

The Bridge

West Chicago
Community High
School
326 Joliet Street
West Chicago, IL
60185

February 8, 1991
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Future test takers to find new changes to the SAT

by Brian Levake

Present freshmen and sophomores are in for some surprises when they go in to take their SAT or PSAT tests.

The College Board has initiated the changes in the SAT (Scholastic Aptitude Test) and the PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test) in order to make it "even better" according to Donald M. Stewart, president of the College Board. "The development of the new SAT has been an extraordinary, open, and inclusive process," he said. Some of the nation's most distinguished educators participated in this effort and have made exceptional contributions to the changes we are initiating. The changes will be introduced in 1993-94, affecting present freshmen and sophomores.

The new test will be divided into two new categories, SAT-1: Reasoning Tests and SAT-2: Subject Tests. The SAT-1 part will be nearly the same as the old test, with emphasis on critical reading, including longer reading passages. The critical reading questions will better assess the ability of students to evaluate and make judgements about points of view

expressed in written passages—an important skill required in most college reading," said Miami-Dade Community College President Robert McCabe, who currently holds a seat in the College Board. The major difference will be that there will be no multiple choice questions and the student will be permitted to use a calculator on the math sections.

The SAT-2 will include new tests to be used in evaluating English language proficiency or course placement decisions. It will include a writing sample and multiple choice questions. It will also include new tests in Asian languages, initially Japanese and Chinese.

"The calculators will help," commented sophomore David Flatter about the new test, but the longer reading parts will hinder those who are weaker readers. I also don't agree with the decisions to take away the multiple choice. At least with the multiple choice you have a 25 percent chance of getting it right. But what if Mathematics is your weak subject? Then you have a better chance of doing poorly." "All the changes balance themselves out," commented Flatter.

Students with questions should see their guidance counselors, or contact the College Board at 212-713-8185.

WCCHS students host Costa Ricans for three weeks

by Elisa Biancalana

For the first time ever WCCHS students will be able to experience the Costa Rican culture. For three weeks, four students and their teacher from Costa Rica will be staying in West Chicago.

Johanna Barquero, 14, decided to come and study in the United States because "it's a good experience and I want to learn about the different cultures, places, and foods." Barquero especially likes the snow. She said, "I also like ice skating and skiing." To Barquero, the buildings here are very different. "The school is bigger than in Costa Rica and the houses are also much different." Barquero is from San Jose, Costa Rica and will be staying with sophomore Valerie Newman.

"I've always wanted to visit the United States," said Hady Fernandez, 14, from Heredia, Costa Rica. She said, "The people here are very friendly and I want to learn about a different culture and their customs." When asked what she found different about the United States than in Costa Rica she replied, "The buildings are really tall." Fernandez is staying with sophomore Julia Rodenkirch.

When asked what she liked about the United States, Ana Cristina Guerrero replied, "Everything. I especially like the stores." Guerrero came here to experience our culture and a different school. She said, "In Costa Rica we go to school all day but we get to go home for lunch." Guerrero, 14, is from San Jose, Costa Rica and is staying with junior Sarah Bant.

Luis Vargas, 13, said "I like the United States very much, especially the snow." Vargas said that the people and the food here in the United States are much different than in Costa Rica. Vargas is also from San Jose, Costa Rica. For two weeks he will be staying with sophomore Soren Johnson and for the third week he will be staying with sophomore Eric Heerwagon.

The Costa Rican students have a very busy schedule for their stay here in the United States. Their plans include visiting Fermilab, Water Tower, the West Chicago Historical Museum, the matinee of our school's performance of the play Fools, and much more.

Their teacher, Nury Murillo, will be staying with Maria L. Dominguez. Spanish teacher Lisa Black-Gomez made it possible for them to study the American culture in this student



Johanna Vanessa Barquero and Jady Barquero are two of the Costa Rican students who are staying in West Chicago for three weeks on the first-time exchange with Costa Rica. (photo by Gina Lipscomb)

IDOT examines Route 59

by Chris Seper

The wheels are in motion to get traffic signals at the corner of Hawthorne Lane and Route 59.

The Illinois Department of Transportation is compiling a report of several studies about the traffic in the area. Early indications from IDOT officials is that there will be a stop light at either the Ingalton/Route 59 intersection or the Hawthorne/Route 59 crossing.

On the streets adjacent to Route 59 are suburban streets with homes lining each side. The areas of Route 59 that IDOT is investigating have speeds of 45 and 50 m.p.h.

Accidents do not only occur often in the one-mile area, but most of the time in bunches. Three days after the announcement that there would be a study, two people died in a three car accident on Route 59 not far from the apartment complex near both of the two intersections.

One day previous to that, city officials who were doing a traffic study of their own had to drop what they were doing and help

victims in an accident.

The controversy that caused the state's study was a heated meeting two months ago. Residents, as well as State Senator Doris Karpel and State Representative Don Hensel complained about what they labeled a hazardous intersection and negligent action on the part of IDOT by not handling the study.

Money may be a giant stumbling block for the hometown project. One part the two general assembly members were up in arms about was the fact that IDOT has decided not to throw in \$25,000 for the traffic study—the amount that the city has budgeted. The department also informed reporters at the meeting that they have no money for road improvements.

Hensel and Karpel both plan to put pressure on the General Assembly to find some way to get the funds for the traffic signals.

A study was done on Route 59 in April of 1990, but the only reason a comprehensive report was done was due to the controversy raised over the intersection.

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Three wrestlers travel to Wheaton North for a shot at state... p. 8

February Calendar

- February 9:** Winter Formal; 7:30-10:30 p.m.; Cafeteria
- February 11:** Scholastic Bowl home meet
- February 12:** Lincoln's Birthday
No School
- February 14:** Valentine's Day
Pom-Pons give out carnations
Fools; 7:30 p.m.; Weyrauch Auditorium
- February 15:** **Fools;** 7:30 p.m.; Weyrauch Auditorium
- February 16:** FBLA Area Conference
Fools; 7:30 p.m.; Weyrauch Auditorium
- February 17:** Ski Club; 6 a.m.; Devilshead
- February 18:** Music Festival; 8 p.m.; Weyrauch Auditorium
- February 21:** Orchestra/Choir Concert; 7:30 p.m.; Weyrauch Auditorium
- February 22:** Washington's Birthday
Pep Assembly (Assembly Schedule)
- February 25:** Scholastic Bowl home meet
Dance Production try-outs
- February 28:** FBLA Variety Show/Celebrity Auction; 7:30 p.m.; Weyrauch Auditorium

Please improve our auditorium

In recent years, the fine arts at WCCHS have proven themselves against strong competition. Last year, the choir was invited to sing at Carnegie Hall and the music department was ranked fourth in state. This year, two of the fall one-act plays were selected to perform for the state conference. Thus it is obvious that they have the artistic talent, but they now need the equipment.

The auditorium is actually a converted basketball court. As a result, it lacked many basic qualities of a good theatre. The raised ceilings and enormous curtains (to hide the old basketball court) work effectively to drown the sound of any performance. A lowered, theatrical ceiling would quickly solve this problem.

Also, a glass enclosed control box is needed to contain all of the video

and lighting controls. The current system consists of a folding table and a lighting director (whispering lighting commands to others backstage by a two-way radio) sitting in the middle of the balcony audience.

Finally, the program lacks adequate funding. Tight budgets in the past have prevented singers and musicians from getting new music. And, because of script costs, some roles may be cut from this spring's musical as well. So, while money goes elsewhere audiences sit before repetitive music and dwindling costs.

The Bridge editors feel that this talented group of nearly 200 teachers, directors, and students should be rewarded for their achievements. We urge the school board to take a closer look at the talent at WCCHS has in the fine arts when it is planning the next budget.

An abundance of letters to the editor

'Rhiney power' expresses its opinion

Dear Chris Seper,

This letter concerns your article on school spirit in the January 22 issue of the Bridge. I realize that those "suggestions" for Wildcat spirit were all in jest, although I feel your comment on "freshman sacrifices" was completely ludicrous. First of all, freshmen are put down enough because we were born a few years after you upperclassmen. Our 3-year age difference from the seniors does not automatically make our confidence or mental abilities any less. I unfortunately cannot say this on behalf of all freshmen, nor can I attest to the character of all seniors or band members. There are quite a few of us who do not want to be treated with such disrespect as you display in your article. Your reference to freshmen was entirely too offensive. I have endured many verses of the "rhiney cheer" and numerous comments on my status as an underclassman, also from you and your friends. You have stepped over the line on this one, though, and I don't appreciate it. After all, freshmen are people too.

