Santa Stealith From Thy Stocking

Laws take more and more from teenagers

- BY DEBRA GITTLEG
- AND KYLA CALVERT

It doesn't look like the Grinch will steal Christmas but Illinois lawmakers just might. In the wake of increasing drug use and violence among teens, city and state legislators have modified laws governing teenagers' rights to make them more strict.

Moral Decay

The new laws, ranging from enforced curfews to weakened Fourth Amendment rights for teenagers, stem from what many believe is the erosion of the nation's moral fabric.

"In the last 30 years, public displays of immorality have blurred the lines as to what is acceptable," explained History Teacher Susan Shapiro.

"Incidents such as Watergate and the Vietnam War have prompted a loss of faith in authority figures and a decline in religious institutions."

National Response

While new laws are evident throughout the nation, some teenagers and their legal defenders refuse to accept governmental restriction of civil liberties and have been working to change the laws.

In Washington, D.C., eight minor, four parents and a Georgetown movie theater contested the District's curfew law in federal court.

Declaring the curfew unconstitutional, U.S. District Judge Emmet G. Sullivan ruled that the District's curfew infringed upon the parents' freedom to raise their children.

Judge's Decision

"While some parents in the District undoubtedly have abused their privileges, this court does not have before it any record evidence that most parents in the District are unable to control or protect their children," Judge Sullivan wrote in his decision.

"Thus, the court would be remiss in putting its imprimatur on a law that impacts on thousands of law-abiding citizens based upon a mere assumption that a majority of the District's parents require the city government to second-guess their parenting decisions."

Approved by Chicago City Council, a new bill similar to the one passed in D.C., empowers Chicago police to charge fines starting at $500 and impound the car of teenagers breaking curfew, 10:30 p.m. weekdays and 11:30 p.m. weekends.

Teenagers see the new restrictions as both a philosophical insult and a actual threat to their livelihood.

"The new curfew laws prevent me from doing things effectively," said Senior Josh Levin. "Now I can't just drive home if it's late because I might get picked up for curfew."

Another law passed by the Illinois legislature provides public school officials with the right to search any property on school grounds, including students' bags, lockers and cars, despite the U.S. Constitution Fourth Amendment protecting citizens from unreasonable searches and seizures.

Until a 1996 court case, students' belongings could only be searched by school authorities with reasonable suspicions of wrongdoings.

Approximately seven months ago, lawmakers altered the law giving administrators more leeway in keeping contraband such as drugs or weapons out of schools. But U-High administrators say students don't worry about arbitrary abuse of the new search and seizure law.

"We are very careful to protect individual student rights," said Principal Hanna Goldschmidt. "We would never do anything unless there was reasonable cause. By that I mean serious threats and confidence in a source and thorough investigation.

Lobbying for a student press law in Illinois, high school journalists met at an Illinois House hearing in the western suburb of Naperville Nov. 13. As part of the program they reviewed the 1988 Supreme Court ruling of Hazelwood versus Kuhlmeier, the landmark case of the court recognizing the rights of students to express their views in school-sponsored publications.

"It's incredibly ironic that a student can go to class and learn about their first or Fourth Amendment rights and then walk out of the classroom into the halls where school officials or police will say that those rights don't apply to you," Mr. Samuels said.

Agreeing with Mr. Samuels, many teens say that in order for the laws to be fair, they need to be consistently applied.

"It's a problem with many of the new laws," explained Senior Ali Sephadari, former Midway editor-in-chief who specializes in high school civil liberties, is among those working on restoring teens' rights.

National Response

According to a statement from Mr. Mark Goodman, executive director of the Student Press Law Center in Arlington, Va., six states already have passed bills diminishing administrators' ability to censor publications.

"By the example of this censorship," Mr. Goodman stated last month, "many of our children are learning that the fundamental notion of free expression, which so defines what being an American is all about, is little more than a joke."

A CLU joins fight

American Civil Liberties Union Field Representative Nick Samuels, '90 graduate and former Midway editor-in-chief who specializes in high school civil liberties, is among those working on restoring teens' rights.

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Far away places beckon as winter break nears

**BY ALYSSA SCHELMANN**

Midway Reporter

Jingle bells, jingle bells, jingle all over the place... That's right. Hopping on their sleighs and packing their suitcases, many U-Highers pack for the move during winter break. Sailing up the Nile in Africa on a luxury cruise liner, Malik Dohrn’s family, along with Senior Denia Khalidi’s family, plans to explore the city of Cairo, Egypt, for two-and-a-half weeks. They’ll be staying with the Khalidi’s relatives.

“I MIGHT actually enjoy seeing another culture,” Malik explained. “I don’t really know much about African culture or food or anything so I should learn a lot.”

As the Dohrins and the Khalidi learn about different cultures, Junior Kavitha Reddy hopes to explore her ethnic roots as she attends her cousin’s traditional Indian wedding reception in Bangalore, India.

“This is the first time in a long while that all my cousins and relatives will be together once,” Kavitha said. “We’ll go to India once a year so holidays are a real special time because I get to see everyone.”

**THE TWO-WEEK trip will include shopping for everything from traditional Indian clothing to souvenirs for her family.**

Shifting off her new tag, Taylor Lee Horton, History Teacher Paul Horton’s daughter, plans to make the trip as a father to Houston, Texas, to visit family with his wife, Amy Smith.

“GTT!” Mr. Horton exclaimed. “I’ve seen Texas! I’m gonna visit my folks. Baby’s gonna meet the family.”

Many U-Highers are anticipating the arrival of relatives. Freshman Julian Dieterhoff, eagerly awaits the homecoming of her brother Jason, ‘93, now at Harvard University.

“Hey Khalidi’s family, I’m down for break,” Judith said. “It’s going to help me paint my new third-floor room.”

**MOVING INTO HER NEW bedroom at home, Freshman Natasha Dieterhoff has brought with her luggage boxes, clothes and knock-knocks in preparation for the first snow,” Student and her brother, Jason, ‘93 U-High graduate, will decorate their new space together.**

Many other U-Highers will be getting away from home over vacation, traveling.
Followups

Overwhelmed with the strong, pungent smell of old rotting footwear, I stopped for a second and looked at the shoes producing the smell. Collected from victims of the Nazis concentration camps of World War II, the shoes now lay in piles surrounding a part of the walkway at the Holocaust Memorial Museum in Washington D.C.

Twenty-one members of Mrs. Susan Shapiro's Holocaust class visited the museum Nov. 9 through Monday, Nov. 11. Middle School Teacher David Feldman helped chaperon. The class and trip, are in their second year.

