



Room enough for two

Two students round out the year's Students of the Month. PAGES 5 and 7



BROWN V. BOARD

Has it worked?

The Brown v. Board decision celebrates its 50th anniversary with skepticism. PAGE 23

Anders to represent We-go at state

Girls track team's Lauren Anders places ninth in 100 meter hurdles at Eastern Illinois University. PAGE 25

Forensics team changes how to select officers

The forensics team has changed its process of appointing officers from an election to an application process.

In past years, the team voted on members they thought should be captain, co-captain, treasurer, and secretary. This left the new officers with a title, but little idea as to what their job was.

Adviser Steve Kellner said that the new system, while it is more work for the students applying, will make prospective officers more aware of exactly what their responsibilities are.

"I hope the leaders will be more involved with the team on a day-to-day basis, and be more connected with the team members," said Kellner.

The process is designed to make officers more aware of what the team is doing, since they don't see each other every day like most teams.

-- Kellie Virnich

JSA speaks out at spring state

Junior state of America participated in this year's spring state at Oakbrook.

Many We-go students participated in speeches. Pat Virnich spoke on "When does activism become terrorism," Mike Giese spoke against the defense of marriage act, Melissa Prusko spoke to privatize social security, and Erin Linsenmeyer was a main speaker about the resolution against banning teacher strikes.

"Some said (Erin's speech) was one of the best speeches they had heard," said Shawn Healy, JSA sponsor.

But the fact that most JSA members are seniors will not deter the organization.

Junior Meghan Dalton ran for senate in the midwest territory mock government simulation. She won the plurality award and will be president of JSA next year, and Ilene Reedy will be vice president.

--Brittany Rose

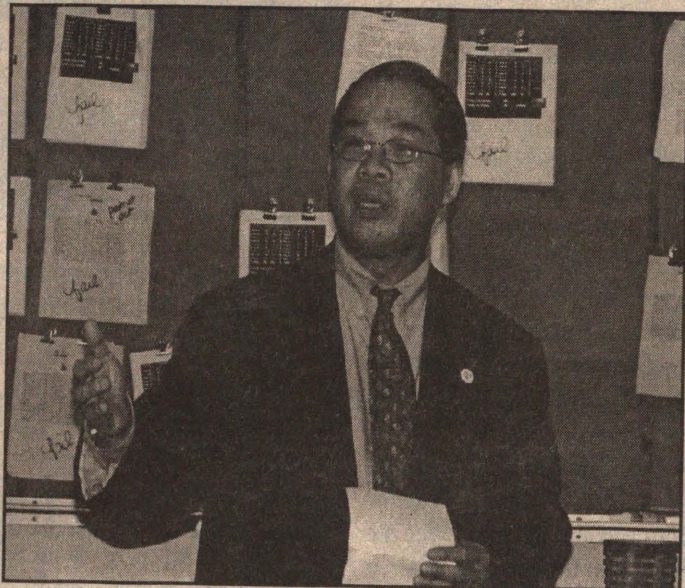


Photo by Kyle Bullis

Doug Nguyen, representative of the refugee group Exodus, explains how the organizer of a genocide came to be JSA's refugee family.

JSA's Rwandan refugees rejected after link to murder

By Kyle Bullis

JSA has gone through a slew of misfortunes after trying to host a refugee family and finding out that a family member was responsible for mass genocide.

JSA's first family was from Rwanda, a war-torn African country. It immediately started a welcome pack and encouraged other students to participate.

JSA's welcome pack ended up being quite large, but then JSA got less fortunate news.

There was a surge of refugees fleeing into the U.S., so the family was allowed access into the U.S. before the background check was complete, allowing the family to slip under the radar.

When it was completed, it turned out the man the family was meeting in the U.S. is known as the "architect," and was responsible for the massive genocide in Rwanda.

The man was quickly taken into custody when Immigration realized this new information, and he is currently awaiting trial with a "not guilty" plea.

"You never know about these kinds of things," said JSA president Melissa Prusko.

Once JSA heard the news about their first family, they were assigned a new family, who ended up not being allowed access into the country on account of its health problems.

Recently JSA has been
(See Refugees page 5)

By Brittany Blanchard
Students will have the opportunity to learn and illustrate their knowledge of the media at "The Revenge of the Media Fair" Friday in the LRC.

The media fair involves a series of presentations given by the students in Brian Turnbaugh's Modern Media

class.

"The media fair is the students' opportunity to showcase the concepts behind the media," said Turnbaugh.

Sixty-five of Turnbaugh's students will participate this semester by choosing a topic they wish to present and developing a creative way to showcase the information.

Lifesmarts falls short of goal for national victory

Discrepancy with judges causes We-go to receive "honorable mention"

By Elliott Tinnis

Lining the chalkboard of his business classroom, several plaques commemorate the success of Don Zabelin's LifeSmarts team. Among the awards are three consecutive state titles, as well as a top 10 finish in last year's national competition.

On April 24-25 the West Chicago LifeSmarts team returned to the national stage, set in Chicago, hoping to add to the awards collection.

Representing the state of Illinois, as well as Community High School were Dan Harms, Ryan McQueen, Aaron Becker, Tom Grove, and seasoned captain Jake Bermudez.

As day one competition commenced, it looked as though the team would be making another run at the title.

Not only did the team manage to knock out representatives from Texas and Arizona, they also beat Florida, last year's defending national champion.

"I was particularly happy about our win against Florida in the first round," said Zabelin, "We knew it would be a test for us to face their team that early on."

The success was not to be long-lived though. Even after

beating three teams, West Chicago suffered a loss to Wisconsin, who would later go on to take the national title.

The loss to Wisconsin knocked West Chicago into consolation rounds against New Hampshire where a discrepancy in answers caused the team a pivotal loss.

The difference between a top 10 finish and an honorable mention was decided after being defeated by New Hampshire.

It was not so much who they lost to, but how they lost that sent the team away with bitter feelings. The team answered three consecutive questions, to which the judges only awarded them three points.

"We had seemingly right answers in topics the judges may not have been as knowledgeable in," said Zabelin.

According to Zabelin, the judges chosen for the national competition are often very knowledgeable in areas such as money investment, consumer protection, and other consumer related topics. Many of these judges have 20 years of experience in these business-related fields.

LifeSmarts is comprised of much more than business top
(See LifeSmarts page 3)

Fair returns to show concepts behind media

By Brittany Blanchard

Students will have the opportunity to learn and illustrate their knowledge of the media at "The Revenge of the Media Fair" Friday in the LRC.

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class.

"The media fair is the students' opportunity to showcase the concepts behind the media," said Turnbaugh.

Sixty-five of Turnbaugh's students will participate this semester by choosing a topic they wish to present and developing a creative way to showcase the information.

It is Turnbaugh's hope that students attending the media fair will leave with a different outlook regarding the media.

"I hope [the students] come away with having a new perspective, realizing you can question the media," said Turnbaugh.

Turnbaugh held West Chicago's first media fair in the

LRC during first semester.

"I wanted a culminating project that was different and I could see that my students wanted to share what they knew or what they'd been thinking about," said Turnbaugh.

Turnbaugh is confident in his students' abilities and be-
(See Media Fair page 7)

Student joins Caterpillar with engineering careers program

Hanlock receives paying job and full ride at local junior college

By Kellie Virnich

Senior Chase Hanlock has liked machines and taking mechanical things apart and seeing how they worked for a long time, and he was recently given the chance to make his passion into a paying job by Caterpillar's Education to Careers program.

The program selects a few local students interested in engineering and mechanics, and pays virtually all of the costs for two years at a local junior college, while also giving them part-time jobs during school and full-time jobs in the summer.

The chosen students' work experiences will be limited to just one area of Caterpillar's Aurora plant, which designs and manufactures large machinery, but will encompass every aspect of the factory, including advertising, engineering, and all other jobs that see each product from start to finish.

As part of applying for the job and scholarship, Hanlock went to an interview where he was asked problem-solving type questions, then toured the

plant where he and his interviewers decided that he would be best suited for tool and die work.

Hanlock also felt that he would fit in well in that portion of the factory. It was only a small part of the plant, which is the largest private employer in the state.

About a month later, he received a phone call saying that he had been chosen and would start working full-time as soon as summer started.

"It really interested me, because you're making something one of a kind, and you get to see it from start to finish. It's not like an assembly line, where you make one little part in repetition and never see them again," said Hanlock.

The qualifications for the scholarship and job were not only a high GPA, but also an attendance record of less than 10 absences for any school year.

Hanlock is the only student from West Chicago to win this scholarship, and also the first to go into the tool and die program.

The scholarship is unique in that, though Hanlock is guar-

anteed a job after graduation and has the chance to move up to higher-paying positions, he can transfer to a different company without having to pay Caterpillar.

"They're taking a chance, and investing a lot of money in me, but I don't think I want to go somewhere else. Even if I wanted to get a bachelor's degree or something, they would pay for the majority of it while I worked there, and went to school during nights or weekends," said Hanlock.

Paul Junkroski, Hanlock's mechanical drawing teacher who encouraged him to see the presenter from Caterpillar in the first place, said that Hanlock should be honored to have been chosen from so many students from other high schools and colleges in the area.

"Not only will he get training experience with an opportunity to move up, but he'll also go to college for next to nothing," said Junkroski.

Hanlock said he plans to start working full-time immediately after graduating and attend Joliet Community College in the fall.

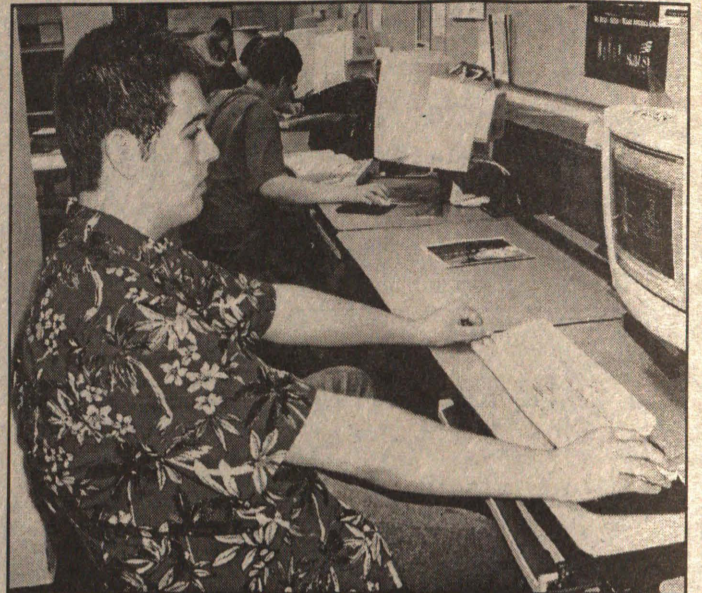


Photo by Kellie Virnich

Chase Hanlock will attend Joliet Community College next year practically for free, as he was selected by Caterpillar to work for the company.

Exams only show snapshot of school, Highland says

By Doug Sieder

Although many juniors think they did well on the Prairie State Exams, Principal John Highland said they only show a snapshot of the school, and do not show everything about the school and the achievements that We-go has accomplished.

Last year, the school did not do as well as it wanted to on the Prairie States, but this year many students felt they did a good job on the test, which was administered in April. The re-

sults won't be known for a few months, Highland said.

Highland pointed out seven out of the eight DuPage Valley Conference (DVC) schools did not meet all of the Prairie State requirements last year.

"The DVC is one of the most prestigious conferences in the state of Illinois and only one school met all of the requirements," said Highland.

The Prairie State Exam is supposed to show how the school is doing, and to see if (See Exams page 5)

Superintendent happy with progress of mission statement after first year

Rieck hopes students will recognize Learning, Leadership, Living

By Sam West

It has been a year since Supt. Lee Rieck unveiled the school's new mission statement, and Rieck said that he is happy with its progress.

The mission statement is displayed in each classroom in the school, and is even painted on a wall near commons.

Rieck said he thinks the display of the mission statement has been a big contributor in its success. People typically don't display what they do not believe in, he said.

"Overall, I've been pleased with the way people have responded to it and embraced it," said Rieck.

He also said that there have been no formal surveys of the student population to see whether or not students know the three core values of Learning, Leadership, and Living.

But a survey will probably not be conducted until next year, Rieck said, as May is a

busy month for students and staff. It will be a random sample of 50 to 75 students, asking them to identify the core values.

Already, students are grasping the concepts of the mission statement.

Melissa Prusko said that she has seen the mission statement countless times, including in all of her classrooms and on the painting outside of commons.

She said that even though the administration has done a good job of showcasing the mission statement, students will probably not notice it very much.

"(The administration) may be doing their part, but I don't know if the students are doing theirs," she said.

Prusko said that she would like the administration to show students how they should accomplish the goals of the core values.

Other students also think that the student body does not em-

brace the mission statement. Ted Gernand said that even though he knows what the mission statement is, he does not think that students generally do anything about it.

Just because it is displayed all over, he said, doesn't mean it inspires kids.

Brittany Boehm said she hasn't seen any evidence in the student body of leadership due to the school's curriculum.

Rieck added that the school would refine the mission statement as needed. But the usual time for keeping with one mission statement is six to eight years, he said, when updates would be probable.

It will take a longer time to see if the mission statement's concepts have been incorporated into the curriculum, Rieck said, but the work that has been done in the school regarding the curriculum has reflected the mission statement already.

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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.

Community raises \$60,000 for math teacher's disabled child

Money goes toward new ramp van

By Maria Perez

Fundraising to help math teacher Aaron Hayes purchase a van with a ramp for his handicapped son was \$10,000 more successful than its \$50,000 goal.

Last fall's fundraiser helped Hayes acquire the money needed to pay for a new ramp van for his son Benjamin, who has quadriplegic cerebral palsy.

Hayes said that the van is helping Benjamin because it allows him to stay in his wheelchair, which is set in the best possible position to allow him to breathe.

Also it saves Hayes the time of taking Benjamin out of his wheelchair, putting him in the car seat, taking the wheelchair apart, and then having to redo it when they get to their destination.

The extra money earned in the fundraiser will help Hayes pay Benjamin's medical bills

and maintain the van.

Hayes received about \$6,000 from the combined effort of Midnight Madness, the variety show, the bowl-a-thon by Best Buddies, and Key Club collecting money at lunch. Hayes received an additional \$5,000 from staff, students, and their families.

"Just from the high school, we got over 20 percent of the cost of the van, and that was very humbling," said Hayes.

Hayes received the remaining 80 percent from friends and family after he sent out a booklet to them know about Benjamin and the fundraiser.

"The people we talked to preferred to receive a booklet and then go from there," said Hayes.

The booklet helped spread the word that Hayes needed help to buy the van all the way from Michigan.

Hayes said that his best friend, who he has had since

he was 5-years-old, told his mother Pauline, who is a teacher, about the fundraiser.

Her class had read part of a book called "My Left Foot" by Christy Brown, who has cerebral palsy, as well.

Pauline then shared with the class that her son's best friend had a son with cerebral palsy and showed the class the booklet.

That's when the students came up with the idea of putting out a coffee can during the school's lunch to collect change. They called the fundraiser "A Penny for Benny."

"Through that they ended up raising almost \$400 in change, and that was from kids that didn't even know us," said Hayes.

Hayes said that he has extra copies of the booklets on Benjamin. If any students would like one of the booklets, they can stop by to see Hayes before or after school in room 149.

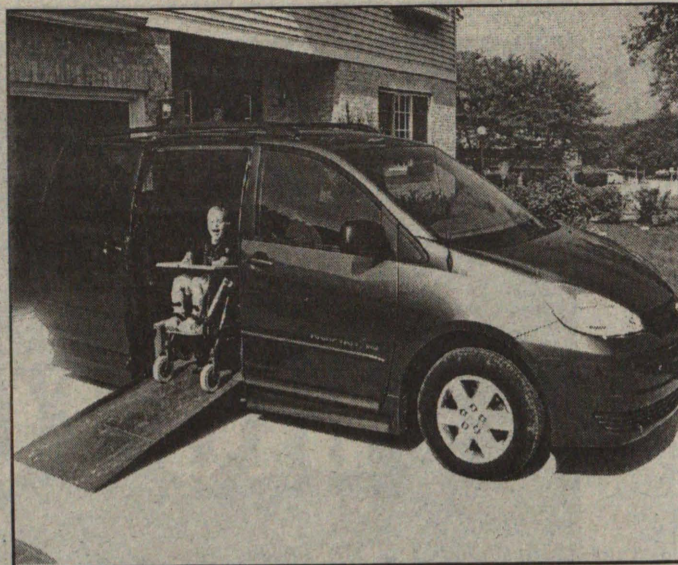


Photo courtesy of Aaron Hayes

Benjamin Hayes, son of math teacher Aaron Hayes, smiles in his new ramp van, which was paid for with multiple fundraisers last year.

New bilingual art club focused on immigration

By Maria Perez

Art club goes multicultural as the bilingual art club gets underway with their immigration mural.

The bilingual art club was funded through a mentor literacy grant for bilingual programs. Two weeks before Christmas break, the bilingual club started meeting.

They planned what to put in the mural, what images to use, and how to overlap them before they began painting during the last few weeks of March.

Now the sponsors, who are art teacher Lorena Samaniego and social worker Alina Cyrus, are preparing themselves to work on the mural during the summer.

"That's how dedicated we are," said bilingual art club member Maria Concepcion Benitez.

They plan to take it a piece at a time and to make it the art

club's priority to finish the mural first before they move to other projects.

After they finish painting the mural, Samaniego will plan what the club will do for next year.

The mural is based on immigration because Samaniego and Cyrus wanted to link the mural to the Welcome Center and give bilingual students a chance to incorporate some of their history and mix it with their interest in art also.

The mural is to be hung by entrance C near the Welcome Center.

"The idea of the program is for students and staff to spend time together before or after school and encourage school spirit," said Cyrus.

Samaniego said that painters are still needed for the mural work and they are welcome to come help or they can come in to work on their own art projects.

June does not mark end of school for exchange students in Costa Rica

By Kellie Virnich

For three weeks this summer, 17 students from Community High School will travel to Costa Rica as a part of the school's annual student exchange program.

We-go and a high school in Costa Rica alternate years of hosting and sending students to each others' countries, with the goal of broadening students' horizons, said Spanish teacher Sue Junkroski, who is also going to Costa Rica.

Though We-go's school year will be over when the students are gone, Costa Rican high schools are still in session.

Their school year is during the rainy season, which will end after the second week of the exchange.

The students will attend the school there for two weeks, and go around the country sightseeing for the last week.

Junkroski, who has gone on these trips many times, said that students come back different. They have learned to be more self-sufficient, less materialistic, and have a different point of view than when they left, which, she said, is the

whole point of an education.

"They see things that they knew intellectually, but had never experienced. They know about the extreme poverty in other countries, but haven't seen it for themselves. One girl told me that she had more clothes in her suitcase than her host sister had in her closet," said Junkroski.

Students going on the trip for the first time seem to have the same fears - that people won't be able to understand them and vice versa, or that they won't like their host families.

Sophomore Amy Axelrod said she wasn't really afraid of being away from her family, she felt more like a nervous excitement.

She said, "I'm kind of upset that I'm going to be gone for my 16th birthday, but this is a big birthday present from my parents."

