

the bridge

Inside this issue

West Chicago Community High School
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Barnes' injury could derail boys' fast-paced offense....p. 8

Needy find personal Santas

by Margaret Walen

We are the world, we are the children, we are the ones who make a brighter day, so let's start giving. (We are the World).

Every year, there are families who cannot afford to celebrate the holidays. The Winfield Township makes it possible for these people to celebrate a "Merry Christmas."

Through the township's Christmas Basket Program, people have a chance to adopt a needy family for the holidays.

"It's (the program) very successful," coordinator Debbie Juzwiak said, "Last year we had 94 families-almost 70 of them were adopted." Included in those 94 families were 213 children. Families who were not adopted

received food through money donations that were given to the township towards the program.

Juzwiak puts people together by matching the donor's ability to give with the family's needs. If the donor can afford to help only one individual, then that's what she sets them up with. If they prefer a family with three children though, then she goes through her list until she finds one.

"Townships are mandated by law to take care of the poor," Juzwiak said. To do this, the township levies dollars through real estate taxes and follows public aid income guidelines. The township has been doing this for 20 years. The Christmas program is separate from this.

"A lot of people are not even making it," Juzwiak said, "In DuPage County 60 percent of their income goes to rent." This does not leave enough money to cover additional expenses, including food and clothing. "Grants they get from the Illinois Department of Public Aid are not enough to help," she continued.

Juzwiak must receive permission from her clients to put their name on a list for adoption. From the list she has of people on public aid, Juzwiak sends out letters asking if people would like to be part of the program. This year, 140 families asked for help.

Juzwiak is sometimes frustrated by her job, but she also finds personal satisfaction in it. During Thanksgiving, the township has a smaller program similar to the Christmas

Basket Program. Juzwiak said, after having a bad week, her day was made when one of the clients gave her a hug because it was the first Thanksgiving meal her children ever had. "I was the one who made it happen for them," Juzwiak said. Besides receiving donations from individuals and businesses, the township also receives help from the Kiwanis Club, Winfield Lions Club, the Catholic Daughters of America, the Fraternal Order of Police and restaurants.

People have to realize "these people are needy all year, not just at Christmas," Juzwiak said. Individuals interested in donating canned food or paper goods during the year can take it to St. Mary's Catholic Church or Church of Christ food pantries.

Volunteers learn from special students

by Julia Hill

"It gives me so much joy and happiness to work with those people," said senior Tammy Clark about helping in the SASED department.

The School Association for Special Education for DuPage County helps to prepare students with learning difficulties for the outside world. The Program is designed to integrate the students with mainstream students and the community. They participate in PE and a couple of academic classes. All of them have a job in school or out in the community.

Three students, Clark, seniors Ben Penafior and Jenny Bohnsack help the SASED students during their unscheduled hour.

The three volunteers became involved through suggestions by teachers. Bohnsack, who has worked there since the beginning of the school year, said, "It's because I wanted to help those who needed...so many people have helped me."

Last year, Penafior had to do a special project with SASED for Peer Listening. "I went in there once and I started going a little more all the time," Penafior said.

These three students find it a challenge at times. "Sometimes I get a challenge when I'm tired that day and wonder, 'Do I really want to go?'" said Clark who has helped there since freshman year. She continued saying

that patience and attitudes were challenges "in particular of myself and my peers. I have to be careful not to snap at them when I'm in a bad mood."

Bohnsack said, "There are times when it gets to me. I don't give up because I know if I do, the students will give up." She continued, "I'm not one to give up and I know at one point they will respond."

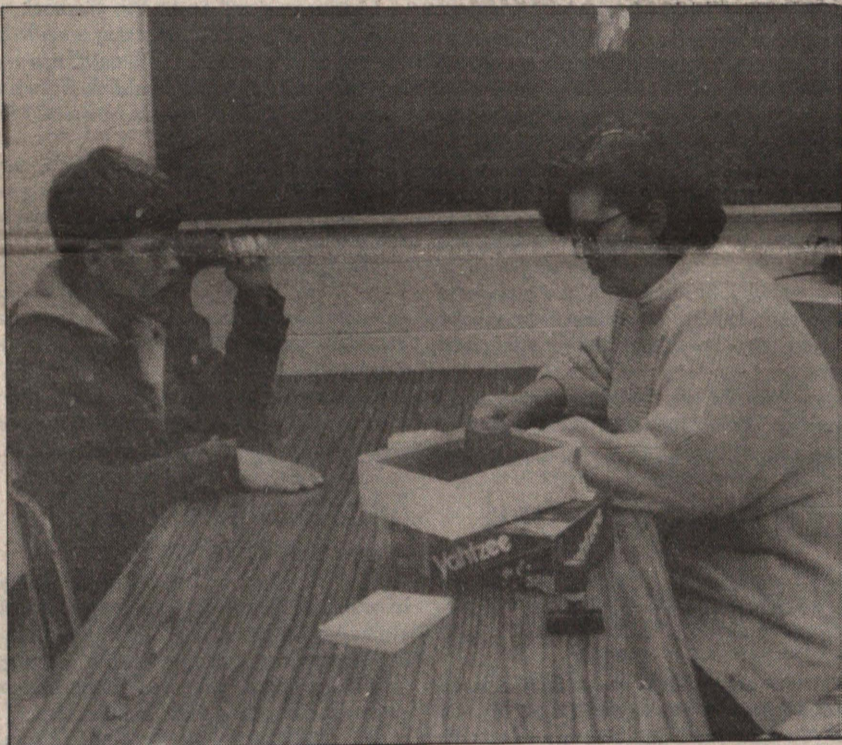
The volunteers have learned many things since helping the SASED. Bohnsack explained that you have to be yourself when helping and teaching pupils. Penafior said, "You learn to work and get along with them."

"I think I learn a lot more from them than they do from me," said Clark, "One of the big things it has taught me is to accept them and other people as they are. They (the SASED students) tend to be more careful and loving of each others feelings."

"At first I held back," said Penafior, "in becoming close to them because I was not sure if I was ready." But as time went on, Penafior said that he found these people to be very special. "I'm really going to miss them when I leave high school," he said.

All three volunteers talked about doing something of this nature for a career. Clark, who hopes to study this in college said, "I would like to do this for the rest of my life."

The teachers of the SASED department said that they would be happy to accept volunteers for different periods of the day.



Senior Jennifer Bohnsack works with School Association for Special Education for DuPage County student Jeff Manning as a volunteer to the program during her unscheduled hour. (photo by Gina Lipscomb)

Biology techniques debated

by Elisa Biancalana, Amy Brigowatz, Vashon Hayes, Alicia Garceau and Jenny Mennella

Some people think Biology, a life science by definition, is becoming a death science, while others think it is a necessary part of learning.

"Dissection in high schools began in the early 1920's. It is used as a tool in the study of anatomy," said a representative from the Dissection Hotline. Biology teachers at WCCHS think dissection is a good method of learning.

Carol Walksler, a WCCHS Biology teacher said, "Students get a hands-on experience dissecting." WCCHS Biology teacher Beverly Burke said, "Dissection allows students to see the functions of the organs which can't be shown in pictures."

Junior John Mazzola does not agree with the teachers. "It's wrong. How would you like it if someone tore you apart when you were dead," he said.

"If Biology is the study of life, why is it being treated with such disrespect," Junior Michelle May asked.

On the opposing side, Junior Clay Turner said, "It's awesome. It's very helpful,

good to see and good to learn from." Senior Jason Nourie agreed, "It helps a person understand the body when they get to see it."

Senior Sasha Vuillaume has a neutral view on the subject. "I think it is a good way to learn about the way the body works, but there are other ways to see that, and I feel each person should be given the choice to dissect or not."

