

An 85-case year for Student Board

President, adviser feel it's been successful

By Abhijit Chandra,
political editor

Despite the hesitation of many students to use Student Board, its president and adviser say it has had a successful year through acting as a forum for small disputes between students, and acting as a deterrent to disruptive behavior.

Eleven elected students constitute the Board, which handles disciplinary cases not serious enough to be sent to the student-faculty Committee on Discipline. The Board's president, for the second year, is Danny Kohrman. Its adviser is Dean of Students Standrod Carmichael.

Mr. Carmichael said that after two quarters of working with this year's Student Board, he can say that it is the best he's worked with in the six years he has been at U-High. But he said he still sees two major problems with the board's operation.

"One was the curious reluctance of some Student Board members to act responsibly to secure Student Board's ends, which are to regress wrongs and promote order in the school.

"The second one was the curious hesitation of some students to use Student Board to achieve those ends."

Mr. Carmichael said he did not see the second problem as one concerning only this particular Student Board; rather he considered it a problem all Student Boards have had to face.

Despite such hesitation, the Board has tried 85 of 125 cases referred to it, mostly by Mr. Carmichael and other faculty members. The number of cases is the highest in Mr. Carmichael's years here and, he said, "says something about their ability to

discharge their obligations."

He added that "The punishments Student Board has been meting out have acted as deterrents because Student Board has been consistent in seeing them through."

Mr. Carmichael feels these punishments, which ranged from scraping gum off tables to working in the library, have prevented disruptive behavior in the school, resulting in a "better quality of life around the school."

"There are many reasons for this," he continued, "not the least of which being that students have discovered, often much to their chagrin, that Student Board is not a paper tiger."

Danny and Vice President Andy Davis said that, beside acting as a deterrent, part of Student Board's merit lies in its autonomy from administrative control.

"It's better for Student Board to handle these cases than one administrator," Danny said.

Andy said, "I think it's worth it because we take a certain amount of control out of the hands of the administration."

Niels Roizman, who has been

tried by Student Board four times, said he thought this autonomy often caused the Board to degenerate "into a farce."

"It's a nice way to pass lunchtime for Student Board members. They make an effort to be just, but it's also entertainment for them."

Danny responded that sometime a little bit of laughter is just what's needed.

"People often take themselves too seriously," he said. "In a lot of these cases what's necessary is for people to laugh at themselves, see how ridiculous they're acting."



BUSINESS IS BOOMING

Art by Matt Freedman

The U-HIGH MIDWAY

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Getting involved: U-Highers go into student gov't to help it, to help themselves

By Abhijit Chandra,
political editor

Why do students get involved in student government? Desire to understand student government, to promote school and activities, and to enhance school records with colleges in mind were among the varied responses students gave to this question.

"When I ran, I ran because I wanted to see what it was like,"

said Cultural Union Vice President Kathy Griem. "Now I'm more interested in promoting school spirit." Kathy feels she has done so through her work in Cultural Union, such as in planning all-school parties.

Cultural Union President Susan John said, "I just like to help people, and I was given a chance to by the student body. I think a lot of people at first run just because they want it on their college records, but end up putting more work into it than they themselves thought they would."

A student government officer who wished to remain anonymous said, "College was the only reason for most people who ran for student

government and it was for me."

Student Board Vice President Andy Davis said, "I knew no one else was running, so I said, 'What the hell. I'd just as soon see me in there than some other jerk who's going to give people a hard time.'"

Student Legislative Coordinating Council Vice President Matt Patinkin said, "I ran because I wanted to see how they work all the funds and stuff. And there's power. It doesn't hurt college either."

Sophomore Class Vice President Nancy Newman said, "Nothing got done last year and I thought I could get something done. We do have a lot of bike trips and things planned this year."

Not everyone had such a clear

idea about why they got involved. Student Board Representative Andrea Klawer said, "I thought it would be fun because I hadn't been involved in anything else in school except for sports. I don't know why I picked Student Board. I thought it'd be interesting, I guess."

Student Board Representative Jess Berger said she picked Student Board "because it's interesting. It's school oriented, and I'm pretty involved in school. Yea, it was partially for college."

SLCC President Gordon Gray explained, "I guess I ran because I was interested in student government, and I thought I was the kind of person that did what I wanted to do."



Photo by Johnny Raineri

In The Wind

TODAY—Baseball, Francis Parker, 4 p.m., away; Volleyball, North Shore, 4 p.m., away; Boys' tennis, Francis Parker, 4 p.m., there.

THURS., APR. 25—Volleyball, Latin, 4 p.m., away; Halftime sale at the Scholarship Shop, 1372 E. 53rd St.

FRI., APR. 26—Baseball, Morgan Park, 4 p.m., there; Track, Francis Parker, 4 p.m., Stagg Field; Boys' tennis, Morgan Park, 4 p.m., there.

TUES., APR. 30—Baseball, North Shore, 4 p.m., here; Upper School Council Meeting, home of Nathan and Alice Schlessinger, 1441 E. 56th St.; Boys' tennis, North Shore, 4 p.m., here; Track, Lake Forest, 4 p.m., there.

THURS., MAY 2—Instrumental Music Festival, 7:30 p.m., Sunny Gym.

FRI., MAY 3—Baseball, Lake Forest, 4 p.m., there.

TUES., MAY 7—Baseball, St. Michael's, 4 p.m., here.

WED., MAY 8—Track, Morgan Park, 4 p.m., here; Girls' tennis, Francis Parker, 4 p.m., here.

THURS., MAY 9—Baseball, IHSA districts, time and place to be announced.

FRI., MAY 10—Awards assembly, 12:30 p.m., Little Theater; Track, Glenwood, 4 p.m., away; Feature Film Club presentation, "Tony Rome."

FRESHMAN CLASS President Robert Needman, center, and Treasurer Paul Sagan have put the push behind its many activities. Julie Keith organized its next event, a bike hike cosponsored with the sophomores for this Saturday.

Frosh class sets active style

This Saturday the freshman class, with the sophomores, is sponsoring an all-school bike trip and picnic to Lincoln Park. Next month the freshmen are sponsoring an all-school trip to an amusement park. The class plans to sponsor an all-school party before the year is over, too.

It already has sponsored a trip to a pro basketball game and a skating party and cosponsored an all-school party.

This kind of activity represents a sharp departure from the inactivity of classes and their officers at U-High in recent years. Some people think the Class of '77 will set a style of renewed activity for classes here.

"The reason we are so busy,"

according to Freshman Class President Robert Needman, "is because we have a group of kids who want to get things done. They don't just talk about activities, they work like mad dogs."

"I haven't noticed much in the other classes," Robert continued, "Cultural Union has been really good. We worked with them on a party and they were great."

Freshman Class Treasurer Paul Sagan said, "One reason for our activity is Robert and I are willing to work extremely hard. One party takes about 10 to 20 hours for each of us. Another reason is that the students want, and are willing to work to have successful parties."

"Cultural Union as a whole has worked very hard in cooperation

with us. The freshman are the most active and the other classes are following our lead. This year we are lucky to have interested students."

Though not as active as the freshmen, other classes have been more active this year than in the past. The sophomores and juniors cosponsored an all-school dinner and movie party; the seniors are planning a camping trip May 10 and had one last fall, and they are also trying to revive the senior prom, with a June 7 date.

Classes also have worked with Cultural Union in setting up events. All class officers helped organize a ski trip and the freshmen cosponsored an all-school party.

Money and legal problems

King Fund: Where is it headed?

By Alan Gottlieb

Since its founding in April, 1969, the Dr. Martin Luther King Jr. Scholarship Fund has been beset by a string of difficulties. Now the Fund, in the rebuilding stage, faces more problems in the near future.

During a memorial service April 14, 1969, the first anniversary of Dr. King's death, Prentiss Taylor, senior class president at the time, suggested that "Dr. King could best be remembered here by the creation of a Martin Luther King Scholarship Fund for black ghetto teens." The Fund was later more clearly defined as a "full, four-year scholarship for a black student whose financial resources would not permit the student to attend the school without such financial aid."

A committee of students, advised by Dean of Students Standrod Carmichael, began soliciting contributions from U-High students and parents and Hyde Park businesses. "Sentiments were high right after Dr. King's death," Mr. Carmichael explained. "All the kids had to do was shake the money tree and the money dropped right into their hands."

Donations in the first three months totalled \$2500. This was sufficient to pay one full-year scholarship and two one-year partial scholarships

for the '69-'70 school year. However, a raise in tuition for the '70-'71 school year hiked the amount needed to continue the scholarships to \$3,800. Contributions dropped to below \$1,000 that year, according to Mr. Carmichael, and the Fund committee had to rely on proceeds from the May Festival to pay the tuitions.

In the spring of '71, the student committee dissolved and Mr. Carmichael took charge of the Fund. It now holds \$5,000, he said, "and will not be used again until a total of \$9,000 is raised, enough to pay for a full four-year scholarship. Assuming that the Black Arts Week and May Festival earn a total of \$2,500, the Fund should be mature and ready for use by the '75-'76 school year."

Since the Fund is inactive at the present time, it is not represented by any student or faculty committee, nor are there any guidelines for selecting an eligible student as the recipient of the scholarship.

"SLCC is working on setting up guidelines now," said Student Legislative Coordinating Council President Gordon Gray.

In addition to the lack of guidelines, Gordon said, there are several problems in regard to the legality of using the Fund for blacks only. "We've taken the matter to Raymond Kuby, legal counsel at the University, and he's reviewing the matter," Gordon said.

