

Special report: Is it a *LAB* school?

U - HIGH

MIDWAY

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Parents Assn. investigation to analyze, verify curriculum

To verify rumors and analyze the structure and goals of U-High curriculum, the Parents association will launch a curriculum investigation this year. Mr. Stuart Rice, the association's chairman of school policy and professor of chemistry at the university, will lead the investigation.

According to Mr. Rice, "the main goal of the association's investigation is to gain an understanding of what the curriculum is and why it is that way.

"MORE SPECIFICALLY, we plan to check out a number of good and bad rumors we've heard to see how, or if, the separate curriculums are correlated so as to balance out student work loads; and to find out why students are given certain credit requirements to meet.

"We're beginning with no pre-sumptions," he explained. "Our feeling is that the curriculum is good. If we find any deficiencies, we will by all means make suggestions. But the power of suggestion is all we have."

Mr. Rice said that the idea for the investigation originated when members of the association were told that several curriculums were being abridged to accommodate the May Project where, for one month, seniors work on outside jobs or on individual projects.

TO FIND out how the abridgement was possible, the association decided on a curriculum investigation.

In the money

Once again the Midway staff has sold enough ads to almost fill two of four pages. So successful has been the staff's ad-selling drive that, with some financial assistance from SLCC, a few more eight-page issues this year will be possible, including the paper's next edition. In the meantime, remember to tell the advertisers that you saw their messages in the Midway.

"Members of the association who are professionals in certain curriculums will examine and analyze for the rest of the association those U-High curriculums pertaining to their individual fields," Mr. Rice said.

"The school administration," he explained, "will coordinate the spare time of the teachers and that of the members of the association for interviews."

Of the association's plans, Principal Carl Rinne said, "I would welcome any curriculum investigation by a responsible party. I think the school curriculum needs thoughtful study and recommendations.

"ON THE other hand," he cautioned, "I will have nothing to do

with a witch hunt or a crusade by a number of individuals to alter the function of the school to fit their own likings. This does not mean, of course, that I'd censor any investigation report I don't agree with."

Mr. Rinne said that SLCC and the race relations committee also were holding investigations on curriculum, but on a smaller scale. He sees his main function as coordinating the three investigations so as to set a certain time for all three to interview individual department chairmen at one sitting.

Faculty members informed of the investigation told the Midway they would have no objection as long as the investigation were fact finding, rather than aimed at curriculum revision.

Student effect on curriculum limited

U-Highers influence curriculum, but at present their voice is "something of a whimper," according to Principal Carl Rinne.

"Most directly students influence curriculum in the classrooms," Mr. Rinne said. "As they say to a teacher, 'look I didn't get the remark that you just made' or 'I don't get this unit' or 'why do you do what you do in this way,' I think that students have, perhaps, the most profound influence on the curriculum."

MR. RINNE feels that students also influence curriculum through group organizations.

"The May Project proposal was an institutional kind of thing," he said. "This, I think, was a profound demonstration of the way students can influence and do influence the curriculum."

Another way students influence curriculum is SLCC's committee on curriculum revision, open to all students. It was set up last year by Representative Emily Mann be-

cause, she said, "It was, and is, necessary to express the ideas of SLCC and U-High's student body.

MR. RINNE said that SLCC has not contacted him concerning the committee's work, but somebody told me they were going to work and I haven't heard from them since."

Speaking further of group organization for curriculum reform, Mr. Rinne cited the curriculum dialogs of black students and the Council on Race Relations, which includes students, parents and faculty members.

He also noted that last year several students who came to him with a proposal for new curriculum opportunities and independent study were scheduled into a faculty meeting.

"I THINK they were well received," he said, "but I don't think much came of it, except for the proposal for the May Project, which did indeed affect the curriculum."



'I KNOW HOW YOU FEEL. I DON'T LIKE THIS EXPERIMENTAL FOOD EITHER!'

