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Class! Newspaper: An application of rhetorical theory and fantasy theme analysis

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CLASS! NEWSPAPER: AN APPLICATION OF RHETORICAL THEORY AND FANTASY THEME ANALYSIS

by

Sari G. Aizley

A thesis submitted in partial fulfillment of the requirements for the degree of

Master of Arts

in

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University of Nevada, Las Vegas
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ABSTRACT

CLASS! NEWSPAPER: An Application of Rhetorical Theory and Fantasy Theme Analysis is a non-traditional thesis based on applied rhetorical theory. It is a narrative history of the establishment of a publication for the high school students of Southern Nevada and the non-profit organization that guides CLASS! newspaper, all viewed through the lens of Fantasy Theme Analysis, as described by Ernest G. Bormann and by Karyn Rybacki and Donald Rybacki.
ACKNOWLEDGMENTS

Without certain individuals whom I name below, this thesis would have been about capital punishment. At times, the process seemed like a sort of self-inflicted “cruel and unusual” discipline — but these good people brought joy both to the development of this thesis and to the whole project documented herein.

David Phillips, my son, did the lightbulb-over-the-head trick several years ago, tinkering with the idea of a newspaper that would give a voice to the teenagers of our community. Persistent and devious, he finally persuaded me to join the project and it has paid off bigtime in new energy of mind and body, and new friends everywhere.

Paul Aizley, my extraordinary husband, not only provides wholehearted support for the publication, it was he who pointed out that CLASS! had the death penalty beat all to hell as a thesis topic. I am grateful to him for many things: his wisdom, enthusiasm, steadfastness — and his computer, which we appropriated for our newspaper and this thesis. Thanks to Paul also for persuading me that as long as I’m going to be a senior citizen, I might as well be one with a graduate degree!

Finally, a great hug of appreciation to my advisor, Dick Jensen, who proved to me that the study of rhetoric not only was wildly interesting and useful, but that it was not always a politically-charged compound word — as in “mere rhetoric.”
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CHAPTER ONE

INTRODUCTION

CLASS! is a newspaper published for high school students and distributed to all the high schools in the greater Las Vegas area. Publishing this newspaper is the primary mission of a non-profit organization that was established to serve this youth market. The tabloid-format newspaper, written primarily by high school students and published monthly during the school year, is well received by students, their parents, educators, advertisers and donors.¹

This thesis will synthesize various theories of communication learned during graduate study at the University of Nevada, Las Vegas, and show how they are applied in a practical setting: the creation of both CLASS! newspaper and its non-profit organization, CLASS! Publications, Inc.

There is great value in applying theory in non-academic as well as in academic settings. Therefore, this thesis will provide additional insights into certain rhetorical theories that are more frequently found in scholarly works.

¹ For clarity, I will write the paper in the first person. When used in the plural, the first person includes members of the organization's Board of Directors.
I will show that it is appropriate to examine this project according to the principles of Fantasy Theme Analysis. This examination would include the initial rhetorical vision, the rhetorical fantasies that form the vision, and the marketing of the vision to a variety of audiences. Further, this study of applied theory will show that there are many levels of fantasy themes and a large number of them are generated by groups other than the founders and the directors. It is a demonstration of how fantasy themes are played out in "the real world." (See PART II: Motivation, Section A)

Knowledge gained from graduate studies has been instrumental in the development of CLASS! newspaper as it advanced from a vague but ambitious concept through the various stages of design, official consent, organization, fundraising and publication. At all stages, I will demonstrate that persuasion has been central to the success of the project and that the Fantasy Theme is a potential paradigm for analysis of the overall project.

**Fantasy Themes.**

Many fantasy themes flow through this project -- not just the themes identified with the creation of CLASS! but those themes revealed in student writing. For the purpose of this thesis, however, I will confine the analysis only to my work on the publication.

The rationale for analyzing the development of CLASS! as a fantasy theme is provided by Rybacki and Rybacki:
...rhetorical acts [are] primarily instrumental in that their purpose is to influence belief or behavior. The instrumental properties of rhetorical acts, particularly the use of argument, its substance, and structure, are related to the sharing of fantasies. Fantasy sharing is a precondition for argumentation because a fantasy helps set the ground rules for what constitutes proof in an argument...

Fantasizing tests assumptions and values, which in turn determine what a particular group needs to prove in order to establish its reality as part of the public consciousness. When a fantasy goes public, its message is shaped for public consumption.

The Vision that led to CLASS! is articulated in the logo copy on our letterhead and, in fact, most of our communication:

"A newspaper by, for and about the high school students of Las Vegas, Henderson and Boulder City."

**The Guiding Fantasy Themes**

Fantasy theme analysis has several components. I will look at them one at a time.

The first are the larger fantasy themes, which are clearly identified in (and as) the CLASS! Mission Statement (Appendix A). These themes, summarized succinctly in the Mission Statement, are developed and elaborated in "HOW CLASS! SERVES THE HIGH SCHOOL STUDENTS OF SOUTHERN NEVADA" (Appendix B). The six main sections of the Mission Statement are examined in terms of fantasy themes and fantasy chains -- how each theme articulates a drama, revealing the cast of characters, a plot line and setting. The relationship to reality of these six dramas is suggested by Rybacki and Rybacki:

What is contained in the rhetorical act is reality for those people who either shared in creating the fantasy or elected to accept the fantasy of a single individual... Reality is what the group's symbols have converged on; it is their rhetorical vision, regardless of whether they were responsible for producing the vision or simply chose to identify with it.3

To provide a forum where high school students share ideas and information with their peers throughout the area, and expand their vision beyond their own school walls.4

A. Dramatis Personae

1. The "leading characters" are students in the high schools of the Las Vegas Valley, especially journalism students, who serve as the reporters, intermediaries (interviewers or surveyors of other students whose views are conveyed) interpreters, and opinion-makers who define contemporary issues.

2. Supporting characters are the journalism advisors who guide the work; students and educators about whom features are written or who are interviewed or surveyed; the readers (students and adults); the staff of CLASS! who provide the motivation and produce the publication; and the advertisers and donors who support the project.

3. The behavior expected from the leading characters includes obligations to meet publication deadlines, write stories of interest to their peers area-wide, and

3 Rybacki and Rybacki, p. 88

4 The use of the word "vision" in this context is different from rhetorical vision; in this part of the mission statement, "vision" refers to a student's broader view of the scholastic world and society.
use the language properly. In the same context, the values are those of honesty, accuracy and creativity.

B. Settings

The action generally takes place in (and focuses on) the high schools of Las Vegas, Henderson and Boulder City. In some cases, the action moves to other sites where students are involved (e.g., painting murals on an elementary school or performing shark-tissue experiments in a UNLV laboratory).

C. Plot Lines

1. The overall "plot" that derives from the Vision is this: a student recognizes issues and events that would be of interest or importance to peers, puts them into writing -- sometimes illustrating the stories with photographs -- has the work published in CLASS!, and thereby gives people outside his or her school a "look inside" and, perhaps, motivation to thought or action. (Example: a feature about a girl who dropped out of school at age 16 to have a baby, then resumed her education, graduated, and gained a rewarding job in a bookstore. This report generated responses from teen mothers who have reconsidered their drop-out status.)

2. "Subplots" exist in the stories and editorials submitted by the students. The variety of subplots is too far-reaching to list, although some of these are discussed later in Part I, sections B4 and C3.

3. The lifestyles of the leading cast are, by necessity, those typical of high school students. In that context, their writing takes on some historic significance as they
document their interests, activities and emotions for potential review (and reminiscence?) in the future.

**To give student writers a valuable asset (having been published) to add to their college or job applications.**

**A. Dramatis Personae.** Added to the leading and supporting cast members defined above are the potential employers and colleges to whom students present the evidence of their enterprising character and their achievements in extracurricular activity particularly in journalism -- with special emphasis on their skills in communication and language usage.

**B. Settings.** This fantasy would take place in the home, where applications are prepared, and in the offices of the potential employers or the recruiters or admissions staffs of colleges to which the students submit their credentials.

**C. Plot lines.** The action: students who worked hard to demonstrate their skills and initiative have interviews for jobs or higher education; they are found to be worthy and gain access to their chosen future by being hired or admitted to a chosen college.

**To share important information that the students would not be likely to acquire elsewhere.**

**A. Dramatis Personae.** The cast changes. Now the leading characters are the editorial staff of *CLASS!* These are the people who search for information that either has not been widely disseminated to students (e.g., unpublicized scholarships for Hispanic students, apprenticeship opportunities, or summer employment lists) or...
was not presented in a style that would get the attention of students (the realities of the juvenile justice system, or announcements of the Governor’s Women’s Conference). The supporting cast includes the sources of such information and, occasionally, freelance writers who produce stories on assignment.

B. Setting. The action moves into the office of the editor and staff photographer and to the various locations where information is sought, such as the Education Center, the County Probation Department, or the public library.

C. Plot Lines. The editor discovers matters of interest and/or importance to students and takes steps to research the details. She then presents the information in such a manner as to capture student interest and either add to their knowledge and range of options, or influence their future behavior.

To encourage students to be readers, particularly of newspapers, and to help prepare the next generation of journalists.

A. Dramatis Personae. The leading characters remain the editorial staff of CLASS! and the students who are motivated by the publication. The supporting cast includes journalism teachers and other educators who participate in CLASS! activities and are instrumental in encouraging students to acquire the joy of reading.

B. Setting. This fantasy goes global, starting in classrooms and fanning out throughout the world, wherever students go to pursue their dreams.

C. Plot Lines. The action takes place over time. In the present, student writers develop interest in and learn the skills of research, interviewing, writing and, often,
photojournalism; and young readers discover new pleasure in reading, perhaps enhancing their scholastic performance.\(^5\) In the future, student writers realize that journalism is a rewarding career and pursue it through employment or higher education; student readers are motivated to seek pleasure in reading publications of all kinds, leading them to become informed citizens.

To motivate students to stay in school through graduation and prepare for productive work as adults.

A. *Dramatis Personae.* The cast expands to include, not just the editorial staff of *CLASS!* and the student writers, but those members of the Southern Nevada community who offer the opportunities that ongoing students and graduates can seize. (Examples: the coalition of auto dealers who provide automotive technology apprenticeships to students still in high school, the unions who invite graduates to apply, the Greenspun School of Communication that cosponsors an annual high school journalism workshop with *CLASS!*.)

B. *Setting.* Again, a wide range of locales, from the high schools to the world, wherever the rewards of education are found.

\(^5\) Teachers have reported that even students who do not read assigned material in the classroom willingly read *CLASS!*
C. Plot Lines. Students read about their peers who are involved in programs that serve as doorways to future employment, or about recent graduates who are thriving in higher education or in careers that were possible only by virtue of their having been graduated from high school. They read about peers who return to school after personal crises interrupted their education. (Accounts of peers who drop out entirely are readily available to anyone who reads the daily newspapers.) As a result of this exposure (the fantasy continues), the young readers are moved to stay in school.

To recognize extraordinary achievement by students as well as creative teaching by teachers and schools.

A. Dramatis Personae. The editorial staff of CLASS! returns as the leading players: they are most often the writers who document and report these events that celebrate success. The supporting cast includes students whose activities or achievements (no matter how minor those achievements) make them interesting subjects for feature stories, as well as those teachers and administrators whose innovative teaching methods are worthy of acclaim and, in many cases, emulation by other educators. Also among the supporting cast are those student writers who submit stories of this type.

B. Setting. The setting moves from school to school, from classroom to classroom, wherever the above-described subjects are found.
C. Plot Lines. Staff writers at CLASS! explore and interview students, staff members at schools and at school district headquarters, even parents and business people, to discover teenagers and educators whose activities deserve to be related to an audience beyond the individual school. These achievements, according to the fantasy, will lead other students to strive for greater success or satisfaction; similarly, educators would be encouraged to adapt successful methods for their own classes. A bonus effect of this acclaim might be, for example, that the acclaim becomes an asset for a student applying for college or employment, a promotion or award for the innovative teacher, or additional prestige for a school whose administration encourages creativity.

Life cycle of a fantasy

This thesis will demonstrate that the short history of CLASS! is comparable to the three-stage life cycle of a fantasy as described by Rybacki and Rybacki:

1) The original fantasy creation -- the consciousness-creating communication -- is used to form the fantasy and the original chaining of dramatic elements of the fantasy;

2) Recruitment and conversion of newcomers -- consciousness-raising communication -- dramatizes the fantasy (or vision) and applies pressure to newcomers to share the fantasy;
3) Renewal of group commitment -- consciousness-sustaining communication -- reviews the fantasies and helps to solidify support for the fantasy or rally interest in modifying it.  

**Selling the vision**

In order make these fantasies take shape and become reality, it was necessary to sell the Vision to certain target audiences. These included (in chronological order) the administration of the school district, administration of each high school, the journalism adviser in each high school, students who would be the primary source of editorial content, advertisers, the Internal Revenue Service, local citizens to form the Board of Directors, and those foundations, corporations and individuals who would help provide the funding.

Rybacki and Rybacki offer a perspective of fantasy theme analysis that is relevant to this thesis. The authors say that fantasy theme analysis takes a perspective on the rhetor-message-audience relationship that differs from the traditional approach to criticism. The role of the audience...takes on greater importance. Although message content is important, it is the sharing of the message as a salient, truthful explanation of reality that is most important. The critical focus of fantasy theme analysis is that the audience is absorbed by the message because they perceive it as truth.

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6 Rybacki and Rybacki, p. 88-89
7 Rybacki and Rybacki, P. 87
Clearly, it was essential to engross and absorb all the many audiences that had to be sold on the concept.

The messages used to sell the Vision were variable, as follows:

A. Educating the Educators. The detailed description of how we sold the Vision to the education system is found in Part I (The Founding), Section C (Working through the System); and in Part II (Editorial Structure), Section A (Guidelines for Student Participation...). In brief, these messages stressed the unique services and benefits offered to students, the increased public attention that would accrue to the schools, and the usefulness of this medium for distributing information important to teenagers. The enthusiasm of the teachers for participating in CL\emph{ASS}! tended to "radiate" to the students. In some instances, we visited the classrooms and spoke directly with the journalism students, enlarging on our fantasy themes, careful to discuss the vision from the student's point of view and self-interest.

B. Finding the Funding: Grants and Donations. Procedures for creating a structure largely supported by grants and donations are detailed in Part IV (Establishing a Non-Profit Organization), Sections A (Persuading the Internal Revenue Service) and B (Applying for Grants, Donations, Underwriting). The nature of the persuasion was and still is guided by the institutions involved (e.g., the IRS and a variety of funding agencies such as United Way, First Interstate Bank and The Milken Family Foundation). Aside from completing certain forms, some latitude is allowed in such fund-raising: usually a one- to three-page narrative that describes the group seeking funds or the focus of the
group. In such instances, we tended to highlight the issues of helping to keep at-risk students in school and helping students to prepare for future employment or education -- just two of the issues of transcending interest today among educators and politicians.

For example, in a presentation to the Stupak Foundation, the cover letter points out that "At least one of our goals is consistent with Stupak Foundation interests: to reach at-risk youths and help them to make wise choices in life." In an appeal to United Way for a computer system, the letter notes that "CLASS! has been approved by the School-to-Work Program of the Clark County School District to provide internships for high school journalism students...an opportunity for young journalists to get hands-on experience in every phase of newspaper publication... Students receive academic credit for such internships..." And, in an appeal to the Dow Jones Newspaper Fund, CLASS! wrote, "One of our major goals is to encourage high school students to choose a career in journalism and to help prepare another generation of newspaper readers."

C. Reaching Advertisers. Activity required to develop an advertising base is described in Part II (Editorial Structure), Section C (Advertising). Selling our Vision to businesspeople has evolved dramatically. During the early months of publication, our policy was to offer discounts and "deals" just to sell ads. Today, the sales presentation concentrates on the expanding readership, the demographics of these readers, and the public service performed by advertisers -- and salespeople adhere to the rate card, with few exceptions.
In approaching a prospective advertiser, a CLASS! representative points out that in
less than two years, growing demand for the newspaper has shown up in the number of
papers printed: a 90% increase, from 10,000 per month to 19,000 per month. They share
copies of letters from readers (students, educators, other community members and
advertisers) and relate anecdotes reported to CLASS! by others. An example of the latter:
a middle school English teacher assigns her students to read stories in CLASS! and write
summaries.

D. Developing a Board. In order to apply for state corporate status (which was
necessary for the IRS determination of non-profit status), we founders needed to form a
Board of Directors of at least five people. This first Board was, frankly, a "board of
convenience" rather than an involved and active board. At that stage, there was little for
such a board to do except perform the required corporate duties. Once CLASS! became a
recognized non-profit organization, however, it was important to rebuild the board with
individuals who understood that each member would contribute expertise, energy, time
and ideas.

The fantasy: an assemblage of talented and respected local people, who represent
many segments of the community and who demonstrate a genuine interest in our Vision,
would help guide the publication's editorial direction and help to develop the financial
resources needed to move in that direction.

* The "founders" are explained in Chapter Two: Genesis, p. 17
A few of the original members of the board remained, having committed themselves to active participation. This core group then discussed potential new members, evaluating each carefully before inviting them to join the board. Over a nine-month period, the board grew to sixteen people -- all of them active and all willing to volunteer their services. The CLASS! board now includes representatives of state and county government, many phases of public education, business, human service organizations, students and families. (Appendix J)

**Organization of Thesis**

This discussion is organized in four main parts, each with subsections. I will show how the application of communication theory not only made the CLASS! concept more likely to become a reality but continues to contribute to its success. The organization of this paper is as follows:

I. Genesis
   A. The founding
   B. Financial support
   C. Concept and design
   D. Working through the education system
   E. Credibility
II. Editorial Structure

A. Guidelines for student participation
B. Editorial staff and freelance writer participation
C. Advertising

III. Expansion and auxiliary services

A. District-wide journalism workshop
B. Spanish-language section
C. Internship and community service programs

IV. Establishing a non-profit organization

A. Persuading the Internal Revenue Service
B. Applying for grants, donations, underwriting
CHAPTER TWO

GENESIS

A. The founding

CLASS! began four years ago as a mere notion that occurred to David Phillips, a local resident who had attended high school in Las Vegas. As a private school student, he had felt somewhat isolated from friends who attended a variety of public high schools. Contemplating his youthful situation, he speculated that, if some forum were to exist in which students at all the high schools could share news and ideas, it would broaden the awareness of teenagers who normally confine their attention to their own schools.

He then shared his ideas with a small group of people: a graphic designer, a newspaper reporter, a homemaker with media sales experience, and me (a writer/editor). Through a series of conversations -- and almost spontaneously -- this group gave shape to the concept, to the vision that soon became CLASS! Publications and they committed themselves to fashioning an operational plan and gathering support from other individuals and agencies. Thus began "the dynamic process of group fantasizing."^9


17
Phillips' original idea could be seen as one of the "repressed problems" that Bormann says "might surface in dream fantasies." Similarly, the members of the group can see themselves as "good people doing laudable things," and "[t]he rhetorical vision serves much the same coping function for those who participate in the drama and often with much more force because of the supportive warmth of like-minded companions." The latter concept appeared to be applicable to the Board of Directors as well as the other groups who chose to participate.

Each member of this group had a certain personal interest in creating this service. The original group of five, in turn, presented the vision as a series of fantasy themes to others who might find the concepts appealing and share in the development of the publication. At first, the informal process of chaining out attracted friends and spouses. For example, the artist introduced us to a fellow artist because both sought a fresh, new environment for their creative work; the saleswoman recruited her husband to produce signs for CLASS! because she hoped that she would generate income and that their daughter would eventually be involved in the publication; the reporter spread the word because he wanted to encourage more young people to become professional journalists; and I involved my husband in helping to establish the computer production system because technical leadership was needed -- along with a temporary computer system.

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10 Bormann, p. 211
11 Bormann, p. 212
12 Bormann, p. 214

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Then the chaining out took on the form of a strategic campaign to get official support and create an operational system by enlisting others to share our vision; that is, recruiting the uncommitted. (This campaign is described in PART I, Section D: Working through the System.)

Tailoring each presentation for the audience was recognized as an essential strategy. This shifting focus of emphasis, according to the group or individual being addressed, is consistent with an observation by Bormann:

> When they need to develop a message for a specific context they often find themselves shaping the drama that excited them in their original discussions into suitable form for a different public.¹³

Invention, one of the five canons of classical rhetoric, was at work in the conceptualization of this publication, although it was not formally applied in a speaking situation. Mr. Phillips and the primary group involved themselves in a process described by Rybacki and Rybacki: they "look[ed] into a present concern [the lack of community among teenagers in different schools] to discover the information available about it...interpreting social reality" and understanding "their beliefs, attitudes, and values, their culture, and the kinds of arguments and evidence that are most likely to be acceptable to them."¹⁴ They recognized the need and, through their own experiences, were able to conceptualize a remedy.

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¹³ Bormann, p. 214

¹⁴ Rybacki and Rybacki, p. 41
In fact, initial discussions of this founding group fit the characterizations of a meeting during which dramatization takes place:

The tempo of the conversation would pick up. People would grow excited, interrupt one another, laugh, forget their self-consciousness. The tone of the meeting, often quiet and tense immediately prior to the dramatizing, would become lively, animated, and boisterous... involving both verbal and nonverbal communication, indicating participation in the drama.

For example, once Phillips talked about his evolving ideas, members of the group peppered the conversation with dozens of remarks beginning with "We could..." Phillips said he thought the project could be supported by advertising; one of the group said "We could get ads that offer student discounts," and another person jumped in with "We could get advertisers to put their names on their favorite school pages as sponsors." When Phillips, in a meeting some months later, shared his idea of paying high school journalism students to act as staff writers for CLASS!, a member of the group said "We could get into the internship program and train kids while they earn credits," and Phillips replied, "We could give the school photographers darkroom training, too." Every meeting generated (and still generates) all those qualities described above in the extract from Bormann.

A dynamic force gathered as the chaining out continued. As each new individual or group became involved, the fresh recruits provided their own fantasy themes based on their individual experiences in and hopes for the education system. This evolution can be seen as a microcosm of the greater society, whereby a fundamental process is nourished by the visions and fantasies of many different groups. Thus, the original vision of

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15 Borman, p. 211
CLASS! changed, grew, and appeared to reach out into new directions as more and more people and groups were recruited.

For example, we observed at least four main groups who became enthusiastic about CLASS! and, while sharing the core vision, injected their own fantasies. These groups -- the school administrators, school teachers, students, and the staff of CLASS! -- coalesced and enriched the project. Administrators encouraged us to acknowledge individual school principals and to use our pages to spread the word about scholarships, internships, school rules, and changes in procedures (such as the newly-instituted "block schedules" and the closed campus policy). Teachers were eager to tell about their successful teaching methods and to read about innovative programs that are worthy of sharing among peers. Students asked us to include debates on issues such as the above-mentioned block schedules, to cover record and movie reviews, and to provide more photos.

One fantasy theme shared by the administrators, teachers and students was the potential for gaining public recognition for their ideas and achievements, the type of publicity not usually possible through the major commercial media except in extraordinary circumstances. [The preponderance of school news and features found in daily newspapers and offered by the broadcast media tend to present the negatives in the education community.]

Several newly recruited individuals were able to provide for the realization of their fantasies. An example of participants who brought their own fantasy themes and the funding to support them:
ADVOCATE FOR AT-RISK STUDENTS. Once introduced to the CLASS! vision, the director of the school district's Compensatory Education Division suggested that CLASS! include a section in the Spanish language. Her fantasy was that this publication can reach out to Hispanic youth whose lack of fluency in English tended to isolate them from the mainstream students and tended to contribute to their dropping out of school or seeking peer support in neighborhood gangs.

In discussions that followed over many months, it became clear that CLASS! could provide many additional benefits for high school students, such as a journalism workshop and internships for students. Thus, the vision broadened and, in turn, the fantasy themes multiplied. Eventually, the vision and fantasy themes were articulated in the Mission Statement (Appendix A) and its more detailed companion piece (Appendix B), and these two documents have guided nearly all our activities.

The founding group and the Board of Directors are aware that new fantasies accompany the new groups that are brought into the project -- and these fresh ideas result in our placing more students in the spotlight, sharing more innovative ideas, providing more services for youth, and everyone enjoying an unquantifiable increase in energy and excitement.

B. Financial support for the project

Initially, the founders assumed that the publication would be self-supporting through advertising sales. For that purpose, I created an "Introduction to CLASS!" (Appendix C) -- a presentation derived from the Mission Statement and submitted to
potential advertisers as part of a sales presentation package. [Advertising policies and practices are discussed in more detail in Part II, section C.]

It soon became clear that the publication would better serve the community as a non-profit organization. [Establishing a Non-Profit Organization is found in PART IV, Section A.]

C. Concept and design

Although recent indications show that many adults (particularly parents and educators) read CLASS! regularly, the target audience was and continues to be the high school population of the Las Vegas area -- students between 14 and 18 years of age.

It was important to understand this market in terms of (1) what type of page design would appeal to these teenagers; (2) what style of writing would seize and hold their attention; (3) whose opinions would have value and weight among this age group; and, of utmost importance, (4) what topics were of interest to them.

Further, during the early months, when advertising was expected to be the only source of revenue, it was important to apply all the above considerations to the content, style and placement of ads. (Even now, these elements are important because we know that advertising must provide about twenty percent of the annual budget.)

The following guidelines evolved from discussions with educators, high school students, and a designer who works with youth programs:

1. PAGE DESIGN. Most students liked nontraditional page layouts: in the mock-up edition of CLASS! they commented favorably on the absence of fixed columns, the variety of type faces, and the cartoons and stylistic devices used solely to animate the
2. WRITING STYLE. Students said they like casual writing, and responded well to "conversational" style. Other adults agreed that students would be more likely to read the less formally written pieces, but that the use of correct English was essential.

Guidelines as to what will be used and what would be prohibited (Appendix D) were distributed to the teachers, but this document was soon amended, as described in Part II, section A.

3. OPINION LEADERS. The young people indicated they were particularly eager to read the opinions of their peers and said they would seriously consider ideas expressed by adult contributors to CLASS!

4. SUBJECT MATTER. Topics of interest to students and teachers were as broad as the life experiences of those being consulted as an informal "test panel." The students wanted sports stories and sports-hero features; news about school social events; details on what other schools do for fundraising or awards programs; announcements of concerts and plays; features on students with special talents or achievements (e.g., in rodeo or music); editorials that allow students to air views about issues they cannot comfortably discuss in class settings (e.g., teen pregnancy, marijuana use, religion in school); features

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16 The only misgivings about this page layout, after several months of publication, were voiced by students in high school journalism programs that stressed traditional formats used by traditional daily newspapers.
that prepare them for life after graduation (e.g., preparing for college or how to get a job); and items on ethnic events (such as Kwanzaa, Hanukkah and Cinco de Mayo).

When discussions turned to topics that would be of interest in a student-centered debate, the young people suggested ideas such as the new block scheduling; contemporary matters such as teen pregnancy, underage drinking and gambling, gangs, and date rape; censorship of school materials; and school district policies relating to issues such as tardiness and absenteeism, the use of pagers and cellular phones, dress codes, and closed campuses.

Teachers liked all of the above ideas and asked us to publish reports of unique classes and teaching techniques used at other schools, ideas they might adopt or adapt.

It was important that all contributors understand that the publication is student-based and that most stories should concentrate on student activities and student viewpoints rather than the activities and views of their teachers and coaches. 17

Based largely on these discussions, CLASS! evolved into the publication it is today. Certain features have been added -- monthly photo competitions, fashion spreads,

17 This continues to be a policy that student contributors tend to resist: too many report the views of teachers, counselors and principals, to the exclusion of students. One journalism advisor suggests that this happens because the students, writing these stories first for their school newspapers, want to be recognized by school officials for their role as reporters. A related problem is evident when the writers, knowing they need to include student reactions, depend on a limited number of close friends for all quotations in multiple stories during the year. The journalism advisor characterizes this as "pure laziness."
and stories that emphasize preparation for a job or career, for instance -- but the basic
philosophy of a forum by, for and about students remains central to CLASS!

D. Working through the System

From the beginning, it was clear that the success of CLASS! depended on two
major factors: (1) arranging for students to submit their news, features, poetry,
photography and art each month and (2) distributing the newspaper directly to the
students in their high schools. Neither factor would be possible without the approval and
cooperation of administrators at all levels of the school district and the private high
schools. (At the start, the latter group included only Bishop Gorman High. Now The
Meadows School has been added and the Hebrew Academy may be represented in the
future.)

It was equally clear that the marketing of CLASS! to educators would have to (1)
concentrate on an appeal to the listener's sense of reason by enumerating the many areas
of advantage that CLASS! could offer to students and educators, and (2) tap into what
seemed to the "the issues of the era," school-to-work, at-risk students, and the
reading/writing crisis in our schools. Educators, we predicted, would be supportive
because, in recent years, they have been heavily exposed to an array of "evidence" that
school children in the United States (1) were performing more poorly than previous
generations and children of other countries, (2) were unprepared for occupations and
careers, and (3) were abandoning reading and writing skills in favor of entertainment
technology. Further, the Superintendent of Schools and other community leaders
frequently called upon business and private citizens to take the initiative to become
involved with education. These were the "familiar patterns of thinking" discussed by Cooper and Nothstine:

The reason that persuaders can count on an audience making connections between data and claims is that audience members are socialized into particular patterns of thinking that are familiar, that we would ordinarily recognize as common sense.18

Still, we anticipated several possible hurdles in presenting the CLASS! concept to school officials. The two main ones were as follows:

(a) School administrators are very careful to keep commercialism out of the schools and they generally prohibit distribution of commercial messages within the schools. We recognized that the issue of advertising in CLASS! would need to be dealt with "up front."

(b) Administrators are also cautious about increasing workloads or pressures already faced by teachers. Again, recognizing that it was essential to ask journalism teachers to work with us in submitting copy, we would have to explain how they and their students would benefit and how the publication process would make minimal demands on their time.

These challenges represented the first major application of rhetorical theory. If our attempts failed, the entire idea of CLASS! would most likely collapse. The process of selling our vision to get the blessing of the administration was as follows:

18 Martha D. Cooper and William L. Nothstine, Power Persuasion: Moving an Ancient Art Into the Media Age, The Educational Video Group, Greenwood, IN, 1992, page 52
1. CCSD ADMINISTRATION, *SUB-ROSA* APPROACH. To establish the basis (and "ammunition") for meeting with those top administrators who, alone, could approve the project, we held informal talks with a second-level administrator who was already supportive of the concept of *CLASS!* (We had had previous cordial dealings with this person.) He explained the relevant district policies and overall goals and shared his personal insights into the people with whom we would next meet. These talks helped prepare us for a conference with the decision-making Associate Superintendent for Secondary Schools: we were armed with persuasive arguments based on and supporting his objectives.

2. CCSD ADMINISTRATION, TOP LEVEL. A conference was then held with the Associate Superintendent for Secondary Education, at which time we presented an overview of *CLASS!* and our proposal that sought CCSD cooperation and endorsement. We argued the points that are set out in the enclosed statement titled "How *CLASS!* Serves the High School Students of Southern Nevada" (*Appendix B*). At the same time, we were able to demonstrate to the decision-maker our understanding of certain CCSD policies that would place limitations on the publication. (Example: neither editorial content nor advertising may encourage student use of cellular phones and pagers, which are prohibited in the schools, nor may the newspaper refer to the services of organizations such as Planned Parenthood.) The Associate Superintendent was

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19 The federal district court decided several years ago that CCSD school principals have the right to bar Planned Parenthood advertising, and all of them do.
warmly receptive to the idea of the publication and expressed his appreciation for the objectives of *CLASS!* He urged us to talk with each school principal for his or her permission to contact journalism teachers directly.

This conference, which formally bestowed CCSD approval on the publication, was followed by an informal meeting with the Superintendent of Schools. The follow-up meeting had three purposes: to explain *CLASS!* newspaper and its benefits, to make sure the Superintendent concurred with the Associate Superintendent in approving the project, and to invite his input through published messages to students.

3. SCHOOL PRINCIPALS. We met with the principals or vice principals of the 15 public high schools, Bishop Gorman High and, eventually, the specialty high schools -- magnet, remedial, technical, and trade schools. After explaining the concept of *CLASS!* to each, we presented the advantages of their participation in this new publication. These presentations conformed to the fantasy themes defined in the Overview of this paper. Our points were:

   a) The school's innovative teaching methods and outstanding teachers will gain recognition by other educators and parents throughout the district -- the sort of recognition the mainstream media do not cover. Further, these innovative ideas can be shared with fellow teachers. (Examples of how this prediction was fulfilled: recent stories in *CLASS!* on the saltwater aquarium built by students for a marine biology class; a course taught by union painters to prepare students for employment; and the students who work for an in-school branch of a credit union as part of their business education.)
b) Students will be recognized by their peers outside the confines of their own schools, and for achievements or qualities that do not normally make headlines. (Examples of the success of this objective: recent stories on the soccer player who returned to the team after a serious illness; the class that tutors elementary school children; and the teenage mother who completed high school and now has a bookstore management position.)

c) Students will have an opportunity to express their ideas on contemporary or "hot-button" issues, engaging teenagers at other schools in a dialog-in-print. (Examples include stories on date rape and a teenager's death as a result of reckless driving; debates on the use of Spanish in school announcements and on the change in graduation requirements; an essay and accompanying poem by a student devastated by her parents' divorce; and a feature on a former Los Angeles gang member who is now a Junior ROTC leader in high school.)

d) The school will be able to announce its public events, such as concerts and theater presentations, athletic events, even fundraising efforts.

e) Student writers and photographers will be by-lined in CLASS! This will provide an asset for their post-graduation plans: whether going to college or applying for a job, the students may demonstrate their achievements in
extracurricular activity -- writing for CLASS! -- as well as their skills with communication in general.\(^{20}\)

4. JOURNALISM TEACHERS. After gaining permission from each school principal to work with the faculty, we took our presentation directly to the journalism teacher. The points itemized above for principals were repeated for the teachers and additional issues of particular importance to teachers were introduced:

a) The editors of CLASS! are aware of a teacher’s substantial workload and will be meticulous in not adding to the burden beyond an hour or less each month;\(^{21}\)

b) Their work, individually and collectively as journalism teachers, in developing the next generation of journalists will gain the community recognition that has been neglected over the years;\(^{22}\)

\(^{20}\) We reminded the principals of the negative reporting done recently by The Las Vegas Review-Journal, who chastised and embarrassed local high school students for poorly-written letters to the editor; most educators who commented on this editorial agreed that the R-J’s position tended to discourage young people from expressing themselves publicly in the future. We assured the principals that CLASS! would never be guilty of "teen bashing" or deliberately causing embarrassment to students or schools.

\(^{21}\) Since then, the Board of CLASS! has proposed that a stipend be paid to one student at each school for gathering copy and submitting it to CLASS! by deadline, thus freeing the teacher from even this small chore.

\(^{22}\) To this end, CLASS! publishes a Salute to Journalism Teachers in the May edition each year, complete with photographs.
c) Students with a serious interest in journalism will have additional motivation to produce written material and meet deadlines, an advantage to the teacher's own school newspaper program; and

d) Stories developed by CLASS! staff writers about particular schools will be available to those schools for their own publications.

The result of conversations with teachers was gratifying: all but one expressed enthusiasm for cooperating with CLASS! The one negative teacher reversed her opinion after the first issue was published and is now one of the most active participants.23 However, one of the first supporting teachers inexplicably reversed her decision, withdrawing from participation.24 One school no longer has a journalism program.

E. Credibility

It was often necessary — especially in dealing with education leaders — to establish my credibility as a guiding force of CLASS! Given the size of the school district and the countless number of proposals and schemes submitted by the private sector, it was important to show that our Vision was articulated by someone with a record of achievement, who displays "good sense, good character, and good will ... trust-

23 Most likely under pressure from the school principal, according to an associate of the teacher.

24 It recently came to light that the school principal felt that CLASS! was exploiting students for personal gain; communication through a school board member corrected that misinformation. Refer to page 38 — Postscript: Miscommunication, Case 1.
... and a competence or expertise," as Martha D. Cooper and William L. Nothstine state in *Power Persuasion*.²⁵

It is useful to analyze this exercise in persuasion according to the Aristotelian principle of *ethos*. At most meetings with School District and private school administrators, I presented (either in print or verbally) some of the credentials I had gathered over a lifetime in one area of publications or another. These included the prestigious institutions of the Las Vegas *Review-Journal*, the University of Nevada, Las Vegas, the Allied Arts Council, and the Nevada Faculty Alliance (NFA).

Because *ethos* is dependent on the audience's perceptions of the communicator, I made it a point to present, not just a litany of experience, awards and achievements, but references from distinguished members of the community. I also showed these audiences examples of other publications I had done (e.g., the NFA newspaper and "Choices," Nevada's magazine for The Year of the Woman); and I pointed out several high-profile education programs for which I was responsible (e.g. the *Review-Journal*’s still-thriving *Living Textbook Program*, the use of newspapers in the classroom). These demonstrations of credibility were rooted in issues familiar to the education-focused audience.

