

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 current program will be optional, using professionally - prepared questionnaires and analysis by University graduate students, with publication of general results without teacher names.

THE COMMITTEE was formed in the spring of 1975. Members wrote questionnaires and ran the program two quarters. While 20 teachers participated the first quarter, only six participated 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 revise 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 Weisblatt remembers.

U-HIGH

MIDWAY

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Two members wanted student involvement in the entire evaluation process, two members preferred professional questionnaires and analysis without publication, and one member was in-between.

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, because "members were preoccupied with other activities and teachers were dissatisfied with purely statistical results that were difficult to understand."

Karie believes lack of

support from teachers, administrators and students, plus the committee's shortsightedness, caused the failure.

AFTER SETTING its goals, the committee decided it was "imperative to get administration 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, Jenny explained.

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 goals. We should have been more realistic and got the evaluations done."

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

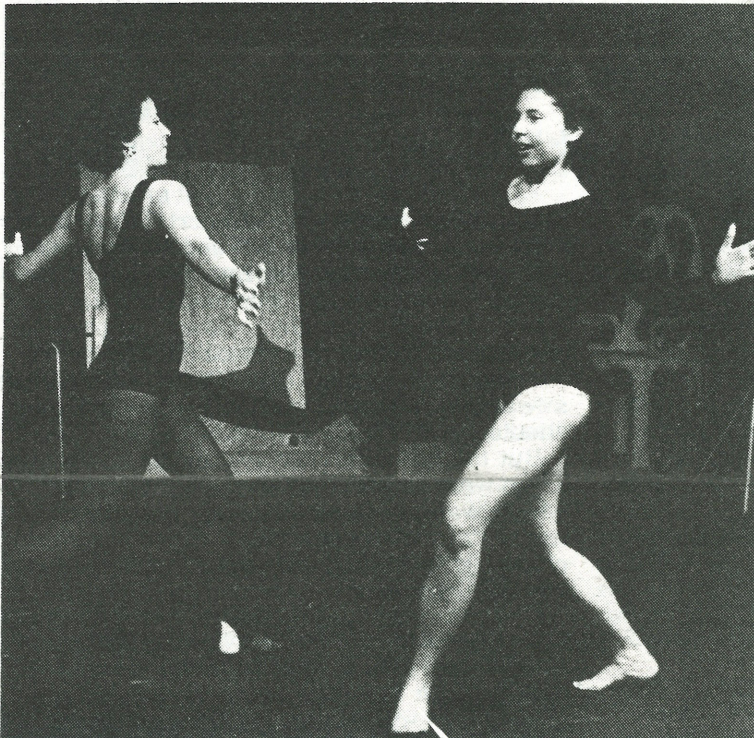
Still, the committee was a worthwhile effort, Dan believes, because members gained practical experience about how decisionmaking takes place and the committee promoted discussion on the whole evaluation question in the school community.

The committee, Mitchell said, hopes to achieve its goals of a mandatory program with publication of teacher names sometime in the future. According to Jenny, "These things evolve over time. Something will come of it eventually."

Also see editorial page 2.



WITH A LUNGE and a kick and a snappy cakewalk, Liz Goldwyn (left in lefthand photo) and Maria Hinojosa dance to



"Walkin' at Midnight," part of their Student Experimental Theatre performance for Arts Week.



Photos by James Marks

TWO MERMAIDS (Jessica Daskal, left, and Anne Williams-Ashman) demonstrate "ballet leg," a move in their synchronized swim routine.



Photo by James Marks

AFTER A HEATED insult battle, Lomov (David Gottlieb) collapses. His hosts (Judy Solomon and David Sinaiko) try to revive him in "A Marriage Proposal."



Photo courtesy Stephen Berry

AT THE Wooded Island Festival last fall, Denise Berry clowning around. She will at Arts Week, too.

Biggest Arts Week to include 120 programs, 1000 entries

By Paula Niedenthal

Approximately 1,000 pieces of art will decorate U-High and 120 programs and workshops 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 alternatives."

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 Chairperson Katie Kalven.

This year each class will meet once during the week. The library will be arranged as a performance area and the circulation desk will close periodically. Mr. Jones hopes this arrangement "will emphasize that this is a time to partake in activities, not to do homework." Mr. Jones said he has sent notices to all teachers requesting them not to overload students with homework during Arts Week.

"Many teachers are opposed to the Arts Week format," Mr. Jones added, "because of the time lost in their courses." To "make up for lost time in a new way," Katie said, the student-faculty Arts Week Committee requested that departments sponsor programs.

THE SOCIAL STUDIES Department has arranged a political forum discussion with professors, mainly from the University, as speakers. Confirmed speakers and their subjects include Stan Katz, law and slavery; Frank Zimring, prison study; Philip Kurland, the Constitution and impeachment of Richard Nixon; James Coleman, busing; Laura Fermi, gun control;

Hans Zeisel, capital punishment; Norval Morris, crime control; and Robert Aliber, topic to be announced.

The English Department has organized lectures by Chicago author Harry Petrakis, Prof. Peter Dembowsky, Prof. George Anastaplo and three speakers on women in literature.

Other departments also may sponsor programs.

STUDENT EXPERIMENTAL THEATRE (SET)'s annual production, 7:30 p.m., Thursday-Saturday in Belfield Theatre, 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 Marriage Proposal," directed by Jon Simon and Mitchell Saywitz, portrays "a romantic encounter which becomes a series of violent but trivial arguments," according to Jon. Actors include Judy Solomon, David Gottlieb and David Sinaiko. In "This Property Is Condemned," directed by Denise Berry, Lisa Kimball portrays a teenage girl who confuses her life with the life of her older sister, whom she idolizes. Brian Ragan portrays a boy she meets as she walks along the railroad tracks near her home.

A jazz selection will highlight a dance choreographed and performed by Maria Hinojosa and Liz Goldwyn. Tina Grunes and Jane Garber 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 Lindo 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 skill, idea, composition and presentation, according to Unified Arts Department Chairperson Robert Erickson, Arts Week adviser. Judges are Virinio Ferrai, Gail London, Susanne Ghez, Thomas Mapp and Robert Borja.

