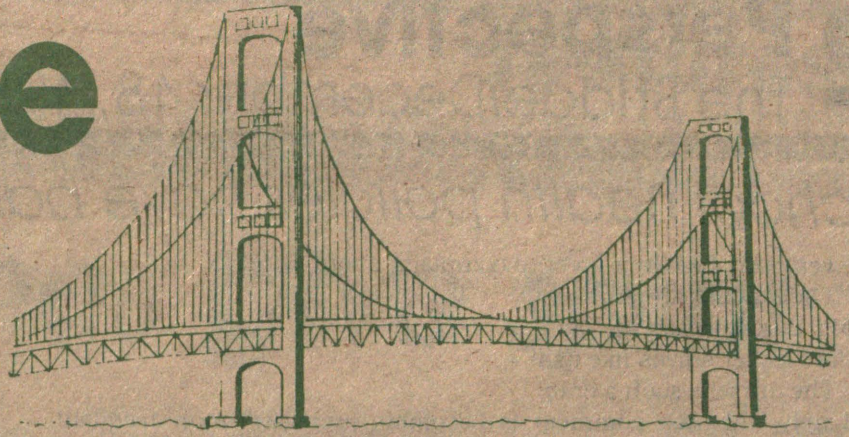


The Bridge

West Chicago Community High School
326 Joliet St. West Chicago, IL. 60185
Volume 18 Number 5
December 18, 1987



Suspensions involve alcohol abuse

by Andy Behrens, Sara Langellier,
Kelly Lee, and Sue Worthy

Approximately twelve students, both upper and lower classmen, have been suspended for alcohol abuse this year.

The penalty for drinking is suspension for ten days. An option available to the suspended student is to enter an educational counseling program which deals

with alcohol abuse. If the student chooses this option, the length of the suspension is decreased.

"The punishment is meant to hurt a little bit," stated assistant Principal John Highland. Highland said that the punishment is meant to accomplish two things: first, to make the student recognize he/she has done something wrong; and second, to help the student correct the problem.

Highland said students "don't think about drinking being against the law; and he does believe, however, that it will 'make them stop and think about it.'"

In line with this statement were the words of a recently suspended student, who stated that his suspension probably won't stop his drinking totally but will "at least make me think twice before I get drunk again."

This student, who chose the alcohol education program to avoid a longer suspension, said, "I thought the punishment was fair, but it didn't have any major effect because **I don't have a problem.** It might help people who have one though."

He continued by saying that his parents drank some, but not excessively, and his friends occasionally. He himself

claimed to have had his first drink in seventh grade.

Is the problem starting in junior high? According to Mark DeMoulin, assistant principal at the West Chicago Junior High, alcohol is not a problem at the school.

Discipline at the junior high level regarding alcohol abuse is parent notification followed by a ten day suspension from school and police notification. Unlike high school discipline, there is no option to reduce the length of suspension. The services of counselor, social worker, and psychologist are available to the student(s). In addition, DeMoulin stated that Wayne Township also offers counseling services for both parent and child.

When asked if he felt disciplinary actions would stop kids from drinking in the future, DeMoulin replied, "It depends on the individual." He stated that after one suspension and police notification, he hoped that students would refrain from drinking.

DeMoulin sees the major reasons for drinking as "peer pressure." He also stated that the students were possibly doing this to feel "more like an adult."

Ron Dow, social worker at WCCHS,

also said that he sees peer pressure as a major reason for alcohol abuse. In addition to peer pressure, family problems, rebellion, and coping with school situations can also play a role.

Dow sees that students need to be educated to clearly see the problems that alcohol causes, to help an alcoholic face his/her problem, and to get the families more involved.

Dow's role is help the alcohol abuser to see other ways to enjoy life without alcohol.

Dow said that teens are able to get alcohol easily by stealing it from parents or having an older person purchase it. "If they want it, they can find it," Dow replied.

"Treatment," he said, "is not so easy." Dow said that the first step is to admit a problem exists. From this point counseling and aid is given to the student to help in recovery. Through out-patient and in-patient counseling services at hospitals, and AA (Alcoholics Anonymous), help is available. If you are in need of help and have passed the point of saying "**I don't have a problem.**" see Dow. He has stated, "If you want me to accompany you, I'd be glad to."

Inkspots

Bokker scholarship

The West Chicago High School Teachers' Association is establishing the Sharon L. Bokker Memorial Scholarship. A sub-committee, chaired by Vera Sorensen, is discussing the qualifications needed to receive the scholarship. Contributions can be written out to the Sharon L. Bokker Memorial Scholarship Fund.

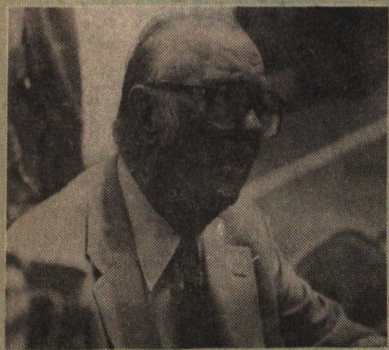
Winter concert

The We-go band and orchestra performed their Holiday Concert yesterday, Dec. 17 in Weyrauch Auditorium.

The We-go orchestra, directed by Terry Ferro, and choirs, directed by Ron Benner will present a Winter Concert Thursday, Feb. 23 in Weyrauch Auditorium from 7:30 pm to 9 pm.

FBLA day success

Future Business Leaders of America sponsored Career Day on December 10, 1987. Career Day was headlined by Baseball Hall of Famer Jack Brickhouse. Forty-seven businesses were represented.



(photo by Ismael Rias)

Convention

West Chicago **Bridge** editors recently attended the Fall 1987 Convention of the Journalism Education Association and National Scholastic Press Association. Features editor Andy Behrens received second place in the area of review writing and will go on to compete in California next Spring.

The convention was attended by almost 2000 high school journalists from 33 states. It was held in Kansas City, Missouri at the Crown Center Hotel.

Attendance up

Attendance at West Chicago Community High School has risen to 94% in November from between 92 and 93% in September and October.

Spelman rumors untrue

by Geri Pashkus

Local photographer Bill Spelman has heard rumors that he is banned from WCCHS property. However, school principal Alan Jones and the administration claim that this is not true and do not know how the rumor started. Spelman says he first heard the rumor from a friend of his at Life Touch Studios (the current yearbook photographer). Spelman traces the rumor to a four-year old dispute over the yearbook account.

Spelman says he has been competing with other studios for four years to get the WCCHS yearbook account. Supt. Richard Kamm says the reason that Spelman has not received the account is that "he never indicated to me that he wanted it." Jones

said, however, that the studios are chosen on the basis of the facilities they have, and the services and manpower that they offer. "If I call up Life Touch and say I need a photographer for a dance tonight, I'm sure one will be here. On the other hand, if I call up Bill Spelman I'm not sure he'll be here," said Jones.

Spelman says that the rumor has not hampered his business with the community: of 310 seniors, over 200 have gone to Spelman for their senior pictures. However, Spelman denies posting as the yearbook photographer in the letters he sent to the senior class of 1988. Spelman actually bought zip codes of the students from the American Student List Co., located in New York. Some seniors felt that Spelman implied that the senior portraits he offered could be used for the yearbook.

The paragraph in question states:

Dear Senior

This year the West Chicago class of 1988 is being offered a unique opportunity to have a custom Senior portrait package from Spelman Studios at a price lower than you would pay for a standard portrait from your current yearbook photographer.

However no photos are used for the yearbook other than the official yearbook photographer, Life Touch Studios. Yearbook adviser Sally Olsen and Jones agreed that the reason for this is that the pictures' background color, pose and measurements would be inconsistent.

So despite all hearsay, Bill Spelman is not banned from WCCHS property, and for the present, Life Touch remains We-go's yearbook photographer.

Is education equal?

by Teri Blum, Chris Lancaster,
Shelley Lockett, and Marya Sosulski

Some of the most important decisions we make as teenagers are which classes to take in high school. Here at West Chicago Community High School there are three different English classes from which freshmen, sophomores, and juniors have to choose. These are regular English class, College-bound English, and Advanced Placement English.

The question that comes to the mind of students planning their four years is, which one would be best for each of them?

