

What's INSIDE

What is black?

Deirdre Baskin gives her personal experiences about being black.

DIVERSE IDEAS P3

Who are those new kids?

Kylea Asher explains just who our new exchange students are.

MIDDLE P3&8



Find the answer to all your college questions

All you need to know about financial aid, how to choose a college, and much more

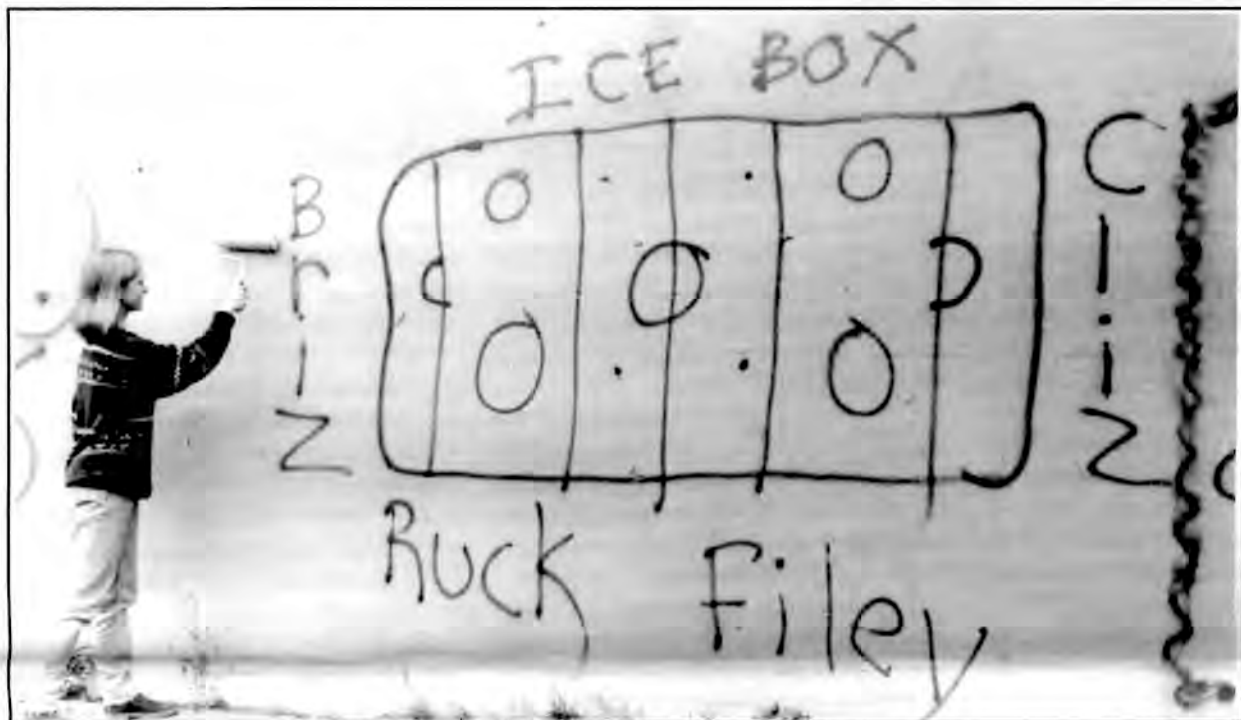
CENTER SPREAD P4,5

the review

James Whitcomb Riley High School, 405 E. Ewing

Issue I, Volume 26 / October, 1995

Clean-up crew faces backlash



NICK CHAMBERLAIN

RUCK FILEY?/ The painting on the Twyckenham bridge signifies a battle between Riley and Adams. Annie Gustafson, sophomore, member of T.R.E.E.S. tries to clean up the graffiti once again.

MELISSA LODOEN EDITOR-IN-CHIEF

What began as a neighborhood clean-up effort has become a divisive battle between Adams and Riley students.

In September T.R.E.E.S. (The Riley Environmental Education Society) was given a \$2000 grant from the Department of Neighborhood Planning and Development Summer Youth programs specifically designed to clean up graffiti and vandalism in South Bend.

At the request of many individuals who found out about their efforts, the Twyckenham bridge (which is a railroad pass over Twyckenham drive just north of

Adams High School) was cleaned by the T.R.E.E.S. chapter.

Graffiti on the bridge has been an eyesore for years, said Nick Chamberlain, senior, president of T.R.E.E.S. In recent years, vandals have inscribed KKK signs, profanity, gang symbols, and vulgarities, such as human genitalia according to Chamberlain.

"We were given an express decree to clean up the mess," he said.

The clean-up crew, armed with paint rollers and brushes and cans of paint obliterated the markings after a long day of work.

However, the reaction they received was far from approval.

Reporter, Rhonda Roberts, in the Adams' Tower called the clean-up effort an invasion on Adams' territory; and Chas Hayes also wrote for Adams in the *South Bend Tribune's* "Next Generation Page," said the defacing of the bridge is an Adams tradition aimed at boosting school spirit. In fact, a large inscription on the top of the bridge read, 'Go Eagles Take State'.

The fierce reaction from Adams' loyalists suggests that they believe the Riley clean-up was an attempt to destroy their school spirit.

This reaction astonished T.R.E.E.S. members and sponsor, John Wibbens.

"The bridge does not belong to Adams. It is not

even a public bridge; it is privately owned by the railroad which runs along the bridge," said Wibbens.

And students agree.

"They don't have the right to claim the bridge just because it is near their school. We do not claim Studebaker golf course because we have adjoining properties. There are people in the neighborhood who do not want to see graffiti on the bridge.

Adams students are not the only ones who look at the bridge," said Natalie Garrett, sophomore and member of T.R.E.E.S.

Battling bridge graffiti is not new for the

300 students protest ban on wallet chains

MELISSA LODOEN EDITOR-IN-CHIEF

Chains connected to wallets are not to be worn on school grounds.

According to Anthony Byrd, assistant principal, this is not done to punish all of the students.

"It only takes one student wearing a chain wallet to use it as a weapon," he said.

"This is a preventive action. We don't want to let something happen in order to take action," said Byrd.

However, some students feel that this action is not necessary.

"We should be allowed to wear wallet chains, they are just part of an outfit. We are allowed to choose what shirt and shoes we wear, so why not choose to wear a wallet chain?" said Ray Thompson, freshman.

Some students wear their chains as a fashion statement, yet other students have them for more practical reasons.

