Washington U. tops college list for Class of '73

Washington University in St. Louis has emerged as the top school for the Class of 1973, with 82 students graduates of the Class of 73 will be attending, with nine of its 13 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 11 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 school of John Gutfason New England Conservatory of Music; and David Carlson, University of Illinois School of Agriculture.

Other choices are as follows:


BENTON, Calif.—Richard Cummings, B.A. 1973, majoring in history;

BROOKINGS, S.D.—Timothy Wallis, B.A. 1973, majoring in economics;

BYRON, Ill.—Robert Butcher, B.A. 1973, majoring in English;

CARRICK, Mass.—Marc Donald, B.A. 1973, majoring in history;

CAREGNIELA, Pittsburg, P.R.—Gerald Gonzalez, B.A. 1973, majoring in Latin American history;

DEBORD, Wis.—Robert A. DeBord, B.A. 1975, majoring in history.

DURHAM, N.C.—John E. Durham, B.A. 1973, majoring in English;

ELKHART, Ind.—Dean W. Zink, B.A. 1973, majoring in English;

FOSTER, Md.—Michael Foster, B.A. 1973, majoring in history;

FURLONG, Me.—Richard Furlong, B.A. 1973, majoring in history;

GAMBELL, Alaska—Roger Gambell, B.A. 1973, majoring in history;

GREAT BRITAIN—James Donohue, B.A. 1973, majoring in English;

HOLLYWOOD, Calif.—David Cahnmann, B.A. 1973, majoring in history;

JACKSONVILLE, Fla.—Robert Jackson, B.A. 1973, majoring in history;

LEBANON, Miss.—James Lebelan, B.A. 1973, majoring in history;

LIMMA, Italy—Vince Limma, B.A. 1973, majoring in history;

MADISON, Wis.—Robert Madison, B.A. 1973, majoring in history;

MASSACHUSETTS—Sarah Massachusetts, B.A. 1973, majoring in history;

MINNEAPOLIS, Minn.—Joseph Minnesota, B.A. 1973, majoring in history;

NEW HAMPSHIRE—Richard New Hampshire, B.A. 1973, majoring in history;

NEW YORK—James New York, B.A. 1973, majoring in history;

NORTH CAROLINA—James North Carolina, B.A. 1973, majoring in history;

OCTAGON, N.Y.—Robert Octagon, B.A. 1973, majoring in history;


PASADENA, Calif.—Richard Pasadena, B.A. 1973, majoring in history;

PETERSBURG, Va.—Richard Petersburg, B.A. 1973, majoring in history;

PHILADELPHIA, Pa.—James Philadelphia, B.A. 1973, majoring in history;

QUINCY, Mass.—Robert Quincy, B.A. 1973, majoring in history;

RAYNOR, Calif.—Robert Raynor, B.A. 1973, majoring in history;

SAN FRANCISCO, Calif.—Richard San Francisco, B.A. 1973, majoring in history;

SALT LAKE CITY, Utah—Richard Salt Lake City, B.A. 1973, majoring in history;

ST. LOUIS—Richard St. Louis, B.A. 1973, majoring in history;

ST. PETERSBURG, Fla.—Richard St. Petersburg, B.A. 1973, majoring in history;

ST. PAUL, Minn.—Richard St. Paul, B.A. 1973, majoring in history;

STATE COLLEGE, Pa.—James State College, B.A. 1973, majoring in history;

TUCSON, Ariz.—Richard Tucson, B.A. 1973, majoring in history;

UNITED STATES—James United States, B.A. 1973, majoring in history;


WASHINGTON, Ill.—Robert Washington, B.A. 1973, majoring in history;

WEST SIDE, N.J.—Robert West Side, B.A. 1973, majoring in history;

WILLIAMSBURG, Va.—Richard Williamsburg, B.A. 1973, majoring in history;

WILLIAMSBURY, N.Y.—Richard Williamsbury, B.A. 1973, majoring in history;


Selected to attend.

THURS., JUNE 14—Commencement rehearsal, 3:30 p.m., Rockefeller Chapel, Fifty-ninth Street and Woodlawn Avenue.

WED., JUNE 15—Commencement rehearsal, 3:30 p.m., Rockefeller Chapel, Fifty-ninth Street and Woodlawn Avenue.

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

THURS., JUNE 16—Commencement, 2 p.m., Rockefeller Chapel, Fifty-ninth Street and Woodlawn Avenue.

MON., JULY 1—School resumes; Midway out after school.

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.