"The students" responses to the trip and the class this year was much different from last year's class," Mrs. Shapiro reflected. "Last year there were more Jewish kids in the class so it was more of a spiritual experience. This year there are more students with different backgrounds, so the class and trip were more of an intellectual experience."

After arriving at the Museum Sunday morning, class members listened attentively as Mrs. Shapiro gave a presentation on the architecture of the museum. Prison lights, brick walls and the seemingly soundless structure of the museum-all part of the architect's design-caught my attention and even frightened me. I wasn't the only one.

"The harsh angles of the building and the haunting atmosphere that it evoked were very appropriate to the subject of the museum," Senior Kain Agrawal observed.

"Describing the transition of a young boy and his family from everyday life to life in a concentration camp, "Daniel's Story" had been the first exhibit we visited. After a brief discussion with Mrs. Shapiro we received packets from the curators describing the life of an individual who lived during the Holocaust. After finishing a floor in the main exhibit we turned a page in our packets to continue the story.

A 20-second elevator ride and a short film about troops entering concentration camps preceded our entrance into the main exhibit. As we walked out the first thing I saw was an immense picture of troops standing over burnt bodies. All preceding conversation stopped as we were all struck by the frightening image. Within minutes the class scattered and students proceeded at their own pace.

After a few hours of films, pictures and artiflacs, we collected in the Hall of Remembrance. Where some of us paid our respects by lighting a candle.

"After going through the exhibit," Senior Josh Levin said "the Hall of Remembrance struck me as beautiful and upsetting at the same time."

"The Museum visit was emotionally overwhelming and I couldn't spend much time in the Hall.

With a short walk to our bus stop we headed back to our hotel. After going to our rooms to change, we enjoyed dinner in the hotel. Following that we were all free to go. Some of the class members visited the campus of Georgetown while others decided to play chess or just relax at a local coffee shop.

The students were given a lot of free time after leaving the museum," Mrs. Shapiro explained. "Being at the museum can be a strong emotional experience so the students needed time to blow off steam."

Later that evening the whole class joined in one crowded hotel room to watch "Happy Gilmore," a comedy that ran until one o'clock in the morning."

After going through the exhibit," Senior Josh Levin said "the Hall of Remembrance struck me as beautiful and upsetting at the same time."

"Everyone should get a chance to go to the Museum," Josh reflected. "There is so much to learn and to remember. The Museum really does a good job of showing what the Holocaust is about."

Mrs. Shapiro shows films documenting the Holocaust in class.

"If you want to know what really happened," Mrs. Shapiro said, "you have to see it, hear it, feel it, taste it and smell it. What I want my students to understand about the Holocaust is that they can't understand but have to take it on its own terms."

Along with the museum, students say, having Mr. Aaron Elster, a Holocaust survivor, speak to the class proved a striking event. Mr. Elster spoke to the class Oct. 23 and came back at the students' request, to answer questions Nov. 20.

"After leaving class when Mr. Elster spoke," Senior Troy Williams said, "I was affected by his story. I couldn't get it out of my head the rest of the day."

By Tom Marcinkowski, associate editor

IN THE HALL OF REMEMBRANCE at the Holocaust Museum in Washington D.C. during a class field trip last month, Senior Josh Levin lights a candle in remembrance of those who perished in the concentration camps of World War II.

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IN THE RECEPTION area (photos from top) outside the Hall of Remembrance, the U-Highers reflect on their feelings being at the Museum. From left they are: Lisa Malinowsky, George Palyuzhetsky, Katie Agrestano, Patricia Salz, Peter Muller, Jennifer Emery, Alicia Alexander, Josh Levin, Alex Scarimbolo, David Johnson and Andrew Schuster.

Expressions Outside the museum reflect varying emotions. From left: Alex Demian, Lisa Malinowsky, Trevor Wild- ista (Unknown) and Mrs. Sarah Shapiro.

Photos by Tom Marcinkowski

Retro rockers

Photo by Jeff Hamann

Felting Warm in the handsome winter coat. Sophomore Chris Rummell considers how he will accessorize it with selections from the great men'swear collection at Cohn & Stern, Hyde Park's fashion headquarters.
New faculty members find U-Highers pressured to excel but a friendly family too

**BY KAREEN LEFF**  MIDWAY REPORTER

U-Highers focus on grades, enjoy participating in activities and sports and feel pressure both by their parents and themselves to excel. At least that’s what new faculty members feel after three months at U-High.

The newcomers include Counselor Bob Bachand, Advisory Coordinator David Arksye and teachers Sharon Housinger, Biology, Tamar Stein, A.P. Biology, Josh Thompson, Phys Ed, and Kevin Drewer, Spanish.

**COMPARING TO** students at their previous schools they find U-Highers more focused on grades than gaining an understanding of classroom material.

After 24 years at Proviso East High School in west suburban Maywood, Mr. Bachand planned to retire but agreed to come to the Lab Schools on short notice to replace Mr. Michele Laroque, now in the Middle School.

“By my previous school students had to deal with basic survival—being evicted from their homes, surviving by drug sales and gang related problems,” Mr. Bechand observed. “But the problems here are directly related to the pressures to achieve good grades.”

For Ms. Housinger, daughter-in-law of Science Department Chairperson Jan Housinger, having a diverse community at U-High makes teaching here pleasant. Students here are friendly, she said, recounting what recently which happened when her classroom iguana escaped. Students helped find the iguana, which was hiding in a corner of a foreign language classroom, a couple of days later.

“It struck me that many students outside the classroom were concerned,” she said. “They made me feel like there was a strong community.”

Ms. Stein, who taught three years at a boarding school in Vermont, said at U-High the faculty isn’t as close.

“It was MORE of a community,” Ms. Stein recalled. “The faculty hung out more.” Still, Ms. Stein said she feels at home at U-High, where she taught for part of the year in 1993, when Biology Teacher Petra Blix left on maternity leave.

For Mr. Thompson U-High proved even more of a homecoming. He is a 1989 graduate. Before coming here, he played professional baseball in Australia.

“It didn’t work out to go back for another season because of lack of money,” Mr. Thompson said. “Physical education has always been important to me and I wanted to help others enjoy it and try and increase their participation.”

**Work, 'love' or both? What earns an A?**

**BY DEBRA GIFFLER**  ASSOCIATE EDITOR

As fall quarter ends, some U-Highers who have worked diligently towards an A say work alone won’t win the grade. Besides doing top-quality work, students say they must let teachers know they personally care about the subject matter and the teacher.

