

SEAC assembly brings global message home

On April 5, a letter from John P. Engel was published in the West Chicago Press. Engel urged District 94 to hold an in-school assembly to teach students about the thorium issue. On April 19, the Student Environmental Action Committee (SEAC) held an assembly somewhat close to Engel's suggestion. The main focus of the assembly was to stress the importance of being environmentally concerned.

Speakers at the assembly were: Tom Merrion, the Third Ward Alderman in charge of the Kerr McGee district and representative of the Thorium Action Group, Eric Keeley, DuPage County Recycling Coordinator, SEAC president Kelly Howard and vice president Matt Moran. The speakers all did a fine job of citing statistics, (Did you know each person in DuPage County is responsible for 5 1/2 lbs. of garbage daily, 2 1/2 lbs. more than the national average?) and why students should recognize the importance of environmental issues. The assembly, however, lacked specifics. We were not told exactly what we could do as students- like taking showers instead of baths to conserve water, using cloth bags for groceries and school lunches instead of disposable paper, using regular plates and cups instead of plastic, etc. We, the Bridge editors, assume those specifics would come out at the SEAC meetings, but felt they should have been included in the assembly.

These specifics would have also more readily kept the students' attention. While some listened intently, others were restless, and a small murmuring grew within the crowd as time went on. We feel that with more organization and explanation of what students could do and how their actions would aid the environment, SEAC's message would have been more prominent.

A possible solution to getting students to pay attention would be to hold another assembly, but make this one mandatory. Speakers representing both sides of the thorium issue could be brought in, and students would learn exactly what has happened, what's being done about it, and what significance it has on the community, state, and even national levels. We believe the students are largely uneducated about the issue and an all-school fifth hour assembly would be the best way to educate the most people. The assembly, however, was successful, and a much needed step towards greater environmental awareness and community action.

We are impressed at how quickly the SEAC group has formed and

managed to work with Student Council to schedule the Earth Week assembly. Founded less than one month ago by Howard and Moran, SEAC has more than 50 members who meet weekly. We have seen few other school-sponsored groups as energetic and optimistic as SEAC.



The group's influence can be seen on the student body, as the visitor's bleachers were more than 3/4 full at the April 19 assembly. We are proud the people of our school have stepped forward to show concern for the environment. The Bridge supports SEAC fully and wishes it success in the years to come.

Linking the gap between 'us' and 'them'

With a mighty sweep of his flowing black robes, a shadow spread from the bulk of the Dark Lord to engulf the shivering form beneath him. Punctuated by hollow rasps from his respirator, the gleaming monolith growled, "Let's see your off campus pass young man."

So maybe comparing the administration to Darth Vader's evil empire is stretching it. However, here at WCCHS this has all too often become the way much of the student body perceives it. Undoubtedly, differences in viewpoint will always lie between those in charge and those subject to their decisions. Unfortunately, at West Chicago this separation has grown to be an unhealthy rift between students, faculty, and administration.

For students, this rift takes the form of apparently senseless and excessive rules, sometimes unjustified treatment from para-pros (who are seen as basically an extension of the administration), and limited say in a system with is generally repressive. Their typical response to all this is anger.

Examples of students releasing this frustration are not hard to come by. The Event Night ruckus, the mass walk out when students felt they should have had a snow day, and clashes with administration over fan behavior are three solid examples. Although these are not life and death matters, they are incidents that would have been unlikely in past years.

When student tension is finally released, those in authority interpret this as rebellion, and their response is to either make rules to guard against these actions, or to increase enforcement of present rules.

This of course further angers the students, who, getting only the nasty end of the stick, see only the nasty side of these rules. They rebel in

response and once again the situation is dropped in the administration's laps. And so a destructive cycle is formed, with juveniles being created out of otherwise normal students, and otherwise well intentioned administrators being transformed into ogres, with teachers wedged uncomfortably somewhere in between.

Our school is big on preventionism- on the whole a good thing. But more and more this desire to catch problems before they start is starting to cause problems itself, because many students and teachers are being alienated in the process. For true preventionism we need to fight the true problem- lack of communication.

So how do we go about building positive forums for communication? Sometimes it's easier to define a problem than to discover the specifics of a solution. We need to be open to new ideas and avoid old standbys that have had limited effectiveness in the past.

An example is Student Council. Although they are representative of the student body, they have had less involvement in voicing student opinions than with organizing events, fundraising, etc. If student advocacy isn't their role, merely deferring this issue to Student Council will do little to help the problem. Nor will the Bridge, because simply put, we are too slow and limited a medium for quick, smooth interaction.

The problem must be solved in some other way; through student committees, assemblies discussing the issue, suggestion boxes, or other alternatives involving more than a minority of the student body. Perhaps in deciding this, the beginnings of some real communication will assert themselves.

Letter to the editor

A real 'hot' issue

Jamie McDole
Shawn C. Russell

Peg (Opinions Editor),

Recently we had visitors at our high school. The administration was very worried about this or something so they sucked up to them by parking their cars for them and turning on the air conditioning in the school. Rumors have been going around the school that the air conditioner hasn't worked for four years and it just happened to work when the North Central people came. What really got me upset, though, was when they left and the air conditioning was shut off. I feel it is hard to work in class while you're sweating. I want to know why the administration shut the air conditioning off because I don't think it broke right after our visitors left.

Sincerely,

Dear Jamie and Shawn,

The North Central Evaluators reviewed our school for accreditation on April 25 and 26. Superintendent Richard Kamm said the rumors you mentioned were "totally inaccurate," and that the air conditioning has worked for the last four years. He said it was on when the evaluators were here because "it was hot" and turned off when they left because it got cooler, and for no other reason. I'm not certain "sucked up to" is how I'd define the administrators' actions but I'm sure everyone noticed a change in the school's atmosphere during April 25-26.

Thanks for writing,
Peg Osterman
Opinions Editor

THE BRIDGE

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

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The opinions expressed by the newspaper are not necessarily those of the majority of the student body or the high school.

South of the border is just down the block

by Jeremy Mains



One humid July night in a remote corner of Northern Mexico, a realization was slowly forming in my mind as I lay sprawled on a canvas cot on my Latin hosts' patio.

About me in the darkness, an orchestra of noises was playing full force. Children cried amid the flies' drone and the one note fiddling of the crickets. On the road, a pickup would occasionally rumble by, blasting *Ranchera* music and then, quickly retreating, be replaced by the roosters' guttural crow. It was my third week in Mexico, but I still hadn't adjusted to the idea that roosters do not remain quiet all night waiting to herald the sunrise.

As I listened to this chorus, so different from the evening hush of my home, it occurred to me how little I really knew of this curious country south of the border. Although I go to a high school where Hispanics

comprise 15 percent of the school body, it never sank in what a difference in background many of them had from my own.

When I eventually returned from six weeks' volunteer work there, I realized how much this misconception is part of the problem separating Mexicans and Americans at West Chicago. Although we share

"It is clear that intermixing of students is not so extensive as we might claim."

the same building, I see a split between us as real in many ways as if we went to separate schools.

The problem however, is not one of hatred. Although prejudice may exist on both sides, it is not as if racial tension is building toward

an explosion. There are no drive-by shootings. There are no riots on the lawn.

But there is no communication either. Alright. Perhaps no communication is a little extreme, but what communication does exist is often limited to individuals and casual interaction. That is not to say there are no lasting friendships between Mexicans and Americans, but if you were to look at where students sit at lunch, or take an average gym class for example, it is clear that intermixing of students is not so extensive as we might claim.

Of course, the language barrier and differing backgrounds contribute to this, but it is the lack of communication which intensifies differences in culture and language.

I'm not trying to pin blame on anyone. I wouldn't even know where to pin it. And honestly, the repercussions of Mexicans and Americans continuing to deal with each other as they have in the past would hardly be Earth-shattering. Perhaps smooth assimilation of Hispanics into this society is inevitable. Perhaps it has already begun.

What I have learned since returning, however, is that the wealth of friendships

and new experiences I have gained in taking the effort to get to know a small part of the Hispanic community have been well worth the time and discomfort exchanged.

It's not a question of why we should have to take the effort to get to know someone who could just as easily take the effort themselves. The question is why we cut ourselves off from an active part of our school.

Sure it's more comfortable, and arguably more natural, to hang out with those who share similar backgrounds. I can't argue every action or cultural difference, nor can I defend the actions of specific students. There are jerks within every race of mankind.

But I do know that when we choose to do nothing, we isolate ourselves from a whole world within our own. There are a lot of simple ways to become involved in the Latin culture. Merely trying one of the authentic restaurants in town can teach you something, even if you skip the cow tongue. Or talking to the kid in gym.

In the end, we know the Mexicans are here to stay. It is up to us how we choose to respond to them.

Should WCCHS consider weighted grades?

by Claire Broido



Well, how do you feel about weighted grades? Wouldn't it look impressive to have a 5.0 GPA on a 4.0 scale? The current system at WCCHS gives the same amount of credit to all classes, whether honors or not. Don't expect it to change

any time soon. Why shouldn't students who take advanced courses get more credit for their classes than students who take "easier" classes? The school board has found several reasons against the weighted grade scale.

Usually, honors or AP courses imply that they are more difficult courses for students. But difficult for whom? Math may be very easy for some students; these students have no problem with advanced math and they don't have to work very hard. Or on the other hand, some student in basic skills work diligently and find their classes are difficult, although they may not be "advanced" courses.

And who can determine what an "advanced" course is opposed to a regular course anyway? Superintendent Richard Kamm feels that "value judgements" are being placed on courses in schools where weighted grades are used. In these schools with weighted grade systems, advanced math, English, science, and possibly social studies courses are given more weight. But who is to say that business or language courses are less important than science classes? None of the schools with weighted grade systems have ever weighted music

courses, but who is to say that music is not important to some people?

