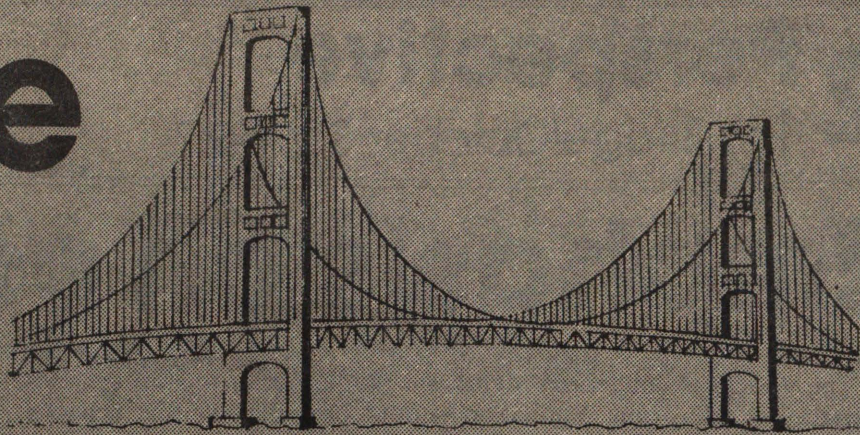


# The Bridge

West Chicago Community High School  
326 Joliet St. West Chicago, IL. 60185  
Volume 17 Number 3  
October 30, 1987



## School records: What you don't know could hurt you

by Kerri Spoden

Do you know that some of the dumb things you did as a kid could affect your present or future teachers' attitude toward you? Or that your background, personal history, or past problems will follow you the rest of your school years? Some students didn't, and the effect was drastic.

One student hardly expected her childhood problems to follow her when she transferred schools. She realized that her past as an abused child had caught up with her when one of her teachers began treating her strangely. She found out only then that copies of her counseling records were included in her school file.

What many students and their families do not realize is that schools maintain cumulative, often elaborate records on their students. Included are not only grades, but also information on family history, financial records, police and medical reports, and teacher comments as well as psychological evaluations.

West Chicago Community High School divides this information into two types of files—temporary and permanent. Per-

manent records include grades, class rank, graduation date, college entrance exam scores, attendance and health records, honors and awards received, and participation in school activities.

Temporary records include any disciplinary problems, failure notices, letters of commendation, teacher comments, and all other information that does not appear in permanent record. These are destroyed six months after graduation, five years if the student has had "special education," or when the student reaches 21 if he did not graduate.

According to federal and state laws, WCCHS students have the right to examine all records on them (on request by parents if the student is under 18). A student does not have to present a reason for seeing his record, but if there is any part of the records that he would like omitted, there is a legal process to go through. However, in order to challenge the file, the student must be 18, or have his parents or legal guardian request a hearing.

By law, the only people who have the right to review student records without permission from the student are school officials, teachers, education officials,

survey organizations designing education tests, health and safety officials (during emergencies), and people with court orders. Police, probation officers, and employers may not view a student's records without permission.

Every public school (and private school that receives government funds) must have clear procedures for obtaining school records, and also give students and parents annual notice of their right concerning the records. WCCHS does this in its student handbook. Also, by law WCCHS is required to make available copies of Acts from the U.S. Congress and Illinois Legislature; these copies are found at District 94's Education Center for public consumption.

Until 1974, many schools did not inform students that they collected files though they were distributing the same files to police, insurance companies, and employers. That year Congress passed the Family Education Rights and Privacy Act which gave students and their parents control of their records.

One of the most common criticisms of the cumulative record system is that the information could hurt the student, and students ignorant of their rights have no

control. The records are meant to help the teachers understand the kids, but there is always the possibility of prejudice and emotions will affect the teacher's attitude in dealing with the student.

Charles Soule, a researcher at the University of California at Berkeley's School of Education, says that information in students' records can shape a teacher's expectations. "For that reason," he adds, "some high school teachers make no effort to see student files, while others make it a point." English teacher Tim Courtney says that he has never looked at a student's record. "I usually talk to the counselors. They tell me only the information I need."

An interesting fact is that while most students know that the records exist, they do not know what is in them, and make no attempt to find out. Those that are interested do not know where to go. Students are encouraged to review their files; the registrar will accept requests (the registrar's office is located in the main office). Students will see exactly what anyone else sees when a record is requested. Examining and adjusting the file will give the student control rather than the person who reads it before him.

## Teacher sues over dismissal

by Marya Sosulski

Robert Young, one of three tenured teachers fired last year, is suing the school on the basis that his seniority should have prevented his being let go.

Decreasing enrollment in the school and in the industrial arts courses was the factor that the school board claims caused Young to be fired despite his 20 years teaching experience. Young denies that a major decrease occurred, and said that the class load projections for 1987-88 in

the industrial arts department were within eight or nine students of the year before.

Young is suing for back pay and the job as assistant dean, now filled by Carol Sweder. The law suit states that under the Illinois School Code, the school must give Young the assistant dean job, because he has seniority over Sweder, and he is "fully qualified" for the job.

Since he was fired, Young has been looking for jobs in teaching or construction, but has been repeatedly told that he

was overqualified. All the teaching jobs are being filled by newly certified teachers, says Young.

Because of Young's tenure, he has recall rights (will be the first to be considered) if the school hires another industrial arts teacher within the next year, but Young says that is not enough. He claims he was not treated fairly, and does not know why.

Judge W. Darrah will hear the case in a status hearing January 28, in the DuPage County Civil Court.

## Inkspots

### Ballet comes to Fermilab

The Fermilab Arts Series presents the Theatre Ballet of Canada. The Ballet will perform Saturday, November 7 at 8 p.m. in Fermilab's Ramsey Auditorium. Admission is \$9; for information and reservations call 840-3353 between 10 a.m. and 4 p.m. weekdays.

### Fox Hollow remains

Students from the Fox Hollow subdivision will still attend school in West Chicago despite attempts to enter district 200 (Wheaton-Warrenville).

Circuit Court Judge Bruce Seidmore overturned a decision by the Regional Board of Trustees which granted permission for the subdivision to enter district 200.

Although residents of Fox Hollow have 30 days to appeal the decision, Warrenville Alderman Maury Goodman is confident that the decision will not be fought.

Fox Hollow residents argued that the Wheaton-Warrenville schools are closer, and "their sense of community would be disrupted," sources said. The district board president said that the district will comply with the judge's decision and "make whatever changes...needed to accommodate the decision."

### Play on the way

The Night of January 16th, WCCHS's fall play will be performed at 7:30 p.m. Thursday, October 29 through Saturday, October 31 in Weyrauch Auditorium.

All seating is reserved; tickets have been sold during all lunches since October 21. Tickets are \$3 for adults and \$2 for students and children. Tickets will also be sold at the door.

## Teachers' abilities scrutinized

by Sara Langellier

As of right now, teachers and prospective teachers at WCCHS have not had to take basic certification exams proving they are literate and possess minimal math and writing skills. Illinois is planning to require these tests within the next two years.

What is required of our teachers when the school is hiring? The first thing the administration looks for according to Dr. Richard Kamm is "a good academic record in the applicant's major field." Kamm believes that if a teacher has a good academic background, it says two things: The applicant is both intelligent and a hard worker.

