

The Bridge

West Chicago Community High School
Volume 14 Number 3 November 9, 1984



Additional math classes at Wheaton North

by Heidi Roberg

The West Chicago Community High School has added one math class to its curriculum.

In the past, excelled math students have run out of math classes to take. The class added this year Additional Placement Calculus, is an elective for seniors.

Starting next fall there will be Additional Placement Computer Science, which is also an elective for seniors. The computer class will teach Pascal, the computer science.

Students that complete these courses have other math classes that they can attend which are taught outside the school. These classes are at Wheaton North High

School.

The two classes offered at Wheaton North are Third Semester Algebra, and Linear Algebra.

West Chicago has one student attending these classes. His name is Eric Duus.

If students don't want to take these night classes, it won't hurt them according to Lee Yunker. Yunker said, "I don't think it is a good idea to take a year off math."

These classes receive college credits, while you don't pay college prices for them.

The reason that we do not have additional math classes is because students just are not requesting them. In order for a class to be considered to be added at least fifteen students have to want to take it.



Juniors Jeff James, Mike Lach, Chris Haverty, Rocky Pisto, and Alice Pegel are currently enrolled in Tim Kanold's Calculus I class. (photo by Becky Thuer)

Admission rights and responsibilities

WASHINGTON (SPS)—A College Board student advisory panel has developed a set of guidelines on the rights and responsibilities of both students and admissions officers in the admissions process.

The guidelines have developed out of three years of work by the Advisory Panel on Student Concerns, consisting of 18 school and college students who advise the College Board on matters of interest to students. Over 30 students participated in drawing up the guidelines.

Thirteen guidelines were developed, eight for educational institutions and five for students. The institutional guidelines were adapted from "Diversity and Due Process in Admissions," a paper by Winton Manning, senior scholar, Educational Testing Services, which was originally

published in the Howard Law Journal in 1979.

The guidelines prescribe that educational institutions should:

- clearly describe their admissions policies;
- publicly describe their admissions criteria and provide information to applicants sufficient to permit students to make a reasonable estimate of the likelihood of their meeting these standards;
- allow individual applicants the procedural opportunity to report any reason why their academic records may not adequately represent their abilities;
- state in their publications whether their policies include consideration of non-academic qualities;
- provide applicants who have been

denied admissions a statement on the general reasons for rejection and should allow personal inquiry from the applicant concerning his or her situation;

- regularly (e.g., every three years) validate factors used in the selection process to ensure their continuing relevance;
- ensure that all those who participate in the process of implementing admissions decisions are competent to perform the complex task of evaluating candidates for admissions in a fully satisfactory way;
- periodically conduct internal and external audits of their admissions practices with publicly-stated policies, principles, and procedures.

Students on the other hand should:

- be aware of and follow the admissions, financial aid, and scholarship policies

(including deadlines, restrictions and fees) of each educational institution to which they apply:

- submit all required materials completely, accurately, and within the specified deadlines;
- confirm their intentions to enroll at only one educational institution;
- notify all other educational institutions which had offered admissions of their decisions not to enroll;
- inform institutions to which they had applied or had been accepted of any unusual circumstances regarding their application and potential enrollment.

The guidelines will be distributed to high schools throughout the nation, printed in College Board periodicals and published in a brochure.

Drama at We-go

by Mary Ingram

The theater department will present the play David and Lisa November 15, 16 and 17 at 8-p.m. in Weyrauch Auditorium.

Tickets are available in the office or at the door for \$2 for students and \$3 for adults.

The cast includes Todd Fuja as David, and Milena Slapak as Lisa.

The characters David and Lisa are students in a mental institution.

Joel Mains, Yolanda Parra, Paul Posinger, Brian Rude, Irene Volenc, and Lisa Winterhalder play students in the institution.

David's mother is played by Sonya Valdez and David's father is Tim Nevin. Various doctors and therapists are played by Mike O'Gluevin, Todd MacPherson, Darlene Pagan, and Dara Haverty.

Included in the cast are Scott Grenke, Gena King, Ann Karpowycz, Tim Gallagher, Paul MacNerland, Angle Denofrio, and Tony Shemezis.

The director is Ralph Zaffino. The adults in charge of the production include Mary Hafertepe, who will advise costume construction, make-up, and publicity; Janet Riehecky, sets; and Tim Ritchhart, lighting. "The publicity and costume will be traditional," Hafertepe explained.

Carol Binkley is helping the cast to interpret their parts and develop characters. "This is the first time in several years our school has done a serious drama. This makes character development very important," says Hafertepe.

Beth Barrett is stage manager. Another different aspect of the play is the stylized staging, which "is a challenge to cast and crew," Zaffino mentioned.

Centel cable company will provide some publicity for the play, however they can't show the whole production because of copyright laws.

This year's program was designed by cast member Brian Rude.



T.J. Weigand, the 12 year old We-go waterboy is pictured here offering refreshment to varsity player Brian Gatewood. Weigand is a sixth grader at Turner Elementary school. He swims for the West Chicago Sharks Swim Team, and plays football with the West Chicago Athletic Association. (photo by Becky Thuer)

Ink Spots

Did you know ...?

by Scott Tepe

Have you seen the list of overdue books at the library?

The amount of people on these lists is staggering!

Maybe people don't know or don't understand the library's services and fees?

To check out any library materials, you should have a school I.D. with you. Books are allowed out for two weeks and the overdue fine is 10 cents per day. Reference books, magazines and music cassettes are allowed out for as long as needed.

