Why Teachers Teach

They Get Paid to Do What They Like

By David Hyman

Teaching is a nice way of doing what you want and getting paid for it. That's the main reason many teachers have said they choose teaching as a profession. Faculty members also said they teach because of a love for the subject matter and the pride they feel in the achievements of their students. Many teachers feel that teaching is a profession in which they would feel comfortable.

SOMETHING REAL

By Matt Gerow

Fifth Period. A blear-eyed teacher shuffled slowly into his English class, reading of coffee. He scratched his head and sucked in his shirt, letting a huge folder of papers drop to a desk.

"Well, I tell you I'd have your assignment back in a day," he says to his students.

Self-imposed standards of teaching well, time-consuming preparation for classes, and the large amount of work involved in grading papers leads to the most pressure for teachers. Many say, as a result, that they find little time for their personal and social lives. "Sometimes the goals you set are unrealistic," English teacher Jane Curry said of self-imposed pressures. "To help a student understand a book you've got to translate it into his terms. When you don't do it, it's frustrating. It's a lot of internal pressure." she said.

I think the kids began to understand the pressures the teachers face as a result of the students in the school day," said social studies teacher Susan Shapiro.

"Some students took three to four days to prepare for just one class. Teachers have to prepare much that in three or four hours for each class they teach everyday.

A lot of the time my social life comes second -- especially when it involves professional work," said math teacher Shirley Holtrock. "I don't have enough time to get prepared, so I don't invite anyone over."

Lack of praise from the school community, some teachers added, makes the pressure they feel even greater.

"Right now, paranautically characterizes the way I feel," French and Spanish teacher Randy Fowler explained. "Teachers feel their jobs are on the line, and the school doesn't express its thanks for anything. We've got to teach them, but they've got so much influence to face, and some feel drained and don't feel appreciated."

PRINCIPAL GEOFF JONES felt lack of appreciation was inherent in the school.

"Formally people are very careful to translate it into his terms. When you fall short or fail it's frustrating. It's a lot of internal pressure."

Basic to why they taught. "It's fun," said Mr. Hozinsky. "It's just having the choice of whether to begin teaching again," said French and Spanish teacher Susan Joseph. "I probably wouldn't because of financial reasons.

Some teachers were able to give quick, concise answers to why they taught. "It's fun," said Mr. Hozinsky. "It's like a hobby," said Mr. Pearson. But others needed several minutes to think on it before being able to reply. "I'm still trying," said social studies teacher Joel Surgal. "To figure out what I'm going to do when I grow up."

Teacher Pressures

Standards, Workloads, Burden

By Matt Gerow

Fifth Period. A blear-eyed teacher shuffled slowly into his English class, reeking of coffee. He scratched his head and sucked in his shirt, letting a huge folder of papers drop to a desk.

"Well, I told you I'd have your assignment back in a day," he says to his students.

Self-imposed standards of teaching well, time-consuming preparation for classes, and the large amount of work involved in grading papers leads to the most pressure for teachers. Many say, as a result, that they find little time for their personal and social lives. "Sometimes the goals you set are unrealistic," English teacher Jane Curry said of self-imposed pressures. "To help a student understand a book you've got to translate it into his terms. When you fall short or fail it's frustrating. It's a lot of internal pressure," she said.

I think the kids began to understand the pressures the teachers face as a result of the students in the school day," said social studies teacher Susan Shapiro.

"Some students took three to four days to prepare for just one class. Teachers have to prepare much that in three or four hours for each class they teach everyday.

A lot of the time my social life comes second -- especially when it involves professional work," said math teacher Shirley Holtrock. "I don't have enough time to get prepared, so I don't invite anyone over."

Lack of praise from the school community, some teachers added, makes the pressure they feel even greater.

"Right now, paranautically characterizes the way I feel," French and Spanish teacher Randy Fowler explained. "Teachers feel their jobs are on the line, and the school doesn't express its thanks for anything. We've got to teach them, but they've got so much influence to face, and some feel drained and don't feel appreciated."

PRINCIPAL GEOFF JONES felt lack of appreciation was inherent in the school.

"Formally people are very careful to translate it into his terms. When you fall short or fail it's frustrating. It's a lot of internal pressure."

Basic to why they taught. "It's fun," said Mr. Hozinsky. "It's just having the choice of whether to begin teaching again," said French and Spanish teacher Susan Joseph. "I probably wouldn't because of financial reasons.

Some teachers were able to give quick, concise answers to why they taught. "It's fun," said Mr. Hozinsky. "It's like a hobby," said Mr. Pearson. But others needed several minutes to think on it before being able to reply. "I'm still trying," said social studies teacher Joel Surgal. "To figure out what I'm going to do when I grow up."

