New advisory group studies curriculum

By David Gottlieb, political editor

Does the present curriculum focus on the “typical Lab School student” or the “non-typical Lab School student”? The school’s current advisory committee, formed by Lab Schools Director Nel Noddings, will meet on a monthly basis to answer these questions.

Another committee formed by Ms. Noddings to study administrative structure is almost completed, she said. The purpose of that committee will be to “make an assessment of administrative functions and to make suggestions as to what administrative positions might best fill those functions.” Ms. Noddings added that the committee may ask students and teachers for their advice on administrative needs.

Still another committee, being considered, would deal with interdisciplinary studies. Teachers who would like to construct such courses would work with the committee toward approval of them.

Assembly tomorrow fits principal’s idea

Tomorrow’s assembly, first and fifth periods in Maudel Hall, will feature Principal Geoff Jones’ ideas that assemblies are effective with students, who are available outside resources.

U-High squared?

A professional caller will lead dances at a square dance Fri., Nov. 14 in Sunny Gym sponsored by Cultural Union, according to C. U. President Bethy Tariot. Refreshments will be served. The time will be announced later. “We were looking for a variety in our calendar,” Mrs. Jones explained.

Filmstrip shot here

By Chris Scott, editor-in-chief

The filmstrip, which will be given only in each teacher evaluated for his or her information.

The committee, which considers itself a club, may request funds from SLCC and

Robert Needman

the Parents’ Association to finance its project, which will cost more than $1,000 to produce, Robert said.

The committee wants to institute the evaluations, he explained, because “student opinion of teachers is valuable because it’s based on daily exposure to the teacher. Administrators and other teachers do not have this exposure. I think it’s important for teachers to know what their students think of their teaching.”

Director Nel Noddings, who has met with several members of the committee, told the Midway that she approved the project in its initial stages of research. She mentioned four guidelines that she felt should be followed in the handling of the evaluations.

First, she said, teacher participation should be voluntary. Secondly, she added, “a great deal of care should go into the selection of the instrument used for evaluations.”

The procedure of collecting information should be organized and well thought out, not willy-nilly,” she concluded, and the results “should only be used as constructive feedback,” that is, not distributed among students.

Robert said that, under the committee’s plan, evaluations would take place the end of each quarter, with teacher participation voluntary. Teachers would see the results, but students would not be shown the ratings only, with teacher names.

Several methods of questioning students are being considered. Robert also said all employ a multiple choice questioning method, and some also include space for additional student comments, he added.

Also see editorial page 4.

“HEYYY! LET’S KNOCK ’EM OVER”

By Evan Canter

“This picture everybody in the country lining up front to back, from New York to California, and someone pushing the front man down and watching the whole line fall down like a set of dominos.”

This idea, from Dan Stone, is one of several suggested by U-Highers to the Midway for ways to celebrate the Bicentennial. Dan had heard of a plan to have everyone in the country line up and hold hands. “I felt something more spontaneous would be appropriate,” he explained.

Other ideas included reenacting the Revolution over a period of one year. Karen Baca, who made the suggestion, said that “for the Boston Tea Party, nonpolluting materials could be used.”

Another U-Higher, who didn’t wish to be identified, suggested “that instead of fireworks, we should burn down the White House.” Still another suggested, “everybody should get wasted.”

Constructive ideas also were offered. “The Bicentennial celebration should be a time to educate as many people as possible about our country,” said Jon Weinstein. “Plenty of Americana is appropriate,” he explained.

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THE POLICY would have to be reviewed in conjunction with the faculty and University to go into effect.

The new policy would represent a "real plus" for the faculty, according to Social Studies Teacher Philip Mouting, president of the Faculty Association, which represents teachers in bargaining.

"The new policy provides nonteaching teachers with unprecedented protection during their evaluation period," Mr. Mouting explained.

"The administration must state its reasons for nonrenewal of contracts in writing, and the written statements must be explicit and specific." Faculty Negotiator Earl Bell pointed out.

In LAST YEAR's contract, administrators could dismiss teachers in their first three years simply by citing "the absence of consistently superior performance," a provision over which many faculty members had expressed discomfort.

