Success begins with a good career choice

by Janice Di Bella
Kurt Mosson
Jeannete Stuart
and Laura Pollastrini

There are so many career choices in this country, what makes certain people pick certain jobs?

When questioned about their careers, people are usually willing to talk about them. They generally feel that their jobs are something that they can be proud of so when asked they can talk about them for hours.

For many people, their present careers were not their original career choices. Reverend Eugene Birmingham's original choice was to be a lawyer, but he decided that he wanted to express his religious faith by devoting his life to God. Bob Strecker, manager at McDonald's restaurant, was interested in electronics before he considered managing. Airline pilot Walter Wiborg went into many fields before making his final decision. Unlike others, Steve Lakics, fireman, and Ed Walen, funeral director, stayed with their original career choices.

The majority that were interviewed at Career Day by various journalism students, like their jobs because they like working with people. The variety of work and the hours were also among the top choices.

Of the many people who like working with others, Penny Filmer, an attorney, said she liked working with people to help solve their problems. She also added that helping people through the system is fulfilling. Lakics said that it is tough to see people at their worst but knowing that just maybe you can save their lives is very rewarding. Laura Nemetz, a model agent also finds her job rewarding because of the many different people she meets. Overall, the most rewarding thing to consider is how you can relate to people, according to quite a few workers.

Many people like to choose careers with variety. Nemetz enjoys how she is constantly improving herself. Wiborg likes the travelling his job calls for. Walen finds personal fulfillment beneficial to him. Most others like the way their jobs have something different to do each day.

Some of the workers interviewed feel that the hours they work make their jobs easier. Walen likes his job because he doesn't have to watch the clock and Fillmer enjoys not having a 9 to 5 job every day.

Most workers enjoy their jobs, but would they recommend it to others? Walen feels that it takes a very special person to be a funeral director and Lakics feels the same way about his job. Sargent Henderson from the marines feels that some people may not be cut out for his type of work. Everyone interviewed agrees that no matter what you're interested in, it take a lot of work to become successful.

The Bridge

West Chicago Community High School · January 13, 1984 · Volume 13 Number 7

Bridges to a better grade

by Julie Dollars

On December 20, 1983, Pat LaMaster's Physics classes had their annual bridge demolition.

The students had to build the best supporting bridge they possibly could with 30 plastic straws and straight pins to fasten and secure them. The strongest bridge, constructed by Keir Knapp, held 4,700 grams. Following him were: Gary Peric, his holding 4,000 grams, and Jeff James, his withstanding 3,200 grams.

The average for LaMaster's third hour class of 12 students was 1,668 grams, his fourth hour class of 19 had an average of 1,792, and his fifth hour class of 17 students average 2,300 grams.

Well constructed bridges holding 2,000 grams or more were built by the following students:

Keir Knapp	4,700 grams
Gary Peric	4,000 grams
Jeff James	3,200 grams
Kevin Martin	3,100 grams
Scott Barton	2,900 grams
Gregory Otto	2,900 grams
Jeanette Comparini	2,800 grams
Kristine Neuhoff	2,600 grams
Erik Duus	2,500 grams
Linda Choe	2,400 grams
Cindy Fischer	2,400 grams
Erik Odell	2,400 grams
Jim Adrian	2,300 grams
Jon Neuhoff	2,300 grams
Jeff Wright	2,210 grams
Barrett Carlson	2,200 grams
Mark Hoffer	2,100 grams
Marilyn Getlinger	2,000 grams
Bill Haverty	2,000 grams

And so ends the 1983-84 bridge building project.

Top three Bridges from left to right are Keir Knapp, Gary Peric, and Jeff James. (Photo by Tomas Aviles, Jr.)

Walkman grounded

by Julie Bell

Have you ever been sitting in a class and think you hear something? It's a very soft sound, so you think maybe you're just imagining things. It continues, and you look around to see what it could be. Then you spot it, a student with a Walkman.

Until this year Walkmans and all other radios have been "outlawed"; however, this year there is a new policy. You may have a Walkman but not in a classroom. You didn't know about this rule? Don't feel left out. Many students aren't aware there are rules regarding Walkman radios. When asked about rules regarding Walkmans, students have had such answers as, "What rules about Walkman radios?"

The rules are very simple. You may not have radios anywhere in the school. You may have a Walkman but not in the classroom. The penalty is a referral. Some teachers are lenient with this rule. Steve Arnold says, "I would rather have someone listening to a Walkman than talking to a neighbor." However, not all teachers feel this way. Some feel Walkmans should not even be allowed in school.

Some students feel Walkman radios should not be allowed, but the majority of students asked feel that it is a good idea to allow Walkmans. Most students enjoy just listening to the music, but there are others who bring the radios for other reasons. The most common of these other reasons is to annoy teachers. This is one of the main reasons the Walkmans have not been allowed.

There are still doubts on whether or not Walkman radios should be allowed. Barbara Sared-Zabelin feels they really extended themselves and counted on the students to behave in a mature manner. That is not the only reason for doubt. Another reason is that when students bring their Walkmans to school they leave them in their locker. This causes many problems with theft.

Although there is doubt, Walkman radios will continued to be allowed unless students show they cannot handle the privilege.

Students at We-go are always plugged in. (Photo by Tomas Aviles, Jr.)

Ink Spots

Fermilab features opera

The New York Vocal Arts Ensemble is the next presentation in the Fermilab Art Series. This quartet will appear in **An Opera Evening** at Fermilab's Ramsey Auditorium at 8 p.m. On Saturday, January 14, 1984.

The program for **An Opera Evening** includes arias, duets, trios, and quartets from the grandest operatic repertoire. With accompaniment by pianist Raymond Beegle, the Ensemble will sing selections from Beethoven's mighty "Fidelio," Verdi's poignant "Rigoletto," Gound's "Faust," Puccini's "La Boheme," Rossini's "Barber of Seville," and Strauss' "Die Fledermaus." These excerpts combine to capture the glamour of a dozen nights in the world's great lyric theaters, and of the Ensemble, critics rave that the performers' "irresistable charm creates an enchanted evening."

The New York Vocal Arts Ensemble was established 12 years ago by the group's pianist and artistic director, Raymond Beegle. The Ensemble has six recordings to its credit, on the Turnabout, Desto, and Vox labels. In 1980, they were awarded first prize in the 36th annual Geneva International Music Competition. Aside from their annual season at New York City's Lincoln Center and 92nd Street Y, the Ensemble has given more than 650 concerts throughout North America, Europe, and Central and South America.

Admission to **An Opera Evening** with the New York Vocal Arts Ensemble is $5. Phone (312) 840-3353 for further information and reservations. Phone reservations are held for five days awaiting payment. Due to ticket demand, reservations not paid for within five working days will be released for sale.

Fermilab's Ramsey Auditorium is located in Wilson Hall, the Central Laboratory Building of the Fermi National Accelerator Laboratory, visible from the Laboratory entrances on Kirk Road and Route 59 between Butterfield Road and Roosevelt Road.