One difference the students see is that it is common for extended families to live with or extremely close to each other. The families themselves are closer than most in America, and family is more important.

We-go students also find a

difference between their Spanish education and the Costa Rican students' English education.

Since an English exam is required for high school graduation, their education is almost solely written, while the Spanish education here is focused more on speaking.

LifeSmarts... (Continued from page 1)

ics, though. Areas such as health and safety, and environmental protection are also covered.

Unfortunately, as in West Chicago's case, those same business experts often judge questions concerning these topics, topics they are not as knowledgeable in. It is the discretion of the judges as to whether an answer is right or wrong.

"When it is the national competition with so much on the line, they need to look into [these answers]. We need to draw from people who know things like environmental science," said Zabelin.

It was questions concerning health and environmental science that led to the team's demise. The decisions made by the judges were, by the team's accounts, very sketchy.

While West Chicago lost 10 points from these questions, New Hampshire was able to gain points on the same questions.

Although the team returned home disappointed, hope still looms in the future. Bermudez, who has been the team's anchor for the last three years, still has one more year left in him.

"We are already thinking about next year," said Zabelin.

"We hope to give it one more shot during the Jake years."

According to Zabelin, next year's team will be built around Bermudez.

Four of the five team members will graduate this year, so it is imperative that the team recruits new talent.

The LifeSmarts team was not the only representative of West Chicago over the course of the competition.

The school's jazz band was also on site, performing for the contestants during intermissions. The band was invited based on Zabelin's recommendation to the national committee.

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Higdon surprises himself by becoming Student of the Month

By Mary Beth Selby

We-go's own man of music Nils Higdon takes the seat of May Student of the Month.

What have been your accomplishments during your time at We-go?

Playing in the district jazz band number one and the Illinois All State band was great, but meeting all the people at West Chicago was just as good, if not better.

What have been your accomplishments outside of school?

Election judge- DuPage county primaries for 2004.

Who is your favorite teacher in high school? Why?

Too many to name. Ms. Kairys, Mr. Caltagirone, Mr. Turnbaugh, Mr. Guter, Ms. Daneels, Mr. Garcia. All have helped me better understand

who I am and showed me support inside the class and out.

What is your favorite activity



in high school? Why?

Jazz band. It has provided me with discipline, but also freedom and fun.

Where do you plan to go to college, and what do you plan to

major in?

Roosevelt University in Chicago to study jazz.

What do you want to do for a living?

I'd like to be involved with music in as many ways as I can. I'd like to perform live, teach, do clinics, and hopefully push the art form to a new level.

What is your favorite pastime?

I enjoy studying music, meeting new people, seeing live concerts, and watching stand-up comedy.

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

Honestly, I'm not sure why I was chosen as Student of the Month. I would have thought that Emy Krauspe or Tyler Hempel would have gotten it before me.

Retired Hansen inducted into athletic hall of fame

Served as We-go athletic director for 20 years

By Andrea Bradley

Coach Ron "Butch" Hansen hit a home run when he was inducted into the Illinois Athletic Directors Association's Hall of Fame.

Hansen served as athletic director for 20 years, which is only one of the many jobs he did during his 33 years at Community High School.

Along with being the athletic director, Hansen also taught math and gym for 15 years, and coached football, baseball, basketball, wrestling, and track.

Hansen was the defensive coordinator for the football when they were the state champions.

"I am deeply honored. It's a tremendous honor to be recognized by this group," said Hansen.

Hansen started out at Community High School and graduated from Northern Illinois University.

After Hansen graduated, he taught and coached at West Chicago Junior High School before moving on to We-go in 1962.

Later in his career, Hansen helped create the policies and guidelines for the DuPage Valley Conference when it first started.

Hansen also helped the passing of the referendum that helped pay for the construction of the pool and the fieldhouse.

Hansen was known for his good attitude.

"One of his most important

contributions was his attitude that girls sports were as important as boys. He made some important changes that backed that up," said Richard Howard, the principal during the many years that Hansen was teaching at We-go.

After many accomplishments at We-go, Hansen retired. Even after he retired, his name was still a part of the high school.

He was added into the school's Hall of Fame in 1994 and serves as a director for the CHS Education Foundation. He is also a member of the Alumni Council.

The Hansen name is also brought up whenever anyone talks about his son Greg Hansen. Greg Hansen takes after his father and is a physical education teacher at We-go.

"I credit my father and mother for instilling a strong values system and supporting me and my decisions about life.

"One thing I look forward to every day is when I go to the main office and am able to see my father's name and picture on the Wall of Honor. He is truly a man of dignity. I love and respect him with all of my heart," said Greg Hansen.

Even though Hansen has retired and no longer teaches or coaches at We-go, his name will never be forgotten. He has earned a spot in the hearts of students and staff members at We-go.

Refugees... (Continued from page 1)

assigned two male refugees from Sudan, ages 26 and 37, respectively.

Prusko found out about Exodus at her church, St. Michael's in Wheaton.

Exodus is an organization that helps refugee families settle into their new residence. They assign volunteers a family and those volunteers are given the task of organizing a 30-day welcome pack for their refugee family.

The church was heading a refugee walk to raise money for the refugee families, and Prusko received a pamphlet about how to sign up for the program.

"I thought it would be a fitting project for JSA," said Prusko.

She was enthusiastic about becoming active in the program.

In the past 15 years, Exodus has collected over 1,115 welcome packs.

Exodus representative and governing board member

Doug Nguyen gave a short speech about Exodus on May 20.

Nguyen, a Vietnam refugee, explained the refugee screening process and how refugees go from their home countries to their new homes.

In reference to the Rwandan family, Nguyen asked "Where do you go when every country near you is having a civil war?" He explained that that's the reason the family ended up in the U.S.

Nguyen also explained Exodus' mission, which is to assist incoming families in setting themselves up in their new locations by providing apartments and the 30-day welcome packs. Exodus also helps the families find jobs.

"We're on the latter end of the refugee resettlement process," said Nguyen.

Nguyen was as surprised as JSA when he heard about the "architect's" true identity.

"We've never run into this problem before. It was a major

surprise," said Nguyen.

Nguyen also wanted to emphasize that Exodus does not discriminate based on culture, color, country, or religion.

"It's an anomaly in the screening process," said Nguyen

There are currently an estimated 10.4 million refugees residing in the United States, 7,524 of which were assisted by Exodus.

The vast majority of the refugees residing outside of Chicago stay in Wheaton and Warrenville, said Nguyen.

Prusko is disappointed about the two developments concerning her host families, but is still eager to help.

Exams... (Continued from page 2)

the students have learned the curriculum that they should know by this time of their high school career. If the school does badly it can go on a watch list.

On the first day of the two-day testing period, juniors took the ACT, which consists of four subjects: English, math, reading, and science reasoning.

The first test took about three and one half-hours. The second day of testing consisted of the Prairie State Exam, which was an hour longer.

Students believed the ACT was the harder test of the two, and that the tests took up too much time.

"It was long and boring. The school test was easy, but the ACT was really tough," said Jamon Siefert. "Math and science were the hardest, and the science section didn't make any sense."

Chris Jones agreed, saying that the tests were too long and that the ACT was much tougher than the Prairie State Exam. Jones said that the science reasoning section on the ACT was confusing because of the way it was set up.

He also said he had a tough time with the reading part on the ACT because students only get 35 minutes to read four story passages and then answer the questions. The Prairie

State reading section was much easier for the students because it was mostly lower level reading, which made it easier for the students.

Even though Carlos Santillian thought both tests were easy he thought the ACT was the harder one of the two tests.

Santillian said, "The ACT was harder because it had more sophisticated questions than the Prairie State."

Students thought that the Prairie State had more basic questions, and the questions were about criteria that they have already learned throughout middle school and high school.

We-go becomes accredited school

By Kellie Virnich

West Chicago Community High School is now counted among the accredited high schools in the nation.

This is an internationally recognized title that "provides an external mark of quality and a proven process for school improvement," said Principal John Highland.

An accreditation allows for higher success rates among students, and for the staff to set higher goals and plans for the future.

The North Central Association Commission on Accreditation and School Improvement, which granted West Chicago the award, has accredited more than 9,000 schools.

School programs receive grants despite harsh economic times

Staff, administration, and community apply for funding of clubs, services, and activities

By Adrienne Mertes

Despite the poor economy, Community High School has recently received several grants for new items in the upcoming school year.

"You can definitely tell that the economy has been depressed. Now more schools are competing for less money in grants," said Mary Randle, community relations coordinator.

Throughout the year Randle, several teachers, the adminis-

tration and community partners applied for grants for various items or funds they feel are needed in programs throughout the school.

This year, the grants include \$10,000 for dance classes; \$1,000 for a community service project; and \$24,900 to partially fund the Adventure Education Program at We-go, including vertical and horizontal climbing walls and safety equipment.

In addition, there will be

\$40,000 for new, energy-saving lighting; \$2,070 for rolling benches for the new greenhouses; \$6,505 for child development students to work with local children; \$2,090 for a pyranometer for a student study on solar energy; \$10,000 for the WeatherNet System; \$500 for the Aviation Club and \$500 for Child Development 2 and Clothing 2 students.

The Education Foundation also helped fund over \$5,000 in grants requested by the staff, as well. Another round of funding has begun, said Randle. She also said that more grants are currently awaiting approval.

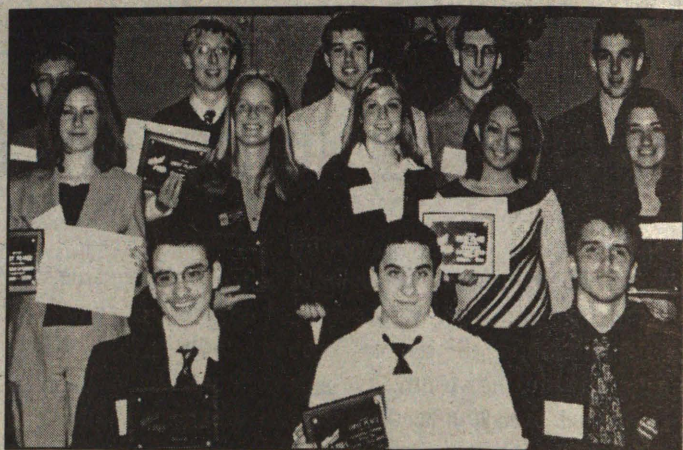


Photo courtesy of Nancy Blume

Fifteen FBLA members will head to Denver, Colo., in July to demonstrate their knowledge in business matters.

FBLA sends 15 members to national competitions

By Mickey Petrusaitis

FBLA members who placed high in the state conference last month in Decatur are on their way to the national conference, which takes place in Denver, Colo., July 14-18.

FBLA is excited to have 15 members going to the national conference in July.

"I think our chapter is pretty strong and I think (We-go) can achieve a lot at nationals," Heidi Colliander said.

Colliander won the state championship in parliamentary procedures.

"Getting to nationals was a challenge and everyone who made it deserved it so we're all looking forward to competing," Jeff Cisowski said.

Cisowski was elected state treasurer and will serve along with Colliander on the FBLA state executive board for the 2004-2005 school year.

Amy Axelrod won and qualified for nationals in the introduction to business category, and won in the community service presentation along with Chris Jelen.

"I'm excited to go to nationals. I think I might have a good chance with my partner in community service presentation Chris Jelen," Axelrod said.

Christy Aducci and Jenny Tan qualified in emerging business issues.

Andy Denniger, Mena Gentile, and Sean Reynolds all won in entrepreneurship and Nick Kuras won in technology concepts.

"It's my first time going to nationals and I'm very excited to make it this far. I'm just happy to be on a good team," Denniger said.

Michael Oleksiak, Alex Carpenter, and Mike Casey finished in second place for web site development.

"It's a great accomplishment for me and my team. It's going to be a lot of fun," said Carpenter.

Tyler Hempel, who qualified in Programming-Java and Dan Harms, who qualified in Accounting 1, will also attend nationals in July.

"It's a great honor to have 15 students going to nationals. [The students] have worked very hard to get where they are," Nancy Blume, one of the two FBLA advisers, said.

Over 900 students from 59 chapters of FBLA attended the state conference, Blume said, adding that West Chicago has the sixth largest chapter in Illinois.

Department offers Advanced Placement Spanish class, as test proves popular

Test targets college-bound native speakers

By Maria Perez

The success of last year's AP Spanish test has encouraged native speakers to take the test this year.

For the first time, the foreign language department held the AP Spanish test last year. Janelle Stefancic, who teaches Spanish for the native speaker, and Norman Kane, bilingual education coordinator, were responsible for deciding if they should let native speaker students take the AP Spanish test.

"Mr. Kane and I developed the idea our first year at West Chicago Community High School and last year was the first year we were sure students were qualified to be successful and earn college credit on the AP test," said Stefancic.

Then, only five native speakers took the test, but of those five students four students received perfect scores. That made Stefancic and Kane excited with the success and they

began trying to prepare more students, so that they would be eligible to take the test.

This year, 12 students took the test on May 4. College-bound native speakers were chosen based on their ability in the four areas of listening, speaking, reading and writing along with their potential to achieve a high score.

"We felt that bilingual students at West Chicago taking Spanish for the native speaker class could become truly bilingual by studying their native language through grammar and literature," said Stefancic.

To prepare the students for the test, Stefancic had a session a week before, where native speaker students studied previous Spanish AP test to prepare for this year's test.

If native speaker students are able to score a five or a four on the AP Spanish test, they would be able to receive as much as four undergraduate

course credits at college, said Stefancic.

That way, students taking the AP Spanish test are able to receive a minor in Spanish at college in less time and earn elective college credits saving them time and money required for foreign language classes.

This year it looks like the native speaker students' successes are going to continue as the 11 out of the 12 native speakers students felt that the AP test was fairly easy.

This shows the We-go bilingual students' success at taking the AP test in their native language as they earn college credit.

The foreign language department will continue to offer the AP Spanish test for native speaker students along with a curriculum to help students prepare for it.

Also, the foreign language department has proposed a course to prepare students for taking a Spanish AP literature exam in 2006, said Stefancic.

Four VICA members head to Kansas City for nationals

By Joe Harte

West Chicago will be sending four VICA members to nationals in Kansas City, Mo., on June 20-26.

The four are Travis Marcum, Vince Czernik, Dave Bennett and Tim Dupree. They qualified for the national competition by finishing first in each of their events at the state competition, held in

Springfield last August.

Marcum, Bennett, and Czernik took first place for Best Community Service Project, as they coordinated the collection of over 3,000 items in VICA's food drive. Dupree won first place for Web Design.

Czernik is the first person from We-go to receive first place honors in two events in the same year, adviser Paul

Junkroski said, adding that this year's team has surpassed his expectations.

Additionally, VICA is planning a car wash to raise money. It will take place the last Saturday in May or the first Sunday in June, Junkroski said.

But right now, VICA is focused on nationals and getting their team members ready for the competition.

Yearbook wrapping things up

By Emily Chadraba

The yearbook staff is in the process of wrapping up the 2004 yearbook.

Planning for the yearbook began last year, when the staff attended a yearbook workshop held at Elmhurst College.

There are 22 members involved with the yearbook, along with adviser Patty Santella.

Santella said the theme for the yearbook is "Welcome to Our World; Bienvenidos a Nuestro Mundo."

The staff meets every day

during the school year as a class, as well as after school, Saturdays, and into the summer.

"The hardest thing about yearbook would be the proofs," said Stephanie Gore, a yearbook member.

The yearbook is expected to be finished just as school ends and should cost around \$30. Students will receive them next fall.

Yearbooks are not given out until the following year, because the staff must wait for such events as prom and senior graduation to occur.



Photo by Brittany Rose

Art teacher Chris Bardey entered a multi-media presentation into the state art show and it was purchased by the show's organizers.

State art show demonstrates teacher's and student's pieces

IEA buys Bardey's work, LeGear gets display for year

By Andrea Bradley

Junior Jason LeGear worked all semester on his art project for his computer art 1 class and it finally paid off, thanks to art teacher Chris Bardey.

Bardey entered four students and one piece of his own work in the Illinois Education Association art show.

Bardey's piece was entitled "Six Degrees of Representation" and was a multi-media portrait of one of his old art teachers.

Six different images that are made from many different techniques, including engraving and printing methods are in his work. He also used programs

such as Intaglio and Collagraph, as well as Photoshop to create his piece.

LeGear's art was a piece he created his sophomore year in his computer art 1 class. He said he is proud of the art and had it framed and hung up in his house. The artwork was a class project that took him a whole semester to finish.

He used different rendering effects on the project.

"I used filters to make the quality of the picture look better," said LeGear.

The design is a collage made up of 3D objects, different colored stars, and other shapes.

The IEA purchased Bardey's piece, and LeGear's artwork

will be on display for one year at the IEA state office, unless they purchase his piece too.

This was the first year that Bardey heard about the competition and he plans to sign up work for next year.

"I am excited to submit the work of my students next year, because now I know more about the guidelines," said Bardey.

Bardey will have more time to recruit students' artwork next year since the deadline is in March. The work can be of any 2D medium including collage, paintings, and drawings.

Bardey's and LeGear's works are online at www.iea-nea.org.

Student of the Month says she's average teen

By Mary Beth Selby

Kim Rovtar has hit all the bases necessary to become Student of the Month for June.

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

I'm most proud of my 4.0 GPA and the awards that have come with that academically (NHS, Spanish NHS, Illinois State Scholar). Being first chair flute has been pretty cool these past two years, and getting All-State Conference for softball.

Who is your favorite teacher in high school? Why?

I have a few. My economics and American studies teacher Ms. Kairys, my band director Mr. Guter, and my calculus teacher Ms. Geiger. They've all helped me so much to develop into who I am today. Thanks.

What is your favorite activity in high school? Why?

Well, I've been pretty involved in softball and band all four years, and they've both been tons of fun. I can't really say which one is my favorite,

so let's just say they both are.

What else do you enjoy doing?

The average teenage stuff: shopping, hanging out with my friends, and talking on the phone. Things like that.

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

University of Illinois at Urbana--Champaign. I plan to major in accounting.

What do you want to major in?

I want to be a C.P.A (Certified Public Accountant) and eventually have my own business.

What is your favorite pastime?

I would have to say softball, but I'm a big nerd. I love to read.

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

I think I was chosen because of the effort and dedication I put into everything I do. I always give my best and don't give up. Also, I try to help the people around me if they need it and do my best to stay positive even when it's tough.



Media Fair... (Continued from page 1)

believes that the media fair will be successful.

"(Last semester) I was very pleased with what the students put together and I think the students this semester will be able to expand upon that," said Turnbaugh.

This year, topics at the media fair will include presentations on brand recognition, sexism in Hollywood, and "happy violence", the idea that because the media depicts so much aggression, people become desensitized to violence.

Museum discovers true opening day of high school after debate

By Mary Beth Selby

After uncovering lost files, the West Chicago Historical Society Museum sorted out the confusion about the opening year of the high school in order to begin plans for a centennial celebration.

Public relations coordinator Mary Randle said it was difficult to establish the date because the oldest transcripts dated only to the early 1920s.

But now older transcripts and memorabilia have been discovered.

