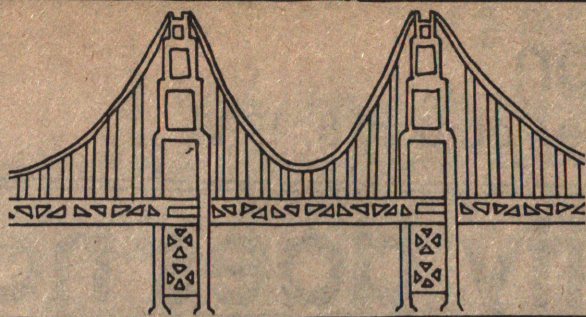


The Bridge

West Chicago Community High School
Volume 14 Number 7 February 8, 1985



New face in We-go math department

by Brendan Lambert

James Siple is replacing Sherry Russel, who resigned from teaching math early in the 1984-85 school year.

Siple received his Bachelor of Science in Mathematics at Wheaton College. He was a student teacher at Wheaton Central High School for the first ten weeks of the 1984-85 school year.

Siple is currently teaching two Algebra classes and two math classes here at We-go.

For three years Siple played the position of catcher on the Wheaton College baseball team, and was kicker for the football team for one year.

His interest in these sports raises hope for becoming a coach, along with teaching. Siple said, "I enjoy teaching, and want to spur students to think for themselves."

Siple's contract ends June 14, but he plans to re-apply for the position next year.



James Siple shows talent not only in the classroom, but also in baseball and football. (Photo by Becky Thuer)

We-go team wins third in game

by Naresh Nair

West Chicago stock market game team members Zack Snowden and Joe Vantrese finished third in a competition involving 600 teams from all over the Chicagoland area.

In the DePaul University Stock Market Experiment, students involved start off with \$100,000 in fake money which they invest in stocks based on the actual New York Stock Exchange.

The DePaul University Stock Market sends back a computer printout of how much money your team makes.

The stocks were purchased in October and the game went on through until January. West Chicago had its best finish ever by taking third.

They did this by buying 10,000 shares

of Coleco at \$15 a share. Then they sold the same shares at 17% for a grand total at the end of the game with \$117,354.41. They were ahead of fourth place by \$1,000 and behind Rich East \$1,000. No one was close to Wheaton North for first. West Chicago made third place out of 600 teams from 100 schools. Winning third they get \$50 in cash, first gets \$100, second \$75, and fourth \$25.

The whole reason for playing is to learn about the market and its risks. WCCHS took high risks but they came out ahead. Most teams don't even get over \$100,000.

The key thing is speculating, and making big money in a short time.

The best lesson is: don't use money on the market so that in investing it you will go broke.

Fermi-Lab engineer defects

by Rachel Hadden

Artem Vladimirovich Kulikov, a Soviet physics engineer, defected at O'Hare airport on December 24, 1984. He was granted asylum on December 26, 1984 by the United States government.

Kulikov had been at the Fermi National Accelerator Laboratory since September as a visiting scientist. He and his colleagues were on their way back to the Soviet Union when the announcement was made.

There are 150,000 people who are currently requesting asylum in the United States. The majority of these people come from Cuba and Haiti. Presently there are 91 people seeking asylum from the Soviet Union. From the other Iron Curtain countries there are 1,843 people seeking asylum from Poland; 139 from Czechoslovakia; 226 from Hungary; 318 from Romania; 33 from Bulgaria; 1,400 from Ethiopia; and 102 from Yugoslavia.

Some reasons why people defect (or seek asylum) include the dislike of the government and its rules, the treatment of the person by the government, or feeling threatened by it.

When a person wishes to seek asylum they must go to an immigration office and ask for the I-589 form. This form is needed for a person to be granted asylum in the United States.

Humanities are underrated

by Scott Lockert

According to studies undertaken by Vanderbilt University, humanity type classes in high school like history and English related classes are being underrated.

Becoming more popular are classes like math, science, and computer science classes. Betty Andrews, English teacher at

W.C.C.H.S. believes this to be because non-humanity type courses are more directly related to the type of occupation that people wish to pursue.

Although English, history, or a foreign language may not be directly related to an occupation, Andrews feels it is very important to be strong in these areas. By being

"people can avoid the mistakes of the past."

Harry Broudy, researcher from Vanderbilt University, feels that without humanities in high school, "individuals reduce the precision and clarity which they formulate and organize their thoughts, thus reducing their ability to communicate these thoughts effectively."

Ink Spots

Turnabout info.

by Kris Simms

Turnabout is coming, do you have a date? March 23, the date that Turnabout will be held on, will be here soon. For those of you who are completely baffled on who to ask or accept, never fear, compatible computer data is here!!!

By filling out a form with a few questions about yourself, Student Council has made it possible for us to get a list of the top ten guys/gals that you are most compatible with.

So if that special person isn't already picked out, dread not, Student Council will come to the rescue. More information will be provided soon!

Trivia pursuit

by Jennifer Sheriff

Challenge yourself, and try to answer the 35 trivia questions in the LRC.

The questions can be found in the glass case near the entrance ramp. Answers should be turned into the LRC desk.

Song changed

by Laura Pollastrini

West Chicago's Student Council voted to change one of the words of the school song to make it less sexist.

The word in question was "boys," coming from the line, "Now here's to the boys who have won the right, to carry our color on the field and fight."

The Student Council approved the omission of the word "boys," and voted to change it to "teams." The line now reads, "Here's to the teams who have won the right ..."

This measure was approved by the School Board, and has now gone into effect.

Writing awards

by Jennifer Sheriff

Kristen Burton, Alice Pegel, and Joy McPheters have been nominated by We-go's English teachers to compete in the Achievement Awards in Writing contest sponsored by the National Council of Teachers of English (NCTE).

These students will compete nationally with other high school juniors.

The NCTE is a non-profit organization. It has no funds to offer scholarships.

Names and addresses of the winners will be published in a booklet that is mailed to directors of admissions in 3,000 colleges throughout the United States.

Washrooms reopened

In cooperation with the Student Council, the administration is attempting to succumb to the desires of the students and allow the second floor washrooms to remain open during class periods.

According to William Renner, the reason for keeping them locked was the major problems that were occurring with vandalism. He went on to mention that the administration is willing to allow the washrooms to remain open, only if the student body is willing to do their part.

The students are asked to take advantage of these washrooms, but not to abuse or vandalize them. If the administration finds that the bathrooms are being abused, they will once again be locked during classes. All Renner asks is for the cooperation of the student body to achieve a common goal.

Dancing & drinking

Dances at West Chicago are a frequently occurring activity that may become extinct if the habits of some of the students are not taken elsewhere.

According to Assistant Principal Richard Waterhouse, too many empty bottles of alcohol are being uncovered while cleaning up the dances after the basketball games. He doesn't want to see these dances being abused as a place for kids to drink. He went on to add that if the drinking does not cease, the number of dances may have to be decreased to a bare minimum.

Waterhouse loves these dances and feels that the students have a really good time. He also said that We-go has many more dances than the majority of the other schools in the conference, and would hate to have to bring them to a halt.

In order for the Wildcats to remain dancing after basketball games, the students will have to cooperate and not drink on school grounds.

