

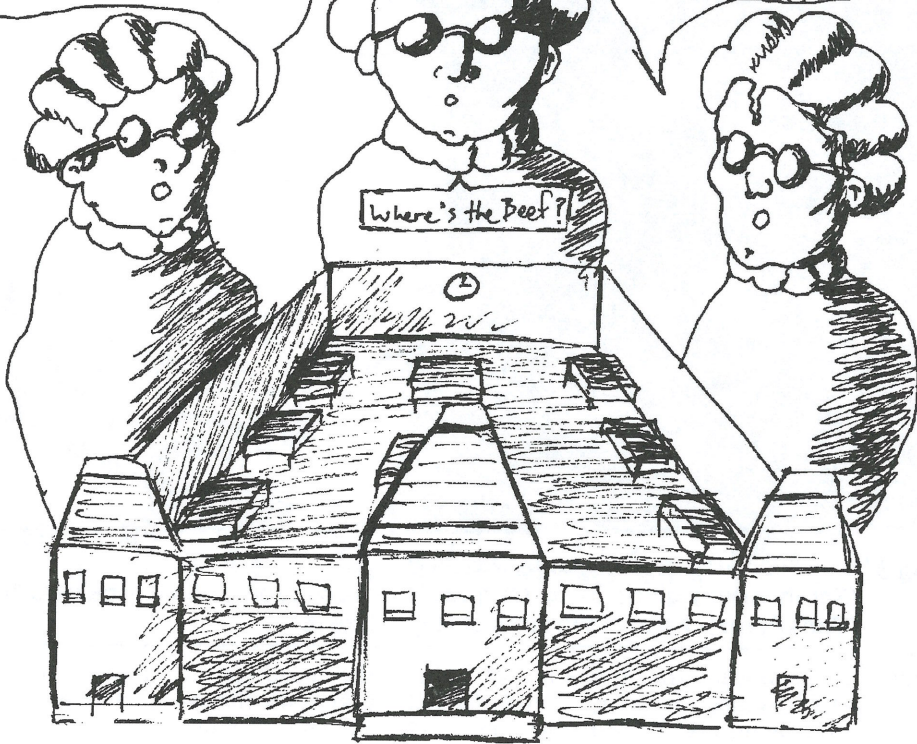
u-high midway

Volume 77, Number 7 ■ University High School, 1362 East 59th Street, Chicago, Illinois 60637 ■ Tuesday, May 7, 2002

Look at that big building! Those computers are so neat! The Model U.N. Team is first rate...

So many awards! First class in so many things! What a nice building!

Where's the Beef?



With apologies to Wendy's, and apologies to Walter Mondale, too...

Art by Josh Joseph, with apologies to Wendy's and apologies to Walter Mondale, too

DIRECTIONS

Seniors hope school will keep focus on learning

By Debbie Traub
Associate editor

As seniors near graduation, many express concern over their school protecting progress it has made in certain areas while worrying the school is drifting from its mission in other areas.

Keeping students up to date with technology needs to continue, said Beckett Sterner.

"One thing dear to my heart is the computer science curriculum," Beckett said. "For a long time the Lab Schools has had a limited offering in computer science and this coming year will offer the computer science A. P. I'm very hopeful future Lab students will be exposed to computers and learn how they work. Many faculty are concerned students can graduate without ever having learned to use a computer and that's impossible to have continue. The computer science A.P. is a step in the right direction."

As for areas in which the school may be going astray, many seniors feel the school has become so obsessed with student organizations, academic teams, publications and sports being number 1 it is losing the heart of its mission, a love of learning.

"It seems like we're all starting to become more concerned with knowing things instead of actually learning them at this school," said Meagan Lombaer. "In the future the students here won't care about enriching their knowledge base; they'll only think about winning awards. In the past it seemed that people liked winning because it meant something to them personally. Now when people win it's just a process. The worst part is I don't see any teachers at this school trying to prevent that."

Seniors also worry the school is placing business before education. They cite the possibility Senior Seminar will end because it is not a budget priority.

"Senior Seminar is a wonderful opportunity that can't be replaced," said Carolyn Nelson, one of 17 students who participated this year. "In most classes, even in those where there is a lot of discussion, everything seems attached to a grade. Sometimes you feel like anything you're saying you're just saying for a participation grade."

"But Senior Seminar is not for credit and everyone is there to enrich their minds, not because they want a good grade. It gave us a chance to combine elements like field trips, speakers and musical performances. It's hard to miss it without experiencing it, but it's too bad that nobody else is going to be given the chance."

Seniors are concerned that teachers have become so covetous of students, that varieties of learning are being diminished.

"Teachers are keeping their traditional requirements and offer few opportunities for students to experiment," Boyu Li said. "It seems like pretty soon, school is going to mean just sitting in class and taking notes. Some teachers do things like field trips and bringing in speakers, but it's fading. I know it's their job to teach us, but I don't think they should be able to dictate how we're supposed to learn."

Seniors also fear the faculty has become so wary of new ideas that students are paying the price in a school which is falling behind. They point to not expanding May Project.

"If you utilize May Project correctly it can be a worthwhile experience," Ashley Rayner said. "It's a good way to cap your senior year and your experience at Lab. Teachers are a good source of information and should definitely have a say in the future of May Project, but they shouldn't have the last word on the issue."

U-Highers see diversity need

School must work on faculty, learning variety

By Julie Joseph
Midway reporter

Diversity and hands-on experience. In a school known for these values, many freshmen, sophomores and juniors say they are concerned not enough is being done to establish a diverse faculty and that learning beyond the classroom is fading.

"We have almost no ethnic teachers at school," junior Jorn Cheney said. "In a school so focused on diversity I think we should try and work harder on finding a more equal balance. With students from such different backgrounds, there should be more role models for those kids to look up to."

"We've got so many Asians, blacks, Hispanics and mixed ethnicities here and—besides some foreign language teachers—few teachers aren't white. With students coming from so many different backgrounds, we need to be able to have a picture of more than one type of person succeeding."

The hands-on learning for which the school is famous partially because of its historic ties with the educator John Dewey is in danger, many underclassmen say.

"I think we've become too focused on learning from books," sophomore Emily Smolarek said. "The school was founded on being more experimental and hands-on and I think we've really drifted from that format. The hands-on experience is one of the things that draws people here. If the school thinks that it's so important to give out that image they should live up to it. I think hands-on activities really encourage learning. Sometimes it's easier to understand something after experiencing it."

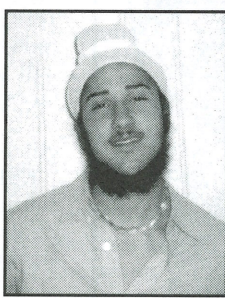
Frustrated by faculty members' concerns over students being out of class for field trips, U-Highers say field trips help them understand material.

"Field trips have the ability to make things more interesting and actually let us see how we're learning has to do with real life," sophomore Larry King said. "But teachers make such a big deal of field trips when they aren't for their class, that they just don't happen much anymore. When you miss classes for field trips some teachers really get upset and don't realize that you're actually doing something worthwhile. But when it comes to doing something for their class, it's always important."

About this page

The long-awaited report on the school by the team of educators representing the Independent Schools Association of Central States has arrived. The visitors evaluated the school using an extensive self-study completed before their arrival last fall. On page 6 Lab Schools Director Lucinda Lee Katz talks about the report. Here on page 1 the Midway has gone to another set of experts to evaluate the school, in this case its students. What strengths do they want the school to hold on to? Where do they see it possibly going astray? The answers are right here.

"ONE THING the school does well—and it's not just administration, just the whole school atmosphere—is it gives the students a level of respect. If students can handle that responsibility, they'll be treated as adults and if not, they'll be punished. Also, one good thing they started this year is brainstorming. I know in the Service Learning Program, there's a lot of conversation between administrators and teachers so they're getting ideas out there and I think that should be expanded."



—Nicky Singh



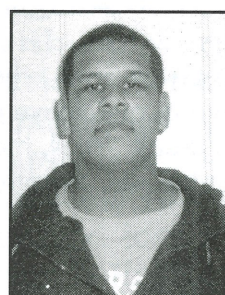
"IT SEEMS as though the school is beginning to get more students in each grade. While that's a good thing, I think Lab Schools is supposed to be centered around small classes and I've noticed that my classes have been progressively bigger and that needs to be looked at."

—Tinnen Lam



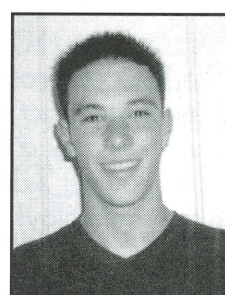
"AFTER I LEAVE, I want to see the school continue encouraging diversity. They do a good job but sometimes they become a little lax thinking everyone understands everyone else's culture. Maybe they don't want to bring back assembly period, but I learned things about other people from that."

—Melissa Ford



"MAY PROJECT is an amazing opportunity that definitely needs to stay because it's nothing like anything else you get to experience. I see it staying for future classes because there's a definite demand for it and teachers already have to deal with it now, so they can't complain."

—Brandon Gardner



"SOME TEACHERS in this school don't have to be evaluated any more because they've been here so long. The problem is that they get comfortable in their niche and start to lack a certain energy and creativity that impedes them."

—Elliot Epstein

New twists on an old favorite

■ Transformed 'As You Like It' to climax nightly Rites of May

By Johnny Legittino
Midway reporter

As strobes flash and fog rolls across the stage, figures clad in multicolored kimonos will set the mood for the science fiction inspired interpretation of the Rites of May production of Shakespeare's "As You Like It."

Performed on a multilevel stage outside the cafeteria, the 8 p.m. production will follow the annual Festival 5-7 p.m., Thursday-Saturday, May 16-18. The Rites began as a Shakespearean Festival in 1969 with a production of "The Tempest."

Admission to the courtyard is free. Play tickets, available in Blaine lobby, are \$10. In case of rain, the play will be performed the next rainfree night.

At an opening night ceremony, the Jazz Band will accompany a May Pole dance followed by a welcoming speech given by Principal Jack Knapp. The opening ceremony will boost attendance, hopes Athletic Director Nancy Johnson, assistant coordinator of evening events with Kindergarten and Nursery School Principal Carla Young.

"We want to spice up the Festival this year to attract more people and involve Middle and High School students more than in previous years," Mrs. Johnson said. "High School students can volunteer to cook at booths and clubs can sponsor their own booth set up to educate and entertain those who attend. This year we hope to use resources both inside and outside of our school."

As in previous years, student organizations will sponsor food and activity booths. Among those the Black Students' Association will sell ice cream sundaes, Model United Nations will provide a geography booth with country quizzes and Latinos Unidos will offer churros.

For the first time, clubs participating all 3 nights will receive \$100 for club operations next year.

With colorful banners and balloons, Saturday's International Festival, 11 a.m.-4 p.m., in Upper Sunny Gym, sponsored by the Parents' Association, will offer a collection of country booths, a carnival with lively games and a moonwalk on Kenwood Mall.

Country booths offering hands-on activities and student dance performances are scheduled throughout the day, according to Lower and Middle School parent Melissa Cook, who is coordinating the Saturday festival.

Returning after a year's absence, the Global Café will again serve food from around the world.

A comedy written 300 years ago, "As You Like It" chronicles 2 cousins, Rosalind and Celia, who run away from home following Rosalind's banishment from the court.

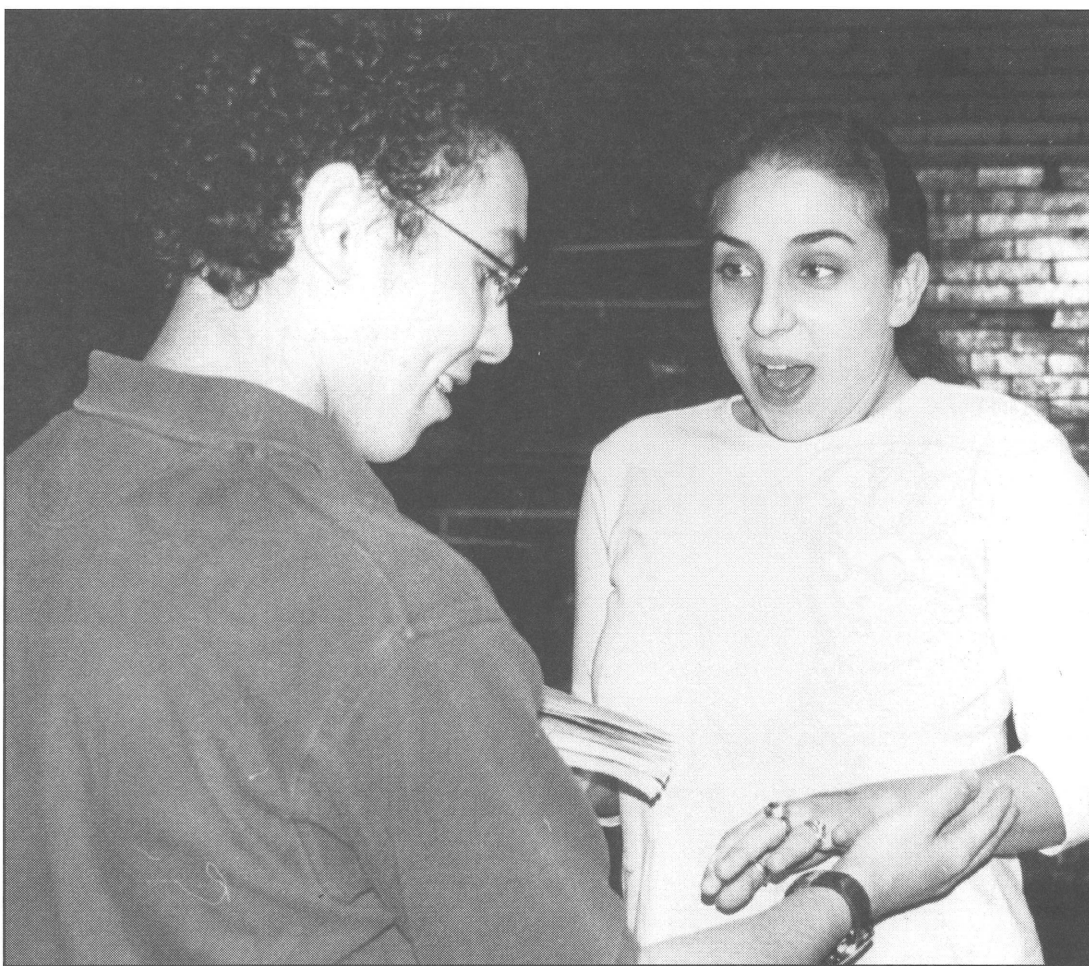


Photo by Betsy Kalven

IMPRESSED BY HIS courage, Rosalind (Sarah Arkin) gives in to Orlando's (Chris Perez) charm in the Rites of May

production of Shakespeare's "As You Like It."

"Rosalind's father is the lawful Duke, who had also previously been banished after being overthrown from the ducal throne by Duke Frederick, his brother," explained senior Sarah Arkin, who will play Rosalind. "Duke Frederick allowed Rosalind to stay, however within time, he becomes fearful of Rosalind's influence over Celia and banishes her."

"Not wanting to part from her cousin, Celia accompanies Rosalind into banishment and into a forest called Arden. Because they are afraid of being caught, Rosalind dresses up like a man, only to encounter Orlando in the forest. Basically, 'As You Like It' is the story of their adventures and how Rosalind uses a disguise to tell her lover what she truly wants in life."

Designed by Director Liucija Ambrosini's husband Allen, the stage incorporates space age design.

Mixing "Star Wars" motifs with regal court themes, makeup will enhance the characters and their disguises, according to junior Tess Lantos, makeup mistress.

"Our goal is to incorporate a futuristic design that is showy but not distracting," Tess said. "To do this, we will mix regal reds with golds and blues with silvers. We will also put geometric figures on their faces including anything from lines on their cheeks to large shapes with silver glitter."

Enhancing the futuristic theme, the sound crew will modify music to fit the image of outerspace, according to senior Rachel Lee, sound mistress.

"It is especially challenging this year because we are taking original scores and putting them into a new light," Rachel said. "The background music really sets

the mood for the play, so it is really important that with a change in theme, a change in music is made too."

Assistant directors are juniors Jessica Heyman and Deanna Lesht.

Play cast members not already mentioned as follows, by roles:

Duke Senior, the banished duke (Rosalind's father) Matt Rosenberg; **Amiens**, a lord attending Duke Senior, Nora Becker; **Jacques**, a lord attending on Duke Senior, Daniel Levin Becker; **Foresters-Lord 1**, Elisa Lomnitz; **Lord 2**, Samantha Catlett.

Foresters, Julia Halpern and Ashley Rayner; **Duke Frederick**, Cullan Calvert; **Duchess to Frederick**, Julia; **Attendants-Lords to Frederick**, Chris Hemingway and Ryan Sturgill; **Le Beau**, a courtier attending on Duke Frederick, Eli Becker.

Charles, Duke Frederick's wrestler, Jom Cheney; **Oliver**, Orlando's older brother, Elliot Epstein; **Jacques De Boys**, a younger brother of Oliver, Ryan; **Orlando**, Rosalind's lover, Chris Perez; **Adam**, old man who accompanies Orlando into the forest, Larry King; **Dennis**, Oliver's servant, Samantha; **Touchstone**, the fool, Ross Knorr.

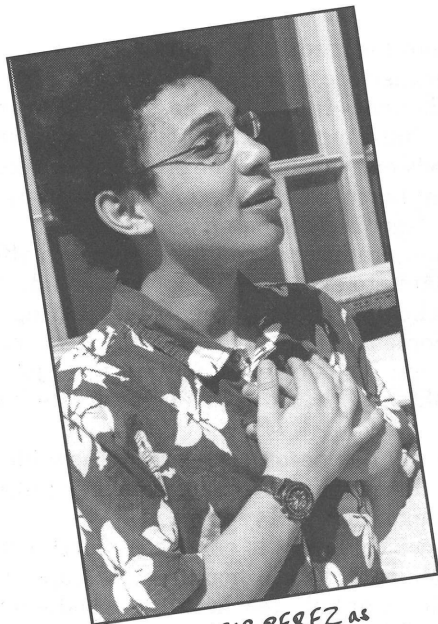
Sir Oliver Martext, a clergyman, Cullan; **Corin**, an old shepherd, Eli; **Silvius**, a young shepherd, Ethan Silverman; **William**, country man, Jom; **Hymen**, god of marriage, Eli.

Celia, daughter of the duke, Lisa Jacobson; **Phoebe**, shepherdess, Danielle Karczewski; **Audrey**, goatherder, Meryl Bush; **Those who tend to the Forest of the Planet of Arden**: Sara Azami, Kimberly Cho, Katy Foley, Serena Himmelfarb and Kate Koch.

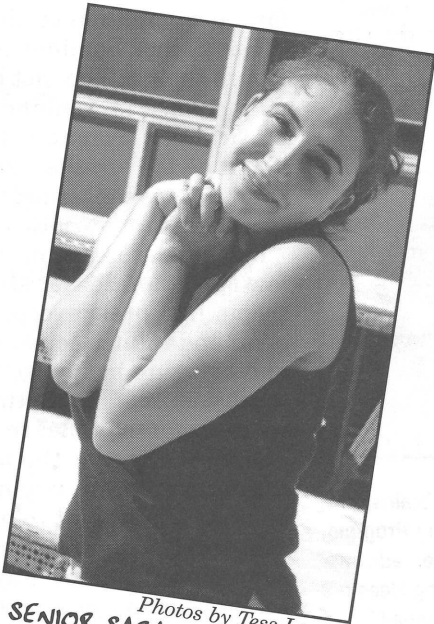
Crew heads as follows:

Shop, Cullan; **house**, Daniel; **props and furniture**, Lisa; **lights**, Alex Donner; **sound**, Evan Moore; **costumes**, Jen and Sarah; **makeup**, Jen and Sarah; **tech, set and stage**, Lexi Gewertz; **house, publicity and box office**, Daniel; **art**, Jules Federle; **theater**, Lisa; **production**, Elliot.

Girls in drag, evil dukes on power trips and group weddings.



SENIOR CHRIS PEREZ as Orlando: "O heavenly Rosalind!"



Photos by Tess Lantos
SENIOR SARAH ARKIN, playing Rosalind: "He hath tripped up the wrestlers heels and my heart both in an instant!"

They're desperately in love with each other, but there's a problem (beyond the fact that he writes awful love poetry): He doesn't know that she's now a he! Confused? Well, that's what you can expect when you put 2 dukes, 2 princesses, 3 brothers, 2 fools and a wrestler in the same play!

"As You Like It"

8 P.M. THURSDAY MAY 16, FRIDAY MAY 17 AND SATURDAY MAY 18 IN BLAINE COURTYARD.
TICKETS ARE ON SALE NOW IN BLAINE LOBBY FOR \$10.
CLEAR UP THE CONFUSION.

Promgoers can feel starry-eyed in new setting, Planetarium

By Alexis Maule
Associate editor

Black, crème and eggplant purple decorations will light up with the stars at Senior Prom, 7:30-12:30 p.m., Friday, May 24 at the Adler Planetarium, 1300 South Lake Shore Drive.

The evening will include cocktails, dinner, a sky show and dancing. Tickets are \$95 or \$180 for a couple, and can be purchased in U-High 6. Favors have not been decided.

"Our theme is 1930s art deco jazz," said Nikita Barai, one of 13 Prom Committee members. "We chose that theme because it is more sophisticated and classy than the others we saw."

Amidst telescopes and beneath a domed ceiling the evening will begin with a cocktail hour followed by dinner in the Galileo Room overlooking Lake Michigan. A jazz band will play during cocktail hour and dinner.

Dinner will include a choice of a chicken and beef combination or a vegetarian lasagna main course and a dessert bar.

