

The Review

James Whitcomb Riley H.S.

Volume 24 Number 5

405 E. Ewing Ave. South Bend, IN

April 15, 1994

**Eleven days out of the classroom
leads to chaos and disruption...**

Aftermath of the strike: *Students lose class time and face lower grades*

■ LINDSEY COHN
News Editor

As a result of the first teachers' strike in more than 25 years, it was the students who came out the real losers.

With more than 50 percent of the students absent during the 11 day strike (which lasted from February 24 to March 6), and with 60 percent of the classes manned by substitute teachers, students lost instructional time.

According to Virginia

superintendent Calvin, students were not to be penalized academically for missing these seven school days of the strike.

But, the perception remains among some

understanding of the *no penalty rule* that teachers were to assist the absent students in making up their work.

And junior, Jan Hill experienced a similar scenario.

After missing school the first three days of the strike, she returned to her chemistry classroom Tuesday, March 1, to find out she had missed a lab and a quiz for which she was not prepared to take.

And, senior, Julie Smith's chemistry teacher, noted that the problem with her grade (which had dropped during the strike on her progress report) was due to absences.

"But I hadn't missed any classes before the strike," said Smith.

According to George McCullough, principal, teachers were expected to allow students to make-up missed work and review before, during, or after class any missed material.

"The teacher is required to review as long as the student has an excused note. The student needs to ask the teacher for help if there are any problems, so grades should not be affected," said McCullough.

Mike was not productive at all. He just wanted to go to school to goof off.
NANCY FERGUSON

Concerned mother

He encourages students who feel their

TEACHERS ON STRIKE



■ Adam Thompson, senior, displays his support for teachers as Debbie Yocum and Ralph Pieniazkiewicz strike in front of the education building.

of the students who missed classes that some non-striking teachers were reluctant to accommodate the absences.

"My English class got kind of hard because the first two days after the strike we had two tests. I got a B on one and an F on the other. It was partly because I didn't review during the strike, but neither did the teacher when we got back," said Becky Bankoff, sophomore. It was Bankoff's

The teacher is required to review as long as the student has an excused note.

GEORGE MCCULLOUGH
Principal



■ Facing forward, freshmen, Robert Floyd, Teana George, and LaTishia Bradshaw play cards in the library during the strike to occupy themselves.

grades have been adversely affected to confront their teachers to work out a plan for

making up the missed credit.

The readjustment lag also affected students negatively, according to McCullough.

"The newspaper staff took about a week to settle into a routine, which delayed deadlines and the March issue. Now we will have to have two deadlines after spring break instead of one. Also, my English class attendance has decreased since then, too," said Marcia Kovas, newspaper adviser and English teacher.

Parents also noticed a difference in their children's eagerness to attend school and learn.

Nancy Ferguson, mother of Mike Ferguson, junior, said that the strike affected her son's motivation.

"Mike was not productive at all. He just wanted to go to school to goof off," she said.

Although most students and parents supported the teachers' efforts, many are very upset with how the corporation handled the situation and the effects the strike had on students.

"I felt the superintendent and the school board should have tried harder to avoid the strike. But, the kids got hurt the most because they were stuck in the middle," said Ferguson. **R**

Related strike stories: See pages 4 and 5
Centerspread photos: Igor Rodriguez

Diverse Ideas

Minority women fight verbal abuse

■ RACQUEL GOODEN
Feature Editor

African-American women need to take a stand against abuse, according to Kevin Gerencher, a counselor for mentally disturbed teenagers at *Charter Hospital*. Although abuse exists among couples of all races, African-American women, in particular, seem to be taking more than their share of it, he says.

Gerencher lists verbal and physical abuse in the home plus the influence of rap music as factors which may prompt some black males to "call out" a female. "If an African-American male hears his father abuse his mother, he will think that this type of behavior is acceptable," he said.

Jacqui Thomas, an African-American sophomore will give an offensive male a taste of his own medicine.

"One morning a young man said B*?Ch put some clothes on, and I replied that he was not my *? father, and does not provide my clothing for me," said Thomas.

But cursing back at the provoker may not always be the best solution, according to Gerencher.

"The correct approach is to confront the abuser, and gently explain to him that you do not appreciate this type of behavior. If this approach does not work, simply avoid the offender as much as possible," he said.

Aaron Marsh, an African-American freshman, agrees with Gerencher's advice. Marsh has never put down a woman who respects herself. "I only respect those young ladies who respect themselves. I don't like those ladies who throw themselves at my feet, or give it up easily," said Marsh.

Tekisha Woods, an African-American junior, seems to have found an appropriate response to abusive men. Woods said that she is not afraid to put a young man in his place.

"When a young man verbally abuses me,

I will speak out against his actions and tell him that I am not what he has called me," said Woods.

Woods also added that after a young man approaches her in a disrespectful way, she refuses to address the young man again. "If he disrespects you once, he will do it again," said Woods.

Alonzo Shelton, an African-American freshman, agrees with Woods' approach. "I respect women who can control their own actions and words," he said.

"I've only called a girl out of her name (a bad name) after she has played me (gave me the run around)," said Shelton.

But there are signs of hope. Derick Staggers, an African-



American sophomore, feels that black women should be highly respected, and he feels that

more black men need to realize this.

"I denounce men who disrespect our

women. I have a great deal of respect for all of my black sisters," said Staggers.

R

House parties: Social scene for some that involves risking own life

■ RACQUEL GOODEN
Feature Editor

Infiltration of house parties by rival gangs is an increasing cause of teen violence, according to Lynn Coleman, juvenile detective and gang specialist with the South Bend police department.

While many parties start out as innocent fun, when they are unsupervised by adults, trouble can occur. "Many students' homes are trashed, burglaries take place, weapons are brought to the party, and illicit behavior such as drug and alcohol use take place," said Coleman.