School buses here safe, could be safer

By Vinit Bahl,
Community developments editor

The school buses U-Highers ride to and from school measure up to all required state safety standards, an investigation by the Midway reveals. But the buses could be safer and the standards could be higher.

Two federal agencies which investigate accidents, the National Highway Traffic Safety Administration (NHTSA) and the National Transportation Safety Board (NTSB) have in recent years campaigned to improve bus manufacturing and educate drivers and operators.

The NTSB reports that seat belts, missing nationally from most school buses, could have saved the lives of many children and would prevent riders from being battered inside the bus. Many accidents occur when children are tossed out of their seats and gashed or sliced by ripped metal panels, or exposed corners of steel and glass. Tubular metal handgrips on buses cause serious facial bruises during collisions. The backs of seats are the causes for whiplash during a rear end collision, and severe head injuries when a front-end accident occurs. Each year more than 4,500 children are cut, bruised, mangled, crushed and crippled in school bus mishaps, yet little progress in improving bus safety has been made and buses which are potential death traps continue to carry children

daily.

Manufacturers say they would be happy to install various safety measures, but underfinanced school boards cannot afford the added expense. School boards often say contradictorily they are not aware of available new safety devices.

Bus driver standards are also being investigated by various organizations. Some drivers receive excellent training through state-sponsored workshops. Most do not. Also badly lacking is rider education. A New Jersey Department of Education investigation revealed that 50 per cent of the time drivers are to blame in accidents. If they were alert, healthy and trained, many accidents would be avoided. In many states, drivers over 70 years of age are entrusted with children's lives. Many drivers have been found to be partially blind or deaf or have failing hearts. Many do not have a driver's license.

Fortunately for students throughout the University and Lab Schools, the school buses which transport them to and from school are relatively safe.

The East-West, North-South and South Shore buses are rented by the University from Lamar Transportation. The buses are rented through compulsory bids in which the buyer submits to companies a report of what is expected from the buses. Whichever company can fulfill all requests at the lowest price wins the bid. The Plant Department at the University, which is responsible for these bids, requires that all state safety standards

have been met by the buses. State inspectors check the buses every six months but Lamar Guger, president of Lamar Transportation, also makes his own monthly checks.

The University does not perform inspections beyond visual checks. "We're not competent to perform mechanical inspections," explained E.L. Miller, director of Plant Operations. Beyond standards set by law, "We're not in a position to make changes, or demands on companies," Mr. Miller said. "When the city makes demands, then things will change."

Lamar's buses were manufactured by the Thomas Company, and were selected by Mr. Guger because of their excellent body construction and safety features.

The Midway's investigation shows that buses which have passed inspection sometime still have faults for which the law does not provide. In some buses, first aide kits are not complete and are missing essentials such as different kinds of bandages, tourniquets and wire splints. The tubular rods, which when not covered can cause serious facial damage in accidents, are left exposed. The seats are only anchored to the floor by two bolts, one in each leg. The backs are not sturdy and would probably give way under accidents, causing serious spinal injuries. The buses have seat belts but few if any passengers use them.

State Superintendent of Instruction Michael Bakalis has issued new stan-

dards for school buses that take these matters into account, but they do not apply to buses built before Sept. 1, 1974, so Lamar is not affected.

"If all companies were forced to follow these standards, many of them would have to go out of business," Mr. Guger said. The buses the University uses could be safer, he added, but to buy just six new buses which conformed with the new standards would cost \$67,360, money neither he or the University can afford to spend.

"Something must be sacrificed," Mr. Guger said. "The thing being sacrificed is more safety equipment."

Drivers for the University are hired by Mr. Guger, who sends them through a seven-day, on-the-job training program. Each new driver is accompanied by a veteran who checks his performance and each also must pass state-required medical examinations.

One needless hazard in operating the University's buses is poor student behavior. Students often distract drivers and make them divide their attention between the people on the bus and the road. "There's not too much a driver can do," Mr. Guger said, though he has brought the matter to the school's attention.

In the several years it has been serving the University, Lamar has never had an accident with its buses. Mr. Miller and Mr. Guger agreed, "The record is spotless."

Five win writing honors

Seven entries by five members of the Midway staff have been named national winners in a journalism writing contest sponsored by Quill and Scroll, a journalism honor society. In each of seven categories, about 20 winners were selected from 200-400 entries.

Two U-Highers won in two categories. Winners, categories in which they won, and their winning entries, in that order, are as follows:

Abhijit Chandra, editorial, school drug case treatment, and news, school grading system; Matt Freedman, editorial, school grading system, and advertisement, Christmas issue doublespread; Charles Pekow, news, school budget problems; George Anders, sports, feature on Danny Kohrman's summer at an Outward Bound school; Alan

Gottlieb, advertisement, Christmas issue Powell's Bookstore.

"The Midway also won seven awards in 1969," Publications Adviser Wayne Brasler said, "and at that time no other paper had won that many in one year. No one has won as many since, either, but this year's final results have not been announced yet, so we don't know definitely if the Midway tied its own national record."

Each winner received a Gold Key and is eligible to apply for a \$500 journalism scholarship.

In February a feature story by Robin Williams won first place in a national writing contest sponsored by the Columbia Scholastic Press Association and American Newspaper Publishers Association.

This Saturday Mr. Brasler will lead a newspaper short course for

high school journalists at Valparaiso University sponsored by the Northern Indiana Journalism Seminar.

He led a similar short course three weeks ago at a National Scholastic Press Association convention in San Francisco. Mr. Brasler recently was appointed to the board of directors of the Association. He also has been named a vice president of the Columbia Scholastic Press Advisers' Association. An article in the March issue of the Chicago Journalism Review is one of six by him appearing in journalism publications this year.

A press bureau to provide press releases on Lab Schools events and student accomplishments has been started in the journalism program, with Janet Kauffman the first bureau chief. The releases are sent to the Hyde Park Herald and other area media.

Two Midway staff members, Katy Holloway and Wendy Weinberg, are members of the Chicago Tribune's Teen Task Force. They have the opportunity to write articles for the paper and provide Tribune staff members with background on teenage thinking.



Photo by Danny Schulman

SIX U-HIGH journalism students so far this year have received national recognition for stories appearing in the Midway. Robin Williams, center, in February was awarded a plaque for best feature story in a high school newspaper from the American Newspaper Publishers Association and Columbia Scholastic Press Association. Earlier this month five others received Gold Keys from Quill and Scroll, a journalism honor society. They are, from left, Matt Freedman, Abhijit Chandra, Alan Gottlieb, Charles Pekow and George Anders.

This is the seventh consecutive year members of the Midway staff have won

awards in the national writing competitions. In that time, the Midway has won more of these awards than any other high school newspaper in the nation.

"We're not in a race with anyone for awards," said Editor-in-Chief Katy Holloway, "but it's nice to see our work recognized."

Quickies

Two up for mayor's program

JOYCE COLEMAN and Mark Cohen have been nominated to participate in Mayor Richard Daley's Student-As-Trainee program this summer by a three-member committee from the Council on Rules and Procedures in consultation with Dean of Students Standrod Carmichael. From 200 Chicago high school candidates, two each from 100 schools, 100 participants are chosen after a series of interviews with city personnel. The program offers a full-time city job and seminars familiarizing participants with different city departments.

EIGHTEEN U-HIGH German students have been named semifinalists in the National German Contest after scoring in the 90-99 percentile and are eligible to compete for first prize, a trip to Germany. They are:

Mark Hankin, Danny Kohrman, Andy Farkas, Jennie Strable, Clay Skinner, Brent Cawelti, David Cahnmann, Steve Massaquoi, Kathryn Wallace, Norman Stockwell, Kathy Griem, William Vandervoort, Kwang Kim, Doug Coulter, Debra Ferguson, Linda Halle and Robert Needman, and 8th-grader Isabel Bradburn.

THE SECOND ANNUAL Instrumental Music Festival, with music ranging from pop to classical, will take place 7:30 p.m., Thurs., May 2 in Sunny Gym. Participants will include the High School String Ensemble, High School Band and groups from the Middle School.

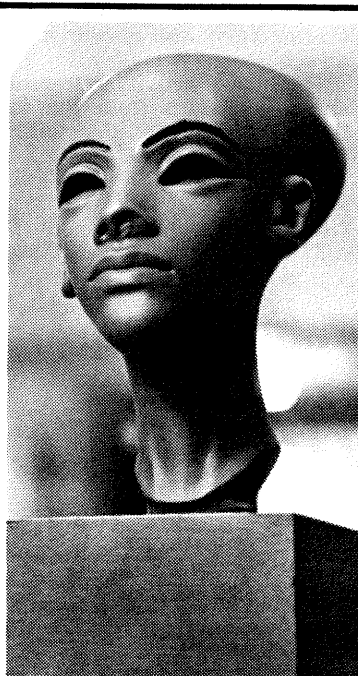
SERVICE AWARDS for students and organizations who have made outstanding contributions to U-High will be presented in an assembly, 12:30 p.m., Fri., May 10 in the Little Theater. Awards will include the Principal's Citation for meritorious service, Dean's citation and senior service award.

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Who's in charge here?

By Jeff Johnston

Are student organizations at U-High student run or do faculty "advisers" really run them?