Calculators are available for one period with 50 cents per hour overdue, up to one dollar per day.

Computer programs for PET and IBM computers, vertical files and filmstrips are also available through the library.

Bridge honored

by Jenny Sheriff

The Columbia Scholastic Press Association has awarded the Bridge first place in their national contest.

It was awarded on November 5. Six issues of the Bridge were sent and judged against other high school newspapers.

The subjects scored included content and coverage, design and display, creativity, and writing and editing.

Also awarded was the All-Columbian award in writing and editing for outstanding work.

Americans living in Europe Part-1



This year Marilyn Getlinger is living and studying in West Germany. She was sent over with a group of Youth for Understanding students. The following article was written by Marilyn. It is the first in a five part series. We hope you will enjoy it and look for the next article.

by Marilyn Getlinger

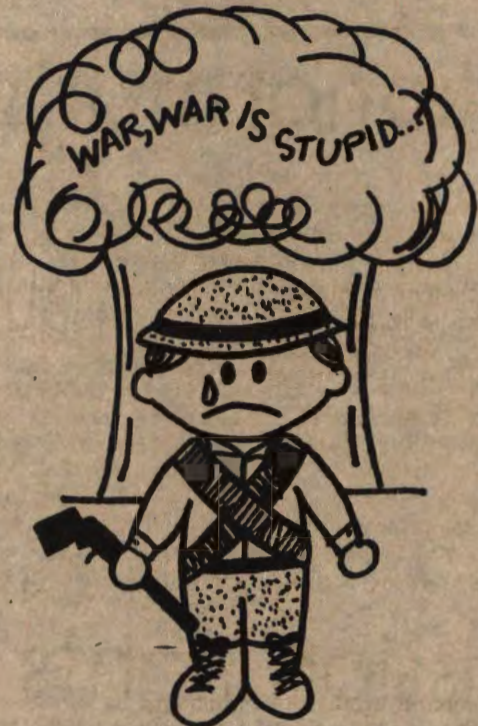
One of the most interesting differences I have noticed in the German grown-up population is that they have more interest in world events and how it affects them than Americans.

This, I think, could be because many adults have first hand memories of World War II and remember the destruction that occurred. My host mother told me of some of her experiences of war. I would like to retell them, as an example of what happened to the people who really had nothing to do with the war, but, unfortunately, lived in the war zone.

She was between the ages of eight and ten when this happened and lived in Wilster, a town northwest of Hamburg. This was not the site of any major battle; however, the allied planes had to fly over Wilster to get to their destinations. The planes often did low dives on the town for no apparent reason, and for the people's safety there was an alarm system. The first alarm was a warning that the planes would be coming. The second alarm meant that people should take cover. The third alarm was an all clear, rung after the danger was over. Sometimes only the first and third bells would ring because the planes would just pass over. Since some children came to school from the countryside, a few came home with Margret (my host mother), who lived in town, because it was too far for them to go home to take shelter.

The first alarm rang while the children were in school, so they were let out to walk home. One time someone goofed up; the all clear alarm rang, but soon afterward planes bombed the town. Five houses away from Margret's home the street was in ruins. So was the road adjoining her street to the other side. When the children looked around, they saw a piece of human arm hanging in a tree.

Margret's family had a garden plot outside of town. One day, she and her family were out working when the first alarm rang. They couldn't return to town because it was too far away; so they stayed where they



were. They saw a Red Cross truck come out of a farm clearly marked with a big red cross so that no one would mistake it for the enemy. The planes shot at it. Moments later, the farm buildings were blown up.

To this day, no one knows why the planes victimized Winster. Apparently there were no orders given to bomb the town.

Margret also traveled to Hamburg and saw the city in shambles.

One could not even tell where the streets had been. Ninety-five percent of Hamburg had been destroyed by bombs. Even today, when water systems are being repaired or new foundations are set workers often find an unexploded bomb.

Margret is a school teacher now. "I always tell the children how horrible war is. Perhaps somehow, some way, what I say will help make a difference," she often states.

I think memories such as these have influenced Germany's government. Germany's constitution states that never again will this country be the aggressor of a war. And, when one thinks about it, Germany's policies reflect this.

'They have an extremely short attention span.'

by Scott Lockert



At a sports activity does anyone question why the cheerleaders are actually there? Do they raise our school spirit? I do not think that they raise school spirit by singing in unison, with a series of empty headed, rhyming chants, that have been used over and over throughout the decades.

By watching the cheerleaders at work, it seems that they have an extremely short attention span. They start a cheer and sometimes members of the squad look around and do nothing while others stand and talk, — what teamwork! They must think it is a boring task. Did they join this organization for social status? Are they parasites of the crowd attracting sports, so they can be in the limelight?

I talked to a member of the wrestling team and I asked him what he thought about the wrestling cheerleaders. He stated, "A few years ago I thought the cheerleaders served no purpose, but now I don't mind them." The wrestler then said, "I don't mind them cheering when I know that they are sincere. Sometimes they show up at a meet and complain about being there, or what else they could be doing. When they cheer under those circumstances you know the cheers have no real meaning or feeling behind them." He also said, "The varsity cheerleaders hate cheering for the freshmen. If they had a true interest in the sport and the school they should not have many ill feelings about this."

