

What's Good about U-High?

The teachers, the students the size and the freedom

By Adam Simon, front page editor

When the pressure is on and you're staying up late working, it's sometimes hard to remember just exactly what's good about U-High. But in recent Midway interviews, students, teachers, administrators and parents had plenty of good things to say about the school. People repeatedly 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."

"The teachers seem 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 generally felt enthusiastic about the quality of teaching at U-High. "The teachers are more on a college level," said senior Rhonda Gans. "The opportunity for personal relationships with the teachers makes the intense academic atmosphere more relaxed."

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

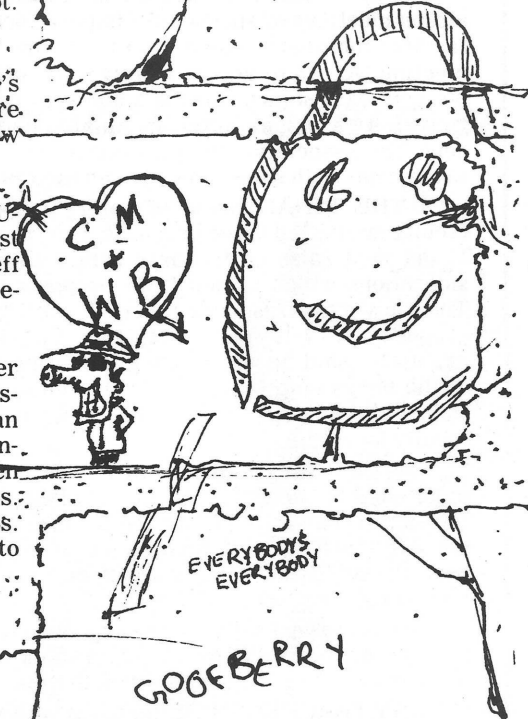
"Students come in believing the school is important," added English Department chairperson Darlene McCampbell. "My dream class has always been one which is hard-working but with a touch of humor. Here it happens a lot. That's special."

Many people felt that U-Highers benefit from the school's small size. "In a large school," Tracey said, "I think you're just a number, not an individual. Here it's easy to get to know people and no one gets lost in the crowd."

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 freshman Jeff Blanco. "You may have to work more but you get more freedom in return."

"Because of the freedom here," observed English teacher Hal Hoffenkamp, "I feel that given a certain amount of discretion on my part, and the maturity of the students, I can talk about anything. I can reveal myself without feeling uncomfortable. Discussions here are so common they are taken for granted. When I was in school we never had discussions. Even in college and graduate school they weren't like this. The important thing is, you're free as a student or teacher to raise any question."

Billy



HO BOODY,
OR BABY

THE
MR. BELL
SHOW

At-146



By Adam Simon and Avery Berger

If there's so much that's good about U-High, why do graduates often say they're glad to be out? Though the school has never conducted a survey of graduates' feelings about U-High, and many graduates have only praise for the school, students and teachers are familiar with graduates who complain about their years at U-High. Midway interviews indicate such attitudes may result from feelings about the school's social atmosphere and academic emphasis.

"Many of the students at U-High had been going to the Lab Schools since kindergarten and had socialized exclusively with U-Highers while in High School," said Lynn Sasamoto, '79, now attending the University of Chicago. "When they experience a wide range of friendships at college they realize how sheltered they were at U-High."

Math teacher Margaret Matchett observed, "It's easy to become a social outcast at U-High because students only congregate in small groups. If a student does not fit in one specific group, he or she can feel lonely while at U-High."

Richard Letchinger, '79, now at Grinnell College in Iowa, said, "Graduates who were involved with cliques at U-High complain that they were socially sheltered. Those who were involved only with academics while at U-High complain that U-High presents no social life."

Alex Garbers, '79, now at Brown University in Rhode Island, said, "A lot of graduates might regret the seriousness of U-High. You come to college and you talk to people from other types of high schools and you might feel you've missed a lot in the way of childhood, being a teenager, because of the serious, almost collegelike academic atmosphere."

Clarence Bourne, '79, now at Northwestern University in Evanston, added that many people who devoted most of their time at U-High to academics, and then become involved in other activities in college, become disenchanted with their high school years, feeling they experienced little in the way of social life at U-High.

Many graduates thought complaints about U-High might reflect more about the person complaining than the school. "Probably they're afraid of not enjoying college, so they have to say how great it is compared to high school," said James Marks, '79, now at the University of Michigan at Ann Arbor.

Math teacher Ralph Borgen told some graduates may speak poorly of U-High because they want to make their college experience sound better to their U-High friends.

Added Lynn Horwitz, '76, now attending the University of Illinois in Champaign, "Even if graduates have a great time at U-High, when they get out some kids just like to cut the school down for the sheer hell of it."

So why
do grads
gripe?

All work and no play?

By Sebastian Rotella

Has U-High's emphasis on preparing students academically for top colleges caused nonacademic areas of its program to suffer? The question has been raised in faculty meetings, the North Central Association evaluation and in the Midway and U-Highlights. Students, teachers and administrators interviewed by the Midway generally feel the school needs a greater amount and variety of extracurricular activities.

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

Math teacher Patricia Hindman said, "I would like to see the school become as big a part of students' lives as possible. I don't think we're succeeding as well as we could in developing students personally with varied activities. I believe that this issue divides the faculty pretty much down the middle. There are teachers who feel the way I do, and teachers who feel that students should go to school but also experience contact with the realities of the outside world."

Of the activities the school does offer, drama and journalism were repeatedly cited as the strongest opportunities available to U-Highers. "These activities end up being among the most important parts of school for some students and I agree with that," social studies teacher Edgar Bernstein commented. "They put in long hours of good work and high interest." Mr. Bernstein also cited the May Festival as a

worthwhile activity, adding he would like to see more activities in the school.

Many people cited a lack of community as a problem in the school. "As far as social life, the school offers nothing," said music teacher Dominic Piane. "There is a lack of community. There is low attendance at sports events, few clubs, and practically no all-school events or activities."

Lab Schools director R. Bruce McPherson commented, "We need to ask ourselves what kinds of contributions students can make to the physical development of the school and to things that are fun, to a sense of school togetherness." He added he would like to see more service-oriented activities involving the outside community, such as the food and toy drives sponsored by the Black Students Association.

Some people felt the school doesn't offer more activities because students and teachers really aren't interested in more. "I don't know if you can find fault with one group or another," Mr. Piane said. "I see that students here, with strong exceptions, would rather get out of things than into them. At other schools I've seen kids involved in activities all four years. Here, involvement often lasts only until academic or other commitments put pressure and demands on their time."

Not everyone felt the school's academic priorities were overwhelming its activity offerings. "I feel the school is well-balanced," said junior Kathi Earles. "There are lots of clubs and sports offered and a lot of work to do in and out of class."

ART BY
CHRIS
MADDI



ELVIS IS KING

• 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 are the biggest changes teachers say they have undergone as a result of the Faculty Association's job actions, now ended, to protest the University's salary raise offers. But students interviewed by the Midway felt the situation had not affected them. 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 said he had heard little parental reaction.

