

# U-High Midway

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University High School  
1362 East 59th Street  
Chicago, Illinois 60637

## VALUES & VERITIES

■ What life lessons are today's 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?

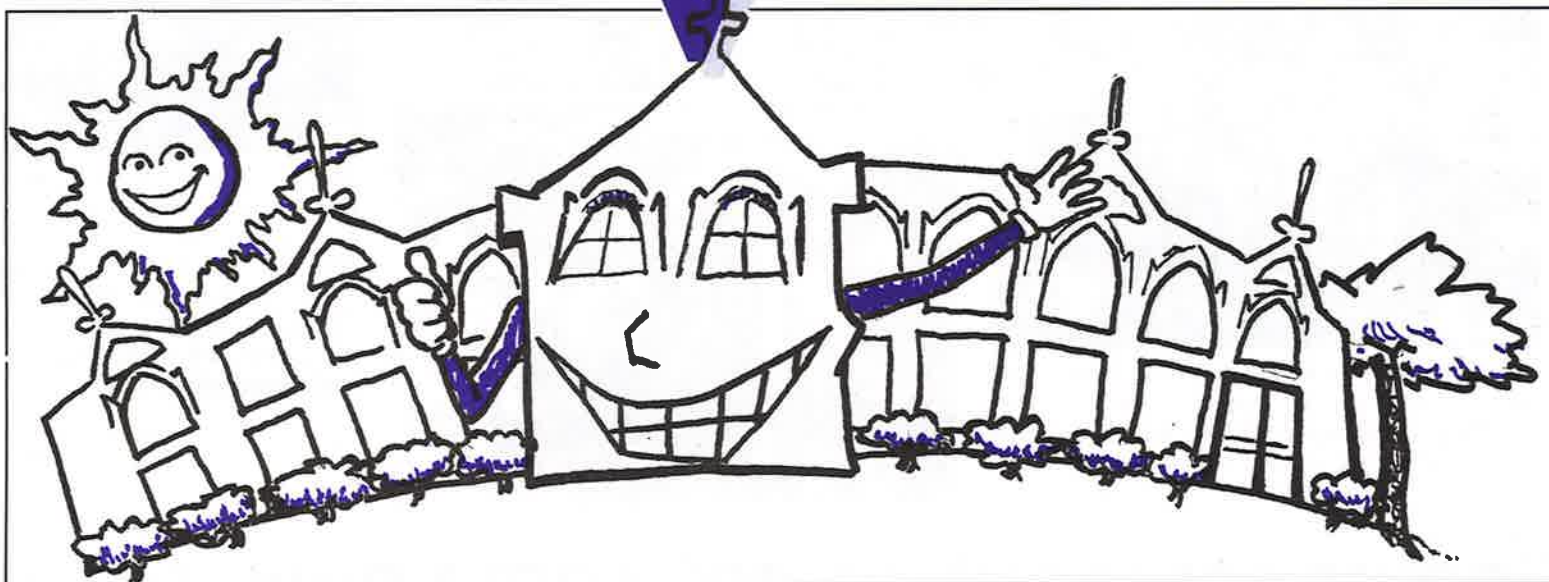
"WELL, IT'S NOT like we have a checklist," explained Principal Hanna Goldschmidt. "We don't go down and say, 'Have I done something compassionate today? Have I displayed an act of tolerance or integrity?' But we do try to prompt those sorts of values simply in the way we behave. We've always pushed for 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 here."

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



Art by Michael Lebovitz

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."

"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

## Assured success?

Art by Michael Lebovitz



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," Photography Teacher Liese Ricketts said. "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."

With the school year entering its final quarter, the group formerly known as "Sophomore Mentors" has an uncertain future partially because administrators began hagling over the word "mentor" and requiring a

signed contract of behavior, members say.

"THE BIGGEST problem I had with the contract," Sophomore Rachel Shapiro, cofounder of the group commented, "was that it was introduced to us 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 freshman 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."



## Dancin' in Paradise

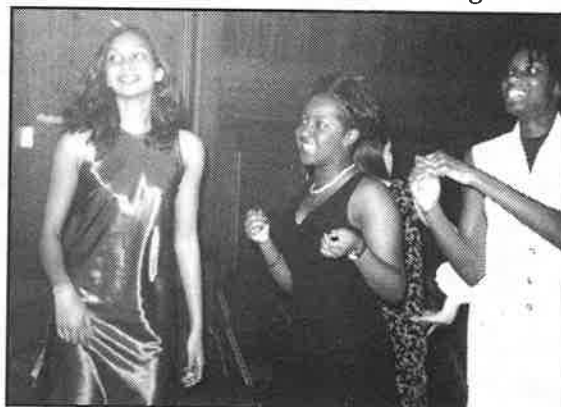
**A** 'Tropical Paradise' complete with island decorations and colorful leis greeted 367 Semiformal Dancegoers Saturday evening at International House. The gigantic crowd, most dressed in gorgeous evening-wear, danced to the music of D.J. Reuben Rey. Cultural Union again received high praise for pulling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



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



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



**TWO SENIOR QUEENS** and a King were crowned, chosen on the basis of applause at the dance after the usual class queen and king election was nullified because people were discovered to be voting more than once. Royalty, from left, included Alyssa Scheunemann, Kenny Ebie and Dima Khalidi. Alyssa and Dima tied. Kenny has worn the crown before, having been elected class king junior and sophomore years.

*Photos and story  
by Vikas Singhal,  
news editor*

## Senior campout to get some new 'senior' guests

•BY ALYSSA  
SCHEUNEMANN•  
MIDWAY REPORTER

**S**eniors say they are not happy with a decision to make their annual campout the weekend before May Project a chaperoned 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 Scammons Garden.

Parents and teachers became concerned that some seniors were drinking at campout while adults in the school "looked 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 visibly 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 jackets. 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 Adviser 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 chaperoned 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 chaperoned campout? 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 senior campout to be fun and safe.

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

**SOME SENIORS** see both advantages and disadvantages to the plan.

"There are pluses and minuses to 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 so much? By then we're going to be a month away from graduation, and a couple months from starting school and being on our own."

"People, at least our parents, think we're ready to be on our own, so why do we need to be babysitted?"

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## Gay group idea discussed

Whether a discussion group, club or alliance for gay and lesbian U-Highers could ease coming out 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 Ms. Erschel 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 homosexuality. I also think it was necessary to get the general consensus about the way students feel."

Many people at the discussion said a gay and lesbian group 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** said a group where gay and lesbian students can discuss their feelings and problems is crucial.

"You want to start an alliance, then start an alliance," advised Foreign Language Teacher Randall Fowler. "Deal with the problems afterward."

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.

Editor's note: This story was reported and written by Midway News Editor Vikas Singhal.

## Communication battles drugs, parents advised

•BY JOHANNES BEEBY•  
MIDWAY REPORTER

**C**ommunication 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.

"The main thing for parents to do is to try and communicate with their kids," Mr. Klevgaard said. "If that is not possible, parents should talk with each other."

**CONCERNED ABOUT** results of a survey three years ago of Lab Schoolers in grades 6-12, which indicated drug use is higher than the 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, said she 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 know where the parties are taking place and are hesitant to invade privacy.

**HE GAVE THE SCHOOL** high marks for its antidrug 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.

**"IN THE** school community, I have an image as a squealer 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."

"When talking to 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."



Photo by Chuck Reed

MR. CHUCK KLEVGAARD

## New PSAT section rouses questions

•BY JULIE EPSTEIN•  
ASSOCIATE EDITOR

**A** Writing Center being considered by English teachers could help U-Highers be prepared for a new writing skills component 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 to 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 National Merit Scholarships, 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 fared 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 800 points.

Most test preparation courses such as Princeton Review and Stanley Kaplan, according to College Counselor Bill Tracy, cost upwards of \$800, which put 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.



Photo by Chuck Reed

## Well-traveled writer

**EXPRESSING 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

### ■ '96 yearbook wins award

Ranked among the top 10 percent of yearbooks judged nationally, the 1996 U-Highlights has received the highest rating, All American, from the National Scholastic Press Association headquartered at the University of Minnesota at Minneapolis. The award was based on scorebook points and the publication receiving at least four of five possible Marks of Distinction for specific areas of creativity. U-Highlights received Marks for Concept; Coverage; Writing and Editing; and Photography. It did not receive a Mark for Design because of insufficiently aligned elements and the need for larger dominant photos. Judges praised development of the theme "Playing By the Rules," outstandingly reported and written copy and photography emphasizing human actions and emotions.

In an annual competition sponsored by the Eastern Illinois School Press Association headquartered at Eastern Illinois University in downstate Charleston, the U-High yearbook received first-place awards for copy; second-place for coverage of the school year and sports coverage; third-place for dividers; and, based on the other awards, third-place for best overall yearbook. Executive editor for the '96 book was Sandra Del Toro (see "College Life" column on page 7).

### ■ 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:

**MERIT**—Ismail Alsheik, Chase Chavin, Grant Chavin, Katie Drew, Valerie Gutmann, Michael Levin, Nishchay Maskay, Sam Meitis, Kiyoshi Mino, Janina Morrison, Karl Olson, Ali Sepahdani, Kate Shaw, Ming Tam, Bill Thistlethwaite, Phil Trevett and Sign Ye.

**ACHIEVEMENT**—Kenny Ebie, James Jones, Anthea Kelsick and Michael Ogilvie.

### ■ 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 Warshawsky, parents of Ilene, '66, and Carol, '69, was \$500,000.

"It was a great success," said Director of Development and Alumni Eileen 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 Sunny Gym to improving art space, there have been no decisions made about the school's next goal.



Photo by David Katz

## 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 \$1,000 in ticket sales and donations for the Washington

Square Youth Program, Feb. 22 at International House. About 250 people attended the nightclub-styled event. Mississippi Heaters, from left, are Pierre Lacoque ('70 grad), Mary Lane, Kenny Smith and John Stroger.



•BY ALICE BLANDER•

MIDWAY REPORTER

**W**ith students regarded as teachers and teachers regarded as students, six 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."

## Seminar seeks truth

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-high schoolish, which is cool because it leads to some amazing discussions," said Senior Phil Trevvett. "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:

**TEACHERS** — Art: Mrs. Joan Koblick; history: Mrs. Susan Shapiro; music: Mr. Dominic Piane. **STUDENTS** — Emily Alitto, Win Boonlayangoor, Chase Charvin, Victor Chien, Daniel Coleman, Amelle Collins, Flora Diaz, Katie Drew, Erin Hamblin, Mark Hoffman, Josh Levin, Nishchay Maskay, Janina Morrison, David Solow, Mollie Stone, Bill Thistlethwaite and Squin Ye.

