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Ralph Pieniazkiewicz, teacher left, questions author William Glasser, M.D., about some of the concepts of the Quality Schools program after Glasser spoke to the faculty (photo by Joel Szymanowski).

Glasser: Author spells out reform plan

By **Krista Van Fleit**
Editor-in-chief

The litmus test of a Quality School is its ability to meet the needs of the students.

William Glasser, author and reform educator explained his criteria to the faculty in October in an attempt to get Riley's own pilot program underway.

First of all, teachers cannot threaten, punish or coerce students. They should be kind to students even when the students are not kind to them.

If the students are treated with kindness and respect, they will reciprocate, said Glasser.

Secondly, teachers should give students quality work to do. They should eliminate all of the nonsense assignments.

"Nonsense is something that has no use in your life or anybody else's," said Glasser.

"Students should never say, 'When am I gonna use that?' or 'Why should I learn that?'" said Glasser.

Student self-evaluation is the third aspect of a quality classroom.

Self-evaluation is a valuable life skill, one that students will use far beyond school, according to Glasser.

"Successful people evaluate themselves...miserable people evaluate everything but themselves," he said.

Lastly, teachers should explain to their students why they are learning a particular thing, or when they will be able to use it. If they explain why the students do something, it will be easier for them to learn how to do it.

Grades

Glasser would also overhaul the grading scale at Riley.

He explained that a Quality School only issues A's and B's. Students would redo assignments until they meet this level of performance.

"If you were driving to Chicago, but you only made it to Gary, Glasser: See Flip Side

Teachers doubt Glasser's concept

By **Krista Van Fleit**
Editor-in-chief

Does the faculty really back author William Glasser's plan to improve Riley?

After meeting the faculty on a recent visit here, Glasser voiced his doubts; and a survey taken by the Review staff confirms them.

Glasser compared the teachers to football players who show enough interest to join the team but have not made the decision to play in the first game.

Out of 100 distributed surveys which questioned teachers on their faith in Glasser's ideas, only 17 were returned which reveals, at best, apathy. Of those returned, 13 teachers noted a lack of commitment to the program

by the faculty, while only four thought the faculty was behind the program.

In the first place the grading scale he proposed caused controversy. He calls for the elimination of all grades lower than a B. If a student was making a C or lower, he/she would receive no credit for the class.

Comments included: "I have a problem with no C's. I would like to see A, B, C, N (no grade). Our C's under his system would soon become B's to some teachers and F's or N's to others," said one teacher.

"The student who gets a grade report with no credits is still going to know that he has made no progress toward graduation, just as he does now," he continued.

A second failing, according to the teachers, is fear that advanced students will not be challenged.

Comments included: "His ideas reward the lazy student at the expense of the productive," said one teacher.

hardworking student. The idea of using the brighter student as an aid to the weaker ones destroys their desire to expand their knowledge beyond the textbook," said one teacher.

Finally, some are worried that students will not be able to handle the freedom.

Comments included: "I can see that some students may leave here without an education - if they take advantage of this system," responded a teacher.

Yet Glasser and some of the teachers blame the faculty's inertia on closed-minded attitudes and fear of change.

The supporters said: "Some people are negative and they like to complain. I wish that they would be a little more open-minded and give this a chance," said one.

"They mistakenly feel that the concept of change implies that what they do now is wrong. This is not true..." said another.

There is a perception

"We don't have to follow Glasser verbatim. He is not a guru..."
George McCullough

among the faculty that the problems the students face are not theirs, and one teacher commented that some of the faculty members are not willing to take responsibility for putting this plan into effect.

George McCullough, principal, said he does not buy into any of the excuses because none of Glasser's concepts are set in stone.

"We don't have to follow Glasser verbatim, he is not a guru. We develop our own program to fit the needs of the South Side community," said McCullough.

McCullough counters some of the fears the teachers expressed by saying, "The problem with the new grading system does not really exist if one looks at the facts."

He explained, "While Quality Schools: See Flip Side

Dress code restrictions prompt student response

By **Christy Allen**
Staff Reporter

Picking out school clothes involves more thought now that George McCullough, principal, has reminded students of a long standing dress code.

Tank tops, miniskirts, pants below the belt line, and anything baring the midriff or underwear are all on the list of clothes deemed unacceptable. Other verboten items are spandex, athletic shorts, sunglasses, and hats. Students are also not to wear shirts with obscenities or advertising drugs or alcohol.

According to McCullough, the restrictions are not new. He said they have been the same for four years, when he and the student council agreed to drop the formal dress code.

"The purposes of our agreement were that one, we like to have students comfortable and relaxed; and two, we have to dress so as to reflect the school and students in a positive matter," said McCullough.

Ken Becknell, student services specialist, who supervises the in-school suspension and handles discipline at Riley, said that the ban applies to clothing which

is disruptive to the learning process because it is distracting or sexually suggestive.

"Enforcing a dress code is the most difficult disciplinary practice because of the emotion that goes into it," said Becknell.

"The catch is that what seems reasonable to me might not be to you," he added. While the administration is taking responsibility for monitoring the students' dress, the principals will not go out of their way to catch students.

"We'll simply ask you to go and change if you wear improper clothing.

We don't want to make a big scene out of it," said McCullough.

He also added teachers will not be held responsible for referring students to the office.

Becknell said the way to enforce the restrictions consistently is to avoid a lot of hardfast rules, and to allow teachers and students to exercise the right to decide what is reasonable.

However, some student leaders in school feel that their input should have been requested prior to the crackdown.

Student council member, Amanda Dress: See Flip Side

very choppy organization don't always follow accurate set-ups

What are nonsense assign? Explain This in the report

Articles should help clarify the subject

This may work better in a graphic arrangement of quotes. While the article further explained more about when the survey was sent out - what was asked - and more details on the actual program

Good news feature

Life Skills: Bowling, cooking, and cleaning are activities in a new program for students with disabilities

By Krista Van Fleit
Editor-in-chief

Learning how to count change, tell time, and read signs are just three of several classroom activities in the new Life Skills class, a program for moderately to severely mentally handicapped students.

The class was designed to teach these students how to function in the real world when they are out of school.

"We are trying to teach them every day ordinary things that other people do," said Robin Kramer, Life Skills teacher.

Cards and games are used to teach students how to use money.

"The students match cards that display money amounts with cards that display items they can purchase with these amounts," said Lori Hendricks, teacher.

Money

"We also try to teach them to use the next dollar strategy. They give one dollar over the correct amount and wait for change," she said.

Teaching time is another important lesson students learn in the class.

Some of the lower functioning students need to learn the time of day. They associate time with certain activities; in the morning they eat breakfast, in the afternoon they come home from school and so on.

Picture schedules are also



Charles, back, looks on as Robin Kramer, Life Skills teacher, left, shows Pete how to clean a desk. This is one of the many chores Life Skills students learn to prepare them for life on their own (photo by Joel Szymanowski).

used to help them get through the day. If it is time for them to go to reading class, there is a picture of someone reading a book. If it is time for a break, there is a picture of a clock that is broken in half, according to Hendricks.

Students also learn survival reading.

They learn to recognize "enter" and "exit" signs, and other signs that they see in the community.

"We show the students pictures of the signs and then go out into the community to find the actual signs," said Hendricks.

Since the goal of the Life Skills program is to prepare the students to function in the outside world, students are also taught to fill out job applications and other forms.

Students are taught leisure and social activities as well.

"We show them appropri-

ate ways to play a game, sit and listen to music, or look at books," said Tonya Fletcher, teacher.

They learn what to do with their spare time so they will not just sit there and do nothing, said Hendricks.

Activities

Students go putt-putting, bowling, or visit the public library.

"We try to teach students how to function in the commu-

nity without sticking out like a sore thumb," she said.

Students are also taught to be responsible for themselves.

They learn to clean up after themselves and how to make basic snacks.

"We teach them to make snacks so they can go home after school and make something to eat without having to ask their parents or guardians to make it for them," said Hendricks.

Special students learn to mix with peers at Riley

By Krista Van Fleit
Editor-in-chief

The Life Skills program was started to give mentally handicapped students an opportunity to go to high school with kids their own age in their own school district.

All students in the school system should be taught in an age appropriate setting, regardless of ability because higher functioning students serve as a model for them, according to Stu Levee, program sponsor.

Although this is its first year, the Life Skills program will be a pilot for other schools in mainstreaming the students at

Riley.

Life Skills students occasionally dart into regular classes, become agitated in the hallways, or have temper tantrums.

But the teachers are prepared to handle these situations.

"We walk through the halls when regular classes are in session, and try to reason with the higher functioning (Life Skills) students when they are angry," said Lori Hendricks, teacher.

Lower functioning students are given time-outs or placed alone in a corner when they have tantrums, she said.

Every year each student's case is reviewed. The case conference committee decides which classes and environment are ap-

propriate for the student, according to Levee.

The students in the Life Skills program have been recruited from special education programs at other schools. Students live at homes, in foster homes, or at the Northern Indiana Development Center, a home for the disabled.

Despite all of the good aspects of Life Skills, there is one problem. The Riley High School building cannot fully accommodate the students.

The school is very hard for wheelchair access because there are three floors and no elevator, said Levee.

There is also limited classroom space, he added.

One higher functioning student has to leave class early if it is on a different floor because it takes her so long to use the stairs, said Hendricks.

The Life Skills program has gotten many positive reactions, but some teachers harbor feelings of resentment.

"The Life Skills students would be better suited in their own environment as far as learning is concerned. They are just as important as anyone else but it doesn't work to have them in higher functioning class," said an anonymous teacher.

George McCullough, principal, disagrees with this atti-

tude.

"That's wrong," he said. "How do we expect the students to behave normally in a society if we separate them until they are 20 years old?"

He added that this attitude is not widely shared.

"Everyone is coping well. Now we have an extended family here at Riley," he said.

"The faculty attitude varies from being tolerant to almost appreciative of the students' being here. The general education students have been very good," said Levee.

He added that they are looking for more student involvement. They would like to have students for tutorial assistance and peer models.

Levee said he hopes that the special education students could follow the general education students and start to pick up more of their positive and appropriate behavioral patterns.

McCullough welcomes the students with open arms. He thinks their being here is good exposure for them, and a learning experience for the general school population.

"This is an educational experience. Students and staff gain an awareness of people with disabilities," said Fletcher.

The students in the program are happy with the way

they have been treated. They simply want everyone to be nice.

"Just don't be mean. We all have to be nice to each other," said Tony, Life Skills student whose last name was not given to protect his anonymity.

Who is in Life Skills?

Life Skills students should not be confused with students with learning disabilities. Results from psychological tests, I.Q. tests and adaptive behavior tests are examined when considering a student for the Life Skills program, said Stu Levee, program sponsor.

An I.Q. of 76 or higher and functioning at two years or more below grade level may be a signal of a learning disability.

An I.Q. of 55-75 and functioning at two years below grade level may be a sign of a mild mental handicap.

If the student has an I.Q. of 25-40, he is probably severely mentally handicapped.

An I.Q. of less than 25 might signal a profound mental handicap.

The last two categories qualify a student for Life Skills.

Gym is a fun class for both Tony and Atorius

Some higher functioning Life Skills students are mainstreamed into regular education classes, and are monitored by a Life Skills teacher.

Tony and Atorius (last names are omitted to protect anonymity) are students in the Life Skills program, but both are placed in a regular education gym class.

Tony and Atorius are "very cooperative," and cause no problems, said Steve Smith, gym teacher.

He added that both Tony and Atorius are A students. Roscoe Wilson, senior, said the students in regular P.E. try to help the Life Skills students.

"Whenever they come near us we try to give them an equal chance to do things," he said.

Tony enjoys his gym class because, "It's cool, you get grades and stuff," he said.

✓✓✓✓✓
check it out!