Selina Brown, freshman, said that she has witnessed violence at parties in her neighborhood. "There was a party on the Southeast side (Riley district) taking place across the street from my house. I looked out the window and saw a guy from the Lakeside (Washington district) going in, wearing a blue bandana," she said.

"The next thing I knew everybody was running outside the house. As I watched some guys from the Southeast side were holding a gun to the young man's head as he drove away," said Brown.

According to Brown, when gang members from the opposite side of town enter a rival gang's party, it's called *set trippin*. "Most of the fights and shootings that take place at house parties are a result of *set trippin*," she said.

Ian (alias) junior, said gang members from opposite sides of town will deliberately attend a house

party just to start confusion. "Many of these gang members are just looking for trouble," he said.

"We don't like any trouble from the police or the authorities. If we have a confrontation with an intruder, we will do everything in our power to get rid of him," said Ian.

Ian also added that he has seen this method of violence take place at many of the house parties he has attended. "I was at this party where this guy walked in from another side of town talking a bunch of trash. He was then hit in the head with a bottle and tossed out on the street. The party then ended in a shoot out," he said.

Despite the dangerous circumstances that go along with attending house parties, students still feel obliged to attend. Kenny Phillips, sophomore, said that he attends house parties because he likes the excitement that goes along with it.

"I go to jack it up (dance), and hang out with the girls," said Phillips. He said that he does not deliberately attend violent parties, however, they do not pose a threat to him.

"I am not afraid to attend a violent party because it is just another way of life in the hood," said Phillips.

Phillips said that he protects himself at these parties by simply leaving the scene. "I usually go along with my instincts. When I start to detect vio-

lence, or a dangerous situation, I simply leave the party," he said.

Coleman also agreed with this method. "When students start to sense trouble at these parties, they should simply find the door," he said.

To Coleman students can help control violence in a variety of ways. "Students who host parties should carefully select their guests, and avoid open invitations to trouble makers. They should also be responsible and notify the police department when they sense trouble," he said.

Coleman also added that the police department is trying to control the increasing violence at these parties. "We have to be informed about the increasing violence," he said.

Corporal Thomas A. Williams, neighborhood watch specialist of the South Bend police department, concurs with Coleman. "If a party seems to be getting out of control, contact us at the South Bend police department right away," he said.

He also encourages parents to monitor their children's friends and the parties they attend.

And Coleman reminded students that even attending a house party could be considered breaking the law. "Students should be aware of the fact that charging (or paying) money to get into a party where alcohol is served, or having alcohol in their possession, is illegal," he said.

R

Viewpoints

EDITORIAL

Students real losers in strike

The teacher strike has been over and done with now for about a month. The strike, which lasted eleven days (seven school days), proved victorious for teachers across the South Bend Community School Corporation as a contract was settled upon. However, throughout the time before, during and after the incident, we are curious how much thought was put into academics and schedules. A week and a half were lost, and students throughout the school felt the crunch of the last few days before the end of the third quarter.

In the end, the teachers and new superintendent Dr. Virginia Calvin reached a compromise, something Calvin refused to give in the beginning. Not only was precious time lost and wasted, but useful money was spent as well. Since little work was given to students, because 50 percent of the teachers were striking, it is hard to justify why Calvin kept the schools open corporation-wide.

During the strike, Calvin hired substitute teachers to babysit students as they watched videos and movies during class, and rolled dice and shuffled cards in the library. Plus, just the cost of keeping the schools operational during the snowy and cold days of the strike extracted an extra amount of money from the corporation's pocket book.

One may be able to understand cutting classes to save money in the long run, but when hard-working teachers are asking for a reasonable increase in salary, it is ridiculous not to give it to them. When a superintendent is receiving over three times the pay of a teacher, but won't budge over a miniscule pay increase, something is definitely wrong. The whole strike, even though positive in the end for teachers, was chaotic and a problem that should and could have been avoided.

Now, the time lost cannot be made up. It would be useless to stick the teachers and students with two weeks extra in June, not mentioning the two snow days.

The nine week quarter was reduced to six weeks. Students were shuffling to get last minute work in as teachers assisted as best as possible. Maybe Calvin just needs a little time to adjust to her new position, or maybe people are judging her too quickly. However, whatever the case is, students, who were never directly involved, are paying the real cost of the strike in a loss of education.

Calvin needs to understand that she directly affects the education of the students, and that it is her responsibility to preserve this education throughout South Bend. What has our new superintendent actually learned from all this? Only time will tell.



mailbox

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.

All holidays not racist

This letter is in response to Raquel Gooden's piece in the last issue, "Racism exists in subtle ways." I was very offended by the stereotyping of our American holidays as "white" Presidents' Day celebrates George Washington and Abraham Lincoln, (whose presidency helped end slavery of African-Americans). July 4 is the anniversary of America's freedom from English rule. It wasn't a matter of black or white. Thanksgiving was a celebration of the first Americans' ability to survive through the first winter in our country. When these holidays first originated African-Americans were not a large part of the American society. But these holidays have nothing to do with black or white. These are American holidays. Aren't we all Americans?

Amy Champaigne
Amy Champaigne
Sophomore

Another opinion on gangs

I am writing in response to the article Raquel Gooden wrote on gang violence in the last issue. It made me rather upset to think that she had such bad taste. First of all, she does not know what she is talking about. The gangs that she is talking about don't even exist anymore; for example the Crypts (really Crips) are not in South Bend anymore. They haven't been around for years. Likewise the Bloods are also not in South Bend anymore. 'J.R.' and 'Johnson' told Raquel a lie. I really wish she would have talked to someone real. Basically she just doesn't know what she is talking about. She really needs to talk to someone who knows the truth.

