

SEASONS GREETINGS



SEIRA

westwatch

- New Trier Township High School West
- Northfield, Illinois 60063
- Vol. 15, No. 6
- December 19, 1980



Two suburbanites brave the cold to choose a tree from the annual NT-W Christmas Tree Sale. SA, who sponsored the sale, provides an assortment of Christmas trees ranging from small (\$13) to large (\$39).



NT-W students load a Christmas tree (or try to anyway) on to their patron's car. The sale will continue through December 23. (photos by Maggie Heydt)

NT problems discussed at 'change workshops'

by Wendy Garfinkel

"It seems that the East faculty and students feel hostility towards West for invading their school, while making West feel like the depreciated minority," said Dr. Daniel Kuzuhara, a psychologist from Northeast-Illinois University.

Chairman of Northeast's psychology department, Kuzuhara spoke to several NT-W and NT-E faculty members December 3 about the "Impact of Change in Society at NT on the Individual".

"Society's values determine the way we cope with change," Kuzuhara told the group of teachers and social workers who attended the workshop at NT Central to discuss concerns and to hear suggestions. "There is such a resistance to change," he added.

"Anti-semitism seems to be the real issue and should be unveiled to the surface," admitted an East teacher. Teachers from both schools agreed that some parents' values are influencing students.

All the teachers present were in favor of organizing some kind of social event to "break down the barrier between East and West faculty and students." However, a West teacher sadly commented that "our thoughts are powerless because the administration thinks we're overreacting."

Some teachers felt that choosing the colors of the school were given more importance than uniting the students and teachers. Kuzuhara suggested that both schools watch a film like "Man of La Mancha" together to create a feeling of hope.

Other workshops on change Kuzuhara conducted at NT Central were "Moving with the Stress of Change in Constructive Ways," and "Change as Force in Creating New Life Options."

Trevians to lead 'new' NT

by Lee Waizer and Don Deutsch

When next year's fans shout "Trevians" and "All the way for the blue, green, and gray," people may wonder what team is playing.

They won't have to look far, however, to discover former NT-W Cowboys and NT-E Indians, who will don the new colors and Trevian nickname when the schools merge next year.

By an overwhelming margin, NT students voted in the new name and colors in a referendum held at NT-E and NT-W December 11. Approximately 55 percent of the schools' students voted.

"Trevians," which refers to settlers of Trier, Germany, prevailed over "Outlaws," the other name on the ballot, by a vote of 1766-753, while blue, green, and gray defeated maroon and gray, 1641-863.

After weeks of deliberation and hearings, students on the Committee of 71 narrowed down the suggested colors and names to these two choices. The Committee presented the results of the referendum to the NT School Board December 15.

In a unanimous decision, the Board approved the Committee's recommendation, making the blue, green, and gray Trevians the official colors and nickname of the "new" NT.

In other action, the Board reaffirmed, by a 4 to 3 vote, that current freshmen advisories from NT-W and NT-E will regroup next year when the schools merge. The advisory re-vote was prompted by protests from parents and Transition Committee members who wanted advisories kept intact.

Students' reactions to the new name and colors varied.

Junior Saralyn Klein voted for maroon and

gray Trevians. "I did not want blue, green, and gray because we're supposed to be creating a "new" NT," she explained. In contrast, Junior Stephanie Dodge maintained that blue, green, and gray Outlaws would be representative of both schools.

Senior Rick Mawrence felt that Trevians was a terrible name for the new school since Trevians has historical associations with NT-E. On the other hand, Senior Elisabeth Rose maintained that blue, green, and gray Trevians would preserve some of the tradition of both schools.

Some freshmen and sophomores seemed apathetic about the issue.

Freshman Bruce Parr said, "I didn't care about the colors and I didn't vote for the name because I suspected the Board would not accept the name Outlaws. This whole thing was manipulated by the Board."

"The whole thing was stupid," said sophomore Glen Newman, who felt that the name and colors were unimportant.

Some teachers were not too willing to throw out the old to make way for the new.

French teacher Pat Lyon supported Trevians because they were "an integral part of NT history." Her distaste for the nickname Outlaws sprang from its lack of dignity and its impropriety for girls' teams.

Other teachers thought the choices were mediocre at best. Social studies teacher Don Rogan thought the choices were "uncreative and unimaginative."

