

Wildcat Chronicle



West Chicago Community High School

Volume 35, Issue 6

March 2004



Who's the next Mr. Wildcat?

Mr. Wildcat 2004 has been crowned after a series of excruciating tests. PAGE 3



What a pile of garbage!

The "cleanliness" of the school has sparked controversy. PAGE 10

Gymnast's quest for excellence

We-go junior Sarah Rysell placed 26th in state on the uneven bars. Also, gymnastics may be cancelled. PAGE 19

Regionals in future for math

Math team will be going to regionals on Saturday March 27, where they will be competing against schools such as Stevenson, IMSA and Naperville North.

The purpose of math team is for kids to express their minds and their academic abilities in a competitive fashion, while they test themselves against other students from other schools, said sponsor Aaron Hayes.

He also said that it helps them exercise their skills in math, and it is also an enjoyable and pleasurable activity.

Anyone can come to math team. Right now there are 40 members in math team, and they meet every day at 7:20 a.m. in room 149.

--Kyle Hobday

Students enact gay movement

Community High School is trying to start a gay rights movement in order to promote discussion and awareness about the issue among students and the community, and to influence political candidates.

Seniors Kelly Karbach and Leigh Hellman started the movement after students reacted strongly towards the passing of the gay rights bill in last semester's government simulation.

Karbach wanted to start the group locally, because she felt that they could have a bigger impact on a mainly Republican population.

The group could take possible actions, like picketing and demonstrations, that would have an impact on the upcoming elections.

"I feel strongly about the issue. It makes me angry when I hear people saying that it's wrong. So I want to do something about it," said member Carly Tuma.

--Kellie Virnich

Prusko matters to community

We-go senior featured on local TV show

By Kellie Virnich

Community High School senior Melissa Prusko is known by many students for her passion in government and politics, but the public now knows it too, since the political TV show "Chicago Matters" featured her during a segment focusing on youth involved in politics.

Prusko was picked to appear on "Chicago Matters" when the show asked political campaigns in Chicago for teen helpers' names. As a volunteer for the Jack Ryan for Senate campaign, Prusko was the perfect example of what the show highlighted, teens doing what wasn't expected of them.

"I wanted to make the point that no matter your age, your race, anything, you have a voice, and all you have to do is use it," she said.

Prusko first became involved in politics her junior year, when she joined Junior State of America and began making speeches about the issues she cared about, like abortion and

religion. She is now the president of JSA and was Minority Head Whip in last semester's government simulation, and now believes that political science is her true calling.

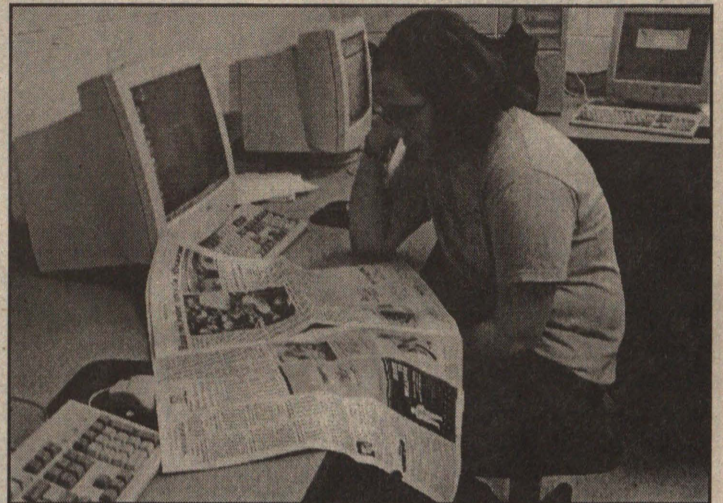
She feels very strongly about both JSA and the simulations, calling them non-threatening environments where students can explore the issues.

"I like how it's students teaching each other about the issues, helping each other figure out where they stand," Prusko said.

She believes that people should educate themselves in world issues at a young age so that when they are in a position to make changes, they know where they stand and care about what they're doing.

Prusko got herself involved by volunteering for Jack Ryan, speaking at JSA events, and attending a political summer school in Washington DC, where she realized that leading the country and making a difference politically was what she wanted to do with her life.

She hopes to pursue her interests and turn them into a career, and feels that starting young has given her a good insight about the election process (See Prusko page 2)



Staff Photo

Melissa Prusko, who was featured on the local TV show "Chicago Matters," scans the newspaper for her own personal political research.

SRO plans to de-track classes

Plans would combine regular and college-bound English classes

By Sam West

The administration of District 94 began studying ways to improve the school last spring, and they presented their ideas to the Board of Education last month.

Principal John Highland and Assistant Principal Tom McCann formed a committee to promote student achievement and budget reduction called the School Restructuring Options, or the SRO. The committee classified their goals under three categories: establishing smaller learning communities, integrating test preparation while preserving instructional integrity, and providing independent study option and structures.

With the help of various teachers throughout the build-

ing, the SRO recommended that in order to establish smaller learning communities, English classes need to be "de-tracked."

De-tracking, Highland said, is collapsing the college-bound and regular classes. The AP courses would still be offered, but the current lower-level English classes would be combined.

Highland said that if the classes are not de-tracked, lower academic expectations could become the norm. He believes that all students can learn if they have the right environment.

"There is research that shows that all students can learn given the right support," Highland said.

The de-tracking will provide students with a more het-

(See SRO page 2)

Bomb threat forces student evacuation

By Sam West

The fire drill on March 4 wasn't any ordinary fire drill, but rather an evacuation due to a bomb threat.

Principal John Highland said that a student was responsible for the threat, made by a phone call, and that student, who acted alone, has been suspended, charged, and will

likely be expelled from the school.

The call came at about 7:45 a.m., Highland said. The threat said that the bomb would detonate in one hour.

For this reason, Highland pulled the fire alarm during first hour.

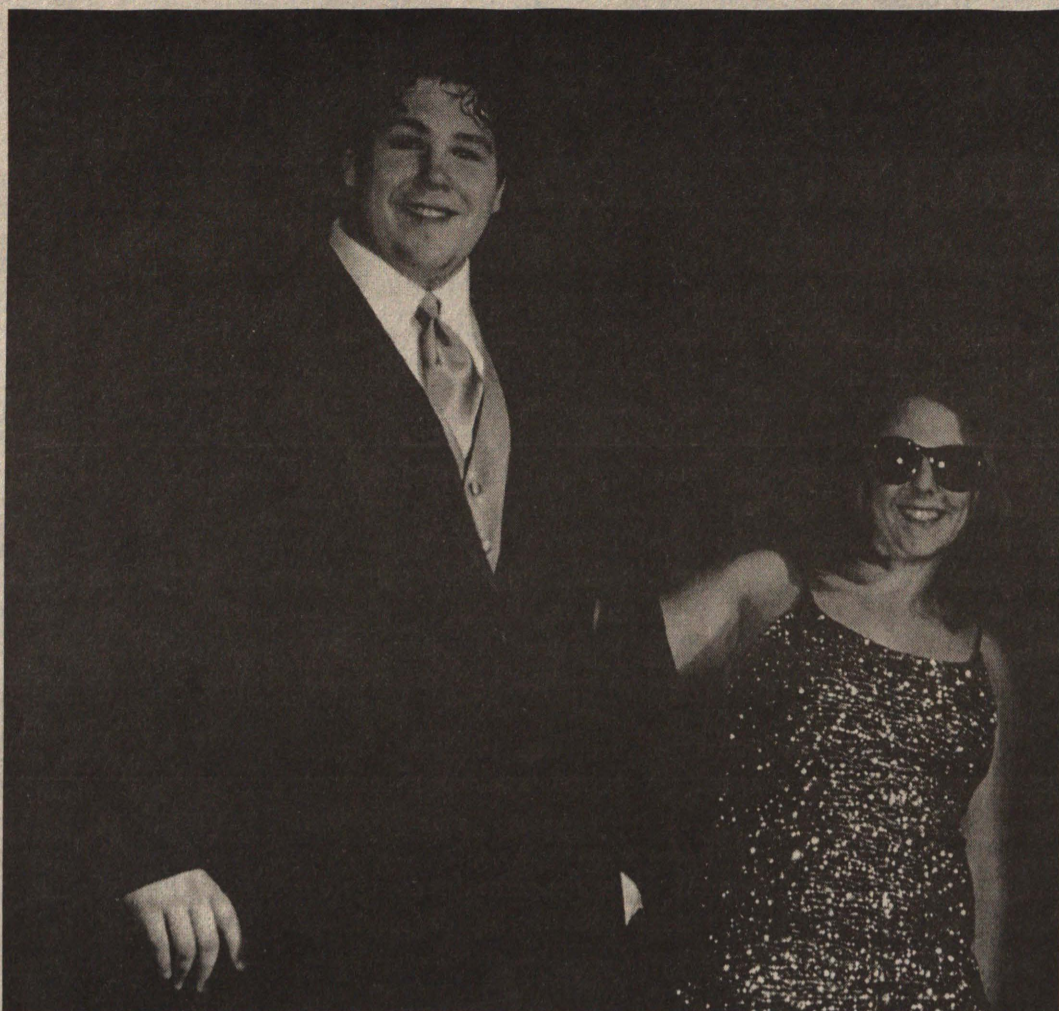
"If I was going to err, I was (See Bomb page 2)

Spicing up West Chicago



Staff Photo

Social Studies teacher Jaime Garcia taste-tests chili at the We-go Chili Cookoff. The food and nutrition classes staged the cookoff during 3rd and 4-5 hours, showcasing their own recipes, variation of spices, and presentation. The chili was judged by teachers and students alike. The period 3 winner was kitchen four, and the 4-5 period winner was kitchen seven.



Staff Photo

Mr. Wildcat hopeful Mike Giese models his formal wear accompanied by Lindsay Nash.

We go heir to the throne coronated at annual Mr. Wildcat

Dameron takes crown for 2004

By Elliott Tinnes

West Chicago now has a new heir to the throne. Senior Andy Dameron was crowned Mr. Wildcat in the 11th annual Mr. Wildcat competition. The competition, hosted by the varsity cheerleading squad, was held in the Weyrauch Auditorium March 5.

Alongside Dameron in the competition were nine other contestants. Seniors Brad Bytof, Tyler Hempel, Matt Mikes, Tim Murrey, Mike Giese, Emmanuel Duran, Mark Tonchick, Breandon McTighe, and Brian Harvey also competed. Hempel took third place, while Giese came in second.

Tickets cost \$4 for students and \$5 for adults. The proceeds will help fund next year's cheerleading program.

The competition was reminiscent to that of a Miss America pageant. Contestants were judged in several categories.

First, each contestant was given 45 seconds to introduce himself. Murrey performed the now infamous "Peanut Butter Dance," choreographed by Murrey himself during Turnabout.

While dance seemed to be the popular way to introduce oneself, a couple contestants did things a little more uniquely. Giese "bribed" the judges and audience with a showering of candy during his introduction, while McTighe drove out in a customized power wheel.

After the introduction, each contestant was given an opportunity to showcase their talents. These talents ranged from singing, to piano playing, to martial arts. The performances on stage were also the acts the contestants used during auditions.

While nearly 30 senior boys expressed interest in becoming Mr. Wildcat, only ten made it through to the final cut.

After the talent portion of the show, Jim Guter and the jazz band entertained the crowd. Guter was recognized during

(See Wildcat page 7)

Prusko... (Continued from page 1)

and wishes that she had started even younger. By volunteering on Ryan's campaign, she is learning more about the government and making several important connections that may be key to her political future.

Prusko is anxious to vote in the upcoming election, having applied for her voting card as soon as she was eligible. She has looked at each candidate and their stands, especially on the issues she is most concerned

with: abortion, gay rights, and taxes.

Prusko thinks that, while the government simulation helps the participants discover their beliefs, underclassmen also need a way to find out what they think.

She feels that this can be accomplished by having teachers talk to their students about their thoughts on the issues.

"It would be nice for teachers to show they are interested in politics because for me, that's

what gets me interested. It was Mr. Healy's excitement about politics and government that made me want to stay involved," said Prusko.

She also thinks that women and teens need to become more involved because it's all too rare. She looks up to Eleanor Roosevelt, who actually got involved in politics and used her role as First Lady to influence the people, something that simply wasn't done in Roosevelt's time.

Prusko feels that many women and teens don't get involved because they feel no one will listen or take them seriously.

She can't imagine feeling this way herself, and said simply, "Get involved. It will change your life. It has changed mine."

SRO... (Continued from page 1)

erogeneous group of students, said Highland.

The same activities will be offered in future classes as the current ones, and all students can accomplish themselves on the same levels.

"We should have the expectation that all kids can learn," Highland said.

The committee also recommended that specific administrators, deans, and counselors should be assigned to a group of 250 to 300 students.

Highland said that this setup will allow adults and kids to relate better with each other. Highland said that the current setup is not as extensive as he

Bomb... (Continued from page 1)

going to err on the side of caution," said Highland.

Highland and the other administrators in the building quickly began investigating and thoroughly searching the school grounds. Then Highland pulled the fire alarm and evacuated all the students from the school building. The West Chicago fire and police departments assisted in the search and investigation.

The administration found a

tip as to who might have called in the bomb threat, and then interrogated that student, where he admitted to prank calling a bomb threat.

Highland said that the school followed the protocol for such situations as a bomb threat well, and did a good job at finding out the truth of the matter.

"I feel really good with how we responded to it," Highland said. "Everything worked as it should have."

9th hour would be extended by 30 minutes once a week, and for this half hour, students could work with various teachers on their academics, Highland said.

This plan is being tested in March, with the 30 minutes of reading every Thursday. The schedule will continue in April, where independent study will take the place of reading.

These ideas will accomplish the goals set by the SRO, and further the school's academic progress.

Highland said, "That's when you can start making progress with respect to anything that goes on in the school."

Wildcat Chronicle
326 Joliet Street
West Chicago, IL 60185
(630)876-6360



Editor-in-Chief
and News Editor:
Perspectives Editor:
Paw Prints Editor:
Sports Editor:
Special Sections Editor:

Sam West
Kyle Bullis
Mary Beth Selby
John Jennings
Isaiah Ly Buado

Staff Artists:

Isaiah Ly Buado,
Brittany Rose

Reporters:

Andrea Bradley, Maria Perez,
Brittany Rose, Doug Sieder,
Elliott Tinnes, Kellie Virnich

Contributing Writers:

Lisett Aguirre, Brittany
Blanchard, Emily Chadraha,
Bridget Geraghty, Joe Harte,
Kyle Hobday, Adrienne
Mertes, Mickey Petrusaitis

Adviser:

Laura Kuehn

The Wildcat Chronicle is the student newspaper at West Chicago Community High School. It is a public forum for freedom of expression and encourages readers to express their views. The Chronicle publishes eight times a year, with the student editorial board making the decisions concerning the paper's contents. Unsigned editorials represent the views of the majority of the staff. Letters to the editor are welcomed and will be published as space allows. Letters must be signed, although the staff may withhold a name upon request. The paper reserves the right to edit letters for grammar and clarity, and may refuse to publish a letter.

Easiest way to see your favorite movies is to visit public library

By Maria Perez

Seeing favorite old movies just got easier as movie weekends premiere at the West Chicago Public Library.

The adult service department of the library has started a new bilingual program "Two Voices," known as "Dos Voces" in Spanish.

On the third Saturday of every month, the library shows a DVD movie at two different times.

At 12:30 p.m. the library shows the English version of the movie and at 2:30 p.m. the library shows the same movie in Spanish.