After more than a month of picketing and refusing to attend meetings or sponsor or chaperon school events, faculty members voted 75-13 at an Association meeting Oct. 18 to accept a University offer of a 7-3/4 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 15 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 10 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 7-3/4 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 7-3/4 per cent raise, we had to endorse it. The Executive Board felt that we had done the best we could this year without causing significant damage to the school.

"This is the best salary raise anyone in the University has ever received," he added. "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 peo-

ple 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 don't 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 Hanna Goldschmidt. "The divisions weren't necessarily between union and nonunion members," she added.

Mr. Bell felt similarly, though for different reasons, saying "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 an interest for 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 of, and direction of, our lives that, I think, is admirable."

Mr. Bell said the University was bound to see the faculty differently now, too. "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 handcraft 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 examine why I'm a teacher, and as a result, I don't know about my future in teaching. I enjoy it, but now for the first time I might have to go out and do something else to get a decent wage."

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 going to happen," said freshman Anne Kitagawa. "As a result there was a lot of uneasiness."

SOPHOMORE ANDRE DAGGS 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 tenseness 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 and didn't feel they needed to call." The parent reaction he did receive was mixed, Mr. McPherson said, with some supporting the union, others opposing its position, still others expressing hope the dispute would be settled soon. Mr. Bell, however, said that he had received 50 to 75 letters from parents "overwhelmingly favorable to the union's cause."

• How bargaining works

Collective bargaining between the University and Faculty Association for a new teachers' contract officially takes place at negotiating sessions. But informal contact between University and union negotiators also plays a major part in settling a contract, according to Social Studies Department chairperson Earl Bell, Faculty Association president.

Before all of the official negotiating sessions this year, University and Association negotiators have contacted each other to discuss proposals that might be made at the bargaining table. "The idea with informal contact is to try to find out where the other people stand and try to avoid huge wars at the table," Mr. Bell said.

At meetings open to the entire faculty, the Association this year has presented some of these informal proposals and taken votes on them to guide the union's negotiating team on what to present, accept or reject at the bargaining table. Lab School director R. Bruce McPherson said about the presentation of informal negotiation offers to faculty meetings, "I'm puzzled. Usually there's only a vote on the final contract. 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 University employees. Negotiators for that union have been bargaining with the University since May. In September the union rejected the first University offer since May, authorizing a strike if necessary. Clerical union leaders have said publicly, however, that they do not foresee a strike.

Mr. Bell said that the University might have been wary of settling with the Faculty Association because once a contract was ratified, other unions could use a settlement higher than their own as a basis for further negotiations.

• The silent University

Since the contract dispute between the Faculty Association and the University began over a month ago, the Midway's editor-in-chief has repeatedly tried to interview a University spokesperson to get the University view of the negotiations. But all the editor's efforts failed. No one at the University would speak to the Midway about the situation.

A month ago, in an attempt to get an interview, the Midway's editor called University provost D. Gale 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 for him to call back. Mr. Johnson, whose name was suggested to the Midway 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 vice president for public affairs. Mr. Bruckner later told the Midway that Mr. Johnson did not want to talk with the media while negotiations were in progress.

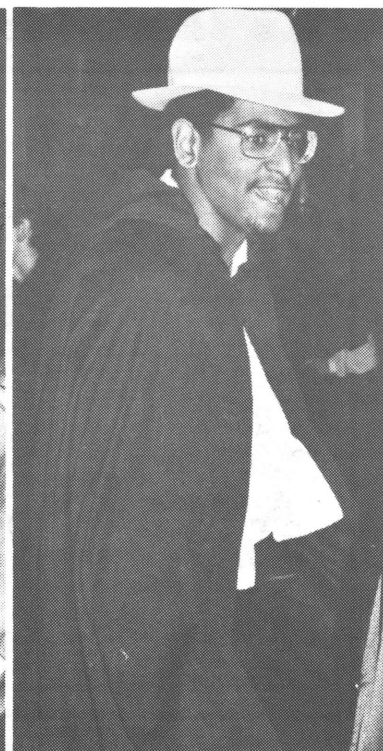
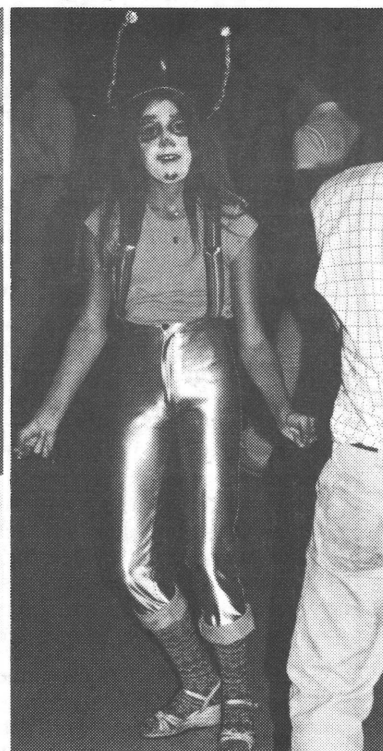
When the editor tried to cover a negotiating session, the union agreed to it but, he was told, Mr. McPherson would not.

Mr. McPherson also said in a recent Midway interview that he did not want to discuss the contract situation while negotiations were in progress. He was willing, however, to discuss the negotiations process.

• A salary dispute history . . . by Chris Maddi



Also see editorial and additional cartoon, page 4.



Photos by David Yuffit

MARTIANS, GHOSTS and Harpo Marx were among the 200 U-Highers and guests at the costume party sponsored by the sophomore and junior classes Friday in the cafeteria. About 25 people entered a costume competition, with five winners receiving gift certificates for ice cream and re-

cords. Winners, from left, included Maceo Pembroke, best costume; Tony May, best costume; Caryn Stoller, most original costume; and Alyson Cooke and Herve Jean-Baptiste, best group costume (as a 1920s couple). Dancers boogied to music provided by disc jockey Alan King.

Disciplinary Board president hopes to replace referrals

Replacing the referral system is one goal of new Student-Faculty Disciplinary Board president Josh Mayers. The Board, which replaces Student Board, will consist of three faculty members yet to be named and six elected students. It is being tried on a one-year basis in an attempt to improve handling of minor discipline cases.

"Right now we're just trying to get things rolling," Josh said. "We've started to hold meetings

once a week even without faculty members, with Mr. Jones sitting in. We're dealing with normal day-to-day Board business."

Josh wants to devise a replacement for referrals, though as yet he has no specific idea for one. In the referral system, students are supposed to report other students who break rules, but few have in recent years. "For now we're going to operate under the old referral system and disciplinary guidelines as written in the Student Handbook," Josh said.

In other government business, the Student Le-

gislative Coordinating Council (SLCC) has completed allocating Student Activities funds to clubs and classes. It has also 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.

As part of a plan to offer a variety of activities, Cultural Union is considering a day in which students teach classes and administer the school, tentatively Wed., Nov. 14. "Each class will be taught by a student that the class elected," explained C. U. vice president Andrew Dibble. "A different student, 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 program because he has seen similar activities work well in other schools and believes it will improve students' understanding of their teachers' tasks. Department chairpersons, according to Andrew, also have expressed support for the idea.

