

When school becomes a pressure cooker

U-Highers cite academic, social expectations as major sources of distress

High academic expectations and the presence of social cliques prove the 2 major areas of personal pressure at U-High, a series of random interviews with students in recent weeks indicates. Pressures affecting high school students have received renewed attention nationally, partially as the result of a higher suicide rate among adolescents.

At U-High, the pressure for academic achievement is felt daily, most students said, and results from the importance students, parents and teachers place on getting good grades.

"THE MAJOR PRESSURE, at U-High," said junior Jenny Rudolph, "is that academics are always infringing on your extracurricular interests, causing conflict between what you want to do and what you have to do."

The fact U-High is a college-preparatory school heightens this conflict, many U-Highers said.

Sophomore Steve Kellam explained, "The whole process of getting into college depends on grades. And since this is a college preparatory school, grades are the world to a lot of people. I don't like the system because it doesn't allow you to make mistakes, but the only way you're going to be able to change the system is to go along with it until you're in a position to make changes. Therefore, I try and get good grades."

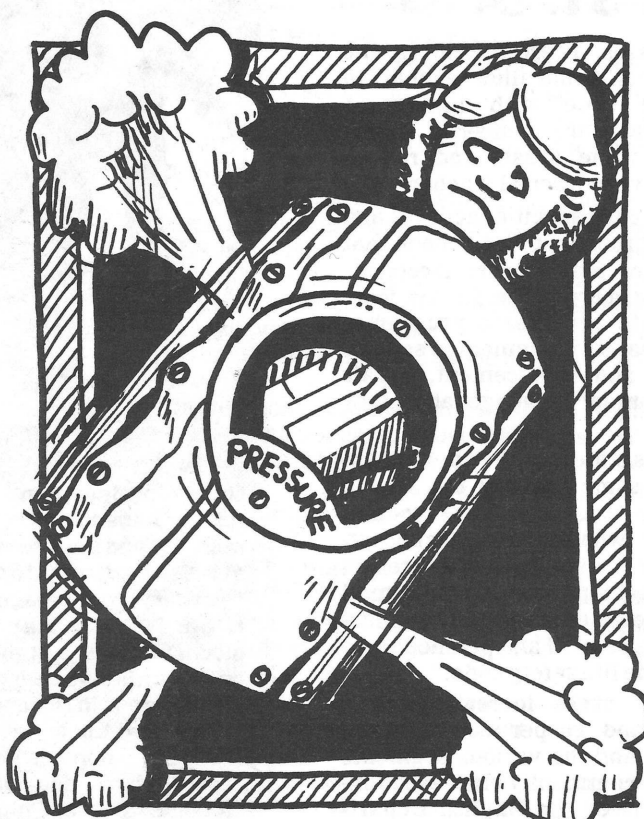
SELF-MOTIVATION produces much of the academic pressure here, students pointed out. "I feel like the whole experience of school is for my benefit, so I pressure myself to work and I find I enjoy it more," said sophomore Daniel Spengel.

Junior Greta Muelder saw the pressure to get good grades as involving a longterm perspective. "When you are doing the work," she explained, "you usually are wanting to be with your friends. What I do when I start thinking about this is I tell myself that my high school grades affect what college I get into and what college I get into will affect my career and, therefore, my life. I think to myself that the longterm consequences of messing up in high school are a lot worse than the shortterm anguish of doing your work."

Parents contribute to such pressure, many students said.

"MY PARENTS pay so much money to send me here," said freshman Pamela Jordan, "so they feel they should get good grades in return."

Many students pointed out that half the parents of U-Highers work at the University of Chicago, and that their academic backgrounds can add to the pressure for their children to achieve. "Both my parents have master's degrees," said junior Carl Scheunemann, "so I have seen the huge number of opportunities a good education gives



Art by Chris Maddi

you. This provides me more internal pressure to achieve, which I need."

Teachers add to academic pressures when they are grade-oriented, some people said.

"I SEE A trend in some departments towards getting the students to work for a grade, instead of building of knowledge," said senior David Haselkorn. "Because of this, the students become less interested in learning and more tension develops within the student because he starts doing the work for the grade, which can be very indeterminate."

Looking back on his 1st quarter as a U-Higher, freshman Tom Bigongiari said, "The teachers don't always make you do the work, but the pressure for grades is still

there. You can get good final grades without doing all the work. If the grades are going to be so important, the way you get them should be just as important. It also causes tension among the students because of the strain put on them by this process."

Carl said he felt pressured "by the competitiveness that goes on between students here. It helps me by bringing out the worker in me."

SOME SENIORS said they felt less academic pressure after the fall quarter, but that other pressures remained. "After last quarter, when you're a senior, grades are not as important any more because those are the grades colleges look at," Diana Hruban said. But, she added, seniors still must contend with pressures such as college applications.

U-Highers said they relieved pressure from school work by listening to music, going to parties, watching t.v., using drugs and even screaming.

"The primal scream is the ultimate outlet of pressures built up by school," said junior David Sinaiko. "I use a scream to break up the blocks in my brain that form while I work."

SOCIAL PRESSURES, most U-Highers interviewed said, are worst in the freshman year. "The major social pressure comes freshman year because you're trying to be accepted," Jenny said. "All of a sudden you're not at the top of the school, like you were in 8th grade. You can feel a need to find certain people that you can always be with." Many people pointed to social cliques, groups of friends who tend to associate only with each other both in school and out, as a source of pressure.

A senior boy who wished to remain anonymous said, "Cliques dominate the social scene here, causing a bogue atmosphere and lots of tension when you try and talk to people who don't get along with your clique."

SOPHOMORE Lisa Wyllie felt the effect of cliques were heightened by the small size of the school. "Because of the smallness of the school people become very self-conscious," she explained. "This causes somewhat of a stagnant social scene."

Also feeling U-High suffers from a stagnant social scene, senior Clarence Bourne added, "A lot of what girls think of boys has to do with reputation. They have preconceived notions of you which are hard to break through."

Social pressures related to drug use seem to have taken a 180 degree turn in recent years, according to those interviewed. "It used to be at this school that if you didn't take drugs you were a social reject," Carl said, "but there are fewer drug takers now and they have become more low key about it, whereas the last few years it was done in the open."

Workload leads complaints students bring counselors

Pressure to do large amounts of schoolwork is the problem High School counselors Jackie Grundy and Mary Lee Hoganson say they hear most often from students. Ms. Grundy counsels freshman and juniors and Ms. Hoganson sophomores and seniors.

"I don't have any time to do anything but homework," is the complaint Ms. Grundy said she hears most often. "I usually deal with the problem," she said, "by seeing if a student needs to drop a class or not, mostly by assessing the student's workload."

MS. GRUNDY agrees with students who feel the basic pressure is to get the work done to get a good grade. "I tell the students that the grades are not the most important thing," she said. "I'll ask the student what he or she got out of the course and try and help him or her realize what he or she has learned by talking to him or her about the course. This is the most important aspect of the school."

Ms. Hoganson also feels that the pressure to get good grades leads to time problems for students. "It's very difficult for a teacher to accept that his or her class won't be most important to a specific student," she said. "But, because of the pressure for good grades here, students find themselves postponing their interests because they usually have areas which require equal concentration. I try and help them sort out their major interests. Sometimes kids will continue in a class even when they're failing. I try and let them realize that they can drop the class."

Even when a student is failing in a course, however, parents may pressure him or her to continue, Ms. Hoganson added. "Most parents have very high expectations of their children. They expect their kids to bring home As and Bs."

On the other hand, she said, "Lots of times I'll talk to parents and find out that the parental pressure is exaggerated. In both situations, though, what I try and do is separate the student's values from the parents'."

FEW STUDENTS come to the counselors with problems related to social pressures, they said. For those who

do, "the social problems are that students don't see themselves fitting into any one group," Ms. Grundy said.

Ms. Hoganson added that "Most of the social problems I hear are that students can't remain anonymous."

The 2 counselors see limitations on how much help they can give students.

"It's impossible to keep up with 250 students with the kind of paper work and committee meetings that we have," Ms. Grundy said. "Also, it's not possible to find all the students who are getting C but have the potential to do better. I think we need more counselors."

MS. HOGANSON agreed, saying, "I don't have always as much time as I need to find the kids who have academic problems but don't come in." But, she added, "We are freer here to define our role as counselors than at other schools."

Ms. Hoganson said she hoped "kids would feel comfortable talking to us about anything. What I try and do is make them look at themselves as an impartial 3rd party."

Guidance Department chairperson Karen Robb added, "What you try and discuss with the student is different aspects to a dilemma, because usually there is no one answer that is satisfactory to every student."

Administrators plan to reexamine the role of counselors in the school and their tasks as part of a plan to move them from their present office in Belfield Hall to new facilities in U-High 108 and 109. The move is being made, among other reasons, according to principal Geoff Jones, to encourage students to use Guidance services by moving the office closer to the mainstream of student traffic in the U-High building.

Editor's note: The kinds of pressures U-Highers cite will be among the subjects considered in 3 courses the Guidance Department plans to offer next year if enrollment is sufficient (see news brief page 3). "It's a different way to make contact and get people to think more of what it's like to be an adolescent," Ms. Robb said. "We're not going to act as if we're the ultimate authorities. We plan to use community and University resources and visiting speakers." Though counselors already feel overworked, Ms. Hoganson pointed out, "We might reach more students through the courses than we would reach them individually."

