By Adam Simon, front page editor

When the pressed are in an interdisciplinary taking up late work, it's rare to remember exactly what's good about U-High. But in recent Midway interviews, students, teachers, administrators and alumni talked plenty of good things to say about the school. People specifically cited four factors: The teachers, the students, the size and the freedom.

"When I was in 8th grade," said senior Tracey Davenport, "I didn't want to stay for High School. But during freshman year I had such a good time, learned so much and met so many new people that I fell in love with U-High. And I've been that way ever since."

"There are some really very dedicated," said Dr. Edwin Taylor, father of senior Steve. "They don't simply teach from the syllabus. They try and open students' minds."

"Students benefit from the quality of teaching at U-High. The teachers are more on a college level," said senior Robin Foss. "The opportunity for personal relationships with the teachers makes the intense academic atmosphere more relatable."

Teachers and administrators expressed reciprocal feelings about the students. Principal Prof. Jones said, "You really don't know how good your students are until you visit a regular school. Here our student body is bright and committed to learning."

"Students come in believing the school is important," added English Department chairperson Darlene McCauley. "They put in a lot of hard work, but a lot of them just have a touch of a hummer. Here it happens. That's special."

"Many people feel that U-Highers benefit "from the school's small size. "In a large school," Tracey said, "I think you're just another face in the crowd, not a person. Here if you do something it gets noted."

Freedom to think and ask questions on one's own is U-High's best asset, many students and teachers said. "The best thing about U-High is you're on your own," said junior Sarah Blanco. "You may have to work more but you get more free dom in return."

"Because of the freedom here," observed English teacher Hal Hindman, "I feel that given a certain amount of discretion over my work, and the maturity of the students, I can talk about anything from soap operas to philosophy."

"In high school more and more young people seem really interested in the subject. Discussions here are considered. They are not shaped by other people."

Even college and graduate school students see U-High as a haven.

The important thing is, you're free as a student or teacher to raise any question."

Alex Garbeck, now at Brown University in Rhode Island, said, "I would have liked to have gone to other types of high schools and you might feel you've missed a lot in the way of the way of the whole experience-language, because of all the pressure and demands on their time."

"Many graduates thought comments about U-High might reflect on opinions they have about the school. "Probably they're afraid of not enjoying college, so they have to say how good it is compared to high school," said junior Marc C, now at the University of Michigan at Ann Arbor.

"Many students felt that the school was too easy. "But they want to make their college applications show better than they're here at U-High."

Added Lynn Horelia, '76, now attending the University of Illinois at Urbana-Champaign. "Even if graduates have a great time at U-High, they get out some kids just to cut the school down for the better bell of it."

By Sebastian Rotella

U-High's emphasis on preparing students academically for top colleges caused some academic areas of its program to suffer. The question has been raised in faculty meetings, the North Central Association evaluation and in the Midway and in U-High. During recent U-High interviews indicate that many of the students and teachers are familiar with graduates who complain about lack of time at U-High. But interviews indicate such studies may result from feelings about the school's social atmosphere and academic emphasis.

"Activities here are minimal compared to the other schools," said junior John Kramer. "Besides the sports program in particular, I don't know specifically what wise could be offered, but there must be more possible than what we've got."

High school principal Patricia Hindman said, "I would like to see the school become bigger. A lot of students feel they don't belong as well as we could in developing students personally with varied activities. I believe this issue divides the faculty pretty much down the middle. There are teachers who feel the way who do and teachers who feel that students should go to school and be more involved with the realities of the outside world."

Of the activities the school does offer, drama and journalism were repeated as the most popular ones. "Drama is the most popular part of the school," agreed with this, "some students commented. "They put it in because they're interested." Mr. Bernstein said the May Festival as a whole academic activity, adding he would like to see more activities in the school.

"Many people feel a lack of community as a problem in the school," the music teacher Dominic Plane said. "There is a lack of community. There is lack of breadth at sport's events, few clubs, and practically no school events or activities."

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How salary dispute affected the school

Teachers say they see their jobs, other faculty members differently now

By Matt Gerow, page two editor

How they relate to their jobs and other faculty members has changed for teachers, they say, because of the salary dispute that has undergone as the result of the Faculty Association’s job actions, now ended, to protect the University’s salary raise offers. But students interviewed by the Midwest felt the situation had not affected them.

