

# U-High MIDWAY

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# The seduction of sight and sound

## Games entice money, mind

**"H**IGH SCORE! HIGH SCORE!" shouts the game player. In the process, Pac-Man has gorged himself on little white dots, Blinky's ghost and miscellaneous fruits. The player enters his high score with his initials and drops another quarter into the waiting coin slot.

The video game market, which reaps \$5 billion a year, now outsells both movies and records, according to an article in the Nov. 16, 1981 issue of Newsweek. The immense popularity of the games, especially among teenagers, worries some psychiatrists and sociologists, the article reported. They worry that children are playing games such as Tron, Centipede, Joust and a host of others instead of studying or being with friends.

"I was spending all my free time there, instead of hanging out with my friends in the cafeteria," said sophomore Sandy Hamp, who used to play video games every day at International House. "When I realized that, I knew I should slow down. Now I split my time between my U-High friends and the new friends I made at International House."

Players often develop compulsions with the games, the Newsweek article reported, and spend most of their time and money in front of the flashing screens.

"I'm always trying to beat my own best scores," said junior Blanche Cook. "If I think about playing while I'm in the arcade, I won't

chuck all those quarters into the slot. If I don't think about it, that money just flows like water!"

Sandy said he also spent considerable amounts of money playing video games. "I was spending \$15 a week on games," he explained. "I spent so much I didn't have enough to go out with my friends."

Blanche said she has money to go out, but her parents don't know how much money she spends on games. "My mother hates video games. I don't feel any regrets about the money I spend. What else should I spend my money on?"

Aside from the time and money teens spend on games, the repeated kill-or-be-killed theme worries parents. Spending their free time playing the games may cause young people to fixate on the violence, they feel.

Video game themes and fantasy-role-playing games are similar, felt senior Robert Mican. "I like to play games like Dungeons and Dragons, and I can escape with video games in the same way," he said. "I sometimes see myself as the character in the game, but in real life I couldn't handle the kind of violence I encounter in the games."

Junior Dan Rosenberg, who said he plays at least once a week, feels he isn't affected by violent themes in the games. "The graphics aren't realistic enough for me to associate the games with real life," he explained. "I think if the graphics were realistic, people would be turned off by them."

Some people interviewed by the Midway said they only play occasionally. Senior Maurice Sykes said he usually plays when he happens to see a video machine. "I don't play on any regular basis," he explained. "If I do play, it's just because the machine's there and it's fun to play."

—By Jennifer Cohen



Photo by David Wong

**ZAPPING THE CENTIPEDE**, senior Jill Reed attempts to obliterate the creature before it makes its way down the video screen. Jill is among many U-Highers who play video games at local arcades.



Photo by David Wong

**GAZING OUT** the window into Kenwood Circle, freshman Matteo Levisetti enjoys music on his Sony Walkman II during a break from classes.

## Walkmans a way to shut out the world?

**"S**AY THAT AGAIN. I got my Walkman on!" the U-Higher shouts. His friend, leaning over the cafeteria table, repeats the question. After several more attempts he gives up out of frustration.

At U-High and elsewhere, more and more people are using hand-held stereo tape or radio players with connecting headsets, like the Sony Walkman. Costs for the machine range from \$60 to \$300. Since it came on the market, many psychologists and sociologists have addressed the sociological implications of using the Walkman and similar products. Although they feel the Walkman's popularity has resulted from its small size and portability, U-Highers interviewed do believe the concept of the Walkman reflects a selfish society.

"Self-awareness is more apparent in the '80s," commented junior Laurie Lawson. "This is good, but at the same time bad because people tend to get caught in themselves. A Walkman heightens this feeling by isolating a person."

Detroit psychologist Gail Parker, in an article in the May 18, 1981 Time, claimed the growth of portable cassette players represents just another reflection of a "me society." "These machines are very selfish" she observed. "When someone is involved in loud

music, they're sending out a signal to the rest of the world to be left alone."

Other U-Highers felt using a Walkman may reflect greediness. "Generally, people tend to feel 'I want what I want now,'" senior Yosh Najita reasoned. "When a person can't get what they want they feel a need to escape this world where they can't get what they want. A Walkman is useful to them because they can listen to the kind of music they want and also ignore the world that doesn't heed to their demands."

Desire for isolation and a feeling of control represent sociological implications of Walkmans, other students said. "In a way I feel that Walkman wearers develop a feeling of having control over their immediate environment," Laurie said. "That is, they have power over what they want to listen to and also the power to switch on or off outside communication."

Yosh added, "People don't give a shit about anyone else but themselves. This feeling scares a lot of people, so they want to get away from the world. One escape is a Walkman because a Walkman allows a person to see what's happening in the world but does not allow them to be able to fully participate or take part in what is going on."

—By Denise Moffett

## Videotaping doesn't make home theater

**T**O MAKE THEIR LIFE CONVENIENT. That's why many U-Highers interviewed say their families bought videotape recorders. The machines hook up to television sets and record or play tapes. They begin at \$400 and can cost several thousand dollars, according to Mr. Garland Cox, owner of the Hyde Park Video Center on 55th street. The store, its walls lined with videotapes and posters of recent movies, sells and rents tapes and video equipment.

Movies cost about \$7 to rent overnight. One U-Higher who often rents movies, junior Debbie Lerner said, "I tape movies and t.v. programs I want to see, and then watch them when I have time. It doesn't interrupt my homework that way, so it's more convenient. I can save the tapes I want to see until a night when I don't have a lot of homework or other things to do, or I can watch them after I finish my homework, late at night."

Although they have video recorders, everyone interviewed said their families still go out to see first-run movies. "Seeing movies at home isn't the same," junior Carol Wong believes. "It's more exciting to get out, instead of just sitting around the house. We get videotaped movies if we missed them when they were in the movie theater."

Many U-Highers say since they've bought video recorders they tend to invite friends over more often, rather than going out. "I have friends over to see horror movies with me," commented junior Meg Reid. "We get together beforehand and choose a movie, and then split the cost of renting it for the evening."

—By Sharon Fischman



Photo by David Wong

**PROFILED AGAINST** her family's wide-screen projection television, freshman Annie Nie uses the remote control from their videotape recorder to find a specific scene in "Das Boot," a German

film. Annie and her family often use their wide-screen television and videotape recorder to watch movies.



# Union's response to offer could include 'unfair' suit

By Ben Page, political editor

An unfair practices suit is being considered by the Faculty Association following the University's latest contract proposal, according to math teacher Margaret Matchett, union president.

The University's proposal, presented Jan. 6, drops for new employees the school's tenure-like Senior Teachers plan. It states that faculty members hired after Jan. 1 would go through a probationary period of three years, during which administrators could terminate them without notice or explanation at the end of any year. Administrators could offer teachers completing this probation a three-year contract. When it expired, administrators would have the option of not renewing it if they notified a teacher by winter quarter of the third year.

THE PROPOSAL also would allow administrators to assign teachers enough hours of student supervision to raise their at-school work week, including classroom instruction, to 30 hours. Another 10 hours would be recognized for class preparation and other responsibilities and could not be assigned.

The proposal also calls for a \$1,400 raise for all faculty members, as opposed to the previously offered 5.65 per cent raise.

The new proposal was the first presented by a new administration negotiating team. The University replaced the original team of Mr. Wesley Wildman, a member of the University's staff lawyer pool, and former associate director David Cunningham with Mr. Stuart Bernstein, an attorney from one of Chicago's largest law firms, and Lab Schools director James Van Amburg. Administrative assistant Leslie Crunelle and assistant University provost Margaret Fallers, a former U-High principal, also are on the expanded University team. The University made the replacement in November after the faculty union rejected an offer which included the 5.65 per cent raise and required one hour of supervision in the cafeteria a week and sponsorship of one club. Supervision represented a big issue with both the University, which felt it was reasonable, and the faculty, which felt it already was overworked and should spend time in instruction-related duties.

THE SCHOOL'S tenure-like system using the rank of Senior Teacher was instituted more than a decade ago, before a teachers' union was recognized. Until now the system was accepted as non-negotiable by the University, Ms. Matchett said.

Under the Senior Teacher system, new teachers go through a three-year probationary period of one-year contracts. If administrators plan not to renew a contract, they must notify the teacher and provide a written explanation by the end of winter quarter, or for teachers in their third year the beginning of winter quarter.

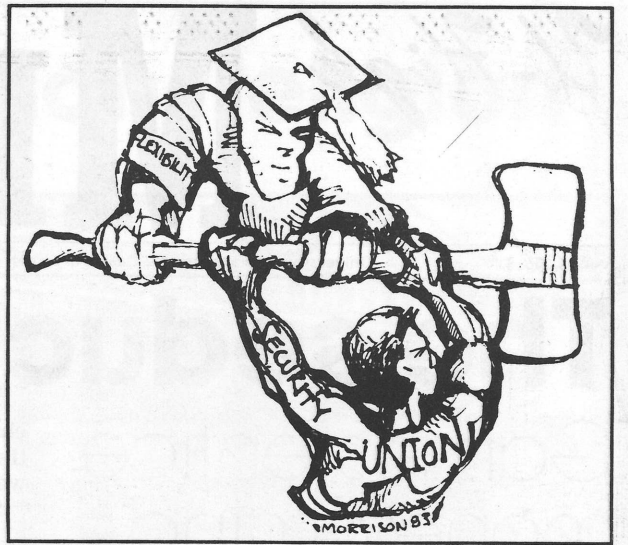
At the end of three years, if a teacher passes a review and is retained, he or she becomes a Senior Teacher and is given a three-year contract renewed each year. A Senior Teacher, therefore, is always in the first year of a three-year contract. Administrators may decline to renew a Senior Teacher's contract only if they plan to curtail a program because of decreasing enrollment. And they must warn the teacher the contract might not be renewed by the end of the fall quarter in the first year of the contract, which always leaves Senior Teachers two years to go. A warning does not mean the contract absolutely will not be renewed.

MR. VAN AMBURG told the Midway he could not speak to the University's motive for wanting a change in the Senior Teacher system, but added that it would give the school more flexibility to respond to changing situations.

On the subject of supervision, Mr. Van Amburg explained that in the past supervisory time was allocated through negotiations with individual teachers, but this process was time-consuming and sometimes unfair.

The new proposal would reduce job security for newly-hired faculty, Ms. Matchett feels. Allowing administrators more leeway for nonrenewal of contracts could harm the school, she added. "It sounds very easy when you say 'just think of how good the school could be if you got rid of all the bad teachers,' but it isn't that simple. If you could fire any bad teacher, you wouldn't be able to get any good ones. They would go someplace where they could have more job security."

Members of the faculty have expressed particular concern about the school's ability to hire qualified



Art by Bill Morrison

math, science and computer teachers if the University's proposal were accepted.

Letters notifying six teachers of possible nonrenewal of their contracts Dec. 15 accentuated faculty concerns about job security. Mr. Van Amburg said he sent the letters, as the current contract requires, as a warning that those teachers' contracts may not be renewed if present trends of declining enrollment continue.

ACCORDING TO Mr. Van Amburg, the total amount of money in the new proposal's salary increase is about the same as in previous offers. But Lower School librarian Carolyn Flemming, a member of the union's negotiating team, told the Midway the increase would be "unfair to teachers at the top of the pay scale. It would be discriminatory against older, more experienced teachers because they would receive a smaller percentage raise this year, and no raise at all next year, when younger teachers would receive a step increase."

The pay scale for Lab Schools teachers is based on a system of "steps," salary increases for every year a teacher has taught up to a set maximum salary.

Several teachers interviewed felt the University's proposal represented an attempt by administrators to change the way the school is run in general.

"The sad thing is that the University seems to think something is grievously wrong in the way decisions are made here," commented social studies teacher Earl Bell. "They seem to think teachers have too

(continued bottom of page 9)



PREPARING FOR a crowd, juniors Bruce Tung, left, and Juan Doubrechat enter the Short Stop Co-op in search of perfect party foods. With not much time until their bash, the boys count on the Short Stop's convenience and quick service.

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STOCKING UP with potato chips (center photo), onion dip, cheeses, cookies, pop and other party foods, Bruce and Juan have no trouble finding just what they need.

CHECKING OUT (bottom photo) with time to spare, Juan and Bruce plan to head home, knowing that with the Short Stop's late hours, they can always come back for more.



# WAR: Philosophies and realities

## How U-Highers feel, what they'd do vary

By Matt Shapiro

May 5, 1985. Russian forces enter Central America. The President of the United States demands their immediate and total withdrawal. They refuse and the President reacts swiftly by sending in troops. A draft is imminent. We are at war.

With higher defense spending, concern over nuclear conflict, change of leadership in Russia and continuing controversy over whether to reinstate a draft, war is becoming an increasingly discussed issue.

**U-HIGHERS INTERVIEWED** by the Midway gave differing philosophical opinions on war. Most said fighting is unethical. Others felt war is excusable if fought to protect a way of life.

"War with its killing goes totally against my beliefs," explained junior Nori Oka. "I'd never want to kill. It's insane that people fight. I really hate it. People killing each other, there's just no sense to it."

Also objecting to war, junior Susan Mack commented, "War is stupid because I don't think innocent people should have to die. I don't believe in killing. I don't even kill spiders."

