



## Project T.E.A.C.H. promotes interest

Julie Dworecki  
Copy Editor

For some students choosing a career can be a difficult decision. Project T.E.A.C.H. (Teaching Excellence and Career Health) can help them explore the possibility of a job in the teaching profession.

The program was started by the Community Education Round Table as the result of a grant proposal. It was written by Dr. Eileen Bender of I.U.S.B. because it was felt that there was a need to attract bright, young high school students into teaching.

The program has been going on for three years in the St. Joseph County high schools and also at Penn and Mishawaka high schools. These schools have about 200 students in the program combined.

The sponsors of Project T.E.A.C.H. at Riley are Patricia Moriarty and Naomi Kent, English teachers. They became interested in the program when it was introduced three years ago because they felt students interested in teaching should be able to pursue education related experiences.

The outlook for teaching is expected to grow.

"Teaching is very important and the need for qualified teachers is enormous. There needs to be an adequate supply of teachers because there will be a decline in the future," said Moriarty.

Moriarty attributes the decline to retirement and people leaving the profession.

Students feel that the program has helped them.

"You get a good look inside teaching and learn a lot about the requirements," stated Jenny Lehman, junior.

"It requires devotion," continued Lehman.



Some members of Project T.E.A.C.H. enjoy themselves at a meeting. From clockwise: G. McCullough, N. Kent, L. Nitka, K. Acito, A. Miller, M. Thompson, Hammond, McCullough, Kent, Hammond, C. Powell, C. Emmans, L. Frye, P. Moriarty, Nitka, Acito, Miller, J. Udak, Thompson.

Project T.E.A.C.H. also offers cadet teaching which is open to seniors who want to teach with a mentor teacher up to the ninth grade level. The students can earn an hour credit.

"Many teachers ask for students to come. We try to place students with the grade level they want to teach or the

subject," said Kent.

Senior Kim Acito is a cadet teacher at Monroe Elementary and also helps tutor at Lincoln Elementary. She helps out with the class, or leads lessons or discussions occasionally.

Acito feels that cadet teaching has been a good experience.

"You have to be very organized and prepared. It's rewarding, though," said Acito.

Acito tries to set goals for her teaching. For instance, trying to get an unmotivated student interested in the subject was one such goal.

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## Oldham explores Africa

Tina Habel  
Senior Staff Reporter

While some people went to Florida to avoid winter, Algie Oldham, principal at Riley, went to a place where it's summer: Africa.

"The beauty of Africa was gorgeous," said Oldham, who recently spent three weeks in Africa with his wife.

"I expected to see more people in their native costume. I expected to see some bizarreness. I expected it to be more primitive," said Oldham.

Oldham said he thought he would see people getting water from a well and outdoor bathrooms, but he was surprised that the city El Sar Salaam in Africa was very westernized.

The further away you got from the city the more primitive were the life styles of the people. There were people in mud huts, wells, and people in their gardens, said Oldham.

The Masai is a tribe outside of the city that Oldham saw while on a safari. They were very primitive in their life

style and culture, according to Oldham. "Their costumes are very colorful. They wore pinks, reds, and purples. The men wore toga-like clothing and carried spears and the women wore huge earrings."

Oldham said that it was hard not to stare at the strange way of life of the Masai, but he didn't because to them it would be insulting. He didn't take pictures of them because he didn't want to insult them.



Native women dress festively

"We were on a bus to go on a safari and along the highway we saw mud huts, people working in the garden and washing clothes in the creek," said Oldham.

Oldham and his wife stayed with relatives while in El Sar Salaam. Oldham said the houses look the same as those in South Bend.

He said that he stayed in a large two story home that was a block away from the house that Rita Hayworth, an actress, stayed at while in Africa. There were also smaller homes in El Sar Salaam.

El Sar Salaam is a westernized city, according to Oldham. The majority of the people in the city were Black and Indian. But there was a diversity of races because many of the foreign embassies are located there, said Oldham.

"The people in the city seemed very service oriented," said Oldham. "They were bankers, craftsmen, domestic workers, and builders of skyscrapers. Their way of life seemed the same as in the U.S, but poverty was more noticeable there and there were some beggars in the

Continued on page 2



# Mock trial used to teach law

When investigators try to find a killer they sometimes put themselves in the position that they think the killer was in. They try to think like the killer and act like the killer. This method of action is called role playing.

Jim Krider, government teacher, has been recreating a mock trial in classes for over twenty years. He has never tried a case in his "court room" that was not a murder case.

"I've always done murder cases, somehow the students seem more interested," said Krider.

After reading a unit on the legal process Krider and his classes prepared for a mock murder trial.

During the trial the students learned the court room terminology, procedure, and the expected behavior, said Krider.

If a student chewed gum, laughed, or talked during the case, the judge would put him in contempt of court.

"During the trial any misbehavior results in either a fifteen cent fine or fifteen minutes detention after school," said Krider. "Today's kids nearly always choose to pay the fine."

"I think it's fair. I didn't think that when we did the trial, there would be a

penalty to it," said Sarah Fisko, senior. Fisko played the defense lawyer.

Krider said that at the end of the trial they spent the money on a party. But the reason for having a fine is because in a real court room the students couldn't be smart like they might be in a classroom.

Like real lawyers, the students who played the prosecuting and defense attorneys were given affidavits a week before the trial to study and prepare. Witnesses were also given affidavits so they could study the person they were to portray.

The lawyers were to study the affidavits to decide what questions should be asked, what counter arguments should be brought up, and to determine whether the witness's testimony differed from the statement he or she gave to the police.

It is the job of the lawyer to explore all possibilities, in order to defend or prosecute the defendant. It is the witness's job to tell the truth and juror's to fairly decide upon innocence or guilt. When a lawyer is able to make the witness contradict himself, he or she is ecstatic because it has an impact," said Fisko, who did just that.

"The prosecution made a lot of mistakes. They didn't even know the defendant's name," said Chinda Inthalansy, senior. Inthalansy played a

juror.

While this may be unlikely to occur in a real court case, a lawyer's attitude and how well he is prepared can make a big impact on the outcome of a case.

"The prosecutor had no idea what he was doing and that helped us (the jurors) make the decision whether or not the defendant was guilty," said Inthalansy.

The defendant, Brent Volheim, said he wasn't afraid that he would be found guilty because, "I knew I had too good of lawyers to be found guilty."

In fact the way a defendant acts can have a slight bearing on the outcome. Some lawyers tell their clients what to wear and how to act.

"My client, Brent Volheim, asked how he should act during the trial. And we (Fisko and Amy Miller, senior, were co-defense lawyers) advised him to act calm and collected," said Fisko.

Krider said it would be too difficult to take his students to see a real court case because the case (unlike the three day (three hour) court case in school) might take weeks and could adjourn at any time during the morning for lunch.

Role playing can be a method used to make learning more exciting.

"You generally learn best by doing and this generally falls in line with that,"

said George Thomas, guidance counselor.

"The whole trial, even though it was make-believe, was a good learning experience," said Volheim. He also said that the experience would help him if he ever has trial duty or if he is a witness in a real trial.

But there are draw backs to such a creative way of learning.

"The biggest problem (in regard to role playing) is that it takes too much time for whoever is doing it to get organized," said Burton Brenneman, History teacher, who in the past has done role playing in his class. He also said that too many kids are absent during the time for the role playing.

This year Krider chose who would play the prosecution and defense attorneys. He chose people who had good attendance records and whom he thought were capable of trying or defending the case. The jurors, witnesses and defendants were played by volunteers. He said that at the beginning of the trial there were fifteen jurors, but because of attendance it dwindled to ten or twelve jurors during the three day trial. Krider's class also acts out a legislation assembly after they have finished reading a unit on Congress.

## Africa

Continued from page 1

street." He also said that in Africa ownership of cows and goats is a sign of wealth. Oldham said he saw many people with cows and goats in the city.

Oldham said there wasn't a language barrier because many of the people he met spoke English as a second language or had a basic knowledge of the English language.

