the results of hard work... When I entered U-High, I found more formality. Even as freshmen we were not addressed by our first names, and instinctively began to be more careful about our

attitude... The subjects taught and methods of teaching were quite different from those of today. Students did not have the freedom of expression that they have now... A code of ethics and morals were firmly implanted and unquestioned, and student rebellion against these established virtues was simply not tolerated."

—Albert Pick Jr., '13

"... The big thing in my U-High was no exams and no homework, but long study hours. Miss Logasa's library became a second school after assignments were done. But no exams! Imagine the trauma that came later in college. So we ran scared and no doubt did better as a result."

—Harold Haydon, '26

"... The school I knew was small. Life was simple. That elusive thing 'time' existed. But still the great research institution that nourishes the Lab School gives it an opportunity to be a leader in discovering answers to pressing demands for new pedagogical procedures..."

—Carroll Mason Russel, '16

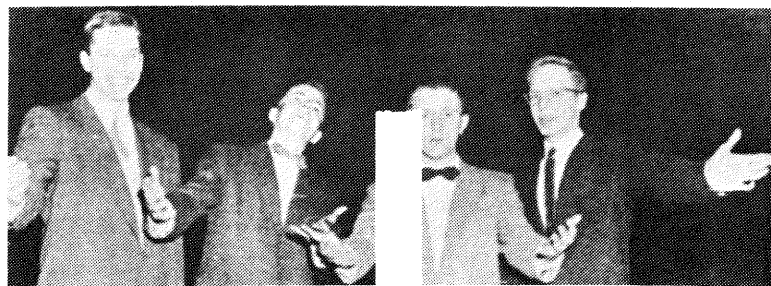


Photo reproductions by Doug Patinkin



ART CLUBS (far left) were most active during U-High's early years. The 1908 Sketch Club boasted 30 members, 15 of whom are pictured.

THE COMIC musical group of 1957, "The Dis-Chordmen" (above) included David Swan, Allan Metcalf, Bob Storozier and Noble Lee, all seniors.

EMILY TAFT (left), whom the "Who's Who" section of that year's Correlator described as "the best amateur actress U-High has ever seen" was typical of past dramatists.

Seventy years of the arts at U-High

Student expression has tended to reflect the mood of society at the time

By Carol Siegel,
Arts editor

From vaudeville to dance bands to anti-theater drama, U-Highers' interests in the arts have always reflected conditions and trends in American society.

When U-High was formed in 1903, two of the most popular activities were the Mandolin Club, in which members played piano, mandolin and violin, and the orchestra.

Of the orchestra, the 1904 yearbook, the Correlator, states, "At first, of course, the music was of the crudest sort. When the weekly practices were being conducted, passers-by wondered what it could be that was making such unearthly noises. But all this was soon changed by the hard drilling of the director."

IN THOSE DAYS, U-Highers contributed literary material to the newspaper, made dancing one of the most sought-after courses, and found debating a popular pastime. Several debating societies were formed in the early 1900s, the most famous being the Clay and Hamilton clubs, traditional rivals.

In 1907, the Literary Society, which presented weekly music and impromptu speaking programs, performed U-High's first improvised drama entitled, "Beauty and the Beast or Ten Buckets of Blood."

The first practiced dramatic performances, in 1908 ("King Rene's Daughter" and "The Romancers" at Mandel Hall), were so successful that drama became a permanent institution at

U-High. In 1910 the first drama class was started.

CAMERA and sketch clubs also were established in 1908, as was "Fobs," a distinction awarded to boys who excelled in the art of dance.

When vaudeville became "the rage" in this country, the Friars of U-High presented their own. Performances included an acrobatic act, a rendition of the song "I've Got The Mumps" and a one-act original comedy, "Belinda, the Beautiful Boilermaker, or, What happened to two of U-High's famous cut-ups when the curtain balked."

In 1912, debating clubs began to focus more on impromptu public speaking since they considered the practical value of original expression to be higher than prepared material.

DURING World War I, U-High girls made 143 cardboard "magazinettes" for wounded soldiers, consisting each of one story, one picture, jokes and cartoons.

According to Unified Arts Department Chairman Robert Erickson, who has been here since 1945, after a period of crisis such as a war people look for order in their lives and, therefore, tend to have increased interest in the arts and humanities in general.

Participation in the arts correspondingly increased at U-High after World War I. Pressure from the student body, for example, forced the revival of the Drama Club, which had died

during the war.