✓DRAMA

The Riley drama class will be performing *Class Dismissed* on November 20 and 21 in the Riley auditorium. The leads in the play will be Dee Erby, senior, Chris Vaerewyck, senior, Lorraine Day, senior, and James McFadden, junior.

✓VIDEO CLUB

The video club is producing a video about Christmas spirit. It will be on the *Kids' Adventure Zone* in December.

✓A.T.A.

The Advanced Theater Arts group will be performing *Dorothy Meets Alice* in early December. The leads are Josh Rubin, junior, Shirley Hanyzewski, junior, Jennifer Lane, junior, and Robin Cook, senior.

✓NATIONAL HONOR SOCIETY

Members of National Honor Society can now get service hours by tutoring elementary students on Mondays and Wednesdays.

✓NEWS BUREAU

The Informers staff encourages all teachers to submit fact forms and flyer requests to the staff. We can make letterheads, posters, and programs for you, too.

✓BUSINESS

The DECA, C.O.E., business law, and marketing classes will go to the Federal Reserve Bank, Midwest Stock Exchange, Board of Trade, and the Board of Options in Chicago on December 8.

✓FRIENDS, INC.

Eight new members of FRIENDS attended the Lang Youth Conference at Ancilla College in October. They learned about issues such as teen mental health, community unity, suicide, and relationships.

✓✓✓✓✓
check it out!

Teacher learns value of legs

Todd Hoover's wheelchair experience helped him empathize with a handicapped student

By Krista Van Fleit
Editor-in-chief

In an experiment to find out what Gavin Carson, sophomore and a handicapped student, faces each day, Todd Hoover, art teacher, became wheelchair bound for two days.

Carson, who is confined to a wheelchair because he was born with a spinal disorder, has had difficulties using the darkroom and photo equipment.

"I felt the only way I could show Gavin how to make a photo was to place myself in the same situation he is in. We spent one hour after school and we both made photos in the darkroom from our wheelchairs," said Hoover.

Hoover did have a few problems getting around.

"It was hilarious! We went into the darkroom that they made for me and he couldn't get out!" said Carson.

Difficulties

Hoover was able to see things in a new perspective.

First of all the rooms in Riley are too small. It is very hard to maneuver in them, said Hoover.

He also found opening doors difficult.

"Your feet get in the way, then you have to lean forward and push yourself through, and it is next to impossible to go up the cafeteria ramp," Hoover said.

It was hard to open the

doors and go up the steep ramp without rolling backwards, Hoover said.

Carson agrees. "It is hard to go up the cafeteria ramp and go out the doors," he said.

Another observation he made was other people's attitudes towards him.

"Some people were very sympathetic and concerned about what was wrong with me. Others refused to look at me or speak to me in the halls," he said.

Personal hygiene was also a problem for Hoover when he was in a wheelchair.

"You get your hands really dirty and it becomes quite difficult to keep them clean," he said.

When in a wheelchair, a person must roll the wheels manually to move. The wheels touch the ground and the hands touch the wheels, he explained.

Hoover did not go upstairs to check his mailbox or go to the office for two days.

There is a lift on the stairs but it is only adapted to Carson's wheelchair.

Despite the difficulties of being in a wheelchair, Hoover did find some benefits.

Hoover had to move much more slowly than normal, and he said that it was a welcome change.

Hoover also liked the fact that he was dealing with students at their level. In a wheelchair he is sitting down like they are, so he could literally see them eye to eye.

Student response to Hoover was very favorable, he said.



While in a wheelchair, Todd Hoover, teacher, shares the experience with students (photo by Jason Deka).

"On two different occasions Riley football players lifted me from the chair and put me on a chair by a slide projector so I could show slides to the class," he said.

It was also an enlightening experience for some students.

"Many of them wanted to try the wheelchair experience," said Hoover.

This is the first time this experiment has been performed by a teacher in the South Bend Community School Corporation (SBCSC) according to Bev Donati, social worker for the SBCSC.

"That is an excellent experiment. It can really enlighten people to walk around in someone else's shoes," she said.

Students learn to teach at first statewide conference

By Krista Van Fleit
Editor-in-chief

A showing of 1000 students from over 100 high schools in Indiana at the first statewide future teachers' conference was a sure sign of success.

Thomas Fleming, National Teacher of the Year and keynote speaker, told students the three qualities a good teacher must

have.

"You must have a passion. You have to decide whether you really want to do it (teach)," he said.

Secondly, students do not get preparation in college. They must be willing to invest their time in each child they teach.

"Finally, it is very important to understand that when you stand in front of the class you

have to bring greatness out ... you have to make breakthroughs," said Fleming.

Nineteen students from Riley attended three 45 minute long sessions during the day at the Adams' Mark Hotel in Indianapolis this October.

There were 16 sessions to choose from. They covered a wide range of topics, from "The Best and Worst Top 10 Reasons to Teach," to "Storytelling, Reading, and Writing in the Elementary Classroom," and even "Milk Cartons: Gateway to the Third Dimension."

Naomi Kent, co-sponsor of Project T.E.A.C.H. said, "It was an opportunity to explore the teaching field more extensively. We want to encourage students and make sure that this is something they want to do."

Most of the students said the seminar confirmed their decision to become teachers.

Pat Moriarty, Project

T.E.A.C.H. co-sponsor, said that after leaving a session, one student said to her, "I have never been more convinced in my life that I want to be a teacher." Moriarty attributed this praise to the excellent speakers.

The speakers were all "top-notch folks, the best in their fields," said Moriarty.

According to Dallas Daniels, a director in the Indiana Department of Education, the speakers are or were teachers who were recommended by principals and administrators. The Indiana Department of Education also has a file of resource people to call upon.

Although there are no definite plans for another convention, the success of this one has made everyone enthusiastic.

Daniels said he is optimistic.

"I hope we'll be able to build on this experience. It all Teachers: See Flip Side



Lisa Miller, senior, jokes around with a friend she met during the first statewide future teachers' conference (photo by Joel Szymanowski).

nice graphics, good brief bar.

Blood: It is not hard to volunteer to be a blood bank donor

By Kathy Van Dusen
Viewpoints Editor

"I want to suck your blood."
Dracula? No it's the South Bend Blood Bank.

Approximately 15,000 units of blood are used a year to help save the lives of St. Joseph County residents.

"The key to a safe and adequate blood supply begins with an adequate number of active donors," according to the volunteer blood donor booklet published by the South Bend Medical Foundation Central Blood Bank.

"All the blood drawn at the blood bank stays in St. Joseph County. It goes to all four area hospitals: Memorial, St. Joseph Medical Center, St. Joseph's of Mishawaka, and Michiana Community," said Laura B. Shepherd, South Bend Medical Foundation Central Blood Bank Recruitment Manager.

blood several years ago at a blood drive for the South Bend Community School Corporation.

"I take blood giving very seriously," said Wallace. Her goal is to get her name on the long term donors' board. To get on the long term donors' board you have to donate at least 30 pints of blood. So far she has donated two gallons and one pint of blood.

Every 56 days you can donate one pint of blood, said Shepherd. Wallace said she doesn't ever have to worry about when her 56 days are up because the blood bank always calls her.

"People are hesitant to donate blood because of restrictions, because they are afraid, or because they don't like needles," said Shepherd.

Amanda Seniff, senior, said, "I don't donate blood because I never have really thought about it, blood also makes me sick."

Ryan Hoskins, senior, said he doesn't donate blood because he has no real desire to have the blood taken out of his body.

"People are hesitant to donate blood because of restrictions, they are afraid, or they don't like needles."

— Laura B. Shepherd

"Years ago when donors were paid \$25 for donating, blood was very expensive. Now because of the Blood Donor Program everyone who needs blood gets it for free, she said.

Many people who receive the blood are happy about the program too. Christopher Vaerewyck, senior said, "I was having surgery on my head when I was younger and I needed blood. If I wouldn't have gotten the blood I would have died."

Shepherd thinks people donate blood because it makes them feel good.

Carol Wallace, blood donor and math teacher said she takes great pride in the fact she gives blood. She started giving

said donating blood has become very matter of fact for her. The first time people are nervous or hyper but it becomes very regular like going to the grocery store, she said.

"I like to race the person sitting next to me in the blood drawing room to see who can pump their arm and get their pint of blood done first," said Wallace.

Not just anyone can donate blood. You have to be between the ages of 17-65, and weigh at least 110 pounds. You also have to be free of cold or flu symptoms for at least seven days.

"No one who has tested HIV positive or falls into an HIV risk group can donate blood. This includes homosexuals, anyone who has had sex with a prosti-



tute, or anyone who has had a partner who has had sex with a prostitute, and others," said Shepherd.

You cannot donate blood within a year of receiving a tattoo or having your ears pierced. There are also many other reasons and medical conditions that can keep you from donating blood.

"Everyone that comes in to donate receives a free mini-physical. You get your blood pressure, pulse, temperature, he-

moglobin, and cholesterol checked for free," said Shepherd.

The day of the donation you should not lift anything over ten pounds or participate in any activity that will make you perspire, said Shepherd.

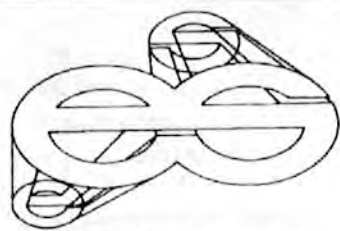
Wallace said for the week or two after she donates blood she feels new energy from possibly the replacement blood her body is making.

After the process of donating is completed you get to sit

and have juice and cookies to regain your strength. Wallace said, "The cookies are the best part, and I love their orange juice."

The benefits of donating blood come back to you two fold said Wallace. "I get a warm feeling knowing I am helping someone or someone's whole family," she said.

In order to sign up to donate, call the South Bend Medical Foundation Central Blood Bank at 234-1157.



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"OOOOOOOOOOOUCH!"

Odds are favorable you'll be losing your wisdom teeth

Bj Amy Keltner
Advertising Manager

Chances are good that you'll be facing a surgeon's knife from the wrong end of the dental chair before you're 20. Nearly every teen has his/her wisdom teeth removed, and this surgery is more common for teens than any other age group.

Wisdom teeth which come in improperly can become impacted (lodged below the gum line), or infected (due to bacteria lodging in these hard to brush teeth), according to Dr. William Paul, oral and maxillofacial surgeon, located at 926 East LaSalle Avenue, in South Bend.

"Wisdom teeth are no longer needed as much in modern man because we do not grind and tear our food as our ancestors in prehistoric times did," said John Wibbens, biology teacher. "Also our jaw lines are smaller, thus they don't fit in the mouth as properly as they once did," Wibbens said.

"And allowing these teeth to come up can destroy the alignment of the existing teeth," said Paul.

To avoid such problems the teeth should be removed when a person is in his or her late teens. "Having them removed later than age 20 could result in a very painful operation. The reason for this is because by that age the teeth have usually erupted fully and have secured themselves in the jawbone," said Paul.

First the patient is sedated with local or general anesthetic. A local anesthetic numbs only the mouth, while a person who chooses a general is put to sleep with an IV.

After this is done the operation begins. It is a very simple procedure. The doctor cuts into a section and extracts the unwanted tooth from the jawbone.

He will usually do this for all four of the wisdom teeth at once saving a second operation. Then he closes the incision with stitches which will be removed a week after the surgery. Finally,

the patient is sent home with a bottle of pain relievers, antibiotic pills, and a mouth rinse to prevent the mouth from becoming infected.

For some, this operation is not as painful as expected. Senior Matt Basil's operation was performed in about a half an hour. Basil's face was swollen for about a week, which is one of the common side effects. However, the swelling made him reluctant to leave the house, he explained. During that week Basil ate pudding, yogurt, and macaroni and cheese along with other soft foods.