A slide show of senior photographs and a "Journey to Infinity" sky star projection display in the Sky Theater will proceed the coronation of Prom King and Queen.

Dancing will follow the coronation with music provided by High Flyin' Entertainment.

Voting for King and Queen will take place at the Prom.

Eight more receive National Merit Scholarships

Eight more U-Highers have won National Merit Scholarships. They are Sam Firke, Shilpa Gulati, Lisa Jacobson, Gina Monaco, Emily Schuttenberg, Jessica Siegler, Beckett Sterner and Alicia Zhou.

Three other seniors were previously announced winners and 2 more in the Associated National Achievement Scholarship program for outstanding African American students.

The 8 new winners receive corporate-sponsored scholarships that range from \$500 to \$10,000.

Supreme Court Justice to get school alumni award

Supreme Court Justice John Paul Stevens, '37, will be given the Lab Schools Distinguished Alumni Award at a luncheon, 1 p.m., Saturday, June 1 at the Green Lounge of the U. of C. Law School, 1111 East 60th Street.

Justice Stevens grew up in a 58th street house overlooking the Lab Schools. At U-High, he was senior class president, captain of the varsity basketball and tennis teams, and the varsity soccer team cocaptain.

Tickets for the luncheon, \$35, are available through May 15 at the Lab Schools Alumni Office, Blaine 199.

Director search continues, candidate list narrows

With a month of school left, the Director Search Committee has narrowed its pool of candidates from 5 to 2.

After Lab Schools Director Lucinda Lee Katz announced she would be leaving this year, a search committee with 6 Board members and a University representative, and a faculty advisory committee, with a representative from each of the 4 schools, were formed.

Early this year the search committee surveyed students, parents and faculty members about characteristics the new director should have. In previous searches, faculty members have met and interviewed candidates.

This time so far only faculty members on the search committee have met candidates.

Counselor Bob Bachand, U-High representative, declined comment.

Faculty members say they are concerned that they will not have an opportunity to meet the candidates.

"There has been minimal faculty involvement," said physics teacher David Derbes. "The faculty as a group hasn't met any candidates. While it's the Board's responsibility to choose the Director, the faculty are going to be spending a lot of time with this person."

Senior seminar likely not to return next year

After 9 years of a precarious existence, Senior Seminar finally looks like it's biting the dust.

The interdisciplinary class, to which seniors must apply and for which a small group is selected, offers a forum in which students and teachers learn together through readings, films and field trips. The teachers, 6 this year, come from many school departments.

That has proven too costly, Lab Schools Director Lucinda Lee Katz told the Midway.

"Senior Seminar is a wonderful class," Mrs. Katz said. "When it was first introduced, we considered it a trial year. It has continued as a program supported by the Director's Discretionary Fund for the past 9 years. With a new Director coming, I thought it was time for the new Director to make that decision."

A founder and participant in the seminar, history teacher Susan Shapiro said she considers the class a crucial part of the U-High experience.

"The class is truly a benefit for seniors," she said. "We take the students' interests and shape the class around them. It is an expression of what U-High should be and it's unfortunate that not everyone sees it that way."



Photo by Dan Hoffman

May Project attracts 75 seniors

By Matt Rosenberg
Midway reporter

From interning at the humor newspaper the Onion to shadowing a nurse, seniors will leave U-High for May Project, May 6-June 3.

May Project, begun in 1969, gives seniors the opportunity to replace some or all of their classes in the month of May with career experiences, independent learning projects, or community service.

Nearly 65 percent of seniors are participating in May Project, slightly higher than last year's 62 percent.

Community Learning Coordinator Susan Sheldon, who took over coordination of May Project this year, strove to make the program unquestionably more than just an opportunity for seniors to leave school early. Her plans include a presentation ceremony following the Awards Assembly, 1 p.m., Monday June 3 at Rockefeller Chapel, for seniors to show off their work and achievements.

"While reviewing the May Project proposals, it was easy to see how much work was going to be needed and how much time each project would take," Ms. Sheldon said. "I was very strict on the proposals I reviewed. All the students taking advantage of May Project are doing great projects that include learning."

Project won't get extended

By Abigail Newman
Editor-in-Chief

Dreams of an extended May Project are dead for now. Although students, parents and Lab Schools Board members enthusiastically supported a plan to bring the Wise Individualized Senior Experience (WISE) program to U-High, faculty members were more than cool to the idea.

After a heated discussion at the March 5 faculty meeting, Academic Dean Cathy Feldman said that there did not seem to be enough support for a WISE-type program, so May Project expansion would not be pursued now.

Visiting U-High in November, WISE Executive Director Victor Leviatin described the program, which provides individualized out-of-school experiences for seniors during their final quarter.

"The idea was to make the end of the year project for seniors more meaningful to them," Mrs. Feldman explained. "The WISE program has existed for almost as long as May Project has existed. It has a certain structure that could have helped our May Project. For example, it involves a Task Force of teacher, students, community members and administrators who help design how the program works. This is something we felt would help May Project."

"There were a whole variety of reactions, from how in the world would we fit a program like this in to a really enthusiastic response."

WISE, begun at Woodlands High School in Hartsdale, New York in 1971, has been adopted at more than 50 schools.

Lab Schools Board members supported bringing WISE to U-High (continued on page 16)

Going up!

FASTENING THE LIGHTS, May Festival play lights crew members Ryan Sturgill, Jorn Cheney and Alex Faraone perch themselves on top of ladders while crew members Danielle Karczewski, Sarah Craig and Hannah Schlessinger hold the scaffolding in place, April 24 in Blaine courtyard.

Preparing for the production of Shakespeare's "As You Like It" has proven a difficult, shopmaster Nick Humilier explained.

"We've spent more time on the stage this year than last," Nick said. "It took two days to lift the lights into place and this year's stage is curved a lot to be more spacelike. Because of all the curves it's taken so much time to shape the wooden platforms. The result is going to be a stage that really sets a mood for the play."

Among seniors gaining professional experience, Daniel Levin-Becker is interning at the Onion, a weekly satirical news-paper.

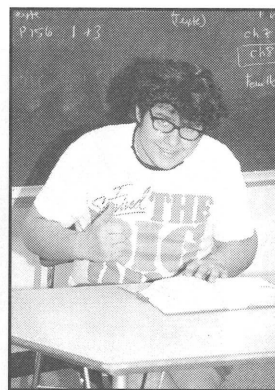
"I've always been a big fan of the Onion," Daniel said. "I really wanted to see how things work behind the scenes and maybe get my big chance at stardom."

Other Projects, list subject to change, are as follows:

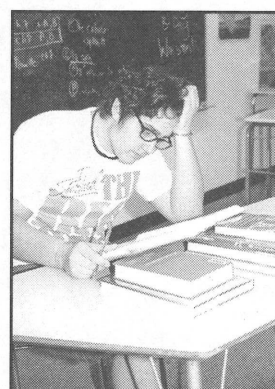
Advertising: Jordann Zachary; **architecture:** Caitlin Geary, Walker Thisted; **arts and crafts:** Nikita Barai, John Caplan, Alex Ginsburg, David Goldwyn, Niko Koppel, Daphne Magaña, Pavitra Makam, Sarah Paup, Neha Shah, Jessica Sklarsky, Jennifer Sydel; **assisting new business:** Lindsey Pottenger; **auto restoration:** Dan Hodges, Mike McGehee, Doug Thistlethwaite; **aviation:** Jessica Siegler; **civil liberties:** J.A. Redfield; **clothing design:** Sarah Arkin, Emma Barber, Leilani Dec; **computers:** Rishi Bhat, Mairead Ernst, Meagan Lombard, Weiming Pan, Jane Mazur; **ethnic culture:** Gina Leung; **film:** Julia Betley, Chris Perez, Kwan-Mo Yoo; **food:** Melissa Corey, Smitha Gandra, Shilpa Gulati, Betsy Kalven, Jessica Naclerio, Emma Wellman; **genealogy:** Emily Schuttenberg.

Hospital work: Alexis Gewertz, Gina Monaco, Sonia Sharma, Debbie Traub; **journalism:** Jules Federle; **martial arts:** Jeremy Charvis, Tim Laumann; **music:** Steve Akumooch, Chris Amos, Bjorn Bollig, Brandon Gardner, Roberto Michelassi, Carl Testa; **language:** Lisa Jacobson, Nik Lund; **physical training:** Dan Hoffman; **social work:** Melissa Ford; **television:** Claire Stewart; **theater:** Elliot Epstein, Natalie Hoy, Brian Rizowy; **tutoring:** Jenny Heydemann, Leah McGee; **writing:** Rick Braum, Ashleigh Gunty, Mary Beth Holt, Daniel Levin-Becker, John McDevitt, Abigail Newman, Ashley Rayner, Kristin Reepmeyer, Ben Smith, Priya Sridhar.

Stress Accumulation over Time

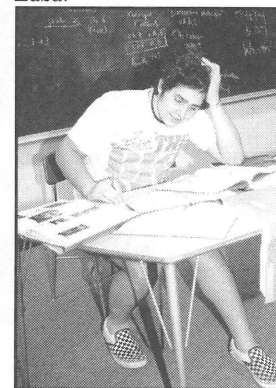


BEGINNING HIS STUDIES for the SATs, sophomore Jon Feder has a positive outlook and is excited for work.



CONTINUING HIS PRIVATE studies, Jon is a little overwhelmed by all the material he has to learn.

Photos by Winston Lazar



DAYS BEFORE THE SATs, material is all over the place and stress is at its height. The pressure has accumulated.

The SAT stands for Scholastic Aptitude Test. This doesn't mean that stress has to come with the acronym. If you are stressed by workload, SATs or a specific class, head over to the I.D.E.A.L. Learning Center, where trained professionals help eliminate this source of confusion.



LEARNING CENTER

1241 West Early Street ■ (773) 334-4600

Poetic justice

■ Teacher spreads joy of students' creativity

By James Hepplewhite
Midway reporter

U-High's poetry readings and multidisciplinary poetry project have one person in common: English teacher John O'Connor.

The poetry readings began when Mr. O'Connor sponsored a seminar in which seniors could learn to write and share their poetry.

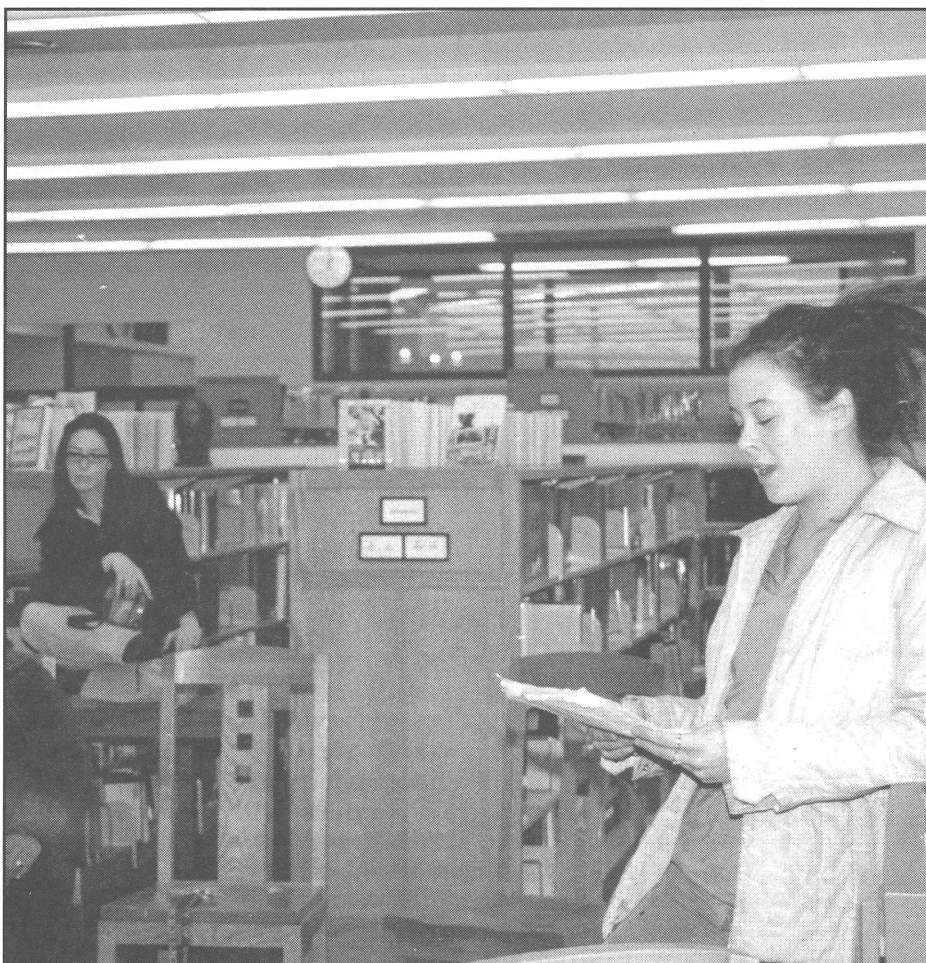
"Some kids talked to me and asked why there wasn't a reading for all students," Mr. O'Connor said. "I said I really didn't have the time to set it up, but if they set it up themselves I'd be happy to advise it."

That led to monthly student-led readings in Rowley Library, led by senior Jules Federle and juniors Sam Gershman and Michael Chandler.

"We're all impressed with the quality of the poetry from the students and their willingness to share. It's an honor and it's cool," said librarian Sharon Comstock, who has helped Mr. O'Connor. "The poetry isn't perfect, but poetry is a process and the library is a great informal venue for it."

Mr. O'Connor has also booked poets for readings, including DePaul University creative writing head Richard Jones May 15, and U. of C. professor Karen Volkman later this month.

Marc Smith, renowned poet and inventor of slam poetry competitions, was scheduled to appear April 30 in a student-led reading at Ida Noyes Hall, but never arrived.



READING HER POEM, "Semen," Jessica Johnson entertains more than 50 students and faculty members at a poetry reading during double lunch March 28 in Rowley Library.

Photo by Shira Peltzman

Mr. O'Connor also led a multidisciplinary project which ended up becoming a dance routine April 18 in Belfield 141.

His sophomore English students wrote haiku with 4th graders of Lower School teacher Marjorie Hillocks.

A phys ed creative dance class set the poems to a dance and Music Department Chairperson Dominic Piane's music class set the poems to music.

Lower School teacher Colleen Con-

ley's class painted haiga and sumie ink on rice paper drawings, to interpret the haiku. Then A.P. French, German and Spanish classes translated the haiku. Next, the poems were recomposed and choreographed because the rhythms and sounds had changed.

"The students are as excited as I am," Mr. O'Connor said. "I'm grateful—no, I feel lucky—to have found such talented colleagues. This is what I live for, to do these kind of collaborations."

Attendance plan frustrates some

By Keir Harris
Associate editor

With the school's new computerized attendance program software working only sometimes, teachers say they're frustrated. But according to Dean of Students Larry McFarlane, who is responsible for checking on the policy, the new attendance policy has produced at least 1 success. Student cuts have dropped significantly.

After 2 years of planning, the computerized attendance system went online in January. It replaced teachers putting attendance sheets on classroom doors for each class.

"The new policy has cut down on the number of cuts," Mr. McFarlane said. "The tardy issue still needs to be worked out because students are still tardy at a substantial rate."

Responsible for developing the online software used for attendance, Information Technologies Coordinator Bruce Mitzi said that despite a few malfunctions, the program has worked.

"I made it as simple as I could," he said. "Teachers should be able to open it, enter their password twice, take attendance and walk away."

But many teachers find the system problematic.

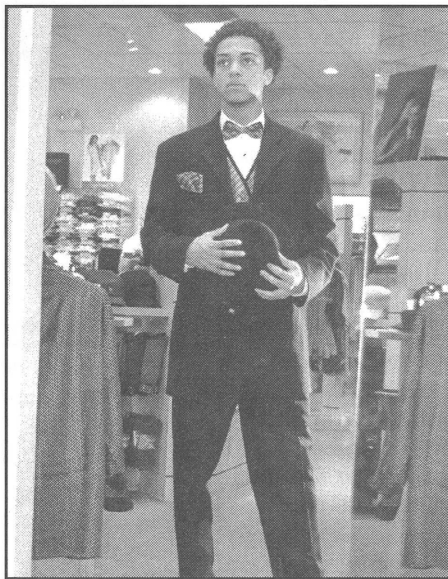
Frustrated with frequent computer problems, foreign language teacher Randall Fowler said he no longer uses computerized attendance in class.

"I think computerized attendance is a good idea but this software isn't working," Mr. Fowler said. "I'll be in 4 different classrooms and 2 computers aren't working, so I just take attendance on the sheets and use the computer in the office after my classes but even that doesn't always work."

A Picture Perfect Prom



SEARCHING FOR the perfect prom look, Chris Amos headed to Cohn & Stern, where he knew he could find a wide variety of suits and tuxedos.



AFTER the friendly staff at Cohn & Stern helped Chris find a classic black tuxedo with a matching top hat in hand, Chris checks himself out.



AFTER FINDING the perfect prom outfit, Chris continues to browse Cohn & Stern's huge selection here in Hyde Park.

Photos by
Jeremy Chavis

With prom less than 3 weeks away, it's time for the U-High fellas to make their way over to Cohn & Stern to find the most stylish prom fashions. With a wide selection of suits, ties, and tuxedos at 15% off for all U-Highers, at Cohn & Stern every promgoer is sure to score the perfect look for the special night.

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Science, Math teams top state competitions

Placing 1st in state, the Science and Math teams decimated competition.

For the 4th consecutive year, Science Team won the Worldwide Youth in Science and Engineering (WYSE) state meet, April 9 at the University of Illinois (U. of I.) in Champaign-Urbana. WYSE individual winners include:

FIRST: Comp-sci., Beckett Sterner; **physics**, Weiming Pan; **2ND: biology**, Olivia John; **chemistry**, Gina Monaco; **3RD: comp-sci.**, Bertha Tang; **math**, Weiming Pan; **4TH: comp-sci.**, Alicia Zhou; **5TH: chemistry**, Nicky Singh; **English**, Natalie Vokes; **physics**, Nicky Singh.

Winning 13 team awards and 4 individual awards, the Math Team beat 19 schools at the Illinois Council of Teachers of Mathematics (ICTM) April 27 at U. of I.

ICTM winners include:

FIRST: Senior team; junior-senior relay; Weiming Pan; **2ND:** junior-senior relay; **3RD:** calculator team; freshman-sophomore team; Andrew Hoffman, Rachel Lee and Gina Monaco, oralists; **5TH:** freshman team; junior-senior 2 person team; **6TH:** sophomore team; junior team; junior-senior 8 person team; freshman-sophomore 2 person team; Sophia Lee; **7TH:** Matt Barber.

State contest honors Midway, staff members

Three 1st-place awards have been received by Midway staff members in an annual newspaper competition sponsored by the Eastern Illinois High School Press Association at Eastern Illinois University at Charleston.

Honored were junior John Oxtoby, photography; senior Abigail Newman, front-page design; and 2001 graduate Enrique Lomnitz, freshman at Rhode Island School of Design in Providence, cartooning.

Abigail and Enrique were honored for work in last year's issues.

Other awards were as follows:

2ND PLACE-News writing, Keir Harris; **feature writing**, senior Natalie Hoy; **sports writing**, senior Hal Woods; **reviews**, junior Nora Becker.

3RD PLACE-News writing, sophomore Rob Wile; **editorial writing**, 2001 graduate Mike Lamb, editor-in-chief of last year's Midway, now a freshman at Duke University in North Carolina; **column writing**, senior Marty Kinsella; **graphics**, junior Russell Kohn; **overall design**, the editors.

The Midway placed 2nd in overall excellence based on individual awards.

Ombudsmen handle a dozen requests

Dealing with 12 cases this year, ombudsmen Roberto Michelassi and Caroline Nelson, seniors, will be succeeded next month.

Responding to student-student and student-teacher conflicts, Roberto and Caroline said they offered guidance by laying out ways in which students could handle the situation. In practice sessions covering how students should approach problems, students received experience and gained confidence about approaching the teacher or fellow student to address the problem.

"I took special care in dealing with certain situations, making sure the problem wouldn't reappear," Roberto said. "Caroline and I approached teachers to try and better understand the situation and worked one on one with students to provide proper advice."

After laying out methods to deal with problems, Roberto and Caroline carefully applied their outline to specific cases.

"We tried to give students who took advantage of us more than one way to deal with their problems," Caroline said. "It was great to be part of the progress in each situation and making sure each student received help."

Negotiation teams eye settlement soon

With class sizes, salaries and diversity as major concerns, the teachers' union and University negotiating teams hope complete a contract this month.

At an April 11 Faculty Association meeting, union members were told there were no major areas of disagreement between negotiating teams.

Victors outline agenda

MAKING EVERY student's life at U-High better ranks high among the goals of newly-elected Student Council President Alex Chiu, junior.

Among his plans are "having more class trips and bringing all the grades together through school sponsored various activities."

Newly-elected Cultural Union President Keir Harris, junior, plans dances in new locations with different disc jockeys.

"We will definitely have a Homecoming game at home versus another ISL school the day of the dance and in coordination with a Spirit Week," Keir said. "C.U. also will expand our fan memorabilia to include clothing. My goal is that school spirit will increase as a result of these efforts."

Serving her 3rd year as class president, Junior President Alexis Maule hopes to make the Student Council more organized.

"The junior Student Council met for about 3 hours and made plans for next year," Alexis said. "We wrote up a syllabus and looked over next year's calendar to find any conflicting dates. We also want to have bonding time as a Council. It will be much easier to work together if we are comfortable with each other."

Alexis also hopes to bring her class as a whole closer together and keep it informed on Council issues.

