A new year’s look ahead

By Chris Scott

Completion of class scheduling before summer recess may be impossible because of increased facilities and personnel. The staff plans to complete the schedule immediately before the first day of school. Mr. McPherson sees for the school beyond 77 despite increasing costs and pressures.

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 sooner than usual.

"IT’S A problem when teachers don’t have classes scheduled 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 before 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 four months," 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 them."

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 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 ex-

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

New Yorkers top tourney

By Aaron Stern

A weekend out of town with the debate team

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 Lashay, the U-High’s two varsity squads. They sit in the van’s front seats, talking about the new affirmative speech they will give during the quarter finals of the playoffs.

Debra Thompson makes a hurried breakfast and drives back to ISU. It is 8:30 a.m. 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 judges’ oral critiques.

FOR THE NOVICES, round one has a calming effect. "I forgot 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 has his pen furiously, aimlessly. Because of their opponents’ inexperience and their own thorough preparation, Adam and Ben win the round easily.

In a different building, Dan and Jon are worried about the results of their last round. Mr. Bell forcibly 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 adrenaline level remains high.

FINISHING lunch-on-the-run, Novice Debaters Anders Thompson, left, Adam Simon, Debra Schwartz and Jim Bell head back for an afternoon 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 television.

The ballots show later they had missed by one speaker point.

One of the best moments is when sophomore Anders Schwartz and his team mates are asked questions about the ‘rich future’ for the school beyond 77. Mr. McPherson said, "I see a rich future for us.

Another day off

White 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 in the short or long-term.

Sophs backward

Back packs for sophomores carry books and class materials.

Fallin’ down

Bridge builders of U-High, look sharp! The Physics Club’s second annual bridge building contest takes place Friday.

Staff changes

Mona Sadee will be editor-in-chief of the Midway this quarter. Other staff positions announced at a Midway and CT-Highlights party Dec. 12.

Business and activities 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; 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 and preparing a booklet for the school and community answering frequently asked questions about the role of the newspaper and yearbook.
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. Wearing brightly-colored scarves, caps, gloves, ski sweaters and down coats, they offer warm greetings to one another as they proceed up to 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 300 STUDENTS attend high school at Francis Parker, on Chicago's North Side at 530 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 one side 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 clientele 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 90 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 as far as the western suburbs and and 15th St. in 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 City Hall class and one on visits to places such as City Hall.

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

MORNING CLASSES at 10:30 a.m., Mondays, Wednesdays and Fridays, 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 each morning. 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.

ADVISORS, 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, 75, North Side school is thriving

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

Lockheed adds, "seems 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-athletic 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 connect with the teacher here, because the structure of the school allows me to be innovative."

Foreign Language Department Chairperson Mary Frances Crabtree, a tall, slender woman with straight black hair that falls below her shoulder, feels mostly positive about her school. "The students are 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 from kids, you know if you're doing a good job."

Like many other Parker teachers, however, Ms. Crabtree says that 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 "redesign," 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 physics courses in a real teacher here, because the structure of the school allows me to be innovative."

According to most students and faculty members, these "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 tensions have disappeared. Mr. Geor 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 resurfacing among students."

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 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 united. About three or four years ago there were some racial problems, but now I don't think there is a race problem any more."

"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 only increasing and integral to the school's financial resources. Several programs involving parents raise money for the school. Ms. LaCroix explains that some parents, in addition to paying tuition — $2,620 in the high school year — 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, 260 W. 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.
Equality in sports--future tense?

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

By Greg Simmons, sports editor

"Please, you girls gonna come to our game and see how sports are played the right way?"

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

Respect girl and boy athletes alike. Equality in sports 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 say.

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

SOME PLAYERS believe that boys and girls when they do practice as seriously, or try as hard, as boys do.

"The problem here," according to being a guest of the amount of the 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 won't take off the sting of school's reopening. Meanwhile, enjoy these scheduled events:

**TODAY** -- Boys' basketball, Quigley North, 4 p.m., St. Michael.
Boys' basketball, St. Michael, 4 p.m., Healy.
Busch in Training, Scholastic Shop, 4 p.m., Healy.
Girls' basketball, St. Michael, 4 p.m., Healy.
Girls' basketball, Healy, 4 p.m., Quigley North.
Girls' basketball, Quigley North, 4 p.m., Healy.

**MON., JAN. 17 -- In-Service Day, no scheduled events.**

**TUES., JAN. 18 -- Boys' basketball, Quigley North, 4 p.m., St. Michael.
Girls' basketball, Healy, 4 p.m., Quigley North.
Boys' basketball, Quigley North, 4 p.m., Healy.
Girls' basketball, Healy, 4 p.m., Quigley North.

**TUE., JAN. 19 -- Boys' basketball, Quigley North, 4 p.m., St. Michael.
Girls' basketball, Healy, 4 p.m., Quigley North.
Boys' basketball, Quigley North, 4 p.m., Healy.
Girls' basketball, Healy, 4 p.m., Quigley North.

**TUE., JAN. 25 -- Boys' basketball, St. Michael, 4 p.m., Healy.
Girls' basketball, Healy, 4 p.m., Quigley North.
Boys' basketball, Quigley North, 4 p.m., Healy.
Girls' basketball, Healy, 4 p.m., Quigley North.

**FRI., JAN. 28 , 4 p.m.** -- Girls' basketball, Quigley North, 4 p.m., Healy.
Boys' basketball, St. Michael, 4 p.m., Healy.
Girls' basketball, Healy, 4 p.m., Quigley North.
Boys' basketball, Quigley North, 4 p.m., Healy.
Girls' basketball, Healy, 4 p.m., Quigley North.

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

"There is a facility problem here," according to girls' Field Hockey and Basketball Coach Mary Busch. "Everyone wants to practice; the when, where, with basketball and swimming conflicts. We get support from coaches of other sports, but not from the swimming and basketball coaches."

"The attitude that girls don't play as well as boys hurts attendance at girls' events," according to Busch. "At this time, kids don't think that girls can be equally skilled players," she explained. "Fans go to boys' events expecting to see some kind of fancy plays."

Swimming and Boys' Tennis Coach Larry McParlane believes that "interest in women's athletics is considered inconvenient. He added that, "The interest in 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 so few," according to girl's basketball coach, Mary Busch. "I wish the girls could play better. I wish they could attract more fans."

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

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

"MARTY BILLINGSLEY" -- girls take it as seriously as any boy I've seen," Drozd said.

"I think girls like sports and practice very hard. They're as dedicated.

Boys often practice until 7 p.m., whereas girls often practice until 6 p.m. because of a curfew. it is wiser to have girls' practices end before 6 p.m., when University transportation services stop, and a time when most people are doing 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."

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 1972, 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 championships 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," said Susin. "Coed volleyball, for example."

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

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.

**Resolutions:**

...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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