Freshman class officers and student government representatives and a senior class Disciplinary Board representative were chosen in elections Oct. 18 as follows:

FRESHMEN — Secretary, Bill Fitch; treasurer, Jennifer Cohen; SLCC representative, Liz Homans; C.U. representative, Mary Boodell.

DISCIPLINARY BOARD — Senior representative, Nicky Philipson.

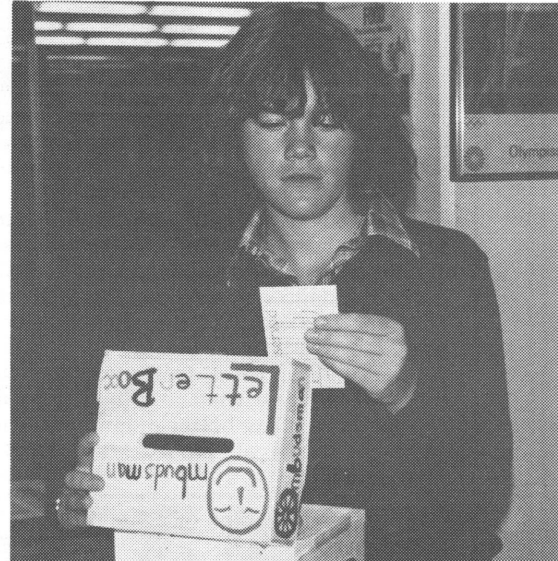


Photo by Seth Sulkin

REMOVING LETTERS from her ombudsman mailbox is something Hillary Werhane hopes she'll be doing often this year.

know I'm there and have faith that I can help them, they won't hesitate to use me."

To publicize her office, Hillary has spoken at SLCC's all-school assembly, freshman orientation and all the Freshman Center groups and senior workshops she could attend. "At those I couldn't, I've asked teachers or counselors to speak for me," she said. "I also plan to talk at each class meeting and at junior workshops. In addition, I'm going to describe my progress in the SLCC Newsletter, where I've already published Gretchen's letter about ombudsman."

Hillary added that people can contact her by leaving a note in the white ombudsman mailbox on the front desk in the library.

Student government

By David Lieberman, government editor



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In other government business, the Student Le-

New ombudsman ready to serve

By David Lieberman, political editor

Getting U-Highers to use her services is the biggest challenge senior Hillary Werhane, this year's ombudsman, feels she faces. As ombudsman, Hillary is responsible for helping other U-Highers solve personal or school problems they bring to her and act as a source of information on subjects such as school rules and procedures.

The Student Legislative Coordinating Council (SLCC) created the position of ombudsman last year. Gretchen Antelman, '79, then Student Board president, and Jenny Rudolph, then SLCC vice president, suggested the position as a way of providing a person to help U-Highers with complaints involving faculty or administrators or school policies. Often, Gretchen and Jenny felt, students in such situations were at a disadvantage because they didn't have a third party to help them settle their complaints. Gretchen began work as ombudsman in April.

Hillary was selected for this year by a student-faculty committee chaired by Gretchen. Librarian Hazel Rochman, former SLCC adviser and a member of the selection committee, said, "We were, of course, looking for a mature, intelligent and responsible person. But we also wanted someone with a personality and range of interest that would make them most approachable by a broad range of students."

Hillary said she is vigorously publicizing her role as ombudsman because people contacted Gretchen less than a dozen times last year. "All the job needs is people's trust and awareness in it," Hillary explained. "It's so new, most people are unaware of the ombudsman's capacity. If they



Photo by David Yuffit

Returning

to U-High, where he graduated in 1937, Supreme Court Justice John Paul Stevens visited the Lab Schools Oct. 19. A member of the Court since 1975, he came back to the University of Chicago, his alma mater, for two days as part of a new Visiting Fellows program. He lived in student housing and met students in seminars and informal gatherings. Justice Stevens, left, was shown around the Lab Schools by student government presidents Josh Mayers, Alyson Cooke and Tracey Davenport. He recalled that "a run-down wooden building called The Boys' Club" stood where U-High is now.

Briefly...

•Merit, Achievement commendations go to 27

Twenty-one seniors and one graduate have received letters of commendation in the 1979 National Merit Scholarship competition. Five seniors have received commendations in the associated National Achievement Scholarship program for outstanding black students. The letters, signifying recipients as exceptional in academic promise, go to students who scored high on the PSAT-NMSQT exam in their junior year, but not high enough to achieve semifinalist standing in the scholarship programs. Those receiving letters are as follows:

MERIT — Andy Bradburn, Beth Browning, Chris Fitch, Rhonda Gans, Melanie Griem, Jackie Katz, Rebecca Koblick, Jane Liao, Mark Lovrich, Lisa Martin, Blake Minnerly, Karyn Morrison, Linda Pardo, Nicky Philipson, Debra Schwartz, Jon Siegel, David Sinaiko, Kristin Skinner, Richard Vikstrom, Ted Wallace, William Weaver and Alex Garbers (now a freshman at Brown University).

ACHIEVEMENT — Herve Jean-Baptiste, Dawn Kirkpatrick, Joyce Maxberry, Joanne Taylor and Leslie Taylor.

•National College Fair in Chicago next month

Colleges, financial aid, scholarships and admissions testing will get the spotlight at the annual National College Fair, 10 a.m.-4 p.m. and 6-9 p.m., Fri., Nov. 16, and 10 a.m.-4 p.m., Sat., Nov. 17 at ExpoCenter-Chicago in the Apparel Center, 350 N. Orleans St. Admission is free. College counselor Betty Schneider said both students and parents are welcome. A brochure on the fair is available in the Guidance Office. "The fair is especially useful to sophomores and juniors to begin a serious search for colleges," Ms. Schneider added. The program is sponsored by the National Association of College Admissions Counselors.

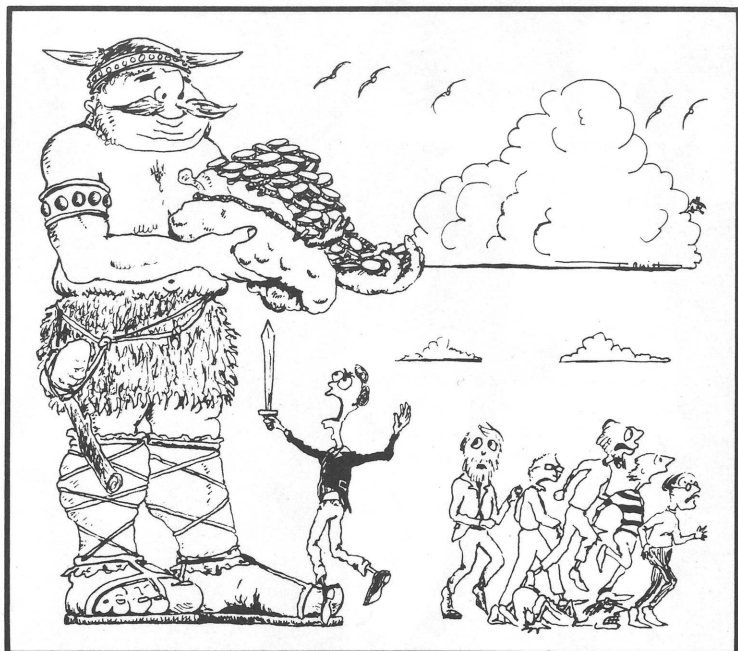
•Class ring salesman won't visit school this year

Class rings are so out at U-High that the Herff-Jones company salesman isn't going to make a trip to the school this year. According to Student Activities director Don Jacques, sales have declined to the point that U-Highers who want a ring will have to personally visit the Herff-Jones office in room 1614 at 17 N. State St. Telephone number is 641-1830. "Interest in class rings in recent years has proven so low it doesn't make sense to have a representative come to the school," Mr. Jacques said.