Much ado about English

The English Club has been introducing culture to We-go students for three years. They attend plays and classic films for the purpose of self-enrichment. In past years the club has attended *Our Town*, *Antigone*, *Merchant of Venice*, *Midsummer Night's Dream*, *Tracers*, and *Misalliance*. They also sponsored a film festival. At other times of the year evenings of pizza and Shakespeare have been a popular activity.

Since September the club has attended *Much Ado About Nothing*, *Candide*, *Canterbury Tales*, *Bizet's Carmen*, *Amadeus*, and *The Cotton Club*. They participated in the homecoming run-a-thon to raise money to be able to attend more productions. At Christmas they had a party and watched *A Christmas Carol* on TV. Students have been asking to broaden their horizons with opera and ballet. They recently attended a production of the Twyla-Tharp Dance Company.

If you would like to join, you can contact Dr. Thomas Fischer in room 231 for information on upcoming events.

inside:
STUDENT
RIGHTS?!
In depth
pgs. 4 & 5

Quality does not come easily!

Pom pon girls and cheerleaders are supposed to promote school spirit and encourage the crowd to support the mighty Wildcats. How can they do this when some of them don't know the routines for their cheers or numbers, and don't even smile?

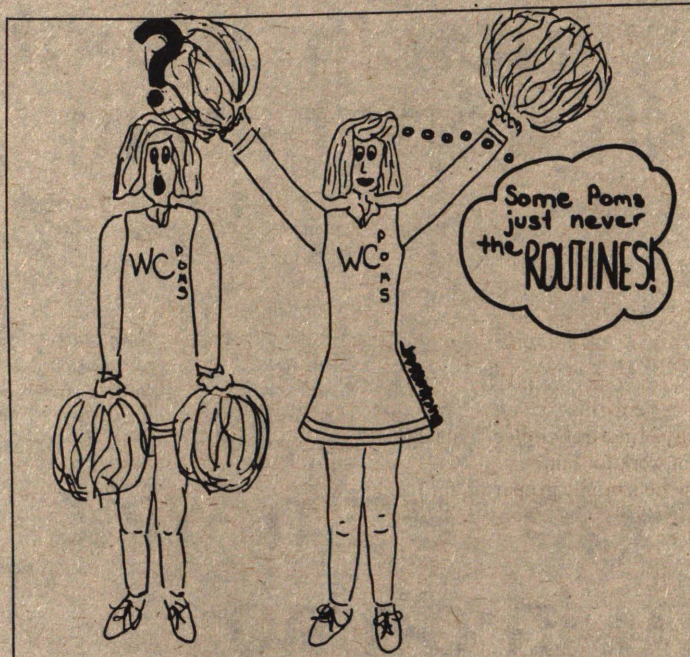
At the January 11 pep assembly it was discouraging to see some of our "reputable" cheerleaders and pom pon girls looking lost as well as bored. The crowd might not have been fantastic, but our "spirit-raising" girls didn't help matters much. Some of them sat on the floor while the coaches spoke and didn't even pay attention. Instead they talked amongst themselves, which is expected from the crowd, but not from the cheerleaders or poms.

Also, during the side-line routines, which are performed while the students are entering the gym, many of the girls didn't even know what the moves were. Why don't the cheerleaders and poms get together at least once so they can get coordinated?

One of the requirements at tryouts for either squad is to smile. So why then do some of our cheerleaders look so bored? Do they have more important things to do instead of "promote school spirit?" Not to say that they were all not smiling, for some were, but many were not. Aren't they happy to be cheering for the Wildcats?

Holly Ravitz, cheerleading advisor, feels the girls need more encouragement, and resents the fact that the sophomore girls got put down by the crowds their first time performing in front of the school. She feels that if the girls were supported by the school they would put more effort into their part, thus do a better job. She also thinks that if a freshman squad was added, the girls would be more experienced, and would not lose a year between eighth grade and sophomore year.

The saddest part of all was when one pom pon girl didn't even know the routine to the school song, and she was positioned at the front of the



line. She had to stand there looking silly until the other girls came to a part that she recognized and could rejoin them. That's one of the first routines that is taught so there's no excuse for not knowing it.

No one likes to hear bad things about themselves, but we all need constructive criticism to correct our faults. Not to cut the cheerleaders and poms down, for we're all reminded of all the things they do for the players, but what about the crowds? The **Bridge** feels that the two groups need a little more time practicing their routines, rather than making cookies and lemonade for the athletes.

We were treated unfairly

Dear Editor,

We are writing to express our feelings on what you did to our article. We feel that you edited out the most important parts. We understand that you had a lack of room, but cutting out the two most important paragraphs was not too smart. We hope you will print the paragraph about a teacher taking a student's money along with this letter. Thank you,

Heather Brizzolara,
Dan Davis, Jim Stanford

Editors' note:

First of all, it was the Opinion Editor and his assistants' decision that the story on student rights should be edited.

If the paragraph you are concerned about had been included in the first article, then it would have fit, but it did not go with the article that you presented to us the second time. Also matters may have been different with the teacher than you realized.

We are sorry that you are displeased with our actions, and we hope that you will continue to write for the **Bridge**.

Thank you for your participation to our school paper.

Thank you,
The **Bridge** editors

These are the two paragraphs in their entirety.

"There is one final issue that we would like to discuss. It really should have been in our last article, but we found out about it later. It has to do with a teacher taking a student's money."

"The situation took place in class when one student was lending money to another. The teacher saw the student pass a dollar back to his friend and took it away. He said he would not give it back until the student served detentions. This is out and out stealing. The teacher had no right to take the student's money."

"Between the last two issues of the **Bridge** we feel that we have illustrated some good examples of violations against the students by the faculty and administration. There are still a lot more rights being violated. So why don't you stand up for your rights?"

Library for teachers is good

by Erin Schaben



Do you know what the professional library is? Or where it is? It's mainly for the use of teachers.

The professional library (located right inside the doors to the library) is a room filled with books concerning the many different areas of teaching. Books in there include ones on student behavior, and different subjects such as photography, math, fabrics, English, and many others. The books in there are for the convenience of the teachers.

Students are not allowed in the professional library for the reason that it is also a teachers' work room, but students are allowed to use the books and magazines.

To use the materials found in the professional library, students must contact a librarian for

assistance. All of the books are listed in the card catalog.

Some students think that the books and magazines should be combined with the books and magazines in our library, since we're not allowed in the professional library. Superintendent Richard Kamm feels that the student use of these materials is "very rare." I agree with Kamm. The room contains a typewriter, catalogs of books, and many other things for the teachers to use. None of that is of use to students because we don't have to order books, and if a typewriter is needed we have many up on the third floor and in many classrooms. Granted, there is a pop machine, and comfortable chairs in the room, but we also have these things in one place or another.

When Kamm took me through the professional library, I was really impressed. I thought it was interesting that all these books are at the fingertips of the teachers. There they can read about their subject field and sit and relax. We have commons and the library for that.

I think that a "teachers' lounge" or "work room" sign is not necessary, for this is what a professional library is and there is nothing wrong with it.

Heidi Roberg was a little off track

Dear Editor,

I am writing in response to Heidi Roberg's article on school prayer. I agree that oral prayer should not be allowed in a public school. Religion is a personal matter and there are many kinds in this school. Having a time for oral prayer could be biased.

