

Riggs does well on state report card

by Molly Robertson

Riggs students weren't the only ones who took home a report card recently. The State Board of Education issued report cards for all accredited schools in South Dakota.

These report cards include information about each school's dropout and attendance rates, standardized test scores, student-to-teacher ratios, instructional time, curriculum offerings, and teachers' experience and pay.

The report card presented information about individual schools in comparison to state averages in the

Otis-Lennon Ability Test and the Stanford Achievement Test.

"The tests were taken strictly for information to see how well the curriculum is doing; it's not comparing any schools to one another," Assistant Principal Gary Merkwan said.

The results were taken from Riggs students who were juniors last year. With a state average in the 59 percentile on the Stanford composite, Riggs was top in ESD in the 75 percentile. The highest scores were in social studies, math and science, which were in the 79, 75 and 80 percentile, respectively.

"The higher score means that stu-

dents are working and studying harder," Merkwan said.

"The test only scored one group of students. The results can change from year to year. It doesn't necessarily mean there needs to be a change in the curriculum," Principal Roger Lonbaken remarked.

Attendance records for the school show an average of 95.0 percent attendance. This is very close to the state average of 95.5 percent.

"Our attendance is down from last year because of the flu and other illnesses. We usually have about 96 to 97 percent attendance," Merkwan said.

Teachers at Riggs have very good

reports. The average teacher has 13.3 years of experience at Riggs and 18.2 years of total teaching experience. Fifty percent of the teachers have advanced degrees, compared to 20.5 percent in the state.

Teacher salaries, at an average of \$28,197 per year, are higher than the state average of \$23,291 per year. Both of these are below the national average of \$34,148 per year.

Even though salaries aren't as high as the national average, Merkwan said, "We don't have any major problems with our teachers, and they like working here."

The curriculum at Riggs offers over one hundred courses.

Poll indicates rampant cheating; most students don't feel guilty

by Dusty Johnson

Ninety-eight percent of Riggs students cheat, and most don't feel guilty, according to a recent survey at Riggs. Two-thirds of those polled cheat more than once a month, and almost half cheat weekly.

Why so many cheaters? Well, 60 percent of cheaters say that not being prepared is a major reason, while others responded that pressure from parents, friends, and teachers is another leading cause.

But why cheat? Why not just study and get the "A" yourself? Thirty percent of students polled cheat because it's easier than studying, and many others cheat to help their grades.

Since so many students cheat, many must get caught, right? Wrong. Seventy percent of the cheaters haven't been caught—ever. Not only that, but less than one percent of the students surveyed had been caught cheating more than twice.

Perhaps even more revealing than these numbers is the fact that most students just don't care. Sixty percent don't feel guilty and more than two-thirds don't look down on students who cheat.

Special features
on cheating
see pages 4 and 5

When asked to list methods used to cheat, students gave some interesting responses. Some of the most popular methods were microscopic cheat sheets, writing on one's palm, and the old reliable looking at somebody else's paper. Some students, however, take a more creative approach to cheating. Methods such as jotting down answers on desks, on the back of the neck of the student sitting in the desk ahead, or even writing on the thigh are some of the more interesting examples of dishonesty.

What do these facts and figures mean for students and teachers in school? Many teachers feel that students are compromising their educations when they cheat and are only hurting themselves.

At any rate, it is likely that cheating will continue with a majority of students in many classrooms.

Superintendent Tessier resigns

by Cammy Clark

Pierre superintendent of schools Darwin Tessier presented his letter of resignation effective next summer at the school board meeting last Monday night.

Tessier said that he is now eligible for the state retirement program provided for educators in South Dakota. He has worked for the Pierre school system for twenty years and has enjoyed them all. "I couldn't have worked with a better system or school board," Tessier said.

During Tessier's time in Pierre he has worked to improve the school curriculum, add technology to the system, build the Riggs theatre, and add to the elementary schools. "We've also been able to attract outstanding teachers to our community, and if you have good teachers, the goal of education is accomplished," said Tessier.

Once retirement officially begins, Tessier plans to take it easy and devote more time to his horses, hunting, and his 16 month-old grandson.

Tessier will definitely be missed by his colleagues in the Pierre area.

"I feel that it (Tessier's resignation) is a big loss to the district; he contributed a lot during the eight years I worked with him, and I admit I had a lump in my throat when I read his letter of resignation; he has been an excellent leader for our school district," said John Wellhouse, business manager of Pierre schools.

"After working with someone for nineteen years, you develop a great deal of respect for that person, and it is difficult to see them leave. He provided great leadership for our district, was a strong supporter of the system, and a good personal friend," said Riggs principal Roger Lonbaken.

Gary Merkwan, Riggs vice-principal, has worked with Tessier for twelve years in Pierre and eight years in Winner. "It's hard to see him leave. Just take a look at our school system—the curriculum, the buildings—everything we have he has been a part of," said Merkwan.

The school board will begin the selection process for a new superintendent soon. The State School Board Association will work along with the local school board and help advertise the vacancy.

Editorial

Thanks for the memories...

This editorial board would like to express our thanks to Darwin Tessier for his 20 years of service to the Pierre School System. He has accomplished much to the benefit of the school. He will be missed. We wish him luck in his retirement. Maybe our next school superintendent won't own a 4-wheel drive vehicle (snow days, 'ya know)...