Over the years -- and, more calculatedly, since the start of CLASS! -- I have developed a speaking style designed to project enthusiasm, sincerity and charisma --

qualities outlined in traditional rhetorical theory. I have attempted to develop a liking relation by projecting a caring attitude about education needs that matched that of my audience. (The attitude was and is sincere; the presentation needed to be manufactured; some education jargon crept into my conversations.) While not self-conscious about my speaking style, I was aware of the persuasive power of language:

...language becomes not merely a device for referring to things but also -- and more significantly -- a means by which our social reality is created and altered by the language persuaders use. This function is not always a matter of intention or strategy, but it may be an inevitable function of language itself. This persuasive dimension of language is left out of the picture if we regard language only instrumentally, as a tool for referring to reality. Thus, we need to consider ways in which language creates or constitutes reality."^{26}

I find that written sales presentations can be more calculated, more manipulative than my verbal presentations. In written form, the structure is more easily contained and under the control of the writer. The content is presented in the order and style I believed to be the most effective -- an apparently uninterrupted flow of message. But experience has taught that the interactive, uneven, sometimes confrontational flow of person-to-person persuasion is usually the more effective of the two. This outcome can be discovered in Kenneth Burke's qualitative progression form that "follows a pattern in which the presence of a particular quality, mood or feeling prepares us to accept another quality, mood or feeling..."^{27} Thus, such spoken presentations included not just emotive language, but the language (even the aforementioned jargon) that the audience was

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^{26} Cooper and Nothstine, P. 157

^{27} Cooper and Nothstine, P. 222
comfortable with -- especially true when talking with educators and education administrators.
CHAPTER THREE

EDITORIAL STRUCTURE

A. Guidelines for student participation and editorial policies

The concepts that would guide CLASS! were compiled and sent to the journalism teachers as a reiteration of our face-to-face discussions: "Guidelines for Submitting Editorial Material" (Appendix D). These guidelines have been modified over time to better accommodate the teachers and student writers. For example, few schools send computer disks and the six-week calendar of events is too difficult to acquire.

Subsequently, and over a period of time, other editorial policies have been developed and distributed to the journalism teachers. These guidelines include preferred story length, timeliness, and accuracy in language usage. As chief editor, I read every story submitted to CLASS! and have found several patterns that are typical of the student-written material. Included are the tendencies to:

- Precede a fairly straight-forward news story by several paragraphs that lead laboriously into the facts with very little (if any) enrichment of the basic story;

- Lose the focus of a story halfway through;

36
- Start stories with the question, "Have you ever...?"

- Use personal comments and/or quotes that are irrelevant to the central theme of the story or are obvious repetitions of what had been quoted earlier in the same piece;

- Tell, in often excruciating detail, of an event such as a conference or an awards ceremony, but bury the main point deep in the copy. For example, a student gave the history of an annual national award program and did not announce until near the end of the account the fact that a peer had won first place;

- Use forms of the word "state" (in place of "say" or "asked") inappropriately, as in "'Why would the coach put him into the game?' she stated," or "'His voice brought tears to my eyes,' he stated." The reason for this practice appears to be clear and long-standing: teachers advise students to seek synonyms for "to say" but often neglect to emphasize that the context contributes to the choice of words.

A persistent problem that we confront involves students who are angered or disappointed by our editing of their material; however often we explain that it is necessary to cut their (usually longwinded) copy so the page can include the work of more students, this issue seems to have a life of its own. Discussions of this sort with students are and must be handled with the highest degree of tact, so as not to discourage their interest in writing, but it is important for students to understand that longer is not necessarily better, that their words are not pearls, and that a "long wind-up" is not as good as a "fast, hard pitch" in opening paragraphs of news stories.
Three other points we try to make are: 1) even the best professional writers are subject to editing, 2) our editorial policy insists on correct language usage, and 3) shorter, tighter composition in a news story usually has much better readership.

With regard to timeliness, the fact that CLASS! is published on a monthly basis contributes to some necessary editing, especially in sports reporting. Play-by-play descriptions and accounts of player scores are stale by publication time and we eliminate these details — except in the event of some noteworthy occasion. For example, we would use copy about a player who establishes a new high school record or an uncommon play that leads to a league championship — and even these are better told in a human-interest feature about the players, themselves. The editor also excludes stories that are clearly dated and are submitted for use in any issue other than the one immediately following the occasion — for example, a back-to-school event sent in for the November edition, a Hallowe'en party in December, or a Black History Month program (traditionally held in February) that shows up in April.

We seek student feedback on the publication as a "reality check" on what teenagers are interested in and whether or not we are presenting the material in a readable manner. Our attempt to establish a Student Advisory Board failed because only one

\[\text{Colloquial language is permitted in context, in quotes, and if such "teen language" makes a stronger point. Some schools have directed CLASS! not to use certain words, regardless of the context or author. Example: One honor student publishes an excellent occasional newsletter called "Go to Hell, Cornell," but CLASS! was pressed to report it as "Go to ____, Cornell."}\]
youth volunteered; however, we talk informally with as many high school students as possible and solicit contributions to a "Letters to the Editor" column. So far, two issues have elicited letters: the occasional fashion pages [the students found the poses and clothes too provocative] and a student letter that protested the inclusion of a Spanish-language section in CLASS!

B. Editorial staff and free-lance writer participation

The editor and free-lance writers pursue stories that are unlikely to be addressed by journalism students. Most of our freelance writers actually are students who are given assignments for stories, are paid for their work, and are acknowledged in the masthead as "Staff Writers." Examples of recent stories covered by staff and free-lance writers are:

- Automotive technology apprenticeships
- UNLV's summer and fall classes for high school students
- Obscure scholarships available to area students
- District-wide winners of art competitions
- Rollerblade hockey teams in Southern Nevada
- Announcements of career days, conferences, workshops
- The opening of an area skate-park
- Horticulture and culinary programs in high schools
- Las Vegas students visiting University of Nevada, Reno
- Human interest features on "low-profile" students.
C: Advertising

Although advertising initially was expected to support the publication, now that CLASS! is a 501(c)(3) organization, advertising is required by IRS rules to become, within five years, a minor source of revenue in relation to grants and public donations. But the decision to minimize advertising in favor of community support had been made even before we learned of that IRS requirement.

The first edition of CLASS! appeared in November 1994. Within six months, it was apparent that the publication would be compromised by our accepting the volume of advertising necessary to cover even the production costs. In fact, the sense of CLASS! as a service to the education community might be eroded by building the publication on an advertising base.29

However, advertising was clearly necessary to support the project until the IRS declared CLASS! a non-profit organization, and we were allowed to pursue grants and develop fundraising events. In order to sell the Vision to potential advertisers, local and national, we developed a modest "sales kit" (Appendix E) which, over time, expanded as the CLASS! story grew in demonstrable facts and dramatic response.

Another fantasy theme, different from all those that formed the Vision, was woven around local business people: The merchant (as heroic main character) advertises

29 As a measure of advertising revenue needed to sustain a publication and generate a profit, the goal of The Las Vegas Review-Journal for display advertising is 71-72 percent of the newspaper. (Source: Jerry Smith, R-J Sales Development Manager)
in *CLASS!* and reaches the very core of the population that brings him sales and success (high school kids with lots of discretionary funds); at the same time that merchant does a good deed by supporting a community service.

At the beginning, advertising was sold at a discount -- whatever discount the salesperson deemed necessary to bring in revenue. The sales presentation was, largely, an appeal to community service and the lure of a bargain. As the publication gained readership and grew stronger editorially, discounts no longer were offered because we could present evidence that *CLASS!* had an audience. By spring, 1995, we were receiving letters from students and teachers in praise of the newspaper, along with some spontaneous (and some not-so-spontaneous) letters from advertisers pleased with response. These became part of the sales presentation. One message was consistent from the earliest days of advertising sales: the 14-to-19-year-old market is the second largest-spending population in the country. Similarly, a constant policy has been that sales presentations should be largely concentrated on businesses who focused on merchandise and services to this youth market. (For example, the earliest advertisers included a pizzeria, soccer business, go-kart track, a "hip" clothing outlet, record store, test tutoring service, and a band instrument sales and repair shop.)

Approximately 30 percent of the ads are camera-ready when submitted to *CLASS!*. I create the others. It is necessary to adhere to the same principles that are applied to editorial content and page layout when creating these ads, to ensure that the commercial messages capture the students' attention, tell an appealing story, and produce results for
the advertisers. Several ads that demonstrate these principles are included (APPENDIX F).
CHAPTER FOUR

EXPANSION AND AUXILIARY SERVICES

Within less than nine months, it became clear that CLASS! could (and should) expand its services to high school students who have a serious interest in journalism. Up to that point, we had provided speakers for journalism classes -- especially in the area of photo-journalism and darkroom techniques -- and one-on-one consulting with the most earnest journalism students. But other needs soon became apparent.

District-wide journalism workshop.

Southern Nevada students who wanted to attend journalism workshops had to travel either to Reno or to out-of-state conferences; workshops were needed locally.

Spanish-language section.

Hispanic students who had not yet gained fluency in English were, in effect, feeling excluded from high school life; certainly, most did not read CLASS! Further, we learned that the largest percentage of high school dropouts in Clark County are Hispanic. According to many educators, much of this situation is attributed to such social isolation. Some connection with these students was clearly desirable -- a conclusion that led to the Spanish-language section, Diganos.30

30 Source: The Compensatory Education Division, CCSD; Elise Ax, director
Internship and community service programs

A number of highly motivated students were eager to become more broadly involved with newspaper work — to acquire more experience than they could get in their high school classes. Hands-on opportunities were needed.

It was clear that CLASS! was not only able to help meet these needs, but that such help was somehow inevitable. Even though the newspaper was not on solid financial ground and we were overburdened just with producing the publication, the scope of CLASS! broadened:

THE JOURNALISM WORKSHOP. CLASS! met with CCSD officials and offered to sponsor an annual High School Journalism Workshop that would be available to students throughout the district. Having gained CCSD's enthusiastic approval, we arranged partnerships with the UNLV Division of Continuing Education and the UNLV Greenspun School of Communication. In little more than two months, the Workshop was presented. Attendance, expected to be no more than 60 in this first-time attempt, was nearly 125 — with dozens of students on a waiting list. A selection of printed materials accompanies this paper as Appendix H. The workshop committee had decided that this first High School Journalism Workshop (along with lunch and snacks) would be offered to the students free; therefore, funding was needed. This came from two sources: Mary Hausch, committee member representing the Greenspun School, persuaded Barbara Greenspun to donate $1,000; and I submitted a (successful) request for the same amount from the Clark County School Foundation (Appendix I).
THE SPANISH SECTION. We discussed the possible addition of a Spanish-language section with the director of the CCSD Compensatory Education Division, which is a Title I federally-funded program. The new section would have as its main objectives three types of editorial material: 1) general news and features gathered from the other school pages, condensed and translated into Spanish, 2) news and features of particular interest to Hispanic students (and their families), and 3) explanations of school policies. Other material would include, for example, an essay on maintaining their Hispanic culture and language even while becoming "Americanized," and editorials treating issues such as teen pregnancy, gangs and physical abuse. In addition, we would announce scholarships and other financial aid offered only to Hispanic students, as well as provide information on career opportunities and service organizations based in Hispanic communities throughout the country. We asked the Compensatory Education Division to fund the additional expenses CLASS! would incur in producing the Spanish-language section and presented a formal proposal, which was promptly approved. A few documents that aided in the development of this section are shown in Appendices G, G(1), G(2), and G(3).

INTERNSHIPS AND COMMUNITY SERVICE. Having provided speakers and consultants in journalism classes the previous year, the logical next step was to offer internships: students would work with the CLASS! editorial staff in all phases of newspaper production and receive one-half an academic credit per semester toward their graduation. We made a proposal to the CCSD "School to Work" division, which was supportive of the plan. A high school intern was selected for the spring 1996 semester
(recommended by her journalism advisor) and she began writing stories, specializing in research and interviews. However, it became clear that for a successful internship program that deals with several students each semester, CLASS! must have an office and a better computer system. The above-mentioned intern did not have the opportunity for hands-on experience with page layouts, general editing, headline writing, and other tasks used in newspaper production.

Similarly, unpaid volunteer work offered students a chance to work with the newspaper and earn a half-credit for every sixty hours they spent in this community service.
CHAPTER FIVE

ESTABLISHING A NON-PROFIT ORGANIZATION

A. Persuading the Internal Revenue Service.

As discussed above, CLASS! would be better able to serve high school students if it were a tax-exempt non-profit organization not dependent on (or filled with) advertising. This decision led to the lengthy, persuasion-intensive process of gaining tax-exempt status from the Internal Revenue Service and IRS designation as a 501(c)(3) non-profit organization.

This application process began by incorporating CLASS! in the state of Nevada, writing a set of bylaws, and creating a Board of Directors. The Board soon changed and grew. (Appendix J) Ultimately, the IRS-required process amounted to 28 pages, most of them narrative and dependent on rhetorical skills. The point of these pages was to persuade the IRS agent assigned to CLASS! that the venture (1) had a good chance of succeeding, (2) was, in fact, a service to the community, and (3) would be able to move away from advertising sales and into community support and grants for primary funding.

After more than three months of intense "negotiations" with the IRS, applying both written and verbal arguments to press our case, CLASS! became a non-profit organization. The organizational structure was formalized, the process of expanding the board began, and fundraising became a primary focus.
B. Applying for grants, donations, underwriting

In preparation for this vital function, several activities were undertaken. These included:

- Consulting sessions with a professional grantwriter;
- Classes in grantwriting through UNLV Continuing Education (attended by one of the founders of CLASS!);
- Many hours of research in the Grants and Foundations department of the Clark County Library;
- Informal discussions with experienced grant-writers.

A package of information was prepared to accompany proposals submitted to foundations, granting agencies and private donors. Each of these early proposals contained the following, in order:

1. A personalized letter that focuses on the goals and/or issues with which the donor was identified (Appendix K);

2. A proposal explaining how much money CLASS! requests, how it would be used, and how such a donation would be consistent with the donor's interests (Appendix L);

3. The four-page packet that defines the organization's mission statement, benefits for youth and the community, and how CLASS! is published (Appendix Q);

4. A copy of the IRS letter granting 501(c)(3) status (Appendix M);

5. A list of members on the Board of Directors (Appendix J);
6. (When appropriate) Copies of "love letters" to CLASS! from educators and members of the public in praise of the publication and, occasionally, advertisers' letters.

7. (When appropriate) The CLASS! advertising rate card and "bonus offer" page (Appendix N).

The latter two items are sent only with our requests for underwriting in CLASS! because such funding is based on space used on a page and is identified with a sponsor.

Examples:

- At this time we are seeking a new car dealer to sponsor a page that features high school students who are training as automotive technology apprentices at eight local dealerships.

- We have submitted proposals to several nationally-marketed fashion houses and retailers, asking them to underwrite a monthly fashion page, and to a national footwear company, seeking their sponsorship for a monthly sports-feature page.

- A proposal has been submitted to a major developer in the Green Valley area, seeking their underwriting for the Green Valley or the Basic High School page.

This type of "selling" is designed to persuade a business leader that such underwriting serves the company's interests in two ways: they make high-visibility charitable donations while keeping the company name and product or service prominent among those who comprise a major current or future market for that company.

In recent months, with the guidance and support of a new board member, a formal Business Plan and Fundraising Strategy is developing. An early draft is included herewith. (Appendix O)
Another component (in progress) will be added to the grant-seeking package: a five-minute videotape showing how CLASS! is published, its effectiveness, the involvement of high school youth, and comments by business and education leaders regarding the growing importance of this publication. (At the time of this writing, I am preparing the script.)

Because CLASS! has been a non-profit organization for such a short time (since September 1995), response to requests for grants and donations has been light. Many foundations require two years of financial statements, which CLASS! does not yet have. Another limiting factor, to date, has been slow (but cautious) Board development; therefore, there is a scarceness of people to do the extensive research and writing required in making grant applications.
CHAPTER SIX

CONCLUSIONS

It is intriguing to see that theories taught in communication classes really do work in a practical setting.

An assessment of the life and times of CLASS! Publications, Inc. could be contained in three sentences:

1. The publication is astonishingly well received by students, parents, educators, random other adult readers, and advertisers;

2. The organization serves young people and the community in all the ways it was intended to serve, living up to the initial vision and the variety of fantasy themes that grew from the inclusion of new people and agencies; and

3. CLASS! is in critical need of financial support equal to its popularity and potential.

However, the above assessment does not record what is probably the most satisfying (yet barely measurable) outcome of this undertaking: the increase in writing skills and the growing maturity of many students who have participated in CLASS!

Often the teachers are so overburdened with assignments and large classes that they cannot monitor and edit student work as closely as we can. The students learn what
our editorial standards are and the improvement in writing submitted by many "regulars" is apparent over the nine months of the school year.

Some students show a growing maturity in what they choose to write about. An example: "Peggy," whose first two submissions to CLASS! concerned bad hair days and having to get up in the morning. During the last few months, she presented articles on teen pregnancy and the advisability of students performing community service. Each story included interviews with fellow students.

In other cases, some young people have emerged from a nearly "voiceless" rambling through school and have found new confidence and new directions by being published in a paper of substance. Seeing their names in print, their faces alongside their opinions and news reports, seems to elevate the teenagers in self-esteem and interest in the world beyond school.

One particular case is worth mentioning. "Ramon" -- a homosexual Latino in deep emotional trouble (by his own description) -- was a gang member, a drug user, and a frequent truant until about two years ago. At that time, he decided to clean up his life and attend school, but nothing captured his imagination -- until he joined a journalism class and attended the journalism workshop co-sponsored by CLASS! At that event, Ramon spoke to me and said he wanted to become active as a writer for CLASS! and, in fact, be our student liaison at his school. I encouraged his writing, gave him "assignments," and helped him with editing, and we printed everything he submitted. Among his contributions are an editorial on the pain of being a gay teenager and another on bilingual education. At the end of the school year, he won second place honors for an essay he
wrote in a competition sponsored by the AFL-CIO during its recent convention in Las Vegas.

The fantasy themes that shaped much of the activity devoted to CLASS! will be applied on a larger scale in the future, when they are presented to larger audiences. These occasions will include, for example, guest speaking at meetings of high school principals or the Kiwanis Club, addressing the group attending our annual High School Journalism Workshop, and introducing our organization wherever else CLASS! speakers are invited. Bormann says that by spreading the word "across larger publics [we] impel them strongly to action." The "action" we are seeking will vary group-by-group, but is sure to include fundraising, advertising sales, an appeal for editorial material, and encouraging wider and more thorough readership.

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31 Bormann, p. 212-213
CHAPTER SEVEN

FURTHER EXPLORATIONS

With these small and large victories and satisfactions, one can entertain many other visions for serving the secondary school population. I say "secondary school" because a need seems to exist -- as well as a demand -- for a similar newspaper centering on middle school children: grades six through eight.

My first suggestion to scholars interested in the experiences documented in this paper would be to study the value of fantasy themes found in the ideas and writings of teenagers. Further, it might be of value to learn whether or not teenage fantasy themes are compatible with fantasy themes voiced by the community of school authorities (administrators or school board members).

It would also be rewarding to discover a history of other newspapers, particularly those that are nationally-known, in order to probe the founder's vision -- perhaps analyzing how fantasy themes played out for successful ventures or learning what visions emboldened would-be publishers whose attempts have failed.

Departing from the study of fantasy themes: a quest that might be undertaken by researchers who have access to an existing publication similar to CLASS! great value would lie in documenting the following:

- Improvement in grades earned by journalism students or other volunteer writers
over the course of a school year;

- The results of readership studies: surveys on, for example, the number of readers, the thoroughness of their attention to various types of stories, the rate of sharing the publication with adults at home, and a measure of how many teachers and other educators read the publication;

- Even an anecdotal record of how this experience affected participating students, such as a decision to attend college or apply for an apprenticeship program, new awareness (and wariness) about teen parenting or AIDS, or a flair of interest in pursuing a journalism career.

One final suggestion: it would be interesting to know if a publication such as CLASS! could even exist in a geographic area that has multiple school districts, each with fewer schools than does Clark County -- perhaps resulting in little interest among students to share their thoughts and news with peers in distinctly separate communities. This question, I believe, may invite a sociology-based inquiry into (1) a young person's sense of connectedness to peers within his or her own school district as compared with peers living outside that district; and (2) whether or not that connectedness is necessary for the success of such a publication -- or if the common interest in certain topics (e.g., gang avoidance, school concerts, juvenile justice and teen fashions) is sufficient to ensure wide-enough readership to appeal to advertisers and donors.
CHAPTER EIGHT

MISCOMMUNICATION

Two instances of miscommunication -- more accurately, a breakdown of communication -- surfaced very recently.

CASE 1.

The administration of one high school displayed a distinct lack of interest in participating in CLASS! although their students and parents complained about the frequent absence of news from that especially active and innovative school. In fact, administrative attitudes conveyed, not just disinterest, but hostility. After 18 months of trying in vain to discuss the situation with the principal, we approached the School Board member who represented that district, and asked for her help.

The principal soon called to chastise us for bringing in the Board member and, at the same time, revealed the source of his now-open hostility: he charged CLASS! with exploiting students in order to make a profit, that we did not hire reporters but "conned" students into supplying the copy.

We had failed to clearly explain the purpose and operation of CLASS! to this person. Once the problem was identified, I sent the principal a letter that explained the publication's goals and enclosed the documents appended here as Appendixes Q and J.
We have had no response since that mailing, but plan to press for a meeting with the principal and other administrators at that school.

**CASE 2.**

A teacher reported to us that she had overheard other journalism advisors discussing the growing problem of selling ads for their own school newspapers when they had to compete with *CLASS!* and its much larger circulation.

When *CLASS!* was first begun, we had discussed this with the journalism teachers and explained our policy -- in short, any business who bought advertising in an individual school newspaper could deduct the cost of that ad from his/her ad in *CLASS!* as long as the merchant continued to support the school publication. (This policy is explained in detail in Appendix P.)

However, we had neglected to remind the teachers of this "non-compete" policy since that introductory period, even though we were aware (a) that some journalism advisors had been replaced, (b) that we had given them a vast amount of information about *CLASS!* all at one time, and (c) that their memory of the details would have faded without reminders. Moreover, and more egregiously a violation of sound communication practice, we had presented the policy verbally; we should have given printed statements in clear detail.

Since learning of our communication failure, we have distributed the document illustrated by Appendix O to all our high school contacts. We plan to distribute it again
in September and to discuss this policy in the pages of CLASS! when publication resumes in the fall.
CLASS PUBLICATIONS, INC.

Mission Statement

CLASS! Publications, Inc. is a non-profit 501(c)(3) organization that publishes a newspaper for the high school students of Las Vegas, Henderson and Boulder City. CLASS! is published monthly during the school year and is distributed free throughout the area. It’s purposes are:

- To provide a forum for high school students to share ideas and information with their peers throughout the area, and expand their vision beyond their own school walls.
- To give student writers a valuable asset to add to their college or job applications.
- To share important information that the students would not be likely to acquire elsewhere.
- To encourage students to be readers, particularly of newspapers, and to help prepare the next generation of young journalists.
- To motivate students to stay in school through graduation and prepare for productive work as adults.
- And to recognize extraordinary achievement by students as well as creative teaching by teachers and schools.

CLASS! Publications, Inc. is also committed to activities in support of education and life-preparation through other activities. Among these are:

- A Spanish-language section each month to help bring Hispanic students into the mainstream of school life, with special focus on at-risk students.
- An annual journalism workshop for high school students.
- An internship program for school-to-work experience for high school students interested in some area of journalism or photography.
Appendix B

HOW CLASS! SERVES
THE HIGH SCHOOL STUDENTS OF SOUTHERN NEVADA

1. ENCOURAGING STUDENTS: STAY IN SCHOOL, PREPARE FOR THE FUTURE
Students tell the best stories — about classes in horticulture, marine biology, carpentry, business management, culinary arts, automotive technology — and their enjoyment for education is contagious for other teenagers. Students tell about their apprenticeships and intern­ships that shape careers — and those who had no vision for their future are encouraged. Students also tell their peers about plans for college and what they are doing to get there. CLASS! places great emphasis on features that might help lower the drop-out rate — features that say 'education is the only route to success, dignity and fulfillment.' (A section of the publication is printed in Spanish each month.)

2. CREATING A FORUM, GIVING STUDENTS A VOICE
High school students are hungry to share ideas and information with their peers throughout the area. They expand their vision beyond the walls of their own schools, to discover what other teens are doing and thinking. Students want to be heard on outside events that affect their lives — gangs and drugs, teen pregnancy, problems with parents, the high cost of car insurance, their views on books, music and movies. CLASS! provides this forum.

3. SHARING IMPORTANT INFORMATION
Sometimes there is information that teenagers need to know, but don't have easy access to. CLASS! writers gather and present these issues, which include, for example:
- Little-known scholarships available to graduates, some specifically for Hispanics;
- Alternative career training such as automotive technology or horticulture;
- College and career fairs;
- Early graduation options, including correspondence courses;
- Opportunities for volunteer work that leads to a career.

4. A NEWSPAPER- AND BOOK-READING GENERATION
All recent studies show that teenagers are not regular readers of community or national newspapers and too few make use of public libraries. Teachers report, however, that even their non-readers make it a point to read CLASS! each month, cover-to-cover. CLASS! hopes to encourage young people to develop a reading habit that will remain throughout their lives.

5. A "LEG UP"
Every student writer or photographer gets a by-line in CLASS! This is a record of that student's success in extracurricular activity and communicating with others. Such a record is a significant advantage when the student applies for college or to a potential employer.

6. RECOGNITION
Students, teachers, schools all have small victories as well as the super-star achieve­ments that earn the attention of the daily newspapers. CLASS! recognizes those events that measure the growth of the average students. We also recognize the innovative programs that educators create and that schools support. CLASS! reports the GOOD news of education in Southern Nevada!
AN INTRODUCTION TO CLASS! – A 501(c)(3) NON-PROFIT ORGANIZATION

CLASS! is a monthly newspaper distributed free during the school year to all high schools in the Las Vegas area, Henderson and Boulder City – and through all the public libraries, selected bookstores, parks and recreation centers, etc. Why do we publish this newspaper?

- To provide a forum for high school students to share ideas and information with their peers throughout the area, and expand their vision beyond their own school walls.
- To give students (whose work is always by-lined) a valuable asset to add to their college or job applications.
- To share important information that the kids wouldn't be likely to acquire elsewhere.
- To encourage the next generation of newspaper readers and young journalists.
- And to recognize extraordinary achievement by students, teachers and schools.

Nearly everything in CLASS! is written by high school students, coordinating with us through their journalism teachers. It is truly a publication by students, about students, for students – covering high school news, sports features, student spotlights, opinion pieces, entertainment reviews, poetry, photography and art.

The editors of CLASS! provide additional material and information of general interest to all students – apprenticeships, college and career forums, innovative classes, non-traditional careers, volunteer opportunities, and other features not focused on individual schools.

CLASS! has been approved by the Clark County School District and is eagerly welcomed by the students. In fact, reaction from the kids as well as teachers and parents has been dynamite!

CLASS! is an excellent medium for businesses that want to reach the high school market...BUT we accept a strictly limited number of commercial ads because we will not crowd out the students' work. And it's a splendid opportunity for you to underwrite a special feature (such as health education, an essay contest, or a monthly handicapped student of achievement) by making a tax-deductible donation to CLASS!

CLASS! is a 501(c)(3) tax-exempt organization. Grants, underwriting and other public support are essential if CLASS! is to continue its service to students. We urge you to support this unique and effective contribution to Southern Nevada's education community.

For further information, please contact Sari Aizley, Editor and Development Director
Phone (702) 361-8262.

6290 Harrison Drive, Suite 10 Las Vegas, NV 89120 (702) 798-5757

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CLASS!

THE NEWSPAPER
- CLASS will debut in November — the only newspaper in Southern Nevada to focus entirely on the high school market (ages 15-18).
- Each monthly edition of CLASS will offer at least 40 pages* of features, news and photography — by high school students, about and for high school students.
- Each school will be given a double-truck (two facing pages) for its editorial content.
- Journalism students at all high schools in Las Vegas, Henderson and Boulder City will have a chance to publish their stories in a wider market — with by-lines and photo-credits. (This looks great on college applications!)
- The calendar of coming events — academically and socially — will be featured on each school's pages in each issue of CLASS, along with timely messages from school administrators, advisors and other appropriate sources.
- Editorial content will be carefully monitored to exclude offensive, inaccurate, provocative or other inappropriate material.
- In the event a school is unable to submit sufficient material for a particular issue, a CLASS reporter can write features for that school, subject to approval by the journalism advisor.
- A supply of the newspaper — initially, equal to about one-half your student body population and adjusted according to student interest — will be delivered to your school on or near the 15th of each month during the academic year.

ADVERTISING
- The cost of producing CLASS will be underwritten by local advertisers.
- Total advertising space will be limited to approximately 30% of the overall publication.
- Advertisers will be selected for appropriateness of their product (no alcohol, cigarettes, gaming, pagers and cellars, or controversial issues).
- Placement of the ads will be largely guided by store locations in regard to school locations, when this policy is applicable. For example, a store with only one location — in Green Valley — would not be on the Cheyenne High School pages. However, an advertiser with national distribution or a large number of outlets could be in any or all school pages.

NOTE
An opportunity for your journalism department to earn money: CLASS will donate to the schools space for classified advertising. Students may sell the ads and your journalism department keeps the proceeds.

* The first issue may contain only 20-24 pages in the event that the school contributors need time to get up to speed.
Ms. Renay Charpentier
THE WET SEAL
64 Fairbanks
Irvine, CA 92718

March 28, 1995

Dear Renay,

Thanks for giving me the opportunity to show you our publication. It would be a dynamite medium for The Wet Seal because it goes directly into the high schools.

Nearly all the material in CLASS! is by the students and about the things that interest them most. (See the attached information sheet.) It’s no surprise that students love the paper and swarm the bundles as soon as CLASS! hits the classroom!

Nearly 15,000 copies go DIRECTLY into all the high schools every month. We also distribute through the public libraries, school district administration, county recreation centers, school credit unions, recruiting offices, and various other community locations.

CLASS! would be a most effective medium for The Wet Seal. It’s inexpensive and it delivers your message to that big-spending 14-19-year-old market. They’re a big chunk of your market, aren’t they?

We have a very strict policy that limits the amount of advertising we will carry in CLASS! No more than 30% of any school page may be advertising. We won’t squeeze out the stories that the kids are reading the paper for -- so your ad is not squooshed among other ads.

Our April issue is a focus on fashion. Wouldn’t that be great for your “inaugural ad”?

Please consider CLASS! as your “high school connection” in the greater Las Vegas market. I’ll call you next week...if you haven’t called me first.

Sari Aizley, Editor and Marketing Director
Phone (702) 361-8262
6290 Harrison Drive, Suite 10 Las Vegas, NV 89120 (702) 738-5757

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Funky, fun, cheap.
Jeans get new life

By Lauren Walsh, Silverado High School

A new shop in town is destined to become one of your staple stores. It's Vintage USA on Desert Inn and Sandhill, far from the other vintage stores.

That's not the only thing that sets it apart from the rest of them. It has friendly owners, lots of space, and above all, it's dirt cheap! HOW cheap?

Try $3-$12 for jeans.

$7 for a genuine polyester shirt, and $5-$10 for cords.

Vintage USA also buys your used stuff — for example, they pay up to $50 for a pair of Levis 501s.

The items for sale are not outdated: jeans are low-slung and broken in, and the collection of '70s shirts are out of this world! They offer a major selection of Hawaiian shirts ($3 a pop) and lots of camouflages, jean jackets and overalls. There's a line of one-of-a-kind pieces by Iris Price... vintage jeans made into jackets, purses and shirts.

Even the store is unique, decorated with 100-year-old railroad ties and barber wire found in the desert. The theme is "rust and wood," says Yossi, one of the owners.

Yossi opened Vintage USA to offer the clothes that kids want at cheap prices... it's the kind of clothes sold at thrift stores, for a dollar or two more, but without the hassle of shoving through endless racks of dirty, tatty items.

"Las Vegas is changing," Yossi says, and he wants to take part in dressing the new crowd in town.

LEFT: Laxie Jones, a junior at Cheyenne High School, wears an original 1970s bellbottoms made in the 1980s but never worn. You can tell they're original by the big E on the pockets. ($15) Her top is a 1950s bowling shirt ($7)

RIGHT: Laxie wears a print cottonwrapper ($5) while sporting a throwback dress ($50) made in a 1960s era polyester suit. (The suit is a collector's item and not for sale)

Photos by Mark Lewis
Be on your way to a HIGH PAYING CAREER in as little as three months after high school!
(Or you can do it with night classes while you’re still IN school)

Our graduates are in great demand all over the world!

Certified Novell Engineer (CNE)
As a CNE, you will learn to run large and small Networks -- and you can do it in as little as three months! Novell is world-wide so you can work almost anywhere. This is where the BIG BUCKS are.

Surfing the Net!
New Horizons is a computer learning center that can prepare you for a great career AND show you how to have fun with a computer.

Find out what's going on. New Horizons offers a full range of Novell Networking classes.

New Horizons
This summer can work for YOU! Call Joe Hogan for details 364-5551.
Tired of that TWANG?
Sick of the sappy Howdy-y'all
music? Barfing from banjos?
NOW - just $13.95 per shirt!

(Bonus—while they last: the single
CD "Just Say No to Country" FREE
with any order. Supply limited.)

JUST SAY "NO!" TO COUNTRY!

Send check or money order (no C.O.D.s) to
No-Wear, 6290 Harrison Drive, Ste. 10, Las Vegas, NV 89120

Name ____________________________
Address __________________________
City/State _________________________
Zip ______________________________
Phone ____________________________

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Please allow 6-8 weeks for delivery.
JOB DESCRIPTION:
COORDINATOR FOR SPANISH-LANGUAGE PAGES
CLASS! PUBLICATIONS

The coordinator will be responsible for all phases of organizing copy for the Spanish-language section of CLASS! and will serve as liaison between the sources of copy and the CLASS! editor.

These responsibilities include:
1. Acquiring copy that will be used in the section. This would include reminders of school policies and other procedural information that students need to know and understand as well as news, interviews, "people-features," sports and other copy written by and about students.
   - Contact ESL teachers and other leaders who interact with Hispanic students and with others who are sources of copy, such as Hispanic youth organizations;
   - Suggest editorial themes to these contacts, to be passed on to potential student writers;
   - Work with non-journalism Spanish-speaking youth who would like to write for the section;
   - Set up editorial debates between students or features on outstanding students (student writers preferred);
   - Be aware of current and future events of particular interest to Hispanic and/or at-risk Spanish-speaking students; then assign reporters (students preferred).

2. Having all English-language copy translated into Spanish, with attention to correct grammar.
   - The services of a translator/proofreader may be available if the coordinator cannot perform these tasks.
   - It is important to include a brief sentence describing in English the content of each article so that the page designer can place the articles properly on the page.

3. Ensuring that articles adhere to the editorial guideline for length (not over one-and-one-half pages typed double-space or equivalent). This guideline can be relaxed for special features such as student spotlights, debates and other features that need more depth and space.

4. Making photo assignments for the CLASS! photographer, either to accompany an article or as a separate news-photo, and coordinating the schedules of the subject and photographer.

5. IF POSSIBLE: Presenting the Spanish-language copy on a computer disk that is compatible with the CLASS! computer system. (Funds are available for this function.)
To: Spanish Department Chair
Dec. 20, 1995

Re: A Spanish-language section in CLASS!

Starting with the February edition, CLASS! newspaper will feature a section written in Spanish — and written mostly by students in Las Vegas and Henderson.

The section will include the following (and more):

• Spanish translations of selected news items and features from other schools;
• Original news and editorials written by Hispanic students and students who are studying the Spanish language in high school;
• Information of importance to students (and particularly at-risk students), regarding contemporary issues such as school policies, working toward graduation, preparing for employment, etc.;
• Creative efforts such as poetry, photography, and art.

WE NEED YOUR HELP!

Would you please involve your students by asking them to submit any of the following:

• Short news items about their school clubs or activities;
• Interview profiles on outstanding Hispanic students;
• Editorials on their experiences or feelings about issues that resonate with Hispanic students — such as learning English while maintaining their culture, dealing with negative stereotypes, views on teen pregnancy, avoidance of gang activity, physical abuse, etc. (maximum length about 1½ pages double spaced);
• Features on Hispanic holidays and customs (same length, maximum);
• Poetry, humor, art, photography;
• And any other features you think will be of interest to other Hispanic youths.

The CLASS! photographer is happy to take photos of students and events for the paper. We also have experienced editors who are fluent and accurate in Spanish and English.
CLASS! is published monthly during the school year, except in January. Deadline for receiving copy is the middle (15th-18th) of the month preceding publication.

We would like very much to have all the high schools represented in February and hope you can send us at least one item by Jan. 18. Some articles will be translated into English (e.g., stories on Hispanic culture, editorials).

This new feature is VERY exciting and is made possible by the Compensatory Education Division of the Clark County School District (Elise Ax, Assistant Superintendent).

CLASS! Publications is a non-profit organization, serving the high school students of Las Vegas, Henderson and Boulder City. Approximately 20,000 copies of the paper are delivered to the schools and all branches of the public library. We will add selected junior high schools to the distribution list starting with the February issue.

If you have any questions or comments, please contact:
Sari Aizley, Editor
CLASS! Editorial Office
992 Elysian Drive
Las Vegas, NV 89123
Phone 361-8262
Fax 361-7472
APPENDIX G(3)

CLASS!
A monthly publication by, for and about the high school students of Southern Nevada

To: Elise Ax
Compensatory Education Division
From: Sari Aizley
Re: Distribution
Jan. 10, 1996

Elise, distribution of CLASS! (until now) has been as follows:
On or before the 15th of every school month except January, bundles are delivered to all high schools in Las Vegas and Henderson:

ATEC Clark Rancho
ATTC Durango Silverado
Basic Eldorado Vo-Tech
Bonanza Gorman Sunset & Horizon
Chaparral Green Valley Valley
Cheyenne L.V. Academy Western
Cimarron-Memorial Las Vegas Meadows

The Boulder City journalism program ended last May and the principal suggested that we do not send them any papers until they start up again.

The number of papers we deliver to each school equals about 1/3 to 1/2 of the school population in most cases.

Starting next month, to better serve Hispanic students, we will increase the deliveries to Las Vegas, Rancho and Valley; we will add Roy Martin and J.D. Smith Middle Schools to the delivery; and we plan to start deliveries to Stupak Center and Nevada Partners. We welcome any additions or changes you want to make to this list.

In addition, CLASS! is distributed to all the public libraries in the area, CCSD offices on Flamingo and at 9th Street, the Henderson and Clark County Parks and Recreation Departments, YMCA, Silver State Schools Federal Credit Union, military recruiting offices, some bookstores and some retail locations. Mailings go to Southern Nevada members of the Board of Education, the media, the CCSD Board of Trustees, certain city, county and state political and business leaders, the Chancellor of the University/Community College System, selected UNLV administrators, all advertisers, and a variety of people on a "special-request" mailing list.

