

# Timothy Christian High School

R  
U  
M  
D  
E  
T

## Adventures at Wheaton Academy

by Maribeth Loerop

As a student of Timothy for over 12 years I understand the rivalry between Wheaton Academy and Timothy. I went to Wheaton trying to be open-minded, but hoping that I would find a few reasons to criticize the school and make Timothy look better. After going there for a day, I learned that I couldn't do that. Most students at Wheaton Academy are extremely nice and very welcoming. I expected Wheaton to be very similar to Timothy, and it was. There were also a few very big differences.

Similarities between Wheaton and Timothy were obvious. Both schools teach a Christ-centered curriculum and strive to have their students lead Christian lives. They meet five days a week. Their chapel is on Tuesdays and

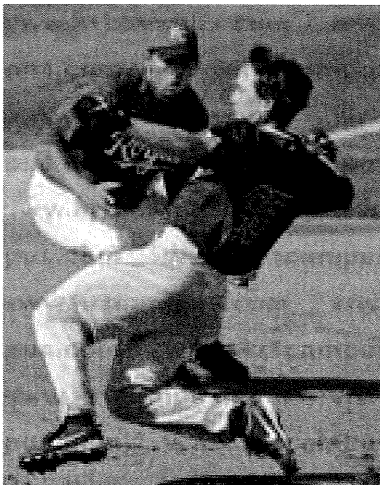
Thursdays, and since I had the privilege of attending one of their chapels, I learned that our chapels are very alike. Our schools both have gossip, cliques, and the occasional mean people, but that's high school. I could go on but the schools are so similar in certain areas the things aren't worth mentioning.

On the other hand, Wheaton Academy's school day is twenty minutes longer than Timothy's. The school is split up into different small groups, and on Mondays and Wednesdays students use the twenty minutes as a time for the small groups to meet, have devotionals and have a time of prayer. On Fridays the lunch period is extended, and upperclassmen can chose to go off campus for lunch. Timothy shares a bus system with the grade school making it almost impossible for TCS to have the same kind of schedule as Wheaton because that would require the grade school to come twenty minutes earlier.

When I was at Wheaton I noticed it was somewhat like a college. There is a lounge in the front of the school and also a senior lounge. These lounges are places where students can go to talk either before school or during a study hall. If students have a study hall at Wheaton, there isn't a specific place where

See Wheaton, page 12

### Signs of spring !



Royals' 3rd baseman Luis Ugueto looks for the loose ball as the Cubs' Sam Fuld slides safely into third in the 7th inning of their spring training game on Tuesday,

### In this issue:

- Brad's take on some music- pg. 3
- Meet Mrs. Potter- p.6
- A freshman learns about senior life- p. 8
- Where is Mr. Senti going?- p.9
- A senior is a freshman again- p. 10

**Timothy's Student Council announces the 1st annual Variety Show May 7, 2005, 7pm till... \$5 per person... see page 13 for more detail.**

Vol. 43

No. 3

news, information & entertainment from a Christian perspective



## A Day in the Life of Mrs. Potter

by Zoe Voulgarakis



When does a teacher's day, as a teacher, begin? Like students, do teachers confine their thoughts to seriousness only after the bell has rung? Or do they live and breathe teaching—is it a way of life? I'm not really sure, but I can tell you this: however they survive this job, it is no easy thing to teach. Recently I spent four class periods following Mrs. Potter about, observing while she taught freshmen, sophomores, and even middle schoolers algebra.

Our day together began out in the exile of the portables. This is where Mrs. Potter teaches most of her classes, which is probably why most upperclassmen haven't a clue who she is. Anyway, her first action as a teacher that day was to hand out tardies to several breathless students who arrived seconds too late. She was very sweet about it, but, in Mrs. Potter's class, rules are rules. Next, she led the surprisingly quiet class through devotions and prayer, and then answered questions about the review assignment. Patient, she answered every question thoroughly, writing out each problem step-by-step on the chalkboard. By the time she was done, few, if any, confused students remained.

Next, she doled out a worksheet on factoring, so that the students might prepare for the next day's test. While they worked, she did not merely sit at the computer, checking her email, but instead actively patrolled the room, carefully explaining every question and apportioning her full attention to the unsure scholar. Yet, she was also on the watch for trouble. When some boys broke out a pack of cards, she broke up that little party.

By the time the bell rang, she was ready for Snack Thursday (In case you didn't know, teachers bring treats to share with each other on the abovementioned day.). On our way back inside, she told me about her two cats, Omega and Tangent, and her townhouse.

Second period, Mrs. Potter teaches an Honors (first year) algebra course, again in the portables. On Monday the 14<sup>th</sup> of March, the students in that class insisted on a party to celebrate Pi (Å) day (3.14, you see).

Third period was the same routine as the first, and, yes, it was in the portables. Always cheerful and buoyant, she never displayed impatience or boredom when she explained repeat problems, or even ones that hadn't come up before. I marveled at the students' respect for Mrs. Potter. At a stern glare, loud voices ceased and muttered apologies were uttered. During this class, I also learned about the Birthday Box. On a student's birthday, it is her custom to choose a small gift, like a pocket calculator, as a modest celebration.

After third hour, it was time for lunch. Mrs. Potter preferred to bring her own, as opposed to what the cafeteria had to offer. Next, it was time for fourth period, this time in Mr. Zylstra's classroom, Room 3. This was the rowdiest class yet, and still Mrs. Potter maintained her calm demeanor, though on occasion she had to issue rather severe demands for silence and attention before she got them. But through it all she was patient and articulate, explaining and tolerating.

During fifth hour, Mrs. Potter had her planning period, but at one-thirty she trekked to the middle school through the snow that by that time had blanketed the entire campus. In the two years she has been teaching at Timothy, Mrs. Potter has filled a part-time post, but third quarter she has been asked to teach an algebra class in the middle school as well because the regular teacher is on maternity leave. I

***I  
...learned  
that Mrs.  
Potter is a  
humble yet  
extraordinary  
character who  
definitely  
deserves  
acclaim.***

expected utter chaos, believing, I suppose, in the stereotype that thirteen-year-olds don't know how to behave themselves. I was pleasantly surprised, therefore, to discover that the students asked intelligent questions and worked productively on the handout Mrs. Potter distributed.

At the end of the period, I left and returned to the high school, having learned that Mrs. Potter is a humble yet extraordinary character who definitely deserves acclaim.