Making the grade...

Congratulations to Riggs and all other schools in the district for their outstanding school report card. Students and teachers should be commended for their hard work.

Committee on the right track...

Our recent assemblies with Chuck Gemar and the SDSU Band have been interesting and entertaining. Thank you to the selection committee that reviews them in advance. We hope that the quality we have witnessed will become a permanent part of our curriculum.

Review: Grunge music makes impact; here to stay

by Jessica Vogt

This summer brought forth a new breed of music, straight out of the heart of Seattle. The Seattle sound (sometimes referred to as "grunge") is a composite of musical inclinations—not necessarily heavy metal, not really top forty, and not completely alternative. Several new bands have contributed to this composite. Most of us have never heard of groups like *Green River*, the *Melvins* and *Malfunkshun*. But names like *Pearl Jam*, *Soundgarden*, *Temple of the Dog* and *Nirvana* have even begun to be recognized in the remoter areas of the nation, namely Pierre.

So what makes grunge so unique? It's raw sound and is so different, yet not totally unfamiliar. It makes for an interesting fan club.

Recommendable works include *Pearl Jam's* "Ten." It takes a contemplative look at life in general and of

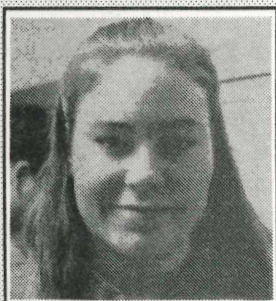
course the eternal theme of songwriting—love. It also sounds pretty good.

Temple of the Dog is a joining of *Pearl Jam* and *Soundgarden*. It came into being when the two groups reconnected following the death of *Mother Love Bone* band leader Andy Wood. Songs like "Reach Down" and "Say Hello to Heaven" describe how the group dealt with the loss of their friend.

If I were to advise one tape/CD as a sort of getting-to-know-grunge work, it would be the soundtrack to the upcoming movie "Singles". The tape features Paul Westerberg, *Screaming Trees*, *Alice In Chains*, and even an old Jimi Hendrix song. Its mood ranges from rebellious to mournful, giving the listener a wide range of experimentation to open up to.

The fact of the matter is, if grunge has made it to Pierre, it's here to stay.

What the people say about...



"I think teachers should punish the students for cheating. It's wrong, that's true. When I cheat I know it's wrong. If I get caught, I know I'll get punished. That's just life."

--Renee Rath, sophomore

cheating

"If teachers crack down on cheaters, they would be wasting their time because everyone has cheated at least once in their life time."

--Kristina Buxel, junior



"Those that are caught should be punished, but the teachers should not label them as cheaters for always."

—Helene Zegers, senior



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Students react to Clinton victory

by Wendy Birhanzel

And the winner is...Bill Clinton! Many Riggs students were disappointed but not surprised at the presidential election results. Some students felt that the media clearly favored Clinton. Preliminary polls showed him as the predicted winner, and the election bore those predictions out. Senior Nathan Brakke commented, "I wasn't surprised Clinton won. Clinton was obviously the media's choice. It was pitiful."

Some students worried about their future under the Clinton presidency while others think it's time for a change.

Senior Darrin Dykstra remarks, "I'll hope for the best because I'll be the one looking for a job in the next four years. He better get the jobs he said he would."

Junior Jaime Snyder says, "I think it's time to give someone else a chance. Bush hasn't gotten anything accomplished in the last four years."

Many analysts agree that Clinton's victory was due to his strong campaign. Bush suffered as the scapegoat for a depressed economy. As for Perot, "All you heard about him was how you were throwing your vote away if you voted for him," Brakke remarks.

Although it would appear that the country solidly favored Clinton after his so-called landslide victory, junior Erin Harmon points out, "Remember—sixty percent of America didn't vote for Bill Clinton!"

Clinton has a lot of responsibilities ahead of him. People are looking to him to restore the economy to a healthy state. This will not be an easy job, but with the backing of the people and the Congress, he might be able to make some progress.

ELECTION

your 92 vote

Students comment about dirty politics

by Renee Rath

Election 1992—time to dig up the dirt to bury your opponents. But is it ethical? And do we

need to know? Students' opinions vary.

Independent candidate Ross Perot claimed that the reason he left the presidential race in July was because the Bush campaign was planning to ruin his daughter's wedding.

"I think that thing with Perot about his daughter was going too far," sophomore Rob Whitebird said.

Another piece of "political dirt" was the rumor that Democrat Bill Clinton had had an extra-marital affair.

"There were all those rumors about Clinton and Gennifer Flowers; that was really bad. Your opponent should stay out of your personal life," Whitebird added.

Jeremy Ripperger agrees. "They went way too far; it was all overblown." Junior Aske Whitebird said, "I don't think we really need to know; everybody does that stuff."

There were opposite views also. "It's important for you to know, but your decision shouldn't be based on rumors," sophomore Sarah McCullom said. Sophomore Valerie Lauch said, "I think we need to know about some of the personal aspects of the candidates, so we can tell about their morals."

"I expected the rumors and all, but this year it was worse than usual. The people are going to remember the bad stuff more," senior Chance King said.

