

What parents expect, how much they know

U-Highers feel behavior standards fair, but manage to get around them, too

By Sebastian Rotella

Parents are often unaware of parts of their children's social and academic lives, a series of random student interviews by the Midway indicates. But many parents are aware of that fact and accept it, interviews with them reveal.

The Midway asked U-Highers and their parents about parents' expectations for their children, how students feel about those expectations, what kind of picture parents have of their children's school and social lives, and how honest U-Highers are with their parents about themselves.

STUDENTS AND PARENTS frequently cited good grades, effort in school and responsible behavior in keeping with the law as major parental expectations. Concerning social life, most students indicated that their parents want an idea of their whereabouts and activities, and that some parents set limits on how late their children can stay out.

Students gave differing descriptions of the clarity and rigidity of parental rules.

A senior boy said, "My mother is always questioning me, pressuring me about my studies and my homework, and telling me that she's against drugs."

A senior girl said, "I'm totally responsible for my own academic life. There's no pressure whatsoever on me for grades. As for going out, my parents don't state any rules. I have to break them and find out they exist afterward."

THE MAJORITY of the students interviewed regarded their parents' expectations as generally fair ones.

"The rules in my family, like doing your homework and

housework, are reasonable," a senior boy said, reflecting the responses of many other students, "and though I'd be happier if she didn't, I can understand why my mother resents some of my behavior, like smoking dope."

Some U-Highers, on the other hand, complained that their parents overemphasized getting high grades and established unrealistic rules.

"It's unfair and a mistake for my parents to believe that if I don't get all As I'm wasting my time," a junior boy said. "I'm still learning something and even if I don't produce top results I get more education here than I would get someplace else."

DISCUSSING THE VIEWS of her parents and U-High parents in general, a senior girl pointed out, "It's natural for kids our age to experiment with drugs and sex, and unrealistic for parents to believe with the freedom and amount of money around this school, that kids shouldn't participate in such experimentation."

Most parents interviewed saw their children as satisfied with their rules and expectations. A mother, who described her freshman daughter as "torn" over the expectations held for her, explained, "Right now, our daughter has mixed feelings, but leans toward being discontented with us. Because of a desire for independence common to her age, she always pushes for more freedom, even as it's given to her. Later in life she'll appreciate the fact that we did have certain strong rules for her."

Evaluating the completeness and accuracy of his parents' knowledge of his school and personal life, a freshman boy said, "My parents are quite perceptive and sensitive of me as a person. We communicate, so there's not much that's important in my life that they don't know about."

MANY U-HIGHERS INTERVIEWED, however, felt that their parents see only part of them and their lives and have certain misconceptions about their activities and attitudes.

"I'm not as serious about school as my parents are, or as my parents think I am," a sophomore boy said. "I also don't really work as hard as I say I do."

A junior boy told of a different situation. "Because my grades aren't the greatest, my parents automatically assume that I regard school as less important than I actually do," he said.

Students frequently said that parents know the existence, but not the extent, of certain activities.

"**MY MOTHER KNOWS** I get pretty rowdy and that I smoke dope," a senior boy explained, "but she doesn't know the lengths I go to. She'd be shocked if she knew I get wasted almost every day."

A senior girl said, "If my father knew that one of the reasons his mature, self-sufficient daughter holds down her job is so she can buy cocaine every month he would freak out."

She continued, "I think my parents remain unaware of what I do because they want to. They're afraid they couldn't deal with what they might find out. Even in a case where it's obvious that I'm doing something they're against, such as smoking cigarettes, they won't confront me."

Other U-Highers also described their parents as intentionally unaware.

trate. My grades fell drastically.

"Maybe it's because I'm lazy, but then again I'd come home from school and fight with my dad. Then I just didn't feel like working. I'd rather have a good time. Get high. Try to forget."

A senior boy said, "My parents really messed up their divorce. And that messed up me. They fought over who I'd live with and tried to use their friends to influence me. I couldn't trust anyone. When it came down to who I'd live with I remember saying to my sister, 'It's all-out war now.'"

STUDENTS INTERVIEWED felt that the school should aid those whose work declined as a result of their parents' divorce. A junior boy said, "The school is just not sensitive to our problems. The counselors and administrators were more interested in the fact that my grades were poor than in why. There was incredible crap going on at home. I was trying to avoid authority figures. Teachers were saying you gotta work. So I didn't feel like it."

According to Mr. Jones, teachers, counselors and administrators can't devote much of their time to dealing with students' emotional problems because the school is oriented toward academics. In his opinion, emotional treatment does not belong within the school.

Some students thought counselors should help with their problems from their parents' divorce but for the most part administrators, students and counselors said that wasn't an option.

"**GUIDANCE COUNSELORS** can do a very good job working with students in academic areas," Mr. Jones said, "but they are limited in areas of emotional problems due to factors including training and available time."

Guidance Department chairperson Karen Robb said, "We feel there are multiple reasons for recommendi-

STUDENTS GAVE differing responses on how honest they are about themselves at home.

"If I get an F on a test and my parents ask me about it I'm sometimes vague in answering," a sophomore boy said, "and I don't go out of my way to bring up bad grades at home, but that's about as dishonest as I get."

A freshman girl said, "I lied in the past about where I was going out, because otherwise I didn't know if my parents would let me go to a movie with this certain boy."

Characterizing his dishonesty as "defensive lying," a junior boy said, "Look, my parents don't know half the stuff I do in school and when I go out. If they did know, they'd be hurt and disappointed. I lie to protect their feelings, not because I'm afraid of some big punishment."

SEVERAL PARENTS did feel that their children were honest with them, and that they had a good knowledge of their children's lives and behavior.

"My kids don't hide things from me," the mother of 2 U-Highers said. "There's a lot of mutual respect and communication in our relationship. They tell me where they are and what they're doing and poor behavior and grades are not a problem."

The father of a junior boy stressed his son's independence and privacy. "What I call a kid's 'secret life' is essential to growing up," he explained. "Now, if he's doing something he knows I don't think a whole hell of a lot of, he's not expected to stick it in my eye or waste time trying to get my approval."

The mother of a sophomore girl said, "I'm not all that aware of what goes on in my kids' life, but this doesn't really bother me. I trust them and am there for help, but I don't see any good in having to stand over my kids for the rest of their lives in order for them to accomplish anything."



Photo by James Marks



Photo by James Marks

Effects of divorce can be reflected in children's schoolwork

By Adam Simon

Many U-Highers whose parents are divorced or separated feel the quality of their schoolwork declined as a result. Students interviewed by the Midway cited an inability to concentrate on academic work and negative attitudes toward school and authority as problems resulting from their home situation.

Nationally, one in 6 children under 18 live in single parent households, according to statistics from the Department of Health, Education and Welfare. No accurate count can be made of the number of single parent households at U-High, according to principal Geoff Jones, because of government restrictions concerning personal information. A count of single parent listings in the Lab Schools directory indicates 12 per cent of families at the Lab Schools are single parent families. This figure probably is low, however, because some single parent families maintain 2-parent listings, according to Mr. Jones.

U-HIGHERS WHOSE SCHOOLWORK had declined said their academic problems began when their parents' divorce did. One boy, who asked that his grade not be indicated, said, "All through Middle School I got good grades. Then I hit freshman year and the divorce came. My parents fought constantly. They would ask me if I was okay. I said nothing but inside I was really bruised. After that I just couldn't concen-

ng outside help rather than dealing with emotional problems within the department. Chief among these is the fact that therapy requires a longterm commitment precluded by our school calendar."

Mr. Jones said that his approach for students who need help is to recommend to their parents outside counseling for the students, often in the form of psychiatric therapy. The success of this approach, students feel, however, depends on the individual's willingness to participate.

ACCORDING TO A sophomore girl, "Psychiatric treatment has to be something you choose. The fact that I'm being forced to go precludes it helping me."

Beyond the effects of their parents' divorce on their schoolwork, many students interviewed by the Midway expressed concern about the effects on their future marriages. But, according to Ms. Robb, young people usually lose this worry with age and experience.

On the other hand, some students said they were taking marriage more seriously after experiencing their parents' divorce.

"In a really important way it makes the prospect of marriage all the more desirable," a senior girl said. "The fact that my parents' marriage was so unsuccessful makes me want to make mine all the better."

SOME GOOD can come out of this "period of confusion," as a senior girl phrased it, according to both students and sociologists. A senior girl said, "I think I can adjust better to any situation now."

William Simon, professor of sociology at the University of Houston and father of junior Adam Simon, said, "Adolescents from broken homes are often a little more sophisticated earlier. We tend to wait too long to explain to our children that life is complicated, that people make mistakes. These children find out firsthand."

Arts Week to offer 76 programs over 3 days

By Becky Feaman

Seventy-six programs, 34 involving guests and 42 students and faculty, are planned for Arts Week, tomorrow through Friday. The event, with the theme "Art in the City," has been planned by a faculty committee chaired by English teacher Jane Curry and art teacher Micki Henryson working with a 30-member student committee chaired by senior Anna Huttenlocher.

The Week has been dedicated to former Unified Arts Department chairperson Robert Erickson, who retired this year after 33 years at the Lab Schools and has played a central role in Arts Week since student government began it in 1967.

STUDENT EXPERIMENTAL THEATER (SET) will present its annual production 7:30 p.m., Thurs., Mar. 1-Sat., Mar. 3 in Belfield Theater. Tickets cost \$1.50 for adults and 75 cents for students.