"The registrar had found some older transcripts we had no access to. Now the museum is using all this information to determine the start of the high school was in 1908," said Randle.

Museum employee Sally DeFauw explained the creation of West Chicago High School.

Before 1904, students of high school age attended classes held at an elementary school of District 33, but were taught at the high school level. Then they were dubbed students of "West Chicago High School" in 1904, and thus the name came into existence.

Two years later, the first commencement was held for graduates from West Chicago High School, which the museum determined based on a

program found from the second annual commencement of West Chicago in 1907.

However, the museum does not know if these students graduated with high school diplomas from a four year program, said DeFauw. Though this is the first commencement listed, the museum does not quite know under what standards this commencement was held. Therefore, they think the first real commencement took place in 1908.

West Chicago High School later established its own District 94, breaking away from District 33 in 1921, and they built the building in 1926.

With these facts known, Highland said plans for a centennial celebration will take place during homecoming week of 2004.

Research started months before May, but it took long to uncover old manuscripts and memorabilia in order to determine the start of West Chicago High School.

A committee was organized to plan the centennial celebration, including Highland, Randle, DeFauw, student activities director Dan McCarthy, District 94 administration members, and Jeff Cisowski to represent the students.

Highland said many ideas

have been formulated and are being worked on.

Alumni will be invited back to visit and join in the celebration by attending the reception held the afternoon of the homecoming football game and the alumni dance held the Sunday after the homecoming dance on Oct. 2. Student ambassadors will be giving tours to the alumni of the high school during the reception.

Highland said they would like to track down the oldest living homecoming king and queen and invite them to crown the 2004 king and queen.

In addition, the committee wanted to design a centennial logo to display on football helmets, graduation tassels, and tee shirts, so Highland recruited 3D design teacher Chris Bardey to have his class create a design.

He also asked art teacher Dave Exner to work on a historic display or mural.

DeFauw said the museum would probably create a centennial exhibit of old memorabilia and artifacts of the school.

Any student interested in working on the committee and helping with planning the centennial event should contact Randle, Cisowski, or Highland.

Our View

Photographs give Americans fake reality check

Is our country on the verge of a dictator-like censorship? It seems to be when you consider two American photographers working for the Maytag Corporation were fired for taking pictures of American soldiers' caskets in Iraq.

These photographs were simply pictures of soldiers carrying caskets draped in U.S. flags as they were getting ready to be shipped back to the U.S. for a proper burial.

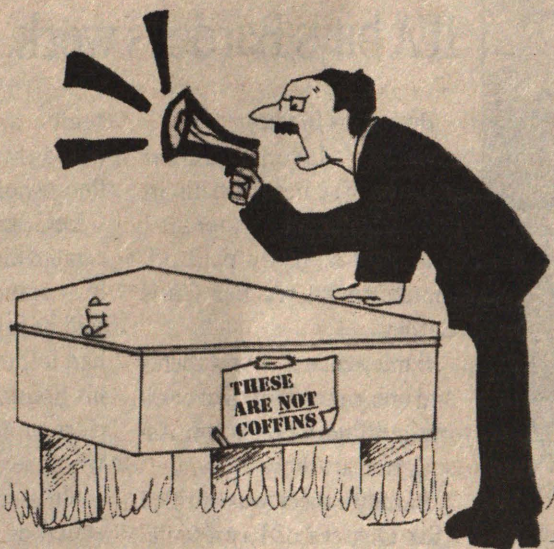
Why is this a problem? Apparently, it's a problem because these pictures show the grim realities of war, and the fact that the soldiers who are killed in Iraq do in fact stay dead.

Most people in the U.S. know the realities of war, making this attempt to mask us from reality all the more awkward.

Our heads of state have a problem with the photos because they will lower the country's morale since the images are so powerful.

Apparently, live television footage and photographs of dead bodies lying on the ground and hazes of gunfire and explosions aren't nearly as powerful as caskets draped in American flags.

Never mind that photographs are protected under "Freedom of Speech" in our Constitution. If it hurts the country's morale, then we can't see it? Why don't news reporters stop reporting about American deaths in Iraq?



Close your eyes! Reality coming through!

Why don't they stop doing depressing reports about families who have lost their sons to the war?

That should have more of an effect on this country's morale than a few completely harmless pictures.

Why is the news so content with reporting wave after wave of depressing reports, with the government allowing it, and yet when a few measly pictures are printed it causes a giant stir?

This seems reminiscent of times when evil rulers

burned books because the author had ideas that conflicted with the government.

It's an excessive form of censorship. This country has been lenient on censorship in recent times, making this development all the more surprising. Now, American citizens are more than aware of the grim realities of war, thanks to the media.

For instance, the Vietnam War was shown on TV all the time, and countless gruesome war movies are shown. These are exponentially more disturbing and horrific than caskets.

The photographs actually show the more peaceful side of death. Death is never a good thing, but it doesn't have to be repulsive. These pictures demonstrate that. No mangled bodies, disfigured faces, or anything that the media shows daily without censorship. Just caskets.

There shouldn't even be a controversy over this issue anyway, because photography should be protected as freedom of speech.

Photography is a form of art and should be treated as such, and thus, the photographer shouldn't have to face repercussions for his/her work.

Why the government would get so uptight over such harmless art is just a contradiction on their part. Even if the photographers had taken pictures of the actual corpses, it's their right, no matter who disagrees with it.

President Bush's Iraq war plans have come full circle

It's true that the Bush administration has not taken responsibility for much in the past years, and at times has even ignored it.

But now it is time for the administration to take responsibility for the mess it has created in Iraq.

Controversy after controversy has popped up since March 2003, and there has been no shortage of scandals.

The most recent scandal has been the most abhorrent, and although Secretary of Defense Donald Rumsfeld has officially taken full responsibility for the Iraqi prison abuse scandal, actions speak louder than words.

The Bush administration's actions have not reflected responsibility at all. Congressmen and women have openly criticized the war, this coming not only from Democrats, but also Republicans. They see how under-planned the war is, and how the Bush administration has no apparent exit strategy.

Many experts even give helpful ideas on how to deal with the mess. National Public Radio reported that an increasing number of political experts say the U.S. should pull out of Iraq as soon as possible or else it will be there probably for decades to come.

And just how does the Bush administration handle this criticism and these ideas?

By shooting them down, claiming that they lower the troops' morale.

If Bush were really concerned with the troops' morale, he would have done one of two things.

He would either have never gone into Iraq in the first place, or at the very least, he would have planned the whole thing better.

No plans exist to try to rectify the escalating violence and human rights violations on both sides of the conflict. No plans exist to try and shorten the amount of time the U.S. must spend in Iraq.

No plans exist to actually get our troops out of

harm's way.

Instead of trying to change the current situation of violence and hatred, the Bush administration is trying, albeit unsuccessfully, to save face.

Support for the war has dropped drastically, NPR reports, not only in the American public, but also in Congress.

As time progresses, it seems that Bush is running out of it. The American public will stop reacting to the Bush administration's arrogance and unpreparedness.

Responsibility is more than Rumsfeld saying he takes responsibility.

Responsibility is trying to make a dark situation like Iraq better, for example, finding a way out. What the U.S. needs is a way to ensure that we will get rid of this mess eventually.

Bush's arrogance clearly will not accomplish this need.

Public school music programs play second chair

Six Chicagoland school districts have recently decided that mediocrity should take precedence over personal enrichment, so they cut their music programs, resulting in a cutoff of in just that.

It seems that whenever a budget shortfall arises, useful programs such as music are the first to be sacrificed.

Numerous studies have shown. music helps students' mental skills, self-esteem, and teamwork abilities.

Studies also suggest that students with learning disabilities, language barriers, and feelings of alienation from school all improve academically when they are involved in the arts.

Not only does music help students academically, it gives them an escape from the pressures of school and allows them to relax and have fun playing an instrument. Without music, schools will promote mediocrity. Musical performance is a creative expres-

sion, and taking away creative expression from children will result in a lack of creativity in children.

Most students in We-go's band will not go on to get a degree in music. But all of them are in the band because they want to be and think it is fun.

At least six We-go seniors will attend college next fall with dreams of either performing or teaching music to future generations.

By canceling music programs, school districts are also taking away some students' chances to achieve their ideal career.

Moreover, if nobody learns how to play and use music, there will be no one to teach it down the road.

Music programs have given students opportunities in leadership, such as attaining first chair of the section in band or orchestra, drum major in marching band, or section leader in choir.

Do school districts think taking away leadership roles is the right way to prepare students for success

after high school? It seems so, but they are wrong.

Without the lessons that music programs teach, many students will be left in the cold when it comes to success in the future.

The Chicago Tribune reported recently that the reason why the arts are first to go is because they are not included in standardized testing or President George W. Bush's No Child Left Behind legislation.

Because these testing requirements directly affect the school's standing, the arts are not important to many school administrations.

But by cutting music programs, schools are denying their students the opportunity to enrich their lives and succeed in their academic careers.

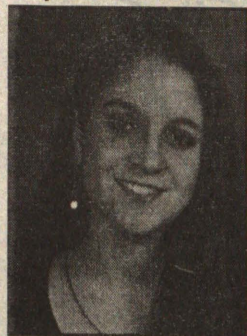
This will, in turn, also affect the schools themselves. The number of struggling children will increase in school districts without music.

This scenario is just what these six districts are trying to avoid.

Random Stuff

How to stay sane until you escape into summer

By Kellie Virnich



I know we're getting down to the last week of school, and we're all a little crabby about finals and everything, except for those annoying seniors who have already been accepted into college, and unless they fail all of their finals, it really doesn't matter how they do. I just have a couple bits of wisdom from my many years in the world that will, hopefully, help at least a couple people survive the teachers, tests and tedium of the rest of the school year. Keep your goal in mind, the goal obviously being not to die in your calculus or physics classes from a brain aneurysm because you were thinking too hard. Summer is

only a few precious days away, and if you make it through exams with virtually all of your brain cells intact, you have almost three months before you have to do any actual thinking again. When your teacher goes off on yet another tangent about something that isn't going to be on the final, just picture yourself lying on a beach somewhere, or sleeping until noon.

Many teachers get stricter on kids acting up at the end of the year, because, let's face it, they want to be out of here as much as we do. But they would get in quite a bit more trouble than a student would if they did things we want to, say, for example, planning a revolt against the faculty. I recommend taking a small dose of Nyquil before coming to school to keep you from doing anything you might regret. Next, don't stress about finals. I'm not saying don't study. I'm just saying that if you're looking at your

notes for the first time the period before that test, it's not going to do you any good. I see so many people who look like they're trying to take pictures of their notes with their eyes when their photographic memory just never had film in it, and I just want to say to them, "If you didn't get it 10 minutes ago, you're not going to get it now." If you do badly, it's not the end of the world. If you know you're going to fail your finals anyway, why not go out in style and do something crazy. My best advice would be to study a little bit at a time, or if you're like me, and have this strange, undiagnosed disease where you don't seem to do the things you're supposed to, even when you have time, I advise you to make the most out of those few weeks in the summer before your report card comes, because you probably won't be doing much after that. But hey, you like your room, right?

Point/Counterpoint

Torture of Iraqi prisoners can never become justified

By Kyle Bullis

The people of Iraq don't like U.S. soldiers occupying their country, and that's understandable. I'd have a problem if the U.S. was occupied by, for example, the Australians.

Seven U.S. soldiers, however, have acted in such a way that will destroy any comfort the Iraqi people might have over an American presence.

In a POW camp in Iraq, these soldiers tortured and humiliated the inmates and proceeded to photograph and videotape the entire thing.

Now, I don't mean "torture" as in cutting off fingers or gouging out eyes. What these soldiers did was humiliate the soldiers and try to damage them emotionally and mentally.

Most of the pictures involve stripping the prisoners nude, putting black bags on their heads, and stacking them on top each other in a crude pyramid formation or a crazy game of Naked Twister.

A few soldiers were ordered to stand on top of a box with various wires attached to their fingers, toes, and other places of their body, presumably just to make them more uncomfortable.

The beheading of Nicholas Berg, an American citizen residing in Iraq, is a testament to the fact that we cannot do to people what we don't want to happen to us. It's the Golden Rule, but a few people claim that it doesn't count when violating a person's rights, among other things.

We know that Iraqi soldiers likely torture U.S. prisoners, but we also know that the U.S. does the same thing to Iraqi soldiers behind closed doors as well.

In fact, a few Iraqi soldiers have died because CIA interrogators have gone over the top in their questioning. (Source: CNN.com).

This proves that the actions of the seven U.S. soldiers was completely unjustified and the only reason they did it was to have fun at the expense of their prisoners.

Some people say that the U.S. soldiers should be let off, or maybe receive a very small punishment. Others, like myself, feel they should be imprisoned.

Why? Think about it. Were they trying to get information? Nope. Did torturing and humiliating these prisoners help their cause in the smallest conceivable way? No! And that's why there's a problem.

Even if the soldiers were torturing for information, that's only stooping to a terrorist's level.

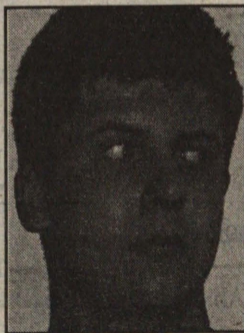
As a country, we have to set an example and not violate basic human rights.

These soldiers couldn't see that, but maybe if they spent a few years in prison they may begin to understand.

Nobody is less of a person than anyone else, which is a concept these soldiers clearly don't grasp.

As for the behind-the-scenes torturing, that is something which has to be stopped but at the very least, it isn't made public.

Let's hope they get dealt with like they should, and maybe that will set an example for them and the rest of the U.S. It'll show that the U.S. values all human life, and not just our own.

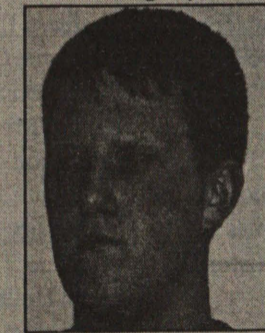


Stress that is put on soldiers bars them from punishment

By John Jennings

I do not think that the soldiers who tortured the Iraqi prisoners should be punished very harshly for their actions. Granted, it is not right for the soldiers to torture the Iraqi prisoners, but there are extenuating circumstances. For starters, if an American or United Nations soldier is captured, he or she almost certainly will face torture. So the question is, why does the public care more about a few Iraqi prisoners being stripped naked than American soldiers being killed and tortured daily? Does the American public somehow think that American soldiers are not tortured before they are killed?

Earlier this month a Muslim terrorist group in Iraq decapitated an American by the name of Nicholas Berg. He was a civilian who was trying to help the Iraqis. The decapitation was video taped and broadcast on the Internet. On the video, the leader begins by saying, "So we tell you that the dignity of the Muslim men and women in Abu Ghraib and



others is not redeemed except by blood and souls. You will not receive anything from us but coffins after coffins, slaughtered in this way."

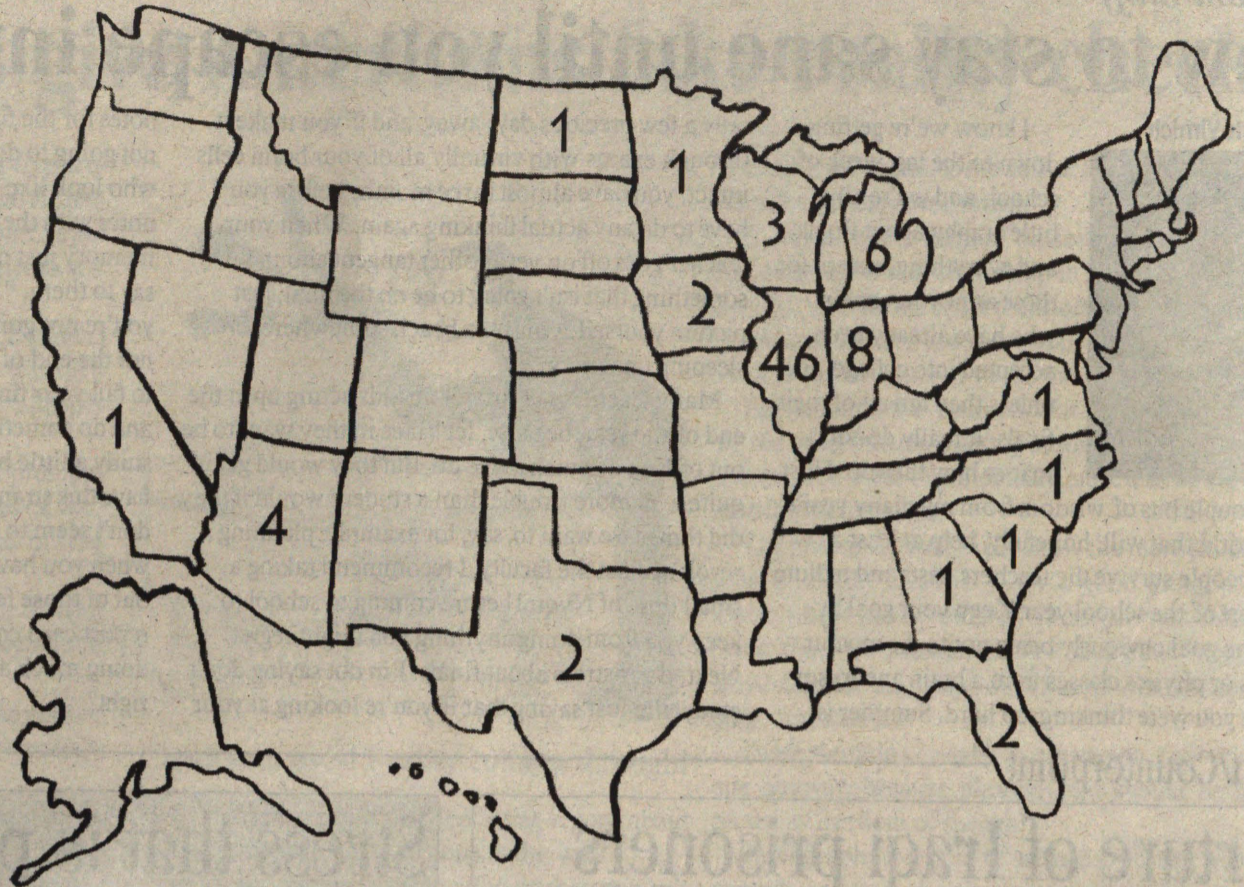
After that speech, the leader proceeds to cut off Berg's head on camera. This doesn't seem right. Our soldiers have to see this stuff everyday, but when they strip a few prisoners naked, they become the villains. I am a proponent of the doctrine of "an eye for an eye" so if American soldiers are being tortured or American civilians

are being killed, then I do not have a problem with American soldiers humiliating Iraqi prisoners. Everyday, they see on the news one of their fellow countrymen dying in the line of duty. But, many times, instead of seeing the dead bodies being treated respectfully, they see them being dragged through the streets and being mutilated. I realize that America is held to a higher standard, as it should be, but it is not fair to expect our soldiers to just take all the things they see happening with a smile on their faces. The public also must take into account that these soldiers did not torture these Iraqis in the usual sense of the word. These Iraqis were not electrocuted, or cut, or any of that. These prisoners were stripped naked and a few of them were roughed up, but they were not brutally beaten to within an inch of their lives. An example of the ways the Iraqis were beaten was they had their head pushed against the ground by a soldier's boot. So, in actuality, the U.S. soldiers did not torture these Iraqis in the usual sense of the word. Many people in the media are talking about how these soldiers should be court-martialed for what they did. These soldiers should not however, have their lives ruined by going to jail for something as trivial as this. I don't think that the public or the media can judge our soldiers' actions because they have no conception of what the soldiers have to deal with. The public doesn't understand the circumstances that these soldiers have been put in, so the public should not punish them. None of the tortured soldiers were killed or even seriously hurt and that is something that al Qaeda and the other people still fighting our troops cannot say about their prisoners. We cannot expect our soldiers to sit back and take all of the abuse that they receive.

