First ISL cage title in 16 years

Decision on principal nearing

By Bart Freedman

A decision on who U-High's next principal will be could come as early as next month. The present principal, Mrs. Margaret Fallers, will be accompanying her husband to Amarillo, Texas, for the rest of the year.

Four candidates, selected by a faculty search committee from about 40 applicants, have visited U-High during the past two months. The committee, chaired by Lab Schools Director Philip Jackson, includes five department chairmen he appointed. It sent more than 40 letters of introduction to employers as well as to U-High alumni.

The committee invited four applicants to visit U-High on the basis of recommendations from previous employers and academic training. During their one-day visits, the candidates were interviewed by the search committee, faculty members representing various areas of the school program and interested students and teachers. Everyone interviewing the visitors was invited to file a report with the committee afterwards. A teacher and student acted as co-hosts for each visitor.

Mr. Jackson will select the new principal from the four candidates. Although some teachers have complained that the candidates' visits were too hurried, Social Studies Department Chairman Philip Montag, a member of the committee, said that one candidate told him the visit was more relaxed than an average day in the school of which he is presently principal.

The committee will announce its decision as soon as possible. The decision will be announced in a press release.

Candidates visit school

From a band to a bunny: Arts Week starts Monday

By Carol Siegel, Editor

A jug band they've formed (see photo), films they've produced (one using animated clay), and plays they've written (including one about a bunny man) will among the unusual programs U-Highers present during the school's annual Arts Week, which begins Monday.

DRAMA of "The House of Bernarda Alba" (top photo), one of the plays, is reflected in the expressions of Juniors Ann Morrison and Les Shalter, and Sophomore Emily Inouye (foreground), Senior Laura Black and Junior Mariye Inouye, and Sophomore Rachel Stark and Freshman Mohammad Murtada. The story relates the emotional games a married couple play with each other and themselves. Junior Mariye Inouye and Senior Jerrold Deas portray the couple. Tickets to the SET productions are 25 cents.

"The Lover," written, directed and featuring Senior Senior Eugene Fazio and Sophomore Peter McHale, concerns a man in a funny suit, recalling on skid row his trauma-ridden past. Senior Doug Patinkin and Emily Inouye also are in the cast. Film shot last summer will be part of the presentation.

Two other student-produced films also are scheduled. David and Eduardo's film uses animated clay figures.

Students will be announced in offices throughout the school. The SET productions, all 8:30 p.m. in Belfield 138, are: "The Lover," "The Stronger" and an original dance (see photo) Thurs.-Fri., March 5-6.

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Unregistered visitors causing newly serious problem here

The ongoing problem of outsiders coming into the school is receiving renewed attention. The Council on Rules met Feb. 14 and wrote a request to Lab Schools Director Philip Jackson that he take action to improve school security.

The letter was prompted by the armed robbery of Lower-Middle School Administrative Assistant Stephanne Powell at the entrance to the University to her third-floor Blaine office Feb. 13 by a man in his early 20s and the number of students from other schools who have come on unauthorized visits since the Chicago teachers strike in January.

According to Dean of Students Standrod Carmichael, who is responsible for dealing with unregistered guests, U-High has had about 50 regular unauthorized visitors each week who come here because their school schedules conflict with ours.

Although visitors without guest passes have always been a problem at U-High, Mr. Carmichael feels that this is a more serious problem than a disciplinary one. He said that after the strike he has received many letters and phone calls from students who have continued to visit friends made here during the strike.

The school provides, for student study, the cafeteria and the new No. 1 study room. U-Highers wandering the school during their opening periods, making noise that disturbs classes and causing problems in the library, have been reported regularly by teachers and librarians this year.

The school provides for student use during open periods, the cafeteria and the designated rooms in Sunny Gym, rooms 101 and 104 for quiet study, and the library for use of its facilities.

According to Dean of Students Standrod Carmichael, students aren't "supposed" to be anywhere during their open periods. They can do as they wish as long as they don't disturb anyone.

As for why students roam the halls and library in search of something to do, looking into classrooms and asking questions, according to Betty Schneider, a student reporter at the school, "the omission of the one student who reports an error and is being checked.

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According to Seniors Kathie Croll and Doane Savage won the first prize of five Washington pies for themselves and seven-and-a-half slices of cherry pie for five minutes. Optometry contestant included, from left, Senior Kevin Kelleher, Junior Andy Davis, Senior Eric Uhlenhuth and Steve Winner Dona is at right.

