STATE of the UNION

Born in tumult, the Faculty Association has evolved from unpredictable rebel to seasoned dealmaker

By Alex Zamora
Student Affairs and Political Editor

Activities into their second use of Mutual Gain for teacher contract negotiations both, Faculty Association members and University representatives seem optimistic. Yet many feel the union, once viewed as a tiger, has become just a pussycat.

Some faculty members, among them former union presidents, feel with Mutual Gain in place negotiations have become more civil and the union has lost its edge. Still, participants in negotiations feel the Mutual Gain process is easier to work with. Mutual Gain is a bargaining process where both sides reach a happy medium after coming up with a number of options, has made negotiations quicker and simpler, they say. And some people still believe the union is the tiger it has always been.

Created by faculty members in a bitter battle in the '69-70 school year amid staff, program and budget cuts and general unhappiness among teachers, the Faculty Association was born despite strong University opposition to a union. Its first two decades the Association took an aggressive approach to bargaining, picketing in front of Buckingham, sending letters home to parents, staging job slow downs and ending in censure school events, though always staying short of a strike. When tension came to a head a few years ago it was decided by both the Faculty Association and University representatives to try something new.

In 1994, Endorse, a Mutual Gain firm, was brought in to mediate discussions in hopes of easing the tension and hostility of prior negotiations. Another consultant similarly will mediate negotiations this year.

“It’s stronger because it moves negotiations away from a power contest.”

—Mr. Bob Kass
Faculty Association president

“Mutual Gain negotiations as problem solving rather than dicking it out. Middle School Teacher Bob Kass, union president, feels a school should be a place where teachers want to come and work.”

“Mutual Gain is not just a matter of management approach to negotiating where teachers always lose,” Mr. Kass commented. “It’s extremely effective for management because they never have to go through the pain of discussing a real issue and it gives you the illusion of process.”

According to Assistant Director David Stafford, who chairs the administration negotiating committee, the Mutual Gain process allows a fair and equitable settlement, where both sides feel comfortable with what they’ve accomplished.

“I view negotiations as each side having a job to do,” Mr. Stafford said. “What you do is come to an acceptable agreement and once negotiations are over I don’t harbor any bad feelings or ill will. In traditional bargaining you are in a continuous pursuing mode and each side knows where they want to go. Why you think your way is an ultimatums solution, which creates adversity. Because Mutual Gain is a more open process last time it was extremely successful. I believe it was the first time the contract was ever settled before it expired. Every other year I’ve seen, it has carried over into the next school year. I view as a very successful approach.”

High School Librarian Mary Bibo, another former union president, believes with Mutual Gain in place many Faculty Association members are left in the dark and what ends up happening is the faculty gets stuck with a contract in which is had little say.

“To me there isn’t Mutual Gain when the entire membership does not know what’s going on,” Mrs. Bibo said. “To me, this is a closed smoke-filled circle, reminiscent of the old Daley days. The only ones who benefit are those directly involved. In the past we used to solicit the faculty’s viewpoints. There did not have to be any war, just an open discussion. Now teachers don’t know what’s going on at the table, which opens itself up to suspicion. There’s an misconception of people saying they will take care of you and therefore you think that you are a weak kid. When we had a stable union, it did not take teachers anywhere from teaching their classes. Students were still prime in the eye of their teachers. Now, besides for a select few, we don’t have any say and have to take whatever they give us.”

“This is, this is a closed smoke-filled circle, reminiscent of the old Daley days.”

—Mrs. Mary Bibo
former Faculty Association president

Memories with a wee bit o’burr

When Mr. Paul Gunty, assistant to the principal and math teacher, returned to U-High after spending winter quarter in Scotland, his students were surprised to find him speaking with a slight Scottish accent, known as a “burr.”

Mr. Gunty’s wife Sue and daughters Ashley and Emily, both students in the Middle School, lived in St. Andrews, Scotland, a town 55 miles north of Edinburg, as part of a fellowship at the University of St. Andrews. There Mr. Gunty studied Facial Geometry and Fine Math.

After arriving in London Jan. 2, the Gunty family traveled north through Great Britain to Scotland, stopping to see cathedrals and castles. They did a lot of sightseeing during their stay although at first the Gunty did not see much at all.

“The first eight days I was there, we had made reservations at a bed and breakfast and asked directions on how to get there,” Mr. Gunty recounted. “Once we were on the road, it was a different story. It had caused us to smaller roads were covered with snow and ice. We had to drive 10 miles on a tiny, country road, without streetlights, looking for road signs to make sure we were heading in the right direction. We did make it, but it was a harrowing 60-minute ride.”

“Driving was the most challenging part of the trip because the British drive on the left side of the road.”

In St. Andrews the Guntys lived in an apartment furnished by the University. His daughters attended local schools and told their parents that the Lab Schools is much more difficult.

“Everyone we met was very friendly and polite,” Mr. Gunty said. “People said ‘thank you very much’ all the time. Not surprisingly, most people looked pretty much the same, like white Anglo-Saxons. There were very few blacks. The majority of people of color are Asians. But as I walked around and looked at people, I saw faces that reminded me of some student or teacher back on school.”

While away, Mr. Gunty was named an ambassador for the National Aeronautics Space Administration (NASA) Galileo Mission, a space probe exploring Jupiter and its moons. He is a past participant in the Space Discovery program for mating.

“Basically, after my on-line training session, I am going to make presentations at various places about the Galileo program to inform people about what is going on there and what the scientists hope to discover,” Mr. Gunty explained.

“Me is happy to be back home and back at school. His students are happy he’s back, too. They assist that Scottish accent he has acquired will probably go away soon.

On one of their weekend trips while living in Scotland last quarter, Mr. Paul Gunty and his family visited the ruins of a Roman fort by Hadrian’s Wall in North Umbria. Mr. Gunty, Emily and Ashley paused while Mrs. Sue Gunty took the photo.
AFTER a mild winter, Mother Nature delivered a big surprise Monday, March 9. Accompanied by heavy wind gusts, snow ranging up to a foot snarled the morning rush hour, shut down the South Shore Railroad and kept 87 U-Highers home. Freshman Ameer Saleh, who endured a two-and-half-hour commute in from River Forest, shows how deep the snow drifted outside the Midway office in Lillie House.

**Two seniors receive Achievement grants**

N ationwide Achievement Scholarships have been announced for two U-High seniors. Jassle Turner and Nicole Saffold are among 23 Chicago area winners in the program, which recognizes outstanding black students. The winners come from an initial field of more than 100,000 candidates, narrowed two eliminations and were selected on the basis of academic record, principal's recommendations and an essay.

