

# The Review

James Whitcomb Riley H.S.

Volume 22 Number 2

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November 27, 1991

## The strike that never happened

By Krista Van Fleit  
Editor-in-Chief

Bargaining talks lasted until the wee hours of the morning on Thursday, November 7, but when the teachers went home, they had reached an agreement with the administration.

Beginning Wednesday, November 6, at 10 a.m., teachers and administrators bargained for 14 and one half hours in a session to negotiate their new contracts.

### New Contract

The teachers proposed a three percent raise in retirement pay, full payment of their insurance premiums, a reduction of the co-insurance from 90-10 to 80-20, and an upgraded longterm disability plan.

The administration proposed to eliminate corporal punishment from the contracts, to have teachers write progress reports for each student every four and one half weeks, to have teachers pay 10 percent of their family insurance premiums, and

to give teachers a two percent raise in salary.

With the new contracts, the board will pay all of the insurance premiums, teachers will receive a one percent raise in salary in 1993, and corporal punishment will be taken out of the contracts.

Dick Beeching, Uniserve Director of the National Education Association (NEA), and chairperson of the bargaining team, said that he thinks most of the teachers are satisfied with the new contracts.

Lela Roberts, business teacher and member of the NEA crisis committee, said she is satisfied with the contracts, and all the other teachers should be.

"With the state of the economy our bargaining team was able to achieve or maintain monetary items, as well as a raise," said Roberts.

Monte Sriver, superintendent, is also happy with the new contracts.

"It's a good contract, everyone can feel good that we

Strike: See Flip Side



Carol Wallace watches as Jan Carlson receives moral support before the strike vote was taken at the N.E.A. meeting, left, and Dick Beeching speaks to the school board about insurance premiums and better discipline, bottom (photos by Santiago Flores).



## Violence: Recent fights make some wonder if students are safe in Riley High School

By Stacey Verbanac  
Staff Reporter  
Erin McNulty  
Staff Reporter

Screams of shock and fear swept through the pep assembly on October 24, as individuals in the freshmen bleachers broke into a violent rage. Action was taken immediately to protect the safety of the surrounding students.

The principal, vice-principals, the security guards, and even the football team decided to intercede. They rushed through the crowd and proceeded to grab hold of the offenders.

A few students had been throwing paper airplanes at some other students. One student that was being thrown at, Jason Mazar, freshman, stood up and asked the other students why they were doing it. The students got up and spoke harshly to Mazar.

Then fists began to fly.

Once the fight was broken up the offenders were taken to the school office. The school nurse checked for injuries and then everyone was given a chance individually to explain what had happened.

Next, the individuals' parents were called and a parent conference was held to decide what would happen to the offenders. The parents of the injured had the option to file an assault charge with the prosecutor's office and the police if they wished.

The authority of the principal lies within the ability to suspend any of the students as he sees fit. Expulsion was then decided by a due process hearing that was conducted by the superintendent's office. If expelled, the student has the option to return to the previous school the following year. This is standard procedure followed by the administration when a serious outbreak of violence occurs.

George McCullough, Riley principal, believes that

expulsion is fair to offenders and that it is dealt very strictly. Anthony Byrd, Riley vice-principal, agrees with McCullough. He also believes that if expulsion does take place, "it is the worst thing that can happen to a student. Expulsion can take a student away from his daily activities and environment, which can be damaging to the student."

Mazar feels that the offenders' punishment was just. Mazar was suspended himself, for "safety reasons."

Many believe that the return of such individuals is damaging to the student body's safety.

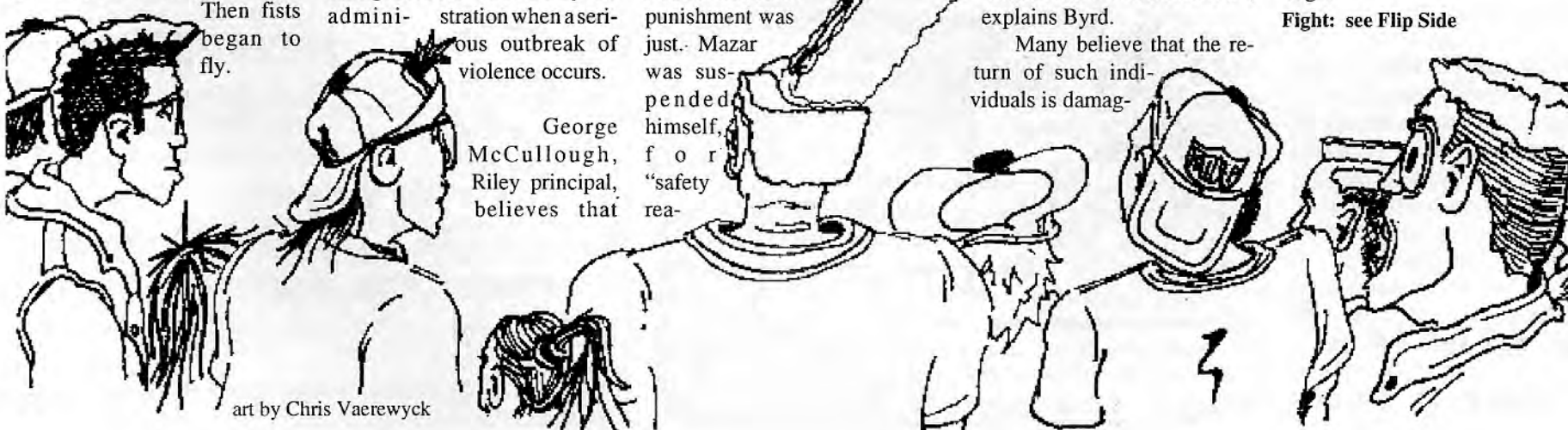
When asked what preventions were presently being taken to protect the student body's safety, Riley administrators responded that the posting of security guards, the enforcement of hall passes, asking teachers to watch halls between classes and the locking of school doors will promote safety.

John Floyd, a Riley security guard, refers to other safety measures within the school by saying that, "McCullough and I sometimes drive to the local restaurants during lunch hour to check on the kids to show them that we care. Don Wilson (Riley security guard) and I periodically check the parking lot also."

"If students are treated with a positive attitude and feel good about the way they are being treated, you'll see the amount of violence decline," said McCullough.

Fight: see Flip Side

art by Chris Vaerewyck





✓✓✓✓✓  
check it out!

✓ **ADVANCED THEATER ARTS**

A.T.A will be performing *We Pals* in December.

✓ **DEBATE:**

Dates for future debate matches will be: December 7 against Petry Memorial, and December 13-14 against Chesterton.

✓ **FRENCH CLUB**

French Club will be planning a trip to Chicago in mid-December.

✓ **FRIENDS INCORPORATED**

Friends Inc. will go to the feeder schools as a part of the D.A.R.E. program.

✓ **HOOSIER POET**

Yearbooks are on sale for \$35 in room 201. Name stamping on the front cover will cost \$3.

✓ **JUNIOR CLASS**

Every Friday doughnuts are for sale in the cafeteria. They cost 50 cents each.

✓ **LATIN CLUB**

Sign up to work on the Christmas Seal tree with Jim Stebbins or Ephie Gevas.

✓ **PEP CLUB**

The cheerleaders have started a pep club. All students are encouraged to join. They are selling tee-shirts and hand clappers for \$10.

✓ **SPANISH CLUB**

On December 18 the Spanish classes will be taking a field trip to Penn High School to see the *Barber of Seville*. The cost for club members is \$8 for non-members it is \$8.25.

✓ **STUDENT COUNCIL**

Students should keep bringing in receipts from Martins and Krogers. The goal is \$200,000 for each.

✓ **T.R.E.E.S.**

T.R.E.E.S. is constantly recycling aluminum and will start to recycle notebook paper in the classrooms. They will be discussing the adopt-a-highway program, and signing up for the Christmas Seal Tree.

✓ **RILEY REVIEW**

Join the team! Take journalism next year! Keep bringing in receipts for the Mystery Shopper program.

✓✓✓✓✓  
check it out!

# Future of Riley is undecided

By Tom Wilson  
Staff Reporter

"Riley desperately needs some physical attention," said superintendent Monte Sriver.

Riley High is grossly insufficient from both the working and living point of view, and from state and code guidelines, said renovation committee member John Wibbens, also biology teacher at Riley.

The decision of Riley's future will be known by early spring.

Riley High was built 67 years ago, in 1924, as a South Side Elementary School. Four additions have been made since then, which include a science and math wing, swimming pool, and gym.

"The school doesn't meet any regulations: size, handicap accessibility, heating, ventilation, electrical, or plumbing. Everything is way out of date, said Wibbens.

## Necessities

A "wish list" of "must haves" for Riley, at the present time, include an adequate gymnasium, auditorium, cafeteria, bookstore, science laboratories, student service facility, space for a fine arts department, updated vocational technology program, basic space for classes, and basic technology for classes, such as VCR monitors, and telephones.

One decision for the future plans of Riley could be to remodel. The main consensus of a fall board meeting in which the Riley community met was to renovate, rather than rebuild or move to Jackson.

"Let's not wreck Riley...renovate correctly...and let's keep Riley where it belongs,

right here," said Bobby Rivers, radio personality and father of junior, Tracy Feldman, at a fall board meeting.

