Pluses and minuses

U-High's grading system uses them, then doesn't

By Abhidh Chandra

When U-Highers receive their 1st quarter grade reports over Christmas vacation, the grades they see may be different than those that will appear on their transcripts sent to colleges.

Pluses and minuses appear on quarterly and yearly grade reports sent home. But they do not appear on transcripts sent to colleges, and the Guidance Department ignores them when they figuring a student's grade point average (GPA).

Most of the 16 teachers and administrators interviewed by the Midway about the grading system said pluses and minuses included on transcripts and in averages as they are presented in the grade reports. But Guidance Department Chairman Karen Robb does not.

INCONSISTENCY in use of pluses and minuses was not the only grading problem pointed out. Twelve teachers said they grade similarly to other teachers teaching the same course, but Dean of Students Standolf Carmichael said grades may reflect disparate standards of grading among teachers instructing the same course.

In addition, many teachers said the description students and parents see on grade reports about grades is misleading. The reports list A as representing superior, B: excellent, C: good, D: below average but passing; and F, failing.

The college transcript, the difference between an A-minus and a B-plus is 1, while there is no difference between a B- and a C-. Some teachers believe there is a difference and that pluses and minuses should be computed in the GPA.

MS. ROBB said pluses and minuses are not computed for averages or included in transcripts because doing so might not result in significant differences. "The average would not change dramatically," she said. "And the outside world doesn't see a significant difference between a B-plus and a B-minus. A's still a B's still a B."

"I don't see why it would be pointless not to include them when they are assigned by teachers."

Both Mr. Carmichael and Principal Karl Hertz are in favor of not assigning pluses and minuses at all. "I don't think teachers can cut the grades in half," said Mr. Carmichael. Mr. Hertz said, however, that "as long as we have them I don't see why we shouldn't work them into the averaging."

ALMOST ALL TEACHERS interviewed said they make an effort to grade at the same level of measurement as another teacher teaching the same course. But Mr. Carmichael said, "I have cause to believe there are some inconsistencies." He also feels that "greater articulation" on grading criteria is needed in departments.

Statistics supplied by the Guidance Department showed variations among different classes taking the same course.

In a social studies course 1 class received 38 per cent A's and another 17 per cent. In science 1 class received 46 per cent A's and another 31 per cent. In a math course 1 class received 46 per cent C's and another 13 per cent. In an English course 1 class received 79 per cent B's and another 38 per cent. One English class received 32 per cent A's and another 0.

DESCRIPTIONS of A, B, C, D and F on grade reports could also be improved, according to most teachers and administrators interviewed. Most feel in describing A as superior and B as excellent, rather than stating with A as excellent, pushed descriptions of achievement too high.

Mr. Carmichael said that from his experience the present system "causes unnecessary conflict among teachers and those reading transcripts."

In The Midway

THE FUEL SHORTAGE: How it affects U-High and what U-Highers are doing about it...

LIFE IN A FUNERAL HOME. Carolyn O'Connor knows all about it...

CHEATING: A revealing look...

A LOOK AT HOMEWORK at U-High and what people think about it...

A VISIT to "the number 1 high school in the nation," Maine Township South...

A SPECIAL GUIDE to Hyde Park's holiday giving specialists...

AS THE U-HIGH WORLD doesn't turn...

GUITAR PLUCKERS at U-High...

THE BENCH behind the starting 5...

LUNCHTIME SPORTS: Socks and sing song lives up U-High's lunch periods...

COACHES PLAY and students teach...

SPOTLIGHT on swimming...

GOD: Do U-Highers think there is 1?...

In The Wind

TODAY—Boys' basketball, Glenwood, 4 p.m., there; Girls' basketball, Ferry Hall, 4 p.m., there; Girls' swimming, Glenwood, 4 p.m., there.

THURS., DEC. 13—Boys' swimming, Quigley, South St. and 27th Ave., 2 p.m. Girls' basketball, North, 4:30 p.m., here; Alumni basketball game, 7 p.m., Burns Gym, all-school party after the alumni game.

SAT., DEC. 15-SUN., JAN. 6—Christmas recess.