Everett R. Williams
Everett R. Williams
Sophomore

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.

The Review is a self-supporting publication. Advertising is our main source of revenue. We accept advertising from area merchants. Contributions to this publication are accepted from the Advanced College

Project class and guest reporters. The printing of this publication done by Frank Moriconi and his Graphic Arts class at LaSalle High School.

Editors-in-Chief.....
Dan Charles*
Tom Wilson*

Sports Editors.....
Becky Bankoff
Amy Kozlowski
Melissa Lodoen

Center Spread Editor.....
Tom Wilson*

Viewpoints Editor.....
Ryan VanHolsbeke*

News Editor.....
Lindsey Cohn*
Entertainment Editor.....Dan Charles*
Feature Editor.....Raquel Gooden*
Advertising Manager.....Jenny Johnson
Staff Photographers.....

Josh Glenn
Igor Rodriguez
Courtney Ruiz
Sean Hoyt

Staff Artist.....Monica Moss
Business Manager.....Jenny Johnson
Senior Staff Reporter.....Christy Allen

* Denotes member of editorial board

Staff Reporters.

Amy Champaigne, Brian Downey, Amanda Dueringer, Marcia Furry, Joshua Glenn, Andrew Hoff, Monica Moss, Rachel Vanlaere, Alison Waddy, James Washington, Jennifer Zeak

George H. Gallup Award 1991, 92, and 93; ASPA First Place 1986-87; ASPA First Place with Special Merit 1988-93; South Bend Tribune Best Staff 1985-87; NSPA First Place with Marks of Distinction 1987-89; NSPA All-American award 1990-94; NSPA Pacemaker Finalist 1993; Pacemaker Award 1993; Columbia Scholastic Press Association First Place 1988, Medalist and All Columbian awards 1989-94; Quill and Scroll Gold Key 1986-94; Sigma Delta Chi Best Newspaper; Best Newspaper in Northern Indiana 1988, 1992; Indiana Insurance Institute Best Staff 1987-89; Ball State University second outstanding journalism program in Indiana, third outstanding Photo-journalism department 1989; Columbia Scholastic Press Association Gold and Silver Circle Awards 1990-94.

The Review

A second TEACHER STRIKE

WE WANT A CONTRACT!

School bells were ringing and doors were open, however business was not the usual

CHRISTY ALLEN
SENIOR STAFF REPORTER

School without teachers. Does this result in chaos or quality education?

Though the headcount was low, the South Bend schools remained open during the eleven day strike from February 24 through March 6. Students who attended had similar opinions on what went on inside the building.

"It was a complete waste of time and not worth going," said Andy Laurent, junior, who only attended his first hour, which was one of the few classes that had a substitute teacher.

If you call playing poker, euchre, watching movies, and mainly talking the entire week of the strike a 'quality education', then I guess I received my quality education.

GREGG SIMS
Freshmen

According to George McCullough, principal, the routine was to take one headcount at the beginning of the day and check in on classes throughout the rest of the day. Students who did not have teachers or substitutes were to report to the library or cafeteria. "Students were expected to study, review, or read if

they didn't have classes," said McCullough.

However, the students did not tell stories of studying.

"If you call playing poker, euchre, watching movies, and mainly talking the entire week of the strike a 'quality education', then I guess I received my quality education," said Gregg Sims, freshman.

McCullough announced during the strike that anyone found with playing cards or not following rules would be sent home. However, he said that no playing cards or games were confiscated during the week. John Floyd, security guard, also said there were

no more disciplinary problems or danger than usual. Students found roaming the halls were sent to the cafeteria, where they were not allowed to talk.

There were different reasons students chose to attend school during the strike. Athletes in season were required to attend four classes a day. Others went to respect the teachers in school or to follow their parents' wishes.

"I attended because I had nothing better to do. I wanted to be there at Riley to see what was actually going on," said Sims.

"I went three days during the strike," said Decision: See Flip Side



What is the fuss all about anyway?



Steve Smith, physical education teacher, and outside of the Education Building.

TEACHERS' CONTRACT IN SUMMARY

•The teachers will receive a one percent raise the first year, retroactive to September 2; a two percent raise the second year; a three percent raise the third year.

•The second-year increase of \$1,060 across all pay scales will cover teachers' cost of paying 20 percent of the health and dental care premiums for the first time.

•Increases in subsequent premiums will be limited to 10 percent.

•The second-year raise includes a \$400 raise at the most senior pay level, which now will be \$39,685 for teachers with 16 years experience and a master's degree.

•No disciplinary action will be taken against teachers who participated in the strike unless they engaged in illegal activity on the picket line.

*Information gathered from South Bend Tribune

Making ends meet:

After tense and troubled times, help and support needed

MELISSA LODOEN
STAFF REPORTER

One fallout from the recent strike is that teachers now feel divided.

"I still see the two sides as separate sides. I think that the strikers and non-strikers became very close to their own groups," said Janus Horrall, science teacher who went on strike.

"Teachers are angry but most of us are not holding grudges," said John Wibbens, science teacher who stayed in the building during the strike.

"Each side has strong feelings, which creates conflict," said Richard Beeching N.E.A. (National Education Association) uniserve director, whose union organized the strike.

Teachers who went on strike did so primarily for self-respect. They strongly believed that the administration was not bargaining in good faith, and that the only way to achieve that was to

strike.

The seven period day proposed by the administration was also a concern to the striking teachers.

Teachers who stayed in, on the other hand, did not want to break the law (by striking) or felt going on strike was an unprofessional way of dealing with the conflict.

Some admitted that fear of losing their jobs kept them inside.

"We all had to make our own decisions. We can't be upset with anyone for the decisions they made. Everyone has his or her own view of right and wrong," said Jim Fenters, who was in the building for two days and out on strike for the next week.

