

The Bridge



MERRY XMAS

West Chicago Community High School

Volume 9 Number 5

December 20, 1979

7 1/2 hours — too much?

by Sheri Kerner

One of the controversies in our school is the length of the school day. Statistics obtained from six other schools in our conference disclosed that West Chicago has the longest school day.

Stated below are some reasons for shortening the school day. Expecting a teacher to lecture daily with only one plan and consultation period is demanding a lot of the faculty.

Discipline problems occur during a lengthy period and the teacher ends up giv-

ing better to have events so students and coaches can get home earlier, especially with winter weather and early darkness upon us.

Another factor to consider is some families are under financial strain and obligation. Therefore, high school students are forced to hold a job. It would be beneficial when applying for a job, for a student to say he could begin work at 3 p.m. instead of 4 p.m.

Some of the possible situations to shorten

Wheaton Warrenville	Wheaton North	Wheaton Central	Glenbard North	Glenbard South	WCCHS	
7:30 AM	8:00 AM	7:45 AM	7:30 AM	8:15 AM	8:00 AM	School Starts
2:05 PM	2:35 PM	2:15 PM	2:30 PM	2:45 PM	3:30 PM	School Ends
6 hrs. 35 min.	6 hrs. 35 min.	6 1/2 hrs.	7 hrs.	6 1/2 hrs.	7 1/2 hrs.	Total hours • daily
55 min.	55 min.	55 min.	54 min.	1 hr.	55 min.	Length each period
7	6	6	Varies	6	7	Number periods a day
5 min.	5 min.	5 min.	6 min.	5 min.	5 min.	Time between periods
2	2	3	4	3	5	Number of lunches
50 min.	35 min.	25 min.	25 min.	1/2 hr.	25 min.	Length of lunch periods
6	5	6	5	5	7	Classes taken by majority
No	No	No	No	Limited	Yes	Allow "off campus"

ing additional assignments to keep classroom order. Students find it difficult to sit for such a long day listening to teachers and comprehending lectures. It gets aggravating and leads to boredom and conflicts.

Can more education be gained by simply staying within a building one hour longer each day than neighboring schools? It's possible students at other schools are learning and retaining more because of a more concentrated time slot each period than we have.

Participation in athletic events and scheduling becomes a problem because other schools get out sooner. It could be

tening our day but still getting a quality education are listed below:

1) We could bus with the junior high students in the afternoon. We bus with them in the morning so why not after school too?

2) We could shorten the passing periods to four minutes instead of five minutes. This way students aren't loitering and we'd save 24 minutes in a seven hour day.

3) Finally, shortening our class periods to 50 minutes instead of 55 minutes, it would save 30 minutes in a seven hour day, and would intensify learning. The combination of the "less passing time" plus "slightly shorter class periods" creates a school day shorter by one hour.

Invite the world home

A unique experience awaits you and your family for 1980! Would inviting someone from another part of the world to live with your family, share ideas, cultures, customs, and language be of interest to you? If so, you and your family may be interested in being a host family for an exchange student through the Youth for Understanding International Student Exchange Program.

Each year between four and five thousand high school students travel to the U.S.A. for six months or a year to live with American families and share learning experiences with them. The students are treated as members of the family, not as guests. The students bring with them their own spending money, and are fully covered with medical, dental, and liability insurance. The host family provides the student with room and board and the same love and understanding that it provides the children in the family.

Illinois will be welcoming approximately forty-five foreign exchange students from South America towards the end of January, 1980. These students are from Brazil, Chile, Argentina, Colombia, Uruguay, and Paraguay. They will remain in Illinois until July, 1980. Perhaps your family would like to learn more about the world, its cultures, and peoples. If you would like to have an international brother or sister, then encouraging your family to host a student may be the thing to do!

Youth for Understanding also offers opportunities for American students to spend

either a summer or year overseas, living with families and learning first-hand about life in another country. You must be fourteen to eighteen years of age, an average to above average student academically, have a sense of adventure, and possess an interest in sharing and learning. You may choose from any of the countries available for your summer or year experience. Partial grants and loans are available for students needing assistance in paying the program fee.

If you are interested in more information about hosting an international exchange student or in becoming an exchange student yourself, please call Youth for Understanding's Illinois office in Elmhurst, Illinois, at 312-832-2177 (collect).

Holiday season keeps 'em singin'

by Debbie Smith

The West Chicago Community High School music department had a busy schedule this holiday season.

Sunday, December 2, the Madrigals attended a Madrigal Dinner, at Illinois State University. Entertainment included: a Brass Ensemble, Madrigal Singers, and two Comedians.

Wednesday, December 19, Madrigals performed for senior citizens at the Rotary Club.

Wednesday, December 5, Swing Choir performed for the W.C. Mothers Club at

We-Go club corner

by Dawn Picton

Members of VICA have elected Mike Buanrosto Regional President. He will take office and preside over 60 schools in the region. VICA is also planning an End-of-the-Semester party and business meeting to make plans for the VICA state conference and area business. Games and a dance will also be discussed.

Concert Choir, Swing Choir, and Madrigals will perform today, December 20, for students at Indian Knoll School and the Junior High and then they will sing carols for commuters at Chicago's Northwestern Train Station. Some members of the band will accompany the Madrigals to the schools.

Madrigals performed for the Rotary Club on December 19.

Mrs. Zmrhal's third hour dance production class will hold their Annual Dance Show on Thursday, January 17 and Saturday, January 19 at 7:30 p.m. in the

Weyrauch Auditorium. Admission is .75 for students and \$1.50 for adults.

A WCRA Playnight will be January 21 from 7 to 9 p.m. in the fieldhouse. Activities will include basketball, volleyball, and badminton. Admission is .75 with your ID.

Speech Team had a Reader's Theater for the faculty on December 3 and performed for St. Andrews Women's Club on December 4. Talent included Margaret Murand, Robin Stroebel, Natalie Shifrin and Deanne Davis.

FBLA sponsored a Career Day on December 5 in the small gym. Mr. Zabelin, club coordinator, said "Career Day was extremely successful." Zabelin felt that Career Day was a good idea because it introduced over 300 students and 20 members of the business community to one another, and he would like to have another Career Day in the future. The exhibitors were pleased and said they would return next time.

"WE" FM needs board member

by Vanessa Sanchez

Who can control what you hear on the radio and make a song a big hit? You can, just sign up to be a member on the "WE" FM music board. One student from school will be selected.

As a member you would do such things as taking music surveys, asking various questions, and making analysis. You would also give weekly reports to "WE" FM and your school newspaper. Each member will have to give its school name

and address, their home phone and address, age, and class.

At the completion of a member's school year term, they will have their picture taken and sent to local newspapers and trade magazines.

For more information on entry and regulations, contact your school newspaper.

Send greetings

by Pete Girard

If you are interested in sending Christmas cards to the hostages in Iran, please address them to:

Fellow Americans
c/o Alex Daen
Hotel Intercontinental
Box 12-1517
Iran Novin
Tehran, Iran

Meeting results

by Debbie Smith

November 28, 1979, the Energy Conservation Committee met. The three sub committees, curricular, extra-curricular and technical, made suggestions for energy conservation.

The committee recommended that the school board eliminate spring vacation. This would save the energy that would normally be used for air conditioning in June. The committee also recommended that the air conditioning units be adjusted to a lower temperature.

A required course in Energy Conservation was discussed.

Other suggestions included were coordinating the schedule of extra curricular activities and getting an activity bus. There is a possible elimination of evening football games.

Chicago Metro History Fair

by Vanessa Sanchez

Are you interested in you, your family and its past? Well now you can discover it and even be rewarded for it. All you have to do is enter "The Chicago Metro History Fair."

All high school students are eligible. You may have an exhibit, research paper, or a live, media presentation on your family or community history. These should be under the supervision of the teachers of the Social Studies department of your school.

Last year over twenty-two hundred high school students entered, and over three hundred and fifty came out as winners.

Their projects were displayed at the Cultural Center of the Chicago Public Library and presented with scholarships, cash awards, and recognition at a special awards ceremony.