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Social Studies Department Chairperson Earl Bell, Faculty Association president, said, he had received numerous letters and telephone calls from parents about the situation, but Lab Schools Director R. Bruce McPherson had heard little parental reaction.

After more than a month of picketing and refraining to attend meetings or sponsor or chaperon school events, faculty members voted 27-13 at an Association meeting Oct. 18 to accept a University offer of a 7-1/2 per cent base salary raise in a one-year contract. The University’s original offer, in August, had been 5 per cent. The Association the previous June had asked for 19 per cent. Both sides later revised their offers.

In the final round of salary bargaining, the faculty submitted three proposals Oct. 11 asking for a 19 per cent raise on the base salary plus other considerations which varied from proposal to proposal. The University responded Oct. 16 with an informal proposal of 7-1/2 per cent, but the University’s negotiator said he would bring the proposal officially to the bargaining table only if the union’s Executive Board agreed to endorse it and bring it back to the faculty for a vote.

"The University didn’t want to make an offer the union wouldn’t accept," Mr. Bell explained. "In return for their proposing a 7-1/2 per cent raise, we had to endorse it. The Executive Board felt that we had done the best we could, and while I can’t say it was the best, it was the best we could do with our own finances."

"This is the best salary raise anyone in the University has ever received," Mr. McPherson said. "I think we’ve shown more insight than the University into the situation."

Many teachers said they had noticed a greater feeling of unity among faculty members who supported the union’s actions during negotiations. "As a result of the meetings and the picketing I talked to people I didn’t normally talk to," social studies teacher Philip Montag said. "The dispute was legitimately a faculty concern, and we were really united. You see that sense of family or community very often among the teachers."

Several other teachers, however, said the dispute brought out disagreements. "People who were concerned with their salary situation were opposed by those who are able to do with less, such as married faculty who aren’t the only breadwinners," said Math Department Chairperson Hans Golschmidt. "The divisions weren’t necessarily between union and nonunion members," she added.

Mr. Bell felt similarly, though for different reasons. "The Executive Board tried to avoid faculty versus faculty confrontations. But when the salary issue came down to the wire, confrontations were inevitable because if you did not support the Association’s position on salary you were opposed to it. Silence meant opposition, too."

English teacher Jane Curry said the situation had made her realize how much control the University had on her life. "In addition to becoming better acquainted with the needs of my colleagues," she explained, "the salary dispute generated interest about asking questions about what was going on. Most faculty, I think, feel intimidated by authority, and are so dependent on the University that they want to believe the University has their best interest at heart. The negotiating process has encouraged the faculty to ask questions, and asking intelligent questions reflects the development of an active interest, an awakening of an interest in the quality and direction of our lives that I think is admirable."

Mr. Bell said the University was bound to see the faculty differently now. "The University has taken this whole thing so casually, but with letters from parents and this job action they would have to be completely insensitive not to pay closer attention to the faculty now," he explained.

Several teachers felt the dispute had affected their lives outside school, some saying it affected their preparation for classes, others feeling the negotiations had caused them to re-examine their reasons for teaching.

"Since my buying power is down, I’m pressed to pursue my handicapped business more seriously," science teacher Richard Boyajian said. "That affects how I can use my time out of school.

Foreign language teacher Randy Fowler commented, "The dispute caused a lot of bad feelings. This isn’t a game. It’s made me realize why I’m a teacher, and as a result, I don’t know about my future in teaching. I enjoy it, but for the first time I might have to go out and do something else to get a decent living."

Many students said they hadn’t noticed any difference in their lives at U-High as a result of the bargaining situation. Most said they were confused about it. "A lot of students were unsure what was happening," said freshman Anne Kitagawa. "As a result there was a lot of uneasiness."

Sophomore Andre Daggos said, "I really sympathize with my teachers now. One of my teachers, for instance, said she had to moonlight (take another job) just to get enough to live on."

Though most U-Highers interviewed felt the dispute didn’t affect their classes, some saw uneasiness and concern in their teachers. "Some of my teachers were getting really uptight," Andre commented. "They assigned a lot of work and were really tense in class."

Only a few parents expressed their concern to him about the bargaining situation, Mr. McPherson said, because, he felt, they had confidence the two sides would settle soon. "The University and the union have been very restrained throughout the negotiations," he explained. "I think parents have felt this sense of restraint." The parent reaction he did receive was mixed, Mr. McPherson said, with some supporting the union, others opposing in position, still others expressing hope the dispute would be settled soon. Mr. Bell, however, felt that he had received 75 to 75 letters from parents "overwhelmingly favorable to the union's cause."

