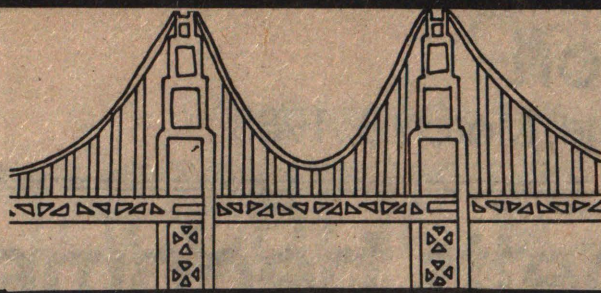


The Bridge

West Chicago Community High School
Volume 14 Number 9 March 29, 1985



We-go students threaten to sit out

by Laura Pollastrini

A large crowd gathered in West Chicago High School's Learning Resource Center (LRC), on February 21 to protest the unavailability and lack of student rights.

Debbie Kennelly, the apparent organizer of the protest, began her fight because she felt her student rights were being denied. She voiced her opinions at the February 19 Board meeting and claims that the board members laughed at her. According to William Renner, principal, the members were not laughing at Kennelly, but at the timing of her complaints. Thomas Tregrove, Administrative Assistant, had just

announced that We-go had cut its heating bills, and then Kennelly stated that the students were cold. They laughed at the ironic timing, not at Kennelly, according to Renner.

At the student rights meeting in the LRC Kennelly claimed that the students at We-go were being denied their rights, and threatened that if their rights were not written down and delivered to the students before second hour of the following day that a sit-down would take place during third hour. She encouraged the students to sign her petition that stated this, and to sit-down with her if need be.

John Highland, Dean of Students, used the next hour, which went till 4 p.m., to let the students voice their complaints, as well as use the time to give explanations for their grievances.

Issues raised included alleged locker searches, P.E. locker complaints, tardies, detentions for being late to commons and the LRC, "power hungry" teachers, and

rules such as no eating in the halls, no walkmen, and no lying down in the conversation pit in commons.

Since then, William Renner has come up

with suggestions to the problems after viewing complaints by students placed in a suggestion box. He claims that the majority of the complaints deal with human rights rather than student rights. Some of his solutions were: to set aside a day in the week and make himself available for students to talk to him with their complaints; go through the compiled list that the students placed in a suggestion box; to give it to the Student Problems Committee of the Student Council; and to work more closely with the human rights violations that the students have, that also deals with problems with teachers.

Help is not far away

by Rachel Hadden

Substance abuse of any kind is dangerous. Persons of all ages can become victims of their own negative behavior.

A person's choice of abused substances is often determined by age, economics, social groups, and peer pressure. The abuse of cocaine, for example, is associated more with adults because of high cost, while "sniffing fumes" is more common in young teens and poverty stricken adults.

There are certain behavioral characteristics that are associated with substance abuse, but these signs are not proof. Conclusions should be based on facts, not on assumptions.

Some characteristics include abrupt changes in work or school attendance, work output, grades or discipline; unusual flare-ups or outbreaks of temper; withdrawal from responsibility; deterioration of physical appearance and grooming; wearing sunglasses at inappropriate times; and association with known substance abusers.

Different substances which are commonly abused include alcohol, marijuana, stimulants, depressants, narcotics, inhalants, hallucinogens (PCP).

Alcohol, marijuana, and stimulants, such as speed, are most commonly used by high school students.

Some common signs of a stimulant user include dilated pupils, excessive activity, difficulty sitting still, lack of interest in food, irritable and nervous behavior, and the user is often talkative, but conversation often lacks continuity.

Characteristics of a marijuana user are hard to recognize unless they are under the influence of the drug at the time of the observation. Marijuana has a smell similar to burnt rope which remains on clothing

and/or the breath for a period of time.

People who are on marijuana may have rapid, loud talking and laughter outbursts in the early stage of intoxication and may become sleepy or stuporous in the later stages. They also have forgetfulness in conversation.

Alcohol is the most commonly used substance, especially by teenagers.

Behavioral and physiological signs of alcohol abuse may emerge in as little as six months for adolescents and the aged, or take as long as 15 years for some adults.

There are many obvious characteristics that go along with alcohol abuse. Odor on the breath, difficulty focusing on objects, a glazed appearance of the eyes, uncharacteristic passive behavior or highly argumentative behavior, gradual (or sudden in adolescents) deterioration in personal appearance and hygiene, absenteeism (particularly at the beginning of the week), unexplained bruises and accidents, irritability, flushed skin, loss of memory (black outs), changes in peer-group associations and friendships, an unexplainable termination of deep relationships, and alienation from close family members are common characteristics



among alcohol abusers.

There are alcohol and drug treatment centers located all around the country to help people who have an addiction to harmful substances.

If you know someone who has a drug or alcohol problem there are places located in this area which offer help.

There is an alcohol treatment center located at Central DuPage Hospital. Call 653-4000 and ask for Paul Teodo if you want help.

You can also call Forest Hospital in Des Plaines, for either drug or alcohol addiction at 635-4100, and ask for the alcohol/drug treatment center.

Three point one is the magic number

by David Mark

The Board of Education ratified an amendment to the present teacher contract at a special Board meeting held on Monday, February 4. The Teachers' Association approved the amendment on Wednesday, January 30. The amendment contains several changes to the teachers' original contract.

Among the many changes in the teachers' contract there will be a 3.1 percent pay increase which will be effective the second semester of the current school year. This pay increase has been derived because of a raise in the present base salary from \$16,096.10 to \$16,600. The salary is paid according to a number or salary index which is then multiplied by the base teacher salary.

This increase in the base salary is being

used in order to make the average teacher salary compatible with the base salary of other school districts.

Also included in the teacher contract is a change in the health insurance plan for teachers. Under these new provisions, teachers are required to inform the administration as to when they will be entering the hospital as well as providing a second opinion prior to surgery.

"Both the teachers and the Board are hopeful that these modifications will result in a reduction in the high rate of increase in health insurance costs that the district and the teachers have experienced over the last several years," stated Superintendent Richard Kamm.

Kamm also said that he felt both teachers and the Board were content with the new teacher contract.

'Getting to the right place at the right time'

by Kateri Weibler

According to Discover magazine, an estimated 10 to 20 million people in the United States have herpes. Where do they turn to for help?

Acyclovir is the newly discovered drug for herpes. It can be used in an ointment form or taken orally (a capsule).

In a nationwide study involving 250 people, researchers found that when acyclovir is taken orally, it is more effective. Since the ointment can only cover the herpes lesions (sores), it cannot penetrate as effectively.

Richard Reichman, coordinator of the research study, said in the July 1984 issue

of Discover that the oral form of acyclovir is more effective. He said the drug is "getting to the right place at the right time." The drug enters the body more directly and in a greater quantity.

Although acyclovir can suppress herpes, it has not proven to be a total cure. It only destroys when herpes is in its active stage. If herpes is active when the drug is taken, the lesions were less severe, and they healed quicker. Recurrence of lesions was also decreased with acyclovir use.

Acyclovir does work to some degree, however, Reichman said that it is "not a cure for the disease, because it has no

effect on the dormant virus."

Further tests are taking place to discover the long-range effects of the drug.

Scientists and researchers are also working to find a vaccine for herpes. The vaccine, a herpes virus, would have to be strong enough to activate an immune response, but weak enough that it would not cause an onset of herpes or cause cancer. Research will continue to find different types of vaccines that will immunize against herpes.

In the meantime, approval from the Food and Drug Administration for the use of acyclovir is still being awaited.

Video hits home

by Scott Lockert

Sales of Video Cassette Recorders (VCR) in 1983 were four million, and in 1984, seven million were sold, with an increase of 60 percent.

According to a poll of 250 West Chicago students, 51 percent own VCR's. Forty-four percent of the students who own VCR's have owned them for less than one year.

According to a recent article in Time magazine, the VCR boom can be explained by the steadily falling prices of the equipment.

