U-Highers have it, school needs more outlets for it, people feel

By Geoff Laven

Though U-Highers are creative, they're caught in an academic curriculum which inspires creativity but provides few outlets for it. That's the opinion of student artists and English and art teachers interviewed by the Midway.

Creativity forms the focus of an exhibit titled "Creativity: The Human Resource," which runs for another month-and-a-half at the Museum of Science and Industry. According to developers of the exhibit, creative people recognize patterns in ideas and events, see the commonplace in new ways, and challenge what is assumed to be true.

MOST OF THOSE interviewed felt U-Highers possess those qualities.

English teacher Sophie Ravin explained, "I'm amazed when I think that, of over 60 students in my creative writing class, all of them have produced work which, if not crafted in such a way that you could call it a piece of work the imagination, has shown at least glimpses of real creativity."

Photography teacher Mike Ryan felt similarly saying, "If I give my class an assignment, they will really think about it and approach it from an angle that has never been done before."

WHETHER OR NOT they thought U-Highers are creative, most people interviewed felt the school's high-pressure, academically oriented atmosphere discourages creativity in students.

"There is a pressure here to be intellectual, to be sophisticated," Ms. Ravin explained. "People who don't succeed on the ladder of success as it's defined here - getting good grades, getting into a good college - tend to devalue themselves. But creativity doesn't necessarily climb the same ladder. We don't accord enough status to other forms of creative success, such as creative writing, arts and photography."

Senior Craig McCrohon, who transferred to U-High this year from Crete-Monee High School, and won an award for his painting during Arts Week last February, said, "The school could help a lot by giving kids more outlets to express creativity. If the new literary magazine could be continued, for example, that would be great. Also, if there was some way for the school to become more active in the community or with other schools, that would help, like entering art contests or exhibiting kids' work outside the school."

MUSIC TEACHER Ralph Abernathy felt, "The school is in a bastion of academia, hell in spite of that, in their own individual ways mostly, kids still express creativity. A lot of kids, for example, take private music lessons or participate in community groups like the Youth Orchestra."

Senior Chris Maddi, who draws art for the Midway, offered another explanation. "U-High gives students freedom, and the opportunity to study books carefully and to refine their writing skills. Maybe if you put those things together, creativity is encouraged. But my position would be that there's a mysterious element there that can't be proved, as to what goes into making a kid creative."

Members of the cast, role, are as follows:

THROUGH THE PLAY, Ms. Ambrosini said, she wants to convey the contrast between the world of fantasy and the world of reality.

"Development of contrasting characters of the fairies in comparison to the mortals will help convey the difference of the two worlds," she explained. "We'll rehearse ourselves to death. Costumes, props, makeup and the set will also help the audience visualize and enjoy the fantasy world."

Children also will perform concerts and dances.

AWAKENING after the spirit Puck has sprinkled love juice in his eyes, Demetrius (Steve Kellam, left) tells Hermia (Sarah Morrison) of his newfound love for her just after Lysander (Tom Yufit, right) has done the same, to the amazement of Hermia (Sarah Morrison, rear) in the May Festival play, "A Midsummer Night's Dream."

"A MIDSUMMER NIGHT'S Dream," directed by drama teacher Luciela Ambrosini, was previously presented at the Festival nine years ago.

Jim Cummings—Chairman, fundraising and fundraising events in Kenwood Mall, Scammon Garden, Jackman Field and the Japanese garden between U-High and Belfield Hall.

Kids in the Lower School are taught in ways that value creativity and independent thinking," he said. "Rather than being taught correct answers, they are taught how they can assess those qualities. English teacher Sophie Ravin offered one explanation why students are creative in spite of the academic curriculum. "Kids in the Lower School are taught in ways that value creativity and independent thinking," he said. "Rather than being taught correct answers, they are taught how they can assess those qualities."

By Tzufen Liao

Looming over a sleeping mortal, a small sprite mischievously sprinkles fairy dust, magically transforming the mortal's love from one girl to another. The sprite is Puck, from William Shakespeare's "A Midsummer Night's Dream," this year's May Festival play.

The festival will take place 5:30-7:30 p.m., Thursday and Friday, May 29 and 30, and noon-7:30 p.m., Saturday, May 31. In case of rain the festival would be extended a day for each cancelled date. The fee is $3.50.