Not all operations go as well as planned. Senior Angela Adams can attest to that. When Adams regained consciousness from her operation, she began vomiting blood. She had to be taken to the hospital to be monitored for six hours. For three weeks she was on a liquid diet because of the swelling and pain. Angie explains, "I was so miserable, it (the operation) was worse than I ever thought it would be."

However, the vast majority of extractions aren't so severe, according to Paul, and some students even look forward to it. Debbie Holtzberg's wisdom teeth are already half grown in and are causing her great discomfort, along with making the rest of the teeth in her mouth crooked.

Her wisdom teeth also cause her face to swell and they are infected. Because of this she must take medicine every six hours which she finds difficult to do because that would mean getting up to take a pill every night.

Therefore, Holtzberg is planning on having hers removed as soon as she has at least a three day holiday away from school.

The cost of having your wisdom teeth extracted ranges from \$500 to \$700, according to many surgeons who specialize in this operation.

Proper care is needed after having this operation done.

In the long run the incisions can be kept clean and uninfected by regular brushing and flossing. Periodic visits to the dentist are also recommended. Usually a month after the operation a patient can go back to his regular eating habits, according to Paul.

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TO SHAVE OR

Shaving: Subject of international debate

By Lindsey Cohn
Centerspread Editor

No matter how you cut it, teens in foreign countries just don't bother to bring out the blades (razor blades that is) like we do in the United States.

Shaving has been a trend that's been both in and out of style through recent generations, according to Ernest Brandewie, professor of anthropology in the sociology department at Indiana University of South Bend.

"In the 60's, people in the United States grew beards. It was a type of rebelling against the previous generation that later became the norm. Now, in the 80's and 90's, shaving seems to be more common again," said Brandewie.

Body hair holds a status all of its own in different cultures. For example, in the United States, a clean-shaven man may be considered well-groomed, whereas a man with an untamed beard might be thought of as a bum, according to Brandewie.

"In New Guinea (an island off of the north coast of Australia), a man with a beard is considered to be a strong man and important. It's a mark of adulthood. Meanwhile, in some African countries, all of the men are clean-shaven as part of their custom," said Brandewie.

The Chinese also value beards. If a man grows a beard in China, then he is considered to be old, wise, and fortunate, and more respected, because it is very hard for the Chinese to grow beards, according to Brandewie.

Although Americans may think of shaving as a habitual part of life, people from foreign countries aren't as concerned about their body hair.

Some exchange students shave only while they're in America, since it is more or less an American custom. But when they are in their homeland, they wouldn't even consider picking up a razor.

In Germany, girls do not shave

their legs or their underarms, according to Ricarda Papst, senior and exchange student from Germany, but while in America, she honors our custom of shaving.

According to Karolina Yderberg, senior and exchange student from Sweden, about 40 percent of the girls in Sweden shave their legs, and about 70 percent of Swedish guys shave their beards.

Unlike Papst, she does not shave in America, unless she is planning to wear a swimsuit.

Papst said that many Germans can't believe that girls actually shave their legs, and after trying it once, she thinks that shaving is a waste of time.

In Brazil, girls shave only the lower half of their legs, according to Juliana Loyola, senior and exchange student from Brazil.

Nicole Spore, junior, lived in Brazil for a few weeks during the past summer. While she was there, she noticed that South American girls bleach the hair on their thighs, and shave only their calves.

Papst said that most guys in Germany don't care if a girl shaves or not, but most German girls like guys who shave.

On the other hand, guys in Brazil don't like hairy girls, but Brazilian girls also prefer clean-shaven faces, according to Loyola.

Whether shaving is a status symbol or if it creates a more respectable image or not depends on the culture.

"Certain cultures throughout history agree that hairy underarms and legs are 'gross.' In another country, however, it's considered to be attractive," said Brandewie.

Yderberg thinks that compared to Sweden, there is more pressure on people to shave in America.

"If you're a girl in America, you have to shave your legs, but in Sweden, nobody cares," said Yderberg.

Papst decided to start shaving after she had been in America for a couple of weeks because she wanted to fit in.

"I heard that if you don't shave, then guys (in America) think that you are disgusting," said Papst.

According to psychologist Judith Robert, Ph.D., to Americans, not shaving is strange, unfamiliar, and people can react with something that is different from repulsion.

"More open-minded people are usually more attracted to something different, and people that are less open-minded tend to be disgusted," said Robert.

During her time in America, Spore continued to shave, though the majority of the guys there didn't.

"Some people (exchange students that went to Brazil) shave and some did not. It wasn't a big deal if you did or didn't, but I shaved because I find it repulsive if a guy's hair is long," said Kristin Spore, junior, who also lived in Brazil during the past summer.

And hair can symbolize different things in different cultures.

For instance, in the Arab world, a little black mustache is a mark of being Arab. In the American society, growing a mustache tends to make males look older, so it is a mark of age, according to Brandewie.

"Different shaving habits reflect deeper values and understandings," said Brandewie.

Facial hair: Fashion faux pas

By Lindsey Cohn
Centerspread Editor

Believe it or not guys, a girl may choose not to date you just because you've got a beard!

Out of 60 randomly surveyed girls at Riley (polled in the cafeteria and in class), 44 said that they prefer guys who shave, three like guys with facial hair, nine said that it doesn't matter to them, and four girls said that it would depend on how facial hair looks on the guy.

"They (guys that shave) look neater and they look like they care about what kind of impression they make," said Carrie McCloughan, junior.

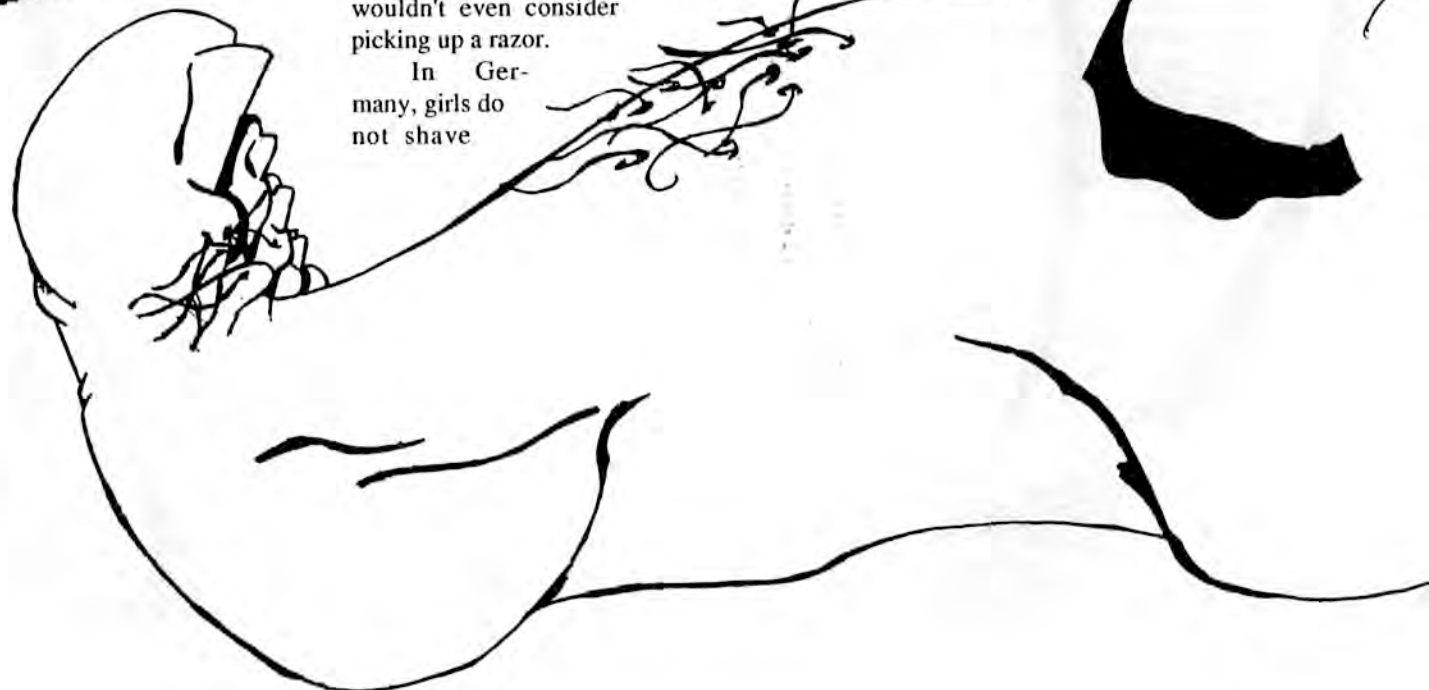
Richelle Carter, senior, likes guys who don't shave.

"I like to feel hair on guys," said Carter.

Some surveyed girls have asked their guys to shave, and they have responded in different ways.

"If I really liked her, I would probably do it (shave)," said junior, Adam Fromm.

Contrary to Fromm, Corey Coleman, senior, said that he wouldn't shave for a girl because he likes his facial hair, and he wants to keep it.



NOT TO SHAVE

Awkward line of leg into text with all this white space on top. Art overwhe the page.



Students opt for brand name shaving products

Kathy Van Dusen
Viewpoints Editor

Hair, hair, everywhere unwanted hair. So what are you going to do about it? Well shave of course. But what products are best to shave with, you say? Read the following and find out.

Females

One can find 42 different styles of razors at Walgreens in Broadmoor Plaza (this information was taken from a visual survey done in Walgreens). There are 14 kinds made especially for women.

About 50 percent of the female students surveyed* shave with disposable razors.

Christina Nelson, freshman, said, "I use disposable razors

because electric razors don't work at all and changing razor blades is a pain."

Some female students think using disposable razors is more convenient. "I use disposable razors because I can throw them away after use," said Jenny Johnson, sophomore.

Others don't have a choice in the matter. "I use disposable razors because my mom gets them for me," said Samantha Kull, freshman.

The other 50 percent of female students surveyed said they use a permanent razor and change the blades.

Double bladed reusable razors do not have to be thrown away frequently and therefore are better for the environment. This is one reason for their popularity, according to the surveyed students.

Donald W. Smith M.D., dermatologist said, "Double bladed teflon coated razors give you a bet-

ter shave that seems to last longer."

You have to change the blades in these razors quite often. Sometimes people get lazy or cheap and don't change the blade, that can cause trouble because you can really cut yourself up, he said.

None of the females surveyed said that they use electric razors.

"The most popular brand of razor for both men and women is the Gillette Sensor," said Cindy Bennett, Beauty Consultant at Walgreens.

There are many different kinds of shaving creams and gels. Walgreens carries five different kinds of shaving creams made especially for women.

Diane Champaigne, senior, said, "I use shaving cream, it makes shaving easier and leaves Shaving products: See Flip Side

Boys' swim team gives new meaning to shaving

Stephanie Tezich
Fundraising Manager

It is not unusual for people to shave, but shaving takes on another meaning when it comes to Riley swimmers.

In the 60's, college swim teams started "shaving down", and as in almost every sport, the little tricks to be more competitive have been picked up by high school athletes, according to swim team coach Dave Dunlap.

Shaving down is when

swimmers shave their arms, legs, stomachs, backs, and sometimes even their heads, to swim just a little bit faster.

According to Dunlap, the team shaves down once or twice during the season.

Most of the guys will shave for sectionals, but some who feel they can win without it wait to shave for a more competitive meet. A swimmer will usually have one or two meets a season that he will shave down for.

A few years ago it was unique to see swimmers shaved down at the state meet; now that it has caught on, however, it is un-

usual to see a swimmer who isn't, said Dunlap.

"Most guys don't have a problem with shaving their arms and legs. But I think that when they decide to shave their head it shows total commitment," said Dunlap.

"The first time it was difficult to shave my head but now I'm used to it," said Josh Herbert, junior.

Gray said that shaving brings the team together and offers a few laughs. He explained that the freshmen feel a little strange about it in the beginning, but by the end of the season everyone is used to the swimmers' ever changing haircuts and it becomes a norm.

