

# The Bridge

West Chicago Community High School  
326 Joliet Street, West Chicago, Illinois 60185

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## Final exams, are they really necessary?

### Students and teachers discuss the validity of exams

by Jim Rowley

Some teachers base a large percentage of their Final grade on Final exams, but why? Do final exams test intelligence or memorization? Are Final exams really necessary: Tim Kanold, math teacher, believes final exams are necessary. "Finals are necessary for two reasons: one, they offer a demonstration of general knowledge over a long period of time. And two, they motivate a review of previously learned material, which directly affects higher student performance." Kanold went on to say, "Final exams test how much information is in long term memory."

English teacher Betty Andrews, agreeing with Kanold, said, "Final exams are beneficial in all disciplines and can be a good way for a student to synthesize the

information they have been exposed to." Andrews went on to say "Whether they test intelligence or memorization or not depends on the design of the test. Hopefully a teacher will design a test that tests knowledge not just the ability to memorize."

"Final exams force the student to sit down and put into perspective everything you have learned during the course," said Terry Strohm, German teacher. "Testing intelligence or memorization is dependent on the design of the test, a good test will test both," continued Strohm.

Joel Adrian, a junior at We-go, believes finals are important in some classes. "They test more on memorization. You learn the answer and not what it means," said Adrian. "You didn't learn it, just

memorized it for the test and then you forget it later."

Gidget Kirk (86) also believes finals are useful in some classes. "In classes such as accounting or chemistry they are important because things from the chapter before are still being used later on. In English each book is a new topic." Kirk continued "Finals test more memorization."

Kevin Coakley (86) feels the same way, final exams are necessary. "They make sure you learn what has been taught in the first part of the year." Coakley continued "The exams test mostly memorization. You memorize it and forget it later."

Not everybody thought final exams were necessary. Jean Volpe (87) says, "No because if a person studies properly all

year the information learned would already have been useful to the student, and they can continue using that information. Finals can't all be memorization because there is too much information to memorize."

Diane Neuhoff (88) also says "No, because through all of the 18 weeks we have had tests on everything that we've learned so why should we have to mess up our brains and try to remember everything that we've already learned. As to whether they test intelligence or memorization it depends on the test. I think most tests test intelligence and memorization."

Whether or not you think final exams are necessary or not they're here and as Joel Mains put it, "I think final exams are necessary but now ask me if I like them."

## 'The times they are a changin''

by Narish Nair, Laura Burleigh,  
Pat Fortelka, Denise Saccamano

Your license is blue today, what color will it be tomorrow?

New drunk driving laws have been passed and in effect since January 1. One major law is the idea of color-coded licenses. A driver under 21 will be given a different colored license, which will help prevent false identification being used to purchase alcohol illegally.

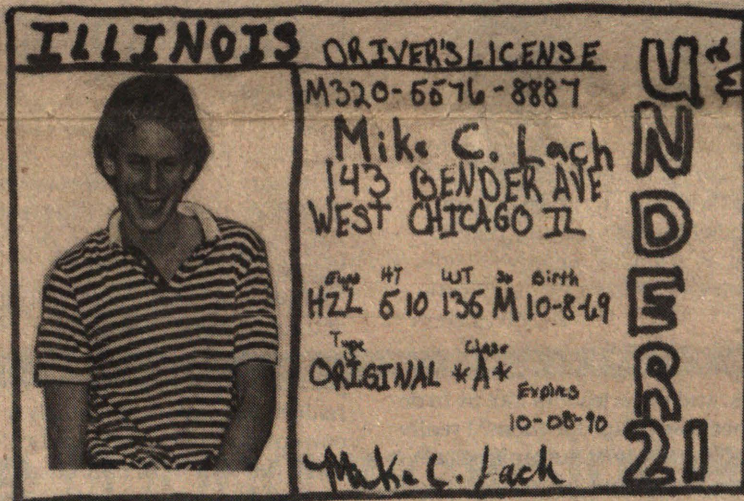
Scott Grenke, public relations spokesman for SADD, explained that if a citizen is stopped for possible drunk driving, the citizen is not obligated to take a breath analysis test. "However," remarked West Chicago police officer Richard Theodore, "this may make the judiciary hearing more lenient."

Another change will be the duty of a police officer "To suspend a drivers license on the spot," said Theodore. For the first offense the driver's driving privileges will be suspended for six months if the breath analysis test is refused, but the license will be suspended for only three months if the test is taken and the alcohol level is .10 and above. A second offense is an automatic 12-month suspension.

Driving under the influence, and being convicted is a class A misdemeanor. State Representative Don Hensel's secretary Merle Burleigh said, "The results of a class A misdemeanor can be up to a year in jail and/or \$1000 fine. That law is pretty strict

for an occurrence that happens all of the time."

There is also a new law stating that a minor caught illegally transporting liquor of any kind twice in a 12-month period may result in a six month suspension.



Mike Lach poses for a sample of the new Illinois driver's license. The color of the new license is red and is issued to those drivers who are under 21.

The implied consent law is a law that protects the citizen by not obligating him to take any breath analysis test.

When arrested for Driving Under the Influence (D.U.I.) insurance increases.

State Farm insurance agent James Prutyman explained, "We, or any other company, will insure a prosecuted drunk driver."

Only a high risk insurance agency, which charges triple the amount of the

normal coverage, and has a policy for a minimum of three years will be given. If there are no convictions after three years, the driver will receive regular insurance rates.

## 30 days is the deadline

by Chris Haverty

Are you going to turn 18 soon? Don't forget to register for the draft.

All men are required by law to register with the United States Selective Service within 30 days of their eighteenth birthday. Failure to register is a criminal violation of Federal law which can result in fines or imprisonment.

According to State Selective Service System Director, Colonel Richard E. Northern the registration process is very simple. You must visit any post office and fill out a form for the postal clerk. Identification is required. Proof of registration will then be mailed to you in four to six weeks.

Not only is failure to register for the draft against the law but it could also disqualify you from Illinois and Federal student financial aid and job placement benefits. To insure eligibility for these programs you can register up to 120 days before you turn 18 so that you have proof of registration in time.

The chances of a draft going into effect in the next 10 years are very slim so a young man should not need to worry about being drafted, according to United States recruiting officer Sergeant Harris.

## What's hot and what's not

by Deanna Pattengale

Planning on going to Prom? For those who are, the stores are already carrying the latest styles.

The most popular, according to Contempo Casuals, is lots of lace on the prom dresses. They also said that the long, full-skirted ball gowns are 'passee'. For this year's proms, short slim dresses above the knee are hot.

Paddors tends to agree, adding that three-quarter length dresses that have fuller skirts stopping just above the ankle will be the rage.

For a real sophisticated look, Contempo Casuals says black will be a popular color for dresses along with an off-white or cream color. They feel that there will be less whites and pinks than usual.

Gingiss Formalwear believes that, though the girls won't be wearing white, the guys will. They say white tails will be seen the most at this year's proms.

The going prices for prom dresses this year range from \$50 to \$170. For guys, Gingiss is renting prom tuxedos from \$50 to \$80.

## C.O.D. to sponsor Family Fest '86

by Kelly Fox

College of DuPage is sponsoring Family Fest '86. There will be puppet shows by the Marily Price Puppets. Mike Vondruska

will perform "Mind-boggling, Madcapped Master of Mixed-up Manipulation." There will be Lectures on "Individualism," "Commitment in American Life" and "Body

Language Plus." Concert performances can also be seen. For further information call the Student Activities Office at 858-2800.

