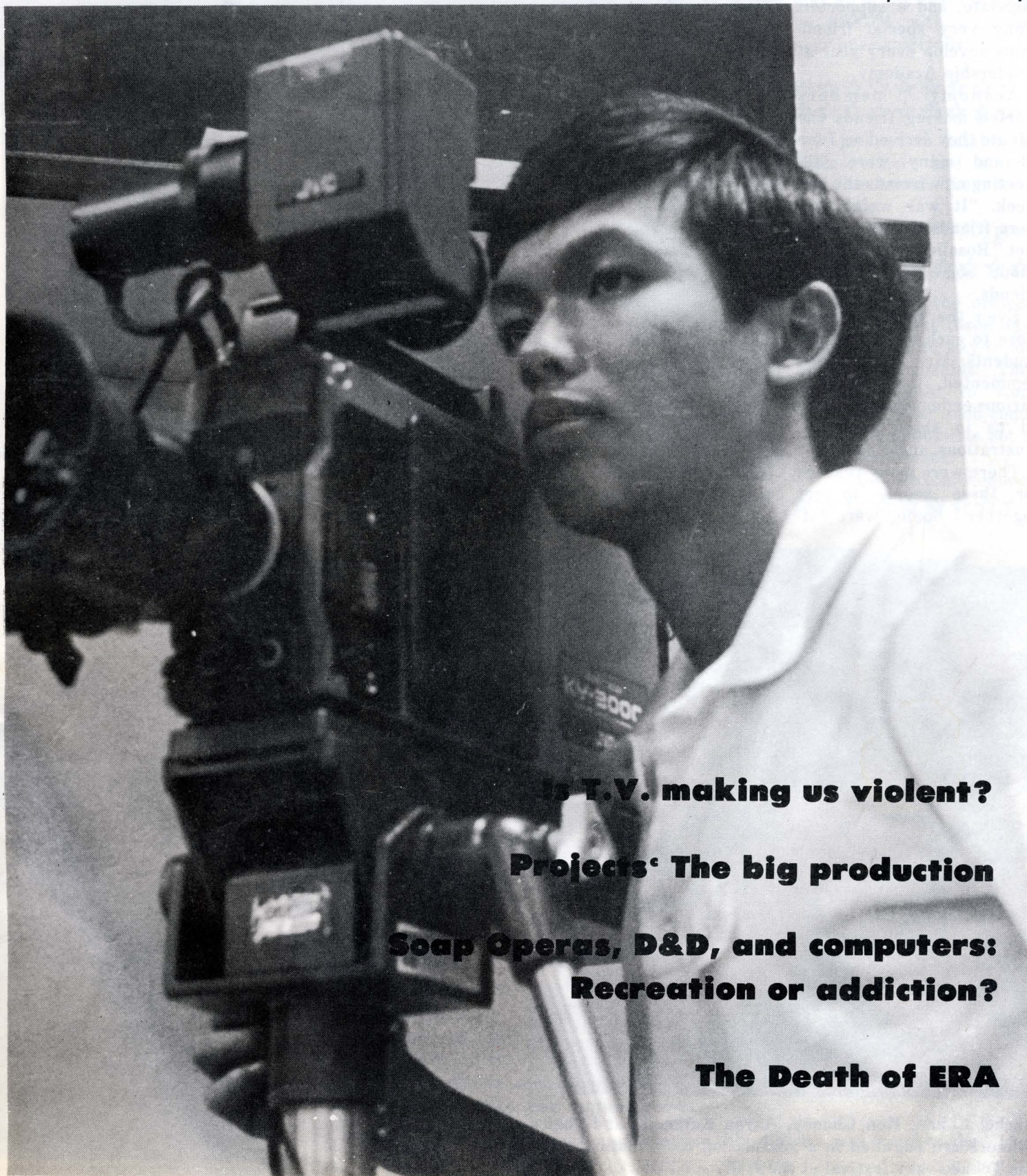


The Leader

Volume 2 Issue 1

1982 Summer
Leadership Academy



Is T.V. making us violent?

Projects: The big production

**Soap Operas, D&D, and computers:
Recreation or addiction?**

The Death of ERA

By Cheryl Biggs

Webster describes a friend as being one attached to another by self esteem and affection, an intimate associate, and a supporter. Many very special friendships develop every year at Leadership Academy.

Academy members started making friends the minute they arrived on June 23 and many were still meeting new freinds the last week. "It was weird. We were friends the minute we met." Rosalie Rodriguez said about some of her new friends.

Even the teachers grew close to each other and the students. Mr. Tom Halleen commented, "Cooperation in various endeavors has allowed us to share anxieties, frustrations, and pleasures."

There were many reasons for these people to get together. Some were at-



Mrs. Jan Billings advises Rosalia Rodriguez and Liz McDargh of the consequences of hitting a teacher with a confetti egg on Olvera Street.



Rachel Cohen, Ken Chaney, Aaron Katzman, and Janice Gilmore are engulfed in a stimulating conversation about the Tchaikovsky festival at the Hollywood Bowl.

☆☆☆☆☆☆☆☆☆☆

The best way to make new friends is to introduce yourself and talk. Then plan a beach excursion or similar event.

Ken Chaney, Loara

☆☆☆☆☆☆☆☆☆☆

To make friends you just see and love.

Ana DeGodoy, Loara

☆☆☆☆☆☆☆☆☆☆

These friendships are unique. I like them because we can be weird and strange together.

Leslie Margetich, Cypress

☆☆☆☆☆☆☆☆☆☆

I made most of my friends on the bus rides to field trips. We have a group of people who always sing on the bus. We're all really good friends.

Lamia Gabal, Magnolia

☆☆☆☆☆☆☆☆☆☆



Special Friends Found in Academy

tracted by same interests and others by different ideas. Some were 'just stuck together' in a cluster group or project and later found that friendship had bloomed. Friendliness, sensitivity, charisma, a sense of humor, and even a nice smile attracted many potential friends. Ana DeGodoy summed it up best when she said, "Everybody is different than the others and has something to give and receive."

Some of the friendships will dissolve when the Academy is over, but many friends will stay close for years to come. All of these very special people we call friends will be remembered and treasured. Their influence will have a great effect on all of us. May we



Heidi Wittman teaches Kevin McKinney the words to a song on the way back to the bus.

never forget our Leadership Academy experience, and may all of the years to come be blessed with as many very special friendships.

☆☆☆☆☆☆☆☆☆☆
☆☆☆☆☆☆☆☆☆☆

I just start talking to someone here and it feels like I've known them for a long time.

Rosalia Rodriguez, Cypress

☆☆☆☆☆☆☆☆☆☆

I think that the projects we did the first three days really paved the way to lots of new friendships. They allowed people to work together. Under such conditions, it is impossible not to make new friends.