In fact, most schools with weighted grade systems have different scales. Separate schools may not give the same weight to the same courses. One school may give weight to an advanced history class and the other, which used a weighted grade system, may not decide to weight social studies courses at all.

In fact, Stanford University in Stanford, California "unweights" weighted grades. Admission officers do this to try to get a real look at students as a whole because no two weighting systems are ever alike, and this makes comparisons between applicants very difficult. Of course, most colleges do look at what courses you have taken and not just your GPA, so the 4.0 grading scale won't hurt anyone at all.

A weighted scale would definitely affect a student's curricular choices in the high school. If a student wanted to be ranked first in his class at a school with weighted grades, he could not take any unweighted courses. He would end up taking fewer courses with more weight. And there have been cases where students in schools with weighted systems have straight A's, but are ranked twentieth in their class solely because they have not taken all weighted courses.

Students who would want a high ranking would not be able to take elective courses. A student may not be able to take a typing class, which probably would be most useful in later life, simply because he had to keep up his rank. And high school might be the last time that many students have an opportunity to try courses that are not required.

Fifteen years ago at West Chicago Com-

munity High School, the issue concerning weighted grades was a popular one. At that time WCCHS had weighted grades. The school board wanted to see how closely correlated weighted and unweighted class ranks were in WCCHS students, and purposely "unweighted" the scales. They found almost a perfect correlation between their present weighted rankings and the unweighted rankings. All of the "bad" students were still at the bottom of the rankings, and all of the "good" students still had high rankings.

So, 15 years ago, West Chicago abolished its weighted grade scale. In fact, the student council at the time had a big influence on the removing of the scale. At first, the idea may seem like a good one, but the school board has not since found a reason to change back.

For those of you who have said "what is the use of taking a harder class if I'm going to get the same credit as any other easier class?" the problem is you and not the weighted grade scale. We, as students, are here to learn. If the question is "what do I get out of this?", the answer is education.

To beer or not to beer

by Scott McCormick



What's wrong with a beer?

For athletes a beer is a very bad idea before, during or after a game or a practice. If you drink before or during your game it will depress your nervous system. Alcohol slows down your reaction time, which could be essential in a sport. It could also be potentially dangerous. Your reactions and intensity is less and you could hurt yourself. Then, if you decide to slam a few after the game, you lose all the liquids you are putting in plus more.

Instead of gaining fluids you will be losing them because drinking inhibits the release of ADH (Antidiuretic Hormones) which

helps the body retain fluids. The loss of these hormones makes you go to the bathroom all the time. So in the end you will lose whenever you drink beer if you are an athlete actively participating in a sport.

A decided beer drinker should consider the fact that, if he wants to drink, he won't be able to perform to the utmost of his abilities. No records will be able to be made if the athlete wants to drink.

Although an athlete might think a way out is through steroids, he is wrong. Steroids will eventually catch up with you. Besides, if he can't do things he wants to he's just not trying; definitely not living up to his full potential.

Anyone who truly trusts his own abilities would need steroids to help him do it.

Neither steroids or beer will be a good idea if you plan on being in sports. Both of these activities will in some time catch up with the person. On the other hand, if you don't want to participate in sports, the options are open.

Parking spaces for teenagers an endangered species

by Chris Seper



Do not come near us, teenagers, we do not want your kind here.

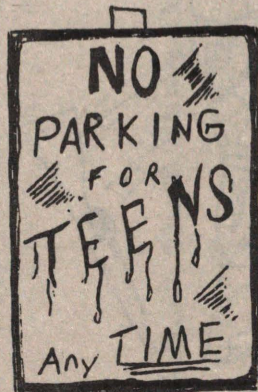
That is the message being blantly blurted out by the residents around the WCCHS area in the form of signs that say 'No parking from 8 a.m. to 10 a.m.' These

signs are just plain anti-teen.

With the erection of the signs, the parking spaces have diminished by five streets, equalling about 80 to 100 spots. With so few parking spaces around the school and even fewer parking permits, this has also forced students to park farther out, a small inconvenience but an unnecessary one.

The signs were erected due to the complaints of several of the residents. The

complaints, according to Principal Alan Jones, were of students littering, loitering, destroying property (such as pulling up grass and putting out cigarettes in the lawn), and walking through lawns to get to the school.



Now, unless these people sit and watch their lawns 24 hours a day, they cannot obviously tell who does all these things. Now agreed, students do a lot of the things complained about, but is it to the point where they would disrupt your mornings? Do these things terrorize your families?

Plus, why do the residents not have 'No parking any time' signs erected in their areas, therefore insuring that no evil vandal will park by their house and smash the living daylight out of a few clumps of grass?

Fortunately, Mayor Paul Netzel saw the signs and, at last check, wanted them removed. He had asked Jones to make speeches in all junior and senior classes about the problem in hopes that we would tone the disruption down.

But with Netzel entangled in the Kerr-McGee mess, putting most of his time there, it is doubtful that he will get around. That is, unless, a certain student body were to bring

it to his attention that this is an important thing that should be changed.

To the residents near WCCHS, if no parking signs are to be in your area, they should be any time. There should also be a viable reason, instead of just getting some punk kids away from your yard.

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College of DuPage: Quality education close to home

by Melissa King

College of DuPage opened its doors to 2,621 students in 1967, with 87 full time, and 19 part time faculty, administrators, and counselors. Today the numbers have increased to 218 full time, and 1,188 part time staff members, which makes it possible to open the facility to more than 30,000 students.

The community college district that C.O.D. serves has grown, also. It began from the formation of 10 high school districts outside of Chicago. C.O.D. now serves parts of Cook and Will counties along with the majority of DuPage.

C.O.D.'s Central Campus in Glen Ellyn offers both credit and non-credit programs, as does the Open Campus. The Open Campus operates satellite learning centers throughout the district. Central Campus offers five academic divisions and two service divisions: Humanities and Liberal Arts, Natural Sciences, Occupational and Vocational Education, Social and Behavioral Sciences, Business and Services, Academic Services, and Learning Resources.

The better part of Open Campus is responsible for delivering educational programs throughout the district: the Business and Professional Institute, Academic Alternatives, Instructional Affairs, and Community Education.

The Business and Professional Institute (BPI) is designed to meet the educational and training needs of businesses and professionals. The institute offers professionals continuing their education, including in-house training, consulting, credit and non-credit courses, and seminars on and off campus. The Academic Alternatives Unit offers flexible learning courses with radio, television, and print components. Field and coordinated studies arranges adventure in education through hands-on experience.

Instructional Affairs and Community Education offers credit classes off-campus, non-credit continuing education courses, a Kids on Campus program, and the Older Adult Institute. Three regional offices located in Addison, Hinsdale, and Naperville bring campus services to the community. Additional services of Open Campus are the Learning Laboratory, skills center, off-campus learning centers, indepen-

dent study, the educational advising centers, and the testing and Open Campus Student Services program.

The central administration provides support services for students and faculty. These services include: planning, computer services, admission, registration and records, research, finance and business services, public relations, public information, grants, C.O.D. Foundation support, and physical support services. Students may take college credit courses with the ability to control the beginning time, ending time, and study pace. Each learning strategy meets the standard course objectives, and carries full credit.

If you plan to transfer to a four-year college or university obtain a catalog from the school(s) you are considering. This will allow you to become familiar with their General Education and departmental degree requirements. Consult with your adviser about courses to take while at C.O.D. based on the requirements of the transfer school. All students intending to transfer are encouraged to plan their programs according to the requirements of the transfer institution.

Tuition and fees for residents are \$20 per quarter hour of credit, subject to change. College of DuPage offers many areas of study competitive to four year colleges. You may graduate or transfer with the same benefits.

The government's money: Get it while you can

by Scott McCormick



Mooch as long as you can mooch in the armed forces.

Yes, the armed forces will pay for most of your college education if you are willing to be treated like a kid for another 3 or 4 years. The Air Force offers, among other programs, a Tuition Assistance Program. This program will pay for seventy-five percent of all tuition costs for four years.

If you would like to go to sea you can always turn to the Navy. For enlisted men or women they offer a program called Service Members Opportunity Colleges, Navy or SOCNV. This program allows you to get your bachelors or associates degree in a wide range of fields, from arts to business. There are 69 Navy colleges in

this program, and credit transfers from one college to another almost completely.

Or if all else fails you can fall on the good ol' standby. The Army. A two year enlistment in the army will give you up to \$7,000 for a vocational or technical school after you do your time. If you stay for another year, you can walk away with \$22,800 for vocational/technical education. This is possible through the GI Bill, Army College Fund, and money you will have paid in your first year. The first year you are enlisted they take \$100 out of your paycheck and this goes toward your college funds.

There are a wide variety of choices, I have only listed a few numerous other programs are offered in all branches of the service. So if you can handle another few years of getting bossed around, the armed services is an excellent choice.



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Class of 90's top picks

by Elma Garza

Deciding what college your attending is one of the toughest predicaments that a student must face. However, many students have chosen colleges close-by, or within the state.