The silent University

Since the contract dispute between the Faculty Association and the University began over a month ago, the Midwest’s editor-in-chief has repeatedly tried to interview a University official and when he couldn’t get an interview, he did get the University view of the negotiations. But all the editor’s efforts failed. None of the one at the University would speak to him about the situation. A month ago, in an attempt to get an interview, the Midwest’s editor called University provost D. G. Gaito Johnson’s office over a period of three days. Each time, a secretary said Mr. Johnson was busy and the editor left a message with the secretary. Each time, a secretary said Mr. Johnson was busy and the editor left a message with the secretary. But in these negotiations there have been votes on informal proposals, nonproposals and money proposals separate from the total contract. I’m not saying it’s wrong. It’s just unusual.

Other unions

Other contract disputes on campus such as those with the clerical workers and hospital unions, have had an effect on bargaining between the University and Lab Schools teachers, feels Social Studies Department Chairperson Earl Bell, Faculty Association president.

Newest of the unions and the one with the most impact, in his opinion, has been the clerical union, representing 1,800 clerical workers, which has been in negotiations for that union to have been bargaining with the University since May. In September, the union received the first University offer since May, authorizing a strike. "As a result the university negotiators have had to consider what other contract negotiations are happening," Mr. McPherson said. "We’ve shown this to the Midwest by Lab Schools director R. Bruce McPherson, never returned the call."

Later, in an attempt to schedule an interview with Mr. Johnson, the editor spoke with Mr. D.J.R. Bruckner, University labor relations chief. Mr. Johnson’s name was suggested to the Midwest by Lab Schools director R. Bruce McPherson, never returned the call. "As a result there was a lot of uneasiness."

Mr. McPherson also said in a recent Midwest interview that he did not want to discuss the contractual situation while negotiations were in progress. He was willing, however, to discuss the negotiations process.
on the front desk in the library. If they dispute, asked teachers if they would be willing to because of the union.ers when we start playing,'' Ted said, but added that he hadn't letter about ombudsman.''

The job needs is people's trust and awareness in role as ombudsman because people contacted. to U-High and Belfield Hall. As part of a plan to offer a variety of activities, government representatives and a senior Class Disciplin- ary Board representative were chosen in elections.

Freshman class officers and student government representatives in a student Satisfaction Coordinating Council (SLCC) has completed allocating Student Activities funds to clubs and it has formed a committee which is reviving action to design and finance a student lounge for the second floor hallway between U-High and Belfield Hall. When a student is told that the class elected, explained C. vice president Andrew Dibble. "A different stu- dent, elected by the whole student body, will be principal for each period also." Students elected as teachers would be expected to plan their lessons with the teacher.

Principal Geoff Jones said he supports the pro- gram because he has seen similar activities work well in other schools and believes it will improve students' understanding of their teachers' tasks. Department chairpersons, including Andrew, have also expressed support for the idea. Freshman class officers and student government representatives in a senior Class Disciplin- ary Board representative were chosen in elections.

Oct. 18 as follows: FRESHMAN — Secretary, Bill Fisher; treasurer, Jennifer Cohen; SLCC representative, Liz Homans; C.U. representative, Mary Bre."
Bargaining outcome shows who’s really got the power

Now that the Faculty Association and University have agreed on the raise in this year’s contract, the real significance of their negoti­ations can be assessed. On one hand, the Association, the teacher’s union, pressured the University into giving the faculty the largest raise any union on campus has received. On the other hand, the raise doesn’t even equal half the current rate of inflation in the Chi­cago area and is the lowest increase settled for by any teachers’ union in the area this year. (About three-fourths of the faculty, how­ever, also get a 2 per cent automatic annual raise.) The contract dispute began last June when the union asked for a 5 per cent base salary increase. The University contested in Aug­ust with a 5 per cent proposal. Feeling the University offer was too far from the union’s, the Executive Board agreed before­hand to endorse it at the bargaining table without first consulting the faculty. Previously, union officers had brought University offers back to faculty meetings for a vote. By letting the University decide what would be bargained for before it was even bargained for, the union let the University take the negotiation out of negotia­tions. In other words, negotiations got to the crucial stages, the bargaining table, before the Faculty Association told the Board what to do. It’s not too tough to figure out who holds the power. The Executive Board may have also made an error in allowing non­members to attend a vote on its proposals. The idea may have been to preserve democracy and promote good feelings towards the union. But many faculty members wondered why they should belong to the union when they could receive all its benefits without belonging. Again, the union didn’t establish its power. BUT THE BIGGEST MISTAKE was the union and faculty may have made was making a lot of noise without being willing to take force­full action. Union leaders felt the only way to get a raise larger than 5 per cent was to conduct an extended strike. But they also felt no pressure from other faculty to support such an act. Teachers felt the University would just wait out such a strike or fire striking teachers. It’s unlikely, however, that parents would tolerate the school closing for a long period or using substitutes. And the Univer­sity probably couldn’t replace an entire striking faculty anyway. So the faculty chose instead to aggravate the University while complaining that it was insensitive to the Lab Schools and the hard­ships the low pay caused the teachers. But when you come right down to it, isn’t that what negotiating is all about? Both sides must give up something while each side tries as much as possible to take advantage of the other. Even Association president Earl Bell told the Midway that. Result: As usual, just part of our wonderful American Heritage. The big guy with power always pushes around the little guy without any.