**Science Team places second at Challenges**

P lacing second among 22 teams and 130 individual contestants from 57 schools at the Worldwide Youth in Science and Engineering Academic Challenges March 25 at the University of Illinois at Champaign Urbana, the Science Team came in just 17 points behind frontrunner Regina Dominican of north suburban Wilmette.

Individual winners were as follows:

- Math: 4th place: Vahid Varnaghi, 7th place: Reza Varnaghi, Chalmeta
  - Science: 2nd place: Michael Ceccarelli, 5th place: Will Stuber
  - Computer Fundamentals: 6th place: Will Stuber
  - Eastern U-Highers had 2nd place among 22 teams at the Regional Science Olympiad, for which it served as host March 14. State competition followed Saturday at the UI. First Medals included:

- Participation: Elizabeth Airino, Nina Ignaszewski, Mike Oliver, Matt Lima
- Design: andrea Foster, Andrew Anderson, Claire McElroy, Andrew Foster
- Other medal winners were as follows:

- What Are We Trying To Be? Member: Rebekah Parke, Chantel Parke, Kaitlin Parke, Shinha Qureshi

**Benefit to aid gym drive**

W ith a $5 million dollar goal toward building a new gym, the Parents Association is launching its 15th Annual Connections Benefit, “Let’s Throw A Ball.” The benefit will include a raffle, silent auction, dinner and dancing to Orchestra 35, 5:30 p.m. this Saturday at the Fairmont Hotel, 200 N. Columbus Dr. Cocktails will accompany the silent auction of American Airlines tickets.

Invitations have been mailed to all faculty, staff and parents. Ticket reservations are $125 and can be purchased from the Development Office or at the door.

The annual fundraiser has focused not only on making money but having a good time, said Cochairperson Roni Newman, parent of a senior.

"We want to raise a lot of money for the gym this year," Mrs. Newman explained. "However, this is more than a nice thing. It provides a place where parents, faculty and staff members can meet and have a good time outside of the school and to also show their interest in the development of the school."

**Choir, band join for concert**

Jazz Band members win awards in downtown festival

D irected respectively by Mrs. Dominic Pane and Mrs. Ellen Erenson, the band and the choir will present "A Jubilant Song," written by John Lowery, among other traditional English folk songs in concert 7:30 p.m. Wednesday, April 20 to 7:30 p.m. at Judi 126.

Mrs. Erenson has invited all students and faculty to join in learning, rehearsing and performing the number. "It helps build a sense of community," she said. "It's important for students and teachers to interact outside of class."

Traveling to Knox College downtown in Galesburg, the band directed by Mr. Pane competed with 15 other Illinois high schools at the Rockeabaga Jazz Festival March 14, the Jazz Band returned with several honors.

Senior Mike Hay, trombonist, won a Knox scholarship. Sophomore Sam Gilman was named Outstanding Keyboardist and won a scholarship to an after school jazz camp in Iowa.

The Band repeated its Rostopica program of "Red Clay," "Blue Moon" and "Peaches and Regal" for the all-school assembly of winter quarter assembly. "We chose Peaches and Regal to stand out," said Sam. "It's actually a rock song, written by Frank Zappa. It's probably the most difficult thing we've ever played. It's taken a long time for us to master."

Mr. Pane has been busy as a composer, too. He wrote original music for the Dance Trupette for its appearance last Saturday at the Columbia College Young Performers Showcase. A master class March 31 at school with a Columbia dance instructor preceded.

**Peer leader heads for confab**

Presenting a workshop titled "Students = Radiation in Reflecting Community and Self," senior Andrew Levendahl will discuss U-High's Community Learning and Peer Leading programs Sunday-Tuesday, April 29 - April 22, at the third annual National Service Learning Conference in St. Paul. Minn. The theme is "Our World: Youth at the Center."

"Our program led very well-attended and praised workshops at this conference in 1995 and 1996," said Community Learning Coordinator Luci Gomez, who will join in presenting the seminar. "The workshop includes hands-on as well as brainstorming activities, and everyone will hopefully benefit from this." Community Learning Associate Coordinator Stuart Rhodes will also attend the convention and participate in presenting the workshop.

**Homegrown talent to heat up coffeehouse show**

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Model U.N. ers chomp on the Big Apple
At the real United Nations, Maroons prove they’re world-class

By Rachel Saram

U-highbers walk down the corridor of La Guardia Airport in New York City and gather next to a baggage claim area.

After everyone puts his or her stuff down, the head delegate pulls out a small note pad with some scribbles on it and begins to talk about what a great conference Nationals will be.

"I see this conference being like a roast beef sandwich from the Carnegie Deli," he says and begins to ramble about how everyone should enjoy themselves even if it’s in spring break.

After meeting the other seven U-Highbers at the New York Hilton, the Indonesian delegates each go back to their rooms to get ready for the first night of the National Model United Nations conference.

Spending four days near Times Square in New York City, 21 U-Highbers represented Indonesia at the National High School Model U.N. Conference March 26-29.

Later the first day, each student makes his or her way to his or her committee room and begins to chat with other delegates about which topic they would like to discuss first in committee.

The directions of each committee enter each room and thus begins a four-day-long experience testing all information students had gathered in the weeks previous and answering the question for each delegate, "Am I really prepared for this?" Or, in the case of U-Highbers delegates, "Will I be able to pull this off knowing practically nothing about my topics?"

Four days of staying up late, watching TV and snoring through four hour-long committee sessions put the delegates from Indonesia make their way to the U.N. Building for closing ceremonies.

Three hours of closing Plenary sessions and voting on each resolution passed in each committee, the U-Highbers get to know the front of the United Nations General Assembly room and find their seats just in time for the beginning of the awards assembly.

Tapping their feet nervously on the carpeted floor, the delegation from Indonesia immensely and as Mr. Andrew Patterson, director general of the National High School Model United Nations Conference, announces the names of the delegations winning second- and third-place awards.

Winning 24 delegates for the highest award, Best Delegation, "The awards for distinction as the best delegations at Nationals are for the delegation from Afghanistan, Australia, Indonesia from University High School in Chicago..."

"They hold back screams to joy, 21 U-Highbers barely keep their composure as Head Delegate Josh Dunkoff, son of gets up from his blue cushioned seat and walks toward the stage to accept the award. "Yes," says Mr. Earl Bell, Model U.N. sponsor, "I guess that means we're the best program in the nation."

National delegates say as follows:

"Everyone was Daleck, and no one got involved in anything before retiring to bed. They were in the middle of the three-day Junior Retreat at Revolutionary Center in the north suburban Woodstock. Activities included discussions of issues including sex, dealing with parents, and the legal implications of marijuana, all performed by the small discussion groups, and a Top 10 list. The Top 10 Reasons Everyone Will Be Crying Thursday Night."