MON., JAN. 17—Boys' basketball, St. Michael's Institute, first game; Boys' basketball, Morgan Park, 4 p.m., there.

SUN., JAN. 13—Recital, Music Teacher Gisela Hertz, 4 p.m., Mandel Hall, 57th St. and University Ave.

MON., JAN. 14—Boys' basketball, Morgan Park, 4 p.m., there; Girls' basketball, Morgan Park, 4 p.m., there.

MON., DEC. 26—FRI., DEC. 28—Larry Hawkins Invitational, first game, 8 p.m., there, other games to be announced.

TUES., JAN. 22—Midway out after school; Boys' basketball, Ferry Hall, 4 p.m., there; Girls' basketball, Ferry Hall, 4 p.m., there; Girls' swimming, Ferry Hall, 4 p.m., there; Boys' basketball, Quigley, South St. and 27th Ave., 5 p.m., there; Boys' swimming, Quigley, South St. and 27th Ave., 4:30 p.m., there.

MON., DEC. 30—FRI., JAN. 3—Boys' basketball, Morgan Park, 4 p.m., there; Girls' basketball, Morgan Park, 4 p.m., there; Girls' swimming, Morgan Park, 4 p.m., there; Alumni basketball game, 7 p.m., Burns Gym, all-school party after the alumni game.

The U-High World
University takes steps to conserve energy

By Vinh Rahl

A chillier winter may be in store for U-Highers this year due to a nationwide energy crisis. The University's Plant Department has issued suggestions to all members of the University staff, including the Lab Schools, concerning the conservation of energy. Both teachers and students are expected to follow the guidelines. The steps include keeping thermostat settings down to 60-65 degrees, closing all entrance doors, removing objects obstructing warm air circulation and turning off lights in rooms where daylight is sufficient.

Vinit, Administrative Services Donald Can- way said there should be no problem here if teachers and students recognize correct procedures for conserving energy.

The energy shortage was brought on because enough oil was not being produced in oil refineries and delayed construction of the Alaska Pipeline and various new oil deposits. Arab countries are no longer selling oil to the United States because it backed Israel in the recent Middle East Crisis.

Because heating systems in the University hospitals will not be turned down, lower thermostat settings in other University buildings will be necessary, according to the Plant Department's bulletin. Exterior lighting will not be curtailed because they are necessary as a safety precaution. Most U-Highers interviewed by the Midway said they are following steps to conserve energy in their homes. President Richard Nixon recommended turning thermostat down to 65 degrees and turning off outdoor lights when not needed. He also recommended driving no faster than 35 miles an hour.

"We're turning our thermostat down to 65 degrees, turning off all lights, wearing our winter clothes inside, at least I am. I'll survive as long as I have becnommended Carolyn O'Connor.

Also following recommendations, Kenny Newman said, "We're turning off lights, don't drive as much, the thermostat is down."

Loren Taylor believes "this is most likely a farce. They were threatening to turn the heat down all summer and nothing happened."

Marcus Deranian said, "We're doing nothing because we're too lazy and greedy and it's not sufficient.

The projected fuel shortage over the summer turned out to be a hoax and did little than give a scantly justification for the steps U-Highers are taking to drive their already scandalous prices up.

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All about cheating
It’s an everpresent problem... and so is the threat of being caught

By David Melamed

Most U-Highers earn good grades by studying hard. But some don’t have to. They cheat.

According to U-Highers interviewed by the staff, there are several popular cheating methods that are copying homework and test answers, and from time to time, obtaining test answers from students who have already taken exams.

An effective cheating method is to use hidden notes for exams. They can be written on a desk, or on a hand, wrist, shirt, cuff, under-towel, pants, blone, shoe sole, etc.

Writing English and social studies research papers, students cheat by copying identical passages from textbooks without giving credit to authors. This gives the illusion that it is the student’s analysis.

While several of the students interviewed admitted that they cheat occasionally, few admitted that they only witnessed other students cheating.

