

# First ISL cage title in 16 years

Stories,  
photos  
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U-HIGH'S GOT a new jug band, formed for Arts Week. Jamming in a practice session from left are: Junior Richard Johnson, kazoo; Senior Peter

van der Meulen, washtub base; Senior Doug Patinkin, violin; and Senior David Weber, piano. Missing from the photo are Seniors Fred Elfman, banjo;

Photos by David Cahnmann  
Peter Getzels and Simeon Alev, both harmonica. "We'll play all the old favorites," said Director Doug, "and a new new cuts."

## The U-HIGH MIDWAY

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## From a band to a bunny: Arts Week starts Monday

By Carol Siegel,  
Arts 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 be among the unusual programs U-Highers present during the sixth annual Arts Week, which begins Monday.

Three plays and a dance will be presented by Student Experimental Theatre (SET) during the week and several dozen recitals—dance, vocal and instrumental—are planned. More than 650 pieces of art work will be exhibited. The week is sponsored by Cultural Union.

**PRINCIPAL Margaret Fallers** says that students will be allowed to miss one period of each course to attend Arts Week activities. Most teachers will require a prearranged absence, she added. Times and places of programs will be announced in schedules posted throughout the school. The SET productions, all 7:30 p.m. in Belfield 138, are: "The Lover," "The Stronger" and an original dance (see photo) Thurs.-Fri., March 8-9; and "The House of

Bernarda Alba," Sat., March 10. Senior Julie Needman is directing "The House...." The three-act tragedy, by Frederica Garcia Lorca, deals with the lives of five sisters who compete for the love of one man.

**THE CAST** includes Freshman Suzanne Harrison and Carolyn O'Connor; Juniors Ann Morrison, Lea Shafer, Mariye Inouye and Laura Cowell; and Seniors Gretchen Bogue, Ellen Coulter and Carol Lashof.

"The Stronger," a one-act play by Auguste Strindberg, concerns two women sitting in a cafe. One is silent throughout the play; she is the mistress of the other woman's husband. Seniors Eve Sinaiko and Amy Bernstein are directing the play; Sophomore Rachel Stark and Junior Jessie Allen portray the women.

"The Lover," by Harold Pinter, is being directed by Sophomore Eve Dembowski. 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.

"BUNNY MAN Remembers," written, produced, directed and featuring Seniors Eduardo Pineda and David Weber, concerns a man in a bunny suit, recalling on skid row his trauma-ridden past. Seniors Doug Patinkin and Ellen Meltzer 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 produced one; the other was shot by Seniors Andy Field and Rene Arcilla. David and Eduardo's film uses animated clay figures.

### We deserve a kick

Because of a printer's error, the name of Ed Pineda was substituted for that of Eve Sinaiko as writer of the "Thoughts" column last issue. The column concerned applying karate to muggers. Ed Pineda has a mug, but as a matter of fact he doesn't even know karate.

Awards for art will be given in the following categories: Drawing, crafts, prints, sculpture and constructions, mixed media, photography, and painting.

Entries will be judged by Architect John van der Meulen, father of Senior Peter; commercial artist and photographer Merwin Sanders; Middle School Art Teacher Martha Ray; Physics Teacher and, outside school, cartoonist Richard Kimmel; and Lower School Art Teacher Richard Souigny.

## What's Ahead

**TODAY**—Swimming, Latin, 4 p.m., there; Regional basketball' tournament, St. Gregory, 8:30 p.m., Chicago Christian High School, 12001 Oak Park Blvd., Palos Heights.

**WED., FEB. 28**—Parents Association Upper School Council meeting, 7:30 p.m., 6918 South Euclid Ave.

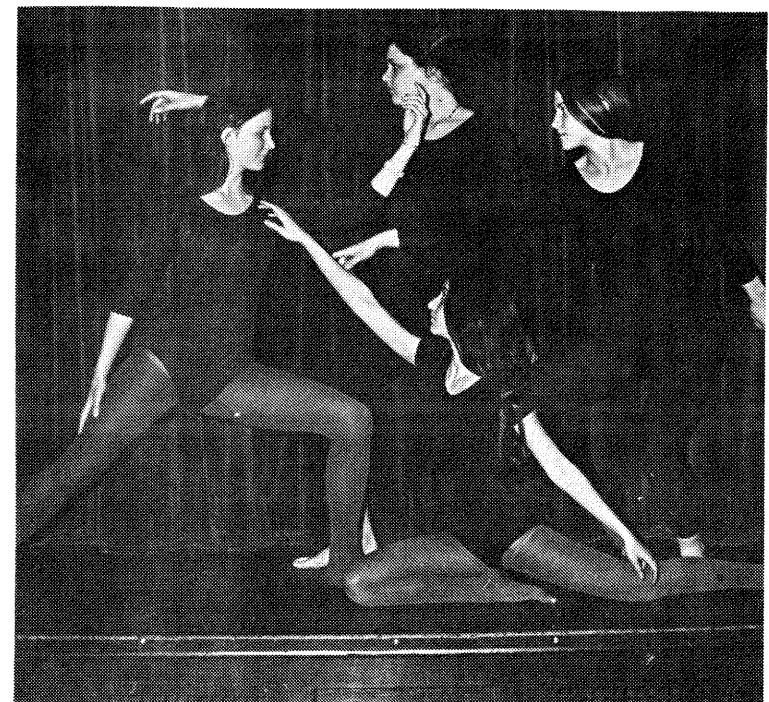
**THURS., MARCH 1**—Regional basketball tournament continues, 7:30 p.m., Chicago Christian High School.

**SAT., MARCH 3**—Illinois High School Association drama contest, U-High entries, "The Interview," one act play, and "The Importance of Being Ernest," excerpt by Sophomore Eve Dembowski and Junior Mariye Inouye, Thornton Township High School, 151st St. and Broadway, Harvey.

**MON., MARCH 5—SAT., MARCH 10**—Arts Week (schedules posted around school).

**THURS., MARCH 8—FRIDAY, MARCH 9**—SET productions, "The Lover," "The Stronger," and a dance, 7:30 p.m., Belfield 138.

**SAT., MARCH 10**—SET production, "The House of Bernarda Alba," 7:30 p.m., Belfield 138. **TUES., MARCH 13**—Math Contest, 8:30-10 a.m., cafeteria. Midway out after school; Girls' volleyball, Morgan Park, 3:30 p.m., there.



Photos by David Cahnmann

**THREE PLAYS** and a dance sponsored by Student Experimental Theatre are among presentations highlighting U-High's sixth 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 Lea Shafer, and Seniors Gretchen Bogue and Carol Lashof. They are horrified to hear townspeople demanding that a girl who murdered her baby be killed.

**CREATING** intriguing patterns, Seniors Anne DeGroot and Marina Karpusko, Junior Cathy Altman and Senior Laura Black dance movements choreographed by Marina.

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### Candidates visit school

## 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 Virginia at the end of the year.

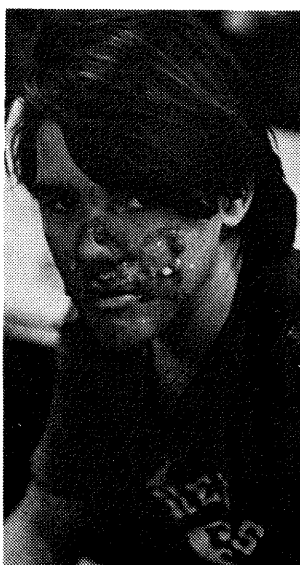
Four candidates, selected by a faculty search committee from about 40 applicants, have visited U-High during the past two months. The committee, chaired by Lab Schools Director Philip Jackson, includes five department chairmen he appointed. It sent more than 40 letters to colleges and universities around the country soliciting applicants for principal. The only requirement was that possible candidates have a degree in school administration and at least two years' administrative experience.

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 two or more candidates submitted to him by the committee. 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.



# Ever try to eat a pie and get it in the eye?



Photos by Doug Patinkin and David Cahnmann

THREE-HUNDRED screaming U-Highers cheered on 40 contestants in Cultural Union's first annual George

## Council can take appeals

U-Highers can now appeal disciplinary action taken against them by the dean of students or Student Board to the Council on Rules and Procedures.