The season for "political dirt" has passed; perhaps now the country can move on to more constructive topics.

Spanish student adjusts to school sports, language

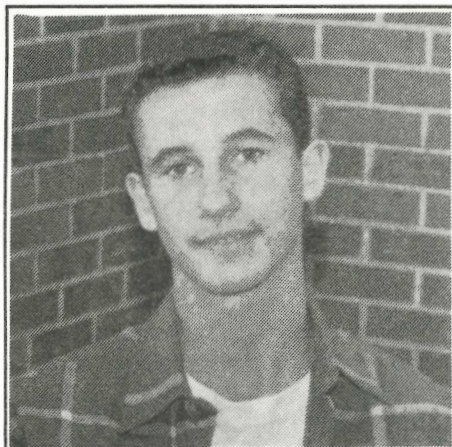
by Wendy Birhanzel

"Como Estas" is a typical greeting from Spanish foreign exchange student, Eduardo Cabezudo.

Eduardo is a sophomore at Riggs for the 1992-93 school year. Eduardo comes from Bilbao, Spain. When he arrived in Pierre, the first thing he noticed was the weather. "It's much colder here," he noted. At first, Eduardo had difficulty speaking English. However, with the help of other students and his eight years of taking English in Bilbao, he has become more fluent with the English language.

Eduardo attended the Jesus Maria school in Spain with about 1,000 other students. He said that the classes are easier here, and teachers are less strict. "At Jesus Maria," Eduardo said, "you don't get to pick your classes. You're assigned ten subjects for the year."

Eduardo likes being able to be involved in both football and basketball



Braving South Dakota winters is one of the adjustments Eduardo Cabezudo must make here in Pierre.

(photo by Stacie Suedkamp)

while here at Riggs. "In Spain," Eduardo explains, "you can only be involved in one sport, and that sport's season extends all year." Eduardo was involved in basketball at home in Spain. He noticed the emphasis put on sports is different. "Here basketball is such a big deal—in Spain it's not all that important," Eduardo points out.

Eduardo is creating great memories while attending Riggs High. This exchange is not just a great experience for Eduardo but for students here, too.

Three Riggs seniors named semifinalists in National Merit program

by Ashly Suedkamp

The 1993 National Merit Scholarship program sponsored by the National Merit Scholarship Corporation (NMSC) has released the names of over 15,000 semi-finalists, and they include three Riggs seniors—Nathan Brakke, Amy Schochenmaier, and Laura Knippling.

"My parents and I were very excited when we found out that I was a semi-finalist," Schochenmaier said.

The NMSC is a privately financed, non-profit organization that receives grants from about 600 individual sponsors to fund the scholarships that they give out.

As juniors, the semi-finalists took the 1991 Preliminary Scholastic Aptitude/National Merit Scholarship

Qualifying Test (PSAT/NMSQT), which is the first step in qualifying as a semifinalist.

Schochenmaier, Brakke, and Knippling will have the opportunity to compete for 6,500 Merit Scholarships this spring by taking the SAT.

Other factors that must be met to qualify as a finalist are having an outstanding academic record, being endorsed and recommended by the high school principal, and filling out a detailed scholarship application.

Almost 90 percent of all semifinalists are expected to become finalists.

One student that received special recognition for an extremely high SAT scores but did not qualify as a semifinalist was Reed Ulvestad.

Everything you ever want

Teachers have seen it all

by Jessica Vogt

Cheating is bound to occur where ever GPAs and deadlines are present. What most people don't realize is that the best sources for ways to cheat are the people who observe the school's best sneaks first-hand: the teachers.

Most teachers agree that one of the most common way kids try to cheat is by writing on their hands. Answers can also be found on the desks of convicted cheaters. Marsha Graney, Spanish teacher, says one boy took a test with all the answers on his desk, but neglected to erase them upon completing the exam.

Some students sit on little sheets of paper and casually peek when they get stumped. English teacher Ken Larsen says a girl in his class tried this method. When Larsen asked her to give him the cheat sheet, she promptly dropped it down an upper garment. A female teacher was called in to retrieve the paper.

Larsen has had more than one

experience with crafty cheaters. He had a boy in one class who kept rolling up his eyes during a test. Four answers were scrawled on the frames of his glasses in very fine print.

The old-fashioned method of "roaming eyes" seems to be a popular way to get a few dishonest answers. Of course, it can backfire. Algebra teacher Betty Weiss handed out two different quizzes one day. When she collected the papers, she had one with the right answers to the opposite quiz.

English and psychology teacher Candy Birhanzel recalls, "The most interesting case of cheating was actually explained to me by a student who had programmed the history dates into his watch."

American history teacher John Hoover has a pencil prominently placed in his "Cheaters' Hall of Shame." The pencil is shaved on one side with the first initials of all the U.S. presidents listed in order.

No matter how ingenious a student's cheating methods are, chances are, a teacher has seen it all.

Cheating doesn't always pay.

Cheating isn't always so promising.



Evolution theories: a first-hand review of how methods have changed

by Thomas Kamnikar

I can remember the first time I cheated. It was in the second grade. It was during a math test, and the teacher specifically said, "No counting on your fingers!" Well, that hard $5+3$ problem came up, and I couldn't figure it out real fast. What do you think I did? Yup, counted on my toes! (I was wearing sandals.)