Also see editorial page 2.

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 will examine Arts Week after it is over to decide its future. If participation is low, the committee may decide Arts Week is not effective and change its format or discontinue it.

Arts Week is one of the programs which makes U-High special. A unique learning experience, it provides both a break in the regular school program and attention to an area of student achievement which deserves special recognition. It also gives students and teachers an opportunity to become better acquainted, outside a classroom situation, by sharing their artistic and performing talents.

Students can support Arts Week by coming to school, attending all of their scheduled classes during the week and attending performances every period. Teachers can show support of Arts Week by not giving heavy homework assignments and papers to students during the week or for the Monday following, so students can spend their time at programs. And the teachers themselves can participate in and attend programs.

If everyone cooperates in making Arts Week a success it will have a better chance of surviving.

Maybe next time

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, analysis 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 dropped plans for students to write questionnaires and analyze results after its members, even they admit, failed to do the necessary work because of lack of organization and commitment.

In the beginning, the committee rightly asked administrators to support its program. Once it 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 realize the need for tight organization, 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 middle-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 it does, they also agreed, does not approach what it could be doing. A lot of students, and teachers, feel the school could be more imaginative and more exciting, could bring its students more in touch with the outside world and could examine its 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, so far, they haven't done much about opening up the types of learning experiences it offers. Dissatisfaction isn't enough, however. There must be action to effect change. Otherwise, U-High will continue just as it is, complaints or no complaints.

U-HIGH MIDWAY

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"I THINK MORE PEOPLE ARE ATTENDING THESE ARTS WEEK PROGRAMS THAN WE HAVE IN THE SCHOOL."

Art by Marybeth Fama

AD VERBUM

One strange evening in the distant North

By David Gottlieb, opinion page columnist

On the Saturday of that luscious four-day weekend earlier this month, 10 U-Highers piled into various cars and headed for a fund raising dance at Francis Parker. Although the purpose of the dance allegedly was to raise money for the American Field Service (AFS), an exchange program for students to study and live abroad, most of us U-Highers went for purely sociological reasons. You know, to see how the other half lives — other half of the upper class, that is.

We were escorted by two lovely girls from Parker, Barbara and Dina. I didn't catch their last names, but it doesn't really matter — everyone at Parker knows everyone else, and I understand that they dropped last names from the attendance lists some years ago.

Seriously, though, there are some big differences in the cultures of our two schools which were immediately noticeable. Like the automobile population of the school: We had to wade through a block of expensive cars to get to the dance floor and cafeteria. And the

boys there — they were so short! I was told they were mostly freshmen and sophomores, but even that surprised me. Oh, and their clothes. Though at first glance the Parkerites were dressed casually, closer inspection revealed that it was a very calculated casual — you know, shined Frye boots, cashmere sweaters, draped perfectly about the shoulders, nicely-tied Cardin scarves.

But the big difference was the party itself. They were using some guy's stereo system, which was too weak to carry the sound for more than 15 minutes at a time. Imagine, charging 75 cents for admission to a party and not even hiring a D.J.!

Well, we were all just shocked by how different the place is: They drive fancy cars and wear fancy clothes, the boys are short and they all live in a nice area. They're so different! How will we ever get along with them? Better yet, how will they ever get along with us?

Editor's note: To see what at least a few Francis Parker people thought of U-High after visiting it, see story page 8.



David Gottlieb

MIDWAY MAILBOX

U-Higher now in Israel plans to return here



Ric Cohen

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 Israel 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 doesn't appreciate what he had till it's gone, 'specially when he takes it himself. I look at the '75-'76 yearbook daily.

Well, as it may seem a miraculous joy to some and a misfortune to others, Israel is 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.

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.

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 blistering, 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 involved: 1) ratings, 2) ratings, and most importantly, ratings.

THE MOVIE outlines the fall of one Howard Beale (superbly portrayed by the late Peter Finch), the 6 o'clock news anchorman, who faces dismissal because of a fall in his show's ratings. Beale, in a fit of disgust (not to mention alcoholic rage), calmly announces that he will kill himself on the news in one week.

Naturally, the viewers change their channels: To the UBS 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" chief programmer (Faye Dunaway) in an effort to keep up advertiser fees. The new show features a spiritualist who predicts the news and other gimmicks. (In another show conceived by Dunaway, an urban guerilla terrorist group performs real bank robberies and murders for the camera.)

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

THE MOVIE is powerful mainly because of a crisp screenplay by Paddy Chayefsky, notorious for his biting satire in "Hospital," starring George C. Scott.

"Network" has been acclaimed by critics and insiders on the television scene but panned by corporate network bosses as "crap."

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



Chris Scott

We're gassed--ice age or not

By David Quigley and Jon Simon

Enough natural gas, its major heating source, is available to the University to get it through the winter, according to William Ganger, manager of the Blackstone Ave. heating plant.

Sharing a severe weather problem which has affected most of the nation, the Chicago area has suffered the coldest weather in its recorded history, including a 43-day streak of subfreezing temperatures, with a 19-below-zero low Jan. 16. One result of the cold has been fuel shortages in many parts of the nation, partially because of freezing pipelines and major river routes blocked by ice.

The University has in operation a fuel conservation plan which includes lower building temperatures and reduced lighting, according to Vice President for Public Affairs D.J.R. Bruckner.

At U-High the weather has caused no major problems. School remained open on one of the severest days, Jan. 28, when public schools closed because of severe cold and blowing snow. Lab Schools Director R. Bruce McPherson said school was kept open because

the University did not close and conditions in the neighborhood did not pose major problems for students trying to get to school. According to Attendance Secretary Maxine Mitchell, six teachers and about two-thirds of the student body stayed home.