NO ADMISSION fee will be charged to the festival. Tickets, however, must be purchased to participate in some of the activities or purchase food. Play tickets, $3.50, will go on sale Mon., May 28 at the Paperback Bookstore in Blaine Hall and during lunch at the ticket booth outside U-High 109. Festival proceeds will go to the Dr. Martin Luther King Jr. Scholarship Fund.

More than two dozen food and game booths sponsored by students, parents, teachers and clubs will dot the courtyard between U-High and Blaine Hall.

"Mouse races, a bubblesblow contest, a sponge toss, to mention a few, are some of the games we'll offer," said senior Melanie Nordin, games coordinator.

FOOD BOOTHS will offer an assortment of items, including tacos, falafel, salad, chicken teriyaki, baked goods and ice cream. "We tried to select a mixture that would make up well-balanced meals," explained senior Joanna Taylor, food coordinator.

An evening-long court show will include musical entertainment, dancing and the traditional May Pole dance by Lab Schools students.

In addition to courtyard activities, Saturday's program will include special events in Kenwood Mall, Scammon Garden, Jackman Field and the Japanese garden between U-High and Belfield Field.

AMONG THE EVENTS will be an alumni reunion Saturday afternoon in
Math, science push ahead?

By John Schroeder

To keep up with a Soviet education system that emphasizes instruction in math and science, the United States needs to make changes in its elementary and secondary school education. That's the opinion of University of Chicago mathematician professor Isaac Waksman.

In a preliminary report to the National Science Foundation, Prof. Waksman suggests the Soviets will use this pool of scientifically and scientifically proficient students to gain technological and scientific supremacy in the world and pose a challenge to American national security.

In a Saturday interview, Prof. Waksman said he felt the Soviet "achievements alarming," and added, "I see that the American system will not hang but I'll leave the changes up to the leading American educational experts." He continued, however, that "I'm not advocating change to their system. The philosophies of education in the two countries are completely different. There's done entirely to help the state. Ours is more to aid the individual."

Most U-High math and science teachers interviewed felt similarly that though changes may be necessary, the United States shouldn't try to follow the Soviet example.

"It's a question of the type of society we're after," said physics teacher Burton Floraday, adding he felt the Soviet system of indoctrination into one view was limiting on their society.

That's the opinion of University of Chicago Prof. Aaron Greenburg. "We had before," he said he felt the Soviet achievements in math and science, the United States needs to make changes in its elementary and secondary school education to consider the fact that the students might be innocent, and secondly the punishments which are given out fail to relate fairly." He added, "Before, students had such a negative feeling about government that it didn't do anything for them. But by improving communication with students, faculty and administration; being more visible, sponsoring events and following through on activities, SLCC made students more aware of the importance of government, and that government can do something for them. We built the foundation for an effective government.

Creating a harmonious atmosphere among teachers, students and parents was a main goal Cultural Union president Tracey Davenport feels she accomplished. "We sponsored activities and asked parents and teachers to chaperon and come," she said. "The Homecoming Dance was a fine example of students and teachers, and even parents, getting together and having a good time."

Disciplinary Board president Josh Mayer felt it had accomplished the goal of improving student behavior, although he conceded there is still a lot to be done. "We've instituted a sense of responsibility towards the school and towards each other as much as we could we have on our power," he said. "The cafeteria's still messy, but we've made a good start in improving behavior."

The student-faculty board this year replaced Student Board as government's disciplinary branch.

All the presidents felt that a series of four leadership seminars late last year and early this year conducted by Mr. Kent Peterson for all government presidents and vice-presidents proved helpful in reaching their goals.

"We got advice and suggestions on how to plan and organize activities," Tracey said. "We got ideas that we could use or expand on."
Change of pace
50 seniors start May Projects

Taking different approaches to the same subject, seniors Linda Fardo, Karen Sanders and Sarah Pollak are working with small children in hospitals for their May Projects. Linda is working with emotionally-handicapped children, Karen with asthmatic children and Sarah with children who need cardiac surgery.

Ninety seniors are participating in May Proj­ect, which began yesterday and runs through June 15. They're replacing some or all of their classes with volunteer work or independent study. To be accepted in the program, seniors were required to secure a faculty advisor, get approval for their project and make arrangements with teachers to miss classes or make up work for them.

While volunteering at Michael Reese hospital last spring, Linda Fardo became intrigued by emotionally and physically handicapped children and decided to work with them. During her second year in the program, she's taking enough credits and is spending a day a week at the hospital.