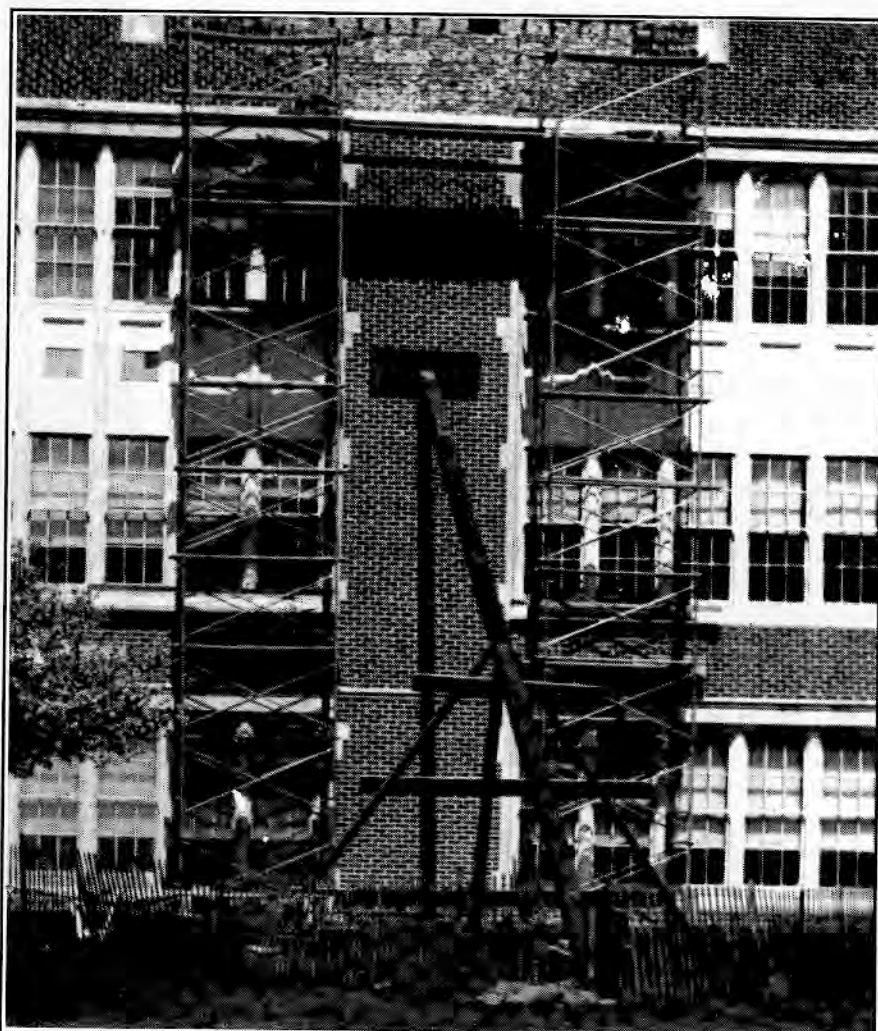
Without additional land acquisition, there is no room for expansion. If remodeling is elected, the use of all available space, including cafeteria and band room, is crucial. An estimated cost to remodel is 38 million dollars, according to George McCullough, principal at Riley.

Another option that the board has is to move Riley to Jackson Middle School.

"To operate Riley in the present Jackson facility would be impossible. There are no science labs, and Riley's student body is larger than the original capacity that Jackson was designed for," said Wibbens.

Although Jackson is younger than Riley, it is totally inadequate and would have to be remodeled as well, he said.

At a fall board meeting David Stout, Riley patron, said he wants Jackson to be expanded and established as a high school at the south end of town.



Riley has undergone numerous constructions in the past years. File photo shows bricks crumbling off the structure in 1989.

Riley could also be rebuilt. Per square foot cost to build a new structure versus remodeling would be virtually the same.

"The only wise choice is to build a new structure," Wibbens said.

## Many Options

"This board has got to make a tough decision, but I hope they make a decision in the best interest of the Riley district because we need it and we need it now," said Kathleen Szymanski, parent of Stephanie Szymanski, sophomore, and member of the

Parent Communications Network.

"One of the things about Riley is that it has a positive personality. This is a good place to be whether you are a student or faculty member. If you went to any other surrounding high school, you would not find the same positive personality that we have here," said Wibbens.

McCullough said, "No matter what the decision is, Riley will only gain school spirit and pride and continue to grow and be number one."

## Will Riley achieve landmark status?

By Matt Hoff  
Photographer

History is crumbling.

Many historic buildings in the Michiana area are being left to ruin or simply torn down. While not necessarily condemned or obsolete, they are being leveled for one reason or another, such as neglect.

They are some of the only remnants of an age gone by, remnants which, after their passing, will never be recovered.

To cite an example, the fate of Riley is up in the air. Monte Sriver, school superintendent, said that as far as he is concerned there is no plan to tear down Riley or any other historic school.

"I can say pretty clearly our intention is not to wreck old schools. New is not always better than old," Sriver said.

However, due to maintenance costs and structural flaws, the possibilities of tearing down Riley and building another school, or the complete remodeling of Riley, are still being con-

sidered.

To avoid Riley's destruction, the Historic Preservation Commission wants Riley and several elementary schools, including Riley feeder school Monroe, designated as historical landmarks.

"I can't speak for the other members of the commission at this time, but from what little I know now, Riley could be designated as a landmark," Fred Holecross, director of commission said.

If Riley is designated as a

landmark, the commission would have control over the maintenance of Riley's exterior, as well as of its landscaping, but not over internal structures or appearance. Additionally, Riley's grounds would have to be well groomed and kept free from litter.

When asked why the public generally resists the preservation of historic buildings, Barbara Steele, executive director of Southold Restorations, Inc., said that it is because the public has not been educated about the his-

History: see Flip Side

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# Weighted grades may raise G.P.A.'s

By Lindsey Cohn  
Staff Reporter

"I got a B in calculus, while Rachael got an A in home economics. Everyone knows calculus is harder than home economics, so my B ought to count more than her A. Everyone knows I'm smarter than Rachael is." -from "Are Some Grades Worth More Than Others?" an article by Robert Penn, Department of English at Indiana State University, in *Speaking Out*, a monthly column which publishes brief, provocative articles on education trends, philosophies and problems.

Should the grades of students who take harder and accelerated classes have their grades be worth more than grades in regular classes?

The controversial issue of weighted grades (having a grade in an accelerated class be worth more than the same grade in a regular class) has been debated since the early 1970's in the South Bend area.

Recently, the high school grading committee (made up of a combination of about 50 teachers, administrators, parents, and counselors from the five South Bend Community Schools) sent out a survey to the teachers asking how they felt about weighted grades, weighted rank (a student in an accelerated class would be put higher in class rank than a student in a regular class), the twelve point scale, and the four point scale.

"Those that are taking more difficult courses should be rewarded," said a surveyed teacher in favor of weighted grades.

On the other hand, a surveyed teacher against the idea of weighted grades said, "It's unfair to students in courses not designated honors or advanced placement."

## Other Programs

St. Joseph's High School, in South Bend, has had weighted grades for the past 20 years. According to John Wojtowicz, director of guidance and registrar at St. Joseph's, most of the students like having weighted grades.

Emily Milligan, a freshman at St. Joseph's, said, "I like it. It makes the grades higher and it raises your grade point average a lot."

All of the honors and advanced placement classes at

St. Joseph's are weighted. While an A in a regular class is worth four points, an A in an honors or advanced placement class is worth five points.

The lower the grade in an advanced placement class, the less the difference in weight. For example, a B is worth 3.75 points in a weighted class compared to 3.0 in a regular class and a C is worth 2.5 points in a weighted class compared to 2.0 in a regular class.

Wojtowicz thinks that if a student gets a B, C, D, or F in an A.P. class, then the grade should be more equivalent in weight to that of a regular class grade.

## Valedictorians

One of the only disadvantages of St. Joseph's system is that there are some students that end up with an average above 4.0. There have even been times when a student with an average above 4.0 was ranked twelfth in the class.

But with the weighted grades, they have no problems deciding which student is the valedictorian, said Wojtowicz.

In order to determine who the valedictorian is, the final grades are averaged, and the student with the highest grade point average is ranked number one. There have never been two students with the same grade point average that qualified for valedictorian, he said.

An important aspect of this issue is the fairness of weighted grades and weighted rank. Erika Horn, a freshman at Riley who does not favor weighted grades, feels that the people who choose

to take accelerated classes should be able to keep their grades up just as well as the people in regular classes. Therefore, she sees no reason to provide them with a special advantage.

Junior, Kathy VanDusen, thinks weighted grades is a fair idea and asked, "Why should you take harder classes with a harder grading scale if you're not going to get any more credit?"

Although students in accelerated classes are aware of the challenge posed by an AP class, 27 out of 34 surveyed students said that they would not go to an easier class for a better grade. Four said they would drop down, and two were not sure.

Heather Kapson, sophomore, said, "I'd be cheating myself out in the long run."

Joyce Garretson, English teacher at Riley, feels that they (weighted grades) would work to the advantage of the high-achieving students, and the students that avoid taking harder classes in order to get an "easy A" would not receive as much credit.

If weighted grades are put into effect at Riley, there might be students who will be more willing to move up to advanced

placement and honors classes.

Charlotte Totten, math teacher at Riley, said, "I think it should be teacher recommendations that get you into the A.P. and honors classes."

In order to place students into classes that match their abilities, scheduling would have to be done with both students and teachers involved.

A third side to the issue is having less emphasis put on

the actual grades and have more emphasis put on learning, according to Dennis Kielton, head guidance counselor at Riley, who also does not favor the idea of weighted grades.

According to Totten, "Grades are some sort of accounting procedure, but wouldn't it be wonderful if everyone just came to school to learn to the best of their ability and share the knowledge that they have learned with other people?"

