

## 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 here say they chose teaching as a profession.

Faculty members also said they teach because of a deep fascination for their subjects, the challenges and satisfactions of the field, and because teaching allows them influence over their work. Several said that teaching was the only profession in which they would feel comfortable.

"BASICALLY, WHAT I'M doing now for a living is what I'd be doing regardless of any other work I chose to do," said English teacher Hal Hoffenkamp. "So I find teaching to be a great arrangement."

Both music teacher Dominic Piane and biology teacher Murray Hozinsky said they got involved in teaching through their interest in their respective fields. "I love and respect music so much," said Mr. Piane, "that I almost feel like it's my duty to teach it."

Mr. Hozinsky said that he originally planned to major in the social sciences "but I then found biology much more interesting, so much so that I felt it necessary to

share my interests with others while learning and doing related work on the side. Teaching gave me this opportunity."

MANY TEACHERS SAID they were challenged by the changing demands teachers encounter. "Teaching asks for such a variety of talents, which you can't find in most jobs," explained French and Spanish teacher Randy Fowler. "You've got to be an actor, an artist, a policeman. You're a society."

Teachers also said they liked the satisfaction of knowing they had influence on the lives of others. "The classroom is a medium through which I can communicate my feelings and interpretations of books," English teacher Rex Martin said. "And doing this is what I live for."

Mr. Hoffenkamp, who worked as a sales representative for the Gillette Corporation before he began teaching, said, "While doing that job, I always felt a split between my work and me. Since reading and discussing good books is so natural for me, I was able to resolve this conflict by teaching."

SHOP TEACHER Herbert Pearson said that for him-

*"Teaching is like a drug. I can go into class with the foulest of moods and, because of the chemistry of the class, come out feeling great. However, sometimes it works the other way."*

—Mr. Randy Fowler

self and many other teachers "teaching enables one to go back and relive your youth through the students. This is especially true for me because I'm always building projects with them. And just as they delight in watching their projects develop and take form, I get the satisfaction of seeing them learn and grow. This is the best part of teaching."

Several teachers felt that, although they were not paid as much as they would like, the satisfaction they received in return for their efforts compensated. But not everyone felt that way. "If I had 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 days 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 bleary-eyed teacher shuffles slowly into his English class, reeking of coffee. He scratches his head and tucks in his shirt, letting a huge folder of papers drop to a desk.

"Well, I told you I'd have your assignments 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."

Many faculty members said they work three to four hours a night preparing for classes and grading papers.

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

"Some students took three to four

days to prepare for just one class. Teachers have to prepare that much 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 preparation," said math teacher Shirley Holbrook. "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, paranoia characterizes the way I feel," French and Spanish teacher Randy Fowler explained. "Teachers feel their jobs are on the line, or the school will close. The school doesn't express its thanks for anything. We've got the best teachers in here but 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 speak highly of colleagues," he said, "but that's not what they're really feeling. It isn't restricted to administrator-teacher relationships, however. There's the same feeling between teachers. I think it's more the ambience of the school than any specific relationship."



Photos  
by  
Matt  
Gerow

*"A lot of teachers feel drained and don't feel they're appreciated by anyone."*

—Mr. Randy Fowler

*"I've got a fantasy. It's to come to work to a big office with leather chairs and shelves full of my favorite books."*

—Ms. Jane Curry

## 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 here know little about students' lives outside of class. At least that's what teachers and students interviewed by the Midway feel. Teachers attribute their scarcity of knowledge to students not wanting to discuss their personal lives plus responsibilities which limit the amount of time teachers can spend with students. Teachers and students varied on how helpful such knowledge might be to teachers in helping students learn and tailoring the school program to their needs.

MOST TEACHERS interviewed felt they didn't know about many nonacademic aspects of students' lives. "I don't really know about their lives outside of my classes," said French teacher Christine Kelley. "I could guess, from what they say, about their sex lives and drug use and things like that, but I couldn't say if it was true or not, because they may just be bragging to their friends."

English teacher Jane Curry said she thought some teachers are more aware of their students' private lives than U-Highers may believe. "They have the idea that I don't know anything, but I do," she explained. "I just play dumb and they tell me things."