## New P.E. policy causes confusion

by Marla Jemsek, Peter Kovac, Narish Nair, Deanna Pattengale, Denise Saccamano

Athletics are for more skilled kids, Physical Education (P.E.) is for everyone," said Lorri Jordan, head of the P.E. department.

This is in response to the proposed P.E. policy at West Chicago for the 1986-87 school year.

The new policy provides that under some circumstances juniors and seniors may be exempted from P.E. if they are out for a sport, need a specific course to go to college, or need a specific course to graduate.

Sophomores will be required to take one semester of P.E. and one semester of Health. Health will then be considered a P.E. class.

Students who need a class to graduate, or to be admitted to a college may take the

course during their P.E. hour. They will be exempt from P.E. as long as that class is in session. Students will have to provide proof they are planning to attend that college, and that the course is required.

There has been a lot of disagreement over this policy. Math teacher and coach Tim Kanold feels the policy is beneficial to athletes and P.E. classes. He feels it will give athletes more time to study, or a tutorial service would be a better use of their time. "If you take the athletic kids out of P.E., it will make the classes more competitive," he said.

However, P.E. teacher Amy Gibson feels that P.E. is very important. She says, "Everyone should take P.E." Jordan agrees, "People produce better when they are active." She feels that people growing up need exercise.

Health teacher and coach Bob Hein feels that the policy dealing with Health class is a step backwards. "Missed opportunities," he said. The students wouldn't learn all the different sports they do now in Sophomore P.E.

A major problem seen will be students leaving and returning to P.E. classes. Gibson said that it would be too hard to plan on the number of students in each class. Jordan said, "I don't even want to think about it ... it will be too hard to grade."

How can teachers grade a student fairly if he or she isn't there for the entire unit? This is another problem that the P.E. department will have to handle when this policy goes into effect.

Richard Kamm said, "It will be difficult to administer, but we hope to instate it fairly and effectively."



# We-go high school is smoking; literally

Who knows when or why it starts, but it is obvious that it does. Tobacco causes more health problems than any other toxin in our environment.

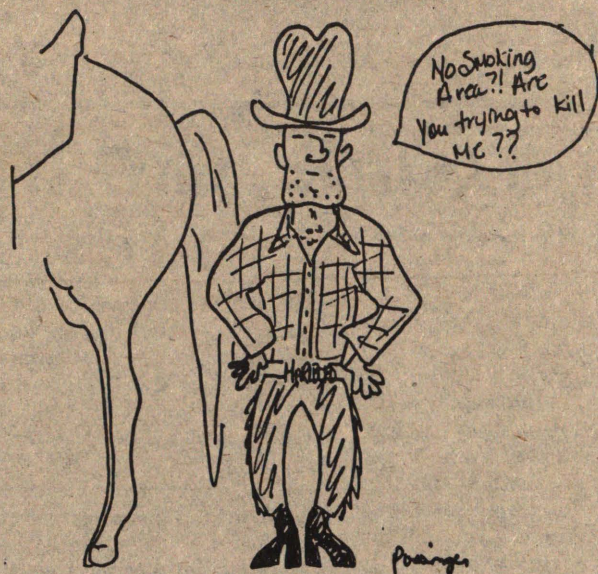
Statistics show, teenagers chew and smoke more than in the past. Looking mature has nothing to do with this emotional and physical addiction; the percentage of adults who smoke in the United States has fallen from 43 to 32 percent since 1964.

The Board of Education and the administration at We-go have not accepted proposals to add an area for smokers on school grounds. School is a place for learning to survive in society, how ironic if they allowed students to kill themselves.

The deans' office has proven that bad habits are easy to break, with a little assistance. Students caught smoking on campus should be dealt with accordingly. Not that the students who smoke on campus care, but people of the community driving by our attractive campus, only to see a large group of students huddling to puff, are receiving a definite negative impression of our school.

Another area, other than outside the building in which it is obvious that students light-up in is the wash room. For those of us who wonder why the upstairs wash rooms are always locked ...

No matter how often the wash rooms are patrolled it always seems as though they have a distinctive odor, especially towards the rear stalls in the girls' side. It is obvious to students which of their peers are lighting



up, how can the school's staff miss them?

With the introduction of the new tardy policy, the Bridge hopes that our school's administrators and staff will have more time to control the use of tobacco and other substances in our school.

## One more reason to hit the books

by Jennifer Sheriff

It seems that all students needed was prompting, \$3000 worth. In November of 1985 students at DuSable High School in Chicago were offered a reward for maintaining a C+ average throughout four years of high school, and preserve abstinence from drugs, sex, and gangs.

Sounds easy enough? The drop out rate last year was 58.5 percent, and out of approximately a thousand female students enrolled, 300

## Best smile '86, big deal

Dear Editor

Senior superlatives are just around the corner, and I have a few suggestions. In the past, seniors have elected the cutest couple, the shyest person, the best smiler, etc. These ideas are fine for a start but they are rather shallow. We are the future and if all we amount to is the class with the best smile, this country is in big

## Smiles do the job

Dear Editor:

In your last issue, there was a letter concerning school support toward our Poms, players, and cheerleaders.

I do not see how someone can say that we, as fans, do not support them. We clap and scream and yell when the Poms do a routine, and when the players do well. As for the cheerleaders, they get their equal share of applause when they cheer our teams on.

Would our "deprived" Poms,

trouble. I would like to suggest that we dig a little deeper into what we are all about. A few suggestions would be best listener, most encouraging, most industrious, most creative, best thinker, and most conscientious. Recognizing people's internal qualities will help us see what we have to offer our country as we move into tomorrow.

Joy McPheters

players, and cheerleaders like us to do cartwheels and flips for them? I really think that we show our appreciation for their hard work at practice, and skill on the court with our applause and smiles.

I also think the band is doing a great job playing at the games for the Poms. They do not have any obligation to play, they want to. As for the music being played, well, they don't have any say in what they play, or how fast they play it.

Kimm Adams

## Plugging into trade class

Dear Editor:

I just found out something that may be of interest to most of the students at WCCHS: We are in danger of losing our industrial art classes. I found this out from Mr. Lincoln, the electronics teacher, in the course of a half hour speech that he delivered. He says that there aren't enough students enrolling in any of the industrial arts classes.

Apparently 15 students are required — if 14 students enroll (or less) the class will be dropped, permanently. He also says that the counselors don't "have the time" to tell the students about the industrial arts classes.

That I find hard to believe. The way I see it, everybody in the office is too busy chasing down students so that the office walls can be plastered with little orange and white slips of paper. I really don't think that it is hard to know a little something about the industrial arts classes, whether it be

drafting, electronics, woods, or metals.

I don't know if it has been realized, but those guys up in the office are deciding your future. In my years here, my counselor hasn't said much about the industrial arts classes, so I assume that nobody else has said much either. What I know, I have found out through my friends, and other various conversation throughout the halls.

This letter, if it is printed, will probably cause a stir in the office, but if it is the only voice heard, nothing will be done. It will be filed away, under "things to be done."

Who knows — maybe 15 students won't enroll into each of the industrial arts classes. It won't matter much, but think of it this way: those teachers will become temporarily unemployed. The students on the other hand, may be denied a career.