Midway has included several special features in this issue. A LOOK at U-High's illustrious athletics history...Page 11

End-of-the-year bulletins...Page 10

U-High's glorious athletic history...Page 9

SOME THOUGHTS about U-High...Page 3

Class of '73...Pages 5

And is looked at...Page 3

That's all, folks—End-of-the-year bulletins

SEVERAL IMPORTANT HONORS were presented to U-Highers as this class went to press for a commencement ceremony that will be held Thursday, June 16 in Rockefeller Chapel, Fifty-ninth and Woodlawn avenues.

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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 Smanns Court into a scene out of 19th America. The largest crowd in the fair’s five-year history, 4000 people, turned out. Dean of Students Stanrod Carmichael estimated that the gross was approximately $7,000, which would yield about $1,200 profit for the Dr. Martin Luther King Jr. Scholarship Fund, which the fair benefited. 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 prepared beef stews in 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 Luciajia Ambrosini, designed and supervised the entire festival. She also directed the play. Because of the enormous responsibility she had taken on and had 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.

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.

A really outstanding production has as its overall concept, a ‘look’, a feeling, that works.

Play review

All these elements combined to make this year’s May Festival production, “The Matchmaker,” a success.

As with their previous productions, Drama Teacher Luciajia Ambrosini and her student cast and crew 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 ability. 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 Patterton 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’ considerabe experience in drama here was evident in his assured portrayal of the blustering Horace Vandergelder. Eve Dembowski 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 Elfinman, Michael Kuby, Alex Schwartz, Allen Rubby, Bernadette Williams, Pam Joyner, Tracey Everett and Julie Needelman.

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 panimones by Carol Siegel, Becky Brisken, Ann Morrison, Lisa Woscher, Laura Cowell, Suzanne Harrison, Liuba Pankovick 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 crew 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 work and attention to detail, acting and otherwise, could have made it
Eight teachers leaving

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

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

Mr. Howard O'Hara, '31, was at one time secretary-general of the Virgin Islands. And Mr. Hanchen Strauszn, '22, is one of Chicago's foremost civic leaders.

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

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 students, faculty, and STC members working together to organize and implement their initiatives.

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Many graduates have scored impressive achievements in recent years in the fields of communications. Garrick Uiley, '60, is an author whose work has been correspondent in frequently on network news broadcasts.

End-of-the-year journalism honors have been received by the Midway and its staff in competition sponsored by St. Bonaventure (NY). Winners were as follows: Steven Elks, first prize in news feature; John Grant, second prize in news feature; and David Cahnmann, third prize in news feature. Mr. Cahnmann also received New York Times certificates.

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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, a former 16-year-old student named Michele Clark was found dead at a Chicago medical examiner.

Michele Clark was one of the first students to sign up for a new school, University High School, established in 1968, and she later became the first editor-in-chief of its school newspaper. Dr. Landau later felt that experience had been important for Jim.

After graduation, Michele attended Grinnell College in Iowa, majoring in history. At the end of her two years of study and returned to Chicago to work and study. She commented, “She was very young, you know. She probably felt she needed more human and mothering.”

Michele Clark was a 1949 graduate of Mrs. and Mrs. H. L. Clark, and Dr. Landau later set up a program to recruit minority

**Jim Landau: A genuine interest in others**

By Robin Williams

THE DEATH of Mr. James Landau, a 1966 graduate, Sept. 29, 1972, was a tragic event. It was two years before he died.

As Jim, as he was known at U-High, was the son of Mr. and Mrs. Richard L. Landau, Dr. Landau later set up a program to recruit minority students.

Two sisters were born later. Susan, a 1970 graduate, and Kay, an 1973 graduate.

Jim lived in Hyde Park and attended Lincoln High School from kindergarten through 12th grade. He was father to the club's黑and graduated from University High School in 1966.

Michele Clark was born March 26, 1949, to Dr. and Mrs. Surgal. “I

Joel Surgal is a 1966 graduate, Sept. 29, 1972.

Mr. Surgal and Mr. Brasier both observed a change in Jim from his high school years. He impressed the faculty with his knowledge in many areas.

After an interruption in his Law School education because of his medical condition, Jim returned to the school. In his senior year he was co-editor of the school yearbook.

Dr. and Mrs. Landau set up a fund in Jim’s name that would support minority students. The money is being used in two ways: for those who are interested, music and art.

**Floyd Flyford: A love of knowledge**

By Fred Killman

FLYFORD Flyford was never a teacher at U-High, but he was a man to whom all students learned from. A librarian here from 1960 to 1970, he was killed at age 83 in the Illinois Central Gulf commuter train crash Oct. 30, 1972. At U-High Flyford was a professor of library science, and in his years at the school he taught a law course.