"I originally got mine to keep my wallet in place. I go to many concerts and tend to get jolted around. If I did not have my wallet secured to its chain, I would have lost it by now," said Sean Hoyt, senior.

Not all wallet chains cause a problem, according to Byrd, noting that some wallet chains are small and light, "It is the chains that are long, and/or thick, those we will ask the students to remove," said Byrd.

According to Hoyt, he has seen necklaces thicker than some people's wallet chains. "I think that if people are allowed to wear thick gold chains around their necks, then I should be able to wear my wallet chain," he said.

"If students do not wish to put them in their locker, they can put them in my desk," said Byrd.

According to Byrd, students who are asked repeatedly to remove their wallet chains will be put in CORE. If that does not get them to stop, or if the student is insubordinate, the student will receive out of school suspension.

"I have been stopped once. I was taken to Byrd's office and I was asked to remove my chain from my wallet. It took me ten minutes with pliers. I don't think

CONTINUED CHAINS P8/FLIP



NICK CHAMBERLAIN

CHAINED TO HARM/ This wallet chain cannot be worn at school any longer. This chain could be used to cause harm.

There may be a block in future schedules

MONICA SWINTZ SPORTS EDITOR

Classes interrupted just as a lab is about to start, unfinished videos, research projects cut short; these disruptions of our six period day may soon be a thing of the past . . .

Currently the administration is considering either a 'Block 4' or 'Block 8' schedule for 1996-97.

"It would be a great motivator for students to know they could complete a semester of coursework in 9 weeks. With Block 4 scheduling students would also be able to take 16 courses a year instead of twelve, freeing up their schedule for more electives," said George McCullough, principal.

In addition to giving students more choices, the 90 minute class periods would allow students more time in classes, allowing for more one on one help and individualization, he said.

Washington high school uses a Block 8 schedule this year, and according to Mike Sacchini, assistant principal, it works well.

"I love it, I feel that it allows more interaction with students which allows teachers to be more creative. It limits traffic in halls, truancies, and it allows students to credits; and the students can stay more focused," he said.

Students would take four 90 minute classes in a Block

CONTINUED BLOCK P8/FLIP

check it out

✓ T.R.E.E.S.

T.R.E.E.S. (The Riley Environmental Education Society) participated in a neighborhood clean up. They cleaned the areas near Riley including the parking lot. They will be scheduling other clean ups throughout the year and anyone is invited to attend. Meetings are held in room 316 every Thursday after school.

✓ ROTARY CONNECTION

Are you a student who is uncertain about the future? The *Downtown Rotary Club of South Bend* is offering a mentoring program for high school students called *Rotary Connection*, it is for those students who are uncertain about their future. This program will give students an opportunity to research a career that they would like to explore.

Selective students will have the opportunity to shadow a professional of their interest around for one half of a school day (this will be an excused absence). Pick up your application in the guidance office. This program is for seniors, juniors, and sophomores.

✓ BROADCASTING CAREER

WSBT Explorer Post 324 is opening its membership to a few high school students who are interested in a career in broadcasting. No experience is needed, but you must have a desire to learn and a commitment to attend meetings. You will have the opportunity to learn about writing, audio interviewing, lighting, camera operations, editing, and more. For more information see your counselor.

✓ TUTORIAL ASSISTANCE

If you need any assistance in any class, tutorial sessions can be arranged. Check the schedules on the yellow board on the first floor near the cafeteria.

✓ STUDENTS OF COLOR

Colby Institution is offering special recognition and financial assistance to enrolled students of color through a program in honor of Ralph J. Bunch, an outstanding national man of color. This program offers four year scholarships based on academic ability, leadership potential, and demonstrated eligibility for financial aid.

Applicants must apply by January 15. For more information call 800-723-3032.

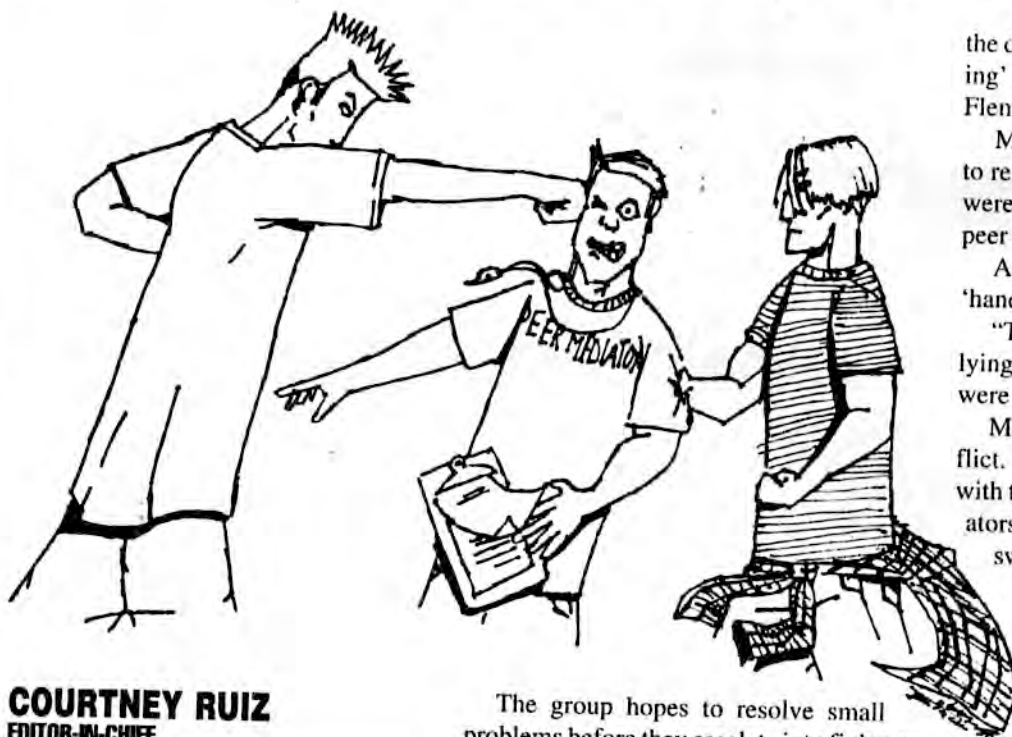
✓ JOB SEARCH

Need a job? Check the Riley job board located outside of the main office for information on where to apply. There is job information on clerical, health occupations, hospitality and food service, industrial and maintenance, and retail occupations.