By Adam Simon

Forced integration by busing rates high with U-Highers. As long as they’re not the ones being bused.

Busing has become a major issue in Chicago since federal officials threatened to limit funds to Chicago public schools unless a satisfactory integration plan was offered by Oct. 19. The De­partment of Health, Education, and Welfare (HEW) suggested a plan involving the forced busing of 114,000 pupils which would still leave a large percentage of integration suggested by the federal govern­ment. The Board of Education’s plan, based on voluntary integration suggested by the federal govern­ment, was endorsed by the Board of Education. As the midway generally involving no more than 50 per cent white students in any one school. The Board re­jected plans suggesting forced busing of pupils. When it was forced to make a choice, the U-High Board selected the case to the U.S. Justice Department for possible suit. Two-thirds of 38 U-Highers interviewed favored busing philosophically but added that they wouldn’t want to be bused themselves.

Seven people, however, indicated they were completely opposed to busing at all. Modern sol­diers with machine guns gave way to savage war­riors, the eerie ruins of an ancient city.

Disturbing film vision creates modern myth

Searching for Kurtz. Willard must travel up­stream on a small Navy boat. A long bridge. Most U-Highers, however, favored at least the idea of busing. Junior Alas Stroman: “I think it’s a good compromise. Even people are going to have to live together. We might as well start now.” Students who said they wouldn’t agree to being bused gave reasons ranging from not wanting to take a long bus ride to fear of racial tension. “I’d be furious if I were bused,” said junior Cathy Yacinth. “I’d be terrified. There’d probably be a BIG GUY WITH POWER ALWAYS PUSHER AROUND THE LITTLE GUY WITHOUT ANY. control and concentration. In his brilliant por­trayal of Kurtz, Marlon Brando isn’t really acting in the role of imitating reality. He is simply a god-like presence. Bald and immense, he seems more like the huge elephants he phys­i­cally resembles. More like a great stone head from Easter Island than a man.

U’s VIEWS

Student Board, consisting only of stu­dents, has been replaced by a Student­Faculty Disciplinary Board in an attempt to strengthen its effectiveness in handling minor discipline problems. Do you think the Disciplinary Board will be more effec­tive than Student Board?

WENDY ROSTOKER, junior: With only teachers there’s no student point of view. With just students, peer pressure influ­ences the degree of punishment. With stu­dents and faculty, the dress­codes of both are eliminated.

MICHAEL TURNER, freshman: The fac­ulty can use their wisdom to help students on the Board make better judgments. They will also make all students respect the Board more.

u-high midway

JOHN SUHIM, senior: The Board has a bet­ter chance of making the right decision because the faculty will make it more organized and of­ficial. But it’ll still be up to students, on the Board or not, to give referrals and take the initiative in disciplinary actions.

LOS RAY, sophomore: With teachers on the Board, things will be stricter. Kids might not be willing to do things that would cause them to be brought before the Board.

As the midway sees it

C’MON Y’ALL, LET’S GET GO E.M.

You get what you’re willing to fight for.

Generally involving no more than 50 per cent white students in any one school. The Board rejected plans suggesting forced busing of pupils. When it was forced to make a choice, the U-High Board selected the case to the U.S. Justice Department for possible suit. Two-thirds of 38 U-Highers interviewed favored busing philosophically but added that they wouldn’t want to be bused themselves.