“I THINK THAT teachers get really frustrated when students aren’t interested in the class,” said a senior girl who asked not to be named. “If you pretend that you care about the curriculum and the teacher, you’ve got a better chance at pleasing the teacher which can actually help out your grade.”

Other students feel similarly.

“Last year I had some trouble doing well in a couple of classes,” said a junior girl. “I saw that other students would talk to the teachers everyday after class or in the halls and I knew they got good grades even though they weren’t that smart. So, I started having little chats with the teachers about how important and special their classes were.”

**ATTITUDE OF A**

What I’d say was true but sometimes I’d just say what I thought they wanted to hear. Either way, my grades went up and I started getting the most amazing comments about how I wasn’t only a marvelous student but a great person too.”

But other U-Highers feel teachers grade purely on achievement, not on whether or not they feel a student loves their course or them.

“Teachers don’t base grades on a relationship outside of class,” said a senior girl. “I saw that other students would talk to the teachers everyday after class or in the halls and I knew they got good grades even though they weren’t that smart. So, I started having little chats with the teachers about how important and special their classes were.”

**AS FOR TEACHERS**

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**IT WAS MORE OF A**

“I have already come out to about 20 of my friends,” the anonymous junior girl said. “Last year I had some trouble doing well in a couple of classes,” said a junior girl. “I saw that other students would talk to the teachers everyday after class or in the halls and I knew they got good grades even though they weren’t that smart. So, I started having little chats with the teachers about how important and special their classes were.”

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**THE ISSUE OF SEXUALITY should be addressed, especially the if the school wants a diverse environment, explained a gay faculty member who asked to remain unnamed. “Homophobia, like racism and sexism, interferes with people’s ability to meet their highest level of achievement. If we want to deal with the issue the community as a whole needs to educate itself.”

The teacher is urging that faculty members be encouraged to see a screening of “It’s Elementary: Talking About Gay Issues in School,” a film documentary directed by Academy Award Winner Debra Chasnoff. The Gay, Lesbian and Straight Teachers Network of Chicago will present the film 7-8:30 p.m., Saturday, Jan. 25 at the Chicago Cultural Center, 78 East Washington Blvd., just north of Michigan Ave.
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Photo by Kauitha Reddy
A school with plenty of spirit

Pictures this. A cafeteria full of 400 suburban high schoolers, each wearing his or her own letter jacket. "Life, who’s gonna win?" shout the cheerleaders. "Like, we are!" the crowd responds. It’s a genuine pep rally, something foreign to U-High. But different schools show spirit in different ways. And U-High, Mr. Snelling, is brimming with spirit, its own brand of spirit.

At 4 p.m. or 5 p.m. or 6 p.m., the high schoolers start to pour out of school, deploy in various directions, and let off steam. But at 7 p.m., the school gears up in a major way. That’s the time they all congregate in the computer room. That’s the time they really light up.

I’ve been to the computer room on several nights. I’ve heard the shouts, "I want to be a cheerleader." "Like, they can’t stand it!" "We can’t stand…"

They are saying what they’re thinking. This is the school’s outlet for a few hours of the day.

I’m not saying that all high schools are the same. They are not. But at U-High, the computer room is the place.

The room is a relic of an earlier era in the history of the school. On a Hot Summer Night in 1957, just after school got out, I think, the principal decided to open the doors to the room for a "Summer Session." There have been very few "Summer Sessions," I think, but the computer room has been kept. It is a place where kids can go and get some extra help with their homework during the school year.

While I was in the computer room one night, I had the idea of writing a column for the school newspaper. So I called Mr. Snelling and asked if he would be interested in having me write a column for the school newspaper. He said yes, so I started writing.

One night, I was writing a column and I ran into some trouble. I didn’t know what to write. I didn’t know what to say. I was sitting there, looking at my computer screen, and I thought to myself, "I’ve got to write something. I’ve got to say something."

And I did. I wrote a column. I wrote a column that was about the school and the kids. I wrote a column that was about the things that I saw and the things that I heard.

I was very pleased with the column. I was very pleased with the way it turned out. I was very pleased with the way it was received.

I have been writing columns for the school newspaper ever since. I’ve been writing columns every week since then. And I’ve been very pleased with the way it turned out.

I’ve been pleased with the way it has been received. I’ve been pleased with the way it has been published. I’ve been pleased with the way it has been read.

And I will continue to write columns for the school newspaper. I will continue to write columns for the school newspaper as long as I am able to write columns for the school newspaper.

I’m sorry that the school year is over. I’m sorry that the school year is over. I’m sorry that the school year is over.

But I will continue to write columns for the school newspaper. I will continue to write columns for the school newspaper as long as I am able to write columns for the school newspaper.
DEFENDING HERSELF, Annette Benning, a hotel owner’s wife, aims her flame thrower at Martians as she and singer Tom Jones flee from Las Vegas in Tim Burton’s “Mars Attacks!”

Martians attack
Satire provides fun but it’s strangely familiar
Getting off your gray-scaled spaceship in Pahrump, Nevada, two green Martians wearing gray jumpsuits follow their purple-robed leader. A mob of earthlings screech in awed silence. These proverbial little green men star in the Warner Bros. alien invasion spoof “Mars Attacks!”, written, directed and produced by Tim Burton.

A PARODY of B sci-fi flicks of the ’50s and ’60s and disaster films of the ’70s, “Mars Attacks!” centers around Martians landing in the U.S. and trying to take over Earth. The movie’s plot incorporates familiar storylines. The U.S. government learns that Martians will be landing in Nevada and sends people to greet the Martians.

AFTER TELLING the people through a translator that they want peace, the Martians take out guns and kill hundreds if people have come to the arrival. From then on, the Martians manipulate the government into letting them kill people.

Jack Nicholson and Glenn Close give terrific deadpan performances as President Dale and the First Lady.

Rod Steiger stands out as a U.S. General who yearns to attack the Martians. He delivers a kick of the film’s big laughs, but his performance is a carbon copy of George C. Scott’s in the brilliant nuclear war satire “Dr. Strangelove.”

“Mars Attacks!” exhibits touches of Burton’s earlier surrealistic film “Ed Wood” or even Mel Brooks’ “Spaceballs.” Still, bright visuals and clever gags make it enjoyable. While it is an interesting and original idea, the Barenaked Ladies’ album loses its flavor and appeal.

For the first or second time it is seen, the multimedia feature quickly becomes tiresome. Despite their name, naked ladies have nothing to do with the recording. Instead, they and others may perceive as a good time. Humorous or amusing things you enjoy? That way, you get something productive out of it. My 19-YEAR-OLD sister told me that college students actually hide books in the library to make sure they can get them later. In fact, she said, some people hide books they don’t even need just so students who do need the books can’t use them and, consequently, do poorly on tests and papers. I thought she was exaggerating.

