

10 questions with Trevisus Maximus

A bit of insight into New Trier's mysterious mascot

by *Melanie Mandell*

New Trier football games are famous for supportive parents, loyal fans cheering in their Green Team sweatshirts, talented football players, and of course loads of New Trier spirit. A giant piece of that spirit is our mascot, Trevisus Maximus. We sat down with the mysterious man behind the mask and asked him some questions.

Q: Why are you the mascot?

A: I decided to be the mascot because I have lots of school spirit. It seemed like a good fit for me to be able to go to all the games and cheer on our football teams.

Q: How did you become the mascot?

A: I became the mascot through vigorous training and a harsh



Trevisus Maximus pumping up the Friday night crowd | *Samantha Lutschaunig*

application process (just kidding!). New Trier had to be sure that they were making the mascot someone who was able to fulfill the role and play it out the right way.

Q: How hot is it inside the costume?

A: The costume is insanely hot! During a warm game, it feels like I'm melting!

Q: How much visibility do you have in the costume?

A: The costume is surprisingly easy to see out of. The eyes of the mask

provide more than enough visibility to keep me from tripping over my cape.

Q: What does it feel like in the costume?

A: The costume is pretty comfortable. Because football season is in the fall, it tends to get pretty cold. The costume is made of felt, so it's nice and warm. However, when it's not cold, it feels like it's a million degrees.

Q: Are you allowed to tell people that you're the mascot?

A: I'm allowed to tell people, but it's fun to keep the mascot's true identity a mystery from year to year.

Q: Do your friends know that you're the mascot?

A: My friends found out that I was the mascot immediately. It didn't take them long to figure out why I wasn't sitting with them at the game. They were also able to figure it out based on how the mascot acted.

Q: What's the hardest part of your job?

A: The hardest part about being

the mascot is not being able to talk. It's surprisingly hard to keep myself silent when I'm being asked questions and interacting with fans. However, I am able to compensate by being very animated and trying to act out what I mean to say. It's kind of like a game of charades.

Q: Do you have a "Trevisus personality" that comes when you put your mask on?

A: When the costume comes on I become a totally different person. I have to try to make the people I meet as excited as possible. I become much more animated, and for laughs even a little more clumsy.

Q: What is the most rewarding part of being the mascot?

A: The most rewarding part of being the mascot is seeing the joy that the mascot can bring to the fans. It's even better interacting with New Trier's younger fans and taking pictures with them. Seeing their excitement definitely makes the job worth it.

Good or bad, west campus to remain for another decade



New Trier's Northfield campus, which serves 1,100 students | *Ellie Kurensky*

Despite issues, the west campus readies freshmen for their high school lives

by *Michael Blickstein*

Of all the things that make New Trier a unique place, the freshman campus seems the most foreign to people who are not from the area.

Responding to a nationwide population boom, the west campus originally opened as a 4 year institution in 1967, with an enrollment of 2,239. By 1981, enrollment dropped significantly and West became a freshman only campus. It stayed that way until 1985, when it temporarily closed entirely.

As most people know, the freshman campus was reinstated in 2001 with this same 3-1 model (three grades in one campus and one in the other).

This model was reintroduced because in 1997, a study showed that New Trier would have an enrollment explosion by about 1,100 students.

"We use a service called Kesarda that projects enrollment patterns over more than 10 years," said Winnetka Principal Denise Dubravec. "The service said that there would be a rise in enrollment so big that the freshman campus was our best way to not overpopulate the school."

The study and projections also showed that there are benefits to having the freshman campus. The benefits come from the 3-1 model being focused on certain curricula, the World History and PCB programs, for example.

Northfield Principal Paul Waechtler said, "Freshman students come from many schools, and having them together on a campus separate from the sophomores-seniors allows for an easier social transition."

Waechtler also mentioned that this smaller environment is better for

faculty as well. Because there are two campuses, there are two heads to every department, which makes faculty more accessible to more students.

The freshman campus is only for freshmen because of the space constraints of the campus. The Northfield campus can only hold 1,150 students due to additions of administrative space, alternative learning and special ed, and technology, which is the approximate size of each freshman class.

"Most projections still say that we will have to accommodate over 3,800 students for the next 10 years," said Waechtler, "so we still need both campuses open."

Students feel differently about their experiences in transitioning from the freshman campus. Some feel that the transition is rocky due to a heavier workload or an influx of older students, whom intimidate them.

"Everything about the Winnetka campus is pretty overwhelming," said sophomore Sasha Rosenberg. "There are so many more people and the class work is definitely more than I had at the freshman campus."

Another problem that comes with the addition of the freshman campus has to do with the advisor system.

Because the students are only there for a year, it's uncommon for an advisor to have a group of students all four years.

A Board Report from 2011 reporting on the state of the freshman campus ten years after its opening lists this drawback.

Both principals and the Board Report state that the benefits of the freshman campus outweigh the disadvantages. The freshman campus can accommodate freshmen, socially and academically, very effectively.

"The freshman campus model is a creative and utilitarian way for us to use the Northfield campus," said Dubravec.

"It focuses on the mind and needs of a ninth grader and creates lots of important opportunities."

Japanese soldier's WWII flag found in basement



The Japanese flag, featuring many notes of encouragement | *NT website*

Last year a Japanese flag from World War II was found in the basement, while preparing for the Winnetka campus construction. Such flags were traditionally carried into battles as tokens of luck and protection and often had notes from loved ones written on them. Social studies teacher Susan Holderread, art teacher Gardner Funo O'Kane, Japanese teacher Naomi Suzuki and Japanese Club students worked to find the flag's original owner, and then reached out to OBON 2015, a nonprofit group that attempts to return these flags to the families, who confirmed the flag's authenticity through photos. The flag was then sent to OBON 2015, who will use their resources to attempt to locate the owner.