•Golf club formed to start play in spring

Senior Ted Wallace and sophomores Aaron Gerow and Mike Zellner are starting a golf club to play next spring. "I really like playing golf," Ted said, and I thought a golf club would be a good way for me and others interested to get to play." Ted, the club's president; Aaron, the vice president; and Mike, its treasurer; requested \$73 from the Student Legislative Coordinating Council to pay course fees and transportation for the club. Sixteen people have signed up already. "I'm thinking about having some physical education teachers come and give us some pointers when we start playing," Ted said, but added that he hadn't asked teachers if they would be willing to because of the union dispute.

As the midway sees it



Art by Craig Truitt

C'MON Y'ALL, LET'S GO GET 'EM."

● You get what you're willing to fight for

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 will get a 2 per cent automatic annual raise).

The contract dispute began last June when the union asked for a 15 per cent base salary increase. The University countered in August with a 5 per cent proposal. Feeling the University offer was too far from a 16.8 per cent increase in the cost of living in Chicago, among other insufficiencies, the faculty began job actions to get a higher raise as school started.

SAYING THEY WOULD NOT settle for less than a 10 per cent raise, faculty members picketed, held a rally and refused to attend meetings and sponsor or chaperon student activities. But, in the end, the faculty settled for a 7 3/4 per cent raise. Union leaders did not pressure for a larger raise because they felt it was the best they would get at the time and they could begin negotiating for next year's contract in the spring. But it's interesting to note how they settled for what they got.

The University's negotiator said the University would only make the 7 3/4 per cent offer if the union's 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, when negotiations got to the crucial stages, the University could tell the Executive 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 nonunion members to vote on bargaining 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 the union and faculty may have made was making a lot of noise without being willing to take forceful action. Union leaders felt the only way to get a raise larger than 7 3/4 per cent was to conduct an extended strike. But they also felt not enough faculty members would 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.

Really, it's all just part of our wonderful American Heritage. The big guy with power always pushes around the little guy without any. At least until the little guy pushes back a little harder.

u-high midway

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To bus or not to bus? Bus, some here say, but not us

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 part of the South Side segregated. The ratio of integration suggested by the federal government for schools affected by busing ranged from 17 per cent whites, 53 per cent blacks and 27 per cent Hispanic at one school to 47 per cent white and 47 per cent black at another. The white population of the public schools is 19 per cent.

Public schools superintendent Joseph P. Hannon instead is trying to push through a plan based on voluntary integration in an attempt, he says, to preserve neighborhoods while achieving educational and integration goals.

Federal officials ruled Oct. 12 that Chicago officials could have an extension until Dec. 17 if the Board of Education would come up with a plan

generally involving no more than 50 per cent white students in any one school. The Board rejected that suggestion and HEW yesterday referred the case to the U.S. Justice Department for a possible suit.

Twenty of 30 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 forced busing, in principle and practice. Three students said they were both in favor of busing and willing to be bused.

Maintaining neighborhoods by keeping students in schools close to their homes with friends proved the major concern about busing expressed at U-High. Most U-Highers, however, favored at least the idea of busing. Junior Alan King said, "I think it's a good idea. Eventually 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 Yachnin. "I'd be terrified. There'd probably be a

Disturbing film vision creates modern myth

STRANGE AND AWESOME, nearly three hours in length, "Apocalypse Now" presents a startling realistic portrayal of the Vietnam War. But more importantly, through its innovative use of abstract imagery; complex, deeply layered sound; and hypnotic performances, the film creates a modern legend.

Like the Odyssey, the Quest for the Holy Grail and the Lord of the Rings, a spiritual quest forms the plot of "Apocalypse Now." Based on Joseph Conrad's enigmatic novella, "The Heart of Darkness," the plot centers on Captain Willard (Martin Sheen), an Army assassin sent on a secret mission to search out and "terminate" Colonel Kurtz (Marlon Brando). Kurtz, a mysterious Green Beret, has seemingly gone insane, leading a savage tribe of worshipful disciples.

Searching for Kurtz, Willard must travel upstream on a small Navy boat. From bridge to bridge, past the last official American outpost, the journey becomes a quest, not only through Vietnam, but back through time. Modern soldiers with machine guns give way to savage warriors with spears. Finally Willard finds Kurtz in the eerie ruins of an ancient city.

Martin Sheen plays Willard with astonishing



State of the Arts

By Adam Simon, Midway critic

control and concentration. In his brilliant portrayal of Kurtz, Marlon Brando isn't really acting in the sense of imitating real actions. Brando is simply a god-like presence. Bald and immense, he becomes like the huge jungle idols he physically resembles. More like a great stone head from Easter Island than a man.

Visually, following Willard on his quest, Director Francis Coppola may have made the first abstract commercial film, filling the screen with huge, awesome expanses of pure color, light, darkness and visual textures of all sorts. Like flesh, blood, water, wood, earth and fire. Using huge disorienting closeups, Coppola creates surreal beautiful images of light, shadow and flesh.

Feeling that a long list of credits would detract from the film, Coppola had programs passed out at all widescreen first-run showings of "Apocalypse Now." The program contains an introduction by Coppola and a condensed shooting log of the film, providing some interesting insights into the conception and making of "Apocalypse

U's VIEWS

Student Board, consisting only of students, has been replaced by a Student-Faculty 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?



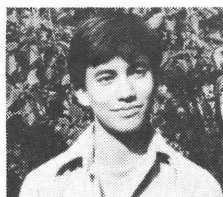
Wendy Rostoker



Michael Turner

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 drawbacks 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.



John Suhm



Lois Ray

JOHN SUHM, senior: The Board has a better chance of being effective 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.

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

And Custer Last Stand

CONSIDER THE MORBID U-High academic phenomenon I like to call the Last Stand.

A Last Stand happens when a U-Higher realizes that through laziness, or other commitments, or whatever, he has a major assignment to complete. For the next day. In its entirety.

The U-Higher ponders his next move. If he is a typical slothful member of our community he'll experience a sudden feeling of despair and fatigue and resentment. But even as he does, 99 per cent of the time he's already decided it's time to stay up all night. And Get It Done.

A lot of components make up such a night of suffering. It's in many ways a ritualistic experience. For example, there's beginning the task itself. Probably around 11 o'clock. It's a sad delusion that the thought of impending doom can push one immediately and diligently to work. On the contrary, the prevailing philosophy is that if



Art by Chris Maddi

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 1978-79 the black population of U-High has risen from 21 per cent to 23 per cent, and of the Lab Schools overall from 21 per cent to 30 per cent.