"We will be visiting advisories more often next year, about once a month," Alexis said. "We just want to show people that the Student Council is effective. We hope to bring back the excitement and enthusiasm that was shown

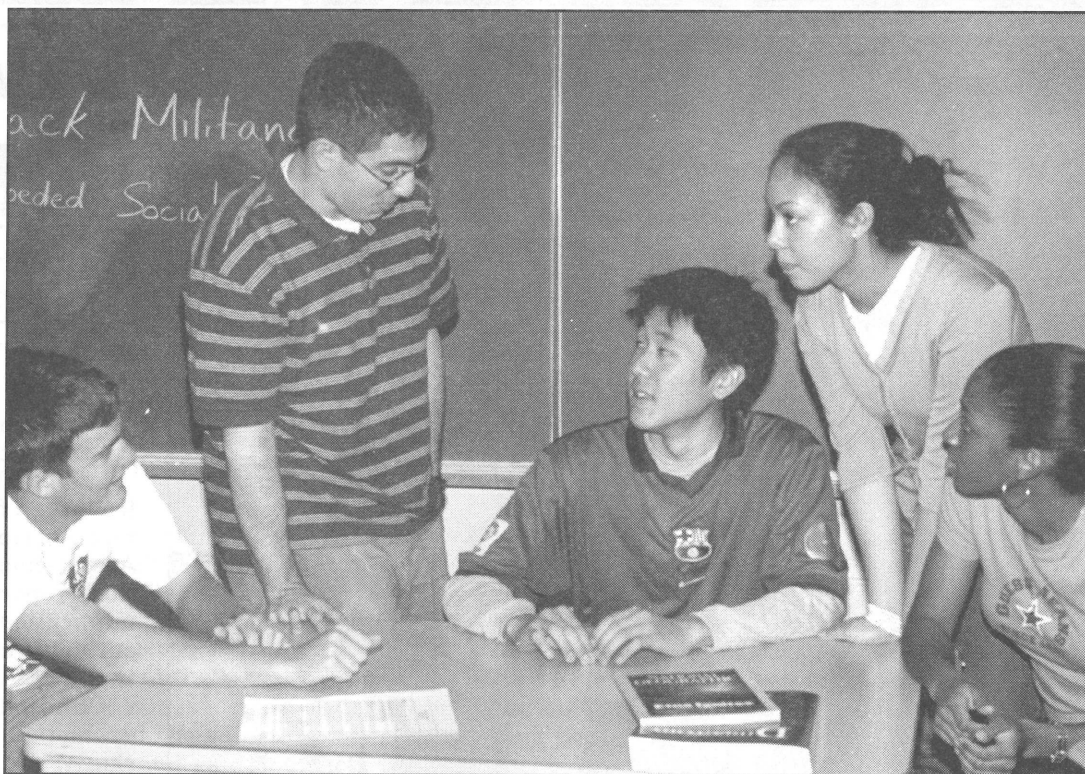


Photo by Sarah Paup

during by the class during freshman year. We're going back to square one to make this possible."

Also elected in the April 12 election were the following: **STUDENT COUNCIL-Vice president**, Zach Levin; **treasurer**, Michelle Srisuwananukorn; **secretary**, Gabby McCoy.

NEXT YEAR'S SENIORS-President, Sam Larson; **vice president**, Evan Moore; **C.U. representatives**, Benji Fisher and Michael Chandler.

NEXT YEAR'S JUNIORS-Vice president, Noor Sharwaf; **C.U. representatives**, Stephen Dorsey and Katherine Blair.

NEXT YEAR'S SOPHOMORES-President, Matt Barber; **vice president**, Ilana Rotmensch; **C.U. representatives**, Brett Jeffries and Mark Berberian.

In a constitutional change the positions of class political representatives have been dropped and replaced by the position of vice president.

In the photo from left are Matt Barber, Sam Larson, Alex Chiu, Alexis Maule and Keir Harris.

—Reported by Hal Woods

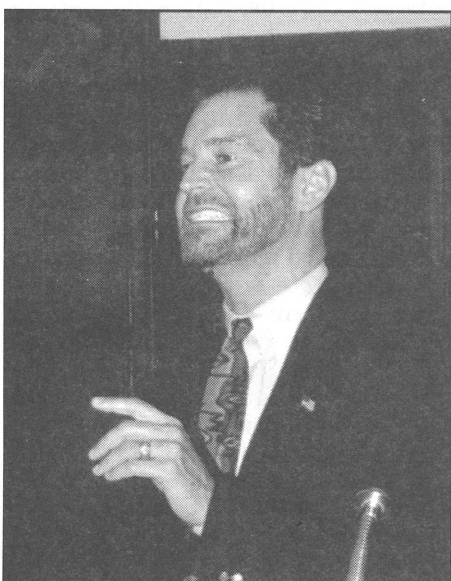


Photo by Tess Lantos

Community key in drug fight

INFLUENCES of the family unit and the school community are the most effective ways to stop teen drug use, said clinical psychologist Dr. Jon Mayer before a small crowd of 31 parents Thursday, April 11, in Judd 126.

Invited by the High School Parents' Council, Dr. Mayer spoke on ways to prevent drug use and creating an anti-drug environment in the school community.

Dr. Mayer explained how to set limits for children and get involved in the U-High community to affect change. He also urged the community as a whole to address activities in the neighborhood.

"The almighty dollar's a good way to send the message that we won't patronize places that allow underage drinking," Dr. Mayer said.

As a starting point for drug prevention, Dr. Mayer urged parents to "think about what messages you're giving at home about drugs."

—Reported by Adriana Puskiewicz



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Photo by Betsy Kalven

Benefit honors Director, raises funds for labs

PRESENTED WITH an oversized book filled with tributes and messages from students, teachers, administrators and friends, departing Lab Schools Director Lucinda Lee Katz receives the surprise from channel 7 news anchor Linda Yu at the Parents' Association "Connections" benefit April 20.

The event honored Mrs. Katz for her 16 years at the Lab Schools and raised \$200,000 for science lab renovations.

About 920 people turned out for the gala evening, approximately twice the number expected, in the Finkle Steel Foundry, 2011 North Southport Avenue.

Serving as cochairpersons were Ms. Terrie Neiman and Ms. Leslie Africano, Middle School parents.

The evening included an auction, silent auction and raffle. Guests bid on artwork created by students and professionals in both auctions.

"The children's canvases were outstanding," Ms. Neiman said. "The professional artwork brought a neat touch."

Guests praised a lavish dinner. Performing pop and Latin music, the propulsive Larry King Band included 3 singers.

—Reported by Jon Sydel

Diversity, quality impresses evaluators

■ ISACS report praises students, faculty; urges more curriculum articulation

By Russell Kohn
Political editor

Commending the Lab Schools for diversity, the dedication of its faculty and the enthusiasm for learning of its students, evaluators representing the Independent Schools Association of the Central States in their report recommend better communication within the school and a curriculum better coordinated between grade levels and school levels.

Conducted every 7 years, the evaluation process begins with a self-study, followed by a visit from educators, who compare the self-study to what they witness in the school. The latest report process started in January, 2001. Delivered to administrators in February, the report is now available in school offices and libraries.

A requirement for ISACS accreditation, the self-study and visitors' report include strengths, challenges and recommendations for each department, grade or program. The ISACS report also includes general recommendations for the school.

Among the general recommendations, the ISACS team urged developing curriculum descriptions for each course and department, working towards more coordination between courses. The same recommendation has been made in previous evaluations.

"One of the concerns of the self-study was faculty autonomy," said Self-Study Cochairperson Paul Gunty, assistant to the associate director.

"It was seen as both a blessing and a curse. We have talented teachers but with too much autonomy, classes may not coordinate with each other. We have to balance teachers' freedom with working together towards the bigger picture.

"Part of the visiting team's response to this concern was a vertical curriculum recommendation, which would make teachers aware of other classes, regardless of their autonomy. This would help each year's curriculum build upon past years."

With commendations for students, faculty members, parents, alumni and administrators, ISACS visitors were impressed with how the school benefits from diversity.

"The visiting team noted the dedicated faculty and involved, diverse student body as strengths of the school," Mr. Gunty said. "They were very impressed with how diversity enhanced the school and how the students and faculty interacted. But they also recommended more diversity among the faculty."

Taking note of the different goals and interests throughout the schools, the ISACS report recommended better defined lines of communication between the Schools and their subdivisions.

"We're a very large, extremely complex multifaceted institution," said Lab Schools Director Lucinda Lee Katz. "We have many parts, from the John Dewey approach to learning to the college preparatory school aspect. There is no straightforward admissions process or fundraising process. Nothing is easy. If I want to do anything, I have to go through multiple University committees, while at other schools things are just done. The ISACS visiting team wants to see clear lines of communication throughout the school written up in-

to a comprehensive plan."

For the self-study part of the evaluation process, committees of faculty members, Lab Schools Board members, staff and parents were established with guidelines from ISACS. With a committee assigned to each department, grade or program, the committees spoke with students and teachers, working towards a May, 2001 deadline for their reports.

Compared to the ISACS evaluation of 1994, which many faculty members consider a disaster, teachers said this evaluation process turned out well.

"People felt good about the whole process because they were very involved," Mrs. Katz said. "The faculty were excited about the topics they were discussing because they had the opportunity to choose their committees. The committees were cross-school, involving faculty from all the schools, Board members and staff."

"This evaluation left more people satisfied than in the past, because of increased involvement and because it was very well organized. The ISACS process makes us listen to each other every 7 years and look at ourselves completely and thoroughly."

"They were very impressed with how diversity enhanced the school."

—MR. PAUL GUNTY

assistant to the associate director

Some faculty members said the evaluation is of limited use.

"The ISACS evaluation is a necessary evil, because we have to do it to be accredited," history teacher Susan Shapiro said. "But it takes an inordinate amount of time and manpower to find out something we already know. There will never be a real opportunity to evaluate the strengths and weaknesses of the school because the visiting ISACS evaluators only have 3 days to see this whole huge, multilayered institution."

"This year's evaluation was the same as all the other evaluations I've been a part of, except that with each successive evaluation I've become less and less involved."

With cross-school committees, Mr. Gunty said he believes the faculty felt involved in the process.

"The faculty took the report seriously," Mr. Gunty said. "Teachers met with other faculty members they don't normally see, which is an example of why it is good to have cross-school committees. The self-study process forced us to look at the school in ways we generally don't do and to examine the whole school."

"The result is accreditation from ISACS, but one of the goals is to get people talking and to exchange ideas. It was good to see the visiting team affirm that we're doing what we say we're doing and we have a good idea of what we need to work on."

With the visiting team's approval of the self-study report, implementing the recommendations remains a challenge which will await a new director next year.

"We're taking the report's major recommendations very seriously," Mrs. Katz said. "The need for better communication has always been a challenge. If we tackle that, we'll set the stage for new possibilities. This is just the right time for a new Director. A new Director will have more energy, more interest, a new voice, a new vision and a new approach."

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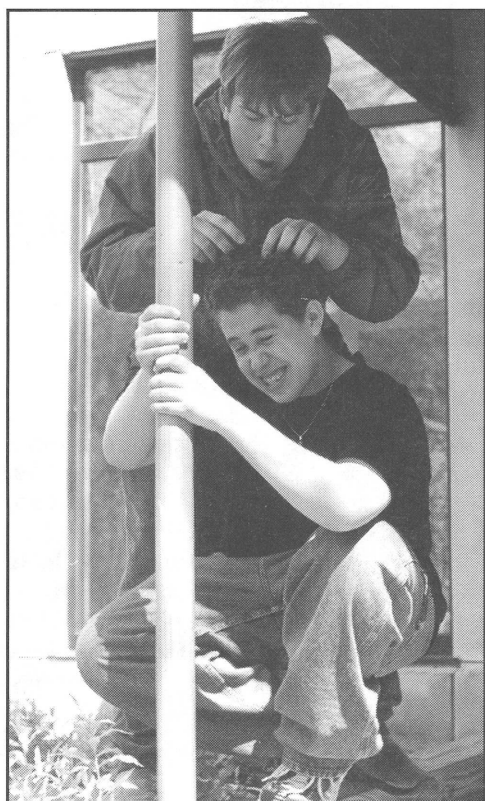


Photo by Tess Lantos



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Lunch time not always nutritious

■ What U-Highers like to eat isn't always the best to eat

By Noelle Bond and Priya Sridhar
Associate editors

Every day at 12:15 p.m., hungry U-Highers bustle from their classes eager to fill their tummies with lunch. While many students purchase food from the cafeteria, others bring a lunch from home or venture out to Hyde Park food hot spots.

Nearly 300 U-Highers subscribe to the school's cafeteria meal plan, offered by its operator Plum Cafe, owned by Lab Schools parent Richard Mott. According to Cafeteria Manager Joanna Chen, students are more likely to choose items such as burgers, fries and sweet and sour chicken for lunch than other healthy options the cafeteria offers.

"The vegetables and freshly prepared sandwiches are more popular with the teachers and adult customers than with the students," Ms. Chen said. "I pay close attention to what the students buy for lunch. I know that parents probably depend on us to give their kids food that is good for them, so we also try to make everything as nutritious as possible while still serving food that tastes good. I want students to eat vegetables so even when there's meat in the meal, we can arrange for students to just have vegetables and rice."

Some U-Highers say the cafeteria provides a healthy menu, though at a high price.

"It is extremely important to ingest vitamins and minerals such as calcium, B-12 and iron, especially if you are a teenager."

—Marjorie Leventry
Registered dietitian

"I usually just buy chips and water for lunch," sophomore Nisha Chhabra said. "I don't want to buy the salads and entrees because they don't look appetizing to me. My mom doesn't really mind what I eat, and I don't bring lunches from home because I don't have time in the morning to make it. I tend to watch what I eat when I go out. I try to get more vegetables in my meal."

Many students do bring lunches from home.

"I bring my lunches from home because they, naturally, have what I like to eat," junior Ben Bohlman explained. "I bring them about 4 times a week because I really don't like waiting in the cafeteria line, waiting for greasy rice or tacos with too much lettuce and cheese. When I go out, I go to the Medici and get a burger. Spending my \$7 to \$8 there is definitely worth it."

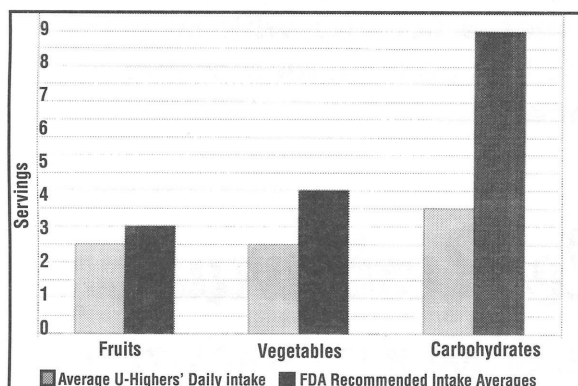
With classes and homework taking up the lunch period, eating lunch can come as early as 2nd period or as late as 7th.

"A lot of times I don't eat during lunch because of my U. of C. class, so I try to get a bagel during 2nd period," said senior Gina Monaco. "I try to watch what I eat when I'm at school, but my dinners are usually healthy so I don't really worry about eating the healthy foods."

Fast-food restaurants such as Harold's, McDonald's, Taco Bell and White Castle, prove popular places to get lunch.

"I use meal plan for my lunch, but on Thursdays and sometimes Fridays my friends and I go to McDonald's or Harold's," sophomore Stephen Dorsey said. "I usually spend \$8 to \$10 there because during the rest of the week I don't have time to go out. On the other days, I use meal plan and I try to stay healthy, but I don't overdo it."

Encouraging students to pay close attention to their daily food values as outlined in United States Department of Agriculture's Food Pyramid, Marjorie Leventry, registered dietitian who owns her own private nutrition clinic on the North Side, said it is important to incorporate these food servings into a diet. According to the Pyramid, 2 to 3 servings of dairy products, 2 to 3 servings of meat, 3 to 5 servings of vegetables, 2 to 4 servings of fruits and 6 to 11 servings



of bread comprise the components of a balanced and healthy diet.

"The purpose of the Food Pyramid is to give Americans an easy reference on how to eat healthfully in order to live healthfully," Ms. Leventry said.

"It is extremely important to ingest vitamins and minerals such as calcium, B-12 and iron, especially if you are a teenager."

"I bring a snack everyday from home that I usually eat during 4th period," said senior Emma Wellman. "Especially at school, I try to stay away from doughnuts. Sometimes I give in, but most of the time I try to buy fruit and stuff like that. The caf food is really good, but it's really expensive."

"Usually there's a variety and the food is fresh, but it's no fun buying a salad for \$4."

Although the cafeteria provides a variety of food choices, some U-Highers find they prefer healthier, smaller meals from the cafeteria Snack Bar.

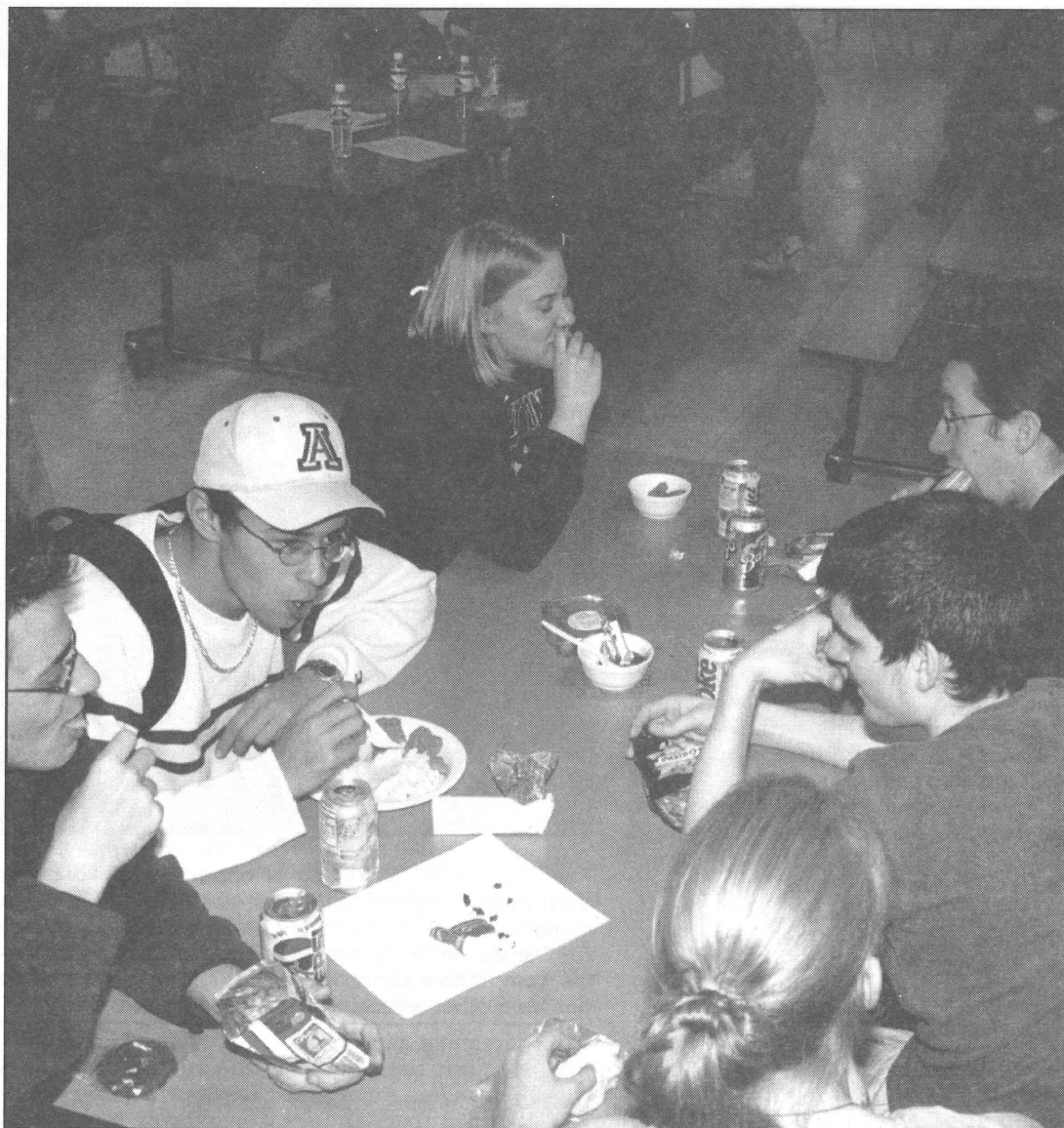


Photo by Andy Jeninga

FROM NUTRITIOUS BAGELS to sugary candy bars to Chicken Nuggets and mashed potatoes, a wide variety of dining choices decorate the table as Ross Knorr, Zack Turnbull, Julia Halpern, Evan Moore, Steve Pichurski and Kristin Reepmeyer enjoy lunch in the cafeteria.

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Arcades offer thrills

■ Game centers pump up competitive spirit

By Steve Pichursky
Midway reporter

In arcades, champions can be made in one instant and smashed moments later in the pulse pounding, adrenaline flowing, trial by fire that is gaming. The dull, pulsing sound of the CTA Red Line creates a constant background sound in the neighborhood of Belmont and Clark. But, only 10 yards away from the station, in a dimly lit room no bigger than a U-High classroom, the sound is drowned out by loud techno music, button mashing and battle cries.

Dennis' Place for Games lies nestled at the very heart of Belmont and Clark. Inside, the sound of buttons being smashed against consoles, joysticks being hit with so much resounding force that they threaten to snap, and outbursts such as "dang man" and "Woo, I'm coming for ya now" blend into the chaotic background.

In this environment, with fewer than 15 people at a time, there is an aura of just games and no nonsense.

Opponents, mostly in their late teens or early 20s, punch and kick each other's digital counterparts in short 60 second intervals. During combat, both human warriors stand ridged with almost unblinking eyes. Only their hands move, with the occasional facial twitch that anticipates either the feeling of imminent victory or impending doom.

