

Cometeer

March-April 2018 • Edition 3, 2017-18



A poster board promoting the referendum by the Delavan-Darien School District on the April 3 voting ballot greets visitors at Delavan-Darien High School just after they enter the school doors. (photo by Thom Aiello)

Key school referendum up for vote April 3

By Jacob Prado
Cometeer staff

Back in January the Delavan-Darien School District approved a \$3.5 million operating referendum be put up for a community vote in April. What this referendum would do is provide the school district with \$500,000 every year for three years, starting with the 2018-19 school year.

This \$500,000 would be used for academic and vocational classroom improvements, upgrades for culinary arts and auto programs, and improvements to Borg Memorial Stadium. These improvements to Borg include creating an artificial turf for both soccer and football, fixing the track where meets can no longer be held on, and making safety improvements. While the \$500,000 is for non-recurring purposes, only for three years, the other \$3 million would be recurring and be used for operating costs to maintain the district's educational programs.

Voting will take place throughout the surrounding area on April 3, and the ballot text will read as follows, "Shall the School District of Delavan-Darien, Walworth and Rock Counties, Wisconsin be authorized to exceed the revenue limit specified in Section 121.91, Wisconsin Statutes, by \$500,000 per year beginning with the 2018-2019 school year through the 2020-2021 school year for non-recurring purposes to pay for improvements to Borg Stadium, installation of a dual turf field for soccer/football, new track and academic and vocational areas at the high school, including culinary arts and auto, and by \$3,000,000 beginning with the 2018-2019 school year for recurring purposes to pay for operating costs

to maintain the District's educational programs?"

From now through April 2, there will be superintendent open door Mondays from 4 p.m.-6 p.m. to discuss the referendum for any parents or community members to stop in. This has been ongoing. There was also be a Referendum Information Open House on March 19 at Delavan-Darien High School to discuss the referendum even more, and both events were and are public events open to the community.

The last referendum to get passed happened in spring of the 2014-15 school year and this allowed the district's revenue limit to increase tremendously. As the diagram on page 2 shows, the Delavan-Darien Revenue Limit increased continually with the referendum passing, but that referendum expired this past year. With the 2014-15 referendum expiring, there is a decrease in the district's revenue limit, which, also in the diagram, shows it already is much lower than the state average. Because of this, and already a lack of funds, the district is in need of some help to maintain the schools for the children of the community.

According to Dr. Robert Crist, the school district's superintendent, the need for the referendum is highly needed if people want to maintain the schools because right now it can't be done without making drastic changes. If the referendum doesn't pass, the budget cuts that would be needed would begin July 1 and staffing would be most of the first cuts. What this might mean for students is an increase in room sizes within the schools and a lack of ability to attract and keep high-quality teachers. But staffing won't be the

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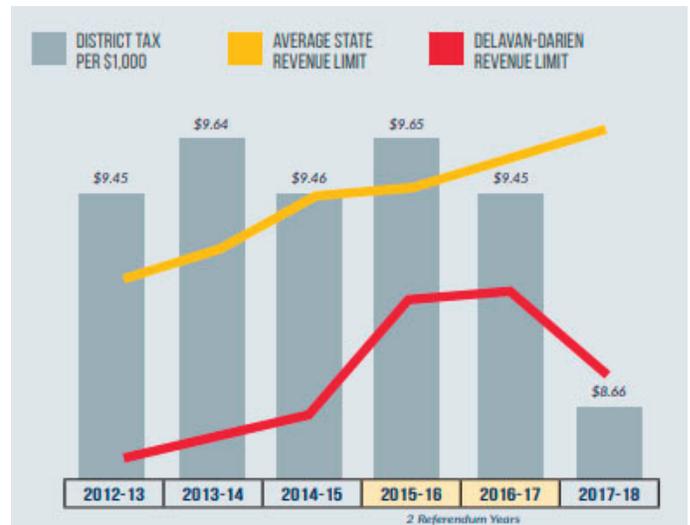
Referendum...

(Continued from page 1)

only thing to be cut from the budget if this referendum doesn't pass. There will also be a reduction in curriculum offerings and course materials to meet higher standards and goals, a reduction in extracurricular/athletics opportunities, a reduction in funding for technology infrastructure and equipment upgrades, and also a reduction in funding for building maintenance.

While in the past few years the Delavan-Darien School District has made improvements to all of the buildings, including new lights and fixing the roofs, money is needed to maintain all of these fixes. In recent years there has also been a decrease in the property tax, according to Crist, and this referendum is sort of collecting that lost tax with this referendum, which will increase property tax by \$202 for three years and \$173 afterward for every \$100,000 of property value.

While this increase may affect some taxpayers, it is crucial the referendum get passed April 3 because it will affect current and future students, say the supporters. Crist and the school board put this district into perspective with other districts using a Cadillac to Ford or Chevy metaphor. The Delavan-Darien district isn't a Cadillac program as it doesn't have the highest funds, but D-D has a Ford or Chevy program - it works and it helps students, even if it isn't with the highest funds, it was explained.