She wasn’t. It’s happening at U-High, too. Students are coming up with all sorts of tricks to gain an academic advantage.

LAST MONTH, for example, a junior started a club and appointed other U-Highers to hold executive positions before any official meetings took place. Thinking the club would be fun, I inquired about what exactly the plans were.

“Oh, I dunno,” the president said with a big grin. “The school gave us 100 bucks to blow somewhere, though.”

“What? You’re president and you don’t know what your gonna do?” I said, puzzled. “That’s a little strange.”

“WHO CARES, I just started the club so that I could put it in my college app. Good idea, huh?”

Not exactly. And something even more sad: Every executive member feels this way.

PEOPLE LIKE that frustrate me. They’re not only wasting their time but the time of their members, people who actually want to accomplish something. Of course, the importance of college in measurable but finding shortcuts is just cheating. Besides, it’s pointless. Wouldn’t it be more interesting to just join things you enjoy? That way, you get something productive done while doing having fun.

Oh, by the way, how’d that first meeting go? I couldn’t make it cause I had to write this column. Sorry!

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Although not an official story, an underlying theme throughout the Nov. 12 issue of the Midway was the ineffectiveness of the current Student Council.

I felt one of the problems of last year’s S.C. was that it tried to do too much at the wrong times. How many of you concentrated on the “hom” during a mandatory assembly and were not thinking about the lunch you could have had with your friends or the homework you hadn’t finished?

I believe one of the strengths of this year’s S.C. is that they know when not to plan activities. Most of us would prefer to be working on our history papers, college application or just lounging, rather than sitting in Max Pavlowski. Perhaps S.C. has not been as visible as they should be during these first few weeks of school but I know they have been busily planning for the year.

Much has already been done, including the S.C.- sponsored Halloween celebration featured on the entire page opposite the Nov. 12 editorial. Let’s be patient–the best is yet to come.

Parts of the student body believe the best way to improve S.C. is to attack it in a public forum. Let’s try to work with the S.C., democratically elected by the entire student body.

Let’s put aside any ongoing political ambitions or personal conflicts and work out concerns in a constructive dialogue with the existing S.C. Talk of anarchy, coop district and what-is are counterproductive. Before blindly attacking the leadership, why not try to make our ideas work with the existing student government?

The Midway editors may and should express their opinions on the issues but I don’t believe the editorial and accompanying pieces represents the views of the majority, or even a significant part of U-High’s students.

Let’s all look to a great year!

When is a club not really a club? When it’s strictly for show

And now for something entirely different...
Five-day meet

U.N.ers head to Harvard Conference

Taking off tomorrow for prestigious Harvard University in Cambridge, Mass., 13 members of the United Nations will for five days tackle world issues and debate nearly 2,000 of the best high school delegates from around the nation.

Representing China, the U.N. delegation led by Senior Kareem Saleh, president, and Nader Khoury, vice president, will have been training intensely on foreign policy issues.

Although the club has been without a faculty advisor since the beginning of the year, History Teacher Earl Bell, who advised it before taking a year off for school, has returned as faculty sponsor.

"It's great to have him back," Kareem proclaimed. "Although he won't be traveling with us to conferences, we'll greatly benefit from his knowledge and expertise about the organization and foreign policy.

After vacation, the club will venture to the University of Chicago for the International Model UN conference.

"Michigan is the best place to take beginners, because of the level of competition," Kareem explained. "It's where our best delegates get their starts."

ASA to show films weekly

Showing Asian films including Japanimation action cartoons, the Asian Students' Association (ASA) plans to offer weekly films in Gersich Center next quarter.

"ASA usually focuses on older traditions and holidays," said Senior Anoush Khan, president of the group. "We want to show a variety of films each week."

"We've got 20 new members, which has really added to the energy of the club as a whole," said Junior Tamar Kipper, president. "This year all 11 members have always been successful completing the club." said Senior Michael Tang, president.

"Right now we are concentrating on Peer Health Leading activities," Mr. Klevera said. "The Wellness Group was pretty successful last year and hopefully it will be continued."

Mr. Clinton would be so very happy

Building scale bridges to studying chemists, the Math Team is preparing for the Worldwide Youth in Science and Engineering (WYSE) competition Feb. 1 at St. Xavier High in Chicago and the Science Olympiad competition March 12 at Homewood-Flossmoor.

They plan to go for gold.

"It is nice that there are a lot of freshmen this year," Junior Claudia Cignozzi, president, said. "Now that the original members are juniors we have a stronger team base."

"In terms of WYSE, we probably won't be competing against many schools," Claude said. "To place better at the competitions, members started preparing earlier than last year.

Practice tests for the competitions have been held out already," Claudia said. "If the competitions that require building have also started.

Apart from having Math Teacher Barbara Kuske informing the students, teachers seek independent help from science teachers, Claudia said.

Math Team riding high

Competing in its third North Suburban Math League (NSML) meet tomorrow 4-6 p.m. in the cafeteria, the Math Team currently stands first in its division.

"We have three strong returning teams including the sophomores," said Math Teacher Jane Carothers. "We have finished first in the NSML at the first meet Oct. 3 at Hinsdale South, so with a strong freshman team on the way, math team is stronger than last year.

The U-Highers placed first Nov. 15 at Proviso West, beating Hoffman Estates by one point. Originally the team had lost by four points but after two appeals U-High won according to Coach Carothers.

U-High will play host to an NSML meet Thursday, Feb. 6.

Cheese players head for tourney

Preparing to play against approximately 10 other schools from around the area, the Chess Club will travel this Saturday to Evanston Township High for the Illinois High School Chess Association (IHSCA) tournament.

"We have less experience right now but the experience will come with practice," said Senior Michael Tang, president.


The team will be playing against the individuals, its advisor History Teacher Chris Janus, practices with the 23 members of whom 15 are new.

Against St. Ignatius, Nov. 3 at home, U-High won 9-3.

Teen rights

(continued from page 1)

that teenagers are most affected by crime are from about three to six—after school is out. The only cities in which change has been noted are those with after-school programs implemented at the same time. It's never curfew alone that makes a difference," said Junior Michael Tang.

"It's great to have him back," Kareem proclaimed. "Although he won't be traveling with us to conferences, we'll greatly benefit from his knowledge and expertise about the organization and foreign policy.

After vacation, the club will venture to the University of Chicago for the International Model UN conference.