The wrestling cheerleaders are more in charge of cheering for the wrestlers themselves, whereas the football cheerleaders are supposed to cheer to the crowd. If they wish to raise school spirit they should at least show more enthusiasm towards their chosen extracurricular activity.

Do these girls raise your school spirit?



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Steve Sattler
The Bridge

He's going to raise taxes!

Dear Editor,

I am writing in response to another letter, by which Susan Love wrote.

I greatly disagree with Love's ideas she has presented in the school paper. Exactly how will Mondale fulfill his promise of a freeze on the testing and development of nuclear products? You seem to be forgetting that he can't just walk into Russia and come out with everything settled. No one has, and the Russians are not the best of friends with us, or most other countries.

If, by chance, Mondale makes it to the White House, the first thing he is going to do is raise taxes, not fly to Russia, contrary to what Love assumes.

Also, when has Mondale planned to do this? Knowing the procrastinator he seems to be, probably around the end of the term, if he can persuade people to vote for him.

I think the real issue is what the Mondale/Ferraro ticket plans to do here, at home: raise taxes.

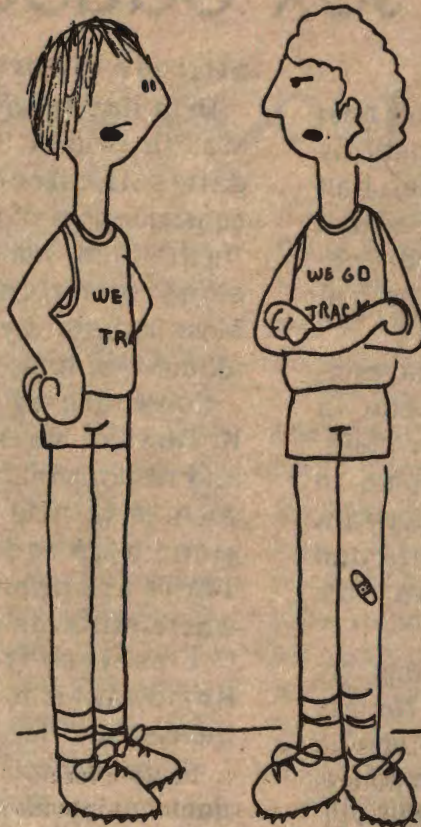
I am not saying that I am not con-

cerned with the nuclear arms race, because I am. I just think that not much can be done about it by Mondale or Reagan. I would like to advise a certain English teacher to rethink the details. Mondale is likely to fail to fulfill his obligations, including the peace treaty with Russia.

Stefanie Duda



Cross country wants popularity



Dear Editor,

I am a member of the Cross Country team. During the course of the season the Cross Country team didn't get enough coverage in the paper. Although we only have about one or two home meets next year, we would like to have a lot of people at the meets.

We need more publicity!

We want Cross Country to be a popular sport along with football and the rest of the sports.

I read the September Bridge and found out we were under Jock Shorts again instead of a story. We were very disappointed.

Marty Hunter
and the members
of the Cross
Country team

Letters to the Editor

Problems with student parking!

Dear Editor,

There has been a problem that I'm sure everybody is aware of. The problem is student parking. Student parking has been a problem for quite some time now. The real problem is nobody does anything about it. Anyone can sit down and say, "You'll have to just come in early to get a parking permit." Or the office will give you an excuse of, "I'm very sorry, all of our parking spots are filled up." That's a very poor excuse. They should try to do something about it instead of giving poor excuses that we've already heard.

There have been a number of times that the student lot has had spaces open. For instance, back by the Field House there is approximately ten spaces open a day. The students are

not allowed to park there if they don't have a parking permit. If they do park there without a permit they will get referred. Do you know why they don't have a parking permit? Because the office won't give them out! They say that they are all filled up.

There has also been a number of times that students had had to park on the side streets, which results in a parking ticket. Where else can we go? We don't want to get referred, and we certainly don't want to get a ticket! The high school parking lot should either be expanded or parking permits should be given out when spaces are available. It should be the high school's responsibility to resolve this problem. I hope this matter will be seriously considered and dealt with.

Bryan Heinz

Sarge deserved more

Dear Editor:

Most students hope to stay in high school for four years. Some take five to graduate. Maybe more. To be a teacher takes unusual dedication to want to go back to the place that you waited so long to get out of. Most teachers, if you ask them, will agree that teaching the same subject for more than 30 years takes a lot of patience, love, understanding, and the ability to get along with students.

The teacher that comes to mind when we read the description above is a very loved and a highly thought of man. He was like a best friend for us in our combined six years at West Chicago. His retirement from West Chicago came as a surprise to a few, but then, most of his students understood why after 24 years he chose to retire. As the 1983-84 yearbook plainly stated, "He will be missed."

Yes, he certainly will and many memories come to mind when we think of him. It certainly is a shame that the yearbook staff chose to dedicate only one page of the year-

book, instead of the entire book, to a man who for 24 years commanded the West Chicago Music Department. Without the We-go marching band, what would the Homecoming Parade have been? Twenty four years of Thursday night band practices, home football halftime shows, Christmas concerts, pep assemblies, grade school programs, basketball pep band, state competitions, Memorial Day services, Senior concerts, and of course, Commencement. Without a band, school spirit would almost cease to exist. It is too bad that this school couldn't show more respect to the man who has planned and prepared countless musical activities.