"I felt that I had to stay in for the first two days. I had a group of students competing down at state in the DECA (Distributing Education Club of America)

Look at the RIKE OF 1994



Ron Metcalfe, math teacher, lead picket

Opinion:

One student's experience during strike; not inside school, but on the picket line

ANDY HOFF
STAFF REPORTER

Three percent.

That seemed to me such a small amount to ask for, but for eleven days teachers had to battle to gain their dignity and fair treatment in getting a modest raise.

I joined them in their efforts. While most students either stayed home or attended teacherless classes and played games, I walked with the teachers for three days to help them fight for their rights.

I felt compelled to join the line as my frustration mounted with the administration's unwillingness to negotiate fairly. What motivated me to

go out was that I believed the administration was holding back more than they chose to offer.

The administrators do not have to face students every day, and they would not survive for very long under current high school working conditions. Teachers perform a feat of bravery everyday and manage to give students their best. I decided to walk the line, to give them the credit and respect they deserved.

Facing the doubledigit cold temperatures was only one hardship I endured during

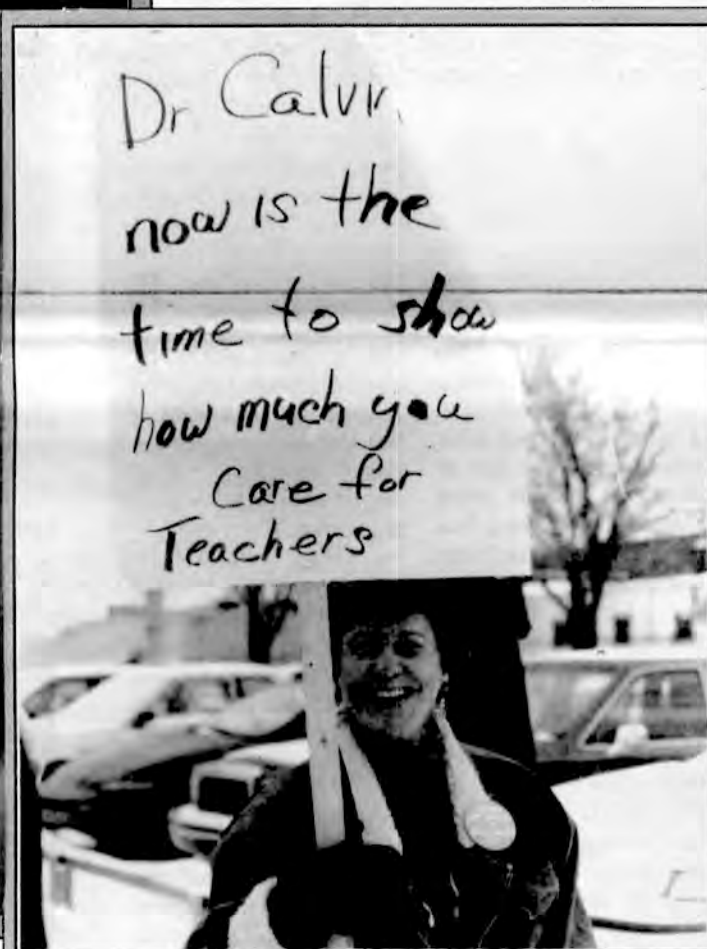
the strike. I was also harassed by non-striking teachers (who gave me the evil-eye when I walked through the hallways), a police officer, and a security guard who would not permit me to re-enter the building to gather my books for the weekend.

The police officer handed me a written citation which threatened to jail me for two days or serve community service time (the same citation the teachers had received). Although I explained that I was a student, the officer declared his orders were to give the citation to anyone carrying a sign.

I promptly put my sign down and handed the citation back, not afraid of consequences I might face. I was willing to risk a jail term, if need be, for doing what I believed was the right thing.

After the teachers won their contract settlement, the goodwill among those of us who walked the line remained. In the halls, I would encounter a teacher who had been outstriking with me, and we would share a special smile of understanding. A few days after we returned, Ephie Gevas, Latin teacher, gave me some extra candy because she was so thankful that I had joined the picket line.

I was proud to take a stand for my teachers. Every time I asked myself if I was doing the right thing, I searched my heart and found that standing by my convictions was my only choice. And taking part made me realize that not only was I part of history in the making, but that acting on my convictions can never be the wrong choice. **R**



Fedora Costas, language, keeps in good spirits.

competition and we raised about \$1,100 or \$1,200 to compete. I felt a moral obligation to go on the line afterwards," said Fenters.

Those on the line had to watch the non-strikers cross the line and go into the building. According to Horrall and Wibbens there were not any negative comments exchanged between the two sides.

"Nothing out of the ordinary was said when teachers crossed the lines. There are people who don't get along with certain people and exchange negative comments with them all of the time," said Horrall. "So naturally they expressed criticism with each other when they crossed the lines."

"There were a lot of depressed faces," she continued, "I became so emotional one day that I didn't leave the house," said Horrall.

"When I crossed the line I

saw looks of disappointment, but nothing overtly nasty," concurred Wibbens.

According to Wibbens he was never pressured to go out on the line.

"I think that the teachers knew where I stood in the whole situation. I know that teachers from the other side saw me at meetings, but they never tried to get me to go out with them," said Wibbens.

Although the picketing is now over, the healing process is not over.

"I have never had to go through anything like this before so I don't know how long it will take. I do know that wounds may heal, but scars are ugly," said Horrall.

Teachers agree that the healing will take time.

"The majority of the effects are diminished, but I think

that a summer out of each others' faces will be a help. By the

beginning of the year next year everything should be back to normal. Time will be the healer," said Wibbens.