Ms. Holbrook, who originated the course, said she wanted to teach a Mechanized Math. By Mr. Kimmel said that one example of how he planned to use the oscilloscope was having his students use the oscilloscope to study wave phenomena and can be used to help design and repair electronic devices. Science teachers find that oscilloscopes are the subject matter to whole classes even when he is teaching one or two students.

A senior girl who said that she did not cheat, claims that students cheat because he is unsure of his capabilities. As a result she said that he cheats on tests even when he knows the answers.

Chairman Ernest Poll said that one was Sharing ideas on student needs, but they are not as accurate or reliable or have all the features the sold instrument had, Mr. Kimmel said. Science teachers find that oscilloscopes are sold to students in a good college lab. “On several occasions I have found that students have plagiarized from textbooks, when writing commentaries on books,” Ms. McGuire commented. “Students want good grades to impress the colleges and their parents, therefore, they cheat. As the pressure to achieve increases, there is probably more cheating going on.”

Oscilloscope mixup causes class change

Because of the recent sale of an oscilloscope owned by the Lab Schools to the University, Physics Teacher Richard Kimmel had to change his physics curriculum this year.

Kimmel explains, it is an instrument which displays and measures electronic phenomena and can be used to help design and repair electronic devices. Science teachers find that oscilloscopes are sold to students in a good college lab. “On several occasions I have found that students have plagiarized from textbooks, when writing commentaries on books,” Ms. McGuire commented. “Students want good grades to impress the colleges and their parents, therefore, they cheat. As the pressure to achieve increases, there is probably more cheating going on.”

Math machine-style

By Alan Gottlieb

That’s the essence of a new math course, Intermediate Mathematics, which teaches students how to design computer programs to solve complicated problems. The 2 classes are taught by Shirley Holbrook and Julia Zacharopoulos. The course, basic for 10th-year math students, also is open to some “con- ceptual” freshmen, according to Ms. Holbrook. The text was written by mathematics and computer scientists for the course.

Ms. Holbrook, who originated the course, said she wanted to teach a course involving computers because “computers are becoming more and more a significant factor in our society in the future, and I wanted to give kids a chance to work with them.”

Science teachers explain how to flowchart, the first step in computer programming. Flowcharting involves breaking down complicated math problems into smaller program parts and translating them into computer “language.” Once flowcharting is completed, students can begin feeding problems into computers.

“We start out with problems that are slow and tedious for humans, like solving multiplication problems,” said the second-semester course. The second-semester course deals with more traditional aspects of math, like trigonometry and logarithms.

The first semester course involves five teachers. The second semester course involves five teachers who are students at the University in the basement of Judz Hall.
All students have homework but school has no policy on it

By Jeff Johnston

Homework is an accepted part of going to school in the United States. Adults may not be expected to bring their jobs home with them though many do but high school students are.

Although, as at other schools, homework is integral part of the education program at U-High, the school has never scheduled the time students devote to work at home as it has the time they devote to work at school. Except for mid-quarter tests and papers, the faculty has not coordinated homework scheduling, loads or due dates on out-of-class assignments.

TEACHERS, ADMINISTRATORS and students were interviewed by the Midway to find out what the homework situation is and how they feel about it. Most students complained they received several hours of homework one night and little the next. Most teachers said they rely on student comments to learn of conflicts with assignments in other classes.

Most teachers were reluctant to estimate how long it took students to do the homework they assigned. Some cited the fluctuation in the amount they assigned—little one week, a major assignment the next. Others cited the different rates at which students work.

"What takes one person 30 minutes might take someone else an hour-and-a-half," Science Teacher Judith Keane explained.

Most TEACHERS also were reluctant to say how much homework they require students to get an A, B or C grade.

Most said it depended a great deal on the individual student, how efficiently he worked and how quickly he understood. Most said it depended a great deal on the individual student, how efficiently he worked and how quickly he understood. In math and foreign languages, for example, the load tends to be much heavier for what I consider good reasons. In order to master complex mathematical concepts, build a vocabulary and learn the language, there is no alternative to long hours of study and practice.

Social Studies Department Chairman Joel Surgal: "I think all work should remain in school," Hal Bernstein said.

