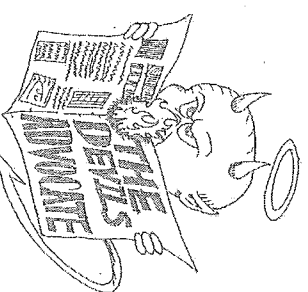


The

BLUE DEVIL'S

Advocate



Richmond High School
35320 Division Road
Richmond, MI 48062

Volume 11, Issue 1

New Superintendent Hopes to Polish ‘Hidden Gem of Macomb County’

By: Beau Brockett, Jr.
Co-Features Editor

Mr. Brian Walmaley has always loved disassembling objects, learning about their working parts, and putting them back together. Before, it was models and machines. Now, it's schools.

With a Bachelor's in Elementary Education, a Master's in School Administration and an Education Specialist degree in his tool kit, the new Superintendent is ready to continue polishing what he calls "The Hidden Gem of Macomb County" into a sparkling state.

It's been quite the trip for Mr. Walmaley, who started out as a school teacher. "I never would have said I was going to be a superintendent," he said. "I loved being a teacher. I love to spark learning."

With adamant motivation and innovation, Mr. Walmaley helped his students go beyond their classroom and into potential futures. It's now his motif for Richmond.

His passion and determination powered him through the ranks of Warren Consolidated Schools to Chief Academic Officer and to his current position today.

He said, "Personally, I would set a goal that I wanted to accomplish. When I got there, I said, 'What next?'"

Mr. Walmaley saw his employers and peers as his guiding force behind it all. "There was always a professional that pushed me beyond the classroom," he said. "Someone saw it in me that I could do it."

He now hopes to guide Richmond with that same encouraging hand that moved him.

And although Mr. Walmaley has gone from overseeing 25 buildings to three, he said the issues are all the same. "There's nothing that I experience here that I didn't experience in other schools. It's the magnitude. Issues in Warren are the same issues that Richmond faces," he said.

Before even identifying these issues, though, Mr. Walmaley first addressed how they would be approached. "I want to make sure decisions we make are serving the customers. I want to make sure they are happy, enjoying the product, and liking the product," he said.

Whether it's the students, parents, community, faculty or prospective families, the superintendent wants to see that his clientele is thrilled with the school's systematics, academics, and organizations and that their con-

cerns or ideas are taken into consideration.

Motus Operandi

"We are a good school. Great is what's going to last, so what's going to draw people to come here?" This is the question Mr. Walmaley contemplated as he created his marketing strategy. The answer, to him, lied within the enlightenment of students, staff, and the school system itself to draw people in.

Step One: Teacher

Mr. Walmaley said, "I love the dedication of everybody I've met that wants the best school system and the best education for the school system. They're just committed to success."

Of course, even the greatest of minds can always improve; in fact, they are the most motivated to do so. That is where the current teaching staff lies.

"As I talk with them, I get good info of where they aren't teaching students," he said. He hopes these insights will allow students to unlock their full potential for success and expansion of mind. All the teaching methods need are a few little tweaks.

He can see the dilemma through his children: Ben (11th), who attends L'Anse Creuse North, and Madeline (7th), who attends Richmond.

"When my kids come home, I look at their assignments and say, 'How is this going to make them successful?'" he said.

Sometimes the stray word search – his bane – or other form of drone homework pops up in their stacks; to him, they just aren't giving his children the ability to think critically.

As he put it, instead of testing on *what* Michigan's capitol is, test on *why*.

Mr. Walmaley envisions a district that teaches the best critical, creative and analytical thinking, which will lead to a strong future with sharpened interests.

This mentality will require revelations in each class's coursework and methods and a burst in inventiveness, but the results should be glorious.

He looks back at the guidance of

his professionals when addressing this issue. "That's what we want for the students," he said. "There are a lot of bright students. They [the students] just don't realize that or where they want to go."