Many U-Highers felt teachers' impressions of students

were incomplete. "They don't know anything about what some of their students are like outside of class," said freshman Liz Homans. "They just have vague ideas."

SOME TEACHERS said that was because students didn't want to discuss their lives outside school. "I think U-Highers keep their private lives to themselves," said phys ed teacher Yvette Matuszak. "They don't let teachers in on them. If they feel the need to talk to someone, and a teacher can help, it's fine. But if they don't want us to interfere, it's better not to."

Many students agreed that they were hesitant to discuss personal problems with teachers. "Some just intimidate you too much," said sophomore David Johnston. "You can't even talk about homework comfortably with them."

Sophomore Aveva Yufit added, "I'd feel like I was being a pet or bribing them for grades. They're teachers. School's business. You just don't get too close."

PEOPLE OFFERED varying opinions on whether teachers would serve students more effectively if they knew more about their lives outside of school.

"I don't think a teacher can know a kid just by what they can produce for a class," Aveva said. "There's more to our lives than writing papers and taking tests."

*"Students are a mixed bag. They can lift you higher than anybody else, but you're also really 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 is dealing with the problem, because I can't do anything about it in class."

Junior Andy Goodman added, "Some teachers care about who 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."

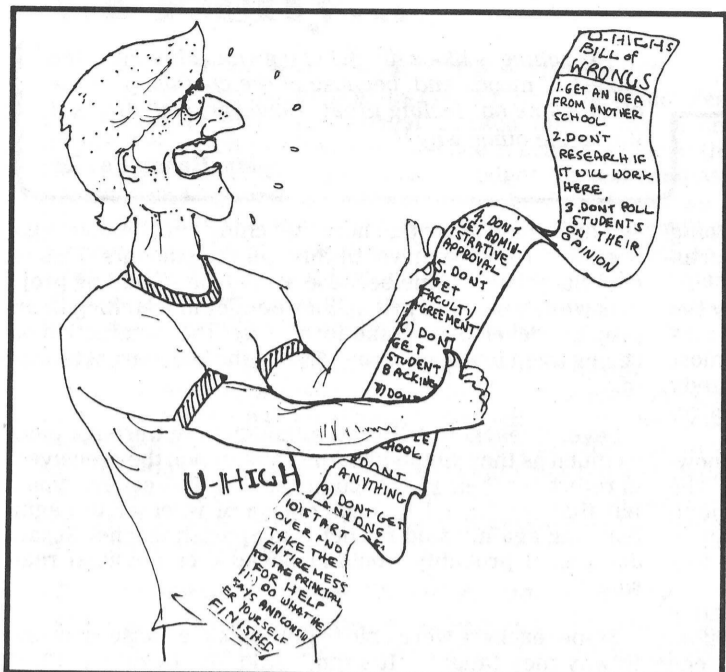
SOME FACULTY members pointed out that the faculty, with few people leaving and being replaced each year, is getting older and many teachers became adults long before issues such as drug use and teenage sex arose.

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 Geoff Jones said, "I would like to see the faculty and the school 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."

# As the midway sees it



Art by Bill Morrison

## How to wrong a Bill of Rights

SLCC misses an opportunity to get people communicating

It started back in January, 1978, as a good enough idea. While revising the Student Legislative Coordinating Council (SLCC) constitution, Anders Thompson, '79, suggested formulating a Student Bill of Rights for U-High. "It came up as something that was missing," Anders explained at the time. "Other schools have taken that extra step."

Student Bills of Rights usually deal with matters such as freedom of expression, privacy and equality in treatment of discipline cases. Hundreds of high schools have them. Because the Constitution and laws of the nation determine rights, high school Bills may not be legally significant — it's questionable a student could win a suit against a school based on its Bill of Rights.

BUT EVEN IF a Bill of Rights doesn't legally protect students, it's still a useful document for a school to have. It gives students, faculty and administrators an opportunity to work together and express what expectations they have for each other about responsibility, behavior and treatment.

Basically, what's involved in formulating a Bill of Rights is doing a legal check to determine what rationally can be included and how it should be worded, polling students on what rights they want included, getting faculty and administrative opinion and then formulating an acceptable document for everyone to approve. SLCC didn't consult anyone before approving its Bill last April. And Anders never brought the final document to administrators, faculty or the student body.