Bill Sexton, Kennedy

☆☆☆☆☆☆☆☆☆☆



↑ The newspaper staff had to work closely together to complete their mutual project.

← The infamous singing group, 'the Clique', was found in the back of the bus . . . singing, of course.



Is TV Violence Harmful?

By Clara Choe & Elaine Chinen

Is TV violence more harmful than we think? Does it affect our thoughts, morals, and behavior, or does it merely provide some entertainment in our television programs? Many leading experts and researchers seem to think that it is the latter. Television violence doesn't affect just children, though. The fact is that television violence can affect both children and adults.

According to 1981 statistics, the average American child between the ages of two and eleven watches TV almost 26 hours a week, 3½ hours a day. Of course, some children watch less, while others watch far more. Many preschoolers watch TV one-third of all the hours they're awake. By the time most children finish high school they will have logged 20,500 hours in front of the TV screen and only 16,500 hours in school. Generally, research has shown that the amount of time spent watching TV, no matter what the quality is, and the content of what children watch is, has a significant effect.

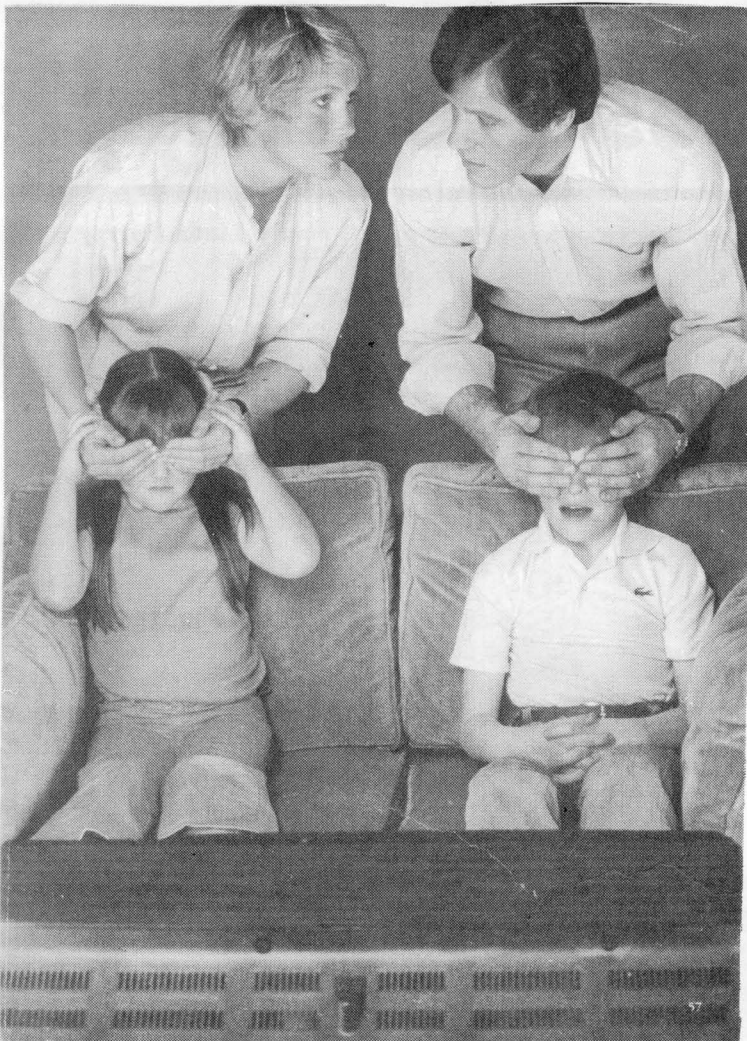
Some statistics from 1979 had shown that on the average there were 5.7 acts of violence during prime time and as

much as three times this amount on weekend children's programs. (For that study, violence meant any use of physical force to make someone do something against his will if the physical force resulted in someone getting hurt or killed.)

It has been estimated that the average TV viewing child sees more than 13,000 violent deaths on TV before he graduates from high school. Therefore, it could be said that the average American child could significantly be affected by the violence he has seen during the many hours of TV he has watched.

What can the impact of TV violence on children be? After an extensive study into this in 1972, the United Surgeon General's Scientific Advisory Committee on Television and Human Behavior concluded that television violence does contribute to children's aggressiveness.

In 1981, a three year study of the effects of TV violence on 758 children living in and around Chicago had been completed. It had been conducted by Dr. Leonard Eron, Rowell Huesmann, and several other colleagues. They concluded not only that viewing violence causes aggressive behavior



Some parents control what their children see.

(Photo courtesy of Parents magazine)

but also that it has a cumulative effect. One of the questions they asked children in elementary school was to identify which children in their classes pushed, shoved, and fought more. It turned out that those children, both boys and girls, were the ones who watched the most TV and the most violent programs on TV.

Another effect of TV violence is that it may encourage a distorted view of the world. Children may think that there is as much violence in the real world as there is in the world of television.

Television violence not only affects children but also adults. Eli Rubinstein, a member of both the Surgeon

“It has been estimated that the average TV viewing child sees more than 13,500 violent deaths on TV before he graduates from high school.”

General's earlier advisory committee and the update task force, told *Science News* that “the vast majority of the studies confirm the original conclusion that there is a causal relationship between televised violence and later aggression.” Television violence may also be responsible for 25-50% of all real-life violence in American society. That was the testimony of one expert at a congressional hearing on television violence in November 1981. The hearing was the most strident attack on network TV violence to date.

All studies have come to the same conclusion: that the portrayal of violence, for all its gore, is not realistic. In real-life about half of all violence is committed under the influence of alcohol. But on TV most violence is done soberly and drug free. Television violence also fails to show the devastating personal and social consequences of violence.

A survey conducted of the Leadership Academy has shown that the average Academy student watches approximately 3 hours of television per day. The students were also asked to name the program(s) that they thought were the most violent and the least violent. For most violent, thirty-three percent said “Hill Street Blues,” thirty percent said news

“Violence on television may be responsible for 25-50% of all real-life violence occurring in American society.”

