

March 20-23, as the Marquette Prep Players performed **H.M.S. Pinafore**. The show's director, Fr. Thomas Brennan, S.J., summed up the tone and atmosphere of the production: "It's a lot of frills, froth, and fun." Set aboard the ship of the show's title, **Pinafore** tells the story of the barriers of social status and how love can supercede them.

The music and singing was vital to the production, due to the minimal amount of spoken dialogue. In addition to being the most important, this facet of the show proved to be the most formidable to master. According to Fr. Brennan, "The music is a lot more difficult than it sounds be-

The principal parts were performed by Seniors Jeff Sabatino as Ralph Rackstraw, Andrew Reynolds as Sir Joseph Porter, Rick Buellesbach as the Captain of the Pinafore, Bill Finn as Dick Deadeye, Divine Savior Seniors Mia Cafaro as the Captain's Josephine, Jean La Tourre as Buttercup, and Roberta Kastelic as Joseph's Cousin Hebe rounded out the principals. Seniors Charles Cain and Frank del Mar also had featured roles.

H.M.S. Pinafore is the second Gilbert and Sullivan show Fr. Brennan has directed, **The Pirates of Penzance** in 1983 being the first. Said Fr. Brennan, "I'm only sorry I haven't done more before."



H.M.S. Pinafore cast aboard a ship of song.

Dave T

Seniors Reflect on Shared Life: Gaenslen School

by Jim Rice

The Senior Shared Life Project was not as easy as I thought it would be. For my project, I worked at Gaenslen School on East Auer Avenue in Milwaukee. Gaenslen is a Milwaukee Public School which is specifically designated for students ages three through twenty-one with some type of physical handicap, such as cerebral palsy, muscular dystrophy, or some other syndrome or disorder. Many of these conditions also include sensory, behavioral, or learning disabilities. I spent my two weeks working in different areas of the early childhood and primary sections of the school.

It took me a while to get over the initial shock of everyone at the

school having a disability of some sort. Wheelchairs and braces can be intimidating, and it is sometimes difficult to see the people behind all of this equipment. I soon learned that these students were great people with something to offer everyone. I was really surprised to find a cheery, caring atmosphere at the school. Although they all had serious disabilities and problems, the students did not mope around in depression, and they never made fun of each other. The accepting atmosphere at the school helped me to become a more open person.

I had a unique experience during my first week at the school. I worked with children ages seven and

eight, all with severe handicaps and all functioning at an extremely low level. This work was especially difficult and frustrating because I never knew if I was doing any good. Most of the time I felt like I was talking to myself and not getting anything through to the children. I developed a great respect for the teachers who face this situation every day and continue to try to make the children as comfortable as possible and do everything they can to help the children grow and learn at their individual paces. I was amazed at how enthused and excited the teachers became at the slightest sign of progress in the students. I saw first hand that handicapped children in Milwaukee are receiving excellent care.

My Senior Shared Life experience definitely broadened my horizons in many ways and it is something that will stay with me for a long time.

Rosebud Reservation

By Paul Fleming

The excursion that eight other Marquette seniors and I took to the Rosebud Indian Reservation in South Dakota may possibly bring Senior Shared Life to the fullest sense of its meaning. We performed exactly what the name of the project indicates — sharing and exchanging our lives and experiences with that of the Indian people. Rather than actually working for the people, it was a journey to develop a cultural awareness through personal contact and reflection.

From an economic viewpoint the lives of the Indians are in tatters.

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Administration Considers Alternative Schedules

by Michael Anderson

Nearly every school year changes are proposed and some good and some bad. For instance, Marquette's separate quarter exam during the tests into the regular week's schedule. An exam school was also added to exams from the second week in May.

One likely change for should draw a warm response from students and teachers after several years have seen school a Friday, two weeks before but because the holiday is only early this September, we have had to begin on August to prevent returning so early. Assistant Principal Mr. Meuler says we will more than likely have a week later next year." approved, classes will end a week later, with the fall falling in the last week of

A number of other changes have been suggested. The most common of these, according to Mr. Meuler, is resolving the current scheduling situation. "We have not had enough time for student homerooms to accomplish their needs, but we have to balance with the needs of student homerooms." All homerooms require time for business as usual, as attendance, message, and class minutes. Specialty

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Paul Fleming flees a stampeding buffalo in South Dakota.