In 1975 Sony sold its first VCR along with a television for \$2200, and blank video cassettes sold for about \$20.

Today a VCR can be purchased for as low as \$200, and blank cassettes can be found for as low as \$5 to \$6. It is predicted that at the end of spring some older models will be sold for even less. Analysts of the VCR industry predict that by 1990, 40 to 45 percent of all United States homes will have a VCR.

Out of the 51 percent of We-go students that own VCR's, 95 percent rent movies, and 45 percent of those that rent movies rent more than six a month.

Turnabout trivia

Turnabout will be held March 23 in the cafeteria, and will begin at 7:30 p.m. and conclude at 11 p.m. The theme selected was "Tender Years" and tickets are \$8 per couple. A band will perform, but one has not yet been chosen by the Student Council, the sponsors of the event.

Future for FBLA

West Chicago's Chapter of Future Business Leaders of America (FBLA) is going to state conference March 28, 29, and 30 in Springfield, IL. Junior Joy McPheters is running for state treasurer. Senior Sandy Davis is state secretary and is a residing leader. The students from West Chicago will be competing in different events. Winners of state competition will then go to Houston, TX for the national competition.

Winners of the Northern Area Conference held at Downers Grove North on Saturday, February 9 are: Raelyna Steel - first place, Business Law; Dara Haverty - first place, Business Math; Kim Coyne - first place, Word Processing; Sandy Davis - first place, Who's Who in FBLA; Dan Davis - second place, Business English; Jeff James - second place, Data Processing Concepts; Linda Solohubow - second place, Public Speaking; Jim Kinser - third place, Business Graphics; Sandy Davis - third place, Office Procedures; Tanya Duda - third place, Stenography I; Keith Olson - third place, Entrepreneurship I; Joy McPheters - fourth place, Battle of the Chapters.

Junior Steve Groenier was elected president of the Northern Area FBLA.

Thanks Honda

Thanks to Honda House of Elmhurst, students in the DAVEA Center's Motorcycle Mechanics Program will have an opportunity to perfect their skills on ten new motorcycles.

The motorcycles are among 2,000 donated to public schools this year as part of a nationwide program by American Honda Motor Company. Valued in excess of \$15 million, it is the single largest donation of motorcycles in U.S. history.

Rapid changes in technology have put increasing demands on the skill levels needed to service today's modern motorcycles. American Honda, which has supported student training programs for 15 years, reports that the donations are designed to enable schools like DAVEA to utilize modern equipment for student instruction.

Seat belts become a mandatory law

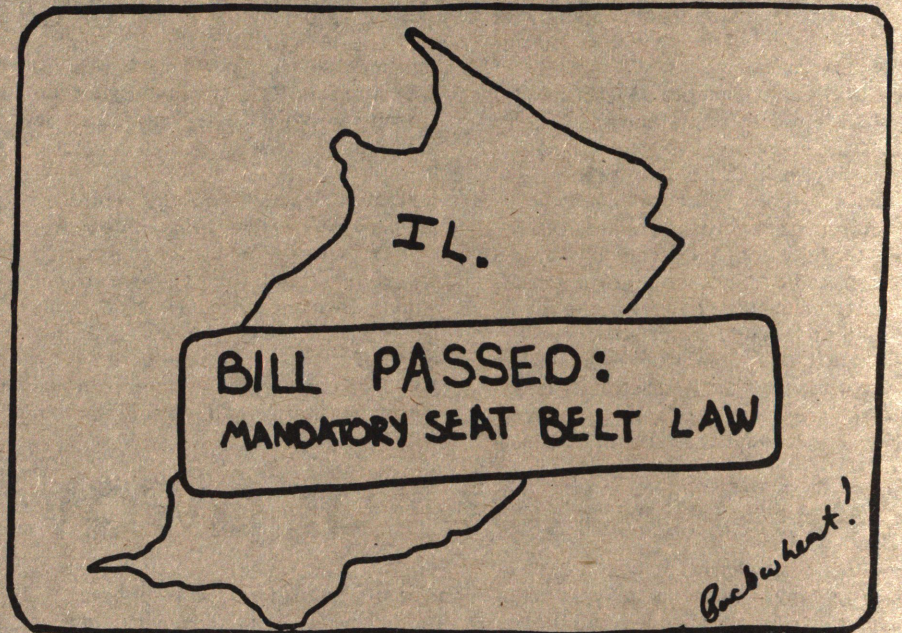
Recently, a mandatory seat belt law was passed in Illinois. The bill that Governor Jim Thompson signed has made it mandatory for all front seat passengers in a moving vehicle to wear a properly adjusted seat belt.

The **Bridge** supports Governor Thompson on his decision to sign this bill. It has been estimated that the seat belt law that will go into effect July 1, 1985 will save approximately six hundred lives a year in Illinois.

Students often say that they do not think the government has a right to make us wear a seat belt against our own decision. The government has the right to make us obey speed limits, stop signs, and traffic signs, so why not a seat belt law?

The first mandatory seat belt law in this country went into effect in New York on January 1, 1985. A seat belt law has been in effect in Victoria, Australia since 1972. Dramatic reductions in automobile accident injuries has resulted from the seat belt law in Australia. In 1983 Illinois passed a Child Passenger Safety Act. Since the law was passed, there has been a 63 percent drop in infant and child deaths as a result of automobile accidents. If this law helps save the lives of infants and children, a similar law could help save the lives of teens and adults alike.

"The evidence is pretty clear from other countries with mandatory seat belt laws. They have a significant impact," said Tom H. Christoffel, associate professor at the School of Public Health, University of Illinois at Chicago. Christoffel said that in Canada only 26 percent of the driving population used seat belts until the mandatory seat belt law brought the usage up to 80 percent, and dropped the number of traffic fatalities by almost a third.



Most students feel that they are good drivers, so there is no need for a seat belt, but even the best driver in the world cannot predict what another driver will do.

The **Bridge** believes in this new law, and encourages each student to "buckle up" now to avoid a \$25 ticket in July.

Students show a lack of responsibility

Dear Editor,

As some readers may recall, Student Council sponsored West Chicago's participation in the Multiple Sclerosis "Word Encounters" spelling contest last November. The purpose of the contest was twofold; primarily, through collection of pledged donations, contestants were to contribute to research toward combatting M.S., a debilitating disease which afflicts more than 17,000 people in North-eastern Illinois. Secondly, the contest offered students a chance to win

scholarships while polishing an academic skill.

The local contest was held as an in-school fieldtrip, with 21 students participating. On February 6, I received from the M.S. Society the routine tabulation of West Chicago's contributions. It was with a great deal of embarrassment that I read the results: of our 21 participants, a grand total of four had actually collected and sent in pledges.

To their credit, Lisa Siedlecki, Kim Coyne, Becky Rackmyer (who admir-

ably represented We-go in the final competition at Elmhurst College) and Craig Svestka collectively contributed more than \$300. Had the other participants been as dedicated, We-go would have made a truly commendable contribution. However, with 81 percent of our participants failing to fulfill their commitments to the program, I find it somewhat difficult to feel proud of our record.

One might tend to suspect from these statistics that some people who signed up for the contest may have had

no more charitable motivation than that of getting out of a fifth hour class; in such a case, it makes any such future activities rather difficult to justify. It's too bad ... believe it or not, doing something for someone else can make you feel pretty good.

Thank you,
Terry Zimmerman
Student Council Adviser

P.S. Should anyone be so moved, M.S. will gladly accept collected pledges even two months after the original deadline.

A pom defends herself

Dear Editor,

I am writing in response to two articles in the February 8 issue of the **Bridge**. First of all, I feel that the article about the pom-pon squad was very unfair. The pom-pon squad practices five hours a day all summer to prepare for competition. We then continue to practice two hours a day, three to four days a week during football and basketball seasons. All in all, we practice more than any other team in the school. This practice time helps greatly in improving the squad, but it doesn't insure that we will be perfect every performance. As for "promoting school spirit," I think that we would be able to do a better job if there was more spirit and participation from the fans. Do you realize how hard it is to smile at near-empty bleachers?

