

WestWord

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New wolf logo introduced

w Hira Malik
Staff Writer

In an effort to provide a consistent, distinctive symbol of Niles West, school administrators have chosen one wolf logo that will adorn all of West's promotional materials.

"We wanted more consistency in how the wolf is presented to the general public. We have many different wolves, but not one [specific] wolf," director of athletics David Rosengard said.

Since the adoption of the wolf as the school's mascot in 2003, a variety of wolf symbols have been used. According to school administrators, there are several reasons why a new, standard wolf logo is vital.

"There was a desire to tighten the control of the images that represent our school," student activities director Peter Geddeis said. "I definitely would like to see West have a distinctive logo. When you see the New Trier logo on a car, you know it is New Trier's, not anyone else's. That is what I want for our school," Geddeis added.

Impetus for the decision to standardize emerged from the revelation the wolves used in this current school year were violating copyright laws.

"West is changing its logo because [some of the illustrations currently used are] not original," Assistant Principal of Operations Ryan

McTague said. "We have a multitude of different wolves and one is the University of New Mexico Lobos' logo. We did not have a serious issue with the copyright; however, when you take something from another sports team, you have to take permission from that school to utilize it," he said.

An original wolf creation proved to be more desirable than paying a fee to

to create to be used in various ways.

"[West's] current [official] logo is just a drawing done in black and white, not a design. The current logo has a noble look. The new wolf will not have that. The new wolf will have more dimension and look like an active wolf," Osburn said.

Next year's wolf will have different physical traits than the current wolf.

"The new wolf looks a little bit more [dynamic] than a pen and ink drawing of a wolf. It has bolder lines, looks a little more fierce and a bit more aggressive. He is aggressive."

consistent logo and be able to look at something and say "that is Niles West," Rosengard said.

The change to a standard, consistent wolf should have occurred earlier, Rosengard added.

"When [Niles West made] a major change from the Indians to the Wolves, part of the process should have been branding."

Osburn agrees.

"The [standard wolf] logo should have happened when [West] Wolves,

became the but it did not. The change [to a standard wolf] had to occur," he said.

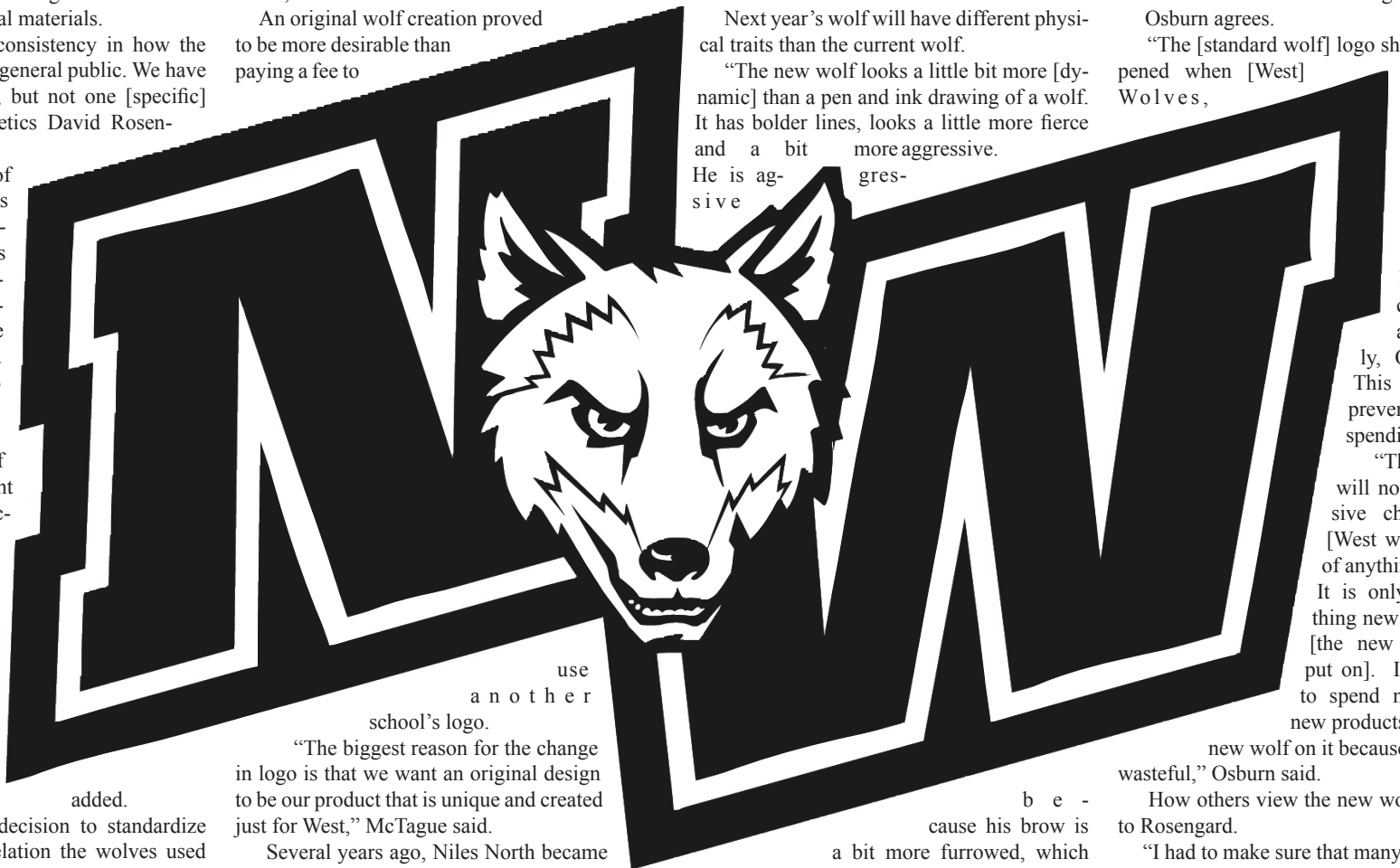
The shift in logos will occur gradually and organically, Osburn added. This will help to prevent any excess spending.

