**Biggest Arts Week to include 120 programs, 1,000 entries**

By Paula Niedenthal

Approximately 1,000 pieces of art will decorate U-High and 120 professional and student workshops will be offered, more than ever before, during the 11th annual Arts Week, which begins Monday. The number of programs nearly doubles the figure last year. New workshops will include Ukrainian Easter egg decorating, tap dancing, disco dancing and painting folklore illustrations on furniture.

Arts Week was begun in 1967 by student government. This year a student-teacher evaluation committee will assess its success using information supplied by questionnaires. "If they feel it has failed," Principal Geoff Jones said, "they will consider other ways to attract students." 

**AS A TRIAL SOLUTION to the problem last year of teachers and students leaving school or otherwise failing to participate, teams of one student and one teacher will supervise each program during the week and circulate throughout the school to encourage involvement, according to Arts Week Committee Chairman Dan Lashof.**

This year each class will meet once during the week and circulate throughout the school to make up for lost time in a new way," Katie said, the student-vice president. "Because of the time lost in their courses, to 'Tornado' and 'I'll Play for You' by Seals and Crofts. In another dance, choreographed by Denise, she and Leo Lindo will perform by Maria Hinojosa and Liz Goldwyn. Tina Grunes will include Anton Chekhov's one-act play, "A Marriage Proposal," Tennessee Williams' one-act "This Property Is Condemned," three original dances and a sound-and-light show produced by James Marks and David Trosman, including a short film produced by Adam Simon.


A jazz selection will highlight a dance choreographed and performed by Marta Hinojosa and Liz Goldwyn. Tina Grunes and Jane Gottlieb will perform a dance they choreographed to "I'll Play for You" by Seals and Crofts. In another dance, choreographed by Denise, she and Leo Linda will swirl to "Tornado" from the musical, "The Wiz."

**TICKETS ON SALE** beginning next Tuesday, will cost 50 cents for students and $2 for adults. Five professional artists will judge student entries in Arts Week that day. They will select the best pieces in each of several categories based on their judgment of excellence in style, composition and presentation, according to United Arts Department Chairperson Robert Erickson. Arts Week adviser. Judges are Virgini Ferrai, Gall London, Suzanne Ghez, Thomas Mapp and Robert Berla.

**WHY EVALUATION COMMITTEE SETTLED FOR LESS**

By Aaron Stern, political editor

Lack of organizational work and active pursuit of its objectives, and the resistance of the school community, has caused the committee for Student Evaluation of Teachers to settle on a program that falls far below its original goals.

The committee hoped to create a mandatory evaluation program, using student questionnaires and analysis, with the results to be published with teachers' names. The new program will be optional, using professionally prepared questionnaires and analysis by University graduates students, with publication of general results without teachers' names.

The committee was formed in the spring of 1975. Members wrote questionnaires and ran the program two quarters. Twenty teachers participated in the first quarter, only six participated in the second.

At the beginning of this school year, the committee became part of the Student Legislative Coordinating Council (SLCC). Committee membership changed, with only one old member continuing to participate.

The committee failed to rewrite the last quarter's questionnaire but did gain administrative support.

**THREE WEEKS AGO** SLCC Treasurer Charles Bobrinsky proposed that SLCC revoke the committee's funding. That measure defeated, 5-4, Charles petitioned for a schoolwide referendum, which upheld SLCC's decision.

From its first meetings, according to former member Dan Lashof, everyone on the committee "had a different purpose."

A split resulted, member Karie Kalven remembers. Karie believes lack of support from teachers, administrators and students,以及 the committee's shortsightedness, caused the failure.

**WHILE TRYING to resolve these internal differences,** Karie remembers encountering "resistance from teachers who challenged the worth of the program and didn't want to give up class time."

The committee fell apart at the end of its first year. Dan said, "It became imperative to get administrative support," member Jenny Rudolph said. The committee needed administrative support to secure the full participation of students, which wouldn't have been given if the committee tried to make the program mandatory and publish results with teacher names.

A new questionnaire was not written, she continued, because members let other activities interfere with committee work.

Another problem, member Mitchell Saywitz said, was the decline of committee membership from more than 10 to about five students.

**JENNY BELIEVES** the committee should have spent "a lot less time arguing over things. We should have been more realistic and got the evaluations done."

Even had the committee done the evaluations, students wouldn't have benefited since they couldn't see specific teacher results and choose courses on that basis.