The district personnel's hope is if the referendum does pass, the district should be set for the next few years and there would be no need for another referendum. If you are a member of the community and are eligible to vote, then you can head to the voting place April 3 and cast your ballot.

Substitute teachers enjoy the experiences

By Rachael Bradley
Cometeer staff

Substitute teachers get to endure the sometimes challenging but rewarding job of taking over when a teacher is unable to teach the class, whatever the reason for this may be. Some may think that a job as a substitute teacher is easy, but there are some challenges that come along with the job.

To find out just what it takes to be a substitute teacher, and the challenges they face, I spoke with Mr. Stola and Mr. Worachek. Mr. Stola has been a sub at both Phoenix Middle School and Delavan-Darien High School for around six years now. Mr. Worachek was a new long-term sub who came to the school to help first semester, staying until a couple weeks after second semester started.

Both of these subs understand the occasional struggle of getting students to listen and do their work. Some students are harder to get to cooperate than others.

Mr. Stola believes that "generally, it has to do with the maturity of the students. Obviously, people mature at all different rates and that seems to be a big factor."

The more mature a student is, the easier it is for a sub to get them to cooperate. Sometimes it takes nothing more than pulling them aside and explaining the situation to them to get them to follow instructions and do their work. However, this is clearly not always the case, and even the more mature students may try to see just how much they can get away with.

"Students tend to, with a sub, push the line. In other words, even though there might be signs that they can't use their phones for anything, they may ask about listening to music. They will tend to be more chatty, talking to each other. To see what ground rules the sub was going to enforce and how far they can get away with it," said Mr. Stola.

This is something that can make subbing for certain classes rather difficult. As a short-term sub, one may know some of the general rules of the classroom, but may miss other rules. So if a teacher doesn't usually allow you to listen to music, but the sub is unaware

of this, the class may try to see if they can convince the sub to let them listen to music - perhaps telling them their teachers usually allows it, even if it isn't true.

Despite the occasional struggles of being a substitute, Mr. Stola has been pleased with his experiences in the classroom the past few years.

"I'd have to say that 95 percent of the classes that I have had to sub for in the past couple years have been better than average in things such as cooperation, respectfulness, things like that," said Mr. Stola.

Mr. Worachek would have to agree that while some students proved to make some classes challenging, it was an overall good experience. Unlike Mr. Stola, who enjoys his position as a short-term sub, Mr. Worachek has the additional experience of working as a long-term sub.

The differences between the two are noticeable and the long-term sub position requires more work to be done. While a short-term sub is not allowed to work any more than five days in a row for the same teacher, a long-term sub can be subbing for a teacher for a few months. A short-term sub also has the day's activities laid out for them and rarely do they need to actually teach the class something on their own. Maybe they are collecting work and leaving it for the teacher, but not grading the work. On the other hand, the long-term sub has the plans, but may be required to teach the students a specific skill. They are required to grade assignments and, if needed, fill out report cards. Long-term subs often have more time to get to know classroom expectations and their students. These additional opportunities are part of the reason Mr. Worachek prefers having a job as a long-term sub.

"I do enjoy a long-term subbing position like this because I can come here every day and I know where I am going to go," said Mr. Worachek. "I can plan my day and when I'm a short-term sub, I have to wait until 5:30 in the morning to get a call, get dressed, get ready to go, drive to wherever, and then sometimes I'm starting in a new school."

There seems to be less rush with a long-term subbing position, allowing the sub time to adjust to their settings and getting to know some of the students better than a short-term sub could. They know exactly where they'll be going to the next day and what the expectations are. A short-term sub may move between several different schools and not have the same opportunity.

Former Cometeer staffer Yazbec reflects on the school newspaper



Bill Yazbec visited the newspaper staffs of the Delavan-Darien High School Cometeer and the Phoenix Middle School Rising at Phoenix recently. He discussed his time on the Cometeer staff in the 1960s. (photo by Morgan Lock)

By Kaia Warner
Cometeer staff

The Cometeer and Phoenix Rising staffs recently had a visitor to their meeting - a man named Bill Yazbec, who was a part of the Delavan-Darien High School Cometeer staff as a senior in 1964-65. He was an assistant sports editor, so Yazbec primarily wrote about sports.

Back then the Cometeer was printed by the Delavan Enterprise. It came out every two weeks, usually on a Friday during/before lunch. It used to cost students a dime for the newspaper. Everyone was usually very excited when the Cometeer came out and printed copies would sell out really fast. At that time it was a very popular paper.

Yazbec, 70, said there is a lot of good stuff that can come from a school newspaper and there is still plenty of room for something like the Cometeer in the school. Back then the big stress was facing deadlines, more responsibilities, had to be creative in terms of ideas and just more work in general.