We will ask our contact at each school to make every effort to announce that the newspaper has arrived at the school and is available at the school-designated location. We will request that the announcement be made both in English and Spanish and that the latter announcement also urge the Hispanic students to "discover" what CLASS! can offer them.

A 501(c)(3) non-profit organization

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NOTE
Group C (PageMaker) will be divided into two sections of Advanced students (Friday) and two sections of Beginning students (Saturday) because of the limited number of computers available for hands-on experience.

The Friday morning advanced section will work in the UNLV computer lab, then attend Group A Writing Workshops in the afternoon.

The Friday afternoon section will attend Group A Writing Workshops in the morning and work in the computer lab in the afternoon.

LUNCH
Box lunches will be served in the Student Union Ballroom; please pick one up when you enter. Each table is designed for a discussion topic (Photography, Interviewing, etc.) and you’ll find a professional journalist at the table. Choose the one that interests you most.

PARKING
UNLV charges a parking fee of $2 per car for visitors – and, even then, it is hard to find a parking space.

To avoid this problem, have someone drop you off at UNLV. Or you might car-pool with others.

However, if you do plan to drive, please give your adviser $2 for a parking permit along with your registration. The permit will be delivered to you at school by September 20.

ADVISERS!
A special Advisers' Workshop is scheduled for Friday, 2:00 - 4:00 pm.

We will discuss items of mutual interest, share innovative ideas, and have an old-fashioned "show-and-tell" of your publications.

Refreshments will be provided.

You are invited to bring with you:
1. A lesson plan (20 copies, please) and
2. A favorite issue of your school newspaper, this year or last.

Remember: you are invited to attend the all-day Friday workshop. If you are able to join us, even just for the Advisers' Workshop, please fill out the Adviser's Registration Form. And be sure to tell us what topics you would like to have discussed.

STUDENT PARTICIPATION
Limited to five per school. Of these:
- Photography Workshops: Maximum two students per school
- PageMaker Workshops: Maximum two students per school

HAVE ANY QUESTIONS?
Call Sari Aidey, Editor
CLASSI Publications
361-8262

Co-Sponsored by
CLASSI Publications
The UNLV Division of Continuing Education
UNLV's Greenspun School of Communication

Partial funding for this workshop is provided by grants from The Clark County Public Education Foundation and from Barbara Greenspun and The Greenspun Family.
<table>
<thead>
<tr>
<th>GROUP A</th>
<th>Focus on Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRIDAY</strong></td>
<td>Registration and Distribution of badges</td>
</tr>
<tr>
<td>7:30-7:45am</td>
<td>Opening Session Schedules, introductions</td>
</tr>
<tr>
<td>8:10-10:15am</td>
<td>News Writing, What does USA Today mean to you?</td>
</tr>
<tr>
<td>10:15-11am</td>
<td>Feature Writing, What's new in the world? What's new in your life?</td>
</tr>
<tr>
<td>11am-Noon</td>
<td>Take lunch to Ballroom, Round-table discussions</td>
</tr>
<tr>
<td>12:10-1:15pm</td>
<td>Your choice: Page Layout/Graphics OR Sports Writing, How to Get Story Ideas</td>
</tr>
<tr>
<td>1:10-2:15pm</td>
<td>Your choice: Page Layout/Graphics OR Sports Writing, How to get ideas</td>
</tr>
<tr>
<td>2:30-4:30pm</td>
<td>Advisor Workshop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP B</th>
<th>Focus on Photography (no part intended)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRIDAY</strong></td>
<td>Registration and Distribution of badges</td>
</tr>
<tr>
<td>7:30-7:45am</td>
<td>Opening Session Schedules, introductions</td>
</tr>
<tr>
<td>8:10-10:15am</td>
<td>Photography Basics and On Location taking photos</td>
</tr>
<tr>
<td>10:10-11am</td>
<td>Feature Writing (See Group A)</td>
</tr>
<tr>
<td>11am-Noon</td>
<td>Take lunch to Ballroom, Round-table discussions</td>
</tr>
<tr>
<td>12:10-1:15pm</td>
<td>Your choice: Page Layout/Graphics OR Editorial Writing OR Sports Writing OR How to Get Story Ideas</td>
</tr>
<tr>
<td>1:10-2:15pm</td>
<td>Your choice: Page Layout/Graphics OR Sports Writing OR How to Get Story Ideas</td>
</tr>
<tr>
<td>2:30-4:30pm</td>
<td>Advisor Workshop</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GROUP C</th>
<th>Focus on PageMaker/Advanced (no part intended)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FRIDAY</strong></td>
<td>Registration and Distribution of badges</td>
</tr>
<tr>
<td>7:30-7:45am</td>
<td>Opening Session Schedules, introductions</td>
</tr>
<tr>
<td>8:10-10:15am</td>
<td>PageMaker classes design for advanced students</td>
</tr>
<tr>
<td>10:10-11am</td>
<td>Section One: See Group A Workshops (Both sections)</td>
</tr>
<tr>
<td>11am-Noon</td>
<td>Section Two: See Group A Workshops (Both sections)</td>
</tr>
<tr>
<td>12:10-1:15pm</td>
<td>Your choice: PageMaker classes design for advanced students</td>
</tr>
<tr>
<td>1:10-2:15pm</td>
<td>Your choice: PageMaker classes design for advanced students</td>
</tr>
<tr>
<td>2:30-4:30pm</td>
<td>Advisor Workshop</td>
</tr>
</tbody>
</table>

**APPENDIX H(1)**

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Appendix H(2)

JOURNALISM ADVISER'S REGISTRATION
for the
First Annual High School Journalism Workshop
Sponsored by CLASS! Publications and the UNLV Division of Continuing Education
Friday & Saturday, Sept. 22-23, 1995

Name ________________________________ School ________________________________

School Phone & Extension ___________________________ Home Phone ___________________________

☐ I plan to attend the workshop all day Friday ☐ I plan to attend only the Advisers' Friday session

What is the number-one topic you would like to have discussed at the Adviser's session
(and don't forget to bring 20 copies of your lesson plan, if possible)

_________________________________________________________________

_________________________________________________________________

Please return this form when you send in your students' registration forms by September 11.
Register for the First Annual High School Journalism Workshop
Sponsored by CLASS! Publications and the UNLV Division of Continuing Education
Friday & Saturday, Sept. 22-23, 1995

<table>
<thead>
<tr>
<th>Name</th>
<th>School</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Home Phone</th>
<th>Journalism Adviser</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Group A: Focus on Writing**
  - 8:10 News Writing
  - 9:10 Interviewing
  - 10:10 Feature Writing
  - 12:10 Choose one:
    - Editorial Writing
    - Page Layout/Graphics
  - 1:10 Choose one:
    - Sports Writing
    - How to Generate Story Ideas

- **Group B: Focus on Photography**
  - **FRIDAY**
    - 8:10 Photography Basics (2 hours)
    - 10:10 Feature Writing
    - 12:10 Choose one:
      - Editorial Writing
      - Page Layout/Graphics
    - 1:10 Choose one:
      - Sports Writing
      - Generating Story Ideas
  - **SATURDAY**
    - Choose one:
      - Morning Workshop
      - Afternoon Workshop

- **Group C: Focus on PageMaker**
  - **FRIDAY**
    - 8:10 **Section 1 Advanced Students:**
      - Computer Lab until 11am
    - **Section 2 Advanced Students:**
      - 8:10-11am: See Group A for workshop schedule
  - **SATURDAY**
    - **Section 1 Advanced Students:**
      - Computer Lab until 3pm
    - **Section 2 Advanced Students:**
      - 12:10: See Group A and mark your choices there

- **Check here if you want to park on campus. Please enclose $2 for the UNLV parking fee and the parking permit will be delivered to you by 9/20.**
First Annual
High School Journalism Workshop

7:45-8:30 am: Opening Session, Ballroom
Gary Kreps, Director, Greenspun School
Sari Aizley, Editor, CLASSI Newspaper

GROUP A (Focus on Writing)
8:10-9:00 News Writing. Choose one of these two sessions:
   • Steve Sebekus, City Hall Reporter, LV Sun (Ballroom)
   • Charles Zobel, Managing Editor, Review-Journal (Room 201)

9:10-10:00 Interviewing. Choose one of these two sessions:
   • Marilyn Potters, Feature Writer, LV Sun (Room 201)
   • Beth Rusiecki, former reporter now in P.R. and writing (Ballroom)

10:10-11:00 Feature Writing. Choose one of these two sessions:
   • Lisa Scortino, Feature Writer, LV Sun (Room 201)
   • Beth Rusiecki, former reporter now in P.R. and writing (Ballroom)

11:00-Noon Lunch in the Ballroom (Round-Table Talk)
Box lunches. Select a table topic that interests you.

12:10-1:00pm
   Editorial Writing. Choose one of these two sessions:
   • Brian Greenspun, President, Las Vegas Sun (Room 201)
   • Geoff Schumacher, City Editor, Las Vegas Sun (Room 203)

Page Layout and Graphics (Ballroom)
Bryan Allison, graphic designer, Las Vegas Sun

1:10-2:00pm
   Sports Writing
   will combine with
   How to Develop Story Ideas (Ballroom)
   Mary Hausch, Assistant Professor, now teaches print
   journalism at the UNLV Greenspun School of Communication.
   She supervised sports writers for 13 years while she was an
   editor at the Review-Journal.

2:10-4:00 Journalism Advisors' Workshop (Room 203)

GROUP B (PHOTOGRAPHY)

Friday
8:10-11:00am (Room 203)
This features a "field trip" on campus to take photos that you will de­
velop and print in tomorrow's hands-on darkroom workshop.
   Dave Phillips, a photographer for 15 years, specializes in news, sports
   and wedding photography. He is a founder of CLASSI Newspaper.

12:10-2:00pm
Attend the Writing Workshop you previously selected.
(See schedule at left.)

Saturday
You previously chose either the morning (9:00am-Noon) or the afternoon
(1:00-4:00pm) workshop. During this time, you will learn important dark­
room techniques while processing and printing the photos you took Friday.
Please be on time because late-comers cannot be admitted to the dark­
room.

NOTE!
The Saturday darkroom workshops will be held at
Silverado High School.

GROUP C (PageMaker)

Friday (Advanced)
8:10-11:00am gr 12:10-3:00pm
After the opening session, you will be escorted to a UNLV computer
teaching lab on campus. Meanwhile, when you're not in a PageMaker
Workshop, please attend Writing Workshops. (See schedule at left)
   Ched Whitney, Copy Editor, Las Vegas Review-Journal

Saturday (Beginning)
9:00am-Noon
This workshop will be presented in the Computer Lab in Room 308 at
the Advanced Technologies Academy, 2501 Vegas Drive, between
Rancho and Martin Luther King Blvd. Enter through the main door and
look for signs.
   Carl Spendlove, math teacher at Advanced Technologies Academy
TABLE TALK
These are the topics and the journalism professionals who will share lunchtime with you. Select the table talk that interests you most.

NEWS WRITING:
Charles Zobell, Review-Journal Managing Editor
Steve Sebellus, Sun reporter covering City Hall
Debra Bass, Sun education reporter
Natalie Patton, Review-Journal education reporter

FEATURE WRITING:
Lisa Scordino, Sun feature writer
Scott Dickensheets, Assistant Features Editor, covering arts and entertainment for the Sun

INTERVIEWING:
Marvin Potters, Sun feature writer and 1994 UNLV graduate
Beth Rusiecki, former Henderson Horne News reporter, now doing PR for Henderson Parks & Rec and Thomas & Mack Center

EDITORIAL WRITING:
Geoff Schumacher, City Editor, Las Vegas Sun
Brian Greenspun, President, Las Vegas Sun

PAGE LAYOUT & GRAPHICS:
Bryan Allison, graphic designer, Las Vegas Sun

GENERATING IDEAS:
Mary Hausch, former managing editor for the Review-Journal, now teaches print journalism at UNLV's Greenspun School

PHOTOGRAPHY:
David Phillips, Photography, President of CLASS! Publications

PAGEMAKER:
Chad Whitney, copy editor, Review-Journal

CLASS! PUBLICATIONS:
Sari Aizley, Editor, CLASS!

The First Annual
HIGH SCHOOL JOURNALISM WORKSHOP
Friday, September 22 and Saturday, September 23
At The University of Nevada, Las Vegas

Co-Sponsored by
CLASS! Publications, Inc., A Non-Profit Organization
The UNLV Division of Continuing Education
The UNLV Greenspun School of Communication

Funding generously provided by
The Clark County Public Education Foundation
and
Barbara Greenspun & The Greenspun Family

Other Acknowledgments
The Las Vegas Sun
The Las Vegas Review-Journal
Mary Hausch, Greenspun School of Communications
Carrol Steedman, UNLV Division of Continuing Education
Daphne Grabovol, Silverado High School Journalism Advisor
Paul Aizley, Dean, UNLV Continuing Education
Gary Kreps, Director, Greenspun School of Communication
David Phillips, President, CLASS! Publications
Sari Aizley, Editor, CLASS! Publications
REBELBOOKS
The Clark County School District and Dr. Harold Boyce
The Las Vegas Convention and Visitors Authority
ARAMARK at the Las Vegas Convention Center
Jason LeJeune, Silverado High School Student
and
The journalism professionals and educators who donated their time and knowledge for this workshop
Register for the First Annual High School Journalism Workshop
Sponsored by CLASS! Publications, UNLV's Division of Continuing Education and the Greenspun School of Communication.
Friday & Saturday, Sept. 22-23, 1995

Name ___________________________ School ___________________________ Year __________
Home Phone ________________________ Journalism Adviser ________________________

Group A: Focus on Writing
8:10 News Writing
9:10 Interviewing
10:10 Feature Writing
12:10 Choose one:
- Editorial Writing
- Page Layout/Graphics
1:10 Choose one:
- Sports Writing
- How to Generate Story Ideas

Group B: Focus on Photography
FRIDAY
8:10 Photography Basics (2 hours)
10:10 Feature Writing
12:10 Choose one:
- Editorial Writing
- Page Layout/Graphics
1:10 Choose one:
- Sports Writing
- Generating Story Ideas

SATURDAY
Choose one:
- Morning Workshop
- Afternoon Workshop

Group C: Focus on PageMaker
FRIDAY
8:10 Section 1 Advanced Students: Computer Lab until 11am
Section 2 Advanced Students: 8:10-11am: See Group A for workshop schedule
12:10 Section 1 Advanced Students: 12:10-2: See Group A and mark your choices there
Section 2: Advanced Students: Computer Lab until 3pm
SATURDAY
Choose one:
- Morning Workshop
- Afternoon Workshop

Please return this form (with parking fee, if applicable) to your advisor no later than September 8.
FOR IMMEDIATE RELEASE
Contact Sari Aizley, 361-8262

135 local high school students
to attend print journalism workshop

News and sports writing, interviewing techniques and photography are some of the
workshops that will help Clark County high school journalists to polish the skills that
they need to produce their school newspapers.

The First Annual High School Journalism Workshop, Friday and Saturday (Sept. 22
and 23) is co-sponsored by CLASS! Publications, the UNLV Division of Continuing
Education, and UNLV's Greenspun School of Communication.

CLASS! is a newspaper by, about and for Clark County's high school students, who
write most of the publication.

This Journalism Workshop is the first of what will be an annual event for local stu­
dents who, until now, have had to travel out of Southern Nevada to get such training.

Sixteen local media professionals and educators are donating their time to lead ten
different workshops. The Friday sessions and their speakers include News Writing
(Steve Sebelius, City Hall reporter for the Las Vegas Sun, and Charles Zobell, Manag­
ing Editor of the Review-Journal); Interviewing (Merilyn Potters, feature writer for the
Sun, and Beth Rusiecki, writer for Thomas and Mack Center and Henderson Parks and
Recreation Department, formerly a reporter for the Henderson Home News).

Also on Friday are Feature Writing (Lisa Sciotino, feature writer for the Sun, and
Rusiecki); Editorial Writing (Brian Greenspun, president of the Sun and Geoff
Schumacher, Sun City Editor; Sports Writing (to be announced); Page Layout (Bryan

(More)
Allison (Sun graphic designer); and How to Generate Story Ideas (Mary Hirsch, fo  
Managing Editor of the Review-Journal and now teaching print journalism at UNLV).

A photography workshop spans two days. On Friday, the students learn the me­
chanics of a camera, theory and composition, followed by an hour of taking pictures 
around the UNLV campus. On Saturday, the students take their film into the darkroom 
and are taught how to develop and print black-and-white photos. The instructor is 
David Phillips, a local professional photographer and founder of CLASS! newspaper.

Another two-day workshop covers the use of PageMaker for designing newspaper 
pages. Two Friday sessions, taught by Ched Whitney, Review-Journal copy editor, is 
for students already familiar with computers. A Saturday workshop for computer nov­
ices will be presented at Advanced Technologies Academy by ATC math teacher Carl 
Spendlove

Journalism advisors at the high schools will attend an afternoon workshop that 
provides the opportunity to share ideas and problems with their peers.

This event is offered free to the students and advisors. During the hosted lunch, 14 
local journalism professionals will join the students for free-wheeling round-table discus­
sions over sandwiches and chips.

Funding for the Workshop is provided by grants from the Clark County Public Edu­
cation Foundation and by Barbara Greenspun and the Greenspun family.

##
FOR IMMEDIATE RELEASE
Contact Sari Aizley, 361-8262

R-J editors share skills with school newspaper staffs

A two-day High School Journalism Workshop will be presented to 135 Clark County student journalists Friday and Saturday (Sept. 22 and 23). The workshop, offered free to all area high schools, is co-sponsored by the UNLV Division of Continuing Education, the Greenspun School of Communication, and CLASS! Publications, a newspaper by, for and about local high school students.

Charles Zobell, Managing Editor of the R-J, and copy editor Ched Whitney will present two workshop sessions. Zobell will lead a workshop on news writing and Whitney will teach students who have computer experience how to design newspaper pages with PageMaker.

Carl Spendlove, a computer whiz and math teacher at Advanced Technologies Academy, will teach computer novices the use of PageMaker.

Elizabeth Rusiecki, a former reporter now doing public relations and feature writing for both the Henderson Parks and Recreation Department and Thomas and Mack Center, will lead sessions on interviewing and feature writing.

A photography workshop spans two days. On Friday, the students learn the mechanics of a camera, theory and composition, followed by an hour of taking pictures around the UNLV campus. On Saturday, the students take their film into the darkroom and are taught how to develop and print black-and-white photos. The instructor is David Phillips, a local professional photographer and founder of CLASS! newspaper.

(More)
Journalism advisors at the high schools will attend an afternoon workshop that provides the opportunity to share ideas and problems with their peers.

This event is offered free to the students and advisors. During the hosted lunch, 14 local journalism professionals will join the students for free-wheeling round-table discussions over sandwiches and chips.

Funding for the workshop is provided by grants from the Clark County Public Education Foundation and by Barbara Greenspun.
August 24, 1995

To the Principal:

Attached is a flyer announcing a Journalism Workshop to be presented on September 22 and 23 at UNLV. The Workshop is co-sponsored by CLASS! Publications, The UNLV Division of Continuing Education, and the Greenspun School of Communication.

Because this activity is sanctioned by the Clark County School District, students will receive an "A* absence for Friday, Sept. 22. There is no charge for participants.

We are very pleased to offer this workshop -- the only one available to journalism students and teachers in Southern Nevada. The co-sponsors plan to make it an annual event.

We hope that all the high school journalism advisers will be able to attend with their students.

If you have any questions, please call the number below.

Sari Aizley
Chair, Journalism Workshop Committee
Editor of CLASS! Publication

361-8262

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A JOURNALISM WORKSHOP
Co-Sponsored by CLASS! Publications
The UNLV Division of Continuing Education
and the Greenspun School of Communication

PLEASE RUSH THIS MESSAGE

To: BETH RUSIECKI
From: Sari Aizley, Phone 361-8262
Re: High School Journalism Workshop, Sept. 22

Thank you for offering to be a speaker in one of the workshops for local high school journalists. These students need input from professionals such as you.

Where. The Workshop will be at UNLV, Second Floor of the Moyer Student Union.

Equipment. If you need any kind of equipment for your presentation (audio visual, blackboards, etc.), please call me TODAY so it can be ordered. We'd be delighted if you brought along handouts for your group. (You'll have about 30-35 kids.)

Table Talk. Lunchtime will be from 11:00-12 noon, but we would be grateful if you were there a few minutes earlier so we can place you at your "discussion table" before the kids arrive. The students will choose the lunch table with the topic that most interests them and there can be informal advice-giving, problem-solving, and idea sharing with the professionals. This is an important part of their experience. We have you scheduled for the Interviewing table, but can move you to Page Layout & Graphics if you like. We also have two other people for each of these "topic tables." Let me know.

Very little blood 'n' guts. Remember, high school students publish from a different perspective: mostly good news, positive stories, features about other students, sports, and upcoming events. However, editorials at most schools tend to have more of an edge and address the tougher topics.

Keeping you after class. If the students want to talk with you after your session, please encourage them to join you out in the hallway -- your room will be used immediately for another workshop. Perhaps invite them to sit with you at lunch to continue the discussion.

Looking forward to seeing you there, Beth! Thanks for participating!
IMPORTANT INFORMATION FOR STUDENTS ATTENDING THE JOURNALISM WORKSHOP!

* PARKING CAN BE A PAIN. Please arrive early to be sure you get a parking place. If you plan to use the Student Parking Lot, you must have a UNLV Parking Permit -- and that lot fills fast in the morning. If you plan to park on the street, same thing: street parking is used up early. Workshop registration will open at 7:00 and end promptly at 7:45, when the Opening Session begins. YOU WILL BE TOWED IF YOU PARK ON CAMPUS WITHOUT A PERMIT!!!

* MEALS. A morning snack and lunch will be provided for you. If you want other food or drinks, you may use the food services or vending machines in the Student Union.

* ROUND-TABLE TALK. Please do not leave campus for lunch because an important part of the workshop is the one-on-one discussion you'll have with a journalism professional at your lunch table. The Workshop leaders will be there through lunch.

* PHOTOGRAPHY IS A SNAP. If you are signed up for the Photography sessions, be SURE to have a 35mm camera and a roll of 400 ASA black-and-white film of at least 20 exposures!! You will be taking photos during your Friday workshop and then you'll process and print your film during the Saturday darkroom training. (Keep reading)

* HOW TO GET AROUND IN A DARKROOM. You will use the excellent photo lab facilities at Silverado High School. Attendance at your Saturday session is essential if you want to learn really useful photography skills -- for your school paper or for the start of a career.

* PAGEMAKER WORKSHOP SATURDAY. If you are signed up for the PageMaker Workshop for Beginners on Saturday, remember: the location has been changed. You will meet at the Advanced Technologies Academy, 2501 Vegas Drive, between Rancho and Martin Luther King Pkwy. Enter through the main door and look for signs; you want Room 308.

* PAGEMAKER WORKSHOPS FRIDAY. If you are signed up for Advanced PageMaker on Friday, you will be escorted from the Student Union to the Workshop.

* CLASS! NEEDS YOU. CLASS! newspaper will have two Round-Tables at lunch and will ask for student views on how the paper is doing: what you like or dislike, what topics should be included, what you would like to write. Students at this discussion table will help form the Advisory Committee for CLASS! newspaper this year.

* ONE MORE THING. Once the Workshop starts, you are expected to remain and participate. Remember, this is a school day and your attendance is noted. Certificates of Successful Completion will be given to you during the last workshop of the day.
The First Annual

High School Journalism Workshop

September 22-23, 1995

Nathan Sanders

has successfully completed the Journalism Workshop
presented by
The UNLV Division of Continuing Education
The Greenspun School of Communication at UNLV
and CLASS! Publications

Paul Azley, Dean
UNLV Division of Continuing Education

Gary Kreps, Director
Greenspun School of Communication

David Phillips, President
CLASS! Publications
To: Judi Steele, Executive Director  
Clark County Public School Foundation  

From: Sari Aizley, CLASS!  

Re: Grant Request for the 2nd Annual  
High School Journalism Workshop  

CLASS! Publications will again co-sponsor — with the UNLV Division of Continuing Education, and the Greenspun School of Communication — a Journalism Workshop for the high school students of Clark County.  

Last year about 125 students and advisers attended; we expect at least that many this year. The workshop, sanctioned by the School District, was very well received and continues to be the only workshop offered locally for students interested in journalism. This year's program will expand to include broadcast as well as print media.  

On behalf of our Board of Directors, I ask the Foundation to help fund this important workshop again this year; our request is for a grant of $3,000 to cover part of the expenses listed below. Thank you for your continuing interest and support.

<table>
<thead>
<tr>
<th>Expense Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design and typesetting for announcements,</td>
<td>$150</td>
</tr>
<tr>
<td>registrations, certificates (Burch &amp; Associates)</td>
<td></td>
</tr>
<tr>
<td>Printing (items listed above)</td>
<td>150</td>
</tr>
<tr>
<td>Services: - Coordinating, registration, accounting</td>
<td>75</td>
</tr>
<tr>
<td>- Writing press releases; photo coverage</td>
<td>50</td>
</tr>
<tr>
<td>Honoraria (4 speakers/instructors)</td>
<td>600</td>
</tr>
<tr>
<td>Transportation, hotel (2 speakers: from Reno &amp; SFO)</td>
<td>350</td>
</tr>
<tr>
<td>Photographic paper and chemicals</td>
<td>195</td>
</tr>
<tr>
<td>Film and processing for photo class (30 x $8)</td>
<td>240</td>
</tr>
<tr>
<td>I.D. badges</td>
<td>75</td>
</tr>
<tr>
<td>Signs typeset, printed</td>
<td>50</td>
</tr>
<tr>
<td>Postage</td>
<td>45</td>
</tr>
<tr>
<td>Substitute teachers (3)</td>
<td>240</td>
</tr>
<tr>
<td>Thesaurus for each student attendee (130 x $6)</td>
<td>780</td>
</tr>
<tr>
<td>Room rentals (4 @ $50 each)</td>
<td>200</td>
</tr>
<tr>
<td>Photo lab rental (one full day)</td>
<td>150</td>
</tr>
<tr>
<td>Computer disks (60 @ $7 per 10)</td>
<td>42</td>
</tr>
<tr>
<td>Notebooks &amp; Folders (130 @ .35 &amp; .75 each)</td>
<td>143</td>
</tr>
<tr>
<td>Est. Continuing Education fee</td>
<td>500</td>
</tr>
<tr>
<td>Total</td>
<td>$4,035</td>
</tr>
</tbody>
</table>
BOARD OF DIRECTORS

CLASS! has enlisted the support of many of Las Vegas' top businesspeople and educators, and meets with the Board of Directors quarterly and as needed.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barbara Buckley</td>
<td>Executive Director, Clark County Legal Services, Nevada State Assemblywoman; an expert in non-profit organizations</td>
</tr>
<tr>
<td>(President)</td>
<td></td>
</tr>
<tr>
<td>Paul Aizley</td>
<td>Dean of Extended Education &amp; Summer Terms, UNLV</td>
</tr>
<tr>
<td>Jessie Emmett</td>
<td>Southern Nevada Businesswoman, Real Estate; Chair of the State Job Training Coordinating Council, appointed by Governor Robert Miller.</td>
</tr>
<tr>
<td>Mark Fine</td>
<td>Developer specializing in master-planned communities</td>
</tr>
<tr>
<td>Kathleen Frosini</td>
<td>Director of School-to-Work Programs, Clark County School District</td>
</tr>
<tr>
<td>Daphne Grabovol</td>
<td>Award winning journalism teacher, Silverado High School</td>
</tr>
<tr>
<td>Mary Hausch</td>
<td>Assistant Professor of Journalism, UNLV Greenspun School of Communication; Former managing editor, Las Vegas Review-Journal</td>
</tr>
<tr>
<td>Dr. Stella Helvie</td>
<td>Director of English as a Second Language Program, CCSD</td>
</tr>
<tr>
<td>Chan Kendrick</td>
<td>Former Executive Director, ACLU of Nevada; expert in non-profit organizations</td>
</tr>
<tr>
<td>Larry Mason</td>
<td>President, Board of Trustees Member - Clark County School District; Dean of Community Education &amp; Outreach Services, Community College</td>
</tr>
<tr>
<td>Aaron McKinnon</td>
<td>1996 graduate of Clark High School; Former editor of school newspaper; Staff writer for CLASS!</td>
</tr>
<tr>
<td>David T. Phillips</td>
<td>Founder of CLASS!, Professional Photographer, Photo Journalist Photography Teacher</td>
</tr>
<tr>
<td>Jackie Phillips</td>
<td>Financial Analyst, Harrah's; accountant</td>
</tr>
<tr>
<td>Dr. Porter Troutman</td>
<td>Professor of Instruction and Curricular Studies, UNLV; Director, Summer National Youth Academic Sports Program</td>
</tr>
<tr>
<td>Myrna Williams</td>
<td>Clark County Commissioner; former Assemblywoman, former Director of a student program in UNLV's Department of Social Work</td>
</tr>
<tr>
<td>Patricia Wright</td>
<td>Parent of a high school student: actively involved with education issues; encourages youth involvement in individual and team sports</td>
</tr>
</tbody>
</table>
Dear Larry,

Thanks for your warm reception when we talked this morning!  
CLASS/ is really doing some great things for education in Southern Nevada. We heard the call for private citizens to get involved! (The enclosed pages will give you more details.) And CLASS/ Inc. seems to be unique in the entire country!

This is the beginning of our third year of publication. Nearly all the copy is written by the high school kids, themselves. Most comes in through journalism teachers, but lots of copy arrives, too, from teachers of English, social studies, theatre, vocational education — as well as principals and district administrators.

Since the first month, when we printed 10,000 copies, demand has now pushed the printing to nearly 20,000. And it's still not enough. As finances allow, we will increase distribution of this free newspaper. (Distribution list enclosed.)

Please note that we print in Spanish also. Through this section, we not only reach out to Hispanic students and help to "mainstream" them, but we can get information to their Spanish-speaking parents — information such as immigration procedures, citizenship, learning English, even how to buy a used car.  

With Nevada’s high percentage of graduates that do not go on to higher education, it’s important to deliver information to the kids about preparing for careers or occupations. CLASS/ has done stories on automotive technology apprenticeships, building trades opportunities, careers with Metro and the armed services, to name just a few. Of course, we also celebrate the young scholars who will move on to college or professional training.

So thank you for offering us the opportunity to approach your group with a request for funding. (The following page.) Can we meet someday soon?

Sari Aizley, Editor and Development Director
The Board of Directors of CLASS! Publications, Inc. respectfully asks the Nevada Mining Association to award a grant of $5,000 for Operating Funds.

CLASS! Publications, Inc. has three priorities for development:

1. An office where all functions (editorial, business and production) can be centered — and where the staff has space to work with high school student interns, who will be earning credit toward graduation.

   (Currently, each function is carried out in donated "spaces" around the Las Vegas area. The internship program is on hold until the office can be established.)

2. A computer system that will meet the needs of the publication and provide hands-on training for journalism interns and student volunteers.

   (Currently, we are using out-of-date, inadequate computers that are "on loan" to the publication. This necessitates our having to pay outside contractors to perform computer functions that our equipment is not able to provide.)

3. To pay salaries for a staff of three persons:
   - Editor/Development Director
   - Business/Sales Manager and Bookkeeper
   - Part-time receptionist/assistant

   (Currently, all these services are provided by unpaid volunteers and have been for the past two years. In addition, with the part-time assistant, the Editor will have more time for development duties.)

In recognition of this gift, CLASS! will give prominent acknowledgment to the Nevada Mining Association in every issue of the 1996-97 school year. We also offer to publish a feature story that discusses issues such as opportunities in the mining industry, how the industry contributes to Nevada's prosperity, perhaps any scholarships you provide.

For more information or a meeting with any member of the Board, please contact:

Sari Aizley
992 Elysian Drive, Las Vegas, Nevada 89123
Phone 361-8262 • Fax 361-7472
Dear Applicant:

Based on information you supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

Because you are a newly created organization, we are not now making a final determination of your foundation status under section 509(a) of the Code. However, we have determined that you can reasonably expect to be a publicly supported organization described in sections 509(a)(1) and 170(b)(1)(A)(vi).

Accordingly, during an advance ruling period you will be treated as a publicly supported organization, and not as a private foundation. This advance ruling period begins and ends on the dates shown above.

Within 90 days after the end of your advance ruling period, you must send us the information needed to determine whether you have met the requirements of the applicable support test during the advance ruling period. If you establish that you have been a publicly supported organization, we will classify you as a section 509(a)(1) or 509(a)(2) organization as long as you continue to meet the requirements of the applicable support test. If you do not meet the public support requirements during the advance ruling period, we will classify you as a private foundation for future periods. Also, if we classify you as a private foundation, we will treat you as a private foundation from your beginning date for purposes of section 507(d) and 4940.

Grantors and contributors may rely on our determination that you are not a private foundation until 90 days after the end of your advance ruling period. If you send us the required information within the 90 days, grantors and contributors may continue to rely on the advance determination until we make a final determination of your foundation status.

If we publish a notice in the Internal Revenue Bulletin stating that we
CLASS PUBLICATIONS

will no longer treat you as a publicly supported organization, grantors and contributors may not rely on this determination after the date we publish the notice. In addition, if you lose your status as a publicly supported organization, and a grantor or contributor was responsible for, or was aware of, the act or failure to act, that resulted in your loss of such status, that person may not rely on this determination from the date of the act or failure to act. Also, if a grantor or contributor learned that we had given notice that you would be removed from classification as a publicly supported organization, then that person may not rely on this determination as of the date he or she acquired such knowledge.

If you change your sources of support, your purposes, character, or method of operation, please let us know so we can consider the effect of the change on your exempt status and foundation status. If you amend your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, let us know all changes in your name or address.

As of January 1, 1984, you are liable for social security taxes under the Federal Insurance Contributions Act on amounts of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Organizations that are not private foundations are not subject to the private foundation excise taxes under Chapter 42 of the Internal Revenue Code. However, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to you as provided in section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Donors may deduct contributions to you only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, gives guidelines regarding when taxpayers may deduct payments for admission to, or other participation in, fundraising activities for charity.

You are not required to file Form 990, Return of Organization Exempt From Income Tax, if your gross receipts each year are normally $25,000 or less. If you receive a Form 990 package in the mail, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If you are required to file a return you must file it by the 15th day of the fifth month after the end of your annual accounting period. We charge a penalty of $10 a day when a return is filed late, unless there is reasonable
cause for the delay. However, the maximum penalty we charge cannot exceed $5,000 or 5 percent of your gross receipts for the year, whichever is less. We may also charge this penalty if a return is not complete. So, please be sure your return is complete before you file it.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, we will assign a number to you and advise you of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we said in the heading of this letter that an addendum applies, the addendum enclosed is an integral part of this letter.

Because this letter could help us resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

[Signature]
District Director

Enclosure(s):
Form 872-C
## Appendix N

### Advertising Rates

**Effective 8/25/98**

<table>
<thead>
<tr>
<th>Ad Size/Type</th>
<th>Ad Size</th>
<th>1-3 months (cost per ad)</th>
<th>4-6 months (cost per ad)</th>
<th>7-9 months (cost per ad)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Back Cover</strong></td>
<td>10 x 14</td>
<td>$1,300</td>
<td>$1,200</td>
<td>$1,100</td>
</tr>
<tr>
<td><strong>Inside front cover</strong></td>
<td>10 x 14</td>
<td>1,200</td>
<td>1,100</td>
<td>1,000</td>
</tr>
<tr>
<td><strong>Inside back cover</strong></td>
<td>10 x 14</td>
<td>1,100</td>
<td>1,000</td>
<td>950</td>
</tr>
<tr>
<td><strong>Full page (inside)</strong></td>
<td>10 x 14</td>
<td>900</td>
<td>800</td>
<td>700</td>
</tr>
<tr>
<td><strong>Half Page</strong></td>
<td>10 x 7</td>
<td>525</td>
<td>500</td>
<td>475</td>
</tr>
<tr>
<td><strong>Double banner</strong></td>
<td>10 x 4</td>
<td>425</td>
<td>400</td>
<td>375</td>
</tr>
<tr>
<td><strong>Banner</strong></td>
<td>10 x 2</td>
<td>275</td>
<td>250</td>
<td>225</td>
</tr>
<tr>
<td><strong>Block</strong></td>
<td>5 x 4</td>
<td>275</td>
<td>250</td>
<td>225</td>
</tr>
<tr>
<td><strong>Half Banner</strong></td>
<td>5 x 2</td>
<td>175</td>
<td>150</td>
<td>125</td>
</tr>
</tbody>
</table>

Other custom sizes can be accommodated. Rates available on request.

*Full-page ads have priority for back page and inside back or inside front page. Ads smaller than full page that are requested for these positions can be confirmed after the second day of the month, if available. A 10% premium will be charged for these preferred placements.*

---

### ADDITIONAL CHARGES

**FOR COLOR**
- One color: $75
- Two colors: $130
- Full color: $275

**DISCOUNT**
- Two ads in the same issue: 20% off the second ad, equal or smaller.

---

### Publication Schedule

Distributed on the 15th day of each school month, September through May: 9 issues per year.

- Reserve your ad space by the 1st of the month.
- Camera-ready copy due by the 6th of the month.

---

### What's it all about?

It's about telling your story to the high school students in the greater Las Vegas area — while you support a great non-profit organization.

It's about the nearly 20,000 copies of CLASS! that are delivered into the community each month of the school year. Estimated student readership (includes the sharing): 25,000-30,000 in your target market.

Most of the papers go to the high schools, where the kids grab 'em up and read them well. (After all, the whole paper is about the kids and their peers.) Some papers go to selected middle schools.

The others are distributed through the Las Vegas/Clark County libraries, parks and recreation centers, and to other public sites.