Still, the committee was a worthwhile effort, Dan believes, because members gained practical experience about how decisionmaking takes place and the committee promoted discussion on the whole evaluation question in the school community.

The committee, Mitchell said, was joined because members realized the goals of a mandatory program with publication of teacher names sometime in the future. According to Jenny, "The committee had a lot of turnover over time. Something will come of it eventually."
Arts Week needs YOUR commitment to survive

If U-Highers want Arts Week (next week) to continue, they will have to make sure students and teachers cooperate in making the week a success. A student-faculty evaluation committee, which will examine Arts Week this week, is ever hopeful of the future. If participation is low, the committee may decide Arts Week is not effective and change its format or discontinue it.

Students can support Arts Week by coming to school, attending all of their scheduled classes during the week and attending performances every day. Teachers can support Arts Week by not giving heavy homework assignments and parents can support Arts Week by not requiring their children to do too much homework, so students can spend their time at programs. And the teachers themselves can participate in and attend programs.

If U-Highers want Arts Week a success it will have a better chance of surviving.

The current program of the committee for Student Evaluation of Teachers (story, page 1) will probably prove of little benefit to students. Teachers do not have to participate in the program, which will use professionally-prepared questionnaires, but the program is to be used by University graduate students and publication of general results without teacher names. The teachers who could benefit most from the program are the ones most likely to avoid it. Students who could use evaluation results to better choose courses, will not be able to, since teacher names will not be published.

The committee gave up its original goals of a mandatory program, with teacher names published, because of resistance from teachers and administrators. The committee wrote plans for students to write questionnaires and analyze results after its members, even they admitted, failed to do the necessary work to complete the organization of the program.

In the beginning, the committee rightly asked administrators to support its program. Once, if became apparent administrators would not unless two of the committee’s goals were dropped, committee members did not seek support from other groups in the school community, such as students and parents.

Perhaps, from this committee’s experiences, future committees will refuse the need for their support, commitment and seeking alternate channels of support.

Activism, part 2

In the centerspread this issue, the Midway examines what people think of U-High and where it is going.

Most people interviewed felt the school directs its services narrowly at educating middle- and upper-class adolescents from a professional community for adult life in similar circumstances.

U-High does what it does well, most people seemed to feel. But what does it do well? They also agreed, does not answer what it could be doing. A lot of students, and teachers, feel the school could be more exciting, more challenging and more exciting, could bring its students more in touch with the outside world and could expand on the students’ own values and direction, and help its students examine theirs, more effectively.

The faculty has established several new committees to examine new directions U-High might take, such as special events. This kind of action is welcome. The fact is, people here complain about the school being closed and nonexploratory but,

Everyday means another day in the strength of history. I wish the best for this year and look forward to seeing everyone again. P.S.: Looking forward to a better soccer season, Mr. Patlak.

U-High now in Israel

plan to return here

From Ric Cohen, former U-Higher, in Israel:

Every once in a while a person gets a chance to fulfill a dream. I was lucky enough to be one of those people and the past six months has been spent in the land of Israel, studying in the middle of nowhere, the Negev desert.

However, if I were to stay and graduate here I would have to attempt to pass the Israeli Matriculation Exam, i.e., suicide!

Therefore, I have decided to return to America for a while and study my last year of high school in U-High.

I can’t begin to explain how eager I am to see everyone and everything again. One truly misses what he had till it’s gone, ‘especially when he takes it for granted’ and look at the 73-76 yearbook daily.

Well, as it may seem a miraculous joy to some and a misfortune to others, I am still here, though everyday the future gets darkened by acts such as the one just accomplished by the French government (Daoud) but everyday means another day in the strength of history.

SIGHTS AND SOUNDS

‘Network’: Unveiling boobs behind the tubes

By Chris Scott

Lovers of “Charlie’s Angels,” “Laverne and Shirley” and Channel 7’s news with John Coleman, don’t look now, but your medium is under attack.

A blossoming, partially satirical behind-the-scenes look at the workings of a modern-day television network, the film “Network” lets the audience see the crucial decisions that will determine the ratings: (1) ratings, (2) ratings, and most important, ratings.

THE MOVIE outlines the fall of one Howard Beale, portrayed by the late Peter Finch, (the 6 o’clock news anchorman, who faces dismissal because of a fall in his show’s ratings.) In the beginning (no mention alcoholic rage), calmly announces that he will kill himself on the news in one week.