"By the end of the program most juniors said they felt closer to their classmates. Others were more than the response: "We organized it so people split into about 10 groups for discussions," said Junior Dana Cohn, retreat organizer, "and we were able to discuss their feelings and work out any issues they had with their peers."

"We were all a little nervous about how many people would deal with it by the end of the Retreat we were all really thrilled to see how much it brought the group together."

"Faculty chaperons included the following: Mr. Chico Aitken, Mr. Diane Parker, Mr. Fred Neff, Mr. Chad Wesel, Mr. Mike Penniston, Mr. Bob Rothenberg, Mr. Steven Rosenblatt, and Mr. Tom Marlin."

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Travelers enjoy Spain, France
By Maria Parkman

Thirty-three U-Highbers ventured March 28-April 4 to Seville, Spain, and Lyon, France, for this year's French and Spanish Exchange Program excursions. Seville U-High bound attended classes at a boy's high school in Seville, while U-High girls attended an all-female Catholic school in Don Hermana.

The entire group were sightseeing in Seville, where they visited the third largest cathedral in Europe and walked through the historic site of the Roman Ruins. The U-Highbers also visited the Royal Family Palace in Alcazar.

"It was really new to be involved in another culture," Sophomore Alan Zaluski said. "But it was also incredible to see that young people in Spain are so interested in American culture." Another group of U-Highbers, 20 of them, traveled to Lyon, France where they attended the Andre Lassagne Culture College. Accompanied by Foreign Language Teachers Steven Farver and Ann Beck, the U-Highbers skied the slopes of Alvercette and walked through the vineyards in Beaune. Students from several European countries have been and will be visiting U-Highb this quarter, including French visitors who arrived last week.
In the Name of God

Students, faculty feel time they give to religious activities time well spent

Many U-Highers feel their church or temple experiences are worth making time despite overwhelming school workloads.

"I bag groceries at my church's food pantry at the Bryn Mawr Community Church on 7th and Jeffery," said junior Kenny Smith. "I do it two or three times a month with other volunteers and I really enjoy doing it because I feel this is my way of reaching out to my community and giving to those less fortunate than I."

Church, synagogue and temple youth groups have long proven popular among U-Highers. Junior Cara Passman, Emily Vaughan, Elizabeth Joyces and Rebecca Zemen play significant roles in their own local Hyde Park youth groups.

"I am president of the Hyde Park chapter of the Illinois B'nai B'rith Organization (IBBO) and love it," Cara said. "It provides a place where individuals are encouraged to learn and develop leadership skills. It doesn't take up too much time and makes it worthwhile for me and I feel we are progressing well.

Emily, the chapter treasurer, agrees the responsibilities involved are worthwhile and even enjoyable.

"Time isn't an issue," she said. "We only meet twice a month. It's fun working with kids my age around Hyde Park and I have the same desire to be active within our religious community."

Elizabeth, programming vice president of the Israel Youth Organization, plans fun and educational events for the organization.

"Sometimes it can be a challenge," she said. "It's tough finding activities that a lot of people will want to come to as well as incorporating an aspect of Judaism into the events. But regardless of the events turn out we always have a good time."

Fire victim works to reopen store

by Richard Ray

R ebuilding his store, "Donovan's Corner" at 65th St., Richard Byunyan, former U-High science teacher, hopes to reopen his business next month. Mr. Byunyan said he has been told the fire is suspected to have resulted from arson. The Police Department is pursuing suspects, he added.

Mr. Byunyan received a phone call the morning after the fire from police telling him what had happened.

"It was explained that a railroad spike was found that was not their the previous day," Mr. Byunyan explained. "We also found a bundle of straw that was burned at one end. Perhaps the person who did this broke the store window with the spike and then threw in the burning straw."

The fire damaged more than half of the store and nearly all of the merchandise. The cleanup process so far has taken two months. Mr. Byunyan has received letters, money, phone calls and volunteers to help.

"This experience more than anything else has taught me to accept gifts and offers from people," he said.

"The whole process has been very tedious and time-consuming but fortunately I had enough in the bank account from sales to pay for the damages."

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Housingers have it all down to science

By Bobby Stock

When teaching in the Lower School or High School, sponsoring student efforts such as Arts Fest or contributing to faculty projects, the Housingers have been an important part of Lab Schools. They roll up to a science

Mr. Jan Housinger is completing his 34th year as a U-High science teacher and has been Science Department chairperson. Mrs. Housinger, Mimi, has taught science on and off for 53 years, currently in the Lower School. And the Housingers’ daughter-in-law, Sharon, is completing her second year as a U-High science teacher and high school supervisor of student efforts, notably Arts Fest.

Casually dressed with his glasses hanging below his neck, Mr. Housinger can usually be found in his science room helping students. Also in the high school, the quick-to-smile Mrs. Sharon Housinger can usually be found on the third floor, shuttling between the Science Department office and her classroom. Though tucked away in the Lower School, Mrs. Mimi Housinger is still a familiar and welcome face in U-Highers.

With their friendly personalities, encouraging attitudes and helpful approaches to learning, the Housingers are well respected and well liked by both students and faculty.

The satisfaction of teaching is what has kept Mr. Housinger going.

"Teaching all these young people keeps me young," Mr. Housinger reflected. "I never really liked the grading or the obsession over grades with some students but what I really like is seeing kids learning."

Teaching in the Lower School, Mrs. Mimi Housinger has found younger students don’t hide their amazement of science as older students sometimes do.

"Young kids are not afraid to oooh and aah over something they have never seen before," Mrs. Housinger said while seated in her classroom. "I like the unbridled excitement they show that you don’t always get with older students."

Mr. Housinger came to U-High as an apprentice teacher for a year in 1964-65 while working for his degree from the Department of Education at the U of C. He was asked to stay.

Mrs. Mimi Housinger came to the school the next year as a so-called "prehigh school teacher," in the program equivalent of what is now the Middle School.

"I was not happy with Mimi getting the job because I had a friend who I thought was the most qualified," Mr. Housinger said as a smile emerged from his face. "She worked in the room next to mine and I simply stopped districting her."

When Jan began giving Mimi rides to school every morning they began spending time together.

"I got off the train at 55th Street," Mrs. Housinger said, breaking into a smile. "Another teacher suggested I get a ride from there to work every day because he drove by on his way to work. I guess it all just blossomed from there."

The Housingers eventually became the proud parents of three sons. Ken, the oldest, is married to Mrs. Sharon Housinger. Jason works as a credit analyst and Arthur is attending MIT.