"The African food was very spicy," said Oldham. He ate rice, potatoes, and fish, typical African food. He also ate a lot of American food from the American commissary in El Sar Salaam.

"There's coke and ice-cream vendors in the street," said Oldham.

Oldham said that there's a problem in Africa with refrigeration because of the heat and because electricity was limited. He compared the temperature of El Sar Salaam, which is in the summer equinox during our winter, to the recent drought in the Midwest.

In the city the clothes the people

wore were westernized. The businessmen wore safari-type suits that consisted of a pair of trousers and a shirt.

While in Africa, Oldham went on a safari. Many of Africa's animals have been placed on reservations that are protected by the government where tourists can see them close up in the wild.



Algie Oldham and his sister-in-law, Elizabeth Segars, stand by the Indian Ocean.

"There were animals right along the safari bus. An elephant came up a few feet away and that excited us. He didn't know what to do and we didn't know what to do," said Oldham.

Many of the animals Oldham saw were animals that other people have only seen in books or in zoos. He saw gi-

raffes, lions, hippopotamuses, wildebeest, buffaloes, and baboons. Oldham said that although the animals seemed used to tourists they were warned not to get out of the bus.

"We were especially worried about the buffalo," said Oldham because they traveled in herds.

Africa is known around the world for its beautiful landscapes and its wild animals, but even in Africa animals are not safe from extinction and increasingly their habitats are being taken away from them.

"It has changed. The wildlife is becoming extinct. They are being placed on reservations just like the American buffaloes were," said Oldham.

He said that the animals followed in herds of at least fifty animals.

Oldham spent most of his time in the city.

He plans to return to Africa someday.

"I always like to return to an area I've been before to see the progress without the cultural shock."

## Project T.E.A.C.H.

Continued from page 1

Senior Joy Gosselin, who works with first graders at Monroe, thinks that cadet teaching has given her a worth while experience. Despite disadvantages which some people might think come with the job, Gosselin wants to become a teacher because she "enjoys kids."

Gosselin thinks that the children are very intelligent despite what some people might think. Sometimes, however, it can be frustrating when they don't understand something.

Gosselin also recommends that people who are thinking about teaching go into cadet teaching.

"Cadet teaching really gives you a

hands-on experience in teaching," said Gosselin.

Senior Erica Vitale, a cadet teacher at Marshall, works with children at the preschool to kindergarten level who are hearing impaired.

Vitale thinks that the best moments as a teacher are when, "You've been trying to teach something over and over, and then something clicks, and they finally understand it."

Surprising things can happen when you work with young children.

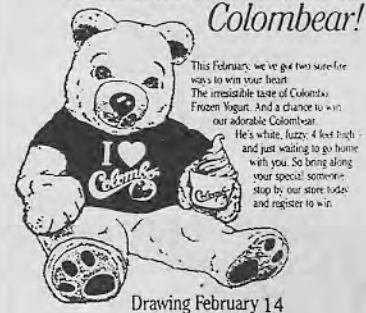
"They don't wait to ask to go to the bathroom, they just run out of the room," said Vitale.

Senior Lisa Nitka, who teaches

second graders at Monroe thinks it's strange when the kids she teaches see her somewhere and say, "Hi, Miss Nitka."

To be in Project T.E.A.C.H. you Wruble, Tina Habel, Jenny Lehman, Cassie Emans, Julie Dworecki, Christina McGarrity, Tony Venable, Renee Driskell, Lori Chevie, and Nancy Zimmer. Seniors include: Joy Gosselin, Stephanie Overmyer, Erica Vitale, Laurie Murphy, Liz Luber, Michelle Thompson, Joann Ujdak, Libby Gray, Lisa Nitka, Shawn Humphrey, Kim Acito, Chris Mesecar, Amy Miller, Sarah Fisko, Loree Greenwood, Katrina Bittle, Dennis Dhenin, Marlene Carter, Larry Waltz, Therese Spann, and Tearsa Broadnax.

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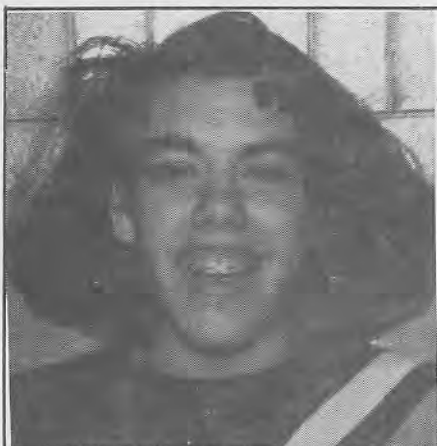
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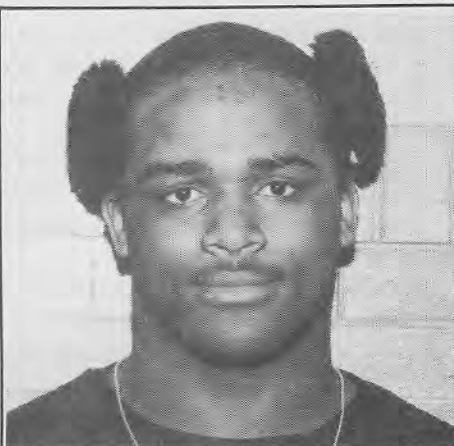




# What are your New Year's Resolutions?



**Jenna Toothaker, Freshman**  
"To become cosmically in sync with the universe."



**Matt Wills, Sophomore**  
"To do as well in football next season as I did this year."



**Erica Freitag, Junior**  
"To be more positive and accept compliments better."



**Mike Nagy, Senior**  
"To make it to the state meet in track."



## Candid Cat



Left to right: Mrs. JoAnn Hammond, Mrs. Naomi Kent; Ms. Lela Roberts; Pam Sorenson, Anne Holderead, Joanne Udjak; Vatsana Inthalansy, Robin Talcot; 1989 Varsity poms; Liz Bancroft, Terra Riffe; Sam Barington; Courteni Pugh, Kelly MacDonald, Carrie Pugh, Colette Shrock, Chelsy Smith; Asst. Principal George McCullough.



## Cat Chat

Oh wonderful. It's that time of year again. The time of year where every store, every house, every wall is decorated with that 'symbol' that constantly reminds you- "I don't have a boyfriend!" That symbol is, of course, a heart. It is a symbol of love that is abundant on February 14.

There are, of course, exceptions to this torturous reminder. Like some of you are always reminded you haven't got a boyfriend because, well - you're a guy.

There are also people that actually look forward to this month! Why?!? Just because you're totally in love, happy, ecstatic and delirious makes the rest of us all the more depressed. Aghhhh!

But all in all, we should try to bear it and honor St. Valentine. But if you're able to stay in bed for two weeks and absolutely ditch the whole holiday altogether, consider yourself lucky.

All joking aside, we wish that no one takes offense to this verbal slander of an actually great holiday. I mean, when else can you spend \$1.50 on a cheap card, \$15.00 on a box of candy, \$30.00 on a dozen roses and at least \$50.00 bucks on a fancy dinner?

We love you St. Valentine.

## The Review

The Review is Published by the Publications staff at Riley High School. Opinions are not necessarily the opinion of the staff. Editorials represent the views of the Publications board. The Review reserves the right to edit or shorten any letter without altering its intent. Letters to the editor must be signed but if requested we will not use your name. Printing is done at LaSalle High School by Frank Mariconi and the Graphic Arts class at LaSalle.

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# Best friends cherished always

Sue Garbacz  
Staff Reporter

"Friend is a word we use every day. Most of the time we use it in the wrong way. You can look the word up again and again, but the dictionary doesn't know the meaning of friends..."

These are words from the song "Friends". What is the meaning of a friend?

Karen Baer-Barkley, I.U.S.B. graduate and counselor, says a friend is someone you can be completely open and honest with.

According to sophomore Quitina Smith, a friend is, "someone who keeps secrets, someone who gives good advice and someone who tells you when you're wrong."

Out of 16 students who were surveyed, only one said age made a difference in choosing a friend.