Gordon Gray, president of the Student Legislative Coordinating Council (SLCC) feels that its adviser, Math Teacher Margaret Matchett, truly is an adviser. "She plays an advisory role, to prod us and help us with ideas," he said. Gordon also feels Ms. Matchett is in a unique position to help because "she is a respected member of the faculty and she knows about the politics of the school." Gordon feels he has "ultimately responsibility" for SLCC and that Ms. Matchett is more of an adviser than a leader.

Susan John, president of another branch of student government, Cultural Union, has mixed feelings about the role of its adviser, Music Teacher Larry Butcher. "His attitude," she said, "is that we're the students and we know the students best." But she also feels that "he's trying to be too involved and trying to run the organization instead of assisting it."

Mr. Butcher said "The students are the ones who decide where we will spend our money." But he added, "Student activities need a consistent, longrange effort by students. The involvement is sporadic. This is a general impression."

Publications Adviser Wayne Brasler feels that "a publications adviser, unlike a sports coach, can't tell the student team what to do. He can tell them what he thinks they should do, but in the end they have the decision."

Midway Editor-in-Chief Katy Holloway feels, "We, the editors, generally know what we want in the paper. He pushes us to fulfill our ideas."

One of ways advisers can work with clubs is the way Math Teacher Richard Muelder advises the Chess Club. "We do almost everything," explained President George Anders. "Mr. Muelder helped set up the club but he doesn't do much now because we don't ask him to."

Snack Bar Adviser Alan Haskell feels he personally is responsible for the Snack Bar. "I don't see it as a class organization or student government," he said.



Photo by Gregg Dworkin

BEFORE THEY LEFT Saturday for a weeklong tour of French-speaking Canada, 11 U-High freshmen met several times with French Teachers Etienne Pilet and Claire Lacocque, the sponsors, to talk over how to pack for their trip, what they would see and their final itinerary.

Ten 8th-graders also are on the trip, designed to give the travelers ex-

perience in a French-speaking society.

Talking over where they will go in Canada are, from left, William James, Jane Mostert, Ms. Pilet, Ms. Lacocque, Judy Gordon and Cathy Ruddle. Absent from the photo are Jan Corwin, John Hill, Carol Lehmann, Richard Leggett, David Gottlieb, Chris Scott and Sally Chamberlin.

Speakers, dinner popular

Gutsy drama ends Black Arts Week

By Robin Williams,
Arts editor

An effectively-presented tense and gutsy drama provided a noteworthy ending to an otherwise small-scale Black Arts Week, Apr. 15-19.

Five speakers appeared during the week; two who had agreed to speak cancelled. Speakers included Gregory Vines, player with

Play review

the North Carolina State University football team; Chicago Tribune Columnist Vernon Jarrett; Margaret Burroughs, director of the DuSable Museum, who read her own poetry written during five journeys to Africa; and Ouida Lindsey, Sun-Times columnist, Channel 32 personality and former U-High attendance secretary.

The annual Soul Food Dinner Friday attracted about 150 hungry and enthusiastic eaters, who devoured mounds of fried chicken, potato salad, greens, red beans and rice, sweet potatoes and other dishes contributed by students and parents. Proceeds from the dinner and play went to the Dr. Martin Luther King Jr. Scholarship Fund (see story page 1). Colorful red, green and black decorations and soul music enlivened the dinner scene.

The play, "Black Cycle," by Martie Charles, was directed by Pam Joyner, advised by Drama Teacher Liucija Ambrosini. Set in Harlem, the play deals with a black mother, Vera (Joyce Coleman) who "grew up on the streets" and is attempting to give her daughter Jeannie (Cheri Jones) a better life. All of her efforts seem to fail as Jeannie runs away to the company of a pimp, Calvin (Clifton Clarke).

Other characters include Sady, a friend of Vera's (Cheryl Green); Sady's daughter Carolyn (Robin Richardson); Floyd, a man who took Vera off the streets (Dwain Doty); Jerome, Sady's boyfriend

(Philip Cole); and Maray, a girl who works in Vera's beauty shop (Shari Runner).

Among the performers, Cheryl stood out as truly into her part. All the actors were effective, with forgotten lines and miscues minimal despite an inadequate three-week rehearsal schedule and only two dress rehearsals. Settings, lighting, makeup and costuming were all well-handled.

The show also included two dances performed stylistically by Lorry Cox, Goddess Simmons, Linda Moore, Tracey Everett and Pam.

The entire production was plagued by problems, "more than I could ever imagine," Pam said. "We had financial problems and the administration censored the play. That has never happened to a BSA play before."

The censoring removed much of the profanity in the script and hurt the full impact of the production. Removing street language from a high school production is an insult to the audience, because they are deprived of all the playwright intended for them, and even more of an insult to the playwright himself, because it changes the picture he sought to paint with the language he used.

Though the play opened Thursday to an almost nonexistent audience of 12, the house was packed Friday.



GUITAR AND DULCIMER are two of the many instruments George and Gerry Armstrong have mastered. The folksinging Armstrong family, which also includes their daughters Jenny and Becky, will be here Wednesday and Thursday.

Folksingers headed here

If you've never been to a "ceilidh," Thursday you can find out what you've missed when the Armstrong family, a folk singing group, concludes a two-day program of classroom presentations and concerts.

As every student of Celtic knows, a ceilidh is a play-party in which students, teachers and the Armstrongs will be able to participate.

The Armstrongs—George, Gerry and their two teenage daughters Jenny and Becky—have performed as a team for more than 10 years. They are the second performers at U-High in a series of events in the arts and music sponsored by the James Landau Memorial Fund. The \$4,000 Fund was financed in the memory of James Landau, '66, who died in 1972, by friends of him and his family. A committee headed by English Department Chairman Eunice McGuire administers the fund and organized the Armstrong's activities here.

Those activities will include bagpipe and folk music, a folk play, and folk lore with emphasis on the folk hero.

Eleven tour in Canada

Tonight 11 U-High freshmen will be out on the town in Montreal, Canada. They, along with 10 8th-graders, departed Friday on a one-week tour of French Canada.

French Teachers Clare Lacocque and Etienne Pilet, cosponsors of the trip, have planned walking tours of Montreal and Quebec City, along with a two-day visit to a Canadian boarding school.

"Trips like this motivate students," Ms. Lacocque said before the group left. "Being in a French situation all the time, the students will have to speak French."

Students going on the trip expressed similar opinions in terms of improving their French skills, adding that they would also like to see a different part of the world.

The trip cost each traveler \$305.

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Education for living

U-High can teach a student to be a scholar and that's fine. Scholarship has its place. But even the most devoted scholar comes home from the library sometime. When he does, he has to cope

The Midway's opinion

with everyday problems such as food, rent and utility bills. That's life.

The Midway asked several U-Highers if they felt U-High prepared them for life (see story below). Few of them did. One of them felt that no school can educate its students for life.

Another felt that U-High prepared him well for the next most immediate problem in his life—college.

But suppose a U-Higher's next problem isn't college? In this case the school isn't giving something that will be of immediate use to him.

His most immediate problems might be to find a job (what kind of salary do you need to support yourself?); to find an apartment (what's a reasonable amount to expect to pay for rent?); to prepare an income tax form, change a fuse, balance a check book or budget an income.

Even if these problems aren't immediate, they are all questions that U-Highers will confront someday.

It's true that most U-Highers do not go out and support themselves right away. Most of them go to college first. Yet perhaps if U-High's curriculum offered them a marketable skill they might not go right to college. U-High doesn't present any alternative to college education (except to put it off a year) in the first place. Instead U-High presents a narrow view point of life's possibilities. Mainly it just channels people into college. It shows students one road and most of them take it. No other route is opened to them.

There should be other routes. A school should not exist to put limitations on a student's possibilities; a school should increase those possibilities.

U-High's present philosophy is based on the premise that everyone should go to college. Perhaps it would be better to approach education without this preconceived notion. State Superintendent of Instruction Michael Bakalis says our nation is educating 80 per cent of its students for the 20 per cent of jobs that require a college education. Should high school education primarily serve to prepare people for more education? Can't it also serve to prepare them for life outside school?

The "Women" course planned for next year is an example of the kind of courses of which this school needs more. Hopefully this course will make U-High girls aware of the limitations that they and others may be placing on their lives. Hopefully it will give them a way to cope with the problems that may face them when they leave this school because they are female. Hopefully boys also will take this course and gain understanding of the limits placed on people and the limits they place on themselves.

Changing U-High's almost total attention to college preparation is not the farfetched idea some may consider it. Many schools, if not most, offer courses such as consumer education, psychology, business math, accounting and industrial skills. These courses give students immediately marketable skills, and skills for living, too. They also offer options for the future. At U-High students hardly have such options and even if they had them they probably would not be prepared for them.

.. It's not alive here

A MIDWAY OPINION SURVEY:

Life preparation courses are nonexistent at U-High, most students interviewed by the Midway agree, but none of them were able to offer any alternative to the kind of program the school presently offers. Several of those questioned said

it was impossible to learn about life from any school, no matter what its curriculum emphasized. "No school prepares you for life," explained Danny Rudolph. "You have to find that out on your own. It's unrealistic. In school you have no responsibilities, such as paying rent and taxes. It's a very sheltered environment."

Many of those interviewed said that U-High only prepares students for college.

Judi Harris believes that "U-High is so enclosed, it doesn't allow you to have a correct background for society. It's strictly academic-minded. That's why 99 per cent of the students go on to college. They put you on one track—to go to college."

