What life lessons are U-Highers truly learning?

For the past two weeks a book entitled "How to Raise a Moral Child" has topped the best-sellers list. A few months ago "The Book of Virtues" was an object of discussion and before that "The Demoralization of America" sent Congress into massive debates about improving the moral lot of these United States.

Discussion of morality and values has spilled into U-High in reaction to thefts of book bags, calculators and even clothes.

The Communications Committee, has discussed the potential of an honor code and a committee to consider the concept is being formed.

People are wondering: Do U-Highers leave the school with a set of values and, if so, what are they?

"Well, it's not like we have a checklist," explained Principal Hanna Goldschmidt. "We don't go down and say, 'Have I done something compassionate today? Have I displayed an act of tolerance or integrity?' But we do try to prompt those sorts of values simply in the way we behave.

We've always pushed for honesty and truthfulness, being part of a community and individual responsibility.

The school has a difficult job imparting values within today's society, many people feel.

"Although old societal values aren't as widely held as they used to be," said Dean of Students Jewel Thomas, "I think many values are inherent within the school's fabric. We don't have study halls and structured free time because we value self-reliance and discipline. Of course, we can always do more.

Issues of respect among students and towards adults need to be addressed.

THE SCHOOL MAY BE unintentionally teaching some less desirable values, some observers feel.

"You always teach values whether you do it consciously or not," said one faculty member who asked to remain anonymous. "I think the broader value that is held here is success. But how do you evaluate success? Success here is when an activity is recognized or meets some national norm."

"So in turn, many students feel the need to be validated by these so-called standards of success and the result is that many students won't engage in an activity unless they can be assured of the value it will hold on a college application."

SAID A JUNIOR BOY, "The pressure to do well here is immense. If you want to be anyone in this community you need to be at the top, so you need every advantage you can get. I'm not saying that justifies a break in moral character but the biggest selling point of the Lab Schools is how well its students do."

But many people feel the school gets a bad rap.

"I'm not sure where those unrealistic pressures come from," commented Ms. Goldschmidt, "I think they may come from home or from the students themselves. As a school, we try to support weakness and celebrate strengths."

Assured success?

In a school where learning by doing has historically been highly valued, many faculty members and students fear U-Highers are graduating with little experience, other than depending on adults for guidance.

Students' independence and responsibility have been lost, they fear, in a thrust for success in which adults oversee all efforts to insure successful outcomes.

"IN THE LAST couple of years, administrators have become a lot more involved with the decision-making process of the student," said Photography Teacher Liese Ricketts. "The administration has pushed the faculty to be more responsible for the students' work than they have been in the past.

"When the students are treated more like small children they will behave like children. If the burden of success or failure is on the student, I believe they will rise to the occasion."

"The pressure to do well here is immense. If you want to be anyone in this community you need to be at the top, so you need every advantage you can get."

Anonymous Junior Boy

"The biggest problem I had with the contract," said Sophomore Rachel Sharpton, cofounder of the group commented, "was what it was introduced as a necessary item after people who would not sign the contract had been working in the group for four months."

"I really felt like the school pushed us aside because they obviously didn't think we would succeed as a group. It is almost as if they said, 'We don't want another one of your groups in the school.'"

"The school has always had problems coming up with a good freshmen advisory program and we thought we could be part of the solution."

ADMINISTRATORS say they do encourage student independence and learning by doing.

"We encourage student initiative," Dean of Students Jewel Thomas said. "We expect students to learn self-reliance through the curriculum and doing their work.

"There are no bells and no study halls. This is also part of students learning responsibility, although adequate support is provided if students need it."

"In the last couple of years, administrators have become a lot more involved with the decision-making process of the student," said Photography Teacher Liese Ricketts.
Dancin' in Paradise

"Tropical Paradise" complete with island decorations and colorful hula dancers greeted 367 Semiformal Dancegoers Saturday evening at International House. The gigantic crowd, most dressed in gorgeous evening wear, danced to the music of D.J. Reuben Roy. Cultural Union again received high praise for pulling off another smashing event and Dean of Students Jewel Thomas was thanked for all her work and help.

THOUGH BLACK DRESSES dominated Semiformal fashion this year, red and ivory proved popular, too. "Every girl here looks gorgeous," remarked one of the parent and faculty chaperons.

YES, U-HIGHERS actually can get down when they are dressed up. The man in the checkerboard coat, incidentally, is none other than Mr. Ronald Presley. BLUE, black and white, these outfits typified the stunning fashions of the evening.

Senior campout to get some new 'senior' guests

BY ALYSSA SCHEUNEMANN

Senior year may be not so happy with a decision to make their annual campout the weekend before May Project a chaotic event but admit they may have to settle for the new arrangement.

Seniors began the tradition in 1986 when they spent the night camped out in Kenwood Mall and cut classes the following day as a senior class prank.

By 1990 University Police were patrolling the event, neighbors complained about noise and beer cans littered Scannum Gardens.

Parents and teachers became concerned that some seniors were drinking at campout while in the school "looking the other way".

In 1991 a student greeted teachers at the front door of the school with a beer can in hand the morning after campout.

A few years later seniors wandered the school vicinity drunk the morning after.

THE "CUT DAY" following the campout also generated problems. Some teachers refused to excuse seniors from class to May Project if they cut.

Last year two seniors were suspended for three days after breaking into the school to get their pockets. They said they had been told a University Police officer would be present to admit them.

Such incidents have resulted in many parents not allowing seniors to participate in the campout.

"LAST YEAR FEWER than 40 seniors went on campout," Senior Advisor Susan Shapiro said. "That's because they knew it had become dangerous. Now if we're going to have a senior activity, why not make it fun and safe?"

To encourage participation within the framework of a safe event, Mrs. Shapiro proposed the campout be sponsored and followed by a school-sanctioned cut day including a parent-sponsored senior brunch. Mrs. Shapiro announced the event, planned for Thursday, May 2 and Friday, May 3, at the Jan. 7 faculty meeting.

No teacher has voiced objections to the plans, Mrs. Shapiro said.

Seniors, however, have voiced dissatisfaction with the decision.

"IT'S BOGUS," Senior Romanie Walter said. "I mean being excused from classes is cool 'cause then all the May Project stuff doesn't get messed up, but camped out? What? The whole point is to rebel regardless of any smoking or drinking or anything. It's really about not doing what you're supposed to."

Senior Class Steering Committee members feel an official event represents the best way for seniors to enjoy meeting and fun and safe.

"I think it's kinda better this way 'cause at least people will come," Senior Class President Win Boochang said.

SOME SENIORS see both advantages and disadvantages to the plan.

"There are pluses and minuses here both sides," Senior Lauren Schwartz said. "I wouldn't want to get a cut that close to May Project."

"With adults at campout people are less likely to break rules. If adults weren't at campout people would and we'd all get in trouble even if not all of us were breaking rules."

"ON THE OTHER hand why do we need to be babied as much? It's really about not doing what you're supposed to."

Joan's Studio for the Performing Arts
1438 East 57th Street
773-493-9288

DANCE MUSIC YOGA MARTIAL ARTS

Gay group idea discussed

Whether a discussion group, club or alliance for gay and lesbian U-Highers could easily come about in the school community was discussed by about 50 juniors and seniors and faculty members in a program led by representatives of Horizons Community Services last Thursday.

Two facilitators, Mr. Lance Toma and Mr. Ercel DeLeon, led the discussion.

SENIOR MOLLIE STONE, who organized the program with the endorsement of Student Council, said, "I wanted to create an environment where faculty and students could talk comfortably about this sexuality. I also think it was necessary to get the general consensus about the way students feel."

Many people at the discussion said gay and lesbian marches would meet opposition both from within and without the school.

"I don't know if anyone in the school is prepared to face such opposition," Mollie said. "Most of us haven't faced this type of fire. It could really divide the school."

MANY FACULTY MEMBERS and a group where gay and lesbian students can discuss their feelings and problems is crucial.

"If you want an alliance to be successful, you have to start an alliance," advised Foreign Language Teacher Randall Fowler. "Deal with the problems afterword."

Freshmen and sophomores were scheduled to receive their own program on the topic in advisory yesterday. Students from those classes who asked individually to attend the junior-senior program were invited.
Communication battles drugs, parents advised

BY JOHANNES BEERBY
MIDWAY REPORTER

C
communication between parent and child may be the prime key to help stopping drug use. Student Assistance Coordinator Chuck Klevgaard told parents at a Feb. 20 High School Council program.

“Parents should be free to talk with their kids, ” Mr. Klevgaard said. “If that is not possible, parents should talk with each other.”

CONCERNING ABOUT results of a survey three years ago of Lab School is grades 6-12, which indicated that national averages, Mr. Klevgaard said he is focused on informing parents of how they can help to look out for their children. “Parents should not be afraid to call other parents to see if a party is supervised,” he said in example.

During a question-and-answer session, Mrs. Mara Koppel, mother of Sophomore Lilly, asked her wanted more information about parties at student’s homes. “If the school knows of the parties,” Mrs. Koppel said, “why can’t they publicize them so they can be stopped.”