This fall SLCC president Alyson Cooke went to principal Geoff Jones for advice about the Bill. Mr. Jones pointed out to Alyson that the Bill as part of SLCC's constitution would apply only to SLCC, not the student body. He recommended the rights be incorporated as policies in the Student Handbook. At Alyson's invitation Mr. Jones attended a SLCC meeting to explain in what situations students could be covered by the proposed rights and still be under established school policy. After rewriting the Bill and defining the rights by including specific situations, as Mr. Jones advised, SLCC passed what now were called policies.

"THESE POLICIES are basically guidelines for what the principal can and cannot do to the students," Alyson told the Midway. Mr. Jones added that while he could be expected to adhere to the policies, he was not legally bound by them.

SLCC decided not to present the policies to the student body for approval. "SLCC voted not to hold a referendum on the issue because we figured from past experience that the turnout would be low," Alyson explained. "If not enough people voted, we'd have to keep running the referendum until enough did. SLCC thought that this issue was important enough that it should be passed regardless of student opinion. If students felt strongly against it, SLCC could always change it later. Besides, the point of having representatives from each class is that they are representative of students in their grade."

Actually, what happened is that SLCC members unanimously voted for a referendum and then, a few minutes later, after an adviser brought up the possibility of a low turnout, reversed the vote — not exactly the picture of an informed, confident group of representatives. And by working with Mr. Jones, instead of involving students and faculty also, SLCC missed one of the major benefits of formulating a Bill of Rights in the first place: to get students, faculty and administrators working together and communicating, something U-High needs more of. (Who knows? They might even have decided, in formulating the Bill, that the school's policies needed revising, instead of writing the Bill to conform to already-established policies.)

AND BY NOT bringing the finalized policies to students for a vote, SLCC formulated an interesting new theory of government: People get to vote on the basis of whether their elected representatives think they're interested enough.

Finally, if the Bill of Rights wasn't considered effective because it was part of the SLCC constitution, rather than policies in the student handbook, why couldn't a Bill of Rights been incorporated into the handbook? It sounds like the citizens, instead of writing their Magna Carta, let the king tell them how to write it. The results may have been about the same, but the citizens didn't learn much about democracy, or rights, in the process.

## Too little minority

representation and members who provide little leadership, and lack concern for children and education, are problems the Chicago Board of Education still faces in addition to its crucial financial dilemma, in the opinion of Mr. Edgar Epps, Board member and U-High parent.

Mr. Epps, professor of urban education at the University and father of junior Raymond, was appointed to the Board in 1974 by the late Mayor Richard Daley. The Board currently is trying to resolve a financial crisis. Running out of the tax money it needs to repay the bonds it sells to pay for the expenses of operating the Schools, the Board has three times missed paydays for its employees, eventually making up two of the days but still not issuing checks for the third. At a tumultuous meeting last Wednesday involving demonstrating parents, the Board considered but never completed a vote on cuts involving elimin-

## To cut cutting here, cut reasons to cut

SEE THAT U-HIGHER slouched in a chair by the Snack Bar? Hurrying across the second-floor landing with a nervous glance towards the Math office? Feverishly scrawling away at a desk in the library?

He or she has made the decision to take a risk. Deny the rules. Ignore routine. By cutting a class.

Under the present attendance policy, when a U-Higher cuts class the school contacts his or her parents and takes disciplinary steps with each successive unexcused absence. Guidance Department chairperson Karen Robb has been re-evaluating the attendance policy, saying it places responsibility for student attendance on adults in students' lives rather than making U-Highers responsible to attend classes on their own. But so far she and a Student Legislative Coordinating Council subcommittee have not come up with suggestions or plans to revise the attendance system.

CHANGING THE attendance policy alone won't stop U-Highers from cutting classes. The faculty, Guidance Department and administrators need to assess and counter the reasons U-Highers cut.

U-Highers who said they cut from several times a month to several times a week gave me three predominant reasons for cutting: a heavy workload of academic commitments, work in extracurricular activities, and not being prepared for — or not wanting to go to — class.

Concerning the problem of a heavy workload, a junior boy said, "The mature thing is to go to class, whatever you have to do. You can't really say it's not your own fault. But when you're overloaded or unprepared you choose to do what you think will hurt you least."