Jim Peyton expressed a similar view. "After graduating from here you have no useful skills than to go on to further education." Jim mentioned that perhaps U-High should offer some type of vocational training, such as an auto mechanics course, but said because of the school's small

budget, proper equipment for any vocational course would be too costly.

Several students mentioned courses offered at U-High which were basically life preparatory. According to Judi Harris, "The only department that deals with life is the Social Sciences." She specified the American and Afro American Studies courses and the new course, "Women," planned for next year, as useful for later in life.

Several students did feel that U-High helps prepare students for later life. Louise Kramer, in comparing U-High to the private high school she attended in New York, felt that U-High "encourages people to be much more dependent and much more realistic about life. People are treated more like adults. Most of the kids seem interested to learn." In Louise's other school, she added by comparison, students were not allowed to choose their courses.

Colin Shaw expressed a similar opinion. "From my experience in the Lab Schools and public school, I feel that the differences in the attitudes of the teachers here is that they take a more serious look at the student's need for responsibility, by not constantly watching over them. In that way the students see the need to output on their own."

On the whole those questioned were fairly satisfied with U-High as it is. "This is the right type of school for me," Danny said. "It's just something I have to go through before I go to college."

THOUGHTS

A girl among boys at all-male school

NOWADAYS many once all-male institutions—clubs and colleges—have gone coed. There still remains, however, at least one bastion of the male sex: Catholic boys' high schools. A few weeks ago I had an opportunity to visit one.

When Fr. Don Henkes asked my friend Linda and I to come to DeLaSalle High School, 3455 S. Wabash Ave., and recruit for TEC (Teen Encounter Christ) retreats, we thought that'd be pretty cool. I guess the idea of going to an all-boys' school for a day was intriguing. It's not everyday that two girls find such a favorable ratio. I think that in some ways our approach was a bit naive and that DeLaSalle surprised us.

I got there at 7:45 a.m., a few minutes before Linda, who was being picked up by our friend Nick. I hadn't really thought about walking into DeLaSalle, just being there. When I did walk in, I realized the true meaning of the word conspicuous. I suddenly realized that with the exception of the attendance secretary, I was probably the only female in the place.

She was glad to see me and plied me with donuts, coffee and conversation. I don't think it's often that she has another woman there to talk to. The attendance office freaked me out because the two doors were kept locked, for security reasons, Don says.

DeLaSalle looks quite like U-High—pastel cinder blocks and nondescript floors. The only differences are a lack of murals, more lockers and unmarked bathrooms. You just know that you're not supposed to go into them if you're female, which kind of worried Linda and me. Later we were informed that the women's bathroom is on the first floor. Thank God.

After the locked doors on the attendance office, I was anticipating strict discipline in the classroom, but the students tossed around jokes with the teacher much the same as in a U-High classroom.

When we went down to the cafeteria for lunch the informal atmosphere was gone. The cafeteria is very large and bleak with rough, unfinished wooden

tables. A faculty member on lunchroom duty stalked around the lunchroom like a buzzard. As he passed the tables he'd order, "You, out!" to each boy as he finished eating. It seemed like a prison and the students the prisoners.

After lunch we were given "the guided tour" of DeLaSalle by three friends of ours from a TEC—Nick, Bob and Ray. It really didn't last long; all we saw was the shop class and the guidance department. In the shop class they were making canoes. They've got a canoe club that plans trips.

After a quick glance at the Guidance Department, we returned to more recruiting. When I left I was bewildered, unable to understand a school that locks attendance office doors, yet opens the way for laughter in the classroom. I wonder how their students reconcile the differences.

—Katy Holloway, senior

Phot Opinions

What kind of job is student government doing this year?



Jan Corwin



Clifton Clarke

JAN CORWIN, freshman: They haven't really done anything. I never even notice them. They're almost nonexistent.

CLIFTON CLARKE, junior: I thought SLCC was the most powerful form of student government. They don't seem like they're doing much for the students. I don't know what they can do. The amount of people in SLCC is unnecessary. As far as the extracurricular activities, student government is doing a good job.



Jim Bogle



Aaron Stern

JIM BOGLE, junior: I don't even know what their purpose is. If they're doing anything, they're certainly passing me by. I don't see how much they could do.

AARON STERN, freshman: I don't think their influence is filled throughout U-High. For instance, they invite all students to sit in on their meetings and no one shows up. I think student government is not really in close contact with the students. Whether that affects their job, I'm not sure.

10-second editorial

• When school nurse Camille Daniels was out with the flu for a week at the beginning of April, the secretaries in the main office took over nursing duties for the Lab Schools. Fortunately, no serious medical problems came up, and they were able to rely on their motherly instincts. But the school really should have a qualified substitute available to fill in for the nurse. The secretaries shouldn't be asked to face the chance that, in an emergency, they would have to make a life or death decision about medical care.

U-HIGH MIDWAY

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EDITOR-IN-CHIEF KATY HOLLOWAY
BUSINESS AND ADVERTISING

MANAGER Richard Adams
ASSOCIATE EDITORS and pages they edited this issue—1, news, Richard Adams; 2, news, Wendy Weinberg; 3, news, Alex Schwartz; 4, editorials and opinion, Matt Freedman; 5, in-depth newsfeatures, David Melamed; 6, sports, George Anders; 7, sports, Abhijit Chandra. Pages not appearing this issue: Arts, Robin Williams; photo newsfeature, Janet Kauffman. Ad on page 8 this issue supervised by Richard Adams and drawn by Hal Bernstein.

SPECIAL FEATURE EDITORS—Special assignments, Vinit Bahl; opinion page column, Matt Freedman; sports page column, George Anders; public opinion, Janet Kauffman.

POLITICAL EDITOR Abhijit Chandra
COMMUNITY DEVELOPMENTS EDITOR Vinit Bahl

PHOTOGRAPHERS: David Frahm (editor), Danny Schulman, Johnny Rainieri, Gregg Dworkin, Allen Grunes, John Andreas, Mark Bryant, Atsuo Kuki, Michael Orlikoff.

ARTISTS: Hal Bernstein, Abhijit Chandra, Matt Freedman, Steve Massaquoi.

ADVISER Wayne Brasler

MATT FREEDMAN

Oh for the days of Brunswick Stew

ANYONE AT U-HIGH who wishes to eat lunch at school—a humble enough desire—is faced with two possibilities. He can lug it to school with him, and face the possibility of swallowing a mangled, thrown-together mess for lunch, or he can buy his food at the Snack Bar and mix 'n match a meal of sandwiches and potato chips.

The one thing he cannot do, however, is the one thing that presents the most palatable solution to his problem, that is, buying a good cheap hot meal at the school cafeteria.

Up until 1971, in fact, he could buy his lunch there—40 cents for students and 50 cents for teachers, who ate together in their own dining room. The kitchen was run at a loss by the University Food Service and received some food through government subsidy. The University, however, began to lose so much money on the cafeteria, \$36,000 in the kitchen's last year of operation, that the University pulled back its support and tried to forget the whole thing. The equipment in there is the University's, but the room belongs to U-High. The University doesn't want to move the heavy equipment out because of exorbitant costs, so it stays there. Occasionally, the University even moves other equipment in, with Lab Schools permission, for storage purposes.

The Lab Schools do not really care what the University sticks in the room, because without University money running the place, it does ab-

solutely nothing for the school beyond cooling milk cartons. It is not for lack of effort that the kitchen is in its current dormancy, but every suggested solution to the problem has thus far failed. The two most frequent solutions, for example, are inviting a professional catering service in to run the cafeteria at little cost to the school and parents and students running the cafeteria on a volunteer basis. Unfortunately, no caterer will touch the cafeteria because of the small size of the school and again, unfortunately, neither parents or students seem inclined to undertake a volunteer program.

Director of Administrative Services Donald Conway describes a last resort the Lab Schools have relied on in the past in dealing with unproductive equipment, however, which is worth looking into.

The Music Department, the story goes, had an old piano on its hands which was just taking up space. The Department tried to sell it at a small fraction of its worth. No takers. Then they tried to give it away, asking only that the receiver pay shipping charges. No takers. Then they offered to pay all expenses if someone would just take it off their hands. So they did the only sensible thing they could do. They took an axe to the piano, chopped it into little pieces and threw it out.

That gives me an idea. It is not a pretty one, but it might work.



How loud the teacher's voice?

Not all are sure they have adequate role in decisions

By Abhijit Chandra

Do teachers here have an adequate voice in decisions pertaining to the school? Many faculty members here who are active in faculty committees and groups feel they don't.

Administrators here feel teachers do have an adequate voice in such decisions.

Many teachers say the faculty specifically does not have an adequate voice in decisions pertaining to budget cuts, long range program planning, and teacher's salaries. They say the committees provided for faculty influences in such matters are ineffective.

TWO OF THE major committees are the Policy Committee, whose stated function is to "provide guidance for administrative motion," and the Salary Welfare Committee, which suggests salary plans on the faculty's behalf to administrators.

Some teachers also feel the grievance procedures provided for teachers whose contracts have not been renewed are inadequate.

Teacher discontent with their role in decision-making has been voiced since 1969-70. A series of budget cuts that year involving programs and staff members left many teachers, parents and students complaining they had no sense of, or role in deciding, what the school's future would be or how decisions concerning it were being made.

THE SAME YEAR many teachers expressed concern when new appointments suddenly were made to the director's and principal's positions midyear without general faculty involvement.

In 1972, the Audio-Visual Department was eliminated with what many teachers again felt was inadequate consultation. Budget cuts became a topic of discussion again this year, with decisions about staff cuts particularly questioned.

