

Red - All - Over

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Feature ————— 16 —

Parents as teachers

*When your mother is a teacher, times can be rough,
especially if she is YOUR teacher.*

Some students are distressed enough when they see their mother at home. Imagine having her at school!

Seniors Mary and Larry Erickson have gone through two years of high school with their mother, Mrs. Darlene Erickson, teaching English here. This year, however, is a little different. She is teaching them.

During the first week, Mrs. Erickson admitted, "I was very tense. I wanted them to think I was a good teacher. Now it's very routine."

English teacher Mrs. Judith Taylor's three children went through NHS without ever having her as a

teacher. "I wouldn't have wanted the first two," Mrs. Taylor confessed. "I was more experienced by the time the third came through." The third, though, she reported, "had horrors at the thought." Mrs. Erickson, on the other hand, feels she can handle the situation. "I feel I can be objective," she said.

"I foresaw problems," said Mrs. Taylor, in opposition to having her children in a class. "I imagine the other students would say she's getting an 'A' because her mother teaches.

As sophomores, her daughters and son "would not come near me." By their senior year though, they had no

qualms about interrupting class to ask for car keys or a pass.

Mrs. Erickson feels the only convenience for her children is that she can help them make up work when they are absent. She is afraid Mary and Larry may be uncomfortable when other students are angry at her. "I'm afraid I'll embarrass them with something I say ... it's bound to happen sometime."

Mary said it was especially difficult to fill out the "student profile" (a sheet of personal facts) on the first day of school. Her mother, though, looks forward to the future, saying, "Overall, it ought to be a good year."

Picks

Film

Gandhi goes downhill

by **Toni Gallagher**
Editor-in-chief

Gandhi. Some critics are heralding it as the movie of a lifetime. After three hours and ten minutes in the movie theatre, some audience members will feel as if they have indeed spent a lifetime there.

The film begins well. A Hindu lawyer from India, Mohandas K Gandhi, learns of the injustice that is befalling his race under British rule. In South Africa, he begins to rebel against British laws. He does not believe in violence, but rather "non-cooperation." He returns to India a hero. He travels his own country for a few years, and learns of the terrible injustice there also. So he begins the biggest non-violent battle of his life — to free his country from British rule.

Unfortunately, violence occurs on both sides. A British massacre of Indian people is particularly moving. Then some out-of-control Indians kill some policemen. Gandhi, now a leader, fasts to stop the violence on his side, and he succeeds.

At the intermission, after an hour and a half, the film is interesting and well done, though not action-packed. After intermission, however, Gandhi goes downhill. He gets thrown in jail again and again. His people are subject to more atrocities. After India is freed, the Muslims and Hindus battle each other. After two or three massacres, they become less moving.

One thing does remain moving through-

out the film, and that is Ben Kingsley's performance as Gandhi. He goes from being an energetic, determined young man to a believably energetic and determined old man with enough charisma to enthrall a nation. There are many fine supporting performances also. Candace Bergen is not one of these. She receives second billing as a pointless character who enters during the last half hour of the film.

At the beginning, writing on the screen claims that no film can capture the entire lifetime of a man. Gandhi certainly comes close! Though Mohandas Gandhi was undoubtedly an interesting man, his story may become tedious to people as the film nears its third hour.



Red Hot

By Toni Gallagher
Editor in chief

Monosodium glutamate, autolyzed yeast extract, hydrolyzed vegetable protein ... I don't know what these things are. It's much easier to put a label on this assortment of ingredients and call it vegetable soup.

"With a label, you instantly make everyone the same," said Mr. Jon Varner, history and gifted core teacher. "Labeling eases the pressure of understanding." Sure, labeling is easy. But why label something when it's just as easy to understand the ingredients? At NHS, labeled groups are often made up of very different human be-

ings. Why not understand the individuals instead?

Mr. Kelly Phelps hears periodically that his special education students have been labeled a certain way. Some people "are right on the mark for what our kids would be like," he said. "Some have no idea." Some of these labels are "pretty unrealistic," according to Mr. Phelps.

Participants in the gifted core program are also labeled. Junior Brad Johnston, a core student, said teachers and adults "think of us as being a step above other advanced students." This label, too, is not

**. . . look before
you label.**

always a realistic one. Sophomore JoEllen Thompson added, "I don't act like a stereotyped gifted student — a bookworm with horn-rimmed glasses." Stereotyping is just another type of labeling.

Are all football players "dumb"? Are all Wildcatettes "airheads"? Of course not. They are just stereotypes, labels. "Sometimes people are labeled in an unflattering way," stated Mr. Phelps. "It's a thing we all have to live with." Mr. Varner felt that labels must be carefully and selectively chosen.

A rule to live by could be look before you label.