Which brings me to my second point. The article on different types of fans was also unfair and stereotypical. I resent the fact that cheerleaders (which probably includes poms) are classified as "social fans." I am a pom-pon girl, and yet I have attended 95 percent of the games, including away games and tournaments. According to Kevin Smith, this isn't possible. Coincidentally, Smith, I didn't recall seeing you at any of those away games.

I, for one, feel that the **Bridge** should do more real investigative writing, instead of writing about things they know nothing about, or haven't bothered doing research on.

Thank you,
Suzy Sackett

Editors note:

We're sorry you were displeased with the editorial on the poms and cheerleaders, but what you don't realize is that the majority of our editorial staff agreed with the editorial.

What you've said is that you girls would do a better job if you had a better crowd. Isn't that your job to raise the spirit of the people, so if the crowd isn't good enough, doesn't partial blame go to the squads?

It was made evident by many of the "spirit raising" girls at the February 8 basketball game that they could improve their performances, for many of the girls specifically pointed this out to certain editors with loud voices and "smiling faces." It was also pointed out by other rahs just how childish and immature some of the squad members could be. So while their performances may have improved, their respectability decreased.

As for Ken Smith's column, that is his point of view. You may attend away games, but that doesn't mean the rest of the squad does.

We, the **Bridge**, are spectators as well as reporters, and just as we can point out problems in the administration and school, we can point out problems in the cheerleaders and poms.

Thank you,
The **Bridge** Editors

Letters to the Editor

A letter from the Cheerleaders

Dear Editors,

In reply to your article about the cheerleaders and the poms, we the cheerleaders would like to set the record straight. It was said in the last issue of the **Bridge** that the cheerleaders and poms had no school spirit. We would like to point out that cheerleading isn't an easy job. Not only should the cheerleaders have spirit, but so should the fans. You have made it clear to us during past home games that you have very little spirit. We did many responsive cheers that you re-

fused to take part in. We also think that it is safe to say that in your lifetimes, you have forgotten many things. It is not abnormal for a cheerleader or a pom to forget a movement every now and then. Instead of always looking for things to criticize, why don't you take time out to enjoy the fun and excitement of the game.

Thank you,
Sophomore Cheerleaders

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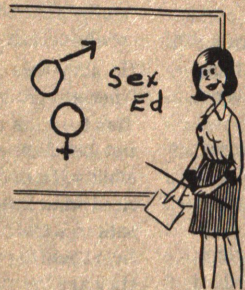
The Bridge is the student newspaper of West Chicago Community High School. The **Bridge** office is located in room 216.

Letters to the editor should not exceed 300 words and must be legibly signed, with a maximum of five names appearing in the paper. Letters will be printed as time and space permit. The editor reserves the right to edit, if necessary, for length and libelous material.

Unsigned editorials appearing in the newspaper are the opinion of the majority of the **Bridge** editorial board. Content and editorial policy are determined by the editors with concurrence of the **Bridge** editorial board. The adviser acts in the capacity of a professional consultant. The opinions expressed in the newspaper are not necessarily those of the majority of the student body or the high school.

Should sex ed. be taught in school?

by Sherry Martins



A little girl's mother is about to have a baby. The child asks, "Where do babies

come from?" Sex education: the school teaches it, parents teach it, but is it worthwhile? A tenth grade student said, "Yes, sex education will help us learn about things we thought we knew."

Robert Hein, a health teacher, feels sex education is very impor-

tant. "We teach a Family Life Education unit to sophomores. The reason we don't call it sex education is people get upset when they see the word 'sex' and we teach about more than just reproduction." William Renner also feels sex education is important. "There's a lot of misunderstanding between teenagers and sex. I have no objection to sex education being taught in school."

How about parents? How do they feel? Sara Nichols feels sex education is very important. "I feel I don't give my children sufficient information. It's important that teenagers are aware of what could happen as a result of engaging in

sexual activity too early." On the other hand, Judy Bauman feels sex education is not important in the schools. "It's not that I don't believe students should be aware of things, but I think so many of them just learn enough to pass the class."

Their unit covers more than just reproduction. It covers sexually transmitted diseases, decision making, teen pregnancy and parenting, pregnancy alternatives, and more. Before the unit is taught, the school has a meeting with parents and a letter is sent home. If a parent doesn't wish to have his son/daughter taking sex education, then he/she can be put

in a study hall. But should they? With the alarming number of teenage pregnancies, shouldn't kids be aware of the danger of having sex too early?

Fewer than ten percent of all teenagers talk to their parents about sex. Seven out of ten mothers and six out of ten fathers feel they do not provide sufficient information. The manager at Crossroads, a family planning clinic, says, "Communication is a two way street. If parents are unable to bring up the subject of sex then the child should. It's a lot easier to avoid mistakes than to fix them after they happen. Yes, sex education is very important."

Student rights: what is the problem?

by Brendan Lambert



Student rights, they've been very popular over the last few months. Some students are saying we haven't

got any rights, while others are demanding a list of the ones that do exist.

The students claiming we have no rights may be right in certain aspects. All these students did was complain, often without researching the subject fully. They say the administration and faculty are "denying" (to

them) their rights. I feel they are wrong. The administration and faculty are trying to educate us and help us mature. They may sometimes seem unfair but they are giving you the best education they can.

Several weeks ago Debbie Kennelly and some of her companions claimed to have attended the Board of Education meeting of February 19. Then they brought up the subject of student rights and demanded a list of their rights. The next day Kennelly and her henchmen endeavored to get the students at We-go to sign a petition. This petition stated that if the administration did not present a list of student rights by 10 a.m.

February 22, the students would participate in a sit-out. That is they would leave their classes, go to their lockers and sit.

I think Kennelly and her henchmen were incredibly unwise to make such demands and giving such a forceful ultimatum was also not too bright. Although I admire Kennelly for wanting to know her rights and for standing up in front of all those students on Wednesday, February 20, I hope they will think about what they are doing before going out and actually doing it.

I also want to speak in defense of the paraprofessionals. At the student meeting on that Wednesday, a student brought up the sub-

ject of the paraprofessionals. She stated that if we are soon to become more responsible, then why do we have the paraprofessionals? My answer to this question is that not all of the students at We-go are responsible enough to handle being in the halls or commons without some kind of supervision. If we didn't have the paraprofessionals, vandalism, crime, and students causing problems would increase dramatically.

Although there is so much more that I could say, I feel that I have made my point. Hopefully all the students who read this will think about what they can already do, not necessarily what they cannot do.

Subway vigilante only wanted revenge

by Scott Tepe



A new wave of American patriotism has been sweeping the nation.

Middle class people, heartened by the heroics of the famous Subway Vigilante, Bernard Goetz, have begun to "strike back" at accosting muggers and crooks. Everyday citizens arm themselves to make the short trip from home to the office.

For those of you who don't know who Goetz is, he is the New Yorker who was attacked by three "punks" who were after his wallet in a subway. Goetz had been mugged before, and afterward, had begun packing a gun for protection. Two of the muggers were shot in the back and killed. Criminal charges were brought up on Goetz and he countered with cries of "self-defense."

Meanwhile, the newspapers and political cartoon strips had a field day with reports of peacetime heroism.

It's not that things like this haven't happened before, they just haven't been so well publicized.

Not long ago, there was a "survivalist" craze. People began hiding guns under their beds at night, hoping to catch a criminal. It's only natural that it went one step further.

How long will it be until an innocent person is injured? It is quite possible that people will soon begin to hunt for potential criminals rather than defend themselves. The popular political cartoon *Doonesbury* has someone asking

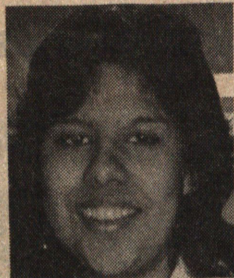
for a cigarette on a subway and almost getting his head blown off. Maybe this isn't too far from the truth.