✓ YEARBOOKS

Yearbooks may still be picked up. If you do not have your last year's yearbook, go to room 106.

Mediation to stop the violence



COURTNEY RUIZ EDITOR-IN-CHIEF

"Sally, I know we've been fighting a lot lately, I want to work things out. Let's go to peer mediation."

Peer mediation is a program started this year by the administration to help minimize verbal violence. Interested students can fill out a form, available in the office, to request mediation for minor problems.

"Peer mediation is a way to solve your conflicts by talking," said freshman mediator, Erin Miller.

According to Cheryl Fleming, assistant principal, and mediation sponsor, the program began as part of the *Building Improvement Plan* and as a request from teachers. It also evolved out of the numerous small problems administrators dealt with on a daily basis.

"We found that many situations coming to us could be solved by students solving their own problems," said Fleming.

The group hopes to resolve small problems before they escalate into fights or other forms of violence.

"We hope to have fewer 'he said she said' types of arguments. Gossipy types of situations lead to fights. We want to get students involved in making Riley a peaceful school," said Fleming.

"Mediation will resolve student conflicts that are minor. Violence erupts from little problems that keep continually adding together. Mediation will decrease the piling up of these small conflicts," said Kylea Asher, sophomore mediator.

Approximately five students from each class were selected. Mediators were voted on by the student body and were okayed by counselors and teachers. The students participated in a two day workshop at the *Century Center*.

At the *Century Center*, mediators listened to speakers and participated in role playings.

"We met in a large group to discuss the idea of mediation. Then we broke into two groups and discussed cooperation. After

the discussion we did an 'improving listening' activity and practice mediations," said Fleming.

Mediators were given a trainers manual to refer to the specifics. Mediator trainers were from Jackson Middle School, where a peer mediation program is in action.

According to Asher, the workshop was 'hands on'.

"The skits involved a fight about a friend lying for another friend about where they were going to be," said Asher.

Mediators also role played an actual conflict. Two disputants came to mediation with their problem and met with two mediators. First, they agreed on the rules; no swearing or name calling, confidentiality, no voice raising, and to take turns.

Then they defined the problem by the disputants explaining the conflict in their own words. Disputants also explained their feelings. Mediators were allowed to ask questions to understand the problem better. Next, the mediators helped disputants come up with a fair solution. After the solution is agreed upon, disputants signed a contract.

After the mediation session mediators and disputants agree to a follow up meeting to determine if the solution is working.

Fleming and mediators are hoping the program will help.

"For people who want help, this will work. It only helps the people who actually come to mediation," said Alexa Hilal, junior, and mediator.

Fleming will judge the program's success on participation.

According to Fleming, peer mediation will be helpful if the mediators do succeed. Fleming will also ask mediators how they felt about the mediation session in a follow up survey.

"Students must choose to take the mediation route. The process is a very vocal one so if one party doesn't speak, it won't work," said Asher.

Praying at a desk during school?

MELISSA BLUE VIEWPOINTS EDITOR

Prayer is a very controversial issue in most schools. Some feel that prayer should be included in our school day, yet others do not.

"I think that people should be able to pray in school, because for a lot of people, it is a part of their faith. It also helps them to get through school. Sometimes it is a way to release their pressure, just tell it to God," said Greg Clements, junior.

George McCullough, principal, agrees with Clements.

"I strongly believe in prayer and in church, and I think that prayer in school is a very good idea."

Even Cheryl Fleming, assistant principal, thinks that a *moment of silence* would be a good way to start the day.

When asked about the moment of silence, McCullough said, "To have a moment of silence; there would have to be a vast majority of students who wanted to vote it in."

Some students don't think that prayer in school is a very good idea.

"I don't believe in God, I think that it is all just a big mind game. I believe in

myself, that is enough for me," said Tonya Grossnickel, sophomore.

"The problem comes when you start to force religion on other people," said Anthony Byrd, assistant principal.

For those people who do agree with prayer in school, there is an after school prayer group.

At each meeting, the members introduce themselves, then they proceed to tell all of their prayer requests.

Then they hold hands and pray for all of the various things, ranging from friends to family. The students feel that it is a way to expand their spiritual help and to form Christian friendships, according to Erica Faulhaber, sophomore.

"I think that prayer groups should be in school, because if someone is lost or needs



HOLDING TOGETHER/ These students gathered around the flag pole at the annual 'see you at the pole' rally. This sparked student interest in prayer in school.

spiritual help, they can get help from all their peers," says Mindy McClanahan, sophomore.

Some think that prayer in school could offend non-Christians.

"I don't think that it is fair to other religions who aren't Christian, to impose

CONTINUED PRAY P8/FLIP

diverse ideas

James Whitcomb Riley High School

Issue I, Volume 26/October 1995

Black teen feels stereotyped

Teen questions meaning of being 'black'.

DEIDRE BASKIN
GUEST WRITER

Even though singer Michael Jackson has problems of his own right now, he did say one thing that more people should listen to:

"It don't matter if you're black or white."

But in our society, it *does* matter. I'm black and proud of it. I don't say

person my age *should* act.

I also get judged by the music I listen to.

Lots of people around here listen to the radio station *Power 99.1 FM*. I have a good

"Do blacks have to be stupid to be considered black? Are dumb white people black too?"

Deidre Baskin / Guest Writer

friend at another local high school who is white who listens to it. Is she black? Is she trying to be black? No way. Just because it's classified as 'black music' doesn't mean that only black people should listen to it and white people should go to the opera or something.

So why criticize my diverse taste in music? Why should I like only *Shaggy*,

blood.

Relationships are important to me. My friends are not my friends because of race, sex, religion, age, or belief, or that they think they are better than everyone else. They are my friends because respect me for who I am, not what I am, and I respect them for the same reason.

I also have black, Asian, Indian, and hispanic friends, but no one seems to complain about them. As long as I am with a minority, I guess I'm okay. But if I'm within ten feet of any Caucasians, I get the third degree from some of my fellow African Americans. I believe that people should be able to be friends with anyone they want without being bothered by close-minded, superficial, judgmental critics.

Isolation

I've always thought about what it would be like if I were white, or if all of my friends were black like me, and would the criticism stop? Would people leave me alone with the champion swimmer, my sweet and caring friend, or the ones I hang out with during lunch if we were all the same? It's almost like I'm on display like a sculpture at a museum with a sign by me that says 'All blacks take note: Don't be like her because she's a disgrace to our race.'

