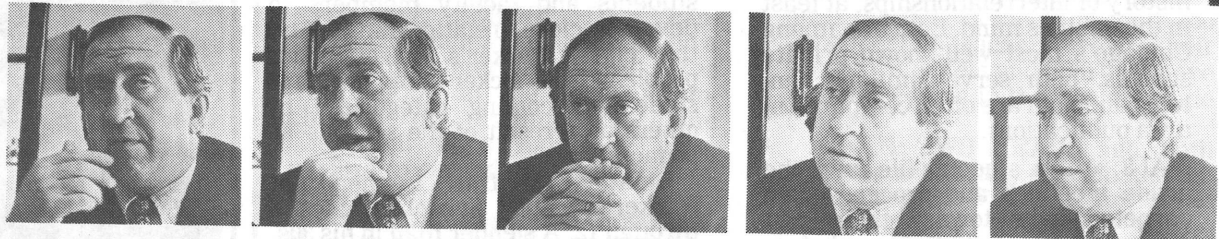


A new year's look ahead

Director sees 'rich future' for school, announces plans to advance scheduling



By Chris Scott

Completion of class scheduling before summer vacation and improvement of facilities are among developments Lab Schools Director R. Bruce McPherson sees for U-High as 1977 begins. He also forecasts a "rich future" for the school beyond '77 despite increasing costs and other problems.

Mr. McPherson hopes to eliminate the confusion schedule conflicts and resulting changes have caused during the first week of school in past years by getting scheduling completed before summer.

"IT'S A problem when teachers don't have class lists or schedules until the first day," he said. "The problems become intensified with numerous changes in a student's schedule."

To lessen the complications, Mr. McPherson, in cooperation with Principal Geoff Jones and guidance counselors, plans to have students register for classes in March, send schedules to students by May 16 and correct scheduling problems so that corrected schedules can be distributed by June 10.

He admits advancing the scheduling process is a big order.

"WHAT WE'RE TRYING to do is finish what usually takes almost eight months in about five," he said. "That's our aim. If you get most of it done in five months, I'll be satisfied. Some unforeseen problems may arise, but I feel that we can meet this schedule."

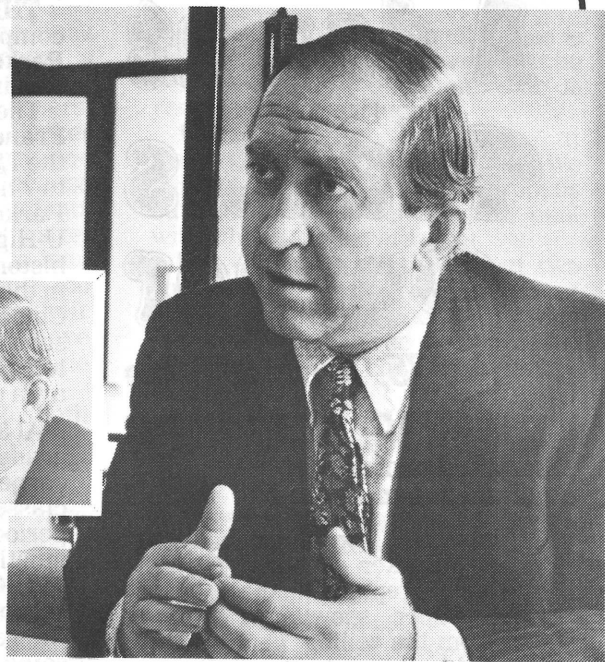
Improving school facilities also is on Mr. McPherson's agenda. Renovation of the theater probably will begin during the summer, when cost estimates and details have been worked out, he said.

"Mr. Jones and I also have been looking at the space in the cafeteria, such as the kitchen area behind the serving lines," he added. "So far we're just looking at it, and thinking about how to use the space."

Science rooms are continuing to get new equipment, he said.

The school also is being regularly exterminated.

INCREASED COSTS will require continued close attention to the school's financial situation, Mr. McPherson said. "It would be difficult to say automatically that there won't be a rise in tuition next year since we are living in an inflationary period, especially with many



Photos by James Marks

LAB SCHOOLS DIRECTOR

R. BRUCE MCPHERSON

requests for increases in salary, which takes up 80 per cent of our income already," he added. "The price of supplies also has risen dramatically."