Dance fever

by Julie Dollars

It's time again for the Dance production class to perform. The Dance Show for 1984 will be presented Friday, January 20, and Saturday, January 21, at 8 p.m. in the Weyrauch Auditorium.

Dance production is a physical education class offered during the first semester to juniors and seniors. Students try out in the spring of their sophomore and junior year in order to register for the class.

There will be group, junior and senior classes, solos, duets, and trios performed. Solo dances will be presented by seniors Mary Jo Fellows, Betsy Foote, Lisa McDonald, and Linda Placek.

Bridge hosts dance

Friday, January 20, a dance will be held immediately following the basketball game and the dance production show. The disc jockeys will be Paul Coler and Tim Novak. the cost of the dance will be $2 with an ID.

Take a number to drive

To students entering drivers education second semester, it would be helpful to file for a social security number now if you don't already have one. Not only will you be at an advantage when applying for your drivers permit, but you will then have it when you first begin to work. A social sercurity number will not only aid you in these matters but you will find it a good source of identification in the future. For more information call the social security administration toll free at 1-800-942-5261.

The Bridge

"... filling the gap of understanding between students, faculty, and community ..."

January 13, 1984

Adopt a foreigner

by Dean Bockman

I always wondered what it would be like to have an exchange student living in my house. Like from a fairy tale Mrs. Rhoades called the house one day and asked my parents if they'd be interested in having an exchange student stay in our home. My parents asked us kids and we said we were willing to try it.

So on December 5, Sophie Morandini moved in with us. It seemed crazy at the time because no one was used to having her in the house. The first morning it was strange because Sophie was up and ready before I was. I thought it was going to be great to always have her ready before I was. I figured it was going to be easy.

But the next day was much different. I got up and guess who wasn't? Sophie was still asleep. So we were late getting to school. Sometimes we treat her like a guest when we really aren't suppose to.

I began to go crazy taking her to potluck dinners, sporting events, and just taking her everywhere. You may not believe this but these exchange students have a lot to do. I have never been so busy driving anybody anywhere. Don't get me wrong there are some advantages, for example you get to know all the other exchange students. Sophie is slow, even she'll admit it, but when you tell her you are leaving at a certain time with or without her she's ready — sometimes. It's really chaotic living with her at times.

When my older sister came home from the holidays she and Sophie met for the first time and hit it off great.

As brother and sister when we argue it is always a major fight because we are both stubborn people. We sometimes bump heads but otherwise it is great. Sophie and my litle sister get along okay, like all sisters they fight too. My older brother and Sophie get along well. I haven't heard them fight yet, but then again she and Edd are hardly ever home at the same time. Our parents and Sophie get along great, but of course like any son or daughter she drives them crazy too. When our whole family went to a restaurant the waitress had a hard time understanding Sophie, so my dad had to explain to her what things were. Another thing was getting used to calling my dad "our dad" and my mom "our mom".

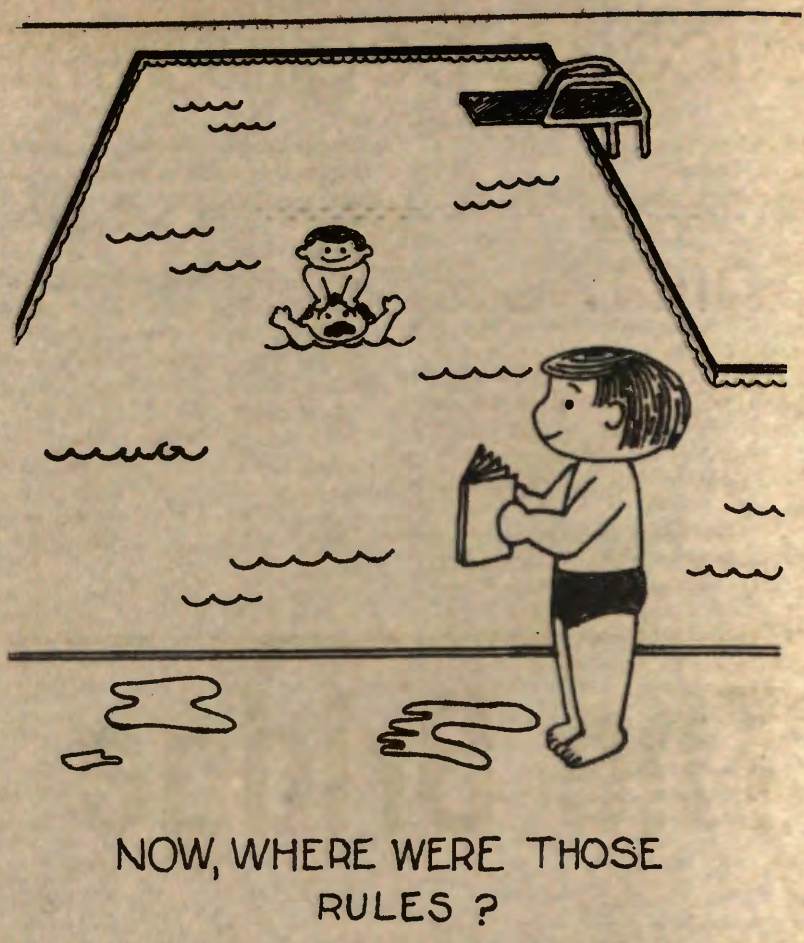
When all the exchange students and I go out we have a great time together. I once took all of them to downtown Chicago where they saw how we decorate and celebrate Christmas.

When she first moved into our house I would say "you are crazy and she would say, "no I'm just different." Living with an exchange student can have its disadvantages like running late to an important engagement or having to drive somewhere when you rather wouldn't, sometimes you can't go out with your friends or go someplace that you would like to.

Though it is interesting learning about how they do things in different countries, it's fascinating. The things Sophie asks about are dumb to us, because we already know the answer. We sometimes take this for granted. To her they are important and interesting for her. Although the things she does are crazy. The family got a video set for Christmas and Sophie gets so upset because it does not do what she wants it to.

Having a foreign exchange student in your home is a fun and a good learning experience for the whole family and for anyone who has an exchange student living with them — good luck and may God bless you.

"I figured it was going to be easy."



NOW, WHERE WERE THOSE RULES ?

Put rules in print

Many PE classes have specific rules to be followed. In the case of pool rules, the **Bridge** feels that safety is being taken for granted. At the beginning of a swimming or water sports unit, students are not given any guidelines to be followed. One swimming instructor explained that the rules are presently listed on the pool's walls in large readable type, some of which are confusing. For instance does "no backwards jumping of the board" always apply? "No horseplay" is another questionable rule. There are many instances of people dunking and pulling other under the water. Why do some get in trouble and others don't?