S.A. sponsor, Bill Sanders, who worked closely with the Committee of 71, praised the group for a job well-done. He explained that the committee was "supposed to help unify the two NT's, and make "new" NT students.

editorial

Extracurricular activities essential to students

Apathy has long been a problem among students at NT-W. Not only has there been a decline in school spirit, but also in involvement in school clubs and organizations.

With the upcoming merger, it is necessary for NT-W's clubs to be strongly and fairly represented when the two schools combine. To insure fair access and involvement for NT-W students at NT-E next year, students should participate in activities now.

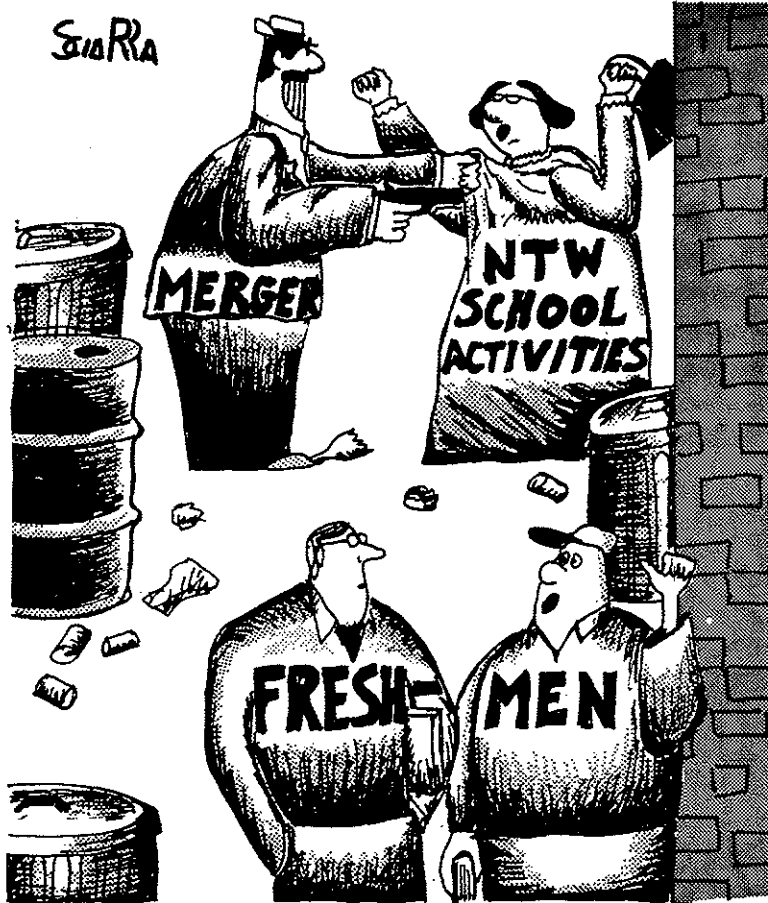
Extracurricular activities are supposed to provide recreation and enjoyment for the students who participate in them. Even if students are not thinking about the merger, they should be getting involved in as many activities as they are interested in. Clubs and sports are the best way for students to meet new people, to make use of extra time, and to enjoy themselves.

Many students, however, feel that it is useless to join a club now because they are afraid of losing their positions when the schools merge. Seniors who are officers or board members worked several years to attain their current positions. Many underclassmen feel they should wait for the "new" NT to be established before they begin to establish themselves in extracurricular activities.

These same underclassmen, however, should get involved now, because experience will give them access to clubs, which by virtue of their projected size, will not be open to everybody.

These activities also are one channel through which students can make the transition work next year, as the relaxed, informal atmosphere of the activities and club makes it easier for students to become friends.

If more students would get involved in organizations now, the "new" NT clubs would be stronger next year. If students are involved



I DON'T THINK WE SHOULD GET INVOLVED.

now, they will have a basic knowledge of the club, and will be an asset to the combined club. This knowledge will help students become leaders in various organizations, and help establish common traits in the clubs.

Extracurricular activities have contributed to NT's success since the school's inception. The variety of

clubs and organizations has gained as much attention as NT's academic achievements. Those students who fail to take advantage of these diverse opportunities will graduate from NT with an incomplete education. Those who do not take advantage of these opportunities now may minimize their chances of involvement next year.

