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2-19-1965

## University High Highlights 2/19/1965

University High School

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### WMU ScholarWorks Citation

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### Sharon Attends Council

This last weekend Sharon Warfield attended the Michigan Youth Advisory Council Conference. The conference was held in Lansing, Michigan on the Michigan State University campus.

The purpose of the Michigan Youth Advisory Council is to select, analyze and discuss issues that the members agree are of greatest concern to the youth, using the experiences and knowledge of youth members, adult advisors and drawing specialties for available facts and information. The Council meets three times a year; in October, February and May. At each session a different topic is discussed. This month's topic was Alcohol And Youth. The meeting consists of general sessions, workshops, and guest speakers. Of course, there was some entertainment.

Sharon Warfield was the only representative from Kalamazoo at the meeting. Sharon was appointed by Bill Alsdorf of The Bureau of School Service, University of Michigan, Ann Arbor, to attend this meeting as a representative of the Michigan Student Council Association.

### Daphne Rates as Number 1

On February 16th, Sue Alexander, Steve Boyack, and Tony Wonderly who were on the affirmative team and Daphne Szmuszkovics and Pat Raheer on the negative team competed with debaters from eleven other schools at Western in the District Rounds Debates.

The purposes of these three rounds of debates were to rate the schools in our district and to select a top speaker who will compete later on with other district winners for a \$1,500 scholarship.

## UNIVERSITY HIGH

# Highlights

KALAMAZOO, MICHIGAN

FEB. 19, 1965

VOL. 24 NO. 6

## Rhodesian Teacher Now a Student



University High is fortunate to have with them this semester Mrs. Sitole of Rhodesia, Africa who is the only married student at U-High.

Mrs. Sitole arrived in the U. S. on December 19 to join her husband who has been a student at Western Michigan University for three years and is presently working on his Master's Degree.

Mrs. Sitole is enrolled in four morning classes at U-High; World Geography, World History, Biology, and English IV. She goes home after her fourth hour class so she may eat lunch with her husband. After completing this year's classes Mrs. Sitole will have enough credits to be a high school junior.

Mrs. Sitole attended a school in Rhodesia from one through the eighth grade. In the eighth grade she was enrolled in a teachers course by the principal of the school she was attending. She then took ninth and tenth grade through a correspondence college.

When asked if she had decided on her own that she would go to school in the U. S., Mrs. Sitole replied that it was greatly to her advantage, because in Rhodesia she would be teaching school, attending the corresponding college, and taking care of her five children.

When Mrs. Sitole was questioned about the custom of the wife walking

behind the husband, she answered, "We do not practice that custom in the U. S., but sometimes my husband forgets and walks ahead and expects me to follow him." Mrs. Sitole added quickly that the educated women of Rhodesia are trying very hard to raise their standards.

### Plan Vocational Program

The Future Nurses Club is beginning a program designed to make it possible for interested students to learn more about certain medical careers. The club recently distributed questionnaires to indicate the student interest in such a program.

Information will be taken from these questionnaires and twenty-four of those who were interested will be able to take a tour through Bronson Hospital on March 24. The tour will begin at 9:00 A.M. and will continue for two hours. After seeing the hospital actually "at work" there will be a discussion period with a chance to ask any questions.

The club is also trying to organize assemblies during class times. Guest speakers will be prominent representatives of their field. Invitations will be sent out to those who checked a certain vocation which they were interested in.



# Students Express Views On Various Topics

Do you really have pride in University High School? If you do, do you show it? There is some feeling of certain people, both in our school and outside it, that our student body does not have any great amount of pride in our school. I personally don't feel this is true. However, the only way to prove this is by the actions of the students themselves.

First ask yourself if you have pride in your school. Do you wish you were in another school? Do you ever "run-down" U-High when you are with friends either from the school or not? How many times do you litter our halls and rooms with paper you leave lying around? How often do you write on our desks and buildings? After you have answered these questions, can you still say you have pride in your school?