## Gettin' 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 Fenner'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. Fenner 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 Perkovic. "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 and a lot to enjoy and for someone studying German it all really brings the language alive."



Photo by David Katz

## Class looks at downsizing

Effects of corporate downsizing upon both individuals and the society have 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—to conserve salary expenditures and improve 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 an often 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 realized that downsizing is very pertinent to kids today. We thought adding a unit about companies 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•

MIDWAY REPORTER

**S**tudying four 20th century political trials involving issues such as antisemitism and colonialism, students in History Teacher Earl Bell's Political Trials course say they've learned the long-term effects such cases can have on society and the world.

The new winter quarter elective was devised by Mr. Bell this summer after attending a National Endowment for the Humanities Seminar in Minnesota.

**"AT THE PROGRAM** the ancient trials of Socrates and Joan of Arc were discussed, but I wanted to teach more contemporary trials," Mr. Bell explained. "I was also interested in the experience of peoples

under European colonial rule, so I included the study of a trial of a Vietnamese nationalist by a French colonial court.

"I thought it would be good for U-High students to study all types of political trials in order to get exposure to other cultures through a different medium other than a textbook."

Offering a different viewpoint on world and U.S. history by presenting it through major trials the course, Mr. Bell's students say has given them a unique opportunity that may not be offered many other schools.

**"I TOOK THE** elective because I love history and am interested in the topic," said Junior Akua Murphy. "It's something that I probably won't be offered in college. I have a good time in class and I'm learning about parts of world and U.S. history that I never knew existed."

Frequent debates, students say, contribute to the productive relaxed atmosphere of the class and helps them understand the political circumstances surrounding each case.

"The debates can get really heated," said Senior Kareem Saleh. "Everyone in the class really wanted to take it and gets really involved in it. We're a loud bunch, too."

**THE STUDENTS HAVE** learned many trials, such as the Rosenberg treason trial following World War II, can reverberate many 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.

Students in the class not previously mentioned are as follows: **Seniors**—Amelle Collins, James Jones, George Polychronopoulos, Andrei Scheinkman, Patrick Sellers, Mollie Stone, Philip Trevvett; **juniors**—Therese Collins, Debra Gittler; **sophomores**—EB Shaw.

## Teacher talks 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 narratives and allows students to decide whether the author accurately describes a historical period through comparison to other writings about the period.

## Model U.N. course back

**International events and foreign policy will be focused on in a year-long Model United Nations course taught by History Teacher Earl Bell next year. The course will serve M.U.N. 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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**TAKING A BREAK** from schoolwork, Junior Hannah Gottschall browses through **toys et cetera's** vast selection of toys.



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Anders Johnson.  
Photos by Kavitha Reddy

ALMOST AT HIS destination, Anders cruises smoothly on his new Cannondale.



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## 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.

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

Despite the assertion U-High is a place where everyone is accepted for who he or she is, ignorance and fear has yet to be expelled from our community.

Recent talk about forming a discussion group on sexual identity 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 hence it should not be addressed at school.

Many who espouse this idea don't think of

themselves as homophobes. However, that by keeping homosexuality a taboo subject they are perpetuating the fear and ignorance they despise.

Until homosexuality is a subject people are comfortable discussing, gay students will 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.

### My Space Karl Olson



LUKE SKYWALKER (Mark Hamill) and his ancient mentor Yoda are back in "Star Wars," "The Empire Strikes Back" and "Return of the Jedi," being rereleased 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' rerelease are 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.

Rereleasing 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 deafening sound system. The alterations cost \$10 million, roughly equivalent to the first film's budget.

The hype surrounding the trilogy's rerelease centers on added scenes and computerized effects, but they prove disappointing. A low point is the extended party scene at Jabba the Hut's lair. The scene features Jabba, a humungously fat

and wormlike gangster, watching a sexy alien dancer 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, with or 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 which 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 rifling 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.

### Rated Leigh Leigh Goldstein



Matt

that had now bored into the heart of our apple, and we have already begun to rot from the inside. Such, to me, is not the case.

Take, for instance, the girls' basketball games. I frequented many of their games. To my eyes (which, although they aren't that good, can usually discern one thing from another) there appeared to be, at worst, an all right turnout and I didn't show up for just the "Big Games."

And, of course, teachers will sometimes play favorites but not every teacher and it seems that in the end it balances out.

In any case, I feel the articles did not accomplish anything constructive but rather are a breeding ground for internal strife at a place that, if anything, needs less things to worry about. Thanks for your time.

## Write us!

The Midway welcomes letters to the editor. Just place yours in the Publications mailbox slot in the Principal's Office. Or bring it over the Publications Office in Lillie House. Be sure to sign your letter.

### Page Turner Ariel Gibbons



## Extraordinary A surprising, spooky collection

U-HIGHERS WHO love Shirley Jackson's chilling story "The Lottery" or spooky 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 Seinfeldistic manner, combining the complications of social situations with the realities of everyday life.

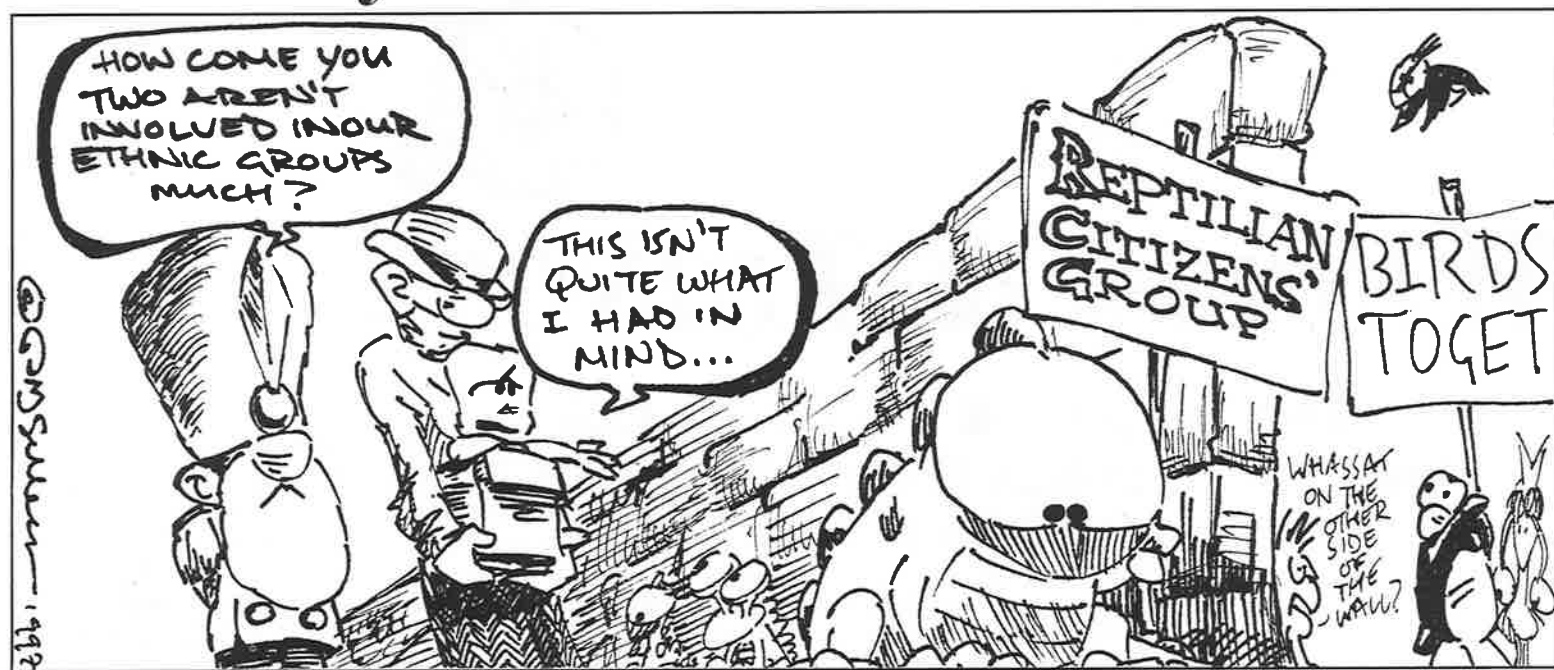
Consistent with the theme of strange interactions, one story plays with the idea of a rude and impatient lifestyle versus a kind and caring one.

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 extraordinary situations.

"Just an Ordinary Day" is not only a thoughtful collection but a pleasurable read. Surprises and curiosities within curiosities make it extraordinary.

## The Stately Life.....by Patrick Sellers



## SAY WHAT?

Compiled by Richard Siegler

Three weeks ago, Scottish scientists revealed they had successfully cloned a sheep. What sort of limitations do you think should be placed on cloning?



Anthea



Joanna

**ANTHEA KELSICK, senior:** I don't think we should clone anything. There could be a mutation or malfunction and eventually we would have something we didn't want in the first place.

**JOANNA BAUER, junior:** I don't think they should clone anything. It's like Jurassic Park. It could get out of control. Nature should be left alone.



Chris



Sam

**CHRIS VOTRON, sophomore:** I don't think they should clone anything. The only kind of cloning I would allow would be for medical treatments.

**SAM GILMAN, freshman:** They shouldn't clone dinosaurs. We saw what happened when they tried that, and we shouldn't clone humans or bring back the dead; when nature wants someone dead they should stay dead.

# Cough it up!

Can anyone rationally explain why they smoke cigarettes?

ONCE WHEN track team members were seen coughing and gasping after a track meet, a wise person sang a song to encourage the runners to take better care of themselves.

It went something like this:

**QUIT THE SMOKING.** *Quit the smoking, quit the s-m-o-k-i-n-g and you'll run a little faster.*

*It hurts your lungs. It hurts your lungs. It turns them black. You don't want that.*

*We know it makes you happy. We know it's hard to quit. But when we see you gasp, it makes me want to spit.*

*We hope you've learned your lesson. We hope you've learned it well. And next time we be seeing you, we hope you're running swell.*

And although the song seems like a bunch of terrible rhymes, it poses a question I just can't find the answer for: If the bad effects of a cigarette are so obvious, why does anyone even pick one up in the first place?

**I MEAN**, it's pretty well-known that smokers lose breath quickly, increase chances to get cancer, turn their teeth funky colors and shave five minutes off their lives with each cigarette, let alone the terrible aroma they carry.