Student-Faculty Relationships

Do Teachers Know the Whole Story?

By Kate Davey

You're at a party one Saturday evening. "If only my English teacher could see me now," you think.

"Most teachers know little about students' lives outside of school," a sociology professor said. "They are involved in their students' lives."

It's within our means."

"You can't even talk about homework comfortably and a teacher can help, it's fine. But if they don't want us to interfere, it's better not to."

"I think the kids began to understand the pressures the teachers face as a result of the students in the school day," said social studies teacher Susan Shapiro.

"Some students took three to four days to prepare for just one class. Teachers have to prepare much that in three or four hours for each class they teach everyday.

A lot of the time my social life comes second -- especially when it involves professional work," said math teacher Shirley Holtrock. "I don't have enough time to get prepared, so I don't invite anyone over."

Lack of praise from the school community, some teachers added, makes the pressure they feel even greater.

"Right now, paranautically characterizes the way I feel," French and Spanish teacher Randy Fowler explained. "Teachers feel their jobs are on the line, and the school doesn't express its thanks for anything. We've got to teach them, but they've got so much influence to face, and some feel drained and don't feel appreciated."

PRINCIPAL GEOFF JONES felt lack of appreciation was inherent in the school.

"Formally people are very careful to translate it into his terms. When you fall short or fail it's frustrating. It's a lot of internal pressure."

Basic to why they taught. "It's fun," said Mr. Hozinsky. "It's just having the choice of whether to begin teaching again," said French and Spanish teacher Susan Joseph. "I probably wouldn't because of financial reasons.

Some teachers were able to give quick, concise answers to why they taught. "It's fun," said Mr. Hozinsky. "It's like a hobby," said Mr. Pearson. But others needed several minutes to think on it before being able to reply. "I'm still trying," said social studies teacher Joel Surgal. "To figure out what I'm going to do when I grow up."

"Students are a mixed bag. They can lift you higher than anybody else, but you're also just vulnerable. Keeping some distance is professionally necessary, even though the emotional fulfillment isn't as great."

- Ms. Jane Curry

But Science Department chairperson Ernest Poll said knowing more about students was not necessary to teach them. "I would just as soon not know who gets high on pot or who doesn't," he said, "so long as a counselor or someone else is dealing with the problem, because I can't do anything about it in class.

Junior Andy Goodman added, "Some teachers care about what they're dealing with, while some consider themselves just there to educate. They can teach just as well, unless they're trying to rely on personal experiences or emotional responses from the kids."

Some faculty members pointed out that the faculty had few people leaving and being replaced each year, getting older and many teachers became adults long before issues such as drug use and teenage sex arose.

As a result, they said, teachers' lifestyles may not be as similar to students' as they once were.

Commenting on the matter of faculty-student relationships as a whole, principal Geoft Jones said, "I would like to see the faculty and the students as a whole become more sensitive to the rest of the students' lives."

But he added, because U-Highers have a strong sense of privacy, many of them commute to school and other factors, "I'm not certain it's within our means."
**Little too minority**

representation and members who provide little leadership, and lack concern for children and education, are problems the Chicago Board of Edu­cation faces, according to a recent financial­dilemma, in the opinion of Mr. Edgar Epps, Board member and Chicago Teachers Union head.

Mr. Epps, professor of urban education at the University of Illinois, said that Mr. Raymond, who was appointed to the Board in 1974 by Mayor Richard Daley, the Board currently is trying to respond to the crisis. "Running out of the $300 million it needs to repay the bonds it sells to pay for the crisis," Mr. Epps said. "The Board has three times missed payments for its employees, eventually making up two of the days but not paying them for the third."

Mr. Epps said that the Board has simply too little clout, he said. "The Board needs to have more minority voice in the school system. Another problem is that the Board has become a rubber stamp body that lets the superintendent make the decisions. There are many people on the Board who are uncertain and only vote after the superintendent has already decided what he wants to do."

Mr. Epps said that the Board will have to reduce the services it can offer to children. "Some of the 3,000 teachers who are being laid off, the Board will reduce the services they will be doing."

**How to write a Bill of Rights**

A decline in the number of students is an opportunity to get people communicating. It started back in January, 1979, for a good enough idea. While revising the Student Legislative Coordinating Council (SLCC) constitution, Anderson Thompson, a student, suggested formulating a Stu­dent Bill of Rights for U-High. The idea was accepted, and a major revision of the SLCC constitution was approved. Anders Thompson explained that the idea was accepted to increase student participation in school affairs.