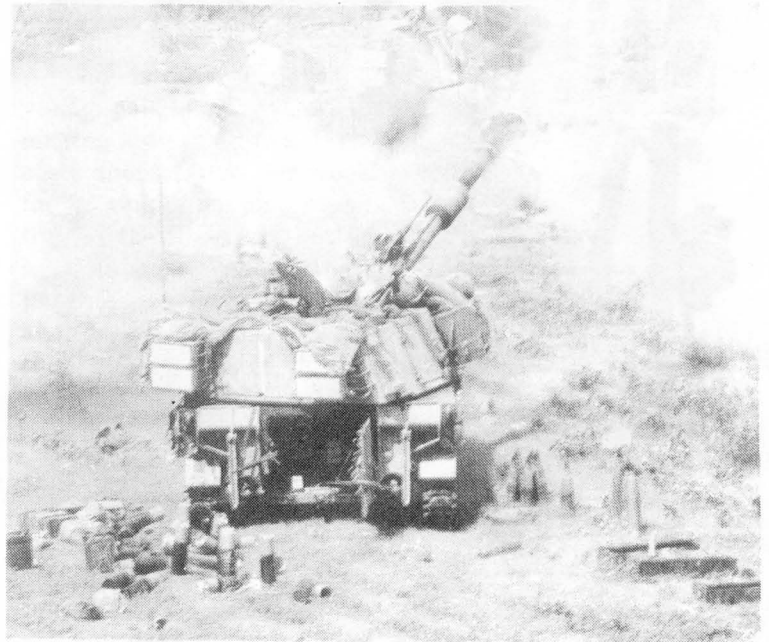
programs, and twenty-six percent said cartoons. There was only one program that dominated the list of least violent programs. It was “Little House on the Prairie,” suggested by thirty-three percent of the students polled. In addition to doing a survey we also obtained some quotes. We approached several people and asked them what they thought about television violence.

“It teaches us bad morals and it is a bad influence on little kids,” explained Liz McDargh.

David Scott told us, “It depends on the quality of the show. Although “Hill Street Blues” is violent, it is a very good program.”

It makes people aware of murders and gangs,” explained Joel Pamatian.

Watching television is not bad. What's bad is the violence seen on television and its possible effects on children and adults. Television does have its redeeming quality — its educational programs. Whether we like it or not, television is something of a teacher. Hopefully, television's potential can be harnessed to shape our society in directions we think are more desirable.



A typical scene on nightly news.

(Photo courtesy of Time magazine)

Students Express Creativity

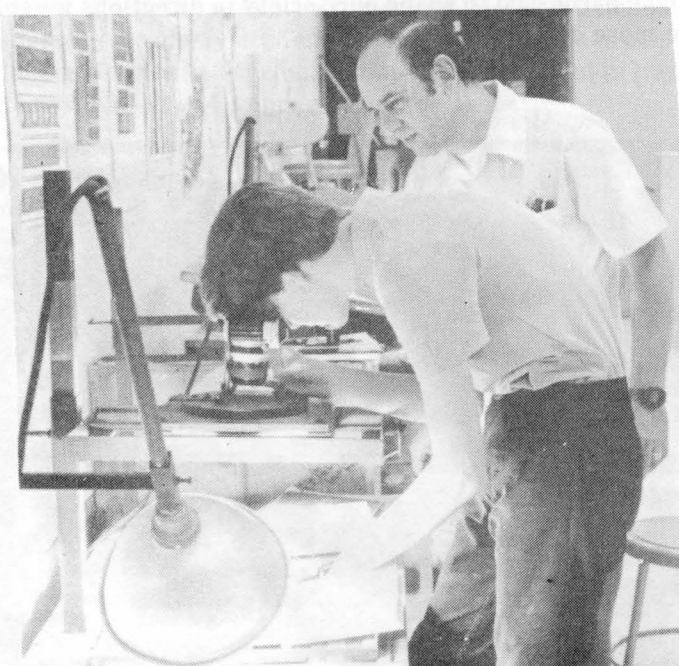
By Linda Durrego



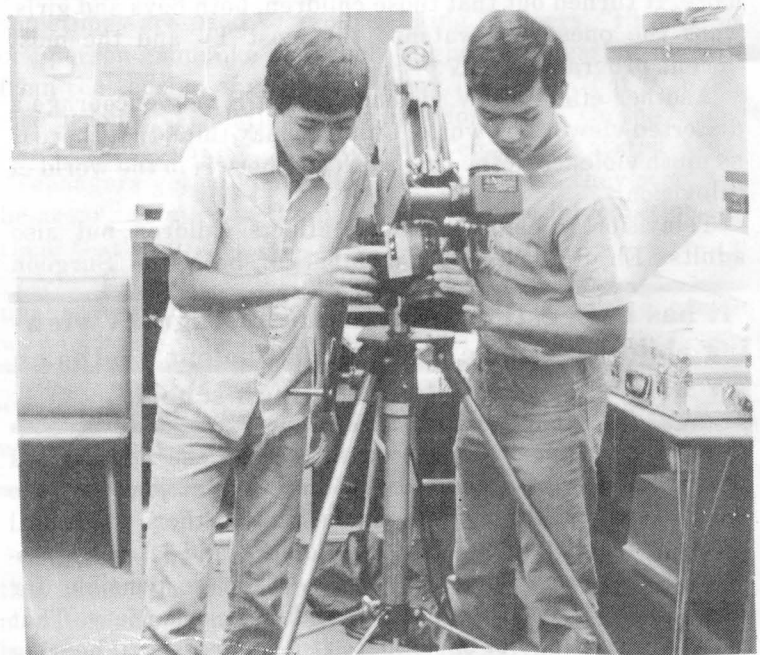
Mr. Tom Halleen, Liz McDargh, Sandi Yodokawa, and Oanh Luu discuss the best possible way of synchronizing a project.

Upon entering the Leadership Academy the 59 students from various high schools in the district were already aware that there was required of them a project. Introducing the students to many different ideas and techniques, the teachers inspired the students and they settled down on creating a great presentation.

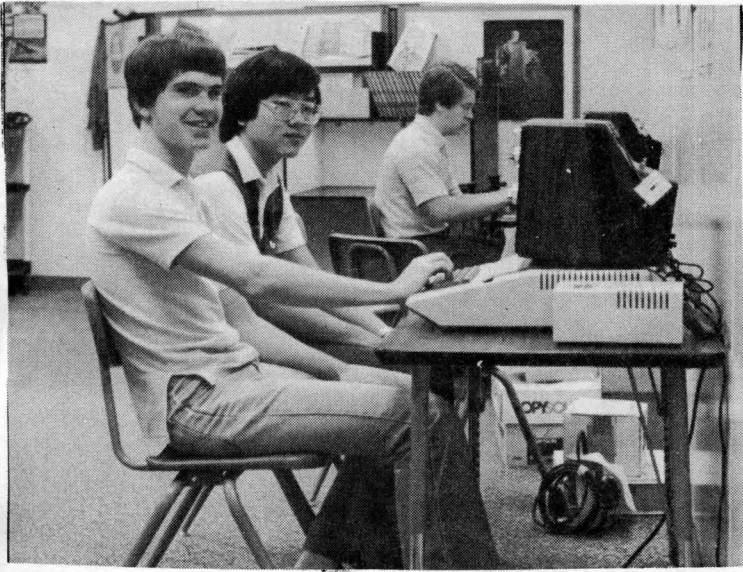
Among the projects done were a few involving countries. Adrianna and Ana DeGodoy of Loara did their project on "Brazil". Ana says, "The reason we chose to do it on Brazil is that we are Brazillians and would like everyone to know something about our country, like we know about yours." Adrianna and Ana plan on presenting their findings by using slides, animation, and music to create the best effects possible.