Mr. Klevgaard responded that school authorities rarely knew where the parties are taking place and are hesitant to invade privacy.

HE GAVE THE SCHOOL high marks for its anti-drug efforts.

“The administration is handling the problem well,” Mr. Klevgaard said. “We just have to deal with the problem of students being bored with all the info.”

Reflecting on the meeting in an interview several days later, Mr. Klevgaard said he wants students to know that they can come to him for help.

“I am the school community, I have the chance as a counselor and that you can’t trust me,” Mr. Klevgaard said. “But in fact I am just trying to help kids to make good decisions and if it means calling parents, I will.”

“Healing with parents I never tell them that their kid is on drugs, unless I see the child doing drugs myself. Parents tend to freak out when I call and ultimately assume that their child is on drugs.”

New PSAT section rouses questions

BY JULIE EPESTEN
ASSOCIATE EDITOR

Writing Center being considered by English teachers could help U-Highers be prepared for a new writing skill being added this fall in the Preliminary Scholastic Assessment Test (PSAT).

An announcement from the College Board, which administers the test, explained the component will measure students’ ability to express ideas effectively in standard written English, recognize faults in usage and structure and to use language with sensitivity and meaning.

THE NEW COMPONENT resulted from a study on how to keep the test current, with renewed national educational goals.

Also influencing the addition was an agreement between the Office of Civil Rights and the College Board over a complaint asserting the National Merit Scholarship Corporation discriminated against women. College Board statistics show women score lower on the PSAT than males.

With one million high school students taking the PSAT in hopes of qualifying for the National Merit Scholarship, changes in test will have wide impact. Adding the component has rekindled debate among students, teachers and test prep tutors wondering how credible college entrance exams are in accurately measuring scholastic abilities. The College Board’s Scholastic Assessment Test (SAT) 1997 Registration Bulletin asserts the tests provide the best indicators of how students will perform in college. Access to preparation advantages by some test-takers prompts others to believe otherwise.

“U-HIGH’S ENGLISH Department doesn’t teach for college entrance tests, but our students have faced well on verbal sections without our specific help,” English Teacher John O’Connor said. The average SAT verbal score for the class of 1996 was 630 out of 900 points.

Most test preparation courses such as Princeton Review and Stanford Kaplan, according to College Counselor Bill Tracy, cost upwards of $800, which puts students lacking financial support at a disadvantage.

“Prep courses are almost a rite of passage to take now because of intense competitiveness in the college applicant pool,” Mr. Tracy said.

“This POINTS TO THE HEART” of credibility. If students can improve scores because they can afford to take courses, then it is difficult to determine what the tests really measure.

Some of the test-preparation sponsors themselves told the Midway they have doubts standardized tests can truly measure how someone will do in college. As for the new writing component, they are equally skeptical about its credibility. Their services, they say, can give students an extra edge in taking the test by knowing what to expect.

Well-traveled writer

EXPRESSION HIS love for poetry and story telling, highly-acclaimed poet Garrett Hongo spoke in a program Feb. 5 sponsored by the People of Color Committee. Born in Volcano, Hawaii, Mr. Hongo moved to California where he attended Pomona College, graduated and spent a year touring Japan and writing poetry. Now a professor at the University of Oregon, where he directed the program in creative writing for five years, Mr. Hongo has published two books, “Volcano: A Memoir of Hawaii” and “The River of Heaven.” A reception and book signing followed the program.

Briefly

U-High Midway — Tuesday, March 11, 1997

Mr. CHUCK KLEVGAARD

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Twenty-one make Finals

Seventeen seniors have made Finalist rank in the National Merit Scholarship program and all four National Achievement Scholarship semifinalists have move to Finalist rank. Finalists are as follows:

MDRT—Denell Absher, Chase Chuvio, Brent Chuvio, Katie Duew, Valerie Guntraasen, Michael Levin, Matthew Minkoff, Sara Mora, Kristi Morko, Jconni Morko, Eret Messier, Jack Messier, Rosalind Mora, Seth Sepedan, Kfirm Shuh, Ming Tong, Rich Thistlethwaite, Phil Threewell and Sam Yoga.

AABC—James Low, Jessica Jones, Rachel Kaliski and Michael Ogles.

Goal reached, what’s next?

“What next” is the pleasant question the school can ask since its five-year $5 million development campaign goal has been reached.

The campaign financed Middle School building construction, Rowley Library renovation, student scholarships and faculty endowment funds.

The largest gift, from Mr. and Mrs. Roy Warnscho, parents of Jenae, ’96, and Carol, ’95, was $500,000.

“It was a great success,” said Director of Development and Alumni Edson Epstein. “Money from the campaign is still coming in from pledges and gifts.”

Though several possible projects have been discussed over the years, from renovating Sunset Gym to improving art space, there have been no decisions made about the school’s next goal.

Hot stuff

FOR THE fourth Community Learning Program sponsored concert Mississippi Heat and the U-High Jazz Band again proved great fundraisers, bringing in over $1,800 in ticket sales and donations for the Washington Board’s Scholastic Assessment Test (SAT) 1997 Registration Bulletin asserts the tests provide the best indicators of how students will perform in college. Access to preparation advantages by some test-takers prompts others to believe otherwise.

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Learning

BY ALICE BLANDER

U-High Midway • Tuesday, March 11, 1997

With students regarded as teachers and teachers regarded as students, faculty members and 18 seniors in the winter quarter Humanities Seminar say they've enjoyed the openness of their discussions.

The noncredit elective started two years ago as an interdepartmental, participatory program for seniors. Though originally conceived as a yearlong course, the seminar only lasted a quarter because of insufficient funding.

MEETING WEDNESDAYS at lunch, participants discuss perspective, perception, identity and reality in different types of art in student-led classes.

"The seminar's theme this year addresses the question, 'How do we know what's true?" explained Physics Teacher David Derbes. "A large part of what you see as the truth and how you view things has to do with who you are.""

Some teachers feel the topic is particularly appropriate for seniors.

"Seniors are at a point when they're trying to figure out, 'how do I view myself?"' said History Teacher Chris Janus. "Next year they're going to be in a different academic environment and they're going to be independent."

TO EXAMINE 11 pieces of the most pertinent artworks to their course, participants visited the Art Institute Feb. 5. Earlier, they had listened to musical pieces, seen a movie and read a short story.

"The seminar is very un-highschoolish, which is cool because it leads to some amazing discussions," said Senior Phil Turett. "Teachers and students are on an equal level, since students prepare and lead the discussions. The teachers even have to raise their hands."

Faculty members and students participating in the seminar, besides those previously mentioned, are as follows:

TRAVELERS - Art Mrs. Joan Kobil, history Mrs. Susan Grubin, music Mr. Dennis Nune, mathematics Mr. Robert Jaffe, Russian Mr. Niko Prady, Spanish Mr. J. P. Devkin, chorus Mr. Victor Chen, computer science Dr. Alan Stillman, French Mrs. Karen Dani, German Mr. Frank Kowalski, history Mr. John David, psychology Mrs. Sara Gilchrist, English Mrs. Elaine Nune, physics Mr. Michael Cole.

"Some students really just don't know how to enjoy and for someone studying German it all really brings the language alive," photo by David Kake.

Getting' down in Germantown

AN AFTERNOON and evening in Germantown, a strip of German restaurants and shops along North Lincoln Avenue, gave 19 members of Mrs. Chris Fennem's German classes at least a taste of the Old Country Feb. 7.

German grocery stores, shoe stores, clothing stores and a German magazines store provided plenty of fun shopping and an opportunity to speak the language with the "natives."

At the Brauhaus Restaurant, 4732 N. Lincoln Ave., the U-Highers enjoyed authentic German cuisine, then danced to the music of an authentic German Band. Here Mrs. Fennem and Sophomore Richard May take to the authentic German dance floor. The students agreed the outing proved both fun and educational.

"There's actually a lot of German culture in Chicago many people don't even know about," said Junior Maria Perkowski. "The restaurants especially are wonderful and there are a lot of them, each with its own way of making traditional dishes and each with its own specialties. There is a lot of pride in the German culture that you can really enjoy and for someone studying German it all really brings the language alive."

Class looks at downsizing

Effects of corporate downsizing upon both individuals and the societal environment has been examined in a new unit added by History Teachers Chris Janus and Beth Miller to their winter quarter Economics elective. Downsizing mainly consists of businesses eliminating the positions of older, higher-paid employees—often executives who have worked with a company for decades—leading, to decreased profitability and improved efficiency. The growth of computers and other time-saving resources in businesses has in some cases reduced the need for staff members and made some positions obsolete.

Unlike employees who are laid off, downsized people have a difficult time finding a new job at the same level and salary they achieved during their lengthy career with one company.

"Last year, when I was reading the "New York Times" I saw seven articles on downsizing," Mr. Janus said. "I really thought that downsizing is very pertinent to kids today. We thought adding a unit about compassion not treating their workers correctly and laying off many people to conserve money would be relevant with this year's students."