Senior Beth Browning was announced the first recipient of the new Robert Erickson Art Award, established in honor of the retired art department chairperson and cited with more than 20 other honors at the annual awards assembly Friday in Judd 126.

Scholarships awarded publicly for the first time at the assembly were as follows:

NATIONAL SCHOLARSHIP—Hilary Graves (art), Jenny Stavely (psychology), Linda Fardo (English), Jeffrey Mone (psychology), William Sharp (psychology), Michael Murrell (pre-medicine), Joel Lindheimer (pre-medicine), Lee Schindler (pre-med­icine).

NATIONAL FOUNDATION SCHOLARSHIP—Julie Kurland (pre-medicine), Lisa Powers (pre-med­icine), Andrew Licht (pre-med­icine). Scholarship in the amount of $1,000 awarded to each.

GRAND SACRAMENTO UNIVERSITY SCHOLARSHIP—Sally Garrett (pre-med­icine), Andrew Licht (pre-med­icine).

BETSY M. ARMSTRONG SCHOLARSHIP—Peter Hamilton (pre-med­icine).

JULIE KURLAND SCHOLARSHIP—Lisa Powers (pre-med­icine).

NATIONAL COUNCIL OF TEACHERS OF ENGLISH CONTEST—Rishona Zimring, Helen Straus.

ILLINOIS STATE SCHOLAR—John Schloerb, Craig McCrohon.

AMERICAN LITERATURE SCHOLARSHIP—Rose Lepselter (English), Linda Fardo (English), Samantha Beckman (English), Julie Kurland (English), Linda Pardo (English), Karen Sanders (English), Sarah Pollak (English).

MIDWAY SCHOLARSHIP—Sally Garrett (English), Wendy Fagan (English), Debbie Beckman (English), Linda Pardo (English), Karen Sanders (English), Sarah Pollak (English).

NATIONAL COUNCIL OF TEACHERS OF ENGLISH CONTEST—Rishona Zimring.

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**As the midway sees it**

**Offering support**

The search for a new Lab Schools director is over. Lab Schools director Dr. Shine Amburg has ended her search last week that Mr. James E. Van Amburg will succeed her Aug. 1.

Mr. Van Amburg, 25, spent the past four years as superintendent of the National Park Service. He also served as director and when chairman of the board of directors of the Concord Area Special Education Cooperative, a position he will continue to hold and then junior school principal at Trinity School in New York City.

Prior to Mr. Van Amburg's selection, PreCollegiate Board chairman Paul Peterson had announced at a Parents' Association program that Dr. Shine Amburg would be the new director. The Cherry Hill, N.J., public schools, had been offered the job. Dr. Shine later turned down the offer. The Board's prerogative remains the same, as a result, needless embarrassed the school, Dr. Shine and Mr. Van Amburg.

But taking from Mr. Van Amburg's experience, he is just as qualified as the first announced choice. The new director comes to a school with a unique past and uncertain future. He will find his new job challenging. And, we hope he'll find a faculty, student body and community ready to help support him as he directs the Lab Schools' future.

**Making it stick**

Guidance Department chairperson Karen Robb, who took charge of the attendance system last fall, says that U-Highers, their parents and teachers don't always give their cooperation in making the system work. Teachers don't always ask students why they missed class, students don't always come in to explain absences, and parents sometimes don't call in when their kids will be out, or say anything.

But maybe one reason parents, teachers and students don't always agree is that they just don't know what's up with U-High's attendance system. Some parents feel that they really don't know what it is. At present, though the policy allows an establishment of a core and tolerance to trading some form of punishment, it varies on how often it's enforced. And without having to account for poor attendance, many U-Highers, their parents and teachers really don't have to take the system seriously.

By sending letters to parents, Ms. Robb has tried this spring to more regularly keep up with students who persistently cut class or are tardy. She also said she will take the problem to the faculty steering committee to determine if students can be晖ed in establishing one schoolwide, accepted system with faculty cooperation.

Because in a school where students know the consequences of bad attendance, and these consequences are always enforced, attendance might not be such a problem.