It is felt that since our pool is a privilege more concern should be taken to stress the importance of the rules before someone gets seriously injured. To be put in print, in say the student handbook, would possibly improve the situation.

New system works

The parking situation at We-go has changed drastically for the better. Last year there were numerous complaints to the administration by students who had permits but could not find a place to park. Assistant Dean John Highland, who oversees the entire operation, said that approximately 160 permits were issued last year for 138 parking places, allowing for the margin of students who do not drive everyday. It became a first come first serve basis. This year Highland issued 125 spaces at the beginning of the year and developed a waiting list for the remainder. There have been less complaints and fewer temptations to park illegally and parking on islands or in teacher's lots.

We-go is at a disadvantage compared to other schools because we haven't all the extra parking areas that don't require permits. To be fair Highland has had to be highly selective of who should be allowed a permit, but as of yet the system has been very successful.

January's odds & ends

by Robin Marvin

For seniors this is the time for college decisions to be made. Some have even been acceptd to the college of their choice already. Visitations and applications filled the fall while expectations fill the winter. Student aid search funds should be looked into at this time. Although many school officials say that they are a waste of time, **Consumer Digest** claims many have been successful in using the firms. The idea of the search firm is to assist in finding scholarships and other financial aid opportunities that a student may qualify for but be unaware of. Many of the firms use the same data base, with the exception of four or five of the companies from the existing 70. Scholarship Search of New Jersey sends a 39 question application form and charges a 57 dollar fee. The minimum number of sources that will be found is five. The firms pick up on such personalized things as area of study, religion, nationality, the school planned on attending, and other special opportunities. For some, school counselors may find the needed source of aid, while others who are unsuccessful may turn to the search firms.

Time to file again

A reminder to those employed students that W-2 forms are soon to arrive. For many it will be easier to use the federal form, 1040EZ, when filing income taxes this year. The one page form is green in color and is for those single taxpayers with no dependants. If you have worked at more than one place in the last year remember to have all your W-2 forms before filing. Don't be afraid to contact any former employers if necessary. Getting both your state and federal forms in as early as possible assures a fast and hassle free return.

The **Bridge** *is the student newspaper of West Chicago Community High School.*

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Correction

In 84 — **a proud past** (the December 16, 1983 issue of the **Bridge**) the name of Tracy Leonard was omitted as being part of the 1982-83 pom-pon squad which won the Midwest championship. The **Bridge** regrets the error.

Infamous Dilligaf's Disco scores a hit

by Heidi Walter

Do you find Sunday nights boring? Do you get the middle of the week blahs on Wednesdays? Are you looking for something new and exciting to do? There is a solution to your problem: The Infamous Dilligaf's Disco formerly known as the Galaxy Disco. Many teens here at WCCHS have discovered this fun and exciting change of pace.

The Infamous Dilligaf's is located at 37 E. Lorraine in Addison. To get there you take North Avenue towards Addison until you get to Addison Road. From there you take a left and go down ½ — 1 mile to Lorraine Street. The Infamous Dilligaf's is in the Stardust Bowling Alley.

Teen night is Wednesday and Sunday nights from 7 p.m. - midnight. "It's really fun and you meet a lot of people," says junior Beth Sullivan, an avid disco goer. The disco is open to teens under 21. No alcoholic beverages are served and purses are checked for flasks. There are also no drugs "I have never seen anyone on drugs or drunk there", says Jenny Miller.

"The clothes they wear there are really bizzare," says Sullivan.

"The people wear varieties, but mostly fashion clothes and up-to-date styles," say senior, Dave Romero.

Mostly girls wear flashdance styles, miniskirts, and really punk clothes or they dress super preppy, including ties and sweater vests. "You can always tell when it's someone's first time there because they wear jeans and a nice blouse," laughs Sullivan.

The disco has two dance floors. They play punk, new-wave music and some of the people are said to be really great dancers. "You don't have to worry if you aren't a good dancer, though, no one notices because the dance floor is extremely crowded," says Sullivan. They also play three slow songs a night right in a row.

The majority of the teens at the Infamous Dilligaf's are from Glenbard North and Addison Trail High schools. "I've seen a lot of people from our school there but I wish more would go," says Miller. "Kids from West Chicago hear 'disco' so it turns them off and they don't go," says Sullivan disappointedly.

When you first show up at the disco the sight makes some a little anxious due to the loud people and unfavorable neighborhood. "The dancehall has a more friendly atmosphere to it as you get used to the area," Sullivan explained.

The atmosphere is exciting. There are many different colored lights, including strobe lights, fluorescent lights, floor lights and red and white spot lights. Some kids say that lights really create the mood at Dilligafs.

"The disco is hard to explain," exclaims Sullivan, "you just have to go see it yourself to believe it!"

Next time you are having a boring Sunday or Wednesday night, go to the Infamous Dilligaf's for a taste of this new change of pace.

Getz sculpts himself into new hobby

Loren Getz, a We-go history teacher. (Photo by Tomas Aviles)

by Becky Welz

Question: Who can take a rusty plow, a flat iron, and a dented sauce pan and create a masterpiece?

Answer: History teacher Loren Getz.

While taking a college art course, Getz became interested in sculpture. His first tries at this ancient art form were all abstract wooden figures. It was not until several months later on a dull Thanksgiving Day that he discovered his true medium metal sculpture.

Getz had learned welding in high school and scrap metal was plentiful on his father's farm. He didn't set out to create a sculpture on that Thanksgiving Day, but a bird figure took form.

Getz continued sculpting throughout the next few years for his own personal pleasure. It was exciting for him to create sculpture out of other peoples "junk."

Although it caused him some apprehension, Getz decided to enter two of his pieces in a local art competition. No one was more surprised than Getz himself when the first prize ribbon was awarded to his sculpture.

Getz received several immediate offers to purchase his sculpture. This was the first time it occurred to him that his sculpture could be sold for profit. He was so thrilled with the offer that he sold both pieces on the spot.

This first sale was the beginning of many to come. Getz began to spend his summers selling his sculptures at open air art fairs throughout the Midwest. His sculptures were a popular item, especially the numerous bird and animal figures, and his own personal favorite, various abstract figures.

Getz continued his summers in a flurry of activity for the following ten years, selling numerous sculptures. He found it a particularly interesting point to see which sculptures attracted which types of people.

Although his art work has slacked off in the past several years, Getz is still just as interested as ever. His ambitions are high and his creativity is thriving. Even though he is busy with other things presently, he hopes to resume sculpting in the not so distant future.

If you are interested in seeing examples of Getz's work, the cafeteria courtyard houses the class gift of 1978, one of Getz's own sculptures of floral motiff. He also has several interesting examples of his work in his classroom.

Getz's art is displayed around the school. (Photo by Tomas Aviles)

When 1984 rolled in

A column by Laura Pollastrini

Now that the New Year, 1984, has rolled upon us, many will take the time to ponder over thoughts of the future.