Trial trail

History elective looks at legacy of cases

BY NICOLE SAFFOLD

MIIDWAY REPORTER

Student takes to teachers

Discussing using students' creativity in teaching history, History Teacher Earl Bell spoke on a panel of four history teachers to an audience of 350 Jan 4 at a National History Conference in New York. Mr. Bell explained that he assigns narrations as an essay and allows students to decide whether the author accurately represents a historical period through comparison to other writings about the period.

The Perfect Stress-Reliever

When the stress of continual homework, quizzes, tests and papers is too much for you to handle, come to toys et cetera. Conveniently located right in Harper Court, we're sure to have something—from board games and puzzles to stuffed animals—to help you relax and remember the days before schoolwork filled your life.

TAKING A BREAK from schoolwork, junior Hannah Gottschild browses through toys et cetera's vast selection of toys.

The students have learned many trials, such as the Roosevelt test trial following World War II. They can remember decades after they take place. They have also learned that doubts remain about the justice involved in many of the trials.

Mr. Bell said he may offer the course again after assessing student evaluations of it and his own consideration of its value.

Model U.N. course back

International events and foreign policy will be focused on in a yearlong Model United Nations course taught by History Teacher Earl Bell next year. The course will meet MUN team members as preparation for conferences and use the textbook "A Global Agenda," Mr. Bell previously taught the course two years ago.

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Student jobs not previously mentioned are as follows:


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The Shortest Distance Between Two Points

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Hours: Monday through Friday 9 a.m. to 6 p.m.
Saturday 9 a.m. to 5 p.m.
Unlocking U-High's closet door

THE QUESTION is not whether U-High needs to find a place where students can discuss their sexuality, but how such a program should be implemented in a school which often seems permeated by homophobia.

If school is a difficult period for all students, it can be especially traumatic for homosexual or bisexual students. The alienation and confusion experienced by gay students results in the highest suicide rate in the nation.

The assertion U-High is a place where everyone is accepted for who he or she is, ignorance and fear have yet to be expelled from our community. Recent talk about forming a discussion group on sexual issues has been stonewalled, in part because of the fears of some parents that such a group would encourage students to become gay.

While this view is generally unaccepted by the student body and faculty, another, equally dangerous idea prevails at U-High. The belief that many students are uncomfortable discussing homosexuality and bisexual issues and should not be addressed at all.

Who many espouse this idea don't think of themselves as homosexuals. However, that by keeping homosexuality a taboo subject they are perpetuating the fear and ignorance they despise.

Unlocking U-High's closet door is simply a necessity. While homosexuality is a subject people are comfortable discussing, gay students will not and should not be fully accepted into our student body.

On March 6 an optional lunchtime discussion on sexuality was led by representatives from Horizons, a gay and lesbian awareness group. The program was only open to juniors and seniors. Another is being planned in advisory for underclassmen.

While the program represented a step in the right direction, it did not represent a solution. We need to push until all students are accepted. The opposition is strong and will remain so, all the more reason for U-Highers to fight for what's right.

LUKE SKYWALKER (Mark Hamill) and his ancient mentor Yoda are back in “Star Wars,” “The Empire Strikes Back” and “Return of the Jedi,” being re-released to number one box office openings.

Still galactically great

Star Wars films retain magic despite new edition improvements. AFTER SEEING the Star Wars trilogy a million times I expected shock and excitement from the new scenes and computerized effects. As the movies unfolded I realized the changes had been overhyped and didn’t add to the films. Regardless, the media explosion surrounding the films’ re-release is attracting blockbuster audiences.

With nostalgia sweeping the nation, “Star Wars” and “The Empire Strikes Back” have grossed more than $100 million dollars combined and the trilogy’s third film, “Return of the Jedi,” is doing well. Re-releasing the trilogy 20 years after its first film opened, Lucas has added to the mythical fairy tale about the fight between a rebel alliance and an evil Empire. The additions include a cleanup job on the film’s original negatives, some new scenes and special effects and a dubbing sound system. The alterations cost $10 million, roughly equivalent to the first film’s budget.

The hype surrounding the trilogy’s re-release centers on added scenes and computerized effects, but they prove dispensable. A low point is the extended party scene at Jabba the Hut’s palace. The scene features Jabba, a humungously fat and wormlike gangster, watching a “naked dance” perform. Already boring in the original version, the extended scene just slows down the film. It’s ironic considering Lucas has been praised for the remarkable speed that characterizes the trilogy.

Of course, without blaring sound effects and pathetic attempts to redo scenes belonging on the cutting room floor, all three “Star Wars” films are fantastic movie adventures that should be seen on a big screen. The films contain a rare capacity to completely transport moviegoers to a different world. The “Star Wars” trilogy success will probably cause film studios to go rushing through film archives in search of the perfect film to restore. But like the hundreds of “Judge Dredd’s” and “Last Action Hero’s” have shown, following the “Star Wars” trilogy’s formula doesn’t guarantee success.

Extraordinary

A surprising, spooky collection

U-HIGHERS who love Shirley Jackson’s chilling story “The Lottery” or the novel “The Haunting” will likewise love a new collection of recently-discovered unpublished work by the late author. “Just an Ordinary Day,” $32.95 (Bantam, 400 pages) covers fantastic subjects such as the Devil selling his soul in the smoking room of a college dormitory while it illustrates the nuances of everyday relationships.

Jackson wrote unpretentiously but deeply about subjects in a Seinfieldian manner; bringing the complications of social situations with the realities of everyday life.

Consistent with the theme of strange interactions, one story plays with the idea of a rude and impatient waitress versus a kind and caring one.

Creating characters on two opposite extremes of these lifestyles, Jackson places them in a traditional world and describes their connections with traditional people. In a separate but similar story, Jackson attempts to illustrate the chain of information that emerges when moving into a new house that someone else previously occupied. Ordinary people find themselves in unusual situations.

“Just an Ordinary Day” is not only a thought-ful collection but a pleasurable read. Surprises and curiosities within curiosities make it extraterrestrial.
**Cought it up!**

Can anyone rationally explain why they smoke cigarettes?

ONCE UPON a time, track team members were seen coughing and gasping after a training session, a song to encourage the runners to take better care of themselves. It went something like this:

**QUIT THAT SMOKING.** Quit the smoking, quit the smoking and put it down.

It hurts your lungs. It hurts your lungs. It turns them black.

You don’t want that.

We see you lugging. We know it’s hard to quit. But when we see you gasp, it makes me want to spit.

We hope you haven’t given up. And next time we see you, we hope you’re running sweeter.

Traffic Jani

**VITAL ORGANS are just that, vital. Vital to life. If you remove the heart, liver, kidneys or lungs of a human being, that person ceases to exist. Believe it or not, a school has vital organs, too. Parts of its daily life that are vital to thriving as a living, breathing community rather than just a collection of those who teach and those who learn.

IT’S BAD TO THINK that for a brief moment this school became disconnected from its life-support system. A consulting agency brought in by administrators to address long-term desires to consider how the school could improve and update its daily schedule came up with a set of suggestions that included some truly imaginative recommendations. Among them were daily all-school assemblies, a better sense of community and the elimination of passing times between classes. Of these recommendations came a proposal to revise U-High’s schedule to include those daily meetings and, as part of making the schedule work, provide 20-minute lunch periods three times a week. The other two days would provide a combined 75 to 80-minute meeting and “bustard SHIPPING month’s lunch.”

**THOUGH THE CONSULTANTS** conferred with principals and teachers while visiting the school both individually and in an all-day faculty workshop, their recommendations reflected a poor understanding of what needs to be started and a real pressing concern that school needed to strengthen its sense of community, their recommendations concluded is a 20-minute lunch period which would undoubtedly destroy the very heart of the U-High community, its clubs which have long used lunches to meet and prepare for activities.

As the daily community meetings, it already is hard enough to get U-Highers to required assembles. Imagine trying to get them to daily meetings, especially when it seems like they may seem to have more than a vague idea about what use that time would be for. As disturbing as a highly-paid consulting firm coming up with recommendations so disconnected with the true welfare of a student is people in the school following up with schedule proposals that equally reflect almost nothing about the real life of the school.

**THANKFULLY, THE HIGH SCHOOL** faculty rejected the proposal by setting up a new schedule and, when Principal Haana Goldschmidt was told she had to come up with a schedule immediately, she was able to devise a proposal that actually met the needs of the school. She thought, it seemed, like it meant working at Bernard Getway.

Her praiseworthy schedule solves the present lunch issue. This Thursday period which follows and introduces a practical weekly all-school assembly. But last-minute expedients do not keep the vital organs of a school healthy. They simply patch them together. What the school needs are not just a rush to get the boys to do with its realities but life-and-blood communication that nourishes its vital organs.

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**Big decisions**

Choosing a college is just the start of a journey

**Life is a piece of paper**

Aging speak louder than words. At least that’s what many U-Highers have been taught since childhood. But now it seems to have been teaching another lesson. It has gone crystal crazy. There’s rules and regulations and rules about behavior. There’s Peer Leader and Peer Health Leader contracts. There’s supposed to be club contracts. Any extracurricular activities are even talking about parent contracts. The RELIEF seems to be to just enough people can be convinced to sign just enough statements, life will be well and good.

I can shape college into an experience tailored just for me.

In retrospect, I realize that the best decision is reached by finding a balance between my head and the heart. That is not to say I completely reject choosing Stanford.