Letters to the Editor

Lucy thanks NT

Dear Faculty, Staff and Students:
I would like to take this opportunity to express my heartfelt thanks to you for the many, many things you have done for me. I shall never forget my very true friends at New Trier. Your thoughtfulness will always have a very special place in my heart.

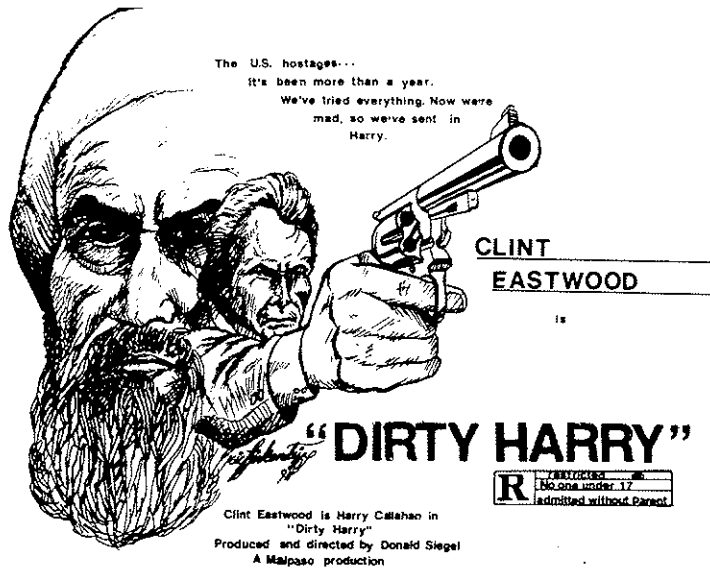
Thank you, thank you
Lucy

Community reacts

Dear Editor:
Many Community students were disturbed by the article on drug use in the 12/5/80 issue of Westwatch that stated, "Of the Community students questioned, 75 percent said they smoked pot." This statement is misleading, since it does not indicate whether the students smoke regularly or have only tried marijuana. More importantly, the article fails to mention that only twenty of the fifty Community students received and answered the survey. This article implies that a high percentage of Community members take drugs regularly. This is simply untrue.

The Students of Community feel that biased reporting such as this contributes to NT-W students' negative view of the Community. Contrary to common belief, Community students are not "pot-heads" trying to "blow off" school; rather, they are serious and motivated students who excel in both academic and extracurricular activities. 10 percent of Community seniors are National Merit Semifinalists and 24 percent are Illinois State Scholars, as opposed to the regular school's 3 and 16 percent respectively. Community is a diverse and open-minded group that defies categorization. Community students truly desire to learn.

Sincerely,
Lee Axelrad
Trixie Hoffman
Lisa Davis
Alison Auch
Marla Brown
Brad Cohen



westwatch

Dedicated to student expression by the students of New Trier West High School, 7 Happ Road, Northfield, Illinois 60083.

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Computers open doors for students, technology

"I can't get this bug out!" "How do you get into Applesoft?"

If all this terminology makes no sense to you, then you haven't been bitten by the computer bug that has been around since the early years of NT-W, according to Walter Dodge.

This year, Mr. Dodge, who has been teaching courses in computers for a number of years, is testing out a new computer course he designed last year. The course is called "Computer Applications 419-429, and is a "hands-on" computer class using the Apple II computers which the school has purchased during the past two years.

"I wanted a course to be offered to give interested students an opportunity to learn about computers and their capabilities," said Mr. Dodge, "as I feel that a knowledge of these powerful tools is very important to all students in our increasingly technological society which is becoming more and more computer dependent. The people who know about computers and their uses will be the leaders in the decades to come. They will also be the innovators of the next two decades."

Many of his students seem to agree with him. When asked whether they would

like to see more computer classes offered in the schools, all replied with a definite "yes."

Senior David Gomberg commented, "I believe that computers are going to be the key to our society in the future."

Senior Jean Harrow believes that computer programming is "an activity that is a valuable exercise in logic." She said, however, that "Basic (the computer

language being taught in the course) is not a really useful language for computer programming, but the concepts taught in this class can be used for other languages."