Those students that prefer not to dissect are often given alternatives. Principal Alan Jones said, "Dissection has become a typical part of society. I don't want to force anyone to go against their religious or political beliefs. If the student has a legitimate reason, an alternative assignment will be provided."

Walksler offers alternatives to her students but said, "It does not replace the actual experience."

The Dissection Hotline representative said, "Refusing to dissect has nothing to do with being afraid. Dissection is not a sign of emotional immaturity but compassion for animals. As an alternative to dissection, May said, "We should use 3-D models instead of using animals."

The Dissection Hotline number is 1-800-922-3764.

Inkspots

by Nicole Cordin, Brian LeVake, Skye Studabaker and Margaret Walen

Food drive ends

VICA ended their annual food drive today. All proceeds collected will be donated to St. Mary's Community Food Pantry.

Lights out

On Monday, December 3, there was no school due to a power outage. Strong winds and snow left 13,000 homes, businesses and schools powerless.

Musicians to state

Musicians Julie Loek (clarinet) and Dayna Yoder (cello) will participate in the All-State Band Jan. 24, 25 and 26 in Peoria.

Plays in festival

On January 3-5 two of the fall plays will participate in the Illinois High School Theatre Festival. *Men Played Cards as Women do* and *Adam's Apple* will perform for the festival at the University of Illinois, Champaign-Urbana.

Guidance adds McDaniel to the counseling staff

Gayle McDaniel is a new addition to the guidance department. A graduate of Northern Illinois University, McDaniel previously worked as a biology teacher and a guidance counselor. Now she is helping West Chicago students with problems concerning classes, teachers and careers. McDaniel wants to be someone you can freely talk with. She said she enjoys listening to interesting stories from students.

Students contribute to the VICA food drive

Once again, VICA has finished off its annual food drive. It was again a success and a great source of pride for the vocational club, hauling in huge amounts of food for the needy. But for most students, all this food drive meant is an entertaining announcement every day about the Social Studies Department or Santa Burzynski, not a chance to make a person's life better.

In those same entertaining announcements, we heard how hard it was to find an students willing to give. After a week or two of mocking how no juniors existed, one finally brought in some food. The faculty had the right idea about giving, but did the student body?

The food drive is not a homecoming event or a corny activity dreamed up for the students to do for a week—this is about helping people who need help. All the food given to the food drive goes to help the needy people; a real cause that could directly affect people in this world.

The Bridge editors hope that the VICA food drive will become more than an announcement to the student body; we hope it will become something students will become very active in—active enough to make even a bigger difference.



The good and the bad in FBLA video yearbooks

FBLA's Flashback is a good move

Video idea not near Challenge

by Kim Derby

The video yearbook, otherwise known as "Flashback" is on its way, and it is going to give us a new and fun way to remember the year.

Scott Grenke, a graduate of West Chicago, is the producer of this film that will be shot up to and including prom.

Many of us got a brief but entertaining preview of "Flashback" at Career Day on December 5. Grenke had an interesting method of combining music with hallway, lunch, play, and other scenes.

I have faith that Grenke will come up with a unique way to present this little black cartridge of memories. I've seen some of his other work. While it is a little on the demented side, it is also original. Someone who can think up short movies such as *The Human Leech* is sure to think of a creative setting for

"Flashback."

I cannot wait until the video yearbook is finished and delivered. It will be a unique way to remember all of the fun parts of... yes it's true... school.

Sure, it's fun to see a photo of your well-groomed buddy, or even a candid one of him/her snoozing in a locker. It will be even better to see your friend on TV, walking and talking. He/She may not necessarily be doing something amazingly spectacular, but just being able to see your friend is nice, too.

So next time you see a guy in a leather coat, carrying a camcorder, wave and say "Hi!" After he passes, get up and run to the cafeteria where you can purchase a video yearbook during all lunches.

If FBLA, the co-sponsors of the video yearbook, can't get enough money, there may not be a "Flashback."

by Amy Dyba, Julia Hill, Brian Levake, and Gina Lipscomb

Recently FBLA announced that they were doing a video yearbook. Even though it is a new and modern approach of memoranda for West Chicago Community High School, it can never replace the traditional yearbook.

The "fast paced, fun video" is correctly described by the producer, Scott Grenke. In the one hour video, the video yearbook will attempt to cover the whole school year, cramming in school events from sports to plays. Knowing that the video will be packed with school events, pictures of people will go whizzing by. Students and family prefer to take time looking at scenes from specific events, not to have them flashing before their eyes.

With the traditional yearbook, this is possible. People may take as much time as they wish, to look back over the school year,

evoking memories.

The yearbook covers the school year in more detail, capturing the students' spirits in pictures and in copy.

Everyone will be in the yearbook at least once, whereas a student may never be in the video. If the student, himself, has not been filmed for the video yearbook, it is most likely that he will not want to spend \$17 for the video.

The signing of yearbooks is a very popular tradition with students. The signatures add a special sentimental character to the book. However, it is not possible to sign a video yearbook.

Even though Grenke said that the emotional experience will be tremendous, especially in five or ten years and, "it (the video yearbook) will be more 'alive' than 'alive,'" the quality life of a video ranges only from eight to ten years. By the twenty-fifth anniversary, the video will not be "alive" but "dead."

Letters to the editors

Letter to the announcer

To whom it may concern,

We have some suggestions to help make the announcements more interesting. Here is our list of suggestions:

1. Have different speakers from each class
2. Have a variety of music
3. Don't pre-record announcements, like Student of the Week
4. Read the announcements slower
5. Organize the announcements by type; Sports, College, etc.
6. Have birthday announcements
7. Have different music for different

days

- Monday-Classic Rock
- Tuesday-Jazz
- Wednesday-Name the song and the artist
- Thursday-Rock
- Friday-Mixes, House
- 8. Don't use phoney enthusiasm when speaking

We hope that you will take these suggestions into consideration.

Sincerely,

Mr. Kosek's Second Hour English Class

Letters about Naperville

Chris Seper,

We are writing in regards to a recent article you published in the *Bridge*. Yes, it is, as you may have guessed, the "Naperville Stinks" article in the November 30 issue. You proved nothing by writing that article, even though you thought you did.

Tina McDermott recently went to the Fox Valley Mall for Christmas shopping with Molly Statz. We were hoping to have a good day, but instead we were harassed by many Naperville (mainly North and Central) students, due to the article. We spoke to many of these people about the article, but one discussion sticks out clearly in our minds. We were speaking with a girl who works at Silvering and attends Naperville Central. She was telling us how all of North and Central are in a total uproar over the article. She told us they really did not appreciate the way you put them and their school down. She also told us how their principal announced over the intercom that our principal had called and apologized about the article. (in our opinion you should have been the one to apologize) She has one last tip for you, Pat and Vashon, make sure your phone numbers and addresses are unlisted or you may have a very unhappy high school life.

Even though all of us were not at the mall that day, we all feel the same. It is not only us that feel this way, there are more, a lot more.

Tina McDermott
Molly Statz
Kirsten Nelson
Layla Madi
Shpresa Keremi

P.S. You have shown your very little amount of maturity in writing the article. What grade are you in? Kindergarten!

More on Naperville

To the Editors of the *Bridge*,

Some recent articles in the *Bridge* have implied that there is nothing wrong with students shouting obscenities from the bleachers when attending athletic contests, and that persons who find such conduct objectionable should move to other seats.

We wish to make it clear that it is our intention that any person who attends an event, athletic or otherwise, at Community High School be able to occupy any vacant seat and not be subject to obscenities or any other form of harassment. We certainly encourage cheering and other appropriate expressions of school spirit, but obscene language or indecent language, gestures, propositions or exhibitions are prohibited by the Community High School District 94 Student Discipline Policy, a copy of which has been provided to every student and mailed to all parents. We fully intend to enforce that policy. However, we believe there is more involved than school policy. One of the functions of education and one of the goals of this school is to help students mature and become considerate, courteous human beings who demonstrate respect for their fellow men and women.