Good-bye...

Where's We-go?

See where the class of 2004 will be next fall



Arizona

Arizona State University
 Laura Baumrucker – Biology
 Kim Mueller – Justice Studies

University of Arizona
 Jeff Beideman – Fine Arts/
 Film
 Stephen Singer – Finance

California

Santa Monica College
 Chris Soriano – Pre-Med

Florida

University of Florida
 Cori Koeppen – Mass
 Communications

University of Miami
 Sam West – Journalism/
 Geography

Georgia

Agnes Scott College
 Erin Linsenmeyer – Political
 Science and Religious Studies

Illinois

Augustana College
 Ashley Spindler – Pre-Med
 Jessica Warbiany – Religion
 Elliott Tinnes – Pre-Med/
 Biology

College of DuPage
 Isaiah Ly Buado – Undecided
 Andy Dameron – Communi-
 cations

Deya Franco – Psychology
 Matt Mikes – General
 Education

Concordia University
 Ted Gernand – Undecided

Eastern Illinois University

Jennifer Auchincloss –
 Clinical Psychology
 Megan Shane – Elementary
 Education

Elgin Community College
 Emily Ekstrom – Fashion
 Design

Elmhurst College
 Brett Palmer – Jazz Studies

Illinois State University
 Brad Bytof – Marketing

Illinois Wesleyan University
 Amanda Weier – Pre-Med/
 Spanish

Knox College
 Christine Harris – Biology and
 Environmental Studies
 Sarah Hasse – Art History

Loyola University
 Linsey Perez – Biology

Millikin University
 Jenna Pelej – Nursing

North Central College
 Judith Reza – International
 Relations
 Christy Adduci - Political
 Science

Northern Illinois University
 Jackie Bicek – Accounting
 and Basic Mathematics
 Rick Camp – Music Educa-
 tion
 Josh Hahn – Business Market-
 ing
 Brian Kreml – Meteorology
 Kristen Redden – Elementary
 Education
 Salvatore Rizzo – Political
 Science/Broadcasting

Olivet-Nazarene University

Lena Gómez – Business
 Management/Massage
 Therapist

Pivot Point
 Courtney Mathias – Cosme-
 tology

Robert Morris College
 Lisa Martin – Interior Design
 and Business Management

Roosevelt University
 Nils Higdon – Jazz Studies

Southern Illinois University
 Stephanie Geissman – Special
 Education
 Kimmi Meyerholz – Physical
 Education

University of Illinois (Chi-
 cago)
 Leigh Hellman – Abnormal
 Psychology and English
 (Writing)

University of Illinois (Ur-
 bana)
 Brooke Bachelor – Biology/
 Spanish
 Tom Grove – Undecided
 Tyler Hempel – Biology
 Krista Johnson – Undecided
 Mike Liszka – Civil Engineer-
 ing

Kristen Rocha – Undecided
 Kim Rovtar – Business
 (Accounting)
 Carl Sauter – Computer
 Science
 Peggy Werle – Music Educa-
 tion

Western Illinois University
 Alyssa Campagnoni –
 Bilingual/Bicultural Educa-
 tion
 Molly Knaak – Psychology
 Tami Kuta – Pre-Law

Ariana Robles – Chiropractic,
 Pediatrician, or Physical
 Therapy
 Kris Walski – Criminal
 Justice

Indiana

Indiana University
 Brian Means – Business

Purdue University
 Brittany Boehm – Undecided
 Mitchell Coler – Political
 Science
 Pat Virnich – Liberal Arts

Taylor University
 Dana Grant – International
 Relations and Affairs
 Lathie Norton – Undecided
 David Reynolds Jr. – Music

University of Notre Dame
 Phil Buksa – Physics

Iowa

St. Ambrose University
 Mary Beth Selby - Pre-
 Physical Therapy

University of Iowa
 Julie Polz – Nursing

Michigan

Grand Valley State University
 Jenny Buchman – Cellular
 and Molecular Biology
 Erik Nelson – Criminal
 Justice and Behavioral
 Psychology

Hope College
 Jason Becker – Primary
 Education

Andrew Denniger – Business
 or Accounting
 Andrea Johnson – Nursing
 Ryne Wilson – Business/
 Finance

Minnesota

Winona State University
 Bridgette Sanzeri – Elemen-
 tary Education

North Dakota

University of North Dakota
 Roger Maritote – Commercial
 Aviation

Texas

LeTourneau University
 Scott Storey – Aviation

Virginia

Liberty University
 Lee Coming – Business
 Administration

Wisconsin

Carthage College
 Doug Boyd – Secondary Math
 Education
 Salome Yigzaw – Music
 Education

University of Wisconsin
 Jackie Vavrek – Chemical
 Engineering

Military

Airforce
 Mike McInerney – Texas

Marine Corps
 Nick Grue – Unknown
 Misti Katté – North Carolina
 Lauren Loek – South Carolina

What is your best memory at We-go?

"Beating Naperville Central to go into the playoffs," Ryan Stuhr.

"Probably getting the lead in the musical and winning Mr. Wildcat in the same day," Andy Dameron.

"Not giving in to ridiculous classroom behavior senior year," Sam West.

"My best memory at We-go would have to be cheerleading! It was an all around awesome experience! No doubt!" Kristen Redden.

"When Mrs. Laimins' room was T.P.'d," Deya Frauco.

"My best memory is cheering at the football and basketball games, and just laughing and having a blast on the sidelines. 'Gotta kick it up'," Linsey Perez.

"Freshman year - having fire drills every other day until they made way stiffer penalties," Mike Liszka.

"My best memory at We-go is knowing I survived, and hopefully am the better for it," Leigh Hellman.

"My time in choir, especially at the music festivals," Brooke Bachelor.

"Going to Germany in sophomore year with chamber choir!" Peggy Werle.

"Homecoming 2003 - Went with my best friend, my boyfriend and her boyfriend...lots of fun!" Jenny Buchman.

"Scott Storey, Sam West, Melissa Lund, and I sat in the freight elevator playing slaps 9th hour after jazz band played in commons," Rick Camp.

"Football/basketball games," Kristen Rocha.

"Spring break in Texas with my four best friends," Jenna Pelej.

"When the girls varsity soccer team defeated Naperville 2002," Ariana Robles.

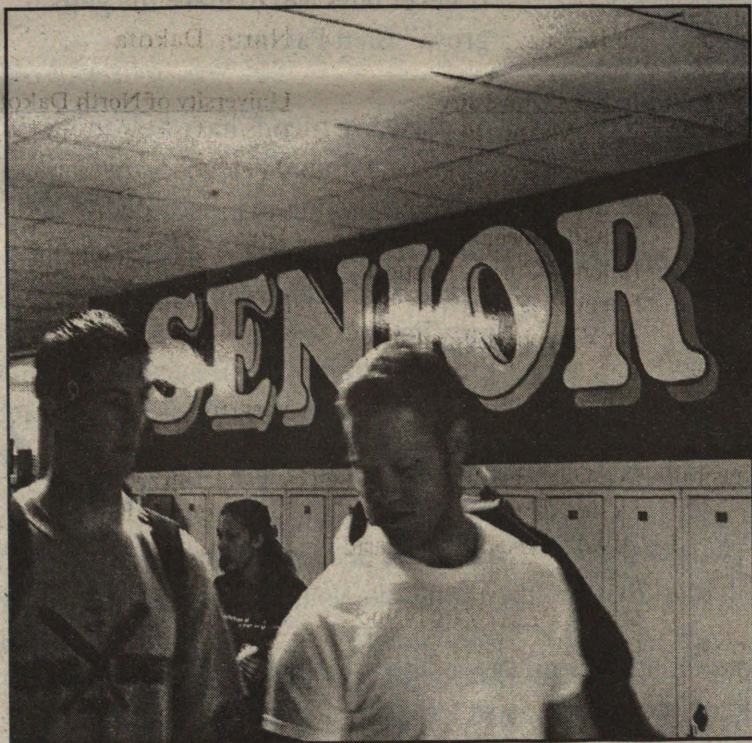
"The golf team with Tom Grove and Dan Polacek senior year," Josh Hahn.

"Spending quality time with a 4 1/3 octave rosewood marimba," Carl Sauter.

"The football games and hanging out with friends before classes," Jackie Bicek.

"Junior prom - It was a blast. I had so much fun," Stephanie Geissman.

"The volleyball team going down to state my freshman and sophomore years," Brian Means.



"When Coach Maloney fell over the garbage can," Isaiah Ly Buado.

"When someone tied a buck to a duck and let him loose in the school," Dana Grant.



"Being in the Mr. Wildcat competition," Tyler Hempel.

"Beating Naperville Central last year in football to go to the playoffs and smushing bananas on Lee's back," Stephen Singer.

"Realizing that these four years will soon be mere memories, and Marletta's class kicked royal behind," Salvatore Rizzo.

"Mr. Kellner whipping note cards at me during a forensics coaching session," Erin Linsenmeyer.

"Playing football," Andrew Denniger

"Hosting a Costa Rican," Emily Ekstrom.

"It was turnabout from this year, and my date was Jeff Raymond. We were dancing to K-CI and Jojo's 'All my Life' and the part where it says 'you picked me up when I was down...' Jeff picked me up and spun me around. It was a great night with all my friends. Another great memory for my four years at We-go," Lena Gomez.

"Participating in and watching athletics," Kim Rovtar.

"The Friday night football games," Kris Walski.

"All Night Long junior year with all my friends," Judith Reza.

"Band trip '02 to Walt Disney World," Kimmi Meyerholz.

"Throwing ketchup on Steve Singer," Lee Corning.

"Being on the track team," David Reynolds Jr.

"WB saying 'you got punked'," Brad Bytof.

"Every day in Mr. Garcia's class," Ryne Wilson.

Good-bye...

Has anyone, whether it's a friend or teacher, been extra inspiring in your life?

"Mr. Healy and Mrs. Laimins. They helped me realize that if I think something is wrong, I can work to change it," Pat Virnich.

"Probably Mr. Fantozzi, because my confidence level immensely. He inspired me to go for my dream job of performing," Andy Dameron.



"Mr. Guter has taught me discipline and how to be a better person. It has inspired me to be what I am today. Thank you!" Scott Storey.

"Many teachers had a strong influence on me... Mr. Collins taught me a lot freshman year. Mr. Turnbaugh has been very influential and, of course, my wonderful speech coaches Mr. Kellner and Mr. Kling, who taught me that someone can be old AND cool," Matt Mikes.

"Mr. Zimmerman was by far the most knowledgeable teacher I've ever had," Sean Reynolds.

"Mrs. Laimins and Mr. Garcia for thinking outside the box," Brittany Boehm.

"All of my friends have been so supportive, always inspiring me to reach for my dreams, and never give up," Molly Knaak.

"Coach Wallner because she always pushes me to do better," Kristen Rocha.

"Mr. Hayes encouraged me to be a music major," David Reynolds Jr.

"Mr. Guter, he has always asked me to do my best," Kimmi Meyerholz.

"My friend Chase Stearn taught me a lot of very important life lessons," Mike McInerney.

"My best friend Kim Rovtar has taught me who I am and what I can do. I would be a different person without her," Krista Johnson.

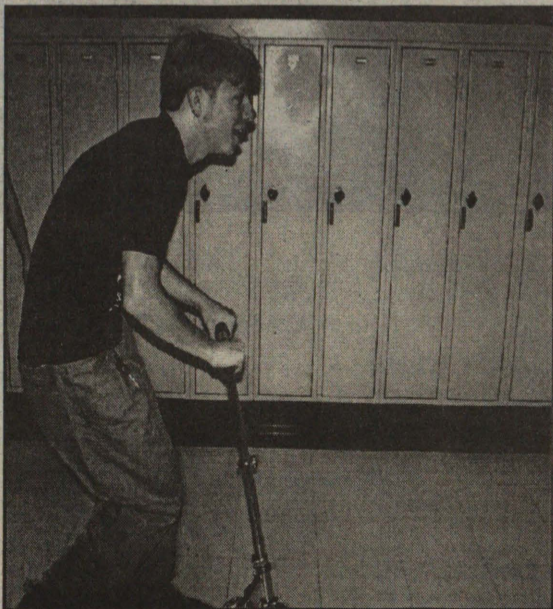
"Mr. Guter taught me everything I know about music, and Mr. Zimmerman taught me that ignorance is never bliss and to make my garden grow," Brett Palmer.

"My best friend Krista Johnson. No one has ever been there for me like her. She's helped me through these past years," Kim Rovtar.

"Mr. Kellner brought me out of my shell, Mrs. Liamins helped me see things in a new light and Mr. Healy really pushed me to go for my major," Erin Linsenmeyer.

"Of course my friends have helped me through everything. A teacher that has been an inspiration to me would be Mrs. Santella. Although she is a hard teacher, her great comments keep me going," Linsey Perez.

Have you learned any life lessons at We-go?



"You won't learn anything unless you have fun, proportionally," Josh Hahn.

"The value of the dollar," Brad Bytof.

"You should be nice to everyone even if they don't like you," Kimmi Meyerholz.

"To be a leader you can't be a dictator, but encourage others to do their best," Sam West.

"Even though We-go may not look good on the outside, it isn't so bad on the inside," Kris Walski.

"Don't hang out in senior hall unless you're a senior or invited by one. Don't ever judge: Stand up for what you believe in," Erin Linsenmeyer.

"What goes around comes around," Stephen Singer.

"People aren't always what you originally perceive them to be," Peggy Werle.

"I have learned that friends are one of life's greatest gifts. They can help you through anything! I love all of my friends for what they have done for me over the years!" Linsey Perez.

"Find your friends early because when you find them senior year, it will be so much harder to leave them," Lena Gomez.

"Tell people you care, before it's too late," Judith Reza.

"To follow my heart and to do what makes me happy," Andy Dameron.

"Anything you do, even if it's really small, can have profound effects on you and everyone around you in the future," Brooke Bachelor.

"Meet as many people possible and have fun while remembering to focus in school," Jenna Pelej.

"I learned that life isn't high school, and a year from now all the drama will seem so ridiculous and won't even be funny," Leigh Hellman.

"Don't procrastinate," David Reynolds Jr.

"Girlfriends will be there forever, but guys definitely won't be," Courtney Mathias.

"No swapping boyfriends with your friends," Misti Katte.

How have you changed since freshman year?

"I'm older, bigger, smarter, and more or less mature depending on how you look at it," Isaiah Ly Buado.

"I'm a lot wiser, whimsical, and a tad more deranged," Brett Palmer.

"Freshman year, I was shy and closed to the world. Now I am more open and more active," Scott Storey.

"I've become an evolved human being, shifting and altering with those evolutions, enough to realize that people are ever changing, and you just have to have the courage and freedom to become who you are meant to be," Leigh Hellman.

"My outfit changes every day," Rich Visser.

"I've learned not to care so much as to what people say. I've also become much more outgoing and free caring," Lena Gomez.

"Freshman year I was a timid girl looking to find herself. Through the past four years at We-go, I have discovered who I am and allowed myself to show that without," Krista Johnson.

"I used to be shy and quiet," Mike Liszka.

"I am not afraid of people anymore," Sam West.

"I am not as shy now as freshman year," Andrea Johnson.

"Well, I like to think I'm more mature, better at dealing with problems, and, of course, older," Jessica Warbiany.

"I think that I have grown a lot over the years but really I have stayed the same! We all grow up over the four years," Linsey Perez.

"I am more outgoing, which has opened up new opportunities and experiences," Julie Polz.

"I am much more globally and politically aware than I used to be," Pat Virnich.

"I've become more outgoing," Brian Means.

"I believe that I have definitely become more outgoing, and I have made a lot of great friends along the way," Lisa Martin.

"I don't care what most people think or say about me because I know who my true friends are," Kristen Rocha.

"I have become a confident caring individual that I am proud to be," Molly Knaak.

"I have found myself and a direction towards what area I plan to study during college," Mitchell Coler.

"I was so scared as a freshman. Now I feel powerful," Ashley Spindler.

"I'm taller and more intelligent," Peggy Werle.

"Since freshman year I have become less shy, more outgoing, and louder," Brittany Boehm.

"Everyone has. We are all more confident and more daring," Jackie Vavrek.

"I came in a shy, clueless person and now I'm very outgoing. I know what I want to do with my life, and I'm a huge band geek," Rick Camp.

"Attitude towards life," David Reynolds Jr.

"More mature and ready to move on," Kris Walski.

"I've become comfortable with who I am and open to many new people," Brooke Bachelor.

"I went from Metallica shirt, gelled hair 'I know everything', to sexy, suave, intelligent guy with glasses...who still knows everything," Matt Mikes.

"I am smarter and know where I am going in my life," Kimmi Meyerholz.

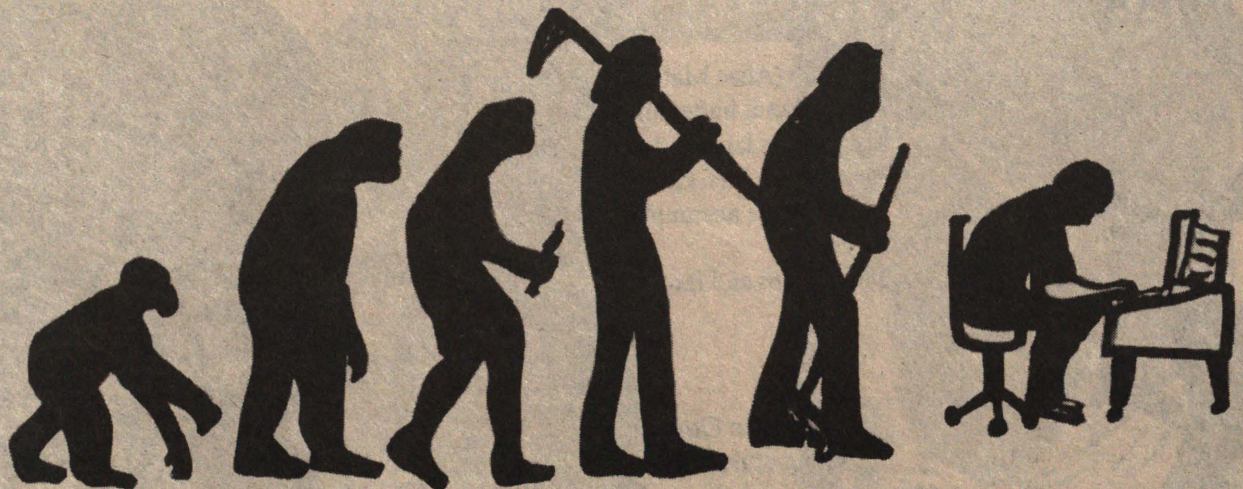
"I would like to think I am more mature. I hope. Just look at the pictures," Courtney Mathias.