Dave Holtermann photo

Due to the wide spectrum of attitudes, racism at Marquette is a tremendously complex issue to sum up and label as one, unified opinion. But because all of these different views do in a way produce a general atmosphere towards race, **The Flambeau** would like to examine this atmosphere at Marquette and see if there can be improvement.

Foremost, Marquette does have a racism problem. While there are "only a handful of overt racists here," there is the other "ninety-nine percent [of the majority white] who hold subtle, not malicious, racist views."

A lack of sensitivity through little things such as speech mimicking or racial jokes are everyday barriers that the proportionately smaller, and, therefore, more defenseless minority students have to overcome. Even natural, high school jibbing over a haircut can become a threatening and painful experience when it crosses racial lines to an out-numbered minority student.

A large part of Marquette's often unnoticed racist attitudes are a result of "judging other cultures by our own [white] values and norms." Many students are "fearful of the unknown, and consequently different becomes inferior." Using these faulty guidelines, a good or accepted minority is one who acts like a majority white. This ethnocentric attitude destroys any cultural growth by eliminating all diversity and change through a blind rejection of what is not the norm.

Another source of racist sentiments for the majority students is a "gen-



eral lack of knowledge." With many of the majority coming to Marquette from predominantly white suburbs and grade schools, their interaction with minorities has been scarce. The resulting small amount of personal knowledge leads many white students to gradually believe or accept the stereotypes presented in books, the media, racist jokes, and even in many parent's attitudes.

A final possible cause of racism at Marquette is the "natural hostility taken out upon smaller numbered, more vulnerable people." Though there is no logical cause, minorities can become victims of racial slurs and actions for the simple reason that they are an easy target due to their lack of numbers here. They simply become objects upon which a majority person can use to blame and vent his frustrations.

Given Marquette's "subtle racist" atmosphere, what can be done to improve this situation?

Fr. Sazama proposes an "increase in the density of minority students through a much more active recruitment." A greater amount of personal interaction among peers of different cultural backgrounds would be the foundation and most successful way of promoting the awareness needed to begin to remove Marquette's "subtle racism." This proposal would also dispel the common prejudice that minorities lack intelligence, for though Marquette does have an entrance exam, year in and year out countless minority students have consistently shown what a larger influx of minorities could prove even more convincingly: Given the opportunities, minorities are more than capable of

fine." In actuality, blems. We all need preferential treatment of minorities, but awareness into different backgrounds. Because the majority here have socialized in a white norms and values, accept the ways of things.

Marquette also needs support for cross-cultural interaction in order to heighten awareness into other lifestyles. The Gospel Choir was twenty-five, possibly more students. Only twenty students listen to Hispanic Baez, while another twenty students attended the In essence, Marquette at least try to be different ways of life its subtle racism.

The Flambeau would point out that at present itself is close to being white, with only one. One. A teacher's influence on a student failing to provide the the majority students with more minority potential roles only add.

To begin to remove atmosphere of subtle Marquette will take money, and effort; some people, maybe Marquette should be striving to provide education, but the best solution through an open racist-free atmosphere

Shared Life Reflected

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On the reservation, there is 83% unemployment (with this figure being even higher among the Indian people), an incredible amount of alcoholism, and countless, small ghettos of three room, clapboard, government houses.

But spiritually, their culture is immensely rich: The saying "our home is yours" is not merely a saying; To celebrate a birthday, graduation, or funeral is to give away presents, not receive them; and there is no such thing as being in a hurry, for they operate on "Lakota time," where everyone deserves "the time of day."



Schedule Changes (Continued)

however, need more time to plan their specific activities. The balance lies in finding a way to provide these extra minutes without boring regular homerooms with extra idle time.

More time is needed to study this conflict and determine the most productive alternative. "We're not ready for a change at this time and none are proposed for next year," responded Mr. Meuler concerning the homeroom situation.

Another possible change involves converting the current eight period school day to nine periods.

"This allows greater flexibility and could be changed for the year," said Mr. Meuler. Science lab periods could be added more easily, and add another elective period if they wished. This could be used for a proposed change. Making a class a requirement could be cussed in the past, a period day, students to sacrifice any of the to take an art class.