Floyd Flyford was an expert in his field and was known to be a man of great knowledge. He was known for his extensive knowledge of classical music and played the piano well. Friends and family remembered him for his kindness and generosity. He was a natural leader who was respected by all who knew him.

Beyond just finding books for the students, Flyford understood the needs of his students and was able to build a relationship with them. He was known for his patience and dedication to his work. He was a man who loved books and was able to pass that love onto others.

**A credo of contribution**

As a news reporter, she was frequently given assignments that were meaningful and personal to her. Michele interviewed the mother of a black teenager shot on Seventy-first and Vincennes. She did the story on the “Friday night rapist” of Chicago’s near north side.

While attending University High School she explored her interest in journalism. Michele helped set up a program to recruit minority

Michele Clark was especially close to her mother, Barbara. When assigned for several months to work on the U-High newspaper, 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 was remembered as proud, but not bought. Michele remembered her mom during the summer of 1972 and remembered the incident warmly.

"We laughed, we had fun. She seemed so proud of the fact that she was going to cover Humphrey in the convention, but she knew you never flamed or loosen yourself.

Michele Clark was self-assured. The credo from her 1972 yearbook says, "I have to have a reason to do this..." and..."she was involved."

"Michele never understood people's attitude toward women... she didn't utilize fully the ability of its women. She was a woman... she was an inspiration... and... became involved."

"I'm sure she felt she hadn't had enough mothering and fathering."

Mrs. Clark explained Mrs. Stevens Career College. "Holding a reservation clerk for WBBM-TV, channel 7, Michele worked her way up from a WRBM reporter to a national correspondent for CBS News in two years. She covered both the Democratic and Republican conventions.

After an interview in his Law School education because of his medical condition. Jim returned to the school. In his senior year he was co-editor of the school yearbook.

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U-High at 70: Looking at itself today

Exactly what IS University High?

By Ellen Metzler

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

To find out, the Midway interviewed students at five neighboring schools—(1) South Blackstone Ave., and Harvard-St. George, (2) Los Angeles Country Day School, (3) Kenwood, a large public high school, (4) Lab School, (5) Woodbury. Students at South Blackstone Ave., and Harvard-St. George, are recommended by the principal, Mrs. Anne Stevens. Students at Lab School were 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 not as good as the education their school offered.

Mellinda Koner, a senior at Harvard-St. George, said, "I think that the 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 Manford, 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 explained, "Lab School is too competitive and..." while Mr. McGuire noted that "U-High is a school with a lot of exercise and a lot of people.

U-High’s students are interested in both academic and non-academic issues. According to teachers interviewed the Midway, the school has an atmosphere that fosters the development of the students. "The atmosphere is relaxed," said Mr. Erikson. "There are a lot of selfish people in the world, but there are also a lot of people who care about others..."
Two U-Highs with separate purposes

By David Melamed

Would U-High serve the community better by having two schools instead of one? The idea is one of several faculty members have discussed in small group meetings this year. The North Central Association's evaluation report noted that U-High should consider the long-range possibilities for the future. They should not act until they have considered proposals or plans for the school.

The two-school 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 having the two schools among possible future topics for future faculty consideration, feels that the two-school plan would use the credit requirements of the school. There would be a difference in the experimental, more free school. Two-schools would satisfy both kinds of students.

Dean of Students Stanislaw Carmichael feels that if two schools could be added to the curriculum, one school would provide opportunities for students to do less homework than currently exists. "The more opportunities you provide for getting out of your classes, the more interesting they become," he said. "The idea of having two schools is an interesting concept, but it would result in disorder. The students would be more comfortable in the experimental, more free school. Having two schools would satisfy both kinds of students.

One of the experimental school teachers, Eugene Carmichael, chairman of the faculty's Curriculum Committee, feels that there are a number of ways in which schools of separate purposes can be developed. "The students who want it would get thorough preparation for top-rate colleges. They would be in intense college preparatory school. On the other hand, many students that are students at 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.

Mrs. Fallers feels that scheduling would be better if there 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 act until they have considered proposals or plans for the school.

The experimental school would provide inventive courses, with major concern for success and enjoyment in learning. The purpose of such a program would be to relate credits to material learned and to help maintain a classroom environment. The classroom is a poor environment in which 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 would be considered proposals or plans for the school.

The purpose of such a program would be to relate credits to material learned and to help students to develop a critical thinking ability. In an open classroom the feeling is one of mutual acceptance, but in the traditional classroom the feeling is that the teacher is the source from which all knowledge comes, said Mr. Cobb. "Schools should teach students how to think, not what to think."

Determining credits by

By Gayora 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.