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Teachres give homework but teachers get it, too

By David Melamed

Students aren't the only ones at U-High that have to do homework. Their teachers must also devote time each evening to their own kind of homework. They must review research papers for class discussions, read papers and grade tests.

THE AVERAGE U-High teacher works between two and three hours a night doing homework, teachers interviewed by the Midway estimate. This homework includes reading a book or two more times before assignments are due. English Department Chairman Emanuel Spitzer states, "It takes me anywhere from 10 to 20 minutes just to grade one paper. Because I have 60 students in three classes, it wouldn't be unusual for me to spend a whole evening just grading papers.

Several English teachers said that they work up to an hour each night preparing for the next day's class discussion.

SOCIAL STUDIES teachers also must devote many of their evenings to their work. Miss Karen Smith noted that "In grading a social studies paper, there is a certain amount of research involved. It's not like math, where the answer is either right or wrong. I spend a total of 12 to 15 hours a week doing homework, and I work all day Saturday in the library doing research for my classes. Science teachers have a different kind of homework. After school they must prepare for laboratory periods by setting up equipment for experiments. Mr. King, a science teacher Richard Kimmel, in his first year of high school, so little movement detracts from his teaching. He has to do more homework than experienced teachers "because I have to devote more time to the construction of the course than experienced teachers, who have their courses preplanned." Just about every teacher at U-High has some form of homework. The physical education teacher's main concern regard their coaching duties as homework. The art teachers keep themselves busy working on art projects. Our librarians spend their time searching through books to see if they should be added to the collection.

From their homework responsibilities, several teachers attend clubs or committee meetings. Many of the teachers have families they come home to at night, and they try to devote as much time as they can to them. "But sometimes I have to devote a whole evening just to grading tests." In the specific course in which the teacher will substitute.

THE SUBSTITUTE teacher here, notes Principal Margaret Fadell, is chosen with an emphasis on experience and a thorough background in the specific course in which the teacher will substitute. Substitutes should carry out the classroom planning of the regular teacher and then outline the administration's philosophy on substituting.

"U-High gets its substitutes through the school board," she explained, "usually by contacting the University teaching department, and also through applications.

The applicants then are interviewed and checked for credentials. "Nobody substitutes if they have a regular job," Mrs. Fadell observed. "They're teaching part-time, usually husbands or wives who once taught and are now coming back into the educational system.

PREPARATION for the substitute depends on the regular teacher. When he knows he will be absent a specific day or time, the teacher contacts his department chairman, who arranges a substitute. It is up to the teacher himself to brief the substitute. Preparation generally involves giving the substitute teacher a copy of the lesson plans, and outlining the administration's philosophy on substituting.

"At the end of the day, the substitute is required to fill out an evaluation sheet telling about the class he taught and any problems encountered.

Although substitutes usually do not encounter problems, "students don't cooperate" is the complaint they voice most often, Mrs. Fadell observed. "If the class in general does not pay attention," she added, "we contact the substitute and try to help him. It if is only one of two students, the regular teacher will ask to say something to them.

A TYPICAL substitute is Mrs. Jo Hillocke, who teacher English, social studies and math classes.

Before coming here, she taught regularly at a suburban elementary school in Cleveland and at Bowing Green University.

She finds that students participate willingly in classes taught by substitutes.

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Show has U-High art

Six U-Highers and a recent graduate were featured in an art show at the Hyde Park Art Center, 5208 South Blackstone Ave.

Students from public and private and elementary and high schools in the neighborhood were invited to submit their art. United Arts Chairman Peter Erickson coordinated U-High's participation.

By medium, the artists are as follows: Painting—Junior Pin Fooh; drawings; Senior Eduardo Pineda and Junior Jill Reynolds; linoleum block print—Senior Dei Jacobson; and photography—Somohone Clinton Clarke, Junior Allen Grunes and 12 graduate Paul Mandelson.

The exhibition classes March 24, it opened Feb. 4. Hours are 4-6 p.m. Sundays, 1-4 p.m. Tuesdays—Thursdays, and 10 a.m.—4 p.m. Saturdays.

Check this out

A U-High boy came up to one of the librarians on a recent Friday. He asked if he could check out one of the statuses on display, "Torso," by Jean Arp. Asked why he wanted the statue, the student replied that he wanted to "im­ press some girls. It's coming over for dinner." Although the school director told him not to check it out of school, after the student persisted the librarians agreed to let him. After the "Torso" overnight. He returned the statue the morning, in perfect condition.

Class tours t.v. station

Nine U-Highers, led by librarian Fran Fadell visited WLS-TV, Feb. 7. The field trip was an activity of a film reviewing course taught by Miss Fadell.

