EVEN SANTA and his reindeer can’t find a way into U-High with the new glass corridor in front of the school in this holiday issue cover by freshman Seth Sanders. Seth, a new member of the Midway’s art staff, has been interested in drawing since 2nd grade. He began to pursue his interest seriously after some friends said they thought he had a flair for art. He has studied at the Art Institute and last year helped illustrate the Middle School yearbook.

Even with the new corridor, the Midway staff hopes U-Highers can still get into the holiday spirit.

Have a great vacation!
GETTING A HEAD START on holiday spirit, members of the choir, voice training class, orchestra and faculty joined in movements from Handel’s “Messiah” Wednesday evening at the Cloister Club in Ida Noyes Hall. The performance culminated weeks of planning and rehearsing.

VACATION

Having fun tops holiday plans

By Amy Bartol

From watching reruns on television at home to trying to see five Grateful Dead concerts in California, U-Highers hope to relax and have fun over Christmas vacation.

Many plan to stay home and relax. “I’m not going anywhere for Christmas vacation,” said freshman Danny Zolberg. “I just want to sleep and watch TV.”

Entertaining, out-of-town relatives at home, freshman Kimberly Brady and her family will be “doing a lot of cooking and cleaning. We’re having lots of relatives over for Christmas,” Kim said.

Some U-Highers will be getting out of town. Among them, juniors Susan Mack and Courtney Crockett, and ’81 graduate Melissa Mack, Susan’s sister, are flying to San Francisco for Christmas. “We are going to five Grateful Dead concerts,” Susan said. “We have tickets for some of the concerts but we’ll have to sleep in line on the sidewalk to get tickets for the other nights. It’s like a festival.”

To visit their grandparents, senior Andrew Morris and junior Sarah are going to Mississippi over vacation. “My grandparents live near the woods so we may chop down our own Christmas tree,” Sarah said.

Attendance coordinator Frankie Scott plans to decorate the new house she bought in August over vacation. “It’s a five-room brick bungalow in Hegewisch,” Ms. Newcomb said. “I’ve already painted the inside of it and walled-papered the kitchen and bathroom, but I still want to get new carpeting.”

For French teacher Katherine Streicher, this Christmas will be the first since her father’s death. She will be going to Kansas City “to visit my mother and help her with some business details concerning my father’s death. It will not be the happiest vacation I’ve ever had. But at least I’ll be able to see my family again.”

HOLIDAYS

Madrigal Dinner, concert ahead

By Juli Stein

With only two more days until vacation, U-Highers already have started holiday activities. Holiday events so far have included concerts and feasts, and there’s more to come.

Combining dinner and music, the Chamber Choir will present a Medieval Dinner, 7:30 p.m. tomorrow in the third floor theater of Ida Noyes Hall. Planned by choir director Richard Walsh, the dinner will be styled after those held for royalty between 1400 and 1650.

“TO GET PEOPLE excited about the music of that period, I decided to present it in an authentic setting and environment,” Mr. Walsh said. “It will include everything that the dinners then did. We’ll have costumes, music and recipes all from the Renaissance period.” Professional caterer Wendy Gerick, mother of senior Matt, will cater the dinner. Reservations at $16 closed last Friday.

Drama classes staged a similar feast during lunch and 7th period today in Belfield Theater. Dressed in Shakespearean costumes at the fourth annual medieval theater banquet, drama students devoured homebaked Cornish hens, spaghetti squash and tarts while acting students served them.

“Caroling...”

Photo by David Wong

To get people going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOPLE going...TO GET PEOP...
Computer ed gets broadened push

By Jonathan Getz

Providing an opportunity for teachers to learn about and use computers is the current project of a faculty computer committee formed last year.

The committee was started by Lab Schools director James Van Amburg and science teachers Judith Keane and Jan Houssinger, now cochairpersons of the 20-member group. In May it made a report to Mr. Van Amburg on suggestions for computer use in the school's curriculum.

THE COMMITTEE'S MAIN FOCUS this year, Ms. Keane said, has been offering workshops and lectures to acquaint teachers with computers. Forty-seven Lab Schools teachers attended two workshops last month; the next is scheduled for January. Led by language teacher Karen Putman, one of 12 teachers who took computer courses last summer at the school's expense, the workshops concentrated on what can be done with the school's seven Apple II Plus microcomputers and six Dictaphone terminals. They also examined some software available for the equipment. "Software" refers to instructions for the microcomputers, which is the "hardware" such as programed discs designed for teaching students specific concepts.

One of those who has already started using computers with his students is music teacher Dominic Plane. He took a computer course at the University of Illinois last summer. Mr. Plane uses the computers for "drill and practice," quizzes students on music theory concepts. He eventually wants to use computers in the more creative capacity of helping synthesize music.

"The advantage of using computers is that I don't have to go over certain things in class that students can learn on the computer," Mr. Plane said. "The result is that, working individually, students can go at their own pace, while class time can be spent on other things."

LOOKING AHEAD to the role of computers in the school's program, principal Geoffrey Jones said a course might be arranged within two years to prepare students for a new computer science advanced placement test. "We hope to teach students Basic in the Middle or Language Arts, Ms. Jones added, referring to a beginners' computer language. Math teacher Margaret Matchett, a member of the computer committee, said if the school succeeds in that goal, time now spent in Intermediate Math teaching Basic could be used for more advanced computer work.

Debaters find hours pile up

By Mimi Ghez

Striving to gather more evidence to improve their cases, this year's 12 debaters have discovered getting research done and homework, too, is not easy.

Twelve novice members, in six debates, have won three, tied one. Six varsity members, in six debates, have won three, tied one.

Debaters say they had five to 10 hours a week researching for debates and two hours at practice rounds. "I'm earning some evidence from varsity," but University graduate student Marc Foreman, new debate coach, urges them to do more research themselves.

"The biggest problem about researching is time," said senior Roxana Bradescu, varsity member. "Other schools have paid college students researching for them, and we don't. We must do it ourselves and deal with homework, too. We would do better in tournaments with more evidence.

Time also represents an important factor in debating itself, debaters said. A debate consists of four eight-minute constructive speeches, each followed by three-minute cross-examinations. Four rounds, totaling 32 minutes, constitute a "debate.

"We must be able to get all of our arguments out in a limited amount of time and to answer questions spontaneously," explained sophomore Rachel Lindell. "It teaches us to think on our feet.