In the early morning hours of New Year's Day, I found myself looking ahead to what the future has in store for me. As a junior, I still have that one remaining year here at We-go, so I have not yet acquired that dreaded senior fear when I think about questions such as, "What do I do after graduation? Where is life going to take me?"

From what I have been told, my junior year is supposed to be one of the best of the four years of high school. You finally know "the ropes," yet you are not quite getting ready to leave, like the seniors. But one main responsibility that the Junior Class does have is planning for the Prom in the spring. So even the junior year of high school is not a bed of roses — it has its thorns.

Over the holidays, 1984 kind of snuck up on me. I was not quite prepared for it. It made me settle down a bit and start thinking about my plans for the future. "What college should I go to? Do I want to continue with school? What should I major in? What kind of career do I want for myself? Do I want to get married?" All these questions and more began to swim through my head.

Some of those questions must be answered, and soon. During your junior year, you have that extra time to make some of those decisions. They should not be put off until it becomes the second semester of your senior year when you find that you have not applied to a college yet. I know that I have been trying to ignore those questions, but time is beginning to slip by me, and those decisions have to be made. I have lost that time for ignorance.

During this year, I will find myself saying farewell to many seniors that I have become very close to. That is something that I will find quite difficult, for it is usually the class ahead of you that you become the fondest of. Seeing them leave will officiate my advancement into my senior year. No more will there be someone to look up to, or model myself after, for it will then be our class that the others will turn to.

Many past seniors have told me that it's lonely at the top — all their friends had gone on to college. That was the one thing that disappointed them about their senior year — that lack of the class above them. Such will be the case with many juniors who have worked side-by-side with many seniors in various organizations and activities, such as Student Council, sports, and even newspaper staffs.

But 1984 will roll on, another class will graduate, and another group of juniors will be boosted up to the top of the high school totem pole. Nothing can keep this year from happening, so we must look ahead to all the joys that will come to us during 1984.

What's cooking?

by Stephanie Espig

You are walking through the school hallways and you catch a sniff of something delicious — "Ahh, I wonder what they're making in cooking class?" you may wonder.

There are four food-related courses you can take at We-go. They are as follows: Basic Food Preperation, where the students will learn basic food preparation and the principles of nutritional cooking; Foods and Nutrition, where students study principles of nutrition, digestion of foods, meal planning, and food preparation; in Family Meal Management, students will use knowledge gained in Foods and Nutrition and aid in the nutrition of family members; and Gourmet/Quantity foods, a course specially designed for students interested in cooking for large groups or preparing for work in the field of institutional foods. Emphasis on foods around the world, and their cultures will be placed also.

Dianne DeWolfe, and Carol Sweder are two the cooking instructors. When asked, what the most common mistakes made in cooking class are both DeWolf and Sweder said that the students usually don't thoroughly read the recipe. "They make the mistake first, then go to the recipe and see what went wrong," says DeWolfe.

There were some incredible flops in class as a result of their not reading the recipe. For example, in DeWolfe's class they were making chocolate cake. The recipe called for two teaspoons of baking powder, only the students put in two tablespoons and the cake exploded in the oven as a result. In another lab, students were making white sauce (gravy). They made the mistake of using powdered sugar instead of flour.

In Sweder's class, meatloaf was on the menu. The students misread the menu and put one cup of salt in their meatloaf. Sweder said that when they took it out of the oven you could see the crystals that had formed on top. The students tried the meatloaf and everyone then ran to the drinking fountain.

Often the question will arise... "Which sex is the better cook?" When the question came up to DeWolfe, she replied, "I'm a politician. I'd never make that statement in public."

However, Sweder had a different angle. "I would like to say women, being a women, but the truth is men. Men have a more methodical approach to cooking."

Whether male or female, both teachers feel that the students mature in their foods classes, not only in skills but also as a student.

Sweder feels that the cooking classes are one of the most important classes in the school. Students will use the skills they obtain in cooking class throughout their lives. She also feels that the cooking classes should be taken seriously. But still, "We have fun."

Steve Dungey and Nick Mancini get dishpan hands. (Photo by Tomas Aviles)

Education: America and We-go

by Louise Krone

New education techniques always seem to be put to use at some far away school, but right here at We-go the teachers are employing new teaching methods everyday. Whether its math, English, science, social studies, or foriegn languages, teachers are constantly conceiving new ways to sneak information into students minds.

In the math department the idea is not to just give students problems to complete, but to show why formulas help them with problems. A few other popular ideas in the math department are more math requirements, more emphasis on algebraic manipulation and applications of mathematics in problem solving skills.

The English department is interested in revision writing. Revisions used to simply be corrections of grammer and spelling. Now it is used for rethinking thoughts and organization. The idea that only one draft is needed before the final copy is written is becoming extinct.

... the idea that only one draft is needed ... is becoming extinct ...

In the sciences they are concentrating on making it possible for students of low or mid level ability to take two or three years of high school science without feeling overwhelmed.

In the foreign languages, they are pulling away from simple repeating tapes and over remphasing grammar. It is now popular to use little or no English in the classroom. Another effective way is repeating after the teacher as she puts some rhythm into the words or makes comparisons.

Next time you are sitting in a class wishing you were somewhere else, think of all the hard work and modern technology that goes into your education. After all, you are not learning all those "interesting" facts by osmosis.

In the foreign languages they are pulling away from simple repeating tapes and over emphasizing grammar ...

Back to basics with core education

by Emily Barry
and Laura Burleigh

According to Richard Waterhouse core education will return to WCCHS in the near future.

Core education is the return to more basic English, math, and science courses and the limit on elective courses a student can take. "It is a good move and it will force high school students to become more prepared for college," said Waterhouse.

He said the process will be slow but steady and "we'll try to hit a happy medium" of the classes the student will be required to take.

Guidance counselor John DeLap said that core education will provide solid preparation for students' futures, even though it will put a lot of pressure on them. DeLap thinks that schools are returning to core education "due to the fact that they (high schools) are not putting out enough well-prepared people."

The graduation requirements will be raised in the future. For instance, students will have to take two years of math instead of the present requirement of one year.

DeLap said that another reason for the return to core education is because college requirements are getting stricter. Most colleges in the country will be requiring four years of English, three year of math, three years of social studies, two years of science and two years of one foreign language.

"It is a good move and it will force high school students to become more prepared for college ..."

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Language requirements in foreign countries

WASHINGTON (SPS) — "The U.S is the only nation where you can graduate from elementary school, high school, and college and get a Ph.D. without ever having one year of a foreign language," said Paul Simon, a congressman from Illinois.

Studies show that fewer than 4 percent of U.S. high school graduates have completed more than two years of a foreign language, whereas in many forign countries, six to nine years of second and third languages are required of students before they graduate from high school.

Sweden

By graduation from secondary school, students have nine years of English, and two-thirds of the students have either French or German from grade seven on.

