

# The U-HIGH MIDWAY

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## Pluses and minuses U-High's grading system uses them, then doesn't

By Abhijit 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 figuring a student's grade point average (GPA).

Most of the 16 teachers and administrators interviewed by the Midway about the grading system want pluses and minuses included on transcripts and in averages as they are 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 Standrod 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.

On the college transcript, the difference between an A-minus and a B-plus is 1, while there is no difference between a B-plus and a B. 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 would 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 B's still a B." (See box at right with statistics relating to Ms. Robb's comment.)

Ms. Robb added that the National Association of Secondary School Principals advises discarding pluses and minuses on transcripts and in figuring grade point averages.

Practices at area schools vary. Pluses and minuses are not computed into averages at New Trier East and Evanston Township High Schools, but at Francis Parker High they are. A counselor there, who preferred to remain anonymous, said it would be pointless not to include them when they are assigned by teachers.

SHE WAS UNAWARE of NASSP's recommendation to the contrary and said she had received no complaints on the school's policy from colleges. She added that she is not sure if large colleges look at pluses and minuses but she is sure small ones do.

Two college admissions officers from Connecticut and Bates colleges (enrollments 1850, 1200 respectively) visiting her said they do examine pluses and minuses.



Art by Matt Freedman based on a drawing by Sir John Tenniel in "Alice's Adventures in Wonderland."

### U-High's grading wonderland

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 cheese that thin," 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 21 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 30 per cent. One English class received 32 per cent A's and another 0.

DESCRIPTIONS OF As, Bs, Cs, Ds and Fs on grade reports could also be improved, according to most teachers and administrators interviewed. Most felt that describing A as superior and B as excellent, rather than starting with A as excellent, pushed descriptions of achievement too high.

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

Foreign Language Department Chairman Gregor Heggen approves of the present system and said the descriptions are correct because at this school he expects everyone to be of high caliber. His comments largely reflected those of others who defended his description.

## In The Midway

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## In The Wind

TODAY—Boys' basketball, Glenwood, 4 p.m., there; Girls' basketball, Ferry Hall, 4 p.m., here; Boys' swimming, Glenwood, 4 p.m., there.  
THURS., DEC. 13—Boys' swimming, Quigley North, 4:30 p.m., here; Alumni basketball game, 7 p.m., Sunny Gym; all-school party after the alumni game.  
SAT., DEC. 15-SUN., JAN. 6—Christmas recess.  
MON., DEC. 17—Boys' basketball, St. Michael's Invitational, first game, 8 p.m., there, other games to be announced.  
WED., DEC. 26-FRI., DEC. 28—Larry Hawkins Basketball Tournament, frosh-soph to play, time to be time to be announced, Fieldhouse, 5550 S. University Ave.  
WED., JAN. 9—Boys' basketball, Morgan Park, 4 p.m., here; Girls' basketball, Morgan Park, 4 p.m., there.  
SUN., JAN. 13—Recital, Music Teacher Gisela Goettling, 4 p.m., Mandel Hall, 57th St. and University Ave.  
MON., JAN. 14—Boys' basketball, Latin, 4 p.m., there; Girls' basketball, Latin, 3:30 p.m., here.  
FRI., JAN. 18—Boys' basketball, St. Michael's, 4 p.m., there; Girls' basketball, North Shore, 4 p.m., here; Feature Film Club presentation, "To Sir With Love," 7:30 p.m., Judd 126, free.  
TUES., JAN. 22—Midway out after school; Boys' swimming, Latin, 4 p.m., there; Girls' basketball, Francis Parker, 4 p.m., here.

Hacking off pluses and minuses on grade point averages is like doing addition of two digit numbers without the last digit.

If an A = 1 and F = 12

Then the GPA of ...

A- (2)  
B+ (3)  
B+ (3)  
B+ (3)  
B+ (3)  
C+ (6)  
is 33 or a B+

But if pluses and minuses are hacked off ...

A- (1)  
B+ (4)  
B+ (4)  
B+ (4)  
B+ (4)  
C+ (7)  
the GPA is 4 or B

# University takes steps to conserve energy

By Vinit Bahl

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 68-70 degrees, closing all entrance doors, removing objects obstructing warm air circulation and turning off lights in rooms where daylight is sufficient.

Director of Administrative Services Donald Conway said there should be no problem here if teachers and students recognize correct procedures for conserving energy.

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

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 thermostats down to 68 degrees and turning off outdoor lights when not needed. He also recommended driving no faster than 50 miles an hour.

"We're turning our thermostat down to 62 degrees, turning off all lights, wearing our winter coats inside, at least I am. I'll survive as long as I have 300 coats," commented Carolyn O'Connor.

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

Some U-Highers are not taking steps to conserve electricity or fuel.

Loren Taylor believes "this is most likely a farce. They were threatening a gas shortage all summer and nothing happened."

Marcus Deranian said, "We're doing nothing because we're too lazy and greedy and it's not something we have resigned ourselves to consider. The projected fuel shortage over the summer turned out to be a hoax and did little than give a scanty justification for the fuel companies to drive their already scandalous prices up."



Photo by Gregg Dworkin

WITH PUBLICATION DATE nearing, cocoordinators Robin Williams and Steve Massaquoi edit stories for the

## Onyx staff finishing Jan. issue

By Gregg Dworkin

Three features on the theme "Vital Aspects of the Black Community" are planned for the upcoming January issue of Onyx, magazine of the Black Students Association (BSA).

Thirteen members of BSA have been working during their lunch periods and after school to finish the issue. A 2nd issue will be published in May.

The staff plans to include features on Providence Hospital, black colleges and State Senator and Minority Leader Cecil Partee in carrying out the theme it has announced for the January issue. The cover story probably will be on the 3 new black faculty members at U-High. The issue also will include artwork, poetry and essays from U-High contributors.

Onyx was started 5 years ago as a subcommittee project of BSA. Initially it was a literary magazine, but last year's staff extended it to include news and commentary and, for the 1st time, all students and faculty were invited to contribute. To finance a larger and more polished publication, the staff also sold ads for the first time.

Robin Williams and Steve

January issue of Onyx, magazine of the Black Students Association (BSA).

Only 20 or so contributions were received from U-High students and faculty for the January issue, compared with approximately 50 for last year's issue.

"I think many people are not familiar with the contribution policies of Onyx," Robin said. "We might ask a white person to contribute something and he'd say, 'What! Can I contribute to Onyx?'"

BSA provides one-fourth of Onyx's funds and the rest comes from ad sales. Surplus ad revenue, if any, will go to pay for the next issue.

## Quickies

### Music teacher to give recital

**VOCAL MUSIC TEACHER** Gisela Goettling will sing in recital 4 p.m., Sun., Jan. 13 at Mandel Hall, 57th St. and University Ave. Ms. Goettling has coordinated for this week holiday music by Lab Schools students 8 every morning in Blaine Hall. The High School Wind Ensemble, Choir and Vocal I class are among the participating groups.

**ABOUT \$3300** was earned by this year's Gilbert and Sullivan production, "Iolanthe," presented Thanksgiving weekend. The sponsoring Parents Association will decide how the profits will be distributed among the Scholarship Fund and other Lab Schools programs.

**THE MIDWAY** made several errors in its Nov. 20 issue. They are as follows:

In a page 3 story on the Gilbert and Sullivan production the names of several students participating were not reported. They included Joan Meier, Mark Hankin and Cathy Wallace, who played in the orchestra; Peter Fritzsche, Marc Weinstein and Paul Sagan, who worked on the set; and Angela Alexander, Allen Grunes and Evan Carter, who provided general assistance.

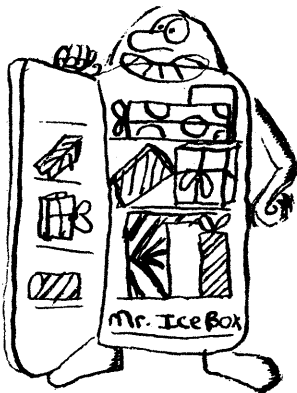
In the front page story on student opinions of the Guidance Department, Jeff Johnston felt the Department was "too impersonal" only in the type of services they offered, not in the type of people they were. On the same page, it was reported that Counselor Emmett Griffin had received his M.S. from the University of Wisconsin at Eau Claire. Menominee is correct.

On page 6, the names of James Fleming and David Offenkrantz were switched in photo identifications.

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## Living with the dead



Carolyn O'Connor

By Paul Sagan

Carolyn O'Connor sat in the middle of her sleeping room, watching television late one Saturday night. Down the hall lay several dead bodies. Suddenly the lights and television went out and the pushbutton lights on a telephone in front of Carolyn started to flash on and off. Several seconds later the lights and television went back on and the telephone stopped flashing. Carolyn stayed in her chair, surprised. She never did find an explanation for the incident.

Carolyn was spending the night at a South Side funeral home, as a night watchman. Her brother Richard has been a Saturday night watchman at the home for several years. One Saturday about a year ago he couldn't go to work and asked Carolyn if she would fill in for him. She did and has substituted several dozen times since.

**CAROLYN'S JOB** includes answering the telephone and letting the police in if they arrive in the middle of the night with a corpse. "The bodies are kept in a room 25 feet down the hall from where I sleep, but it doesn't bother me," Carolyn said. "Usually we get 1 or no bodies at night, however, we got 3 bodies 1 night once and that was very hectic."