**To cut teaching here cut reasons to cut**

"THERE ARE TIMES when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.

"There are times when you have too much work to do, and you have to cut some classes," a senior boy explained. "I try not to cut because I feel lazy or don't want to deal with a particular class or teacher."

"People cut so they can go home, or avoid a test, or sleep late or go out and get wasted," she added. "In her opinion, U-Highers are cutting less than before.
A hot January

Maroons rack up stack of wins

By Avery Berger, sports editor

Five rivals stand in the way of the 2nd-place varsity boys' swimming team to behalf the Independent School League (ISL) crown. The Maroons anticipate a pressure-packed championship battle when they face调味品 against Lake Forest, Fri. Feb. 22.

In their previous encounter, Jan. 16, here, the Carays defeated the Maroons 63-57. Senior Adam Simon videotaped the game with the school's new equipment so coach Sandy Pat­tkar and his players could analyze the mistakes they made in running out.

"Because Lake Forest beat us once already it's going to be tough to beat them," said forward Robert Jones, "but we've got to go out..." Before facing the Carays, the Maroons will battle Francis Parker, Latin, Harvard and Morgan Park Academy.

Varsity spirits were boosted by photos and a feature story Jan. 16 in the Sun-Times. The Maroons added to their spirit with team tee-shirts. Varsity swimmers have won nine of their 12 games.

HOLDING top spot in the ISL, frosh-soph boys' swimmers have faced tough competition from the crown that comes from the same schools as the varsity.

"It's a great being one number," said guard Arnie Dunkin.

"The frosh-soph last two years will probably be tough, it could be embarrassing to stay in first," said coach Mike Cocker. The Maroons have won eight of their 10 games.

SWIMMING to break Latin's two-year grip on the ISL, varsity boys' swimmers are perfecting a more intense defense and effective offense.

Varsity coach Karen Lawler brought Lori Audrain and Carla Williams up from the frosh-soph to increase the varsity to eight players.

"We have enough bench strength," said Linda Pardo, "and we work really well together, so we stand a really good chance of taking first this year."

The Maroons have won all of their three games, with 10 games to go.

INEXPERIENCE provides the major challenge to the six-girl frosh-soph cage squad.

"Since no one on the team has any game experience we've got a lot to learn," said center Kelly Welbourn. The girls have won all of their three games.

BUSTED NOSES and busted knees have not dampened swimmers hope to do well in districts, Sat., Feb. 16.

Varsity backstroker Steve Bevington was sidelined for the season after he injured a knee playing football last quarter.

Monica Mueller broke her nose on the bottom of the Sunny Gym pool after diving from the board at the west end.

Swim coach Larry McFarlane, who is Phys Ed Department chairperson, consulted

Frostbite prevention:

Cover those areas:
- Tendons colorfully and stylishly with warm shoes and boots from The Shoe Corral

1534 E. 55th St.

"That even though the temperatures are falling, prices keep going up! Prices at most stores, that is. But not at the ScholarShip Shop. Our top-quality scarves, boots and other winter gear are secondhand, so we can keep the prices low. And we've even got books to spend long winter evenings with. Don't get left out in the cold...Come in to

The ScholarShip Shop
1372 E. 55th St. 493-0985
Open 10 a.m. - 4 p.m., Tues. - Sat.

TasteBuds b-o-o-o-o-o-red?

Mom's liverwurst sandwich getting monotonous? Tired of cold meatloaf? Tantalize your taste buds. Take them out for a treat at the Flying Lox Box. Try our mouthwatering selection of sandwiches, side orders, desserts a la mode and much more...

The Flying Lox Box
55th Street at Cornell Ave.
241-7050

HOT!

Piping hot pizza! French fries that'll steam your face! Steaming hamburgers! It may be cold outside, but in the Medici it's always warm. See you soon.

The Medici Restaurant
1450 E. 57th St.
667-7394

Love for Sale!

With St. Valentine's Day just around the corner, it's time to decide how you'll show that special person how you really feel. A fine gift from Supreme Jewelers can say how you feel better than any word ever written.

Supreme Jewelers
1452 53rd St.
324-1460

It's awful cold out!

So why not come in, pick up, take home and warm up with some of our delicious soups and stews. From Chicken Noodle to Alphabet, we offer a delicious selection.

The U. of C. Bookstore
5750 S. Ellis Ave.
753-3311

Ground Hog's Day Is CANCELLED!