One major argument in the cases for the possession of firearms is, according to the Bill of Rights, the people have the right to "keep and bear arms." But it doesn't seem that the people can handle the responsibility.

It seems, at least to me, that since Goetz's victims were shot in the back, he was more worried about revenge than defending himself.

Pornography in lockers

by Terri Pineda



I asked William Renner, Principal of WCCHS, if pornography was allowed in the lock-

ers. For those who don't know what pornography is, it's portraits, movies, etc. of anyone nude. Renner replied that he has seen a picture of a woman in a swim suit or a man without a shirt, but never a totally nude picture in anyone's locker.

Pornographic pictures in lockers don't show much for our school. Visitors walk through the hallways all the time. If the owner of a pornographic picture has his/her locker open with the picture hanging, could you imagine what a visitor would think? One thing that

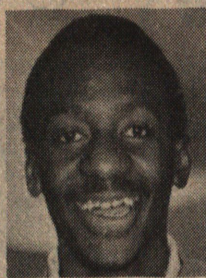
they would think is that the staff members here don't really care enough to tell those students to get rid of those pictures.

There are a few teenagers who, believe it or not, don't like coming to school and seeing nude pictures that belong to their neighbors. Having a little respect for others could really solve this little problem. I don't think it would be so bad if they put them where nobody can see them. There are always those people that think it's cool to have pornographic pictures, but I doubt they would hang them in their bedrooms.

Some, if not most parents, would not like the fact that their son or daughter has a nude picture of a man or woman hanging in their locker. So whoever has a nude picture hanging in their locker, take it down and put it where no one can see it but yourself.

No candy in school!

by Treble Flucas



Why can't students sell candy in school, and why isn't food allowed in hallways or lockers?

I think food should not be allowed in hallways because some students just throw their garbage on the floor. Look around in the hallways and you'll see what I mean. Candy wrappers and gum wrappers will be among the other articles of waste. This is the main reason why the administration has not allowed food in the hallways.

If food was allowed in hallways there would be more of a mess than there is now. Who wants a school with messy hallways? I certainly

don't!

The reason for food not being allowed in lockers is common sense, in my opinion. Of course you can keep your lunch in your locker, but as for food being kept in there over a long period of time, no! Food will begin to stink after a while because of mold and decay. In the summer it's even worse because of hot weather, and little creepy crawlers.

The reason that candy cannot be sold in school is simply because the administration does not allow it. If a student wants to make money for a non-profit organization, he or she can find another way to make money. Besides, there is already enough candy in the school.

If a student wants to eat candy, there is already an area where he or she can do so, such as the cafeteria during lunch or that person's unscheduled time.

TEENAGE STRESS

Divorce — a major cause

by Laura Pollastrini

Students in high school have many problems that build up which cause them stress. One such cause of stress is divorce in the immediate family.

Drastic changes, such as that of divorce, turn a student's entire life around. Court proceedings, custody battles, child support and new living arrangements all add up to major changes in the student's life, which becomes quite stressful for them. Just trying to cope with the divorce itself, along with the feelings that go with it, can build up stress in the parents involved as well as the child.

Some students are forced to live one year with one parent and the next year with the other one who might live in another state. This takes away the child's roots and one student admitted that he doesn't know exactly where he belongs. Another student with this dilemma found it fun at first to move from California to Illinois to live with his dad, but when winter came he began to miss the warmth of the coast. He lost interest in his schoolwork, which led to falling grades, which angered his father. Problems like these he feels have to be dealt with by the student alone.

Thomas Fischer, the head of the English Department at West Chicago, feels the students who are going through a divorce situation at home should talk to someone, but that friends are not always their best choice. This is because the student's friend may have both parents and not

really understand their problems. He also feels that the idea of a "therapy group," such as one that has for kids dealing with divorce, is not be dumped on schoolwork. He does feel, though, that they need some kind of group support to talk to a trained person that can help them to relieve some of the stress they are feeling.

Guilt of one parent causes stress in a child. In one case, custody of the child went to the mother, so the father has guilty feelings for his son. In another case, the father caused problems for the mother because she didn't want her son to live with him. The child knew that the father was for his dad to apologize for his actions, as well as to his father.

In many cases the child hears both sides of the story and is torn between which one is right and wrong. One girl, because of her parents' divorce, is still angry from each parent about the divorce. The parents are friends now, but she keeps them from putting the divorce down, but the daughter still has a lot of them. For another boy, he was disappointed about his father during the divorce. At one time he was his hero, but now he doesn't think highly of him. His dad was disappointed in his father to being just a "good

Does working affect schoolwork?

by Erin Schaben

Does working affect your school work? It seems that several students who work don't think so. "Not really," said Kim Ayers, "I do my homework when it's not busy." Ayers is a senior and works at Dominick's Pizza. Sam Mancini, junior, works at McDonalds. "It does because I'm involved in track also, and I don't have much study time." The working schedule doesn't affect Rosa Snell, senior, who works at Jewel, because "I only work three days a week and I have several unscheduled periods."

Are nonworking students glad they don't work? Melanie Mitz, a junior, said "Yes and no. Yes, because I have time after school to do the things I like to do and no, because I miss the money and the people I used to work with." Brendan Lambert, a junior, is glad that he doesn't work so that "I can do the best I can do on my homework."

Students commented that working makes people learn responsibility, it makes students realize the value a dollar has, and makes money to support

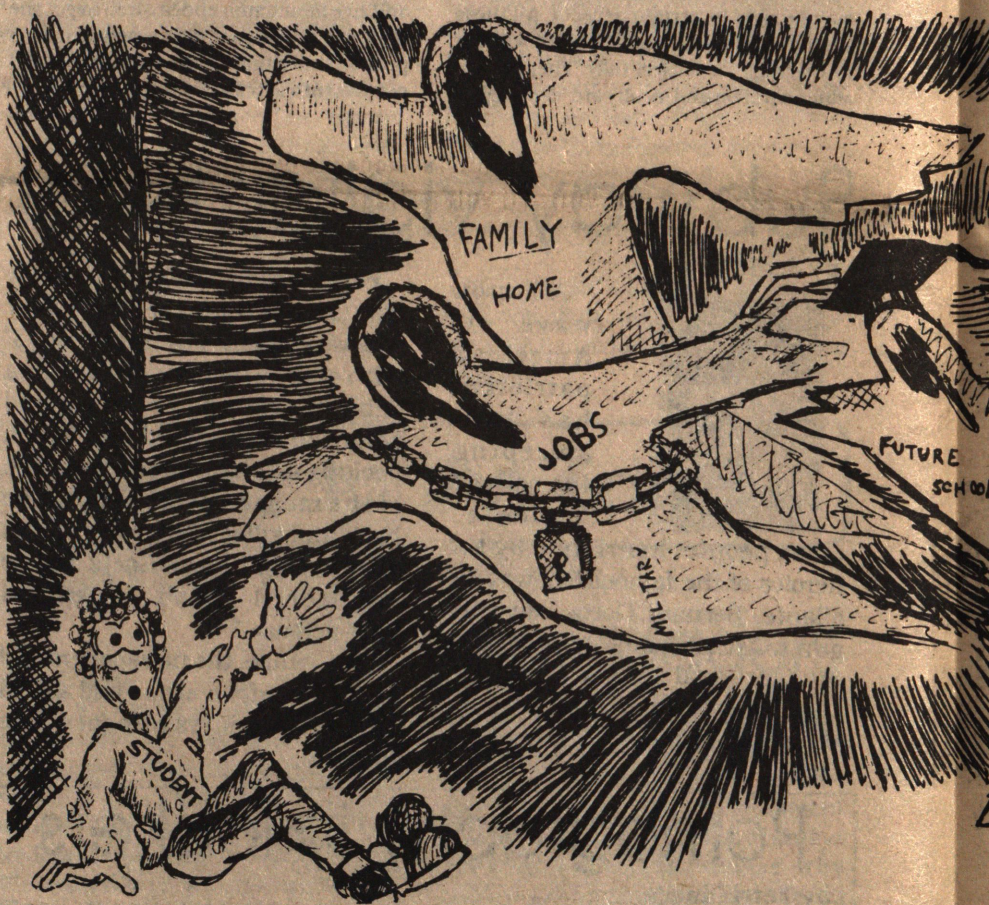
spending habits. "I like spending money," says Becky Thuer.