"Homework in some classes like math is good, but in other classes oral reports would be better," Jim Ellis said.

Although, as at other schools, homework is an integral part of the education program at U-High, the school has never scheduled the time students devote to work at home as it has the time they devote to work at school. Except for mid-quarter tests and papers, the faculty has not coordinated homework scheduling, loads or due dates on out-of-class assignments.

Parent Elizabeth McNeill:

U-HIGHTHES, in my opinion, receive a reasonable amount of homework—not too much and not too little. There is enough work to keep you busy but not enough to make it a tedious chore.

The more students practice now, the better they will manage later without guidance from teachers, librarians or parents. Generalization is difficult when so much depends on an individual's time-organizing ability, home support, and motivation, among other factors. Nine schoolwork hours daily seem unexceptional to me. Most likely yours will be more impressive.

Some of my friends feel that it is unfair for students to do homework after a full day at school, while adults can go home after a full day on the job and relax.

I think this statement is biased. Many successful businessmen and professional people have to work at home. If homework seems too much and is not liked, one could always prepare hamburgers at McDonald's for a living.

Philosophical document that raises questions that should be considered.

Mr. Surgal

Senior Larry Lieberman:

U-HIGHTHES, in my opinion, receive a reasonable amount of homework—not too much and not too little. There is enough work to keep you busy but not enough to make it a tedious chore.

However, on some occasions, you have too much work to do. For instance, I had a 5 hour English assignment due the same day.

In math and foreign languages, for example, the load tends to be much heavier for what I consider good reasons. In order to master complex mathematical concepts, build a vocabulary and learn the language, there is no alternative to long hours of study and practice.

Mr. McNeill

Parent Elizabeth McNeill:

U-HIGHTHES will find that in college they spend less time in class but much more on homework. Homework means not only meeting deadlines, but acquiring a technique. The more students practice now, the better they will manage later without guidance from teachers, librarians or parents. 

SOME TEACHERS said they did all the homework assigned in all their courses in 1 hour or less. Others said they devoted 2 to 3 hours to it.

Several students said they could not do it in the time they were given. One student said the homework took 3 hours.

I sit down with them to see what they are doing wrong," Mr. Keane said.

If several students complain that homework is too difficult or taking too long, I will devote 30 minutes the next day to go over the assignment or assign less.

FEW STUDENTS interviewed said they did all the homework assigned in all their courses in the time they were given.

Baked Lasagne.

Just like mama made.

Smooth cheese and noodles to satisfy your taste buds.

Baked Lasagne.

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Smooth cheese and noodles to satisfy your taste buds.

Mr. McNeill

At the corner of 53rd and 4th.

4 THE U-HIGH MIDWAY—TUES., DEC. 11, 1973

THE PART OF SCHOOL THAT GOES HOME

3 Three Opinions on Homework

Social Studies Department Chairman Joel Surgal:

IN MY OPINION, the very nature of a subject requires variable demands on the students' homework load.

In math and foreign languages, for example, the load tends to be much heavier for what I consider good reasons. In order to master complex mathematical concepts, build a vocabulary and learn the language, there is no alternative to long hours of study and practice.

Social Studies, too, demands not only reading and writing out of class. You must realize that adults, in professional and academic positions, must also do homework.

True, most of that homework may be done "on the job," but most conscientious workers must do work other than in their face-to-face contacts with their clients, students or patients, I suspect that any reasonably "intellectual" type of job warrants work beyond the 9 to 5 contract. Indeed, the students' homework occasionally does pile up. That I approve of.

It is true, you must be aware, that when possible some teachers do try to coordinate their schedules; sometimes, however, it is impossible. On some nights, some students will be assigned an overload of homework.

If homework seems too much and is not liked, one could always prepare hamburgers at McDonald's for a living.

Looking for an inexpensive holiday gift that will thrill your parents?

Get your hair cut

University Barber Shop

1453 East 57th St.

MU 4-3661
By Katy Holloway

What makes a good high school great?

Facilities, students, faculty and community support are the answers given by administrators and students of Maine Township South High School in Park Ridge.