Non-striking teachers met and discussed how they would treat the striking teachers once they would

teachers once they would

Strike: See Flip Side

KEEPING YOU INFORMED

•Will the days lost during the strike be made up later in the year?

No. (However, the two snow days will be made up at the end of the year on June 9 and 10.)

•How will the strike affect the students' attendance record?

All student absences during the strike are considered excused absences. Those excused absences will appear on the report card cumulative record because of attendance policy mandated by the state.

•Why were schools kept open during the strike?

Although it was certainly not "school-as-usual," the administration and the board, based on the recommendation of principals, believed it was important to keep our schools open for the students whose parents chose to send them.

•How much did substitute teachers get paid during the strike?

Substitutes received the standard pay of \$40 per day.

Listen Up



Student argues against unfair smoking rules

MIKE BELL
Guest Reporter

Walk down the halls in between classes on the first and second floor and you are met by a nauseous yellow cloud of stale nicotine which overpowers your olfactory senses and brings tears to your eyes. You turn to see where the smoke is coming from and see a slightly ajar door with a teacher puffing contentedly on a smoldering cigarette.

Next to the door you see a security guard taking a teenager to the office for possessing a packet of unlit cigarettes.

What the heck? you think as the teen is dragged by his arm past the teachers' lounge. After awhile you finally figure out what you have just witnessed — a monstrous double standard!

We all know that there are students who smoke at Riley. Everyone sees them in the morning and after school standing on the corner puffing to their hearts content, inhaling in sub-zero weather even though their gonads are beginning to frost over. Why do they brave this exposure just to inhale nicotine?

It is because they cannot smoke on school grounds at all, either before or after school. But the teachers can. The teachers even have their own special room in which to smoke in. It is in their contract.

Their contract states, "The board will designate an area within each school where smoking will be permitted." If you read between the lines they are implying that smoking is filthy and harmful to the health of people around you, so you cannot do it in the classroom or on school grounds. But if you are a teacher it is alright to endanger students' lives

by exposing them to second-hand smoke. Way to go. I thought our teachers were supposed to be our role models.

Igor Rodriguez, sophomore, hits the nail on the head, "How are we supposed to take teachers seriously and respect them when they cannot even follow what they are supposed to endorse? It is just another case of do as I say, but not what I do. I do not care if they smoke, but if they are going to tell us not to, they can at least refrain from smoking during the school day."

The teachers who are perpetuating this double standard are just asking for trouble. Are the students going to listen to adults who tell them how horrible smoking is when they come to school and see the people who they have been taught to respect and follow puffing away?

No. It has been proven time and time again that children follow by example. If a child sees his father rob a liquor store, but later the father tells him that stealing is wrong, chances are that the kid will get the idea somehow that stealing is okay.

Get the idea yet

teachers? No? Let me spell it out for you. You guys are screwing up royally. You are bowing to your addiction for nicotine, and not doing your job as teachers. Being a teacher is more than instructing, it is also guiding and leading the students.

By now you teachers are probably getting pretty defensive. Tough. You have no sane way to explain your behavior and not a snowball's chance in hell of defending what you are doing. How dare we assume that you should act like responsible adults and be a little bit of a role model?

I hate to break this to the "smoking teachers," but being a role model is part of being a teacher. How can you not see this? Or do you just not care? It is a sad day when students suddenly become the teachers, especially when we are instructing our supposed teachers, and we are not getting paid for it either.

The school system needs to either completely ban smoking because of its health risks, or allow a place for students to smoke as well.

R



What is your opinion of the teacher strike?



I supported the teachers, and they should get what they deserve.

David Tomlison
Senior

I understand the teachers' situation, but to say if you can't put teachers first then they can't put students first, but where were the students -- last.

Yevetta Medina
Senior



It was good the teachers did it because they deserve the raise for the work they put into our future.

Jeremey Swindle
Junior

The teachers were striking for better wages but I think it really wasn't Calvin's fault.

Sara Martin
Junior



The teachers deserve their raise and they did what they had to do.

Marcus Barlow
Sophomore

The teachers deserve what they were fighting for. School should not have been open since no learning went on.

Erin Vanderputten
Sophomore



The strike was alright, but I couldn't catch up my school work.

Sam Sherman
Freshman

I supported the strike, but my mom still made me come to school.

Sara Skodinski
Freshman



Hey You



Education or money, which is more important?

LINDSEY COHN
News Editor

The primary concern of the South Bend Community School Corporation's administration is

education, right?

From the recent teacher contract negotiations and the teachers' strike, it seemed as though the administration's only priority was money.

When Dr. Virginia Calvin became the superintendent, the community expected change and progress made in student education.

The board of trustees and Calvin have provided change, but those changes were changes for the detriment of morale in South Bend schools. They consisted of job cuts, class cuts, very small increases in teacher salaries, and a large increase in the superintendent's salary.

Granted, the economy is not flourishing and the SBCSC does have a large debt, but after thinking of the list of changes, people must realize that nothing has been done to benefit the students.

One of the more outrageous actions was to cut classes in order to have more money for an ROTC program and social workers. It is nearly impossible to understand the ethical reasons for abolishing over 50 academic or fine arts courses, and at the same time add an army program and one social worker in each school.

In high school, students need to learn more than just the basics in order to succeed in

college or a job, and ROTC does not give someone that knowledge. If a student has the desire to go into the military, that opportunity is there after high school.

Not only was the administration planning on cutting classes for money, but one of their reasons for not increasing teacher salaries and benefits was also because they wanted to save more money for courses such as ROTC and social workers.

Without teachers, where would the students gain knowledge, and how would the SBCSC be able to function? The teachers make everything happen, and the administration wanted to thank them with a one percent increase.

ROTC: See Flip Side

Cheers & Jeers



To the teachers' new contract.