The Council will now serve as an appellate body, in addition to carrying on its legislative role, as a result of approval of an amendment to its constitution by students and teachers in separate referendums Feb. 6.

Another approved amendment clarifies the Council's amending procedures.

Required by its constitution to elect a new chairman twice a year, the Council has chosen Junior Dan Kohrman, Student Board president. He replaces Senior David Wilkins, class president.

As president, Dan said, he would try to improve awareness of students and faculty concerning community problems and promote student participation in curriculum matters.



Photo by Doug Patinkin

## Retired

AFTER 18 YEARS of service with the University, 17 of them in the Belfield Bookstore, Miss Evelyn Clute has retired. Miss Clute has worked at the main bookstore on Ellis Avenue after the Belfield branch was closed in November. She says she is looking forward to her retirement and plans to travel after she recovers from a fall last month. She misses the students and people she worked with, she said, but is happy to have time now to relax and take trips.

Washington pie-eating contest Thursday in the cafeteria. Senior Duane Savage won the first prize of five Washington dollar bills by stuffing himself with seven-and-a-half slices of cherry pie in five minutes. Sophomore Steve Brown, left, wore a special t-shirt for the occasion drawn for him by Senior Eduardo Pineda. Smeared contestants included, from left, Senior Kevin Kelleher, Junior Andy Davis, Senior Eric Uhlenhuth and Steve. Winner Duane is at right.

## Quickies

### U-Highers earn finalist honors

SENIOR FAYE PRICE was one of 20 finalists this year in the Junior Citizen of the Year program sponsored by the Chicago Park District and Jaycees. Faye was selected on the basis of her activities, including volunteer work at Wyler Children's Hospital and the University's Mental Health Department, and personal interviews.

ALL OF U-High's eight National Merit and six National Achievement scholarship semifinalists, except one, have advanced to finalist standing. The omission of the one student may have been an error and is being checked.

"COLLEGE entrance exams fail to measure a student's potential, ability or creativity," Senior Cathy Cronin told the Midwest Conference of the College Board Feb. 20 in Chicago. Cathy volunteered to speak after the Board invited College Counselor Betty Schneider to have a student appear at the conference.

A \$700 self-loading movie viewer, to be used mainly for evaluating films for the Media Center, is being installed in Conference Room C of the library. The viewer combines a projector and screen in one unit.

A XEROX copier also has been installed, on trial, in the library. The Xerox Corp., which is testing to find if copying machines can be operated profitably in schools, provided installation and paper free. The machine will remain if 350 sheets are used in the next four months.

FOR STUDENTS interested in biology experiments not done in class, Junior Dwain Doty has organized a biology club. About 10 students attended the first meeting. The club is advised by Science Teacher Jerry Ferguson.

## Unregistered visitors causing newly serious problem here

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, Snack Bar area, designated rooms in Sunny Gym, rooms 103 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 sitting on stairs when the school provides places to go, Principal Margaret Fallers said, "The same kids do it. They never work at anything and you notice them because they wander."

Students interviewed by the Midway said they didn't have any homework to do and were walking around looking for friends or didn't think there was anything interesting going on and were walking around to see what others were doing.

Mrs. Fallers feels that student wandering is more of a program problem than a disciplinary one. A solution, she suggested, would be "to group all a students' open periods in either the morning or the

afternoon. This would allow a student to leave school altogether

to work or volunteer in the community."

## ...and what about all the U-Highers in the halls?

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 Stephanie Powell at the entrance 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 about 50 regular unauthorized visitors each week who come here because their school schedules are light.

Although visitors without guest passes have always been a problem at U-High, Mr. Carmichael feels that the teacher strike resulted in an increase in the number of unregistered visitors, who have continued to visit friends made here during the strike.

## Provost assures faculty of Lab Schools' future

Although a lack of funds is affecting some programs at the University, there is "no reason to worry about the future of the Lab Schools," Provost John Wilson said in a speech to the faculty Feb. 9. Mr. Wilson was invited to speak by faculty cochairmen in the interest of better University-Lab Schools communication.

"The Lab School is a good thing to have," he said. "It can do things public schools can't."

According to Mr. Wilson, money is scarce at the University and nationwide in private education because of reduced grants by the federal government. He said he felt the number and size of these grants would increase and the money shortage would end by the late '70s after the Nixon administration has left office.

The general lack of funds, Mr. Wilson noted, has affected the Lab Schools program. With more money, for example, Jackman Field could have been renovated by now and a new building could have been added to provide needed additional room.

Participants in a work-study program at nearby Kenwood High School, who leave their school at 12:30 p.m., account for most of the increase, Mr. Carmichael said.

According to Mr. Patrick Allen, an assistant principal at Kenwood, administrators there can do nothing to solve the problem without the name of every offending student.

But, according to Mr. Carmichael, the policy here has been only to tell unauthorized visitors to get passes "unless some wise guy forces my or a teacher's hand and refuses to go."

Mr. Jackson last week distributed to the faculty and staff a suggestion from Mr. Carmichael that they courteously inquire of strangers they see in the school why they are here and accompany them to an office for registration.



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# Teachers 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 to prepare 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.

"My homework includes reading a book four or more times before assigning it to my classes," English Department Chairman Eunice McGuire said.

"It takes me anywhere from 10 to 25 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 grading papers.

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.

**PHYSICS Teacher Richard Kimmel**, in his first year of teaching, feels that as a beginner 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 teachers regard their coaching duties as

homework. The art teachers keep themselves busy by working on art work of their own and the librarians spend their time screening the newest books to see if they should be added to the collection.

Aside from their homework responsibilities, several teachers attend night classes or conferences, and must devote several of their evenings to them. They feel such activities are important in making them better teachers.

**FREE PERIODS** during the day that could relieve homework loads often must be devoted to student conferences and department 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," Math Teacher Ralph Barger said.

Although between school and homework they work 9 to 10 hours a day, most of the teachers interviewed don't feel they are being overworked.

Mrs. McGuire noted, "Even



Photo by Marcus Deranian

IT'S AFTER 10 p.m., but Russian Teacher Mary Hollenbeck still has a stack of test papers to grade before she is finished with her "homework" for the evening.

## Show has U-High art

Six U-Highers and a recent graduate are represented in an art show at the Hyde Park Art Center, 5236 South Blackstone Ave.

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

By medium, the artists are as follows: Painting—Junior Flo Fooden; drawings, Senior Eduardo Pineda and Junior Jill Reynolds; linoleum block print—Senior Dori Jacobsohn; and photography—Sophomore Clifton Clarke, Junior Allen Grunes and '72 graduate Paul Mendleson.

The exhibition closes 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., Saturday.

## 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 statues on display, "Torso," by Jean' Arp. Asked why he wanted the statue, the student replied that he wanted "to impress some guests who are coming over for dinner." Although the statues were not intended for out-of-school use, after the student persisted the librarians agreed to let him check out "Torso" overnight. He returned the statue in 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 supplement to Mrs. Eunice McGuire's English IV Rhetoric class. The students watch and discuss selected films.

"We went to see the practical applications of what we were learning," Miss Fadell said.

## ...and when teacher can't come to school

By Matt Freedman

The high school substitute teacher: By popular misconception, he huddles, inexperienced and terrified, behind his desk. Students disrupt him with such time-honored tactics as spitballs, switched names and feigned stupidity.

At U-High, however, the time and effort put into the selection, preparation and evaluation of substitute teachers renders that cliché incorrect.

**THE SUBSTITUTE teacher** here, notes Principal Margaret Fallers, is chosen with 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," Mrs. Fallers said, outlining the administration's philosophy on substituting.

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

The applicants then are in-

terviewed and checked for credentials. "Nobody substitutes if they have a regular job," Mrs. Fallers observed. "They're teaching parttime, 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 provided varies from teacher to teacher. Some furnish detailed plans while others provide an outline of what they would like done in class, leaving the details of how it will be done to the substitute.