**Tackling behavior**

Faculty, students and administrators often complain that the cafeteria is too much of a mess and too noisy. But despite their complaints:

- Faculty members rarely venture down to the cafeteria except to quickly go to the Snack Bar and few ever give referral slips to students who misbehave.
- Students, not wanting to be unpopular, rarely try to control others' behavior by giving referrals.
- Disciplinary Board members, though they do handle four to six disciplinary cases a week, they do not seem to push kids but to let them proper ways to behave. Currently they only give a warning on a student's first offense.
- It appears like the actions people are willing to take aren't really strong enough to meet the problem. While it would be nice to believe U-High is a family where students and teachers can effectively take care of themselves and not be loudly, maybe it'll that time the school realizes they won't. And perhaps if students won't always behave well, a stronger way of dealing with the problem is needed.
- Perhaps what's needed are strict, enforced rules for students who break school rules.
- But whatever is needed, the first step is for faculty, students and administrators to commit themselves to solving this problem, first maybe by discussing ways and then by realizing they have to carry them out. How unpleasant that is.

**Voting out apathy**

Student government officials in recent years have complained that student apathy has been their greatest hindrance. But this year, instead of complaining, they did something about it. By planning and publicizing government elections Apr. 28, the Student Legislative Coordinating Council (SLCC) generated more interest in government than in past years. Ninety-one percent of the student body voted and about 80 U-Highers ran for offices, about twice as many in the past years. SLCC officials have planned pave the way for next year's government, too. Because when students are interested in government that's more ways teaching the student body's voice as strong and effective as possible.

**State of the Arts**

By David Hyman, associate editor

The jumbled cabin serves as a visual hallucination for both the audience and Thompson, cuffed with drugs and working on a story before deadline. Thompson becomes annoyed by a beeping on a monitor. His lines take him to send to his editor the story he owes. In response, Thompson whips out a giant revolver and blasts the machine to pieces.

The movie is filled with numerous such examples of crazy, drug-influenced, almost anything can happen.

Unsurprisingly once again, Thompson begins to reflect back on the late '60s and early '70s, a time he describes as being "like the age of Nixon and disaster and failure." In his flashback, Thompson throws up with his sidekick, attorney Carl Lazar, marvously played by Peter Boyle. The

**Eccentricities of a 'Nico'**

Fourth in a series.

By Christine Mather

"What do you want to know?" The voice of drama teacher Lucija Ambrosini cuts through the sound of clashing metal and wood made by student workers building the stage for "A Midsummer Night's Dream," the May Festival play.

Wearing her usual multicolored poncho and blue jeans, Ms. Ambrosini, known as Ms. A., to many U-Highers, wanders about supervising the progress students are making on the stage outside the cafeteria's doors and answering questions from the workers inside. In between interruptions, she talks about her life.

"I was born in Germany. I'm Lithuanian. We just happened to be in Germany because of the war. I was a young woman. Russian forces took over Lithuania and I decided to kill off a bunch of people, namely the Lithuanians. The bastard. When Germany was divided we wound up in the American sector, so we came to America.

HEIKE AMBROSINI lived for a year in New York, then a year in Chicago. "My parents had to go where the jobs were," she explains. Soon after, her family moved to a farm in Michigan, raising livestock. "I loved it. There were lots of dogs and zillions of chickens." And, as soon as she wound up in Chicago again and has lived in and around the city since. "I love to explore every nook and cranny of this fascinating city."

Nine years ago she came to U-High. But this hasn't been the only place she's worked in the theater. She organized the lighting for her first high school professional production, "Total Eclipse," last year in a North Side theater, which was among the more enjoyable experiences in the Tribune.

"It came at a very hard time, right before "Tom Jones." One night I worked for 23 hours straight and slept for two hours before going up to work again. I was practically going crazy." In addition, last fall, "I had the lead in a morality play, a play where the evils of sin are shown." Mrs. A. also "loves" researching sound and music for theater.

ACTIVE AND INTERESTED in everything from movies to ballet, Mrs. A. says she has no scheduling secrets. "I think you want to do something badly enough you'll do it." And she does. She and her husband belong to American Coaster Enthusiasts (ACE). He is the editor of Coaster World Magazine. Both were "Real People" Apr. 28 in a film of an ACE convention. She had 10 years of voice training and currently sings with a friend at gatherings in the Lithuanian community.

And her list goes on. "Being very interested in horticulture, I own about 400 plants. I belong to..."
Mailbox
Keeping perspective on academics, slump

From math teacher Margaret Matchett:
In the Apr. 8 Midway, the column "As the Midway goes it" describes well the tension that sometimes induces "senior slump." The column seems to me, however, to reflect some dubious logic. U-High is referred to as "... a school that overemphasizes academics, making the only reason for being here just good grades to get into the right college." I think that the whole idea of "overemphasizing academics" needs more careful examination.