In all sincerity, I think that you have shown the most school spirit by writing this audacious article to arouse people like me into writing feverish letters like this to let people know how I feel. In a way, I even appreciate it.

Sincerely,
Your proud freshman friend,
Skye Studabaker

THE BRIDGE
326 Joliet St.
231-0880 ext. 268

Business Manager.....Liza Lenertz
News Editor.....Margaret Walen
Opinion Editor.....Jamie McDole
Features Editor.....Dana Billick
In-Depth Editor.....Jamee Taylor
Sports Editor.....Chris Seper
Art Editor.....Matt Phillips
Photo Editor.....Gina Lipscomb
Eric Schlotzer
Adviser.....Tim Courtney

The Bridge is the student newspaper at 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.

Naperville comes out of the oven to speak to West Chicago

Dear Editor:

I am writing in regards to your recent column entitled "Naperville Stinks," by Chris Seper. I agree that if I was in your position I too may view the situation as you have, but in everything we encounter in life we must go beyond the surface to get an in-depth opinion, and I feel you

have not taken it upon yourself to do this.

You may feel that Naperville residents are "a rich type," and our schools resemble those in Beverly Hills, but if you would read the newspapers you might know that Naperville is the second fastest growing community in the country, and it also ranks among the most desirable living communities. Does this enlighten you at all?

If not, approximately 88 percent of our graduating high school students attend college following graduation, and our mean ACT scores also rank quite high with a 23 average.

You are correct when you stated that Naperville has money. It is quite an affluent town, but you can't judge human character by the number of digits in your income.

Although I am from North, and we too rival the Redskins, we are friends and I feel that this letter is coming from all of the schools within Naperville.

Please get all the facts straight before you judge an entire community by one football game. In fact, at that game many Naperville cars were scratched with keys including mine by residents of your town and possibly your school.

Come to Naperville sometime and find out what a thriving and wonderful town it is. We would be happy to share our suburban hospitality with you in hopes that you discontinue judging books by their covers.

Sincerely,
Gina M. Vogelpohl-Senior
North Star Advertising Manager

Library wonders

Dear editors of the Bridge,

We are wondering why, when a class comes to the library for research, sophomores, juniors, and seniors have to listen to a librarian explain for a half of the period how to find indexes in books and generally treat us as if we had never seen a library before.

We can understand why freshman would need this, but we would like to know why upperclassmen need it?

Sincerely,

Julie Lock
Ned Miller
Teresa Johnson

And a response

Dear Julie, Ned, and Teresa,

Sarah Olsen, head librarian, explained that although most upperclassmen know what they're doing, she sometimes gives "quick reviews to get the whole class together." The topic of spending half the period listening to a librarian was quickly dismissed by Olsen. "We never spend half the period in the first place," said Olsen. She usually tries to "strive for five or ten minutes."

Unhappy person from sixties speaks

Dear Mr. Seper,

After reading your piece on "The Sixties Screw Up the Eighties" I didn't know whether to laugh hysterically or simply scream in disbelief! It is quit apparent that you simply sit around pondering about life's troubles and wondering who to blame this week.

How terribly convenient Mr. Seper. Was MTV pre-empted for important war coverage?

Was MTV pre-empted for important war coverage?

Example One: Our soldiers presently fighting in Kuwait are there because they entered the military by choice. They were not drafted. I applaud them. I do not scorn them, do you?

Example Two: Tell me Mr. Seper—who lied to you by promising so much yet delivering so little?

Was it Martin Luther King, Jr?
Was it Cesar Chavez?
Or, was it Mitch Snyder?

Example Three: I don't recall Donald Trump burning his draft card or George Bush singing at Woodstock. Who are the numerous assorted criminals and corporate lawyers who sold out to the enemy? Ivan Boesky and Charles Keating are the products of another generation my friend.

Example Four: Who lied and stole your childhood away? Was it the comforting "sixties" sound of Mr. Hooper or Big Bird on Sesame Street? Or was it yet another familiar icon—Mr. Rogers?

Mr. Seper, I suggest that you shut off your Nintendo game, hit your local library, read about the Sixties Era, and get your time line straight. Gather more facts about the Gulf Crisis. Quit your whining. Get a life! Read now! Ponder later when you're old and grey! You live in the greatest country in the world.

Support her and pray for peace.

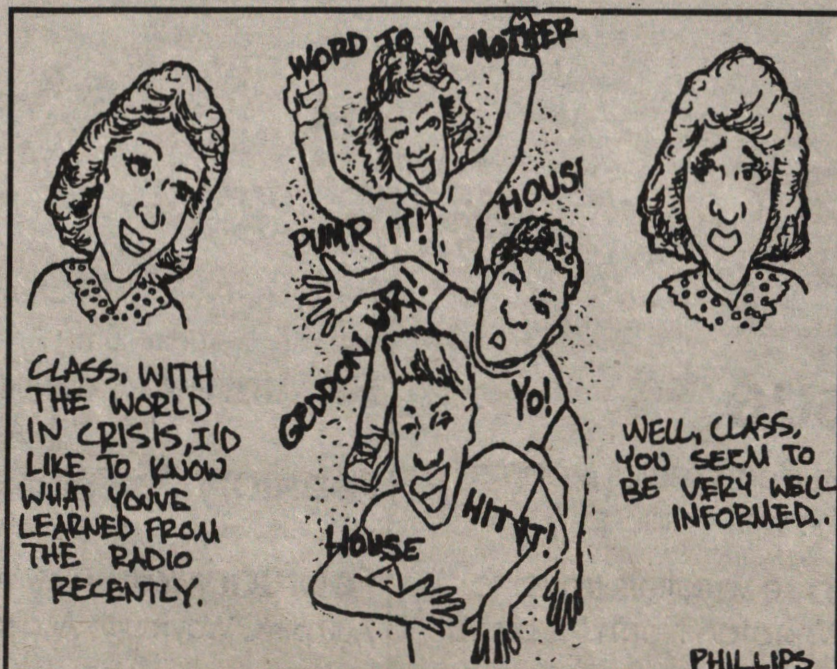
Sincerely,
Terry Borgetti

A message from a true American

Dear Bridge editors,

In the January 22 edition of the Bridge, there was an article entitled "Could the Draft be Back?" and in this article you stated, and I quote, "We the people of the United States are not in danger, Kuwait is." Also, you stated, "Being born in the U.S. should not mean that you must go fight in someone else's war." To this I say, LOVE IT OR LEAVE IT! I must admit, I'm not thrilled that my friends and relatives are over seas, however, do you like your freedom? I do, and it has been stated that Hussein has the capabilities of becoming another Hitler, and look how much danger he had the power to put us in! I will PROUDLY support and stand behind those who fight for our country at any given time, and if you can't, maybe you should find a new country as great as the U.S.A. And by the way, this war is backed by the United Nations Security Council which also protects the freedom you so obviously take for granted. In conclusion, perhaps you should think of all the rights and freedoms you have in this country and support the causes and beliefs those great men and women are fighting for.

A true American
S. Colleen Litterest



Those Damn Kids!!!! are acting up again

by Chris Seper

An 18-year old high school student, hands folded, dressed in a suit, walks slowly to the middle of a stage where he screams, "Those damn kids!!!!"

This strange and almost shock-like introduction is the beginning to Kennedy Academy High School's improvisational group, aptly named Those Damn Kids!!!!, whose style of improvisational theater and comedy are the only known type in the state.

"It's a sort of interesting form of theater," Junior Wyatt Mitchell, co-coordinator of Those Damn Kids!!!! exclaimed. "We liked to do improv and Bren (Hunt) wanted to take it further."

The improvisational group located in Hyde Park (south side of Chicago) was started four years ago by former Kennedy student Brendan Hunt, the then president of Kennedy's drama club. The group is the only known student directed, written, publicized and acted improvisational troop in Illinois.

Wyatt and co-coordinator Jesse Cramer have taken this new project even further. The duo have begun to bring in more theatrical aspects to the productions. Lighting, sound, wardrobe and staging became a major concern for the cast this year.

"We always are afraid that it's not going to be funny," the senior Cramer said about the risk of performing improv. "The few things we find humorous the audience won't. The attitude I like to take is to try and have as much fun as possible. If you do that, chances are the worry will seep away and your improv skit will be more successful."