Currently, the idea of weighted grades is "strictly in topic," according to Karen Robinson, vice-principal at Riley, and member of the grading committee.

Michael Harding, director of secondary education, and head of the grading committee, said that even if the motion were approved and passed, it wouldn't be in effect until the next school

year, at least. Before that, the grading committee would have to present the idea to the superintendent. If he supported it, the motion would then move on to the school board, where it would also have to be supported in order to pass.

According to Harding, the main reason to support weighted grades is because students that take academically challenging classes should be rewarded. The drawback to that would be that if one level of students is raised, then another level of students is lowered, and this doesn't go along with the philosophy of the school, he said.

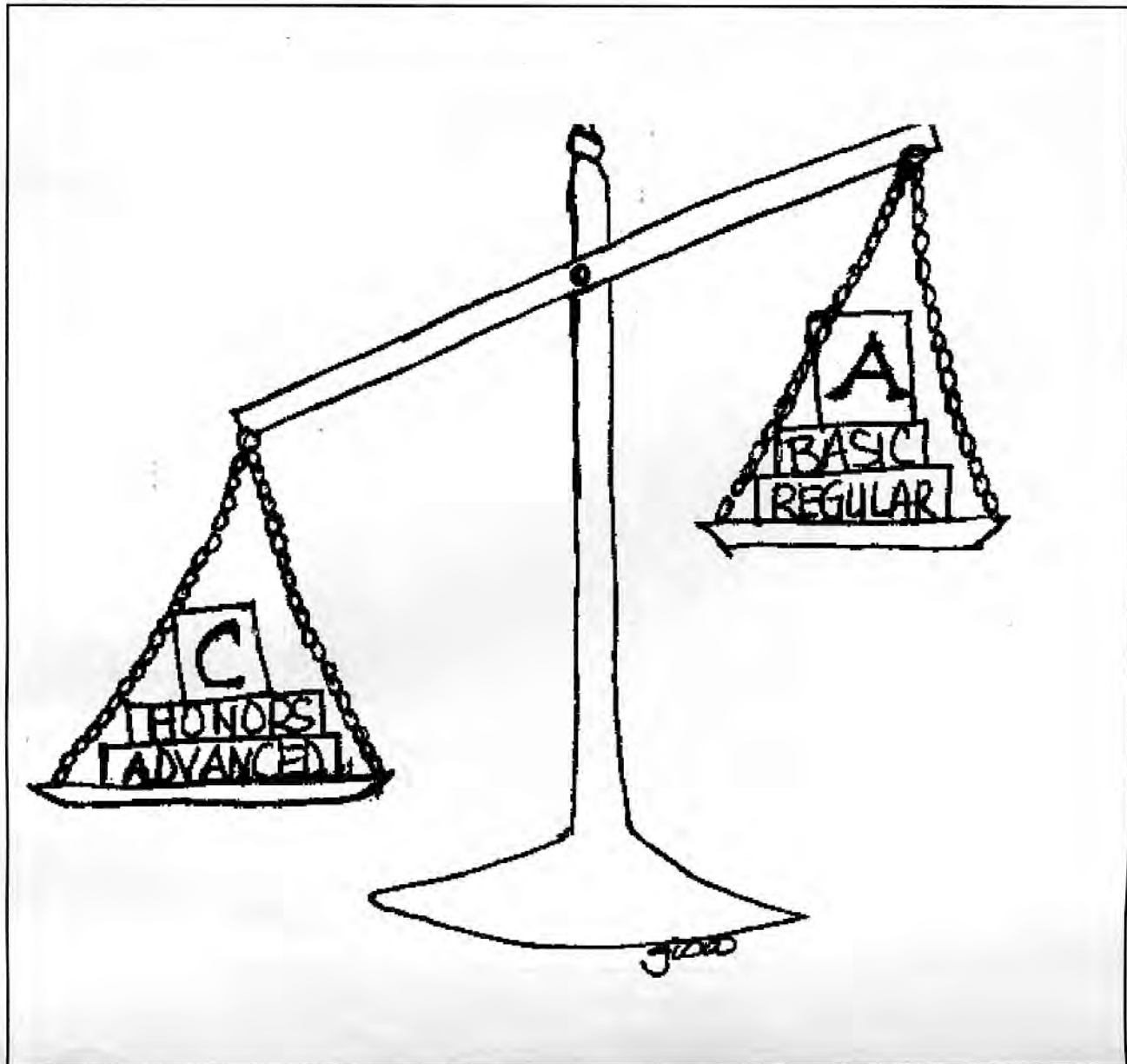
## College

Colleges also look at weighted grades. According to Kielton, schools like to see honors and advanced placement classes on the transcript opposed to all regular classes and straight A's.

According to Wojtowicz, with weighted grades, colleges see the kind of classes the student is taking, and if the student did well in school, then he/she would be ranked higher, which also looks good on a transcript.

If you would like to give your opinion on whether Riley should have weighted grades or not, write a letter to Michael Harding or the Parent Communication Network, and send it to principal George McCullough.

One thing to keep in mind according to Totten is, "Do kids learn because of grades, or do they learn for the sake of increasing their knowledge in the subject?"



“Those that are taking more difficult courses should be rewarded.”  
—Surveyed Teacher

“Grades are some sort of accounting procedure, but wouldn't it be wonderful if everyone just came to school to learn to the best of their ability and share the knowledge that they have learned with other people?”

—Charlotte Totten



## My View



### McCullough demonstrates leadership

By Tim Firestone  
Senior Staff Reporter

One of the qualifications of being a good administrator is handling difficult situations quickly and effectively.

George McCullough showed his ability to be a successful leader at the pep assembly on October 24. A fight started when boys in the freshmen section started throwing spit wads at another boy. The kid got mad and stood up and the next thing you know, it seemed as if twenty kids were on top of this one kid.

McCullough acted quickly and effectively in a crucial situation. There could have very easily been a big mess. I don't think we realize the chaotic events that could have occurred. The whole place could have gone up in pandemonium. Innocent people could have been hurt. There could have been a total riot.

I would like to commend McCullough and the security guards (John Floyd and Don Wilson) for handling the incident with quick and effective procedures. They quickly found the people involved and escorted them out of school.

The way McCullough handled the incident showed that he can be a great leader in a crisis.

He handled the incident by sitting everyone down and getting everyone very quiet. He then proceeded to give us a very emotional speech.

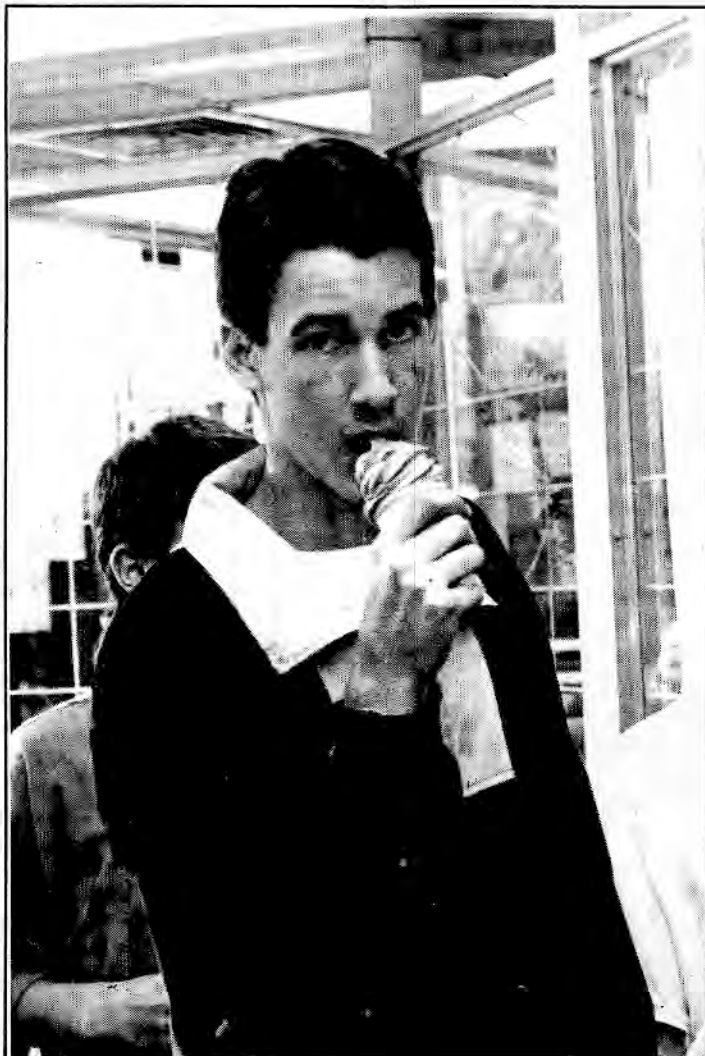
When he first sat us down I thought we were in for a big butt chewing on how to act in a pep assembly. Instead, he condemned the guilty and praised the innocent. It really gave us a real emotional lift.

"Those kids involved will never return to Riley High School," said McCullough. So far his words have stuck.

McCullough also said that a couple of bad kids should not spoil something good that a lot of people have worked hard to build up.

McCullough's heroics went over well with the kids and got many cheers from the faculty. It just goes to show how important a leader is to a group. His actions reunited the school body after there was a feeling of division.

Every student at Riley should be appreciative that we have a leader of this caliber. I know I'm proud to be a student at the best high school in South Bend: James Whitcomb Riley.