For more information on entering, contact your Social Studies, or History Club teachers.

the First Congregational Church in West Chicago. They started at 8 p.m. Cindy Rose sang the solo "Breaking up is Hard to do."

Sunday, December 19, Concert Choir appeared on channel 11 WTTW at 5 p.m. Kim Zehr and Jim Fester sang solos from "I am Loved." This was live.

Tuesday, December 11, Freshman Choir and Orchestra had their Christmas Concert in the WCCHS Auditorium. Lisa Neighbor sang the solo from "Lying in a Manger."

Sunday, December 16, Concert Choir,

Girls Choir, and Madrigals participated in the Vespers Concert at 3 p.m. in the W.C. Auditorium. Amy Jo Woormer and Ken Christopherson sang the duet "Comfort All Ye My People." Faith Petlon sang the solo "Lullaby."

Thursday, December 20, Concert Choir and the Band will give a concert at the W.C. Junior High School and Indian Knoll Grade School. The band will proceed alone to Turner Grade School.

Friday, December 21, all Choirs will sing Christmas carols in the halls during their class hour.

Attendance study hall doesn't make the grade

In the last issue of the BRIDGE there appeared an article pertaining to assigning students to quiet study hall, for failing a class.

Many students protested, they said they would not attend a study hall. How many of these people followed through?

In the beginning, one third of the 278 students refused to show up. The parents of those students were then informed, by telephone, of the problem.

Calling parents did help. After that, only three people received suspensions. If on return, these students should continue to ditch study hall, they would be suspended for a longer period of time. In three days, you can really get behind in your classes. Now the student has a lot of work to make-up. If the person was having trouble passing before, it's going to be that much more difficult to pass the next quarter.

What if they fail again? Put them back in a quiet study hall. They'll spend their time studying; Right? Wrong (although

Parents give athletes a boost

There is one club which isn't really a part of our school, yet deserves to be recognized for the work they do — the Booster Club. It consists mainly of parents of athletes but, they are not the only parents involved.

The Booster Club's main concern is to support and encourage athletic activities in the high school. The club also tries to help promote spirit in the community.

The only thing the Booster Club has against them is the lack of parents. Currently there are about thirty parents involved in the Booster Club. What they lack for in numbers, however, they certainly make up for in spirit.

Some people don't even know the Boosters exist, and some that do, don't know what the Boosters club does. Well, it's time the school knows. In the two years of existence they have held lift-a-thons for the football teams. They have held a free-throw-a-thon to raise money so the basketball teams could participate in the Carbondale Christmas Tournament.

The Boosters have helped the cheerleaders buy new uniforms through helping to sponsor a pancake breakfast.

We feel that the Booster Club has done a fine job and that it could be all the more powerful with more parents involved. We encourage all students to inform their parents of the club and encourage them to join. We would like to personally thank the Booster Club for a job well done.

More on the parapro dispute

Dear Editor,

I'm concerned with two letters in past issues of the BRIDGE. The first written by a student about an injustice from a parapro, and the second gave another student's account.

I was at the concert, and I was sitting right next to the accused. The students were not "chatting loudly," what they were saying was hardly audible. The parapro's reprimand was most disturbing. Who wouldn't be annoyed at a boisterous "Girls, GIRLS!" The students "shhh!" was hardly rude or disrespectful. It was simply out of necessity, and had nothing to do with the fact that the person was a parapro.

The statement that "the poor fighting girl was spoiled and needed her parents' influence on the staff to do her denying for her" is infuriating. She did bring in her parents to fight for her right to be heard, but discovered how many rights a student has. After the parapro had told her reconstructed, exaggerated side of the story the staff wouldn't even listen to the students side.

Where are the student rights, or don't we have any? The student shouldn't have to fight, but believe me, if it comes to it, we will!

Frieda Howard

Student apologizes for past letter

Dear Editor,

I wrote a letter that got published in this newspaper a while ago, and I would just like to say, I'm deeply ashamed of it. My friend told me that when the faculty read it they probably wouldn't get us any more nice things like the PET. I didn't mean to offend anybody, especially Mrs. Meyer. I'm sorry I wrote it, and I hope I'll still have some friends left after reading this letter.

Dave Wollenberg

some may.)

You may be wondering, why we said "wrong." The reason is because the BRIDGE went into a study hall to see how many students actually studied in there. Almost all of the assigned students had a pass to the LRC.

We talked to several students who informed us that, you needed a pass with a particular reason for going to the LRC, written on the pass.

When viewing a pass, we noticed students get out of class without a written reason on their pass. The BRIDGE asked the student if they got out all the time without the written reason; they replied, "sure, they never check anyway."

We asked some students if they really go to the LRC to study. They told us that most people either go to commons or leave the school altogether. The students still do what they did before, but now they have a pass to do it with.

This plan should be changed, or better yet totally discontinued. Maybe more students would pass if good study habits were taught in Freshman classes. This way the problem might be prevented before it begins.

Discrimination in P.E. classes?

Dear Editor,

Do any of you guys know what it is like not to be able to participate in a P.E. game? Not because of not being dressed, but from being ignored by all the other guys, especially when you are the only girl on the team. Well, let me tell you, it is pretty sickening and ignorant for us gals to be picked on a team, and then treated like you're just in the way, or like you are not even there. It's pretty boring walking back and forth on the court and not doing anything.

It's always been a problem in P.E. classes for as long as I can remember. The only thing the dumb teachers can say is, "Well come on, get into the game." You can't "get into" the game when you can't get the ball. I just wish some miracle could happen to make all you fat headed guys, and teachers, realize that we would like to enjoy P.E. as much as you do, and that we are for real.

Sonja Aguilar

Teacher belittles high athletes

Dear Editor,

I would like to respond to the letter written by "Totally confused and misled." They feel that it doesn't bother anyone when Rahs smoke pot. Perhaps this is so, but if it's true that burnouts are "put down" for smoking or drinking and the Rahs and athletes aren't, it is a sad commentary on the students in this high school.

Personally, I think less of an athlete or cheerleader who signs an agreement to follow certain training rules and then breaks their word. It bothers me also that rules are broken so blatantly. From talking to students and teachers I find that it's common knowledge that athletes and cheerleaders break the rules. No attempt is made to even give an appearance of keeping their word. (I hesitate to lump all athletes and cheerleaders together because I know that there are exceptions to these generalities. These "special," kids, even if they are in the minority, are what keeps a coach in the game).

Can you see what a challenge it is for coaches here? Evidently, a large percentage of the students we work with plan to break the rules even before they go out! At least the "burnouts" don't make promises that they plan to break.

Mrs. Hein

The Bridge

326 Joliet Street
West Chicago, IL 60185
phone 231-0880 ext. 268

News Editor Casey Kovac
Editorial Editor Wendy Lewis
Features Editor Lynda Simpson
Sports Editor Steve Binder
Research Editor Molly Gatehouse
Photo Editor Michelle Monroe
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Advisor Mr. Tim Courtney

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Letters to the editors are not to exceed 250 words and must be signed. If an individual desires to remain anonymous, he should merely state so following his signature. We reserve the right to edit, if necessary, for length and for libelous material.

Content and editorial policy are determined by the editors with concurrence of the BRIDGE editorial staff. The advisor acts in the capacity of a professional consultant. The opinions are not necessarily those of the student body or the high school.

YFU students learn more than readin' 'n writin'

by Robin Horn

Many times, the faces of the incoming freshmen and other new students tend to blend in with the rest at WCCHS. This year, however, there are two students who stand out among the crowd. These students are our foreign exchange students.

Yukiko Saikawa, Yuki for short, is our Youth for Understanding student from Osaka, Japan. She lives with Mr. and Mrs. Rhodes. Mrs. Rhodes has been a librarian at WCCHS for four years.

Yuki, a senior, likes WCCHS because this school has given her a chance to study things she could not at her school. She enjoyed new classes such as typing and Arts and Crafts.

