

The Bridge

West Chicago Community High School
326 Joliet Street West Chicago, IL 60185
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FBLA clinches first

by Dave Smith

The West Chicago chapter of Future Business Leaders of America captured first place at the Northern Area FBLA Conference February 10, 1990.

The conference, held at Warren Township High School, Gurnee Illinois, marked the third first place finish in a row for FBLA. As a result, WCCHS received and now gets to keep indefinitely the traveling trophy which WCCHS stole from Warren in 1988. According to FBLA President Claire Broido, "Warren is getting stronger and stronger, but so are we. We won by fifteen points which is a bigger lead than ever before!"

Current FBLA Treasurer, as well as current Northern Area Vice President, Christine Miller presided over the conference. She filled in for the absent Area President Susan Reed from Warren. "I was nervous but the conference went smoothly, and I think everybody had a good time," said Miller.

There were several awards given which led up to West Chicago's overall first place finish. Broido was selected as a member to the Northern Area team for State Battle of the Areas. In this competition, team members are asked a series of questions about FBLA.

FBLA also received first place in the Chain of Hope, a fund raiser in which each chapter sells paper links in a chain for 10 cents each to raise money for the March of Dimes. WCCHS's chain contained 1866 links and raised \$186.60.

Students who placed in single/team events were: Accounting I; Chris Nippert - second, Business Calculations; Tom Novak - second, Business Law; Annette

Pavone - third, Business Math; Jabaar Murray - fifth, Tom Foxx - first, Computer Concepts; Joel Ragsdale - third, Economics; Tom Niland - third, Chad Landis - first, Entrepreneurship - single; John Pohodich - third, Tareta Arnold - second, Entrepreneurship - team; Arnold/Kim Kosatka - third, Pohodich/Brian Roy/John Winterhalder - first, Information Processing; Todd Evans - second, Introduction to Business; Peter Holloway - third, Job Description Manual; Amy Dyba - third, Kerri O'Neill - first, Job Interview; Stephanie Payton - third, Margaret Walen - second, Keyboarding Applications; Lori Garcia - third, Keyboarding Applications Advanced; Jackie Mari - second, Mr./Ms FBLA; Phil Walner - third, Broido - first, Office Procedures; Miller - first, Parliamentary Procedure; Randa Bascharon - third, Kirsten Nelson - first, Shorthand I; Jamie McDole - second, Who's Who in FBLA; Nicole Yoder - first.

Several students had reactions to placing in the competition. Nelson, who placed first in Parliamentary Procedure expressed, "I can't believe it! There was a mistake!" Arnold, placing second in single and third in team entrepreneurship said, "I didn't think I would get second place in anything ... but it's cool man!" Roy, who placed first in team entrepreneurship offered thanks, "All that studying paid off. We owe it all to Mrs. Streicher!" And finally after placing second in Business Calculations, Novak exclaimed, "I'm going to Disneyland!"

Broido said that the team did very well overall. "Mr. Zabelin was kind of apprehensive about winning the conference, but both of us were excited about having so many good people to compete," explained Broido.

Music Department state bound

by Jamee Taylor

The WCCHS band, choir, and orchestra will be attending the state music competition on March 3, at Fenton High School in Bensenville.

The contest will include all of We-go's soloists and ensembles, which consist of duets, trios, quartets, sextets, and octets.

Ronald Benner, the choir director, feels encouraged due to the fact that We-go has 75 entries, which is more than WCCHS has ever had before.

Last year in the music contest We-go's

entries placed third overall in the state. Benner said, "We have high hopes of scoring at least that high." Junior Amy Brigowatz, a competitor in a mixed octet exclaimed, "I'm not worried. If we keep practicing, we will do okay." Junior Kim La Belle, a soloist and a member of several ensembles, added that she was excited about going to competition. Benner felt that the band and orchestra have also improved greatly.

If anyone is interested in hearing the choir perform, Benner would like to encourage them. Directions to the competition can be obtained from Benner.

We-go rahs flippin' for state

by Debbie Caruso

"I'm proud of both my squads for placing and qualifying for state. They've worked hard and did well at this competition," said Cori McAllister the cheerleader coach.

The varsity and sophomore football/basketball cheerleading squads went to a regional Illinois Cheerleading Coaches Association (ICCA) competition on February 3. The competition took place at Kennedy King College in Chicago.

The sophomores received a third place trophy in the freshman division. There were five squads there in that division. The other squads that also received trophies were Bloom Trail, first place; Palatine, second place; and Kenwood, fourth place. Sybil Ruiz the captain of the sophomore football/basketball squad said that for this competition they are concentrating on qualifying for state.

The varsity squad took a fourth place trophy in the varsity AA division out of eleven other squads. There are two varsity divisions at the competition, the other is varsity class A. These divisions are determined by the size of your school. The other squads in the varsity AA division that received trophies were Streator Township, first place; Palatine, second place; Farragut, third place. "I was very disappointed

but once I saw the videotape I knew that we deserved fourth place," said Margaret Shim, the captain of the varsity basketball squad.

Both squads vied for the state competition and both squads qualified. In order to qualify for state you must receive 80 percent (400 points) or better of the possible 500 points. The varsity received 433.5, the sophomores received 400.

The state competition will be held at Illinois State University on March 24. The squads must perform for three and a half minutes. If they exceed that time they will be penalized by 10 points for 1-5 seconds, 15 points for 6-10 seconds, 20 points for 11-15 seconds and disqualified if they run over 16 seconds.

They must perform one leadership cheer, a chant performed at least twice and an optional cheer (this would include mounting).

For the floor cheers they are judged on overall appearance, execution, projection, spirit, originality, variations of motions, spacing, difficulty (in mounts), crowd contact, and suitability of cheers. For the chant they are judged on choice and appropriateness, voice, originality, pep, enthusiasm, ability to lead a crowd, overall quality, rhythm, execution, poise and squad appeal.

Year end for speech team

by Chris Pomeroy

Finishing up its first year, on February 3 the WCCHS Speech Team sent two students, Christine Pomeroy and Melissa Stratford, to the Speech Regionals at Wheaton Central High School.

Members of the revived Speech Team include: Tricia Bryan (Prose), Steve Broido (Dramatic Duo), Debbie Caruso (Dramatic Duo), Jenny Johnson (Verse), Diane Madden (Dramatic Duo), Ned Miller (Dramatic Duo and Verse), Christine Pomeroy (Verse), Melissa Stratford (Special Occasion Speaking), and Michelle Wigell (Prose).

Students joined the team for various reasons. Bryan said, "I joined to help myself with English and it did a lot. I wanted to see if I could do this and it was fun." Miller offered, "I joined to better express myself." Stratford expressed that she wanted to become apart of the team because of past experience. "I like public speaking and enter-

taining people," said Stratford. When Stratford was a freshman, she was the first to be ranked second in Sectionals at her school in New Zealand, doing S.O.S.

At the conference, Pomeroy competed in Verse and Stratford in S.O.S. Neither made it to the final rounds; but Stratford was ranked first by one of three judges, in competing against six other contestants, for her performance on Nursery Rhymes.

Speech Team Adviser, Catherine Walser said, "I gained some interest in the team and I've learned a lot about how to change things next year." Walser hopes to get more students involved in participating, by getting former members to perform in English class's at the end of the school year. She also would like to get started with a team the first week of school this fall; in order to get participants before they commit themselves to other activities. Walser anticipates to get an Illinois High School Association tape of all events presented and said, "It's been enjoyable working with everyone this year."

Art expo

by LeShawn Lee

West Chicago entered its first competitors in an art competition February 19-23, at Wheaton Central High School's LRC.

The competition included such categories as drawings, mixed media, paintings and sculpturing.

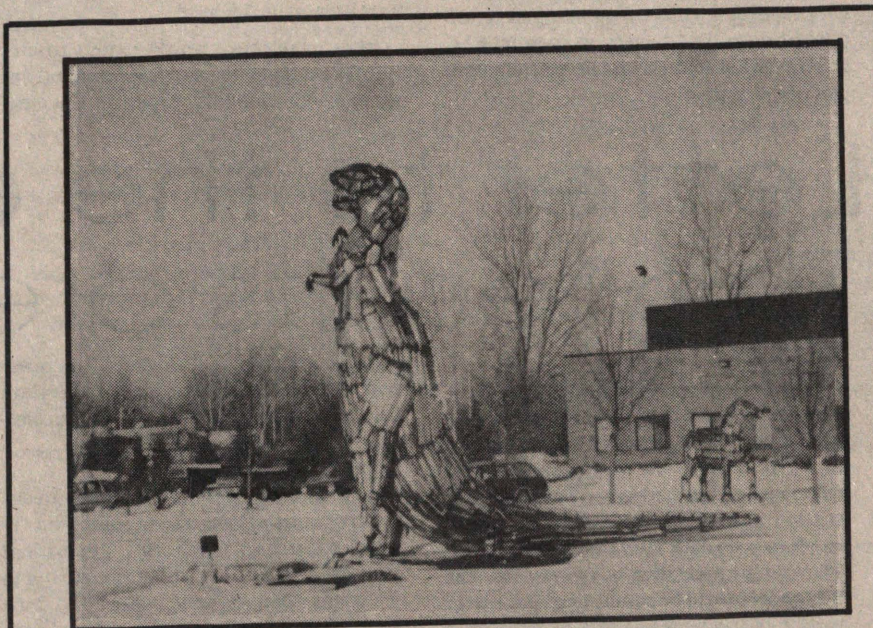
New Art Teacher David Exner said that he first heard about the art show through Robert Baumgartner of the Wheaton Central Art Department. Exner believed, "It was a good opportunity to promote our art program at this school."