During high school back then, they were pretty good in athletics and there were many active clubs and activities. Being on the newspaper can be good, especially if you are shy and you are not a very outgoing person, Yazbec said. He added that you can talk to many different people and become a very good reporter.

There were a lot of important issues going on during the time when Yazbec was in high school. The new school principal in 1963 had a heart attack and died in late October and later there was the assassination of President John F. Kennedy.

Yazbec, a Delavan resident, found out about the current Cometeer from seeing something online about the revival of the Cometeer and he was unaware that the paper had even been discontinued. Yazbec saw Mr. Thom Aiello's email address listed as the club advisor and decided to email him to let the newspaper staff know he was willing to help out if he could.

The Cometeer was pretty "tame" in terms of articles and issues discussed during his time with the newspaper, Yazbec said. He would have to go to the basketball games and would keep lots of notes on what was going on during the game. Later on he would write the article. He told the current newspaper staffers that "you make stuff you like to do a part of your life."

"It's a wonderful, creative way to learn what's going on," said Yazbec about being on a school newspaper staff. "There's a real advantage for something like this to the community."

Yazbec, who was born in Illinois and moved to Delavan in 1959, lived in different places until moving back to Delavan in 2007. In the summer he likes to play golf and travel some.

"There's still room for something like this (a school newspaper) in school," added Yazbec.

Germany's Jacobs enjoying time at D-DHS

By Morgan Lock
Cometeer staff

There are several foreign-exchange students attending Delavan-Darien High School through the AFS program, including 17-year-old Simon Jacobs from Hamburg, Germany. Jacobs said he has felt very welcome in America and at D-DHS and he really likes it here.



Simon Jacobs

"Yes, I like it very much; that is also the reason why I am doing this," said Jacobs.

When he finishes another year of schooling back in Germany, he would like to join the Air Force to become a citizen. Then he plans on beginning his dream career as a police officer or detective.

Holidays in America and Germany are very different. A clear distinction is Independence Day, or Fourth of July, in America. Since we are the only country that celebrates this holiday, that's off the list. However, both countries have the holidays of Valentine's Day (Yay, I can still feel single on this day if I go to Germany!), Christmas and Easter. The idea of holidays are the same, but tradition varies, such as food. Food eaten during holidays is one difference in how holidays are celebrated.

Even though our American Independence Day isn't celebrated in Germany, according to Jacobs, there's a similar concept. When The Big Wall separating East Germany and West Germany, built after World War II, was removed, it became a holiday and a celebration of unity. Now Jacobs is part of the D-DHS community.

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Contact Mr. Aiello at thomaiello@gmail.com

Winter Sports Award Winners



The winter sports teams were honored during their awards night at Delavan-Darien High School recently. The sportsmanship awards (top photo, from left) went to: Cheerleading - Paige Johnson; Wrestling - Michael Ream; Boys Swimming - Andrew Logterman; Boys Basketball - Jason Cano; Girls Basketball - Sydney Anderson; and Poms/Dance - Beatriz Garnica. **All-Southern Lakes Conference honors** (middle photo, from left) went to: Wrestling: Miguel Sanson, and Boys Swimming: Andrew Logterman; Girls Basketball: Jaida Speth and Kailea Timmerman; and Boys Swimming: Zachary Weerts. Speth was a first-team selection, while the others earned honorable mention. **Special awards** (bottom photo, from left) went to: Cheerleading Outstanding Freshman - T Oren; Boys Swimming Most Improved - Chase Castel; Poms/Dance - Most Valuable Dancer - Johana Mendez, and Most Improved Dancer - Lizbeth Gomez; Cheerleading Most Dedicated - Paige Johnson; Girls Basketball - Most Improved Player - Bridgette Kolego, and Most Valuable Player - Jaida Speth; Boys Basketball - Defensive Player of the Year - Seth Grabow; Wrestling - Most Improved - Eric Gonzalez; and Boys Swimming - Most Valuable - Luca Lopez. Not pictured were Most Valuable Wrestler - Miguel Sanson, and Boys Basketball Offensive Player of the Year - Reece Crull.

OPINION

Why would asking one to Prom cost more than actually going?

By Morgan Lock
Cometeer staff

"Will you go to Prom with me?" This very question causes so much stress and anxiety among teens, mostly high school juniors. Many students worry how they will get asked, how they are going to ask someone, or if they will even get asked at all.

Prom is expensive in general, but now asking someone to prom might be even more expensive. How is that even possible, you ask? One word - promposals. These are proposals for prom, as if you didn't think it could get even more intense. They range anywhere from a simplistic pun with a box of donuts, to a full-out choreographed dance routine.

Sure, these promposals are super cute and, coming from a hopeless romantic such as myself, my heart melts when I see them, but how much do they cost and are they really worth it? Many girls, such as myself, have been dreaming about prom since elementary school. To have been thinking and preparing yourself for years, all just for one night, can cause a lot of pressure.