"The wolf change will not be an expensive change because [West will not] get rid of anything that [it has]. It is only when something new is ordered that [the new wolf will be put on]. I am not going to spend money on any new products just to put the

new wolf on it because that would be wasteful," Osburn said.

How others view the new wolf is important to Rosengard.

"I had to make sure that many were involved in this process and that we excited people about choosing a new wolf. From the responses I have gotten from everyone who has seen [the new wolf], I can see that the new wolf is really growing on people," Rosengard said.



use another school's logo.

"The biggest reason for the change in logo is that we want an original design to be our product that is unique and created just for West," McTague said.

Several years ago, Niles North became entangled in a similar issue with the Minnesota Vikings' logo and decided on the current, standardized symbol.

According to Principal Kaine Osburn, a "visual identity of Niles West" deemed necessary

cause his brow is a bit more furrowed, which shows anger. [The new wolf has] teeth, with his mouth slightly opened," Geddeis said.

The new wolf will be beneficial from a marketing point of view, according to Rosengard.

"For branding purposes, you need to have a

Niles Township receives threats against schools

w Zoe Ljubic
Editor in Chief

Niles Township District 219 received two threats on April 24, one each at Niles West and Niles North, via email and telephone, respectively.

Although she declined to specify the nature of the threats, Superintendent Nanciann Gatta said that "the district took all the precautions necessary" to ensure the safety of each student and faculty member.

She mentioned that the district immediately contacted the Skokie police and fire departments, that security levels at both schools rose and that staff members in both buildings were informed.

"In cooperation with Yahoo and T-Mobile, the [identification of the] students was found," Gatta added.

The students now face expulsion from the Board of Education and criminal charges from the Skokie police.

Gatta also said that the students "thought it was a joke," but explained, "[the district] insists on having a safe and secure environment."

Gatta suggested that there are lines one does not cross.

"Just as if you would never walk through a security area in an airport joking about the fact that you have guns, knives and bombs in your suitcase, it is never acceptable to talk about school violence, ever," she added. "[The district] takes it very seriously and puts all of [its] resources on [such threats]."

Security coordinator Brent Fowler set up the investigation at West.

"We take every threat seriously and take all the precautions necessary to ensure the safety of the staff and students," Fowler said.

According to Fowler, the most important responsibility in his unit is to ensure the safety of the students and faculty. He said that the people involved thought it was "amusing and funny." Fowler used the time-honored analogy of a movie theater.

"Many years ago, if you yelled fire in a theater, you got arrested," he said. "Nowadays, you cannot make many jokes. The level of security is just so high and this translates to schools. Everything must be investigated to its fullest."

Assistant Principal of Operations Ryan McTague said that school threats are a problem because they disrupt the normal functioning of the school.

"Whether or not [someone] intends this to actually happen, you have the FBI and the police working on this; you have the deans working

overtime; you have students being called out of class; parents that are being called; increased security in different areas around the building and staff members that might be upset," he added.

Threatening email messages in particular present problems, McTague said, because the printed word does not convey intent.

"If a threat is sent to somebody, we are going to take action because we don't know what the intent was," McTague said. "When it is written in black and white, I have no idea what the context is."

According to Principal Kaine Osburn, the district has a plan in line for each threat that emerges, but added that the school is "never doing enough" to ensure the safety of the students.

He said that the school and administration "can always do more. We try to strike a really good balance between safety and freedom. The number one expectation for us is that we have a safe place for families [to send their children]. If they didn't think their kids were safe here, they wouldn't send them here."