And they're FREE!
CLASS!
A NON-PROFIT ORGANIZATION

RADIO ADVERTISING INCENTIVE
(Effective November 1, 1995)

In addition to CLASS! advertising, we offer the radio advertising BONUS below to clients who purchase a minimum of a half-page ad.

Your 60-second radio announcements will be heard by 103,000 listeners in the Las Vegas area on the dynamic Contemporary Hit Radio Station, KJMZ 94.1. Over 82% of KJMZ's listening audience is between the ages of 18 and 44; over 70% of the audience have three or more children in the household.

We are confident that this marriage of print advertising with radio will maximize your marketing goals.

<table>
<thead>
<tr>
<th>CLASS! ad size</th>
<th>1-4 Month Contract</th>
<th>5-8 Month Contract</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of Spots</td>
<td>Value</td>
</tr>
<tr>
<td>Full Page, Back Cover (Full color available)</td>
<td>20 (60 sec.)</td>
<td>$1,400</td>
</tr>
<tr>
<td>Full Page, Inside Cover (Front or back)</td>
<td>14 (60-sec.)</td>
<td>$980</td>
</tr>
<tr>
<td>Full Page (Other inside page)</td>
<td>10 (60-sec.)</td>
<td>$700</td>
</tr>
<tr>
<td>Half Page (Best page available)</td>
<td>6 (60-sec.)</td>
<td>$420</td>
</tr>
</tbody>
</table>

PRODUCTION REQUIREMENTS

KJMZ 94.1 will air your finished 60-second commercial announcement, or will produce your 60-second commercial announcement, or any combination of the above.
BONUS!
FREE SPOT ADVERTISING ON THE ONLY SPANISH LANGUAGE RADIO STATION BROADCAST FROM THE LAS VEGAS AREA — KDOL (AM 1280)

This is a powerful market for you:

Hispanic students comprise more than 19 percent of the high school population. This is the way you can reach the kids AND their parents! Approximately 170,000 Spanish-speaking residents live in the area now — and an average of 400 new Hispanics move into Southern Nevada each month. Average Hispanic income here is $30,000 per year.

KDOL is on the air 24 hours a day, reaching Spanish-speaking citizens throughout the area during the day — and DOUBLING their signal at night.

The station features contemporary international hits (Bands, Groups, Salsa, Dance, Western and other features popular with the Hispanic culture). It also broadcasts weather and traffic reports and does on-site remote broadcasting from locations all over Southern Nevada.

KDOL is effective. Last year, the station sponsored a Marathon to raise funds for under-privileged Hispanic children and they raised $10,000. (This is an annual event.)

This BONUS is a powerful way to reach this expanding market.

<table>
<thead>
<tr>
<th>CLASS! Ad Size</th>
<th>Bonus Spots for You</th>
<th>Bonus Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Page (Back cover or Inside Front cover)</td>
<td>12 60-second or 14 30-second spots</td>
<td>FREE: $420</td>
</tr>
<tr>
<td>Other Full Page inside</td>
<td>10 60-second or 12 30-second spots</td>
<td>FREE: $350</td>
</tr>
<tr>
<td>Half Page (with color)</td>
<td>7 60-second or 8 30-second spots</td>
<td>FREE: $245</td>
</tr>
<tr>
<td>Half Page (no color)</td>
<td>6 60-second or 7 30-second spots</td>
<td>FREE: $210</td>
</tr>
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<td>Mission Statement</td>
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<td>The Publication</td>
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<td>Special Programs</td>
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<td>B</td>
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<tr>
<td>C</td>
<td>Revenue: September 1996 - May 1997</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Targeted Corporate Sponsors &amp; Foundations</td>
<td></td>
</tr>
</tbody>
</table>
OBJECTIVES

To raise $220,000 over two academic years (September 1996 to May 1998) to fund the newspaper.

To hire a staff that will include an Editor/Development Director; a Business Manager; a Spanish-language coordinator; and an Administrative Assistant.

To open a central office from which staff, interns and volunteers can work.

To acquire a computer system that will accommodate production of the newspaper and the training of student interns.

To increase distribution and expand to include all high schools in Clark County.
Appendix O(2)

MISSION STATEMENT

CLASSI is a newspaper written by, for and about high school students. It is committed to supporting education and life-preparation. Its purposes are:

To encourage students to stay in school through graduation and prepare for a productive future.

To provide a forum for high school students to share ideas and information with their peers throughout the area, expanding their vision beyond their own schools.

To give student writers a valuable asset to add to their college or job applications.

To provide teenagers with information they would not be likely to acquire elsewhere.

To recognize and celebrate achievement by students, teachers and schools.

To encourage students to be readers — with special focus on news publications.

To prepare the next generation of young journalists.

To include and encourage Spanish-speaking students to participate in the school community and to provide essential information to help Hispanic youth to assimilate into a new environment and language.
THE PUBLICATION

History and Credentials

CLASS! Publications, Inc. is a non-profit 501(c)(3) organization that publishes a newspaper for the high school students of Las Vegas, Henderson and Boulder City. It is published monthly, September through May, and is distributed free throughout the area.

CLASS! was conceptualized in 1994 by David Phillips, a professional photographer, who saw the need for a medium that would: unite the high school students of Clark County, encourage teenagers to complete high school, and, in a variety of other ways, support high school education. Sari Aizley, co-founder, has a 35-year background in publications and community relations. This includes: Publications Director, University of Nevada, Las Vegas and Promotions Manager, Las Vegas Review-Journal (where she created the Living Textbook program, still used today in Clark County schools). Sari also publishes The Alliance, a statewide newspaper for the faculty of Nevada's colleges and universities.

Purpose

Students have a Voice

CLASS! provides a forum for high school students to share information and ideas with their peers throughout the area. They expand their vision beyond the walls of their own schools, to discover what other teens are doing and thinking. CLASS! encourages students to express their views on the issues that affect their lives — the joyful and the weighty matters.

Parents Get the Picture

CLASS! provides parents with insight into events taking place in the school district and among their children. The positive response has been tremendous!

Essential Information

A world of information that is very important to high school students often does not reach them because of how or where it is published. (Studies indicate that teenagers are not regular readers of community and national newspapers.) CLASS! gathers such information into an appealing, readable package and makes it easy for youths to consider and respond. Some examples are found on the next page under "College & Life Preparation."

Local teachers report that even those students who rarely read newspapers make it a point to acquire CLASS! We hope that CLASS! will help young people to develop reading habits that will make them more comfortable with newspapers and become better informed citizens.
Appendix O(4)

THE PUBLICATION, Continued

College & Life Preparation

Fewer than 20% of Nevada’s high school graduates continue to a four-year college. CLASSI encourages students to stay in school and helps them to prepare for a productive future by providing relevant information such as:

- A variety of little-known college scholarships (including minority-specific)
- Alternative career training, apprenticeships and internships
- College and career fairs
- Early graduation options and correspondence courses
- Previews of what to expect in college or particular occupations
- Opportunities for volunteer work that lead to a career

Every student writer or photographer gets a by-line in CLASSI. This is a record of that student’s involvement in extracurricular activity and in communicating with others. Such a record is a significant advantage when the student applies for college or employment.

English As A Second Language

CLASSI includes a Spanish-language section, targeting Hispanic students, who represent the highest “at risk” population in Southern Nevada. This section presents excerpts from other schools as well as items relating to citizenship, the benefits of English language fluency, and matters of special interest to Hispanic youth and their parents. This section is a valuable tool to help students assimilate into a new environment when they would otherwise feel isolated by a language barrier. Hispanic students get a sense of the culture and the school environment they are living in and are more likely to become a part of that youth community — and less likely to seek peer relationships in gangs. This feature will increasingly become a useful medium for helping to get their parents informed and involved.

Recognition

Students, teachers and schools all have small victories as well as the super-star achievements that earn the attention of the daily newspapers. CLASSI recognizes and supports innovative programs and events created by educators to encourage student growth. For example:

- A marine biology program that focuses on a salt-water environment
- Courses in real estate education, commercial painting, and computer animation
- Horticulture and culinary arts education
- A “take money” incentive program for mentally-challenged teenagers
- Journalism programs to help produce the next generation of communicators
In addition to publishing a newspaper, CLASSI offers programs that promote journalism education and life preparation.

Journalism Workshop

CLASSI Publications created a High School Journalism Workshop and solicited co-sponsorships with the College of Extended Studies and the Greenspun School of Communication at the University of Nevada, Las Vegas. More than 120 local high school students and journalism teachers attend the workshop — the only program of its kind in Southern Nevada — which is now established as an annual event. Anticipated cost to CLASSI is $3,000.

Survey responses indicate the workshop was informative, stimulating and a source of many story ideas. Future workshops will include broadcast journalism, the use of the Internet for research, more advanced training in PageMaker, and discussions on the significance of the First Amendment and Open Meeting Laws.

Internships

CLASSI has been approved, by the Clark County School District to provide journalism internships for high school students. Interns will have hands-on experience at every stage including interviewing, writing, editing, page layout and photography. Photojournalism education includes the technical and creative aspects of photography as well as hands-on experience in a photo lab. Similarly, CLASSI can provide community service experience for students. Those who participate in either program receive one-half credit toward graduation for the internship or for working 60 hours per semester as volunteers.

Last year, three student volunteers participated in the publication. CLASSI plans to have at least two interns per semester when an office is established. If the budget permits, they will eventually be paid $5 per hour as interns.

Guest Speakers

The editor and the chief photographer are available (free) as guest speakers. Such discussions include (for example) interviewing techniques, how to write editorials or feature stories, and the editing process. In photography classes, students can work with a professional in a photo lab as well as learning the techniques and technology of photography.
After securing the approval of the Clark County School District administration and encouragement by other education leaders in the community, the founders of CLASSI met with all the high school principals and journalism teachers to develop the publication editorial policy and distribution process.

Each school is allotted up to two pages with its identifying logo and is often represented, too, on special-feature pages that cover a mixture of high schools.

**Students**

Students provide 90-95% of the editorial content primarily organized through their journalism classes. (This material usually appears also in their school newspapers.) Increasingly, non-journalism teachers and students submit articles, many in Spanish as well as English. CLASSI then edits the copy for length and language usage and facilitates the production: pages are composed, photos are scanned in and the paper goes to the printer. Many teachers have appointed student liaisons to work with CLASSI.

**CLASSI Staff**

The editor and staff photographers of CLASSI add 5-10% of the editorial content each month. These are usually more general-interest features (not school-specific) such as summer school schedules, career training, juvenile justice editorials, district-wide sports stories, and announcements of school performances and competitions. CLASSI photographers also visit the schools to photograph students and events to illustrate stories written by the students. Few schools have a staff of student photographers.

**Free-Lance Writers**

CLASSI also uses free-lance writers who accept assignments for a nominal fee. Most of these are selected students who act as general reporters and photographers throughout the district, working under the direction of the editor. (They receive token fees.)

**Printing**

Southwest Printers is contracted to print the newspaper which now averages 32-40 pages per issue (an increase from the 16 pages printed in the beginning). The paper has four-color covers and a two-color front page for the Spanish language section in the center.
Production Costs

Printing costs now average $3,600 per month or about 20 cents per paper. Other production costs include color separations, photo scanning, page composition, halftones, occasional graphic design, and generating camera-ready pages. As the number of papers printed increases, production costs rise proportionately.

Circulation

The demand for CLASSI has resulted in a 90% increase in the printing over the past two years. The volume was 10,000 for the first printing in 1994 and now is 18,000-19,000 per month — with virtually all copies of the newspaper consumed by readers.

Expected growth of readership

Demand for CLASSI is expected to reach approximately 30,000 by 1998 as the high school population continues to increase. Many high schools have already asked for an increase in quantities. Several middle schools, by request, are now included in monthly deliveries as a service to English-as-a-Second-Language teachers and students learning Spanish.
The population of Clark County high school students is about 45,000: over 43,000 in the public schools and more than 1,300 in private high schools. Total district student population is projected to increase by 12,000 to 15,000 students per year over the next ten years. And under the new bond issue, $605 million has been dedicated to open three additional high schools as well as 19 elementary schools and three middle schools.

Target Markets

Primary

The primary market is the population of high school students in Las Vegas, Henderson and Boulder City. Selected middle schools have been targeted to reach pre-high school Hispanic students. The ethnic breakdown of this population is as follows:

- 62.7% Caucasian
- 16.7% Hispanic
- 13.6% African-American
- 7.0% Other

Secondary

The secondary market includes:
- Teachers and administrators in Clark County high schools and selected middle schools
- Parents of high school students in the greater Las Vegas area
- Students and parents in more distant high schools (e.g., Laughlin)
- Members of the public with an interest in education

Price

CLASS! is a free publication.

Distribution

18,000-19,000 copies of CLASS! are delivered on or before the 15th day of each school month to more than 50 locations in Southern Nevada. In most schools, the publication is delivered to the journalism classrooms and, from there, is distributed throughout the school by the students. Other schools provide stacks of the publication in high-traffic areas such as the library, cafeteria and/or entrance halls. In any case, the students consume all available copies within days of delivery.
CLASS! is distributed to all 19 "regular" high schools and 4 "alternative" schools plus two private high schools. Boulder City and Laughlin High Schools receive limited numbers of CLASS! Additional schools intermittently request delivery.

Of the 23 middle schools, CLASS! goes to three with particularly high Hispanic populations (Roy Martin, J.D. Smith and William Orr) and to Spanish-language teachers in O'Callaghan Middle School.

The publication is distributed to the following:

- 25 High Schools
- 4 Middle Schools
- 13 Public Libraries
- 2 Clark County School District Offices
- 1 Silver Springs Recreational Center
- 3 Henderson Parks and Recreation Centers
- (15 Clark County and City locations will be added in September)
- Selected Bookstores
- School Credit Union Offices
- Other Local Public Places, such as Military Recruiting Offices

See Annex A.

Advertising

Advertising sales are allowable by the IRS as the primary support of a non-profit 501(c)(3) organization for only the first few years; then advertising revenue must be minor in relation to donations from foundations, private donors, granting agencies and fundraising events.

To date, advertising has sustained the publication by covering production costs and has been solicited by the founders and, more recently, by an independent sales representative who receives 25% commission on sales. Advertisers tend to be local organizations affiliated with education and/or career training and are carefully screened in terms of the product or service offered and the appropriateness of presentation. See Annex B.

Radio Bonus Program (currently in negotiation)

In addition to an advertisement, clients who purchase a total of a half-page ad or larger receive bonus radio announcements on radio stations with which CLASS! has a trade agreement.
FUNDING

To continue publishing CLASSI, $226,000 must be raised over two academic years, from September 1996 to May 1998 ($102,109 in 1996-1997 and $113,891 in 1997-1998) to cover anticipated expenses. See Annex C.

Clark County School District

This year, CLASSI received federal funds through the Clark County School District Division of Compensatory Education in the amount of $15,380. This contract (not a grant) assists in funding the Spanish-language section and is part of an effort to reach at-risk and second-language youth. The contract is expected to be renewable on an annual basis. No school district, county or state funds are allocated to CLASSI.

Corporate Sponsors & Foundations

CLASSI must secure a large portion of its funding from corporate sponsors and foundations, on a local or national level. Projected revenue from corporations and foundations is approximately $44,000 for the academic year 1996-97.

Corporate response has been minimal as most donation budgets had already been allocated prior to requests from CLASSI. We have targeted a list of corporate sponsors, individuals, and foundations that will receive a formal request. See Annex D.

United Way

A proposal was submitted to the United Way on March 11 requesting a total of $21,600 over the next two years ($10,800 for 1997 and for 1998). Although CLASSI was number three in the review committee's list of priorities, the request was denied because funds were unavailable beyond the top two priority applicants. However, CLASSI was invited to apply again during the next round of selections. A subsequent request was submitted to the Venture Grant Committee for a computer system that would provide for production of the newspaper and the training of interns. (Awaiting committee decision)

State Assembly Bill 303

The 1995 State Assembly Bill 303 appropriated $4 million to support School-to-Work initiatives. Of this, $829,000 has been allocated to the Clark County School District for a two-year period: 1996-1998. Within the context of CLASSI Publications: high schools may develop plans that satisfy the goals of the School-to-Work Program and submit a request for funds to the Director of the Clark County School District School-to-Work Program Division. Such school-based plans can focus, for example, on training students to design newspaper pages, or building a photojournalism program. While not providing direct funding to CLASSI, AB303 could enhance the productivity of interns and volunteers.
FUNDING, Continued

Advertising Revenue

CLASSI has relied heavily on advertisers over the past two years to offset the production costs. Total advertising for September 1995 to May 1996 amounted to $34,000 or an average of $4,250 per month. We anticipate that this will increase due to three circumstances: CLASSI will publish nine months instead of eight; new sales representatives (commissionable) are expected to join the organization; and advertiser interest is increasing along with student readership and response. We anticipate that advertising sales for 1996-1997 will reach $40,000.

To enhance sales, CLASSI will organize monthly features well in advance of each publication date. This will allow us to tie in advertisers with a similar interest. For example, we might feature Andre Agassi and approach sports stores, Nike, etc. to advertise.

CLASSI will attempt to set up "bartering" agreements in which advertising space would be traded for computer software, office furniture, even concert tickets to offer to students as prizes.

Additional Sources

The following fundraising programs have been put into effect or are in progress:
- Fundraising social events by members of the Board
- Charge a small fee for the Journalism Workshops
- Sell "subscriptions" to non-school-affiliated people who request copies
- Start a membership campaign

The following ideas for raising revenues are also under way or under consideration:
- Seek underwriters to cover certain specific features (e.g., health education, tennis team reporting, coverage of high school theatre or arts shows, monthly reports on vocational apprenticeships, etc).
- Sponsor a sale of student art or used books
- Board members target individuals and corporations for one-on-one solicitation
ADMINISTRATION

Total administrative costs for one academic year are approximately $65,000, which includes staff, independent contractors and office expenses. An additional $18,800 will be needed for the capital expenses to open an office the first year. See Annex E.

CLASSI Staff

Currently, there are no paid employees on staff. The independently-contracted advertising representative is on commission. The services of the Editor and the Business Manager/Photographer (the co-founders) have been donated. Now, after two years, one priority is to secure funding to pay a fair salary for these positions. In addition, CLASSI would like to hire an Administrative Assistant and contract with a coordinator for the Spanish Language Section. The proposed compensation for these positions amounts to $62,850 per year.

Editor and Development Director

$28,800 Full Time (Avg. 48 hours/week, 12 months)

Responsibilities: Researching, writing and editing stories; coordinating copy from schools and freelance writers; making photo assignments to augment published stories; maintaining communication with the schools (teachers of journalism, Spanish, English-as-a-Second-Language, social studies, theatre, science, etc., as well as administrators at all levels, and students); community relations and public speaking; fundraising and advertising sales; Special Projects Management (e.g., Journalism Workshop, school-to-work internship, volunteer programs, oversight of the Spanish-language section); page layout and design; production at all stages through printing; other liaison responsibilities e.g., publicity and communication with Board members, donors and potential donors.

Business Manager & Photo Editor

$13,200 Part-Time (18-22 hours per week, 12 months)

Responsibilities: General Manager; Sales Manager; bookkeeping, accounts receivable and payable, photography in the schools, student training in photography, public speaking, liaison with and sales to some advertisers, monthly distribution.

Administrative Assistant

$ 6,750 Part-Time (9 month contract)

Responsibilities: Administrative support, typing, reception, correspondence, assist with advertising sales, internship and volunteer programs and fundraising.
ADMINISTRATION, Continued

Director, Spanish Language Section

$ 4,500  Part Time  (9 month contract)

Responsibilities: Coordinate copy and photos, translate articles, generate editorial ideas and programs for the Hispanic youth market, edit student submissions, maintain active communication with ESL and Spanish-language teachers and counselors at all area high schools.

Independent Contractors

In addition to the staff and interns, CLASS! utilizes a number of independent contractors. Total independent contractors for one academic year will cost approximately $8,700. This includes the following:

Advertising Sales  25% commission on sales
Interns  ½ credit per semester (stipend when funds are available)
Free Lance Writers  $20 per story
Free Lance Photographers  $25 per hour
Proofreaders, Typists  $20 per hour
Layout/Design  $50 per hour
Accountant  $100 per month

Office

Currently, CLASS! is produced from three different locations in homes and businesses. In order to centralize its operations, CLASS! must find an office in which staff and interns can work. The anticipated monthly rent is $900 including utilities. One-time capital expenditures must include furniture, a computer system (English and Spanish language capabilities), a fax and software. We hope some of this will be donated. See Annex F.
Appendix O(14)

BOARD OF DIRECTORS

CLASSI has enlisted the support of many of Las Vegas' top businesspeople and educators, and meets with the Board of Directors quarterly and as needed.

Barbara Buckley  Executive Director, Clark County Legal Services, Nevada State Assemblywoman; an expert in non-profit organizations.

Paul Alzy  Dean of the College of Extended Studies, UNLV

Jesse Emmett  Southern Nevada Businesswoman, Real Estate; Chair of the State Job Training Coordinating Council, appointed by Governor Robert Miller.

Mark Fine  Developer specializing in master-planned communities.

Kathleen Prosini  Director of School-to-Work Programs, Clark County School District

Daphne Grabovol  Award winning journalism teacher, Silverado High School

Mary Haasch  Assistant Professor of Journalism, UNLV Greenspun School of Communication; Former managing editor, Las Vegas Review-Journal

Dr. Stella Helvie  Director of English as a Second Language Program, CCSD

Chas Kendrick  Clark County Equal Opportunity Office; former ACLU Executive Director; expert in non-profit organizations.

Larry Mason  President, Board of Trustees - Clark County School District; Dean of Community Education & Outreach Services, Community College

Aaron McKinnon  Senior, Clark High School; Former editor of school newspaper; Staff writer for CLASSI

David T. Phillips  Professional Photographer, Photo Journalist, co-founder of CLASSI

Jackie Phillips  Financial Analyst, Harrah's; accountant

Dr. Porter Troutman  Professor of Instruction and Curricular Studies, UNLV; Director, Summer National Youth Academic Sports Program

Myrna Wittamer  Clark County Commissioner; former Assemblywoman; former Director of a student program in UNLV's Department of Social Work

Patricia Wright  Parent of a high school student; actively involved with education issues; encourages youth involvement in individual and team sports
### ANNEX A: DISTRIBUTION

#### HIGH SCHOOLS

<table>
<thead>
<tr>
<th>School Type</th>
<th>School Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Technology</td>
<td>Green Valley</td>
<td></td>
</tr>
<tr>
<td>ATTC</td>
<td>Laughlin</td>
<td></td>
</tr>
<tr>
<td>Basic</td>
<td>LV Academy</td>
<td></td>
</tr>
<tr>
<td>Bishop Gorman</td>
<td>LV High</td>
<td></td>
</tr>
<tr>
<td>Bonanza</td>
<td>The Meadows</td>
<td></td>
</tr>
<tr>
<td>Chaparral</td>
<td>Rancho</td>
<td></td>
</tr>
<tr>
<td>Cheyenne</td>
<td>Silverado</td>
<td></td>
</tr>
<tr>
<td>Cimarron-Memorial</td>
<td>Sunset</td>
<td></td>
</tr>
<tr>
<td>Clark</td>
<td>Vo Tech</td>
<td></td>
</tr>
<tr>
<td>Durango</td>
<td>Valley</td>
<td></td>
</tr>
<tr>
<td>Eldorado</td>
<td>Western</td>
<td></td>
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</tbody>
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#### ALTERNATIVE SCHOOLS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area Trade &amp; Technical Center</td>
<td>Roy Martin</td>
</tr>
<tr>
<td>Sunset</td>
<td>J.D. Smith</td>
</tr>
<tr>
<td>Horizon West</td>
<td>William Orr</td>
</tr>
<tr>
<td>Mylee School</td>
<td>O'Callaghan</td>
</tr>
</tbody>
</table>

#### MIDDLE SCHOOLS

<table>
<thead>
<tr>
<th>School Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
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<td>Clark County</td>
<td>Spring Valley</td>
</tr>
<tr>
<td>Green Valley</td>
<td>Summerlin</td>
</tr>
<tr>
<td>Las Vegas</td>
<td>Sunrise</td>
</tr>
<tr>
<td>Lied Discovery Children's Museum</td>
<td>West Charleston</td>
</tr>
<tr>
<td>Rainbow</td>
<td>West Las Vegas</td>
</tr>
<tr>
<td>Sahara West</td>
<td>Whitney</td>
</tr>
</tbody>
</table>

#### LIBRARIES

<table>
<thead>
<tr>
<th>Location</th>
<th>Library Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clark County</td>
<td>Clark County</td>
</tr>
<tr>
<td>Green Valley</td>
<td>Green Valley</td>
</tr>
<tr>
<td>Las Vegas</td>
<td>Las Vegas</td>
</tr>
<tr>
<td>Lied Discovery Children's Museum</td>
<td>Lied Discovery Children's Museum</td>
</tr>
<tr>
<td>Rainbow</td>
<td>Rainbow</td>
</tr>
<tr>
<td>Sahara West</td>
<td>Sahara West</td>
</tr>
</tbody>
</table>

#### OTHER

- Sunset Park (Clark County Parks & Recreation)
- Henderson Parks & Recreation Centers
- Silver Springs Parks & Recreation Center
- Henderson Youth Center
- Chester Stupak Community Center (Meadows Village)
- Salvation Army Day Resource Center
- BookStar Stores (if the supply of papers allows)
- Military Recruiting Center (if the supply of papers allows)
- Silver State Schools Federal Credit Union (if supply of papers allows)
# ANNEX B: ADVERTISING RATES

(Effective August 1, 1996)

<table>
<thead>
<tr>
<th>Ad Size/Type</th>
<th>Ad Size (Horizontal x Vertical)</th>
<th>1-3 months (cost per ad)</th>
<th>4-6 months (cost per ad)</th>
<th>7-9 months (cost per ad)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Back Cover*</td>
<td>10 x 14</td>
<td>$1,300</td>
<td>$1,200</td>
<td>$1,100</td>
</tr>
<tr>
<td>Inside front cover*</td>
<td>10 x 14</td>
<td>1,200</td>
<td>1,100</td>
<td>1,000</td>
</tr>
<tr>
<td>Inside back cover*</td>
<td>10 x 14</td>
<td>1,100</td>
<td>1,000</td>
<td>950</td>
</tr>
<tr>
<td>Full page (inside)</td>
<td>10 x 14</td>
<td>900</td>
<td>800</td>
<td>700</td>
</tr>
<tr>
<td>Half Page</td>
<td>10 x 7</td>
<td>525</td>
<td>500</td>
<td>475</td>
</tr>
<tr>
<td>Double banner</td>
<td>10 x 4</td>
<td>425</td>
<td>400</td>
<td>375</td>
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<tr>
<td>Banner</td>
<td>10 x 2</td>
<td>275</td>
<td>250</td>
<td>225</td>
</tr>
<tr>
<td>Block</td>
<td>5 x 4</td>
<td>275</td>
<td>250</td>
<td>225</td>
</tr>
<tr>
<td>Half Banner</td>
<td>5 x 2</td>
<td>175</td>
<td>150</td>
<td>125</td>
</tr>
</tbody>
</table>

- Full page ads have priority for back page and inside back or front page.
- Ads smaller than full page that are requested for these positions can be confirmed after the second day of the month if available. A 10% premium will be charged for these preferred placements.

## ADDITIONAL CHARGES FOR COLOR

- One color $75
- Two Colors $130
- Full color $275

## DISCOUNT

Advertise on two pages in the same issue: 20% off the second ad.

## PUBLICATION SCHEDULE

- Distributed on the 15th day of each school month, September through May.
- Reserve your ad space by the 1st of the month.
- Camera-ready copy due by the 6th of the month.
**ANNEX C: PROJECTED REVENUE**

Based on one academic year: September 1996 to May 1997

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising</td>
<td>$40,000</td>
</tr>
<tr>
<td>Clark County School District</td>
<td>$16,100</td>
</tr>
<tr>
<td>Greenspun Family</td>
<td>$1,000*</td>
</tr>
<tr>
<td>Clark County School Foundation</td>
<td>$2,000*</td>
</tr>
<tr>
<td>Corporate Sponsors &amp; Foundations</td>
<td>$43,009</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$102,109</strong></td>
</tr>
</tbody>
</table>

* Dedicated to the High School Journalism Workshop
## ANNEX D: TARGETED CORPORATE SPONSORS & FOUNDATIONS

### Local
- American Nevada Corporation
- Bank of America
- Central Labor Council
- CitBank
- City of Las Vegas
- County Health Department
- Desert Beryl GMC
- DOE
- First Interstate Bank
- Greenspun Family Foundation
- Las Vegas Chamber of Commerce
- Latin Chamber of Commerce
- MGM
- UNLV Student Government
- PEC (Preferred Equities)
- Reynolds School of Journalism, UNR
- Santa Fe Hotel (bowling/skating)
- Saturn of West Sahara
- Sierra Health Services
- Smith's Food
- Southwest Gas
- State Farm Insurance
- Thomas & Mack Corporation
- US Bank Corp
- Rafael Vega
- Women In Communication
- M&M/Mars Corporation

### National
- Center for Law-Related Education
- Nat. Council of Journalism Teachers
- Carl's Jr.
- Coca Cola
- Converse
- Household Credit
- IBM
- Miscellaneous fashion houses for teens
- Nat. Council of Social Studies Teachers
- Peace Corps
- Just For Feet
- Kraft Foods
- Levi Strauss
- McDonald's
- Reebok
- Stride Rite

### Foundations
- Andre Agassi Foundation
- Jack and Maxine Cason
- Conrad Hilton Foundation
- Constance Bishop Foundation
- Cord Foundation
- Dow Jones Newspaper Fund
- Robert Hewitts Foundation
- Lied Foundation
- Milken Family Foundation
- Stupak Foundation
- Lied Foundation
- Public Health Foundation
- Interurban Foundation
- Nei Wiegand Foundation
- Nevada Humanities Committee
- Nevada State Council on the Arts
- William Pennington Foundation
- Clark County Public School Foundation
- Neil Reid Foundation
- Sierra Pacific Resources Foundation
- William & Mattie Watts Harris Foundation
- Weyerhaeuser Foundation
- Gregory C. Anthony Foundation
- Wells Fargo Charitable Foundation
- Honeywell Foundation

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ANNEX D, continued:

CORPORATE SPONSORS & FOUNDATIONS
Breakdown of donations needed.

Projected Revenue: Approx. $43,000

<table>
<thead>
<tr>
<th>Number of Sponsors</th>
<th>Donation Amount</th>
<th>Total</th>
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<tbody>
<tr>
<td>3</td>
<td>5,000</td>
<td>15,000</td>
</tr>
<tr>
<td>6</td>
<td>2,500</td>
<td>15,000</td>
</tr>
<tr>
<td>6</td>
<td>1,500</td>
<td>9,000</td>
</tr>
<tr>
<td>8</td>
<td>500</td>
<td>4,000</td>
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$ 43,000
## ANNEX E: EXPENDITURES

<table>
<thead>
<tr>
<th></th>
<th>1996-97</th>
<th></th>
<th>1997-98</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monthly</td>
<td>Annually</td>
<td>Monthly</td>
<td>Annually</td>
</tr>
<tr>
<td><strong>CLASSI STAFF</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Editor/Development Director</td>
<td>$2,400</td>
<td>$28,800</td>
<td>$2,600</td>
<td>$31,200</td>
</tr>
<tr>
<td>Business Manager/Photographer</td>
<td>1,100</td>
<td>13,200</td>
<td>1,200</td>
<td>14,400</td>
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<tr>
<td>Administrative Assistant</td>
<td>-</td>
<td>-</td>
<td>520</td>
<td>6,240</td>
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<tr>
<td></td>
<td>3,500</td>
<td>42,000</td>
<td>4,320</td>
<td>50,240</td>
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<tr>
<td><strong>INDEPENDENT CONTRACTORS</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Director, Spanish Language</td>
<td>350</td>
<td>3,150</td>
<td>350</td>
<td>3,150</td>
</tr>
<tr>
<td>Layout/Design Artist ($50/hour)</td>
<td>100</td>
<td>900</td>
<td>150</td>
<td>1,500</td>
</tr>
<tr>
<td>Typists, Editorial Assistants ($20/hour)</td>
<td>250</td>
<td>2,250</td>
<td>250</td>
<td>2,250</td>
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<tr>
<td>Accountant (12 months)</td>
<td>100</td>
<td>1,200</td>
<td>100</td>
<td>1,200</td>
</tr>
<tr>
<td>Freelance Student Writers ($20/story)</td>
<td>60</td>
<td>540</td>
<td>80</td>
<td>720</td>
</tr>
<tr>
<td>Computer Programmer ($25/hour)</td>
<td>50</td>
<td>675</td>
<td>50</td>
<td>675</td>
</tr>
<tr>
<td></td>
<td>910</td>
<td>8,715</td>
<td>980</td>
<td>9,345</td>
</tr>
<tr>
<td><strong>OFFICE EXPENSES</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Rent &amp; Utilities</td>
<td>800</td>
<td>9,600</td>
<td>$ 900</td>
<td>$10,800</td>
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<tr>
<td>Copier Leasing (Min. 3 years)</td>
<td>120</td>
<td>1,440</td>
<td>120</td>
<td>1,440</td>
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<tr>
<td>Postage</td>
<td>75</td>
<td>900</td>
<td>85</td>
<td>1,020</td>
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<tr>
<td>Supplies</td>
<td>35</td>
<td>420</td>
<td>40</td>
<td>480</td>
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<tr>
<td>Assorted Deliveries (not newspaper)</td>
<td>50</td>
<td>400</td>
<td>70</td>
<td>630</td>
</tr>
<tr>
<td>Phone/Fax</td>
<td>30</td>
<td>360</td>
<td>35</td>
<td>420</td>
</tr>
<tr>
<td>Insurance</td>
<td>30</td>
<td>360</td>
<td>30</td>
<td>360</td>
</tr>
<tr>
<td>Business License</td>
<td>2</td>
<td>24</td>
<td>2</td>
<td>24</td>
</tr>
<tr>
<td>Banking Fees</td>
<td>10</td>
<td>120</td>
<td>15</td>
<td>180</td>
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<tr>
<td>Repairs, Maintenance</td>
<td>10</td>
<td>120</td>
<td>12</td>
<td>144</td>
</tr>
<tr>
<td></td>
<td>1,162</td>
<td>13,744</td>
<td>1,309</td>
<td>15,498</td>
</tr>
<tr>
<td><strong>PRODUCTION</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printer</td>
<td>$3,100</td>
<td>$27,900</td>
<td>$ 3,500</td>
<td>$31,500</td>
</tr>
<tr>
<td>Photo Scanning/11x17 Page Printout</td>
<td>300</td>
<td>2,700</td>
<td>350</td>
<td>3,150</td>
</tr>
<tr>
<td>Color Separations</td>
<td>150</td>
<td>1,350</td>
<td>165</td>
<td>1,485</td>
</tr>
<tr>
<td>Film Developing, Photo Supplies</td>
<td>50</td>
<td>450</td>
<td>60</td>
<td>540</td>
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<tr>
<td></td>
<td>3,600</td>
<td>32,400</td>
<td>4,075</td>
<td>36,675</td>
</tr>
<tr>
<td><strong>MARKETING</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distribution to Schools, etc.</td>
<td>$ 250</td>
<td>2,250</td>
<td>$ 300</td>
<td>$ 2,700</td>
</tr>
<tr>
<td></td>
<td>250</td>
<td>2,250</td>
<td>300</td>
<td>2,700</td>
</tr>
<tr>
<td><strong>SPECIAL PROGRAMS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism Workshop (September)</td>
<td>$250</td>
<td>$3,000</td>
<td>250</td>
<td>3,000</td>
</tr>
<tr>
<td></td>
<td>250</td>
<td>3,000</td>
<td>250</td>
<td>3,000</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>$ 9,572</td>
<td>$102,109</td>
<td>$11,234</td>
<td>$117,486</td>
</tr>
</tbody>
</table>
### ANNEX F: CASH FLOW PROJECTION

Based on academic year: September to May

<table>
<thead>
<tr>
<th></th>
<th>1996-97</th>
<th>1997-98</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>REVENUE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advertising</td>
<td>40,000</td>
<td>47,000</td>
</tr>
<tr>
<td>Clark County School District</td>
<td>16,100</td>
<td>17,100</td>
</tr>
<tr>
<td>Greenspun Family Foundation</td>
<td>1,000</td>
<td>2,000</td>
</tr>
<tr>
<td>Clark County School Foundation</td>
<td>2,000</td>
<td>2,000</td>
</tr>
<tr>
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Appendix P

To: The Journalism Advisor

From: Sari Aizley, Editor

Re: Advertising in your school newspaper

This is a good time to remind journalism advisers and students of our policy on soliciting the advertising that helps to support CLASS!

NUMBER ONE POLICY:
We will never compete with any school for an advertiser or do anything that takes revenue away from a school newspaper. Such action would be absolutely contrary to our goal of encouraging and supporting journalism in the high schools.

TWO:
If we inadvertently contact an advertiser that is already buying space in a school newspaper, we offer to reduce our rates by the amount that the advertiser is paying to the school newspaper so that the advertiser will use the school publication and CLASS! without a loss of revenue to the school. For example, if a merchant is already paying $50 for an ad in your school newspaper and wants a $250 ad in CLASS!, that merchant is advised that his CLASS! rate will drop to $200 if he or she continues to advertise in your paper.

THREE:
School newspapers are welcome to use this policy as a "package deal" if it helps you to sell ads in your publication. That is, you and your staff can tell your potential advertisers that, if they buy ads in your school paper, they can take that amount off any ads they already have in CLASS! Moreover, if a new ad comes to CLASS! from such an offer, we will donate 20% of the CLASS! ad revenue to your publication.

If you have any questions about our advertising policies, please call me at 361-8262.

REMINDER:
CLASS! is a non-profit community service organization. The editor (Sari Aizley) and the business manager/photographer (David Phillips) have worked on CLASS! as unpaid volunteers for the past two years. When funding becomes available in the future — from foundations, corporate donations and grants — the positions of editor and business manager will be modestly salaried and the volume of advertising will decrease.