I got some ice cream and you ain't got no ice cream. Chad Pinne, freshman, counts how many licks to the bottom of the cone (photo by Keith Flatt).



Can you believe one fourth of the year is over already? Seniors only have 27 more weeks until they are outta here. Freshmen, you only have 256 weeks left until you graduate. Hang in there!!!

It's that time of the year again. Chilly winds, leaf piles to drive through, and heaps of snow. It's too cold to hit the beach and you have lost your tan (unless you choose to fake and bake).

Go ahead and trade in your shorts and tank tops for long underwear, snowsuits, and gloves. It's a comfortable 20 degrees below zero in Riley, and that makes typing really fun. Throughout the school you hear "achoo" and "bless you". Be ready for the sniffles by stocking your locker with boxes of Kleenex.

Fall sports just came to an end. We are proud of all your accomplishments, athletes. An especially good job to the volleyball, football, and girls' swim teams.

I can smell the turkey already. There is just too much food to choose from. Plan on eating leftovers for about a month after Thanksgiving. By that time, you yourself are a stuffed turkey. Gobble gobble, go on a diet!

Have a great Thanksgiving and a Happy Chanakkah!!!

## UPS-N-DOWNS

- Thumbs up**
- to those who made honor roll or even high honor roll.
  - to those who took the initiative to handle the fight during the pep assembly.
  - to teachers standing up for their rights and to the students who supported them.
  - to the Multicultural Society for organizing our very first MORP dance.
  - to those die hard fans who attended the outdoor sporting events despite the cold weather.
  - to the administration for compromising with the teachers.
  - to all the sports' teams who finished their season respectfully and good luck to all upcoming athletic teams.

## Teachers: Efforts in need of more support

### On Second Thought



By Dawn Horvath  
Viewpoints Editor

The teacher strike situation separated the students into two groups. One consisted of concerned and supportive students. The other was made up of those who supported the strike due to selfish motives.

Student support was greatly appreciated during the anxious time of strike talk. Keith Flatt, tri-Editor-in-Chief of the Review, took the initiative to make and hand out red ribbons. Others expressed concern through discussing the issues and questioning teachers about the process.

The teachers had you in mind when they chose to be in opposition with administrators. Many of the items in the contract directly affect the students. Decisions on class size, discipline, and extracurricular positions have been negotiated in the teachers' contract, and these decisions have a great impact on us. The teachers were also thinking about the future of education. They

wanted to secure their well being which encourages others to join the profession of teaching. The issue was not a matter of money or benefits, but a matter of principle. Why should they give up what they worked so hard to gain?

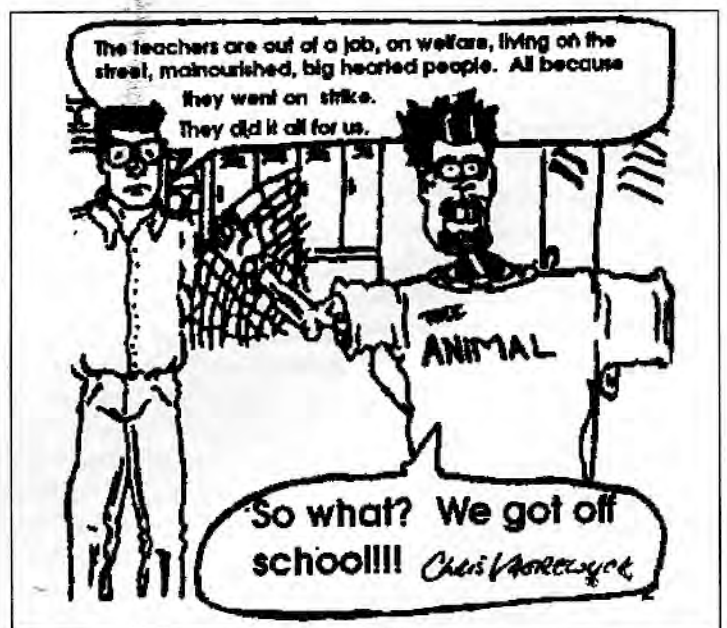
The teachers put themselves in a risky situation. They were willing to lose pay for each day of the strike which could have been devastating financially to their families. They faced the possibility of losing their job or retaliation. They were willing to give up a lot for you.

A large number of students wanted a strike so they could have a day off of school. In what way would these students benefit if the strike lasted days or even months? The holiday from class would only be temporary. They probably would not have liked it too much when school days would have been made up at the end of the year.

Another potential consequence of the averted strike would have been bad feelings lingering among teachers which may have ended up crippling the overall school morale.

Clearly, a strike was a "last resort" for all involved. As students, we are in debt to the teachers for taking a stand. Think of it this way, there would be no future if we were without teachers.

The teachers needed our support, but for the right reasons. If teachers were willing to take a stand to better our schools, we owe it to them to stand with them.





# Survey Says...

## 85 percent of Riley students cheat

By Kathy Vandusen  
Viewpoints Editor  
Dawn Horvath  
Viewpoints Editor

You're in calculus class and have forgotten that you have a test today. You're totally unprepared. You look to your right and "Mr. Mathematician" just happens to be sitting next to you. Do you cheat or fail the test? If you chose to pass the test illegitimately you are not alone. Eighty-five percent of students surveyed\* said they have cheated.

"Most everybody has probably cheated at least once in their life," said John Courtney, Psy.D., 502 Park Place Court, Suite 300, Mishawaka.

Many students are pressured to excel in classes. There is a high level of competition to receive the best grades. For those applying to college, high grade point averages can be important.

Courtney said he thinks students cheat because of the sheer fear of not wanting to get bad grades. They're afraid of the impact of getting bad grades and facing parents and friends, he said.

"I cheated to get a better grade or a chance at one," said Annisa Fritz, junior.

One cheater, who wishes to remain anonymous asked, "How do you think I got into Advanced Placement classes?"

Laziness or lack of time can push you to peek at someone's paper. "I cheated since it was easier than studying,"

Another reason for cheating may be the human characteristic of wanting to do wrong. One student said the devil made him do it.

When students were asked if they had ever cheated, they replied "of course," "many times," "always," and "yea, are you kidding?" They answered like it was the most irrelevant question imaginable.



Cheating is so accepted, that it is almost not considered wrong. Students don't seem to feel guilty when sharing answers since it is so common.

Some students feel it's a necessity to cheat and some people don't even feel guilty, said Courtney.

Getting answers in not a difficult task to undertake. You do not get much opposition from fellow classmates when you "sneak a peek."

Your teachers may be in different situation altogether. "When I have caught students cheating in the past I've taken their papers and torn them up," said Robert Taylor, history teacher.

The difficulty of cheating depends on the class, said 62 percent of students surveyed\* and a mere two percent say it's diffi-

cult in general. Most will agree it is not hard to do at all.

In cases of cheating usually one of the two parties involved is taken advantage of. Every one wants the smartest lab partner so they can have all of their work done correctly. In these cases, some are unjustly taken advantage of.

Cheating on homework is thought of differently than cheating on tests. Most of the time homework is worth less credit and is less supervised.

There is a minority who refuse to cheat because of high morals and values. Some feel it harms them more than it benefits. A few students said they didn't cheat because they feel they would get caught.

Some people feel it's O.K. to cheat and some feel it is wrong.

"I don't cheat because I'd probably get caught. I like to just do my best," said Renee Hegg, junior.

Matt Andrysiak, senior said, "In the past, I have determined that honesty is the best policy."

Courtney said the number of people that cheat is about the same as it's always been.

If students would do their work and study for tests we wouldn't have the problem of cheating. Remember, the "A" you work hard for and earn yourself means a lot more than the one you steal from someone else.

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\*Information for this article is based upon surveys taken of 157 students chosen randomly.



## What do you do to impress someone?



"I dress nice, shower, and smile."  
**Barbara Battani**  
freshman

"I'd start dancing and I'd show her my chest."  
**Brandon Bauschke**  
freshman



"I would try and act real intelligent."  
**Angie Frick**  
sophomore

"I'd say 'Heey!' Wave at her, talk to her, and tell her she ain't too bad."

**Fanta Godwin**  
sophomore



"I'd stare at him real hard and walk with a long sexy twist."

**LaRae Hardin**  
junior

"I would be open, keep eye contact, and have a good appearance."

**Brian Richmond**  
junior



"I don't have to impress them. All I have to do is talk to them."

**Tonya Franklin**  
senior

"I would try to be friends first because you can't have a relationship without that."

**Terrance Bradford**  
senior



## We can change the future of the world by working together

### The Voice

By Trisha Vaughn  
Senior Staff Reporter

We were born in the seventies, and raised in the eighties, and are now becoming adults in the nineties. We were born in a time of changing values, with Watergate, the end of Vietnam, and the beginning of disco, we now cannot seem to find our place.

What do we stand for as a generation? We have become a society of convenience. If it's not fast, hot, or convenient it's not accepted. Things are not built to last, but to be torn down and moved. Our adult examples have landed us in a recession: over piled landfills, a sky-rocketing national debt, and the corruption of moral values.



We will be known as the clean up generation. We will inherit the problems of our parents' carelessness. Why weren't the ramifications of what they were doing noticed earlier?

It is time to get up and shatter the apathetic mindset of adults. We are the hope for tomorrow's future. Each and every one of us has the potential to make a difference, but you have to be willing. Looking at our generation as a whole, we need to take a

stand in what we believe in.

Information is the best weapon for any defense. No one can have too much education.

We deserve more, we should demand more. Too many times we're passed off because we're young, or we're told we're not old enough, or we're censored because adults think our ideas are inappropriate. Stop being passive! Make the difference!