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 arms 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."

lot of prejudice. I wouldn't want to be the focus of that prejudice."

One of the few students who both favored busing and was willing to be bused, senior Brian Boyd said, "Busing is an incredibly good thing for two reasons. First, the quality you find in white schools would be shared. Black schools get improved when whites attend.

"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'd definitely be willing to be bused. I think the values of busing far outweigh the neighborhood issue."



Photo courtesy United Artists Pictures

SHOCK AND TERROR freeze Captain Willard (Martin Sheen) as he arrives at a remote outpost

of the Vietnamese War on a top secret mission of death in "Apocalypse Now."

Now." The film seems to have outgrown its original conception. In the program, Coppola says he wanted to "give the audience a sense of the horror, the madness, the sensuousness and the moral dilemma of the Vietnam War." Many people in the audience of which I was a part seemed frightened by the combination of the horror and the eerie beauty of war. Coppola goes on to say he was drawn into the making of the film "hoping for some kind of catharsis" for himself.

Coppola provides a visual and aural clue to this underlying theme of catharsis, myth and ritual. While Kurtz recites from Eliot's mythologically-based poem "The Hollow Men" the camera pans past three of Kurtz's books: The Bible; "From

Ritual to Romance," a study of the ancient, ritualistic origins of the grail myth; and "The Golden Bough," the great encyclopedic work on ancient myth and ritual. This theme becomes so strong the film culminates in a real ritual slaughter by the Ifugao tribe of Indonesia.

The overall effect of "Apocalypse Now," because of photography, sound acting and the sheer epic proportions of the film, goes beneath the conscious action of watching a movie. One experiences the film the same way one does a dream, an hallucination or a war.

As with all great works of art, watching "Apocalypse Now" is not like looking at a picture of a mountain. It's like looking at the mountain.

thought his was a hassle

you've waited this long what can another half hour possibly matter?

Once the work has begun, other rituals must be enacted. Such as the food break. The coffee to keep awake break. The latenight t.v. break. The "I'll get an hour of sleep and get right back up and finish" break. The latter can prove a highly fatal strategy. The temptation to simply stay comfortable and forget the whole ridiculous problem is often too strong to overcome. It results in a rude awakening, panic and sudden absence from school.

Which is okay, because the average Last Stander often cuts most of his classes on a due date, whether he has to or not. It's part of the mystique. Hang around the front steps of school about 11:30 on the day of a Bell paper or some such catastrophe. You'll spot the Last Standers as they approach U-High. They're the ones with the rumpled clothes and hair, the glazed expres-

Non Sequiturs

By Sebastian Rotella
Midway columnist



sions, the furtive eyes. If they drive, it's fine style to come roaring into Kenwood Circle, screech to a stop and hurry towards the school with a loud slamming of door. Many Last Standers also make a practice of leaning dazedly against the glass by the bulletin boards after they've handed in their paper. Sometimes this is to look cool. More often, it's because they're about to fall down.

A few U-Highers find something vaguely romantic and adventurous about staying up all night to work. Many find such activity the worst torture they've experienced at this hard working institution. For those lucky enough to have never experienced a Last Stand and don't like the idea, I have only one piece of advice to offer. Don't even do it once. After you've set that precedent, taken it to the limit, you'll inevitably find yourself doing it again. And again, and again. . . even if you're writing for the Midway.

- TUES., OCT. 30
VOLLEYBALL, Latin, 4 p.m., there.
- FRI., NOV. 2
VOLLEYBALL, North Shore, 4 p.m., there.
- MON., NOV. 5
VOLLEYBALL, Whitney Young, 4 p.m. here.
FACULTY YEARBOOK PHOTOS, Assembly Room.
- TUES., NOV. 6
VOLLEYBALL, Lake Forest, 4 p.m., here.
SENIOR YEARBOOK PHOTOS, Assembly Room.
- WED., NOV. 7
SENIOR YEARBOOK PHOTOS, Assembly Room.
- THURS., NOV. 8
SENIOR YEARBOOK PHOTOS, Assembly Room.
- FRI., NOV. 9
VOLLEYBALL, Morgan Park, 4 p.m. there.
UNDERCLASS AND SENIOR YEARBOOK PHOTOS, Assembly Room.
- MON., NOV. 12
UNDERCLASS AND STAFF YEARBOOK PHOTOS, Assembly Room.
- TUES., NOV. 13
VOLLEYBALL, Districts, time and place to be announced.
- WED., NOV. 14
STUDENTS-RUN-THE-SCHOOL-DAY, sponsored by Cultural Union (tentative).
VOLLEYBALL, Districts, time and place to be announced.
FALL PLAY, "Servant of Two Masters," 7:30 p.m., Belfield Theater.
- THURS., NOV. 15
VOLLEYBALL, Districts, time and place to be announced.
FALL PLAY, "Servant of Two Masters," 7:30 p.m., Belfield Theater.
- FRI., NOV. 16
VOLLEYBALL, Districts, time and place to be announced.
FALL PLAY, "Servant of Two Masters," 7:30 p.m., Belfield Theater.
- SAT., NOV. 17
VOLLEYBALL, Districts, time and place to be announced.
FALL PLAY, "Servant of Two Masters," 2:30 and 7:30 p.m., Belfield Theater.
- MON., NOV. 19
VOLLEYBALL, Sectionals, time and place to be announced.
- TUES., NOV. 20
MIDWAY OUT after school.
VOLLEYBALL, Francis Parker, 4 p.m., there. If U-High moves on to sectionals, Francis Parker will be rescheduled.

SOCCER
at Hinsdale Central
TODAY
Lyons Township, 2 p.m.
THURSDAY
Quigley South, 2 p.m.
SATURDAY
Hinsdale Central,
11 a.m.
HOCKEY
at Lake Forest High
FRIDAY
Schaumburg, 9 a.m.

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Spikers face Latin rematch

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 Amazons Oct. 19, varsity players feel this game could prove one of their toughest. The Maroons 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 Maroons began practicing a new strategy last week, using one setter instead of two, after setter Cathy Yachnin 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. But the absence of these experienced players has not proven a problem, in the opinion of player Vicki Mugica. "Sure, we could use the field hockey players," she said, "but we're doing okay without them."

Expecting an easier time against Latin than the varsity, the frosh-soph team hopes to repeat an Oct. 19 victory this afternoon. The U-Highers won 15-5, 15-2 in the first encounter. "Latin wasn't much competition last time," said player Aveva Yufit. "They'd only had a week of practices before our game. They can't have improved too much since then."

Because her duties as tennis coach ended with the tennis season, phys ed teacher Karen Lawler is now coaching frosh-soph volleyball in place of Ms. Kerr.

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

Whitney Young, Oct. 15, there, 3-20, 15-20; Latin, Oct. 19, there, 16-20, 21-19, 17-20; Francis Parker, Oct. 26, here, 14-20, 20-18, 15-20 (15-3, 11-15, 15-6); Morgan Park, Oct. 29 (rescheduled from Oct. 23), here, 20-5, 5-20, 20-10 (13-15, 13-15).