Adult Services Manager Pamela Galion who is in charge of the Two Voices program said that in the morning on the Saturday the movies are being shown, there's a Literacy Volunteer group that has an ESL conversation group. Galion said that they were hoping for the exposure for the bilingual patrons.

"Those in the community that are coming for ESL class are welcomed to stay for the viewing of the movie which may also help them learn English," said Galion.

Also Galion said that the library has noticed the growth of the Hispanic population in West Chicago. They want to make Hispanic people feel welcomed and introduce them to the services the library has to offer.

Galion said that the best way

to attract people is by providing a source of entertainment.

The movies shown differ depending on what month it is. Galion said that they try to change the movie genre each month by sometimes showing comedy, mysteries, and musicals.

Also Galion said that the library is only allowed to show DVDs that are less than two hours long, are produced with Spanish and English audio, and fall under the library's licensing agreement.

"Few libraries show movie matinees in more than one language. I wanted West Chicago to serve that purpose so both English speaking patrons and Spanish speaking patrons would feel comfortable," said Galion.

The movies rating usually falls under PG or PG-13 and children under 13-years-old have to be accompanied by an adult to attend this program.

People wanting to attend the Two Voices program need to pick up a free ticket at the library's adult services desk or circulation desk.

If people want to know what movie is being shown they need to ask the people at adult services, because the library's licensing agreement does not allow it to publicize the movies they show.

The youth department has followed suit and started their own program "Movies Matinee" for first grade and up. The

movies take place once a month on Saturday from 1 p.m. to 3:30 p.m. Movie Matinee's next movie dates are April 10 and May 8.

"We show movies that are popular with kids that are not necessarily new movies," said librarian Chris Waite.

The movies that are shown are rated G, because the library wants to make sure that they don't show anything that is inappropriate for the younger attendees, said Waite.

Waite is also in charge of the young adult movie program where teens between ages 12-years-old and 18-year-old are welcomed.

Rating for the movies are PG or PG-13 and the next movie dates are April 25 and May 16 at 2 p.m. to 5 p.m.

"I hope that our attendance will warrant our renewal of the contract, so we can continue showing DVDs in the future," said Waite.

FBLA attends state with nationals in mind

By Mickey Petrusaitis

Selected members of FBLA will go to the state conference in Decatur on April 2 and 3 to take tests in different areas of business.

Students are selected by how well they did at the Northern Area Conference.

A total of 34 students are going to the state conference.

Tests are both written and spoken and range from public speaking to technology concepts.

FBLA is also busy with the data match fundraiser where students fill out a compatibility match survey and they are matched up with other people based on the survey.

The data match sets up with students with those who might make good friends or a good couple. It costs \$2 to get the results of the survey.

Friday is the last day students are able to get their re-

sults.

Money raised from some of the fundraisers goes to the March of Dimes, which is an organization that helps prevent birth defects.

So far this year FBLA has raised \$826 for the March of Dimes from events such as the variety show.

FBLA allows students to pursue or develop business leadership. There is a \$15 membership fee and anyone can join, although there are no requirements.

It is preferred that students take a business course before joining.

One FBLA adviser, Nancy Blume, said that she believes FBLA is important because, "Students grow as leaders and so does their confidence level."

FBLA meets the second and third Thursday mornings of each month in room 198.

Krauspe places at state for second year in a row

By Doug Sieder

Forensics member Emy Krauspe placed tenth in the state forensics competition at Naperville Central High School where the best speakers perform together.

"She is a very talented performer and has a wonderful speaking voice," said Jason Kling, one of the coaches for forensics.

This was Krauspe's second straight year qualifying for state, placing ninth last year.

In the home stretch of the forensics team's season, the team competed at regionals on Feb. 20 and 21 with nine competitors.

Krauspe and Jeff Hansen qualified for sectionals, and Krauspe then advanced to state.

"We've always been a very competitive team throughout

the years," said Kling. "This year we have had stronger underclassmen than in the past."

Kling said that good leadership they had this year added to the mix for the underclassmen's success.

The forensics season started in October where each member selected from different categories to perfect their speech and then compete in tournaments, Kling said.

Before the students competed in the tournaments, they worked with coaches to help them with their speeches.

The coaches stayed with the students until they had perfected their speech.

After that they would move to a new coach and that coach would give the students new ideas to try to improve their speeches, said Kling.



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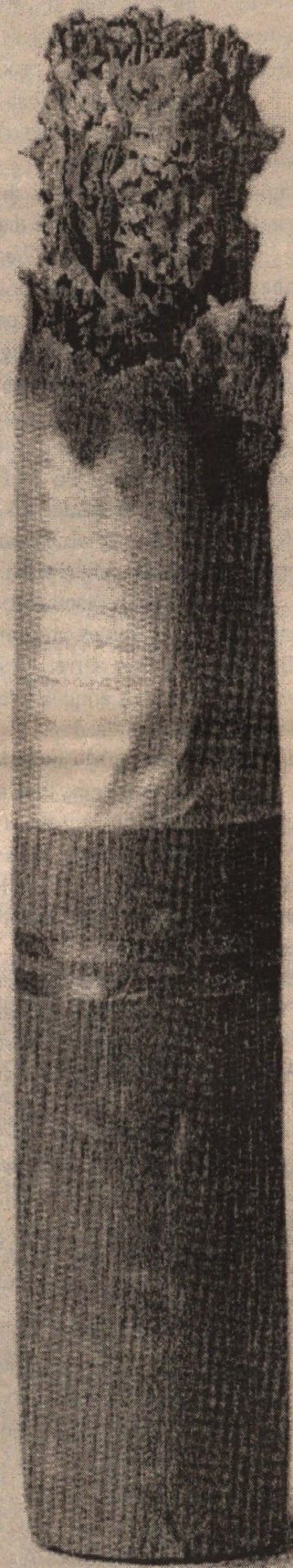
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Spanish students revisit earlier years with elementary reading

Classes take field trips to fourth grade class to read kids' books

By Doug Sieder

Spanish 4 students had the chance to turn the tables and become teachers on a field trip to Wegner Elementary School to read to bilingual students.

Spanish teacher Sue Junkroski organized the trip for the Spanish students to read some of their favorite childhood books to the bilingual students in 4th and 5th grade.

The bilingual students also read to the Spanish 4 students in English.

This was the second year that Junkroski organized this trip for the students.

She started the trips because a 1995 We-go graduate became

a bilingual teacher at Wegner, providing the opportunity for a field trip.

The Spanish 4 students enjoyed the field trip so much they told Junkroski that she should do this again.

"It was nice to see the students sitting down and reading some of their favorite childhood books," she said.

She also said it was nice to see the students sit down and just talk to the children about their lives.

Besides just having the high school students read to the children, they also wanted to be good role models to the younger children.

"We hope that the younger students would see how even the bigger kids struggle and how it's worth struggling for, and that you have to practice reading for a long time," said Junkroski.

She said that since bilingual students are more likely to drop out of school, the interaction with successful high school students, shows the bilingual children that all students struggle.

"Interacting with the older students shows them that it is okay to struggle in school," said Junkroski. "We want to show them that school is cool."

Junkroski also said it was nice to see the bilingual students want to speak in English the whole time, even though she wanted the Spanish students to speak Spanish.

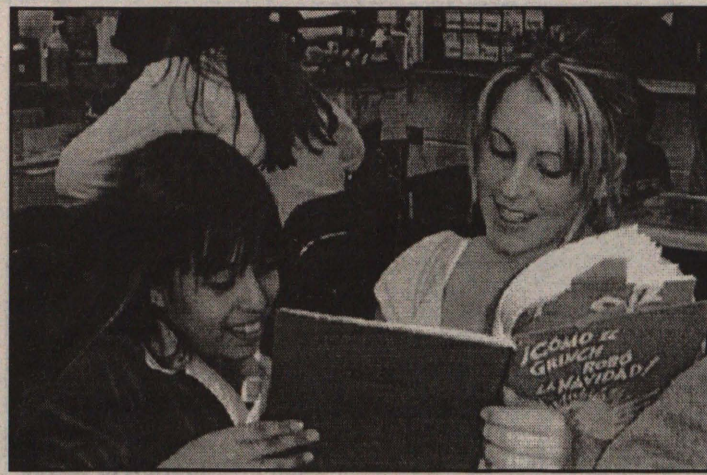


Photo courtesy of Sue Junkroski

Emily Eckstrom practices Spanish while taking the chance to read to a young bilingual student.

International Club views French murder movie

By Adrienne Mertes

The International Club got together in the LRC classroom in February to watch "The Bride Wore Black," a French film about a woman whose husband is accidentally killed immediately after their wedding.

The woman vows to murder

every one of the men who were involved in her husband's murder, so she pretends to be various people in order to get close to the men.

"The film was pretty cool and I understood a lot more of the French than I did freshman

(See Club page 6)

Choir gets back to work with many performances

By Andrea Bradley

After a break from activities, choir is ready to get back to work with many upcoming performances.

Throughout February, director Brandon Fantozzi has worked hard with the women's chorale, to get them ready for an all women's choir fest. The fest was held at Northern Illinois University, and the girls performed and listened to other choirs. Fantozzi also had some work on the girl's voices to make them even better.

March is filled with choir activities such as IHSA solo contests on March 6 and they will perform at Artworks on Wednesday.

Artworks is a school sponsored function that displays many types of art such as visual and performance art.

The chamber choir just finished singing at the monthly West Chicago luncheon on Wednesday.

Fantozzi is also excited about the Winter Concert on Tuesday. The concert will showcase all of the choirs including mixed chorus, women's chorale, and the chamber choir.

Fantozzi hopes for a good turnout of students at the concert.

"It would be nice if more students came to the concerts. They can go watch and support their friends," said Fantozzi.

Aviation Club deciding how to proceed for year

By Emily Chadraha

Aviation Club is trying to decide whether or not they will be building a club plane or individual kits.

Besides planes, members can build such things as rockets, kites, and even parachutes.

Sponsored by Annette Rubino and Eduardo Montoya, the club has an open membership and is directed towards those students who are pursuing future careers as pilots, or those simply interested in aviation.

Upcoming events include a trip to the DuPage Airport, where members are shown around such areas as the control room, and possibly taken up to fly.

Guest speakers are also expected to visit.

New to the club is the Microsoft Flight Simulator 2004, which includes a Wright Brothes display and goes back 100 years.

Meetings are held once a month in room 215 and officers have not yet been elected.

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Mendoza adds one more award to list

By Andrea Bradley

Marissa Mendoza was named Student of the Month for February.

What are your high school accomplishments?

Receiving a math award for outstanding achievement and being an editor on the yearbook staff.

What are your accomplishments outside of school?

I was captain of my travel softball team and awarded a defensive player award and an offensive player award.

Who is your favorite teacher in high school and why?

Santella, she is always there for my every need (band-aids, guy talks) and she knows how to motivate her class with pizza and bagel parties.

What is your favorite activity in high school and why?

Softball, all the pasta parties, and 6 a.m. practices.

Where do you plan to go to college and what do you want to major in?

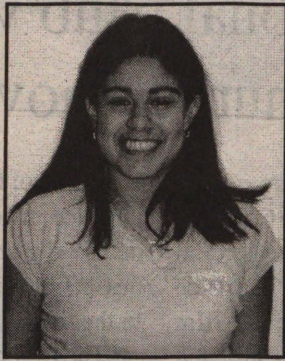
Probably Aurora University to major in education.

What do you want to do for a living?

Probably become a teacher because I love little kids.

What is your favorite pas-time?

Softball, I play as much as I can. I meet a lot of new people and travel a lot. Hotel parties are great, but the ugly farmer's tan limits my wardrobe.



Marissa Mendoza



Staff Photo

Since the beginning of the semester, Ceramics 2 students have been designing and making marionettes. This project had been greatly influenced by illustrator and character designer Brian Froud. Each student made up creatures, designed facial features and made their puppets from fired and glazed ceramic. A costume was then created from odds and ends. They are displayed by entrance A and have a written explanation for each.

Club...

(Continued from page 5)

year," said Judy Reza, an ambassador in International Club and a French 4 student.

Bellis said that everyone is encouraged to go to International Club meetings, regardless of native language, age, or grade.

"The club is an opportunity to celebrate one's native culture and explore other cultures," said sponsor Sarah Bellis.

There is a \$3 entrance fee, which helps pay for various club activities.

International Club meets almost every Monday morning at 7:30 in room 303, but check the bulletin board outside Bellis' classroom for any sudden changes or rescheduling.

LifeSmarts returns to grandstand

By Elliott Tinnes

After last year's fourth place finish in nationals, the West Chicago LifeSmarts team will return to the national grandstand with a defeat over Naperville Central and West Aurora.

The win against Central, which took place Feb. 26 at West Chicago, gave the Wildcats the crown in the 8th annual Illinois LifeSmarts competi-

tion.

Representing West Chicago in the national meet will be Ryan McQueen, Tom Grove, Dan Harms, Aaron Becker, and Jake Bermudez. Bermudez, the team's captain, is also the most experienced member, having been part of the team that took West Chicago to Orlando last year.

Unlike last year, though, this year's competition will be held

in Chicago April 24-27, much to the dismay of the team members.

"Some of the kids were a little disappointed," said coach Don Zabelin. "It's fun to visit other cities and see the sites. Last year we went to Orlando and the year before we got to go to Washington D.C."

"There is something to be said about traveling to Chicago.

(See LifeSmarts page 7)

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Proposed requirements for valedictorians start next year

Current system takes away distinction, said Highland

By Kellie Virnich

For almost 25 years, Community High School based its valedictorians and salutatorians solely on grade point average, but the Board of Education has decided to change the requirements for the award.

The changes will take into consideration how many classes and which ones that the student took throughout their high school career.

The old system of looking only at GPA has resulted in several students each year getting recognition that is traditionally only given to one.

The board felt that this took away from the distinction the title should give the student, and felt that the new system would set the most-deserving student apart from the others.

Instead of solely looking at GPA, Principal John Highland

proposed an "academic quality point system," which only applies to students with a 4.0.

Each course a 4.0 student takes would carry a point value. Highland gave the example that a student with an A in an algebra class would receive four points.

Those points would be multiplied by the credit the class is worth.

So the four points multiplied by the one credit the class is worth gives four "quality" points under Highland's new system.

Similarly, a student with an A in an art class (with 4 points) would only receive two quality points because the class is only worth half a credit.

This system will single out the highest-achieving student in the school instead of the top group of students.

"If the intent is to identify 'the' student who has distinguished himself or herself from amongst his/her peers academically, then recognizing 8-20 people diminishes this distinction," said Highland.

This change will also greatly reduce the amount of time previously used to recognize each student's accomplishments and extracurricular activities at graduation ceremonies, said Highland.

He also said that those students who have 4.0s but are not valedictorians would also be recognized at the graduation ceremony.

Highland said that the new system will not go into effect until the graduating class of 2008, so that next year's incoming freshmen can plan their classes accordingly.

With the new system, West Chicago will join most other state schools, who only recognize one valedictorian each year.



Staff Photo

Mr. Wildcat Andy Dameron talks about his best qualities for the interview portion of the contest.

Wildcat... (Continued from page 2)

the performance, as it is his last year at West Chicago.

The next part of the show to be judged was formal wear. Varsity cheerleaders escorted the contestants on stage where they would then be asked a random question. The contestants did not know these questions ahead of time, so they had to come up with answers on the spot.