An evening with Those Damn Kids!!!! entailed comedic sketch after comedic sketch, devised at practices from ideas given in rehearsals. The skits will be anywhere from 30 seconds to five minutes and will deal with anything from a satirical commercial to their own personal experiences.

"You'll notice a lot of skits are some of parody," Cramer said. "A lot of satire from T.V. because the members watch a lot of T.V. A few of them came from current events. It's basi-

cally any weird idea."

In one of their skits in *Eat Your Damn Leftovers* entitled *A Public Service Announcement from the Chicago Police Department*, a policeman puts handcuffs on a high school student and taunts him in different ways. Cramer said this sketch was created from

exaggerated experiences cast members had with the police. The skit called *Severed Head* shows a woman holding her severed head onto her body walking 10 miles for help. This idea came from a tabloid seen at a store.

With the additions made by Cramer and Mitchell, the troop was asked to attend the

Illinois State Theater Festival to perform *Eat Your Damn Leftovers*, a two-year compilation of sketches by the group.

Along with the mini-scenes, improvisational games are played, putting the cast on the spot to show off what they can do.

"It's a lot harder to do it on stage," Mitchell said of the improv games. "It's pretty difficult not knowing what's going to happen. I have to be funny and I have to entertain."

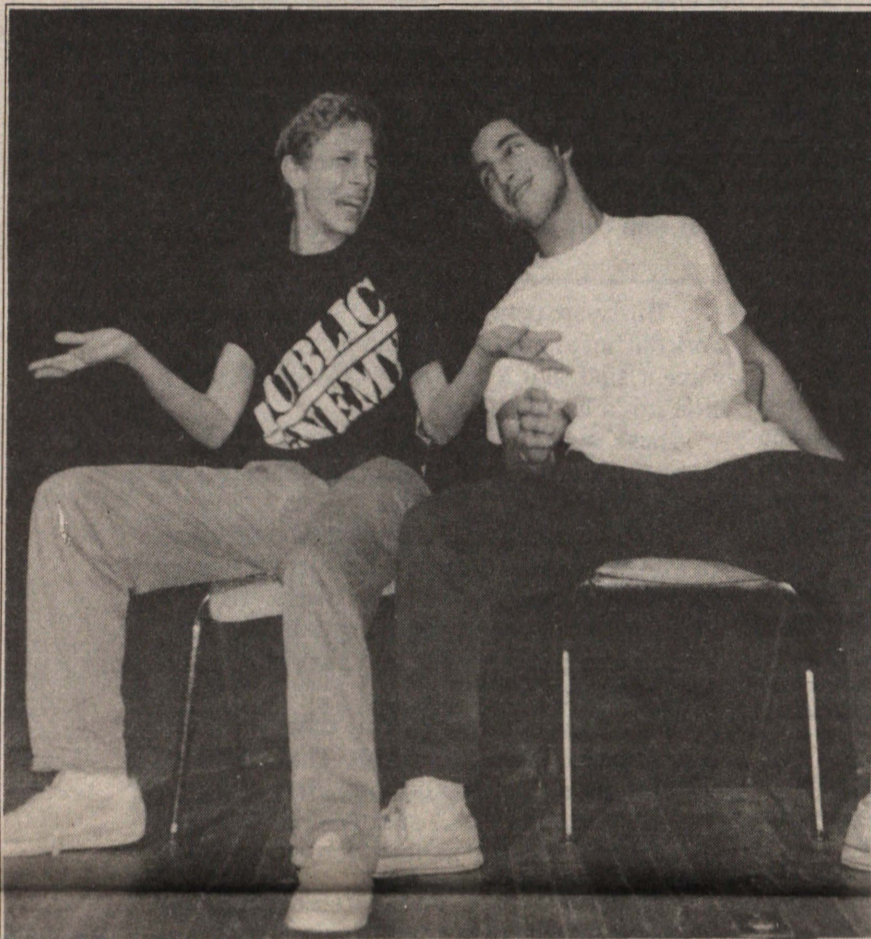
The thing that makes Those Damn Kids!!!! different is, according to senior cast member Clare Rudall, the originality and inspiration it takes.

"You have a lot more fun," Rudall said. "It's more of a creative thing. It's a lot more fun and it's more difficult. There are no definite rules on how to do improv. Rudall and cast members Katrin Astbury, Tim Breitburg, Justin Friel and P.J. Levine performed with the two coordinators at the theater fest.

Some of the improvisational skits are based on subjects or use language that some people may call obscene. In a series of skits called *Nuprin* one punchline is, "I took two Nuprin and I still feel like shit." Another skit entitled *The Grossest Skit in the Whole Damn Show* has to do with different flavors of douches.

"We've never been censored," Cramer said. "We're pretty much allowed to do what we want to do. We try to keep the shock value to where it's only necessary. We're not going to bust out and say f— or bitch if we don't have to. Basically we're liberal and set our own standards." But the group is not without its own controversy. Kennedy has a slight gang problem, and the group shies away from gang skits.

"We're willing to perform for any school or any function," Cramer said. "We'd love to come down and give a show." If interested in bringing Those Damn Kids!!!! to a school or function, call Cramer at (312) 538-7072 or Mitchell at (312) 752-1951.



Two of the actors from Kennedy Academy's improvisational group. (photo by Those Damn Kids!!!! World Headquarters)

Premiere T.V. debut by former WCCHS student

by Jenny Doggett

A former West Chicago High School student, Lisa Houle, has made her first debut into television.

Houle will be starring in the upcoming CBS series, *Crimes of the Heart*, which

planned airing January 23, but however due to the Gulf Crisis it was moved to January 30, at 10:30 p.m.

Houle performed in about twenty -five plays throughout high school, college, and in recent years. Such plays were "Taming of the



Lisa Houle in 1989 before her television career was launched.

Shrew" and "You Can't Take It With You".

Houle said because of the support her family gave her, they influenced her most in becoming an actress.

Now that Houle is in a television series, I asked her brother how he feels about it. He said "It was never unexpected. I always knew she would be an actress." He also commented, "It feels really good to see her in show business."

Some auditions didn't always go so well. Houle's mother can remember one time when she called her and told her maybe she should go into law school.

Some of the actors and actresses that

Houle enjoyed to watch were Jessica and Daniel Day Lewis. Mrs. Houle remembers her daughter used to love to watch the Brady Bunch, *The Monkeys*, and *M*A*S*H*.

Houle did have a word of advice for the students at WCCHS, "keep performing as much as you can. This field can be very hard to get into so have something else to fall back on."

Houle's father stated, "If your child has the talent and dedication, be supportive. Help your child pursue their career."

Houle is taping eleven episodes in Vancouver, Canada. Then she will tape eleven episodes in Paris, France.

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Contact: Jeff Hargreaves or Karen Bhatti.

Which takes priority.

Students schoolwork is affected by having a job

(YNS) Once upon a time, all a teenager had to think about was getting good grades, finding a date for Friday night and coping with the typical teenager social problems.

These days teens have more serious things to think about—like juggling all of the above responsibilities and holding down a job. Recent studies done by the United States Department of Labor show that about 7,243,000 million teenagers, or 53 percent of an estimated 13.7 million teens in the United States, were in the work force during October 1990. Of those teens in the work force, 16.2 percent were considered “unemployed”—not currently working, but actively looking for a job.

According to the Department of Labor, about 48 percent of high school students work between 10 and 20 hours per week. Twenty-six percent work fewer than 10 hours per week, 18 percent work between 21-30 hours per week and 8 percent work over 30 hours.

“My grades have taken a tremendous change for the worse,” said Kevin Polk, a grade 11 student at Fremont High School, Oakland, CA who works at Church’s Fried Chicken.

Forty-one percent of employed high school students work in restaurants, 8 percent work in grocery stores and 6 percent working in clothing stores.

A YNS Oakland survey at FHS revealed that 83 percent of the students there held down part-time jobs.

Forty-one percent of employed high school students work in restaurants, 8 percent work in grocery stores and 6 percent work in clothing stores.

The statistics are comparable in Canada. Suzanne Ziegler, chief research officer for the Toronto Board of Education, estimated that at least 60 percent of the students in Toronto, grades 11 and up, work part-time.

At Lewiston High School, Lewiston, Idaho, 53 percent, or 428, of the 820 students who responded to a YNS Lewiston survey reported working part time.

Students worked an average of 15 to 20 hours a week, although those in grade 10 reported averaging about five to 10 hours a week.

Most of the 428 who said they worked reported

Twenty percent said working interferes with their studies, but 52 percent said it did not, and 28 percent says it does sometimes.

that manual skills were most often needed in their jobs, ranging from working in fast food restaurants and grocery stores to clerking and stocking in drug and convenience stores.