Head Librarian Blanche Janecek is one example of a faculty member discontent with how budget cuts are being decided. Ms. Janecek says she was not con-

sulted on the decision that one librarian position will be eliminated next year. "I just got a note saying 'the decision has been made' from Mr. Jackson," she said.

LAB SCHOOLS DIRECTOR Philip Jackson explained he gives department chairmen information with which to design a budget and then they submit these budgets to him. He added that he has granted all requests for such information. Where economic limitations cannot support budget requests, the administrative group pares them down. Following this procedure, he said, the library staff was consulted adequately on budget decisions.

"They (the teachers) are very much involved in budgetmaking," he concluded.

Ms. Janecek, however, feels the final budget for the library should have been decided by the library staff. "The librarians could have figured out a plan where no one's rights were infringed. The administrators should suggest the budget cut."

ENGLISH DEPARTMENT Chairman Eunice McGuire's experience concerning in-department cuts was that the decisions were made cooperatively with the administration. She said that after the department submitted its budget to the administrative group, the administrators suggested where the budget needed to be cut. Then, the department approved the administrator's decisions.

Ms. McGuire said that, with this procedure, she feels she had adequate say-so in this manner on the budget cuts.

Principal Karl Hertz said he, as an administrator, would not be discharging his responsibilities if he allowed the librarians, for example, to cut their materials budget to save the cut librarian position or if he allowed any department to take actions which affected its general ability.

SOCIAL STUDIES Teacher Philip Montag also expressed dissatisfaction about the voice

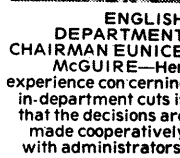
teachers have in budget decisions. Mr. Montag is president of the Faculty Association (see story below), a former departmental chairman, and a former member of the Salary-Welfare and Policy Committees.

"In this financial crunch decisions which affect the faculty's role—to maintain the best possible ongoing curriculum—are not made with consultation with the faculty. Hell, nobody came to me and said, 'How's dropping this librarian going to affect your classes?'"

Mr. Montag cited discontinuation of the Audio-Visual



LAB SCHOOLS DIRECTOR PHILIP JACKSON—He stresses that the channels for faculty input do exist in the form of the Salary-Welfare and Policy Committees.



ENGLISH DEPARTMENT CHAIRMAN EUNICE MCGUIRE—Her experience concerning in-department cuts is that the decisions are made cooperatively with administrators.



HEAD LIBRARIAN BLANCHE JANECEK—She questions the worth of serving on a committee if it is ignored by administrators, as she feels some are.

Department as another example of administrators not consulting teachers about budget cuts.

"A-V's A CLASSIC," he said. "We had an Audio-Visual center one day, the next day we didn't."

Summing up his feelings, Mr. Montag said, "They're not taking advantage of an important human resource out there—the teachers."

Regarding the discontinuation of the Audio-Visual Department, Mr. Jackson said, "I paid a person to make an independent study of uses of audio-visual and its cost. It took him several weeks and he talked to teachers."

Mr. Jackson added that he also talked to some teachers personally.

BOTH MR. HERTZ and Mr. Jackson stressed that channels for faculty input in decision-making did exist in the forms of the Salary Welfare and Policy Committees.

The Policy Committee's stated function is to "provide guidance for administrative motion." The Salary Welfare Committee suggests salary plans on the teachers' behalf to the administration.

Many teachers who had served on these committees, however, expressed frustration with their ineffectiveness.

MS. JANECEK SAID she questioned the worth of serving on a committee she felt was ignored by administrators. Librarian Mary Biblo said, "They (the committees) aren't given all the information. . . . Salary Welfare's recommendations over the past two years have all been rejected. Committees give the illusion of power to teachers."

Mr. Jackson said he considered all of Salary-Welfare's recommendations carefully. He added that he gave out all information requested to the committee. But Science Teacher Ernest Poll, last year's Salary-Welfare chairman, said, "That's a little like blindfolded pin the tail on the donkey. 'Administrators do give out yearly budgetary reports, but they should give out a long-range plan saying 'This is what we've got.'"

MR. POLL said Mr. Jackson supplied no longrange statistics, though Mr. Poll requested them.

"It's not the teachers' right to be consulted," Mr. Poll concluded. "It just makes a lot of sense to use the talents and experience of 170 people."

Mr. Jackson said "There's no way to make longrange plans given the instability of the economy."

Both Mr. Jackson and Mr. Hertz said they felt grievance procedures instituted for teachers who think there has been a misapplication of

the personnel policies were adequate. Most teachers interviewed did not.

"IF THE Pre Collegiate Board makes a decision," Ms. Biblo said, "Mr. Jackson can appeal it but a teacher cannot."

Earlier this year, Ms. Biblo was told her contract would not be renewed. Later she was told that her contract would be renewed due to expected attrition within the library department. She said she used the grievance procedure to try and find the reasons for her dismissal, but was not satisfied with the reasons she was given.

She said she was told that her dismissal was a result of economic limitations. From her experience, she concluded that "We don't get questions answered. The grievance procedure's a farce."

MATH TEACHER Ralph Barger pointed out that "The grievance procedure is unsatisfactory because the final arbitrator is not neutral and a party to the dispute."

In the grievance procedure, senior (a rank for which teachers here five years or more are eligible) teachers discuss their grievance with the principal and their department chairman, and the principal files a report on the complaint to the director. If the teacher is not satisfied with the director's decision, the teacher can request a grievance and a committee is formed to hear it.

With non-senior teachers the procedure is essentially the same, but without the principal's report.

CURRENTLY, AN APPEALING of a grievance directed at Mr. Jackson would officially go back to Mr. Jackson as he holds two titles—Director of the Lab Schools and Dean of Education in the University's Department of Education.

Mr. Jackson said, "If the grievance procedure were directed at me, it takes relatively little intelligence to see that would present a problem to be solved. The appeal would be given to somebody else, maybe the Provost."

Some see voice in collective bargaining

By Katy Holloway

With collective bargaining approved by the Lab Schools faculty in an election here Friday, the Faculty Association will begin to assess faculty suggestions for a contract between Lab Schools teachers and the University.

The 93-76 vote (there also were two unmarked ballots) came after two previous elections in which the faculty turned down collective bargaining.

By law, collective bargaining requires an employer and his employees to negotiate the terms of a contract. The contract is a statement of conditions of employment and of expectations on both sides of the agreement. Both sides are required by law to abide by the contract. Lab Schools teachers would be represented in collective bargaining by the Faculty Association.

Fourteen Lab Schools teachers formed the Faculty Association in Jan. 1968, to talk over and perhaps take action on the personnel policies of the Lab Schools.

Specifically they cited the lack of a standard procedure for faculty participation in policy-making decisions; absence of rules concerning job security; an inconsistent system of severance; and a lack of consistency in teachers salaries.

In 1970, the Association affiliated itself with the American Federation of Teachers (AFT), a national union, becoming Local 2063. According to Ruth Marx, a 4th grade teacher in the Lower School, "The decision was made that there would be benefits to affiliating with the AFT. If one belongs to a broad movement, there's various and sundry help—financial and otherwise supportive—that you can receive. One gets literature from the AFT and it's informative about what goes on in education across the country."

Becoming part of the Union did not give the Faculty Association bargaining power. To gain it, any union-affiliated group must have a majority vote for collective bargaining in an election supervised by the National Labor Relations Board (NLRB).

To hold an election, 30 per cent of a group must commit itself to wanting an election. In elections in April 1971 and 1973 Lab School faculty rejected collective bargaining, but the decisions were close, with the measure failing by three and then seven votes.

This year, the Faculty Association organized a card campaign to tally support for the election. Card forms were distributed person to person and printed in the Union Report, the Faculty Association's newsletter, to be signed and returned if the teacher would authorize the union to represent him or her in collective bargaining with the University. The Faculty Association turned the cards over to the NLRB and requested an election date.

In the event that a union obtains collective bargaining, it has between a week and a month to form a proposal to present to its employer. At the Lab Schools, Faculty Association President Philip Montag said that the Executive Board of the Association would be working out a strategy for assessing what the faculty wants.

"The Executive starts with ideas that might be used, draws them up and submits them to the faculty saying 'add anything you want and comment on the ideas in here,'" he explained.

The Executive Board would then collate the responses, make changes in the proposal and submit it to the faculty once more before writing a final draft.

When the union is certified by the NLRB it selects a negotiating team to meet with the employer, to reach an

agreement on the terms of the contract. Most contracts run for one year, according to Mr. Montag, but contract length is decided in the negotiations. The end of the contract year would be the logical time for any contract modifications, he said, but these procedures also would have to be decided on and written into the contract.

In the weeks before the three collective bargaining elections here, including last Friday's, teachers and administrators for and against collective bargaining have circulated open letters to the faculty giving their opinions on the subject. Lab Schools Director Philip Jackson told the Midway that it is his belief that collective bargaining is not needed in the Lab Schools at this time. He explained that "The school is making and has made over the past several years progress towards many, if not most, of the goals the union alleges to seek."

Mr. Jackson also feels that union activities divert energies that could be used to further the educative process.

Mr. Montag said of collective bargaining that "it's not panacea, you're not necessarily going to get everything you want, but at least it offers a fair hearing so that the administration has to listen and respond in good faith and come up with counter proposals."

"What the agreement is," he added, "is fully dependent on what the faculty want."