They also spend two to three bucks a pack and that adds up when most smokers buy at least two to three packs a week.

I might be able to understand if just a few people smoked. You know, in every society there are the few who struggle to be different. But it's not like that at all.

**ON MY WAY** to New Delhi, India, during winter vacation, for instance, we waited five hours during a layover at the Frankfurt airport. Everyone, big and small, old and young, male and female, puffing away. I literally looked for non-smokers through the clouds but came up empty.

Even at the Medici, the local food joint whose primary customers are high school and college students, smoking thrives. When I go in with my friends, we make bets on how many people we will find who aren't smoking. One and two go quickly.

I applaud the government's attempt to crackdown on teen smoking. Now, everyone under 27 has to show I.D.

**BUT HONESTLY**, if 12-year-olds can buy drugs on the street with ease, I don't think the new law prevents teens from buying cigarettes. Nice try, though.

To me, smoking is like speeding. When you speed, you sometimes get a ticket. It's the chance you take, just like smoking. When you smoke, you sometimes get cancer.

But with speeding, some good can be found: speed and get to the destination quicker.

**WITH SMOKING**, I can't even come up with lame reasons, let alone good ones. Trust me, I've tried.

So, all you smokers out there, if you see me in the halls or walking down the street, talk to me and tell me why you started. What you'll most likely receive in return, though, is a "nice try" and a nod of the head.

## Big decisions

*Choosing a college is just the start of a journey*

Editor's Note: This year's first college letter comes from Sandra Del Toro, '96, now a freshman at Stanford University in Palo Alto, California. Sandra was executive editor-in-chief of the 1996 U-Highlights yearbook.

**GREETINGS FROM** the land of Fro Yo (frozen yogurt), Flo Mo (Florence Moore Hall) and the infamous Ho To (Hoover Tower). I remember my senior year at U-High with much fondness.

That is, of course, after all my college applications were sent off. After January, in my case, the only part of my senior year I dreaded the most was April when the decisions were made.

**HOW LITTLE** did I know that the hardest part of senior year for me would not be sending off the applications or even awaiting the responses but making the decision on where I wanted to spend the next four years of my life. This would be a decision I had to make completely on my own, using adult judgment and, believe it or not, the pressure of the decision weighed heavily upon me.

I spent many an afternoon in College Counselor Bill Tracy's office discussing my alternatives, my possible major and, one of the most important criteria for me, my financial aid package.

I applied to several schools, so many I can hardly remember their names, but in the end I had narrowed it down to two - Columbia University and Stanford. Whenever I explained my options to people I knew, they acted like my decision was such an obvious one. "Columbia over Stanford? Stanford has a much better reputation."

**I WAS INVITED** to visit the schools after I was accepted.

Columbia immediately appealed to me because the campus was relatively small and its location, in the heart of New York City, created an atmosphere similar to that of Chicago. I felt I could walk around the city for hours and never find one "type" of person. In short, I could visualize myself as being comfortable attending Columbia.

The next week, I visited Stanford. Its campus was the exact opposite of Columbia's. Everywhere I walked, there were palm trees lining the grounds, students on rollerblades and plush, green hills. Stanford, in contrast to Columbia, was larger and more self-contained.

I got the impression that for many students there was no need to leave campus, or Palo Alto, for entertainment. This was in sharp contrast to my environment at home. But despite these differences, Stanford offered me an attractive financial aid package that Columbia could not, or would, not match.

**SO NOW I FACED** a difficult choice. Do I come to a decision using my head or my heart? After I arrived home from Stanford, I only had two days in which to make my reply.

During these 48 hours, I considered how I was planning on paying for college, just how far I was willing to stray from home and if I could be happy at either university. I let my head decide for me and chose the better financial aid offer.

## AS THE MIDWAY SEES IT



Art by Patrick Sellers

## Caring for the school's heart

**V**ital 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 its thriving as a living, breathing community rather than just a collection of those who teach and those who learn.

**IT'S SAD TO THINK** that for a brief moment this school almost became disconnected from its life-support system.

A consulting agency brought in by administrators to address longtime 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 to promote a better sense of community and the elimination of passing times between classes.

Out 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-"businessperson's lunch" period.

**THOUGH THE CONSULTANTS** conferred with faculty members while visiting the school both individually and in an all-day faculty workshop, their recommendations reflected a poor understanding of the school's anatomy. While expressing concern that school needed to strengthen its sense of community, their recom-

mendations resulted in a 20-minute lunch period which would undoubtedly destroy the very heart of the U-High community, its clubs which have long used lunchtime to meet and prepare for activities.

As for the daily community meetings, it already is hard enough to get U-Highers to required assemblies. Imagine trying to get them to daily meetings, especially when no one presently seems to have more than a vague idea about what use that time would be devoted to.

As disturbing as a highly-paid consulting firm coming up with recommendations so disconnected with the true welfare of a client 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 proposed daily-meeting, 20-minute schedule and, when Principal Hanna 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, even though it meant working at Senior Getaway.

Her praiseworthy schedule preserves the present lunch and important Thursday activity period which follows and introduces a practical weekly all-school assembly.

But last-minute miracles do not keep the vital organs of a school healthy. They simply patch them together. What the school needs are not theoretical proposals which have little to do with its realities but life-and-blood communication that nourishes its vital organs.

## Life is not a piece of paper

**A**ctions speak louder than words. At least that's what many U-Highers have been taught since childhood. But the school recently seems to have been teaching another lesson. It has gone contract crazy.

There's rules and rules and rules about behavior. There's Peer Leader and Peer Health Leader contracts. There's supposed to be club contracts. And now some administrators are even talking about parent contracts.

**THE BELIEF SEEMS** to be if just enough people can be convinced to sign just enough statements, life will be well and good.

Well, scratch the club contracts. Most clubs have yet to adopt such contracts- and have received no further urging from administrators to do so (story page 8).

Peer Leaders haven't been so lucky. They were hounded into signing contracts pledging not to use drugs or alcohol- and to verbally agreeing to turn in anyone among their ranks they saw doing so.

**BUT ALL THIS** has an air of making life safe on paper while reality just goes on. The truth is, a written agreement won't stop students from using drugs and alcohol. But students will cease

such activity if they want to, if a program means enough to them.

Once out in the real world, students won't be faced with behavior contracts. They won't be judged by what they can write down on paper but they will be evaluated based upon their past performances, upon references and abilities.

**UNITED STATES** citizens learned over 100 years ago contracts don't insure a vow to be true nor do they guarantee proper behavior. Following the Civil War, when Confederates took an oath swearing allegiance to the Union and consequently regained the rights of citizenship, it became evident that what people pledged to do wasn't always what they really did. Southerners readmitted into the Union often brought Confederate views and traditions with them, impeding the progression of government stuck in the perils following war.

So, perhaps the people who have become entranced with writing rules and devising contracts and getting signatures could learn from the past. People don't change their minds because they sign a document or swear an oath. They act based upon their own inner-developed principles, not values dictated by someone else.

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

I merely regret letting a thing like money be the deciding factor.

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 did not 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.

While I won't necessarily know what would have happened if I had attended Columbia, I took the road less traveled and that has made all the difference.

College Life  
Sandra Del Toro



## U-HighMidway

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# Ye Club Gazette

Special Club Section of the U-High Midway

UNIVERSITY HIGH SCHOOL, CHICAGO ■ TUESDAY, MARCH 11, 1997

## 'Required' contracts do a quick fade

**C**lub behavioral contracts the faculty voted to require beginning this year seem mostly in limbo as the school concludes 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 flatly 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 were expected to fulfill and what punishment would occur 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 any 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 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. Latinos Unidos members verbally 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."

Said German Club President Victor Chien, senior, "We don't really need a contract because we are such a small club. We don't even meet every week."

**Editor's note:** This story was reported by members of the Midway staff coordinated by Midway Reporter Alyssa Scheunemann.

**"A formal, written documentary isn't necessary. I think everyone knows what's up. If anything happened people would step up and rise to the occasion."**

**—MICHAEL TANG**  
Chess Club President

## JAZZ

"**MERCY, MERCY ME**" is the song the Jazz Band is recording here for Renaissance Magazine and, mercy!, has the group been busy in recent weeks.

Last Saturday the U-Highers journeyed to downstate 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 are as follows:

Nader Kheirbek, Ben Rosner, Tina Lakinger, Chris Rummel, Karlis Kanderovskis, Jeremiah Schatt, Mike Hoy and Josh Levin

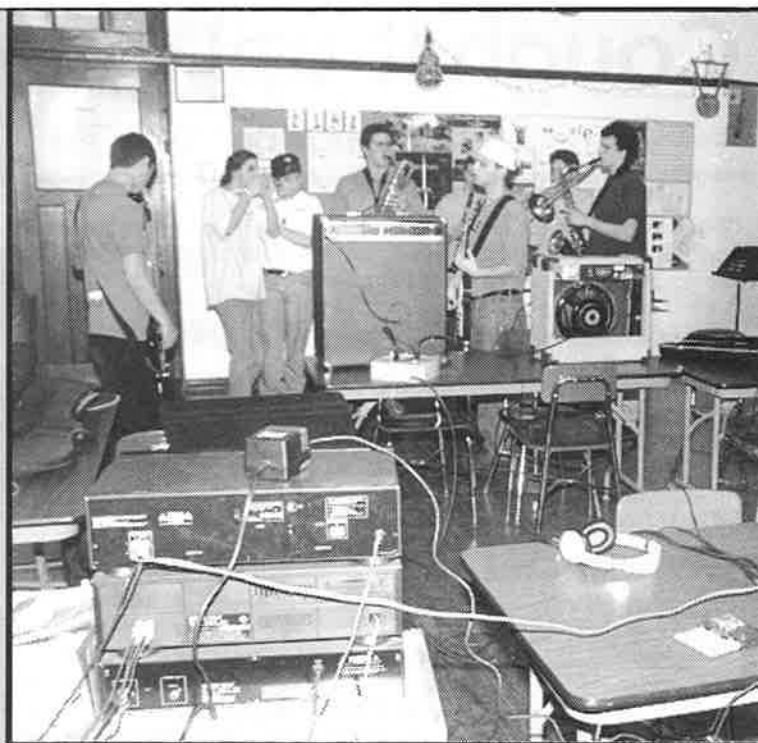


Photo by Chuck Reed

## MODEL U.N.

### California, here they came

Twenty-two Model United Nations Club members headed for a meet in Berkeley, Calif., last Wednesday, scheduled to return Sunday. The U-Highers represented Italy and Venezuela.