According to Thomas Fischer, head of the English department, the names applied to the classes are not exactly appropriate. Fischer believes that Freshman English I, Freshman English II, and Freshman English III would be a little less confusing to the students. The reasoning behind this is that the same material is stressed in the three different classes, but the pace at which each class works

quickens from regular to AP English. Since the AP and College-Bound classes move faster, the students can cover more material.

Fischer also said a lot more is expected of the student in reading faster and being able to create well written papers in the AP and College-Bound classes. He is pleased that more people are enrolling in the AP classes.

As important as beginning in the right class is for the student, mobility between the classes is also important. Superintendent Richard Kamm stated that, depending on the student's progress, moving from level to level is fairly easy. Even during the year a student can change classes.

Kamm further stated that he is pleased with the challenging curriculum offered by the English department. Fischer states that the students in regular English are getting just as good an education, but it is at a pace they can handle.

Amy Jolley, a sophomore in the Advanced Placement class, believes, "things

go faster, and you have to really keep up." Jolley also thinks that the more challenging class forces you to participate in order to understand the material.

The students in each of the English classes have been placed there by their counselor, based on prior achievement, testing, and grades throughout the years. Placement is difficult because it is not easy to measure ability. Promotion depends primarily on achievement, not ability.

Most students do not feel a need for a change because they are comfortable where they are placed, even though students interviewed thought that they were placed in their classes by their counselor and did not realize that they had a choice of a different level.

Both Fischer and Kamm stated that they are pleased with the higher enrollment in the Advanced Placement classes. Kamm said, "I'm committed to not underestimate...to challenge students but not unrealistically." He believes that this is the most effective method of education.

2 Perspective

The Bridge/December 18, 1987

School health policies have bad bedside manner

Everybody has their favorite complaint about WCCHS.

"The lunches are too short!"

Ms. Barcema hits me!"

"My locker smells like fish!"

"The nurse is such a crab!"

Lately, this last comment is becoming more and more frequent. Anyone seems to have a nasty comment about Mrs. Pinney's methods or conduct. However, most of these are the fault of school policies or Illinois law.

One complaint against the nurse concerns the cot policy. She won't let anyone lay down on the cots that are especially for the sick people. "That is not true at all," said Pinney. "I let people lay down if they are really ill. We have to be very careful about who lies down, though, because of cot misuse." How anybody could be ignorant enough to "misuse" a cot is beyond comprehension. What do they do, fall off?

It's a legitimate point, however. Cots should be used only for the truly sick. They shouldn't be used for students who want to fake out of P.E.

"I give them a choice," said the nurse. "I ask if they want to lie down or go home. I understand that sometimes a student needs a break."

Another complaint concerns the need for a fever to be considered eligible to go home. Or you need to have proof that you've thrown up. It sounds like you have to really be sick to go home. "I send people with temperatures home because they are contagious," she says, "but contrary to popular belief, I send kids home for other reasons too."

The biggest gripe against the nurse is the refusal to distribute

medicine as common as aspirin. The nurse is the easiest person to blame for this, but it isn't her policy. Illinois state law requires a doctor's permission slip to take any medicine. Many complaints can occur when two medicines are mixed. In many cases, the person can have a reaction. However, it would make sense for the school to have a record of what their students are taking. Aspirin could then be available to students.

One problem that is definite is the nurse's hours. They seem to be a bit unclear. There is a sign on her door that says she is in from "7:30 to 2:30 and from 2:30 to 3:30 for emergencies only."

In the first place, the nurse is rarely in by 7:30 a.m. During a recent week she showed up, on the average, at about 7:42. With a position as important to the school as hers, coming in on time is crucial. Not many sick people want to stand around for twelve minutes waiting to see her. One morning, waiting for an interview with Mrs. Pinney, the secretary confused me with someone waiting to see her and said, "Sit down. She's usually not in for another ten minutes." It was around 7:30. If it is generally accepted that she comes in around 7:40, then why doesn't the sign say so.

In addition to this, if a student was to come into her office at 3:00 feeling sick, I doubt that a student would want to be told that they are not an emergency. If a student is sick, the nurse should be available to treat students during school hours.

Other than this, the nurse gets a bad reputation from people who don't understand state and local policies. "I have 1,400 kids whose welfare concerns me. I'm like first aid for them," says Pinney. "I try to do all I can within the limitations of my job."

Raw deal for advising scholastic bowl

by Kurt Duvall



This month marks the third season that our school has participated in Scholastic Bowl with a team for the whole season. In previous years to 1985, the student council sent

a team to participate in one tournament a year. Terry Zimmerman, who had been the student council's advisor, also supervised the team. Last year, when Scholastic Bowl became an official IHSA competition, the administration assumed that he would continue to "coach" the team. The first year, Zimmerman knew that it was a volunteer position, and he would not be paid. He said that this did not bother him because he did not need the extra pay as some coaches might. He said that he made a sort of "Gentlemen's agreement" with the administration that some sort of pay would be worked out for

the next year if it indeed became an official competition, which it did. Well, when the next season came there was no pay worked out. Zimmerman talked with Dick Waterhouse and found out that they had tried to make our team a "club," but you need 15 members to be an official "club." There was no explanation as to why he wouldn't be payed as a coach.

As you know, 1986 was the year the teachers' contract was up, and in all of the debating confusion that ensued Scholastic Bowl was lost in the shuffle. The "powers that be" said that since Scholastic Bowl was not added to Appendix B of the contract, it was not an official competition and there could be no paid coach. Appendix B, simply, is the salary schedule for coaches of extracurricular activities. It contains a list of all the activities that warrant paid coaches such as volleyball, football, and basketball.

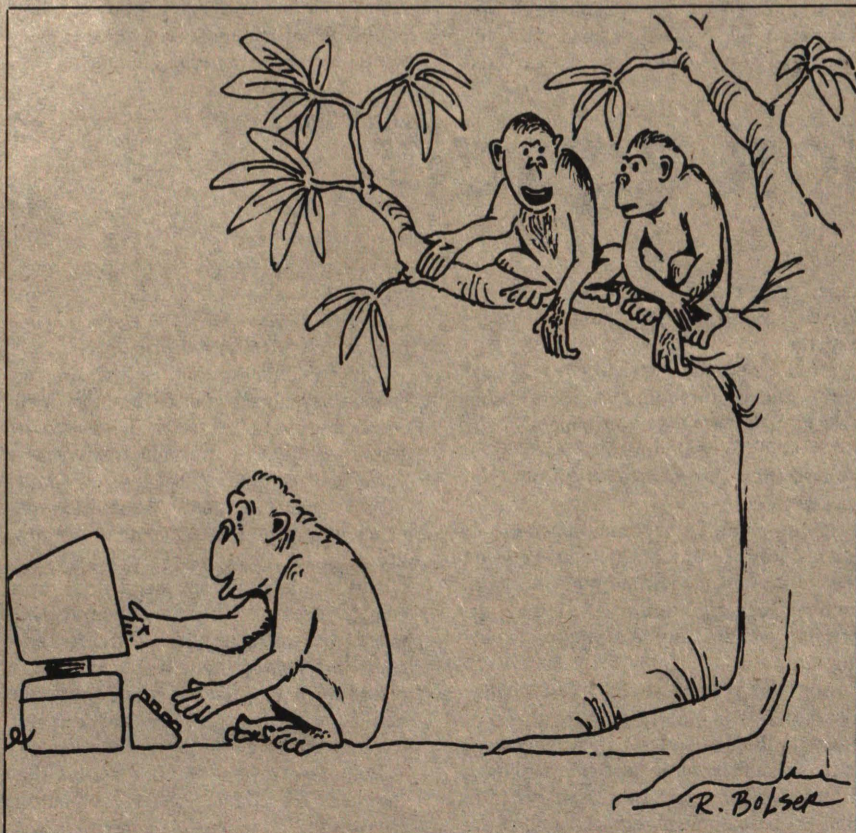
I don't think it would have been a big deal to pay Zimmerman for his time and effort. He said that all he expected of

them was something like a ten dollar check calling them even, and a pay schedule worked out for this year. This did not happen, and when the beginning of the season drew near, he started asking some questions. When he found out he wasn't getting paid, he told them he couldn't do it if this was to continue. As I said, he was not so anxious about the money. It was the principle of the thing. The teachers' association had fought long to get coaches paid for those who might need the money. Zimmerman didn't want to set a standard of doing something for nothing as far as coaching goes. If he had continued to do so, it would probably have been expected in the future. When they found out that he objected to their policy, they dropped him like a "hot potato." He was not even notified that he had been dropped as the Scholastic Bowl advisor. The first news of this that he got was over the student announcement and in the halls where Scholastic Bowl was advertised. What a personal touch our

administration has. How would you like being informed indirectly over the radio or something that you didn't have a job anymore? I find that a pretty bogus way to be told.