"I've matured both physically and mentally," Kim Rovtar.

"I've definitely become more outgoing and more of a leader," Sarah Hasse.

"I'm more outgoing and full of knowledge!" Jenny Buchman.

"I understand life better. I understand people better. I have had many life learning experiences that have helped me be who I am now," Deya Franco.



"I am more confident," Judith Reza.

"I learned how to handle things better when they are thrown at you," Emily Ekstrom.

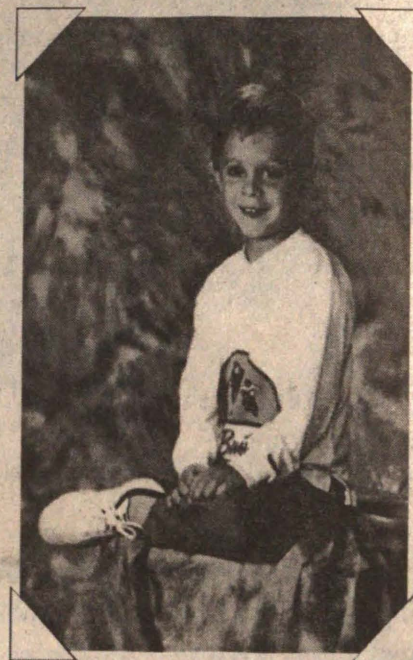
"I have become much more confident in myself. I also am comfortable doing my own thing (performing) rather than following the fold (with sports)," Andy Dameron.

GOOD

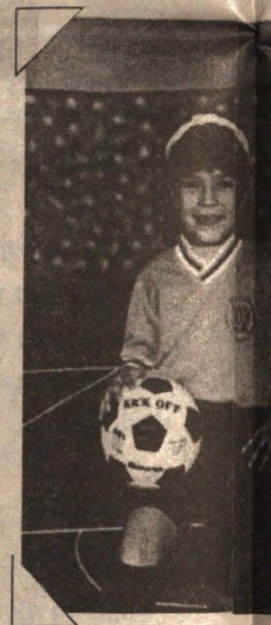


Congratulations! We love you!
Mom, Dad, and Charlie

Dear Patrick,
We are so proud of you. You have amazed us with all your high school accomplishments. You are a fantastic person and we know that you will do a great job at Purdue and in your graduation from We-go. We love you very much.
Mom and Dad



Dear Daughter Juanita,
It seems impossible to see you this grown up; we still consider you a little girl and to us you always will be. We wish you the best on your graduation and good luck on your future endeavors.
Your parents



To the members of the chamber choir:
Thank you for letting us spend time with you. Sharing your talents and music over the past four years is something we will always treasure.
The Buchmans



Big Finn (Alias Matt),
2,876 peanut butter and jelly sandwiches later and you are almost to the finish line. Congratulations on all you've accomplished. We love you.
Mom, Pops and family

To Kirsten Goranson:
Congratulations and good luck in all your future endeavors. You are a special young lady.
Your other parents,
Larry and Judy Buchman

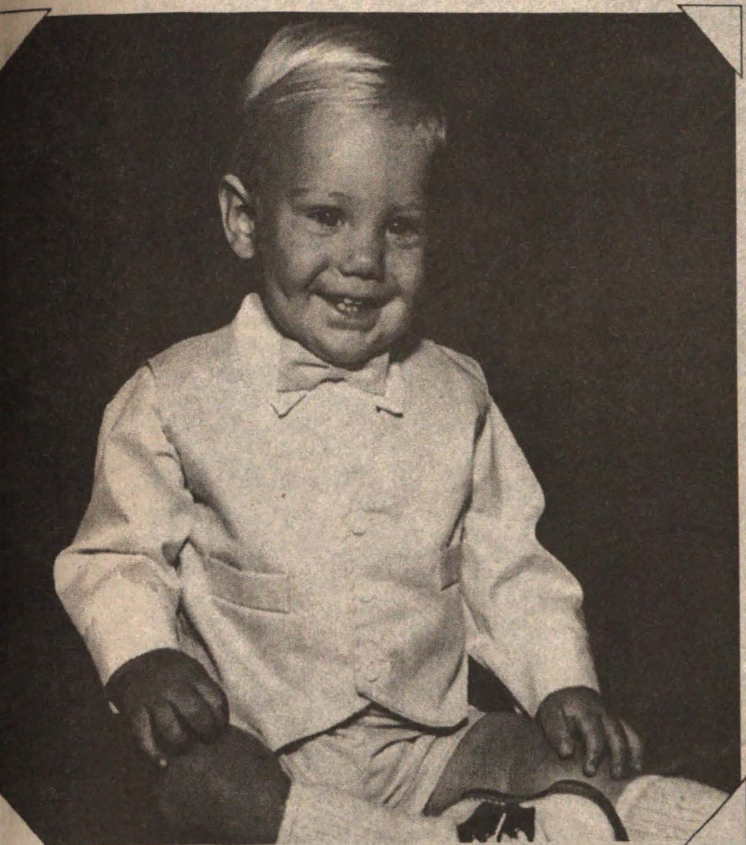


Enjoy these last moments of high school. We're so proud of the person you are and the things that you've done! You're ready for the next phase of your life. You will take the world by storm!
Love Mom, Dad, and Colin

To Mandi
We are so proud of you! We believe the years have passed by so quickly. You have grown up to be a beautiful young woman. Our love and support are yours,
Mom, Rick, and Kyle

LUCK

Dear Ryne,
What a cool little dude you were! We're excited for the future God
has planned for you! We love you!
Mom, Dad, Chad, and Zack



Alyssa,
We were proud of you then, and
we're proud of you now!
Good luck next year!
Love,
Mom, Dad, and Amanda



To Jennifer
Buchman:
In the world of
biomedical
research, may
you discover
God's purpose
for your life!
Mom and Dad
YWABSTU



Dear Cori,
We are very proud of you and all that
you've accomplished so far. We hope that
your college years are just as rewarding.
Congratulations!
We love you Spud.
Mom and Dad



You have brought so much laughter and love to our family and we wish you the best of
luck in whatever road you choose. We are so proud of you. Follow your dreams and you
will succeed.

Love Mom, Dad, Michael, and Hannah

ndy Tollas,
so proud
! We can't
how the
ave gone
quickly. You
rown up to
autiful
woman!
ve always to
Rich, and

Good-bye...

BY GOSH I TOOTED!
RYAN STUHR
CIRCA 1986



Congratulations Erin!
Even when you're 80 you'll still be
my baby. I'm so proud of you. I
love you - Mom.

Jonathan Brandt,
Congratulations on your
achievements! We are so proud
of you! Our faith is with you
for many accomplishments in
your future.
Your loving family,
Mom, Dad, Sarah, Mandy, and
Grandparents

"Our little girl has grown up so
fast!"



Liebe Seniors!
Ich hoffe, diese vier Jahre
machten euch viel Spass und
dass ihr die Deutschklasse
nier vergesst! Besucht mich!
Frau S.

To the class of 2004:
Your years at Community High School are quickly coming to an end. As graduation approaches, we would like you to stop and think for a moment. Think about your favorite teacher... how that person touched your life. Think of your friendships... how they have matured. Think about your family... how they have supported you through the years. It is now time to move on, but do not forget how your teachers, your friends, and your family have helped you grow and prepare for the future ahead of you.

Soon
Everyone
Needs
Independence
On their
Road to
Success

GOOD LUCK and BEST WISHES from the Counseling
Department.



Hey Taylor,
Congratulations on your graduation. Good luck in Wyoming! We know
you will "kick-butt" in the real world. We love you and are proud of
you!
Love,
Austin & Mom

...seniors

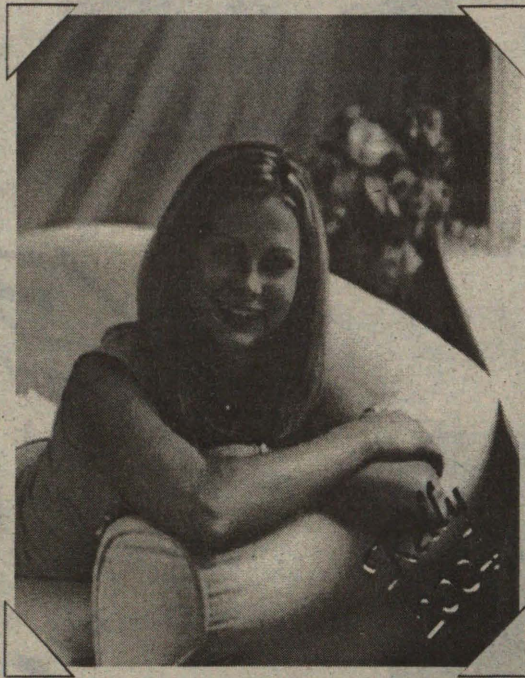
May your life be full of wonder and joy!
Congratulations Emy!



Uli,
We are proud of your accomplishments. We are really glad that you are graduating.
Love always,
Mom, Dad, little sister



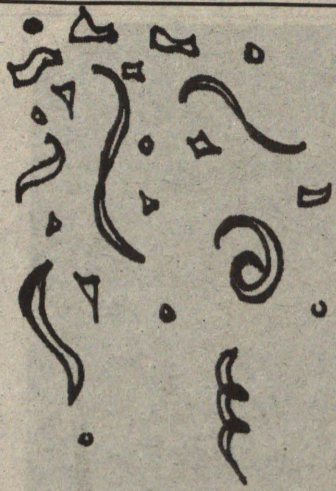
Steve,
Your dad and I want to tell you how proud we are of you and all that you have accomplished. You are everything a parent could hope for: you are kind, sensitive, intelligent, inquisitive, handsome, skilled, fun-loving, great company, and a pleasure to be with. We are confident these attributes will bring you a life of success and happiness. We will treasure these growing years we have had with you always. Stay smart, sane, safe, and sexy.



Kelly,
Congratulations! We are proud of you. You are a special blessing to us and all who know you. Keep on smiling and know that you are loved. May God direct your path as you head to California.
Love,
Mom and Dad

Good-bye

Good-bye...

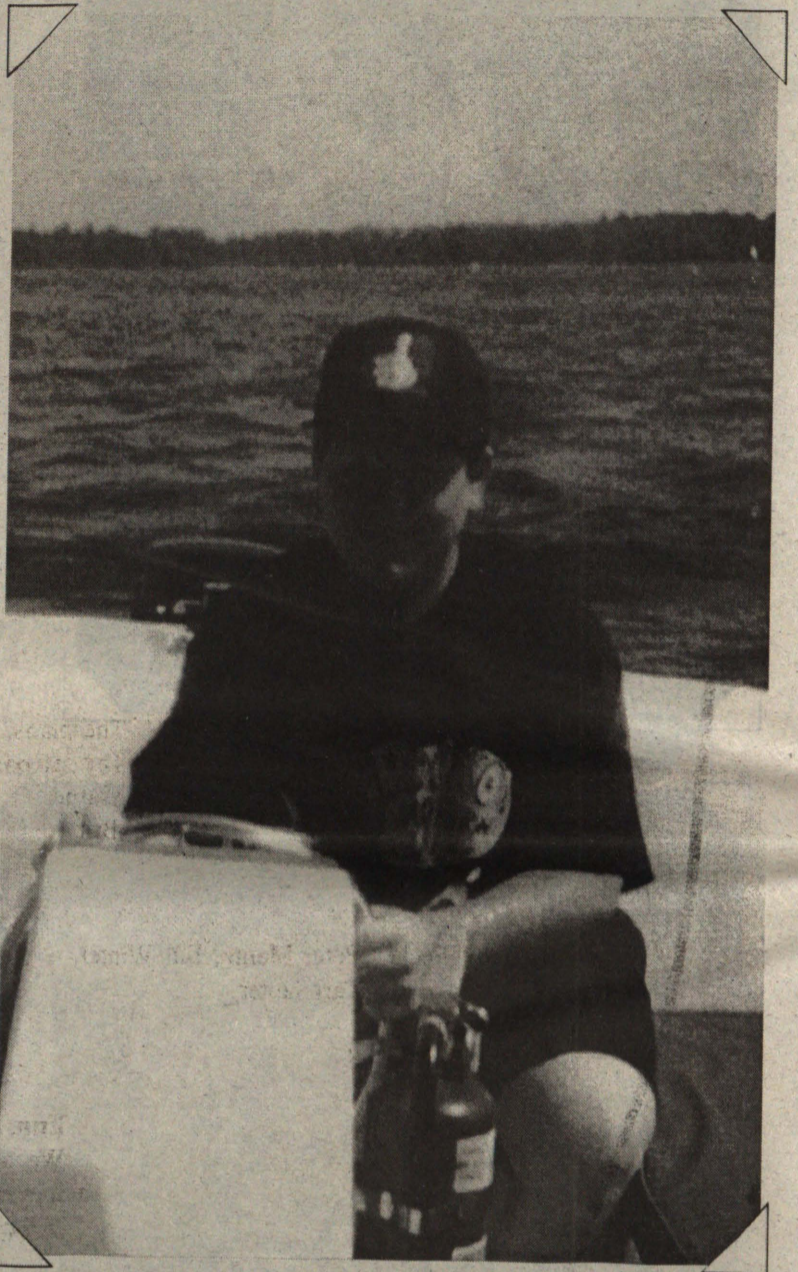


Carl Sauter-
Wow! High school seems to have just flown by. Congratulations on your graduation! We are very proud of you!
Love Dad and Mom



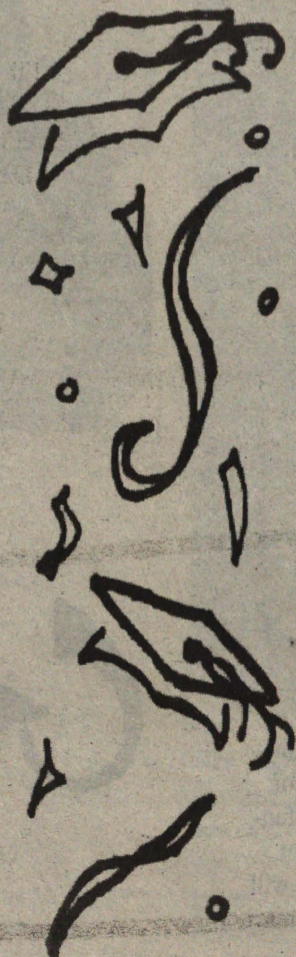
Tyler,
We couldn't be more proud of you! What a guy! Congratulations! We love you lots and always.
Mom and Dad

Mikie,
Wow, a senior now, and going off to college, how time flies! Thank you for becoming a fine young man, we are so proud of you! Just yesterday the only things that mattered to you were the Ghostbusters and the Teenage Mutant Ninja Turtles. Keep your dreams alive and you can do anything, and never waste a day. You're great and we believe in you.
Love,
Mom, Dad, and Bobby



Little Kvas,
We are very proud of you!
Love Mom, Dad and Mike

May your future hold enough challenges to feel self-worth from your life's accomplishments.
We are very proud of you!
Love,
Mom and Dad



Krista,
It's hard to remember not having you in our lives - we love you and will miss you next year!
Mom, Dad, Kari, and Rachel

...seniors

Erin,
Have fun in college! George will love
your room.
-Jenny

I've had a really great time with you guys.
I'm going to miss you next year.
-Your friend, Dave Thomas

Pat,
You win. Your trophy will arrive in five
to ten business days.
-Kel and Brit

Thespians rock! Best wishes,
-Liz Goodin.

You'll be missed! Congratu-
lations and good luck!
-Mrs. Zegar

Erin,
You are a living treasure and our most
precious gift. We are so proud of who
you are.
-A heart full of love- Grandma and
Grandpa

Brian,
Have fun at Indiana! I'll miss
you!
-Love ya, Katrina

Thespians,
The cast parties will never be
the same.
-Brit

Ryan,
I miss you already! Love you
lots.
-Vanessa

Aaron Becker, Peter Mantz, Bill Winter,
Nils Higdon and Karl Sauter,
We'll miss you!
-Drumline Love!

Erin,
We are so proud of you and all your
achievements.
-All out love- Dad, Christine, and Jacob

Erin,
I'm sure going to miss you. You're the best
sister ever.
-Love from your brother, Jeff.

I'll miss you all next year. Have fun
at college and visit often. I'd say more
but I'm poor.
-Davy

Super Soaker,
The person who made the drumline by far the sexiest section. We'll miss you! Schwing!
-Katie Zajac and Emma Townsend

Music continues to be first love for Jim Guter

From New Jersey to Illinois, Jim Guter has taught students for 37 years, and is finally calling it quits as he retires after this year

By Sam West

After 37 years of teaching at nine schools, in five states, with a seemingly endless number of first place marching band awards under his belt, We-go director of bands Jim Guter has decided that it's time for a little rest and relaxation.

Guter said it is time to put away his baton because he wants to take it easy and not have to deal with all the pressures of his job. His job not only includes teaching band every morning, but also organizing the jazz band and competing with it, getting the pep band together to play for basketball games, and selecting

music, drill charts, and teaching the band the basics of marching during band camp and marching band.

But he said the job wasn't getting to be too much for him. "I'd just like to enjoy my life without all the pressures of my job," he said.

Guter started his teaching career in Madison, NJ, where he was the director of the junior high school band and the assistant high school band director for three years.

This was just after he had spent time in the Navy and had graduated college.

The junior high band he taught consisted of 96 mem-

bers and they competed in advanced marching competitions regularly.

"We played music that many high schools couldn't play," Guter said.

His first high school band was in Iselin, New Jersey, where there were only 12 band members. But before the first football game of the season, Guter had rounded up 48 students and set up the school's marching band.

They competed seven times per year and were undefeated in street parades, Guter said. In addition, the band competed in the New York City St. Patrick's Day parade, where they earned first place out of 150, and flew to Dublin, Ireland, to win first place in the limerick competition on another St. Patrick's Day.

"That was one of my better



Photo by Sam West

Guter preps his band class for the annual fall, winter, and spring concerts and marching band half-time show performances. In addition, he arranges for a variety of band field trip performances during the year.

bands," Guter said.

Guter felt that he was successful in getting his bands to compete, even during his first years as a director, because he can inspire them musically and professionally.

"I can excite kids about wanting to do the best they can do, and through success breeds success. People want to be a part of that," he said.

Also, Guter never makes his students do what he would not want to do. If rain falls during a practice, the band goes inside, because neither Guter nor the band wants to be out there.

Since the NJ band, Guter has taught in Massachusetts, California, Connecticut, and Illinois (where he taught in the Chicago suburb of New Lenox).

In 1997, Guter had the opportunity to choose between taking a position in Nevada, Washington, or West Chicago. He chose West Chicago for two

reasons.

He said that his wife warned him that the bands on the other side of the nation would take him out in a body bag. And teaching at West Chicago would be considerably less stressful.

It turned out that his idea that stress would be diminished at We-go was false. Although he doesn't compete with We-go's marching band, he does keep quite busy.

Guter has had many good experiences at We-go. One of his favorite memories is from a festival in St. Louis.