Naturally, the viewers change their channels. The U-High network news, home of bloody suicides in living color! The ratings soar and the “Howard Beale Show” is quickly turned into a circus by a “with-it” producer, (Faye Dunaway) in an effort to keep up advertiser fees. The new show features a spiritualist, (Ossie Davis) and a goat, (Lola) and other gimmicks. (In another show conceived by Dunaway, an urban guerilla terrorist group performs bank robberies and murders for the camera.)

Unfortunately, the ratings once again fall, and Dunaway has him executed (by the guillotines) during one of his broadcasts.

THE MOVIE is powerful mainly because of a crisp screenplay. Unfortunately, not so notorious for his belligerent satire in “Hospital,” starring George C. Scott, “Network” has been acclaimed by critics and insiders on the television scene but banned by corporate network bosses as “crude.”

Hopefully, Chayefsky won’t now turn his sights on high school journalism.

Maybe next time

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Perhaps, from this committee’s experiences, future committees will refuse the need for their support, commitment and seeking alternate channels of support.
Havin' a ball at the Sno-Ball

ABOUT 300 U-HIGHERS and guests, mostly in formal attire, donned dresses, danced to music from a band and disk jockey at Cultural Union's Sno-Ball Friday at the Quadrangle Club.

Seniors Mercer Cook and Annette Hansen (top right) were crowned as Sno-Ball king and queen this year. Their court included Juniors Eric Kuby and Anne Pherson and 11 Lab Schools students.

Dancers in baptism photo are Mark Hornung and Judy Solomon.

IRS drops proposal

By Jon Simon, community developments editor

A proposal by the Internal Revenue Service to tax earnings earned by students in the last days of the school year, has been withdrawn. The University grants such remission to students who attend the Lab Schools. The tax could have cost an average University employee $540 in the past year for each child attending.

Robert Albrecht, professor in the graduate school of business at the University and father of four, Rachel, hypothesized that the measure was dropped because of Congressional reluctance to recognize In-Service Day Jan. 17, realized his car's electrical system was going dead soon after he left his home in Westchester. He made a run for the school and got as far as 55th Street, just off Lake Shore Drive, before the car died. He walked the 10 blocks to school in below weather, 'feeling and looking,' he said, "just like a Jewish popesicle."

Under new law

By Deb Azael

U-Highers who have reached their 18th birthday or graduated can now, for the first time, see their permanent school records. According to Guidance Department Chairperson Karen Fields, the policy is being instituted under the Family Rights and Privacy Act of 1974 authored by Senator James Buckley (R-N.Y.).

The act gives schools the option of either destroying records or showing them to students after they have graduated or turned 18. Fifteen percent of institutions have opted to destroy parental financial records and 75 percent a year for each child attending.

Convention-bound

Director R. Bruce McPherson and 11 Lab Schools faculty members, five from U-High, will be among speakers and panelists at the convention of the National Association of Independent Schools Friday and Saturday at the Conrad Hilton Hotel. Although admission is free, about 300 students in the nation honored in the Science Talent Search sponsored by the Science Clubs of America for the Westinghouse Science Scholarships and Awards. Candidates submitted research papers in math or a biological science to be considered. Forty finalists announced Feb. 2 will compete for $67,000 in awards and travel to Washington, D.C., but Jan was not among them.

School to show records

School officials are relaxing. Browse through the Book Center and paying for parking and towing, Ms. Robb explained, because they are used only by the college counselor in writing the final grade point averages, a description of the student written by the college counselor in the senior year and the dates the student attended the school.

"Our rule of thumb," Ms. Robb said, "is that if there is something that there is more than one copy of, then that becomes part of the permanent record."

Form B, on which teachers evaluate a student's personality, participation and achievements, are not part of the record. Ms. Robb explained, because they are used only by the college counselor in writing the senior year, said, "It's the policy is that if there is something that there is more than one copy of, then that becomes part of the permanent record."

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The Book Center

5211 S. Harper Ave.
MI 3-1900

Where does beef come from?

The best quality beef comes from Barney's Market. In fact, the best pork and lamb come from Barney's Market, too. We sell prime and choice quality meat so all you have to worry about is whether you want steaks or roasts or chops...cut and wrapped just for you!