Ten class periods will be replaced by programs during Arts Week, as follows:

TOMORROW — 2nd, float, 5th, 6th.
THURSDAY — 3rd, float, 6th (with 6th period classes meeting 7th period instead).

FRIDAY — 2nd, 4th, 6th (with 6th period classes meeting 1st period instead).

Student artwork, entered in 5 categories — photography, drawing, painting, printmaking and crafts — went on display yesterday. Two judges — Mr. Lorenzo Pace, art and photography instructor at the Chicago city colleges and Ms. Judy Geichman, graduate of the Art Institute and exhibitor throughout the Chicago area — will select from the entries winners to be announced by Mr.

Erickson at an awards assembly 12:45 p.m. Friday in Judd 126.

Blues pianist Irwin Helfer will perform at the assembly.

ATTENDANCE IS not required for the assembly or any Arts Week programs, though the planning committees did consider such a plan.

"Attendance just can't be enforced," Ms. Curry said. "But if we find there is low attendance, the results will be no more Arts Week." Low attendance has been a problem in recent years and resulted in faculty discussions about whether Arts Week should be continued.

A committee headed by college counselor Betty Schneider, English teachers Eunice McGuire and Jane Curry, and math teacher Margaret Matchett will evaluate this year's program. The committee will send one student and one faculty member to each program to count how many people attend.

ANNA SAID the planning committees have tried to encourage attendance by scheduling events students would like. Program books listing the schedule and giving information on speakers and artists were to be available this week on the 2nd floor landing. Among guest speakers and their topics are art educator Carol Solomon, "Outdoor Sculpture in Chicago;" Playboy Magazine assistant editor Walter Lowe Jr., "The Irregular Roads to the Magazine Business;" and art curator Katherine Keefe, "Frank Lloyd Wright: Architect and Designer of Interiors."

SET's production will include 3 one-act plays and several other presentations as follows:

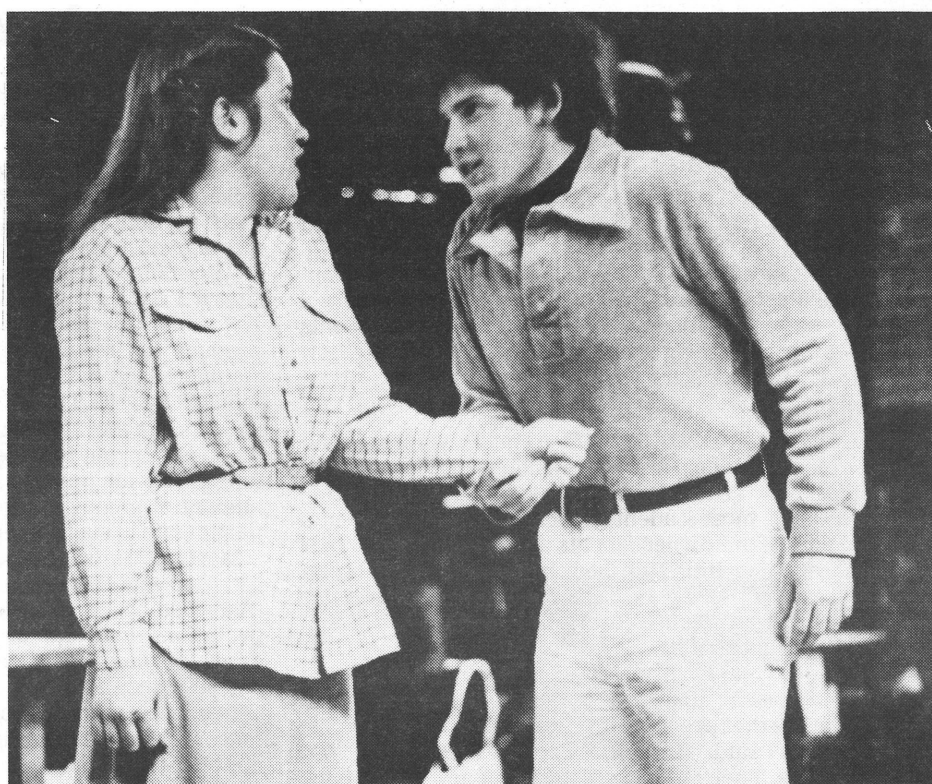


Photo by Seth Sulkin

ANGRILY GRASPING the arm of his wife Lillian (Deeda Seed), Garson (Tom Cornfield) tries in vain to persuade her from leaving him in "Half an Hour,"

one of the plays Student Experimental Theater will present in this year's production, Thurs.-Sat.

PLAYS — "The Tragedy of Chiclet," written by junior Dan Zellner, directed by Dan and James Marks; "The Half Hour," by J.M. Barrie, directed by Susan Power and Rachel Kligerman; and "The Still Alarm" by George Kaufman, directed by Denise Laffer.

DANCE — Choreographed by Amy Rudolph, performed by Claudia Whitaker, Martha Nicholson, Lisa

Wyllie, Adrienne Collins and Susan Power.
SOUND AND LIGHT SHOW directed by Steve Stephano, including an animated film by Adam Simon.
MUSICIANS — Oboe and flute duet, Lothair Eaton and Carl Spikner; saxophone solo (Thursday only), Gordon Schmere; guitars (Friday and Saturday only), Peter Kligerman and Joel Lindheimer.

U-High's changing curriculum

Teachers update classes to benefit students and themselves

By Jonathan Silverman

A former U-Higher now in college is home for vacation. He walks into the living room and sees his brother, a U-High freshman, doing homework. "Zinch Valley!" he exclaims after seeing what his brother is working on. "I did the exact same assignment 5 years ago."

Although students occasionally speak of older brothers and sisters having the same assignments they had when they were at U-High, a series of Midway interviews with teachers indicates curriculum changes occur frequently in most classes. Most teachers interviewed from the Math, Social Studies, English and Science departments said that they, and many others in their departments, changed curriculum almost every year.

One major reason for changing their curriculum, teachers said, was to prevent their own boredom. "My course changes every year," Biology teacher Murray Hozinsky said. "This year, I'm using a new book. I think it would be incredibly boring to do the same thing year after year."

A few teachers, however, said they did not feel that maintaining teacher interest in a class was a problem. "Classes can be new and exciting each year whether or not the course changes," said Social Studies teacher Philip Montag. "The challenge and variety comes from teaching an entirely new group of students each year."

Another reason teachers gave for changing curriculum was that they improved the way they taught their classes based on what they learned the year before. "There was a big improvement in a yearlong course I taught based on my dissatisfaction with the previous year," said English Department chairperson Darlene McCampbell. "Also, I try to

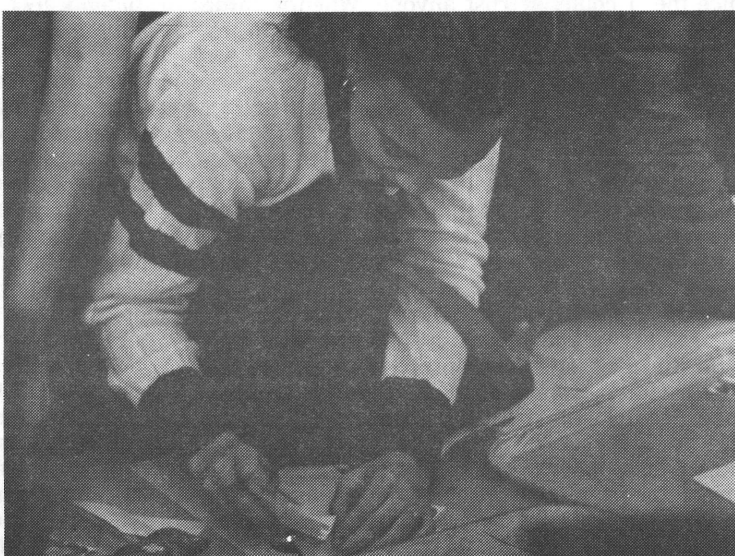
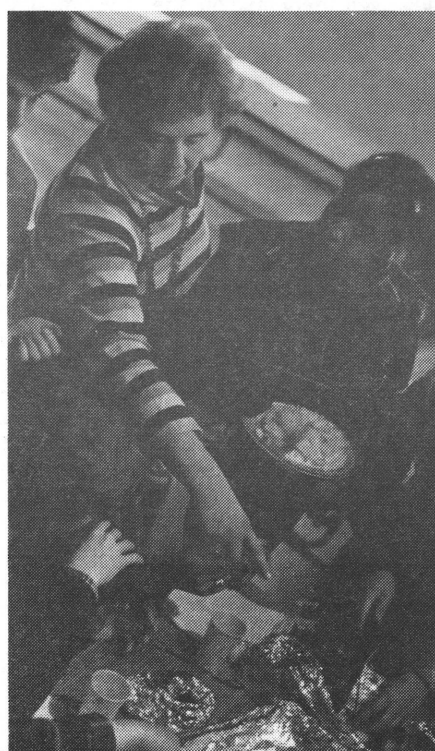
incorporate student suggestions and comments into my teaching." Social Studies Department chairperson Earl Bell said, "A conscientious teacher is always trying to improve his teaching, always changing. You have to teach a long time before you become a really good teacher."

One course that has not changed significantly in the past 6 years is Social Studies 1. "The pedagogical and educational goals are handled by the units we have in the course now," said Mr. Montag, one of the course's teachers. "However, we are looking into including a unit on China."