**OTHER U-HIGHERS FELT** war is necessary to preserve ideals of the country. "War is not good, but it's necessary because in some cases people can't be pushed around anymore," said sophomore John Gibson. "Like when one country invades another."

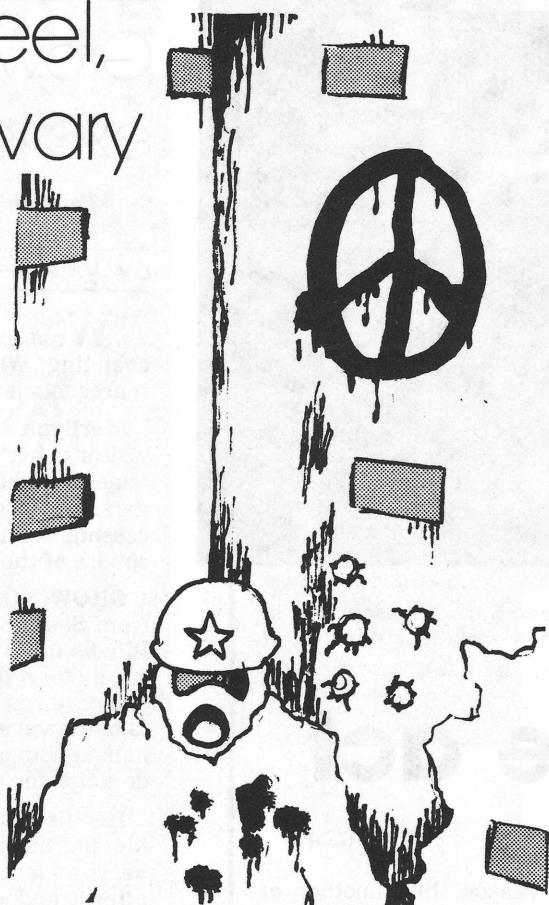
Junior Marco Scanu felt similarly. "Even though Viet Nam was 10,000 miles away, it represented a direct threat to our way of life," he commented. "I would have fought."

One U-Higher said he feels war can be beneficial because it prevents centralization of power. "Wars for the better part have been fought for good reasons," explained freshman Daniel Zolberg. "Although Viet Nam darkened their view just a bit. World War II was good because it stopped Hitler from killing people."

**DESPITE DIFFERING OPINIONS** on the morality of war, most U-Highers interviewed said they would fight, though only if drafted. "I would always wait for a draft because I'm not going to go out of my way to fight," Marco said. "If I'm needed they'll draft me."

John said he would wait for a draft because he doesn't want to die in a war. "I'm not eager to fight and risk my life," he explained. "Dying is very shocking to me, but if drafted I would just try to block it out of my mind and go out and fight."

A few U-Highers said they would enlist before being drafted. "I feel it is my duty as an American to uphold its values and fight for my country," Daniel explained. "I'll be the first one at the post office to sign up."



Art by Seth Sanders

Senior David Siegel said, "If I thought I would be drafted I would enlist so to choose my branch of service."

Sophomore Claudio Goldberg had similar thoughts. "I'd probably sign up if I could get a job not on the front line where it's less likely that I might die."

**EVEN WITH** draft registration being challenged in the courts, several U-Highers said they still planned to register and approved of a wartime draft.

Senior Ben Krug, who has already registered, feels registration is important so the Army can be mobilized quickly in case of war. "In case the next war isn't escalated into a nuclear war, draft registration would help us get our Army together," Ben explained.

Several U-Highers thought a draft was the only way to get people to fight. "This nation needs a draft in order to get people to fight for our country," said freshman Randall Miller. "The draft is the only way to get it done because people probably won't have the desire to enlist."

**BUT WITH THE** Armed Forces reporting that recruitment quotas currently are being met and participation in college ROTC programs increasing, many U-Highers feel involvement in the Army should be voluntary.

"Being in the Army should be the person's choice, because it's their civil right and their freedom of choice," said junior Becky Greenberg. "I think there are a lot of people who want to go."

## Thoughts on conflict in the Middle East

**I**ncursion of Lebanon by Israeli forces last summer to expel Palestinian fighters reflects the turmoil that has developed in the Middle East and the increasing dangers of war. The Midway recently conducted a forum with five U-Highers to air their views on the situation. The conversation was taped, then edited and rearranged for brevity and cohesiveness.

Participants included seniors Errol Rubenstein, who visited Israel last year, and Ted Sickels; juniors Wahbe Tamari, who is a native Lebanese, and Anjali Fedson; and freshman Tony Grossman. The moderator was opinion spread editor Teddy Kim.

**By entering Lebanon to expel the PLO have the Israelis become another form of the PLO to the Lebanese?**

**WAHBE:** Only the withdrawal of all unwanted forces, including those of the Israelis and Syrians, would help the country regain its status in the Middle East. It's basically another substitution, though. We may have the PLO out, but now we have the Israelis in.

**ERROL:** I disagree, because there is a difference. You're saying the invasion didn't accomplish anything, but that's not the case. Lebanon's just one piece of the whole puzzle and so what you're saying, whether it's positive or negative to Lebanon, is not really the question.

**How do you feel the Begin administration has handled the general Middle East situation?**

**WAHBE:** Well, basically, the problem in the Middle East remains the Palestinian problem. As long as these people are not provided for and negotiations are not underway, there cannot be any peace in the Middle East.

**ANJALI:** That's true. The Israelis have taken a position that won't benefit anyone in the Middle East. The U.S., in backing Israel, is in a very critical position because Israel is not making any significant move toward peace.

**TONY:** I think that it's a good thing that the Israelis went in, but I don't approve of everything that they're doing there. If something happens, they're automatically going to be blamed.

**ERROL:** I think their cause, to make Israel a secure state, is right.

**WAHBE:** What about the security of the countries around it?

**ERROL:** The Israelis are planning for that, too.

**ANJALI:** If they're so concerned, why did they invade Lebanon and let those people be massacred?

**TED:** First of all, a lot of things you guys are trying to say, is, "This is right, this is wrong and this is what we have to fight for," but basically, it's just a conflict of political interests and you can't reconcile one side with the other because they will have differing objectives. You have to look at it from all sides relative to each other because there is no ultimate right in politics.



Photo by Gerry Padnos

**FORUM PARTICIPANT** Ted Sickels, second from left, expresses his views to other participants, from left, Wahbe Tamari, Errol Rubenstein, Tony Grossman, moderator Teddy Kim and Anjali Fedson.

## That old time patriotism

By Tom Goldstein

**J**uly 4, 1891, American Independence Day. Flags and bunting decorate the shops on Main Street in a midwestern village. Townspeople picnic in the square surrounding the bandshell, singing along as the band plays "America the Beautiful" and "The Star Spangled Banner." Festivities continue late into the night as the sky lights up with fireworks and horns and sirens blare.

During the late 1800s, such celebrations occurred in almost every town in the country. They typified a patriotic fervor — unknown to young people today — that swept through the United States around the turn of the century.

"**AMERICANS AT THAT TIME** had a general faith in their government," said social studies teacher Earl Bell. "They trusted and felt more optimistic towards their government than Americans do today. Part of the cause for this was that more Americans lived in rural areas and there was much more homogeneity in American family life."

The patriotic fervor that reached a high point on Independence Day was evident all year long, but especially on holidays. Big cities such as New

York, Chicago and Philadelphia competed to see which could put together the biggest celebration.

In its "This Fabulous Century" series, Time-Life Books describes Independence Day in Philadelphia in 1885. The celebration started with a sunrise salute by the National Guard to the flag. Later, after a public gathering, a minister led the crowd in a prayer for the country. Political leaders read the Declaration of Independence and made speeches on loyalty to America. In the evening the people watched firework displays.

**MR. THOMAS ECKERSON**, 87, a retired salesman who lives in Hyde Park, grew up in Philadelphia. "Independence Day was really a major holiday back then," he remembered. "It's not the same today. Then we used to have real extravaganzas, just like they do today. But the difference is that in those days we not only had a lot of fun, but we came away with a real feeling of love and loyalty to our country. I don't think that people get that feeling nowadays."

In Mr. Bell's opinion, changes in American attitudes towards the nation's role in the world diminished patriotic fervor. "The two world wars and the great depression have intensified pessimistic feelings toward the government," he explained. "People began to have doubts as to how well their leaders could govern the people's lives."

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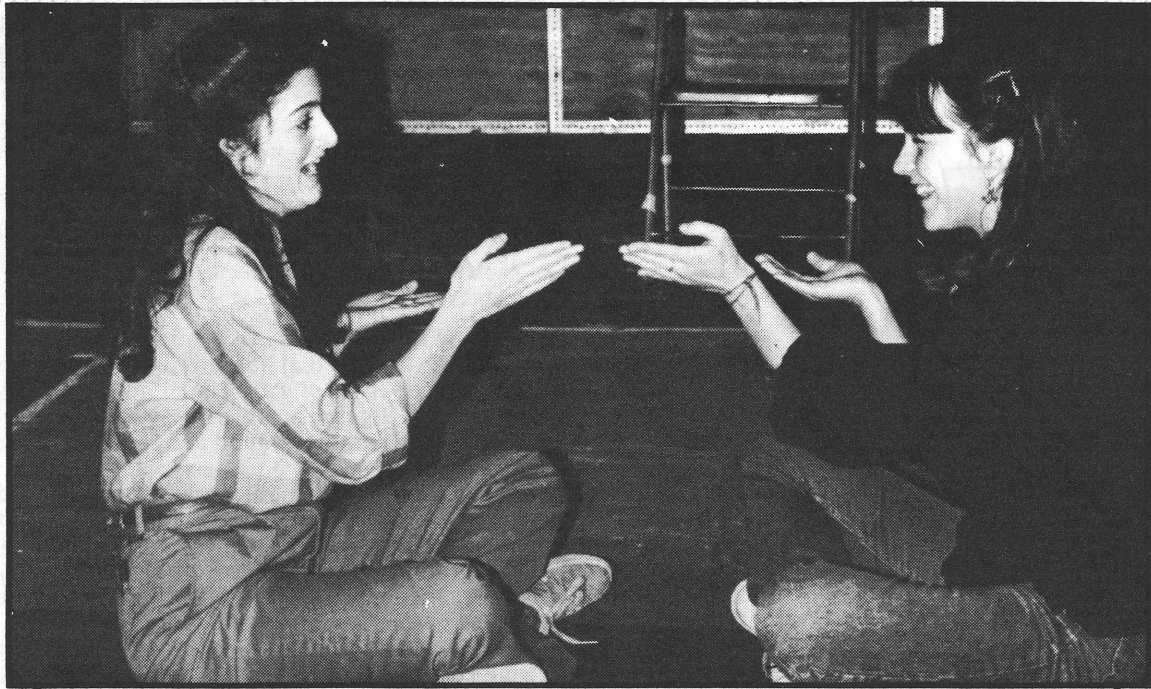


Photo by Dan Orlikoff

"MIRRORS," a silent exercise where one person moves and the other imitates the moves, was one of the experiences seniors

Nadia Zonis, left, and Sara Tedeschi had in an acting class they took last quarter at Goodman Theater.

## Getting into the act

Seniors take lessons at Goodman Theater

By Bill Zide

Learning about theater and its techniques from Chicago area professionals, seniors Nadia Zonis and Sara Tedeschi attended weekly drama workshops at Goodman Theater downtown last quarter. Twenty high school students from the Chicago area attended the workshops 9 a.m.-1 p.m. each Saturday.

Nadia first heard of the workshop from a press release her stepmother had. She tried in 8th grade to join but was too young, the age minimum being 14. The workshop now is only for high school students. The 20 participants this fall were chosen from 60 applicants by the Goodman for their diversity and interests.

Instructors for the classes, usually different each week, included actors, directors, playwrights and other professionals associated with Chicago theater. Each conducted a class or a couple of class sessions in his or her particular field.

Learning whether it is theater, or the people in theater at U-High, she likes, was one of Nadia's primary reasons for taking the workshop. "I liked theater at U-High, but wasn't sure if it was the theater I liked or the people and working with them," she explained.

Sara's primary reason, like another of Nadia's, was to learn what goes into theater at the professional level, and to improve her techniques and knowledge of what is involved.

Sara and Nadia started participating in theater during Middle School. At U-High Nadia has taken four years of acting classes and one of directing, and Sara three years of acting. Both have also participated in fall productions and the May Festival. Last year Sara and Nadia held lead roles in the fall production, "Rosencrantz and Guildenstern are Dead." Most recently both acted in this year's fall production, "An Evening with Moliere."

The majority of students in the workshop came from the suburbs. Many of them didn't take the sessions seriously, Sara and Nadia felt. "In the final weeks some students failed to show up for class, hindering certain group activities in class," Nadia explained.

Some activities, such as playwriting, were individual, but others, like acting, included small group exercises like short skits with two or more students.

Both Sara and Nadia intend to participate in theater during college, but only Sara is seriously considering theater as a career option. "Whatever I do for a career, I will be involved in theater in some way," she said.

# T.V. talk

## Growing range of choice excites Trib columnist

Third in a series of features on area media personalities.

By Jonathan Getz

"What excites me about television is that the whole system is changing. What cable and satellites represent and what pay t.v. represents is more freedom of choice."