The home is layed out with an entry hall where rooms for clients are located. The hall branches off. To the left are the offices and to the right the home's chapel, the casket room, the room for dead bodies and Carolyn's sleeping room.

When Carolyn works at the home she arrives at 8 p.m. Saturday and stays until 8 a.m. Sunday. Carolyn's mother always spends the night with her because, Carolyn said, "My mother is afraid I will get scared if I stayed in the funeral home alone at night."

Down the hall and through a door is Carolyn's favorite place to explore: The casket room. Carolyn says she enjoys going in and picking out a coffin she would like to be buried in. She has never gotten into one, however, because she feels since they are for someone else it would not be proper.

**ON CAROLYN'S** first night at the home she felt a little apprehensive and a little fearful but, she said, she is not superstitious. She thought it would be a good idea to be wary, however, on the chance that some creature lurked in the funeral home, she said.

The lights-out incident isn't the only strange story Carolyn has to tell about her experiences in the funeral home. One night a friend was staying at the home with Carolyn, as her friends

sometimes do. "We were exploring the place by candle light," Carolyn remembers, "when our candles blew out. And we were sure someone was following us."

Massaquoi are coordinators for the January issue and Librarian Mary Biblo is adviser.

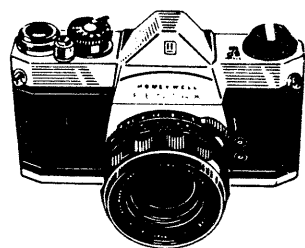
This year's staff decided to produce 2 issues instead of 1, according to Robin, because "the need and services Onyx provides prompts 2 issues, giving folks a chance to express their views."

"What it all comes down to," Steve said, "is stories and money."

It is less expensive to publish 2 smaller issues than 1 large one, he explained. "We wanted more stories, but we can only have 44 pages. After that the printer's prices go up proportionally," he added.

The January issue will consist of about 24 pages. "We just plan what's in the magazine and however long it comes out to be, that's it," Steve said.

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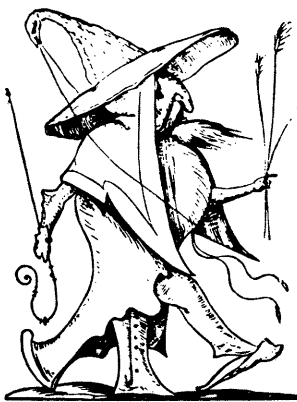
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# All about cheating

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 Midway, the 2 most popular cheating methods are copying homework and test answers from classmates, and acquiring test answers from students who have already taken exams.

Another less common cheating method is to use hidden notes for exams. They can be written on a desk, or on a hand, wrist, shirt, cuff, undershirt, pants, blouse, shoe sole, or pencil.

Writing English and social studies reasons for doing so ranging from lack of brainpower to laziness. "I realize I don't have the brainpower to get top notch grades, so I cheat," a junior boy said. "This way I get As and Bs quite easily."

A sophomore boy said, "By cheating, I get all Bs. However, I know that if I studied, I could get the same grades. I guess I'm just lazy."

One senior boys said he cheated because he is unsure of his capabilities. As a result he said that he cheats on tests even when he's prepared for them.

A senior girl, who said that she did not cheat, commented that "at U-High there's probably more cheating than at any public school, since there's pressure on students

to get good grades, so that they can get into good colleges."

Cheating, in the opinion of the students, could be a foolproof way to get good grades, except for 1 drawback: the fear of being caught.

According to the chairmen of the Math, Social Studies, English, Science and Foreign Language Departments, teachers are always on the lookout for students who copy on tests.

According to Foreign Language Department Chairman Gregor Heggen, "We include long translation sections on our tests, so it's easy to tell if students copied directly from each other."

Math Department Chairman Alan Haskell said that, "It's hard to tell if students copy on math quizzes and tests. Many of the questions require specific answers or aren't true-false."

Science Department Chairman Ernest Poll said that some of the teachers in his department allow students to use their notes when taking exams.

"This way, the students don't have to cheat," he commented. "The teachers don't just base their grades on test scores. In class lab work is also a major factor."

To prevent students from copying, Mr. Heggen, Mr. Haskell and Mr. Poll suggest that teachers separate desks in the room on test dates.

Some teachers at U-High find that it's hard to tell when students cheat.

According to Social Studies Chairman Joel Surgal, social studies teachers aren't always familiar with the research materials students use, therefore, the students could get away with copying directly from the materials.

Except for English Department Chairman Eunice McGuire, none of the department heads said he knew of any cheating cases this year.

"On several occasions I have found that



Art by Hal Bernstein

students have plagiarized from textbooks, when writing commentaries on books," Ms. McGuire commented. "I don't punish a student for cheating. I just given him another chance to rewrite the paper, without plagiarizing."

According to Dean of Students Standrod Carmichael, "teachers have the option of handling cheating cases personally, asking my advice or the advice of the Guidance Department, or referring the cases to me." In any instance, the parents are informed.

"If a teacher catches a student cheating, then the teacher could lower the students' overall grade, or just assign him extra work. If I am informed of a serious

cheating case, then I would consult with the principal as to whether it should be brought before the Committee on Discipline. The Committee has the power to expel a student."

Mr. Carmichael has not been informed of any cheating case this year. "Perhaps this is a good sign," he commented.

Guidance Counselor Emmett Griffin believes, however, that "there might be a substantial number of cheaters at U-High. Cheating is a way of getting good grades," he 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.

An oscilloscope, Mr. Kimmel explains, 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 help them explain subject matter to their class, he said. Without one, some subjects are more difficult to explain and demonstrate.

Director of Administrative Services Donald Conway said Mr. Kimmel's having to change his curriculum resulted from a misunderstanding. The oscilloscope originally was the property of the now-defunct Audio-Visual Center, he explained, and was lent to the Science Department for a year, after which it was to be sold to the University with other equipment from the Center.

Money from the sale went into

the Lab Schools budget.

Mr. Conway said Mr. Kimmel was told the oscilloscope was to be sold when he borrowed it. Mr. Kimmel said "it was only hinted the oscilloscope would be sold." He planned his curriculum with use of the oscilloscope included and then learned the 1st week of the quarter it would no longer be available, which resulted in him having to rewrite his curriculum after school started.

Mr. Kimmel said that one example of how he planned to use the oscilloscope was having his classes find the speed of light using it. He has changed or cancelled this and other experiments involving the instrument.

The Science Department does have access to other oscilloscopes but they are not as accurate or reliable or have all the features the sold instrument had, Mr. Kimmel said. Science Department Chairman Ernest Poll said that one was "of the quality you would expect to find in a good college lab."

## Math machine-style

By Alan Gottlieb

Mechanized math.

That's the essence of a new math course, Intermediate Mathematics, which utilizes computers to solve complicated problems. The 2 classes are taught by Shirley Holbrook and Julia Zacharopoulos. The course, basically for 2nd-year math students, also was open to some "exceptional" freshmen, according to Ms. Holbrook. The text was written by members of the Math Department specially 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 today's world, and I wanted to give kids a chance to work with them."

Students are first taught how to flowchart, the first step in computer programming. Flowcharting involves breaking down complicated math problems into simple steps for the computer and translating them into computer "language." Once flowcharting is completed, students can begin feeding problems into the computer.

"We start out with problems that are slow and tedious for humans, like square roots," explained Ms. Holbrook. "The second chapter (of the course) deals with more traditional aspects of math, like trigonometry and logarithms."

The students use computers owned by the University located in the basement of Judd Hall.



Photo by Mark Bryant

## For the bird

"GET YOUR ELBOW out of my turkey," might be the comment of 1 of the people crowded around this

Thanksgiving table as home economic students and their guests celebrate the holiday with a buffet dinner Nov. 21.

## Faculty talk, share ideas

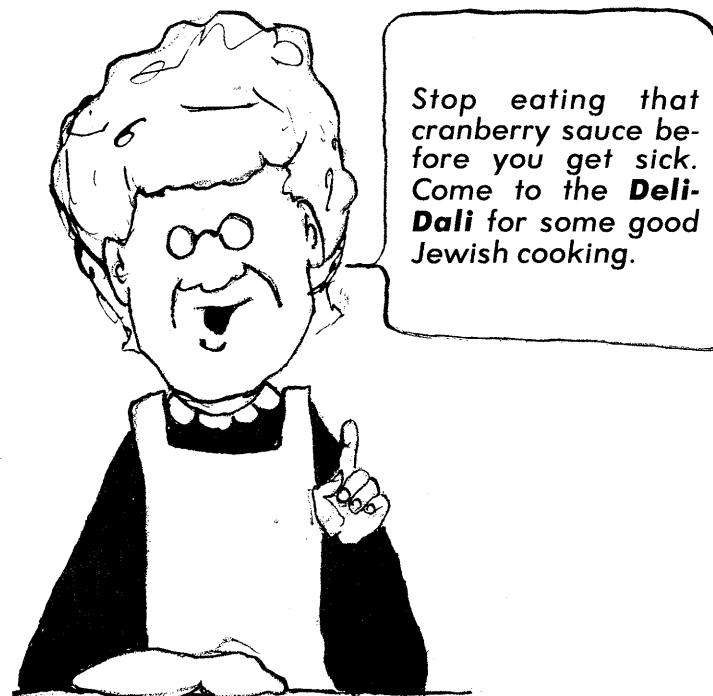
Sharing ideas on student needs, the faculty has met once this year under a new meeting plan and will meet again in January.