Numerous hours also go into practicing, debaters said. "I have spent hours talking into a mirror or tape recorder," said sophomore Anjali Pederson, varsity member. "It builds my self-confidence by giving me a chance to voice my arguments beforehand and it is the kind of practice that mere studying can't provide. Facts don't help if you can't voice them."

The national high school debate topic this year, chosen by the National Forensic League, is whether the United States government should curtail arms sales to other countries. "I like this year's topic," said junior Chris Arado, varsity member. "It's interesting because it's current and critical to national security.

The debate season, which started in late October, lasted until March. Mr. Foreman hopes to have four debaters qualify for nationals this June in Kansas.

Tournament scores this quarter follow:

Glenbrook North, Oct. 2-3, varsity won seven and lost one; B. Gwendolyn Smith, Oct. 29-30, varsity won three and lost seven; B. Gwendolyn Smith, Oct. 29-30, varsity won three and lost seven; B. Gwendolyn Smith, Oct. 29-30, varsity won three and lost seven; B. Gwendolyn Smith, Oct. 29-30, varsity won three and lost seven; B. Gwendolyn Smith, Oct. 29-30, varsity won three and lost seven;

Oak Park-River Forest, Nov. 26-27, varsity won eight, lost five; Edison Lindell.

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-

"It also represents an important factor in helping-synthesize music."

"We must be able to get all of our arguments out in a limited amount of time and to answer "questions spontaneously," explained sophomore Ra-
**Racism, sexism and the media**

**Grad's in position to know about it**

Second of a series of interviews with area media personalities.

**By Ben Page**

A constant murmur of sub­dued activity surrounds Jac­queline Thomas as she sits in the City Desk section in the newsroom at the Sun-Times building at 401 N. Wabash Ave.

Reporters seated throughout a maze of desks type stories into word-processing computer terminals, the letters appearing glowing green on their screens. Low-voiced conversa­tions mingle with sounds of soft footsteps and clicking keys.

**MS. THOMAS stands out as** one of the few women or blacks in the large room. Stylishly dressed in a gray skirt and blue sweater, she sits with her legs crossed, leaning over a fold­en portion of her desk.

In front of her stands a foot­ high stack of folders of re­search about the Chicago Hous­ing Authority, and an old manual typewriter covered by an issue of the Sun-Times.

Ms. Thomas, a '68 U-High graduate, served as editorial page editor of the Midway. Still a resident of Hyde Park, she said the Midway’s demanding professional style helped her prepare for a career in journal­ism.

“I MET the managing editor of the Sun-Times, Ralph Otwell (now executive vice president-editor) when he pre­sented journalism awards at the U-High honors assembly my senior year,” Ms. Thomas said. “Afterwards about three of us from the Midway called him about jobs, and I ended up getting a summer internship with the Sun-Times.”

While attending Briarcliff College in New York, Ms. Thomas spent three more sum­mers in Sun-Times internships and one with the Washington Post. Afterwards, she did grad­uate studies at the Columbia Univer­sity School of Interna­tional Affairs in New York City.

Eight years ago she got her first permanent job, with the Sun-Times.

Now, Ms. Thomas covers urban affairs, writing stories on topics such as housing and urban planning. Her revelation of federal pressure for the out­er of 12-year Chicago Housing Authority head Charles W. Swi­bel in a recent story led to his resignation.

**THOUGH SHE enjoys work­ing for the Sun-Times, Ms. Thomas says she sees distur­b­ing trends in media treatment of black issues and employees nationwide.”**

“When I first came here, I wanted to improve things, but I’ve come to realize that there’s only so much one reporter can do,” she said.

“Can’t do everything. It’s just not my lot in life to change racism, sexism industries that might be better if there were more minority editors.”

Ms. THOMAS feels her abili­ty to represent the black com­munity on paper is limited.

“Usually, when black report­ers leave, they are replaced by whites, but there is no concert­ed effort to increase black re­present­ations.”

This lack of representation may lead to inferior coverage of some issues, Ms. Thomas added. “I don’t think that only black reporters should cover black issues, or only women should cover women’s issues, but coverage of those issues might be better if there were more minority editors.”

**Holiday glow - with Fritz!**

Warm up your holidays with a bright new outfit from Fritz on 55th. A warm sweater and neatly tailored pair of pants will help keep you cozy on cold, snowy days. And while you’re visiting, why not select a special gift for a friend or relative? Spread the holiday spirit and get that extra holiday glow at . . .

**Come where the flowers are always in bloom....**

When the fall’s last leaf hits the cold pavement, S.Y. Bloom will still be burgeoning with life. Conveniently located in Hyde Park, S.Y. Bloom offers friendly service and a wide selection of flowers.... from roses and violets to tulips and petunias. Come get some life in your winter.

**S. Y. Bloom Florist**

1445 E. 53rd St. • 493-2004

9 a.m.-5 p.m. Mon.-Sat.

**Few blues notes for this hit band**

By Lisa Crayton

It’s Friday night at a North Side blues club. Energetic young adults rock and sway to the music of a band. It’s not disco, it’s not rock, it’s rockabilly — music you might expect to hear on $V’s “Happy Days.” The band is the Blue Notes and it includes Paul Crayton.

Other members of the band are Jim Sutton, a junior at Mt. Carmel High playing bass, and Zvi Lichtenstein, a freshman at Kenwood Academy, lead singer and guitarist. Zvi and Jim earli­er played in another band, the Troubadors. Ten months ago they decided to start a new band and asked Paul to join as drum­mer.

Rockabilly, Jim explained, is a mixture of rhythm and blues, rock and roll, boogie and country swing. About half the songs the band plays are original, with Paul writing lyrics and Jim music.

In the past few months, the Blue Notes have performed at several Chicago-area clubs, including Salty’s Stage and Space Place, both on the North Side, and at parties including Cultural Committee’s Halloween event Oct. 29. After hearing the band play in October, a booking director at Space Place, Ms. Fran Cusimano, offered to become the Blue Notes’ manager. The band accepted. Paul said Ms. Cusimano feels the band has great potential since its members are young, have strong stage ap­pearance and work together well.

Besides booking performances for the band, Ms. Cusimano ar­ ranged for it to record six original songs next month at Columbia Studios, downtown. “The songs may be released as an album by Warner Brothers Elektra-Asylum record company,” Paul said. “The company is sponsoring the recording, so we don’t have to pay anything.”