Eight of the sixteen students considered some adults to be their friend, one student did not consider any adult his friend, and seven students said adults were sometimes their friend.

None of the 16 students considered race a factor in choosing their friends.

Jealousy can be a problem in many friendships. People often get jealous of their friends spending time with other friends or their boy/girlfriend.

"People tend to compare their successes with those of their friends," said Mary Roemer, a local counselor, who was quoted in the St. Mary's Alumni magazine. She also commented that some of these successes include: money, style, dress, and attractiveness to the opposite sex. If we learn how to define ourselves as persons, the better we can accept these differences and the easier it is to deal with these competitive situations."



what he/she is not for what you think he/she should be, c). offer more encouragement, d). support and encourage your friends to accomplish the goals they have set for themselves. When they do so, join in the celebration.

*"...friends are something to be cherished. They don't come along often and I'm grateful for the ones I have."*

Cori Engrissei

Roemer suggests a few tips on dealing with these situations; a). be more accepting of the differences between individuals, b). accept the person for

Twelve students thought having many friends was important. Four students thought the number of friends you have doesn't matter.

The number of friends one needs depends upon the individual, says Barkley.

One student said he feels it is important to have a lot of friends because they help you become a better person and look at the world through different eyes.

Vatsana Inthalansy, sophomore, said it is not the quantity, but rather the quality of friends that is important.

"You really don't need a lot of friends, just friends that really care and will be there for you in rough times", says sophomore, Nicole Stewart.

Would you tell a friend the truth in a situation, such as a boy/girlfriend cheating on your friend, even though you know it would hurt him or her?

Most students said they would.

Freshman Gregg Carroll said, "You shouldn't be mad at a friend for telling you something that would hurt you, they are only trying to help."

"It depends upon the situation," said Barkley. "You should always have your friend's best interest at heart."

Another frequently asked question is, "How far should you go for a friend?"

Most students said they would go as far as they could without breaking the law. Three students said they would break the law. Two students said, if necessary, they would go to death to help a friend.

Meeting new friends can be difficult. It sometimes happens at the most unexpected times.

One student met her best friend in CORE one and one-half years ago. Another student met her best friend in kindergarten, while fighting over a Benji purse. They've been best friends for nine years.

"Some people can find their best friends in their girl/boyfriend, but most people need a close friend of their own sex because of the differences between sexes," said Barkley.

Junior Stacey Kelsick says friendships are very important.

"You can usually have a boyfriend and a best friend. If I had to choose one or the other, I'd choose the friendship," said Kelsick.

A relationship just doesn't replace the closeness and dependability of a close friendship," said sophomore, Cori Engrissei.

According to a survey, filled out by 30 students, honesty is the most important quality in a friend.

Nine students said honesty, seven said trust, four said personality, and seven gave various other qualities as "most important."

Buffy Horvath, junior commented, "With honesty comes trust and with trust comes friendship."

Barkley says a true friend is someone with whom you can be yourself and let your guard down.

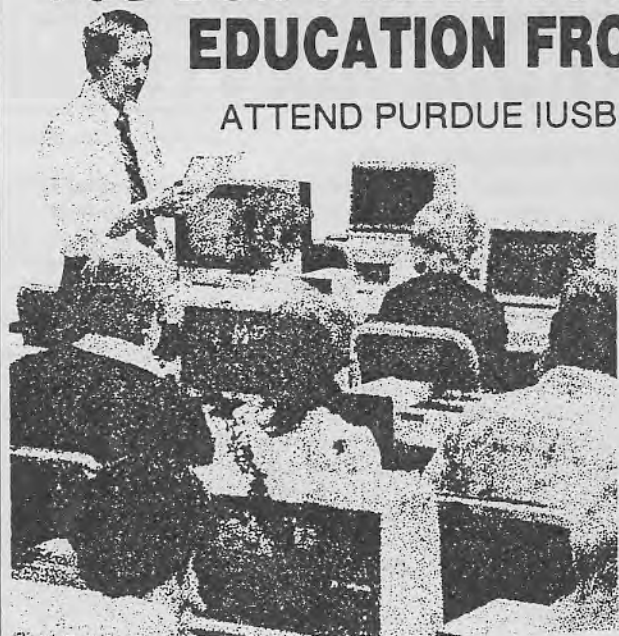
Jennie Deiter says the time she spends with her friends is very important to her.



"Everyone has associations, but friends are something to be cherished. They don't come along often and I'm grateful for the ones I have," said Engrissei.

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# Students take a bite out of stress

Megan Pethe  
Staff Reporter

"It affects everyone everyday." "I have a lot of it." "I hate it. It ruins everyone's lives." These are just a few responses from Riley students on stress. Opinions vary from teacher to student.

"I put more on myself because it makes me feel more able to do things. It's normal," comments B. J. Geraci, senior.

Larry Gooden, science teacher, states, "People need to learn how to relax and use their form of worship to relieve stress."

Junior, Clark Hoover, explains, "If you value what you do, you're going to feel stress about it."

Everyone has stress, but these days many more teens are being affected by it.

"Being a teenager can be stressful because of fear of failing, college, peer relationships and even money," comments Karen Baer-Barkley, counselor at Family Learning Center.

But what exactly is stress?

According to an article in the South Bend Tribune on October 28, "Stress is the way people react to physical and emotional changes," says Steven B. Crowell, an expert in the field.

How do you know if you have it?

"Some symptoms are changes in eating habits, mood or weight change, feeling uptight or tense, getting headaches or stomach aches," says Baer-Barkley.

Stress affects each age group differently.

JoAnn Hammond, guidance counselor at Riley, responds, "Freshmen are more apprehensive about the new building and classroom procedures. Sophomores are more worried about making sports and good grades. Juniors are affected with the question, 'What am I going to do after graduation?' And the seniors are more stressed about what they will do after college. 'Will I get a job?'"

What gives the most stress?

"Getting my grades up for college," replies senior Denise Meuleman.

Junior Renee Driskell states that close relationships give her stress because there always seems to be a conflict. "I'm used to it being on track, and when it's not, I don't know what to do."

"Cheerleading gives me stress. During basketball season there is a lot to get ready for, especially if there is a pep assembly the same day," says junior Liz Rucker.

Senior Kelly McDonald comments, "Cross country is stressful because it's 99 percent mental and one percent physical."

Lela Roberts, business education teacher and poms sponsor, explains that dealing with poms is stressful because of all the problems that arise when the girls strive for perfection.

Students deal with stress in more ways than one.

Carl Henry, junior, explains, "I let it build up and I won't talk it out."

"I get mad and blow up, after that I calm down and concentrate on what I'm doing," says senior Nicole Nusbaum.

Carrie Pugh, senior, replies, "I take time out and relax or be alone. Or I'll go out and do something fun."

"I never let it get out of hand," says



This is an example of the many forms of stress facing students today.

*"People have to find a technique to use against stress, so that it does not tear them up inside."*

*James Stebbins*

senior Amanda Crowe, "I know what I have to do and do it."

Can you ease your stress?

"If I moved to Europe or Asia. But there is no way. If there was a day with out stress, I would know something was wrong. I can never relax. I am always stressed," says Karen Holtzberg, junior.

Latin teacher, James Stebbins, comments, "I try to live with it and be civil with people I'm working with. I do something completely unrelated to

what's causing the problem, like taking a long walk or bike ride."

Remember that you can always talk to someone. Everyone goes through stressful times in their life and even a friend, counselor, teacher or principal can help.

If someone were to go to JoAnn Hammond with a problem concerning stress, she would try to get at the problem. Then she would explore ways the problem could be approached. She would

then offer alternatives of coping, would listen and encourage the student or teacher to keep in touch. She would even contact outside help if needed.

In addition, Stebbins replied, "Stress is a part of life we're living in this world. It's something everyone has to deal with. People have to find a technique to use against stress so that it does not tear them up inside."

Here are some steps to follow to limit stress:

- 1.) Eat a well balanced diet.
- 2.) Limit intake of caffeine, tobacco, alcohol, and other drugs.
- 3.) Get six to eight hours of uninterrupted sleep each night.
- 4.) Exercise regularly.
- 5.) Develop a way to manage your time successfully.
- 6.) Seek entertainment as a diversion from the day's activities.