Argentina

Foreign language is required, starting in the third grade. High schools requre a foreign language all five years, three years of French and two of English, or three of English and two of French.

U.S.S.R.

In a ten-year school system, almost all take at least one foreign language in high school; one foreign language is required in university; a second or third foreign language is required in graduate school.

Austria

For admittance to a university, eight years a living foreign language plus four years Latin are required. From ages 10 to 14, 7 percent receive instruction all four years at least one foreign language. For ages 14 18, about 25 percent receive four years instruction in at lest one language.

Are we dumber than our parents were?

by Louise Krone

A controversy in modern education is whether or not today's teenagers are getting as good of an education as their parents did. According to recent trends in the Scholastic Aptitude Test (SAT) the average level of education is declining. In 1963 the average of SAT scores began to drop. In 1963 scores were 502 in math and 478 in verbal. In nineteen years the math score has dropped to 466 and the verbal to 424, in 1981. The 1982 scores, however, show a slight rise of one point in math and two points in verbal.

In 19 years the average math score has dropped 36 points and the verbal average has dropped 54 points.

Although the 1982 increase in scores is encouraging, most experts agree that they would like to see the scores go up for two or three years before believing that the trend has turned around.

Diane Bathje, a math teacher at WCCHS, feels that the rise in SAT scores is more than a coincidence. When asked if she thought the rise in SAT scores is the result of improvements in education she agreed, citing the fact that more students are getting their algebra and basic computer skills out of the way so they can go farther in high school.

Bathje also has a few ideas on why there was such a drastic drop in SAT scores during the late sixties and seventies. She felt that the students then spent too much time on electives, failing to concentrate on the basics. Another culprit, Mrs. Bathje felt, was open campuses. She couldn't see how the students could learn because "the students controlled the teachers" she also mentioned that in the late sixties more jobs started requiring college educations. This made people who were not necessarily high achievers more apt to take the SAT.

WCCHS guidance counselor, Elizabeth Behrens thought the major cause of the decline was the increase of broken homes. She feels that a child with educated parents who spend quality time with their children are at an advantage as compared to a child whose parents do not have the time to spend with him. Although Behrens admitted that some single parents do spend time stimulating their child's interest in education, she feels this is often not the case.

... a child with educated parents who spend quality time with their children are at an advantage ...

When asked if the school could do something to help disadvantaged students, she was pessimistic. She felt that these students would always be at a disadvantage.

The Education system is riddled with controversy as to whether schools are educating us to full potential. Only time and SAT scores will tell.

South Africa

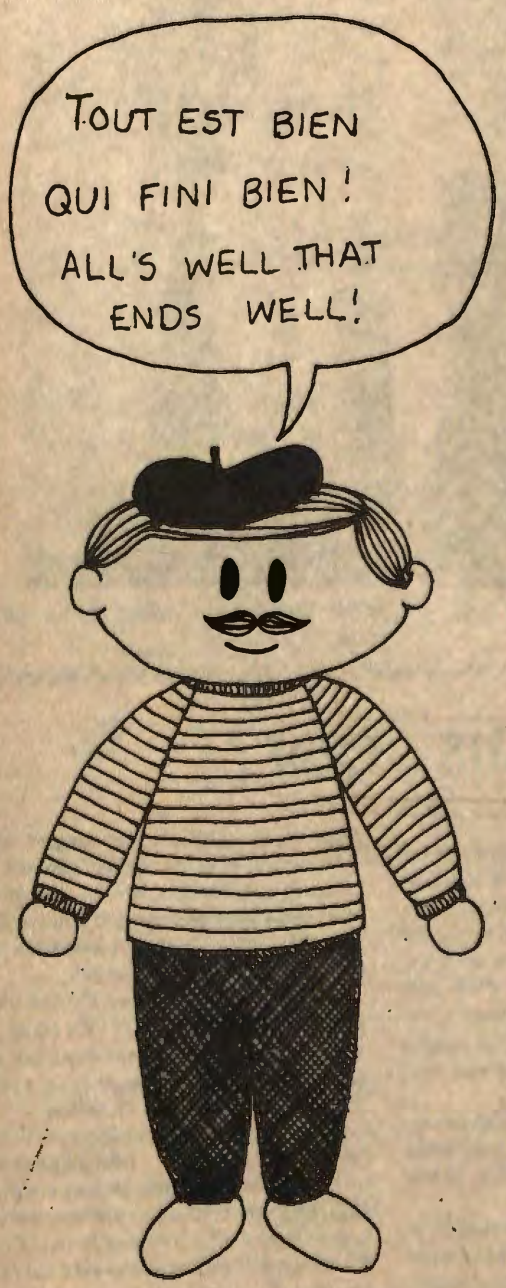
Every elementary school child is required to learn at least two languages. Two foreign languages are required in secondary schools, a third is optional.

Japan

More than 80 percent of Japanese students take foreign languages starting at the age of twelve. Two foreign languages are required for university graduation.

Australia

Some public schools have foreign languages, most do not. Where there is no requirement for foreign languages, the states provide training availability at the elementary and secondary level, including Indonesian, Japanese, Chinese, Dutch, Spanish, French, Greek, German, Hebrew, Latin, Lithuanian, Polish, Serbo — Croatian, Turkish, Ukranian, Italian, Malay, and in the state of Tasmania, Esperanto is also available.



Are guys too shy when it comes to girls?

by David Sheriff

Shyness.

This is a "disease" which affects many males at West Chicago High School. Approximately one out of every four senior boys have been afraid to ask a girl out on a date this year. This figure rises to one out of two for juniors, sophomores, and freshmen.

When asked why boys are so shy, and afraid to ask girls out, several different answers were given.

The most often answer by girls was that the boys are afraid to get a "no" answer. These girls also said that senior boys are not as shy because they usually have more experience with girls, and know them a little better.

The boys who were asked this question remarked that they didn't know if the girl really liked them or not. Various excuses were used on why not to ask a girl out. Here are some of the more popular responses.

1. She only likes me as a friend, she would never go on a date with me.

2. I think she likes me, but she is always ignoring me in the hallway.

3. She is really busy. I don't think she could make the time to go out.

Girls that were asked these same questions came up with answers that made the boys' excuses invalid.

1. Most girls said they would still go out with a guy, but she would make it clear that it will only be as friends — for now.

2. Girls sometimes ignore the boy they like purposely, and try to get his attention that way. Some girls are also shy and think the boy knows she likes him, and he is ignoring her.

3. Some girls are truthfully too busy to go out, but this is only a small percentage. Most girls said they could probably make time for one date, although the hours that she could go out might be inconvenient for the boy.

When asked what they would do if they liked a boy, but he was too shy to ask them out, many different answers were received, but a few were far more common than the rest.

1. About half said that they would have one of the guy's friends try to convince him to ask the girl out.

2. A little over one quarter said that, if they like the boy enough, will ask him out instead.

3. About 10 percent said that if the boy did not have the courage to ask her out, then she would give up on him, because either she would not be able to get the nerve to ask him (about 90 percent of the girls), or he was not worth it (about 10 percent).