"The students, head Librarian Judy Lange, the Maine South library can handle a maximum of 350 students during each period. The library contains 20,000 volumes circulating 7,500 times each month.

"MORF OF OUR books support the homework," Ms. Lange commented. The library also has a reserve book desk and carries 165 periodicals in its stacks, and has microfilms of them back to 10 years. The library complex also houses communications laboratories, computer rooms, preview and listening rooms, and the audio-visual center.

To serve its diversified interests, Maine South offers more than 250 courses. "We think that we have courses that will interest every student," Dr. Watson remarked.

ACCORDING TO Dr. Watson, 76 percent of Maine South seniors go on to college. He estimated that 6 percent enter nursing or vocational courses. According to the same study, 34 percent enter business training or college.

COURSES ARE offered at remedial, regular, advanced and advanced placement levels. According to Assistant Principal of Students Robert Simonson, Maine South offers vocational courses for printing, auto shop, machine shop and home economics, and 6 work-experience programs: diversified occupational areas, automotive repair, electronics, computer programming, home economics and business education.

A student participates in the work-experience program spend one-half day in the school and one day in the community. Maine South also offers business education classes.

ALTHOUGH THE Midway's editor-in-chief originally requested, and had been granted, permission to spend a day visiting classes with a Maine South student, the school's administration refused permission. Mr. Simonson felt that a strong point of the school is its Guidance Department. Besides homeroom counselors, Maine South provides a social worker and students have access to the free services of 2 district psychologists. The school's Career Resource Center circulates 4 and 2-year college catalogs on a daily basis. The center also provides technical journals and information on technical schools, besides maintaining a job opportunities board.

Think Cheap.

If you have a lot of friends, a big family, or a lot of money you will spend much money on Christmas. But there are ways to save money and have a happy Christmas.

"YOUNG PEOPLE" at Maine South refers to its student body of 3,500 students.

Guidance Director James Kropf said that it is important to produce a "small school atmosphere" because students are more likely to become friends otherwise the student becomes a number. If parents want to have their opinions heard, they must produce a "small school atmosphere" because students are more likely to become friends otherwise the student becomes a number.

Barney's Meat Market

"When I heard the rating, I wasn't surprised at the rating; we just weren't expecting anyone on the NCA committee to do their own evaluation. He never mentioned he was doing one. From reports from the West Coast and the East Coast I would say we have some of the finest schools in the country—people here are willing to put money in education."

"I love the homeroom," Ms. Lange said. "One of the strongest things we have is having homeroom interest groups, parents' groups, vertically interested in what the young people are doing."

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The gift-giving experts are right here!

There's no need to leave Hyde Park to do your holiday shopping. You'll find the greatest variety of gifts-the greatest variety of prices-the greatest variety of ideas-right here. Hyde Park is home for the gift-giving experts...all ready and eager to serve you!
The world turns, not U-High

As the world becomes more polluted that human health and even human lives are threatened, U-Highers stop up sinks and urinals with paper towels and regularly leave the toilets in a state of disarray. As motorists are urged to slow to 50 and cut out unnecessary trips, buses speed U-High basketball and swimming teams around the city for their games.

As a drug crisis of immense proportions faces America, U-High's library billboard wages a "Don't Smoke" campaign. As Henry Kissinger tries to convince the Arabs that we smuggle copies of Penthouse onto the library shelves, Israel faces the wrath of the world, U-High, which has a huge percentage of Jewish students, has its local chapter of Hashachar, Jewish youth organization.

As the world faces a profound moral and humanitarian dilemma, U-Highers develop malignant vocabularies with which to discuss the meaning of life, and then proceed to write them off as illegitimate. As attending the Guru is the only way to have a holiday season, you would like to see carried out throughout the year.

As wars continue all across the world, many people have called U-High "isolated" and "not truly reflecting the real world around it." As a drug crisis of immense proportions faces America, U-High's library billboard wages a "Don't Smoke" campaign.