A second thing required of prospective teachers is that they have a course background. This is questioning if the teacher has taken a sufficient number of courses dealing with the class they plan to teach. The administration won't hire teachers if they do not know their subject.

Thirdly, the teacher's ability to work with other students is examined. While a prospective teacher is working at another school or acting as a student teacher, the high school will send a qualified person over to evaluate their performance in a

classroom situation.

The last major thing looked at when hiring new teachers is their record of achievement. Has the teacher been successful in previous jobs he/she has had? The teacher's resume is carefully looked at and the school will call employees the teacher worked for before and ask if they

were successful with what they did.

Teachers at WCCHS are always being evaluated in the classroom. The evaluator is looking to see if the teacher is accurate, if they teach clearly, are organized, and if the teacher is using effective techniques; are students learning the material? That is what the main concern is when evaluating a teacher.

## WCCHS teacher dies

by Geri Pashkus

Sharon Bokker, 38, died early Tuesday morning in St. Anthony Hospital in Crown Point, Indiana. She died after a two-year fight with cancer.

Bokker has taught several classes in her 14 years at WCCHS including Typing 1-3, Secretarial Practice, Business, Micro Computer Applications, and Advanced Typing. She got her Master's degree from Northern Illinois University.

Bokker was the last child of a large family and grew up outside of Kankakee where she was buried.





## Emphasis on education

The *Bridge* is concerned about the lack of focus on the school's purpose — education. Education should obviously be the school's main precedence. Are we being true to this priority?

There was some concern pertaining to the length of the school day and the length of the classes. According to most research, a student cannot concentrate on a single subject for more than 50 minutes at a time. Our second period classes last a full hour. Is this sound educationally? Considering that we forget about one-third of the information we acquire during a 50 minute period - plus more every 5 minutes thereafter - those surplus 5 or 10 minutes in class really won't have us bursting with newfound knowledge. Talking to Mr. Richard Waterhouse enlightened the issue a bit. When asked about the purpose of the long school day, he replied, "We like to give you your money's worth."

And all this time we thought the intent of school was to learn.

The same holds true for the bus schedule. Is it simply convenient for the bus company? Of course not, the buses pick up the elementary school kids around 3:00 p.m. and easily arrive at our school at 3:30

p.m. What if we decide to shorten classes by 5 minutes? We would be dismissed at 3:00 p.m. Where would that leave the bus company? Shorthanded, that's for sure. In other words, one factor which influences the length of the school day is the contract we have with the bus company. Getting more buses or changing schedules would, of course, cost more money.

As stated in the last issue's editorial - a West Chicago student with 5 classes and P.E. receives 330 minutes out of the required 300 minutes of education per day. If the time we spend at school is directly proportioned to the knowledge we're presumably acquiring, then why have our ACT scores been continuously lower than some schools in our area with shorter days?

Not to say that our administration don't have our best interests at heart, but maybe our educational interests are a bit camouflaged by the importance of time and money.

The *Bridge* would like the School Board to look into this issue. Maybe these things have been overlooked in the past. Maybe we need to look at things with a new perspective.

## Poms are people too

by Sharon Volenec

"We are a sport, why aren't we considered one?" asked Courtney Baker, a senior at West Chicago Community High School. Baker is a member and co-captain of the 1987-88 pom-pom squad.

This is an opinion of many of the cheerleaders and pom poms of WCCHS. The cheerleaders and pom poms feel as if they should not need to have physicals if they are not considered athletes by the Illinois High School Association (IHSA).

Richard Waterhouse, assistant principal of WCCHS, said that although cheerleaders and pom poms are not considered athletes, they must keep up with all academic requirements. Waterhouse also said that cheerleaders and pom poms do not practice as much as the athletic teams do (football, soccer, swimming, etc.). Therefore, they are not eligible for a study hall instead of a physical education class. Of course, all of the "real athletes" are eligible for the study hall.

The reason why athletes have a study hall instead of P.E. is because they have practice for their sport after school and that leaves no time for homework. The

"non-athletes" (cheerleaders and pom poms) have up to four practices a week from 4 p.m. to 6:15 p.m. This, however, is not considered the qualifications for an athlete. "We practice just as long and hard as the football team," said Carol Simandl, a senior who is also a member of the 1987-88 pom-pom squad member, "and sometimes we have just as many injuries!"

But why must cheerleaders and pom poms have physicals? Is it a requirement? Waterhouse commented that the IHSA does not require cheerleaders and pom poms to have physicals. It is merely a school policy. "The school would like it to be known," said Waterhouse, "that we have made every precaution to make sure that our cheerleaders and pom poms are healthy."

I believe that the cheerleaders and pom poms should be considered athletes. They practice on a regular basis, perform on weekends, and keep up with all of the academic requirements. They also perform for a whole year, and risk possible injury. Good luck, girls, I hope you will be recognized as "athletes" some day!

## Where's my elective P.E.?

by Kurt Duvall

You may ask yourself this question at some point this year. Where's my elective P.E.? I decided to find out and went straight to the top. I went to Allen Jones, asking why we couldn't have our choices for P.E. classes this year. The reason is the computer program that P.E. attendance is on. It is on the same program as our other classes.

Before, the P.E. Department had its own record of attendance which Lori Jordan took care of. She got all the students assigned to her, then divided up the classes among the other P.E. teachers. To eliminate some paperwork, each teacher has to take attendance for his or her own class.

If you're wondering about P.E. electives next year, Dr. Jones isn't exactly sure

what the plan will be. He thinks there will be some choice in junior and senior P.E. elective units. You will probably have to stay with the same class and teacher for a whole semester. During that semester there will be a few different activity units as always. Signing up for P.E. classes will probably be done when you schedule your other classes, but none of this information is definite.

Another thing I wanted to mention, you shouldn't take out your frustrations about this subject on the gym teachers. I don't believe it was entirely their idea, some of them may not even agree with the new policy. They are having just as hard a time as you are with the new system. It might even be a better plan for everyone, so try to think positively.

## Robin's neighborhood



Of course we haven't forgotten about the toxic waste problem.

## THE BRIDGE

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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 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 advisor 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.

## Letters to the editor

### Offensive opinion

Dear Editor,

This letter is in response to a few articles written by Andy Behrens in the last issue of the *Bridge*. For four years the paper has served as a very good source of what is going on in the school. And to the best of my knowledge *The Bridge* has won many awards confirming their accomplishments in the area of student journalism. But the last articles by Mr. Behrens shocked us with its totally unprofessional attitude in using personal opinions as fact, taking one stereotype of people and assuming that it fits the rest of the population. The most outrageous of

these misconceptions of American living is the comment about the Miss America pageant. In that section, he went on to say that all Miss America contestants were stupid and untalented. A basic summary is that, "All men in America sit around with their pants down in a drunken stupor watching a few dumb broads gallivanting on the tube." In that article you offended many of your fellow classmates. Come on Andy. On the perspective page you have the right to your opinion but you don't have the right to offend other people.