MAKING lamp shades was the "brilliant idea" of the Sketch Club in 1921. "The finished objects," according to the Correlator, "easily rivaled Marshall Field's most artistic displays."

In 1923 a music club was started; by 1924 there were 50 members. By 1924 the Drama Club, only two years old, had 160 members, and a Crafts Club begun that year boasted 76 members. A Writer's Club, mainly concerned with journalism, also was started in 1924.

The Purple Masque Drama Club, formed for freshmen and subfreshmen in 1927, aroused interest in 1928 with its first production, "The Very Naked Boy."

A monthly magazine, the Gargoyle, got underway in 1928, U-High's first literary magazine since the Midway, published 1908-1921.

IN THE 1930s, entrance to several arts clubs, such as drama, became competitive, and some organizations gave annual awards to students for excellence in their area.

Many clubs were reorganized and some new ones started because of popular interest. For example, the Greenwich Villagers, a miniature art club for freshman girls, focused on craftwork, a growing field at that time.

With the onset of the "big bands," U-Highers developed in 1937 "The Swingsters," a popular dance band composed of saxophones, drums, piano, guitar and vocalists. Quite a change from the Mandolin Club!

WITH WORLD WAR II, U-Highers developed a sudden

interest in dance—square, folk and modern. The Jimmie Shanties Choir (named for the French "I love to sing," J'aime chanter), was instituted in 1944 with invitational membership. It lasted until 1966.

The impact of World War II was reflected in the literary works of U-Highers. They showed a new recognition of the non-fantasy aspects of life and a concern for the nation's future. Stories such as "The Invasion" were typical in the literary supplement of the 1949 Midway, which became a newspaper in 1923.

Between the end of World War II and the end of the Korean War, "U-Highers' interest in the arts was much narrower," Mr. Erickson said. The national emphasis on math and science following the Russian launching of Sputnik in 1957 also worked against interest in the arts.

TEN YEARS LATER, Student Council started Arts Week, involving the entire school in displaying and celebrating the arts.

December Month, a program for interracial understanding, followed in 1968 and 1969 and the

Black Students Association's Black Arts Week in 1971.

And then came the 1968-69 school year. Many Americans began to hear the rumblings of dissention about the Vietnam War. Inside U-High this was a year of change—rules were relaxed, dress code modified, noncredit drug course made available, the senior play was cancelled partly because of apathy, and a senior lounge was closed in part because of vandalism.

WITH THESE CHANGES, traditional forms of expression such as Choir, Band, Orchestra and Concept struggled to maintain themselves. New clubs such as Contemporary Arts, Poetry and Oral Interpretation, and two film clubs established themselves that year.

"Comings and Goings," an anti-play theater game produced by Theatre Workshop, was also indicative of new trends in society.

"I see much wider and diversified interests in the arts than ever before," Mr. Erickson commented. "But I think, of course, this reflects the extreme involvement and diversity in society."

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Goodbye Mrs. Zick

Reception tomorrow honors

Sunny Gym's sunny lady

By Katy Holloway

"Enter at your own risk—everything's going wrong today!"

A card displaying this admonition hangs on the door of Mrs. Gladys Zick's office.

It won't be there next year because, after 19 years as matron of Sunny Gym's girls' lockerroom, Mrs. Zick is retiring.

She already has been honored at a Phys Ed Department luncheon last Thursday.

And all faculty, students and parents are invited to an all-school reception 12:30-1:30 p.m. tomorrow in Judd Commons.

"I decided it was long enough for me to work," Mrs. Zick explained. "I'm past 68. You get tired, you slow up. I used to think the floor wouldn't be clean if I didn't scrub it on my hands and knees—now I mop just as well."

Mopping isn't the only thing Mrs. Zick does. Some of her other duties are, well, less official.

She dries tears, wipes noses, puts bandaides on kids, loans them gym clothes, bathing

caps, finds rubber bands for their hair and ties swimsuit straps.

"Any help you can think of a girl needing, she does," Phys Ed Teacher Mary Busch explained.

Mrs. Zick's domain extends outside of the girls' lockerroom, though.

She is the one who cleans and repairs swimsuits for the boy's swim classes. She also launders uniforms for the boys' soccer, basketball, swim, track and baseball teams.

"When a boy tears his pants," Phys Ed Chairman William Zarvis said, "we take them to Mrs. Zick and she sews them up. She's just like a mother to U-Highers and the faculty as well."

"She's always got a bandaid in her pocket and a needle and thread nearby. Mrs. Zick," he concluded, "can do everything."