Osburn also finds it important that the school be an "environment" in which people can "seek help" if they need to do so. He wants students and faculty members to feel that they can "turn to anyone as soon as danger hits." Osburn added that it is a "very secure feeling to know that we have a system where we can, if we need too, shut everything down right away and take certain precautions."

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Coming soon to www.thewestword.net: volleyball and soccer season retrospectives

WESTWIRE



AP students seek reprieve

w Hillary Lindwall
News/Wire Editor

After an entire year of preparation and stress, the month of May brings the two weeks for which every Advanced Placement (AP) student has worked: AP exams. For weeks, AP students prepare for each subject test. On the day of the exam, students undergo hours of grueling, intense examination. Many tests include an hour of multiple-choice items and then about two hours of essay writing.

If the test in question is in the afternoon or if a morning test is followed by a morning test the next day, the agony is manageable. In the former case, the students go home to recuperate; in the latter, the school allows AP students to miss that afternoon's classes to prepare.

However, if the test in question is in the morning, with no test or an afternoon test the following day, AP students cannot take a break. They must attend afternoon classes and attempt to stuff their minds with even more knowledge.

On the days of AP testing, students are too tired and mentally and emotionally drained to focus on school after these tests are over. After months of preparation and hours of intensive, draining examinations, AP students simply cannot continue going through the motions of the day. It also seems close to pointless to attend only three classes. Even when students attend these classes, they do not learn anything because they are unable to focus. They have just put all of their energy into a three and one half hour test. After students take an AP Test, they should have the option of going home and rejuvenating. Furthermore, those whose testing schedule saddles them with an afternoon test, followed by a morning test, followed by a half day of school might find their heads about to explode around 1 p.m. on the second day.

Some may claim that it is unfair that AP students get this much time off from school when AP tests are going on or that the world of academics should not stop dead in its tracks when AP exams roll around. However, AP students know that their academic worlds do stop when the time comes to attempt to achieve the seemingly impossible score of five on their exams. Until the test is over, students are unable to concentrate on anything else.

No matter how much teachers want us to concentrate on other subjects during AP testing week, students cannot accomplish everything at once. It is already hard enough for students to achieve success in all subjects. By the time AP exams begin, AP students have reached a breaking point.

While getting the afternoon off before a morning test is most appreciated, the morning exam-takers should also get the rest of the day off. Because of commitments to other classes, students

AP students deserve to go home after testing, not only to relax and recharge, but also as a reward

do not have much time to study and review before AP exams. The half day gives students the chance to do so, which relieves stress levels in two aspects. One, students finally have the time to study that they desire. Two, they are able to deprogram and get away from education for a few hours before hopping back on the treadmill.

Skeptics may disagree with the viewpoint that AP students should get to go home after testing because of the amount of material that students might miss in their subjects. Some AP students take so many AP exams that they could miss most of two weeks of classes. However, if a student were to take that many AP tests, chances are that most if not all of the people in their classes are taking the same tests. One would hope that AP teachers would adjust curricula accordingly.

In order for this proposed system to work, a few concessions/stipulations must be addressed. First, all AP teachers would need to complete AP test preparation by the first day of AP testing weeks so that students would not miss any test preparation. Second, it would be each AP student's responsibility to make arrangements in advance to acquire all materials or arrange for alternative assessments in any non-AP classes that are missed because, obviously, non-AP teachers cannot be expected to put their curricula on hold for the AP testing weeks. Third, students must attend a full day of classes if they do not have a morning AP test two days consecutively (thus, no need for an afternoon study period).

Others may say that it is not fair for AP students to get the rest of the day off while everyone else still has class. However, AP students choose to take difficult classes with huge workloads while others choose not to do so. AP students deserve to go home after testing, not only to relax and recharge, but also as a reward for their diligence and commitment to the most challenging courses the school has to offer.

Krzeminski named math director

w Zoe Ljubic
Editor in Chief

At its May meeting, the District 219 Board of Education announced that beginning July 1, current West math teacher James Krzeminski will become the director of mathematics for Niles Township High School District 219.

Krzeminski has been a math teacher, for courses ranging from algebra to post-calculus at West, since 1999.

Krzeminski earned a bachelor of science in business administration from the University of Illinois in Champaign-Urbana. He also holds a master of science in education leadership from Northeastern Illinois University and a master of science in secondary mathematics education from Northwestern University. His business background and social interaction with teachers led him to seek an administrative position.

After receiving his Type 75 administrative certificate, Krzeminski "initially was looking for [an administrative position] where I could still teach," he said. Because math directors serve both at Niles West and Niles North, teaching is not part of the job description.

Nevertheless, "the opportunity [of becoming math director] came up, and I took it," Krzeminski said. Krzeminski interviewed with the Superintendent's cabinet (which consists of Superintendent Nanciann Gatta, Assistant Superintendent for Curriculum and Instruction Anne Roloff, community relations director Jim Szczepaniak, West's Principal Kaine Osburn, North's Principal Robert Freeman, applied science and technology director Chris Powell and special education director Patricia Costigan). Because Gatta was unavailable for the first interview, Krzeminski met with Gatta and Roloff for a second interview. After the two-interview process, he met the Board of Education and was approved.