"We are using the Italian delegation to be competitive," said Senior Kareem Saleh, Model U.N. President, "and Venezuela is sort of being 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."

## CHESS TEAM

### Here come Supernationals!

Venturing to the first ever Supernationals Tournament April 25-27 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 that this can be a very enriching experience," said Senior Michael Tang, president. "I suspect that we will not do as well as the 9th place finish three years ago here, but with this experi-

ence we will be much more competitive in the future."

Competing in the Illinois All-Grade Tournament Jan. 11 at Evanston Township High, the frosh-soph team of Freshmen Ralph Ahn, John Heckman, Isaac Kohn, Ben Lauderdale and Sophomore Rich Siegler placed 8th. In a separate open section Michael Tang placed 4th.

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

Club sponsor is History Teacher Chris Janus.

## COMING UP

■ **PEER LEADERS** leave tomorrow after school for the Service Learning Conference in sunny Orlando, Florida.

■ **YOU DON'T HAVE** to belong to a club to enjoy a concert by outstanding pianist Freshman Dan Feder 12:45 p.m., Thursday, April 3 in Belfield West Tower.

## MATH TEAM

### Calculating concern

Never has the type of calculator used during the State Illinois Council of Mathematics (ICTM) 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 effect us, though, because our team has creative problem solvers."

Ms. Jane Canright is head coach and sophomore coach, with Mr. Paul Gunty coaching seniors; Ms. Rosa McCullagh, 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:

**Freshmen:** Isaac Kohn, 1st; Ben Lauderdale and Ralph Ahn, tied for 4th; **sophomores:** Chris Laumann, 4th, Matt Lynz, 5th, **juniors:** Yuki Yamaguchi, 2nd, Claudia Cyganowski, 3rd, and John Manley, 4th; **seniors:** Siqin Ye, 1st, Michael Tang, 4th.

## SCIENCE CLUB

### U-High State-Bound

It's on to 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:

**FIRST—**Claudia Cyganowski, English; Yuki Yamaguchi, math; John Manley, physics. **SECOND—**Chris Sarantos and Sonia Mittal, Computer Fundamentals and Yuki in Engineering Graphics.

**THIRD—**Swathi Arekapudi and Michael Tang, both in biology.

## AMNESTY

### Club sponsors speaker

Ms. Irene Martinez, 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. Martinez 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.

## HAPPY NEW YEAR



Photo by Chuck Reed

**DRUMS BANGED**, cymbals clanged, fireworks exploded and a dragon roamed the halls of the Lab Schools to celebrate the Chinese Lunar New Year March 3. The celebration, sponsored by the Asian Students Association, included an ethnic lunch feature egg rolls and fortune cookies, all with positive

messages. Many ASA members dressed in traditional fashion to accent the authenticity of the celebration.

A parade through the Lower School (in photo) brought the dragon face to face with little ones whose own faces reflect a rainbow of reactions.



## Bill of Rights

Proposed state law would guarantee free school press

•BY KAREN LEFF•  
MIDWAY 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 Cowlishaw 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 1988 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. Kuhlmeier*, 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 Samuels, 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. SAMUELS** is a '90 U-High graduate and former Midway editor-in-chief.

Midway Adviser Wayne Brasler 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. Brasler's work with the



Art by Michael Strong

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. Brasler 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.



Lily Koppel and Lena Clement. Photo by Kavitha Reddy

Photo by David Katz

# Winning Winter

Teams learned from both triumphs, disappointments

•BY JOHANNES BEEBY•  
REPORTER

**S**urprised by the unexpected loss in Regional semifinals to the Westmont Sentinels, Feb. 26, 76-74 in an overtime game, at Hales, varsity boys cagers 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 Elgin Academy, Junior Justin Slaughter, cocaptain with Seniors Kenny Ebbe, Grant Chavin and Chase Chavin, expressed pride about the season.

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

Winter sports overall yielded mixed results.

**COACHED BY** Ron Presley, j.v. basketball boys pulled together and topped the ISL.

With a 16-7 record, (10-2 league), the j.v.ers developed amazing skill by putting coaching advice to work, said Coach Presley.

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

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

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

"Even with the amount of skill on the team," Coach Mike Moses said, "we had a lack of team chemistry and execution on the court."

The season was filled with mistakes, lamented Senior Amelie Collins.

"**WE DIDN'T HAVE** enough dedication," Amelie said. "People said that they were committed, but it was all talk and no heart."

Topping the ISL, j.v. completed its season 17-3 (12-0 league) with plenty of congratulations following, complete with a bright banner in the first floor hallway.

"We had a real nice season," Coach Joyce Stiles said. "We got along really well and were able to play unselfishly."

With all three losses coming against St. Benedict, the level of determination kept rising with winning results, according to Sophomore Sara Carrasco, cocaptain.

**LED BY TWO HOPEFUL** state qualifiers, Seniors Mark Hoffman, 50 freestyle, and Pat Sellers, 100 breaststroke, boy swimmers fought hard and managed to come up with a 5-4 record. Mark and Pat served as team cocaptains.

"I didn't expect too much from the team, performance wise," Coach Larry McFarlane enthused with a smile, "but they really surprised me and improved throughout the season."

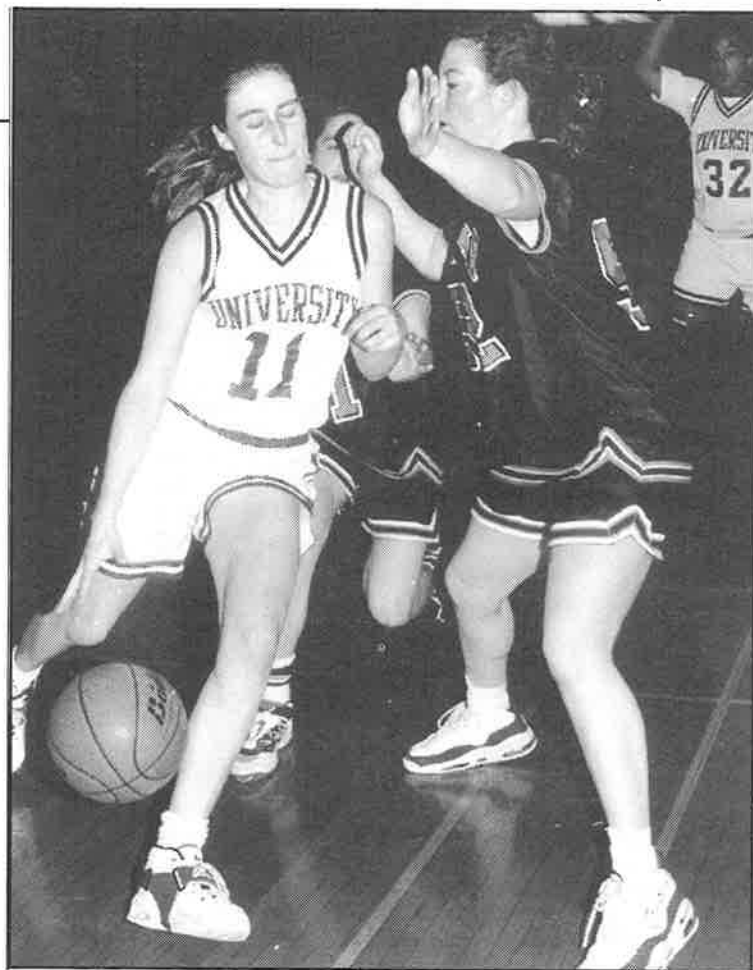
Persevering in a meet against the Shepard Astros, Feb. 11 in Sunny Gym, the swimmers won by two points after the last race.

"**THE TEAM HAD A** lot of heart and really came together," said Senior Mark Hoffman.

Previously unreported competitions with U-High's score first, j.v. and varsity followed by j.v. in parentheses, are as follows:

**BOYS**—Holy Trinity, Feb. 19, away: 63-52 (49-33); Latin, Feb. 20, home: 81-63 (38-49); Hales Regional, Westmont, Feb. 26: 74-76.

**GIRLS**—Latin Regional, Luther North, Feb. 11, 27-63.



## TAKIN' IT TO THE HOLE

**IN A CLOSE** confrontation with a Lake Forest Academy opponent, Senior Amelie Collins drives for the basket in an exciting Feb. 8 encounter in Sunny Gym. The game turned out a squeaker, with the U-Highers bowing 39-41.

## SPORTS MAILBOX

### Teachers decry sexism cartoon

From Phys Ed Department Members Karen Duncan, Terri Greene, Bud James, Nancy Johnson, Larry McFarlane, Michael Moses, Ron Presley, Joyce Stiles, Diane Taylor, Josh Thompson and Joan Vande Velde:

**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 inappropriate. 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 Midway needs to be responsible and respectful in their reporting.

The Midway's editors reply: The cartoon was intended to illustrate the current national issue of sexism in high school sports. It was not intended to depict necessarily a situation at U-High or to depict a particular sport or caricature any specific coach. A caption making that point should have been included. As for the Phys Ed Department's support of the Midway through the years, the coaches unquestionably have been generous, cooperative and encouraging. No newspaper, however, can base coverage on which sources are supportive and which aren't. Sexism is a currently newsworthy topic. The cartoon is well within the parameters of what is being done both within the professional and school press and in fact is a candidate for several awards.

## HIDDEN STARS

Nonstarters contribute sparkling support, spirit to basketball teams on, off court

•BY RICHARD RAZ•  
ASSOCIATE EDITOR

**T**hough they may not get the playing time as the starters they make valuable contributions on and off the court. They 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. "In practice I would try 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 cocaptain.

"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 a lot of times it would create a spark that would allow us to make a comeback in a game we might have been trailing in."

Connecting on four three pointers in their last home game—one of which tied the game with only 30 seconds left, forcing an overtime show-down—Junior Katie Hanck tried to be as tenacious as possible in her second 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 really would rather be viewed as a team player, not an individual."

Charging down the court in her second year on the j.v. team, Sophomore Katey Schein tried to charge the players as best she could and get everyone into the game.

"It is really important to me to help the team as much as possible," Katey 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 in a game, if you're into 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 camaraderie that I receive while just hanging out with the fellas and the sheer love of the game keep me playing."