During her years at U-High, Mrs. Zick has saved the Phys Ed Department money by mending and remending uniforms and, when possible, equipment.

"She replaces the elastic that holds field hockey shinguards



MRS. GLADYS ZICK
Leaving after 19 years

on," Mrs. Busch explained. "At Lab we don't throw away a \$4 pair of shinguards because the elastic is worn out."

Mrs. Zick will officially end her duties at U-High after parttime work at Lab School summer school.

"We're going to miss her," Phys Ed Teacher Chris Zarvis reflected.

After retiring Mrs. Zick and her husband intend to move "closer to my girls, they live in Orlando Park."

The Zicks have two daughters, 14 grandchildren and three great-grandchildren.

Senior pilot finds flying undramatic

By George Anders

Sitting in the cockpit of a rented single engine plane, U-Higher Simeon Alev gets ready for his first flight.

As the instructor races the plane down the runway, Simeon prepares to take over the controls once the plane is in the air. When the instructor finally lands the plane, Simeon has spent 14 hours piloting the craft.

That was two years ago. There have been many more flights since then, but none like that first one.

"USING A PLANE I had never been in before, that had poor visibility, had me worried," Simeon recalls.

"In the air I found out the instructor wasn't going to help me all that much."

Simeon took flight instruction because he expected flying to be "very exciting and dramatic."

Now he finds "it isn't like that at all. You have to keep in radio contact with the ground, and you have to fly in preassigned airways. It's impossible to just take off and fly around," he explained.

BECAUSE OF this initial letdown, Simeon, a senior, did

little flying until May Project this year.

Simeon's interest in flying was revived when he and his father, Veterinarian Reginald Alev, flew to various colleges in Dr. Alev's plane.

Flying "started out as a minor hobby for my dad," Simeon explained, "but he later got his own four-seater because he was doing so much flying."

Simeon feels flying a plane is "safer than driving a car. Small planes are just about mechanically perfect; most accidents happen only after a pilot error."

DURING HIS May Project, Simeon flew in a two-seat Cessna 150 at Midway airport. Costs for rental, instruction and fuel ran to about \$17 an hour.

In addition to in-flight instruction, Simeon learned how to interpret weather maps and how to plan flights.

Later this year, when Simeon turns 17, he will be able to use his May Project experience when he applies for a Private Pilot's License.

IF SIMEON passes in-flight and written tests, he will be allowed to carry passengers and eventually to use larger planes like his father's.

When Simeon attends Columbia College in New York City next year, there will be no small plane airports within 50 miles. He doubts, therefore, he will do much flying until after college.

One result of Simeon's familiarity with flying is that he can understand exactly what pilots of commercial planes are doing.

"It gets pretty frightening at times," he admitted. "On one shuttle flight, I realized the pilot couldn't read the instruments, and was trying to fly through clouds on sight alone."



Photo by John Raineri

WITH THE Monilaw Medal pinned to his lapel, Senior Rod Thompson returns to his table past Phys Ed Teachers Larry McFarlane, center, and Terry Kneisler.

Banquet salutes sports

By Katy Holloway

"I'm not that great of a natural athlete. I've just worked a lot," Rod Thompson says.

Last Tuesday the work paid off when Rod was announced as recipient of the 1973 Monilaw Medal at the boys' Athletic Awards Banquet.

The medal is awarded annually to a senior boy selected by the Phys Ed staff for his outstanding sports ability, scholarship and citizenship.

"I'm proud to get one when I think of the other people with the same qualities who might have gotten it," Rod said. "Also because the past recipients seem like good athletes and good people."

Rod was a member of the soccer and basketball teams four years and the baseball team two years.

This year he co-captained the soccer and basketball teams.

At the banquet, which took place at McGiffert House, 5751 South

Woodlawn Ave., 115 athletes and managers received letters and two track awards were presented.

The Roberts-Black trophy for the outstanding senior in track went to Peter Claussen.

Junior Andy Wright received the Paul Derr award for outstanding ability in track.

Representatives of the Phys Ed faculty, the students, and the parents spoke as part of the program.

Phys Ed Teacher Larry

McFarlane expressed his belief that "winning is nice, but it isn't everything."

Senior Mark Brown pointed out that "the athletes' achievements are all the more remarkable in the face of the apathy from the school community."

Mr. Wilbert Brown, parent of Senior Steve, said that sports build discipline, competitiveness and responsibility.