A new math teacher, Miss Fritz, has taken over Zimmerman's job as the team's advisor. She is doing a good job as it, too. I have been on the team since its first year, in 1985, and I am participating again this year. I almost didn't want to join when I found out how Zimmerman got a "Raw Deal." Maybe he should pose as a mobster with a lot of muscles and a miniscule amount of brains and shoot the place up. I kind of doubt he could pull it off with all the hardware he'd need, and I doubt it would accomplish much either. Zimmerman said that he wished Fritz luck, and so do I. I just think everyone involved would be better off if none of this crap had every happened. I know it could have been prevented. I also know, and I think you do too, whose fault it was.

Robin's neighborhood



"When is he going to realize there's no such thing as evolution?"

How much is too much?

by Jenny Powers

A big concern among students, teachers, and parents is the material and amount of material that is presented to us, the students in the course of our education. "Judging from the volumes written about the subject recently, public concern with the failure of our educational system to turn out 'well educated' graduates is at an all time high," states Gary M. Galles in an article from the (*Chicago Tribune*) (10-26 issue).

Many reformers call for more material to be taught. Professors in specialized fields are finding students "woefully ignorant in his or her field." But this article, **Schools Already Teach Too Much** (*Chicago Tribune*) takes a different look at education and the quantity and quality of material we, as students, are being taught.

As I look at my own curriculum I find a lot of what I learn is lost after I've taken the test. It seems that students have been taught to memorize, take the test, go on to the next unit, and so on. If we are expected to remember what we are taught, then shouldn't it be useful to us? Think about it, if multiplication was as useful as the equation to the product of complex imaginary number, would most of us remember how to use it? The point is, "that learning may get lost in educational trivial pursuit."

Much of what is taught to us now is

neither useful nor integrated into our daily lives. "...students soon learn that the key to academic success is rote memorization of irrelevant and unconnected facts." (*Chicago Tribune*).

It is easy to say they teach us too much. That is not the point I'm trying to make. Some of what we are taught may be considered trivia. True, more information does make a person well-rounded, and if you are planning to go into a specialized field, such as biology, specifics such as the genus, phylum and species of a cow may be important to you. Quick, "who were the founders of symbolic interactionism?" (*Chicago Tribune*) That question is real, but what exactly would a person do with that knowledge? Think of having a whole unit on a subject such as that, and then forgetting it later. That time in class would have been wasted. O.K., you think that is relevant, then "how do you spell puerile and how do you become a member of the electoral college?" (*Chicago Tribune*). When time is spent on trivia such as this many students lose enthusiasm for learning. "A 4 year old's thrill of discovery soon becomes the glassy eyes of a jaded student" (*Chicago Tribune*).

Maybe methods of teaching and the material being presented needs to be re-evaluated before we expand curricula. "If we don't, maybe we would be better off leaving students home to watch Jeopardy." (*Chicago Tribune*).

Christmas tunes give spirit

by Matt Szesny



It's Christmas time, and that means it's also time for your parents to dust off their "holiday" music and spin it on a turntable dating from the Stone Age. Usually when the old people

pull out the Christmas fare, it's from two genres: the classical holidays from Handel's **Messiah** to the **Nutcracker Suite**, or the "crooners" like Frank Sinatra and the incomparable Johnny Mathis. But it doesn't have to be this way, and I'd like to offer a little assistance in choosing some new Christmas music for years to come.

First, of course, are the Horrors I discovered in my parents collection of records. Keep in mind that I have been trained in listening to extremely bad music, so attempt spinning any of these tunes with strict supervision. First off the rack was **A Christmas Album** by Barbra Streisand. I must say that she certainly can torture an already annoying Christmas song like *Jingle Bells* until you pray some bizarre throat disease would afflict her. Other than that, it's only as grating and painful to listen to - about the average

Streisand performance.

After taking several dozen Excedrins, I moved on to the next entry. **Christmas: The Johnny Cash Family**. The title should have been something along the lines of: **A Christmas in Hell with Johnny Cash**. His voice is flat, the band sounds like it was hired off a street corner, and the cover is repulsive. I fell asleep twice while listening. Maybe Cash killed his family, because he sounds even more depressed than on his other records, and the only appearance of anyone in the family I could find was on the cover.

I trudged through an hour more of Robert Goulet, Burl Ives and the aforementioned Mr. Mathis, before I made a breakthrough. In a collection of Warner Bros artists of 1970, Arlo Guthrie was featured with a song called *The Pause of Mr. Claus*. The song is preceded by a long story by Mr. Guthrie about what "a drag it must be to be an FBI man," and is humorous if outdated. The song is sung through the point of some evil FBI agent who suggests busting Santa Claus, since, as the song reads, "Santa Claus wears a red suit, he's a Communist." The narrator goes on to wonder what is in the pipe he's always pictured as smoking, and concludes Santa is evil because, after all, "Santa Claus sneaks in your house at

night." I really love this song. Maybe Bob Hope will give it a try on the big Christmas special.

Luckily for me, it looked as if the worst was over. I was wrong. **A Christmas Together with the Muppets**, featuring the multi-talented John Denver. If I never needed to explain the concept of what is wrong with America to a foreigner, I'd have them listen to this album, then tell them that it sold over a million copies. Listening to Denver sing about a lonely Christmas tree named Alfie is about as bad as it gets. If you have a habit of throwing furniture around when you hear grown men pretending to be puppets named Scooter and singing insipid Christmas carols, avoid this record. Otherwise, as the immortal Ken Kesey put it, "It's your own trip."

Finally, I found a record that impressed me. I looked at the cover and had to laugh: **Jackson 5 Christmas Album**. There was this little guy with a huge nose and afro that had a great voice who sang *Give Love on Christmas Day*. The liner notes said his name was Michael Jackson, but I figured out by watching a few videos that they probably weren't the same person. The little guy had so much talent, if they were the same person, some of it would have transferred to the older guy.

This was a top-notch Christmas album, but I couldn't help wondering what ever happened to the other Michael Jackson.

Hopefully you are now more at rest about what music to crank on the stereo this holiday season. Personally, I'm burned out when it comes to Christmas tunes. I listened to about eight hours of this crap over a three day period, so I'm not in the mood for any more renditions of *White Christmas* and probably won't be for several years. It took the first four Led Zeppelin albums to get me back in a realistic state of mind, definitely not a good sign. When the actual day does roll around, I'll most likely settle back with a good book in a comfortable chair, have some egg nog and play all my Bob Marley records. That's my ideal Christmas hoes-down, and I wish you luck in whatever you'll be doing during this joyous time. In fact, maybe, with a little hope and charity towards our fellow human beings, we can make this a better world for our children and our children's children. Maybe if everyone could give a little love this holiday season, all the problems we face would disappear...NAAAHHH. Anyway, try not to get too depressed about this being merry thing, because no matter how hard you try, Christmas will never be like it is on TV, or even as good as you would expect. Happy Holidays!



The good...



...and the the big nose.



the bad...

Traditions change, but holiday meaning stays the same

by Carrie Ryan, Renee Manning Christy Dillon, and Shannon Juzwiak

America, along with other countries, views Christmas as one of the most important celebrations of the year. Families and friends gather together to share their love for each other. Their traditions vary with each country.

An American traditionalist, Todd Fuja, says, "In my family, we go to my aunt's house and eat chestnuts roasted on an open fire." Not all American families take Christmas seriously, but the Fuja family definitely does. They celebrate by showing 12 to 15 course meal on Christmas Eve. The feast consists of different kinds of meat, potato salad, jello, pierogies (home made of course), and other extravagant dishes.