Concerning the band’s future in music, Paul said, “I’m not perform­ing at the Sun-Times, Ms. Thomas says she sees disturb­ing trends in media treatment of black issues and employees nationwide.”

“Being black and a woman may have helped me get a foot in the door when I was just starting out.” Ms. Thomas said, “but it’s got a help in sur­viving the day-to-day work.”

Pondering another question, she hesitated, and answered, “The media is one of the most racist, sexist industries that there is.

“I DON’T SEE any blacks in top management, and there is no positive effort being made to make minority ap­point­ments. In fact, it may be getting worse, because now there is less pressure on management to make minority appoint­ments.

**MS. JACQUELINE THOMAS**

From Midway to Sun-Times

“Usually, when black report­ers leave, they are replaced by whites, but there is no concert­ed effort to increase black re­present­ations.”

This lack of representation may lead to inferior coverage of some issues, Ms. Thomas added. “I don’t think that only black reporters should cover black issues, or only women should cover women’s issues, but coverage of those issues might be better if there were more minority editors.”

Ms. THOMAS feels her abili­ty to represent the black com­munity on paper is limited.

“When I first came here, I wanted to improve things, but I’ve come to realize that there’s only so much one reporter can do,” she said.

“I can’t do everything. It’s just not my lot in life to change racism, sexism industries that might be better if there were more minority editors.”

**Dog gone**

Daisy the Dog, a Hyde Park and U-High legend, died Thanksgiving Day of old age -. 10½ years.

Daisy, well-known for her friendliness, interest in for­tuning squirrels and cats, and for hanging around the school.
Fears of war, crime heighten wariness at home, school

By Philippe Weiss

AUTOMATIC SHOTGUNS line the wall of a basement in a Hyde Park townhouse. In a cooler, two large boxes of frozen vegetables lie beside 20 pounds of ground beef. Descending into the basement, a teenage boy - a U-Higher - sees a cartoon of dehydrated milk on the floor.

An increasing number of Americans, among them U-High students and families, are stockpiling weapons, preparing for nuclear war and natural disasters or calling themselves "survivialisists." About 70,000 people identified themselves as survivalists in the United States last time, Time magazine estimated in an article published last November. That was an increase of 10,000 from the previous year, increasing fears about nuclear war and urban tensions such as crime have led the movement, Time said.

DEVELOPING THEIR OWN "survivialist" attitude, many U-Highers say they live more dangerously. Some survivalists have bought guns for self-defense and several U-High families have recently installed home security systems. Security at school has also been increased.

And although violent crimes and theft in Chicago are decreasing this year, an October police report indicates, 50 of U-High's randomly interviewed by the Midway believe crime is increasing.

"I hear more and more about people being beat up and mugged," junior Rebecca Greenberg said, "so I just keep getting more scared."

THOUGH THERE'S NO evidence of a trend toward rural homes, U-Highers say they bought guns for self-defense. "I own a Smith and Wesson 357," said junior Bob Pejovic. "That's my survivialism, carrying a gun. I really need a gun. Last month four Latin Kings (a street gang) chased me into an alley near my house. I pulled out my gun and said, 'Get the hell out of here,' and they ran.

Another student who owns firearms also stocks up on food. "We own four rifles and a shotgun," senior Dan Orlikoff said. "We're most careful about our food supply in the basement. If we ever need to take food out, we replenish the supply."

All U-High survivalists say the natural disaster they fear most is a blizzard.

OTHER THAN SURVIVALISTS, all students interviewed said they were unconcerned about natural disasters but fear urban crime.

Principal Geoff Jones said he recognizes such fear in students. "They come to me with a combination of worries that center on war and crime," he explained. "More kids are falling into a mode where they look at life conservatively and gain a war-survivors instinct."

SEVERAL STUDENTS attributed their wary attitude to a fear of guns. "It's not just the criminal that bothers me," senior Charles Crockett said. "It's the fact that holding a gun enables him to take my life in a second."

Almost all of the students said if handguns were banned in Illinois they would feel safer.

"It's too easy for people to get guns," freshman Chris Williams said. "If they can lessen the supply we'll be in a safer community."

Several students said they have become interested in the gun control movement and National Rifle Association, which is against gun ownership restrictions.

"I THINK A LOT of U-Highers want to support gun control groups," said senior Pat Zab said. "They just don't know where to go to get help."

The closest place to volunteer in Hyde Park is a branch of the Illinois Committee for Handgun Control (ICHC). Its members may be contacted at the Chicago headquarters of the ICHC, 109 North Dearborn St. Chapter chairperson Rebecca Janowitz, a 1970 U-High graduate, said the recent interest in gun control movements at U-High parallels a surge of interest in Hyde Park and citywide.

While U-Highers say they see gun control as protection from criminals, Ms. Janowitz said it probably relates to making a community safer, she explained, "not as a direct assault on criminals or violent crime. If you have a gun at home, it is 60 times more likely it will be used against other family members than a criminal. That's what we're fighting.

ALL THE STUDENTS who advocated gun control said they believe the best defenses against criminals is protection at home. Twenty-seven percent of the students interviewed said their families had recently installed home burglary systems.

"A little while ago some people broke into our home," said sophomore Pia Montes, who lives in the far South Side. "After that, we put up bars on our windows and doors.

Senior Courtney Jones' family attached an extra bolt to a door to their home. Freshman David Reingold bought a dog, partly to guard his home.

SECURITY IS ALSO being improved at U-High. An enclosed glass corridor connecting the entrances of U-High, Blaine and Belfield halls on Kenwood Mall is being completed to reduce the number of exposed doors and windows where most break-ins have occurred.

Also new this year, a receptionist monitors the entrance to Blaine Hall on 59th street and a security guard patrols the school in the evening. Mr. Jones said three or four new burglar alarms also are being installed.

BUT NOT EVEN those measures could necessarily prevent the kind of vandalism the school experienced the night of Fri., Nov. 21. At least four people - judging from shoeprints - broke into the school, and using fire extinguishers to break glass, entered classrooms. From janitorial closets they stole and broke fluorescent lights.

"They came in through the tunnel system and probably were here about 1 a.m."