Step Two: Classrooms

"I want to create schools within schools," Mr. Walmaley said. It's what he called "pockets of education" – centers that specialize in key areas of study, from theater to math to science. It works symmetrically with the aforementioned teaching method.

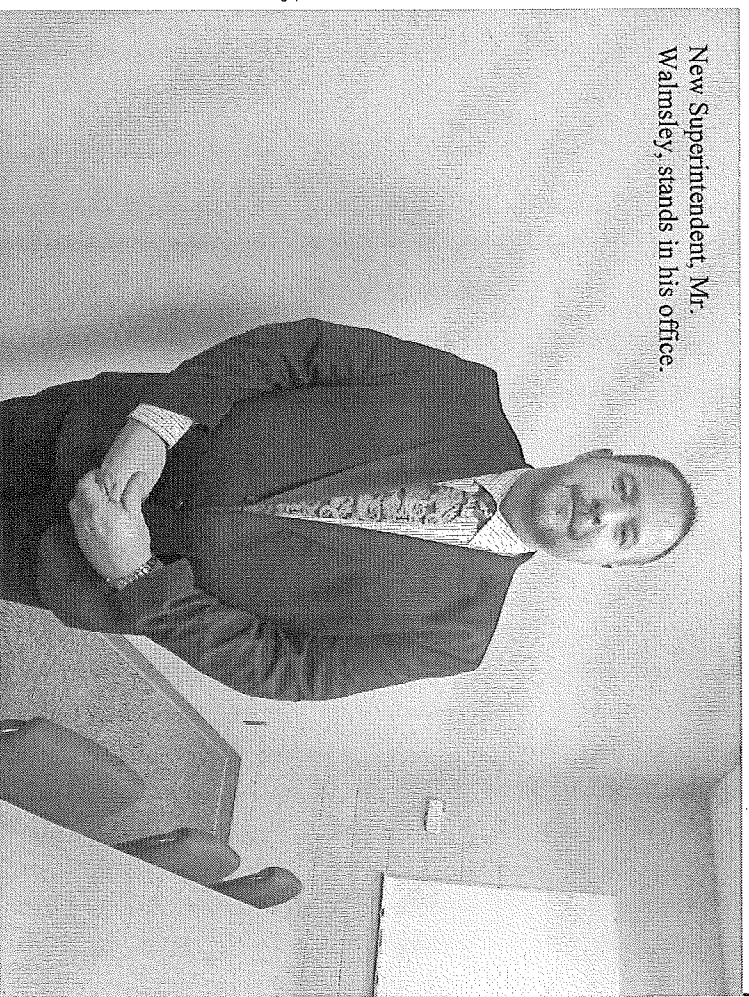
These "student niches" would allow their inhabitants to explore options and opportunities not seen in a normal classroom that could

And it's not a shot in the dark, either. The Superintendent launched a similar initiative five years ago in WCS that saw tremendous results. "There were families," he said, "that wanted a middle school math and science center. Starting one I think was a huge accomplishment."

Step Three: The Outside

These centers are not just impositions within the walls of the school district; there have rippling effects on the community, as well. To fully grasp the full potential of the hands-on experience, Mr. Walmaley has spoken with numerous businesses, organizations, and media outlets in the area;

New Superintendent, Mr. Walmaley, stands in his office.



take their passions and education to the next level.

Subjects would be more diverse, in-depth, and innovative. Headway for unique opportunities and experiences would be given, providing insight for career options. Interests could be awakened and students could see themselves grow in grades and in knowledge.

Remodeling like this would also bring about different class structures – like blended or AP classes – and even bring forth entirely new courses that have not yet seen the light.

Best of all, the centers can concoct ingenious mixings of classes, like drama and audio technology or marketing and art. Students can test the waters with actual hands-on experience.

It's Mr. Walmaley's *magnum opus*.

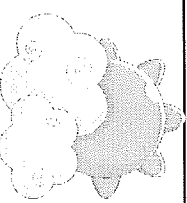
many have shown a great commitment to the school. What he hopes is to create partnerships with these businesses to give interested students a real-world application to their coursework through apprenticeships, publications or any other means of insight.