This is not how every girl thinks, for every person thinks differently, but if the guy has the nerve to ask a girl out, one will eventually say "yes".

Photopinion — Can a Wildcat tie a tie? (In two minutes)

by Tomas Aviles

Who does it better — Kris Mailloux or Derrick Steel?

Evidently, Junior Dave Noworul doesn't dress up very often.

David Kendrick only needs the girl to go with him.

"Did I do this right?" asked Senior Jeff Wright.

Renaldo Romero proves himself to the world

Can anyone help Sophomore Samuel Huerta?

Senior Steve Pisto wears his tie with pride.

Can man be possessed by his car?

by Laura Pollastrini

Headlights flash. The radio goes on. Music from the 50's fills the air. The car begins to move forward, but there is no driver behind the wheel. It inches closer and closer to its next victim. This car could be none other than Christine, a refinished 1958 Plymouth Fury with a mind of its own.

Christine is a movie based on the novel written by Stephen King. It has a suspensful plot, which builds up to a climatic ending.

The movie began when Arny, a real nerd of a guy, bought an old car that looked as if it had been rejected by the village junk yard. His parents would not let him keep it at home, so he left it at the do-it-yourself-garage where he worked diligently for weeks fixing it up.

As Arny spent more time with Christine, (the car), he began to change. He acquired some guts, losing his wishy-washy personality, and was no longer afraid to stand up for himself in front of his friends as well as his parents. His looks changed also, for he gave up his nerdy glasses for contacts and gained a look of self-confidence in his eyes.

But as Arny changed, so did other people's feelings for him. He got his first girlfriend, and became accepted by the other students of his school. But Christine was infuriated with that, because she wanted Arny all to herself, for she was a car with a jealous streak in her. She did not want to share Arny with anyone — especially not with his girlfriend.

So Christine began to eliminate, one by one, anyone who came between her and Arny. But despite the fact that she was crushed in an alley, or burned in an explosion, Christine did not have a scratch on her. She was an indestructible car that had the ability to rebuild itself. Arny soon learned of this power, and used his special car as a means of revenge to the people who had hurt him or Christine.

The final confrontation was between Arny and Christine verses Arny's girlfriend and best friend. Tension mounted as the two forces clashed.

Christine began as a slow-moving film, but as the plot developed, so did the viewers interest in the film. The audience wondered how the car could ever be stopped, and if Arny could ever be saved from the evil clutches of Christine, who had seemed to have taken over Anry's mind. This could be seen in Arny's time-worn bloodshot eyes that seemed to glare at everyone.

There have been many movies about people taking over cars, or cars being possessed by those such as the devil, but very few films about cars possessing people. Such was the case with Christine.

Once again, Stephen King seems to have captivated his audience with another eerie story. His ideas to catch the viewers attention seem to be endless, and his stories leave some viewers with a feeling of awe. Christine is a movie that is guaranteed not to put the viewer to sleep.

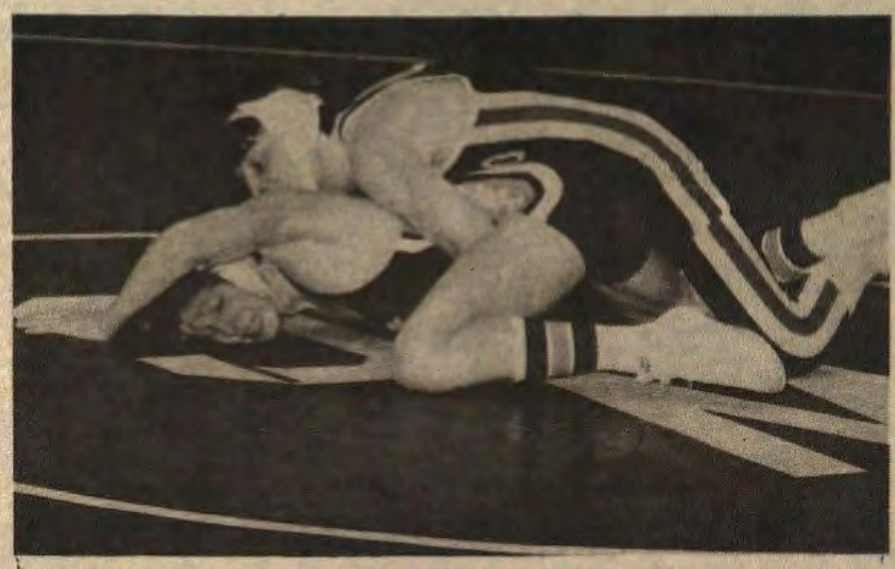
Strong season for We-go grapplers

by Robyn Zurawski

The We-go wrestling team is having their best year since 1976. Their record would have been 6-1 but the wrestlers had to forfeit three wins because of a student who falsified a grade. Their record is now 3-4 but the wrestlers still think of themselves as having a winning season.

Brand new coaches have brought new spirit and techniques. Fred Dexter, formerly West Chicago Jr. High coach, brings personal experience to the program. He was a Jr. National Champion from Davenport, Iowa, and a four year letterman at Cornel College. Justin Edmonds, fresh from the East Aurora Jr. High program was an Upstate Eight Champion. The freshman coach, Jonathan Voelz is a We-go graduate and wrestled while he was a student.

Coach Hein still sees great things for this year grapplers. He thinks that Glenbard North, last year's champions, will probably repeat but second place will be up for grabs. We-go will be right there along with Wheaton North and Wheaton Central. Two of last years state qualifiers, Mike Christiansen and Joe Rodriquez should repeat again. Pat Marsh, Robbie Rincones and Barrett Carlson should be able to join them for the trip.



Senior Pat Marsh has the advantage in a recent meet against the Naperville North Huskies. (Photo by Jon Volz)

Robbie Rincones expressed his feelings about the lack of wrestling supporters. "We have fans, but not as many as other sports do. They give us inspiration to win." He feels wrestling is a serious sport. Each practice is a two and a half hour work out, including lots of running. "It deserves more respect." Roy Rodriquez agreed wholeheartedly.

Those two team members are attempting to draw attention to this somewhat forgotten sport. They have borrowed the style of Mr. T. haircut; a mohawk! This also serves to psych out their opponents.

We-go has seventeen matches left on their schedule which stretches until early February. You aren't required to get a haircut to join them, just take your student body to the bishop Gym and help them win big.

	Wins	Loss	Tie
Barrett Carlson	9	1	
Robbie Ricones	8	2	
Pat Marsh	7	3	
Joe Rodriquez	8	1	1
Mike Christiansen	6	1	
Derick Guike	5	5	
Craig Witt	3	0	
T.J. Vercouteren	3	0	
Eric Odell	2	1	
Mike Gonzales	6	4	
Dave Worthy	2	5	
Roy Rodriquez	7	3	
Bob Walters	2	4	1
John Cortez	2	1	

Improving your sports knowledge

by Kim Giller

Walking into watch a game or meet can almost be like stepping into a foreign land. Its worse than Latin!