The unusual cold brought on frustrations for several teachers. After getting her car washed, English Teacher Sophie Ravin found the locks frozen. When they finally thawed, she discovered the battery was dead. Typing Teacher Faynelle Haehn returned from a trip out-of-town to find her car, parked at O'Hare Airport, immobile with a frozen battery. Between getting to and from the airport ("you sure must fly a lot," a bus driver told her) and school and paying for parking and towing, Ms. Haehn ended up with a \$112 bill.

Publications Adviser Wayne Brasler coming to school for 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 11 below weather, "feeling and looking," he said, "just like a Jewish popsicle."

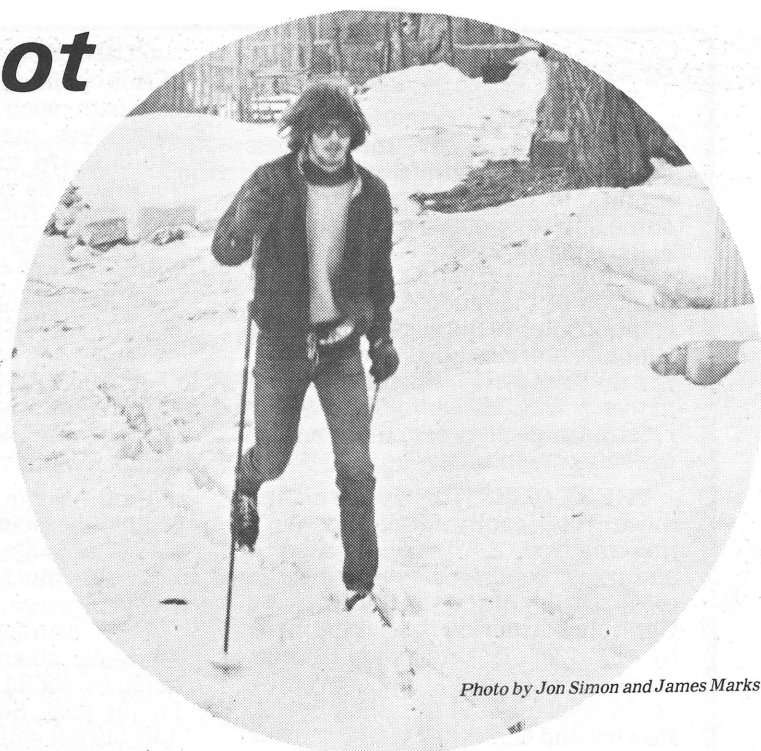


Photo by Jon Simon and James Marks

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.

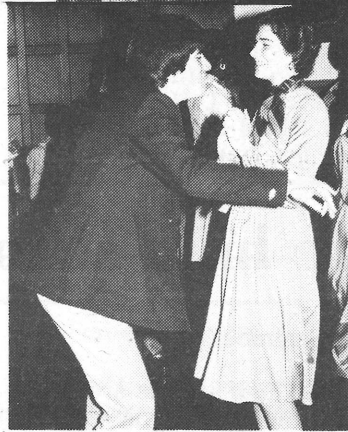


Havin' a ball at the Sno-Ball

ABOUT 200 U-HIGHERS and guests, most in suits or full-length 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 photo) were crowned king and queen. Other candidates included Juniors Eric kuby and Anne Williams-Ashman, Sophomores Karl Wright and Jackie Cibils and Freshmen Chris Gardner and Tracey Davenport.

Dancers in bottom photo are Mark Hornung and Judy Solomon.



Photos by Paul Sagan

Under new law

School to show records

By Deb Azrael

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 Robb, the policy is being instituted under the Family Rights and Privacy Act of 1974 authored by Sen. 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. Psychiatric reports, parental financial records and medical reports remain

unavailable under the law.

For anyone beside a student, including parents, to see records, the student after his or her 18th birthday or graduation must sign a release.

Record folders at U-High usually include transcripts,

standardized test scores, 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 Bs, 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 descriptions, sent to colleges which request them. The forms are destroyed after the description is written, she said.

Found in search

Jan Svejovsky is among 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.

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. About 2,500 educators are expected to attend. U-High participants are Betty Schneider, Etienne Pilet, Christiane Kelley, Sophie Ravin and Wayne Brasler.

IRS drops proposal

By Jon Simon, community developments editor

A proposal by the Internal Revenue Service to tax employee tuition remission, made in the last days of the Ford administration, has been withdrawn.

The University grants such remission to employees whose children attend the Lab Schools. The tax could have cost an average University employee \$240 a year for each child attending.

Robert Aliber, professor in the graduate school of business at the University and father of Rachel, hypothesized that the measure was dropped because of Congressional reluctance to recognize Internal Revenue Service jurisdiction over remission income.

Massive lobbying by universities and other institutions affected by the proposal may also have been a factor, he added.

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(Oh, yes. Happy birthday, George.)

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I'd like that sirloin cut in the shape of my wife's profile... tonight's her birthday!

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By Aaron Stern

Does U-High essentially train middle- and upper middle-class students from a professional community to take their place in the same environment as adults through college preparation?

Is this goal implicit in the composition of the student body and its relationships to the world outside 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 Nov. 7. The faculty used as a starting point for its discussion an excerpt from "Schooling in Capitalist America," a recent book by Samuel Bowles and Herbert Gintis, economists at 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 status as adults.

The November discussion was followed by further discussion of U-

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 and physical education. The reason, she believes, is that "parents want the school to prepare their child for Harvard."

More than 98 per cent of all U-Highers go on to college, according to statistics compiled by College Counselor Betty Schneider. "There is a trend toward students looking for 'name' colleges," Ms. Schneider 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 social studies, concentrate on the past, Social Studies Teacher Joel Surgal noted.

English Teacher Sophie Ravin believes that, just as the school community makes curricular assumptions based on its middle-class expectations, so do most

stricter in schools serving lower-class students, where conformity is emphasized, than in schools teaching upper-class students, where more independent activity is valued.

Mr. Jones believes that, while the school has few discipline problems, U-High's discipline isn't lax.

According to Paula, students act responsibly because parents and the school community expect them to.