Michael



Anders



Katey



Katie



Photo by David Katz

## Up, up and away

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

## Tracksters may bypass meets

With many team members headed out of town for Spring Break, it looked doubtful Maroon runners this year will participate in the annual prestigious meets in downstate 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. "Right now many of our 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):

**GIRLS**—Geneva, Feb. 7: 2nd of 3; Morton, Feb. 15: 3rd of 3; Prospect and Providence St. Mel, Feb. 21: 2nd of 3.

**BOYS**—Home, Feb. 21 versus Providence-St. Mel, Prospect and North Shore Country Day School, coaches would not talk to reporters; Home, Feb. 27, coaches would not talk to reporters.





Photo by Therese Collins

**HUDDLING AROUND** manager Junior Hanck, Senior Tiffany Royster, Junior Mai Lyn Vanessa Carr during lunch, varsity basketball players share laughs. From left are Junior Katie Dina Moskowitz.

## Part of the effort

*Managers specialize in the care and feeding of teams*

•BY NICOLE SAFFOLD•  
MIDWAY REPORTER

**S**taying up late baking cookies for the team to enjoy, or attending after-school practices until 5 p.m. to help coaches put away equipment, sports team managers say they love the camaraderie they're 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'd played 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 Solow, varsity boys' basketball

comanager, said he feels like he's helping coach the team.

"I go to most practices and I dress up in a suit and tie for all games," David explained. "I know that many girls' team managers cook 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 FAITH BAXTER**, girls' volleyball team comanager, sees herself as a team comforter. 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 Levin, boys' basketball team comanager, 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' j.v. girls basketball:** Sophomore Rachel Shapiro; **cross country:** Freshman Sarah Johnson; **boys' soccer:** Senior Amelle Collins; **boys' swimming:** Sophomores Kate Cronin-Furman, Rachel Robinson, Andrew Rich, Jenny Roizen; **girls' swimming:** Sophomores Andrew Rich, Nathaniel Whalen; **boys' track:** Sophomore Monica Moore; **girls' track:** Freshman Elizabeth Muller.

## Phys ed cut unlikely

•BY RICHARD RAZ•  
SPORTS EDITOR

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

"What it really boils down to is money," Phys Ed Director Tom Minelli said. "Politicians 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-HIGH REQUIRES** that students take three years of phys ed and Mr. Minelli expects that requirement to remain. But he added, "It could happen at this school. I don't know if it will happen in my lifetime but it could happen in three or 25 years. I also think that team sports might replace years in phys ed. If someone is on a varsity team then phys ed might act as an elective for them."

Such a policy was recommended for consideration recently by a consulting agency examining the school's schedule.

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

"I don't think that phys ed is that important," Freshman Kathryn Schoeder 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," Sophomore 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," Junior 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."

## Well, they ain't exactly the Sharks and the Jets

FAST CARS, BALD FADES, Nautica sweaters and screaming dance troupe members. All the elements for a post basketball game rumble between U-Highers and Latin students were in place Thursday night, Feb. 20 outside Kenwood circle.

Following up an almost routine pounding of the Trojans, the Maroons and their followers spilled out of upper Sunny with the Latin contingent close behind. As the feuding bad boys of the Independent School League faced each other down, a silence filled the gym hallway.

"OKAY, BOYS AND GIRLS," called out Senior Chase Chavin from down the hall. "Let's all start walking down the stairs now. Nice and easy...there we go."

With a lot of grumbling and the occasional shove, the by-now infuriated Maroon and Roman fans began to file down the steps.

"You talking to me?" screamed a U-Higher, throwing his hat down onto the pavement. "Let's go...right now boy. What you got?"

His friend chimed in, "Yeah, what? Don't come into my house talking shit."

Inches apart, four U-High and Latin students quickly became the center of attention as a circle began to form around them. One Latin student, seeing that his group was outnumbered, exclaimed, "I ain't got no beef with Lab, man! I gotta to jet."

**CIRCLING EACH OTHER**, the remaining students in the circle quieted as the tension of an oncoming fight filled the air. Suddenly, the eerie quiet was broken as a woman screamed, "Get away from my baby!"

Enraged, a Latin parent broke through the mob of teenagers, dragging her dumbfounded son out to the car.

Bravado. Fast mouths. Senior day and a great fight to finish up a great season.

All broken up by somebody's mom.

## First Down Robert Earles



## Awards to honor winter athletes

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

Some coaches also will recognize a most improved athlete. A potluck 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 lunch, 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.

# Sole dunkies

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# ON the Outside

Pullout section of the U-High Midway

Tuesday, March 11, 1997

## The Media's

BY KARL OLSON  
ASSOCIATE EDITOR

O rinthal James Simpson, JonBenét Ramsey, Dennis Rodman and the Menendez brothers. Plastered upon the front pages and dominating the T.V. news their faces greet U-Highers in the morning and sign off at night. Faces that most of us are forced to see, whether we want to or not.

To many U-Highers the constant barrage has worn down their faith in the media. They no longer see the press as reporting the news from the world around us, rather pushing their own reality on the public.

"I don't watch the news anymore," said Junior Rusha Desai. "They don't report on what's really going on. All they seem to cover is O.J. and people getting shot. I don't care about O.J. and I've never known anyone who's been shot. In my opinion, it's all about ratings."

Some U-Highers say they have simply given up on the media altogether, viewing them as hopelessly corrupt.

"The media twists, destroys and manipulates statistics and facts to make them fit their vision of a story," explained Senior Ismail Alsheik. "They need to stop representing the viewpoints their corporate backers espouse and start reporting the unbiased facts."

In the wake of such heavily reported trials as those of O.J. Simpson and the Menendez brothers, some students have expressed concern over the media's courtroom reporting.

"I feel that sometimes the media just assumes that someone is guilty of a crime," said Junior Emile Cambry. "Even before someone is convicted the media is reporting the story as though he or she's guilty. They don't even

**"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 gets peoples' attention first and then they'll 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's guilty. They don't even consider the idea that he may be innocent.

"That's wrong. It can damage an innocent person's reputation and interfere with a trial. There's a reason why our court system is built on the belief that you are a innocent until proven guilty. The media needs to learn that."

—Emile Cambry, junior

**"THE MEDIA** can only report a certain number of stories.

"So when they devote half the news hour to O.J. or some dog that got stuck in a tree, they might ignore larger issues. They often

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

## Virtual Reality?

hears about it for weeks. Not to say that her death wasn't tragic, but there are more pertinent topics.

"It's all about ratings. They see a scandal in a rich white family and they report because people will watch. When a tragedy of equal dimensions happens to a poor black family, such as the rape and torture of Girl X in the projects, it's either not shown or reported in a racist light.

"The media wants us to believe that these things are a matter of routine in poor black neighborhoods. That's racist."

Those who have made a career out of journalism themselves are quick to point out the flaws in the television media.

"While I think on the whole the media reports the news accurately and in balance, there is one exception," said Journalism Teacher Mr. Wayne Brasler.

"Local T.V. news and increasingly network news rely on sensationalism to create ratings.

"If you watched T.V. news exclusively you'd believe we live in a world of murder, incest, teen violence, total drug use and a disadvantaged population easy to ridicule. Those of us who live in the real world know that it's nothing like

what we see on T.V. Real daily life is not a continuous series of disasters and scandals."

Not all members of U-High's community feel the media is overly biased. "Overall, the papers do a good job reporting the facts," said History Teacher Earl Bell.

"There are some discrepancies, of course. The smaller papers often rely on one or two main advertisers and you won't ever read a story which might anger those advertisers.

"But, on the whole, our press does a good job of reporting the facts. It's true, there's a lot of sensationalism, but if you look past the front page you can find accurate reports."

**"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 peoples' 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."

—Tamar 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

Real life  
can get  
really lost



Photo by Chuck Reed



# SUMMER (JOBS) in the city

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

**F**inding 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 Neerukonda, 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

"We can't expect students to come in with a whole lot of experience. I mean, that's the point of the whole adventure. Students learn what's really out there."

-Mr. Jeff Furst, president of Staffing Services

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. I mean, that's the point of the whole adventure. Students learn what's really out there."

**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."



Photos by Alec Tabak

## RIGHT AND WRONG

POISED, PREPARED and dressed neatly but naturally (photos from top), Junior Garron Segal is sure to impress the job interviewer portrayed by Junior Alix Tonsgard.

DRESSED TOO NATURALLY, giving off body language which says "I'm not really interested," Garron shows a surefire way not to get hired.

## 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:

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

■ Put things you want to keep on your



Photo by David Katz

MR. RUDOLPH NIMOCKS  
Playing it safe

person, such as in shirt pockets, not in your backpack.

■ 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 any way you can. You want to keep from being taken to a place the criminal feels safe. If you find yourself in a car, slip 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 Dominick's and Jewel.

## PICTURE PERFECT!

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Juniors Pavan Makhija and Max Mearsheimer.

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## Fighting away your woes: The art of being martial

BY RICH SIEGLER  
ASSOCIATE EDITOR

**P**adding 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 Chien, 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.