"What we'll try to do, since we can't say that tuition won't rise, is to, over the next few years, level it off by cutting back expenses and reducing and consolidating fees to take some of the burden off the parents."

"We're facing some of the same problems other schools are facing across the county: the baby boom is over and there are fewer and fewer students enrolling in the lower schools."

"THE TUITION rates are higher and there are new alternatives to the schooling of a child, such as public schools, like Kenwood. Some University families are also moving away to the suburbs, taking their children with them."

"But I definitely see ours as a South Side school. We have students coming from all over South Side Chicago; from Beverly and other South Side neighborhoods, even as far away as Gary, Indiana."

Mr. McPherson added that he hopes to increase enrollment in U-High, hopefully by about 25 to 50 in the next three years. "Having a slightly larger population also means a better and larger curriculum," he commented. He added that he hopes to add electives to the program, especially for seniors.

"I THINK THAT the Schools will not only continue to play a strong role in the University and the communities they serve but also the rest of the South Side of Chicago," Mr. McPherson said. "I see a rich future for us."

U-HIGH MIDWAY

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A weekend out of town with the debate team

By Aaron Stern

It is 8:30 a.m., Friday, Nov. 12. A large white van, hauling eight debaters, two coaches, six flight cases and thousands of index cards, pulls out of Kenwood Circle. The U-High debate team is bound for the Illinois State University (ISU) Debate Tournament in Bloomington.

Michael Shapiro and Ben Roberts, and Jon Silverman and Dan Lashof, form U-High's two varsity squads. They sit in the van's front seats, talking about the new first affirmative speech they will use and joking with Social Studies Teacher Earl Bell, debate coach. Their hands rapidly cut up articles to use for evidence.

TIM BELL, Adam Simon, Debra Schwartz and Anders Thompson make up the novice team. By tradition they sit in the back of the van. "They know their place," Ben explains, laughing. Under less pressure than the varsity, the novices play games.

Arriving at ISU around 11 a.m., the team files into the library for last-minute preparations. At 3:30 p.m. the squads, in different buildings and rooms, are ready to debate.

Each debater gives an eight-minute constructive speech and a four-minute rebuttal to the opponents' last speech. After the round, the debaters shake hands with their opponents and listen to the judge's oral critique.

FOR THE NOVICES, round one has a calming effect. "I forget my nervousness once the round begins," Debra says. Both teams meet in the hall after the round with Assistant Coach Deborah Ziegler, telling her their mistakes and assessing how the round went.

During round two, Adam becomes so engrossed in his speech that he waves his pen furiously, aimlessly. Because of their opponents' inexperience and their own thorough preparation, Adam and Tim win the round easily.

In a different building, Dan and Jon are worried about the results of their last round. Mr. Bell forcefully tells them to "forget it."

FOLLOWING round three the team heads for dinner. After four-and-a-half hours of exhausting play, the team's adrenalin level remains high.

New Yorkers top tourney

A team from Bronx High School of Science in New York City won the debate tournament sponsored here Dec. 28-30 by the U-High team. Six teams from Cleveland, New Orleans, Milwaukee, Detroit, Nashville and New York, and eight from Illinois, competed. U-High families housed 27 out-of-town debaters. Debate team members spent four weeks planning the tournament, issuing invitations and arranging for housing and judges.



Photo by Aaron Stern and James Marks

FINISHING lunch-on-the-run, Novice Debaters Anders Thompson, left, Adam Simon, Debra Schwartz and Tim Bell head back for an awards ceremony.

At the hotel, everyone agrees that it's one of the worst they've stayed in. "No hot water," Michael shouts. The team occupies three rooms. Ben's and Jon's voices float from Mr. Bell's room to the adjacent one, where other team members fall asleep around midnight in front of the t.v.

Awakened the next morning at 6:45 the debaters drowsily dress and pack up. The cold air outside helps wake everyone up. The team eats a hurried breakfast and drives back to ISU.

FOURTH ROUND pairings are determined by the results of the previous night. Dan is "relieved that we hit Glenbrook South" (GBS), a strong team.

During the break between the fourth and fifth rounds, Dan comments, "It's really enjoyable to watch all the best teams buzzing about, trying to prepare for our new case."