A different view was expressed by Attendance Secretary Maxine Mitchell. She feels discipline is lax here. "Attendance procedures are taken very lightly and students who cut class are often supported by their parents," she said.

ACCORDING TO Ruby Bowen, secretary to the principal, "public schools are more structured, more disciplined than U-High."

Mr. Piane feels U-High discipline is characterized by an absence of rules and procedures with problems being handled by committees long after the incident occurred. "Offenses and their consequences should be spelled out and any problem should be dealt with immediately and forcefully," he added.

even between classmates."

Ms. Willis feels that "teachers don't give enough of themselves personally."

A different opinion was expressed by Lab Schools Director R. Bruce McPherson, who said "there is a lot of socializing that crosses those barriers, like the all-staff gym night and birthday celebrations."

WHILE PARENTS aren't often present in the school, they exert considerable influence on it, Ms. Schneider believes. "Parents support the straight and narrow," she added.

Then she observed, "Some parents are thinking about preparation for college competition when they enroll their children in Nursery School."

The school and social class

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

To follow up the faculty's discussion and expand its dialog, the Midway asked members of the school community how they felt about the questions the book raised and how those questions apply to U-High.

MOST OF THOSE interviewed felt the book's thesis accurately described the situation in the nation and at U-High.

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

"The student body is far too homogeneous," said Social Studies Teacher Earl Bell. Jon Weinstein said he would "like to see more working class and ethnic students here."

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 of what it's like to live in Woodlawn," Adam Stephanides said, referring to the mostly black area directly south of Hyde Park.

THE UNIVERSITY community may reinforce such isolation, 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."

Music 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.

teachers in the way they run their classes.

"TEACHERS LARGELY come from middle class backgrounds and, therefore, sometimes find it difficult to respond to the needs of students whose backgrounds are radically different," she explained. "The way I speak, my expectations that all 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."

One result of U-High's emphasis on college preparation, according to Ms. Schneider, is students being preoccupied with grades. Many students, according to Ms. Willis, have complained about grade 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."

Mr. Jones believes most U-Highers enter graduate or professional training programs after college, though no statistics are available. Most U-Highers, Ms. Schneider believes, become professionals and achieve material success.

One destructive result of grade competition, Paula believes, is that "U-High's social life is pretty dead. Students who want straight As have no time for socializing."

ANOTHER DESTRUCTIVE result, according to Jon, is that students start working more for the grade than for the intrinsic value of learning.

Also, according to Librarian Winfred Poole, "there is less reading for pleasure."

While grades are necessary in high school, Ms. Ravin believes, evaluations such as those used in the Middle School clearly indicate the quality of students' work without extreme grade competition.

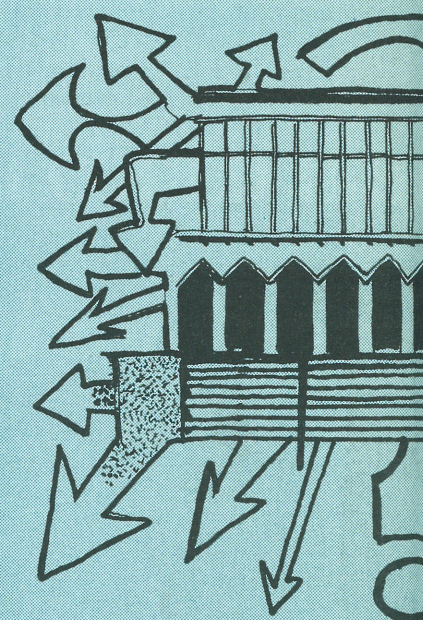
JUST AS THERE is disagreement over how grades should be used, there is disagreement over the role of school discipline. Bowles and Gintis believe that discipline is

U-High serves students as a social model as well as an educational one, many people observed.

"Cordial but businesslike relationships" are typical between faculty members, administrators, staff and students, Mr. Jones said. "Unfortunately, there is not much socializing between these groups."

ONE REASON for this situation, Ms. Mitchell believes, is the existence of a hierarchy here like that in the rest of society. "Staff are on the bottom rung," Ms. Mitchell continued. Faculty members, Ms. Bowen added, "don't really accept the staff on their level."

Lack of socializing, Paula believes, results in U-High having "no fun, no school spirit, no friendliness and not much interaction,



WHAT is U-HIGH HERE is

AS PART of its meetings and in-service, the school community discussed the direction of the school, what kind of school it could be. On these questions the faculty raised and discussed, and faculty members, exploring their own and the school's future.

—Dave

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 142-page report on high school education in the United States concludes.

The report, sponsored by the U.S. Department of Health, Education and Welfare, was compiled by a panel 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 four hours so students have time to pursue interests in arts, media or government, either in school or in the community. Panel members also hoped that, with their extra time, students in all schools would become part of a "permanent group of citizen volunteers whose function would be to observe, investigate and report publicly on all government operations. High schools now," the report said, "have isolated adolescents and delayed their opportunity to learn adult roles, work habits and skills." Governmental work, the panel felt, will teach students to be responsible and, therefore, help them to mature.

Lab Schools Director R. Bruce McPherson disagreed with the report's recommendation that classroom hours should be reduced. "A school's top priority is to prepare a student academically and current research indicates that there is a strong positive correlation between time in class with a teacher and higher student achievement," he explained.

Mr. McPherson did say, however, that students should have a broader education in culture and in citizenship but that schools are not the only institutions responsible for such education and homes and communities share in the responsibility.

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Illusion versus reality

By James Marks

Does what people expect U-High to be coincide with what they actually find it to be once they become part of the school? Does U-High's reputation match the experience it actually offers?

U-Highers questioned by the Midway generally feel the school is more traditional and less exciting than they had expected.

"I WAS SURE, because of things I had heard and because of the name, that U-High would be exciting and experimental," Elaine

Sahlins explained. "I've been disappointed mostly. The school is very routine and we don't do new and different things."

Mike Trosman felt similarly. "I got the idea from all the talk about it, and from things my parents said, that U-High would be a refreshing and that I would have a lot of freedom in deciding what classes I would take," Mike said.

