

**IN THE HEART
OF THE
WARRIOR**
"SPECIAL FEATURES EDITION"

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Mrs. Rosamary Dean | 1949-2008

Long-time member of Lane family passes away

"What you leave behind is not what is engraved in stone monuments, but is woven into the lives of others."
-Pericles

By Samantha D'Anna
& Anna Treesara

Long-time assistant principal at Lane Mrs. Rosamary Dean, born Dec. 19, 1949, on the south side of Chicago to Harvey and Lessie Slater, grew to heavily impact those around her. Sadly, Mrs. Dean passed away at the age of 58 on Nov. 24, 2008 after a long-term battle with cancer.

Mrs. Dean leaves behind her loving husband of 22 years, Gregory Dean; her mother, Lessie Harey; and her two brothers, Arthur and Charles Slater.

"My fondest memory is of the loving relationship Mrs. Dean had with her husband, Gregory," said Ms. Harris, History teacher and close friend of Mrs. Dean. "They were best friends and so happy together. It was uplifting to be in their presence and to see them interact."

"Born and raised on the south side of Chicago, she loved the Bears and was a devoted White Sox fan," said Harris. "She took great pleasure in routinely stirring up friendly rivalry between White Sox fans and Cub supporters at Lane."

"I can recall times when she would call me into her office for what I thought would be some sort of reprimand, only to be given free tickets to a Sox or Bears game," said Ms. Malone, English teacher.

Mrs. Dean attended school in the CPS system from an early age, beginning at Dixon Elementary and continuing on to graduate from Hirsch High School in 1967. She then obtained a Bachelor of Science Degree in Education, as well as a Master of Science Degree in Education, Administration, and Supervision from Chicago State University.

After graduating from CSU, Mrs. Dean immediately pursued her passion for education by taking a teaching job at Lane in 1971, the same year girls were first admitted to the school. She began as an English teacher and later became Department Chairperson, School Registrar, and finally, Assistant Principal.

Regardless of what posi-

tion Mrs. Dean held, she always excelled by going above and beyond the standard practices.

"In the classroom, she knew her subject well and corrected you for the smallest mistake," said Ms. Gholston, English teacher, and former student of Mrs. Dean. "As an administrator, she listened and supported teachers. Before meeting with a parent for a conference, she would say [to me], 'Now, when you come to the meeting, you have to remain calm and professional no matter what is said. Make sure you have your records in order and I can back you up!'"

"She was an excellent teacher who was firm, fair, and friendly," said Harris. "As an administrator, she was totally committed to Lane and to providing opportunities for academic, professional, and personal growth. She was accessible, insightful, and concerned about the well-being of the Lane family, affectionately referring to students and staff as 'her babies'."

Former students of Mrs. Dean not only admire her as a person, but as a teacher as well.

"Mrs. Dean was a role model for me and I try to copy her straightforward and candid teaching style," said Mr. Telles, English teacher and former student of Mrs. Dean. "I light my students up when they need it, but nurture them as well. Like her, I try to find that balance between discipline and compassion. Like her, I want to be an inspiration to my students."

Many teachers currently working at Lane were hired only after going through the interview process with Mrs. Dean.

"There would be times I couldn't be there, but I always trusted her judgment [as Assistant Principal]," said Dr. LoBosco.

Mrs. Dean was notorious for leaving notes on her "From the Desk of... Rosamary Dean" stationery in teachers' mailboxes on which she would write, "See me." This would often leave teachers unsettled, even in fear, because of Dean's reputation for not mincing words when a reprimand - or any other serious business - was at hand. Though all Lane faculty knew Mrs. Dean to be very serious and professional, many also knew her humorous side.

"Despite the dreaded 'See Me'



note, Mrs. Dean was a fair and kind administrator who, once you realized her sardonic sense of humor (I've heard the rookies quake in fear of her), was an inspiring and supportive mentor," said Telles.

"I inherited her room [when she was promoted to Assistant Principal]," said Ms. Taitt. "She said to me, 'Take care of my skeleton key.' It's one of the only ones left in the building."

"She always had a great sense of humor," said LoBosco. "When she was insulting a teacher, they'd laugh. She was the only person I knew that could do that."

Though Mrs. Dean filled various roles at Lane, the one that distinguished her best was that of friend.

"She was my confidante," said LoBosco. "I could always tell her everything 100 percent and she'd be supportive."

LoBosco and Dean were very close friends who often ate lunch together. When LoBosco eulogized Dean at her funeral on Sat., Dec. 6, she asked all people in attendance who were from Lane to stand. Over 100 faculty and staff rose to their feet. LoBosco then

asked Dean's family to turn and see how big an extended family she had at work.