Step Four: The Public

With the media and the Internet in his arsenal, Mr. Walmaley is prepared to bombard Macomb County and beyond with all that Richmond has to offer and has achieved.

The first attack will be on the school website. Riddled with some dated, inaccurate information, Mr. Walmaley hopes to generate an updated and easily navigable page that gives interested families the facts they need.

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Psychology Debate Stirs Up Controversy

By: Haleigh Beeton
Staff Writer

Whether it's ethical to test on animals has been an issue for decades now. Mr. Rineer, a Psychology and English teacher, used this topic to stir up controversy for a debate in his Psychology classes.

Once assigned what position they have to take, students in these classes have to find all of their own evidence. They are given no class time and it takes hours outside of school. They have to provide various facts, photos and videos in order to support themselves in their argument. This topic is controversial. Mr. Rineer has students do this because he wants them to think about it. He wants them to reconsider ethical issues and animal research. "They should reconsider their position and perspective," he said.

Ethics plays a key part in psychology and psychological research. This debate introduced students to the APA (American Psychological Association) ethical guidelines. The guidelines are strict ethical codes in order to research certain ethical topics.

These guidelines include making information as clear as possible and not deceiving the other side. These "codes" need to be present in all ethical research, and students learned how to apply these guidelines.

Amanda Mozal, a junior, argued that it was unethical to test on animals. Even though she did not choose the side she could be on, she agreed with the argument she was assigned.

"I love animals and they should not be harmed just to find out how a product works," Mozal said. Her attachment with this subject helped her argue solid points. For example, through her research, she learned how testing on animals is torture for the animals and how only six per-

cent of tests actually work on the animals without killing them.

It helped her because she was able to put passion into her arguments. The passion gave her team, made up of Sarah McNichol, Brandon Stein and Beau Brockett, a win.

Mozal learned she has to be passionate about her argument side, get descriptive and in-depth information about an argument and that she had to be all in even if she did not agree with the assigned side.

The audience, which was students in the class, decided the winner. They had to judge each side on organization, preparedness, facts/

research, and passion. Whichever team showed the most of these traits was the winner. The audience had to provide justification on their choice.

Both sides and the audience learned how to analyze a major issue from various angles and learned that the more research that is done often leads to more success.

Another student, Alex Holke, who is also a junior, was on the side that supported testing on animals. She did not believe her side did an efficient job. Sadly, her argument

lost. She thought her team—including herself—did not listen carefully enough to the opposing side's examples in order to argue them.

Holke learned that in order to

succeed in a debate, debaters have to do the following: have a lot of solid research, pay close attention to the opposing side, respond quickly to questions and statements, take notes in order to know where the debate is going and support the side with strong examples, using pictures, videos and so on.

Both Mozal and Holke have been changed from this debate. It helped both learn how to think about ethics and the different sides there are to a topic. Participating in the debate also broadened their horizons of the schools of Psychology. They were able to understand each section easier.

Holke, who had the opposing argument, said, "I loved being able to show people the ethical side of the spectrum and explain how sometimes it is necessary to use animal testing."

School Food Changes

By: Kaitlyn Milliken
Staff Writer

In recent years, a change in schools has come to face as a bit of an issue for some students. The food changes. In 2010, First Lady Michelle Obama passed the "Healthy Hunger Free Kids Act".

This was passed to prevent child obesity, enforce healthy eating habits at school, and help with food insecurity.

This resulted in the change with the food selections at schools. All unhealthy, fatty foods were replaced with a healthy selection of fruits, vegetables, and fresh meats. Getting rid of the French fries with carrot sticks, and replacing the cheese burgers with a chicken sandwich.

It's little changes like these that influence people like Mrs. Blevins, a School Food Advisor,

that influence people like Mrs. Blevins, a School Food Advisor, to

enforce changes to help better the lives of children. In an interview, Mrs. Blevins gave us insight as to how this change is affecting children, and why these changes were made.