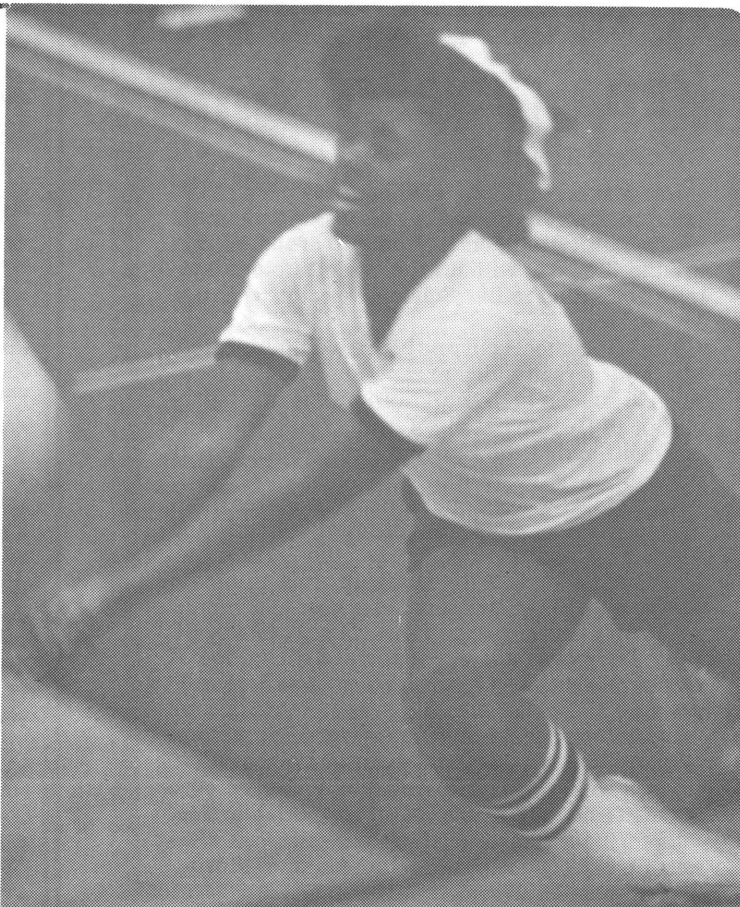


Photo by Matt Adkins
WITHOUT FEAR, evidently, for her knees, varsity Maroon Stephanie Neely bumps an Amazon service as she falls during a Latin win Oct. 26 here.

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 turnout 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 Kollross.

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 the 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 Maroons face Schaumburg 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 record of 9-1, 9-2 overall.

Comparing the team's win Thursday to a loss to Oak Park earlier in the season, leftwing Sabine Fethiere said, "The first time we played Oak Park they had better skills, but that was early in our season and we've improved so much since then. We did everything we were taught, cutting, putting pressure on the ball. We were ready, working, and playing together."

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

Unscored 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 6-0 record, 7-0 overall. Looking back on her two-year career as the team's starting goalie, sophomore Carise 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."

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

North Shore, Oct. 9, here, 2-0 (2-0); Latin, Oct. 11, there, 3-0 (2-0); Latin, Oct. 15, here, 5-0 (2-0); Francis Parker, Oct. 16, there, 3-0; Morgan Park, Oct. 18, there, 3-0; sectionals against Latin, Oct. 22 at Maine East, 1-0.

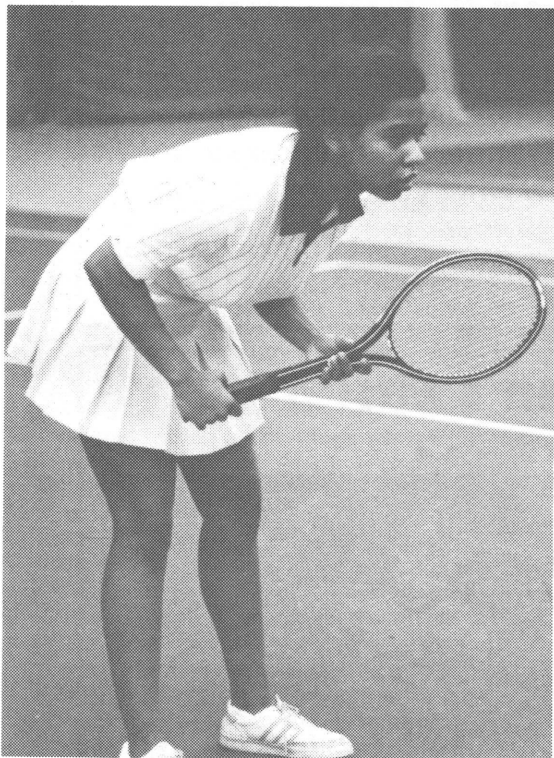


Photo by Crystal Hughes

INTENSE CONCENTRATION is one reason the girls' tennis team built an 8-2 ISL record. Doubles player Courtney Jones prepares for a serve during the Maroons' 5-0 win over Morgan Park Oct. 18.

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 of Barrington.

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

Tying with Latin for 2nd place in the Independent School League, U-High compiled an 8-2 record, 8-3 overall. 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."

Previously unreported scores, with U-High first, are as follows:

North Shore, Oct. 9, here, 5-0; Latin, Oct. 11, there, 2-3; Latin, Oct. 15, here, 4-1; Francis Parker, Oct. 16, there, 3-2; Morgan Park, Oct. 18, there, 5-0.

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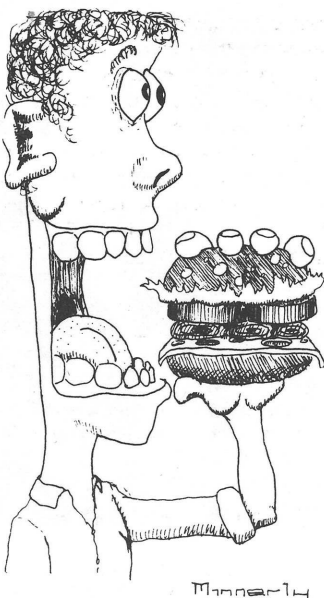
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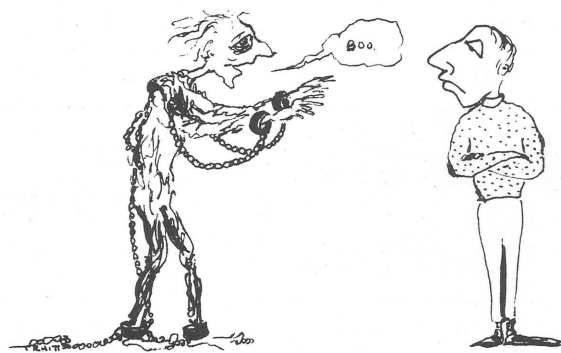
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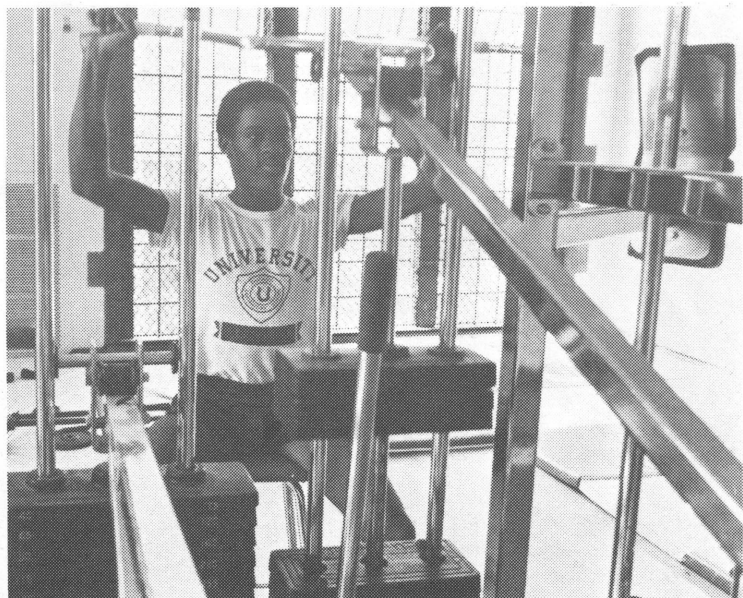