Page reported and written by Joe Williams.



Ms. Hoganson

Ms. Grundy

Ms. Robb

Services offer help outside the school

U-Highers who feel they do not want to go to school counselors for help or feel their problems are too overwhelming to bring to a counselor can find help at several community service agencies.

Though most of the agencies are happy to help young people with any problem, some stress the fact they offer immediate counseling to people who are so overwhelmed by their problems they have considered suicide.

The suicide rate among people 15 to 24 years old has tripled nationally since 1955, according to Newsweek Magazine. Five thousand young people, nearly 13 a day, are committing suicide every year in this nation. The reasons are as numerous as the suicides but, according to Dr. Reina Gross, chief psychiatric social worker at the Illinois Medical Center in Chicago, in a copyrighted article in the Aug. 28, 1978, issue of Newsweek, "There's no real sense kids have that they belong anywhere or to anyone, as they did 10 or 15 years ago."

Whatever the reasons for depression, she said, it almost always helps to talk with someone professionally trained to deal with such problems. Among resources available to U-Highers are the following:

KIDS' ACTION LINE, 4040 N. Hoyne Ave., 996-5535 — Phones open weekdays 3 p.m. - 3 a.m., weekends noon to 3 a.m.

BEATRICE CAFFEY YOUTH SERVICE, 213 E. 50th St., 536-0700 — Offers services to people who live between 35th and 63rd streets and Cottage Grove Ave. and State St. Counseling, tutoring, activities programs.

CHICAGO YOUTH CENTER, 611 W. Harrison St., 648-1550 — Both individual and group counseling directed at channeling student's energy constructively.

ALTERNATIVES, 1126 W. Granville St., 973-5400 — Free analysis of drugs brought in. Can tell you the effect drugs have on your mind and body. Offers information workshops in which representatives come to schools to talk about drugs.

CHICAGO CHILD CARE SOCIETY, 5647 S. University Ave., 643-0452 — Counseling services for individuals, families and groups. Planned parenthood classes sponsored by Teen Scene 3 p.m. Wednesdays.

RESPONSE, 7457 N. Western Ave., 338-2292 — Counseling center for 12-20 year olds. Individual, family and group workshops. Teenagers can come in for v.d. testing and pregnancy testing 7-10 p.m. Tuesday and Thursdays.

NCA's verdict School gets approval but also suggestions

By Jonathan Silverman,
political editor

Increasing the number of teachers in several departments, improving and repairing facilities throughout the school, building a new gymnasium that might cost over a million dollars, and improving communication and cooperation between parts of the school community are among recommendations of the North Central Association (NCA) visitation team which visited U-High Oct. 31-Nov. 2.

The evaluation, involving 17 educators, followed a self-study of the school primarily by faculty members. In their 67-page report, the visitors evaluate specific courses, departments, activities, facilities, staff and administration at U-High in relation to the objectives stated in the self-study.

NCA is an accrediting agency for high schools and colleges but the self-study and evaluation are not related to accreditation. Member schools are urged to conduct the program every 7 years.

The report commends the qualifications of teachers at U-High, extent of the curriculum and willingness of the faculty to examine and criticize the school. It also, however, makes suggestions for improvement for every department and service in the school.

Principal Geoff Jones said that the report would be compared with the self-evaluation and that some of the recommendations would probably be adopted. He noted however, that there is no established procedure for such a process.

"Some of the NCA recommendations are good and need to be implemented immediately," he said. "Some are out in left field, totally out of the realm of possibility. Others need modification." He declined to cite specific examples.

In the report the evaluators recommend the addition of another fulltime social studies teacher and drama teacher; teacher aides in social studies, science and journalism; and pay for phys ed teachers for extra time spent with teams or in afterschool activities, rather than releasing them from

teaching classes. These measures, the report suggests, would allow teachers to spend more time with individual students, increase the number of course offerings in some areas, and reduce pressure on overburdened teachers.

The report cites specific facilities and equipment throughout the school that are in need of repair or replacement, recommending more space for the journalism, debate and drama programs; new lab and safety equipment in science classrooms; and replacement, repair and more room for language laboratory equipment.

The visitors state that the physical appearance of some parts of the school, particularly the art classrooms, prevents "a wholesome learning atmosphere for the students." The report also states that Sunny Gym is too small to meet the needs of the school and must be "repaired, painted and patched... so it will meet the life safety code."

The report urges increasing communication and cooperation between departments and the various segments of the school community. Increased interaction between the English Department and other departments, particularly the library, are recommended. Also suggested is more coordination of major assignments and drama and musical assignments, more interdisciplinary courses and increased communication between the administration and faculty, particularly about budget decisions.

Panel, audience discuss Lab Schools' curriculum

More student input into the content of Lab Schools curriculum would add an essential insight to the education for students, some parents feel. But others feel that basing curriculum partially on student opinion could lower the quality of the Lab Schools' college-preparatory education.

These views were among those expressed at a panel and discussion Jan. 8 sponsored by the Parents' Association. The program was titled "Reflections on the Curriculum of the Laboratory Schools." Almost 100 parents and teachers attended, but only 2 students.

Lab Schools Director R. Bruce McPherson opened the pro-

gram with his observations about Lab Schools curriculum. Among his points was that a major additional goal of the school should be "to try to saturate each student with spirit of service."

The panel discussion followed, moderated by Ranlet Lincoln, dean of the University's extension division. Members of the panel included the following:

Mr. Ralph Abernathy, Lower, Middle and High School music teacher; Ms. Hanna Goldschmidt, High School math teacher; Mr. Ray Lubway, Lower School teacher; Ms. Janet Helman, chairperson of the Parents' Association Upper School Council; Paul Sagan, '77 graduate now a sophomore at Northwestern University; and senior Gretchen Antelman, Student Board president.



Photo by James Marks

ENJOYING SNOW — something they don't see in their native Argentina — Judy Frydman, 15, and her brother Lucio, 13, are spending January and February in Chicago and at U-High. Their parents, both biochemists, are at the University on a summer vacation sabbatical. It is summer in Argentina now.

Judy and Lucio have found that U-Highers don't show as much school spirit and unity as the students at their high school in their hometown of Buenos Aires. They also have found the discipline code at U-High isn't nearly as restrictive as the one at their school. But both feel U-Highers have more of an opportunity to be self-directed and independent.

Grades getting inflated here? Opinions vary

By Adam Simon

Grade inflation is not a problem at U-High, principal Geoff Jones has concluded after conducting a study of fall quarter grades at the Midway's request. Not everyone interviewed by the Midway agreed.

According to recent articles in national magazines, grade inflation — long an area of concern at colleges — is filtering down to high schools. Grade inflation occurs when teachers, consciously or unconsciously, give so many high grades that grades lose their meaning.

"My conclusion is that grade inflation is not a problem here," Mr. Jones said after his analysis. "I would be concerned if we couldn't identify standards by which we grade students. Grade inflation is an indication of undefined standards. To the extent that teachers define standards, high grades don't necessarily mean grade inflation."

According to Mr. Jones' calculations, the average grade at U-High was a B. Seventy-four per cent of all grades were B or above. With 37 per cent As, 37 per cent Bs, 21 per cent Cs and only 5 per cent Ds and Fs, U-Highers received 9 per cent more As than an estimated national average of 18 percent and at least 20 per cent less Ds and Fs.

But, according to Guidance Department chairperson Karen Robb, the fall quarter grade curve is a fairly normal one for U-High. "The only outstanding factors are a slightly tighter grouping of grades and a similarly increased average," she said. "They could

indicate more students of high academic ability or perhaps grade inflation."

Some teachers interviewed by the Midway pointed out that if there is little or no grade inflation at the A and B level, as Mr. Jones and Ms. Robb suggested, there may well be grade inflation at the bottom of the curve, at the D level.

One teacher said, "I am reluctant to give Ds to students who are trying. Sometimes I will give a C where the achievement doesn't warrant it. I suspect other teachers do too."

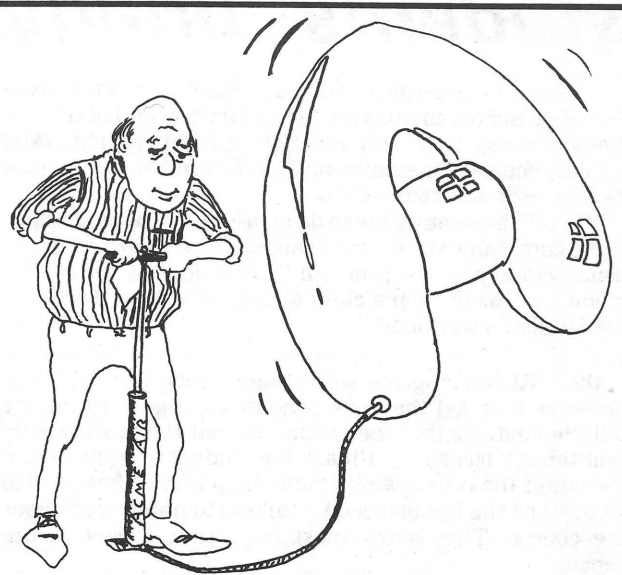
But, in Mr. Jones' opinion, even conscious sympathetic grade inflation is rare at U-High and, when it does occur, inexcusable. "In this school we depend on the full range of grades," he explained. "It's different at a public school where students have no choice. Students choose to be here. And, for some, it's a bad choice. If you give better grades than deserved you don't encourage them. You harm them. They need to be able to realistically assess their skills."