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

Although substitutes usually do not encounter problems, "students not cooperating" is the complaint they voice most often, Mrs. Fallers said.

"If the class in general does not pay attention," she added, "we contact the substitute and try to help him. If it is only one of two students, the regular teacher is asked to say something to them."

**A TYPICAL substitute** is Mrs. Jo Hillocks, who teaches English, social studies and math classes.

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

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

"Students who want to learn will, regardless of the teacher," she said.

unnatural appearance.

Simple lighting, contemporary costuming and finely detailed properties reflected the play's somber mood. Makeup also was effective, though often overdone.

The two scene designs, built on the theater's new revolving stage, were painted by professional artist Ralph LaMantia. Unfortunately, Mr. LaMantia had only two evenings in which to paint the sets and the results reflected the limited time in which he had to complete his work.

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## Play reflects mature approach

By Carol Siegel,  
Arts editor

Once again it has been proven that U-Highers—when given the opportunity—can produce serious, adult drama with maturity and sympathetic understanding.

The compassionate performances in "The Children's Hour," this year's winter play, Feb. 8-10, were testimony to the adult-like attitudes of the actors.

### Play review

The three-act tragedy, by Lillian Hellman, deals with the lives of two young women teachers who run a girls' boarding school. They are accused of lesbianism by one of their students and their lives are ruined in the subsequent public uproar over the rumor.

Junior Mariye Inouye portrayed Karen, the kind and sympathetic teacher, with force, sensitivity and wisdom. Her expressive body and facial movements and her gentle yet strong voice well reflected her knowledge of the character.

Emotionally powerful and evenly climaxed performed

were also rendered by Senior Julie Needlman as Martha, the more fiery, yet weaker teacher; Senior Karen Maddi; Sophomore Eve Dembowsky; Junior Jim Grant and Senior Carol Lashof.

Actors in relatively minor roles worked well in their relationships with each other and with more major characters.

All portrayals successfully avoided any hint of tension about the theme of homosexuality. The performers' maturity was reflected in audience comment afterward that indicated agreement with Director Paul Shedd's view of the play, that the act of name-calling was more significant than the possibility of homosexuality.

It should be noted that the performances were so powerful that several Middle School girls became ill opening night when Karen screamed upon seeing Martha's dead, hanging body off-stage.

Unfortunately, some awkward, repetitious stage movement—and too little movement—detracted from the drama's power. Actors at times seemed to be on their own as to action, resulting in some



# in-depth: Issues raised by the NCA evaluation

## Insularity: Why it's an issue

by Doug Patinkin  
and Richard Adams

Some kind of effort to improve communication between departments, teachers and students is needed at U-High. That is a conclusion reached by most teachers and administrators interviewed by the Midway. Present concern over insularity, voiced in recent faculty discussions, comes in response to a suggestion by North Central Association evaluators that U-High should attempt to increase communication between departments.

The NCA cited "coordination,

## Administrators and teachers: Some problems

by Simeon Alev

Do U-High teachers regard school administration as "the enemy?"

In their report on U-High, North Central Association evaluators noted "the unfortunate fact that the administration is seen as the 'enemy' by many of the faculty."

Teachers interviewed by the Midway cited collective bargaining and control over curriculum as issues which may prompt an adversary attitude among faculty toward administration.

According to Social Studies Department chairman Philip Montag, president of the Faculty Association, the Lab Schools chapter (local 2063) of the American Federation of Teachers, whose aim is a collective bargaining agreement with the university, administrators have on several occasions indicated their opposition to faculty advocates of collective bargaining. He could not, however, cite specific instances.

"They've done it mostly through insinuation," he explained.

Principal Margaret Fallers feels that conflict between administrators and faculty on the issue of collective bargaining, if it exists, has been exaggerated by a tendency of union supporters to think of the faculty-administration relationship as a labor-management situation.

"Because in a school we are talking about professional people with a common goal," he explained, "the 1930s concept of the trade union in factories and the like just doesn't apply. Administrators are just faculty with different jobs."

With regard to the complaints of some teachers that U-High's administration artificially controls course curriculum, Mrs. Fallers noted that, while most course materials are chosen within departments, they also are determined to a lesser extent by national trends in secondary schools.

"I think it's important that the school have overall curriculum," she added.

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

Jed cited in example an administrative decision last year which denied underclassmen off-campus privileges despite opposition from students and many faculty.

integration and articulation of subject areas" as possible results of increased communication.

Social Studies Department Chairman Philip Montag, chairman of one of the faculty's NCA discussion groups, explained some of the conclusions reached by its participants.

"A lot of the communication problems center on the lack of contact between teachers. A social meeting place such as the faculty cafeteria would help to alleviate the problem. Students could be included as well."

Mr. Montag expressed the opinion of many teachers in saying that "It is the nature of any institution that is departmentalized to be insulated."

Individuality has increased insularity, according to Principal Margaret Fallers. "Maybe we have carried the idea of everybody doing their own thing too far," she said.

Social Studies Teacher Edgar Bernstein, chairman of the faculty's Curriculum Committee, added that "Individual departments don't always have common goals. In addition, by hiring specialists in one field with no experience in others, insularity is inevitable."

Some results of lack of communication between departments, according to Mr. Bernstein, are a fragmentation of knowledge and redundancy in curriculum. Mr. Montag added to the list "too much homework as a result of lack of coordination" and "some kids never get an overall view of what an education really is."

Mr. Montag also explained that insularity between students and their teachers "results in teachers not serving students in trouble effectively. The unsuccessful kid usually doesn't push himself on the teacher and the teacher doesn't always seek him out."

Teachers have suggested several possible solutions to insulated teachers and departments. They include social meeting places for teachers and students, cross departmental meetings, replacement of department offices with interdepartmental offices and faculty-student workshops and discussion groups.

"Insularity is not a disaster area," Mr. Montag believes. "It's not going to corrupt anyone or ruin a kid's education. We just have to face up to it in the hopes that we can improve that education."

# the NCA evaluation



The NCA parade of issues

## Dwindling gov't powers bred apathy, lead

By Fred Elfman

Student apathy concerning student government at U-High has resulted from a gradual reduction of its power, government leaders feel.

Evaluators representing the North Central Association reported widespread apathy among U-High students toward student government.

The evaluators offered two reasons for student apathy: "Student government deals with issues of no importance...When they got to matters of substance...the proposals they passed were almost always vetoed by higher authority."

According to Student Legislative Coordinating Council (SLCC) President Jed Roberts, "an illustration of U-Highers' apathy is that few non-members have ever attended SLCC meetings this year. Also," he noted, "recent student government elections have been largely uncontested."

Five years ago, SLCC's first elections

(after it replaced the Student Council) were heavily contested, with as many as five people running for individual representative posts.

Most government representatives interviewed agreed that students lost interest in student government after administrators began circumventing its powers two years ago.

Administrative philosophy, according to Dean of Students Standrod Carmichael, is that "student government give students an educational experience in self-determining their activities."

A majority of government members interviewed felt, however, that student government does not have an important legislative role.

Principal Margaret Fallers believes that students are now interested in clubs and other activities rather than in a student government organization.

From her student government experience Student Board member Gayle Hoard has

concluded that "student government can only survive as a useful asset where there is a majority of student interest and unity. U-Highers appear too individualistic, concerned only with their personal goals and not those of the school as a whole, which results in an ineffective student government."

"The result of widespread apathy is an even more powerless student government," Jay said. "The administration would more

## Can personality, improve a student

By George Anders

Personality, pull and bluff may improve a student's grade, but they cannot carry a student through courses, according to teachers and counselors interviewed by the Midway.

In a poll of 33 juniors conducted by North Central Association evaluators last year, 57 per cent believed that these ploys could get students through courses.

Interviewed faculty members said that U-Highers use ploys which include cultivating an interest in teachers' hobbies, charm and flirting with teachers of the opposite sex.

One respondent, Social Studies Teacher Earl Bell, mentioned that "rambling off the issue, or attempts to dazzle the class with sophistry" are most common in his classes.