Exner explained though that he was uncertain of the results in this competition. "I have helped in other shows, but never of this size," expressed Exner, "I left the decisions up to the judging."

There were few restrictions in this competition because of the shortage of judges qualified to offer an expert opinion on all art forms. The judges were selected from colleges or professional ranks.

There was no photography, ceramics, or jewelry to be judged.

Some of the students from WCCHS who competed were: Robert Haake, Kelly Howard, Le Shawn Lee, David Pierce, Lawrence Phren, Richie Romero, and Darren Suess.



This 18 foot high tyrannosaurus rex is the creation of sculptor John Kearney, and can be seen at Crown Products, located off Powis Road in the West Chicago industrial park. Kearney makes these creatures entirely from chrome bumpers of 50's, 60's, and 70's model cars. Other creations include a Trojan horse, a bull, goats, colts, a penguin, a wild boar, a gorilla, and a 31 foot long stegosaurus. Other dinosaurs and a giraffe are soon to be added (photo by Kelly Howard).

ACT prep class

by Michele Rittorno

West Chicago Community High School is offering a preparation course for the ACT test.

The course is offered through the West Chicago Adult Evening School. The course began on February 21 and continues through April 4. The enrolled students attend class every Monday and Wednesday from 7 to 9 in the evening.

Each night is to concentrate on one subject. Counselor Gene Peterson says that these classes have pretests to help relieve test anxieties. Peterson comments that the course helps a person pace oneself and by giving test strategies.

Peterson says that taking the course to improve test scores is debatable. He said, "The best preparation is the adequate taking of college preparatory courses." Peterson further stated that the successfulness of the course depends on the student's attitude.

The course had been offered during the 1988-89 school year too. Tricia Blum, senior, comments, "I think it was a waste of time. I probably would have gotten the same score."

Senior Araceli Rivera said, "It helped me a lot because I know that I would not have made the time to study for it myself. Taking the class kind of forced me to study, and I'm glad because it did payoff."

Let it snow, let it snow, let it snow!

"Oh, the weather outside is frightful...." On Wednesday, February 14, it snowed. And it snowed. DuPage County reported eight inches of snowfall by evening, leaving people stranded and their cars in ditches. On Thursday morning, roads were still hazardous, but the weather had calmed down.

Also on Thursday morning, most Chicago area schools were closed, including Wheaton Christian, St. Francis, and schools like St. Charles west of the Fox River. West Chicago, however, was open.

The office reported 55.1% of the student body absent, 52.2% of which was from the senior class, 43% from the junior class, 27.1% of the sophomore class, and 30.3% percent of the freshman. Almost half of the absences were unexcused. At 10:30 a.m., Jolanta Mikutis had a list six pages long of unexcused absences.

Students who did attend school generally felt having the school open was a waste of time. The question of the day was, "What are we doing here?" A group of juniors protested with a sit-in before first hour, which only lasted 15 minutes. Attendance dwindled throughout the day as students left to go home, excused or not. A senior who stayed, Dee Barton, said, "What are they gonna do... build another ISS [in-school suspension] room?"

Classes at We-go were less than half full. The average class size sank from around 25 to 15, and some classes had as few as seven students. Carol Binkley decided to send her nine World Literature students to commons third hour. Some students in one of Steve Arnold's classes went outside and played in the snow, or built sculptures as a tribute to American culture, however you choose to view it.

Rumors flew that the administration wasn't going to collect attendance, and that there were not enough students in school to have a legal school day, both of which proved to be false. Principal Alan Jones said attendance does not determine if a day can be called a "school day." So, it wouldn't matter if all the students came or if two did: classes would still have been in session.

The school has five emergency days on the calendar, and has a reputation for using them sparingly. Superintendent Richard Kamm explained that when considering whether or not to close school, the students' safety is the main concern. The administration personally surveys the roads, checks the wind chill factor, and checks to see if the buses are running. According to their standards, classes were able to be held. Some students, however, disagreed with the qualifications, and many complained of hazardous roads and hiking through snowdrifts. Senior Phil Wallner questioned, "What gives them the right to say one day of education is more important than the well-being of the students?" Wallner said he came to school because he "didn't feel like serving detentions".

On February 15, the majority of the student body was able to make it to school, as evidenced by the number that got here and left, if by nothing else. Granted, we (the **Bridge** editors) would have liked a day off just as much as the next person. A few of us even took the liberty of having our own day off. But we realize that getting here that day was far from impossible, and the administration was probably right in having classes. We think, though, that they could have saved themselves a few headaches by making a P.A. announcement after school on February 14 that school would be in session unless announced on _____ radio station(s).

Should your mamma wear combat boots?

by Barb Vlach



Is "women in combat" so hard to believe? Of course it is. Culture has it our men fight to protect their mothers, wives, and children. But it's time for a change. Men aren't fighting for their families anymore, they're fighting for their

country. Our country consists of men and women. Why shouldn't women be given the right to fight, too?

Some say women aren't strong enough. Men are naturally stronger than women, but how strong does one have to be to pull a trigger? Hundreds of children accidentally shoot themselves every year and they didn't have the strength of a full-grown male. Combat isn't all strength, it deals with intelligence and strategy also. And yes, women are as smart as men. But strength is a factor in combat, and women would have to go through training and pass certain requirements just as men do. So, what's the problem?

Some believe women aren't mentally strong enough. You know, women can't handle all that gore and blood. There are thousands of women doctors and nurses who are exposed to this gore daily. Women can't handle gore, but how many men do you know who won't even change a diaper?

Thousands of women do it every day.

Some people are even saying they can't bare the sight of our women being brought home in body bags. Why? Are womens' lives more important than mens'? Women are always among the helpless anyway, getting killed in the midst of battle. Why not at least give them the chance to fight and defend themselves with the proper training and artillery? So what's the problem?

Some people don't believe it's right for the "child-bearers" to be in combat. We shouldn't be killing off the child-bearers of society. Well, it takes two to make a baby. Didn't they learn that in fifth grade sex ed.? But, what if a female soldier became pregnant? She would be discharged of temporarily shifted to another job. Also, child care would be offered if she were called for a sudden military emergency. So, what's the problem?

I'll tell you what the problem is. Our nation is too set in its ways. All those who are opposed to women fighting in combat are just too pig-headed to realize that it's time for a change in our country. It's time for them to stop re-living the western days where man protected their women and wake up to reality. As soon as we defrost this cultural standstill we can change the 1948 federal law prohibiting women from being assigned combat duty. Until then, women will be discriminated against and never fully be a part of this nation.

by Scott McCormick



Your mamma wears combat boots! This statement could very possibly come frighteningly true if the ban on women in combat is revoked.

Rep. Patricia Schroeder (D., CO.) is proposing that the 1948 federal ban on women in combat be dropped at least for a four year trial basis. She believes that women want to and should be equally assigned combat duty along with the men of the armed forces.

Is America really ready to see its women coming home in body bags? I don't think so. We still get revengeful feelings when we see the men get carried in. I think people would be pretty upset to watch their wives and mothers be carried home in an olive green body sack.

Then there is the aspect of equipment. An M-16 is a large, powerful weapon, I am sure that they could pull the trigger, but how effectively or easily? The same would apply to most things, it would take a lot of strength to do it with skill and accuracy. Strength most women do not have.

Other problems I would expect to encounter would be the womens' demand for privacy. For example, separate sleeping

quarters, showers, and bathrooms. Often times war doesn't allow for such segregation of people.

Finally, what happens when it is time for the women to actual participate in combat? Can they, will they pull the trigger? Picture this, a 37 year old mother of three, with her



"Darling, that canteen simply does not go with that camouflage!"

sights on a 15 year old guerrilla holding an automatic rifle. Will she pull the trigger or not? I doubt it. Seven times out of eight, she would feel too bad about killing someone so similar to one of her own children.

THE BRIDGE

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Letter to the editor: The results are not in

To The Editor:

On behalf of the WCCHS Teachers' Association, I would like to respond to the front page article of the January 18 edition entitled "The results are in: teacher's pride questioned." In particular, I would like to caution against the **Bridge's** reading too much into its data involving teachers' satisfaction with salaries in District 94. The **Bridge** seemed to be concluding that a large portion of teachers here are satisfied with the current salary schedule. I have two major reservations about such a conclusion.