"Michigan is the best place to take beginners, because of the level of competition," Kareem explained. "It's where our best delegates get their starts."

ASA to show films weekly

Showing Asian films including Japanimation action cartoons, the Asian Students' Association (ASA) plans to offer weekly films in Gersich Center next quarter.

"ASA usually focuses on older traditions and holidays," said Senior Anoush Khan, president of the group. "We want to show a variety of films each week."

"We've got 20 new members, which has really added to the energy of the club as a whole," said Junior Tamar Kipper, president. "This year all 11 members have always been successful completing the club." said Senior Michael Tang, president.

"Right now we are concentrating on Peer Health Leading activities," Mr. Klevera said. "The Wellness Group was pretty successful last year and hopefully it will be continued."

Mr. Clinton would be so very happy

Building scale bridges to studying chemists, the Math Team is preparing for the Worldwide Youth in Science and Engineering (WYSE) competition Feb. 1 at St. Xavier High in Chicago and the Science Olympiad competition March 12 at Homewood-Flossmoor.

They plan to go for gold.

"It is nice that there are a lot of freshmen this year," Junior Claudia Cignozzi, president, said. "Now that the original members are juniors we have a stronger team base."

"In terms of WYSE, we probably won't be competing against many schools," Claude said. "To place better at the competitions, members started preparing earlier than last year.

Practice tests for the competitions have been held out already," Claudia said. "If the competitions that require building have also started.

Apart from having Math Teacher Barbara Kuske informing the students, teachers seek independent help from science teachers, Claudia said.

Math Team riding high

Competing in its third North Suburban Math League (NSML) meet tomorrow 4-6 p.m. in the cafeteria, the Math Team currently stands first in its division.

"We have three strong returning teams including the sophomores," said Math Teacher Jane Carothers. "We have finished first in the NSML at the first meet Oct. 3 at Hinsdale South, so with a strong freshman team on the way, math team is stronger than last year.

The U-Highers placed first Nov. 15 at Proviso West, beating Hoffman Estates by one point. Originally the team had lost by four points but after two appeals U-High won according to Coach Carothers.

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Teen rights

(continued from page 1)
Teacher wants higher standards

BY JOE FISCHER

Conducting a campaign to raise Illinois School History Standards, History Teacher Diane Puklin is writing letters to business people she feels offer the necessary influence to initiate changes.

Though guidelines were drafted by the Illinois State Board of Education last summer, Ms. Puklin feels these do not insure Illinois students a quality history education and will lead to students coming away from school inadequately educated.

"I FEEL THE standards were too vague and broad to provide adequate guidelines for classroom learning and assessment," Ms. Puklin explained.

Spokesperson for the Illinois chapter of the National Council for History Education, Ms. Puklin said she is "trying to develop some sort of paper campaign, to call for radical revision of the standards." Although she feels standards are needed, she feels that the standards in place do not accomplish their mission and must be made more specific.

"What the standards are supposed to do," Ms. Puklin said, "are to state what specific standards students should optimally have the opportunity to learn.

BUT THE WAY the standards are currently written, Ms. Puklin feels, there's no guarantee of optimal opportunities for history education in Illinois classrooms.

"My longrange goals are to set up mutual mentorships between teachers throughout the state and teachers at local colleges and universities so they can exchange ideas about learning to give the teachers and faculty more ideas about history education.

Ms. Puklin hopes to appeal to business people who require educated employees for financial support in her campaign.

U-HIGHERS WILL NOT feel the effects of her campaign immediately. Ms. Puklin noted, but she feels it will produce an impact on U-Highers, once they start their careers.

"The people with whom U-High students will work in both their civic and professional communities will hopefully be literate in history," Ms. Puklin said. "You cannot be the only ones who know what is going on."

CONCERNED ABOUT school history standards in Illinois, Ms. Diane Puklin has been campaigning to improve them with a letter-writing campaign.

ISCARTELLATION Germany to hear of Dewey's legacy

BY JOHANNES BEEBEY

German Teacher Sibylle Sonnenberg hopes to pass on John Dewey's legacy this month to students at the University of Ludwigsburg, Germany.

Teaching a course on Dewey, Prof. Roll at the University invited Mrs. Sonnenberg to speak to his class.

"I have to talk about how John Dewey's ideas of teaching are still in use in today's classes," Mrs. Sonnenberg said.

A '66 graduate of the University of Ludwigsburg, Mrs. Sonnenberg has been a U-High parent as well as a teacher.

Her son Stephan, '96, is now a freshman at Brown University in Providence, R.I.

"I plan to talk about exchange programs, science experiments and the Midway because students are actually doing these, not just being told about them."

A Lab Schools teacher for 21 years, Mrs. Sonnenberg feels, there's no guarantee of optimal opportunities for history education in Illinois classrooms.

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The University of Chicago Bookstore

The University of Chicago Bookstore is located at the corner of 58th and Ellis. A service of Barnes & Noble, it offers the perfect place to browse and relax.

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Workshops look at languages

BY SEETHA SRINIVASAN

Hoping to improve standards of foreign language education throughout the United States, Foreign Language Teacher Randal Fowler is participating in workshops to discuss longterm educational goals for children in the 21st century.

According to Mr. Fowler, concern over poor achievement test results by high school students in the late 1980s resulted in a governmental commitment to improve education.

Through government funds, the American Council of Teachers of Foreign Languages has organized workshops this and next year to help establish guidelines for children of all ages in foreign language.

Mr. Fowler believes the project could aid schools throughout the country in improving certain foreign language policies.

"Foreign language opens a whole other way of seeing things," Mr. Fowler said.

"At Lab, we try to help students realize this by preparing them from an earlier age than other schools so they can speak and be comfortable in another language.

"These workshops are aiming to establish a good generic set of goals that all schools can adapt to."

Ms. Diane Puklin has been campaigning to improve them with a letter-writing campaign.
Cross Country champion scores another victory

BY ROBERT EARLES
ASSOCIATE EDITOR

Training to make the yards disappear between him and a 3200-meter indoor title, Senior Peter Muller capped off his cross country State victory Nov. 9 at Peoria with a 5th of 60 finish at the Midwest Cross Country Championships Nov. 16 in Dayton, Ohio. The only class A runner to qualify, Peter's 5th place finish helped Team Illinois capture the Midwest championships over Indiana, Kentucky, Ohio, Michigan and Pennsylvania.

"I thought it was pretty cool to win the Midwest," Peter said. "Our team finished with close to 10 of the top 15 spots and it was a good feeling to compete with the best runners in the midwesten states..."