During this segment, most of the participants, as well as Healy, sported tuxedos. The tuxedos were donated by Modern Tuxedo.

The formal wear segment was the final portion to be scored by the judges. While the judges deliberated over the winner, the sophomore and junior cheerleaders performed a dance routine. A video scrap book of the contestants' childhoods and

auditions was also shown.

Judging the competition were three of West Chicago's own faculty members as well as one parent. Alina Cyrus, Danielle Drumm, and Lorena Samaniego all work at West Chicago. The fourth judge, Calvin Boyd, is the father of a student at West Chicago.

Hopes were high about the show's success during dress rehearsal. "I'm looking forward to all the acts because they've all been really good," said cheerleading captain Bridgette Sanzeri.

The performers, on the other hand, were just excited about the antics they were able to pull on stage. "I'm looking forward to being on stage and being able to wear a woman's bathing suit," said Bytof before the show.

Virnich wraps up four years as March Student of the Month

By Andrea Bradley

Pat Virnich earned the Student of the Month award for March.

What are your accomplishments during your time at We-go?

All four years in student council, one year JSA, two years of football, two years of track, speaker of the House in government, one year as student leader for Snowball, member of the Fed challenge, and participated in many student council related community service programs.

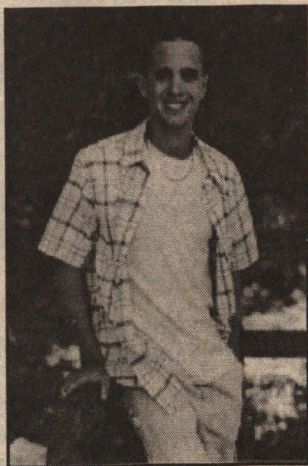
What are your accomplishments outside of the school?

Three years as a lifeguard, two years as a swimming instructor, licensed pharmacy technician.

Who is your favorite teacher in high school? Why?

Mr. Zimmermann was my

favorite teacher, he seemed to know so much about so many different things. He always wanted to learn and expand his



Pat Virnich

knowledge. He was a dedicated teacher.

What is your favorite activity in high school? Why?

I enjoy JSA. I am very interested in politics and current issues and JSA lets people come

together to share their opinions and learn new views on different things.

Where do you plan to go to college and what do you want to major in?

I plan to attend Purdue University majoring in liberal arts.

What do you want to do for a living?

I am still undecided in careers, my options so far are pharmacy, psychology, economics, sales, and politics.

What is your favorite pastime?

I enjoy reading, computers, and hanging out with my friends.

Why do you think you were chosen Student of the Month?

I think I was chosen because of my leadership roles throughout my high school career and because of the positive attitude I bring into my classes.

Photo Club gets involved with the school

By Isaiah Ly Buado

Taking random pictures and developing them is not the only thing that Photo Club does.

The club has gone to Columbia College, the Art Institute of Chicago, and C.O.D. in the past in order to study how to become better photographers.

"Photo Club has also been

involved in many school activities such as VICA and both Fun and Frosty Fest," said member Maritza Gonzalez.

When they aren't doing projects for various groups in the school, the members develop the pictures they've taken during open dark room, which they have every other

Tuesday.

"We're also planning on doing some community service projects," said member Gabby Garcia.

Art teacher Chris Bardey and Michael Conroy, photography teacher, supervise the club, which meets every Tuesday after school.

LifeSmarts... (Continued from page 6)

We don't have to make any big travel plans or spend as much money traveling," said Zabelin.

Though the competition is much closer to home this year, the team will stay downtown for the duration of the two days.

LifeSmarts tests teams and individuals in five topics: financial management, technology, environment, health and safety, and consumer rights.

The state finals against Naperville Central were a great success, but they opened the team's eyes to something else: they could be beaten.

The state tournament works on a double elimination basis. The finals came down to what Zabelin called "the truest form of double elimination competition." Going into the match, Naperville had fought back through the consolation seed, only to face off against an undefeated West Chicago team. It would take two wins for Naperville to claim the state title, while West Chicago would

have to lose twice to be knocked out. Naperville managed to take the first round away from the Wildcats. "It opened some of kids eyes and showed us we are human and we can be beaten," said Zabelin.

The Wildcat loss forced the two teams into a winner-takes-all final match. The Wildcats were able to pull off the win, thereby defending their state title and sending them to the National competition.

"Our students spent a great deal of time preparing for this event. They took several hours of the practice test available at the LifeSmarts web site and spent many hours before and after school going through study material. The knowledge gained will help them for a lifetime," said Zabelin.

The team begins practicing for Nationals this week. They will practice about three times a week. As the competition nears, practices will start to intensify, according to Zabelin.

Our View

Anti-smoke war gets unlikely supporter

Cigarettes can kill you. It's a fact that's been proven in thousands of studies and everyone knows that if you are going to take up smoking then you should prepare yourself for a lot of coughing, wheezing, and lung cancer. A media battle between the opposing sides (pro-smokers and anti-smokers) has erupted, and you can't turn on the TV and not see a "Truth" commercial these days. Keeping your lungs clean is becoming more and more popular, and anti-smokers now have a new ally in the war on smoke.

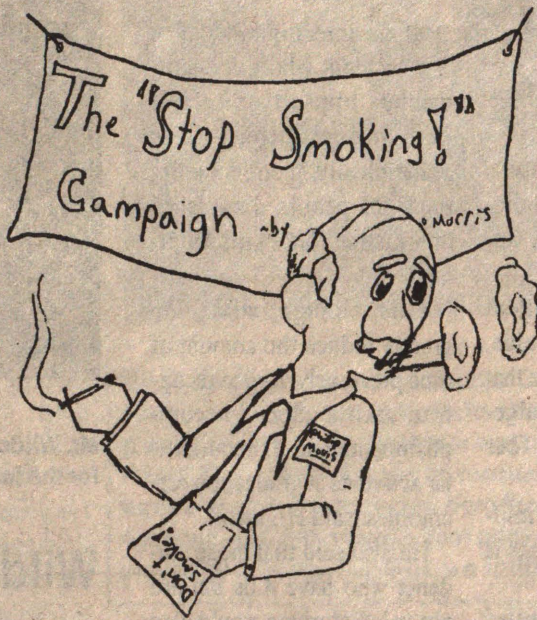
That new ally is Philip Morris. Go ahead and read that last sentence again because it probably didn't click the first time. That's right, Philip Morris has now joined the masses and is aiming to fight cigarettes.

This doesn't necessarily mean Philip Morris plans to stop selling cigarettes. After all, they have a business to run.

So the fact that Philip Morris is selling a product that they themselves are advising people to not use really says something about the company, and many people can see that it isn't because they care about the well-being of the customer.

Philip Morris has been under a lot of pressure, mainly due to lawsuits filed by people who smoke and then blame the company for their charred up lungs and constant coughing fits.

After hearing all of these heart wrenching stories, a bunch of Philip Morris executives got together for a meeting to discuss what they planned to do, and they all unanimously agreed to stop



producing cigarettes and turn Philip Morris into a charity for cancer victims and spread the word about the evils of tobacco and cigarette smoke. The preceding sentence was a joke.

Of course Philip Morris isn't going to stop producing cigarettes! The only reason philipmorrisusa.com was put up was to get themselves out of the legal stranglehold they'd been in.

To avoid further legal prosecution (and thusly allowing the company to save more money), Philip Morris decided to post a web site (along with a sappy commercial) to warn people about the dangers of smoking so when a lawsuit comes up they

can use these devices as shields from prosecution.

Nobody in their right mind would tell somebody the product they're selling is bad (and furthermore suggest people already using it to stop using it) unless that move would be less damaging than not telling the customer at all. That happens to be the case with Philip Morris.

So if you think about it, is Philip Morris really doing anyone any favors?

Sure, their ad campaign is masked behind sappy music and worried, insistent voices telling you the evils of smoking, but who does it help in the end? The customer?

Hardly. If smokers haven't yet gotten the message that smoking is harmful then they must've been in a 50-year coma. Philip Morris' message has changed from "Smoking is good" to "Smoking is good but it will kill you and you shouldn't smoke. But while you're here, have a cigarette."

It doesn't add up. There is no way there is someone out there naïve enough to realize that this new campaign only serves to give the illusion of cheap compassion for people huffing and puffing their lives away. It's sad that something that seems so right only serves to do worse things.

Philip Morris is unstoppable now. With no more future lawsuits to worry about, Philip Morris seems to be in the clear.

The only thing anti-smokers can do now is keep fighting and hope that the states will pass more laws to limit the amount of cigarette smoke flowing through the air and into our lungs.

Chicago public school funding neglects education

Chicago public schools have cheated their students out of a quality education by wasting \$1.5 million in federal funds, with over \$450,000 unaccounted for.

The school district received the federal funds (called Title I funds) to educate poor students, and not for anything else.

This just begs the question: How could that money be misused so easily?

The facts answer this query. Chicago Public Schools decided that after school sports programs deserved over half a million dollars, \$144, 831 should go towards parent volunteers who do not have qualifications to teach.

Chicago even gave almost \$230,000 to schools that were not entitled to the federal funds, and about \$168,000 are on "other" expenses.

And, so far, only 25 percent of Chicago schools have been audited for these results. That means that more problems probably have occurred in other schools.

At one school, a floor waxer and fancy two-way radios were more important than poor children's education. At another, the money was spent on office supplies and basketball uniforms. It may be that the schools could use these supplies and tools. But they should not take precedence over the school's educational obligations. What could be going on in the minds of Chicago school administrators? Do they really think that floor waxers are more important than the children? The Title I funds have a purpose, and that purpose went unfulfilled. Title I funds specifically state that the money should only be spent on helping children learn, not to buy new uniforms.

Chicago public schools need to make up the

money they misspent. They should be required to take the money out of their daily expenses and niceties. If that means one less floor waxer, then so be it.

Moreover, Chicago should be penalized for hiring unqualified persons to act as teachers. Those who need an education, especially those who are

not as fortunate as others, should get the best education possible, which can't be done with unqualified "teachers." Schools have an obligation to educate their students and prepare them for the rest of their lives. Chicago has obviously failed this objective by spending valuable education money on trivial supplies.

Mexican candidate breaks gender barrier

Mexico may make ground breaking history with a female candidate for president in the 2006 elections. Marta Sahagún, Mexico's first lady, has confirmed her interest in becoming a candidate for the presidential elections for 2006.

Even before Sahagún told the media that she planned to run the media and the political party Partido Acción Nacional (PAN) already considered the possibility of Sahagún becoming the next president. PAN started an Internet survey asking public opinion on whether Sahagún would make a good president or not. The organization announced that they were going to support Sahagún if she ran. Already people are predicting that the presidential race will come down between Sahagún and López Obrador, mayor of Mexico City.

Even though Sahagún is a woman she has already gained the support from the public and PAN and it seems she has a good chance to become Mexico's next president.

Does this mean that Mexico might be the first country to have a female president? It sure seems like it since Sahagún is already starting her campaign to run and she is well known in Mexico. If this is to be true, would the U.S. follow in Mexico's

footsteps?

This idea is not unrealistic since in an article by Carole Kennedy for the White House Studies said that according to a 2001 Internet poll by the White House Project showed that 59 percent would vote for a female president, 26 percent said that they might, and 15 percent said no. Also in a 1996 General Social Survey 16 percent of correspondents said that woman should stick to running their household and leave politics to men.

According to a Gallup Poll in 1999, 92 percent indicated they would be willing to vote for a "qualified female president". Seven percent said that they would not vote for a female president, and one percent said that they had no opinion. The acceptance that a woman can run for president has certainly increased since 1975 when only 73 percent said that they were willing to vote for a female president, and in 1984 it was 78 percent.

Still each poll gets different results because of the way each poll words the question. So it's hard to compare the polls to each other. Even though there is some opposition to a female running for president the message is clear the U.S. can handle having a woman running for president.

Point/Counterpoint

Gay marriage: What's the problem?

By Kyle Bullis

It's the 21st century, and by this time I would've thought that people have finally come to terms with the fact that not everyone on this planet will abide to the standards that the majority of the population sets.

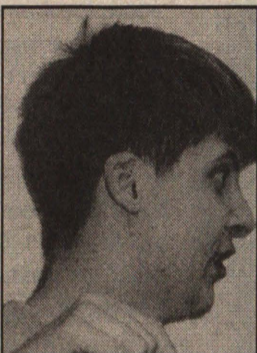
This country has become, for the most part, racially and sexually tolerant. Affirmative action is in place and there aren't any public lynchings in the south. All people should have equal rights because that is what this country is based on. Equal rights for everyone. Freedom. Liberty. Um, except for gay people. They're out. Am I exaggerating? How is it that we can understand that minorities have just as many rights as white people and yet we can't allow equal rights for gay people? Massachusetts is currently fighting to keep gay marriage in, while on the other side of the country, San Francisco is trying to limit and eventually ban gay marriage.

What's the big deal? I realize that many people consider homosexuality to be a sin but allowing gays to *legally* marry keeps religion completely out of the picture.

Churches will still be allowed to deny marriage to gay couples, and that's something people either fail to understand or don't care to understand.

How does this effect you? I've heard all kinds of nonsense on this issue. Some think that gays only get married to make a statement. Okay, but heterosexuals aren't? It didn't take long to find the gigantic, gaping flaw in that little spark of wisdom did it? Gays get married for the same reason straight people do. Don't ban it just because you can't understand it. Many people have religions others feel are ludicrous or weird, but we haven't made laws limiting or banning those (yet). If there is one thing President George W. Bush should be thoroughly criticized for, it is his stance that gay marriages are wrong, or in his words "troubling." Oh no! It sends chills down my spine just thinking about it. We don't understand it, so let's ban it! That is seriously the only reason I can think of to ban gay marriage. Maybe it'll stop the spread of homosexuality. It won't, but that's how some people may think. Do I think homosexuality is right?

No. I don't think racism is right either, but I respect a racist's right to think and feel the way they want even if they happen to be wrong. I'm surprised that in a country founded on rights and liberties there is such a controversy on homosexuality. Homosexuality won't go away. Why fight it? Live and let live, as the saying goes. It's a mantra more people should embrace.



Gay marriage wrong, according to religion

By John Jennings

As I have grown up, I have come to believe that homosexuality is wrong. This comes mainly from the fact that I am Christian, and being a religious person, I believe God decreed that homosexuality is wrong.

A marriage is a sacred thing, and is only supposed to be between a man and a woman. The Bible mentions nothing about marriages between two men or two women.

Another thing to think about though is this; what is going to happen to the kids of these gay parents? When the child grows up, it is very likely that the kid will be mercilessly ridiculed. Is it fair to that child to make him grow up being made fun of? It stands to reason that gay couples are more likely to adopt a child than a single homosexual because that is the trend of the adoptions of straight people. So this means that if gay marriages are allowed, more children will be put into the care of gay couples. These kids have no choice in the matter. In addition, forbidding gay marriage is not unconstitutional. Nowhere does it specifically mention gay marriage. It talks about a person's rights and liberties, but it does not mention anything at all about marriage.

While it is right to say that church and state are separate, marriage is supposed to fall under the church side, but with our society, marriage has been lumped into the state side. With various states declaring gay marriage legal or illegal, the issue of gay marriage has become a state issue, and is no longer considered a church issue. Also, people do not want to ban gay marriage because they do not understand it. They want to ban it because they feel it is wrong. People who are against gay marriage are against it because they feel that it is not the right way to live.

These people are not expecting homosexuality to go away, they just do not want something as sacred as marriage defiled by people that are going against what it is all about. Marriage is not meant for homosexuals.