Let's start with wrestling. The words they use really mean something. When they start out both opponents are in *Neutral Position*. This is when they are both standing, facing one another. The wrestlers get points in different ways. One is a *take-down* — this is when one wrestler gets complete control of the other wrestler from a standing position. It is worth 2 pts. A *reversal* is just the opposite. The wrestler who is not in control gets in control. This is worth 2 more pts. On the other hand, if he just has an *Escape*, which is exactly what it sounds like, he will get one pt.

The team, as a whole, gets points this way. If the wrestler wins by 1-7 pts., he receives a *decision*, which is worth 3 team points. If he wins by 8-11 pts. he gets a *major decision*. The team gets 4 pts. If he wins by 12 or more pts. it is a *Superior Decision* and the team gets 5 pts. A Pin is worth 6 pts.

Moving on to Basketball there is only 2 ways to get points. One is a *field goal* or *basket* worth 2 pts. The other is a *free throw* which is worth one pt. If you hear someone talking about a *Postman* they're really talking about the center, not the guy who gives out mail.

What about plays? Ever hear of *Give and Go*? This is when the person with the ball passes it off and runs to the basket. If it works right he will get the ball back, shoot and score. The *Backdoor* is an offensive play. It is used to counter defensive players by changing directions running for the basket.

If you hear someone talking about the *Ball-side* its simply the side with the ball on it. The side with no ball is termed the *Weak-side*.

Now that you understand what people may be saying hopefully sports won't seem so foreign.

Boy's Basketball (V&S)

Fri.	Jan. 20	Glenbard South	H	6:30 & 8 pm
Sat.	Jan. 21	Naperville Central	A	6:30 & 8 pm
Fri.	Jan. 27	Wheaton Central	H	6:30 & 8 pm
Fri.	Feb. 3	Glenbard East	A	6:30 & 8 pm
Fri.	Feb. 10	Naperville North	H	6:30 & 8 pm

Boy's Basketball (Lower Levels)

Sat.	Jan. 14	Glenbard North (JV, Fr. A & B)	A	9:30 am
Sat.	Jan. 21	Glenbard South (4 levels)	H	9:30 am
Mon.	Jan. 23	Naperville Central (4 levels)	A	6:30 pm
Sat.	Jan. 28	Wheaton Central (4 levels)	H	9:30 am
Mon.	Jan. 30	Lake Park (JV, Soph B)	A	6:00 pm
Sat.	Feb. 4	Glenbard East (JV, Frosh A & B)	A	9:30 am
Sat.	Feb. 11	Naperville North (JV, Frosh A & B)	H	9:30 am

Girl's Basketball

Sat.	Jan. 14	Glenbard North	A	6:00 pm
Thur.	Jan. 19	Glenbard South	H	6:00 pm
Thur.	Jan. 26	Naperville Central	A	6:00 pm
Sat.	Jan. 28	Wheaton Central	H	6:00 pm
Thur.	Feb. 2	Glenbard East	A	6:00 pm
Thur.	Feb. 9	Naperville North	H	6:00 pm
Sat.	Feb. 11	Wheaton Central	A	1:30 pm

Sports Schedule

Wrestling

Sat.	Jan. 14	Lake Park; Willowbrook; York		
		Varsity at Lake Park		12:30 pm
		JV at home		9:00 am
		Frosh at Willowbrook		10:00 am
Fri.	Jan 20	Glenbard South	A	6:30 pm
Sat.	Jan. 21	Wheaton North	A	1:30 pm
Sat.	Jan. 21	Hinsdale South JV Tournament	A	TBA
Thur.	Jan. 26	St. Charles	H	6:30 pm
Sat.	Jan. 28	Romeoville (V & Frosh)	A	10:00 am
Sat.	Jan. 28	DVC JV Tournament		
		at Glenbard South	A	10:00 pm
Fri./Sat. Feb. 3, 4		DVC Varsity Tournament at Naperville North		6:30 pm

Boy's Swimming

Sat.	Jan. 14	Shepard Relays		TBA
Tue.	Jan. 17	Morris	H	6:00 pm
Fri.	Jan. 20	Hoffman Estates	A	4:30 pm
Tue.	Jan. 24	Elgin	H	6:00 pm
Sat.	Jan. 28	Naperville Central Invitational		
				Diving 9:30 am
				Swimming 1:00 pm
Fri.	Feb. 3	Waubonsie Valley Invitational		
				Diving 5:00 pm
Sat.	Feb. 4	Waubonsie Valley Invitational		
				Swimming 12:00 pm
Tue.	Feb. 7	West Aurora	A	5:00 pm

Is riding a sports bus any different?

by Vicki Abbott
Jeannette Stuart
David Sheriff

When you go to an away game, you hop on the bus, sit down and observe the talking, laughing and joking around among friends. But what about the players on their bus? Do they talk, laugh and joke around also?

According to basketball players, wrestlers and swimmers, the answer is yes.

On the way to a boys' basketball game at Wheaton Central recently, the players were noisy and talked about many subjects. When Mike Barborak head varsity coach, told the players to keep the conversations about basketball, the noise level died down.

Some players rested or looked out the windows in silence, probably thinking about the upcoming game. Others talked about past games, strategies, and plans about the game. The coaches, seated in the front of the bus, were discussing past games and the one coming up. As the bus drew closer to the destination, more players were talking about the other team and their past experiences with them.

On the way back from a four overtime loss, the players seemed depressed and quiet as they boarded the bus. Their spirits heightened in a few minutes and they joked and laughed on the way home. Barborak made a few announcements, and the players piled off the bus.

On the way to girls' basketball games, the players "jam to music, sing, laugh, talk about funny stuff that happened, and write on the windows of the bus," said Jeannette Stuart, varsity player. LaVara Singleton and other coaches talk among themselves and to the bus driver.

Riding back they listen to music, sing, sleep, mellow out, talk a little about the game, and laugh. "Look at that gawdy house with all the Christmas lights," joked one player about the house on the corner of Joliet and Conde.

Traveling to wrestling and swimming meets is pretty much the same as basketball. The coaches sit in front and talk about the meet, players talk about many things, but mostly about the meet as they get closer to the school.

The cheerleaders and players are separated on the wrestling bus. On the return trip, the players review what they did and think about thier strengths and weaknesses, said Jon Voelz, freshman coach.

Going to a swimming meet, coaches and players talk about the meet. Some players sleep or think about the competition. When they win, more people sleep on the bus ride home, but if it was a loss, the players avoid eye contact with the coach.

A dream come true for 'Minnie'

by Mark Hoffer

The American dream for a lot of kids is to someday play professional sports. But that dream is not limited to just America. Many young people in other countries, some not as fortunate as us, share that dream.