Social studies teacher Earl Bell speculated that teachers' attitudes may lead to grade inflation. "Grade inflation may reflect the basic humanity of teachers," he explained. "They know how seriously kids take grades. Also it might reflect some 'progressive' or 'liberal' notions of education. Personally, I've always tried to counter the trend toward grade inflation."

Many students agreed that grade inflation was undesirable and felt it certainly existed at U-High. One junior boy said, "A kid knows when he's getting a bad grade. If you then give him a better grade than he deserves he has nothing to base his future work on."

A senior boy said, "I've gotten some really low grades. But if teachers boosted them it would make my good grades meaningless."

Even if grade inflation is not a problem at U-High, inflation at other schools may be a problem for U-High, according to some students and teachers. "We



Art by Craig Truitt

do have to keep in mind that students will have to compete for a limited number of college places with kids from schools where As are just handed out," said French teacher Randy Fowler.

Mr. Jones, however, felt this competition did not present a problem. "By maintaining a reputation we can avoid the pressures of grade inflation at other schools," he said. "Also, on an individual level, our test scores should compensate for such inflation."

One specific area where grade inflation has been noted nationally is in Advanced Placement (A.P.) courses. According to Ms. Robb, many schools boost grades of students in such courses, which offer high school students the opportunity to earn college credits, to compensate for their difficulty. But this sort of inflation has never been the practice at U-High, according to Mr. Jones.

Arts Week will salute teacher

Arts Week — Wed., Feb. 28 — Fri., Mar. 2 — will be dedicated to former Unified Arts Department chairperson Robert Erickson, who retired this year. The dedication recognizes Mr. Erickson's service to the arts at U-High, including his primary role in Arts Week since it was begun in 1967, according to English teacher Jane Curry, cochairperson of the faculty's Arts Week committee. Arts teacher Micki Henryson is the other cochairperson.

The faculty committee and a 30-member student committee, chaired by senior Anna Huttenlocher, are planning the 3-day program. The students are working in 17 groups, each with a faculty adviser.

"Art in the City," this year's theme (originally called "Art in the Urban Environment"), will be represented through student and guest programs. Four periods of programs will be scheduled Wednesday, 3 Thursday and 3 Friday, intermixed with 4 class periods each day. Programs will include city-oriented music, dance, film, theater, writing, lectures and workshops. A program book providing schedules and background information on speakers and artists will be compiled by the planning committees.

Student Experimental Theater's annual Arts Week production 7:30 p.m. Thurs., Mar. 1 — Sat., Mar. 3 in Belfield Theater will include 3 one-act plays, a dance and a sound-and-light show, as follows:

"The Tragedy of Chiclet" by junior Dan Zellner, directed by Dan and James Marks; "The Half Hour," by J. M. Barrie, directed by Susan Power and Rachel Kligerman; "The Still Alarm," by George Kaufman, directed by Denise Laffer; modern dance choreographed by Amy Rudolph; sound-and-light show directed by Steve Stephano.

Sizing up government so far

Officers find apathy major stumbling block

Student government has planned more than it has accomplished, student government presidents agree in summing up their accomplishments so far this year. Among the problems they and government members cite is apathy from members of student government and the student body in general.

Student Legislative Coordinating Council (SLCC) president Anders Thompson said SLCC has planned numerous projects but many haven't been completed, for a variety of reasons. Among the examples he cited were the following:

- Installation of new bulletin boards was cancelled because they would cost too much.
- Painting a mural over the sunburst mural on the east wall in the cafeteria has been postponed until math teacher Alan Haskell, Snack Bar adviser, decides on a design. The mural will surround the Snack Bar window recently opened in the wall.
- Construction of a wall in the cafeteria to create an area in which students could listen to music without disturbing others has been delayed because of reasons Anders couldn't divulge for publication.
- Plans for a student-faculty volleyball game have not been finalized because of poor faculty response.
- Plans to place carpeting and furniture in the 2nd floor corridor between Blaine and Belfield halls has been delayed until SLCC can complete painting pillars in the corridor. Only Anders, vice president Jenny Rudolph and 3 SLCC members participated in painting the pillars as part of a SLCC plan to redecorate the school. Anders had hoped for a larger turnout.

Freshman class representative Michael Zellner attributed the small amount of work accomplished by SLCC to the fact members were unwilling to give their time. "People are really against giving up their free time for other people," he said, "because most of the time they don't appreciate it anyway."

Unwillingness of Student Board members to participate in projects has also been a major problem, according to president Gretchen Antelman.

Members seldom participated in Student Board's cafeteria patrol earlier in the year so Gretchen discontinued them. "The board was not

together on it," she said. "No interest was taken in it on the part of the board members."

Student Board representative Dan Zellner felt the reason members were so unwilling to patrol was that it was difficult for them to judge the behavior of other students. "If someone really took his job seriously," Dan added, "and handed out

Student government

By John Schloerb,
government editor



referrals, then he just wouldn't have many friends."

Cancellation of events because other events took precedence has been a problem experienced by Cultural Union (C.U.), according to president Sabryna King. A C.U. trip to Old Chicago amusement park in Bolingbrook was cancelled because the movie "Animal Crackers," sponsored by the Film Club, and the sophomore class ski trip were both scheduled for the same day, Jan. 26.

In other student government business, SLCC's Student Bill of Rights, specifying rights students have, should be finished by mid-February and will be added to the student government constitution if it is approved by principal Geoff Jones and the faculty, Anders said.

Both the Bill of Rights and Gretchen's role as Ombudsman, a new SLCC position to monitor student complaints on various subjects and follow them up, were among topics of discussion at an all-school assembly scheduled by SLCC for 3rd period today in Sunny Gym.

Also see editorial page 4.

'Service' to sweeten Valentine's Day

Giving Cupid a little help, Cultural Union plans to sponsor a "Sweetheart Service" Valentine's Day, Wed., Feb. 14, during lunch period on the 2nd floor landing. C.U. members will deliver signed or unsigned personal notes to the girl or boy of the sender's choice.

C.U.'s Valentine Party will take place the previous Friday, Feb. 9, 7:30 p.m. in the cafeteria. Music will be provided by a disc jockey.

The annual George Washington Pie Eating contest will follow 2:30 p.m., Tues., Feb. 20, and depart from the tradition of previous years by including lemon meringue and chocolate cream pies in addition to the usual cherry.

Other tentatively-scheduled C.U. events include International Day, Fri., Feb. 23, not yet planned,

and a Black History Week cosponsored with the Black Students' Association, dates to be decided. C.U. may also sponsor a trip to a play downtown, probably "Dracula," according to vice president Liz Altman. An exchange with Francis Parker Tues., Feb. 13, has been cancelled. Parkerites previously visited here Jan. 19.

Postponed from Jan. 16 because C.U. president Sabryna King was absent from school, C.U.'s baking contest was rescheduled for lunch period today in the cafeteria. Home Economics teacher Dorothy Szymkowicz and associate director David Cunningham, plus student judges undecided at deadline, were to judge baked goods entered on taste, appearance and creativity.

Compendium

•Nine new courses planned for next year

Taught by 2 teachers, an advanced chemistry-physics course, for students who have completed a year of chemistry or physics, is 1 of 9 new courses being offered for next year. Others are as follows:

Advanced Placement (AP) Intermediate Math, a preparatory math course for 3AP-4AP classes; Printmaking, the creation and reproduction of prints; Basic German, fundamentals of German enabling basic reading and speaking; 3rd year German; and 4th year Spanish. The Guidance Department is offering 3 new courses, dependent on adequate enrollment: Childhood and Adolescence, the psychology of a growing person, open to juniors and seniors only; Seminar in Adolescent Issues, dealing with issues of sexuality, drugs, alcohol, tobacco and becoming an adult, open to all students; and Cases in Human Relations, dealing with group interaction, peer pressure and cliques, open to all students.

Registration for courses is scheduled for 12:30-1:30 p.m., or, for students with either free, 6th and 7th periods in the Guidance Office, by classes as follows: Juniors, Wed., Feb. 9; sophomores, Mon., Feb. 12; and freshmen, Fri., Feb. 14. Course booklets were to be distributed this week.

•Michael Altmann wins senior science award

For the highest scholastic standing and interest in science among seniors in the opinion of science teachers, Michael Altmann has received this year's Bausch and Lomb award. Presented to seniors at more than 8,600 high schools, the award includes a bronze medal and the opportunity to compete for a 4-year scholastic scholarship to the University of Rochester, N.Y. Michael said his main interests in science are mathematical applications of physics and biology.

•Junior to spend month in Germany

A month living and attending school in Paderborn, Germany, Feb. 25-Mar. 30, is ahead for junior Linda Pardo, recipient of a trip sponsored by the University's Helen and Louise Gardner Scholarship Fund. The fund, supported by contributions, was established in 1959 by Ms. Louise Gardner, sister of Ms. Helen Gardner, an art historian. To apply for the trip, Linda wrote an essay on why she wanted to go and submitted it to German teachers. Paderborn is the hometown of German teacher Gregor Hegen. A student from there will visit U-High in exchange this year.