First of all, contrary to what the article stated, not all teachers have an opportunity to respond. Some never received the questionnaire at all; others (myself included) received the questionnaire only after school the day before it was due, and since several questions required considerable explanation in order to be meaningful, some of us did not have the necessary time to respond.

Secondly, the wording of the question regarding satisfaction with salary is so vague

as to be virtually meaningless. The question, as stated, was: "How do you feel you are paid as compared to others in your profession? Better? _____ Worse? _____ Adequately? _____"

In the article, reference was made to our relative satisfaction when compared "to other suburban teachers". The actual question said nothing about comparing to other suburban pay schedules; had it done so, I suspect responses would have been quite different.

For instance, if compared to the pay of "others in our profession" such as teachers in Mississippi, there is doubt that we in District 94 are paid very well indeed. To a lesser extent, much the same could be said if we are compared to most rural school districts in Illinois. After all, compare the cost of living in such rural areas to the cost of living (especially housing) for teachers in DuPage County. I think it can reasonably be argued that teachers in the Chicago metropolitan area certainly should be paid more

than the teachers in the United States.

As the original question did not clearly make a reference to a comparison to other salaries in our area, the issue became significantly confused. Consider the following statistics, and then run the revised question by our staff again; I suspect the results may be more meaningful.

Consider that the average teacher in this school has education beyond a Master's degree (plus considerable experience). Currently at WCCHS, a teacher with 10 credits follows is what the same teacher would earn working at the other schools in our own conference: Wheaton - \$34,293; Naperville - \$36,520; Glenbard - \$39,120.

Project those differences out over a teacher's entire career and it begins to make a difference. I suspect with such consideration, the response of the faculty to a more narrowed question would probably have greater meaning.

Thank you,
Terry F. Zimmermann

Where gangs and 'burbs collide

The following is compiled from three separate interviews held February 5 at a nearby high school. For various reasons, those students interviewed requested that their actual names, as well as that of the school, be withheld. Thus, the following names are fictitious. "Jose" is a member of the Latin Kings. "Isaac" and "Peter" are members of the rival Black Gangsters. Features Editor Jeremy Mains served as moderator. Our sincere thanks to those who assisted in arrangements.

MAINS: How do you go about joining a gang?
PETER: It's a lot of rules for every different gang. They got different ways for different gangs.
MAINS: Take the Gangsters for instance. How would they do it?
PETER: 50 to the chest (punches). That's how it used to be. Now you gotta fight six members.
MAINS: Of the same gang?
PETER: Yeah.

MAINS: How did you get involved with the gang?
JOSE: With another guy. He told me if I wanna become a King. I say, "Yeah." They tell me what I'm supposed to do. Then I do it. That's when they tell me, "You're a King."
MAINS: Like what do they ask you to do?
JOSE: Like, y'know. They ask a lot of things. Y'know, like go shoot their house or go hit the person, or go kill somebody.
MAINS: So you have to?
JOSE: Yeah, you have to. If you wanna come- if you wanna come to the gang, then you gotta do it. 'Cause you gotta prove yourself whether you wanna become a King or not.

MAINS: Why do most guys join?
ISAAC: Confidence, protection... money.
MAINS: What do you mean?
ISAAC: Gangs ain't what it used to be now man. It ain't really fightin' like it used to be. They don't fist fight no more, they usually shoot you. And then come the money. They down to make the money now. Forget all the violence, they wanna make money. Money- fill their pockets.
MAINS: From drugs, or...?
ISAAC: Drugs. Anything they can get their hands on.

MAINS: What happens to the guys that don't make it into the gang? Then what?
JOSE: Then nothing. I tell 'em to leave. I don't want 'em here.
MAINS: Why do the kids want to get into the gangs then if nothing happens to them? Do they get pushed around by the other members?
JOSE: Nah. Sometimes they... Like the black people that here. Sometimes the people they not in a gang. But that's black people, right? They help together, y'know. See, when you get in a fight with the one black guy, right? Y'know how the black people, they jump in and everything. That's what happen to the Mexican, right? When we got in a fight, y'know, people that not in a gang, they start helping us, see? That's how we know they wanna come to the gangs.

MAINS: Let's say you got a 15 year old guy that's just come in. How does he prove he's loyal?
ISAAC: They prove it by fightin' somebody. They'll fight somebody. Like, they'll just beat up any Mexican- they don't even gotta be in the gang. They'll beat 'em up for something, and that'll prove it to them.
MAINS: So it's more inter-racial then?
ISAAC: Yeah. It's a racial thing here. I don't care what nobody... It's a racial thing here.

MAINS: What happens to a guy eventually- let's say he hits 25, 30, and he was a Latin King. Does he ever get out?
JOSE: Sometimes.
MAINS: How?
JOSE: That's if he got a lotta years in with the Latin Kings, he can get out easy.
MAINS: So there is a way out then?
JOSE: But like with me, if I wanted to get out, I'm gonna get shot twice.
MAINS: There's no other way?
JOSE: Or they can get other Kings and they can hit you and everything.
MAINS: They just beat you up real bad?

JOSE: Yeah.
MAINS: Then you're out?
JOSE: Then you're out. Sometimes they beat you with a bat, y'know.

MAINS: What weapons are generally used?
ISAAC: (pause) What guns... Handguns... Or rifles. That they usin' right now.
MAINS: Would they have the same- I mean, when you picture like an L.A. gang, you picture them fighting with an, I don't know, an Uzi. I know everybody wouldn't have that, but would there be people that would own those?
ISAAC: Just... wait. Thursday, my house got shot up with a 9 mm, and down the street got shot up with an Uzi. The three houses got shot up within 15 minutes.
COUNSELOR: By who?
ISAAC: Kings.

MAINS: How common are the shootings?
PETER: Every weekend probably.
MAINS: At the parties, or...
PETER: It's out on the streets. It's drive-by and stuff.
MAINS: Do they have drive-by shootings?
PETER: Yeah. All the time.

MAINS: When somebody insults you what happens? Maybe not you personally, but say a Gangster insults a Latin King. What happens?
JOSE: They gonna fight.
MAINS: But is it just a fight, or is that guy dead?
JOSE: Well, they don't care, bro. Y'know, you not supposed to let somebody go over there right? There's like East side, and West side, right? You're not supposed to let nobody go to the West side, and the black people ain't supposed to let nobody go the East side. Because they don't care if somebody go to the East side and go the West side- They don't care if they kill them. They know they not supposed to be over there.
MAINS: What about in the city?
JOSE: They can kill a lot of people over there.
MAINS: Is it tougher there?
JOSE: Yeah.
MAINS: You think so?
JOSE: Yeah. It's ugly over there.

MAINS: Are the shootings more common or the fist fights?
PETER: The shootings now. The shootings more common now.
MAINS: What would generally happen? Give a scenario. Like on a weekend or something. How would they go about doing it?
PETER: They'll go- the Mexicans'll go to a party. They'll go have something to drink and all that. And they'll come through the 'hood. They just wanna have something to do. They'll go back and start stuff. Then the Gangsters, they'll go back and shoot up they 'hood, back and forth.
MAINS: Same day?
PETER: Yeah, same day.
COUNSELOR: Within minutes.
MAINS: Do they just shoot randomly at a house? They know the guy lives there, so they shoot and whoever gets hit, gets hit?
PETER: Yeah.
MAINS: What about parents? Kids?
PETER: Anybody.
MAINS: They'll just hit them too?
PETER: Yeah.
MAINS: They'll aim for them?
PETER: Yep.
MAINS: Don't they - they don't feel anything? I mean there's no code for not shooting family?
PETER: No.
MAINS: So long as they're related, they're fair game?
PETER: Yeah, I guess so.

MAINS: Do the quarrels ever drop?
ISAAC: With the Gangsters and the Latin Kings, not ever. Or with the Deuces. But the Deuces and the Kings, they stopped. Their animosity was settled for a little while. Then somebody got shot at a party. Then it all started all over again. So now everybody gets everybody again.

MAINS: How often are people killed?
PETER: I don't know. Probably about three a month.

MAINS: Let's say there's a guy, and the person they want him to hit- let's say he's black. He's a relative or a friend somehow. And he doesn't want to do it, for whatever reason. What happens to him?
ISAAC: Get his butt whipped, that's what would happen to him.
MAINS: They just wail on him?
ISAAC: Uh-hmm. They'll beat him.
MAINS: With what?
ISAAC: They'll just beat him with their fists. They won't get violent too often. It only happened once, when somebody in the same gang got killed by the same member. And he got stabbed and shot.
MAINS: So they don't put up with that at all?
ISAAC: No they don't. Like, if they see you talkin' with someone from a rival gang, like shakin' their hands or something- that's real bad. They don't like that stuff at all.