Think about it.

Dan Tyranowski

were pregnant the last school term at DuSable High School.

Despite the statistics against students, over 958 have applied out of 2,500 students. Over 200 Chicago businesses and individuals have agreed to adopt one student in the high school, contributing \$5, \$10, or \$15 a week during the student's high school career.

The program adds incentive for students who under normal circumstances would not have a chance to continue their education. It is a positive step in helping students to be successful and to reach goals.

## Heating up the band

Dear Editor,

We, the members of the West Chicago pep band feel that it is necessary to make a few comments in regard to the letter in the previous issue written by Shannon Durr about the band.

First of all, Durr charged the band of intentionally changing the tempo of the songs in order to confuse the pom-pons. It seems that she does not realize that unless there was a group conspiracy (which there isn't) the only person who can change the tempo of the songs is Miss Houston, the director. While it is possible for

once or twice they would not have so much trouble with the tempos.

Durr also accused the band of having a lack of spirit because we don't wear our uniforms at basketball games. If she had taken the time to ask us why we don't wear them we think she would agree that the idea is impractical. These uniforms are designed for marching outside at football games, they are made of wool and have several layers. We don't think the most spirited person in the world would sit in a hot gym wearing several layers of wool for very long. Also, the uniforms are very complicated, the last time we wore them it

## Students voice

her to change the tempo of the songs she did not do so and we think the pom-pons have to be terribly paranoid to think that we are maliciously trying to make them look bad. Perhaps if the pom-pons would take the time to tape record all of the songs that we will be playing so they knew what to expect and would practice their sideline routine to the music just

took the entire first half of a football game to put them on.

We hope that Shannon Durr and the rest of the pom-pons will realize that the band really is a spirited group and that in the future we hope that any problems between the two groups can be solved.

Mary Ingram  
Alice Pegel

### The Bridge

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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 opinions 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.



# Cupid's arrows aimed at We-go

by Laura Novak

Hearts, candy, flowers, cards, these are all some familiar signs of Valentine's Day. The custom of exchanging valentines on February 14, has been traced to the English poet, Geoffrey Chaucer. He mentioned that birds began to pair off on that day.

The holiday became popular in England as early as 1446. Young men gave gifts to their valentines. In wealthy families, men gave fancy-dress balls to honor their valentines. Soon, however, the custom of giving extravagant gifts was replaced by just sending sentimental messages.

Valentine's Day became popular in the United States in the 1800's. A lot of valentines of that time were handpainted. They

usually had a fat cupid piercing hearts with arrows. Some valentines had lace, satin, and ribbon trimmings. Others had feathers, tassels, imitation gems, or sea shells on them. Many old valentines (some cost up to \$10 apiece at that time) have become collector's items because of their decorations.

Cupid is a common symbol of Valentine's Day. In Greek mythology, he was called Eros and was the god of love. The earliest pictures of Cupid showed him as a handsome athletic young man, however, later he was shown as a chubby, naked infant with wings holding a bow and arrows. No matter how he's shown, most know him as a god who unites lovers whenever he can.

In the 1980's, Valentine's Day is celebrated in various ways. A couple may go out to dinner or just exchange cards.

A few students were asked how they celebrated February 14. Some replies were to give a card or a flower to someone they like. One junior said that he thinks a romantic evening is when a guy makes a dinner of lobster with drawn butter and wild rice for his girlfriend. Another response was to just have a quiet evening by the fire, or go for a walk along the river.

Different schools do various things for Valentine's Day. Here at West Chicago, we have Carnation Day, and then usually a dance on the weekend. At Willowbrook High School, they have Flower Day. They simply give flowers to a certain person.

The difference is that they do it in person whereas at We-go our Poms hand the carnations out anonymously. At Glenbard West there is what is known as a Heart Hop, which is a dance where the girls invite the guys.

If you are looking for some different gift ideas, you could always get your valentine a toothbrush with hearts on it or an ice cube tray that makes heart-shaped ice. Another idea might be a heart-shaped picture frame with a picture of the two of you in it, or if your valentine has a sweet tooth, how about making heart-shaped cookies?

Whether you go for a carriage ride in the city or just exchange cards, have a nice valentine's day.

## The Last Leprechaun is Coming to We-Go

by Mary Ingram

"Children of all ages and the young at heart" should enjoy **The Last of the Leprechauns** according to the play's director, Mary Hafertepe.

In the play, "the leprechauns have been disappearing from Ireland through the machinations of Lady Grabitall and the only way to restore Ireland its glory is for the prince to marry royal blood and Lady Grabitall is trying to pass her daughter as the only candidate," says Hafertepe.

The cast includes: Mike O'Gwin as Witsy, Amy Noffsinger as Cathy, Tim Gallagher playing Blowmuch, Diane Neuhoff, playing the evil Lady Grabitall, Robin Hein portrays Lady Grabitall's daughter Clemintine, Steve Getz is Flimflip, Bob Croy plays King Nobleheart, Todd Fuja plays Prince Michael,

and Tammy Guzlas is Nora. The other leprechauns are played by Shannon Juzwiak, Liz Lach, Julie Legorreta, Paul MacNerland, Debbie Pegel, Margret Stewert, John Summers, Maggie Thall, and Jeni Wiens.

Ralph Zaffino is in charge of the crews for this production. The crews will be very busy because the costume crew has to make all of the leprechaun costumes from scratch and the set crew is constructing rocks from chicken wire and papier-mache. If anyone is interested in joining the set, costume/makeup, publicity, or lighting crew they are encouraged to contact Zaffino in the guidance office.

The play will be performed February 20 and 21 at 7:30 p.m. and at 2 p.m. on the 22. Also, the second grade classes from the local grade schools are invited to come to a matinee on February 19.



(1985 Children's Play — Charlotte's Web. From left, Kara Nelson, Kathy Murnane, Yolanda Parra, Bryan Rude, Debbie Pegel, and Beth Barrett help hide Linda Hahn's web.)

## We've come a long way since then

by Melanie Mitz

On a Friday night in 1986, a group of teenagers might catch the basketball or football game, go to a dance afterwards, then go out to eat or to a friend's house to watch T.V.

But 40 years ago, things were a little bit different. Girls might have put on their best "short skirt" (a whopping inch or two above the knee) and gotten together to catch the new Jimmy Stewart movie. After that they probably walked or took a bus to a nearby soda shop to get something to eat. When they got home, maybe they could catch their favorite radio show (no T.V. back then.)

In 1946, Judy Mitz was a senior at Proviso High School (now known as Proviso East High School). "In 40 years, styles may have changed," says Mitz, "but the attitudes of teenagers hasn't." A lot of the differences in styles were music and clothes.

Today there are many different kinds of music that teenagers listen to, such as rock, punk, and new wave, but Mitz explained that when she was in high school there weren't that many kinds of music. "We listened to swing, some slow music, and the big band sound." There were many songs about World War II out then, and some popular artists were Frank Sinatra, Bing Crosby, the Ink Spots, the Andrews Sisters, Rosemary Clooney, and the big bands of Tommy and Jimmy Dorsey.

"The kids didn't do what you kids call 'dancing'. They did the jitterbug and ballroom dancing."