Tom Hall

## Censorship

Dear Editor,

We are writing due to a matter that is very disturbing to us. It deals with the administration attacking editors and writers for using "bad language" and "references to sex" in some of their stories. For one, who's newspaper is it anyway? If you read it you will find it is written, edited, laid out, and run by students. The only staff member associated with the paper is Tim Courtney, and he is just the advisor. So, who has the right to criticize stories or other printed material? The students. If the parents or

other community members read our paper and don't like it, who should they contact? The students who run the paper.

Secondly, the words that were considered "bad" like "lesbian" and "slut" are just a few. Now, how many times a day do you hear bad language? Okay, maybe better words could've been used, but don't humans make mistakes? Who knows, maybe we can use this experience to help us become perfect and never make mistakes again.

Also, many of us were angered, we found the articles humorous, not offensive.

What's up Doc?

Kerri Spoden  
Roxane Rose



# Should principles or principals guide high school student newspapers?

by **Marya Sosulski**

Is a student newspaper an open forum? Is it entitled to the protection of freedom of the press? Hazelwood district in Missouri says no, but what will the Supreme Court say?

In 1983, the principal of a St. Louis high school ordered the removal of three articles about teenage pregnancy and divorce from the school's newspaper. The students replied by suing the school, claiming their right to freedom of the press was violated. Both a lower court and a U.S. appeals court ruled in favor of the students. The final decision is left to the Supreme Court, which is now hearing the case.

Whether the Supreme Court decides in favor of the students or not, school newspapers, as well as the material printed in them will be affected. As of yet, the **Bridge** has been free of censorship.

Since 1969 the content of school publications has been officially left to the discretion of the school administration (cite *Tinker vs. Des Moines*). In Illinois, however, censorship of student newspapers was, in 1972, declared un-

constitutional under the First Amendment in guidelines set by a federal circuit court.

WCCHS principal Alan Jones agrees with the courts' decisions so far, in that the student newspapers are an open forum, by definition (open forum means that opinions as well as facts are presented - the *Bridge's* Perspective page meets that qualification.) As for the right of prior restraint (censorship), he feels that most of the time students are responsible enough to print what is appropriate, and then there is the adult supervisor to make sure. "I don't want to look at everything before it's printed," he said.

The **Bridge's** adviser, Tim Courtney, agrees with Jones on this point. He says that the courts have decided correctly. "It's the legal and ethical decision." Prior restraint, he added, is "un-American and probably unconstitutional."

Hazelwood School District's administration's case is based on the right to censor controversial issues such as teen pregnancy and divorce. Jones said that he would not advise students against presenting controversial issues, much less censor them. Though he is firm on the public's right to privacy and would expect

that the student's discretion would prevent libelous material from appearing in a student newspaper.

The exception to the lower courts' rulings is that any school administration has the right to restrain any material that would cause a "material or substantial disruption." Jones cited racial slurs and prejudice as examples: an article that was "meant to hurt a certain group like 'greasers'" and used the newspaper "just to slam them" could be restrained.

Another argument against censorship is that teaching journalistic writing but not allowing the students to use the knowledge towards a journalistically and factually sound newspaper "is like assigning students a laboratory experiment but refusing to let them use all the elements they need," as stated by a *U.S.A. Today* editorial.

Advocates of censorship content that students are not responsible enough to know what is fit to print or to use the information ethically after the paper is distributed. Others argue that, "suppose a student reporter acquires confidential records disclosing that the AIDS virus afflicts a particular teacher." Can the principal remain silent? Can he not

prevent publication to protect confidentiality? What the columnist does not realize is that printing such information is illegal under the Privacy Act of 1974, and the newspaper would then be legally liable. In any event, this type of journalism is not protected by the First Amendment.

Censorship is another way of denying students access to information. Not allowing information to be printed about issues that affect them puts students at a disadvantage. They are unable to make intelligent decisions which could potentially affect their lives. If kids are hurt because they did not get valuable information, then the "protection" censorship gives isn't worth anything.

Courtney was promised when he took the job as **Bridge** advisor that there would be no censorship. "If I were ever asked to censor something, I would quit," he said.

The **Bridge** staff is fortunate to have been given free rein over what is printed. However, the fight for student rights isn't over yet. If the Supreme Court decides in favor of the students, journalism and student rights will be promoted; if the decision is against the students, everyone will suffer.

# Largest dropout rate in DuPage County

by **Sharon Volence**

Why do high school students drop out? Is it a personal problem or don't they like the education that they are receiving?

According to a recent study done by the *Chicago Tribune*, 7.1 percent of West Chicago Community High School students dropped out in the 1986-87 school year. This means that one of 1440 students, there were 103 dropouts.

Richard Kamm, superintendent of WCCHS, said that this rate seems to remain constant. "It is always either going up or down," Kamm said, "but usually staying near the sixth or seventh percentile."

What is the age that a student may drop out? During 1987, Congress tried to pass a bill that concerned dropouts. This bill was made to make high school students stay in school until they turned 17. The bill, however, was turned down.

According to a poll taken at our high school, most students have been lead to assume that all students wishing to drop out may do so at the age of 16. When asked if this was true, Kamm said that

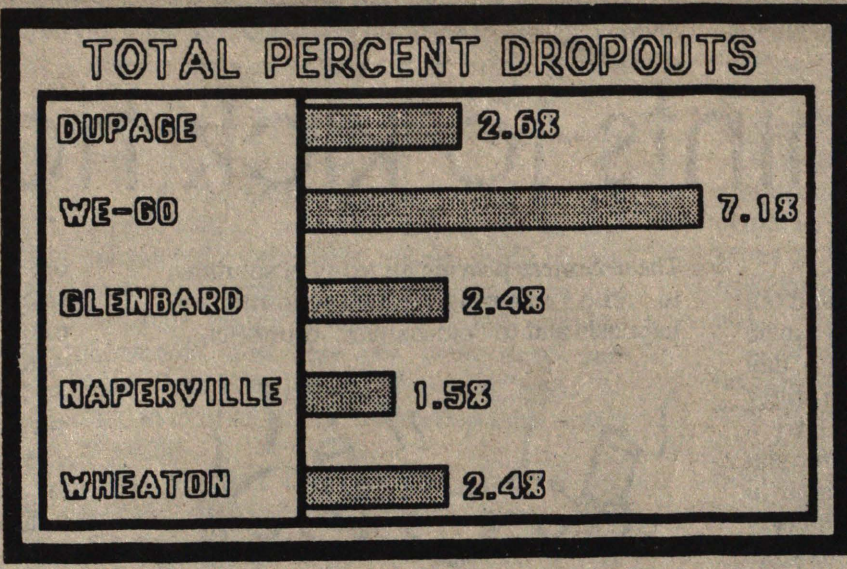
any students who wish to drop out and have reached the age of 16 might be able to. They must first, however, complete the term they are in at the time they turn 16.

But why do students drop out? Kamm commented that students drop out for various reasons. Sometimes, it is because of pregnancy or because a student must get a job to support himself. Other times

it is because the student does not like the education that he is getting. Also, sometimes it is because the student is just not willing to learn. According to Kamm all dropouts don't necessarily stop their education after they have left school. Some dropouts have gone on to night school or some even go back to high school daily in order to get their diploma.