I merely regret letting a thing like money be the deciding factor for both my head and the heart. That is not to say I completely reject choosing Stanford.

I should have looked for other options in order to attend my number one choice.

TOWARD THE BEGINNING of my first quarter, I had my doubts as to whether I could be happy here when I felt that my true happiness was somewhere on the east coast.

I gave serious thoughts to transferring and even filled out the application. But I didn’t mail it. I chose not to.

Instead, I surrounded myself with people and activities I felt comfortable with at Stanford. By doing so, I found that I can shape college into an experience tailored just for me.
Required contracts do a quick fade

Club behavioral contracts the faculty voted to require beginning this year seem mostly in limbo as the school grades its second quarter. Few organizations have even started work on them, many presidents have never been told the requirement even exists and many of those who do know it exists say (flippantly) they don’t plan to do them and as long as no one pushes them to do them they’ll never be written.

The behavioral contract proposal followed the discipline of several student government officers last year because of incidents during Senior Getaway. The student government constitution and school rules provided no specifics on what behavioral requirements officers or other organization members would have to fulfill and what punishment would ensue if they didn’t.

COMMUNITY Learning Peer Leaders did sign a code of behavior which included pledging not to use drugs or alcohol. But many of the Leaders told the Midway they felt uncomfortable signing the pledge, felt coerced into doing so and morally objected to a verbal agreement to report other Peer Leaders they saw violating the standards.

A group of sophomores hoping to offer Peer programs in freshman advisory has come to a standstill reportedly because the participants object to signing an agreement similar to the Peer Leader code (see story front page).

Model U.N. members sign a contract about behavior at conferences away from school. Latino Unidos members probably agree that if behavior at our outside school reflects discredit on the group they will leave it. The Jewish Students Association decided on a trust agreement without a formal contract.

MANY GROUPS, SUCH AS the Black Students Association, have established attendance policy. Most club presidents say the school already has established a sufficient code of behavior and that club contracts would be redundant.

“A formal, written document isn’t necessary,” said Chess Club President Michael Tang, senior. “I think everyone knows what’s up. If anything happened people would step up and rise to the occasion.”

Editor’s note: This story was reported by members of the Midway staff coordinated by Midway Reporter Alyssa Scheuermann.

“Mercy, Mercy ME” is the song the Jazz Band is recording here for its next album. The Magazine and mercy, has the group been busy in recent weeks.

Last Saturday the U-Highers journeyed to downtown Galesburg to play at the Rootabaga Jazz Festival at Knox College. They did three numbers.

At the Community Learning Concert Feb. 22 the U-Highers scored a big hit for the fourth year.

Members from left in the photo as follows: Nicole Khafizbek, Ben Roemer, Tiaa Latash, Kaitlin Hargis, Kendra Beek, Jwenneth Schott, Mike Ray and Joel Lertzman.

California, here they came

Twenty-two Model United Nations Club members headed for a meet in Berkeley, Calif., last Wednesday.

We are using the Italian delegation to be competitive,” said Senior Kareem Saleh, Model U.N. President, and Venezuela is sort of been approached as a learning delegation. It consists entirely of underclassmen and will provide an exciting way for them to build their skills. This is the largest delegation we’ve ever taken to the Berkeley meet, which has always proven an exciting and challenging experience. Model U.N. requires a lot of hard work, but is certainly worth the effort.

Here come Supernationals!

Venturing to the first ever Supernationals’ Tournament April 23-27 in Knoxville, Tennessee, Chess Team members will compete among 11,000 expected participants.

Combining elementary school, junior high and high school competitions into one giant tournament, the National Chess Federation will be staging what is believed to be the largest student chess playing event in history.

“I think this can be a very enriching experience,” said Senior Michael Tang, president. “I expect that we will not do as well as the 9th place finish three years ago here, but with this experience we will be much more competitive in the future.”

Competing in the Illinois All-Grade Tournament Jan. 11 at Evanston Township High, the freshmen team of freshmen Ralph Alm, John Heckman, Jason Kohn, Ben Lauerdalde and Sophsmore Rich Sieger placed 8th. In a separate open against Michael Tang placed 4th.

“Going to tournaments is always a lot of fun even if you don’t win,” said Rich Sieger. “Either way you come away with a sense of accomplishment just from playing people in a tense, competitive situation.”

Club sponsor ifhistory Teacher Chris Janus.

Calculating concern

Never has the type of calculator used during the State Illinois Council of Mathematics (ICM) State competition mattered.

But at this year’s competition Saturday, April 26 at Illinois State University at Normal many Math Team members have expressed concern some opponents will gain an advantage because their schools provide them with the newly-released, more powerful TI-92 calculators.

“I think the calculators really change the spirit of the competitions,” said Math Teacher Susan Buckwalter, junior class coach. “It shouldn’t affect us, though, because our team has creative problem solvers.”

Ms. Jane Czarnecki is head coach and sophomore coach, with Mr. Paul Gucy coaching seniors, Ms. Roos McCullough, freshmen, and Mrs. Shirley Holbrook, oral.

Despite not having the calculators, the math team took a commanding first place Feb. 22 at Regionals at Marmion Academy in Aurora.

Individual honors were as follows:

FIRST-PLACE: John Kutt, 1st; Ben Lowenthall and Ralph Alm, tied for 2nd; sophomores: Chris Latash, 3rd; Matt Wyzko, 4th; freshmen: Ted Van Vroomen, and Claudya Czepogay. 5th; and John Haney. 6th; seniors: tops for W. Michael Tang. 4th.

U-High State Bound

It’s on this State Competition Wednesday, March 26 in Champaign-Urbana for the Science Club, which placed first in Regionals at the Worldwide Youth in Science and Engineering Contest March 1 at St. Xavier College. U-Highers placed as follows:

THIRD—Henry Swiderski and Michael Tang, both in Biology.

Club sponsors speaker

Ms. Irene Martines, imprisoned in Argentina, because of her political beliefs in the 1970s and later released after being adopted as a cause by Amnesty International, was scheduled to speak during lunch period today sponsored by U-High’s Amnesty chapter. Ms. Martines cofounded a center for helping victims of torture and has been acclaimed as a dynamic speaker. Her appearance at U-High came after this issue went to press.
Bill Of Rights
Proposed state law would guarantee free school press

BY KAREN LEFF MIDDAY REPORTER

A proposed state law which would establish the right of high school newspaper editors to control contents could affect the Midway though the bill would apply only to public schools, not private or parochial institutions.

The bill was introduced Jan. 16 by Rep. Mary Lou Coulishaw after several years of advocacy work by the Illinois Journalism Education Association and civil rights groups. The bill is in the House Rules committee and will be sent to the Education Committee, where it is expected to get a tough going-over.

THE BILL ESTABLISHES the following provisions as amendments to the Illinois School Code:

- Public school students will have the right to exercise freedom of speech and the press in the publication and distribution of expression in school-sponsored publications, whether or not they are supported financially by the school or produced as part of a class.
- Student journalists still will not have the right to publish material which could reasonably be expected to incite student readers to lawless action or substantially disrupt the orderly operation of the school.
- Student editors will be responsible for determining the content of their publications. Faculty journalism advisers will be responsible for supervising production, maintaining professional journalism standards and protecting the staff's rights. No adviser may be removed from his or her position for refusing to suppress free expression.

SIX OTHER STATES have established similar laws following a 1969 decision by the United States Supreme Court that public school administrators had the right to review publications prior to their being printed and to restrict any content they judged contrary to school's educational mission.

Private school administrators have always had such a right since they are not government employees.

The landmark case, Hazelwood vs. Kuhlmann, has resulted in widespread censorship of high school publications and in many staffs and advisers avoiding content of which they feel administrators might disapprove, according to studies by the Student Press Law Center in Washington, D.C.

BACKERS OF THE Illinois proposal feel it would prove constructive in promoting positive relationships between administrators and student journalists.

"I am positive the bill will pass," said Mrs. Linda Kane, who helped draft the proposal. Adviser to the award-winning newspaper at Naperville Central High, she is Illinois director for the Journalism Education Association.

"We made the ideal bill," Mrs. Kane continued, "the ultimate in student rights. But when you write a bill you go for everything you can get and then when someone objects you compromise."

Observed Mr. Nick Samuelis, High School Civil Liberties Education Project director for the American Civil Liberties Association in Chicago, "The bill will allow student journalists to learn their craft responsibly without worry that a well-reported, well-written article might be cut by a principal simply because the topic might be an uncomfortable or controversial one."

MR. SAMUELIS is a ’69 U-High graduate and former Midway editor-in-chief.

Midway Adviser Wayne Brailer says the proposed law would, if passed, benefit the Midway. "Though legally such laws don't affect private schools, they do affect the climate in which we work. If public schools prize an independent student press private schools aren't likely to settle for second-best."

The Midway is published without prior review or faculty participation beyond Mr. Brailer's work with the staff. "When I came here in 1964 it was with the agreement journalism students would publish the newspaper and yearbook in the context of the finest learning experience possible, with the highest expectations for quality but without prior review or censorship."