Against the same GBS team Michael and Ben lose round five and the quarter finals of the playoffs. Dan and Jon are upset they didn't make the playoffs. The ballots show later they had missed by one speaker point.

The novices, confident of having won but sensing the varsity's disappointment, rejoin the team for the awards ceremony, a bit subdued.

U-High wins several trophies but no one seems overjoyed. Ben wraps it up when he says, "It's just another tournament we didn't go all the way in."

Start of '77

• Another day off

While U-Highers get another day off Monday, faculty members will be discussing changes for improvement they feel could be made in the school and how such changes could be implemented, as part of their In-Service Day workshops.

• Sophs backward

Back pockets will go front when sophomores dress backwards tomorrow as Cultural Union's Dress Up Week continues. Freshmen will dress formal Thursday and everyone is invited to turn up in pajamas and other nightwear Friday.

• Fallin' down

Bridge builders of U-High, look sharp! The Physics Club's second annual bridge building contest takes place Fri., Jan. 28. Science Teacher Paul Collard, club adviser, has materials.

• Staff changes

Mona Sadow will be editor-in-chief of the Midway this quarter. Other staff positions, announced at a Midway and U-Highlights party Dec. 15 at David Rothblatt's house, are as follows:

Business and ad manager, Cathy Crawford; front page, Isabel Bradburn; second news page, Jon Simon; learning news page, Aaron Stern; pictorial news/features page, Paul Sagan; depth news/features spread, David Gottlieb; sports pages, Greg Simmons assisted by Pete Guttman; editorial and opinion page, Chris Scott.

Opinion page columnist, David Gottlieb; sports columnist, Greg Simmons; PhotoOpinions columnist and public opinion editor, Cathy Crawford; guest writer editor, David Gottlieb.

Political editor, Aaron Stern; community developments editor, Jon Simon. Paul Sagan also will work on two special projects, recruiting new staff members and preparing a booklet for the school and community answering frequently — asked questions about the role of the newspaper and year-book.

A day at Francis Parker

At 75, North Side school is thriving

Story and photos by Paul Sagan

It is 8 a.m. on a weekday at Francis Parker School. Flames blaze in a fireplace in the school's lobby. Paper snowflake cutouts, hung from the ceiling, gently swing back and forth in a draft.

Students stroll through the lobby on their way to daily grade meetings. Wrapped in brightly-colored scarves, caps, gloves, ski sweaters and down coats, they offer warm greetings to one another as they proceed up a staircase to their lockers. Behind them the students leave a trail of snow fallen from their clothes.

After putting their winter wraps in lockers, the students proceed toward classrooms for their 8:15 a.m. grade level meetings. At the meetings attendance will be taken and daily information announcements will be made.

ABOUT 260 STUDENTS attend high school at Francis Parker, on Chicago's North Side at 330 W. Webster Ave. The student body is about evenly divided between boys and girls. A private school, Parker offers a program beginning at kindergarten and ending with 12th grade.

The school celebrated its 75th anniversary this year with several assemblies and shows produced by students and faculty members and a souvenir book of the school's history.

A modern three-story red brick building houses Parker. The U-shaped structure has windows on all levels and all but two sides and surrounds a garden courtyard. The court opens on one side onto the school's soccer field and track.

THE PRESENT BUILDING was completed in 1962. Before that, Parker was housed in an old mansion in the same location.

The school was established by Francis W. Parker, a cofounder of the Lab Schools, in 1901. In addition to having a common founder, Parker and the Lab Schools of which U-High is a part have had a long history of interrelationships, at least in the public's mind. Both are among Chicago's most well-known private schools, both serve similar clienteles and both are often compared in area publications.

At 8:30 a.m. students file out of the grade meetings and proceed down carpeted halls toward their first classes. Several students with free periods mingle by their lockers, quietly chatting.

ABOUT 50 PER CENT of the high school's students live in the area where Francis Parker is located, but some, according to the school's registrar, Deborah La Croix, come from as far as the western suburbs and 97th St. to the South.

About 85 per cent of Francis Parker's student body is white. The rest is Black, Oriental, Spanish and Puerto Rican.