Opening up the classroom

By Richard Adams

Would opening up the classroom to idea like alternative research outside libraries, special speakers, educational films and guest teachers work together on curriculum and independent projects solve problems here or pose additional ones?

Students interviewed by the Midway said it would do both. There are presently no plans to implement this idea. Principal Margaret Fallers says they are "in the wind." They were in favor of encouraging students and faculty to get together and plan curricula, she explained.

Mrs. Fallers said that opening up the classroom would be "an improvement" since the college preparatory curriculum could be taught in an open classroom.

Opening up the curriculum would solve problems of traditional classroom systems such as misconduct and inattention, she said. The faculty is currently being interviewed by the Midway. It might add a "new atmosphere of mutual respect and understanding."

Science Teacher Murray Huxley predicted that an open classroom would make evaluation harder for teachers than in the traditional classroom system.

Mr. Peter Cobb, one of STC's coordinators 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 the students to do less homework than currently exists. "The idea of having two schools is an interesting concept, but it would result in disorder. The students would be more comfortable in the experimental, more free school. Having two schools would satisfy both kinds of students.

The experiment school would provide inventive courses, with major concern for success and enjoyment in learning. 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 requirements of the school.

The class met for two quarters, six to eight hours a week at the home of students. Susan Lee, a member of the class, felt that the experimental school could be beneficial to teachers.

"They could try 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 really care 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 acceptable to all parents, teachers and students play an integral part in planning.

"Then we can count on things that would work out," she commented.

Some ideas for making U-High

By Gayora 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 Greg Heagan 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.

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levels of competence achieved

By Fred Eelman

A four-day school week at U-High?

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

That open fifth day would allow more time for teacher preparation, more time for student-faculty conferences, flexibility in curriculum planning, and more time for faculty to pursue their own hobbies 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.

"Science 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 blocks of time to the individual for pursuits of his own choosing." 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 value. An open fifth day should be used for activities which require the large bloc of time rather than for a general review of the week's work," she added.

Physical Education Department Chairman William Zervin noted that "the week is scheduled to take five days out of the week. If the high school went to a four-day week, then we'd have problems." He pointed out that "the week is designed to do 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 "the placement test of ability to solve problems employed at the University had taken 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 have it if you have some way of determining competency." He pointed out the desirability of students working in a group. "The younger you learn self-reliance, the better off you are. Schools have a tendency to encourage dependence. Teachers are taught to rely on the teacher." Mr. Peter Cobb, former administrative assistant now working with the Independent 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 subject that's wrong. It would take a 21 credit system of which 18 are mandated. It's a great, 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 taught. I don't know if we can teach such classes in a single day. 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. McGuire felt that students might feel that they were being placed in a hierarchy.

Some teachers raised the question of the effect of a competency level credit system on college admission of U-High students. College Counselor Betty Schneider minimized the issue, however, "I think U-High wouldn't be interested, but it would be difficult to attempt realistically," Mrs. Fallers said. Many teachers feel, however, that requiring parents to agree to the plan would also be difficult.

"The parents wouldn't like the idea of their children 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, 178.

"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."

"If we could offer more electives than we have been, we don't have a great deal of interest in them," Mrs. Fallers commented. "That would not be as hard on the high school as the high school went to a four-day week, then we'd have problems." Mr. Poll added.

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

"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 be very tired and so the teaching quality might be lowered."

"In the midst of teaching, the teacher needs to be fresh. Near the end of each day in the four-day plan, teachers would be very tired and so the teaching quality might be lowered."

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THE U-HIGH MIDWAY—TUESDAY, JUNE 12, 1973

opinion

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.

THOUGHTS

When U-Highers of today look back on their years here how will they remember their alma mater? For many, the Student Teenagers 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 outside of us. On a purely intellectual level, it did quite well—probably better than the vast majority of high schools. The curriculum was forgettable, but the research papers written in the social studies classes were often related to issues of the day. But on the purely personal and human level, U-High left much to be desired. The school was a 'gimme' and with little or no social contact, the student came to U-High and found it hard to rip anything away from the hard work. At U-High everything became strict, though not unpleasant. Being in a liberal institution that nourishes the Lab School gives it an opportunity to be a leader in discovering answers to pressing demands for new pedagogical..." —David Uiley '69

"I do remember that it was quite an adjustment to go from that to U-High. I didn't like it..." —David Uiley '69

"The school I knew was small. Life was simple. That elusive thing 'time' existed. But still the great majority of us has moved on, and indeed. Many of us have left the school with memories that..." —Carroll Mason Russell '61

As another year ends...

Ah 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's opinion

But students probably automatically consider school the center of their interest.

The Midway's opinion

... and second editors.

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.