Students analyze U-High

Mr. Rinne believes that faculty-student dialogue on curriculum must be promoted so open and honest talk can take place resulting in the school recognizing student needs which up to now may have gone unnoticed.

"I would not want students mak-

ing professional decisions," he clarified, "but I definitely would want students to say 'where it hurts,' as the patient would say to the doctor, and I'd want the professionals to stand ready to diagnose the situation and also ready with the treatment. In this regard, we've only gotten started."

Students analyze U-High

Twelve Social Studies IV students are organizing a comprehensive study of U-High. According to their adviser, Social Studies Teacher Earl Bell, the purpose is to learn investigative techniques and more about the school.

Junior Dinny Gottlieb, a participant, feels "It is something kids have been wanting to do for years, in a factual, legitimate manner so they'll listen and make improvements."

Through interviews and ques-

tionnaires the group will gather data on faculty-student and administration-faculty relationships, philosophy behind the school, decision-making, class structure, curriculum and economics.

The group plans, next month, to compile its findings, with recommendations, in a book to be presented to the administration.

Who decides how U-High teachers teach?

Who decides how teachers at U-High will teach? Some of the teachers that U-Highers consider radical — those who employ highly experimental ideas in their curriculum, attendance and grading procedures — agreed that the decision is a combination of administrative and departmental requirements.

The individual teacher must formulate his course by interpreting these requirements, they said. It is conceivable, they added, that two teachers will not teach a course the same way.

MR. EARL BELL, Social Studies teacher, pointed out that courses offered by the Social Studies department will differ depending on a course's teacher. He feels that his department's

main concern is to avoid overlap in the material covered by other courses offered and feel that the Social Studies department is doing its job well.

MR. KARL BORTNICK, French teacher, said that his department makes most of the decisions concerning the material to be covered. It is his job to interpret and expand on these instructions and present the material to the students, he said.

He feels that since this is a laboratory school, teachers must be willing to risk being wrong in experimenting with curriculum.

ENGLISH TEACHER James Raftery, said that he has flexibility in his course planning once the requirements are met. The teachers

in his department decide a year in advance what books to use for their classes. "I've been able to teach the course as I wish," he said.

Concerning grades Mr. Raftery feels that when there "is a good amount of pressure it over shadows learning. I think the pass/fail system is best."

U-HIGH USES the A-B-C-D-F system of grading. Some teachers use pluses and minuses in addition while other teachers use the pass/fail system the first two quarters. All teachers are required to give an A-B-C-D-F grade for the third quarter or final grade, said Mr. Donald Conway, assistant director of Lab schools.

Last quarter Mr. Bortnick gave everyone in all his classes A's.

"I wanted to take the pressure off. We were there to learn French," he said.

MR. CONWAY, responsible for the printing and mailing of all grades for the Lab Schools has "two minds on the grading system." He feels that grades are archaic because there "is no nation wide or school wide standard," but he feels that some form of evaluation is necessary and as far as he knows, there is no better system.

Mr. Conway feels that pluses and minuses are a waste of time because it is difficult to differentiate between a B minus and a C plus and when these grades are computer processed the pluses and minuses are dropped off.

On The Midway

Tuesday, Feb. 11 — Swimming, Thornton, away, 4 p.m.; Basketball, Latin, here, 4 p.m.

Friday, Feb. 14 — Basketball, Morgan Park, here, 6 p.m.; Track, Lake View, here, 4 p.m.; Girls basketball, Morgan Park, here, 4 p.m.

Saturday, Feb. 15 — National Merit tests, U-High, 9 a.m.-noon.

Tuesday, Feb. 18 — Basketball, Elgin, here, 4 p.m.; Swimming, Elgin, away, 4 p.m.

Friday, Feb. 21 — Basketball, Francis Parker, away, 6:30 p.m.; Swimming, District Preliminaries, Hinsdale South, 6 p.m.; Track, Fenger, home, 4 p.m.

Saturday, Feb. 22 — Swimming, District Finals, Hinsdale South, 1 p.m.