The faculty decided last year to drop its monthly meetings devoted largely to reports and instead emphasize irregular small-group discussions.

The faculty decided also to include all teachers with high school classes in its meetings, not just those officially assigned to the high school faculty, as was the previous practice (as official groups, teachers in the Nursery, Lower, Middle and High Schools are called Faculties I, II, III and IV and each teacher is assigned to one even though he may also have classes in another).

At a meeting Oct. 1 the teachers heard brief messages from selected faculty speakers, then broke into small groups to discuss student needs by grade level. At a meeting Jan. 21 they will discuss crosscurricular work.

Teachers assigned to Faculty IV met last Tuesday to elect representatives to faculty committees, hear committee reports and consider approval of the new student government constitution.



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# The part of school that goes home

## 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 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 end-of-the-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 would change it. Many students complained they receive several hours of homework one night and little the next. Most teachers said they rely on student complaints 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 due the next. Others cited the different rates at which students work.

"What takes 1 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 for 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.

Department chairmen interviewed by the Midway said the teachers in their departments as a group had not established rules on how much homework is assigned or what part of a grade is determined by homework.

SOME TEACHERS said they used a 50-minute guideline, that homework for one evening should take no longer than time spent in class.

Most teachers said that if a student complains he has too much homework they first try to see if the student is doing it the right way. "I look at the efficiency and understanding of a student," said German Teacher Gregor Heggen.

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

If several students complain that homework is too difficult or taking too long, most teachers said they go over the assignment or assign less.

FEW STUDENTS interviewed said they did all the homework assigned in all their courses. Most said they did not do it efficiently.

"It takes me 2 or 3 hours to do what should only take 1," said David Gottlieb.

Student estimates of how much homework they did an average night varied widely. Juniors and seniors interviewed generally felt they were assigned 2 to 4 hours an average night. Freshmen and sophomores estimated 30 minutes to 2-1/2 hours.

BECAUSE OF THE amount of homework they receive and time they spend on it, many students said homework interfered too much with nonschool activities.

"Homework prevents me from having a good time," Chipper Clanton said.

"Homework interferes with my social life a lot," Joel Miller said.

But Scott Wilkerson believes it's the other way around. "I think it's the other things I want to do that interferes with my homework," he said.

MOST STUDENTS felt that homework is necessary. "I suppose it's necessary. Classes won't get anywhere if you don't prepare ahead of time," Matt Lincoln said.

Others disagreed with the concept of homework or the fact it is considered an integral part of the school program.

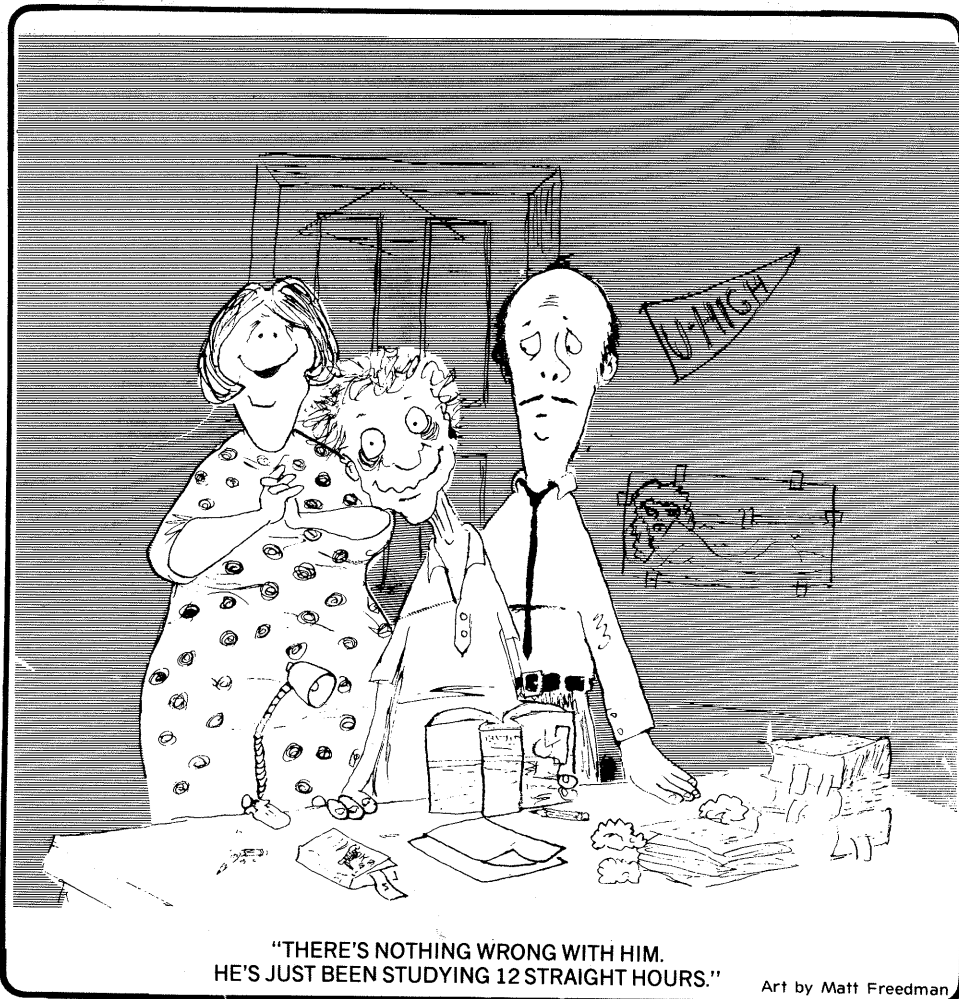
"I think all work should remain in school," Hal Bernstein said.

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

PRINCIPAL Karl Hertz believes making rules on how much homework a teacher can assign would be a poor solution to student complaints about homework. "The teacher ought to retain control over what's assigned because he is best able to judge what's going on in the classroom," he said.

Lab Schools Director Philip Jackson did begin work last year on drafting a school statement concerning homework. He asked teachers to discuss homework requirements in their department meetings and draft department statements concerning them.

According to Mr. Hertz, such a school statement would not include specific rules about homework but, rather, a "philosophical document that raises questions that should be considered."

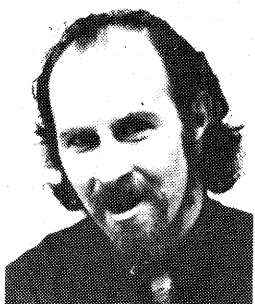


"THERE'S NOTHING WRONG WITH HIM. HE'S JUST BEEN STUDYING 12 STRAIGHT HOURS."

Art by Matt Freedman

## Three opinions on homework

### Social Studies Department Chairman Joel Sural:



Mr. Sural

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 structure of a language, there is no alternative to long hours of study and practice. Social Studies, too, demands 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. This I apologize for.

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.

### Senior Larry Lieberman:



Larry Lieberman

U-HIGHERS, 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—like when you have a test and a research paper due on the same day.

Sure, you can say that U-Highers have too much homework, because you see people from other schools roaming the streets while you have to stay home doing your work. But compare their grades to

yours. 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 they must do it, so must we.

In conclusion, I feel the homework situation at U-High is quite fair. If students want good grades, they'll just have to work for them.

### Parent Elizabeth McNeill:



Ms. McNeill

U-HIGH STUDENTS 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.

Freshmen and sophomores should average 2 hours and juniors and seniors at least 3 a night. However, several teachers each assigning large dollops for the same night, and perhaps none the next, create a deplorable situation.

More teacher cooperation would produce more student practice in effective organization, and might prevent groggy inanimate lumps of humanity in the

post-dollop classroom.

However, students postponing long term assignments until the last minute deserve scant sympathy. And 1 student may complete his assignment well in half the time it takes another to butcher his.

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 compared to the average adult's 40-hour week with 2 weeks' vacation. Teachers' 3 month vacations are obviated by evenings spent correcting papers and preparing classwork.

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# 'Best high school in the U.S.'

## Maine South has been called that

By Katy Holloway

What makes a good high school great?

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

MAINE WAS NAMED the best high school in the nation in a study this year conducted by Prof. B. Everard Blanchard, director of educational field services at DePaul University. Prof. Blanchard gave Maine South its number 1 rating on the basis of a questionnaire he distributed to teachers in 615 secondary schools in 41 states. He spent 4 days observing at Maine as a member of a North Central Association (NCA) evaluating committee.

Maine South Assistant Principal Robert Barker said he "was not 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."

Principal Clyde Watson said, "One of the strongest things we have going is the strong interest of parents' groups, vitally interested in what the young people are doing."

"YOUNG PEOPLE" at Maine South refers to its student body of 3,460 students.

Guidance Director James Bonney feels that Maine South must produce a "small school atmosphere within a large school, otherwise the student becomes a nonentity. Everyone needs to have his opinions heard."

To create this "small school," Maine South's student body is divided into 10 homerooms of 80 students from each grade, a homeroom teacher and a counselor.

EACH ENTERING freshman is assigned a homeroom and a homeroom teacher which he will stay with for the next 4 years. His locker will be situated outside of his homeroom. Each morning homeroom meets for 15 minutes and official bulletins are read or dispensed. Each homeroom also is used by its students as a study hall and as a checkout and sign-in point when a student leaves the campus.