Some U-Highers said they cut only to work, such as writing a paper or studying for an upcoming test.

"I TRY NOT TO CUT just because I feel lazy or tired," commented a sophomore boy. "I skip classes when it'll hurt me to be there, when I have to write a paper due that day."

## A story told with elegant simplicity

ONE OF THE MOST acclaimed films of recent years, "Kramer vs. Kramer," the story of a child custody suit, proves that the main ingredients of a good film are not special effects, massive bloodshed or 70 mm. Dolby sound, but simplicity, control and the rhythm of repeated images.

A wife and mother (Meryl Streep) leaves her husband (Dustin Hoffman) and 7-year-old son (Justin Henry) to find her own identity. After a hilarious and tender awkward stage during which it becomes clear that father and son spent little time together before, Hoffman and Henry rebuild their life, with their love for each other as the central purpose. Then the mother returns, deciding she's well enough to take her son back.

THE ENSUING court battle (parts of which Streep wrote after director Robert Benton told her offhandedly, "write it yourself") shows the lawyers for both sides trying to reduce the situation to good guys and bad guys. But they only confirm that there really are none. While Hoffman's lawyer bombasts Streep, demanding whether she was a failure as a wife, Hoffman softly shakes his head no and Streep shakes hers yes. Throughout the film, in fact, much of the finest acting is silent.

But behind the acting, the details and objects of each scene show a very sure hand guiding the

ating more than 3,000 jobs, closing some schools and reducing Access to Excellence and other programs. The Board approved \$42 million in revised cuts Friday, an hour-and-a-half after the Chicago Teachers Union voted that teachers not return to school yesterday.

"The Board will have to reduce the services it can offer to children," Mr. Epps said. "Some of the core programs, like the reading program, will remain, but the quality of education in Chicago will go down."

Even if it solves its financial crisis, the Board still must contend with major problems, in Mr. Epps' opinion. "The minority vote in the Board simply has too little clout," he said. "The Board needs to be more representative of the 80 per cent minorities 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 also many people on the Board who are unconcerned about and insensitive to the children and the schools."

## Non Sequiturs

By Sebastian Rotella, Midway columnist



Several people said they cut when they feel they have urgent work to do for a drama production or student publications. And a few sports team members said they had cut their last classes on game days because they wanted to relax and psyche up.

But many U-Highers said they cut when they're not prepared for class, feel lazy or "don't want to deal" with a particular class or teacher.

"THERE ARE TIMES when you just have too much energy to go and sit at a desk for 50 minutes," a senior boy explained.

A senior girl said, "People cut so they can go home, or avoid a test, or sleep late or go out and get wasted." She added that, in her opinion, U-Highers who cut don't worry about the consequences. "I'll always get an excuse from home or write one myself, but a few people I know don't even bother with that. They somehow don't seem to get in trouble."

U-Highers are given most of the responsibility to plan and organize their school lives. The way in which some handle this responsibility includes cutting. But U-Highers might cut less often if administrators, teachers and the Guidance Department can work on one of the causes U-Highers give for cutting, the demands of a heavy workload. Teachers can further attempt to coordinate and evenly distribute the overall workload. Teachers and counselors can increase efforts to help students plan and organize their work and time through in-class instruction and programs such as the Freshman Center.

OF COURSE, some U-Highers will still cut no matter how much help is offered. Because some U-Highers will still procrastinate, make errors in judgment and sometimes simply do what they want to do.

But that shouldn't stop administrators and faculty from trying to improve guidance to the individual, an area they can do something about. Emphasis in the attendance policy so far has directed effort towards the results rather than the causes of the problem.

## State of the Arts

By Adam Simon, Midway critic



film. Benton evokes the same quality performances from elevators and toy airplanes as he does from humans.

Benton uses the same prosaic objects and actions again and again, but in new contexts. Our understanding of characters and plot progresses through the changing situations. For example, the growing bond between father and son is shown as much by the way they end up going to the bathroom the same way in the morning as it is by any words spoken.

THE FILM celebrates pure narrative: a good story with effective (that is, invisible) storytelling. Never once during the film does a too-sensational shot, bizarre sound or philosophical piece of dialog awaken us from the full dream sensation of complete involvement in a finely-crafted film.