Some of the other students have similar beliefs. Remarkd one student, "I am hoping to learn not just a computer language, but the theories behind computer programming that are universal (not applying to only one language)."

When asked what he thought of computer programming, one student responded, "programming the computer is hard but when you get the final result, it's worth it."

Another student disagreed: "The computer is really pretty easy. It's not work at all. It's really fun!" Still another said, "It's fun to write programs. Debugging them is the 'work'."

According to Mr. Dodge,

"job openings" are abundant in the computer field. He had read that there were some 50,000 openings last year for computer science majors and only about 10,000 people available for these jobs.

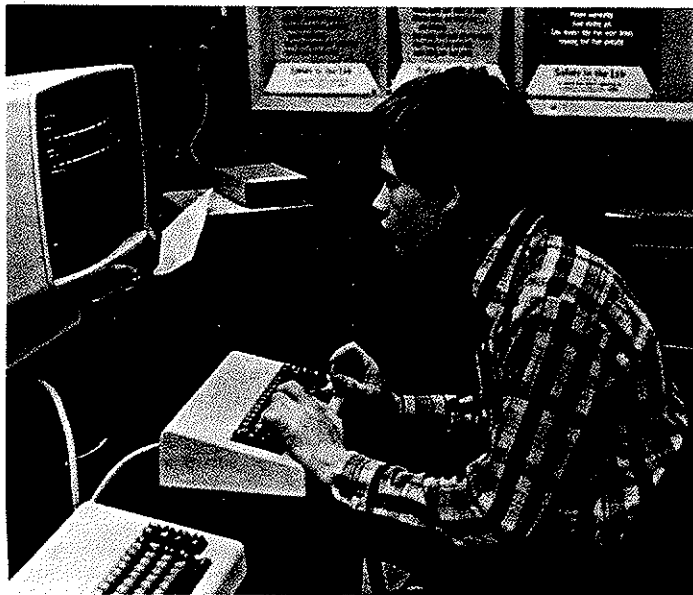
"The outlook for computer science majors in the next five years, anyway, is very good," he said. "Many will just about be able to name their job and income. Prospects are very good that the need for computer science people will grow even more in the future."

Senior Carey Smolensky said that he plans on going into the medical field, but believes that there will be "a close relation between computer technology and medicine, as most information will be stored on computers. A background (in computers) would be extremely helpful in my career, as well as in all others."

Kevin Turner remarked, "Even at the present time, computers play an important part in almost every business, from farming to scientific research."

In closing, Senior Lori Kleiman said, "I think Mr. Dodge is a super teacher and he deserves a lot of credit for getting this whole program going."

Let's hope there aren't any bugs in it.



Junior Bart Heine works at one of the many computer terminals in SM250.

SLG —
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KSB

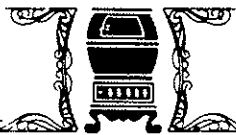
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Video display terminals make headlines

by Sheila Callistein

NT-W's journalism students observed the power of computers on their visit to the Museum of Science and Industry and the Sun-Times on Monday, December 1.

A center which enabled the students to vote on a news story, then computed and explained the results, was one of various computerized sections in the museum's newspaper exhibit.

With the touch of a button, another computer presented on its screen the important historical events of a certain year.

After leaving the museum, the young journalists headed for the Sun-Times building where they found computers to be a main part of newspaper production.

The reporters and copy writers typed,

changed, and corrected their stories using Video Display Terminals (VDT), which are computerized typewriters with screens. On these instruments, stories were transferred from one department of the paper to another, tremendously simplifying newspaper production.

"Without these incredible machines, it would be impossible to get out more than two issues a day," explained George Watts, a Sun-Times employee. The paper puts out five issues a day, using the VDTs almost every step of the way.

Computer operators must learn a complicated process to run the machines; however, the instruments are worth it. They simplify, organize, and run any subject or department for which they're programmed. The age of computers has arrived.

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Convention organizes merger

by Vincent Lu

In order to make the NT-E/NT-W transition as smooth as possible, NT-E's Student Council and NT-W's Student Association continue to decide on important issues between the two schools.

Just as the states met to resolve their problems, the representatives from the two schools are meeting in an effort to bring the schools closer together. Following the historical precedent of states sending representatives to the Convention to offer their views, the two schools send their own representatives.