"It just isn't so. I don't like the small degree to which I actually do get to decide and I don't find anything so exciting about my classes."

"THE CLASSES are more restricted, that's it," Dan Madden said. "My sister and brother led me to believe it would be exciting, but I feel that I'm just learning facts and that there is no motivation to learn. It's typical learning and I didn't expect typical learning."

David Sinaiko shared Dan's feeling that classes were not as interesting as he had expected.

"My parents told me that things would be more exciting than they are," David said. "It bothers me that the teachers don't always give you real aid when you're having trouble. The teachers don't always care enough to make the classes interesting and enjoyable like I thought they'd be."

MANY TEACHERS felt that they have become more traditional and less exciting in their classes since a fifth class was added to their load.

"I know that we don't give students the same attention we once did," German Teacher Gregor Heggen said. "For some reason people still expect us to."

Something almost all U-Highers interviewed said they both expected and got from the school was a solid academic education.

"Because of U-High's reputation as a good school, and its affiliation with the U. of C., I thought I would get a good college preparatory education," Katie Kalven said, "and I did."

By Jon Simon

What kind of educational experiences and activities could U-High be offering its students that it does not offer now? Could its program be more varied and imaginative?

Last week the faculty formed four committees which will act on those very questions. The committees were conceived by the faculty's Steering Committee as a result of faculty concerns expressed during an in-service day Jan. 17 devoted to improving the school.

"We have found a clear direction and focus in all small-group discussions," the Steering Committee said in a letter to the faculty after the in-service day, "a desire to improve the climate of the school, to make the school a friendlier, more human place, to work together to develop community, as we continue to maintain a challenging academic environment."

THE COMMITTEES and the work the Steering Committee suggested they might consider are as follows:

•WORK EXPERIENCE—Examine opportunities for providing "real life" experiences; re-examine May Project, recommend future development.

•CURRICULUM — Explore possibilities for better interdepartmental communications and coordination; examine college preparation and consumer group expectations for education today; recommend time-sequenced curriculum development.

What COULD U-High do?

•FRESHMAN TEACHERS—Improve quality of life for freshmen through communication about curriculum and students, finding ways to help freshmen develop work and study skills and develop a sense of community.

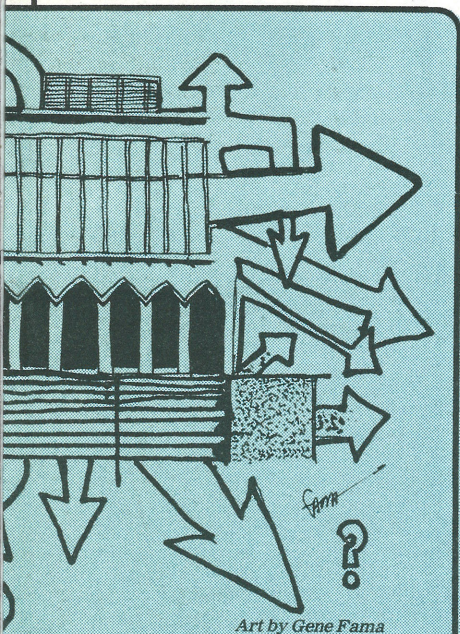
•SPECIAL EVENTS, PROJECTS AND MINICOURSES—Plan special programs appealing to a wide variety of student interests while maintaining a focus; research what other schools have done in this area; re-examine present special events such as the May Festival; plan programs such as a Career Day, Ethnic Day, Physical Activities Day or Film Festival.

WITH THE FACULTY examining new ideas for the school's program, the Midway asked U-Highers what ideas they could offer for improving what the school offers.

Russell Jones said, "I'd like to see academics taken out of the classroom more. You can bet your money when you go into a classroom you'll be staying there and just relating to the blackboard. There should be more field trips or lectures by others in the field."

DAVID SHAW felt the school could teach with goals beside college preparation in mind. "I'd like to know what we're going to do when we're 35," he said, "what 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 Stephano also suggested education beyond "just preparation for college, having things like learning about car engines or other useful skills to help you for the rest of your life. Like if you want a summer job there are skills that would help you to find one. And after you go to college it's nice to know some skills other than what your occupation deals with."



Art by Gene Fama

High? it going?

vice days this year, the faculty has
l: What kind of school U-High is,
se pages, the Midway has taken the
ussed them with students, parents
feelings about U-High — what it is,

d Gottlieb, depth newsfeatures editor

Is the person neglected?

By Isabel Bradburn

Does U-High neglect students' emotional development? Is it so geared toward academics that it ignores their growth as people? Most students and some teachers interviewed replied with an emphatic "yes."

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

SHE SUGGESTED U-High provide "life" courses such as those offered at other high schools, in which students "marry" and simulate life after school.

Elise Ricks felt that at U-High "they're teaching you to be successful in a business society, but not as a person. You don't have time to grow here. You hang around in your little group. You're not exposed to many kinds of people. I'd like to see some kind of interaction with other schools, like taking joint field trips."

Biology Teacher Murray Hozinsky thought groups represent a powerful force in U-Highers' social lives. "If kids don't have a group of kids to freely express themselves with, they get isolated," he said. "I see too many kids sitting alone a good hunk of the time, just studying. We should be giving kids an opportunity to get to know others better. Perhaps we could have special days where students and faculty would informally share their interests, getting kids from different groups — or no groups — to work cooperatively together. As it is now, the school permits these cliques to continue by a sort of laissez-faire. Kids are allowed to sink or swim, and some kids sink."

GERMAN TEACHER Gregor Heggen believes many teachers feel concerned about such students and that in

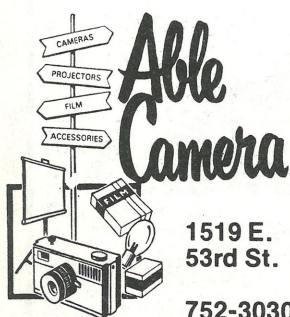
general there is not enough student-teacher interaction outside the classroom, an important element in students' emotional maturation. "But it's difficult to do anything about it with the present setup," he said. "We should have a free time devoted to meetings between teachers and students. Too many students just know me as a person who makes them memorize German verbs. They don't know that I can also talk about the weather."