Herbert said that sometimes his friends will tease him about shaving, but it does not bother him because the whole team stands behind each other. And he agreed that shaving supports the feeling of team unity.

It is not a requirement that members of the team shave. The members decide for themselves.

"I don't require anyone to shave. I encourage it, but everyone decides on their own. The only rule we do have is that the swimmers not share razors. It is unfortunate, but we must be careful of disease," said Dunlap.

"Coach Dunlap encourages it,

but he wouldn't be angry if someone made the decision not to shave," said Herbert.

"No one makes us shave, but most everyone wants to improve and will do anything for speed," said Gray.

As many would assume, some of the benefits of shaving are purely psychological, but it helps more than most would expect, said Dave Dunlap boys' swimming coach.

Gray agrees that some of the benefit is psychological, but taking away the extra drag helps improve individual times. It doesn't do very much, but every bit helps, he explained.

Personal experience:

Knee operation helps soccer player become a champion on and off field

By Amanda Abigt
Sports Editor

The six inch, deep purple scar on my left knee is beginning to fade with time, but the memories and emotions associated with it still run deep.

The ordeal started nearly two and a half years ago. What began as a normal soccer game went suddenly awry. It was damp outside, but I wasn't too worried about my knee.

Seven months earlier, I hurt my knee during soccer practice. After a visit to the emergency room, it was confirmed that I would have to have arthroscopic surgery to diagnose the problem and probably-hopefully-reconstruct.

I had surgery four days later. It was a short procedure that required nine stitches and three incisions.

Although all went well, the doctor released me from the hospital with the words, "I'm sure that we will be seeing you in the future, because the knee is very unstable and may give at any time. You may continue with sports, but be careful. If you sever the other cruciate, that may

right leg stopped, but my left one didn't. To make matters worse, a girl slid into me. Suddenly a scream of terror and excruciating pain escaped from my lips. I thought that my leg was on fire.

"Oh my God," I shrieked, "My leg is broken. Get her off of me, she broke my leg!"

Within seconds, my family and friends had surrounded me. "Just calm down," said Susan Allison, our assistant coach. "Everything will be okay. An ambulance has been called, and you're going to the hospital"

"Daddy, please don't make me go to the hospital again. I just want to go home," I repeated over and over. "I'm only cold, I'll be okay," I moaned.

"You have to go to the hospital," reasoned Dad.

The ambulance arrived. "Looks pretty close to full shock to me. Get there, pronto!" Allison yelled.

As we arrived at the hospital, I began to shiver and shake. My leg was numb and my head hurt. Nothing seemed to make much sense.

The next few months were a blur of physical therapy and pre-operational arrangements.

Finally, the long awaited day arrived. I entered the hospital on a g l o o m y spring day, unaware of the fact that by the time I left, my life would have b e e n

"My leg is broken. Get her off of me, she broke my leg!"

Amanda Abigt

be it. Forever."

Needless to say, I was not exactly feeling confident when I tried out for the soccer team six months later. Practice went well and I made varsity.

We started the fateful game with an air of confidence. We were up by two and I was having a shut out. Then, things began to go wrong.

As I sprinted off the line after a breakaway, I slipped. My

changed dramatically.

The nurse showed me to my room and handed me a gown to put on.

Finally it happened. As hard as I fought to hold back the tears, they still surfaced and began to spill down my cheeks.

"Oh my poor baby," crooned my Mom.

The tears came harder still and finally resulted in hard, heaving, hiccoughs.



Dr. Earl Heller, surgeon, came into the room.

"You aren't nervous, are you?" he joked. Then his voice took a tone of seriousness, "I would like to tell you that what you are about to go through isn't going to be that bad, but that would be a lie. I want to be frank with you. It's going to hurt, but as long as you do what I tell you, you will have a normal functioning knee again."

"I would like to get this started. Mindy, the nurse, will brief you guys on what we are doing to her in there. She should be out in anywhere between two and four hours. It just depends."

With that, I was wheeled off down the hall.

The cold, sterile walls were making me shiver, and finally my doctor came into view. The technician's voice came from somewhere behind me.

"I'm going to give you something to make you sleepy, when you wake up, it'll be over," he said.

I began to feel a tightness in

my chest and I had the sensation that I was floating.

Where was I? What's wrong? Why is there a mask on my face? I can't see. Oh God, I'm blind. I can't talk.

Suddenly the blurred form of a nurse came into view.

"Hey there blue eyes, how are you feeling?" she asked

I gagged, and suddenly felt the tube being pulled out of my throat. After that, I passed out.

I awoke to a burning sensation in my leg. I had been hooked to a PCM machine. It was a device that moved my leg 100 times per hour. I begged the nurse to unplug it for a little while so that I could sleep, but she refused. That continued for three long days.

The next five days were filled with many emotions. I was lonely when there was no one there to talk me through rough times. I did a lot of soul searching. I was allergic to the morphine, so each shot was followed

by a shot of Benadryl. Nothing took the pain away, and finally the doctors began giving me injections to ease the pain and anxiety.

I was weak, sick, tired, and hurting. Not exactly what you would consider the makings of a social butterfly, but I 'hosted' my share of company. Many of my friends came to cheer me up and bring me gifts.

On the second day, Ryan, my boyfriend, and my best friend Mel came to visit me. Mel had a cast on her right leg because of a soccer game, so she could empathize with me.

"Hey, you look terrible. Bad food, huh?" said Mel.

They stayed with me for about an hour. Suddenly, the nurse pointed at Mel.

"Didn't I tell you to get back to your room awhile ago?" she asked.

Mel smiled and said, "I really wish that I could stay here and enjoy the great food, like the green jell-o, and I don't mean because it's lime, but I'm not a patient."

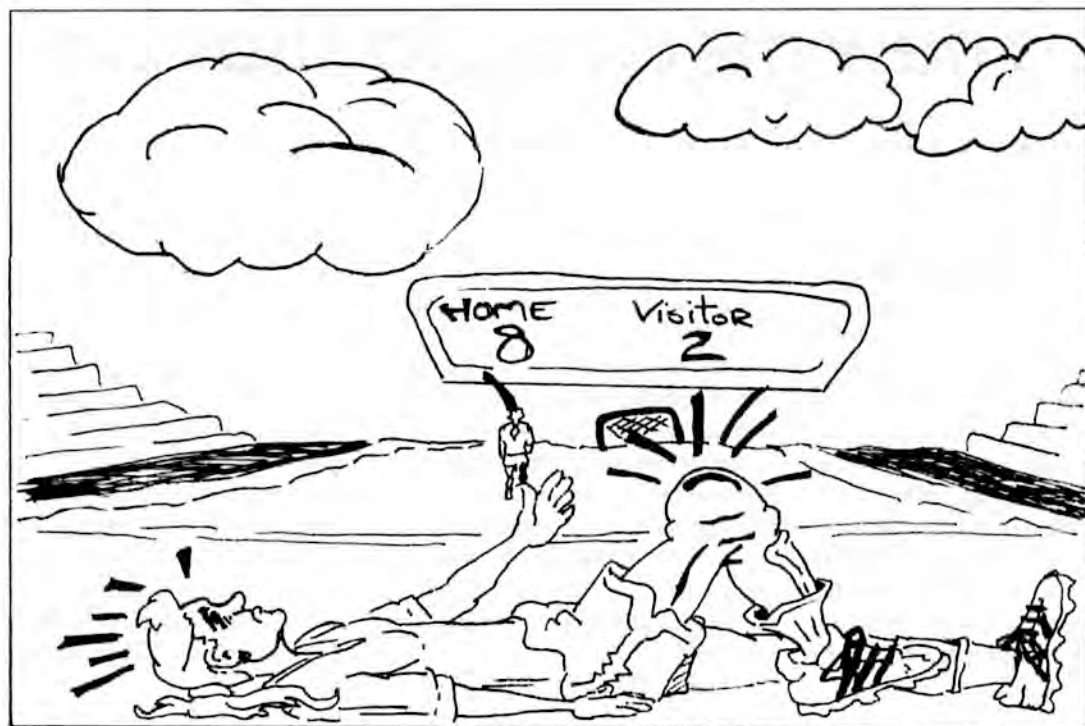
After a little convincing the nurse let them go home.

Soon the doctors began to talk about me going home. The only thing that I had to do was pass a crutch test, that is, be able to be mobile on crutches.

I quickly displayed my crutch talents and was free to go home.

"I gagged, and suddenly felt the tube being pulled out of my throat."

Amanda Abigt



I gathered my stuff and Mom pulled the car up to get me. I crutched out into the sun and smiled for what felt like the first time in months. I had made it, and I was still in one piece.

Although it took many months of therapy before I was able to walk, I'm now playing soccer again. Many people think that I am crazy for this, but I had something to prove to all of the skeptics. I learned many lessons, but the most important one is that anyone can overcome anything as long as they put their minds to it and have the support of their family and friends.

These pull quotes are too big.

Blood: It is not hard to volunteer to be a blood bank donor

Kathy Van Dusen
Viewpoints Editor

"I want to suck your blood." Dracula? No it's the South Bend Blood Bank.

Approximately 15,000 units of blood are used a year to help save the lives of St. Joseph County residents.

"The key to a safe and adequate blood supply begins with an adequate number of active donors," according to the volunteer blood donor booklet published by the South Bend Medical Foundation Central Blood Bank.

"All the blood drawn at the blood bank stays in St. Joseph County. It goes to all four area hospitals: Memorial, St. Joseph Medical Center, St. Joseph's of Mishawaka, and Michiana Community," said Laura B. Shepherd, South Bend Medical Foundation Central Blood Bank Recruitment Manager.

blood several years ago at a blood drive for the South Bend Community School Corporation.

"I take blood giving very seriously," said Wallace. Her goal is to get her name on the long term donors' board. To get on the long term donors' board you have to donate at least 30 pints of blood. So far she has donated two gallons and one pint of blood.

Every 56 days you can donate one pint of blood, said Shepherd. Wallace said she doesn't ever have to worry about when her 56 days are up because the blood bank always calls her.

"People are hesitant to donate blood because of restrictions, because they are afraid, or because they don't like needles," said Shepherd.

Amanda Seniff, senior, said, "I don't donate blood because I never have really thought about it, blood also makes me sick."

Ryan Hoskins, senior, said he doesn't donate blood because he

has no real desire to have the blood taken out of his body.

"People are hesitant to donate blood because of restrictions, they are afraid, or they don't like needles."

Laura B. Shepherd

"Years ago when donors were paid \$25 for donating, blood was very expensive. Now because of the Blood Donor Program everyone who needs blood gets it for free, she said.

Many people who receive the blood are happy about the program too. Christopher Vaerewyck, senior said, "I was having surgery on my head when I was younger and I needed blood. If I wouldn't have gotten the blood I would have died."

Shepherd thinks people donate blood because it makes them feel good.

Carol Wallace, blood donor and math teacher said she takes great pride in the fact she gives blood. She started giving

said donating blood has become very matter of fact for her. The first time people are nervous or hyper but it becomes very regular like going to the grocery store, she said.

"I like to race the person sitting next to me in the blood drawing room to see who can pump their arm and get their pint of blood done first," said Wallace.

Not just anyone can donate blood. You have to be between the ages of 17-65, and weigh at least 110 pounds. You also have to be free of cold or flu symptoms for at least seven days.

"No one who has tested HIV positive or falls into an HIV risk group can donate blood. This includes homosexuals, anyone who has had sex with a prosti-

tute, or anyone who has had a partner who has had sex with a prostitute, and others," said Shepherd.

You cannot donate blood within a year of receiving a tattoo or having your ears pierced. There are also many other reasons and medical conditions that can keep you from donating blood.

"Everyone that comes in to donate receives a free mini-physical. You get your blood pressure, pulse, temperature, he-

moglobin, and cholesterol checked for free," said Shepherd.