If a student body has pride in their school, they will try to make it as near perfect as possible. This does not mean we will try to ignore our faults, but will try to correct them. These faults are not always present only in the administration, faculty, and building, but are usually very conspicuous in the student body as a whole. As a student body we should cooperate as best as we can with the administration and faculty. We should try to make new teachers and student teachers welcome instead of seeing how much we can get away with. If we as a school want to stop our mistakes we must first correct our faults as individual students.

If we have pride in our school, it is each student's responsibility to give that pride meaning. When a student or group of students does something wrong it doesn't disgrace them only, but the status of the entire school which they are from is also lowered in the minds of many. Each student has an obligation to all other students to act so as to honor himself and his school.

To have pride in your school, literally means to be proud of it. We should be proud of our administration, our faculty, and ourselves as a student body. If we are truly proud of U-High and not ashamed of it, let's show it! Show your teachers you are glad to be at U-High by giving them the respect they deserve. Show the administration you appreciate their efforts by telling them and encouraging them instead of always complaining to them. And probably the most difficult, be grateful for the building we do have by the way you take care of it.

I like to think that our student body is a little higher than average. I think we do have pride in U-High. If you agree with me help me show it to the people who doubt this is true!

## Views Arrive From Finland

It is a very strange feeling to see something so American, changed to fit another language. Up to this point, I had been able to take Kellogg's Maissihutaleita (Corn Flakes), "Lis-kojen Yo" ("Night of the Iguana"), and even hearing people call the Beatles the "Pay-to-less" without too much surprise. But West Side Story in Finnish, on the stage, is enough to make anyone take notice, and I did.

The production was choreographed by a Canadian named Gordon Marsh and played by the repertory members of the Turku Theater, except for the gang members who were high school students. Finnish theater is run differently from American theater. It is not so commercial and not as anxious to make money. There is a group at each theater, and these people are in the play presented during the season. Every city of reasonable size has a theater with salaried actors. It is easier for a young actor to get started in Finland because there are more acting schools and theaters around, and there is not just one main goal like New York City. Because they have a steadily paying job, actors aren't considered a fi-

nancial risk. They also get summer vacation with pay. With a system like this, there is more room for experiment, and less desperate need for a show to become a hit. Finns support their theaters well, and like to see everything produced. It was an experiment to put on a show as challenging as West Side Story, but the final result was worth seeing.

It's hard to imagine how anyone could move a piece of New York City onto the stage, but they created that illusion. There were fire escapes, garbage cans, and pop bottle crates. They used an abstract, three-dimensional background suggesting the dark alleys of a big city, and then moved smaller sets in front of the particular scenes. They just dimmed the lights when they moved these on, and the flow of the plot was not interrupted by pulling the curtain.

Though the city was definitely New York, it was hard to realize that the actors were as Finnish as their names: Topi Reinikka (Riff); Markku Blomqvist (Tony); Rami Sarmasto (Bernardo); and Pirkko Peltomaki (Maria). Tamara Lund, a half-Russian Finn, played Anita to perfection.

(Continued on Page 4)

## Barr, Karr Revise SSS

In view of the emphasis placed on student government and self-direction at U-High, we thought it was time to take a critical look at the results of this endeavor, in particular, the Social Science Seminar. Our contention is that this experimental program has proved inadequate in too many ways to serve as an effective student government.

This year there has been a major breakdown in the communication and exchange of ideas between the Student Council and the student body. The much heralded student participation has thus far been limited almost wholly to the thirty-seven members of the Social Science Seminar. Only three students from the student body have visited the Student Council this year. Many highly qualified students are denied the opportunity to serve their peers and their school because the Student Council is not in touch with them. The majority of students benefit little or not at all from this experiment.

This breakdown has resulted in almost complete lack of student initiative. Committees, such as the one set up to revise the constitution, are composed exclusively of Student Council members. The studies and recommendations of these committees affect the student body much more than the Student Council, but have no student body voice in them. It is significant that, with one exception, no one problem or solution has been brought to the Student Council by a member of the student body.

The communication breakdown has also resulted in the Student Council becoming isolated from the student body. The administration's interest and involvement in the experimental nature of this program have at the same time drawn the Student Council closer to it. As a result of these two movements, the Student Council now represents the administration to the student body, instead of representing the student body to the administration.