Last year WCCHS received a grant from the State of Illinois. This grant was put towards a Dropout Prevention Program for the school. According to Assistant Principal Richard Waterhouse, the Dropout Program has been "excellent" so far. Waterhouse said that there are about 40 students in the program. The program itself is under the direction of Waterhouse and teacher Maria Dominguez. "To give an example of how well the project is going," Waterhouse said, "last year by this time 20 Hispanics had dropped out of school. This year, as of this date, there have only been five."

For more information about the Dropout Prevention Program students can contact Waterhouse in the main office or call 231-0880.



# International meeting brings friends together

by **Marya Sosulski**

I.K.A.B., International Jugendtreff, 1987  
How many friends can you make in a week?

Introducing Sam-Peter and Rob from Holland; Rene, Juergen, Tanja, and Andrea from West Germany; Riccardo "Ric" from Italy; Mireille from Belgium; Sophie and Cecile from France; Lars from Denmark; and Nicos from Greece. These, together with thirteen other kids from West Germany, France, Belgium, and me, from America, made up this year's cultural enterprise in Bonn, West Germany.

Sometimes "culture" meant late nights in the "bar" with Prince and David Bowie talking about everything from reincarnation to Simon and Garfunkel's last concert in Central Park, but we spent our days in workshops really getting to know each other through sessions of work groups involving art, music, quiet meditation, language, and theater, and even various trust-tests (especially walking blindly through mud and slime while the creep leading us laughed.)

Even though language was sometimes

a problem, we got along okay by mixing German, French, English, and sometimes Flemish and Italian to really say what we wanted to; and we were all fluent in body and sign language. We exchanged certain necessary phrases in the lesser-known languages (like Flemish and Danish), and I think we began to get the idea that people aren't so different wherever you go.

The heart of the week, however, was definitely the feeling of life, friendship, sympathy, and a profound wordless communication. It was there in the gym hour after breakfast every morning (some people questioned the value of this - "It" was the reason, I think...), and the late-night rap sessions, the day-time seminars, and our various wanderings at all hours to discos, bars, concerts, and cafes throughout the city; but it hit hardest as my partner and friend, Annette, and I walked through Haus Venusberg\* Sunday morning after everyone else had gone, and heard the silence. To be alone after such a week was really hard. While of course it wasn't celestial Paradise all week, even the difficulties were pleasant

memories, and I could only think about the letters and visits to come, and hope that it isn't over yet.

It took a lot of digging, but I finally came up with the words to describe my week with I.K.A.B.; absolutely terrific, prima, fantastique, leuk, te gek, skidegodt, ongelooftyk, and overall ganz gudd!!

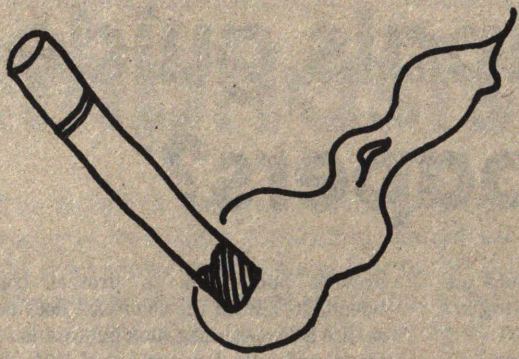
\*Jugendtreff - German for youth meeting

\*\*Haus Venusberg - the youth hostel in Bonn where the meeting was held  
I.K.A.B. is an international organization which brings together kids from different cultures with special abilities in creative or formal writing and art.

- Carmen
- Annette
- Marya
- Sandi
- Pepp
- Helene
- Rob
- Cecile
- Pascale
- Sam-Peter
- Ric
- Stefan
- Kathelyne
- Lars
- Nicos
- Greet







# To smoke... or not

# Smoking hazardous to unborn

by Julie Pollastrini

Remember **Mr. Rogers' Neighborhood**? Every kid watched him at one point or another in their "very early" childhood (whether they choose to admit it or not). A famous line from that T.V. show happened to be "Let's pretend." If Mr. Rogers had a higher I.Q., he might have said something more like "Allow me to make-up an unreal situation and feel free to accompany me as I explore the various complexities of a nonfictional situation that could very well happen to you." Unfortunately, the "legendary" Mr. Rogers did not have that high of an I.Q., but "let's pretend" anyway.

Assume you recently discovered that you are pregnant, or if you happen to be of the opposite sex, that fatherhood is right around the corner. The first decision that is always obvious is the Trio-Option: should you keep it, put it up for adoption, or have an abortion? Unfortunately, this may not be the only decision you should consider rather quickly. If you had chosen one of the first two options, then this question will pertain to you. Should you quit smoking while you are pregnant? If you don't smoke, this is one less problem for

you to worry about. If you do smoke you should be aware of the consequences you may be blindly choosing for your child.

After suffering for nine months of "expanding outward" women want a healthy baby. Smoking can complicate this wish.

Every smoker should expect a lower weight in the child and possibly a premature delivery. On the average, babies born to smokers weigh 200 grams less than non-smokers and are generally one to two cm shorter. In fact, the more the mother smokes a day, the less her baby will weigh. If she gives up smoking during the pregnancy, the risk of having a low weight baby will be equal to that of a nonsmoker.

It has also been determined that the head, chest, and shoulder circumferences all decreased for both male and female babies born to the smokers.

Not only is there a definite difference in physical growth, but in emotional and intellectual development, as well as in their behavioral characteristics. These children also tended to be more hyperactive in their younger years. In fact, all of these problems

affected the children up through the age of eleven.

These problems are all serious. The situation, as with all others, does get worse. Fetal deaths and Sudden Infant Death Syndrome can add to the severity of the situation.

Fetal deaths result in the death of the infant either before or after birth. For smokers, they are caused by anoxia, pneumonia, respiratory diseases, prematurity, and by many "unknown" factors. Prematurity is very common among smokers. Approximately 14 percent of all premature births are related to smoking.

Sudden Infant Death Syndrome (SIDS) has been found to be linked with the amount of smoking during the pregnancy. Sixty percent of all reported cases of SIDS disease were predominant among smokers.

This is a lot of information to digest. If you don't understand everything, simply remember if a woman gives up smoking at least during pregnancy, her chances of delivering a healthy baby are closer to that of a nonsmoker. So, should you smoke or not? The choice is yours.

# Helpful hints to kick habit

by Ed Coronel

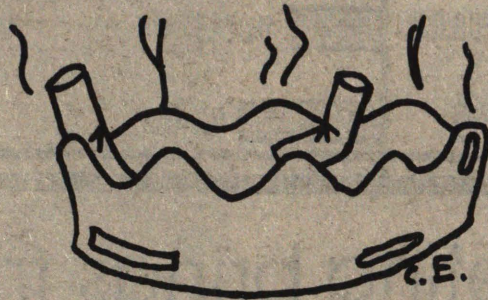
Smokers can say it is an *obsession* and tell some story about their 140 year-old uncle who smoked four packs of cigarettes a day and who can run the 10K in less than thirty seconds (if you believe their stories I have a piece of land on the moon I have to offer you — real cheap.) Non-smokers would laugh in disbelief at the smokers' stories then quickly seek the nearest exit out of the room to puke out the "hot air" and smoke they just absorbed. Sounds like the start of World War III, but needless to say smokers should stop smoking.