U-Highers use grade-improving ploys, according to Guidance Counselor Mary Hoganson, because "grades are the way you are accepted or rejected here."

Mr. Bell agreed. "Since academic success is rewarded exclusively at U-High, many students are hunting for recognition when

## Teachers and 'total life of the student'

by Guyora Binder

Should teachers here be more concerned with the total life of the student, both in and out of the class?

Evaluators representing the North Central Association last year noted that, in a poll of 33 juniors, 54 per cent responded that teachers were not interested in their students' personal problems.

U-High has no official policy regarding student-teacher contacts, according to Dean of Students Standrod Carmichael. Teachers, he feels, should be able to make their own decisions on relationships with students.

The administration does encourage teachers to cooperate with the Guidance Department in dealing with student problems, Mr. Carmichael said.

Most teachers interviewed by the Midway felt that teacher-student contacts could and should be improved, but on an individualized basis rather than as part of a school program.

Guidance Department Chairman Karen Robb noted, however, that some teachers feel that their responsibility is only to teach their subject as well as possible.

Mr. Carmichael said that some teachers may oppose closer relationships with

students because in trying to relate to students as "buddies," rather than as mature adults, 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 in example, "I should express my opinion, but I shouldn't tell his counselor about it unless he's done something serious."

Last year, a team of evaluators representing the North Central Association visited U-High. Their findings were compiled in a report presented to the faculty the

beginning of this year. The Midway reported and commented on the evaluation at that time. Now the Midway has returned to the report for an in-depth examination of some

of the issues it raises. In selecting which topics to examine, the editors did not consider to which areas the evaluators themselves gave the most attention. In some

cases, a few words in the report form the basis for lengthy examination here. This spread was produced by Simeon Alev, in-depth newsfeatures editor.



Art by Eduardo Pineda

ders feel

likely take notice of student government if the student body were behind it." Jed feels that students will only become interested in government when it is "taken seriously by administrators and given power." Most student government officers interviewed believe that student apathy here is just part of a nationwide trend. "Interest in student government will return when a more 'get involved' attitude returns to an American youth," one said.

pull, bluff help  
nt's grade?

they b.s." Dean of Students Standrod Carmichael attributes student use of personality and bluff to "an upbringing where students have been taught that all problems can be negotiated out of." Interviewed teachers said they doubt that personality and bluff are as effective as the NCA poll indicates. Math Teacher Richard Muelder believes that bluffing or "out-psychoing" certain test questions is one of the few effective plays in his classes. English Teacher Darlene McCampbell maintains that "required readings and papers make it impossible for students to talk their way out of all requirements." Looking back over classes he has taught, however, Latin Teacher Charles Hundley feels that personality was a deciding factor in at least three instances where he raised a student's grade one letter above his test average. "All teachers are subject to being impressed by students who put their best foot forward," he added.

# 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 found a lack of coordinated organization in the "planning and evaluating" of innovative programs at U-High. They suggested that a committee of students, teachers and administrators be formed to evaluate the programs. According to Principal Margaret Fallers, "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 setup because the teachers involved have the best idea of what's going on."

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

Four 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 a new course, Understanding the Arts.

SOEC, a workshop format curriculum for freshmen and sophomores, was developed independently in 1968 by four English teachers.

According to English Department Chairman Eunice McGuire, students and administrators could not have helped organize SOEC because the teachers had their own conceptions and expectations of the project.

The English Department discontinued SOEC after three years because of low enrollment.

STC is designed to give participating students the opportunity to write and fulfill learning contracts.

According to Guidance Counselor Tim Hatfield, a faculty coordinator of STC, "There is no full-time person in charge of STC. Because of this, there is a lack of coordination among the faculty members who are involved."

ILP is a state-funded operation which supports and supervises the construction of workbooks for the Social Studies, Math and Music Departments and the library.

The booklets are formulated by the teachers of each department and then evaluated by the individual teachers who subsequently use them. Techniques successfully used here are reported to the state

for possible use later in schools around the state.

"In our kind of organization, this is the best systematic structure we could have," ILP Director Edgar Bernstein commented. "Everything has been running smoothly."

He added that students are not centrally involved in planning and evaluating because teachers have more experience in such matters.

The administrators' role in ILP is to approve the booklets for use at U-High.

The Understanding the Arts course was developed by the Music and Art Departments in a cooperative effort.

"We planned the course so that those who are interested in both music and art can kill two birds with one stone," explained Unified Arts Department Chairman Robert Erickson.

"At first, we had trouble planning the course and we were slightly disoriented because we were doing something new and working with new people, but now things are working, with the help of student recommendations and evaluations."

"This is all the organization we need. I feel it would be worthless if we made a big production out of it, by including students in the actual planning of the course. It's not that significant," he said.

## Board could give students role in curriculum planning

By Matt Freedman

Students at U-High do not have a voice in school curriculum decisions, except for independent efforts to provide it at a departmental and classroom level.

North Central Association evaluators recommended that students be given greater say in curriculum formulation at U-High so that the school program would be responsive to student needs.

Principal Margaret Fallers says that school policy has never specifically excluded students from curriculum decisions but to her knowledge student opinion has never been sought on a schoolwide level. Mrs. Fallers hopes a student-faculty board which will evaluate existing curriculum and recommend changes can be formed in the "near future."

Social Studies Teacher Edgar Bernstein, chairman of the faculty's Curriculum Committee, feels such a board would provide an informal forum of discussion in which students, teachers and administrators could meet and evaluate curriculum. The effectiveness of such a forum, he feels, would depend on its participants.

"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 Department Chairman Michael Rogers, a member of the Curriculum Committee, offered an explanation of the school's failure to provide some kind of student role in curriculum decisions.

"I feel it has been the school policy to

ignore student opinion as long as it is voiced by a single individual," he said. "Students who wish to have a say in curriculum decisions should express their views as a group."

Student government, he feels, should be that group.

Current student participation in curriculum decision exists only at the classroom level, when a teacher requests students to write evaluations of a class. Many teachers interviewed by the Midway felt that this procedure, presently initiated independently by teachers, was significant enough to merit implementation in all courses.

Programs such as the Student-Teacher Coalition (STC) learning contract plan have allowed students to plan part of their own curriculum and earn class credits working on independent projects.

Many teachers interviewed by the Midway said they felt student participation in schoolwide curriculum planning would lead to a more relevant school program more representative of school needs.

Mr. Bernstein summed up the benefits of student participation this way: "Student participation is a two-way street. First, students are able to give teachers a better idea of student needs, and the teachers are then able to offer the student a more cohesive curriculum."

"Come to think of it, there is a third angle," he added. "By working with teachers on curriculum decisions students will learn the difficulty a teacher has in formulating an informative and interesting class."

## Issue of the Issue

# Students and the evaluation

A MIDWAY EDITORIAL:

A school exists to serve students. Students, therefore, are an integral part of a school community. Any time a school undertakes a self-evaluation, students obviously should be included in the process. U-High has just completed a self-evaluation and is presently deciding where to go as a result of its findings. But students seem to have been largely overlooked throughout.

The self-evaluation was conducted under the auspices of the North Central Association of Secondary Schools, an accrediting agency of which U-High is a member. It culminated in a visit by a team of educators who spent three days here. They prepared a report following their visit, and the faculty currently is discussing the evaluators' findings (stories on this spread deal with some of these findings).

To prepare for the visit, the school conducted a self-evaluation, compiling statements for the visitors in the process. A faculty steering committee organized two faculty committees to prepare the reports. One prepared a background statement on the school's philosophy and objectives. The other, which included a parent, prepared a description of the school community. A student-faculty committee prepared a report concerning student activities.

Since only the activities committee included students, the statement the visitors received concerning the school's philosophy and objectives was a faculty statement. The description of the school and community also was a faculty (plus one parent) description. Of course, how a faculty sees its philosophies and objectives and how the student body sees the philosophies and objectives evident in the classroom may not be the same. The evaluators saw only what the faculty said the school's philosophies and objectives are; they had no indication of what students felt the

school's objectives are judging from their own classroom experience. The school and community report basically was a matter of facts and figures, and who did the research was not a crucial matter. Students, however, could have added to the research an insight into the study of the school and community that a group of adults alone may not have been able to provide.