Although, we realize that we really can't give him the appropriate resignation he deserved now, we can think back and agree that he was the best of friends and an incredible teacher. For the memories he gave us, we hope we have left some for him too. Sarge, you are the best.

Becky Knight
& Lisa Green

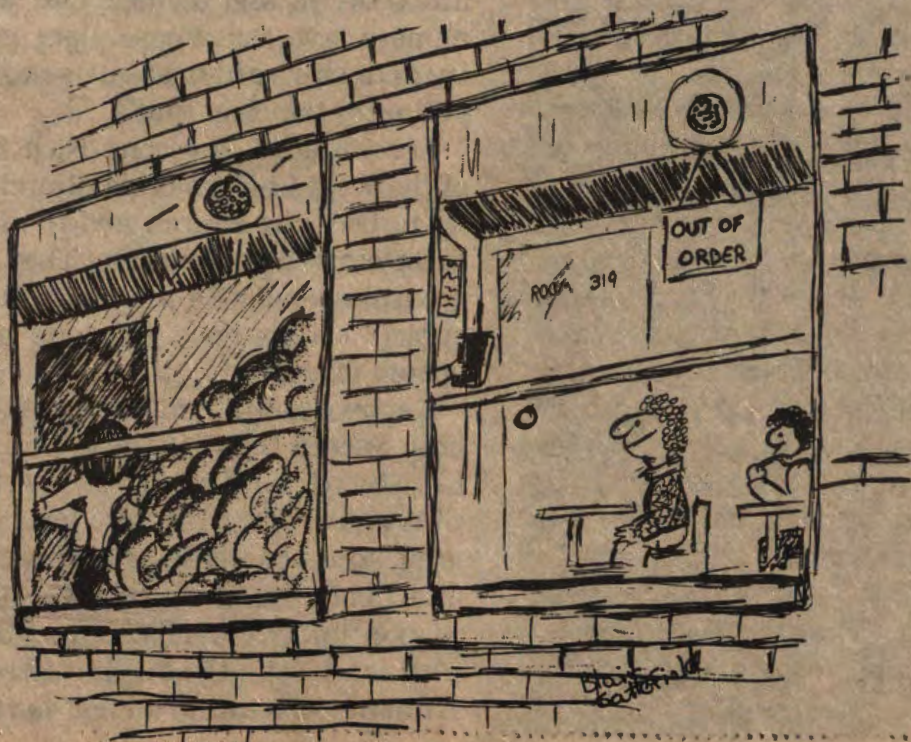
No Announcements for room 319!

Dear Editor,

The students who have had a class in room 319 during the last three years have not heard one announcement. It's a big inconvenience to this class. People have missed meetings and other important items due to this problem. Besides the students missing messages it is a great safety hazard because missing the warning announcements when the fire alarm is being repaired is dangerous. Other important announcements regarding safety procedures are also missed.

It has been requested for the past three years that it be fixed but this dangerous situation still exists. Why hasn't something been done?

Frank Santoyo



Policies on sex education

by Jenny Sheriff

Forty percent of sexually active teen girls (12 million) become pregnant by the time they reach 19. Less than half of these girls received formal sexual education, like the Health and Contemporary Life classes offered here at We-go.

The Board of Education has established guidelines for instruction in Health, a required second year class. According to a letter sent home to parents and students, these guidelines are necessary to keep the moral and ethical questions that accompany this topic in perspective.

Bob Hein, health teacher, has set some additional guidelines for his class. He feels that students should have access to information which is current and correct. He says that values are an important part of the class, as well as giving the student a positive

A letter: Sex is now more acceptable

Times are changing. It used to be, in the "olden days," that a girl would "save herself for marriage." Sex was something only to be had in the confines of marriage, and God forbid ever even thinking about enjoying it, it was for the sole purpose of producing offsprings. Well, the times have changed.

Nowadays sex is thought of in more acceptable ways. Women are no longer thought of as merely baby producers, and are admitting to enjoying have sexual intercourse. A girl is not thought of as "ruined" if not a virgin on her wedding day. They have realized that they have just as much right as men to be sexually satisfied.

Have you ever heard of a man being referred to as "ruined"? Are men looked down upon for experimenting with sex before marriage? No, it's considered part of their manlihood. Women are getting equality in this sense.

I think that sex between two people that love each other is beautiful, but so is a smile or a kiss. Some teens handle it in different ways. Some remain chaste, according to their beliefs, and that's O.K. Some have sex with their one special person, and some "sleep around." But if they can handle it, why should they be any worse than the chaste person? Because they enjoy "pleasures of the flesh" they are bad? Someone else may be greedy, money hungry, and gluttonous, yet they consider themselves a better person? They can't get away with that anymore.

Society has changed its views toward sex, and these changes are for the better.

attitude toward sexuality.

Hein has several goals for his classes. He wants to help his students gain self esteem, understand the consequences of sexual behavior, and "help them make responsible decisions concerning sexual behavior." Most importantly, he wants to present all sides of topics being discussed.

Contemporary Life, taught by Patti Kozlowski, stresses communication and responsibility. One of Kozlowski's goals is to help students make decisions with the right information. There are open class discussions where students are urged to express themselves freely. According to Kozlowski it is "a class for student interest and ideas."

"Some schools wouldn't allow this class," says Kozlowski. The curriculum includes studying yourself, friends, dating, parents - "why they make the decisions they do." (This topic includes the egg babies.) They also cover love and infatuation, sexual crimes, engagement and marriage, poligamy, family conflicts, and much more.