"I don't think teachers are hard on me because I work," said Thom King, a junior working at the DuPage National Bank in West Chicago. Ayers doesn't use working "for an excuse" to not having homework finished.

Some jobs a student can be working equivalent to full time hours even though they're only on part time. Some jobs take up much of a person's time. Ayers works "36 hours a week," at Dominick's Pizza. Several students said that they "don't have much of a weekend." Thuer's job is mainly on "weekends, not really during school."

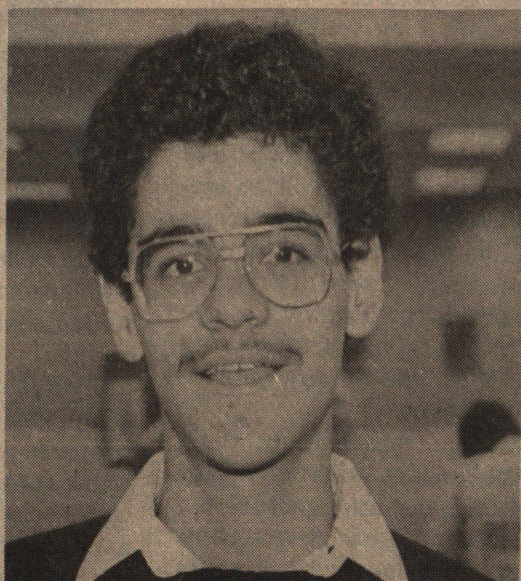
College is a popular future plan for most of the people that have jobs. With some, as Angela Meyers, senior, said, "I'm on my own when it comes to getting money for college."

So does working affect your school work? "No," "Not really," and "Yeah," "Yes, when I get off late and I don't want to do homework." So it depends on what kind of job you have and how devoted you are to your school work.



Photopinion by Becky Thuer

What is the most stressful part of your life?



Jorge Zamora, '86: Track meets are the most stressful part of my life.



Betty Nordengre, '88: Friends. Having problems with my friends.

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WHERE STRENGTH IS MATCHED BY SERVICE

Use of stress for students

and their problem, so they help, according to Fischer. At the idea of starting a group such as the one We-go with death, should on schools as a respon- sible, though, that the kids group so that they could person that could really ve some of the stress that

ent causes stress for the custody of the teenager r, so the father had some his sons. To rid himself ight his son a car. This for the mother because ner son to have his own w that the gift was a way logize for what he did to o his family.

the child is the one who of the divorce case and hich one of his parents . One girl, ten years after ce, is still hearing stories about the other one. Her ls now, but that doesn't putting the other one ighter still respects both her boy, he learned a lot during the divorce, and At one time his dad was w he doesn't think as s dad went from being a st a "good friend."

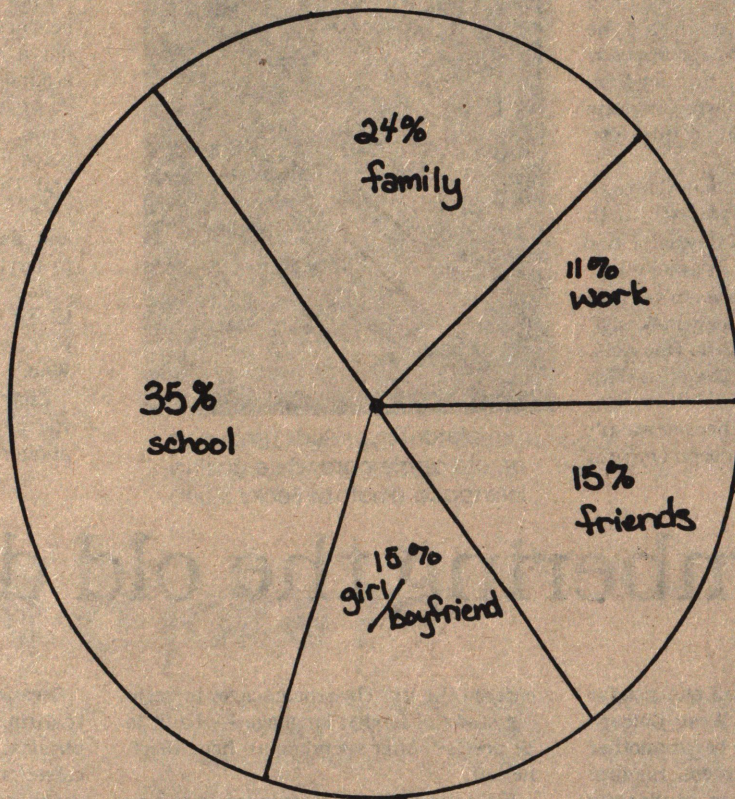
When the divorced parents remarry a different partner, sometimes it causes resentment and other times it is a relief to the child. "I'm happy for her," one boy declared about his mother's new marriage. There was a little resentment at first because she spent less time with him and his brother, but now he's used to it. "I hate his guts!" exclaimed another girl about her mom's newest husband. She was happy at first, but things changed in the family and violent conditions arose. In this case, it was her mother's third marriage.

According to Fischer, the stress put on the kids in a divorce situation sometimes brings their grades down. He thinks that the student has a feeling of guilt and sometimes feels lost. "Their security is gone," commented Fischer. He also thinks that many of them may feel unloved. Sometimes one of Fischer's students may be going through a divorce situation and this is evident in their grades, but he may not learn of the truth until after the student has failed. In one case, a student of his came to class drunk a few times, and finally his brother came in and spoke with Fischer about it.

Students who come from divorced families deal with a lot of stress but do not always hate their parents because of the divorce. Some may be angry at first but may become friends with them later. "I wish they would live in the same city so I could see both of them," one girl commented.

95% of students polled experience some kind of stress!

(Percentage of responses)



Realistic ways for dealing with stress

- 1. Are you aware of the stress?**
What can be fun for someone else might be stressful for you. To solve the problem or cope with the situation, you must first be aware of what causes your stress.
- 2. Do you have a positive mental attitude?**
The best thing you can do is to develop an "I can do it" attitude. Once you do, you'll find that the expectation of being able to handle something makes it easy to do it.
- 3. Do you establish priorities?**
It's helpful to sit down and establish priorities that will help you to reach your goal. Set a realistic schedule for yourself, based on knowing what you can achieve.
- 4. Do you ever ask for help?**
Don't be afraid to let people know that you need their help or support. Sometimes just talking about problems can help you put things in perspective, and help solve them.
- 5. Slow down.**
When you feel yourself becoming tense, slow down

and try to think rationally. Sometimes you'll realize that things you get all worked up over just aren't worked up over.

- 6. What are your options?**
Usually there's more than one way to tackle a problem. Sometimes the problem is simply out of your hands. When this happens, just tell yourself that since there's nothing you can do, you'll handle it the best you can.
- 7. Don't worry.**
Worrying unnecessarily over things you can't control wastes a lot of energy and keeps you from dealing effectively with other problems.
- 8. Exercise.**
Exercising is an ideal way to channel your pent-up frustration and energy.
- 9. Allow time to rest.**
Not just time for sleeping, but time for relaxation. Time to read or write letters. Some people find that frequent short breaks during the day help them to unwind.

Source: "How to Handle Stress" Plus publishers.