The following questions were asked:

Q: Why was this change made?

A: "To help encourage children to improve their eating habits and to give affordable lunches to children in poverty."

Q: What was wrong with the old food?

A: "It was too high in fat and calories. It was also letting children eat unhealthy every day."

Q: Are you aware of the increase in food waste since the change?

What would you tell the children to do with the food that they don't want to eat?

Senior Class Leaders Change Freshmen Views

By: Haley Fortuna
Staff Writer

When Matt Bauman and Thomas Biafore walked into RHS as freshmen, the thought of becoming senior class presidents never crossed their minds.

In their four years of high school, however, they have both learned how important it is to be involved. Matt and Thomas share their goal to get underclassmen more interested in school activities since both were elected co-presidents.

"I regret not getting more involved when I was a freshman. I am determined to assure that the current freshmen don't feel the

same regret I do," said Thomas.

Matt and Thomas plan to work together as co-presidents to encourage younger students to become a bigger part of school activities. The duo is looking forward to utilizing assemblies, competitions and personal invitations to get underclassmen active within their school.

Matt said, "We think a really big part of it is kids not knowing what's available to them."

The pair of presidents are certain that if they find a way to make the freshmen more informed about what is occurring within RHS, there will be more participation. They are currently in the process of making bigger,

better posters, organizing an activity assembly and setting a mentor program in place.

Mrs. Smallwood, Student Government advisor, said, "It would be nice if we could have a group where kids mentor underclassmen to help them along in high school."

The freshmen have a variety of opinions of what will get them more involved.

Clayton Maksymtiuk, freshman, said, "I think a mentor system is a good idea because it'll help freshmen know what's going on in the school."

The mentor program is in the works. However, it would not go into effect until at the very soonest, next year. Student Government is in

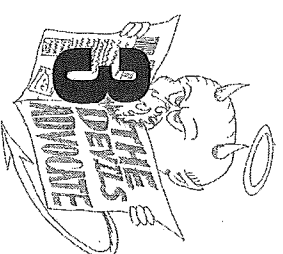
the process of organizing how this program would run. Thomas and

Matt are also currently trying to arrange an activity assembly to inform underclassmen about the clubs and sports RHS offers.

Madison Ward, freshman, likes the idea of an activity assembly. "The assembly would help the freshmen know what's going on. It's important to get involved because you learn how to work with other people," Madison said.

Throughout this school year, RHS will see many changes in underclassmen involvement. With the help of the upperclassmen, Matt and Thomas plan to personally reach out to the freshmen and make them feel welcome.

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Bond

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Then, he will take aim at media reforms. Through newspapers, interviews, social networking sites, and even news broadcasts, Mr. Walmsley wishes to share Richmond's academics, performances, updates, achievements, and positive changes with as many people as possible. Facebook is at its core, as most parents flock to this website while teenagers are straying away to sites like Twitter. Essentially, he wants viewers and readers to see "why those in Richmond stay in Richmond": because of all it has done to the students. He wants people to see a student or alumni making a difference or achieving the spectacular and say, "Hey, that's a Richmond kid!"

These four steps hope to not only send the children, staff, and school among the stars, but draw families into the Richmond school district. It's a two birds with one stone plan of action.

Final Remarks

With ripples of change building and crashing, the student body may feel as if they are being swept away in its undertow. But Mr. Walmsley is all ears.

"I would like to get their input of where they want to go as an organization. For ninth, tenth, and eleventh grades: what are you looking for? For seniors: what do you feel you are lacking as you leave RCS?"

In fact, Mr. Walmsley welcomes skepticism. He said, "I want someone to challenge me and say, 'Wait, I don't think that's a good idea because...'"

Not unlike the Golden Arches of McDonalds, he wishes to have Richmond become a well-recognized trademark for success. He wants everyone to know its academic, innovative and passionate caliber.