Furthermore, just as the 13 states desired a guarantee to protect their rights, the individual clubs wish to be assured that the "autonomy and individuality of each organization will be respected" when the clubs from the two schools join into one.

One problem apparently unresolved is that the Student Council is basically a legislative group, receiving suggestions from the students and the faculty, while SA coordinates NT-W's activities. Therefore, since the Student Council never had the experience of organizing and running

activities, they fear that NT-W will have too much power.

The Constitutional Convention committee consists of 27 members from each school, totalling 54 in all. Each school sends forth 4 major officers, 15 elected representatives, and 8 steering committee representatives, 2 from each class.

For the past two weeks, the Convention has taken a recess to allow the name and colors committee to complete their task. When this issue is resolved, the Constitutional Convention will resume their other duties.

They must decide whether there should be co-officers from West and East or whether there should be only 4 officers for each class. Mr. Sanders, sponsor of SA, hopes to have this dilemma resolved by early April and hopes to have the constitution written by sometime in January.

After all the issues are decided, a copy of the constitution will be given to each student at the two NTs. Then, a vote will be conducted and if 50 percent of the students agree with the constitution, it will be ratified. However, if the constitution fails to pass, it will be revised to satisfy the students.



NEXT, IS ARTICLE FOURTEEN, CLAUSE ONE - WHERE DO WE PUT THE CANDY AND SODA POP MACHINES?

Marran's keynote address: an inspiration

James Marran, social studies department head delivered this keynote address to the Constitutional Convention for the 'new' NT on November 12 at NT-E. This address, which strongly inspired the convention, reprinted here so that all students may feel for themselves its profound effect.

My purpose today is to be brief and general, to put this whole enterprise in some historical perspective, to identify some themes you might pursue and to make a point or two that will make some sense and not sound too foolish.

It is customary to come together to write a new constitution because the old one has failed or because some crisis demands a re-assessment of the present order. But that is not the cause here. There has been no failure of your constitutions or their processes. There has been no revolution nor is there any crisis. You are here this morning to carry on the traditions of excellence that characterize two great schools which soon must become one because of a national demographic phenomenon that afflicts hundreds of schools across the country.

Declining enrollments have necessitated a reappraisal of our long-standing two school district, and thus the New Trier Board of Education, after a great deal of long and sometimes torturous deliberation, has chosen to close both New Trier East and New Trier West, and to replace them with a new educational organization. It is largely untried — this so-called 1-3 plan, but it is full of promise.

It is this decision that gives you here this morning the opportunity to begin a great work, to start afresh, to build on the prologue of excellence that has been the abiding and essential component of an educational system unique in this country — the New Trier Experience.

In May of 1787 when the founders of our Republic met together in convention in Philadelphia to shape a new system of government, it was their common sense, their intellect and their enlightened vision that gave direction to their deliberations. You as the Founding Fathers and Mothers of the new New Trier must make those same qualities — common sense, intellect, and enlightened vision — your guide.

You must in all your actions be realistic and objective. In his keynote address to the delegates in Philadelphia, John Dickinson of Delaware proclaimed, "Experience must be our only guide." That is as good advice for your mission here today as it was for those Americans assembled almost two centuries ago. Have vision but avoid idealism. Be willing to raise and discuss new ideas, but avoid the speculative and the theoretical. Let the reason of your experience and your sponsors lead you.

Certainly you are not founding a new republic but you are helping to found a new school and thus your task is no less important than the Madisons and Hamiltons and Washingtons of that other era. The decisions you make in the next few weeks will have a lasting impact for years to come and will endure long after you have left here to make your own special contributions to society.

As you begin your work, I would ask you to give us a constitution that establishes a frame of student government with which all members of the new New Trier community can live. Make it reasonable. Make it functional. Make it flexible. Make it brief. Do not pound into it clawing detail. Do not trivialize your government with qualifying clauses and deadening exceptions.

Most of all, make it a reflection of the democracy of which each of you is a part. Make it a document for all the students — not the few elected officers and representatives of the student government. Avoid elitism. Shape a constitution that creates a climate where for years and years to come free young men and women like yourselves can come together in good faith to debate, to discourse and to decide

issues that will give meaning to the quality and style of life in the new New Trier.