Still another problem exists, to which solutions have not even been hinted, let alone discussed. We refer to the credit given for this course. Juniors and Seniors receive social studies credit for exactly the same material. The Student Council President receives no more credit than any representative. It is time that someone asked what is to be done about upperclassmen who are re-elected and must sit through the same course for two, three, or even four years in order to serve on Stu-

(Continued on Page 3)



## Find Vanished Civilizations

Several years ago a fund was given to the campus school library by the sister of Miss Louise Steinway. Books of special significance were to be purchased with this money. A book plate, designed by Miss Grace Gish, former science teacher at the campus school was to be put into each book in the Steinway collection.

The library's most recent acquisition from this fund is the thirty dollar book, **Vanished Civilizations of the Ancient World** edited by Edward Bacon. It is a scholarly book, but illustrated with color plates, photographs, maps, charts, and line drawings. One doesn't have to read the entire book to gain information. It's a book to browse through, especially if you are interested in our heritage from the past.

This is only one of the exciting topics you can find in your library.

## SSS Communications

A communication's problem has existed between the Social Science Seminar and the student body during the first semester. There are few people in this school who are unaware of this problem, yet there are many who do not know what is being done to solve it. Here again, poor communications are illustrated.

In direct connection with the communication's problem, Jeff Rhuland brought to the council last Tuesday, February 8, two methods for improving the situation. By the first, he appointed Pete VanderBeek to head an Information Project. Pete's main responsibility will be to inform the student body about the SSS. In doing this he is expected to include the past history of the SSS, the status quo, and the future plans and goals. Jeff suggested that he also obtain definitions of the SSS as viewed by a faculty member, a member of the student body, an SSS student, and a member of the administration. He also set up a visitation program.

The second method will be seen in this paper. Jeff appointed Kathy Bennett and Patsy Dew as co-editors in charge of getting SSS news in the **Highlights**. All student council news, future agendas, and editorials about the SSS will appear in the future **Highlights**.

In order to keep this communication a two-way flow, this department welcomes any student opinions, in the form of a signed letter, about the school or the SSS.

### Editor's Note:

Bill Barr and Al Karr's article is an opinion of these two students only. You can express your opinions by writing them in a signed letter and submitting it to our staff by Wednesday, March 3.

### Barr, Karr Revise (cont.)

dent Council. More striking is that little material presented so far has been on a level with that presented in the regular government course, the course that the Social Science Seminar was supposed to adequately replace.

Certainly the Social Science Seminar has vastly improved since the beginning of the year. The Student Council meetings are now at about the same level as those of previous years. The basic philosophy behind the Seminar: to relate human behavior to government; to teach a problems approach to government; and to teach students how to function effectively in a democracy, is excellent. We believe, however, that the Student Council is not the place for this, and that these things can be taught in a seminar that would benefit all the students.

We propose, as a solution, a return to a modified homeroom system with student government based on student participation and student initiative. The goal of this system would be the freest possible exchange of ideas between the Student Council and the student body.

To implement our solution, we would shorten first hour classes by twenty minutes and second and third hour classes five minutes each. All morning classes would then be fifty-five minutes long, the same as last year. The thirty minutes taken from these classes would be inserted, as a separate period, between two of these classes. This half-hour would be used five days a week for Student Council meetings, homeroom meetings, and activities now part of the Social Science Seminar. Five minutes would be taken off the afternoon classes to allow equal class lengths and passing times throughout the day. A split lunch hour would still be feasible, but the lunch periods would do now. A possible daily schedule could be like this:

8:10- 9:05	First Hour
9:10-10:05	Second Hour
10:10-10:40	Student Council Period
10:45-11:40	Third Hour
11:40-12:10	4b Lunch
12:10- 1:05	4b Hour
11:45-12:40	4a Hour
12:40- 1:10	4a Lunch
1:10- 2:05	Fifth Hour
2:10- 3:05	Sixth Hour

A possible weekly set up for the Student Council would be:

Monday	—Student Council meeting
Tuesday	—Homeroom meetings
Wednesday	—Student Council meeting
Thursday	—Homeroom meetings
Friday	—Social Science Seminar activities

During Student Council meetings, the rest of the students would have either free time or study time, as they chose. The Option Pass would be in effect during Student Council

meetings. Homeroom meetings would be required for all students. Representatives would be elected by homerooms.