In the press of the college admissions process, it is easy for students to lose sight of the fact that academic learning has relevance far beyond college plans. To equate academic learning with college admissions is to ignore the main reasons for attending college at all. Stress on academics, then, is not at all the same as stress on college plans. To equate academic learning with college admissions is to ignore the main reasons for attending college at all. Stress on academics, then, is not at all the same as stress on college plans.

Other human concerns—family, religion, enjoyment of nature, service to others, friendship—may be more important than academic learning. It does not necessarily follow, however, that high schools should place more emphasis on these aspects of life. People can and should learn and grow in many settings. It can be argued that schools should emphasize academic disciplines because they are well fitted to do so, but that students should also participate in worthwhile ways in the world outside school, where there are better opportunities for other kinds of learning and growth. Longer May Projects might afford this kind of participation for some students.

It seems to me, however, to reflect some dubious logic. U-High is referred to as "... a school that overemphasizes academics, making the only reason for being here just good grades to get into the right college." I think that the whole idea of "overemphasizing academics" needs more careful examination.

Sick of shopping with snobs?

Large downtown stores can be cold and impersonal, as well as hard to get to. If you're tired of snobs, come to the Scholarship Shop. Our top-quality, secondhand clothes are priced low, and we're right in Hyde Park. Plus, we're a community store, so we've always got time for you. Get some personal attention at...

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10 a.m.-5 p.m.
Baseballers blend fun, victory

By Monica Davey

Rolling along Lake Shore Drive, a yellow school bus carries 14 girls towards the northern suburbs. The bus is nearly full, one seat, no one sitting. Most do homework alone or quietly talk in small groups. Unlike most teams, which spend bus rides talking as a group, cheering or psyching themselves for the game, the Maroon softball team seems subsumed as it heads for a game against the North Shore Raiders Apr. 25.

Arriving, the Maroons rapidly file off the bus. They walk quickly to the field, taking with them the error of a challenge. "Let's warm up you guys," coach Deborah Kerr calls. The girls begin tossing balls to each other. Discarding jackets, they gradually become more involved in the exercise under Kerr's leader andwatcher. As the practice peaks, the team works together in a synchronized, mechanical rhythm. "I'm all fired up," second baseman Sandy O'Bannon shouts.

Togetherness: Softball team creates it when gametime comes around

A strange sense of team unity, unseen on the bus ride, slowly appears. "Off the field the team's somewhat separated," first baseman Megan Storring said. "We're made up of all different social groups and all of the four grades. But it doesn't matter—we can still play softball well together.""As the game continues, Kerr enthusiastically cheers on her team. She paces the third baseline, giving the team advice and support. The Maroons take the field, taking with them the error of their positions on the field, following her signals with grim determination.

In the fifth inning, the umpire enforces the slapper rule, which makes the Maroons have a 10-point difference in team scores. After perturbingly shaking hands with their Raider opponents, the Maroons race back to the bus, loudly reviewing their 21-4 victory.

Scoreboard

BASEBALL — North Shore, Apr. 26, here, 3-2; Morgan Park, Apr. 26, here, 2-5; Latin, Apr. 26, here, 7-6; Providence-Dan Ryan, Apr. 26, here, 3-6; Lake Forest, Apr. 26, here, 12-8; Francis Parker, Apr. 26, here, 4-1; Latin, May 5, here, 6-11; Meat, May 5, here, 4-10.

SOFTBALL — Morgan Park, Apr. 21, here, 15-9; Lake Forest, Apr. 21, here, 18-8; North Shore, Apr. 21, here, 3-2; Chicago Christian, St. Gregory, Illiana Christian, Providence-St. Mel (boys), Apr. 26, here, varsity 4th place, frosh-soph 2nd; Chicago Christian, St. Gregory, Illiana Christian, Providence-St. Mel (girls), Apr. 26, here, U-High 1st; freshman-only invitational, May 3, Mooseheart, U-High took five trophies; Lake Forest, May 6, the re, 7-11; Francis Parker, Apr. 26, here, 12-8.