Phys Ed Department Chairman William Zarvis acted as master of ceremonies for the evening.

Prevent sunburn this summer

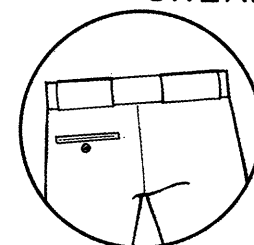
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U-High's glorious sports history

By Vinit Bahl

Few U-Highers today know of their school's outstanding sports history, of the days when the Maroon-and-White had the knack of regularly producing record-breaking athletes and teams, some internationally known.

U-High's earliest stars date as far back as 1910, when Trackman Leroy Campbell stepped into the limelight and led U-High to what the yearbook recalled as the best track team in the nation.

Campbell participated on the team for two years, during which time it won the Chicago and then Illinois interscholastic meets.

In 1912 indoor high jumper Joe Loomis left U-High knowing he had established an indoor high-jumping record of 5 feet, 11½ inches.

In 1913 Trackman Charles Cory, '13, ran the 220-yard hurdles in 24.2 seconds, a new world's record.

That same year Phil Spink, '13, ran the 880-yard (½ mile) in 1:56, recorded as a new world's record until shattered by another U-Higher.

Red Graham, '15, an all-around athlete, was a prominent football player, hurdler, pole vaulter and broad jumper. Red set the world's record for indoor pole vaulting by reaching a height of 12 feet, 10 inches.

William Carter, '14, running in a meet in Ann Arbor, ran 220 yards in 21.2 seconds. In the next event, the 100-yard dash, he established a new world's record with a time of 9.4.

Nineteen-seventeen saw Tom Campbell establish a new world's record for indoor 880-yard run with a time of 1:57. Campbell established numerous local and league records, he later attended York College and was the track team captain there.

In 1923 Senior Eugene Goodwille gained three world's records in the 100-yard dash and the 220-yard straightaway.

The four members of the 440-yard relay team of 1914 set a world's record for the 440-yard relay. The next year the same four boys broke the ¾ mile relay race record.

During the spring of 1925, Alex Jones and Clarence Brickman, '20, won in national meets. Jones won in the 60-yard low hurdle in the International Athletic Competition indoor championships.

Brickman captured the world's record in the 60-yard high hurdles at the Broadway Armory where the Central Amateur Athletic Union (AAU) indoor track and field meet took place.

Paul Woelfel, '23, one of U-High's all-time great athletes, was the captain of a national championship track team in 1923.

George Loft, '22, was one of the top tennis players in the United States.

In the 1924 men's national single championship at Forest Hills, N.Y., Loft managed to reach the quarter finals, where he was defeated.

Among Loft's other great achievements, he won all available high school titles, winning the Chicago Tennis Championship in 1924 and finishing second in the Illinois Championship, losing only to Howard Kinsey, a member of the Davis Cup Team.

In 1924 Lott won the Canadian National Championships, and tri-

state and Michigan State tournaments.

That same year, he and Tom McGlynn of Philadelphia, his partner, won the national junior doubles crown.

In June of 1928 the first singles player on the U-High tennis team, Paul Stagg, '28, won the state championship.

U-High athletes even made it to the Olympics.

In 1924, during the international athletics' competition, swimmer

Ethel Lackie, '24, on the first day of the swim meet, along with three other girls, helped to establish a new world's record in the 400-meter relays.

During the third day of the competition, in Paris, Lackie won the 100-meter race. After the Olympics she returned to the United States, where she won the 100-yard title at Baltimore.

Russel Wiles, '25, aimed for and got a world's record in small bore rifle shooting. He later helped the United States team win the Dewar Trophy for long range shooting.

The last roundup

Outdoor track, tennis, baseball seasons end

By Michael Kuby, Abhijit Chandra, George Anders and Wendy Weinberg.

With second- and third-place standings in their leagues, U-High's spring sports teams have wound up their seasons.

OUTDOOR TRACK—After winning six of seven meets, the team took second place in the Independent School League conference meet May 22 at Lake Forest. The Maroons won four first, two second, 10 third, seven fourth and two fifth place ribbons.

Coach Ronald Drozd said the team possessed abundant talent. He cited specifically Richard Nayer, who won in the mile run; Peter Claussen and Andy Wright, undefeated in the hurdles; Steven Ranney and Danny Kligerman, who both improved 6 feet in shotput; and Andy Wright, who vaulted 9 feet, 6 inches, winning first place in pole vaulting.