•Two gain All-State Orchestra positions

Violist Hersch Glagov and Cellist Kevin Hekmatpanah performed in a concert by the Illinois Music Educators Association's All-State Orchestra Sunday at the Conrad Hilton Hotel downtown. The U-Highers were selected for the orchestra by music teachers after performing with the District 1 orchestra in November.

•Dramatists score hit at state festival

"We caused quite a stir," said drama teacher Liucija Ambrosini of a performance by 11 members of her Advanced Acting class Jan. 6 at the University of Illinois at Champaign-Urbana. The U-Highers presented a 20-minute excerpt of scenes from "The Bacchae" by Euripides at the Illinois High School Festival. Dressed in black leotards, they gave their Greek choral performance with highly-stylized movements. The U-Highers made the trip by Amtrak and were delayed 7 hours when the train stalled near Homewood. They were chosen to appear after an evaluator saw them perform their scenes here. Fifteen drama groups from around the state performed plays or excerpts at the Festival. Back in Chicago, the dramatists reprised their performance Jan. 23 at South Shore High and here at U-High.

•Parents' Association funds theater sound system

A \$2,500 grant for a sound system for Belfield Theater is among 10 gifts announced by the Adventures in the Arts committee of the Parents' Association. The committee allocated more than \$8,000 of proceeds from its projects after reviewing 23 applications from individuals and groups at the Lab Schools. Other grants include funds for a holograph kit and laser for Physics classes; 20-25 tape recorders for the Foreign Language Department; and music stands and storage cabinets for the Music Department.

Continuing a program begun last year, the Parents' Association is mailing this issue of the Midway and the next 3 to all Lab Schools homes to promote communication.

•Debaters head for tourney in sunny South

Leaving cold Chicago for warm Atlanta, varsity debaters Ben Roberts and Thomas Freedman plan to compete in a tournament this weekend at Emory University. Results of recent tournaments are as follows:

University of Pittsburgh, Dec. 15-17, varsity 8th among 80 teams; Cowboy Tournament at New Trier West, Jan. 12-13, varsity 2nd among 40.

•U-High bridges falling down, falling down

At least 8 U-Highers plan to compete in the Physics Club's Bridge Building Contest, tentatively set for 12:30 p.m., Wed., Feb. 7 in the Assembly Room. Builder of the bridge which holds the most weight wins the contest. The top 3 entries will be rebuilt and entered in a citywide contest to be held later.

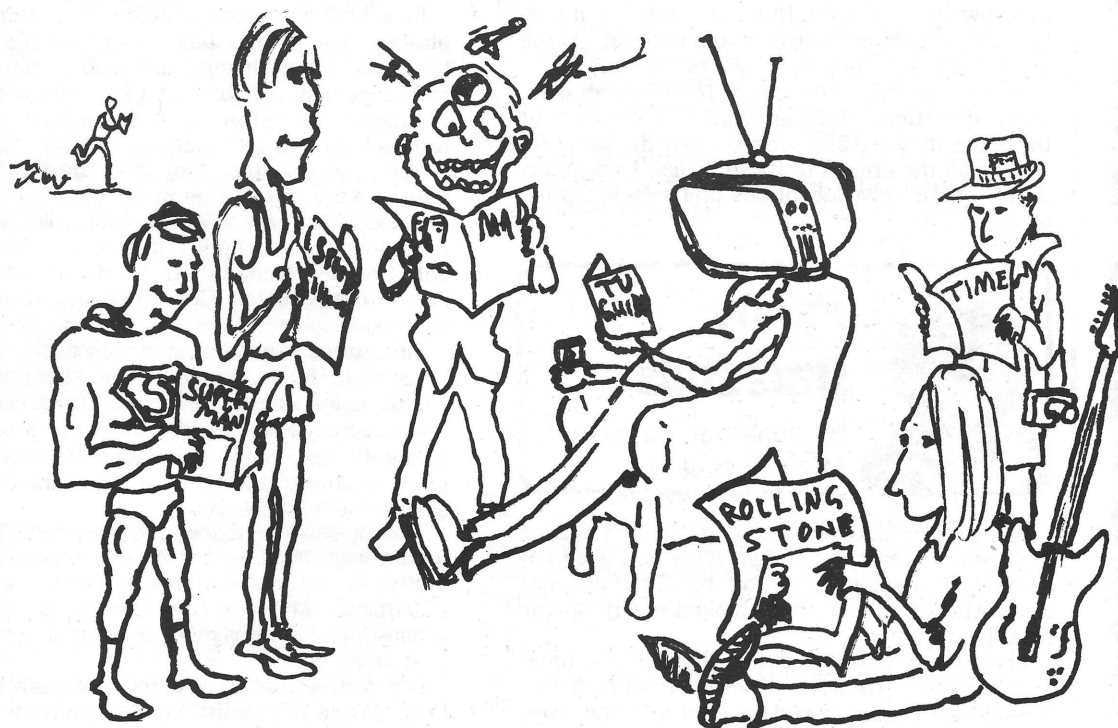
•Speaker urges King's work be continued

Dr. Martin Luther King Jr.'s use of peaceful demonstration and the courts to promote equality has stood the test of time and should be carried on today, said attorney Thomas Todd, speaking at an assembly commemorating the late Dr. King's birthday Jan. 12 in Rockefeller Chapel. Afro-American History teacher Anne Myles also spoke at the assembly, sponsored by the Black Students Association. Other participants included Lab Schools director R. Bruce McPherson and BSA members Philip Ricks, Alyson Cooke, Leslie Hairston and Rhonda Gans. Musical selections were presented by the Chamber Choir and Sonja Blumenberg, '78 graduate.

•Alumnus dies in San Francisco sniping

Mark Johnson, '73 graduate, died Jan. 19 in San Francisco after being shot in a sniping incident. Mark's mother was visiting him to celebrate his 24th birthday when the incident occurred. His parents had moved from Chicago to Philadelphia several years ago. The sniper, a neighbor, had an arsenal of weapons in his apartment and, after holding off police several hours, apparently killed himself. At U-High Mark participated in baseball, soccer, hockey and cross country and was secretary of his junior class.

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As the Midway sees it

• Government's gap

Leaders make plans but can't get others to help make them reality

With the school year half over, a look at student government's activity reveals a great deal of planning, but few results (see story page 3). In 5 months of school:

- The Student Legislative Coordinating Council (SLCC) has successfully accomplished few of its proposed plans.
- Student Board has discontinued its cafeteria patrols, although the cafeteria is littered with food and paper. Few referrals have been given.
- Cultural Union (C.U.), although it has sponsored several successful social events, has been disorganized, several times changing the dates and times of activities and not having complete plans until the last minute.
- Although several class-sponsored activities have been planned only a sophomore ski trip last Friday has actually taken place.

SLCC president Anders Thompson and Board president Gretchen Antelman attribute the low number of successfully completed plans in their branches of government to absence of support and input from members and the student body. They feel that without this support SLCC and the Board can accomplish little.

SLCC's unfinished painting of the pillars on the 2nd floor of U-High (as of this writing) seem to be representative of Anders' and Gretchen's contention. About 10 students came to paint for the 1st session. The only SLCC members among them were the president, vice president and 3 representatives. Because of lack of manpower, according to SLCC vice president Jenny Rudolph, the job was not finished.

In a few weeks, student government elections will take place. As in past years, many students who have held student government positions will run on the strength of their "service and previous experience." Yet, service and experience do not seem to entail very much this year. If they did, the results could be seen.

It's a fact every U-Higher should remember when casting his or her vote.

• Arts Week's need

Students must attend programs and show they support event

After several years of troubled existence, including times when its future was doubtful because of weak planning and poor student attendance at programs, Arts Week has survived at least for this year. Arts Week programs will take the place of classes during specified periods Wed., Feb. 28-Fri., Mar. 2 (see story page 2).

Arts Week was begun in 1967 by student government as a "weeklong festival devoted to the arts." The school still needs this special event both to give student art work and the arts attention and as a break in school routine.

This year a theme, "Art in the City," will provide a new look for Arts Week. Responsibility for work has been divided among 17 student committees, each with a faculty adviser. With responsibilities divided into manageable proportions, and students and faculty members working together, Arts Week has a better chance of surviving as a well-planned event.

But the dedication of student and faculty committees isn't enough. The problem of attendance remains. Only if students attend and support Arts Week programs can its future be insured. The faculty can help by not giving heavy homework assignments during the 3 days of programs.

After 13 years of enriching U-High life, Arts Week deserves to move beyond the status of a program whose future existence has become questioned annually. With everyone's help and participation, it can be reestablished as an unquestioned, important annual event.

u-high midway

Published 9 times during the school year, every 3rd or 4th Tuesday excepting vacation periods, by journalism students of University High School, 1362 E. 59th St., Chicago, Ill. 60637.

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ADVISER—Mr. Wayne Brasler.

Man of Steel becomes less wooden in film

"Superman," which took 4 years to film and was shot on 3 continents, could possibly become the highest-grossing movie in history.