We also wish to comment on an article that appeared under the headline, "Naperville Stinks." We believe that Naperville Central and Naperville North are excellent high schools and that their student bodies have, over the 16 years we have been in the Dupage Valley Conference, been good competitors and good sports. Further, we believe that even if a few students from a school demonstrate objectionable behavior or attitudes, it is unfair to conclude that the entire school is "not good." Such generalizing is a tendency we all seem to have, but one we should strive to avoid.

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The *Bridge* is the student newspaper of the West Chicago Community High School. The *Bridge* office is located in room 216.

Letters to the editor should not exceed 300 words and must be legibly signed, with a maximum of five names appearing on 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.

Unsigned editorials appearing in the newspaper are the opinions of the *Bridge* editorial board. Content and editorial policy are determined by the editors with concurrence of the *Bridge* editorial board. The adviser acts in the capacity of a professional consultant.

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

Extent of bilingualism in We-go community

Does translation help or hurt?

¿Traducciones: daña o ayuda?

by Chris Seper

Se Habla Inglés?

The West Chicago community is different from surrounding areas. Different in that the community here, as opposed to Wheaton or Naperville, has a high level of Hispanic residents, many of whom do not read or speak English. In all, approximately 20 percent of WCCHS is Hispanic, along with 29 percent of the city.

In this situation, a communication barrier has grown. People who do not speak the English language have problems getting important information or even every day information- not to mention a communication in their new found culture.

To combat this, the city, WCCHS, and the society as a whole have gone to translating different materials. Often seen are basic signs communicating danger, wet floors, or other short messages of the same context. In West Chicago, the city's newsletter and post office are now posting Spanish translations.

But does this hurt the people coming into the country- making it easier to not learn English for a longer period of time? Or does it help making the adjustment to the country a smoother one?

"It is extremely damaging to local and national future," Czechoslovakian immigrant, now West Chicago resident, Carl Hodek said. "Keeping your heritage is noble and proper. But it is private!" Hodek felt so strongly about the change in the city that he wrote a letter to the **West Chicago Press**, from which many of Hodek's quotes are taken.

"It is sheer stupidity on the part of the schools to promote bi-lingualism," the 36 year old United States resident continued. "When they first came here, my kids didn't speak a darn word of English. It broke my heart when I took them into classes. But in two weeks, bam (they learned English). They (bilingual classes) are not helping them really."

Spanish advisor Maria Dominguez disagreed with Hodek's judgement.

"You can have two students come straight from Mexico with no English," Dominguez explained. One you put in ESL (English as a second language) and the other in regular classes. The one in regular classes is going to be shocked and not going to work progressively. In bilingual classes, you get feedback and learn to differentiate the words. He is reaching his vocabulary. He can go into transition in two years. (The other one), it is going to take a long time or he is going to quit."

Dominguez herself had to go through the process of learning English alone ten years ago, when she first made the transition.

"It makes things easier for everyone," guidance counselor Manny Reyes, who assists Hispanic students, said of translations and bilingual education. "It accommodates people who don't function. This makes it easier, that's the purpose of bilingual education." But should the outside world translate what the ESL students have supposedly learned in the classroom?

"If we are in a country where we come to learn the language, we should have more English than Spanish," ESL student Jerrardo Fernandez said. "If we don't have that type of

language here we don't learn." But Fernandez did say the little extra language didn't matter that much.

"Bilingual kids should speak English any time they're in a mixed environment," Paraprofessional Wilbert Walters said. "This is an English speaking country. Not Polish, not German, not Czechoslovakian or any other language—just English." Walters said that he does believe firmly in the two-year bilingual education program.

An example of non-bilingualism at WCCHS that ESL students split on was the student announcements. Although the 38 students in the second-hour class were in favor of the daily announcements being in English and Spanish, they were divided on whether or not it would hurt them overall.

"In one way or another it will hurt us," junior Ivonne Cruz said. "We wouldn't pay attention 100 percent knowing the translation (is next). You're not going to put in the time (listening to the other language)."

"I would pay attention to the difficult words," junior Ivonne Guzman. "I would try and find out what it means in Spanish." Guzman did say however, that she doubted it would work for the rest of the Spanish speaking students.

"It won't allow you to forget your culture," ESL teacher Hector Espana said. "Sometimes you find your language read in a commercial. It lets you value your language and culture. We're very conservative, we always value things.

"It depends on how you see it," Espana went on. "If you see it from the point of view that you're forced to learn the language it will hurt. All you have to do is learn it and be dedicated."

Hodek, however, compared what is happening to the United States with bilingualism with what is occurring in Canada. The French part (Quebec) of the nation is set to break away from the rest of the country—determined on keeping their culture and language alive.

"I spend every year, four or five months up there. I see what they're going through. Bilingualism there is plain awful. The nation is split. I would live to send them up north to Canada, and next to the Province of Quebec. I believe strongly, we would have none of these 'two-tounge' promotions anymore.

"The city, school, state and federal government should mind their own business," Hodek added. "They have enough racial problems. Official bilingualism is wrong, and should be nipped in the bud."

"English and Spanish should be used when we need to know something very important like warnings and rules," senior ESL student Antonio Soto said.

Even this article brings up another question. Should the **Bridge** have translated this article into Spanish? The policy for translation is that the **Bridge** accepts it as a fact that some of the students do not speak English—and we accommodate as we can.

Or maybe a bit of the reasoning why it was translated was what Soto had said—to give the students a warning. A warning that their lives may get a little harder than they already are.

Do Cliff Notes hurt or help?

by Christine Pomeroy

"When I teach literature, my goal is to have students deal with the text," said Michael Anania, an English teacher at the University of Illinois at Chicago.

The idea of Cliff notes originated in 1958 when Cliff Hillegrass came up with the idea of study guides. "Hillegrass owned a pipestore in Lincoln, Nebraska during the 1950's when all graduate students smoked pipes. Cliff then came up with the idea of cliff notes," said Anania.

"I have no problem with the use of Cliff notes if they are not used as a substitute for the original text. They can be very good for understanding a text. The problem is un-

evenness in the quality and inaccuracies of interpretation of the questions and the themes," said English teacher Thomas McCann.

"Students take advantage of Cliff Notes and they're not a substitute for literature. The notes lose the language, and the students don't understand the language involved in the literature," said English teacher Brad Larson. "Cliff Notes are often misused but can be valuable as a summary. They offer different ideas and perspectives on literature. It's pretty obvious when students have used the notes."

English teacher Dorothy Carter says, "The only way to better appreciate literature is to understand the language."

¿Se habla Inglés?

La comunidad de West Chicago es diferente a las comunidades que la rodean. Diferente por que aquí, en contraste con Naperville o Wheaton, hay un gran número de residentes que son hispanos, muchos de los cuales no hablan ni leen Inglés.

Aproximadamente el 20 por ciento de los estudiantes de WCCHS son hispanos, junto con el 20 por ciento de la ciudad. Por esta razón, las barreras de comunicación han crecido y las personas que no hablan Inglés tienen problemas para obtener información que es importante o tal vez información diaria, y no dejemos de mencionar comunicación en general en esta, su nueva cultura.

Para combatir esto, la ciudad de West Chicago, WCCHS y la sociedad en general han traducido diferentes tipos de información, a menudo vemos signos como: peligro, suelo mojado y otros.

En el periódico de la ciudad de West Chicago tanto como en el correo podemos ver traducciones en Español.

¿Pero daña esto a las personas que recién llegan a este país

haciéndoles más fácil la vida sin tener que aprender Inglés? o ¿Verdaderamente los ayuda a una transición más suave?