As for decorations, there are always huge Christmas displays set on the Fuja's front lawn. In his latest project, Mr. Fuja is in the process of designing a life size nativity scene for a future Christmas. Fuja comments on American town and mall decorations by saying, "they are really commercial."

In England, Melanie Christian leaves Sherry and mince meat for Father Christmas. Now living in America, Christian remembers Christmas in her home country as being "a happy time for all the families."

Unlike the American traditions of hanging stockings from the fireplace, the English hang pillow cases to be filled with toys. On Christmas Eve the Christian family attends church and returns home to eat a large dinner.

Minh Le, an immigrant from Vietnam, has an interesting Christmas, the point about a Vietnamese Christmas, which is surprising, is that children attend school on Christmas day. Students come home for lunch and then come home for the day around six o'clock. Families gather to gether along with the other townspeople to dance in the town square. In Vietnam

there isn't any snow. In Sweden, Erica Grahn celebrates Christmas on December 25th, the celebration starts out with Advent decorations. White lights and colored balls are put up through out town and on their own Christmas tree at the beginning of the month.

On December 13, St. Lucia Day is celebrated. Twenty five girls march throughout school halls and sing. The first girl has to wear a white gown and an evergreen tree crown. The crown has five lights on it.

Traditions vary throughout the land. One can see, however, the countries are almost all alike in some part of their Christmas celebration. People see the season as a time for giving, sharing, and celebrating happiness.

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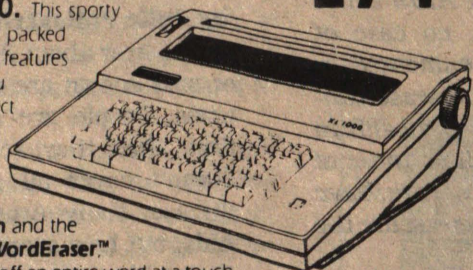
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Jacobsen's

AIDS in schools

by Jerry Madsen

According to an article recently printed by the Chicago Tribune, about half of 860 teenagers who were in a survey thought that AIDS could be contracted by kissing, donating blood, or by sharing food. Only a small amount of these teenagers knew that it could be passed through heterosexual intercourse, and narcotics needles. To many, this may come as a shock considering the gravity of this disease.

In a study done by physicians who belonged to the American Academy of Pediatrics (AAP), it was said that AIDS could not be contracted in schools through "casual contact." It was also said that the disease could in fact only be contracted by homosexuals, bisexuals, intravenous drug users, heterosexuals who have sex with an infected person, and by a transfusion of infected blood, although there are tests which detect antibodies to the AIDS virus in blood samples.

A spokesman for the AAP was quoted as

saying "The risk of acquiring AIDS among children is low and there has been no instance whatever of child-to-child transmission." Despite the reassurance that the AAP gave, parents across the country do not want their children going to school with "AIDS victims." Much of this is due to the fact that many parents are not well informed to the facts about the disease yet still many claim that there is in fact reason to worry. Because of all this worry there have been many court cases where a school district was pressured by parents and had a student barred because he was infected. Many of the parents resorted to having auctions, bake sales and other fund-raisers in order to keep the case in court and the child out of school.

There have been plans set up by certain city governments to allow both teachers and children to stay in school if they were to win clearance from a school medical panel. Each of the "AIDS victims" would then be monitored by the city Health Department while they were in the schools.

Mysterious virus — origin unknown

by Yvonne Schlotzer

AIDS is an epidemic which confronts this present generation. Since the first documented case of AIDS in 1981 much has been learned about this syndrome. However, there seem to be almost as many questions as answers pertaining to the disease. All we really have to go by are the concrete facts as far as research goes. We do know that more than thirteen thousand people have died from AIDS. What exactly is this mysterious illness that will continue to victimize people worldwide in the near future? Is it truly a virus of unknown origin?

AIDS stands for acquired immune deficiency syndrome. It destroys the body's immune system. The damage this illness causes to the immune system leaves the AIDS victim physically unable to fight the infections and unusual cancers which characterize AIDS. The human body is equipped with white blood cells, which are known as lymphocytes. The primary function of these cells is to fight off disease. People with AIDS have greatly reduced white blood cell counts and cannot overcome the infections which a person with a normal immune system would have no difficulty overcoming. In short — AIDS patients do not die of AIDS — they die because of a combination of other diseases which their weakened immune system could not fight off.

As of today, the origin of the disease is still unknown. However, there are many theories which deal with the possible source of the disease.

Researchers first speculated that the origin of the disease came from homosexual men who used amyl nitrate or butyl nitrate (both drugs frequently used by homosexuals) These drugs, known as "poppers" are used to prolong orgasm. The research of both drugs provided little information, other than the possibility that they could be a factor in the origin of AIDS.

Another investigation dealt with the possibility of a geographical explanation for AIDS. Researchers centered their attention on blood transfusions being given in Haiti. Because the disease is sexually transmitted, it was almost impossible to determine if Haitians infected American homosexual tourists or vice versa. Later, scientists traced clues to Africa still searching for an answer. The

sudden spread of AIDS in Africa was thought to be linked with insect swarms, like mosquitos, infecting people in the hot, humid and tropical regions of Africa.

Soon after, researchers, still not finding enough evidence to support their claims, turned to searching the U.S. They investigated drugs, lotions, creams and contaminated saunas in search of the bacteria causing the AIDS virus.

Another unconventional speculation was that AIDS was transmitted by cats. Feline AIDS victims transmit the disease through licking since this type of AIDS lodges in the nose and throat of the carriers. Feline AIDS is remarkably similar to the type of AIDS humans experience.

Yet another "theory" states that 30 to 80 percent of the homosexual population in New York City are carriers of "amoebas." These amoebas are intestinal parasites common in tropical areas. These tropical parasites are increasingly frequent in homosexuals as a result of certain sexual practices and "exotic" encounters with natives or tourists traveling in tropical regions. If this were true, Manhattan is on its way to becoming a tropical island. There has been no concrete proof that these amoebas have anything to do with the spread or origin of AIDS.

"It is the widely held opinion of those who have studied this syndrome that AIDS is not transmitted by casual contact: no case of such transmission has been documented in several studies. The centers for disease control in Atlanta, the departments of health in California and New York, as well as those of the city of San Francisco and New York, have all gone to considerable length to reassure the public on this..."

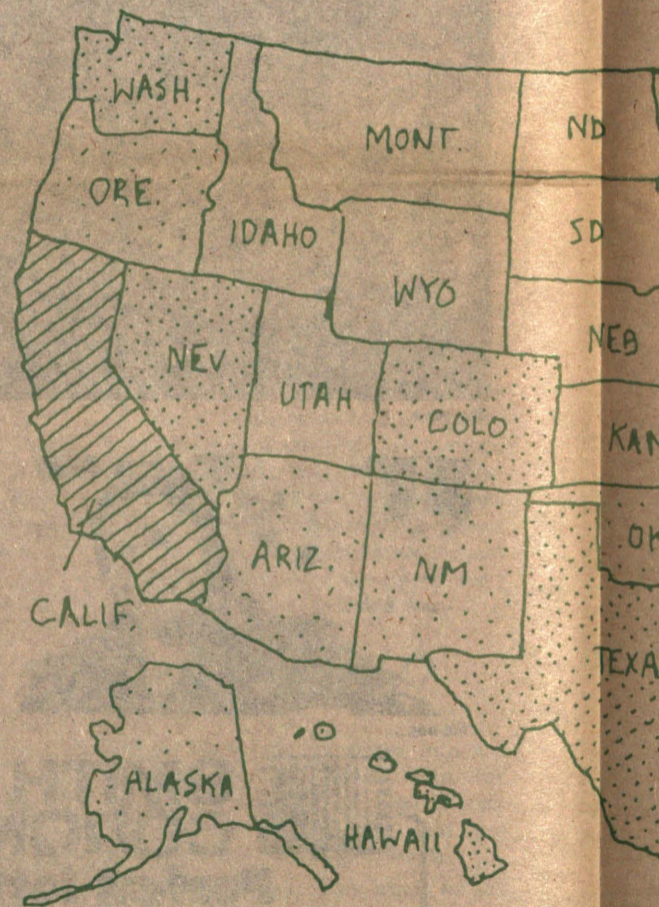
The AIDS Medical Foundation

Was this statement designed to lull us into a false sense of security? Is it trying to tell us that heterosexuals and healthy people are not susceptible to AIDS? Will the spread of AIDS continue? Most definitely, until some major behavioral change is made, and without the knowledge of a prospective cure or even a possible origin, AIDS will continue to grow and be a dilemma to our society.