Seven people, however, indicated they were completely opposed to busing at all. Modern sol­diers with machine guns gave way to savage war­riors, the eerie ruins of an ancient city. Martin Sheen plays Willard with astonishing
How Lab Schools keep racial mix

By Craig Truitt

Integration in the Lab Schools has been maintained and strengthened by recruiting academically qualified students from all areas in and around the city, without the use of a quota system, according to Lab Schools director R. Bruce McPherson.

The Lab Schools currently are well-integrated, Mr. McPherson said, except for a lack of Latinos. Between 1971-72 and 1979-80 the black population of U-High has risen from 21 percent to 23 percent, and of the Lab Schools overall from 21 percent to 30 percent.

To attract students, the school circulates fliers and advertisements to possible student and teacher candidates across the city. Mr. McPherson said. With students, this program has succeeded in bringing in a cross-section of races and ethnic groups from the city, he added. But attempts to achieve a racial distribution of teachers equal to students have been less successful.

"If we broadcast information widely, without leaving anybody out, and open our arts to everyone, we'll continue to be racially integrated," Mr. McPherson predicted. "But," he added, "given the number of black students, we need more black teachers and administrators.

"But more importantly," Brian added, "it forces contact between the races. Just to be together with each other helps to remove fear, the basis of prejudice. I definitely be willing to be bused. I think the values of busing far outweigh the neighborhood issue."

How about a change?

If you're tired of your usual peanut butter or bologna sandwich at lunch then tell Mom you want a change. Say you want to enjoy a delicious deep dish pizza at the Medi. Try the Medi for a change of pace.

Medici
1450 E. 57th St.
667-7394

The friendship shop.

Friendly people. That's what makes buying jewelry at Supreme Jewelers so easy. Our salespeople are understanding, easy to talk to and they know what you're looking for.

Supreme Jewelers
1452 E. 53rd St.
324-1460

Halloween's easier than it used to be...

Remember last year when you spent all night in the pumpkin patch waiting up for the Great Pumpkin? Not only did you catch pneumonia and smell like a pumpkin for weeks, he never showed up. This year, don't waste your time. Come to the Co-op for great jack-o-lantern pumpkins, pumpkin pie, and a wide selection of trick-or-treat candy.

The Hyde Park Co-op
55th St. at Lake Park Ave.
667-1444
Facing Latin in a rematch this afternoon, Maroon volleyball teams finish a tough string of three games in five days. Based on their first meeting with the Amazonos Oct. 19, varsity players feel this game could prove one of their toughest. The Amazonos lost the first encounter in three close sets, 16-20, 21-19, 17-20. "I think most of our skills were better," said coach Deborah Kerr. "But we were tense. It was our first league game.

The Amazonos began practicing a new strategy last week, using one setter instead of two, after setter Cathy Lachman fractured her leg. "The new system is an adjustment for us, but we should get used to it pretty quickly," said player Natalie Pardo. Cathy expects to remain off the roster for at least three weeks.

Because the field hockey season has not ended, field hockey players, some of whom started on last year's volleyball teams, have not yet joined this year's squad. "We were only had a week of practices before our game. They can't have improved too much since then," she said.

Her duties as tennis coach ended with the tennis season, with coach Karen Lawler is now coaching frosh-soph volleyball in place of Miss Kerr.

Previously unreported scores, with U-High first and frosh-soph in parenthesis, are as follows:

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
<th>Score (U-High)</th>
<th>Score (Frosh-Soph)</th>
<th>Location</th>
</tr>
</thead>
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<td>2-0</td>
<td></td>
<td>U-High</td>
</tr>
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<td>Oct. 26</td>
<td>Latin</td>
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<td></td>
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<td></td>
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</tr>
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<td>Oct. 26</td>
<td>North Shore</td>
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<td></td>
<td>U-High</td>
</tr>
<tr>
<td>Oct. 26</td>
<td>South Shore</td>
<td>22-55</td>
<td></td>
<td>U-High</td>
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Cage, swim draw turnout

Regular practices start Thursday for the boys' basketball teams and Mon., Nov. 19 for the swim team, but prospective members of the squads already are conditioning for their seasons, which open Wed., Nov. 21 and Sat., Dec. 1. Rebounding from a low turn-out last year, the varsity boys' basketball team is attracting about a dozen people to training sessions. About eight boys have been attending in preparation for the frosh-soph season. Weight training and running "are producing good results," said coach Steve Kolivos.