Mrs. Sharon Housinger knew the Housinger family well before marrying Ken.

"I had known Ken since 4th grade," she said. "He was a year ahead of me and went to the U of C, so I followed him and we ended up getting married. The Housingers really welcomed me, so I really feel I’m part of the family."

Mrs. Housinger’s sponsorship of Arts Fest, and particularly her determination in winning faculty approval of the event, won her many student admirers.

"I felt that Arts Fest would be a great learning experience for many students," she said, "so I sponsored it when I was asked to. I think that it was a success and probably will happen again next year."

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Oh, I'm just between colleges. My third and fourth, in fact.

End of rainbow does slow fade

Ever since I was in Middle School I have looked forward to my senior year in High School. When I think of senior year I think of graduation, and I think of the things that make high school special. But, I'm not. I look around this school and all I see is a bunch of unhappy, tired, drained-out seniors, with hardly anything to make their senior year more enjoyable. I see a group of people so far into Senior slump that you'd have to drag them out with a 50-foot pole.

What really spurred my realization of how unenjoyable the seniors are is, when I saw a list of seniors who got their third choice in English electives this quarter tackled to the senior proud.

That list made me think how just furious I would be if I had gotten my third choice as well.

Not that I don't understand the motivation behind giving each student equal chances at each elective.

But, after all that, if you were a senior and it was your last quarter in High School and you got stuck in some English class you really didn't want to be in, how would you feel?

And then there's the senior prank. Although it is understandable that administration would want to take caution with senior pranks after last year's campus damage, requiring seniors to check pranks with administrators pretty much defeats the purpose of a prank.

In past years at U-High, senior year has captured the quarter of what it means to be in high school. Now only the special things that seniors have are: the traditions, the senior lounge and prom, the look around and wonder why these seniors aren't celebrating the fact that they're graduating in a month and a half every single day.

The answer that I have come up with is that senior year has become just like every other year in their life.

My senior year, I want to be able to enjoy the things that are supposed to come with it. I want to know I won't get my third choice in English electives, I want to know I will have some chance of being able to do my Project. I want to have some evidence of senior priority and privileges in the school.

And what I want most of all is to live my senior year to the fullest, which, I'm sad to say, didn't work out too well for most of the 120 seniors this year.

Rachel Shapiro

Another marketing miss

Movie studios spend millions of dollars on T.V. and print ads, face food tie-ins, companion books and soundtracks, all in the hopes of hyping a movie into a hit.

But while all these would be blockers are being thrown our way this year, the movies themselves are hitting the side. With their pathetic advertising campaigns targeting the wrong audience, these movies are quickly falling into the “Art House” abyss.

Lion’s Gate’s forgettable comedy “Love and Death on Long Island” is the latest casualty of the marketing game. The first feature of Writer-Director Richard Kwietniowski, the film is funny, witty and surprising. The anti-blockbuster.

The movie centers on anxiety-ridden 14-year-old Newsboye, a studious British writer who has retired from life since his wife’s death.

According to one of the teenage girls he lusted after in mindless teen-age comedy, “Hot Pants College II,” Gilles is an amazing idiot Ronnie Brockton. Something about his magnetic appeal captivates Gilles and, before long, the heartthrobs is all he can think about.

Gilles begins to buy teenage magazines and cut out Ronnie’s pictures, memorize blurs about his likes and dislikes, remix his other, equally bad, films.

Finally, Gilles flies to Long Island, where Ronnie lives, desperately needing to meet the object of his lust.

The film is about one man’s unlikely fixation, Kwietniowski avoids the sensationalist, “Fatal Attraction” path.

Gilles comes off as a sympathetic and romantic hero who is willing to devote his life to

Ronnie, if he could only be with him.

As Gilles, John Hurt makes a potentially unlikable character seems sweet, sincere and naive. His simple expression, his utter dedication at the world that has grown up around him (he is amazed that T.V.’s have closed-captioning) makes him seem more like a victim than a stalker. And the loony stories he tells Ronnie and his girl-friend explains his interest in them come off as inspired instead of insane.

And Jason Priestley, as the most after-Ronnie, shines brightest in an entire season on “Beverly Hills 90210.”

It is in his credit that he can maintain Ronnie’s cold discount appeal, while revealing how idiotic he is.

Despite its complex look at people’s obsessions and relationships, “Love and Death on Long Island” can be enjoyed on a much simpler level. A good part of the film is spent mocking teenage movies and magazines and the teen idols they create. So, although this film falls under the dreaded “Art House” category, I think only teenagers can appreciate the detailed portrait Kwietniowski paints of enduring obsession.

Reel Deal

Leigh Goldstein

Dewey-ing all right!

Most students and teachers praised the February snowstorm, which much-needed Arts Week under the new name Arts Fest. The well-planned and -run workshops served a great change of pace from everyday classes.

But some faculty members still found reason to grumble.

They said students had too much responsibility in organizing the event and that too many mistakes were made.

Graded, members of the Arts Fest committee did make mistakes and not every aspect of the event proceeded ideally. One artist didn’t show up, some groups had to be cut.

But, overall, the event was responsibly organized. The planners contacted dozens of artists and got them to come to U-High and scheduled the school’s 94 students into workshops, no small feat. Most important, U-Highers involved in Arts Fest and other student-organized projects, such as the proposed Honor Code and class evaluations, learned how to work through problems.

Which is exactly the educational philosophy with which John Dewey built his laboratory School a century ago.

As Dewey himself recognized, it’s only natural for students to make mistakes, especially when they don’t have much experience organizing events. Faculty members can’t expect them to be perfect. But that’s no reason for constant criticism or constant nagging, or for the faculty to want to take its hands on every project.

The whole point of getting an education is to learn, and learning doesn’t only happen in the classroom. For students to get a complete education, they also need to work through real life problems on their own and learn from their mistakes.

Apprentically, some faculty members don’t want students to become responsible as much as they want everything to run smoothly. If U-Highers were as closely monitored for every school project as art teachers would like, they would never learn how to handle real life situations.

W ith his intricate performance in “Love and Death on Long Island,” Jason Priestley demonstrates that there might be a life after “90210.”

Filling in a missing piece of the picture

The Lab School just boasts about the successes of its alumni. Doctors, lawyers, governmental and civic leaders, prominent judges, architects, scientists, educators, journalists—many have gained worldwide fame and even made history. They have gone out into the world well-prepared and conscious of their responsibilities as potential leaders.

Ample evidence over the decades has demonstrated that a college-preparatory school, U-High does its job well. Its graduates not only get into the best schools; since they, they excel both in their aca- demics and as campus citizens.