As Krzeminski moves up to department director, he said that he will miss the day-to-day student interaction.

"Over the years, I have met so many amazing people of all ages," he added.

He said that it was "interesting" to see a student as a freshman, and then watch him/her develop into a senior.

"To see students in this period of time when they are changing is pretty amazing," he said.

Krzeminski prepared for his new role through a partnership with North's English director Roger Stein, English teacher David Klingenberg and science teacher Cameron Slife in a committee that is studying assessment. This intensive project requires research on "assessment for learning" through "summative assessment and formative assessment." Krzeminski said that summative assessment can be described as "the end of the game assessment, such as the ACT in which you get your score and you are done." As for formative assessment, he said that it is any assessment that is "in the process of student learning."

From their ongoing research, they have found that if students are in the process of learning, teachers must continue to encourage that learning and "make sure that students continue it." Krzeminski said that it is the teachers' duty to "look for opportunities to extend" the learning process so that students can understand the material in a better and more comprehensive way.

"If the student hasn't quite mastered the material [teachers]

want them to, [teachers] can provide [students] with good, solid feedback," he said.

The group is trying to help teachers to understand that it is important for them to be in "partnership" with the students, so that they can understand "what they are trying to achieve."

Krzeminski stressed that his work with the committee will inform his leadership of the math department.

"[The research] is very time consuming and challenging to do continuously, but it changes your philosophy on what grades are or what a quiz means farther than what I have been able to explore in one year," he said.

Krzeminski proudly added that the project has "shaped" his teaching more than anything else.

"I am a little disappointed that I cannot put it into practice a little longer, because I think it can go so much farther than what I have already done with it," he said.

Krzeminski said that he hopes to discuss his ideas with his department next fall.

"There is a lot that we can discuss and philosophize a lot about from it, especially ideas from [research]," he said. "I would like to have some more people formally study this as time goes on."

As he enters his position this summer, Krzeminski hopes "to keep the professional development at the level that it is and to keep my eye open for opportunities that I know the teachers will be interested in," he added.

A national board certified teacher, Krzeminski said that he will "encourage" any teacher who is interested in

going through the process, but will focus mainly on keeping teachers focused on the "day-to-day classroom learning focused on student learning."

He also hopes "to help teachers have the opportunity to collaborate at a higher level," such as helping teachers visit one another's classrooms more often. Krzeminski stressed the importance of getting the newer teachers into "a classroom of somebody that they know has a skill that can help them."

Despite the challenges along the way, Krzeminski hopes to unite the North and West departments.

"Any time you start leading people that you formerly worked with as closely, [that] comes with some challenges, because you have to bring two departments with two distinctive personalities together to come up with policies," he said.

Krzeminski has served on a district Math Task Force focused on improving students' PSAT math scores, and he created a school-wide math study guide for incoming freshmen and their parents. He also has served on a variety of school-wide committees and previously coached football and the math team.

On a personal note, Krzeminski said that he loves to be at home with his wife Monica and sons Lukas (two years old) and Collin (10 months).

"Having your own kids gives you a different perspective when you are in the class, because you know these are somebody's kids," he said.

Krzeminski said that he appreciates education and enjoys coming to work each day.

"I feel really lucky that I got into education, because I love dealing with people," he said. "Whether it was dealing with students, or what I am going to be doing, dealing more with teachers, not many careers allow me this opportunity of working with many people."



Krzeminski

Broadcasting class gets taste of television

w Naomi Prale
Around Town Editor

The fast paced magic of Niles West's broadcasting class has helped create a new television station that gives students a taste of news television.

Run by applied science and technology teacher Jim Bryla, the students in the class work hard and on different machines to create an entertaining and realistic news report that students rely on every day.

A typical day begins with a small group discussion on the various assignments that will be covered that day. If there are no announcements being filmed, the students work on their various projects that focus on different school news. If there are announcements to be filmed, the students quickly work hard to film the news in a 42-minute period, not enough time for a typical broadcast.

Students rotate the various positions in the class which consist of director, assistant director, floor director, technical direc-

tor, editor, anchor(s), news/field reporter, teleprompter operator, audio engineer, CG operator, lighting director, production manager and the video engineer. Bryla is the executive director of the team.

Different machines are used for filming, line cards, sound and a switch from camera to camera and camera to commercials. If one person is not watching the machine they are supposed to be controlling, then the entire broadcast needs to be re-filmed. The broadcasting students rarely let this happen, and pull off an impressively professional broadcast. Sometimes different faculty members come in to record their own announcements, such as Osburn, who talked about the ACT and PSAT testing last week. Filming him and the announcements in one 42-minute period is a real stretch of time.