The Maroons were the youngest team at the conference, Mr. Drozd said, with no other team having fewer than four seniors, as the Maroons did.

BOYS' TENNIS—Strong doubles performances led the team to a second-place finish in the Independent School League and another second-place finish in the invitational tourney here May 29-30.

The Maroons finished the season with an overall 9-3 record. In the post-season tourney, U-High's first doubles team of Matt Patinkin and Peter van der Meulen overcame a strong challenge in the second round from Morgan Park's net-dominating team to win the finals in their bracket.

The second doubles team of John Baca and Mark Hankin had an easier time in the competition, winning the finals in the second doubles bracket 6-1, 6-3. Both first and second singles players Craig and Kevin Tomera lost in the first round. Third singles player Danny Rudolph came in second place in his bracket, losing in the finals.

Coach Larry McFarlane attributed the discrepancy between singles and doubles performances to the fact

that all U-High players were close in ability while the doubles players were much worse than the singles players on most other ISL teams.

BASEBALL—Lack of a team leader cost the varsity several games this season, according to Coach Terry Kneisler. "Although we had several good players, there was no one who could really take charge like in other years" he explained.

In the previous three seasons, the Maroons had finished first or second in the Independent School League. This year they tied for third with an 8 win, 6 loss record.

John Clement made the ISL all-league team as an infielder. Rod Thompson and Jason Stanton made the second team.

The varsity's final game, a loss, was to Francis Park May 25, here, 2-3.

Because of rainouts and scheduling problems, the junior varsity team played only three games. Many players were disappointed about the short season.

Coached by injured varsity player Matt Freedman, the team finished with a 1 win, 2 loss record.

The junior varsity's final game, a loss, was to Lake Forest May 21 here, 2-3.

GIRLS' TENNIS—After coaching the team this season, Phys Ed Teacher Patricia Seghers feels there is enough interest at U-High to support the squad, begun last year, in the future.

The season ended May 25 with an away game against Ferry Hall. The game marked the end of a season of seven straight defeats.

Miss Seghers attributed the losses to inexperience; most of the players were not used to playing competitive teams. She noted, however, that as the season progressed, set scores were closer.

The 14 team members were enthusiastic and dedicated, their coach said.

"They came to all of the practices even though some of the girls knew they wouldn't be able to play in matches," she added.

Opponents included Latin, Ferry Hall, Francis Parker and North Shore.

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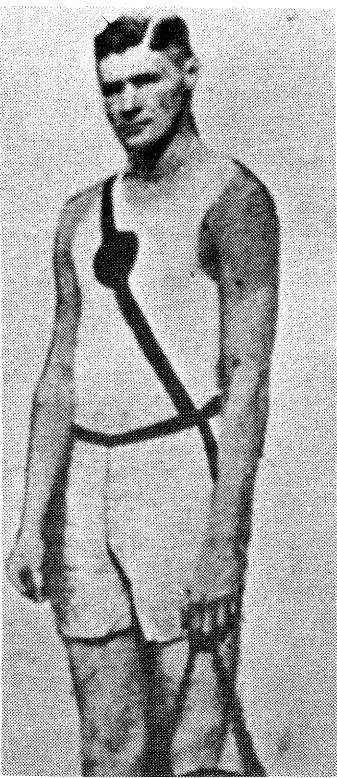


Photo reproduction by Doug Patinkin
WILLIAM CARTER, '14
100-yard dash record

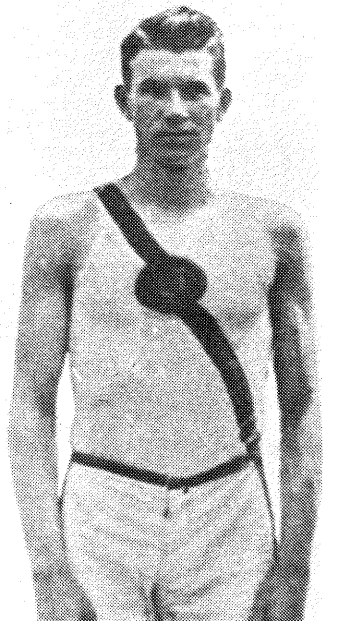


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"TOMMY" CAMPBELL, '17
880-yard indoor run record



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"RED" GRAHAM, '15
Pole vaulting record

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Three of the 78 '73 May Projects