Teachers seem remote from students, Gene Fama felt. "Students don't really know what teachers are like as people," he commented. He thought more creative curriculum which involved both students and teachers emotionally would help. "U-High is too much on a level of systematic learning, rather than getting kids to think about themselves," Gene said. "In English kids learn to identify certain emotions, but they're not learning to develop emotionally. There should be more creative writing, less essay writing."

Susan Hack felt courses such as English do help students mature emotionally. "Questions arise that require you to answer from your own personal judgment," she explained. "You're forced to develop your own values, and you grow emotionally from that. There's no conscious effort toward it, but I think it's a natural result of learning."

SOME U-HIGHERS believe it isn't the school's business to tend to its pupils' emotional growth. "It's too much of a burden for the school to teach scholarly and emotional development," Charles Bobrinsky said. "I think emotional development should be dealt with at home."

David Cowan thought that, although behavioral development can't be taught, U-High should try to help students in that area. "We should have informal discussion groups or workshops," he suggested. "Don't students need an in-service day, too? I think we do."



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Getting in the swim at the ISLs

By Greg Simmons,
sports editor

Still munching on brown bag lunches, swim team members boarded the bus that would take them to the Independent School League championship meet Feb. 11 at Latin.

To make sure everyone had made it, one last call went up. "Anyone not here who's

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 lulling sound. One swimmer fell asleep.

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

After dressing (or undressing) into suits, the swimmers headed for the water. Voices echoed off the cinderblock walls as they marched toward the pool.

A COLD BLAST of silence hit the swimmers as the pool door was opened. Diving competition was still underway. Between divers, the Maroons made their way to the designated area and took to reclining 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



Photos by Greg Simmons and Alice Lyon

BEFORE THE MEET starts (photos clockwise from left), Coach Larry McFarlane offers advice to, from left, Sam Zellner, Hart Billings and David Light.

BETWEEN RACES, Roger Lyon admires one of the first-place trophies.

ON THE BUS to the meet, Roger reclines in his seat, talking to another swimmer.

swimmers found it was equally as cold.

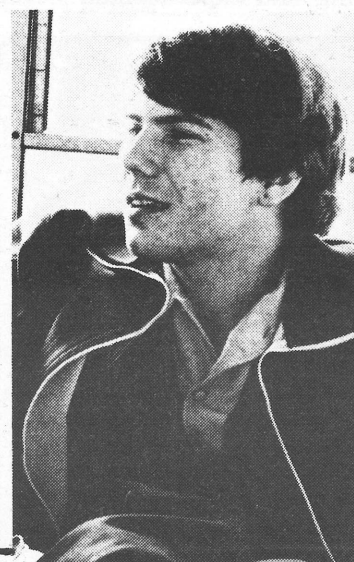
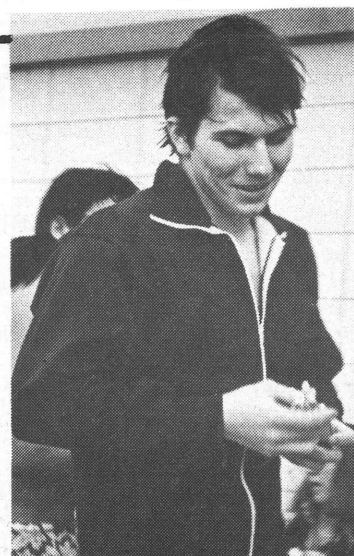
"Where're the ice cubes?" shouted one. "I'm gonna get frostbite," said another. And yet another complained, "I can't feel anything below my knees."

After 30 minutes of war-

mups 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.

Editor's note: The Maroons won and went on to districts. See "keeping score" below.



They're ready

Girl cagers size up toughest opponents

By Mary Johnston

"That was a terrible game," Frosh-Soph Girls' Basketball Coach Mary Busch exclaimed after the Maroons' season opener against Kenwood, Feb. 8, here. "If you're five minutes late to practice tomorrow, forget it."

The players agreed with Busch's estimation of their need to improve. "We have to learn to work and help each other more," Suzanne Tarlov said, "then we can react faster and get our patterns down." Added Jess DeGroot, "Morgan Park will be our most difficult game. Considering we have won our first two games against Kenwood and Latin I think we'll do well."

For the varsity, tough competition will be found elsewhere. "Latin will definitely be our toughest opponent," Leslie Wren said. "North Shore, who we lost to last year, is not as strong because three starters graduated." Ann Laros added, "Because our first two weeks of practice were for endurance, and half of us have not played together, our passes, shots and offenses aren't fast enough. But after working together more, I think we'll do well."

Cagers start regionals

By Mark Patterson

"C'mon, men, let's keep working," shouted Varsity Basketball Coach Sandy Patlak as his squad shot layups. It was near the end of an afternoon practice and the players were tired but kept hustling.

"That's what we've got, a lot of hustle and desire," Patlak said after the workout.

FINISHING 4th in the Independent School League (ISL) with a 10-4 record (11-7 overall), the Maroons "worked very hard," Captain Mercer Cook said, toward regional play at Chicago Christian.

A win against St. Mary's of Perpetual Help yesterday (after deadline) would send the U-Highers against Illiana Christian tomorrow.

Supplying the Maroons with their toughest competition in the regular season was St. Michael, rated the number one Class A team by Chicago newspapers, and winners of the ISL championship.

"**WE WEREN'T** mentally ready for them," said Cook, who hit for 32 points in the 74-55 loss, here. "We had no confidence," he added.

"We were too nervous," Forward Russell Jones said. "It subtracted from what we could do."

Rebounding from the Warrior setback, the Maroons clubbed the Latin Romans, 88-51.

"That game gave us a lot of confidence," Jones said. "We also were able to use our substitutes to give them some experience."