The perfect dress, the perfect shoes, the perfect hair, the perfect date, the perfect promposal, the perfect pictures - these are all important factors into why prom season can be hectic. According to prom-girl.com, "Most prom dresses cost between \$100 and \$400."

A survey from Visa, back in 2013, said "the average prom cost is \$1,139." That number was including the whole look, but not the promposal. Like I said before, prom is very expensive in terms of money, but it also costs a lot of courage.

Martin Bautista, a junior, attended Delavan-Darien High School's prom on March 24 and he says he did not feel pressured to do an extravagant, over-the-top gesture, or "promposal," because "it's the thought that counts."

Unfortunately, not everybody thinks that way. Many teens, especially males, feel very pressured by society to an over-the-top proposal because they think just asking isn't good enough anymore. When asked what he thinks about promposals that may cost more than actually going to prom, Bautista says, "They're not going to get married, so chill."

Just because someone may organize a dance routine to ask a six-word question doesn't mean that's always the way to go. I think it depends on the person who you're going to ask, if they're shy, then maybe doing a grand gesture in public isn't the best idea. If the girl or guy that you want to ask loves attention, it would be a better idea.

However, it shouldn't be a competition to see who can do the craziest, most "romantic" promposal. If it was really the "most romantic," then it would be personal between the two people.

On the other hand, that is just my opinion. I've always been a hopeless romantic and I personally think promposals can be the cutest thing ever, just make sure it really is something special between you and the person you want to be your date. Remember, it is just one night, even though it may have a lot of pressure surrounding it, and hopefully you had fun whether you went with a date or just attended with your friends.



Review: Culture II a long journey by Migos

By Jacob Prado
Cometeer staff

The rap trio known as Migos have finally dropped their third studio album *Culture II*, the highly-anticipated follow up to 2017's *Culture*. When Quavo, Offset, and Takeoff, the trio that make up Migos, released 2017's *Culture*, they topped the charts with singles like "Bad and Boujee", "T-Shirt", "Slippery" and more.

Before the release of *Culture II* at the end of January, the world had already heard songs from the album like "Supastar", "Stir fry" and "Motorsport," which featured Cardi B and Nicki Minaj. These singles from the album rose on the charts and sparked anticipation for the album, which Migos announced mid-January would be released Jan. 26, the eve of the one year anniversary of *Culture*. While the project was kept mainly under wraps, even in the very little weeks leading up to the release, the anticipation built up and *Culture II* was finally released.

Culture II contains 24 tracks with features from the likes of Drake, Big Sean, Travis Scott, 21 Savage, Post Malone, and more. With these features also comes a long list of well-known producers who helped contribute to the album, including Kendrick Lamar, Pharrell Williams, Metro Boomin, Zaytoven, 808 Gods, Huncho, Dj Durel and many, many more.



The producer credits, which were released days before the album by Quavo, the considered leader of the rap trio, surprised many fans and caused an uproar leading up to the Jan. 26 release. With the extensive tracklist, multiple collaborations, and well-compiled producer credits, *Culture II* was highly anticipated, but didn't quite meet fans' expectations.

The 24-track album from Migos, under the direction of their label Quality Control, did have some memorable songs like "Stir Fry", "Motorsport", "Supastar", "Walk it, Talk it", "Higher We Go (Intro)" and a few others. While there were those memorable singles from the album, there were a quite, should I say a lot, that just filled the space and made for a longer album.

Some different news sources speculate the reason for the extensive tracklist was Migos and their label taking advantage of music streaming rules in order to get more singles to climb the charts and bring their album up. While these speculations and rumors are simply that, speculations and rumors, all the extra songs that make up the 24-track album really bring the overall album rating down. Before I give you my final rating and overall thoughts on the album, I think you should know about some of the different sounds we heard in *Culture II*, that differ from the usual Migos sound and that are exactly Migos.

First up on the list of new sounds are the two Pharrell-produced

tracks "Stir Fry" and "Gang Gang". Throughout the course of their career Migos have not really shown much emotion in their music, but in the rather upbeat "Gang Gang" fans see some feelings. Takeoff starts the song with "Hey, I know this might sound weird to say, but would you love me if I ran away?" This lyrical change in "Gang Gang" isn't the only kind of change that Migos fans see either. The Pharrell-produced track introduces an upbeat and happy-like tone to the usual Migos deep bass and heavy drug-related lyrics. Not to say "Gang Gang" doesn't consist of many allusions to drugs and alcohol, because it does, but the songs lyrics include show the trio's emotions more than they ever would. The difference between "Gang Gang" and "Stir Fry" is that "Stir Fry" doesn't really consist of any real emotions or feelings, but rather just the upbeat and happy-like style that the previous track had. These new and unique sounds that the trio Migos introduce on *Culture II* aren't bad, but actually a pretty good twist to their usual sound.