The students toured the control room, film projection facilities, and talked and viewed award-winning documentaries with a film editor.

The class meets once a week in the Media Center as an optional course. The teacher, Mrs. Eunice Needelman, a film reviewing course taught by Miss Fadell.

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Deep Pataskin and Richard Adams

Some kind of effort to improve communication between departments. Some students is needed at U-High.

Do U-High teachers regard school administration as "the enemy.? In their report on U-High, North Central Association evaluators noted that "the unfortunate fact that the administration is not well understood by many of the faculty." Teachers interviewed by the Midway commented that seeking organizing and control over issues as which may prompt an inquisition among faculty-sponsored administration.

According to Social Studies Department headman Philip Montag, president of the faculty association, the Lab Schools (NCA) of the American Federation of Teachers, whose name is a reflection of their agreement with the ideas that administrators have on several issues indicated their opposition to the activities of collective bargaining, is not, however, a specific issue.

"They've done it mostly through informal arrangements," he explained. Principal Margaret Fallers feels that to find in separate faculty and administration, there are also determined to a lesser extent national trends in secondary schools. "I think it's important that the school be overall curriculum," she added.

According to Student Legislative Coordinating Council President Joel Roberts, students also sometimes look upon administrators as "enemies. The reason, according to Joel, is "the way they disregard students."

Mr. Carmichael said that some of the teachers may oppose closer relationships with students because in trying to relate to students as "buddies," rather than as authority figures, the dignity of the teacher's role may be compromised.

Some teachers expressed reservations about referring students to guidance counselors. Foreign Language Department Chairman Gregor Heggen felt that teachers should use discretion before doing so. "If a student comes in to see me about a problem," he said, "I should express my opinion, but I shouldn't tell him what to do unless he is doing something serious."
Innovative programs could use better planning, some believe

By David Melamed

More systematic structure in planning innovative programs at U-High is needed, according to directors of some of these programs.

Evaluators representing the North Central Association (NCA), an accrediting agency of which U-High is a member, visited the school in early February. They suggested that a committee of students, teachers and administrators be formed to evaluate the programs.

According to English teacher Summer Fellers, "There is no set policy as to who plans and reviews the innovative programs at our school."

"Usually," she explained, "each department plans their own courses. This is the most sensible, systematic set up because the teachers involved have the best idea of what's going on."

When first creating a program, a student and administrators wouldn't be of much help because they don't understand what is required in planning innovative programs.

"Some experimental programs among those introduced at U-High in recent years are the Student-Ordered English Curriculum (SOEC), the Student Teacher Coalition (STC), the Independent Learning Project (ILP), and the Literature by trimester (LIT)." He added that students are not centrally involved in planning and evaluating because social studies programs have more experience in such matters.

"The administrators' role is to help student groups evaluate the programs." He said risers of student participation in curriculum decision making exist only at the classroom level, but that a school's objectives are judging from their own classroom experience. The school and community report basically was a group of adults alone may not have been able to provide an insight into the study of the school and community that a group of adults alone may not have been able to provide.

"The students would have to be articulate in their recommendations," he explained. "And the teachers for their part would have to take the students and the discussions seriously."

Music teacher Darlene McCampbell, chairman of the faculty's Curriculum Committee, feels such a board would provide an informal forum of discussion in which administrators could meet and evaluate curriculum. The effectiveness of such a forum, he feels, would depend on its participants.

"We have started on the right track," she said. "But we now have to get organized so that we can present better programs to the school."
Varsity girl cagers lose last game but not spirit

By Wendy Weinberg

It is after school, Feb. 6, a clear, chilly day. The 15 members of U-High's girls' basketball team pile into a school bus in front of the U-High gym, headed for their final games of the season, a doubleheader at Country Day.

The trip starts out quietly, but soon breaks into a game of four corners on the varsity team's record and how. If North Shore beat Morgan Park in an upcoming game, U-High would move from second place to a three-way tie for first in the girls' league.

As it turned out, the deciding game was cancelled, leaving U-High in second place.

"It's not so much that she's vicious as that she's tall and wearing a whole lot of dark clothes," Miss Seghers observes. "The game ends, North Shore 38, U-High 31."

The U-High team walks back to the bench, disappointed.

"We'll be one in the league. That's what counts," Varsity Player Paula Markovitz tells teammate Anne DeGroot she shakes her head sadly, not saying anything.


On the way back to the bus, one of the varsity players says, "I think this must have been one of the closest games...the most tense."

"We're still in it. Despite their loss to North Shore, the varsity players are proud of their team and their season."