Band does wonders; Earns solid rating

By: Alexa Dentai
Co-News Editor

Hearing that Richmond High School Varsity Band received a Division Two rating through the grapevine is pretty amazing.

As the band performed at festival without Mrs. Shack, band teacher, they were still able to score a Two out of Five.

A Two out of Five was good, as One is highest score attainable.

Olivia Iskra, a sophomore who plays the flute, said, "I was expecting a Two, because I knew we didn't have the dynamics down. I am still glad we got a Two."

Mrs. Shack, now a mother of two, was on maternity leave during the festival. In her place is a retired band teacher, Mr. Reinhart.

Festival for the band meant going to Port Huron High School, with Mr. Reinhart leading them, on Tuesday, Oct. 7.

Mr. Reinhart directed upbeat classes left by Mrs. Shack. This included "Superstition", by Stevie Wonder; "I'll be there", by Jackson 5; "I Want you back", by Jackson 5; and "Through the Grapevine", by Marvin Gaye in the time allotted of 15 minutes.

Iskra said, "My favorite was 'I Want you back' because of the upbeat tune."

Mr. Reinhart has answered any questions that the students may have had about the music, marching to it and has showed them new teaching skills.

Joel Szymanski, a senior who plays a clarinet and bass clarinet, said, "He always explains every-

-thing when it comes to marching or the music notes."

Mr. Reinhart showed the band a disciplined approach on their marching skills and instrument playing, which was what it took to get a great score at Festival. Iskra said, "You don't get anything by winging it. You have to practice."

Even though they had done all they could at festival and their practices, hearing comments from judges helped give the band a better understanding of their score.

After listening to the judges' comments from festival, they knew why they scored a Two.

Being judged on at festival includes: music choice, overall affect, and performance for music. One of the judge's said, "Great spirit. It was a joy to see."

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Ms. Goodearl takes the stage, looks to continue theater's success

By: Katie Brown
Staff Writer

Being a new teacher at such an important position for a first time job can be stressful, but Ms. Goodearl is planning on making it all work. Ms. Goodearl has high hopes going into this year. She's had a teaching degree since 2010 and she has taught nearly every grade and subject.

This includes two long-term substiting jobs teaching ninth and tenth grade. Now, teaching 12th grade English and all grades combined for theater, Ms. Goodearl admits it's a lot different.

"This school is a lot smaller than Novi," Ms. Goodearl said. Making a sudden move from such a large school to a small one definitely has its challenges.

"Getting to know the kids on a personal level and making changes even when they are unwanted are the biggest challenges I've had to face," Ms. Goodearl said. Changes

are necessary to get the program where she wants it, and the potential she thinks it has.

Growing up, Ms. Goodearl always knew she wanted to be a teacher. Her mother was a teacher and seeing her helped her choose her career path. She attended Central Michigan University to major in English and Theater Arts.

"Teaching was always something I've wanted to do. Going to school with my mom helped me," Ms. Goodearl said. Ms. Goodearl chose CMU because it was the only school that combined English and theater into one major.

Not only did her love for reading alter her career path but her love for the theater did, too. When she attended CMU she majored in what is called "speech and communication with an emphasis in theater." This was the only class offered to become a theater arts teacher because theater is technically an unteachable subject.

After college she went right into substitute teaching. When she first got the job at Richmond, she was excited and nervous. "Oh my gosh I have a job. I am going to have my own theater," Ms. Goodearl said. To get herself to this point, Ms. Goodearl has assisted in 11 plays and directed one called "The Story Tellers", which was a group of 10 to kids ages six through 13 in her community theater.

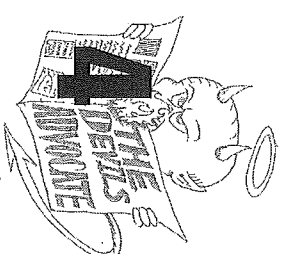
Ms. Goodearl has new ideas and a great attitude for the program itself. "I would like to see it grow and become more a part of the community," Ms. Goodearl said.