It hurts

Some people don't even realize that they can hurt the person they criticize. If any of you has ever made fun of someone because they are intelligent, successful, or because of their friends being different from them, just think for a moment about that person going home after school that day and crying about it (some of you will be thinking of me). Remember the twist to the old childhood saying: 'Sticks and stones may break your bones but words may break your heart.'

I've been called a lot of things in my life. I've been picked on and threatened. I've even come close to fighting because someone insulted one of my friends because she was white and smart (automatically making her stuck up, among other more awful things I care not repeat).

Why hate

I've even been accused of hating black people and that's why my closest friends are white. I'd just like to say that that is just a rumor. I believe that *hate* is a nasty and awful word to use toward people. You can *hate* history but not the teacher. You can *hate* a person's shirt but not the person wearing it. You can even *hate* something someone does, but I prefer to use the term *dislike* when referring to people. And still, how can I hate my own race?

As I stare into the mirror every morning at 5:30 a.m., I see myself looking my worst, with rollers in my hair and crusty *Clearasil* still left in my face. If I *hated* blacks wouldn't I *hate* myself? The pigment in my skin isn't easy to just dismiss and forget about. I'll always remember who I am. No matter what anyone might say, *I'm still black... and I'm proud of it.*

"Must you be white to succeed?"



"No, because there are a lot of successful minorities."

Brian Hurt / Junior



"No, if blacks are citizens they should be equally treated."

Sara Hamilton / Freshman



"No, race or color doesn't matter, it's about intelligence."

Tim O'Conner / Sophomore



"No, succeeding is not about race. You can do it if you try."

Melissa Gonzales / Senior



"No, but it's easier because black people are stereotyped."

Marcus Barlow / Senior



"No, everyone has the same rights. Color doesn't matter."

Patricia Edwards / Junior



"If all races try equally as hard, everyone can succeed."

Amanda Cooper / Sophomore



ART BY BOBBY BLACK AND ANDY PODELL

'Hey wuzzup' to my homies. I don't sag my pants, live anywhere near the ghetto, and I don't have rhythm. I'm relatively well off, my parents are both educated and have good jobs. I take advanced courses and my class rank is in the top five. I have friends who live in Twickenham Hills and in high class neighborhoods in Granger. Last time I checked the mirror, being smart, successful, and social didn't change my color.

Acting white

The two questions I get asked most by my black peers are: 'Why do you act white?' and 'Why do you hang around white folks all the time?' Both of these questions are related, and I have one simple answer to both of them: 'I don't.'

First of all, do black people have to be stupid to be considered black? Are dumb white people black too? I'm very blessed to be so smart, considering how poor my parents were when they were growing up and the obstacles they had to overcome to be successful. They worked hard to help me be my best. They did not care about the color of my skin. They care about the person and the quality of the person.

Proper English

Even some of my relatives in the south have criticized my proper usage of the English language. I use full sentences, with subjects and verbs, and I don't use 'ain't'. Sometimes I feel that I have to lower myself to their standards so that I will fit in, acting the way that a black

Coolio, and *Snoop Doggy Dogg*, instead of *Green Day*, *Bon Jovi*, and *Eric Carmé*? What's wrong with having a *Toto*, *Tyketto*, or *Offspring* CD next to *Bobby Brown*, *Whitney Houston*, and *Brandy*? And where do Spanish singers *Jon Secada*, *Gloria Estefan*, and *Selena* fit in? I like them all.

Just to show that stereotypes still stand, I even surprise white people with some of the music I listen to, or the television shows I watch, because 'Black people don't listen to...' or 'Black people don't watch that show...'

Do I have to watch *Martin* or *Def Comedy Jam*? Just because I don't like the jokes on *Martin*, does that mean that I'm not black? Just because *Def Comedy Jam* offends me because of my moral beliefs, does that make me any less of an African American?

Secondly, what's with the 'white friends' thing? People seem to think that making me feel guilty will make me change my friends. My two absolute closest friends happen to be white, and I am very proud of them, no matter what color they are. One is born to be an Olympic gold medal champion swimmer. She is also smart, and cool to hang out with. The other is a sweet and caring girl who is like a sister to me, and her entire family treats me as one of their own flesh and

"It's almost like I'm on display like a sculpture at a museum with a sign by me that says, 'All blacks take note: Don't be like her because she's a disgrace to our race.'"

Deidre Baskin / Guest Writer

ter what color they are. One is born to be an Olympic gold medal champion swimmer. She is also smart, and cool to hang out with. The other is a sweet and caring girl who is like a sister to me, and her entire family treats me as one of their own flesh and

Look here to figure financial aid

Are J

	College A private	College B state	College C state univ.	College D private univ.
Tuition and fees Room & Board	\$10,425 +3,190	\$2,500 +2,800	\$4,000 +2,900	\$13,000 +3,400
PRICE Miscellaneous (books, supplies, etc.)	\$13,615 +1,050	\$5,300 + 850	\$6,900 +1,000	\$16,400 +1,050
Total price of Attendance COST (Expected family contribution)	\$14,665 -4,000	\$6,150 -1,400	\$7,900 -4,000	\$17,450 -4,000
Eligibility for Need-Based Aid	\$10,665	\$2,150	\$3,900	\$13,450
Financial Aid and Packages (established) Grant (gift money) Loan (to be repaid) Work (student employment)	\$ 6,665 3,000 1,000	0 2,150 0	\$ 475 2,625 800	\$8,825 3,500 1,125
Total Aid Awarded	\$10,665	\$2,150	\$3,900	\$13,450

INFORMATION OBTAINED FROM DENNIS KIELTON HEAD COUNSELOR



INFOGRAPH BY AARON SCHAFER

NEED MONEY?

Inside tips on where to find funds

COLLEEN JURKAITES
CENTERSPREAD COPY EDITOR

According to the *Franklin Collegiate Scholarship and Aid Service*, \$6.6 billion of college financial aid from the private sector has gone unclaimed each year. That is enough to give every student in the United States \$600. So where is all this money, and how is a student supposed to get it?

Well, there is more than one way. One option is to contact an institution like the *Franklin Collegiate Scholarship and Aid Service*. (287-7128, Ext.112.). Students provide this service with data such as college majors, career ideas, grades, and goals, and for \$25 the service will process your personal data through a Hewlett-Packard Main Frame Computer which stores 150,000 sources of financial aid.