Mr. Jones said Monday after the break-in. "A clock was smashed that read 1:55 a.m. We don't know whether they were students from here but they left shoeprints and fingerprints."

Mr. Jones estimated the damage at $6,000 to $8,000. He hadn't decided whether to take fingerprints of U-Highers and couldn't say how the incident would affect the school's security plans. A WEEK BEFORE the break-in he had commented, "We want to secure the school without turning it into an armed fortress. If it's too enclosed it will seem like a prison to the students."

For some survivalists, that is exactly what they may want the school to become.

"WHAT IS BOB'S NEWSSTAND?"

It's newspapers from all of America's great cities. It's 3,000 different periodicals imported from everywhere - all over the world - just for you. Fashion, art, technology, sports, sex, comics! It's a dozen political viewpoints. Arab magazines next to Israeli magazines: French, next to English. Left, right, center, whatever - all in one frenzy of pictures, print and ideas to pique your interest and perhaps broaden your perceptions. In Bob's political? We believe in free press.

Bob's is greeting cards - 3,000 different, unconventional cards. Blank note cards from around the world with illustrations of incredible beauty, embossed cards, Jewish cards, Afro-American cards, handmade Chinese cards. We have 100 different ways to say "I love you" at Bob's.

They may want the school to become. "We want to secure the school without turning it into an armed fortress. If it's too enclosed it will seem like a prison to the students."

Some survivalists have bought guns for self-defense and several U-High families have recently installed home security systems. Security at school has also been increased.

And although violent crimes and theft in Chicago are decreasing this year, an October police report indicates, 50 of U-High's randomly interviewed by the Midway believe crime is increasing.

"I hear more and more about people being beat up and mugged," junior Rebecca Greenberg said, "so I just keep getting more scared."

THOUGH THERE'S NO evidence of a trend toward rural homes, U-Highers say they bought guns for self-defense. "I own a Smith and Wesson 357," said junior Bob Pejovic. "That's my survivialism, carrying a gun. I really need a gun. Last month four Latin Kings (a street gang) chased me into an alley near my house. I pulled out my gun and said, 'Get the hell out of here,' and they ran.

Another student who owns firearms also stocks up on food. "We own four rifles and a shotgun," senior Dan Orlikoff said. "We're most careful about our food supply in the basement. If we ever need to take food out, we replenish the supply."

All U-High survivalists say the natural disaster they fear most is a blizzard.

OTHER THAN SURVIVALISTS, all students interviewed said they were unconcerned about natural disasters but fear urban crime.

Principal Geoff Jones said he recognizes such fear in students. "They come to me with a combination of worries that center on war and crime," he explained. "More kids are falling into a mode where they look at life conservatively and gain a war-survivors instinct."

SEVERAL STUDENTS attributed their wary attitude to a fear of guns. "It's not just the criminal that bothers me," senior Charles Crockett said. "It's the fact that holding a gun enables him to take my life in a second."

Almost all of the students said if handguns were banned in Illinois they would feel safer.

"It's too easy for people to get guns," freshman Chris Williams said. "If they can lessen the supply we'll be in a safer community."

Several students said they have become interested in the gun control movement and National Rifle Association, which is against gun ownership restrictions.

"I THINK A LOT of U-Highers want to support gun control groups," said senior Pat Zab said. "They just don't know where to go to get help."

The closest place to volunteer in Hyde Park is a branch of the Illinois Committee for Handgun Control (ICHC). Its members may be contacted at the Chicago headquarters of the ICHC, 109 North Dearborn St. Chapter chairperson Rebecca Janowitz, a 1970 U-High graduate, said the recent interest in gun control movements at U-High parallels a surge of interest in Hyde Park and citywide.

While U-Highers say they see gun control as protection from criminals, Ms. Janowitz said it probably relates to making a community safer, she explained, "not as a direct assault on criminals or violent crime. If you have a gun at home, it is 60 times more likely it will be used against other family members than a criminal. That's what we're fighting.

ALL THE STUDENTS who advocated gun control said they believe the best defenses against criminals is protection at home. Twenty-seven percent of the students interviewed said their families had recently installed home burglary systems.

"A little while ago some people broke into our home," said sophomore Pia Montes, who lives in the far South Side. "After that, we put up bars on our windows and doors.

Senior Courtney Jones' family attached an extra bolt to a door to their home. Freshman
A survivor ...and a hider

"I WAS CONSTANTLY running and hiding. I learned early how to survive." The man talking was author and actor Jerzy Kosinski, writer of nine novels including the story and screenplay for the movie, "Being There." He met Mr. Kosinski at the Spertus Museum of Jewish Studies, 612 S. Michigan Blvd., on a Friday afternoon in October. He was in town for a dinner in his honor. He was thrilled to meet the author of the powerful and unforgettable book, "The Painted Bird," a story of his survival of the Holocaust.

Mr. Kosinski stood out from the crowd in the gallery. His swirling, olive-sack hair complemented his dark plain suit. I walked up and tried to smile into his dark, creased face. "I'm Philip Weiss," I squeaked, extending my hand, fully expecting to be patted on the head, or ignored in favor of an important museum trustee.

"I think this one is called the Big Bang Theory," James Bloggs tells his wife Hilda, between bites of his pork chop. The Midway welcomes letters for publication. Letters must be signed. Where letters are too long, the editors will contact the writer.

HILDA AND JAMES BLOGGSES, as they appear on the cover of Raymond Briggs' "When the Wind Blows."
Christmas comes but once a year... and that's enough

THERE ARE STILL 10 days left till Christ­mas, but already I feel depressed. In fact, I've felt depressed for weeks, even before Thanksgiv­ing. All the way back to the day after Halloween, when we all but the stores began their hardsell on Holi­day Cheer.

That's a long time, but it's a long countdown. “Only 59 days till Christmas... start your shopping now!” It's a push that can dam pen even the most hardy holiday spirit. “Beat the post-Thanksgiving rush—empty your bank account pronto!”

But store owners are the least of our worries. Teachers have piled on the papers and tests, after finally realizing the end of fall quarter. Now they are busily compiling our grades, which we will receive as an important Christmas gift. It's a long countdown.

It seems all the pressure of an entire year center around a holiday which is supposed to be the most joyous. The showers of Christmas stands for—sharing, thankfulness and selfless­ness—just don't come through when all one's fears about himself and his future center around the same time of year.