Marilynn Preston, t.v. critic for the Chicago Tribune, chats with a visitor in her crowded office. Squeezed into this small section of the huge newsroom on the fourth floor of Tribune Tower, 435 N. Michigan Ave., are a t.v. set and video machine, large desk, word processing terminal and three chairs. The noisy and hurried atmosphere of the entire room permeates the partitions.

GROWING UP in the Hyde Park area, Ms. Preston graduated from South Shore High in 1964, then went on to the University of Illinois in Champaign-Urbana. There she took courses in economics, history, philosophy and psychiatry, among other subject areas. She majored in journalism and communications because she could take the variety of courses she wanted and obtain a degree in journalism with only a minimum of courses in that area. She went on to do a master's in journalism at Northwestern University.

Her first job was with Medical World News in New York City. Moving back to Chicago in 1969, Ms. Preston worked almost 10 years as feature writer and back-up critic for Chicago Today, then after it folded as t.v. critic with the Chicago Tribune.

In her office at the Tribune, Ms. Preston explains that the more locally-based pay t.v. channels can survive with an audience of just a few million. The networks must attract the biggest audiences possible. So pay t.v. can give its viewers quality programs that they enjoy.

"IT'S LIKE the difference between a mass-produced glass," she explains, "and an artful crystal creation. One you pay more for, but there's some pride of ownership and a relationship you could never develop with a mass-produced glass."

Despite her eager attitude towards t.v.'s growth, Ms. Preston expresses some qualms. "I'd like to see it act in a more responsible way," she explains, "in terms of recognizing its impact on people's minds, particularly young people. T.V. network executives now take the attitude 'oh, no, we don't shape, we only reflect society.' This to me is a totally irresponsible response. Of course they do both." But she does see that "the networks are showing a little more tolerance for the so-called 'quality show.'"

Ms. Preston feels t.v. portrays young people particularly unrealistically. "Very often t.v. shows don't capture what is fresh and wonderful and invigorating about a young person's point of view. Instead, they show young people mouthing adult dialect."

A MORE PERSONAL OBJECTION she voices is that t.v. shows too much of the negative side of life, like violence and argument. She would like to see more optimistic examples of being a citizen.

In her spare time Ms. Preston finds it easier to relax with a book or just dinner and pleasant conversation with friends than watching t.v. She is, however, a great movie lover, though she "hates movies with commercial breaks." When she does watch t.v. shows at home, this season they include "Square Pegs," "Family Ties" and "St. Elsewhere," three favorites.

"The nice thing about writing about television," she reflects, "is that everyone is a potential reader because everyone watches television."

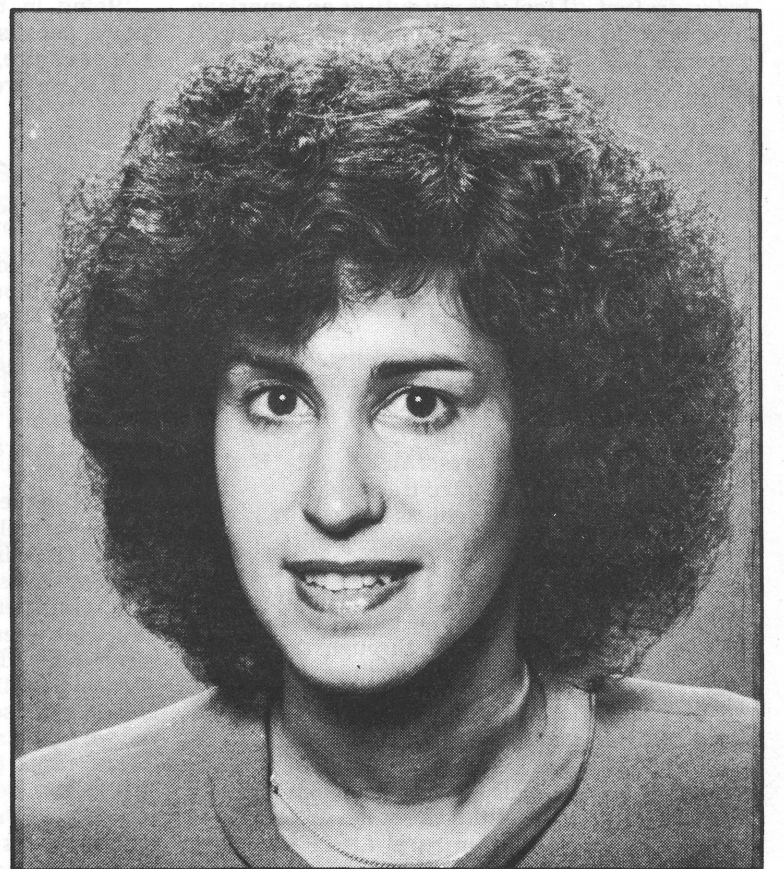
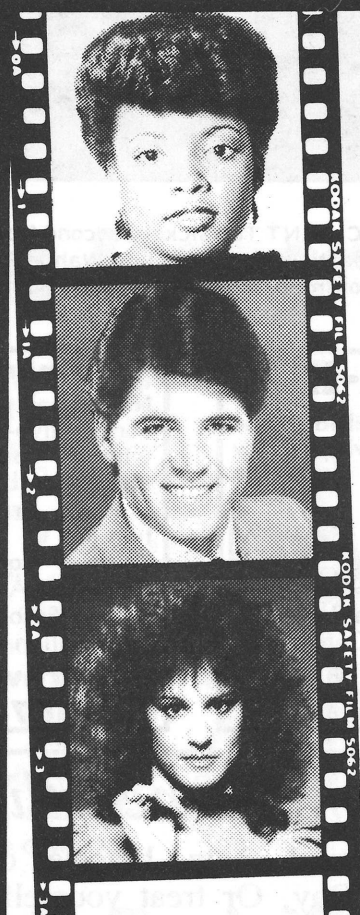


Photo courtesy Chicago Tribune

COLUMNIST MARILYNN PRESTON  
Feels t.v. portrays young people unrealistically.



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# Working

## U-Highers find jobs give but also take

By May Liao

**T**he benefits outweigh the sacrifices. That's how the majority of 17 U-Highers with jobs who responded to Midway requests for interviews felt about working.

Outside school, U-Highers work in restaurants, stores and hospitals; as part of dance companies; and model for catalogs. In school, U-Highers work in the cafeteria and library. Others tutor children.

**U-HIGHERS WORK BETWEEN** two and 30 hours each week and are paid between \$3.35 and \$55 an hour. Most U-Highers interviewed took jobs to have extra spending money, not because of the poor economy. Only a few said they have jobs to help pay for college because of recent cuts in federal student aid funds.

Last year, spending more money on the military, the Reagan administration made education budget cuts reducing four major college funds. These include student loans and scholarships.

Most U-Highers interviewed said they got their jobs through personal connections. All said they had no trouble getting jobs.

"The owners are personal friends of mine," said junior Nadya Walsh, who works at Giordano's Restaurant on North Clark street, "so the job wasn't hard to get." Nadya works two nights a week, answering phone calls and operating the cash register.

**TO MAKE EXTRA** spending money, sophomore Sarah Duncan teaches violin to children between the ages of 4 and 11 and one adult every weekend. Sarah has been playing violin for five years and began teaching last year.

Although she receives an allowance, Sarah said she likes having extra money and charges \$9 an hour. "It's comforting to have any extra money to spend when I need it," she said, "just in case I want to buy something expensive."

Senior Andrea Ghez began tutoring math because she likes the subject. She said, however, she now needs the money for college. Andrea tutors an 8th-grade girl after school or weekends one to three times a week. "I didn't take the job initially for the money," she explained. "I learn by tutoring because I have to really know what I'm talking about before I can teach it. Reagan's cuts on funds, however, have made student money loans harder to get, so I need to save the money for college."



Photo by David Wong

SWEETS IN GLASS CONTAINERS and creamy ice cream surround senior Kelly Werhane as she dishes

dessert to a waiting customer at Morry's restaurant and delicatessen on 55th and Cornell.

Almost all of those interviewed said benefits of working include meeting new people, gaining independence, learning practical skills from the job experience, and the satisfaction from working.

**"I'VE BECOME** familiar with working under pressure of getting things done fast to meet demands," said junior Algernon Thompson, who worked in the cafeteria last quarter. Algernon cooked French fries and served sandwiches during 5th period four days a week. "I also met more U-Highers and have become good friends with my coworkers," Algernon added.

Nadya felt that having a job has helped her gain independence. "Once I took the job, I stopped getting allowance," she said. "If I want something, I have to save up for it. I can't depend on my parents for the money anymore."

Nadya earns \$3.75 an hour.

Modeling fashions about three times a week for catalogs and brochures, freshman Dawn Nelsen earns \$55 an hour. She is saving for a Porsche. Dawn says she has met models and makeup artists from all over the U.S., Japan, Europe and Africa. "The models tell me their experiences so that I won't make the same mistakes they did," Dawn said. "The makeup artists bring their techniques to give you a different look. Sometimes a new wave or a younger look."

**ALMOST ALL STUDENTS** interviewed said jobs often take up time that would otherwise be spent on doing homework or socializing. "I have to cram my activities in, whether it's homework or seeing a

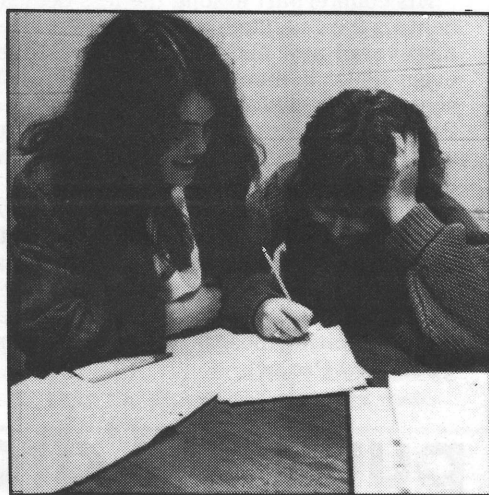
friend," said senior Sharon Dudley, who works five days a week, five to six hours a day. She is a cashier at Bigsby's and Kruther's, a men's clothing store in Evergreen Plaza. "But having a busy schedule has helped me budget my time," she added. "My grades have improved since I took the job."

Most workers said that a proposal by the Reagan administration to lower the job age from 16 to 14 and the minimum wage from \$3.35 to about \$2.35 does not affect them. And most felt lowering the job age is a good idea. They reasoned that starting to work younger would help children mature, become more independent and learn skills such as how to deal with other people.

Although she is underage to legally be working, freshman Angie Hoard disagreed. "Kids don't really need the money until about the age of 16," she said. "I don't think they are fully responsible to deal with school and a job under an employer." Angie teaches flute lessons to a 4th-grader at \$8 an hour to help pay for her ballet lessons.

**ONLY A FEW** of the workers interviewed said that lowering the minimum wage is a good idea. But senior Kelly Werhane, who works at Morry's delicatessen, said, "I think the minimum wage is too high. Some people who work at minimum wage don't do that much and aren't really worth it." Kelly works four hours, three nights a week, and gets paid \$3.70 an hour.

The majority of workers, however, think the minimum wage is too low. Although she does not work for minimum wage, receiving \$3.90 an hour, Sharon said, "I take my work seriously. Sometimes it seems that the pay is so little for how hard I work."



GRAPPLING with a confusing array of numbers, 8th-grader Nina Hidvegi gets help from her tutor, senior Andrea Ghez. Andrea tutors math at her house to earn money for college.

Photo by David Wong

## Businesses steady

Unstable economic times have not affected Hyde Park businesses, owners interviewed by the Midway say, because of the presence of the University of Chicago. Store owners said the U. of C. brings affluency and economic stability to the area. Owners did note that people are now more concerned about shopping reasonably and prefer the personalized atmosphere of local stores.

"The University of Chicago attracts more affluent people," said Mr. Michael McGuire, owner of Supreme Jewelers, 1452 E. 53rd St. "While most people who live in Hyde Park can't just go out and buy a new car, they can afford to buy \$500 luxuries quite often."

Another store owner, Ms. Nancy Stanek of Toys Et Cetera and Hobby Cellar, 5206 S. Harper Ave., stressed the economic stability the U. of C. brings to Hyde Park. "The U. of C. gives many people jobs," she explained. "People who are associated with the U. of C. tend to live in the Hyde Park area, so many buy within the community because it is more convenient."

Ms. Stanek felt that the personal attention received at community stores is also significant. "Now more than ever, people are shopping reasonably," she said. "Instead of buying a computer toy or something exotic, people are sticking to basics, so many need the personal service to make wise buying decisions."

## JANUARY CLEARANCE

(Ends Sat., Jan. 29)

at



Markdowns on scores of handcrafted goodies from all those countries you wish you could visit. Places like Botswana, Burma, China, Egypt, Ghana, Guatemala, India, Iran, Nepal, Tanzania and Upper Volta. Frankly, we're discounting whatever has been around our store a little too long. Some call it inventory clearance; we call it reducing prices to a level the customer will accept.

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# As the Midway sees it Deserving tributes to a great teacher

A warm person, a great teacher, an educator fascinated with knowledge and trying out new learning processes. That was Ms. Fay Abrams, a part of the Lab Schools' family for 23 years.