The computer will match your qualifications to the awards offered and send you a printout of 15 to 30 sources of financial aid. If less than seven sources are found, then students will receive a full refund.

A second, and possibly less costly way to receive financial aid, is through your college.

After filing your admissions applications with the college of your choice, the next step in applying for financial aid is to file your college financial aid application.

These applications can be obtained in the guidance office. According to Kielton, seniors who have questions about how to fill out the financial aid form should attend the Riley financial aid night during the week of January 10.

Lani Luciano, author of *Cut College Costs in Half-*

or *More* in the October 1995 issue of *Money Magazine*, said that while an early application won't raise the total aid package, it could get you more money in the form of grants and less in loans.

"The early bird gets the aid. Latecomers often get a higher proportion of loans simply because schools have little grant money left," she said. Finally, if you feel that the school has misunderstood your financial situation, or your finances have worsened, ask the aid office for reevaluation, according to Luciano.

"The amount of financial aid that a student can receive in a year depends on the school's budget. The student cannot receive more money than the cost of education because then in effect, the school would be paying the student to go to school," said Rose Marie Hengesbach, director of financial aid at IUSB.

Tom Adamson, senior, said that he plans to receive financial aid to help him pay for college. But, "The financial aid will cover only 50 percent of my college expenses," he said.

So, how can a student receive more financial aid than the college wants to offer?

Luciano's recommendation: focus on "deep-pocket schools" where your skills are in demand. She also says that in order to fill classrooms with well-qualified students, schools are often willing to continue financial aid negotiations even after making an offer.

"Your odds of squeezing out more money are best if you can show that a college's financial aid office underestimated your child's merit or your family's need," said Luciano.

Once you have completed bargaining with the college on the amount of financial aid you need to receive, the next step is to obtain a price guarantee from the college, according to Luciano.

"A small but growing number of colleges have committed to price limits. If your child decides to attend a school that doesn't guarantee its prices, try to lock in the aid package for all four years," said Luciano.

She warns students not to fall victim to colleges' growing practice of luring freshmen with deep discounts that aren't repeated in subsequent years. Colleges might

"Your odds of squeezing out more money are best if you can show that a college's financial aid office underestimated your child's merit or your family's need."

Lani Luciano / Author

Senior Karen Court agrees with this. "Without financial aid I wouldn't be able to attend college," she said.

Financial aid, though, is not the only way to help pay for college. There are other ways for students to cut educational expenses, according to Luciano.

One way is by earning advance credits. According to Luciano, depending on the college, you can trim as much as 40 percent off the cost of a four-year degree by taking college courses while in high school, by scoring well on Advanced Placement (AP) tests, or by spending a year or two in a well-regarded community college.

Luciano said that another way to cut your college expenses is to obtain an accelerated degree. He said that more and more schools are offering three, instead of four year, packages.

Even if you are not able to afford the college of your choice, you can still attain a quality education. According to Amy Kozlowski, senior, "It's what you get out of a school, not the school you go to. Educational opportunities exist at every school, not just the expensive ones."

Freshman year

- ✓ Plan your program
- ✓ Establish strong stu

Sophomore year

- ✓ Take the P-ACT+test
- ✓ Continue to work on vocabulary
- ✓ Commit yourself to fr
- extracurricular activit
- personal developmen

Are you ready for college?

How to choose the right college

NATALIE GARRETT
STAFF ARTIST

Choosing a college is a choice that affects the rest of a person's life, and shopping for one can be one of the most exciting trips they have ever been on.

According to Marilyn Sherman, from *Career World* magazine, it is never too early to prepare for college. A person is preparing her or himself for what they want to be. There are more than 3,500 colleges in the United States, giving a student lots of choices.

Different types of colleges include research and doctorate-granting universities, elite liberal arts colleges, comprehensive universities, liberal arts colleges, and two-year technical schools, according to Sherman.

Research and doctorate-granting universities engage in intensive research. Each university grants 40 or more PhDs each year. The admission process to attend these schools is fairly competitive, according to Sherman.

They have a wide variety of educational opportunities, and classes, especially introductory ones, may be large. Seniors have a chance to work with nationally known professors. In Indiana, some of these colleges include *Ball State University*, *Indiana University-Bloomington*, and the *University of Notre Dame*, according to the ICPAC (college placement) Information

Series.

Elite liberal arts colleges deal with subjects such as language, history, the social sciences, philosophy, and the humanities deal with broad, human and cultural concerns. A liberal arts education stresses critical analysis, communication skills, and the use of general knowledge. Most of these colleges are known for their thoroughness in teaching undergraduates.

More than 2/3 of their students come from the top 20 percent of their high school classes. These are usually smaller schools, which provide a better chance for one on one relationships between students and teachers. *DePauw University*, *Earlham College*, and *Wabash College* are examples of these.

Comprehensive universities have graduate and/or professional programs in addition to undergraduate programs. They are often divided into schools of the arts, science, business, and education, rather than one school. Though some of these stress research, they are mainly concerned with teaching undergraduates.

There are many comprehensive universities in Indiana including *Butler University*, the *Indiana Universities* (East, Northwest, and Southwest), *IU/PU University*, *Purdue University*, *Valparaiso University*, *Indiana State University*, *University of Evansville*, and the *University of Southern Indiana*, to name a few.

Liberal arts colleges stress teaching, faculty-student contact, and student involvement. They offer few, if any, graduate level courses. The curriculum centers

on the liberal arts. Though some of these also offer business, computer science, education, nursing, and social work programs.

Students get a great deal of personal attention because all of these schools in Indiana are private with smaller student population: usually less than 2,000 students. Some of the liberal arts schools in Indiana are *Bethel College*, *Franklin College*, *Grace College*, *Manchester College*, *Martin University*, *Saint Mary-*

CONTINUED COLLEGE P8/ FLIP



COLLEGE PICKING/Senior Marc Chodock and counselor Beth Horban review brochures.

Prepare now for college

10th 11th 12th college

Junior year:

- ✓ Consider honors or AP classes
- ✓ Take the PSAT/NMSQT test
- ✓ Attend college fairs, talk to college representatives
- ✓ Begin researching colleges
- ✓ Take SAT and/or ACT tests
- Discuss college options with counselor
- ✓ Visit schools or arrange for fall visits

Senior year:

- ✓ Narrow down six schools to apply to
- ✓ Retake SAT and or ACT tests
- ✓ Complete applications, get recommendations
- File financial information
- ✓ Reply to admission offers
- ✓ Keep up grades and activities
- ✓ Take AP exams and send scores

Senior profiles aid planning

MELISSA LODOEN
EDITOR-IN-CHIEF

Seniors your number one priority is to participate in graduation on Sunday, June 9, 1996.