When the final blow is struck, the victor most often throws his hands up in victory, and the loser holds onto his joystick, with an obvious death grip. After the post battle ecstasy, the deposit of a token starts the chaos over again.

The tone of Dennis' is competitive, with 2-player combat games grossly out weighing any other genre. The aspect of facing a complete stranger and coming out on top can become addictive, according to junior Amar Bhakta, a

Complexes offer variety

Entertaining but expensive

By Nick Epstein
Associate editor



Offering everything from games to climbing walls, large entertainment complexes are accessible for U-Highers but can get expensive.

Stretching a mile into the Lake, Navy Pier is an enormous play field, even including a museum. On a 70-foot high Imax screen, patrons enjoy a 3-D movie. At the Chicago Children's Museum, visitors can take part in a simulated television newscast or dig for dinosaur bones.

For those who fancy theater, the Chicago Shakespeare Theatre presents performances in a dramatic setting. "The Tempest" is playing until June 16.

Dining at the Pier also offers options. Bubba Gump Shrimp's menu includes the Shrimper's Net Catch \$9.99, a peel and eat style shrimp appetizer served in a garlic or spicy cajun sauce. Also try Bubba's After the Storm "Bucket of Boat Trash," a main course of shrimp, lobster and whitefish in a light balsa sauce for \$18.



Photo by Brian Rizowy

ANTICIPATING A WORLD of opportunities to cream each other's digital fighters, as well as those of other gamers, Allen Nelson and Ken Hecht enter Dennis' Place for Games. In the trendy Belmont and Clark area, Dennis' competitive atmosphere and fighting games stand out from other arcades spread throughout the city.

frequent gamer

"You can't describe the rush of beating a stranger," Amar said. "It's knowing that you've owned them and sent them away broken and crying. It's about anticipating their every move. If I lose, I say it was just a practice round and that I'm warmed up now. But you know you've been owned if all you could do is throw one punch or make one shot."

(continued on page 18)

For sports fans, the Entertainment and Sports Programming Network Zone or ESPN Zone, combines sports dining with an entertainment center. Customers get bombarded with loudspeakers and T.V.s in every direction. ESPN Zone's Studio Grill serves delectable specialties, including buffalo wings. On the 2nd floor, an arcade features sports games, even including sports like fishing, scattered with batting cages and also featuring a climbing wall.

Dave and Buster's presents a more traditional arcade setting. The highlights include virtual reality sets where the user can duel dragons or other players and virtual golf.

NAVY PIER, 600 East Grand Avenue, (312) 595-7437. Open 6 a.m.-11 p.m., Monday-Sunday.

DAVE AND BUSTER'S, 1030 North Clark Street, (312) 943-5151. Open 11:30 a.m.-1 a.m., Monday-Thursday; 11:30 a.m.-2 a.m., Friday-Saturday, 11:30 a.m.-midnight, Sunday.

ESPN ZONE, 43 East Ohio Street, (312) 664-3776. Open 11 a.m.-11 p.m., Monday-Thursday; 11 a.m.-midnight, Friday-Saturday; 11 a.m.-11 p.m., Sunday.

THAT'S ENTERTAINMENT

Bowling could be right up your alley

By Piper Miles-Coccaro
Midway reporter



After picking the perfect ball, lining up the perfect shot and taking the perfect swing, sophomore Maya Kordylewska watches her bowling ball speed towards the pins in hopes that it will knock down all 10 pins at the end of the lane.

Enjoying her Friday night at Miami Bowl on Archer, Maya is one among many U-Highers who like to bowl.

Located on the Southwest Side, Miami is really 2 separate bowling alleys. One has a dark, smoky, more adult and competitive atmosphere with a bar and a performance stage; the other a well-lit, more family-oriented setting with a snack bar and the scent of grease filling the lanes. Bright orange tables and chairs give the feeling of being in the '70s and a place to sit and enjoy some food or company.

Costing only \$4 a person a game and \$3 for shoes to bowl at one of its 52 lanes, Miami Bowl proves a cheap place to play. Miami Bowl offers a number of arcade games and a pool hall for customers 18 and over.

"My friends and I really like to go bowling," Maya said. "We're not that good though so we don't go that often. When we do go bowling we usually go to Miami Bowl because it's close and it has a fun atmosphere that lets us just kind of be ourselves and not become too competitive. Miami Bowl is kind of an out-of-the-way place where we can go to have a lot of fun and meet new people."

For bowlers who prefer a more up-to-date atmosphere and lanes, Waveland Bowl may be what they are looking for.

Bright neon signs outside Waveland, on the Near Northwest Side, set the tone for the atmosphere within. Inside, Waveland is surprisingly clean and well lit. From the lingering smell of the wood used to build the lanes and its new attractions, everything from the glistening tile floors to the sinks in the bathrooms to a new children's theater with a large screen television to keep children entertained, the newly reconstructed Waveland Bowl is sparkling.

Offering "Cozmie Bowling," a combination of music and lights show every night except Wednesday, friendly staff and a family oriented nature, Waveland Bowl is an ideal fun spot for anyone.

Bowling costs \$6 a game plus \$4 for shoes, with a pair of complementary socks; billiards cost \$12 a table an hour and open 6 a.m.-1 a.m. to people 19 and up.

"I love to bowl!" sophomore Aimee Weiss said. "I don't get a chance to go very often, but when I do I generally go to Waveland or Diversey Bowl. They're both close to my house but I like Waveland more. It has more modern facilities and the people there seem to be more

(continued on page 18)

Paintball a real trip

■ But, shoot, it's all harmless fun

By Laurent Varlet
Midway reporter



Although running around with toy guns avoiding pellets flying at 50 miles an hour might seem scary, it is just what the sophomore class can expect on a paintball trip Saturday, May 18 to Fox Valley Paintball.

A game where 2 teams go head-to-head in a field or indoor arena, paintball has caught the attention of all sorts of people, from veteran Marines to snot-nosed 11-year-olds.

Armed with carbon dioxide powered guns, teammates work together to shoot members of the other team and take over their base. Players get hit by paintballs, fish oil in plastic shells which burst on impact elimin-ating the player shot from the game.

(continued on page 18)

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Photo
by
Rashmi
Singhal

The Athlete: Zack Turnbull

A tall, tan-skinned, well-dressed young man scans the sports section of the Chicago Tribune. Playing soccer, basketball and baseball, junior Zack Turnbull considers sports important to his life.

Zack balances soccer, basketball and baseball with schoolwork and Peer Leading during the school year.

"I started soccer when I was young because everyone was doing it," Zack said. "My parents wanted me to be more active so I started basketball when I was 10 and then my parents forced me into baseball when I was 12."

Though Zack enjoys all 3 sports, baseball is his favorite.

"Soccer is fun for 1st quarter and I love how close fans are in basketball, but baseball has to be my favorite," Zack explained. "I think my teammates rely on me most in baseball. Also, I think playing catcher gives me a lot of leadership."

Despite dealing with normal high school stresses while juggling sports, Zack also became a Peer Leader this year.

"Sometimes my schedule gets hectic but I still have time to hang out with my friends," Zack said. "Sports only help. They keep me sane all year round."

The Champ: Jenny Heydemann

Senior Jenny Heydemann began playing tennis because of a former U-High star. Her father, Peter Heydemann, president of the class of '66, inspired her to play when she was a young girl.

"My Dad played for U-High, too," brown-haired, slender Jenny said. "When I was little he would take me out with him and hit some balls. When my grandfather, Julius Heydemann, died, my dad donated a tennis court here in his honor."

Playing tennis all 4 years, Jenny has gone to the Illinois High School Association State Tennis Tournament every year, 3 times for doubles and once for singles.

"I remember sophomore year, I was supposed to play a singles match against this girl with high national rankings," Jenny said. "I was really nervous and thought I was definitely going to lose. We ended up playing a split set and this girl was just going insane. I actually beat her in the end and I was surprised but also glad because she had such high rankings and it was a real accomplishment for me."

Though Jenny played soccer 3 years, she gave it up this year to concentrate on tennis.

"I'm going to try out for varsity tennis in college," Jenny said. "My years on the U-High tennis team have been awesome and tennis is something that I will always play."

Profiles
by
Kimberly
Cho and
Julie
Joseph,
Midway
reporters,
and
Shilpa
Rupani,
associate
editor

Photo by
Shubra
Ohri



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- ☉Planting a garden on the South Side, working with kids from local schools.
- ☉Starting a senior-freshman buddy program.

Possible future projects:

- ☉Leading arts workshops for disadvantaged kids.
- ☉Serving and sleeping over at a soup kitchen.
- ☉Coordinating all school service projects where students can choose where to serve.
- ☉Helping build a house.

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Just say yes.



Photo by
Shubra
Ohri

The Musician: Carl Testa

Calmly plucking away at his bass, senior Carl Testa practices for Jazz Band during Thursday double lunch. Hidden under a full head of hair and silver, thinly-rimmed glasses, Carl also plays electric bass, double bass, flute, piano and bass clarinet.

"My family isn't really too musical," Carl said. "Freshman year I started getting interested in bass. Then I found out we had an electric one in our attic. That's when it all started."

Attending classes Saturdays at the Association for the Advancement of Creative Musicians (AACM), Carl also composes music. AACM gives students a grounding in music theory.

"I really like attending AACM because all the teachers there are amazing musicians," Carl explained. "There's a strong sense of tradition and community there which I really like."

Along with making music, another of Carl's passions is listening to music.

"I think it's almost like being a writer," Carl explained. "You can't be a writer unless you like to read. You can't really be a musician who doesn't listen to music. I really enjoy listening to jazz, improv, classic rock and contemporary music."

The details behind the hazing consequences

By Jules Federle
Editor-in-Chief

Last month 2 seniors were punished for incidents administrators classified as hazing. Early in April, a senior with a past history of hazing was expelled. In late April another senior, with no prior disciplinary violations, was punished with behavioral probation, according to the students involved.

Altercations between the expelled senior and freshmen began midway through the 2000-2001 school year, while the freshmen were in Middle School, and continued until early last month, the Midway has learned. At that time a concerned freshman told administrators of interactions with the senior he had been keeping to himself. Because the senior had been involved with incidents of hazing earlier, administrators expelled the senior.

"Last year, in 8th grade, I thought hazing was funny because I didn't know what was going to come of it," said the freshman who went to administrators early last month. "But this year it got out of hand, I really felt threatened. The senior who was expelled would embarrass me in front of my friends and peers. No one can understand how the senior who was expelled made me feel. It came to a point where I was afraid to walk down the halls or hang out after school.

"Last month the senior who was expelled made a bunch of threats to my friends about how it was 'open season' on freshmen, and that we shouldn't tell our parents," the freshman continued. "I was genuinely afraid. I was talking to a teacher and the senior who was expelled came up. I told the teacher about the most recent events and the teacher immediately got on the phone with administrators. I didn't want to report anything but the teacher insisted.

"I went to an administrator's office and had a meeting with the teacher and 2 administrators where I told them everything that had happened in the last year-and-a-half with the senior who was expelled, me and my friends. They thanked me and I left. At first I felt bad for ratting on the senior but now I realize that it was the right thing to do. I needed to do it for me and the protection of my friends and the community."

Following the initial meeting with administrators several freshmen were called into an administrator's office to verify what the initial freshman had told them.

"I was called into an administrator's office and questioned about specific incidents," said a friend of the freshman who initially approached administrators. "I just answered their questions."

The following day the accused senior appeared before administrators.

"At the end of the school year last year a bunch of us threw water balloons and eggs at the incoming freshmen," said the senior who was expelled in an interview with the Midway 2 weeks after the expulsion. "A couple of my friends and I were reprimanded. My friends were given

3-day suspensions and because of my previous record at the school I was given an expulsion.

"I had to sign a contract if I wanted to come back to Lab. The contract said that I had to see a psychiatrist, that I needed to go to family counseling, that I had to go on an 'Outward Bound' trip, that I had to take a drug test and that there would be a 'zero tolerance' policy with me for hazing. It also said that if I was accused and proven of hazing again I would be expelled without appeal. I had to do all of this if I wanted to return to U-High, so of course I signed it. I wanted to appeal but I was told that if I appealed to the Discipline Review Board my punishment could be made even worse, so I chose not to take my case to them.

"Last month I was brought into an administrator's office and administrators told me of all the accusations," the senior continued. "They asked me if I had done them and I was honest. They brought up the 'zero tolerance' clause of the contract and I was suspended pending upon further investigation and escorted off of campus.

"Before the punishment was official though I had to have a meeting with the administrators and my parents. One administrator was out of town so I had to wait until the next week to get the provisions of my punishment."

News quickly spread of the senior's expulsion. Students placed signs and banners throughout the school supporting the senior and calling for the senior's return.

When the senior and the senior's parents met with administrators the next week, approximately 60 students staged a rally in the courtyard adjacent to the administrator's office.

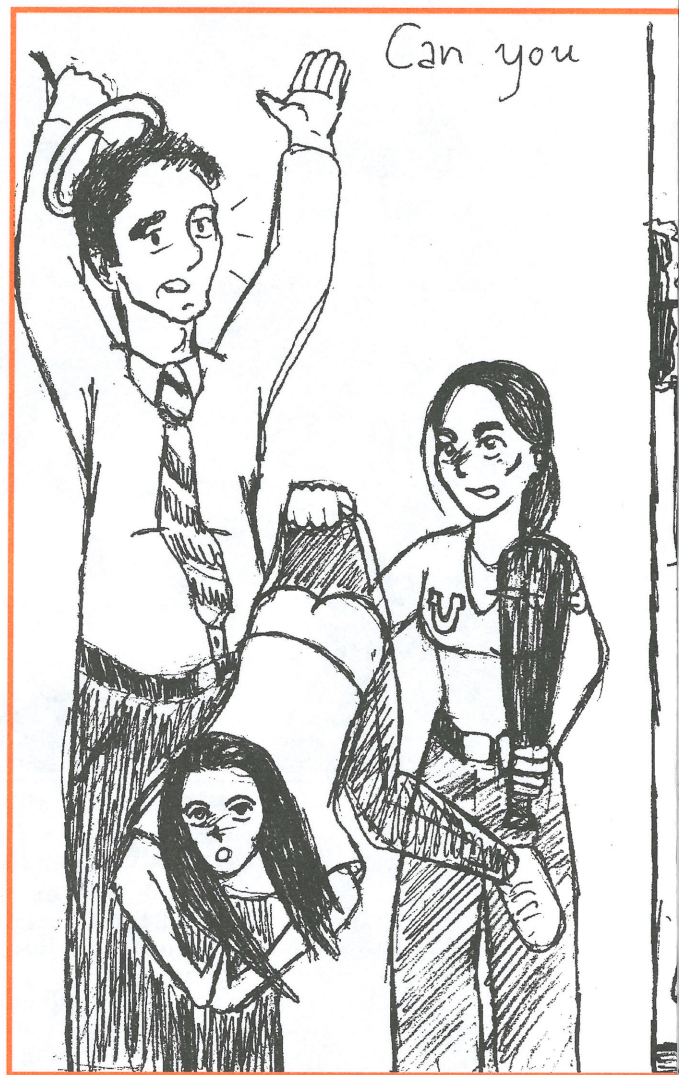
The meeting, according to the senior, lasted about 45 minutes and outlined the terms of the expulsion.

"Basically the administrators summarized the accusations, they reread the 'zero tolerance' clause in the contract, and told me I was expelled with the possibility of negotiations for me to be able to receive my diploma. I'm also banned from all Lab Schools' property and functions until the class of 2002 graduates.

"The administrators told me that if I fulfill an English and phys ed requirement I might receive a diploma, but I can't walk at graduation or go to prom. They told me that I'd receive a letter that summed up all of the terms. I still haven't gotten the letter."

A second incident of hazing occurred April 24. Two seniors and 2 freshmen got into an argument in the lobby of Sunny Gym and the argument moved to a lockerroom where 1 of the seniors and 1 of the freshmen got into a physical altercation, according to witnesses. The altercation moved back into the lobby where the freshman and senior were broken up by faculty members.

Administrators punished the senior with behavioral probation, which specified that if there were any more incidents the senior would not be able to attend prom or walk in graduation. Administrators also suspended the senior from participating in 1



upcoming sporting event, according to the students involved.

The freshman was given behavioral probation. "We were both wrong in what we did," the freshman who was involved told the Midway.

"It was a personal problem and I don't think they should have considered this as a case of hazing."

The senior involved in the incident declined comment.

Administrators declined comment on both incidents to protect the students' privacy.

"We don't discuss individual cases of discipline," administrators explained.

U-High's personal harassment policy from the U-High Student Handbook

"**H**arassment is unwelcome, harmful behavior toward another person, or group of people, that is annoying, bothersome, or physically or emotionally threatening or injurious. Harassment can include spoken or written remarks, symbols, caricatures, physical contact, gestures, innuendo, gossip, or phone calls...The consequences associated with harassment may include a psychological evaluation of the harasser, suspension or expulsion, and possible police/court involvement."

Bullying grows as national concern

■ Experts say community effort necessary to combat personal harassment, promote safe school environment for everyone

By Rob Wile
Associate editor

As psychological studies and newspaper articles reveal more bullying occurs at schools nationwide than school administrators perceive, administrators have instituted programs and policies to crack down on bullying.

Research published in the April 2001 Journal of the American Medical Association, as well as stories in the April 14 Chicago Tribune and February 24 New York Times Magazine, reveal administrators at most schools are unaware of how much and what sorts of bullying occur at their schools.

The research also shows bullying will continue at a school unless everyone at the school helps stop it.

"The most effective ways of addressing bullying have been education and awareness throughout the school," Dr. Karen Pierce told the Midway. Dr. Pierce is a child psychiatrist at the Children's Memorial Hospital on the North Side and sophomore Aimee Weiss's mother.

"Everybody, from the administrators to the principals to the secretaries to the janitors, needs to be aware of it. If all you have is isolated incidents of bullies being punished, bullying will never go away. But if everyone in the school is on the lookout for bullying and is reporting any incidents they observe, there will be less bullying."

In response to bullying, many schools, including Antioch High School in the north suburbs, have begun using student-to-student programs such as peer mediation, where the bully and the victim try to solve their differences on their own, with an administrator moderating.

"We have a 3-step program," explained Antioch Dean of Students Dan Chamernik. "We start with minimal

consequences like intervention between the student and the dean. We talk about it; we throw in peer mediation - a lot of times that stuff just settles the whole issue. If it continues, then we have things such as 3-hour detention - we call it Dean's detentions - or Saturday schools, 3-hour detention on Saturday. We have in-school suspensions and, obviously, for more severe things we have out-of-school suspensions and if we need to utilize it, we put in a recommendation for expulsion."

At nationally-known New Trier High School in north suburban Winnetka, administrators have tried to create a safe school environment to prevent bullying.

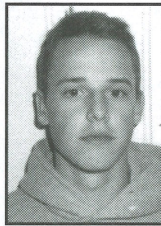
"We've had a concerted campaign to make sure kids feel safe at school for all kinds of different reasons: racially, socioeconomically, ethnically and religiously," said Sophomore Adviser Chip Carpenter.

"We have a safe school committee, a school climate committee made up of faculty that does surveys, and we broken kids into different groups to discuss the surveys. We try to address those specific problems, and make sure those problems do not continue to be a source of problems. We deal with it severely here. Kids are taught through peer mediation, and that has been very successful."

School systems have also instituted new bullying policies. The Chicago Board of Education recently added persistent bullying to expellable offenses under the Uniform Discipline Code.

Despite these new policies, Dr. Pierce said eliminating bullying will not be easy.

"In this country, bullying is viewed as part of our 'good old boys' tradition," she explained. "I think there's been a culture of permission of doing this kind of stuff. It's been going on for a while and it's going to be hard to eliminate."



"HAZING IS a minor thing and usually no one gets hurt. It's just something you have to deal with."

-LAURENT VARLET, sophomore



"I THINK personal feelings toward people have had a lot to do with how they're punished for hazing."

-KRISTIN REEPMeyer, senior



"HAZING IS not meant to be harmful; it's a sign of bonding between seniors and freshmen or whoever. You take it, you're accepted and everyone gets along."

-GREG DOMINIGUE, senior

spot the differences?



Answer: 1. The Administrator's stance on hazing. 2. The girl's outfit. 3. How much hazing. 4. The young woman's naked bottom. Nudity is unbecoming of a young lady and has no place in a U-High publication.

Art by Josh Joseph

Hazing about fun? No, say experts, it's really about need for power

By Natalie Hoy
Editor-in-Chief

When seniors threaten to physically harm freshmen by shutting off lights while someone is in the restroom or throwing objects, they may think they're participating in a fun tradition. But faculty members and psychiatrists say hazing is more than fun and it represents violent acts reflecting students' need for power.

Freshmen in most high schools enter with the expectation of being hazed by upperclassmen. Faculty say hazing vents emotional frustrations and reoccurs each year because students and adults don't take it seriously.

"I don't think people accept hazing; I think it's an excuse to act out their own frustrations and feelings," said Guidance Chairperson Patty Kovacs. "There are 4 reasons for why people do things: For belonging, power, freedom, and fun. People haze for power; it only gives power to the harasser. It's not funny. I hate the word 'hazing'; it carries with it the connotation that boys will be boys and kids will be kids. The effect is anything but joking.

"All of us want to avoid being shamed and that's what the culture of hazing brings, shame. It's just like asking 'Why was there a tradition in lynching blacks?' People justify violence and have for years. Hazing is emotional violence. When people are pelted with eggs or called stupid it's emotionally violent.

"It takes power to do what is right and that's something that has gone away from people. Who gains out of it? The harasser and only the harasser. The community and victim do not. If we want to be a good and decent moral community we have to stop hazing to prevent from shaming and emotional violence."