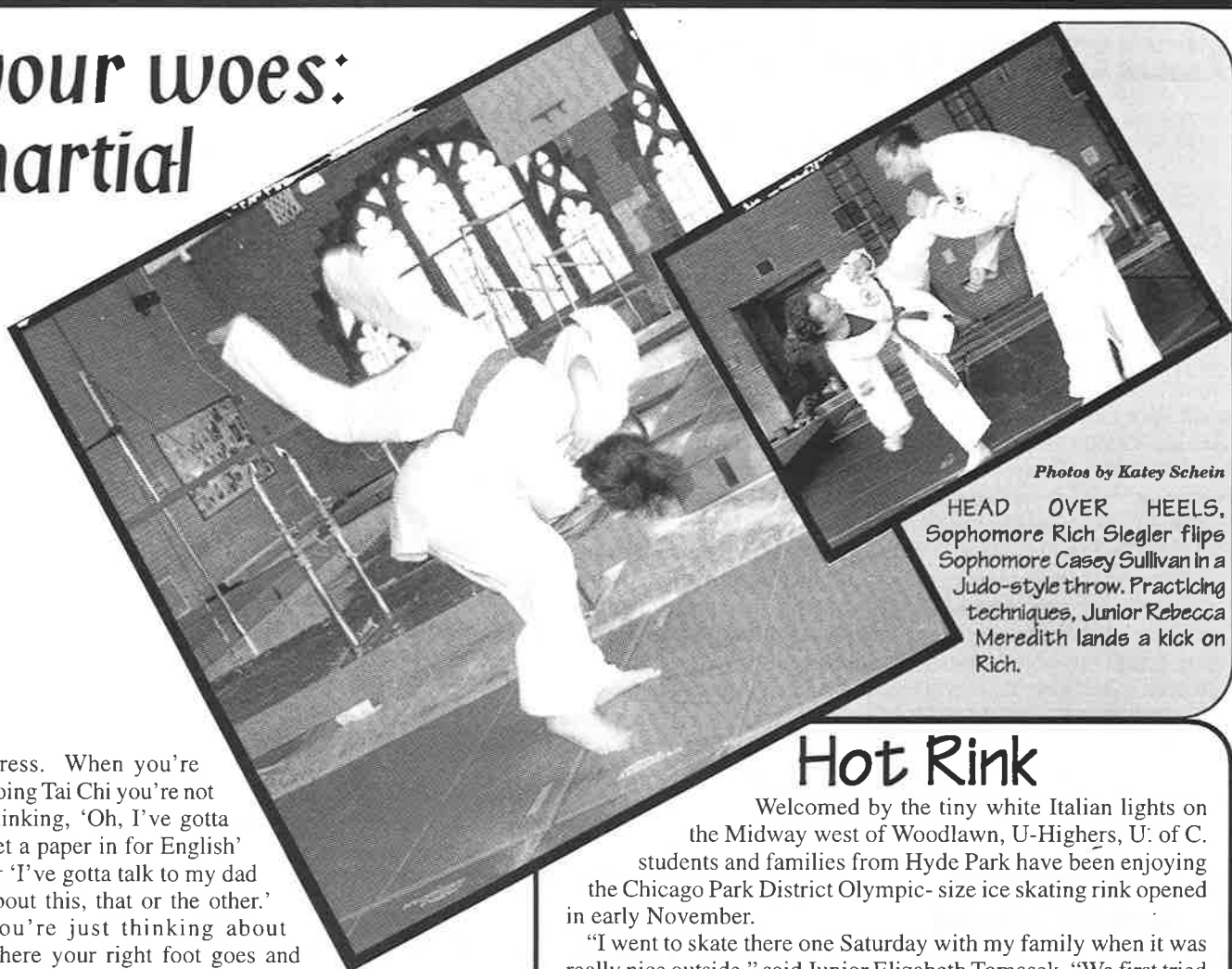
Besides being fun, martial arts increase self-esteem and catlike reflexes, enthusiasts say.

**"I'VE LEARNED** a lot of discipline and respect," Bill said. "It's helped me calm down a lot and relieves

stress. When you're doing Tai Chi you're not thinking, 'Oh, 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 then 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."



Photos by Katey Schein

**HEAD OVER HEELS,** Sophomore Rich Siegler flips Sophomore Casey Sullivan in a Judo-style throw. Practicing techniques, Junior Rebecca Meredith lands a kick on Rich.

## 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 one 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 Casadaban. "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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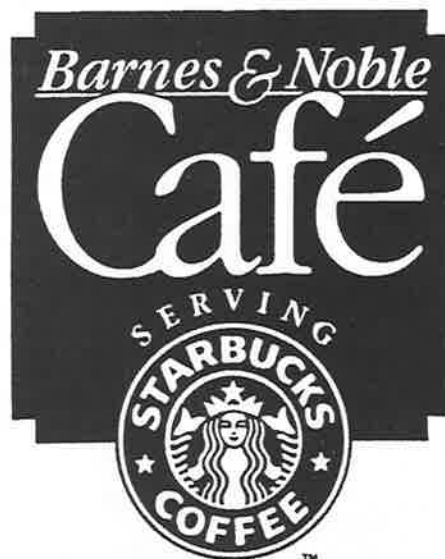
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# Sizing up advisory

## Eight years on, a continuing experiment

BY DEBRA GITTLER  
ASSOCIATE EDITOR

In math class, you start at chapter one and progress page by page through the book. In history, you begin with prehistoric times and develop through modern day 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 McConnaha, has an unordered 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. Begun to satisfy parents' requests to balance the schools' academic strengths with attention to personal issues, advisory sparks mixed emotions from adults and students.

"Advisory serves, or at least tries to serve, a lot of different purposes," said Advisory Coordinator David Arksey, 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 age-appropriate agenda. A recent 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 Bhabha, "but sometimes the class gets really boring. A lot of times we already know what they're telling us and other times we 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 Jewel Thomas, advisory supervisor. "Freshmen and sophomore advisory have a more rigid structure because often there are things that they need to know and that are helpful for them to progress through high school."

**"JUNIORS AND SENIORS** have a less rigid curriculum because their advisory is based upon what they feel is important. The juniors tend 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 Vital, Freshmen Lauren Wolff, Jonah Schulhofer-Wohl, Anju Majahan and Sarah Schlessinger, learn about HIV-related issues from Junior Josh Jackson. Though students say Hope Is Vital in particular is informative, 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 advisers appease students by giving them one less advisory the week of a seminar, no time is actually lost.

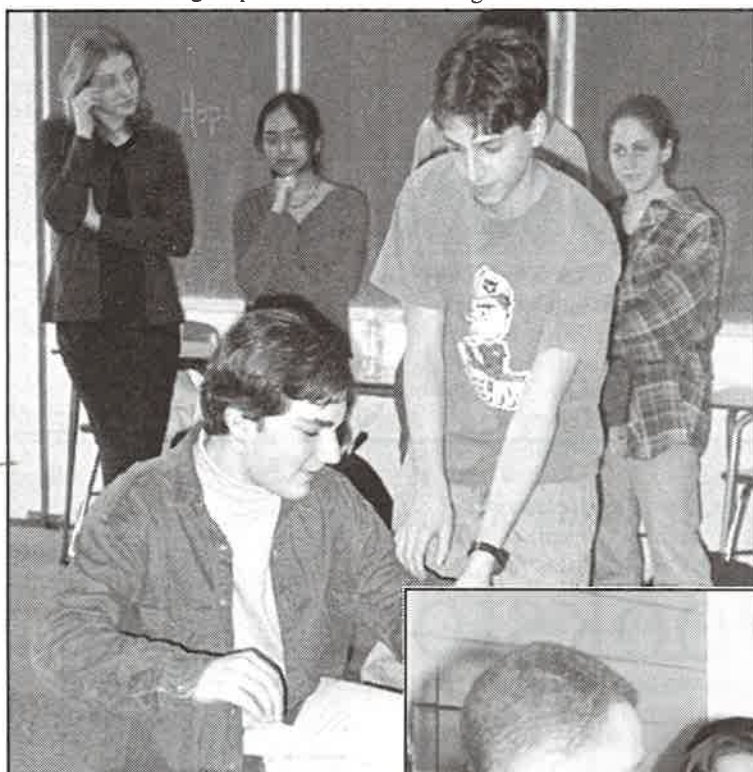


Photo by Kavitha Reddy

### POWER-FULL?

PARTICIPATING in the Starpower activity run by Peer Leaders, Sophomores Jill Spielfogel, Brooke Casadaban, Melek Kot, Diane Kuhn and Tina Sriswananukorn grab playing pieces from Senior Grant Chavin as they prepare to be oppressed while others recline in luxury. In discussions after the event, many praised the activity as well-done but others judge activities like it uneducational.



Photo by David Katz

### THOUGHT-FULL?

DISCUSSING THE ethics of using eye cells from an aborted fetus to restore the sight of an elderly woman in History Teacher Paul Horton's advisory, Sophomores Darrell Goodwin, Emily Vaughan, Edwin Reed-Sanchez, Arousiak Gabrielian, Alexander Meadow and Brian Stahl come to the conclusion that it is okay as the baby is already dead. Faculty and administrators insist advisory is constantly evolving and improves every year. Many students detest advisory and say the assembly curriculum could be more relevant, timeworthy and educational.

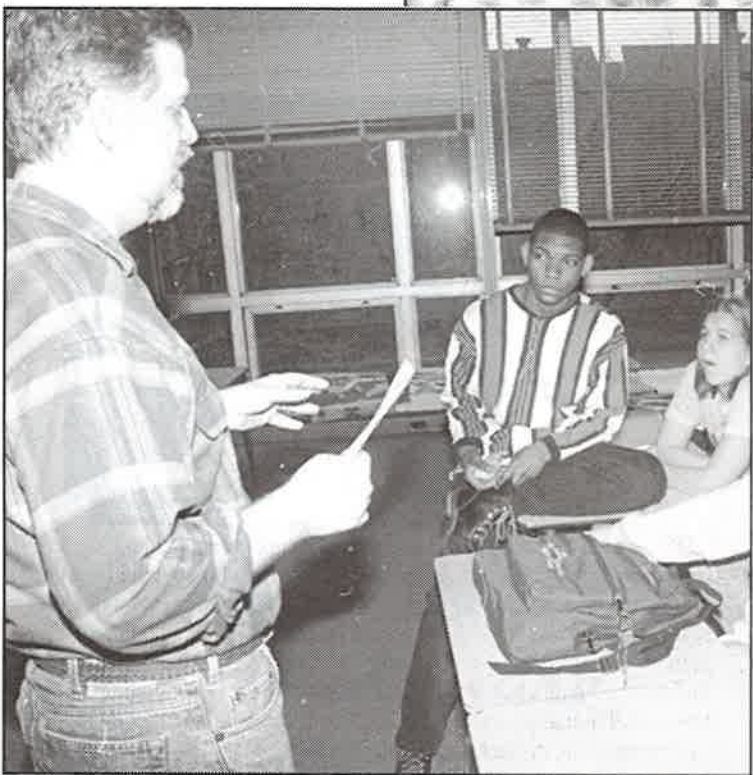


Photo by Chuck Reed

## ADVISORY ACTIONS

Continually altered over the eight years of its existence, the original purpose of advisory has been lost, many teachers, parents and students feel.

Responding to parent requests that the school give more attention to the human aspect of students, Principal Wendell McConnaha established advisory in the fall of 1989. Using discussions, projects, fun activities and time to relax it allowed the Middle and High School schedules to maximize classroom availability and teacher time.

A 35-MINUTE advisory period before lunch-later changed to after lunch-was created by taking five minutes off the end of each class period. That was changed to after lunch. Originally Freshman Center and Sophomore Seminar met twice a week with juniors and seniors on more individual schedules. Those programs changed through the years, with all advisories on a twice-weekly schedule now.

In the fall of 1993, Community Learning was made part of sophomore advisory. With junior and senior Peer Leaders working with advisers and a faculty supervisor, the program added two quarters of required community service to every curriculum.