"I like this school but the day is long," Yuki said. In Japan most schools begin at 8 a.m. and end at 3 p.m., with ten minutes between class and a 50 minute lunch. The typical Japanese school has six classes a day compared to WCCHS's eight classes.

"I'm very surprised at education here in the United States. In the United States the student's homework is review for the day's lesson. In Japan much more studying is done to prepare for the next days lesson," Yuki said.

Japanese students work on reviewing assignments in class where the teacher can help them. The teacher's main function



Yukiko Saikawa enjoys the U.S. and its people. (photo by Monroe)

in Japan is to aid the students with their work, not to lecture or explain it. The responsibility goes to the students to understand each lesson.

Yuki finds the American schools' less strict in comparison with the Japanese schools. In Japan, rules on specific clothing, and showing respect to teachers, hold much importance.

Japanese students grades 1 through 12 must wear uniforms. At Yuki's school, girls must wear dark blue skirts and

blazers, while the boys wear black pants and special jackets.

Japanese school officials feel that bright colors such as red, yellow, etc. have no place in school. You can imagine her excitement at being able to wear whatever she likes.

Respect, an important Japanese value, is taught not only at home but at school as well. Students must stand and bow each time a teacher enters or leaves the room.

Yuki played on this season's J.V. volleyball team. "I was very glad to be on the team. It took a lot of time but helped me to make friends, and I enjoy playing," Yuki said, "I played volleyball in Japan but I had to play all year. There are no special seasons for sport."

Playing on the team also gave Yuki a chance to visit other schools. At her school in Japan, volleyball games against other schools were uncommon.

When asked how she likes the United States she replied, "I enjoy the United States. It is a large country. The houses are large and yards are large."

She not only enjoys our country but likes the American people too. "The people in the U.S. are very friendly. If I need help they help me."

The fact that Americans don't know very much about foreign countries has been a disappointment to Yuki. The Japanese people utilize all available information to better their knowledge of the many countries of the world.

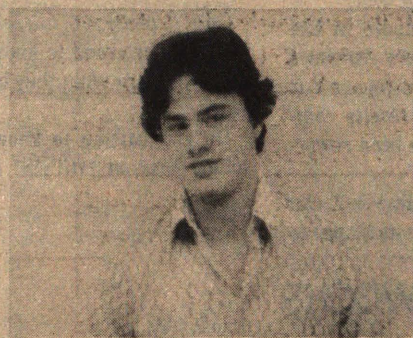
Yuki has also noticed the significant role religion plays in American's lives. She understands Americans use religion not only

for sacred purposes but socially too.

Many Americans go to youth groups, church get together, and bible studies. "Japanese are not as religious as Americans."

Yuki can now see why Japan thinks the United States is a very important country.

Edgar Garcia, also a Youth for Understanding student, came from



WCCHS's wide variety of sports please Edgar Garcia. (photo by Monroe)

Venezuela to spend a year here in the U.S. Residing with the Kennedy family, he has been able to have a good look at the American lifestyle.

Enrolled as a senior, Edgar too likes WCCHS.

"Yes I like it. I like sports, the people and the teachers," he said.

In our school Edgar has had the chance to pick his own classes. Although Venezuela is a democratic country, the government decides the classes each student must take.

Our school facilities have impressed

Edgar. His school has much the same layout as our school, only Edgar says that our school is on a grander scale.

Edgar has had to make a big change as far as a new kind of school schedule. Instead of going to school for seven and a half hours, as he now does at WCCHS, in Venezuela he went only for three or four hours a day, either in the morning or afternoon. For each weekday a different schedule is followed.

WCCHS's sports program has allowed Edgar to join wrestling, a sport not found in Venezuelan schools. Edgar feels that our school's large facilities enable us to have a bigger variety of sports. Last year, Edgar participated in Judo, one sport not offered at WCCHS.

He thinks WCCHS is very strict. In Caracas, tardies do not deserve reprimand. "I don't like getting detentions," Edgar said, "Being tardy for class was no problem, nothing happened."

Edgar likes the United States. "I want to stay another year. I'm going to try to enter a university here in the United States."

Edgar enjoys the U.S.'s lifestyle. He has found that things can be bought cheaper here than in Venezuela. "Everybody has his own house and own car," Edgar said.

He finds discrimination in the U.S. confusing. "I don't like the discrimination. In Venezuela we think black and white are the same thing. We go to school together, no problems."

Edgar feels that Venezuela has many American ways. He says Caracas, a city of five million people, is almost the same as Chicago.

Dave Shankle rocks with the Roscoes

by Wendy Lewis

Dave Shankle believes that to be good at anything, you must enjoy doing it. Dave enjoys playing his guitar for Roscoe.

At the age of 8, Dave received his first guitar. He played for awhile, quit, and moved on to play the drums. After a year and a half on drums, Dave returned to his guitar.

Jamming with his best friend, Howard Anderson, and listening to his father play guitar, inspired Dave to stay with his guitar.

While in Junior High, Dave played in a band called Ashes. It was composed of 4 group members, Erik Braun, Keith Serpa, Ray Soto, and Dave. They played together for awhile, did several parties and dances, and later, broke up.

Dave didn't play in another performing

band until last summer. The name of the band was Thunderfoot. The band consisted of 4 members, Howard Anderson, Dave Travis, Bob Vandece, and Dave. Things didn't work out with Bob Vandece and Dave Travis, so they left the band. Bob and Dave were replaced by Eugene Pommer and Phil Cornell.

With the changes in group members, came the idea of changing the name of the band.

They played around with Ron Ragnes' last name, and tried to contrive a name to benefit the group. A friend of several of the band members had a dog named Roscoe. The band decided Roscoe would also be a good name for the band.

Thunderfoot had evolved into Roscoe.

Rock and roll is the main objective of Roscoe. They play some of their own music, (that various band members have

written) and use some music of other artists.

Everyone in the group is an individual, and each has an exclusive style. Dave said much of his personal style takes after that of "Alex Lifeson of Rush and Eddie Van Halen."

Playing in a band takes a lot of time, and a degree of personal sacrifice is involved.

Dave practices by himself for a minimum of five hours each day. He never feels like quitting.

The group practices together in Ron Ragnes' basement, three nights a week. They arrange new music, and plan the next show.

When Roscoe gets out on the stage, all the practice begins to pay off. The music is loud, so loud the band members wear ear plugs for protection. Excitement is bubbling through the group.

"The greatest performance the band ever gave," Dave explained, "was an outdoor party, for the fourth of July." The band practiced every day for 3 weeks before that concert, and it paid off. The audience included 500 people, the music was great.

After that night the band played much more frequently. Throughout the summer Roscoe played parties and night spots, around Illinois and Wisconsin. They had work nearly every weekend.

When school began the band began to slow down. They now play an average of an engagement, every other Saturday night.

Because Dave is the youngest member of Roscoe, and the only one who remains in high school, the band sometimes interferes with his homework.

Being in a band, Dave is learning a lot. The prospect of making it "Big" is always in Roscoes mind.

Currently Dave is helping his friend Howard Anderson record his second album. This has nothing to do with Roscoe, except it is a learning experience for two of its members.

Dave plans to continue his life, involved with music. He would like to attend college and study music. Studio work and road work are all futures Dave plans to look into.

Larry Lujack horses around with famous animal stories

by Lynda Simpson

Casually dressed in a blue denim shirt and navy windbreaker, he lounges back in his chair and blows a bubble with his bubble gum. Cameras click, flashbulbs flash, and Larry Lujack, WLS radio personality, almost smiles and says "That's right. Take all the pictures you want."

At a press conference held Tuesday, October 30 in the Lincoln Park Zoo auditorium, Lujack discussed his "world renowned, highly acclaimed" animal stories, and also WLS Music Radio in general.

As a kid, Lujack never intended to become a disc jockey. "I was majoring in biology in college, 'cause I really wanted to get into wildlife management," he explains. "Then I got a part time radio job in college, and I really liked it." Since then, Lujack has progressed enough to become the most popular D.J. among teens.