SOFTBALL TOURNAMENTS — Districts (girls), May 10, here, six girls took five trophies; Lake Forest, May 16, there, 13-3; Latin, May 12, there, after deadline. Maroons play districts Friday and Saturday in Coal City.
Easy riders... find getting in shape anything but

Wake up at 5 o'clock, put in a quick 30 miles of bike riding before breakfast and school. If that schedule seems reasonable to you, then chances are you would excel as a bike racer.

Juniors John Skosey and Chris Newcomb and senior Chris Fitchen plan to follow such a schedule to prepare for summer road races and criteriums.

ROAD RACES involve 50 to 100 miles on public roads over varying terrain, while criteriums involve 2 to 5 miles around a short, closed course.

John began training two months ago, riding indoors on rollers, the biker’s equivalent of a running treadmill. John heads in June for California, where he anticipates tough competition from yearround cyclists.

Both Chrises also look forward to races in Aurora, the Fox Valley and Northbrook. They plan to join Turin Cycles, sponsored by Turin Bicycle Co-op of Evanston, where Chris Newcomb works.

"THE SPORT definitely calls for a special type of person," commented Chris Fitchen. "You have to be mildly insane to ride 700 miles a week and love every minute."

Chris Newcomb also enjoys the extensive training necessary for such races, saying that "Riding is the ultimate solo effort. I often think about how hard I'm pushing my body."

Track coach Ron Dred's decision to try to win state by placing the best runners in the four relays at the district preliminary and final meets will create further tension. That's because the relay teams must successfully complete 32 baton passes. Mr. Dred explained that because loading up the relays in Sunny Gym, the Phys Ed Department brings out totally the distinctions between men and women. It’s the ultimate high."

True grit

By David Hyman, sports columnist

IT'S NOT ONLY you'll find a team as courageous as U-High's girls' outdoor track team. With their state preliminaries at Charleston only three days away, many members are faced with considerable pressure from U-Highers and themselves.

"Because we have a pretty good chance of winning state," said junior Heidi Hackel, "some U-Highers are getting a little overconfident. The problem with this," she continued, "is that it's difficult to meet the expectations of overconfident people.”

Junior Beata Boddell also expressed her concern over the pressure of fan overconfidence. "I saw it happen to the hockey team (who were also state favorites). Everyone was sure they were going to win it. And when they got knocked out early, well . . . everyone turned their hacks in disgust. No one had any appreciation for what they did accomplish."

Track coach Ron Dred's decision to try to win state by placing the best runners in the four relays at the district preliminary and final meets will create further tension. That's because the relay teams must successfully complete 32 baton passes. Mr. Dred explained that because loading up the relays for more resting time and should gain more points, it's the best strategy for the team to win state.

In order to compete on the relays, however, several members are sacrificing the opportunity for medals in individual events. Considering it only takes one fumbled baton pass to shatter all of a team's hopes, these girls are quite courageous to sacrifice individual glory for the team's benefit.

Jazz dancers find exertion relaxing

By Becca Hozinsky

Concentrating on perfecting the leaps, turns, kicks and poses of jazz dancing, seven U-Highers find the physical exertion involved erases daily pressures and helps them relax. All are dancing in the May Festival production of "A Midsummer Night's Dream." They are Claudia Whitaker, Adrienne Collins, Lisa Wyllie, Bonnie Landes, Melissa Mack, Cathy Yachnin and Joanna Taylor.

Claudia has been ballet dancing for seven years and began jazz dancing last fall. She choreographed a dance for Student Experimental Theater's production and, along with Ada and Adrienne, has choreographed the fairy-like dance for "Dream."

"It's a form of expression, a physical relaxation," Claudia says of rehearsing and performing. "It's an emotional outlet and doesn't allow me to think about work or classes."

Dancing since an early age, Adrienne loves being in performances. "I like to entertain people," she explained. "I like to show that all the obstacles haven't been for nothing. I want to prove that I can do something." Lila, having never taken a dance class till this spring, also feels that dancing comes naturally to her. "Dance creates enthusiasm and excitement for me and lets me express myself through freedom of movement," Lila said. "I can really let go!"

Sparked by a love of modern dance and lessons in Japanese, Joanna felt compelled to begin classical Japanese dancing. "The differences," she explained, "between this and conventional ballet or modern are the moves. Kabuki is much slower, more fluid. Also, it brings out totally the distinctions between men and women and how they behave in the Japanese culture."