MAINS: How do violations work?
JOSE: Well you don't have to do nothin'. You gotta let them hit you. If you hit back, y'know, then they gonna put on more people.
MAINS: They just hit you with their fists, or with something else?
JOSE: Sometimes they say you got a violation from head to toe- everything, see? They hit you everywhere.
MAINS: But with fists, or with a bat, or...?
JOSE: With everything. Well, that depends. I mean, if you f_____ed up real bad, they hit you with a bat. If you don't you don't.

MAINS: How do you toll out a violation in the Gangsters?
ISAAC: See, they call it a meetin', right? Then, like say if you wanna fight somebody in the gang, right? They'll let the two fight, right? See, that's against the law. The Bible says everybody in the gang beats them up after that, right? See, once they fight, animosity is settled between them, but then after that, it's a violation to fight your own brother, so then everybody beat you up for that. So if you lose the first fight, you gonna lose the second fight regardless, 'cause it's a hundred on two then, see? So, it's a no win situation if you fight somebody in the gang.
MAINS: Well, what do you mean, "the Bible says...?"
ISAAC: The Bible. It's a book.
MAINS: Are you talking *the Bible*?
ISAAC: No.
MAINS: No? They have a set of rules or something that they call the Bible?
ISAAC: Yeah. It's not... See, once you're in a gang, you can so call call yourself a Gangster, but if you a true gang member you have a Bible and everything. It's really... A "gang" to me is people who fight. The Black Gangsters, they don't call themselves a gang. They call themselves an organization. Like that, see?
MAINS: They're just interested in making money then?
ISAAC: Right.

MAINS: How do you run a funeral? I mean, you have funerals - you must.
JOSE: Yeah.
MAINS: How do those run?
JOSE: Well, you gotta be straight.
MAINS: What do you mean?
JOSE: You know. When you go to a funeral, right? You gotta wear your colors and everything.
MAINS: You hear about cartridges in the coffin. Do you do that as well?
JOSE: Yeah, they put everything. Y'know, the guy's supposed to get like his sweater, pants, and everything. You gotta leave everything.

MAINS: Do they have dress codes?
ISAAC: Now see, that's like in school- the black and blue stuff. Gangsters don't care about black and blue. They wear whatever they wanna wear. Kings and Deuces, they wear black and gold only. Black and Green. Vice Lords- black and red. Now Vice Lords- they went down. But now, everybody gettin' outta jail, so they back up actin' dumb again.

MAINS: What about the whites? How do they fit in? It seems as if most of the fighting generally happens between the Mexicans and the blacks. What about them?
PETER: They wanna be in gangs too. They'll separate back and forth, but the whites with the blacks. The majority of whites with the blacks.

MAINS: The Mexicans that shot up your house- how does that affect your view of Mexicans on the whole?
ISAAC: Ain't made me like 'em no more. It make me hate 'em more.
MAINS: That's here. What about Mexicans outside this town?
ISAAC: I don't trust them neither.
MAINS: Like even a recent immigrant?
ISAAC: Especially.
MAINS: Especially?
ISAAC: Don't trust 'em.

MAINS: You ever get shot?
JOSE: No. But I almost got shot. Like two or three times. With a shotgun, with other guns, y'know.
MAINS: Scare you?
JOSE: Little bit.
MAINS: Little bit?
JOSE: But you know you gonna get it back though, y'know? Like I know, y'know, if I find out who try to shot me, right? I know I'll get the person back. Even if they say... I can tell my brothers, y'know, I tell them they gotta do this now. And they know I can do everything I want with the person. With my brothers, I can do everything I want.

MAINS: How involved are the drugs here?
ISAAC: They dried it out- drugs. Pretty much. But now it's startin'. When the summer roll around it's gonna be real bad again. Then you can't go to the park to play basketball and all that stuff.
MAINS: Is it pretty much an integral part of the gangs?
ISAAC: Yeah.

MAINS: What's the security like at the school? I mean, how do they keep you from bringing in a gun or something?
JOSE: Sometimes they shake you up. They shake the lockers sometimes.
MAINS: Do they ever catch anything?
JOSE: I don't know about that.

MAINS: You wanna get away from this?
ISAAC: Of course, yeah. I gotta get away from it.
MAINS: Do most kids want to, or are there some that enjoy it?
ISAAC: Some are just playin'. Enjoyable- just plain involved. Won't leave it alone. That's they life, yeah.
MAINS: Do they ever change their mind? I mean, after a while your friends get shot up enough- doesn't that affect them?
ISAAC: If anything it make 'em madder. Wanna do something worse.

MAINS: You said you wanna graduate. What do you wanna do with your high school education? Why do you want to graduate?
JOSE: 'Cause I still want to go to college.
MAINS: You still wanna go to college? What do you want to be?
JOSE: I wanna be a lawyer.

MAINS: With things like out in L.A., do you see a solution to all this violence? What do you think of all this stuff?
ISAAC: It ain't never gonna stop.
MAINS: You think not? Why not?
ISAAC: 'Cause. More weapons... They can get hold of anything they want to nowadays. It ain't never gonna stop.
MAINS: 50 years and you still see-
ISAAC: You'll still see gangs. Maybe worse, if anything.

Journey through

Stages of sleep

by Danielle Caffarello

A dream fulfills the wishes of some, while frustrates the wishes of others.

What is a dream? Some say it's factual, symbolic, real, fantasy, natural, supernatural, some say you have control over your dreams, and some say you don't. David Foulkes, dream researcher defines dreams as any report of mental content.

Many people wonder how they dream about the subjects that they do. Dr. Rosaland Cartwright, Ph.D., Director of Sleep Disorders Services at Rush-St. Luke's Presbyterian Hospital in Chicago says "First I try to figure out the dream demention (the concepts that are repeated in one's dreams). Most often," explains Cartwright, "dreams are about anxiety, mostly about ourselves. Questions like am I doing all right, or am I safe." Cartwright continues with "people also dream about continuing concerns, unfinished business, unsolved problems, or insecurities about life."

"When dreaming," says Dr. Calvin S. Hall Jr., professor at Western Reserve Univ. in Cleveland, "young people dream more than older people and women dream more than men."

After research, Hall came to the conclusion that one third of the subjects studied dream in color, the rest of the people dream in black and white. "Color dreams were more common in younger people," he explained.

"One of the most interesting findings in the study was that the things woman dream about are so different than what men dream about," says Hall.

-Women were more often indoors than outdoors, and were usually in familiar surroundings, more characters were in women's dreams than in men's.

-The central character in a woman's dream was usually known to the dreamer.

-Women's dreams were not as aggressive as men's.

These are just a few interesting facts and findings on dreams. For more information, Cartwright has written two books on dreams, *Nightlife* and *A Primer on Sleep and Dreaming*.

We all sleep to dream

by Kim Kosatka

We sleep to rest, but also to dream. Although never realizing the different levels or stages of sleep.

Through the electroencephalograph (EEG), which records electrical brain waves, researchers have identified four levels or stages of sleep.

In Stage One sleep, according to Christopher Evans of *Landscapes Of The Night: How And Why We Dream*, "the sleeper is drifting on the edge of consciousness and experiencing fantasies and a few visual images." Stage Two follows after a few minutes and the sleeper is past "the stage of light sleep, and will not be aroused by light sounds or minor disturbances." After a few minutes, Stage Three begins and "the sleeper will be difficult to arouse, respiration and pulse will have slowed, temperature dropped and muscles relaxed." The three stages together are referred to as the non-REM stages. Stage Four, the REM stage is the "deepest" level of sleep.

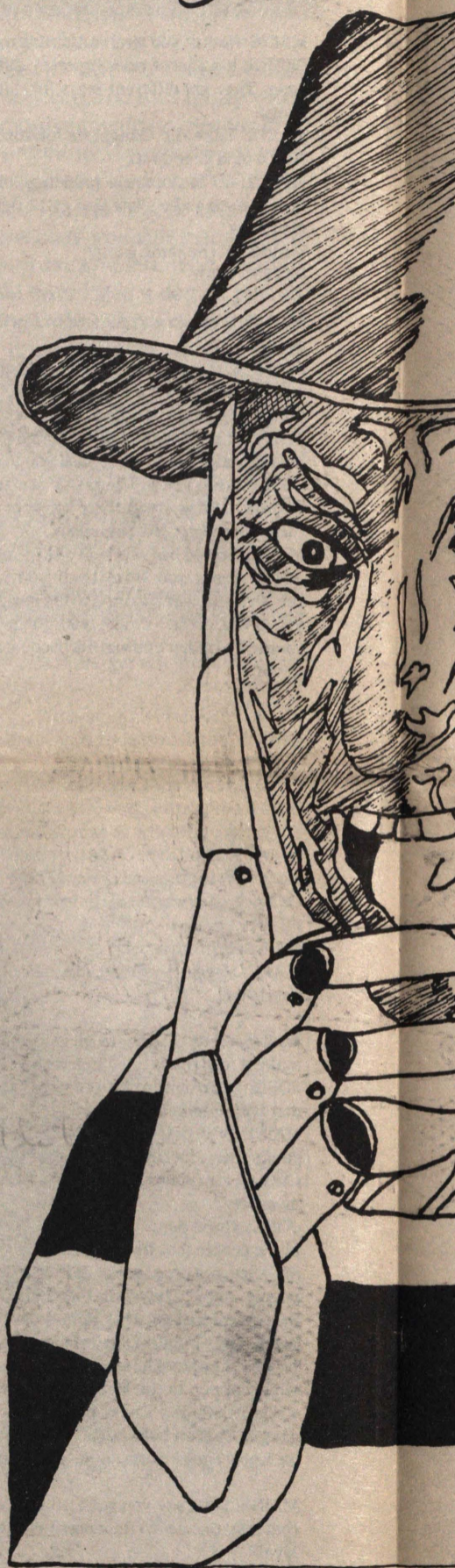
REM (Rapid Eye Movement) sleep is the period where we have our most vivid dreams. It takes 60 to 90 minutes for a person to reach REM. During this stage dreams occur making the eyes twitch and the body sometimes jerk. At the same time, the rest of the body is relaxed and is at a paralyzed stage.