Not all schools have approached their NCA evaluations in this manner. At Lyons Township High School in LaGrange, where an NCA evaluation took place about the same time as U-High's did, students were involved throughout the self-evaluation process. The committees which prepared the background reports included students, not just teachers and administrators.

Now U-High's faculty is in the process of discussing questions raised by the NCA evaluators. And how the school can best serve its students are among its main interests. Discussion group leaders have reported a student-directed attitude in faculty dialog. Teachers have expressed interest, for example, in gaining an accurate impression of the student experience here, of what a school day is like for a typical student. A few teachers have suggested inviting students to speak to the faculty.

But so far nothing has been formally planned and students have not directly been involved in the NCA followup. A written response from members of student government to NCA recommendations concerning student activities represents the only student participation since the NCA report was presented to the faculty in September. Even the faculty's discussions of the NCA report have been closed to students; when a Midway reporter attempted to cover the first discussion meeting, he was asked to leave.

Everything the faculty has done in preparing for the NCA evaluation and following it up implies that teachers here really don't consider students an integral part of the school community but basically consumers of education the school serves. Maybe what U-High needs is not so much a faculty that is student-directed as one that considers the school a community of students and teachers who together should determine its destiny.



# Titled cagers head into regionals

## For Sandy, it's the icing on the cake

By Alex Schwartz

Sandy Patlak took a puff on his cigar, leaned back in his chair and commented on tonight's varsity basketball match against St. Gregory, opening round for U-High in a regional tourney. "It's only the icing on the cake," he said.

The "cake" is the Maroons' first league championship in 16 years, an 18-0 season of undefeated league games, wide notice in the daily press and a team Mr. Patlak considers memorable.

The "icing" is U-High's first entry into a regional meet. In previous years there was a required Independent School League tourney that coincided with the regionals, which could lead to a state tourney. But now the ISL tourney is no more, although an invitational tourney has been offered in its place. The Maroons will pass up that one.

Seven other teams are participating in the three-day regional tourney, which began yesterday. They are Chicago Christian, the host; Illiana, Little Flower, Lemont, St. Vincent de Paul; Quigley North and St. Gregory.

If the Maroons beat St. Gregory (game time 8:30 p.m.) they would then play the victor of a Lemont-Quigley North game and, if successful, continue to play the winners of other matches. A tourney victory, then victories in two additional tournaments, would put the U-Highers in the Class A (schools with less than 750 students) state championship tourney, March 6-7 in Champaign.

But whether or not the Maroons do well in the regionals, and whether or not the state tourney is a practical hope, Sandy Patlak already has his cake...and the icing, too.

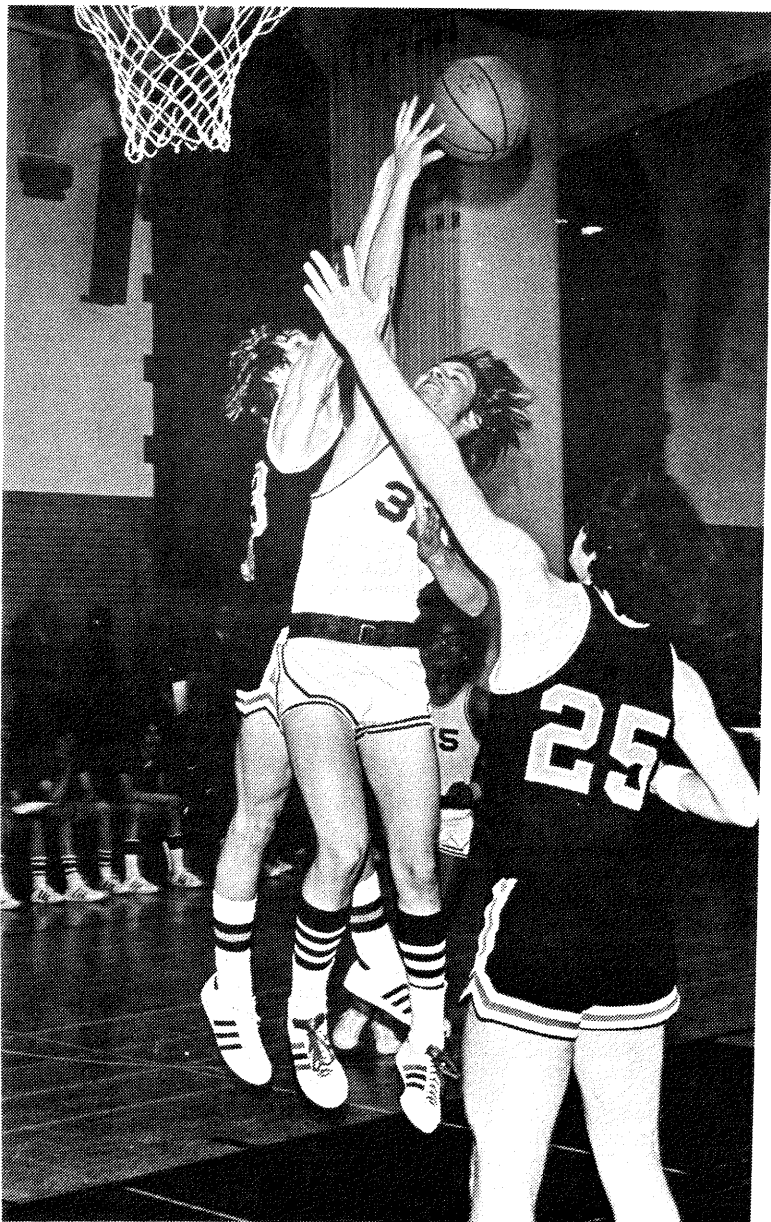


Photo by Joel Banks

THEIR game against Lake Forest, Feb. 13, was the last home event of the season for U-High's varsity cagers. Perhaps because the league title had been clinched at the previous game, with Morgan Park, spectator turnout was surprisingly poor. "Terrible," commented Coach Sandy Patlak. "But we can win without the kids, all I need are my boys." And win the Maroons did, 60-55. In the photo Forward Rod Thompson, in white, gets away from his Lake Forest opponent.

## Injuries hit frosh hard

By Fred Elfman

Player injuries hurt U-High's frosh-soph cagers in more ways than one, according to Coach Terry Kneisler.

The injuries individually hurt Jimmy Bogle (broken hand) and John Jacobs (sprained ankle) and a lot of other players (the flu). But they hurt the team, too. "Some of our key players were out during some of our key games," Mr. Kneisler explained. "That's when we lost."

The frosh-soph finished their season with a 6-3 record, second place in the Independent School League.

Leading scorers were Freshman Guard John Rogers, Sophomore Center Jimmy Bogle and Sophomore Forward Rich Tarlov.

Most of the players feel their two losses to first-place Morgan Park Academy, 59-54 and 64-41, were the toughest of the season.

"I thought we were the best team until we lost our second game with Morgan Park," Mr. Kneisler said. "They deserved to be number one, but I know we were the second best team."

"I'm really proud of the team. The players worked hard to win after their defeats and came up with a fine season."