Students plagiarizing assignments from work of older brothers and sisters was not considered an important reason for changing curriculum by most teachers interviewed. Mr. Montag felt that "freshmen and sophomores are, for the most part, too independent to use other people's work." Nevertheless, he and other Social Studies 1 teachers do not let students keep completed assignments.

Changing curriculum, teachers said, requires a large amount of work time. Because of increased class loads, many are doing the work over the summer. "Having to teach 5 periods a day results in a lot more time spent in class, grading papers and in student conferences," Ms. McCampbell explained, "I have to do almost all of my curriculum planning over the summer."

To some extent, the school financially supports this summer curriculum development, according to principal Geoff Jones. "I've been able to increase the amount of money the principal can spend at his discretion," Mr. Jones said. "By funding curriculum development programs with this money, I try to encourage teachers to look at their curriculum." Last summer, Mr. Jones funded at least 6 teachers with a total of \$3,000-\$4,000 to develop curriculum.



Photos by James Marks

FOOD (for the heart and the tummy) provided the focal point for 3 recent events sponsored by Cultural Union (photos from left). **ANCHOVIES** and tabasco sauce were in one cake entered in C.U.'s baking contest Feb. 1. Not everyone found the joke funny, but judges found the rest of the 20 or so entries delectable. By categories, winners — who received ice cream certificates — were as follows: Pies, junior Michelle Montgomery; puddings, sophomore Nancy Markovitz; cookies, freshman Beverly Berkley; cakes, freshman Lothair Eaton; breads, sophomore Nancy Jones. In the middle of the hectic event, from left in photo, are French and Spanish teacher Susan Joseph, freshman Dru Sobel, home ec teacher Dorothy Szymkowitz and freshman Lisa Moragne, judges; and contestant Michelle Montgomery. **DURING** C.U.'s Sweetheart Service Feb. 14, sophomore Alyson Cooke and others sped Valentine's greetings

through C.U.'s delivery corps to the objects of their affection. **PIE WENT DOWN** and sometime came up again as 9 entrants competed in the annual George Washington Cherry Pie Eating Contest Friday. The winners, who received ice cream certificates, were senior Christian Kirsten, sophomore Joel Rosenbacher and senior David Rosenbacher. All 3 ate 1 1/4 pies, with Christian getting his down fastest. In an inelegant touch, one contestant threw up all over his pie. In the photo, freshman Lisa Moragne assists contestant Joel Rosenbacher. **C.U. HAS CANCELLED** its International Day and Black History Week, but its semiformal dance is still on for 8 p.m.-midnight, Fri., Mar. 9 at the Center for Continuing Education, 1307 E. 60th St. A disc jockey, disco dance contest and appetizers and fruit punch are planned.



AFTER SHOVELING 6 feet of snow from the roof of his family's garage in South Shore to assure it wouldn't collapse, sophomore Chris Newcomb couldn't resist trying some somersaults into the white stuff. Chris cautions



Photos by Charles Newcomb. 7A, developed by Chris Newcomb

anyone else who wants to try the same trick to check with their parents first and make sure the snow on the ground is not hiding any dangerous objects. The Chicago area has received record snow this winter.

School surviving weather

By Jennifer Lim

For U-High students and teachers living far from school, getting here since the 20.3-inch snowstorm of Jan. 12 and subsequent snows has proved chilling and time-consuming. Uncleared streets and poor public transportation have made travel difficult. According to principal Geoff Jones, however, attendance here this winter has not been lower than in previous years.

Exactly one month after the blizzard, Chicago's seasonal snowfall record of 82.3 inches, set last year, was broken. At least 20 more inches of snow are predicted this winter.

Publications adviser Wayne Brasler said he "tried to be a good citizen for 2 days and take public transportation" from his home in

Westchester, 23 miles from U-High. The trip, 45 minutes by car, averaged 3 hours each way. The 2nd day, after waiting an hour for a bus at the end of the Congress L line on his way home, he learned one bus on the route had broken down and another had caught fire. "I stopped being a good citizen and drove after that," Mr. Brasler said.

Several U-Highers discovered the snow could bring not only transportation troubles but also lucrative jobs. Sophomore Chris Newcomb earned \$150 clearing snow with a tractor for a South Shore block association. David and Joel Rosenbacher earned \$400 shoveling roofs on buildings whose owners were worried they would collapse from the weight of snow on them.

Advisers' complaints could lead to demise of C.U., Board

Both Cultural Union (C.U.) and Student Board have been warned by their advisers that they may resign because of dissatisfaction with the work of the 2 branches of student government.

The C.U. advisers, librarian Mary Biblo and math teacher Hanna Goldschmidt, notified C.U. of their position in a letter Feb. 6. The Board's adviser, shop teacher Herbert Pearson, indicated his feelings in a Midway interview.

IF THE advisers resign, principal Geoff Jones told the Midway, he will disband C.U. and, unless it can find a new adviser, also the Board. Mr. Jones added that he would handle minor discipline problems himself and student activities director Don Jacques would plan and carry out remaining social events this year.

Student government

By John Schloerb, government editor



C.U. is the social branch of student government and Student Board the disciplinary branch.

In their letter the C.U. advisers cited as their major complaints poor attendance at C.U. meetings, failure to follow through on responsibilities, a small number of members fulfilling duties and disorganization of events.

Ms. Biblo told the Midway that she and Ms. Goldschmidt felt the letter represented a warning that if more C.U. members didn't take on responsibility and events remained disorganized they would resign. "If they don't choose to improve or they can't we will simply resign because we have too many commitments throughout the school," Ms. Biblo said.

C.U. PRESIDENT Sabryna King told the Midway she felt she had pushed members who hadn't been working as much as she could to get them working but that they wouldn't.

Now, however, with the possibility C.U. could be disbanded, members have been taking on more responsibility and getting work done, she added. "There's been a complete turn around," Sabryna said. "People have attended meetings, volunteered for committees and things in general have been more organized since the letter."

Ms. Biblo told the Midway she and Ms. Goldschmidt were pleased with the change in C.U. but added that if even one more event is disorganized

they would still resign.

Mr. Pearson told the Midway he was planning to resign because he was unhappy with poor attendance at Board meetings, failure of members to carry out responsibilities and accomplish projects, and the negative attitude members had about their work. He also felt he didn't have adequate time to devote to advising the group.

BOARD PRESIDENT Gretchen Antelman told the Midway the Board has experienced major difficulties with members not coming to meetings and not giving referrals to other students. Gretchen said she can't deal with the problem of getting members to write referrals. "If they don't want to write referrals, that's just their business," she explained. But Gretchen added that she does plan to enforce an attendance policy by which any Board member missing 2 meetings will be impeached and replaced by election. Gretchen also said she has been seeking a teacher willing to replace Mr. Pearson as Board adviser, but had not found one.

Student Legislative Coordinating Council (SLCC) president Anders Thompson told the Midway he questioned the ability of the Board to function anymore because students don't want to judge other students' behavior.

"THE RESIGNING of the adviser is just a symptom," Anders said. "The real problem is that the students just don't want to write referrals."

To determine whether Student Board can be improved or alternatives to it should be developed, Anders, Gretchen, SLCC vice president Jenny Rudolph and SLCC's adviser, librarian Hazel Rochman, have established a faculty-student committee.

In other government business, a box in which students can place complaints to be considered by Gretchen in her role as SLCC ombudsman has been placed in the library. As of early last week, Gretchen had not received any complaints.

Results of SLCC's book fair last month were unknown at deadline.

The Student-Teacher Evaluation Committee separated from SLCC earlier this year plans to conduct evaluations in all classes except the arts, unless requested by the teacher, during the 2nd week in March, according to committee chairperson Tracey Davenport. The evaluations will include 2 parts. In one students will evaluate the course, with results possibly to be published. In the other they will evaluate the teacher, with only the teacher seeing the results.

Also see editorial Page 4.

Compendium

• Librarian says Regenstein behavior better

Behavior of U-Highers at Regenstein Library has improved since last quarter, although U-Highers still are socializing and making too much noise, according to Ms. Patricia Wilcoxon, Regenstein head of circulation. In November, Ms. Wilcoxon warned that serious problems involving U-Highers, including defacing of walls, could lead to revocation of Regenstein privileges. Serious incidents this quarter could still lead to such a revocation, warned U-High head librarian Win Poole.

• Freshmen give Center mixed marks

Freshman Center provides an effective place to study quietly and get teacher help but is less effective as a social center for meeting new friends, according to many freshmen surveyed last quarter through questionnaires. Some felt attendance at the Center should not be required. The questionnaires were distributed to help a committee headed by reading consultant Rebecca Barr evaluate the Center's success. In its interim report, the committee recommends the Center be continued in its present format at least for fall quarter next year.

• JCC to offer activities for U-Highers

Classes in guitar, disco dancing, remedial math, classic films and cardiopulmonary resuscitation will be offered afternoons at U-High beginning next week by Hyde Park Jewish Community Center. Registration forms are available in U-High 100; deadline is Friday. According to Mr. John Nemerovski, JCC youth program director, the Center is offering the classes to get more U-Highers involved in Center activities.