Meanwhile, CLASS! will continue to sponsor annual Journalism Workshops, awards for photography contests, a speakers' program available to school classes AND both journalism internships and supervised community service that can earn credits for journalism students.

A list of our Board of Directors is attached, as well as the CLASS! Mission Statement.
Appendix Q

HOW CLASSI SERVES
THE HIGH SCHOOL STUDENTS OF SOUTHERN NEVADA

1. ENCOURAGING STUDENTS: STAY IN SCHOOL, PREPARE FOR THE FUTURE

   Students tell the best stories — about classes in horticulture, marine biology, carpentry, business management, culinary arts, automotive technology — and their enjoyment for education is contagious for other teenagers. Students tell about their apprenticeships and internships that shape careers — and those who had no vision for their future are encouraged. Students also tell their peers about plans for college and what they are doing to get there. CLASSI places great emphasis on features that might help lower the drop-out rate — features that say 'education is the only route to success, dignity and fulfillment.' (A section of the publication is printed in Spanish each month.)

2. CREATING A FORUM, GIVING STUDENTS A VOICE

   High school students are hungry to share ideas and information with their peers throughout the area. They expand their vision beyond the walls of their own schools, to discover what other teens are doing and thinking. Students want to be heard on outside events that affect their lives — gangs and drugs, teen pregnancy, problems with parents, the high cost of car insurance, their views on books, music and movies. CLASSI provides this forum.

3. SHARING IMPORTANT INFORMATION

   Sometimes there is information that teenagers need to know, but don't have easy access to. CLASSI writers gather and present these issues, which include, for example:
   - Little-known scholarships available to graduates, some specifically for Hispanics;
   - Alternative career training such as automotive technology or horticulture;
   - College and career fairs;
   - Early graduation options, including correspondence courses;
   - Opportunities for volunteer work that leads to a career.

4. RECOGNITION

   Students, teachers, schools all have small victories as well as the super-star achievements that earn the attention of the daily newspapers. CLASSI recognizes those events that measure the growth of the average students. We also recognize the innovative programs that educators create and that schools support. CLASSI reports the GOOD news of education in Southern Nevada!

5. A NEWSPAPER- AND BOOK-READING GENERATION

   All recent studies show that teenagers are not regular readers of community or national newspapers and too few make use of public libraries. Teachers report, however, that even their non-readers make it a point to read CLASSI each month, cover-to-cover. CLASSI hopes to encourage young people to develop a reading habit that will remain throughout their lives.

6. A "LEG UP"

   Every student writer or photographer gets a by-line in CLASSI. This is a record of that student's success in extracurricular activity and communicating with others. Such a record is a significant advantage when the student applies for college or to a potential employer.
HOW CLASSI HAPPENS EACH MONTH

After securing the hearty approval of the school district administration, the founders of CLASSI met with all the high school principals in the district, then with all the journalism teachers to develop the publication process, as follows:

1. Students provide 90%-96% of the editorial content. The most common procedure is for the journalism teacher to send in the work of his or her journalism students. Much of this material also appears in the school’s own newspaper. In some instances, the teachers assign students to serve as liaison with CLASSI. With increasing frequency, students spontaneously write features for CLASSI and submit this work independently. The same procedures pertain to student-generated photography.

2. The editor and staff photographer of CLASSI add 5%-10% of the editorial content each month. These are usually non-school-based features, such as summer school activities, career training, personality profiles, apprentices and interns, district-wide sports stories, and announcements of school performances and events open to the public. The CLASSI photographer also visits the schools to photograph people and events to illustrate stories written by students. (Few schools have student photographers.)

3. CLASSI also uses free-lance writers who accept assignments. Many of these are students who act as "general reporters" throughout the district and student interns.

4. All copy is edited for length and language usage; each school receives one or two pages with its identifying logo; the pages are composed; photos are scanned in; and the paper goes to the printer for a run of 18,000-20,000.

5. By the 15th of each month, the papers are delivered to every high school in the greater Las Vegas area and selected middle schools. In most schools, the journalism students distribute the papers throughout the school during one particular class period. In other schools, the papers are placed in central locations such as library, cafeteria or main entrance.

6. Hundreds of copies are placed in the lobbies of all the public libraries in the area; in the Las Vegas, Clark County and Henderson departments of parks and recreation; in selected bookstores; and at other sites such as military recruiting offices, school credit union offices, etc.

NOTE: CLASSI adheres to the policies of the School District in matters of editorial content and acceptable advertising.
OTHER SERVICES PROVIDED TO THE HIGH SCHOOL POPULATION

JOURNALISM WORKSHOP
CLASS! Publications has organized a High School Journalism Workshop that will be an annual September event. No other workshop of its kind is available in Southern Nevada, which means that local journalism students must travel to Reno or go out-of-state for this informative experience.

CLASS! forged a co-sponsorship with the University of Nevada, Las Vegas Division of Continuing Education and the university’s Greenspun School of Communication. More than 120 local high school students and journalism teachers attended the first two-day workshop in 1995.

ENGLISH AS A SECOND LANGUAGE
CLASS! includes a Spanish-language section in each edition. This section not only presents excerpts from the rest of the paper, translated into Spanish, it also features items of specific interest to Hispanic students. For example: scholarships restricted to Hispanics, and stories relating to citizenship and to the benefits of English language fluency. This material is presented through the writings of students who share the experience of having English as a second language. This project especially targets “at risk” Hispanic students in high school and middle schools. Additionally, a growing number of educators who teach the Spanish language are using CLASS! as a primary teaching tool.

INTERNSHIPS
CLASS! has been approved to offer a journalism internship for high school students. Participants have hands-on experience at every stage: interviewing, writing, editing, page layout, and photography. CLASS! already is working with student volunteer writers and a photographer. This internship will produce academic credits for the students. In addition, CLASS! is an approved source for community service credits that high schools grant to participants.

GUEST SPEAKERS
The editor and the staff photographer of CLASS! are available to teachers as guest speakers in the classroom. The editor has talked with students about interviewing techniques, writing feature stories, and the editing process. The photographer has presented hands-on training in a photo lab as well as explaining the techniques and technology of photography.

BONUS: PARENTS GET THE PICTURE
CLASS! has received a volume of comments from parents, thanking us for publishing the paper because it gives them an insight into what’s going on in the school district — and in the minds of teenagers today.
CLASS PUBLICATIONS, INC.

Mission Statement

CLASS! Publications, Inc. is a non-profit 501(c)(3) organization that publishes a newspaper for the high school students of the greater Las Vegas area. CLASS! is published monthly during the school year and is distributed free throughout the area. We believe that students are influential among (and influenced by) their peers and that their is an effective voice. The purposes of CLASS! are:

- To motivate students to stay in school through graduation and prepare for productive careers as adults.
- To provide a forum for high school students to share ideas and information with their peers throughout the area, and expand their vision beyond their own school walls.
- To give student writers a valuable asset (having been published) to add to their college or job applications.
- To share important information that the students would not be likely to acquire elsewhere.
- To encourage students to be lifelong readers, particularly of newspapers, and to help prepare the next generation of young journalists.
- And to recognize extraordinary achievement by students as well as creative teaching by teachers and schools.

CLASS! Publications, Inc. is also committed to other activities in support of education and life-preparation. Among these are:

- A Spanish-language section each month to help bring Hispanic students into the mainstream of school life, with special focus on at-risk students.
- An annual journalism workshop for high school students.
- Internship and community service programs for school-to-work experience for high school students interested in some area of journalism or photography.
CLASS!

DISTRIBUTION

Printing schedule: September through May, on or before the 15th of each month
Distribution totals: 18,000-20,000 per month
Distribution locations:
  All high schools in the Las Vegas area
  Selected middle schools with high at-risk population
  All branches of the Las Vegas/Clark County Library system
  School District headquarters (three locations)
  Clark County and Henderson Parks & Recreation Depts.
  Stupak Community Center
  And, if the supply allows: Silver State Credit Union
  Selected restaurants
  Selected bookstores
BIBLIOGRAPHY


Painting the town for credit & career (page 4)

Achievers: FHA FBLA winners (page 11)

Gangbusters at Silverado (page 12)

Gators snap up national honor (page 22)

Learning to be gold-diggers at Valley High (page 35)

Trabajos de Verano para Jovenes (pagina 23)
Summer FunPass
Ages 17 and under ride all summer for only $25
Anywhere... anytime on all 39 routes!
For information call CAT-RIDE (226-7433)
Se habla español.

CAT
CITIZENS AREA TRANSIT
It's You... It's CAT... It's Southern Nevada!

A Service of the Regional Transportation Commission of Clark County
Thanks to our Supporters!

Elaine Worm and Lansing Reports
Barbara Grossman and
The Greenbaum Family
Clark County Public Schools Foundation
Jill Beane, Enrollment Director,
Martha Ascari
And all the advertisers who make it possible
to publish this newspaper. Please do business with those who support CLASS!

CLASS! Publications
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Barbara W. Grossman, President
Assistant Administrators: Legal Services Advisory
Mary Worm, Vice President
Administrative Assistants: Randal, Ann
Betty L. Amon, Executive Secretary
Susan Balsam, Executive Secretary
Developer, Media Planning: Community
Sammie Phillips, Secretary/Assistant
Director, CSD School-to-Work Program
Linda Phillips, Assistant/Secretary
Jenifer Kennedy, Assistant/Secretary
Director, Student Activities: Career
Cherie Zelko, Assistant/Secretary
Director, Athletics: Career
Dr. Matt Grossman, President
Director, Support Services: Career
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Director, Communications: Career
Katie Balsam, Assistant/Secretary
Classmates: Career
Diane Balsam, Assistant/Secretary
Pamela W. Grossman, Assistant/Secretary

BUY ONE EVENT - GET ONE FREE

Family Fun Center
Mount Pleasant

Barriswheel
Bumper Boats
Go Karts
Rail Areas
Golf

Indo Class: May 1996

Little Britches Rodeo Queen
welcomes Haldorado Days

Haldorado Days are here again, and Kirkie Riegler is part of the celebration!
Reiger, a Distinguished Scholar Honors Student at Cheyenne High School has been named 1996 Nevada Little Britches Rodeo Queen.

She rode in the downtown Haldorado parade on Saturday and will ride each evening. (See LITTLE BRITCHES, page 37)

College is not for everyone!

Short-Term Training

- Hotel Office Operations (6 months)
- Computer Basics & Typing Skills (4 months)
- Bookkeeping, Accounting Administration (10 months)
- Medial Billing (10 months)
- Medical Office Specialist (3 months)

- Employment Assistance
- Assistance for Veterans

- 4350 Alameda Plaza, 2-102 (Social & W. Chandler)

She was afraid of heights.

Now They're Available at Buffalo Exchange.

People are bringing in new items every day. Come in and find one of your own.

Buffalo Exchange

4105 S. Maryland Parkway

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Be cool: take summer classes at UNLV

From a report by Devon Jean
Senior, Silverado High

If you think Summer School is just another way to make up your credits from failed classes, you are wrong.

UNLV offers summer courses to high school juniors and seniors. You can (1) receive dual credit for high school and college work or (2) simply get started early in college.

Start thinking about college: UNLV offers a large variety of courses that you can take this summer. If this is your jump-start into college, you might want to focus on core classes to get them out of the way.

Nevertheless, there are many interesting alternatives such as criminal justice, hotel management, foreign languages, and the ever-popular "Magic, Witchcraft and Religion."

Seniors need only to have graduated with a minimum 2.3 GPA and be prepared for a new level of intensity in college. Juniors must be eligible for the Early Studies Program and should first contact their school counselors.

SCHOOLS GO HIGH TECH FOR HIGHER ED

In addition to Summer Term, UNLV offers six interactive-video classes at selected high school sites near you, regardless of where you go during the day.

Interactive live video classes will be offered at Boyd, Eldorado, Valley and Advanced Technologies Academy, Laughlin and Pahrump Valley High Schools.

The program is also open to both seniors and juniors. The classes, taught by UNLV faculty, invite high school students to join in classroom discussions with professors and fellow students who are in a classroom at UNLV.

You can choose from Introduction to Psychology; Humans and the Environment; Gender, Race and Class; Finite Math; Composition I; and Russian I.

Each class is worth three credits at UNLV. Students with 2.0 or higher GPA are encouraged to call 895-0334 to talk about your interests and get lots of help with registration. You may want to talk with your counselor first about dual credits.

SOMETHING TO CONSIDER

- "Show your teachers and family that you can do college-level work while you're still in high school — and doing it successfully — will look awfully good on your college or job application.
- After all, you are demonstrating your eagerness to learn, your determination, maturity and thinking skills. Just a
Chaparral senior wooed by two medical schools

Jennifer Leigh Larsen, a 1996 graduating senior and class valedictorian, has been accepted to two medical schools upon graduation from Chaparral High School.

Northwestern University's Honors Program in Medicine and the Rice-Baylor Medical Scholars Program—both highly selective—offered Larsen incentives to begin studying for her career as a biennial physician.

After interviews and visits with the schools, she chose Rice-Baylor in Houston, TX. "Because the people were really nice, that convinced me," she explains. The eight-year program accepts only 15 students each year.

Larsen's schedule is awesome! She is completing fourth-year Spanish because she wants to work with the Hispanic community particularly the

(Fabulous Foursome, page 37)

Fabulous Foursome

They have a common bond: volunteering

"On any given Sunday mass at Prince of Peace Church, you'll find Nicole Gagnon serving as usher. But she's not just ushering; she is changing church traditions! Nicole, a junior at Gorman High, is the first female usher at the mass.

Joseph Smith, Antonio Torres and Christina Pedro are also volunteers at Prince of Peace. The three of them teach younger children about church activities and traditions.

"We all stick together through bad and good," Nicole says. "It's not like we have just one mind..."

(See WE HAVE, Page 37)

Summer Time Teen Programs

Sponsored by Clark County Parks & Recreation • 455-8200

Teen Leaders

Plan for the future as an outstanding teen in your community. Teen Leader programs are planned in your neighborhood at Paradise, Parkview, Van Tubber, Whitney, Guinn, Sunrise and Lowden Centers.

You can team work skills for future employment, participate in teen talk lessons, assist staff with activities for the younger children, and enjoy pizza parties, dances, sports, field trips and socialization with other teen volunteers. Teen Leaders also organize community wide special events and projects.

Teen Rec Time

Cannon and Cameron Middle Schools offer a weekly Summer Recreation Program from June 10 through August 9 for ages 11 to 13. Program hours are 7:30 am to 6:30 pm. The cost of the program is $15 per week or $5 per day, per participant.

Teen Rec Time activities include movies, tournaments, field trips, workshops, arts & crafts and sports. This program is supervised by the new Directors for Youth staff.

Make-up registration will be taken through May 20 at all Clark County Community Centers. Walk-in registration begins June 3. Call the Lowden Center at 455-7104 for details.

Local Palooga!

August 16
7-11 p.m.
$4 per person
Ages 13 - 17
Come to Guinn Community Center & Park, near Flamingo & Tommys Pines for a teen alternative rock concert and dance party. Local bands "Four Gurus" will perform. DJ's, food, clothing and jewelry merchandise will be on hand for an evening of fun. Call 455-8833 for complete information.

Late Night Hoops & Soccer

Free to all participants. Games begin in June. Late Night Hoops is open to ages 14 - 19. Games will be played at Whitney Community Center. For information call 455-7164.

Late Night Soccer is open to ages 16 - 21. Games will be played on Saturday nights at the Silver Bowl Sports Complex. Registration is taken at the Local Community Center. 3333 Cambridge near Maryland Parkway and Desert Inn. Call 455-7169 for details.

Free Teen Open Rec Program

Sports leagues, field trips and a variety of recreational activities are planned for ages 12 to 17 at Cov, Cannon, Cameron, Guinn and Van Tubber Middle Schools, Monday through Friday from 7 - 9 am and on Saturdays (times vary). This program begins June 3.

For information call:
* Cov: 455-7165 • Cannon & Cameron: 455-7104

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3rd Annual CMHS pre-prom fashion show raises DECA funds

The Cimarron-Memorial chapter of DECA presented its Third Annual Pre-Prom Fashion Show in April. About 125 people watched CMHS students model the hottest formal fashions of the year, which were loaned to the school by Tuxedo Junction.

The $500-600 raised through the $5 admission fee was used to send DECA students to the National Career Development Conference in Florida, from April 25 to May 1.

Students who participated in this trip were Tammy Erickson, Chris Boyle, Kelly Sims, Denise Figueiras, Tabitha Livingston, Crystal McFarling, Fabian Oaitsl and Candaea Turner.

They were accompanied by David Philipp and Henry Borowik, co-sponsors of the DECA organization at CMHS.

Chess Club

#1 In State

By Cameron Langer

Cimarron-Memorial has been crowned as the state high school chess champions, taking first place among 30 participating schools.

The CMHS squad scored 17½ points among its top four boards in the six-round event, edging out second-place Cheyenne to be victorious.

Vega Myallikgulyev, a senior foreign exchange student, was CMHS's power player against other schools. His 6-0 record won him a trip to Alexandria, VA next August to be Nevada's representative in the United States Chess Tournament of State High School Champions.

Myallikgulyev's home town is Ashgabat, Turkmenistan.

Teammate Patrick Flynn took second place with a 5-1 record. Flynn will be Myallikgulyev's alternate if he is unable to attend the tournament.

Cheyenne High, the top seeded team through four rounds, was topped odd in the fifth round. They came short of victory by 1½ points.

The CMHS chess team was coached by International Grand Master Stan Vaughn; Mari-Anne Cover was the supervisor.

This was the first competition year for the CMHS chess club, and all CMHS's team members are freshmen.
A salute to our High School Journalism Teachers

Getting started on your college education while you're still in high school!

UNLV Classes for High School Juniors and Seniors

This fall six interactive-video UNLV classes will be offered at specific high school sites for high school juniors and seniors. Classes will be taught by UNLV faculty (with UNLV students in a campus classroom) and will be "real time" — which means that high school students at each site will be joining in classroom discussions with the UNLV faculty and students via distance education technology.

You can take:
- General Psychology (PSY 101) 3 credits
  Tuesday and Thursday, 1:45-3 p.m.
- Humans & the Environment (ENV 100) 3 credits
  Monday, Wednesday, Friday, 1:45-2:35 p.m.
- Gender, Race and Class (VOC 101) 3 credits
  Monday, Wednesday, Friday, 2:35-3:25 p.m.
- Rats Mathematics (MAT 122) 3 credits
  Tuesday and Thursday, 1:45-5 p.m.
- Composition I (ENS 101) 3 credits
  Tuesday & Thursday, 1:45-3 p.m.
- Russian I (RUS 113) 4 credits
  Monday & Wednesday, 3:30-7:15 p.m.

High school sites for UNLV interactive video classes are:
- In Las Vegas
  Advanced Technologies Academy
  Bonanza High School
  Eldorado High School
  Valley High School
- Surrounding Communities
  Laughlin High School
  Pahump Valley High School

For more information about how you can start your college education while you're still in high school, please call (702) 695-0334.

IMAGINE...
Not one, not two, but... 5 plays to be presented

The public is invited to three theatre experiences presented by students at The Meadows School in May. Tickets are $5 and must be purchased in advance. Call director Lauren Hunagdy at 254-1510, ext. 218.

RUMORS are flying! The cast of the hilarious Neil Simon play "Rumors" are shown here at the set. Seated from left: Tiffany Segev, Aaron Goldberg, Laura Rosenthal, Peter Simon and Heather Robbins. Standing: Justin Michael, Jesus Azevedo, Branca Wagemann, Jody Growen, Jayson Breast, Alex Herbstich, Frank Taddie, Victor Bousnina and Jeff Rastin.

MAY 26: "Rumors" by Neil Simon

This will be a fun play taking place during an anniversary party that never quite begins; it seems the best shot himself, his wife is missing, these guests are in a car accident — and rumors are flying!

This cast includes Justin Michael as the deputy mayor's lawyer; Aaron Goldberg, Laura Rosenthal; Peter Simon as the accident-prone guest; Jesus Azevedo and Branca Wagemann as a psychiatrist and his cocky-chick wife; Jayson Breast and Jody Growen as a policewoman and his wife; Victor Wright and Alex Herbstich as an engaged couple; and Victor Bousnina and Heather Robbins as the diva's. (Guess they're not all divas! Finally, Jeff Rastin and Frank Taddie show up as police arriving on the scene.

ABOVE: A band even Hilton wouldn't want. The cast from "Hotel Paradiso:" On the floor: Stuart Kistner, Middle Row on the couch: Andy Cammon, Sandy Robbins, Matt Pynchon, Joe Wade and Colin Drake. Standing next to Chris Sternin, Kenya Yagel, Jack Williams, Sam Spano and Nathan Vasnak.

MAY 25
Hotel Paradiso by Georges Feydeau

Okay, so it sounds French and it is a French farce that takes place in Paris — but don't be alarmed if you don't speak French. You'll LOVE this play! There's something very modern about those of folks.

It's about marital problems, secret meetings for romance, mistaken identities, clever disguises, ghosts, accusations and lies. And it is hilarious!

The two couples that start the confusion are the Boniface (Santony Robbins and Andy Cammon) and the Cole (Jennifer Wade and Colin Drake). Henri Boniface has eyes for Marcelle C.O.

Other cast members are Matt Pynchon as Cole's nephew, Ileneitham as a maid, Nathan Vasnak as a family friend who arrives at Hotel Paradiso with his daughters, Suzi Spazzi, Jack Williams is the hotel manager, Kenah Rajel and Chris Steemer bumbling bellboys, Will Richardson appears as an inn artist, and Harley Jewett is a policeman.
Students seek faraway places
Learning Spanish on site

By Bryan Headland
A two-week trip to the Latin American country of Costa Rica is scheduled for July 1-14. Students will stay with a Costa Rican family in the capital, San Jose. In the mornings, they will go to the Forester Institute, an immersion school that offers Spanish to students from all over the world. During the afternoons, they will go on cultural trips to places such as coffee plantations, historical ruins, museums, rain forests, and a university.

Skip the pizza, try the gnocchi
By Niki Williams
While some students are daydreaming about what they'll be doing during the summer, the members of the Italian Club know what's on their agenda: they'll be in Italy. Students have already begun fund raising to help pay the expensive costs.

The trip to Italy will begin with the flight to New York on June 17 when 42 students, teachers, and other chaperones will then take off for Europe. They'll visit a number of cities, including Milan, Genoa, Naples, Rome, Vatican City, and Venice
(where they'll ride on gondolas), and they will visit museums and churches.

Financial aid and from Hendrix, too
ROCK THE VOTE!

By Elizabeth Cosa (Below)

Everywhere you go, you will hear someone complaining about how bad the government is run. Yet, how many of these people actually vote? Many people take the act of voting for granted, as more issues are affecting our lives. It is becoming imperative that everyone vote. People say that voting is their right. If so, they should exercise that right. If everyone who could vote would vote, maybe something good would get done — like we could get representatives who actually care about our problems.

Minimum wage could be raised; college financial assistance could be more accessible; heck, maybe Jim Hendrix could get a street named after him.

To vote, you must be at least 18 and a U.S. citizen. In Nevada, you must register at least 30 days before the election takes place. Just do it!

Sesma to head next Student Council
Reported by TJ/Jerry Brow

Megan Sesma, the new student body president for the 1996-97 school year says that the Student Council is "the backbone of LVA."

"The president of the student body needs to be someone with experience...a strong representative who will work for the student body as a whole," she says.

Sesma, at the Academy for two years, has been involved with the planning of every dance and assembly. She is the vice-president of Key Club, a junior class executive, and a member of National Honor Society.

Sesma hopes to involve the Student Council in one central activity that will combine all majors, and to improve the dances and assemblies.

Traveling Youth Choir
now scheduling auditions
Call 870-4747
Up to $2,500 in College Scholarship
Trinity Youth Group can tell you how.

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SOUTHERN NEVADA'S Premier HEADLINE
RECOGNITION CONTEST IS NOW ACCEPTING
Win Prizes! This Event Will Be
Requirements: Male, Female, Single, Age 16-24
July 21, 1989
5:00 p.m.
KING Center 1-5
Call 399-7687
Ask For Zorile Escondido

EARN GLORY, GATHERING MEMORIES

By Kelly Hampton

All good things must come to an end, but that doesn't mean they should be forgotten.
Senior year can be the most important event in high school, even though the other three add to the memories.
By the time a student reaches the very last year, each little event grows in importance. Things that never really mattered before become highlights of the year.
Many different elements make the senior year special.
"Good friends that will last through the years" makes the year special for Christline Davila and many other seniors.
Friends aren't the only memory-makers, though. According to Sara Greene, it's "the school dances like Homecoming and Prom, and the football games."

Students plan to earn glory by the end of high school. From their freshman year on, they try to make an impression that will remain after graduation.
They go out of their way to be involved in memorable activities that will create a legacy to leave behind for future Rancho students.
Some do this through their art, some excel in sports, others in academics and activities, while others have an air to their personality that just makes them unforgettable.
Some students, however, enter their senior year expecting... Jimmy Herrera says, "Nothing." When nothing is expected, nothing is received.
In cases like that, if students don't try to make something of the year, it ends up being wasted away.
Clark County students earned many honors at the recent Future Business Leaders of America State Competition in Elko. Listed below are the top winners; those in first and second place are eligible to attend the National Leadership Conference in Washington, DC, in July.

FIRST PLACE:
Accounting II: Dawn Sherman, VoTech; Business Communication: Kwan Hye Kim, Chapparal; Business Law: Jaynee Kast, Durango; Business Procedures: Kwan Hye Kim; Computer Applications: Dawn Sherman; Word Processing: Jennifer Velazquez, VoTech; Community Service: Clemens-Memorial; Counseling Advisor: Susan Rollins, Clark.

SECOND PLACE

THIRD PLACE:
Accounting II: Ashley Ackley, VoTech; Business Law: Michelle Kovea, Green Valley; Information Processing: Kwan Hye Kim.
The newly-elected State Officers include Rebecca Armstrong, A- Tech Academy, as Treasurer.

Local FHA members score big at State!
Results of the State Competition, Future Homemakers of America

NATIONAL STAR EVENTS
STATE EVENTS
Chapter Banquet Program
Valle y: St. Rose Hall
Awards: St. Rose Hall
Art Directors: Dean Le Roy
Chairman: Dean Le Roy
Second Place: Julie Garcia
First Place: Sue MacQueen
Chapter Design 
Valle y: St. Rose Hall
Chairman: Dean Le Roy
Second Place: Julie Garcia
First Place: Sue MacQueen
Chapter Business:
Valle y: St. Rose Hall
Chairman: Dean Le Roy
Second Place: Julie Garcia
First Place: Sue MacQueen
Chapter Business:
Valle y: St. Rose Hall
Chairman: Dean Le Roy
Second Place: Julie Garcia
First Place: Sue MacQueen
Chapter Business:
Valle y: St. Rose Hall
Chairman: Dean Le Roy
Second Place: Julie Garcia
First Place: Sue MacQueen
Chapter Business:
Valle y: St. Rose Hall
Chairman: Dean Le Roy
Second Place: Julie Garcia
First Place: Sue MacQueen
Cartoon: susie MacQueen

Summer Youth Employment Program
Now Serving Youth at 940 West Owens
Call for an appointment to apply for this program
646-7675
Equal Opportunity Program. Auxiliary aids and services are available upon request to individuals with disabilities.
Two star players from the Silverado boy's golf team made it to zone.

Swimmers make waves

Swimmers have made waves on the team this year. Strong performances have come from Gene Benson, and relay team members Jacques Hoever and Triana Heeley; and from Janine Donoghue, Brady Hee and first-year diver Mario Paladino.

Lady Hawks baseball look 'like veterans'

With only two years of experience the Lady Hawks look like veterans of the league. They recently clinched the Sunset Division championship for the second year.

Swimmers make waves

Swimmers have had some standout performances this year. Strong performances have come from Gene Benson, and relay team members Jacques Hoever and Triana Heeley; and from Janine Donoghue, Brady Hee and first-year diver Mario Paladino.

Lady Hawks baseball look 'like veterans'

With only two years of experience the Lady Hawks look like veterans of the league. They recently clinched the Sunset Division championship for the second year.

The team is led by three-year seniors, Heather Young, LeMeka Anderson and Kelly Hoors. Top pitcher is Anderson, a junior, who was last year's M.V.P. in the Southern Conference. Other team assets are freshman newcomers April Arau, Laura Consors and Julia Yurek.

Senior pitcher Shana Singer, sidelined by an accident in January, was named to the All-Tournament Team, along with Anderson.

We're telecommunicatin'!

The introduction of telecommunication technology has opened the door to a world of educational opportunities. Online networks allow them to reach out locally and globally. To do research, share their writings, work on school projects, or talk to scientists around the world.

Some of the important results of this fusion of computers and education are: improving student motivation to write and to participate in global initiatives, exposure to a variety of cultures, introduction to valuable computer skills, and helping students make the connection between what is learned in school and "real life."

We're telecommunicatin'!

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Students in Silverado's Global Lab research air and water quality, investigate marine science matters, and study the social and economic climates of foreign countries by communicating with schools around the world.

Other interesting branches are electronic publishing to showcase, for example, student newspapers and poetry; and tele-fieldtrips, in which students share their experiences from local fieldtrips or information about where they live.

Seventy Silverado students have signed up for next year GangBusters program, and more are on the way!
The El dorado Student Council had an eventful April. They participated in the Channel 3 Earth Fair and in the AIDS Walk sponsored by AFAN (Aid for AIDS, Nevada). Both events were successful and the students were happy to take part in them.

Several Student Council members spent four days at the NASC State Conference in Elko, interacting with other Nevada councils, gaining new ideas and refreshing leadership skills. El dorado’s Student Council received the Silver Star Award at the conference.

On May 6, Eldorado hosted another blood drive. On May 11th, the junior-senior Prom was held at the Officers’ Club at Nellis Air Force Base.

The Eldorado NJROTC traveled by bus to the Mini-Boot Camp held at the Marine Corps Air Station in Yuma, AZ in April. Activities for the one-week camp included rappelling off a three-story tower, land navigation in the desert, indoctrination in the use of gas masks (with exposure to tear gas), an obstacle course run, firing M-16 rifles, and cardiopulmonary resuscitation (CPR) training.

The 43 NJROTC members also visited aircraft facilities, learned to use flight simulators and experienced plenty of drill and physical training.

Martin: Speaking of champions!

Jessica Martin of Eldorado High School has won the third level of the Lions Club 59th Annual Student Speaker Contest.

Competition at this level is from throughout Southern Nevada. Statewide finals were in Reno in April. The nationwide prize is a $17,500 scholarship.

This year’s subject was Affirmative Action, which has proven to be one of the hardest topics in a long time for teenagers to deal with.

The Lions Club collects eye glasses that can no longer be used and recycles them before distributing them to children who might not be able to afford glasses. Collection boxes are in many local schools.
BASIC

Tillman receives appointment to West Point
By Steve Zyla

Basic Senior Travis Tillman has received an appointment to the United States Military Academy, to begin July 1. Tillman is not only an outstanding student, he is also an outstanding athlete, and someone for younger students to model themselves after. Tillman carries a 4.7 grade point average and will be one of the valedictorians at this year's graduation. He has lettered in track for four years, is wrestling for two, and football for two.

All of Tillman's hard work has finally paid off for him. Tillman was also accepted to the U.S. Coast Guard Academy at New London, but he chose West Point instead. He will attend for four years, then will be enlisted in the United States Army.

While at the Academy, Tillman plans to major in Environmental Engineering. Tillman has received a full scholarship for his time at the Academy, and he will receive $550 a month while attending.

Getting the nomination was not an easy thing. He was appointed through Senator Harry Reid. Travis says that about 10,000 people apply for an appointment at the Academy yearly. From these, 6,000 receive nominations, and only 1,000 of them receive appointments.

When asked what made him want to attend one of the military academies, Tillman says he read a lot about them and

Prom Debate:
By Chris Laff

OK, guys, you know the feeling, and it's in your wallet! The feeling that you're probably going to spend some money on one night than you have all school year, maybe all your life!

Oh, sure, you can take your date to her beautiful gown to the cheap movie theater, than off to T.G.I. Friday for an exquisite Chiltix.

Good luck finding a girl who will enjoy that (and if you do she's cool in my book).

The truth is, you're going to end up paying for a show that costs more than $50, and your date is going to order a stupid little salad that costs as much as your native state.

On top of it all, you have the stupid traditions. We hate the prom, for instance, the corsage! Girls for guys this is almost as hard as picking out a pair of shoes is for you, except guys can't understand the concept of color-coordination!

WHAT A BREAK!

What is the deal with guys having to pay for pictures? Most of us teenagers hate to get our pictures taken. Then, as usual, when the pictures come out, your date thinks it's the worst picture ever!

Girls give us a break. Oh wait, you already did; you're going with us!
YOU...TO AN ALL-DAY EVENT!

Rock the Veto!

GREAT MUSIC! ARTS & CRAFTS FAIR!

7 local rock bands! Local Art & Crafts!

Saturday, May 18
10 a.m. to 5 p.m.
Poetry from the heart
By Mandy Reyes (right)

"I release my poetry naturally from the heart," explains LVHS junior Nicole Mancuso, about how her poems flow so easily.

Since the second grade, Nicole has written poems as a way of expressing her emotions. Throughout her childhood she has encountered difficult situations which her poetry has helped her deal with...over 150 poems, most of which are based on love and past experiences.

Nicole read her poem Black Ecstasy on Multicultural Night. "People were asking me if it (my poem) was Maya Angelou's; I was flattered," Nicole says. She plans to release a collection of poems; however, she explains, "The only thing I expect to gain from the publication is peace."

Excerpt from Black Ecstasy.
How can I forget the pain, The heartache, The sorrow, How can I forget the hope to see a brand new day, Tomorrow, How can I forget the bondage, The late night night hours rush,... How can we forget yesterday's leaders, Who paved the way for us, Looking back on the past, Through an elderly woman's eyes, The scars upon her face, The heartache, she cries.

---

LVHS Hispanic club tidies up neighborhood

SOL (Student Organization of Latinos) at Las Vegas High School will have its first Streets of Las Vegas Clean-Up Day on May 19.

Members will paint over graffiti and pick up trash in the neighborhood around school.

Celebration

On May 26, SOL will sponsor an Awards Ceremony at the Hacienda Hotel. At least two $100 scholarships will be given to Hispanic students. Awards will go to SOL officers and advisors, to parents and LVHS administrators who have supported the group all year.

Switcheroo

Scholarship money comes from SOL's Principal-for-a-Day fundraiser held earlier this month. The club sold $1 raffle tickets and the winner exchanged places with Principal Barry Gunderson. The student worked in the principal's office; Mr. Gunderson attended classes all day, did classwork and homework, took tests and had lunch with the rest of the students.

Memado Run: New Tradition

The First Annual Memado Run, sponsored by the Latino Police Officers Association, was "clean" thanks to the SOL organization at Las Vegas High School. The members volunteered for two things: to handing out cups of water and to clean up the discarded cups along the track afterward.

The 10K race 2 1/2 mile "fun run" raised funds that will help support scholarships for Hispanic students and to help support a drug-abuse program.

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Sure, it's scary... just don't think about it!

By Starri Fausti

With tall hats and high hopes, Las Vegas High School's Jamie Montano and Lance Tisue are making it big in the rodeo circus.

Freshman Montano is a barrel racer. On a horse, she runs around barrels set up in a triangular formation, trying to compete for the best time. She has won several first place awards.

Senior Tisue is a bull rider. He has won several jackpots for second and third place. Asked about how he felt about the bull rider from Boulder City who recently died in a bull-riding competition, Lance replies, "Sure it's scary, but when you're out there you just can't think about it. It's the farthest thing from my mind."

These rodeo competitions are supported through the school. If a student can't make the grades, he can't compete. Both Jamie and Lance find that their training time does interfere with their school work and other teenage activities.

"When I get home. I usually get something to eat and go right to practicing if I don't want to do homework. Riding is more important to me," says Jamie.

But they both admit that they feel frustrated once in a while. "I get aggravated, especially if I don't do well, but I wouldn't give it up," says Jamie.

They say their ultimate goal is to compete in the NFR, the National Finals Rodeo, held annually in Las Vegas. "I don't care if I win or not, I just want to be skilled enough to go," comments Jamie.

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Young life cut short by drunk driver

By Starri Fausti

"Jessie" was the kind of friend who would make you laugh when you wanted to cry. She always had a joke or story to tell that could put a smile on your face. Her enthusiasm for life revolved around school, friends, and family. Although she had triumphed over many tribulations in her life, nothing could have prepared her for what was to come.

Jessie had just moved from Las Vegas to Oregon. Three days after her arrival, she went out to dinner with her brother. On the way home, they were pulled over by a police officer. The officer was very, very upset. He had just received word that his brother had been taken by someone who drank too much and then got into a car. Jesse could still be alive and his brother would be able to walk if this person had just spent 6 bucks to take a cab.
(Or is it entertainment?)

By Manny Reyes

Students of all grades and both sexes sit scattered in the cafeteria, socializing with their friends. Suddenly, a student hasilrs, "A fight! A fight!". Without hesitation all the students stand up (some on chairs and tables) to get even the slightest glimpse. I am amazed! I've never seen so many people stand so quickly and with such attention, not even for the Pledge of Allegiance! Five seconds later, the confrontation between the two students is put to a hilt; the "show" is over. Students run back in line for food, continuing their usual day.

I was shocked and disgusted! As responsible "pre-adults" they should have been upset about the fight. Instead they revel in the violence and bloodshed.

Is this what our so-called "safe educational environment" has become, a place filled with bloodthirsty savages? Everybody hopes that one day all students will get along, but because we live in Las Vegas, the "boxing capital of the world," we emulate our role models by beating each other senseless.

It seems as if we, the future of America, have been programmed since early childhood to enjoy violence. Some children's television shows I remember best are those with senseless violence: 'He-man, She-ra (remember kids, it's okay for girls to kill, too), and the Teenage Mutant Ninja Turtles.