But a small number of U-High graduates never make it into college. Some have dropped out because they couldn’t handle the workload. Others have abandoned their original choice because they just didn’t like the place and then never quite found a place they did like.

A school which favors every passing newspaper and magazine writer the outstanding number of college-bound seniors it produces and the exceptional school to which these students are heading may not want to think about the downside of what happens when some U-Highers get to college. To accurately assess the school’s success, however, every student experiences once in a lifetime. He has left U-High needs to be determined and reviewed.

Surprisingly, the school has never formally conducted such a follow-up. It really can’t say, beyond all that success unfurled in each of its alumni magazine, what happens to U-Highers either in college or afterward.

And that simply is not the whole picture. The U-Highers who stayed from the road through college— and what happened to them, for bet- ter or worse—are as important as those of whom the school bears so often and so much.

Both the Lab School Board and the Guidance Department have indicated such a follow-up would be begun in earnest. It’s long overdue.

(See depth report on pages 81.)

FOLLOWING THE SHOOTING at Westside Middle School in Johannesburg, a 16-year-old student was ac- cused of the massacre that killed five students and two teachers. The rumor that the boy was a student at the Lab School was circulated. The rumor, spread, and the next fire drill school would not allow class members to leave classrooms. Discussions were held with teenagers and students that the fire alarm was going to be a drill. Several times, one thought U-Highers might be surprised someone would be out of form. Instead, it turned out they were able to stomach them.

We can’t imagine any U-Higher really ever had such a thought, but we think this concern was in the wrong place. Students expect they will be notified before a fire drill, if a real fire occurs they will focus on their worry about a real emergency instead of aut-

automatically getting out of the building, the whole point of fire drills. Fire drills need to be at least as close to possible real world thing. Just a 10-minute thought, the boys were going to get.

THERE ARE EXTRA STUDENTS in the halls. They’re teaching German and French, standing in groups, sitting together in the cafeteria. Some students were; even be surprised to learn that we are par- tying with. While social with an opportunity to exchange the students’ experience as well as the school’s experience it capitalizes on it. We have weekly assemblies to focus on a sense of community, a perfect opportunity to make the students part of the school’s story here and also to give U-Highers a chance to learn about other cultures.
Madonna reinvents her music masterfully (again)

“IT USUALLY DON’T like Madonna, but…” That’s a common phrase heard in U-High conversations about Madonna’s new hit album “Ray of Light.” Whether fans or not, many U-Highers concord the album truly represents the jewell in the Material Girl’s recorded crown.

While Madonna’s Dad god image initially propelled her to stardom, her knack for reinventing herself is what repeatedly propels her albums to the top of the music charts. Expected to come in below the Top Ten on the pop music charts, “Ray of Light” enjoyed a surprising second place the first week of its release.

Beginning her transformation with the film and accompanying soundtrack album of “Evita,” in “Ray of Light,” Madonna continues to stray from the naughty girl that characterized her earlier albums and delivers a new-age slant to her songs and look. Sporting a light turquoise cover with a picture of Madonna in curvy, wind-blow locks and a sleek electric blue coat, Madonna’s change in style is evident from the appearance of “Ray of Light’s” C.D. cover.

Beginning quietly with synthesizers, “Ray of Light”’s first few songs establish the album’s surreal sound. Sung with a percussive accompaniment, Madonna shocks the listener with “Shanti Ashtangi,” which she performs in Sanskrit. Finally she caps off the album with the Number Two single “Frozen.” The message of “opening your heart” is vintage Madonna but sung against a neoclassical background. Casing her past style aside, Madonna’s transformation—or, rather, reformation—represents a welcome change. Perhaps her newfound maturity can be attributed to becoming a mother.

Whatever the reason the musical versatility that Madonna displays in “Ray of Light” makes the album truly a masterpiece.

A kiss is just a kiss, just not at U-High

By Emily Artey, Meahar Quinn-Braun and Sara Shirewell, seniors.

The WEEK before spring break, Meahar Quinn-Braun, a senior, was called into her counselor’s office to discuss a “problem” that had been brought to the counselor’s attention by a member of the faculty. The counselor explained that a rumor had been heard about Meahar “kissing a girl” in the hallway in a manner “inappropriate for school.” Meahar insisted as to why he had been so hurriedly summoned was that the incident was merely an expression of platonic affection toward his best friend. Meahar’s counselor told her she could not dismiss this information because the faculty member shared rumors anonymously.

Sera, Emily Artey was confronted by her counselor regarding the “subtlest” kiss with Meahar that had been brought to his attention as well. When Emily processed being singled out in such a manner, he hardly mentioned another “inappropriate” display of affection toward her boyfriend. However, the boy friend was never spoken to by any member of the faculty or administration.

We are writing of this occurrence to draw attention to issues that are important for the whole student body to recognize and address. The school’s policy on public displays of affection (PDA), as stated in the handbook, suggests that students refrain from such “amorous behavior.” This rule is not only ambiguous, but inconsistently enforced. Regardless of the nature of a relationship, why is it not acceptable for two members of the same sex to show affection for each other, while we see numerous heterosexual couples engaging in similar displays without being reprimanded? It is unfortunate that loving, same sex relationships, whether “homosexual” or not, make certain individuals uncomfortable. Despite the existence of homophobia in our community, it is unacceptable for the administration to unknowingly enforce antigay rules to prevent this prejudice.

If the faculty and administration find it necessary to police affection, they must establish rules that are clearly defined and applied to the whole student body. Until an effective system is established to recognize and deter “inappropriate” public displays of affection, it should be the responsibility of offending individuals to express their discomfort directly to the people being affected. Furthermore, we believe that such an attitude is completely unnecessary.

Mike Hey

Are you a Sox fan or a Cubs fan... and why?

AARON RONBERGEN, freshman: “I’m a Cubs fan now because of that 3-2 loss.”

SARAH SCHLEISSINGER, sophomore: “I’m a Sox fan for two reasons. One, Grogan, gone, Holy Cow!”

JENNY ROZIEN, junior: “Cubs fan because Wrigley Field is definitely a dump stadium. It doesn’t get you any better than sitting in the bleachers next to the try. It’s named after a gun.”

SAM KASS, senior: “The Cubs rock. The Sox have always had a rivalry with the Cubs and that’s the basis of the game.”

From Chesa Budinich, junior:

I AM WRITING this letter in response to the articles in the March 10 issue which raised questions about student use of free time, particularly 7th period on Thursdays. The articles brought up several valid points and I often noticed that people who habitually turn in assignments late do not make use of that or other free time productively. There are also many students who use free time to do homework during the school day. I, as a person who rarely misses an opportunity to get ahead and do my work, always use my 7th to Thursday to do work. In fact, I can’t remember the last time I actually did homework during a free period.