Today, homosexuality has become such a hot button issue that not even presidential hopefuls will stand behind their opinions 100 percent. They are all too scared that the public will reject them if they denounce gay marriage. They all need to grow a spine and take a stand either way. Those of them that truly do not believe in gay marriages should say so without fear of public reprisals. Marriage is expressly between a man and a woman, and I think that it should stay that way.

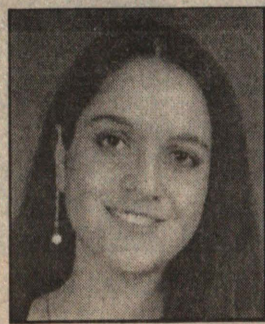


Random Thoughts

Why are teenagers so stressed out?

By Kellie Virnich

I am so tired. I've been tired for a year and a half, ever since I started high school.



It's not just the homework and presentations, though those are exhausting enough.

Now you also have jobs, and sports and extracurriculars that have to be taken just as seriously as jobs or else you're off the team.

All of these aspects together make your life stressful enough, without adding your once uncomplicated and undemanding, now melodramatic and emotional group of friends to the madness.

Why are teenagers so dramatic? Why do we make everything more complicated than it needs to be?

For example, it's never just two girls fighting. It's two girls, all of their friends, their boyfriends, and so on. These girls have some sort of unwritten agreement not to talk to each other about their own problem, because something might get re-

solved, and no one seems to want that to happen.

Instead, each girl complains to everyone who will listen about the fight, which is of course, always the other girl's fault. Friends and parents need to spread the information as much as possible so that others can voice their own opinions and add more pieces to the story, which is obviously incomplete.

After a lot of unnecessary hurt and possibly a final confrontation, the fight, in the end, probably stemmed from a misunderstanding in which neither girl is innocent. The problem is that no one says what he or she wants anymore. People are hiding behind masks and pretending everything is fine, when really, it's not.

If something is bothering me, I tell the person who can make it better. If I'm worried about my friends, I talk to them.

People don't want others mad at them, so they stay quiet. They may say they don't care, or make up rumors about the other person.

I don't understand why people can't just talk it out. If anyone knows the answer, I'd like to hear it.

I really hate the phrase "the real world," and

how it's always used to describe being an adult versus a child.

It makes us seem like we're living in a dream where nothing bad or stressful ever happens.

Maybe that's why we have had to think about our future and what we want to become ever since we started school. There's nothing wrong with thinking about your future. But teenagers are supposed to know what they want to do with the rest of their lives by the time they're 12, and if they make one wrong decision about a class or activity, it could ruin their entire future.

Some students have meetings and practices before and after school every day, plus jobs, family and friends, and the never-ending schoolwork from the classes needed to get into college, get a good job, and be generally happy as an adult.

You can never miss more than one day of school at a time, or you'll become lost in every class, with all your teachers on your back to catch up.

Then you can't play in the next game because you missed practice, but you still have to attend, and the cycle goes around and around.

The best years of our lives, right?

Disturbing but true...

No matter how hard the custodians may try, by the end of the day the bathrooms around We-go tend to go from clean to just frightening. And We-go's students have stories to tell...

Known for its graffiti, toilet paper waste, and *smell*, the boys' bathrooms are obviously the worse of the two.

"There's pee everywhere and it needs to be cleaned up. Guys' bathrooms need couches like the girls' bathrooms."

"We need better toilet paper."

"They're too small."

"They smell bad and no one flushes."

"The only good ones are the ones by the field house and the ones near Entrance A. And even those are bad sometimes."

"Why do people always try to clog the sinks?"

"People should stop flinging (stuff) all over the walls!"

"The graffiti is really offensive. I would like to be able to go to the bathroom without having to see so many racial slurs written in the stalls."

"I wish people would stop spreading poo everywhere."



At least to the minds of guys, the girls' bathrooms are clean and probably pink. But in actuality, it's white.

"The bathrooms on the third floor don't have toilet paper, the sinks are always clogged up, and sometimes the toilets don't work."

"The newer bathrooms on the first floor are cleaner."

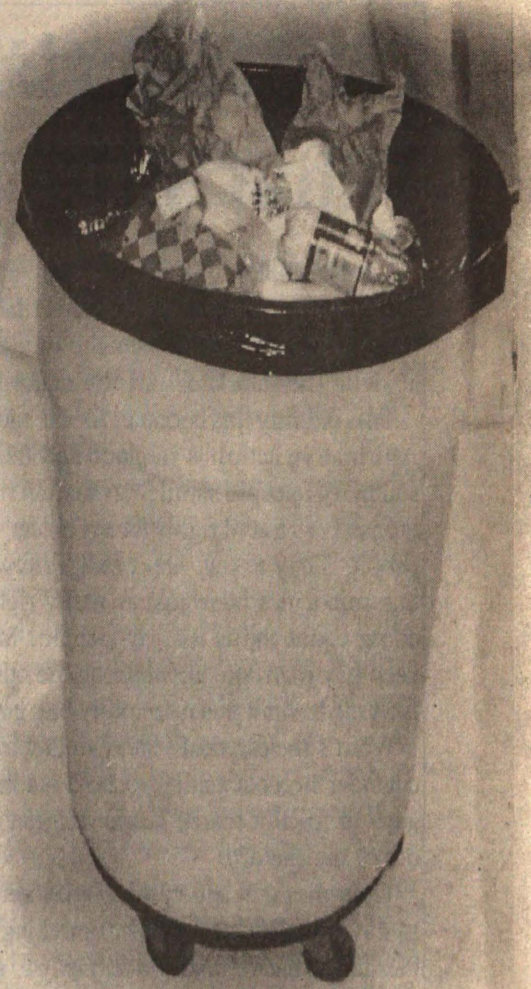
"I think that the bathrooms require more attention to be clean, because the regular bathrooms are scratched and drawn on."

"Dirty water falls out of the toilet and the puddle of water just sits there."

"The bathrooms are ugly. There aren't enough stalls, it's too crowded, and only sometimes are some bathrooms clean."

"They're okay, because the sinks, mirrors, and the floor aren't dirty."

"The bathrooms are okay, I guess. I barely use the bathroom at school anyways, but they seem pretty clean."



We're eating

By Mary Beth Selby

Community High School commons cafeteria: Perfect cleanliness or garbage dump? Just how disgusting is the school's main eating plaza?

"I think it's disgusting," said junior Lilli Cassidy.

What exactly makes commons disgusting? Is it the globs of food spills left behind lunch trash, or a stench lurking over one's shoulder?

"I don't eat in commons. The tables are greasy," senior Bob McLaren said.

Lee Corning doesn't really feel that the cafeteria is

Paper and Plastic... But no diapers

By Brittany Rose

Approximately 5,000 pounds of paper are collected and recycled every month by 19 Science 1 students.

Jodi Donovan has been teaching Science 1 and running the recycling program for six years.

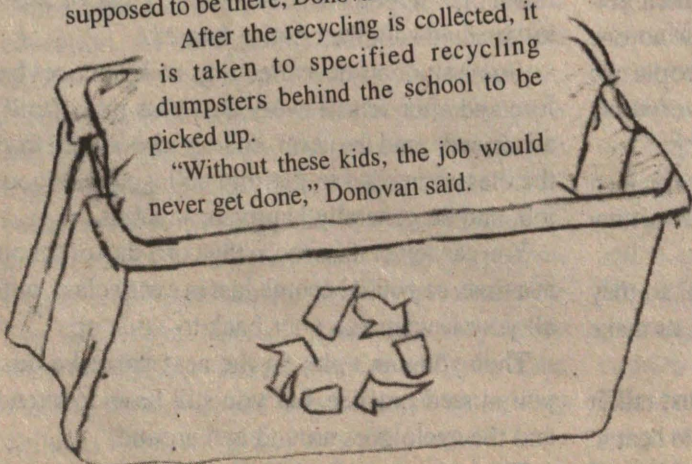
"I would encourage people to recycle as much as possible. It helps to save non-renewable resources," said Donovan.

Students collect the bins every Wednesday and only paper, plastic bottles, glass, and aluminum should be put into the recycling bins. Tennis shoes and diapers are among the odd items which have been found in the bins.

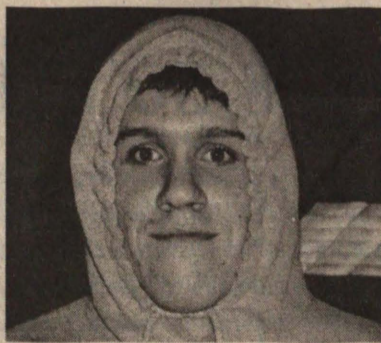
Please do not put anything in the bins if it's not supposed to be there, Donovan said.

After the recycling is collected, it is taken to specified recycling dumpsters behind the school to be picked up.

"Without these kids, the job would never get done," Donovan said.



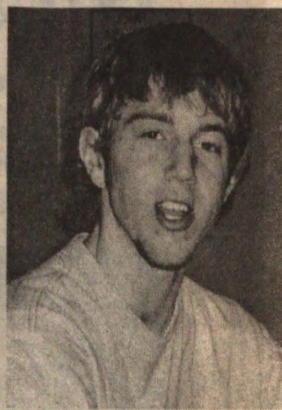
How do you feel about the garbage



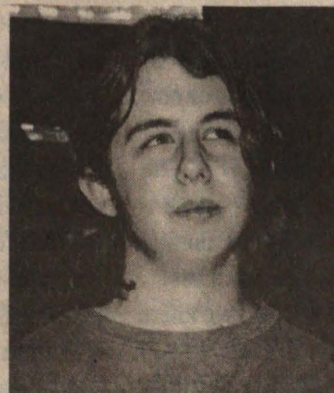
Kenny Tinnes (junior)

"What garbage? I can't specify what garbage you're talking about."

"I don't care as long as it goes away and people don't see it."



Nick Lelito (junior)

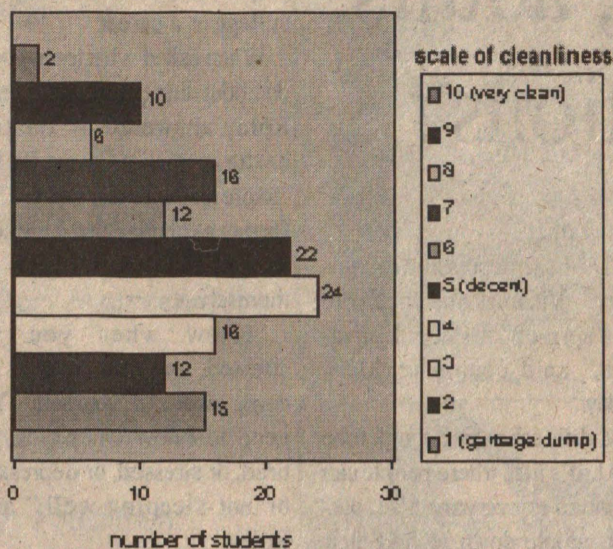


Josh Foster (senior)

"(The garbage is) pretty disgusting. People have to learn how to be more... nice about things."

"It's our job (to clean) who (leave a lot of garbage) but it would help if there was more security so that part time in Indian Kitchen as here. Here they get the floor. They leave f

A recent survey asked 135 students how they felt how clean the commons area was during their lunch period, rating on a scale of 1 to 10: 10 represented very clean; 1 represented a garbage dump. The numbers after the bars are the amount of students that voted in that particular area.



“Principals” of cafeteria etiquette

“I consider everyone to be young adults. We’re not talking about 9- and 10-year olds, where they have to be told to do everything. This school is like (the students’) home, and we would expect everyone to treat the school like home and pitch in to keep it clean,” said We-go’s Principal John Highland.

Therefore, Highland, along with the rest of the CHS staff, would like students to be sensitive to this issue, pick up after themselves, and respect the rights of others. For the most part Highland feels students do all right, but because of the few that don’t do their duty, their garbage adds up in the end.

ng here?

clean, provided he keeps his food on his tray and off the tables.

Ryan Stuhr, on the other hand, thinks it’s clean, commending the custodians for their good work.

However, should the custodians have to clean the cafeteria when people are too messy?

Katie Cloutier said, “I go to lunch seventh hour and it’s gross. They (students) shouldn’t leave the mess to the janitors.”

For such a messy job, Rob Casey also feels the custodians do a good job.

However, if the custodians are doing a good job picking up the commons, why do so many people feel the cafeteria is a disgusting place to eat?

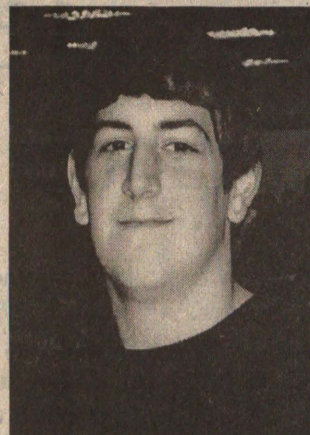
“It angers me. People should clean it up. It smells,” said David Frommert.

The same pungent stench that bothers Frommer might be the same smell that Jim Deickman thinks causes a rodent problem.

Angie Losacco thinks commons’ garbage is worse than last year because more lunch remains are scattered around the area.

How do you feel about the garbage in commons?

“It angers me. People should clean it up. It smells.”



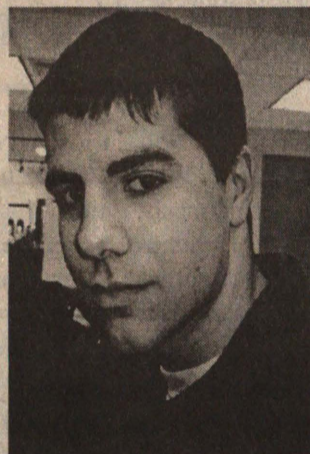
David Frommert (junior)



Mark Halberg (sophomore)

“The degrading state of the commons’ cleanliness makes me fear for my intestinal tract.”

“As long as the garbage isn’t around me, I don’t care. I am thoroughly disappointed in those that disrespect our environment in this way.”



John Doseckle (junior)

page in commons?

Eek! A mouse!

By Doug Sieder

There have been rumors around the school that We-go has a huge rodent problem, and that the school seems to be “dirty” or unsanitary.

We-go junior Nick Lelito feels that We-go has problems

with critters.

“I’ve seen many bugs in my classroom, one time I saw two cockroaches in the lunch room, and I think that we need to spray the school for bugs,” he said.

In another case last year, We-go junior Amanda Schwinn had a mouse run by her while she was at her locker before school.

Principal John Highland,

however, said that We-go and the rest of the county had a problem with rodents last year. The high school and many other organizations in the county had professionals set up traps and spray the building to fix the problem.

He has not been aware of any problems since the first incident that he was confronted about.

Highland would like to remind students to make sure that they don’t leave food on the floor and keep all food in sealed bags, so critters are not attracted to the building.

Other faculty members have not noticed any problems this year with un-

wanted insects and funny creatures. We-go math teacher Eric Lasky had a rodent in his classroom last year, but has had no problems with any kind of critters this year.

English teacher Mary Hafertepe said, “I occasionally see bugs but I’ve only seen about five or six throughout my 20 years at the school. For the most part I would consider our school clean.”

Highland has said that our school is pretty clean and others seem to agree with him.