Psychiatrists have also expressed concerns about the harm of bullying and peer pressure, saying many middle schoolers fear high school.

"I have seen a lot of kids terrified of the possibility of hazing," said Child Psychiatrist Alan Ravitz, father of senior Mara.

Dr. Ravitz's clients include students from U-High, Parker, Latin and St. Ignatius.

"I personally don't get why people do it. Eighth graders often say they're worried about what's going to happen once they get into 9th grade.

"Firstly, I think often those who haze are victims of hazing and they have unresolved resentment, they need to discharge this feeling by feeling in control. Victims feel out of control and the victimizer becomes in power. I think

peers tease each other for being weak and there's peer pressure because those who aren't hazing are called soft hearted, which is really just phony macho b.s.

"It's something that infects the whole society. We see it in beer commercials and movies. It's this hypermasculine cowboy type and it's for girls as well as boys.

"I imagine some people are just unhappy and victimize other people. For those being hazed it's just like any other traumatic event, where they feel terrified and powerless.

"It could also be inadequacy and anger that makes students want to haze. Everyone suffers because everyone worries. It has an insidious effect. There's resentment from those victimized towards those spared. Those favored suffer because their peers are angered from being victimized. It's just a matter of luck if you're chosen or not. Those who suffer silently feel like nothing will do any good and probably will suffer most. Peer culture is more powerful than adult and those being victimized can be considered tattle tales, scapegoats, and can have emotional damage from verbal abuse.

"It becomes a tradition because no one intervenes effectively to stop it. Adults are not vigilant about preventing it. Kids become the perpetrators over the victims because now they're able to take advantage 2 or 3 years later. It gives people an excuse to displace tensions on victims that can't retaliate because they don't have the strength or will. Bottomline, it's adults that don't stop it."

While adults and professionals describe hazing as an emotional hardship, many seniors say hazing is a casual initiation into U-High that creates unity among the classes. Some described hazing as preparation for the real world.

Many students agree that hazing is acceptable as long as it doesn't get out of hand.

"Most seniors think similarly, that's it's right to haze," said a freshman boy who asked to remain anonymous. "They think it's right to demand respect. Some forms of hazing are acceptable and everyone laughs it off. In some cases there's an agreement and it's pretty much harmless. But there's a line of respect that shouldn't be crossed.

"Hazing is something that you pretty much have to face. There are unwritten rules that are followed. It's like when you get into the Air Force Academy and you get your wings, they pierce your skin with the pin and you wear your wings in your chest all day to show you're man enough. Hazing is more of a tradition at other schools. Here I think people haze because of insecurities and to impress friends. It becomes a power trip because they're weak."

"A LOT of people feel hazing is okay because that's what happened to them. It seems to be the natural way things go."

—ELI BECKER, freshman

Seniors don't understand the fuss about hazing

By Rachel Greene
Associate editor

Feeling hazing is just a fun tradition, many seniors say faculty members and parents overreact to it.

With a senior expelled last month and another placed on so-called "behavioral suspension" until June — both for hazing — many seniors say they feel the school is handling hazing unwisely.

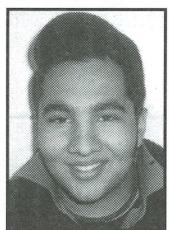
"The school should be more consistent with what they call hazing," Senior Class President Eitan Kensky said. "People don't know what they can and cannot do. I have talked to some people to try and improve the situation, but after recent events people seem to be using better judgment.

"I sometimes haze freshmen. I will pick on some people in front of their friends, but it is only a joke. I try to be careful, though, and only pick on the people I have a relationship with, because I don't know how everyone will react. Everyone seems to be at a much higher alert now. Minor incidences are blown up to overcompensate for what has not been done in the past."

As a result of hazing punishments, some seniors have chosen not to haze underclassmen even if friends do.

"I got hazed as a freshman and the current freshmen shouldn't take it personally," Sonia Sharma said. "When I was a freshman, I was walking down Kenwood with 3 friends and a group of 20 to 25 seniors put mustard

and shaving cream all over us. We didn't know what to do, so we all just ran away. I was a little scared of them, but I didn't feel uncomfortable in school. I didn't cry about it; we just dealt with it. The faculty made them apologize, but it wasn't turned into a big thing.



"HAZING IS bad in or out of school, but if it takes place off-campus, the school shouldn't have any jurisdiction."

—ADHIRAJ DUTT, senior

"I sprayed some freshmen with water last year with a group of seniors. But now, no one is allowed to do anything. Every senior wants to haze but it has come to a point where it is just not worth it. We don't have the energy to deal with the unreasonable consequences. Hazing is just harmless fun and other people don't need to get involved."

Some seniors just don't see the point in hazing. They also don't see the point of the school's reactions.

"I don't haze anyone because I just don't think there is a point," Niko Koppel said. "I know some kids in my grade do it because they just want respect. It doesn't elevate anyone's character and it doesn't bring people to look up to the hazers.

"I think we were the last ones to really get hazed when we were freshmen. Teachers used to overlook it. Now the school is suspending people when it is less of a deal. No matter what type of hazing happens, the school takes it very seriously.

"I think the school is handling it incorrectly because when they kick people out, they are not helping anything but just making those people more upset. It would be more beneficial if they talked to kids rather than acting as a dictatorship.

"The school is messing up people's chance of going to schools and they are threatening to kick people out when they have invested so much time into this school."

Taking extra caution when joking with underclassmen, some seniors say they fear being accused of hazing even if they are not doing it.

"I mess around with my sophomore and junior friends, but I don't haze anyone," Lydell Ware said. "I don't see a purpose in messing with younger people I don't know. I understand that seniors feel they should get respect, but I never had a problem with that. The extreme actions that the school is taking are not necessary."

Freshmen don't like hazing, but some put up with it

By Kristen Koenig
Midway reporter

Some freshmen say when they're hazed they should take it and keep it to themselves. Others say they should tell adults. Either way, freshmen don't like being hazed.

Some freshmen who have been hazed, including Johnny Legittino, said they view physical and verbal intimidation from upperclassmen as a type of initiation into high school.

"I thought it was expected at the beginning of the year but after my experiences I see that it's uncalled for," Johnny said. "On a few occasions, I was the victim of a few physical offenses, but I didn't see my situation as one that was worth the time to be afraid of.

"While I do not condone physical violence, I endured the hazing because I knew the consequences for the senior and didn't see it as that big of a deal. Although I was hurt — once to the point of bloodshed — it didn't seem to bother me to the point of becoming afraid or feeling the need to bring my situations to the attention of the administrators."



"IF THE person who was hazed was really hurt by it, it was right to report it."

—RACHEL ALULIS, freshman

Though many freshmen say they should take hazing, others say they shouldn't.

After being physically beaten by upperclassmen, freshman Rob Ross said he thinks freshmen should speak up when hazed.

"Hazing goes unnoticed because people don't speak up about it when it does happen," Rob said. "People started beating on me so I had to fight back. I try to do my best to avoid violence but sometimes it's inevitable. I don't believe people should just take it, which some suggested I should do. You should tell somebody like an administrator or faculty member; otherwise it'll just get worse."

Some freshmen said talking to counselors is the best thing to do after being hazed.

"Counselors are trained to deal with students in these types of situations," Zach Beatty said. "The students may also feel more comfortable going to a person they've built a relationship with and know they can trust, allowing them to be honest about their feelings and situation."

TUESDAY, MAY 7, 2002

AS THE MIDWAY SEES IT



Art by Josh Joseph

Chicken-fried election

Hanging campaign signs with clever slogans and promises of Harold's Chicken, student government candidates made the most of their 4-day campaign last month. But that's about all U-Highers got to see or hear from the candidates. Election speeches, Thursday, April 11 during the 2nd half of double lunch, didn't involve required attendance. Almost no one except candidates attended. With a 2-week Student Council elections process beginning April 1, U-Highers who wanted to run for office had a week to get their petitions signed. Campaigning began the week of the election and speeches and voting took place Thursday and Friday. That left the student body with 4 days to evaluate candidates.

Lessons in avoiding truth

Early last month, students and parents received a letter from Principal Jack Knapp and Dean of Students Larry McFarlane in response to recent events, warning students of disciplinary consequences of hazing and encouraging victims to report such harassment. But the events which prompted the letter were not explained. What the recipients were to make of this letter is a mystery. Without knowing what prompted the letter, they could only react with curiosity. It's true that because of state laws on confidentiality, schools cannot identify students involved in disciplinary cases. But schools can report disciplinary actions. The benefits are multiple. The community is informed, rumors are stopped and everyone knows exactly what the consequences for misbehavior are.

program. Who knows what the other half stood for? But, it hasn't always been this way. Up to 3 years ago, the Midway profiled and pictured candidates and their goals, often in a special election issue. That ended 3 years ago, says Midway Adviser Wayne Brasler, because student government officers didn't want the Midway involved in "their" election. "Of course, the election doesn't belong to student government," Mr. Brasler said. "It belongs to the student body." By rushing the election process and not cooperating with the Midway so an election issue could be published, student government progressively shoots itself in the foot. If student government itself doesn't value serious elections, how can it expect the student body to value student government?

If the letter U-High families received did anything, it only added to the rumor mill as it cautioned readers about something, the something being mostly a mystery. There's an educational angle here, too. In an educational institution, the wrong lessons are being taught here. By example of the kind of communication this school repeatedly makes, students are learning not to be clear and open. They're learning to dance around the truth, be politically expedient and not to upset anybody, just preach to them. But every event can be learned from and every incident can provide a lesson. Unfortunately, the lesson being taught here is that avoiding an issue is the way to deal with unpleasanties and that students shouldn't face life and the world around them. Being as vague and polite as possible is what counts.

Prom perfect

Spicy, colorful dresses outsplash traditional gowns

ELABORATE DRESSES ranging from slinky jersey sheaths to billowy taffeta gowns are proving the focus of prom fashions, according to fashion magazines and newspaper sections. But choosing the perfect color seems to be more difficult now that black and white combinations are dominating the catwalks and pastels are considered passe.

Popular dress styles include 2-piece skirt and bodice sets, strapless gowns and uniquely cut dresses baring the back or legs.

Designers such as Allen Schwartz and Shelli Siegel are also creating different cuts for bottoms such as the trumpet or mermaid skirt that flares out and the reintroduced festive 1950s tea length look where the skirt reaches right above the ankle.

"This year we are seeing girls move away from the traditional dresses and gowns and into dresses that show more skin and have lots of slits and cuts," Bloomingdale's sales associate Cindy Johnson said. "Especially more modern styles such as the snazzy tea length style dress and also lots of frilly lace numbers as well."

The 1930s art deco prom theme, with decorations in colors such as black, creme and eggplant purple gives U-High girls the choice of a curvy black dress over the more traditional pastel colored dresses.

The hottest colors and styles have been inspired by Latin salsa dresses, corsetry dresses from the musical movie "Moulin Rouge" and the glamorous red carpet fashion shows at the Academy Awards.

Popular colors for dresses also include bohemian colors such as soft turquoise and shades of white, corals and black, according to Elle Magazine.

Most dresses can be found at stores specializing in prom fashions such as Bloomingdale's, Marshall Fields and Jessica McClintock but fancier styles at higher costs are found at Barney's, Betsy Johnson, Neiman Marcus, Nicole Miller, BCBG and Saks Fifth Avenue.

While men's prom fashions seem fairly simple, the classic tuxedo now comes in different fabrics, colors and coat lengths, easily accentuated with accessories for a more unique style.

The entire look can be customized at Cohn & Stern in Hyde Park for reasonable prices. For ties, the Windsor, a tie knot in black and silver named after the Duke of Windsor that Denzel Washington was seen wearing at the Golden Globes, can replace the traditional bow tie for a sharper look.

Cuff links, rings and funky top hats can also add nice subtle details to bring out the tuxedo.

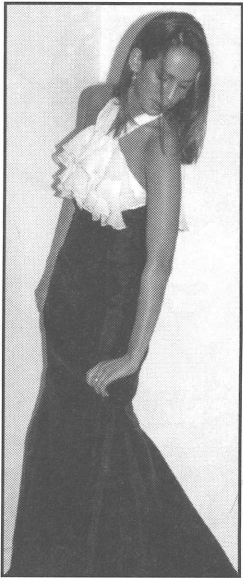


Photo by Claire Stewart



Photo by Jeremy Chavis

PIQUANT white ruffles (photos from top) accentuate Betsy Kalven's black silk gown by BCBG (\$325) from Bloomingdale's, 900 North Michigan Avenue.

TRYING ON a tuxedo by Jack Victor, Chris Amos checks out this suit (\$70-\$120) from Cohn & Stern in Hyde Park.

Fashion

Alexis Maule



u-high midway

Published 8 times during the school year by journalism students of University High School, 1362 East 59th Street, Chicago, Illinois 60637. Editorial offices at Lillie House, 5801 South Kenwood Avenue. Phone (773) 702-0591. Fax number (773) 702-7455. Copyright 2002 University High School, Chicago, Journalism Department.

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Printed by Intel Printing of Broadview, Illinois.

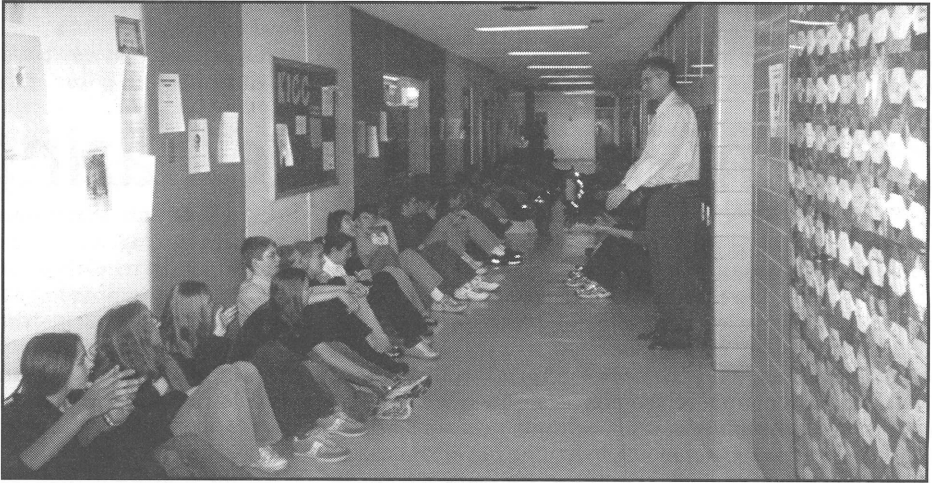


Photo by Jim Andrews

Photo-editorial: Get real

IF A TORNADO ever hit U-High, you can bet there wouldn't be time for the orderly evacuation of classrooms, which took place during the April 9 tornado drill. Time aside, placing

students near vast expanses of glass isn't safe. And the students gaily chatting away should have been crouching against walls, protecting the back of their necks. Maybe next time.

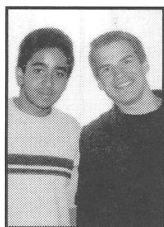
Midway Mailbox

More voices on hip-hop

From seniors **Rishi Bhat** and **Sam Firke**:

THE OPINIONS expressed in David Harris's letter, entitled "Respecting the roots of hip-hop culture," left us dismayed at the belief in such hurtful and inaccurate stereotypes. In his letter, Mr. Harris discussed the "right of individual ethnicities to honor and take pride in their achievements." Specifically, he addressed our criticism of the hip-hop exhibit at the Museum of Science and Industry: that it focused rather narrowly on African Americans in hip-hop, leaving out the many whites, Hispanics and Asians who are involved in the underground hip-hop movement.

We understand that the exhibit was part of the celebration of Black History Month and there is no dispute that hip-hop was born out of the unique experiences of African Americans in this country. However, we do strongly feel that in addition to celebrating its roots, hip-hop should be celebrated in its current form – one which encompasses artists of all races.



Rishi and Sam

In no way does that take away from the aforementioned "right of individual ethnicities to honor and take pride in their achievements." Furthermore, the statement that "hip-hop has become the voice of young African American youth" seems outdated, to say the least. Young people of all ethnicities and races face difficulties and thus often turn to hip-hop as a forum to express themselves. As for hip-hop as a "black urban phenomenon," there is no disagreement that it originated in that way. However, to claim that hip-hop currently "is" and "will always be" a black urban phenomenon is simply not accurate, given the prevalence of artists of other races in the underground hip-hop movement.

This issue of race in hip-hop is strikingly similar to the issue of race currently being discussed in the Midway. The first hip-hop artists were black, as were the first fans; the first teachers and students at Lab were white. As the two communities developed, each began to include more members of other races, with the goal of erasing all race labels.

As expressed in a letter, Lab should have a faculty representative of its diverse student body. We feel that hip-hop should be the same way. Blacks should be proud to celebrate their role in founding hip-hop, but it is not exclusively a "black, urban phenomenon." Hip-hop fans are of all colors and there is indeed no better place to see this than the Lab student body. The field is open to anyone who wants to make music and express themselves and the artists should be as diverse as their fans. Hip-hop was a black, urban, phenomenon and has evolved into a global phenomenon open to all who wish to join.

As Mr. Harris stated, diversity certainly does not mean that everything we now do must be diverse. But those things that *are* diverse certainly should be celebrated as such. For example, the sport of golf has a rich and glorious white, Scottish heritage. However, an exhibit about golf without mention of non-white players, such as Tiger Woods, would be ridiculous.

Similarly, it is most certainly a good idea to celebrate the African American roots of hip-hop – but not to exclude the many other races and ethnicities that have contributed to the growth of hip-hop. Uneducated blanket statements such as "hip-hop was, is and will always be a black, urban phenomenon" accomplish nothing but the spread of stereotypes and misinformation. As non-black hip-hop artists, this is a stereotype that hits close to home – one that we fight every day.

Responding to some responses

From senior **Nik Lund**:

WHILE THE SENSITIVE nature of the issues explored by J.A. Redfield in "Race persists as difficult dilemma in education" was lost on no one who read the article, the full page of published letters in the April 9 edition of the Midway from faculty members written in response to J.A.'s article left me truly shocked and appalled at the manner in which Lab Schools teachers addressed one of its brightest and most well-written students.



Nik

a deliberate attempt to misconstrue his ideas. The article wraps up in the following manner:

"For us, there are only two ways to interpret [J.A.'s essay]. 'You are okay, you're just like us. We just don't want any others' or 'If you let more of them in, you'll have to lower your standards.' We've heard both before, but we must confess that we did not expect to hear them here at Lab."

The two glib "interpretations" reached by the authors both stem from a single close-minded attitude. Though I have no doubt that the author "read the essay over several times" I do not believe that in any of their rereadings did they once try to assume for even a moment that J.A. was *not* and *is not* a racist.

Had they approached the article with any tolerant sensibilities they would have been able to interpret J.A.'s somewhat subtle and educated, albeit provocative, points. I have always been thrilled with the unique freedoms that the Lab Schools offers and have personally indulged in them for my education's sake. The school's immediate proximity to the world of elite higher education has always made for a strong liberal (in a progressive sense) atmosphere where ideas can be exchanged with less concern for "political correctness" or other modern conventions that can limit expressiveness in interlocution.

Well it seems that the buck stops dead cold when racial matters arise. If a well-written and diplomatic probe into some of the most pertinent issues of the day gets a curious student a whole page of angry and spiteful letters instead of the mature dialogue we have come to expect from Lab... Why write, or indeed ponder, at all?



EXPLORING HER SEXUALITY, Jessica Stein (Jennifer Westfeldt, left) begins dating Helen Cooper (Heather Juergenson),

braving arguments and awkward moments to investigate her feelings.

Photo courtesy Fox Searchlight

A surprising bit of fun about ladies trying love

FUNNY AND ENGAGING, "Kissing Jessica Stein," a surprise romantic comedy hit directed by the unknown Charles Herman-Wurfeld with a cast of almost unknown actors, is an entertaining exploration of identity and sexuality that tells of a straight woman who experiments with dating other women.

Frustrated with the dating scene and her

Films

Nora Becker



unfulfilling job as a copy editor, on a whim neurotic aspiring artist Jessica Stein (Jennifer Westfeldt) answers an ad in the paper placed

by Helen Cooper (Heather Juergenson), a sexy art director of a gallery also unfulfilled by her relationships with men.

Despite Jessica's reluctance, they embark upon a relationship, much to the dismay of her chauvinistic boss and ex-boyfriend Josh Meyers (Scott Cohen) and unbeknownst to her typical Jewish mother (Tovah Feldshuh).

What follows makes for a whimsical, lighthearted comedy that never sinks to melodrama, as Jessica struggles to simultaneously accept her feelings for Helen and hide them from her family and friends and as Josh slowly begins to realize his feelings for her.

Snappy dialogue perfectly captures the awkwardness of the beginnings of relationships and Jessica's background as a "Jew from Scarsdale" is adroitly captured in the scenes between her, her mother and her

grandmother.

Fresh, bright and full of rich and undiluted colors, the film projects the vividness of the lives portrayed. Even at a seemingly sad point, there is never any doubt that things will work out for the attractive Jessica. The certainty of an eventual happy ending ensures that there will be no deep emotional discoveries or surprises here, something easily overlooked thanks to the film's sweet good humor.

Perfect as Helen, Juergenson simultaneously expresses frustration and enchantment with Jessica. Deftly capturing Jessica and Helen's relationship, Westfeldt and Juergenson's dialogue seems easy and practiced, a fact that's understandable since the pair adapted the film from their off-Broadway play and distributed it through Fox's indie subdivision, Searchlight Pictures.

The 2 actresses make sparks fly as they slowly fumble their way into a relationship.

Suitably charming, Cohen is adorable as the slowly reforming Josh and Feldshuh performs flawlessly as Jessica's worrying, overbearing, but loving, mother. She twists and plays with the "Jewish mother" stereotype but ultimately emerges as a sympathetic, real character who just wants the best for her daughter.