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**Some do-it-yourself ideas for the holidays**

**Guitar players**

**TWO OF THE HIGH'S most admired guitar players are Marc Watrick, left, and Dave Jackson. Interest in guitar has been renewed here by a new guitar-playing and singing group organized by librarian Fran Fadell. Marc, who has played with the group, began guitar about 5 years ago, but has played seriously only for 2 months. About contemporary music, Marc says, "I feel today's rock music is really terrible."

By Colin Baeck

All gone as Music Teacher Dominic Piane, who taught guitar to the students on campus, described the type of music he's into as "sort of jazz-classical." Dave has played professionally but at present is not pursuing a career in music. He'd like to be a famous guitarist but, he says, "I'd rather be excellent than big."

**Teacher writes for rock group**

By Robin Williams

Arts editor

With 9 days left before Hanuka and 14 before Christmas, many U-Highers are faced with the problem of coming up with presents and music to spend for them. Here are some ideas for do-it-yourself presents offered by United Arts Teacher Robert Erickson and Crafts Teacher Marianne Hammett.

FROM MR. ERICKSON comes this idea for making pendants. You'll need a plastic spoon, a smooth ground rock or a piece of rare wood, a file or knife too sharp, sand paper, a file, clear plastic cement, a nail or pin, pliers and velvet string.

Take plastic spoon and with file cut off handle. Sandpaper rough edge to a smooth surface. With steel wool, constantly rub the outside of spoon in one direction. You may want to build top of spoon into a platform or into a hole or pin and with gliders drill it through. Let cool. Take rock or wood and spread glue sparingly in center of 1 side. Allow to harden. Pull velvet string through hole and tie.

MS. HAMMETT offers these instructions for making personalized greeting cards:

You'll need an art gum eraser, a stamp pad, tissue paper, glue, stationery with matching envelopes, a pocket or kitchen knife and scissors.

Take art gum eraser firmly in hand and carve a design on it with knife. Carve on one side or all four sides. Dip eraser in stamp pad and press to left of stationary folded in half. Or take different-colored tissue paper, cut out a string of flowers, hearts, snowflakes or cartoons. Glue design to left. Write message to right.

OTHER IDEAS include making of jewelry, from Mr. Erickson: Take a ball point pen, remove tops and plastic part. File writing point, then clean out inside of metal. Cut lead into parts with needle file. Take a pencil, cut off eraser and clean lead out. Trim, the metal, wood parts and color a piece to match your personal tastes.

And from Ms. Hammett: On the back of Argus Corn Starch boxes is a recipe for making clay. The clay can be shaped with cookie cutters or other forms, and left to harden and dry. Felt tip markers, poster paints or water colors will color the clay and adding salt makes your form sparkle. Good for making paper weights, pen and pencil holders.

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**3 women Two seeking liberation**


By Sara Chamberlin

IF YOU ARE a Jewish girl growing up in New York City in the 1940s, there is only one significant goal in your life—marriage. If you are a Jewish girl growing up in Bayberry Heights, Ohio, in the 1950s, there is only one significant goal in your life—beauty. Sheila Levine of "Sheila Levine is Dead and Living in New York" in the overwrought, unthinking, white city girl searching for survival in the form of a husband. Sasha Davis, of "Memoirs of An Eccentric Girl," in the unhappy but quirky, smart girl who lives on an early age that the only way to make it in a man's world is to be beautiful. Sheila Levine's "The Playboy" exotic as the genuine, hilarious memoir, which turns out to be her suicide note. She is going to kill herself, although she feels that she is so un-Jewish. Sheila's reasons are quite simple. She doesn't have a chance at getting married. Among other things, these facts are against her: "The ratio of men to women in the world, and also, that she's Jewish. So, convinced by society that she can't live unmarried, she gives up." Whether Sheila succeeds in killing herself is actually not the main point. Why it is that this woman can be rational and clear-thinking on the inside, but completely persuaded and married-up on society's behalf—she is a role that must fill a certain role? In sharp contrast to Sheila, Sasha Davis tells her story more seriously. She manages to show every eye-blink from age 5 through 30. The story is far from boring, but her obnoxious personal-ity soon wears off.