But even I, if I try hard, can forget my tro­bles for a moment on those quiet, snowy nights on vacation. All it takes is a little exercise. And holiday cliches are around for just that reason.

The things you are supposed to think of at Christmas—reindeer, elves and such—are about as far as you can get from the reality of the sea­son’s offerings.

It's best not to try to be joyous, but just to ig­nore the problems one has. Concentrate on the fire in the fireplace instead of the sales rush. On the decorated Christmas tree instead of grades. On the shopping of the family instead of application deadlines.

It helps one forget. And, sometimes, just for a little while, to have real holiday spirit.

If you were a parent, would you like to have yourself as a child?

Bruce Tung  Beth DeSombre  Tracey Lewis

Tim Floyd  Seth Sanders  Soraya Chang

with me. I don't even put up with myself.

Most college applications are due in the first two weeks of January. How many seniors will be spending those snowy nights up until the last day writing personal essays? I know I will.

It's best not to try to be joyous, but just to ig­gnore the problems one has. Concentrate on the fire in the fireplace instead of the sales rush. On the decorated Christmas tree instead of grades. On the shopping of the family instead of application deadlines.

It helps one forget. And, sometimes, just for a little while, to have real holiday spirit.

The holidays: A time to share your bounty

If you see the faces of your friends? They'll be so excited waking up on Christmas morning to see the gifts you've gotten them. And you can afford to give lots of gifts with lots of spark from the ScholarShip Shop. "Clothes... books... toys... come in and look over our bounty!"

The ScholarShip Shop

1372 E. 53rd St. • 493-0805
Open 10 a.m.-5 p.m. Tuesday-Saturday

The ScholarShip Shop will be closed Dec. 24-30.
Senior Teacher rank, faculty members are always in the first year of a three-year contract. They cannot be dismissed, generally, unless programs are dropped or they have been found incompetent. Tenure has been a subject of controversy nationwide. Some people feel it protects teachers against administrative whims; others feel it protects bad teachers. So far faculty members have only discussed the issue of aging faculty with Mr. Van Amburg in his speech. Teachers felt that for now they'll let the issue lie, "Mr. Van Amburg told the Midway. "But I think it an issue we have to confront, that is, keeping our faculty enthusiastic and ensuring that they continue to get personal satisfaction out of what they're doing."

So far faculty members have only discussed the issue informally, mostly in department meetings. The topic also was touched upon at in-service programs this quarter.

Teachers stressed to the Midway that they do revise curricula to accommodate the changing needs of students. But no one has organized discussions where teachers can share ideas on how to keep fresh, interested and up-to-date. This is not a nurturing environment for taking risks. Teachers do, to a certain extent, fear change.

"Some teachers do fear that their teaching has lost its luster. The solutions are complex because it could mean going back to do graduate work or preparing other material. This is not a nurturing environment for taking risks. Teachers do, to a certain extent, fear change."

Teachers have yet to formally tackle topic that's touchy.

"The reaction to my speech was so negative that for now I'll let the issue lie, Mr. Van Amburg told the Midway. "But it is an issue we have to confront, that is, keeping our faculty enthusiastic and ensuring that they continue to get personal satisfaction out of what they're doing."

By Denisse Goldbarg

Aging faculty. Saying those words to teachers at U-High is a tag, referring not so subtly to the need for educational reform. Administrators and teachers nationwide are increasingly concerned about the need for educators to confront and discuss the issue of aging faculties. One of numerous articles on the topic, in the June 16, 1980, issue of Time magazine, explained that administrators fear a growing gap between students and teachers will make it difficult for teachers to keep in touch with changing needs of students.

A STUDENT drawn to U-High at age 45, U-High's faculty qualifies for the aging category. The average number of teaching years here is 20. Most teachers who have been at U-High more than 10 years told the Midway they have taken advantage of the variety of faculty experiences and viewpoints. Teachers agree that at different points in their career bring different strengths to the classroom.

Both teachers and administrators agreed that while older teachers offer experience, younger teachers are important because they offer enthusiasm and innovative ideas.

"I think the balance is important," Mr. Van Amburg said, "because I think the history of this school is based on a variety of faculty experiences and viewpoints. I think our students deserve a full range of faculty to provide this variety. Teachers at different points in their career bring different strengths to the classroom.

Many students added, however, that teaching at U-High over a long period of time is difficult because younger teachers' desire to experiment with interesting classes and individual attention. Teachers say they stick with the school, nevertheless, because of its job security. Although the Lab Schools does not offer tenure — which guarantees teachers their job until retirement — it does offer Senior Teacher status. After passing an evaluation in their third year, and getting Teachers have yet to formally tackle topic that's touchy.

"The reaction to my speech was so negative that for now I'll let the issue lie, Mr. Van Amburg told the Midway. "But it is an issue we have to confront, that is, keeping our faculty enthusiastic and ensuring that they continue to get personal satisfaction out of what they're doing."

So far faculty members have only discussed the issue informally, mostly in department meetings. The topic also was touched upon at in-service programs this quarter.

Teachers stressed to the Midway that they do revise curricula to accommodate the changing needs of students. But no one has organized discussions where teachers can share ideas on how to keep fresh, interested and up-to-date.

"Helping teachers become comfortable with teaching as a lifetime activity is a very difficult issue to confront, because the solutions are complex," said principal Geoff Jones. "It is difficult because the issue affects each teacher differently.

"Some teachers do fear that their teaching has lost its luster. The solutions are complex because it could mean going back to do graduate work or preparing other material. This is not a nurturing environment for taking risks. Teachers do, to a certain extent, fear change."

By Denisse Goldbarg

Aging faculty. Saying those words to teachers at U-High is a tag, referring not so subtly to the need for educational reform. Administrators and teachers nationwide are increasingly concerned about the need for educators to confront and discuss the issue of aging faculties. One of numerous articles on the topic, in the June 16, 1980, issue of Time magazine, explained that administrators fear a growing gap between students and teachers will make it difficult for teachers to keep in touch with changing needs of students.

A STUDENT drawn to U-High at age 45, U-High's faculty qualifies for the aging category. The average number of teaching years here is 20. Most teachers who have been at U-High more than 10 years told the Midway they have taken advantage of the variety of faculty experiences and viewpoints. Teachers agree that at different points in their career bring different strengths to the classroom.