One of the reasons people tune in to his show is to catch the famous animal stories feature. At first, Lujack did animal stories by himself. "Then Tom (Lil Tommy) Edwards jumped in, and now he refuses to

leave," grumbles Lujack humorously. Animal Stories are edited each morning by Lujack and Edwards. They usually write it right before it's time to air. "Did you ever



Larry Lujack has gained popularity with his "World famous animal stories."

notice how we usually play a real long song or run two or three records in a row right before animal stories? That's because Tom and I are busy putting animal stories together," grins Lujack.

Animal stories are taken from two sources — the newspaper and letters from people. "We receive animal stories from all the states, even foreign countries." Lots of times, people make up bizarre animal stories. "I only got conned once, though," says Lujack. "That was the story of the electric bull."

Lujack went on to say that he always gets asked what his all-time favorite animal story has got to be the one about Bob Wildhorse Crosby, the cowboy." In his classic animal story voice, Lujack tells the story of Crosby, the cowboy who fell off his horse during a rodeo. A steer charged him, and the steer's horn rammed up Crosby's nose and poked his eye out. The story had a happy ending. Crosby went to emergency room and had his eye operated on, and went back the next day to win the rodeo.

Results reveal general satisfaction;

by Holly Gatehouse

The purpose of this survey is to discover the attitude of students and parents toward WCCHS.

Questions employed to conduct this poll are some of those used by Gallop in a recent education poll. We chose nine questions from the Gallup survey which we thought related to WCCHS and the community and would adequately evaluate some aspects of the high school.

Utilizing some of the same questions included in The Eleventh Annual Gallup Poll of the Public's Attitudes Toward the Public Schools enabled us to compare our results with National public school parent results compiled by Gallup. Some of the questions have been reworded to apply to WCCHS.

Further results and information on the Gallup Poll, can be found in the September 1979 issue of Phi Delta Kappan.

Major problems facing WCCHS

Nationwide, parents named discipline as the major problem facing public schools in their community. In our community, the problem of discipline ranked only fourth in major importance with parents. We asked this question of parents and students:

What do you think are the biggest problems with which WCCHS must deal?

	Public School Parents %	WCCHS Parents %	WCCHS Students %
Drugs	14	38	27
Cutting classes/attendance	4	20	15
Alcohol	3	14	6
Discipline	26	10	2
Parent/student disinterest	parent-4	7	—
Bad teachers	12	6	6
Smoking	—	4	8
Student attitude	—	5	4
Traffic/parking	—	3	1
Vandalism	4	2	10
Communication	2	2	1
Parapros	—	—	11
Washrooms	—	—	8
Deans/administration	1	1	7
Miscellaneous	7	12	5
No idea	7	31	25

(Figures add up to more than 100 percent because of multiple responses)

Both parents and students we questioned cited drugs as the biggest problem confronting WCCHS. Nationally, the use of drugs was a distant second to lack of discipline.

It was inevitable that students and parents would have different opinions of what the major problems were. Surprisingly, they agreed on the two biggest problems. With parents 39 percent felt drugs presented the biggest problem, 27 percent of students surveyed saw them as a major problem. Cutting classes and attendance ranked second.

Parents and students mentioned problems which, of

course wouldn't concern all other public schools. As expected, students told of problems such as washrooms, and parapros, which most parents wouldn't consider unless they came to visit or were told of them by their children.

Cost of high school education

Only 36 percent of parents and 32 percent of the students we polled claimed to know the cost per child per school year. To learn what they believed was the actual cost, we asked:

Do you happen to know what it costs per child, per school year, at WCCHS? How much?

	Public School Parents %	WCCHS Parents %	WCCHS Students %
Under \$700	17	25	75
\$700 - \$1,299	40	42	9
\$1,300 - \$1,899	18	3	3
\$1,900 - \$2,499	10	14	9
\$2,500 and over	15	11	3
Tax dollar	—	5	—
Don't know	88	64	68

(Figures represent percentages of those claiming to know the cost.)

Very few students and parents claimed to know the cost. Of those who named a figure, 14 percent of the parents and only 9 percent of the students gave a figure in the actual cost range. The majority of parents and especially students, estimated well under the actual amount.

Further evaluation shows:

	WCCHS Parents %	WCCHS Students %
Under \$700	—	—
\$500 - \$600	3	—
\$150 - \$200	4	4
\$75 - \$100	—	14
\$60 - \$74	—	10
\$30 - \$55	18	29
Under \$30	—	20

From further breakdown, we see that the majority of students and parents that gave a figure under \$700 listed one between \$30 and \$55. It appears that a number of parents and students thought that the registration fee is the only money their child or themselves require. The students, particularly, since 76 percent cited a figure under \$700, don't realize that the actual cost for a student to attend WCCHS per year is \$2512.

Attendance

Attendance has been a constant concern of schools. WCCHS currently has an attendance rate of 94.23 percent. A major part of this problem is the parents' knowledge of their child's absence.

In the case of absenteeism we asked two questions. The first:

Do you think it is possible for you/your child, to be absent without your parents/your knowledge?

	Public School Parents %	WCCHS Parents %	WCCHS Students %
Yes	47	56	60
No	53	42	40
Undecided	—	2	—

A majority of students — 60 percent, believe they could be absent without their parents' knowledge. WCCHS parents evidently feel the same way — 56 percent answered yes to our question. However, of public school parents responding to the Gallup poll, only 47 percent feel their children could be absent without their knowledge.

The second:

Does the school let you/your parents, know promptly about each absence?

	Public School Parents %	Parents %	Students %
Yes	57	68	49
No	36	24	42
Undecided	7	8	9

Of the parents participating in our survey, 68 percent claim that WCCHS notifies them promptly about absences. Throughout the nation 57 percent of the parents

Research methods

Results for this poll were obtained through telephone interviews. Our pollsters Theresa Blackledge, Denise Mailloux, Julie Runowiecki, and Denise Weinmann randomly selected and telephoned 100 parents and 100 students. These people were asked to answer a list of questions pertaining to WCCHS and high school in general. We then tabulated and analyzed the results, and compared the answers of the students and parents.

thought their public school alerts them right away.

It is interesting to note that only 49 percent of the WCCHS students think the high school informs their parents promptly about each absence.

Career assistance

We sought to determine what help the high school has given students in choosing a career. Those polled were asked to list all sources of help in answer to this:

What help if any, has the school given you/your child in choosing a career?

	Parents %	Students %
Counselors	21	13
Teachers & classes	6	11
DAVEA	3	16
Computer	—	2
Books & pamphlets	2	—
IRO	2	—
General excellence	2	—
None yet	63	59

It seems evident that the high school has not been of much assistance in helping students choose a career. 59 percent of the students and 63 percent of the parents marked that they/their children had not been given any help yet.

Those students that did receive help cited DAVEA, counselors, teachers, and classes as their biggest influence in deciding on a career. Parents mentioned these same sources, yet they felt the counselors offered the most help.

National responses also indicated that, "rather little guidance has been offered in the matter of careers." Only "one person in five specifically mentions that his or her child was given help in selecting a career."

Necessary subjects

Everyone has a different idea of which subjects are essential today. In an effort to discover how WCCHS parents

Dealing with drugs in WCCHS halls

by Michelle Monroe

Unfortunately, schools possess a willing and open market for selling drugs. Although drug dealings at WCCHS don't affect everyone, they definitely are a reality. Sales go on every day.

Dealers don't go around school forcing drugs at people, yet, drugs are readily available if you want them.

Pot, acid, speed, valium, almost any kind of drug you can think of can be purchased. The average dealer can make from \$40 to \$100 in just one day. What age group is the biggest customer? Most will reply, sophomores, however, they are not the only ones involved.

How is it possible to make that much money in a day? Pot sells anywhere from the "nickel bag," (which sells for \$5, the buyer can usually make five "joints" from it) to a bag selling for from \$30 to \$40. Speed usually sells for .25 to .50 per capsule or tablet. Maybe there has been increased dealings at WCCHS, or perhaps they are just being noticed more than before. Why do students get involved with drugs? Many answer, "To cope with problems," or "Why not, 'everyone else' does." Others just simply say, "To have fun."