Twenty percent said work interferes with their studies, but 52 percent said it did not and 28 percent said it does sometimes.

Thirty percent of the students surveyed said work forced them to miss some extra-curricular activities, while 36 percent said it did not and 34 percent said it did sometimes.

A similar survey done of 206 students at City High School in Iowa City, Iowa yielded comparable results.

Sixty-four percent of those responding reported that they worked part time, and 89 percent of those who worked did so during the week. Eighty-one percent of the students who worked did so for less than 20 hours a week, but 15 percent worked from 20 to 40 hours a week, and four percent worked over 40 hours a week.

These statistics seem like just a bunch of numbers, but the teens behind them are very real, with very real problems.

Thirty-six percent of the students said that work did not interfere with school for them, but 64 percent said that if interfered anywhere from “a little” to “a lot.”

These statistics seem like just a bunch of numbers, but the teens behind them are very real, with very real problems.

“My boss doesn’t like me using school work as an excuse, and my teachers don’t let me use my job as an excuse,” said Lisa Powers, 16, who works at J.C. Penney’s and is in grade 11 at LHS.

Some students choose not to work for exactly these reasons.

“My job did interfere with my school work and other activities; that’s why I quit. The hours don’t seem like much but after quitting I have a lot more time to do schoolwork,” said Tristram Mancey, 18, a grade 12 student at North Toronto Collegiate Institute in Toronto, Canada.

Mike Taylor, 17, a grade 12 student at Paint Branch High School in Burtonsville, MD, agreed. Taylor did not have a job during the fall because it would interfere with football, but was actively looking as soon as the season ended.

Amy Abel, 18, a grade 12 student at Upper Arlington High School, Columbus, OH said, “I was working at Youthland, a children’s clothing store, during the summer, but I quit when school started because I am in marching band.”

Amy Pankoke, 16, a grade 10 student at UAHS, said, “I don’t have a job because I cannot balance school, extra-curricular activities and work at the same time.”

But some students feel that they are able to strike a balance between work, school and extra-curricular activities

Geoff Pleasant, 17, is in grade 12 at Suitland High School, Suitland, MD, and works approximately thirty hours a week as a salesperson at Hechinger’s Department Store because he doesn’t want to be dependent on his parents for spending money. He enjoys the spending money, but says, “Schoolwork and sports are definitely more important. When they’re done, then I concentrate on my job

Roy Purdie, 17, is in grade 12 at Springbrook High School, Silver Spring, MD. He works approximately twelve hours a week at Kinney Shoe Store in White Oak, MD.

Purdie said that he works so few hours because, “I need to keep up with my schoolwork. Having a job interferes with [schoolwork]: bad schoolwork equals bad grades. Bad grades equals no job.” He thinks that sometimes employers take advantage of teenagers, and expect them to be able to work any time, for any amount of time.

And many of them may, as the Department of Labor’s statistics state that 26 percent of students who work do so for over 20 hours a week.

Many are quick to blame employers for violating child labor laws, but in truth, some teens, like Pleasant, choose to work a high number of hours. But why do they need the money?

Some teenagers work to save money for college, others just to have “spending money.” The most



common reason for students to have jobs at LHS was to support a car, which 53 percent of the students who reported working listed as their reason for doing so. Clothes accounted for 34 percent of the responses, with “other” getting the votes from the rest of the 428 workers.

“I got tired of looking for moms everytime I wanted something,” said Nigel Williams, a student at FHS who works part-time at McDonalds. Many other students at FHS also got jobs so that they would no longer depend on their parents for spending money.

But some teenage workers have other reasons for having jobs.

“I do it because I love the kids,” said Lori Jelms, 15, a grade 10 student at St. Charles High School, St. Charles, IL, who has a regular babysitting job for a family in St. Charles.

Agai Jones, 16, a grade 12 student at School Without Walls in Washington D.C., also enjoys his job. He works 10 hours a week at the Sun Gallery Goldsmith Shop in Washington. He makes \$4.55 an hour, but said that his reason for working isn’t the money, but, “I like this job, because here I can create, and express myself.” He tries to have a relaxed attitude toward his job.

“If I feel like working on the weekend, I’ll work. If I feel like going out, then I’ll go out,” he said. *Editors note: This story is a newsharing project of the YNS network. Stephanie Nelson, a grade 11 student at Lewiston High School, Lewiston, ID, was the lead reporter on this article. The following reporters also contributed to this story: Christie Bird, a grade 10 student at Lewiston High School, is a reporter for The Bengal’s Purr, a YNS bureau paper. Ashanti Branch, a grade 11 student at Fremont High School, Oakland, CA, is bureau chief for YNS Oakland. Terri Dawood, a grade 13 student at Bishop Strachan School, Toronto, Ontario, is assistant bureau chief for YNS Toronto. Carrie Johnson, a student at City High School, Iowa City, IA, is a reporter for The Little Hawk, a YNS member-paper in which a portion of this story originally appeared in its November 16, 1990 issue.*

..School or your job?

Spending time efficiently

by Julia Hill

Many students during their high school years have a part-time job, bringing many advantages and disadvantages into a student's life.

"Sometimes you get really tired.... My job is not that stressful. It depends on your day," said Senior Debbie Hahn who works an 18 hour week at Kindercare, Stratford Square, looking after young children. Hahn continued to say that she liked her job. If there was a problem with her job interfering with her work, Hahn said that she wouldn't stop working but reduce her hours.

Hahn's mother has the opinion of many of the other students' parents whose children work. "She is gaining some responsibility which prepares herself in becoming an adult." She continued to say that it made her daughter responsible with her time.

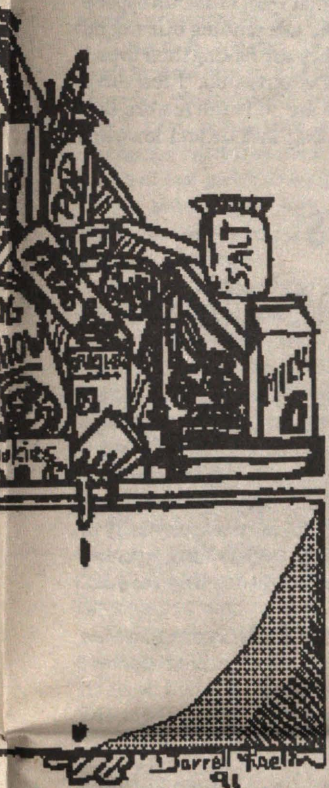
Senior Laurretta Scheurmann works a 16-hour week at The Max Corner Store, in West

Chicago as a receptionist. Scheurmann's mother said, "Sometimes, I think she (Scheurmann) takes on too much." She continued to say that her daughter needs to balance her time more to get her priorities right.

Even though Scheurmann admitted that her work was really difficult and tiring, "I wouldn't shorten my hours—I need the money."

Senior Sue Stajduhar sometimes comes home quite late on Sundays as a cashier at M.C. Sporting goods, in Fox Valley. Stajduhar feels that her work is important because she needs the money for college. Her mother said that Stajduhar sometimes comes home quite late on a Sunday which interferes with doing her homework, but the majority of the time, "It doesn't interfere too much."

Students who work, gain valuable experience for their adult life, according to some of their parents. They claim that it gives them a taste of learning how to use their money and time efficiently.



Paycheck madness takes over

by John Kufer

"It's paycheck madness. Sixteen-year olds are working 40-hour weeks and it is affecting all the other students," says Martha Wiseman, guidance director of Elgin High School.

"Give students a paycheck with their own name on it, and they lose sight of everything else," said Wiseman in an interview with Eric Zorn of the Chicago Tribune. "They love the instant satisfaction, the rewards of good grades are vague, abstract and distant," said Wiseman. She also said that students are using homework time for flipping burgers, processing film, stocking shelves and tearing ticket stubs.

In an in-school survey of 70 Juniors and Seniors, 66 percent of the seniors and 70 percent of the juniors polled work. When asked why they

work, the most popular answer was to "pay for my car." Other answers included "spending money, and a savings account for college."

A report from a Chicago-based Safe Workplace Institute suggests that part-time jobs are playing an underestimated but increasingly harmful role in the lives of teens. Wiseman said that teachers tell her that they must allow class time for homework. In addition, this lowers the standards of curriculum and affects all the students, even the ones whom do not work.