But I feel that Roberg's conclusions about silent prayer were wrong. Silent prayer would be personal and wouldn't run the risk of being prejudice because each student would be saying his or her own prayer.

How could this cause a student to change a religion because of peer pressure? How could this cause communal riots and small civil wars? I do not think we can be compared to India or Lebanon because our government system is very different from theirs.

Throughout the many days of her researching and reading, did she ever consult the Bible? This is what it says, "And pray in the Spirit on all occasions with all kinds of prayers and requests" Ephesians 6:18, and "pray constantly," I Thessalonians 5:17.

I don't know whether silent prayer should or shouldn't be an official policy in schools because it is a touchy subject. But I do feel that Roberg's reasoning was off track.

Thank you,
Linda Hahn

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Neuhoff — Supermusician strikes again!

by Alice Pegel

At an age when most children were being tickled, Jon Neuhoff was doing a little tickling himself. Tickling the old ivories, that is.

Neuhoff's interest in music began at the age of three. Neuhoff said, "I really liked music boxes — Twinkle Twinkle Little Star and stuff like that."

Neuhoff remarked that he was "always banging" on his toy piano. Today, 14 years later, Neuhoff is still banging on the piano, but the sound is a little different than it was in his earlier years.

Neuhoff's prowess at the piano has earned him much recognition. Whenever a need for an accompanist arises, Neuhoff is nearly always the first choice. This can mean a lot of work for him.

Right now he's busily preparing for the Illinois High School Association (IHSA) Solo and Ensemble Contest. Each vocal soloist, as well as each vocal ensemble, needs piano accompaniment. In addition, instrumental soloists are accompanied by the piano. Most of this falls on Neuhoff's shoulders.

All of this work requires a lot of practice time. Neuhoff is usually at school early in the morning and often stays late to work with ensembles. Still, he finds time to practice two hours a day at home.

Why does Neuhoff do this? Does he enjoy it? "Unfortunately," he says, "I like it."

His enthusiasm for music is not limited to the piano, however. Neuhoff plays all key-

board instruments, and a little clarinet. He also plays the saxophone, sitting first chair in both band and orchestra.

The saxophone provides more musical opportunities for Neuhoff. He can participate in the IHSA solo and ensemble contest as a competitor, in addition to an accompanist. He can also take part in We-go's Jazz Band. Jazz Band practices on Thursday nights from 7 to 9 p.m., but even with his busy schedule, Neuhoff finds time to be there.

With Neuhoff's intense interest and outstanding skill in music, it is not surprising to hear that he is a district member of the National Fraternity of Student Musicians. It is also not surprising to hear that he is competing for a scholarship in March. What is surprising is that the scholarship is not for music. What few people remember is that Neuhoff is not only musical, but he is intelligent as well. He is presently enrolled in both Advanced Placement Calculus and Advanced Chemistry. These subjects will help him in engineering, which is his planned major in college.

Neuhoff is not abandoning music entirely after high school. He plans to minor in music while at college. Besides, his music might also help him finance his education. "I do weddings at \$50 an hour," he says.

Whatever the future holds for Neuhoff, one can be sure of two things. First, he is a great musician, as evidenced by his virtually flawless performance of *Exodus*, in



Neuhoff prepares for future fame. (Photo by Thom King)

last year's orchestra concert. Neuhoff played the entire piano solo from memory. Modestly, he states, "Wait till you see this year's."

The second is that Neuhoff has a desire and ability to improve with each performance. The three-year-old boy with the toy piano has come a long way.

Frick performs live at the Aloha Bowl

by Heidi Walter

How would you like to spend Christmas in Hawaii? How about the chance to appear as a pom pon girl in the Aloha Bowl? Amy Frick, a senior here at West Chicago Community High School, had this opportunity.

Frick, captain of the We-go poms, went to the National Cheerleading Association Camp with the rest of the squad; there she received the Super Star Award. This award is given to the girl with outstanding pom qualities, like effort and cooperation, to name a few. Girls from all across the country who received this award were sent letters inviting them to apply to perform in the Aloha Bowl. Based on years of experience in dance, pom poms, and other qualifications, 150 girls were chosen from those who applied. Frick was one of those accepted.

On Sunday, December 23, 1984, Frick left for Honolulu, Hawaii and returned on Monday, December 31. For the nine days they were there, the first five days the girls worked hard, according to Frick. For four hours in the morning the poms and cheerleaders practiced. They had from 12 noon until 5 p.m. to do whatever they pleased, but



Frick concentrates on a perfect performance.

Frick said that it rained for four of the nine days. Then they practiced again from 6 p.m. until 10 p.m. During their free time they went to the beach, shopped at an interna-

tional market, and on Christmas they went to a luau.

The sponsors of the program gave the girls jackets, bags, shirts, and various other gifts

to make up for the absence from their families over Christmas. Frick made a lot of good friends, especially her three roommates.

The girls went to the beach by the football players' hotel, met them all, took pictures with them, and went to their practices. "It was neat because there were so many people there in groups from New Zealand, Austria, and Australia for sports like basketball and wrestling," Frick emphasized.

In the Aloha Bowl Frick performed for pre-game, on sidelines, and at half-time. "It was really exciting. It made me feel really special because I was one out of 150 girls to be invited. I was real lucky to be there," expressed Frick.

Something that made Frick's experience even better was that Southern Methodist, her college choice, won the Aloha Bowl. "It was really exciting, especially because I had never been to a college football game before," remarked Frick.

All in all, Frick's first trip to Hawaii was one filled with exciting moments and a great honor. She will hold great memories of it for the rest of her life.

Knapp talks about ROTC

by Scott Grenke

Keir Knapp, former WCCHS student, has joined the AFROTC (Air Force Reserved Officer Training Corps).

Knapp is going to the University of Illinois, which is rated one of the top colleges in the country due to its size and its many fine extracurricular activities. One of the reasons Knapp has joined is because with the State Scholarship plan he is on, all four of his years at the University of Illinois are paid for. That includes housing, food, and \$100 a month to do with as he pleases.

Knapp said, "According to my brother, ROTC was a lot of fun. It also is a great opportunity to meet many people, and later on you get to lead the freshmen." Knapp is on the four year program.

For his first two years he will be in a General Military Course. This consists of one hour each week in AS100 Air Force Role in National Security. Between his sophomore and junior year, Knapp will go through four weeks of intense active field and leadership training.

In his junior and senior year he will be in a Professional Officer Course. This will consist of spending three hours each week training as a professional officer and in the National Security Forces in American So-

ciety.

The four year plan and state Scholarship aren't the only ways into ROTC. There is also a two year plan and a Federal Scholarship. If you are interested in these plans,



see your counselor for all the details.

As for Knapp, when he is done with his four years at college, he plans to be an officer in the Air Force for six years. He said that he wants to fly and see the world for a while.

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Teachers on the rights of students

by Mary Ingram
David Mark

The issue of student rights is very controversial among teachers at West Chicago High School. Most teachers believe students should have some inalienable rights, but questions arise when trying to determine which rights should be extended to students.