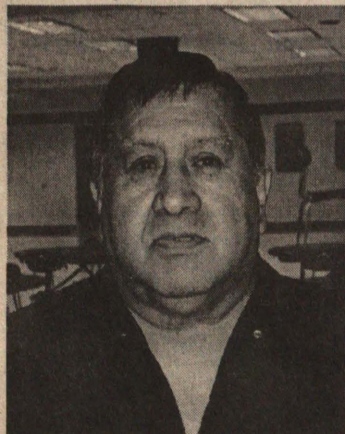
We-go freshman Dan Rizzo said, “No, I haven’t seen any bugs this year. The high school is cleaner than my middle school.”

Also We-go freshman

Pete Konchar said that he hasn’t seen any bugs this year, and that he’s been impressed with the school and how clean it has been because of the size of the building.

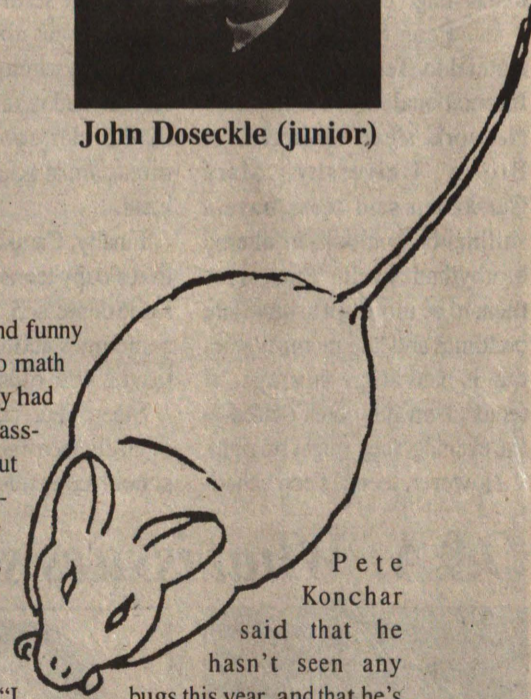
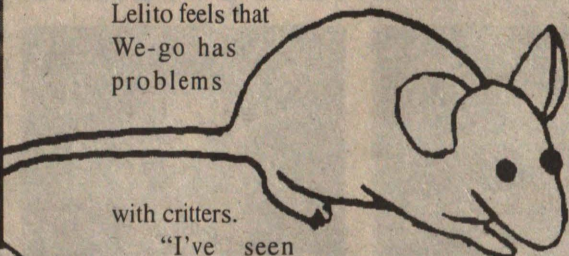
Junior Evan Skarin said that he has never seen a bug, and feels that we have a clean school compared to others.

Despite the rumors going around about We-go having a “critter” problem, many people feel that there is no problem in the high school, and there should be no worries about it.



Benitno Orozco (custodian)

o clean up commons), but there are people of garbage). We try to have everything clean if they helped by being cleaner. Before there so the kids wouldn’t make a mess. I worked in Knoll and there wasn’t as much garbage y get stains on the walls, ceiling tiles, and ave food everywhere too.”



Teenage sleep deprivation:

Is it caused by teens, adults, or hormonal fluctuations?

By Mary Beth Selby

Almost every day, teens will hear or use one of two phrases, being "I'm tired" or "I'm sleep deprived." Why are teenagers so well accustomed to these two statements?

Sleep deprivation is partly caused by teenagers' busy schedules.

"Teenagers are involved in so many activities, they don't have much time to sleep,"

said school nurse Carolyn Pinney.

We-go student Amanda Weier said

kids are so tired because, "in order to excel in commitments, time is required." Commitments such as school, sports, and church take time and can be exhausting.

In "Poor Sleeping Habits Natural for Teenagers" from the International Child and Youth Network, sleep researcher at Brown University Mary Carskadon said teens have a shifting body clock, an altered biorhythmic cycle. This causes them to be more apt to have late bedtimes and late morning rises that is natural for their age. If teens claim they aren't tired in the evening, they might be right. However, teens' sleep sched-

ules do not coincide with the world, with its early school schedules and work times, including many in-between daily activities that require brain activity, said Pinney.

Since the 1970s, Stanford University sleep experts have identified teenagers to be the sleepiest age group, need-

ing nearly eight to nine hours of sleep a day, approxi-

mately two hours more than the elementary school age group.

However, with the emotional shift from elementary to pre-teen and teenage life, and the sudden introduction to a demanding school schedule, the average teen sleeps four hours less than their necessary amount.

With the severe lack of sleep, teens are not able to learn because they cannot pay attention. As Carskadon said, kids may be in the classrooms, but their minds are at home on their pillows.

Finally, Carskadon also states that sleepy teens often have the same depressed, irritable mood, sometimes acting as cranky as tired 2-year-olds.

Sleep deprivation seriously controls teen moods, and even school counselors experience

the wrath.

"Do I see depression? Absolutely. Violence and anger can be a spin-off of sleep deprivation," said counselor Mary Roley.

Middle school is a tough time of a kid's life, where people can be mean to everyone else, putting people down to find their place on the social ladder. These tough middle school years may be an effect of sleep deprivation. Middle school takes place during the early and pre-teen years when begin to require more sleep.

Some schools have considered sleep deprivation and have established later school times. This, however, indirectly adapts

kids to later-day schedules, not preparing them well enough for college or a career.

When asked what teens could do about depression and moods, Roley answered by quoting health specialist Covert Bailey, "More rest with less sleep." She further explained that kids need to find the best solution for themselves.

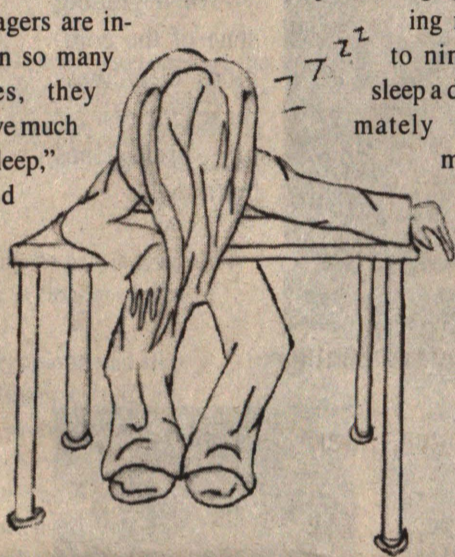
"Know when you are stressed, and you need to become aware of yourself. You need to know when you are tired, or stressed, or depressed, or not sleeping well," said Roley.

She suggested that exercise is an excellent form of stress relief.

The best that kids can do to acquire more sleep is not stay up late chatting with their friends, watching TV, or playing video games, and those that lose sleep to a busy schedule can try to cut back on their activities or responsibilities.

"Some teenagers have too much homework but most just stay up because they choose to. I understand people have extracurricular activities, and so do I. However, most people stay up late because they are bored. Teens get sucked into TV and don't do the small amount of homework they have," said student Davey Taylor.

(See Sleep on page 16)

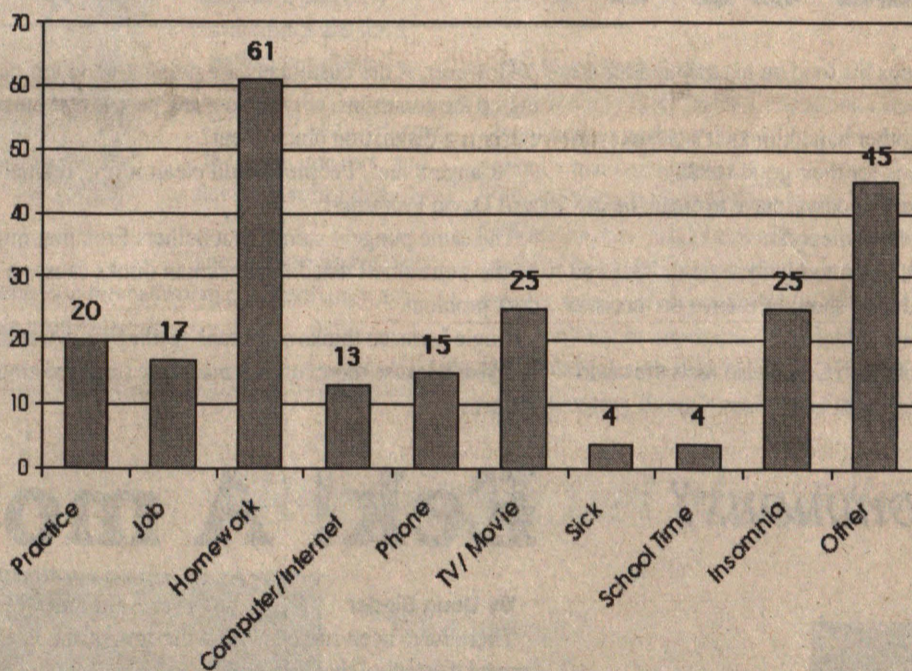


Survey says...

A survey was taken to analyze how tired We-go teens are on a regular basis. In a single day, students of all grades were asked if they were tired, and how many hours they slept.

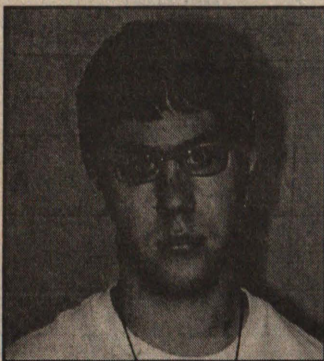
- Students surveyed: 178
- Avg. hours slept: 6.32
- Kids tired: 120
- Avg. hours slept: 5.96
- Kids not tired: 38
- Avg. hours slept: 7.97

Reasons for lack of sleep



*The numbers show how many students stated the reasons given above as to why they lacked sleep.

Q&A: What issues should be addressed next presidential election?



Salvatore Rizzo
Senior

The war on terror in Iraq will be a crucial issue in November when voters arrive at the polls. The candidates need to focus on this during their campaigns, because most Americans find how secure their country is to be a pertinent issue.



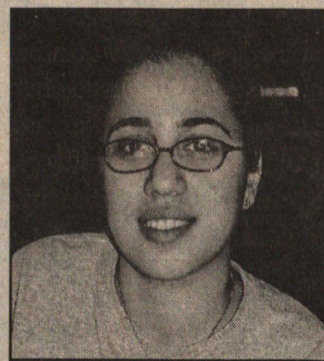
Melissa Prusko
Senior

I would like to see the two parties not be so divided and to come together for the best of the nation. Especially with the gay rights talk and the pending amendment on it. I would like to see immigration addressed as well.



Carly Tuma
Sophomore

Gay marriage.



Summer Hassan
Junior

I believe the issue of our energy source needs to be addressed because if we continue to depend on the Middle East for oil we will continue to be involved in Middle Eastern affairs.



Carl Sauter
Senior

First, I would like to see the issue of homosexual rights addressed, and I would prefer that people support such rights. I certainly expect the whole Iraq/security thing to be mentioned. I would find it irresponsible to ignore that issue, no matter what.

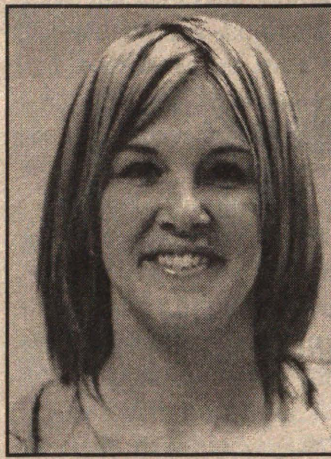
Paw Prints

Who's reading what around We-go?

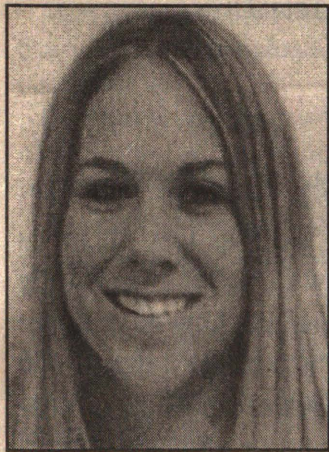
For the rest of March, 30 minutes will be set aside each Thursday during 9th hour for a reading session. This page is dedicated to books and the people who read them.



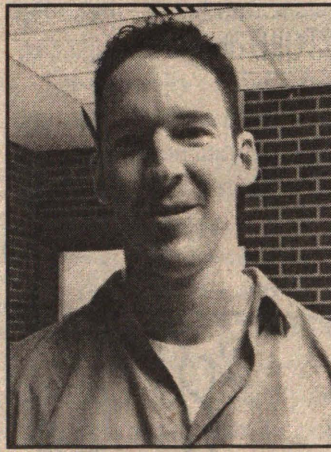
Name: Tiffany Lorenzi
Year: Freshman
Favorite book: "Seventeenth Summer"
Author: Maureen Daly



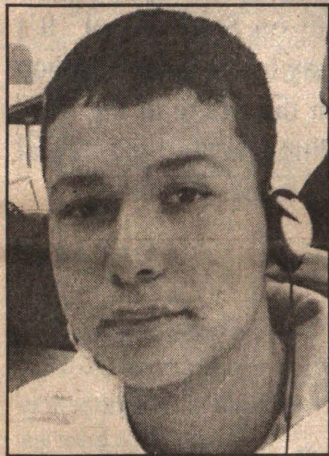
Name: Kim Maloney
Athletics Department
Favorite book: "Catcher in the Rye"
Author: J.D. Salinger



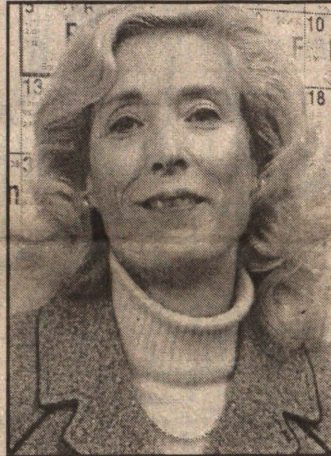
Name: Keri Mederich
Year: Freshman
Favorite book: "The Hot Zone"
Author: Richard Preston



Name: Shawn Healy
Social Studies Department
Favorite book: "Autobiography of Malcom X"
Author: Malcom X



Name: Raul Huerta
Year: Sophomore
Favorite book: "Holes"
Author: Louis Sachar



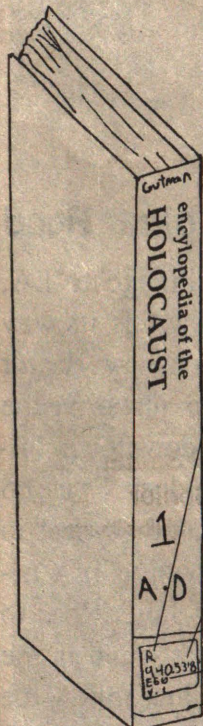
Name: Joanne Tunt
Science Department
Favorite book: "The Teeth of the Tiger"
Author: Tom Clancy

The Dewey Decimal System Breakdown

- 000-099: Generalities
- 100-199: Philosophy and Psychology
- 200-299: Religion
- 300-399: Social Sciences
- 400-499: Language
- 500-599: Natural Sciences and Mathematics
- 600-699: Technology (Applied Sciences)
- 700-799: The Arts
- 800-899: Literature and Rhetoric
- 900-999: Geography and History

The Dewey Decimal System explained

All of the books in the LRC are filed under a very organized system called the Dewey Decimal Classification System. Here, the system is explained using a sample book, the "Encyclopedia of the Holocaust".