This year don't expect the ground hog to come up. He doesn't even care if he sees his shadow or not. That's because he's found something more to live for: the wide selection of books, the hot sandwiches, the tee-shirts, the colorful pens and notebooks, the cameras, and more. at...
Second Lerner wins Bausch and Lomb award
Following in the footsteps of her brother, junior Jesse Lerner has received the annual Bausch and Lomb science award. Presented to seniors by science teachers at more than 8,600 high schools, the award acknowledges highest scholastic standing and interest in science. Ms. Lerner has received the annual Bausch and Lomb science award. Presented to seniors by science teachers at more than 8,600 high schools, the award acknowledges highest scholastic standing and interest in science. It is the first time two U-Highers from the same family have won the award, according to Science Department chairperson Ernest Poll. The award, sponsored by the Bausch and Lomb scientific equipment company, includes a bronze metal and the opportunity to compete for a four-year scholarship to the University of Rochester, N.Y.

Four seniors get Illinois State Scholar honor
Four seniors, as a result of their high ACT scores and class ranks, have been named Illinois State Scholars by the Illinois State Scholarship Commission (ISSC). They are Hannah Anderson, Rhonda Gans, John Schloerb and Craig McCruhon. Scholars are selected for 3,000 scholarships to ISSC-approved colleges in Illinois. Among the four U-Highers, only Craig plans to try for a scholarship.

C.U. cancels exchange Thursday, party Friday
Cultural Union has canceled its Sadie Hawkins "girl-as-boy" party Friday because, according to Student Activities director Don Jacques, plans were not completed during the absence from school of C.U. president Tracey Davenport. For the same reason, U-Highers won't be visiting Francis Parker Thursday as part of an exchange; they will go at a later date instead.

Speaker urges King's work be continued
Although some of the goals the late Dr. Martin Luther King, Jr. worked for have been achieved, many still remain for young people to pursue today. That was the message of Dr. Louis M. Irons, educational program specialist with the U.S. Department of Education. Speaking to the assembly commemorating Dr. King's birthday Jan. 11 in Rockefeller Chapel sponsored by the Black Students Association (BSA). Other speakers include Mount school teacher Mary Williams; senior Phillip Ricks, BSA president; and senior Michelle Montgomery. Vocal performances were given by the 7th and 8th grade chorus, the U-High Concert and Chamber choirs and "78 graduate Jonna Blumenberg.

Students extend Cambodian effort to parents
Calling all parents in the Lab Schools directory, 25 CT-Highers proposed the Call-a-thon as part of their effort to cover the plight of the Cambodians and asking for pledges and contributions to help the cause.

U-High graduate becomes Hollywood mogul
Ms. Sherry Lansing, '62 graduate, has been named president of Twentieth Century-Fox films. She is the first woman to become head of a major film studio. After graduating from U-High, Ms. Lansing studied English and Journalism at Northwestern University, from which she was graduated summa cum laude in 1966. She taught in the Waits section of Les Lab Schools, a later joined modeling and acting and, after taking film courses at the University of California at Los Angeles and University of Southern California, was hired as a script reader and then story editor at M-G-M. At Columbia Pictures she served as project editor for two films, "The China Syndrome" and "Kramer vs. Kramer," both major hits (see review page 2), which led to her new $300,000-a-year job. At U-High, Ms. Lansing served as cheerleading captain and was a member of the Midway staff and Drama Club.

Sharing a talent for the arts
Helping to facilitate expansion of the printmaking program here and encouraging interest in the visual arts are two goals professional printmaker Ruth Bauman expresses for her eight-week visit to the Lab Schools, which ends in mid-March. Ms. Bauman came here as part of the Illinois Art Council's visiting artist program for schools. The Fine Arts Department, working with administrators, applied for the Lab Schools to participate in the program, which pays for 60 per cent of the artist's fee. Ms. Bauman, 41, is a painter as well as a printmaker. She has a master's degree in fine arts and has taught high school and college classes. She is married to a metal smith-turned-medical student and lives in Pilsen, the Latin near-southwest neighborhood.

Rosary College Congratulates
Bill & Melinda Badler
Bill and Melinda graduated from Rosary College a few years ago with degrees in Communication Arts and Sciences. Bill, a graduate of the artist's "father" salesman with the food brokerage firm of Roy Amsden & Associates in Chicago, Melinda is an assistant editor in the corporate communications department of United Airlines.

The success of the Badlers is Rosary College's success. We take pride in our accomplishments: we take pride in ourselves.

Please send information about Rosary College to:
NAME
ADDRESS
STUDENT
ADMISSION
1-800-352-4197
Rosary College
7500 W. Division St.
River Forest, IL 60305
(312) 366-2490 Ext. 203

To bookish types.

The best newsstand in the world has 2,000 magazines for you... and now it has books, too!