The dress code then then was also different. No one wore jeans to school. "Jeans were worn by workmen only," Mitz says. The girls wore skirts and sweaters in the winter, and in the summer they wore skirts or cotton pants with blouses or light weight sweaters. Girls wore saddle shoes or penny loafers. If you had money you probably

owned a cashmere sweater. "Cashmere sweaters were a status object. The more you owned the more money your family had." Girls always wore a string of pearls, also.

Guys wore nice pants and a button down shirt and sometimes a cardigan sweater. On their feet, they bottomed it off with a pair of loafers.

On the weekends, the 40s teenagers would go to the movies. "Movies were very big and teenagers were more likely to go to a movie than to a basketball or football game. The kids didn't have cars like they do now. If we went somewhere, we walked or took a bus," Mitz said. Many of the kids at her school lived far away from the school, and it wasn't easy to get to school to go to social events.

"Many of the students in my class wanted to go to college, but there weren't as many chances to go to college. They didn't offer as many scholarships as they do now, and the war put a financial damper on many

families," comments Mitz.

World War II played a sad role in some high schools. Today we go through fire and tornado drills, in 1946 they had Air-raid drills. The schools couldn't have yearbooks because of the paper shortage put on the United States by the war. There was also meat and food rationing, which "made cafeteria food very bad." Some things never change.

Some senior boys that at one time wanted to go to college in '46 chose to go to war instead. If girls couldn't go to college, they would often study nursing or secretarial skills to get jobs after high school.

"It seems that many more students were 'going steady' when I was in high school. Teens today seem more liberal, and going steady doesn't seem as important as it did back then," says Mitz.

In 40 years, we've gone through many style changes. Who knows what will come in the next 40.



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# Common sleeping disorders

by Kimberly Owens

"Will somebody reach over and wake him up?"

How many times have you heard a teacher ask this in class? According to students polled, it happens quite a bit. One student said that he sleeps during two of five classes a day, three out of five days in the average week.

There are many reasons students give for sleeping during classtime. Most students said it is because the class is "boring."

Favorite hours to sleep were fourth and fifth, because, students say, "It's right after lunch." Some students agreed that advanced classes such as physics and pre-calculus can, at times, become difficult to understand, and they feel that this is reason enough to sleep. One student says that she even sleeps in gym class sometimes.

These reasons, however, may not be the real cause of daytime sleepiness. According to Dianne Hales, author of *THE COMPLETE BOOK OF SLEEP: How Your Nights Affect Your Days*, psychological problems and stress can take more of a toll on daytime energy than physical exertion.

Several night time sleep disorders could also cause excessive daytime sleepiness. These disorders include narcolepsy, obstructive sleep apnea, and various types of drug-related causes.

The inherited disorder, narcolepsy, is characterized by increasing daytime sleepiness.

ferred to simply as snoring. It is caused when one stops breathing episodically throughout the night. According to Hales, people with this condition can endanger their lives when they sleep.

It is estimated that 100,000 American adults have this condition. Males outnumber the females thirty to one. Researchers have found that the condition becomes more common with age.

Apnea is an obstruction in the airway which blocks the oxygen supply and stops normal breathing. The brain then receives signals that the body is in need of oxygen and rouses the person so that he sucks in air loud and vigorously. This may be accompanied by violent movements.

Apnea victims are also prone to sleep attacks and hallucinations. They don't, however, experience cataplexy and daytime naps do not refresh them. Hales said that these naps may even contribute to the problem if interrupted by obstructive apnea.

Researchers believe the condition may be caused by a disfunction of the central nervous system. In some cases, however, it may be due to extreme obesity, enlarged tonsils, or neurological disturbances.

Mild apnea that seems to be related to obesity can be treated with dieting. In more severe cases, however, a tracheotomy is necessary. In this process, the surgeon creates a small opening in the windpipe which allows

## 1. Males outnumber females in snoring 30 to 1.

Narcoleptics tend to be sleepy regardless of the amount of sleep they get at night.

Symptoms include daytime sleep attacks, which consists of a person conducting routine tasks while sleeping, night time wakefulness, realistic hallucinations, and cataplexy, a complete weakening of muscles usually triggered by some intense emotion.

According to Hales, sleep researchers believe the problem is caused by a disorder of the sleep-wake mechanism which interferes with both daytime wakefulness and night time sleep.

Many psychological problems stem from narcolepsy. According to Hales, in one study, nine percent of narcoleptics studied were depressed, and many of these were suicidal. Also, narcoleptics are sometimes regarded as mentally retarded, and any use of stimulants may only contribute to personality problems.

Mild to moderate narcolepsy may be treated with improved night time sleep habits and frequent daytime naps. More troublesome causes may be treated with a variety of medications used on a gradual increase and withdrawal system to prevent the patient from becoming addicted.

For help, one can contact the American Narcolepsy Association (ANA). This non-profit organization provides packets of information, as well as support for narcoleptics and their families. The ANA address is: P.O. Box 5846, Stanford, CA 94304.

Obstructive sleep apnea is commonly re-

ferred to simply as snoring. The opening is kept closed during the day to allow for normal speech.

There could be medical or drug-related causes for daytime sleepiness also. Physical disorders which may cause problems are hypoglycemia, diabetes, nutritional deficiencies, and many types of infections and injuries to the brain or nervous system.

Pain killing drugs or antihistamines, according to Hales, may keep you up at night because they tend to put you to sleep during the day.

Stimulants and sleeping pills may also be the problem. These drugs may sometimes have effects contrary to their intended purpose. Hales pointed out that people who regularly take sleeping pills may be kept up at night by them. This is also the case for regular users of stimulants experiencing extreme drowsiness during the day.

Sudden withdrawal from any of these types of drugs can lead to a dramatic increase in daytime sleepiness. This, however, is only temporary.

Hales suggests that if you experience excessive daytime sleepiness and night time wakefulness, to contact a doctor. While the problem may require no more than a simple change in a daily routine, sleep researchers have found reason to regard sleepiness as something very serious. She includes that it could be a symptom of an underlying problem such as progressive hydrocephalus, which is the accumulation of fluid in the skull, or pregnancy.



sl



"If I don't fall asleep in class, I get excitement anyway." — Eric

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HEATING AND COOLING

THOMAS NOVAK



# Can dreams improve your life?

by Chris Haverty

Dreams are one of the biggest mysteries of all times. Some often raised questions about dreams are "Can we help solve our problems through dreams?" and "How can we use our dreams to improve our lives?" If you have any question about dreams then read on.

Studies show that people are able to cope with emotional problems more realistically after dreaming about them. In one particular study by Rosalind Cartwright, Ph.D., research volunteers were presented with typical problems for young adults such as separation, sexual guilt, or a work and pressure conflict. The ones who slept before attempting to solve the problem, therefore having the chance to dream, were more likely to acknowledge the realistic dimensions of the problems. While those who did not sleep came up with simple Hollywood style solutions.

According to Cartwright, as you descend into dream sleep you may be preoccupied with a feeling from the previous day. This feeling is what motivates our dreams.

The Senoi, a primitive tribe in the jungles of Malaysia, teach their children to report their dreams every morning and try and control the frightening ones. By the time they are adolescents, they no longer have nightmares. According to Patricia Garfield, a psychologist who studied the Senoi, their most striking characteristic is "their extraordinary psychological adjustment. Neuroses and psychoses as we know them are reported to be non-existent among the Senoi".