PHOTO: By Jon Simon and James Marks

THOUGH NOT YOUR usual way to get to school, this winter's large snowfall provided Fred Offenkrantz an opportunity to cross country ski from his home in South Shore.

U-HIGH MIDWAY • TUES., FEB. 22, 1977
By Aaron Stern

Does U-High essentially train middle- and upper-middle-class students from a professional com­munity to live in the same environment as adults through college preparation? What is the goal? Is it the composition of the student body and its resultant homogeneity that affects the school, curriculum, curriculum management, emphasis on achievement, discipline and social relationships between members of the school community?

THESE QUESTIONS were among those the faculty discussed at a meeting. The course used as a starting point for its discussion an excerpt from Schooling in Capitalist America, a book by Samuel Bowles and Herbert Gintis, both of the University of Massachusetts. In their book, Bowles and Gintis say public schools in the United States basically prepare their students to maintain their class as adults.

The November discussion was followed by further discussion of U-High’s discipline.

High’s direction during In-Service Day, Jan. 17.

To follow up the faculty’s discussion of the social and economic issues in the school, the faculty members were asked about the questions the book raised and how those questions apply to U-High.

MOST OF THOSE interviewed felt the book’s account of social diversity accurately described the situation in the nation and at U-High.

Many people said they would like to see a more diverse student body here. Most U-Highers come from middle- and upper-middle-class families.

Middle student body is far too homogeneous, said Social Studies Teacher Earl Bell. Jon Weinstein said he felt that the school’s work­ing class and ethnic students here were not represented.

High tuition, however, makes it difficult for lower-class students to attend U-High. Principal Geoff Jones pointed out. “Tuition narrows the range of students considerably,” he explained.

Lack of diversity within the student body is compounded by lack of exposure among U-Highers to the world outside the school, many people feel.

“Most of the people here have no idea what the world is outside of Woodlawn,” Adam Standpheld said in an interview with the newspaper.

The UNIVERSITY community may not be a source of diversity, but some people feel. Fifty-seven per cent of all U-Highers, according to Ad­missions Secretary Loraine Kubiak, have at least one parent employed by the University. “Most U-Highers come from educational backgrounds,” Mr. Jones said. “Their parents value education.”

Middle Teacher Dominic Piane, who lives in Oak Forest, said he felt that “U-High is like a closed family. Not being part of the University community, I still feel like an outsider.”

Some persons feel U-High’s college-preparatory, liberal arts curriculum is as closed as the community is.

GUIDANCE COUNSELOR Jewel Willis pointed out that academic subjects such as English, foreign languages, math, science and social studies are emphasized over subjects such as art, music, drama and physical education. The reason, she believes, is to “pace” the school so students can prepare for college.

More than 98 per cent of all U-Highers go to college. According to statistics compiled by College Counselor Betty Schneider. “There is a trend toward students looking for ‘name’ colleges,” she said.

Paula Noble feels the result of U-High’s curriculum for her is that “I know a lot about science and math but not much about the outside world.”

The courses which do teach students about the outside world, such as economics and social studies, on the past, Social Studies Teacher Joel Sangul noted.

According to Paula, students act as a social model as well as an educational one, many people observed.

Cordial but businesslike “staff and students, Mr. Jones said. “Unfortunately, there is not much socializing or interaction among students.”

ONE REASON for this situation, Ms. Mitchell believes, is the existence of a “permanent” class system. “Some students here are of a certain social class which may hinder their progress,” she said.

Ms. Mitchell believes, is the existence of a “permanent” class system. “Some teachers here assume that you teach to the top, which may hinder students with less ability.”

The result of U-High’s emphasis on college preparation, according to Ms. Mitchell, is that students are preoccupied with grades. Many students, according to Ms. Mitchell, have complained about inadequate grades or competition “but most end up ac­cepting it.”

ABOUT 50 PER CENT of all U-Highers, Ms. Schneider’s statistics show, attend colleges in “the most and highly competitive categories.”

One destructive result of grade competition, Paula believes, is that “U-High is like a closed family. Not being part of the University community, I still feel like an outsider.”

Some persons feel U-High’s college-preparatory, liberal arts curriculum is as closed as the community is.

teachers in the way they run their classes.

TEACHERS LARGELY come from middle-class backgrounds and are therefore, sometimes it find it difficult to respond to the needs of students whose backgrounds are radically different, she explained. “The way I deal with those students can do abstract thinking, hinder the students who can’t.”