"We've always been aware of winning," reflects one girl. "Even though some people didn't get along there was a lot of team spirit."

Other players agree: the team had spirit.

Varsity Coach Janis Masterjohn voices her opinion. The team was "great." It was experienced. The players were skilled and they were fast."

"And," she finally adds, "they had team spirit."

Katy Holloway

Katy Did It

Another side of the story

THERE'S BEEN a lot of talk at U-High this year about equal rights for women, particularly in the field of sports. The boys have track and swim teams; some girls want them, too. Other girls feel strongly that the girls' basketball team should have as much time to practice as the boys' team—and without being interrupted by members of the boys' team.

Some girls say that this matter of equal practice time took place at a "Women in Sports" meeting sponsored by U-High's new Women's Co-curricular Group (Jan. 11). Among the speakers were Marcia Weinman, who helped organize the group, girls from the basketball team council, Jim McLane, short-practicing coach, and Varsity Coach Laura McLane, who cut their practice short because boys took over the court while girls still practiced.

But Varsity Coach Janis Masterjohn told the Midway that she feels such a team should be formed because "the girls were griping about a four-minute practice loss. The boys came in near the end of practice so I thought we might as well leave them. " The next week, she noted, the boys gave up two practice sessions after four minutes so the girls could have a practice.

Volleyball Boys' Basketball Coach Sandy Patlak says he told the boys to stay out of the girls' practice, just as the girls are not permitted in the boys' practice. Miss Masterjohn says the boys were "disingenuous, " and that she has had to "drag the girls out of the boys' practice."

As far as equal practice time, she said, "I don't think we have to be equal to the boys. Girls' sports aren't yet that big-time. " She and Mr. Patlak both pointed out that if they wanted more practice time the girls could have come early in the morning, as the boys have. "I would like to have been glad to come in, " Miss Masterjohn says, "if the girls had asked me."
Student activities reflect wide range of interests

Student interest in activities at U-High has turned from all-school activities to a wide range of clubs, small-group activities and projects. Midway stories over the past year have detailed the death of all-school parties and assemblies as a result of changing student involvement.

This year 10 new clubs and activities have been formed: Astronomy, Biology, Chess, Open Discussion, Stamps, the Student-Faculty Madrigal Singers, the Women’s Consciousness Raising Group, Model Airplanes, Fribee and Bridge.

U-Highers interested in joining these groups can contact members as follows:

Astronomy, Senior Richard Gomer, Bridge, Senior Jerry Both; Chess, Social Studies, Senior Michael Lev; Biology, Science Teacher Edward Pineda; Open Discussion, Social Studies, Junior David Cahnmann; Stamps, Senior Eduardo Pineda; Madrigal Singers, Mr. Gomer; Women’s Consciousness Raising Group, Art Teacher Joel Surgat; Model Airplanes, Computer, Senior Richard Gomer; Internation Simulation, Social Studies, Junior Jerry Both; Black Student Coalition, Social Studies, Senior Richard Gomer; Computer, Senior Michael Levi; Model Camera, Photography, Senior Janet Balanoff and Senior Jerry Both; Bridge, Senior Blatte Jaski.

Other clubs and activities—16 of them—followed by the person to contact about joining them, are:

Student Teacher Coalition, Counselor Tim Smith; Computer, Senior Michael Lev; Chess, Social Studies, Senior Michael Lev; Biology, Science Teacher Edward Pineda; Open Discussion, Social Studies, Junior David Cahnmann; Stamps, Senior Eduardo Pineda; Madrigal Singers, Mr. Gomer; Women’s Consciousness Raising Group, Art Teacher Joel Surgat; Model Airplanes, Computer, Senior Richard Gomer; Internation Simulation, Social Studies, Senior Richard Gomer; Black Student Coalition, Social Studies, Senior Richard Gomer; Computer, Senior Richard Gomer; Model Camera, Photography, Senior Janet Balanoff and Senior Jerry Both; Bridge, Senior Blattle Jaski.

At an Electronics Club meeting the president, Senior Richard Gomer, demonstrates an experimental infrared image intensifier, a device which enables the user to see in the dark. Richard is also the president of the Astronomy Club. Members of both clubs are eligible to use technical books, equipment, parts and science kits obtained from University laboratories and mail-order firms.

Activities (right) in which Student Teacher Coalition participants are taking part this year include learning karate, automotive mechanics and glassblowing. Senior Amy Berchen, who is teaching glassblowing to eight other U-Highers this quarter, practices making a glass flower. She learned the art from a glassblower formerly at the University.

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