"Es un daño para el futuro local y nacional" dice el inmigrante checoslovaco y residente de West Chicago, Carl Hodek, y añade "Mantener tus raíces es algo noble, pero es algo privado!" El señor Hodek se siente tan seguro de esto que escribió una carta al diario **Press de West Chicago**. De ahí hemos obtenido estos comentarios.

"Es una estupidez de parte de las escuelas promover el bilingüismo," dice el residente estadounidense de hace 36 años y continúa, "Cuando mis hijos recién llegaron aquí, no hablaban ni una palabra de Inglés. Me dolió el corazón cuando los lleve a la escuela por primera vez. Pero ellos en dos semanas aprendieron Inglés. Las clases bilingües verdaderamente no ayudan".

La Señora María Dominguez, está en desacuerdo. "Puedes recibir dos estudiantes mexicanos que no hablan nada de Inglés," dice Dominguez. "A un estudiante se le pone en ESL y al otro en clases regulares. El que está en clases regulares va a sentirse perdido y no va a progresar. En las clases de ESL, el estudiante recibe ayuda, aprende a diferenciar las palabras y puede ser transferido al programa regular en dos años. Al otro estudiante le va a tomar mucho tiempo o se va a retirar de la escuela."

La misma Sra. Dominguez tuvo que pasar por el proceso de aprender Inglés sola, hace diez años atrás, cuando fue transferida.

"Hace las cosas más fácil para todos," dice el consejero Emmanuel Reyes, quien asiste a los estudiantes hispanos. "Si ayuda a las personas que no pueden, es más fácil y ese es el propósito de la educación bilingüe." Pero ¿Se les debería traducir a los estudiantes de ESL lo que supuestamente deberían estar aprendiendo en el salón de clases?

"Si estamos en un país, al cual hemos venido a aprender el idioma, deberíamos tener más instrucción

en Inglés que en Español," dice el estudiante de ESL Gerardo Fernández y continúa "Pero si no tenemos ese tipo de instrucción (ESL) no aprendemos." Pero Fernández agregó que el poquito extra del idioma no importaba mucho.

"Cuando los estudiantes bilingües están en un ambiente mixto, ellos siempre deberían hablar Inglés," dice Wilbert Walters, para-profesional, y agrega, "Este es un país de habla Inglesa, aquí no se habla ni polaco, ni alemán, ni checoslovaco, ni ningún otro idioma, solamente Inglés." Walters agregó que el cree firmemente en un programa bilingüe de dos años.

Un ejemplo de la división de los estudiantes, son los anuncios. A pesar de que los 38 estudiantes de la segunda hora están a favor de que los anuncios sean transmitidos en Inglés y Español, ellos están en desacuerdo en que sí los ayudaría o no.

"De una manera u otra no nos ayudará," dijo Ivonne Cruz. "No pondríamos mucha atención ya que sabríamos que la traducción vendría después." "Yo pondría atención a las palabras difíciles," dijo Ivonne Guzmán. "Además, trataría de averiguar de lo que significan en Español". Pero Guzmán agregó que ella dudaba que todos hicieran lo mismo.

"No te permitiría olvidarte de tu cultura," dijo Hector Espana, maestro de ESL. "A veces oyes tu idioma en un aviso y te ayuda a valorarlo y también tu cultura, ya que somos muy conservadores y valoramos todo. Además, depende de como lo veas," agregó Espana. "Si lo ves del punto de vista de que te están forzando a aprender el idioma, te dañará. Lo único que debes hacer es aprender y ser dedicado."

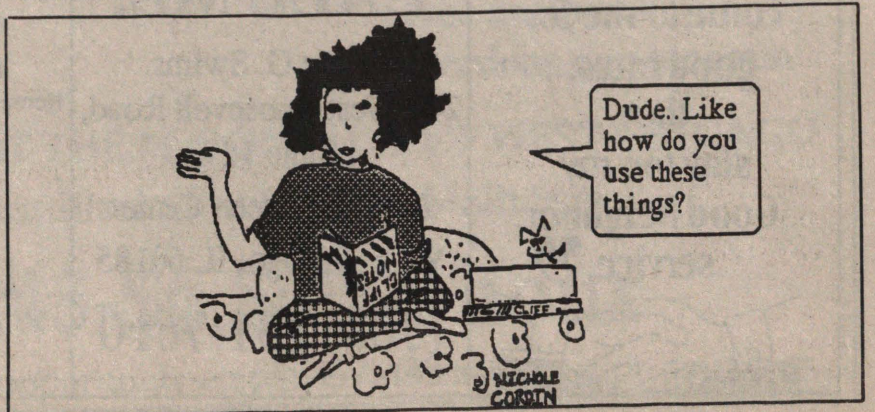
Sin embargo, el Sr. Hodek compara lo que está ocurriendo en los Estados Unidos con Canadá en lo que al bilingüismo se refiere. La parte francesa de Canadá (Quebec) se está separando del resto de la nación, ya que está determinada en mantener su cultura y su idioma vivo (Francés).

"Paso cuatro o cinco meses del año allí, y veo lo que está sucediendo. El bilingüismo es malo. La nación está dividida. Me encantaría mandarlos a Canadá y después a la provincia de Quebec. Verdaderamente creo que no tendríamos ninguna promoción sobre las "dos lenguas."

"La ciudad, la escuela, el gobierno estatal y federal deberían preocuparse de otras cosas," agregó Hodek, "ya que tienen bastante problemas raciales, bilingüismo oficial esta mal y debería ser abolido."

"Inglés y Español debe ser usado ya que necesitamos saber las cosas más importantes como reglas y advertencias," dijo Antonio Soto, estudiante de ESL.

Incluso este artículo trae otra pregunta. ¿Deberíamos haberlo traducido al Español? La idea sobre esto es que The **Bridge** acepta que hay estudiantes que no hablan Inglés y nosotros tratamos de acomodarlos lo mejor que podamos. Tal vez nuestro razonamiento fué que lo traducimos porque como Soto dijo para advertirlos. Advertirlos de que sus vidas talvez se van a poner más difíciles de lo que ya son.



It makes you laugh, it makes you cry The history of comedy

by Claire Broido

"Comedy" originated in ancient Greece where it referred to celebrations honoring Dionysus, the god of fertility and fruitfulness. Dionysus supposedly made life more tolerable for the Greeks through his power of uniting powers of nature, and this idea of comedy helping to cope with reality continued with the literary form.

Roman comedy usually involved typical stock characters, with ordinary but exaggerated problems. Two young people in love who were in conflict with their parents or old, rich people had to find a way to happiness even though they had exaggerated problems and awful barriers to cross.

In the Middle Ages, tales and fables of weak men with ordinary problems traveled by road with people who were trying to amuse others. Husbands, wives, and religion were among the things mocked in fables such as **The Canterbury Tales**. At this time, anything that had a happy ending was called a comedy.

The Renaissance brought a re-birth of all art and a rise of humanity. As a man learned himself, he became more capable of making fun of himself. Comedies (Commedia Dell'Arte) became popular entertainment in which certain stock characters with shortcomings were laughed at, but at the same time, sympathized with because all people have shortcomings such as stinginess, rudeness, weakness, self-love, though characters in comedies can have very noticeable characteristics. William Shakespeare (1564-1616) wrote several comedies, which amused audiences, but at the same time had moralistic messages about society.

Comedies continued to make fun of society, of people in the society, and of morals. Comedies often show the lack of unity in societies, though

in ancient Greece, they rejoined the unity of nature. After Shakespeare, comedies continued to have characters that made us laugh, but also included morals.