The day of the donation you should not lift anything over ten pounds or participate in any activity that will make you perspire, said Shepherd.

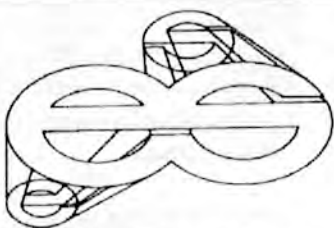
Wallace said for the week or two after she donates blood she feels new energy from possibly the replacement blood her body is making.

After the process of donating is completed you get to sit

and have juice and cookies to regain your strength. Wallace said, "The cookies are the best part, and I love their orange juice."

The benefits of donating blood come back to you two fold said Wallace. "I get a warm feeling knowing I am helping someone or someone's whole family," she said.

In order to sign up to donate, call the South Bend Medical Foundation Central Blood Bank at 234-1157.



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Editorial

Glasser needs student input

For the past year and a half, the faculty and administration have been discussing the Quality Schools concept. In all of the excitement over this new idea, they seem to have forgotten an important faction in the school, the students.

The Quality Schools concept is designed to give students a better education, but as of yet, the students have not had anything to do with the project.

Student involvement would help teachers adapt more readily to these concepts, and their input would help teachers determine whether or not their new methods will be effective. The students' enthusiasm would also help bring the entire school together to make the transition easier, faster, and more productive.

The Quality Schools program has innovative ideas that many students would benefit from; however, they will affect students differently. For example, a revolutionary idea would be to give only A's and B's, no C's, D's, and F's. While some students would be thrilled with this chance and work harder, others might prefer to take a D and at least get credit in the class. Some of the students might respond to some techniques better than others, and the teachers need to know this.

If the students were allowed to give their input, teachers would know exactly what teaching methods they could use to reach the most students. They would also know which new methods would not be as effective at Riley.

The students will be the faction most greatly affected by the switch to Quality Schools. Teachers will have to change, but high school learning will serve as a foundation for the rest of students' lives.

If the Quality Schools concept is not working, or fails to be developed fully, students would suffer. And yet, they are the people who will best measure the success of the program.

The faculty and staff are not yet totally backing the Quality Schools concept, said William Glasser, founder of the concept, after speaking here a month ago.

Perhaps if students were involved and excited they would spark enthusiasm in their teachers. If the teachers saw that most students would respond better to them if they used this concept, then they would realize that it would make their jobs easier and better. Perhaps it would encourage them to expand efforts to employ the concepts in their classroom too.

The Review suggests that the administration recruit 10 to 20 of the student leaders at the school, and teach them the concepts and philosophies of Glasser. If this pilot group buys into the idea, they could sell the student body on the idea at an all student assembly called during the day.

If the students support the concept, they could form small task forces to provide the faculty input on such important aspects of the program as improving attendance, curbing discipline problems, and encouraging cooperative learning.

After the student groups meet to brainstorm, they could meet with the teacher groups already formed to iron out a workable plan for Riley.



The Review holds the right to edit any letter without altering its intent. The Review will not print letters that are libelous, or do not fall in the restrictions of the law. All letters must be signed; names will be withheld only if the content of the letter may be damaging to the character or dangerous to the author.

Complaints about parking lot should go to director, not poms

I'd like to respond to the "Thumbs Down" article in the October issue of the Riley Review. It was not our fault we had to stand in "your" parking spaces. It was the fault of our "choreographer" and our band director. If the choice had been left up to us, we would not even be doing flags during football season. If we tried to move out of the way to let cars park or drive through, we would get yelled at by her. So, to all of you who complained about the poms attitude in the parking lot, direct your comments to your band director and the colorguard "choreographer."

Jackie DeLarelle

Jackie DeLarelle

Poms apologize for parking lot problems

I have read the complaint about the poms in the parking lot. Let me be the first to explain and apologize. We are required to be there with the band every morning even though we do not want to be there.

If we seem to have bad attitudes towards anyone it is because we are criticized for disobeying our orders. I know that we are often standing where you are waiting to park, but we are not standing there to make you mad or to make you wait. The poms are set off on the farthest point of the field for the band show. For the major part of our rehearsals we are told to stand at attention. If we move (for anything) we again will be roared at.

Our "choreographer" once told us that the cars will just have to move. However I disagree. If I were trying to park in the morning and there were people in my way I would also be mad. So let me be the one to apologize for the limited spaces to park due to the position of the poms and band. Believe me if we had our choice we would be spending our time in a much better way. So again, I apologize on behalf of the pom-pon squad because of where we are told to stand in the morning when you are trying to park.

Danielle Hawkins

Danielle Hawkins
Colorguard Captain

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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Fifteen reasons why fish are better than girls

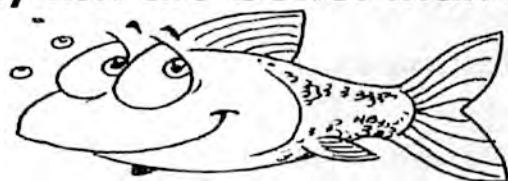
By Joel Szymanowski
Photographer
Jason Deka
Photographer



1. Fish don't tease.
2. Worms are cheaper than dinner.
3. Fish are graceful.
4. Fish are expensive.
5. Fish could comprehend that last joke.
6. Fish don't have opinions, so we get along really well.
7. Fish don't want commitment.
8. Fish don't mind staying in.
9. Fish know what they want.
10. Fish generally don't have a problem with skinny-dipping.
11. Fish usually aren't whiny.
12. Fish don't have any hair to style, so it doesn't take so long to get ready.
13. Fish are never moody.
14. Fish never get cramps.
15. Fish never say they don't have anything to wear.

Fifteen reasons why fish are better than boys

By Krista Van Fleit
Editor-in-chief
Amanda Abigt
Sports Editor



1. Fish don't talk back, or at least if they do, you can't hear them.
2. There is never a question of how your fish feels about you.
3. Fish don't ask, "Do you like him? Do you like him?"
4. Fish are always there when you get home, unless they are dead.
5. Fish always look at you with admiration.
6. Fish don't lay guilt trips.
7. You can hold an intelligent conversation with a fish.
8. Your fish always makes time for you; but if you can't be with them every second of the day, they don't get upset.
9. Fish don't look at other girls, and if they do, you don't feel so bad.
10. Fish are totally dependent, but they don't suffocate you.
11. You can always have more than one fish, and there's no problem.
12. Fish eat those that they don't like, not threaten to beat them up.
13. Fish generally don't offend your parents.
14. If you get tired of your fish, you can always flush it down the toilet.
15. There are always other fish in the sea, literally.



What can be done to curb the outbreak of violence on the South Side?



"We need more police officers to break up street gangs." **LaToya Knight**
freshman

"Start having volunteers and a recreational center to keep kids out of trouble."

Kenny Philips
freshman



"I think they should have a reform program for repeat offenders."

Amy Troxel
sophomore



"Patrol at night and patrol more often."

Rick Watson
sophomore



"The police should do their job rather than going to the doughnut shop."

Jessica Bourege
junior



"We need to provide better funding for the police department and better gun control."

Adam Fromm
junior



"More police patrolling the neighborhoods and stiffer penalties for offenders."

Tara Condon
senior



"Increased patrolling of the neighborhoods."

Willie Doyle
senior



My View



Silence necessary in taking the S.A.T.

By Stephanie Tezich
Fundraising Manager

"Please remain quiet until everyone has completed their test."

Teachers are known for these last words spoken just before a class settles to begin a test.

What do you do when other students aren't the problem, but the teacher or teachers are?

I recently took the S.A.T. (Scholastic Aptitude Test) at LaSalle High School. This was the second time I had taken the test so I was aware of what to

expect. Unfortunately, the second time was nothing like the first.

As I walked in the room I knew that this test center was going to be much more unorganized than the first. This center had two groups of 150 students jammed into two large rooms.

The first center's plan of putting the students into groups of thirty and assigning these groups to regular classrooms made it much easier to hear the instructor and more comfortable.

At the first location all the rules were closely followed and the test began promptly at 9 a.m. The doors were locked to be sure that we would not be disturbed. To my amazement I found the instructor at the second site reading off a list of people who were not there. She then informed everyone that we would wait for a few minutes for people that hadn't yet arrived.

The test began twenty minutes late. This may not seem like a big deal. But to 150 teenagers waiting to take the biggest test of their lives, those twenty minutes

seemed like a lifetime.

Finally, the test began. The instructor gave little to no instruction and failed to read through any of the examples. Before I could get situated she said, "Begin work on section one."

Throughout the test the three instructors supervising continued to act unprofessionally. They walked in and out of the room several times and spoke freely to the other teachers in loud whispers. At one point one of the instructors went to every student and removed his or her answersheet, searching for something, I still don't know what.

I was pressed for time as it was, and that was the last thing I needed in the middle of trying to solve a math equation. I found all of this to be extremely distracting. These surroundings were nothing at all like I would have ever imagined for the S.A.T.

So if you are a teacher giving a group of students the S.A.T. PLEASE, "Remain quiet until everyone has completed their test."

The Mouth



Changes in C.O.R.E program needed

By Amanda Abigt
Sports Editor

The administration has recently implemented many changes in the school's discipline policies. One new policy is elongated hours in the in-school suspension program (C.O.R.E.).

If a student is found guilty of skipping school or of any other infractions of the school policies, he or she is placed in in-school suspension for the day.

Changes were first implemented on August 31 of this year.

"The number of kids in in-school suspension is declining, but we are still developing, so we won't have actual numbers until the end of the semester," said Ken Becknell, student services specialist, who heads up the new program.

Now that C.O.R.E starts at 7 a.m. and ends at 5 p.m., students find the punishment much more threatening than they had before.

"I didn't really see C.O.R.E as a threat before. I got it last year for skipping an assembly, and I'll admit that I didn't really think that it was a big deal. This year it is a different story. I wouldn't skip because of the long hours, or at least if I would think about it before I did," said senior, Vic Lovisa.

The idea behind implementing these new rules is to make students think before they make the decision to violate the ordinances. "I think that the thought of having to stay here late will definitely make people think twice before they skip a class," said John Nadolny, C.O.R.E paraprofessional.

Students are usually given a choice of time in C.O.R.E or whatever the teacher decides is justifiable punishment. Most teachers feel that staying after school in C.O.R.E is ample punishment for many infractions.

Katie Oklak, sophomore, said, "My teacher and I discussed it, and she said that it was okay if I came after school for three days and stayed for three hours each time. I thought that that was a lot better than spending nine straight hours in the C.O.R.E room."

Although many people feel that the new rules are too strict, I feel that some of them were needed. In order to maintain order and a controlled environment, there needs to be a sense of discipline.

With these new ordinances, students will know that they are going to have to pay for whatever rules they violate.

Candid Cat



Jocie Delarel, sophomore, peeks around the corner looking for a friend. (Photo by Jason Deka).

CAMPUS Focus

University of Indianapolis Indianapolis, Indiana

Each month, the Review will preview an Indiana college in this column.

General Information Total Enrollment: 3,391. Tuition and fees \$9,020, room and board \$3,470. University of Indianapolis is made up of 58 percent females and 42 percent males.

1990 Freshman Data 1,056 students applied for fall 1990 admission; 89 percent were accepted; 38 percent of those accepted enrolled. 24 percent of freshmen were in top 10 percent of their secondary school class, 56 percent were in the top 25 percent, and 82 percent were in the top half.

Enrollment Patterns 80 percent of fall 1989 freshmen returned for the fall 1990 term. 1988-90 average: 60 percent of entering classes graduated; 10 percent of students completing a bachelor's program went on to further study.

Freshman Admission Required: high school transcript, SAT or ACT. Recommended: 3 years of high school math and science, some high school foreign language. Required for some: campus interview. Application deadline: 8/15.

Housing 806 housing spaces available to undergraduates. No special consideration for freshman housing applicants. Off-campus living permitted.