Tuesday, Feb. 25 — Midway out after school.

All departments here using experimental teaching methods

Editor's note: Is U-High a laboratory school? Many students and parents question how experimental U-High really is. With an increase of laboratory projects in public schools, what sets U-High apart in the area of experimentation, they ask.

The Laboratory Schools, founded in 1896 by John Dewey, head of the University of Chicago's Philosophy, Psychology and Pedagogy departments, were initiated on the principle that educational theory could best be tested in an actual school setting.

The Lab Schools were, and still are, both a place parents send their children to be educated and a place where educational ideas are tested. To determine exactly what the laboratory function of U-High is today, Midway reporters contacted members of each curricular department. Because of space limitations, only some of the innovations of which they spoke could be included in this story. Many more could have been recorded here.

FOREIGN LANGUAGE

Radical departures from traditional teaching methods are evident in the foreign language department.

Miss Susan Joseph feels that her individual-instruction-oriented French 2B course enables her to overcome traditional classroom conflicts caused by various levels of student proficiency.

"THERE ARE five students in the program, each of whom receives individual instruction and a personal study program," she said.

"The student chooses what area he wishes to concentrate on—either speaking, reading, writing or listening. His course of study for the next two-week period revolves around this choice. He therefore receives instruction in the area where he individually needs help."

Mrs. Mary Hollenbeck, Russian teacher, has divided her students into four classes by proficiency rather than academic year.

She feels that instruction in a classroom environment is more important than individual instruction.

"STUDENTS LEARN from hearing themselves," Mrs. Hollenbeck claimed, "since they are all on almost the same levels."

A new electronic classroom has also diversified teaching methods, according to Foreign Language Chairman Lydia Cochrane.

"It can be used to increase a student's speaking fluency, teach him sentence structure and inform him about the culture of the people who speak the language he is learning," she said.

MR. GREGOR HEGGEN, German instructor, prefers a more traditional course of study, however.

"I emphasize reading comprehension in a normal classroom environment," he said. "Through reading, the memorization of words, sentence structure and grammar automatically become apparent to the student."

SOCIAL STUDIES

Independence which the student has in approaching an assignment is what most distinguishes U-High's social studies curriculum as that of a lab school, according to Mr. James Cohen, conducting a curriculum study for the department.

Mr. Edgar Bernstein, social studies teacher, said, "I think our efforts are in an untraditional direction."

"It is impossible to learn world history in one year," he explained, "so the focus is placed on only a few societies from which the student can generalize and draw his own conclusions. On the freshman level, for example, the study of Rome is excluded, which is very untraditional."

THE LAST quarter of Social Studies I is spent investigating the

problems of poverty.

Social Studies II is concerned with a contrast of the rich and poor countries of the modern world.

Mr. David Stameshkin, social studies IV teacher, said he feels that the problem-solving approach, such as that used in Social Studies I, has been unsuccessful.

"I have people in my classes who couldn't tell you what the Civil War was. I think it is sad."

"There is a minimal level of facts a student should know when he leaves high school which U-Highers just don't get."

UNIFIED ARTS

Unique courses and emphasis on the individual distinguish U-High's Unified Arts department from those at other schools, according to Chairman Robert Erickson.

"Jewelry and photography courses, like ours are rarely taught in other schools," he said. "The avant-garde and 20th Century Impressionist courses were created by members of the faculty and are utterly unique."

Mr. Erickson said the diversified courses allow students to study in individual areas of interest in depth.

MR. ROBERT Keil, drama instructor, cited the liberal attitude of the administration as a factor in drama's success.

"I have the freedom to do what I want with my classes, making for a better creative atmosphere," he said.

Mrs. Dorothy Szymkowicz, home economics teacher, feels that department flexibility distinguishes U-High's unified arts programs from others.

"Teaching methods are changed every year to fit the students' needs," she pointed out. "In the home economics course, I even incorporate student recommendations when they are helpful."