Since then I've noticed a steady evolution in the way kids cheat. (Take notes, teachers.)

It started with the simple writing on the desks. Well, teachers made you clear off your desks! Now what to do? Arrange your hands strategically so you covered up the answers. It worked for a while until you came to rely on it so much you had to become a contortionist to cover up all the answers!

Then teachers checked your desk to look for answers. What now? Write them on your hand, except the only problem was that you got so nervous about cheating that the sweat made all the answers run together! Besides, teachers got suspicious of you staring at your hand so long—like you were a fortune teller.

Next came the slip of paper (this is where cheating became an art form.) The only problem was where to conceal it. You could crumple it in

your hand, but you usually soaked the paper with sweat. The standard hiding place was in an item needed on the test (like a calculator), but teachers usually got suspicious when you brought a calculator to an English test. Then kids got creative. I've seen cheat sheets stashed in watches or folded so small it fit under a ring. I've even seen a laminated one hidden in a mouth! And you can imagine where some girls have hid theirs!

Not only is cheating an art form, but getting the answers has become a science.

If you don't have a friend whom you can either bribe or force the answer out of, you either have to A) look in the book or B) steal the teacher's copy. Obviously you choose the easier one—B.

Now here is where cheating becomes like Mission Impossible—you have to dodge students, teachers, and janitors to get the test and copy the answers.

But now another dilemma, where to write them. You could try all the possibilities I've listed, but finally you decide on your pencil—it's small, the paint scratches off, and your teacher isn't looking for it!

Only one problem, in a fit of nervousness, you sharpen your pencil down till you only have one answer left.

Although the above story is greatly exaggerated, one thing is true—cheating has evolved into almost an art form, and the teachers have evolved with it. The only thing a kid can do is, (gasp) give up and study!

to know about cheating

To cheat or not to cheat; that is the question

by Cammy Clark

You're taking a test but you are really having some trouble, the teacher leaves the room momentarily, here's your big chance—do you cheat?

Students at Riggs say that this is a prime opportunity to improve a not-so-hot test score. This, along with trusting teachers, teachers that don't patrol the room while the test is being taken, and make-up tests are all ways that help some students to get by.

"Make-up tests are easier for kids to cheat on because they are usually all alone and they can get the answers beforehand," said senior Jonathan Urbach.

Substitute teachers provide other opportunities for covert kids. "Usually substitute teachers don't know how students operate with each other and are not as perceptive to cheating as the regular teachers," said junior Ryan Knox.

"A lot of kids cheat because they can, some teachers trust kids based on their reputation and this makes it

easy for them," said junior Ryan Merriam.

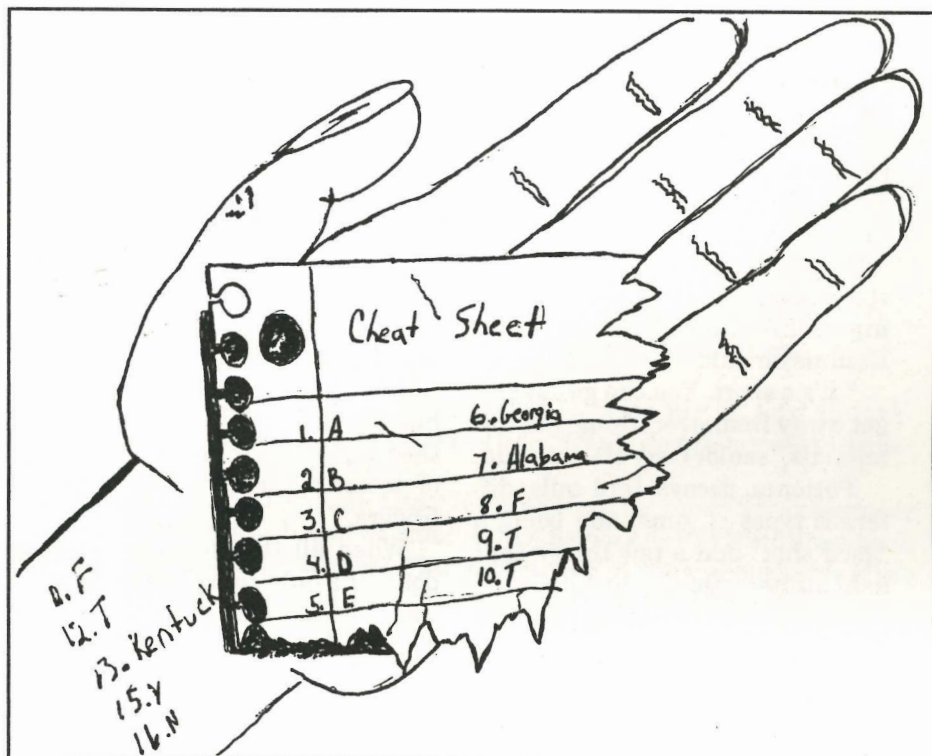
Other cheating methods at the top of the list include: sitting in the back of the room, a quick peek at someone else's paper while the teacher is helping another student, and the infamous "cheat-sheet".