Ms. Abrams, who taught many U-Highers in 4th grade, died Jan. 1 after a long illness. Throughout the school, people are reminiscing fondly about her.

**MIDDLE SCHOOL TEACHER** Ray Lubway, who worked closely with Ms. Abrams for many years, said he admired her sensitivity and perspective on her students. "We often had long conversations on what a 4th-grader is like," he remembered. "We would discuss new things to try out in class and then come back and discuss how well they had worked. Fay would try anything. Whenever a new book or method was being considered, Fay would volunteer to try it out."

Retired 4th-grade teacher Louise Pliss, who taught beside Ms. Abrams for more than 15 years, felt their professional partnership was invaluable. "She was intrigued by the new math, and I loved language arts. So our students would transfer between our two classrooms, depending on which subject they were learning. It was a marvelously flexible and satisfying arrangement. I don't think a partnership like that could exist again."

Others reminisced about Ms. Abrams during a memorial service Jan. 5 at KAM Isaiah Israel congregation, 1100 E. Hyde Park Blvd. The service, for which the Chamber Choir performed several selections, also included remarks by Ms. Abrams' daughter-in-law and former Lab Schools director Philip Jackson.

**U-HIGHERS WHO** had Ms. Abrams in the 4th grade may remember her twinkling eyes and the cheerful smile on her face. She was always ready to help her students. Even after her "kids" graduated to higher grades, they didn't hesitate to come back and ask her for help with math. They knew she would always be there to help.

To make math more fun, U-Highers also may remember, Ms. Abrams kept puzzles and math games stocked in her classroom. In winter, she supervised as her 4th-graders cut snowflakes from white or silver paper and pasted them to the classroom windows.

Once a year, she would bring a huge bag filled with yellow tennis balls discarded by her husband, who she said was a tennis buff. She would present a tennis ball to each of her students.

Ms. Abrams is survived by her husband, lawyer Hyman Abrams; two sons, Howard and Robert; a daughter, Ms. Sharon Abrams-Lewis; a sister, Ms. Dorothy Lehrer; and a brother, Illinois appellate judge David Linn.

**IT SEEMS RIGHT** that Ms. Abrams, who retired last June, taught in the Lab Schools nearly to the end of her life. She herself was always learning. In all the best ways, she was one of us.

A scholarship fund is being established in memory of Ms. Abrams. Those wishing to contribute can bring checks made out to "Laboratory Schools Scholarship Fund" to Ms. Alice Schlessinger in Blaine 103. It's just one way of giving deserving tribute to a lady who deserves many of them.

\* \* \*

*AFTER MORE THAN a quarter of silence, the fire alarms finally rang for a practice evacuation Jan. 11. Though the drill has been long needed, it did little to demonstrate the school's fire preparedness. Students went up stairways from the cafeteria to get out of the school instead of leaving through its doors directly outside. Some people tried to push their way through doors in the new glass-enclosed corridor outside U-High only to find them locked. If during a real fire students were less patient, and rushed through the corridor in great numbers, a catastrophe could result.*

*AS A CHRISTMAS PROJECT, the German Club donated food and toys to the Children's Center at 46th street and Greenwood avenue run by Ms. Susan Duncan, mother of '82 graduate Arnie and sophomore Sarah. The club's gesture reflected the selflessness and love that typify the spirit of Christmas. And although the holidays are over, the good feelings created by these U-Highers still remain.*

*IT'S EASY TO TAKE people for granted when they're around all the time. But we realize how important they are to us when they're gone. Such is the case with Ms. Ruby Bowen, the principal's secretary, who has been absent this month. We miss her and hope she's back with us soon.*

## U-High MIDWAY

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The Midway welcomes letters for publication. Letters must be signed. Where letters are too long for space available (250-word limit suggested), or involve libel or other unpublished material, the editors will contact the writers for revision. Deadline for the next issue is 2:20 p.m. this Friday in the Publications Office, U-High 6-7.

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**PHOTOGRAPHY EDITOR** ..... DAVID WONG

# Specials? Certainmente

By Philippe Weiss,  
editor-in-chief

THE PUNGENT ODOR of stale blueberry muffins reached my nostrils. Globules of yellowish salad dressing dripped from my nose into my lap. I had agreed to review cafeteria specials.

The specials, newly introduced this year, are often exotic, and occasionally homemade, foods served once a week.

Let's start with your favorite and mine, Buffalo Chicken Wings. They're served with bleu cheese and celery sticks. (Buffalo Chicken Wings just aren't the same without bleu cheese and celery sticks). The wings are smothered in operator Bob Bires' "very hot, hot flaming hot sauce," as it is affectionately referred to behind the counter.

While I loved the tender chicken wings, immediately after tasting the sauce, I began smoking at the ears, lost consciousness and awoke in the severe burn section of Billings Hospital.

Chicken Teriyaki, another culinary delight, tastes delicious and brings with it an enticing

aroma, reminiscent of the Orient. The chicken tastes wonderfully fresh, so fresh in fact, that I wouldn't be surprised if the poor thing wasn't slaughtered out back.

In addition, contrary to recent rumors, the Midway has conclusively learned that the homemade sauce does *not* cause sterility in laboratory mice.

Bob's Lasagne, served once every two weeks, seemed awfully familiar when I first tasted it. After extensive undercover research, I learned that "Bob's" Lasagne, hardly a homemade product, recently rolled off a Campbell's Assembly plant line and is commonly known in supermarkets as "Condensed Lasagne on a Bun."

My favorite delicacy, the Hot Turkey Sandwich, consists of a paltry portion of multicolored turkey slices, dripping in a murky gravy and topped with stuffing. The three components of this lovely entree complement each other wonderfully. A friendly word of warning: Don't place this selection in the microwave for over 20 seconds; the bread gets all soggy, decomposes and begins to closely resemble the dreaded Italian Beef.

## Mailbox

Faculty aging, morale  
and job satisfaction

From guidance counselor Regina Starzl

(who signed her letter "Lower School Counselor in Exile and over 40"):

Your feature on the Lab Schools' "aging faculty" raises some timely questions. Put aside the academic theorizing about young versus old, experience versus innovation. It's not an either-or

proposition. For better or worse, the senior teachers, young *and* old, are here to stay. Unless...

There are many older, enthusiastic, energetic, innovative teachers in the Lab Schools; there may be younger teachers who are not so enthusiastic, etc. These qualities are NOT necessarily a factor of age!

The point is: You're a 33-year-old administrator and you come into a school where most of your faculty is at least over 40 — what do you do? Do you show them respect and support in their interest of being excellent teachers? Or do you try to make their lives miserable and perhaps even get rid of them?

Do you subject them to continual references to their lack of youth, lack of "growth" and how ex-

## A guide to senior slumpers

NO ONE KNOWS how the grand tradition got started, or at least no one will admit they know. I'm speaking, of course, of the great senior pastime of "slump." This is the time (usually beginning second quarter and proceeding through graduation) during which the senior takes little or no interest in school.



Still  
Life

By Edyth Stone,  
opinion columnist

Of course, there are different types of slumpers. They fall into five distinct categories, each with its own characteristics.

First we have the Scholarly Slumper. He's the fellow who has used the fact that he can finally quit worrying about those As to finish "War and Peace" or learn karate. He is usually an A student who has lowered himself to get Bs.

The Scholarly Slumper is closely related to another kind of senior, the Non Slumper. This deranged child, the pride and only love of all his

teachers, has decided for some inexplicable reason that his second-quarter grades are just as important as his first-quarter grades. He is determined to maintain that 4.0 average right up to June 9.

The Extracurricular Slumper is the kid who has suddenly realized that there is something to school besides classes. One day while cutting float period he stumbles across a strange dark room in Belfield called "the theater." He suddenly gets the urge to try out for SET and gets a great part. The possibilities for the Extracurricular Slumper are endless. He is of a happy breed.

His counterpart among the less dedicated students is the Outside Interest Slumper. He too has discovered new and fascinating pastimes, however, none of them take place anywhere near school. The Outside Interest Slumper is on May Project three months early. All his new interests are "real educational," but no one can find him to ask him about them.

This brings us to the most populous breed of slumper, the Classic Slumper. He has not left his bed since mailing his last college applications.

The Classic Slumper is also a happy fellow. For him, school has ceased to exist except, perhaps for getting those last few credits he needs to go on May Project.

## Why hardcore punk's a drag

HARDCORE IS THE  
LIVING DEATH OF PUNK ROCK

What's loud, incomprehensible, and much too fast? You guessed it (probably from the title) —



Your  
Turn

By Tony May,  
guest columnist

"hardcore punk." With the Dead Kennedys leading the movement, this music-fashion style has recently been proliferating in the U.S. (I don't know about England; I doubt if it's much over there, they have more class). The Effigies are the best-known Chicago band in this genre. Ironically, they opened for P.I.L. earlier this year. Who cares, Johnny is a ghost now. I digress.

The point that I want to make is that hardcore

is NOT the revolutionary continuation of what was started by English groups (the most famous of which being the Sex Pistols) in '76-'78. The screamed vocals tend to be full of forced shock value, political, social, sexual, whatever, even sinking to the use of four-letter words to get attention.

The lyrics are short and constantly repeated, but the songs still are usually short. The drumming is mostly as fast as possible, to make up for a general lack of any musical content at all, even as compared to earlier "punk." The bassline often contains what passes for a melody, while the guitarist plays chords when not indulging in solos, either anachronistic "heavy metal"-stuff or just wild and noisy. Four people, each doing one thing, is the norm.

Fashionwise, the whole thing is just a codification of the original "punk" trends, i.e. black leather, boots, grungy tennis shoes, spiked collars and hair, etc., with the addition of tee-shirts with names of bands on them. The individuality exists only in comparison with society in general.



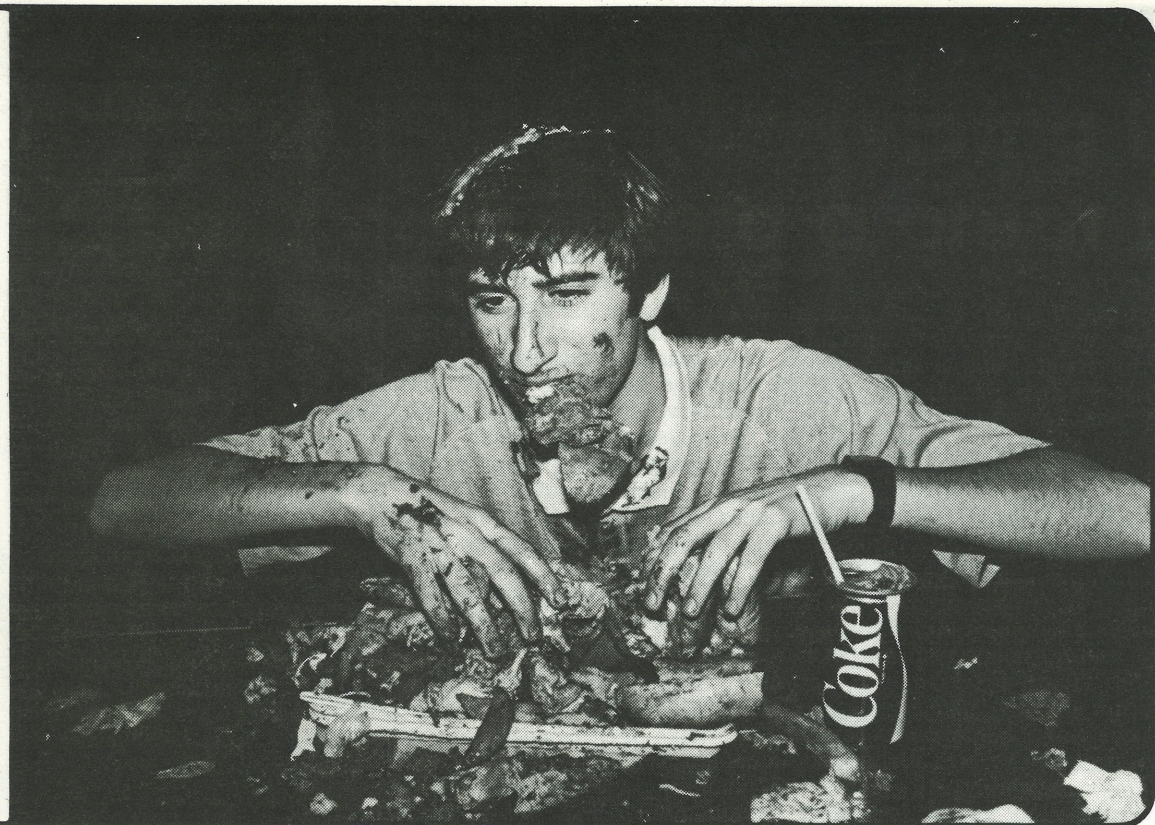


Photo by David Wong.

pensive they are? Do you transfer them out of their areas of interest and expertise against their wills — perhaps hoping they will quit or retire? That kind of treatment is sure to stimulate all kinds of positive growth!

Or, do you face the possibility that these teachers who have given perhaps 20 years of service to the Lab Schools and intended it to be their life career, may indeed wish to stay here until 65? Anyone heard anything about "job satisfaction" lately? If teachers become less than competent — and administrators of any age are the ones to judge that — the contract provides for such changes.