Occasionally trite but always fun, "Kissing Jessica Stein," cleverly explores relationships, individuality and sexuality – subjects that we all can relate to. Above all, it celebrates love and the humor of love, of all kinds, whether it's between mothers and daughters, or lovers and friends. That upbeat spirit makes this charming film both funny and satisfying. *Rated R*

Last call for letters

There's one more issue of the Midway to go and one more opportunity to put your say in print. Letters are being accepted through next week. Put them in Mr. Brasler's mailbox in the U-High Office. Letters must be signed. The editors will contact you about your letter being published.

YOUR SAY IN THE MIDWAY

Compiled by Zach Frey

If you could do any May Project, what would it be and why?

DOUG THISTLETHWAITE, senior: I guess I'd do hammock crafting or something like that. It would be nice to relax after a job well done.

CULLAN CALVERT, junior: I'd join an ultimate frisbee



Doug

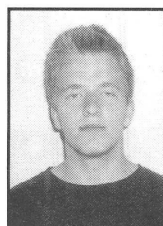
team. It's relaxing, but still physically strenuous. You get the best of both worlds.

ASHLEIGH JONES, sophomore: I'd probably take a bunch of classes and learn all about different dance styles, like hip-hop, salsa, jazz and ballet. I've loved dancing since I was little.



Ashleigh

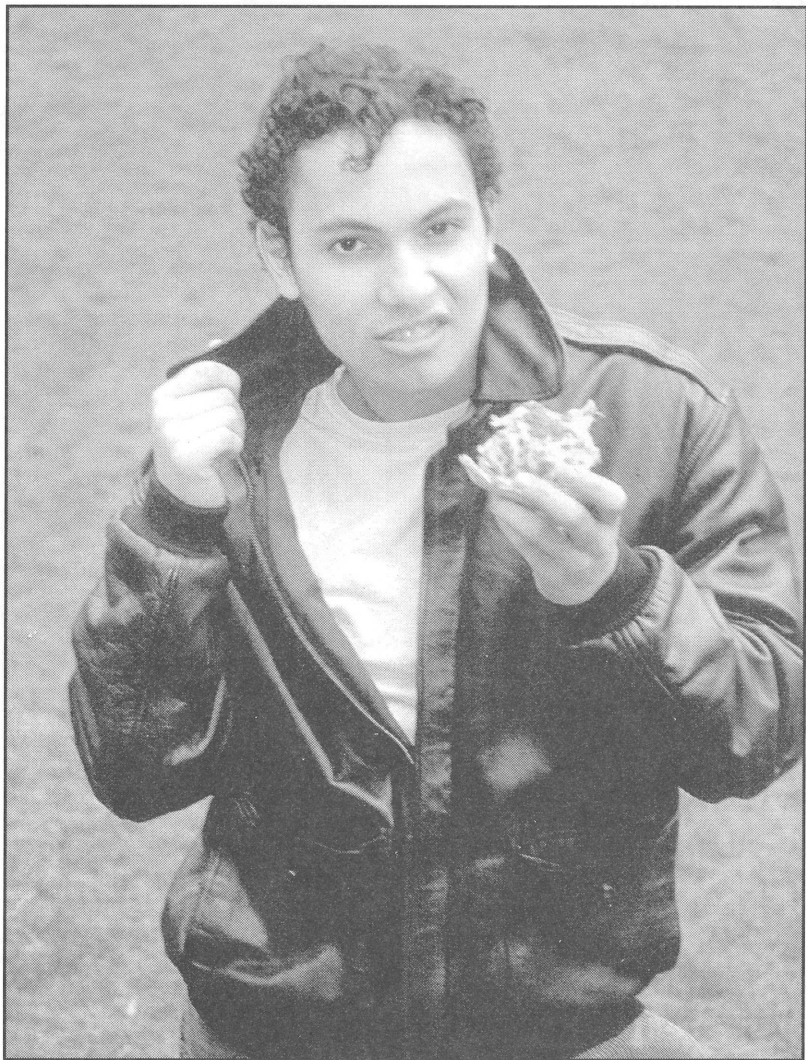
KEARA MACDERMID, freshman: I'd take a vacation to Mexico or something to build houses for under privileged families. I love to travel and it would be a good experience to help other people.



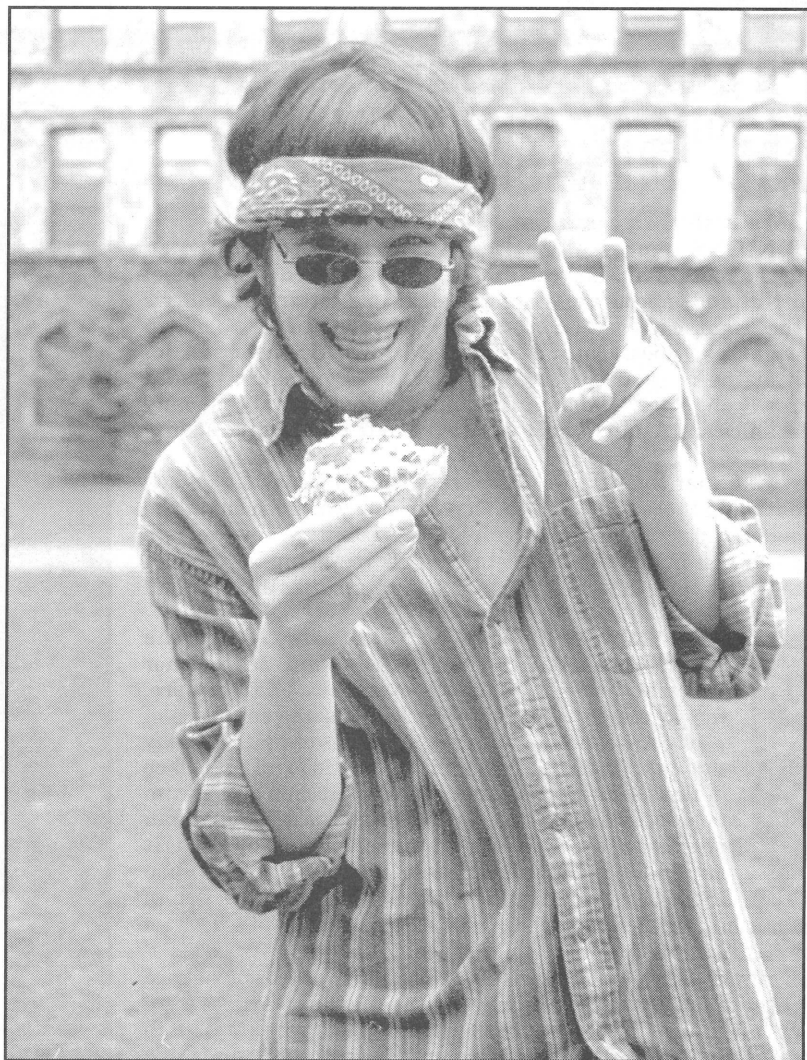
Cullan



Keara



'50s

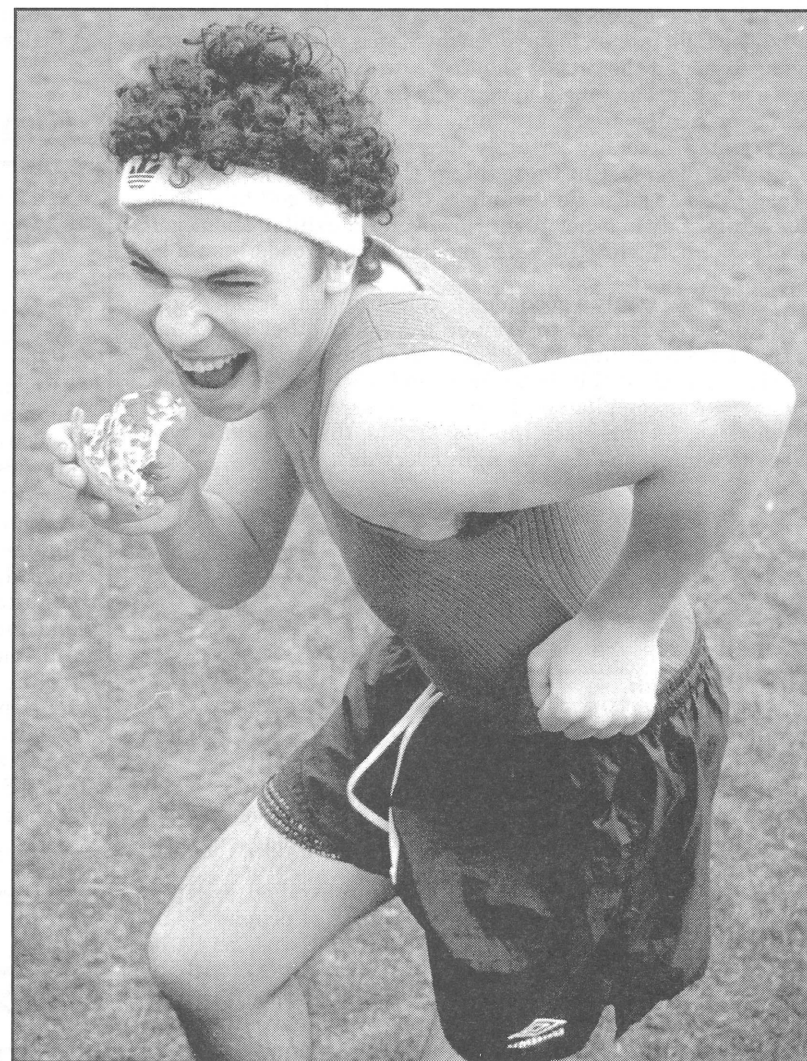


'60s



Chris Perez and Rick Baum

'70s



Photos by Betsy Kalven

'80s

Medici pizza, timeless.



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Photo by Shira Peltzman

HANDS GESTURING and voice echoing through the packed hall April 17 in Rockefeller Chapel, Nobel Peace Prize winner and author Elie Wiesel supported his arguments against terrorism with quotes from religious scripture, including "He who kills, kills his brother and he who kills his brother, kills himself."

Prophet-ic

Wiesel warns suicide bombings could spread

By Robert Ross
Midway reporter

Violence, bloodshed and gore, continuing themes in the Middle East, must soon cease to prevent more terrorist attacks in America, Nobel Peace Prize winner and author Elie Wiesel told a capacity audience as part of

Rockefeller Chapel's lecture series on religion and violence April 17.

Mr. Wiesel made appearances throughout the area as part of the citywide reading project of his book "Night."

More than 1,700 well-dressed people, ranging from North Side high school students to downtown stock brokers, replied with laughs, gasps and an occasional "God" to Mr. Wiesel's comments, which came in the wake of multiple acts of terrorism in Israel and Palestinian refugee camps.

Although Mr. Wiesel didn't mention the selection of "Night" as this year's book choice, he condemned suicide bombings and warned Americans about terrorism in the U.S.

Mr. Wiesel passionately denounced the suicide bombers in Israel and said that acts of violence in the Middle East must be stopped, otherwise suicide bombings would begin to occur in the United States.

Reading questions from note cards which had been distributed among the audience and then collected before his hourlong speech, Mr. Wiesel gave his opinion on topics including the combat of anti-Semitism.

"Anti-Semitism often is part of an ignorance: they don't know us," replied Mr. Wiesel.

"They imagine all kinds of things about us. They imagine that we rule the world; it's not true, we don't. But you know what, we are ready to do it."

Mr. Wiesel then waited for laughter to die down.

"Give us the world for one generation and when we give it back, I promise you, it won't be worse," he said.

"They don't know us and we have to show them, educate them about who we are. It is the only way."

Internet theft gets closer look

By Sam Gershman
Midway reporter

As highly-publicized cases of internet plagiarism occur in high schools across the nation, U-High itself is dealing with plagiarism cases.

Students have plagiarized from the internet several times this year, according to Academic Dean Cathy Feldman.

Internet plagiarism has been reevaluated at schools across the nation after a case of plagiarism at a high school in Kansas made national headlines.

In December, a teacher at Piper (Kansas) High discovered that 28 of 118 sophomores had stolen sections of their botany project off the internet, according to a February 13 New York Times article.

The students received no credit and then faced failing the semester. Parents complained to the school board and the teacher was ordered to raise the grades. She resigned in protest.

A similar case occurred at U-High in 1999, when a student's grade was changed without the teacher's knowledge after a case of plagiarism. It remains uncertain exactly who changed the grade. Angered by the change, teachers cited it among other grievances when they voted "no confidence" in the school's administration.

Trying to curb internet plagiarism with greater attention to student use of the internet, administrators and faculty members assert that the problem is not widespread here.

"The faculty has been made aware of the problem," Ms. Feldman said. "There are internet sites that the faculty has access to. In each instance of plagiarism this year, the teacher's policy was followed. One difficulty the school has to resolve, though, is that school policy requires prior indication before a student receives a D or an F."

Highlighting the urgency of the plagiarism problem, a recent survey by Rutgers University of

(continued on page 16)

Where have all the seniors gone?

As the seasons slowly turn and the end of the school year approaches, U-High's seniors seem to vanish.



The once bustling halls, cafeteria and classrooms are left vacant.



Photos by Betsy Kalven

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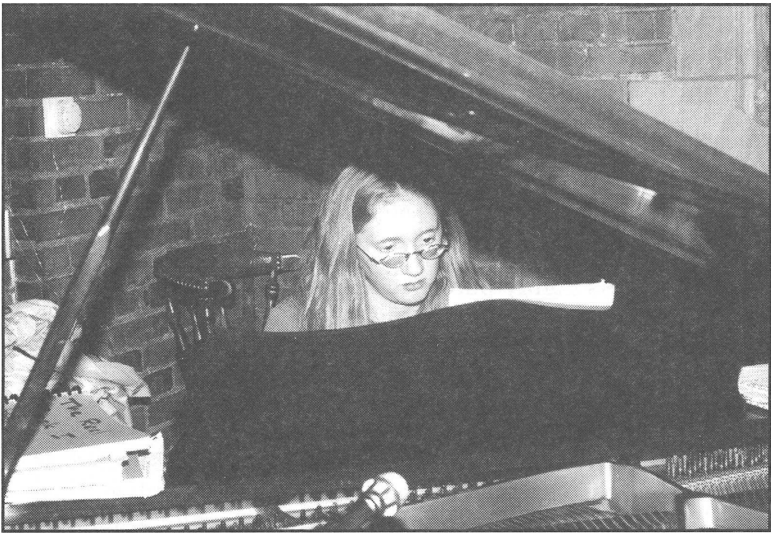


Photo by Tess Lantos

Player with the band

A JAZZ BAND concert April 26 at the Quadrangle Club sponsored by the Parents' Association included soloist Nuala McCullagh. Spot-lighting standards by composers such as John Coltrane and Miles Davis, the Band played to an audience of about 30 people. A buffet dinner followed the performance.

Internet Theft

(continued from page 15)

high school students found that more than half had stolen sentences and paragraphs from web sites, while 15 percent handed in papers completely copied.

A study by U.S. News and World Report found that 90 percent of students believe cheaters are either never caught or never have been appropriately punished.

Faculty members offer various theories about this phenomenon. "Plagiarism here is of a different variety," said history teacher Susan Shapiro. "Kids seldom rip off a paper outright. They get behind the 8-ball and find the language of someone else they really like. It's a more insidious form because most teachers I suspect are going to have a harder time scoping out that kind of plagiarism."

To prevent internet plagiarism, faculty members have tried teaching students more carefully about appropriate research methods. Librarian Mattye Nelson, who helps students with research, said she tries to make clear to students the distinction between plagiarism and paraphrasing.

"One of the things you assume is that students will use the information validly. If students are thinking of paraphrasing, I usually try to give ample information on how to use it properly."

Despite teachers' general faith in students' honesty, several cases of plagiarism this year have prompted a new look at the old problem.

"Increasingly I have made my assignments so particular to a certain topic that it's very difficult to plagiarize," Mrs. Shapiro explained. "I insist upon seeing notes, outlines and rough drafts. I need to be able to observe the process they've gone through. The best thing that can happen to them is to get caught."

Extended May Project

(continued from page 3)

for the next 2 years, according to Mrs. Feldman. When faculty members discussed expanding May Project at their March 5 meeting, however, many teachers expressed a desire not to institute such a program.

"Most of the faculty do not want to do anything that will compromise academics," said physics teacher David Derbes. "I think there was a widespread concern among the faculty that this would undermine the academic integrity of the curriculum."

"I don't share that opinion, but I respect it. They think they need to get to the endpoint of the course. Even if the teachers and the class get to that point, some students don't. They don't want to do the work and they don't want to get to that point because some just aren't emotionally invested anymore."

Other concerns voiced at the meeting included program length, credit arrangements and whether a new project was needed with May Project in place, according to faculty chairperson Steve Farver.

Faculty members also cited a lack of time to consider extended May project as a reason for the general consensus against instating it in time for the class of 2003 to participate. Faculty members then decided to form a new committee to address the senior year.

Aware of the difficulty many seniors have working spring quarter, Mr. Derbes said he believes a program such as an extended May project could help alleviate the slump.

"A lot of kids have a tough time staying focused on academics once they are into college," he explained. "For a good number of kids, it would be good for them to get something out of senior year other than in-class instruction."

"The whole purpose of WISE and May Project is to get rid of senior slump and to deal with it in a positive way. Instead of having kids who don't want to be in class there, WISE and May

Creative scheduling

Schools experiment with varied patterns but U- High can't budge from the usual

By Benjamin Zimmer
Associate editor

Rotating schedules where classes meet different times each day and rotate on 6-10 day cycles. Block schedules where classes meet 2-3 days a week for 1-2 hour blocks.

Though some schools have used block and rotating scheduling for decades, increasingly more educators have started believing they help students learn more productively than 45-minute periods meeting the same time, according to Professor of Education Michael Rettig at James Madison University in Harrisburg, Virginia.

Schools are adopting block scheduling, Mr. Rettig said, because educators feel longer periods in which classes don't meet every day can result in manageable, engaging classes.

"The fact that classes don't meet every day in block scheduling is both an advantage and disadvantage," Mr. Rettig told the Midway by phone from his home in Harrisburg. "It is an advantage because students don't have to deal with 8 different subjects each day and for many kids, it is easier for them to succeed in school when they can focus in on certain subjects each night, rather than having to deal with everything."

"However, some subjects like math and foreign language require skill development between classes, so they are not able to progress nearly as quickly when they don't meet every day."

"Also, in shorter class periods, teachers tend to rely on lectures since it is easy to think there is no time to do anything else. The longer periods in block schedules allow teachers to use other strategies in addition to lecturing that can help students learn better like demos and hands-on activities."

"Also, subjects like art, music and p.e. require so much set up time; if you only have 45-minute periods, by the time you are ready for class, it's time to put things away. The long periods in block scheduling can help alleviate this problem."

Rotating schedules with classes meeting different times each day can also help students learn better Mr. Rettig believes.

"Many research studies have been conducted that support the notion that different students learn better at different times of the day and different teachers teach better at different times," Mr. Rettig explained. "This means when classes meet the same time each day a teacher might teach better to 1 section than to another and a student might do better in 1 class than in another simply because of when the period meets. Rotating schedules alleviate this problem."

Among schools which have adopted rotating scheduling, Lake Forest Academy, a North Suburban private boarding school, uses a 7-

day rotating schedule with block periods.

"The schedule we use at Lake Forest is more student-friendly than many schedules," said Academic Office Manager Helen Delaney. "Because we operate on 7-day cycles as opposed to 5-day cycles, we create more time patterns for classes when we do scheduling each year. That allows more sections of classes and in turn gives us the ability to give more students the classes they want."

"Also, we have integrated more time where students don't have class into the 7-day cycle. This gives students a chance to do some homework, meet with teachers or just relax and it helps them develop the sort of time management skills necessary for college."

For Lake Forest students, rotating schedules add variety and allow them to focus on certain subjects each night.

"It's nice to go to classes in a different order every day because each day you have classes meeting different periods," said All-School President Samantha Holmes, senior.

"Also, because classes don't meet every day, you can concentrate on certain classes each night. It's not that we have less work to do, but we don't have to worry about every class every day and that can be really helpful."

While other schools have adopted block and rotating scheduling, U-High's schedule includes only 45-minute periods which mostly meet at the same time each day because periods at U-High need to coincide with periods in the Middle School so teachers can move between schools.

"It's unlikely we will adopt block or rotating scheduling soon," said Academic Dean Cathy Feldman. "From all the classes at U-High with only 1 section to the teachers we have moving between the High School, Middle School and even the Lower School, there is so much that has to be coordinated and fit into the schedule, a simple one works well."

"It is hard enough trying to satisfy everyone's needs using the model we have; I can't imagine it if we moved to a more complex model."

Even if U-High could switch to block or rotating scheduling, students would not necessarily benefit, teachers say.

"Two hallmarks of U-High are the student-teacher relationships and the students' ability to take full advantage of a rich curriculum," explained history teacher Susan Shapiro, who devised the current schedule and worked on scheduling 6 years.

"Both of these would be put at risk by fooling around too much with the schedule. I feel that at this school there is a real commitment on the part of faculty members to trying to establish real, personal connections with students. If classes are only meeting 2-3 times a week as they do in block scheduling, it's essentially impossible to do."

Schedule switches double lunch

■ Other changes move between-class break time

By Benjamin Zimmer
Associate editor

Forget sleeping in Mondays and going out to lunch Thursdays. Get ready to go out to lunch Mondays and sleep in Thursdays.

Next year's daily schedule has been finalized and double lunch is moving to Monday, 1st period off to Thursday and the 10-minute break from the end of 2nd period to after 1st period.

The changes were made to line up Middle and High School schedules.