• U-Highers perform in Gilbert and Sullivan show

Sophomores Jennifer Lim, Mary Wallace, Geoff Levner and Margaret Currie performed in the orchestra and chorus of "The Mikado," this year's Gilbert and Sullivan show, Feb. 23-25 at Mandel Hall. Produced by a community group, the show is sponsored annually by the Parents' Association, with profits going to Lab Schools scholarships and programs. As in many past productions, Mr. Raymond Lubway, 4th grade teacher in the Lower School, had a leading role in the operetta. Lab Schools director R. Bruce McPherson also took part.

• Where there's smoke, there's not always fire

When approximately 40 seniors returned from a class tobogganing trip to Swallow Cliff in Palos Park Feb. 13, many had the feeling they had never really gone. Well, they were right. The bus started to smoke on the off ramp on the Stevenson Expressway at Pulaski Road when a heater in the back developed a hole and antifreeze leaked out, billowing green smoke over the passengers. After waiting 2 hours for a replacement bus, the seniors went to Burger King and had it their way.

• How about spending July in France?

A monthlong program of French studies including language, literature, music and culture offered July 2-29 at the University of Angers, France, is available to U-High French students, their friends and families, according to French teacher Lydia Cochrane. Interested students can contact Ms. Cochrane in U-High 210.

• Glen Ellyn chorus to give concert at chapel

Glen Ellyn Children's Chorus will perform 3 p.m., Sun., Mar. 18 at Bond Chapel in the 3rd of 4 concerts by youth choruses organized by vocal teacher Richard Walsh and Mr. Richard Vikstrom, director of chapel music at the University. The public is invited. Already appearing have been choirs from U-High, Dec. 12; and Indian Trail Jr. High in Addison, Feb. 25. The 4th concert, by the Grace Lutheran School children's chorus, will take place 7:30 p.m., Tues., Apr. 24.

• Senior to compete for Miss Indian America title

Senior Susan Power, who won the title of Miss Indian Chicago in November, will now compete in the Miss Indian America contest in August at Sheridan, Wyo. Susan will compete with about 30 other contestants from around the nation. They will be judged on knowledge of their tribal language, customs and culture. Susan is half Sioux Indian on her mother's side. She was also Miss Indian Chicago last year but too young to enter the national competition, minimum age for which is 17.

• Junior gets recognition for summer rescue

Junior David Lieberman was honored last week by the Chicago Police Department for rescuing a man from Lake Michigan Aug. 6 while working as a lifeguard at the 67th St. beach. The man, identified as James Easter, jumped in the lake after being chased by police in a squad car while he was streaking through Jackson Park. He later claimed he was Jesus Christ. David received a framed certificate of appreciation from the Police Department. He said the incident "added some spice to the job."

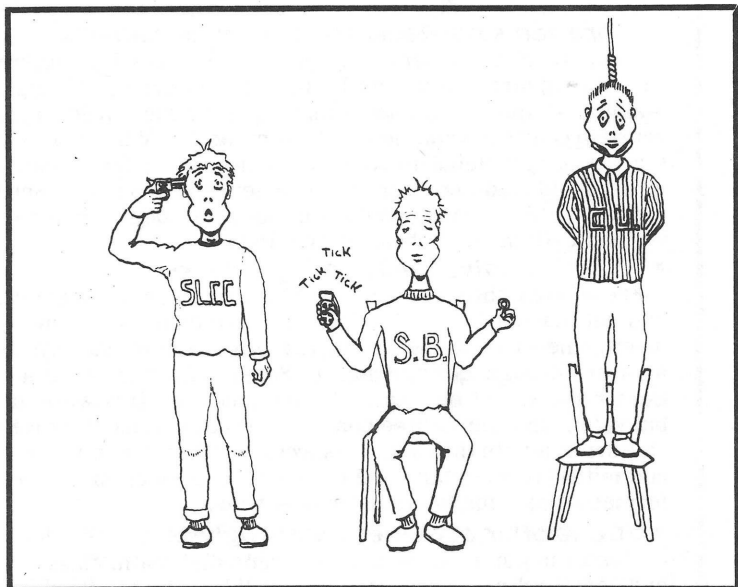
• Ted Wallace wins bridge building competition

Setting a U-High record of 111 pounds, junior Ted Wallace won the Astrophysics Club's bridge building contest Feb. 7-8. Six bridges of balsa wood and glue were entered, with the winners decided according to which bridge supported the most weight before breaking. Ted plans to rebuild his bridge and enter it in a citywide contest in May at the Illinois Institute of Technology, as do the 2 runnerup winners, junior Blake Minnerley and senior Ben Suhm, and Ben's brother, junior John Suhm.

• Yearbook, newspaper win top national honors

Top rating, Medalist, has been received for the 1978 U-Highlights from the Columbia (University, N.Y.) Scholastic Press Association. The yearbook also received special All-Columbian awards for excellence in content and creativity. The judge described U-High's book as "super." The Midway also received a top rating, All American, from the National Scholastic Press Association, for issues published 2nd and 3rd quarter last year. "The Midway should be studied by all high school paper staffs working to give their student readers a newsy, informative, vital publication," judges said. "For a small high school your newspaper is a marvel — an exciting, wonderful publication. Much of it is brilliant."

As the Midway sees it



Art by Blake Minnerly

"I HAVE A FEELING
WE'RE DOING SOMETHING WRONG."

• Stayin' alive

That's the challenge for gov't

For the past several years Midway editorials have urged student government to try to reestablish power it has lost. Now it appears that Cultural Union (C.U.) and Student Board may have passed the point of merely losing power. They may find themselves out of it entirely.

C.U.'s faculty advisers, librarian Mary Biblo and math teacher Hanna Goldschmidt, and the Board's adviser, shop teacher Herb Pearson, said they may quit unless C.U. and the Board make improvements in planning and fulfilling responsibilities and member attendance at meetings (see story page 3). Among the problems C.U. advisers cited was poor planning of events, with dates, times and places being changed repeatedly. Board members, despite the fact the cafeteria is badly littered and student behavior there often is obnoxious, have given few referrals to students for poor behavior. Members of both organizations are frequently absent from their meetings.

The problems of C.U. and the Board, and student government in general, are complex and won't be easily solved. But certainly a positive 1st step would be enforcing already-existing rules for impeachment. Government members who are not fulfilling their responsibilities or who have missed 2 meetings without an excuse should be impeached and replaced, as C.U. and Board rules dictate they should.

But the responsibility to impeach members isn't only that of government. It also rests on the student body which elected the members to office. Under SLCC's constitution, impeachment can be initiated by students through petitions.

Impeachment, though unpleasant, would be far less unpleasant than 2 branches of student government dying. And their death is really a threat now, not just some vague future possibility.

• Few insights

NCA report offers little new

The 68-page report compiled by the North Central Association (NCA) evaluation team which visited U-High in October includes many recommendations for improvements at U-High. But few of them are original. Most already were made in the self-study prepared mostly by the faculty prior to the visit.

The faculty's steering committee suggested the following proposals for discussion by the faculty at a meeting last Tuesday. Most are based in part on the NCA report and in part on the self-study.

- Department chairpersons should work with the principal to formulate a budget-making procedure, with a written description ready in time for work on the 1980-81 budget.
- A committee to work with the principal in drafting possible alternative High School schedules should be formed.
- A detailed description of administrative roles should be compiled by administrators for presentation to the faculty.
- A section in the daily bulletin should be provided for teachers.
- The faculty should establish better communication with the PreCollegiate Board, the University committee which oversees the Laboratory Schools.
- Detailed records of procedures for organizing and running clubs, all-school projects and assemblies should be kept by the Student Activities Director.
- A list of student activities and advisers should be compiled at the beginning of the year by the Student Activities Director. Unassigned teachers would help groups without advisers or chairpersons.
- At future faculty meetings discussions should include the desirability of offering courses in health and discussing the faculty's approach to professional growth.
- A written maintenance manual should be compiled by administrators.

The NCA report added little insight into U-High that wasn't already in the self-studies. It did, however, provide a reason for a candid look at U-High and its problems by members of the school community. Hopefully, the faculty's discussions will lead to finalized proposals for solutions.

u-high midway

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Thanks to sophomore Steve Kellam and his mother, Ms. Ruth Kellam, for posing for the photos on page 1.

U-Highers favor independents in 5th ward race

By Jeremy Friedman,
community editor

Most of the approximately 14 U-Highers old enough to vote in today's city elections want an independent candidate to win the race for 5th ward alderman, a Midway survey indicates. But the U-Highers disagree as to which of the independent candidates is best.

Only 2 of the 10 U-Highers interviewed by the Midway planned to vote. The others said they had forgotten to register.

The 5th ward is bounded on the north by 51st St., on the south by 71st St., on the west by Cottage Grove Ave., and on the south by Lake Michigan north of the Midway and Stony Island Ave. south of the Midway.

The 2 major independent candidates, both Democrats, are Ross Lathrop, the incumbent, and Larry Bloom. Joseph Wilbanks, another independent Democrat, is the only black candidate and, according to the Feb. 7 issue of the Hyde Park Herald, is "a longtime Democratic organization loyalist" who "remains a mystery to many Hyde Parkers." The Democratic organization candidate is Peter Stodder.

There are no Republican candidates.

Some U-Highers feel that Democratic majority in city hall politics can be balanced by electing independent aldermen. Only 3 of Chicago's 50 aldermen are not organization Democrats.

"I would much rather have an independent," said senior David Light. "I don't want Democrats to have control over everything. We need aldermen with their own opinions who respond to the needs of their wards, not to City Hall."