Junior Josh Hook and sophomore Allison Stout agreed that when teachers were busy with other students a lot of cheating seemed to go on. "When teachers aren't paying attention to all the students, kids tend to take advantage of the situation," said Stout.

"If you were a cheater, I would think that it would be especially helpful if the person sitting beside you writes big," said junior Charlie Hopper.

Some students take the creative route and go to great extremes to cheat. "Last year I heard of a girl that wore a short skirt and wrote the answers to an exam on her upper thigh," said sophomore Dusty Johnson.

...The teacher walks back into the room, your big chance is gone, did you make the right decision?



Cheating punishment differs

by Jen Hauschild

It's been said thousands of times year after year in every classroom. "Keep your eyes on your own paper." It's the famous don't-cheat-on-the-test line. But what happens when students get caught cheating?

"I was supposed to do two typing projects for office ed," said senior Darcie Dunn. "So I did one project and someone else did the other one. She gave me her project and I gave her mine. The teacher noticed we both had the same mistakes and accused us of cheating. I got an F on the projects and on my deficiency report. I also got my opens taken away."

Another common avenue of cheating caused junior Mike Haas some problems.

"I had a calculator with a cheat sheet in it. I was caught with the cheat sheet while I was taking my chemistry test. I think the teacher gave me an F on the test and I ended up with a C on my report card," said Haas.

Teachers often have different ways of disciplining students who are caught cheating.

"I usually give the student a zero on the test," said chemistry and Biology II teacher Jon Gonsor. It's very difficult to make up the zero. I also visit with the parents before the student can.

"We [the administration] let the teachers take care of disciplining cheaters," said Assistant Principal Gary Merkwon.

by Jamie Clair

Cheating. Most students have done it at one time or another—in some form or another.

What makes students commit this academic "sin" of sorts? Is it an unknown force? Teachers and students alike have many of their own possible justifications.

Some students may have inferiority complexes which drive them to cheat. "Many people cheat to do as good or better than someone else in the class," says Kelly Lucas, senior.

With others it may be lack of time. Junior Erin Harmon says, "In most situations students cheat because they just didn't take the time to study."

Many times the answer to this question is very cut and dried. "The reason people cheat is to get ahead without doing any work," says sophomore Mike Anderson.

Teachers have their view as well. "I think there are many different motives," says Bob Judson, sophomore biology teacher, "but quite a few of

them cheat just to get away with it."

In other instances the cheater may just need a push. "Some have done extensive studying and just need to be pointed in the right direction, so they resort to cheating," says Jay Mickelson, Latin II and III teacher. Mickelson added that cheating is much more rampant in Europe than in the United States and is much more obvious.

Some have even given names to cheating. Will Hansen, choral director, says, "I call it the 'leech effect' because too many students think it's easier to suck things off others than to study for themselves."

It may all be summed up into one reason. "Insecurity—bottom line," says Ken Larsen, speech and literature teacher.

There are many reasons for cheating, but each student undoubtedly has his or her own private justifications for cheating. Perhaps students should ask themselves, "Is my reason good enough?"

Hunting provides challenge, entertainment

by Jen Hauschild

As fall comes to a close and the first signs of winter appear, the animals stir as a hunter closes in for the kill.

Hunting animals such as pheasants, geese, deer, and ducks provides entertainment and sport for many students.

"You can get away from civilization and kill things," senior Chris Thomsen said. "It pits man against nature."

"It's a challenge to jump a stockdam without the ducks knowing you're there," senior Chad Eschmeyer said.

"It's a sport. You can go out and get away from everything and kill animals," senior Cory Holmes said.

Patience, decoys, bird calls, different types of guns, and being a "good shot" and a few things that help hunters "go for the kill."

"I like using a Browning 12-gauge semi-automatic when I hunt," said Holmes.

Every hunter has a favorite animal and a favorite place to hunt.

"I like hunting geese. You have to be a good shot and have a lot of patience," senior Jonathan Urbach said.

"Pheasants are my favorite animal to hunt for. It's something you have to walk for. You also have to be quick on the draw," said Holmes.