Both teachers and administrators agreed that while older teachers offer experience, younger teachers are important because they offer enthusiasm and innovative ideas.

"I think the balance is important," Mr. Van Amburg said, "because I think the history of this school is based on a variety of faculty experiences and viewpoints. I think our students deserve a full range of faculty to provide this variety. Teachers at different points in their career bring different strengths to the classroom.

Many students added, however, that teaching at U-High over a long period of time is difficult because younger teachers' desire to experiment with interesting classes and individual attention. Teachers say they stick with the school, nevertheless, because of its job security. Although the Lab Schools does not offer tenure — which guarantees teachers their job until retirement — it does offer Senior Teacher status. After passing an evaluation in their third year, and getting

By Denisse Goldbarg

Aging faculty. Saying those words to teachers at U-High is a tag, referring not so subtly to the need for educational reform. Administrators and teachers nationwide are increasingly concerned about the need for educators to confront and discuss the issue of aging faculties. One of numerous articles on the topic, in the June 16, 1980, issue of Time magazine, explained that administrators fear a growing gap between students and teachers will make it difficult for teachers to keep in touch with changing needs of students.

A STUDENT drawn to U-High at age 45, U-High's faculty qualifies for the aging category. The average number of teaching years here is 20. Most teachers who have been at U-High more than 10 years told the Midway they have taken advantage of the variety of faculty experiences and viewpoints. Teachers agree that at different points in their career bring different strengths to the classroom.

Both teachers and administrators agreed that while older teachers offer experience, younger teachers are important because they offer enthusiasm and innovative ideas.

"I think the balance is important," Mr. Van Amburg said, "because I think the history of this school is based on a variety of faculty experiences and viewpoints. I think our students deserve a full range of faculty to provide this variety. Teachers at different points in their career bring different strengths to the classroom.

Many students added, however, that teaching at U-High over a long period of time is difficult because younger teachers' desire to experiment with interesting classes and individual attention. Teachers say they stick with the school, nevertheless, because of its job security. Although the Lab Schools does not offer tenure — which guarantees teachers their job until retirement — it does offer Senior Teacher status. After passing an evaluation in their third year, and getting

By Denisse Goldbarg

Aging faculty. Saying those words to teachers at U-High is a tag, referring not so subtly to the need for educational reform. Administrators and teachers nationwide are increasingly concerned about the need for educators to confront and discuss the issue of aging faculties. One of numerous articles on the topic, in the June 16, 1980, issue of Time magazine, explained that administrators fear a growing gap between students and teachers will make it difficult for teachers to keep in touch with changing needs of students.

A STUDENT drawn to U-High at age 45, U-High's faculty qualifies for the aging category. The average number of teaching years here is 20. Most teachers who have been at U-High more than 10 years told the Midway they have taken advantage of the variety of faculty experiences and viewpoints. Teachers agree that at different points in their career bring different strengths to the classroom.

Both teachers and administrators agreed that while older teachers offer experience, younger teachers are important because they offer enthusiasm and innovative ideas.

"I think the balance is important," Mr. Van Amburg said, "because I think the history of this school is based on a variety of faculty experiences and viewpoints. I think our students deserve a full range of faculty to provide this variety. Teachers at different points in their career bring different strengths to the classroom.

Many students added, however, that teaching at U-High over a long period of time is difficult because younger teachers' desire to experiment with interesting classes and individual attention. Teachers say they stick with the school, nevertheless, because of its job security. Although the Lab Schools does not offer tenure — which guarantees teachers their job until retirement — it does offer Senior Teacher status. After passing an evaluation in their third year, and getting

By Denisse Goldbarg

Aging faculty. Saying those words to teachers at U-High is a tag, referring not so subtly to the need for educational reform. Administrators and teachers nationwide are increasingly concerned about the need for educators to confront and discuss the issue of aging faculties. One of numerous articles on the topic, in the June 16, 1980, issue of Time magazine, explained that administrators fear a growing gap between students and teachers will make it difficult for teachers to keep in touch with changing needs of students.

A STUDENT drawn to U-High at age 45, U-High's faculty qualifies for the aging category. The average number of teaching years here is 20. Most teachers who have been at U-High more than 10 years told the Midway they have taken advantage of the variety of faculty experiences and viewpoints. Teachers agree that at different points in their career bring different strengths to the classroom.

Both teachers and administrators agreed that while older teachers offer experience, younger teachers are important because they offer enthusiasm and innovative ideas.
University names new negotiators

By Philippe Weiss, political editor

Because University administrators felt negotiations with the faculty association for a new contract were moving slowly, they replaced their negotiators this month.

The new team, attorney Stuart Bernstein and Lab Schools director James Van Amburg, replaced Wesley Wildman, a member of the University's lawyer pool, and former administrator David Cunningham.

NEGOTIATIONS, begun this summer, have centered on two main issues — sensory responsibilities and salary increases.

A proposal requiring High Schoolers to supervise the cafeteria one period a week and to advise one club was rejected by union members last month.

The proposal also offered a 5.65 per cent salary increase. The union originally had requested 11 per cent.

THROUGH ITS new negotiator, Mr. Van Amburg told the Midway, the University “plans to play an active role in direct negotiations” for the first time.

The University wants to watch the negotiating situation closely.

He added that the University is reconsidering its responsibility for subsidiary operations on campus such as the Lab Schools.

FACULTY supervision is necessary, administrators say, because too few adults monitor the cafeteria and because teachers can improve relations with students through off-campus contact.

Teachers say they are already overworked emotionally and physically and cannot spend more time or energy supervising.

At union meetings last month, teachers briefly discussed alternatives to cafeteria supervision, including a homework system and hiring cafeteria guards.

Teachers, however, decided the University, having proposed supervision in the first place, should come up with alternatives.
Cagers show how to top tourney

By Matt Schuerman

Pounding down the stairs from the main floor of Angel Guardian Amphitheater, on the North Side, 15 U-High varsity basketball players walk through a hallway and enter a small lockerroom. "Oh man, we want the Bull's lockerroom!" one shouts.

The clean, low-ceilinged lockerroom smells of disinfectant. On one side an alcove leads to a small shower room. The warm humid air moistens the floor.

The Maroons are playing their second game of the Quigley North Thanksgiving Basketball Tournament against the Quigley North Norsemen. Wednesday, before a day off for Thanksgiving, they had beaten Roberto Clemente High. Tomorrow, in the last game of the tournament, they play Quigley South.