The homeroom counselor is always there for students to consult.

According to Mr. Bonney, a student should be able to build a strong rapport with his counselor during his 4 years at Maine South.

"WE KEEP HIM with the same counselor in the same homeroom for 4 years. Due to faculty turnover, the homeroom teachers are harder to keep," Mr. Bonney reflected.

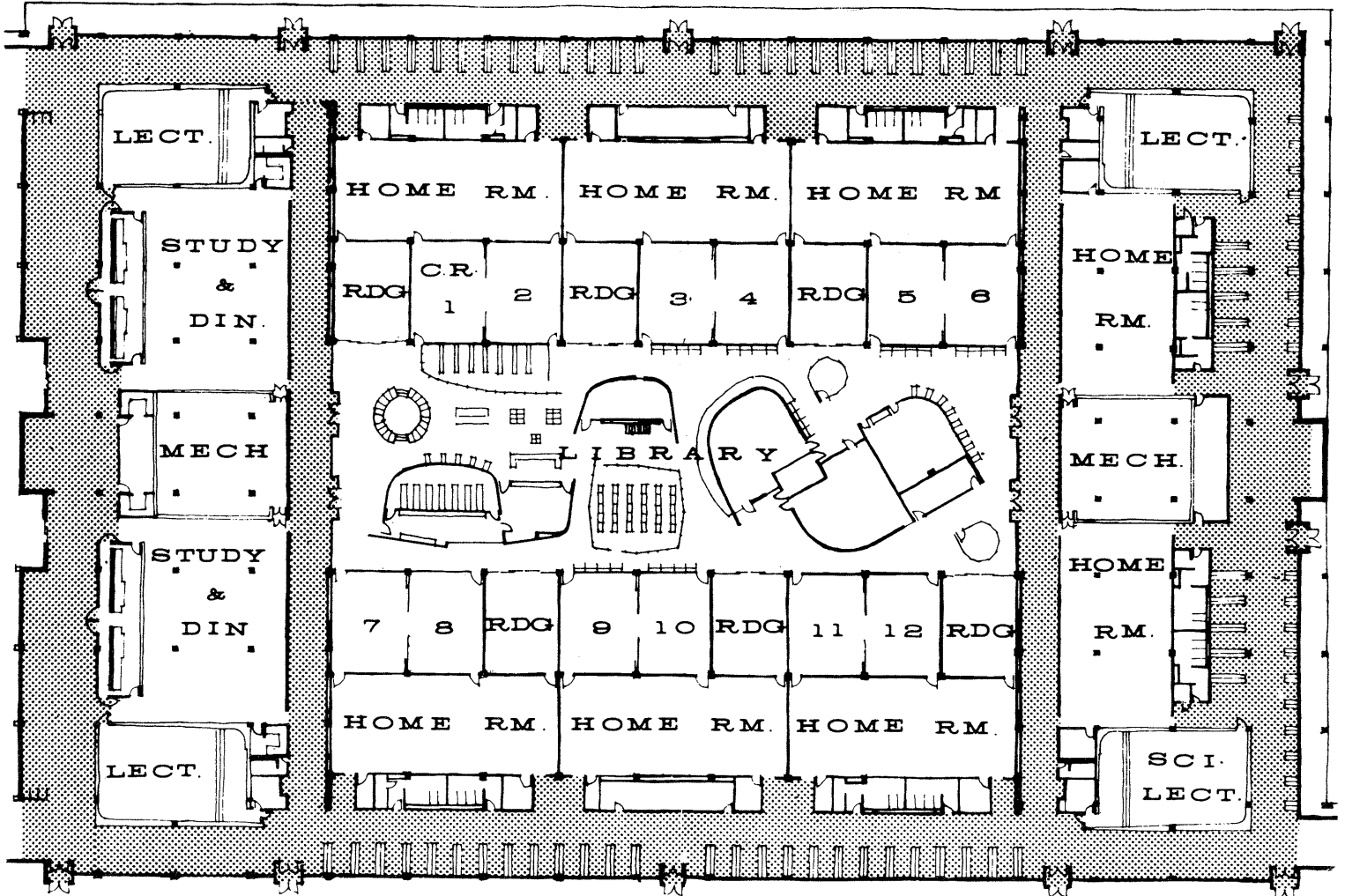
"A student becomes pretty much associated with his homeroom area," he said. "This identity with the homeroom is important because it gives the student a feeling of belonging someplace."

During a student's open period he has the option of homeroom study, working on a special project, or staying in the student lounge.

OR, HE CAN go to the library. "We have a unique library," Dr. Watson said enthusiastically. "The library should be the center of learning and the school was built around it."

Six of the homerooms have direct access to the library. The other 4 are situated just outside the library. The school was dedicated Oct. 15, 1964.

Because of the large number of students, each Maine South student has 1 library period a day.



THE CENTER SECTION of Maine Township South High School at 1111 South Dee Rd. in Park Ridge houses the library, 10 homerooms and 4 lecture rooms. There are 4 other sections in the 60-acre educational complex: Vocational arts,

performing arts, physical education and the academic section. This drawing is from a brochure produced for the building's dedication in 1964. The architecture is low-slung and modern, with the school facing attractively upon a pond and lawn.

According to Head Librarian Judy Lange, the Maine South library can handle a maximum of 300 students each period. The library of 25,000 volumes circulated 7,500 last month.

"MOST OF our books support the curriculum," 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, recording rooms, preview and listening rooms, and the audiovisual center.

To serve its diversified student 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 per cent of Maine's graduates go on to college. He estimated that 6 per cent enter nurse training or vocational schools. The rest of the

students will work or eventually go on to college, he conjectured.

Besides college prep courses, Maine South offers vocational courses in printing, auto shop, machine shop and home economics, and 6 work-experience programs: diversified occupations, office occupations, co-op work training, food services, child care and distributive education.

Student participants in the work-experience program spend one-half day in the school building and one-half day in the community. Maine also offers business education classes.

COURSES ARE offered at remedial, regular, advanced and advanced placement levels. According to Assistant Principal of Students Robert Simonson, Maine works on a 4 point grading system for regular classes, 5 point for advanced placement classes, and "lower than 4" for remedial courses.

There are 9 periods of 42 minutes in each school day, beginning at

8:10 and ending at 3:40, with 6 minutes passing time. There are approximately 30 students in each class.

Mr. Simonson feels 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.

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 administrators revoked permission because of the large number of similar requests since the school received its number 1 rating.

Quiet in the halls is well enforced at Maine South, however,

Sophomore Jo Ellen Johnson was interviewed as she worked at the circulation desk in the library.

"When I heard about the rating, I couldn't really believe it," she said, "because when you go to a school you don't know what others are like, and you're kind of shocked to find out it's the best. I would have said it's a good school. It's big, but after a couple of times through you can get around easily. I think I'd rather go to a smaller school."

MANY EDUCATORS feel that Prof. Blanchard's survey is unreliable.

In a letter to the Chicago Sun-Times published Oct. 21, Dr. Mark M. Krug, University of Chicago Professor in Education in History and Social Science, termed the survey as "errant nonsense" which "violated any reasonable canons of scientific research."

Mr. Simonson reflected that, "The fact that we were named number 1 on a survey makes us feel good, but we also realized that it was a survey."

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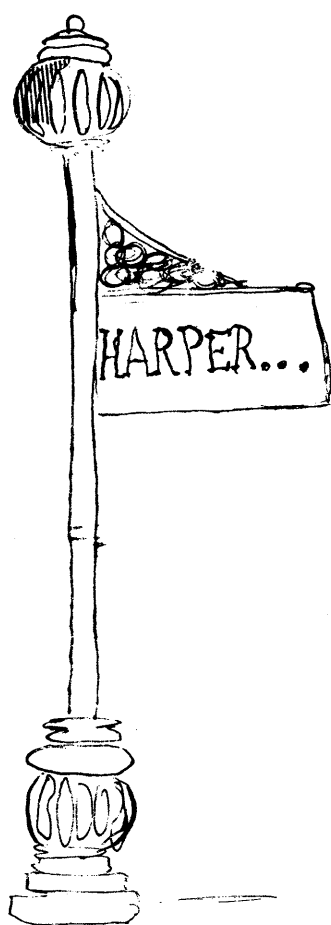
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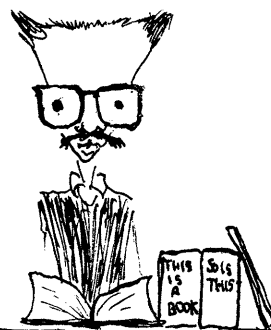
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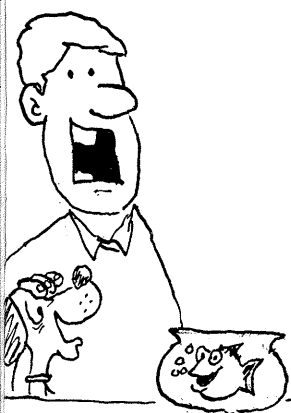