The reporters seem professional and reserved on camera, but off camera everyone is open, easy going, and relaxed. Everyone is comfortable with each other and create a relaxed atmosphere, yet still work hard. With two different periods of broadcasting students, different opportunities for reporting news and working on other leads are always available.

WestWord

Natzke's organization named next Dance Marathon charity

by **Suhail Ansari**
World Editor

By both changing the lives of others living half way across the world and building a community within West, English language learners teacher Leslie Natzke has, with the help of West, grown her non-profit organization Expanding Lives through experience gained from many years of volunteer work.

According to Natzke, she grew up on a modest dairy farm in Wisconsin with six brothers and sisters, and her parents did not have the means to send all their children to college. However, Natzke worked her way through college, just as her siblings did. Upon graduation, she sought to continue her education in order to become a teacher; however, she did not have the financial resources to enroll in graduate school. For that reason, Natzke applied to the Peace Corps in order to pursue her passion of teaching/learning language and service without an official teaching degree, all while traveling the world.

Natzke related her unique life path and experiences in an extensive interview with *West Word*:

The Peace Corps application process took about one and a half years and Natzke was admitted; she left for Niger in 1987 for three years to teach. She lived with an adoptive family at first in the more rural and modest areas of Niger and taught at a government-sponsored school that used the French system of education. She taught seventh and 10th graders, beginners in English language education and those in their exam year, respectively.

Natzke's students faced monetary hardships, a situation to which Natzke could relate. She related the circumstances of a typical student.

The student offered to bring fresh water to her home for money, and Natzke accepted, remembering how students are usually in need of money. Little by little, Natzke discovered that her young student actually lived with four other boys in a basic mud house without any windows or doors; the money she gave would be used for kerosene for their lamp to study at night and for food. At the end of the quarter, the government gives a small stipend to students, and this student and his roommates used that money to pay rent and then return to their own villages. Natzke learned that this was one of the reasons why there were not many girls in her classes, because families would not risk letting their girls go to school alone.

Natzke received training from the Peace Corps regarding water purification, local customs, and the local language Hausa. She also experienced spiritual growth, she says.

"I grew up in a small town in Wisconsin, and everyone there basically went to the two or three churches in town. Everyone I knew went to those churches. Suddenly I am living in Niger, and everybody is either animist or Muslim or a combination of those two. Sometimes when people are raised in one religion, [one] gets the idea that people who are not in that religion are wrong, and there is some sort of a wall. It really taught me to look past a lot of the prejudices I had. It opened me up to what the human

spirit has and how all of us are connected in so many ways."

During her second year in Niger, Natzke taught future teachers at the university level. The Nigerien president died during this time, so the new government took a very fast approach to democratization, leaving the government weak. At the same time, the World Bank was in the process of changing its structure of education funding, and Niger appropriated less money for education. Many of her students participated in a protest to which the government responded violently; as the students marched down a bridge, the national guard panicked and opened fire on the students, shooting a few of Natzke's students.

Despite the horror that she witnessed, Natzke remained, taking various odd jobs in both the Nigerien and American communities. She ended up staying in Niger for a total of four years during her first visit. She came back to the U.S. for a year and went back for a month; she brought back two high school age students to the U.S.

The girl she brought back, Rabi, lived with Natzke, and the boy she brought back lived with another Peace Corps volunteer. The two attended high school and both graduated; Rabi was third in her class after coming to the U.S. without any English language skills. The boy now has a family with two children in Milwaukee. Rabi graduated from the University of Chicago with a degree in French literature and she is now pursuing an education in nursing.

However, Natzke's wanderlust was not satisfied.

Twice, Natzke spent a summer in Benin to teach teachers, in 1997 and 1998. Then, Natzke took a leave of absence from West during the 2002-03 academic year, visiting several countries in Africa where she trained even more teachers. During this time, Natzke conducted a study for the U.S. Department of Labor regarding child trafficking and labor; she learned of the impact that laws, which are passed in more affluent nations half way around the world, have on children in the third world. Natzke concluded in her study that education was the best deterrent to child trafficking and labor. Natzke also wrote grants for several non-profit organizations and worked in an orphanage in Ghana.

Since that time, Natzke has taught at West and founded her own charity, Expanding Lives. She expressed the belief that this organization draws from the wealth of experience Natzke

had in Africa and seeks to empower young women so that they may help their communities in return. She has enlisted the aid of English teacher Dana DesJardins and counselor Yvonne Miller, among others.

"It is amazing how many people will help you if they think you have a good idea," Natzke said. The group found a law professor who was a previous Peace Corps volunteer in Niger and was interested who helped them do all the legal papers required by the federal government.