"Since the Middle School has a 10-minute advisory session before 1st period, moving break to after 1st period allows us to line up the schedules after 1st period," said Assistant to the Associate Director Paul Gunty, who participated in scheduling discussions. "We moved double lunch to Monday to align it with Middle School advisory that takes place during our 7th period Monday and we moved free 1st period to Thursday so it wouldn't be the same day as double lunch."

Since the Middle and High School schedules will be lined up next year, teachers will be able to move between the Schools easily and more rooms will be available for classes.

"This year, there are some periods we have had problems finding rooms for classes," said Academic Dean Cathy Feldman. "We have a class meeting in the Language Lab, we have a class meeting in the Counseling Office conference room, we have a class meeting in the Middle School and we have an advisory meeting in the library conference room."

"Scheduling rooms is complicated by our schedule not being lined up with the Middle School's. A Middle School class taking up a room for 1 period can prevent a High School class from using that room for 2 periods."

For instance, say a Middle School class is taking up a room for 1 of their periods that crosses our 3rd and 4th period. That's 2 periods we can't use that room for a class, while if the schedules were lined up it would only be 1."

PRIOR REVIEW

Increasingly, educators are stepping into the work of editing the student press before publications reach their readers

But they say it's not censorship

By Nathan Pirakitikulr
Midway reporter

As Americans have discussed the importance of freedom in the wake of the September 11 terrorist attacks, more high school administrators have tried to control the content of student publications to preserve their schools' image.

In the past year, the Student Press Law Center in Washington D.C., which helps student newspaper staffs and advisers, has received about 2,300 requests for assistance.

Student newspaper advisers have reported these cases of high school censorship in the past 2 months alone:

■ **FAR NORTHWEST SUBURBAN HUNTLEY**—After confiscating the Huntley High School paper, the Tribune, before publication, Principal Dave Johnson ordered staff writers to make revisions to a controversial edition featuring stories on high school dropouts, attempted suicides, self mutilation and pregnancy.

■ **UTICA, MISSOURI**—For the first time in Ms. Gloria Olman's 31 years as Utica High School newspaper adviser, the school principal directed the staff to remove a controversial story and all reference to it from print.

■ **WENATCHEE, WASHINGTON**—After the editors of the Wenatchee High School paper, the Apple Leaf, published a story featuring a diagram on how to use a condom, the school's superintendent proposed the principal review every issue of the paper before publication. At the March 25 school board meeting, attendants including students, parents and teachers voted against the new policy.

■ **RENO, NEVADA**—Reno High School's principal ordered journalism students not to publish data from a survey on cheating,

saying the survey violated the 1984 Protection of Pupil's Rights Amendment to the General Education Provisions Act, which protects students from surveys by federally funded programs.

■ **CLAREMONT, CALIFORNIA**—After the Claremont High School newspaper, the Wolfpacket, published a feature on sex, the Claremont district attorney recommended to school administrators that they begin prior review of every issue of the paper.

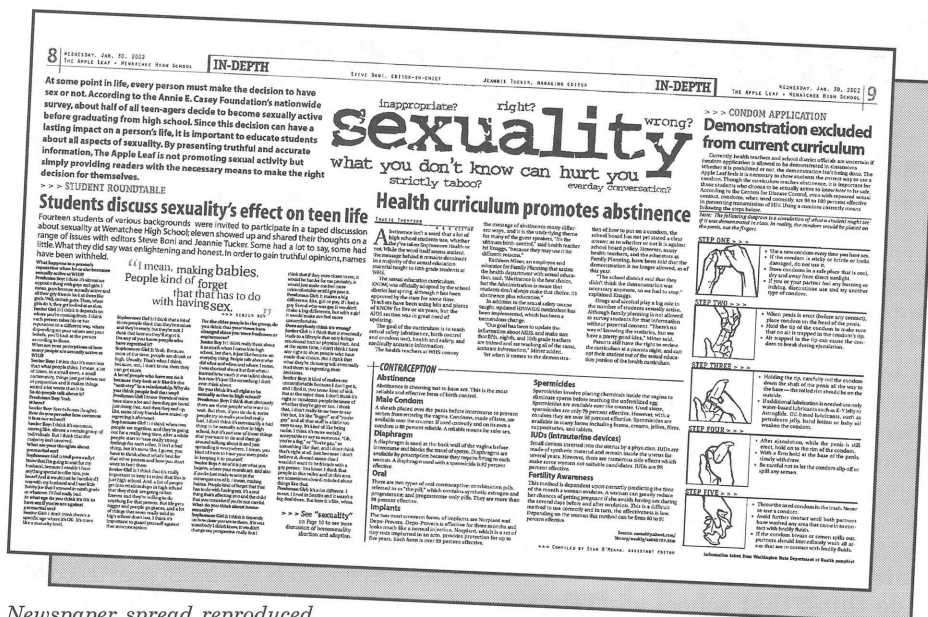
■ **PLAINFIELD, INDIANA**—After the Plainfield High School principal caught Jason Pearce, an editor of the school's newspaper, the Quaker Shaker, photographing seniors jumping into the school's swimming pool as a prank, the principal confiscated Jason's camera and suspended him 5 days. Administrators later reduced the suspension to 3 days and required Jason to write a research paper on student press freedom. The case received wide press coverage.

Legally, administrators can censor school papers. The Supreme Court ruled in 1988 that public school administrators are allowed to censor student publications if the censorship is "reasonably related to legitimate pedagogical concerns."

Private school administrators have always been able to censor publications.

Though some high school editors and advisers have gone to court to fight censorship, many have resolved disputes with administrators on their own.

Quaker Shaker adviser Michelle Burress said she remained on good terms with the principal even after he



Newspaper spread reproduced

by permission of the Apple Leaf, Wenatchee, Washington

THIS SPREAD, including a diagram of how to use a condom, appeared in the January 30 issue of the Apple Leaf, student newspaper of Wenatchee (Washington) High School. Following the issue's publication, the superintendent proposed the principal review every issue before publication. The school board voted against the proposal, but administrators still can review an issue if they want.

suspended editor Jason Pearce.

"I think the issue has been resolved pretty well," Ms. Burress told the Midway by phone from her home in Plainfield. "The administration has always been very supportive of the paper and it was really out of character for the principal to take the camera and film from the kid and say it was his."

"I think it was more of a reaction to what had happened. If the principal had a little bit more time to think it through he probably wouldn't have done it. He usually isn't the type to go around censoring."

Although Jason told the Midway by phone from Plainfield he felt he should not have been suspended, he did not fight school administrators, wanting

the paper staff and administrators to remain on good terms.

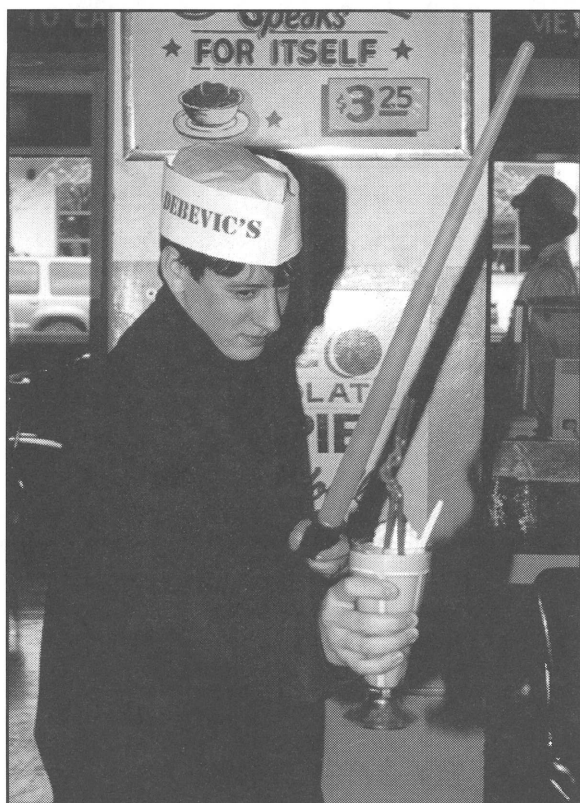
"The reason I didn't want to put up a big fight even though I know I could was that I didn't want to ruin the relationship between the paper and the school by making them angry at each other," Jason explained. "What happened only fed my passion for journalism."

"There really isn't that much exciting stuff to report for high school papers, just sports, drugs, sex and stuff like that. Having a senior prank that actually went through was really a first and I thought we needed to cover it."

When student publications are censored, advisers and editors can

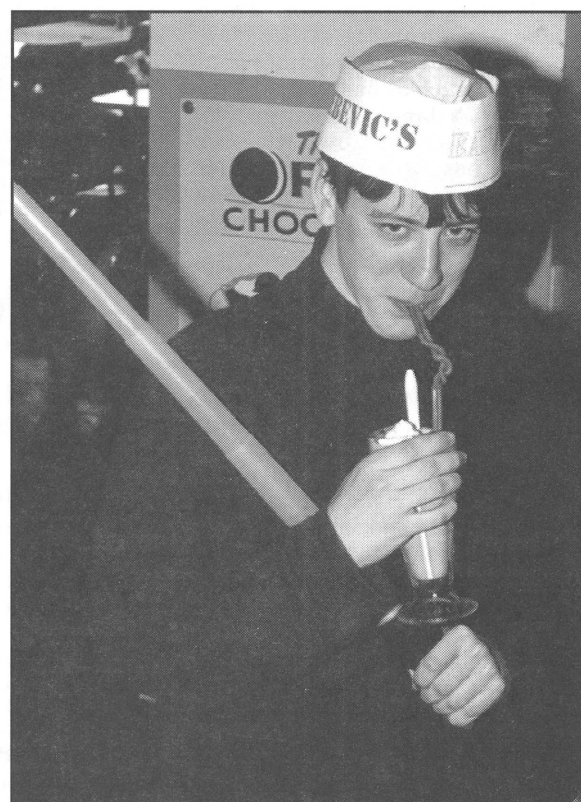
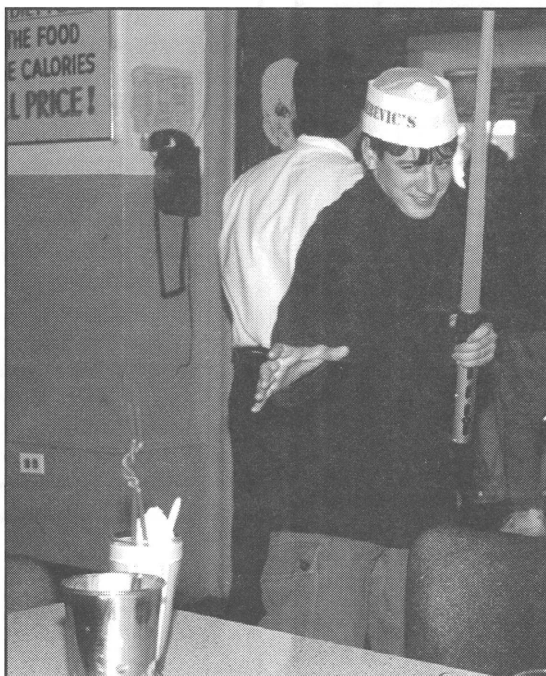
(continued on page 18)

EPISODE B



Ben Bohlman

- Jedi Powers
- Light Saber
- Cool Straws



Photos by Tess Lantos



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Student press

(continued from page 17)

contact the Student Press Law Center (SPLC), which provides strategies and free legal assistance to student journalists and teachers through a telephone hotline service, magazines, monthly reports, a book, conferences and court briefs.

SPLC assisted about 2,300 advisers and editors last year, more than any previous year.

"The problem is getting worse," Executive Director Marc Goodman told the Midway by phone from a high school journalism conference in Oklahoma.

"I do think that school administrators are engaging in more censorship, probably more than they ever have before because they feel more threatened by what student journalists publish.

"What I think happened after September 11 is the terrorist attacks kind of reinforced the idea among school officials that we live in a troubling world and we have the ability to do a lot to avoid conflict and hurt.

"Part of what it boils down to is this belief that free expression can be sacrificed when we believe there are good reasons in doing so and in the minds of many school officials promoting the school is a good reason for censoring.

"I think it is kind of just a reflection of the attitude in general in the world after September 11."

Though student publications at other schools have been censored, Lab Schools administrators have never reviewed the Midway before publication, though legally they can,

according to Midway adviser Wayne Brasler.

"I made an agreement with administrators when I was hired in 1964 that the publications would be independent of administrative and faculty review except for my role as faculty adviser," Mr. Brasler said.

"We have a history of 38 years of supportive administrators who work with us as a news gathering team and encourage a vigorous independent student press. I can't praise our administrators enough for their vision and wisdom in that respect.

"We have also built a 38-year record of providing a forum for public opinion and we take great pride in consistently being on the cutting edge.

"That long history of providing a public forum, and the Midway's record of honors for journalistic excellence, could protect us in court if censorship occurred."

Though administrators can censor the Midway, Lab Schools Director Lucinda Lee Katz says she wouldn't because administrators value a student's right to free speech.

"We feel it is important for students to have an avenue for expression while being respectful of community members and accurate on research and information," Mrs. Katz explained.

"We believe a school paper is a tool for learning. It's the same reason why we value trips abroad or why we value our school plays.

"We love the papers. It gives you, the reporter, the chance to express your opinions without censorship and it's another way for us to hear from the students."



Photo by Brian Rizowy

Eye-opening experience

A GIRL EXPRESSING her feelings on the movie "Boys Don't Cry," about the murder of transsexual Brandon Teena, provokes another student to respond "She deserved to die."

The vignette was among several performed by About Face Theater in its show "On the Down Low." Presented April 25 to a group of wide-eyed freshmen and sophomores, the half-hour performance included pieces about school and family violence, peer rejection and teens coming out.

After the program, the actors led a discussion about harassment of homosexuals in schools, including how

students use the words "fag" and "gay" as derogatory terms.

"Our goal is to discuss issues facing the youth in schools and begin a dialogue about the issues presented," said Education Programs Director Brian Goodman.

"We want to get the students to start to think. I think that worked really well here."

From left in the photo:

Stephanie Gentry, University of Illinois at Chicago; Tony Aldvaro, DePaul University; Isaiah Robinson, Columbia College (hidden); Brenna Conley-Fonda, New Trier; and Shawn Quinian and Carly Schwingame, professional actors.

THAT'S ENTERTAINMENT! Arcade thrills

(continued from page 8)

Farther north is Fun Zone. Though small, it offers a unique feel. Twice the size of Dennis' it still seems competitive, but sports games and prize games, such as basketball shoot and ski ball balance combat games. Whereas Dennis' has tinted windows and shut blinds, with little light other than the glowing screens, Fun Zone has massive windows looking out onto Western Avenue.

Bowling up your alley

(continued from page 8)

laid back. It's nice to be able to go somewhere that I can have fun without worrying about winning."

Diversey-River Bowl, at Diversey and the Chicago river, offers more theme nights and special events.

There are league nights every night, including the Fun-Timers and the Chicago Teachers Bowling Association.

Theme nights are also part of the Diversey experience; Mondays are Lucky Strike Nights, where bowlers can win a dollar off for each strike; Wednesdays are half-price nights; and Thursdays are Student Nights, when students receive a discount. Prices by

On bright days the glare off the screen is almost blinding, but blocked by shadows of players and onlookers.

DENNIS' PLACE FOR GAMES, 6701 North Clark Street, (773) 743-5270. Open noon-11 p.m., weekdays; and noon-midnight, weekends.

FUN ZONE GAME ROOM, 3641 North Western Avenue, (773) 528-3032. Open 11 a.m., weekdays; 10 a.m.-1 a.m., Saturday; 10 a.m.-midnight, Sunday.

the lane are \$19 an hour weeknights and \$26 an hour weekends with shoes costing \$3.

"Diversey is nice, too," Aimee explained. "But I don't think it's as clean as Waveland and I think it has a competitive atmosphere. It can also get expensive if you only go with 2 or 3 people because they charge by the lane."

MIAMI BOWL, 5023 South Archer, (773) 585-8787. Open 24 hours.

WAVELAND BOWL, 3700 North Western Avenue, (773) 472-5900. Open 24 hours.

DIVERSEY-RIVER BOWL, 2211 West Diversey, (773) 227-5800. Open Noon-2 a.m., Sunday through Friday; noon-3 a.m., Saturday.

Paintball a real trip

(continued from page 8)

Paintball can be played both inside and out.

Built on an Army base, Blast Camp, in Northwest Indiana, about an hour from Hyde Park, has 9 different courses. Restored army bunkers and barracks, and the world's largest trench system give Blast Camp a war-like ambiance. Rental costs plus entry fee and ammunition can reach \$80.

When outdoor places are closed, indoor arenas such as Country Club

Paintball are open to the eager paintballer. Built in a warehouse in Glenwood, Country Club is open year round. The warehouse is filled with obstacles and houses to hide in.

BLAST CAMP PAINTBALL, 608 East 3rd Street, Hobart, Indiana, (219) 947-7733. Open 8:30 a.m.-4:15 p.m., weekends.

COUNTRY CLUB PAINTBALL, 537 West 195th Street Glenwood Illinois, (708) 756-1166. Open 5 p.m.-10 p.m., Thursday; 5 p.m.-midnight, Friday; noon-midnight, Saturday; and noon-9 p.m., Sunday.

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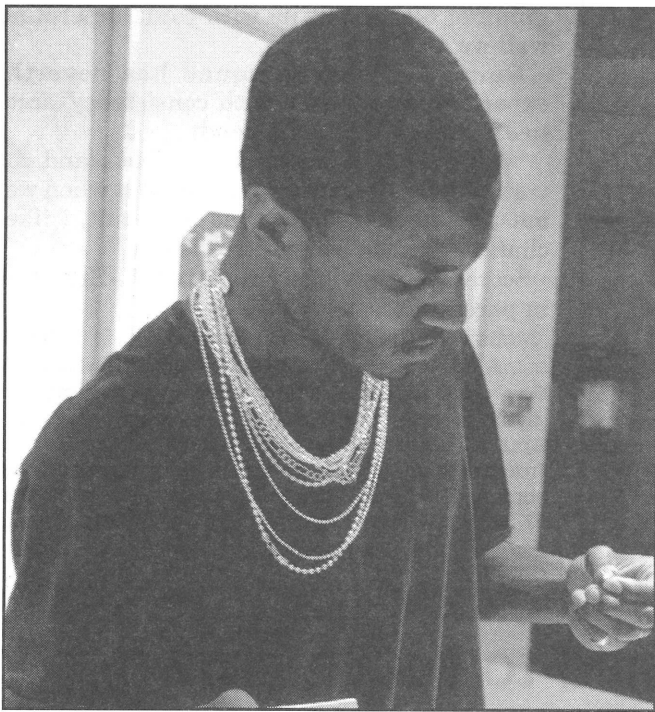
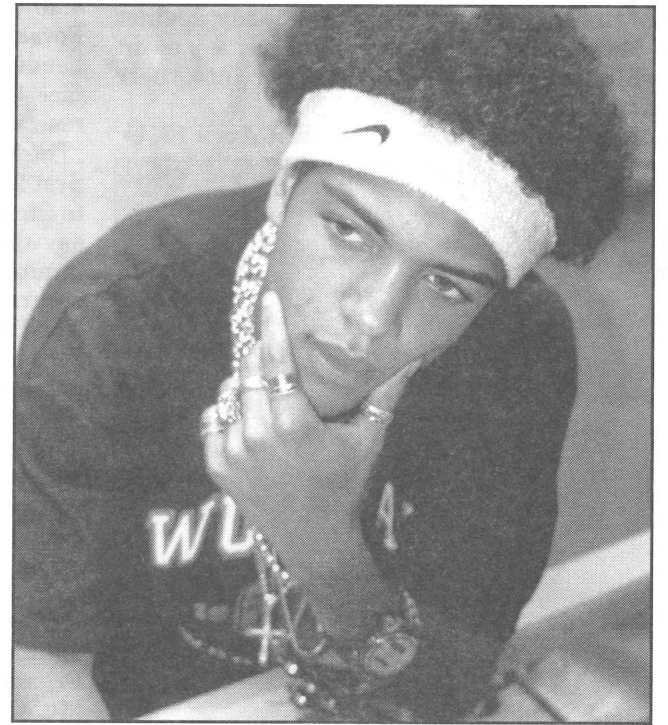
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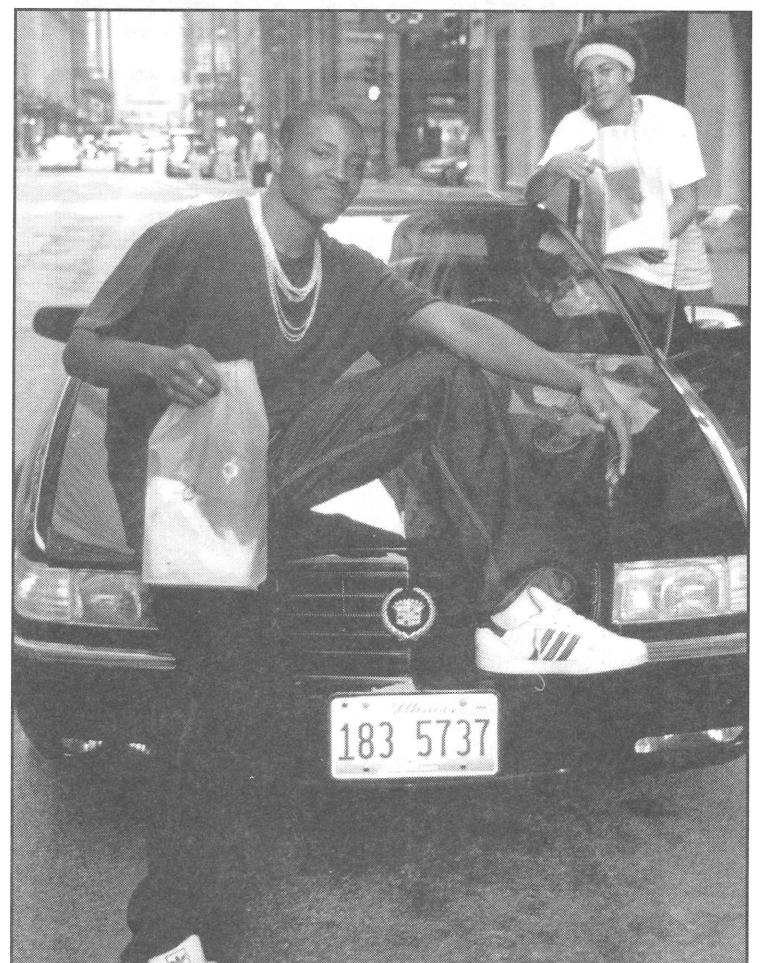
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Photos by Betsy Kalven



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Home stretch: Sluggers go into final games before Regionals

By Rob Wile
Sports editor

Sitting atop the Independent School League, varsity sluggers, 5-7 (5-0 ISL), will play the first of 4 remaining games today against the Morgan Park Academy Warriors, 4 p.m. in Washington Park, before heading into their Regional Tournament May 14-20.