"Kids have a job already," stated Wiseman, "school, however a reasonable number of hours at a reasonable time of day can be a very beneficial experience." An expansion of the state child labor laws are on the works. The bills call for a lower curfew on school nights and an employer pledge not to hire drop-outs.

Teens AND Jobs: Working not such a great idea

by John Prusko

"It is not a very good idea. It is a poor idea." That is Principal Alan Jones' feeling concerning students having jobs during the school year.

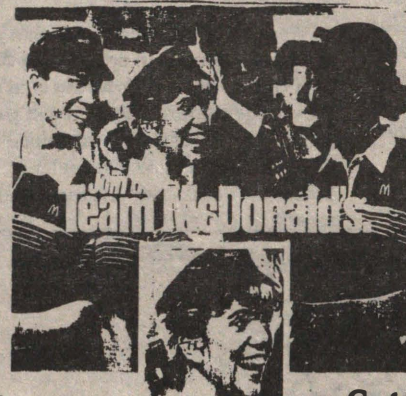
"Working during the school year does affect a student's academics," Jones stated. "Studies show that working does have an impact on grades. It (work) causes students to take less challenging classes due to jobs," said Jones. Jones also commented, "Students who work tend to perform more poorly than other students."

Jones feels that the money students earn is not going where they say it is going to go. "Students indicate they need money to go to college. Most use money for non-essential items such as car, dates, etc.."

Jones strongly advises not to work while going to school. He said, "Limit the amount of hours. Trying to work 35-40 hours a week is ridiculous. Work should be limited to Saturday or Friday. Not on school days." Jones emphasizes for students to plan for the future. "Think long-term. If you're going to invest your time, invest it in school. Working is a very short-term goal. Students see the money and the purchases. They have discretionary (money that parents have no real control of) money."

Jones stressed, "There is plenty of time to work, believe me. Spend the 12 years for schooling. The pay-off is greater than McDonalds or Burger King."

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High School students express views on gulf crisis

By Angela Simon

(YNS) Hanau, Germany. As second semester begins, many grade 12 students look forward to graduation—one of the most important events in their high school careers.

Denise Arnold, a grade 12 student at Hanau American High School, a Department of Defense Dependents School (DoDDs) in Hanau, Germany, wonders if her parents will even be back from Saudi Arabia in time to see her graduate on June 7. No one can give her an answer.

According to a recent poll taken at HAHS, 65 to 70 percent of the students in the Hanau military community have one or more parents deployed to Saudi Arabia as part of Operation Desert Shield. Whether or not their parents will be able to attend graduation is only one of many concerns for these students.

Dr. Allen Davenport, principal of HAHS, predicted the effects of Operation Desert Shield on the Children of military personnel.

"[Many students] will need to grow up sooner than (they) planned...[they'll need to] take responsibility and be as mature as (they) can be," he said. These responsibilities include helping the remaining parent to take care of younger siblings, and doing additional household chores.

The HAHS administration is trying to help students understand more about Operation Desert Shield and the numerous support groups being set up in the Hanau military community for the students and their families to cope with the crisis. Various crisis hotlines have been initiated, and the administration said that a list of hotline numbers and support group numbers will be available to students.

"We need to support each other," said Davenport. "It's important to lend a helping hand to each other."

The Persian Gulf crisis is also affecting families stateside. For Jennifer Huneke, a grade 11 student at St. Charles High School, St. Charles, IL, finding out that her brother, Eric, was going to the Middle East was very disturbing news although she had been expecting it.

"I cried when I got the letter telling me (the news)," she said.

Michelle Mowers, also in grade 11 at SCHS, has a brother who has been in the Middle East since mid-September. Her brother was scared

at first, and has written that he wants to come home. "He wants trees; he's sick of sand," she said.

Although grade 10 student Michelle Trudeau's brother is not in the Persian Gulf, he is in the military reserves. If there is war, he will probably go to the Middle East, said Trudeau.

The same is true for Kevin Fitch, also in grade 10, whose uncle is a Navy captain.

The U.S. Navy carrier Saratoga is currently in the Mediterranean, prepared for conflict. On board is Derek Piechowski, aircraft maintenance personal. His brother, Mike Pierchowski, is in grade 10 at Albert Lea High School, Albert Lea, Minn. "He feels he's doing his duty to serve his country," said Piechowski. "I'm proud of him."

Other students in ALHS found that talking to their relatives stationed in the Middle East helped to ease the pain and overcome the fear of the unknown.

"At first I was sad, but I feel a lot better now that I know what's going on," said Heather Renville, a grade 10 student at ALHS, whose brother Todd, arrived in Saudi Arabia in October. "My brother explained that he doesn't think a whole lot will happen," she said.

Piechowski said that keeping in touch is also good for his brother, and that when they talked, "We talked more about what was going on in Albert Lea than in the Gulf."

Mowers has found that students do not pay attention to the Gulf Crisis if they don't feel it directly applies to them. "A kid in history (class) doesn't know why; he doesn't care because (his relatives) are not there," she said.

Piechowski agreed. "I've been paying a lot more attention to the crisis than I would if (my brother) wasn't over there," he said.

Fitch agreed. "(Grade 12 students), more than anybody, don't realize what's going on."

Huneke shares this opinion, and feels that even students who are not now personally affected by the Persian Gulf situation may be soon. "The guys in this school right now have a very good chance of ending up over there if we want to go to war any time in the near future."

For now, Huneke hopes that war doesn't happen. She said, "Each day I pray that everything will pass and my brother will be alive and well."

by Elisa Biancalana

"I think people are scared," said sophomore Adrienne Yule. This is just one of the many feelings students here at WCCHS feel about the war with Iraq.

The United States has been at war with Iraq since January 16. It started after Iraq refused to remove its troops from Kuwait before the January 15 deadline. After the deadline, the United States started firing missiles at Iraq.

Being at war with Iraq brought about many mixed feelings among the students. Yule said, "I was scared at first, but after seeing what Hussien has done, I think we need to be there." Junior Jeanine Goodman replied, "I was scared because my brother is going there and my sister may go too." Senior Dave Zeisler explained, "It really didn't surprise me because I could see it coming way back in November."

Many students are supportive of the war.

Student teachers

On the other side of the desk

by Kim Derby

After many years of being a student, teachers have to learn to face being on the other side of the desk.

Nancy Blume, Kevin Gimre, and Dorothy Carter found their first day of student teaching scary.

Blume began teaching Typing, General Business, and Microcomputers as a student teacher last year. She found her first day to be "overwhelming" because there were so many little things to remember.

For Carter, sophomore English teacher and Challenge advisor, there was "no way out." She felt intimidated because students were only four years younger than she was.

All teachers agreed that the students tend to be receptive to the student teachers. Carter's students were used to having student teachers, and were easy to get along with.

Gimre found his students to be "inquisitive." They had a lot of questions about his age and where he went to school, but they "worked well together."

Robert Lemon had a different kind of experience as a student teacher.

On the day he was to begin student teaching, the teachers went on strike. In order to learn about the people who attended the school, he played a game of football with his future Geometry students. While playing, he fractured his ankle.

Lemon commented, "It's the same thing as full-time teaching, isn't it?"

Blume was nervous on her first day as a

Senior Brad Derschek said, "I think the war is a good idea. The man must be stopped before he does any more damage." Junior Lynn Ellerbruch explained, "We are a very moral country. I support the United Nations, and I support the war." Zeisler replied, "I feel that the war is necessary to remove Saddam Hussien from Kuwait and Saudi Arabia. If we don't get him out, he will dominate the entire Middle east."

On the other hand, many students oppose the war. Junior Bryan Gall said, "It was a bad move. For thousands of years the Arabic culture has been at war and now we're throwing ourselves in the middle." Senior Rick Montalvo explained, "I think that most students oppose the war because we are sending our troops down to Iraq and they are risking their lives."

Junior Debbie Demaria said, "I feel sorry for the people who are in Saudi Arabia, but they are fighting along with us and knowing that feels good."

full-time teacher. There was a lot more paperwork involved, and a lot more responsibility in the classroom. "At least with student teaching I had a supervising teacher to help me out," Blume said.

Gimre agreed that full-time teaching is odd without having a supervising teacher, but he felt more relaxed. "I knew what to expect." Gimre had some ideas about the behavior of high-school students.

Carter had to learn about her class all over again. She taught freshmen, and she had to adjust to the actions of first-year high school students compared to third-year students.

Gimre feels full-time teaching is quite different from student teaching. He has to learn to deal with administrators and counselors on his own. He has no one to fall back on when creating a lesson or having a lecture.