Churches express feelings on

by Laura Pollastrini

Each religion has its own unique way of dealing with the problems of teenage sex. Some churches may condone it, others may frown upon it, or even punish the participants. But who's to judge which method is the correct one?

Many churches in the vicinity of West Chicago have some sort of youth group or class for the teenagers of the area. But what many people may not know is that these groups are not only recreational, but educational.

The purpose of a church youth group is for more than just social purposes. It's a place for the teens to turn to about moral values and how their particular faith feels about various actions, such as drug abuse, intoxication, and teenage sex, just to name a few. But whose place is it to inform the youth about sex, both premarital and marital?

According to Reverend Rich Tuttle of the West Chicago Bible Church, it is up to both the church and the family to inform their children. They have group sessions with the youth, and the subject of sex does come up and is openly discussed.

Cathy Palella, youth minister for both Sacred Heart Catholic Church in Lombard, and St. Pius Catholic Church in Villa Park, also feels that it is up to a combination of the church and family. "It's the family's natural responsibility," Palella stated, "but the church helps through ministry." Another Catholic's view is that of



Sister Mary Carr of St. Luke's parish of Carol Stream. Carr feels that it is mainly the parents' responsibility to educate the child with the fundamentals of sex, but that the morality part of it is up to the church.

The Bible Church has a Biblical view on teenage sex. It believes that there should be no premarital sex, and according to scripture, people must wait. Basically, their entire judgment on the subject is based upon the scriptures of the Bible.

"Sex is something only allowable within the sacrament of marriage," confirmed Carr. "As long as there's marriage, it's all right." She went on to mention that love and sex are supposed to go hand in hand, and they are intended to be the entire action of intercourse. Sex was also mainly intended for procreation (to produce offspring). The responsibility of the act

... love and sex are supposed to go hand in hand ...

of sexual intercourse must include the responsibility of childbearing.

But many people of today are not informed as teenagers about sex. Some may turn to their churches, only to find that there is nothing there to help them.

That is not the case at the West Chicago Bible Church. Tuttle is in charge of the youth programs there and he sees to it that the youth are

age sex



Parents talk about kids & sex

by Rosa Snell

Teenage sex is one topic that most parents learn to approach with their son or daughter.

Informing a teenage son or daughter may involve having their children read about sex, having it straight from the parent(s), or just not telling them at all. One parent interviewed said, "I never told my children anything about sex, because I felt the schools would inform them properly." When using this approach, parents said that they felt their children will eventually learn about sex from their friends, by the children doing their own investigating, or using the school system as the informer. Another parent said that he informed his children about sex "as a group discussion in the family when I felt they were old enough."

Most parents interviewed felt that the school was a good source of information because it let children know about sex without "brainwashing" them. These classes only educate the

student with factual matter. "It's a good idea, because when they go through it they will know what to expect, and know how to handle the situation," one parent commented.

Peer pressure is an additional way teenagers learn about sex. Most parents interviewed felt that one's peers are not the best way to be educated about sex. Why? The general opinion is that the information received is often incorrect and biased. Often, peer pressure affects one's views. As one parent said, "Peers pressuring others into sex hasn't changed and I believe it is still up to the individual."

Remember that all parents were once teenagers, and some of them have gone through many of the same things that you might be going through.

A letter: Teens can still say no

Teenagers are on top of the world! They know it all! They don't want anyone telling them what to do, especially when it comes to moral issues like teenage sex.

I am a teenager, and I don't know it all. I don't see how the teenagers of today can participate in sex at the ages of 15 or younger. I don't believe in it at all. It doesn't matter to me how much you may love the other person, there are other ways besides sex to show that love.

Above all, it is premarital sex that bothers me the most. What ever happened to the line, "Let's wait until the wedding night?" Sex is something that should be looked forward to, but waited for. My strict religious and family background has drilled this into my head for so long that I have accepted it without question. It pains me to hear about kids of my own age and younger that are engaging in sexual intercourse with boyfriends and girlfriends before marriage.

I haven't heard of any religion that condones premarital sex, so I feel that the people that are engaging in it are committing a sin — a very serious one in my opinion. In the Bible, this act is forbidden to unmarried couples, and if the Bible is followed by so many people, why are they ignoring the rules written into it?

I may be old fashioned, but I plan on wearing white when I walk down the aisle some day.

We're only teenagers — we should give ourselves time before we grow up. We don't have to become adults until we're ready for it mentally and physically, not overnight.

n teenage sex

morals into the kids, but he believes in preventative counseling. "They may listen, but they don't always agree," Tuttle commented.

Discussions on love, sex, and dating have been incorporated into Tuttle's program at the Bible Church. He has had doctors come in and give information, and has had small and large group discussions on the subject of teenage sex, especially about how and

'The schools teach the facts, not the morals.'

why. They also had an eight week series on marriage. According to Tuttle, the youth there are getting a pretty well-rounded education on the subject.

On the other hand, the Catholic churches don't feel they're giving the youth all the information that they need on the subject. Palella stated that her youth groups don't have any classes on the subject of teenage sex, nor do they have discussion groups for it. She does feel that there should be, and hopes that sometime in the future they will come into existence. "The schools teach the facts, not the morals," she commented.

St. Lukes does not have a program for teens on sex either. A few years ago they did, but there was such poor attendance that it was dropped. Carr feels that the types of kids attending their youth group don't need special

help in that area.