As soon as she begins grammar school, Sasha realizes that the boys will always have life easier. Through junior high she prays she will meet a boy who will love her. In senior high she knows she's rather be brilliant. It becomes clear as she goes through high school, she has an affair with a married professor in college, but her interest is only friendship. By the time she is 29, Sasha has given up all hope of saving the boy, the people from her past for driving her to this state. Actually, Sasha knows that she's not society's fault. She has put herself in this position completely on her own.

... and 1 who found it


By Dave Soter

ANNE MOODY is an aggressive, dedicated civil rights advocate. But she wasn't always that way. In her autobiography, "Coming of Age in Mississippi," she tells of the troubles a smart, petite, black girl had while growing up in Southwestern Mississippi.

"I am the woman who, in 1971, made the NAACP official policy." She became president of the NAACP at 20. When a new girl in her class was rejected by the other girls, she wrote a letter to the principal and saved her, the snobby small town girl who learns at an early age that the only way to make it in a man's world is to be beautiful. She becomes president of the NAACP at 20. When a new girl in her class is rejected by the other girls, she writes a letter to the principal and saves her, the snobby small town girl who learns at an early age that the only way to make it in a man's world is to be beautiful.

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Lunch-time sports

Part of the team

The guys who ride the bench

By Dwain Doty and George Andrus

What’s it like to be on U-High’s boys’ varsity basketball team, but not to start?
It’s a chance to help the starting players, according to Danny Rudolph.

"If you see someone make a great play, you put in your best effort and do your best to get into the game," Philip Cole says.

During most of the game, the nonstarters will sit on the bench, waiting to get in.

FROM THE BENCH, Coaches Sandy Patlak and James Clarke, Rich Tarlov and Mark Travis watch the Maroons play from the bench. In his 6th year of basketball, Andy Stern is finally starting. Looking back on all those seasons, Andy commented, "I guess I just have a basketball Jones.

What makes these students stay on the team for a year in which they may play only a few minutes the whole season?"

"Because I’m waiting for my chance to show the coach what I can do," Philip Cole says.

During most of the game, the nonstarters will sit on the bench, waiting to get in.

Chess team tops tourney

By George Anders

Thanksgiving vacation. For some students, it was a break from the turkey dinners. For others, it was a chance to play chess away from Chicago. For a few chess freaks, it was a 3-day junior high school tournament at the LaSalle Hotel.

By Sunday evening, the tournament was over. Pacified by identical 5 win, 1 draw, 1 loss performances from newspaper, Aaron Stern and Dan Stone, the Maroons finished 1st, 1-point ahead of 2nd place New Trier East.

Schools from across the U.S. could send players. Seventy-five Middle Schoolers, representing 5 schools, participated in the tournament.

Middle Schoolers Erich Hoff and Deb Arziali rounded out the Lab Sectional team. Greg McGee and Dansey Rothman also played but did not make enough games to make the team.

The Chicago Chess Club had promised a trophy and a $100 check to the 1st place team. Aaron, Dan and Erich also hoped for individual trophies. Because of a shipping delay, none of the trophies were awarded at the tournament. At deadline, players were still waiting for their trophies to come by mail.

Aaron recalled a memorable game against the top-rated player in the tournament.

"I was reallycreamy," Aaron explained. "He offered me a draw, which I refused. After I won, the guy started whimpering at the judge."

"Winning greatly improved my chess confidence," Aaron added. He was disappointed at the scheduling of the tournament though.

"From 9:30 Saturday morning to 10:30 that night, I was at the hotel. We had as much as 2½ hours between rounds, which was a lot of time to kill." Dan, a veteran of 9 tournaments, used the time between rounds to play speed chess or to watch other games.

He enjoyed the whole tournament, but was surprised at some U-Highers’ reactions.

"The next day at school," Dan recalled, "no one asked me for my autograph. Most people didn’t even know we had won it." classy. He offered me a draw, which I refused. After I won, the guy started whimpering at the judge.

Raphael Coiz, U-High’s only player in the championship section, won 3 games, drew 1 and lost 3.

Meanwhile... other Chess Club members are also keeping busy. Secretary-Treasurer Rick Mueller is organizing matches against Metro, Quigley South and Kenwood High Schools for the winter season.