According to Latin Teacher Don Jacques. “Some teachers here assume that you teach to the top, which may hinder students with less ability.”

Some, according to Paula, would like a broader curriculum for her. “I speak, my expectations that all students can do abstract thinking, hinder the students who can’t.”

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According to Latin Teacher Don Jacques. “Some teachers here assume that you teach to the top, which may hinder students with less ability.”

Highers enter graduate or professional training programs after college, although many are not available. Most U-Highers, Ms. Schneider believes, are professionals and achieve material success.

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Are high schools obsolete?

By Geoff Schimberg

American high schools are social aging vats in which students spend too much time in academic work and not enough time learning about life after high school, a new 148-page report on high school education in the United States concludes.

The report, sponsored by the U.S. Department of Health, Education and Welfare, has compiled data and findings of academicians, researchers, school superintendents and students. According to the Chicago Tribune, it is the first report of its kind in a decade.

THE PANEL recommended that schools reduce classroom days to two or three per week; allow students to choose their courses; and allow students to work more for the grade than for the intrinsic value of learning.

Also, according to Librarian Winfred Poole, “there is less reputed for in­fluence.”

While grades are necessary in high school, Ms. Rabin believes, evaluations such as those used in the Middle School clearly indicate the quality of students’ work and not just extreme grades.

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Is the person neglected?

By Isabel Bradburn

Does U-High neglect students' emotional development? It so geared toward academics that it ignores their growth as human beings, some teachers interviewed replied with an emphatic "yes.

"U-High doesn't address any situations in the curriculum which deals with students maturing emotionally," Lisa Yuffit said. "At times it's a bit scary, I feel I didn't go to college. I couldn't explain why.

SHE SUGGESTED U-High provide "life" courses such as those offered at other high schools, which "marry" and simulate life after school. Education should not only teach kids how to work but also teach them how to live," she recommended. They need to know that we don't give any situations in the curriculum which deals with students maturing emotionally." Lisa Yuffit said. "At times it's a bit scary, I feel I didn't go to college. I couldn't explain why.

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Biology Teacher Murray Howinsky thought groups represent a powerful force in U-High's social lives. "If kids don't have a group of kids to freely express themselves with, they won't get to know others," he said. "I see too many kids sitting alone a good hunk of the time, just studying. We should be giving kids opportunity to develop emotionally. There should be more field trips or lectures by others in the field.

DAVID SHAW felt the school could teach with goals besides college preparation in mind to make the classes interesting and enjoyable like I thought they'd be." When I'm 35," he said, "I feel our jobs will be like, what the world will be like. No one even knows what's on the other side of Cottage Grove.

Steve Stephens felt the school could teach with goals besides college preparation in mind to make the classes interesting and enjoyable like I thought they'd be. He commented. He thought more creative curriculum which involves both teachers and students emotionally would help. "U-High is too much on a level of systematic learning, rather than getting kids to think about themselves," he said. "In English kids learn to identify certain emotions, but they're not learning to develop emotionally. There should be more creative writing, less

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Susan Hack felt courses such as English do help students develop work and study skills and develop a sense of community. "We have found a clear direction and focus for curriculum and students, finding ways to help freshmen develop work and study skills and develop a sense of community."

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supposed to be?" Eric Storing called out. Silence. It was time to go.

THE STEADY ROAR of the bus engine drowned out most of the conversation in progress. As the swimmers relaxed, reclining to completely fill their seats, the roar turned to a hollering sound. One swimmer fell asleep.

With a lurch, the ground hit a halt in front of Latini's brown brick building on Clark Street. Proceeding directly to the cavernous, basement of the brand new facility, a few minutes later, the U-Highers were in the lockerroom.

After dressing (or not dressing) into suits, the swimmers headed for the water. Voices echoed off the walls as they marched toward the pool.

A COLD BLAST hit the swimmers as the pool door was opened. Dive competition was still underway. Between divets, the Maroons made their way to the designated area and took to reeling on the floor.

As the diving finally ended, the sparkling blue water of the pool gained a glossy ice-like finish. Once in the water, the swimmers found it was equally as cold.

"Where's the ice cubes?" shouted one. "I'm gonna frostbite," said another. Yet another complained, "I can't feel anything below my knees."