The ads suggest that after seeing the film the viewer will believe that a man can fly. In short, one expects a realistic portrayal of a superhero. But it's not what one gets. In fact, the filmmakers have mocked the rituals and habiliments of superheroes in general.



Positively Critical

By John Mullan,
Midway critic

The film opens with long sequences on Krypton, the doomed planet where Superman was born, and Smallville, the Kansas town where he is reared by a loving farm couple. The 3rd sequence focuses on Metropolis, where Superman takes the daily disguise of Clark Kent, mild-mannered reporter for the Daily Planet. The Krypton sequence was shot in England, the Smallville sequence in Canada and Metropolis is a barely-disguised New York City. Each sequence has its own cinematic style.

Superman (Christopher Reeve) makes his 1st appearance while saving reporter Lois Lane (Margot Kidder) from a helicopter dangling from the top of the Daily Planet building in Metropolis. Lois hangs on while Clark Kent tries to find a phone booth in which he can become Superman. The 1st phone he finds is not enclosed in a booth but rather is covered by a plexiglass half-bubble. Superman looks confused and the audience is in hysterics. How can the producers joke about a superhero's metamorphosis?

Superman finally changes (in a revolving door), flies up to Lois (who has begun to fall), catches her and says, "Going up?" His joke mocks the seriousness of purpose previously associated with superheroes.

What are we to make of this and other confusing actions, plus the fact that in the sequel, the producers plan for Superman to actually go to bed with Lois? Aren't superheroes vowed to celibacy?

Perhaps it all becomes understandable when one considers that "Superman," the film, is intended for adults as well as children. The producers, recognizing changes in society and the intelligence of the public, have heightened the humorous aspects of the Superman story and attempted to provide a deeper portrait of Superman as an individual who does have emotions and doubts.

The special effects in the film are frequent, but

Unrolling the plastic on unplastic Maxwell

"Plastico, plastico! Three yards for a dollar! Get your plastic before the winter gets you!"

Vince—a short, energetic man with curly black hair and glasses—kicks aside an empty produce carton as he shakes the end of a roll of sheet plastic in his hand. He motions to me and I turn the handle on the roll, mounted on a pair of

sawhorses, so more plastic unfurls. I watch as Vince, bundled in 6 or 7 shirts and sweaters, belows his sales pitch, his breath steaming in the morning air. "Plastico, plastic. Use it for your windows, keep out the cold!"

For many Chicagoans, 6 a.m. on a November Sunday morning is the most relaxed, least prod-

Drug users evade reality in more ways than one

I'm a firm believer in everyone going to hell in their own way. Really. But I do think it's important that a person recognize and understand the primrose path which he or she is traveling.

When I interviewed some of the frequent drug users at U-High to find out what they know about the drugs they use and subsequently did some research on the effects of these drugs, I was startled by their misconceptions and self-deception on the subject.



Penny Dreadfuls

By Jonathan Silverman,
Midway columnist

The juniors and seniors with whom I talked had used a variety of drugs. Most had used cocaine, LSD and alcohol, 2 had used PCP and Valium. Almost all said they smoked marijuana at least every other day.

I could only find about 12 U-Highers who have had such an extensive experience with drugs. The people I interviewed seemed to come from no particularly identifiable part of the school community. I interviewed blacks and whites, males and females, successful students and unsuccessful students. Some of the statements made by these students were both amusing and frightening.

It is well-accepted in medical literature that driving while stoned is hazardous. Yet, many of the people I interviewed thought they drove best after using cocaine or marijuana, because they "could concentrate better" or "were more

aware."

In a brilliant piece of logic, one student explained that "It's a basic fact that marijuana takes away your driving ability. But, in the same way, long distance driving also limits your ability to drive. Therefore, whenever I drive long distances I always get stoned."

A few weeks ago, 2 of the students I interviewed were attempting to convince me to snort cocaine. They assured me that coke was not habit forming and had no known negative physical effects. I declined, but I believed what they had told me because I knew cocaine's reputation as a "safe drug."

Since then, I've done some research. Not only is cocaine habit forming, but the Consumer Union Report on Licit and Illicit drugs concludes that "repeated use of large doses . . . produces a paranoid psychosis (delusions of persecution) in all or almost all users; and that the tendency to overuse is widespread."

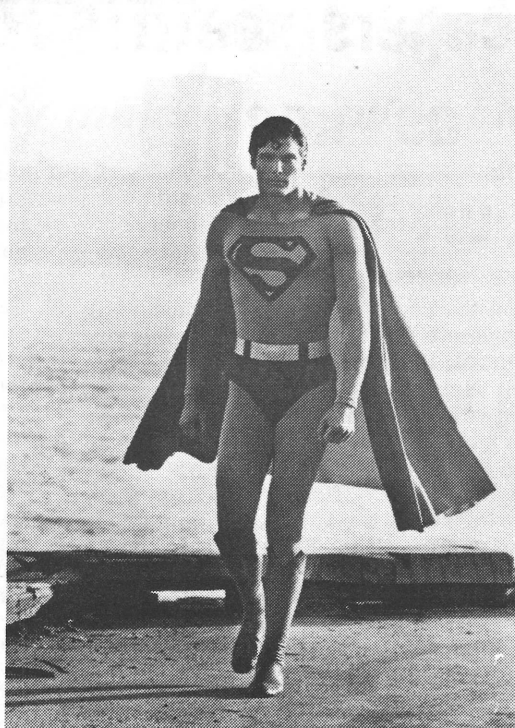
The biggest misconception the people I talked to had was that they were able to function normally, or better than normal, when stoned on marijuana. Many of them regularly come to school high, write papers high, and go to their jobs high.

Dr. Walter Dorus, director of research at the Drug Abuse Rehabilitation Program at the University of Chicago, said that such frequent use of marijuana is "pathological" and that it is unlikely that a person could be as successful with his work or his interpersonal relationships when he is more often stoned than not.

The moral of this column is not "don't use drugs, they're bad for you." The reasons an individual uses a drug could outweigh the possible negative effects of that drug. But before you can know what you want to do, you have to know what you're doing.



DAZED after a night flight over Metropolis with Superman (photos from left), Lois Lane (Margot Kidder) is reminded of her date with



Photos courtesy Warner Bros. Distributing Corporation

mild-mannered Clark Kent (Christopher Reeve), who, unknown to her, is the Man of Steel. MACHO MAN poses in Metropolis.

not as impressive as they could have been. The flying sequences are more beautiful than believable. But, overall, the film offers action and adventure plus a lot of humor.

Kids will see "Superman" as a favorite superhero come to life. Adults will see the film as a humorous love story between Superman and Lois Lane. Either way this film is a lot of fun.

First Person

By Sebastian Rotella,
Guest columnist



active time of the week. For vendors such as Vince, however, the business day at the Maxwell St. market is in full progress. Located in an 8-square-block area on the near West Side, the market is centered on Maxwell St. and bordered on the east and west by the Dan Ryan Expressway and Sangamon Ave. Some vendors work out of area stores, but most, including Vince and I, set up their stands on the sidewalks and work out of vans or trucks.

Seemingly oblivious to gusts of the icy wind, Vince keeps his eyes on the customers, scanning the people that walk past our corner. Across the street, 2 black men in hooded blue jackets are intermittently visible through the crowd, unloading radios and television sets from a gray van. The merchandise is laid out on a table and the men's voices quickly join the din of sales chatter.

Vince and I unroll, fold and cut a section of plastic. About 10 people have gathered at the curb and a mixed Spanish and English discussion on the merits of sheet plastic ensues. Transferring the growing wad of bills to an inner pocket, Vince remarks that thieves on Maxwell St. have been known to snatch hundreds of dollars from the hands and coat pockets of unwary vendors.

At about 10 a.m., a van pulls up in front of the plastic stand. A burly, almost stereotypical Italian jumps out, opens the back of the van and lifts out a huge television set. Puffing, he sets it down next to us. "See what you can get for it, Vince, maybe 50," he says, wiping the top with his sleeve. "What? Does it work? Christ, I dunno. See what you can get."

The morning drags on, and by noon the crowds have diminished considerably. Passing by, a young Mexican in a battered cowboy hat and open suede jacket notices our t.v. set. He asks about it, and smiles when Vince says, "I don't know if it works." After several minutes of animated haggling, the youth carries away the t.v. and a grinning Vince pockets \$10.

At 1 p.m. Vince and I pack up our equipment and join the exodus from the market area. Driving down Sangamon Ave., we see waste paper and refuse everywhere. In some spots the littered desolation gives the impression that no one has been here for years. But as we pass under a bridge, taking us out of the market, I know this isn't true. They were there an hour ago and they will be there in a week: the movement, the noise and the people that make up Maxwell St.

Secretaries feel union could help promote benefits

By Laura Marmor, opinion editor

Unionization for University of Chicago clerical staff members is important because they have inadequate job security, job classification and equality in pay, in the opinion of U-High secretaries interviewed by the Midway.

U. of C. clerical workers voted 733-718 Nov. 17 to become unionized under HELP (Hospital Employees Labor Program), a part of Teamsters Local 743. The union still needs 5 votes, however, because the eligibility of 20 votes is under dispute. If all 20 votes were cast against the union, it would lose. The union would represent all University clerical workers except fulltime students, supervisors, personal secretaries and people working less than 20 hours a week. U-High secretaries would be included.