Stick to your convictions, and never give up. Make it a goal to be remembered for something great. Help rather than hurt, uplift instead of put down. We share the same planet, and it is high time we started to respect it and each other. Let us be the leaders into the future.

Follow through with your hearts' desires and never give up. We are the hope and the future of the world, make the difference!

1. Write to your legislators.
2. Volunteer to help at a homeless shelter.
3. Donate to a good cause.
4. Begin recycling at home.
5. Become a "Big Brother" or "Big Sister."
6. Take in an animal from the pet refuge.

7. Write a letter to the editor.
8. Take time to visit an elderly friend in a nursing home.
9. Organize a neighborhood clean-up.
10. Pass on a positive thought.
11. Be a candy striper at the hospital.
12. Donate blood.





# MONEY MONEY MONEY

How crucial is it?

## Work:

## It pays the price of looking good

By **Yakini Foster**  
Senior Staff Reporter

There are millions of teens that hold part time jobs to support their extravagant, materialistic, and expensive taste according to the article, "Fashion Fair Celebrates 33rd Anniversary," published in the April 1991 issue of *Ebony*.

Many students say they work to have money when they need it, and that most of their earnings are spent on clothes as well as other necessities.

"I've been working since I was 15 and the sole purpose for me of getting a job is to finance my extra necessities like clothes and stuff. You have to pay the cost if you want to look good, and these days nothing with style is cheap," said senior, Emma Smallwood.

Senior, Monica Rodri-

quez said, "Since I have been working at a popular clothing store (*Rave*) I have become more fashion conscious and I do find myself spending a lot of money on clothes."

"The more expensive the better the quality, and that's why I spend my hard earned dividends on name brand items," said senior, Tyreese Guiden.

Teens not only benefit from being employed, but they also have to sacrifice a lot as well.

Having a job isn't always easy. "Since I have been working I haven't had a chance to participate in any extra curricular activities," commented junior, Corey Mc Kinney.

Senior, Maurice Reeves said, "As a third assistant manager at *Sam Goody's* record store I sometime find myself caught up in the pressures of responsibility which can be pretty stress-

ful."

CO-OP (Cooperative Office Education) teacher, James Fenters said, "The main sacrifice that students make when holding a job is falling behind in school work. Students that are also workers need to utilize their time wisely, and that is where self discipline comes in as a factor."

Teens are a growing part of the work force today.

Fenters said that he feels there're a few good reasons why students work. The first is because the majority of teenage workers are from single parent households and need to work for financial purposes.

Secondly, some students who work are probably forced to, because their parents won't give them money.

Third, some parents believe working teaches responsibility. So they encourage their

sons and daughters to work.

Finally, he thinks some students want the responsibility of earning their own money which gives them a sense of dignity.

Smallwood commented that she has a lot to show for her long hours of work by just looking into her closet. She feels that since she has worked for everything she's bought herself, she is a lot more appreciative of it.

"I feel teens often work not because they need the money for necessities, but because their desire for fashion forces them to," said senior, Angeilca Terry.

"I work all during the summer, but because I play basketball during the fall I can't find a job to work around my schedule. I don't have extra money to spend during that time," said Deangelo Purnell.

## Are brand name clothes over-rated

By **Stephanie Tezich**  
Feature Editor

Today it is not usually uncommon to walk into a store and hear teenagers begging their parents to buy them designer clothes.

Jennifer Dundurand, a sales clerk in the juniors department of Hudson's department store, says that the most popular items in the store are those labeled *Guess* and *Esprit*.

This makes some people wonder if brand name clothes are over-rated by teens.

Katherine Hosler, a thera-

pist at Oaklawn hospital, says that in general this behavior isn't harmful.

She said that teens' desire to be stylish is usually a part of the time in a person's life when they are searching for their personal identification. She added that wearing brand name clothes can sometimes help students feel as if they fit in.

Trudy McManama, psychologist and former school board member agrees, and commented that children, especially in high school are learning by trial and error.

"Anything to an extreme is not a sign of good mental health," said McManama. But there is

an appropriate behavior for certain ages. I would really worry about a one year old who thought she had to have brand name clothes," she said.

Many times wanting to be like others can have something to do with wanting name brand clothes, said Hosler. She also gave an example of people buying shoes that Michael Jordan wears hoping to perform more like Michael Jordan.

The clothes that stores carry might also play a large role in what people are going to buy.

"I've had clerks tell me what to buy and what was in style," said Amanda Abigt, junior.

Dandurand said that the stores like their employees to push certain items, but she really doesn't feel comfortable doing that.

Some people believe that teens buy name brand clothes solely because of their designer label.

Kelly Stoner, sophomore, believes that it is dumb for people to buy things because they have a designer label; especially when people buy the ugliest things, and only because of the name.

Danielle Hawkins, junior, agrees, "Some people think that they will look better if they wear something that costs more."

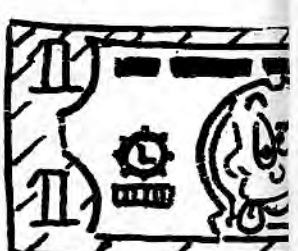
The price may or may not

make a difference in clothes that some-

Dandurand says people don't care. It really depends on "Kids with their parents' cards don't necessarily prices," explained

Jon Adams. "I don't usually buy clothes because then I am willing to spend."

Raquel Tate says most she would pay for jeans was \$70. A long sleeve cotton shirt in price between non-brand name costs between \$15-







## Times Change

By Lisa Wojciechowski  
Feature Editor

Picture it, a Friday night filled with numerous activities. You go to ask your parents for \$20 and they ask you why you need so much money. You proceed to explain the cost of your activities and they belt out, "Boy things sure have changed since I was a teenager." That horrible cliché rings in your ears but you know that what they're saying is filled with truth. Things definitely have changed since they were teenagers.

The price of being a teen is not a cheap one. Between entertainment, food and clothing money doesn't last long in your pocket. Teenage expenses can add up to a large sum of money. Weekly costs alone can leave little money for the weekends.

According to senior, Krissy Kryder her expenses add up. She spends \$4 a week on lunch, \$5 a week on gas if she uses her parents' car, \$25 on either a shirt or pants, \$6 to \$7 on hairspray and shampoo, and about \$10 a month on contact lens cleaners. The simplest of things can cost lots of money.

Since money is in such demand saving it is hard to do. There are some people though who try to save money as often as they can.

Senior Tony Nowak said, "I try to watch my money but often times I find myself watching it go out of my wallet."

"I try to set aside a certain amount of money each pay day and save the rest," said senior Tammie Shelton.

Senior, Karen Wisniewski, has a little philoso-

phy about watching money. If she spends more money one day, then she tries to spend less the next day.

Saving money is difficult when the weekend comes. A typical Friday night is not cheap; it can be very costly. Senior, Aaron Fairchild goes out with his friends sometimes on weekends to see a movie and spends \$10 to \$15.

"For me, a typical Friday night is spent dancing. It costs \$5 to get in and extra money for drinks. Occasionally, I'll go to a party (that's cheap), and every now and then my friends and I hit the diners such as Azar's or Denny's. That usually runs low-75 cents to \$5. If there's an interesting play in the area (we usually go on Saturdays), it runs \$8 to \$10 plus dinner costs afterwards," said junior, Giao Duong.

Trying to pay for all these things takes money. Money is not that easy to come by when you're a teenager. Some people have jobs and some do not.

"I have a job but only for the Christmas season," said senior Angie Bassett.

Junior, Adam Hostawser, does odd jobs to earn money.

"I don't have a job at the present time other than babysitting because according to my parents, school is my job," said senior, Jessica Ross.

Teenage life can be expensive. Parents are right, things have changed since they were teenagers, and they will continue to keep changing. Prices will always be going up. The best thing to do is to regulate your expenses as much as possible.

## ed by teens?

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Some feel that whether or not a lot of money is spent depends greatly on the places people choose to shop.

Aletha Cosey, junior said, "Some of the clothes today are too expensive but it really depends on where you shop."

Name brands are more expensive than non-brand names in almost all cases. This is usually when teens start thinking about the quality of the clothes they buy.

Dandurand explained that some of the brand name clothes are of good quality and some of bad. No matter what, the items will usually sell because of the label.

A variety of people have different reasons for why they buy name brand clothes and why they do not.

"I just don't buy name brand clothes because of the name. I will pay more for quality," said Stoner.

Trisha Rzeszewski, junior, said that her *Guess* jeans are the first to rip. She feels that they will still sell because of their designer label.

Some wonder about the long range effects of feeling a need to buy designer clothes.

The real problem, however, according to Hosler, is pressure on parents who can't afford to purchase name brand clothes.





# Editorial

## Compromise reached before strike put into effect

Teachers in the South Bend Community School Corporation (SBCSC) recently threatened to go on strike. By threatening to miss school, they taught students a very important lesson: a person must stand up for what they believe in.

The teachers asked for a three percent raise in retirement pay and they wanted the corporation to keep paying for their insurance premiums. The corporation wanted to eliminate corporal punishment from the contracts, and wanted teachers to write progress reports for students every four and one half weeks. The teachers did not want to do this.

The teachers have been working to get things like smaller class size and paid insurance premiums into their contracts for ten years. They were afraid that the administration was trying to take these things away from them, by blaming the recession. The teachers wanted to preserve the integrity of their contract, they didn't want the administration to take away all they had worked for.

Our generation is the future of America, teachers will shape our future. This is a very important job. Intelligent adults should be encouraged to become teachers, with higher salaries and good benefits. They shouldn't be discouraged, because they are afraid they won't be able to support themselves on the meager salary of a teacher.