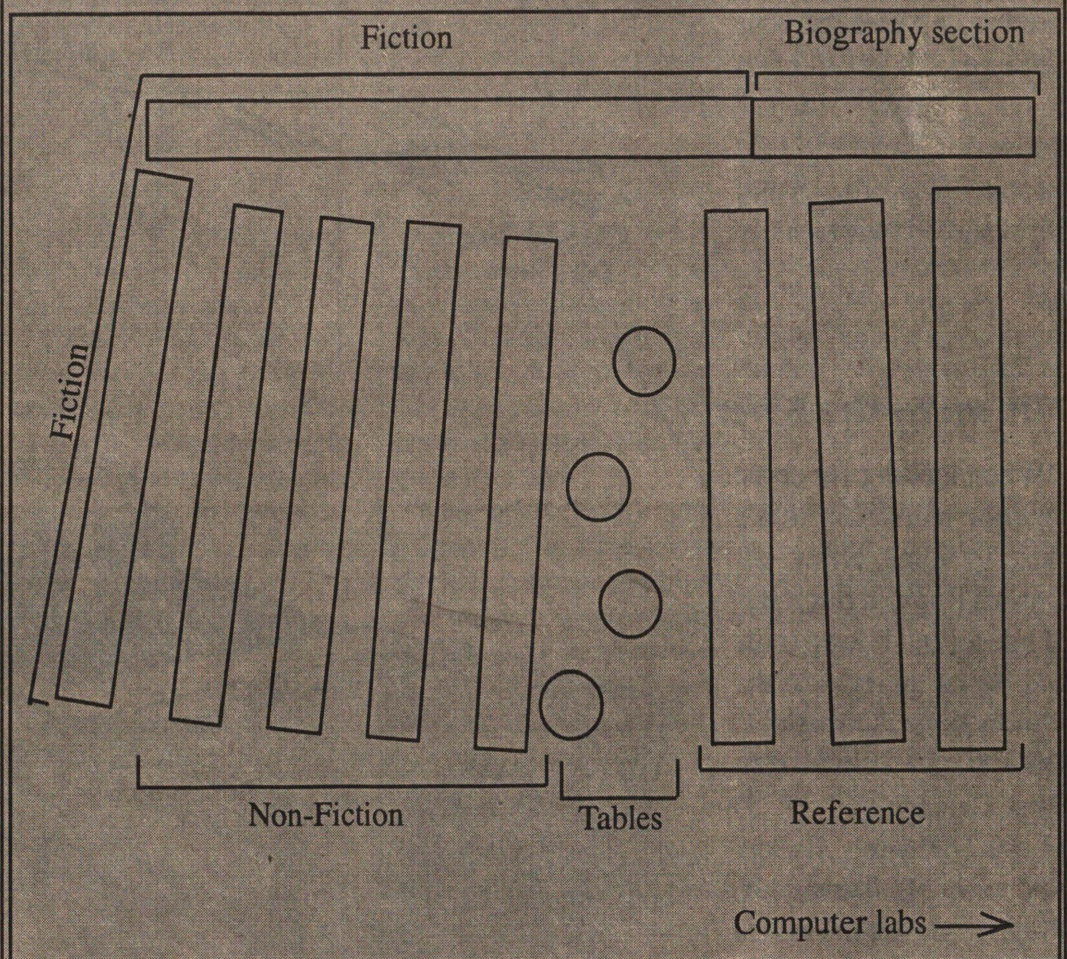


R The letters represent what style of book it is. In this case, it's "R" for "reference."

940.5318
Under the Dewey Decimal Classification System, this is the number that the book is filed under.

E56
The "E" represents the first letter in title of the book. The "56" represents the author's special designated number.

Lost in the LRC? Don't know where to find your favorite book? Check out this map of the LRC!



The library's collection of books is concentrated on the western wall by the computer labs. Here is a bird's eye view of where the books are and how they are separated.

Olsen shelves her We-go career:

High school librarian Sarah Olsen returns library card after 17 years

By Kellie Virnich

West Chicago High School librarian Sarah Olsen faces all the same pressures and frustrations as a teacher, without the closeness of her own class, but she still loves her job.

She gets excited every time a student or class comes in and asks for her help, and is truly enthusiastic about every subject she comes across.

After 17 years of working in the school's LRC, Olsen has decided to retire.

She's leaving this spring with mixed feelings and several options about what she'll do next.

"I've been so busy for so long, I can't even imagine what to do with the time," said Olsen.

Olsen has kept herself busy from a very young age. Her goal in high school was to take every class offered.

"I didn't even care about how many credits I needed to graduate. I was just interested in ev-

erything they had," she said.

This interest paid off when Olsen, after several years of indecision, found a job that encompassed an endless number of topics, one where she could help others find what they were interested in. Obviously, this was being a librarian, and helping others become as interested as she is.

Olsen also worked at the Leyden High Schools' libraries in Franklin Park and North Lake for two years and at public libraries in other states for five years before her family moved to Illinois.

Before she came to work at West Chicago, Olsen had taken some time off to raise her two children, and when she decided to return to work, she realized she also wanted more of an education herself.

When Olsen went back to school to get her teaching degree, she knew that it would take

a lot of time and money.

Then she remembered a quote from Abraham Lincoln that verified that she wanted, and needed, to go back to school. "I will study and get ready, and someday my chance will come."

Olsen takes this to mean that when an opportunity comes, you should be ready. This is just what she did when she decided to be a high school librarian.

"It's a privilege to work with kids and learn from them. It's their time of change when they get ready for the next thing," said Olsen. "Plus, it's fun."

She especially enjoyed working at the high school rather than at an elementary or middle school, and seeing students that came in as young, immature freshmen grow into, hopefully, responsible adults and leave ready for the rest of their lives.

She considers the students and staff part of her family and regards it as an honor to work with them. She believes it's time to move on to the next thing.



Staff Photo

It doesn't matter what subject a class is researching, Sarah Olsen is able to locate the exact book a student needs.

New counselor suggests students always have a plan for the future

By Andrea Bradley

Nicole Westenberger is the newest member of the counseling team at We-go.

New counselor Westenberger came to Community High School after her internship at Waubonsie Valley and then working for a number of colleges. She replaced Bob Patterson, who took Scott Krebsbach's place after he resigned earlier this year. Patterson's position was only temporary.

Westenberger loves to help students; in fact, it is her favorite part of the job. She loves working with students that have different issues such as family and friend problems and life problems.

Westenberger knew that she wanted to work in a school, but she did not know what she wanted to do. After completing a degree in speech pathology she wasn't sure what her future would hold for her.

Finally, she realized that she

wanted to become a school counselor. Although she knew what she wanted to be, she didn't think she was ready for the hard work that would get her there. In order to become a counselor, she would need to return to college to earn a teaching certificate.

Westenberger encourages students to have plans for their future. She suggests the career center for students who aren't sure what career opportunities are available.

Westenberger said that she wishes she had visited a career center in school so she would have been better prepared.

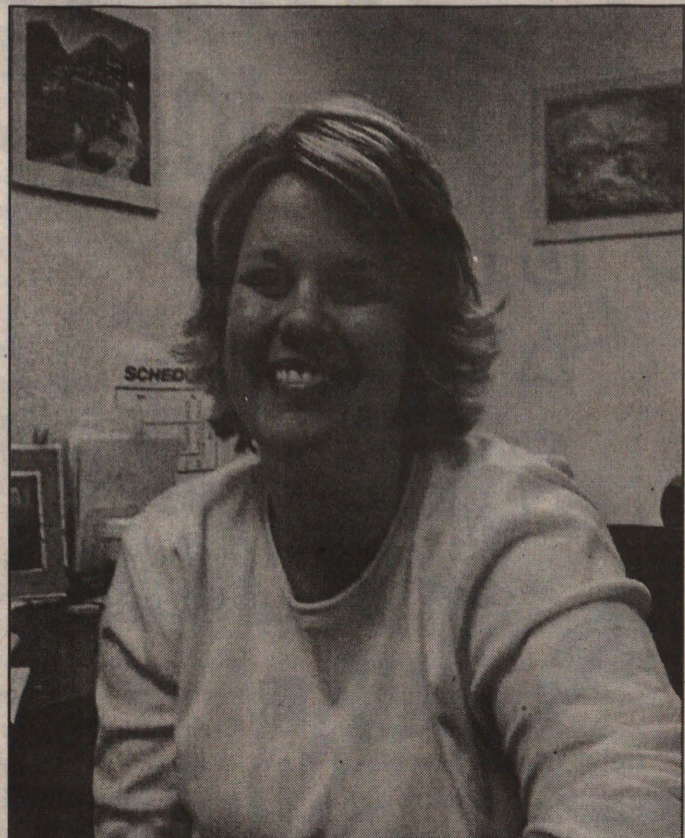
Since she wasn't exactly sure of what she was going to be, she spent extra time and money for college. If she had been better prepared, she would have saved a lot more time and money focusing her studies much earlier on.

While Westenberger was in school, it wasn't so much her school subjects that made her want to become a counselor.

Counseling was more of the leadership positions along with her participation with peer mediation.

Using her past experiences, Westenberger enjoys working with students who need to find answers for themselves.

She believes that everyone needs a person to talk to. When (See Counselor page 16)



Staff Photo

Nicole Westenberger uses personal experience to help students plan for the future.

College Column

The clock is ticking

By Mary Beth Selby

As the clock keeps ticking for college, seniors need to be aware of the deadlines approaching.

Depending on the student, some seniors already have their college/university picked out. However, some students have the problem of having to still choose a school.

Now is the time for narrowing down choices, said counselor Maura Bridges.

She advises students to continue researching schools that have made their final cut by searching for deeper insight.

Try asking for student experiences, social interests, safety, teacher availability, activities, and any other vague details, and even talk to a teacher.

Possibly the best form of research is actual experience.

"Go back for a visit, schedule an overnight and try to sit in on a class pertaining to your field of study," said Bridges. This allows the student to feel the campus, observe a real day of school or pretend to actually live at the school.

While most schools in general have a May 1 deadline to choose their school, some may have earlier or later deadlines. Bridges warns students about the need to keep watch of each particular date so as to not miss out.

Counselor Ward Rau has suggested to some of his students having a hard time with their decisions to send in the deposit money, if it is a considerable amount, to both or all schools to at least claim a spot at the school as a student and reserve a place of residency in, hopefully, the choice dorm.

Those following through with this plan, however, must keep in mind that they can only go to one school. The money sent to the other schools not chosen will be lost when the final decision is made. A reason to try this advice would be to prolong the deadline in order to more carefully make a decision yet still live in a choice dorm.

Aside from the schools, Bridges stresses that students know they still have time to work on scholarships, and there are many opportunities to obtain such money.

Counselor Barbara Brennan is in charge of the scholarships and would be able to help seniors, or even juniors, find scholarships reflecting their abilities.

Bridges continues to remind students about the Free Application for Financial Student Aid (FAFSA) form. The FAFSA form is government funding that given is based on one's tax return from spring of 2003.

"No one needs to make a final decision right now, they still have time, but everyone needs to keep deadlines for their own choice schools in mind. We can only keep track of so much," said Bridges.

Remember, the decision finally made, even in the summer, is not conclusive. If the school actually does not work out next year, the student can always transfer.

If a student, however, really wants a certain scholarship or residency in a certain hall, he or she should closely watch the time they have left so as to not be left out.

Counselor... (Continued from page 15)

a student feels like they have no one who understands, she makes sure she is there.

When a visitor observes her neat desk, Westenberger said, "It's only clean today," and further explained that she is naturally disorganized.

Despite her desk duties, she always makes time for her stu-

dents.

Westenberger believes that everyone has problems, and encourages students to seek help.

"Lots of people think that going to a counselor makes you different. But the truth is, we are like going to your hairdresser or a medical doctor. You go when you need help. It's normal," she

said.

She also said that conversations are kept confidential unless the student is threatening to harm himself or others or if someone is harming the student.

The guidance counselors or social workers can talk about problems with a student.

There are a lot of other parts of the job, but her least favorite is all of the paper work. She

doesn't like computers or anything to do with administrative tasks.

The hardest part of her job is helping students who feel that they don't want an education or don't see the importance of education.

"Education is the key to whatever you want," said Westenberger.

Every time a student comes in and says that school isn't important, she starts out by asking them why they believe that. She will ask them what they want in life, and remind them that money and education go hand-

in-hand.

"It could be anything like going on a date to buying a new car. Money and education equals lifestyle," she said.

She will remind them that getting a better education means a better chance of getting a job you love. She talks about rent, food costs, and all the other necessities to live a good life and asks how the student will achieve these things.

Westenberger said that there are many benefits to her job. She said the biggest benefit is having the opportunity to influence a student's life in a positive way.

Sleep... (Continued from page 12)

Adults, as a whole, can try the best they can to lessen the demands on kids in general, whether it is in the home, at school, work, for sports, or requirements for kids to achieve their dreams.

"Kids spend most of their time doing homework. Some teachers don't realize that kids have a lot of other outside of school activities and spending seven hours a day at school plus homework is a little exhausting," said Kelly Wdowiarz.

Sometimes kids need to participate in everything they do because expectations for colleges are much greater and more extreme than they were a generation ago.

Colleges not only look at good grades and test scores, but

also quantity of activities, such as fine arts and athletics, leadership, companionship, servitude, and strength of character.

"Kids are so tired because they have trouble balancing time with all their activities," said Megan Andracki.

English department head Jeff Kargol agrees that kids have a lot going on. He said kids have to look at their priorities, such as a job, activities, sports, and homework.

"I believe that teachers always give homework with a purpose, such as to practice a concept taught in class, or preview something to be learned the next day.

"Teachers are very cognizant of what is going on and I don't feel they give out homework

just for the sake of it. I try not to give homework for the weekends, because kids still need to have fun," he said.

Kids also have to budget time for sleep if they really want it, said Kargol, which means budgeting activities and commitments.

Carskadon suggests a routine bedtime to help reset a teen's body clock. If a student is used to early morning rises, they shouldn't need to sleep in late on the weekends.

Teen sleep deprivation is natural, according to Carskadon. However, teens and adults can both remedy the severity of it by being aware of the hormonal alterations and taking proper steps to help reset the teen sleeping clock.

Parting is such sweet sorrow.
Say good-bye to your favorite senior by purchasing a senior ad in the May issue of the Wildcat Chronicle.
Sales in commons soon.

NO SKILL. CHOKER. JANKY.
WACK. HOOP DREAM. SUCKA
PUNK. BRICK LAYER. SHORTY.
ALL HYPE. JOCK.
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ñ Noticias

ESL ayuda a los estudiantes

Por Maria Perez

Mary McCarter y Sonia Muñoz son parte del mismo mundo de Ingles como un segundo idioma (ESL) y el Programa Sheltered.

McCarter enseña ESL 3 y Muñoz está matriculada en el programa y toma ESL 3.

McCarter empezó a enseñar ESL en 1986 en We-go para los adultos en las tardes. En el año escolar de 1991-92 McCarter empezó a enseñar ESL en We-go para estudiantes todo el día.

McCarter argumenta que los estudiantes necesitan ingles en el futuro para tener éxito en los Estados Unidos y tendrán más oportunidades si pueden escribir y leer en ambos idiomas.

"Ellos se dan cuenta y nosotros nos damos cuenta de que necesitan ingles para sobrevivir y salir adelante en este país. Si se quedan aquí por un tiempo corto o se quedan permanente, ellos necesitan aumentar el lenguaje," dijo McCarter.

Muñoz piensa que sabiendo ingles le permitirá tener un buen trabajo donde le pagan mas por



Foto personal

Clases de ESL y Sheltered hacen una diferencia para las estudiantes Alejandra Gonzalez y Susana Mendoza.

saber ingles en el futuro. Su argumento es que personas que nada más saben español trabajan en lugares donde les pagan un poquito porque no saben ingles.