In their first meeting against MPA April 12, U-

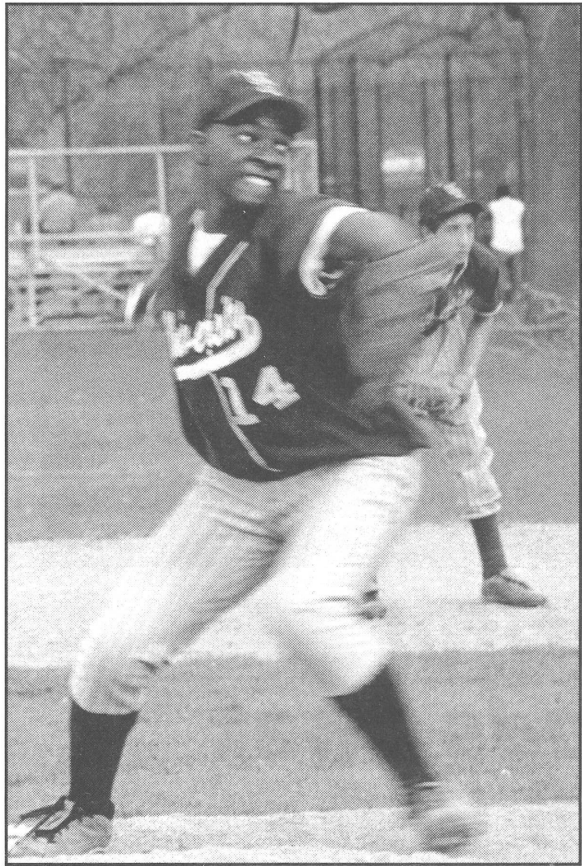


Photo by Leah McGee

EN ROUTE TO a 23-3 j.v. Maroon victory over Lake Forest Academy April 16 in Washington Park, Alex Lawson delivers a blazing fastball.

High won 9-2. Junior John Oxtoby pitched a complete game with 8 strikeouts in the win.

Varsity will also face Quigley, 4:15 p.m. tomorrow at home; Parker in a rescheduled game 4:30 p.m., Thursday in Lincoln Park; and Lake Forest Academy, 4:30 p.m. Friday there before heading into Regionals. The boys have yet to face Quigley, but beat LFA 11-1 in their first meeting April 16 at home.

The Maroons got off to a shaky start, losing their first 2 games, including a disappointing 1-0 loss to Illiana Christian April 3 away. But the sluggers say they were more frustrated about the large number of cancellations and reschedulings which occurred because of bad weather—a total of 7: Northridge Prep, Chicago International Charter, Prosser, Latin, Westmont and the team's home game against Elgin.

"We were getting sick and tired of just practicing all day," said cocaptain Josh Levine, senior who who plays 3rd base. "Especially inside because you don't have that many options—hitting wiffle balls gets kind of boring."

The 11-man j.v. squad will go toe-to-toe with Lake Forest Academy today, 4:15 p.m. at home. Enduring 10 cancellations, including games against Chicago International Charter, Hales Franciscan, Francis Parker, Illiana Christian, Mt. Carmel, Leo, Latin, Chicago Christian, Westmont and North Shore, the Maroons have gone 5-4 with a league-leading 3-1 record in ISL.

Scores not previously reported, U-High first, j.v. in parentheses, are as follows:

Mt. Carmel, April 5, away: 3-6; **Leo**, April 6, away: 15-3; **Chicago Christian**, April 10, varsity home, j.v. away: 5-7; **Quigley**, April 12, away, j.v. only: (6-13); **Montini**, April 18, varsity away, j.v. home, doubleheader: 1-21 (0-8, 2-12); **Kenwood**, April 15, away: 8-10 (10-1); **Lake Forest Academy**, April 16, home: (23-3); **Elgin**, April 20, away, doubleheader: (13-5, 2-7); **Francis Parker**, 4:30 p.m. Thursday, April 25, home: 15-11 (15-5); **North Shore**, 4 p.m. Friday, April 26, away: 3-0; **Lane Tech**, Tuesday, April 30, varsity home: 3-7, j.v. away: (2-7); **Luther East**, May 1, away, j.v. only: 14-2.

Repeat play?

Soccer girls hope to smash Caxys again

By Jordann Zachary
Associate editor

Gearing up for their last Independent School League game of the regular season today against Lake Forest Academy 4:30 p.m. today in Jackman Field, varsity soccer girls hope to close out their season by defeating the Caxys a 2nd time.

"The first game we played against Lake Forest April 12 was one of the best games we played all season," said varsity cocaptain Mairead Ernst, senior. "The 2nd half everything came together for the team. We really stepped up our level of play and we ended up beating them 2-0."

After facing the Caxys, the Maroons will focus on the Sectional tournament Tuesday, May 14, for which they have a 1st round bye.

"I expect us to advance to at least the Semifinals this year," Varsity Coach Mike Moses said. "There are 20 teams in our section, so depending on what group of 5 they put us with could determine how well we do."

Going 4-1, the j.v. squad has nevertheless experienced problems with consistency, according to J.V. Coach Bannon Stroudt.

"We had problems with our focus and concentration," Mr. Stroudt explained. But when we went out and focused and played as a unit, I liked our chances against competitive teams."

Scores not previously reported, U-High first, j.v. in parentheses, are as follows:

Mother McCauley, April 2, away: 0-5 (1-3); **Latin**, April 5, home: 1-2; **Willows**, April 10, home: 6-0; **North Shore Country Day**, April 11, home: 4-0; **Lake Forest Academy**, April 12, away, j.v. only: 2-0; **Woodlands**, April 15, away: 3-2; **Elgin**, April 16, home: 7-0; **Fenwick**, April 22, away, j.v. only: 9-0; **Francis Parker**, April 23, away: 2-5 (4-0); **Woodlands**, April 24, home: 4-3; **Willows**, April 26, away: 2-0; **Francis Parker**, April 27, home: 0-4 (6-1); **Elgin**, April 29, away: 20; **Latin**, April 30, away: 0-4; **Mother Guerin**, May 1, away: 2-0.

COME SEE U-HIGH J.V. GIRLS' SOCCER



Photo by Leah McGee

If you like what you see, come cheer us on at our 4:30 p.m. game today on the 2nd Midway

ISL meet beckons tracksters determined to retain crown

By Jo Burgess
Midway reporter

Eyeing a repeat of their ISL title, tracksters will compete in the Independent School League meet 1:30 p.m. today in Lake Forest before heading to Sectionals May 11 at Lake Forest, and State, May 17-18 for girls and May 24-25 for boys.

In their latest meet at Chicago Christian April 26, the girls placed 2nd of 14. Junior Becky Levine was named athlete of the meet for anchoring the 4x800m, and sophomore Laurel Brehm and freshman Oriana Nudo set personal records in the 3200m.

"The girls' team won ISL last year and this year we're going in with a stronger team, with more freshmen," Coach Peggy Doyle said. "A win is definitely possible."

Tennismen title bound?

By Jon Sydel
Midway reporter

Looking to repeat their Independent School League and Sectional titles, tennismen face Morgan Park Academy 4 p.m. today at home before heading to the ISL Tournament Friday and Saturday. Competing in the Oak Lawn bracket for the 2nd consecutive year, the boys will face Brother Rice Monday, May 13 and in Sectionals, before heading to State, May 23-24.

"Brother Rice is a big match because the winner receives the confidence for the more important match during Sectionals," said coach Gerald Hanck. "It is a game we are capable of winning and it gives the team a sample of the competition they will be facing."

Scores not previously reported, U-High first, j.v. in parentheses, are as follows:

Homewood Flossmoor, April 5, away: 1-6; **Evanston Tournament**, April 6: 1st place; **Sandburg**, April 10, away: 4-1; **Latin**, April 11, away: 3-2; **Elgin**, April 12, away: 5-0; **Hinsdale South**, April 13, away: 4-3; **Lake Forest Academy**, April 16, home: 4-1; **Lockport Tournament**, April 20, away: 1st place; **Marian Tournament**, April 20, away: 2nd place, j.v. only; **North Shore Country Day**, April 23, 5-0; **Fenwick**, April 24, away: cancelled; **Francis Parker**, April 25, away: 5-0; **Marist**, April 26, away: 4-1; **New Trier**, April 30, away: 5-0; **Fenwick**, May 1, varsity away, j.v. home: 2-3 (0-7); **Rock Island Tournament**, May 3-4, away: after deadline; **St. Ignatius**, May 6, away: after deadline.

About half the size of the girls' team, the boys placed 6th of 9 overall at Lisle, though senior Lydell Ware came in 1st in the 200m, 2nd in the 400m and 3rd in the 800m. And at Lake Forest April 16, the boys placed 2nd out of 3, with Lydell placing 1st in the 100m, the 200m, the 400m, and 2nd in the 800m. Freshman Ray Padgett finished 2nd in the 400m.

Scores not previously reported are:

April 6, Lisle: Girls, 3rd of 9, Hannah Shaw; 1600m, 1st place; **April 10, Timothy Christian**: Girls, 3rd of 3, boys, 3rd of 3; **April 16, Lake Forest Academy**: Girls, 1st of 3, boys, 2nd of 3, 4x800m relay team, 4x800m relay, 2nd place; Chanel Coney; High Jump, 1st place, 100m, 1st place, 200m, 1st place; Hannah Shaw; 32-00m, 1st place; **April 20, Ridgewood**: 4th of 9; **April 26, Chicago Christian**: Girls, 2nd of 12, Chanel Coney, 1st in High Jump, Boys, Lydell, 1st in 200m and 400m.

Dad back

Weighing 9 pounds, Colleen Julia Dyra, first child of phys ed teacher Dan Dyra and his wife, Theresa, was born April 21. Mr. Dyra, j.v. baseball coach, returned to school May 1.

Interim interim

Phys ed teacher Nancy Johnson has replaced interim Athletic Director Jim Rhode. He became interim director when Athletic Director Karen Duncan went on maternity leave after the birth of her daughter Claire.

Up, up and away

Student fliers soar on challenge, pleasures of piloting airplanes

By Nathan Pirakitikulr
Midway reporter

Soaring through the sky at 5,000 feet behind the cockpit of a Cessna or other small airplane, U-Highers including junior Ben Bohlman and freshman Johnny Legittino take to the air with flying lessons.

Intrigued by riding airplanes and being in the air since grade school, both Ben and Johnny have always wanted to become pilots. With the high costs of flying in an urban area such as Chicago, however, the prospect of learning to fly seemed unlikely.

"When I was little my family flew a lot to Germany because my dad is a music professor who does a lot of stuff around the world," Ben said. "I've always wanted to learn how to fly but it never occurred to me that I could take much cheaper lessons out in Wisconsin where my grandfather lives. On my 14th birthday my Grandpa took me out on an hourlong flight with a flight instructor, an experience I loved. Since then I've been taking lessons twice a month for \$60 an hour and when I turned 16 and got my flying certificate, I began flying solo too."

Because of high costs and little experience Ben has only flown short distances so far.

"My flights between airports are usually about 15 minutes long," Ben said. "The farthest I have ever flown has been to Madison, Wisconsin. That takes 1 hour, 15 minutes each way."

Safety factors are different with private piloting single engine planes than commercial flying, according to Johnny, who has attended a summer flying school at the Culver Military Academy in Indiana.

"Generally we take off from Fleet Field at Culver and land either at nearby Starke County Airport or Rochester Municipal Airport," Johnny explained. "The flights between airports are generally no more than 20 minutes. In terms of safety concerns there really aren't that many. If you are vigilant about checking all your equipment you'll be fine. The problems come when you are lazy. In any case I always get scared when I hear about all these plane crashes because I know it could be me."

This coming summer Johnny plans to get in at least one cross country flight in his schedule. From there he hopes to go on and possibly pursue a career in flying.



Photo courtesy Johnny Legittino

PREPARING FOR take off in a Piper Cherokee at Culver Military Academy in Indiana, Johnny Legittino checks his instruments before departing the field for an hour of flight instruction.

"I might do a few years in the Air Force or Navy," Johnny said. "Eventually, possibly a career in commercial piloting, but I'm not 100 percent sure yet. Let me put it this way. I don't want to end it with high school. There are so many levels I could take it to."

Horsin' around: Riders devote time, care to avocation

By Mary Bloom
Midway reporter

Since the age of 4, freshmen Kristen Koenig has loved horses.

"I remember going past this field of horses all the time when I was little," Kristen explained. "I was really impressed. My love has grown ever since."

Kristen is among several U-Highers, including fellow freshman Alma Heckman, with a passion for horses. Kristen's early encounters with horses has evolved into a serious endeavor. Dedicating countless hours of practice Kristen hones her skills by taking lessons 3 days a week at Northern Tradition Farm in far suburban Minooka.

"Minooka is 45 minutes away from my house in Naperville," Kristen said. "It's somewhat of a drive. But the trainers at the barn take very good care of my 2 horses, Contessa and Kirby. I bought Kirby at a horse show in the Milwaukee Spring Show last year. Contessa

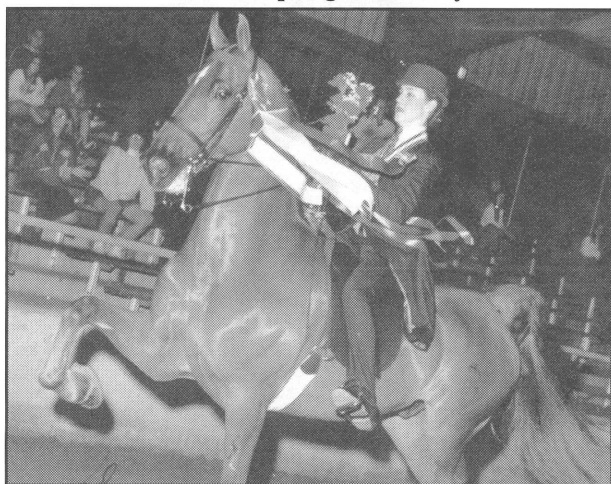


Photo copyrighted by Todd Macklin; used by permission

AFTER WINNING the silver medal, Kristin Koenig and Kirby take a victory lap in September at the Pleasure Equitation Olympics in Milwaukee.

I bought 2 years ago through a lady who is under instruction at the same barn my horses live at. I care for them and want to make sure that they are happy."

According to Kristen, both of her horses exhibit different abilities and strengths.

"Kirby is a quiet, light brown Chestnut Gelding American Saddle breed, whom I show for equitation competitions, which are judged on the rider's performance, not the horse's," Kristen said. "When showing Contessa, an animated, black-maned bay mare, I do a gated ride, where the panel horse competition judges are more concentrated on the horse than the rider."

Warming up Kristen's horses before she takes them into the ring, Mr. Robert Griffon, co-owner of Northern Tradition Farm, rides her horses one by one. Kristen then takes over and her session begins. Mr. Griffon calls out instructions loudly to motivate and advise her on how to perfect her riding technique.

"When riding on a horse, you must sit tall, have your chin up and knees solid on the horse," Mr. Griffon explained. "At the riding competitions, especially equitation, the judges notice everything. The rider must be strong, graceful and have few technical errors."

Kristen competes several times a year in the Midwestern circuit B-level and the Academy level, for serious and advanced horse owners.

"There are about 20 competitions every year held from May through October around the Midwest," Kristen said. "I travel mostly during the summer, so I don't miss too much school. Going to Louisville, Des Moines, St. Louis, Milwaukee and all over the Midwest takes up a lot of your time and life. My horses travel with me through a van service and it is especially hard on them. They normally go out a few days ahead of me to get used to the different setting."

During these shows Kristen, a National Horse Showing Silver Medalist at last year's Youth Olympic showing in Milwaukee, performs a maximum of 16 horse showing patterns and is judged on technique, posture and ability to control a horse by a panel of 3 judges.

"I get nervous at every horse showing," Kristen said,

"but I get especially nervous at the 3 National horse shows, Louisville, Lexington and the American Royal. My parents and some of my friends come out to see me at these competitions. These showing competitions mean a lot on where a rider places in the horse-showing world."

At horse show competitions, Kristen is asked to complete the 5 gates: Walk, trot, canter, slow gait and rack with her horse Contessa.

"I think a horse learns through repetition, so it takes time for horses to learn the commands," Kristen said. "The average cost of training and boarding a horse is about \$700 a month. This includes the practice sessions and the food, but the doctor bill and all other expenses are separate."

According to Alma, owning, maintaining and showing a horse is not the only way to be involved in horseback riding. Two years ago on a spring break trip at White Stallion Ranch in Arizona, Alma began western style horseback riding.

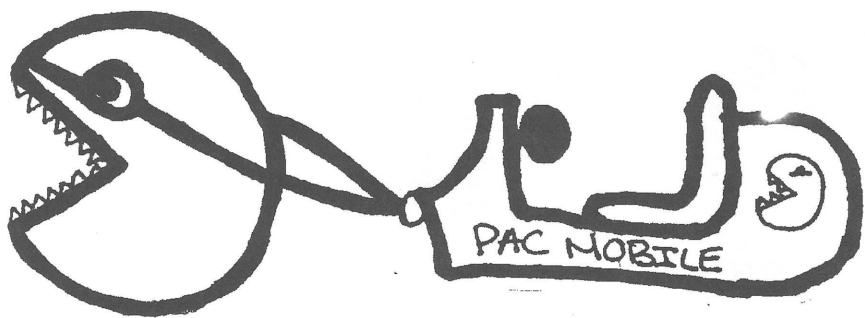
"My older brother Jon was sort of into becoming a cowboy," Alma said. "So he persuaded my family and I to go on this trip. At first I was reluctant about horse riding, but I excelled in my classes there and realized that there were many types of riding and it was more exciting than I thought."

"Showing horses is different than riding them because riding horses is much more relaxed and there are more riding style options."

Taking 10-person group lessons, once a week at Palos Hills Riding, in South Suburban Palos Hills, Alma explained her weekly lesson of riding hunt set, cattle cutting, roping and rodeo.

"Group lessons are really fun because even though I don't get the individual attention I would be getting if I took private lessons, you get to meet more people interested in horse riding like you," she explained.

"Most of the people in my riding group are girls. I think boys have this image that horses are prissy and feminine. I guess there's a cliché that only girls say 'I want a pony,' so guys in our society don't think it's acceptable to horseback ride."



WANT A RIDE? TOO BAD!

Wanna look good for the summer? Eat healthy at Hyde Park Produce!



Photo by Claire Stewart
LOOKING GOOD in her sunglasses, junior Rachel Greene is ready to enjoy summer.

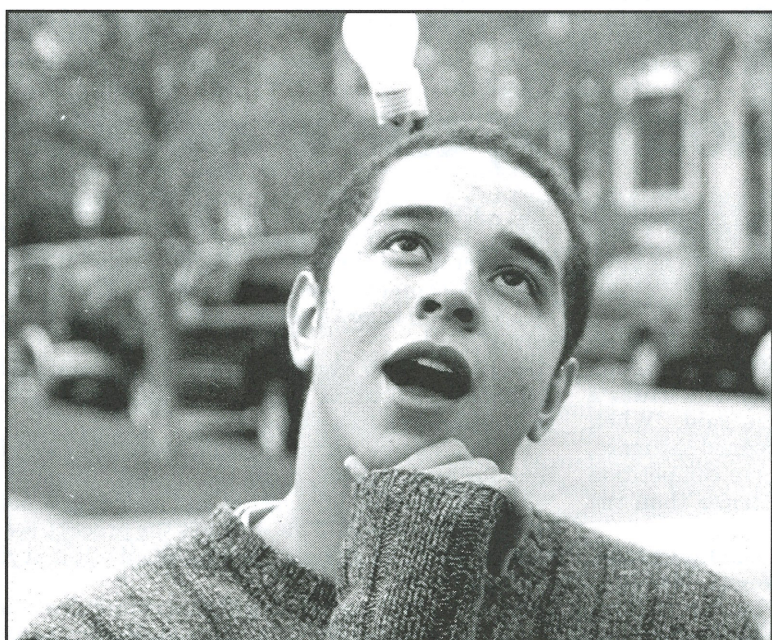
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A GREAT IDEA

WAITING for his mom to come pick him up after school, senior Greg Domingue desperately tries to come up with a way to get around at school to impress some friends without spending all of his money on a car or insurance.



THEN suddenly, it hits him. "I know how to look cool at a great price," Greg said. "I'll get a bike from **Wheels & Things**. They have everything I need to cruise the streets in style."

THANKS to some nice gear and a new set of wheels from **Wheels & Things**, Greg has new friends like senior Hal Woods to meet after school. Now he'll never have to wait for his mom again.



Photos by Jeremy Chavis



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