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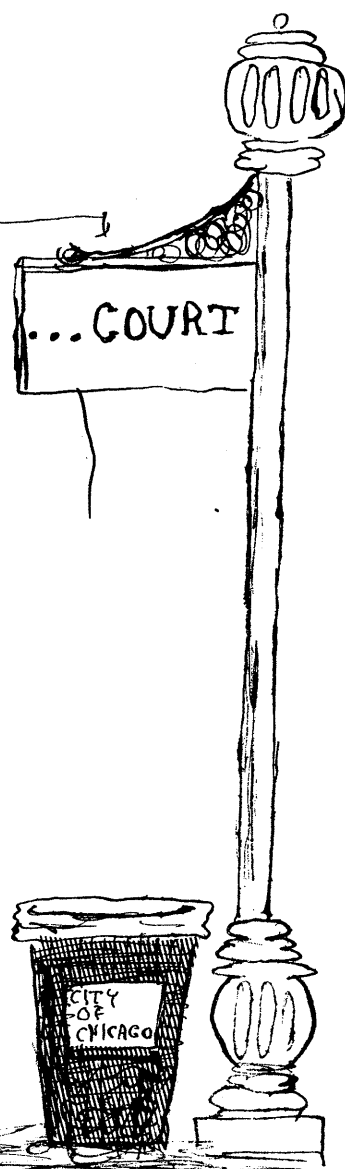
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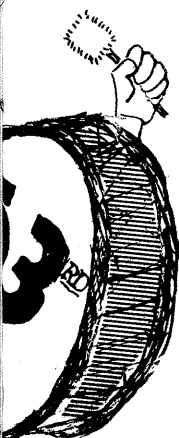
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# The world turns, not U-High

AS THE WORLD around it rapidly goes to pieces, U-High stands firm, a proud reminder to anybody interested that, come what may, hardly anything can disturb the normal U-Higher's way of life.

As America tightens its belt in preparation for a winter with a drastic cut in fuel supplies, U-High's Class of '74 loosen theirs as they begin to relax and enjoy the senior slump.

As inflation forces the price of food through the roof, U-Highers complain about the rising price of ham and cheese sandwiches at the Snack Bar and then go out and buy them anyway.

As President Nixon strives to bridge his credibility gap with the American people, U-High students try to convince their teachers that the reason their homework isn't done, or their paper isn't ready, is legitimate, after all.

As motorists are urged to slow to 50 and cut out unnecessary trips, buses speed U-High basketball and swim 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 America comes out of a farflung sexual revolution, U-Highers smuggle copies of Penthouse onto the library shelves.



MATT  
FREEDMAN

As sections of the White House tapes are unaccountably erased or completely lost, U-Highers Xerox their friends' homework.

As Henry Kissinger tries to convince the Arabs that we really aren't that bad, U-High seniors try to convince colleges that they are, in fact, pretty good.

As Israel faces the wrath of the world, U-High, which has a huge percentage of Jewish students, has 7 members in the local chapter of Hashachar, Jewish youth organization.

As wars continue all across the world, U-High's Chess Club meets regularly to fight its own little battles.

As terrorism becomes a way of life in Latin America, and around the world, U-Highers take karate lessons because it feels good "to know that you could smash up anybody in the whole school."

As the world becomes so polluted that human health and even human lives are threatened, U-Highers stop up sinks and urinals with paper towels and regularly leave the cafeteria in shambles.

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 b.s. Many people have called U-High "isolated" and "not truly reflecting the real world around it."

The way things are going, that's not doing too bad.

## Phot Opinions

Do you enjoy the Christmas-Hanuka season?

**JULIE LEVINSOHN, junior:** It's always a good relief for people to have a holiday season. Even though there is less money available this year, it's still good for people to be able to forget everything.

**ERIC SCHWARTZ, senior:** I enjoy the season because it puts people in a happy mood, a mood I would like to see carried out throughout the year.

**LAURIE WEISBLATT, senior:** I'm mostly looking forward to having a vacation. The kind of holiday spirit you find at Christmas time is good to have once in a while, but it usually gets blown up way out of proportion. Especially with the energy crisis, it's kind of wasteful to have lit-up decorations everywhere.

**ALICIA GREENE, junior:** Since Christmas is so commercialized in the stores, it's lost its meaning. People are just worried about material things. They don't think about the real meaning behind it.



Julie Levinsohn



Eric Schwartz



Laurie Weisblatt



Alicia Greene

## Issue of the Issue

# Grading U-High's grades

U-High's grading policies allow for a great deal of freedom for the teacher in determining what grades their students will receive. But the grade the teacher does assign does not always appear on the student's academic record. This is because the Guidance Department hacks off pluses and minuses on transcripts, and when compiling grade averages.

Often 2 teachers teaching the same course, following the same syllabus, grade according to their individual criteria for achievement. Consequently, students may receive different grades for the same quality work, grades which reflect what the individual teacher considers important.

Many teachers and administrators recognize these problems, and have considered several solutions. One is a system where, for example, 1 English teacher would instruct all freshman-level classes one year and another would teach all sophomores. With 1 teacher being responsible for all grades in a given course, standards would remain constant.

Team teaching is another possibility. Two teachers would work with 1 class, each grading students on different aspects of their work and combining their analysis in the final grade.

The simplest approach, though, would have all teachers from a particular department meet regularly to discuss their criteria for grading, and to attempt to create as much as possible a single grading standard. The English Department is using this procedure.

Grade point averages are used extensively by colleges in evaluating applications for admission. Because they are so important, grade averages should precisely reflect the true average. Under the present system they do not, for any pluses and minuses on the original grade are disregarded.

U-High uses a system of A, superior; B, excellent; C, good; D, unsatisfactory but passing; and F, failing; and, as stated before, in figuring grade averages, rounds off the the letter grade. Pluses and minuses do not appear on grade transcripts either.

According to Guidance Department Chairman Karen Robb, the system is used because the Association of College Registrars and the National Association of Secondary School Principals suggests it in the interests of greater uniformity and simplification in grade averages.

Also, she says that in the long run pluses and minuses round out, leaving the basic grade average fairly constant.

Many teachers, however, say that in their grading procedures they consider the difference between an A-minus and B-plus no greater than the difference between a B-plus and a B. In the final average, and on the transcript, there is no difference between a B-plus and a B, while there is the difference of an entire grade between an A-minus and a B-plus.

Many students have found that grade averages do not always round out in the long run. A student, for instance, who last year received 4 B-pluses has figured that if his grade average had considered all pluses and minuses, his average instead of being 3.3 would be 3.5, the difference between a B or an A average.

Clearly, as long as these inadequacies exist in U-High's grading policies, students face the possibility of receiving unfair or unequal grades, or of having the grade they did receive be altered on their transcripts or in their averages.

U-High cannot go on indefinitely with grading policies which are unfair or unequal to many students. It's time for the faculty to begin considering the problems with grades at U-High with an orderly study. Student government could take up the issue, too.

## The Midway's opinion

## THOUGHTS

### A festival in Houston with the Guru

NEEDLESS TO SAY, it's not easy to take a week off from school to attend a religious festival. But although many obstacles were placed in my way preventing my going, that's where I spent Nov. 6-12. Most of my teachers were semishocked and asked what was the meaning of such an outrage.



Keith Haggard

A lot of people asked me why I believe in this 15-year-old kid. Really, I don't believe in him as much as I believe in what he reveals. That thing is the source of our very life, the source of our breath. And so much bliss and love washes over you like waves in the ocean that you can't help but keep on practicing the knowledge.

When you spend your whole life trying to make your dream come true and then someone says he-she can give you pure love, you have to try and get it. Now, I haven't experienced everything in the world, but I have done enough to tell me that this is it!

I received knowledge over 1 year ago and when I did, I thought I couldn't get more blissed out than I was, but it never has stopped growing, and that's why I stick with it.

The day after my arrival in Houston, I spent doing service at the Astrodome preparing for the programs. I did odd jobs throughout the day but finally getting to bed tired but blissful at 2 the next

morning.

The festival was originally to honor the past perfect master, Guru Maharaj Ji's late father. For the past 5 years it has been held in India; this is the first year outside of India.

The programs started at noon on the 8th, 9th and 10th, and ran till about 10 p.m. There were devotional bands that played, the plays Lord Christ and Krishna Lila were performed; laws for a divine city were presented; apostles of Guru Maharaj Ji spoke. But the highlight of the festival was when Maharaj Ji spoke at 8:30 every night.

Some people looked like they weren't real followers of the movement, but one of the purposes of the festival was to learn devotion and love and their looks were irrelevant because it's the love that they feel that counts. One old friend of mine who I hadn't seen for a while said he wished the festival could last forever because there was so much love all over the place. Sometimes after Maharaj Ji spoke people started crying because they were so blissed out.

There were some Jesus people there arguing the Bible against Maharaj Ji, but one can argue scriptures and intellectually but one just can't argue bliss. When you're in ecstasy there are no doubts in your mind that what you feel is real. Two years ago there were 6 devotees in America and now there about 50,000. This suggests that when Maharaj Ji says he can reveal the aim of your own life and give peace, that's just what he means and does.

## 10-second editorials

● Maroon sports fans can now display their sympathies via bright maroon and white school buttons. The 3½ inch buttons were designed by Steve Massaquoi for Cultural Union and sell for 25 cents. Good work C.U.: The first school buttons in 3 years.