"Kramer vs. Kramer" stands as an example of perfectly-controlled ambiguity. Not ambiguity as in unclear, like the ambiguity of many recent films which leave us stunned but confused. Rather the basic ambiguity of life, which leaves us simultaneously happy and sad. Without pretension or heavy handedness, "Kramer vs. Kramer" is satisfied to affirm small truths. It reminds us that life is neither tragedy nor comedy but tragically.

# 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 boy cagers in their struggle to attain the Independent School League (ISL) crown. The Maroons anticipate a pressure-packed championship battle when their season climaxes against Lake Forest, Fri., Feb. 22, there.

In their previous encounter, Jan. 16, here, the Caxys defeated the Maroons 63-74. Senior Adam Simon videotaped the game with the school's new equipment so coach Sandy Patlak and his players could analyze the mistakes they made in running plays.

"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, to take first."

Before facing the Caxys, 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 cagers have won nine of their 12 games.

HOLDING top spot in the ISL, frosh-soph boy cagers still face tough competition for the crown from the same schools as the varsity.

"It's great being number one," said guard Arne Dunkin. "But because the last games will probably be tough, it could be difficult to stay in first." The Maroons have won eight of their 10 games.

STRIVING to break Latin's two-year grip on the ISL crown, varsity girl cagers are perfecting a more intense defense and effective offense.

Varsity coach Karen Lawler brought Lori Audrain and Carla Williams up from 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 Werhane. The girls have won all of their three games.

BUSTED NOSES and busted knees have not dampened swimmer hopes 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

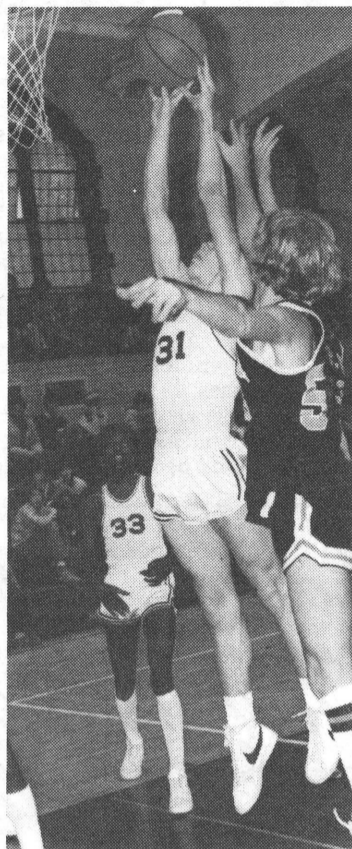


Photo by Seth Sulkin

TWO HANDS can be better than one sometimes, as frosh-soph cager Paul Fox discovers, jumping above his Lake Forest opponent to guide his shot home. U-High defeated the Caxys 65-35 in the Jan. 18 home game.

with the U. of C. Legal Department and Lab Schools administrators, then requested the board be removed because he judged the pool too shallow for continued diving.

In past years divers had chipped teeth and sprained fingers.

WITH NO BOARD, all but one of four diving team members have decided not to compete in meets. The other diver, Wendy Rostoker, plans to dive in some meets at other schools.

Even without Bevington and a diving team, McFarlane remains optimistic about the up-

coming meets because he feels the squad can win enough events to offset the points lost without divers.

Swimmers have won eight of their 10 meets.

FROSH-SOPH swimmers have suffered, McFarlane feels, in losing backstroker David Sigal and freestyler Thomas Kirsten, major point-getters, to varsity and getting only an hour of practice a night, "not enough for them to get in really good shape."

Frosh-soph swimmers have won six of nine meets.

GYMNASTS HAVE placed first or second in vaulting, balance beam, floor exercises and uneven parallel bars at each of their six meets up to last Friday.

But coach Yvette Matuszak cautions, "We need to work on concentration during routines."

The girls are practicing and holding meets at Bartlett Gym at the U. of C. because of its superior floor, mat and equipment resources.

RUNNING LONG distances at slower speeds in practices to avoid injuries, the 16 members of the Indoor Track Club are preparing for their first official meet, the Illinois Striders Open, 9 a.m. Saturday in Champaign.