THROUGHOUT ITS history students have received advisory with mixed feelings but when the definition is so obscure, many feel, the feelings are less mixed than gone.

Though advisory is thought to be a positive idea, many feel it has not justified the time devoted to it.

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# Sch

## 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 if it ain't broke, don't fix it.

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 is 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 list requests as possible.

"I believe he stopped making schedules when he got up around schedule 'N.'"

Faced with a task that apparently needed authoritative outside help, Assistant Director David Stafford suggested bringing in the schedule 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 come here."

**PROVIDING THE SCHOOL** with 112 suggestions, Mr. Snelling left what his firm saw 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



ERIA...



Art by Pat Sellers

# chedule shuffle

schedule, Mr. Snelling suggested three 20-minute lunch periods a week 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:

- Carpet the cafeteria— floors and walls—to serve both as a lunchroom and auditorium, possibly for daily all-school assemblies.
- Build a new gym.
- Offer electives every other year in the high school to conserve teaching staff.
- Schedule two match points a day where schedules of all components of the Lab Schools coincide 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 tinker too much with schedules. Schedules are very delicate.
- Never add programs from this point on unless you are going to remove some.

Taking these ideas to the departments, Ms. Goldschmidt invited chairpersons 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 oppose the 'break' 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 ineffective 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 proven, effective community-building activities that have flourished for years.
- Clubs like Math team will suffer. Some will not survive.
- Traditional 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 away our 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 5th-period class will appreciate a 20-minute lunch period any more than a student will.

■ We could begin most school days at 8:30 and eliminate the 'break' period. We have all heard 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 justify to the Board the expense of having Mr. Snelling do his work on us, and so believe that they will have to show that at least in part our schools are taking his recommendations. We, however, reject this. If it has turned out (as we believe it has) that our school has spent a great deal of money foolishly, we should not compound that error by taking foolish advice.

When she learned a new schedule would be needed almost immediately, Ms. Goldschmidt volunteered to develop one. Working at Senior Getaway, 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 years schedule. What I had was an impossible task. I could not 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. "Like one teacher said, 'Once again Hanna rides in on her white horse and saves the day.' I'm very pleased with her."

Package reported by Kareem Saleh, Alex Zamiar, Rich Siegler, Nate Whalen and Joe Fischel. Written by Alex Zamiar and Richard Siegler. Produced by Rich Siegler.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	(Float)				
8:45		(Float)			
9:30			Break		
10:00			Community Meeting - Special Help - Faculty Meetings		
10:30			(Float)		
11:00				(Float)	
11:45		Lunch A	Lunch A		Lunch A
12:10	BPL	Lunch B	Lunch B	BPL	Lunch B
12:30					
1:45					
2:30					
3:20					

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	(Float)				
8:45		(Float)			
9:30			Break		
10:00			Community Meeting - Junior/Senior Advisory - Special Help - Faculty Meetings		
10:30					(Float)
11:00				(Float)	
11:45		Lunch A	Lunch A		Lunch A
12:10	BPL	Lunch B	Lunch B	BPL	Lunch B
12:30					
1:00					
1:30					
2:30					
3:30					

	M	T	W	Th	F
8:00	9	1	1	1	1
8:45					
9:30	2	9	2	2	2
9:40	3	3	3	3	3
10:35	4	4	4	4	4
11:25	5	5	5	5	9
12:15	L	U	N	C	H
1:05	6	6	6	6	6
1:50	7	8	7	7	7
2:40	8	8	8	8	8
3:30					

HERE ARE THREE SCHEDULES considered for the next school year and presented to the faculty. The top two were based on the recommendation of a schedule consultant firm after an evaluation of the school's needs. The faculty felt the daily all-school meeting period impractical and the shortened lunch a deathblow to clubs and the very sense of community the evaluators said needed enhancement. The bottom schedule, devised by Principal Hanna Goldschmidt literally overnight, was received with enthusiasm by the faculty as both practical and creative.

## Considering options for the calendar

BY ARIEL GIBBONS  
ASSOCIATE EDITOR

While pondering options for calendar and schedule arrangements, administrators discussed the fact that parents often had problems organizing their work schedules to fit the school's three-week winter vacation while many complained 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.

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

At its 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 even out the quarters so quarterlong classes won't be so unequal in length," said History Teacher Earl Bell. "Unfortunately the proposal causes a huge gap when you are just starting a quarter and that is the time when you're going 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 Mr. Snelling's ideas were divorcing the Lab Schools from the University of Chicago's calendar and even perhaps 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 summers abroad, taking vacations and even arranging child care.

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

Everyone agrees no calendar will ever make everyone happy. But administrators are willing to continue trying to find imaginative ways to come up with the best calendar possible and please teachers, parents and students while maintaining the best possible school program, too.





## On the Outside's C.D. Review Extravaganza



### Eternally 'Youth'ful

Consisting of cheap heavy metal bands and new age pop, the musical acts of the '80s music scene showed no promise to the evolution of music. The punk rock bands of this musical era, on the other hand, had low profiles 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, a 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



rereleased by DGC in 1993 with great success.

From dreary guitars to strong bass lines and indistinctive melodies, Sonic Youth's original and innovative sound comes through on the 10 songs of "EVOL."

Different moods are attained in each song by the switching of lead vocals between bassist Kim Gordon and guitarist Thurston Moore.

From the slow, melodic love song "Starpower" to the experimental sound of "In the Kingdom #19," Sonic Youth does not position itself on the dark side or antidark side.

Consisting of songs of total exploration and freedom, "EVOL" proves an album which will not die any time soon.

—By Maria Perkovic

### 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.



Out of this rose Joy Division. A one-band revolution, Joy Division's trancelike 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.

—By Karl Olson

### Jazz it up?

Unlike any other recording which blends musical styles, Branford Marsalis' "Buckshot LeFonque" calls forth the diversity of varying musical genres. Mixing upbeat, improvisational jazz and hip-hop rhythms, Marsa-

lis has created a ~ 14 track album that samples 12 grooves from 1960s R&B hits, music from blues legend Albert Collins and DJ Premier.

Tracks such as "I know why the caged bird sings," a political satire based on the poems of Maya Angelou and "Breakfast @ Denny's," a rhythmically eclectic tune about four African American secret service agents denied service at a restaurant, add a poignant perspective often missing from contemporary music.

—By Kareem Saleh

## 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.

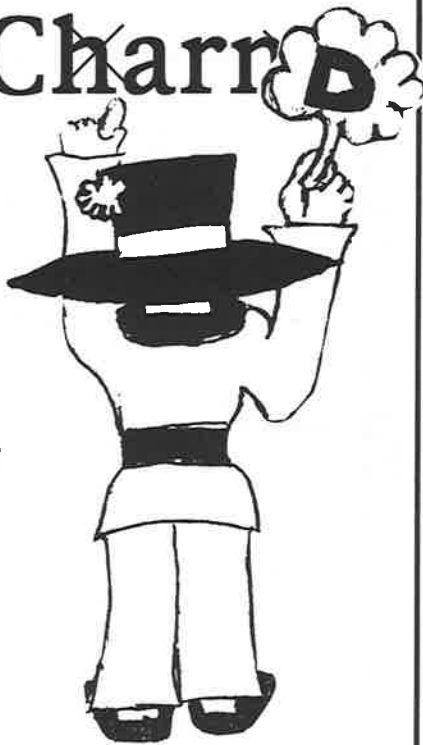
Songs such "Heaven's Here On Earth," "New Beginning," "Smoke and Ashes," "Cold Feet," "Tell It Like It Is" and "The Rape Of The World" give personal meaning to political issues with lyrics like "Say you'll never cover your ears and close your mouth and live in a silent world" from "Tell It Like It Is."

Compelling and passionate are the words that best describe Ms. Chapman's latest album, truly a "New Beginning" which only adds to her repertoire of fantastic music.

—By Alyssa Scheunemann

## Get a Lucky Charm

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## ORIGINAL CAST

### 'West Side Story' opens window on another era

Although sometimes hokey and always a bit naive, the original late '50s Broadway cast album of "West Side Story" sheds a little light on the world before I eat my grub, incessantly fight with my family and do my tedious homework.

Because many U-Highers may be somehow morally against listening to something which has a slightly positive connotation, I suggest this soundtrack because of the extreme bloodshed which ends it.

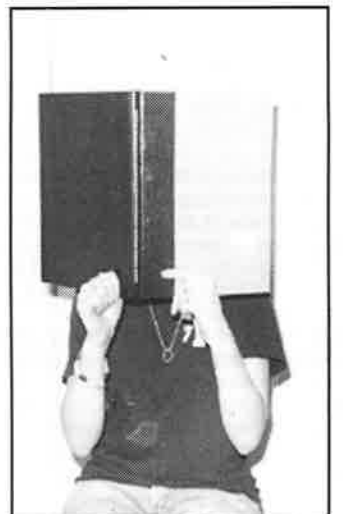
So along with the cheery lyrics about the general well-being of mankind those cynical teens who wish to be depressed can satisfy their teenage desires with the violence and sorrow involved as well.

—By Ariel Gibbons

## CONGRATULATIONS!

to the U-Highlights staff

on the 1996 All American rating awarded by the National Scholastic Press Association for overall excellence in yearbook achievement. We are proud of your recognition!



We know you don't do it FOR the awards, but it's still nice to get them, isn't it?

A friend of the School

## MAKING A DIFFERENCE

Whitney Young senior  
serves community with

### PLENTY OF PRIDE

BY LEIGH GOLDSTEIN  
ASSOCIATE EDITOR

**M**iguel Ayala doesn't sit around and ignore problems. He tries to fix them.

The Whitney Young senior serves as student representative on the Chicago School Reform Board of Trustees. He is president of Whitney Young's pioneering gay and lesbian youth club, PRIDE, and 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. Cloud, now a

freshman at Smith College. She formed the club last year amid considerable misgivings in the school.

"The administration was ap-

prehensive when we started the club last year," Miguel explained. "They were worried students and parents would complain, so they made us get more student support than any other club had to."

"We are trying to send information about PRIDE to gay and lesbian clubs across the nation. We've also set up a web site. I think it will strengthen PRIDE to connect with other clubs and learn about their experiences."

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 finds sanctuary with his friends, a community that has become more accepting over time.

"My friends are where I get my support. When I came 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 encourages students to take an active role in changing 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."



Photo courtesy of Miguel Ayala

MIGUEL AYALA

Pioneering spirit at Whitney Young.