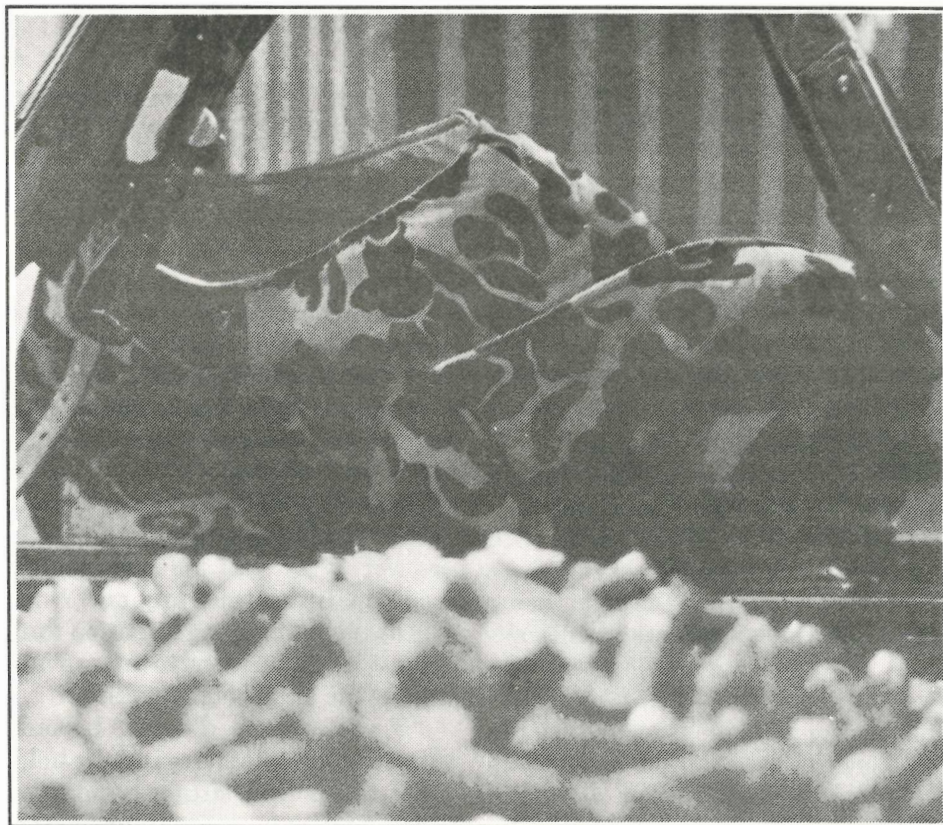
"The best place to hunt is wherever there is a no trespassing or no hunting sign. That's where the most game is," said senior Mike Shoup.

Weather conditions are a big factor in hunting. Deer hunting is best when it's cold and clear with snow on the ground. Duck hunting is best when there is little wind; pheasant hunting, on a calm nice day.

After the hunt is over, the game has to be cleaned. "Cleaning is half the fun," said Shoup. "I like the feel of intestines running through my fingers."

When all the cleaning has been done, the only thing left to do is eat what's been killed. "The only reason to kill is for the food," said Thomsen.

"Hunting is very satisfying," said Eschmeyer. "You get your animal, you feel like a man, and then you go home and have a drink."



Hunting gear . . . Guns, ammunition, and camouflage are hunting essentials.
(Photo by Stacie Suedkamp)

Wrestlers currently unpinned by troubles

by Jen Hauschild

As winter nears, so does wrestling season at Riggs High.

"We hope to have a decent year," Coach Myron Bryant said. "We have four quality seniors and probably the best balance of freshman, sophomores, juniors, and seniors we've had in a long time."

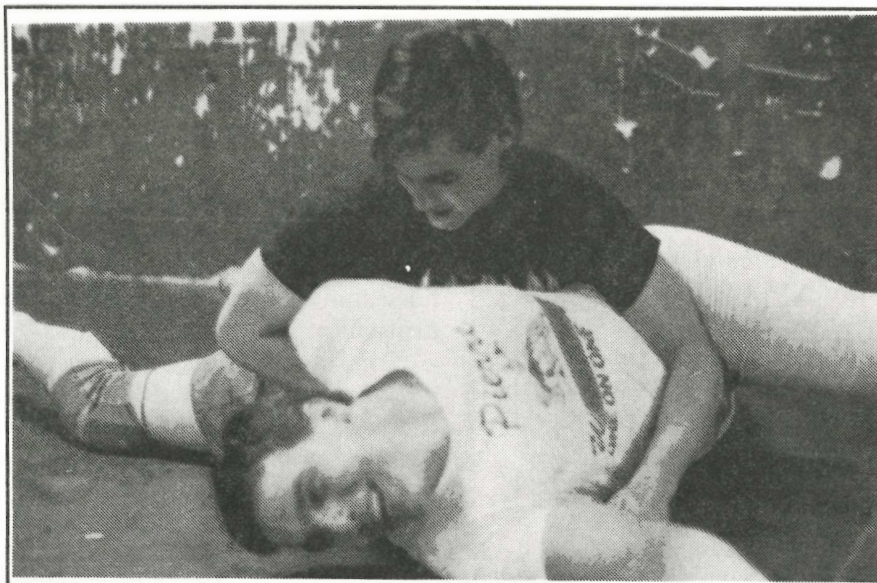
"We have an experienced and strong team this year and plan on doing well," senior Jaremy Joy said.

With the season only a few weeks old, injuries aren't causing a big problem.

"We haven't had any injuries yet, but if and when someone gets hurt or sick, we have good back-ups to take their place," Bryant said.

"The coaches said we're a week and a half ahead of schedule. They're pushing us hard," junior Mike Haas said.

Early predictions favor Huron and Watertown to dominate the



Takedown...junior Jason Irion and senior Levi Hillmer practice for the upcoming season.
(photo by Stacie Suedkamp)

ESD.

"We're hoping to place in the top one-half in ESD. We're going to give Huron and Watertown a run for their title. We're also hoping to place in the top five at the State Tournament. We have six or seven guys that

could place, and we may even have a few finalists," Bryant said.

"It's a good team and we're doing well. Everyone is sticking together and not screwing around," sophomore Jason Robinson said.