Though these Catholics have no groups or classes on teenage sex like the Bible Church, they still inform the people. The parochial schools have marriage courses (similar to Contemporary Life), C.C.D. classes, and all engaged couples are obliged to attend the Cana Conferences, which looks at marriage and all of its aspects.

According to the Bible and Catholic churches, a girl is not kicked out of the church if she gets pregnant. Both churches would begin counseling with the girl, and help her to deal with the problem.

"I would not encourage abortion," said Tuttle. He would give the girl the facts and possible complications, and maybe send her to certain people or agencies. Personally, he is against abortion, and would help the mother to find other ways to deal with her problem. She would not be turned away because of her pregnancy.

In the Catholic Church, Carr says that the girl would not be excommunicated (cast out of the church), and would not be denied the sacraments. "We are not here to judge others," she commented. She also added that the situation was between the girl and God, and the boy and God, and that they are in no place to judge others.

Neither church feels that teenage sex is a problem in this area, but each has taken some kind of preventative action. It is not an issue to be ignored, but a problem that if not properly dealt with can only grow in size.

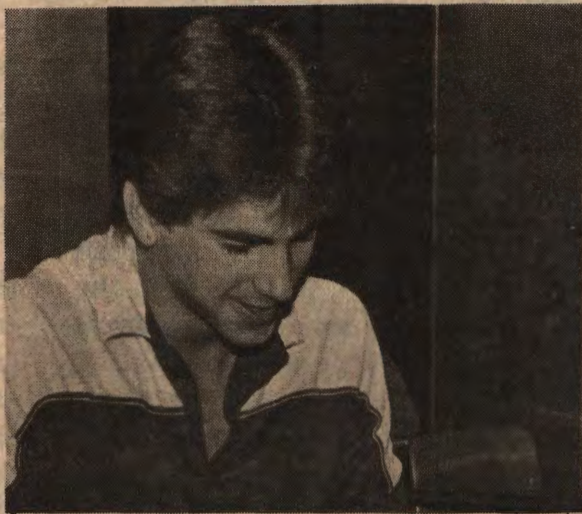
Photo opinion

by Thom King

Are guys feminine if they listen to Michael Jackson?



'87 Lisa Smith: No. I don't think a singer's personality or looks has anything to do with the people who listen to him.



'86 Gerry Freidricks: It's hard to say because many guys don't like Michael Jackson and the guys who do might hide the fact that they do and that they don't want any one to know that they do.



'87 Julie Legoretta: No. People can like who ever they want it doesn't mean their feminine.

'Executioner' stalks and kills students at We-Go

Review: Executioner I and II



by Alice Pegel

At last! Grenkeman has returned. Or has he?

Yes and no. Although Scott Grenke's latest films — Executioner I and II do not feature the superhero, they were written and directed by Grenke.

Executioner I and II are Grenke's newest creative endeavors. As someone who has viewed most of his work, I can also say that they are his best yet. Not only do the films have an actual plot, but the technical aspects have improved tremendously over his previous films. Both films were shot on location in West Chicago and star such famous We-Go personalities as Takeshi Fujii, Dean Gallagher, Tim Gallagher, Mike Grenke, Clayton Jones, Bob Kennedy, Keir Knapp, Jay Nelson, Mike Potts, Ken Smith and Brian Valdez.

Executioner I centers around five boys who set out to explore an apparently abandoned house. By the time they discover that it is inhabited, it is too late. The film closes with a soap-opera like ending which induces the viewer to watch the sequel.

Executioner II was filmed one year after Executioner I, and the superior quality

reflects Grenke's development. Despite the fact that the plot is basically the same as its predecessor, it introduces some elements which have not been seen before in Grenke's work.

One such element is humor. This is not the falling-down slapstick style humor one has come to expect from Grenke, but rather a more sophisticated verbal word-play.

Grenke also introduces some very effective symbols into this film. This, when combined with his technical improvements, make Executioner II an interesting and enjoyable film.

If you're familiar with Grenke's work, go and see Executioner I & II. If not, go anyway. By the end of these films, you'll be curious to know what he's doing next.

What is Grenke doing next ... Is he planning to follow in the steps of famous directors such as Steven Spielberg? Maybe, he says. But for now, he's concentrating on yet another project, a film entitled "Drax Returns". Which will star Bob Kennedy, Keir Knapp, Joel Mains, Bryan Rude, Scott Satterlee, Bill Walters, and Grenke himself. Watch for it!

'Razor's Edge' digs deep with philosophy on life

by Kathy Jakubowski

Taking place in the 20's the *Razor's Edge* is about Larry Darrell a man searching for a newness in himself while his friends search for the good life.

Larry Darrell is portrayed by a convincing Bill Murray. Murray made a departure from his typical comic role in his successful dramatic debut. Though the audience kept waiting for him to fall back into the comic role.

Larry Darrell in this movie, needs a newness in life and this is found through his traveling around the world. Leaving his friends and fiancée he goes off on his own to experience life. Such experiences are living in France, working as a coal miner and fisherman, meditating in the mountains and studying in a poverty stricken environment.

During this time of discovery the outside world continued its own life with marriages, birth and death. These events were hard to follow because the characters were not fully introduced.

Though I enjoyed this movie, I don't think this was meant for all high school students. *Razor's Edge* was not a high adventure film as the title might portray, but a movie on life as it is. The scenery of this movie was excellent. The temples, mountains, and countries added to the beauty of the movie.