The violent cartoons of my youth have evolved into the "new age": The Mighty Morphin Power Rangers...happy, energetic Rangers, putting children in an angry commercial-based trance.

For example, one afternoon, I spotted some neighborhood children, all decked out in their spiffiest Ranger accessories, playing the Power Ranger game. They screamed out, "Red power! White power!" before beating each other down.

I asked the mother of two of the playing kids whether she thought it was appropriate to teach her two-year-old son how to fight. She answered she was teaching him how to defend himself, that she didn't want her son 'to be a wimp' and come home with bruises.

Did I miss something? Aren't these individuals who bring violence into the playground the people we refer to as bullies, the bad ones in our society?

We need to get our human values in order and start treating each other with the respect and dignity that every one of us deserves.

Would you rather have your friends teasing you for not fighting or your family mourning over your death?
VoTech students really mean business!

VoTech's FBLA (Future Business Leaders of America) returned from the State Convention in Elko after capturing second place for the largest chapter membership.

In addition, three VoTech seniors won awards: Dawn Sherman, first place in Accounting II and Computer Applications and second in Information Processing and Word Processing.

Morgan Jackson took third place in Accounting II; Jennifer Valdez captured first place in Word Processing.

Dawn Sherman was also the winner of the Who's Who in FBLA Award.

VoTech captured 29 medals in the state VICA (Vocational Industrial Clubs of America) competition held in Reno in April.

Seven of the ten gold medal winners are shown above. From left: Jayna Norgaard, Marine Mechanics, Gina Massaliova, Nail Sculpturing, Jason Park, Computer Applications; Thomas Barlow, Electronics; Bret Baras, Computer Drafting; Ruben Carter, Cosmetology; and Moses Garay, Electronic Product Servicing.

Not pictured are Gold Medal Winners Priscilla Pitch, (Calvary) Job Skill Demonstration, Jennifer McComb, Commercial Baking; and Jessica Carles, Auto Collision.

VoTech also won the award for the largest membership in the State, marking third in the nation. Drafting Senior Gas Antiria won a $500 VICA Scholarship, and Cosmetology teacher, Jan Carney, was named State VICA Advisor of the Year.

Paint rollers and action: students help fight hate

VoTech students responded to recent Holocaust speakers at the school by taking positive action against derogatory graffiti on school property.

The speakers were Jerry Rosen (Executive Producer of Schindler's List), Gena Greenburg (adult child of two survivors), and Capron Straw. They stressed the importance of learning the lessons of the Holocaust.

One of these lessons is to take social responsibility and put an end to graffiti.

In April, 113 freshmen and sophomores VoTech students participated in an all-school clean-up campaign. They painted, scrubbed, picked up trash, and polished the halls of VoTech High School.

"We're only 1% of the school," said the Grafitti Response Team at VoTech.

We'll help you earn $30,000 for college.

Now the Army can help you earn more than ever before for college. If you qualify...up to $30,000 with the Montgomery GI Bill plus the Army College Fund.

This could be the perfect opportunity to earn the money you need for college and develop the qualities that will help you succeed once you get there. For more information, call your local Army Recruiter.

733-6770 / 459-2123 / 258-4702 / 566-6766

ARMY
BE ALL YOU CAN BE:

Can't keep a good writer down

Chenoweth sets sights on salon

Nicole Chenoweth, sophomore, knows exactly where she's headed. Even though she is the VoTech correspondent for CLASSI, her heart is set on opening a beauty and massage salon.

She even has plans for her mother, a manicurist. Nicole will make her mom a partner in business. But first, Nicole must graduate from VoTech, get business education (probably at the community college), work towards her massage license, and put in about six months getting on-the-job training as a hairdresser's assistant.

The "almost all-A's" student planned to write an advice column for the VoTech newspaper, but when the publication never got off the ground, she offered to write for CLASSI.

The Little Rose Tree

Every rose on the little tree
Is making a different face at you.
Some look surprised when I pass by;
And others droop, but those are just shy.
Two of them, whose heads
together press,
Tell secrets I could never guess.
Some have their heads
down to pray;
And all the bees are listening.
I wonder if their gardener knows,
Or if he calls each just a rose.

Nathan Dix
Class of 1995
Born Feb. 8, 1978
Died Dec. 4, 1999

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El Fútbol Profesional Llega a los Estados Unidos!!

Por: Francisco Carranza, Silverado HS

Por fin llegó lo que tanto esperábamos. El fútbol profesional es ya una realidad en los Estados Unidos en la forma de la Major League Soccer (MLS), después de habernos dejado colgando tras el mundial del '94, podemos de nuevo admirar a los más destacados jugadores norteamericanos y algunos internacionales mundialmente reconocidos.

Será como en la vieja patria con toda la familia reunida para presenciar los encuentros televisados y podremos gritar ¡GOOOOLI! sin que nos vean como bichos raros. Nos uniremos a las tribunas haciendo barra y se escuchará el conocido "OLE, OLE, OLE, OLA..." y le podremos gritar un par de cosas a los árbitros (opciones nunca faltan para esto).

De la selección estadounidense estaría el rockero Lalas, después de haber jugado en Europa. Veremos al genio de arquero de Meola; también a Dooley, Wynalda, Ballboa, Cobi Jones (con sus tranzas), y no podemos olvidarnos del único jugador a quien le pertenecer el coco en el mundial, Tab Ramos.

En fin el fútbol está aquí y depende de nosotros, el público, para que se quede. Así que si les gusta el fútbol, está y no se dejen llevar por imitaciones.

LA CANTANTE TAMARA SE CONSOLIDA EL 5 DE MAYO EN LV

Por Francisco Alejandro

La escultura olímpica Tamara cumplió ampliamente con el público reunió en el Freedom Park, el pasado domingo 5 de mayo durante la celebración del aniversario 134 de la histórica Batalla de Puebla.

La cantante vino en plan estelar a compartir el escenario con toda una constelación artística donde hubo casi de todo: mariachis, banda, salsera, imitaciones, danzantes, folclor latinoamericano y más.

Tamara se presentó en mismo Freedom Park el año pasado, cuando su popularidad estaba en "las nubes". La canción "Papuchito" se escuchaba en todas las radiodifusoras de México y Estados Unidos.

En entrevista con Clase al final de su actuación, Tamara dijo que recién estaba de pasar de grabar su último disco, "El Punto 0".

Tamara tuvo una ligera ausencia de las presentaciones en centros nocturnos de Las Vegas, debido a que canalizó sus esfuerzos para abrir espacios en ciudades como Kansas, Nashville, Pennsylvania y otras. Pese prometió actuación pronto, en fecha próxima, en Las Vegas.

El estilo musical de Tamara ha sido definido, incluso por ella misma, como cumbie-rock, y fue a esa línea su nueva producción lleva ese peculiar sello.

Igual que a todos los artistas, en el terreno sentimental a Tamara no le desde mucho tiempo un dedicado a una relación sentimental. Pues eso es muy lamentable, dijeron voces masculinas del público que la rodeaba esperando tomarla la foto con ella, "tiene con queso las quesadillas".

ABAJO LA 187 III

En el terreno político, Tamara expresó tristeza y desilusión por el cauce que han tomado las cosas en el ámbito migratorio.

Cambió la sonrisa por una expresión de seriedad, y con firmeza propuso que anto los graves problemas que se observan con los indocumentados que desesperadamente buscan trabajo en Estados Unidos, se otorguen permisos de trabajo temporales y condicionados a la demanda laboral.

Es decir, agregó Tamara, se tiene que aceptar que el problema migratorio es bilateral. Y en cuanto a las recientes leyes que se impulsan gritó: "abajo la 187".

Invitan a Estudiantes de Secundaria
CONFERENCIA SOBRE LA MUJER

La Junta de la Mujer en 1996, patrocinada por docenas de organizaciones (incluyendo H.A.B.L.E, Girl Scouts y Candidas Casildas) tiene el gusto de invitar a estudiantes femeninas a que asistan a la conferencia el día sábado, día de junio, en UNLV.

Tema que se tratarán incluyen:
* Ponerse en la violencia en contra de niños y de mujeres
* Familias en la pobreza
* La mujer en el trabajo
* Acceso sexual
* Elecciones a la Junta Directiva Escolar

La inscripción es de $10 para estudiantes e incluye un desayuno continental y un almuerzo. También hay becas para aquellas estudiantes que no puedan pagar la inscripción. Fecha límite para inscribirse es el 21 de mayo.

Para mayor información llame a Mita al teléfono 385-3677.
Debate del mes de mayo: “Uniformes Escolares”

A favor:

Andrea Padrón, Valley High School
Tiene un buen punto. Se acerca la vestimenta de los “Cholitos”. Todos estamos vestidos de igual. Estudiantes de otras escuelas no vendrán a esta y si lo hacen, los agentes de seguridad sabrán que no son de Valley High School. No habría problemas con las muchachas que usan faldas muy cortas, no hubiera tonto RPM y estudiáramos más controlados en la escuela. Se acercará un tanto la violencia por el uso de uniformes.

Douglas Recinos, Valley High School
A mí me gustaría que esta escuela adoptara ese uniforme. Personalmente, no me gustaría usar rojo y blanco. Preferiría que escolgarán azul, con la diferencia de que la camisa llevara el nombre de la escuela. El uniforme sería con las diferencias sociales y no se sabría quien tiene más dinero. Con uniforme, no tendríamos que preocuparnos de que ropa ponemos si dijimos luego. Hasta la violencia puede que disminuya a consecuencia del uso de uniformes. Las muchachas ya no vendrán vestidas tan trepidadas como lo hacen hoy. En vez de venir a contarse a lo mejor vendrán a aprender algo.

Este método ha tenido buenos resultados en el estado de California y debería emplearse aquí en Las Vegas también.

Judy Estrada, Valley High School
El uso de uniformes es una buena idea. Los uniformes terminarían con muchos problemas de los estudiantes y de las escuelas. Facilitaría el problema de que pones todos los días y ayudaría para que las autoridades identifican a los estudiantes. Usar uniformes le daría otras formas nuevas de expresar su individualidad al estudiante, ya que mucha gente lo hace únicamente con la ropa que se ponen. Ya no habrían estudiantes visitándolos como Panchitos. Los estudiantes que salen temprano de la escuela serían reconocidos fácilmente. Una gran ventaja es el aspecto económico. El precio de un uniforme es mucho menos que la ropa. Te esta modo, puedo uno ahorrar dinero para otras cosas.

Yamilé Ramírez, Valley High School
Usar uniformes genera respeto. También ayuda a distinguir al estudiante como parte de instituciones religiosas, militares, médicas o escolares. En muchas escuelas es común el uso de uniformes en las escuelas. Los beneficios no son solo para los profesores, padres de familia, sino también para el estudiante. Para los profesores sería más fácil controlar a los estudiantes; para los padres de familia sería más económico y para los estudiantes sería más fácil identificarse como estudiante. El uniforme es una buena idea. Al usar nos beneficiamos todos. Pero al plano que deberían consultar con los estudiantes a la hora de escoger el estilo del uniforme y el color. Somos los estudiantes los que los vamos a usar. Además, el viernes podríamos ser día de vestirse como uno quiere, siempre y cuanto no se rompan las reglas de la vestimenta.

Melissa Friedman, Chaparral High
Yo pienso que los uniformes escolares serían una gran cosa en la escuela Chaparral. Primero, ahorraríamos dinero en las ropas que llevamos a la escuela, además de que no nos molestaría a nosotros los chicos que ropa ponemos cada día y ganaríamos 15 minutos por lo menos o podríamos dormir 15 minutos más. Últimamente, no tendríamos que estar a la “última moda” en un concierto de posseidad. Creo que el uso obligatorio de uniformes es una gran idea y deberíamos de adoptarla.

Jessica Chaves, Chaparral High
El uso de uniformes es una idea muy buena porque reduciría los problemas con los administradores, nuestros compañeros y nosotros mismos. Tu no tendrías que levantar támpano preocupado de que la ropa que ponen a ese día, tus compañeros no podrían hablar de lo que llevas y los maestros y administración no tendrías que atender vestimenta problemas que tenemos en las escuelas, en vez de preocuparse del código del vestir. Además, los estudiantes podríamos concentrarnos más en los estudios y en otras actividades extracurriculares. Los uniformes son una idea magnifica.

En contra:

Kenia Leon, Valley High School
Yo me opongo al uso de uniformes en las escuelas publicas por que atraviesa la creatividad y el libre espíritu del alumno. Al mismo tiempo que opaca la personalidad. Las restricciones son necesarias en las escuelas, pero las imposiciones son casi siempre contradictorias e incitan a las rebeliones de los estudiantes. Después de todo, los estudiantes que asisten a la escuela no por usar uniforme dejarán de ser o buenos o malos.

Garson Aragües, Valley High School
Poner uniforme en las escuelas es una idea, porque a los estudiantes les gusta vestir con ropa que quieren. Además, donde se cambiarán?: Lo primero que deberían hacer las escuelas es mandar cartas a los padres preguntándoles que les parecía la idea de imponer uniformes. Los uniformes deberán ser para niños.

Billy Rodriguez
El incorporar uniformes en la escuela no solo me disgusta porque así entardríamos todos iguales, pero también sé que estaríamos violando el derecho de nuestra libre expresión. Al estar en esta país nos dan la libertad de poder escoger y hacer lo que queramos, siempre y cuando no sea en contra de la ley. La forma de vestirse es una manera de expresar individualidad, cultura y personalidad. Aunque algunos dicen que los uniformes eliminan la discriminación, no veo como. Todos somos humanos y siempre vemos a encontrar una forma u otra de criticarnos unos a otros. Si no nos criticamos por la forma de vestir, será por el peinado, maquillaje o cualquier otra cosa. Como jóvenes creciendo no queremos ser tratados como niños. Queremos que nos trate con responsabilidad y libertad de poder escoger como vamos a vestirnos. Además, resultaría imposible encontrar un uniforme que les gustara a todo el mundo.

Karina Santivel, Chaparral High School
Como escuelas publicas del gobierno, los estudiantes deberían tener la libertad de ponerse lo que se les gusta. A mí no me gustaría ponerme la misma ropa todos los días, durante todo el año. Y para aquellos de usados que quieren ropa y quieran cambiar las de los uniformes, allí pueden estar comiendo, porque ellos usaron las pensión hasta las alas y las muchachas también, ¿no peor?

Español En El Futuro

Hoy en día la lengua del español es muy necesaria para comunicarse con las personas hispanas en este país. Muchos extranjeros prefieren que sus empleados hablen español. Además, la población de hispanos en Estados Unidos está creciendo rápidamente. Nosotros estamos en el clima de español en la escuela Silverado y hemos aprendido cuanto nos ayudará el español en el futuro.

Soy Ryan Wray, uno de los miembros de la clase, y quiero ser director de películas. El español me ayudaría a comunicarme con los actores. También podría comprender mejor los diferentes costumbres de otros países. Soy Nitya Chandran, una estudiante más del cuarto año. El español es muy importante para mi porque me ayudará a comunicarme con otras personas. Quiero aprenderla y el idioma me permitirá trabajar en los países latinoamericanos. Estamos felices de haber aprendido español porque nos sentimos mejor y nos hará la vida más fácil en el futuro.
NOTICIAS BREVES

UN EVENTO MULTICULTURAL

Por Jorge Ríos, Ranch High

La oficina de asuntos multiculturales del Condado de Clark organizó un taller informativo para estudiantes y padres el sábado 13 de abril. El taller se realizó en el auditorio de la escuela superior Clark.

En el panel que trató sobre la cultura hispana participaron como panelistas: la señora Kim Wannas de la Academia de Bellas Artes Las Vegas y Adriana Maldonado, directora de la Escuela Superior Ranch. La señora Wannas, originarita de la China, ha vivido 18 años en España y ha aprendido bastante de la cultura de ese país. Las otras panelistas son de México.

Yo tuve la oportunidad de expresar mi punto de vista y de opinar de las diferentes situaciones y problemas que confrontan los estudiantes en el mundo actual. Las diferencias culturales fueron mencionadas y la asamblea del final realizó una serie de preguntas y respuestas, y las respuestas fueron amplias y con lágrimas y detalles que acotaron puntos de confusión en mi comprensión.

En total, este evento nos dio una ocasión para acercar nuestras diferencias culturales y las que pueden ser de tipo cultural. Al final de cuentas, a pesar de nuestras particularidades, resulta que todos somos bastante iguales.

NOTICIAS IMPORTANTES

Los estudiantes de 8ta y 9ta canes que les habría gustado la clase por que habían podido enseñar su creatividad y expresión por que no pueden ganar mucho dinero. Algunos estudiantes están ganando hasta $10 por hora y otros también reciben $60,000 al año.

La Escuela Meadows ha invitado al Teatro de Verano a presentar el próximo mes de mayo. "Hotel en París" será presentado a partir del 26 de mayo por estudiantes de los grados 10-12. La obra "Rumores" será presentada por la clase de English 10 el 26 de mayo.

Las escuelas medias presentarán el programa "A M A Y O" el 31 de mayo. Por favor informe en las páginas de la Escuela Meadows para más información.


El departamento de Ciencias de Valley H.S. acaba tener un laboratorio 20-21. Luego se desarrolló un programa para estudiantes de la mesa de escritorio de la escuela. En cuanto las excepciones están en el departamento de la escuela y serán adoptadas por algunos estudiantes de la escuela de Clark.

Los estudiantes de la escuela secundaria de Las Vegas participaron en la junta de la Juventud de Nevada sobre la Violencia doméstica. Dieron sus ideas de cómo resolver los problemas de la violencia doméstica en nuestra comunidad...funcionarios... 

El Club SOL de LVHS tiene una temporada agitada
Por Hanny Reyes, Presidente del Club SOL

El Club de Estudiantes Latinos (SOL) de la escuela secundaria de Las Vegas lleva a cabo su primer "Lámpara de las naciones" el 19 de mayo. Los miembros del club quieren que el club se haga conocido en la comunidad a través de la escuela. El 26 de mayo, SOL patrocinará una Ceremonia de Premios en el "Hotel de la Nación".

El anuario de Basic High School recibe un premio a nivel nacional
El "Lobo", el anuario de Basic High School gana un premio de la Columbia Scholastic Press Association por su publicación del año pasado. Solamente 21 escuelas en todos los Estados Unidos reciben este premio a nivel nacional.

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El Rinconcito Poético

Una Mujer Sagrada
Enrique Rodríguez, Valley High
Era la mejor madre del mundo.
Era la reina de mis jardines, como así era la primavera que siempre rodea mi alma
con sus flores más hermosas y
el canto de los pájaros.
MADRE

Madre
Era la luna y el sol
porque está lleno de amor
y yo soy una semilla
que necesita tu calor.

Madre
Beaute A. Pérez, Rancho High
Eres como la seda
suave por dentro, suave por fuera,
eres como la brisa
con una tierna sonrisa.

A Mi Madre
Juan Lopez, Rancho High
Cuando yo me siento triste y desconcierta,
¿Quién cuida de mí y con caricias me consuela?
Tu madre mia.
Cuando yo era niña
¿Quién mis pasos y sus sueños cuidaba?
Tu madre mia.
Cuando me siento perdida,
¿Quién con el bálsamo encuentra la salida a todas mis dudas?
Tu, madre mia.

Madre
Patricio González, Rancho High
Madre, tu amor es
mas puro que la blanca flor.

Madre
Silvia Lattone, Rancho High
Madre es la palabra que encierra todas las cosas bellas de la tierra
y el cielo, porque Dios no pudo hacer otra imagen más hermosa y sagrada.

COLORES Y VESTIMENTAS DE UN PAYASO

Por la noche, pensando, buscando en el armario colores para adornar mi rostro negro lleno de soledad
destello, mi mirada se pasea en el espejo y me veo en silencio
con la máscara de la luna y la tierra

Empecé mi jornada, diario de mis días
luchando por hacer felices a los demás seres humanos buscando canciones, sonrisas o palabras de alegría
pero todo es fantasía

Separando y componiendo arreglos para encontrar respuesta a mi sociedad
construyendo mi teatro de experiencias
y decorando mi sala para mis espectadores de cada día
mis regalos, consejos, pensamientos y virtudes

Voces, llantos, gritos, aplausos y cantos son mi maletín de trucos y magia para curar ociosidades y encantos
para limpiar a un pequeño, lágrimas de esos ojos de encanto llenos de llanto

Hijo de dos enamorados
con agenda llena de versos, excepto vida y un tiempo para copiarlo

Se baja el telón, se cierran las puertas de mi corazón, el teatro
empeza el despojo de vestimentas y colores
llega el momento de meditación con la luna y las estrellas
el momento de preguntar sin respuestas
y el comienzo de la búsqueda de inicios nuevos para otro día.

Alberto Maiznardeo, Las Vegas High
Almacéns
Toque de Queda: ¿Qué opinas?

Traci Ann Carpenter de Green Valley HS no está de acuerdo con el toque de queda del Condado de Clark. Dijo: "Si sus padres aprueban que ella esté en casa antes de esa hora. Ella también pregunta por que no pueden los adolescentes jugar bolíche toda la noche si se les da la gana. Las Vegas es una ciudad de las 24 horas y los centros de bolíche también están abiertos las 24 horas del día. Pero gente joven, menores de 18 años no pueden andar en el "Sin" después de las 9:00 p.m. ¿Qué piensas tú?" Envíanos una carta a CLASS!, 6290 Hamson, Suite 10, Las Vegas, NV 89120.

Estimado Editor:

En la edición de abril de Class, se publicó una carta al Editor, que a nuestro paracer fue muy grosera, tratando de decir que no se les hace justo a los hispanos; estamos de acuerdo que como hispanos, tenemos que aprender el lenguaje y la escritura de los Estados Unidos (Inglés), pero también como norteamericanos que somos, deberían saber que el idioma español es el idioma más hablado después del inglés. Nuestra opinión como hispanos es que no es justo que eliminan de la sección de "Diganos" en español. Con respecto a los diferentes estudiantes del Condado de Clark (chinos, franceses, italianos, etc.), si ellos tienen sus propios segmentos en sus diferentes idiomas, estamos seguros de que ustedes podrían agregarle al periódico de la misma forma que hicieron con "Diganos" en español.

Al contrario de la opinión pasada, nosotros pensamos que de esta manera se resolvería el racismo en el que vivimos hoy en día al igual que la inmigración alrededor de todo el mundo. Esperamos que estas publicaciones en español no causen más problemas entre nuestras razas culturales.

Atentamente

Estudiantes de Valley High School preocupados por nuestro futuro,

Josefina Pacheco, Fatima Alvarez, Karina Ballestos, Jesus Betran, Martha Quintana, Alina Oliva, Jose Martinez, Eddie Gomez, Ralcerdo Seden, Maria Becerra, Jocanne Flores, Luzy Rosiles.


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Atento,

Estudiantes de Valley High School

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TU ERES ELEGIBLE SI:

(1) Se tienen todos antecedentes públicos
(2) Food Stamp/Exemplos de Comida, AIDC/ Ayuda Para Hijos Dependientes
(3) El total de su ingreso bruto familiar en los últimos 6 meses con sus requisitos de elegibilidad.

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IMPORTANTE: Los estudiantes deben llenar la lista anterior de los jóvenes trabajadores.
When someone perks a car in the Cowboy Corral, they don’t really think about it again until they’re on their way to Taco Bell. They’ll expect the car to look the same way they left it in one piece. No one expects to coast out to a keyed paint job or battered brake light, unfortunately. Unplanned.

"Cars are getting door-polished left and right," says one junior. Door polishing is the least of the damage done; most of that is just for a kick. But backing into someone’s car and leaving isn’t. It’s a hit and run.

"I didn’t think people at my own school would just hit my car and leave," says one surprised senior. Junior Sean Farrow agrees; "I would hope people would give a little more thought to other people’s property."

Even the bike patrol is not invincible. Sophomore Adriana Messagione whose car was keyed and washed with chocolate milk, says "My tax money goes to these cop people...why don’t they do something?"

"Believe it or not, those two ‘cop people’ actually DO something; every day they’re out there patrolling the area and watching for suspicious occurrences, such as slow-moving vehicles circling the school. And they have a huge area to cover."

The bike patrol urge students to report vandalism promptly; they cannot take a police report if it is delayed (unless there is a witness). Broken windows, stolen stereo, hit and run accidents — screens are made but, because they are not announced over the PA system, most students are not aware of the many things our campus security prevents.

"Anonymous sure writes a lot!"

Richard Parks, editor of the Chaps E-news, as well as people who don’t sign their letters to the school paper: "A favorite with the CHAPS! staff was the anonymous writer who complained of the school cafeteria never being set right because they disagreed with her wishes, which were perfectly syn-

Amnesia with the earth."

Wendy, "To which Hanington replied: "It’s not a chance for the students to show who’s in charge,” said an anonymous fellow. "It’s a chance for the parents to show who’s in charge."

It was a battle from the beginning, but THE STUDENTS WERE VICTORIOUS BY FIVE POINTS! I was proud to...show the teachers who the real intellectuals are," says Webster.

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I-rate over R-rating?
Should 16-year-old be restricted?
By Tamika Brown

Picture this: you're sitting in a nice cozy theater seat. The lights dim and the coming attractions blares across the screen. Just as you get into your mode, a hand grips your shoulder. It's the friendly, yet annoying movie attendant, telling you that you and your companions are too young to see that movie (which happens to be rated R). Does it feel stupid?

ARE WE VICTIMS?
Many people our age have been "victims" of the rating system:

- R—restricted to those under 17
- PG-13—parent or guardian strongly suggested for those under 13
- PG—parent or guardian strongly suggested
- G—general audience

It may be appropriate to prevent a six-year-old from seeing a movie that shows an insane person ripping off another man's head and shoving his brains down his throat, but shouldn't the same rules apply to a 16-year-old? Some parents say the ratings system is the best thing that's happened to the movie industry. Here's what one parent has to say:

"Some kids can't tell the difference between reality and fiction. The system...helps us (parents) to judge the movies our kids see."

DO TEENS KNOW WHAT'S REAL?
But teens don't think that parents should tell them what they can or can't see.

"They treat us like we don't understand a thing. It's not like we go out and do everything we see on a movie screen," says a frustrated teen.

There may be a day when the age requirements to see an action packed flick drop. Until then, make sure you have your Video Time or Blockbuster card handy. You're going to need it.

Love is not defined by race, age or gender
By Andrew Torres

Love...the word itself has many meanings and conjures up many mental pictures. To some, love is a good friend sharing a platonic relationship. To others, it is a boyfriend or a girlfriend.

What influences one's choices of love? Is it anything to do with society or standards? What about race? Or is it other people's views on sexual orientation? These all have a role...but should they be a consideration in someone's love life?

Other generations may think there is a guideline to love, one that states what type of person can date another based on superficial things like race, age, status, and sex. Sorry, but there is not.

All we have to go on is our emotions and what we feel or don't feel for a person. By basing a decision on feelings, we find something very special.

These days, many people date others of a different race. These couples have found love in someone without looking at their skin color. In some places it is widely accepted, but in others, it is condemned. Is there a substandard basis for this sort of prejudice?

Mixed race couples are not the only people that face rejection. Bigotry is also experienced by those in same-sex unions. Many say these pairs are "not right" or "immoral." Who are we to judge others or to condemn them for the way they feel?

Who we choose to spend our lives with shouldn't matter as long as there are common bonds and feelings. We shouldn't have to worry about the decisions we make.

The Constitution promises us "the pursuit of happiness" and, as long as we don't hurt anyone else, we should be able to live the way we want!

Robbery leaves emotional scars
By Trisch Walker

"Put the money in the bag and no one will get hurt," the guy demanded as the small piece of steel threatened to take my life.

The emotions that raced through my body were torn between fear and utter horror. My whole body began to feel numb. My eyes and what I have experienced I've never seen before.

It was on a December night, 1995. I was wending the night shift when our location was robbed. If you've never experienced a robbery, hope it is something you never have to endure.

The total robbery took maybe ten minutes, but the scars left behind last a lifetime for the victims.

Just when I thought it was over, it began again; only this time the setting was much different. This time he was not in control; I was. The courtroom was the setting for the battles yet to come.

Now my feelings are turning into rage instead of fear. How can this guy turn my whole life upside down in just ten minutes? What right does he have to violate my right to be secure? But what I have asked myself over and over again was: why was this habitual criminal still allowed to walk the streets? This is just another example of how justice fails us.

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Durango captures more awards

DURANGO PAGE 25

Durango, who had been told to bear the contest results — this made some Durango student-journalists doubt their writing abilities.

At the recent Journalism Education Association/National Scholastic Press Association convention in San Francisco, three of Durango’s six contest entries earned top awards, proving those worries were groundless.

“I was really surprised to win a Superior rating,” says Karen Cover, “I never thought I would do that well. She was one of only 12 students to receive this highest-possible rating in the editorial-writing competition.

Sophomore Alisa Rehlson’s assignment was to write a news article on a press conference and ensuing discussion. She earned Honorable Mention.

Durango sophomore Rachael Moser took the second highest award in the sports-writing category, an Excellent rating, for her article on Olympe runner Regina Jacobs.

Each school is allowed to enter only one news article per contest. None of the schools attending were not able to compete. This didn’t bother sophomore Teresa Varela, however:

“I was really happy that the three won their awards,” she says.

It seems everyone learned something at the conference.

“I learned all the little tidbits about the computer that my students wouldn’t teach me,” says Vicki Ochoa, who chaired the group along with journalism advisor Allison Gray.

“I learned that when 4,000 people cram into one hotel, it gets really crowded,” says Moser.

Cheyenne Varela was impressed by the arrangement: “I thought San Francisco was fast...and we didn’t have to wait in long lines, that was set up for us allowed us to meet people.”

“Never bring a body part off a table or car,” says Stephanie Dombrowski, who learned this the hard way.

“Hotel fire alarms sound a lot like my beeper,” observes Emily Glazenberg, referring to the false alarm that sounded at 2:15 a.m.

Breaking Ranks: High School for the Future

Excerpts from an Editorial by Karen Cover

Faces blend into a blur as the school bell rings and 3,000 students rush to accept an impersonal education. Has society forgotten that children are the future and the livelihood of America?

“Breaking Ranks,” a program proposed by a nationwide group of teachers and administrators will remind America of the importance of education.

The goal of Breaking Ranks is to personalize the system, to meet the needs of every student. Today, it is not uncommon for teachers not to remember student names...the “anonymous student syndrome.”

One important area of personalization is student/teacher relationships. Breaking Ranks suggests shrinking the teacher’s workload from the usual 160 to 90 students, to allow the teacher to focus more closely on each student.

Another excellent part of this proposal is to create a personalized learning plan for each student...to meet their needs, abilities and goals, and to allow students to work at their own pace.

It is clear to all of us, as high school students, that there is a grave problem with education today. However, with Breaking Ranks, America has sunny skies in its future as a highly competitive, intelligent country.

Durango hosts annual Foreign Language Fair
Reported by Alisa Robinson

The annual Foreign Language Fair took place at Durango on April 27, celebrating the diverse cultures of the world. Among these were Spanish, French and Japanese, all languages taught at Durango, as well as Italian, Latin and German.

Fair activities included games associated with these cultures; 50 food booths where visitors could sample typical foods; a display of paintings, maps, calendars and videos—all made by students as extracurricular projects; and performances of songs and poetry as well as cook-off demonstrations, all relating to the foreign language represented.

Information was also provided about UNLV’s foreign language programs.
Ama Nyamekye is 'culture queen'

The immediate impression of Ama Nyamekye is a not-so-serious girl whom you'd find "tucked out" much of the time. Upon deeper inspection, though, she appears that she knows much more about life than she lets on.

On a sophomore at Bonanza, Ama spent her first six years in Papua, New Guinea, an island off the northern coast of Australia. Her lifestyle was in the main forest, complete with the native "Mundas" who cover themselves (you guessed it) with mud. Living with a diverse culture, Ama finds "mud's in their differences," she says.

At six, she moved to North Carolina and then to California and finally to Las Vegas.

At Bonanza, she is single-handedly wrote and directed this year's Black History show. Instead of the usual program about slavery and segregation, Ama chose instead to enlighten her audience "about a culture that is often forgotten in history classes." The ideal school, in her opinion, would give equal representation to every culture...

Ama has participated in choir and theatre since her freshman year. For the first semester of this year, she was in the advanced singing group, Madrigals, but had to leave because of scheduling conflicts. With her love for theatre, Ama has an even greater passion for writing. She has been writing plays since 6th grade.

"I find for a moment you become somebody else...the master of your fate," she says.

Ama has written seven plays and often uses herself as the mold for characters. In her one-act musical "Musically Correct," the main character is a little girl, misunderstood by her family and teachers, who escapes through imaginary friends. As a child, Ama says, she was "really strange"...but she, too, lived in an imaginary world.

Ama can picture herself as nothing other than a "poor but ambitious playwright/waitress" in ten years. When asked where her passion comes from, she says: "A friend once told me 'the people we meet, whether they're friends, enemies, or lovers, have lasting impressions...' Some people sing about them, others act them.

But did they see Mema Lisa?

On a cold and windy day, the group stopped in front of the glass pyramid before touring the Louvre Museum in Paris. Abbie, from left: Journalism and yearbook teachers Gena Wright and Susan Wright; students Shannon Carter, Kristy Belt, Rachelle Whetten, Barnum Perry, Jeannine Ogawa, Eryn Dohson, and in front, Rachel Land.

The students traveled by bus to Nimes and Avignon in Provence, France, and then to Paris on the TGV—a train that travels at 180 mph. Running up the feelings of the group, Shannon says, "It was all so beautiful and exciting, and traveling with the Wrights was the best part because they knew all the best places to go and the most interesting things to see.

New coach 'out for change'

Nick Butera was recently named Head Coach of the Bengal Varsity Football Team, replacing Coach Rick Traversi.

Butera says he is out for change. His main goal will be to get the student body more involved. He also says that Bengals will see some changes made to the field and stadium itself.

For the football team, Butera will bring his own plan of attack. On offense he will run more different sets, such as two offenses in the backfield, and even the single-back set. The defense will see more differences in formation, too.

"One of our greatest assets is going to be returning big offensive line," he says. He is also looking forward to the return of running back Robert Thomas.

One problem remains however, he has not yet found a

Oil and Bonjour!

Six seniors from Bonanza headed for Spain and France over Spring Break. Shown above: the group stands in front of their hotel, just across from the main building in Barcelona, before setting off for a quick walking tour of the Gothic Quarter, the oldest part of the city.

Making the trip with teachers Gena and Susan Wright are (left to right) Kristy Belt, Rachelle Whetten, Barnum Perry, Jeannine Ogawa, Eryn Dohson, and in front, Rachel Land.

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Torchy Seniors

Seniors Suzanne Callies (left) and Parisa Petersenn had the singular honor of being two of the 1996 Olympic Torch Relay runners. Petersenn and Collins accompanied an Olympic Totchbearer for 5 kilometers in the Las Vegas portion of the run to Atlanta.

The announcement was made in a letter from Coca Cola, one of the Olympic sponsors. It said: "This is a unique honor and you should be very proud of the accomplishments
On this page we honor the young journalists identified by their journalism advisors as The Most Valuable Newspaper Staff Member of the 1995-96 school year. We salute and thank them for their contributions to CLASS!
Should Religion be Part of the School Day? A Debate

'Religion belongs at home and in places of worship'
By Patti Bty Btffr,
In rwite

Religion in school can answer student questions
By Tiffany Porter, Camaroon-Memorial

School and education have definitely changed throughout the years, including the part religion plays. It wasn't so long ago when religion was part of the school day.

The 30 seconds of silence students know today were part of the religious instruction that was once used. Students had the option to attend a class in one of the chosen religions.

With so many religions, it is hard to acknowledge them all. People have enough to fight over; religion does not need to be added. There would be too much controversy over the different beliefs. It should not matter what religion someone is as long as they are a nice person. Just because they may be religious does not necessarily make them a good person. A person should not be judged on his/her religion and what they believe about God.

Children should learn about their religion's beliefs and holidays from their parents...[or] they could take part in a temple or church...[or] attend a private school.

Students come to school to get an education, not to learn about their religion. This is what temples and churches are for. Let each do what it is meant to do.

There is rarely an equal number of people in each religion in school, so why should the less populated religions be left out? It is not fair to single out a group of people in that way. Students feel differently about religion in school...it is better left at home and in places of worship.

Religion in school can answer student questions about others' religions that parents can't or don't want to answer. If religion was allowed in schools today, these questions could be reduced. Many people criticize because they don't understand or know. If religion was taught, they would have an understanding of other religions, and not just their own. The [School Board] should provide a class that teaches all different types of religions.

This class would teach only the beliefs of the different religions, and it would not include the opinion of the teacher teaching the class. This could solve many problems that are involved with religious practices today.

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There is a college out there waiting to hear from you. Don't give up on yourself or feel that it's too late or too early to go after a college scholarship.

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877-9888
Dear Concerned Student,

This is in response to your recent letter to CLASS!

You stated that having a Hispanic section, all the other cultures would want special treatment, too. People should be in touch with their heritage and express it to others. You said Diganos causes more racism and separation. Comments like yours are what cause that.

This is America: all people are created equal and have freedom of speech. (Do you believe) they are allowed to have this right only as long as it is English they are speaking or writing?

At Valley! we have a multi-cultural newspaper that educates ignorant people... It gives every ethnic group a chance to speak out. You should have more of an open mind before you speak out to others on such issues...

Educate yourself first.

Shannon Corبيلton
Valley High School

Dear Editor,

I strongly believe that special treatment should not be given to a specific race, like you mention in the most recent issue of CLASS!

I think that when you are living in America you should respect their beliefs like the Pledge of Allegiance to the Flag. I don't mean trying to adapt their religious beliefs. All races could practice their religious beliefs, but when specific races ask for their own section in the newspaper...that's going to add to the problem of segregation and favoritism.

America is a free country, but there are a lot of other races out there. If we start a section for Spanish, then we will surely start a lot of other races out there. If we start a special section in the newspaper...that's going to add to the problem of segregation and favoritism.