A recent Supreme Court decision granted teachers and administrators the power to search student lockers if there is cause for "reasonable suspicion" that there may be illegal substances or weapons in student lockers. This is a controversial decision because the Bill of Rights states that people and their effects are safe from unreasonable search and seizure.

"I am not a parent," said Betty Andrews, English teacher at We-go, "but if I had a student in a public high school and I suspected that there were students hiding drugs in a locker and there was strong enough evidence to that fact ... I would be so concerned about my child's being in an environment where this is done that I would support searching a locker ... even if it were my own kid."

Patti Kozlowski, Home Economics teacher, said, "We have had cases where there are

weapons on the territory and if the school had to wait for a search warrant ... something terrible could have happened in the meantime."

Robert Hein explained that by law the locker is not student property but school property. If it is believed that a student has illegal substances in his locker that might harm him or others, the administration is obliged to carry out a search.

"The recent Supreme Court decision," began Steve Arnold, Social Studies teacher, "is suggesting that students who walk through the door are denied the same interpretation of the Bill of Rights as the people outside do, and that is confusing." Arnold continued by saying that this frustrates students.

Article VI of the Bill of Rights states, "In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed ..."

Hein agreed that in some serious cases it might be advisable to establish a committee which would examine the case. However, he questioned the effectiveness of such a procedure saying that the process of justice might become "bogged down".

Your rights as a student

by Jenny Sheriff
Brian Kristofek

Ignorance of the law on the part of parents, students and educators can lead to unsuitable and inadequate educational programs, illegal suspensions of students, permanent expulsion from school, and the invasion of their (the students') privacy, according to Samuel J. Gulino.

Parents often assume a school's mistakes or insensitivity are legally defensible. Schools are regulated by a variety of state and federal statutes, in addition to numerous state regulations that carry the force of law.

School rules are generally known and posted, and students should be responsible for knowing them, says Gulino. Rules that are too broadly or vaguely stated may not be legal to punish students. Since all public school personnel are government employees, under the

... nor shall any state deprive a person without due process of law ...

14th Amendment to the U.S. Constitution they are legally obligated, if a child is accused of misconduct, to follow due process in determining if the student is guilty or not guilty. "... nor shall any State deprive any person of life, liberty, or property, without due process of law ... " 14th Amendment to the U.S. Constitution.

Students have the right to attend any course and to participate in any club or organization in the school regardless of his or her sex. "No person in the United States shall on the basis of sex be excluded from participation, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance ... " The IX of the Education Amendments of 1972, 20 United States Constitution, 1681-83 (1974).

Students have the right to distribute leaflets or newspapers next to and on school property as long as doing so does not "materially and substantially" disrupt the discipline and work of the school. (Tinicser vs. Des Moines Independent Community School District, 393, United States 503. (1969). School officials can regulate the time, place, and manner of distribution within reason. Officials have to point

out specific facts showing that the distribution will interfere with normal school activity in order to deny distribution. A review can be requested if school authorities do not approve the submitted literature.

Displaying buttons, armbands, flags, decals, or other badges of symbolic expression is the right of a student, unless the manner of expression materially or substantially interferes with the orderly process of school or the rights of others. In regions where the circuit court of appeals has ruled the regulation of grooming and dress unconstitutional, school authorities may not discipline students for clothing or appearance unless it presents a danger, or interferes with classes or school activities.

In the case of suspension, the law varies state to state. In general, students should not be denied the rights of due process as the presentation to him of specific charges, an opportunity to relate his side of the story, participation in conferences between parents and school officials, and the right to be represented by an attorney. Police authorities have no right to question or interview students in the school building about alleged crimes outside of the school without the child's consent, and they must take up the matter with the student's parents.

The January 15 Supreme Court ruling on

'We never search a student's locker without the student being there.'

search and seizure gives school officials authority to search students and their personal property whenever there is a "reasonable" suspicion they will find evidence that laws or school regulations are being violated. According to Principal William Renner generally the only time they will search a student's personal property is when illegal substances, weapons, or firearms are suspected. Renner also said, "We never search a student's locker without the student being there." Usually the student's parents are notified also.

The student council is trying to look into the issue of student rights. As soon as they reach a point students will be informed of the decision.



Are your constitut



A column
by
Bryan Foster

Many students at WCCHS seem to be having a growing concern about their Constitutional rights being infringed upon. Perhaps this is because many of the students, especially seniors, are learning their rights in government classes.

In the December 21 issue of the *Bridge* there was an article about student rights being denied, which I'm sure raised even more questions from the student body about their constitutional rights. I was concerned about my rights being violated.

I had the opportunity to write an argumentative paper for my expository writing class and chose the topic of student rights being infringed upon. In an interview with John Highland, Dean of Students, I confronted him with questions dealing with the issue of student rights. To my surprise, he had an appropriate rebuttal to all of the questions! He even had sufficient backing for his answers: court cases and specific examples, most of which were off the top of his head!

After the interview, which lasted almost 45 minutes, I was in the twilight zone. In general, Highland had said that our student constitutional rights were not being infringed. This was only the beginning. I had to research it and then get some answers, for myself.

Highland referred me to Wayne Kosek, an

Renner says, 'I feel we go farther in protecting student rights'

by Laura Pollastrini

According to the administration at West Chicago Community High School, students' rights are far from being infringed upon. "I feel that we go farther in protecting student rights than any other school," stated Principal, Dr. William Renner.

"None of your constitutional rights are shed when you walk through these doors," claimed Frank Stout, Assistant Dean, and this was confirmed by the rest of the administration as well. "We're here for student rights, not to squash out student rights," Stout went on to add.

Superintendent Dr. Richard Kamm stated that though students may have rights, those rights are limited, just as their constitutional rights are limited. For instance, a person has freedom of speech, but that doesn't mean that he can scream, "Fire!!" in a crowded theater.

Other people have rights, too, as John Highland, Dean of Students, pointed out. "You may feel that your rights are being infringed upon, but at the same time you may be infringing on another's rights."

This pertains to the issue of the right to know who your accusers are. If a student steals something and another student sees him do it, he can report it to the Deans. They will withhold the witness' name to protect him from possible retaliation. In this way, the Deans become the accusers, according to Stout. The teachers are the accusers in the case of referrals. "We're here to provide for the safety of all students," Stout said.

Both Stout and Highland said that approximately 60 percent of all the cases that go through their offices deal with one-period absences, tardies, and trancies. Witnesses are not needed for these sort of problems, but

the student is able to give his own side of the story.

The Deans go through what is called Procedural and Substantial Due Process with all of the cases that come to them. A student is told of the charges against him, is able to give a response to the charges (his side of the story), and then disposition is rendered. In suspension and expulsion forms, Stout said that the student has the right to appeal the decision, and this is written on the form that the student signs, or the one that is sent home.

When a student appeals a decision, he works with an appeals officer and is allowed to have counsel. But according to Highland there have been less than five students who appealed a decision in the five years that he's been here. Most of the time, he went on to add, the student knows that he's guilty and will just accept the punishment. There have been times, though,

'We're here to provide for the safety of all students,' Frank Stout

Highland pointed out, that the appeals officer voted in favor of the student, and then Highland appealed that decision, and finally new evidence was brought in that proved that Highland's decision was correct.