"We've been considered a model school in terms of administrator and students journalist relations. The Midway's editors have always worked closely with the Director and Principal in keeping publications newsworthy and responsible. It's always been a cooperative and cordial relationship, but also mutually respectful. The administrators keep their hands off, the students keep their heads on straight."

VICE PRESIDENT of the National Scholastic Press Association and coauthor of its newspaper and video judging guidebooks, Mr. Brailer has written frequently on the educational value of an independent school press, including several articles on the Hazelwood decision.

"The Supreme Court's concept of a high school education as an exercise in control rather than a laboratory for learning to become an intelligent, discerning, contributing citizen in the democracy still mystifies me," he said.
Winning Winter

Teams learned from both triumphs, disappointments

BY JOHANNES BEEBY

S urprised by the unexpected loss in Regional semifinals to the Westmont Seminaries, Feb. 28, 76-74 in an overtime game, at Halsey, varsity boys' egos were still proud to finish 22-5 (10-2 league).

"The season was wonderful," Coach John Wilson enthused. "The team camaraderie and improvement throughout the year was excellent."

DESPITE THE MAROONS losing the Independent School League championship to Ethos Academy, Junior Justin Slaughter, co-captain with Seniors Kenny Elise, Grant Chavin and Chase Chavin, expressed pride about the season.

"We didn't know what to expect with a relatively new team," Justin stated. "But we came together through hard work and learned to trust one another."

Winter sports overall yielded mixed results.

COACHED BY Ron Preley, jr. basketball boys pulled together and topped the ISL. 

With a 10-7 record, (10-2 league), the j.v. boys de
developed amazing skill by putting coaching advice to work, said Coach Preley.

"With Andy Rosenbank's outstanding leadership and with the progress made by many players," Mr. Preley said, "the season turned out to be very rewarding."

With THE FRESHMAN TEAM showing improvement throughout the season, Coach Tom Atwood finally observed that a once-inexperienced team determinedly generated needed momentum and ended 7-5.

Trying to develop motivation, but often falling frustrated'st short, varsity girls finished 6-19 (3-13 league).

HIDDEN STARS

Nonstarters sparkplugging support, spirit to basketball teams on, off court

BY RICHARD RAY

A SSOCIATE EDITOR

T hough they may not get the playing time as the starters they make valuable contributions on and off the court, as are the hidden stars of basketball.

In his second year on the varsity squad Senior Michael Ogilvie's main objective was to both add needed chemistry to the team and keep his enthusiasm. "In the game I'd try to cheer on people and keep the enthusiasm level up," Michael said. "I practiced to make other players better by playing the best I can."

Participating in his first year on the j v team Sophomore Anders Johnson received the honor of being named co-captain. "I'd try to be a supportive player on and off the court," Anders said. "Many times I would try to pump people up and at times it would create a spark that would allow us to make a game we were trailing in.

Connecting on four three pointers in their last home game-one of which tied the game with only 30 seconds left-senior Katie Hanck tried to be an ex-

tac as possible in her senior year on the varsity squad.

"I'm not that great of an offensive player," Katie said. "But the main thing was that I would not give up and try not to get discouraged. I re-

ally would rather be viewed as a teammate, not an individual."

Charging down the court in her second season on the j v team, "I came in stronger," Katie Schen to charge the players at best she could and get everyone involved in the game. "It is really important to me to help the team as much as poss-

"ble," Katie said. "In a game situation I mainly tried to contribute on the defensive side and try to turn a looseball into a fastbreak situation."

All the players say they love the game of basketball.

"It is a lot of fun to play," Katie Hanck said. "When you give up it's not as much fun. Even if you are down by 20 points, you can't figure out the game, you have more fun."

The players also love the team chemistry they feel.

I always want to play regardless of how much time I play," Michael said. "The comradery that I receive while just hanging out with the fellows and the sheer love of the game keep me playing."

TAKIN' IT TO THE HOLE

IN A CLOSE confrontation with a Lake Forest Academy opponent, Sophomore Camille Collins drives for the basket in an exciting Feb. 8, 5, at Sunny Gym. The game turned out to be a squeaker, with the U-Highers bowing 39-31.

SPORTS MAILBOX
deco sexism cartoon

From Physics Ed Department Members Karen Dunne, Terri Greens, Bud James, Nancy Sontag and Larry McFarland, Michael Moses, Ron Preley, Joyce Stiles, Diane Taylor, Josh Thompson and Joan Vande Vliet: 

IN REFERENCE TO your recent article "Surrounded by Sexism," the Physical Education and Athletic Department requests an apology from the Midway.

The members of these departments are highly supportive of the Midway staff by providing information on our sports teams via phone calls at home and last-minute interviews in our free periods.

We feel the cartoon of the swim coach was highly offensive and inap-

propriate. This cartoon perpetuates a stereotype of the coach-student relationship which the coaches and teachers in this department work hard to dispel. This cartoon detracts from the quality of your newspaper and would be more likely found in a sleazy tabloid. In order to continue to receive our support, the newspaper needs to be responsible and respect-

ful in their reporting.

The Midway's editor reply: The cartoon was published in the Sports Mailbox section as a special column featuring items of interest to students and faculty. It was not intended to depict a situation of sexual discrimination or to suggest that sports teams were affected by sexism.

Track star may bypass drugs

With many team members headed out of town for Spring Break, it looked doubtful Maroon runners this year will par-
ticipate in the annual prestigious meets in downtown Charleston.

If Charleston is bypassed, the final indoor meet will come Friday, April 4 at Niles West for girls.

"I think that the team will do well at the Niles West meet," Captain Abby Levine, junior, said. "Our four runners have injuries and hopefully by that time people will have recovered from those injuries."

Results of recent meets are as follows, except for those the Midway could not get because coaches refused to talk to reporters (see letter this page):

Georges: Feb. 27 3rd, March 16 3rd; Prospect and Providence 16, Midway 31, 15-13; Niles West 30, Brunswick 46; Midway 27, Prospect and Northshore Country Day School, coaches would not talk to reporters.

Bostons: Home, Feb. 27 3rd; Providence 46, Midway 27, Northshore 30; Midway 27, Prospect and Northshore Country Day School, coaches would not talk to reporters.

Photos by David Katz
Up, and up

A beautiful Saturday March 1 smiled on the Freshman Ski Trip to Michigan. Even the two-and-a-half-hour ride there and back proved fun for the 35 participants. On the lift soar Ramez Haddadin and Anna Bloom.

Back home, the team looks to a successful season in the Midwest.

Photos by David Katz
HUDDLING AROUND manager Junior Vanesa Carr, center, Senior Tiffany Royster, Junior Mai Lyn Grajewski, Junior Jocelyn Reed and Junior Dina Moskowitz.

Managers specialize in the care and feeding of teams

By NICOLE SAFFOLD
MIDWAY REPORTER

Staying up late barking for the kids to tell them that they're part of the team. Or at least, sports team managers say they love the camaraderie they've part of.

Cheering the team on during a game, keeping score, filling water bottles and getting ice packs for injured players, team managers perform a broad range of chores.

"I made the decision to become team manager because I tried out on the j.v. and varsity before and I liked the whole team concept," said Junior Vanessa Carr. "There were some people on the team who really loved the game, but that is not why I played. Rather, I wanted to be with my friends in a team atmosphere.

Suggesting plays during games, Senior David Sidow, varsity boys basketball manager, said he feels like he's helping coach the team.

"I go to most practices and I dress up in a suit and the for all games," David explained. "I know that many girls' team managers look for their team but I don't do that. When I think of a defensive strategy or see that a certain player is tired I might mention it to Coach Wilson. I see myself more as somewhere between a fan and an assistant coach."

JUNIOR PAUL BAXTER, girls' volleyball team manager, sees herself as a team comfortor she enjoys reading magazines out loud on the bus before away games.

"Our bus rides to and from away games were the bomb," Faith said. "I sometimes would read Seventeen quizzes to the players. It really helped to relax the atmosphere of the bus."

Senior Josh Lewis, boys' basketball team manager, believes the special services he provides for the team means more to him than what people think about team managers in general.

"When you take on the role of team manager you're committing a lot of your time to being there for the team," Josh said.

"In the past, I've received, 'Oh, you're just sitting on the bench without a jersey, you're not really a part of the team,' but I know that the players appreciate what I do for the team."

Other managers, by sport, are as follows:

Girls' (v. girls' basketball): Sophomores Rachel DeWong, east campus; Freshman Seraph Monyon, boys' soccer; Senior Andrea Collins, boys' wrestling; Sophomore Kaila Hohman, cross country; Sophomore Alecia DeWong, girls' tennis; Sophomore Kaila Hohman, girls' tennis.

Boys' (v. boys' basketball): Sophomore Ashley Hohman, east campus; Sophomore Kathy Swenson, west campus.

Awards to honor winter athletes

Honoring winter athletes for leadership and accomplishment, varsity coaches will present Awards at the Winter Sports Banquet, 6 p.m. Thursday in the cafeteria.

Some coaches also will recognize a most improved athlete. A pot-luck dinner will precede the awards ceremony.