The purpose of comedy, though, has remained relatively constant throughout history; it is to make people laugh, or at least, forget about reality for a while. Sigmund Freud thought man laughed when he was "released from his inhibitions" by ignoring the tensions and pressures of reality. If we see a character in a drama or in a book that has many shortcomings, we sympathize with his weaknesses, because we have weaknesses also, yet we feel superior to this man with excessive qualities. Characters that make us laugh are generally extremely weak, peculiar, incapable, inconsistent, (or at least more so than we are). The Miser, in Moliere's play, is stingy to such an excess that all he does is watch his money, afraid that others are trying to steal it. Charlie Brown is so clutzy, awkward and gullible that he lets problems and faults, but laugh at their foolish, absurd, overdrawn Lucy pulls away a football from him every time he tries to kick it.

Things that people laugh at, then, change because people change their values through time, but we will continue to laugh at people we feel superior to. We forget about our current problems when we see someone struggling with the same trials. Cultures of the past did not have to deal with car insurance payments, as we do not have to deal with Dukes who steal power over a country from each other, as Shakespeare's comedy often had courts and rulers. "Comedy," then, through history has brought humor to people in different ways, but has the same purpose of making audiences forget reality, while making problems less severe and solvable.



Primetime fun

by Leigh Taylor

They're funny, they're hilarious, they are primetime TV sitcoms.

There are plenty of funny TV sitcoms on between 7 and 10 pm. A show that some people consider to be funny is **Roseanne**. Roseanne Barr is sarcastic and crude that she makes people laugh and crack-up. Some of the lines that Barr says are similar to what your mother might say when she's upset. The first year **Roseanne** was on TV she received very high ratings and the audience loved her. Now her ratings have lowered, but she still holds a spot on primetime.

Another show, **Golden Girls**, is one of the few TV show that is directed towards the older generation or senior citizens. It is the story of four wealthy women between the ages of 60 and 80. All of the women have different kinds of attitudes toward life, but they all are still great friends. Blanche, who's a southern belle, seems to love her body and any man on the show. Rose is truly a ditzy blonde. All she really does is tell stories about St. Oliff. Then there is Sophia who is so old that she says what she feels and many times the statements are rude, crude and sarcastic. Dorothy, Sophia's daughter, seems to be a very comforting lady, except with Rose's airheaded statements. Although, the Golden Girls are older, the younger generation seems to love the show, too.

The Simpsons is a sitcom that started about a year ago. Many people are going wild over a bratty little kid named Bart. There are T-shirts all over the United States that say "Don't have a cow man!" Families all over the nation are finding this show funny because of Homer's temper and the children's habits of doing things.

Whenever you finish your homework early, turn on your TV for a few laughs, you deserve it, don't you?

'Tis the Season

By Ken Buchholz

Jingle Bells, Jingle Bells,
Jingle all the way,
Oh how nice it is to give
To someone everyday, Hey...
Jingle Bell, Jingle Bells,
Jingle all the way,
Let's lend a hand and show we care
And help them the best way.

People in the streets,
with nowhere else to go,
freezing in the wind,
catching deadly colds,
It's just turned Christmas Day,
and all of us must pray
that someday all these people's lives
will just turn out okay.

Quick opinions

by John Kufer

Who is your favorite Comedian and why?

Jim Desalvo-senior

"Eddie Murphy, because he's 'dirty' and Dana Carvey, because he does George Bush impressions."

John Prusko-junior

"Dave Coulier, because of his funny impressions and wisecracks."

Eileen Mueller-sophomore

"Andrew Dice Clay because he's funny."

Rich Clark-freshman

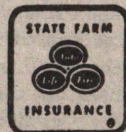
"Pat Herley because he tells good 'clean' jokes and he is really funny."

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kes you cry.... it's comedy

Letterman is 1990's comedy

by Brian York

When the bell rings, West Chicago students may spend their time in different ways. Maybe go to a job, chow down on some food, and maybe work on their homework. Starting at 10:30 p.m. (central time) the games begin...late-night television.

I have spent many nights watching late-night television, and consider myself an expert in the field. For those who have never watched late-night television, remember, always buckle your seat belt and hold on to someone near you, it will be a bumpy ride.

In television land there are four major Late-night television shows: **The Tonight Show** starring Johnny Carson, **The Arsenio Hall Show**, **Into the Night w/Rick Dees**, and last but not only in start time of the show, **Late-Night w/ David Letterman**.

You may wish to consider this as some sort of guide to late-night television. But, be advised, these are merely my interpretations

First there is the most influential of the late-night shows... **The Tonight Show**, granted, "**The Tonight Show** may not be the most entertaining of all the shows, but it was one of the major influences for all late-night television. Johnny Carson is without a doubt one person who made the show work. I urge you to watch Carson, if not only to kill time before the real late-night shows, to see what Doc Severenson is wearing as he directs the orchestra. **The Tonight Show** starts at 10:30 p.m. every week night on Channel 5

The Arsenio Hall Show is a definite option when selecting late-night television. Arsenio's show is a pumped up version of **The Tonight Show**. The only exception is that Arsenio has a much better monologue and better guests, you know people we've actually heard of. With **The Tonight Show** the guests include all stars, Arsenio gets stars that his audience would know. The only thing that could possibly make **The Arsenio Hall Show** better would be to have some sort of, I hate to use the word but, gimmick. All Arsenio Hall does is have guests on the show. **The Arsenio Hall Show** is on at 11 o'clock every night except Sunday on Channel 2.

There is one late-night show that shares the 11 o'clock time slot with **The Arsenio Hall Show**; **Into the Night w/Rick Dees** would be that show.

When I'm not watching Hall, I'm watching Rick Dees. I was pleasantly surprised to see that it was somewhat like **Late-Night w/David Letterman**, yet there were fewer gimmicks. However they were all new gimmicks fueled by an all new guy. "Monday Night Football" game. Deciding whether to watch **Into the Night w/Rick Dees** or **The Arsenio Hall Show** is definitely a coin toss. **Into the Night w/Rick Dees** is an interesting show and I encourage you to give it a try. It can be seen every week night at 11 o'clock on Channel 7.

Without a doubt my favorite late-night television show has to be, and always will be, the unheralded **Late Night w/David Letterman**. One of the reasons that I like the show so much is because it is always filled with spontaneity. The viewer never really knows what Letterman will do next. The show opens up with a monologue that is somewhat corny (somewhat planned by Letterman) but always funny (and if it's not, Letterman makes it funny). If you haven't already become a "disciple of Dave," I strongly recommend you to take a look at **Late Night w/David Letterman** every week night at 11:30 p.m. **Arsenio Hall Show** is on at 11 o'clock every night except Sunday on Channel 2.

There is one late-night show that shares the 11 o'clock time slot with **The Arsenio Hall Show**; **Into the Night w/Rick Dees** would be that show. When I'm not watching Hall, I'm watching Rick Dees. At first when I saw an advertisement for the show, I thought that it would be some sort of guest interview type of show... WRONG! I was pleasantly surprised to see that it was somewhat like **Late-Night w/David Letterman**, yet there were fewer gimmicks. However they were all new gimmicks fueled by an all new guy. Deciding whether to watch **Into the Night w/Rick Dees** or **The Arsenio Hall Show** is definitely a coin toss. **Into the Night w/Rick Dees** is an interesting show and I encourage you to give it a try. It can be seen every week night at 11 o'clock on Channel 7.

Without a doubt my favorite late-night channel is Channel 5.

Don't just read this article, act upon it. If you saw a show that seemed like it could be cool, give it a try, the time are all there. I have been your guide through these shark infested waters of late-night television, I hope you've learned something, if not useful, then at least interesting.



Funny with filth

by Amy Dyba

"He's drawing his fans the way rotting meat draws maggots," said voice critic. The man he's talking about is Andrew Dice Clay.

Clay, more well known lately for his profanity and especially from his escapade on Saturday Night Live. Nora Dunn (S.N.L. actor) and Sinead O'Connor (singer) refused to appear with him when he was the guest host. Dunn said, "I think it is morally wrong to provide Clay with a legitimate arena, this man is a hatemonger."