The sleeper usually dreams three times per night. The first dream consists of 15 minutes and the last dream, the longest dream, consists of 45 minutes. The REM stage is the stage in which you remember your dreams.

The non-REM stages as compared to the REM stage is thought to be "rest" periods to space dreaming over the night and give the brain a break. The stages not only go in ascending order, but go in descending order from the REM stage upon awakening.

According to author Alexander Borbely, "Quite awhile before we wake up, certain signs herald the end of sleep: both body temperature and the level of cortisol, (stress hormone) produced in the cortex of the adrenal glands, begin to rise, and the sleeper changes position more often getting ready to spend some time awake again."

Sleep, occurs at different stages, at different times and allows us a dreaming stage, as well as a resting period.



The unc

by Julie Ma

The search one. Centuri what our dre

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Through the subconscious

Dream interpretations: What do your dreams mean?

by Melissa King

Have you ever dreamt about a horse, car, or fire and not believe that it had any significance in your life? You were probably wrong.

While your body rests, your dreams are busy sending messages that can help you in your waking hours. Messages that you can't afford to ignore may be included in your dreams. By interpreting your dreams you can begin to learn more about yourself. Here are a few symbols many people dream about and their meanings, according to *What Your Dreams Mean* by Alan Davis.

Actor- If a popular actor appears in one of your dreams, you most likely are revealing your desire to associate with a more glamorous circle of people.

Alley- Because an alley is usually a dark and secluded place, dream events which take place there are generally events that the dreamer considers shameful or frightening. Since alleys often have a dead end, the dreamer may be voicing unconscious fears that he is in a situation with no way out.

Beach- The beach is usually a place to relax and enjoy yourself. Dreams set on beaches usually indicate the dreamer's desire for more rest and excitement in his life. Far more important than the appearance of the beach is the actions taking place on it.

Body, Dead- A dead body generally symbolizes death fears or wishes. These fears or wishes may pertain to the dreamer's own death or to the death of someone else. In some cases, however, the death in question may be of a love affair or an era in the dreamer's life.

Burial- A burial naturally signifies death. The dreamer who pictures himself being buried is usually expressing deep fears of death, or death wishes. Picturing another person being buried is generally voicing the wish or fear that the person will die. Also, a person who dreams of being buried may have a belief that his problems are overwhelming.

Crying- Crying signifies pain or sorrow. The dreamer that sees himself crying is generally expressing sorrow over the event that is taking place in his dream.

Drowning- A variety of interpretations may

be associated with dreams of drowning. 1) The dreamer feels that life is overwhelming him. 2) The dreamer unconsciously desires or fears death. 3) It is another person rather than the dreamer who is drowning, and the dreamer may be expressing a death wish to that person or a fear that the person will die.

Eating- Food symbolizes love, strength, power, and virility. If a person dreams of eating an extremely satisfying meal he is probably expressing his satisfaction with the status quo.

Falling- Falling is one of the most common dream actions, and can have a variety of interpretations. The dreamer may be expressing 1) the belief or fear that a relationship he is involved in is coming to an end, 2) death fears or wishes, 3) the belief or fear that his career is rapidly declining.

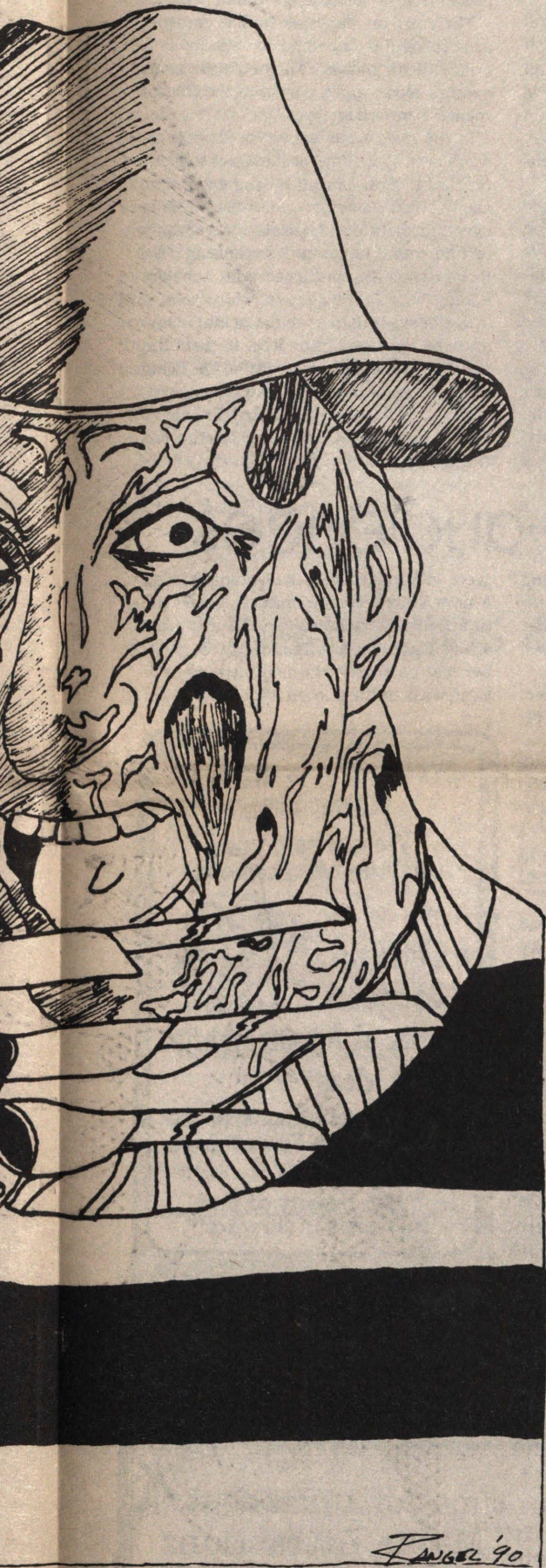
Flying- Flying symbolizes both movement and freedom. The person dreaming that he is flying is probably indicating a desire to escape daily problems, a wish to become stronger and more powerful, or a desire to attain a specific goal. The circumstances under which one is flying will be far more significant than the fact that one is flying.

Hitting- Dreams which involve hitting usually indicate feelings of aggression and hostility, or a fear of violence. The dreamer who envisions himself hitting another person is revealing his own feelings of hostility and aggression. The dreamer who envisions being hit is probably expressing a fear of the person that is hitting him.

Killing- The act of killing, when it takes place in dreams, generally symbolizes death fears and/or wishes or feelings of aggression and hostility. The main questions to ask yourself are: Who is killing whom? Why? What is the relationship between the killer and his victim? What is your reaction to the event?

Quest- The dreamer who envisions himself on a quest for something may be disclosing his desire to find the solution to a specific problem. He may also be expressing his wish to "find himself".

Running- Generally when a person is running, he either is running toward something or away from something



The search to understand

by Julie Mastro

The search to understand dreams is not a new one. Centuries have been spent trying to realize what our dreams mean.

In ancient Greece the strongest feelings towards dreams were related to the idea that dreams were controlled by gods. In Homer's *Iliad* the appearance of gods in dreams with messages was repeated several times. As the Greeks studied their dreams more they came to the conclusion that dreams were focused only on the cure of illnesses.

Oracles and shrines were built throughout Greece and at one time there were more than 400 of them. They were all dedicated to either gods or heroes. Sick people would visit the shrines in hope of finding a cure for their ailments. The ill would make a sacrifice or offering to the gods, then sleep in the temple overnight. They believed that a god or a messenger from a god would appear in their dreams and prescribe a cure for their illness.