Teachers are at risk every day in a high school environment. Many students are bigger than most teachers, and have the potential to harm them. Teachers are responsible for breaking up fights. There might be twenty kids fighting with one another, and one teacher has to go in the middle of all of them to break it up. People in most other professions aren't expected to do this. Teachers also have to deal with students who talk back to them, and who do not respect them at all.

Teachers won the right to set up a discipline committee to devise better alternatives than corporal punishment for handling violence and problems. They also got an increase in pay, and their insurance premiums fully paid by the corporation.

The settlement of the contracts in the SBCSC was one of the first in which teachers got a lot of what they were asking for. Hopefully, it will set a precedent, and more teachers will realize that if they fight for what they deserve, they might succeed in receiving it.

Teachers that are well paid and satisfied with their jobs will be much more conducive to the learning environment than teachers who feel as if they are not appreciated. The administration in the SBCSC made a very wise choice to settle with the teachers and prevent a strike. However, if a strike had occurred, many students would have supported the teachers 100 percent.



Letters  
to the  
Editor

### POLICY

*The Review reserves the right to edit the content of any letter without altering its intent. All letters must be signed, but names will be withheld upon request and with good reason.*

## The true meaning of Homecoming

I was saddened as well as slightly sickened to read one of the letters to the editor in last month's *Review*. This particular letter whined about the homecoming election, and called for expanding the Queen's court to allow one representative from each class in addition to the eight senior girls. Don't you have anything else to worry about? Why would someone in their right mind feel so strongly about this as to take the trouble to write and submit a letter to the editor of the paper?

Let's define homecoming. Homecoming: The popularity contest of all popularity contests which allows a precious few a moment of glory. I'm not saying that the girls selected weren't deserving of their honor, but can't we put homecoming into perspective?

Everyone criticizes the media for saying "This is what you should look like, act like, and BE like." But aren't we doing the same by electing the best looking girls to eight positions on the homecoming court? (Let's face it, that's what it usually boils down to.) I'm just trying to say that we should see the court for what it is. Homecoming is an important tradition at high schools across the country, but one of the biggest problems facing teens today is that WHO we are is being overshadowed by WHAT we wear, WHAT people we know, WHAT car we drive, and WHAT we pretend to be. So, please, don't complain because it just isn't fair." Sit down, take a good look at your inner self, and ask yourself if you are an all-around good human being. If the answer is "no" then become one. If the answer is "yes" then you win. Isn't that what really matters?

*Ben Lerman*

Ben Lerman

## Students misled about the strike

I was rather disappointed with some of the student body's reaction to the strike. Many were overheard saying that a strike would be good due to the fact that they would be able to stay home or be unsupervised at school. This is an important issue to our future and should not be treated lightly. All students should be supportive and conduct themselves appropriately especially under these circumstances.

*Marcus Jackson*

Marcus Jackson

The *Review* is published by the Publications staff at Riley High School, 405 E. Ewing, South Bend, Indiana, 46613. The intent of *The Review* is to inform the public of events occurring within and outside the school. Any opinions expressed in this publication are not necessarily the opinions of *The Review*, except for the editorials in the Viewpoints section. *The Review* gives the right to print others' opinions, but is unbiased and does not support them.

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# It may be an oldie but he made it a goodie

By Lisa Wojciechowski  
Feature Editor

"I've always liked old cars but I never thought I'd rebuild one," said senior Mark Wiley.

For the past eight months Wiley has been rebuilding and restoring a 1963 Ford Galaxie 500 XL, convertible.

He may be the one working on it but the idea originated from his father. His father found the car, and gave him the idea to fix it up.

Wiley has performed numerous operations on his car. Putting on a new starter, rebuilding the trunk, and painting the entire car are just a few of the obstacles he has had to overcome.

The man he purchased the car from had most of the parts already made and the metal parts were already formed so parts have not been too much of a problem. If they do need parts then they go to salvage companies and auto parts stores.

One of the easiest jobs Wiley's done is putting the trim back on, but the hardest was painting the entire car.

His parents, Alma and Phillip Wiley, recall how involved the painting was. They painted the car at their neighbors Dan house because he knew all about the painting process.

Before painting they had to sand the car down to bare metal. Then they had to buy special paint for a certain temperature. Three primer coats were put on because they had to strip it to bare metal.

They worked out of a garage and had to hook up two fans and put furnace filters in the windows for ventilation. They worked at night and had a good system going except for the bugs that came in and started getting into the paint. Everything had to be wet down and you couldn't have people walking around.

To take something apart and repair it requires quite a bit of knowledge, so where did a teenager with no experience of shop class learn to perform these repairs?

"I learn as I go along. A lot of trial and error," commented Wiley.

His father said they work on machinery at home and he has picked up things from watching and helping.

Trial and error can consume quite a bit of time. When do you find time to work on the car?

"During the summer I worked day and night, and now I work after school," said Wiley.



Mark Wiley spends all his free time working on his car (photo by Santiago Flores).

"There would be nights I'd wake up at one in the morning and he'd still be out there," said his mother.

His parents have been very supportive and are very pleased with his accomplishments. They have backed Wiley financially since he received the car.

"I never really doubted things because of the way he dug right in," said his mother.

"I think it's great. He's done a good job, learned a lot, and

worked hard," commented his father.

The restoration of cars is a career for some. Older cars can bring in a high profit. According to The Official Price Guide to Collector Cars (copyright 1980) this particular car, restored to top condition is worth \$4,100.00, and according to The Old Car Value Guide (copyright 1984) This car restored in excellent condition is worth \$4,800.00!

Wiley isn't looking at car res-

toration as a future career. "It's not fun unless you do it for yourself. That's what's kept me going," he said.

With all the hard time and effort he has put into fixing this car one of the last things on his mind is selling it. He and his parents decided that after he got the car done he was not going to sell it.

When asked if he'd ever do it again he said, "Yes, but probably not for a while."



## Rumors seem to be everybody's business



By Jen Carlson  
Advertising Manager

"Hey have you heard?" This is one of the most common phrases which start many conversations. Who is doing what and with whom they do it seems to be everybody's business. What so you call this? Rumors!

No matter where you go or who you go with, rumors will be told about you. How would you react if you "found out" you were at a party last weekend drunk when actually you were someplace else?

"If I hear a rumor about myself I ignore it," said senior Stephanie Wills.

"If I heard a rumor about myself, I would find out where it came from and question the person who told about it, then tell them the truth," said senior Scott Selesky.

Everyone handles rumors differently. Some people can laugh at a rumor because they know it's false. Some rumors can be fun and completely harm-

less. Yet, some rumors can strike the wrong person the wrong way.

According to Dr. Leonard M. Fisher PhD, of Psychological Services, "Some rumors can destroy a person's character. This may interfere with schoolwork and bring down confidence."

Some rumors can hurt students when they are malicious.

"Someone started a rumor that I had heart surgery for attention," said junior Mandi Abigt. "It was totally untruthful, it's not like I had it done for attention. It had to be done," said Abigt.

"Someone said that I was sleeping with someone I didn't even know," said senior Stephanie Reitz.

"There are things said about me that are true so people as-

sumed this was true. I was hurt by it. It went on for two weeks. People kept grilling me. Then other rumors branched off of that," said Reitz.

And, the wrong rumor getting to the wrong person may lead to verbal or even physical violence.

The effects of a rumor depend on many things: How

sensitive the person is, how serious the rumor is, and how many people are spreading it.

What kind of people spread rumors? "Nosy, jealous, immature people with nothing better to do," said Wills.

"Some people lie," said Selesky. "People get the story messed up, and other people are jealous. They talk about you," said sophomore Sarah Carlson.

Fisher says, "It depends, some have a spiteful personality, and others do it for attention. Other reasons may be for competition and hate."

Rumors are everywhere. Everyone tells them, they are like the childhood game "telephone." One person hears the rumor, and by the time you hear it, it's a whole dif-

ferent story. Very distorted and also changed.

How many people believe rumors? It's hard to tell but Carlson said, "I don't believe most of them."

Even teachers hear rumors. Larry Gooden, science teacher, said if he hears a rumor, he tries not to pass it on.

George McCullough, principal, said, "Some things I do pay attention to. When it involves the safety of the students and teachers, I get involved." Depending on what McCullough hears, some of it still makes him laugh.

Depending on how close John Floyd, security, or McCullough are to certain students, they tend to hear the latest gossip. Although Floyd says, "I try not to get into gossip because by the time it gets around, the truth is out."

McCullough says, "Don't believe everything you hear until you've checked it out thoroughly."

Floyd says, "There's a little bit of truth in everything."





# Age doesn't matter when in love

By Kathy Vandusen  
Viewpoints Editor

Can a difference in age stand between true love in a relationship?

57 percent of Riley students surveyed\* are currently involved in an age difference relationship. That means they are dating a person at least one year older or younger than they are. Most surveyed agree that if you like a person, age shouldn't matter.

We're not just talking about guys with younger girlfriends, we're talking about girls with younger boyfriends, too.

Are age difference relationships any harder? Dr. Norman Kohns of the Samaritan Center in South Bend said, "Someone in high school having a relationship with someone out of (high) school is very difficult. You have different interests and needs."

Dr. Tony Berardi, of the Family Learning Center in South Bend, said that it's harder for a 13 year old to date a 16 year old than it is for a 16 year old to date a 19 year old. There is a much greater maturity difference between the 13 and 16 year olds than between the 16 and 19 year olds, he said.