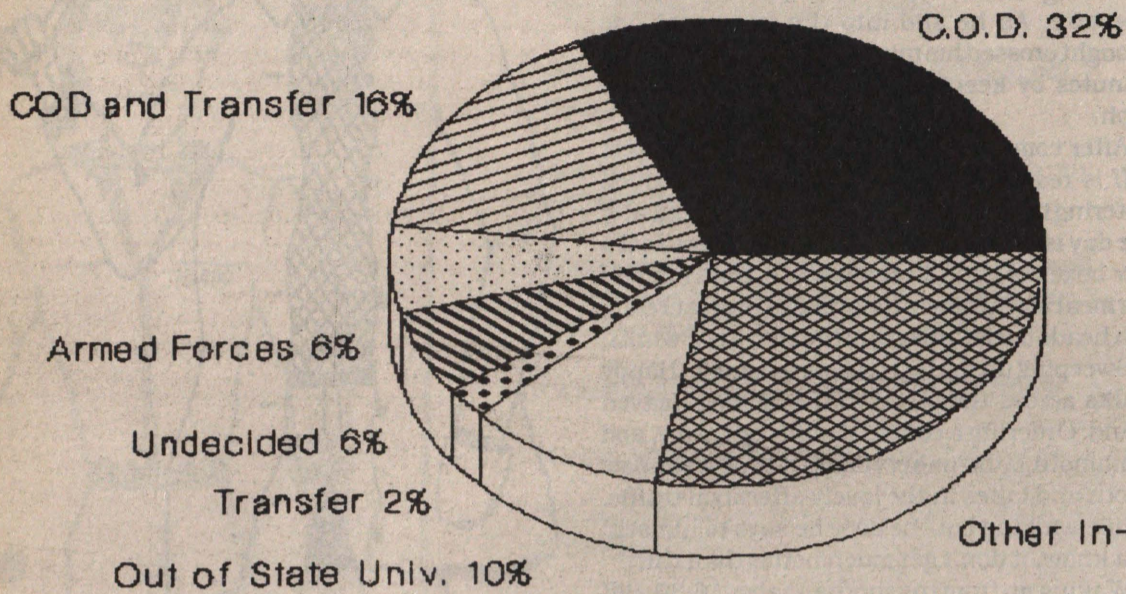
A large percentage of students choose College of DuPage as their first choice. With a percentage of 32, C.O.D. is the most populated college that seniors will attend. However, 16 percent plan on transferring from C.O.D. to other colleges, after one year.

While other students plan on attending other in-state universities. With a percentage of 28, many students plan on attending colleges close-by. Northern Illinois University, University of Illinois, Western and Eastern Illinois and Southern Illinois are some popular choices.

Only a small percentage of students will attend out of state universities. Ten percent chose out of state colleges because they needed a change in atmosphere. While 2 percent plan on transferring from out of state colleges to other out of state college.

An even smaller percent of students are going into the armed force along with the same percent of students who are undecided. Reasons for going into the armed forces varies from financial reasons or for skills that will help them in the future.

Though college may not be in everyone's future, it is for many at W.C.C.H.S.



Bridge Survey, out of 50 people

Public universities vs. private Is one better than the other?

by Michele Rittorno

Many students must decide what college they will attend.

There are private colleges as well as public. However, the private colleges and universities tend to be smaller than public schools.

Knox college in Galesburg, Illinois has a student body of 1,100 for the undergraduate class. The average student/faculty ratio is 12 students per every one teacher. The average class size is 15 students. Another private university is Creighton University in Nebraska. Creighton has a total of 6,060 students for both the graduate and undergraduate classes. The student/faculty ratio is 14 students per teacher, and the average class size is 25. A counselor from Creighton said that the smaller class size makes it more personalized. The faculty is also accessible to the students.

Drake University, in Des Moines, Iowa, is also a private school with about 4,000 undergraduates attending the school. The average ratio is 17 students to one teacher, with classes of about 35 students. Although some classes can be as small as 10 students. Bradley University in Peoria, Illinois has a total of 5,500 students. The average student/faculty ratio is 15 students per teacher, and the average class size is 25 students.

Northern Illinois University, a public university, in Dekalb, Illinois has around 20,000 undergraduate students. Northern's student/faculty ratio is 18.5 students per teacher. According to a counselor at Northern the class size varies depending on the course. Western Illinois University in Macomb, Illinois has about 13,000 undergraduate students. The student/faculty ratio is 17 to one, and the average class size is 26.

Southern Illinois University in Carbondale, Illinois has a total of 24,227 students attending their university. Out of the total, there are 20,126 undergraduate students. Their class size varies. Southern Illinois counselor said that their classes depend on the professor and how

many students want to take the class. The average student/faculty ratio is 18 to 1.

The private universities has higher percentage rate in having their teachers have PH.D's.

Knox university and Drake university has 93% of their faculty with PH.D's. Bradley University has 75% of their faculty with doctrines.

Creighton University has 80% of their faculty with doctrines. Southern Illinois University - Carbondale faculty has 65% with doctrines. Western Illinois University's faculty has 47% with doctrines.

Tuition to a private university is usually more expensive than to a public school. The tuition and fee with room and board ranges from \$11,000 to \$15,000 for the private universities. Public universities cost about \$4,000/5,000 per year.

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A day in the life of Biff and Happy

by Dave Malec

As the sun shines through the trees, the world around us comes to life. Birds begin chirping a melodious tune. Somewhere in the distance a dog barks and motors start humming. Thus, beginning another day in the life of Biff and Happy.

Biff is a college student who enjoys a spacious 8 by 8 foot room with a lovely view of the student parking lot. He shares his room with an obnoxious bookworm and has the comfort of sleeping on a bunkbed. The room is connected to the next door, giving Biff the pleasure of sharing the bathroom with three other people. Yes, dorm life is such a wonderful thing.

Happy, on the other hand, works at the local garage while he lives at home. Every morning he can look forward to having his face slobbered on

"He finally picks out his best Fruit of the Loom and jumps into his oil splattered overalls!"

by the family pet mastiff. His six brothers and sisters always make the morning interesting with their screaming and jabbering over the blare of Teenage Mutant Ninja Turtles. Mom and dad are also a cheerful sight in the morning.

Biff decides it's time to get dressed. He throws on a ripped pair of jeans, a sweater, and his overcoat. After a couple minutes of thought, Biff chooses to add his infamous Charlie Chaplin hat to the outfit. Now he's ready to take off to Biology with Mr. Rumblebut.

Looking into his closet, Happy ponders which one of his t-shirts to wear. He finally picks out his best Fruit of the Loom and jumps into his oil splattered overalls. Quickly heading for the door, he almost forgets his red bandana. Whew! That was a close one, Happy doesn't feel complete without his bandana.

Walking out of his dormitory, Biff heads for the parking lot to unlock his Schwinn 10 Speed Cross Country Racing Bike. It's got all of the

latest options - handlebars, a rearview mirror, and his name is even painted on the side. With great pride, Biff rides off toward the science building.

After his mom's goodbye kiss, Happy goes out to the garage. Slowly he opens up the door. There radiating in the sun was his cherry red '67 Corvette. As he slid into the front seat one thought crossed his mind. Getting to work in 2.3 minutes by keeping the car at a constant 85 mph.

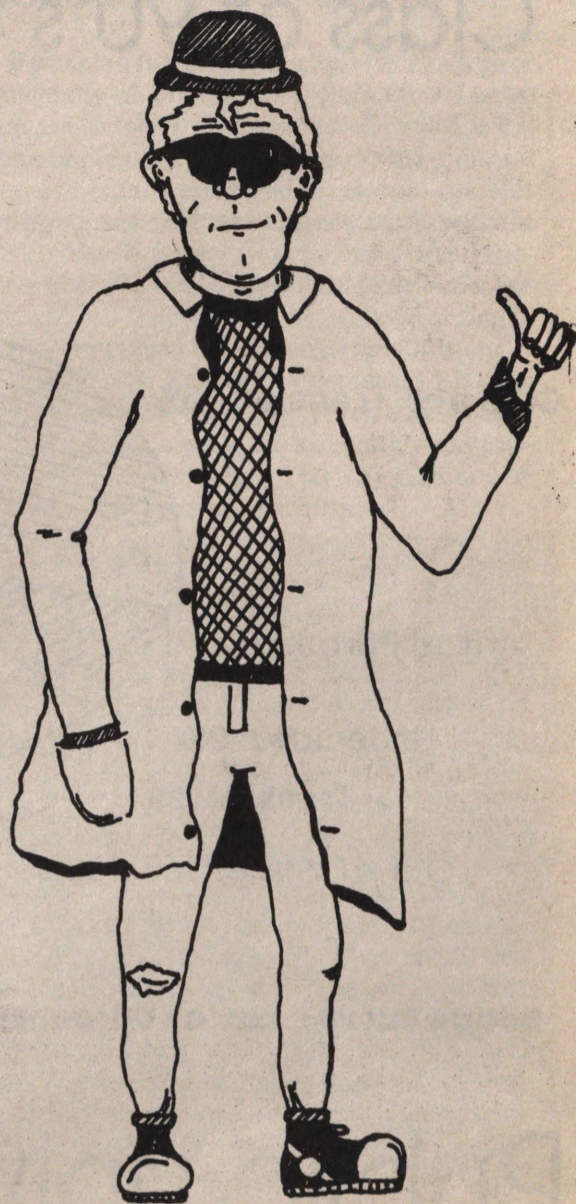
After completing an eight page Calculus test Biff is ready to wolf down some vittles. Upon entering the cafeteria he notices that the meal of the day is filet of fish. Blech! Biff decides to eat a few boxes of Fruit Loops instead. Polishing off his meal with a bowl of chocolate chip ice cream, Biff heads back to his room to catch a few winks.

Sweeping up the last of the windshield, Happy walks across the street to the Hotdog Heaven stand. Ordering a couple of chili dogs, a fry, and Mammoth Milkshake, Happy sits at a window booth and takes in the lovely afternoon traffic. While walking out the door he says to himself, "Ya know, it don't get much better than this."