Mr. Frank Tirro, music chairman, agreed with Mr. Erickson that the improvisation courses are unique. He also cited the school's large collection of classical, pop and jazz records as unusual.

JOURNALISM Teacher Wayne Brasler said his courses are unusual because they use the school newspaper and yearbook as laboratory studies of printed media as they will be related to other mass media in the future.

The Midway's "paper of the future" approach has won national recognition, he noted, and is being considered for adoption at other schools.

Like Mr. Keil, he cited administrative confidence and academic

freedom as ingredients in making such a program possible.

ENGLISH

Department Chairman Richard Scott cited a program for Student Ordered English Curriculum (SOEC) as one project the English department has implemented this year which would distinguish its work as that of a laboratory school.

SOEC, which affected prefreshman and 9th and 10th grade students, was devised by six English teachers and taught one week in November.

Its object was to regroup students from traditional grade levels into groups based on individual interests, according to English Teacher Hope Rhinestone, one of the planners.

THE ORDERED curriculum consisted of "skills workshops" which included instruction in punctuation, grammar, public speaking, reading skills, handwriting, prosody, essay structure and vocabulary.

An expanded version of this program is planned as a regular part of next year's English curriculum.

English department experiments of past years, now incorporated in the curriculum, include a course in the history of the language and semantics, and a senior elective program which requires a quarter of rhetoric or composition after which students choose study from four electives, according to English Teacher Eunice McGuire, former chairman of the department.

PHYSICAL EDUCATION

Although not research-oriented, U-High's physical education department is constantly looking for and devising new teaching methods, according to Chairman William K. Zarvis.

"Everything we do this year," he explained, "will be evaluated and help to plan next year's program."

Phys Ed Teacher Mary Busch pointed out that "we don't have one special method of teaching a sport. If one way isn't successful for a class or an individual, by trial and error we find a better way."

ONE PROGRAM that may be unique to U-High's phys ed department is Mr. Sandy Patlak's reading library from which students can loan books on sports.

Located in the boys' locker room, the three-year-old library is designed to encourage reading among sports enthusiasts.

Members of the department point also to Senior Leadership,



Photo by Ken Devine

JOE THOMAS, freshman, and Lisa Schuchman, senior, listen to tapes in the electric classrooms built last fall on the second floor of U-High.

where students help teach physics classes, and the variety of sports offered here as unusual.

MATHEMATICS

Extensive class use of materials written by members of the department marks U-High as one of a small number of schools in the forefront of original curriculum development, according to Mr. Ralph Borgen, chairman of the Curricular committee of the Math department.

Curriculum development projects here range from materials written by individual teachers for their own classes, to panels of teachers planning full courses.

"In the three years I've been here, individual members of the department have prepared materials for their own students."

"Sometimes the department will adopt some of these unit materials for general use."

MR. BARGEN cited a program for developing a new freshman algebra course as a program of broader scope.

He also spoke of proposed second-year courses intended to cover the content of the present geometry course in two quarters and include additional materials in the sophomore year.

One of the newest math innovations is a course, Math R, taught by Miss Shirley Katz, in which students learn to use computers for mathematics.

LIBRARY

Though not technically a school department, U-High's library is considered the academic core of the school, a fact which in itself sets this library off as different.

At a recent alumni meeting, Head Librarian Blanche Janeczek pointed out that "the Lab Schools had the first study center-type library in the country. It was a revolutionary idea to have students study in an area surrounded by the materials and services

needed, and this idea was not widely accepted."

Because of its pioneering role in adding films, records, art, sculpture and humans to school library resources, U-High's library is one of the best-known in the nation.

It is considered a leading creative force in secondary school librarianship, Mrs. Janeczek said.

SCIENCE

U-High's science courses are based on the findings of national organizations formed to revise secondary science curriculum, according to Physical Science Teacher Sherman Wheeler.