Clay was banned for life from MTV for ignoring a pledge to forgo profanity.

Clay has also said that his critics don't understand the concept of a stage performer. "People are taking the act too seriously, the 'Diceman' character is a macho moron, it's juvenile comedy, I just like to make people laugh."


His audience has extraordinary enthusiasm for dirty Mother Goose rhymes—they chant them in unison.


Clay connects powerfully with people—it is presumably the strength of that connection that disturbs his critics, but we must not conclude that what is the villain in him moves his audience.

Clay generally doesn't care about bosses, most of the realities are of working and lower middle-class economic life. (Fredie Smoler, a teacher at Sarah Lawrence College, presented many similar thoughts in **The National**.)

Smoler also said, "Clay's act is very nasty and in no way funny." Although, there are many slashes against him there are still many fans who believe him and there are others who believe that his act is just that... an act. (**Time Magazine** and **People Weekly** were sources of this article)

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WCCHS in past times

by Kim Derby

West Chicago Community High School has definitely changed since it was established in 1904.

At that time it was just the central brick building where the main entrance is. Because the town was a railroad town with a small population, there was no need for a larger school.

On September 7, 1904, a disastrous fire almost destroyed the city of West Chicago. It started on the west side of Depot Street, which is now known as Main Street. The livery it began in was completely destroyed and a number of horses were killed. Damages from the livery alone totaled about \$10 thousand.

From there the fire spread to three nearby buildings via a gusty wind. Those buildings also sustained smoke and fire damage.

Other homes and buildings began smoulder when sparks landed on their roofs. If it were not for the new fire hose, and citizens helping out with fire hoses, the town would have burned to the ground, according to **A Random Review of West Chicago History**.

Also in the year West Chicago High School was established, the superintendent, Marcellus Madison, lost his position to C.H. Ferguson. Madison held his job from 1889 - 1904, the longest amount of time for a superintendent.

Comm. High School has also changed from the time David Ream, a social studies teacher, joined the staff in 1960.

At that time, there were only six sports which only boys were allowed to play. They were football, basketball, track, cross-country, wrestling and tennis. WCCHS now has a wide variety of sports and, according to Ream, "the soccer team was a good edition."

When Gail George arrived in 1964 as a P.E./Driver Ed teacher, the school was beginning its new edition. This was the cafeteria and commons area, which were completed a year later. Before the establishment of a separate cafeteria, lunch was served in the gym. The gym at that time was the stage in the auditorium.

A few years after George began teaching, the girls' sport program was adopted. They consisted of intramural volleyball and basketball.

West Chicago used to have a dress code where girls had to wear dresses or skirts and boys had to wear pants and dress shirts. If an administrator thought a skirt was too short, the girl had to kneel on the ground; if the hem of the skirt touched the floor, she could wear it. If not she was required to change clothes. The school also had P.E. uniforms which George declared were "terrible".

When Patty Kozlowski came to WCCHS 18 years ago, the administrative office was where the math office of today is located.

Kozlowski recalled that pep assemblies were held every Friday. At these assemblies, both teachers and students participated in skits. There was also a time when teachers built homecoming floats.

Along with school spirit, Kozlowski remembers there being more aggressive students. At times there were bomb threats, and students frequently brought guns to school.

Ream noticed that during the Vietnam Police Action, students were more rebellious. "Students would challenge anything you said," Ream commented.

Some other changes include the addition of paraprofessionals a few years ago.

Are all the changes for the better or worse? You decide.

Barsema's watchful eye

by Amy Dyba

Yelling, screaming and socializing are not allowed in the Learning Resource Center as long as Charlotte Barsema is still around. What's the story? Why is she so demanding? What frustrates her the most?

Barsema explained that the only time she really gets upset is when she has to keep telling the same students the same thing day in and day out. The most common complaints she has of students are such things as tipping chairs, noisiness, and not using their time in the LRC to their advantage. Barsema sometimes doesn't want to complain because most students are very good about respecting others.

She thinks that students could better use the library by using the computers (including the new Macintoshes available in the library) for homework and projects, researching and just using time wisely.

Overall, she feels over the years students attitudes have gotten better, they seem more happy and not so rebellious.

The head librarian, Sally Olsen, also voiced her complaints about students in the library. She felt that basically, students are very cooperative. According to Olsen, the library counts on voluntary compliance with its rules. Her one frustration is that students do not carry their ID's at all times causing problems in material check out.

Olsen feels that students don't realize

all that's available to them in the LRC and she wishes students would read more for pleasure as well as to learn something new.

Both Barsema and Olsen would like to provide students with a quiet place to study and utilize their time. They don't think this is too much to ask for.

Top 10 things Santa doesn't want to hear

by Matt Phillips

- 10) Your reindeer did 600 bucks damage to my roof!
- 9) Aren't you actually that sub... Mr. Lee Sr.?
- 8) Is that a real beard? Let's check with this Epilady!
- 7) This is your bank calling... you're \$270,000 overdrawn.
- 6) What are you doing here on the 23rd?
- 5) Stop the sleigh! We left Dancer back in Uruguay!
- 4) Aren't the **Bridge** editors cool?
- 3) Blitzen's lived up to his name again, and he was the designated reindeer.
- 2) Why is your lap always stained yellow?
- 1) I saw your wife baking cookies with the Easter Bunny.

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Up & down start for Lady hoopsters

by Aaron Owens

Team Effort+Teamwork=Victory.

It's the equation that the Wildcat basketball team has been using throughout the early season to tally some victories. But it has been a roller coaster start, with the Cats going 3-1 and then hitting an 0-3 stint.

The Lady Cat hoopsters had problems early on, losing the three rough road games in a row. But Lady Cat Coach Kim Wallner saw a the real Cats she had expected emerge in a 43-21 home win against Naperville North.

Wallner does not credit the success of the Lady Cats to one individual, but to the team working as one to achieve their goals.

"It's always important to play a complete game," Wallner said.

Defense has become the tenacious ace-in-the-hole for the girls. Playing tough man-to-man defense, Wildcat opponents have had a very tough time scoring, as seen in the 21 point effort by the Huskies and the average of 25 points allowed in the season opening Bolingbrook Tournament.

"We really take pride in our defense," Wallner said. "It's doing real well right now. We just dig in game after game. We really got ourselves back on track against Naperville."

Coming on from the shadow of the great defense is the new style offense of the Lady Cats. Concentrating on good free-throw shooting and balanced scoring, the Cats have spent most of their practice time on offense. Wallner asked for the offense to be more aggressive and the Lady Cats responded, almost doubling their shooting against Naperville North.

According to Wallner, seniors Laurie



Heather Jardis leads a rejuvenated Cat team. (photo by Gina Lipscomb)

Davidson, Heather Jardis and Sue Thomas have all taken the leadership role in this new aggressive offense.

"They all stepped up a notch and really played great," Wallner said. "They did all that I asked of them."

The new aggressive offense, which uses the outside shot more than an inside game, had left senior center Melody Benson out of the scoring department early on. But Benson has come on as of late, getting some points as well as her share of rebounds.

Wrestlers attempt to rebound after tough start

by Chris Seper

It hasn't been the rough start that has Wrestling Coach Bob French down, but the lack of dedication in the athletes in the school.

"I don't think there's enough kids in this school that know the meaning of the word dedication," French said. "About 60 percent of the school doesn't know what commitment means. I see it on the football field and I see it in wrestling." In one day, 17 athletes threw in their headgear and gave up on being wrestlers.

Where are these other dedicated individuals? Well, according to the rookie head coach, they have all taken to the water.

"It seems swimming doesn't have that problem (dedication). They pull out the other 40 percent." Due to this, French is now preparing for the worst, expecting the win against Hoffmann Estates to be the lone victory of the year.

"I told the kids I can't look at wins and losses," French explained. "I need to look at improvement. We can't look at the final meet scores." With a sparse amount of members on the team, French estimates he will give up four to five forfeits a meet.