Most people don't think much about their "good highs," but what about all their "bad trips?" Is it really all that "fun?" Do "bad trips" cause people



to stop using drugs? Most get over them and continue using drugs just like before. Usually it doesn't affect the users attitude, but rather is considered, "Just part of it."

When you deal or use drugs at school, you risk the chance of getting caught. If you get caught, you will be suspended from school.

concern about drug usage surfaces

and students feel about the following ten subjects, we asked:

Of the following subjects, could you please tell us whether or not you consider each of them essential?

Percentages indicate those saying "essential."

	Public School Parents %	WCCHS Parents %	WCCHS Students %
Mathematics	97	99	94
English	96	98	88
Government	89	91	70
U.S. History	89	88	60
Science	85	88	69
Geography	81	74	53
Physical Education	79	80	59
Music	43	41	21
Foreign Language	40	47	26
Art	35	30	17

Mathematics and English top the list in all three categories.

The parents we polled and those polled by Gallup seem to agree fairly closely as to which subjects are essential. However, the students disagreed with the WCCHS parents by an average margin of about 20 percent on all subjects except mathematics and English. In all these cases, almost 20 percent fewer students than parents felt they were essential.

WCCHS parents responded by almost three to one that geography is an essential subject. According to the Gallup poll organization, "The public attaches much greater importance to geography as a subject than is currently accorded to it in many school systems." At this high school no courses in geography are required. Gallup also stressed that, tests in geography "show an amazing lack of information in this field on the part of students throughout the nation."

Wide variety or basic courses

Nationally, public school parents seem to favor a "back-to-basics movement." They would rather have "high schools concentrate on fewer subjects than offer students a wide variety of courses." In order to see what WCCHS students and parents would prefer, we asked this:

Public high schools can offer students a wide variety of courses, or they can concentrate on fewer basic courses such as English, mathematics, history, and science. Which of these two policies do you think WCCHS should follow in planning their curriculum — a wide variety of courses or fewer but more basic courses?

	Public School Parents %	WCCHS Parents %	WCCHS Students %
Wide Variety	44	57	74
Basic Courses	53	40	26
No answer	3	3	—

From the results we have concluded that the majority of WCCHS students and parents would rather see a wide variety of courses offered as opposed to fewer more basic courses. From the responses the students gave, it appears they enjoy the variety of courses offered at WCCHS and would like to see it continued. They preferred a wide variety almost three to one over fewer more basic courses.

WCCHS graded

Students receive grades to evaluate their work. To ascertain how students and parents feel WCCHS is doing, this question was asked:

Students are often given the grades A, B, C, D, and F to denote the quality of their work. Suppose WCCHS was

graded in the same way. What grade would you give WCCHS? A, B, C, D, or F?

	Public School Parents %	WCCHS Parents %	WCCHS Students %
A	12	13	1
B	37	48	41
C	31	33	50
D	10	4	6
F	7	—	2
No answer	3	2	—

Most parents seem to think that the school has been doing a fairly good job. The majority of parents (48 percent) gave WCCHS a B rating. Yet, the majority of students (50 percent) felt it deserved a C.

The parents we surveyed gave WCCHS higher grades than other public school parents gave their schools. Although the percentage of A and C ratings are almost the same, only 4 percent of WCCHS parents felt the school deserved a D. There were no F's. While, 17 percent of the public school parents surveyed by Gallup, gave their public school a D or F.

According to the results WCCHS is doing a good job, although many parents and students still see room for improvement.

Ways to improve education at WCCHS

The best education can be provided when parents, the community, and schools work together. To see what parents and students feel is the best way to get them to work with each other, we included this question:

What suggestions would you make to get parents, the community and the school to work together to improve education at WCCHS?

	WCCHS Parents %	WCCHS Students %
Better communication	16	3
More parent involvement	14	7
Parents informed of events/meetings	11	—
Already good	8	1
Teacher cooperation w/parents and students	5	6
Parents informed of problems sooner	4	—
More discipline	3	—
Better counselors	—	3
More organization	—	5
Miscellaneous	11	15
No idea	30	61

The Gallup Poll did not list responses by percentages but rather summarized the replies. Some of those cited that also apply to WCCHS are:

1. Better communication — WCCHS parents felt that this was an important aspect to get parents, community, and the school working together. Gallup stated, "The local community cannot be expected to take a keen interest in the schools if people know little about them." WCCHS parents seemed to want overall better communication with the administration and teachers.

2. More conferences — Those responding to Gallup felt that more conferences about the progress and problems of students be held with both parents. Parents we surveyed wanted to be informed of problems before they get out of hand not after. They also felt better teacher cooperation is needed between parents and students.

The students felt that more parent involvement was needed. They also thought that there should be more teacher cooperation between parents and students. On the whole students listed a wide range of suggestions rather than just a few major ones.

Overall, it appears that students and parents feel WCCHS is doing a good job. Some of the most important feelings brought out by parents and students include:

1. Drugs and attendance continue to be a problem.
2. More assistance should be given to students in choosing a career.
3. A wide variety of courses should be continued to be offered.
4. Parents should be more involved with the school events, meetings, etc.
5. There should be better communication established with parents, the community, and students.
6. Teacher cooperation needs to be improved with parents and students.

St. Charles policy ups attendance

by Mike Fisher

"I think it's illegal, it doesn't make sense, and I don't think it's effective." Remarked Principal Richard Dufour when asked what he thought of the newly adopted attendance procedures in effect at St. Charles High School.

There has been a lot of controversy at St. Charles over this newly adopted policy towards attendance. Implemented on September 4 of this year, the plan basically involves the following: Each student is allowed ten excused absences per class, per semester. When the student reaches his seventh absence, he is warned by his counselor. At the ninth absence, the student is warned again, but this time by the dean. If the student exceeds his limit of ten absences, but still has a "valid and acceptable excuse," he is granted an extension on the number of days he may miss.

However, when the student starts to accumulate unexcused absences he will run into trouble. After the first unexcused absence, a form is filled out and sent home to the parents. A copy of the form also goes to the student's counselor, who in turn tries to reach the parents by phone. If the parents can not be reached, a letter is sent home.

On the third unexcused absence, a form is filled out again and sent to the dean. The dean then calls the student to his office and gives him a chance to substantiate the absences. If the absences can't be accounted for, the dean gives the student a "final warning," which is noted on the form. After the student has reached his fourth unexcused absence, he is dropped from that class for the remainder of the semester with an F.

Before the student is dropped, however, the parents are notified. They then have the option of appealing to either the principal or the school board. An official from St. Charles High points out that appeals do little good unless a mistake has been made somewhere in the above described procedure. The same policy is used in dealing with tardies.

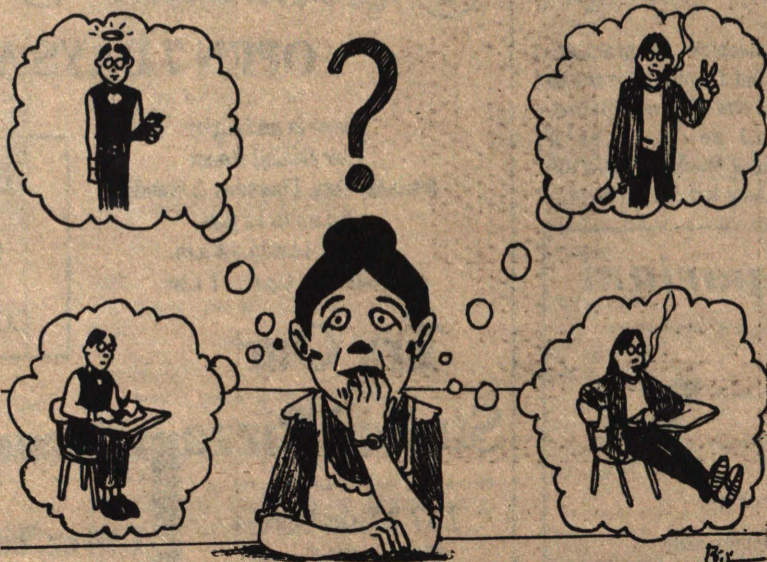
How effective has this policy been? Very effective, according to Dean Bob Teichart. "We've in-

creased our average daily attendance compared to last September, from 95.6 to 96.3 percent. This change alone may seem small, but for one month it means an additional \$900 in state aid."