Under the new policy, teachers would be reviewed during their first three years at the Schools for Senior Teacher status, which grants a three-year rolling contract. At present Senior Teacher status cannot be applied for until the fifth year and a teacher can continue to teach without it.

IN OTHER developments, four teachers whose contracts were not renewed last year will receive financial support from the International Federation of Teachers for a suit against the University.

The suit will allege that the University violated its policy rules, according to a Faculty Association spokesman. It will also reinstate back pay for the teachers.

Grads tour school

Seventy people, including members of the class of 1969, their wives and husbands and guests, toured U-High with Guidance Department Chairperson Karen Robb, Oct. 11. The tour included the U-High building, which was not built until 10 years after the class graduated, and a tour of the Quad Club.

The tour ended with a tea for the former teachers and school science teacher Bryan Swan attended as guests. The reunion was arranged by Alice Connor, '50.

New clubs started

Six new clubs have been started so far this year. The clubs and their founders are as follows: Rock Club (Rock Association); it will also act as a new reformatory tax and back pay for the teachers.

Bridge Club, Peter Fozard and Charles Roothaan, Creative Writing Club, English Teachers Darlene McCampbell and Sophie Ravin; "The Ministry of Silly Walks," patterned after a Monty Python show joke, Richard Mueller and Mr. Mouting explained, "The purpose of these archives is three-fold: One, to preserve what we've got that is already of historical interest; two, to build on what we already have and to continue to accumulate materials of historical interest; and three, to preserve some oral record of the school's past, related by persons who have known the school for a long time, such as emeritus teachers.''

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When you come in to purchase that "additional text"...
Sadendampens championship fall

By Mark Horning, Sports Editor

VARSITY SOCCER
Futball John still sprawled on the ground, face buried, in the middle of the soccer field at Morton West High Friday afternoon.

A Morton West forward had just scored the winning goal in a state sectional final to defeat the Maroons 2-1, eliminating them from further competition. The goal came with 48 seconds remaining in the first overtime.

It was a bitter ending for the Independent School League (ISL) champs because in the third quarter, with the score tied 0-0, after making a save, a Morton West player kicked goalie Ken Newman in the head.

With a bleeding head, Ken, who had no goal against ISL opponents all season, was unable to continue. Fullback John Baca, who had played only one game in goal this year, played the rest of the game.

WHEN THE frosh-soph soccer team walked off the field after the 0-2 loss to Oak Park, an undefeated streak by frosh-soph teams of 27 games over three years came to an end.

Despite being disappointed by the loss, Coach Larry McFarlane was impressed with his team's performance.

"We had a good real passing game, and unlike past teams I've coached, this team never let anyone ever physically push them around," he said.

The ISL champion Maroons finished with a record of 6 wins, 1 loss and 1 tie. The tie came in their second meeting against Francis Parker.

UTILIZING A NEW OFFENSE which Coach Patricia Seghers called "the system," the varsity field hockey team finished the year with a 6-7 won-loss record.

"The system" put an extra person on the offensive attack. Instead of having the normal eight attackers, the team had nine on the offensive.

The girls scored more goals per game but according to Ms. Seghers this year's team did a much better job of controlling the ball than those of past years.

The squad was the victim of overtime losses three times. A rule instituted this season by ISL coaches calls for tie games to be decided by each team taking five penalty shots.

Ms. Seghers expressed strong feelings against the ruling. "It's not indicative of hockey to decide a game on one, goalie versus shooter," she said.

Each league in the state was given the choice by state officials of instituting or not instituting the rule.

BEFORE THE school year began it appeared uncertain whether U-High would field a frosh-soph field hockey squad.

But once the school year began many enthusiastic freshmen joined the team.

Not only did they make it possible for a team to be fielded, but they also won the ISL championship with a 3-1 league record (3-2 overall).

According to Coach Mary Busch, "having an all-freshman team put us all in same boat. We either floated or sank together."

PERHAPS THE greatest turnaround any U-High squad has made in recent memory has been that of the girls' tennis team.