Some people are able to use their dreams to achieve specific goals. Golf pro Jack Nicklaus recalls a slump early in his career. One night he had a dream in which he used a different grip

and hit the ball well. The next day he changed his grip to that of the dream and his scores dropped by about 10 strokes.

It could be that all of us are presented with possible solutions to our problems in our dreams, yet we either forget them or don't realize them. "Perhaps only the most perceptive dreamers possess the ability to recognize a solution that is presented in a disguised or symbolic fashion," says sleep researcher Dr. William Diment, who cites a personal example of how a dream helped him to quit smoking.

One psychologist Gayle Delany, has developed an approach to putting your dreams to work that she calls "dream inculcation". Before going to sleep, record the events of the day. Then write a one line phrase big letters about a particular problem you need to deal with. When you awake, record anything you remember dreaming along with the first thing you think about when you awake. Try to match these with any problems that you have during your daily life.

Young children under the age of 10 usually have bad dreams of being threatened by some evil being, such as a monster. After reaching adolescence dreams may include experiences of extreme social embarrassment.

Dreams also have a physical effect on people. The stress we feel in dreams is greater than that in daily life because the unconscious mind has no defensive mechanisms to protect itself. The stress also triggers the same chemical effect on the body.

Dreams have never been fully understood, but until man uncovers the mysteries of the dreams and how they can be applied to life, "sweet dreams".





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erka

# Sleeping patterns and stages

by Brendan Lambert

Have you ever wondered what happens to you when you fall asleep? What does the body go through?

Scientists have discovered that sleep is not uniform, and that people generally go through four different cycles when they sleep. These cycles can then be broken down into even smaller "stages". A surprising fact is that these cycles are regular and predictable, and are easy to trace and research.

The first stage is the transition stage. It is the shortest of the four stages. It lasts from as little as one-half minute to seven minutes. In this stage, thoughts begin to drift and brief dreams occur, until the sudden twitching, called the myoclonic jerk, occurs. Everyone who sleeps will experience this every time they fall asleep. The myoclonic jerk is caused by a small flare up of electrical activity in the brain. After it occurs, the body is able to sleep.

Obviously, the sleeper then moves on to stage II. During this stage the eyes roll from side to side, and if the eyes are opened by an observer the sleeper will not awaken. By now the sleeper has been asleep for about ten minutes.

As sleep deepens, the sleeper descends into stage III. At this point all that is needed to awaken the sleeper is a loud noise. The breathing is slow and the sleeper's muscles will

be relaxed. The heart rate, body temperature, and blood pressure drop even further. During this stage the sleeper lies very still and there is almost no movement.

The dream stage or REM (rapid eye movement) is stage IV. This is also referred to as the "paradoxical" sleep. It is called this because while the body is very relaxed, the brain waves and vital functions are elevated. There is also an increased amount of activity in the nervous system during the dream stage.

According to **Mainliner** magazine, "eighty percent of all subjects awakened from REM sleep recall dreams — as compared to only ten percent of those interrupted during stages I, II, or III." Dreams in REM often contain vivid images and plots as compared to non-REM which do not.

There are two general classifications of sleepers: the "long" sleeper and the "short" sleeper. "Short" sleepers usually sleep six hours or less, and "long" sleepers tend to sleep nine hours or more. This is because they are often poor sleepers and must sleep more to get their desired amounts of sleep.

So next time you lay down in bed, think about the patterns of sleep you are about to go through and see if you can remember any of them when you wake up. You'll be surprised at what you will remember.

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# The first day fears of freshmen

by Jean Volpe

"Oh no! Where's room 226?"  
 "I don't know, maybe it's upstairs."  
 "Stairs?! Some senior told me I needed to take an elevator!"  
 "Well, hurry, we're gonna be late!"  
 "Late? I don't even know where I'm going!"  
 The first day of school is usually hardest on freshmen. But they, like years of freshmen before them, always manage to make it through.

Along with any new experience, freshmen may have many expectations about high school.

Chris Pichman, from the class of '89, shared some of her expectations. "I was looking forward to swimming on the high school swim team and being part of the marching band." Pichman also continues to hope for good times in her swimming events.

Steve Geick, another freshman, expected a lot of hard work, but he "really looked forward to the fun times."

Andrea Davey is a freshman who recently moved from Lombard. "I thought high school sounded fun, but I was a little worried because I didn't know anyone."

Despite good expectations, freshman may also share anxieties about entering high

school. These may range from meeting new people to being insulted and pushed around. No matter what the anticipations may be, high school happens and it usually calls for some adjustments. Both Pichman and Davey found WCCHS big and filled with people they didn't know. "There was a lot of unfamiliarness and I wanted to fit in," said Davey. "The people I did know, I didn't even see often," Pichman explained further.

"Scholastically, high school will often differ from years before," Frank Bryzinski, a teacher here at We-go explains. "The freshmen have to accept the work load along with the idea of having homework in every class."

Bryzinski also believes that within a certain amount of time the freshman will either accept their new responsibilities or reject them. After this occurs, they move to extremes with the properly adjusted freshman accomplishing more and the others either dropping or flunking out.

Almost every freshman has to make adjustments in high school, but what might be overlooked is the changes that can occur within their family life or with certain family members.

Mrs. Pichman shared many of her daughter's expectations about high school. She admits to the first few months being "a little hectic" with Chrissy's before and after school practices. "Sometimes it felt like I spent more time running to and from school than I did at home." But being a graduate from West Chicago, she really enjoyed watching Chrissy do the things she didn't have a chance to do herself.

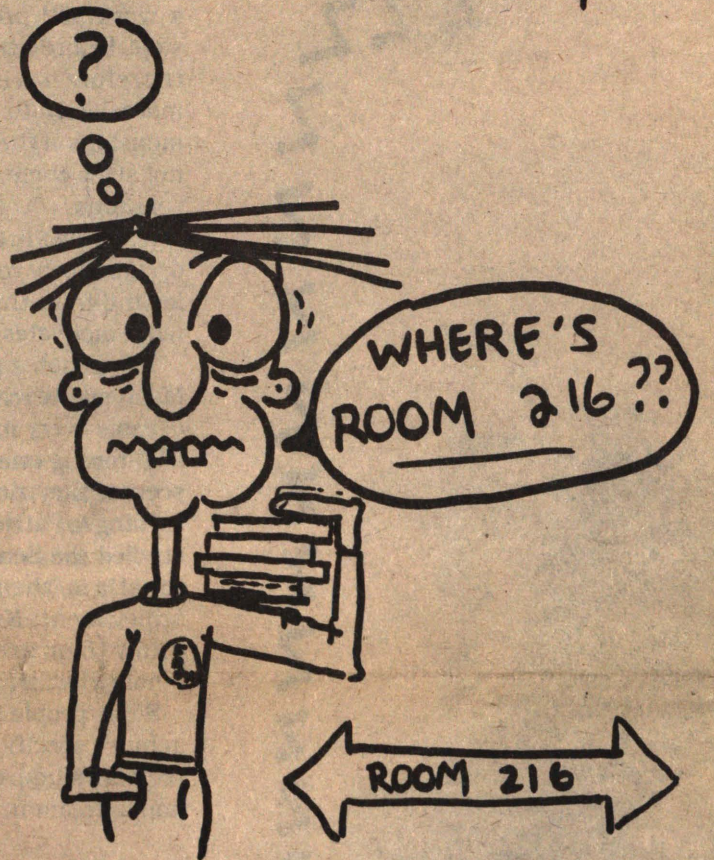
So is high school really as hard as was expected? The overwhelming answer was no.