In St. Louis, a competing drum line walked by and impressed We-go's drum line. Guter said that the kids were worried that that band would beat them, but Guter told them that they would beat the other band by 10 points.

They returned to the buses after performing, and were con-

(See Guter page 21)

The adventures of Greg Leitner

Taking his "tough love" attitude and passion for theater, English teacher Greg Leitner treks off to the warmer climates of Arizona

By Elliott Tinnes

As any AP 3 student will tell you, Greg Leitner's AP English class is not something to be taken lightly. But after 16 novels and plays, countless essays, and the ever-terrifying junior research paper, most of his students will tell you there is something more to Leitner.

Even after studying Jeff Rackham's "From Sight to Insight" as though it were the

Bible, students will tell you: there is something more to Leitner.

Since 1972, Leitner has offered that which separates the good teachers from the great teachers: care that extends beyond the classroom. Every Friday and Monday, students in Leitner's class could count on a weekend preview, and a weekend update, respectively.

It was a small part of the

class, usually lasting less than five minutes, but it was a simple way to create a bond between students and teacher. It seemed to be Leitner's way of showing that he cared for his students.

Inside class, he is just as concerned for his students. With a sort of "tough love" attitude, he pushes his students to do their best work, but is still always there for help and encour-

(See Leitner page 21)

Q&A: What are your plans for the summer?



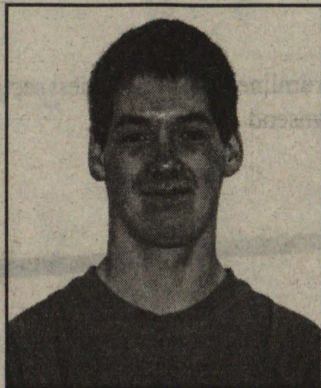
Salome Yigzaw
Senior

Hopefully get a job, but probably not. I'll probably just end up hanging out with my friends I won't see next year.



Bridget Rood
Junior

I'm going to camp to be a counselor for Special Ed kids, most fun thing ever. And not playing softball and probably going camping and such.



Nick Grue
Senior

I am moving to Colorado on June 9, so I will be working on that little project. On Aug. 2 I ship out to San Diego for the Marine Corps boot camp.



Stephanie Gore
Freshman

I plan to go to my grandparents' house and when I get home I will go to the Dells. For the rest of the summer I will hang out with my friends.



Lourdes Padilla
Sophomore

I'm going to Mexico for a month and a half and then come back and maybe get a job.

Tunt trades graduated cylinders for grandkids

AP chemistry teacher Jo-Ann Tunt is retiring after 34 years of teaching in order to focus on her family and her passion for art

By Sam West

When she discovered that creating art out of naked people just wasn't her calling in life, We-go teacher Jo-Ann Tunt decided it would be a good time to go into chemistry.

"Drawing nude males was too much for me, as I fainted, so I went into chemistry," Tunt explained.

She started college as an art major, her passion being wildlife water coloring. But her professors did not like her style, and Tunt decided it was time for a change of plans. She focused on chemistry and teaching it.

After earning a graduate degree from Illinois State University, Tunt started her teaching career at Washington Community High School in Washington, Illinois, near Peoria.

She first taught physical science, then moved up to chemistry and later added AP chemistry to her list. Her mother was a teacher and helped influence her decision to teach.

Tunt found that she liked working with young adults, especially getting to know their individual personalities and motivating them to learn. She incorporates her own sense of humor into each lesson, playing off the humor of her students.

"I seek out students who

have unique personalities and they help me add to the humor of the class," Tunt said.

She spent 16 years at Washington, and then came to We-go, where she has spent the last 18 years. She came here when her husband, who works for Caterpillar, was transferred.

According to Tunt, the family had the option of relocating to Saudi Arabia or Aurora.

"We figured Aurora was nice," she said with a grin.

During her time as the science department chair at We-go, Tunt has helped double the size of the science program, and increased student enrollment.

There were only six classrooms for science when she started, but now there are 12.

She said that she accomplished this by "encouraging all teachers to do hands-on experiments and demonstrations in class."

Student Pat Virnich said he enjoys Tunt's AP chemistry class and thinks she is a great teacher.

"She lets us do cool experiments and has a cooky sense of humor," Virnich said.

Ricky Camp said that Tunt's personality made him want to come to chemistry every day.



Photo by Sam West

Jo-Ann Tunt enjoys the mystery behind science and likes to observe the various interesting results her students' experiments can produce.

He said, "Mrs. Tunt is amazing because even if you don't understand the material, she still makes you want to come to class."

But after 34 years of teaching science and providing a fun classroom environment for her students, Tunt has made the decision to step away from it and concentrate on her personal life.

She said that her parents are sick and she wants to take care of them now.

"My folks are really in poor health so I want to make them as comfortable as possible," she said.

But for good news, Tunt will be able to focus on her role as a grandmother come December.

She's excited about having a grandchild because she will get to spoil him or her and give books like "Bathtub Science." Plus, Tunt will be able to make slime and candy with her grandchild and she even plans

to show how to take the water out of a wet diaper—just add salt.

"There will never be a dull moment with me as a grandma," Tunt smiled. "Unless I get a kid who doesn't want to get his hands dirty. Then I'll be in trouble."

In addition, Tunt plans to spend more time in, what she calls, the state of sunshine. She and her husband currently have a summer house in Arizona, but when her husband retires, they plan to spend half the year in Illinois and half in Arizona.

In Arizona, she wants to spend more time golfing, riding bikes, and at the art studio. Arizona, she said, offers activities on an hourly basis.

Even though art didn't work out for her as a career, Tunt has found the time to excel at another of her passions. And now that she doesn't have to worry as much about chemistry, she can always go back to wildlife water colors.

Guter...(Continued from page 20)

fused as to where the awards ceremony was located so Guter scouted the area, leaving the band behind.

When he returned, unsuccessfully, one band member was standing there holding up one finger. Guter knew then that they had won first place.

"We were what the judges were looking for," Guter said. The other band, although they drummed well, was not in step and had no good marching technique. We-go did what it took to win.

Guter hopes that the band will continue to succeed in the

future. He said that he didn't want the band to falter after seven years of building it up.

But he doesn't think that will happen. The band has improved each year since he has been here, Guter said. Nobody knew about West Chicago's band seven years ago, but now it is widely recognized throughout Illinois.

Guter said that he just couldn't quit music after 37 years. Along with relaxing in the coming years, he plans to conduct district bands, judge at jazz festivals, and work with other area bands.

Leitner...(Continued from page 20)

agement.

Fittingly, Leitner lists the people around him as what he will miss most after retirement.

"I'll miss the people and the students and the teachers I worked with, but at the same time, it will be nice to have more time for other things," said Leitner.

An avid fan of theater, much of this newfound time will center on his passion for acting.

While Leitner takes part in the occasional small role for local theaters, he hopes retirement will give him the chance to be more committed to his roles.

Besides acting, Leitner hopes to spend more time traveling and reading. He plans to spend

his winters in Arizona.

As a graduate of the University of Illinois, Leitner came to West Chicago with a degree in school administration. During the first 10 years of his tenure here, Leitner taught mostly developmental reading courses about American literature.

In that time though, he also managed to earn a master's in education from U of I, as well as a master's in English from Northern Illinois University.

As an American literature teacher, Leitner names "The Adventures of Huckleberry Finn" as his favorite novel to teach.

In his last year at West Chicago, Leitner received a pleasant surprise and a tribute to his

years as a dedicated teacher. Assistant principal Dr. Tom McCann recommended Leitner as a nominee to the Illinois Association of Teachers of English to receive the National Council of Teachers of English High School Teacher of Excellence Award.

"It came as a surprise," said Leitner. "I really didn't know I was going to get it."

According to Leitner, not much has changed in his years at West Chicago. While the building has changed, with the addition of the library as well as the new addition, Leitner says the people never change.

"I haven't seen any significant change (in the students)" said Leitner.

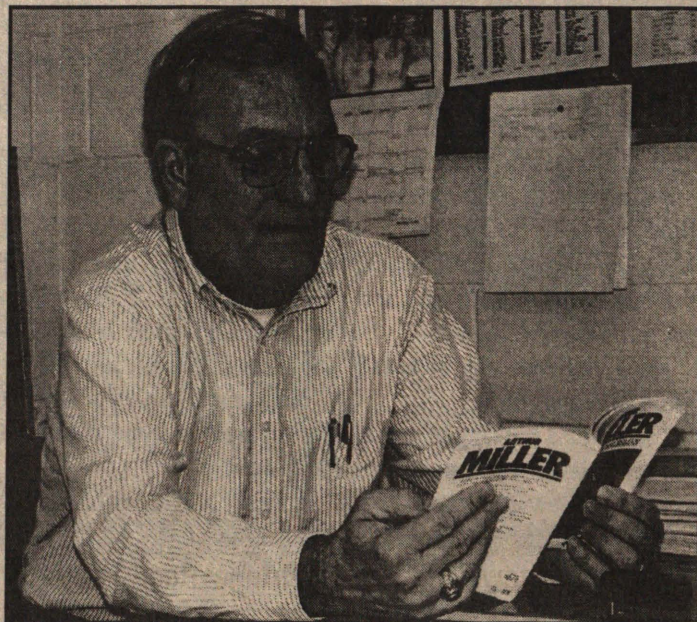


Photo by Mary Beth Selby

Greg Leitner always keeps up with the reading to make sure he and his students are on the same page.

After 31 years of English at West Chicago, Leitner will finally say goodbye to the school he gave so much to.

College Column

Students: Make plans for summer shopping spree

By Mary Beth Selby

In the last month of school, one important thing ought to be looming in the minds of seniors and juniors for their summer schedule: shopping. While seniors comb the stores for dorm room supplies, the juniors should search the Internet for prospective colleges across the nation.

The summer provides almost three months of freedom from homework, projects, deadlines, and tests. Why not take the time necessary to get all the shopping done?

Seniors should be taking the

summer to shop for dorm room decorations. Next year 2004 seniors will be living as freshmen in a new home, and the transition of being away from home is easier in a comfortable environment.

Plenty of stores have dorm room sales, so take every money-saving option possible. Besides furniture, remember necessary appliances, personal décor, clothing for all weather occasions, and school supplies.

When arranging the room, be sure to ask someone what appliances are and are not allowed in the dorms, and what

damages the student is responsible for. For space-saving options, try lofting the beds or storing clothes under the bed.

Once all dorm room supplies are in order, there is only one thing left to do: say good-byes.

Counseling department chair Maura Bridges suggests saying thank you to teachers and other adults that have helped with anything. Besides spending time with friends and family as much as possible, try to take the time to reflect on the last four years.

While seniors are in the stores, juniors should be shop-

ping colleges. Before actually visiting any schools, juniors should make a list of what they are looking for: location, setting, size, student/teacher ratio, programs available, extracurricular activities, and housing options.

"Do not worry about the cost, nothing is final. There are plenty of ways of getting the money you need through loans, grants, and scholarships," said Bridges.

With an idea in mind of what you want, research via Internet, books, and talk to people who attend the school. If the school is still interesting,

arrange a tour to see the campus. Sometimes the campus can sell itself. When on campus take a good look at all aspects of the school: building size and walking distance between buildings, dorm room size, cleanliness, bathrooms, and dining halls. Be sure to have a list of at least 10 questions ask the tour guide. More likely than not the tour guides are students, so it would also be beneficial to ask for an appointment with an acceptance counselor, and prepare questions.

Taking the summer to research many different schools of interest can best benefit juniors during the school year. By visiting a school over the summer, juniors can eliminate any schools that they will not attend their freshman year of college and they won't have to visit during the school year, taking off time from their studies.

First semester of senior year does count towards college acceptance and second semester counts to keeping that acceptance, so 2005 graduates hardly can afford many college travels during the school year.

There was a reason for high school, because everything has a purpose in life. Take the remaining time to understand what the purpose of high school was for you: a better education; meet life-long friends; determine and pursue your passion; or, learn more about yourself, said Bridges. The better you understand your purpose for high school the better you can appreciate the four years you spent at West Chicago. Don't let those years go to waste, and use that understanding to look towards the next step in life.

Prepare a list of questions to ask when touring any college campus or meeting with a counselor. Here are some suggestions:

Are tutoring services available and when?
What is the average class size? Are classes taught by professors or teaching assistants (TA)?
How easy is it to switch majors?
How will AP/previous college credits transfer?
How much are books and

other materials going to cost? What is the average increase in tuition and other costs from year to year?

What are dorm room policies? What damages are students responsible for?

What is the school's method for switching roommates?

What kind of health facilities and services does the college offer? 24-hour emergency care? Nearest hospital?

Before deciding on a college, ask yourself:

What financial aid packages does the school offer?

How easy is it to get the courses you want at convenient times?

What sort of career planning services are available? Does the school help graduates find jobs?

How much does housing cost, and are freshmen required to live on campus?

What is the quality of academic resources (library, computer labs)?

How many students return after freshman year?

What student organizations are on campus?

Musick adds Artist of the Month to her string of accomplishments

Jill Musick juggles four instruments in seven years

By Mary Beth Selby

Junior Jill Musick strings together her awards to take the seat of May Artist of the Month.

What instrument do you play?

How long have you played?

Violin since the fourth grade, flute/piccolo since last year, and the viola for five months.

Have you won any awards?

What were they for?

I received a ranking of one at solo and ensemble the past three years (on the violin) doing solos and duets with Mary Turnquist.

I made it to district in IMEA my freshman and sophomore years, and I went to All State and sat in the first violin section of the honors orchestra.

I have also been selected to play in Fox Valley Music Festi-

val for two years. I was also nominated as artist of the month.

Can you recall how you became interested in music?

When I was little, a lady at my church played the flute, so I wanted to do that. But in the fourth grade I tried out the violin and stuck with that.

Is there any particular artist or type of music that has influenced your work?

I think many Christian musicians I have known have influenced the attitude I take towards playing music.

They have shown me that this gift of music I have comes from God, so when I play I have a higher standard of playing.

I hopefully don't have the attitude that says, "I'm better than

everyone else" because I'm just doing what I can with what talents I have been given.

How has this artist influenced your work?

They (Christian artists) have shown me that this gift of music I have comes from God, so when I play I have a higher standard of playing.

I hopefully don't have the attitude that says "I'm better than everyone else" because I'm just doing what I can with what talents I have been given.

What type of music do you listen to?

Christian and classical.

Do you plan to study music after you graduate?

Yes.

Do you have a particular music program or school that you

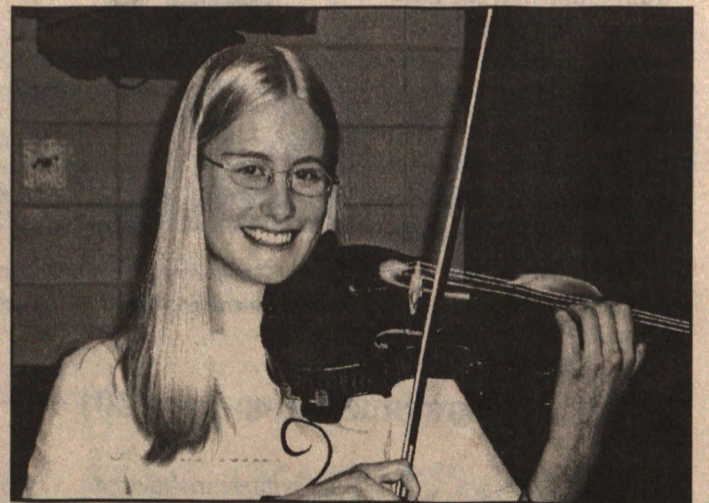


Photo by Mary Beth Selby

Jill Musick practices her violin, which she has been playing for the last seven and a half years.

are interested in?

I would like to study music education at either Oberlin or Wheaton College.

Do you have any musical aspiration you have not yet reached?

I'd like to accomplish musically and technically, such as a strong left hand pizzicato, but most of all I would like to be a good teacher and leave a lasting impression on my students. I want to show them how to love music.

Is there anything else you enjoy doing?

I enjoy hanging out with

friends, eating Oreo cookies, riding roller coasters, and sleeping.

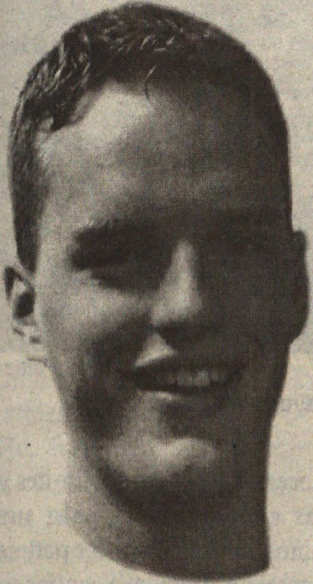
Is there anyone else in your family interested in music?

My mom plays the piano, my younger brother plays the trumpet, and my older brother plays the computer, but he used to play the trumpet.

Do you have any advice to students who are interested in music?

Practice, practice, practice, don't give up, and have fun with it. Don't stress out too much over it, but have a commitment.

Brown v. Board, the ruling that made history



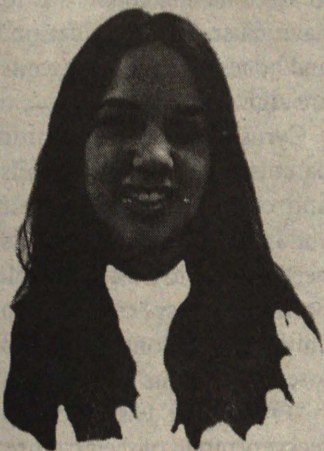
Rich Visser, senior

Schools are supposedly more integrated, but individual classes are not. Most of my classes are 90 percent white people, even though this school is about 60 percent white.



Mark Halberg, sophomore

In the legal sense, I do think we are not segregated. However, the idea of ethnic segregation is programmed into many of us as children, so segregation is still strong throughout our society.



Dianne Keck, senior

Schools are more legally integrated and people definitely have more exposure to diversity. However, people continue to segregate themselves from one another. I believe more so in other areas of the country than West Chicago. Perhaps, this is the most disturbing part about school segregation: children hating one another.

By Doug Sieder

Brown v. Board of Education was one of the biggest steps towards washing away racial segregation. Ever since the Supreme Court ruled in favor of the Brown case 50 years ago, Congress passed many laws to help minorities in education.

Many schools across America before the 1950s were segregated by race, even though schools were supposed to be the same educationally according to the government.

However, this was not true, as most black schools were unequal compared to white schools. Many black students did not have the same opportunities as white students.

The beginning of desegregating schools started in 1951 when a black girl in Topeka,

Kansas, named Linda Brown had to walk one mile through a railroad switchyard to get to her black elementary school, when there was a white elementary school just seven blocks from her house.

The girl's father, Oliver Brown, tried to enroll her in the white elementary school, but the principal would not allow it, so the father decided to go the National Association for the Advancement of Colored People (NAACP) for help.

The NAACP agreed with Brown and decided to help the family with the problem and they set a court date for June 25.

The NAACP said that segregating schools made black children feel that they were lower than white students.

In the trial, the Board of

Education's defense was that segregation existed in every other part of Topeka, and children would face it when they grew up. They also said that segregated schools were not harmful to black children.