To get on the right track, here are several helpful tips accumulated from pamphlets provided by Dupage County Hospital:

1. Get rid of all cigarettes, ashtrays, etc. These small "trinkets" influence your smoking behavior.
2. Get assistance from a friend or family member to help you out — habits are hard to break alone.
3. Use a substitute when craving to smoke — chew gum.
4. Consider call and requesting help from a smokers' information and treatment center, such as the following:

KWITT IT CLINIC...595-8848  
 MEDICAL SMOKING CONTROL CENTER...833-5442  
 ABC ADDISON-BAUM COUNSELING...691-1400  
 PHYSICIANS CENTER...644-0666  
 STOP SMOKING CENTER...620-1201

These centers provide an array of solutions to stop smoking from acupuncture, hypnosis and to "old-fashion" counseling.



5. Don't let peer pressure influence you to smoke, put the barrier (Like what Mom use to say, "If your friends jump off a building, would you do the same?").
6. Make a chart of disadvantages and advantages of smoking and not smoking. Think in logical terms of health and costs for cigarettes and medical care in the future.
7. Seek other forms of information through your health teachers, friends, social workers, counselors and referral services to help you through your hours of need.

## Dominick's Pizza

293-0725  
or  
293-0726

OPEN

Mon-Thurs 4pm-12pm  
 Friday 11am-1am  
 Saturday 4pm-1am  
 Sunday 4pm-11:30pm

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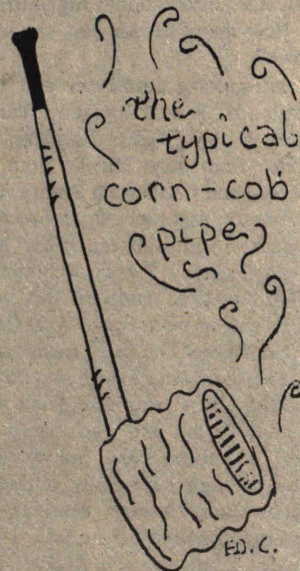
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# to smoke



## Battle of rights

by Yvonne Scholtzer

People have disputed the rights of the smoker and the non-smoker for more than four hundred years. During this struggle, it has been frequently assumed that the right to smoke was equal if not superior to the right to be free from smoke. This is responsible for the fact that there are fewer smokers than non-smokers in our country today, but the nonsmoking majority is subjected to smoke laden air in most public places.

What about the right to smoke? It doesn't trace its existence to the Constitution. In a sense, it can be considered a very limited right, in that it does not contribute to the well being of society. In fact, according to the National Conference of Smoking, "The so-called right to smoke apparently preserves for the smoker the right to ruin his own health." However it does not give the smoker the right to impair the health or the comfort of another person.

Fortunately, we now have "smoking" and "non-smoking" sections almost in almost

every public place to accommodate everyone. Smokers tend to argue this as segregation with some reason. How often have you entered a restaurant to be told that the only available tables were in the "smoking" section and then you were taken back to a sleazy little table in a dark corner?

While the majority of the people are concerned with a "beautiful" smoke free society, consider the billions of dollars spent on advertising cigarettes. These ads also show the beautiful things in life: Beautiful women, handsome men, blue sky, white sand, and cigarettes. This kind of hypocrisy could be the source of many misconceptions about smoking.

The number of Americans who do not smoke and want to be free from smoke have one advantage: they outnumber the opposition. But nowhere does it clearly state the rights of either side. The best we can do is to continue to make assumptions according to personal opinions, and as long as we have the backup force of advertising to contend with the battle will continue.

poisonous fumes. It seems that smoking is the easiest route to lung cancer, unless of course you are into radioactive ores. Cancer is not really something to joke about but some people treat it as a joke by not really caring about what they are doing to their bodies. Smoking increases your chances of getting lung cancer by 28%. Every day a smoker goes without cigarettes their life expectancy increases.

Some people say that they will stop smoking when they get cancer and then go in and get treated and they would be just fine.

by Carl Mattson

There are many deadly diseases floating around this world, but cancer has to be the scariest. The fear arises from the fact that a major cause of lung, mouth, and throat cancer, smoking is widely advertised as glamorous and the in thing to do. It is impossible to open a magazine or newspaper these days without encountering several cigarette ads.

Lung cancer takes its toll on thousands of people each year. The major causes of this type of cancer are smoking, exposure to asbestos or radioactive ore, and inhalation of

## Puffing away...

by Kelly Day

In the world we live in today, where smoking is a social habit, it is important to get the facts. These facts may determine if you start smoking or to make you stop.

The daily consumption of cigarette smoke which the body takes in is an important factor in causing coronary heart disease. The nicotine in the smoke immediately affects heart rate and blood pressure from the first time a person smokes. High blood pressure, body weight, diet, nutrition, pregnancy, contraceptive methods, physical fitness and alcohol consumption all measure the impact which smoking has on the heart. Smokers also have higher resting heart and exercise rates than nonsmokers.

Cigarette smoking alters the ability to coronary vasculature to regulate body flow in accordance with the oxygen requirements of the heart. This simply means that smoking slows down the blood flow to the heart. Smoking also accelerates cholesterol build-up

### 'Smoking slows down blood flow to the heart'

in the arteries of the heart, this causes blockage and finally, heart attacks. This habit is the most important preventable cause of sudden death in the United States.

The effects of smoking while coping with stress on the heart are beyond belief. The common habit of smoking during stressful times is worse for the heart than stress of smoking alone. This puts extreme pressure on the heart and can lead to heart attacks.

Passive, or involuntary smoking is said to be equally dangerous. This type of smoking involves a person who does not smoke but takes it from a friend or family member through breathing. Smoke breathed in directly from the cigarette is dangerous because it has not been filtered through the smokers lungs.

The first puff of smoke that enters your body increases your heart rate and blood pressure. Smoking automatically increases hyper tendencies and puts a strain on the heart.

Hopefully, these facts have helped to make you more aware of what smoking really is. Take it to heart and think before you puff.

## Quitting now - living longer

However, lung cancer is very hard to detect until it is beyond the point of easy treatment. After smoking that long they would surely be hooked on smoking because nicotine is an addictive drug.

Cancer is a growing concern in today's society. Seeing that this is the case people should also be concerned about the high rate of smokers getting cancer, especially the teens. They will soon be faced with incredible medical bills, depression, and eventually early death.



## Dead finally rise to the top

by Matt Szesny



This summer, America's favorite cosmic rockers returned and for the first time in the 1980's, went home with some new fans. Just in case the "cosmic" thing wasn't enough of a clue, the band I'm talking about are those

grandfathers of psychedelia, the Grateful Dead.

This was a banner year for the Dead. Their first studio album in seven years, **In the Dark**, was released, and became the first Top 40 record of their long career, reaching Number Five on Billboard's Hot 100, the first song off the album. *Touch of Grey* also went top ten, making it the first charting single the band has had in fifteen years and a summer radio staple. The Dead's annual summer tour, this year featuring Bob Dylan, was a huge success, but Grateful Dead concerts have always been easy sell-outs for promoters because of the strength of the band's loyal following. What surprised loyal Deadheads this year was the shift in the audience's age. Suddenly, there were a lot of 17-year-olds name Kevin wearing the sacred tie-dyed robes and showing up at Dead concerts.