Pichman was expecting a lot of homework and found less than in junior high.

Davey made many friends fast and "didn't have to worry about it anymore."

Geick anticipated extra work and had to adjust to the time it took up, but to him high school came naturally, "without me even noticing it."

*B. Kmitofek*



## High hopes for the slopes

by Kim Mauk

Calling all skiers! Be on the lookout for ski trips with the West Chicago Park District.

This season, the Park District has planned six ski trips. Three of these trips have already taken place. The first trip was to Alpine Valley, Wisconsin, on January 8. Ten students left at 3:45 p.m., in a van for Alpine Valley and returned at 11:40 p.m.

"It was hard to get up the next morning, but the fun we have made it all worth it," said Dawn Herold, a junior. Dara Haverty, also a junior, said that "skiing is a great sport, and it's even funnier with a bunch of your friends." To top it all off, Lisa Winterhalder, a junior, added that "the weather and conditions were great, the lines weren't long, and the \$1 lesson really

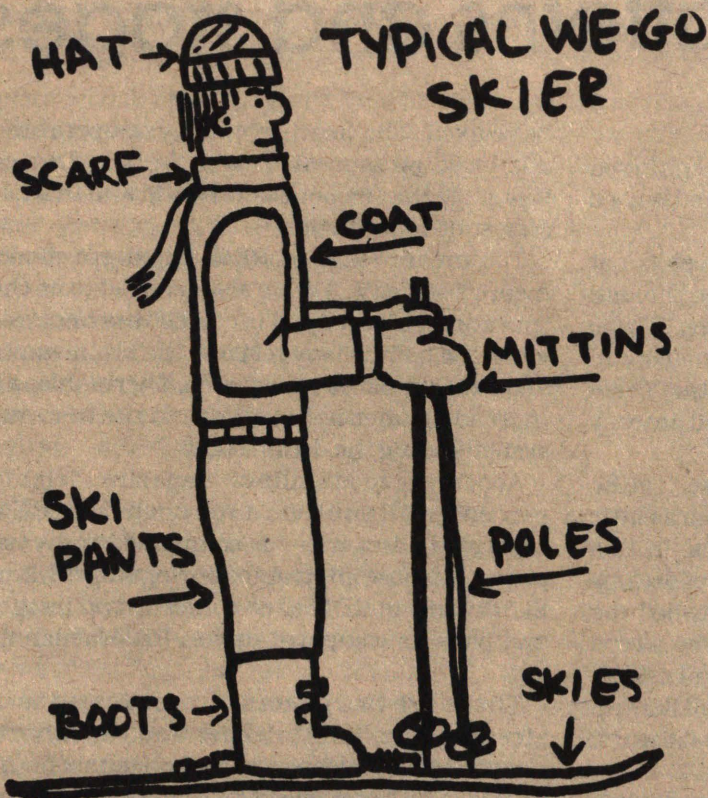
helped me a lot."

The second trip took place on January 24 from 6:30 a.m. to 9:30 p.m. This trip cost \$31 for transportation on a motor-coach and lift ticket. The third took place on February 5.

Two more trips are planned for February. One of these trips is to Wilmont on February 27, from 3:45 p.m. to 11:30 p.m. Transportation and a lift ticket cost \$12, and a lesson is \$4 extra.

On February 12, the Park District is going to Chestnut Mountain from 6:30 a.m. to 9:30 p.m. The cost is \$32.

The final trip is to Lake Louise, where the 1988 Olympics will be held. The Park District will be going over spring break. Contact Madge at 231-7494 for more information.



## Is the stage in the Dark Age?

by Kim Mauk, Jim Rowley, Jim Recchia, and Kimberly Owens

How often do you notice what repairs the gymnasium or the cafeteria need? Do you notice what repairs are needed in the auditorium?

You probably answered "no" to the last question. Mary Hafertepe, Thespian advisor and director of the Winter Play, feels that few students are aware of the auditorium repairs that are needed.

According to Ralph Zaffino, director of the Fall Play and Spring Musical, "In comparison with the fieldhouse and computer labs, it (the auditorium) is in the Dark Ages." Hafertepe stated that one of main problems with the auditorium is the lighting. Zaffino added that the lights that are there are hung in the wrong places. Hafertepe stated that buying light trees would be the cheapest route, although "there would still be problems lighting some of the areas."

Another problem is storage. According to Zaffino, there is no place to store wood used to build the sets. The wood piles behind the stage is breaking fire codes, he added.

Principal Alan Jones stated, however, that there is no danger to students and that the only problem is the appearance. He feels that if a show is good, it will overcome the appearance of the auditorium.

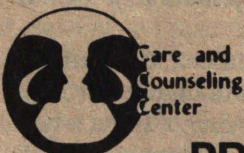
According to Dr. Richard Kamm, the administration had been doing its part in keeping up the auditorium. This includes remodeling the seats in 1973 and adding new curtains in 1975. He stated that

recently the ceiling has been repaired because of a water leak, and the entire third floor roof was repaired to prevent future damage. The cost of this, according to Kamm, was \$126,000.

Kamm also stated that plans for future repairs include upgrading the electrical panel. This will supply enough power to accommodate the side lights that used to build the sets. The wood piled behind the stage is breaking fire codes, he added, at an estimated cost of ten thousand dollars, said Kamm.

Security is still a problem. Since many people use the stage, and according to Hafertepe, there is no other place to do technical work, many of the sets are being tampered with. There have also been problems with the Latin Kings and vandalism done to the make-up room and among the costumes. Zaffino pointed out that somehow some students acquired keys to the doors and he feels the only way to prevent future vandalism is to reinforce the locks.

Jones stated that he knew nothing of the vandalism. He also said that the auditorium hasn't been a main priority. Jones said, "I'd like an auditorium, but I don't know what the alternatives are." He said that since the auditorium is in an older part of the building, it is more difficult to maintain. He also added that this school is lucky to have an auditorium at all. Schools are no longer being built with auditoriums, he said. Multi-purpose rooms, usually used as cafeterias that can be transformed as need be for performances or meetings are considered more economical. According to Jones, they are taking the place of auditoriums in the more modern schools.



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# "Winning is not the most important thing"

by Doug Dirr

Throughout high school and college, Ronald Hansen was interested in sports, so he decided to follow a career in them.

Hansen, a 1955 graduate of WCCHS, participated in the only sports available to boys at that time: football, track, basketball and baseball.

Hansen said that during the years he was in high school that he looked up to Robert Price, the athletic director. In 1973 Hansen would replace Price as the athletic director.

Before Hansen became athletic director, he attended Northern Illinois University. Hansen continued playing the sports of football and baseball while majoring in physical education.

After college, Hansen taught PE at West Chicago Junior High School (WCJHS). Two years later, Hansen left WCJHS after accepting a teaching/coaching job at WCCHS.

Some of the sports that Hansen coached included football, baseball, wrestling, and track.

"Over the years," Hansen said, "there has been a high growth in the number of sports available to students." Hansen used girls' sports as an example. In 1960, there were three sports that girls could join; bowling, archery, and gymnastics. Now there are at least ten.