I would ask you also to give us a bill of rights. In a reasonable fashion, tell us what the rights of a New Trier student are, what a student can expect, what are fundamental guarantees that accrue to a person simply by being a member of this student body.

But do not stop here. Ask something in exchange. Expect — even demand — something. Put into your constitution a code of student responsibility so that all will know that at New Trier students are responsible for their own actions and indeed are responsible to and for one another.

And finally, let me tell you and I know you will fill your role with credit. You do not have to be eloquent to express your ideas but you do have to be honest. Try to see

things as they are. Get to the point. Discard what is irrelevant.

Accommodate yourselves to the other delegates. Try to understand their point of view. Seek understanding and bear with one another. Know when to speak and when to be silent; know when to converse and when to listen. Keep your sense of humor but know when to be serious too.

On the north wall of the central courtyard at New Trier West, there is a lovely limestone sun dial that bears an inscription from the old Roman, Horace. "Carpe diem" it says. (Of course, I need not translate, but I shall.) Sieze the day! Take hold of the opportunity! Carpe diem! Let that be your purpose as you undertake this important work of writing a constitution for the new New Trier. Carpe diem!

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Focus

Lair confident about transition

by Elizabeth Rifken

"We have developed a very fine school despite the fact that no one thought we could have another NT. When we reached the point where people realized this, we had to find a way to stop it," lamented Mr. Erle Lair, Director of Student Services at NT-W.

Mr. Lair's work entails different jobs involving students. Among them are pupil personal services, guidance and counseling, social work department, health office, registration, and college and career counseling. He also deals with student activities, athletics, intramural sports, performing arts, clubs and organizations, and special events.

"We have a community which places education as a top priority, our faculty is the best, and the student body is second to none in the country," said the administrator, explaining West's success. Mr. Lair has been working at NT for 21 years, the past 11 of which were spent at West.

"The living emblem is my idea of total student involvement, and is a phenomenal statement of student unity." This is in reference to the day when two thousand NT-W students and faculty gathered on the athletic field to have their pictures taken in

the commemoration of NT-W's sixteenth birthday.

"The transition process is going quite well. Out of 30-40 clubs and organizations only four are having serious difficulties. The four that are facing problems are: N-C-T—E-O-C, Vestiges-Echoes, Westwatch-New Trier News, and Potpourri-Lagniappe," commented Lair.

A club at NT-E called Tri-ship is making a very magnanimous gesture and plans to come to West to discuss their function as an organization, according to Lair. This will allow students at West to elect a co-officer.

Board members for next year's clubs will be selected by sponsors and present board members, Lair said. Leaders will be elected from each campus so there will be both East and West representation.

"I feel it may be a problem for some ex-East and ex-West students, but I think it will be kept at a minimum," speculated Lair.

"To build a successful school you must enforce what's right rather than dwell on what's wrong," said the director.

Next year Lair will be the associate principal at the West campus, and he is looking forward to making it the best school around.



Mr. Erle Lair, director of student services, conducts his daily business at NT-W. (photo by Myles Snyderman)

Late papers plague NT

by Ilene Weismehl

A paper is assigned on Monday and is due on Friday. The topic is difficult and Mortimer is stumped. So he sleeps on it, dreams about it, until finally he has the brainstorm.

On Friday he proudly hands the masterpiece to his teacher, confident that she will appreciate and recognize the care he put into it.

The weekend passes and Mort's teacher has not returned the papers. But he is not worried; he believes that he did the best he could. His only concern is the teacher's reaction to his ideas.

A week has passed now and still no paper. "I thought my ideas were good," ponders the worried youth, "but maybe I wrote it wrong. I have another assignment due tomorrow, and I would really appreciate knowing my grade on this one."

Two weeks pass and finally the teacher smiles and says to

the class, "I finally finished your papers and many of them were very good."

Mortimer mechanically takes his "A" paper, records the grade in his Chancellors, and folds the assignment in half.

Disadvantages of Grading Delay

Too many teachers do not realize the disadvantages of returning papers and tests several weeks after they are submitted.

A 1978 study done at Bethany College, "Competency Assessment Model: Development and Verification," identified crucial behavior traits of effective teachers. Members of the education department developed the study "to determine the expectations of teacher education graduates."