Student Life Drama, student-run newspaper and radio station. Institution provides health clinic.

Majors with the highest enrollment: accounting, nursing, business administration, commerce, management.

* Information compiled from *Peterson's Guide to Four Year Colleges*, 1992.

Listen up



By Tom Wilson
Feature Editor

Trash from a small group of students discarded continuously in the yards and streets of community patrons between the restaurants and Riley needs to be dealt with soon.

George McCullough, principal, stated that he is extremely concerned with the problem.

The students use the neighborhood as a trash can. They drop their trash, cups, straws, napkins, cartons, bags, when walking back to Riley. The trash eventually builds up, leaving the vicinity a mess.

Not only is there a mess left behind, the trash also harms the environment. "We're dealing with high school students, young adults, and there's no excuse to litter," McCullough commented.

This problem definitely needs to be taken into consideration or the consequences will be displeasing.

In the spring, T.R.E.E.S. (The Riley Environmental Education Society) members will work with McDonalds to clean the area and put the trash in its proper place.

John Wibbens, sponsor of T.R.E.E.S., feels kids need to be more responsible. "It's no big deal to carry a pop can to the trash can at Riley," Wibbens said. A spring clean-up of the trash, however, is only a temporary answer. This will only keep the area clean and will not stop teens from throwing their trash on the ground.

One unpopular solution would be a closed lunch. There is a group of residents in the South Bend Community School Corporation who would like to see a closed lunch, according to

C.O.R.E could help with trash clean up

Wibbens. Trash in the surrounding neighborhood would no longer be a problem with a closed lunch. However, there is a disadvantage. The cafeteria would be extremely crowded with a little less than 500 students in each of the three lunches. The cafeteria can accommodate roughly only 400 students comfortably, according to McCullough.

Another drawback to this proposal would be that it punishes the majority of Riley's 1,450 students for the crimes of a few. Clearly this sends the wrong message to students: "Go ahead and cause trouble because you'll be punished anyway."

A second "could be" solution would be to install trash cans between Riley and the restaurants. Students then could throw their trash in the cans instead of on the ground. There would, then, be no excuse for dumping cups and cartons on the sidewalk. Of course, money would have to be raised for the trash cans. An all-school fund raiser of some sort would be one way to fund the trash cans.

A third viable answer would be to put students in the "in school" suspension to work, cleaning up the trash each afternoon from 12:45 p.m. to 1:45 p.m. Surely the goodwill of their efforts would be of more benefit to the students, than an hour staring at the clock in the C.O.R.E. room.

A solution is needed before the extreme measure of closing lunches is taken. "The answer is a change in behavior of the students who litter," McCullough said.

What the small number of students are doing is hurting the entire school. Students who don't dump trash in the area need to understand the problem and become involved in helping the situation.

UPS-N-DOWNS

Thumbs up

- to the football team for winning sectionals for the first time since 1964.
- to the girls' cross country team for advancing to regionals.
- to the news bureau class for being third in the state.
- to Amanda Abigt for finally getting her cast off. Is there really nothing wrong with her now?
- to the student council food drive dance for being so successful.
- to the end of presidential advertising for the next four years.
- to the movie *Dracula* coming out on Friday the 13th.

Thumbs down

- to meat loaf always being served at the sports award banquets.
- to poms not being a sport.
- to onion breath.
- to snow.
- to seniors who haven't already applied to college.
- to only having 34 days left to do Christmas shopping.
- to only having 29 days left to shop for Hanukkah.

Quality Schools:

Continued from page 1

Glasser would give only A's and B's, we've proposed keeping A's, B's, C's, and D's, but changing F's to N's."

Using this method, a student will have to retake a course that he does not pass, but it will not show up on his permanent record as a failure, he further explained.

In response to teachers' fears that Glasser will limit advanced students McCullough said, "We would like to maintain the advanced and honors classes. But there are things that these students can do to help other students."

And if the system works properly, students will not take advantage of the freedoms Glasser offers.

"When you meet the needs of a student, he will not want to take advantage of you, he will want to work with you," McCullough said.

McCullough believes that discipline problems will decline if students are in an environment which meets their needs.

He knows, however, that discipline problems will not to-

tally disappear.

He said, "We are not going to throw away the Code of Conduct. If students do not act appropriately, they will have to meet the consequences."

Although he can answer the questions and concerns from the faculty, McCullough does see a lack of commitment to the program.

McCullough also said some teachers are not willing to accept the added work and responsibility of becoming teachers in a Quality School.

In a Quality School, a student would be responsible for evaluating his own work. A teacher would not grade a paper and be done with it.

If the paper is a C paper the student should work on it until it becomes an A paper.

The teacher might have to grade that paper two or three times. This would be much more work than they have to do now.

But McCullough sees this as the job of a teacher.

"My job is to educate you, to pull the most out of you that I can," he said.



William Glasser, M.D., clarifies some ideas of the Quality Schools concept for the faculty (photo by Joel Szymanowski).

Glasser:

Continued from page 1

you didn't fail Chicago! You just didn't get there," said Glasser.

Glasser compared this to a bank account. If a person deposits \$50 one week, and \$50 the next, when he asks how much is in his account the teller does not say \$50, the average of the two deposits. The person has \$100, the cumulative amount.

"We wonder why kids aren't enthused by being exposed to a psychotic system," said Glasser.

Discipline problems would also be handled differently in a Quality School, said Glasser.

If a student does not participate in class, he gets no credit. The teacher should not scream and yell at him, the teacher should be understanding and determine why he is not participating.

The ideal classes would be so interesting, however, a student would not want to disrupt, said Glasser.

At Apollo, the first Quality School in California, the attendance rate rose from 65 percent to 92 percent when the program was fully implemented.

Dress:

Continued from page 1

Abigt, senior, said she was not aware of the restrictions until they were announced over the PA system this fall.

"I feel that we definitely need guidelines, but these rules are not enforced equitably. They are not stringent," she said.

However, Amy Freid, sophomore vice president, said that she was aware of the restrictions last year.

"I don't think there's anything wrong with them because I think school needs to be an environment where clothing doesn't distract students from studies," said Heather Kapson, junior vice president.

The 1992-93 student council members said they were not approached by McCullough.

Abigt said the last time the dress code guidelines were brought up was two years ago when McCullough allowed students to wear shorts year round.

Students who have been sent home by faculty members because of their clothing may not agree that what they're wearing is out of line.

Kathy Van Dusen, senior, was approached by Becknell, Jackie Vanderweide, English teacher, and Lela Roberts, business teacher.

They told her they liked a dress she was wearing, but it was too low cut for school.

According to Van Dusen, she was wearing a dress her mom approved of.

"I thought my dress was in

He speaks in the lingo and overblown language: Reporters should help clarify him.

very good taste. If it disturbed others, it's their problem," she said. Van Dusen chose to go home and change.

"She didn't agree with me, but she changed out of respect for authority. I appreciated that," said Becknell.

Unlike Van Dusen, some students have chosen to deliberately rebel against the restrictions.

Raquel Gooden, junior, let her pants sag for three days, and two days she got away without being reprimanded.

"I wanted to see if the rule policy was really strict," she said. She thinks the way it's enforced is fair, and being sent home to change all depends on how extreme the outfit is.

Joy Gathewright, senior, has also broken some of the restrictions.

She wore miniskirts, sagged her pants, and wore biker shorts on several occasions.

Nothing was said to her, but she also acknowledged that she usually abides by the dressing rules.

McCullough believes the restrictions have worked because the students dress well, and that in turn affects the tone, attitude, and the positive atmosphere of the building. He says he will continue to send disruptive students home.

If a student persists in wearing improper clothing, Becknell said that in-school suspension would be considered.

Teachers:

Continued from page 2

depends on funding for Project S.E.T. (a division of the Indiana Department of Education) and the Principals' Association," he said.

"The convention went beyond all expectations. We would have been very satisfied with half the numbers of students," said Kent.

It was co-sponsored by the Indiana Principals' Association and the Indiana Department of Education. Plans for the conference had been in the works for two years.



Shaving products:

Continued from page 7

my legs smooth."

Smith said, "It's best to use shaving cream because it makes the skin moist. Shaving cream causes the hair to swell up and makes the hair easier to cut."

Males

There are 28 different

kinds of razors at Walgreens made especially for men.

Forty five percent of male students surveyed* said they shave with disposable razors.

Many male students surveyed said they use an electric

razor. Many said they use an electric razor because it gives a close and comfortable shave.

"If you shave with an electric razor it's important that you use a pre-shave or alcohol. These products cause the hair to become brittle," said Smith. You

want the hair to be brittle because an electric razor shatters the hair.

"It works kind of like a rotary lawn mower," said Smith.

Only two male students surveyed said they use a permanent razor and change the blades.

Felipe Sully, sophomore, said, "I use a Gillette Sensor razor because it's the best a man can get."

(*These figures were taken from a survey of 20 randomly selected males and 20 randomly selected females.)



Kiwanian

Angela Butiste, senior, will be the Junior Kiwanian for the next nine weeks. She will attend luncheons on Thursdays.

Test Dates

The test dates for 1992-93 are as follows:
S.A.T. will be December 5, January 23, March 27, May 1, and June 5.

The A.C.T. will be December 12, February 6, April 3, and June 12.

Applications may be picked up in the guidance office.

Rotary

Sharon Boone, senior, will be representing Riley High School at Rotary Club luncheons from November 11 - December 16.

Leadership

Nicole Spore, junior, and Matt Norris, senior, will be attending the National Young Leaders Conference from November 17 - 22 in Washington, D.C. They will be among 350 outstanding high school students from across the nation.

The conference is sponsored by the Congressional Youth Leadership Council.

They demonstrated academic achievement, leadership, and citizenship.

Thanksgiving

School will be closed from November 26 - 27 for Thanksgiving vacation.

Morp

The Morp Dance will be from 7:30 p.m. - 12 a.m. tonight. It is sponsored by the Speech and Debate team.

Sports

Football:

Sectional champions first time since 1964

By Amanda Abigt
Sports Editor

History in the making. For the first time since 1964, the Wildcats football team clinched the sectional title with a win over Mishawaka.

"We are really happy about it. It went really well, and considering that we are the only team in the NIC (Northern Indiana Conference) that is still competing, we are very proud," said senior Kenyhon Gray.

"I'm very excited for the kids. We've spent a very long time working hard to get this far," said coach Ron Metcalfe.

"We have accomplished what only one other Riley team was able to do, and that is a great feeling," said senior Steve Pflugner.

The win meant different things to the team.

"For me it was revenge. It was to get back at Mishawaka for beating us two weeks in a row when I was a sophomore. But ultimately, I just wanted our team to be remembered as the best team in Riley history. We are on our way to accomplishing this," said

senior Todd Wiczorek.

There are many factors that have contributed to the team's success.

"A lot of it comes from the fact that they are not as selfish as the teams that I've seen in the past. Also, the fact that we have 22 seniors is very important. They provide the leadership and the experience that has helped so much," said Metcalfe.

"We are senior dominated, and that means strong leadership. Our attitude is good," said Wiczorek.

However, some of the team members feel differently.

"Our success is a direct result of the coaching staff. They have provided us with what we need to win," said Pflugner.

"It all comes from good coaching. They know how to motivate us to bring out the performance that is needed to win games," said Wiczorek.

"We are really close, and that helps a lot. It's like my family," said Pflugner.

"It's easier to have a family like atmosphere because the kids learn to like and respect each other, and all of this leads

to trust. Trusting each other makes it easier to get along and do the things that not everyone likes," said Metcalfe.

"Even when things get bad, we stick together. We are a team instead of just individuals. That makes the difference," said Gray.