Blume thinks full-time teaching is more tense because there is a lot more to remember.

Carter likes having full control over her class. Before, she had to get all lessons approved with a supervising teacher.

Both Blume and Gimre would not be a student teacher again if they had the choice. Blume would "be restricting myself to doing things the way the teacher did." Gimre said, "I enjoyed it, but I'm glad to be on my own."

Carter would be a student teacher again. She enjoyed it. "I learned a lot from the students and the supervising teacher."

Financial Aid now available

by Julie Lock

With all the financial aid being readily available to students, it's easy to get bogged down with many questions. What is financial aid? How can I receive it? And so on.

Financial aid is help for meeting the cost of your college education—both direct costs (tuition, fees, and books) and living expenses (food, housing, and transportation).

Essentially, there are three types of financial aid: grants or scholarships, loans, and work-study programs.

Grants or scholarships, which also may be called "gift aid", are primarily based on need.

Scholarships are also based on other criteria such as academic achievements.

A loan is money that the college gives out, but must be repaid. A college loan is easier to pay back than a bank loan because colleges charge less interest. Loans are repaid upon graduation.

Work study programs mean that you work at a job on campus in order to pay for part of your college costs. "It's a sum of money that the college guarantees you if you go to work under this program," explained Eugene Peterson, a guidance counselor at WCCHS. Loans and work-study programs are regarded as self-help.



Before being considered for anything, a family must submit either a Financial Aid Form (FAF), or a Family Financial Statement (FFS). These forms determine what the parent/student contribution is. The amount of financial aid needed equals the total cost to attend the college minus the amount that your family can afford.

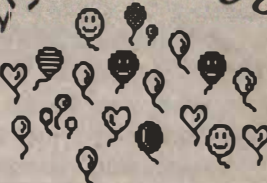
It is important to apply for financial aid, even if you don't think you would qualify, you do it. The first step would be to see your counselor. You have to make it happen.

Top ten Valentine gifts

by Brian York

10. A lifesized statue of Elvis
9. A baker's dozen jellyfilled donuts
8. Bouquet of Chia Pets
7. A Bridge editor for a date
6. An eighteen pound vat of Didi-7
5. A S.C.U.D.
4. 35 Video Flashbacks
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It's 59 and goal for Weigand, swimmers

by Ed Bachner

With the regular season over and sectionals for the West Chicago swim team only eight days away, the Wildcat swim team members are running out of time to achieve their goals.

In the case of 1990 state-qualifier T.J. Weigand, his goal is to "place first or second. But I can't let it get to my head. The last week is when it really counts."

"I'll be happy if he makes the qualifying time for state, and his best swims should be at state," Wildcat swim Coach Dan Johnson said. "He's been training hard so he can peak at state."

"If he (Weigand) stays healthy, he will be on track to have an excellent state meet," Johnson continued. "Everything's going super. If his state time is under one minute, he should place somewhere in the top 10."

"I want to achieve my goals of making finals in state and getting my time down to 59 seconds," Weigand said. Weigand's time right now is 1:03, a time that is lower than it has ever been during the season but off his time of 1:01.3 of last year's state meet.

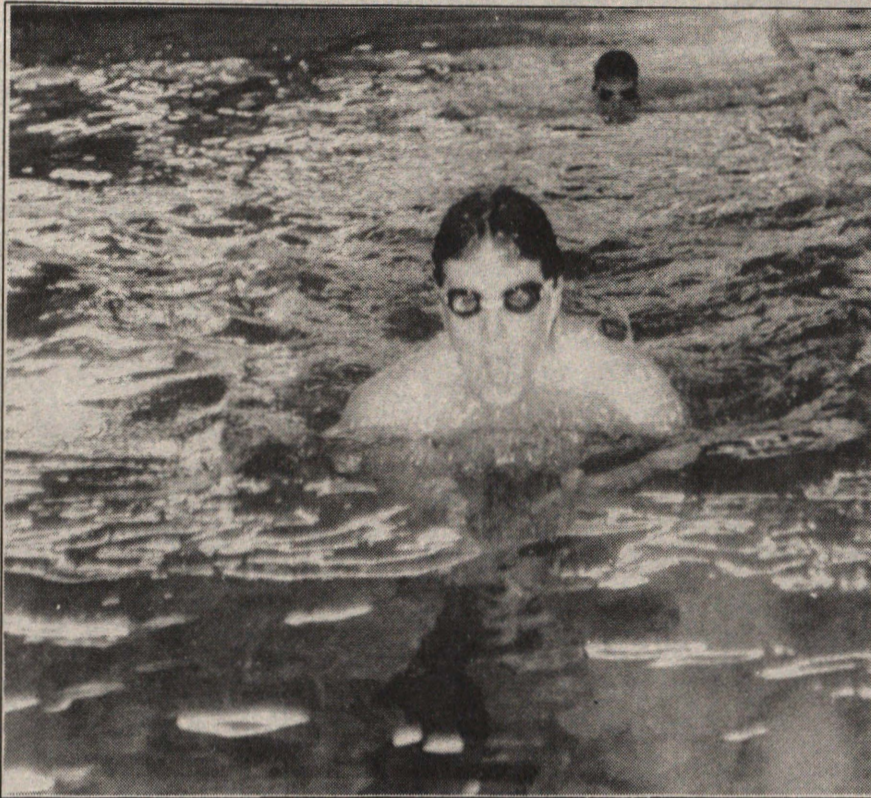
"His time should taper down in time for sectionals and state if he stays healthy," Johnson commented.

Weigand is also in the 400-meter medley relay with sophomore Dave Flatter and juniors John Keyzer and Brian Levake. However, Keyzer may miss the sectional meet due to a broken collar bone. Senior Ryan Grant is Keyzer's replacement for the freestyle portion of the relay.

"The freestyle is unnatural to him, but he's just as fast as Keyzer," Johnson said.

"The relay has a chance to make it downstate, but they still have a ways to go," Johnson added. The state cut is 1:45—the relay's time right now is 1:51.

"Everyone has to drop their times by almost two seconds in order to make it," Weigand



John Adamo is one of many Wildcat swimmers that came on to make a late-season difference. (photo by Jenneane Murphy)

said. "It (state) is far away but anything can happen."

It has been a near winless year for the Cat swimmers, going 1-7 for the season. The team did pick up some honors at the Riverside-Brookfield Invitational, where they finished fourth out of eight teams.

"They have done an excellent job this year," Johnson said of the 14-member team. "It was hard because the number of swimmers was lower than we had hoped for, and

it's hard for them to swim well and still not win the meets just because we have a small team.

"Their level of dedication is great," Johnson went on. "All of the guys have already beaten their end-of-season goals."

Despite the lack of members on this year's team, Johnson is optimistic about next season's team. "Sure we'll be losing the seniors after this year (Weigand, Grant), but four strong freshmen swimmers will be coming from the Sharks program."

Lower-level winter sports start to finish

by Patrick Guane

Girls' basketball--The girls' freshmen basketball team is turning a few heads this year with an 10-6 overall record and a 6-5 conference record.

"Our goal at the freshmen level is to improve our basic basketball skills, not to see how many games we can win," explained the Lady Cats freshmen coach Paul McLeland.

Point guard Ravin Moore, who McLeland describes as, "a scrappy individual who leads us on the floor". Moore is currently averaging 6.7 points a game.

The Lady Cats are also led by center Col-

leen Otto who is not only averaging 7 points a game but also has grabbed 98 rebounds so far, almost one third of the teams total rebounds.

The Underclassmen Report

The future of the Lady Cats looks good according to coach McLeland who says, "Watch out for these girls when their juniors and seniors if they continue to work hard and stay dedicated".

The sophomore Lady Cats finished 5-8 in the Dupage Valley Conference. "Our goal was to go .500 in conference", said coach Dave Sayner.

This year the Lady Cats have been led by forward Debbie Dvorak who averages over 7 points a game. They also have been led by point guard Sarah Myers who is averaging around 7 points.

The Lady Cat frosh/sophs teamed up to placed third at the St. Charles frosh/soph tournament. This four-team Invitational in-

cluded York, St. Charles and the host Wheaton North.

"The main goal at the junior varsity level is to prepare the varsity squad for their game," said coach Tom Rivan.

The JV does this by running the varsity's opponents offense and defense. Of course, they do have time to play their own games. The junior varsity are 10-8 this year with a 7-7 conference record.