If I were Mr. Van Amburg and I had an age — discrimination complaint filed against me in

June, I would not report to President Gray in August that an "aging faculty" was one of only two problems I was grappling with. In particular, I wouldn't mention it unless I was doing something about teacher morale, and the age discrimination complaint had been settled in the state and federal agencies handling it or through the courts. I most certainly would not have greeted the teachers with it at the opening of schools "pep rally."

(Editor's note: Ms. Starzl filed a grievance with the University and discrimination charge with the Illinois Department of Human Rights in June charging she was transferred from Lower to High School counseling against her wishes partially because the Schools wanted to replace her with a younger person. She also filed a complaint with the National Labor Relations Board. The cases have not been resolved. Mr. Van Amburg, in his opening-of-schools address to the faculty, said that one of two longrange key problems in the Schools was to keep a stable, aging faculty enthusiastic, with high morale for their work with children.)

## A sweet exit for Squeeze

PLAYFUL INSTRUMENTALS and off-the-wall lyrics are common to all their songs. Still, Squeeze manages never to run out of surprises. Their new album, "Sweets From A Stranger," provides a different song for every mood.

Squeeze, a five-member English New Wave band who records for A & M Records, recently broke up after several years together. "Sweets From A Stranger," their last album, is a parting gift which recreates the bizarre and fun-loving mood of earlier albums.

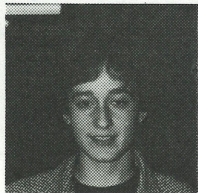
The message of the LP's music is somewhat confusing. All 12 songs speak either of failed love or the development of a new love. The singer sounds confused, and a bit disgusted with failing relationships, yet always optimistic that his life will get better. Titles like "Out of Touch" and "I Can't Hold On" imply melancholy laments, but the cheerful, upbeat mood of the melodies contradicts the cynicism of the lyrics.

Using an insistent, driving drum beat and adept guitar and piano licks, Squeeze's members seem to be shooting mainly for dance tunes. Squeeze slurs their words, crowding them to fit into the music.

This is unfortunate, because the words (printed on the record jacket) have a poetic, metaphorical quality, which makes them more impressive than the somewhat ordinary melo-

dies. Curious lines such as "Joy finds its features/Upon her lipstick" and "I draw first with a stammer of verbal/We dance like pigeons forever in circle" would have greater impact if the music didn't make them unintelligible.

Still, the album contains 12 creative songs, which are so varied that Squeeze seems to have 12 different styles.



### One for the Show

By Liz Inglehart,  
arts columnist

Several songs, particularly "Stranger Than the Stranger on the Shore," are so strange they can't be labelled under any music genre. In spite of this eclectic mixture of music tastes, all 12 tracks have the Squeeze's special sound, because of Glen Tilbrook and Chris Difford's nasal, boyish, sometimes falsetto lead vocals.

"Sweets From a Stranger" surpasses the ingeniousness of Squeeze's earlier albums, and demonstrates that their talent is still growing. Too bad there aren't more albums where this one came from.

## Open Mouths

What is your opinion of U-High after one quarter here?

(Asked of students new here this year.)



Lisa Noble

David Reingold

David Lowum

Ethan McClendon

Suman Paranjape

Kelley Gramm

**LISA NOBLE, freshman:** I like it because the teachers are really helpful, but you have to go to them for help instead of them coming to you.

**DAVID REINGOLD, freshman:** It's not as good as I expected. I thought that the classes would be better.

**DAVID LOWUM, sophomore:** It's a fantastic place to go to school. The curriculum is fantastic and the facilities are incredible.

**ETHAN MCCLENDON, sophomore:** It's unique. It's not like any other school I've heard of. You have a lot more freedom.

**SUMAN PARANJAPE, senior:** The people are pretty nice and it's freer than my old school. Also, there are no bells.

**KELLEY GRAMM, junior:** I like it! It's hard to get adjusted but once you get to know people they're very interesting.

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## The Great Frame Up

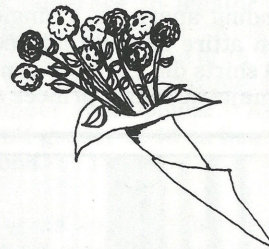
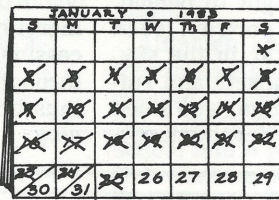
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COSTUMED IN COLORFUL Elizabethan garb, Chamber Choir members and guests wait to enter the Madrigal Dinner Dec. 15 in Ida Noyes Hall.

The idea of choir director Richard Walsh, the dinner included roasted chicken, spinach, orange slices, wassail and flaming pudding. A boar's

head complete with an apple in the mouth was ceremoniously brought in but not eaten (it was a stage prop). A quintet provided dinner music for the 60 diners, then the choir sang. From left:

Claude Fethiere, Margeaux Waltz, Peter Brown, Courtney Crockett, Anne Kitagawa, Matthew Gerick, Chris Pardo and Susan Mack.

Photo by John Wyllie



was the 16th century once more on one enchanting evening a month gone by. For on the 15th day, the 12th month of the year of our Lord one thousand nine hundred and eighty-two, there took place a Madrigal Dinner to celebrate the birth of our savior.

Sir Richard Walsh, eminent choir director, did plan this presentation of music and feast, and directed the young gentlemen and fair maidens of the U-High Chamber Choir who performed that night. Sixty noble citizens of Hyde Park gathered in the grand hall of Ida Noyes to behold their Kinsmen and friends in this display of music and pageantry.

The singers were truly a sight to behold. Many a character did they portray, each standing apart, as a single star in the sky. Such attire as embroidered jackets and ruffled shirts did garb the gentlemen, who stood as majestic kings, princes and devout clergy-

men. Rich velvets, silks and laces adorned the maidens' graceful attire. Royal green, red and gold covered their décolleté dresses that were as pleasing to the eyes as the maidens themselves.

The feast followed the singers' many melodies. Truly, it was every inch a feast. Knives and wenches served fine foods to all as a quartet of flute, harpsichord and strings did tenderly play. These rich foods, golden baked chicken, creamy spinach and slices of orange were of such high taste that only those of noble rank could truly appreciate them.

When the great feast ended, the pageantry began once more. 'Twas 'til late night that the merriment came to an end. In one proud procession, the gentlemen and maidens strode, through golden arches, and out great doors, thus bringing a merry end to a festive evening.

—By Tom Goldstein

# Health Day gets large response

By Susan Evans, government editor

With the maximum 200 students signed up for Student Council's health education day, Fri., Feb. 18, Council president Scott Edelstein says he is pleased with response to the program. Representatives from the American Heart Association (AHA) and area fire paramedics will lead workshops on cardiopulmonary resuscitation (CPR) to registered students.

"We're really glad so many people are interested," Scott said.

Hoping to learn how other schools' governments work, Council members and student volunteers plan to visit several Chicago area schools. "We hope to learn some new ideas and adapt them to our school," Scott said.

Preparing for this quarter's activities, the Council completed organization allocations early this month. Three organizations were taxed 4 per cent on money not used last quarter.

In other government-related news:

- The Council hopes to soon put out the second newsletter of the year.
- Council members sent a letter to Middle School principal Joseph McCord requesting that Middle Schoolers be forbidden to use the High School lounge.
- A planned Save-a-Cop drive here, part of the effort established by the Chicago Tribune to raise money for bullet-proof vests for policemen, was cancelled because students didn't seem interested, Scott said.
- Because many students are coming to school events drunk, principal Geoff Jones said he hopes to hold assemblies, possibly this quarter, with guest speakers to talk on the subject.
- Cultural Committee's annual semiformal dance will take place Fri., Feb. 18 at International House, according to president Charles Crockett. A disc jockey will provide music.

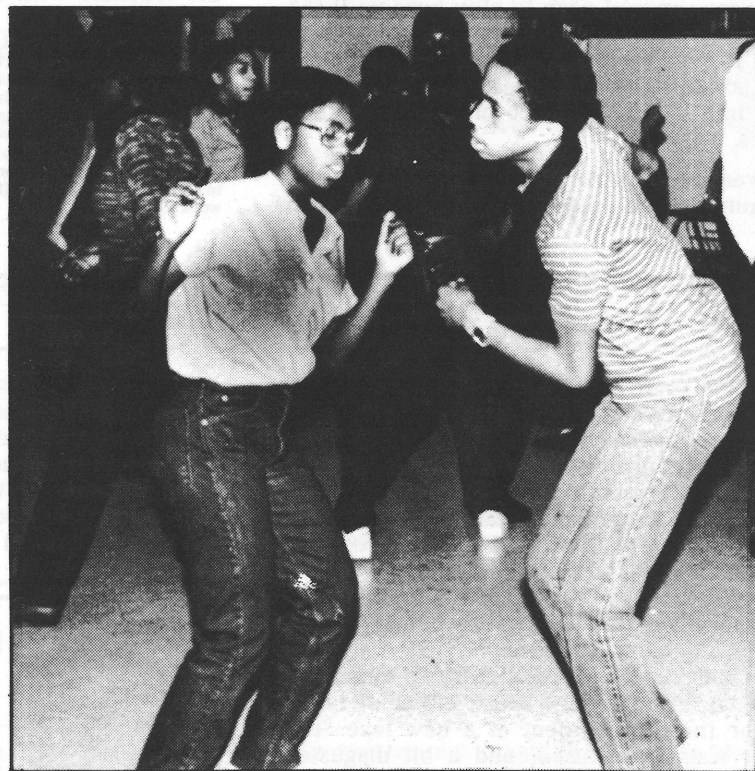


Photo by Gerry Padnos

STEPPING TO THE MUSIC, sophomore Dede Petty and her guest, Kenwood student Todd Lindberg, boogie at the post-basketball dance sponsored by Cultural Committee Jan. 7 in the cafeteria.



## 'Continue,' talk urges

URGING STUDENTS to continue the work Dr. Martin Luther King Jr. left undone, the Rev. Ed Riddick, vice president of PUSH-EXCEL, speaks at the annual assembly sponsored by the Black Students' Association in Dr. King's memory, Jan. 17 at Rockefeller Chapel. This year's theme was "Bridge Over Troubled Waters."

Other speakers included English teacher Sophie Ravin, social studies teacher Earl Bell, sophomore Ginger Wilson and freshman Kim Brady.

Photo by John Wyllie

## Need a break?

Homework...winter...snow...there's a great way to get away from it all. A good book. You'll find plenty of these at the Book Center. Mysteries, science fiction, classics, romance...all this and more. If you buy in hardback you get 30% off in credit towards your next purchase. So come on over and treat yourself to a book.



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## Parlez-vous? Test tells

By Claude Fethiere

Giving students a chance to be tested on verbal as well as written skills, French teacher Katherine Streicher is trying a new testing method for her fourth-year class.

For their two tests last quarter, the seven students read and discussed excerpts from "The Count of Monte Cristo" and "Les Misérables." Both are included in their text, "Graded French Reader."

Ms. Streicher felt that because the class emphasizes conversational French it makes sense to test orally. "The materials are studied orally so they were tested on the material orally," she explained.

TO TAKE THE TEST, students took home a question sheet with six questions and answered in French into a tape recorder. "The purpose of this method of testing is to test their skills in speaking French, and oral understanding of French from the book," Ms. Streicher explained.

Most students said they liked having more time to take the test than one done in school, and not having to worry about written grammatical mistakes such as spelling. "The oral test benefitted us because we didn't have to worry about spelling mistakes," said senior Anne Knepler. "We would concentrate on our pronunciation, because that's what we were stronger in."

Senior Bobby Pope said, "I never had to take that kind of a test before. It was in some ways good and some ways bad. It was good because it tested us on our usage of French, pronunciation and diction. I never had to orally speak and it built up my confidence. It's bad in the sense that you had to speak orally, take it home, and there was a lot of work to do. Overall, it was a good idea."