Coach John Wilson enters the lockerroom. Slowly pacing up and down the aisle, he talks about the ensuing game. "Okay, now, we're stronger than Quigley North," he begins. "We should have them, but that doesn't mean we're going to." He continues with details about strategy, what defense to play, and which basket the Maroons should take. He tells them to hury, and then leaves.

The players quietly and methodically prepare themselves. One sits on the floor wrapping his ankle. Another, on a bench, quietly reflects, hands in praying position. Soon everyone joins hands in a circle in the hallway for a moment of silence to focus on the game.

AFTER TALKING about God, the Thanksgiving holiday and the game before them, the circle breaks apart. The Maroons begin a loud, chaotic, clapping, stomping chorus that echoes throughout the hall and lockerroom. Upstairs, the final moments of the Cubs' game against Clemente kick off.

As the final buzzer sounds, the Maroons bound up the narrow stairwell and invade the court. They leave the lockerroom quiet.

A pair of old, dirty sneakers lie on the cement floor. The tall glass ceiling of the gym darkens with the night. Two red bulls painted on the court floor indicate that the Chicago Bulls practice here. Upstairs U-High comes from behind. Fouls. Free throws.

The team members, varsity and down the aisle, he talks about the ensuing game. "Okay, now, we're stronger than Quigley North," he begins. "We should have them, but that doesn't mean we're going to." He continues with details about strategy, what defense to play, and which basket the Maroons should take. He tells them to hurry, and then leaves.

The players quietly and methodically prepare themselves. One sits on the floor wrapping his ankle. Another, on a bench, quietly reflects, hands in praying position. Soon everyone joins hands in a circle in the hallway for a moment of silence to focus on the game.

Tired, muscular bodies come down the stairs. Each sits on the benches in the lockerroom after congratulating each other. Chris Pardo apologizes for swearing, which had resulted in a technical foul. Coach Wilson speaks gravely. "You have a nice lead. Don't let it get away from you..."

"All right, let's take the trophy tomorrow," coach Wilson shouts (as if turned out, the Maroons did). Upsets. spectators leave the half-dark lockerroom. Outside, street lights shine through the dark, cold, silent night air, puddles of ice sit on the sidewalk. Car windows fog up from the condensation. Aboard their van the team leaves and disappears towards the neon lights of downtown Chicago.

...upstairs he talks to the players. Fouls. Free throws. The coach is getting cold. As he leaves the lockerroom, he turns to the team members. "You have a nice lead. Don't let it get away from you..."

"All right, let's take the trophy tomorrow," coach Wilson shouts (as if turned out, the Maroons did). Upsets. spectators leave the half-dark lockerroom. Outside, street lights shine through the dark, cold, silent night air, puddles of ice sit on the sidewalk. Car windows fog up from the condensation. Aboard their van the team leaves and disappears towards the neon lights of downtown Chicago.

Why benchwarmers stick with teams

By Josh Cohen

Just being part of the team. That's enough to make any man want to stick with a team. The commitment is vital to teams. "Nonstarters are quite valuable to the team," he explained. "They are opponents for the starters in practice. They are usually the most loyal team players because of their enthusiasm and loyalty."
Girls petition to play soccer

A girls' soccer team at U-High?

Not so surprising as you might think.

Thirty-one girls signed a petition in October requesting a girls' soccer team to be added to the sports lineup. Sophomores Miriam Lane and Michelle DuPont circulated the petition, both played freshman soccer. Junior Sophie Meisel also played with the otherwise all-boys' team.

They submitted the petition to girls' athletic director Debbie Kerr, who then turned it over to principal Geoff Jones for review. Though Mr. Jones feels a team can be formed, arrangements such as scheduling and transportation have not been made.

The team would compete mainly against large suburban schools such as Homewood-Flossmoor, Evanston and Oak Park River Forest. Ms. Kerr said.

SOMETIMES YOU DON'T see the thrum on the rose. But even if you do, the rose still smells sweet.

The rose I'm referring to here is cheerleading.

Cheerleading can be fun, for cheerleaders and spectators alike. This American tradition started more than 100 years ago at the college level, is still popular at colleges, high schools and in professional sports.

But the way cheerleading exists at U-High, and almost all high schools, is sexist and an anachronism, something out of sync with this era. That is the thrum on the rose, the side few people consider.

Cheerleading in most high schools is sexist because the cheerleaders are all female. Girls cheer on boys. This situation divides sex roles.

And sex roles at the Hyde Park-Kenwood Racquet Club are more accessible. A Hyde Park-Kenwood Racquet Club provides the perfect setting.

Based on your free periods.

At most high schools, cheerleading exists as a spirit raiser. At most schools, in contrast to U-High, cheerleading is also an activity considered prestigious and popular. That's why it survives. But at U-High, being a cheerleader is not necessarily prestigious or popular. U-High cheerleaders cheer, rather, for the enjoyment of it.

"I cheer because it's fun," said varsity cheerleader Karla Lightfoot typically. None of the cheerleaders I talked to, however, had considered the sexism in cheerleading.

"It never really occurred to me," varsity cheerleader Rebecca Hodge said. "I go out there to be silly and have a good time."

The fact that these girls don't realize the sexist aspect of cheerleading is just an example of how sexist it is. Cheerleaders have become so accustomed to the sexism there's now an illusion of it not being sexist.

Because of this illusion, cheerleaders haven't considered what sort of social (sexual?) position they're putting themselves in. Not recognizing the sexist aspect of cheerleading is, however, the cheerleaders' choice.

It's also the choice of principal Geoff Jones. He feels sexism shouldn't be associated with cheerleading.

"Cheerleading shouldn't be viewed as sexist or not," he explained. "They are out there to cheer and promote school spirit, which is positive for the school."

And throrns always spoil the sweetness of the rose. Cheerin' is fun for the cheerleaders and the sports fans. The whole sense of school spirit that comes out of U-High games is great. The enigmatic rose of cheerleading is just a part of it.

Girls petition to play soccer

Tense and controlled, the agile boy jungles for warmth. He's well practiced in the attack. His opponent, that solid block, then counterattacks. The blade makes contact—a successful touch. Sophomore Ronald Mauro established his superiority.