The most important thing she learned this year is that the students come first. One senior that fell in love with the theater is Thomas Biafore having the previous theater and English teacher Mr. Applegate, Biafore has seen the changes that went

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Band's success

Continued from page 3

Another judge said, "Watch for the alto voice and tonations."
A third Judge said, "Work on dynamic contrast."

Dynamic contrast means that they should be more in sync with each other and all instruments. The Alto voices, Saxophones, were not in tuned with the rest of the band is what the judge's comment meant.

Hailey Knoblock, a sophomore who plays the saxophone, said, "I kind of felt like we could've done better. The altos were off pitch and we could've been a little bit louder."

Improvement is possible. "I make sure everyone is in tune before we play anything." Knoblock said, as a way to build upon what the judges recommended.

Another improvement, for the band overall, has been practicing their music every day until the upcoming Christmas concert.

The Christmas concert will take place in early December, until further notice, with their band teacher Mrs. Shack.

Mrs. Shack will be coming back either November or December, out of maternity leave.

Mr. Reinhart will be remembered by the band, since he will be leaving soon.

Szymanski said, "I hate to see him go. He was very good to us."

The Richmond High School Varsity Band is grateful to Mr. Reinhart for helping them score a Two at festival this year.

Students react to voluntary phone ban

By: Brandon Stein
Staff Writer

In today's day and age, technology is on the rise and teenagers always have their phones. However, that didn't ring true for some students in Mr. Delore's Sociology classes.

Sociology classes of RHS recently conducted an experiment where students could voluntarily turn in their phones to their teacher, Mr. Delore, and go through a 24-hour phone ban. Students who did participate could absolutely not use their phones for one whole day.

"The experiment is a suggested assignment in our textbook, and I love doing it every year," said Mr. Delore, who has been teaching the subject for eight years.

The experiment was conducted to measure how much students use social media and how dependant

were told to keep a journal and record their actions and emotions while their phone was absent.

"I was anxious and always thought like I had lost something," said Hannah Nichter, who is in first hour. Teens usually have their phones in their pockets, so this is the reason why students reach for their pockets.

This experiment is also very related to the subject as a whole. Observing other people and recording data is exactly what sociologists do in real life, so students got a taste of what the duties would be like if they chose it as a profession.

"I learned how much sociologists actually need to pay attention to details. There is a lot to take into consideration about the data you collect," said Renee McNulty, a senior sociology student.

Students felt apprehensive to turn in their phones at first. However, there were reasons for

submitting to this experiment. Students got to see emotional results and got a better understanding of how much technology dominates their lives.

"I think some students wanted to prove to themselves that they could survive not having a phone for a day," said Mr. Delore.

Since this experiment is done every year, results vary from year to year.

This year, about 80% of both classes combined (1st and 6th hour) participated in the experiment.

However, a few years ago, it was quite different. The farther back you go in years, the higher the percentage gets of students who participated.

Just a mere few years ago, phones couldn't do as much as they can today, and students today need their phones for more daily tasks.

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Richmond Community Schools Receive Beneficial Bond Improvements

By: Jenna Stafford
Opinion's Co-Editor

Some great things have been happening around Richmond Community Schools. A new science wing is being put up on the high school campus, technology is being installed in all the campus buildings, and students are starting to see improvements around their schools—starting with smaller things, like new blinds in classrooms and new roofing on the buildings.

Many people — both students and parents alike — have been wondering

what the bond is and what exactly it is going to do for our schools. In short, the bond gives about \$13,000,000 dollars to the Richmond Community Schools.

This money is going to help the schools in two primary ways: technological upgrades and enhancements of the physical aspects of the schools. According to Mrs. Michon, RHS Principal, the improvements are going to be spread out over the course of three years.

Technological Upgrades

One of the primary focuses of the

bond money is to improve the technology in the buildings to state-of-the-art equipment. Basically, the entire infrastructure of the technology in our schools has been drastically improved.