AIDS issue grow conc

PER MILLION POPULATION

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All across Ame

by Julie Pollastrini

You hear about Aids everyday. The famous or well known are constantly exposed in the news. People are stunned and shocked at first, then they seem to forget. The news doesn't cover all the known cases of the disease. Many Americans are infected with Aids, but how strung out across America has the problem gotten?

There are reported cases of Aids in all fifty states. New York City and San Francisco hold the record for the most reported cases of Aids in America. A lot of Aids is transmitted through our military system. Manhattan enlistees alone are producing one out of every fifty. Nationwide there is one out of every 650 enlistees carrying the disease.

The reason for Aids being spread so quickly is simply because the infected people don't know they even carry the disease. The

Is there a cure in sight?

by Kelly Day

One of the most controversial issues in American and in the world today is AIDS. Should children who have contracted the disease be allowed to attend school? Should there be mandatory testing for the virus? Is there a cure in sight? Yes, there are prospects of a cure even if it is only on the experimental level as of today.

The most current is in the area of a vaccine which permits the human body to fight the virus internally. It is as recent as August that the government has approved the use of the vaccine on human patients. If the vaccine causes no serious side effects and produces an immune reaction, a second test will be run to determine the proper dosages. If the patient does not develop AIDS after being given the vaccination, the vaccine will be considered effective. Researchers admit that they cannot confirm the effectiveness of the vaccine as of yet but they do emphasize the growing population of AIDS patients in the near future. By 1991, approximately 270,000 people in the U.S. and 500,000 to 3 million people worldwide will be victims of the AIDS virus.

A more down to earth and realistic prevention for AIDS is awareness. Not awareness in the sense that we know who has AIDS but

awareness in such a way so that we can help prevent the spread of the disease. We now also know that there will be approximately 7,000 AIDS cases spread by heterosexual contacts.

Society today is thinking of new and different awareness campaigns. It is taking the AIDS issue into our schools and out into our streets with forceful tactics. It is advertising the use of condoms and emphasizing the importance and safety of sexual relations with one partner. Society is pushing the government for more money and continued support, as the cost of treating a single AIDS patient averages to about \$150,000.

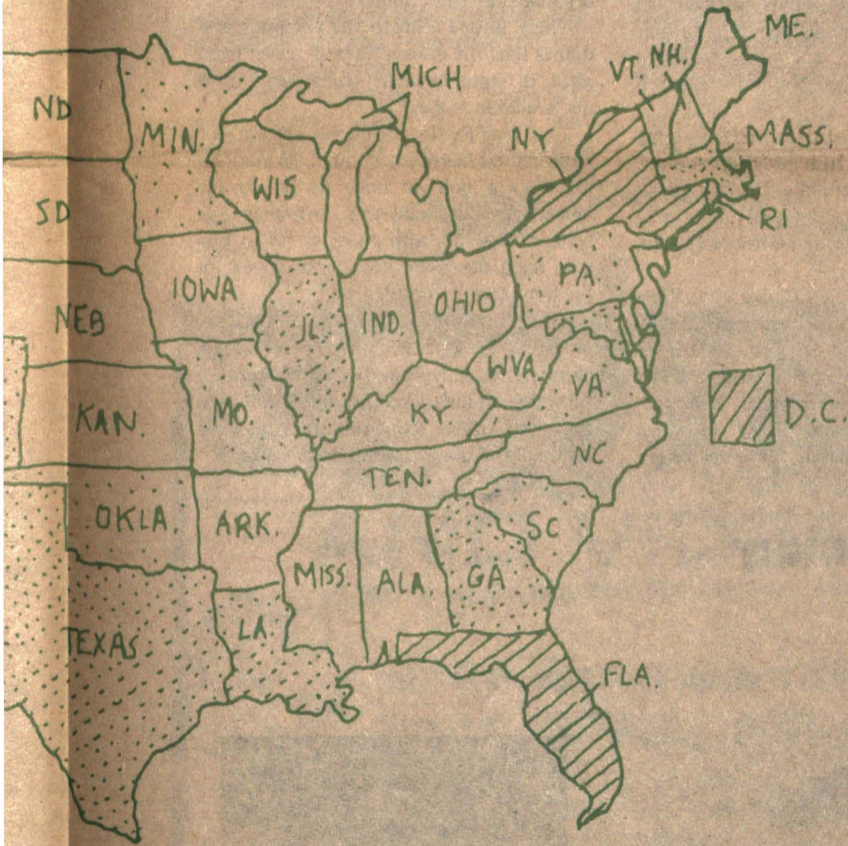
There are AIDS prevention programs around the world that deserve some consideration from the U.S. There are clinics open in Britain and Holland which counsel drug addicts and make new, sterile needles available to drug addicts in exchange for the old, dirty needles. It now seems that clean needles are just as important as safe sex. These clinics are also giving out free condoms to stress their points.

America should not dwell on finding accusations directed to those who are affected with the AIDS virus, they should instead direct their efforts in supporting the prevention of AIDS and help to find a cure.

AIDS — The Growing Concern

POPULATION AS OF NOV. 2, 1987

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Looking for signs

by Julie Pollastrini

AIDS. It's got to be the most frightening four letter word in America. Everyone hears so much about it. Millions of people are coming down with the deadly disease everyday, but how do they know they have it?

The general symptoms of AIDS include a persistent cough, fever, breathing difficulties, multiple purplish blotches and bumps on the skin are called Kaposi's Sarcoma, a cancer associated with AIDS.

Once these symptoms indicate to the person that something is wrong, they go to the doctor for tests. AIDS is diagnosed by the appearance of pneumonia and other persistent infections. These are all determined by tests which show damage to the immune system.

People can either be infected with the virus or actually have the virus. The difference is that if you are only infected with the disease, your symptoms can range from mild to severe. Only one fourth to one half of the people infected with AIDS will eventually develop AIDS within the next ten years.

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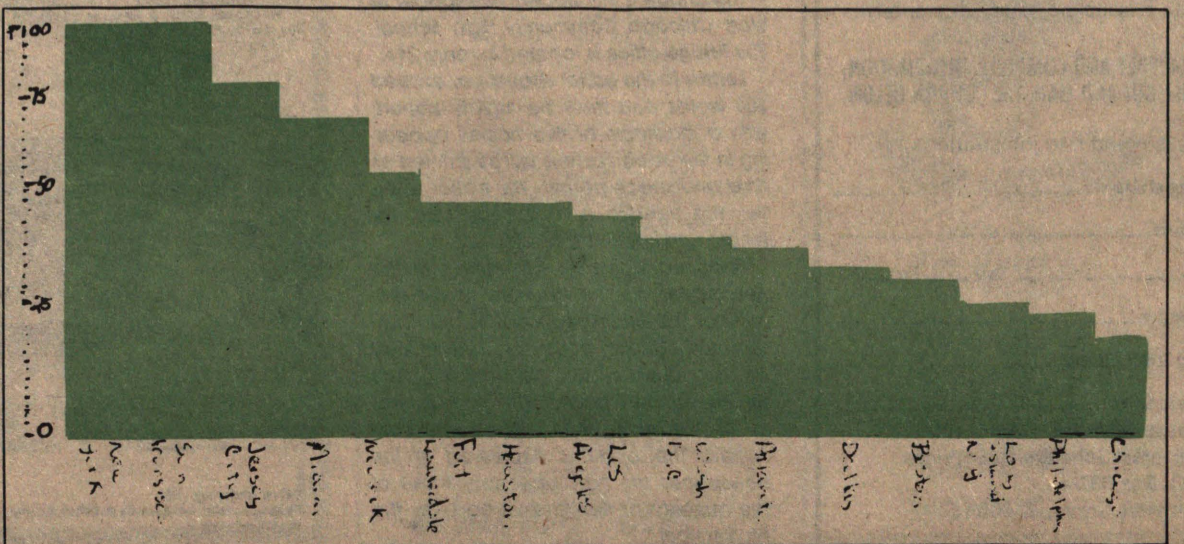
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America

disease can lay dormant for up to ten years. If the person changes sexual partners like they change their clothes—the problem changes to an epidemic.