Todd Wiczorek, junior, dates a freshman at Bethel College. He says dating someone older can be harder.

"Over the summer we saw a lot of each other and then when

she started college it was hard finding time to spend together," he said.

Jeremy Thompson, sophomore, dates a class of 1991 graduate, Amie Baim. "She has a car so we can go out more," he said.

Dating someone can also have its benefits. Senior, Stacy Laskowski's boyfriend is sophomore, Ryan Brugh. Laskowski said, "Ryan is very considerate." She thinks older guys tend to be less considerate.

Sexual pressure can also be a factor in age difference relationships. Berardi said, "Once there is about two and a half to three years age difference there may be more sexual pressure. The teenagers then have different needs and are on different levels of sexual experimentation."

How does a teen deal with sexual pressure? Kohns said, "You need to know your sexual limits." He also said a teen needs to preplan what he or she is going to do if caught in a sexually pressured situation.

Parents can also come into play in age difference relationships.

Kelly Bailey, sophomore, dates 1991 graduate, Chad Warnock. "My parents told me not to rush things with Chad, my mom also said don't do anything I wouldn't do," she said.

Laskowski said that her family doesn't give her much advice on her

relationship. "They just let us handle things the way they should be handled." She also

said that she and Ryan get along with each others' parents fine and that they go on family outings together.

Bailey said, "At first my parents didn't like the idea of me dating Chad, but they knew if they didn't let me I'd go behind their back."

Wiczorek said before his girlfriend's parents met him they gave her a little trouble about dating a younger guy. But after they met him, everything was

fine.

Friends may also serve as a sounding board for couples in age difference relationships. Bailey said, "You get a lot of people not liking you if you're going out with an older guy. They think you're just going out with him because he has a car and you can go to the prom," she said.

Laskowski is in a different situation. She said, "My friends hate us because we're so happy. They're jealous because most of them have bad relationships that don't last long."

Karen McKee, freshman, said, "No matter what your age is, if you love each other it shouldn't matter to you or anyone else."

Why do people choose to date someone older or younger? Many people surveyed said that teenage girls date older guys because they're more mature than

boys their age.

Terrance Bradford, senior, said as long as you get along with the person and have something

in common your relationship can work. Bailey said, "Since I was a kid, I've

hung around older people because I have two older sisters and an older brother."

How do you make age difference relationships work? Wiczorek said his relationship works because he and his girl-

friend aren't 100 percent serious and aren't 100 percent idiots.

Bailey said, "If you're immature you can end up getting

hurt, but if you know what you're getting into you can have a great relationship."

Veronica Flores, junior,

said, "Age should have no relevance to a relationship, especially if it is one full of love and meaning."

\*Survey population includes eight freshmen, eleven sophomores, nine juniors, and seven seniors.




“Someone in high school having a relationship with someone out of school is very difficult.”  
—Dr. Norman Kohns

“Age should have no relevance to a relationship, especially if it is one full of love.”  
—Veronica Flores



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Ainhoa DeFederico and Renata Loyola are two friends from different countries who like to be together (photo by Matt Hoff).

## DeFederico finds adjusting easy

By Lisa Wojciechowski  
Feature Editor

Imagine leaving home and going miles away to a different country where the people don't speak the same language you speak. It may sound scary but Ainhoa De Federico braved it.

Ainhoa came from Pamplona, Spain and is presently living with Michael and Geneva Gilmer. Although she misses her family she likes the Gilmers very much. She feels comfortable with them and considers herself lucky to be part of their family.

This is not Ainhoa's first time staying with the Gilmer family. She has stayed with them during the summer for two years now, so she is not unfamiliar with the family. Her "American"

sister, Dione Gilmer, junior, said, that they've had her before. It's just like having an extra step-sister using up all the hot water.

The family does lots of things together such as going to church or to the lake. One of the best times Ainhoa has had with the family is a trip they went on to New York. "We went water skiing and we went to Niagara Falls," said Ainhoa. She feels it was a busy trip but she had lots of fun.

Ainhoa has not had too much trouble adjusting. "I was confused with the schedules at first. The time change was hard to get used to. People are busier here and time seems to go by faster," she said.

Adjusting to Riley wasn't too hard. It's different from Spain in some ways. Ainhoa commented, "I like Riley! The way of education is different, you get

many more choices. In Spain it's harder and there are not as many choices. In Spain you pick a major and they put together subjects that will help you after high school. Also, the amount of pressure is greater in Spain."

Ainhoa thinks school in Spain is different than Riley in ways such as the type of exams. In Spain the tests are all essay unlike Riley where tests are multiple choice, fill in the blank, or short answer questions. In Spain the homework doesn't really count. There are really no quizzes, and the tests are over the nine week period.

She doesn't find her classes too hard except for English because of dealing with the language barrier.

When asked if she misses her family she said, "You can't avoid it especially on your birthday."

## English now easy for Loyola

By Lisa Levin  
Senior Staff Reporter

Have you ever dreamed of going to a far off land without your parents, or pressures, just to get away from it all? Not everyone has a chance to fulfill this dream, but Renata Loyola did. She is a senior from Saotaculo, Brazil.

She learned about American lifestyle from a friend who visited last year. After discussing the possibility of coming here herself with her parents she soon wound up on a plane headed for the U.S., "I thought it would be a good (idea) to come and see life in the United States," she said.

This isn't the first time she's been here. She came two other times just to go to Disney World in Florida. Now she's had a chance to live like an American and she is enjoying it.

She likes everything in America. The only thing she doesn't like is the fact that her friends and family are so far away. Sometimes she gets homesick. When this happens she pulls out her Brazilian music and looks at pictures of home. Her family and friends miss her too. So far she has received over 43 letters from home.

Wherever Renata goes she's going to have people missing her when she leaves. She has become a very big part of the Bolen family. They don't even like to think about Renata leaving. They have become very fond of her. "We have enjoyed

learning about Brazilian foods and traditions."

They are not the only ones doing the learning. It was quite hard for Renata when she first arrived. When she came here, she commented, it was so difficult because her English was so bad, and she could not speak very much, but now she is okay.

Max Baim, her crafts design teacher, finds a great deal of change in her from the beginning of the year, "She understands things much better now. It is easier to converse with her and much easier to give her directions."

He also notes the change in her personality towards his class and himself, "She is much more outgoing now."

Renata has had previous background on our language although she still makes an occasional mistake speaking. She finds English to be a very hard language.

The Bolens find some of the words in Portuguese to be amusing. One of the words translates Bubba (which is an English name) to mean "spit".

Portuguese won't help her here, though. English is the name of the game and Renata plays it very well. She has no problem making friends either. Her friend Lori Katterheinrich, junior said Renata is one of her best friends.

She'll graduate this year and take her senior year over in Brazil. She needs a Brazilian diploma to go to the college she wishes and study communications.

## Physics challenges Zucchelli

By Todd Ruth  
Staff Reporter

If you had ever traveled to France, Yugoslavia, Germany, England, Switzerland, or Tunisia would you come to America next? Apparently Mauro Zucchelli would, because he's here. He's traveled to these six countries before coming to the United States.

Mauro came from Italy in an exchange program and he's staying with Eduardo Siguenza. He and Siguenza get along pretty well and have fun at the same time. "I'm very proud of his self motivation and academic education. He's well behaved, very quiet, not very demanding, and trying to adapt to American culture," said Siguenza.

It wasn't all fun in the beginning. Mauro felt afraid when he first stepped off the plane in America. "I miss Italy when I receive letters from my friends and they describe what they are doing," said Zucchelli.

In many ways Italy and America are different. Here you

are allowed to drive at the age of 16 unlike in Italy you have to be 18. Here the city is spread out but in Italy it's densely populated commented Zucchelli.

School is another big difference. According to Mauro, school in Italy is harder, there is more to study, and 35 percent of the class does not pass. Here at Riley out of his six classes only one class really challenges him and that class is physics. What makes physics harder for him is that he has never studied physics to the same degree of difficulty as he does here and being in an AP physics class doesn't help either.

"In Italy you go to school nine months a year, six days a week, five hours a day," said Zucchelli.

He also noted that high school in Italy doesn't have passing periods where the students go from class to class. The students stay in the same classroom while the teachers come to them.

Mauro said that he will be sad when he leaves, but he will be glad to go back to Italy.

## Petterson reveals international flair on field

By Emily McIntyre  
Staff Reporter

Marcus Petterson is a foreign exchange student from Gothenburg, Sweden. He decided to participate in a foreign exchange program because he wanted to do something different and learn the English language.

Leaving home wasn't hard for him to do. He imagined what it would be like to be gone for a year and it didn't bother him.

Marcus tries to be active at Riley. He is a kicker on the football team, plays on the hockey team and plans to join the soccer team.