After 30 minutes of warm-ups in the frigid water, a crowd had gathered, both poolside and at the viewing windows all along the side of the pool, to watch the start of the meet.

It was exactly 3 p.m.

By John Maryston

"That was a terrible game," Frosh-Soph Girls' Basketball Coach Mary Busch exclaimed after the Maroons' season opener against Kenwood, Feb. 9.

According to Cook, winner of the Chicago Tribune's Top Prep Performance of the Week award the week of Feb. 7 for his 31 points in a 76-47 victory over Morgan Park Academy, the Maroons are "improving game by game and will do well in regional competition. We're getting more confidence and this is helping us."

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U-High score first, Frosh-soph in parentheses.

SWIMMING — Glenwood, Jan. 26, here, 11-10; Latin-Park, Feb. 1, here, 92-31; Lake Forest Academy, Feb. 3, here, 33-30; ISL championship meet, Feb. 9 at Latin, at 41 points; state district tournament, Feb. 19 at Lyons Township High, 13th of 16 teams.

BOYS' BASKETBALL — Providence-Midway, Tues., Feb. 22, 1977

U-High's point guard Mark Bätzner scored 22 points in the win over Park Academy. It was his second big game of the week. Bätzner also had seven rebounds and five assists.

GIRLS' BASKETBALL — Park Academy, Feb. 9, here, 86-59 (27-35); at Latini, Jan. 9, 60-22; at Park Academy, Jan. 26, here, 71-66; at Park Academy, Feb. 9, here, 76-68; at Park Academy, Feb. 9, here, 34-21; at Park Academy, Feb. 9, here, 53-40; at Park Academy, Feb. 9, here, 45-40.

Keeping score...

Frosh-Soph Coach Guy Arkin praised his squad for improvement in skill, fundamentals and attitude throughout the season, as the Maroons completed their schedule with a 6-9 record.

"They got much smarter on the court," Arkin said. "They knew not to shoot if one of our guys wasn't under the basket and learned to guard the base line on defense."

Forward David Rothblatt, cited a victory over Lake Forest as the season highlight, said, "We pressed 'em well. They coughed up the ball a lot and gave us easy layups."

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Fred Astaire needn't beware

By Geoff Schimberg

Tap dancing should be really easy. Nothing to it. If Fred Astaire and Gene Kelly can do it, so can I. That's what I used to think, anyway. But then, earlier this month, I tried my talents in Yvette Matsuoka's six-week tap dancing class. Now I know differently.

I entered Upper Sunny Gym 2nd period Feb. 3 dressed in my gym shirt and shorts and wearing hardwood shoes, since I don't own tap shoes. Most of the 18 girls and one boy in the class were wearing tap shoes.

First on the agenda was warm-ups. I assumed that meant calisthenics. But instead, the class started doing a softshoe. Bewildered, I tried to follow along, shuffling my feet as fast as I could while gluing my eyes to the other feet on the left foot while trying to imitate their movements. The warm-ups, which loosened the class up, exhausted me.

After warm-ups, Ms. Matsuoka taught the class a new step. It was the barrel turn, which is executed by pivoting on the left foot while turning in a circle. After a few tries, the class picked it up fast, but I, however, ended up on the floor.

Then we divided into small groups. Now, dancing in front of the rest of the class as part of my group, my mistakes were magnified. I tried hard to follow along, but everybody else the dancers went left, I went right. Everything they went backward, I went forward.

By now the class was laughing so I gave up and just had fun clicking my heels. I had fun. I learned one thing: I'll never be a Fred Astaire. Maybe a Ginger Rogers, though.

Bleacher bum

Good thing ends, coach isn't crying

By Greg Simmons

Sports editor

A longer string of 36 home victories for U-High's basketball Maroons was broken in their 74-55 loss to St. Michael Jan. 25.

A LEAGUE victory streak started after a Nov. 20, 1972 77-55 loss to Luther South.


Coach Sandy Patlak said he didn't really realize how much of a streak was going until after the St. Michael loss. Winning streak started after a Nov. 20, 1972 77-55 loss to Luther South.


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Winning moves

U-High Chess Player Raphael Golb placed 1st among 22 high school players in the Hyde Park Open tournament Feb. 6 at U-High. He won three of his four games. Raphael won four of five moves in the American New Year's Congress Dec. 29-31 at the Midwest.