To Anonymous at Western High:

Segregation is, indeed, a great problem we face in this community. In my opinion, it must be discussed. Without knowing the differences among various racial groups, how can we work with them...

Some people have interest in helping others succeed in a country that doesn't accept immigrants anymore. It's like teaching infants to walk. They need help in the beginning, but once they get the hang of it, they're unstoppable.

Remember, the Hispanic population is gradually increasing in the United States, you are still wrong. Even here, we are referred to as the Melting Pot of the World and differences are expected.

As for Hispanics wanting to represent themselves in their own language, they just as we do, have the right to Freedom of Expression, which is what journalism is all about.

Anna Dianogos
Valley High

About youth, age & relationships

This letter is in response to the article "A young man or a young woman," written by Laura's friend

As Laura's article states, it is more a problem of what others do to a young man or a young woman.

As for Laura's article to a friend of mine, we thought of just how rude it was of her to judge at men age 24 or older to be desperate and immature if they're younger than 17 or 18 years old.

I agree that it is not right for a 15-year-old to go out and have sex with a 23-year-old... Because in Nevada the girl is not of legal age yet. But whose right is it to say you are too young or too old for one another?

One thing all people need to realize is that love comes in all shapes and sizes as well as many different age levels. It was not right for Laura to judge all men by the actions of the one 25-year-old man in the store.

Remember, "Love is blind to all but pain." So, regardless of age, race, or size if it was meant to be nothing can stop it.

Cynthia Krinner, Valley High
Local students
to perform in China

Students performers from local high schools are China-bound this summer as part of the second Las Vegas International Youth Exchange.

The group includes vocalists/dancers Sara Magness, Cameron Memorial and Beulah Davis, Central High; the others are from the Las Vegas Academy.

Danica Rachael Bishop, Dana Carvel and Brent Wall head members Sara Magness and Brian Perlik, pianist Lin Monarch, and technician Jason Williams.

The LVA vocalists/dancers are Mary Ellis, Kelly Petherbridge, Jarred Heidrich, Horace Henderson, Jamie Howard, Lyndsay Bisquet, Chris Lindhauers, Adam Iskander, Tevye Mithalman, Thel Robison, Jason Russell, and Chris Sakashiri.

The students will do 90-minute performances called "Dream Train USA"—representing five areas of our country: Broadway show tunes, country music, Disney/Florida movie music, jazz for New Orleans and movie themes for Hollywood.

Between performances in Shanghai, Beijing, Sunsets and Hangzhou, the group will tour schools and historical sites and will spend time with Chinese families.

In exchange, a group of Chinese students will visit Las Vegas in October to perform and tour the area.

Girl in a hurry

She's 16 years old. She works full-time for a photographer, does some modelling and she will graduate from high school on June 3.

A day in the life of Natalie Davis comes very close to perpetual motion, but that's how she likes it.

"I get bored...I want to move faster," she says. That's why Natalie chose to attend Horizon Satellite Independent Study. Just this school year, she earned 10 credits, which puts her over the top for graduation. (Traditional school students earn six credits in that period of time.)

The Independent Study (I.S.) program was created last fall for students who are working or who fell behind in their schoolwork because they couldn't attend traditional classes for some reason (such as illness).

GETTING ON WITH YOUR LIFE

I.S. Independent Study also works well for teenagers who really want to get on with their lives, as Natalie does, and are mature enough to handle it — Natalie fits that description, too.

"What some students don't realize is that while they might attend class only once a week, it takes twenty hours a week of working at home," explains Frank Mitchell, I.S. counselor. "That's the meaning of Independent Study." About 100 students are in this program, which is housed in the Adult Education Center on East St. Louis.

"I really like that school," Natalie says. "Everyone is nice to each other, no one's rude...there are no discipline problems, so the teacher doesn't have to take time from teaching to deal with kids."

She's in a hurry to get into college but doesn't know where yet or even what she'll major in. Until then, she'll continue as an assistant to photographer Mark Lewis (his work can be seen almost monthly in CLASSI) and she'll go in front of the punchline of chicken and pasta. Not just ordinary chicken, but the Planet's special kind that's coated with the cereal.

Sometimes, Hopp joined Griffin at the stove as a "helper." Never mind the spilled oil and other small non-chef accidents. The 16-year-old student knew he wanted a career in the food industry — and had known since he was nine.

Apparently, Hopp's vision is so clearly focused that the Planet Hollywood chef hired him just a few days after their gig at the school. Hopp has been taking culinary classes at ATTC to help him reach his goal in record time.

Not too long ago, Hopp's idea was to be a computer programmer, but that proved to be a no-brainer. Then he tried a baking class. End of story.

LEFT: Cameron-Memorial student Richard Hopp (right) was hired by Rick Griffin, executive chef of Planet Hollywood, after "helping." Right: Griffin with a bountiful demonstration of the
Gator Girls hungry for 1st State title

By Jill Anderson

The Gator Girls Softball Team began a quest for their first state championship. (The Zone competition was held May 8, but results were not available by press time. State will be held May 16-18 at Cheyenne High.)

"The team has really been coming together," says coach Davis. "Their enthusiasm and cohesiveness has paid off for them."

Of the 15 girls, nine are returning Varsity players. There is no designated captain in softball. Players Terra Pope and Crissy Buck take it upon themselves to encourage everyone. Buck, according to the coach, is heavily recruited for collegiate softball.

Green Valley gains recognition in national magazine

Redbook's fifth annual search for America's Best Schools resulted in Green Valley's being named one of the top 51 high schools in the country and the outstanding school in Nevada. This was announced in the April edition of the national magazine.

"It may sound conceited, but [Green Valley] is deserving," says principal Carroll Johnston. "We have a great student body, an excellent staff and parental support.

PARENTS GET INVOLVED

Parents who get involved and take part in their child's education is what you find at GVHS. This hands-on involvement was the first step leading our school to excellence.

Our commitment to excellence played a major role in our receiving this recognition.

SCHOOL PRIDE

As you enter the gym, cabinets face you with numerous awards showcasing our achievements, exemplifying Gator Pride.

"It's an indescribable feeling when you walk onto the playing field and all your competitors are looking up to you," says Molly Sullivan, a GVHS swimmer.

Not only does Green Valley prove its excellence in athletics, but through academics as well. Our school exemplifies the standards of student achievement through high test scores and, with over 150 clubs and extracurricular activities, students can expand their social life as well.

Green Valley received plaques from Redbook Magazine and the Clark County School District, and a Senatorial recognition.

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Many 1996-97 students find themselves on the road to college—and college isn't cheap. That's why scholarships were created, right?

What are they, where are they, and how can students get these scholarships?

Adults say, "There are so many scholarships out there—even ones for left-handed people." While this may be true, finding out about scholarships isn't quite so easy.

Academics, athletics and performing arts are the most common scholarships available. Requirements for academic scholarships include having a particular GPA, excelling in certain subjects, or meeting a given score on the SAT or ACT tests.

"Scholarships take a lot of pressure off the student and parent," says senior Trevor Jenson. "I'm really glad I received one."

Jenson accepted a full ride to BYU, also received a half scholarship to the University of Utah, and won an international award of $11,000 that could be used at any of six schools in Europe.

Athletic scholarships are offered for all sports, to men and women, and it often depends on students being in the right place at the right time.

Senior Carrown Allen comments on her track scholarship to Georgetown University: "I'm excited...all the hard work and training during high school really paid off."

Scholarships aren't just for the "Model A" perfect student: they're available for many specific conditions—perhaps what the student plans to major in, or his or her ethnic background, or the desire to join a fraternity or sorority. These scholarships are out there; students just have to do a little digging.

The school's College and Career Center is very helpful, not only for choosing colleges and scholarships to pursue. It also offers video tapes, books, catalogs and information from alumni and current students. Juniors and seniors should visit several times a year.

The GVHS Career Center tells what scholarships are available during that month, their deadlines, and what students need to do.

With scholarships, planning is the name of the game. You can keep things organized if you prepare a calendar to chart application deadlines, to count down the days you have to prepare for the SAT or ACT. Some students keep a separate folder for each scholarship.

If you start early, plan carefully, and stay dedicated to winning scholarships, paying for college should be no problem.

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**Golfers Eye State**

**Reported by Robert Thomas**

The GVHS golf team was ready for Zone and State titles. (At the time of the writing, the May 9 Zone competition had not been held. If Green Valley wins at Zone, the team will head for State on May 17 at the Sunrise Country Club.)

Bonanza presents a threat. After 8 straight wins, the Bonanza Bangles ended the Gators' winning streak, but GVHS senior Russell Hylander predicts a win. Another threat comes from a Reno school.

"This is one of the strongest teams we've had and it anyone can guess...it's us," says sophomore Avi Khair.

---

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**Saturday, July 20**

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- **Black Mountain Recreation Center, 609 Greenway Road**
- **Lorne J. Keesling Valley View Recreation Center, 501 Home Street**
- **Silver Springs Recreation Center, 1801 Silver Springs Parkway**
- **Youth Center, 105 W. Basic Road**

**CALL 565-2367 FOR DETAILS!**

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Winners in the 29th Annual Photo Contest sponsored by the Clark County School District are shown here. The competition was coordinated by the CCSD Public Information Office.

First-Place winners from high schools (and one middle school) are shown here.

The High School Best of Show entry, Friends for Life, earned photographer John Cochrane of Indian Springs $100 plus a $50 gift certificate.

BELOW: The winner in the Experimental/Digital category was Technicolor Nightmare by Robert Juergens of the Las Vegas Academy. Sorry, we couldn’t show it in real color! Each photo in the series became increasingly mind as color bands were added to the rocket.

RIGHT: Pioneer Gear by Heidl Stewart of Las Vegas Academy won First Place in the Unclassified category.

RUNNERS UP:
People: Ruth Bobo and Agueda Fornessa (both Durango); Landscape: Scotty Schlehlein (Boulder City) and Mary Southerland (Durango); Architectural: April Guinn and Mary Southerland (both Durango); Animals: Kelly Retner and Jessica Humble (both Durango); Experimental: Michelle Holland and Christopher Ungaro (both Durango); Unclassified: Agueda Fornessa (Durango) and Felicita Valle (L.V. Academy); Color: Brian Boyes (Boulder City).

WHAT’S MISSING ON THIS PAGE?
The winning photo, Scissow Orchard by Eric Stroy of Greenapun Middle School, heading to high school next year, is not yet in production, but will run in the September issue of CLASS! Apologies to Eric.

LEFT: Best of Show - Friends for Life by John Cochrane, Indian Springs High School. (Both Second and Third Place awards in the Landscape division went to Michelle Schleffier of Durango High School.)

BELOW: The Judges’ Choice Award was given to Sage by Jannette Dreyer, Durango High School.
Valley students really dig these mines!

Chemistry and Physics students from Valley High School were invited by Mackay School of Mines in Reno to visit the Castle Mountain Gold mine near Searchlight to learn about mining careers.

The Mackay School, part of the University of Nevada, Reno, is looking for students who are interested in careers in mining. Scholarships are available for qualified students.

Valley students visited all aspects of the mining operation, including planning, production, gold processing and environmental reclamation. The students saw the open pit operation and a gold pour and also how the mine is reclaiming the land and preventing pollution. The mining operation has become environmentally conscious. Nets are spread over the leaching areas to keep the birds away from the cyanide poisons.

Anyone interested in a mining career, watch for this trip next year. Juniors and Seniors are welcome.

Debate: not just a lot of talk, talk, talk!

"It's the most challenging thing that I have done in high school," says Aron Karabal, District-Wide Champion for the 2001 Nevada State Debate. What is he talking about? Why, debate, of course!

You might think all you do in debate is argue. That is not the whole story. You have to learn 14 different events, including policy debate, in which two people discuss Government policy; Lincoln-Douglas debate, in which students debate about moral and values; and interpretation events, in which students interpret plays or literature.

They also have platform speaking events, in which the students present speeches that they have written and memorized.

In Lincoln Douglas and Policy debate, you have to make a case. Sometimes this takes a student weeks or months to gather evidence, do research, and create emotional appeal. Students present the case to a judge, and the judge decides who wins.

More than 45 students are in debate and they have won over 53 trophies this year, including a second-place in a sweeps round from Southern Utah University.

The last debate meet of the year was district-wide. Here the best debaters in the state compete to see who will qualify for Nationals.

Representing Valley this year were: Andrea Ramirez, Diva Amon, Matt Schreiber, Shaun Gordon, Aron Karabal, Chris Gensler, Delaine Hardisty, Jean Ann Ronel, and newcomer Lambert Landry.

This is the largest team Valley has ever sent to Nationals. Andrea Ramirez and Amon made it to district finals. Diva is an alternate to Nationals.

Freshman Renee Talley says, "Debate is challenging, exciting, and really wonderful when you win because your hard work has paid off!"
late night hoops
Registration is going on NOW at...
- Boulder City Community Center, 1440 W. Lake Mead
- Spring Valley Community Center, 1410 S. Nellis Blvd.
- Whitney Community Center, 6700 E. Maryland Ave.
- North Las Vegas Recreation Center, 1638 Bruce St.
- All Las Vegas Housing Authority Developments (Manager’s office)

For more information, call Bobby McPherson or Cheryl Davis: 229-2256

AN ECONOMIC

Time to draw the line!

By Rachel Land, Reed Residency High School

Personal interest. That’s been the focus of reasoning, past and present.

“Where are my children going to go?” “That’s not the best school for my kids.”

Parents and others must look at the big picture. The School Board... it is there to decide what’s best for the community and, in turn, what zones will divide the district as evenly as possible.

Clark County’s burgeoning student population creates choice... people must accept that zoning will change.

It is important to keep a balance between the levels of cooperative input and interference. Parental involvement can allow some useful information, but, at the same time, it can slow the policy-making process.

It is virtually impossible to create a zoning proposal that will satisfy everyone.

Teaching staff, administration, allotted moneys and supplies had to be considered before a reasonable decision could be made. Compromise and cooperation are a necessary part of all policy-making; therefore, the lines must be drawn somewhere.

What’s best for the community? That’s what the question on the Board tried to answer. But when emotions run high, it is easy to see why issues get muddled.

Remember: one element of solving a problem is not becoming part of it!

Harrah’s to award $15,000 to stop under-21 gambling

Twenty students in Nevada have the opportunity to win either $1,000 scholarships or $500 awards for Honorable Mention in the annual Project 21 campaign sponsored by Harrah’s Hotel and Casino.

This campaign focuses on keeping people who are not yet 21 years old out of casinos and away from gambling. In fact, entries must be geared toward discouraging underage gambling. You may enter this statewide competition with an essay or a poster. The ten first-place winners will receive $1,000 scholarships. Ten Honorable Mentions will receive $500 savings bonds. The awards will be distributed equally between essays and posters.

Harrah’s has sent details of Project 21 to the principals at each high school. The deadline for sending an entry is June 30.
children; during this semester, she has been an intern in St. Harry Reed’s office, and she has 600 hours to her credit as a volunteer in Sunrise Hospital’s pediatrics ward.

“We try to help the kids realize that a hospital doesn’t mean just getting shots,” Larsen says.

She remembers especially one little girl she met in an organization that works with people who have cancer or AIDS.

“I thought she was just there visiting someone. Then I found out this little girl was there for AIDS treatment,” Larsen says. “That made an impact on me.”

School activities stand side-by-side in importance with her volunteer work: president of Interact, president of Mu Alpha Theta (the math honors society), senior class secretary-treasurer. And that’s not all.

Larsen was involved in Chaparral’s application for a first interstate Bank “Best Ideas” grant and now she’s in charge of fundraising to help equip Chaparral’s new telecommunications class.

“They need pretty much everything,” she says, including video cameras and other equipment. (Donations happily accepted.)

Since she began high school, Larsen has known she would be a doctor. Was she specialized in the pediatrics she has experienced as a volunteer?

“Just knowing I want to be a doctor will get me through the first four years,” she says. “After that... I’m just not sure yet.”

(End quote: Thanks to Chaparral counselor Lynn Sommer for telling CLASS!! about Jennifer Larsen, a student Sommer describes as “Having it all... she is intelligent, genuinely nice, and beautiful too”)

MUSIC MAN

(Continued from page 35)

“And since then,” Fleming notes, “we have won superior and first places, the band has almost tripled in size, and he created the first R&B funk band in the school district.”

After three years at Chaparral, he came to Valley. Other projects he has undertaken: painting and remodeling the band room, establishing a summer camp scholarship at UNLV and creating the color guard program — all while composing and arranging music for the jazz, pep

“we share feelings”

(Continued from page 5)

We have a common bond and we do share feelings.” And there’s another shared trait: they’re all excellent students.

“With all, academics come before anything else,” Nicole emphasizes.

Joy, a junior at Eldorado, maintains a 4.0 gpa while she plays football, practices power-lifting, participates in German Club, and does that volunteer work.

Tony, a junior who earns all A’s and B’s, just returned to Las Vegas High School after a semester in home-schooling because he believes he will learn more at the school. He plays the guitar and wants to join or start a band. He can be heard playing for some teen masses.

Christine, a sophomore with a 4.0 gpa, fills a regular babysitting job into her schedule and she hopes to join Gorman’s wrestling team.

Now the friends are planning a trip to Aruba, a Caribbean island just off the north coast of Venezuela in South America. That’s where Nicole comes from — and where family members are waiting to greet the four kids.

(The group is like a little United Nations: Joe’s background is German, Tony is Mexican and Christine is Irish.)

So how did Nicole change church tradition?

“They used to have older men as ushers,” she explains. “And my dad was one of them. But he decided teenagers should be ushering at the teen masses.”

Nicole talked to the priest, who agreed to try the arrangement “for just a little while.” That was five years ago. Her duties include seating people, collecting donations, writing and directing skits, overseeing other activities that take place during mass, and working with the younger church members.

“it’s kinda cool...”

(Continued from page 4)

Most of them juniors, are interested enough in what he’s going to think about getting into the painting program next year. He points out that the class will probably divide in size to 18 students.

In addition to Clark and Martinez, the class includes Salvador Macias, J.D. Daniels, Adrienne Martinez, Chris Rustin, Thomas Biller, Leonardo Juarez and Chris Wartel.

“ My friends think it’s kinda cool that I’m painting the Boys and Girls Club,” says Clark.

She studies hard and maintains all A’s and B’s, and she has no time for extracurricular activity or a job.

“I’m concentrating on education,” she says.

Clark says at first his parents were not thrilled with his choice of a painting career, but now they like what he’s doing.

“They’re proud that I have something in mind for my future,” he says, adding, “You don’t have to be a lawyer or a doctor to be a good person. I just want to be the best at whatever I

PAGE 37

Continuations

CONTINUATIONS

12 vs. 9:

What’s the better school year?

(Continued from page 6)

May 14-18, in the rodeo’s Grand Entry at Sam Boyd Stadium.

Reiger, 16, has been rodeoing since the age of five. She is a member of the Women’s Professional Rodeo Association, the Las Vegas High School Rodeo Team, and the Little Britches Rodeo Association.

She competes in open and junior rodeo in four events and has earned a ton of ribbons, belt buckles and trophies for her skills.

Reiger plans to become a veterinarian.

Little Britches Rodeo Queen welcomes Hildorado Days

(Continued from page 3)

Congratulations, Graduating Seniors... on your CONTINUATIONS in life!

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CCSD high school educators

By Lori Atley

The Kiwanis Club of Las Vegas recently sponsored a luncheon in honor of the club’s fifth annual Educator of the Year Awards. All CCSD high schools were represented.

Students will probably recognize at least one of the following award winning educators:

Advanced Technologies Academy:
George Brown, librarian

Arts and Sciences Technical 
Trades Center:
Amber Drabant, horticulture teacher
Banker: Melanie Flack, counselor

Brewer:
Steven Van Patten, history teacher

Boulder City:
Dominic Sessa, science dept. coordinator
Chaparral: Dianne Banyon, business dept. coordinator

Canyon Springs: James Schlueter, counseling dept. coordinator

Clay High: Cecile Rizzo, guidance dept. counselor

Claremont: Jason Ho, advisor of award-winning STATUS CLUB

Durango: Cheryl Norem, English language teacher

Edgewood: Gerald Pestal, science teacher, coach

Green Valley: Bobbie Poole, math teacher

Henderson East: Geraldine Trice, special education teacher

Henderson North: Josephine Carter, teacher

Horizon West/Sunset:
Indianna Friedlander, special education teacher

Las Vegas Academy: Jeannine Gillespie, vice principal

Las Vegas High:
Julie Rhea, business teacher

Laughlin: Ric Sun, Fine Arts

Mesquite Valley: Pam Bundy, special education dept. coordinator

Rancho: Charlotte Freeman, cheerleader

Silverado: Josi Leys, English teacher, Hispanic club advisor

Vo-Tech: Laura Shagans, technical skills teacher

Sahara East: Kay Hawkins, counselor

Valley: Karen Vaughan, journalism teacher (see page 7)

Virgin Valley: Charles Hurley, teacher

Western: Connie Porsey, cheer director, drama teacher

High school girls welcome to attend II Summit

The 1996 Women’s Summit, co-sponsored by dozens of organizations — including the Frontier Girl Scout Council, UNLV, the Community College, and Catholic Charities — invites high school girls to attend its conference at UNLV.

This one-day Summit, "New Era Women United," will meet Saturday, June 1, from 8:00am to 6:00pm in Classroom Building B on the university campus.

The conference goals are to raise awareness of women’s and children’s issues, to motivate and mobilize voters and decision-makers, and to unite women throughout Nevada...

The issues that will be discussed in workshops by the 50 speakers and panel leaders include:

• Ending violence against children and women

• Families in poverty

• Mobilizing young women for health and recreation issues

• Working in the workplace

• Valuing women’s work

• Voter education

• Sexual harassment

• Environmental issues

• School board elections

Conference registration is $10 for students, and includes continental breakfast and a luncheon. (Scholarships are available.) Register by May 21. For more information, call Mike at 895-8377

PARENTS HALL OF FAME

Great Clark County Parents of 1996

Dorothy B. Lihana

Elaine Thompson

Huntington

District A

Jarrod Beaugard

Brandi Neubert

Jeffrey Burr

District B

Dennis D

Brian Hord

Larry Mazzen

District C

Dennis E.

Linda Bryant

Larry Timpani

District D

Kevin Moses

Brandi Neubert

Larry Timpani

District E

Kevin Moses

Brandi Neubert

Larry Timpani

Ron Maul

District F

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Patricia Wright
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Little Britch welcomes Heli dorado Days
Rieger is part of the Reiger, a Distinct Student at Cheyenne named 1996 Nevada Queen.
She rode in the parade on Saturday.
(See LITTLE BRITCH)

BUY ONE EVENT - GET ONE FREE
(of equal or lesser value)

Family Fun Center
Ferris Wheel
Bumper Boats
Go Karts
Roll Arena
Golf

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Statistics from the Las Vegas Metropolitan Gang Unit indicate that there are 146 gangs throughout Las Vegas with 4,334 members, and 1,600 gang associates. Since gangs only started here in the early eighties, the numbers will more than likely double in 20 years, especially with the overload of people moving here from Los Angeles and other places.

Gangs in Las Vegas range from five to 300 members, depending on how long they've been around. From when they first started to the present, there have been 36 reported drive-bys leaving people wounded or dead. It is estimated that 72% of all gang members have been in jail at one time or another.

Gangs, or organized crime, which started in American in the early 1900's, dealt with such things as bootlegging, prostitution, and racketeering... business with a large amount of money. Organized crime has somewhat died out, but gangs still exist. Though their operation isn't as big, gangs still pose a threat to society.

I recently talked to a former gang member (who did not want to give his name) who says he joined the gang because, "It was my neighborhood, and when I was nine my brother got in so I figured I had to get in too, because it was meant to be."

He looked back at his gang days and told me, "If I could take it back I would. Getting out was the best thing I ever did. [The gang] made me a monster, took my soul away, and never gave me anything back in return."

There are organizations that help kids to stay away from gangs and to straighten their lives out. They include: D.A.R.E., Kids-N-Action, Youth Diversion, and the Youth Outreach Church. These organizations teach discipline to teenagers who have known only meanness, hatred, and low self-esteem. They teach kids that being tough isn't always going to matter and that growing up is the best option.

Gangs are growing at a tremendous rate, and these organizations are there to help teens realize what is right and what is wrong.

Gangs have been here in the past and are going to be here in the future; there is no way of stopping them, but there is a way to slow them.

Be cool: take summer classes at UNLV

From a report by Devon Jean
Senior, Silverado High

If you think Summer School is just another way to make up your credits from failed classes, you are wrong.

UNLV offers summer courses to high school juniors and seniors. You can (1) receive dual credit for high school and college work or (2) simply get started early in college.

Start thinking about college now! UNLV offers a large variety of courses that you can take this summer. If this is your jump-start into college, you might want to focus on core courses to get them out of the way.

Nevertheless, there are many interesting alternatives such as criminal justice, hotel management, foreign languages, and the ever-popular "Magic, Witchcraft and Religion."

Seniors need only to have graduated with a minimum GPA of 2.5 or higher; Juniors need a minimum GPA of 2.0.

Each class is worth three credits at UNLV. Students with a 2.5 or higher GPA are encouraged to call 894-2455 to talk about your interests and get lots of help with registration. You may want to talk with your counselors first about dual credits.

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Northwestern University's Honors Program in Medicine and the Rice-Baylor Medical Scholars Program—both highly selective—offered Larsen incentives to begin studying for her career as a bilingual physician.

After interviews and visits with the schools, she chose Rice-Baylor in Houston, TX, "because the people were really nice there...that convinced me," she explains. The eight-year program accepts only 15 students each year.

Larsen's schedule is awesome! She is completing fourth-year Spanish because she wants to work with the Hispanic community (particularly the

(See HOUSE CALLS, page 37)

Summertime Teen Prog
Sponsored by Clark County Parks & Recreation

Teen Leaders
Plan for the future as an upstanding teen in your community! Teen Leader programs are planned in your neighborhood at Paradise, Parkdale, Von Tobel, Whitney, Guinn, Sunrise and Lowden Centers.

You can learn work skills for future employment, participate in teen talk sessions, assist staff with activities for the younger children, and enjoy pizza parties, dances, sports, field trips and socialization with those with similar interests. Teen Leaders also organize community wide special events and projects.

Teen Rec Time
Cannon and Cashman Middle Schools offer a weekly Summer Recreation Program from
Imagine... Getting started on your college education while you're still in high school!

UNLV Classes for High School Juniors and Seniors: This fall six interactive-video UNLV classes will be offered at specific high school sites for high school juniors and seniors. Classes will be taught by UNLV faculty (with UNLV students in a campus classroom) and will be "real time"—which means that high school students at each site will be joining in classroom discussions with the UNLV faculty and students via distance education technology.

You can take:

General Psychology (PSY 101) 3 credits
Tuesday and Thursday, 1:45-3 p.m.

Humans & the Environment (ENV 100) 3 credits
Monday, Wednesday, Friday, 1:45-2:35 p.m.

Gender, Race and Class (WOM 101) 3 credits
Monday, Wednesday, Friday, 2:35-3:25 p.m.

Finite Mathematics (MAT 132) 3 credits
Tuesday and Thursday, 3:45-5 p.m.

Composition (ENG 101) 3 credits

High school sites for UNLV interactive video classes are:

In Las Vegas
Advanced Technologies Academy
Bonanza High School
Eldorado High School
Valley High School

Surrounding Communities
Laughlin High School
Pahrump Valley High School

For more information about how you can start your college education, please contact...

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Not one, not two, but... 3 plays to be presented

The public is invited to three theatre experiences presented by students at The Meadows School in May. Tickets are $5 and must be purchased in advance. Call director Lauren Hunady at 254-1610, ext. 219.

RUMORS are flying! The cast of the hilarious Neil Simon play "Rumors" are shown here on the set. Seated, from left: Tiffany Stepuchin, Aaron Goldberg, Laura Bielinski, Peter Simon and Heather Robbins. Standing: Justin Michaels, Jaleel Anjum, Brooke Wagstaff, Jolyn Groom, Jayden Brant, Astra Herzlich, Frank Toddre, Victor Buscaino and Jeff Raskin.

MAY 26: "Rumors" by Neil Simon

This wildly funny play takes place during an anniversary party that never quite begins: it seems the host shot himself, his wife is missing, three guests are in a car accident — and rumors are flying!

The cast includes Justin Michaels as the deputy mayor's lawyer; Aaron Goldberg, Laura Bielinski and Peter Simon as the accident-prone guests; Jaleel Anjum and Brooke Wagstaff as a psychiatrist and his cooking-show-host-wife; Jayden Brant and Jolyn Groom as a politician and his wife; Victor Wright and Astra Herzlich as an arguing couple; and Victor Buscaino and Heather Robbins as "the ditzes." (Hmm, like they're not ALL ditzes!) Finally, Jeff Raskin and Frank Toddre show up as police arriving on the scene.

Take KAPLAN and get a higher score!

Call Kaplan. Call today.
1-800-KAP-TEST
In Las Vegas 798-5005

MAY 25
Hotel Para...

Okay, so it was in Paris — but don't let that throw you off! There's this play! There's something about mistaken identities, clowns and hilarity!

The two couples, Robbins and Anjum Drake. Henri Buc...
A two-week trip to the Latin American country of Costa Rica is scheduled for July 14-29. Students will stay with a Costa Rican family in the capital, San Jose. In the mornings, they will go to the Forester Institute, an international school that offers Spanish to students from all over the world. During the afternoons the students will go on cultural trips to places such as coffee plantations, historical ruins, museums, rain forests, and a university.

Skip the pizza, try the gnocchi

By Nikole Williams

While some students are daydreaming about what they'll be doing during the summer, the members of the Italian Club know what's on their agenda: they'll be in Italy. Students have already begun fund raising to help pay the expensive costs.

The trip to Italy will begin with the flight to New York on June 17 when 42 students, teachers and other chaperons will then take off for Europe.

They'll tour a number of cities including Milan, Genoa, Naples, Rome, Vatican City, Pompeii, Venice (where they'll ride on gondolas), and they will visit museums and churches.

Everywhere you go, you can hear someone complaining about how the government is run. Yet, how many of those who complain actually vote? Many people take the act of voting for granted. As more issues are affecting teens, it is becoming imperative that teens vote. People say that voting is their right. If so, they should exercise that right. If every teen who could vote would vote, maybe something would get done—like we could get representatives who actually care about our problems.

Minimum wage could be raised; college financial assistance could be more accessible; heck, maybe Jimi Hendrix could get a street named after him.

To vote, you must be at least 18 and a U.S. citizen. In Nevada you must register at least 30 days before the election takes place. Just do it!

A tiny thought
From Hagar Labeck

As summer approaches, many students are planning parties. Drinking by persons under the age of 21 is illegal, but it is naive to believe that teenagers don't drink simply because of the legality.

In one recent year, 2,691 alcohol-related deaths of kids were recorded which makes drinking an underlying cause of death for teens.

It's the thought that counts.

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Second Place

Third Place
Accounting II: Ashley Ackerley, VoTech; Business Law: Michelle Koven, Green Valley; Information Processing: Kwan Hyo Kim.

The newly-elected State Officers include Rebecca Armstrong, A-Tech Academy, as Treasurer.

Summer Jobs
for Young Men and Women, 14-21!

You are eligible if...
(1) Your family receives Public Assistance (such as food stamps or ADC)
(2) If your family's total gross income in the last 6 months meets one of these requirements:

<table>
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<th>Family Size</th>
<th>Annual Income</th>
<th>6 Months Income</th>
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<td>5,430</td>
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<tr>
<td>6</td>
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<tr>
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<td>29,070</td>
<td>14,535</td>
</tr>
</tbody>
</table>

Summer Youth Employment Program
NOW SERVING YOUTH AT
240 West Oueens
Two star players from the Silverado boy's golf team made it to zone. Freshman Brad Callihan and junior Jason Rowland, who have been playing since they were ele-level with the 7 irons, have the best averages on the team. The varsity team had only nine members this year, and no seniors, but has excellent prospects for making the playoffs next year.

Swimmers make waves
(From a report by Glenn Pilarowski, below)

The men's and women's swim teams have had some stand-out performers this year. Strong performances have come from Gena Benson, and relay team members Jacque Hoover and Trisha Healey; and from Jansen Donoghue, Brady Hess and first-year diver Mario Paladino. The girls have a strong record of 6-1 going into zone...ranking with the top three teams in the Valley. The men's record stands at 3-3.

Lady Hawks baseball look 'like veterans'
With only two years of experience the Lady Hawks look like veterans in the league. They recently clinched the Sunset Division championship for the second year. The team is led by three-year lettermen Heather Young, LeMeka Anderson and Kelly Hoorn. Top pitcher is Anderson, a junior, who was last year's M.V.P. in the Southern Conference. Other team assets are freshman newcomers April Arata, Laura Connors and Julia Yurek.

Senior pitcher Shana Singer, sidelined by a car accident in January, was named to the All-Tournament Team, along with Anderson.

Hawks whomp USA Today pick
(From a report by Adam Hill)

Silverado's Hawks men's team recently beat the Gorman Gaels, 5-2. USA Today had ranked the Gaels 19th in its poll. Leading the barrage was Phil Platanitis, a former Gael.

"It only proves that we can beat anybody when we play to our potential," says junior catcher Brandon Splinter.

The spirit is great but the Hawks' season record of 14-12 did not earn them a place in the zone tournament.

We're telecom
(From a report by Melissa Far)

The introduction of telecommunication technology has opened door to a world of educational opportunities. Online networks allow them to reach out locally, globally...to do research, their writings, work on projects, or talk to scientists around the world.

Students in Silverado's Lab research air and water quality, investigate marine science and study the social and economic climates of foreign countries by communicating with schools around the world.
full of memories

experiences
“the real thing”

The Eldorado NJROTC travelled by bus to the Mini-Boot Camp held at the Marine Corps Air Station in Yuma, AZ in April. Activities for the one-week camp included rappelling off a three-story tower, land navigation in the desert, indoctrination in the use of gas masks (with exposure to tear gas), an obstacle course run, firing M-16 rifles, and cardiopulmonary resuscitation (CPR) training.

The 43 NJROTC members also visited aircraft facilities, learned to use flight simulators and experienced plenty of drill and physical training.

Jessica Martin of Eldorado High School has won the third level of the Lions Club 59th Annual Student Speaker Contest.

Competition at this level is from throughout Southern Nevada. State-wide finals were in Reno in April. The nationwide prize is a $17,500 scholarship.

This year’s subject was Affirmative Action, which has proven to be one of the hardest topics in a long time for teenagers to deal with.

The Lions Club collects eyeglasses that can no longer be used and recycles them before distributing them to children who might not be able to afford glasses. Collection boxes are in many local schools.

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Tillman receives appointment to West Point

By Steve Zyla

Basic Senior Travis Tillman has received an appointment to the United States Military Academy, to begin July 1.

Tillman is not only an outstanding student, he is also an outstanding athlete, and someone for younger students to model themselves after.

Tillman carries a 4.7 grade point average and will be one of the valedictorians at this year's graduation. He has lettered in track for four years, is wrestling for two, and football for two.

All of Tillman's hard work has finally paid off for him. Tillman was also accepted to the U.S. Coast Guard Academy at New London, but he chose West Point instead. He will attend for four years, then will be enlisted in the United States Army.

While at the Academy, Tillman plans to major in Environmental Engineering. Tillman has received a full scholarship for his time at the Academy, and he will receive $550 a month while attending.

Getting the nomination was not an easy thing. He was appointed through Senator Harry Reid. Travis says that about 10,000 people apply for an appointment at the Academy yearly. From these, 6,000...
"I release my poetry naturally from the heart," explains LVHS junior Nicole Moore, about how her poems flow so easily.

Since the second grade, Nicole has written poems as a way of expressing her emotions. Throughout her childhood she has encountered difficult situations which her poetry has helped her deal with...over 150 poems, most of which are based on love and past experiences.

Nicole read her poem Black Ecstasy on Multicultural Night. "People were asking me if it (my poem) was Maya Angelou's; I was flattered," Nicole says.

She plans to release a collection of poems; however, she explains, "The only thing I expect (to gain from the publication) is peace.

Excerpt from Black Ecstasy.
How can I forget the pain,
The heartache,
The sorrow,
How can I forget the hope to see
a brand new day,
Tomorrow.
How can I forget the bondage,
The late night night hours rush.
How can we forget yesterday’s leaders,
Who paved the way for us.
Looking back on the past
Through an elderly woman’s eyes.
The scars upon her face,
The heart ache,
she cries.

SOL (Student Organization of Latinos) at Las Vegas High School will have its first "Streets of Las Vegas Clean-Up Day" on May 19. Members will paint over graffiti and pick up trash in the neighborhood around school.

Celebration
On May 26, SOL will sponsor an Awards Ceremony at the Hacienda Hotel. At least two $100 scholarships will be given to Hispanic students. Awards will go to SOL officers and advisors, and to parents and LVHS administrators who have supported the group all year.

Switcheroo
Scholarship money comes from SOL’s Principal-for-a-Day fundraiser held earlier this month. The club sold $1 raffle tickets and the winner exchanged places with Principal Barry Gunderson. The student worked in the principal’s office; Mr. Gunderson attended classes all day, did classwork and homework, took tests and had lunch with the rest of the students.

Menudo Run: New Tradition
The First Annual Menudo Run, sponsored by the Latino Police Officers Association, was "clean" thanks to the SOL organization at Las Vegas High School. The members volunteered for two things: to hand the runners cups of water and to clean up the discarded cups along the track afterward.

The 10k race and 2-mile “fun run” raised funds that will be used for scholarships for Hispanic students and to help support a drug-abuse program.

Young life cut short
"Jessie" was the kind of who would make you laugh you wanted to cry. She always a joke or story to tell that could smile on your face. Her enthu for life revolved around some friends, and family. Although had triumphed over many tions in her life, nothing could prepared her for what was to come.