Ald. Lathrop's eligibility for reelection was challenged in early January on the basis of a section of the Illinois Municipal Code prohibiting candidates from owing debt to the city. Hyde Park resident Frederick Melchner claimed Lathrop had a partnership in a development group which owed real estate back taxes.

Although Lathrop's eligibility was cleared by the Chicago Board of Elections Jan. 19, some U-Highers felt his debts remained a major political issue, with his reputation for handling financial matters damaged.

Another factor hurting Lathrop's chances for reelection, U-Highers said, was handling of snow removal in Hyde Park this winter. Aldermen, legislators who are members of the City Council, have responsibility for overseeing city services to their wards.

"Alderman Lathrop has no power," senior Sally Newcomb said. "He has no pull in City Hall. For quite a while he could get only one snow plow for Hyde Park when city guidelines say you need them working 2 at a time."

An education

ONE OF THE basic educational objectives of U-High, as stated in the faculty self-study report prepared for the North Central Association evaluation, is "to provide a climate for emotional, moral and social development." The school's policy of required attendance is counter productive to this objective.

Principal Geoff Jones told me that the primary goal of the attendance policy is "to encourage and assure student attendance in class." According to Mr. Jones, the primary rationale for this policy is that no class can be missed without a significant loss to the student.

"EVERY PERIOD of every class is necessary," Mr. Jones said. But I think he's being unrealistic. Unfortunately, something worthwhile does not happen in every class. Also, many students can afford to miss a few periods of even the most fast-moving class.

Even if the goal of the attendance policy is valid, it is, to a large extent, ineffective. Those students who have a large number of unexcused absences might be dealt with effectively by the notes home, conferences with the principal and threat of suspension that are the key parts of the school's attendance policy. But, because it is so easy to beat the system, according to U-Highers I interviewed, many students cut classes without fear of punishment.

Many parents are willing to write notes excus-

Teens rebellious

IN THE FEBRUARY issue of Psychology Today, Prof. David Elkind of Tufts University and Prof. Joseph Adelson of the University of Michigan dispute a popular view in the United States that teenagers are rebellious.



Eyes Saw It

By Joe Williams,
Midway columnist

Prof. Adelson states that this notion arose in the 1960s because America was going through political and social value changes. Adolescents were categorized by adults in the role of revolutionaries reacting against adult standards.

IN TRUTH, Adelson says, most teenagers were not rebellious or in revolt. The entire nation

Joan Crawford was a rebel

CHRISTINA CRAWFORD's new book, "Mommy Dearest," is a caustic account of life with her mother, the late film star Joan Crawford. In almost journalistic style, Christina reveals her mother's psychological and drinking problems, and how she abused her 4 adopted children.



Positively Critical

By John Mullan,
Midway critic

The revelations have provoked objections from Crawford fans who feel her image should be upheld. Crawford died in 1977 after a 50-year career in films which peaked in the 1930s. According to Christina, Joan Crawford's main motivation for adopting 4 children was she knew her star was beginning to fade. The declining image also led her mother to start drinking heavily, Christina says.

Crawford's "babies" gave her years of prime publicity as millions of unsuspecting fans thought what a wonderful woman she was for taking 4 little orphans into her home. Crawford and her children seemed to be the perfect happy family. What the public didn't know, however, is what Crawford did to create that image.

CRAWFORD SUBJECTED her children to extreme strict discipline. She nightly strapped

Christopher, Christina's younger brother, to his bed until he was almost 10, and administered severe beatings for the slightest bit of "improper" behavior. Crawford was even harder on the children when she drank, which was almost every night.

Later, when the children began to grow up and, in Christina's own words, "develop their own personalities," Crawford became distressed. What was Joan Crawford, the star, going to do with the competition of real people in her house? And how would they affect her image? The beatings became even worse and Christina was almost killed. Later the children were imprisoned in boarding schools or sent to live away from Crawford with housekeepers and almost forgotten. And, when Crawford died, Christina and Christopher were left out of the will.

The story of Christina's life, while it bored me personally, does provide some interesting insights into an increasingly discussed issue, child abuse. Most of the people who knew the truth about how Crawford treated her children simply ignored it. Housekeepers and friends kept quiet and the police overlooked the bruises because either they didn't want to get involved or they didn't want to create a scandal involving a powerful film star.

CHRISTINA DOES a wonderful job of showing the guilt that abused children feel. Rather than accepting the fact that a parent is cruel, they feel they must have done something wrong. Christina says that in writing the book she finally began to get rid of some of her guilt by putting life with her mother in perspective.

ional attendance policy

ing absences and students can sign their parents' names to excuses or impersonate their parents over the telephone. According to attendance secretary Maxine Davis, unless a note is an obvious forgery, she does not try to determine whether the note is authentic and gives the student an admit slip.

ONCE A STUDENT appears in class with that magic white slip of paper, most teachers will not challenge or even question his or her absence. Those teachers who do question a student's absence whether or not the student has an admit slip do so because they realize the ineffectiveness of the attendance policy. One teacher, when presented with an admit at the beginning of class, said, "You don't think I believe this, do you?"

Not only do the goals of a rigid policy of required attendance contradict the broader educational objectives of the school. The policy, as it is presently administered, may actually make it easier for students to cut class. It also encourages deceit, punishing those students who are too stupid, unconcerned or honest to lie.

Instead of trying to improve the policing of an ineffective and unjustified policy, the school should adopt a policy which gives more responsibility to students, and also to parents and teachers. Teachers can evaluate students on the basis of written work and objective tests. If a student's

absences are keeping him from learning the material being tested, *then* the teacher may legitimately demand that he or she be in class and notify his or her parents, as well as lower the student's grade if he or she is not. A policy like this assumes that students are capable of making responsible choices.



Penny Dreadfuls

By Jonathan Silverman,
Midway columnist

IN MY OPINION, juniors and seniors in high school can be responsible enough to make decisions about attending or not attending a class, based on what the educational consequences will be, how their grade will be affected and what other things they need (or simply want) to do.

Even if students cannot make a responsible decision of this kind, they will certainly not develop more motivation to learn and be responsible as a result of an environment that crams knowledge down their throats rather than presenting them with an opportunity to learn.

is? It should only be true

was going through natural change. But because of the national attention a smaller number of young people received, mostly through college unrest, adolescents were notoriously labeled as emotionally turbulent, impulsive and immature.

I've found this notion implanted in the heads of many adults, mostly over the age of 40, who seem to think that teenagers are friends of the Devil put on earth solely to antagonize adults.

Now that this nation is in somewhat of a lull in terms of change, the biggest college demonstrations seem to be over the cafeteria taking away the students' beloved yogurt. While this situation does demand immediate retaliation, the majority of teenagers today, as always, hold somewhat the same values as their parents.

SAD, ISN'T IT? I sort of liked the idea of all teenagers being rebellious. It's nice to think that if *anyone* had the power they'd change the world. Besides, I certainly wouldn't want to contradict

any adult notions. Right?

The reason most teenagers continue to uphold established values, Elkind says, is the relationship they have with their parents. He states there are 3 basic "contracts" in a parent-child relationship.

In one, parents grant freedoms when children show responsibility. I've always found being responsible meant conforming to the curfew my parents set. Otherwise I wouldn't get the car.

The 2nd contract says that if children are loyal to their parents, then the parents will show a commitment towards the child's future. A \$56,000 commitment in raising the child from birth to sending him or her through college is regarded as an expensive investment by some parents when a natural sense of providing should exist.

THE 3RD CONTRACT is a sense that as children achieve their parents support them with encouragement. This one leads to the biggest problems, Prof. Elkind feels. Because of the emphasis on education now and the scarcity of jobs, parents are pushing their children to excel in school, causing teenagers to grow up to quickly. One consequence of this pressure is a national suicide rate among teenagers of 13 a day. The fact is, however, that a college graduate today earns only \$2,000 more than a high school graduate on the average.

Essentially what the professors see happening is teenagers forming into adults without really growing up. What I see is a lot of kids missing out on some of the best times of their lives.

al mother

The book also shows how an abused child tends to keep coming back for more abuse. Christina says she often felt everything would be all right if she could just get her mother to love her. In later years she tried to win her mother's favor rather than doing the sensible thing.

That would have been just to stay away.

You said it



Calvin Chou

SAT scores are sometimes an important factor in college admissions. Do you feel that they are a good indication of a student's abilities?

CALVIN CHOU, sophomore: The SATs don't really show anything because some people break under pressure. I think overall grades are the more important indication of ability.

ELLEN DERANIAN, freshman: I don't think they're a good indication because some people mess up the test under the pressure even if they know the stuff.

BIRGITTA GUSTAFSON, senior: I don't like the idea of getting into a particular college being dependent on SAT scores. You can't quantitate someone's ability like that. Like any test, it might not indicate your full ability, but that you were tired or something when you took the test. No single test should be so important.

JOHN NAISBITT, junior: For the colleges, in terms of what you've learned in school, it's a fair indication of what you've done. But in terms of general intellectual ability they don't tell you anything.



Ellen Deranian



Birgitta Gustafson



John Naisbitt

• TUES., FEB. 27

GIRLS' BASKETBALL, Lake Forest, 4 p.m., there.

• WED., FEB. 28 - FRI., MAR. 2

ARTS WEEK (see story page 2).

• THURS., MAR. 1

GIRLS' BASKETBALL, North Shore (varsity only), 4 p.m., here.