Scores of previously unreported games, U-High first and frosh-soph in parenthesis, are as follows:

BOYS' BASKETBALL — LATIN, Jan. 11, there, 68-64 (43-34); HARVARD, Jan. 15, there, 67-63 (49-46); LAKE FOREST, Jan. 18, here, 63-74 (65-35); TINLEY PARK, Jan. 19, there, 70-62 (42-50) NORTH SHORE, Jan. 25, here, 59-48 (57-10).

GIRLS' BASKETBALL — NORTH SHORE, Jan. 15, here, 41-17 (21-10); LAKE FOREST, Jan. 18, there, 51-18 (20-8); NORTH SHORE, Jan. 25, there, 40-7 (21-26).

SWIMMING — QUIGLEY NORTH, Jan. 8, there, 49-25 (47-27); AT ST. IGNATIUS, Jan. 11, U-High, 111, St. Ignatius, 102, Latin (in a nonleague encounter), 68; ST. PATRICK, Jan. 15, there, 71-95 (62-92); QUIGLEY SOUTH, Jan. 18, here, 55-26 (50½-27½); LAKE FOREST, Jan. 22, there, 108-38 (106-20); LATIN, Jan. 25, there, 51-37 (41-36).

GYMNASTICS — Individual gymnasts receive rankings in meets but the team as a whole does not compile points.

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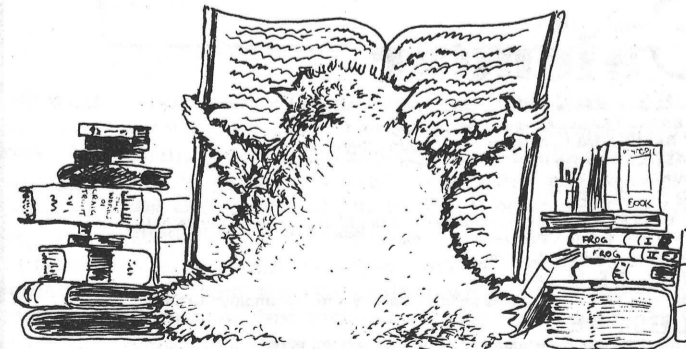
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## Briefly...

• **Second Lerner wins Bausch and Lomb award**

Following in the footsteps of his brother Josh, '78, senior 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. 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 Hanano Anderson, Rhonda Gans, John Schloerb and Craig McCrohon. Scholars are eligible for \$1,000 renewable 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 cancelled its Sadie Hawkins (girl-ask-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. In other government activities, the Student Legislative Coordinating Council (SLCC) has formed committees on school beautification and fan buses to away games, and proposed to administrators a student lounge in the west end of the cafeteria. To keep SLCC members on their toes, president Alyson Cooke recently tested them on what government has done so far this year.

• **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, in his speech at an assembly commemorating Dr. King's birthday Jan. 11 in Rockefeller Chapel sponsored by the Black Students Association (BSA). Other speakers include Middle school teacher Mary Williams; senior Philip 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 Sonjia Blumenberg.

• **Students extend Cambodian effort to parents**

Calling all parents in the Lab Schools directory, 25 U-Highers are seeking pledges for money to aid starving Cambodians in a Call-a-thon. Four seniors — Beth Browning, Steve Taylor, Adam Simon and Shirin Moayyad — proposed the Call-a-thon as part of a relief effort they announced at a meeting Nov. 27. About \$300 was collected from students and teachers at the meeting. Before beginning the Call-a-thon, the organizers distributed for students to take home a letter to parents explaining the plight of the Cambodians and asking for pledges.

• **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, math and theater at Northwestern University, from which she was graduated summa cum laude in 1966. She taught in the Watts section of Los Angeles, later did 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.

## Write Us!

As promised, the Midway staff has been including lots of student opinion in the paper. But we can't possibly have covered every topic of interest. So write us a letter and tell us what you think ... about us, about anything!

## Calendar

• **TUES., JAN. 29**

BOYS' BASKETBALL, Morgan Park, 4 p.m., here.  
GIRLS' BASKETBALL, Morgan Park, 4 p.m., there.  
GYMNASTICS, Morgan Park, 4 p.m., there.  
SWIMMING, Argo, 4 p.m., here.