Some students were worried about the recent Supreme Court decision that allows the faculty and school administrators to search a student's locker, purse, or person, but not including strip searches. The administration does not feel that this will affect We-go at all. Already they have exercised this right, but with much respect to the student. If a person was suspected of having a foreign substance or object in their locker, an administrator would call them down to the office and say something like, "I have reason to believe that ...", rather than outright accusing them. Then they asked for the student's permission before entering their locker.

The administration did this process long before it was legally necessary. They had the right to just open that locker without telling the student, for the lockers are the property of the school and are used for storage of school supplies. But instead they respected the student's

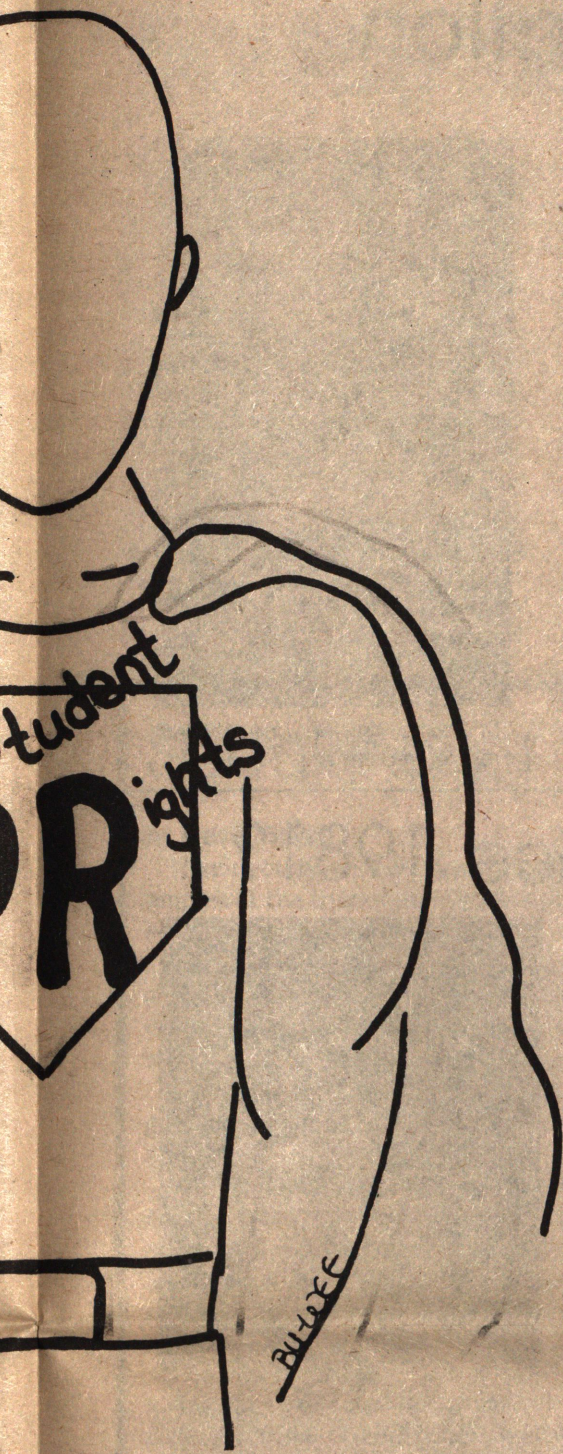
Kamm stresses that student rights are highly respected at We-go

rights. "We very seldom find anything in a locker anyway," said Richard Waterhouse, Assistant Principal, "for the kids suspect something and remove it."

According to the administrators, some student rights are outlined in the handbook, but not many. Kamm says it would take too long to list them all, and that most of them are outlined in the Constitution and in court cases and decisions. Once again he stressed that student rights are highly respected at We-go.

"We constantly have to be cognizant of student rights," Highland stated.

Student rights are upheld at West Chicago, and more respect is given to the students than in most schools, Renner feels. When matters begin to need juries, and kids have to be confronted by their accusers, most administrators feel that the police will have to be involved, and that matters have gone out of their hands.



Constitutional rights being denied?

English teacher here at We-go, for more information on the topic. Kosek lent me a book titled **The Law of Public Education**. It was filled with much legal jargon, but after analyzing the more pertinent chapters, I was surprised at the findings.

For example, the book referred to a case where the Supreme Court ruled that students' rights guaranteed to them by the Constitution follow them through the doors of the school. That sounded good! But after more studying, I found some other surprising Supreme Court rulings. For example, "due process." The book states that "due process in disciplinary cases does not require all of the safeguards afforded in criminal proceedings settled, as in the point that essential elements depend on the circumstances and on the gravity of the possible punishment."

Also mentioned in this book was that, "The fundamental principles governing many aspects of public school operations are not the result of statutory or constitutional provisions, but rather exist by virtue of common law." The reason for this is that, the Constitution covers a wide area of powers, duties, and limitations, but at no point does it refer expressly to education. This education becomes a state function under the tenth amendment which provides the powers not delegated to the United States respectively, or to the people, one must realize that there is not an exact parallel between the Constitution and school policy.

In the case of suspension, of 10 days or less, the Supreme Court set requirements, in relation to such cases in 1975. The requirements of due process state, "Oral or written notice of the charges against him," and if he denies them, "an explanation of the evidence the authorities

have, and an opportunity to present his side of the story." It further states that there "need be no delay between the time procedure is given and the time of the hearing." The Supreme Court expressly rejected requirements for allowing counsel, for presenting witnesses, and for confronting or cross-examining adverse witnesses. One must realize that in more severe punishments, a more formal due process is to be carried out, but one must understand the concept behind discipline.

The one thing that I don't feel students are understanding is the basic principles behind teachers themselves. **The Law of Public Education** explains, "When pupils are under the jurisdiction of the school, teachers are said to stand in loco parentis, in place of the parent, to the student. In order to properly carry out the functions of the school, it is necessary for the teacher to have authority to direct the pupils and to punish them for infractions, much as a parent would. This status of the teacher to the child is an essential element in establishing the standard of resourcefulness in regard to punishment." So in other words, at school, things are not dealt with as in criminal proceedings, but are to be disciplinary to the students.

Now that you have read some of the facts about the **Law of Public Education**, I would hope that one should have a little more insight on the whole system in general. The things that I have written about are things that I feel students should know, especially after learning about the Constitution. One must look at both sides of the coin. Students need to understand how the Constitution applies to them, both in and out of school.

'Floating,' a new form of relaxation

by Laura Novak

"Floating ... a form of relaxation?!"
What do you do for relaxation? Some people read, watch tv, or play their favorite sport, as well as many other things. Most of us probably wouldn't think of going into Chicago to float in ten inches of water for relaxation.

There is a place in Chicago on North Lincoln Ave. called "Space-Time Tanks" where you can go to relax.

Thomas Fischer, Chairman of the English Department, goes there once a month to float for an hour. Walking into the waiting room you see nice flowers and wall hangings, books and herbal tea ready to drink. "It's like being in your living room," commented Fischer. The people who work there are very friendly, and it's a very quiet and mellow atmosphere, he added.

When it's your turn, you go into a room with a shower and the tank. First you shower off. They give you everything you need to take a shower, shampoo, soap, contact lense case, powder, etc. "It's great

because you don't have to bring anything like you would if you were going swimming," said Fischer.