One question raised prior to the election was that of a union shop requiring that all Lab Schools teachers join the union. Mr. Montag said that "as far as the union is concerned, we've never pressed for a union shop, we don't believe in them." But, he added, "a union shop is negotiable. The University would have to agree to it. It is the faculty's decision."

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After deadline bulletins

Patlak among 'coaches of year'; Chess Club gives up journey

VARSITY BASKETBALL Coach Sandy Patlak has been named one of 17 district Class A coaches of the year in balloting sponsored by the Illinois Basketball Coaches Association (IBCA).

The Association annually honors coaches in three divisions in each of the 17 districts. The divisions are junior high, Class A (high schools under 750 enrollment), and Class AA (high schools over 750 enrollment).

Mr. Patlak will receive his award at the IBCA's Hall of Fame banquet Saturday at Illinois State University at Normal.

The U-High coach, who led the Maroons to a three-way tie for the Independent School League championship, did not expect the honor. "I was utterly surprised," he said, "but it's a good feeling that we got recognized. And it's going to be good for the school because now people will start looking at the school and not write us off."

RISING COSTS forced the Chess Club to call off its plans to send a team to the National High School Tournament Apr. 19-21 in New York City.

Chess Club Secretary-Treasurer Rick Muelder expected plane fares to total \$476, and food, hotel and other expenses to be about \$140. He planned on players paying \$50 each for the trip, with the rest of the money coming from other sources.

Based on this estimation of costs, the Chess Club received \$150 from the Parents Association and \$188 from the Student Activities Fund.

Several days before the tournament Rick reviewed the budget with Dean of Students Standrod Carmichael, and concluded that food and taxi would cost about \$80 more than he had expected. That increase, coupled with a raise in plan fare, meant that the players would have to spend close to \$90 each to meet all expenses. None of the players could afford the increase.

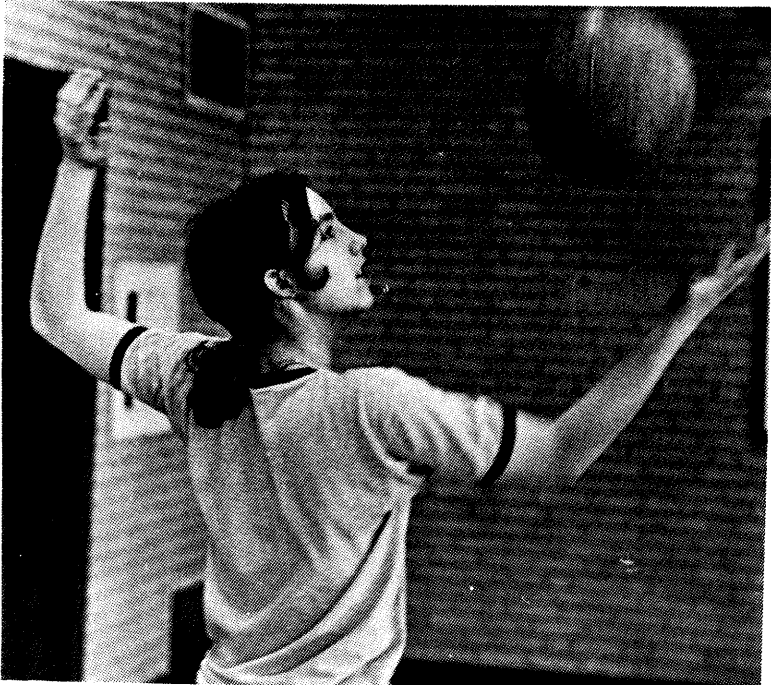


Photo by Allen Grunes

AT A RECENT weekend volleyball practice, Jenny Aliber works on her serve.

Volleyball team girds for title fight today

Trying for their second consecutive league championship, the varsity volleyball team goes against league-leading North Shore today.

U-High comes into the game with a 5 win, 3 loss record. A win would put the team in a tie for first place. "If we can get our serves over, we should win," Orna Resnekov believes. Serving so far has been erratic, she notes.

After a slow start, the Maroons have won their last three games. Jenny Aliber feels the team has "always been playing better than our opponents. But we used to miss the easy shots. Now we're not letting the ball hit the ground."

Weekend practices have given team members a chance to sharpen their skills. "Nearly everyone" on the 14-girl team shows up, according to Jenny.

"The team is performing up to my expectations," Coach Patricia Seghers said, "because we're trying new tactics, and they seem to be working. There are no superstars, but all the girls work hard and work well together."

The varsity and junior varsity teams have a final chance to better their records Thursday against Latin in an away game. At deadline, the j.v., also coached by Ms. Seghers, had a 3 win, 3 loss record.

Baseballers go north today

Hoping to do better than last year, the varsity baseball team will play Francis Parker today there. The team won one game and lost one last year against the Colonels. James Montgomery, in his first year as coach, comments on this and other future games, "As for who to look out for, I can't really tell you. I heard Lake Forest is one of the better teams. We beat them two to one."

Last year the team won their first game against Francis Parker, then lost a later game.

The season opened Apr. 9 with a 2-1 win over Lake Forest here, with John Clement pitching a one-hitter. The team is well supplied with pitchers and relief pitchers. "When the going gets rough, Clement will be on the mound," Montgomery said.

In the Lake Forest game, John struck out 13 but showed poor

control by giving up seven walks. John explained, "I pitched this summer. I had great control. Not having exhibition games or a chance to pitch off the mound gave me some trouble."

In addition to Independent School League games, the team will participate in district playoffs. The Maroons have been eliminated

in the first round of play there for at least the past three years.

Poor weather and lack of adequate batting practice have hampered the team so far. It has been doing most of its practice on the Midway, on Jackman Field or in the gym. The nearest available batting field is nearly two miles from school.

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Who's quickest?



Photos by Johnny Raineri

ALL STUDENTS were tested on their ability to catch a dropped card. At the start of the test, Richard Nayer (top left) waits for the card to be released. His thumb and forefinger are about an inch apart. As the card falls, he will pinch his fingers together to stop it. Markings on the card tell how long it took to catch it. A paper shield keeps Richard from predicting when the card will be dropped. Keith Haggard (top right) also waits for the card. Rachel Aliber (bottom left) and Keith Haggard (bottom right) start to close in on a released card.

Basketball players and soccer players who took reaction time tests given by the Midway two weeks ago proved faster than swimmers and tracksters.

Reaction times range from 0.16 seconds to 0.25 seconds, except for those who failed to grab the card. Those being tested often said, "this is really stupid" then immediately followed up with "Hey, let me do that again."

About 70 athletes and nonathletes took the test, which Physics Teacher Richard Kimmel had mentioned to his classes. Details of the results are in the table below.

Soccer Player and Guitar-Picker Dave Jackson had the fastest reaction time of those tested, 0.16 seconds. Many people tested expected ISL All-Star Basketball Player James Fleming to make the best score. He tied for second, 0.17 seconds, with Soccer Goalie Paul Strauss and others. Surprisingly, Andy Wright, one of the 10 best hurdlers in the state, had the slowest reaction time of all those tested. He missed the card three times in a row. "I just got slow reactions," he explained. A few basketball players pointed out that when Andy played on the basketball team as a junior, he had a tendency to react slowly to stimuli such as being bumped in the head by the ball.

Science Teacher Richard Boyajian cautioned against making any generalizations from the testing. "There are too many variables to take into account," he said. "And you could only say they were better at catching a card."

Sport	Selected Reaction Times	Total Area for Sport
SOCCER	A. Davis: .18 D. Jackson: .16 (average)	0.16
Base Basketball	A. Fleming: .19 J. Rodgers: .19 A. Albion: .19	0.18
Girls Basketball	S. Mundy: .19 C. Gans: .19 R. Resnekov: .20	0.18
Track	R. Minter: .19 D. Rucker: .23 C. Chilton: .20	0.21
Swimming	J. Kohn: .19 J. Miel: .21 J. Parker: .21	0.20
Volleyball	D. Hasthorne: .20 N. Newman: .19	0.19
Non-Athlete	P. Ballymore: .21 A. Silvestre: .21	0.20
Records Player	Sport	Reaction Time
D. Jackson	Soccer	Fastest Reaction Time
J. Fleming	Basketball	Second Fastest
R. Aliber	Girls Basketball	Third Fastest

Coming Contests

BASEBALL
Francis Parker, 4 p.m., Tues., Apr. 23, there.
Morgan Park, 4 p.m., Fri., Apr. 26, there.
North Shore, 4 p.m., Tues., Apr. 30, here.
Lake Forest, 4 p.m., Fri., May 3, there.
St. Michael's, 4 p.m., Tues., May 7, there.
IHS Districts, Quigley South, Sat., May 11 there, time to be announced.

OUTDOOR TRACK
Francis Parker, 4 p.m., Fri., Apr. 26, here.
Lake Forest, 4 p.m., Tues., Apr. 30, there.
Lisle Invitational, Sat., Apr. 4, Lisle High School.

Morgan Park, 4 p.m., Wed., May 8, here.

BOYS' TENNIS
Francis Parker, 4 p.m., Tues., Apr. 23, there.
Morgan Park, 4 p.m., Fri., Apr. 26, there.
North Shore, 4 p.m., Tues., Apr. 30, here.
Lake Forest, 4 p.m., Fri., May 3, there.
IHS Districts, May 10-11.

GIRLS' TENNIS
Latin, 4 p.m., Tues., Apr. 23, there.
Ferry Hall, 4 p.m., Tues., Apr. 30, there.
Latin, 4 p.m., Wed., May 1, here.
Francis Parker, 4 p.m., Wed., May 8, here.
North Shore, 4 p.m., Mon., May 13, here.