• **FRI., FEB. 1**

GIRLS' BASKETBALL, Francis Parker, 4 p.m., here (no frosh-soph game).  
GYMNASTICS, Francis Parker, 4 p.m., there.  
SWIMMING, Lake Forest, 4 p.m., here.

• **SAT., FEB. 2**

INDOOR TRACK CLUB, Illinois Striders Open, 9 a.m., Champaign-Urbana.

• **TUES., FEB. 5**

BOYS' BASKETBALL, Academy of St. James, 4 p.m., here.  
SWIMMING, Quigley North, 4 p.m., here.

• **FRI., FEB. 8**

SWIMMING, Independent School League Championships, 1 p.m., at Latin High School.  
GIRLS' BASKETBALL, Morgan Park, 4 p.m., here.  
GYMNASTICS, Morgan Park, 4 p.m., here.

• **TUES., FEB. 12**

BOYS' BASKETBALL, Latin, 4 p.m., here.  
GIRLS' BASKETBALL, Latin, 4 p.m., there.  
GYMNASTICS, Latin, 4 p.m., there.

• **WED., FEB. 13**

GIRLS' BASKETBALL, Academy of Our Lady, 4 p.m., there.  
GYMNASTICS, Academy of Our Lady, 4 p.m., there.

• **FRI., FEB. 15-MON., FEB. 18**

WINTER RECESS. One little catch: If snow results in the school being closed between now and then, school will remain in session Fri., Feb. 15. Think rain.

• **SAT., FEB. 16**

SWIMMING, Illinois High School Association districts, 1 p.m. at Evergreen Park High.

• **TUES., FEB. 19**

MIDWAY OUT after school.  
BOYS' BASKETBALL, Harvard, 4 p.m., there.

## Sharing a talent for the arts



Photos by David Yuffit

MS. RUTH BAUMAN  
Visiting artist

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.

While at the Lab Schools, she has been teaching students, faculty and parents the art of printmaking. She also has been producing her own work. "Hopefully, the experience in this environment will introduce new images and feelings, ones I can use in my work as an artist," she commented. Examples of her work are on display in the first floor cases.

Ms. Bauman visits anyone interested to visit her and see her at work in the print shop, Blaine 415. "Part of my job is to expose what I do to as many people as possible," she said.

## Rosary College Congratulates Bill & Melitta Budler



Bill and Melitta graduated from Rosary College a few years ago with bachelor degrees in Communication Arts and Sciences. Bill is now a very successful salesman with the food brokerage firm of Roy Asmussen & Associates in Chicago. Melitta is an assistant editor in the corporate communications department at United Airlines.

Together, they have used their Rosary College experience to

build outstanding careers for themselves. For this, we salute them. They are typical of the men and women who turn the educational opportunities at Rosary into enjoyable, meaningful careers.

The success of the Budlers is Rosary College's success. We take pride in their accomplishments; we take pride in ourselves.

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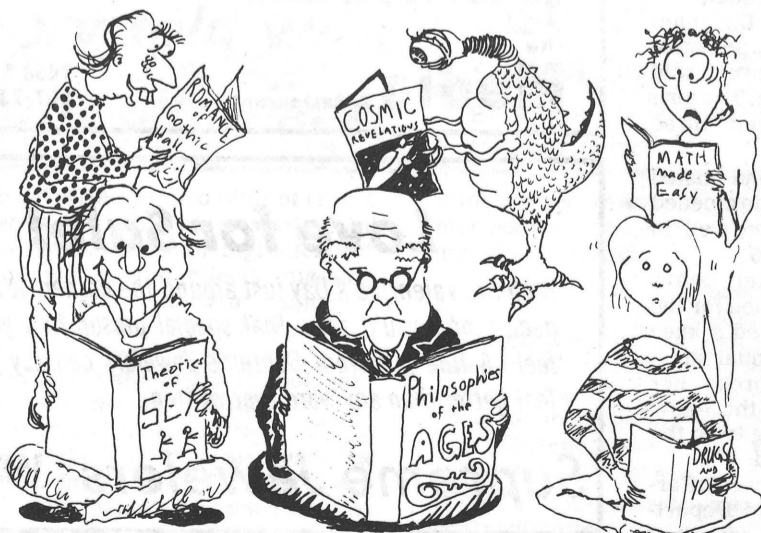
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