Strong performances in all events except for possible problems in the long distance freestyle are predicted by swim coach Larry McFarlane. "After looking at our times last year, and adding that fact that most everyone is returning, I believe that this team has the potential of being the best I've ever had," he added.

Girls' basketball conditioning will begin the middle of this month, with practices next month and the season opening in January.

Hockey team makes quarterfinals

With a chance to repeat or better last year's 2nd in state performance, the varsity field hockey team faces Schaumberg in state quarterfinals 9 a.m. Friday at Lake Forest High School. In a tense sectional shutout last Thursday against Oak Park, the team clinched a spot in state play with a single, second-quarter goal. The squad ended its Independent School League (ISL) season in 1st place, with a 9-8-1 record.

Comparing the team's 4-0 win Wednesday against Morgan Park to last year's 2nd in state, leftwing Sabine Fethiere said, "This time we really played together. The other day we had too many errors. But that was early in our season, and we've improved so much since then."

There were moments of success. We did everything we were taught, cutting, putting pressure on the ball. We were ready, working, and playing together.

Thrusta Lisa Wyllie felt the team could make 1st in the state. "We've got the skills and the team work. I think as long as we've got the psyche, we've got an equal chance against any team."

Uncoupled upon for the past two seasons, the frosh-soph field hockey squad took 1st place in the ISL for the fifth consecutive year, with a 6-4 record, 7-6 overall. Looking back on her two-year career as the team's starting goalie, sophomore Carisse Skinner said, "Last year I only touched the ball twice, but this year we had tougher competition and I actually got to stop it a few times."

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<td>U-High</td>
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<td>U-High</td>
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<td>U-High</td>
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<td>U-High</td>
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<tr>
<td>Oct. 19</td>
<td>South Shore</td>
<td>5-2</td>
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<td>U-High</td>
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Tennis team 2nd, player tries state

Winding up state competition last Saturday in the same position as last year, girls' tennis singles player Heidi Nicholls finished between 8th and 16th in Illinois. She doesn't know her exact finish because placings below 7th are not played out. After losing in the 3rd round of the main draw, Heidi went to consolation play at Mt. Prospect where she lost to her own doubles partner for non-Illinois High School Association play, Vanessa Miller-Harrington.

Six other Maroons who played at sectionals all lost by the 2nd round of the main draw.

Tennis coach Karen Lawler cited "real team feeling. Tennis is an individual sport, so players tend to only compete for themselves, but this year's team really played together. Each player really cared about how the others did and supported them."

Heidi added, "Even though three good players graduated last year, we all really tried and worked with what we had."

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Cage, swim draw turnout

Regular practices start Thursday for the boys' basketball teams and Mon., Nov. 19 for the swim team, but prospective members of the squads already are conditioning for their seasons, which open Wed., Nov. 21 and Sat., Dec. 1. Rebounding from a low turn-out last year, the varsity boys' basketball team is attracting about a dozen people to training sessions. About eight boys have been attending in preparation for the frosh-soph season. Weight training and running "are producing good results," said coach Steve Kolivos.

Strong performances in all events except for possible problems in the long distance freestyle are predicted by swim coach Larry McFarlane. "After looking at our times last year, and adding that fact that most everyone is returning, I believe that this team has the potential of being the best I've ever had," he added.

Girls' basketball conditioning will begin the middle of this month, with practices next month and the season opening in January.
Muscle machine

HOPEING TO improve his soccer performance, varsity forward Billy McKeever pumped iron on the Phys Ed Department's new $4,250 universal weight machine earlier this month. A universal strengthens muscles through the use of pulleys and adjustable weights. The machine, installed last July, provides several advantages over barbells, according to Phys Ed Department chairperson Larry McFarlane. "A universal saves time, uses little space and offers a wider range of exercises," he explained.

The machine was purchased with allocations from administrative funds and the Parents' Association Saturday play program. U-Highers are able to use the machine during weight lifting classes, in after-school intramurals and as part of team workouts.

Some fan analysis

By Kate Davey

SOME CHEER, some talk, some watch. And some stay home, work at a job or whatever. Nobody has come out regularly to see this year's soccer games knows that sometimes parents and visitors outnumber U-Highers watching the action. It's not always that way, but sometimes it is. So it's interesting to hear why people come to watch the games. And it's equally interesting to hear why they don't.