The Lady Cats were led this year by sophomore forward Christine Murphy who is averaged 12 points a game. Away from all the statistics, according to Rivan, stands one hoopster in particular—Liz Gernand. The junior standout was not only the team captain but played forward, guard, and even center. Rivan describes Gernand as, "a team leader with great work ethics".

Boys' basketball--The freshmen boys' basketball team raced to a three-game winning streak to open up the season. Since then the Cats have fallen on hard times losing nine straight for an overall record of 4-9.

"This is the best the freshmen conference has been since I have been here but its also my best team in four years," Coach Bruce Donash said. "We have a lot of great shooters which is something we lacked in the past".

The Cats are led by forwards Dustin Perry and Tom Sues. Perry and Sues are the leading scorers with an average of 12 points a game.

"We can be competitive," is Donash's feeling on the Feb. 23 four-team Wheaton North Tournament.

The sophomore boys basketball record this year is 2-11. However the record doesn't show the depth of talent on this team, according to underclassmen coach Bill Recchia.

"Eric Laskey played especially well in the beginning of the season for us averaging around 12 points a game," Recchia said. "But lately I have been very happy with Mike Frasier, he's just starting to come into his own."

So far this season the Cats have lost twice in overtime and three other games by a combined total of 8 points.

The junior varsity basketball team is currently 6-6 in overall play and a 2-4 conference record. This year the Cats have a well balanced scoring attack according to JV coach Ernie Cameron.

"We have some good outside shooters in guards Eugene Shelby and Travaris Sullivan but we also have some tough post players in Wallace Sullivan, Matt Ebel, Rob Rivan, and Sean Cronin."

In the oven

by Chris Seper



Varsity or sophs, the time is now

For Wildcat basketball enthusiasts, the place to be was Friday and Saturday nights at 5:30 and 7:30.

Every night, the varsity and sophomore boys showcased their talents for a good amount of fans. But little did those people know, there were varsity games Thursday nights and Friday afternoons as well!

The difference was, those were the girls' varsity games.

How did the sophomore team earn the higher attended, higher publicized Friday and Saturday night preliminary matchup before the boys' varsity? Why wasn't it girls' and boys' varsity on your evening program?

"The varsity team's are more important," senior guard Laurie Davidson said. "They (sophomore guys) would be jealous. Let them play on Thursday."

"The other conference schools are doing it once a year," Lady Cat basketball Coach Kim Wallner said. "It's good as far as promotion wise and as far as getting the two programs together. I don't know if I'd want to do it all the time."

Glenbard South's "Pack the Place" featured both boys' and girls' varsity in one night. The Raider home court was packed.

However, the girls' games are no where near as exciting as a boys game. There is less scoring, fewer shots, shorter players and a slower type of game than the boys'. In a boys' game, you are almost assured of a double digit score after one quarter, in girls, you have a 50-50 chance of seeing single digit quarters.

"The girls are playing by boys' rules," boys' basketball Coach Lee Maciejewski said. "I don't think that the girls should be playing by boys' rules. They should make the game unique to girls. The girls will never be able to play the game with the skills of boys because of their physical makeup. They'll never be able to play above the rim and they'll never be able to play as physical a game like the boys. I think for the girls' game to attract fans it should make rule adjustments so it can become an attraction of its own."

For Eric Laskey, the sophs' leading scorer, it wasn't a matter of new rules or fan attendance.

"We are better than they are," the sophomore hoopster said. "We scrimmaged the sophomore girls our freshmen year. We put our full-court press on and they couldn't get it past half court."

"We'll go against them," Laskey offered as a solution. "If they beat us, then they'll play instead of us."

But better or not, less action or not, varsity represents the best. Seeing the best of both worlds would not only be a change of pace, but an interesting look to attract more fans. Even though a girls' game doesn't have all the action a boys' game has, it has its own merits too and is in its own way just as entertaining.

With a quick change in schedule by the DuPage Valley Conference schools, the sophs could be playing with their female counterparts on Thursdays and Saturdays and the Lady hoopsters could finally get their chance to play on Friday and Saturday nights.

With the girls' season over and the boys' coming to a close, nothing can be accomplished for this year. But even if this article was written earlier, rescheduling takes time, especially for an entire conference. By writing this now, the DVC has a chance to look at the format and take the time to see if it's right.

Because now, they have all the time they need.

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WILDCAT SPORTS TRIVIA ANSWER

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Lady hoopsters close out a roller-coaster season

Cats 6-8 DVC
finish best of all
winter sports

by Chris Seper

When the Lady Wildcat basketball season ended, Kim Wallner looked down.

The Cat coach looked down, and pointed to sophomores Amy Barnes and Tiffany Smith as keys to this year's success.

"The seniors picked it up, but it's also attributed to Amy and Tiffany," Wallner said. "The sophomores really picked up." The underclassmen duo were brought up in mid-season to fortify the team's depth. The loss of varsity point guard Sue Thomas in early January and the loss of senior Jennifer Kramer depleted a three-woman bench of the Cats.

"They were young and nervous but they handled it really well," Wallner said. At the season's end, Smith had entered the starting position at point guard. But despite the play from both Barnes and Smith Wallner said she saw the offensive cohesiveness leave along with Thomas.

"You could really tell that we missed her as far as leadership and just the things that we could do," Wallner said. The Cat offense did suffer, averaging in the mid to low 30's.

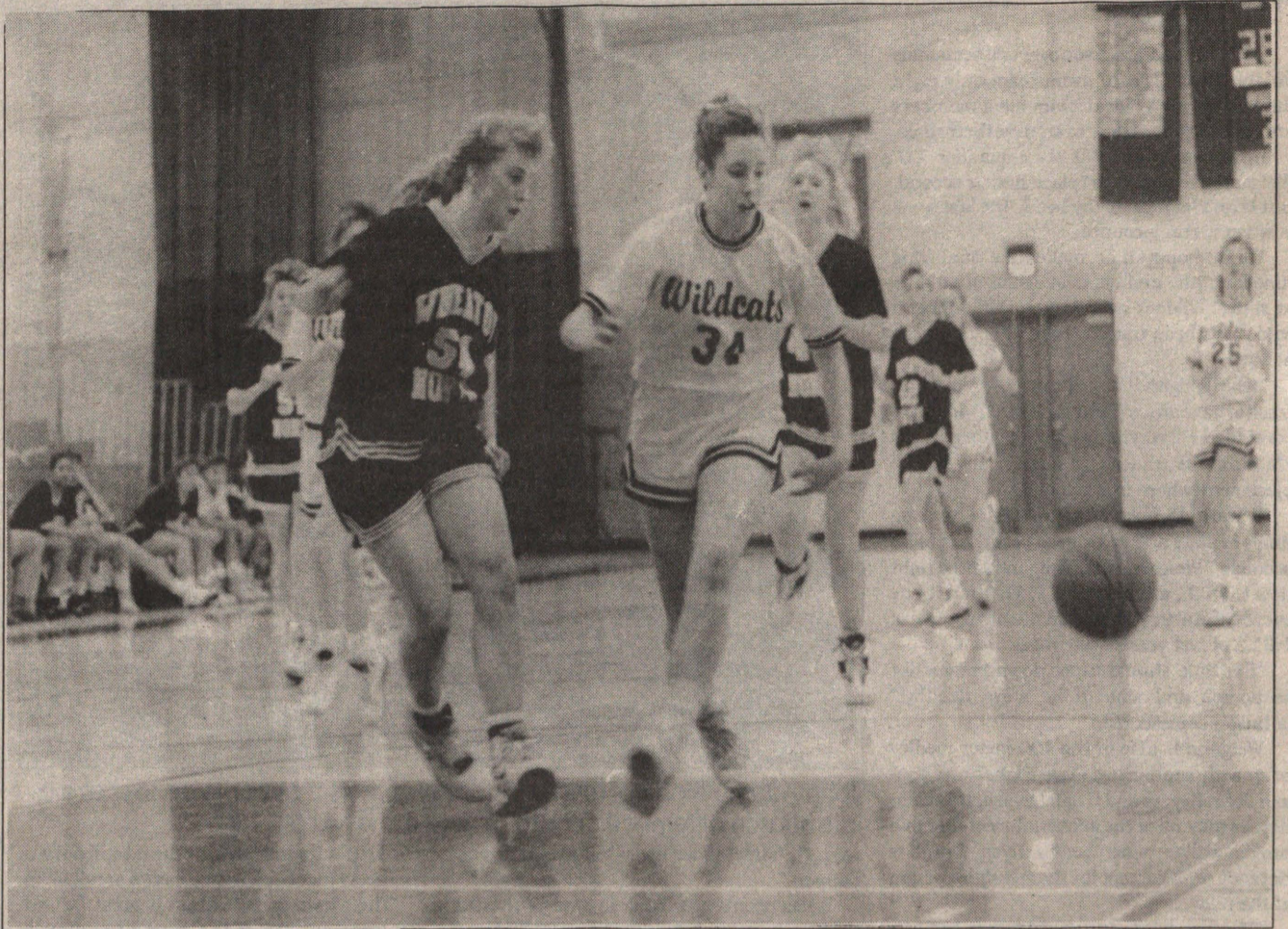
Again credited with the seasonal success was the Wildcat defense. The Lady Cats were not as tough as last year, allowing just over 40 points instead of just under 40.