The school offers about 90 courses. They almost all involve standard subject areas — English, math, social studies, science, foreign language, arts and phys ed. But Francis Parker also offers several courses which take students into the community for classes, such as a government class which includes visits to places such as City Hall.

The school's students are involved in more than 18 clubs and committees and interscholastic sports teams, have a student government and produce a news bulletin called *The Weekly*.

FOLLOWING MORNING classes at 10:50 a.m., Mondays, Wednesdays and Fridays, students in grades 6 through 12, and sometimes also in kindergarten through 5th, file down the school's central corridor into an auditorium to meet in assemblies called Morning Exercise. These assemblies feature a variety of programs, which range from a play produced by 4th graders to guest lecturers.

At the same time on Thursdays, high school students meet individually with teachers they have

been assigned as advisers. In these meetings, students and advisers discuss class schedules, a student's academic progress and any other matters of interest to both.

ADMINISTRATORS, teachers and students express mostly positive feelings about Parker. They stress the school's size as one of its best points because, they say, it allows students and faculty members to develop close relationships. And they cite as Parker's weakest points problems of locker breakins and students becoming categorized by others as a result of the school's intimacy.

Delafield Griffith is head of Parker's Upper School, grades 6 through 12. A slender man in his 30s, he lights a cigarette, crosses his legs and sits back in a chair in his sunlit office, and reflects on the school's strengths and weaknesses.

"Parker is not a traditional prep school," he says, "although most students go on to college. Philosophically we are attuned to producing citizens who can function in a democratic society."

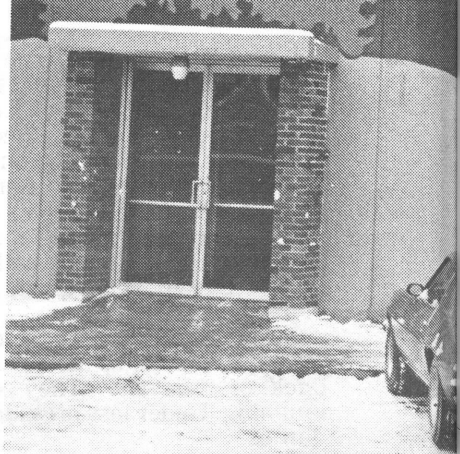
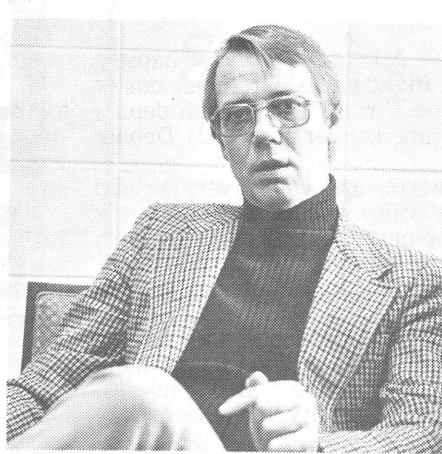
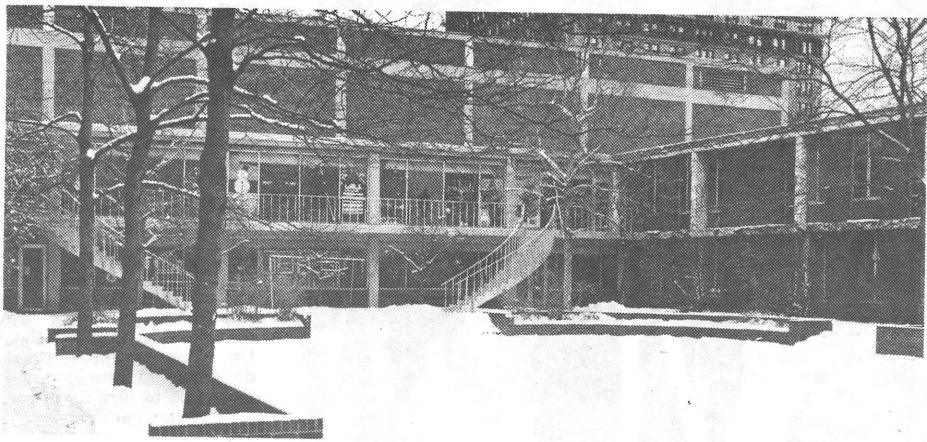
"I THINK we meet this goal. The success of Morning Exercise, student government, and the fact that the editor of *The Weekly* and not administrators decides what will appear in each issue, all show our success."