This memo sent from the administration sums up what the counselors are busy doing: meeting with seniors to talk to coach them to graduation and plan life after high school.

"I check each senior's transcript with them to make sure that they are taking the required classes to graduate from high school," said Lee Weldy, counselor.

According to Denny Kielton, head of the guidance department, the counselors cannot work miracles.

"The seniors have to graduate themselves. We tell them what credits they need to have to graduate, and it is up to the individual student to make sure that achieve he or she succeeds," he said.

Not only do the counselors talk to the seniors about meeting the graduating requirements; they also talk to them about plans after high school.

"We want to encourage every senior to have a plan after high school, whether it be college, armed forces, or a full time job," said Weldy.

"If students are planning on attending college after high school, we give them the applications and financial aid forms necessary for the colleges they are looking at," said Kielton.

Kimberly Bell, senior, met with her counselor in hopes of getting information about college.

"I was hoping to learn more about the colleges that I was planning on applying to. I asked about certain colleges, but I didn't get any information back. I was told that college wasn't for me; that isn't what I wanted to hear," she said.

"We try to let students know what we feel is best for

them. We try to encourage them to plan a future," said Weldy.

According to Weldy, not all students plan to attend college, so the counselors need to help these student plan careers.

"We have speakers come to school so that students different careers," said Kielton.

Some counselors ask students to fill out an evaluation sheet about themselves. "I think it was a good thing to have the students fill out. The counselors now have on file everything about me. There was such information as the activities I have been in, what I have planned on for my future, and also the colleges that I plan on attending," said Becky Bankoff, senior.

According to Bankoff, the colleges that she is applying to have to have recommendations from her counselor.

"Now that they have a profile on me it won't be a problem for them to write a recommendation. I am glad that I took the time to fill it out, because if a college makes a selection on you based on a counselor recommendation, it is good that they have something personal about you to base it on," he said.

However, Bell does not feel that filling out her profile was beneficial.

"I think it was a waste of my time. My counselor did not even take the time to talk with me about anything that was on my profile," she said.

"This year's senior class has 338 students, yet only 270 of them have the 28 credits that is the requirement of being a senior. So, there are only 270 students this year that have the potential to graduate. Out of those students only about 20 will not graduate," said Kielton. "But, if you are looking at the whole 338 seniors, then that graduation rate doesn't look that good," he said.

viewpoints

James Whitcomb Riley High School

Issue 1/ Volume 26/ October, 1995

editorial

Determined to win the war

This year the administration is determined to win the war on violence. The year began with George McCullough, principal, speaking to each class about ending violence. McCullough said that anyone caught fighting in or on the grounds of Riley would immediately be expelled: this meaning violent offenders will not have the opportunity to harm or threaten other students. We think this is great. We are glad that violence will no longer be tolerated.

In the separate class meetings McCullough also announced the *Red Alert* program to ensure that every student is safe in a crisis situation. Students will have to participate in a *Code Red* later on this year. Every student in the building will learn about *Code Red* and *Red Alert*. We are glad that the whole school will know how to act in crisis situation.

Students are also getting involved in the stopping of violence hands on through the peer mediation program. This program was implemented so that students know how to resolve conflicts. There were between 10-20 students chosen from each class to attend a two day clinic at the *Century Center* to learn how to mediate fights. We hope that this will work. We guess we will just have to wait for a fight to evolve in order

to see if mediation will work.

We hope that all of the actions that are being taken this year will help end the violence. Although there have been some fights this year, we hope that they will diminish in number because the consequences this year are much tougher. The fighting must stop. We hope to end this year with a minimal amount of violence.



Where We Stand

YES 12

NO 1

Where We Stand is the vote of The Review's editorial board.

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 and entertain 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 supplement. 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 contributions from any guest reporter. We accept advertising from area merchants and corporations. The printing of this publication is done by Frank Moriconi and his Graphic Arts class at LaSalle High School.

the review

Editors-in-Chief: Melissa Lodoen
Courtney Ruiz
Centerspread: Aaron Schafer
Colleen Jurkaite
Viewpoints: Melissa Blue
Diverse Ideas: Jasmine Brown
Asst. Diverse: Kaliah Wade
News Editor: Melissa Lodoen
Entertainment: Aubrey Evans
Fundraising: Courtney Ruiz
Ad Manager: Jasmine Brown
Photo Editor: Courtney Ruiz
Asst. Photos Ed.: Nick Chamberlain
Staff Photog: Erica Costello
Sports: Monica Swintz

Design Assistant: Aaron Schafer
Head Artist: Andy Podell
Staff Artist: Bobby Black
Natalie Garrett
Copy Editor: Melissa Lodoen
Becky Bankoff
Sr. Staff Reporters: Chris Vest
Erin Wibbens
Brienne Stethem
Blake Nickle
Staff Reporters: Kylea Asher, Pam
Boone, Rebecca Cripe, Anne Gustafson,
Melissa Hunsberger, Sarah Idings, Dan
Jancha, Jason McFarley, Shannon Muia,
Rachel Schaut, Heather Thomas, Jamie

Thomas, Dana Varner, Denice Webb,
Rebecca Austin, Michelle Miller, Damian
Newhouse

Hoosier Star Finalist 1995, Medalist 1995, NSPA
Pacemaker Finalist 1995, NSPA Pacemaker Finalist
1993; Pacemaker Award 1993; George H. Gallup
Award 1991, 92, 93, 94, and 95; 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; MSPA
All-American award 1990-94; Columbia Scholastic
Press Association First Place 1988, Medalist and All
Columbia 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 pro-
gram in Indiana, third outstanding Photo-journalism
department 1989, Columbia Scholastic Press Asso-
ciation Gold and Silver Circle Awards 1990-94.

Letters to the editor

The Review holds the right to edit any letter with out altering its intent. The Review will not print letters that are libelous. 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.

Victim of the cheese

Dear Editor,

I never knew how disgusting something could be until I sipped some cheese through a carton of chocolate milk. That's right, cheese. It all happened in the Riley cafeteria. I should have known something was up considering there was fuzz on the milk carton. Unfortunately, I didn't think of that until it was too late. At least half the carton was curds and whey.