The cabling, data switches, and servers have all been replaced over the summer. The computer system will be faster and more dependable.

As Mr. Lamont, the Technology Director for Richmond Community Schools, said, "We've gone basically from riding a ten-speed bike to driving a Ferrari."

Because of these improvements, students and teachers will have faster and more reliable computer services. In addition to this, the bond is going to give students the opportunity for a 1-to-1 policy. For 1-to-1, each student in the middle and high school will receive their own technological device to use at school and take home for educational use outside of school.

Mr. Bartels, RMS Principal, said, "Kids nowadays are going to be doing jobs that aren't even invented yet." The staff agrees that it is their duty to prepare the students for their lives after high school, and a vital part of doing that is to apply technology into their learning.

The school is still deciding on what device to use for this. Several options are still on the table, from iPads to netbooks to laptops.

The hope is that these devices will create the eventual eradication of physical textbooks. Rather than just a textbook with limited information, students will have not only the text but multiple search engines and research sources all at their fingertips.

Mr. Walmsley, Superintendent of RCS, said, "When I say revolutionizing the classroom, from a teacher's perspective, we have to think how to teach differently." 1-to-1 will definitely create a different way

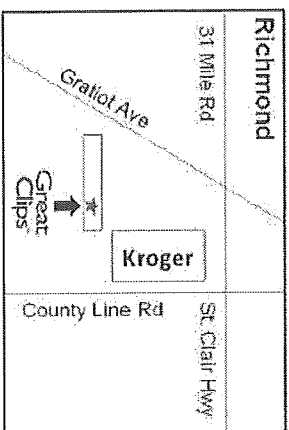
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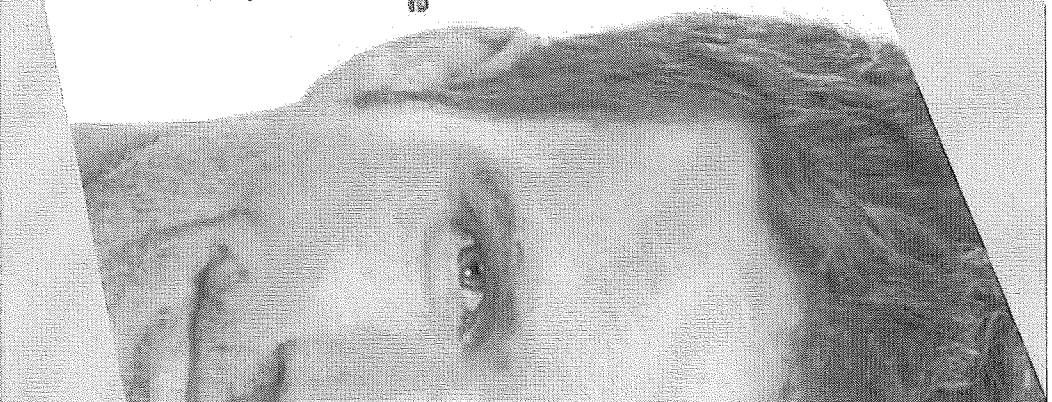
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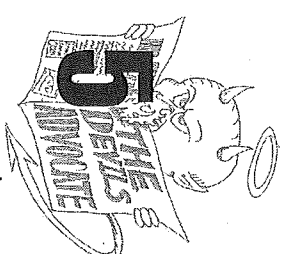
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 In a second interview, Mr. Nuss,

RHS Health teacher, also gave insight to the food changes, giving information on how this change is affecting our health, and how it can improve our lives.

Q: How will this affect our health? How long until we see a difference?

A: "For the students who eat lunch, this should improve their diet. But it will not be visible for several years. The change will not be instant."

Q: Is the food healthier because of child obesity?

A: "Yes, one of the reasons is teenagers today are statistically the most obese group of teens in history. This change was made to help stop that, and improve the health of the next generation. We don't want the country to be left with unhealthy families in the future."

Q: What are the other reasons?