To the spring sports teams.



To one more quarter of school until summer break.



To everyone who did something fun during spring break.



To ugly couples week.



To the strike.



To the 70 degree weather returning to below freezing



To people who sat around the house during spring break



To the rain during spring break.



To the continued trouble in the parking lot.

Personal experience:

Life with an alcoholic parent

JANE BATES (ALIAS)
Staff Reporter

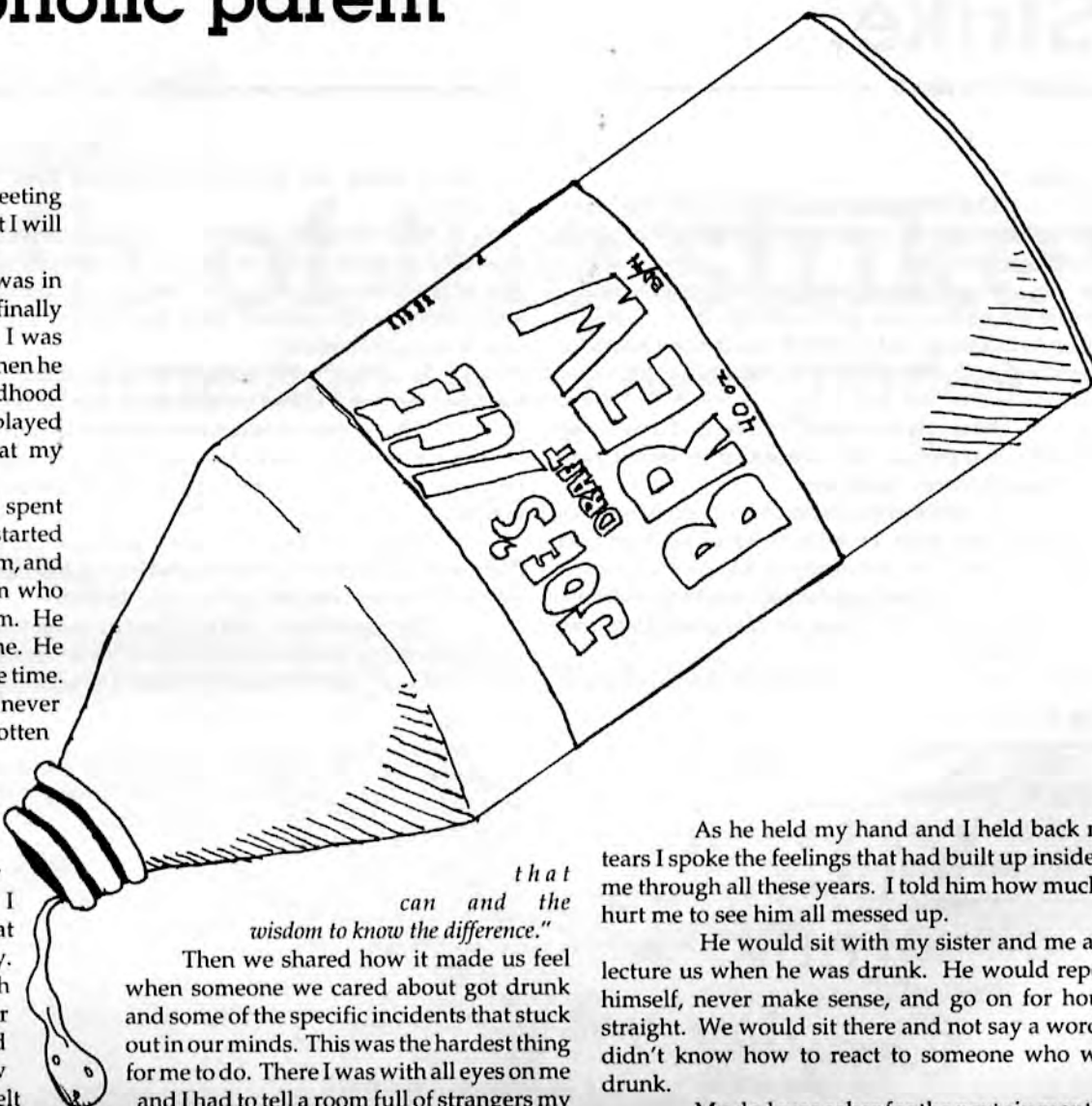
About two years ago I went to an alcohol rehab meeting for people related to alcoholics; it was a day that I will never forget.

My dad had been drinking since he was in high school and it took him about 20 years to finally get help. I did not notice that he drank while I was growing up, he worked a lot and I was in bed when he got home. Plus we did all of the "normal childhood things," we swam in the pool together, he played games with me, and all the other things that my friends did with their parents.

After my parents got divorced and I spent every other weekend with him I noticed that he started to drink a lot. I think that my sister, my step-mom, and I influenced him to get help. It was step-mom who told him over and over again he had a problem. He began to realize that he was drinking all the time. He was also getting angry at my step-mom all of the time. She told him how she felt, but my sister and I never did. Maybe if we would have, he would have gotten help sooner.

Along with my sister and step-mom, we attended the meeting. I was so scared. I had no idea what the meeting was going to be like. All I knew was that I needed to be there for my dad who had a severe drinking problem. I went to the meeting with hope in my heart that this would change my dad, and help our family.

The meeting started out with introductions, we all sat in a circle and stated our names. The alcoholics said how long they had been sober, the family members just said how they were related to the alcoholic. After that I felt a little more comfortable, except for the fact that my sister and I were the only kids. That was followed by a prayer that the alcoholics had learned from a previous meeting. It went, "God grant me the serenity to accept the things that can not be changed. The power to change the things



that
can and the
wisdom to know the difference."