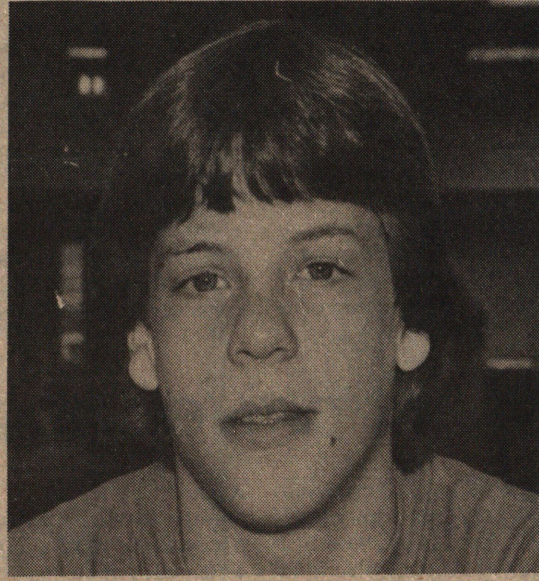
part of your life?



Dawn Gillentine, '88: Homework and tests teachers give you.



Carol Koenig, '87: Peer pressure. When your friends want you to do something.



Kent Williams, '87: School is the most stressful part of my life.

'Charlotte's Web' weaves its way to We-go

by Laura Novak

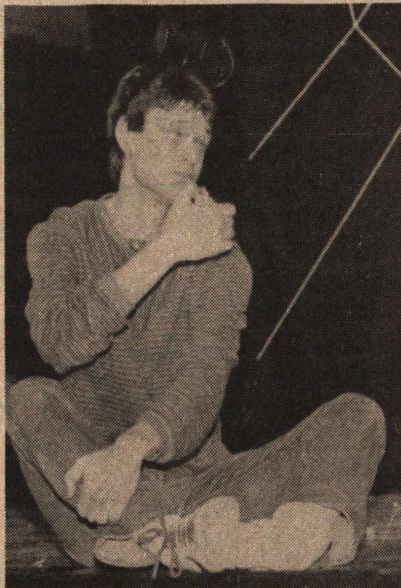
Recently West Chicago High School put on the children's play, *Charlotte's Web*.

This is the story of a little girl named Fern who loved a little pig named Wilbur. Wilbur had a friend named Charlotte, a large gray spider who lived with Wilbur in the barn. With the help of Templeton the rat, who never did anything for anybody unless there was something in it for him, and by a clever plan of her own, Charlotte saved the life of Wilbur, who, by this time, had grown up to be "some pig."

In West Chicago's play, Leticia Gonzalez portrayed Fern. Wilbur was played by Beth Barrett. Linda Hahn played Charlotte, and Templeton was played by Bryan Rude.

Barrett (Wilbur) says that it wasn't easy to play her role. "I need to be a baby male pig!" Barrett has been in the 1983-84 One Acts, and the fall play of 1984, *The Man Who Came to Dinner*.

Hahn (Charlotte) says that her role wasn't too hard to play because she doesn't have to



Templeton (Bryan Rude) gnaws on an old apple core while gazing into space. (Photo by Becky Thuer)

move around. Hahn just has to be "sweet and sincere." Hahn has been in *A Christmas Carol*, *The Wizard of Oz*, *David and Lisa*, and the One Acts of 1983-84.

Rude liked playing Templeton because he's never played an animal before and it's not a serious character. "You can play around with a character like Templeton ... do whatever you want with it," commented Rude. Rude has been in several other plays including *David and Lisa* at We-go and *The King and I*, *Once Upon a Mattress*, *Oliver Twist*, *A Christmas Carol*, and *Main* at Vandalia Butler High School in Dayton, Ohio.

Robin Hein played Nelly, one of Charlotte's babies. Although she had a small part Hein liked being a part of *Charlotte's Web*.

Charlotte's Web played Thursday, February 14 and Saturday, February 16 in the auditorium.



Charlotte looks down from her web to an unusual bunch. (Photo by Becky Thuer)

Remembering the old days as they were

A long time ago in a small city not far away, a student entered West Chicago Community High School to begin another phase in his educational process. His first hour class was band, so he confidently reported to the room, better known as the Electronics room. Next, he spent two hours in the math hallway, supposedly studying history and English.

Fourth hour — time for lunch. He walked to the first floor and entered the drafting room. Half an hour later, he was in the auditorium, dressed for P.E.

From the auditorium, it's a short walk to the library. The student turned left, walked a few feet, and entered the room to spend fifty-five minutes acquainting himself with the LRC.

By sixth hour the student got his first look at the third floor art rooms; where he planned to study biology.

At last it was seventh hour, the student

entered the IRO classroom, eager to begin his study of foreign language — Latin to be precise. After spending an hour there, he left.

If this sounds like a confused freshman to you, you obviously weren't a We-go student in 1954. At this time the courses taken by that hypothetical freshman were actually taught in the classrooms mentioned. In addition the administrative and guidance offices were located in what are now the IRO and Data processing rooms. It was only after three building additions that We-go took on its present form.

The original design of the school was rather simple — three floors occupying a square piece of land. Business, science, and various English classes were taught on the third floor. Foreign language, some history, and some math rooms were located on the second floor. The first floor housed art and various other classes.

Because there was no gym, the auditorium stage served as a location for physical education. In addition a small cafeteria could be found where mechanical drawing is now taught.

In 1955 We-go underwent its first renovation. The small gym, gymnastics room, and weight rooms were added to the back of the school, as were the industrial arts hallway and the music hallway. Also, more was added to the cafeteria.

This renovation did not change the location of any classes with the exception of physical education. The second addition, however, moved many. It added the foreign language, history, and science hallways, as well as the Bishop gym. Driver's education and Health rooms made their first appearance at this time.

With this addition We-go was beginning to look more and more like the labyrinth which exists today. There were still a few

differences, though. The library occupied an area on the second floor which is now four English classrooms — Wayne Kosek's, Mary Hafertepe's, Virginia Fairbank's, and Tim Courtney's. It also encompassed the Bridge office.

In addition the cafeteria was still in what became the drafting rooms, and the administrative offices were still on the second floor.

It was the third and most recent addition which completed We-go's growth process. In 1978 the LRC, commons area, cafeteria, and office areas were added to the southern end of the building. The northern end was expanded to include the greenhouses, fieldhouse, and pool.

Since 1978, no other structural changes have occurred at We-go. But who knows? A long time from now, in a small city not far away, people may laugh at how today's classes were located.

Students travel to a funeral home

by Vicki Abbott

Mr. Woodward owns a funeral home, and has a "most unique", said Patti Kozlowski, habit ... he lives there. "How could you live in a place like this?" mocked Kozlowski of her students.

Recently, Kozlowski's Contemporary Life classes visited a funeral home to find out all the details of how to plan a funeral, and how to deal with death. Kozlowski took four classes to the home and most of the students had the same opinion. Morbid, then interesting.

"I thought it was really interesting," said senior Laura Pollastrini.

Becky Thuer, senior, said, "I thought it was really interesting but I didn't like the embalming. It was really sick."

Junior Angie DiMarco thinks, "It was sort of gross because you had to go where they embalm people." When asked if she would like to embalm people for a living, DiMarco replied, "Working with dead people? You're sick!"

Not all class members participated in the field trip, though. Kozlowski presented a choice to her students. Either go on the field trip, or work in the library and turn

in a written paper. Kozlowski saw this as one way being provided with the information, and another way as getting your own. After being presented with this choice, several students stayed.

When asked why he stayed, senior Greg Wilde replied, "I had to", because he missed the bus.

While at the funeral home, students learned about the cost and finances of death, the psychological reasons for funeral — to support the living, lend support to those people that need it, and not just to say goodbye to the deceased. Most of the students didn't realize everything that was involved in planning a funeral.

There were two parts to the trip. One part was viewing different types of caskets, finding out their costs including taxes, discussing the federal investigation of funeral homes, and talking about cremation.

The other part of the trip was learning about embalming, which included viewing the room where the bodies are embalmed. Students learned about the process, health laws, why embalming is done, and that as

soon as a body is declared dead, it is sent to be embalmed immediately.