An Egyptian book dated around 2000 B.C. has been found and named the Chester Beatty papyrus. The book contained a list of good and bad dreams along with their interpretations. In 1603 Artemidorus wrote a five volume set of diaries, *Oneirocritica*, which contained more than 3,000 dream interpretations. The idea of

dream interpretations was already being explored and to this day still is.

Sigmund Freud's dream theories are well known everywhere. Freud was one of the first people to explore the way our unconscious minds are reflected in our dreams. He believed that our current wishes are expressed in our dreams because of infantile wishes. These infantile wishes are brought about by unfulfilled yearnings of the child at early stages in the child's development. All of his research was based on this idea.

Modern dream research is focused mainly on the psychological and unconscious impressions that affect our dreams. Dream interpretation has been, and perhaps will always be a mystery.

NBC News- checkin' out the big boys

by Kim Kosatka, Gil Rangel, Candi Sabol

People scattering, the studio lights flash. Cameras run through practice shots. Joan Esposito sits calmly in front of the television cameras. "Live from the NBC Tower, it's the noon news with Joan Esposito and Bob Sirott".

The Channel 5 News takes a lot more preparing and planning than just the faces and news clips we see on the television screen.

As a journalism project, we three reporters had the opportunity to see the NBC studio, to go "behind the scenes" to find out just what it takes to make a successful noon news show. To make a smooth show, it takes a lot of people to do the necessary process of writing, editing, filming, and broadcasting.

The writing is done before the newscast and is printed out on sheets. Additional writing is done if a last minute news story comes in. It is printed and given to the anchor person. Another big part to the writing process is something called the news wire. The news wire is a system in the NBC computers where there are different topics like sports, news, and weather.

Chris Blackman, producer of NBC noon news makes a listing of what stories should be shown in the half hour. He usually makes the listing in the morning before the noon

show. He makes the decision of which order the stories should get the viewers' attention. If he wishes to change stories around at the last minute, he may do so and can easily notify the newscaster and let them know the



Three students visited NBC studios to see how the station runs. (Photo by Gil Rangel).

change.

The technical director and also the producer work together on graphic arts. The producer also watches what ABC and CBS are airing to see how their ratings are and if they are giving better coverage than NBC. In fact, every station is on constantly in the studio.

Another essential part to airing the NBC room news is timing. The room news is given 28 minutes and 26 seconds on air starting at 12 o'clock.

The floor director, technical director and producer work together to film the news. If the noon news overlaps the 28 minutes and 26 seconds, it is automatically cut off. No ifs, ands, or buts. However, in times when the show had overlapped and was automatically cut off it was embarrassing for the people working for NBC.

To avoid this ever happening again, the producer would have to plan the timing more carefully. If they have too much time left, the newscasters must ad lib certain parts, and if the news overlaps, the producer can plan beforehand what things should be left out or shortened.

But it is in broadcasting where everything comes together. The broadcasting process is where the anchor people of the noon news, Joan Esposito and Bob Sirott, inform the television viewers of all the news

up to that time. "The broadcasting anchor person's purpose is to report the news and make sure the show runs smoothly," said Warner Saunders, an anchor at the studio.

When they broadcast, however, they don't look at the television camera. They look at a television screen that feeds them the news to read to the viewers. The studio has three cameras on the floor so they can switch for different television angles, positioned in the upper or bottom right hand corner next to the reading monitor screens.

There are no cameramen. The cameras are controlled by a computer operated program called a "mouse". The mouse can zoom execute zooms and a person in the control room can switch angles.

In the noon news schedule, there is always some spare time, so they have to count on Sirott. "Bob can ad lib the extra time easily," said Blackman. After the show is over, the final piece of news is always happy or interesting happy or entertaining. "We like to leave the audience with a happy ending."

It was exciting to go to the actual studio and see the news done live, to meet the people we see almost every day on TV. Being able to meet Joan Esposito, Mark Giangreco, and Warner Saunders, seeing Dr. Berry Kaufman, Jim Hill, and Carol Marine was the highlight of our visit.

Effect of marigolds on radioactive audiences

by Jeremy Mains



The Effect of Gamma Rays on Man-in-the-Moon Marigolds. Images of tinfoil clad astronauts racing about with day-glow flower pots kept flashing through my mind as I walked the hallway to the auditorium. "This is gonna be some play," I thought.

What I saw was nothing of the kind. In fact, there wasn't a single photon torpedo or anything resembling a Klingon in the whole production. I had come expecting some sort of quasi-psychedelic, Buck Rogers style escapade, but what I encountered was a thought-provoking piece on the effects of unchecked bitterness in one woman's life.

The play itself, written in 1970 by Paul Zindel, had undeniably one of the sparest

volatile character. Her moods shifted smoothly from girlish nostalgia to drunken rage as her character battled between self-pity and the longing to rise above the monotony of her situation.

"You are looking at the original half-life," she says to Matilda, and so Osterman very effectively convinced us. Her shouting matches with Barton were as prime rate as any on day-time TV, and when she grabbed chloroform to cash in on Ruth's rabbit, (who had unquestionably the most stable performance), I heard several horrified gasps from the more sensitive sections of the audience.

Barton and Madden shared likewise notable performances as the two very different sisters. Barton, who played a sensitive yet image conscious epileptic, gave a memorable interpretation of Ruth's confusion as she is torn between longing for acceptance and the harsh reality of her mother's indifference. Her on-stage seizure was especially admirable, considering the difficulty of having

come. (they get \$50 a week for watching her), Blake had to endure at least two minutes of uninhibited merriment from the audience as everyone suddenly recognized the bent little creature on stage.

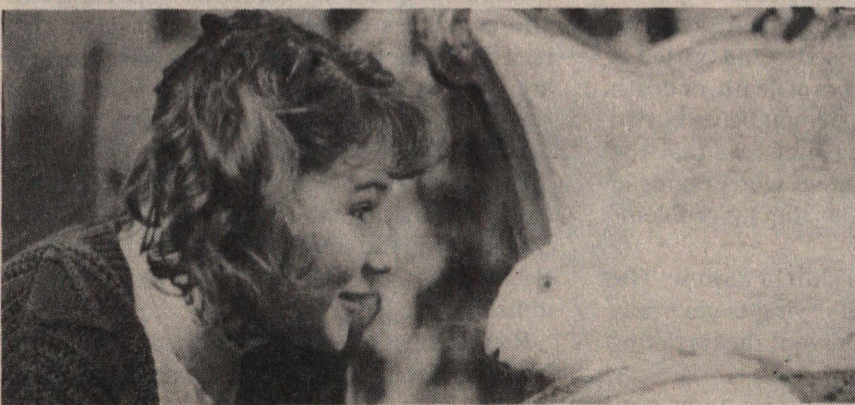
It wasn't that the make-up job was poor. Just the opposite. The transition was so effective, it was a little disconcerting. I tip my hat most sincerely at the make-up crew. Actually, I have to tip my hat to all the crews, including the sound effect gang. Throughout the play these people provided a horde of noises; from bellowing thunder to mournful flutes. But perhaps the greatest show of applause belongs to the set.

As before in the production of *Up the Down Staircase*, the set was created by David Exner, and as before, it was exceptional. Although it was meant to be somewhat dissarayd, it was obvious that care had been taken to make the mess authentic. It didn't have that slap-together, everybody-grab-a-prop-from-home look to it that many high school sets suffer from.

The furniture, the curtains, the green walls; they were consistent in taste. You could easily picture some deranged alcoholic from the 1960's living in a spot like this. Two especially choice props included a archaic beige refrigerator, and a large wall clock that remained locked in time throughout the play, (perhaps unintentionally symbolic).

It is never easy to pull off a high school performance, be it serious or comic, but a

piece with a message is like wading through a briar patch. This production, under the direction of Mary Hafertepe, not only came off as a philosophically provocative number, but as an entertaining piece as well. Even without the photon torpedos.



Dianne Madden holds an insightful conversation with Peter Rabbit, who came on loan from a pet store. (Photo courtesy Challenge).

casts seen in West Chicago theatrics for as long as I can recall. There are only five parts, (excluding the rabbit, a dead cat, and a bed of runaway Marigolds), and all of these are female roles.

Although the idea of having no male roles in the last play of the season didn't sit too well with some parties, it really didn't detract from the performance at all. It was a well written play, and the production proved solid in all aspects.

The story concerns the destructive relationship between an embittered widow, played by Peg Osterman, and her daughters Matilda and Ruth, played by Dianne Madden and Dee Barton respectively. The plot unfolds in their home during the mid or late 1960's.

Osterman, who spent the majority of the play in a bathrobe, seemed to have taken in stride the complex role of the mother, and indeed offered a very worthy portrayal of her

voluntary spasms in front of a high school audience.

Madden played the withdrawn and awkward younger sister with laudable consistency, bandying about terms like "cobalt 60", "mutation", and "gamma rays" like a true junior physicist. Although her character was perhaps less dramatic than her counterparts, Madden's performance was no less memorable.