Senior gymnasts will lead team

by Sara Thorson

The gymnastics season is underway. Led by coach Vicki Semmler, they have high hopes for this season. Of the fourteen girls participating this year, four are seniors. Five varsity girls returned.

Their first junior varsity meet is December 7 at Stanley County. The varsity will compete against Miller in their first meet.

The girls practice from 3:30 p.m. until 6:00 p.m. on weeknights, working to build up strength, flexibility, and endurance. Each has made individual goal of getting into condition and keeping healthy. As a team, their primary goal is to get their routines ready for performance, which they consider to be the hardest part.

Gymnasts compete in four events: uneven bars, floor exercise, beam, and vault. Not all team members compete in all four events. Some compete in all-around (all four events) and others specialize in one, two or three events depending on the gymnasts' strong points.

Point Counter Point

Brakke's BOX

More school spirit needed

by Nathan Brakke

It used to be that a home basketball game attracted a frenzy of fans. They used to yell and scream and even get a little rowdy. It has been a different story this year. Attendance is down. Spirit is down. The cheerleaders are frustrated. No one cares.

Junior cheerleader Danielle Hageman explained, "Nobody has any [school spirit]—except for the cheerleaders." Senior cheerleader Anne Kenyon added, "When we try to do crowd cheers, everyone looks at us like we're crazy."

Some might blame the lack of school spirit on the team. But as Vice-Principal Gary Merkwan said, "It is not any one team's fault. It [school spirit] is just something that's not happening."

Losing might damage school spirit, but strong school spirit can sometimes put an end to that losing. Either way, as senior cheerleader Kara Klein put it, "We should be proud of our team whether they're winning or losing."

So what can be done to increase school spirit? The cheerleaders all agreed that a mascot would be fun, drum chants would help, but an announcer wouldn't help that much.

Junior cheerleader Mandy Englehart explained, "We just wish everybody would get into it more and not be embarrassed." Kenyon added, "People should not be afraid to be themselves."

But some fans complain that they aren't allowed to be themselves. When they think of their own cheers, certain people do not approve and attempt to curb this "inappropriate" behavior with threats. Too often adults fail to realize that any school spirit is usually good school spirit. Besides, these fans just want to have fun.

"The students from Riggs should take a lesson from the elementary kids."

--senior Anne Kenyon

time, Kenyon suggests, "The students from Riggs should take a lesson from the elementary kids." We don't have to cheer our team on, but as all the cheerleaders agreed, we "should want to."

We need to show our teams that they're not alone. We must show our cheerleaders that they're not alone. We have to show that we do care.

Life isn't all crowds and cheers

Sally says

by Sally Herrin

It used to be that the Roman Coliseum and the Christian massacres would bring in a frenzy of fans, too. Gradually, attendance went down. People thought about why they were cheering. They thought about the other things they could be doing. It's not that they didn't care. It is not that at all. They just got their priorities straight.

I don't want to put down basketball. Some of my favorite people play the game. I'm not going to quell the intentions of the cheerleaders either. I am saying that maybe they need to look at cheers that are more encouraging to the team. What happened to the cheers that had us spell out "spirit" and "victory"? Have we been reduced to a society of "booty shakers" and "gigolos"?

Have we been reduced to a society of "booty shakers" and "gigolos"?
junior Sally Herrin

School spirit should not be judged only by basketball attendance. Many students must go to work. Many are involved in other sports that make it nearly impossible to attend games. Students are involved in numerous community activities and just don't have time to go to the games. It is not fair to call the students who do not attend basketball games apathetic. Just call them busy.

I hope that the people in our school can find something more exciting to do than scream at a basketball game. I also hope that school spirit is not what life is all about. Life is going to throw you a hardball. Even if you meet it and catch it with the greatest skill, there is no guarantee that a crowd will be cheering.

As far as learning from the elementary kids, of course they are going to cheer for the older kids. They look up to them.. By the time you get to high school, you are the big kids. It is not the same. Who says that we do not support our team if we don't follow our cheerleaders? Believe it or not, there are people who like to watch the game. Often, you can hear the cheerleaders chanting, "defense" when our team has the ball. Are they paying attention?

As the list of activities that students can participate in increases, fewer students will attend the games. There will be, however, more people who will find something that they really enjoy doing. This will help out many students in the long-run—many students who wouldn't be "touched" by attending basketball games. All people need to know that they are not alone—not just our sports teams.

Astronaut encourages students to aim high

by Cammy Clark

Lt. Col. Chuck Gemar, an astronaut from South Dakota, spoke to Riggs High students last week about his trip into space.

Gemar showed a film that was made during his 1991 flight and pointed out his fellow astronauts and points of interest inside and outside the *Discovery* spacecraft. The film demonstrated how the astronauts ate, drank, practiced personal hygiene, and slept while in space. About sleeping in space, Gemar said, "We just kind of zip ourselves in the bag and hang around."

The *Discovery* crew's mission was to set up an upper atmosphere research satellite that studies the upper atmosphere's chemical composition, chemical transport around the world on a global scale, and the total amount of energy input to earth through direct and reflected solar radiation.

The *Discovery* spacecraft moves at

a speed of five miles per second; this is nine times faster than a high-powered rifle. Gemar said one of things he remembers most about the trip was looking out the window and seeing the continents literally fly by.