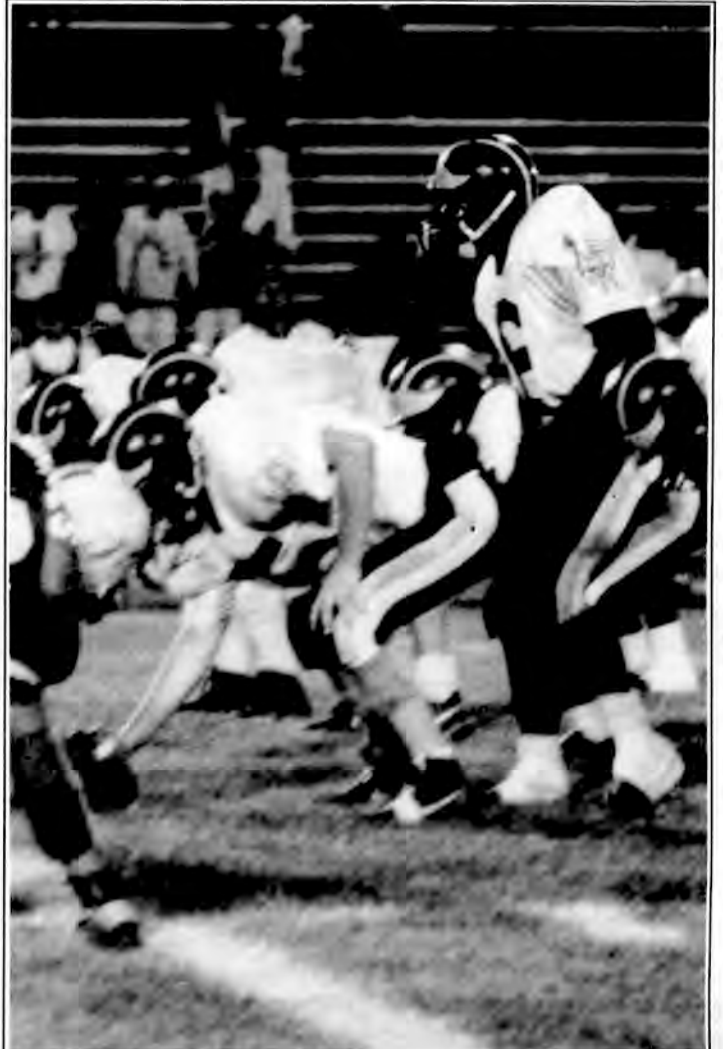
In advancing to regional play, the team has many areas to focus on.

"We need to play smart and win. That will make the difference," said Pflugner.

"We are going to be coming up against some really big teams. To win, we are going to need to develop a firm passing attack. We won't be able to rely as strongly on our running game. We just need to balance it out," said Wiczorek.

"We just need to focus on playing well and on winning," said Metcalfe. "We have a very strong running game, and that, coupled with our strong linebackers will help us utilize our 22 seniors. They are the key. There would be no team without them."

"I think we just need to focus on being a team. There is no 'I' in team. We win as a team, and we lose as a team. But no matter what, we stick together," said Wiczorek.



Steve Harper, senior, prepares to receive the snap from Rich Boits, senior, against Portage (photo by Joel Szymanowski).

Nice photo

Volleyball team recaptures sectional title

By Amanda Abigt
Sports Editor

So close and yet so far. For the second straight year, the girls' volleyball team reigned as sectional champions, but fell short of the regional title as they were downed in a tough match against the Mishawaka Cave-men.

"I'm disappointed in the way we ended the season. We let ourselves down; we are better than that," said junior Kelly Stoner.

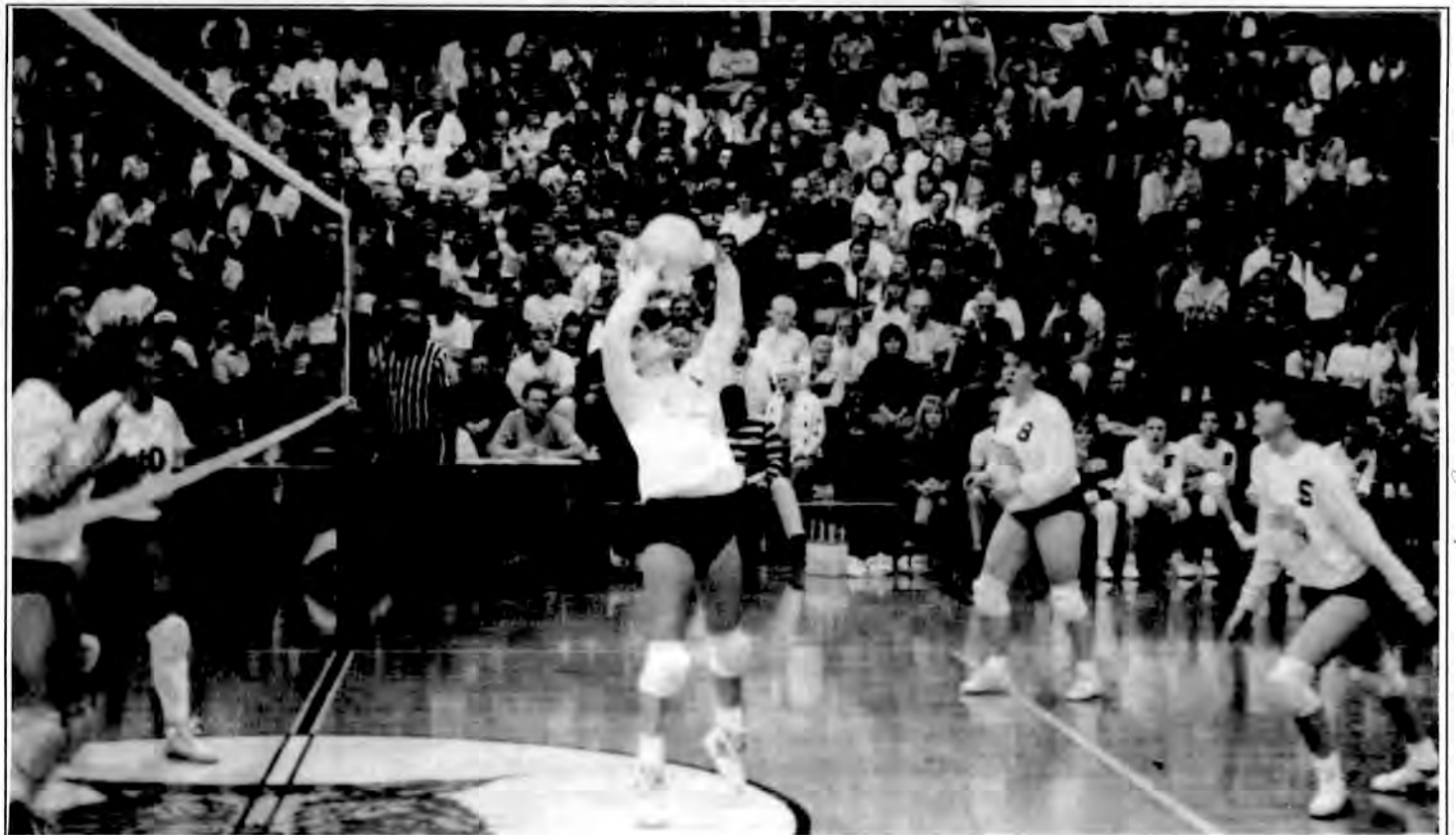
"It's unfortunate that we had to end our season with a loss because I really don't think that we played to our potential. All in all, we just didn't play the way that we knew how," said senior co-captain Maggie Soos.

The team experienced some weaknesses that played a major role in the loss.

"Our weaknesses definitely outweighed our strengths in the end. We didn't block any of their hits," said Stoner.

"We just couldn't pull it together. We have the talent as a team, but we weren't passing well in order to get good sets. It just seemed to be one thing or another, not anything in particular," said Soos.

"I really think that this



Angela Butiste, senior, sets the ball for Colleen Sipe, junior, in a recent game against Mishawaka (photo by Jason Deka).

was Mishawaka's year. We weren't quite ready for them," said senior co-captain Angela Butiste.

Despite the loss, the team seems to be satisfied with the season.

"I think that we had a really good season. The team, as a whole, played well in almost all of our games," said Stoner.

"I feel that we were very successful this year, despite

the outcome," said Butiste.

"We have nothing to be ashamed of. We should be proud of everything we accomplished," said junior Jami Bonk.

"Despite everything, we did end with a record of 21 wins and four losses. That's definitely something to be proud of," said Soos.

The team attributes much of its success to having a family like atmosphere.

"We were a very close knit

group, and I think that helped us. We were able to get each other up when we were down. I love our team so much. We got along well on and off the court," said Soos.

"We were all really close, and that made the difference sometimes. There weren't really any big conflicts," said Stoner.

Although two key players will be lost to graduation, the team looks to be strong

next season.

"They're only losing two players next year, so I think that they'll be very good," said Soos.

"With five starting varsity juniors returning next season, we will be successful. All of us have basically had a lot of varsity experience since our freshmen year. We will definitely be something to contend with," said Stoner.

Good lead

Good photo



Football

The football team has a record of 9-2, with its only losses coming to Penn and Elkhart Central. They won sectionals by defeating Portage, Michigan City Elston, and Mishawaka. They now have the school record for most wins in a single season.

Hockey

The hockey team has started its season with a 5-1 record and a 2-0 record in the league. Their sole loss has come from Battle Creek, with a score of 7-3. Their next game is November 21, at 6 p.m., at the Ice Box.

Volleyball

The volleyball team ended its season with a 21-4 record. They won sectionals for the second consecutive year. They lost in the first round of regionals against Mishawaka.

Girls' Swimming

The girls' swim team ended its season with a 4-12 record. Their wins were against LaSalle, Washington, Adams, and Concord. They placed third in city, fourth in sectionals and thirteenth in state.

Boys' Cross Country

The boys' cross country team finished its season with a 3-10 record and 3-6 in the N.I.C. (Northern Indiana Conference). They placed seventh in the sectional and sent individual runners to the regionals.

Girls' Cross Country

The girls' cross country team finished its season with a record of 7-6 and 5-4 in the N.I.C. They placed third in sectionals, behind Penn and St. Joseph's, and became the first Riley girls' cross country team ever to advance to regionals. They placed seventh.

Girls' cross country:

First time regional qualifiers

By Katie Oklak
Staff Reporter

Another one for the history books. The girls' cross country team finished seventh in the regional meet on October 16. No other Riley girls' cross country team has ever gotten to the regional competition.

They finished their season with a record of 7-6 and 5-4 in the N.I.C. (Northern Indiana Conference). They placed third in the sectional meet falling short to Penn and St. Joseph's. The top five teams advance to regionals. They also defeated long time rival Adams.

The team was ecstatic about their finish.

"It felt sensational, and it was really great knowing that we are the first team to ever do this in Riley history," said senior, Veronica Flores.

"I was very happy for the seniors, and for the underclassmen, I feel we will be there very strongly next year," said coach Doug Luczkowski.

"We wanted to beat Adams all season long. When it was announced that we did, it took my breath away," said senior Angela Adams.

Stacey Juday, senior, said the team knew it would be their last meet if they didn't make it to regionals.

"It was extra incentive, and

we all wanted to be the first girls' cross country team to make it out of sectionals," said Juday.

She also feels that making it to regionals can be attributed to their coach.

"He gave us the encouragement we needed. Doug believed in us unlike past coaches," said Juday. She added that he evened out the practices of long and short running throughout the week which made them better prepared.

The team has experienced many strengths and weaknesses throughout the season.

Luczkowski feels that the five experienced senior runners contributed greatly to their success.

"We were inexperienced when it came down to running in regionals because we hadn't been there before," said Luczkowski.

Juday said running in regionals was tougher because the competition is better.

The team experienced some very close meets in which they were unable to pull out a victory.

"We could have used some more runners in the meets against St. Joe and Penn. We just didn't have the people," said Luczkowski.