Running three miles in 14:46, Peter said he overcame a case of nerves for the last one-half mile kick to come in 12 seconds ahead of 2nd place Seneca's J.B. Hedges.

"I was actually a little nervous when I caught up with Hedges," Peter said. "He beat me once this season and I had to be sure he didn't catch me after I passed him."

Hedges' cross country experience included all state performances at Normal Community School, a AA school in Normal, HI, before transferring to Seneca. In the end, Peter said, the race came down to a test of wills.

"I don't really know if I was in better shape than him or not," Peter remarked, "but I think at the end, I dug a little deeper than he did. I think I wanted it a little more."

Recovering by reporters eager enough to chase him down, Peter and his enjoying the publicity from his State victory. With flashbulbs popping in his face since he crossed the finish line, Peter's face has appeared on both the Chicago Tribune and Sun-Times.

"Hey, you're in the run class A meets," Peter said, "I think I've been overlooked by the papers. Now that I'm one of the best in the state, I think I'm finally getting the recognition I deserve."

Explosive winners

BY NICOLE SAFFOLD
MIDWAY REPORTER

Beginning as a low rumble from the crowd of U-Highers, Thursday, Nov. 21 in Sunny Gym, the cheers for the girls' j.v. basketball team build into a roar as the Maroons emerge from the hallway into Upper Sunny.

High-fiving each other and their screaming fans, the girls prepare to take on a new opponent from north-west side of the city, Our Lady of Tepayac.

Straddling over to their basket and starting warmups, the j.v. girls gather in their first home game of the season. Varsity and fresh men games had been cancelled.

Followed by their coach, the navy- and light blue clad players from Our Lady Of Tepayac edge into the gym. A small varsity squad of about nine players, their arms full of bookbags and wearing starting jackets, they look uneasy. Testing their permed hair, they stop and smile uneasily to each other. Their coach, a man, impatiently motions for them to keep moving towards their bench.

"Stiles, is it true that we're playing their varsity team?" Sophomore Katey Schein asks J.V Coach Joyce Stiles. Laughing, Coach Stiles looks away. "Why didn't you tell us this before?" a chorus of teammates who had overheard the question responds.

"I didn't want to make you nervous," Coach Stiles says.

With haltime approaching and the Maroons trailing 12-10, the so-far-subdued crowd bursts into cheers as Sophomore Sara Carrasco sprays the full length of the court and lays the ball into the hoop, tying the game.

Losing his composure, the Tepayac Coach slams his clipboard onto the bench in a wild fit of frustration.

"You haven't made one shot tonight!" he shouts at one of his starters, who turns her back on him with a flip of her long magenta pony tail and an indifferent shrug.

As the Maroons capture a decisive eight point lead at the start of the second half, the Our Lady of Tepayac Coach begins berating his team and clutching his shirt collar.

At the opposite end of the court, Coach Stiles advices the Maroons to remain under control. "Easy does it," Stiles said to her enthusiastic players, "we're not in a rush, we're in the lead."

Franetically trying to close the gap in the final seconds of the game, Our Lady of Tepayac's point guard puts up a desperate three point shot off the backboard as the buzzer sounds; U-High 29, Our Lady of Tepayac 21.

As the last of the crowd trickles out of Upper Sunny, the gym falls silent. Sitting in the middle of the upper Sunny, tearing tape from her sneaker, Sophomore Rebecca Zemans throws back her head and exclaims, "We're the bomb!"

Driving to the hole against Our Lady of Tepayac

Nov. 22 at their home opener, Sophomore Kathleen Hahn blows by a defender to help the Maroons win 39-31. Leading all players, Freshman Alex Brady cleared the boards in her high school debut with 17 rebounds.

Keeping Score

All games are varsity except when noted:

J.V. GIRLS BASKETBALL: Tabernacle Christian, Nov. 25; home, 54-42; Ridgewood Tournament-Luther East, Nov 27; 60-33; Joliet West, Nov. 29; 70-101. Storyville, Nov. 30; 58-50. Lake Forest Academy, Dec. 3; away, 56-40; North Shore Country Day, Dec. 7; home, 74-60.

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Theo by John Turpin
PHOTO

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Questions and Answers

U-High Midway • Tuesday, December 10, 1996

Meet The

MBUDSMEN

Two seniors ready, willing to help

Editors note: From seven candidates, a faculty-student committee chose two Student Ombudsmen, seniors David Solow and Flora Diaz. They recently discussed the services they plan to provide.

Congratulations on your appointments as Ombudsmen. Why do you think you were chosen?
Flora: I think we're both really approachable people. People aren't afraid to come and talk to us. I also want to let people know that even if they don't know David or I, they can absolutely feel free about coming and talking to either one of us.

David: Well, we're both well rounded. I think we both have good academic records and we're well respected by both faculty and our peers.

What do you perceive the job of the Student Ombudsmen to be?

David: I think I see our job as one of a mediator. We have to try to help students and faculty communicate and sort out conflicts.

Flora: I agree. I think we'll try to bring people together who may be having conflicts and make them feel comfortable communicating with each other.

If a student were to approach one of you with a problem they were having with a teacher, what would you do?

David: First, I would have to talk to the student and try to fully understand the problem myself. I would try to suggest a possible way of handling the problem or suggest that the three of us meet and see if we would find some common ground.

Flora: I would pretty much do the same. I'd also ask the student if he wanted me to talk to the teacher directly to let them know about the problem.

What would your priorities be in handling such a situation?

Flora: Well, I think it's important that whatever the situation, it be handled quietly and without a lot of fanfare.

David: Absolutely. People who aren't directly involved don't need to know about grievances they have nothing to do with.

If you found that by pursuing a grievance the school would look bad and adults in the school told you not to pursue it, what would you do?

Flora: I think that's sort of a hypothetical situation. Our role is to mediate. We don't take sides on issues, we try to solve problems between people.

David: Yes, that's exactly it. We are impartial mediators. I'm not sure that a situation like the one you described could ever happen.

So you aren't like lawyers or advocates for students? Just because a student comes to you with a problem doesn't mean that you will defend their point of view.

Flora: That's right. We would take complaints from just about anyone and try our best to resolve them through constructive conversations and meetings.

David: Flora's got it. Sometimes there's a break in communication or a misunderstanding, hopefully we can do something to help people see each other's points of view. Taking sides wouldn't be constructive.

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Trever Williams and Jason Boulware Photo by Tom Marcinkowski
New shows don’t impress U-Highers

By Karl Olson, Associate Editor

As the holiday break approaches, U-Highers look forward to a break from school, sleeping late, and catching up on TV shows.