The campaign to unionize clerical workers began last year after Billings Hospital clerical workers approached HELP about unionization. HELP then agreed to campaign for representation of all University clerical workers.

Among secretaries here, Ms. Marion Hardman, secretary in the Guidance office, feels that the Union would provide important benefits. "U. of C. secretaries are very low paid and their job classification doesn't always reflect the work they do," she said. "Right now we have no representation and we have to give HELP a chance to get something done about this."

Science and Math Department secretary Hazel Jones felt that HELP can be effective at the U. of C. "Any union which didn't have money behind it couldn't get a place this large organized," she explained, "and HELP has the money and influence necessary to challenge the University."

High School attendance clerk Maxine Davis, who replaced Ms. Monica Hough this quarter, said, "Clerical workers should have rights protected through a union just as a plumber or teacher."

Ms. Hough, a '77 U-High graduate, has returned to school at Carnegie-Mellon Institute in Pittsburgh.

Write us!

Okay, troops. Let's have those cards and letters again. Get 'em down to the Publications Office by Monday and they'll appear in the next Midway. Keep it short . . . even if it isn't sweet.

Sorry we're late, but...

We tried to get this issue of the Midway out on time, which would have been Tuesday, but 30 inches of snow or so did us in. Well, 2 days late isn't so bad, really. For the record, exactly 20.3 inches of snow fell on Chicago, Jan. 13-14, leaving a record 29 inches on the ground. Monday brought a record-for-the-century 19-degrees-below-zero temperature. Fun, huh? The Lab Schools were closed Jan. 15-16 because of problems of safety and access. "The entrances to Blaine Hall and U-High were completely blocked by snow and no major streets had been cleared," explained Lab Schools director R. Bruce McPherson. "There was no way to get people safely to and into the building." Public schools were closed the entire week, plus one day after another snowfall the next week. To make up one of the days it missed, the Lab Schools will drop an extra day of spring vacation, Mon., Apr. 2, scheduled for just that purpose (you're not losing anything: you've already had the day off). Administrators haven't made a decision about the other day missed. The blizzard of '79 immobilized the city, made a wreck of the CTA, closed O'Hare Airport, and kept freshmen Joshua Silverman and Ajit DeSilva stuck 7 hours inside Shedd Aquarium, after it closed, until a U. of C. policeman with a jeep rescued them.

• FRI., FEB. 2.

BOYS' BASKETBALL, Latin, 4 p.m., here.
GIRLS' BASKETBALL, Latin, 4 p.m., there.

• TUES., FEB. 6

GIRLS' BASKETBALL, Francis Parker, 4 p.m., here.
BOYS' BASKETBALL, Morgan Park, 4 p.m., there.

• FRI., FEB. 9

BOYS' BASKETBALL, Glenwood, 4 p.m., here.
GIRLS' BASKETBALL, Morgan Park, 4 p.m., there.
YEARBOOK PHOTO MAKEUPS for people absent on original photo days, all day, Assembly Room.
VALENTINE PARTY, cafeteria, 7:30-11 p.m. (see story page 3).

• TUES., FEB. 13

BOYS' BASKETBALL, Francis Parker, 4 p.m., there.
GIRLS' BASKETBALL, Morgan Park, 4 p.m., here.

• WED., FEB. 14

SWEETHEART SERVICE (see story page 3).
GIRLS' BASKETBALL, DuSable, 4 p.m., there.

• FRI., FEB. 16 - MON., FEB. 19

WINTER HOLIDAY

• TUES., FEB. 20

SCHOOL REOPENS
CHERRY PIE EATING CONTEST, 3:15 p.m., cafeteria.
BOYS' BASKETBALL, Morgan Park, 4 p.m., here.

• FRI., FEB. 23

INTERNATIONAL DAY (see story page 3).
BOYS' BASKETBALL, North Shore, 4 p.m., here.
SWIMMING, Lake Forest, 4 p.m., there.
FILMS, "Ladies and Gentlemen: The Rolling Stones" and 3 Stooges short, 7:30 p.m., Judd 126, sponsored by Film Club (U-High I.D. required).

• SUN., FEB. 25

CHORAL PERFORMANCE, Indian Trail Junior High School mixed chorus, 3 p.m., Bond Chapel on the University Quadrangle. Part of "Children at the Chapel" series cosponsored by the Lab Schools and Rockefeller Memorial Chapel.

• TUES., FEB. 27

MIDWAY OUT after school.
GIRLS' BASKETBALL, Lake Forest, 4 p.m., there.

ATTENTION. Members of the Thyroid Study Unit at the University of Chicago need to examine a group of young people, ages 6-20, for estimation of thyroid gland function in normal individuals. We wish, in a group of volunteers, to fill out a health questionnaire, do a brief thyroid examination, and take a blood sample. Results of the tests will be communicated to the individual. If you are willing to participate, please call Ms. C. Skosey RN, at 947-6391 to arrange a visit at a convenient time. We will offer each volunteer \$5 as a token of our thanks for making our study possible.

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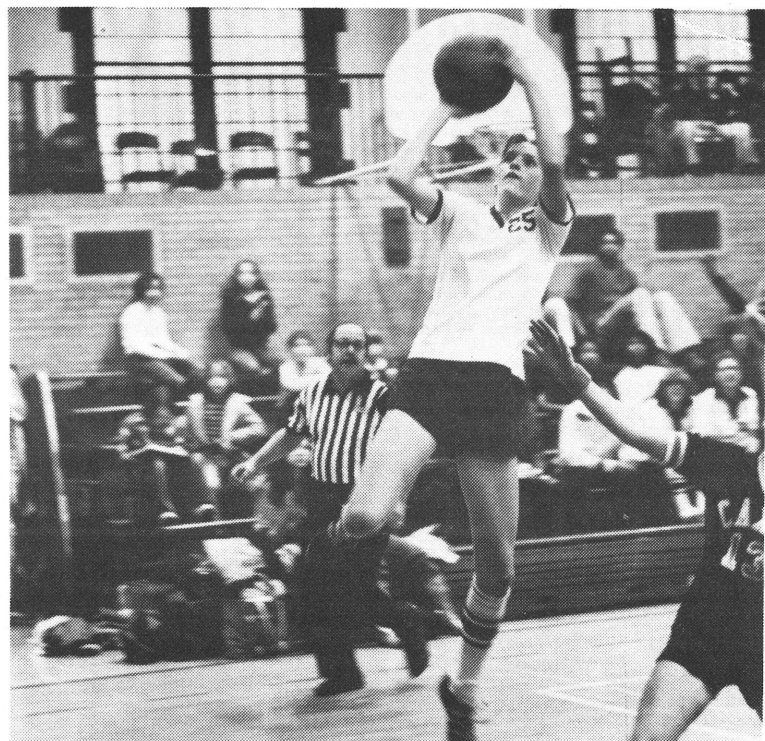


Photo by Seth Sulkin

VARSITY CENTER Helen Straus concentrates on making a shot as a Lake Forest player follows the action in a 48-18 Maroon win last Friday here.

Girl cagers aim to build teamwork

By David Lieberman

Teamwork, ability and experience will prove key components towards the success of both the varsity and frosh-soph girls' basketball teams, according to coaches and players. They feel they can beat all their opponents, even Latin, who the Maroons consider their toughest competition and play tomorrow.

Fourteen girls came out for the varsity squad and 14 for the frosh-soph. In their 1st games, Jan. 26 against Lake Forest, here, the varsity won 44-18 and frosh-soph won 19-6. Varsity also beat North Shore Tuesday, 52-8. Varsity coach Karen Lawler said she has been appropriating 75 per cent of practice time working on defense to insure the squad's having a strong one. She believes that "a solid defense is essential for winning games."

Confident of the Maroons' ability, varsity center Helen Straus added, "We've got a lot of height, quickness, dribbling and rebounding ability. . . you name it. We've got depth at every position."

Last year the Maroons finished a close 2nd to Latin in the Independent School League (ISL). Ms. Lawler expects the 2 teams' rivalry to continue this season. "Latin will be the hardest," she said. "They have 3 excellent outside shooters. They should provide us with good competition."

With 4 key frosh-soph players returning from last year, coach Patricia Seghers is optimistic about the team's prospects. Estimating 5 feet, 5 inches as the average height of players, she described the team as having "extreme height. We're very tall for a frosh-soph team."

Ms. Seghers replaced Ms. Mary Busch as frosh-soph coach to alleviate scheduling difficulties involving coaches having 2 sports with overlapping seasons.

Boy cagers see unity as key to court wins

By Avery Berger

Unity on the court is the varsity basketball squad's prime objective for the remainder of the season. "If the team plays as a unit," captain John Naisbitt said, "we stand a good chance of winning all of our upcoming games. The team has talent, but because of our lack of hustle and organization we don't use it."

Varsity coach Sandy Patlak also feels unity will prove the key to the Maroons winning their remaining games. "If my 3 big men stay out of foul trouble while we play as a team, and we contain our opponents to only 40 points a game, we can do it," he said.

The Maroons have played 10 games so far, winning 3 and losing 7 with 7 matches remaining. Patlak said he couldn't say which opponents would prove toughest, because he hasn't scouted the other teams. "I'm taking

each game at a time," he said.