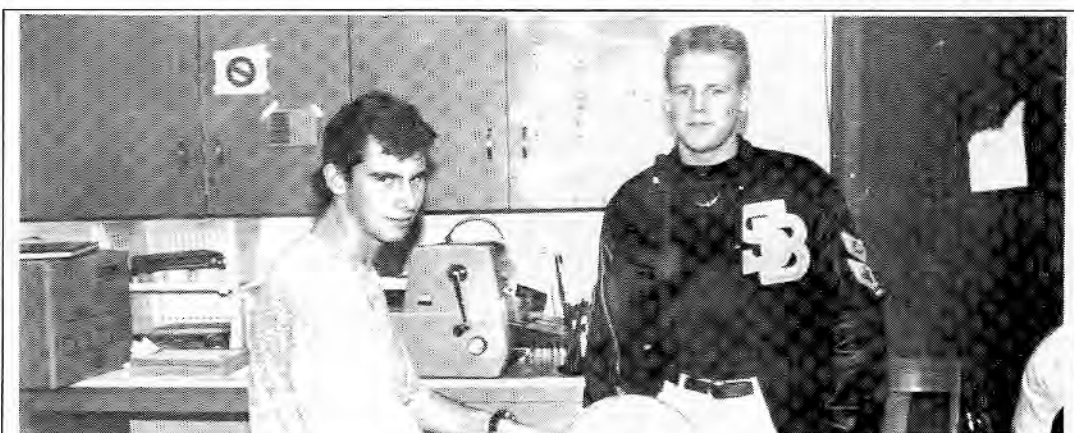
He feels that there are significant differences between the United States and Sweden. For example, in Sweden, they stay in one class for an entire day. They also study certain subjects on a certain day. Another difference is the fact that homework does not affect your grades.

"It's easier to skip class because you don't have to have

your parents write a note," said Petterson.

Petterson said he will return to Sweden after his year here and will finish two years of school. He said he would come back and go to college in the United States if he gets a scholarship.

Charlotte Totten, Marcus' math teacher, said it's great to have him in her class. "It's fantastic when people of other countries and cultures can share everyday life. He has very good study skills and I've learned two words in his language."



Marcus Petterson and Mauro Zucchelli remembering homelands across the globe (photo by Santiago Flores).





Teachers picketed to protest actions by the school board before their contracts were settled (photo by Santiago Flores).

## Strike:

Continued from page 1

avoided a strike," said Sriver. The South Bend Community School Corporation (SBCSC) is one of the first to settle its contracts with a raise for teachers. This might set a precedent for other corporations.

Beeching said, "It might have an impact, especially in contracts with disputes over insurance premiums. Teachers (in other corporations) might take a stronger position."

There were some tensions between teachers who were willing to strike, and teachers who weren't willing.

Roberts said, "I think there were bad feelings, because if a person publicly said that they weren't going to strike, it's jeopardizing my position if I'm willing to go out."

"I believe that if you're part of an organization and you choose not to be involved then you have two options. You can remove yourself from the organization or you should support the views of the majority," she added.

Sriver said he hasn't experienced any bad feelings, but if there are any, the teachers will have to work them out among themselves.

The contracts were settled, but there were doubts until the very end.

Beeching said he thought there would be a strike as late as 1 a.m., the teachers were scheduled to go on strike at 6 a.m.

Beeching said there were many people who supported the teachers. He said the NEA would have speeded up the request for support from the community if there had actually been a strike.

Sriver said he didn't think

the teachers were asking for too much.

"They were just asking to hold on to what they already had," he said.

He said he could see their position, but the reason for the disagreement was the lack of money.

According to Sriver, the administration also got a little support from the community.

Discipline of students was an important issue in the settlement.

Beeching said there will be a committee set up to address the issue of discipline in the schools. They will have meetings to get input from the community, and file a report by April 1.

The contract will expire in two years. If there isn't an agreement in 1993, there might be another threat of a strike.

Sriver said, "There is no way for us to avoid a strike, it is always an option. We will have to do everything we can to work out our differences before the final hour (like we did this time)."

"It would help if the state gave the schools more money. When there isn't enough money, these things will probably happen more often than not," said Beeching.

This time, a strike was avoided.

Larry Gooden, science teacher said he is very happy there wasn't a strike, and it shows what people can do when they get together.

Sriver said, "I think it was good that we avoided a strike and came to a settlement. Now we have to move forward with education."

## Fight:

Continued from page 1

Byrd is very concerned with the safety of all the students. He said, "I try to treat every student as though they were a child of mine."

But even so, it is difficult to protect all the students at all times. For example, on October 24, the same day as the pep assembly fight, freshman, Jimmy Van Fleit, was assaulted by a group of students on his way to McDonald's for lunch. Van Fleit didn't recognize any of the assailants but he believes that they are the same people that were involved in the pep assembly fight. Van Fleit did report the incident, however, standard procedure was not followed because the identity of the assailants was not known.

The incident was not investigated. Expulsion of the assailants could have occurred even though the incident occurred off of school grounds, according to the *Student Behavior Pamphlet* published by the South Bend Community School Corporation. The only action that was taken was the contacting of Michael Barnes, District Attorney of South Bend.

If the standard procedures are not always followed in every

case, are students really safe?

Floyd doesn't think so, "A fight can start anywhere and at any time. However, we don't have that problem here due to strict discipline."

According to John Woodruff, a LaSalle math teacher and a member of the SBCSC Discipline Committee,

**"Students need to know that fighting is unacceptable."**  
—George McCullough

"In-school suspension does not work. There is not enough support from outside agencies, such as the police and prosecutor's office."

Woodruff said he feels that "the number of in-school suspensions is too high. The statistics should go down, but they seem to go up. Something is wrong."

McCullough says that, "Students need to know that fighting is unacceptable."

"If things are run loosely, things will run loose. If things are run tightly, the kids will follow the rules," believes Floyd.

Damien DeWitt, a football player that helped break up the pep assembly fight, says that a different attitude is needed to keep students from fighting.

Byrd agrees with DeWitt. "You want to create a climate, atmosphere, or environment where

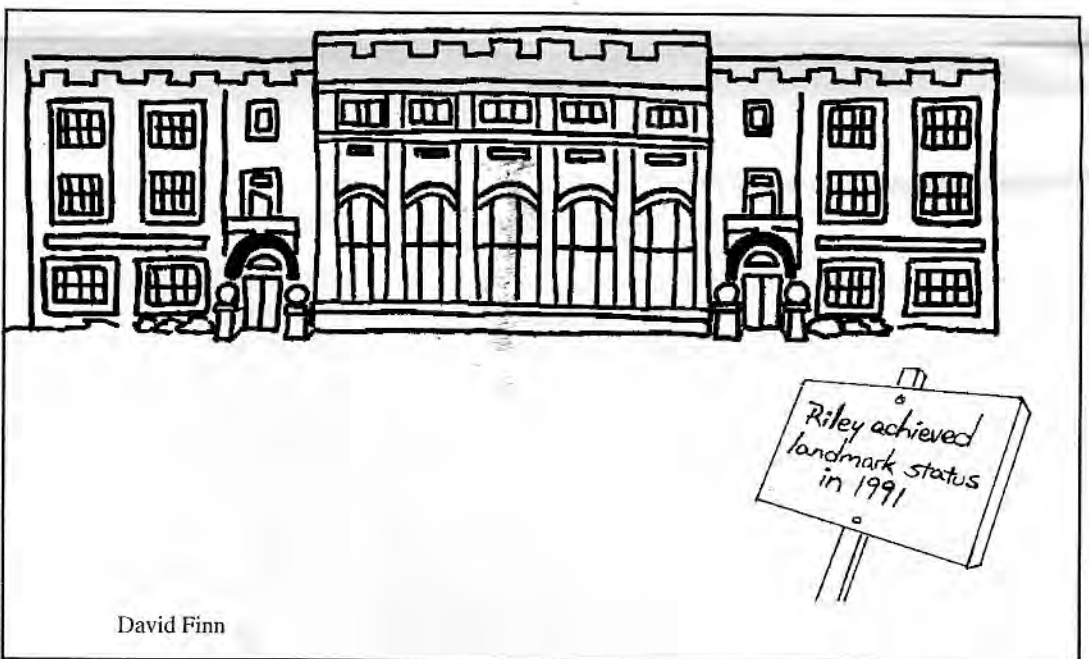
students will not want to start anything like

that," he said.

"There have been fewer fights at Riley in the last six or seven years," commented McCullough.

"First of all more of our students are involved in extra and co-curricular activities. Secondly, we expect our students to behave properly, if they don't they will have to face the punishment," he said.

So far, the safety measures taken have been effective. But will this effectiveness continue, or will Riley's level of safety decline within the next few years? Only time will tell.



David Finn

## History

Continued from page 2

toric and ecological soundness of preserving these buildings.

That is why, Steele said, Southold encourages education by giving lectures and presentations to grades four through high school at schools in the area.

However, these buildings can be salvaged; destruction is not the only solution. Two options other than destruction are renovation and restoration.

Restoration is the restoring of a building to its original con-

dition. There are non-profit organizations such as Southold and the Society for the Preservation of Old Mills, which devote much of their time and money to restoring everything from old buildings to historic landmarks.

## Final Thoughts



### Winter Recreation Activities

Wood shop recreation- each Thursday from 7-9 p.m. in room 124.

Fun with computers - each Tuesday and Thursday from 2:45-4:45 p.m. in room 204.

Open gym - each Saturday from 1-3 p.m. in the gym.

Electronics/Robotics- each Thursday from 7-9 p.m. in

room 122. Aquacize/Lap swim- each Tuesday and Thursday from 7-8 p.m. and 8-9 p.m., respectively.

### United Way

The staff and faculty contributed \$2022.75 for United Way. Collection from students is still incomplete.

### Test Dates

S.A.T. (Scholastic Aptitude

Test) will be held on December 7, January 25, April 6, May 2, and June 6.

The A.C.T. (American College Test) will be held on December 14, February 8, April 11, and June 13.

### Attendance

After this week, the old attendance cards should be dropped, and the new attendance scan sheets should be used.

### Banquet

The hall of fame banquet will be held on December 7 in the cafeteria after the Riley-Culver basketball game.

### Thanksgiving

Thanksgiving break begins tomorrow. Classes will resume on Monday.