How do WCCHS's policies compare with St. Charles's? As you are probably aware, they are not nearly as severe. If a student misses more than three hours in one day (unexcused), the parents are notified. If a student is unexcused for the whole day, he will receive either five detentions, or a loss of his unscheduled time for three days.

If the problem starts becoming habitual, and the student is under 16 years old, he may be referred to a county truancy officer, or he may undergo specialized counseling. If the student is over 16, the unexcused absences could result in an eventual suspension. If the problem gets worse, the student may be expelled.

According to Dufour, our attendance figure for last year was an impressive 94.8 percent, for September of this year, 95.85 percent, and October, 94.23 percent. "Good attendance is extremely important. Studies have shown that there is a direct correlation between attendance and achievement. The more you attend, the more you achieve." He



added, "I don't think we'll have to implement anything as severe as St. Charles has. Our attendance here at West Chicago is already excellent."

The rock that made '79 shine

by Cindy Heinrich

As the 70's come to an end, and disco dies in the arms of rock and roll, the year's musical quality passes before us.

This past year holds memories of success and failures, numerous debuts,

Record review

and long awaited releases by major artists.

The following is a review of a few of the most talked about albums of the year, both good and bad.

Evolution, Journey: With the release of *Evolution*, Journey climbs a step higher by adding a more driving rock and roll sound. Lead singer Steve Perry's vocals fill the



(photo by Monroe)

album with intense emotion. So far, *Evolution* has delivered two singles, *Just the Same Way* and *Lovin', Touchin', Squeezin'.* *Evolution* remains the band's



REO also contributed to the sound of '79. (photo by Monroe)

most exciting album to date; and Journey is one of the tightest bands around.

Get the Knack, The Knack: Many new bands appeared on the scene in '79. With each new arrival, they began to sound more and more alike. One of these remarkably successful bands is the Knack. Why are they successful? Who knows? The secret could be hiding in their lyrics, or perhaps it's because of the same primitive beat that dominates most of their otherwise unoriginal album. Whatever the reason, their single *My Sharona* captured much (too much) airplay, and won't be easily forgotten.

Van Halen II, Van Halen: Since their

first LP, Van Halen seems to have claimed immense super star status. Their complex musical structure makes them one of a kind. From their fiery rendition of



Another contribution, from Cheap Trick. (photo by Monroe)

You're No Good to David Lee Roth's tale of *Beautiful Girls*, Van Halen proves that they are about as close as they can get to the fire without burning.

Breakfast in America, Supertramp: *Breakfast in America* has become the image of studio perfection. Supertramp's smooth and polished sound results from their years spent together. It is exem-



(photo by Monroe)

plified in their way of dealing with life and reality, which is shown through their lyrics. *Breakfast in America* brings out a strong, though mellow, sound that is destined to become a classic.

Many other artists have contributed to make 1979 what it has become, but to mention them all would be an endless task. Instead, look to the eighties for perhaps an even stronger decade of rock and roll.

Rather tedious, but realistic

by Robin Stroebel

This season, theatres have hosted a rash of Viet Nam movies. *Apocalypse Now* is not just another Viet Nam protest flick; neither does it support the war. It is, rather, the story of one man and his mis-

Movie review

sion. The movie is an attempt at an honest portrayal of life in the bush, the life in which every hour is a struggle to survive.

The story is that of a young army captain and his mission to assassinate an American colonel. The captain's struggle with the fact that he is being sent by his own to kill one of his own keeps the movie from bogging down completely during many slow sections. The man he is to kill is brilliant and had been groomed to become Chief of Staff. Instead of following the plan, however, the colonel has joined the Green Berets and has started his own private war against the Viet Cong. He is to be killed because the CIA has determined him to be insane. The captain wonders throughout the movie just who is sane and who is not.

The special effects were so overdone that they made the movie tiresome. However, the battle scenes were very realistic. They brought out the struggle of war and played up the lust for battle that is stirred in every soldier who has experienced the fight. The Vietnamese were portrayed as people, not villains or poor innocents.

Apocalypse Now truly showed what war is. Despite the moralizing of governments, war is a struggle to survive. To win, one must put aside ethics and learn to withstand the horror of human nature.

This movie is not meant to entertain. It was made for the express purpose of showing the true meaning of war.

Bussey lets good times roll

by Marie Gaither

Mark Bussey speed skates. Why? "Because it's the only sport I don't get tired of," replies Mark. "I find it more interesting than other sports."

Mark has been speed skating for about a year and a half. He skates seven times a week. Three of these times are practice.

"I got started because of a friend," says Mark. "We went roller skating one Satur-

The skates cost Mark 235 dollars. Since then, Mark has spent about two-hundred and sixty dollars on the toe stops and wheel bearings. Then Mark had to purchase a uniform, which cost about seventeen dollars. The uniform consists of a pair of shorts and a short sleeve shirt.

"Most roller skating rinks around here have a speed skating team," says Mark. "The different places compete against each other. So far, we have had meets against Aurora and Plainfield." Competition consists of primary heats. Mark's racing opponents are decided by how well Mark does in the primaries. "It's like time trials for a car race," explains Mark. After the primary heats come the final heats. Mark has taken fifth and sixth place in races, and third in a relay race.

Mark has done more, though, than just race. He also participated in a skate-a-thon for muscular dystrophy. "I had about twenty-five pledges," says Mark. "It took me three hours to do 8.6 miles. I wasn't even tired after that. Then we went to skate for another three hours, but this was just for fun."

"There are only a few drawbacks to skating," he explains. "I don't get my homework done all the time and if there's something I want to do I can't because I can't miss practice."

"We have roller derbies at practice. They're pretty fun, but I wouldn't want to do it professionally. I don't know if I'll continue skating and go on to be a professional," declares Mark. "That's the future, and that's a long time from now!"

We-go people

day night and I thought it was pretty excellent! I started going every Saturday, and then week nights. Then I started going to U-sac lessons, which teach you the basics of roller skating," explains Mark. "The coach of the speed skating team saw me and thought I was pretty good. He convinced me to join the speed skating team."

"We practice three times a week for two and a half hours each time," continues Mark. At practice, Mark and the other team members start out by skating 100 laps. "We are split into three groups. The first group has a race, then the second group, and so on. We end practice with 50 laps," he explains.

The speed skaters are divided into groups according to age. Skaters ages 8 through 19 may participate. Mark is a member of the sophomore group, which includes skaters 14 and 15 years old.

Like any other sport, roller skating requires equipment. "When I started roller skating I had to buy skates," says Mark.

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Students join hands in mock marriage ceremony

by Pete Girard

"I now pronounce you man and wife." These familiar words were spoken in the auditorium November 29 and 30 when the Contemporary Life classes held their mock weddings.

The four couples joined in the bonds of holy matrimony were Libby Hocter and Casey Kovac, Michelle Becker and Jeff Curby, Gail Ratcliff and Topher Kottkamp, Missy Shattuck and David Wollenberg. Other students played the parts of bridesmaids, groomsmen, and ushers.