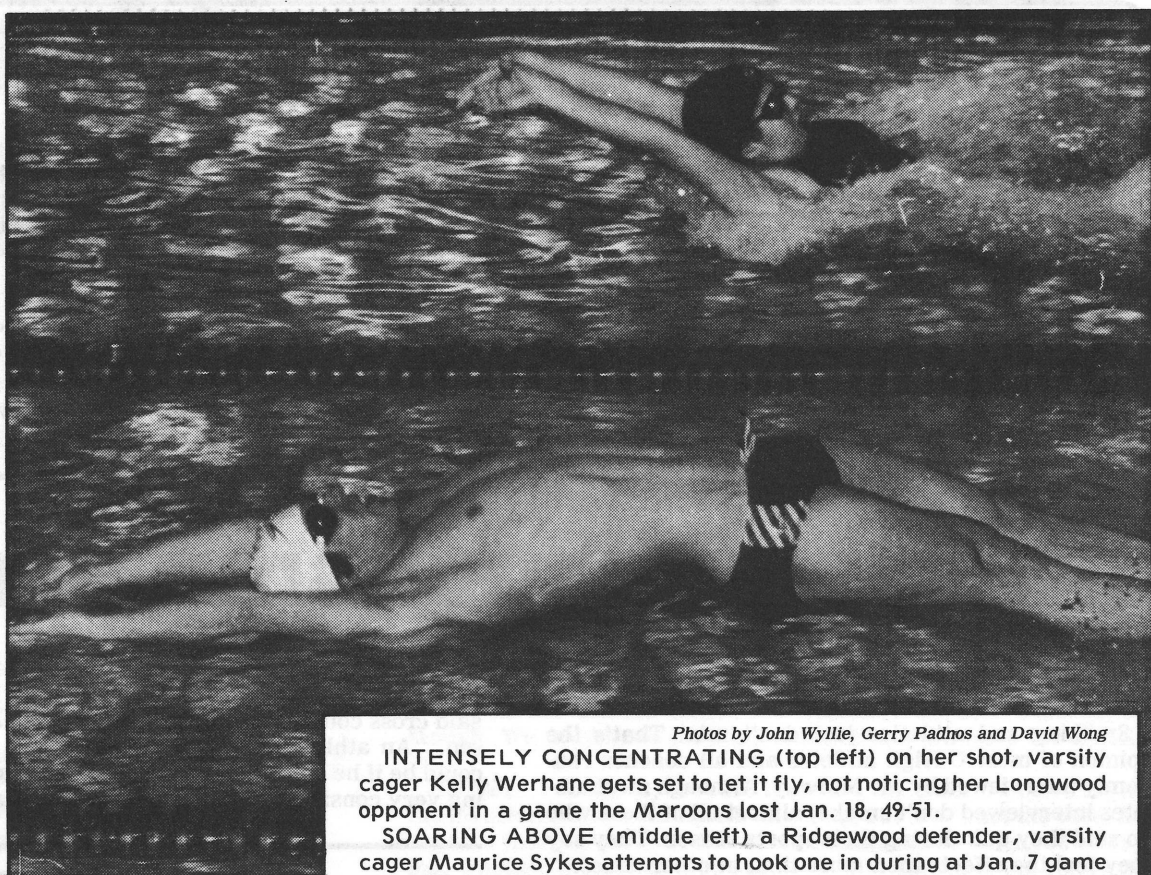
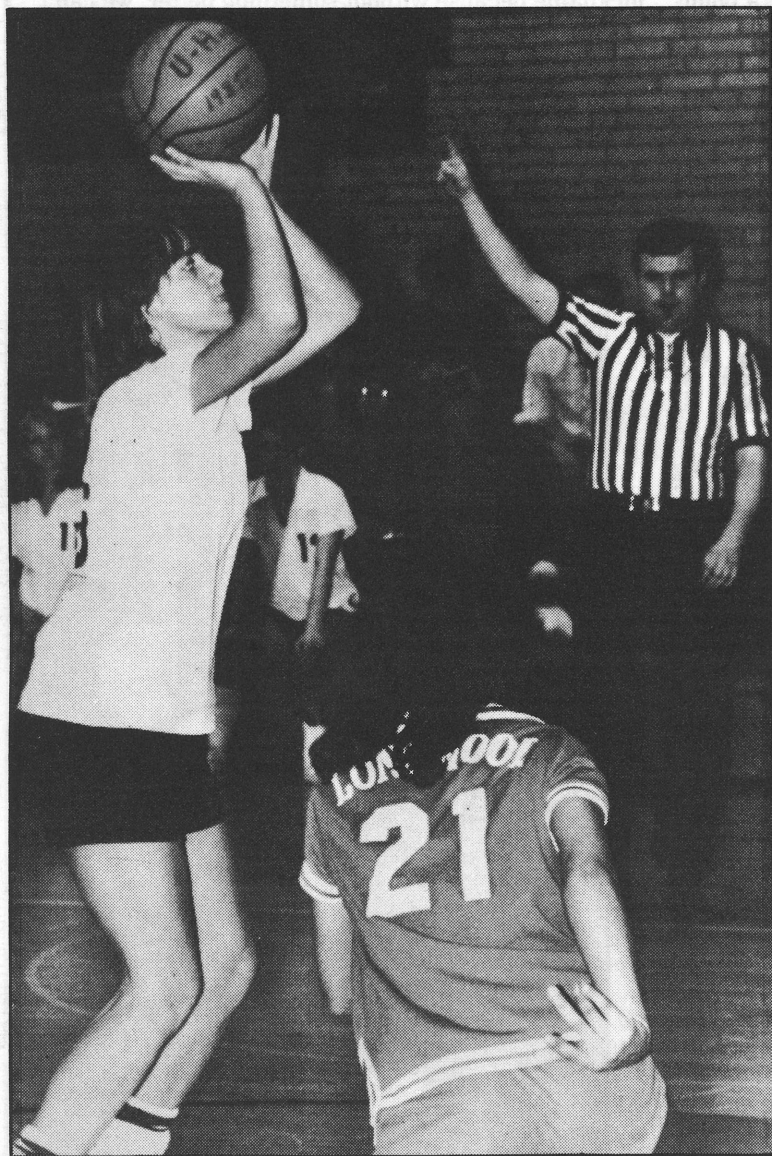
BECAUSE OF POSITIVE reaction from students, Ms. Streicher planned the quarter final test to be oral. She also said that she will administer oral tests as long as the students approve.

As for students who are happy because they don't have to spell words correctly, Ms. Streicher cautions that the test is graded on the completeness and clarity of their verbal response, with points taken off if the word is pronounced wrong.

Spelling — even though the tests aren't written — still counts.



# Winter Maroons warm to challenge



Photos by John Wyllie, Gerry Padnos and David Wong

**INTENSELY CONCENTRATING** (top left) on her shot, varsity cager Kelly Werhane gets set to let it fly, not noticing her Longwood opponent in a game the Maroons lost Jan. 18, 49-51.

**SOARING ABOVE** (middle left) a Ridgewood defender, varsity cager Maurice Sykes attempts to hook one in during at Jan. 7 game U-High won 41-40.

**GRACEFULLY DEMONSTRATING** (lower left) a wolf-mount, junior varsity gymnast Angelique Hoard gets set for her next move during an after-school practice.

**ARMS OUTSTRETCHED** (above), back arched, varsity swimmer Kenny Truitt appears to be flying during a meet Jan. 14 against Elmwood Park. Maroons won, 71-36.



## Play by Play

### BOYS' BASKETBALL

**BOGAN, Dec. 14, here:** Varsity played hard, winning 76-66. Frosh-soph lost 53-58.

**RIDGEWOOD, Jan. 7, here:** Varsity cagers held off a last-minute rally by Ridgewood, winning by one, 41-40. Frosh-soph sputtered to a 29-63 loss.

**MARION CATHOLIC, Jan. 14, here:** Both varsity and frosh-soph found themselves outclassed by Marion. Varsity lost 54-71. Frosh-soph lost 40-64, despite John Gibson's 18 points.

**ILLIANA CHRISTIAN, Jan. 15, there:** Varsity lost to the perennially tough Vikings 53-62. Frosh-soph also lost, 55-61.

**MORGAN PARK ACADEMY, Jan. 18, there:** Maroons roared over the Warriors. Varsity triumphed 67-60. Frosh-soph scored their third victory in 14 games, 59-27.

**QUIGLEY SOUTH, Jan. 21, there:** Varsity cagers lost 60-80 to the top 20-rated South. Frosh-soph reverted to its losing way, 43-63.

### GIRLS' BASKETBALL

**LUTHER SOUTH, Dec. 14, there:** Varsity notched an impressive 57-47 win. Salli Richardson scored 18 and Sarah Duncan hit 24. Frosh-soph won 26-19.

**ST. GREGORY CHRISTMAS TOURNEY, Dec. 27-29:** Maroons took 4th place at the Christmas fest. Their only win, though, was a forfeit from Providence-St. Mel. They lost 38-70 Dec. 28 to eventual champion Good Counsel. And in the consolation game Dec. 29 cagers lost to St. Benedict. Sarah Duncan received all-tournament honors.

**PROVIDENCE-ST. MEL, Jan. 4, there:** No forfeits this time. Varsity lost 47-57. Frosh-soph romped 23-10.

**LATIN, Jan. 7, there:** Salli Richardson's 22 points paced the varsity cagers' 61-17 slaughter over the Amazons. No frosh-soph game.

**CATHEDRAL (VARSITY), Jan. 11, here:** Varsity trounced Cathedral 50-25. Kelly Werhane was high with 18.

**RIDGEWOOD (FROSH-SOPH), Jan. 11, here:** Frosh-soph's third-straight win. Kelly Wilson netted 18 in their 40-13 victory.

**ST. GREGORY, Jan. 13, there:** Gregory clobbered varsity 76-42, despite Kelly Werhane's 23-point effort. Frosh-soph lost by a bucket, 32-34.

**ACADEMY OF OUR LADY (LONGWOOD), Jan. 18, here:** Varsity lost in double overtime, 49-51. Frosh-soph romped 38-21.

### BOYS' SWIMMING

**LATIN, Dec. 14, here:** After leading half-way, Maroons lost it as Roman stokers came on strong, winning every race in the second half, 52-62. Frosh-soph lost as well,

37-56. **QUIGLEY NORTH, Jan. 7, there:** Second win of the season and over North, varsity 68-42 and frosh-soph 61-1/2 and 47-1/2.

**RIVERSIDE-BROOKFIELD RELAYS, Jan. 8:** Stokers placed 11th out of 11 teams. Oak Park captured first.

**MT. CARMEL, Jan. 11, here:** Both varsity and frosh-soph again were simply outnumbered by the bigger Carmel squads, 52-64 and 28-78 respectively.

**ELMWOOD PARK, Jan. 14 here:** Strong showings by Antonio Cibils and Ben Shapiro in the 100 butterfly led varsity and frosh-soph to their third win 71-36 and 52-45 respectively.

**QUIGLEY SOUTH, Jan. 18, there:** Varsity swam circles around the Spartans 66-43. Frosh-soph, outnumbered, lost 33-71.

**EVERGREEN PARK, Jan. 20, there:** In this combined meet, varsity lost 62-59, but would have won if Evergreen hadn't picked up eight points in diving. U-High does not have divers on its swim team.

**MORTON WEST INVITATIONAL, Jan. 22, there:** Stokers tied for a near-bottom 9th with two other teams.

**LATIN, Jan. 24, there:** Meet ended after the Midway went to press.

### GYMNASTICS

**SENN, Jan. 7, there:** Varsity and junior varsity won 26.8-22.2 and 76.2-68.8 respectively.

**TAFT, Jan. 11, there:** Despite a strong floor performance by Danita Patterson, both teams lost, varsity 61.6-79.8 and j.v. 69.4-96.3.

**ST. BENEDICT, Jan. 13, there:** No varsity. Frosh-soph won 88.4-71.2.

**SENN, Jan. 18, here:** Both varsity teams were missing almost half their gymnasts, but they went on with the meet anyway. Varsity won by a single point, 28:3-27.2. Frosh-soph soared to another victory, 99.3-85.2.

**MARIA, Jan. 21, there:** Maria flipped all over Maroons, in this varsity-only meet, 70.4-94.1.

### FIELD HOCKEY

**OAK PARK, Jan. 15, there:** Playing their first game, members of the new indoor field hockey club did well, but lost, varsity 1-7, junior varsity 3-4. Liz Homans scored for varsity and both May Liao and Allison Ranney connected for j.v. The club consists of about 15 girls, coached by outdoor coaches Lynn Hastreiter and Debbie Kerr. Games take place Saturday mornings, with practices during the week lunch period at Ida Noyes Hall. The girls also are scheduled to play the Homewood-Flossmoor Vikings.

—Compiled by Ted Grossman

## Contract

(continued from page 2)

much power in the running of the school. If this is true, where are the detrimental effects? What has the University proposed that hasn't worked because of the present process? The fact of the matter is the University has had no significant proposals on education in this school in the last five years."

**MR. VAN AMBURG** felt the present method of decision-making needs a change. "Increasingly, the school's governance structure has become unworkable," he said. "Too much of administrators' time is wasted on individual negotiations. We need to negotiate about the process in general, not the little things."

Some teachers questioned administrators' motives in presenting the new proposal. "Ever since negotiations began in June, we have consistently worked

toward a settlement," said Ms. Matchett. "This proposal doesn't indicate that the University is also trying to resolve the matter because, number one, it broadens the area of controversy, and number two, it does not address concerns teachers have voiced in the past."

Social studies teacher Philip Montag commented, "There has been talk in some quarters about union-busting, a scenario where the University would wait for us to take some action after an unacceptable offer, and then use this as an excuse to fire everyone. Then they would hire new people, without a union."

**SOME TEACHERS** worry that the proposal may even be part of a University attempt to eventually close down the Lab Schools. Others feel such a move unlikely.

The possibility of an unfair practices suit was brought up at a union meeting Jan. 13 called to consider a working draft of the union's reply to the contract proposal. Ms. Matchett declined to comment on

what specific charges a possible suit might involve, but said the union would discuss the matter with an attorney.

At the meeting, union members created a publicity committee to plan ways to air teachers' grievances through the media, and an organization committee to formulate possible "sensible job action," in the words of Mr. Montag, who is chairing it.