In search of an answer, I consulted my favorite Deadhead, who for this article will be called by one of his many nicknames, Kozmic, or Koz. Koz has been attending Grateful Dead concerts since 1972, and goes to every show the band plays in Illinois and Wisconsin during the summer. He owns every Dead album as well as the various solo projects of band members, and most of the records are battered from heavy use on the turntable. When I found one record that looked almost unused, Koz quickly explained, "Yeah, I'm on my third copy of that one." How you could play a record enough to wear out two copies is beyond me, but

that's a Deadhead for you. Koz also owns about a dozen bootleg tapes of Dead shows. The tapes are dated, and the cases are professionally decorated with pictures of band members. Unlike all other bands, the Dead encourage taping of live shows by the audience, primarily out of concern for the loyal fans. They don't want to see their fans get ripped off by paying top dollar for inferior recordings, so they allow everyone to tape and trade. "They have a huge grouping of speakers called the Forest where all the tapers set up their equipment. Some of those guys have \$2,500 worth of stuff down there, but it's worth it," says Koz.

Indeed, the Grateful Dead have always been known more for their live performances than their studio albums. The best way of describing a Dead concert is a three hour party. Koz recalls: "There used to be a time when they'd play for four

hours without a break. Now, with Jerry's [guitarist Jerry Garcia] health, they usually play more in the neighborhood of two and one half hours." He continues: "At a Dead show, you rarely see someone who isn't on their feet, dancing. Everyone's there to have a great time. I'm afraid that's starting to change, though. It seems like the younger guys just go to get drunk and get in a fight, and that's not what the Dead are about. Contrary to popular belief, stoned people don't fight — drunks fight. You just want to get into the music."

Although not the world's premier musicians (they have often, after messing up the beginning of one song, scrapped that number and begun a totally different song), the Dead still awe their fans with the sheer number of songs in their repertoire. Koz says with a happy grin, "I saw them all three nights at Alpine [Valley

Music Theater] in the summer of '86. They didn't play the same song twice for the entire weekend. For my money, they're the best show you could ever hope to see."

I finally got to the heart of the matter by asking Koz very plainly what he thought of all the new Grateful Dead fans, some of whom were born after he started attending Dead concerts. "I think it's great that the band is finally getting the rewards it should've been getting all along, but there are some definite drawbacks as well. Tickets are getting scarce. I almost had to miss a show last year because so many more people want tickets than before. I don't really know why so many kids are getting into the Dead, but I do think that today's teenager who wants to see a slice of the Sixties sees an easy link in the Grateful Dead. I'd like to say that teenagers must be getting smarter, but I'm not too sure that's true. One thing is for sure — if kids still like to party in the year 2001, the Dead'll be here too."

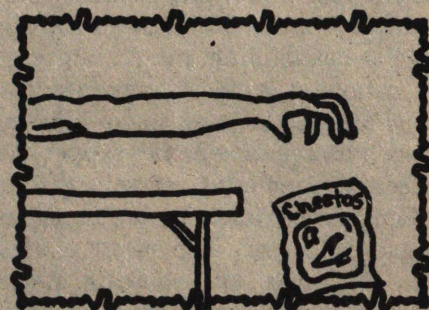
As I left Koz' apartment, I thought about what he had told me. Doing this while crossing the street wasn't smart, and I was almost hit by a sky-blue Volkswagen van. As I prepared my middle finger for a salute to the driver, I caught sight of the van's back window. A skeleton and roses sticker and a blue peace sign were guarding the lower left corner, and the license plate holder said "Deadhead" on it. They're everywhere! I may have to give it a whirl the next time the 'cid warriors drag their tired old bodies back to this groovy little...ARRRRGGHH! It's starting already, and Poplar Creek doesn't open until May! So dig out the tie-dyes (or buy them from Neiman Marcus, depending on who you are) and your dad's orange bellbottoms, because the Dead are alive and well!



The Dead are alive and well.

### Reasons students mess up the cafeteria

1. Because Ann Burke does it.
2. So the janitors can have some real work to do instead of only pretending to clean things when administrators are around.
3. So dopey freshman-losers can come in after school and do all the work themselves.
4. Because little voices tell them to.
5. To get caught by the gorgeous teachers who monitor the lunch-rooms.
6. Because everyone's a geek.
7. Because Ann Burke does it.
8. To protest the general loss of hair among our cafeteria workers.
9. To find out the half-life of a bag of Cheetos.
10. Peer-pressure.



## Think-and-do fun for pinheads

by Andy Behrens

In an effort to make everyone who was offended by "sexual references" in the last **Bridge** happy, we're glad to present the following quiz to help you heavy thinkers entertained:

1. Solve the problem:  
1 + 2 = a. three;  
b. several;  
c. less than one thousand.
2. Connect the dots:
3. Find **all** the hidden words:
4. Win the game:

1. ●      2. ●      3. ●      4. ●

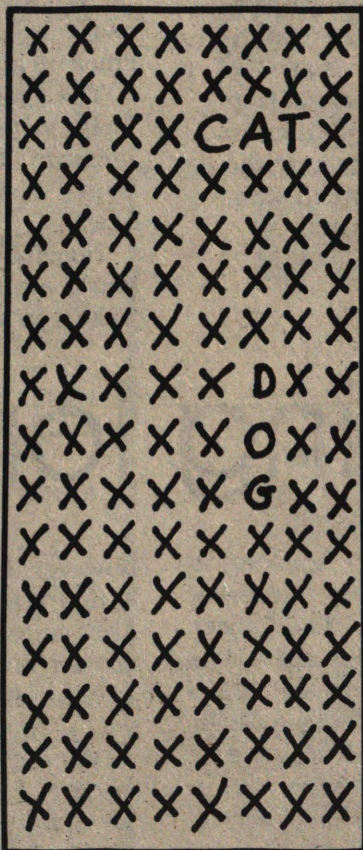
12. ●      5. ●

14. ●      6. ●

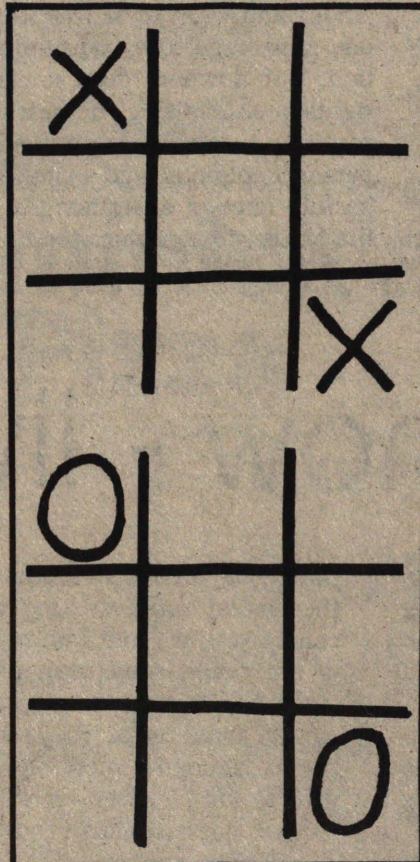
10. ●      9. ●      8. ●      7. ●

(hint: square)

3. Find **all** the hidden words:



4. Win the game:





# Halloween projects for any age

by Kerri Spoden

It's that time of the year again when all the ghosts, goblins and other creatures emerge from the darkness and terrorize your neighborhood. At this time, some even more evil people will come out. They create mean, nasty things to do to innocent and unaware little people.