We believe that this system presents several advantages not found in the Social Science Seminar.

First, the Student Council would be much more accessible to all the students. It would never meet at a time when other students have classes. Thus, these students would always be free to attend Student Council meetings, if they desired. Bringing their problems and ideas before the Student Council would be very easy.

The communication problem would be lessened because of regular periods set aside solely for the discussion of what is happening (not what has happened) in the Student Council. More frequent discussion of Student Council activities would draw the student body and the council much closer together. There would be no student council reports cutting into class time, putting pressure on both faculty and students. We think that there would again be a two-way flow of information and ideas between the student body and the Student Council. With the breakdown of the communications barrier, the end of the isolated Student Council would naturally follow. A Student Council in close communication with the student body cannot possibly be isolated.

The Friday period would be used for activities now confined to the members of the Social Science Seminar. Some of these activities would be: lectures by guest speakers on topics such as human behavior and committee meetings, and town meetings. These would always be open to all interested students but not all necessarily required. All students would then see the human aspects of government, not just a few. More frequent town meetings would allow much wider active student participation in student government. Again the object of this is to promote as free an exchange as possible of ideas among all the students.

Since Student Council would no longer be a credit course, no credit problem would exist. As before, government would be required for graduation. Students serving on the Student Council would not only receive this experience, but would also be able to take a full complement of class work. In addition, there would still be information given about the human side of government, information available to more than a few selected students.

Because of major differences between our plan and the present system, we realize that no consideration can be given to adopting it this year. We do urge, however, that it be seriously considered for use next year, as a means of student government involving all the students.

—Bill Barr and  
Al Karr



## Mr. Barnes Performs

On Wednesday, February 17, Emory Barnes appeared before University High in an assembly second hour, in the Little Theater. The assembly was planned in the fall of this school year as an entertainment program. It was a program of Negro Dramatic Art.

Emory Barnes was, for a number of years, a narrator for the Wings broadcast by the CBS network. He appeared in the movie "Carmen Jones," the opera "The Bartered Bride" and on the radio program "Amos and Andy." With his experience in the fields of drama and poetry, Mr. Barnes produced narrative programs for WKZO in Kalamazoo, WCAC in Phoenix, and KLCA in Los Angeles. Last year he was the Master of Ceremonies in the International Festival of Arts in Phoenix, and Mr. Barnes appeared as a guest artist.

## Finland Views (Con't.)

She was every inch the wild-blooded young Puerto Rican. The Jets and the Sharks were not regular members of the theater, but members of a dance class which specializes in jazz ballet. When they weren't doing any of their tremendous dancing; they were acting like J.D.'s from the West Side of New York and having a ball doing it. The best number was "Officer Krupke." They sang, taunted and mocked their way through it as though they really had a grudge against the New York police department.

The language they used was not directly translated from American slang, but was Finnish slang from Helsinki (the largest city). The names were kept the same, of course, and the gestures were American. They had to keep a little English, too. In "Cool," they kept the words "cool" and "boy" as part of the song. They used "OK" all the way through, and also a "daddy-O" or two. There was some Spanish, of course (Maria said "te adoro" from the balcony), and the Jets called the Sharks the "P.R.'s". The stress was on making it as American as possible and still understandable to the Finnish audience.

Apart from the language, everything fit beautifully. The gangs dressed and acted like Americans, the regular cast seemed at ease as Americans and Puerto Ricans, and they even had an American policeman's uniform for Officer Krupke. Everything was perfectly New York and casually American, except for one thing. One small detail broke the spell. In Doc's store there hung a sign, a round, red sign with white lettering that said: "Juo (Finnish) Drick (Swedish) Coca-Cola."