One such kid grew up on a ranch in Cuba about 200 kilometers from Havana, the capitol city. He came up through the ranks to become one of the greats of American baseball. He was a Chicago White Sox legend, Orestes "Minnie" Minoso.

"Growing up on the ranch you just live there day by day working on the ranch," said Minoso. "You are born with nothing; life is very tough."

It was very difficult to go to school. "If you made it past seventh grade you were lucky," Minoso commented. "We learn some things, not like in the university for some kind of career, but we did learn to read and write."

"When I came into professional baseball, I met a lot of people and learned many more things." Now that Minnie see kids today given the opportunity to gain an education he never had, observed, "I beg them, 100 times I beg them not to give up their schooling, they only have one chance to make it."

"Here in the United States young people have more opportunity than anyone in any part of the world and I have been taught a lot," continued Minoso. "I'm sure that they do the best, and you won't find many people give away their education."

"I recommend that they don't get fooled about being happy, because you have plenty of time to have a good time, to be what you want to be in school."

Minoso played professional baseball in the U.S. for 35 years bedginning in 1944 and finishing with the White Sox in 1980.

"Minnie" Minoso during the early years of his career with Cleveland and "Minnie" during our recent FBLA Career Day. (Photo by Thomas Aviles)

He played an average of 154 games a season not including preseason and exhibition games. During the off season he averaged 75 games in the Cuban or Mexican professional leagues. Minoso prides himself in having played in more professional games than anyone else in baseball to date.

Not able to speak English when he first arrived in the States underscored the fact that he was coming out of "nothing," yet it was a very exciting point of his life. "I had no idea where America was so I never realized I would be in the United States. "In my first game in the New York Cuban League I got the gamewinning hit."

After playing three years in New York, Minnie signed to play with the Cleveland Indians major league club. "They gave me so much ambition to be the happiest baseball player in the world," said Minoso. "When you are happy everywhere you go and in everything you do, you want to do everything. I like people a lot. When I saw how much people liked and respected me, I wanted to do everything. I really enjoyed that."

It was this liking for people that led Minoso into his present public relations position with the White Sox. As their "PR" man, he visits schools, hospitals, gives talks and visits with people. He has had no formal preparation for this job, "It comes natural to me," he said. "It requires determination. I never write notes for my speeches; they all come spontaneously."

If an athlete in school wants to play professional sports, he should first pursue another career, Minnie advises, learn something else than just your sport. In baseball you never know how good you are (how long you might play). Also, "believe in yourself and never be satisfied," Minnie said.

He continued, saying that whatever you do you will have to forget one day. You must be happy in whatever you do."If you think you are too good, that's it," he concluded.

Throughout his illustrious major league career, Minoso never played in a World Series, but he did play in seven or eight All-Star games, the only opportunities he had to see and play against the great players for the other (National) League. "I'll never forget playing against them because it was the only times I faced them. You never knew what they would do," the outfielder reminisced, "since I didn't play against them every day."

"You try to go day by day," Minnie adds, "because there is always something funny or unexpected. That's what makes baseball so great."

Public relations for the White Sox is not Minnie's only work. He's also employed by the Old Style beer distributor in Chicago. He finds both jobs very fulfilling.

Minoso's incomplete statistics — none are available for his Negro League years, are: 2,608 games played, 16,043 times at bat, 2,081 hits, and a .290 lifetime batting average. He also played professional baseball in Mexico.

In addition to Cleveland and Chicago, Minoso also played for San Diego and Washington. His accomplishments were recognized by a variety of awards. He was named Rookie-of-the-Year his first major league season, later some Most Valuable Player awards, was recognized in 1952 as Cuba's most outstanding professional athlete by the Cuban Sports Writers Association, and was the recipient of the U.S. Ambassador Arthur Gardner Award by Havana Sportswriters, the latter trophy going annually to the Cuban League player who distinguished himself in ability and sportsmanship.

Sports budget, drop in the bucket

by Kurt Mosson

Although the costs of the sports program is most talked about because of its expensive budget, the actual cost for the WCCHS sports program is two percent of the whole budget of the school.

The three major costs of each sport is the cost of the officials, transportation and coaches fee.

The three most expensive sports are football, baseball and a tie between soccer and wrestling.

Some of the amounts may seem to vary greatly from sport to sport and you may think that the difference is too much. Well the amount varies directly to the number of people involved in the sport and the overall cost of the sport.

Not every sport spends its total amount in one year. This varies from year to year. For example the baseball team this year may buy all new uniforms and extra equipment while the soccer team only purchases equipment. In a few years the roles are reversed, that way the budget seems to balance.

	Officials	Equip.	Transp.	Coaches Salaries	Game Uniform	Practice Uniform	Training Equipment
FOOTBALL	1600	2500	96 per trip	1,970—2,500	40 *	20 *	2500 Whole Year
BASEBALL	1600	800	96 per trip	1,500—1,990	35 *	—	
BASKETBALL	1800	800	96 per trip	1,970—2,500	35 *	15 *	
SOCCER	700	700	96 per trip	1,500—1,900	35 *	—	
WRESTLING	800	800	96 per trip	1,900—2,400	45 *	—	
GOLF	—	500	96 per trip	1,100—1,600	12 *	—	
TENNIS	—	850	96 per trip	1,500—1,990	30 *	—	
SWIMMING	450	150	per trip	1,100—1,600	12 *	—	
TRACK	—	600	per trip	1,700—2,200	25 *	18	

The coaches fee is based on years as coach

Least 1-3 years Most 12+ years

Cost for single replacements

Jock Shorts

Girls B-Ball

The girl cagers didn't fare very well over Christmas vacation dropping their two games in the Wildcat Invitational. They lost the first game to St. Francis 40-28 then went on to lose a squeaker to Elgin 34-32. Stacey Anderson led the Wildcat scoring in both games.

Boys Basketball

The boys basketball team won one and lost one in the Wheeling Varsity Tournament over Christmas vacation. They first defeated Rich East 63-46. Lee Dungey led the scoring with 20 points. Next they were defeated by Schaumburg 52-47. Corey Anderson led the Wildcat scoring with 14 points.

Their luck changed as they then defeated Naperville North 71-59 and then Wheaton North 58-47. Dungey led the scoring in both games.

The sophomore team lost a close game, for the consolidation bracket of the St. Charles Sophomore Tournament, to Sycamore 37-26. They lost in the first round 52-43 to Geneva, then progressed to the consolation bracket by defeating Kaneland 36-29. Gerry Fredricks led the team in scoring both games.

Boys Swimming

The boys swim team took sixth place in their own Wildcat Relays. Their best finishes were in the 400 yd. Individual Medley Relay and the 800 yd. Freestyle Relay. They finished 3rd. Oak Forest and Tinley Park were the top two teams respectively.

When was the last time you had a delicious sundae, soda or shake?

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