Sixty-five percent of all reported cases are among the homosexuals, four percent are heterosexuals and people that receive blood, and three percent are unknown. So far there has been well over four hundred cases of the Aids disease found in children.

During November, the number of reported cases in Chicago fell to only 25. These 25 were all men. Since June the city has had an average of 40 new cases per month. November had a total of eleven Aids related deaths. The total of Aids deaths for the year so far is now 192. 1987 had a total of 167 deaths and we still have another month to go. It's hard to believe that all this is going on so close to home.



6 features

The Bridge/December 18, 1987

Sting on top and on his own

by Kerri Spoden

If you turn to just about any radio station nowadays, you're bound to hear at least one of the many hits by Gordon Sumner. Who is Gordon Sumner you ask? If you're a fan of the now defunct band, The Police, then you know who he is. He goes by the nickname Sting, and has had many hits with his band, The Police and on his own. Its latest hit is *We'll Be Together* from his recently released album...*Nothing Like The Sun* (which is already charted in the top 20).

Sting's second solo release-his first away from The Police who split in 1984. His first solo album, *The Dream of the Blue Turtles* was released in 1985 and reached number one on the charts. It had four top ten hits - *If You Love Someone Set Them Free*, *Love Is The Seventh Wave*, *Russians*, and *Fortress Around*

Your Heart

Two years later, Sting has made an incredible comeback, using Kenny Kirkland (keyboards) and Branford Marsalis (saxophone). Sting also adds drummers Manu Latche and Andy Newmark on his new jazz/pop album...*Nothing Like The Sun*. Marsalis adds some melodic and sultry sounds and solos to help Sting achieve his well-known sound. Mark Knopfler of Dire Straits, Eric Clapton and former bandmate Andy Summers add their acoustic talents to this incredible album. Stings voice range is amazing and tremendously powerful. From the upbeat *We'll Be Together* to the soft sounding *Sister Moon*.

According to Sting, all the songs he writes are about him in one way or another. They also all have the same message - "Pay attention to and participate in the world around you - don't leave it to someone else."

The song *Little Wing* is an excellent rendition of Jimi Hendrix's single. Sting was very inspired by Hendrix and says that his experience of seeing him in concert was something he'd never seen or heard before in his life and he probably never would again.

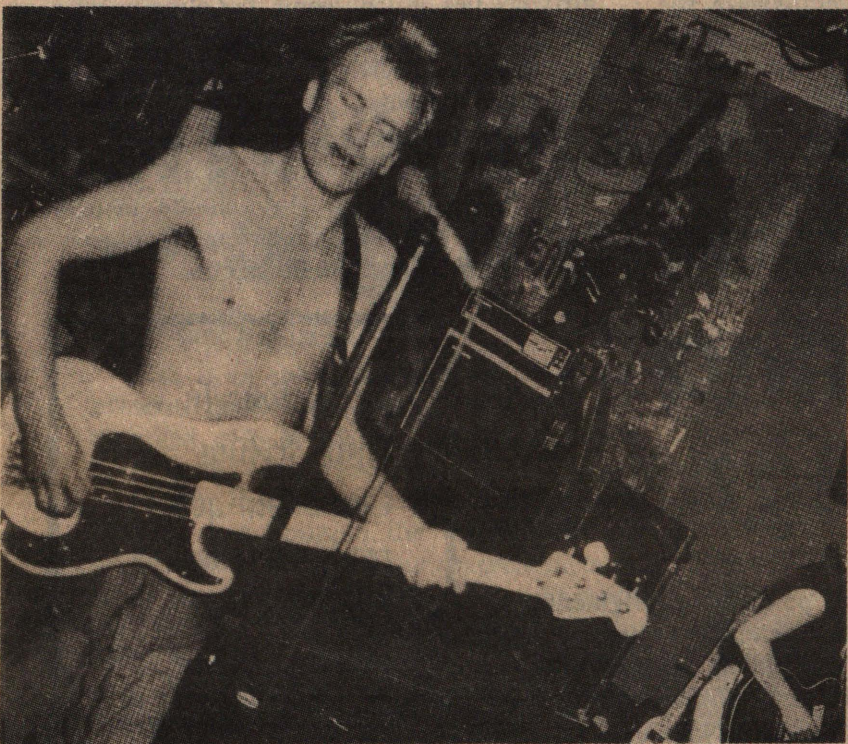
Fragile is a tremendously written song dealing with one mans (Ben Lender) confusion of telling "Democratic Freedom Fighters" from drug dealing apolitical gangsters or Peace Corp workers. Lender, an American, was killed earlier this year because of this.

History Will Teach Us Nothing is about Sting's own experience with his history teacher. Sting asked him how students were expected to learn anything useful from the subject when he found it to be monotonous and boring.

One of the more moving songs (lyrically) is *They Dance Alone*, which was written about the strong affect meetings

with former political prisoners, victims of torture, and imprisonment without trial. Sting said, "It's one thing to read about torture, but to speak to a victim brings you a skip closer to the reality that is so frighteningly persuasive." The song also tells about Chitean women who publically performed dances with photographs of their missing loved ones pinned to their clothing. This was their way of showing loss.

In general, Stings sound has changed for the better by allowing the listener to really "get into" the songs and lyrics through the music. His song writing has also become more influential and personal to where he chooses a touchy subject and finds a sensitive way to present it. From the looks of its popularity so far...*Nothing Like The Sun* will follow up - even possibly exceed *The Dream of the Blue Turtles* success.



Sting with the Police in '78

We-go church provides aid for homeless

by Dana Netzel

Shelter for the homeless is now being provided by a program called PADS (Public Assistance to Deliver Shelter). On the average there are 40 people per night in the DuPage area, according to Brian Hendrics of the United Methodist Church of West Chicago and a director of PADS.

West Chicago is one of fourteen sights in the DuPage area that provides shelter. The First United Methodist Church opens its doors to the homeless every Thursday night between the days of October 1st and April 30th.

St. Mary's Catholic Church of West Chicago, St. Andrew's Lutheran Church of West Chicago and St. Irene's Catholic Church of Winfield provide food, launder the linens and donate supplies.

The West Chicago sight provides shelter for approximately 20 people every

Thursday. The most they have ever had were 25 people overnight, and 31 people for dinner. Hendrics also said that a lot of people just need food provided for them because they can't afford it.

There is one fault to the program and that is that the guests have to travel from sight to sight because transportation is not available to them.

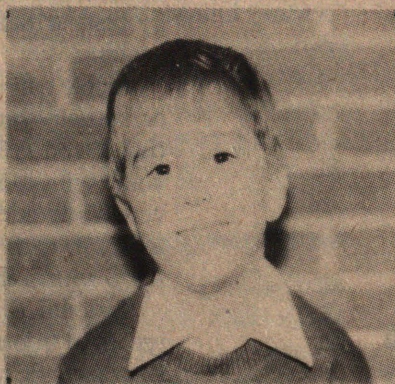
This year for the Christmas season, the First United Methodist Church is opening its doors a half an hour earlier so the homeless can attend the Christmas Eve service. "We are also going to try to buy gifts such as coats, hats, and gloves for the homeless," Hendrics said.

The community can help by volunteering to staff the sight, prepare food, launder the linens, and donate supplies. Although students cannot staff the sight they are urged to make their parents aware of the program, Hendrics said.

Photopinion

by Steve Yuroff

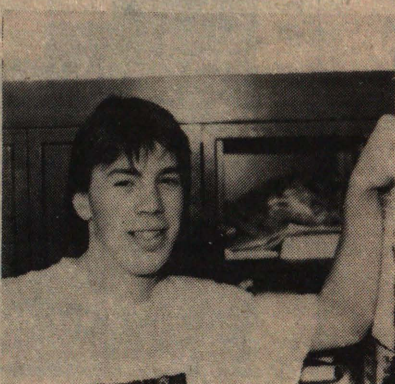
"What do you want for Christmas?"



Chris Hendricks - 2001
"I want real tools, a farm and hair for my daddy."