One such group is the Physical Science Study committee (PSSC), formed in 1956. It was organized by concerned educators and scientists, and its original purpose was to revise the Physical Science curriculum. The end result was the development of a new course syllabus for Physical Science, including a new textbook, new equipment, experiences and films.

U-HIGH WAS among the first schools selected as try-out centers, adapting the project in 1958-59.

According to Physical Science Teacher Bryan Swan, U-High still uses the text and films as a basis for its course, with other content determined by the teacher.

Following PSSC, two other organizations were formed: Biology Science Study committee (BSCS) and Chemical Bond Association (CBA). Their findings were adapted and incorporated in U-High's Biology I and Physical Science II courses.

Courses developed by U-High's science department are Natural Science I and II, which seeks to unify different fields of science by pointing out similarities; and Matter, Energy Radiation and Man (MERMAN), an exploration of relationships between science and technology—including political and social aspects—designed for students whose primary interests are outside the field of science.

Views on school vary with class levels

By Bruce Gans

The closer a U-Higher gets to graduation, the more conventional the Laboratory Schools look to him.

Freshmen and sophomores questioned by this reporter called U-High's curriculum experimental, but seniors and juniors felt it was conventional at best. Freshmen cited freshman learning projects—Independent study, sign-up classes each week and study of prehistoric man through a mythical community called Zinch valley—as evidence of curriculum experimentation.

They also pointed to the May Project which will give seniors the opportunity to leave school and work on a job.

Freshman Joan Lipkin said, "besides the Freshman and May Projects, I like the experimenting with class atmosphere. It's looser and friendlier. I like the teachers' willingness to let us do what we think is important in class."

But Juniors Emily Mann, typical of juniors and seniors less impressed with the laboratory aspects of the schools, said, "Most kids be-

lieve this is a lab school. That's cause the administration tells it is. I don't believe it."

"The Freshman Project has been around for years and lots of schools have classes with friendly atmosphere. Friendly atmospheres aren't experimental."

Senior Fred Langendorf was unsure what a laboratory school meant.

"One class may have a system of unlimited cuts, another has self grading," he said, "but is it a lab school when one or two classes out of five is experimental?"

Junior Mike Rosenberg said, "Some, and only some, departments succeed in exciting students. For example, I go to social studies classes. They have something to say about my life. Kids goof around in them. I do the same for classes that bore me, I guess."

Mike feels experimentation should seek ways to "excite, stimulate and turn kids on . . . Courses should make students grab the truth being taught. Teachers should make it fun to think," he said.

News and sports roundup: *Three tries and you're out*

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• Trying for their third win, U-High's Prep Bowl Quiz team was defeated by Tinley Park February 1, 230-165.

• Social Studies Teacher Edgar Bernstein is producer of "Slow Dance on the Killing Ground" at Harper Court theater, 52nd and Harper streets (see advertisement this page).

Drama Instructor Robert Keil is the production's light designer.

• In two of their roughest meets this year, according to Coach Ed Pounder, U-High's swimmers beat Mt. Carmel 48-47, January 7 there, and Fenger (second ranked in city last year) 49-46, January 28, here.

Maroons were paced by Senior Peter Schloerb who, in the Fenger meet, broke the U-High pool record in the 100-yard breaststroke in 1:04.3. Qualifying time for this year's state meet is 1:06.7.

The basketball team's season isn't going as well, with Coach Sandy Patlak predicting a fifth place league finish.

With their best team ever, according to Coach Margaret Mates, the girls basketball team, 4-1, has lost only to Aquinas high school, 41-29, January 31, here. Aquinas is the third ranked girl's team in the city.