Most people used to do these things in junior high but, as they've moved on to high school, they've matured a bit. But others spend the entire year discovering and inventing these pranks and save them for Halloween.

One of the most popular and less seri-

ous pranks is pumpkin smashing. This is not considered a criminal offense and happens to almost everyone. Some victims don't really care if this happens, but others are shattered. For them, there is one piece of advice: make sure you cut your pumpkins curfew by a few hours.

Another one of the less serious pranks is trashing Halloween decorations. The only downfall this has to the victim is cost. People usually spend a small fortune in order to "get into the Halloween spirit," only to have their money literally washed down the drain. This causes severe anger to the victim and a touch of pleasure to the person inflicting the damage. Soaping car windows and egging

houses are yet other examples.

One of the other nasty stunts people pull is putting toilet paper into pumpkins, igniting it, and watching it explode. Although it may be a great deal of fun, it can prove to be dangerous. Another smelly and unkind joke involves putting a bag of flaming dog doo-doo on someone's doorstep, knocking, and then running. When the person opens their door and sees the fire, they'll more than likely step on it to put it out, and guess what's on their shoe? This is one of the pranks that is not advised because more than likely, if caught, you'll get into some heavy duty trouble.

If you're the type of person who likes to

pick on little kids, than bag-snatching, giving out empty boxes of candy, and/or ignoring the door are the things for you. If you're not that type of person, then don't do it.

Of course, the most favored thing to do is the ever popular "t.p.-ing." This is very annoying and very messy to clean up. Especially if it rains or the "t.p.-ing" is also considered breaking the law.

No matter what kind of nasty things you choose to do or not to do, there is a possibility of getting in trouble. So, if you plan on being one of the jokesters this Halloween, think of the consequences before you act. It may save you from a lot of trouble.



(photo by Ismael Rios)  
Tom Brothers '89 displays his ice cream eating talent at Event Night '87"

## Photopinion

"What was your favorite Halloween costume?"



by Ismael Rios

Randa Bascharon, sophomore - "In third grade I was Evil Knieval."

Vashon Hayes, freshman - "When I was nine I was Yoda."

Mr. Highland, assistant dean - "I always wanted to be a bunny rabbit."

## Shoplifters eventually pay price

by Amy Rupp

You walk into a store and see a person putting something from the shelf into his or her pocket. Do you report it? What happens if he or she is caught? What exactly is shoplifting?

Donald Goncher, the juvenile officer at the West Chicago Police Department implied that shoplifters are of all ages, not just kids and young adults.

Goncher said that for some the appeal is the challenge of getting away with stealing. For others stealing is an escape from boredom; they steal because they have nothing else to do. "We get people on shoplifting charges, who have enough money on them to buy whatever they have lifted." There are some cases when the person just doesn't have the money to pay for the merchandise.

The consequences of shoplifting can be serious. After the first offense, the shoplifter is released from the store to the police or his parents and may have to see Goncher once a week. If the store doesn't press charges, the shoplifter is fined \$50 and might have to perform community services.

If the shoplifter is caught stealing a second or third time, he is given with a \$1000 bond and up to one year in jail. This is a basic punishment. The punishment depends on the crime and on the age of the shoplifter. According to Goncher a 17 year old is considered an adult and is charged as an adult in court.

Goncher explained the steps of an arrest for shoplifting. First, the officer will take fingerprints and a mug shot. Next he'll give you one phone call, and put you in jail. You'll have the opportunity to make bail and a court date will be set. A judge will decide the punishment. A 16 year old receives a ticket and a court date when he must pay the fine. Goncher said that a person who steals must realize how serious the consequences are.

The manager of a local store said that upon catching a shoplifter, he has the person empty his or her pockets or purse and he calls the police. "We can usually tell what a shoplifter looks like when he or she comes in. We get suspicious when a person stands around for a half an hour and doesn't buy anything." The manager also went on to say that he asks the shoplifter if it is his or her first offense. The manager said that some stores mark their merchandise so the thief has a harder time stealing. "We try to be one step ahead of shoplifters."

Shoplifting is a temptation to many people. One should realize that store personnel have ways of recognizing shoplifters, and the results can be hard. So if you know a shoplifter, tell him or her to beware that they are being watched.

## Halloween movies that can't be missed

by Steve Geick

Getting too old for trick or treating? Pumpkin smashing got you down? Well, how about a movie? It might prove to be a fun time. Relaxing on your couch, getting the life scared out of you, or enjoying gore to make you gag. Whichever you prefer, should you decide to hold a Halloween film festival, here are a few good titles you might want to consider.

If it's fear you want, you can find it in the classic original Nightmare On Elm Street. This idea for horror will have you on the edge of your seat from start to finish.

Vampire films are also a good choice. Vamp is a cult classic that provides all the action and suspense to create a great movie. Fright Night is another good vampire film. This one ends with a bang, combining action and effects for a great finish. Where there's fright, there also has to be Stephen King and one of his best, Children of the Corn.

Sci-Fi thrillers can provide great entertainment as well, among the best are the Aliens movies. This second of these two easily out does the first in suspense and visual effects. Life Force is a must. It combines all aspects of a good movie in a story about alien vampires who suck the life out of you.

If gore is your thing, here are a few movies right up your alley. Though more humorous than anything at times, they'll be sure to turn your stomach.

Re-Animator is one such movie. This one just won't quit till you turn it off. It's the story of a man who re-animates the dead, but not without trouble.

You may have to look for this one, but if you find Doctor Butcher M.D. (Medical Devolt), it will be worth your while. I guarantee this to make you sick, and if the cannibals don't get you, the brain transplants will. The Toxic Avenger will have you in tears with laughter, but it contains plenty of gore to add.

Living dead films are always favorites, and among the best is Dawn of the Dead.

One last gory classic is The Fly, this

classic remake wasn't a waste, but a masterpiece of suspense and sickening gore.

So should you decide that Halloween is worth a movie or two, here are a few to

choose from. Sure there are countless other masterpieces, but these are a few favorites that I'm sure you'll enjoy, whether you're into horror or blood baths, these are musts.





## Wildcat football team stunned

by Hardy Murfree

The championship team of last year, bewildered West Chicago (home) 42-0, Friday night, October 16.

The Wheaton North Falcons more than quadrupled the Wildcats' total rushing yardage (233-51). We-go has lost five of their last seven games, and won one of five in conference. Their opponents have scored 128 points to their 21.

It took only 15 "ticks" off the clock for the Wheaton North Falcons to score on a kick return 95 yards. We-go possessed the ball for three downs, which was their average for the game, then punted. On the Falcons' next custody, a 57 yard drive was concluded to add another six. The extra point was good to make it 14-0. Full back Jack Schomig rushed 53 of the 57 yards.