The "3 big men" are center David Laros and forwards Eric McLendon and Andrew Dibble. Guards John Naisbitt, Clarence Bourne and Avery Berger round out the 6-member squad. Eric, a sophomore, was moved up from the frosh-soph team after the varsity lost 3 key players who couldn't devote the necessary time to practice. They were forward Brain Boyd and guards Leslie Taylor and Chris Gardner.

"I needed at least 6 men in case of injury and wanted someone who could rebound," Patlak said. "I felt Eric could do the job." Eric has injured 2 of his fingers and will be unable to play for a least several weeks, however.

The 23-member frosh-soph squad stands 2nd in the Independent School League behind Harvard-St. George, which has beaten the Maroons twice. "The key to us winning our ball game," coach Steve Kolross said, "is maintaining our aggressive defense and press while controlling the tempo of the game with our offense." Previously unreported scores, U-High first, frosh-soph in parenthesis, are as follows:

Harvard-St. George, Dec. 12, there, 45-53 (40-60); Latin, Dec. 15, there, 73-57 (57-55); Tinley Park, Jan. 6, there, 51-77 (28-32); Glenwood, Jan. 9, here, 43-54; Francis Parker, Jan. 12, here, 40-52 (44-26); Morgan Park Academy, Jan. 16, and Lake Forest Academy, Jan. 19, cancelled because of snow and have been rescheduled; Lake Forest Academy, Jan. 26, 55-40 (55-51). Harvard-St. George, Jan. 30, here, 48-54 (42-64).

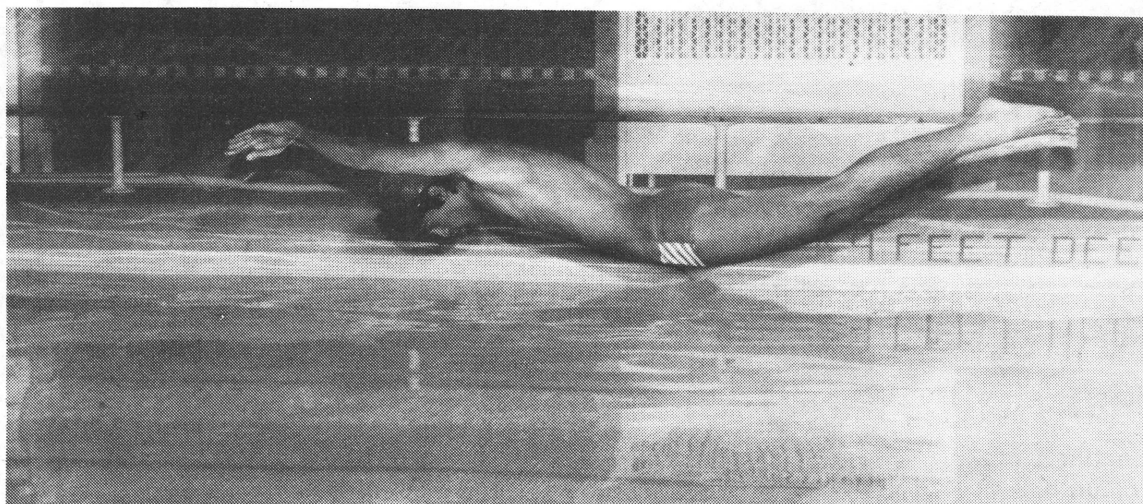


Photo by David Yulit

SEEMINGLY FLYING through an ethereal mist, varsity swimmer Hosain Lipson concentrates on completing his dive during swim practice in the Sunny Gym pool last week.

Swimmers expect tough competition

By Craig Truitt

Because neither U-High nor its opponents lost many important swimmers to graduation, and the competition last year was tough, coach Larry McFarlane expects the swim teams' 16-meet season to prove difficult.

The squad's 1st meet, Fri., Feb. 23, against Lake Forest, there, will be the toughest to win, expects varsity swimmer Dick Burks. "We barely beat them last year," he said, "and since neither of us has lost any fast swimmers to graduation,

the meet could go either way."

The Maroon varsity has fast swimmers to cover all strokes except for the distance freestyles, McFarlane said. Varsity swimmer Hosain Lipson added, however, that the team doesn't have 2 strong swimmers—rather than only 1—for every event, to provide a backup and assure points.

Because the frosh-soph team is larger than competing teams, it may gain points just by filling events the other teams can't, according to frosh-soph swimmer Peter Voss. "We'll be weak in the backstroke and butterfly, but we should be strong in the freestyle and possibly the breaststroke," he said.

But McFarlane pointed out, "If a frosh-soph swimmer is 1 of the 2 best in his stroke on the varsity or frosh-soph team, he will be moved up to varsity, and this could hurt the frosh-soph."

Swimmers began training with weightlifting sessions and have been practicing in the pool twice daily since Jan. 23, 1st day they were allowed in the water under Independent School League rules.

Volleyball teams end 3rd, 1st

By Becky Sadow

Lack of team unity contributed to the varsity volleyball team's 7-3 record and 3rd place finish among 6 teams in the Independent School League (ISL), in the opinion of coach Karen Lawler and many players. The frosh-soph squad finished 1st in the ISL for the 2nd consecutive year with a 10-0 record.

Ms. Lawler felt the Maroons' lack of unity occurred when juniors playing for their 1st year took the place of juniors and seniors who had been playing more years and the more experienced players couldn't accept it. Player Caren Pollack added, "The players were competing with each

other rather than helping each other."

Player Sally Newcomb said, "The players competed for starting positions and if they didn't get one, they only helped their friends."

Another reason for the Maroons' disappointing finish in the ISL, according to Ms. Lawler, was the fact that the other teams increased in playing ability. "Last year we had no competition," she explained. "This year the competition fooled us."

Frosh-soph coach Yvette Matuzsak said the team "hustled on the courts and worked in setting up for the spike." Player Sarah Laros added that "everyone worked to help each other out with their skills."

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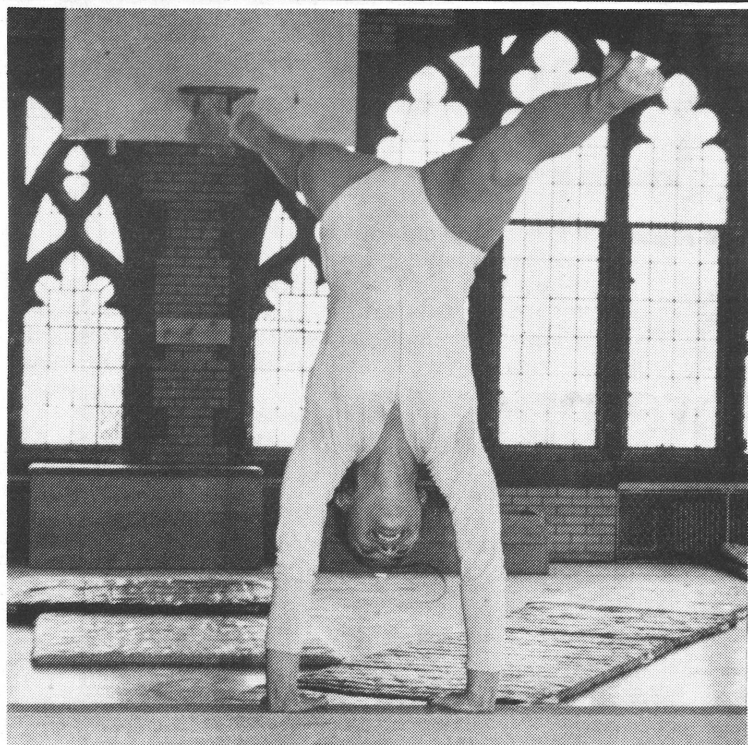


Photo by James Marks

AS SHE MOMENTARILY pauses during a practice routine, Mara Horwitz performs a split handstand.

Gymnast vaults to winners' ranks

By Jennifer Lim

Wearing a green leotard, her long dark hair in a ponytail, Mara Horwitz sprints towards the vaulting horse. She bounces off the spring board directly in front of it as her hands hit the top of the horse. Her 4 foot, 10 inch frame rockets almost perpendicularly upwards. Twisting in midair, she lands gracefully on her feet.

Mara, a sophomore, came to Chicago a year ago from Vestal, N.Y. She became interested in gymnastics after watching gymnasts such as Olga Korbut on television. Because Mara enjoyed "flipping around," she began training with a coach 5 years ago at a gymnastics club in Vestal.

Competing in gymnastics meets since 1976, Mara placed 1st in 12 of her 15 meets in 1977. In the New York State Meet, she placed 1st all-around after rating the highest score in the 4 events — vault, uneven bars, floor exercise and beam. In another New York competition last year, Mara placed 4th in vaulting and 5th in bars.

Mara currently is coached at a private gym in Cicero, where she is part of a 15-member girls' gymnastics team. Practicing 4 hours after school and Saturdays, Mara often eats dinner and does her homework at the gym.

From December to April, Mara competes in about 20, usually statewide, meets. Among the 4 events, she specializes in vaulting. At the Green Bay Open in Wisconsin Jan. 28, her team placed 1st out of 10 entrants. She plans to compete in the qualifying competition for the Illinois State Meet, Feb. 18.