This does not mean that I believe the period should be taken away. On the contrary, for me and I believe for many other students, the extra period serves two purposes at least.

Mary Hobbs needed some time to relax. In her os- cene academic environment, many of us scarcely have time to catch our breath and extra free time can be extremely beneficial to our mental health. It is not a very high price to pay for the sanity or well-being of students.

Many of us, myself included, should probably read a little more anyway. For the rest of us, well, certainly some students manage their time poorly, but would taking 7th away from the rest of us re- ally be an improvement? Definitely not.

Second, 7th, lunch and any other free periods serve as a valuable, even necessary, part of the day to discuss little things like family problems. I most certainly wouldn’t want to start tomorrow if the 7th period would be a lot of free time I can use to catch up to teachers, make photocopics for M.E., email my family (my brother at school in England), eat, get library books, fix up my wardrobe...there is a lot more I can’t even imagine what all the students would do if we didn’t have any free time during a week.

The Camel’s Back………………by Mike Lebowitz

I'M JUST CURIOUS. WHY IS IT THAT I WAS ACCEPTED AT HARVARD BUT NOT AT MONTAUK? U-High midway

Published twice during the school year by the editors of the U-High midway, a student publication of U-High School, 1550 S. Sherman Ave., Chicago, Ill. 60607.

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Send all letters to: U-High midway, 1550 S. Sherman Ave., Chicago, Ill. 60607. Deadline for next issue is Friday, May 14th.

Published by students, the U-High midway is an independent student publication. It is not associated with University of Chicago High School or the University of Chicago. Its contents are the sole responsibility of its editors and writers, who speak only for themselves and not for the University of Chicago.

The U-High midway welcomes contributions from all students and encourages the expression of diverse views. Submissions will be reviewed by the editorial board considering content, form, and quality, and will be published as space permits. All stories undergo review, and the U-High midway reserves the right to reject any material deemed inappropriate for any reason.

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Grads who don’t go onto college glory
A Story Untold

U-Highers endure four years of tests, papers, late nights and rigorous competition with the expectation of admissions into and success at the country’s premier colleges. Some have spent up to 12 years at the Lab Schools, working hard and building an impressive resume to make it as leaders in school and the world. But that’s not always what happens. Ninety-nine percent of U-High alumni go on to college, but not all alumni’s college journeys are successful. Some sincerely feel something was missing in their high school experience. In their way, they are as important as any student in the school’s story. On this spread we look at some graduates with important stories to tell about their U-High years and what has followed.

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Lab does a really good job of promoting about 20 percent of every class.

—Karen Saleh, ’97 graduate

The others

All three of the graduates invited are currently enrolled or have already graduated from undergraduate school. But the Board didn’t talk to U-Highers who haven’t stayed in college. Ryan Williams, ’96, left the University of Iowa in the middle of his second year. Working at the Mercantile Exchange while looking for a better job, he hopes to be attending a college in Chicago next year. "Originally, I left because of financial reasons," he explained, "but I’m not going back because I just didn’t like the school."

I told my college counselor at Lab that I wanted to major in physics and Iowa was recommended. Physics is not a strong subject at Iowa and in about the least popular major there. They had one famous physicist come out of the university and my college counselor must have heard that and figured it was a fine school.

"The counselors seem to stick to schools that Lab has a reputation with. Schools like Harvard, Yale and the Big Ten schools. So some how I ended up at Iowa and I hate this school."

"Don’t get me wrong, though, I really liked Lab a lot."

Though some point to the rate at which U-High
8-9 depth report
E/Elyria Mailig Monday, April 14, 1994

Some people don't like to hear about kids going anywhere but the Ivy, which plays a large role in the schools students actually consider.

-Mrs. Mary Lee Hoganson, college counselor

At Lab, only the students at the top are competitive," Mr. Bell explained. "Only they feel the pressures. These are the ones who carry the school. The others just sort of let the walk. The school just has a tough time doing the tough things to help students make it.

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Art by Marisol Varela

graduates transfer from the colleges they start out at as a problem, not everyone sees it that way.

"Transferring isn't necessarily a bad thing," said Mrs. Hoganson. "If a student goes to college and learns new things about themselves, something's wrong with staying somewhere they're unhappy." More graduates say the Lab Schools prepare them well for college academics. Michael Harburg, '96, believes students need to play a larger role in determining their choice of college and shouldn't rely solely on the college counselor's opinion.

Michael is now attending Columbia College downtown while working two jobs: one at a downtown restaurant and another at Lab Schools after school program. He dropped out of McGill in Canada at the end of his first year.

"The counselors have so many students to look out for," Michael explained, "and really can't concentrate on each student individually. My college search was kind of haphazard, I really didn't know much about the colleges I applied to.

"Right now, I'm just taking it one semester at a time. I'm not on a four year program at all."

More possibilities

Mrs. Stacey Harburg, Michael's mother, Nursery School assistant teacher and director of after school programs, believes the school focuses on college as the primary option after high school without really presenting other possibilities for students - a theory many past graduates agree with.

"The counselors were there to help the kids that really wanted to go to college," Mrs. Harburg said. "However, Michael wasn't sure whether he really had a choice, though, it was the next step for him. For the students, there doesn't seem to be any other alternative.

"There's so much potential with the teachers, counselors and staff members, we need to find a way of utilizing more of that potential. We need to embrace everyone. Perhaps there isn't as much enthusiasm for students who didn't apply to Harvard or Yale or Stanford."

Some graduates defer a year and travel the world, work with Americorps or Habitat For Humanity-volunteer organizations - or get a job. But students have to discover these programs on their own. As a college preparatory school, say college counselors, the Lab Schools' goal is to get students ready for higher education.

"There is no doubt that at this school there is pressure for kids to go on to college," Mrs. Hoganson said. "Our society doesn't offer a lot of good options for 18-year-olds who aren't going to college."

"Some people don't like to hear about kids going anywhere but the Ivy, which plays a large role in the schools students actually consider.

-Y-deep spread reported and written by Editors-in-Chief Kyla Calvert, Debra Gutierrez, Richard Razz and Vikaas Sinhababu

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The Good Life on Michigan Avenue

By Michael Hoy
Photography by David Katz

The city's most glamorous tourist attraction makes home owners happy, too.

ON THE CORNER of Michigan and Delaware the historic Water Tower now serves as a visitors' center. The cast-iron structure survived the Great Chicago Fire and is the source of many legends, including a ghostly face which is said to peer down at night at the thongs who pass this historic site.