Natzke talked about how many people at Niles Township have helped out with her foundation, even during the founding. "The biggest thing is when you start something like this, it just



ELL teacher Leslie Natzke works with Nigerien Expanding Lives participant Salamatu. Photo courtesy Leslie Natzke

seems so huge because it is, but when you have people who say 'I can do that' or 'I can help with this,' you feel [that] if people are going to invest themselves in my dream, then maybe [Expanding Lives] is going to work out. That is really an amazing thing," Natzke said.

Natzke related her work to the diverse student body of West, stressing that it is a benefit to all students to be exposed so such a multifaceted community of working together.

Partnering with another foundation in Niger that also helps young women, Expanding Lives has an instrument in Niger to help with their students. With the goal of community development, Expanding Lives goes about this through a more individual

Please see **Natzke**, page 4.



1. Where does the Niles West graduation take place?

- A. Niles West
- B. Northwestern
- C. Northwestern
- D. Northwestern
- E. Northwestern

2. What is the term given to the person with the second highest ranking in the senior class?

- A. I don't know
- B. Runner up
- C. Salutatorian
- D. Salutatorian
- E. Salutatorian

3. What song is played at the end of the commencement?

- A. "Pomp and Circumstance"
- B. "Graduation Song"
- C. I don't know
- D. "Pomp and Circumstance"
- E. "Pomp and Circumstance"

4. What color gown is worn by each gender?

- A. Females: White, Males: Red
- B. Females: White, Males: Red
- C. Females: White, Males: Red
- D. Females: White, Males: Red
- E. Females: White, Males: Red

5. Which direction is the tassel on the cap turned after the commencement ceremony?

- A. Left
- B. Right
- C. Right
- D. Right
- E. Right



A. Freshman - Liz Troyk



B. Sophomore - Katrina Tarzain



C. Junior - Jeffrey Yoo



D. Senior - Owais Ahmed



E. Faculty - Bob Nortillo

WESTWIRE

Short Circuit

Chinese speech awards

w Suhail Ansari
World Editor

Niles West Chinese student Kirstie Beck won the silver medal at the First Midwest Chinese Speech Contest on April 25 at Northside College Preparatory High School.

The Midwest Chinese Teachers' Alliance nominated 50 students to compete in speech writing and delivery. The requirement for entry included being a non-native Chinese student enrolled in a Chinese language program. The awards were based upon pronunciation, fluency, delivery and content. Beck competed in the less-than-one year of Chinese language study bracket and beat out 12 other contestants in her bracket.

This is the first year that West has offered Mandarin Chinese as a foreign language course, taught by foreign language teacher Wileen Hsing.

Hsing said that her students "prepared for the competition by meeting with me before school and/or after school in the weeks prior to the competition. They spent a lot of time on their own memorizing the speech and practicing their posture and timing."

Beck expressed surprise at garnering her award and plans to use her Chinese language skills in the future.

"[Hsing] helped me a lot through this and we met a few times to go over my speech," Beck said. "She even got the Chinese classes involved and that helped encourage me."

Hsing gave her students the credit.

"I am very proud of how my students performed. I have been particularly impressed with the students who are non-Chinese but are very successfully learning a new language, one that really was completely foreign to them," she said.

Baum named head football coach

w Rexly Penafiora
Managing Editor

Former assistant football coach Scott Baum was appointed to the position of head coach on April 29. Baum replaces Curtis Tate, who resigned after three years at the Wolves' helm.

Baum, a social studies teacher, boasts 20 years of coaching experience, one state title and two Chicago Prep Bowl championships on his resume. Baum started his coaching career at Loyola Academy in Wilmette as both the offensive and defensive coordinator for eight years. During his time at Loyola, the team won the state championship in 1993, and in 1995 and 1996, Loyola won the Chicago Prep Bowl Championships. From 1997 to 2000, he was the head coach at Gordon Tech High School, where he led his team to the Catholic League playoffs in 2000 with a season record of 6-5. After Gordon Tech, he became the head coach of De La Salle Institute for four years. He started coaching at West three years ago.

For Baum, the reason why the football teams that he coached were successful was because the players performed well on and off the field.

"I think that the more the kids participate in the classroom,

the better they are on the field," Baum said. "Those kinds of kids are real student-athletes."

Baum said that one of his goals is to make football more of a high profile sport at West.

"Loyola, De La Salle and Gordon Tech are all-male schools. For these schools, football is an important part of the school," Baum said. "One of the big things that I am trying to do is get people involved in [football]. It should be a bigger part of the community."

Both players and fellow coaches applauded Baum's selection.

"[Baum] is a genius and a mastermind," junior defensive end Dimitri Tripkos said. "He knows everything about football. He is one of those coaches who I really want to be my coach."

Assistant coach Rich Costante also praised Baum's promotion.

"I am looking forward to working with him. He is a very outstanding coach, and I think that we can get very far with him," he said.

While the season is still months away, Baum has already set goals for the team.