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 74-67 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"

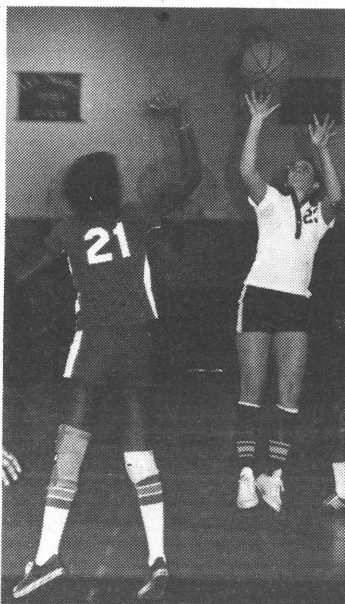


Photo by Jon Cunningham

TO SHOOT over her opposition, varsity girls cager Jenny Rudolph takes to the air.

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, citing 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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Keeping score...

U-High score first, frosh-soph in parenthesis.

SWIMMING — Glenwood, Jan. 26, here, 53-30; **Latin-Parker**, Feb. 1, here, 60-22; **Lake Forest Academy**, Feb. 3, here, 53-30; ISL championship meet, Feb. 9 at Latin, 1st with 83 points; **state district tournament**, Feb. 19 at Lyons Township High, 13th of 14 with 20 points.

BOYS' BASKETBALL — **Providence-St. Mel**, Jan. 28, cancelled because of weather; **Latin**, Feb. 1, here, 88-51, led by Eric Kuby's 19 points and Russell Jones' 18 (37-25); **Lake Forest Academy** Feb. 3, here,

78-68, Kuby and Jones scoring 18 each (44-38); **Morgan Park Academy**, Feb. 8, there, 74-67, with Chicago Tribune recognizing Mercer Cook for top prep performance with 31 points (39-13); **Glenwood**, Feb. 11, here, 86-59 (27-35); **St. Michael**, Feb. 15, there, 53-66 (43-53); **Quigley North**, Feb. 18, here, 71-66 (42-59).

GIRLS' BASKETBALL — **Kenwood**, Feb. 8, here, 36-32, Ellen Markovitz scored 16 points (18-17); **Latin**, Feb. 10, there, 37-48 (16-13); **North Shore**, Feb. 15, here, 30-28 (20-17); **Morgan Park Academy**, Feb. 18, there, 45-40 (39-19).

— compiled by David Rothblatt

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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 Matuszak's six-week tap dancing class. Now I know differently.

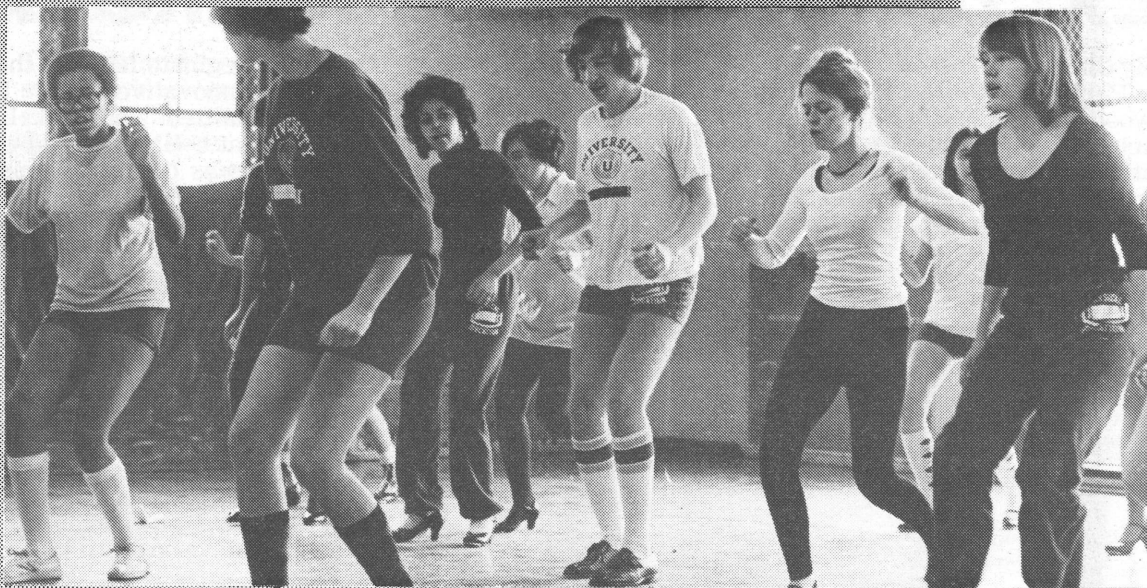
I entered Upper Sunny Gym 2nd period Feb. 3 dressed in my gym shirt and shorts and wearing hard-soled shoes, since I don't own tap shoes. Most of the 18 girls and one boy in the class were wearing tap shoes.

First on the agenda was warmups. 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 floor, trying to imitate their movements. The warmups, which loosened the class up, exhausted me.

After warmups, Ms. Matuszak 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 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 everytime the other dancers went left, I went right. Everytime 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, but learned one thing: I'll never be a Fred Astaire. Maybe a Ginger Rogers, though.



THE MIDWAY'S WOULD-BE FRED ASTAIRE, GEOFF SCHIMBERG.

Others, from left: Kathy Stell, Judy Solomon, Susan Kennedy, Hanna Sandier, Lisa Kimball, Lucy Kaplansky, Ann Vikstrom.

Photo by Charles Yang

Running away

Tracksters take on a tough one

By Pete Guttman,
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 Drozd, 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.

It is an enormous place. Inside, off the track, the Maine South fencing and wrestling teams practice. In a fenced-in room students lift weights. On trampolines, parallel bars and horizontal bars, the gymnastics team practices alongside five girls playing volleyball. In another corner spectators and a few Maine South runners shoot baskets. Back on the track a few runners jog.

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.