Having spent months and millions of dollars on the four major television networks previewed their new shows this fall, U-Highers are not impressed.

To create the next “Friends,” networks replaced old favorites with shows U-Highers find second-rate.

“I liked the movie ‘Clueless’,” Junior Lucy Scharbach said. “I mean, it wasn’t an Oscar-Award-winning, but it was entertaining. I saw the TV show based on the movie and it wasn’t even amusing. The actors weren’t as good and since the originals set an ideal, the show really suffers.”

Making the lackluster quality of these shows even worse, some U-Highers have seen shows they watched weekly canceled.

“I used to watch ‘Hanging With Mr. Cooper’ and ‘Step-by-Step’ religiously every Friday night,” said Senior B.J. Sutherland. “They were such good shows. They replaced them with these two awful shows ‘Sabrina, The Teenage Witch’ and ‘Clueless’. I was very disappointed.”

Even though new shows resemble old ones or have been based upon major motion pictures, they still don’t live up to U-Highers’ expectations.

“NBC tried to copy ‘The X-Files’ in their new show ‘Dark Skins’ and it just doesn’t work,” explained Senior Amber Stroud. “It’s the same with ‘The Pretender’. I really liked it the first time! I saw it when it was called ‘Nowhere Man’.”

In contrast to the negative reactions most new shows received, ‘Spin City’ scored big with U-Highers.

“‘Spin City’ is definitely one of my favorite shows,” said Junior John Pick. “It’s one of the first original shows I’ve seen in a long time and Michael J. Fox is one fine man. He makes the show.”

Many seniors don’t let TV watching and homework compete. Instead they combine the two.

“I watch one and a half to two hours of T.V. a night,” said Senior David Solow. “Mostly I watch sports shows like golf, with my friends Chase and Grant Chavin. I can watch that much because I do some of my homework in front of the T.V.”

Unlike the seniors, many freshmen and sophomores don’t have the same luxury.

WHILE HALF of all seniors interviewed said that they combined T.V. watching and homework, some juniors and sophomores did too. No freshmen said they did.

“I watch up to four or five hours a night,” said Junior Randy Sawyer. “I watch while doing my homework, other times too.”

Some teachers feel restrictions on T.V. may lead to better work.

“Watching T.V. has a negative affect on people’s work,” said History Teacher Susan Shapiro. “Television is a great distraction.”

Many seniors don’t feel bad for wasting time watching T.V. so I try to watch something educational.

Viewing T.V. only as a diversion from work, some U-Highers say they’ll watch any program on television.

“The only things I really watch are old episodes of ‘Roseanne’ and sports, but I watch them all the time,” said Junior Pavan Makhija. “Of course, I never miss ‘Beverly Hills 90210’! I’ve been watching it since it first came out and I think I’ll cry when it ends this last season.”

“When I have a big paper to write I spend the whole night watching bowling to keep myself away from the computer. But really, I’ll watch anything that comes on as long as it keeps me away from doing my work.”

Television is a great distraction.

Echoing the cast of “Friends” are, from left, Seniors Robert Earles, Alissa Rosenbaum, Alexis Jaworski, Camille Varlet, David Greenfield and Junior Akua Murphy.

Older the U-Highers, the more they watch T.V.

By Nate Whitlock, Midway Reporter

College applications, AP tests and five hours of T.V. a week. That’s the difference between freshmen and seniors at U-High.

Of 25 students interviewed from each grade, juniors and seniors average the most T.V. watching and homework combined. T.V. watching and homework, some juniors and seniors did too. No freshmen said they did.

“I watch up to four or five hours a night,” said Junior Chris Liu. “I watch about five or six hours a night. I watch during dinner, while doing my homework and even in my free time.”

Many seniors don’t let T.V. watching and homework compete. Instead they combine the two.

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ECHOING THE CAST OF “Friends” are, from left, Seniors Robert Earles, Alissa Rosenbaum, Alexis Jaworski, Camille Varlet, David Greenfield and Junior Akua Murphy.
Warming up from the cold, winter air, Sophomore Arielle Halpern enjoys a delicious treat at Thai Twee.

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Where We Were

"U-High attracted teachers from all around the country," Mr. Harms said, "because it allowed teachers to try different methods in the classrooms."

WITH ITS college-bound student body and homegrown styles of teaching, U-High's venturesome spirit drew educators from all around the country. Mr. Harms said, "Teachers at U-High just did things so differently," he explained. "What set U-High apart from the rest of the schools at the time was the freedom they gave to their teachers and students."

Among the numerous experiments at U-High, U. of C. President Robert Maynard Hutchins incorporated the last two years of high school with college in the '30s. Under the so-called College Plan, U-Highers took college-level classes during their junior and senior years. High school began at 7th grade. The plan eventually was dropped. A $50,000 state grant financed another experiment, The Freshman Project, from 1963 to 1966. Freshmen were given the choice of attending classes three or four days a week and a variety of learning activities. "People all around the nation found out about The Freshman Project," said History Teacher Earl Bell, here 29 years. "The freedom given to the students set U-High apart. Students experienced decision-making and experienced college life in high school. It was inquiry based learning."

And many faculty members believe the school remains a precursor. "We're just as good today as we were then," said College Counselor Mary Lee Hoganson. "I have always gotten letters from colleges praising our students. It's no different now either."

Where We Are

"What set U-High apart from the rest of the schools at the time was the freedom they gave to their teachers and students."

-Mr. William Harms
U. of C. News Specialist

HIGH SCHOOL-aged students like these boys would learn trades at the Manual Training School on 12th street. After this picture was taken at the beginning of the century, the school merged with two others to become University High School. Belfield Hall originally was constructed for the Manual Training School, which accounts for its peculiar architecture of large, high-ceilinged rooms arrayed along single window-lined corridor.

Where We Are

Schools continue to do its job of preparing students for colleges, Ms. Hoganson said. With 74 percent of the past five year's graduating classes attending most- or highly-selective schools, as ranked in college selectivity according to "Bar-ron's Profiles of American Colleges," the Lab Schools continue on course, teaching students to formulate independent ideas, understand the classics and write analytically. Recent test scores and college admissions point to progressive academic performance in the school. U-Highers have improved over the past five years in overall performance on standardized tests. And, College Counselor Mary Lee Hoganson says, college admissions to competitive schools remain high.

OVER THE PAST five years, Ms. Hoganson said, SAT and ACT scores have risen steadily. The Class of 1992 averaged 630. Students are still accepted into the same number of competitive colleges, Ms. Hoganson said. With 74 percent of the past five year's graduating classes attending most- or highly-selective schools, as ranked in college selectivity according to "Bar-ron's Profiles of American Colleges," the Lab Schools continue to do its job of preparing students for colleges, Ms. Hoganson believes.