"Yo me siento mal porque siento que discriminan a la persona por no saber ingles y

siento que tienen que pagarles igual a los que saben ingles por que hacen el mismo trabajo," dijo Muñoz.

Muñoz se siente que las clases de ESL son buenas porque les ayudan a los estudiantes mucho, los hacen sentir cómodos, y les ayudan aprender ingles.

Pero una desventaja con las clases ESL y Sheltered es que durante clases de P.E. Muñoz se encuentra en una situación difícil. Como todo está explicado en ingles, Muñoz se siente que cuando no entiende algo que dicen, las maestras no están dispuestas a explicárselo otra vez. También ella se encuentra sin poder explicar algo porque nada más sabe ingles básico. Muñoz pasa las clases copiando otros estudiantes o hablando a estudiantes bilingües.

"Yo me siento mal porque siento cuando pregunto que las personas me critican por no saber ingles y siento que empiezan a reírse cuando les pregunto algo," dijo Muñoz.

McCarter está de acuerdo que los programas Sheltered y ESL protegen a los estudiantes. McCarter argumenta que Sheltered y ESL son la mejor manera para que los estudiantes mejoren el ingles y tendrán éxito. Pero los estudiantes nada más están con estudiantes de ESL en vez de con estudiantes en clases regulares. McCarter cree que los beneficios de las clases ESL y Sheltered cuentan más que lo negativo.

"Lo bueno es que promueve que los estudiantes aprendan ingles. Ellos aumentan su habilidad, aprenden toda la

materia a un nivel apropiado para ellos. Yo puedo ver una desventaja para los estudiantes de no estar en clases con mainstream estudiantes. La meta de las clases de ESL y Sheltered valora ese intercambio," dijo McCarter.

Muñoz se siente que las clases ESL y Sheltered son buenas porque le ayudan mucho, hacen sentirse cómoda, y le ayudan a aprender ingles. También ella les puede hablar en español y no se burlan a sus errores cuando trata de hablar ingles.

"Afuera de clase yo me siento un poquito bien porque estoy tratando sola de hablar ingles y no me da pena," dijo Muñoz.

En las clases Sheltered y ESL Muñoz se siente que es justo por que tratan a todos igual. Le gusta como los maestros explican cosas hasta que lo entienden en ingles y español.

En la otra mano Muñoz argumentó que no se sentiría a gusto en clases regulares porque no se siente preparada para esas clases y sería difícil para ella. Muñoz está de acuerdo que es una desventaja estar en ESL y Sheltered porque piensa que aprendería ingles más rápido si se exponía al ingles más tiempo.

En cada manera ESL y Sheltered tiene un impacto fuerte en los estudiantes y maestros.

ESL and sheltered classes prepare students for a future in the U.S.

By Maria Perez

Mary McCarter and Sonia Muñoz are both part of the same world: The sheltered and ESL programs.

McCarter teaches ESL 3 and Muñoz is enrolled in the sheltered program and takes ESL 3.

McCarter started teaching ESL for adults at We-go in 1986 during the evenings and in 1991, she started teaching ESL to We-go students full-time.

McCarter hopes that students gain knowledge and improve their English vocabulary, reading comprehension, and writing skills in order to achieve their goals.

McCarter argues that the students need English in their future to be successful in the U.S., and they will have more opportunities if they are able to read and write in both languages.

"They realize and we realize that they need English to survive and succeed in this country. Whether they are going to be here for a short time or stay here permanently, they will need the language proficiency," said McCarter.

Muñoz thinks that knowing English will allow her to have a good job where they pay her more for knowing English.

Her argument is that people who only know Spanish work in places where they pay little because they don't know English.

"I feel bad because I feel that they discriminate the person for not knowing English, and I feel that they have to pay them the same as the people that know English because they do the same work," said Muñoz.

As an ESL student, Muñoz feels that ESL classes are good because they help students a lot, make them feel comfortable, and help them learn English faster.

Still, the sheltered and ESL classes have a disadvantage as the comfort fades away. During P.E. classes Muñoz finds herself in a difficult situation. Since everything is explained in English Muñoz feels that when she doesn't understand something, the teachers aren't willing to explain it to her again.

She also finds herself unable to explain things to teachers since she only knows the basics of English. Muñoz gets through classes by mimicking other students or talking to bilingual classmates.

"I feel bad because I feel that when I ask other people for help

that the people criticize me for not knowing English and I feel that they start to laugh when I ask them something," said Muñoz.

McCarter agrees that the sheltered programs and ESL do protect the students. She argues that sheltered and ESL classes are the best way for the students to improve their English proficiency and be successful. Still the students are spending more time with other ESL students

than students in regular classes.

McCarter believes that the benefits of the ESL and sheltered classes outweigh the downsides.

"The good is that ESL it promotes the student learning English and increases their proficiency. They are able to learn all the subjects at a level that is appropriate for them. I can see a drawback sometimes to students not being in classes with the mainstream students. The goal of the ESL and sheltered classes is worth that trade off," said McCarter.

Muñoz agrees that the ESL classes are good in helping her and making her feel welcomed.

She feels comfortable among her fellow students who help her and each other when they don't understand something. Also she can talk to them in Spanish and they don't laugh at the mistakes she makes speaking English.

In the sheltered and ESL classes Muñoz feels that it is fair because they treat everyone the same. She likes how the teachers explain things until she understands them in Spanish and English.

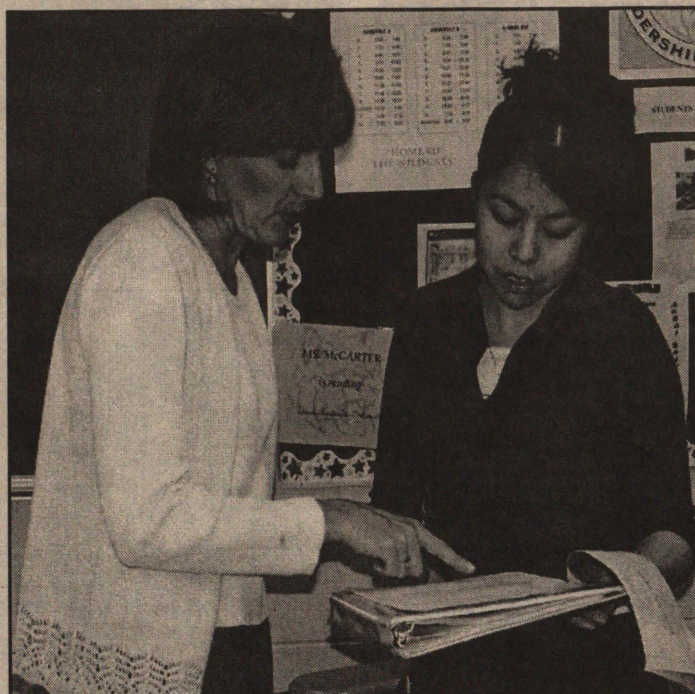
On the other hand, Muñoz argues that she wouldn't feel comfortable in regular classes because she feels that she is not prepared to be in those classes. Also it would be difficult for her to be in those classes.

She agrees with the disadvantage of being in sheltered and ESL classes because she thinks she would learn English faster if she was more exposed to the language.

Muñoz finds it difficult to speak English because when she tries to speak and she doesn't know a word to express herself she feels bad. Then she starts to feel nervous and she doesn't know what to say. She said that if she doesn't know one word in English then she has a hard time understanding the rest.

"I feel bad because I feel that people start to ridicule me because I can't speak the language," said Muñoz.

Either way, sheltered and ESL classes are having an impact on both the students and teachers.



Staff Photo

Mary McCarter helps prepare her student Norma Sanchez-Cortez for an English-oriented world.

Girls badminton preparing for new season with first-time coach

Badminton team looks to get a few early wins in the DVC this season

By Maria Perez

As badminton season begins there are new faces and new expectations as to what the team should accomplish this year.

New and returning players, along with first-time coach Jessica Inch are preparing for a great season, hopefully one with many victories.

"My first responsibility is to get to know the team and its strengths," said Inch.

These first weeks Inch said that she plans to get varsity and junior varsity set up and prepare the teams so they are ready to compete.

Already, the badminton team has been preparing for the season. Player Ashley Egert said that she attended the badminton open gyms, jogged a few

days, and practiced a lot to regain her skills for the upcoming season.

Other players like Cassie Kleczewski and Sabrina Potirala have been working out and practicing with their fellow badminton players.

Inch said she was going to get the badminton team ready for the season by, "taking it day-by-day and getting them serious and excited about badminton."

Inch plans to spend time with each girl, taking time to know the players, and learning names.

The badminton players have their own expectations this season. Egert has a competitive streak and she would like to win the DVC this season.

For some of the girls on the

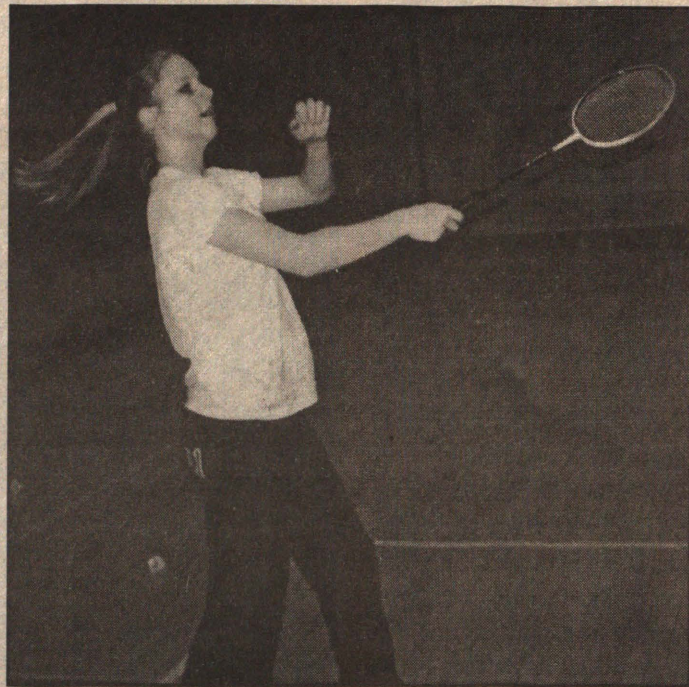
badminton team the only expectation that they have of themselves is to do their best and win some matches. Egert expects that the team will have a few wins in the DVC and beat their record from last year. Other players agree that they expect to do better this year as they gain knowledge and skill.

"We won a tournament last year. I hope to go back and win it this year," said Egert.

Inch plans to encourage the team by setting an example for her team to follow. Some examples are that if she tells the team to be on time, she will make sure to be on time herself and, if she tells the team to run hard, then she will run hard too.

"They need to work hard and believe in what they are doing," said Inch.

The team already believes in what they are doing and they are enjoying it too. Egert joined



Staff Photo

Cassie Kleczewski and the rest of the badminton team do whatever they can to stay in shape during the offseason.

the team because she likes to play badminton and she enjoys meeting all of the other people that joined the team.

"Badminton is a more competitive sport than people think," said Egert.

Others like Kleczewski and Potirala are in badminton because they are good at it and

enjoy playing it.

To add to this type of team spirit, Inch said that the team needs a positive and aggressive attitude because badminton is a very competitive sport, and they are in a tough conference. Inch looks forward to her learning experience with excitement.



Staff Photo

Alyssa Giliberto (right), and Paula Mazzola (left), and the rest of the team are both hoping to do well at the DVC championship.

Girls track looking to win the championship

Team plans to hurdle over the field

By Elliott Tinnes

Every year, as the girls indoor track season winds to an end, one last hurdle looms in the distance.

Before the girls begin focusing on their outdoor season, they must first prepare for the DVC indoor championship.

The girls had their first glimpse of the competition in their meet against Wheaton North on March 2.

According to coach Katerina Claiborne, it is always a battle between West Chicago and Wheaton North.

Last year the Wildcats beat

out Wheaton North for a fourth place conference finish.

The showing put them just behind Glenbard North, Naperville Central, and Naperville North, the three traditional powerhouses, according to Claiborne.

Claiborne expects Glenbard North to top the conference again.

The team pulled out a victory in the triangular home meet. The team bettered Wheaton North's 59 points and West Aurora's 28 points with a 74-point effort to give them their

(See Girls track on page 19)

Eltrain's View

Cubs in position for their first World Series trip in a long time

They're back. Both Greg Maddux and Eltrain return

By Elliott Tinnes

Talk about a comeback. For a while, many people believed he would not return. They believed he had hung up his hat, had called it quits.

Then there was hope. Hushed voices whispered of dreams becoming reality and excitement crackled through the air like an electric current. No one dared speak too loud for fear that it might not come true.

Then it came. The newspaper even said so. He was back. After an agonizingly long hiatus, he had returned. The Train was back. Oh yeah, and the

Cubs snagged Greg Maddux, too.

All the way back in 1987, one of today's best pitchers donned a Cub's uniform and headed to the mound for his first of 18 stellar seasons. Unfortunately, at least for the North Side of Chicago, 12 of those 18 years went to the Atlanta Braves.

After winning his first Cy Young award with the Cubs, Maddux has gone on to win three more. In 16 of his 18 seasons, he pitched 300 or more innings. The only exceptions came in his first year and in 2002, when he pitched 299. He carries a career record of 289 wins and 163 losses, second in wins among all active pitchers.

His career ERA hovers at a comfortable 3.96. He pitched for at least 15 wins in each his last 16 seasons. In the numbers game of baseball, Maddux is a great pitcher with a great career behind him.

But with all these numbers aside, there are still some who doubt. To some, there is only one number that matters: 37.

Maddux is 37.

Naysayers believe that Maddux's time as a great pitcher has come and gone. He is now nothing more than an aging icon who would rather jump the shark than depart with some dignity. What can I say? Maddux is 37. However, that should not matter.

But add Maddux to a team where he can share the mound with Kerry Wood, Mark Prior, Carlos Zambrano, and Matt Clement, and you have one strong rotation. It is definitely the best rotation in the NL Central, arguably the best in the majors.

The excitement from last year's trip deep into the playoffs still flows through the off season. Hopes for the Cubs are high, with many believing this year's team has a very realistic shot at making the World Series.

If there has ever been a player good enough to be the final piece to the Cubs' puzzle, Maddux is it. If there is ever a year to make up for those last five outs we missed last year, this is it.

Just so long as we keep Steve Bartman off the third base line.



Sarah Rysell places at state competition on bars

By Brittany Blanchard

West Chicago-Wheaton North Girls Gymnastics Co-Op competitor Sarah Rysell placed 26th on the uneven parallel bars in the high school gymnastics state competition at Palatine High School in February.

Rysell qualified in the All-Around category for the sectional meet at Oswego High School, which allowed her to perform in all four events, but it was her performance on the uneven parallel bars that made her eligible for the state competition.

"I was very happy. It was a goal of mine throughout the season," said Rysell in regard to her state qualification.

At the state competition, Rysell scored an 8.925 on the

uneven parallel bars, which ranked her 26th in the state.

Head coach Jorie Spayth still believes, however, that Rysell can go even further next year and improve upon this year's showing at state.

"If you would have asked either one of us before sectionals, bars would be the last event we'd think she'd qualify on. So I can see her, next year, making all around or qualifying on more individual events," Spayth said.

Rysell has participated in gymnastics for the previous 13 years and decided to leave the Midwest Academy of Gymnastics this year to compete for the Wheaton Co-Op.