Woodward has a friend in the funeral home business who had to deal with an AIDS patient and the students found out how dangerous it is to work with an AIDS patient and how it costs thousands of dollars — cleaning all the instruments with a special solution afterwards, etc. Woodward and Kozlowski both agreed that they wouldn't deal with any AIDS patients.



Turnabout arrives and takes We-go by storm

On Saturday, March 23, the Turnabout dance at West Chicago Community High School will take place. Turnabout is a semi-formal dance which originated from Sadie Hawkins Day.

This day was started by cartoonist Alfred Gerald Caplin, more popularly known as "Al Capp" for his comic strip "Li'l

Abner."

Sadie Hawkins Day was introduced November 9, 1938, and was the occasion which allowed the maidens and spinsters of the imaginary town Dogpatch to pursue the single males of the town. If caught, the man was obligated to marry the female.

Sadie Hawkins Day has been observed

in many areas in the United States especially on college campuses. In these modern times, the captured male is only the temporary property of the female; as in We-go's case, he's the escort to Turnabout.

The dance will begin at 7:30 p.m. and end at 11:00 p.m. There will be a band,

although as of now, no group has been hired, and refreshments will be provided.

The cost of Turnabout is \$8.00 per couple. Some restaurants suggested by many upperclass women are Maxwell Sweeney's, Jeremiah Sweeney's, Carlos Murphy's, The Hamlet, and Cattle Company. So girls, get out there and catch that man.

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Turner places 13th at State

by Alan Steuer

Senior diver Dean Turner placed thirteenth out of 48 divers in the State meet held at New Trier High School. The first two cuts took place on Friday, February 22.

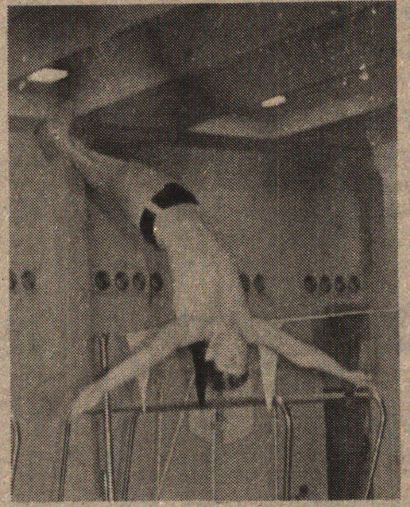
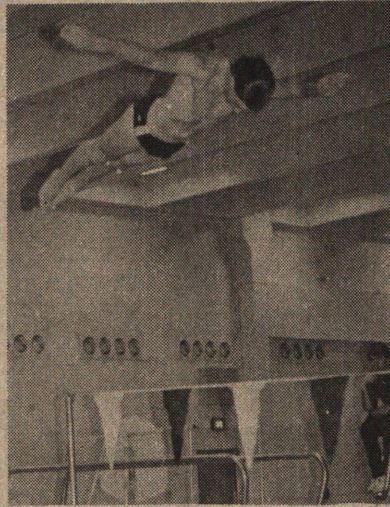
Turner made the first cut of 16 divers after three dives. Another 16 divers were cut after two more dives, Turner among them. The 12 top divers went on to the finals on Saturday.

Diving coach Dan Benson said, "Dean dived well considering the competition and amount of pressure that he was up against." Benson said that the judges were very critical and did not score as well as with other meets. "It was not his best scores, but it was his first time at a state meet. With more divers there was more time between dives, and that made it difficult to get hot," said Benson.

Benson explained there were 11 dives during the state meet. Five dives are required, and six were the diver's choice. In the first five dives, two were required, and the other three were the diver's choice. The judges gave their scores, the highest and the lowest were dropped, then the remaining scores were multiplied by the degree of difficulty in the dive.

Turner qualified for the state meet by scoring well at the Sectional meet held at Waubonsie Valley. The first place finishers from 16 sectionals held all over Illinois qualified for the state meet, then the next 32 top scores made it. Turner was ranked 43 after sectionals.

Turner finished his senior diving season holding the school record for six dives with a score of 195.8, and the school record for 11 dives with a score of 342.85.



Dean Turner practices his forward and back dives for the State meet that was held February 22 and 23 at New Trier High School. (Photos by Becky Thuer)

Sports column: Are P.E. makeups a joke?

by Kevin Smith

Just about everyone knows about P.E. make ups. The only way a person can't know about these make ups is if they have stuffed cotton in their ears during those long, boring reviews from the teachers, and closed their eyes as they walked past the bulletin board by the locker rooms.

For everyone that has done this I'll tell you again. P.E. make ups are on Thursday mornings from 7:15 to 7:45. Students have to go to one if they've had more than two absences in P.E. class.

I decided to find out more about these make ups. The natural thing to do was to ask some people if they had ever been to one. Most of them said no. Others said, "Well, I was supposed to, but I didn't."

I finally found somebody who had been to one. I asked him what he thought about

it. "It was pretty boring," he said. "The teacher gave us all a basketball and we shot baskets all morning."

After finding all of this out, I talked with a friend about what I had found out. In his infinite wisdom, he suggested that I go to one of the make ups and find out for myself. This was a good idea, so I decided to go to the next one.

My alarm clock rang early Thursday morning. I felt like drop kicking it across the room. I finally got up and got ready to go.

I got into the school at about seven. I went into the locker room and got dressed. It was dark and nobody else was in there. To this day I still don't know if it was all right for me to be in there or not.

I went towards the fieldhouse and looked for other people who might be there for

make ups. The halls were abandoned except for the janitors who were giving me odd looks. "Maybe this isn't the right day," I thought to myself.

Before I made it to the fieldhouse I saw someone with the same tired look on her face as I did, stop and say, "Did you see Mr. Kimmery around here?"

When I said no, she looked frustrated and walked past me. When I made it to the fieldhouse I sat down on the benches near the doors.

At 7:10 the same person who I had seen before, appeared in P.E. clothes. I then asked her if she had ever been to one before. "Yeah," she said. "The first time I came here no teacher showed up at all. I didn't get any credit for coming. I came another time and a teacher didn't show up until 7:30."

By 7:20 we had a grand total of six people there. Four of us were in P.E.

clothes. The other two decided to make up P.E. in their regular clothes. Now the teacher was five minutes late. Someone there had said he had seen some teachers in the P.E. office while he was getting dressed.

While everybody was staring into space, hoping to get a little extra sleep, a teacher with wet hair and red eyes appeared and said, "Are you guys here for make ups?" It was 7:30 now. He took our names, gave us a basketball and told us to shoot baskets.

For 15 minutes I played HORSE. That was it. That was my P.E. makeup. Fifteen minutes of shooting basketball. Of course, what else can you do at 7:15 in the morning?

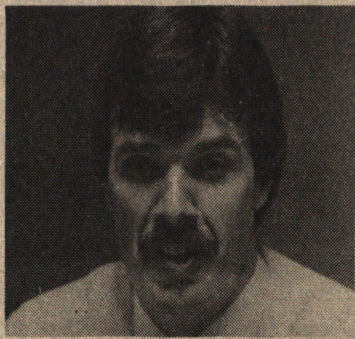
If you have to go to a P.E. make up I have a little advice. If you don't want to miss all of your rest, sleep for another 15 minutes. Come at 7:30 so you don't have to wait around for so long.

An athlete in our midst

by Marla Jemsek

Some say John Highland is quite an athlete. He played football, basketball, and baseball in high school. He then went to the University of Iowa with the understanding that he could play football and baseball. When baseball season came around Highland asked if he could play baseball. His football coach said sure, but he would still have to come to football practice. He would have to go to football practice from 4 p.m. till 6:30 p.m. and then baseball practice from 6:30 p.m. till 8 p.m. After a week he decided to just stick with football.

At the University of Iowa he was the captain of his freshman football team. Highland decided to transfer to Western Illinois and continue his football career.