David Scott is helped by Richard Sanchez as he uses the copy stand.



Joe Nguyen and Joel Pamatian take their job seriously when it comes to recording on video.



Greg Kline, Montri Phongsasayithes, and Martins Zinbergs are usually to be found in front of a computer.



Sondra Porter and Chris Makimoto draw up layouts for the newsletter.

Servite student Bill Overholt, on the other hand, will delve deeper into his project as he does his presentation on "China Reconstructs." As Bill explains, "China is just now beginning to rid itself of its isolation policy and it is interesting to know how they are responding to it."

Many students have chosen to do deep research projects. Denise Parisi of Anaheim has been researching the effects of televi-

sion advertising on children. Denise stated that she has learned "more about how children are exploited through early morning television commercials."

Explaining the "Characteristics of the Horoscope" was Leslie Margetich of Cypress, while Kennedy student Rachel Cohen explored the "Characteristics of the 7 Ages of Man." Rachel explains, "I have always been interested in people and the

way they grow emotionally and physically."

Going into the computer aspect for projects were several students who solely thrive on doing things scientifically. Greg Kline of Cypress decided to do his project on the "Impact of Computers on Society." He says he wants to "give everyone an idea of what to expect in the future." Loara student Ken Chaney plans on doing his presentation on "Computer Money Manage-

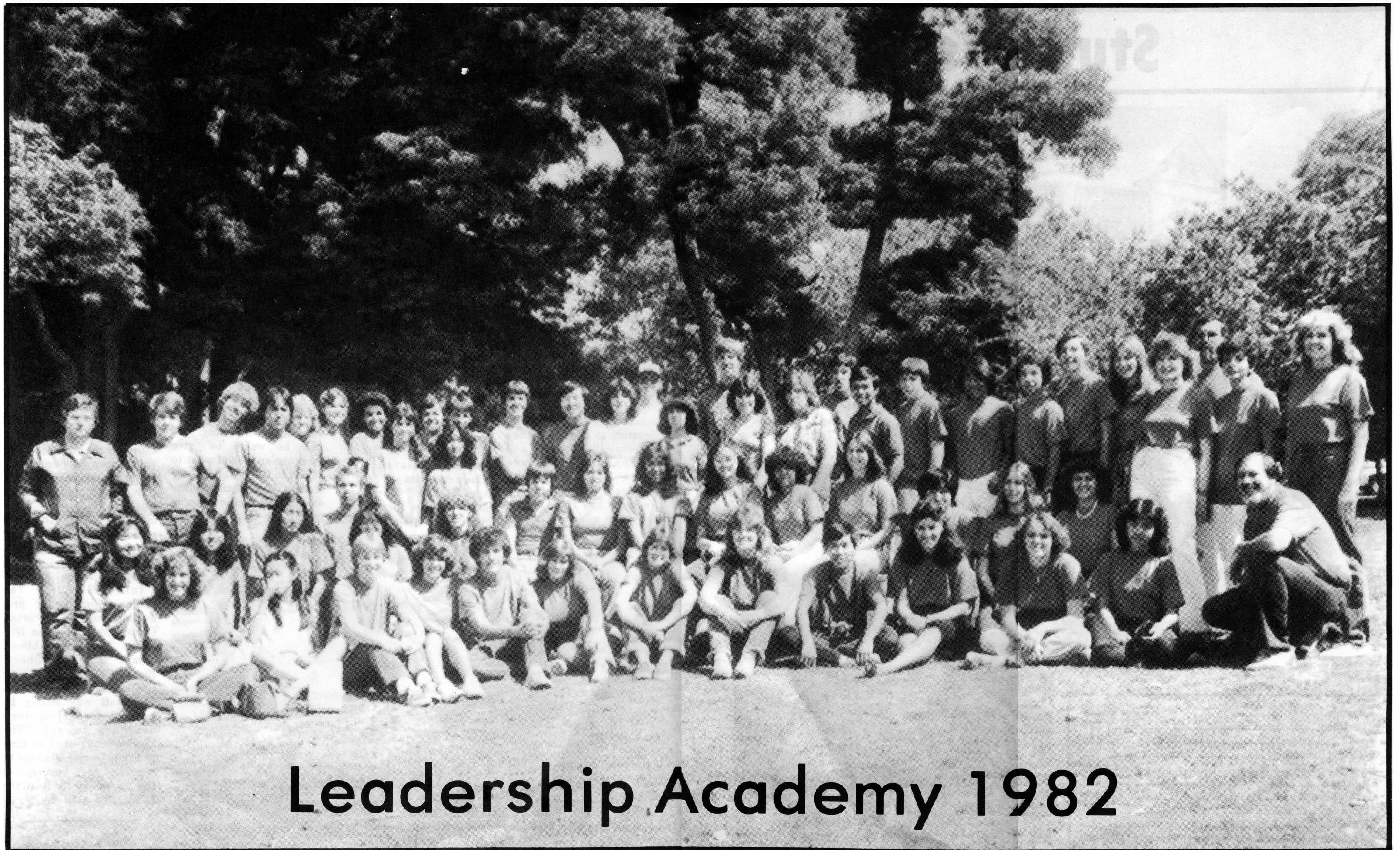
ment Simulation" so as, he says, "to learn how to manage money in a more profitable way." Martin Zinbergs of Anaheim will look into computer graphics.

Students interested in communication or journalism skills opted to join one of two groups involved in that aspect of the Academy. The video group which consisted of Gerrie Atkins, Joel Pamatian, Joe Nguyen, and Rosalia Rodriguez were mainly concerned with recording all the Academy activities as they happened. They also focused on the humorous incidents.

Involved in the magazine/newspaper production were Sondra Porter, Chris Makimoto, Mike Ninburg, Theresa Rahlwes, James Ollinger, Cheryl Biggs, Clara Choe, Elaine Chinen, and Linda Durrego. The staff was mainly interested in keeping their deadlines to get "The Leader" completed on time to hand the magazine out to everyone as a momento of the six weeks spent at the Leadership Academy.



Ana and Adrianna DeGodoy spend much time on their project on "Brazil".