Next thing I want to mention are some of the excellent tracks from the 24-track album, which include a lot of collaborations. Fans had once again gotten to hear a Migos collaboration with rapper Drake on "Walk It Talk It", the first collab since the versace remix with Drake in 2013. This collab, along with the others from the album, was very good and really sounded Migos. In the song they express their recent wealth that they prominently display, with their signature look featuring large chains of gold and thousand-dollar clothes. The title "Walk it Talk it" is maybe a description of their life as the song frequently says "Walk it like I talk it" and other lyrics like "Take my shoes and walk a mile, somethin' that you can't do", "We live like sopranos", "Private life, private jets 'round the globe". Those are just some of the lyrics from this songs describing their lifestyle that they have achieved through their music, and throwing "shade" at the people walking around them who cannot truly achieve the lifestyle they live.

This lifestyle that Migos express throughout their music, kind of the backbone of most of their lyrics, are told in many different ways in many different songs. "White Sand" featuring Travis Scott, Ty Dolla \$ign, and Big Sean, "MotorSport" featuring Nicki Minaj and Cardi B, and "Higher We Go (Intro)" are just a few more examples of songs that express the Migos lavish lifestyle and of the sound that largely contributed to the Migos fame.

Culture II had the bar set pretty high by Migos' previous album, *Culture*, and, despite this, it really met the bar for most of its songs. The 24-track album consisted of many radio hits, and set a few records with one being the Migos tying with The Beatles for most songs in the top 100 at a single time.

But what made this album somewhat disappointing was that it seemed to be more of a pile of songs dumped onto the fans and just made to fill a larger album. I personally would have preferred Migos to drop a smaller album with fewer songs that would make the album stronger overall. Simply making many, many songs, some short, didn't strengthen the album as a whole but just made it a larger piece.

Quavo, Takeoff, and Offset all make a fantastic group and I can't complain about the music, even the Pharrell-produced tracks, but my rating for this album isn't 10 out of 10. Before I give my final rating, if you found yourself looking for more Migos music after *Culture* and still haven't listened to *Culture II*, then you definitely should. Also, if you like rap and hip hop, yet haven't listened to *Culture II*, you should definitely do that when you have a chance. Now, because of the multiple songs that really made the album a longer album but not a strong one, I have to give *Culture II* a 9 out of 10 rating.



ART CONTEST

DEADLINE NEARS FOR PACKERS ART CONTEST

Winning students will earn \$5,000 donation for their school art program

The April 19 deadline is approaching for student artists to submit artwork for the Packers Student Art Contest, with the winners earning the opportunity for their art to be featured at Lambeau Field and a \$5,000 donation for their school.

The winning pieces will be displayed in the stadium's club levels throughout the 2018 season.

The theme of this year's contest is "100 Seasons of Packers Football," and asks students to create a piece that tells the story of the Packers' rich history by illustrating the momentous plays, spirited traditions and extraordinary triumphs that made the team what it is today. It could depict exciting victories, heartbreaking defeats, miraculous comebacks, generations of fans supporting the team year after year or whatever interpretation the artist imagines based off the theme.

Artists are invited to capture 100 seasons of the Packers through painting, drawings, prints, digital art, mixed media or collage. The deadline to submit artwork is April 19.

Three grand prize winners also will receive a \$5,000 donation to the winner's school art program and an invitation for the winner and two guests to the Annual Suite Holder Tasting in July at Lambeau Field.

Eligible artists include students in grades 6-8 or grades 9-12, or students attending a university or technical college at the time of submission, with one winner chosen from each category. The final artwork size must be 16 inches by 20 inches on canvas, paper, or other mixed media. Art pieces must weigh less than 30 pounds and be able to fit comfortably in a standard frame.

**For full contest rules and guidelines, or to submit an entry for the contest,
please visit pckrs.com/artcontest.**

PHOENIX RISING

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There were bowls of many colors available for purchase during the Empty Bowls fundraiser at Phoenix Middle School on March 20.

Empty Bowls event helps local causes

By Thom Aiello
Phoenix Rising advisor

Reaching out beyond the school walls and into the community was exemplified by the Empty Bowls fundraiser at Phoenix Middle School on March 20. The funds raised from the event will go to the Harold Johnson Food Pantry in Delavan and the Lakeland Animal Shelter in Elkhorn.

In its fourth year, the Empty Bowls event featured 461 bowls made by Phoenix students and staff, as well as some community volunteers, according to art teacher Terri Timmerman of Phoenix. Of those, approximately 300 were sold for \$5 each to members of the community, who were also treated to soups and other food donated by local businesses and people. It was also a chance to hear the Music in Our Schools event.

A silent auction featured baskets, autographed sports items and other donations that drew some very high bids.