Following the action closely at the varsity soccer game Sept. 25 against Latin, junior Kathy Suhm explained, "I'm on the volleyball team, and I know how much it helps to have people at your games." Senior Chris Newcomb, intent on an Oct. 16 match against Francis Parker, said, "I just like soccer. It's an exciting, violent game. I don't come to see the other sports.

Not everyone, of course, watches the action so closely. Some sports fans consider the games not only athletic contests but also sequences, said senior Catherine Scala explained, "I see my friends in the afternoon so I won't have to call them at night." Sophomore Kim Grimesha, laughing with her friends at a game, said, "I do see the players' beautiful legs.

Most stay-awayers say they don't come to games because they can't. Junior Julie Kurland, who works in the Snack Bar during her free periods and after school, explained, "I need the rest of my time for homework and practicing my trumpet.

Junior Tristen Liao said, "With a part in the fall production, I have to spend my afternoons in the theater."

Many of those who do attend games think those who don't lack school spirit. "I plan my homework time so I can attend the games," said senior Harvey Jean-Baptiste. "There's a lack of enthusiasm at this school for sports. I don't think most people are proud of their teams."
Clowns to accent Renaissance comedy

By Jennifer Lim

Lights suddenly illuminate the darkened theater and you find yourself seated in a piazza in Venice. A troop of 18th century slapstick, between acts and skits,” she explained. Noisily rushes in. The men wear tights and tunics, the women long flowing skirts. An assortment of harlequin clowns in colorful makeup and costumes tumbles in after them. It is the colorful opening of the fall play, “Servant of Two Masters.”

An abstract set designed by Ms. Amy Pendame, said technical director David Schwartz. Performances are scheduled for 7:30 p.m., Wed.-Sat., and Nov. 17. Tickets go on sale next to U-High 100 next week, $1.50 for students and $3 for adults.

WRITTEN BY Italian playwright Carlo Goldoni in 1746, “Servant” is a comedy of errors involving mistaken identities, generation gaps and marriage. The U-High production will use an English adaptation by Edward Dent.

The play’s character, in the words of junior Sarah Morrison, who plays Clarice, a girl promised in marriage to two men, “include an enterprising servant who takes on two jobs at once, a pair of lost lovers searching for each other, a pair of lovers involved in a quarrel, two stubborn fathers, and a jovial innkeeper.”

Drama teacher Luciea Ambrosini, the play’s director, said “Servant of Two Masters” is an example of commedia dell’Arte, a form of comedy developed in the Italian Renaissance. It was traditionally performed by troops of actors improvising from a brief outline, or scenario. Goldoni developed “Servant” into a written script, yet it still depends on improvisation. In the commedia tradition, we want to create the feeling that these actors are a troop of traveling actors improvising. A way we do this is to add comic bits to the play as we go along. We see what results naturally from the energy flow between actors in rehearsal. If it’s good, we add it to the play. It all depends on the imagination of the actors and director, and how much they can give.”

CAST MEMBERS not already mentioned, by roles, are as follows: Zanni, Clarice’s father, “two Greco-Roman types, one sailor, one soldier,” are played by David Sinaiko and Lothair Eaton; Dr. Lombardi, Silvio’s father, is played by Debra Schwan; second waiter, Naomi Cohn; waiter, Shani Kerman.

CLARICE’S LOVERS: Beatrice’s lover, Dan Palmquist; Florindo, Beatrice’s lover, Rishona Zimring; Centurio, a lazyagiogato; and an English adaptation by Edward Dent.

Three ZANNIES, traditional Renaissance clowns, struggle to extricate themselves from a sticky situation in this year’s fall production, “Servant of Two Masters.” Lisa Morrow, left, Debra Schwartz and Jennifer Redus developed the pantomime skit, which involves a slapstick mixup with chewing gum. In colorful makeup and costumes, Zanni will perform before and during the production.

In business

OWNER OF a new jewelry and weaving shop in Hyde Park, Ms. Shani Kerman, ‘71 graduate and later a student teacher here, makes everything she sells. Ms. Kerman developed her techniques at three universities, then displayed her work and taught art, and now has established her shop, classroom and studio at 5501-A S. Everett Ave. She helps her customers on a personal basis. “Usually people want something special, not mass produced, and I can create it for them,” she explained.

Ms. Kerman feels operating the shop represents a learning experience for her and an opportunity for others to see what goes into a piece of art. “The challenge is finding a balance between business and art,” she commented. “People can see pieces that are still in progress and we can talk about it.” In the photo Ms. Kerman is flinging the edges of a necklace.

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