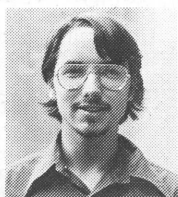
Suddenly a Glenbrook South runner begins clapping. Others join in one by one until the entire team is clapping. Then the team begins calisthenics, shouting out the count together.

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.

Leaving the fieldhouse at 7:30 p.m., four hours 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.

BLEACHER BUM

Good thing ends, coach isn't crying



Greg Simmons

By Greg Simmons
sports editor

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

The winning streak started after a Nov. 20, 1972 77-57 loss to Luther South.

A LEAGUE victory streak, however, began even earlier, after a Jan. 7, 1972 loss to Morgan Park Academy. The league streak, about 40 games, stood until the St. Michael loss.

Coach Sandy Patlak said he "didn't really realize how much of a streak was going until after the St. Michael's game, when we looked in the record book.

"Not too many schools can say they've won so many home games. I'd say it's not a bad feat at all."

ABOUT THE advantage of home court play, he continued, "the players always play better at home. The

players are more relaxed and they shoot better. Of course, at home we have more people cheering us. It helps the players. It's nice to look up and see a smiling face, instead of being booed."

After the loss to St. Michael, the Maroons came back with home victories over Latin, Lake Forest Academy and Glenwood to, hopefully, start on another streak.

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 games in the American New Year's Congress Dec. 29-31 at the Palmer House.

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

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Exchanges no place like home

By Cherie McNeill

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 Kenwood, 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.



Photo by Jim Reginato

AT FRANCIS PARKER Feb. 8 Sally Rosenberg, right, explains the day's schedule to her U-High guest, Maria Hinojosa, before math class.

Students get places on faculty, parent groups

By Aaron Stern, political editor

U-Highers are now represented 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. 28.

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 15 teachers, 12 more than the preceding one. A third 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 a 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 and faculty applicants.

•SLCC IS TRYING to secure a student lounge again. SLCC members 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 8, 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 a meeting equivalent to one absence in an effort to curb tardiness.

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 Hirsch, 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."

The 13 U-Highers who visited Kenwood weren't as enthusiastic about it as the visitors to Parker were about it. Anne Williams-Ashman, who helped plan the exchange, felt that students in classes at Kenwood talked, whispered and giggled among themselves too much. "Their discipline in the halls is very strict," she explained, "but in the classroom the students seem to have no control."

Kenwood students who came to U-High said, correspondingly, that they were impressed with student behavior in classes here. "Everyone was so attentive," Karen McVoy said. She found U-Highers highly individualistic. "At Kenwood you can lose your individuality," she explained. "But at U-High you can really let yourself loose and be!"

IN THE WIND

Players take stage, court, pool

Arts Week, Feb. 28-Mar. 4, heads the list of events for the next three weeks. Others are as follows:

TODAY — Girls' basketball, North Shore, 4 p.m., there.

WED., FEB. 23 — Freshman class registration meeting, 11:40 a.m., Assembly Room; Boys' basketball, regionals continue at Chicago Christian High School (see details on U-High playing, page 6).

THURS., FEB. 24 — Girls' basketball, Francis Parker, 4 p.m., there.

TUES., MAR. 1 — Girls' basketball, Latin, 4 p.m., here; Indoor track, Hinsdale South, 4 p.m., there.

THURS., MAR. 3 — Girls' basketball, Academy of Our Lady, 4 p.m. here.

FRI., MAR. 4 — Girls' basketball, Lake Forest, 4 p.m., here; Feature film, "Cooley High", 7:30 p.m., Judd 126.

SAT., MAR. 5 — Indoor track, Eastern Illinois University (Charleston) invitational, time to be announced, there.

TUES., MAR. 8 — Girls' basketball, Morgan Park, 4 p.m., here.

WED., MAR. 9 — Parents'

Association-sponsored lecture, "The Laboratory Schools and the Gifted Child," by Robert Havighurst, professor emeritus, Department of Education at the University, Judd 126.

FRI., MAR. 11 — Girls' basketball,

Lake Forest, 4 p.m., there. SAT., MAR. 12 — Indoor track, Niles West and Fenwick, 9 a.m., Niles West.

TUES., MAR. 15 — Midway out after school; Girls' basketball, Francis Parker, 4 p.m., there.

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Photo by Jim Reginato

Speaker

SURROUNDED by bodyguards, a fact which didn't keep his attentive audience from responding with provocative questions, Wallace D. Muhammad, leader of the World Community of Islam, spoke Jan. 27 as part of a Social Studies 2 study of the religious and political movement. Julie Keith arranged the appearance, which drew a large crowd to Judd 126 for an hour's wait until Mr. Muhammad arrived from a press conference.

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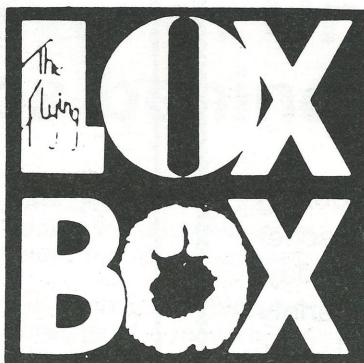
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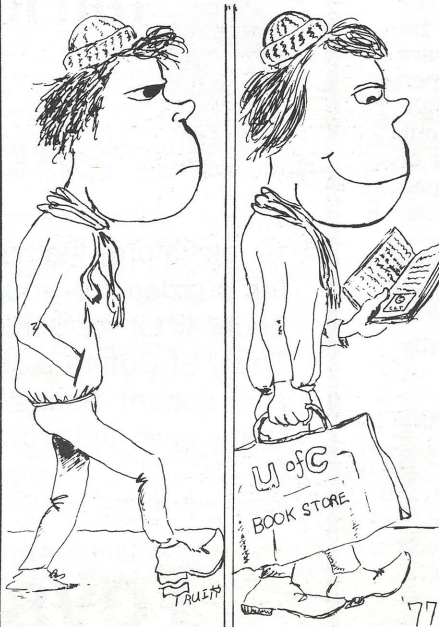


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