Beth Hooten, junior disagrees, "It really doesn't matter how many people run as long as they all have a positive attitude, and they work hard."

There have been many factors that have contributed to the team's success, most of which stem from the coach's philosophy. The team regularly meditated, received encouragement from team members, endured extensive practices, and each team member had a good attitude.

"I didn't put too much emphasis on the early meets. I just wanted them to perform well," said Luczkowski.

He added, "The team has had three different coaches the past three years, and they came into practice with an open mind, and gave me a chance. It really made a difference."

Next year five valuable runners will be lost due to graduation, Flores, Adams, Juday, Kathy VanDusen, and Jennifer Petersen. More runners will be needed to fill the void on next year's team.

"As long as more girls go out, the attitude stays positive, and everyone continues to work hard and improve their times, they will do a good job," said Petersen.

Adams hopes that the team does well next year, but agrees they are going to need more runners.

"I think that we will greatly miss our seniors, but the underclassmen are capable. We will be there at regionals again," said Luczkowski.



- 1) Name: Richard Michael Boits, football
- 2) Birthdate: November 11, 1974
- 3) Birth place: South Bend
- 4) Favorite color: Black
- 5) Favorite book: *Cat in the Hat*
- 6) Favorite saying: Out your what?
- 7) Favorite food: Free food
- 8) Favorite t.v. show: *Sanford and Son*
- 9) Favorite childhood memory: Going to Notre Dame games with his father
- 10) Hobbies: None given
- 11) Personal secret: None given
- 12) Fantasy: To win state in football and have a victory party with the cheerleading squad
- 13) Personal heroes: Walter Payton, and Magic Johnson
- 14) Embarrassing moment: Having to stand in the trash and write, 50 times, "I will not shoot baskets into the trash."
- 15) Self improvements: To have worked harder in class
- 16) Major accomplishments: Making it to his senior year and starting varsity for three years
- 17) Person I'd meet in time: James Bond because he kills everybody and always gets a lady in the end.
- 18) Future plans: To go to Indiana University
- 19) Advice to youngsters: If you don't want to work hard for something, don't do it.



- 1) Name: Liza Marie Swedarsky, cheerleading
- 2) Birthdate: October 28, 1974
- 3) Birth place: South Bend
- 4) Favorite color: Black
- 5) Favorite book: *The Tale of Two Cities*
- 6) Favorite saying: Happiness makes the world go around and Tomorrow is another day
- 7) Favorite food: Chinese and seafood
- 8) Favorite t.v. show: *A Different World* and *In Living Color*
- 9) Favorite childhood memory: Playing the coffee table and catching game with her sisters Lisa and Lila
- 10) Hobbies: Playing the oboe, reading mysteries, and going out with her friends
- 11) Personal secret: First impressions sometimes influence her relationships with people
- 12) Fantasy: To accidentally stumble into Candyland (the one in *Willie Wonka and the Chocolate Factory*)
- 13) Personal heroes: None given
- 14) Embarrassing moment: When she got caught taking marshmallows from her first grade teacher
- 15) Self improvements: To control the way she expresses her opinion and thoughts
- 16) Major accomplishments: Dropping her 800 time in track by 11 seconds and making it to regionals
- 17) Person I'd meet in time: Rosa Parks, since she began the civil rights movement
- 18) Future plans: To go to a four year college
- 19) Advice to youngsters: Be your own person and don't let anyone bring you down.

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Hockey team looking for repeat of last season

By Maggie Soos
Sports Editor

The hockey team is hoping for a repeat; a repeat of being league and city play-off champions. They're off to a good start with a 5-1 record, and a 2-0 record in the league.

The team takes on Marian tomorrow night at 6 p.m. at the Ice Box. The 'Cats have already beaten them once by a score of 8-1. The goals in this game were scored by Jeremy Freid, senior who scored five, Nick Relias, junior, one, Chadd Kull, senior, one, and Chris Divine, freshman, one.

"We should win this game if we're healthy and play the kind of hockey we're capable of playing. Marian tries hard, but we just have more talented players," said Michael Freid, M.D. head coach.

"If we use a lot of hustle and determination, like we did the first time, we'll come out on top," said Kull.

"They (Marian) like to talk

big, so beating them the first time was a great feat," said Matt Basil, senior.

Another Wildcat victory came against rival Adams. According to Freid, Adams is the toughest competition in the league.

Freid felt that if the team played to the best of its ability and Adams played its best, Riley would come out on top. And they did by a score of 7-3. Goals in this game were scored by J. Freid, who had five, Basil, one, and Kull, one.

The team lost an all-league goalie, two defensemen, and the third highest scorer. According to Basil, the loss is being compensated for in the experience that they do have.

"All of our experience is in our centers and defense. We have a defensive minded team which has to remain consistent," said Basil. He also feels that the leadership has taken charge and formed the team into a solid unit.

Kull feels that the hard work ethic contributes to the team's successes.

"We have the desire to win, and we never give up," said Kull.

According to Per Schelin, senior, the team's weaknesses lie in their lack of depth.

"We don't have many varsity players, but our junior varsity is working hard in practice and they're getting better fast," said Schelin.

The team practices at the J.A.C.C (Joyce Athletic and Convocation Center) on Tuesday, Thursday, and Sunday nights at 9:15 p.m.. On Monday and Wednesday they practice on dry land. They usually have games twice every weekend.

This year's roster includes seniors: Jeremy Freid, Matt Basil, Chadd Kull, Per Schelin, Neil Nowak, and Eric Hoffman.

Juniors: Jason Basil, Adam Hurtel, Craig Pippenger, Nick Relias, Colby Smith, and Andy Trost.

Sophomores: Trevor Back, Rob Koken, Ryan Laurita, and John Martinez.

And freshmen: Chris Divine, David Kapson, and Ryan Lee.



Matt Basil, senior, looks for someone to pass to during a recent game against Adams (photo by Jason Deka).

Boys' cross country, young but improving

By Maggie Soos
Sports Editor

Progress has been made by this year's boys' cross country team. They finished their season with a record of three wins and ten losses, and were 3-6 in the NIC (Northern Indiana Conference).

They have made improvements upon last season's record of one win and 13 losses, and they also placed seventh in the sectional meet; moving up two notches over last year's place

when they finished ninth.

"We wanted to improve our record, and to do a better job of placing in the city and sectional meets. We managed to accomplish all of these things," said Jon Hruska, junior.

This year's team was relatively young and inexperienced, but they did a lot of improving as the year progressed. According to team members, they never gave up, and this was a key.

"Our successes can be attributed to a team of individuals who have a very strong desire to succeed," said Ryan Hoskins,

senior.

Hruska feels that the team kept its momentum going because of a steady improvement in their times. He believes that success isn't necessarily in the win-loss record, but it lies with steady improvement that is shown from the start of the season to the end.

The team was victorious over Washington, LaSalle, and Michigan City Elston, but their closest challenge was against Adams. Although the 'Cats lost by a score of 27-32, they feel that they gave Adams some very

tough competition.

"Our top three runners ran well in this meet. Unfortunately, our number four through last runners were unable to handle their opponents," said Todd Ruth, junior, who placed third.

Next year's team looks strong. The top three runners, Hruska, Ruth, and Trevor Back, sophomore will return to lead the team. Chad Pinne, another two year letter winner, will be returning as well.

"Next year really should be a good season with four of our top five runners returning," said

Hruska.

Head coach, Larry Morningstar, summarized the season by saying, "We were just a young team that improved."

This year's roster included seniors: Ryan Hoskins, Matt Blacketer, and Jeremiah Clapper.

Juniors: Jon Hruska, Todd Ruth, and David Tomlinson.

Sophomores: Trevor Back, Chad Pinne, and Chris Arick.

Freshmen: Tom Adamson, Matt Roberts, and Peter Andreson.

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Girls' swimming places in state meet

By Heather Brayton
Artist

Inexperienced and small, but big enough to place thirteenth in the state.

This is an accurate description of the 1992 girls' swim team.

"We are small, but we have some very talented swimmers," said senior Lisa Levin.

Team members had to compensate for a lack of depth having had only eleven swimmers and two divers to fill all positions.

"Our two best breast stroke swimmers were lost to graduation, so I was called upon to completely change my stroke in order to fill the gap. I used to be a freestyler, but suddenly I was the breast stroker," said senior co-captain Krista Van Fleit.

"The freshmen had to learn the ropes because many of them had never swum competitively. The upperclassmen had to teach them what to do, and set good examples," said Van Fleit.

Despite having a season's record of four wins and 12 losses, the team wound down the season well. They were able to place third overall out of eight teams in the city meet on October 10; they placed fourth in sectionals on October 31, and thirteenth in the state meet held on November 6 and 7.

One reason for this may be the family atmosphere on the team. "We are like a big family because of our size. With a normal sized team, you are close, but with only thirteen people total, you get to know one another really well," said Van Fleit.

Levin replied, "I like it, but it does have its disadvantages. It makes it hard filling in the racing lanes, and that gets points docked but we don't have crowded pools. You get to know everyone and you can't form cliques." Also, she added, "It gives us a good excuse if we lose."

Junior Kim Wilson agrees. "We just don't have as much depth this year because of

our size," she said.

Coach Jeanne Proteau has coached at Riley for three years. She agrees that size has been a limiting factor this year. "We don't have as much depth as in years past," she said.

Wilson said, "The team has definitely improved since the beginning of the season. Their times have dropped immensely."

"We were able to do so well in city and sectionals because there was a lot of improvement on the part of the underclassmen. Once they got into the right tempo, they performed really well," said Van Fleit.

Although their record of four wins and 12 losses is not sterling, the swimmers seem to be proud of how they have fared.

This year's roster included: seniors Lisa Miller, Lisa Levin, Kirstin Wilson, and Krista Van Fleit. Juniors: Kim Wilson and Kris Peterson. Sophomores: Heather Martin and Julie Fishoff. Freshmen: Laura Wilder, Megan Carlson, Amy House, Lisa Peters, and Stephanie Slagle.



Heather Martin, sophomore, perfects her back dive (photo by Joel Szymanowski).

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Up and Coming

Boys' Basketball

November

26-LaPorte

December

6-Merrillville

7-Culver

13-Elkhart Central

Hockey

November

21-Marian

22-Grand Ledge

December

4-Penn

5-St. Joe

6-Carmel

Girls' Basketball

November

21-Marian

25-Plymouth

6:00 27-LaPorte

6:30 December

2-Jimtown

5-M.C. Elston

9-Concord

6:00 12-Elkhart Central

8:15 17-Clay

19-Washington (J.V.)

9:30 20-Washington

7:45 23-Holiday Tournament

8:15 a.m. More info in Mr. Berta's office.

Wrestling

December

5-M.C. Elston

7-Plymouth Tourney

7-Blazer Rookie Classic

10-Marian

12-Elkhart Central

17-Clay

19-Washington

Home games are indicated with

bold type. Home basketball

games are held at Jackson. All

hockey games are held at the Ice

Box unless otherwise noted. TBA

stands for To Be Announced.

Athletes OF THE MONTH

(All athletes are nominated by their coaches)

Hockey

"Craig Pippenger, junior, is a rookie goaltender. This has been his first varsity action and he has performed above all expectations."



Cheerleading

"Liza Swedsarsky, senior, has displayed good leadership and has tremendous school spirit. She's always rooting for everybody and trying to get people involved."



Football

"Terrill Woods, Steven Harper, Kenyon Gray, and Terrence Lax, seniors, have a combined total of over 3,000 yards in 11 games. Much of this can also be attributed to the other starters. Rico Swanson, senior, is the reason for none of our opponents passing to the middle of the field in the first nine games. He is always there to break up the passes. Melvin Wynn, senior, in the last three games, has had phenomenal goal line plays. He has broken up one pass and intercepted two" (athletes are pictured clockwise starting at top left corner).

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