The remaining roles were snatched up by Katrina Blake and Danielle Cafarello. Cafarello's role as a science fair brat who boils a cat in order to construct a skeletal model of the feline, although short, was startlingly accurate. Her laugh reminded me unneringly of plaid skirts and grade school spelling bees.

Blake's role, though without any lines, was perhaps the most difficult to pull off - at least with a straight face. As the aging crone representing the family's only source of in-

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Wrestlers pin down fine season

Seven sectional qualifiers and Jakubowski pin record highlights of season

by Candi Sabol

Despite adversity, the Wildcat wrestlers marched their way to big wins and high marks during this season.

When the season started, it did not look like a successful was ahead. "The disadvantages we faced in the beginning was not having a 171 or 189 (pound) wrestler at varsity level," coach Bob Hein said.

However, 160-pound senior C.J. Madden wrestled at 171 for the majority of the season, but We-go still had a forfeit at 189. This usually left the winning of a dual meet to a 26-8-1 senior heavyweight Joe Oliver.

The Cats struggled at their higher weights of 145 to 189, but excelled in the lower weights. "The lower weight classes were the nucleus of our team this year," Hein said.

Out of the seven lower weight classes, five had 20 or more wins to their credit. Freshmen Israel Castro at 103 pounds had a record of 30-10, 112-pound senior Alex Yepiz was 30-10-1, senior John Jakubowski was 29-12 at 119 pounds, 125-pound senior Maurileo Castro was 26-10 and senior Bill Hein was 23-14 at 140 pounds.

Jakubowski also pinned a special honor this year. He became the number three man on the Wildcats all-time pin list with 36 in his varsity career. The former number three man was Scott Dierking with 34. Dierking

was a state champ and went on to play football for the New York Jets. The all-time record is 52.

As a team, the Wildcats placed fourth in the DuPage Valley Conference with a record of 4-3. At the DVC Tournament at Wheaton Central, they held firm on their ranking in the DVC by placing fourth there as well.

Individually, Israel and Maurileo Castro,

Oliver and Yepiz placed second. Hein and Jakubowski followed and placed third.

Regionals was the highlight of the season for the Cats. They had seven wrestlers qualify for sectionals, the most since the 1984 season. Of the qualifiers, Israel Castro and Joe Oliver placed second and 152-pound senior Doug Bruser, Maurileo Castro, Jakubowski, 135-pound junior

Doug Sawyer and Yepiz placed third.

Regionals were successful, but the next weekend at sectionals resulted in seven disappointed wrestlers. Only the top three wrestlers from each weight class would advance to the state tournament.

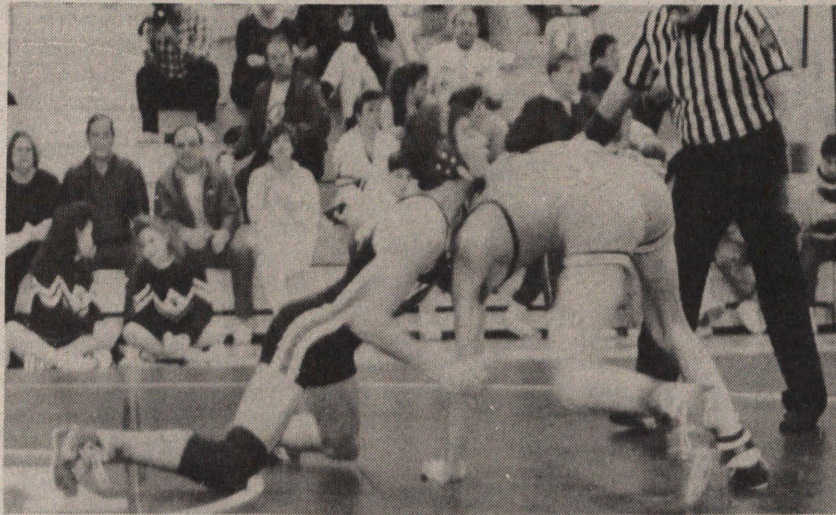
Out of the seven wrestlers, only Israel Castro and Yepiz had a chance to qualify for state. Each wrestler had fought his way to the consolation bout for state.

Yepiz lost to Rob Vestal of Conant in an overtime 5-3 decision. Yepiz had the lead 3-2 with 17 seconds remaining, but was then called for stalling.

Israel Castro lost a 3-2 decision to Steve Leppert of Downers Grove South. His only two points were scored for stalling against Leppert.

"I was satisfied with this season," Hein said. "But it is frustrating to get to the state qualification (match) and then lose." This has happened the past three years in a row to We-go wrestlers.

Looking toward next year, almost all the varsity wrestlers will be gone. The only full-time varsity wrestler returning will be Israel Castro. Other wrestlers however with varsity experience that will return next year are juniors Darren Mende and Jason Nourie, freshmen Tate Knutsen and sophomore Aaron Owens.



John Jakubowski sets up another victim for his patented cradle. Jakubowski is third on the all-time pin list with 36. (Photo by Chris Seper).

No bellyflops in store for state swimmer Weigand

by Margaret Walen

Junior T.J. Weigand, varsity swimmer at WCCHS has put a great deal into his sport. His effort has paid off with many awards, and now a state qualification.

Weigand swims the freestyle and the 200 and 400 meter individual medleys. "My main event is the breaststroke," Weigand says. Weigand qualified for state this year and has broken many records, some of which still stand in the breaststroke.

Weigand's most exciting moment in swimming happened this summer. He went to the Central Zone Championships in Iowa City, Iowa and swam on the Illinois team. There were seven different states there, and Weigand placed eighth out of 30 in the breaststroke.

Weigand also participated in the Prairie State Games where he placed fourth in the breaststroke.

Weigand's interest in swimming was sparked by his grandfather.

"My grandpa was a national champion breaststroke swimmer," Weigand says. "He had a pool and we used to swim there every summer. When I was two, he threw me in the pool and gave me my first lesson." He did not become really serious until he was 10, though.

"I played football freshmen and sophomore year," Weigand comments. Now, he swims 10 months out of the year for two to three hours a day. "I do not have many hobbies," Weigand says. "Swimming takes up most of the time." When not swimming, Weigand spends his time with his friends.

"It's almost all mental too," Weigand continues. If you think you're going to do it, (win) you're going to do it."

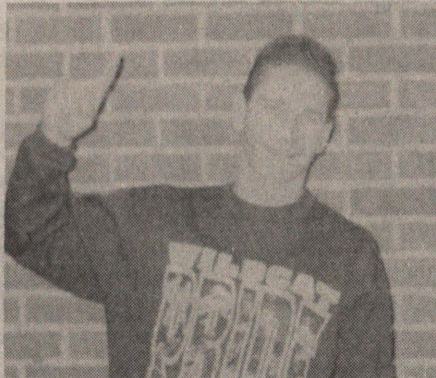
Weigand feels that it is an athlete's choice if they want to use drugs to improve themselves. "If I were them, I would feel real guilty if I achieved highly because I would not have earned it," comments Weigand.

Dan Johnson, Weigand's summer coach has worked with Weigand a great deal through the years. "He has always been there to help me," Weigand says. When Weigand was younger, he looked up to West Chicago High School swimmers, John Zietlow and Randy Trimmins. "I wanted to be just like them," Weigand says.

Weigand plans on pursuing swimming after high school. He is going to major in recreation so he can work in parks with aquatics. "Hopefully, I can get a scholarship to Illinois State University or University of Illinois, so I can be close to home to come back and watch my sister, Jenny," Weigand says.

Jenny Weigand, who swims the breaststroke also, will be a freshmen at the high school next year. "She's working hard because she realizes when she comes to WCCHS, the girls team is going to be one of the top state teams."

Weigand's long term future goals for swimming is one day, participating in Masters Swimming.



State swimmer T.J. Weigand, a perfect example of Wildcat pride. (Photo by Joe Oliver).