Gemar also showed pictures taken from some cameras looking out the windows of the "Discovery." He pointed out lightening storms, some larger cities in the United States, and the earth's atmosphere as seen from above.

The *Discovery* mission lasted 5 days, 8 hours, 45 minutes, and covered a total of 2.2 million miles.

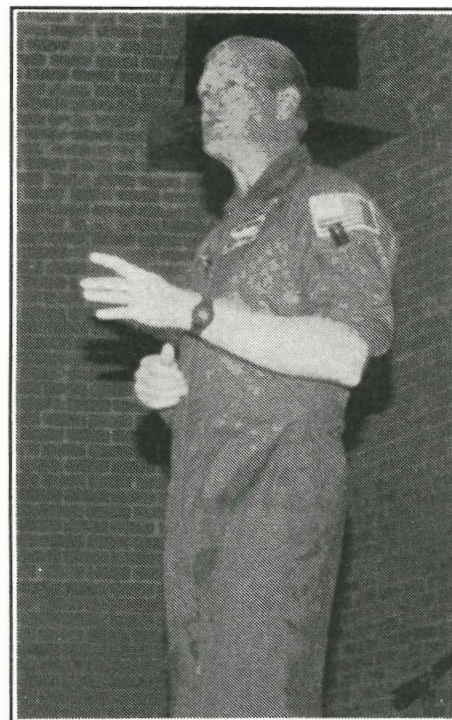
"The future of our space program lies with you," Gemar told students. "Some people say that America doesn't have enough money for the space program, but that's not necessarily true. Right now Americans spend the same amount of money in one year on pizza as they do the on the space program. Americans also spend four times the amount spent on the space station on pornography."

In high school and college Gemar took all the math and science courses that were offered. He encouraged students to take courses that would challenge them. "The courses that you take now are important because they help to lay the groundwork for your future," he said.

The space program became a focus in Gemar's life while he was in college. He gained an aerospace engineering degree while at West Point. Then, while he was in the army, he was nominated for the space program.

Gemar also told students to do things that they enjoy so they are happy with their lives "Whatever floats your boat is what you ought to be doing," he said. "It requires goals and a real effort; you have to be willing to make some sacrifices to prepare yourself for the future."

"Work hard, set your goals high, and you can't go wrong!" Gemar told students. "I look forward to the day your generation takes over with a vengeance."



Chuck Gemar shares his experience in space with Riggs students by showing a film of the mission. (Photo by Stacie Suedkamp)

In Brief

Hugh O'Brien delegate chosen

by Sara Van Camp

Every year one sophomore is offered an opportunity to learn more about leadership. Ann Schroyer is this year's choice to attend the Hugh O'Brien Youth Foundation Leadership seminars (HOBY).

The applicants answered three questions: How have they demonstrated leadership ability? How have they expressed sensitivity and concern for others? How have they shown a desire to learn and share their knowledge and experience with others?

Using the answers to these questions, a teacher, counselor, administrator and two past representatives judge how the questions were answered. Then one student is chosen after being interviewed.

Attending the seminar will be representatives from all over the state. They will attend lectures and seminars on leadership and political debates.

Ashly Suedkamp, a past representative, said the seminars are a "good opportunity to hear about what it takes to be a leader in this world."

Science and Math Club off to strong start

by Sara Van Camp

Riggs High School has its first Science and Math Club, and it is off to a strong start. Once a month around twenty students meet to learn daily applications of science and math. The group is student led with the guidance of Jon Gonsor, chemistry teacher, and Gregg Drube, math teacher.

Gonsor said that he really appreciated the time and effort the students have put into it at this point. He would like to see it develop into a viable part of the academic setting.

This group has visited the South Dakota Department of Criminal Investigation already this year.

Throughout the year they also plan to have speakers, student demonstrations, and more field trips.

One of their long term goals is to travel to the EROS Center near Sioux Falls.

The officers are Ashly Suedkamp, president; Brian Shekleton, vice-president; and Kelly Meagher, secretary-treasurer.

SDSU "Pride" gives concert

by Krista Lovald

"Awesome." "Incredible." "Fabulous." These were just some of the words used to describe the performance of SDSU's "Pride of the Dakotas" which performed for a school assembly on November 12.

The marching band consisted of 209 members, with drumline, danceline, and flags.

The program included two jazz bands, one of which featured Riggs graduate Eric Manus on bass.

The 33 person drumline was the

finale of the program.

"I thought the band was fabulous. If I were a percussionist, I would go to SDSU just so I could be a part of that drumline," junior Cammy Clark said.

Other Riggs graduates performing in "Pride" were Lori Stulken on French horn, Jason Knox on alto saxophone, and Sheryl Berheim on clarinet.

Four qualify for state oral interp

by Molly Robertson

Five students represented Riggs at the Region 3 Oral Interpretation contest in Rapid City on November 12. Three of the entrants qualified for the state competition in Huron tomorrow.

Advancing to state are Andrea Viken and Wendy Birhanzel in duet acting, John Jordre in humorous, and Molly Robertson in oratory.

Also representing Riggs were Mary Knippling in poetry and Andrea Viken in serious drama. Laura Knippling qualified in prose but was unable to attend.