VOLLEYBALL
North Shore, 4 p.m., Tues., Apr. 23, there.
Latin, 4 p.m., Thurs., Apr. 25, there.

Recent Results

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

BASEBALL
Lake Forest, Apr. 9, here, 2-1.
Latin, Apr. 16, there, 7-8.
Latin, Apr. 18, here, rained out.
Harvard, Apr. 19, here, 3-2.

OUTDOOR TRACK
Quigley South, Apr. 5, here, 65-93.
St. Benedict, Apr. 5, here, 70-43.
Timothy Christian, Apr. 16, there, 58-27.
Luther North, Apr. 16 at Timothy Christian, 58-89.

St. Michael's, Apr. 19, here, 93-41.
Morgan Park, Apr. 19, here, 87-47.

BOYS' TENNIS
Quigley South, Apr. 8, here, 3-2.
Lake Forest, Apr. 9, here, 2-3.
Latin, Apr. 16, there, 2-3.

VOLLEYBALL
Ferry Hall, Apr. 2, there, forfeited to U-High.
Morgan Park, Apr. 4, there, 15-11, 7-15, 13-11 (15-3, 11-15, 5-15).
Francis Parker, Apr. 9, there, 15-9, 3-15, 15-13.

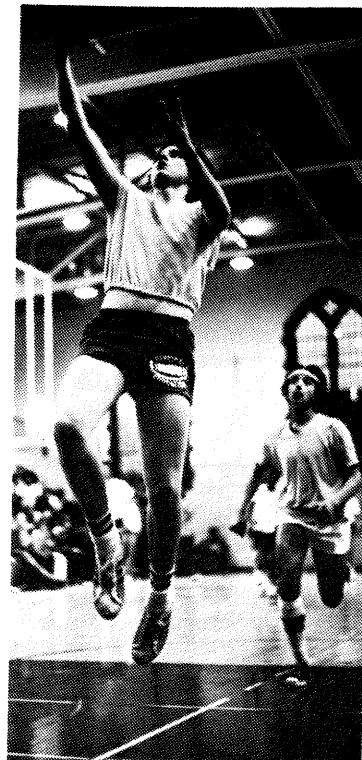


Photo by Danny Schulman

Money maker

DESPITE LIMITED publicity, this year's basketball marathon Apr. 5 raised about \$150. The money will be used to buy new uniforms for the boys' varsity basketball team.

The marathon lasted from 3 p.m. to 11 p.m., and featured six separate games. In the championship game, the juniors, coached by David Sorter, beat the seniors. Jim Bogle and David Frahm paced the team.

Adam Abrams drives in for a layup, as Marcus Deranian follows for the rebound.

Just because you go to U-High doesn't mean you have to look like a bum.



After all, old tattered blue jeans, worn out sneakers and dusty Salvation Army jackets aren't exactly original... or in style. Let Cohn & Stern give you a new image. Who Who knows, maybe it'll be contagious.

At left, a U-Higher badly in need of Cohn & Stern. At right, the same U-Higher after one trip to Cohn & Stern.

The Hangout is part of Cohn & Stern at 1502 E. 55th St.

The Hangout

Taking sides in the stands, too

By Jim Ellis

Anyone who went to a basketball game at U-High this season is aware of a peculiar seating arrangement that exists in Sunny Gym. While basketball is being played on the court, another game is being played in the stands. It's musical chairs. Or, as it is known at U-High, "segregated seats." Why do blacks occupy one section and whites another?

"A large part of it is tradition," said Dean of Students Standrod Carmichael. "It's a carryover from the past when the civil rights movement had reached its peak and there was a very strong need for black identity."

Segregation didn't exist in the gym until six or seven years ago, when black students began gaining identity as a group, helped form the interracial Cousins, Brothers and Sisters and then the Black Students Association, and made demands for innercity students to be brought to U-High, more black teachers and Afro-American courses in the curriculum, noted Varsity Basketball Coach Sandy Patlak. In 1968, U-High students planned to boycott sports events with Morgan Park Academy because it had not enrolled blacks.

Six years later, the interest and urgency in black causes seem to have diminished, but the segregation that began then is still alive in Sunny Gym. Today, however, the reasons for it have changed. Students seem to think a difference in lifestyles and need for security play a part more than ideological sentiments.

"It's because blacks and whites only deal in the classroom," said Varsity Cheerleader Judi Harris. "Socially, there's no real contact between them. Also, whites are a lot more inhibited than blacks. Blacks feel free to cheer and get loud. While whites are inhibited and have to act all cool or spaced-out."

"I think blacks just feel more secure around blacks than whites,"

said Jane Barrash. "It's not so much a negative white attitude as positive black."

"It's not really race," said Byron McGee. "It's just that most blacks are rowdy and like to cheer and curse and most of the white are passive. Hell, there are a few whites in the black section—the ones who are loud and rowdy."

"Blacks aren't any rowdier than whites," Mr. Carmichael said. "It's all a put-on for the whites, an outgrowth of the 'I've got rhythm' thing. Watch me cheer and stomp and get loud."

U-High students do not seem terribly concerned about the segregation. With such little concern, is segregation in the gym a problem, or is it just something U-Highers have gotten accustomed to living with?

"It's not really a problem," said Byron. "It's more of a difference in lifestyles."

"Blacks are just more comfortable around blacks and whites are more comfortable around whites," said Varsity Player Brent Cawelti. "I think it's a problem but I don't know what to do about it."

"No, it's not a problem," said Judi. "I couldn't care less about white students. I'm thinking about myself."

"Yes, it's a problem," said Chris Johnson, "but not for long. Like at school parties whites don't dance or mingle with blacks. But at the last school party blacks and whites were up dancing and some were socializing. I don't know what the solution is, but it's not the fault of teachers or advisers. It's something instituted by the students. Whites pretend the segregation is the fault of the blacks, but I guess if the whites were interested they could do something about it, too. I wouldn't sit in the black section because I'd feel uncomfortable and out of place. There's a barrier. I don't know how to explain it, but it's there."

Wrestling: Show biz and mayhem

WHILE walking toward the Amphitheatre, I wondered if what I'd see live would be like what I saw on T.V. My brother Alan and I, Danny Schulman, and our host, Richard Johnson, walked toward the Amphitheatre, through crowds of men wearing sharp-toed "cockroach-warper" shoes. We were headed for a treat that night, called "All-Star Wrestling." It was a sort of gruesome treat that appeals to the American sports fan.

As we took our seats inside the Amphitheatre, I noticed a particularly lively looking crowd. A Chicano in front of us pounded his walking staff on his chair, gleefully screaming, "We wan' blood! We wan' blood!"

I shrugged this off, and turned my attention to the wrestling. After watching a few matches, I noticed that it was not violent competition that I was witnessing, but instead, acrobatic teamwork. These men spent most of their time ricocheting off the ropes in an effort to hurl themselves at their opponents and send them sprawling. Of course, sometimes it worked and sometimes it backfired.

THE CROWD really responded to this, especially when its heroes, Dick the Bruiser and Pepper Gomez, pulled this off successfully. The first few matches were interesting, but the crowd waited excitedly for the two big final matches.

In the first biggie, the good guy lost, which keyed everyone up for the biggest match of the evening, starring Dick the Bruiser. At that moment, I noticed a fight in the stands that was outdoing what was going on in the ring.

After the security guards managed to separate the two brawlers, four or five guards chased the victor out of the arena, beating him furiously with the assortment of fists, feet and billy clubs.

AFTER SEVERAL rounds of bashing and thudding, the valiant brothers, the bad guys, sported faces dripping with a semireal-looking blood. The crowd loved it.

Again the crowd turned toward another outbreak in the stands where I could see, as the house lights went on for an instant, a solid 2 by 4 being wielded over a tired looking skull. While watching this, however, I lost my view for a moment as a row of chairs went flying past, ripped from its stations. At the moment, I was kind of horrified, but now that I look back on it, it was sort of fun to watch. After all, whether I knew it or not, that's what I really paid to see.

—David Gottlieb, freshman

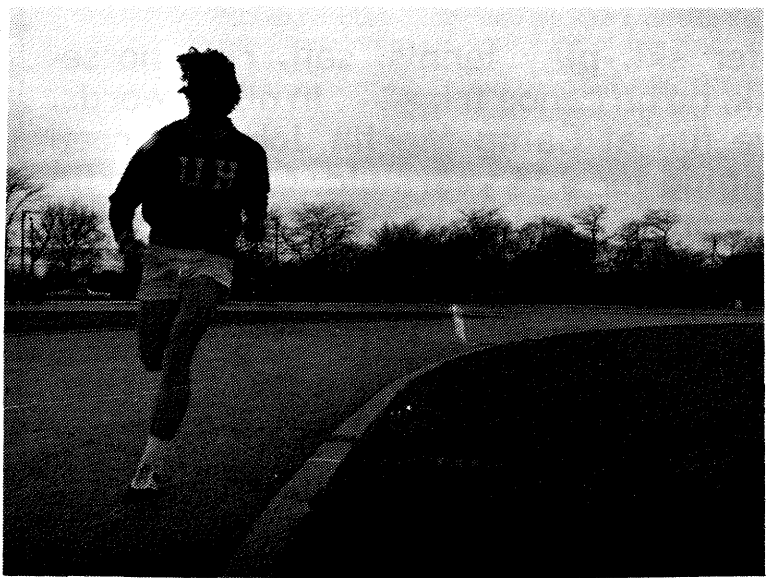


Photo by Robert Richter

WHAT BETTER WAY to celebrate spring than by circling the Stagg Field track as Doug Coulter of the outdoor track team does.