ADMINISTRATORS FEEL the school is as excellent as it has ever been, priding itself on preparing a diverse student body for college and giving students freedom to make their own decisions. Mr. Hanns added, "U-High was prided on being different," and Mr. Bell agreed, "For the first time in the history of education one school had the freedom to experiment."

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decisions.

"We’ve always had outstanding students, programs and teachers and it continues," Principal Hanna Goldschmidt said. "Our courses are continually being revised to meet national standards and our teachers spend a long time helping students individually. Our success is due to dedication of the faculty and the enthusiasm of our students."

FROM THINKING to U-High as an ideal school to feeling it needs to reembrace individualism, faculty members agree on one point. They want to maintain the respected state of the school.

"I think students are now encouraged to be less individualistic and less self-reliant by adults in the school than they used to be and they toe the line more than they did," said one faculty member who asked to not be identified. "I think that students, even five years ago, were able to operate in an atmosphere more individualistic in terms of attitude, goals and outlook on life."

Many teachers feel academic curiosity of students has declined.

"WHEN I CAME here 10 years ago, my students came to class motivated, passionate and competent about learning, not about getting good grades," Photography Teacher Lieze Ricketts explained. "There used to be a buzz about having a great school."

"If I had to say how close we are to my dream school, I’d say we’re between 95 and 96 percent there," Lab Schools Director Lucinda Lee Katz said. "I want to be at 100 percent. With a little more, we can be the ideal school. For instance, we are badly lacking racial presence in the faculty and I would like to make parenting a larger factor in students’ lives without having them drop their activities."

"I see students investing educationally in technology as well as in traditional ways and students who continue to make an impact on the community," principal Hanna Goldschmidt.

"We’ve always had outstanding students, programs and teachers and it continues," Principal Hanna Goldschmidt said. "We are badly lacking in racial presence," Lab Schools Director Lucinda Lee Katz said. "English, math, history and science all need more faculty of color. I would like to have a committee to recruit African Americans."

"Another faculty member told me, 'We are reaping the harvest of the child care experiment.' Photography Teacher Lieze Ricketts reflected. "He said, 'Some kids didn’t have parents to teach them what they need to learn and so they come to school less prepared than they previously had been.'"

WHERE THE Laboratory Schools are badly lacking is students’ lives to a greater degree, faculty and Lab Schools’ students say, because today’s students may receive less parenting than previous generations.

"Another faculty member told me, 'We are reaping the harvest of the child care experiment,'" Photography Teacher Lieze Ricketts reflected. "He said, 'Some kids didn’t have parents to teach them what they need to learn and so they come to school less prepared than they previously had been.'"

THROUGHOUT ITS history the school has boasted students with passion for learning but some teachers say in the past decade this intellectual intensity has faded. The school, they believe, should reembrace a set of values where students focused more on their education and less on grades. Visualizing her ideal school, Ms. Goldschmidt explained. "Students who value investing educationally in technology as well as in traditional ways and students who continue to make an impact on the community."
Shutter Bug
Freshman creates art through photography

BY ELIZA BLACKSTONE
ASSOCIATE EDITOR

Whether her passion for photography is genetic or simply coincidence, Freshman Lillian Kass isn't sure. But Lillian does know her parents enjoyed photography as a hobby before she was born and her father even built a darkroom in their backyard.

"My dad actually sold some of his stuff and made a little money," Lillian said.

AFTER TAKING Ms. Liese Ricketts' Photography class in Middle School Lillian became intrigued with controlling the elements of photography.

"I like playing with contrast," Lillian said, "and the lines which are created by between light and dark can be interesting."

"Working with light can also change the emotion of a shot. Like the way a little light and mostly shadows can be kind of eerie."

Despite amateur photography skills, Ms. Ricketts says Lillian's often abstract black-and-white photos were technically advanced from the start.

"A lot of beginning students take shots thinking about what they would look like in color," Ms. Ricketts said, "but Lillian could visualize how the light would appear in black- and- white from early on."

ARRANGING OFTEN surrealistic photos, Lillian says she enjoys creating illusions with real images.

"I like the way you can take a normal object and create something that doesn't make sense," Lillian said, "by manipulating the angle or moving things around. It's fun to have control over what I'm doing."

Ms. Ricketts says that Lillian's discipline, talent, potential and creativity in her work represent the secret to her success.

"She's very focused in class and self-starting," Ms. Ricketts observed. "She understands space and composition. Her work is sophisticated and imaginative. She's not afraid to take risks."

DREAM SCAPE
For an assignment in Ms. Liese Ricketts' Beginning Photography class, Lillian Kass felt that the hall in her house would provide a perfect setting.

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THERE'S NO BIZ LIKE...

Freshman acts, sings, does T.V. commercials, loses at marbles

BY ALICE BLANDER
"That's what you call it."

"So that's what you call it."

"Replied the back. She spit Orange Slice second. 'I ain't hold her math teacher. Suddenly the second girl couldn't do what the first girl did, so she took it out of the bag."

"Then I asked her why she couldn't do it, and she said, 'I don't know how to do it.'"

"I told her, 'You should study,' and she said, 'I don't have time.'"

"I said, 'Well, you should make time,' and she said, 'I don't have any time.'"

"I said, 'You should prioritize,' and she said, 'I don't prioritize anything.'"

"I said, 'Well, you should start,' and she said, 'I don't start anything.'"

"I said, 'You should try,' and she said, 'I don't try anything.'"

"I said, 'You should do it,' and she said, 'I don't do anything.'"

"I said, 'You should learn,' and she said, 'I don't learn anything.'"

"I said, 'You should read,' and she said, 'I don't read anything.'"

"I said, 'You should write,' and she said, 'I don't write anything.'"

"I said, 'You should speak,' and she said, 'I don't speak anything.'"

"I said, 'You should listen,' and she said, 'I don't listen anything.'"

"I said, 'You should think,' and she said, 'I don't think anything.'"

"I said, 'You should feel,' and she said, 'I don't feel anything.'"

"I said, 'You should act,' and she said, 'I don't act anything.'"

"I said, 'You should feel,' and she said, 'I don't feel anything.'"

"I said, 'You should look,' and she said, 'I don't look anything.'"

"I said, 'You should see,' and she said, 'I don't see anything.'"

"I said, 'You should hear,' and she said, 'I don't hear anything.'"

"I said, 'You should speak,' and she said, 'I don't speak anything.'"

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