Though Mrs. Dean didn't have any children of her own, she was considered a mother-figure by many of the faculty.

"Last year my mother passed away," said Gholston. "While I was at the wake and funeral, Mrs. Dean and her husband showed up at the service. She came to give me a hug and said that things would be fine and I still had a mother at Lane. She helped me to make it through that difficult time even in the midst of her own sickness."

"Even when she wasn't able to be here, she would always ask, 'How are my children?'" said LoBosco.

A scholarship under her name will be offered to students sometime around February.

"She was an outstanding role model who inspired many to lofty goals and, by example, taught us about grace, courage and perseverance during difficult times. She will be missed," said Harris.

"Her professional career began and ended here at Lane, and I don't think she would have wanted it any other way," said Malone.

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THE WARRIOR

Hidden treasure found at Lane

Opening of old cabinets in band room leads to discovery of thousands of sheets of valuable music.

By Alexander Conner

Imagine finding a hidden treasure worth thousands of dollars locked away in a few old cabinets in a largely unused room where you work. Mr. O'Brien, Lane's band teacher and director, did exactly this about two months ago.

O'Brien and an assistant teacher were in the band practice room and decided to break into a few old cabinets stacked in the middle of the room. All were locked away about ten years ago, and the treasures inside remained unnoticed. Upon opening several of these cabinets, O'Brien and his assistant discovered thousands of pieces of old and rare sheet music.

For the past month and a half O'Brien and his assistant have spent almost every night for four or five hours sorting through the music, organizing it, filing it, and then cataloguing it. It was during this time that O'Brien realized just how amazing his find was.

"I had always known those cabinets were filled with sheet music," said O'Brien. "And about every other band teacher before

me did too, but just how much music were in those cabinets, I had no idea."

"At first I thought just six thousand titles were in those cabinets," O'Brien said. "I was amazed when I realized just how big our music library was. We had fourteen cabinets full of orchestra music nobody knew about. I looked at about eight to nine thousand pieces of march music."

According to O'Brien, this makes Lane's music library one of the top three largest out of all American high schools.

Among Lane's extensive and varied music library are pieces that are next to impossible to find these days, making them extremely valuable. So valuable, in fact, that O'Brien had a security camera installed in the band room to watch over it.

"Our music library has a great variety, with 15,000 tracks and still counting. We have all the sheet music for the Coke and 7-UP commercials of the 70s," O'Brien said. "We even have a copy of the anthem to the 1933 World's Fair. It was a piece written directly for the World's Fair, and is no longer

in print. That alone could go for \$1000 easily."

Lane's music library also includes tracks such as Saturday Night Fever Medley, Sleigh Ride Anderson, the national anthems for 15 different countries, the President's March, the theme to Shaft, the music for every Lane graduation up to 1953, and the sheet music to nearly every US military march. Lane even has a copy of the original Nutcracker Suite, which is no longer in print and would cost the average rate of \$75 per night to rent.

"I think it's a big discovery," said Anthony DeFrancisco, Div. 270. "It's one of the biggest things to happen all year, and people may not know about it yet. Soon news will spread."

The size of Lane's music library is no small secret in some circles of the music world. The school has received several phone calls regarding it.

"Mike Will, the band director at Northside, would kill to get into our library," O'Brien said cheerfully. "We get a lot of calls from people who want to borrow our music. We've had calls from

the Chicago Orchestra to even the US armed services like the Marines in regards to borrowing our music. It really is something amazing."

"It's awesome," said band student Aiden Albano, Div. 933. "I was there when we found it. At first all I see was just a big spread out mess, but after looking through I realized just how awesome the discovery was."

Though O'Brien has shared the news of his discovery with his students, word about it has spread slowly, even within the music department.

"I knew there was a bunch of music O'Brien was filing," said Orchestra teacher, Mr. Bobek. "I knew there was a lot, but I didn't know there was that much music in there."

"Mr. O'Brien found a whole bunch of sheet music?" Mr. Sweet, guitar teacher, said in surprise. "Huh, I always knew Lane had a big library, but never that big. That's pretty neat."

If students wish to get a peek of Lane's music library first hand, they should see Mr. O'Brien in the band room after school.

Jazz Band to perform at prestigious conference

By Melanie Johnson

The Lane Jazz Band has been known over the past six years for their stellar performances.

They have opened for the sensational Pointer Sisters at Millennium Park, performed at the Taste of Chicago, and played at other jazz performances and competitions throughout the year.

This year, Lane has been invited to perform in front of international musicians and instrumentalists at a renowned musical event, The Midwest Clinic Conference, which will be held at the Golden Room of the Congress Hotel on Dec. 18 at 4 p.m.