Bill Murray stars as Larry Darrell, a man obsessed with finding some meaning in life.

Loneliness: destroy it or be destroyed

by Scott Grenke

Self-destruction is a definite possibility if loneliness isn't handled in the right way.

Watching television and listening to music or the radio are second only to talking to a friend in dealing with loneliness. In fact, the students surveyed don't even just "listen" to music, but they "crank tunes", and they specify that they do it loud, "to the max!"

Robert Hein said, "Today we have more of a problem than ever with loneliness because it is so easy to get by (with t.v. and music) and not learn to communicate or express yourself and go on and meet people because you can be in your own world. You can put your walkman on your head, or watch t.v., or play a videogame, or play around with your computer. You can do these isolated kinds of things by yourself and while it can get you by, you are still missing something. The years are going by and you're getting older, but you still haven't learned how to communicate with people. I think in the long run it's harmful." Only one person in the survey listed his computer as the solution.

Other situations where people have gotten lonely are when they do homework, when they walk somewhere alone, if they go on vacation, if they move, when they go out alone, when they try to find out who they are; know themselves, and even when it rains.

Some just don't deal with loneliness, they wait it through. One person goes out, picks fights and steals. Overeating is also a bad way to deal with loneliness. Some people like to do homework, or just go shopping to keep their minds off loneli-



ness.

Two people in the survey admitted to attempting suicide. One wrote, "I tried to kill myself, but then I stopped the blood and went and talked to a friend, I then hit the wall." The second person wrote that, "Twice I got really depressed and I tried to overdose on aspirin. All that happened was that my head felt terrible and I got even more depressed."

Some positive, but not done so often techniques of dealing with loneliness are reading a book, sleeping, crying (so as to let the emotion out), just sitting back and relaxing, and thinking. Playing with pets can do wonders for loneliness. One very good and very rare way is to actually decide not to be lonely, to control your feelings and not allow loneliness. But not many people

can do or even think about doing that.

There is still one more angle of loneliness to deal with and that is how religion can help. A good number of people said that they were lonely when they are not walking God's path, or when they are getting far away from God in their hearts. A few said that they were "extremely" lonely before they found Christ, when they were atheists. As a solution to loneliness, they said that they read the Bible and pray. The feeling of talking to God and Christ being with them all the time literally wiped out the loneliness, according to them.

"I think it's a big help," commented Hein. "I think religion can help you build a self concept that will be strong enough so that

you have the courage to go out and take invitations and meet people. I can't speak for others, but from the Christian viewpoint, if you believe in Christian teachings then you will be concerned about others. You will recognize that other people have problems, maybe equal to if not greater than your problems. You will recognize that it is more blessed to give than to receive. By doing that, by giving and helping other people you can soon get a lot of satisfaction from doing this. You will overcome loneliness because you're becoming known as a good person and you become well liked by others, and that does wonders for loneliness."

Patrick Welch added to that, "That's a way to break loneliness: praying, reading the Bible and the feeling that God and Christ are with you. That would be a good cure. It would have to be an individual type thing, I'm sure I'd recommend it to everybody because, just because you're lonely, you can't start becoming deeply religious. You have to be religious because of faith in God and Christ, our savior. If you are a lonely person, and you do have these feelings I can see how that would make you feel a whole lot better. You are speaking to Jesus, and Jesus is with you, taking care of you and looking after you, I'm sure that helps."

Loneliness is a huge problem. There are bad ways to deal with it, such as alcohol, drugs, total withdrawal, excessive t.v. or music, and suicide. There are also many good ways to deal with it, such as talking to a friend or parent, thinking about it, meeting new people, joining clubs and organizations and praying, reading the Bible, and giving yourself to God and Jesus Christ.

A day in the life of a Spartan

St. Francis is a private Catholic High School located in Wheaton, Illinois. This reporter attended St. Francis to see how it differed from WCCHS.

The first noticeable difference is in the school parking lot. All of the junior and senior class drive to school. Each student is given a specific parking place to park in every day. Teachers parking spaces are issued in the same lot. Many large and expensive cars are visible throughout the lot.

Upon entering the school you are greeted by students wearing the required dress code. Girls are required to wear a plaid skirt, white blouse and blue blazer. Boys must wear a white or light blue dress shirt and dark dress slacks. Rolled up sleeves and untucked shirts are not tolerated.

The school has a total of three hallways. Every student's locker and every classroom is located in these three hallways.

The class size averages at 150. Nearly every student and teacher are on a personal basis. By the time one graduates

from St. Francis they have had almost every teacher at least once.

Because of the small size of their school, the curriculum at St. Francis is very limited. It offers very little specialization. Practical experience classes such as home-economics or wood shop do not exist.

Homeroom is a requirement. During this class a student stands up and reads the announcements.

Class unity is highly emphasized. In each class, students of the same year are

enrolled. Therefore, if one is a junior, only juniors will be present in all of their classes with the exception of math.

The classrooms are large, while the class sizes are small so this reporter had a sense of wasted space. Each classroom has windows which offer a view of the spacious lot on which the school is located.

During a class this reporter attended a bird crashed into the window. Every student in the class and the teacher stopped what they were doing and walked over to the window to watch the bird die.

Thespian advisor sings opera

by Rebecca Welz

Last years spring musical left thespian advisor Mary Hafertepe with an urge to perform.