A: "Another reason is because of the kid's performance in school. The old food was too high in calories and lacked nutritional value. Food like the old stuff would make kids tired and lazy, resulting in poor effort in school work. We hope the new food will help brighten their minds."

Q: What do you encourage the kids to do? What would you like to tell the children who are kids against the change?

A: "I encourage the children to make healthy choices. And I would tell the kids who are against the change that it's for their own good. The law was passed to help them get a healthier diet for a healthier life-style."

Students react to Phone Ban

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This is the reason for the decrease in percentage as time goes on.

"Using phones so much has really changed the way people interact socially; we are very dependent on technology," said McNulty.

The students weren't the only ones challenged with giving up their phones. Mr. Delore also participated and didn't use his phone for 24 hours. "It was difficult, I couldn't text my kids about sport practice or send updates to my students," said Mr. Delore.

Most students had a Plan B when it came to not having their phones. Students used their laptops or other devices in place of their phones.

Some students even resorted to using their parents' phone to just get a glimpse of what was happening on the Internet.

"I got really bored a lot, so I read a book. I even ended up going to bed early," said Nichter. Most stu-

dents found that they had extra time on their hands to study or do other, more productive tasks. Despite the difficulty of the experiment, students were mostly glad they participated.

"I don't regret doing it; it was interesting to see the reactions. I would recommend anyone try it," said McNulty.

Students recorded their emotions and reactions on posters to get a visual of the class as a whole. Doing this was a creative way of getting the big picture.

"It's really interesting to see the students react to their emotions. Every year, the results get more intense," said Mr. Delore.

Students got in groups of four to six people and gathered an average percentage of emotions of their group. As a class whole, 90% of students in first hour were stressed, 65% were bored, and 60% experienced anxiety. 20% of students

reached for their nonexistent phones in their pockets.

Sixth hour had similar percentages, with stress at 92%, boredom at 70%, anxiety at 63%, and 10% reached for their phones.

This experiment greatly impacted students, but in the end, they made it through. "We are a social media society; it's amazing how much we are dependent and focused on a tiny screen. Technology is great and very helpful, but it must be used in moderation for physical and personal relationships to remain effective," said Mr. Delore.

Mr. Delore has many more experiments dialed up for the remainder for the school year where students will collect data and plot it out to see the results in order to better understand humans and society.

So, hopefully at this point, we should have all of that done within the next month or so."

What's to Come

In addition to all that has been completed, the bond is still going to provide many more improvements around RCSD.

The aforementioned 1-1 policy is the next major step of the bond. The staff and School Board hopes to provide students with their new devices by next year at the latest.

Another benefit the schools are set to receive is security camera systems. The schools did have security cameras prior to the bond; however, they were not nearly to the capacity of the new ones.

Lee Elementary School will be getting 27 cameras; RMS will get 42, and RHS will get the most-- 53 cameras inside the school and eight that monitor the exterior of the building.

Furthermore, there will also be

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Senior Class Leaders Change Freshmen Views

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Thomas said, "We want to break this imaginary zone where upperclassmen can't talk to underclassmen. If we can eliminate this idea everyone will feel more welcome."

Student Government advisors, Dr. Ladd and Mrs. Smallwood, are confident Matt and Thomas will put their plans into effect and change how freshmen get involved at RHS.

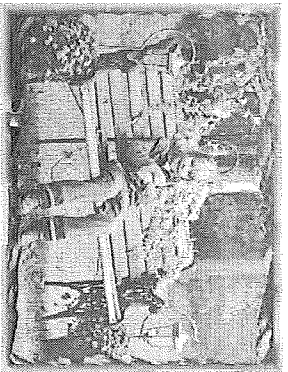
"They're great. They're both getters. They'll do a great job," said Dr. Ladd about Matt and Thomas. Thomas and Matt are two people with very different interests, however, the same goals and priorities.

Both presidents ran for president because they want to make RHS a better place and they both believe they have what it takes to do so. Matt said, "I don't really want peo-



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