He adds that obviously mistakes will be made in attempting to meet the school's goals, but he hopes students will learn from the mistakes as well as the successes.

Mr. Griffith believes that "Francis Parker's strengths lie in that we have a homey atmosphere. Everyone knows everyone else. There is a close feeling at Parker between students, teachers and administrators."

HE ADDS, however, that "Parker's weakness also is its size. We have the small-town type problem. That is, a person can

LEFT: Francis Parker's building surrounds a garden court, here covered by snow. BELOW: Delafield Griffith, head of the Upper School, grades 6-12, talks about the reevaluation Francis Parker did of itself. TOP: Francis Parker students sing Christmas carols, warmed by the fireplace before them.



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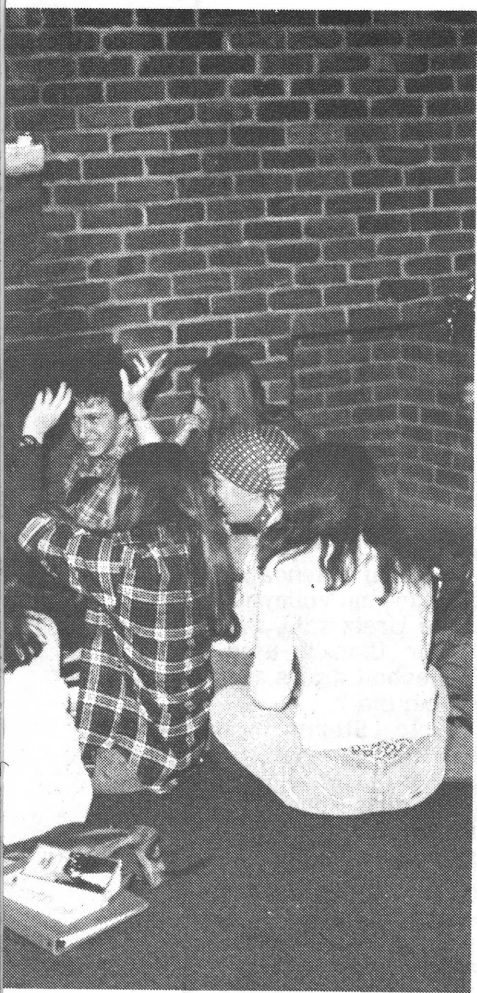
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become categorized by other people. I don't think one could change that either, but the advantages outweigh the disadvantages."

Locker thefts, he adds, "seem to be the school's biggest problem. We're trying to fix the lockers so they can't be broken into." He adds that Parker has "next to no vandalism."

AS THE SCHOOL DAY continues, students clad in jeans and a variety of winter shirts spend free time eating in the school's lunchroom or playing one-to-one basketball in a half-court gymnasium reserved for non-phys ed class use.

When in classes, however, students are involved in their studies and are motivated learners, according to their teachers.

Faculty members also express mostly positive feelings about Parker in general. They see students at the school, and their own freedom to teach classes as they wish, as the school's outstanding points. But they worry aloud about the school's willingness to nurse students along in their work with perhaps too much individual help.

ENGLISH DEPARTMENT Chairperson Andy Kaplan feels that students are "highly motivated." He explains, "There is a marvelous sense of community at Parker. I feel that I've been able to become a real teacher here, because the structure of the school allows me to be innovative."

Foreign Language Department Chairperson Maryfrances Crabtree, a tall, slender woman with straight black hair that falls below her shoulders, also feels mostly positive about the school. Sitting on top of a table in the Foreign Language Department office, she explains her feelings about Parker.

"As a teacher, the reason that I'm at Parker is because I can really teach here, which one can't do at a

public school. You get feedback here, you know if you're doing a good job."

Like many other Parker teachers, however, Ms. Crabtree feels Parker teachers tend to become too protective of their students. Because of the individual attention students can get because of the school's size, she explains, "It is too easy to lean on a teacher. Students become too dependent on teachers. We are their security blankets and then they have troubles coping in the world outside Parker."