Mr. Kneisler

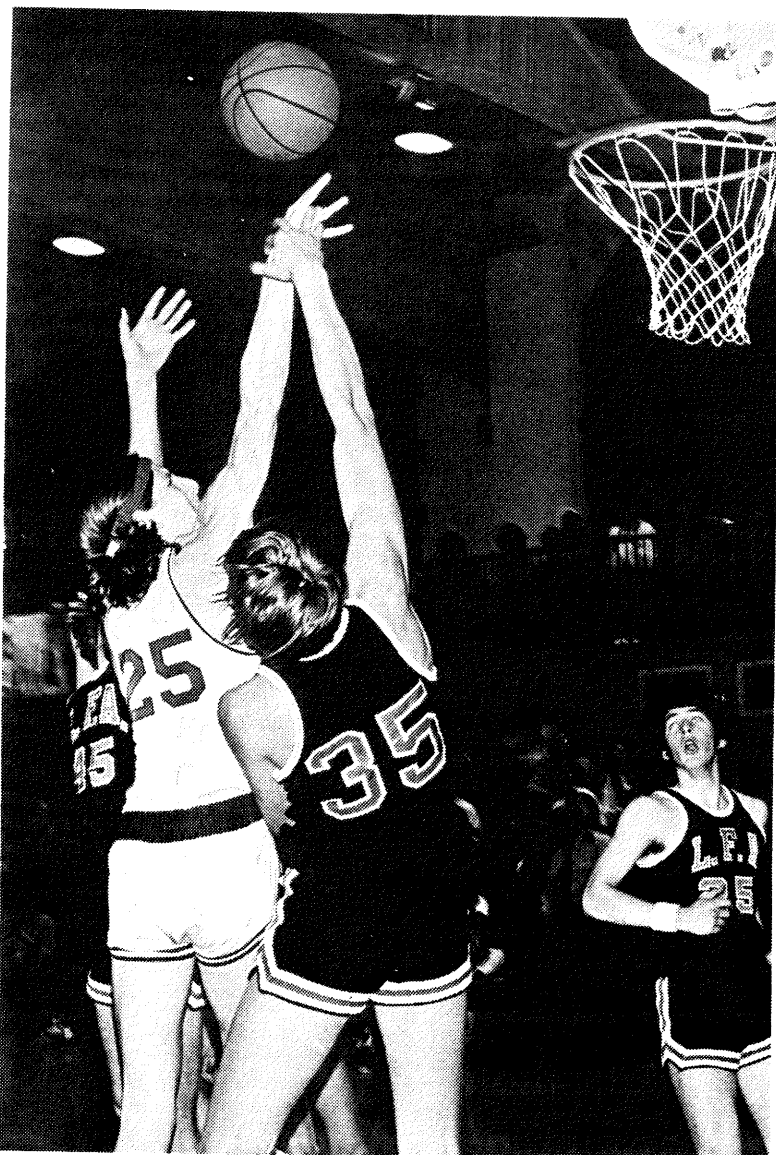


Photo by Joel Banks

SURROUNDED by Lake Forest players, Senior Jess Stacy strives to make a basket and is fouled in the attempt by Lake Forest's number 35. In an attempt to score in the last minutes of the first half, Jess made a shot from mid-court and put it in for two points and the crowd's approval. There were many tricky passes in the game. Perhaps team members were inspired by the practice music selected by Coach Sandy Patlak. It was "Sweet Georgia Brown," theme of the Harlem Globetrotters.

## Jubilant fans yell team to victory

By Katy Holloway

It is Friday, February 23, 1973.

Today U-High's varsity basketball team will play its last game of the season. A season of 17 league victories and no league losses. Statistically, the team already has taken first place in the Independent School League, the first time a U-High varsity has won a cage title in 16 years. But, though the cage title is firmly in hand, this final game of the season has aroused high interest. The opponent is St. Michael's, the team that had provided the toughest competition for the title and given the Maroons one of their most exciting matches earlier in the season. In this second encounter, the Maroons have a chance both to beat St. Michael's a second time and clinch an 18-0 record for the season.

More than 100 fans have signed up to ride two buses to and from the game. With the bus signups at their limit, another 30 or 40 fans are getting to St. Michael's on their own.

THE TEAM BUS leaves the U-High circle. Now the fans are waiting to board their buses. "Cahnmann, Carmichael, Cronin..." calls off Senior Mark Johnson. "You're on this bus." He pauses. "Let me put it this way—As through Ks on this bus—the rest of you on the other."

On the A-K bus the kids get seated, some two, some three to a seat.

"Who are the chaperons on this bus?" someone yells.

"Hey, it's Maxine and Mr. Hatfield."

"All right!" approve others. Librarian Mary Biblo joins Attendance Secretary Maxine Mitchell and Guidance Counselor Tim Hatfield on the bus.

The bus gets on its way.

A sound like shuffled cards catches Mrs. Mitchell's attention. Turning, she asks, to no one in particular, "What's going on back there?" "Just everybody trying to breathe," quips Junior Susan John.

Following the Outer Drive, the bus passes by the Loop, then turns off into Lincoln Park. Riding through Old Town, the bus passes Piper's Alley and the Earl of Old Town restaurant.

"Bingo!" shouts a rider. St. Michael's has been sighted. It's an enormous complex of buildings. "That's because it's got a grade, a boy's high school and a girls' high school," explains a U-Higher. The buses park. "All off!" yells Mark. "Coming back try to make an honest effort to get on the same bus."

The students gather before Dean of Students Standrod Carmichael. "Once you're in, you're in," he says. "It's house rules: No one leaves." "What about going to the bathroom?" queries a U-Higher. "They've got potties and hot dogs for your tummies," Mr. Carmichael answers. "All inside." At the door a nun collects tickets.

UP IN THE SPECTATORS' BALCONY, U-Highers find seats in an area specially designated for them. A brass band from St. Michael's provides music. The j.v. plays its game. As it ends, U-Highers rise to their feet yelling "UHS! UHS!" Before they can sit down the varsity players come out to practice. "Varsity! Varsity!" yell the fans. The U-Highers stand on the bleachers, stamping their feet and clapping. "We are number one, we are out to win! UHS! UHS!" they yell. "You ain't shit! You ain't shit!" reply St. Michael's fans. "Maroons! Maroons!" "Warriors! Warriors!" It's a verbal match.

The band begins to play again and the fans quiet down, but many remain standing. Spectators pass back and forth from the Snack Bar bearing food and drinks. "At forward, Rod Thompson; at forward, John Carr; at center, Brent Cawelti..." U-Highers shriek as the starting lineup is announced.

The jump, and the game begins. The first foul is called—on St. Michael's, and U-High fans cheer their approval. "Ooooooh! Ooooooh! U-Highers point their fingers and admonish St. Michael's players Benny Rosado, who looks very much like he's cussing out Brent Cawelti, who got the ball from him in a scuffle. "We don't mess around. Hey!" yell clapping, stamping Maroon fans. Many U-Highers are standing. It is difficult to see the eastern edge of the court because the court is strangely recessed.

THE HALF. The score is 33-29 and the players head for the lockerroom, the fans the Snack Bar. The cheerleaders from both teams take over the court. Time in again. Soon the St. Mike's fans are cheering. The game is tied 33-33. Seconds later U-High scores. Then St. Mike's. Then U-High. Then St. Mike's. 35-33. 35-35. 37-35. 37-37. St. Mike's again 37-39 and U-High fans moan as for the first time in the game St. Mike's takes the lead.

"Come on U-High!" yell concerned fans. "Maroons! Maroons!" "Warriors! Warriors!" the fans argue. 40-42. 40-44. 42-44. 43-44. At the end of the third quarter the score is 44-46, St. Michael's favor. "E-X-L-A-X, what does it make you do? Go! Go! Go!" yell U-Highers at Senior Jerry Robin's urging. He sits back clutching his chest as if winded. The play goes quickly. Now, once more, U-High is ahead. The fans do not even have time to sit down between cheers. "UHS! UHS!" Maroon fans chant. 62-54. "We are number one! We are number one!" some begin, but others caution, "There are 3½ minutes left. Don't get overconfident."

72-56. THE CHEERLEADERS dance and jump up and down hugging each other. The fans do their best, but the stands are restrictive to dancing.

"P-A-T-L-A-K Patlak!" cheer the fans under Mark Johnson's direction. The crowd applauds, then begins to count. "7-6-5-4-3-2-1!" The entire U-High crowd jumps, cheering, to its feet. Fans hug fans, players hug players. On the court fans and players chant, "We are number one! We are undefeated!" A St. Michael's fan buries her face in her hands.

"God damn," exclaims one U-Higher. "That was a GOOD game!" 74-58. 18-0.



# 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 frosh-soph and varsity girls basketball teams pile into a school bus in front of Sunny Gym, headed for their final games of the season, a rematch with North Shore.