"A lot of my friends were talking highly about it so I thought I'd give it a try. It was really fun

and a great experience," said Rysell.

Spayth recognized the change that Rysell has experienced in going from a club team to high school gymnastics.

"I think Sarah adjusted well to high school gymnastics from club and she did a good job working hard through the season. She's a leader and a good motivator and a lot of the younger girls on the team look up to her," Spayth said.



Photo courtesy of Darlene Fanselow

Rysell is looking to do even better at state next year.

Future of We-go's gymnastics in question

By Brittany Blanchard

The West Chicago-Wheaton North Girls Gymnastics Co-Op is questioning whether or not they will be able to compete next year in gymnastics.

The Co-Op's two year agreement has ended and the team is looking to re-new it for next season.

In fall of 2002, after all of the principals and athletic directors in the DuPage Valley Conference accepted the ar-

angement and the West Chicago and Wheaton North school boards reached a financial agreement, the Illinois High School Association approved the Wheaton Co-Op for a period of two years.

However, after this year's season, the Co-Op will end and the gymnasts, coaches, and parents involved are hoping that the program will continue.

"The girls' personalities meshed really well and it made us stronger as a whole. West

Chicago brings a lot to the team with their skills and their personalities. Our team wouldn't be the same without them and I really hope it works out again," said head coach Jorie Spayth.

This year, the team hopes the program is renewed. If so, it will require a verbal agreement between both West Chicago and Wheaton North athletic directors and the approval of the Co-Op by the IHSA before Oct. 1.

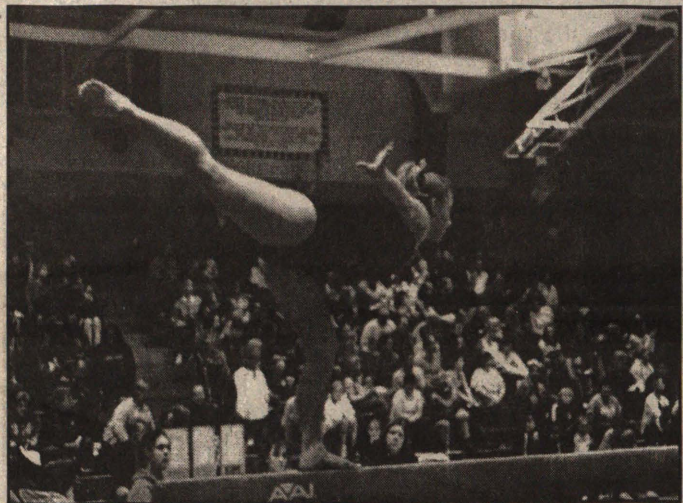


Photo courtesy of Darlene Fanselow

Sarah Rysell competed in high school gymnastics for the first time this season.

Girls track... (Continued from page 18)

fourth win in the last four meets. Their winning streak, though, has been no surprise. "It's been about what I expected," said Claiborne.

While winning has been good for the team, Claiborne sees rougher roads ahead. The upcoming Rolling Meadows meet will showcase several teams who will present the Wildcats with stiffer competition. Teams such as Rolling Meadows, Oak Park, and Bartlett are all formidable opponents.

The larger track at Rolling Meadows will also push for faster times. Claiborne believes that this meet will allow the girls to better their personal bests.

Several factors within the team have contributed to the girls' success. The field events have been exceptionally strong.

According to Claiborne, the Wildcat's win over Wheaton North came through their dominance in the field events. The girls stacked all four events:

pole vault, long jump, triple jump, and high jump. In the long jump, the Wildcats claimed all four scoring places. Senior Laura Baumrucker also added field events to her repertoire, taking first in the long jump.

"We've wanted Laura to do field events for a long time. She finally started doing them this year and she's having a lot of fun with them," said Claiborne.

Claiborne credits several more individuals with strengthening the team. Sophomore Phyllida Kornesci has been a great help to the team, filling the gaps in the sprinting events.

Kelly Mateas has also been a top performer for the team. Mateas, who was unable to run due to her injuries, rejoined the team after basketball this season.

Since then, she has gone on to be the team's fastest mile runner.

According to Claiborne, the team's practices are not going to change as the outdoor season begins.

Athlete of the Month

Lesniak's amazing junior year doesn't lower goals for senior year

By Doug Sieder

Jeff Lesniak has been chosen as Athlete of the Month for his accomplishments in swimming.

Who inspired you the most during the year?

My coach, Eugene Spirak has inspired me the most this year.

Do you play any other sports?

Yes, I enjoy playing tennis, skeet shooting and fishing.

What sport do you enjoy the most?

Fishing, because it is so relaxing compared to the high intensity of daily life.

What plans do you have after high school?

After high school, my plans are to swim in college and major in engineering or physics, or both.

Do you plan on playing any sports after high school?

Yes, I plan on playing everything I play now.

What is your best sports memory?

My best sports memory is breaking one minute in the 100 breaststroke.

What are your hopes for

your senior year in swimming?

I am hoping that I make the U.S. open cut in the 200 breaststroke, get top three in state in the 100 breaststroke, and make state cut in several events.

What coaches have helped you achieve your goals throughout high school and how did they help you?

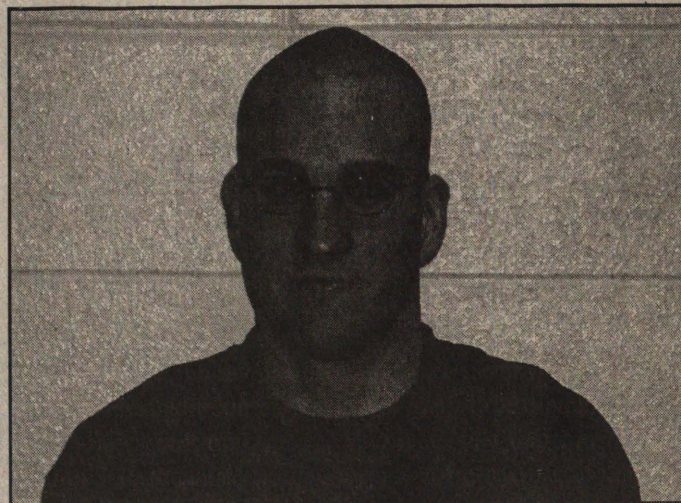
Dan Johnson, Eugene Spirak, and Bryan Artel have all helped me achieve my goals throughout high school.

How many years have you been involved in swimming?

Eight years.

Have you achieved any award(s) in those sports?

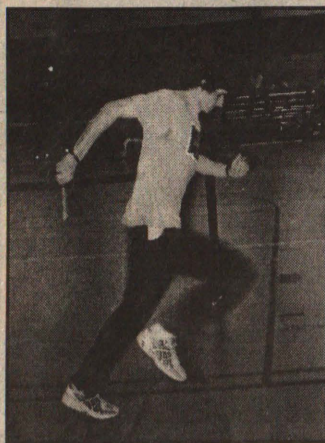
In club swimming, I won state in one event and second in another as a 12-years-old, and won state in two events as a 14-year-old. I got tenth in state this year for swimming, and recently obtained a junior national cut in the 200 breaststroke. I am also just four-tenths of a second away for the U.S. open cut.



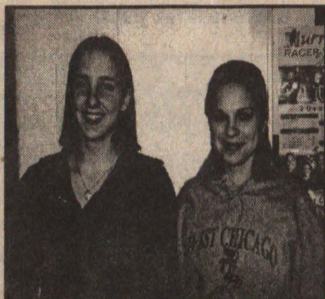
Staff Photo

Jeff Lesniak is looking to improve upon his junior year by hopefully making the U.S. open cut in the 200 breaststroke, and make the state cut in several other events.

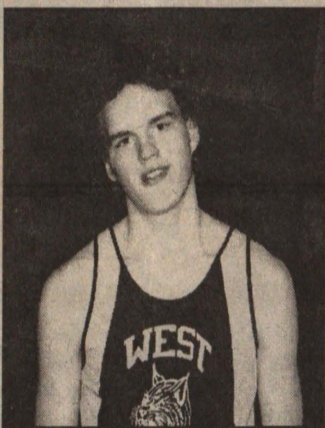
Today in Sports



The boys track team won both of their first two meets of the season.

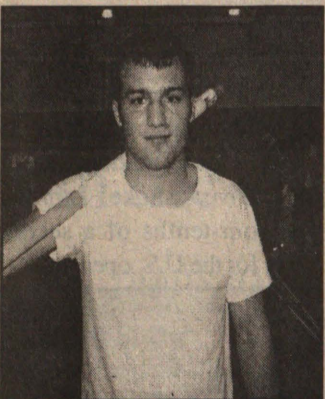


Athletes of the Meet for the girls track team were Brittney Peters (right) and Erika Kane (left).



Rich Visser (above) and Mike Smolucha are both top 40 mile runners for indoor track in the state.

Jeff Lesniak placed in the top 10 in state for swim team and also received Athlete of the Month honors for March.



Jeff Raymond's (above) 14-foot pole vault and Mike Savagnago's 6-foot, 4-inch high jump are among the top five indoor track records.

Senior and varsity basketball player, Lee Corning was voted to the All-Conference Team.

Boys basketball lost their first game at regionals to Naperville Central, 54-45.

Focusing on skills is goal for boys tennis

Team looking to beat Hinsdale South

By Kyle Bullis

The boys tennis team is gearing up to ace Hinsdale South on Saturday.

The team has been practicing to improve their mechanics so they can be fresh and ready to go for the upcoming season.

Senior Ryan Masschelin and junior Eric Gotkowski are both veteran players returning for another season.

Both of them have played during the regular season as well as in indoor tournaments and summer leagues to stay at the top of their game in the off-season.

However, a few returning players did nothing during the off-season to improve or keep up their skill level.

A few new players have also joined the team.

Senior Phil Buksa has been showing some significant ten-

nis skill. "He's a good athlete. Very quick," said head coach Sione Moeaki.

Freshman Kurt Fuchs has also signed up for boys tennis and is showing good skill as well.

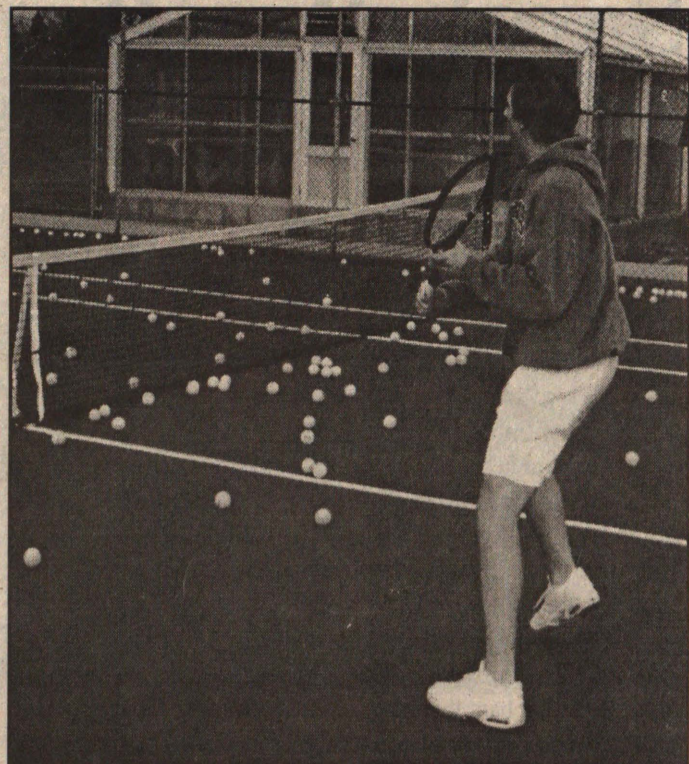
Moeaki's goal for his team is to have everyone skilled in every aspect of the game.

He wants his players to have strong serves, skillful backhand and forehand hits, play the net well, and cover the court.

His players are currently working and training hard to accomplish this goal to become better players.

During practice the players warm up by running a mile and then stretching.

Then they spend about 20 to 25 minutes working on their techniques and mechanics, such as serving, receiving, positioning, and all other vital tennis



Staff Photo

Ryan Masschelin and the rest team are working hard so they are at the top of their games when the season begins.

skills.

The team then breaks down into their respective levels and does drills that help them develop their focus and concentration during a volley.

The players must be agile and perform well in covering the court and thinking on their

feet.

Moeaki stresses that there is a shortage of freshmen and sophomore players on the team and encourages anyone who is willing to tryout to join.

Moeaki is confident in his team's ability. "So far so good," said Moeaki.

John's Jive

Olympians not the only athletes trying to get an edge in their sports

Some of Major League Baseball's best players named as steroid users

By John Jennings

What do Barry Bonds, Jason Giambi, Sammy Sosa, and Gary Sheffield have in common? Well, they have all been accused of using steroids. The big issue in the world of sports during March is the discovery that some of the best players in sports may be cheating by using steroids.

Recently, there has been a huge outcry among fans of baseball, that there should be mandatory drug tests. The issue has become so big that the President of the United States is deciding whether or not to step in and ban these drugs.

Bud Selig, commissioner of the MLB, needs to outlaw any type of steroid and many supplements. If he can't do it, then I am all for President Bush banning them.

The people who have the power should do whatever it takes, because these steroids are destroying the sanctity of baseball, and the players that are taking these substances are setting horrible examples for

younger fans. With Bonds facing allegations of steroid use, many fans are pointing to his record-breaking 73 home run season and wondering if it was because he took "the juice."

The same type of thing happened a few years ago after Mark McGwire's 72 home run season. A year later, he was found to be taking the banned supplement, Andro. Last year, the MLB reported that about 5 to 7 percent of players were abusing steroids.

But when you think about this, the numbers are actually quite staggering. Five to 7 percent of players comes to about two full teams, or another way to look at it is that 5 to 7 percent means three or four players per team.

The issue of steroids was brought up because it was discovered that a company named BALCO was shipping out banned substances for professional players in many different sports. So far, BALCO has said that they gave Bonds, Giambi, Sheffield, and pro-foot-

ball player Bill Romanowski the substances.

But as investigators dig deeper, it is certain that they will find more players. Everyone named in the investigation has vehemently denied using steroids though. In addition to being named by BALCO, another sign pointing to steroid use is the change in these players' bodies. Early in his career, Bonds was a scrawny little outfielder. It was not until his 30s, after the prime of his career, when people started to notice the weight he put on.

During this time he reportedly gained somewhere close to 35 pounds of muscle. For those of you out there who don't know, this is a lot of weight to put on, especially after you have become somewhat over-the-hill by sports' standards.

Many current and former players have come out and said that they believe many of the accused did in fact abuse banned substances, and some have even gone so far as to indict themselves, and say they took steroids.

Last season, former players Jose Canseco and Ken Caminiti admitted that they took ste-

roids. Caminiti told reporters that he believes that the number of players on "the juice" is in the neighborhood of 35 to 50 percent. Canseco wrote about steroids in his book, and alluded to steroid abuse by many players.

With all of this mess going on, what are the kids in high school and college supposed to think? If they see that some of the best athletes in the world are taking these supplements, they are going to think one of two things: "Maybe I need to take this stuff to make it," or "Well, if the best are using it, that must mean it's safe and I can use it."

Players abusing steroids are not only hurting themselves, but also future generations by telling them that it's okay to do this. Not only are steroids morally wrong because it is a way of cheating, but they are harmful to the human body.

If testing every player, every day is what it takes to eliminate the steroid, then that's what should happen. It will only help the MLB by giving it credibility, and it will give kids the right message.