The jury sided with the Board of Education. The NAACP and Brown decided to appeal to the Supreme Court on Oct. 1, 1951.

Their case was combined with other cases that challenged segregation. The first case was on Dec. 9, 1952, but the jury failed to reach a decision. It took three years for the Supreme Court to make their final decision. Finally, on May 17, 1954, the court ruled to banish segregated schools, and required that all schools must be integrated.

This decision gave black stu-

dents hopes that they would have an equal chance at an education. African-Americans also thought that they had won the battle, but there were still many problems, especially in the South where help for blacks did not come easily.

(Source: NEA Today)



David Reynolds, senior

I think it has helped out a little bit. There is still segregation in certain schools such as in the city. There are not many white people in city schools and not as many blacks in suburban schools. I think the amount or percent of blacks and whites have increased since Brown v. Board has been in effect.

Brown v. Board: A 50-year long road paved with racial oppression

By Kyle Bullis

It's been 50 years since the Brown v. Board of Education ruling, but putting the new ruling into effect was a slow process.

Today a new kind of segregation has formed since the Brown v. Board of Education ruling. Separation has become more of a population-driven problem.

Minorities are filling up the less-than-perfect areas of cities of towns, and consequently are becoming the majority in poor public schools.

After the Brown ruling, South Carolina reworked the school district boundaries to forcefully clump the black population into one district and the white population into another.

The state government then proceeded to negligibly fund the schools with black students as the majority.

For instance, a high school in Lyons, Ga., integrated its school in 1971 and to this day practices segregated proms. Supposedly, the system was organized by the students themselves.

Recently they have also begun another separate Hispanic prom.

Others simply don't think integration has a major effect on a student's education, and

in some cases can actually hurt it. (Source: www.alarminingnews.com)

People of the same race statistically prefer to hang around with someone of their own race more than any other.

Racial intolerance is also a factor in certain neighborhoods becoming predominantly one race. As blacks begin moving into a part of town, whites move out, and the blacks become the majority. Polls have

also shown that racial integration shouldn't be pushed for simply because it's racial integration.

Black parents have said that integration does not necessarily help their students. However, modern racial segregation of schools have allowed states to direct money away from black schools. This is a major cause of the poor state of urban schools. (Source: www.chicagotribune.com)

Brown v. Board: Reflections of racial concerns at We-go

Being a racially diverse school, We-go isn't immune to concerns facing the Brown decision, but Supt. Lee Rieck feels We-go is doing much better than other schools in regards to racial separation.

"Work still needs to be done to break down attitudes about culture and preference, but we can't lose sight of the fact that we've made progress," said Rieck.

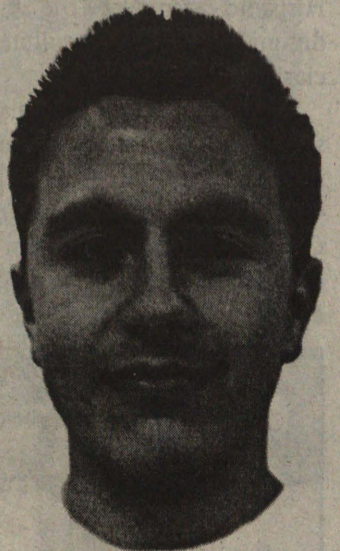
The school board is discussing more ways to do something meaningful towards breaking down separation, said Rieck.

Government and economics teacher Shawn Healy believes that segregation has been erased legally, but still believes that there is a strong correlation between education, race, and poverty.

"We need courage to tackle segregation, especially in the poor areas," said Healy.

Healy believes that We-go is incredibly diverse and is an exceptional model to all other schools. However, he thinks that there will also be an issue of self-segregation.

"You see a lot of this in the lunchroom where certain groups of people will split off. We also lack minority involvement in school sports," said Healy.



Ruben Valenzuela, senior

Yes, schools are a lot more integrated since the Brown ruling. However, some schools and classes are still segregated for different reasons, like language. Also, it's hard to integrate some inner-city schools. It would be too much work to bring students from other races who live far away to integrate schools or to take some inner-city students to other schools.

ñ Noticias

Padres hispanos enfrentan una nueva cultura en EE. UU.

Por Maria Perez

Todos padres se encuentran con jóvenes que buscan más privilegios, y hispanos están enfrentando estos problemas en los EE.UU.

La trabajadora social Diana Alcalá dijo que es típico para jóvenes buscar la independencia y la trabajadora social Alina Hernandez Cyrus concordó que era común con cualquier cultura durante la adolescencia.

En México la cultura se orienta más hacia domesticación, la mujer permanece en casa y cuida la casa y la familia, dijo estudiante Tatiana Hernandez. En la sociedad hispana se acepta que el hombre tiene más poder sobre la mujer. Desde que más hispanos cambian a los EE.UU. ellos se encuentran en una sociedad donde se consideran las mujeres y los hombres iguales.

"Pienso que la adolescente latina tiene más dificultad consigo porque hay muchos

asuntos culturales, los papeles implicados y tradiciones del género," dijo Cyrus.

Las chicas hispanas se encuentran con más limitaciones puestas en ellas por sus padres. Alcalá dijo que los padres pueden poner más limitaciones en sus hijas porque ellos quieren protegerlas y eleva los conflictos que desarrollan. Especialmente cuando los jóvenes hispanos van contra las reglas de los padres para tener estas libertades.

"Ellos quieren más libertad y muchos creen que ellos son suficiente mayores a cuidar sí mismo," dijo Alcalá. Cyrus cree la misma cosa, ella piensa que adolescentes empiezan a mirarse y sentirse como adultos y eso los dirige a querer controlar su propia vida haciendo sus propias elecciones. Pero Cyrus agregó que adolescentes no son aun adultos y por lo tanto, ellos encuentran una lucha. Cyrus ve que los padres latinos hacen

lo mejor que pueden para proteger a sus niños de lo que ellos se han enterado del mundo. A pesar de esto, Cyrus piensa que los padres hispanos necesitan mirar de vuelta a los niños y como son hoy.

La mayor parte de los padres hispanos han aprendido que las mujeres y los hombres tienen papeles diferentes en la vida. Cuando los padres llegan a EE.UU. con sus niños, ellos vienen en busca una vida mejor y ellos no estan preparados para enfrentar una sociedad diferente con valores y creencias diferentes. También los niños hispanos se enfrentan más a valores y creencias de los americanos en la escuela, mientras sus padres trabajan todo el día y no tienen oportunidad de conocer el estilo de vida Americana.

De eso ha desarrollado los conflictos según los padres, dice Cyrus que vacilan permitir que sus niños salgan con sus amigos, porque dentro de la comunidad hay muchos

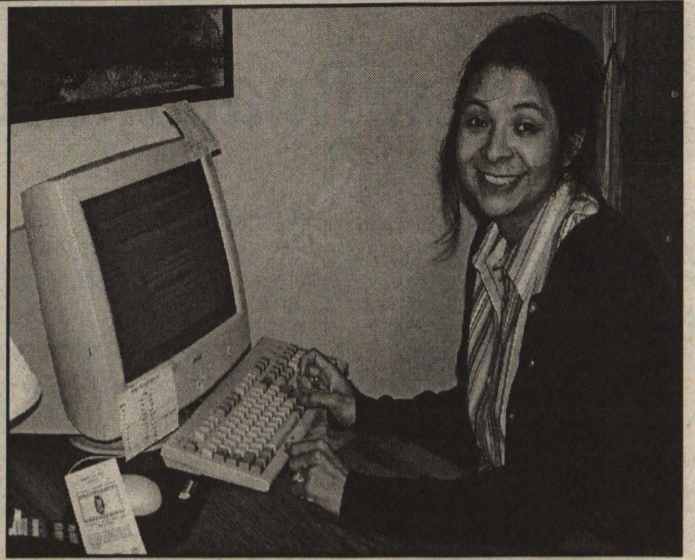


Foto por Maria Perez

Trabajadora social Diana Alcalá ayuda a padres y hijos hispanos entenderse.

en droga, hay pandillas, y hay un porcentaje alto de embarazo. Siendo también nuevo a la comunidad, muchos padres hispanos quizás no sepan, ni quizás entiendan la comunidad americana común. Alcalá dijo que los asuntos opuestos entre padres y niños tienen como resultado que el padre que pierde su confianza en sus niños. Eventualmente esto puede hacer comunicación entre padre y niño más difícil. Alcalá sugiere que una manera de evitar los conflictos que tienen es que deberán tener la confianza, comunicación, y la honradez en lo que los jóvenes pueden hacer. Cyrus concuerda que ella cree que padres hispanos

necesitan explicar los límites y las consecuencias para sus niños, pero también los padres necesitan aprender a confiar en sus niños más, especialmente cuando el niño no ha hecho nada para perder la.

"En general los jóvenes hispanos se sienten mas orgullosos de su cultura y estoy contenta, pero pienso que ellos luchan con la libertad, la falta que sus derechos americanos que quieren como cada cual joven. Ellos quieren salir con sus amigos y a veces ellos no son permitidos. Pienso que todos los niños necesitan experiencias sociales nadamas los padres necesitan saber con quiénes están y donde están," dijo Cyrus.

Hispanic parents deal with a new culture in the U.S.

By Maria Perez

All parents deal with teens seeking more privileges, but Hispanic parents face the additional problem of a culture clash in the U.S.

Social worker Diana Alcalá said that it's typical for teens to seek independence. Social worker Alina Hernandez Cyrus agreed that it was common with any culture during adolescence.

"In Mexico, the culture is oriented more toward domestication where the woman stays home and takes care of the house and the family," said student Tatiana Hernandez. At an early age girls learn that they are supposed to stay home to help their mothers. In the Hispanic society it is accepted that the man has more power over the female. Yet as Hispanics move to the U.S. they find

themselves in a society where women and men are viewed as equals.

"I think Latino adolescents have more difficulty with it because there are a lot of cultural issues involved and traditional gender roles," said Cyrus.

Hispanic girls may find themselves with more limitations set on them by their parents than their brothers.

Alcalá said that parents may set more limitations on their daughters because they want to protect them. Often that leads to conflicts, especially when the Hispanic teens go against their parents' rules to have these freedoms.

"They want more freedom and many believe that they are old enough to take care of themselves," said Alcalá.

Cyrus said that teenagers start to look and feel like adults and that leads them to wanting to control their own lives by making their own choices. But Cyrus added that teenagers are not adults yet and therefore they find it a struggle.

Cyrus also sees that Latino parents are doing the best they

can to protect their children from what they learned. In spite of this Cyrus thinks that Hispanic parents need to relook at the way kids behave today.

Different roles for genders

Most Hispanic parents have learned that women and men have different roles in life. When the parents come to the U.S. with their children, they come seeking a better life and they are not prepared to face a different society with different values and beliefs from their own.

Also, the Hispanic children are more exposed to American values and beliefs in school while their parents work all day and barely have any exposure to the American lifestyle.

That is where conflicts develop. According to Cyrus, parents are more hesitant to let their children go out because within the community there are drugs, gangs, and a high pregnancy rate.

Also being new to the community, a lot of Hispanic parents might not know or understand the community.

Alcalá said that the conflicting issues between parents and children result in parents losing their trust in their children and withholding their children's privileges. That can make communication between parent and child difficult.

Alcalá suggests that one way to avoid having conflicts is to have trust, communication, and honesty on what the teens are allowed to do.

Cyrus agrees that Hispanic parents need to set clear limits and consequences for their children, but also the parents need to learn to trust their children more, especially when children have done nothing to lose their parents' trust.

"Overall the Hispanic girls feel very proud of their culture, which I'm glad to see, but I do think they struggle with wanting the freedom their American peers get.

"Like every teen they want to go out with their friends and sometimes they are not allowed. I think all children need social outlets as long as parent knows who they're with and where they are," said Cyrus.



Photo by Maria Perez

Social worker Alina Cyrus (left) believes Latino teens have more difficulty than whites when they try to seek independence.

Even after defeat, boys track team has high hopes for rest of season

After placing last in the DuPage Valley Conference meet, the team pulled through and qualified six athletes for upcoming state meet

By Mary Beth Selby

The boys track team rebounded from a disappointing finish at the DVC meet and sent six athletes to state.

The state qualifiers were Mike Smolucha in the 1600 meter in 4:24.04 minutes, Geore Visser in the 3200 meter 9:35.34 minutes, Greg Callahan for the 300 meter hurdles in 39.80 seconds, Jeff Raymond in the pole vault for 13-feet, 3-inches, Mike Savagnago in the high jump for 6-feet, 3-inches, and Erik Hernandez in the shot put for 52-feet, 1-inch.

Doll was real pleased to see the the results of sectionals

"Sending six guys, that was phenomenal. I mean, three weren't supposed to, or at least we didn't think would, qualify for state but they did. So many guys did great, really shaving times the week before," he said.

Rich Visser, for instance, increased his mile time by 40 seconds and was just 10 seconds from state qualifications.

All coaches were pleased with the turnaround from the DVC meet the previous week.

Disappointment was the de-

scription for the boys' last place result at their DVC meet. Falling just one point shy of a seventh place finish, they placed eighth of eight teams at the meet.

Coaches Paul McLeland and Matt Doll reluctantly admitted the breakdown came from the field events, where they did not perform as well as they have been. Usually the team gets brilliant results out of their field events. The coaches said it was a shame to come in last, but field events were not at fault for the loss.

The results did not break the team, as they looked ahead with high goals.

"I would have rather been down at DVC and up the next week at sectionals. We're hoping for a good performance," said McLeland with a smile.

Coaches used the final week



Photo by Mary Beth Selby

The boys track team, although suffering a loss at the DVC meet, wants to finish the season on their own terms with no regrets about the season.

before sectionals to taper the boys, and ease off the intensity on the muscles. Tapering allows coaches to repetitively work the muscles to act naturally.

Jumping coach Paul Omi only wished for the team to do well by their own standards.

"They have been working hard all year and it shows in their performances. If you work hard it will pay off," he said.

All the coaches hoped to close out the year in a success-

ful way and without any regrets. They are very pleased with the effort that they have seen and hope for the same thing to happen next year.

"Every coach hopes for good athletes, but we work with what we've got and we just like to see effort," said Doll.

Team members also look to the future for more opportunities. No matter what the circumstances, the team, both athletes and coaches, tries to hurdle the obstacles to achieve future success.

El Train's View

Two teams, one city, and a feud that has lasted since beginning

The rivalry between the Cubs and the Sox transcends the baseball

By Elliott Tinnes

Can we please forget all of this Cubs fan-Sox fan animosity? As part of a city with two baseball teams, we should think of ourselves as blessed. Yet we squabble with one another over which team is better.

For years, the Cubs were the disgrace of the entire league, while the White Sox chugged along with the occasional standout season.

Finally, the Cubs have fielded a team with the potential to go at least as far as last season, if not further. Several year contracts from the likes of Kerry Wood and Mark Prior give the Cubs a chance to be a powerful team for sev-

eral years running.

Before the beginning of this season, the Cubs were touted as one of the best teams in the majors, chosen by many sports publications, including Sports Illustrated, to win the World Series. High expectations, coupled with the signing of new players such as Derrick Lee and Greg Maddux, pitched the city into Cubs fever and shrouded any positive publicity for the White Sox.

Could this be the source of all the anti-Cubism I have heard throughout this baseball season? I am a Cubs fan, but that does not require me to hate the White Sox.

We are from the same city, Sox and Cubs fans alike. The extent to which fans of opposite teams refuse to acknowledge one another is of political proportions.

Liberals cannot seem to fathom the beliefs of conservatives and vice-versa. Similarly, Cubs fans and Sox fans alike seem to refuse to see eye to eye.

To support my claim that Sox fans absolutely hate Cubs fans, I consulted fellow sportswriter and Sox fan Doug Sieder. "I

hate the Cubs basically more than I hate anything," said Sieder. He then continued "my second favorite team is whoever is playing the Cubs."

A recent TV spot from Pepsi only widens the gap between Cubs and Sox, as a Sox fan plays a prank on Sammy Sosa. Subway is capitalizing on the rivalry as well. Through the summer months, the fast food chain will present two new signature subs, one endorsed by Cubs manager Dusty Baker, and the other by Sox skipper Ozzie Guillen. Corporations have realized that they can cash in on one of the sports world's most heated intra-city rivalries.

A recent Wrigleyville tragedy, where a man was shot dead after a Cubs game, was questioned by some members of the media as a dispute between Cubs and Sox fans. The victim's family vehemently denies any such claim.

The bottom line here is that the Cubs-Sox rivalry is unnecessary. It's harmless- in no way do I believe it had anything to do with the Wrigleyville death- but it is unnecessary. Whether it be Cubs or Sox who are succeeding, we should be glad it's Chicago.



Photo by Mary Beth Selby

Lauren Anders traveled to state to compete in hurdles. Her 100 meter hurdle time was the ninth fastest in the state.

Lone Wildcat to represent track team at state meet

By Elliott Tinnes

While the track season ended for most Illinois girls on May 14, West Chicago's Lauren Anders stretched her season another week longer after qualifying for state in the both the 100 and 300 meter hurdles.

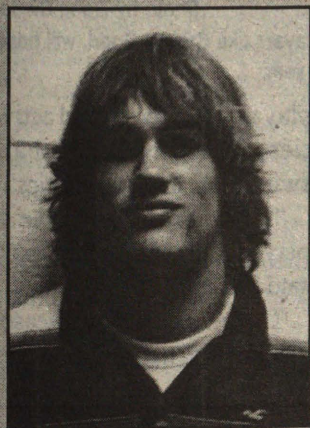
Anders' efforts paid off when she ran at state. Her 100 meter hurdle time was 15.6 seconds, the ninth fastest time in the state.

Coach Katerina Claiborne said she was only .02 seconds shy of qualifying in the next heat.

She then went on to place 18th in her heat for the 300 meter hurdle event.

Before heading to state, Anders needed to get through sectionals, which was held on the type of cold, rainy night that never favors fast running times.

(See Track page 28)



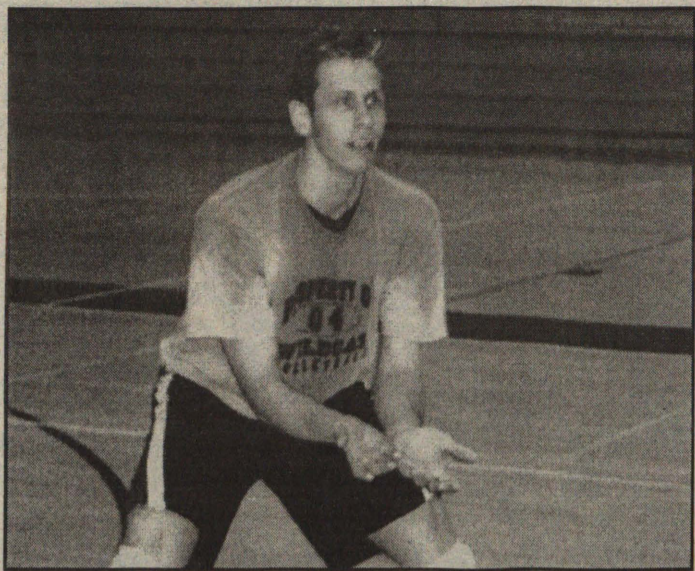


Photo by Kyle Bullis

Zach Flagg and the rest of the boys volleyball team has not met their expectations this year, but they are still playing hard and trying to end the season on a high note.