THEY CALL IT "The Magnificent Mile," the stretch of Michigan Avenue which includes Water Tower Place and Chicago Place malls, Bloomingdale's, Nordstrom's and other choice shopping extravaganzas. U-Highers flock to the malls and J-Crew, the Gap, Banana Republic and other popular stores.

State of the Union

Supporting the Mutual Gain process, Laboratory Schools Director Lucinda Lee Katz believes it represents a win-win situation which generates the best possible options in a positive light because it allows the negotiations to avoid permanent or stifling the education of students.

"We run this school for the students and can not allow negotiations to pierce the life of the school," Mrs. Katz said. "Increases here have been quite substantial compared to other schools in the Independent School League."

"You cannot just compare salaries. You have to look at the entire package like sick days, benefits and health care. We are probably the most job secure school among the Independent Schools. Let our history and record demonstrate how good the security is. We support our teachers but I do believe everybody should go through a review process, even if it is only for personal growth."

As long as losses are not severe for teachers, Mr. Bell believes negotiations will not get contentious like in the past.

"Teachers are in sort of an apathetic period that has delayed negotiations to a back burner status," Mr. Bell said. "A harmonious process seems to be more important than working conditions and salaries, for most teachers."
Behind the scenes at Renaissance

Months of labor go into presenting finished magazine to school near end of each year

By Anne Lee Bester

When U-Highers receive this year’s edition of Renaissance next month, few will know the full story of how 35 students, working after school and on weekends from October to April, used 300 pages of literature, 260 pieces of art and 15 tapes of music to create a published literary art magazine.

They will see an issue a little more somber than in recent years, the editors say. “This year’s literature has a more serious edge to it,” explained Senior Daniela Knebel, art and production coordinator-in-chief with Senior Will Stoker. “A lot of the art we picked went with that. But for the C.D., we just tried to get the broadest mix we could find.”

Work begins in October, when staff members invite U-Highers to submit literature, art and music and Fine Arts Department Chairperson Joan Koblick, art and production adviser, chooses editors. It is the literature which is the “engine that runs production,” according to Ms. Koblick.

“We wait for the literary editors to make their selections,” she explained, “because if the literature is mostly poetry the layout would look very different than if it were mostly prose. Then we pick art that compliments the literature without changing the meaning of either.”

This year’s 14 literary editors, chosen by French Teacher Steve Farver, literary adviser, selected literature from 140 submissions at Sandburg afternoon meetings in January in the Foreign Language office. Their meetings could be mistaken for English classes as they discuss submissions.

Gathered around a cluttered with pastries and folders of writing at a Jan. 21 meeting, editors analyze the plot, style and appeal of each piece of writing. “The only thing I don’t like about this story is the line at the end of the second page,” Junior David Nichols, literary editor, says, “200 goes against the rest of the story. The rest was really powerful but this part seemed so silly.

To the sound of papers shuffling, editors read the section and respond. After a 15-minute discussion on issues ranging from plot sequencing to paragraphing, editors vote and move on to the next piece. A week later, after discussing all submissions, the editors choose 22 final selections for publication.

Next, the art and production editors begin page design. “We tried to use something really captivating for the opening literature,” Daniele explains. “Then we

Cartoon places first in national contest

A first-place award in cartooning for work in the 97 edition of Renaissance has been received by Junior Karie Kandrovski from the Columbia (University, N.Y.) Scholastic Press Association in its annual Gold Circle competition.

Second-place awards were received by Naima Bond, ’97, in illustrations, and Emily Mitchell, ’97, in black-and-white photography.

12 arts

Not tried to switch off between different styles of writing. We wanted to make the order varied so the magazine wouldn’t be too regular or predictable.”

Beginning in February, the art and production staff begin searching through the submitted art for pieces that best match the literature. At an after-school production meeting in the art room, several staff members stand on the balcony staircase to get a better view of the table below, where a copy of a story, photographs, collages and drawings are laid out. “I really like that one,” Daniele says from the balcony, pointing to a panel drawing. “The tone reminds me of the writing style in the story. It has the same theme without illustrating the story too much.”

Quick to share their opinions, staff members argue for other art, mentioning the quality and how well it fits with the story.

Later in the month, the production staff meets to measure and calculate reductions of the chosen art. Title pieces and interview authors. Staff members also must write on contact sheets for a photo essay and select art from the display cases in the lobby for the magazine’s “gallery” before creating a copy of the magazine on a computer disk to give to the printer in late April.

The Renaissance C.D. is produced by the five-member music staff. Listening to tapes of students’ music during a meeting with Music Teacher Dominic Piane, music adviser, staff members discuss the quality of each piece. After choosing pieces, the music staff asks the selected students to make new, higher-quality recordings. W. Paine then puts each piece on a digital tape to send to the C.D. manufacturers.

“Renaissance is an enormous amount of work,” Ms. Koblick reflected. “But the thrill of getting the final product, when everyone is sitting around looking at their work, makes it worthwhile.”

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DA CUBS

K
nown for its ivy-covered walls and the team that hasn't won the World Series since 1908 that plays there, Wrigley Field itself is the reason many fans still come to every home game. But with the Cubs' surprising 6-2 record so far for these seasons, fans feel blessed by both the beauty of the park and a winning team.

Walking out of the damp cement tunnel and into the friendly confines of Wrigley Field on a sunny Sunday, April 5, I was overwhelmed with sound of fans cheering and peeling screaming. "Hot dogs here, get your hot dogs. Maybe it was just the sunny April Sunday weather but something about the brick-walled outfield is too early for the Ivy... the oh-so-familiar scoreboard and the fact that there are no hightech fireworks or flashy lights; makes coming to Wrigley Field a simple, but pleasurable outing.

With just 50 minutes until first pitch at 1:10 against the Montreal Expos, Senior Josh Kalen, John Pick, Andrew Linder and I made our way through the full-ball stadium to our fourth row seats down the third base line.

Off to a 4-1 record, the Cubs fans rose to their feet as their team took the field. Shortly after, the usually less than sober bleacher bums, began their ritual chants. "Left field sucks," recited the right field fans as the left field yielded back with, "right field sucks."

As the Expos took the field for the first time, the fans showed their appreciation.

"Boom, go back to Canada," was shouted from four fans with Cubs paraphernalia on their chests.

Playing left field for the Expos, Ron White had to put up with the fans screaming. "You F'n Fum, Ronell's a F--- bust.

There was no place that day for the Expos as the Cubs moved to a comfortable 3-1 lead by the fourth inning.