French is hoping to eliminate a some of those forfeits as the season goes. The return of 160-pound senior Val Graczyk from a knee injury and the recovery of 135-pounder Jim Kowalski have the Cats solidifying their middle and upper weights.

"Val helps our lineup French said. "It's nice to have him back, we've got holes." Graczyk will move either to 160 or 152, putting current 160-pound grappler Jason Nourie at 171. Graczyk will then take over the 152 position when senior state hopeful Doug Sawyer begins his dropping process to 145.

"He's going to stay at 152 for awhile," French said of Sawyer, who has only one loss to his credit at the heavier weight. "He likes dealing the muscley kids." French sees the two-time sectional qualifier to begin his descent the first of the year.

But the restructuring of the lineup may be put on hold due to a neck injury on Sawyer. The prognosis is Sawyer will return in one week. But until then, the Cat grappler has been on steroids and pain killers to numb the injury.

When all the shifting is said and done, the line-up should look as such—junior Kowalski at 135, Aaron Owens at 140, Sawyer at 145, Nourie at 152 and Graczyk rounding out the line-up at 160. All but Kowalski, who

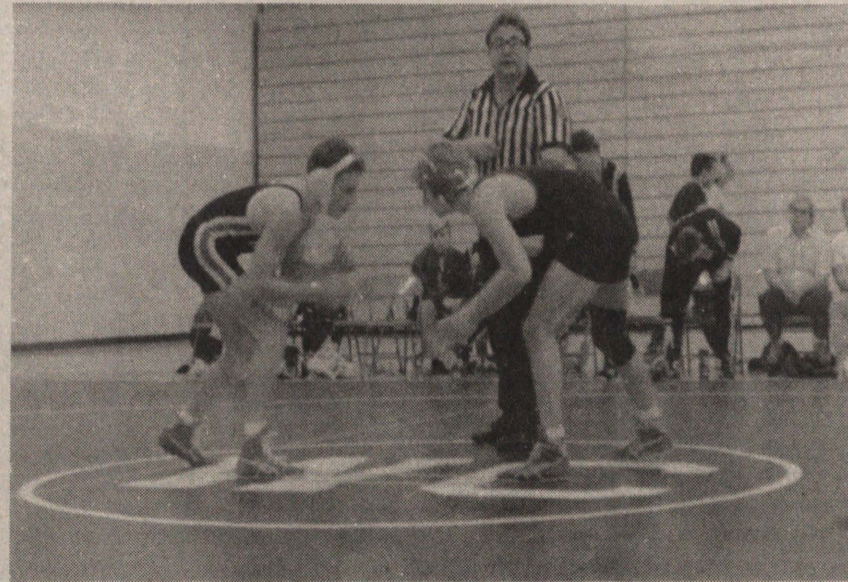
has only wrestled a pair of matches, have winning records.

The two lowest weights have been a solid foundation for the Cats. Sophomore state hopeful 103-pounder Israel Castro has been as unbeatable as Sawyer, losing only a single match, while junior Mauriceo

Hernandez has been pulling off upset after upset, impressing the Cat coach with his pins and 15-0 technical wins.

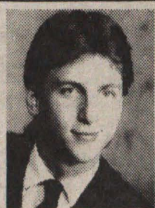
The only problem, according to French, has been the weights from 119 through 135.

"We're weak there," French admitted. "But the competition is so tough."



Sophomore John Smart has been holding his own at 130 pounds. (photo by Chris Seper)

In the oven Is the DVC right for the Wildcats?



by Chris Seper

Even the name West Chicago doesn't sound like a DuPage Valley Conference school.

Every team has another in the conference to go along with it. The Napervilles are North and Central as are the Wheaton and the Glenbards are South, North and East.

But alone stands West Chicago—alone in a conference many say they don't belong.

"I find it absurd that a school our size (1400) is playing schools that are double our size student wise and athletically speaking (coaches, trainers)," junior football player Jabaar Murray said. "that being true, it puts us in the dungeon to begin with."

But to look and see, most school in the DVC have just a couple hundred more students the West Chicago. The fact of the matter is, as junior football/basketball player Rob Kuhn pointed out, it's dedication—not numbers that have mattered.

"If everybody who had talent came out we could run with the Napervilles. We'd be fine if people worked in the off-season."

"Don't get me wrong, we can win," Murray added, "But it's going to take complete dedication and willingness to work and make sacrifices. I don't think we have that here...yet."

The main reason given for leaving the eight-team conference has been the football team. The sport the Booster Club is investing the most time and money in (Memorial Lights) as well as one of the top attended sports has been facing the brunt of the DVC's four state qualifying teams.

In the last two years, Wheaton Central has been to the semi-finals and finals in the state playoffs.

Wrestling also sees the same thing this year, with both Napervilles, Wheaton Central and Glenbard North all ranked in the top 10 in the state.

But two sports does not a school make. Cross country and softball have combined for three DVC crowns in the in the last three years. Girls' basketball and volleyball earned three regional plaques in a two-year period. Boys' soccer and cross country each had an all-stater in senior Richie Romero and Rick Montalvo. Montalvo is a three-time all-stater and was conference champ this year.

The list does not stop there. Last year boys' baseball knocked off the first-in-the-state Redskins and finished in the top four in conference. This year, boy's soccer nabbed second this year along with girls' tennis sending Tina Martin down state.

I can sympathize with people saying that we're not as good as other schools in the DVC. But to look at the schools around us, our record on paper and then have that opinion...

It just can't be true.

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WILDCAT SPORTS TRIVIA

The Cats competed in the Little Seven Conference until joining the DVC in 1973.

All pistons start to fire on new Wildcat offense

Injury to star Barnes threatens future of high octane attack

by James Smith

Coming into the 1990-91 boys' basketball season, many referred to the style of the Wildcats' play as "run and gun."

Wildcat Coach Lee Maciejewski takes offense to the term "run and gun."

"I object to when people call our style of play run and gun," Maciejewski said. "I consider it a stigma, it has a negative sense about it. It seems as if all we do is just run up the court and shoot. That's not the way we play. Along with our up tempo style of game, goes a pressure on defense. We're trying to defend the entire court."

"I am excited with the way the offense is going," Maciejewski continued. "This year we are putting up about 75 shots per game, that's up 25 shots per game from last year. I feel the more times you put the ball up, there will be more opportunities for you to score."

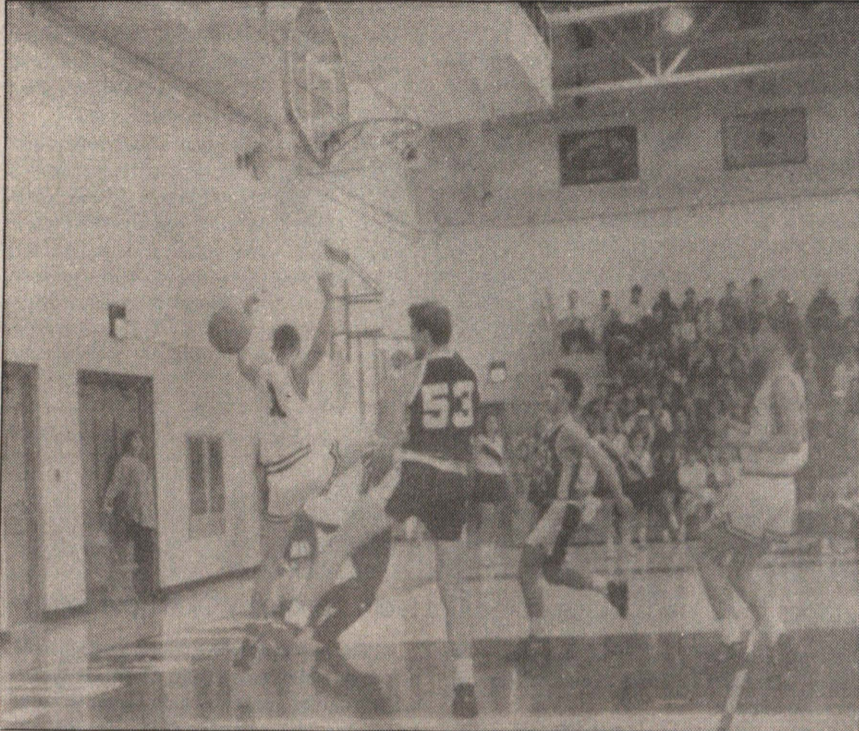
Although Maciejewski is happy with the new offense of the Wildcats, he feels the half court needs some work. "Our half court trap hasn't been very good, we try and put the kids where they are most successful. I feel it's still in the experimental stage. I will continue to try it." In one game, a team had two slam dunks against the Cats—one an alley-oop.