Jessie had just moved from Vegas to Oregon. Three days
and both sexes sit socializing with their hollers, “A fight! All the students are seen so many with such attention, allegiance! Five tation between the two “show” is over. Food, continuing me until I overing the fight. One

I was shocked and disgusted! As responsible “pre-adults” they should have been upset about the fight. Instead they revel in the violence and bloodshed.

Is this what our so-called “safe educational environment” has become, a place filled with bloodthirsty savages? Everybody hopes that one day all students will get along, but because we live in Las Vegas, the “boxing capital of the world,” we salute our role models by beating each other senseless.

It seems as if we, the future of America, have been programmed since early childhood to enjoy violence. Some children’s television shows I remember best are those with senseless violence: He-man, She-ra (remember kids, it’s okay for girls to kill, too), and the Teenage Mutant Ninja Turtles.

The violent cartoons of my youth have evolved into the “new age”: The Mighty Rangers, putting children in an angry commercial-based trance.

For example, one afternoon I spotted some neighborhood children, all decked out in their spiffiest Ranger accessories, playing the Power Ranger game. They screamed out, “Red power! White power!” before beating each other down.

I asked the mother of two of the playing kids whether she thought it was appropriate to teach her two-year-old son how to fight. She answered she was teaching him how to defend himself, that she didn’t want her son ‘to be a wimp’ and come home with bruises.

Did I miss something? Aren’t these individuals who bring violence into the playground the people we refer to as bullies, the bad ones in our society?

We need to get our human values in order and start treating each other with the respect and dignity that every one of us deserves.

Would you rather have your friends teasing you for not fighting or your family mourning over your death?
VoTech students really mean business!

VoTech's FBLA (Future Business Leaders of America) returned from the State Convention in Elko after capturing second place for the largest chapter membership.

In addition, three VoTech seniors won awards: (l-r) Dawn Sherman, first place in Accounting II and Computer Applications and second in Information Processing and Word Processing.

Ashley Ackerley took third place in Accounting II; and Jennifer Velazquez captured first place in Word Processing.

Velazquez was also the winner of the Who's Who in FBLA Award.

Sherman also walked away with an FBLA Scholarship.

VoTech captured 29 medals in the state VICA (Vocational Industrial Clubs of America) competition held in Reno in April. Seven of the ten gold medal winners are shown above:

- left: Jayme Nordstrom, Marine Mechanics; Ginka Manu, Nail Sculpturing; Jason Parker, Air Conditioning; Thomas B, Electronics; Brent Baran, Computer Drafting; Robyn C, Cosmetology; and Moses Garay, Electronic Product Service.

Not pictured are Gold Medal Winners Priscilla Pitch, (nary) Job Skill Demonstration; Melissa McComas, Comm Baking; and Jonathan Carino, Auto Collision.

VoTech also won the award for the largest membership State, ranking third in the nation. Drafting Senior Geno Asl won a $500 VICA Scholarship, and Cosmetology teacher Garrett, was named State VICA Advisor of the Year.

VoTech students responded to recent Holocaust speakers at the school by taking action against derogatory graffiti on school property.

The speakers were Jerry Molen (Executive Producer of Schindler's List), Gene Green (adult child of two survivors) and Captain Franks of the Las Vegas Metropolitan Police Department. They stressed the importance of living the lessons of the Holocaust.

One of those lessons is to take social responsibility and put ideals into action.

In April, 113 freshman and sophomore VoTech students helped fight hate. Paint rollers and action against graffiti will continue.

How did they carry all those medals home?

Paint rollers and action against hate help VoTech students fight prejudice.

WE'LL HELP YOU EARN $30,000 FOR COLLEGE.

Now the Army can help you earn more than ever before for college, if you qualify...up to $30,000 with the Montgomery GI Bill plus the Army College Fund.

This could be the perfect opportunity to earn the money you need for college and develop the qualities that will help you succeed once you get there. For more information, call your local Army Recruiter.

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**ABAJO LA 187 !!!**

En el terreno político, Tamara manifestó tristeza y desilusión por el cauce que han tomado las cosas en el ámbito migratorio.

Cambió la sonrisa por una expresión de seriedad, y con firmeza propuso que, ante los graves problemas que se observan con los indocumentados que desesperadamente buscan trabajo en Estados Unidos, se otorguen permisos de trabajo temporales y condicionados a la demanda laboral.

Es decir, agregó Tamara, se tiene que aceptar que el problema migratorio es bilateral. Y en cuanto a las recientes leyes que se impulsan gritó: "abajo la 187".

Cuestionada sobre la posibilidad de concientizar al pueblo a través del mensaje musical, externó que es necesario promover los derechos humanos como base del convivio humano; "a Dios no le gustan las fronteras, pienso que todos somos ciudadanos del mundo".

Ya entrados en el tema de la defensa de los derechos civiles, Tamara dijo categoría que "para mí tanto el hombre como la mujer tenemos las mismas cualidades y los mismos derechos".

La gente pidiéndole autógrafos y fotos a su lado exigió que ahí terminara la entrevista, la cual permite notar que, en Tamara la belleza no está reñida con la inteligencia.

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**El jíbaro Tamara se consolidó el 5 de mayo en LV**

*Este artículo se publicó en el periódico La Jornada el 5 de mayo de 2018.*

**Alejandro**

Al ojiverde Tamara, gente con el público, Freedom Park, el pasado año durante la aniversario 134 de la de Puebla.

En el estelar aniversario con toda una estación donde hubo casi de banda, salsa, zangues, folclor y más.

Presentó en mismo año pasado, cuando suba en "las nubes". La no se escuchaba en las antenas de México y.

Entendió con Class al final de un año dijo que recién su último disco, "El Contigo".

No una ligera ausencia de él en centros nocturnos debido a que canalizó sus "las nubes". La no se escuchaba en las antenas de México y.

Entendió con Class al final de un año dijo que recién su último disco, "El Contigo".

> **Familia reunida**

La gente pidiéndole autógrafos y fotos a su lado exigió que ahí terminara la entrevista, la cual permite notar que, en Tamara la belleza no está reñida con la inteligencia.

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**Estudiantes de Secundaria**

**Conferencia sobre la mujer**

La Junta de la Mujer en 1996, patrocinada por docenas de organizaciones (incluyendo H.A.B.L.E., Girl Scouts y Caridades Católicas) tiene el gusto de invitar a estudiantes femeninas a que asistan a la conferencia el día sábado, 1ero de junio, en UNLV.

Temas que se tratarán incluyen:

- Ponerle fin a la violencia en contra de niños y de mujeres
- Familias en la pobreza
- La mujer en el trabajo

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A favor:

Andrya Padrón, Valley High School
“Mis pros son: Se acabaría la vestimenta de los “Cholos”. Todos estaríamos vestidos igual. Estudiantes de otras escuelas no vendrían a ésta y si lo hacen, los agentes de seguridad sabrían que no son de Valley High School. No habría problemas con las muchachas que usan faldas muy cortas, no hubiera tanto RPC y estuviéramos mas controlados en la escuela. Se acabaría un tanto la violencia por el uso de uniformes.

Douglas Recinos, Valley High School
A mí me gustaría que esta escuela adoptara ese mandato. Personalmente, no me gustaría usar rojo y blanco. Preferiría que escogieran azul, con la diferencia de que la camisa llevara el nombre de la escuela. El uniforme acabaría con las diferencias sociales y no se sabría quien tiene más dinero. Con uniforme, no tendríamos que preocuparnos de que ropa ponemos al día siguiente. Hasta la violencia puede que disminuya a consecuencia del uso de uniformes. Las muchachas ya no vendrán vestidas tan atrevidas como lo hacen hoy. En vez de venir a coquetear a lo mejor vendrán a aprender algo. Este método ha tenido buenos resultados en el estado de California y debería emplearse aquí en Las Vegas también.

Judy Estrada, Valley High School
El uso de uniformes es una buena idea. Los uniformes terminarían con muchos problemas de los estudiantes y de las escuelas. Facilitaría el problema de que ponerse todos los días y ayudaría para que las autoridades identificaran a los estudiantes. Usar uniformes le daría formas nuevas de expresar su individualidad al estudiante, ya que mucha gente lo hace únicamente con la ropa que se ponen. Ya no habrían estudiantes vistiéndose como Pandilleros. Los estudiantes que salen temprano de la escuela serían reconocidos fácilmente. Una gran ventaja es el aspecto económico. El precio de un uniforme es mucho menos que la ropa. Te este modo, puede uno ahorrar dinero para otras cosas.

Yamilet Ramírez, Valley High School
Usar uniformes genera respeto. También ayuda a distinguir al estudiante como parte de instituciones religiosas, militares, médicas o escolares. En muchos países es común el uso de uniformes en las escuelas. Los beneficios no son solo para los profesores, padres de familia, sino también para el estudiante. Para los profesores sería más fácil controlar a los estudiantes, para los padres de familia sería más económico y para los estudiantes sería más fácil identificarse como estudiante. El uniforme es una buena idea. Al usarlo nos beneficiamos todos. Pero si pienso que deberían consultar con los estudiantes a la hora de escoger el estilo del uniforme y el color. Somos los estudiantes los que los vamos a usar. Además, el viernes podría ser día de vestirse como uno quiere, siempre y cuando no se rompan las reglas de la vestimenta.

Melissa Friedman, Chaparral High
Yo pienso que los uniformes escolares serían una gran cosa en la escuela Chaparral. Primeramente, ahorraríamos dinero en las ropas que llevamos a la escuela y tendríamos más para las ropas que usariamos en otros lugares. Además, tendríamos más dinero para otras necesidades como gasolina y podríamos ahorrar un poco más. Luego, no necesitaríamos llegar tarde a la escuela por buscar que ropa ponemos cada día y ganaríamos 15 minutos por lo menos o podríamos dormir 15 minutos más. Últimamente, no tendríamos que estar a la “última moda” en un concurso de popularidad. Creo que el uso obligatorio de uniformes es una gran idea y deberíamos de adoptarla.

Jessica Chávez, Chaparral High

Kenia Leon, Valley
Yo me opongo al uso de uniformes, interfiere con la creatividad tiempo que opaca la perspectiva de las escuelas, pero las contradicciones e incitan a todo, los estudiantes que dejan de ser o bueno o

Gerson Argüeta,
Poner uniforme en las escuelas es una gran cosa, estudiantes que quieren ir a otras escuelas vendrán a esta y si lo hacen, se daría cuenta de que no son de Valley High School. No habría problemas con las muchachas que usan faldas muy cortas, no habría tanto RPC y estuviéramos más controlados en la escuela. Se acabaría un tanto la violencia por el uso de uniformes.

Milly Rodríguez
El incorporar uniformes en las escuelas es una gran cosa, violando el derecho de todos los estudiantes de poder vestirse como quieran. Aunque algunos dicen que no hay discriminación, veo cómo tratamos a los estudiantes que usan uniformes como niños. Que no nos critiquen por la forma en que tratamos a otros, cualquier otra cosa. Como responsabilidad y libertad.

Karina Sandoval,
Como escuelas públicas de la libertad de ponerse lo que uno quiera, pero si piensa que debe ser director de alguna compañía. Nosotros estamos Silverado y hemos aprendido el futuro.

Soy Ryan Wray, 

Español
Hoy en día la lengua del mundo es con las personas hispanas, que sus empleados hablan español en Estados Unidos. Nosotros estamos Silverado y hemos aprendido el futuro.

Soy Ryan Wray, 

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Por Jorge Kihuen, Rancho High

La oficina de asuntos multiculturales del Distrito Escolar del Condado de Clark organizó un taller informativo presentado por estudiantes y dedicado a los maestros. El evento se realizó en el auditorio de la escuela superior Clark durante el sábado 13 de abril del corriente año.

En el panel que trató sobre la cultura hispana participaron como panelistas la señorita Kim Wanlee de la Academia de Bellas Artes Las Vegas y Ariadne Monarrez, David Rivera y éste servidor, Jorge Kihuen, de la Escuela Superior Rancho. La señorita Wanlee, originaria de la China, ha vivido ocho años en España y ha aprendido bastante de la cultura de ese país. Los otros panelistas somos de México.

Yo tuve oportunidad, así como los otros panelistas, de expresar mi punto de vista y de opinar de las diferentes situaciones y problemas que confrontamos los estudiantes en el mundo actual. Las diferencias culturales fueron mencionadas y la atenta audiencia ofreció una serie de preguntas muy apropiadas relacionadas con los estudiantes hispanos en nuestras escuelas. Las respuestas fueron amplias y con lujo de detalle para aclarar puntos de confusión.

En total, este evento nos dio la ocasión para aclarar nuestras diferencias personales y las que parecen cuentas, a pesar de nuestras particularidades, resulta que todos somos bastante iguales.

Claro H.S. tiene astronautas en su campus

Estudiantes en la clase de tecnología de Clark H.S. construyeron un modelo espacial de cuatro cuartos este semestre. Los tripulantes son Pedro Medrano, Nichole Wagner, Danny Koven, Daniel Sigler, Jordon Yelin, Jackie Brown, Nate Cannon y Josh Connell. Como astronautas de verdad, los estudiantes trabajan en turnos de ocho horas, haciendo trabajos que se les manda a través de la computadora. Dentro de muy poco, otras escuelas tendrán acceso y podrán ver que es lo que sucede dentro de la cápsula espacial.

Estudiantes de la secundaria hablan acerca de la violencia

Estudiantes de todas las escuelas secundarias del área de Las Vegas participaron en la junta de la Juventud de Nevada Sobre la Violencia doméstica. Dieron sus ideas de cómo resolver los problemas de la violencia doméstica en nuestra comunidad. Funcionarios públicos de alto nivel estuvieron presentes para escuchar los puntos de vista de los estudiantes. Dignatarios presentes incluyeron a los Senadores Estatales Dina Titus y Mark James, y la Miembro de la Asamblea Gene Segertom.

Club SOL de LVHS tiene una temporada agitada

Por Manny Reyes, Presidente del Club SOL

El Club de Estudiantes Latinos (SOL) de la escuela secundaria de Las Vegas llevará a cabo su primer “Limpieza de las calles de Las Vegas” el día 19 de
Azucena Rodríguez, Valley High
Una mujer sagrada
la cual es capaz de dar su vida,
por mí que soy su hija.
Ella, la cual le dio vida a mi corazón;
que por mi padre me engendró,
y ella en su vientre me llevó
y a los nueve meses naci yo,
para convertirme en niña inocente.

Pero al pasar de los días,
fui aprendiendo de aquella mujer sagrada,
lo más bonito que en la vida, pueda existir.
Que es a Dios siempre amar
y nunca a la gente odio.

¿Quién es ella?

Anabel González, Valley High
Es muy chistosa.
Nos cuenta bromas que al fin entendemos
horas después.
Es muy inteligente.
Ya apredió todo lo que la vida ofrece.
Es callada.
Se sienta muy calmada como una niña
castigada,
pero cuando dice una palabra es para
defenderse
o para cumplimentar a alguien.
Es simplemente maravillosa.
Yo se lo agradeceré eternamente.
Es mi esperanza, mi amiga, mi vida.
Es mi madre.

Elvía Rodríguez, Valley High
Eres la mejor madre del mundo.
Eres la reina de mis jardines, como así
eres la primavera que siempre rodea mi
alma
con sus flores mas hermosas y
el canto de los pájaros.

Madre
Mirna Unzueta, Valley High
Madre, te agradezco
tus desvelos y tus consejos
que han sabido guiarme
por el camino de la felicidad.

Madre
Ireri Herrera, Rancho High
Tu eres la luna y el sol
porque estás llena de amor
y yo soy una semillita
que necesita tu calor.

Madre Querida
Beatriz A. Perez, Rancho High
Eres como la seda
suave por dentro, suave por fuera,
eres como la brisa
con una tierna sonrisa.

MOVIES

Por Giuliana Campos & Mónica Soto, Silverado High

FEAR - Esta película trata de una muchacha de dieciséis años
que se enamora de un hombre que ella piensa que es muy
simpático. Pero después se vuelve malo y mata al mejor amigo
de la muchacha. Pensamos que la película está llena de sus-
penso y nos gusto mucho.

EXECUTIVE DECISION - Kurt Rusell es un buen actor y en la
película él salva a muchas personas de los terroristas en un
avión. También nos gusto la película. Tiene mucha acción.
Todos la deben ver.

SGT. BILKO - No nos gusto esta película. Es muy tonta.
Sugerimos que no vayan a verla, porque hay otras que son
mas cómicas.

Las Canciones

COLORES Y VE

Por la noche, pen
para adornar; oc
despierto, me m
con la m

Empiezo
luchando por hac
buscando cari

Separando y componen

construye
y decorando mi sa
mis regalos, e

Voces, lla
son mi maletín de truc
para limpiar a un pequeñ
fr
con agenda llena de vert
Estimado Editor:

En la edición de abril de Class!, se publicó una carta al Editor, tratando de decir que no se les hacía justo que hubiera una edición para como hispanos, tenemos que aprender el lenguaje y la escritura de los como norteamericanos que son, deberían saber que el idioma español y que el inglés. Nuestra opinión como hispanos es que no es justo que eliminan la

La opinión pasada nostros pensamos que de esta manera se resolverá el racismo en el que vivimos hoy en día al igual que la incommunicación en el que vivimos hoy en día al igual que la incommunicación alrededor de todo el mundo. Esperamos que las publicaciones en español no causen más problemas entre nuestras mismas culturas.

Atentamente,

Estudiantes de Valley High School preocupados por nuestras raíces;
Josefina Palacios, Fatima Alvarez, Karina Sabelos, Jesús Beltran,
Martha Quintanilla, Alma Oliva, José Martínez, Eddie Gómez,
Ricardo Sedano, María Becerra,
Jocanne Flores, Luigy Rosique.

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  Park
  6124 Moapa

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- Tarjeta de S.S.
- Identificación con fotografía (Jóvenes de 18-21)
- Prueba de Domicilio (Recibo de renta/Facturas de luz o teléfono)
- Prueba de la Cantidad de Familia (Certificados de Nac., Acta de Matrimonio, Formas de Welfare, etc.)
- Prueba de Ingreso Familiar (Tarjetas de Cheques, Formas de ADC/Ayuda Para Hijos Dependientes, Food Stamps/Estampillas de Comida, etc.)
- Transcripciones y la forma 703 del Distrito Escolar Condado de Clark (hablar con su consejero)

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when someone parks a car in the Cowboy Corral, they don’t really think about it again until they’re on their way to Taco Bell. They expect the car to look the same way they left it: in one piece. No one expects to come out to a keyed paint job or a busted brake light but, unfortunately, some do. It’s school vandalism and it’s one of the reasons school security has been increased.

“Cars are getting shoe-polished left and right,” says one junior. Shoe polishing is the least of the damage done; most of that is just for a kick. But backing into someone’s car and leaving isn’t. It’s a hit and run.

“I didn’t think people at my own school would just hit my car and leave,” says one surprised senior. Junior Summer Ernststein agrees: “I would hope people would give a little more thought to other people’s property.”

Even the bike patrol is not invincible. Sophomore Adriana Menengatos, whose car was keyed and washed with chocolate milk, says “My tax money goes to those cop people...why

Believe it or not, those two “cop people” actually DO something: every day they’re out there patrolling the area and watching for suspicious occurrences, such as slow-moving vehicles circling the school. And they have a huge area to cover.

The bike patrol urge students to report vandalism promptly; they cannot take a police report if it is delayed (unless there is a witness).

Broken windows, stolen stereos, hit and run accidents — arrests are made but, because they are not announced over the PA system, most students are not aware of the many things our campus security prevents.
Love is not defined by race, age or gender

By Andrew Torres

Love... the word itself has many meanings and conjures up many mental pictures. To some, love is a good friend sharing a platonic relationship. To others, it is a boyfriend or a girlfriend.

What influences one's choices of love? Is it anything to do with society or standards? What about race? Or is it other people's views on sexual orientation? These all have a role...but should they be a consideration in someone's love life?

Older generations may think there is a guideline to love, one that states what type of person can date another based on superficial things like race, age, status, and sex. Sorry, but there is not.

All we have to go on is our emotions and what we feel or don't feel for a person. By basing their skin color. In some places it is widely accepted, but in others, it is condemned. Is there substantial basis for this sort of prejudice?

Mixed race couples are not the only people that face rejection. Bigotry is also experienced by those in same-sex unions. Many say these pairs are "not right" or "immoral." Who are we to judge others or to condemn them for the way they feel?

Who we choose to spend our lives with shouldn't matter as long as there are common bonds and feelings. We

---

The emotions that raced through me were torn between fear and utter hatred. My whole body began to feel numb. I displayed an intensity I've never seen before.

It was on a December night, 15 years ago, working the night shift when our local convenience store was robbed. If you've never experienced it, hope it is something you never have to endure.

The total robbery took maybe ten minutes, but the scars left behind last a lifetime for the victims.

Just when I thought it was over, it began again; only this time the setting was much different. This time he was not in control; I was. The courtroom was the setting for the battles yet to come.

Now my feelings are turning into rage instead of fear. How can this guy turn my whole life upside down in just ten minutes? What right does he have to violate my right to be secure? But what I have asked myself over and over again was: why was this habitual criminal still allowed to walk the streets? This is just another example of how justice fails us.
New coach 'out for change'

By Jimmy Cavareta

Nick Butera was recently named Head Coach of the Bengal Varsity Football Team, replacing Coach Rick Traasdahl.

Butera says he is out for change. His main goal will be to get the student body more involved. He also says that Bengals will see some changes made to the field and stadium itself.

For the football team, Butera will bring his own plan of attack. On offense he will run more different sets, such as two offset-backs in the backfield, and even the single-back set. The defense will see more differences in formation, too.

"One of our greatest assets is going to be the returning big offensive line," he says.

A undergraduate at Bonanza, Ama spent her first six years in Papua, New Guinea, an island off the northern coast of Australia. Her backyard was a rain forest, complete with the native "Mudmen" who cover themselves (you guessed it) with mud. Living with a diverse cultures, Ama finds “beauty in their differences.” When she was six, she moved to North Carolina and then to California and finally to Las Vegas.

At Bonanza, she single-handedly wrote and directed this year's Black History show. Instead of the usual program about slavery and segregation, Ama chose instead to enlighten her audience “about a culture that is often forgotten in history classes.” The ideal school, in her opinion, would give equal representation to every culture.

Ama has participated in choir and theatre since her freshman year. For the first semester of this year, she was in the advanced singing group, Madrigals, but had to leave because of scheduling conflicts.

With her love for theatre, Ama has an even greater passion for writing. She has been writing plays since 6th grade.

"I find for a moment you become somebody else... the master of your fate,” she says.

Ama has written seven plays and often uses herself as the mold for characters. In her one-act musical "Musically Correct," the main character is a little girl, misunderstood by her family and teachers, who escapes through imaginary friends. As a child, Ama says, she was "really strange"...that she, too, lived in an imaginary world.

Ama can picture herself as nothing other than a “poor but ambitious playwright/waitress” in ten years. When asked where her passion comes from, she says,
Students should learn about others' beliefs and from their parents...[or]...attend a private school, come to school to learn religion, not to learn their religion. This is rarely an equal opportunity for students and churches are each doing what it is best for them. Students, especially about religion in school, is better left at home, the places of worship.

This controversy was known as the "Bible Wars." Since this time, religious practices have been taken out of all public schools.

Students should know about others' cultural backgrounds and beliefs, and that includes religion...[to] help people better understand why some people do what they do. Students should be allowed to practice whatever religion they want to, but they should not criticize others.

Having religion in schools will better inform the students about the different religions in the world and...they would better understand each other.

Many people criticize because they don't understand or know. If religion was taught, they would have an understanding of other religions, and not just their own.

The [School Board] should provide a class that teaches all different types of religions. This class would teach only the beliefs of the different religions, and it would not include the opinion of the teacher teaching the class. This would solve many problems that are involved with religious practices today.

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This is in response to your recent letter to CLASS! 

You stated that by having a Hispanic section, all the other cultures would want special treatment, too, and [because] we all live in America, we should all speak English.

You have definitely been misled. People should be in touch with their heritage and express it to others. You said [Diganos] causes more racism and separation; comments like yours are what cause that.

This is America; all people are created equal and have freedom of speech. [Do you believe] they are allowed to have this right only as long as it is English they are speaking or writing?

At [Valley] we have a multicultural newspaper that educates ignorant people. It gives every ethnic group a chance to speak out. You should have more of an open mind before you speak out to others on any such issue. [and]

educate yourself first.

Shannon Corrington
Valley High School

Dear Student at Western High,

I strongly believe that special treatment should not be given to a specific race, like you mention in the most recent issue of CLASS!

I think that when you are living in America you should respect their beliefs like the Pledge of Allegiance to the Flag. I don't mean trying to adapt their religious beliefs. All races could practice their religious beliefs, but when specific races ask for their own section in the newspaper...that's going to add to the problem of segregation and favoritism.

America is a free country, but there are a lot of other races out there. If we start a section for Spanish, then we will surely start more than a racial problem, because there are lots of other languages used in America besides Spanish.

We definitely need to put a stop to all this treatment. I know Spanish is the second language used in the schools.

To "Anonymous" at Western High:

Segregation is, indeed, a great problem we face in this community. In my opinion, its main cause is ignorance. Without knowing the differences among various racial groups, how can we work with them...

You spoke of the so-called "Language of Americans" without realizing what you have said. America is not made up of one country, but two continents. Throughout America we find many distinct customs and languages.

Although I know you [meant] the United States, you are still wrong. Even here, we are referred to as the Melting Pot of the World, and differences are expected. As for Hispanics wanting to represent

About youth, age

This letter is in response to the article "Guys just leave those kiddies alone," written by Laura Henderson in the February issue.

As I read Laura's article to a friend of mine, we thought of just how rude it was of Laura to judge all men age 24 or older to be desperate and immature if their girlfriends are 17 or 18 years old.

I agree that it is not right for a 15-year-old wanting the same
for 1st State title
Reported by Jill Anderson

The Gator Girls Softball Team began a quest for their first state championship. [The Zone competition was held May 8, but results were not available by press time. State will be held May 16-18 at Cheyenne High.]

“The team has really been coming together,” says coach Davis. “Their enthusiasm and cohesiveness has paid off for them.”

Of the 15 girls, nine are returning Varsity players. There is no designated captain in softball. Players Terra Pope and Crissy Buck take it upon themselves to encourage everyone. Buck, according to the coach, is “heavily recruited for collegiate softball.”

Redbook’s annual search for America’s Best Schools resulted in Green Valley’s being named one of the top 51 high schools in the country and the outstanding school in Nevada. This was announced in the April edition of the national magazine.

Redbook’s education experts judged in two divisions: best in state and best in six particular categories.

“It may sound conceited, but [Green Valley] is deserving,” says principal Carroll Johnston. “We have a great student body, an excellent staff and parental support.”

PARENTS GET INVOLVED

Parents who get involved and take part in their child’s education is what you find at GVHS. This hands-on involvement was the first step with not achieving.

“IT’S a walk o

As

Green Valley

Molly I

Not
e

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Many 1996-97 students find themselves on the road to college...and college isn't cheap. That's why scholarships were created, right? What are they, where are they, and how can students get these scholarships?

Adults say, "There are so many scholarships out there...even ones for left-handed people!" While this may be true, finding out about scholarships isn't quite so easy.

Academics, athletics and performing arts are the most common scholarships available. Requirements for academic scholarships include having a particular GPA, excelling in certain subjects, or meeting a given score on the SAT or ACT tests.

"Scholarships take a lot of pressure off the student and parent," says senior Trevor Jenson. "I'm really glad I received one." Jenson accepted a full ride to BYU, also received a half scholarship to the University of Utah, and won an international award of $11,000 that could be used at any of six schools in Europe.

Athletic scholarships are offered for all sports, to men and women, and it often depends on students being in the right place at the right time.

Senior Carron Allen comments on her track scholarship to Georgetown University: "I'm excited...all the hard work and training during high school really paid off."

Scholarships aren't just for the "Model A" perfect student; they're available for many specific conditions — perhaps what the student plans to major in, or his or her ethnic background, or the desire to join a fraternity or sorority. These scholarships are out there; students just have to do a little digging.

The school's College and Career Center is very helpful, not only for choosing colleges and scholarships to pursue. It also offers video tapes, books, catalogs and information from alumni and current students. Juniors and seniors should visit several times a year.

The GVHS GatorAid tells what scholarships are available during that month, their deadlines, and what students need to do.

With scholarships, planning is the name of the game. You can keep things organized if you prepare a calendar to chart application deadlines, to count down the days you have to prepare for the SAT or ACT. Some students keep a separate folder for each scholarship.

If you start early, plan carefully, and stay dedicated to winning scholarships, paying for college should be no problem.

Golfers eye State

Reported by Robert Thomas
The GVHS golf team was ready for Zone and State titles. [At the time of this writing, the May 9 Zone competition had not been held. If Green Valley wins at Zone; the team will head for State on May 17 at the Sunrise Country Club.]

Bonanza presents a threat. After 60 straight wins, the Bonanza Bangles ended the Gators' winning streak, but GVHS senior Russell Nygard predicts a win. Another threat comes from a Reno school.

"This is one of the strongest teams we've had and if anyone is capable...it's us," says sophomore Avi Khitri.

---

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Cochrane, Indian Springs High School. (Both Second and Third Place awards in the Landscape division went to Michelle Schefter of Durango High School.)

BELOW: The Judges’ Choice Award was given to Seagull by Jennelle Drayer, Durango High School.

BELOW RIGHT: The winner in the Experimental/Digital category was Technicolor Nightmare by Robert Juergens of the Las Vegas Academy. Sorry we couldn’t show it in real color! Each photo in the series became increasingly vivid as color bands were added to the vista.

RIGHT: Pioneer Gear by Heidi Stewart of Las Vegas Academy won First Place in the Unclassified category.

RUNNERS UP:
Beauty: Ruth Baba and Ayende Farmaga (both Durango): Landscape;
School were invited by Mackay School of Mines in Reno to visit the Castle Mountain Gold mine near Searchlight to learn about mining careers.

The Mackay School, part of the University of Nevada, Reno, is looking for students who are interested in careers in mining. Scholarships are available for qualified students.

Valley students visited all aspects of the mining operation, including planning, production, gold processing and environmental reclamation. The students saw the open pit operation and a gold pour and also how the mine is reclaiming the land and preventing pollution. The mining operation has become environmentally conscious. Nets are spread over the leaching areas to keep the birds away from the cyanide poison.

Anyone interested in a mining career, watch for this trip next year. Juniors and Seniors are welcome.

Quarter-million-dollar hunk. Students visiting the Castle Mountain gold mine near Searchlight are holding an ingot (bar) of gold worth about $250,000. Shown above are Sup Suksangasophon, Gold Sangnanshua, Eddie Beaver, Keely Grant and Sharon Gold.

Valley celebrates ‘Nevada’s Pride’

Seniors Tikia Filman and Andrea Ramirez are the Valley High winners of the city-wide 1996 Nevada’s Pride award.

Filman is vice president of the senior class, an active member of Student Council, and assistant editor of Thor’s Hammer, the school newspaper. She plans to major in either broadcast or print.

Ramirez is a student leader on the Valley campus. He has natural leadership ability that is put to good use on the school forensics team. He consistently receives high scores in forensic meets. He is also active in Student Council, is a member of Junior Statesmen of America, and competes on the track team.

‘Music Man’ award

Reported by
Lara Rose Cooper

Band director Nathan McClendon has been named New Teacher of the Year for the Clark County School District.

Among his contributions are: forming the parent booster club, creating the Viking Horn band newsletter, designing new marching band uniforms, and organizing the Black History Celebration and the first annual Winter Fine Arts Day.

Antoine Fleming, band president, says that McClendon promised to put the band on a national scale.

(See MUSIC, page 37)
AN EDITORIAL: 
Time to draw the line!

By Rachel Land, Bonanza High School

Personal interest. That's been the focus of rezoning, past and present.

"Where are my children going to go?" "That's not the best school for my kids!"

Parents and others must look at the big picture. The School Board...is there to decide what's best for the community and, in turn, what zones will divide the district as evenly as possible.

Clark County's booming student population creates chaos...people must accept that zoning will change.

It is important to keep a balance between the levels of cooperation and interference. Parental involvement can allow some useful information, but, at the same time, it can slow the policy-making process.

It is virtually impossible to create a zoning proposal that will satisfy everyone.

Teaching staff, administration, allotted moneys and supplies had to be considered before a reasonable decision could be made. Compromise and cooperation are a necessary part of all policy-making; therefore, the lines must be drawn somewhere.

What's best for the community? That's the question the Board tried to answer. But when emotions run high, it is easy to see why issues get muddled.

Remember: one element of solving a problem is not becoming part of it!
children); during this semester, she has been an intern in Sen. Harry Reid's office; and she has 600 hours to her credit as a volunteer in Sunrise Hospital's pediatrics ward.

"We try to help the kids realize that a hospital doesn't mean just getting shots," Larsen says.

She remembers especially one little girl she met in the section that works with people who have cancer or AIDS:

"I thought she was just there visiting someone. Then I found out this little girl was there for AIDS treatment," Larsen says. "That made an impact on me."

School activities stand side-by-side in importance with her volunteer work: president of Interact, president of Mu Alpha Theta (the math honors society), senior class secretary-treasurer. And that's not all.

Larsen was involved in Chaparral's application for a First Interstate Bank "Best Ideas" grant and now she's in charge of fundraising to help equip Chaparral's new telecommunications class.

"They need pretty much everything," she says, including video cameras and other equipment." (Donations happily accepted.)

Since she began high school, Larsen has known that she would be a doctor. Will she specialize in the pediatrics she has experienced as a volunteer?

"Just knowing I want to be a doctor will get me through the first four years," she says. "After that...I'm just not sure yet."

(Editor's note: Thanks to Chaparral counselor Lynn Sommer for telling CLASS! about Jennifer Larsen, a student Sommer describes as "having it all...she is intelligent, genuinely nice, and beautiful too")

"It's kinda cool..."

(Continued from page 4)

most of them juniors, are interested enough in what he's doing to think about getting into the painting program next year. He points out that the class will probably double in size to 18 students then.

In addition to Clark and Martinez, the class includes Salvador Macias, J.D. Daniels, Adrienne Martinez, Chris Ratliff, Thomas Miller, Leonardo Jauregui and Chris Walker.

"My friends think it's kinda cool that I'm painting the Boys and Girls Club," says Clark.

She studies hard and maintains all A's and B's, and she has no time for extracurricular activity or a job.

"I'm concentrating fulltime on education," she says.

Martinez says at first his parents were not thrilled with his choice of a painting career, but now they like what he's doing.

Little Red Riding Hood
Helena (Continued)

May 14, 1999
Boys and Girls Club
Professors of History
British Studies
four dollars, four buck's

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CCSD high school educators

By Sari Aizley, CLASS! Editor

The Kiwanis Club of Las Vegas recently sponsored a luncheon in honor of the club’s fifth annual Educator of the Year Awards. All CCSD high schools were represented.

Students will probably recognize at least one of the following award winning educators:

**Advanced Technologies Academy:**
- George Breaz, librarian

**Area Technical & Trade Center:**
- Amber Drabant, horticulture teacher
- Melanie Fleck, counselor

**Basic:**
- Steven VanPatten, history teacher

**Boulder City:**
- Denisa Senko, science dept. coordinator

**Chaparral:**
- Dianne Ranney, business dept. coordinator

**Cheyenne:**
- James Schude, counseling dept. coordinator

**Cimarron-Memorial:**
- Cecile Rizzo, guidance dept. coordinator

**Clark:**
- Joanne Ho, advisor of award-winning STATUS Club

**Durango:**
- Cheryl Noreen, English literature teacher

**Eldorado:**
- Gerald Pentail, science teacher, coach

**Green Valley:**
- Bobbie Poole, math teacher

**Horizon East:**
- Geraldine Trice, special education teacher

**Horizon North:**
- Josephine Carter, teacher

**Horizon West/Sunset:**
- Elizabeth Foyt, librarian

**Indian Springs:**
- Tim Dailey, special education teacher

**Las Vegas Academy:**
- Jeneane Gallo, dance dept. coordinator

**Las Vegas High:**
- Janice Rhea, business teacher

**Laughlin:**
- Ric Stitt, Fine Arts

**Moapa Valley:**
- Pam Bundy, special education dept. coordinator

**Rancho:**
- Charlotte Freeman, theater teacher

**Silverado:**
- Jose Loya, English teacher, Hispanic club advisor

**VoTech:**
- Laura Shugars, technical skills teacher

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**WOMEN'S SUMMIT**

The 1996 Women's Summit, co-sponsored by dozens of organizations — including the Frontier Girl Scout Council, UNLV, the Community College, and Catholic Charities — invites high school girls to attend its conference at UNLV.

This one-day Summit, "Nevada Women United," will meet Saturday, June 1, from 8:00am to 6:00pm in Classroom Building B on the university campus.

The conference goals are to raise awareness of women's and children's issues, to motivate and mobilize voters and decision-makers and to unite women throughout Nevada.

The issues that will be discussed in workshops and by the 50 speakers and panel leaders include:
- Ending violence against children and women
- Families in poverty
- Mobilizing young women
- Health and reproduction issues
- Women in the workplace
- Valuing women's work
- Voter education
- Sexual harassment
- Environmental issues
- School board elections

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**PARENTS HALL OF FAME**

Parents are more than just those who cook your meals and earn enough to sweat socks. Some of them are heroes who make your school better or help other kids solve problems you might not even dream of.

The Parents Hall of Fame ceremony saluted 58 parents nominated for their extraordinary volunteer work in our education community. Their names were submitted by teachers, parents of friends, or other people in the community.

One outstanding parent was selected from each of the seven districts (with a tie in District D). Seven of these honorées are shown here.

However, two were not available to have photos taken in time for publication here. Their names were submitted by teachers, parents, and other people in the community.

Four of the honorées are deeply involved with the high schools where their children go: McMorris volunteers at Cimarron-Memorial; Wesolowski devotes thousands of hours to Las Vegas High and Johnson Middle School; and Larry Moulton, with six children, divides their volunteer time between Las Vegas High and Wengert Elementary.

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