The tank is the size of a bed, and there are 10 inches of water with 1,000 pounds of epsom salt. The salt makes you buoyant so you just "float." The door on the tank can either be left completely open or you can shut it as much as you want. The filter system cleans out the water constantly and gives you fresh air.

This method of relaxation numbs your senses and lets you go into extreme depths of thought. Derrick Geick, who has been to "Space-Time Tanks," describes the tank as seeming "larger than it really is."

When your hour is up, an attendant knocks on your door to let you know. "Sometimes they have to knock several times," replied Fischer. "You get lost in a trance, and you feel far away."

Floating is good for you physically as well as mentally because it relieves back tension and migranes. It even helps some people to

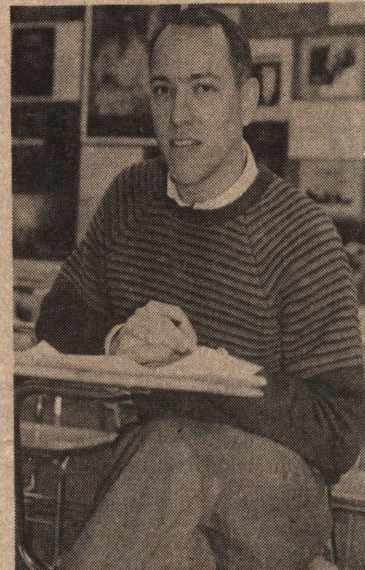
lose weight; if you have high blood pressure, it can bring it down.

Since there are only four tanks and people are in their own tanks, you don't see a lot of people there. The oldest one Fischer has seen there was 50, the youngest was high school age, especially around exam time.

"I recommend it for young people because it's all done naturally with no drugs ... it's a natural high," says Fischer. "I've had people come up to me when I walk out of there and tell me I look happy." The feeling is described by both Fischer and Geick as "peaceful." "A smiling feeling," laughs Fischer.

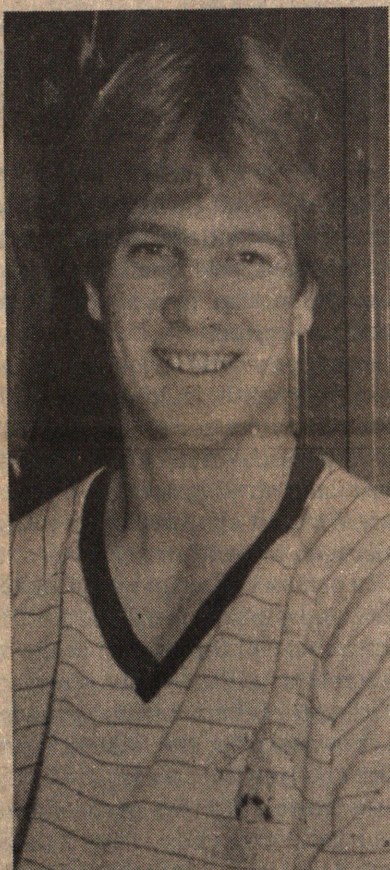
The people at "Space-Time Tanks" are concerned in giving you as much time as possible to float. If someone doesn't show up they give you their time plus yours for the same price as an hour.

This form of relaxation is definitely different from sitting down with a bowl of chips and watching TV, and it's a lot better for you too.



Dr. Thomas Fischer in one of his less relaxed moments.

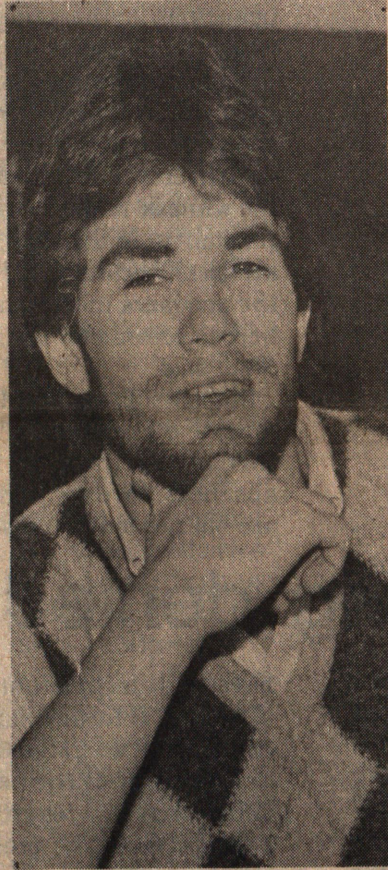
Seniors, how have you changed since 1981?



Brad Bonga: "I don't carry a briefcase anymore, and no one beats up on me." (Photo by Becky Thuer)



Sandy Davis: "It is easier to talk to other people." (Photo by Becky Thuer)



Dave Kendrick: "I went through puberty." (Photo by Becky Thuer)



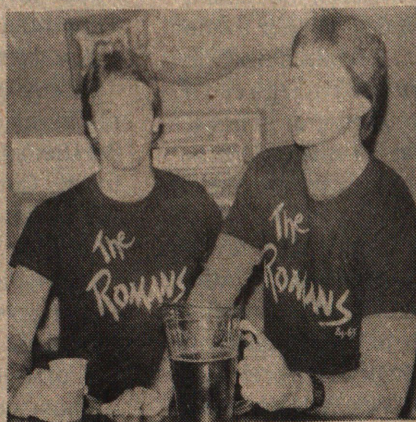
Rosie Cruz: "I am more mature. I don't like senior guys anymore." (Photo by Becky Thuer)

'The Romans' conquer Eastern Illinois

by Rachel Hadden

There's a non-fraternity, non-sorority group on the campus of Eastern Illinois University called the Romans. The Romans were formed last year by seniors Larry Pollastrini and Mike Selfridge, as an alternative to the Greek fraternity's lifestyle. A person that wants to be a Roman does not have to pledge to get into the group. Anyone who wants to can join, all they have to do is buy a t-shirt.

According to Pollastrini, the Romans have been successful from the start. It began with about 30 immediate friends of Pollastrini and Selfridge, but as of now, this number has increased to over 250 members. There are just about as many girls as there are guys in the Romans, unlike most Greek fraternities and sororities.



Larry Pollastrini and Mike Selfridge - cofounders of The Romans.

Each year two new Caesars or leaders are appointed, for either a semester of a yearly term. Steve McGowen (Mac), and Tom Henninger (Spider) are the newly appointed Caesars, replacing Pollastrini and Selfridge who graduated at the end of the semester. The Caesars are carefully chosen so that they will bring the group to its greatest potential under their authority.

The Romans are a very active group. They took three charter busses down to St. Louis to watch the Cubs' game. They held a Christmas dance as well.

The Miller Beer Company wants to join up with the Romans to promote the new organization. They are planning on putting ads in the school newspaper at Eastern and other universities in the area. In return, the Romans will use Miller Beer at their tail-

gate parties, dances, and other such get togethers.

The Romans are gaining popularity fast. The idea of the Romans caught on quickly when some of the current members went and visited other college campuses. Students from other schools liked the idea of a "free" fraternity.