In the first seven games, the Wildcats had a record of 4-3 which surprises Maciejewski, but not in the way most think.

"I expected to have won all the games so

far and that's not being ridiculous," the Cat coach explained. "There is nobody in our conference that has proven to be dominant—that makes our kids shake in their sneakers."

I feel our kids can compete with anybody because they put out a tremendous effort, night in and night out. That is all I can ask of them." Out of the five losses, two of them came



Gary Barnes (left) could be sidelined until regionals with a broken wrist suffered last week against Naperville Central. (photo by Gina Lipscomb)

in the Oswego Tournament in the opening week of the season.

Senior guard Gary Barnes paces the up-tempo style of West Chicago, as he is averaging 23 points a game. The Wildcats three-point specialist lit up both Naperville North and Geneva for a combined 13 three pointers as the Cats powered past each team.

"I couldn't be more happy with the play of Gary," Maciejewski said. "With all the hustle he puts in, you would expect a little fatigue from him, but I don't see it." But Barnes suffered a broken wrist last Friday against Naperville Central, sidelining him for up to eight weeks. The Cats went 0-2 without Barnes.

Along with Barnes, senior guard Matt Logan adds 13 points a game, while senior guard Vashon Hayes and senior center T.R. Brizzolara chip in nine and four points, respectively.

The final starter, junior forward Rob Kuhn, is the team's leading rebounder with five a game and also adds three points per contest.

Maciejewski would like to see more rebounds brought down by the Wildcats. "You can always shoot enough and pass enough but you can never rebound too much," Maciejewski said. "Right now we're pulling down about 30 boards per game. I think we can get more than that, and eventually we will."

Lady swimmers finish 8th downstate

by Ed Bachner

"We had a good year. This year's team was the best that West Chicago ever had," Coach Dan Johnson said about the girls' swimming team.

The team sent eight swimmers to

said. "But I felt good at the same time."

According to Johnson, almost 80 percent of the times were slower on Saturday in the finals than Friday in the qualifying round because "everyone gets up so up emotionally in order to qualify for the finals that all their energy is gone by Saturday."

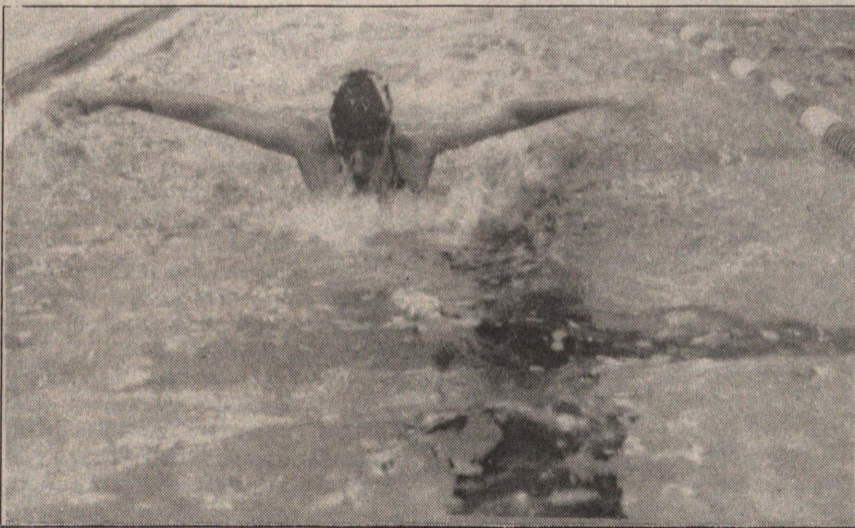
The team ended its season with a record of 10-5.

"We had nice meets and nice swims throughout the whole season," Johnson said. "Each week we were up against a team in the top 20 (in state)."

"Sure we had some poor meets, but those were in the middle of intense practices and the girls were tired from those workouts," Johnson continued. "But those sacrifices had to be made in order to have good end-of-season times."

If there was a leader for the team, Johnson said that Petusky would fill that position. "She was a quiet leader and was relied on for the team to be successful. Everyone supported her and rallied around her. Many of the freshmen and sophomores look up to her like a big sister."

"I've coached Carol since she was 7 years old," Johnson added. "She's been involved in year-round swimming for 10 years. It's been really rewarding to see someone come through the high school swimming program and achieve what she's achieved. It really shows people what hard work and dedication can accomplish."



Senior Carol Petusky (seen in practice) celebrated her senior year by finishing second in the backstroke. (photo by Gina Lipscomb)

state. Although the team placed 13th, senior backstroke Carol Petusky was not pleased.

"We didn't do as well as we could have because we were nervous," Petusky, who placed second overall in the backstroke, said. "We felt crowded and we didn't have it all together."

The Lady Wildcat 200-yard medley relay composed of sophomore Corrie Gilgallon, junior Erin Myers, Petusky and junior Jennifer Vavrek finished fifth. Myers battled sickness, finishing ninth in the 100-yard freestyle and 12th in the 100-yard breaststroke.

Johnson was quite pleased with the results of the state meet. "We thought the 200-medley relay was a long shot but it qualified easily. It's a credit to how hard the girls worked. The (medley) relay will possibly be All-American and maybe Petusky as well."

Johnson was proud of Petusky's performance. "She swam well, especially in the preliminaries. She kept having to adjust her turns because the officials had different interpretations of a new rule on backstroke turns. Her second place in the backstroke was her best time ever and she set a new school record with it."

"I was a little disappointed," Petusky

Cat swimmers faced with a small problem

by Chris Seper

Another small Wildcat swim team is hoping for a lot of freestyle swimmers to make the year successful.

"Our team success in winning duals (meets) is going to depend on the freestyle," Wildcat Coach Dan Johnson said. The handful of Wildcat swimmers, 18 to be exact, need at least five varsity freestylers to make a dent in competition this year. There is a free relay that Johnson must have a team for, not to mention three single freestyle events.

As of this point, Johnson pointed to junior John Keyzer, who bested his top times ever in the Cat loss in their first meet against Marmon, junior Bob Dujomovic and senior Ryan Grant as three people he could see on a relay.

Senior state breaststroker T.J. Weigand is one of the notable returnees from last year's 6-3 team. Finishing 25th in state last year, Weigand has his sights set on breaking one minute in the 100-meter breaststroke and possible state placement.

"He's improved a lot over the summer," Johnson said. "He's set a goal to break a minute in the breaststroke. That's a tough goal, but it's also realistic." Over the summer, Weigand swam a 1:01.3 in the Sharks conference meet.

The only other year-round swimmers along with Weigand are sophomore Dave Flatter and junior Brian Levake. Flatter, a butterfly and individual medley swimmer and Levake, a back and breaststroke swimmer could join Weigand and a freestyler for a shot at state qualification in the medley relay.

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What conference were the Wildcats in before the DuPage Valley?
(Answer on page seven)