Bette Purnell - 89
"Everything."



Dave Andrews - 88
"I don't want Le Anne's brother home for Christmas."



Le Anne Jones - 90
"I want my brother home for Christmas."

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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.

"A letter to my coach"

by Larry D. Brooks,
former young athlete

Dear Coach:

You won't remember me. It was just a few years back. I was one of those kids that turn out every year for freshman football without the slightest idea how to play the game. Think hard. I was the tall, skinny kid, a little slower than the others.

Still don't remember? Well, I remember you. I remember how scared I was of you when you'd slap your hands together and yell "Hit!" I remember how you used to laugh at me and guys like me when we'd miss a tackle or get beat one on one in practice.

You see, you never let me play in a game. Once in a while, while you were giving a chalk talk to the first string, I'd get to play a couple of downs of scrimmage.

I really admired you. We all did. But now that I am a little older and a little wiser, I just wanted to let you know you blew it. I didn't play football after my freshmen year. You convinced me that I didn't have what it took, that I wasn't tough enough.

I remember the first day of practice, when you asked for all the linebackers. I wanted to be a linebacker. The first time I tried to tackle someone I got my helmet ripped off. All I had done was lower my head and hit. No technique. No tackle.

You laughed. You told me I ought to be quarterback that I tackled like one. All the guys laughed. You were really funny.

Another time, after I became a guard, I missed a block-in practice. Of course. The guy sidestepped, and I wound up with my face mask in the mud.

"C'mon! You hit like a girl," you said. I wanted to hit. I wanted to tell you how much I wanted to hit. But if I had, you'd

have flattened me, because you were tough and didn't take any back talk.

We ran the play again and I hit the same guy a pretty good shot this time. When I looked at you, you were talking to another coach.

I'm the first to admit that I was pretty bad. Even if I had been coached on technique, I still would have been a lousy football player. I was one of those kids a couple years behind my peers in physical maturity and strength.

That's where you messed up. I grew up. By the time I was a senior, I stood 6'5" and weighed 220. I couldn't fly, but I could run pretty well. That nonathletic freshman could now throw a baseball harder than anyone in the state. I was drafted and signed by a major league baseball team.

When my strength started to increase about my junior year, the varsity coaches drove me crazy with requests to turn out for football. I told them I didn't like the game.

"But why not? You're a natural!"

"I dunno, Coach, I can't explain it. Football is just not my game."

Looking back I really regret not playing football. It would have been a lot of fun. Maybe I could even have helped the team. But thanks to you I turned against the game before I ever really got into it. A little coaching, a little encouragement, and who knows! I guess I'll never find out.

You're still out there, I see, coaching the frosh and sounding mean. I wonder how many potentially good athletes, kids that are a year or two behind, you will discourage this year? How many of them will be the butt of your jokes?

It took me a while to learn that your "toughness" is meaningless. You're just a guy who played a little second string in

college. So what have you got to be so tough about?

How sad. You're in a position to so a lot of boys a lot of good. But I doubt that you will. You'll never give up a chance to look "tough" and sound "tough." You think that's what football's all about. I know better.

—Larry D. Brooks

This letter originally printed in *National Press Service*, Volume 36, Number 9, April 1976.

It's A Quiz

by Brenda Shockey

1. Anchor man
 - a. Last leg of a relay race in a track meet.
 - b. Dan Rather on the evening news.
2. Bogle
 - a. Par for the hole on a golf course.
 - b. "Play it again Sam" (Humphrey Bogart)
3. Single
 - a. A hit that gets you to 1st base safely in softball/baseball.
 - b. What married men may claim to be in bars.
4. Pole vault
 - a. The track competition that is high jumping with a pole.
 - b. The place people of Polish descent keep their valuables.
5. Shortstop
 - a. The baseball/softball player that plays between 2nd and 3rd base.
 - b. A reckless driver skidding to a halt just in front of a red sign.
6. Spitball
 - a. A doctored baseball that moves upon reaching the plate.
 - b. The wet wads of paper that are hurled during movies (and days when there is a substitute teacher in woods class)
7. Foul
 - a. Unnecessary contact in the game of basketball.
 - b. Smell of the wrestling room after practice.
8. Strike
 - a. A well pitched softball/baseball (or at least, one the batter swings at.)
 - b. Organized by unions to protest against employer(s).
9. Finish line
 - a. The end of a race in a track meet.
 - b. The boundary between Finland and...
10. Green
 - a. The smooth part of a golf course around the hole.
 - b. What everyone likes in their pockets.
11. Birdie
 - a. The thing with a red tip that is hit with a badminton racquet.
 - b. The animal with wings that says "I taught I saw a putty tat".
12. Spike
 - a. Equivalent to basketball's slam dunk in a volleyball game.
 - b. Short haircut that sticks straight up.

Physical & Mental Risks in Sports

by Rodney S.W. Basler, M.D.
Dermatologist

Everybody knows that physical workouts like football, basketball, track and other sports are good for you. Your heart is conditioned to move blood carrying oxygen and other nutrients to your skin and other organs. Muscles are toned and body fat is decreased. All this contributes to the glow of health that the physically active are blessed with. That's the good news.

Now for the bad news. Your skin can really take a beating on the playing field, in the gym and on the courts. The two main factors that bring about unwanted changes in your skin are present in nearly every athletic contest. These are friction and sweat.

Friction Injuries

The most common signs of friction

injury in the skin are the formation of calluses and blisters. Calluses usually appear at points of long-term rubbing and are a thickening of the skin in which the skin attempts to protect itself. Dermatologists say most calluses require no treatment and sometimes are an actual advantage to the athlete, as in the case of thick calluses that form on the hands of gymnasts.

Sweating

Sweating is a basic and necessary bodily function that aids in the removal of excess heat through the skin. But it adds to athlete's problems by softening the outer layer of the skin and breaking down its natural barrier against fungus and bacteria.

Fungi particularly like warm, damp places on the body and are the cause of "athlete's foot" and "jock itch." Nearly any method of drying the skin can be helpful in preventing fungal infection. Showering immediately after exercise, wearing clean, absorbent socks and underwear, and applying medicated powders or corn starch may all be helpful.

With careful attention to these suggestions, your skin can benefit from a healthy, athletic lifestyle.

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★ BACK TO THE BEACH ★
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"Warm-ups prove effective"

by Hardy Murfree and Kerri Spoden

The 1983 edition of *Sports Medicine* states, "In one year, 81 percent out of every 100 high school football players will receive some type of injury." Besides injuries, these athletes also suffer from mental stress due to participation in the sport.

When a student "takes on" a sport such as football, he accepts both physical and mental risks. Mental risks consists of emotional stress from parents, coaches, friends, and himself to win. He has an underlying fear of getting a serious injury. Physically he must adjust to having less time for homework, and trying to avoid fatigue, muscle soreness and injury. The athlete trains to be properly conditioned for the sport. This must include a good warm-up. It helps get the athlete's body and mind ready for the workout or competition. The body also works more efficiently, safely, and at a higher level when warmed up.

"In high school sports' injuries, football has the largest number due to the fact that it has the most people involved. Therefore, it has the opportunity to have more," replied Head Coach Jeff Ainsworth.

The most common injuries of the body

in football are to the ligaments, cartilage, and muscles of the knee. The ankle, wrist, arm, and collarbone are the most common bones broken.

Some of the more popular reasons injuries occur are: carelessness, being physically out of shape, revenge, or unsportsman-like conduct. Fire fighter Donald Day of the West Chicago Fire Department says that stricter enforcement or rules and fewer late hits would decrease the number of injuries. Resting, medical care, physical therapy, and proper conditioning are all ways of recovering from bodily damage. Chiropractic Physician Tari Reinke said, "Anti-inflammatory medication and muscle relaxers care for the symptoms of the problem. But there are no medications to cure sprains, etc."

In addition to this, the demands placed on athletes create fatigue, prolonged depression and a stress on relations. MD Gary Wadler states, "Personal relationships may deteriorate. Not only is competition no longer fun but it becomes a burden." This dictates the obsession coaches have towards their players running. The athletes then begin to show a tremendous fear of the sport and don't want to compete any more, causing ten-

sion between him and the coach.