There will be an ad for the Romans in the March 8 issue of **Rolling Stone** magazine. It is to encourage membership in the Romans and to encourage sales of their t-shirts, and other paraphernalia that they have to help promote their organization. Anyone can buy these items which are available at Eastern Illinois University, as well as at some of the other colleges and universities in the state of Illinois.

Sostak dribbles down court to score

by Laura Pollastrini

West Chicago's newest basketball wonder, David Sostak, began his basketball career at Winfield Elementary School in the fourth grade. Back then he was just fooling around with the ball — now he's playing for high stakes.

In fourth grade, Sostak played basketball with his older brother Carl at home. Then in fifth grade he was on the basketball team at Winfield Elementary School, and as he got older, he played for Winfield Middle School.

Sostak had a coach that was very special to him in seventh and eighth grade, and that was his brother Carl. There was never any competition between the two, and it was never really a coach/player relationship. Carl gave him helpful hints as to how to improve when he saw his brother having

trouble. This year on Sunday nights Sostak and his brother play basketball together. "He tells me like a coach what I'm doing wrong," Sostak said.

Sostak never really had an idol to look up to. As a kid he read about people in the paper and saw them on television running up and down the courts, and he wanted to do what they did. He liked all the "really good people" in general, and had no specific player to idolize.

Sostak was one of the starters of the varsity squad his sophomore year. Not many players get this opportunity. This made him feel "real happy," for he regards it as a "big accomplishment." He was playing with guys two to three years older than himself, as well as taller. He knew he had a

chance to start, because he was working very closely with the top six or seven players. Sostak looked up to his teammates for they'd all been there before, and were all seniors. "I knew I'd play, but maybe not start," he commented.

At the start of this year's season, Sostak was unsure as to how the season would turn out, for there was a new basketball coach, Lee Maciejewski, replacing Mike Barborak. He feels that everyone was willing to work harder this year than in the past, and because of this, the team is more disciplined than ever before.

According to Sostak, a good team results from a combination of a strong coach as well as an enthusiastic team that's willing to work. "Maciejewski pushes us more and stresses more on discipline and the mental parts of the game," Sostak pointed out. He feels that this year's team has more of a desire for winning and being the best.

In regards to last year, Sostak feels that the team "screwed around and laughed" instead of working. He doesn't feel We-go would have ten wins today if they weren't disciplined now. They really work at their practices this year.

When it comes to goals, Sostak only wants for everyone to work hard and to have "at least a successful season." He's hoping that next year's varsity will be taller, though this year Mark Malay, Mike McClure, and Rick Nickelson are between 6'2" and 6'4", while he is only 6'1".

Sostak feels that some of next year's starters will also include Dave DeDera and Joe Ebenroth, and that Marty Beedle may get in quite a bit of playing time as well. He thinks that height will be a major factor for next year's varsity squad.

Sostak's own personal goals include, "Contributing as much as I can, and playing basketball at a college." No colleges have contacted him as of yet, and he doesn't seem to have a particular one in mind either. Choosing a college will depend on what Sostak chooses for a major, though, not just on where he'll get the best scholarship from. He feels his basketball career will end at some point, but his education won't. Sostak has gotten a lot of "self satisfaction" out of basketball. "Knowing I can do something," was another asset. Sostak has learned motivation, how to work well with a team, and how to discipline himself, all from playing basketball.

He's not the type to spend all his time striving to break past scoring records. "I don't try for points (records), they come naturally."

Sostak has made a lot of good friends through basketball from his teammates, as well as opposing players. He has developed a particular style that benefits West Chicago and has made him known throughout the DuPage Valley Conference.

Speaking of sport fans ...

by Kevin Smith

When you go to the Friday night basketball games, you can see examples of the three types of sports fans. These fans are the dedicated, social, and negative fan.

The dedicated fan is one who attends all of the games faithfully and supports the team. This group is made up mostly of parents. The parents come to watch their kids, and are really interested in the game, unlike many students, yet, there are some students who are dedicated fans.

The next group of fans are the social fans. These people come to the games to get in on the latest gossip, walk around, and wait for the dance afterward.

The social fans are made up of cheerleaders and other people who just come to talk. They seem not to take much interest in the games and talk more than anything else. These people can be recognized by seeing them look up and say, "Oh, by the way, who's winning?" You can also see them running out with one minute left in a game to be the first ones in line for the dance after the game.

The other type of fan is the negative fan. These "fans" hardly ever go to the games and constantly criticize the team. If they do go to the games, they may often attend under the influence of alcohol.

These people either just simply don't like sports or can't play them. Since they don't have enough dedication to play these sports, they decide to criticize the people who are participating every night. These "fans" can be recognized by the comment, "Boy, I can play better than any of those guys." When asked why they don't participate in sports, their reply is "Well, I don't have enough time."

So, the next Friday night basketball game you go to, look for these fans. Then ask yourself, "What kind of fan am I?"

Swim team making up for lost time

by Greg Wilde

The Wildcat boys' swimming team is "making up for lost time," said Coach Dan Johnson, due to illness and a loss of attendance during the Christmas break.

The team now seems to be over this hill and Johnson says that he hopes to place in the top five out of 13 teams in the upcoming invitational. "We are a lot more team oriented," said Johnson. He says that they are acting and believing that they are a good team and vocalizing it, like Juan Gonzalez, who is usually quiet during practices.

Steve Gulick, along with many of the swimmers and divers, says that he can see the change in practice. "There's a lot of improvement." Paul Coler said the team is definitely working hard and that the freshmen have really improved. For example, Matt Weagen broke a five year old record by ten seconds in the 200 individual medley.

Now that the team is in the middle of the season the swimmers and divers are starting to meet their goals, and some are even making new ones. Johnson said that some are a little behind but everybody is doing really well. He is also pleased with their times. Gulick says, "It's getting more intense because it's dwindling down to the end of the year and everyone is really working hard."

In diving, Johnson said that Gonzalez is

really working hard and is "pleased with him." Dean Turner is doing well this year, he has broken the school record twice pushing the old record to 194+.

Swimmers like Coler have liked the season. "I'm impressed because people said we would be an average team due to the loss of 11 seniors," he pointed out. "The next couple of years is what people should look forward to."

Distance runners show potential

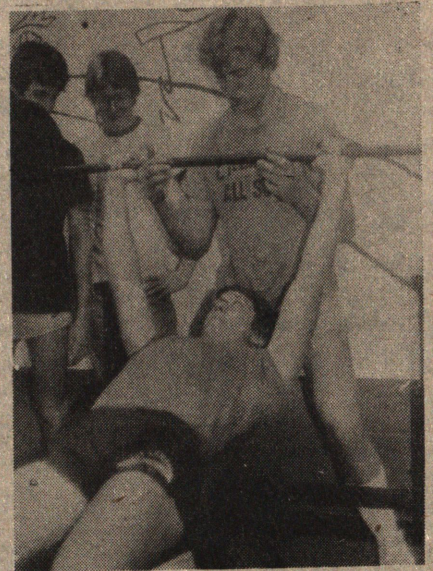
by Bill Fairbanks

The West Chicago boys' indoor track season will begin Thursday, February 14 away against Elgin High School. Practice for the 1985 season began approximately two weeks ago.