Leadership Academy 1982

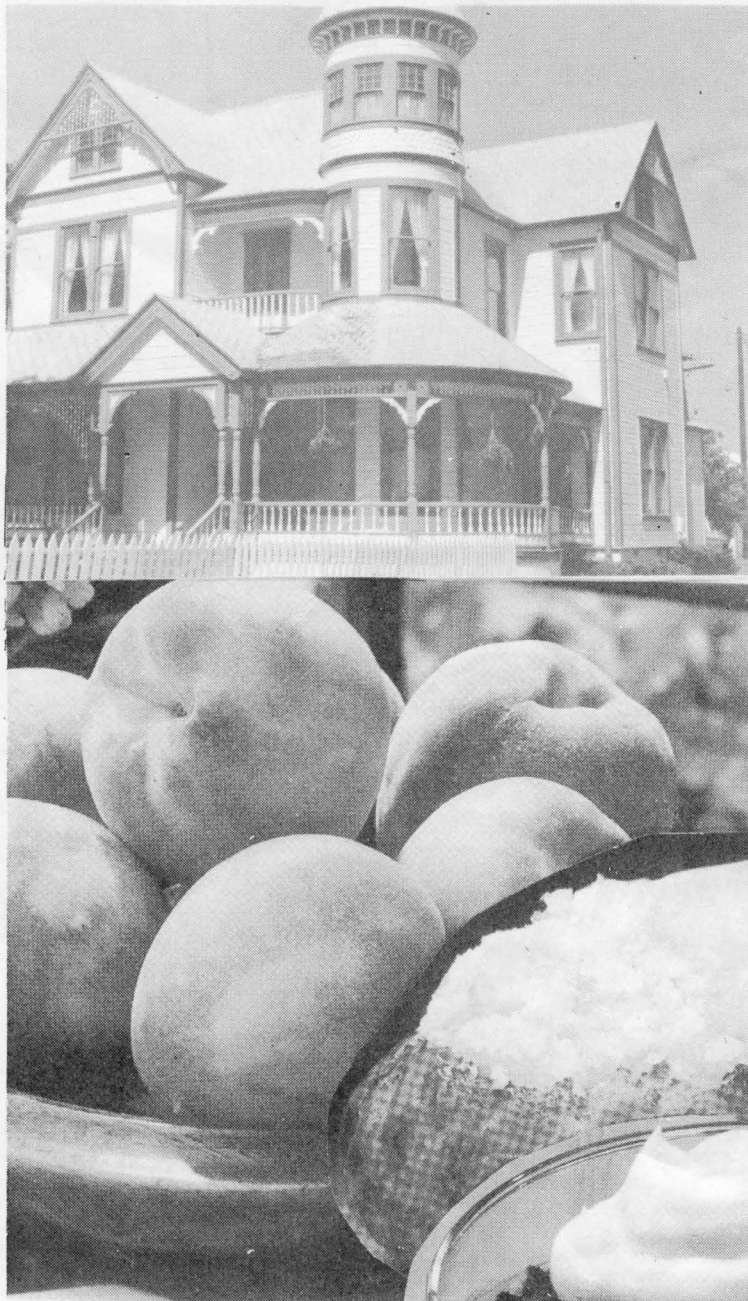
Students Battle

By Theresa Rahlwes

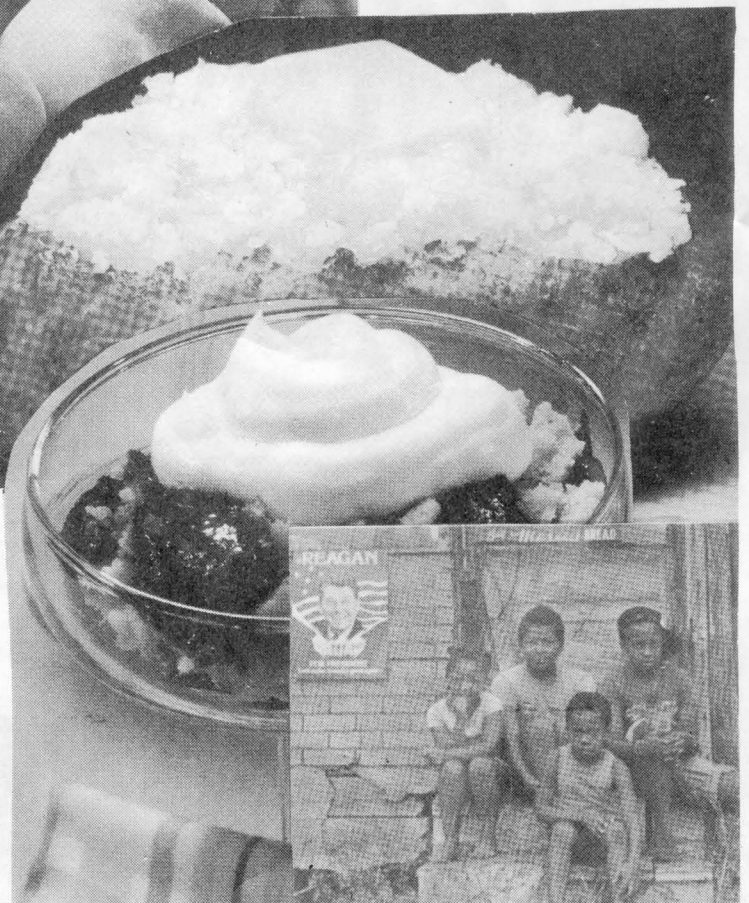
With the rising cost of living, many young adults are finding it difficult to make it on their own. The cost of everything is rising, from food and housing to transportation and entertainment.

One of the most important problems is housing. In a recent survey done by the United States League of Savings Association, the average housing cost was shown to be 50% higher than the comparative monthly payment in 1979. The average housing cost rose from \$676 per month in 1979 to \$1011 per month in 1981.

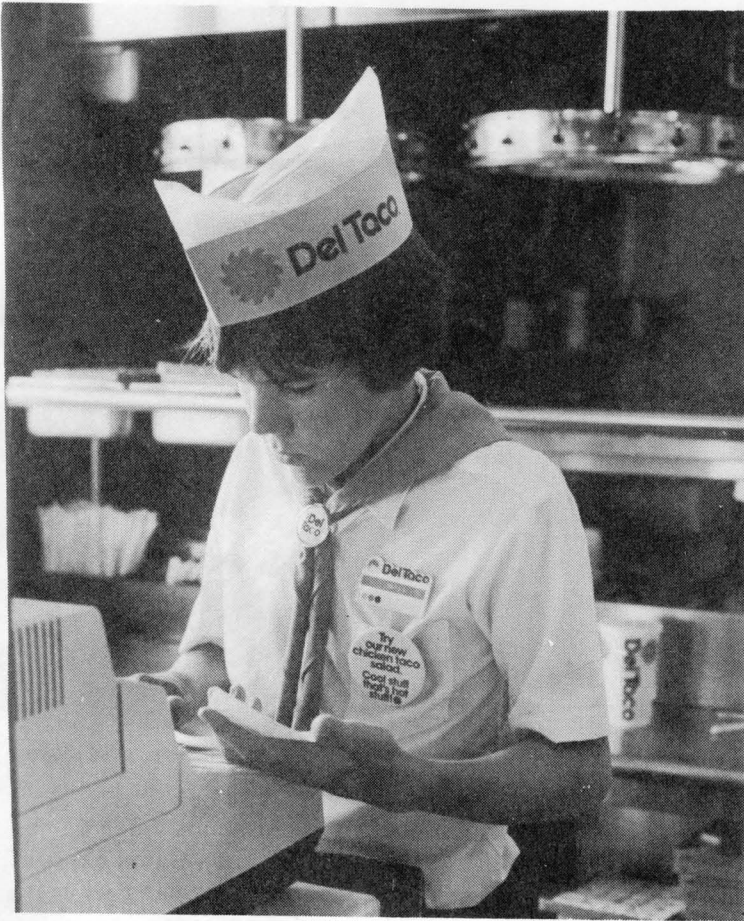
Mike Elias, the director of Christian Temporary Hous-