• THURS., MAR. 1 - SAT., MAR. 3

STUDENT EXPERIMENTAL THEATER, 7:30 p.m., Belfied Theater (see story page 2).

• FRI., MAR. 2

ARTS WEEK ASSEMBLY, 12:45 p.m., Judd 126.

SWIMMING, St. Ignatius, 4 p.m., here.

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

• TUES., MAR. 6

SWIMMING, Latin, 4 p.m. here.

GIRLS' BASKETBALL, subregionals, Queen of Peace or Academy of Our Lady, time to be announced, Riverside-Brookfield.

• WED., MAR. 7

TRIP TO "DRACULA," sponsored by the Drama Department (1-5:30 p.m.; deadline for sign-ups was Feb. 15).

• FRI., MAR. 9

GIRLS' BASKETBALL, Francis Parker, 4 p.m., here.

SWIMMING, Quigley North, 4 p.m., here.

SEMIFORMAL DANCE, 8 p.m., Center for Continuing Education, 1307 E. 60th St.

• SAT., MAR. 10

TRACK CLUB, Eastern Illinois University women's invitational meet, 9:30 a.m., Charleston.

• SUN., MAR. 11

TRACK CLUB, University of Chicago track club relays, noon, Westwood Sports complex, Sterling Illinois.

• TUES., MAR. 13

STUDENT-FACULTY VOLLEYBALL GAME, 3:15 p.m., Sunny Gym.

SWIMMING, St. Laurence, 4 p.m. here.

• FRI., MAR. 16

ST. PATRICK DAY COOKIES, passed out by C.U. representatives, lunch.

FILM, "The Grateful Dead Movie," 7:30 p.m., Judd 126.

• SUN., MAR. 18

TRACK CLUB, Central AAU Open Meet, noon, Westwood Sports Complex, Sterling, Illinois.

CHORAL PERFORMANCE, Glen Ellyn Children's Chorus, 3 p.m., Bond Chapel on the University Quadrangle (see news brief page 3).

• TUES., MAR. 20

MIDWAY OUT after school

SWIMMING, Quigley South, 4 p.m., here.

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Swimmers get off on splashy start

By David Trosman

Swim coach Larry McFarlane, seated in front of the team bus as it heads for Lake Forest Academy last Friday for the 1st meet of the season, turns to face his swimmers. He is reading the qualifying times for last year's district competition to them, times the swimmers will aim for throughout the season.

Some of the swimmers stretch out, others talk. But when McFarlane calls out their names and times they sit up and take notice.

The Maroons feel they are ready for competition. They've been building strength with weights since before Christmas and worked out in the pool for a month. "We've been eating our

Wheaties every day," says frosh-soph swimmer Adam Helman.

As the bus gets nearer Lake Forest, many of the swimmers become visibly excited. "Let's get rowdy," varsity swimmer Dick Burks shouts as he playfully punches frosh-sopher Peter Voss. Peter retaliates and Dick observes, "I think I've found Peter's killer instinct."

The bus arrives at Lake Forest and as the swimmers walk off it varsity swimmer Josh Hyman mumbles, "I am fired up."

The 1st half of the meet proves close. "Get Bevington going," McFarlane cries and team members jump to their feet, shouting and waving their

hands as they follow varsity swimmer Steve Bevington the length of the pool. Steve comes from 3rd to take 2nd in the 200-yard individual medley.

The 100-yard backstroke is announced and Josh smiles as he says, "I was ready when I woke up this morning and I'm rarin' to go." He is 3 seconds away from the school record as he wins the event. Lake Forest has no entries in the 100-yard backstroke but the U-Highers go all out anyway, 3 competing against each other. The Maroons win the meet 96-66.

"McDonald's is going to taste so good," varsity swimmer Matt Gerow says in the lockerroom after the meet is over. The team is stopping there to get food for the ride back to U-

High.

Back on the bus the swimmers talk and laugh about the meet. Some are making fun of the announcer who pronounced everyone's name wrong. But McFarlane quiets them down, saying, "Let's just sit and reflect on our performance. We still have a lot to work on." The

swimmers do quiet down . . . somewhat.

"Munch" is the cry as the team piles out of the bus at a McDonald's in Lake Forest. Piling back on with their food, there are almost as serious and determined as they were at the meet. They are hungry and eat ravenously.

Cagers end ISL play with win

By Avery Berger

The pounding of a basketball on the court upstairs vibrates in the lockerroom downstairs in Sunny Gym as the varsity Maroons stand one behind the other looking up the staircase which leads to the court. The North Shore Raiders are warming up on the court as the 7 Maroons wait for 5 frosh-soph players, who have just finished their game, to change to varsity uniforms. Varsity coach Sandy Patlak has told the frosh-sophers to dress for the last varsity league game.

Now in full force, the 12-member varsity lumberers up the stairs to the nearly-full gym as captain John Naisbitt growls, "We have to blow these cats off."

The game starts and the Maroons immediately gain control of the ball. The squad works up a small lead and keeps it to the end of the first half. At the sound of the buzzer, the Maroons file into Sunny's mat room, most flopping down on the red and blue mats covering the floor to form a maze of sweating bodies. The room is damp and dimly lit and the atmosphere is relaxed. Dust floating in the air creates an eerie feeling. Center Dave Laros paces quickly back and forth as Patlak talks about the rough season he and the team have experienced, with conflicts frequently arising and members quitting over them (see "Instant Replay," page 7). Patlak figures that at least it was a learning experience for everyone. He finishes his speech with "let's go out and win our last league game."

The Maroons maintain their lead as Patlak substitutes the newly-added varsity members. During the final quarter fans slowly leave the gym, and it is half empty as the final buzzer sounds. The Maroons have won 47-41 for a league record of 5 wins and 9 losses and overall record of 5-12.

Back in the lockerroom, the Raiders can be heard muttering damns as they stomp to their lockerroom. Patlak enters the Maroons' room. One player jokes. Another stares straight into his locker, throws his uniform into his bag and says nothing as he marches out. The remaining players hop over the cold floor to the showers. The varsity players plan to celebrate their victory at Harold's Chicken Shack. While they dry off from their showers frosh-soph team members are upstairs already enjoying pizza supplied by their coach, Steve Kollross, to celebrate a 10-2 league and 12-4 overall record.

Editor's note: The varsity was to face Latin yesterday at Chicago Christian to open district tournament play. The game ended after the Midway went to press. Scores of previously unreported games, U-High first, frosh-soph in parenthesis, are as follows: Latin, Feb. 2, here, 54-68 (44-43); Morgan Park Academy, Feb. 6, there, 52-51 (66-38); Francis Parker, Feb. 13, here, 54-61 (58-47); Morgan Park Academy, Feb. 20, here, 42-46 (30-26); North Shore, Feb. 23, here, 47-41 (41-31).

Student-faculty volleyball games change

Students who were planning to get their aggressions out on faculty members during the student-faculty volleyball game sponsored by SLCC after school Tues., Mar. 13, will find themselves disappointed. Unlike past years, each team will consist of both students and faculty members.

Indoor track survives as club

By Craig Truitt

Because club members are frequently breaking personal records, the Indoor Track Club has done well, according to coach Ron Drozd, despite the fact the U-Highers lose most of their meets because only 8 are competing. The club has scored 10 wins in 26 events entered.

Mr. Drozd formed the club after principal Geoff Jones decided to drop indoor track as a team this year. Mr. Drozd had been coaching 3 teams — cross country in fall, indoor track in winter, and outdoor track in spring — rather than the usual 2. When he decided no longer to volunteer for a 3rd team, Mr. Jones decided indoor track would go. Mr. Drozd wanted to drop the usually smaller cross country team, but Mr. Jones wanted a boys' sport for fall besides soccer.

Mr. Drozd decided to form the Indoor Track Club because "there are runners in this school that are good enough to compete in outdoor state finals. An indoor program gives these runners more time to prepare for this than running just the 6 weeks of outdoor track."

According to Mr. Drozd, the main differences between the club and an official school team is that membership is select and he and parents of club members pay travel expenses and entrance fees. Because the club is smaller than a school team would be, it is easier to manage, he added.

Most club members said they were running to prepare for outdoor competition instead of working towards winning indoor track meets. "As a team we're too small," said John Skosey. "We don't stand a chance of winning a meet."

By their events, club members are as follows: Varsity hurdler, Ed Gilpin; varsity high jumper, Jim Carmichael; frosh-soph high jumper, John



Photo by David Yuffit

WITH A FIERCE look of determination etched on his face, senior Ed Gilpin leaps over a hurdle during indoor track club practice at the University Field House. A U. of C. student jogs at right.

Skosey; frosh-soph runners, Cathy White, Harry Bims, Heidi Hackel, Andy Goodman and Beata Boodell.

Upcoming meets include the Eastern Illinois University women's Invitational meet Sat., Mar. 10 in Charleston; the University of Chicago Track Club meet Sun., Mar. 11 at the Westwood Sports Complex in Sterling, Ill.; and the Central Amateur Athletic Union's Open Meet Sun., Mar. 18 also at Westwood.

Girl cagers gird for Amazons

By Becky Sadow

League-leading Latin is expected to provide the only obstacle to both the 2nd place varsity and 1st place frosh-soph girls' basketball teams winning their remaining games, players and coaches feel. The varsity has 4 remaining games, the frosh-soph 2, all Independent School League (ISL) matches.

The Maroons expect an easy victory today at Lake Forest. They beat the Caxys 44-18 in a previous encounter Jan. 26.