Getting rid of extra energy, getting in shape and forgetting about school are some of the reasons Adrienne says she's found jazz dancing: "I concentrate solely on dancing so that all problems get erased from my mind."

Bob's wins Nobel Prize!

Nobel Nerdy is one of U-High's least popular sophomores. Or was, before he discovered Bob's. Nobel never could make interesting conversation. He was good at repeating what was in the daily bulletin but that was about the extent of his repartee. Then one day he happened by Bob's, stepped inside and found 2,000 miles of books just waiting to be read. Plus a terrific collection of paperbacks on every subject imaginable. Piggling out, Nobel right then and there grabbed a stack of good reading and rushed home.

Bob's certainly wins my prize!

The best newsletter in the world has 2,000 magazines for you...and lots of great books, too!
Did NCA study make any difference?

By Matt Gerow, editor-in-chief, and John Schloerb, political editor

A year-and-a-half after a team of educators visited U-High to evaluate the school as part of a North Central Association (NCA) evaluation, principal Geoff Jones and most teachers interviewed felt the program was beneficial.

Among major benefits they cited were the opportunity to examine curriculum and procedures, getting the opinions of outside educators, and improvements in facilities resulting from the evaluation.

However, people pointed out that some of the main suggestions the evaluators made, such as major physical improvements, more interdepartmental courses and contact, and adding staff members to certain departments, have not been implemented because of limited budgets and student course requirements.

Using as a guide a self-study of the school written primarily by faculty members, 17 educators visited U-High the end of October, 1978. They then wrote a 67-page report listing strengths, concerns and giving recommendations about curriculum, activities, facilities, procedures, faculty and administration.

NCA is an accrediting agency for high schools and colleges. Member schools are encouraged to participate in the evaluation program every seven years. Next fall, to complete U-High's current participation, each department will evaluate what it has accomplished based on the report.

Many of those interviewed felt the self-study was a valuable part of the program because it necessitated a closer look at the curriculum than they normally would take.

"The results of the self-study are worthwhile because it makes you look at what you're doing and since you have to make it readable that helps you to define and focus your ideas," said Foreign Language Department chairperson Karen Putnam. "Some of the results at this were there, as you evaluated yourself, you noticed things that you usually didn't think about."

Guidance Department chairperson Karen Robb said, "I think it's always good for an institution to sit down and look at itself. If we didn't have NCA evaluation we wouldn't have looked as closely."

Other's Mentioned the importance of gaining perspective from outside the school from the views of qualified outsiders.

"Periodically, any institution needs to look at from outside to get their views," said Fine Arts Department chairperson Joan Kohlick. "No group should become too isolated."

The Results

The Results of the NCA study were as follows:

Recommendation

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<thead>
<tr>
<th>Proposed by</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Student guidance office is to be raised from 8 a.m. to 12 p.m. for increased accessibility and visibility to students.</td>
<td>Yes</td>
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<tr>
<td>Increase of 26% in number of college-bound seniors.</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Have teachers do independent research in areas related to their courses.</td>
<td>No</td>
<td></td>
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<tr>
<td>Develop a maintenance handbook covering staff responsibility, procedures and performance.</td>
<td>No</td>
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<tr>
<td>Develop a faculty handbook.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Additional staff (paraprofessionals, parent volunteers) to assist drama and journalism advisers.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Health education in the Physical Education curriculum.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Make extensive use of library facilities and events such as forums, symposia, cultural activities, planning for college studies.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Analyze present and future administrative structure.</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

What has, hasn't been done

New safety equipment was included in the building. Further renovation is planned for next year.

"Both our self-study and the evaluation's report supported it."

-- Principal Geoff Jones

Such research has not been funded. Faculty have participated in curriculum development at other schools.

"The university is in charge of maintenance at all high schools."

-- Mr. Jones

One was developed using the self-study.

None has been hired. Mr. Jones comments, "Main teacher should be involved in a self-study program to give the greatest degree the personalities of their particular advisers."

Mr. Jones

A student/faculty parent administrator committee has been discussing and planning for a health education course to be offered as early as next year.

"We have excellent facilities at U-High such as science labs, library, auditorium, etc. We are in the last stages of a new library. More seniors are taking University courses and we are looking further use of University resources for Arts, Ideas and May Project."

-- Mr. Jones

Some administrators and faculty use computer programs to assist them in their work. The need to be more computer literate is recognized.

Mr. Jones

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