Timmerman said the bowls have been worked on the whole school year, with a PIE class helping with the glazing. She spent “a lot of weekends” to make a lot of the bowls and to fire them.

“All staff helps out in some way,” said Timmerman, who also noted community members and students volunteer their help with the event.

Some community members from assisted living centers and vari-

ous other groups attended the event.

At the time of this writing, the final numbers were not in yet, but last year the event raised approximately \$1,900 for the Walworth County Boys and Girls Club, which operates out of Phoenix after school. The food pantry was the beneficiary the first year and the Twin Oaks Homeless Shelter received the funds the second year. This was the first time it was decided to help two local groups, noted Timmerman.

Student council contributes to school

By Emily Lock
Phoenix Rising staff

As many of you students already know, we here at Phoenix Middle School have a student council, but what really is it? What does it do?

Well, student council is run by Mrs. Terri Timmerman, the art teacher, and Mr. Clay Nelson, a math teacher. They also have a president and many other student members. The president’s name is Marissa Torres-Raby and the vice president is Gracie Yartey. Student council runs the snack shack and the eighth-grade final dance.

“I enjoy working with student council,” said Mrs. Timmerman. “It gives our students a voice. I like seeing that students are willing to step up and help make their school and community a better place. Student Council teaches our students dedication, respect, leadership, perseverance and hard work.

“It is impressive to see our members take all of that and use it
Continued on page 2



Terri Timmerman

Review: Bravo for ‘Beauty and the Beast’

By Emily Lock and Zabrya Russell
Phoenix Rising staff

Mrs. Tammy Fumall and Mrs. Julie Ropers-Rosendahl were working with some of the Phoenix Middle School students, with the help of Mrs. Ropers-Rosendahl’s two older children, to perform the great musical, “Beauty and the Beast.” The musical was Jan. 26 at night and, if you couldn’t make it to the performance that date, you were able to come Jan. 27 in the afternoon.

It was something you didn’t want to miss. Anyone was welcome to attend. It included singing, dancing, acting, funny moments and sad moments.

Mrs. Fumall was working with some crew members, who were making the props and clothing. After seeing all of the costumes, it was shocking how all of the crew members and Mrs. Fumall worked so hard on the project. They had been preparing students for eight weeks with dance moves, lines, props, and, of course, acting.

Student Council...

Continued from page 1

to give back to our community and school. We have a wonderful community and our Student Council members want to give back to those who need our help. They also acknowledge all of the hard work done by our students at Phoenix and want to give something back to them to help make school more enjoyable and comfortable.”

Mr. Nelson also said the student council helps the school. “It’s a wonderful opportunity to be able to change the school and the community,” he said. “They paid for the all the TV’s, the furniture in the library, and all the hoops and balls outside. They are even going to the University of (Wisconsin in) Madison and Whitewater, along with Peer Helpers and (National Junior High Society).

“They make our school a better place to go to. They help with the money and they help make sure that we have people to run the dances that month. Student council is a really good group because they help make our school not only our school; they help our community too. They are even going to a local food drive here in Delavan.”

A sixth-grade student said it has been hard training and working for everything to go just right.

The solo characters was Lumiere, played by Izzy Calhoun; Cogsworth was played by Jamie Pehkonen; Chip was played by Dahminick Markling; Mrs. Potts was played by Alyssa Wimer; Belle was played by Eliana Gluchman and Kaylee Granata; Beast was played by Scott Sirkman; Gaston was played by Hunter Kastning; Lefou was played by Naz Zepeda; The wardrobe was played by Mackenzie Mohr; Maurice was played by Alton Wimer; and Babette was played by Pamela Zamorano; and then there was the rest of the crew.

The performance was awesome as everyone was smiling. The students thanked Mrs. Fumall and Mrs. Ropers-Rosendahl for providing a fun activity for them.



Eliana Gluchman as Belle and Scott Sirkman as The Beast in the musical “Beauty and the Beast”, performed at Phoenix Middle School January 26 and 27. (submitted photo)



Characters from the musical production of “Beauty and The Beast” are Maddie Gums, Dahminick Markling, Alyssa Wimer, Emily Lock, Isabel Calhoun, Jamie Pehkonen, Katie Gums and Caitlin Rommelfanger. (submitted photo)

PHOENIX RISING

Staff - Anna Lock, Emily Lock, Zachary Miller, Kaleb Guzman, Ethan Kraayeveld, Camden Lockhart, Ryan Flitcroft, Zabrya Russell, Maddie Gums, Iesha Lee and Felipe Leal

Advisor - Thom Aiello



Staff - Jacob Prado, Morgan Lock, Kaia Warner, Rachael Bradley and Trinity Dement

Advisor - Thom Aiello

Design - Wendy Shafer

Review: Art Institute of Chicago a 'must see' vacation venture

By Anna Lock
Phoenix Rising staff

If you're bored during spring break, or over the summer, then you might want to check out the Art Institute of Chicago. I recently visited and thought it was a fun, enriching experience.