10-second editors

By Simeon Aley

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 Simeon Aley. He agreed that an organization devoted to education defects its purpose by excluding students from class.

And if there was a n y g o a l to complain about the Black Students Association (BSA), it would probably be their purpose.

In a letter to the Midway last issue, BSA member David Willick explained that BSA benefits whites 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 prove a discrimination that can only be made in the majorities' year..."

COLUMN

Teaching and excluding: BSA can do both

BY SIMEON ALEY

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**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 John'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 1906, as was "Fobn," a distinction awarded to boys who excelled in the art of drawing.

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 "magazines" for wounded soldiers, consisting of each one story, one picture, jokes and cartoons.

According to Unified Arts Department Chairman Robert Erickson, who has been here since 1948, 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 "brillian idea" of the Sketch Club in 1921. "The finished objects," according to the Correlator, "easily rivaled Marshall Field's most artistic display."

In 1923 a music club was started; by 1934 there were 30 members. By 1943 the Drama Club, only two years old, had 100 members, and a Crafts Club began that year boasting 70 members. A Writer's Club, mainly concerned with journalism, also was started in 1934.

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

A monthly magazine, the Gregoyle, 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," "Jaimie 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-fictional 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 1952.

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 inter racial understanding, followed in 1968 and 1969 and the Black Students Association's Black Arts Week in 1971.

And then came the 1969-70 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 as "the best amateur actress U-High has ever seen" was typical of post-dramatists.
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 12:30-3:30 p.m. tomorrow in Judd Commons.

"I decided it was long enough for me to work," Mrs. Zick explained. "I'm past 64. 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 bandaids 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 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 shin guards on," Mrs. Busch explained. "At Lab we don't throw away a pair of shin guards 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 Orland Park."

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

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

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 you've gotten it," Rod said. "Also because the past recipients were good athletes and good people."

Rod was a member of the soccer and baseball teams last year, and the baseball team two years ago.

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

At the banquet, which took place at McConfield House, 2751 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 Clausen.

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.

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 bad 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, veteran engineer Alev, flew to various colleges in Dr. Alves' shuttle plane.

Flying "started out as a minor hobby for my dad," Simeon explained. "He later got his own seaplane 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 $37 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 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

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**U-High's glorious sports history**

By Visit Bahl

Few U-Highers today know of their school's outstanding sports history, of the days when the Monroe-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 Illinois interscholastic meets.

In 1912 indoor high jumper Joe Loomis left U-High knowing he had established a world indoor jumping record of 5 feet, 11 1/2 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 Spitz, '13, ran the 880-yard (1 1/4 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 another prominent football player, hurdler, pole vaulter and basketball player that set the world's record for indoor pole vaulting by running a height of 12 feet, 15 inches.

William Carter, '14, running in a meet with Ann Arbor, ran 222 yards in 21.2 seconds. In the next event, the hurdles, he also established a new world's record with a time of 9.5.

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 indoor and league records, he later attended Yeshiva College and was the track team captain there.

In 1922 Senior Eugene Goodwillie gained international attention as the 100-yard dash and the 220-yard dash record holder. He later attended Yeshiva College and was the track team captain there.

The four members of the 440-yard relay team of 1924 set a world record for the 440-yard relay. The next year the same four broke the 5-mile relay race record.

During the spring of 1925, Alex Jones and Clarence Brickman, '26, won in national meets. Jones won in the 60-yard low hurdle in the International Athletic Competition in Paris.

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 Wocjell, '22, one of U-High's all-time great athletes, was the captain of a national championship track team in 1923.

George Lof, '22, was one of the team captains in the United States.

In the 1924 men's national single third-place championship at Forest Hills, N.Y., Lof managed to reach the quarter-finals, where he was defeated. Among Lof'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 Lof won the Canadian National Championships, and tri-state and Michigan State championships. That same year, he and Tom McVilyon of Philadelphia, his partner, won the national junior doubles crown. In June of 1928 the first singles match on the U-High tennis team, Paul Stagg, '26, won the state championship. U-High athletes even made it to the Olympics. In 1924, during the international athletics competition, swimmer Ethol Lackie, '24, on the first day of the event, along with three other girls, helped to establish a new world's record in the 100-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.

Russell Willes, '26, 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 Clusen and Andy Wright, undefeated in the hurdles; Steven Ranney and Danny Kligerman, who both improved 6 inches in shotput; and Andy Wright who vaulted 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. The junior varsity team also had a 9-3 record.

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### Congratulations Class of '73!

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**THE U-HIGH MIDWAY—TUESDAY, JUNE 12, 1973**
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.

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.

WAAAA!!

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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.

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