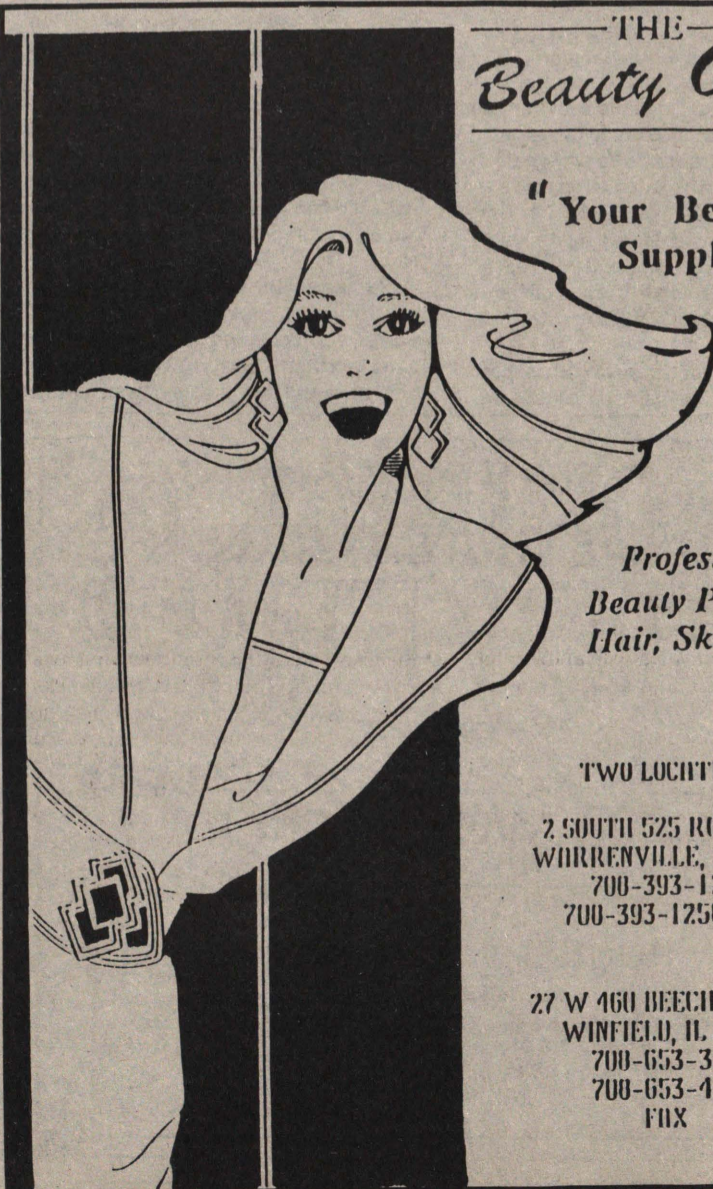
"I've always liked the competition in swimming, it's the best part," Weigand says. A big essential in swimming, according to Weigand, is to work hard.

WILDCAT SPORTS TRIVIA ANSWER

Two people have qualified for state in badminton, the last being Mindy Bert in 1988.

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Weigand qualifies for state

Junior breaststroker caps off great season for team

by John Prusko

For the first time in his high school career, junior T.J. Weigand went and competed down state for the Wildcat swim team.

Weigand qualified for state in the 100 meter breaststroke, placing second at the sectional, Feb. 17. Weigand was undefeated in the breaststroke during the regular season. Weigand's sectional time of 1:02.12 was his best time ever. Senior Tom Novak missed qualifying for state by four tenths of a second. The team placed an overall seventh out of eight with 72 points.

At state, Weigand was unable to make the championship bracket.

Boys' swimming finished the year with only two losses. Finishing 1-2 for dual meets and 6-0 for triangular meets.

"I'm excited as far as the win loss record," coach Denise Sahly said. "This has been the best (season) since I've coached here." Sahly also said that she was just hoping for an over .500 season this year. Her goal was to also better than last season and she didn't see the season to go this well. The season did have its faults though. Size became the main factor throughout the season and hurt the Cats. Sahly did say, however, that the Cats did have a lot of quality swimmers.

"Everyone on the teams got talent," Sahly said. "The thing that hurts us most is the fact that we're so small in numbers." The small numbers hurt the Cats in dual meets the most, where you must put three swimmers in each event, or forfeit points.

The strong point for the Cats was the performance of the state-qualifier Weigand. Weigand, the only state qualifier for the Cats, was instrumental in all of the Cats' victories this season.

For the upcoming year, Sahly said that she expects to have all of her team back, with exception her the seniors. Seniors Tom Novak, Evan Tszambazis and Mike Wilson will be the only swimmers not returning for the Cats.

Sahly said that she does not think the lack of these players will affect the team next

year. "We're going to miss them (seniors)," Sahly said. "It's only a couple of kids." Sahly said that is the same thing that happened last year.

I don't think it's going to really affect how we're going to do as for next year," Sahly said that they will just have to wait and see.



T.J. Weigand barrels through the water in one of the Cats' seven wins. The Cats finished 7-2 overall. (Photo by Gina Lipscomb)

Boys' track looks for success without seniors

by Kate Jemsek

Improvement from meet to meet, that is the goal of the West Chicago Wildcat boys' track team.

With only one senior, long jumper / sprinter Lovelle Jackson, the Wildcats have a problem with experience, but Coach Bob Thompson said that it may help in some ways.

"The lack of leadership will be felt," Thompson said. "But not having a serious or positive attitude could hurt us more."

Thompson believes that the reason that the seniors did not return is because they do not have a true commitment to the team.

Senior James Zimmer, who was going to be a co-captain of the track team until deciding not to join, disagreed with that statement. Zimmer said that a lot of seniors are just tired of running. Other reasons given were they had to work, college is getting to be too much of a burden and they just do not want to.

The strong point of the team will not be in distance this year as in the past years. Ac-

ording to Thompson, it will be more balanced between the distance runners and the sprinters.

Thomson said that the top tracksters for the team will be juniors Ed Gonzalez and Rick Montalvo.

Gonzalez has been given a chance to go down state in his strongest event, the pole vault. But, according to Thompson, he will be valuable to the team because of his versatility. Along with his pole vaulting, Gonzalez will see action in sprints and hurdles.

Two time state qualifier and two time all-stater in cross country, Montalvo may have a chance to make himself a two time state qualifier in track if he qualifies this year. Montalvo will usually be running the 3200 and 1600 meter races. In cross country, Montalvo placed 21 at the state meet this year.

Like many of the Wildcat teams this year, the Cats will be receiving help from outside schools. Junior Marvin McNeese, a transfer from Elgin high school, will be helping out in the sprints and the hurdles. Thompson also

gave McNeese a chance at reaching state.

Also, sophomore Matt Reid will assist with the hurdles and high jump as well.

Thompson hopes that the runners from last year who ran with graduated senior state qualifier Tom Poskacil (800 meter run) will gain some experience from seeing him run and will use that knowledge to their



Derek Schoepf launches down the track in preparation for a pole vault.

advantage.

In the first meet of the year against Elgin-Larkin, the Cats crushed their opponents with 12 first-place finishes.

Gonzalez picked up three firsts in the 50 meter dash, the 55 meter low hurdles and long jump. Montalvo had two in the 1600 and 3200 meter runs.

Stop the corruption before it starts

by Chris Seper



The West Chicago basketball program was given the death penalty (suspension of the program) by the IHSA for offering junior high school players drugs, prostitutes and money to attend their school.

While you pick your jaw up off the floor, I'll tell you that the paragraph you just read was false. But save it, because all of it may come true.

In 1981, Chicago instituted a rule that said any high school student could choose the high school he wanted to go to. The main purpose of this was to give troubled teens or youths that wanted to get out of gang related school a chance to do so.

Unfortunately, this rule came at the same time as the boom of college basketball came about. With this, it has allowed a high school like Martin Luther King in Chicago (ranked number one in the country) to become a basketball powerhouse. Their 6 foot 11 inch freshmen, Rashard Griffith, as well as many other players, have used the 1981 rule to his advantage. Griffith chose King over six high schools that are closer to his home.

To add to the pressure the players already have, U.S.A. Today publishes the top 25 high school team rankings in the country.

With the spawn of these high school "powerhouses," schools and businesses now invite teams to play against each other.

Teams from New York are flown to Chicago and schools from Philadelphia are flown to Las Vegas. Schools have actually rearranged their vacation days to accommodate their basketball team. Along with these tournaments, there is T.V. coverage, sending big bucks to the team's respective schools.

Starting to sound like the NCAA?

Plus, for the coaches of these top high school teams, there are shoe endorsements, free shoes and uniforms for the whole team, speaking engagements and even cash "allowances". The coach of the Tolentine Wildcats, New York's state champs, received 10,000 dollars in cash and merchandise.

Landon Cox, coach of King is sent 50 to 75 pairs of sneakers a year! Rival coaches have hurled accusations at Cox that he uses these shoes to recruit young players. An illegal move that Cox vehemently denies.

Starting to sound even more like the NCAA?

The recruitments for these "junior high superstars" is beginning to become really intense. For the above mentioned Griffith, calls from high school recruiters started coming every hour on the hour, Griffith's mother told Sports Illustrated.

But not only are high schools looking at these athletes, but college scouts as well.

Starting to become the NCAA?

What is so bad about the NCAA? The NCAA has slowly but surely allowed student athletes not get an education.

Plus, along with the NCAA's "strict" regulation, you have drugs, prostitutes, money, houses and cars.

If you are saying that I am blowing this all out of proportion? Well then listen to my next tidbit. A newborn baby was born in 1988 to a mother who had already given birth to a 6 foot 9 inch junior high kid. The doctors gave this child a chance to be a junior high school seven footer. Sports Illustrated unearthed rumors that there was a recruiter in the maternity ward.

WILDCAT SPORTS TRIVIA

How many people have qualified for state in WCCHS history and who is the last one to do so?

(continued on page 7)

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