Some of the museum highlights include El Greco's "The Assumption of the Virgin", George Seurat's "A Sunday on La Grande Jatte" which was made in 1884, Auguste Rodin's "Eternal Springtime", Armor for Man and Horse, Seated Buddha, Edward Hopper's "Nighthawks", Archibald John Motley, Jr.'s "Nightlife", Grant Wood's "American Gothic", Marc Chagall's "America Windows", Pablo Picasso's "The Old Guitarist", Joan Mitchell's "City Landscape" and Andy Warhol's "Liz #3."

I only had time to visit some of those sites, but the ones I did get to see were pretty cool. George Seurat's "A Sunday on La Grande Jatte," which is probably familiar to most people, can be seen in the Impressionism section, but the artist also uses a style called pointillism, which is a picture made entirely out of tiny dots. Rodin's section mainly consisted of sculptures, representing people or objects.

Another section of the museum I saw was Armor for Man and Horse, which had things that may have been seen in the Renaissance period, like knights on horses, spears, weapons, and armor. The Seated Buddha was a sculpture of what looks like maybe a Native American. In that section there were also other sculptures of people and animals in history. Another painting that was in the museum highlights was Edward Hopper's piece entitled "Nighthawks," which was found in the Modern American Art section of the museum. This painting portrays four figures who are talking in a bar. In the synopsis of the painting, it states that it is unclear all of these figures' relation to one another.



Marc Chagall's "American Windows". (photo by Anna Lock)

Another painting that maybe demonstrates people in a bar or at a party is Archibald John Motley, Jr.'s "Nightlife." One of the other pieces that is pretty famous is Grant Wood's "American Gothic," which at the time when I visited the museum that painting was on loan in New York.

One of my favorite things to see was Marc

Chagall's American Windows, which were like a ton of stain-glass windows. I really liked the vibrant blues and yellows, and all of the other colors used.

Found in the Modern Art section is some of Picasso's work, including "The Old Guitarist." One thing I would like to say about Picasso is that his work is really interesting to look at and read about because of his unique style, which is called abstract.

The last museum highlight that I saw was in the Modern Art wing, and was Andy Warhol's "Liz #3." All of these sights were just the museum highlights, but there are many more amazing things to see. One of my favorite pieces was called "Seascape," by Pierre-Auguste Renoir and was done with oil on canvas.

If you have a good experience, like I did, you may want a souvenir to take home, so there is also a gift shop to explore. In case you would like to know more information or the schedule of the museum, here's the link. <http://www.artic.edu/>. To conclude, if you are looking for a fun place to explore, the Art Institute of Chicago would be a good place to go.



Auguste Renoir's oil painting "Seascape". (photo by Anna Lock)

Math is favorite subject in student survey

By Ethan Kraayeveld and Camden Lockhart
Phoenix Rising staff

When you meet someone, you ask them some questions like, "What is your favorite color?" or "What is your favorite food?" But what are the normal answers?

Six 11- or 12-year-olds answered some questions.

First, they were asked what their favorite school subject was and 66.67 percent of the respondents said math. The second question was about their favorite color and 75 percent of the answers were red or purple. "What is your favorite food?" was the next question and the answers were hamburgers, hot dogs and brats, with 75 percent selecting hamburgers.

When asked about favorite soda, 50 percent replied Mountain Dew. Apple was the favorite fruit, with 75 percent of the vote. The favorite sport, with 33.33 percent of the vote, was baseball.

The least favorite subject, with 50 percent of the votes, was English Language Arts. Finally, voted the least favorite color, at 33.33 percent, was gray.

OPINION PAGE

Making movies is a favorite thing

By Zack Miller
Phoenix Rising staff

One of my favorite things to do is movie making. When I am done making them, they look very interesting! Some of the reasons why I like to make movies is because I can do text, I can type anything and then move it around, turn it, and make it move. I can zoom in and zoom out. I can also put a box around it and make it into credits. So playing around with the settings is interesting.

Another thing I like to do is play outside in the summer and winter. In the summer, I go to the beach. One of the things I like

to do there in the summer is play with my inflatable bed. I also like the pizza they have where we go.

In the winter, I once tried to make an igloo. But when I stacked the bricks on top of each other, they knocked over each other. What I used for it was my brick maker, and it's an actual size of a real brick! I also like to go sledding. It's just the feeling of that is awesome. Then when I go home, I have hot chocolate, watch a movie, and relax.

So, yeah, I guess my life has its ups and downs, but there is still cool stuff to enjoy!

What happened to YouTube?

By Maddie Gums
Phoenix Rising staff

Going around and asking some students about what they think happened to YouTube on the Phoenix Middle School Chrome-books produced various answers.

"I think what happened is that someone may have been watching really bad things that got YouTube to get rid of most of their videos," said student Iesha Lee.