Ronald is one of several U-Highers who fence. And now more U-Highers will have the opportunity to try the sport; it has been added to the phys ed curriculum.

ALTHOUGH FENCING is a popular modern sport, it actually originated around 1100 B.C. Fencing involves a duel with swords, in which each fencer attempts to touch his opponent on the torso.

"Fencing demands of a person physically and mentally," Ronald said. "You have to do a lot of footwork which hurts; your legs burn. You must also have total concentration."

Ronald became interested in the sport after seeing an advertisement for fencing lessons. He now practices two-and-a-half hours a week at the Discovery Center, a learning complex at 2030 N. Lincoln Ave.

TWO FRESHMEN, Ivan Catanoff and Randall Sulkin, got interested in fencing while doing an eight-grade English assignment. "We had a list of projects, and fencing was on the list and it looked interesting," Randall explained.

Both Ivan and Randall fenced at the University's Field House, Ivan last winter and spring. Randall over the summer. "Neither of us fence now," Randall said. "I don't want to go through the pain of getting equipment and finding someone to fence with."

Besides being hard to find, equipment can also be costly, as one U-Higher found. Junior Eric Posner fenced at the Illinois Institute of Technology when he was 12 and 13 years old but stopped, partially because of expenses.

"You NEED a foil (sword), a mask, a thick shirt and a glove," Eric explained. Total equipment costs may range from $70 to $100, Ronald said.

With the cost of expenses, he added, fencing can cost up to $700 a year. But U-Highers interested in fencing can avoid the costliness by taking the new phys ed classes.

Fencing was dropped from phys ed six years ago for lack of a qualified teacher. Last year principal Geoff Jones and boys' athletic director Larry McPartlane took fencing courses at the U. of C. so the sport could be offered again. Mr. Jones teaches two classes and Mr. McPartlane the third.

"WE'RE LEARNING EVERYTHING that there is to know about basic fencing," said sophomore Michael Lowenstein. "Postform, foot maneuvering and strategies."

As for why fencing is drawing as much interest, many enthusiasts point to its uniqueness.

"It's a totally different sport," said freshman Tony Grossman, who is taking the new fencing class. "It doesn't matter how tall you are, or how much you weigh, or how good you are in other sports. Everyone can be good at fencing."

"You can win a competition and feel defeated by the next competition," said freshman Richard Kulick. "It doesn't matter how you do in one competition, you can do well in the next."

"It's an individual sport. It's not a team sport," said sophomore Kerry Moore. "You can do better in your next competition."

Fencing offers a chance to participate year-round. "In this age of feminism and liberalism, the general attitude toward sexism is negative. It's a phenomenon where a sport like fencing isn't offered," Ronald said.
Two more days and that long-awaited Midway Gymnastics, Girls' basketball, Wed., Dec. 15.

"The close environment keeps them separated from the real world," senior Charlie Gofen said. "Everyone at Latin has a false perception of the world."

Student at U-High, but teachers do require a certain quality of work what four teachers who.

Junior Blanche Cook organized the program for students and teachers to discuss what makes an A student. "I wanted to address the issue point blank and open communication between teachers and students," Blanche explained. "I hope that improving communication will improve relationships."

Thirty-six students attended. The teachers were Ms. Judite Jeane, chemistry; Ms. Sophie Ruvin, English; Ms. Margaret Mat­th, math; and Mr. Don Jacques, Latin.

May-plus Projects - Extended May Projects are being offered this year to seniors who have completed graduation requirements by spring quarter. May Projects give se­niors the opportunity to replace some or all classes the final month of school with jobs, independent study projects or community service. This year they will last from Mon., May 9 to Fri., June 3, but extended projects may begin as early as Mon., March 28, if the spring quarter. Preliminary proposals are due to social studies teacher Philip Montag, May Project coordinator, Fri., Jan., 28, and final proposals Fri., March 3.

"We thought it would be a good learning experience and interest students who have all their requirements finished," Mr. Montag said of extended Projects. "The same requirement as for regular May Projects stand. The Project must have an educational value.

Advice - U-Highers want teachers more open to their ideas, more flexible in teaching, more willing to risk and fail, more patient and more involved in helping students grow as people as well as students. Teachers in one conclusion reached by psychologist Douglas Heath after a survey of students, faculty and parents, that "the most disturbing" thing for students was that "students feel what they are doing is not very important and that it is a forced march." Among other points Mr. Heath made in a concluding talk to the faculty were the following:

Many family members are "hurting" because they have made a deep commitment to the school. "They are trapped," Mr. Heath said. "Any change and other traumas, teacher relationships with each other, students and administrators get caught into the mix."

"A Latin senior recently wrote that his chief concern of Latin students, almost all of whom are college-bound, is the "school puts a lot of pressure on you to get into the right college," Lauren said. "If you don’t get into an Ivy League school you’re nobody.”

Latin students feel the school prepares them not only to be college students, but a particular kind of person. "Latin students are conserva­tive, committed to excellence and somewhat competitive," said senior Adrian Foster. Lauren agreed, saying, "They mold us into a certain type of person, almost brainwash us to what we are supposed to be and think about life."

By Edyth Stone

Classes are dismissed for lunch, and stu­dents crowd into a small, noisy, third-floor caf­eteria. Others sit in groups in the neat, carpet­ed hallways, talking or studying for afternoon classes.

Students say studying occupies a lot of their free time at the Latin School of Chicago, 59 W. North Ave. The building, completed in 1909, is the latest of several. The school was founded in 1888 as a boys’ college prep institution owned by parents. A girls’ school began in 1902.

The schools were merged in 1952. The corridor, the Golden Conference, and the Gold Coast neighborhood around it, have changed over the years, its competitive atmosphere and high academic standards remain unchanged. It is not, generally, a school poor people at­end. Families pay between $5,000 and $6,000 for tuition, depending on the student’s grade level. The Upper School currently enrols 285 students.

The small size of Latin makes a big dif­ference in its atmosphere, students say. "Latin’s smallness helps the students be more individual," junior Lauren Egel explained. "It also lets you be very close to your classmates, which makes classes easier and more fun."

"It also lets you be very close to your classmates, which makes classes easier and more fun."

"It also lets you be very close to your classmates, which makes classes easier and more fun."

"It also lets you be very close to your classmates, which makes classes easier and more fun."

"It also lets you be very close to your classmates, which makes classes easier and more fun."