Latin's 1st-place finish in the ISL last year and Latin's reputation for being the best, plus a 36-45 Amazon victory over U-High Feb. 2, will give the Maroons a psychological disadvantage in their Mar. 2 match, coach Karen Lawler feels. The Maroons, however, do have the ability to beat Latin despite a weak offense, she said.

Forward Sheila Igoe felt similarly. "If we all are playing our best, and if everyone is tough that game we can beat Latin," she said. "Latin has some really talented players, particularly this one

girl who is so good she can cover for any weaker players. Everyone on our team has to be playing their best."

If the Maroons win all their games, including Latin, they will tie with the Amazons for 1st place in the ISL.

Although the frosh-soph squad beat Latin 24-3 Jan. 26, the players are unsure whether they can win again. "They made us play our hardest game," said player Monica Davey. Monica's sister Kate, who is also on the team, added, "I think we'll win because we're working well together and can trust each other in positions and so we work well as a team."

Upcoming varsity games not already mentioned are as follows:

North Shore, 4 p.m., Thursday, here; state subregionals, Tues., Mar. 6 at Riverside-Brookfield High, with U-High playing either Queen of Peace or Academy of Our Lady; Francis Parker, Fri., Mar. 9, there (varsity only).

Scores of games not previously reported are as follows, U-High 1st, frosh-soph in parenthesis:

Francis Parker, Feb. 6, here, 59-13; Morgan Park, Feb. 13, here, 31-17 (33-3); DuSable, Feb. 15, there, 44-34.

Nice night for a barbecue.

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FOR 10 YEARS a copy of the '68 Northern yearbook of Northern Illinois University at DeKalb sat in the Midway office without anyone noticing the familiar face within its pages. Then last year Midway staffer Richard Letchinger made the discovery. Yes, it's Phys Ed Department chairperson Larry McFarlane completing a backstroke start in his days as an NIU swim star. Mac didn't know the picture was destined for a place in the Midway.

Coaches enjoyed sports as students

By David Hyman, sports editor

Today's U-High coaches were yesterday's high school athletes. An interest in sports as students preceded a career of teaching sports to students for coaches interviewed by the Midway. Several said their own high school coaches inspired them to become coaches.

"People associated me with being a jock because I swam year-round," said Phys Ed Department chairperson Larry McFarlane, who attended Thornridge High School in Dolton. "As do all people who get into sports, I enjoyed swimming for its recognition and personal satisfaction."

A state wrestling champion when he attended Parker (not Francis Parker) High in Chicago, Mr. Tom Tourlas recalled, "I gained friendship as well as recognition through my wrestling. People in school would come up to me and say 'nice going' or 'great match.'"

But track coach Ron Drozd remembered, "I was never considered an in-crowder. And knowing that I could never be one, why waste time trying to? So running was a type of social outlet." Mr. Drozd attended Immaculate Conception High in Elmhurst.

Many of the coaches noted that sports were taken more seriously at their schools than at U-High. "At my school," said Ms. Patricia Seghers, who attended Homewood-Flossmoor, "people didn't and couldn't join a team just to have fun. There were tryouts for teams, which screened out only the best players who worked hard with a lot of desire. But plenty of afterschool activities were provided for students who weren't on the teams. This is contrary to U-High, where there are hardly any things to do after school."

Most of the phys ed teachers share similar reasons for choosing teaching and coaching as a profession. "I get so much satisfaction when a kid learns something or overcomes a problem because of my influence," Mr. Tourlas said. Mr. McFarlane commented, "Along with the gratification which I get from teaching I have fun. It's almost like playing."

Ms. Mary Busch said, "My job is not only rewarding, but active, which is important to me."

Law changes, teams don't

By David Lieberman

Boys dominating what are now primarily girls' teams could prove a problem at U-High resulting from Title 9, many coaches and team members feel. Yet the actual impact so far has been minimal, most agree.

Title 9 is a portion of the National Education Amendment of 1972, which prohibits sex discrimination in school programs. The law went into effect July 21, 1975. Under it, if a school offers only one team for a sport, that team must be open to both boys and girls. Because of this provision, U-High coaches and players cite the potential for boys dominating girls' field hockey and volleyball teams.

This fall a boy joined a girls' team for the 1st time when sophomore Alex Pinc joined the frosh-soph volleyball team. He practiced with it but never played. Girls had already participated on the swimming and track teams before Title 9 went into effect. No girls have joined any other boys' teams since the law went into effect.

Many coaches and players feel that Title 9 has the potential to destroy girls' sports. "If boys played on girls' teams," swimmer and soccer player Josh Hyman said, "they would totally dominate the girls' sports, thereby eliminating girls' teams. Boys are much more

physically adept. They're better athletes."

Boys dominating girls' athletics became an issue of statewide concern in 1975 when the Illinois High School Association (IHSA) girls' state bowling tournament was won by a team consisting of 4 boys and one girl. The Association afterwards adopted a rule limiting girls' state tournaments to girls and boys' tournaments to boys. Last year the rule was challenged in circuit court by a boy from Champaign who wanted to play on the girls' volleyball team at his school. The court ruled that "the IHSA rule is appropriate to carry out the purpose for which it was intended."

Ms. Karen Lawler, varsity girls' basketball and volleyball coach, explained the situation that coaches are left in having to comply with both Title 9 and the IHSA rule. "I use my season to prepare for districts and state competition," Ms. Lawler explained. "The way the tournaments are set up I can't play a guy on my team, so if he comes out for the team I'm not going to be able to play him during the season without disrupting the building process of my team."

In the phys ed program, all activities have been opened to both boys and girls as a result of Title 9. But Physical Education Department chairperson Larry McFarlane feels some activities should still be segregated. "Some activities lend themselves to better participation if they are all boy or all girl," he explained. "Take water polo for instance. Last unit in a predominately boy's class a few girls were intimidated by the bigger boys and their participation was sometimes minimal."

No one wins in coach, team tiff

U-High's varsity basketball team has been plagued by morale problems this year. Are they coach Sandy Patlak's fault? Are they the players' fault? Are they both Patlak's and the players' fault? No one knows for sure, least of all Patlak or the players.

The varsity team started the season with 10 players. Presently it's down to 7. Of 8 players who moved up from last year's frosh-soph squad, 5 have quit. Patlak moved up a member of this

Senior Derrick Ford, who quit last year's varsity, said that he felt Mr. Patlak "only caters to the needs of his one or 2 top players." Junior Chris Gardner felt that "I just couldn't talk to him. When he would get mad he kept telling me that I would never be a ball player."

Mr. Patlak does acknowledge the fact that the large number of players quitting is a problem, but admits he really doesn't understand it. "I don't know if it's me," he said. "There's talent in these players, but I don't think they wanted to make me look good, but I can't do that."

So Mr. Patlak asked Middle School math teacher Del McDonald to talk with some of the players and try to find out exactly what their real feelings were. Ms. McDonald did meet with some of the players and recorded a list of complaints, and planned to discuss them with Patlak.

You've got to give both Patlak and the players credit. They knew this column was being printed and didn't object to it. Patlak sincerely is worried about the situation, which is evident from the steps he's taken already to find out just what the problems are.

And it is important he and the players do come to an understanding, not just for the sake of this year's team but also next year's. This year's sophs must be thinking about whether they want to move on to the varsity or not. What they hear about this year's varsity is likely to affect their decisions.



Instant Replay

By Richard Letchinger, sports columnist

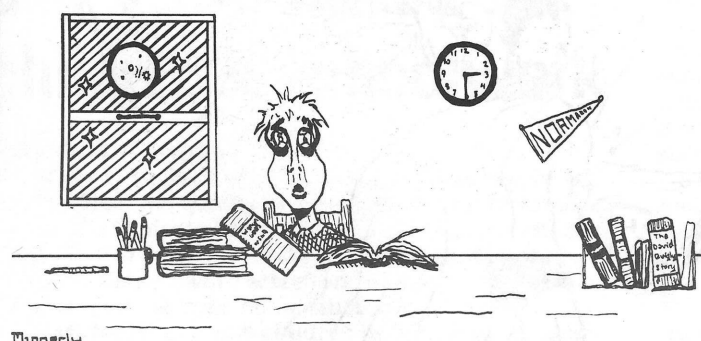
year's frosh-soph to maintain a 6-member varsity and a new player joined the team a few weeks ago.

Most of the players who quit cite conflicts with Patlak as the reason. Patlak on the other hand feels he's dealing with a group of players without a good attitude or enough dedication.

"You can't just come out and play," Patlak said. "You have to be willing to give something to the team, be willing to sacrifice. I really don't remember anything like this before."

But the players say they really don't want to devote so much time to basketball if they're having personal conflicts with the coach.

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2 spring teams get new birth

Although not originally scheduled for this year by the Phys Ed Department, girls' softball and boys' baseball will be offered after all.

Baseball will be coached by Lower School teachers Bob Strang and John Wilson, who agreed to coach after team members from last year asked them to, and softball will be coached by phys ed teacher Mary Busch.

According to Phys Ed Department chairperson Larry McFarlane, the 2 teams initially were discontinued because administrators decided that phys ed teachers shouldn't continue to coach more than the usual 2 teams.

When this year's Phys Ed budget was drawn up last year before that decision was made, however, funds were allocated for transportation and equipment for the 2 teams. Principal Geoff Jones decided this year to offer financial support from his administrative account to pay coaches' salaries.