● Sometime the best of intentions can go wrong. Recently 2 U-Highers decorated the second-floor windows with construction paper letters saying "U-High—The most expensive playground around." These letters provide something visible to prevent the birds from flying into the glass and killing themselves. While the amount of time and money the students contributed are admirable, they should have thought twice about that slogan. Doubtless there are a good number of U-Highers who consider the school something short of a playground, and the tuition somewhat less than a joke. Perhaps a change is in order.

● Tenor William Wahman's performance Nov. 27 in U-High's Little Theater was money well spent by Cultural Union. It's too bad that the noisy parade of some

spectators entering and leaving detracted from an otherwise enjoyable performance and that the crowd filled only about 50 seats.

## U-HIGH MIDWAY

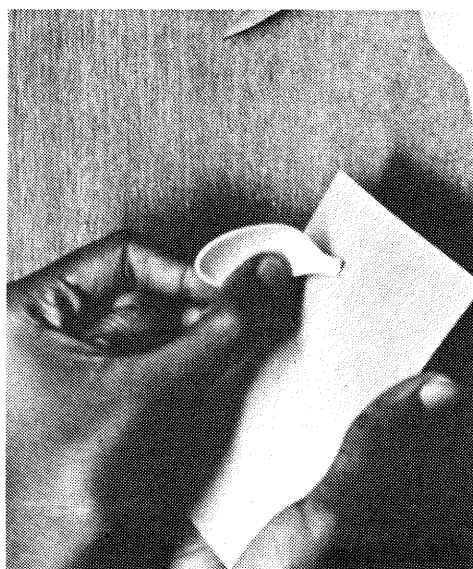
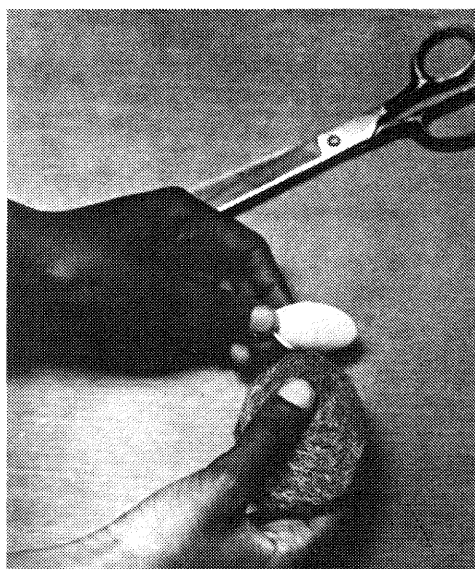
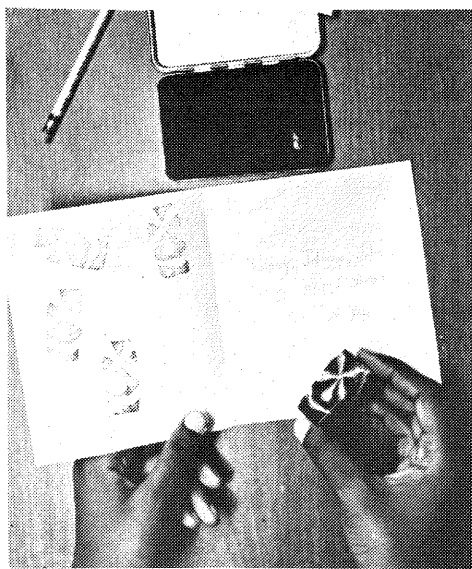
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Photos by Johnny Raineri

STAMPS CARVED from gum erasers will make decorations on greeting cards (photo from left). This stamp was made by Andrea Ravin.

plastic spoon is sandpapered to a smooth edge. STEP THREE: Scratching the back of the plastic spoon. With steel wool in 1 straight direction only. The effect is that of fine grain

wool. STEP FIVE: Cement is applied to the back of a piece of rare wood; wood is then placed inside spoon hollow.

IN THE PROCEDURE for making a pendant: The rough end of a

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

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 without much money to spend for them.

Here are some ideas for do-it-yourself presents offered by Unified 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-grounded rock or a piece of rare wood, a file or tooth saw, sand paper, steel wool, 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 outside of spoon in one straight direction to set up a scratch pattern. You may want to paint outside later. Make a hole through top of spoon by heating nail or pin and with pliers drilling 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 any or all four sides. Dip eraser in stamp pad and press to left of stationery folded in half. Or take different-colored tissue paper, cutting out a string of designs, paper dolls, snowflakes or cartoons. Glue design to left. Write message to right.

OTHER IDEAS include the 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. String the metal, wood parts and colored beads to make a necklace.

And from Ms. Hammett: On the back of Argo 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.

arts

## 3 women Two seeking liberation

"Sheila Levine is Dead and Living in New York," by Gail Parent. Paperback, Bantam Books, 1973, 218 pages, \$1.50.  
"Memoirs of an Ex-Prom Queen," by Alix Kates Shulman. Paperback, Bantam Books, 1973, 294 pages, \$1.75.

By Sara Chamberlin

IF YOU ARE a Jewish girl growing up in New York City in the 1950s, there is only one significant goal in your life—marriage. If you are a Jewish girl growing up in Baybury Heights, Ohio, in the 1940s, there is only one significant goal in your life—beauty.

Sheila Levine of "Sheila Levine is Dead and Living in New York" is the overweight, unhappy big city girl searching for survival in the form of a husband. Sasha Davis, of "Memoirs of an Ex-Prom Queen" is 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.

Sheila Levine states "The Facts" right at the beginning of her hilarious memoir, which turns out to be her suicide note. She is going to kill herself, although she feels that "suicide 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, Sheila's giving up.

Whether Sheila succeeds in killing herself is actually not the main point. It really is, why is it that this woman can be rational and clear-thinking on the inside, but completely persuaded and messed-up by society in the belief that she must fill a certain role?

In sharp contrast to Sheila, Sasha Davis tells her story more seriously. She manages to plow through every eye-blink from age 5 through 30. The story is far from boring, but her obnoxious personality oozes off every page.

As soon as she begins grammar school, Sasha realizes that the boys will always have life easier. Through junior high she prays she will be beautiful. The prayer is answered, but she quickly decides she's rather be brilliant.

She becomes prom queen in high school, has an affair with a married professor in college, marries twice herself. By the time she's 30 she begins to lose her beauty and, while trying in vain to save it, curses the people from her past for driving her to this state. Actually, in Sasha's case, it's not society's fault. She has put herself in this position completely on her own.

## ...and 1 who found it

"Coming of Age in Mississippi," by Anne Moody. Paperback, Dell Publishing Co., 1968. 384 pages, 95 cents.

By Dave Sorter

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, pert, black girl had while growing up in Southwestern Mississippi.

The autobiography starts when Ms. Moody is 6 years old and living in Mississippi with her mother, father, sister and brother. During her school years she is always in the top part of her class though coping with prejudice against her and her family, constant moves and frequent family changes. She takes things as they come. But in college she starts a big change. Some friends introduce her to the National Association for the Advancement of Colored People (NAACP).

While doing office work, gathering clothes for the needy and attending rallies for the NAACP she learns what it is to live in fear. The Ku Klux Klan sends daily letters threatening to bomb the headquarters. Writing about a night she had to sleep in a grassy pasture behind the headquarters because it might be bombed, she says, "Just lying out there made me feel sick. I just knew we were going to die that night." But she does not die that night and not on the many others like it. She does become a person who does not simply take life as it is, but who vows to change it.

The book ends with Ms. Moody at an NAACP rally in Mississippi in 1964. She thinks, "We're going to show 'em what it's really like, but I wonder. I really wonder." The book style is just that way—it's direct but questioning, opinionated but not definitive.

"Coming of Age" is the story of one woman's discovery that one need not accept the world as it is, and her continuing questioning of that world.



Photo by Gregg Dworkin

## Guitar players

TWO OF U-HIGH'S most admired guitar players are Marc Walczak, 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 about 2 months. About contemporary music, Marc says, "I feel today's rock music is really terrible."

I'm into a combination of blue grass and classical, if that's possible."

Dave has taught folk and jazz guitar. He defines 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 Colin Sacks

Had all gone as Music Teacher Dominic Pianne hoped, a new album by the rock group Styx would include two compositions he helped write. But RCA Records had different ideas, and in the final editing process both pieces were cut from the album.

It all started last June when Styx drummer John Ponazzo called Mr. Pianne and asked if he'd do some writing for the group. Mr. Pianne had taught John drums in band at Mendel Catholic High in 1965.

Styx already existed then, consisting of John, his brother and 2 friends. They played whatever was popular on the radio at the time. "Everybody had a group of some sort or another," Mr. Pianne recalls of Styx's early years. "But John's band was always better than most."



Mr. Pianne

The group performed at high school dances in the 60s, started local night club work around 1970 and by 1972 had recorded 2 albums for RCA.

It was after the 2nd album that Ponazzo contacted Mr. Pianne. Over last summer, the 2 of them collaborated on two pieces which they hoped to get on the 3rd album. Mr. Pianne described the pieces as "plain old rock conveying only what messages the listener cares to find."