"76 Cheerleaders

VASITY - Gwen Harrison, Carolyn Epps, Doris Williams, Pat Scott, Maxine McKenzie, Carmen Baptiste, Lisa Parkes and Lari Neighbors.

Round up some new shoes for your dog's paws.

If your dog's paws are feeling your feet breath, then it's time for a new pair. Our shoes are stylish AND comfortable.

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"Surprise your family!"

Prepare a steak, baked potato and salad dinner someday next week with fixins from...

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(How about a good dessert to top it all off?)

 packaged 226 E. 53rd St. 363-2175

In the Hyde Park Shopping Center
Students drafting plans to institute student evaluations of teachers have spent more than five months working on their project so far. But for the evaluations to work, teachers must volunteer to use them, and U-Highers must help make them constructive and useful.

After exploring several ways of conducting the evaluations, the planning committee has decided to institute them on a voluntary basis, by teacher, and then give results only to the individual teachers. The planners hope to start the evaluations by teacher.

For teachers, the evaluations offer a rare chance to get honest feedback from their students. Because only individual teachers will see the results of their evaluations, neither teachers nor students can be embarrassed by opinions expressed through them. Teachers should take advantage of this opportunity to get feedback from students by offering to participate in the program and then by cooperating with the students running it. Accepting negative judgments may not prove easy for some teachers, but such judgments have the positive effect of providing teachers with insights into their teaching, insights they might never otherwise get.

Students must give the most honest and fair reactions possible, not use evaluations as a way to insult or get back at teachers they don't like, as some will be tempted to do. If U-Highers want teachers to take the evaluations seriously, they must give them the validity of fairness.

The evaluations represent an opportunity for both teachers and students to add a new dimension to their relationship, one that most high schools do not have. But for the evaluations to work, everyone must be willing to cooperate openly and honestly.

For students, the evaluations offer an opportunity to voice opinions about teachers and help improve classes. U-Highers often complain that they have no input with teachers; this project represents an opportunity for U-Highers to evaluate their teachers in an organized and useful manner. Students need to voice their opinions by offering to participate in the program and then by cooperating with the students running it. The positive effect of providing teachers with insights into their teaching, insights they might never otherwise get.

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The title head reads: Signs of Spring at U-High: Fun, games, and a protest. This presents the view you have of our frustrating attempts for explanation of administrative actions. It tries to insinuate that the protest was (1) only to enjoy the newly arrived spring weather, and (2) our efforts were to provide a "fun game" for the students to play.

The reader is presented with inconsistent and misleading propaganda when he (the reader) sees, and I quote: "The rally was discontinued when students began leaving to go to classes." If the journalist had covered the story with any abilities, he might have caught me say, "We have accomplished our goals, now, back to classes, we have succeeded in step one."

This confession of incompetency of your staff, you call an article, portrays the journalists unawareness to fact, and inability to conceive what has happened.

By using the yearbook as your medium, you attain an unfair advantage over me, that is reaching students. Therefore, in order to counter-attack to your slanderous statements, I request you publish this letter, unabridged and undetected, in the school newspaper, the Midway.

As a politically-minded student, I was unable to believe the plagiarist, and issuing of the story, concerning the protest staged April 30, 1975, of which I was one of seven leaders.

The Midway, Project benefits, needs everyone

Students like two 'new' languages

Students enrolled in the new Spanish and Latin classes say they took the courses because they were looking for a change of pace, something different in a language course. Latin is being offered here after a two-year absence and Spanish for the first time in at least a decade, both because of requests from parents. Latin had been dropped because of low enrollment.

Another Latin student, Sten Sleeper, took the course because he thought he might need it in the fields of law or medicine. "It's fun to look at a Latin word and see the English word that came from it and compare the difference in meanings. I also think it's a beautiful sounding language."

The Midway, Yearbook gets its own protest

From Ric Cohen, sophomore: After eagerly awaiting the arrival of the yearbook, I was frightfully caught-of-guard by the unexpected final product. As a politically-minded student, I was unable to believe the plagiarist, and issuing of the story, concerning the protest staged April 30, 1975, of which I was one of seven leaders.

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