We-go's Tyrone Parks returned the kick to mid-field. They obtained a first down when Brent Smith collected a pass, while doing a down and in pattern. Ron Lacour was sacked on third down, forcing the Wildcats to punt. Tom Perry booted it 58 yards, deep into Falcon territory.

The game progressed into the final minutes of the second quarter. We-go's offense was positioned at their 17 yard-line. The ball was fumbled to the Falcons, 12 yards from the goal. Schomig charged through, three yards for his second touchdown with over two minutes to play in the half.

Situated at the 21 yardline, Lacour incompleting three passes, going five of 20 totaling 45 yards for the game. The Falcon offense occupied the ball just short

of mid-field. Falcon quarterback Jeff Kinney launched one 35 yards to Terrence Hickman in the end-zone, to lead 28-0 with the extra point terminating the first half.

West Chicago consistently attained short yardage if any, throughout. While Wheaton North tabulated points every

quarter. Falcon's Schomig rushed 184 yards averaging eight per carry. The Wildcats profited only three to the Falcon's 12 first downs. We-go's total yardage was 96 to Wheaton North's 302. The ratio of sacks was 3:1. From these statistics it is evident the Wheaton North dominated the entire game.



Rory Gallagher and teammate attack opposing teams quarterback. Final score a 42-0 defeat. (photo by Ismael Rios)

## Girls put up a 'racket' and have a ball

by Brenda Shockey

Girl's Tennis is a unique action-packed game, featuring two different types of play. One consists of two individuals playing head-to-head in a tense singles match. The other a competitive doubles match with compatible girls, striving to achieve ideal teamwork. It is exciting to watch the athletes plan shots, execute strategies and call their own game. Yes, it is true, there are no officials at girls' high school tennis matches. The players are responsible for calling all faults and keeping their own scores.

This year's team was made up of extremely hard workers. "The girls were not afraid to ask for extra help," commented

Mr. Kosek, the varsity coach, "I liked that." The Lady Wildcats when 0-7 in conference and 6-14 overall. The girls took a respectable fourth place in Sectionals with Elizabeth Lach placing third as the first-singles player. Lach proceeded to the State Tournament on October 22.

Tennis Sectionals are as unusual as the sport itself; there are two types of tournaments. The girls teams qualify the top four finishers, while the boys teams qualify only two finishers plus the winning team. Kosek would like to see both tournaments the same. He would prefer the girls' type, since more quality players qualify to State and there are no byes.

## Preview on winter sports

by Jerry Madsen

Basketball and wrestling are among the sports taking place this winter here at We-go. Lee Maciejewski is the coach for boys basketball and Robert Hein for Wrestling.

"There will be a week of try-outs and then we will make cuts," replied Maciejewski when asked about choosing players for the 87-88' basketball season. There will not be freshmen cuts regardless of the number of players going out. He feels that sophomore cuts will be needed because of the large amount of them going out. In the past years he did not have this problem. Maciejewski will have junior varsity and varsity cuts as always.

Maciejewski feels that all the players will have to get used to his practices. "The other coaches and I will be very demanding and will give rigorous work outs." He feels that those who do not want to practice hard are not willing to play basketball.

There will be a freshmen A and B team, a sophomore A and B team, a junior varsity team, and a varsity team. Mr. Maciejewski, who will be assisted by Mr. Cameron, will coach the varsity team. All together there will be a total of five coaches.

Robert Hein and two assistants will be coaching wrestling this year. When asked about joining wrestling, Hein said, "All they need is a physical exam taken within the past six months and a signed parent permission slip." He will have information on when to turn everything in read on the announcements for a few days.

"I expect the wrestlers to come and work hard during the season," said Hein. He also said that he is not demanding skill as much as he is demanding each wrestler to be his very best.

Wrestling has four levels of competition: Freshman, junior varsity one, junior varsity two, and varsity.

Both basketball and wrestling start practicing on November 9.

## Football games— A social event?

by Teri Blum

What do you like to do at our football games on Friday night? Forty percent the fans interviewed liked to watch the game.

Todd Fuja, a senior, likes "to watch the game when and if it is interesting and exciting, but if the game is boring, and some of my friends are around. I like to walk around and talk."

Ronald Hansen, Sophomore football coach, says that he tries to ignore the fans. Hansen, states that only every once in a while when a fan yells something loud he turns his head to see where it came from. Otherwise he does not notice anything that goes on behind him.

Talking to Wilbur Walters, who often patrols the area behind the stands, says that it is often the junior high who walk around behind the stands. He says that they try and follow the Freshmen around and do the things they do. "that is where a lot of the trouble comes from."

Stan Kramer says that he tries to ignore the fans as much as possible, so he can concentrate on the football game.

Forrest Rackmyer says, "the fans lack school spirit and can not bother to watch the football games." He also says, "that if they paid attention, it would make a difference and motivate us sooner."

## We-go teams look ahead

by Amy Rupp

The 1987 football season has almost come to an end. There have been many accomplishments and heartbreaks.

Ronald Hansen, the sophomore football coach, is very pleased with the players this year. "They're working hard and that work is paying off." "The defense is strong and the offense has made long runs." According to Hansen, the sophomores' best game was against Wheaton Central, where they came from behind to win the game 24 to 14. The goal for this year was to improve plays and to work to their full ability. Out of the eight sophomore teams West Chicago is in second place.

The varsity team is 8 out of the eight varsity teams. Richard Bosh, a wide receiver for the Wildcats, believes the sea-

son went well. The best game the varsity played was against Glenbard South. Bosh said, "We worked hard and made no mistakes." The worst game was against Naperville North. He then added, "Even though the season went well we could improve on our mistakes like not jumping off sides or fumbling the ball." According to Bosh, the goals for next year is to have a better season. Bosh believes, "Line backers Charles Neid and Kory Delara, corner back Louis Gonzalez, half back Tyrone Parks, and quarter back Ron LaCour are just a few of the outstanding players on the team."

This year we watched the varsity win 2 games and lose 5. The sophomores' won 5 and lost 2. Both teams have the goal of making it next year. Go Wildcats!!



We-Go football players put out best effort in game against Wheaton North. (photo by Ismael Rios)

## WILDCAT SPORTS SCHEDULE

### Boys' Basketball

Nov 24	Tue	Oswego Tournament	A	TBA	V
Nov 27	Fri	Oswego Tournament	A	TBA	V
Nov 28	Sat	Oswego Tournament	A	TBA	V

### Girls' Basketball

Nov 17	Tue	Larkin	A	6	V/JV
Nov 19	Thu	Geneva	A	5	V/JV
Nov 23	Mon	Ill Mth & Del Acady	H	4:30	JV/F
Nov 23	Mon	Bolingbrook Tourna.	A	6:25	V
Nov 24	Tue	Bolingbrook Tourna.	A	6:25	V
Nov 25	Wed	Bolingbrook Tourna.	A	6:25	V

### Wrestling

Nov 25	Wed	West Aurora	A	8	V/JV
Nov 28	Sat	Wildcat Invitational	H	10AM	

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