Mara cannot join the U-High gymnastics team because she is a member of the U.S. Gymnastics Federation, an organization that funds and coordinates meets. A rule prohibits members from becoming affiliated simultaneously with the federation and a high school league.

One reason Mara performs gymnastics is the satisfaction she derives from executing a trick well. Her main reason, however, she could not explain. "I do it because I love it," she said. "I can't explain why. It's just something inside."

The thinking man's sport

By David Hyman, sports editor

"Meditation is a very important part of judo," says senior Bruce Wilkerson, who 3 years ago placed 3rd in the nation at an Amateur Athletic Union (AAU) judo meet for people under 15.

Judo, a Japanese system of unarmed self-defense, involves using an opponent's strength to his own disadvantage by employing throws, flips and pins. In competition, these maneuvers are given different point values depending on the skill with which they are executed. Judo also emphasizes the unification of the mind and body.

In his room at home, where 30 judo trophies reside on a book case, Bruce continues, "Without meditating before a match, I can never concentrate or be relaxed once the match starts. You can't win unless you're in total control of yourself."

Bruce said that "meditating plus the excitement of a match is what I like best about judo. But it takes awhile before you can fully enjoy the sport because experience is such a main factor."

Bruce began taking judo lessons at age 7 because "my older brother Scott was and it looked like fun, so I joined, too."

Levels of achievement in judo are indicated by 9 different-colored belts. White represents the lowest level and black the highest, separated into 9 subdivisions. In 1974 Bruce earned the level of senior brown belt, the 2nd of 3 subdivisions in the rank preceding black belt.

After qualifying to compete in the 1977 AAU judo meet, however, he decided to stop practice

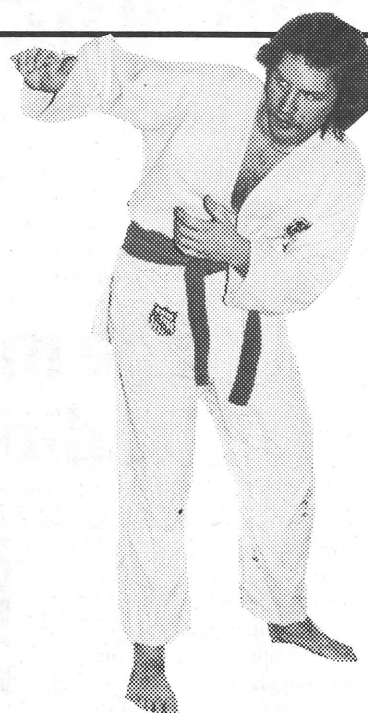


Photo by James Marks

BRUCE WILKERSON

Judo enthusiast and trophy winner

and competition. "I was having knee problems so I had to stop for a couple of months," he said. "But I didn't go back because judo is something you have to completely devote yourself to. Four to 5 hours a night in lessons was usual, not even counting the time spent on running and calisthenics."

Still, Bruce is thinking of returning to judo if there is a team at the college he attends. "I'm pretty confident that within a year's practice, I could get my 1st-rank black belt," he said.

Girls lifting weights, too

By David Trosman

A member of the girls' basketball team stands holding a bar of weight at chest level — waiting. When swim coach Larry McFarlane blows a whistle, she begins to push the bar over her head as fast as she can. Thirty other boys and girls in the weightlifting room in Sunny Gym begin other exercises.

Weight lifting has become increasingly popular with physical fitness enthusiasts across the nation. At U-High more students are lifting weights at after-school strength-building sessions than last year and, in his weight training class, Mr. McFarlane finds students are more enthusiastic.

The strength-building sessions, originally designed for the swim team, were started 3 years ago, but this is the 1st year girls have attended regularly. "Coaches are stressing the fact that the girls won't turn into the Incredible Hulk," Mr. McFarlane said.

An average of 24 boys and 7 girls from the swim

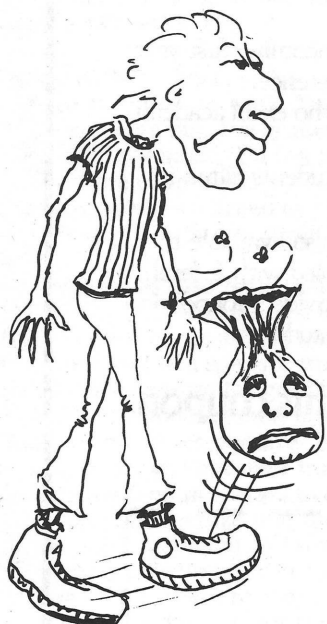
team, volleyball team and girls' basketball team attend the sessions Tuesdays and Fridays. Last year about 16 boys attended. This year's participants say they attend to improve their performance on their teams.

This year, for the 1st time also, weight training has become a coed class. A 4th of the students enrolled are girls.

Mr. McFarlane is using a new weightlifting technique for his strength-building sessions and in his phys ed class in conjunction with the older style. In the new style, a person lifts lighter weights as fast as he or she can in a specified time instead of lifting as heavy a weight as possible. "The new technique trains the muscles not to give in to fatigue," he said.

Dick Burks, lifting weights as training for swimming, said, "Swimming is really an individual thing. The lifting sets up competitions and also builds team spirit."

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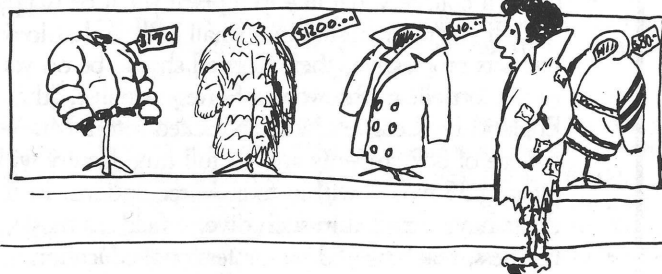
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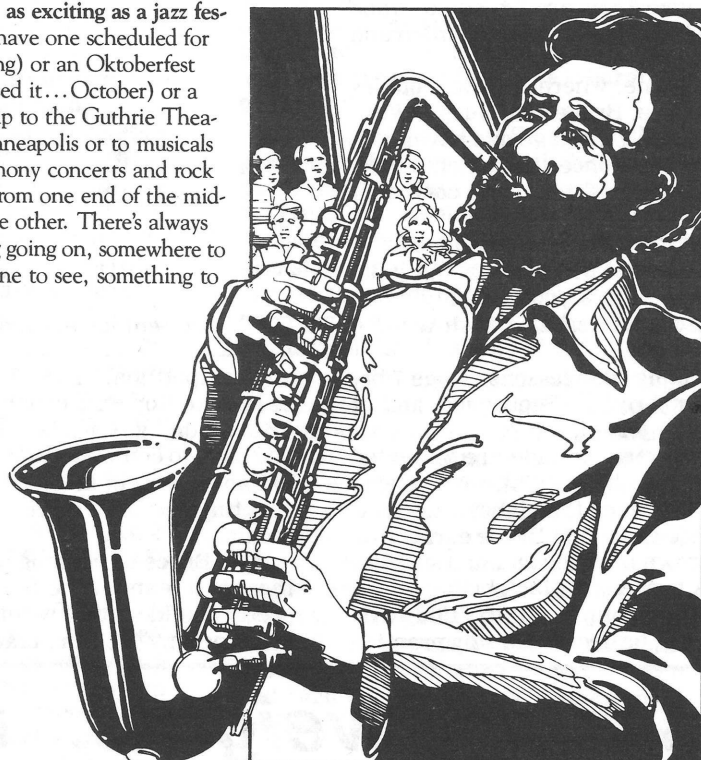
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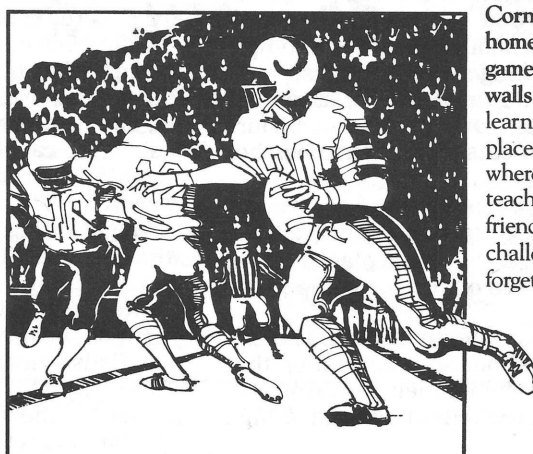
Cornell is as exciting as a jazz festival (we have one scheduled for next Spring) or an Oktoberfest (you guessed it...October) or a student trip to the Guthrie Theater in Minneapolis or to musicals and symphony concerts and rock concerts from one end of the midwest to the other. There's always something going on, somewhere to go, someone to see, something to do.



Cornell is as quiet as a small town in the midwest. As quiet as Mount Vernon, Iowa, with its tree-lined streets and easygoing people. Anywhere in town is just a short, pretty walk away. It's a nice place to live and study.



Cornell is as contemporary as its new One-Course-At-A-Time curriculum. Instead of taking 4 or 5 courses at the same time for a whole semester, you just take one course for 3½ weeks. One course, one final, one grade, then on to the next course...after a long, fun weekend, of course. By concentrating on one course at a time most students feel they learn more.



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