Outdoor, indoor trackmen on record-breaking spree

By Gregory Simmons

You could call this year's indoor and outdoor track teams hits because they've made so many records. So far they have broken nine records in all, one varsity and eight frosh-soph.

"I don't stress record setting," said Track Coach Ronald Drozd. "I don't pressure the kids, because if they don't set a record they get depressed. Some of the records are really good, but some are certainly in reach."

Jimmy Bruce broke three of the indoor track records, including the long jump, 60 yard dash and one-quarter mile. Richard Nayer also broke three, including the one-half, one and two mile runs (the two-mile was the varsity record broken).

Even though the outdoor season has just started, three records have been broken. Jimmy broke the 220-yard dash and the newest event, the triple jump. Richard Nayer broke the two-mile run

record.

The outdoor team is virtually the same as the indoor. Five meets remain in the season, including a Lisle invitational, and the state district championships. How many points the Maroons accumulate during league meets will be important because the team with the most points at the end of the season will be league champion.

GEORGE ANDERS

Getting selective about officials

ASK ANY U-Higher about officials at league games, and you'll hear some pretty good stories. There's the umpire who put home plate down backwards, the basketball ref who changed a call when one of the players started crying, and so on. But eventually, players will admit that these are the exceptions, and that most officials are at least a little better.

The Illinois High School Association sanctions and regulates nearly all the officials used at U-High games. Under their system, an applicant can become a registered official by merely passing an open-book test, paying a \$10 application fee, and having some acceptable character references.

So, without ever having shown that he has the judgment necessary to make good calls, an official could start working varsity games. Harry Fitzhugh, Executive Secretary of the IHSA, admits there have been a few problems with inexperienced officials, but points to several safeguards.

"We try to start these new officials on the junior varsity level, if possible," he explained. "Also, if a coach feels an official called a poor game, he can file a special report form. If we get two of these forms, we get in contact with the official, and we may suspend him."

But the biggest safeguard is with the school itself. If it isn't satisfied with an official's performance, it can ask the local assignment chairman not to send the official to one of their games again.

Coaches also have a say whether an official gets promoted. To rise to the "recognized" or "certified" class, an official must have a certain number of points on a formula. And about one third of these points come from coaches' evaluations of how well he called games.

Only certified officials are allowed to work sectional and final games in the state tournament. Those are about the only direct benefits of the promotions, according to Mr. Fitzhugh.

Pay scales are determined by each school. Mr. Fitzhugh concludes that officials "have to market their skill to a school. They are independent operators."

So far, U-High has rarely used its option to turn down one official and ask the assignment chairman to provide another. Certainly other schools overuse this option, and have a few officials do all their games. But there's no reason why U-High shouldn't select the better officials for its games.

Or at least ones who know which way home plate goes.



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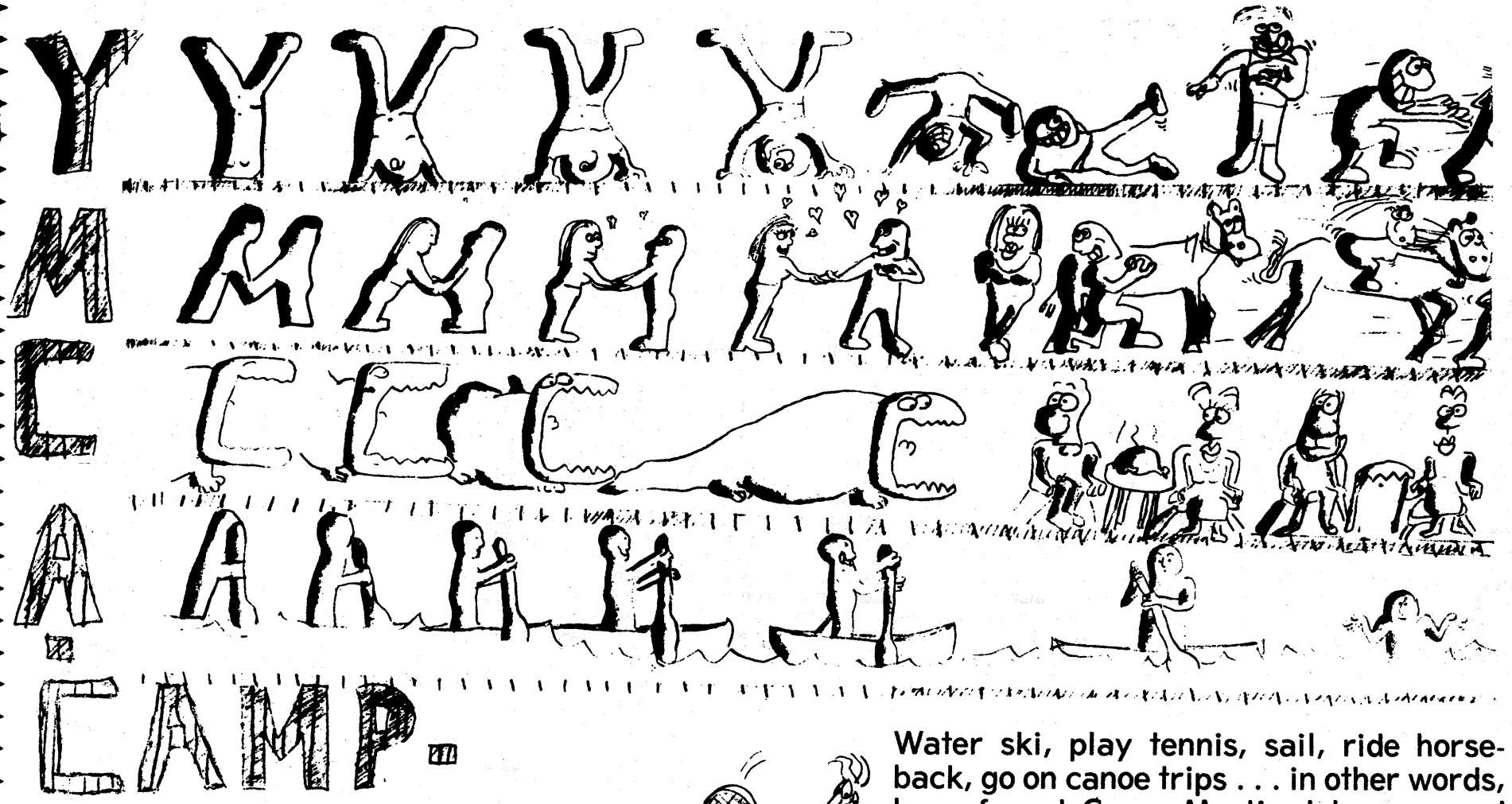
Eric Schwartz gives his mother, Cynthia Schwartz, co-owner of Contemporary Craftsmen, an early Mother's Day gift.

Survivors

Thirty-one skiers returned home intact from a ski trip to Vail, Col., over spring vacation. Steve Brown and Peter Sahlins organized the trip, chaperoned by Sylvia Griem, Kathy and Robert's mother, and Kenneth Kaye, assistant professor in the University Department of Education.

Robert Moss, who bruised his ribs falling off a ski jump, had the only injury.

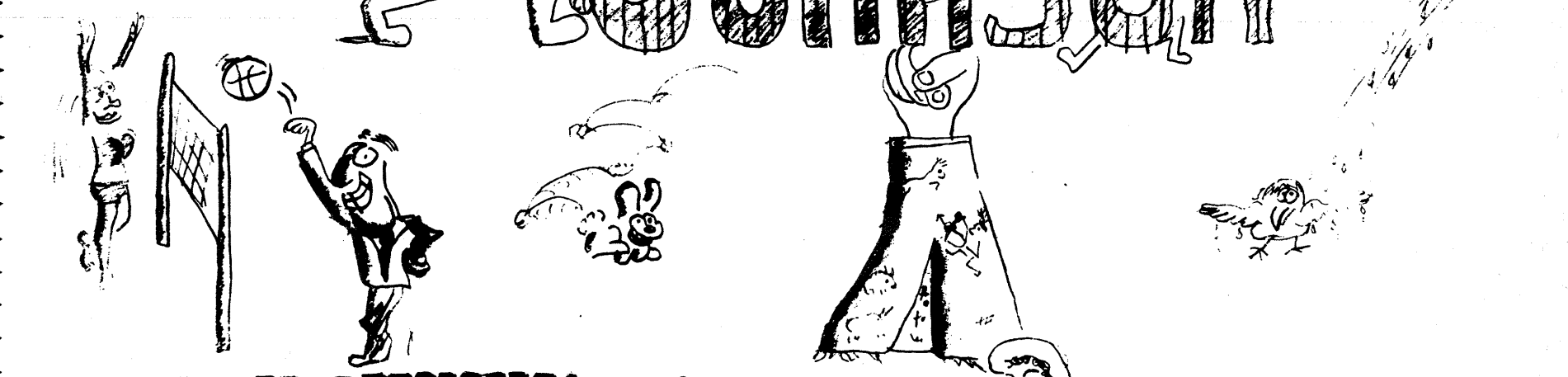
Robert, Mitchell Saywitz and David Shaw provided extra excitement on the slopes when they went streaking.




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