# Education: The link

## College

### College offers opportunities: Students look to gain in future

Stephanie McKeown  
Copy/Feature Editor

65 percent of high school students want to apply to college, according to the results of a survey carried out by Alex Aston, a researcher at U.C.L.A. This indicates that the number of high school graduates going on to post-secondary education, has risen in the last five years.

"Under 50 percent of high school students pursued higher education five years ago, now that trend is reversing itself and the majority probably do pursue it," said John Miller, Registrar at Ivy Tech.

The main reason that more students now want a college education is that it has become difficult to get a well-paid job without a degree. According to Miller, the jobs available to people without a post-secondary education, are likely to pay a minimum wage and offer few chances for career advancement.

This view was supported by Kevin Rooney, Director of Admissions at Notre Dame. He said that most students' reasons for going to college were a combination of career goals and a desire for the broadest possible education.

For most students, the desire for a broad education takes second place to the desire for a successful career, in the opinion of Mike Hostetler, Director of Student Enrollment at I.U.S.B.

"There has been a surge of students willing to go to college for straight economic reasons, given the pressure to succeed financially and achieve middle-class status," he said.

Parent and peer pressure has a significant influence on most students and in many cases it determines whether or not a student will apply to college.

"A lot depends on the peer situation. Students are influenced by the expectations of their family and the group they settle with," said Rooney.

Many of these expectations center around achieving a certain standard of living, according to Hostetler.

"We now feel it's very important to be well-off, more than we did ten years ago. Now we're wrapped up with status and privilege," he said.

The reasons given by Riley students, as to why they wanted to go to college, provide some support for this point-of-view.

"I want to go to college so that I can get a good-paying job," said Reba Daniels, senior.

Terry Cauffman, senior, said, "I want to get a business degree so that I can open my own business."

"In today's world you need to go to college to get a good-paying job," said Julie Dworecki, junior.

The accuracy of this view has been demonstrated by the difficulties faced by high school graduates, without a college degree, who try to get a well-paid job.

Due to the increasing number of college graduates in the job market, it is becoming more and more difficult to find a good job with only a high school diploma. Today, a high-school graduate without a degree is most likely to be given a clerical position at basic entry level, with a low salary and poor promotion prospects.

"High school graduates start out as tellers, or clerks, earning between \$4:75 and \$5:00 an hour," said Margaret Andrysiak, Vice-President and Director of Personnel at Valley American Bank.

College graduates, on the other hand, start off as management trainees, or advanced technical officers, with considerably higher wages.

There are significant differences in ability between high school and college graduates, according to Andrysiak. College graduates are more mature and have more verbal proficiency, than high school graduates, who tend to have poor communication skills.

"Kids straight out of high school lack maturity and professionalism; they have misconceptions about what it's like in the working world, while college graduates have a more realistic view of what they want to do," said Dawn Barton, Transport Supervisor at Bendix.

Andrysiak, Barton and representatives from several other companies agreed that a college degree was a necessity for any young person who wanted to maintain a professional position, or a well-paid job of any kind.

"A high school diploma doesn't mean anything, you need to seek a college degree to get a substantial job", said Barton.

While future career goals are very important to almost all college students, they should not be the only reason for going to college, since the wrong career decision can be made as a result of this.

Total career dedication can lead to a point where someone can discover, after 15 years as an accountant, that they don't enjoy their job, according to Rooney.

Hostetler feels that many students put too much emphasis on the financial rewards of a college education. He also said that college graduates are in a worse position than ever before, because a greater number of people had degrees, and the competition for jobs is therefore more intense.

"College does remarkable things for people, it changes them for the better and it would be nice if students had the chance to think about more than getting a good job," he said.

Despite the importance of higher education in getting a good job, Rooney also thinks that this was a less important aspect of college than the "unique, total" education it provides.

## Test your knowledge

Discoveries made by co-author Chester E. Finn, Jr., in a new book What do our 17-Year-Olds Know? depict how badly students fared on a series of "rudimentary" questions concerning literature, history, and science. Selections from this test were conducted by the National Assessment of Educational Process. Test your knowledge by answering the following questions. Correct answers to these questions are on page 12.

- 1 Sputnik was the name given to the first
  - A) Man-made satellite
  - B) Animal to travel in space
  - C) Hydrogen bomb
  - D) Telecommunications system
- 2 When was the Civil War?
  - A) 1750-1800
  - B) 1800-1850
  - C) 1850-1900
  - D) 1900-1950
- 3 The Missouri Compromise was the act that
  - A) Granted statehood to Missouri and Kansas
  - B) Settled the boundary dispute between Missouri and Kansas
  - C) Admitted Maine into the Union as a free state, and Missouri as a slave state
  - D) Funded the Lewis and Clark expedition on the upper Missouri River
- 4 Social critics such as Lincoln Steffens, Ida Tarbel and Upton Sinclair were known as
  - A) Carpetbaggers
  - B) Muckrakers
  - C) Abolitionists
  - D) Trustbusters

## Teachers and students

Alisa Fountain  
Staff Reporter

Are teachers and students doing their job?

Students, remember that special teacher who gave you all the breaks and told jokes that you could actually laugh at? How about the one who gave a lecture almost every day and you thought they were speaking a foreign language you didn't even sign up to learn?

Teachers, what about those students whose cheeks you were tempted to squeeze because you just loved 'em to death? How about the students you said would never understand, so in return they gave you a rotten apple?

These are a few examples of student-teacher relationships. Another type of relationship is the mutual expectation of one another. This means that teachers are expected (by students) to try to teach well and students are expected to try to learn well. The key word is try.

Guidance counselor Dennis Kielton said, "Most students have a positive attitude

towards school, but some just don't get along with it and drop out."

Math teacher Guy Morrical remarked, "Students need to be self-motivated. It's their opportunity to learn for the future and I've never met anyone who said they've had enough education."

High school is a place to help prepare students for their future, but teachers need to offer the tools and guidelines which students can apply themselves to.

Kielton stated that some teachers need to stress study exercises and homework, and students should keep up with their homework and concentrate on being students.

Junior Erica Freitag said that she gets extra help when she doesn't understand something in class. She admits that asking questions in class lets teachers know that you want to learn.

1988 Indiana teacher of the year, LaSalle's Karen McKibben, math and science teacher, stated that communication between teachers and students is pertinent. A good teacher will get a students' attention by visual means and by holding student's



# to a successful future



ge:



Lara Vitale researches colleges around the nation.

Jennifer Cripe

- 5 What is the major cause of air pollution in most large American cities?
- A) Factories
  - B) Open trash burners
  - C) Fog
  - D) Cars
- 6 "Julius Caesar" by Shakespeare is a play about Caesar's
- A) Discovery of and escape from a plot to kill him
  - B) Ultimate triumph in the Gallic wars
  - C) Death and fate of his assassins
  - D) Love affair with Cleopatra

## ents are evaluated

interest, she said.

In a recent Riley student survey of 25 students over half of the students said that they are usually attentive in class and that they want to work with their teachers, not against them.

About 82 percent of the students said most teachers are doing their job and the remaining 18 percent said they weren't.

However, over three-fourths of students surveyed said that students are not doing their job completely. Teachers interviewed all agreed that most students are not living up to their learning abilities.

Riley Latin teacher James Stebbins commented, "Students need to pay more attention, do their work themselves, and get extra help when they need it."

Senior Kristi Lee said, "Teachers need to pay attention to everyone, not only those who are doing exceptionally well, or badly. They could treat students more maturely and in return students would respond maturely and do their work with a better attitude."

Sophomore Shawn Scott said, "If you

and a teacher don't get along, you really don't try as hard in the class and the teacher doesn't try to improve the situation."

Assistant principal George McCullough said, "Student-teacher relationships are good, but there is room for improvement."