—Ingrid Nelson

## The 4-H Dance

By Joy Hawkins

Today would of been another average school day for Julie Brown, except this was Friday. Not just any old Friday, but Friday, November 6. She could see the poster at school:

COME TO THE 4H DANCE

FRIDAY, NOVEMBER 6

8 P.M.

PINE GROVE SCHOOL GYM

The 4H dances were always fun, but this one was going to be different because she was going with a boy! Allen had asked her almost a week ago, although it seemed like only yesterday.

"Julie!" Her mother's call broke her trance. "Hurry, or you'll miss the bus." Quickly, she added the finishing touches to her hair, put on her coat, picked up her books, kissed her Mom and bolted out the door.

Outside the air was crisp, and she pulled her books closer and shivered. Julie reached the corner just in time to see the yellow bus come over the hill and draw to a halt in front of her.

She climbed aboard and found a seat as the bus lurched forward. The chatter was about the usual thing, such as who was going with whom and the awful remarks somebody heard about someone else. Soon all the stops had been made and the bus pulled in front of the school. Everyone piled out.

The day seemed to drag. Miss Horton's class was unbearable. The math was never harder. Equations couldn't be solved. Triangles looked like squares. The balance beam looked twice as long. The ever present hand blisters hurt more than usual. Only lunch hour seemed normal.

Finally the last bell rang. Every one was anxious to get home. Loaded with homework, they boarded the bus. Karen was holding a seat for her. They talked about what they would wear to the party. Karen's folks were to be chaperones.

At last Hills Road came into view. This was Julie's stop and she was so glad to get home. Dinner was nearly ready. She bounded upstairs to lay out her clothes. No homework tonight. This was going to be fun!

Seven-thirty came and no Allen. It was eight-thirty before his blue Ford turned into the drive. He made no explanation about his late arrival. He seemed so out of sorts. The silent trip to the gymnasium seemed endless. Now, Julie wondered why she had ever looked forward to this evening.

The gymnasium was transformed into a ballroom. The ugly rafters were covered with pretty colored streamers. She had never seen it look nicer. Julie did her best to keep up her end of the conversation. Allen told her he had failed a biology test. His good suit had not arrived from

## 4H Dance (Cont.)

the dry cleaners. His mother was in New York with his sister and he had spent his allowance. Allen's supper of peanut butter sandwiches wasn't to his liking, and he was taking his anger out on Julie. They started to dance. It wasn't long and his "number tens" found their target. He stepped on Julie's toes. Of course, she stepped backward and said, "ouch." This was too much for Allen. He turned and left her standing in the center of the dance floor. He left the gymnasium. She felt every eye was on her. How she wished the floor would open up and swallow her. What a nightmare! The embarrassment was horrible. After what seemed ages, she heard a familiar voice say, "May I have this dance?" She immediately recognized John Harrington's voice. He seemed like the "White Knight" to her. John was a neighbor boy and they had often competed at 4H fairs. He was a quiet boy and she had never considered him as a person to rescue a "damsel in distress." She was grateful to him. They had a lot of fun dancing. After a malted he took her home.

Thanks to "Shy John" the 4H dance was enjoyed by Julie.

—Joy Hawkins

## Homecoming a Success

Our 1965 basketball homecoming the "Red and White Lineup," was very active and high-spirited this year. The homecoming queen, Mary Wise, reigned with her court at the "Red Heart Rebound" on February 13. Her court included: Carol Hodge, Cindy Southon, Mary Lou Sutherland, and Marla Tobias. Entertainment was provided for the dance by the Hitchhikers.

The game with Plainwell was well-played by our team and through their work, came another well-deserved victory. The pep assembly on Friday before the game was a perfect climax to the week's activities. Because of the combination of efforts by the Pep and Social Committees, directed by Mary Wise and Carol Conrad, we had one of the best homecomings ever, with real school spirit being demonstrated by our student body.

Many people put a great deal of work into the planning of the "Red Heart Rebound." The chairmen of the various committees were: Chaperones, Cindy Southon; clean-up, Jon Jennings; flowers, Eleanor Gauntlett and Holly Hefner; nametags, Kathie Galbreath; publicity, Vickie Virgo; refreshments, Jo Northam; and tickets, Bill Kelser.

Reserve Game—6:30

Varsity Game—8:00