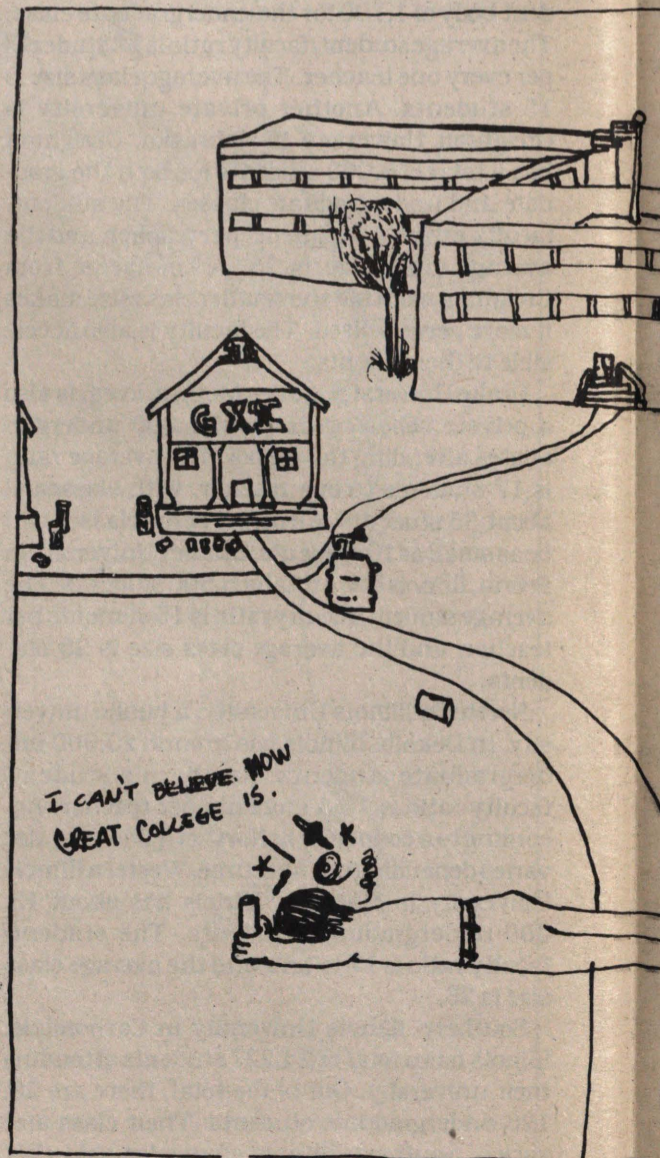
Waking up from his snooze at about 6:30, Biff hits the books to study for tomorrow's genetics test. Getting a couple hours of review in, Biff decides to get out and socialize with some college chicks. He heads next door to mooch some money. Having luck, Biff finds a date and they spend the next couple of hours watching The Invasion of Bombay Bimbos.

Happy, on the other hand, takes his girlfriend out to Bob's International Cuisine. After a delicious meal of sheep's stomach they head to a comedy club and then proceeded to a bash on the other side of town. Finally getting in at about four in the morning, Happy's mom greeted him at the door and gave him a good lashing with her left-over spaghetti.

And so ends a long day in the lives of Biff and Happy. Although both of them choose different routes after high school, they seem to be enjoying themselves. Biff with his casual schedule, but loads of homework, and Happy working all day and partying all night. Will you choose to follow in the footsteps of Biff or Happy? I leave the choice up to you.



Biff



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When going to college what will you miss the most?

by Danielle Caffarello

"The constant hum of the walkie-talkies carried by the para-pros as they patrol the hallways." Elma Garza.

"My allowance." Jennie Ostrowski.

"The pitter-patter of Ms. Barsema's gym shoes." Jeremy Mains.

"My family, and good times I have with my friends." George Rapinchuk.

"The superb teaching faculty at WCCHS and their assistants, Paul, Judy, Barb, and Wilber." Scott McCormick.

"Watching my God child grow." Tricia Blum.

"Getting money from my parents." Melissa King.

"I'll miss seeing my dog everyday." Michele Rittorno.

"The cockroaches in the bathroom, the immature people, and crackling student announcements." Michelle Perry.

"Home cooking." Margaret Shim.

"NOTHING." Peg Osterman.

"My room and all the babes on the ceiling." Gil Rangel

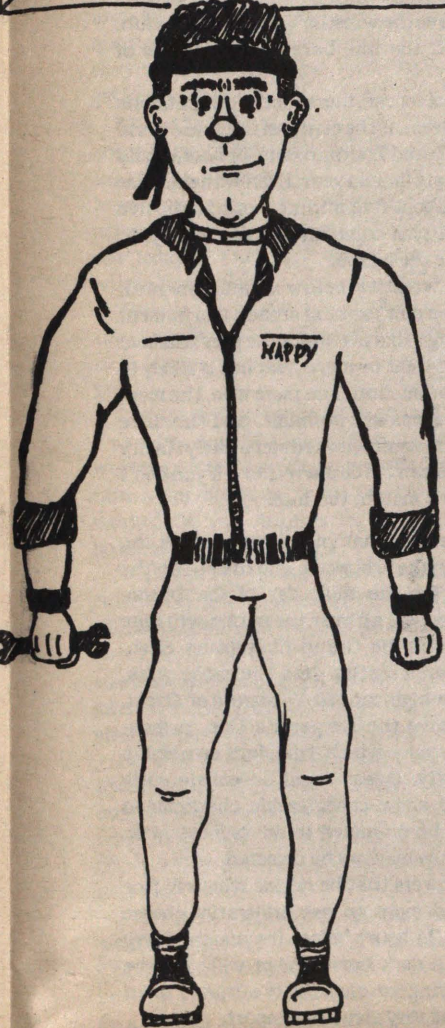
"My waterbed." Dave Malec.

"My new niece or nephew." Kim Kosatka.

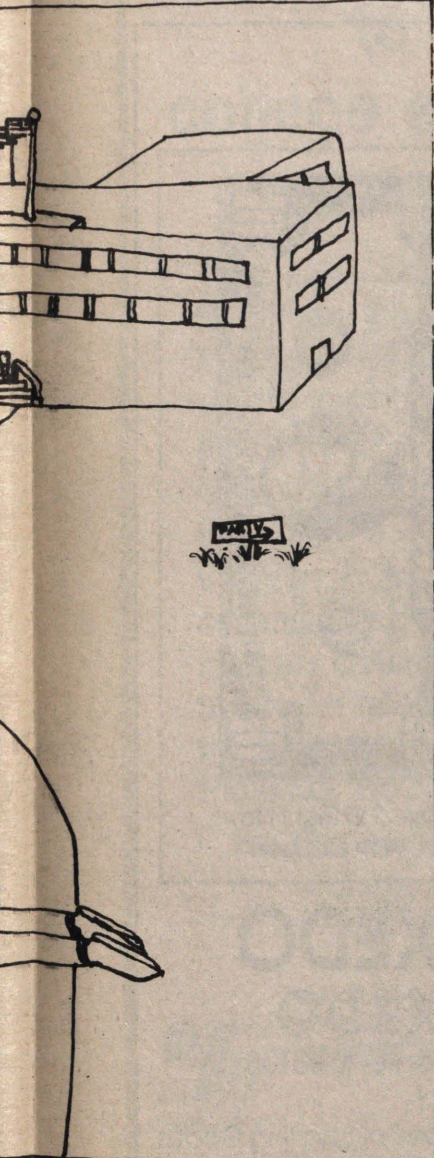
"My own bathroom." Tracey Geisler.

"Acting like a kid, because now I have to act responsible." Dave Smith.

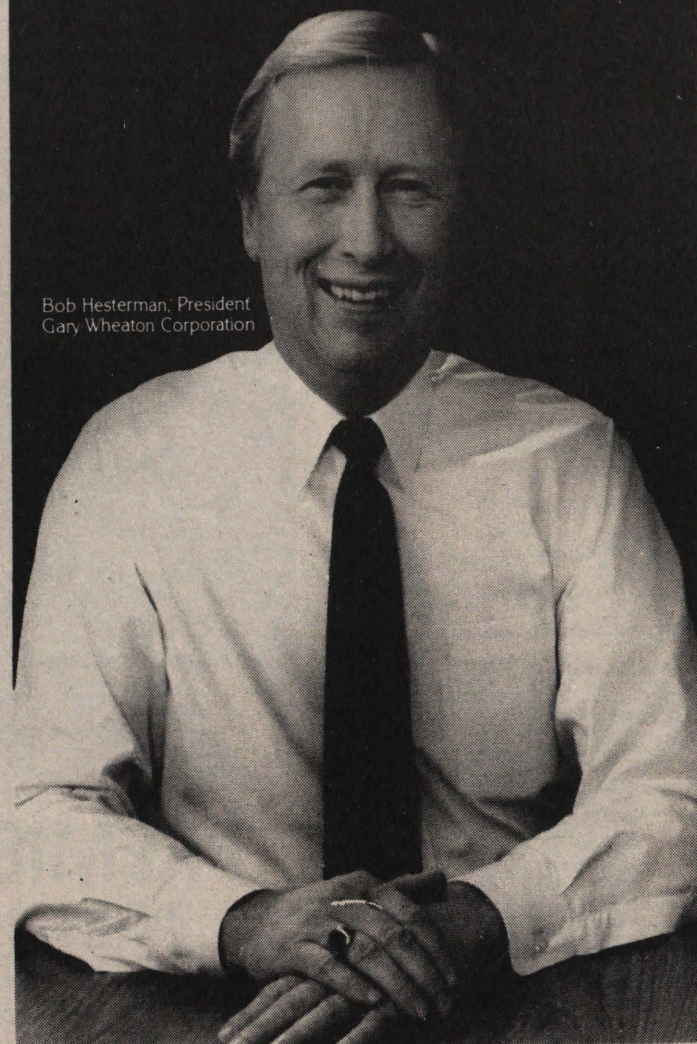
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Sumotori - the battle of the bulge

by Jeremy Mains

Among the ranks of bizarre professional sports, few appear more alien to the Western viewer than sumo wrestling, a cultural event much heralded but little understood.

Unquestionably, the most outstanding feature of sumo wrestling is the incredible size of its participants. Mention sumo wrestling to an American and more than likely he will say, "Oh-that's with those big old fat guys, right?" Obviously, because of the nature of the sport, amassing bulk is a strong asset. However, a wrestler's size does not always accurately reflect his ability.

Wrestlers will often topple opponents nearly twice their weight, and sometimes more. In the top division, *sumotori* (the wrestles' Japanese name) may weigh as little as 200 pounds, with the heftier contestants tipping the scales over 400.