High levels of mental stress are very common among high school athletes. "Kids tend to lose their concentration when under constant pressure. This interferes with their performance and leads to injuries," says Keith Henschen physical education professor. On the other hand Dr. Martin Stein says that some stress is good. But most students don't know how to deal with stress; and therefore become distressed by both athletic and academic pressures.

More than half of the ten West Chicago athletes surveyed said they needed between one and a half and three hours of quality time to finish their homework. Participation in sports deleted that time for homework. Resulting, was the suffering of their grades. Sophomore Jenni Johnson said that being involved in sports helps her to organize her time better. "Without them (sports), I feel like I have too much time on my hands." Despite the sometimes high levels of stress a student is under, the effects are not necessarily all negative. Gail Arnoff of the tutoring program said that the athletes are generally more "well-behaved" in class and seem interested in education than non-athletes. "Before one student became interested in athletics, he hated school and behaved immaturely. But be-

ing a member of a team has charged his personality. He also gained self-confidence through trying and establishing goals."

One effect on an athlete that is both mental and physical is Reflex Sympathetic Dystrophy. It is an abnormal response of the nervous system to an injury like a sprain. Where as a minor physical ailment mentally becomes a serious injury. This disorder is attributed to conditions and affects middle or upper class performers. MD Lyle Micheli and assistant professor of Anesthesiology Charles Berde at Harvard Medical School inject an anesthetic into the spinal area to relax the nervous system. These high stress levels are also dealt with by a psychologist.

High school sports establish character, competition, sportsmanship, friendships, and team spirit. The athlete also has a chance to deal with both wins and losses. It helps use leisure time productively. The player receives self-confidence while building up strength and endurance. Ainsworth said that in comparison to "weekend football," school football is far safer. This supports quality equipment as essential for preventing injuries. "Most of the patients that come to Sports Med are teenagers and young adults out playing 'weekend football,'" said Reinke.

Lady cats victory

by Christy Dillon

The Lady Wildcats basketball season has just begun, yet the team has already established itself as being well-rounded.

The Lady Cats faced the Bolingbrook Raiders in a battle for the championship at the Swashbuckling Classic. The team emerged victorious with a score of 53-38.

Current starters on the team include senior point guard Michele Burandt, junior guard Nancy Pollastrini, senior forwards Teresa Berry and Rebecca Rivan, and junior center Michele Lubinski. Coach Kim Wallner is looking towards her senior team captains-Berry, Burandt, Rivan, and Mary Weibler-for leadership on the court.

"If we play together, I think we could finish in third or fourth behind Naperville North and Wheaton Central," says lead-

ing scorer, Rivan. Her average includes ten points per game, with Berry following at eight. The leading rebounders are Berry and Lubinski averaging seven rebounds per game.

Wallner is looking forward to the Lady Wildcat Classic held on December 28 thru 30. Three new teams in the tournament include Minooka, Plainfield, and Romeoville. Romeoville is currently ranked third in state, and "should give some tough competition," says Wallner. The tournament will also include a new champion with the absence of perennial winner East Aurora.

The current record for the Lady Wilcats is 4-3 overall with one conference loss. The girls will be playing at Glenbard North, Saturday, at 1:30 p.m.

Freshman season begins

by Katie Jemsek

Basketball season arrived with the freshman boys ready and eager to jump in. The boys say practice is harder than it was in 8th grade, yet luckily not quite as exhausting as they had expected. Mr. Donash, the freshman coach, commented, "The freshmen give a hundred and ten percent every single practice." He also added, "The best part is that there are only fourteen boys which allows for a lot of improvement."

The team will need all the improvement it can get to reach the high team goal that was set; to win at least fifteen of

their nineteen games. Some other things they would like to accomplish this season are, "to learn the fundamentals and play fundamental basketball," according to Donash. Of course there are the boys themselves with individual goals most of which are to be in a starting position.

Both the coaches and players agree that the game is well worth all the hard work they put into practices. Hopefully the boys will be successful and accomplish their high goals. Cheer on this team to become good basketball players for in three of four years they should be the stars of We-Go's varsity basketball.

Personal Experience

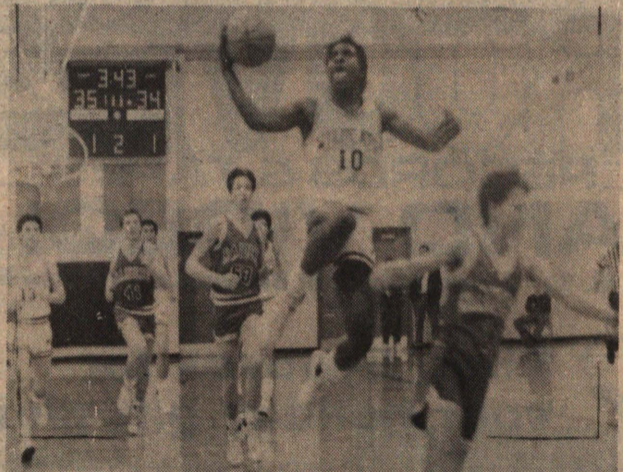
by Hardy Murfree

I experienced Reflex Sympathetic Dystrophy. At the beginning of this '87-'88 year I set goals. They consisted of becoming physically fit, 4.0 grade point average for the first semester of my senior year.

I was achieving my goals by weightlifting, playing basketball (whenever the gym was empty), weekend football, and staying up through mid-night to do homework (due to full schedule and no prep period) receiving minimum hours of sleep.

On December 2 in the morning I woke up and my left shoulder was in pain. I couldn't even move my left arm. I went to school thinking it was broken. I began to adjust by writing and carrying my books with my right hand.

The next day my shoulder became worse. I couldn't move it at all. I decided not to come to school Friday (Dec. 4), and made an appointment at the Wheaton Clinic. The x-rays showed the shoulder was sprained and could return to physical activities in two weeks.



(Photo taken by Ismael Rios)

Wildcat Sports Schedule

Boys' Basketball

Dec. 18	Fri.	Glenbard East	S&V	A	6&7:30
Dec. 19	Sat.	Batavia	S&V	H	6&7:30
Dec. 28	Mon.	Waubonsie V. Tourn.	V	A	TBA
Dec. 29	Tue.	Waubonsie V. Tourn.	V	A	TBA
Dec. 30	Wed.	Waubonsie V. Tourn.	V	A	TBA
Jan. 8	Fri.	Wheaton Central	S&V	H	6&7:30
Jan. 9	Sat.	St. Francis	S&V	A	6&7:30
Jan. 15	Fri.	Glenbard North	S&V	A	6&7:30

Girls' Basketball

Dec. 28	Mon.	Lady Cat Classic	V	H	6&7:30
Dec. 29	Tue.	Lady Cat Classic	V	H	6&7:30
Dec. 30	Wed.	Lady Cat Classic	V	H	6&7:30
Jan. 5	Tue.	Romeoville	JV/V	A	6:15
Jan. 7	Thu.	Naperville Central	JV/V	H	6
Jan. 9	Sat.	Naperville North	V/JV	H	1:30
Jan. 14	Thu.	Wheaton North	JV/V	H	6

Boys' Swimming

Jan. 5	Tue.	Hoffman Estates	JV/V	A	5 p.m.
Jan. 9	Sat.	River-Brook. Invit.	V	A	12 p.m.
Jan. 14	Thu.	Morris	JV/V	H	5 p.m.

Wrestling

Dec. 18	Fri.	Hinsdale Central Tourn.	V	A	5 p.m.
Dec. 19	Sat.	Hinsdale Central Tourn.	V	A	12 p.m.
Jan. 2	Sat.	Naperville North	JV/V	A	10 a.m.
Jan. 8	Fri.	Wheaton Central	JV/V	A	6:30
Jan. 9	Sat.	Homewood Tourn.	JV/V	A	10 a.m.
Jan. 15	Fri.	Glenbard North	JV/V	H	6:30

Dominick's

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Try Our Pan or Stuffed Pizza

DOMINICK'S PIZZA
\$100 Off Any Large or Extra Large Pizza
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1 coupon per customer.
Expires Dec. 28, 1987
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2 Liter PEPSI \$1.15

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Mon.-Thurs. 4 p.m. - 12 p.m.; Fri. 11 a.m. - 1 a.m. **293-0726**

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