Copyright 1978 by Peter Friedrich; reprinted by permission.

FLOATING AROUND in outerspace, this adventurous spaceship interior was intricately designed and drawn by Peter Friedrich for "We," a science fiction comic magazine.

Alumnus draws as professional



Matt Freedman

Two dignified men sit side by side in armchairs. One middle aged. One elderly. The younger one looks remarkably like a Harvard University administrator and insists that "only after studying subjects in which one has absolutely no interest can one claim to be an educated man!"

The cartoon appeared in the Mar. 27, 1978, issue of Time Magazine. The artist was Matt Freedman, a '74 U-High graduate and now a professional cartoonist. He is the brother of sophomore Thomas.

Matt began cartooning as a staff member on the Midway. He also was the paper's columnist and won the dean's citation for his work. At Harvard, from which he graduated last year with a B.A. in social anthropology with honors, Matt contributed twice-weekly to the Harvard Crimson, the Harvard-Radcliffe student newspaper. The cartoon in Time originally appeared in the Crimson.

Currently Matt has a weekly comic strip in the Chicago Reader and occasionally draws for the Harvard Political Review. Matt also sculpts.

Describing his comic strip in the Reader, and cartooning in general, Matt said, "I like to have visual humor in the strip. The joke itself is developed by the drawing. Some cartoonists play around with their figures' thoughts. Drawing itself is a major part of a cartoon but not the only part. Most of the humor is a result of an internal process of the characters themselves, talking about their own problems."

Matt reflected on the self-expression involved in cartoon art. "For me, cartooning is a good outlet. It's really a medium you try to manipulate. It is not the sort of thing where you can sit down, and let something fly. A cartoon strip is a much more calculated thing because it is geared to a mass medium. It's not as spontaneous as sculpting. I try to think of as many things as I can that are funny and see what comes out of it."

Matt is unsure of whether he wants a permanent career in cartooning. For the moment he just wants wide syndication.

Cartoonists approach their humor seriously

For Peter Friedrich it started 3 years ago when he was working at Bob's Newsstand at 51st and Lake Park. He noticed the various colorful comic books children were buying and began to read them himself.

Liking what he saw, Peter began recreating the characters in his own drawings. Soon he began creating his own characters. No longer just a reader of cartoons, Peter now was a cartoonist himself.

PETER IS one of several cartoonists at U-High, each with his own style of cartoon art. Among the others are Dan Clowes, Craig Truitt, Chris Maddi, Chris Fama, Gene Fama, John Skosey and Blake Minnerly.

Peter and Dan, who often work together on cartoons and comic strips, have had their work published in amateur comic magazines, buyers' guides for consumer education and the Chicago Journal. The other cartoonists draw for the Midway and U-Highlights.

Each cartoonist has a distinct style and all say how they draw can be influenced by their moods. "My moods often reflect on the expression of the characters' faces," Craig said, adding, "People often tell me that the characters tend to look like me."

CHRIS MADDI said, "When I'm mad I draw violent things, but when I'm happy I can draw funny things."

As for the satisfaction they get from their work, "you get tons of satisfaction seeing your stuff in print," Peter said.

Chris Maddi added, "It gives me a great feeling of having created something. Creation of anything is fascinating to me."

Chris Fama said, "I do it

mostly to see if I can draw better than the guys who draw for comic books."

CRAIG SAID he enjoys drawing cartoons because, "You can draw anything you conceive in your mind and put it on paper."

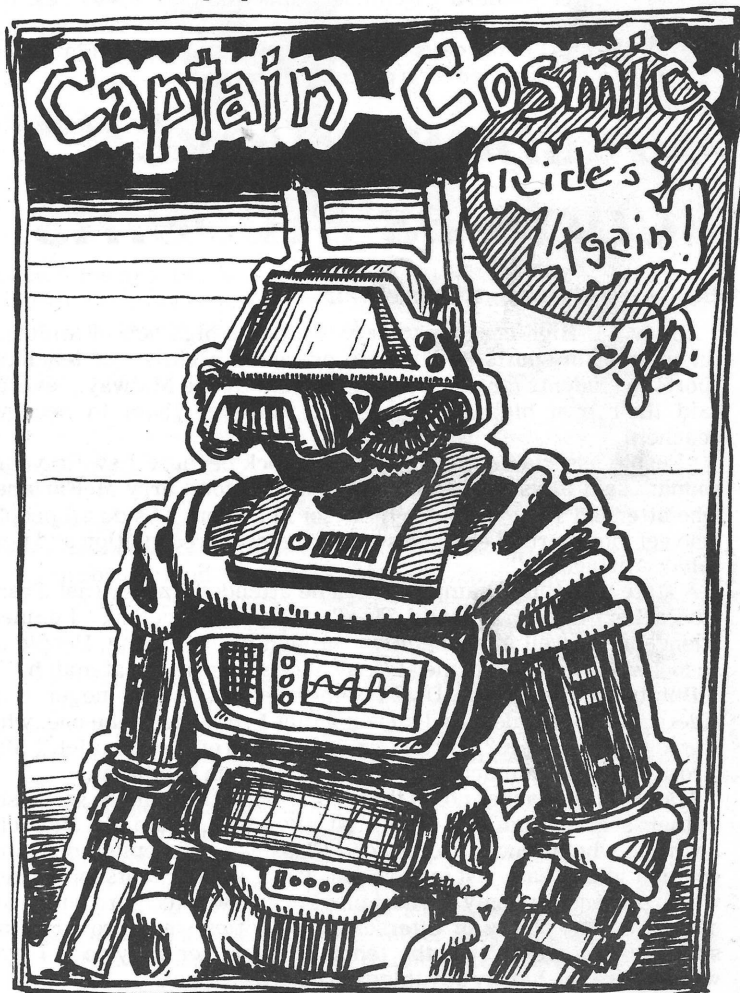
Drawing for publications usually means following orders, the cartoonists pointed out. Midway and U-Highlights editors, for example, tell artists what kind of illustration they need. "As a basic cartoon artist you're under a lot of pressure doing what people want

you to do," Gene said.

John agreed and added, "It's hard drawing things that other people tell you to draw."

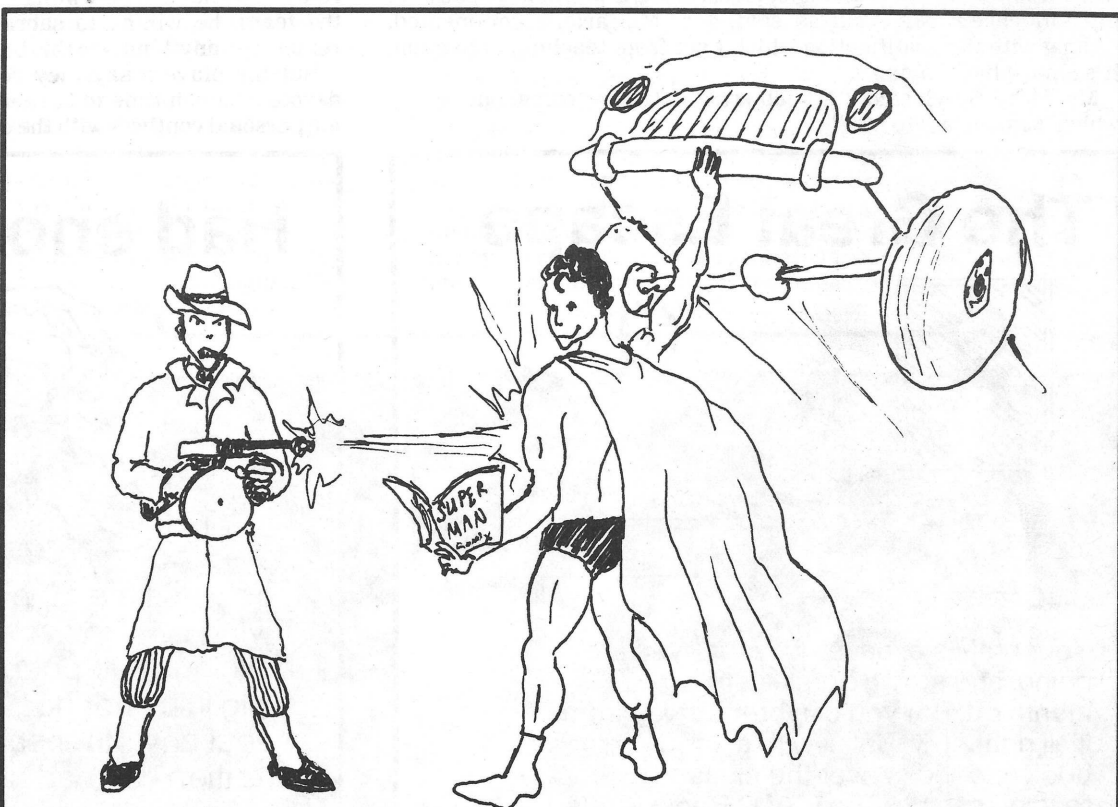
BLAKE SAID, however, that "working for the Midway put me on the spot to improve."

Three of the cartoonists would like to make a career of their cartooning. John would like to become a cartoonist after studying journalism and political cartooning. Peter and Dan plan on going to art school with the possibility of becoming cartoonists afterwards.



CAPTAIN COSMIC was drawn by Chris Maddi as an experiment for a possible comic strip.

Page reported and written by Judy Roth.



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