Not only have girls' sports seen a growth, but in 1960 there were only four sports for



Ron Hansen works hard to make a sports program work (photo by Scott Grenke).

the boys. Now there are just as many boys sports as girls sports.

"A good athletic program is an extension of education," said Hansen. "In high school a

good program should build character, but leave the personal glory out, and keep sports as team efforts," he continued.

"Another thing a good sports program

should teach," he went on, "that winning is not the most important thing in sports. Trying is. Winning is just one of the side benefits."

"Having fun is expected in a good sports program, but in order to have fun, you must have good sportsmanship," said Hansen.

"A good athlete is a person who strives to be the best that he/she can be," believes Hansen. "Good athletes respect their opponents and try to show their best to them at all times."

"Breaking the rules and cheating are some things that good athletes don't do," according to Hansen. "There are many ways coaches handle cheating and other problems. Players who cheat will sit out."

"If there is a grade problem, I will find out," Hansen said. "Because the sports department makes grade checks of students participating in sports every week." If grades become a big problem, Hansen will send a student to a study hall instead of a free hour, because "grades are important," said Hansen.

"With all of the job opportunities, the sports program has been hurt," according to Hansen. "There are still the devoted athletes who never get jobs, but with expenses like cars and other things, many athletes must give up their sports for jobs. That's the kind of competition a good sports program must face."

## Being involved in extra activities leads to success

by Melanie Miller

To the student-athlete, school involves a lot more than just attending classes everyday.

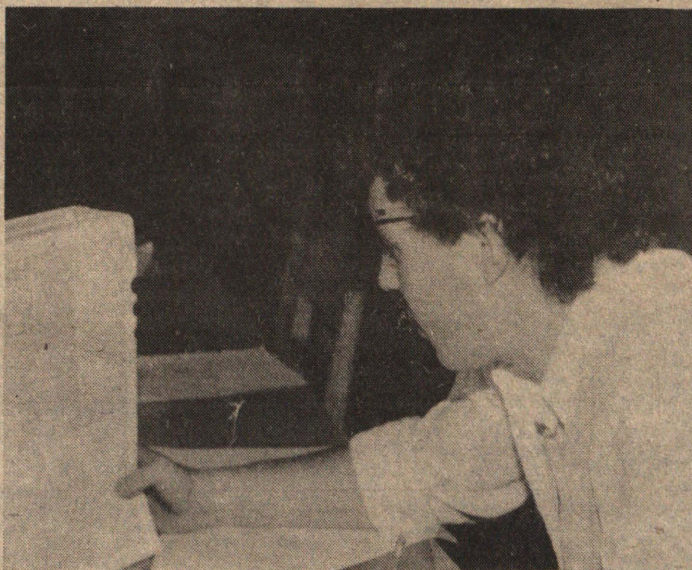
Being a student-athlete involves giving up a lot of time for practice after school, on weekends, and playing games. It involves working your hardest at being both a good student and athlete at the same time.

It's obviously your own choice to join a sport, but even so, the responsibility and time involved can sometimes create problems academically.

"When I get home from practice I'm usually tired and I don't really feel like studying, but I know I have to," explained Marla Jemsek, center for the girls basketball team.

Jemsek says she puts in about 22 hours a week for basketball, which forces her, like all student-athletes, to work at keeping school first priority.

Tim Kanold explained that research



Brian Comparini studies in between his busy sports schedule (photo by Scott Grenke).

shows that being involved in extra-curricular activities actually leads to more success academically.

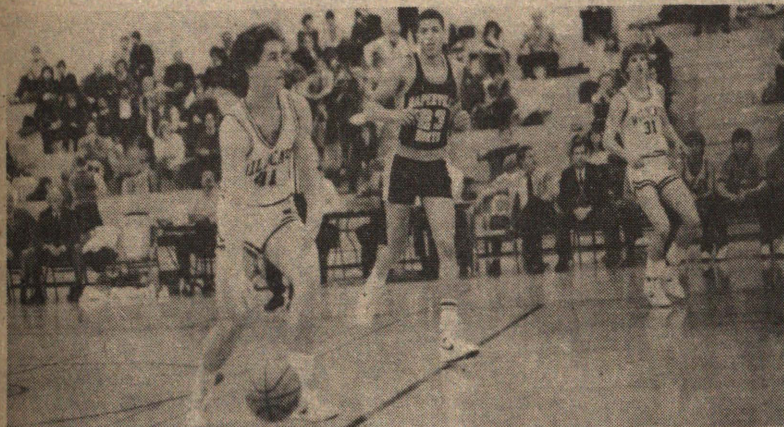
Kanold said that the students who are involved in sports tend to have more incentive and show more responsibility, which leads to better grades.

Some of the factors that make up the student-athlete include time organization, responsibility, success, and respect.

As mentioned before, joining a sport involves a lot of time. The student-athlete must work around this by planning ahead and organizing the free time they have well. Learning to do this is an adjustment for an athlete, but it is necessary.

An athlete must also be responsible. That means going to practice and school everyday, being on time and working hard at both.

All students and athletes must also deal with the pressure to be successful, in school and on the court. Working hard and striving to get better will lead you to success; and with success comes respect, from teachers, coaches, and parents.



Jim Recchia dribbles down court against Naperville North (photo by Matt Weger).



David Glomp does the breaststroke (photo by Becky Thuer).

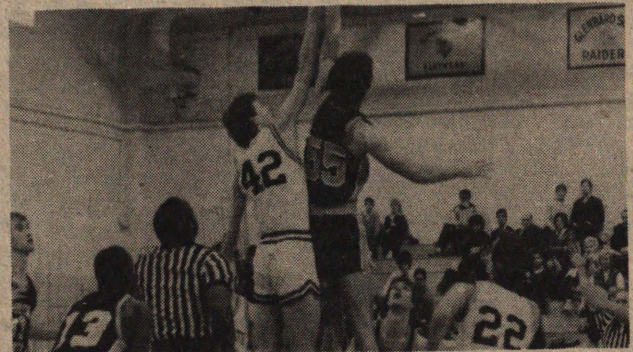
### We-go sports Schedule

Boys' Basketball			
Fri.	Feb. 7	Naperville North	Away 6:00 & 7:30 pm
Fri.	Feb. 14	Naperville Central	Away 6:00 & 7:30 pm
Sat.	Feb. 15	Glenbard North	Home 6:00 & 7:30 pm
		(Sr. Parents Night)	
Fri.	Feb. 21	Wheaton Central	Away 6:00 & 7:30 pm
	Feb. 24-28	Regional Tournament	TBA
	Mar. 4, 5, 7	Sectional Tournament	TBA
	March 11	Super Sectional	TBA

Wrestling			
Fri. Sat	Feb. 7, 8	DVC Varsity Tournament	Home 6:30 pm
Fri. Sat	Feb. 14, 15	Regional Tournament	TBA
Fri. Sat	Feb. 21, 22	Sectional Tournament	TBA
Feb. 27, 28, Mar. 1		State Finals at U. of I. Assembly Hall	Away TBA

Girls' Basketball			
Sat.	Feb. 8	Glenbard East	Away 1:30 & 3:00 pm
Thurs.	Feb. 13	Naperville North	Away 6:00 & 7:30 pm
Sat.	Feb. 15	Naperville Central	Away 1:30 & 3:00 pm
Thurs.	Feb. 20	Glenbard North	Home 6:00 & 7:30 pm
Sat.	Feb. 22	Wheaton Central	Away 1:30 & 3:00 pm
Thurs.	Feb. 27	Wheaton North	Away 6:00 & 7:30 pm
Mon-Thurs	Mar. 3-6	Regionals	TBA
Mon-Wed	Mar. 10-12	Sectionals	TBA
Mon.	March 17	Super-Sectionals	TBA
Thurs-Sat	Mar. 20-22	State Finals - U. of I. Assembly Hall	Away TBA

Boys' Swimming			
Sat.	Feb. 15	Sectional Meet	TBA
Fri. Sat.	Feb. 21, 22	State Finals	TBA



Dave DeDera goes up for the rebound against Naperville North (photo by Matt Weger).