This year's team is expected to be a pretty big one with a lot of juniors going out. The outlook for the season is good. "Our distance runners look pretty good this year," comments runner Dan Davis. High jumper Joe Michalec also agrees. "We have a pretty strong mile and two mile team." Michalec thinks that Juan Gonzalez looks very strong in the long jump competition. Along with Davis, Chris Walker, and Marty Hunter are expected to have a strong '85 season.

Weightlifting is being done by the track team three times a week. Davis feels "it helps out a lot" in the various events that are involved in track. Michalec said, "Hopefully we will have less injuries," from lifting. A special event in this year's schedule includes a home meet against Wauwatosa, Wisconsin on Saturday, March 23. Michalec said, "They have an excellent track program." Davis added that "it will be good

"Our schedule is a little easier because we are running against teams closer to our level of competition," commented Michalec.



Lifting weights is a vital part in the WCCHS track program, as shown by Dave Anderson and Blair Satterfield. (Photo by Becky Thuer)



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Athletes fake the grade at WCCCHS

by Scott Tepe

The IHSA, Illinois High School Association, issued new laws regarding academic eligibility this year. The new rules are more demanding on students as they require passing a total of 20 credit hours, four classes, in order to stay eligible.

Last year's rules required only 15 credit hours.

The new rules are also capable of removing a student from athletics for an entire semester. If a student is ineligible due to

a final semester grade, he or she will be required to stay out for the next semester, even if that semester is the next year.

Ronald Hansen, Athletic Director at West Chicago, has "mixed feelings" about the rule. Although he feels the rule is necessary, he also feels it tends to discriminate against some of the less intelligent students.

Hansen also believes that athletics is necessary for students because it teaches some values not taught in the classroom. Traits such as teamwork, sportsmanship, and the ability to make split decisions "should be available to the poor students as well as the gifted students."

This year the new rule has hit West Chicago's athletic teams hard. "We've seen

more students ineligible this year than according to Hansen, a maximum of 19 students were ineligible this winter season to last year's six. Academic ineligibility has also robbed many key members from this year's athletic teams.

Hansen attributes the losses to both the new rule and the belief that the students simply aren't doing the work. Students are "not meeting their responsibilities," said Eugene Peterson, one of the school's guidance counselors.

Peterson suggested possible mandatory study halls for all students to alleviate the grade problems. Peterson sees some athletes assigned to study halls, not as a punishment, but as extra help. Peterson also

said that he believes that many students don't know how to study.

Hansen said the new rule is hard, but he also said it could be worse. Some schools have rules that don't allow athletes to participate unless they maintain a C average with no F's.

Both Hansen and Peterson suggested that all students in trouble, not just athletes, should go to see the teachers of the classes they are having trouble with. They also suggest that students should take more than the minimum class load of four classes and PE. An extra class will allow them to fail one class and still be eligible. Then again, as Peterson said, they have more homework to do.

Indoor Soccer - a different kind of game

by Scott Tepe

Indoor Soccer, a fast-paced game that combines the sports of soccer and hockey with a little bit of professional wrestling thrown in for good measure, has found the attention of soccer players and fans.

The game is played in a hockey rink with an astroturf cover on the floor. Each team usually fields from five to eight players. Most rules are gleaned from normal soccer rules, no hands, except for the goalie, no tripping, pushing, or other rough stuff is allowed either. The rules, however, don't stop the violent from happening. People get

rammed against the wooden wall surrounding the playing field all the time.

The only real difference with the rules is that, besides getting a free or penalty kick, a two- or five-minute penalty is allowed. The offending player gets to sit in a penalty box.

New rules have also been created for the sport. Two rules were created in order to keep an emphasis on passing and controlling the ball rather than just all-out booting it. One is a two-minute foul for hitting the Superstructure, or the ceiling or lights. The

other is related to three lines which cross the field. One in the middle and the other two at points at a quarter of the field. If the ball crosses all three lines on a fly, then the ball is returned to where it crossed the first line and given to the other team.

Another rule has to do with ramming opponents into the wood wall, or "boards". The act necessitates a direct kick for the victim with an optional two-minute penalty.

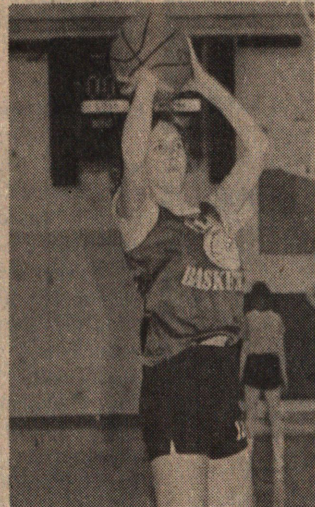
Indoor soccer has also captured the at-

tention of the professionals. Teams like the Chicago Sting and the New York Cosmos have succeeded in transforming professional outdoor soccer teams to professional indoor soccer teams. The sport has also attracted large groups of fans to the Chicago Stadium.

Anyone wishing to join an indoor soccer team should contact either All-Seasons Indoor Soccer Club in Naperville, Pheasant Run Indoor Soccer Club in West Chicago, or Glen Ayre Indoor Soccer Club in Glen Ellyn.



The winter cheerleaders practice their mount for the eighth grade visit. (Photo by Becky Thuer)



Collean Dabbert shoots the ball at practice. (Photo by Becky Thuer)



Derrick Geick practices his moves with head coach Bob Hein. (Photo by Becky Thuer)

Boys Varsity and Sophomore Basketball			
Fri. Feb. 8		Home	6 & 7:30 pm
Fri. Feb. 15	Wheaton North	Home	6 & 7:30 pm
Sat. Feb. 16	Marmion		
Fri. Feb. 22	Glenbard North	Away	6 & 7:45 pm
Fri. Mar. 1	Glenbard South	Home	6 & 7:30 pm
(Senior Parents Night)			
Boys Lower Level Basketball			
Sat. Feb. 9	Naperville North	Home	9:30 am
	(JV, FR A&B)		
Sat. Feb. 16	Wheaton North	Home	9:30 am
	(4 levels)		
Mon. Feb. 18	St. Charles	Home	4:30 pm
	(JV & Soph B)		
Mon. Feb. 18	St. Charles	Away	4:30 pm
	(Frosh A&B)		
Sat. Feb. 23	Glenbard North	Away	9:30 am
	(4 Levels)		
Mon. Feb. 25	Glenbard South	Home	6 pm
	(4 Levels)		
Sat. Mar. 2	Wheaton North	Away	TBA
	(Frosh Tournament)		
Boys Swimming			
Sat. Feb. 16	Sectionals	TBA	TBA
Girls Basketball			
Sat. Feb. 9	Wheaton Central	Away	1:30 pm
Sat. Feb. 11	Valley Lutheran	Home	6 pm
Thurs. Feb. 14	Glenbard East	Home	6 pm
Thurs. Feb. 21	Naperville North	Away	6 pm
Sat. Feb. 23	Wheaton North	Home	1:30 pm
Thurs. Feb. 28	Glenbard North	Away	5 pm
Thurs. Mar. 7	Glenbard South	Home	6 pm
Wrestling			
Fri., Sat. Feb. 8, 9		TBA	TBA
Fri., Sat.		TBA	TBA

Sports Schedule



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