With the shade creeping closer to our seats and the home team winning the game in the seventh inning, I thought nothing could go wrong. Just then a woman one seat behind and to the right of me, decked out in a Cubs hat and jacket, threw up three times into her hands. "I feel beer and hot chocolate don't mix," she gasped seconds afterwords.

Only able to look away as Pete Vosnick, a past Cubs announcer, took the mike to sing "Take Me Out to the Ball Game," the crowd rose to its feet in songs of "We love you, Harry" and "This one's for you."

Despite the small crowd, the stadium was filled with the song as I drifted off thinking about seeing Harry Caray singing at games during my childhood.

When the Expos, después de un gran juego de_description, scored a run in the ninth inning, it was just too early for the Cubs fans to be disappointed. As the crowd began to cheer, "Take me out" rang out and a lucky fan who caught the ball hurled it back into left field to be discarded by bat boy.

The Cubs fans were as excited, if not more, than the fans in the stands. The Cubs were a favorite team to follow and the upcoming season was sure to bring more of the same.

Much like Johannes, I was supposed to go to a baseball game but the game I was going to was an April 2 White Sox game against the Texas Rangers. The problem was, the game was scheduled to go to and was rained out.

The reason left me with nothing left to write about and that was a slight problem. All of a sudden it hit me, I can pretend to be a manager for about 300 words and solve all of the sorrows baseball, especially the White Sox, have:

First off, so much more callous. It bothers me and every big fan I know when people come into the stadium with a cellphone. The game is over a hundred years old, why do people disrespect it so much that they need to bring in this new invention?

Second, the baseball gods, or whoever that is that controls the game, need to figure out how to appeal to our generation. Too many people are caught up in basketball and the fast paced game to sit and watch a slow paced baseball game. The baseball gods have to figure out a way to convince the public that the game isn't "boring," it's as escape. Whenever anyone goes to a baseball game, they should forget all their problems and relax. Let the flow of the game take over and "root for your home team."

Third, get rid of the crybaby athletes that exist today. For example, Joie Camasco, who charged little kids more money for his autograph. Don't they remember what it was like to be a kid? Most of the players forget that they are role models to over a million kids and those same million would give anything to be in their shoes.

Fourth, forget the bad things, emphasize the good. Eric Davis, an outfilder for the Baltimore Orioles, was diagnosed with cancer last year. Missing the All-Star Game, Davis made a remarkable comeback and was back for the playoffs, where, two days after undergoing chemotherapy, he had a big hit that helped the Orioles win the game. Why is that talked about so little and Albert Belle faking off a crowd talked about so much?

Fifth, the stadiums. Why on Earth is there talk about tearing down Fenway Park? That is one of the most monumental example of baseball in the golden days. The stupid owners need to stop tearing down the best stadiums in sports and replace them with modern parks just to make an extra buck, have some respect.

Although I am only 16, I have been a baseball fan for 16 years. So, for all you big baseball fans out there, do what you can to save the game. For all you non baseball fans, just give it a chance, it's the greatest game in the world."--Nate Whalen
Big teams, big foes, big goals propel spring season starts

By Nota Whelan and Joanne Beboy

As spring finally arrives, high school athletes are eager to get back on the field or court. With the end of winter and the start of warmer weather, teams across the country are looking forward to a new season of competition.

For many, the spring season is a time of renewal and excitement. After a long winter spent indoors, athletes are ready to step outside and enjoy the fresh air and sunshine. With new games to be played and records to be broken, the spring season is always full of promise.

In addition to the traditional spring sports such as baseball, softball, and track, there are also opportunities for athletes to explore new activities. This year, teams will have the chance to compete in events such as ultimate frisbee and dodgeball. These sports are gaining popularity and offer a fun and exciting way for students to stay active and connect with their peers.

Despite the challenges of the past year, athletes are looking forward to the opportunities ahead. With a renewed sense of hope and excitement, the spring season is sure to bring a wealth of memories and experiences for all who participate.

In this section, we will feature stories and profiles of athletes as they prepare for the new season. Stay tuned for updates on their progress and successes as they compete for championships and personal goals.

This is just the beginning of a new chapter in the story of sports and athletics. Join us as we celebrate the athletes who are making their mark on the spring season.
Wednesday variety show continues to surprise

In recent all-school assemblies U-Highers have seen a variety of speakers and performers.

CHANNEL 2 Investigative Journalist Pam Zelman, '01 (photos from top), gives the stories behind stories she has reported while showing behind-the-scenes videotape March II.

JAZZ BAND, including Senior Josh Dankoff on saxophone, presented March 13 the award-winning show it gave the Rootabaga Festival at Knox College.

U-HIGHERS learned about Klezmer music March 6 as the Maxwell Street Band, with Clarinetist Ralph Wilder, performed.

Terra to mark Earth Day

An all-school assembly in honor of Earth Day April 21 is planned for tomorrow by TERRA Club in cooperation with Student Council. As usual, the exact program is kept secret.

"We have a good idea for an assembly and we want to see what happens with it," said Junior Emily Vaughan, co-president with Senior Andrew Chang, a few weeks ago. "The idea we have will be a lot of fun and we'll have to do with Earth Day. We just aren't positive that it is feasible for an all-school assembly." That idea, an assembly involving endangered animals, later had to be dropped because of University safety concerns, so Terra has been working on alternatives.

Terra also hopes to plant native Illinois prairie flowers and plants in the raised beds in the Japanese Garden between U-High and Bellfield Hall.

"We're hoping to put in new soil with the native plants," Emily said. "We're also going to open it to the whole school. We'd want everyone—Nursery School, Lower School, Middle School and High School—to help us plant."

By: Libby O'Sullivan, Midway reporter

Journalists receive honors

Chicago Best Overall Yearbook, the 1997 U-Highlights dominated the annual yearbook competition sponsored by the Eastern Illinois (University, Charleston) School Press Association. In a national competition sponsored by Quill and Scroll Journalism Honor Society, two Midway editors-in-chief saw two honors.

In the state contest, the U-High yearbook was entered in the category of schools with fewer than 200 students. U-Highlights took first-place awards for cover, layout and design, photography, overall coverage and sports coverage. Second place was received for copy.

In the national contest Senior Alex Zambran was named a double winner for a University Market advertisement. "Trapped in U.M. 7" published Oct. 7 and for his front page feature, "Young, Gifted, Black and Haraasan" published Dec. 9. Appointed the Midway's student adviser this year, Alex served as editor-in-chief last year. He also designed this year's cover and is serving as political editor. Alex is a repeat winner in the Quill and Scroll contest, also having won for a Medallist at last year.

By Florence Parsani, Midway reporter

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