One recent contender for the first rank was a mere 5'9", 186 pounds. His relatively slight build contrasts with that of the heaviest wrestler in recent history, Hawaii born Konishiki Yasokichi who, until his knee collapsed from excessive bulk, supported 525 pounds on his 6'2" frame. Since 1957, the Sumo Association (the official governing body) has placed a limitation of at least 165 pounds and 5'7" for wrestlers over 20 years old.

What is truly amazing is that the *sumotori* sustain these dimensions on only two meals a day. Of course, most recruits have considerable growth potential to begin with, not being selected for their petite-ness. Many are found in more rugged mountainous regions, snow country, or fishing villages from all over Japan.

However, the key to their build lies in their diet, including the great quantity they eat. *Chanko-nabe*, a stew simmered to a pulp, is the primary single course meal. Cooked in a great communal pot, the stew contains fish, meat, chicken, eggs, and such vegetables as onions, cabbage, turnips, and carrots, along with sugar and soy sauce. A survey of 300 wrestlers placed an average intake at five to six thousand calories a day.

Although sumo is a young man's sport (wrestler's generally retire before 30), the *sumotori* actually live about as long as the average Japanese, a fact that may surprise

the stomach or chest are prohibited. It is also against the rules to seize the part of the band covering the vital organs." Apart from these stiff restrictions, however, basically any method of forcing the opponent down or out is permissible-including hitting with an open hand, slapping, and kicking.

As in all sports there are techniques involved, and since sumo in varying forms dates back hundreds of years at least (one account puts it at 30 B.C.) there is a rich

Intermingled with technique and the great size of the wrestlers is a great deal of pomp and ceremony. Although the matches themselves rarely exceed a minute, pre-bout pageantry, which includes ritual cleansing of the ring with salt and demonstrating that they have not concealed any weapons amid their fat, usually takes four minutes.

Much attention is also given to dress, although this may seem ironic considering sumo wear little more than a loincloth and a

In addition, high-ranking *sumotori* must also purchase a set of woven aprons-one for him, one for his herald, and one for his sword-bearer. These aprons, made from silk and gold fringe with gold and silver thread, often leave the wrestler's personal fan club, who heft the bill, bereft of thousands of dollars.

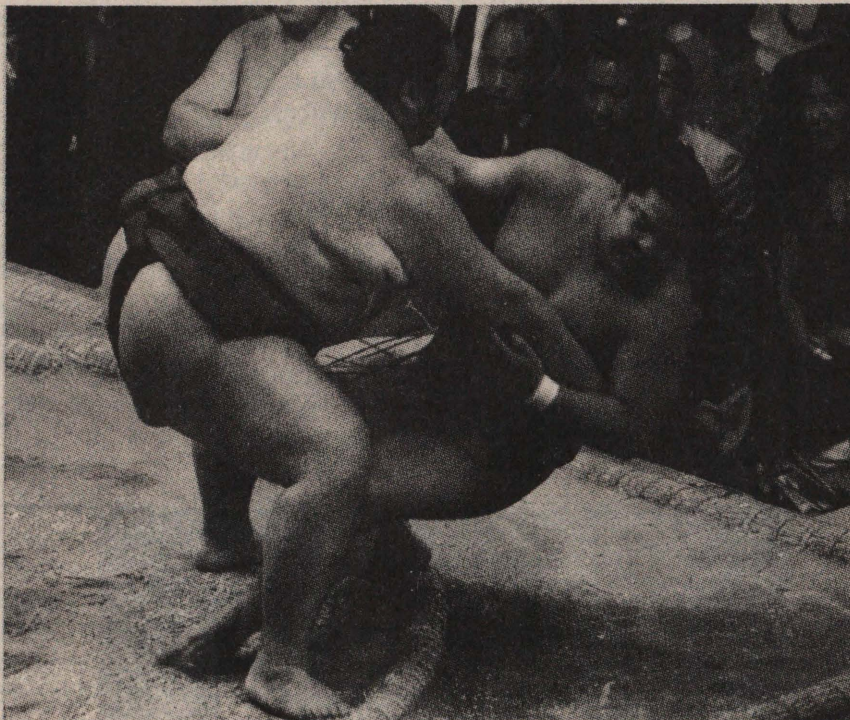
Then of course, there are the competitions themselves. At the center of the sumo world are the Grand Tournaments, or *basho*, held roughly six times a year. Even with matches lasting about five minutes apiece, the five hundred plus competitors take 15 days to complete the *basho*.

Each wrestler below Champion rank receives a new ranking at each tournament according to his placing at the previous one. Winning eight or more matches is likely to bring a promotion. The more won, the more upward steps are probable, and the more lost, the more downward steps likely. Injury or illness can't stop a wrestler - if you don't show for a match, you lose.

In general, champions wipe up on the minors in the first week, and their peers the second. On the final day of the *basho*, television sets all over the nation will tune in to watch the Grand Champions clash. Whatever wrestler gets the most wins, usually a high-ranked *Yokozuna* or *Ozeki*, will receive the Emperor's Cup, a monstrous trophy which transfers ownership constantly. *Ozeki* must do consistently well and show considerable character in order to be promoted to the highest rank, where they may not be demoted.

The powers that be decide who will face who, and more or less arbitrarily choose pairings 24 hours before the match. Every so often a dark horse Senior will steal the Cup, adding an element of surprise to an otherwise very structured sport.

To truly appreciate sumo though, requires a more thorough knowledge of the lore involved and the culture it stems from. What would baseball be without hot dogs, chewing tobacco, and crotch scratching? Likewise, sumo is much more than two half-naked lards battling in a ring. There is a history as imbedded in Japanese culture as the tea ceremony and sushi bars. The more the viewer understands the subtleties involved, the more enjoyment he will have watching sumo.



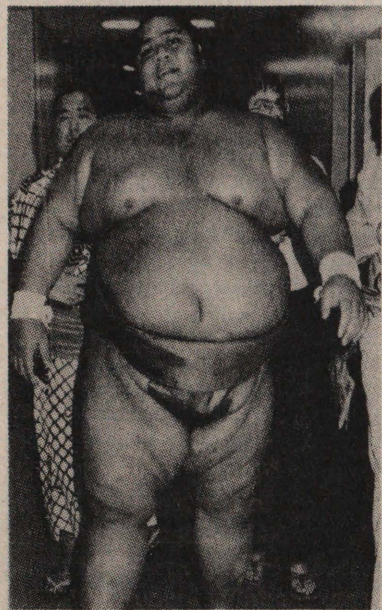
With a mix of agility and bulk two Yokozuna (Grand Champions) battle at the brink of the ring. Sumo has a complex system of ranking based on ability and performance, rather than weight.

heritage to draw upon. Traditionally, forty-eight "falls" or methods comprise the sumo technique, including throws, thrusts, grapples, and trips, although in practice there exist more than two hundred.

Two general principles lie behind most methods. Every wrestler practices daily to get his weight "down", in terms of gravitational center, not poundage, in order to insure a muscular development of the hips, which is at the core of success. The other concept is that the maximum force should be executed with a minimum change in balance.

In daily training, wrestlers engage in physical exercises to concentrate weight and develop strength. Although some have made a practice of weightlifting and judo, most wrestlers spend only an hour or so a day in actual practice, although most rise before 6:00. Methods include slamming, long-sustained pushing against pillars, stretching and contracting of their waists and legs, and stamping.

wide belt used in grappling. The wrestlers must first pay some attention to their hair, which is generally placed in a greasy top-knot, and for which many stables (the community centers where sumo live and train) have full-time barbers. Lately, barbers have been in short supply, however, due to their salaries.



In a sport without weight divisions, a foe like Konishiki Yasokichi can be a little intimidating, since his assets total over 500 pounds.

the weight-conscious. Yet despite the fame of the wrestlers' prodigious bellies, few Westerners understand this sport which rivals baseball as the most popular sport in Japan.

At first glance the concept is simple enough. Two wrestlers enter a ring 15 feet across and crouch behind two parallel lines in the center. At the appointed time both charge, and in the ensuing struggle each attempts to force his opponent to the floor or out of the ring. The first to touch at all outside the ring or within the hard-packed arena surface with anything other than his feet loses. The average bout lasts 11 seconds

According to the Sumo Association handbook, "Striking with fists, hair pulling, eye gouging, choking, and kicking in

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Dice rolling for mighty mouth of crass comedy

by Gil Rangel

Walking down the halls of West Chicago High, you hear some students recite a poem they heard over the weekend. "Jack and Jill went up the hill with a buck and a quarter. Jill came down with \$2.50." Then they recite all the other rude poems and get hysterical.

The man responsible for this vulgar comedy is Andrew Silverstien, otherwise known as Andrew "Dice" Clay. The "Dice Man" is one the most controversial, and arguably more popular, stand-ups in comedy today. It took 11 years for Clay to get where he is today.

"People are nasty," says Clay. "Maybe that's why my humor has got a lot of attitude to it, 'cause nobody wants to see people do good."

Clay started out by playing in discos doing Travolta and Stallone imitations, but working on the East Coast was "boring" for him, so he moved out to the West Coast. He worked in Los Angeles for seven years stuck to a two a.m. spot.

"You got to go on late 'cause nobody will follow you, but yet three quarters of the audience is gone." While Clay was working at a two a.m. spot, at a comedy store, he also auditioned for acting parts. Clay's first real jobs were the movies *Casual Sex?* and a single episode on television's *Crime Story*.

But Clay's success didn't happen until he appeared on a Rodney Dangerfield HBO comedy special with Sam Kinison and other comedians. "Without Rodney putting me on the first HBO special, I'd still be struggling," said Clay.

From here, Clay was known as the guy with the nursery rhymes that were updated. Clay's comedy has been talked about a lot because of his style of comedy. Clay doesn't do a comedy act without direct reference to sexual organs or related objects.