The trip starts out quietly, but soon the girls begin talking of 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.)

After a 45-minute ride, the bus pulls up to the spacious, well-tended grounds of North Shore Country Day School.

The girls enter North Shore's gym and begin practicing for the two games.

At the far end of the gym is a balcony full of enthusiastic North Shore spectators.

The varsity game gets underway. On the bench Frosh-Soph player Orna Resnekov turns to Phys Ed Teacher Patricia Seghers and remarks about a North Shore player, "She's vicious."

"It's not so much that she's vicious as she's tall and wearing dark glasses," 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, though. That's what counts," Varsity Player Paula Markovitz tells teammate Anne DeGroot. Anne shakes her head sadly, not saying anything.

The frosh-soph game gets underway; U-High wins 25-23.

On the way back to the bus, one of the varsity girls comments, "I think this must have been one of our hardest games...the most tense."

The bus ride back is noisy. Despite their loss to North Shore, the varsity players are proud of their season and their team.

"We've always been sure 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."

## Swimmers finish 2; freshmen strong

By George Anders

Propelled by unexpectedly strong freshman performances, U-High's swim team has won five of its eight meets and finished second in the Independent School league, behind Lake Forest.

With only six swimmers returning from last year's squad, Coach Larry McFarlane expected a rebuilding season. Five freshmen surprisingly proved, however, that they could fill the gap left by graduated seniors.

The Maroons will finish the season with a meet against Latin 4 p.m. today there and the ISL championship meet Mar. 2 at Lake Forest. Mr. McFarlane believes the medley relay of Freshmen Jef Fish and Brian Cohn, Sophomore Arthur Heiserman and Junior Clay Skinner has the best chance of winning there.

In the medley each swimmer swims a different stroke.

Fast times this season have come from Sophomore John Kanki (:59.6 in the 100-yard freestyle), Lars Hansen (4:54 in the 400-yard freestyle) and Jef (1:12.7 in the 100-yard breaststroke).

Swimmers credit 1½ to 2 mile after school practices with improving their times.

Easy league victories over Latin and Glenwood during the season were offset by two decisive losses to powerhouse Lake Forest.

After a 12-78 loss, Coach Mc-

Farlane said, "They stuck it to us this time, but two years from now, our freshmen should come back and stick it to them."

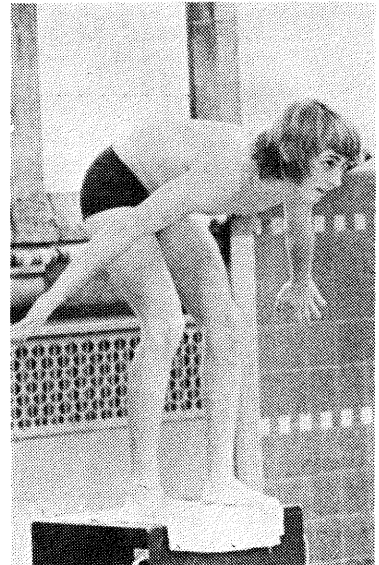


Photo by Doug Patinkin

BEFORE the swim team's meet against Lake Forest Feb. 13, Freshman Jef Fish prepares to dive in the pool for a practice length. Jef is one of five freshmen who, according to Coach Larry McFarlane, did a strong job in making up for the loss of key seniors to graduation last year.

## Recent Results

U-High scores first; frosh-soph and junior varsity scores in parenthesis.

**BOYS' BASKETBALL**  
Harvard-St. George, Feb. 6, here, 64-55 (67-41).

Morgan Park, Feb. 9, here, 71-56 (41-64).

Lake Forest, Feb. 13, here, 60-55 (41-38).

Latin, Feb. 15, there, 61-56 (48-60).

St. Michael's, Feb. 23, there, 74-58 (39-63).

**TRACK**  
All meets at University Fieldhouse.

Schurz, Feb. 9, 62-29.

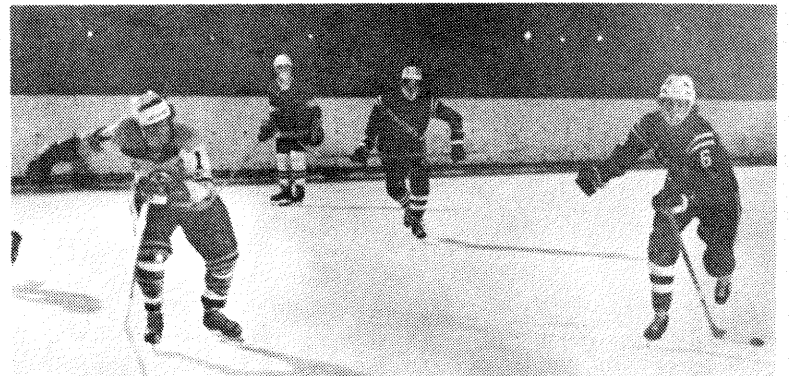
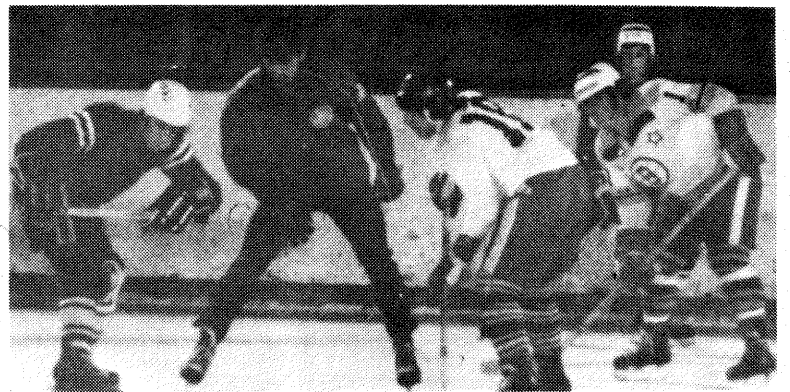
Senn, also Feb. 9, 71-30.

St. Pat, Feb. 16, 43-65.

Luther North, Feb. 23, 58-50.

**SWIMMING**  
Lake Forest, Feb. 13, here, 67-27.  
Quigley North, Feb. 20, here, 51-43.

**ICE HOCKEY**  
Hinsdale Central, Feb. 26, 5-0.  
Quigley North, Feb. 13, 2-6.  
Central Y, Feb. 17, 1-7.  
Prosser, Feb. 20, 1-3.  
Hinsdale Central, Feb. 24, 5-3.



Photos by Doug Patinkin

DURING the ice hockey team's match against Prosser Tuesday (top photo), Freshman Brian Cohn takes control of a face-off. The Maroons lost 3-1; it was their third loss to Prosser

this season.

A PROSSER player and Freshman David Elam race for the puck as Senior Fred Oldfield brings up the rear.

## Hockey team ends first league season

By Richard Adams

After earning fourth place in its new league, U-High's ice hockey team has a chance to advance to third place in playoffs by beating Quigley North and Hinsdale. The Maroons finished their season with three wins, one tie and eight losses.

Actually a club financed through Student Activities funds and its 22 players and coach, the ice hockey team plays at Lake Meadows Rink, 3211 Ellis Ave., where it buys ice time at \$35 an hour. The newly-formed Lake Meadows Juvenile League which U-High joined this season also includes Prosser, Quigley North, Hinsdale and Central Y.

Prosser and Central Y beat U-High repeatedly, and although the Maroons expected to win over Quigley North, they lost in all three encounters. But the U-Highers beat Hinsdale twice, including their only shutout, 5-0.

Coach Louis Cohn, father of Freshman Brian and Junior Carol, is not sure whether U-High will stay in the league for a second year. Some of the other schools have played their varsity players against U-High's officially junior varsity squad, he said. If U-High stays in the league Mr. Cohn hopes a commissioner can be arranged to run it and settle disputes.

Despite the U-High team's pluck in keeping itself operating, despite the expense to players and transportation problems, spectator turnout has been slim, with no more than 10 fans at any meet. But Mr. Cohn is proud of the team. "They got it together during the last part of the season with some great playing," he said. "We've got some good skaters and hold our own against the other schools in the league."