ABOUT TWO YEARS ago, both students and faculty reevaluated the role of Francis Parker following an experimental program which consisted of having students take two classes for an entire week each.

Principal William Geer, whose responsibilities are similar to those of the director at the Lab Schools, explains, "We redefined why a student gets a Parker diploma. We decided that it was because a student has been in 'good standing' for four years, not just because a student has met requirements for graduation."

As a result of the school's "redefinition," a program of two-and-a-half-hour-long "intensive" courses was designed. In this program, Mr. Geer explains, high school students take math, foreign language and phys ed courses in 40-minute periods on a yearlong basis, but English, social studies, science and art classes are taken in 150-minute periods for one-third of a school year.

ACCORDING TO MOST students and faculty members at Parker, the "intensives" are successful. Mr. Kaplan explains, "If you're in a class for two-and-a-half hours you resign yourself to getting involved."

A Francis Parker student who wishes to remain anonymous says, however, that "the 'intensive' classes may only last one-third of the year, but if you're really bored, two-and-a-half hours is a long time to sit in a class you don't like."

THREE OR FOUR YEARS ago Parker suffered from extensive drug use and nonviolent racial tension. Now, however, students and faculty members say, drug use has lessened and racial tension has disappeared.

Mr. Griffith estimates about one-half of the school's students smoke

marijuana and the amount of use is declining. He adds, however, that he believes "use of beer and wine is resurging among students."

"The position on drugs at Parker," he explains, "is that we will not deal with what happens outside of school but we will deal with what happens in school."

Mr. Griffith adds that about two students a year are accused of "being under the influence of drugs in school." He can recollect no cases of a student being caught with drugs in school.

ALTHOUGH MOST Parker students interviewed feel that use of marijuana is decreasing in the high school and use of beer and wine is increasing, some say they believe a few students attend school "under the influence" on a regular basis.

One student, who also wishes to remain anonymous, points out, "Since kids can leave school during the day in free periods, many students go get high between classes."

Student Government President Barnaby Dinges feels racial tension at Parker no longer exists. "Generally," he says, "the relationships between students at Parker are really good. Students are unified. About three or four years ago there were some racial problems, but now I don't think there is a race problem."

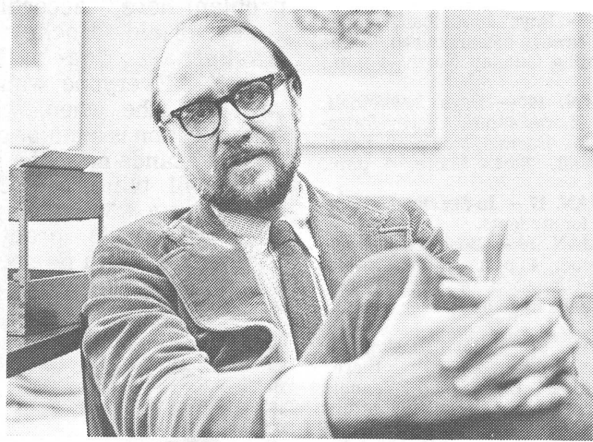
"Admittedly," he continues, "blacks do do things together, but there is sort of a mutual respect between blacks and whites now."

PARENTAL INVOLVEMENT at Parker is extensive and integral to the school's financial resources. Several programs involving parents raise money for the school. Ms. La Croix explains that some parents, in addition to paying tuition — \$2,620 in the high school — are active in a Voluntary Parent Pledge Program.

Under this program, they give one half of one per cent of their gross income to Francis Parker. Parents also operate a resale shop, Parker Bazaar, 2565 N. Clark St., whose profits are donated to Parker.

AS THE DAY nears a close, students begin gathering in front of the fire. The sunlight shining through windows in the lobby has begun to dim. Several of the students start to sing songs as other rewrap in their winter clothes and head for home.

LEFT: A mural painted by members of the class of '73 adorns the south wall of the school. BELOW: Student art is displayed on the windows and walls of the school. This window offers a Christmas greeting. RIGHT: Principal William Geer, whose duties are similar to those of the Lab Schools' director, talking about Francis Parker's philosophy.



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Equality in sports--future tense?

Coaches, players feel girls still haven't gotten respect boys do

By Greg Simmons,
sports editor

BOY: Are you girls gonna come to our game and see how sports are played the right way?"