"I think a reasonable goal is reaching the playoffs," Baum said. "Whenever the team goes out on the field, I want them to practice and play at a higher level than we played last year."

Baum expressed about his new role.

"The nice thing about coaching high school kids is that if they can set their minds to win games, then that goal can be achieved," he said.



Baum

This year's Literacy Center Awards reward student tutors

w Nikki George
Staff Writer

w Zoe Ljubic
Editor in Chief

Forty-six student tutors and three tutees were honored at the second annual Literacy Center awards ceremony held on May 27 in the Robert L. Johnson Auditorium.

Designed to emulate the Accolades ceremony, "the ceremony recognized students and staff involved for their service to the school," Literacy Center coordinator Andrew Jeter said.

The event began by highlighting the centurion tutors (those who tutored over 100 patrons) for the 2008-09 school year. All 36 tutors walked across the stage to receive their medallions.

Jeter explained that there are many students whose contributions are endless.

"We need to have awards for all of these kids that are doing amazing things," he said.

The ceremony also recognized the tutors' individual achievements. Some of the awards included the most outstanding tutor awards and journeyman awards. The outstanding tutors included senior Christy Koulouris, juniors Daniel Friedman and Allison Guiang and sophomore Alexis Yusim. Journeyman awards went to senior Jack Chen, juniors Naomi Prale and Sumer Samano and sophomore Eric Krikorian.

Jeter said that the "most prestigious award" is the overall outstanding tutor recognition. This year, Koulouris received the award, recognized at the Accolades ceremony, and expressed her gratitude at the Literacy Center ceremony.

"At the Lit Center awards ceremony, [Koulouris gave] a

speech as a rousing call to the new tutors [for next year]. [She told them] what they could do to excel and help support their community," Jeter said.

The ceremony also awarded those who spent extra time tutoring. The outreach awards were given to those tutors who went the extra step in helping others. The Literacy Center outreach awards were given to seniors Kyriaki Ades, Nimra Elahi, Alexandra Kastanes, Christy Koulouris, Laura Quinchia, Nicole Melfi and Ben Pintilei and juniors Allison Guiang, Deanna Hano, Zoe Ljubic, Ben Rees, Avi Schneider and Adriana Zalloni.

To recognize those who come into the Literacy Center for help on a regular basis, the Literacy Center staff created the frequent flier award to senior Shoshana Nolan, who offered an acceptance speech. Along with Nolan, senior Raissa Herscovitch and sophomore Anjam Gulati received the frequent flyer recognition awards.

Similar to Accolades, the Literacy Center recognizes those students who best tutor students in individual disciplines in the center. Jeter explained that the teachers involved in the Literacy Center decide who put forth the most effort in tutoring students in a specific subject, and award students in the individual departments. The applied science and technology department award was given to senior Matea Selak; the English department award was given to senior Janine Wilkin; the English language learners award was given to senior Deblina Deb; the math award was given to Kelly Plach; the science award was given to Manju George and the social studies award was given to David Nakic.

The Golden Sharpener award, given to the tutor that tutored the most tutees, was conferred on sophomore Sarika Malani. "The golden sharpener award is [a pencil sharpener] made out of one hundred percent real gold," Jeter said.

After the ceremony, students, teachers and parents were treated to ice cream sundaes and live music from High Fidelity, the school's female *a capella* group.



Junior Deanna Hano receives an award at the Literacy Center Award Ceremony. Photo courtesy Literacy Center

Natzke from page 3.

level; the organization currently invites several young women from Niger to an all-expenses-paid summer in the U.S. for various leadership and academic courses, along with other skills.

As an official organization since February 2008, Expanding Lives welcomed three young women from Niger to the U.S. in July 2008. They stayed with three host families, including with math teacher Amy Kaye, English teacher Michele Hettinger, a friend of Hettinger's and a friend of U.S. history teacher Janet Kelsey.

While here, the girls undertook several different courses, many of them developed by West teachers. Kelsey piloted a course on democracy and how to help develop it, something English teacher Paul Wack will take over this year; English language learner

teacher Mary Jo Aronica developed an English language course; Natzke developed a leadership course; Rabi, a nurse and an AIDS organization volunteer helped develop a health course and West students helped the young women learn computer skills one on one. The Nigeriens also appeared on Qur'an Study sponsor Doug Williams' online radio show where they talked of their experiences.

This year's activities will also include a one week retreat, bike riding lessons, a long bike tour, dance class, yoga class and peer mediation sessions with West's Peer Mediators. Four young women from West will also act as cultural liaisons to help the Nigerien young women learn about U.S. culture. The host families for this year will also include counselor Joyce VanAlstin, special education teacher Mary Jo Schnabel and others.

Natzke added that many studies show that the single most cost effective way to develop a community is to

educate the young women of that community. "It seems as if [Expanding Lives] works with a small amount of people, and indeed it does, but those people go back into their communities and make a significant difference," Natzke said.