Expense	\$ Per Month
Apartment.....	300
Food.....	160
Personal Grooming.....	24
Clothes.....	40
Utilities.....	100
Car Upkeep.....	140
Insurance.....	100
Medical.....	25
Education.....	Varies with school attended



High Cost of Living



Bill Overholt is one of the many academy students with part-time jobs.

ing Facility in Orange said, "It is getting harder, just about impossible, to find an affordable place to stay in the county. A family of four needs \$1200 just to get started in an apartment and the vacancy rate is less than 1%." Mr. Elias plans to create a tent city somewhere in the county to house the county's homeless.

Utility prices are also rising. A telephone increase of up to \$1 billion will be sought by Pacific Telephone Co., either late this year or early this fall. The average telephone bill will increase from \$32 to \$39.50 per month. Each customer's bill

will increase by \$7.50.

Thousands of Orange County parents will pay next year to get their children seats on school buses. Some of the County's districts have already started charging the students to get to and from school. Last year, in Irvine, an annual \$100 bus fee was charged for the first time. Although districts that charge for transportation make provisions for those who can not afford the fee, it is still expensive.

Colleges are getting very expensive. In 1982, the living in a dormitory in an independent California Col-

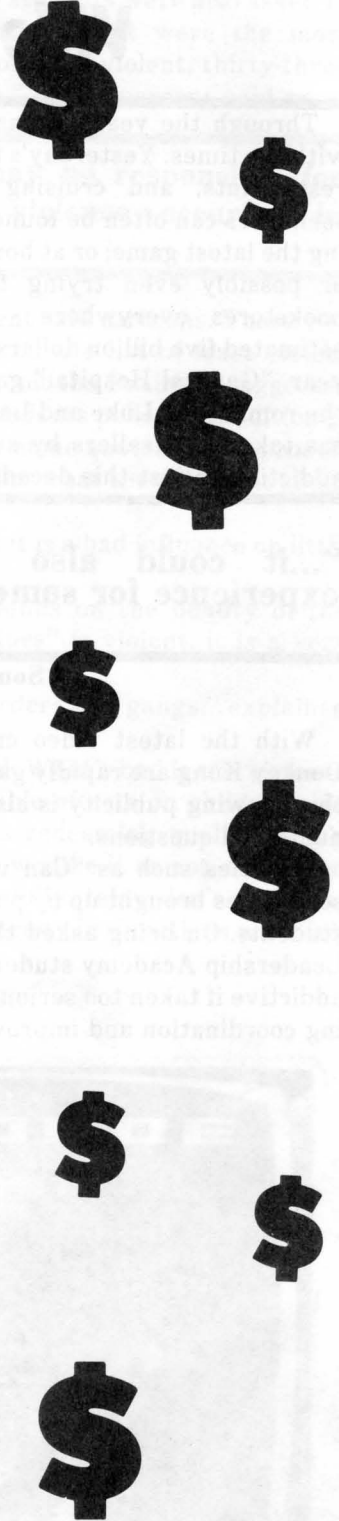
lege cost anywhere from \$4029 to \$10,234 per year. For example, the University of California charges \$4200 for California residents for the 1982-83 school year. Next year, the cost of college is expected to rise approximately 8%. Books range from \$107 to as much as \$450 per semester.

The price of new cars has greatly increased since 1979. In 1979, a Mercedes Benz 240D sedan cost \$14,828. Now, although virtually unchanged, it costs \$21,282, an increase of 39%. With the cost of insurance many people find it impossible to maintain a car. Auto insurance is approximately \$1200 per year and up.

With the rising cost of entertainment and clothing, about 50% of all students are working by the time they are seventeen. Many spend their money on movies or concerts. Others buy clothes or spend their money on dates.

Food is another reason young people have trouble making it on their own. Food costs about \$40-50 per week for a single person. Many figure they'll have better food at home where their parents pay for their room and board. It also leaves them money for cars, clothes and entertainment.

President Reagan says that business is slowing, unemployment is on the rise, profits are drooping. A slump is underway. Worsening economic news means difficult days ahead for all of us.



Addiction or Entertainment?

Video games, Soaps, and D & D

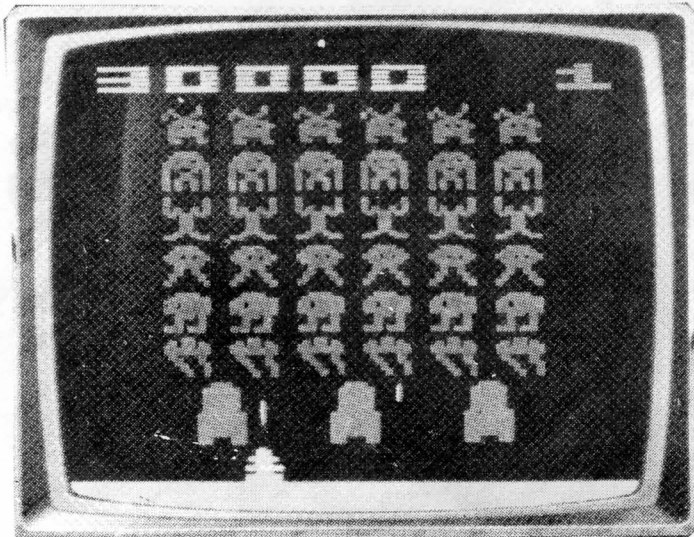
Through the years, teenage entertainment has changed with the times. Yesterday's teens enjoyed poolhalls, drive-in restaurants, and cruising in souped up cars. Today, teenagers can often be found in an arcade or pizza pub playing the latest game; or at home watching their favorite soap; or possibly even trying the latest craze to take over bookstores everywhere - Dungeons and Dragons. An estimated five billion dollars was spent on arcade games last year, "General Hospital" gained nationwide attention with the romance of Luke and Laura, and Dungeons and Dragons has taken booksellers by surprise. Are these examples of addiction or just this decade's source of enjoyment?

"...it could also become an isolating experience for some."

By Sondra Porter

With the latest video craze, games like Pac Man and Donkey Kong are rapidly gaining popularity, but along with this growing publicity is also the rising of controversy and numerous questions.