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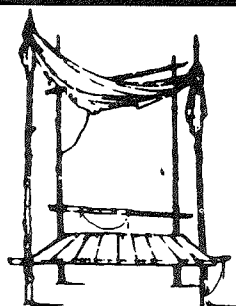
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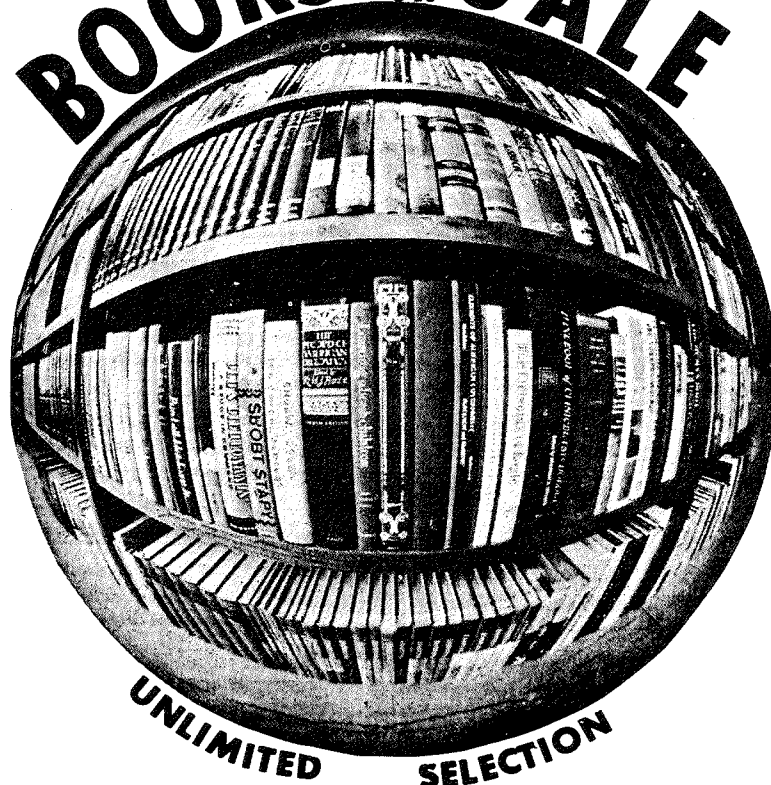
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As our readers see it: *Blacks protest editorial*

LETTER POLICY: All letters must be signed for publication and become the property of the Midway staff. Because the Midway staff is legally responsible for the content of letters it prints, the staff reserves the right to verify facts before deciding if a letter will be published. Letters that are published will not be edited or changed in any way. Letters appear as soon as space allows.

From Prentiss Taylor, Stephen Keith, Deborah Turner, John Franklin, Carolyn Wilkins, Vinette Meta Woodard, E. Stanley Dukes, Lonnelle Edwards, Leslie Jones, George Lewis, Brenda Williams, Gregory Walker, William H. Smith, April E. Avant, Edy Harrison:

We, the Black Seniors, vehemently protest to the Midway's editorial "Invalid means to valid ends," which appeared in the Jan. 28 issue.

First, where have you gotten your information about "the Black Student Association—a coalition of 30 black U-Highers?" At the time this article was published, the Black Students Alliance did not formally exist. It only lived as a dream in the minds of most U-High black students and black teachers, and, evidently, it lived as a misconception in the minds of the Midway. Due to your misinformation, we regard your holding a non-existent organization responsible for the actions of a very small number of students who happen to be black, as "invalid."

SECOND, YOUR analysis of the situation with the three black teachers is far from accurate. One of the men teachers did decide he could be more beneficial in the ghetto, that is true. We were unable to contact the lady who applied, but four of our black seniors did talk to the other gentleman, who had reservations about taking the job because he felt he "was being used as a guinea pig." As a result of our discussions with him, we began to have doubts about our Administration's "liberality."

Third, we hope the Midway has

misquoted Dean Carmichael and Mr. Lloyd by the respective use of the articles "a" and "an" in their personal estimations of the need for black teachers. The quotations connote a need for one black teacher, and in the words of one white U-High faculty member, "That is obviously tokenism. Don't you see?" We would hope that our Administrators did not mean what they said literally. But evidently the Midway interpreted them in exactly this way, when you say, "It would be easier for two teachers to face the problems here than one."