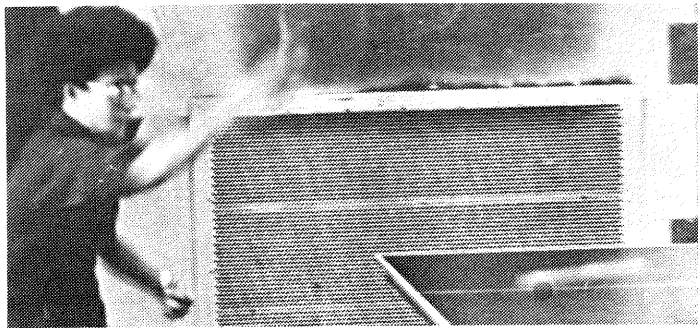
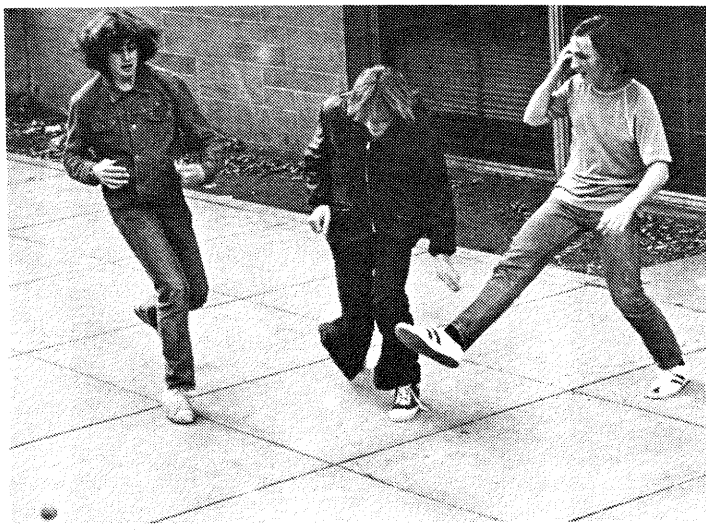
When writing music, he said, he first does the melody and then sees what words fit the mood of the piece. His favorite piece of the 2 he did this summer is what he describes as a "love lost" affair.

"My main reason for doing the writing was for fun. But if a couple of bucks could be made, I wouldn't mind," he added. Had the songs been put on the album, Mr. Pianne would have made 5 cents each song for each album sold and 1½ cents each time either song was played on the radio. Styx plans to play the songs in live performances and Mr. Pianne plans to continue to write for the group. "There will be more albums," he said.



BEFORE COLD WEATHER drove them inside, some U-Highers played sockey, a cross between soccer and hockey. Here, Jim Henry gets off a pass before, from left, Alan Gottlieb and Michael Gross can stop him.

## Lunch-time sports



WHILE THE SOCKEY PLAYERS played in front of the cafeteria, 4 ping-pong fanatics hunted for a place to play. Richard Nayer, Mark Engel, John Baca and Jimmy Bruce played on desks in Quiet Study rooms until the Phys Ed Department let them use regulation tables on the 3rd floor of Sunny Gym. Jimmy, left, unleashes a streaking serve in a game against Richard.

Photos by Mark Bryant

### Part of the team

## The guys who ride the bench

By Dwain Doty and George Anders

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 5, according to Danny Rudolph. "They need us to practice with," he explained. "Without practice, there's no team."

To Mark Travis, not starting shows him something about himself.

"I must not be working hard enough," Mark figures, "or else it could mean some people are just better than I am."

Players come out for basketball in order to "belong to something," according to Coach Sandy Patlak. Even if they don't play much, players still belong, he added.

To some players, sitting on the bench is a change from previous years. Richard Tarlov started last year as a forward on the frosh-soph team. This year he's second string guard on varsity.

Rich went for 11 quarters this season without playing before getting in during the 4th quarter of the Harvard-St. George game, Nov. 30. "I haven't reached my full potential as a guard," he explained.

Other players have "graduated"



Photo by Gregg Dworkin

FROM THE BENCH, Coaches Sandy Patlak and James Montgomery and reserves, from left, Danny Rudolph, Clyde Phillips, John Rogers, Richard Moss, Phil Cole, Clifton

Clarke, Rich Tarlov and Mark Travis watch the Maroons play Quigley North, Nov. 27, here. Manager Bob Starr and one-time player Jon Jacobs sit in the next row.

from the bench. In his 4th 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 out for a team on 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 a game, the nonstarters will sit on the bench waiting to get in.

"If you see someone make a mistake, you think to yourself what you would have done in the same situation. You want to get into the game," Danny Rudolph recalled.

Fans see a real difference between part-time players and real "scrubs."

"If you're the 6th or 7th man the fans consider you a serious part of the team," Mark Travis explained. "Behind that you just provide a good laugh."

Phil Cole feels that "the fans sincerely want to see what you can do, so they cheer for individuals to

# Ice hockey team gets new look

By David Sorter

A new coach, new uniforms and the same opponents will characterize U-High's ice hockey team this year.

Mark Johnson, a '73 U-High graduate, has replaced Louis Cohn as coach of the skaters. Mark believes that the defense, sparked by Goalie Jim Henry, will be the strong point of the team. Mark hopes the whole team will "give a hard, consistent effort but have a good time while doing it."

Players will wear new purple jerseys courtesy of 2 Hyde Park businesses. Cohn and Stern, a clothing firm, and Kennedy, Ryan and Montagal, a real estate company, contributed money for the uniforms.

The icemen will play in the Lake Meadows Juvenile League at Lake Meadows Ice Rink, 3221 S. Ellis, for the 2nd year. Other teams include Prosser, Kenwood-Central Y and Quigley North. Most players interviewed expect Prosser to be their toughest opponent. Last year the Maroons lost all 3 games to Prosser. Wing Stuart Field recalled, "They were darn good skaters."

Center Mark Cohen felt that Kenwood-Central Y would be tough because "Last year they were big, tough and mean with a lot of fast skaters."

The Maroons will play about 17 league games. After a losing season last year most players feel that under Johnson they can regroup. "Since Johnson played with us last year," Mark Cohen explained, "he knows the players and will work more closely with us, therefore, getting more out of us."

Defenseman John Clement added, "Under Mark we'll be more unified and better balanced."

Before the skaters could start practicing, they had to get \$1250 to pay the league fee. The club received \$545 from the Student Activities Fund, and each player paid \$35 to cover the cost of ice time.

## Coming Contests

**BOYS' BASKETBALL**  
Glenwood, 4 p.m., Tues., Dec. 11, there.  
Alumni, 7 p.m., Thurs., Dec. 13, there. Former U-High greats like Jim Naisbitt, '71, and John Carr, '73, will oppose the varsity in this annual game.  
St. Michael's Invitational, 4 p.m., Mon.-Wed., Dec. 17-19, there.  
Larry Hawkins Tournament, Wed.-Fri., Dec. 26-28, University Fieldhouse (frosh-soph only).  
Morgan Park, 4 p.m., Wed., Jan. 9, here.  
Lake Forest, 4 p.m., Fri., Jan. 11, here.  
Latin, 4 p.m., Mon., Jan. 14, there.  
St. Michael's, 4 p.m., Fri., Jan. 18, there.

**GIRLS' BASKETBALL**  
Ferry Hall, 4 p.m., Tues., Dec. 11, here.  
Morgan Park, 4 p.m., Wed., Jan. 9, there.  
Latin, 3:30 p.m., Mon., Jan. 14, here.  
North Shore, 4 p.m., Fri., Jan. 18, here.  
Latin, 3:30 p.m., Tues., Jan. 22, there.

**SWIMMING**  
Glenwood, 4 p.m., Tues., Dec. 11, there.  
Quigley North, 4:30 p.m., Thurs., Dec. 13, here.  
Lake Forest, 4 p.m., Fri., Jan. 11, here.  
Quigley North, 4 p.m., Tues., Jan. 22, there.

## Recent Results

U-High score first; frosh-soph scores in parenthesis.

**BOYS' BASKETBALL**  
Quigley North, Nov. 27, here, 64-59 (33-27).  
Harvard-St. George, Nov. 30, here, 70-55 (52-21).  
North Shore, Dec. 4, there, 66-50 (46-27).  
Francis Parker, Dec. 7, here, 64-43 (50-35).

**GIRLS' BASKETBALL**  
Ferry Hall, Nov. 27, there, 65-11 (13-9).  
Harvard-St. George, Nov. 30, there, 52-9.  
North Shore, Dec. 4, there, 45-29 (6-18).  
Francis Parker, Dec. 7, there, 41-28 (22-11).

**SWIMMING**  
Quigley South, Dec. 4, there, 20-67.  
Mt. Carmel, Dec. 6, here, 22-60 (55-28).

**CHESS**  
American Jr. High School tournament (see story this page).

**ICE HOCKEY**  
Central Y-Kenwood, Dec. 6, Lake Meadows, 1-6.

# Chess team tops tourney

By George Anders

Thanksgiving vacation. For some Lab Schoolers it was an orgy of turkey dinners. For others, it was a chance to get away from Chicago. For 6 chess freaks, it was a 3-day junior high school tournament at the LaSalle Hotel.

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

Schools from across the U.S. could send players. Seventy-five Midwestern players, representing 8 schools, participated in the tournament.

Middle Schoolers Erich Hoff and Deb Azrael rounded out the Lab Schools' 4-man team. Greg McGee and Danny Rochman also played but did not win 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 1 memorable game against the top-rated player in the tournament.

"I was really creaming him," Aaron explained. "He offered me a draw, which I refused. After I won, the guy started whimpering at the thought of having lost to me."

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

"From 8:30 Saturday morning to 10:30 that night, I was at the hotel. We had as much as 2-1/2 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 other 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 1st."