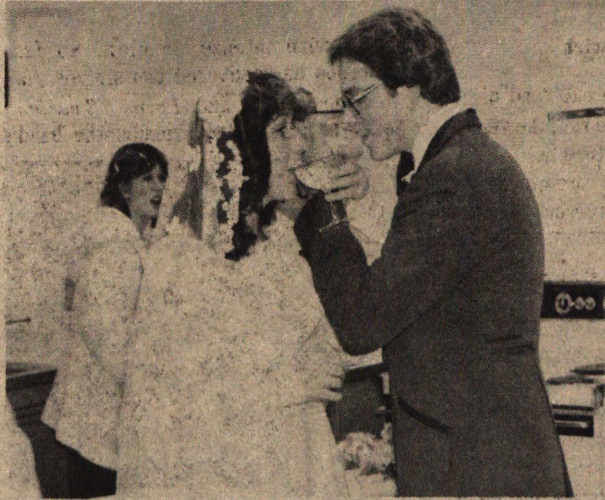
"The kids made all the arrangements themselves," said Patti Kozlowski, Contemporary Life teacher. "They asked for

my help on a few things like tux's and invitations, but the rest was all on their own. All the weddings went extremely well."

After the wedding, receptions were held for parents and the class that participated. "I really enjoyed the weddings. I thought the whole thing came off real well," Mrs. Modaff, mother of one of the students said.

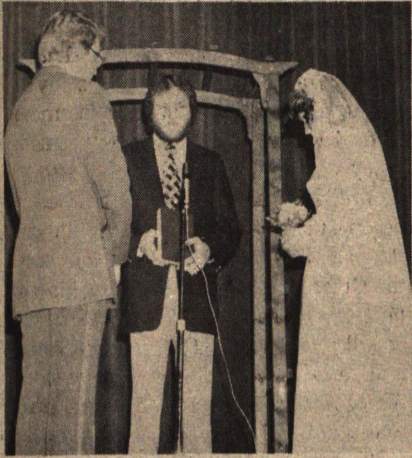
All weddings were officiated by a faculty member chosen by the couple. They also wrote their own vows.

"I hope my future classes will be more balanced in the number of boys and girls," Mrs. Kozlowski said. "That way students can follow through the whole cycle, from dating to marriage. That will encourage more class cooperation."

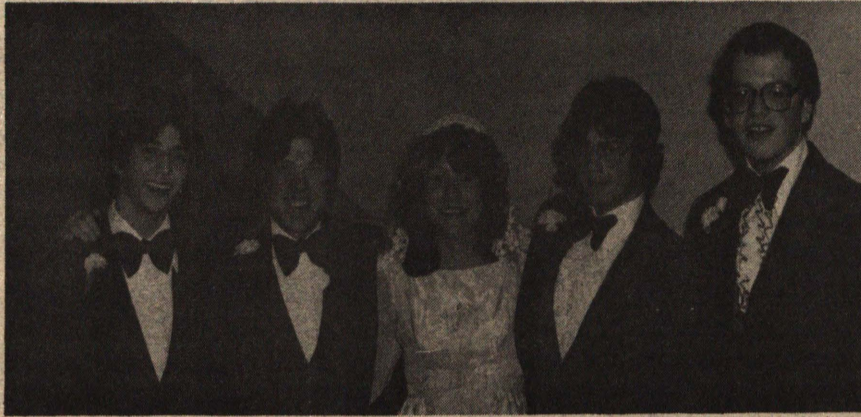


Libby Hocter and Casey Kovac celebrate with creme-soda in a lovers' toast.

(Photos by Lynne Barlass)



Mr. Doug VanDeMark recites the matrimonial vows.



Pictured from left to right are Bill Hansen, father of the bride; Tom Worthy, groomsman; Libby Hocter, bride; Mike Pacie, groomsman; and Casey Kovac, groom.



Afterwards, the newlyweds gather for wedding pictures.

Personals

K.S.
I LOVE YOU!

To Stud
Have a Merry Christmas. I love you.
A Friend

Doodle
Merry Christmas. Wish you were mine!
Love ya Cyndi

To: Joe, Alison & Son;
Pisces make the best lovers. You already know that. Merry X-mas. Minilove thinkpol vaporize doubleplusungood unperson, doublethink! Ignorance is strength.
Love Big Brother!

To: Love-starved Bro who can't make up mind make up your mind or else. If you don't you'll regret it double plus no good rat fink trouble starting idiot.
AAM

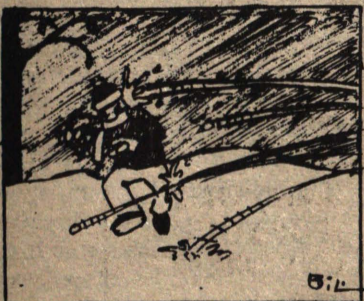
Watermelon,
What's up? (besides the sky)
Mich.

Fraeulein C:
Frohe Weihnachten und viel Glueck im Kom-menden Jahr!

Deutschschueler:
Ich liebe Sie. Frohe Weihnachten!

Herr:
Ich liebe Dich auch! Frohe Weihnachten!

Ernie,
15 minutes before you leave,
I'll be thinking of you.
DERF



D.O. -
8 more months let's make the most of it, but R.M.A.
Love Ya, L.S.

K.M.
Next time we will have to be more careful yes oh well me.

Coach Kantecki,
We need help! Fungino, Candina, Robina, Waltina, and Debbina.
5th hour Favorites

Merry Christmas, Bee Bob

Merry Christmas Gramps,
We love you.
From Us Again.

Merry Christmas Wendy,
It's almost the 28th! Finally no more sneaking!
Love, Santa Carm

Cat Eyes,
Hows the lilypad?
Chelly

Happy Birthday, Barb from someone who is a little younger. Sorry its late but !?!!

Jim,
I hope this Christmas is filled with happiness.
Love Eternally, Mary

Beans,
X-mas up in J.P. for another blasted black-out week? I'm sure there will be one Happy Baby Cakes, Lots of illegals, and plenty of muzik! Go for it!
Spacey

Kato:
I Love You more each day.
Bunzy

J.H.
Got me hanging!
R+K.H.

Steve B. -
I take me hat off to you.
Michele L.

Lisa,
Where were you last Tuesday?
M.M.

Kirk,
Where were you last Tuesday?
M.M.

Hey Paula?
How bout a game of Raquet Ball
Mike

Dear Lynn
Have a Merry, Merry, Merry, Merry, Merry, Merry and Perverted Christmas.
Love Don

Kelsey lovers of America,
Do you want to hear a joke about two Polar Bears?
Brig P.S. Merry X-mas

Mrs. Musgrave -
Congratulations Little Mother!
- Lyn, Kim, Tedd

J.Q.
Your "Bebe" is great. Don't get cold!
C.C.

Tonya S.
I like your moves!! And what great looking legs!!
E.B.



P.K.
Glad you're staying home this Christmas missed you the last.
R.H.

Fats,
Pat says the coat hangar wasn't right. Does this mean that Hawaii and Florida are off limits? Dan says the sex coupon wasn't valid! Poor Jill! Merry X-mas!
ALCHI

Dear David:
I hope for beautiful things between the two of us.
Loving you Julie

Deuce,
Double trouble comes your way.
Twosome

Denise P.,
I think we could have a good thing going if we got together.
G.R.R.R.R.R.....

Barney Rubble,
I hope this will be the first X-mas of many.
Love ya FLD

Roger,
What's a Chevy? Redskin Rebel.
P.S. Hot Rodders should be shot!

To the class of '80, '81, '82,
Did you know that rhineys rule?
'83.

Zoot:
Remember driving off Summit Hill at 60.
Trebtor AAM LIVES

Mark
You're a Babe! !!
Michelle

Karrie,
Remember C.D. and meat?
Love you!

Cliff, Merry Christmas Babe,
I love ya,
Jeannine

Buckwheat:
Take care and have a great Christmas. OM-I Go for it! It's been a very real first semester and I hope the second half goes even better.
Love Phil

Steve J. -
I hate jumping jacks.
Chippy

Sprachlehrer:
Frohe Weihnachten! Feliz Navidad! Joyeux Noel! Merry Christmas! And a Happy New Year!

Geri,
Hope you have a very Merry Christmas and New Year. Hope your New Year and years to come are filled with much happiness.
Love always Mike Linville

Dear Rocky and De:
You guys are terrific. Hope we stick till '82!
Love Rocky



Big Bongos,
Keep your lips limber for Mr. Sargent.
Bubba Jones B.