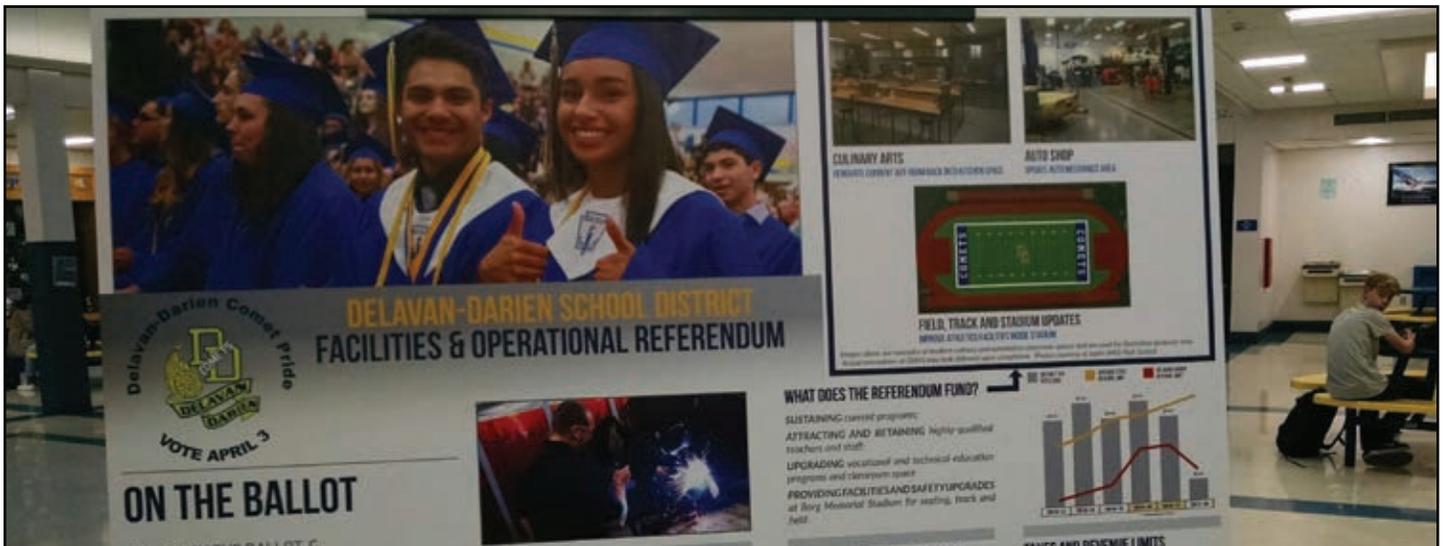
After asking a few more students, along with Lee, principal Mr. Hank Schmelz was asked what really happened.

"There are items on YouTube that are inappropriate," said Mr. Schmelz. "So therefore we tighten our filters to keep inappropriate content from getting in."

So that is what happened.



Bill Yazbec visited the newspaper staffs of the Delavan-Darien High School Cometeer and the Phoenix Middle School Rising at Phoenix recently. He discussed his time on the Cometeer staff in the 1960s. (photo by Morgan Lock)



A poster board promoting the referendum by the Delavan-Darien School District on the April 3 voting ballot greets visitors at Delavan-Darien High School just after they enter the school doors. (photo by Thom Aiello)



ART CONTEST

DEADLINE NEARS FOR PACKERS ART CONTEST

Winning students will earn \$5,000 donation for their school art program

The April 19 deadline is approaching for student artists to submit artwork for the Packers Student Art Contest, with the winners earning the opportunity for their art to be featured at Lambeau Field and a \$5,000 donation for their school.

The winning pieces will be displayed in the stadium's club levels throughout the 2018 season.

The theme of this year's contest is "100 Seasons of Packers Football," and asks students to create a piece that tells the story of the Packers' rich history by illustrating the momentous plays, spirited traditions and extraordinary triumphs that made the team what it is today. It could depict exciting victories, heartbreaking defeats, miraculous comebacks, generations of fans supporting the team year after year or whatever interpretation the artist imagines based off the theme.

Artists are invited to capture 100 seasons of the Packers through painting, drawings, prints, digital art, mixed media or collage. The deadline to submit artwork is April 19.

Three grand prize winners also will receive a \$5,000 donation to the winner's school art program and an invitation for the winner and two guests to the Annual Suite Holder Tasting in July at Lambeau Field.

Eligible artists include students in grades 6-8 or grades 9-12, or students attending a university or technical college at the time of submission, with one winner chosen from each category. The final artwork size must be 16 inches by 20 inches on canvas, paper, or other mixed media. Art pieces must weigh less than 30 pounds and be able to fit comfortably in a standard frame.

**For full contest rules and guidelines, or to submit an entry for the contest,
please visit pckrs.com/artcontest.**