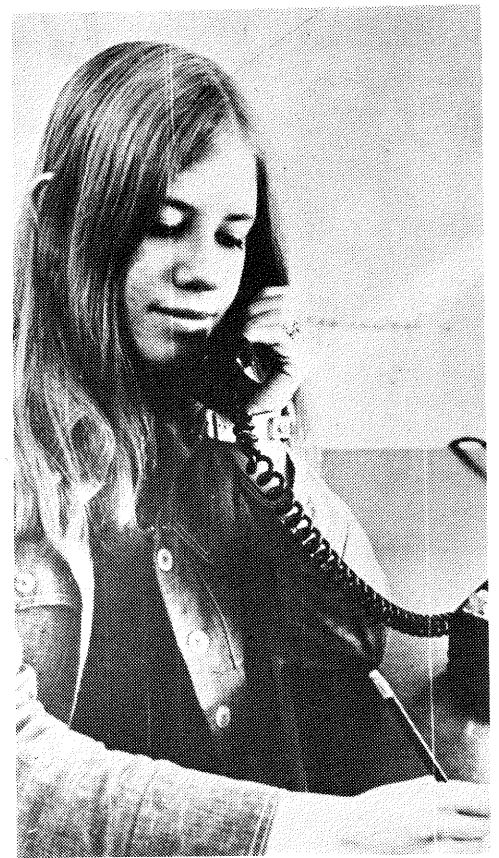
FROM FLYING AIRPLANES to studying writing, from sailing boats in California to working in a law office, 78 of this year's 135 seniors spent their last month of school in May Projects. This is the fifth year seniors were eligible to pursue career interests, community service or independent study in place of some or all of their classes. The program was started by the Class of 1969, which hoped May Project would give seniors an opportunity to spend their final month of school in meaningful experiences rather than waste it in the "Senior Slump" which had characterized the final weeks before graduation.



Photos
by
Doug
Patinkin

Copy
by
Richard
Gomer

IN AN EFFORT to find a cure for muscular dystrophy, Senior Ruth Cohen compares and prepares to photograph cultures of healthy and diseased cells at Billings Hospital, where she worked as a lab assistant.



AN INTEREST in political science led Senior Rachel Baron to a job in the office of Fifth Ward Alderman Leon Despres. Besides answering telephones and doing secretarial work, Rachel attended meetings of City Council committees and then prepared reports of the proceedings for the aldermen. Beth McCarty also worked in the office.



AS A VOLUNTEER aide in the emergency room at Billings Hospital, Senior Peter Rigacci sets up medical equipment and doctors. "I'm really learning how to take care of trauma patients and about medicine in general," Peter said during his project. Here he bandages the hand of a patient.

Your body's free How about your mind..

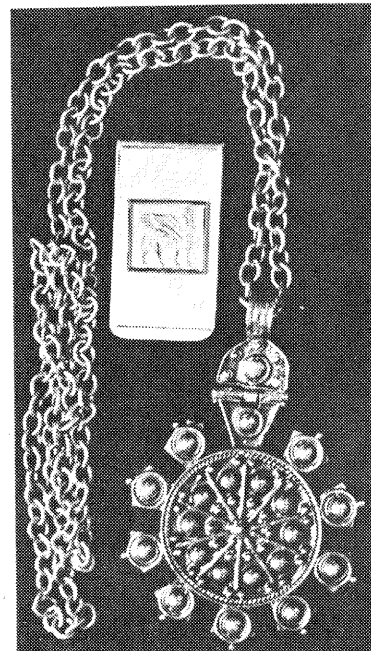
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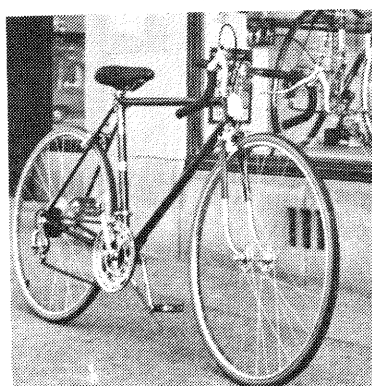
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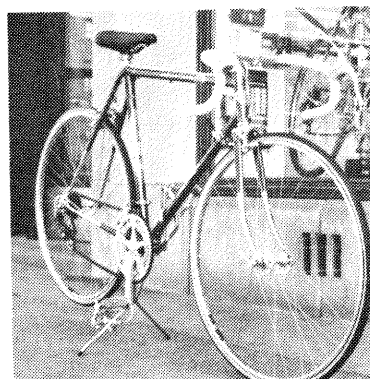
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