In the past, Peer Mediators have helped fund raise for Expanding Lives. Joining them next year will be Dance Marathon, which raised a record amount this year of over \$73 thousand for Camp One Step at a Time.

Natzke mentioned how although she first set out to help develop a community in Niger, Expanding Lives has built a community at West as well. She said, "I know I wouldn't be doing this if it weren't for this community. They have helped with the finances, the teaching and just so much moral support. When you have got a bunch of people saying 'this is fantastic,' it is an amazing thing and helps you along."

WestWord

Changes in P.E. format do not affect physical fitness

w/ Adriana Zalloni
Sports Editor

“We have to take gym every day,” junior Elizabeth Khosaba said. “It is 42 minutes of exercise that every student can participate in. If we lessened the amount of gym classes per week, we are heightening the risk of child obesity.

Not everyone agrees.

“First of all, I don’t want to take gym,” senior Peter Lee said. “[In] most of the gym classes I’ve been in, a lot of the students just stand there and don’t participate. There is no point to making it a required class.”

Khosaba and Lee responded to a recent report on www.news.yahoo.com that studies show that students in schools with less time devoted to gym class get the same amount of exercise per day as those who attend schools that require physical education (P.E.) every day. A team from Peninsula Medical School measured the amount of physical activity that students received per day by requiring them to wear Antigraps (devices that measure the amount and the intensity of physical activity). The students were required to wear the Antigraps for four one-week periods, over a total of four consecutive school terms. They wore the Antigraps for the entire day, except while sleeping.

The results of the experiment show that regardless of how much time per week students were in P.E., by the end of the week, all the students had roughly the same amount of activity.

The participants came from three different schools, all which require their students to take different amounts of P.E. The first school, an expensive private academy, required students to take 9.2 hours per week, while the

other schools—both public—required only 2.4 and 1.7 hours of P.E. respectively.

Despite such compelling evidence, Khosaba disagreed with the study as regards West students.

“They need the time to work out, and gym is the perfect time for that. If we do not have it every day, the students will exercise significantly less.”

Freshman Molly Yablon concurs and views gym class as a break from a hectic day filled with classes in school.

“If we eliminate gym, we are eliminating an outlet for

students to rid themselves of the stress that comes with a day filled with academic rigor,” Yablon said. However, Lee views P.E. as a class that gets in the way of his academic schedule.

“I would much rather use that time to take another class,” Lee said. “One that I want to take.” Sophomore Patrick O’Conner does not want gym to be optional.

Fellow senior Max Reczek sides with Lee.

“The kids who want to be active will be active outside of school,” Reczek said.

Relay for Life to support American Cancer Society

w/ Hira Malik
Staff Writer

District 219 will host its 25 annual Relay for Life (RFL) June 12-13, 6 p.m. - 6 a.m. to support the American Cancer Society’s research to find a cure for cancer.

RFL is sponsored by the Behavioral Adjustment Center (BAC) supervisor, Rich Costante, and the Relay for Life clubs at both West and North.

“Last year [RFL] raised \$90,000. This year, [the club’s] goal is \$100,000, but my personal goal is \$110,000,” Costante said.

Costante became involved with RFL about three years ago when he lived in Florida.

“Our community in Florida put on a relay just about two months after my mother was diagnosed with colon cancer. I was later approached [at West] to be the sponsor, and since my mother is currently cancer-free, cancer is something that is very prominent in my head,” Costante said.

RFL is a 12-hour event to “fight back against cancer,” he added.

Students involved in RFL have a variety of reasons why they plan to participate.

“I want to raise money to help find a cure for cancer. RFL is a good event for everyone to get involved in, even if it is [just to

donate] \$1 because every dollar can help find a cure,” sophomore RFL participant Tina Le said.

Several relay members already have raised money for the event; one in particular is freshman Jamie Moore.

“As of right now, with a group of 15, we have raised \$1500. Our group is trying to go for another \$100 each by the end of the school year,” Moore said.

Sophomore Amy Chow plans to take part as well.

“Anything that deals with helping people with cancer really touches me, [and] drives me to help them. The people who talk about relay and the stories they tell me makes me want to help and raise money,” Chow said.

RFL has several events throughout the night including the survivor lap that begins the nights’ activities.

“[The survivor lap involves] anyone with cancer or their caretakers, [who] are allowed to walk the track first as an opening ceremony. [The survivor lap] is a very powerful lap,” Costante said.

Another event is called the Luminaria Ceremony.

“At dusk, [relay members] light all the bags around the track to light the way throughout the night. The bags are paid for by people in memory of others [cancer-free, diagnosed with cancer or passed away due to cancer],” Costante said.

Throughout the night, there will be entertainment as well as a large-screen projector to view a movie at sundown.

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