# Column gets new look: The Bonehead!

by Kevin Smith

Well, it has finally happened! The stupid, boring, old name of **Sports Column** that has been around for over a year has finally changed.

As you can see from the headline above, it has now changed to **The Bonehead**.

Now you may be thinking to yourself, "The Bonehead?!? What kind of name is that?!?"

Tough! I like the name. It is a name that has a lot of meaning to me. But I still haven't forgotten about all of my readers (all three of them).

Starting with the next issue, there will be an award given with each issue, and presented in **The Bonehead**. The award will be called **The Bonehead of the Issue Award**.

The award will be given to the sports figure or team on the high school, college, or professional level who has made a "bonehead play." Now this doesn't mean just any "bonehead play," it has to be something really good.

Now the way that I haven't forgotten about my readers, is that you will be able to vote for the winner of this illustrious award. That's right! You'll get to vote!



Doesn't that sound exciting? I thought that you'd think so.

Now, all that you have to do to vote is to fill out the form below which asks for your name, the name of the bonehead in question, and a small explanation of why you think that this person(s) or team(s) deserves this illustrious award. Then, put it in Tim Courtney's mailbox in the office, give it to me, or put it on **The Bridge's** bulletin board in room 216 (you can't miss it, it's on the right side of the room as you walk in).

Now doesn't that sound easy? Then, I'll count up all of those votes that I know all of you will be sending in.

Now I will still be writing a column every issue, the award will just have its place at the end of each column. So for those of you that think that you'll be getting off the hook from having to read this, you're out of luck.

I would like to close by saying that I don't want this award to make fun out of anybody, I just want it to be a good time for everybody. In other words, I don't want to be laughing at you, I would like to be laughing with you.

## THE FORM BELOW

Your Name: \_\_\_\_\_

Name of bonehead: \_\_\_\_\_

## EXPLANATION:

\_\_\_\_\_

# Trainer is a spot left open in athletics

by Marla Jemsek

Only ten percent of the nation's high schools have certified trainers. However, the ratio of athletes to certified trainers on the college and professional levels is 25-1.

"One reason there isn't a trainer at West Chicago," said athletic director Ron Hansen, "is that there isn't a full time position open. They would have to pay the trainer the same salary as if they also taught. West Chicago is looking for a trainer that would work after school. However, there aren't many trainers around, so it isn't likely that West Chicago will get one in the near future."

"It would make me feel a lot better if we had a trainer that could come with us when we played," said volleyball coach, Gail George. "We have been lucky because we haven't had any injuries that we couldn't take care of."

Chris King is the student trainer at WCCHS. During his sophomore year, he studied under Vic Alcazar, who was the trainer at the time. He then took classes



Chris King-student trainer lends a helping hand during a wrestling practice (photo by Scott Grenke).

from Red Cross on artificial respiration and CPR.

Next he went to a camp at Northwestern University. King felt that the camp was beneficial and that he learned a lot. He was taught how to deal with different types of injuries and taping techniques.

King said that he thinks all high schools should have a trainer, but if they can't have that, they should have the next best thing; a student trainer. He said that the student trainer isn't certified but does have knowledge on the subject.

"I think that there should be a trainer at every high school. When schools don't have a trainer it puts more pressure on the coaches because they have to deal with injuries and some don't have the knowledge or the experience," said Hansen.

Mike McCormick, DePaul University's trainer, agrees with Hansen. McCormick said, "The field of sports medicine is ... too specialized a field to expect a coach to field a team, run practice and capably deal with injuries."

# Officials: They're only human

by Jim Recchia

They're in almost every sporting event you see. Whistle in their mouth, dressed in black and white, upsetting the fans on either side - referees.

According to Scott Coffland who coaches basketball and at one time coached football, "You can't expect referees to be per-

fect. They are only human, so you should be expecting bad calls." Coffland also pointed out that officials really should not make a difference in the outcome of a game.

Coffland, who used to referee high school basketball games for six years is somewhat reluctant to argue with officials, now that he is coach. "I know that there are good

and bad refs", he said. "They are standing right out on the court and can see more of what is going on."

In wrestling there is one referee assigned to each match. Wrestler Chris Blakemore said that individually in matches officials can make a difference, but not in an overall meet. He also pointed out that some referees will award points for certain



The referee at a wrestling meet "I don't get any respect." (photo by Becky Thuer)

things that other referees won't. In the January 6, 1986 issue of Sports Illustrated there is a story on Don Denkinger. He is a National League first call which a large majority of people disagreed with, could have decided the World Series in favor of the Royals.

base umpire. In game six of the World Series between the Kansas City Royals and the St. Louis Cardinals Denkinger called Jorge Orta of the Royals safe. This

The qualifications to be a basketball referee is 18 years old, and a high school graduate. You must write to the Illinois High School Association (IHSA) for a rule book, complete a test given by the IHSA or start off by working for Park Districts.

## We-go Scoreboard

### Boys' Wrestling

Jan. 17	GLENBARD NORTH	28	We-go 22
Jan. 18	Wheaton Central	26	WE-GO 37
Jan. 24	WHEATON NORTH	32	We-go 25
Jan. 31	St. Charles	18	WE-GO 25
Feb. 1	Romeoville	23	WE-GO 34

### Girls' Basketball

Jan. 16	Glenbard East	20	WE-GO 52
Jan. 18	NAPERVILLE NORTH	48	We-go 44
Jan. 23	NAPERVILLE CENTRAL	54	We-go 40
Jan. 25	GLENBARD NORTH	48	We-go 47
Jan. 30	Wheaton Central	19	WE-GO 27
Feb. 1	WHEATON NORTH	33	We-go 16

### Boys' Basketball

Jan. 17	Glenbard North	51	WE-GO 55
Jan. 18	WHEATON CENTRAL	43	We-go 31
Jan. 24	WHEATON NORTH	42	We-go 40
Jan. 31	Glenbard South	54	WE-GO 56 (OT)
Feb. 1	Glenbard East	59	WE-GO 67

### Boys' Swimming

Jan. 14	Morris	72	WE-GO 96
Jan. 21	ELGIN	90	We-go 76
Jan. 25	Naperville Central Invit.		

### We-go finished 9 of 12 teams

Jan. 28 Hoffman Estates 96 WE-GO 114

Jan. 31 Waubonsie Valley Invit. for diving

### We-go finished 5 of 12 teams

Feb. 1 Waubonsie Valley Invit. for swimming

### We-go finished 5 of 12 teams