**SUCH ACTION** could include sending letters to parents and handing out leaflets, Mr. Montag explained.

At their meeting, union members also approved the working copy of the reply to the University's proposal. The reply criticized the proposal as reflecting "a lack of understanding of the traditions of the Laboratory Schools."

Union and faculty negotiating teams met Jan. 17 but neither side would reveal to the Midway the outcome of their bargaining. A second meeting scheduled for the following day was postponed until next Monday.



# Sports Mailbox: What's a Maroon anyway?

From Gerry Padnos, sophomore:

From Bengals and Broncos to Warriors and Wildcats. These are just a few high school team names, and somewhere in-between there comes the Maroons. I have been at the Lab Schools for 10 years now, and I still don't know what a Maroon is. I know what Bengals, Broncos, Warriors and Wildcats are, but a Maroon?

Well, anyway, I was watching the last home boys' basketball game of 1982 when I thought what a pointless nickname "the Maroons" is. I decided to set out on a campaign to change it. My problem was what to change it to.

Kathe Schimmel posed this problem. "Yeah, it's bad, but can you think of anything better?" I can't. So that's what I'm writing about. From what most of the people I talked to said, they agreed it was time to change it.

Now for my plea: I need help in thinking up a new nickname because without something better, we can't change it. I'm not going to lay any garbage on you about it being your duty to your school to help (like they do around student government election time) but I will lay a guilt trip on you: How would you like to go through life as a Maroon? Well, I don't want to. So, if you have any idea at all, please write it down and give it to someone in the Journalism office (U-High 6). Eventually, the best will be selected and maybe the whole school will vote on one.

## Smoking unsportsmanlike?

By Susan Evans

Smoking and athletics just don't mix. That's the opinion of most U-High athletes and all coaches randomly interviewed by the Midway. Although most athletes interviewed don't smoke, almost all of those who do said they quit during their sports season. They say they feel the effects then more than at other times.

More and younger teens smoke now than in recent years, according to the American Medical Association. About 11 per cent of males between the ages 12 and 18, and 13 per cent of females between those ages, smoke at least once a day, according to statistics from the U.S. Department of Health and Human Services.

**THE MEDICAL PROFESSION'S** biggest concern about smoking is the effect on the heart and lungs. The U.S. Surgeon General reports that cigarette smoking may cause lung cancer, heart disease and chronic bronchitis, and substantially increases the risk of premature death. Recent statistics released by the U.S. Department of Health Education and Welfare estimate 70,000 cases of lung cancer occur each year and scientists suspect many result from smoking.

Because of a rise in the number of U-Highers he said he has seen smoking outside school, particularly at Ida Noyes Hall, Student Council president Scott Edelstein last quarter initiated a smoke-enders campaign.

By putting up posters about not smoking, Scott said, government members hope to help smokers realize there are people their age conscientiously not smoking and help them decide to stop.

**ATHLETES WHO SMOKE** say they feel its effects only while active on a team. "I guess the reason I don't quit, besides liking smoking, is because I can't see the

*"An athlete is never going to be as good as he could be if he didn't smoke."*

—Track coach Nancy Johnson

effect on me while I'm not on a team," said one boy who competes on two teams. "But during the season I like to do as well as possible. If I'm smoking regularly I can see a difference in my performance."

Though some coaches don't see smoking as a big problem at U-High, all strongly oppose it. "It's crazy," said cross country and boys' track coach Nancy Johnson. "An athlete is never going to be as good as he could be if he didn't smoke. They're obviously not acting very consistently about their goal as an athlete."

*"I know it's not good for me, but I don't think it's going to kill me either."*

—Anonymous girl athlete

A few coaches felt players might smoke because they are insecure about, or do not feel important to, a team. "It's possible that an insecure person on the team might be more likely to smoke than someone who feels she is an important part of the team," explained field hockey and gymnastics coach Lynn Hastreiter.

**A GIRL ATHLETE** who smokes during the season disagreed. "It's not that I feel unimportant," she explained. "It's just that in the back of my mind I keep thinking that I'm going to quit sometime, so for now I just keep doing it."

Most coaches felt teens who smoke don't realize its long term effects. "Who thinks about death or cancer at age 15?" said girls' track coach Ron Drozd. "It's too far away from them. They don't think about it."

Many athletes agreed they rarely think about smoking in connection with death. "When I smoke, I know it's not really good for me," said one girl who smokes about a pack a week when she is not on a team. "But I don't think it's going to kill me, either. I don't think I'm smoking enough for it to affect me too much."

**U-HIGHERS NOT ON** teams feel smoking has become more common. "I started a long time ago," said a senior boy. "I thought it was macho and cool, and because of peer pressure, too. Now I only smoke a few times a month. Most of my friends smoke and that's one of the reasons I don't."

"I don't think it's an attractive thing to do. It's more common than cool."

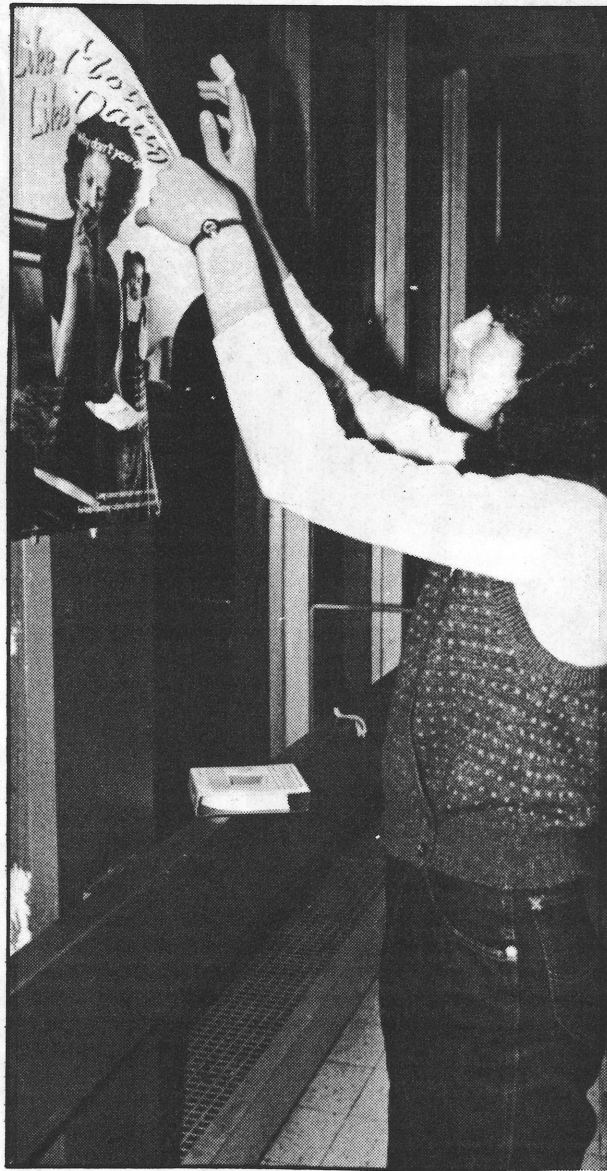


Photo by David Wong

**WITH STICKY FINGERS**, Student Council member Melissa Pashigian prepares to attach the final corner of an antismoking poster to the second-floor landing wall. Melissa headed the Council's antismoking campaign, which included putting up posters around school. Council president Scott Edelstein initiated the campaign in response to what he saw as an increase in smoking among U-Highers. He hoped showing smokers that there were U-Highers who conscientiously do not smoke would help them decide to quit.

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## Winners just can't win

**I FEEL SORRY** for those Black Hawks. During vacation I went to a couple of hockey games. I don't remember opponents, or scores, but I know the Hawks won, and won with style. They played tough. But with ease and finesse.

I'm sorry for them, though, because even with their amazing won-lost record, and the strong possibility of them winning the Stanley Cup, they don't enjoy the popularity of Chicago's major sports teams (Bears, Cubs, Sox). Even if they won the cup, it wouldn't mean as much to Chicago as if those teams achieved a similar feat.

Certainly winning the Cup would be an amazing accomplishment, but the championship wouldn't be as gratifying to Chicagoans. Two years ago a similar situation arose. The Sting captured the NASL crown. There was a nice parade, and even a small story in Sports Illustrated.

Unfortunately for Chicagoans, and these teams, hockey and soccer simply aren't all that popular. Hockey is too isolated, because so few people play it, and soccer is too new. So, if Chicago is going to have a real winner, we'll have to rely on those Cubbies, Sox or Pandas (Bears).

If those good old "American" teams had the same winning percentage as the Hawks, we'd be in the midst of Panda Mania (Bear Mania). And if

a championship were actually won, the city would go into great spasms of ecstasy. There would be ticker tape parades, Mayor Byrne would call for new sports arenas, and Mike Dikta or Leo Durocher (he's the Cub manager, right?) would be "Man of the Year."



## Right in the Hole

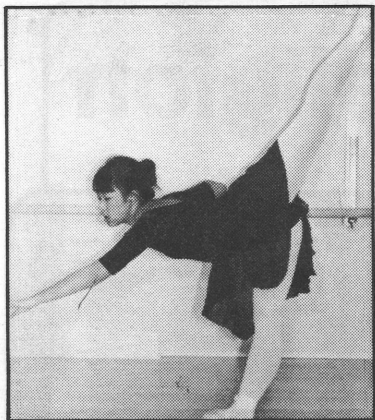
By Ted Grossman,  
sports columnist

By the time this happens, however, none of us will be around (just a figure of speech, I hope). So for now we have Savard, Lysiak, Secord and the other Hawks playing damn well, getting some respect and coverage. But not the rewards they would be getting if they were in another sport.

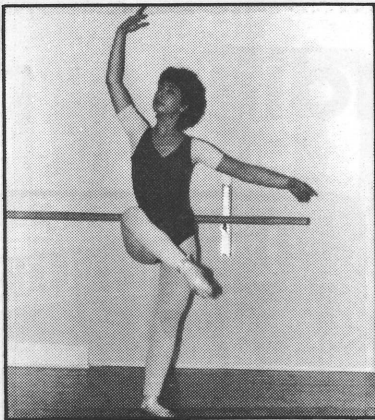
It's too bad, but if those guys want the adoration Chicago could give, they're playing on the wrong team. Maybe that's not why they play, though.

They play to win, and they're exciting.





MELISSA WONG  
dance



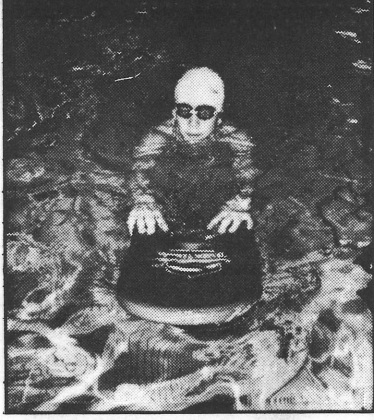
ANNIE PENN  
dance



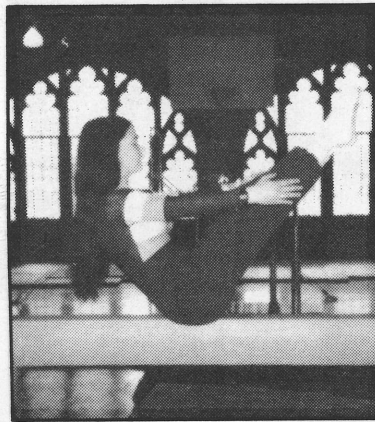
KARLA LIGHTFOOT  
aerobics



BEN SHAPIRO  
tennis



BILL NELSON  
swimming



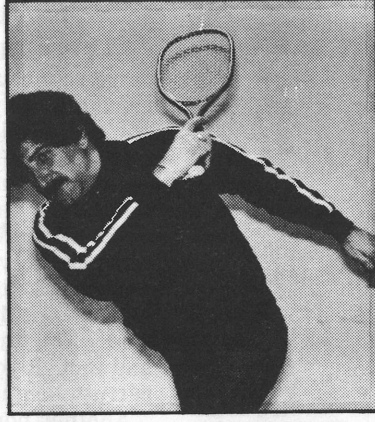
BETH DESOMBRE  
gymnastics



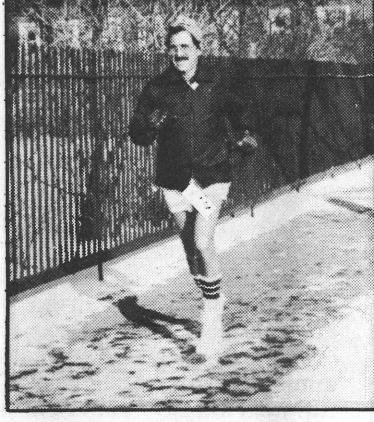
HELENE PARDO, LARA NIE  
jogging



MR. ALAN HASKELL  
golf



MR. HAL HOFFENKAMP  
racquetball



MR. SANDY PATLAK  
jogging

# Getting into the physical movement

By Jennifer Replogle;  
photos by David Wong

"Point your toes!" the grimaced elderly woman yells. Girls in black leotards, pink tights and satin toe shoes, and boys in white tee-shirts, black tights and slippers leap and twirl. Sophomore Melissa Wong is among them.

Dancing is just one way students and teachers are keeping in shape, part of the national move toward better physical fitness.