Then we shared how it made us feel when someone we cared about got drunk and some of the specific incidents that stuck out in our minds. This was the hardest thing for me to do. There I was with all eyes on me and I had to tell a room full of strangers my feelings. But the one person in the crowd that would be the hardest to express my thoughts and feelings with was my father.

I had never told him how I felt.

As he held my hand and I held back my tears I spoke the feelings that had built up inside of me through all these years. I told him how much it hurt me to see him all messed up.

He would sit with my sister and me and lecture us when he was drunk. He would repeat himself, never make sense, and go on for hours straight. We would sit there and not say a word; I didn't know how to react to someone who was drunk.

My dad was sober for the next six months. He was a lot happier and had a really good attitude during those months. During that time I enjoyed being with him. However, it took about two years, but at least he had the courage to go to rehabilitation.

R

mailbox

Question to the school newspaper

Last week, I left a phone message for you to discuss the recent February issue and its article regarding the "Opponents of the new Riley building project." Since that message was not returned I thought I would send a letter.

Having been interviewed several times by two of the Riley Review reporters and having knowledge that four other Riley proponents were also interviewed, I was curious why a "proponents perspective" was not presented in your February issue.

More importantly, I would like to know what tax hearing Judy Hums attended. As outlined in the enclosed summary, our presentation was accumulated over four years of diligent, objective

research into the present Riley building plans (thousand of hours of donated time). Obviously, if the tax board had no questions about the Riley project, I believe their deliberation wouldn't be taking up three months.....

In conclusion, I believe as a communication tool, it's the Riley Review's obligation to present both sides of an issue - otherwise it is nothing more than a "marketing tool" and/or "administrative newsletter." In February's issue both sides were not presented and due to the timeliness of this issue, cannot and will not be presented.

This is unfortunate since the important facts that have been neglected (the proponents' presentation could save taxpayers \$80 million

dollars and would provide education with 25,000 additional feet of classroom space), the bottom line is that the young people this publication reaches (your target audience being 1,400 students and their parents) are actually the people who will be paying for this project. I would challenge you to deny that \$80 million dollars could be better spent on education and that our future parents/taxpayers may take exception to the neglect of this information.

I thank you in advance for your time and trust that fair reporting may be an action taken for future Riley Review publications.

Jo Blacketer

Jo Blacketer
Community Patron

Editor's note

This letter was received as a response to Lindsey Cohn's article, "Opponents Vow to Stop Building," in the February 1994 issue of the Review

We regret that our editors could not be in attendance throughout the duration of the board hearing due to scheduled classes. The quote used from Judy Hums was our attempt to balance the story, as nine of the twelve paragraphs were dedicated to summarizing the Ri-

ley at Jackson viewpoint.

We intend to do a comprehensive follow-up on the status of the entire building project once the tax board committee acts.

Correction on teacher of the year

I would like to correct an error in the story appearing in the issue of The Review dated February 18 and circulated on March 9, 1994.

In the story on page 2 concerning the selection of David Dunlap as the Riley High School Teacher of the year, you state: "Once the voting is done, a committee made up of the staff members Anthony Byrd, assistant principal; Charlotte Totten, math

department head; James Stebbins, foreign language department head; and Nat Pittman, history teacher, vote on the top five. The one with the most votes is chosen as teacher of the year."

The process does not work that way. While each of us on the committee had one vote, it was not our votes alone that determined the

Teacher of the Year. Each Riley teacher received a ballot on which to vote from among the five finalists. The committee only counts and tabulates the votes. It does not make the final selection by itself. The Teacher of the Year is chosen by the entire faculty.

J. Stebbins
Teacher

Strike:

Continued from page 5

return.

"Our consensus was to let time be the healer and to make friendly overtures. Why throw fuel on the fire?" said Wibbens.

"I have noticed teachers that I never talked to before the strike come up to me and try to make an effort to talk to me. I don't think that it is necessary for them to go out of their way to try and talk to me," said Horrall.

Obtaining a contract was the first major step in the healing process. But, according to Horrall there is not much more conciliation.

"I believe in the stages of grief. Right now we are in the quiet stage. I need to be left alone. I am mad right now and I am not ready to accept the fact that some teachers got their regular pay checks and I didn't. They also got the raise that we (the strikers) fought for," said Horrall.

Beeching believes that both the members of

the school board and the teachers learned from the strike.