Inquiries such as "Can video games be addictive?" are sometimes brought up by parents, teachers, and even fellow students. On being asked this question, Heidi Wittmann, a Leadership Academy student, replied, "Video games can be addictive if taken too seriously, but are also helpful in learning coordination and improving motor skills."



Arcade games, like Atari, were once uncommon, but are now finding their way into homes all over America.

Page 12



Enjoying a break at the Academy, Bill Sexton and John Piper play a favorite computer game.

Most Academy students, when asked about video games addiction tended to agree with Heidi. Lamia Gabal explained that arcade games can help teenagers in many ways including being able to cope when under pressure.

Dr. Robert E. Gould, a New York psychoanalyst, has also commented on this question. He believes video games sometimes are used to avoid relating to peers. "Playing a one-person game like Asteroids might be a pleasant escape from the tension of everyday living," he said, "but it could also become an isolating experience for some." On the other hand, Dona Bailey, inventor of Centipede, stated that "Teenagers get to know and like computers...they seem to be around to stay, so it's helpful to have an introduction to them that's fun."

Addiction or entertainment? The question is still unanswered, but as one student stated, "They're a great way to waste your money, but what's the big deal?"

"You need at least six hours at a time if you really want to get into it."

By Mike Ninburg

Dungeons and Dragons: When some people think of that they think of medieval castles, bold warriors, and menacing monsters. Some people, who have never played the game before, think of devil worship, demon summoning, and the like. However, to know what D & D is like you really have to play it.

D & D is not a game that you win. It is a role-playing game, meaning that each person plays the role of a character from a different world, deciding on his character's actions. In D & D there are warriors, thieves, and spell-casters, that go into dungeon labyrinths to find gold and magical treasure. However, to obtain this treasure adventurers have to fight off hideous monsters. Oftentimes the characters have to run from the monsters or be slaughtered. The more often the characters return from the dungeon alive, the more experienced they get. Fighters do better in hand-to-hand combat (melee), spell-casters get more powerful spells, and thieves get handier at picking pockets and climbing walls. An average game takes approximately four hours.

There are many students at the Academy who play D & D. Here are some comments that they had:

Ken Chaney: "People who think D & D is satanic don't know how it's played. It's a good source of entertainment and it helps people make friends."

Bill Overholt: "You need a lot of free time. You need at least six hours at a time if you really want to get into it."

Dungeons and Dragons is certainly a source of entertainment. However, as Oanh Luu said, who plays every day at school, "It's fun, but it can get very addicting."



The latest in a series of five books for D&D. This book contains the monsters that adventurers fight.

"Life would be dull without Soap Operas."

By Chris Makimoto

Soap Operas, the craze that is sweeping the nation is affecting people of all ages.

Day time shows called Soap Operas appear five days a week. Their main purpose is to share with its viewers the lives of many characters. Soap Operas combine fantasy with everyday real happenings. Romance and adventures are the main by-lines for the body of the story.

One may ask, "Why is it that Soap Operas are so addicting?" Could it be that the shows present appealing life styles and glamorous romances? What about the suspense-filled action; could that cause a mental addiction for Soap Operas?

"Soap Operas are great because people like to see exciting things happen, things that don't happen in their everyday life styles," commented Rosalia Rodriguez.

"You can forget your problems and let the Soap Operas lift you into a fantasy world," says Sarah Shapiro.

For many, Soap Operas are part of their daily routine. Watching their favorite Soap Operas is just as essential as brushing their teeth. The fantasy life produced through Soap Operas may be addicting as well as entertaining.

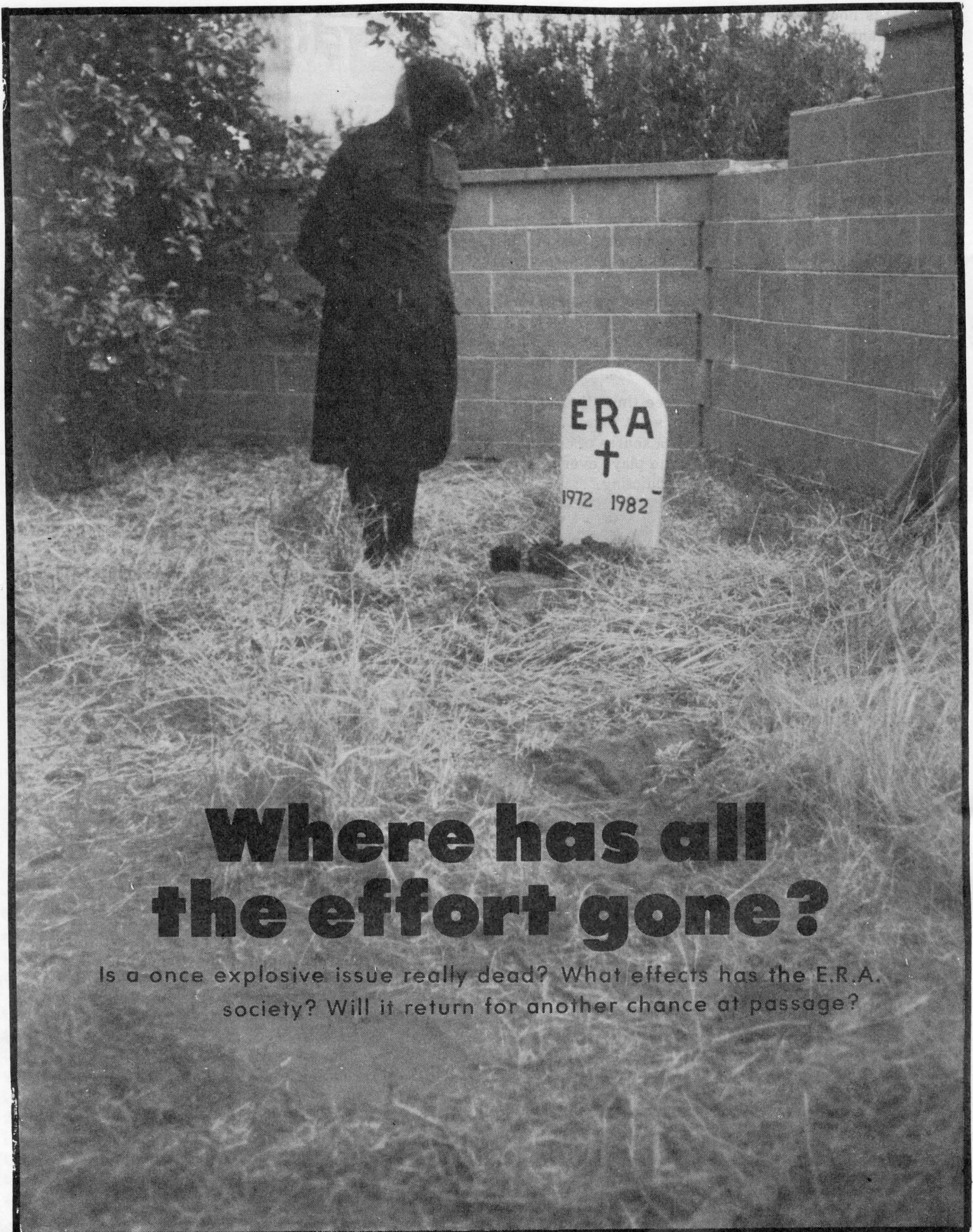
"I feel that life would be dull without Soap Operas," stated Rosalia.