"We haven't been quite as good this year—although the teams are better," Wallner said. "A lot of teams have more offensive weapons. The defense has been something that has been through their hard work. That's what defense is. They've had times where we haven't matched up as well, and we still done real well on defense because of their hard work." The Cats have managed to maintain one of the conferences top defense without having anybody taller than 5-foot-10-inches tall.

Senior forward Heather Jardis lead the Cats offensively all year, averaging 14 points per game as well as a season high 19 points in the final regular season game against Wheaton Central.

"She struggled at times, but it never seemed to affect her play," Wallner said. "She always worked extremely hard. She's been a constant all year as far as her effort and stepping her game up. She definitely tried to pick her game up and try and help the team and she did."

Gone from next year's program are seniors Melody Benson, Laurie Davidson, Jardis, Danielle Potts and Thomas—a group that has played either two or three years at the varsity level.



Sophomore Amy Barnes, seen here chasing down a loose ball in a home loss against Wheaton North, was one of two mid-season additions to the Lady Cats this year. (photo by Chris Seper)

Barnes returns, brings victory to Wildcats

by Jon Turkot

Gary Barnes is back.

Three games after the Wildcats senior guard made his return debut on Jan. 18, Barnes made his presence felt against Naperville Central, canning a three-pointer with five seconds left in double overtime to give the Cats their first win in 14 games, 45-42.

"I think we responded well," Wildcat coach Lee Maciejewski said about the return of Barnes. "We're getting better. They've (team) had to play without him, now they have to learn to play with him again." It was the Central game earlier in the year that sent Barnes to the sidelines and the Cats to the DuPage Valley Conference basement. The boys' last win was Dec. 8 win against Geneva.

Since the departure of Barnes, the team had changed the defense, one of many things that has been altered since the Barnes' removal from the lineup.

"The biggest change is a new defense called a box-and-one," Maciejewski said. "The idea

behind this is to take away the other team's star by double teaming him. The rest of the team has to pick up the slack."

The new defense appeared to work against Glenbard South star Greg Bloedorn. The Glenbard South star was held to just 11 points, far below his season average of 23 per game. It also worked against Rams' star Mel Knight, who was held to seven points. However, secondary scorers like East's Mike Hicks have come up big, scoring 26 points.

The health of the team is also improving. Both Barnes and junior forward Matt Ebel are back and on the floor for the Wildcats. "Ebel's conditioning is down but he is in good health," Maciejewski said. "Barnes isn't bad either."

As far as the rest of the team, a change in the lineup has been noticed. Along with Barnes, senior guard Matt Logan, and senior center T.R. Brizzolara, juniors Matt Ebel and Rick Eberman have received a starting spot.

"We start the best players in practice for that week," Maciejewski said. "Who ever

plays best starts on Friday and Saturday."

Apparently starting both Ebel and Eberman has helped in the rebounding department. "Rick is our best rebounder right now," said Maciejewski. "With both Matt and Rick in the lineup, we should be getting more offensive and defensive rebounds."

Another problem the Wildcats have faced this year is the fact that they do not score a lot of points, particularly in the first half. Against Glenbard East Jan. 25, the Cats were only able to rattle off nine points in the opening quarter.

The Wildcat offense is not geared to score a lot of points but to control the tempo of the game and cause the other team to change their game plan. Instituting a new defense and a revived guard, Maciejewski is looking towards the end of the season for the Cats' moments of glory.

"It hasn't been a smooth season so far," Maciejewski said. "We've had injuries to important players and that has hurt us."

Regionals is four games away, Feb. 25.

Trio of wrestlers earn berth to Wheaton North sectional

by Chris Seper

Sophomore Israel Castro, senior Jason Nourie and senior Doug Sawyer are all that remain for the Wildcat wrestling season. How far they go now will be up to them.

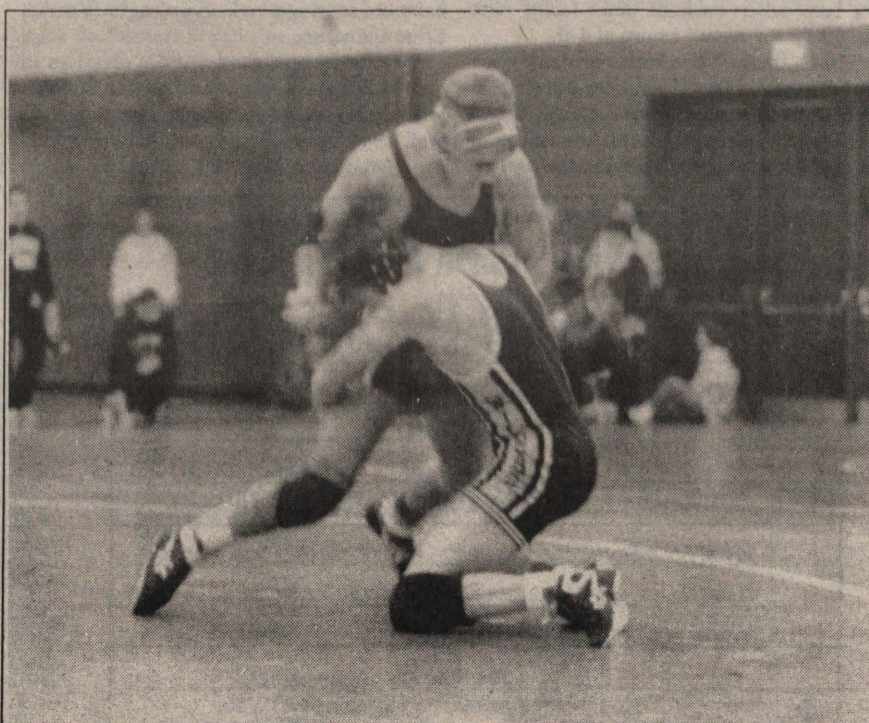
The trio of grapplers advanced past the West Aurora regional Friday, with Castro and Sawyer taking first in their respective weight classes at 103 and 145. The 160-pound Nourie earned the trip to sectionals with a third-place finish.

Castro continues to ride a wave of success, adding his regional championship to his DuPage Valley Conference championship. The Wildcat grappler took both meets with relative ease, winning 6-2 in the DVC final and earning a 16-1 technical fall at West Aurora.

"It seemed like a walk in the park Wildcat coach Bob French said. "Iz really wrestled well. I couldn't take any part of his match that he could have improved on."

Sawyer's regional domination came one week after his disappointment in the finals of the DuPage Valley Conference meet. The 145-pounder's recent recovery from a neck injury that sidelined him most of the season didn't show as a first round takedown helped him eke out a 2-0 for his first ever regional crown.

"Those two kids were evenly matched," French said of the final match between Sawyer



Although senior Doug Sawyer was unable to beat the Huskie's Jason Kuefler in the DuPage Valley Conference finals, the 145-pounder has a shot at state tomorrow at Wheaton North. (photo by Chris Seper)

and Oswego's Ted Peschl. "Doug took away what Ted was able to use in matches prior to the finals and Ted took away what Doug was able to do in matches prior to the finals."

Both Sawyer and Castro will receive a bye in the first round of sectionals due to their first-place finish.

Nourie will make his sectional debut after getting the third and final spot in the regional in a 8-3 win. Only the top three from each weight class are allowed to move on to the next level. The same rules will apply to the sectional.

The final Wildcat qualifier will not have the luxury given to both Castro and Sawyer, Nourie must wrestle in the first round.

"Jason has a tougher road as far as Iz and Doug," French said. "I think he'll do all right."

WILDCAT SPORTS TRIVIA

What high school track honor did girls' track Coach Wilbert Walters earn?

(Answer on page seven)