Photo David Katz

KENNY EBIE

Among many activities, he is president of the Black Students' Association, advised by Mrs. Frances Moore-Bond.

## MODEST LEADER

BY RACHEL SHAPIRO  
ASSOCIATE EDITOR

"I don't really feel like I'm doing anything extraordinary," said Senior Kenny Ebie, leaning back in a chair in Rowley Library. Speaking softly, he talks about his accomplishments, which include four years of basketball, two years as a Community Learning Peer Leader, serving as Black Students' Association president and being accepted to Harvard on early decision.

Kenny does admit he loves what he does.

"I JUST TRY to do things I like," he reflected. "When you are really interested in something, you find the time to do it. If I didn't like any of the things I was doing, I wouldn't do them. I don't see things as chores, I see them as opportunities."

Laughing a little, Kenny says he feels that he hasn't achieved anything important yet.

"I'm not really proud of myself yet because I haven't really done anything yet," he explained. "I mean, I'm just in high school. I haven't experienced what it's like to live without my parents' support. I haven't experienced the real world!"

LAYING HIS CHIN on his right hand, Kenny talks fondly about how much his parents have taught him.

"I think in raising me, my parents stressed the important things, like staying away from drugs. After a while, things like that become part of your conscience. At this point, I know what is and isn't right. I think that if I lived in any other way, like getting involved in things like that, it would be a real disservice to my parents."

Outside the room, one of Kenny's friends shouts at him to come outside. One of the most popular students in the school, he is admired for his ambition, energy and being genuinely nice to everyone, not just close friends. Kenny waves and begins to talk about how the Lab Schools helped him develop.

"One thing I noticed when I came to this school is that the school encourages independence and independent thought. The school has given me the confidence and the freedom to make my own decisions and I think I've made some good ones."

## Helping match teachers, schools

BY ELISSA BLACKSTONE  
ASSOCIATE EDITOR

**Y**outhfully businesslike in a tailored, navy suit over a white V-neck shirt, her dark hair pulled back, Ms. Terenah 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 Midwest 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. Mosley explained. "I help the 'fellows,' who usually already have a bachelor's degree, through the application process by matching them with member schools. I also elicit teachers for intensive fellow training courses throughout the year."

"The Lab Schools has a wonderful energy and spirit," Ms. Mosley said, "however, while 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' instead."

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

"My father was an artist, a sculptor and we had many family friends who were artists," Ms. Mosley said. "They were familiar to me."



Photo by Kavitha Reddy

MIDWEST COORDINATOR

for the Multicultural School Alliance, a national program which helps potential minority teachers find jobs and helps member schools find candidates for teaching positions, Ms. Terenah Mosley says the Alliance has helped place more than 250 potential teachers.

MAJORING IN BUSINESS at Drexel College in Philadelphia, Ms. Mosley served as president of the Black Students Association and worked at a women's resource center. She also helped create an African-American studies course.

Moving to Seattle in 1994, Ms. Mosley herself was a fellow with the Multicultural School Alliance and taught women's literature at a high school.

"Every aspect of life in America is affected by racism," Ms. Mosley said, "everything from measures of intelligence to business attire is considered superior if it is white and European."

"I think education is a great place to start setting up better outlooks on diversity."

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# CHEAP WEEKENDS

■ 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, Mojava, 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.

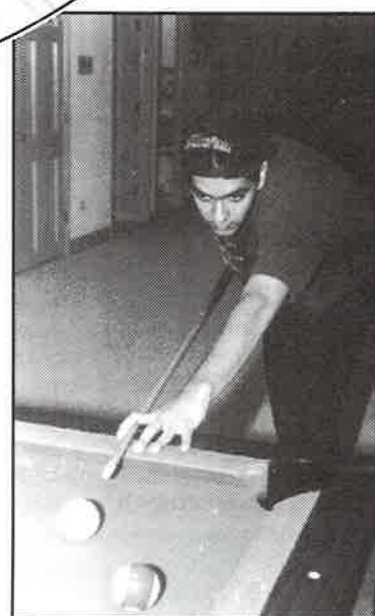
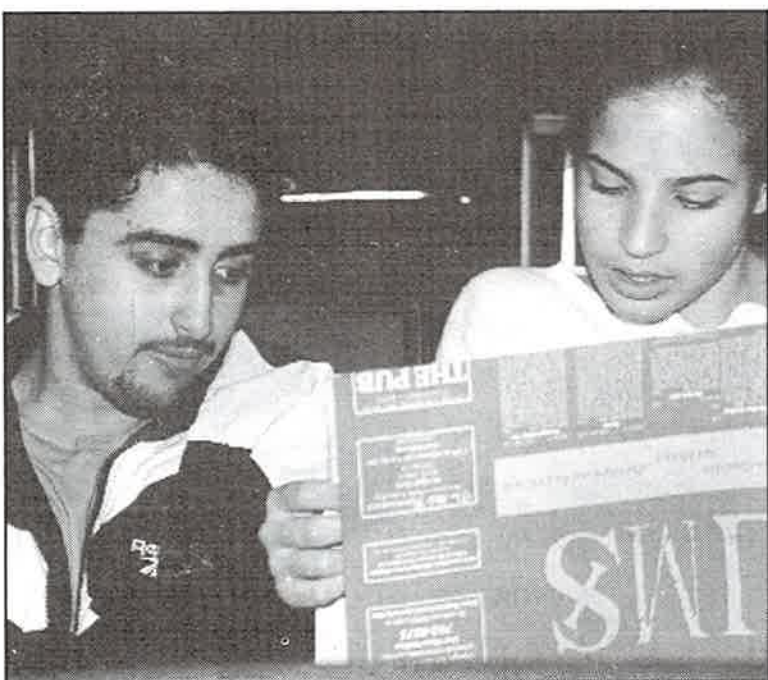
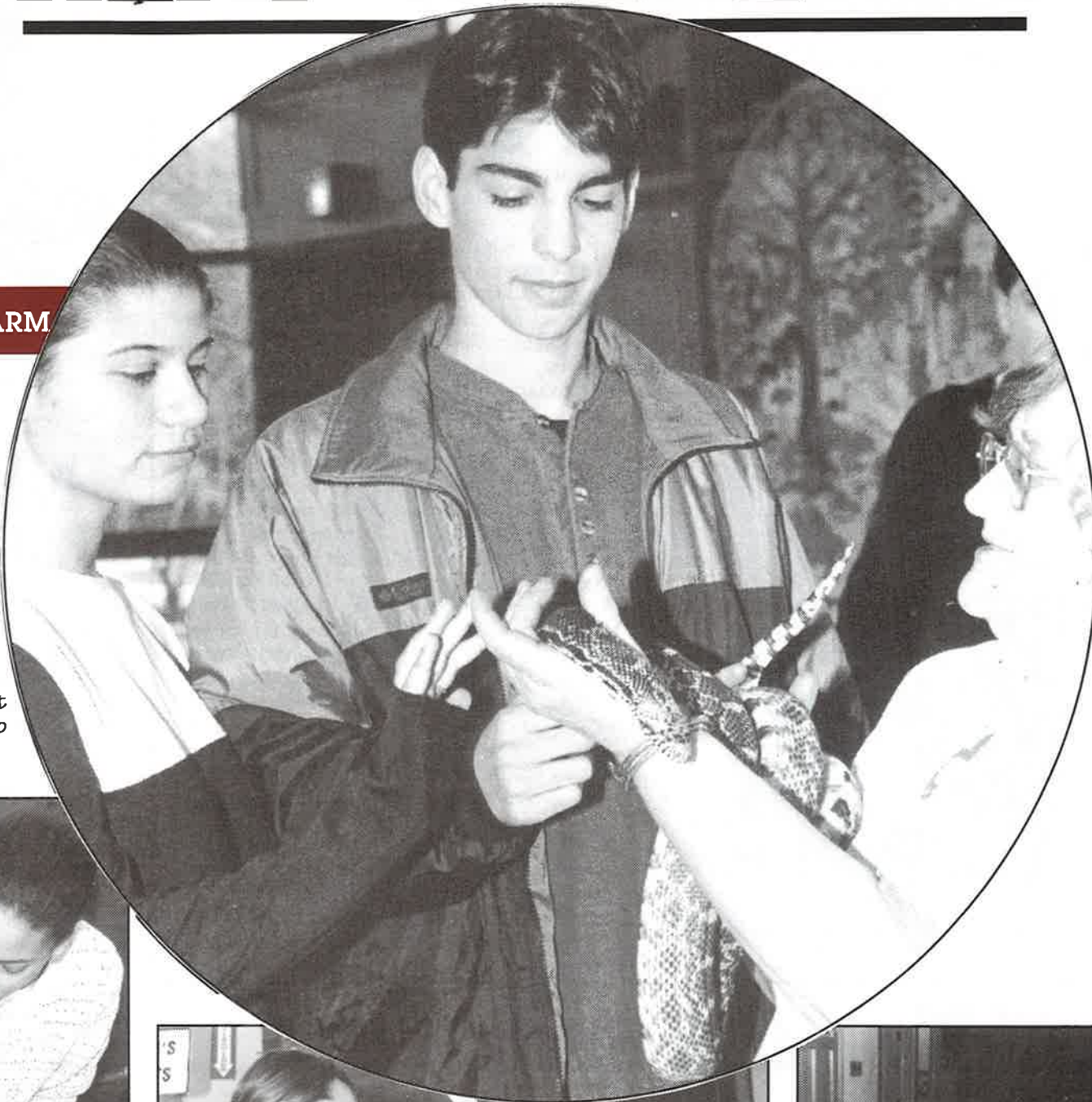
"Pool is pretty inexpensive," said Junior Rachit Mendi. "unless you are betting, but it's still cheap for me because of my math skills."

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

Photos by  
Jeff Hanauer  
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 Stal 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 Earles take a short trip to Harold's before starting off their weekend of fun after a long week at school.

## WHAT'S UP DOC?

THOUGHTSWANDERING to far-off places and new adventures, Juniors Samer Haddadin and Angela Keene decide whether to do dinner and a movie or a movie and dinner. With Doc Films nearby at 1212 E. 59th St., they pick out a new flick from the official schedule.

## SPICY SAUSAGE

ALWAYS PARTIAL to eating, Juniors Forest Himmelfarb and Chris Liu travel to Maxwell Street on a Friday night to satisfy their grease quotients 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 Cohn and Lily Koppel as they discuss their Friday night plans at the newest neighborhood coffee shop, Mojava 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 Melek 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.