Dr. Wayne Krepel, Chairman of the Education Department at I.U.S.B., stated, "Teachers can serve as counselors for students. They have to take a course on communication to help improve speaking and listening skills."

According to an article in Phi Delta Kappan, the Carnegie Schools Program in Massachusetts will provide a three-year, school restructuring strategy.

The goal is to establish educational models which include: providing a variety of approaches to school organization, leadership and governance, and parental involvement in the school community. It also provides teachers with the resources they need to be more effective.

Referring to this program, McCullough stated, "Anything to improve educational opportunities should always be looked at."

## Who goes to college now?

Stephanie McKeown  
Copy/Feature Editor

"The higher their socioeconomic background, the more likely it is that a high school student will go to college, and vice versa," said Vince Peterson, Professor of Education at I.U.S.B..

Socioeconomic background is the main factor in determining whether or not a high school student will choose to apply to college. A student that comes from a minority, or blue-collar background, is proportionally less likely to go to college than a student from the middle class.

While other factors, such as the attitude of parents and the expense of college, often have a direct influence on a student's decision not to attend college, these factors are themselves influenced by socioeconomic standing.

Programs like this have been successful in increasing the number of students enrolling for college courses, according to Peterson. However, there are statistics which show that the number of minority students going to college has dropped.

Between 1969 and 1986 black college enrollment rates dropped by 11 percent and Hispanic enrollment rates dropped by 16 percent, according to Reginald Wilson, Director of Minority Concerns for the American Council for Education.

Wilson believes that the cost of higher education prevents many minority students from going to college.

"College tuition costs are increasing at two to three times the rate of inflation, and doubled during the last decade, while federal student grants have

*"There are many good students from poor backgrounds, who don't get any encouragement, so they don't even think about college."*

Vince Peterson

"Some parents expect their kids to go to college; others don't know about college and just don't expect their kids to go," said JoAnn Hammond, head counselor at Riley.

In some cases, students with the ability to get a degree, never apply to a college, because they have never considered it.

"There are many good students from poor backgrounds, who don't get any encouragement, so they don't even think about college", said Peterson.

He added that, while in the past, students from a poor background were often not encouraged to apply to college by high school teachers and counselors, the situation had changed and special efforts were now being made to attract minority students to college.

These efforts include some special scholarships, and the "Upward Bound" program. The purpose of this program is to encourage students from poor backgrounds to stay in high school, maintain good grades and eventually go to college.

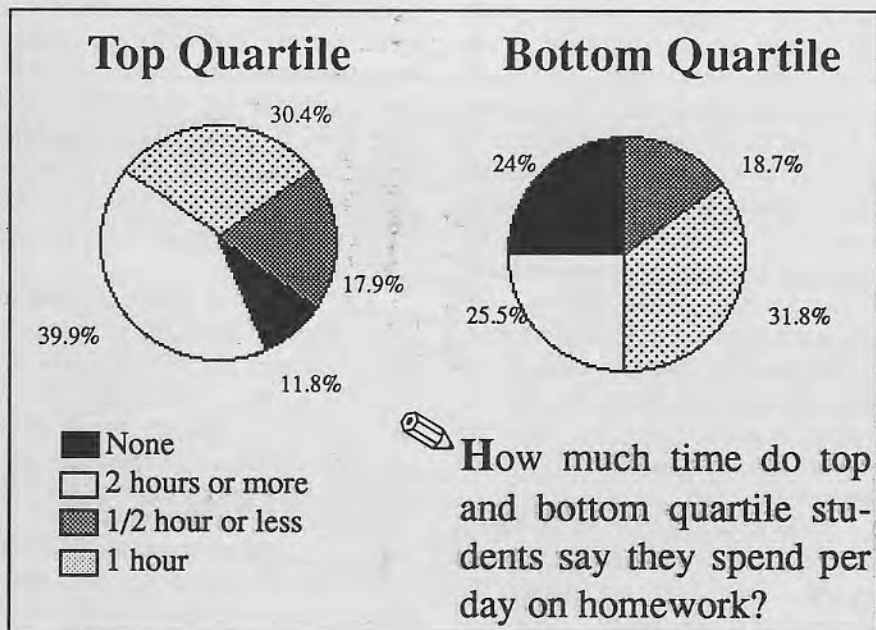
continuously been below the inflation rate, and for three years received no increase," he said.

Expense was also seen as a reason why many students did not apply to college by Hammond. Although college fees were already high, she said, at the present rate of inflation, by the year 2000, college fees would be \$20,000 per year.

"However, if a college really wants a student, they will work at trying to get them financial aid and make every effort to help," she added.

Even if a student has the ability and the opportunity to go to college, going directly from high school to college is not always the best idea, according to Peterson.

"Many people don't take high school seriously enough; they develop bad study habits and a bad attitude, then when they go to college, they often flunk out because of this background and then it is very difficult to get them back. Then they in turn influence their kids against higher education," he said.





# Review receives reaction to Satanism spread

Nicole Szymanski  
Staff Reporter

The Review has received unexpected reactions on the spread Cults: A potent lure for restless teens.

The stories (which included an in-depth spread on the causes of Satanism, an article on Heavy-metal music, and a first-person commentary from a professed Pagan) were published on December 21.

"The staff and I expected a reaction to the articles, because it (the topic is a sensitive issue) but I was surprised at the immensity of the reaction," said Adviser Marcia Kovas.

During Christmas vacation, Pastor Lester Sumrall, head of LeSea ministries, addressed the cult articles on his TV broadcast.

Sumrall issued a request to all his listeners to write to Principal Algie Oldham, and Superintendent Monte Striver to voice their concerns that "witchcraft was being taught in the schools."

As a result of his request, Sumrall's followers wrote letters voicing concern and alarm to the superintendent, and to the South Bend Tribune's "Voice of the People" column.

One letter to the "Voice" expressed concern that the topic was allowed to be covered at all (January 14) and another letter (January 26) pushed for the creation of a concerned parent's group, and asserted that the Review had run a two page spread promoting witchcraft.

"Sumrall took information from the articles out of context, and misrepresented the content of the spread to his viewers," said Kovas.

Chuck Small, copy editor and editor of the South Bend Tribune's "Next Generation Page" said that in a broad sense, he feels it didn't deserve the controversy, and that the reason for writing the stories was to try and educate people, not to promote Satanism and witchcraft.

The articles were written to inform and educate, said Kovas.

"Nationally, cults and alternative beliefs are making headlines. The staff and I had become increasingly aware of more students becoming involved and as a result believed it was a newsworthy topic and needed coverage," said Kovas.

## Coverage warranted

Sarah Fisko  
Editor-in-Chief

Perhaps we are idealistic in our belief that a high school publication is anything like a city newspaper, however, we do not believe we are unrealistic in our belief that no topic is unapproachable if it is covered with fair and accurate intent.

In regard to the two-page center spread entitled, "Cults: A potent lure for restless teens," which appeared in the December issue of the Review, we believe the intent of the articles has been misconstrued by some of our readers. The Review's intention was to inform teens of the potential dangers of cults, reveal the reasons why students become involved in cults, and show, from one student's perspective, why she became involved in a cult.

Cults exist and have, in this day, a deserving place in the news. As a voice in this South Bend community, the Review has an obligation to report what is newsworthy whether or not the articles

"We need to cover issues that affect the teenage public and community as a whole. We need to guide our teens in the right direction," said Sarah Fisko, Editor-in-Chief of The Review.

Writer Mindy Fall, who wrote the commentary on Paganism, said that it needed to be covered because people don't understand these alternative religions. "Teenagers are always exploring things and this is something they need to know the truth about, so they don't get confused," she said. Not everyone agreed that the topic should have been covered.

The pagan commentary drew the most response both from Sumrall and the "Voice" writers.

Fall was asked to write the commentary to explain her belief in Paganism.

"The staff and I felt that the piece would be most effective written from the first person perspective," said Kovas.

The strength of the convictions of the writer may have provoked this concern, according to Kovas.

According to Joann Ollman, assistant principal, "The spread did not offer a balanced picture of that phenomenon (cult worship) because it treated it as a valid religion, at the expense of other religions."