His style of comedy has banned him from television because of the performance he presented on the 1989 MTV awards. Clay referred to Jay Leno's *Tonight Show*'s minority-bashing. "He'll (Jay Leno) talk

about the foretgners who own 7-Eleven and it's O.K." Clay went on tour in 1989 and tickets sold easily. St. Louis, Detroit, and Phoenix sold out in 45 minutes. Chicago took two hours and New York's 18,000 seats went in four.

For the summer, Clay is making a recurrence since his banning. He will be portraying a Rock-n-Roll detective in Twentieth Century Fox's *The Adventure of Ford Fairlane*. Clay plays an unorthodox private

"People are nasty," says Clay. "Maybe that's why my humor has got a lot of attitude to it, 'cause nobody wants to see people do good." Clay started in discos doing Travolta and Stallone imitations.

investigator who specializes in the world of the music industry.

Clay pursues a young woman (played by Priscilla Presley), who may provide clues to the mysterious death of a heavy metal singer (played by Motley Crue's Vince Neal). Fairlane becomes involved in a colorful labyrinth of corruption, double crosses, blackmail, and murder.

Opening right at this feature's heels is the *Andrew "Dice" Clay Concert Movie*. Clay is live and uncensored in his first concert film in the tradition of the live performances. Also in Clay's future will be an ABC series titled *Salman*. "It'll be number one 'cause I'm funnier than anybody that's on T.V.," boasts Clay. "It'll be beecootiful prime time."



Said Time Magazine recently about Andrew "Dice" Clay's humor, "Nearly everything he says is wildly heinous. Clay knows this, and so do his fans; their laughter is a release at hearing forbidden thoughts twisted into jokes." Here, Clay plays himself in the *Andrew Dice Clay Concert Movie*, due this summer. 1990 Twentieth Century Fox.

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Are drugs and alcohol taking over WCCHS?

by Debbie Caruso

West Chicago: has the use of alcohol and drugs increased or decreased in the past two years?

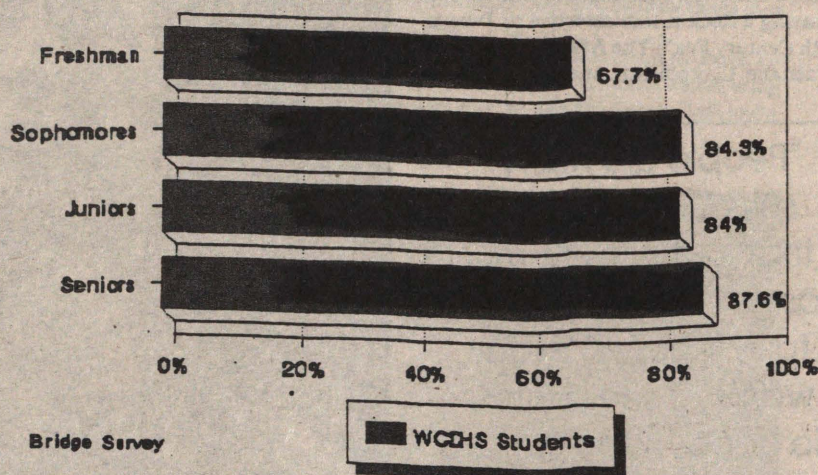
In this past school year, 14 students have been referred to the Dean's office because of drug and alcohol abuse. The use of drugs and alcohol has increased since a survey taken by WCCHS in 1988. If a student is caught with alcohol or drugs in school he or she will be given a number of days for suspension. If the student and his/her family agree to go to an alcohol or drug rehab, then the student will not have to serve out the suspension.

On March 19, 574 surveys dealing with drugs and alcohol were distributed to selected classes. Three hundred forty-five were returned and tabulated.

The percentage of freshmen who have ever tried alcohol is 67.7 percent; sophomores is 84.3 percent; juniors is 84 percent; and seniors is 87.6 percent. In the last 30 days, 27.9 percent of the freshmen; 28.2 percent of the sophomores; 37.2 percent of the juniors; and 70.8 percent of the seniors have used alcohol.

The percentage of freshmen through seniors who have tried marijuana is; 8.6 percent, 20 percent, 29.8 percent, and 46.5 percent, respectively. In the past 30 days 21.5 percent of the freshmen; 8.2 percent of the sophomores; 5.3 percent of the ju-

Students Who Have Ever Tried Alcohol



Out of 345 random surveys, an average of 81.5 percent of students, freshmen through seniors have tried alcohol. (graphics by Liza Lenertz)

niors; and 25 percent of the seniors have used marijuana.

The most common place students use alcohol or drugs is at parties, according to the survey. The percentages of freshmen through seniors who use these substances at parties is; 42 percent, 45 percent, 55.3 percent, and 75.3 percent respectively. The second most common place is with their friends at night. Twenty-eight percent of the freshmen, 32.9 percent of the sophomores, 42.5 percent of the juniors, and 72.6 percent of the seniors choose to do this.

When students asked what they thought the government should do about the use of alcohol and drugs many replied, "legalize!" One student said, "I think we should go after the people who use drugs. These people have a problem and need the help. Once we get them to stop, the drug dealers will have no one to sell to. It will take time, but it will get the job done." Another student replied, "We should go after drug dealers first. Once we've caught them, all the people who use drugs no longer can get them."

Principal Alan Jones said that drugs will "absolutely" cause problems with classes, and is, "opposed to people using drugs." Jones feels though we should, "start to look at the idea of legalizing drugs." This way, if it is available to anybody, maybe the temptation will not be there to use them.

Attorney General speaks to Student Council on environment

by Dave Smith

On April 17, State Attorney General, Neil F. Hartigan, spoke to Student Council about aiding our environment.

Hartigan visited the students during a special meeting third hour that day. During this meeting Student Council participated in a question and answer session with Hartigan.

Some of the topics touched upon were West Chicago's problem with Kerr-McGee, landfill problems, and ways to clean up the environment.

While speaking on Kerr-McGee Hartigan said that it is a very serious problem to stop the burial because West Chicago's water supply is 80 feet underground. He said that contamination by seepage of the waste could be disastrous to our water supply.

Hartigan then further remarked that WCCHS's Student Council can play an important role as models for other schools in helping the environment because of Kerr-McGee. "You (WCCHS) are in a very unique situation. You have a serious problem less than a block away from school," said Hartigan. He then remarked that because

of this We-go should not remain a passive school in environmental problems.

Another topic discussed with the group was the problems with landfills becoming over full. "What do we do when the landfills are filled up? What do we do with the garbage in our kitchens?" said Hartigan. He then suggested ways for which students could reduce their production of garbage. Recycling and the cutting down in the uses of unbiodegradable products were both mentioned.

The following is a list of 20 ways Hartigan gave Student Council to help the environment.

- Plant a tree; it takes carbon dioxide out of the atmosphere, provides shade and cools the air around it.
- Choose natural products such as cedar over synthetics such as moth balls, which utilize additional energy and chemicals to produce and generate additional emissions.
- Keep a sponge or a cloth available for minor spills instead of paper towels to reduce waste to landfills and to conserve the energy used in paper production.
- Recycle paper where you work; the average office worker discards 175 pounds of high grade paper per year.
- Promote recycling in your community

and organization; lack of consumer demand is an obstacle in recycling efforts today.

- Compost organic waste; coffee grounds, egg shells, peanut shells, and peelings add nutrients to soil.
- Buy foods sold in bulk or minimum packaging or recycled materials; packaging constitutes one third of a landfill's volume.
- Buy and use recycled paper; producing paper from discarded waste paper uses less energy and water, saves 17 trees and reduces landfill volume.
- Choose paper over polystyrene or styrofoam cups for hot beverages; most emit chlorofluorocarbons which destroy the earth's upper ozone layer and uses petroleum, a non-renewable resource, in their production.
- Select cellulose bags instead of plastic ones. Cellulose is made from wood fiber, is biodegradable and non-toxic. Better yet, choose unwrapped foods and vegetables in your grocery store.
- Choose soda packs in paper cartons instead of plastic rings. Plastics decompose very slowly, are made from non-renewable petroleum and are deadly for marine animals who consume or become entangled in the debris.
- Buy eggs in cardboard cartons instead of

styrofoam.

- Switch to low wattage or florescent light bulbs; generation of electricity contributes to acid rain.
- Consider air-drying your laundry, to reduce acid rain.
- Maintain and regularly tune your vehicle for maximum gas mileage.
- Walk, bike, carpool and use public transportation to conserve non-renewable petroleum and reduce emissions that contribute to the ozone.
- Buy locally produce foods to conserve petroleum and reduce emissions that contribute to ozone.
- Spend more time playing, reading, writing, drawing, walking, bird watching, or exercising in place of TV, stereo and electronic games that consume electricity.
- Borrow or rent equipment or items that you use infrequently.
- Reduce use of home, office, and car air conditioners to protect the earth's upper ozone layer and conserve electricity.

In summing up what he believes is in the future for the world, Hartigan said, "the next time you turn on the TV and see what's going on in the world, it will be a generation deciding to accept environmental responsibility and making choices."

Youth Council at a standstill

by Dana Billick

The West Chicago Youth Council has come to a standstill from their recent progressiveness in the community because of financial problems.

The council, appointed in September by Mayor Paul Netzel, consists of nine citizens from West Chicago. They include committee president, Vanessa Muhlderger, an eighth grader at West Chicago Junior High; Kathy McKee, a teacher at the junior high; Margaret Walen, a junior at West Chicago High School; Dorothy Carter, a teacher at WCCHS; and five community members, George Darquea, Betty McDonald, Chuck Pheneger, Dave Roberts, and Bob Spalo. The council is designed in order that the young citizens in the town can have a voice in its happenings.

The committee meets on a monthly basis and discusses such issues as helping youth speak up, community service projects, and involvement in goings on in We-go.