Show to showcase athletic talent

Exhibiting athletic talents from all components of the Lab Schools, a Gym Show will be presented Thursday, March 20 in Sunny Gym. Three performances will be given, at 7th period and at 7 p.m. U-Highers will showcase their skills in basketball, gymnastics, jazz and social dance. Phys Ed Teacher Nancy Johnson has been working with the students to prepare the program.

PHYS ED CUT UNlikely

By RICHARD RAY
SPORTS EDITOR

Though the Chicago public schools have decided to apply to the state for a waiver to drop phys ed junior and seniors such a change is not likely soon here.

"What it really boils down to is money," Phys Ed Director Tony Minelli said. "Politics would rather the taxpayers money be spent for kids to be smart than fit. Fitness isn't as much an issue in today's society than during the '40s and '50s when there was a war. Now it seems to be more important to make kids technologically advanced."

U-Highers vary in their opinions about phys ed requirements.

"I don't think that phys ed is that important," Freshman Kathryn Schroeder said. "If you're on a sports team than that should count as a credit."

But other U-Highers staunchly support phys ed.

"I THINK THAT it is actually worthwhile," Sophomores David Katz said. "You need balance between sitting in class and physical activities, because many people aren't on sports teams, so they need that physical exertion."

Others feel that some phys ed courses are more or less important than others.

"I think it depends," Senior Randall Sawyer said. "If I am in a sport that I enjoy like basketball I would rather have phys ed but if I am in something like gymnastics than I would rather not have phys ed."
"THE PRESS really reports on what people want to hear. There were a lot of people who said they were sick of hearing about O.J., but the stations that reported the trial still got great ratings. The papers and T.V. stations are businesses. They report on what people's attention first and then they talk about what really matters."

—BJ Sutherland, senior

"I FEEL that sometimes the media just assumes that someone is guilty of a crime. Even before someone is convicted the media is reporting the story as though he or she is guilty. They don't even consider the idea that he may be innocent."

—Emile Camby, junior

"THE MEDIA can only pick the wrong things to report because that's what they feel we want to see. I want to know what's really going on. I don't need the media feeding my ignorance."

—Garron Segal, junior

"THE MEDIA doesn't create or invent the news; they just pick the stories they want to report. They can't report on everything, so they might as well continue reporting what they do now."

—Emile Camby, junior

"On the whole they do a decent job of getting the facts out."

—Noah Silverman, sophomore

"THE MEDIA creates the news and our world. That's its job. Things happen, but they're considered not real until the media reports on them. Without the papers we'd be lost. They spoon-feed many people's opinions. They tell us what to think, what to feel, and how to react."

—Patrick Sellers, senior

"THE MEDIA embellishes all of the big stories. They always have and they always will. You just have to accept that and take everything you read with a grain of salt."

—Tammar Kipper, junior

"AS THE SONG says 'Believe half of what you see and none of what you hear.' You always have to think for yourself in the end."

—Johannes Beeby, junior
SUMMER (JOBS) in the city

Start looking now if you haven't already, experts advise

Finding a job this summer should prove easier for U-Highers thanks to the excellent impression they've made on employers, say experts in the field.

But with competition for jobs as keen as ever, they advise U-Highers who haven't started looking to get busy.

"I'VE ALREADY BEEN approached by about seven sophomores and juniors who want to work in U. of C. labs over summer," said Science Teacher Sharon Housinger. She helps U-Highers find internships in University labs and hospitals. A U. of C. graduate, Ms. Housinger has numerous connections with professors and researchers around campus.

"U-Highers have had many recent successes," Ms. Housinger said, "which has been great advertising. I think a lot more places are willing to work with high school students now. When looking for something like an intern, the most important thing to find out is what one wants to do and where their interest lies."

TAKING ADVANTAGE of other sources such as family and professional employment agencies also proves helpful in finding a summer job, experts say.

"I wanted to make a little money," recounted Senior Naveen Neerakonda, who did just that. "So one of my relatives hooked me up with a job at a restaurant he owns that's right by my house."

Searching for a job, however, may not always prove as easy as calling a relative, as many U-Highers have found. Opting to call a professional employment agency for assistance to find a summer job can also prove helpful.

"If a student expects to be employed," said Mr. Jeff Furst, president of Furst Staffing Services, a professional employment agency, "he has to have energy and drive."

"We can't expect students to come in with a whole lot of experience. We mean, that's the point of the whole adventure. Students learn what's really out there." - Mr. Jeff Furst, president of Staffing Services

FINDING WHERE a student's interest lies, Mr. Furst explained, provides the biggest boost to getting a job.

"Once someone knows what they want to do, we just contact businesses who are willing to employ high schoolers.” Writing a resume, however, may prove impressive and always increases chances to land jobs, Mr. Furst added.

"Students should talk about the different projects or reports they have done that may be related to the job," he advised. "Maybe even putting classes and activities on the resume might help bring out interests."

"If you show them enthusiasm, a high school student can get almost any job, regardless of how much experience they have. The employer will train you after that."

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Street Smarts

U-Highers hear how to protect selves

BY NATE WHALEN
MIDWAY REPORTER

Practical actions for protecting oneself against crime were stressed by Mr. Rudolph Nimocks, executive director of the U. of C. Police and Security Services, in programs last week for freshmen and sophomores.

Mr. Nimocks came to the University in 1989 with 33 years of experience with the Chicago Police.

Among the points he made to two highly-receptive audiences were the following:

1. Always keep space between yourself and anyone who looks suspicious. Always have a line ready on what to do if approached.

2. What things you want to keep on your person, such as in shirt pockets, not in your backpack.

3. Only fight when a situation has reached a point where someone is trying to get you in a car. In that case, do anything to stay out of the car. Draw attention to yourself. 

4. If you find yourself in a car, try something of yours between seat cushions to provide evidence of your presence.

Kiss of death?
Byerly's, the fashionable supermarket featured in the Midway's last issue, has closed. We are awaiting congratulations for a job well done from Dominic's and Jewel.
Fighting away your woes: The art of being martial

BY RICH SIGLER
ASSOCIATE EDITOR

Padding up and fighting in the same styles as legends such as Bruce Lee, U-Highers such as Senior Bill Thistlethwaite and Sophomore Chris Sarantos find martial arts a perfect way to fight away their problems.

Studying martial arts ranging from sparring-oriented Tae Kwon Do to throw- and pin-focused judo and concentration-centered Tai Chi, U-Highers enjoy a wide variety of martial arts.

COFOUNDER AND copresident of the eight-member Tai Chi Club with Senior Victor Chen, Bill possesses a brown belt in Tae Kwon Do after two years of preparation.

"The style of Tae Kwon Do I do is sport-oriented," Bill said. "We put on pads and fight. It's almost all kicking. Though we learn respect and discipline, it's more of a sport like soccer than it is anything else."

Bill also holds a second-degree beginner rank in Jeet Kune Do, a street fighting art invented by the late actor Bruce Lee. Bill practices these arts for fun and for concentration and fighting ability.

WING CHUNG Kung Fu, the style that Chris Sarantos plays, benefits fitness and self-defense.

"It's sort of like Bruce Lee's style of Kung Fu," Chris explained. "It flows and you learn how to basically defend yourself against fast attacks. There isn't much grappling or joint locking. Your fitness and self-confidence improve and I like to think it will help me defend myself in some situations."

Lessons cost from $30 to $60 a month.

Besides being fun, martial arts increase self-esteem and cut down on stress, enthusiasts say.

"I'VE LEARNED a lot of discipline and respect," Bill said. "It's helped me calm down a lot and relaxes stress. When you're doing Tai Chi you're not thinking. 'OK, I've gotta get a paper in for English' or 'I've gotta talk to my dad about this, that or the other.' You're just thinking about where your right foot goes and where your left foot goes."

Other U-Highers say martial arts can transform lives through knowledge of the principles of an art.

"It's a lifestyle and an art," said Senior Rebecca Meredith, who holds a purple belt in Tae Kwon Do. "It has a lot of principles which are rules that you think about not just when you are sparring but also in everyday life. I recite the principles of Tae Kwon Do to myself several times a day when I'm making important decisions."

Hot Rink

Welcomed by the tiny white Italian lights on the Midway west of Woodlawn, U-Highers, U. of C. students and families from Hyde Park have been enjoying the Chicago Park District Olympic-size ice skating rink opened in early November.

"I went to skate there once Saturday with my family when it was really nice outside," said Junior Elizabeth Tomasek. "We first tried to go skating on Skate On State, but it was so crowded we couldn't get in. We were a little bit reluctant about going at first but it turned out to be fun. We ate lunch at the Medici and walked back to the rink and skated for a couple more hours."

Other U-Highers observe how the rink is gaining popularity.

"I took my little sister skating on the Midway on a Saturday and I saw a friend from school with her whole family," said Sophomore Brooke Casadahan. "I also saw the kids I work with for community service from Washington Park Community Center. They come to skate there for free every Saturday."