Boys volleyball struggles but are still competitive

By Kyle Bullis

The boys volleyball team has been working hard this season, although they will still need to pick up the pace to make it to the playoffs.

As of May 20, the team's been carrying a heavy 3-10 record, facing stiff competition from schools such as Glenbard East and Wheaton-Warrenville South. Hasty was hoping that the team would at least scratch the .500 surface.

Communication has been a major weakness for the team, said team captain Doug Boyd.

"We're having a hard time playing the front and back together, and we end up making a lot of mental errors," said outside hitter Scott Campbell.

The team also faced tough regional and sectional games because of harsh scheduling.

The team has had to adjust to the many new faces that have appeared at the beginning of the season.

Only three players have returned from last year, and that's after losing eight players last year, which has really hurt the team.

Hasty will be losing an additional five more players after this year.

"We'll be losing Doug's power. Steve Thomas is a good all-around player as well," said Hasty. The team will also be losing Zach Flagg, Brian Means, and Campbell.

Hasty, along with Boyd, believes the team lacks the drive and motivation which has been dragging the team down.

"We began digging a hole for ourselves right away and we can't get out," said Hasty. The problem can be at least partially attributed to all of the fresh players on the team that have had to step up because of all the players the team has lost.

Hasty has been running drills to help improve the team's flaws. "We try to focus on drills that will develop the skills the team is lacking. We want to keep the practices fresh and disciplined. If Zach's soaking with sweat, we've been working hard," said Hasty.

One of the team's more positive highlights came when the Wildcat team smashed through the Waukegan round-robin tournament with a 5-0 sweep and proudly took home a first place trophy.

While Hasty usually runs through the basic practices that involve warming up, drills, and exercise, occasionally she'll do a "fun practice," where the players work on their skills through competition with each other.

(See Volleyball page 27)

Softball team will lose few key players for next year

The softball team is going to have to replace many positions on their team as this year's seniors will be leaving

By Kellie Virnich

Even though We-go's varsity softball team did not qualify for conference, they are focusing the end of their season on regionals.

They suffered several key losses, but they haven't given up. Varsity coach Jim Shaudt commended his players on their attitude this season.

"It's been a tough year, and they're trying their best. There's no one hanging their heads after our games," said Shaudt.

The team is losing four se-

niors, three of which plan on playing in college, Emily Ekstrom and Kailey Rohrdanz at Elgin Community College, and Marissa Mendoza at Aurora Community College.

Shaudt hopes to gain new members next year, and hopes that the new seniors will encourage the rest of the team the way this year's seniors do.

Over the summer, most of the girls play in other softball leagues, playing between 60 and 80 games, said Shaudt. There is also a clinic at the end of June for both high school

Athlete of the Month

Individual awards are not as pleasing to Boyd as the ones earned as a team

By Doug Sieder

Doug Boyd is May's Athlete of the Month for his accomplishments in volleyball.

Who inspired you the most during the year?

It's hard to say because so many people have helped me this year, and the years leading up to this one. I would have to say that most of all, my teammates and coaches inspire me to play to my best ability.

Do you play any other sports?

During freshman year and sophomore year, I played golf and basketball. Although I still play these as well as other sports in my free time, I know play volleyball year-round for Sports Performance.

If so, what sport do you enjoy the most?

Well, besides volleyball, basketball and tennis are probably my two favorite sports.

What plans do you have after high school?

I will be attending Carthage College this fall. I will be playing volleyball as well as majoring in secondary math education. I am looking forward to the chance to play during my college years.

Do you plan on playing any other sports after high school?

Besides volleyball in college, I will not be playing anything for a complete team.

However, I hope to continue my healthy and athletic

lifestyle long into my adult years.

What is your best sports memory?

My best volleyball memory was when we defeated Wheaton South last year to strip them of their undefeated title. It was the closest match of the year, and pulling off the upset was awesome.

What has been the best part about volleyball?

The best part about volleyball has been that I can play year-round, so that I never have to take a break. I basically go through withdrawal if I'm not on the court for a few days.

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

Volleyball coaches Hasty and Talevara have always supported me throughout my four years of high school. It is a good feeling to know that your coaches are behind you helping you along.

How many years have you been in volleyball?

The first time I stepped onto a volleyball court was the second day of freshman volleyball tryouts. Coach Hasty had come over the announcements and said that they needed more guys for the freshman team, plus a few of my friends pushed me into it.

Long story short, I loved the

game, and decided to give up my other two sports so that I could play it year-round.

Have you achieved any awards in those sports?

Last year I was all conference special mention, and I was given the coaches' award by coach Hasty. Other than that I don't think that I have received many other personal awards. Most things have come with a team effort, and I actually like those awards better.

Do you do anything special before each match?

Before each match, I tape the knuckles of my right hand with medical tape.

Many volleyball players like to play with their hands taped. It tightens up my hitting hand and it gives me more control over the ball.

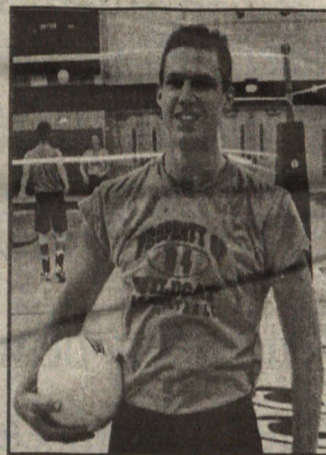


Photo by Kyle Bullis

Doug Boyd didn't start playing volleyball until freshman year, but he has made up for lost time by competing in the sport year-round.



Photo by Doug Sieder

New young talent along with veteran players like Bridget Rood, will hopefully combine to form a good team next year.

players and middle school girls from 6th grade and up, attracting new players to the team in future seasons.

For the off-season next year, the team takes advantage of the open gyms, where they practice in the batting cages and weight train. Many girls also

play in other sports and activities, including basketball, swimming, and gymnastics.

"Summer is their time to play all the softball they can," said Shaudt.

The team ended their season at home and had high hopes for next season.

Boys tennis starts playing well by end of year, but it's not enough

Winter takes a heavy toll on the tennis players' skills because most players do not practice

By Sam West

The boys tennis team has been working on getting to the state competitions, but their performance at sectionals prevented them from their goal.

Coach Sione Moeaki had been working his boys tennis team into shape preparing for the competitions.

Moeaki said that he hoped his top two doubles teams, the pairs of Ryan Masschelin/Eric Gotkowski and Phil Buksa/Roger Maritote, would qualify for state.

"I think we have at least one team (Masschelin and Gotkowski) that has a good

chance if they play up to their capability," Moeaki said before sectionals were held.

Masschelin and Gotkowski have a winning record of 16-3, and recently took the championship at Addison Trail's eight-school tournament.

Buksa and Maritote's record is 12-7, which Moeaki said amazed him, since it is Buksa's first year playing tennis.

But even though there are many outstanding players on the team, Moeaki said that the team still lacks experience which is vital to winning. Their record is only 5-11 at this point, and the team also has had

three tie games.

During the off season, Moeaki said, the boys don't practice or take private lessons, so they don't continue getting better and hone their skills. If they did, it would help the tennis team during the two and a half month season at the end of the year.

Two good teams out of Wego's 24 will not make much of a difference in their record, Moeaki said. In the last four years, only Masschelin and Gotkowski have taken the initiative to get private lessons and practice during the winter which has made them better players.

"You can see the difference," said Moeaki. "They are much stronger and more experienced than the rest of the team."

By the end of the season, the players get comfortable with the game and get better, as well. But they lose it all in during the long winter when they don't practice, Moeaki said.

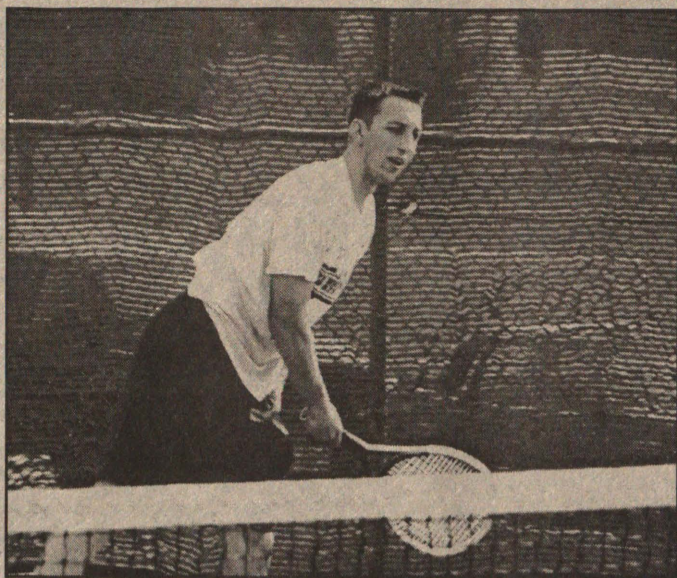


Photo by Sam West

Phil Buksa is playing in only his first full year of tennis, and could wind up going to state.



Photo by Doug Sieder

Teamwork has been one of the teams greatest strengths this season and has led them to many victories.

Badminton team ends the year with challenge to kids

By Maria Perez

Badminton players stepped up to the net to meet challengers during their badminton challenge.

According to freshman coach Nick Caltagirone the team was going to wait until the end of the season, which was May 1 or until the state tournament was over. That way the games that mattered for the season were finished.

The badminton challenge was a lot of fun since many students, parents, and teachers participated in the event.

Caltagirone noticed that the badminton team had constant challenges from 3:30 p.m. to 5 p.m. which helped the team make over \$200.

Caltagirone was happy with the participation during the challenge and he said that it was fun for the team because they got to play their friends who are not on the team.

"People were bragging all year saying that they could beat all of us. Could they? No!," said badminton player Kelsey Lesniak about the challenge.

Lesniak managed to have a successful season as she took second place for two tournaments.

Lesniak was not alone. Ashley Egert won the sectional championship in singles and qualified for state.

Coach Jessica Inch was satisfied with the season because she believes that the badmin-

ton players did their best and had great success.

Caltagirone was happy with how the team improved because as the coach he saw the dramatic improvements the team made.

Caltagirone said that at the beginning of the season some of the girls couldn't serve and by the end of the season, not only could they serve, but they understood how to make specific shots.

Inch thinks that the most important thing for the team was getting as far as they could, and they did. It helped Inch that near the end of the season the badminton teams' skill level solidified and the players grew into themselves.

"I wish we could have three more weeks, because I would have loved to see what they can do three weeks from now," said Inch.

Inch has been trying to build the team's skills and after realizing how far the team could progress within the confines of one season, they started to work toward the badminton team's strengths.

With this, Inch thinks that the badminton team will have more success next year with the strong badminton players sticking around.

Inch will be prepared for next season because, "I learned so much it is not easy to be in charge of 32 girls and ultimately there will be always more to learn."

Combination of experience and skill lead to successful year for girls soccer

Both the varsity and the junior varsity team have worked hard this season and it has paid off

By Andrea Bradley

By the end of the season, the girls' soccer team has advised, played, and cheered for each other. Their teamwork has brought them a long way throughout the season.

This year's varsity team, coached by Julio Delreal, spent a lot of time improving their defensive skills.

"We have a little trouble when we lose the ball, and the really good teams know how to get through us," said Julio Delreal.

The varsity team has had many strengths this season. They have good teamwork and do a great job of encouraging each other. They all get along really well, said Julio Delreal.

The varsity team didn't have many new players, but there was a good mixture of experi-

enced and inexperienced players. Stephanie Fester and Jamie Voelz are the only freshmen on the varsity team.

Jessica Crawford, Mary Harms, Hilary Lim and goalie Tami Kuta have also done a great job during their season thanks to their hard work Delreal said. They are some of the strongest players on the team due to their skills and knowledge of the game.

"The girls are more focused at the task at hand with no animosity, and all of that turns into a better team. They are more experienced and more willing to do things necessary to do," said Delreal.

Delreal loves coaching, and loves being around players who love to play the game. He also loves teaching kids what the game is all about.

"You have to be careful with your words and not yell. They listen better and have more patience," said Delreal.

Delreal hoped for a good season this year and thinks the girls have done better than what was expected.

This year's JV team has also worked hard. The team was made up of mainly upperclassmen, with only three freshmen.

The strengths for the junior varsity were defense and midfield, but the team needed to work on their forwards and offense.

Coach Antonio Delreal thought the team did well this year, but they weren't lucky enough to stay away from injuries.

Dana Yormark was injured in a game against Wheaton Warrenville South, and was out for the rest of the season.

"Her injury has really affected our game," said Antonio Delreal.

Volleyball... (Continued from page 26)

These drills involve returning other players' serves and spikes, with the best performers rotating in to return the ball.

"Fun practices ease the team and take the focus off the season a bit," said Hasty.

Hasty's main concern is developing the team's ability to

communicate with one another so that there would be less errors. "If I knew an easy way to do that, I'd write a book," said Hasty.

Today in Sports

This season's baseball team has one of best records in recent history and is also ranked in the top 20 in the Chicago area by the Daily Herald.

Doug Boyd was named Athlete of the Month for May because of his accomplishments in volleyball.



Photo by Mary Beth Selby

Lauren Anders (above) placed ninth in state for the the 100 meter hurdles.

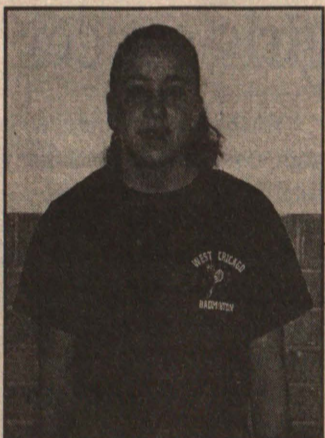


Photo by Maria Perez

Ashley Egert (above) was the sectional champion in badminton and went to state.

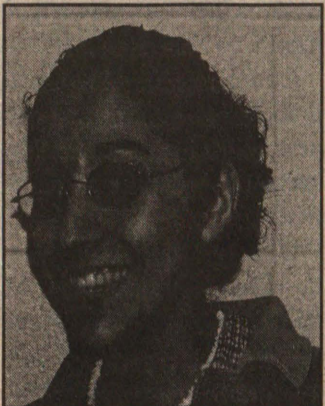


Photo by Mary Beth Selby

Sarah Humphries (above) placed third in the DuPage Valley Conference for the junior varsity badminton team.

John's Jive

Tillman is the perfect role model for every American teen

As the country slips into moral decay, Pat Tillman is one bright spot that signifies everything great about the United States

By John Jennings

Kids and teens look to the sports stars for heroes now more than ever. But, with the lessening number of role models in sports today, heroes are few and far between. Luckily though, this generation of kids and teens have a true hero they can look up to.

His name is Pat Tillman. A former NFL player, Tillman died fighting in Afghanistan. He was only 27-years-old, and was already a member of the Army Rangers, an elite unit. Only 35 percent of the

candidates that try out for the Rangers make it. Tillman and his brother were among them. Tillman died when his Ranger patrol was ambushed by Taliban fighters.

Tillman left football after only four years and left millions of dollars to fight in the war. He went from making \$1.2 million to \$17,316. Both he and his brother decided that it was their duty to go and serve their country. The attacks of Sept. 11 greatly influenced the two brothers.

Tillman even went so far as

to not permit interviews to anyone because he felt that it would be unfair because he felt that he was making the same sacrifice that every other soldier was. He didn't think that it was right for him to be honored, but not those around him. Tillman wanted to be considered just one of the soldiers doing his duty for his country.

Tillman should be remembered and celebrated more than any other sports star. He wanted no special treatment, and I think Michael Bidwill, vice president of the team Tillman played for, summed it up best when he said, "In sports we have a tendency to overuse terms like courage and bravery and heroes and then someone like Pat Tillman comes along and reminds us what those

terms really mean."

Tillman embodies a true American. He gave up everything he had, family, money, and a comfortable life, so that he could serve his country. He gave the ultimate sacrifice for his country, and he was proud to do it.

Tillman's death is a great loss to this country, not because he is a soldier, but because of the values that were preserved in him. A sense of duty is hard to find now.

While tragic, Tillman's death should be a reminder to all of us Americans that have forgotten what sacrifice really means. Tillman is the definition of a hero, and I hope that he and his ideology will be remembered for the ages. We certainly need more people like him.

Baseball team looking to get on a roll for state

By John Jennings

The baseball team is gearing up for the rapidly approaching state tournament. The team has a record of 19-13, with an 8-10 mark in conference play. They are ranked in the top 20 in the Chicagoland area by the Daily Herald.

Assistant coach Dan McCarthy said, "The season has been going very well. I think that we are only a couple of victories away from the school record. We have given away a few games to the other team and our conference record could be better, but we are very competitive."

Varsity player Evan Skarin said, "This season has been extremely successful considering that we are close to tying the school record for the most wins in a long time."

What makes this year's team so good is the chemistry that they share on the field.

"It's nothing physical. Our guys just have great chemistry. All the guys get along with each other and really care about each other. It makes our jobs easier as coaches," McCarthy said.

However, the team needs to improve on their defensive skills. The team lacks consistency in the field. Sometimes they will make outstanding

plays, and other times they will make errors.

The team is also very streaky at the plate, but they make their hits count. They are good batters with runners in scoring position, and they make key hits.

"We have a solid offense and defense. The only problem is we don't bring it to the field every game," said Skarin.

The team wants to get a run going into the state tournament. They want to win their last three games or at least win two out of the three to get momentum going into regionals. McCarthy said, "If we get our momentum going then it makes the team think that no team can beat us."

McCarthy said his best memory of the year was the game that the team played at Alexian Field in Schaumburg.

"We played a very good team, Benet Academy who was 11-1 at the time, and we ending up winning by a score of 8-2. I think that was one of the team's better games of the season. Also, the double-header sweep of Naperville Central was pretty memorable," said McCarthy.

For Skarin, the best memory came when the team beat Naperville Central. Skarin said, "It was simply glorious."



Photo by John Jennings

The baseball team had one of the best seasons in school history thanks in part to great pitching from players including Austin Monroe.

Track... (Continued from page 25)

West Chicago entered the sectional meet with several state hopefuls, including three year state qualifier Laura Baumrucker and returning qualifier Anders.

In the end though, Anders stood as the only Wildcat poised to represent West Chicago at the state meet.

While last year's effort in the 100 meter hurdles propelled Anders into state, the 300 meter hurdles seemed to be the best route back to Charleston for the senior.

"My (personal record) is 47.1 seconds in the 300, which was only one tenth off of the state cut, so we thought the 300 had a better chance," said Anders.

The 100 meter hurdles were a different story. With a time of 15.2, as well as a second place finish, surpassed the 15.4 qualifying mark for the state meet.

"Freshman year I never thought I would make it this far," said Anders. "I surprised myself junior year when I made it to state. I said I could do anything going into senior year."

Although Anders competed alone, Baumrucker and Deanne Fitzenrider, as well as Claiborne, accompanied her to Charleston to see her compete at the meet.

The state meet was held at Eastern Illinois University on Friday and Saturday.