Since this is the youth council's first year in operation, much of what they have accomplished is to realize their capacity of how much they can and want to take on and to establish goals for the future. Some of these include sponsoring a community clean up day, and participating in West Chicago's

Railroad Days by including a youth decorated float.

However, progress on these issues have been stopped from lack of approval of the proposed budget. We-go's budget manager, Dan Foster, has been working revising these figures and making them workable. Muhlderger expressed, "it's really hard to work without knowing how much we have to spend."

Next month, the council members' terms are over and Mayor Paul Netzel will appoint new members. Muhlderger hopes the goals will be carried out by these new members and new events will be introduced to help West Chicago's youth become involved. Walen said about the council, "I think this is something really good for the youth in the community. Finally the students' voices can be heard."

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Working on conflict matrix

by Christine Pomeroy

Determining what courses a student wants to enroll in each year seems easy on their part, but not for John Highland and Alan Jones, who work on the conflict matrix.

The conflict matrix is a list of all courses, with students having a class conflict with another. It is also a list of potential conflicts based on what a student signed up for. For instance, if a certain amount of students sign up for Accounting and Business Law, and both courses are given third hour, then a conflict has arisen for the students enrolled in both courses. Highland said that he tries to make sure each student in the school gets his/her choice of courses with no discrepancy. Junior Ben Penafior had a conflict for next year between choosing Challenge and Micro Computer Applications. He said, "They can't satisfy everybody."

Highland and Jones also work with a simple tally, in which their are a number of students in a course. If 276 are signed up for Algebra two, they then must determine class sizes and the number of sections which will be offered. Initially their are two considerations to be made, single and double section classes. Single section classes meet one hour per day and usually con-

sist of 30 students or less. Double section classes meet two hours per day. These classes must be added to the master schedule before all other classes. Highland said, "Their are more conflicts in double and single sections."

Although it takes approximately two to three months to build a master schedule and resolve all conflicts; Highland says, "It's been getting better and better, and this year is looking the best." Highland and Jones have been working on the conflict matrix for approximately one month and a lot of effort is put into making sure that every student gets his/her choice of courses. "Every effort is made to ensure that all students can take the courses they are interested in or desire," said Highland. Highland also said that he wants a student to finish a class because it costs money to drop a course. If their are a great number (300) of students signed up for a course, the District then would have to hire a new teacher for that specific course, since not every teacher can teach that course. Also, if new text books are needed or more, then the District has to buy them. So if too many students drop a course, then money is lost because of unused books, and the new teacher has fewer students to teach. Highland said that their are 155 courses. "155 is a rough tally-give or take," said Highland.

Boys' Track has three state hopefuls

by Kate Jemsek

"The season's been tough, trimmed back by kids who have quit, but we still have the quality kids we can count on," said Wildcat boys' track Coach Bob Thomson.

With the team happy so far this season, Thomson said that they hope to qualify at least three individuals for the state finals, May 25 and 26. They are juniors Mark Benja, Eddie Gonzalez and Rick Montalvo.

Benja would be trying to qualify in the 800-meter run. Benja's best time so far this season is 2:03, five seconds away from state qualifying time. Benja currently holds the 800-meter run record with a 1:59.

Gonzalez has a chance to qualify in the pole vault and long jump. Gonzalez has jumped the state qualifying height in the pole vault of 13-6, but his long jump best is still five inches short of qualifying.

Thomson believes that Gonzalez has a good chance of qualifying in the pole vault because he has jumped the height once before and that will help him build up his confidence.

Montalvo is running the two-mile run in 9:37 and is seven seconds off a state qualifying time. His mile is five seconds off a state qualifying time with a time of 4:29. At the DuPage Valley Conference meet, today at Glenbard East, Montalvo will be running against defending state champion in the two-mile run, Naperville North senior Dan Nolan.

Even though Nolan will not be in the same sectional as the Wildcats Montalvo will not go unchallenged. Senior Jerry Parkinson from Glenbard South is running two seconds behind Montalvo while senior Dennis Hearst of Fenton is running a 9:27.

The nice thing about track is 20 people can beat you, but if you can run the (state qualifying) time you can still qualify to go down state," said Thomson.

This would be Montalvo's second trip down state in track, his fourth all-around in both track and cross country where he has been named all-state twice.

Out of the 18 schools the Wildcats will be competing against, the top schools will be Fenton, Lake Park, St. Charles and all the Glenbard schools.

Sophomore Mike Callarman, who competes in the two-mile run, has sat out a part of the season due to an achilles tendon pull. Callarman's pulled tendon will keep him from a shot at the state meet.

"I had a big chance to qualify in the two mile," Callarman said. After the first race of the outdoor season, Callarman ran a 10:08, only 38 seconds off a state qualifying time.

Thomson hopes that the success the runners have seen this year will carry on to the following year along with their own hopes and dreams.

It's nice to have talented kids like Eddie and Rick for the younger kids to look up to, but it's nice to have kids who work hard to accomplish their goal," said Thomson.



Senior James Zimmer and sophomore Mike Callarman strive for first. Callarman will miss sectionals. (photo by Chris Seper)

Attitude hurts softball team

by Chris Seper

Attitude is everything, period, no excuses, end of discussion. And it is simply not there.

That is the problem, according to several of the Lady Cat softball team members, that they are in a cat fight for the DuPage Valley Conference crown instead of walking away with it as planned.

"It's lame," junior Kelly Matthews said about the attitude. "Nobody gets enthusiastic, our bench just sits there. Last year we were standing up against the bench."

"I think we have a halfway decent attitude," senior center fielder Missy Vega said. "There's certain individuals that have to change."

The Cats were ranked third in the state by the *Chicago Sun Times* in the preseason.

"I think that really messed up our heads because we have to live up our expectation," Vega said.

Lady Cat Coach Lee Maciejewski declined comment, saying that the players were the ones who should talk about the attitude, and not him. But he did have a plan for winning, or a least tying, for the DVC crown. "We're going to win the rest (DVC games)," Maciejewski said. "That's all we have to do. We win the rest, we tie."

In the middle of all the furor, freshmen Shannon Mason has sprang off the bench to take the left field position. Mason, who had been splitting designated hitter time with sophomores Gretchen Austgen and Chris Wright, has found her way unto what Maciejewski called in the preseason an "airtight" outfield.

"She's developing into a fine fielder," Maciejewski said of the freshmen starlette. "She's the third best fielder in the program."

Mason's bat has also come into play in games like Naperville Central, where she went 2-2, helping out the Cats in a 13-4 victory. Mason was also part of a last ditch effort in the bottom of the seventh in a 3-2 loss to Glenbard South, smacking a double and driving home an RBI.

"We've been more enthusiastic but I think we could be more," Mason said about the team's attitude.

The two surprise losses has caused Maciejewski to redesign his plans for the pitching staff. Plans to bring up sophomore junior varsity pitcher Christy Spielman to team with varsity backup pitcher, sophomore Gretchen Austgen, had to be scrapped. The Lady Cats will be going with star junior Kelly Matthews the rest of the season.

Matthews has been pitching up to speed with last year's pitching performance. Matthews was 25-5 last year, pitching all the games last year. This year, she has only lost three but has pitched all but two, with Austgen pitching those.

The bats have been the one concern of Maciejewski, despite the Cats scoring in double figures in eight of the first 10 games.

"The hitting has been a concern of mine," Maciejewski said. "We're spuratic."

In one game, the Cats bats stalled against Glenbard South, as they were unable to muster only two runs against their junior varsity pitcher.

Ognie and Walters to exchange

by Joe Oliver

Two West Chicago juniors, Sarah Ognie and Jennifer Walters, have been selected to be part of a 12 member volleyball team from the United States to go to the Soviet Union from July 9 to July 31.

Ognie and Walters first heard about the program last year during a presentation here from a program called Youth for Understanding. The part of the program that Ognie and Walters are involved with is Sports For Understanding.

While they are there, Ognie and Walters will be staying with a host family in Moscow. They will also be staying in hotels and sport camps in Tblisi.

Ognie and Walters' coach, Jackie Wilde, has already been to Japan, Finland and Taiwan with the sports for understanding program.

Wilde and her family have been involved with volleyball for many years. Her husband is a national referee, her one son, Rod, made the 1984 Olympic team and then broke his leg was unable to participate. Wilde's second son Kevin is an assistant volleyball coach for Iowa State.

The two did not originally plan to go to Russia.

"I originally wanted to go to Germany because I speak German and I am German," Ognie said. Walters wanted to go to Australia.

Both Ognie and Walters are "very excited" about going. "The closer it gets the more excited I get," said Ognie. "I can't wait," added Walters.

Ognie and Walters both have high expectations. Walters is expecting a lot of intense and challenging activities. Ognie is expecting to grow up a lot from her trip.

Walters main purpose for going is "to improve for next year." Ognie's main purpose is "to excel" and be the best she could be.

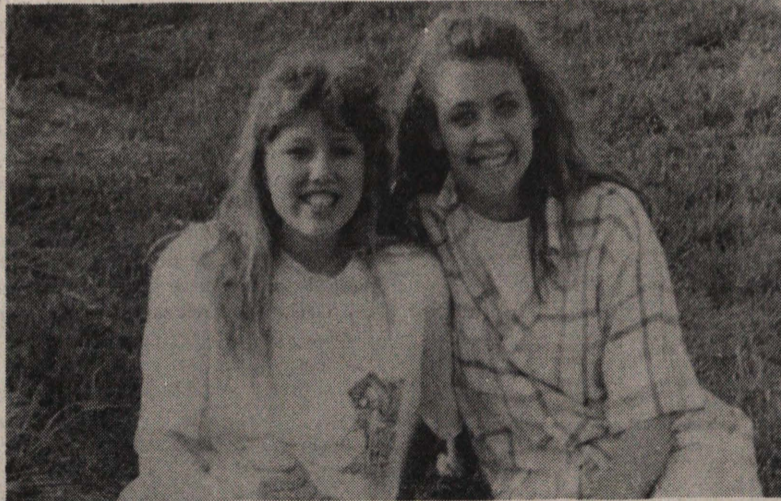
Walters said "It will be something

different," when describing what she thinks it will be like playing with people from around the world.