Staying in shape is an important part in John Highland's life. (Photo by Carrie Wroblewski)

Highland feels that Western Illinois had good teams during his junior and senior years. Their football team was 8-3 his

junior year and 9-2 his senior year. They also took part in the Pioneer Bowl and were third in the nation.

When asked why he wanted to be a coach, Highland replied, "Sports were so important to me and I enjoy working with kids." As a result of his interest, Highland is now an assistant football coach.

Highland signed with the Chicago Fire as a free agent in 1976. However, at this time he was suffering from a separated shoulder and was soon to be married. He wasn't sure that he would be able to support his wife with this occupation. Highland had gotten a Masters Degree in Educational Administration and took a teaching job at West Chicago High School. Highland added that he sometimes regrets

that he didn't stick it out a little longer with the Chicago Fire.

Highland still enjoys many sports. He plays tennis, basketball, golf, and runs. Staying in shape is an important part of Highland's life. "It is like a habit," Highland said. This guilt feeling sets in on days when there is no time for him to work out.

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We-go grapples to Sectionals

by Melanie Miller

Wrestling sectionals were held February 15 and 16 at Glenbard North High School. The Wildcat wrestling team ended up with an 8 win, 12 loss season, with two wrestlers qualifying for sectionals.

These two wrestlers that represented West Chicago were Derrick Geick, senior,

and Adam O'Dell, junior. Both did well Friday night and won their first match. On Saturday, however, they each lost two tough matches.

Coach Robert Hein was unhappy that they didn't do better, but he still felt Geick had an excellent season overall. He ended

the season with an outstanding record of 29 wins, 5 draws, and 2 losses, those being at sectionals.

Adam O'Dell also had a "terrific season," and "did very well considering he was out for six weeks of the season due to an injury." Coach Hein believes O'Dell to be

a great prospect for next year and is looking forward to working with him again.

Overall, Coach Hein felt the team had a rather disappointing season. Individually each wrestler did well, but the season record did not reflect this.

Badminton anyone?

by Kelly Fox

Badminton expectations are being set very high this spring, according to Kerl Giller and Carla Dusek. The team has lost only one of its top players; a lot of the other players are expected to return this season.

Top singles player, Giller, said that most of the other schools' top singles and doubles players graduated last year. She feels that this is really going to give West Chicago an advantage. Although they have lost their two top singles players, Giller also said that Glenbard North is very good, and will probably give West Chicago the most trouble this season.

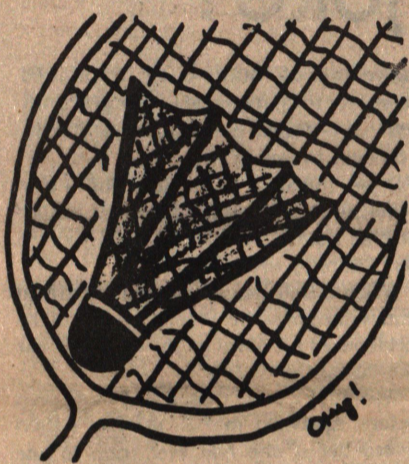
Although badminton has not had a full team in two years, some players feel that the top players for West Chicago that will be very good will include Teri Bailey, Giller, Kim Giller, Lisa Siedlecki, Lisa Swanson, and Becky Thuer.

Dusek is coaching the team for the second season here at We-go. She said that last year the team had a lot of fun and worked hard, and that the girls are more advanced coming into this season.

Dusek hopes that the team will do better in conference this year being more experienced. She admits, though, that they "have their work cut out for them." She is

also looking forward to having freshmen come out for the badminton team.

Giller said the team needs people to come out this year, and she said, "Even if you don't have any experience, you'd still get to play exhibition." (May 11 is the first day of practice.)



Cats compete at Districts

by Melanie Mitz

West Chicago Boys' Swim team has been "working very hard" for the district meet at Waubonsie Valley, according to head coach Dan Johnson.

There are 11 swimmers and two divers from the West Chicago team who attended the meet on Saturday, February 16. Each school had one relay team for each relay race, and two swimmers swimming each event.

"The guys swim hard all year to condition for the sectional," says three time sectional winner Paul Coler. "We're looking for time drops from all the swimmers, and we are trying to achieve the goals that we set at the beginning of the season."

After going through extensive practices all season, the swimmers did what is called "tapering," says Johnson. "Tapering" is done during the last week before districts. The swimmers have easier practices and usually cut their practice yardage by 75

percent. This is to shorten the times.

"Shaving down" is also done right before districts by some of the swimmers to help improve their times. The guys shave their legs, arms, chests, and sometimes their heads to help them swim faster.

Junior Dale Marting says that "this is the meet that we've been looking forward to, and working hardest for." The team that came out on top was St. Charles, who holds the State Champion title.

The Cats competed in such events as the individual medley, free relay, medley relay, diving, 100 backstroke, 50, 100, 200, and 500 freestyle, 100 breaststroke and 100 butterfly.

Sectional team members that were seniors were Paul Coler, Juan Gonzalez, and Dean Turner. Juniors were Steve Gullick, Matt Kunesch, Mike Lack, and Dale Marting. Sophomores were Gentry Howard, Dave Glomp, and Keith Olson. Freshmen were Greg Flatter, Matt Weger, and Jon Zietlow.

Outdoor Track season "looks promising"

by Narish Nair

The West Chicago High School Track Team started out the season with a 10-0 record in individual meets and a second place standing in a tri meet.

Coach Doug Juraska said, "Out of my three years of coaching, this team has the best strength." Team strength comes from people like Joe Michalec who went downstate for high jump last year. Juraska also said that distance looks good this year with Marty Hunter and Jorge Zamora, who is a new member for the track team. Juraska also said that Greg Upshaw has a lot of potential.

Juraska also commented that he wants to

stay away from a lot of injuries. This means better stretching before practice and before meets. He also said grades hurt the team a lot. He finished by saying we need freshmen and sophomores out for the team, and that, "we have no bench or second string."

Dan Benson said his outlook for the season is to develop runners. He also replied that they need to develop sprinters and middle distance runners. Benson commented, "That's the key to a good squad." He said the strength right now is in distance and jumpers are strong. Benson is "going into the season with optimism; a lot will depend on how our experienced runners

develop."

The new shot put coach, Scott Anderson, said that he likes his new job and he gets a kick out of seeing the team work hard. "There's a good chance to finish top two or three in conference," commented Anderson. "Not a lot of guys are out, but the guys that are out are the ones who are working hard." He also said the guys are improving nicely.

Ray Schellenberger, weight room coach, stated that Blair Satterfield is the one to watch and Ed Weins is another one to keep your eye on. Schellenberger also said that each time they throw at practice they are

improving. "If we can keep on improving like we have been doing, we will be right up there with every school in the conference."

Assistant shot put coach Dave GaNung, said the guys have been lifting weights heavily for the last few months, which is improving their throwing abilities. GaNung said that the shot put and distance is becoming a team. He ended with, "If these guys work out like they have been from the beginning there's no reason why everybody on the shot-distance teams shouldn't make it to state." He also said, "the season looks promising."

In two words, a track member stated how well they are doing: "We jam!"



Running around the indoor track is one of the ways the track members get into shape. (Photo by Becky Thuer)

Jock

by Mike Oliver

The 1985 West Chicago Boys' Tennis season is just around the corner. Practice started Monday, March 4.

The season actually starts Tuesday, April 2. Varsity Coach Wayne Kosek said, "I would like to move up in conference. We were seventh last year." Three lettermen will return this year. Two of the three lettermen who are expected to do well in doubles are seniors Steve Lemkau and Jon Neuhoft. Also expected to do well is third letterman sophomore Scott Clausen and junior Mike Lach who was the number one sophomore player last year. Lach will be playing singles this year.

"I hope somebody could qualify in the tournament at Addison Trail," replied Kosek. "Glenbard South, Naperville Central, and Wheaton North are going to be hard to beat this year," said Kosek.

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