The articles did not provide adequate depth of coverage, said Ollman. "The dangers of getting involved in Satanism needed to be explored in greater depth to deter teens from getting involved."

According to Ollman, she was not interviewed by the Review reporters for input on the spread. However, she said she had attended many workshops on Satanism and had dealt with students who'd been harmed by cults.

Fisko agreed that a story featuring the administrators' views would have added depth to the spread.

According to Kovas a first person commentary from a Christian teen was slated for the issue, "but it was submitted too late."

"On hindsight, we should have asked an adult to write this piece," she said.

The principals all supported publication of the spread. "The topic was an important one and should have been

## Commentary

produced will be subject to public question. Cults are a community concern. If adults express concern for our teenage students, why not concern for their interests in potent groups in society? Therefore, if we, the press, do not attempt to discuss cults as well as other controversial issues that affect teenagers, we are limiting our coverage to a very limited spectrum of issues.

The community cannot continue to close its eyes to issues that have or may affect a teenager and influence his or her life. The Review in its attempt to maintain objectivity, believes that all cults and other beliefs are newsworthy, and each one adds insight into the growing problems in our communities.

The Review encourages response and will welcome commentaries from those directly opposed to the viewpoints expressed in the December issue.

covered," said Ollman.

"However, the staff could have covered the issue in more depth," she said.

According to Algie Oldham, principal, he did not read the stories because he did not like the looks of the spread. "I think only those articles that concern the majority should be written," he said, "but that doesn't mean I'd prohibit anything in the Review."

"My feeling about the Review has been that they should be allowed to write on whatever they want. After all, this is their day, the period in which they all are living in. They know what would be important to youngsters, more so than I. I should not be hypercritical because we may have done worse things as teenagers, in writing and things," said Oldham.

George McCullough, assistant principal, said that the articles should have been covered because the spread dealt

with teenage issues, and covering such issues will draw attention to problems and facilitate solutions.

Small's reaction to this criticism from Sumrall's followers who claimed the articles should not have been published was, "I feel that part of a high school journalist's duty is to report responsibly. If you just say, this class is doing a good job and this sport is winning, you're not telling all that's going on. If you research completely, are ethical, balanced, and accurate, you should be able to discuss subjects freely. You're doing your job."

"I liked the spread. In the stories everything was true and nothing was made up," said Todd Wyne, an ex-Satan worshiper and the subject of one of the stories.

Fisko said that she had no problem with the issue.

Kovas felt the whole ordeal was an educational experience for the staff.

## Ministers respond

Megan Pethe  
Staff Reporter

It may be a gory and rather unusual topic to speak on, but the truth is that Satanism is spreading rapidly among teens today. This makes it more important for teens to be aware of the reality of Satanism and to understand its power.

"I believe that Satan is alive. I think Christ has conquered him, but while I'm on this earth, I definitely think that much of the evil brought into the world has been brought in via Satanic influence," states Reverend Donald Neely, minister at Ridgedale Presbyterian Church.

But why talk about Satanism? Many people think that by not discussing the issue it will just fade away.

"It will not go away. In fact, it will get worse, and that is what Satan wants. And by not taking a step in the other direction, you are not combating it. Staying "neutral" in a sense, is going the in the wrong direction," explains Father McCarthy, a priest at St Matthew's Cathedral.

Many people feel that Satanism should not be discussed in a school newspaper, such as The Review. Chad Brown, an agnostic student, states, "It's real and it's very dangerous. The

people that criticized what was written in the paper must be walking around with rose-colored contacts in their eyes."

Brown concludes, "We are old enough to handle what is going on in the world. It is the nitty-gritty stuff that is happening. You don't see too many nice things in the paper that would be classified as 'news'."

Satanism may not be evident, but it is an issue among Riley students.

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## Editorial

# Education: Top priority

*"Freedom to learn is the first necessity of guaranteeing that man himself shall be self-reliant enough to be free."*

Franklin D. Roosevelt

The leaders of our society have urged us as contributors to our world to acquire an education.

We have the freedom to learn...to be educated people. A freedom such as this cannot be taken for granted. Education offers many things, and opens doors to opportunity for us. We have without a doubt, become a society dependent on our educational background.

A new book, *What Do Our 17-Year-Olds Know?* documented what junior students know about American heritage and found that:

One in five knew what New World colony John Winthrop and the Puritans founded.

Fewer than half could identify the theme of Shakespeare's "Julius Caesar"

Only one in three knew in what half-century the Civil War took place.

This study, as well as numerous others, finds our society lacking in knowledge which, in fact, should be most common.

But the fact that American students do not know basic material not

only stems from statistics such as these, but from our own values.

So many times have we heard that planning an education is the key to success in the future, and it is. Receiving an education should have, in the eyes of all, a stair-step effect. As young children we learned to read, write and solve arithmetic problems. As young adults, we have learned and built character through our studies in hopes of continuing our education.

Many commentators see this overwhelming lack of knowledge as a threat to our nation and describe it as a risk to democracy. We must not only see this, but perhaps, and more importantly, find this lack as a flaw in our actual willingness to learn and take steps to reinstate this willingness.

We must take a hard look at our lives and the education we have received. Asking questions like; "Do I really take my education seriously?" and "Have I prepared enough for the future?", should allow us to examine our own value system and place in our minds what is really important.

Education is of great value. It is now that we must take steps to better ourselves and challenge our minds by being aware and continuing our education for our own personal benefit and our world progress in years to come.

## Illiteracy: The facts about a hidden problem

### Commentary

Erich Fillmore  
Associate Editor of Computers

A major problem with students and adults alike who have problems with work, school, and other activities is illiteracy. Many students are being passed through each grade of school without learning how to read.

Students should learn to read at an early age. A child should not enter kindergarten anymore without knowing the basic numbers, letters, and how to tie his/her shoe.



The reasoning behind this is simple. If a child sees a friend who knows his letters, and he doesn't, the child is forming a negative attitude for himself. He doesn't know as much as other children, he can't catch up rapidly. He may learn, but not as fast as he may have wanted to, and he still might be behind. That student has begun to look at himself as a failure. If someone doesn't help him/her, the student will give up.

This "I can't do it" attitude will often carry over into the next grade, and the next. The student may get good enough grades to pass, but just barely. The student eventually ends up in high school, faced with tougher teachers and

more problems, but is not prepared for them.

Now, granted this might not be that common. But when over two million people in the U.S. (age 15 and over according to the *Reader's Digest Almanac, 1988*) are illiterate, there is no denying that we have a major problem.

There must be something besides illiteracy workshops that we can do for the illiterate. Seriously, how many people are willing to admit that they can't read? We might take reading for granted, but for one who could never read well, or at all, reading would be a wonderful bonus.

Teachers, take note of your students. If a student is doing poorly in your class, it might be because he can't read and isn't willing to admit it. And you don't have to be an English teacher to help. If you don't have the time to help yourself, refer the student to a teacher that can help. There are reading specialists employed in each high school. Don't assume other teachers will help the student. And whatever you do, don't embarrass the student in front of his/her friends. One of the worst things to do is let other students know, embarrassment is a powerful force in schools today.

Students, if a friend of yours is having problems reading, don't criticize him for it. Encourage him to get help, or get them help yourself. But don't be mean about it. Help them, don't hurt them.

If you yourself can't read well, or at all, don't hide, get help. You don't need to be embarrassed, you have a problem that if you will make the effort, you can help. There are programs offered by the South Bend Public Library, and the South Bend Community School System. The South Bend Community School System offers literacy programs at the Central Career Center. If you are interested in these programs, contact Carol McKirgan in the Adult Education Department.

## R-E-S-P-E-C-T Lesson learned, and lost

Nicole Nusbaum  
Viewpoints Editor

When the subject of parents comes up, what are your usual comments?

"They don't know what's up!"

"They are so old-fashioned."

"Who do they think they are?!"

Sound familiar? It does to me. Only a few years ago I was saying the same things about my father. I would give my right arm for the chance to say differently.