Though the team will lose a quarter of its members to graduation, Mr. Cohn is not worried. "There's great freshman talent and things look good for next year," he said.



## 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 talking about this matter of equal practice time took place at a "Women in Sports" meeting sponsored by U-High's new Women's Consciousness Raising Group Jan. 11. According to Crafts Teacher Nella Weiner, who helped organize the group, girls from the basketball team complained they had short practice sessions and, once, were forced to cut their practice short because boys took over the court while girls were still playing.

But Varsity Coach Janis Masterjohn told the Midway that she feels such complaints were unjustified 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 then." The next week, she noted, the boys gave up the gym after a 20-minute practice so the girls could have a game.

Varsity 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 said the girls have violated the rule, too, and that she has had to "drag the girls out of the boys' practice."

As for equal practice time, she said, "I don't think we have to be equal to the boys. Girls' sports aren't yet that big-timey." 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 have been glad to come in," Miss Masterjohn said, "if the girls had asked me."

## Tracksters await tourney

By David Stone

With the regular season over, the indoor track team, finishing with a 2-3 record, awaits its final meet, a

relay tournament March 29 at Oak Park.

The team has 12 members, seven of whom are freshmen. Inexperience hurt the team in its first meet with Hirsch, Feb. 2, because the freshmen were nervous, according to Mr. Drozd. In later meets they were less nervous and, consequently, ran better. "They became smarter runners and learned more about pacing as they ran more meets," the coach said.

Mr. Drozd feels that he, too, is learning with experience. This is his first year as track coach.

The meets include individual and relay running, broad jump, high jump, and pole vaulting. Unexpectedly, more spectators than in previous years turned out, with

about 30 at one meet. Mr. Drozd feels the presence of fans motivates the runners and makes them perform better. "They love to see some people watching them," he said.

Mr. Drozd said the tracksters have practiced hard throughout the season and have a feeling of togetherness evidenced by their cheering each other on. Since so many of the boys are freshman, the team could achieve excellence in the next year or two, he feels, and perhaps break some records.

He cited as outstanding Senior Peter Claussen in the high jump and hurdles, Freshman Jimmy Bruce in the long jump, and Freshman Richard Nayer in the one- and two-mile races and the pole vault.



Photo by Simeon Alew

PREPARING for a meet with Luther North last Friday, Freshman Steve Ranney practiced in the shotput. Coach Ronald Drozd believes the largely-freshman team holds bright promise for the future.

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**the Efendi**



# 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.

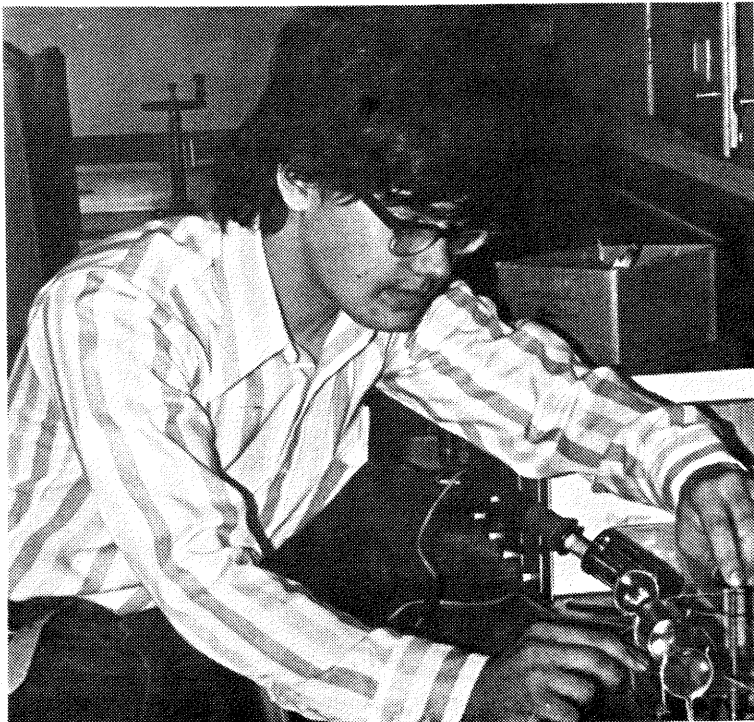
This year 10 new clubs and activities have been formed: Astronomy, Biology, Chess, Open Discussion, Stamps, the Student-Faculty Madrigal Singers, the Women's Consciousness Raising Group, Model Airplanes, Frisbee and Bridge.

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

Astronomy, Senior Richard Gomer; Biology, Junior Dwain Doty; Chess, Junior Gordon Gray; Open Discussion, Social Studies Teacher Joel Surgal; Stamps, Sophomore Stefan Karpusko; Madrigal Singers, Mr. Peter Cobb; Women's Consciousness Raising Group, Art Teacher Nella Weiner; Model Airplane, Freshman Douglas Cooney; Frisbee, Sophomore Richard Adams; and Bridge, Senior Blythe Jaski.

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

Student-Teacher Coalition, Counselor Tim Hatfield; Computer, Senior Michael Levi; Electronics, Senior Richard Gomer; Information Simulation, Seniors Charles Wyszomirski or Benji Pollock; Pep Band, Senior Jerry Robin; Black Students Association including Onyx, Senior Steve Brown; French, French Teacher Susanne Clark; German, German Teacher Christiane Fenner; Russian, Russian Teacher Mary Hollenbeck; Latin, Latin Teacher Charles Hundley; U-Highlights (yearbook), Senior Eduardo Pineda; Dance Repertory, Senior Dori Jacobsohn; Student Experimental Theatre, Senior Amy Wegener; and the brass, string and wind ensembles, Music Teachers Ralph Abernathy and Dominic Piane.



Art by Eduardo Pineda

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 Bernstein, 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.



Photo by Peter Getzels

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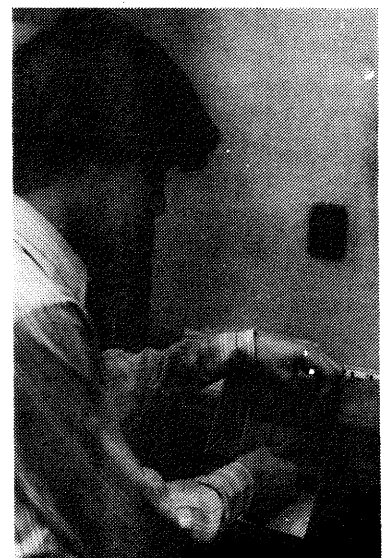


Photo by David Cahnmann

MEMBERS of the Computer Club are using a grant of \$1,800 from the University to run programs on an IBM 360 computer in a University building on Ellis Avenue.

Members use the machine for homework, experiments and playing games such as checkers and tic-tac-toe. Here Senior Michael Levi, club president, loads computer cards into a data-link in Judd II which connects to the 360 computer. Also located in Judd II are four desk calculators which can be used by U-Highers.

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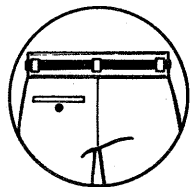
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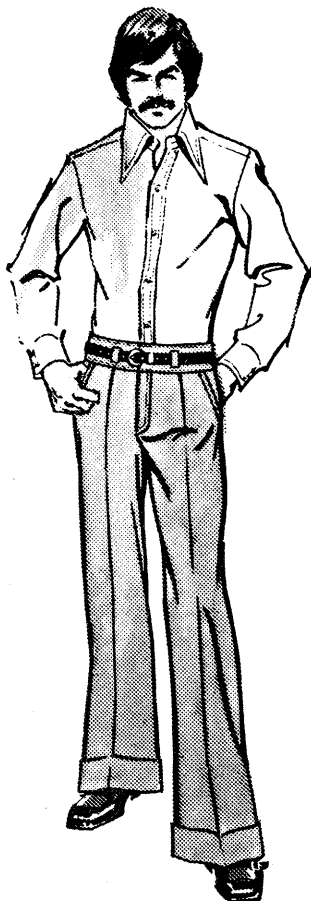
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