Pete,
Glad we didn't get cooked!
L.K. - T.B.

Vic,
Don't make me laugh
Burferd

First team in We-go history

Boys' swimming splashes into building season

by Steve Binder

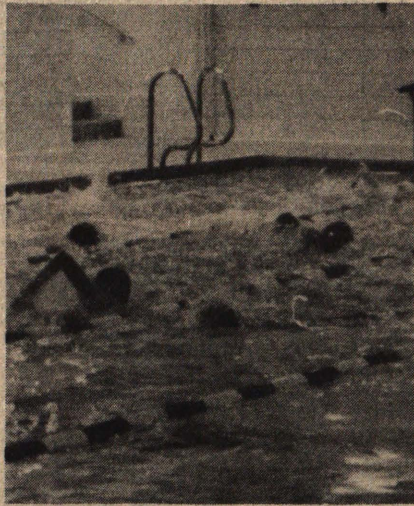
Their desire and determination will make up for their lack of experience. And for the first WCCHS boys' swimming team, this will be a significant factor in determining the success of the rookie squad.

Head Coach Dan Johnson classifies the We-Go watermen as being a "very hard-working group." Obviously an appropriate description, especially when one realizes the progress of the team since the start of official practice (November 1). "Two weeks after the season started," Johnson stated, "The boys were swimming five miles a day." Now they will swim anywhere from 7,000 to 12,000 yards a day, depending on the type of practice.

Describing this initiative and determination of the squad, Johnson stressed, "That's what it takes." This type of attitude is reflected in the success of any team.

Johnson agreed that the first boys' swimming season will undoubtedly be a building year. This becomes apparent

since the squad of 27 members, including 16 freshmen and sophomores, possesses a small number of experienced swimmers. Also, because swimming is mainly an en-



A group of We-go watermen work to achieve that "conditioning base" before the opening meet against Waubonsie Valley.

(photo by Rob Black)

duration sport Johnson explained, one must "swim for at least three years to be competitive." Pertaining to members on the team "brand new to swimming" he feels, "It's going to take awhile before they are real competitive."

A building year indeed, because Johnson feels that the foundation of experience needed to achieve that desired competitiveness "must be established this year." Consequently, the teams' biggest goal is simply to "learn the skills, know the strokes, and get themselves that conditioning base" needed for competitive swimming. Another goal the boys hope to attain is to improve their times meet after meet.

Eleven different events are held during a swim meet, including two relays and diving competition. They range from 50 to 500 yards and incorporate the four major strokes — freestyle, backstroke, breast stroke, and butterfly. In a duo meet, each

team may enter three swimmers for each individual race or three teams of swimmers for each relay. For the individual races, six points are awarded for first place, four for second, three for third, two for fourth and one for fifth. For relays, the first place team receives eight points, second place gets four, and third place receives two.

Key hopefuls to watch this first year include junior Tom Wiborg, noted for his "endurance." Wiborg usually will compete in the 50, 100, or 200 yard freestyle. Senior Bob Kostner and sophomore Randy Turner, both competing in the breast stroke category, are "looking real good," according to Johnson. Competing in the diving category, senior Greg Hansen has been competitive diving since junior high. Plus there's Bill Gebhart, a promising freshman who will compete in the freestyle and/or butterfly events.

In addition to this talent, the We-Go swim team will also benefit from the ability of senior Jeff Gary, who will join the team on January 8. Gary has been competitively swimming for nine years, and in 1972 joined the B. R. Ryall YMCA swim team in Glen Ellyn. He's been swimming ever since, and last year qualified for national competition and placed seventh in the 50 yard freestyle and eleventh in the 100 yard freestyle. Johnson thinks highly of Gary's ability saying he's "an outstanding swimmer, one of the best freestylers in the state." Gary will definitely be a significant factor when adding up points for the We-Go squad.

This year, due to a lack of facilities, boys' swimming will not be an official sport in the DVC. Thus the competitiveness often associated within DVC sports will be supplied by other area teams such as Marmion, Waubonsie Valley, and East Aurora. Johnson stressed how this year's schedule will pit We-Go against "established teams" which have been around awhile and added, "It's tough competition." You can see our first boys' swimming team in action against Benet here on January 8 beginning at 4:30 p.m.

We-go
Scoreboard

Boys' Basketball

St. Charles Tournament			
We-go(A)	62	Marmion	56
We-go(A)	74	East Aurora	111
We-go(A)	62 OT	Wheaton N.	60
We-go(H)*	60	Naperville N.	54
We-go(A)	62	Glenbard N.	55
We-go(A)	69 OT	St. Charles	65

Boys' Wrestling

We-go Invitational			
Proviso East			158½
Joliet Central			102½
We-go			101½
Oswego			89
Minooka			85½
Romeoville			75
Brother Rice			54
Oak Forest			0
We-go(A)*	24	Naperville North	40
We-go(A)	11	Batavia	45
We-go(H)*	21	Glenbard North	46
We-go(H)	13	Hoffman Estates	40

Boys' Swimming

We-go	78	Waubonsie Valley	92
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(H) Home games
(A) Away games
* Conference games
OT Overtime

Sport shorts

"Running Wildcats" to participate in prestigious Carbondale tournament

by Steve Binder

The "Running Wildcats" basketball team, boasting a 6-1 record, will travel to Southern Illinois University to participate in the sixteenth annual Carbondale Christmas holiday tournament on December 27-29.

Rated by many as one of the top Christmas tournaments in the state, the competition of 16 teams includes three top-ten rated teams in the state in the likes of Thornridge, Oak Forest, and Chicago St. Patrick, who captured the tournament crown last year.

Nonetheless, Coach Paul Netzel feels very positive about the event. He stated optimistically, "We could finish in the top four." In order to accomplish this however, Netzel feels, "We must play some pretty good ball before that so we go down there with a good record and the confidence we need."

Gymnast fans must wait until spring

by Steve Binder

A proposal drawn up last year by the IHSA and voted on by the school principals involved moved the boys' gymnastics season this year to the spring. Usually held during the winter season, gymnastics was switched mainly to balance out the sports' seasons, as girls' gymnastics was also switched, going from the fall to the winter season.

Head Coach David Sparkman expressed his feelings about the statewide maneuver. "It has really helped us." He then explained the advantages the switch will give the gymnastics squad, whose season officially opens March 1, 1980. "Gymnastics requires an immense amount of conditioning and the switch gives us more time to prepare for the season." Another advantage will be the chance for lower weight wrestlers and swimmers and divers to compete on the team in the spring.

Girls' basketball team seeking improvement

by Wendy Lewis

With spirits high and ready for action, the female cager's of WCCHS have begun the 1979-80 basketball season.

Because of the large turnout this year, girls' basketball will be played on three levels. LaVora Singleton will be coaching the varsity squad, Kendra Grosshuesch will lead the JV team, and Michelle Cates will coach the newly established Frosh-Soph team.

This year's varsity team consists of ten players including seniors Cindy Bahlmann and Denise Pecina, and junior Teresa Stuart serving as captains.

Because it's still very early in the season, identifying the key individuals on the team is difficult. However, Coach Singleton stressed the important role each girl will play this year. "Each player has their own area in which they excel. Everyone is important to the team."

Coach Singleton has changed her coaching technique this year by using more of a deliverant offense. "The reason for the change," Singleton explained, "Is simply that this year we have the players who have the skill to execute it."

Varsity member Jody Quirin a junior, feels that "the team is more experienced." Quirin added, "I like it a lot better this year." Captain Pecina stated, "Last year the team was quite new and had very few experienced varsity players." Both Quirin and Pecina think the team is much



Members of the girls' basketball team prepare for the fourth annual Christmas tournament here on December 27-29.

(photo by Rob Black)

improved over last year and it's bound to place higher in conference.

To help improve involvement and performance of the team, the girls have set a number of goals this season. Probably the most important of these goals is to finish

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Sports writers wanted

If you're interested in sports, and would like to write for the BRIDGE, contact Steve Binder anytime or leave your name with Mr. Courtney in room 216.