Fourth, we would like to commend the Midway for saying our demands for Afro-American history "are valid." We would also like to applaud your contention that black teachers should be paid a higher salary, so that we will have not only black teachers, but the best black teachers available.

HOWEVER, WE THINK that your "liberal" idea of having an overwhelming swarm of "at least two black teachers" verges on tokenism. We think it would be much more realistic to speak in terms of "at least seven" or "let's get as many as possible." You are suggesting racial quotas for our

faculty. The only quota which should regulate the composition of our faculty is not whether we have X% Chinese teachers, or Y% Roman Catholic teachers, but rather that we have 100% superior teachers be they of any race, creed, or color.

Fifth, even when one considers your mistaken "facts," the tone of your letter with its accompanying cartoon raises serious questions about your liberality. The BSA (which now does exist) considers your comparison of us to a baby in a crib to be most insulting. The students on BSA's working committees are, in most cases, the same students who have been working hand-in-hand with the

Administration for some time. Members of BSA are people who have found new directions by working for what we want, instead of merely demanding we be given something. That is maturity. Considering your misconceptions about our organization, we think a public apology via another Midway editorial would be quite in order.

WE WERE quite amused by the 10-second editorial about the unnamed Administrator who "worked with the NAACP" 20 years ago. We wonder about the bases on which you decided that he "has outlabeled any of them in the field of racial equality." What does journalism teach you about broad generalizations?

Finally, we want to publicly commend Bruce Gans for his authentically liberal stance, and we agree that at this point, we "only understand results." Gans' dark star in the midst of the Midway's white void is not entirely surprising. After all, even one of our Administrators worked for black people 20 years ago.

Editor's note: Existence of the Black Student association prior to the January issue of the Midway was evidenced by meeting notices in the Daily Bulletin January 22, 23 and 28. Dean of Students Standrod Carmichael had acknowledged BSA's existence before the paper was published. The Midway would be happy to correct any error concerning "the situation with the three black teachers" but this letter specifies none. The paper's editorial position is based on facts and logical argument, not on the basis of how "liberal" a position is.

february flicks

Tues. Feb. 11 Otto Preminger's films: *FALLEN ANGEL*

A snaky, sleazy, two-bit character tries to use a wholesome, small-town gal for evil ends.

ANGEL FACE

Robert Mitchum. What else can we say?

Wed. Feb. 12: *MY LITTLE CHICKADEE*

W. C. Fields and Mae West in the all-time comedy great.

Thur. Feb. 13: *King Vidor's DUEL IN THE SUN*

Joseph Cotton, Gregory Peck, Lionel Barrymore, and a cast of 2500 in David (GONE WITH THE WIND) Selznick's mammoth super-production, in Soc. Sci. 122.

Fri. Feb. 14: *Agnes Varda's LE BONHEUR*

An abstract fable of sex and love, as a young carpenter waivers between two women.

Tues. Feb. 18: *Otto Preminger's IN HARM'S WAY*

Henry Fonda, John Wayne, Kirk Douglas, George Kennedy, Dana Andrews, Patricia Neal, Jill Haworth, Burgess Meredith, Bruce Cabot, Slim Pickens, Stanley Holloway, Franchot Tone, and a navy destroyer out to get the Japs.

Wed. Feb. 19: *Buster Keaton: COPS*

The cops are having this parade, see, and it gets all screwed up by Buster Keaton, see, and so they get him, see. Sound familiar?

Thur. Feb. 20: *Douglas Sirk's WRITTEN ON THE WIND*

Douglas Sirk is one of those major filmmakers whose work is seldom shown seriously, is rarely appreciated, and is never discussed except in very esoteric circles.

Fri. Feb. 21: *Alfred Hitchcock's MARNIE*

"What's the matter with this girl, why won't she go to bed with her husband?" — Alfred Hitchcock. Marnie has got problems: she's a compulsive thief, she can't stand men, she has terrible fantasy dreams and her mother is a neurotic, possessive old woman.

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