Raphael Golb, 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 Muelder is organizing matches against Metro, Quigley South and Kenwood High Schools for the winter quarter.

Vice President Gordon Gray passed a tournament director's exam in November. He will now be able to direct rated tournaments at school.

Gordon hopes to direct the Hyde Park Open, a citywide tournament scheduled for the U-High cafeteria during February.

John Baca and George Anders are playing postal chess, John's game against '73 graduate David Stone. Gordon and Rick are also playing chess by mail.

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Photos by Allen Grunes  
DEVELOPING the swim team's "weakest stroke, butterfly" Rick Thomas comes up for air during practice Dec. 5.

## Getting back in the swim

### Swimmers size up season during muggy practice

By David Shaw

Coach Larry McFarlane's voice echoes through the hot, humid natatorium in Sunny Gym as he starts the 3:30-5 p.m. practice 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 onlooker. There are 8 returning swimmers and 13 new members on the team.

In coming practices McFarlane plans to develop 1 of the swimmers as a butterfly, now nonexistent on the team. Backstrokes also are weak but, 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 huddled 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 I've done."

The swimmers get into the pool and swim 20 laps. After swimming 400 yards they get out and some of the 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."



BACKSTROKING Doug Mazique must think hard swim practices can be fun, too—when you're floating on your back.

"I never wanted to quit because I enjoy it," Jason recalls. "McFarlane is a good coach because the coach's job is to keep the swimmers going and McFarlane does this quite well."

Matt Freedman remarks, "McFarlane has a good sense of humor which heightens the survival rate in some of our more arduous practices."



## GEORGE ANDERS

### A coach's dream

FOR 10 MINUTES, streams of

people headed down the narrow staircase in Sunny Gym. The boys' basketball teams had just won their 1st league games, against Harvard-St. George. Hundreds of fans had been cheering the Maroons at those games, and it took a while for everyone to get out.

A coach's dream? For anyone except U-High Varsity Coach Sandy Patlak, it might have been. But Patlak wasn't satisfied with the turnout.

"Harvard brought a lot of people in buses," he explained. "There were probably more of them than us. How many people are we going to get when we play North Shore?"

A lot more than any other sport will. A few weeks ago, Patlak lured over 40 people into the gym just to watch a varsity-fresh-soph scrimmage. Home tennis matches probably don't draw that many all season. So why is the coach complaining?

Because basketball has always been something special to Patlak. In his office, he'll talk of having had dinner recently with a 1969 player, Peter Kovler. Patlak will pull out a folder labeled 1960 from his file cabinet and summarize that season far better than the neatly-ordered clippings and statistics can.

"See that player there?" Patlak will ask. His finger points to a yellowed Sun-Times picture of a spindly U-Higher. "He went on to be a Rhodes scholar," the coach says. "But when he was a player,"

Patlak can't expect fans to be aware of these memories. He does expect U-Highers will find "a basketball game is the best entertainment for the money."

That's why Patlak is disappointed when a crowd consists of people from other schools and the Middle and Lower schools.

"The 5th and 6th graders in my classes are our best fans," he explained. "But they came at first only because I made them do a shot chart for my class."

Since team members spend at least 2 hours a day practicing, Patlak feels other students have an obligation to support the team.

"Some players have to tutor each other so they can keep up with

their classes," he noted. "I think the least their fellow peers could do would be to find 2 hours a week to watch a game."

Patlak has heard all the reasons people don't come to games. "Most kids are too busy," he mentioned. "Maybe their mom wants them home for dinner by 6. Some of them just don't care about the team."

He's not going to let those reasons stop him from getting huge crowds at games. Before the Harvard game, Patlak was talking about having a contest during halftime, as one way of bringing in new fans.

Now, he's thinking of a basketball assembly.

## Students teach Leadership program gives them the chance

By Katy Holloway

Nini Hawthorne stands in the middle of a ring of dancing children. Is she pretending she's a May pole?

No, Nini—one of 5 seniors participating in the Phys Ed Department's leadership program—is helping Phys Ed Teacher Marlene Carr teach her 5th grade dance class.

Other participating students and the teachers they assist are Andy Davis, Larry McFarlane; Brent Cawelti, Sandy Patlak; Andy Wright, Ronald Drozd; and Jim Ellis, Tom Tourlas.

The program is also open to juniors although none are currently involved.

The leadership course is taken

for credit and is registered as an academic class. Each leadership candidate must submit an application to the Phys Ed Department and it is reviewed by all members of the staff.

Nini feels that the program benefits her as a student because "it helps me to understand the kids and to teach them better. It helps me to discipline myself because I can't come in and yell at the kids. That would leave a bad impression."

Perhaps, however, the children receive the most benefits. "A lot of times the teacher doesn't have time to work with everybody," 5th-grader Beatta Boodell remarked. "With the leadership student, everyone gets attention."

## Coaches play Being on team helps teaching, they find

By Simon Niedenthal

On Saturday nights, August through October, U-High Physical Education Teacher James Montgomery dons helmet, shoulder pads and other protective gear and plays defensive back for the Lake County Rifles, a semi-professional football team and member of the Central States Football League (CSFL).

He is one of several phys ed teachers who play sports on a semiprofessional or amateur basis. Two others are Brenda Coffield and Patricia Seghers, both of whom play on amateur field hockey teams.

Montgomery, who was elected by CSFL coaches to the all-league team, said that he believes his experiences with the Rifles help him in his classes and with the j.v. basketball team which he coaches.

"What I learn from my coaches I can pass onto my students," he said. "And I still experience getting yelled at for making a mistake and being rewarded for making a good play."

Ms. Coffield, who plays forward for the Central Illinois team of the United States Field Hockey Assn., feels she can understand how involved a student gets in a game.

"And playing with the team helps me keep up with the latest techniques and strategies, like keeping the center forward upfield to help get fast breaks. I enjoy the

sport, the people I play with and the people I meet."

Ms. Seghers plays forward for the Central Illinois team of the National Field Hockey League.

"Because I play against so many offenses and defenses, I can pass knowledge onto my students and can use this knowledge in making up drills," she said.

Last year, before coming to U-High, Mr. Montgomery worked at the Illinois State House of Corrections in Valley View, where he was a youth supervisor and organized sports.

"I enjoyed it a lot," he said of his experiences in working with juveniles there. "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, "They 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 views of today's correctional system, Mr. Montgomery saw some good in it.

"There were many dedicated people working there," he said. He also cited a new system which was introduced after he left, in which a person there is rewarded for doing good or positive actions, instead of being punished for doing bad or negative actions.

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# The Perfect Question for a Christmas—Hanuka Issue

## HOW BELIEVE



"WE HAVE to have a reason for the existence of man. There has to be an explanation for all the things we can't explain; an explanation for our existence. Man controls war, man has free will to do what he pleases. God doesn't make men walk into walls, but rather he watches over you. He could intervene if He wishes to, but not until He's ready to. He can do whatever He wants, and He has the power to do whatever He wants to in any way He wants to."

—Bruce Herst, junior

"GOD IS a Supreme Spirit. He looks over you. If you don't believe in God what happens when you die? He will decide whether you go to heaven or hell. You control your life and decide what you want to do, and He makes it happen. You choose whether you do right or wrong, and He will judge you according to your deeds."

—Phillip Cole, senior

"I USED to believe in God because I was brought up to believe in him, but He hasn't proved Himself to me. Teachers in religious school tried to brainwash me into believing in God, but if there is a God how can He explain war and racial tensions?"

—Dwain Doty, senior

"I DON'T BELIEVE in God. People use God as a crutch for why things happen. I can't believe in a being that controls the world."

—Steve Brown, junior

"I WOULD LIKE to think that there is a God, but sometimes it's hard for me to relate Him to world problems. God is what you want to make Him; He and religion are comfort to people, but it is better if people come to reality. I don't believe in a supreme being ruling the world."

—Peter Gilbert, junior

"I'VE NEVER SEEN any manifestations of his doings—no indication that He exists. The world is controlled by the humans that live here. When I use the term God, for forgiveness or to straighten out a problem, I am actually asking myself, my own mind, to take care of the situation."

—Jerry Robin, senior

"I BELIEVE in God because I've read the Bible in religious school, where I was taught to believe in Him. If I think of God, I think of Him as a male, although I have no conception of what he really looks like. If I say a prayer, I don't say it to a man or woman, but rather God could be anything. I don't know why I believe in Him, but because I've always believed in Him, I will always believe in Him. I think of God as 'hope' also. You must have something to have faith in during a crisis, so you use God."

—Andrea Klafter, senior

"I DONOT believe in God straight off, but I am open to the question. I will not commit myself to believe in God because there is no scientific proof, but I won't shut God out of my head, because there really is no proof saying that there isn't a God. It doesn't seem all that important to me. I am not a fanatic about God."

—Robert Needlman, freshman

"I BELIEVE that there is a 'soul' that watches me. It's not a form or a guy with a long beard, but rather a presence. If something bad happens to me, there is a reason for it. I don't know why, but it's just a feeling."

—Louise Miller, senior

"I THINK God's a whole lot of hokey-pokey. I can't believe in 1 person that created the earth, stars and sun. I don't believe that any God created man and animals, but I believe in evolution. Animals and men evolve and adapt to their environment by themselves, not by the doings of God."

—Jim Ellis, senior

Quotes compiled by Matt Patinkin; art by Matt Freedman.

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