GIRL: "Listen, buster, we take our sports just as seriously, and play just as well, as you boys think you do."

Respect girl and boy athletes get at U-High is still far from being equal, players and coaches interviewed by the Midway agree. Girls are still trying to gain the respect boys have, they feel.

The equality issue not only involves respect for ability but also practice time, financial support of teams and fan attendance.

SOME PLAYERS believe that girls don't take their sports as seriously, or try as hard, as boys do.

Guy Arkin, who has coached boys' basketball and baseball, and girls' tennis, feels that while girls do work hard, they don't push themselves as much as boys do.

"Boys are more aggressive as far as competition is concerned," he said.

"The girls care whether they win or not, but the guys are more aggressive in what they do."

TRACK COACH Ron Drozd, who has both boys and girls on his track team, shares Arkin's view of the amount of intensity the girls **IN THE WIND**

What's ahead for sports

By Chris Scott

Welcome back to the real world!

Hopefully the In-Service Day Monday will take off the sting of school's reopening. Meanwhile, enjoy these scheduled events:

TODAY — Boys' basketball, Quigley North, time to be announced, there; **Swimming** Quigley North, 4 p.m., there.

FRI., JAN. 14 — Boys' basketball, North Shore, 4 p.m., here; **Swimming,** Mt. Carmel, 3:30 p.m., here; **Volleyball,** North Shore, 4 p.m., there.

MON., JAN. 17 — In-Service Day, no school for students.

TUES., JAN. 18 — Boys' basketball, Glenwood, 4 p.m., there; **Swimming,** Glenwood, 4 p.m., there; **Volleyball,** Francis Parker, 4 p.m., there.

FRI., JAN. 21 — Boys' basketball, Francis Parker, 4 p.m., there; **Swimming,** Latin and Francis Parker, 4 p.m., at Latin; **Feature film,** "Funny Girl," 7:30 p.m., Judd 126.

TUES., JAN. 25 — Boys' basketball, St. Michael, 4 p.m., here.

FRI., JAN. 28 — Bridge Building Contest, time and place to be announced; **Boys' basketball,** St. Mel, 6:30 p.m., there.

FRI.-SAT., JAN. 28-29 — Swimming, Collins Invitational at Leo High.

TUES., FEB. 1 — Midway out after school; **Boys' basketball,** Latin, 4 p.m.; **Girls' basketball,** Latin, 4 p.m., there; **Swimming,** Latin and Parker, 4 p.m., here.

Editor's note: Girls' basketball and indoor track schedules were not available at presstime.

Recent results

U-High score first, frosh-soph in parenthesis. **SWIMMING** — Bogan, Dec. 14, there, 39-43 (23-59); Kenwood, Dec. 15, there, 38-38 (26-50); Riverside-Brookfield relays, Jan. 8, tied for last out of 19 teams with points. **VOLLEYBALL** — Francis Parker, Jan. 4, here 20-8, 21-19 (15-12, 15-2); St. Michael, Jan. 7, here, 20-6, 22-6, 20-3. **BASKETBALL** — Harvard-St. George, Jan. 7, there, 74-71 (35-45).

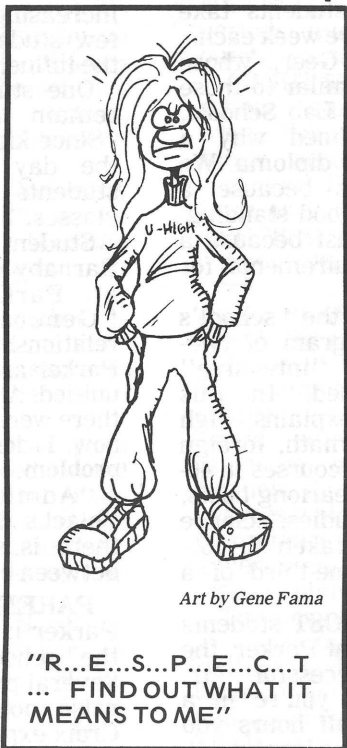
CORRECTIONS — In the swimming story Dec. 14 it should have been stated that the Maroons had beat Mt. Carmel for the first time in at least seven years THERE.

have.