Photo by David Yufft

Muscle machine

HOPING TO improve his soccer performance, varsity forward Billy McKeever pumped iron on the Phys Ed Department's new \$4,500 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 a part of team workouts.

Some fan analysis

Side Lines

By Kate Davey,
sports columnist



SOME CHEER, some talk, some watch. And some stay home, work at a job or whatever.

Anybody who 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."

Junior 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 social events. Freshman Catherine Scalia explained, "I see my friends in the afternoon so I won't have to call them at night." Sophomore Kim Grimshaw, laughing with her friends at a game, said, "I come to see the players' beautiful legs."

Most stay-aways 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 Tzufen 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 Herve Jean-Baptiste. "There's a lack of enthusiasm at this school for sports. I don't think most people are proud of their teams."

Why Mannequins don't move

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Soccermen head into sectionals

Winning subsectionals Saturday over Illiana Christian, 1-0 here, varsity soccermen play Lyons Township in the 1st sectional game of a round-robin tournament 2 p.m. today at Hinsdale Central. Continuing the round-robin competition, the Maroons will face off against Quigley South 2 p.m. Thursday and against Oak Park 11 a.m. Saturday, also at Hinsdale. Winners of the round-robin tournament will go on to quarterfinals 2 p.m., Fri., Nov. 9 at Palatine High School.

Varsity soccermen finished 1st in the Independent School League (ISL) with a 9-0-1 record, 10-2-3 overall. Preparing for state competition, the Maroons have been working on shooting drills, offensive strategies and different offensive combinations. "Our defense is doing the job," coach Sandy Patlak said, "It's just that we can't put the damn ball in the net!"

Speaking of U-High's state chances, cocaptain

Chris Fitchen said, "One of the advantages we have over the other larger schools is that we're just starting to peak now. Because the larger schools started practicing so early, they peaked in the middle of their season."

For the 9th consecutive year the frosh-soph soccermen won the ISL crown, with a league record of 7-0-2, 11-0-2 overall. Coach Larry McFarlane said the team did much better than he expected. "Individually we didn't really have the tools, but we knew how to work well together," he said.

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

North Shore, Oct. 9, here, 9-0 (9-0); Quigley South, Oct. 10, here, 0-2 (2-0); Latin, Oct. 12, there, 1-0 (2-1); Illiana Christian, Oct. 13, here, 1-2 (2-0); Francis Parker, Oct. 16, here, 0-0 (3-3); Homewood-Flossmoor, Oct. 17, here, 1-1 (3-1); Morgan Park, Oct. 19, here, 5-0 (3-0); Oak Park, Oct. 20, here, 2-2 (3-1); subsectionals against Hales Franciscan, Oct. 25, here, 3-1; subsectionals against Illiana Christian, Oct. 27, here, 1-0, Jim Carmichael scored the only goal, clinching the round robin tourney for the footmen.

FIREPLUG: Goalie sparks soccermen

By David Hyman,
sports editor

An opposing forward suddenly breaks down the sidelines, threatening to score during a U-High soccer game. Suddenly, a 5 foot, 8 inch, 190 pound black blur charges out from U-High's goal at the oncoming player. Like a human bowling ball, varsity goalie and cocaptain Josh Mayers seemingly absorbs the ball and then knocks the opponent over his shoulder.

Besides being a soccer goalie, Josh is a baseball catcher, manages the varsity basketball team and plays ice hockey. Because of his stocky frame and ironlike stance in the goal, soccer team members have nicknamed Josh "Fireplug."

"I'm aggressive because it's one of my main assets," explains Josh. "Some guys use their speed, others finesse. I depend on weight and my ability to intimidate players."

Although Josh's antagonistic playing and brute strength have contributed to the varsity soccer squad's victories this year, team members consider Josh their mainstay for other reasons.

"I believe that Josh's desire to win is higher than anyone else's on the team," said cocap-