On November 28 my father died after a two-year bout with cancer. He was 63 years old.

I know, 63 sounds really old for the father of a 17 year old, it is actually. I used to think that my father's age was his worst vice. I now know and have known for a few years that his age and experience was his biggest asset.

### Commentary

My father was a brilliant man. He got straight A's in high school, and at 18 he fought in World War II for four years. After being awarded a Purple Heart for being shot, he returned home and attended the University of New Mexico where he played both football and baseball, in which he was a captain. Again, he won straight A's while majoring in Business.

I don't mean to ramble on about my father, but believe it or not, until a few years ago I wasn't even aware of most of his great accomplishments. The only thing that came to my selfish mind was

this is the guy who won't let me date until I'm 16, wear make-up or mini-skirts. He was just that old-fashioned man who did not understand. In actuality, he understood more than I'll ever know.

He gave endless bits of advice. Things like "See the world and do it 1st class", and "A man is only as good as his last day of work" still stick in my mind. For the most part, he practiced what he preached. My family traveled a lot, and my father worked up until two weeks before his death.

As I sit in my classes, I hear kids talk about their parents as if they didn't care! Like their parents don't know what they're doing! Do you think just because your parents don't let you stay out until 3 a.m. or wear exactly what you want, that they are nuts? Well, you're the ones who are wrong.

It's typical for teens to have this "I'm right, you're wrong" attitude about parents, but it's a shame that it is. My only hope is that teens will, quite frankly, pull their noses out of the air and quit being so selfish and self-centered. Let your parent's age and experience work for you, not against you. You're not always right, a lot of times they are, and we all need to understand that.

Try to, before it's too late. You might not have the chance.



In Memory of  
**Jim Nusbaum**  
May 7, 1925  
November 28, 1988





# Talkative teen muzzled by surgery

Nicole Szymanski  
Staff Reporter

When she first told me she was having surgery, I didn't think it was any big deal.

I'm speaking of my best friend, Kathi St. Germain. She's short, blond, enthusiastic and always talking. This changed for seven weeks.

Near the end of eighth grade she told me she would need surgery on her jaw the next summer.

"Doctors said I would have problems with my jaw when I got older. They said I'd have problems eating and swallowing if I didn't have it done," said Kathi.

Soon it was July 1st, the day of the surgery.

"I was really nervous and I wasn't sure I'd make it through the anesthetic because they had to give me a lot. I was so afraid of how I'd feel and what I'd look like afterwards," Kathi said.

Sandy St. Germain, her mother, was also nervous about the same thing.

"I was very nervous because it's such a long and grueling procedure," said Kim St. Germain, her eldest sister.

Kathi explained the procedure, "They broke the jaw-bone and then took a bone out of my hip and reconstructed it into my jaw. Then my jaw had to be wired because I couldn't move my mouth at all so that it would heal properly."

The surgery took seven and a half hours. Her mother said it was very hard sitting there just waiting and waiting, wondering if everything was going O.K.

"Especially that last hour since it was only supposed to be a six hour surgery," she said.

It was harder than her doctor had predicted. He said her bones were difficult to work with because they were abnormal and complex.

She was in intensive care until the fourth of July and only family was allowed to see her.

"After the surgery when I went into see her, her chest was going up and down, almost pounding because they had taken the oxygen off too soon. That's what really scared me. I must have turned green," said her mother.

Kathi said when she woke up, she seriously thought she was dying.

"I couldn't breathe. I was confused and finally lifted my arm; a nurse finally noticed but then took what seemed like years to help me. Then they suctioned because my nose was clogged. It felt like they were sucking my guts out."

When she went in, Kim said she about lost it because Kathi was so swollen. She also had tubes going in and out of her nose and crusty medication all

withered! Her face was shiny and swollen. She had on a mask that kept misting water in her mouth and she had an IV in her arm. She looked like she had lost a great deal of weight, exhausted and in pain. She could not talk because of the

list.

Kathi is a constant talker. She said herself that it is rare for her to be quiet.

"It was frustrating because if you'd ask her a question, she'd try to answer, but you couldn't understand her," said Kim.



Kathi, above is shown hours after her operation in the intensive care unit at a local hospital.

wires, and she was almost too weak to write. She mostly shook and nodded her head. She seemed like a totally different

Kathi was very self-conscious. She figures if you don't like something about her, that's your problem, but she was

*"I think I'm more sure of myself now, and don't care what other people think."*

Kathi St. Germain

person. I was used to constant smiling, talking, and spirit.

"I hated it (the hospital) because it was boring and it was Fourth of July and I had to watch the marching band that I'm in on T.V., while I lay there. It made me wish I could just get up and move. I kept staring at the clock."

She finally left the hospital on the seventh of July. She couldn't walk without help and couldn't talk. Her face was still very swollen and she didn't look any better than she did in the hospital.

She could only eat through a straw for seven weeks because she had wires in the bone in her jaw. She also had plastic pieces and other contraptions in her mouth. There was a tiny opening for liquids, so small that if soup wasn't blended enough, the tiniest sliver would block up her throat.

"My mom tried to blend up every-

very emotional.

"Once when we went shopping, she came home and started crying because she thought everyone was staring at her,"

said Kristen.

Kathi said she's not embarrassed to talk about it, but she was self-conscious at the time. "I thought everyone was looking at me, I didn't even want to look in the mirror because I knew I probably looked like a big, stretched-out tomato."

Finally it was August and Kathi announced the wires would be off in a couple of weeks. I called her house one day, to ask her mother if Kathi could spend the night, and Kim said they'd call back later.

Six minutes later the phone rang. There was a "Hi, Nicole?"

I screamed! It was Kathi. She had just gotten the wires off and was surprising me.

She came over and we talked all night.

Everyone got a little something from Kathi's experience, although she learned the most.

"I think I'm more sure of myself now, and don't care what other people think," she said.

But maybe even more important, she learned how lucky she is.

"I learned what it was like to be disabled. I felt I had aged 50 years. I thought of those who are disabled all the time and it made me glad to be alive. It also made me like myself better. I also don't like to make fun of anyone because I know what it feels like," she said.

Kim said a lot of times people get caught up in the traffic of thinking their life is terrible, but when you take a look at what other people are going through, you realize how lucky you are.

Kim also gained confidence in the competence of hospitals.

Kathi would tell someone having major surgery, "If you're getting it to look better, don't do it; but if it is something you have to do, I'd say, I lived through it!"



Kathi smiles weeks later after her surgery is complete and after just getting her braces off.

*"My mom tried to blend every thing because she figured it would taste like it does chewed up. She was wrong."*

Kathi St. Germain

over her face.

Kristen St. Germain, her twin sister, only saw her once because she hates hospitals.

Kathi had to stay two extra days in intensive care after her surgery because she didn't respond to the nurse properly and was very despondent, according to her mother.

On July 5th, I was finally allowed to visit her. She looked so frayed and

thing because she figured it would taste like it does chewed up. She was wrong," said Kathi.

"I hated eating when she was around. I felt dumb because it seemed like she was watching, wishing she could eat it," said Kristen.

She made me a list, when she couldn't eat, of everything she craved. It ranged from chicken to spaghetti to a carmello. You name it, it was probably on the



# Tough defense sets pace for boys' basketball

Hayden Fisher  
Athletics Editor

With more than half of the season over, the boys' basketball squad plans to gain momentum for the post-season by putting together a winning streak in hopes of finishing the year at the .500 mark or better.

This year's squad is being recognized for its great speed and defense. "One of the strengths this year has been our ability to pressure the opposition and cause turnovers for easy buckets," said coach Bob Berger. Berger adds that sophomore guard Andre Owens, "has given about every point guard we've played trouble coming up the floor."

Early season back-to-back victories against Washington and Marian have been keys for the year. "We got some confidence. In these two games we really played as a team. Washington was a three star opponent (city, conference, and sectional opponent)," added junior forward Jeermal Sylvester.

Setbacks for the year include the broken wrist of junior Charles Adams and frequent illnesses of other players. "I know we aren't the only team with illnesses, but we've really had a problem with getting everyone at practice. It's no one's fault. Some have just been sick," said Berger.