"Marty (girl runner Marty Billingsley) takes it as seriously as any boy I've seen," Drozd said. "Other girls may not. They're intense, but I don't think they're as dedicated."

"Of course there will only be a few purely dedicated athletes. Most will miss some practices, whether you've got boys or girls."

DENISE SUSIN, frosh soph



volleyball and varsity girls' basketball coach, believes that individual competitiveness is based on upbringing.

"Boys are raised to be more competitive, although the girls are giving 100 per cent to win," she explained. "They're equal in seriousness, but they're not as competitive as boys."

Coaches and players both believe the school does not treat boys' and girls' teams equally in practice time.

"**THERE IS A** facility problem here," according to Girls' Field Hockey and Basketball Coach Mary Busch. "Everyone wants to practice; the when, where, how question is a major one."

As it stands now, the girls' volleyball team has Upper Sunny from 3:30 to 4:45 p.m., with the boys practicing afterwards. With no one else

usually coming in after them, the boys often practice until 6:30 p.m. or later, as long as they and their coaches want to.

The girls practice early so they can leave the gym at an earlier, safer time, according to Principal Geoff Jones, who made the arrangement with parents and coaches to end the girls' practices early.

"**WE END** volleyball earlier because," he explained, "we feel it's wiser to have girls' practices end before 6 p.m., when University transportation services stop, and a time when most people are done leaving work, creating less pedestrian traffic."

Financial support also is a question in the equality issue.

At U-High, both girls' and boys' sports are funded adequately, coaches feel, but they are not funded equally.

Arkin said, "Funds are allotted on the basis of need, from a general fund. Because it may cost more to run one team than another, funds are not divided exactly 50-50 between boys' and girls' programs."

THE ATTITUDE that girls don't play as well as boys hurts attendance at girls' events, according to Susin.

"At this time, kids don't think they'll see highly skilled players," she explained. "Fans go to boys' events expecting to see some kind of fancy plays."

Swimming and Boys' Tennis Coach Larry McFarlane believes that "interest in women's athletics is coming into its own." He added that, "The interest in boys' sports is not equitable. There are many discrepancies in boys' as well as girls' attendances. Some sports draw crowds, some don't."

SOME CROWDS at girls' events aren't as big as would be possible if they weren't scheduled opposite boys' events, Busch feels.

"When we aren't it conflicts with basketball and swimming, we get support from their team members," she said.

Participant opinions differ on why fans show up, and how girls feel about their sports.

Boys felt that the girls did not take their sports and participation as seriously as boys. But girls felt the opposite.

VARSITY BOYS' Cager Eric Kuby said, "The girls don't take their sports seriously. I played basketball during the summer. Girls go on teams to have fun, not to win league championships."

Megan Storing, a girl member of the swim team, said, "Boys go to girls' events to laugh at them."

"At other, all-boy schools," she continued, "girls are considered incapable of equalling the physical abilities of boys, even though it isn't true."

BECAUSE OF a ruling by the U.S. Supreme Court, girls are now allowed to do their serious playing on boys' teams and vice versa.

Under the law, title 9 of the Equal Education Amendments of 1975, members of an excluded sex must be allowed to try out for the sport from which they had previously been excluded.

In Illinois, however, the

Illinois High School Association, because of a girls' state bowling champion team consisting of four boys and two girls, has prohibited boys from participating in girls' state events.

"**IF TEAMS** are going to be coed, the sport should be officially named that," Susin said. "Coed volleyball, for example."

Despite inequalities in sports, players feel the status of girls and boys is moving closer.

On fan attendance, Field Hockey and Volleyball Player Jane Uretz said, "It's much better than it used to be. Volleyball draws as many as soccer did."

Eric Storing (Megan's brother), swimmer and soccer player, agreed, saying "The girls' sports are gaining more popularity. For instance, volleyball has gained tremendously in the last three years."

But, overall, coaches and players feel, equality for girls and boys in high school sports still must be spoken of in future tense.

Resolved:

...that this year I will save some money. Instead of spending cash willy nilly, I will shop at the ScholarShip Shop during 1977 and take advantage of the store's great secondhand merchandise.

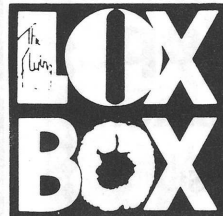
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