**SEVEN STUDENTS** and three teachers are participating in a new fitness program at school started by phys ed teachers Ron Drozd and Nancy Johnson. After school Monday and Thursday, they jog one to three miles and do stretching exercises.

Mr. Drozd and Ms. Johnson originally designed the program for members of the track teams, which they coach. "It ended up by being a casual exercise program," Mr. Drozd explained. "Very few kids from the track team are on it. That's fine. We might even continue it throughout the year since people in it aren't on track anyway."

Besides dancing and conditioning, U-Highers are trying to keep fit by participating in aerobics, tennis, swimming, sailing, waterskiing, gymnastics and running. Teachers play golf and racquetball and run.

**MELISSA TAKES** about five hours of ballet lessons a week at Stone-Camryn School of Ballet in the Loop.

She began ballet lessons around the age of 6 because she loved satin toe shoes and lacey tutus.

"Now, between commuting and lessons ballet's really time consuming," Melissa said. "Also, it can be very painful, especially pointe work. And yet it's nice to be good at something. I also like the challenge of looking graceful while performing difficult tricks. But, it's not only that. I guess it's a kind of addiction. You can't stop once you get into it."

**SOPHOMORE ANNIE** Penn dances five hours a week at Ellis DuBoulay School

of Ballet in the Loop, even though it cuts into her school and free time.

"Dancing is great," Annie said. "Keeping my back muscles strong and flexible through ballet helps me with a back problem. But the best thing about dance is while I'm dancing I can shut out everything in the world except ballet."

Junior Karla Lightfoot takes four hours of aerobics lessons and three of tennis a week at the Hyde Park-Kenwood Racquet Club on 47th street. "Part of the reason I take aerobics has something to do with physical fitness," Karla said. "Aerobics helps strengthen the heart."

"I play tennis because I like to see myself improve, and I and my friends have so much fun out there playing tennis — it's a bunch of laughs."

**ANOTHER TENNIS** player, freshman Ben Shapiro, started tennis because he wanted to lose weight.

"Playing a couple of hours of tennis a week takes away from time I would be spending on homework," Ben said. "Since it's a fun activity you can do with friends, I don't really care about the time used up. Most of all, I like the feeling of exhilaration I get from winning."

During summer sophomore Bill Nelson swims every day, in winter is on the swim team, and he said he swims every other chance he gets. He also water skis and sails, but less often and almost only in summer.

"I HAVE ALWAYS been into water sports," Bill said. "When I was a baby I was even in a YMCA Diaper Dunkers course. Maybe part of the reason I was in it was because my father sells boats."

"I need to swim," Bill continued. "It gives me time to be alone. With skiing and sailing, though, I just really enjoy being out in the water."

Active in gymnastics, junior Beth DeSombre recalled "when I was about 9 I saw the school's gymnastics show and loved the beauty of it. More than anything I wanted to be in the show some day."

**SINCE THEN BETH** has taken gymnastics lessons, taught gymnastics to Lower Schoolers and participated in the gymnastics team every

year of high school. "Only being on the team takes up a lot of time," she said. "Gymnastics team certainly takes away from homework and sleep. But, when I just do it on my own, gymnastics just takes up time I would spend listening to the radio or something."

Running two or three miles three times a week, junior Helene Pardo also must stay up later to finish homework. "When I come back from jogging I feel exhausted and can't really do homework for a couple of hours," Helene explained.

"I jog," she added, "to lose weight, get in shape for the track team, and running makes me feel good and healthy."

**ALSO A RUNNER**, sophomore Lara Nie began jogging because she didn't want to lose fitness gained at summer camp. "I run around five miles every day and the whole time I

feel like dying. Why do I do it then? I don't know. . . but it's worth it."

Teachers also felt that participating in fitness activities is worth the time.

Math teacher Alan Haskell first became interested in golf by watching his father play. "My dad has always played a lot of golf so when I was a kid I caddied for him. Eventually I just started playing. Also, it's kind of a tradition for our family to play golf. I like the people with whom I play tennis and golf. It's social. And I enjoy just being outdoors."

**ENGLISH TEACHER** Hal Hoffenkamp started playing racquetball because his friends asked him to, even though he didn't know how to play.

"Now I play six to eight hours of racquetball a week," Mr. Hoffenkamp said. "Depending on the week, either I get less sleep, go out less, or do less

schoolwork."

Mr. Hoffenkamp felt, however, that he needs the chance for exercise, since he uses only his mind teaching.

**PHYS ED TEACHER** and varsity soccer coach Sandy Patlak began jogging following coronary bypass surgery two years ago. "I have been in phys ed all of my life," he explained. "But after I had my operation the doctor told me to jog. I have always hated jogging but that's how I started jogging some."

Mr. Patlak feels he gains by coaching or participating in fitness activities. "Phys ed is a large part of my life," he explained. "So how can fitness activities be time consuming in a bad way? You see, I don't ever want to be caught in a chair doing nothing. The world of sports is exciting. It's great. Since sports are my life and I'm a phys ed teacher, I've got it made."

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# St. Ignatius: Diversity, tradition, religion

Third of a series of features on other schools.

By Matt Schuerman

*Our Father Who art in heaven,  
Hallowed be Thy name,  
Thy kingdom come,  
Thy will be done,  
On earth as it is in heaven.  
Give us this day,  
Our daily bread,  
And forgive us our trespasses,  
As we forgive those who trespass against us,  
Lead us not into temptation,  
But deliver us from evil.*

After the morning prayer, 30 students in an 8:15 a.m. history class at St. Ignatius College Prep return to their seats, arranged in columns and rows. Their teacher, Mr. Martin Kelley, begins a discussion on the Renaissance era. "There was an emphasis then to become a complete person," he lectures. "A warrior, a scholar, an athlete, an artist."

Complete people are what the faculty and administrators at St. Ignatius, 1017 W. Roosevelt Rd. near Circle Campus, hope to develop from their 1,250 students. The school primarily emphasizes academic, along with each student's religious, disciplinary and social development, according to assistant principal James Dowdle.

ST. IGNATIUS was founded in 1869 by a Jesuit order of Roman Catholics. The narrow, four-story gothic structure stands next to a Catholic church amidst the deteriorating buildings of Chicago's Near West Side.

St. Ignatius' faculty credit the school's high number of National Merit Scholars, and its fine reputation as a preparatory school, to its well-rounded curriculum and traditions. "Much of the success of the school," Mr. Dowdle explained, "relies on the solid and basic program of studies which we have maintained since the school's founding."

In addition, St. Ignatius teachers instill moral values through rigorous classes and the religious program. "In this day, with inflation and unemployment, there has been a shift of emphasis to the more practical side," Mr. Kelley reflected. "The attitude has become 'let's forget about general education.' But through these basics we are teaching values such as 'hard work pays off,' 'a need for law and structure,' 'to help others.'"

STRICT RULES and a dress code which prohibits jeans, tee-shirts and gym shoes also reflect the importance of structure at St. Ignatius. The school's handbook dictates that repeated misconduct in class or failing grades may result in expulsion. Other violations of rules, such as late homework and going off-campus, are not always enforced.

"The discipline is tough, but you can still get away with a lot," junior Peter Carlson commented. "Like students go over to Circle Campus, which I think is illegal, and usually don't get caught."

The school's administrators view the structure as necessary, and positive. The school's brochure mentions that proper conduct will be helpful in college and afterwards. "I believe that, in everyone, way deep down we like structure," Mr. Dowdle explained. "We need it. We want to know what's expected of us."

ALTHOUGH STUDENTS of other religious backgrounds attend, St. Ignatius' student body is predominately Catholic, 80 per cent, and a Catholic atmosphere prevails. Church assemblies and six semesters of religious classes are required. A number of students attend optional Confession and daily Mass.

Non-Catholic students' opinions of the religious atmosphere vary. Many cite what they feel are prejudices against them. "Not only in the Masses are they Catholic," junior John Shudell said. "The things they say. Teachers make jokes and though you know they're being funny, there is truth behind it."

Another non-Catholic felt the religious aspect takes getting used to. "You feel sort of awkward at first," junior Richard Buchanan said. "But it just means standing up during prayer and not saying anything and having the teachers look at you funny and then say, 'Oh, he must not be Catholic.'"

BECAUSE OF the school's high academic standards, competition often arises between students, and pressure arises from teachers and, especially, parents. "The parents have paid close to \$2,000 and they better have their kids do well," senior Jose Lamas explained.

As part of the required religious program, each senior spends two days in a Retreat House with other students. According to Mr. Kelley, the Retreat provides a time to reflect and discuss problems.

"I think that everyone enjoyed the discussions, not just Catholics," Jose said. "But we tried to help each other out. People were usually positive."

RACIAL, ECONOMIC and geographic diversity in the student body enhances the school's co-operative atmosphere, students and faculty say. "You can see through class discussions that there are so many different people and so many different ideas," commented Sister Kathleen Budesky, who teaches religious studies.

Students say they value the diversity because it helps understanding. "In grammar school I was sort of prejudiced," junior Tracey Marasovich said. "But when I came here I got to know a few blacks and found that they're really nice."



Photo by Gerry Padnos

A CLASSIC, IMPOSING facade sets the academic tone for St. Ignatius College Prep at 1076 W. Roosevelt Rd. near Circle Campus.

## Bulletin Board

• **Editors** — Nine literary editors and three art and coordination editors have been chosen for the fourth issue of Renaissance, the literary and art magazine. Advised by English teacher Sophie Ravin and art teacher Joan Koblick, the issue, scheduled for May publication, will be funded by a \$1,500 grant from the Adventures in the Arts committee of the Parents' Association and a grant expected from student government. Editors are as follows:

LITERARY — Charles Winans, Daniel Childers, Alyssa Levitin, Beth DeSombre, Ben Krug, Liz Inglehart, Nadia Zonis, Edyth Stone, Errol Rubenstein.  
ART AND COORDINATION — Ben Krug, Gabriella Scanu and Karin Nelson.

• **More editors** — Philippe Weiss was named winter quarter editor-in-chief of the Midway at a publications staff party Dec. 16 at the home of Susan Evans. "If we can maintain the high level of technical excellence we achieved first quarter," Philippe said, "and work to produce a more insightful and creative publication, we'll have the best high school paper in the world."

Other staff positions announced at the party are listed in the masthead on page six.

Two promotions, additionally, have been announced for the U-Highlights staff. Senior Juli Stein, former associate editor-in-chief of the yearbook, has replaced Judy Jackson as editor-in-chief. Judy felt she didn't have adequate time to devote to the job. Sophomore Eileen Krill replaces Juli as editor of the book's School Life section.

• **Downhill** — Did anyone miss the sophomores today? They were off on an all-day ski excursion to Lake Geneva, enjoying the trip downhill, which is how a lot of people feel about the entire months of January and February (that they're all going downhill, get it?). Anyway, here are scheduled events for the next three weeks; sports games may be rescheduled in case of awful weather.

• TODAY, JAN. 25 — GYMNASTICS, Taft, 3:30 p.m., Bartlett Gym; GIRLS' BASKETBALL, Nazareth, 5 p.m. here.  
• WED., JAN. 26 — BOYS' SWIMMING, Argo, 4:15 p.m., there.  
• THURS., JAN. 27 — GYMNASTICS, Bloom Township, 4 p.m., Bartlett Gymnasium.  
• FRI., JAN. 28 — BOYS' BASKETBALL, Latin, 4 p.m., there; GIRLS' BASKETBALL, Luther South, 4 p.m., here.  
• SAT., JAN. 29 — BOYS' SWIMMING, Evergreen Park Invitational, time to be announced, there; GYMNASTICS, Thornridge, 9 a.m., there.  
• TUES., FEB. 1 — GYMNASTICS, Bloom Trail, 3:30 p.m., Bartlett Gymnasium; BOYS' BASKETBALL, Francis Parker, 4 p.m., there; GIRLS' SWIMMING, St. Patrick, 4 p.m., here.  
• FRI., FEB. 4 — GIRLS' VARSITY BASKETBALL, Amundsen, 3:30 p.m., here; BOYS' BASKETBALL, Willibroad, 4 p.m., there; BOYS' SWIMMING, Quigley South, 4 p.m., here; GIRLS' FROSH-SOPH BASKETBALL, Ridgewood, 6:30 p.m., there.  
• SAT., FEB. 5 — GYMNASTICS, U-High of Champaign-Urbana, 1 p.m., there.  
• MON., FEB. 7 — GIRLS' FROSH-SOPH BASKETBALL, Ridgewood Invitational, there (continues Thurs., Feb. 10 and Fri., Feb. 11).  
• TUES., FEB. 8 — GYMNASTICS, St. Benedict, 3:30 p.m., Bartlett Gymnasium.  
• WED., FEB. 9 — GIRLS' BASKETBALL, Timothy Christian, 5 p.m., here; BOYS' SWIMMING, Prep School Championships, time and place to be announced.  
• THURS., FEB. 10 — YEARBOOK PORTRAIT RETAKES, Little Theater (sign-up before Feb. 1 required in Publications Office, U-High 6).  
• TUES., FEB. 15 — MIDWAY OUT after school; TALK, math teacher Jack Ferris, 2:30 p.m., place to be announced; BOYS' BASKETBALL, Harvard, 4 p.m., there.

## Be our Valentine!

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