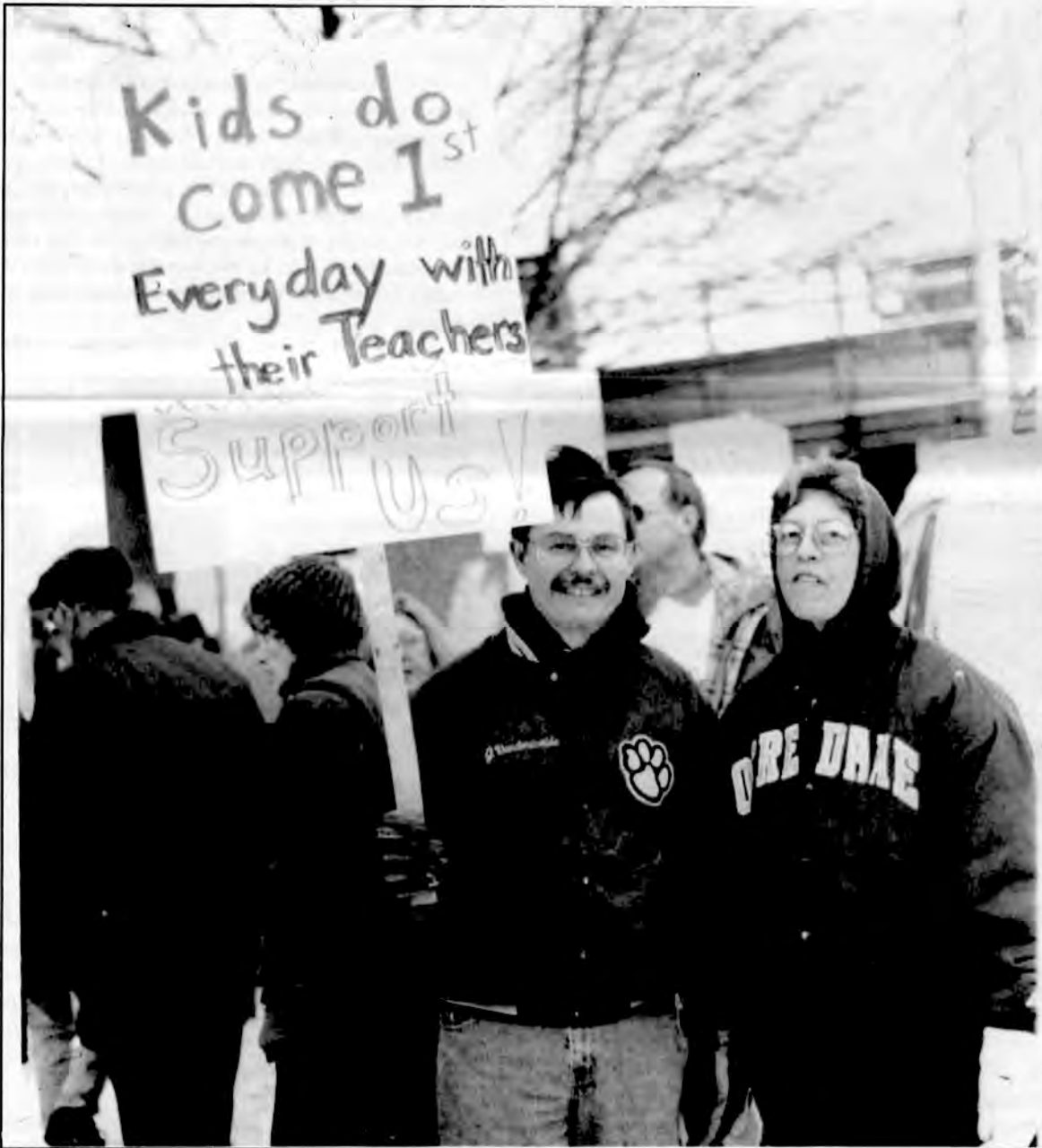
"The school board knows that they can not deliver ultimatums and that they need to compromise. The teachers learned that other members of the staff were willing to take a stand. They learned how to stick together," said Beeching.

According to Wibbens, the teachers at Riley are handling the strike fallout better than at other schools.

"I have heard that teachers at other schools are bitter, I've heard the horror stories. Here we respect everyone's choice, our faculty is mature and interested in education, so we put feelings aside," said Wibbens.

"A few teachers may hold grudges, but not that many. I know that I am somewhat biased, but I think that we have the best staff in the city," he said.

"I am not bitter, but I was hurt by those teachers who went out and picketed for the first few days, but then went back into the building," said Horrall. **R**



John Vanderweide, math teacher, and his wife, Jackie Vanderweide, English teacher continue their mission.

ROTC:

Continued from page 8

This once again proves that education comes second, behind the administrators' salaries.

There is no easy solution for the money problems that the SBCSC has, but Calvin and the school board should start brainstorming for ideas with the students in mind for a change. The administrators do have a lot of responsibilities, but they need to learn to prioritize in order to benefit the corporation, students, and teachers, and then they should figure out their personal issues.

As a student of the SBCSC for nearly four years, I will admit that I have learned a lot from my teachers. Unfortunately, after witnessing the pain, suffering, and threatening that the administration has caused the teachers, I have a great concern for future SBCSC students and what will probably be a tough struggle for them to receive a consistent, quality education. **R**

Decision:

Continued from page 4

Tony Berger, junior. "The school was empty and unorganized and the students could not show support for the teachers in school."

Berger had three teachers in school. He left during the classes without any teachers or subs.

Floyd said he thought the students should have attended school.

"School was in session. The schools were never closed," he said.

"I think they avoided the contract issue and kept the schools open to punish the teachers," said Laurent.

"It was boring and unproductive—like a day care center for teens. Schools should've been closed or maybe some of the administration could have taught class," said Sims.

Despite these students' stories from the strike, McCullough maintains that it was handled well and nothing would be done differently if the situation occurred again. He also stressed that he thinks it's time to move on.

"We're too caught up in negatives. We need to see the good things that came out of this in order to grow," he said. **R**

Hey You!

Like to take photos?
Like to write stories?
Like to be on paper?

Well, Like, join the
Riley Review

Final Thoughts



Junior Girls

The University of Notre Dame is sponsoring a three week "Introduction to Engineering" program for all juniorgirls interested in engineering. The application deadline is April 30, 1994. See your counselor for more details.

Congratulations

Lindsey Cohn was se-

lected to represent Indiana in the Journalism Education Association's high school Journalist of the Year contest for 1994.

Cohn also was presented the Gold Key Award from Quill and Scroll international writing contest.

Nicole Spore was awarded the Young Women in Public Affairs Award from the Zonta Club of South Bend.

Seniors

If you think that you qualify for an Academic Honors Diploma, then talk to Lupe Kurlowicz in the Guidance Office to make sure you are on the list.

Test Dates

The test dates for 1994 are as follows:

S.A.T. will be May 7, and June 4.

The A.C.T. will be June 11.

Applications may be picked up in the guidance office.

Diversity Days

School will not be closed to students on April 26 for the planned Diversity Day due to lost instructional time for students earlier this year.