Hafertepe was not expecting to receive a part when she tried out for "Joseph and the Amazing Technicolor Dream Coat," because there were only seven female parts available. As she anticipated, Hafertepe did not receive a part.

Keeping her confidence, Hafertepe tried out for the Gilbert and Sullivan operetta "The Gondoliers".

After a much more successful audition Hafertepe was called back as a possible candidate for a leading role. Following this audition she was given a chorus part.

Hafertepe thought the operetta was an excellent experience and it helped her to remember what it was like to be part of a cast.

"The musical director was great," said Hafertepe. He was open for suggestions and very responsive to the needs of the cast.

However, the general director was not as understanding. Hafertepe felt he did not acknowledge the chorus as he should have.

Although the operetta was a success Hafertepe felt there was room for improvement in the choreography. She felt, that on several occasions during the operetta, the chorus was being herded from one end of the stage to the other.

All in all Hafertepe really enjoyed her work in the operetta and feels it made her more perspective as a director.



Mary Hafertepe sings her way through the day. (Photo by Becky Thuer)



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Hansen contributes much to We go

by J.L. Kerbs

West Chicago's Athletic director Ron Hansen has been at We-go since 1962. In this time he has taught math and physical education, along with coaching baseball, basketball, football, track, and wrestling.

Prior to coming to WCCHS, Hansen coached basketball, football, and track at the WCJHS for two years.

Hansen obtained his current title of Athletic director in 1973, after having been with the school for 11 years with a Masters Degree in Physical Education.

When asked why he took the job, Hansen replied, "It's an advancement in the field, top of the line."

Hansen's job includes scheduling of all athletic events both home and away, arranging officials for home events, arranging for people to work the home events, arranging for the use of all home facilities, preparing and keep inventory on all equipment, supervising storage, repairs and maintenance of all equipment, and selecting and evaluating members of the



Ronald Hansen, Athletic Director, is always busy. (photo by Kris Sims)

coaching staff.

His job also includes arranging the transportation for away games, developing a budget and administrating it, accepting the job of service chairman of training

rules, and progressing in compliance with the DuPage Valley Conference and the IHSA.

Hansen said two of the advantages of this job are, "I enjoy working in this field

and secondly it's certainly not boring." When asked if there were any disadvantages of having the job, he replied, "It's very time consuming, especially when it is combined with coaching."

Hansen first got started doing this type of work when, "I was always interested in it" and so he "went into physical education and coaching."

Some of Hansen's goals for this job include improving the quality of the programs, providing the opportunity for more students to participate, and assisting coaches in striving to see that the participants receive all of the positive values possible from the programs.

Some of Hansen's past accomplishments are expanding the programs, increasing the number of participants in the programs and not only improving the facilities but, also adding on to them.

So far, Hansen has a lot of memories about West Chicago, but his fondest ones are winning the football conference in 1972, winning the state football championship in 1974, and in 1983 recording the best record in baseball for the school.

Rewards and disappointments

by Maria Jemsek

"Coaching this football team has been rewarding and yet disappointing," Mr. Ainsworth said. The team had a slow start but they never have given up according to Ainsworth.

This positive attitude is what helped the Wildcats pick themselves up after their first four losses. "The Glenbard South Game was the turning point of our season," said Brad Bonga. "Even though they lost to Glenbard South, it gave them

confidence because the game was close and showed that they could win one."

When asked how the season went for him, Rick Nickelson replied, "It was a success for me, but as far as our record goes, it was a disappointment." Nickelson also thought they should have beaten Glenbard North and Glenbard South.

The Team Goals were to play up to their potential, take one game at a time, improve with each game, and to work to-

gether. John Cortez thought his team had a lot of spirit and worked well together. "This was the closest team I have ever been on. The Seniors and Juniors worked together as one team, not like two separate teams."

"This year we had quite a few players that did well. Dan Zarndt did a good job at quarterback. He got the team going. Sean Gallagher, and Dave Anderson did well and will be back next year," said Ains-

worth.

One player was a surprise. Bonga put it well when he said, "Rick has done over and above what anyone could have asked or expected him to do."

The team's record so far this year is 2-3. "Our team did much better than expected. When we won our first Homecoming game in five years," Ainsworth said. "The team did well even though the felt they should have done better."



Lack Snowden, junior, flies past downed players as he carries the ball. (Photo courtesy of William Spelman Studios)



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Wildcat Sports Schedule



Sophomore football cheerleaders are all smiles for the camera during the Sophomore game Friday night. (Photo by Becky Thuer)

Varsity and Sophomore Basketball

Tue. Wed.	Nov. 20, 21	St. Charles	A	TBA
Fri. Sat.	23, 24	Varsity Tournament		
Fri. Sat.	Nov. 23, 24	Oswego Sophomore Tournament	A	TBA
Fri.	Nov. 30	Naperville Central	A	6 & 7:30 p.m.

Lower Level Basketball

Mon.	Nov. 26	St. Francis (JV & soph B)	H	4:30 p.m.
Mon.	Nov. 26	St. Francis (frosh A & B)	A	4:30 p.m.

Wrestling

Wed.	Nov. 21	Lyons Township (4 levels)	H	6:30 p.m.
Sat.	Nov. 24	Wildcat Invitational (18 teams)	H	10 a.m.
Tue.	Nov. 27	Oswego (frosh only)	A	4:30 p.m.
Fri.	Nov. 30	Naperville Central	H	6:30 p.m.