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Sizing up advisory

Eight years on, a continuing experiment

BY CARRA GITTER
ASSOCIATE EDITOR

i-n-depth news feature

In a math class, you start at chapter one and progress page by page through the book. In history, you begin with prehistoric times and progress through modern events. In science you begin with the basics of biology and slowly advance into more difficult chemistry. But advisory, created in 1989 by former principal Wendell McConaha, has an uncharted curriculum. And while U-Highers understand and appreciate the logical sequence of academic classes, the scattered pattern for covering topics in advisory classes leaves many students confused about the program’s purpose and doubtful of its usefulness.

FOUNDED TO provide a relaxed setting where students could participate in discussions, service projects and fun activities, advisory has drifted through the years. Began to satisfy parents’ requests to balance the school’s academic strengths with attention to personal issues, advisory spares mixed emotions from adults and students.

“Advisory services, or at least tries to serve, a lot of different purposes,” said Advisory Coordinator David Arrey, new this year. “It’s a secure setting where students can get support for all the complexities of their lives. Advisory tries to integrate all pieces of life and school.”

Each grade’s curriculum for advisory, administrators say, follows an agenda that changes year by year. An example of advisory programs tailored to age occurred when the gay and lesbian educational group Horizons presented a discussion only offered for juniors and seniors. But freshmen and sophomores will get their own program in advisory.

FOR FRESHMEN, advisory focuses on lessons to ease the transition process into high school. For the most part, I enjoy advisory,” said Freshman Ishan Bhalla, “but sometimes the class gets really boring. A lot of times we already know what they’re talking about and everything we will have to go even though there’s really nothing to do.

Sophomore advisory consists of weekly visits by Peer Leaders, trained juniors and seniors, who explore Community Learning through activities.

“Developmentally, a senior is different than a freshman and that’s reflected in the advisory curriculum,” said Dean of Students Jerald Thomas, advisory supervisor. “Freshmen and sophomore advisory have a more rigid structure because often there are things that they need to have an underlying theme of preparation for college while advisory for this year’s seniors has been like a business, getting ready for college and a huge transition in their life.

Many U-Highers feel advisory time could be better spent.

“I didn’t mind advisory freshmen or sophomore year,” said Junior Josh Dankoff, “but this year it’s a big joke. We have to give up a free period to talk about things we might not want to talk about with people we might not want to talk to.”

HOPE-FULL? AT A required seminar with the improvisational group Hope is Yallah, Freshmen Lauren Wolff, Jonah Schulhafer-Wohl, Anju Magahan and Sarah Schleifner learn about HIV-related issues from Junior Josh Jackson. Though students say Hope is Yallah’s most popular seminar, they often criticize seminars as a waste of time. Faculty and administrators insist that seminars are necessary to educate students about life, and as many advisors appear studies by giving them one less advisory week the work of a seminar, no time actually lost.

POWER-FULL? PARTICIPATING IN the Starpower activity run by Peer Leaders, Sophomores Jill Spiegelfeld, Brooke Casadaban, Melek Kot, Diane Kuhl and Tina Slowinski grab playing pieces from Senior Grant Chavin as they prepare to be spread and other pieces in claur. Discussions after the event, many praised the activity as well-done but others judge activities like it uneducational.

THOUGHTFUL? DISCUSSENG THE ethics of using cry cells from an aborted fetus to restore the sight of an elderly woman in history. Teacher Paul Horton’s advisory, Sophomores Derrell Goodmem, Emily Vaugham, Edwin Reid-Sanchez, Krouselak Gabriel, Alexander Meadow and Brian Stillhom come to the conclusion that it is okay to use the body in already dead. Faculty and administrators insist advisory is constantly evolving and improving every year. Many students defend advisory and say the assembly curriculum could be more relevant, timeless and educational.

Ideas range, reactions rage

SOME people say it needs to be changed; some people say they know what should be changed, and some people say it is fine, don’t change.

After years of tinkering with the existing schedule, making minor adjustments each year, administrators came to the point where they realized they needed an outside source. That’s when they brought in a consultant.

“The FACULTY committee that was working on scheduling surveyed faculty by department and got their wish lists for a new schedule,” Principal Hanna Goldschmidt recounted. “Based on that, Manager of Auxiliary Services Peter Brown started making up possible schedules for the school that would benefit as many of the department wish lists as possible.

“I believe he stopped making schedules when he got up around schedule 1F.”

Final task that apparently needed authoritative outside help, Assistant Director David Stafford suggested bringing in the scheduling analysis group, International School Management (ISM).

BUT AFTER ATTENDING a faculty workshop led by ISM’s consultant Mr. Rod Snelling, many faculty members say they felt disillusioned.

“The majority of teachers had the idea that Mr. Snelling was coming here to listen to our concerns and priorities, then he was going to make schedule recommendations,” a faculty member who wished to remain anonymous said, “Mr. Snelling came with preconceived ideas. Rather than setting priorities and saying ‘what do you want to do’ he asked ‘what can you live without?’ The faculty did not expect someone so negative to be of any help.

PROVIDING THE SCHOOL with 112 suggestions, Mr. Snelling left them all as a “schedule that should lead to more effective plant utilization and allow the school to better serve students’ needs at all age levels,” according to an ISM news letter.

In one of his recommendations for a redesigned high school lunch

Photo by Easchelle Baker

Photo by David Rose

Photo by Easchelle Baker
schedule shuffle

Schedule shuffle

schedule, Mr. Snelling suggested three 20-minute lunch periods a week and two hour-and-a-half lunch and "business" periods. The 20-minute lunch periods would be split so that only half the student body would be at lunch at the same time.

OTHER PROPOSED ideas included the following:

• Add a cafeteria—floors and walls to serve both as a lunchroom and study hall, possibly for daily school assemblies.
• Build a new gym.
• Offer electives every other year in the high school to conserve teaching staff.
• Schedule two basketball games a day where schedules of all components of the Lab Schools circle so teachers can move from school to school.
• Use first period Thursday for a class.
• Classes meeting four out of five days is good.
• Don't try to take too much with schedules. Schedules are very delicate.
• Never add programs from this point on unless you are going to remove some.

In these ideas to the departments, Ms. Goldschmidt invited suggestions to respond on behalf of their department. Only the Math and English departments distributed copies of their response.

In a letter Jan. 22, Math Department Chairperson Shirley Holbrook wrote:

We approve of the creation of match points.

We strongly support the "breaks" as a time for community meetings.

As already discussed at a faculty meeting, there is no compelling program planned for this time and there is no appropriate space available for it. An inadequate large group meeting is not only not productive, it is destructive. This school has experienced a number of assemblies that have damaged the sense of community instead of enhancing it.

The three short lunch periods would be unsuitable for seeking help from teachers.

The proposed lunch schedule seriously undermines a number of positive aggressive community-building activities that have been in place over years.

Club like Math team will suffer. Some will not survive.

Classroom community activities during lunch period will end.

IN THE ENGLISH Department's Jan. 16 response, Chairperson Michael Gardner wrote:

We work to prepare for our classes during the time that our classes are not meeting. When the school takes every one out of class time, we must either give more of our personal time to our work, or do less work.

We don't think that any teacher assigned a fifth-period class will appreciate a 20-minute lunch block any more than a student will.

We could begin meetings at 9:30 and eliminate the break period. We have no basis of the research that shows that children need more sleep and many of us could use the extra half hour ourselves.

We understand that some in our school probably feel that they must bathe to the Board the expense of forcing Mr. Snelling to do his work on us, and so believe that they will have to show that at least in part our schools are taking their recommendations. We, however, reject this. If it has turned out too well we believe it has not that our school has spent a great deal of money foolishly, we should not compound that error by taking foolish chances.

When she learned a new schedule would be needed almost immediately, Ms. Goldschmidt volunteered to develop one. Working at Senior Gateway, she designed four prototype schedules and presented her favorite to teachers.

"I took all the information I was given by departments and at faculty meetings," Ms. Goldschmidt told the Midway. "I MADE up four different schedules and presented the one I liked best to the faculty as our next year's schedule. What I had was an impossible task. I couldn't address every concern, but I handled as many of them as I could."

Faculty members praised the schedule developed by Ms. Goldschmidt as both visionary and practical as it preserved the present lunch period while also introducing all-school assemblies on a weekly basis.

More impressive to them, many told the Midway, was her dynamic takeover of an awkward position they feel she was placed in.

"I think her schedule is downright brilliant," said History Teacher Susan Shapiro. "I like one teacher said, "Once again Hanna rides in on her white horse and saves the day." I'm very pleased with her."

W: While pondering options for calendar and schedule arrangements, administrators discussed the fact that parents often had problems scheduling their work schedules to fit the school's three-week winter vacation, and that the one-week spring break was too short for a meaningful vacation.

Based on some of Scheduling Consultant Rod Snelling's 112 recommendations, administrators proposed evening out the number of days in each quarter by moving the start of Winter quarter to after Thanksgiving and providing two two-week breaks in the place of a three-week winter break and a one-week spring holiday.

PANY FACULTY members, however, felt the need for a new quarter two or three weeks before a two-week vacation would result in winter quarter classes really starting twice.

At a March 5 meeting the faculty voted against the plan. Still, some teachers, students and parents feel making quarters of equal lengths makes sense. "It would be nice to see that the quarters so quarter-long classes won't be so unequal in length," said History Teacher Earl Bell.