Team morale and effort has kept the team in contention this year. "This is really a hard working group. And another key is that as far as I can see everyone on this team likes each other. These guys all give the impression they hang out together. We always like that for the team. This isn't the case every year," added Berger.

Junior guard Rick Coddens said, "There hasn't been any problems with people getting along this year."

One of the keys of the year, along with the defense of Owens, has been the play of Sylvester. He leads the team in shooting percentage and Berger thinks getting the ball to him more often will be a key to the rest of the season due to the lack of offensive production.

Going into last weekend before the LaSalle and St. Joe games, the team stood at a record of 5-7 overall and 2-3 in the conference. Adams added, "The games with the two Michigan City teams will be keys going into sectionals. Elston's in the conference and Rogers is always good."

Most of the year the starting lineup has been as follows: Guards: Owens (5'10") and sophomore Eric Ford (6'1"). Forwards: sophomore Shawn Taylor (6'0"), Sylvester (6'4 1/2"), and senior Brian Kendall (6'4").



Sophomore Andre Owens drives to the bucket against Marian.

Chinda Inthalsany

## Girls' basketball working hard

Jennifer Dolce  
Feature Editor

The girls' varsity basketball team has accomplished much throughout the season. Their record now stands at 10-7 and 5-4 in the conference.

Gordon Polsgrove, girls' basketball coach, stated that his goals did not change, "I just really wanted to be better by sectionals, and we are."

Senior, Judy Penn commented, "My goal is to regain our unity and rebuild everyone's confidence."

Junior, Yolonda Gilliam said, "My goal, until the end of the season, is to get everyone working together on and off of the court so we can play in unison against our competition. Individually, we will build a mole hole, but together we can build a pyramid."

Polsgrove stated, "The team's attitude is good. The game that really boosted our spirits was our comeback against Adams. We were down by 13 in the third quarter and came back and won by 2."

Polsgrove mentioned that the team is shooting a lot better and there is still much teamwork.

"We are learning through our mistakes to be a better team as a whole. I think we are on an upward climb to sectionals, and when we get there, we'll be ready," said senior Amanda Crowe.

Penn commented, "Sectionals will be interesting this season. Like any tournament, many upsets could occur. Our hope is to surprise someone who is looking past us."

"I think we have the skills to win sectionals, we just need more motivation," stated junior, Melanie Carter.

Gilliam commented, "In the beginning I didn't think our team would do as well as we did. A lot of us thought this way so we worked together and it came out all right. We've been through everything together. Come sectional time, we are going to put it on the courts and win!"

Previous wins were against Marian, La Porte, Jimtown, Michigan City Elston, Washington, Adams, Plymouth, Clay, Tippecanoe Valley and Mishawaka. Losses were to Concord, St. Joe, Elkhart Central, Elkhart Memorial, Penn, Northwood and La Salle.

## Personal Profile: Craig Fox

Stephanie McKeown  
Copy/Feature Editor

Craig Fox gets up at 4:00 a.m. every morning. He doesn't do this because he has a paper route, he doesn't do it because his dog needs the exercise, he doesn't even do it because he enjoys it. He does it so that he can get to school on time.

As captain of the boys' swim team, Fox has to be in school every morning by 5:30 a.m. This might be tough for someone living in Scottsdale, but Fox lives in Bremen.

"It doesn't bother me too much. It teaches me self-discipline, which is preparation for later on in life," said Fox.

"Craig went to a small school, where all the students were from similar backgrounds. We felt that it would be a positive step towards college preparation if he went to a larger school with a greater variety of people," said Craig's mother, Cathy Fox.

Fox's decision to come to Riley means that he has to travel 15 miles each morning and still be in time for swim practice.

"Because we're in the water every morning by 6:00 a.m., it's been hard for Craig, traveling every morning, but he's never complained," said Dave Dunlap, swim coach.

"He's motivated and goal-oriented, he always strives to do better and is unhappy with failure," said Joel Sumner, senior and member of the swim team.

Before the swimming season started, Fox's job as captain was to set the tempo for the season and establish team goals. According to Dunlap, Fox has been successful in motivating the team. "He's done a very, very fine job, now it's a matter of pulling it together."

As a leader, Fox is responsible and gets things done, according to Sumner. However, he has a traditional approach and does not delegate authority, preferring to take the responsibility himself.

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## Cats number one diver makes good

**Candace Hanback**  
Staff Reporter

Scott Alan White is a junior here at Riley. He is right now standing as Riley's number one diver. Following Scott are juniors Mike Drake and Steve Berebitsky and freshman Brian Frantom.

Junior Steve Berebitsky says, "Scott may joke around at practice but when it gets down to it he is a very serious diver." Berebitsky also adds, "Scott always tries to do the best he can."

Scott started getting interested in diving the summer before his freshman year. Then he decided to try it out.

Scott says, "My goal for this year is to just dive to my potential then I should be able to achieve my personal goals."

Scott's hobbies are tennis and cycling. He plays tennis for the Riley tennis team, in which he was awarded most improved player of the year.

Senior and swimmer Craig Fox says, "Scott is a very modest person. He is really a very nice guy."

Scott belongs to a group called Friends Incorporated, a group to show new people around and just to be a friend to a total stranger. Junior Candi Collins says, "Scott is a sweet and generous person. He is really a fun guy to be around."

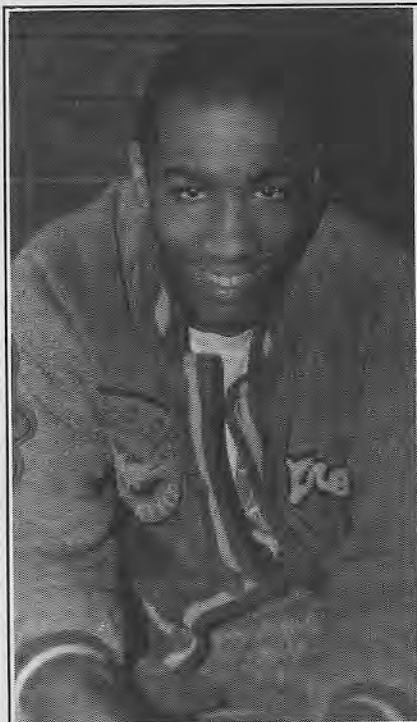
English teacher, Jeanne Renbarger says, "Scott is a very hardworking, dependable, likable student. It is a pleasure to have him in my class."

Junior and swimmer Joe Rech says, "Scott is the kind of person that would do anything for you if you asked him to. He always works hard at whatever he does."

Last year at sectionals Scott placed second overall. Scott says, "I would very much like to win sectionals, but all I can do is my best. And that is what I am going to do...my best."

Answers from pages 6 and 7:  
1.(A) 2.(D) 3.(C) 4.(B) 5.(D) 6.(C)

## The Review January Athletes of the Month



Jeermal Sylvester



Tom Franko



Clark Hoover

Boys' Basketball- **Jeermal Sylvester**-Every game Sylvester has played in this month and this year, he has scored in double figures.

Wrestling-**Tom Franko**-The 125 pound weight class wrestler has a 14-6-2 record, and came in second in the Culver Invitational

Boys' Swimming-**Clark Hoover**- The junior 150 fly swimmer has won every race he has swum in during NIC competition

To Kimberly Beth Miller

I had to sit down!

Love Kindra

Clinical tests show:

It takes 39 cheek muscles to frown, but it only takes 13 to Smile. Smiling doesn't hurt your cheek muscles, SO THERE!

Happy Birthday, Megan!



To all the cats and dogs,  
Especially Laura!

Sarah,  
Is Chris coming back?  
Just go to Marshall.

Dr. Ruth

We want three lunches back  
Fresh, Bruce rules, Oh geez  
I was cleaning the bathroom  
Paul Fox Rules, Cheezer  
Dr. Hessling (foam shirt)  
Splades (Avrett), Scratcher

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SPARK, CAPTAIN



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