Ognie said, "I am very excited about playing with people from around the world." She is looking forward to seeing the different training techniques from the different countries.

Walters hopes that it will be really tough. "I want to improve my defense a lot."

Ognie's goal is to boost her self confidence. She added, "I want to be the best."



Juniors Jennifer Walters and Sarah Ognie in a relaxed pose. (photo by Joe Oliver)

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Wildcats nail no. 1 Central, in the hunt

by Candi Sabol

The West Chicago boys' baseball team is improving as the season goes in with a record in the DuPage Valley Conference and overall.

On Thursday April 26, they defeated number-one state ranked Naperville Central in a close battle, 10-9.

Senior Jesus Blanco pitched all seven innings with ten strikeouts, giving up eight hits and two earned runs.

"He keeps hitters on their toes," Head Coach Tim Courtney said. "He can throw a curve ball for a strike. He can throw a change up and he can throw a fast ball. He throws a lot of good pitches."

Senior second baseman Chad Landis was 3-3 with two singles and one homerun. "He's a great hitter," Courtney said. "That is his third homerun. He hardly ever strikes out and he hits the ball hard."

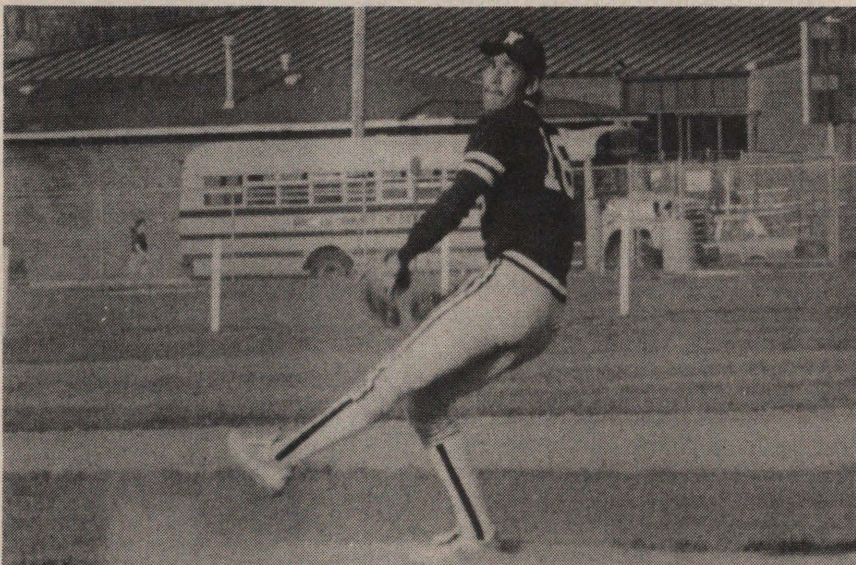
Senior Scott Pold's bases loaded double scored two runs. Junior Pat Quane, junior Shelby Dean and senior Jaret Adrian all had singles.

"We have a lot of players that believe in themselves," Courtney said. "They actually

believed they could win." On the year so far, Courtney had mixed reviews.

"We are a strong team," said Courtney, "but we have been inconsistent. We either

have a lot of hits and runs and have a good game, or very few hits and runs and have a bad game. We rarely play average." The Cats have been able to run up big scores, as in the



Jesus Blanco rears back in the Cats' 10-9 win over Naperville Central. (photo by Joe Oliver)

Central game, but they have also been a victim of two no-hit ballgames.

According to Courtney, the Wildcats has two strong players that always play above average; Pold and Dean are strong all around. They both are hitting over .350 and help on the pitching staff. Dean also helps in the outfield. Pold, on the other hand, is having an "all-conference type of a year," said Courtney. "Scott is our top RBI man this season and is a strong hitter, pitcher, runner, and shortstop."

As the season progresses, Courtney hopes to have more than two strong hitters on the team. He said "Warm weather makes you a better hitter, so more guys should start hitting better."

Other strong points of the team are in the outfield. Five strong outfielders help out in this position. They are Dean, senior Dan Peterson, junior Ed Pagan, Quane, and senior Darryl Sedlacek.

Courtney is also satisfied with the infield. Pold at shortstop, seniors Chris Nippert at first, Landis at second and Blanco at third are "one of the things that make We-Go a strong supported senior team," said Courtney.

Caught in the Webb of success

by Tricia Blum

"It took a lot of hard work, staying after school extra hours, dedication and going to camps," says senior Angie Webb. This is what Webb credits her success to.

At the age of ten Webb started to get involved in sports. She shot baskets with her neighbor every day, and goofed around with her family in the backyard playing softball and volleyball.

In eighth grade she started to play softball. She started because her neighbors coach told her she didn't look to bad. One year later she was starting as the shortstop on the varsity softball team and has for all four years. It was Webb's first year at fast pitch softball. "It was a big jump from slow pitch to varsity fast pitch," says Webb. "I was scared half to death and afraid of coach," continues Webb.

"She came in with a lot of talent, her skills improved, the more she plays the better she gets," says Lady Cat Softball Coach Lee Maciejewski.

In basketball Webb was on junior varsity her freshman year. "I was intimidated and picked on by everyone," says Webb. In Webb's sophomore year she was on J.V. and

on varsity for the regional tournament. In her junior and senior year she was on varsity.

In softball her sophomore year she remembers hitting a home run against Naperville Central's, star pitcher Maureen



Senior Angie Webb in a happy pose. (photo by Tricia Blum)

Morris. In her sophomore season Webb was selected All-Area and All-Conference. That was just the beginning of her many accomplishments.

Webb's accomplishments have been from both softball and basketball. In basketball she made the Lady Cat Classic All Tournament team in 88-89 and 89-90. Honorable Mention All-Conference in 88-89. In the 89-90 season she was awarded Unanimous Choice All-Conference, Most Valuable Player, The Daily Journal and Daily Herald All-Area first team, Daily Journal All-Star team and Daily Journal DuPage second team.

In the 1988-89 softball season Webb was awarded Unanimous Choice All-Conference and All Area Daily Journal and Daily Herald.

Webb's predictions for this year is that the team should do good if they execute the skills and experience correctly. "We are expected to be the lead runner in the conference," says Webb, "if we play to our potential we will be successful."

According to Maciejewski, Webb is the team leader. "In the past she's been a quiet leader and her abilities showed, this year is different. She's got a lot of responsibility so she's more vocal." Webb is one of the top players around and with this position there is a lot of pressure and responsibility. "The other teams are out to stop her and they are not able to do," says Maciejewski. In a game early on in the season Webb led the team with three hits. Webb is currently batting .450.

Webb's plans for college are undecided. "I have received a lot of letters from schools but only a few kept in touch," says Webb. Four schools Webb is considering are Dana College in Nebraska, Delta State in Mississippi, Joliet St. Francis and Loyola University of Chicago. At Dana, Webb would play both softball and basketball. They are now in the process of negotiating for a scholarship. At Loyola, Delta State and Joliet St. Francis Webb would only play softball.

Girls' soccer has problems

by Tricia Blum

Facing some of the toughest teams in the DuPage Valley Conference has put some pressure on the Lady Wildcat soccer team.

The Lady Cats began with a winning season. The team beat Glenbard East 4-2; Rockford East 4-0; and Glenbard South 4-0. "The teams we have played didn't have as much [skill] as we do," said Coach Steve Kimery.

The Lady Cats went on to face Waubonsie Valley, Naperville Central, Glenbard West and St. Charles, losing to all four teams. "There are different levels and these four teams are super teams," Kimery explained. Kimery predicts for these four teams to be in the final four of the state tournament.

"The team has lots of room for improvement," says Kimery. "The girls are realizing that they can't play for just three months out of the year." The team is looking ahead into the season and they are seeking to improve, according to Kimery. "We are steadily improving in our eighty minutes of play," says Kimery.

The season is going as expected, "were winning" says Kimery. "I'm disappointed in the number of girls out this season, we've lost in numbers of girls out this season." In the past years the team has had approximately fifty girls, this year there are thirty-six girls out for two levels.

The teams leading scorers are sophomore Yvette Alfaro, senior Jessica Andrews, and freshman Porsche Willinburg. Andrews has 11 goals, Alfaro has 11 goals and Willinburg has 11 goals.

The Lady Cat goalie sophomore Cheri Oskereka is a key player on the team. "Cheri is doing great," said Kimery. "She has a deep desire to be better. She did a great job against Waubonsie Valley."

Home Sports Schedule and Playoffs

Badminton

May 11 State Finals TBA
May 12 State Finals TBA

Baseball

May 12 Glenbard East-Doubleheader 10 a.m.
May 15 Glenbard South 4:15 p.m.
May 17 Naperville Central 4:15 p.m.
May 22 Regionals Begin TBA
June 2,4 Sectionals TBA
June 7,8 State Finals TBA

Soccer

May 14 Lake Park 4:30 p.m.
May 17 Naperville North 6 p.m.
May 22-29 Sectional Tournament TBA
June 1,2 State Finals TBA

Softball

May 14 Glenbard North 4:15 p.m.
May 22-29 Regionals TBA
June 2-4 Sectionals TBA
June 7-8 State Finals TBA

Tennis

May 14 St. Francis 4 p.m.
May 18,19 Sectionals TBA
May 24-26 State Finals TBA

Boys' Track

DVC Meet at Glenbard East 4 p.m.
May 18,19 Sectionals TBA
May 25,26 State Finals TBA

Girls' Track

May 11,12 Sectionals TBA
May 18,19 State Finals TBA

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