U-High's Chess Club, down to three members — Raphael, Aaron Stern and Dan Stone — has no matches presently planned.

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Plenty of fun in the sun...

By Pete Gutman, associate sports editor.

Ten people — seven runners, a coach, a manager and a Midway reporter — cram into a station wagon parked in Kenwood Circle. They are leaving for a meet with Maine South and Glenbrook South at Maine South. It is Feb. 1, a chilly but sunny Tuesday, 2:30 p.m. The rented station wagon is so crowded that Coach Ron Droid, who is driving, asks a runner sitting in the back to tell him when he can change lanes. All of the team's meets this year are away, and practices are outdoors, because the University Fieldhouse, normally used, is being renovated.

STRAINS OF Barry Manilow's "Weekend in New England" drift through the chatter and jokes of the runners in the wagon. One of them is really just along for the ride; he's too sick to run, he says. "Wow, this place is huge," someone says as the wagon arrives at the massive Maine South, which covers 60 acres. Clad in their maroon warmup suits, the U-Highers pile out of the wagon and into the Maine South Fieldhouse.

MAROON MARTY BILLINGSLEY, seeing the Glenbrook South team enter, exclaims, "God, they're millions of them!" Glenbrook South has 60 runners. Today U-High has six.

Suddenly a Glenbrook South runner begins clapping. Others join in one by one until the entire team is clapping. Then the team begins calisthenics, shouting out the count together.

For the Maroons, highlights of the meet include Mark Audrain and Craig Truitt's 1-2 places in the half-mile and Peter Lortie's easy victory in the varsity mile.

At 7:30 p.m., four hours after after they arrived, the U-Highers search the parking lot for the station wagon, only to be reminded again of Maine South's size. They realize they are in the wrong parking lot.

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Exchanges no place like home

By Cherie Mcknell
Participants in recent exchanges between U-High and Kenwood and Francis Parker found a lot of differences between the schools they visited and their own. The exchanges with 12 students from northside Francis Parker, Jan. 24 and 28, and 11 from neighboring Kenwell, Feb. 9 and 10, were organized by students and faculty at the three schools.

Twelve U-Highers who went to Francis Parker, an independent school of about 280 students, said they were particularly impressed by Parker's daily Morning Exercise, in which guest speakers and students perform, and "intensives," 2-1/2 hour classes.

Jim Reginato felt that these two aspects of Parker made it more innovative than U-High. "They seem less institutionalized," he said. Lisa Biblo, who organized the exchange at U-High, agreed with Jim, but felt the atmosphere at Parker was overly informal. "It was interesting," she said, "not necessarily better."

Most Parker students who visited U-High felt that they couldn't accurately judge the school after only one day. But Dina Hirsh, who helped organize the exchange, saw U-High as more serious than Francis Parker. "In general," she said, "people seemed more sincerely interested in committees, and so on, than at Parker."

Kenwood students who came to U-High said, correspondingly, "Their is very strict," she explained, "but in the classroom the students

Students get places on faculty, parent groups

By Aaron Stern, political editor

U-Highers are now seeking representation on both the faculty Curriculum Advisory Committee and Parents' Association Curriculum Committee. Student Legislative Coordinating Council (SLCC) members requested student representation on both committees at a meeting with Lab Schools Director R. Bruce McPherson Jan. 29.

SLCC REPRESENTATIVES will attend the meetings until permanent representatives are selected from all students who request to participate.

In other student government developments:

- SLCC's second brown bag lunch, Feb. 2, for students and teachers, attracted 12 students and 13 more than attended the first brown bag lunch. The second brown bag lunch is planned for spring quarter.

- The Dr. Martin Luther King Jr. Scholarship Committee will decide the recipient of a four-year, $2,000 scholarship, by the end of the year, from a group of incoming freshmen who demonstrate need for financial aid. The committee was convened by SLCC two weeks ago to hear statements by, and interview, scholarship candidates. Committee members were chosen from student representatives at all three schools.

- SLCC is trying to secure a student lounge again. SLCC numbers circulated petitions requesting Principal Geoff Jones to find a lounge area. Two possibilities are U-High 107, an infrequently-used faculty lounge, and U-High 6, presently a music classroom. Mr. Jones promised to try to schedule classes next year to leave room open for a lounge.

- SLCC approved a proposal Feb. 3 making two tardies of more than 15 minutes to class acceptable absence in an effort to curb tardiness.

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