Please do something to remedy this horribly disgusting problem, and make sure it doesn't happen again.

Sincerely,

Dylan Chudzynski
Sophomore

Riley doesn't trust students

Dear Editor,

I don't think that the school trusts the students. For example, with the book bag thing: I have to take a book bag to my fifth hour and sixth hour class because of the location of my locker. I carry my book bag for books, not guns. And most people who do carry book bags are carrying them for books. I can just as easily carry a knife or a gun in the back of my pants, as I could in my backpack.

Another thing is the closed lunches. This is so stupid. For one, I like to get out once and a while, and my lunch time is that time. If we have closed lunches, it will create many problems with the student body, and I don't think that anyone would want to start lunch at 10 a.m. or 10:30 a.m.

Sincerely,

Bianca Vuckovich
Junior

Listen Up



We could have been dead!

MELISSA LODOEN
EDITOR-IN-CHIEF

The alarm rings, but nothing is heard. We, on the third floor did not know that a fire alarm had been pulled.

I would like to feel safe at school yet on October 16, I did not. The editors of *The Review* were at layout on the third floor at 7 p.m. and we did not hear the fire alarm sound.

We did not realize that we were in danger until we heard fire trucks pull up. We happened to look out the window and saw the trucks stopping here.

We came downstairs and we were asked why it took us so long to get out. The reason is simple. We did not hear a fire alarm. We

heard a faint buzzer on the first floor, but thought that it was merely a buzzer in the gym.

No one came upstairs to make sure the building was clear. Apparently it was our responsibility to get downstairs and out of the building. But, how could we, when the alarm on our floor didn't sound?

Luckily this was a false alarm or someone could have been seriously injured.

One of the custodians told us later that night that there had been some sort of a problem with the alarms. However, early last week we had a school-wide fire drill and the alarms seemed to be fine. What is the problem now? Why did we not hear the alarm sound? Why weren't we informed that there was an alarm problem?



BOBBY BLACK

Hey You



Peer mediation not for me!

MONICA SWINTZ
SPORTS EDITOR

If you are a high school student and you want to make chop suey out of someone, no one with a clipboard and a peer mediation t-shirt is going to stop you.

I've seen this time and time again.

People just aren't afraid to test the system by fighting or violence.

I admit we do need something to stop violence and other school disruptions but this isn't the way to go about it. Sharing feelings doesn't always work.

To pay for this great peer mediation adventure the city of South Bend's *Youth Development* program gave us a \$2,000 grant. This year two schools from the South Bend School Corporation, Riley and Washington took around 55 students, 7 teachers and administrators from each school to our *Century Center* to learn to be peer mediators.

Our student body picked out one person from each class to become a peer mediator. Before we were to pick, we were sent to the auditorium to watch videos about how peer mediation works. However, half of the people we picked out weren't mediators, but instigators.

Washington did it the smart way by not having the students pick their peer mediators, but we all sat down and voted for our best friends. I wish I could give us more credit, but I guess we aren't smart enough to choose between the rotten apples and responsible people.

Riley's vice principal, Cheryl Fleming,

said that it's really suppose to combat the problem of the 'he said she said' stuff. You know, the 'you stole my boyfriend so I have to kick your butt now' stuff.

But that crud has been around since King Tut and the pyramids.

I don't think peer mediation will stop it. Once you leave the room you will still feel compelled to talk about the situation. That's human nature.

My suggestion is, give this peer mediation stuff to parents and tell them what to do with it. It's their responsibility to instill values in their children.

At the high school level stricter guidelines are the answer. Most fighters are repeat offenders. Expel and suspend the students who quarrel, bicker, and fight. The message should be, 'if you want to fight, you don't want to be in school,' and enforce it.

I will give peer mediation this: I think it's a great idea for elementary school students. I think *Lincoln Elementary* has the right idea with installing it at the elementary school level. But it will only work if you install it early enough, then, once trained in the method, it might stand a chance of working once the students become teenagers.

FACES IN THE CROWD

What was your funniest Halloween memory?



"My brother went bag-snatching, but I made him give it back."

Kelly Brown
Senior

"I pushed my brother into a lake at a Halloween party."

Ryan Heyde
Senior



"A friend and I were dressed as *Criss Cross*, her belt broke, and her pants fell down."

Tara Huff
Junior

"My sister wore a pillow on her butt one year, fell down, and didn't even get hurt."

Tim Eaton
Junior



"On the way home from trick or treating, one kid peed his pants."

Renee Beutel
Sophomore

"At a party, we had a cake fight and my make-up got all over."

Vince Howland
Sophomore



"My mom wanted me to dress up as Lorraina Bobbit one year."

Rachel Cox
Freshman

"I dressed up as *Noah's Ark* one year."

Brad Thorpe
Freshman



cheers and jeers

-To the new candy machines with new candy.

-To the new mascot, Claudio Bueno.

-To no absent notes.

-To *The Review* being a Pace-maker Finalist.

-To losing to Penn in football.

-To the cold winter coming on.

-To having to do *Christmas* shopping in less than a month.

-To the yearbooks being late.

BLOCK/CONTINUED FROM P1

4 schedule each nine weeks. In a *Block 8* schedule, students would take eight 90 minute classes a week, alternating their schedule daily. Classes in *Block 8*, therefore, would last a semester.

According to Cheryl Fleming, assistant principal, there may be some disadvantages to the block scheduling, but they are planning ahead.

The disadvantages include more teacher prep time per class daily, and difficulties for elective programs which run year-long.

Students also have voiced concern that 90 minute classes would require too much

concentration on the part of the students.

"If we can't stay on task for 55 minutes, how can we possibly stay focused for 90?," said Shannon Muia, junior.

"To overcome some of the disadvantages of block scheduling some teachers will need training and some will need coaxing. Each individual teacher will also need to decide if they would need to give their classes a water break and each teacher would have to stress good behavior," said Fleming.

A committee has been started to explore the option of block scheduling. They are

looking at the pros and cons of each type of block scheduling.

This committee will be going to Beech Grove High School in Indianapolis on October 31 to see first-hand how block scheduling works. This will be the first school that the committee will visit; they will visit other schools throughout the year.

The faculty will vote in the spring on whether or not to implement the block schedule.