Some of Soap Opera's famous faces: from "Search for Tomorrow," Dana and Wendy; from "One Life to Live," Katrina and Brad; from "Edge of Night," Derek Mallory; from "One Life to Live," Jenny and Peter; from "Another World," Cecile and Sandy; from "General Hospital," Luke and Jackie, Amy Weber, Luke and Laura, David Grey; from "All My Children," Donna and Chuck.



One of Soap Opera's hottest twosomes, Luke Spencer and Jackie Templeton.



Where has all the effort gone?

Is a once explosive issue really dead? What effects has the E.R.A. society? Will it return for another chance at passage?

Fifty years after conception, and ten years of labor pains later, the Equal Rights Amendment died on June 30.

From the embittered battle, allies and enemies were made. Since its inception, the E.R.A. has been linked to the women's liberation movement, equal pay (for equal work), and uni-sex restrooms. Actually, the proposed amendment would have been a compliment to the fourteenth amendment, which states clearly, "No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States: nor shall any state deprive any person of life, liberty, or property without due process of law; nor deny to any person within its jurisdiction the equal protection of these laws."

No mention of sex had been made, and many restrictions based on sex have forthwith been adopted. The E.R.A. would have tried to bridge the gap: "All exemptions based on sex (would be) unconstitutional," according to *Women's Rights and the Law*. The fact that such a bridge is needed (to establish equality) is evident. For example, the fifteenth amendment to the Constitution reads: "The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, creed, or previous condition of servitude (slave)." Yet it took fifty years and a separate amendment to add, "The right of citizens of the United States to vote shall

not be denied or abridged by the United States or any State on account of sex."

But certain myths have cropped up along the way. Many people thought E.R.A. meant equal pay for equal

Another myth about E.R.A. deals with its connection with the Women's Liberation Movement. In a book, Karen De Crow urged, "Stop voting for male politicians; Stop buying products

But what about the uni-sex restrooms? Even though almost every house built within the last forty years has a uni-sex restroom, these restrooms (public) would go against the right of privacy (which covers the performance of certain biological functions, disrobing, and sleeping without the intrusion of the opposite sex.)

And what has the E.R.A. done for the future? The amendment's real goal was for the legal recognition of men and women as individuals. Legal actions seem to reflect this doctrine of thought, slowly. Endless numbers of lawsuits are being filed about insurance rates (is pregnancy a disability?), credit opportunities, and the like. More and more often, sex exemptions in almost every field are being phased out.

Perhaps the whole amendment should be trashed in lieu of a stricter interpretation of the Constitution. The nineteenth amendment implies that women are citizens; Meriam Webster defines a citizen as: "A native or naturalized person who owes allegiance to a government and is entitled to protection from it. Women pledge allegiance to the flag every day. Aren't women naturalized too? If so, they are citizens; and under the fourteenth amendment, they have the same rights as men. And until people begin to recognize this, women will always have meals to cook and clothes to clean."

The Equal Rights Amendment
(Proposed by Congress on March 22, 1972)

Section 1. Equality of rights under the law shall not be denied or abridged by the United States or any State on account of sex.

Section 2. The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

work. Not necessarily so, for the E.R.A. would have merely reinforced the nineteen year old Equal Pay Act. According to one source, pay differential between men and women has widened since the Equal Pay Act took affect. This helps illustrate another point: The E.R.A. would not have immediately given women the rights they would have been entitled to.

-soap powder, dresses, eye shadow - from companies owned and controlled by men." The E.R.A. would not have called for such measures. The Senate Committee report on the E.R.A. in 1972 noted, "(the Amendment) does not affect private action or the purely social relationship between men and women."

Congratulation to all of those who survived the guest speakers, field trips, and projects of the 1982 Leadership Academy.

Gerrie Atkins	Joe Nguyen
Cheryl Biggs	Khanh Nguyen
Ken Chaney	Mike Ninburg
Elaine Chinen	James Ollinger
Clara Choe	Bill Overholt
Amy Chow	Joel Pamatian
Rachel Cohen	Denise Parisi
Adriana DeGoday	Charles Park
Ana DeGoday	Tramanh Huy Pham
Joe deVenecia	Montri Phongsasavithes
Amy Dougherty	John Piper
Linda Durrego	Sondra Porter
Wendy Ellertson	Theresa Rahlwes
Todd Ethington	Donna Richards
Lamia Gabal	Carlos Rodriguez
Janice Gilmore	Rosalia Rodriguez
Todd Hamo	David Scott
Daniel Henderson	Bill Sexton
Jana Holt	Sarah Shapiro
Rosalyn Jones	Wendy Stroud
Jolene Karr	Corrine Terres
Ellen Katsumoto	Pamela Wells
Aaron Katzman	Holly Wendt
Darrell Kedwell	Heidi Wittmann
Naomi Kishimito	Sandi Yodokawa
Greg Kline	Martins Zinbergs
Danh Luu	Faculty:
Chris Makimoto	Jan Billings
Leslie Margetich	Elsie Van Alstine
John Marosi	April Olsen
Mary McDargh	Don Beard
Kevin McKinney	Tom Halleen

Special thanks to Joanne Stanton, Kurt Haunfelner, I.H. "Cappy" Brown, JoAnn Barnett, R.A. "Molly" McGee, and Cynthia Grennan for their support of the Leadership Academy program.



The computer room was always full of computer crazy people. Shown are: Dan Henderson, Bill Sexton, Darryl Kiddwall, Todd Ethington, Jana Holt, Heidi Wittmann, Todd Hamo, and Ken Chaney.



Mr. Don Beard and Ms. Elsie Van Alstine discuss the academy awards assembly.



Cover	Cheryl Biggs
Pages 2 & 3	Cheryl Biggs
Pages 4 & 5	Clara Choe & Elaine Chinen
Pages 6 & 7	Linda Durrego
Pages 8 & 9	James Ollinger
Pages 10 & 11	Theresa Rahlwes & Cheryl Biggs
Pages 12 & 13	Chris Makimoto Mike Ninburg Sondra Porter
Pages 14 & 15	James Ollinger
Adviser	April Olsen
Photography	James Ollinger

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