One item on the competency list was that teachers must provide "for systematic feedback about performances on subject matter assign-

ments." According to the study, one method of systematically showing students their progress is returning papers promptly.

Emotions always influence a writer's style and ideas. If an essay is returned too late, it is almost impossible to recapture what was felt at the time. The assignment loses its purpose — to challenge thought — and the grade becomes prominent.

"In one of my classes we have been waiting two weeks for a test because some kids have to make it up," complained one student. "We got to see our grades but it bothers me that I can't see where I made my mistakes and what I understood."

"I really try for my outside limit to be one week," said an English teacher. She noted that absent students sometimes make this goal unrealistic. She felt that one week is effective because "they still know what they wrote and it

is enough time for them to be objective."

A student has no way of knowing whether his study methods are correct or effective without a progress report. "If the teacher takes too long to return the paper I don't know if I should work harder," said one sophomore. He believed that papers and tests should be returned in two days at the latest.

Quantity vs. Quality

Returning papers in two days is no problem," said another English teacher, "if the student wants only a grade without comments or constructive criticism." She emphasized that the purpose of evaluating papers is to provide individual instruction "which necessitates careful examination of the paper and suggestions for improvement." She added: "The quality of grading is equally if not more important than the quantity of time taken to grade."

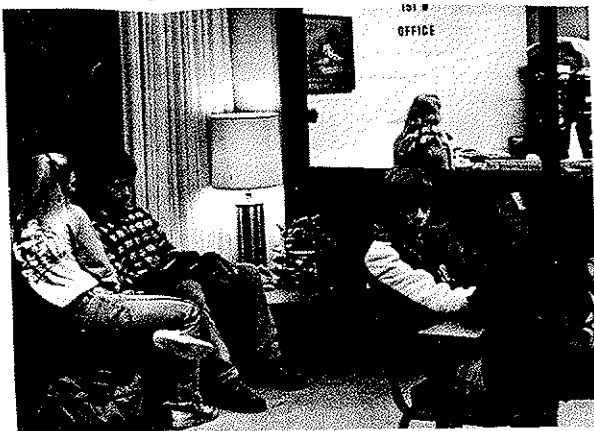
One teacher realized that she often returns papers too late. "My policy is that the students can't ask me about their grades until one week has passed, and there are no tests until the previous one is returned." She explained that she often reads each essay three times, which is time consuming.

"It doesn't hinder me when an assignment is returned late," said a sophomore. She believes that if a teacher sets a specific time to return the Essay or test, it does not matter how late he returns it.

A junior felt that two weeks was fair time for returning papers.

"Granted, a test or paper returned with constructive comments may be valuable to the student," concluded a junior; however, "many times, an assignment is returned several weeks late with only a number or letter grade."

Are you physically sick or just sick of school?



Students wait to see the NT-W nurse. Although some may be ill, others are just visiting. (photo by Barry Gordon)

by Margaret Marks

I give the benefit of the doubt," said Mrs. Immenhausen, NT-W school nurse. "I'd rather have three kids fool me than send anyone back to class. But I don't feel I get fooled too often."

"Playing sick" is an easy way to get out of class and into the nurse's office. Girls say things like, "Oh, if I don't lay down I'm sure I'll faint." Boys say things like, "I have such a massive headache to the max." A common complaint of both sexes is, "I don't know, my stomach just hurts."

"If a kid comes into the office a certain period every day, I begin to think something strange is going on," said the nurse.

Sometimes, a student is really ill. Last Friday, Brian Sabbath, a senior, was sitting in the nurse's office. He had been exposed to the chicken pox.

Nothing much more happened that

afternoon in the nurse's office. Mrs. Immenhausen explained: "Fridays are slow. Most kids can make it through the day because they know the weekend is just around the corner."

School nurses have memorized each department's test days, so that when students miss a test to visit the nurse's office, the nurses make sure he is "really sick."

"As a school nurse, you do the best you can for supporting the student," said Mrs. Hoskins, the morning nurse.

The nurse's office seems to be a hang-out for regulars who come there to gossip. The boys talk about how much they can bench press and how macho they are. The girls gossip about clothes, of course, and boys.

Mrs. Immenhausen doesn't mind the students using the waiting room as a student lounge, "as long as they don't disturb anyone."