After a preliminary survey was given to faculty, at present, they are divided on the issue; and many are waiting to hear the

findings of the committee before making a decision.

Washington students are also divided on their new block schedule.

"Teachers don't teach more than 50 minutes; they just give us more homework," said Toni Topocsak, junior.

But Jamie Koch, junior, likes the change, "Another 20 minutes in class doesn't make a whole lot of difference. It's a nice change. I like it," she said.

If Riley institutes block scheduling, it will be one of only a handful of pioneering schools in Indiana.

COLLEGE/CONTINUED FROM P5

of-the-Woods College, Anderson University, Goshen College, Hanover College, Huntington College, Saint Joseph's College, Saint Mary's College, and Taylor University.

Two-year technical colleges offer associate degrees, diplomas, and certificates in vocational, technical, and business subjects. Courses taken at these schools usually do not transfer to four-year colleges.

Most two-year students commute to school, which decreases the amount of student activities on campus, compared to other colleges. But there may be special interest clubs and extracurricular activities tied to specific programs. Some of the two-year schools in Indiana include *Sawyer College, Davenport College, Indiana Business College, Indiana Vocational Technical College, and International Business College.*

"Keep an open mind as you look into differences among schools," said Sherman.

Differences such as location, academic life, student body, and cost all play important roles.

Urban, rural, and suburban schools provide very different environments. A

student may also be concerned about the school's distance from home.

Class size, class variety, teaching techniques, and professors should be considered. Some colleges are known for specific majors, such as law or education.

Most importantly, though, cost does not have to limit a student, according to Sherman.

"Keep an open mind as you look into differences among schools"

Marilyn Sherman / Expert

An applicant can qualify for financial aid, including scholarships, loans, and campus jobs. It would be safer to have at least one college choice that

is affordable without financial aid. Information on this can be picked up from the guidance counselors.

Factual handbooks and brochures give basic statistics of a school, and can also help a student acknowledge his or her chances for admission.

Brochures and other information on colleges can be found near the guidance counselors' offices in the waiting room, which are filed by college name. Almost every college is available, or at least the address.

Information taken from *Career World* magazine (October 1994 issue) and ICPAC Information Series.

PRAYER/CONTINUED FROM P1

someone else's religious needs on somebody just because it's the majority," said Sarah Hoff, junior.

One of the restrictions that lawmakers impose on the prayer groups is that teachers are not allowed to participate with the students during the prayer time.

"Teachers are not allowed to be involved, period. They can sponsor us, but they can't pray with us," said Hoff.

For those students who are interested in the prayer group, the prayer group meets every Friday in room 213, from 3 p.m. to 4 p.m.

CHAINS/CONTINUED FROM P1

that if I were in a fight I would have ten minutes to get my chain ready. However now that I have had to take it off my wallet, I have it free, it would now be ready in a fight," said Hoyt.

Byrd said that he makes a mental note of the students whom he has asked to remove wallets. "If I have to tell them again I will take the next action," he said.

When students found out about this newly implemented rule they were upset.

Hoyt, and Mark DeHart, junior, started a petition. According to Hoyt, they have obtained about 300 signatures. However, it has not been turned into the administration yet.

"If the students have a petition than it needs to be given to George McCullough, principal. He will make the decision whether or not the chains will be allowed to be worn again," said Byrd.

COUNSEL/CONTINUED FROM P5

"I think it was a waste of my time. My counselor did not even take the time to talk with me about anything that was on my profile," she said.

"This year's senior class has 338 students, yet only 270 of them have the 28 credits that is the requirement of being a

senior. So, there are only 270 students this year that have the potential to graduate. Out of those students only about 20 will not graduate," said Kielton. "But, if you are looking at the whole 338 seniors, then that graduation rate doesn't look that good," he said.

T.R.E.E.S./CONTINUED FROM P1

T.R.E.E.S. members. The clean-up crew has had to repaint several area bridges more than once to deter vandals. They have made three trips already to the Twyckenham bridge.

"Eventually, however, we do get the graffiti to stop," said Wibbens.

According to Wibbens, the T.R.E.E.S. members will not go back to the Twyckenham bridge after what happened on their last attempt at stopping the vandals.

"The Adams students verbally harassed us," he said.

"They said 'why don't you go paint your own damn bridge?'," said Chamberlain.

What astounded the clean-up crew was that there were very few sports slogans on the bridge.

"By and large the graffiti was comprised of sexual innuendo, and graphics, and profanity," said Wibbens. "It wasn't about school spirit."

"Adams thinks that all of the stuff on the bridge is showing their school spirit. However, there were gang symbols, along with all of the other stuff. I hope that gangs are not considered school spirit," said Chamberlain.

And despite the sentiments of the Adams' loyalists, defacing a bridge is still illegal.

"It's they, not us, who have committed a crime," said Chamberlain.

Despite the uproar from Adams students, the crew did receive praise for their efforts.

According to Wibbens, when T.R.E.E.S. presented a report to the South Bend common council, Adams area representative Roland Kelly praised the efforts and requested that they expand their program to include the Sunnyside railroad overpass, which is several blocks to the west of Twyckenham.

"When we were painting

the bridge, many people drove by looking at us and yelling 'thanks' out of their windows. I am glad that we cleaned the bridge. It was unbelievable how much we were praised. I don't care about the small amount of negative feedback. We would go back again, but only if invited," said Wibbens.

Chamberlain agrees and said he

would do it again.

"As long as I am president of T.R.E.E.S. I'll continue to paint that bridge," said Chamberlain.

Bruno's Pizza
2600 Prairie Ave.
South Bend, IN 46614
\$2.00 off any small, medium, and large pizza with this ad

Final Thoughts



Attendance Redemption

Students who have been absent more than ten days are in non-credit status until the time is made up. Bring your assignments to the cafeteria before 3 p.m. Tuesdays, and/or Thursdays.

SAT Dates

The next SAT dates are

November 4, December 2, January 27, March 23, May 4, and June 1. Pick up your SAT workbook in the guidance office.

ACT Dates

The next ACT dates are Dec 9, April 13, and June 8. Pick up an application in the guidance office.

Youth Conference

Friends Inc. members have been selected to attend the 1995 Youth conference at Ancilla College on November 1 and 2: seniors; Melissa Lodoen, Bryson Toothaker, juniors; Alexa Hilal, Kristy Wiseman, Joe Warter, Brian Hurt, and Amy Meade