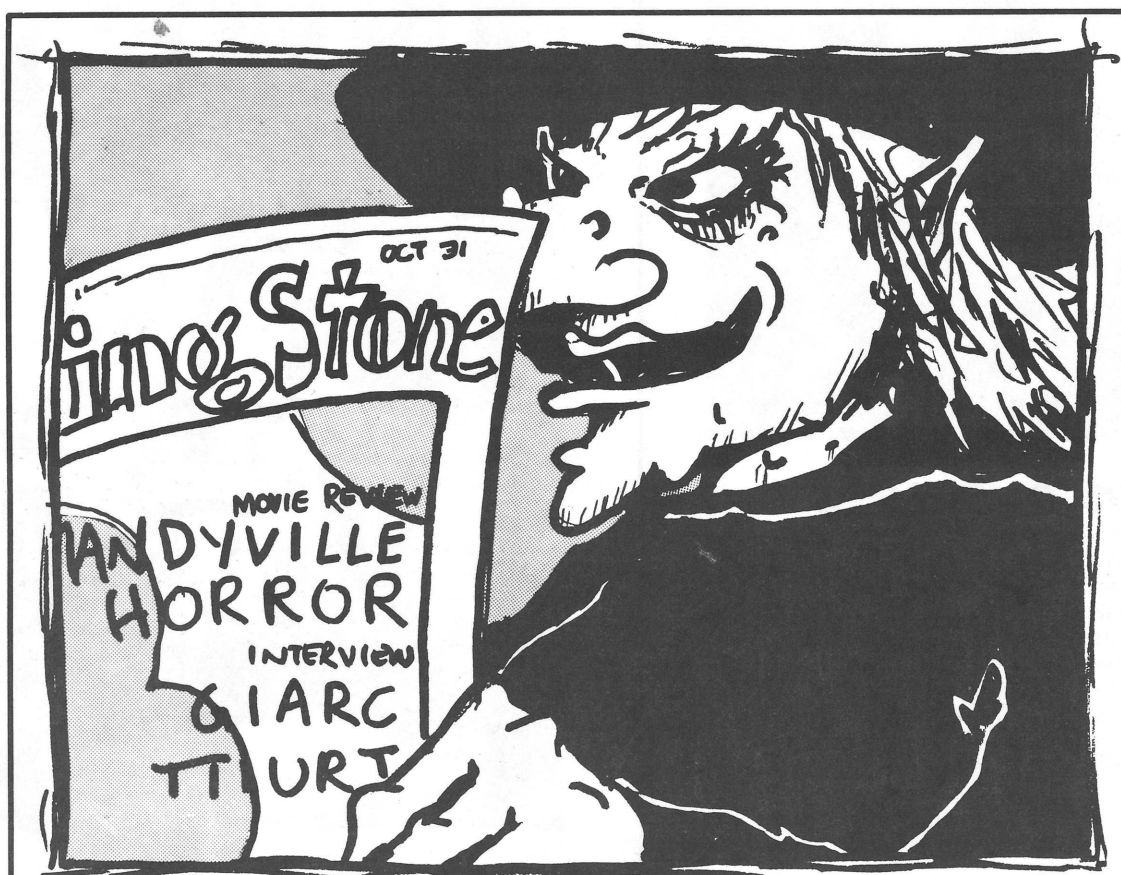
Photo by Geoff Levner

VARSITY SOCCER COCAPTAIN JOSH MAYERS

tain Chris Fitchen. "And because of this desire," added varsity soccer manager Brian Boyd, "he is constantly trying to motivate people into pushing themselves a little extra."

Josh attributes the effectiveness of his leadership to two reasons. One is that he has been

friends with some players since 1st grade. The other is that he knows how to give criticism. "You can criticize someone in a negative or a positive way," he explained. "I've learned that to get good results, you have to let the person know that you are just trying to help."



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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 actors 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."

Performances are scheduled for 7:30 p.m., Wed.-Sat., Nov. 14-17, and 2:30 p.m., Sat., 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 characters, 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 Liucija 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."

ZANNIES, TRADITIONAL commedia dell'Arte clowns, will add to this sense of spontaneity, according to assis-

tant director Becca Hozinsky. "The Zannies aren't actually in the play, but they'll come on before the show and between acts and do slapstick, pantomime skits," she explained.

An abstract set designed by Ms. Ambrosini's husband Allen will represent several settings in the production. "It's going to be a curved, sloping, three-level set colored red, brown and yellow," said technical director David Sinakio.

Actors will wear "elegant-looking period costumes of the Renaissance," said costume designer Debra Schwartz. "There will be a lot of rich fabrics in velvet and bold colors with lots of decorations and trim."

EXAGGERATED, larger than life props will help bring across the play's comic effect, according to props mistress Ellen Pollak. "For example, we'll have a 5 foot pair of pliers used in one of the skits."

Taped background music will "punctuate and enhance the mood of the play," Ms. Ambrosini added.

CAST MEMBERS not already mentioned, by roles, are as follows:

Pantalone, Clarice's father, Tom Cornfield; Silvio, Clarice's lover, David Sinaiko; Dr. Lombardi, Silvio's father, Lohair Eaton; Beatrice, a lady disguised as her



Photo by Seth Sulkin

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 de-

veloped the pantomime skit, which involves a slapstick mixup with chewing gun. In colorful makeup and costumes, Zannies will perform before and during the production.

veloped the pantomime skit, which involves a slapstick mixup with chewing gun. In colorful makeup and costumes, Zannies will perform before and during the production.

Crew heads are as follows:

Set, Jesse Lerner, Tom Hauser; lights, Carise Skinner; costumes, Heidi Hackel, Lisa Morrow; props, Padg Jordan, Anne Weiner; sound, Matt Gerow; makeup, Margaret Godbey; publicity, Allison Kimball, Tom Cornfield; box office, Christine Mather, Allison Kimball.

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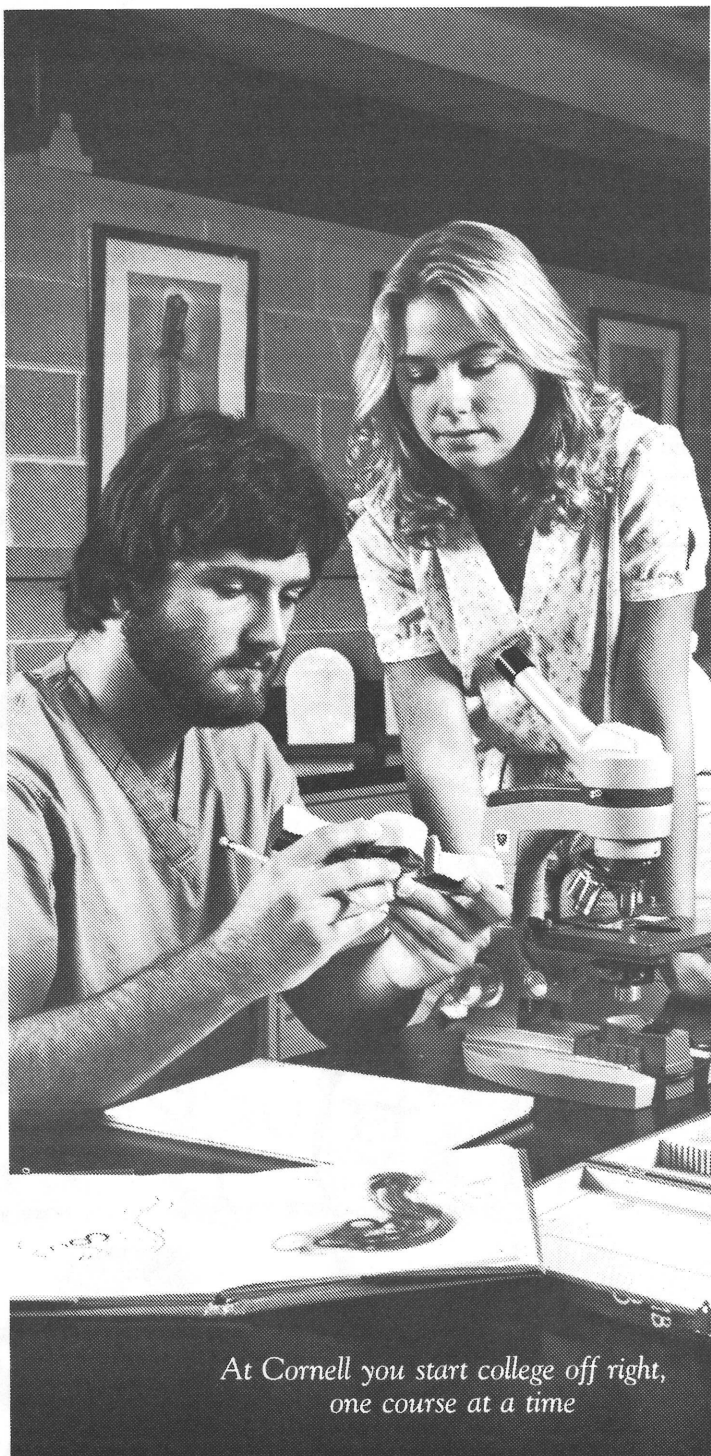


Photo by David Yufit

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 filing the edges of a necklace.

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