"I hope to direct the second annual Junior High School tournament scheduled for the U-High cafeteria during February," Aaron explained. "He offered me a draw, which I refused. After I won, the guy started whimpering at the judge."

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Getting back in the swim

Swimmers size up season duringuggy practice

By David Shaw

Coach Larry McFarlane’s voice echoes through the hot, humid nastarce in Sunny Gym as he starts the 1:35-5 p.m. practices by splitting the 21 members of the swim team in 2 groups.

The team is basically inexperienced because a large majority of the members are freshmen and sophomores. McFarlane tells an oldie. There are 18 returning swimmers and 10 new ones making up the team.

In coming practices McFarlane plans to develop 1 of the swimmers as a butterfly in the near future. Pitches twice a week, he says, “Our strongest strokes are freestyle and breast; because of our large number of proficient swimmers in both of these strokes.”

The swimmers McFarlane is talking about are held under on the long gray benches by the pool discussing their different methods of passing time during the practices.

“Sometimes I think about songs like Whistle while you work,” comments Doug Mazique. Jason Weil adds, “I think about how many laps left and how many minutes.”

The swimmers got into the pool, and were back in laps. After swimming 400 yards they got out and watched other returning swimmers talk about times when they wanted to quit the team.

“I wanted to quit as a freshman because the practices were so hard,” remembers Doug, “but I stayed with it.”


go back to coursework

Some players have to tutor now, he’s thinking of a major and being rewarded for making a mistake, mixed the kids on the teams by race and background.

George Anders

A coach’s dream

FOR 10 YEARS, streams of people headed down the narrow staircase in Sunny Gym. The boys’ basketball teams had just won their district title, and the boys’ soccer team was a Harvard-St. George. Hundreds of fans crowded into the Lower schools. “Individuals needed help in lots of different areas. I had to mold lots of different kids into a team.”

Sports played varied with the seasons, but, Mr. Montgomery said, “There were always team sports. We had to get those kids to work together. We purposely mixed the kids on the teams by race and background.

Contrary to many visions of today’s current system, Mr. Montgomery saw some good in it. There were many dedicated people working there,” he said. He also closed a new system which was based on the school’s history, in which a person there is rewarded for doing bad and not rewarded for doing good.

By Simona Niedenthal

A gift

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"WE HAVE to have a reason for the existence of man. There has to be an explanation for all the things we cannot explain; an explanation for our free will to do what we please. God made us like that, to be free. He either lets us do anything we want, or He controls what we do. Religion cannot make us do anything we want, except to do the right things. Religion controls our actions, not our desires. We must have the power to do whatever we want."
—Bruce Horst, junior

"I DONT BELIEVE in God. People use God as an excuse for why things happen. I can't believe in a being that can control the world"...
—Steve Brown, junior

"1 WOULD LIKE to think that there is a God, but sometimes it's hard for me to believe in a God. If I believe in a God, I don't believe in Him. He is the Father of all life, and He wants us to be happy."
—Peter Gilbert, junior

"I DON'T BELIEVE in God. People use God as an excuse for why things happen. I can't believe in a being that controls the world"...
—Steve Brown, junior

"I USED to believe in God because I was brought up to believe in Him, but He proved Himself to me. Teachers in religious school tried to brainwash me into believing in God, but there is a God out there. He explains war and racial tensions."...
—Dwain Dady, senior

"I DO NOT believe in God straight off. I am open to the question, but not the open to the question, but I don't have any scientific proof."
—Dwain Dady, senior

"I BELIEVE that there is a 'good' that watches us. It's not a form or a god, but rather a presence, a force for good."
—Louise Miller, senior

"BELIEVE in God because I've read the Bible, and I don't think it's the only one. I think the Bible is a moral guide, and it's the best one."
—Andrea Kistler, senior

"BELIEVE in God, but I don't believe in a God who created the world and then abandoned it."
—Dwain Dady, senior

"BELIEVE in God because I've read the Bible, and I don't think it's the only one. I think the Bible is a moral guide, and it's the best one."
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