"Until this time in the year, the plan was not in their opinion caused a huge gap when you are just starting a quarter and that is the time when you are trying to forget most of what you have learned."

REDUCING STRESS for both students and teachers could result from an equal-quarter schedule, many people also believe.

"As far as trying to schedule things in a school year, if you have a better quarter balance you don't have to try to cram everything into one quarter," Assistant Director David Stafford said. "As the school year goes along, as you get closer to break, it is more stress on everyone and if it's not the end of a quarter it might reduce it a little."

Among Ms. Snelling's ideas were divorcing the Lab Schools from the University of Chicago's calendar and even considering having a different calendar for each school.

But MANY PARENTS point out that if the Lab Schools schedule doesn't at least come close to matching the University schedule University families might experience major problems in scheduling vacations abroad, taking vacations and even arranging child care.

Different calendars for the different schools would cause even more chaos, they say.

"If everyone agrees on a calendar it will ever make everyone happy. But administrators are willing to continue trying to work out an imaginative ways to come up with the best calendar possible and please teachers, parents and students while maintaining the best possible school program, too."

Art by Bob Bialcos

Consider ing options for the calendar

BY ARIEL GROSNI

ASSOCIATE EDITOR
Eternally ‘Youth’ ful

Consisting of chop heavy metal bands and new age pop, the musical acts of the ‘90s music scene showed no promise to the evolution of music. The punk rock bands of this musical era, on the other hand, had few profits and proved to stay in the music scene through the ‘80s and into the ‘90s. Despite being one of the main bands on DGC Records, major record label, Sonic Youth have managed to be comfortably stuck in between the underground music scene and the mainstream, never changing their original style of music. Their album, “EVOL...” originally released in 1986, was

Rock

RHYTHM AND BLUES

A good reason

Seven years after Tracy Chapman’s 1988 debut “Tracy Chapman,” “New Beginning” has become her second album to receive heavy mainstream radio play despite three consistently impressive albums between. “New Beginning,” however, only began receiving radio play relatively recently with “Give Me One Reason,” a song that is different from the rest of those on “New Beginning” and for which Ms. Chapman received the Best Rock Song Grammy Feb. 26. Bluesy guitar strains with a hard edge that mimic Ms. Chapman’s soulful voice characterize “Give Me One Reason.” “New Beginning” otherwise is characterized by songs full of political meaning, folk influence and warm, pulling rhythms. Songs such “Heaven’s Here On Earth,” “New Beginning,” “Smoke and Ashes,” “Cold Feet,” “Tell It Is Like It Is” and “The Rape Of The World” give personal meaning to political issues with lyrics like “Say you’ll never cover your ears and close your mouth and live in a silent world” from “Tell It Like It Is.”

Plenty of ‘Joy’

Fifteen years ago London’s punk scene was dying. Musicians who had once seen themselves as rebelling against a society in decay were becoming disillusioned as their music became more mainstream.

Jazz it up?

Unlike any other recording which blends musical styles, Branford Marsalis’ “Bump LeFenque” calls forth the diversity of varying musical genres, mixing upbeat, improvisational jazz and hip-hop rhythms.

Out of this rose Joy Division. A one-band revolution, Joy Division’s trance-like rhythms represented a complete departure from the raw power of punk while the often dark and sinister lyrics of band leader Ian Curtis descended to a level of despair untouched by his predecessors. The band died along with Curtis, who hung himself on the eve of the group’s U.S. tour. But their music continues to be poignant. A compilation, entitled “Permanent,” was released in 1995. It’s mighty good.

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MAKING A DIFFERENCE

Whitney Young senior serves community with
PLentiful of Pride

BY LEIGH GOLDSMITH
ASSOCIATE EDITOR

Miguel Ayala doesn’t sit around and ignore problems. He tries to fix them.

Whitney Young's pioneering gay and lesbian youth club, PRIDE, has founded a national alliance of such clubs, PRIDE USA.

As president of PRIDE, Miguel carries the torch from the club's founder, Tiffany St. Cloude, now a freshman at Smith College, where she is a member of the Smith College Women’s Basketball Team.

His family hasn’t always encouraged his activities, Miguel says. “My mother and my brothers and sisters accept my role as president of PRIDE and my being gay but they aren’t completely supportive,” he explained. “They wish I would be less open than I am. I think it kind of embarrasses them, especially my brothers and sisters.

“My dad doesn’t know that I’m gay. I didn’t think he would take it well, so I haven’t told him. In most ways we’re fairly close though.”

Instead of looking to his family for support, Miguel found sanctuary with his friends, a community that has become more accepting over time.

“My friends are where I get my support. When I come out, it was kind of difficult to tell them. Rumors were spread and I wasn’t ready for everyone knowing. But I dealt with it and worked with it.”

Miguel emphasizes the importance of taking an active role in change society.

“There was a point when a black man couldn’t marry a white woman,” he observed. “But now that has come to be accepted. I think that in the same way, gay marriages will eventually be accepted. If people work hard enough things do change.”

Helping match teachers, schools

BY ELISSA BLACKSTONE
ASSOCIATE EDITOR

Youthfully businesslike in a tailored, navy suit over a white V-neck shirt, her dark hair pulled back, Ms. Tereanah Mosely chats at the desk in her office on the second floor of Lillie House.

With a calm, friendly voice she reflects on her 27 years, already crammed with experience.

As Multicultural Coordinator for the Multicultural School Alliance, a national organization which helps people of all races find teaching jobs and helps schools recruit people of all races, Ms. Mosely came to the Lab Schools and Lillie House at the invitation of Lab Schools Director Lucinda Lee Katz.

“We develop teachers of color,” Ms. Mosely explained. “It help the ‘fellows,’ who usually already have a bachelor’s degree, through the application process by matching them with member schools. We also elicit teachers for intensive fellow training courses throughout the year.

“Baths has a wonderful energy and spirit,” Ms. Mosely said. “However, Lab has a national reputation for being diverse, the diversity of the faculty is surprisingly low. This lack of diversity affects students. If only one type of person is teaching you then you begin to think that only certain people have knowledge.”

As She Strives to encourage diversity, Ms. Mosley reflects that racism is not diminishing.

“I think that nationally the problem of racism is getting worse,” she explained. “We need to be honest about racism and sexism. If someone calls you ‘girl’ and it offends you, remind them to call you ‘woman.’”

Born in industry-heavy Pittsburgh, Pa. which she describes as “small and safer then.,” Ms. Mosley grew up with people diverse in cultures and lifestyles.

“My father was a truck driver and we had many family friends who were artists,” Ms. Mosley said. “They were familiar to me.”

Original Styles

Finding the right Shampoo to go with her new Style, Junior Ariel Gibbons looks through the wide variety of hair and skin products at the Network.

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Fun times needn't cost a fortune

Parents of U-Highers often tell them they are a generation unable to amuse itself, but some U-Highers have discovered some cheap ways to entertain themselves.

From drinking coffee at the new coffee bar, Mojavi, 1617 E. 55th St., to just chilling at the home front with a pool table and some cronies, U-Highers find cheap, amusing activities to fill their precious weekend hours.

"Pool is pretty inexpensive," said Junior Rachit Mendi, "unless you are betting, but it's still cheap for me because of my math skills."

So touch a snake or eat a chicken and keep some change in your pocket.

Photos by Jeff Honauer and Mike Hoy

ANIMAL FARM

FREE ADMISSION

being only one of the reasons to examine the lives of animals from all over the world.

Sophomores Diane Kuhn and Brian Smith enjoy touching a snake held by Animal Trainer Mary Edwards at the Lincoln Park Zoo on the Near North Side.

CHICKEN SHACK!

ANTICIPATION OVERWHELMs

Junior Julie Epstein (Top) as she prepares for her first succulent bite of Harold's Chicken from 53rd St. She and Freshman Andrea Earies take a short trip to Harold's before starting off their weekend of fun after a long week at school.

WHAT'S UP DOC?

THOUGHTS WANDERNG to far-off places and new adventures, Sophomores Samer Haddad and Angela Keesma decide whether to do dinner and a movie or a movie and dinner. With Doc Films nearby at 1212 E. 55th St., they pick out a new flick from the official schedule.

SPICY SAUSAGE

ALWAYS PARTIAL to eating, Sophomores Forrest Hembree and Chris Lu travel to Maxwell Street on Friday night to satisfy their grease quotient with a Polish sausage from one of the many hot dog stands lining the street.

COFFEE TALK

LATTES AND cappuccinos ease the flow of conversation among Sophomores Dana Cohen and Lily Koppel as they discuss their Friday night plans at the newest neighborhood coffee shop, Mojavi at 1615 E. 55th St.

SWEET HOME

CALCULATING HIS next shot, Junior Rachit Mendi has discovered that spending time at home is about the cheapest way to have a good time on the weekend. From playing pool to just sharing stories, a few friends over at the house can make any boring Friday night worth while.

WORN AND TORN

LIKE MANY U-High North Siders, Sophomore Meleki Kot (under circle) enjoys spending her weekends sorting through racks of old clothes at thrift stores such as Victory Saving Center at Clark and Halsted for a Monday wardrobe.