Established on Dec. 7, 1946, Midwest has been known for selecting bands and orchestras with superior reputations and directors to perform and attend musical clinics at their annual conference. Ensembles audition in order to participate at Midwest, but this time, however, Lane's Jazz Band was hand selected and recommended by Dr. Richard Dunscomb, one of the Board of Directors of the Midwest Conference.

Dunscomb was highly impressed with the band's performance at the Frank Mantooth Jazz Festival at New Trier this year. He liked them so much that he invited them to play at the conference, making Lane the third CPS high-school ensemble to perform at the Midwest Conference in its 50 year history.

"At Midwest, conductors and bands come together to exchange ideas by attending workshops," said Dr. Dennis Wilson, an arranger of this year's Midwest Conference.

Lane will appear with Dr. Dennis Wilson, a former member of the band, Count Basie, and a prominent trombonist in the jazz world.

Wilson has performed on six Grammy Winning Albums with his former band, Count Basie, and has been nominated for a Grammy for his arrangements on the Manhattan Transfer. His other works are with jazz legends such as Frank Sinatra, Ella Fitzgerald, and Sarah Vaughn. Now, Wilson is the Department Chair of Jazz Studies at the University of Michigan, Ann Arbor.

Wilson came to practice with the Jazz Band on Nov. 5, and

is convinced that they will do exceptionally well.

"I believe Lane will do [great]. I met some good musicians here. The most important thing I noticed was the kids' ability to react musically instead of in a technical matter. This is very important, because it makes their music sound very good," said Wilson.

Mr. Fong Bances, the Jazz Band Director, believes this will be a great opportunity for the band and the school.

"It is a great honor to perform for peers and professionals. This will give me a chance to expand my horizons as an educator and entertainer," said Bances.

"This will also give the students worldwide exposure and more experience in performing."

The Jazz Band members agree.

Ariel Gonzalez, Div. 912, has been playing the trumpet since fifth grade and believes that Midwest will be a great experience because of its open and learning atmosphere.

"Midwest will be a growing experience because they will be giving a lot of constructive criticism to help improve our music," said Gonzalez.

Ted Sofios, Div. 030, plays the bass guitar, and is really excited about performing at the conference.

"Playing at Midwest will help me learn more about playing in a jazz band, and I'm really excited about getting the experience and opportunities," said Sofias

Unlike Gonzalez and Sofios, Abraham Kim, Div. 030, believes that the conference should be more about the dedication of the director and the memories that the band members share.

"I've been playing the bass guitar for three years, and since Bances gives us challenging music, it helps us get better so we will be able to perform in front of an international audience," said Kim. "I just want to take [good memories with me] so I can share them with my children someday."

Mr. M. Carrera, head of the Music Department, is proud of the Jazz Band and their accomplishments this year.

"I am very proud of the department. Bances has done a lot with the band and has brought in a lot of outside resources," said Carrera. "There are a lot of wonderful students in this program."

Passing periods too short for some, cause tardies

By Erik Prado
& Sadeta Causevic

The bell to signal the end of a period rings and students pour out of their classrooms to hurry to get to their next class, facing hordes of others along the way. Staircases fill up fast and students are caught in the congestion. Many of those who arrive tardy blame the four-minute passing period for being too short.

Lane's hallways and staircases are always going to be crowded because there are over 4,300 students in the school. Staircases H, Z, and O are the most crowded because they are centrally located and used by many as they cross the school.

To avoid being late, some students have found unusual routes to get to class.

"During my sophomore and junior years, sometimes I would go down from the second floor to the first floor and back up to the third floor to avoid traffic," said Michael Henry, Div. 905.

Caleb Albo, Div. 022, said that for his eighth period this year, he could just go down O to get to his class. Instead, he uses staircase A, which is less crowded.

"It's somewhat faster," said Albo.

Eric Camacho, Div. 040, said that during his sophomore year he had sixth period by J, and his next period was by third floor A.

"I basically had to zig-zag everywhere," said Camacho.

"Last year as a sophomore I had to go from the third floor C to the first floor O," said Jairo Chavez, Div. 034. "I would take C all the way to the second floor, take A down to the first, and then finally walk to class by O with seconds to spare."

"Freshman year I had biology second period and I used to never make it to division on time," said Citlali Arroyo, Div. 046. "So I went through the band room to get to J and then go all the way down to my division which is right by J. Soon after, some teacher in the band room told me and my friend to stop going through the room."

Mr. O'Brien, who is a band teacher, said he does not allow students to go through the band

room. He also said that while he has not yet sent students to 210, he could.

"This is not a hallway," Mr. O'Brien said. "People see all the instruments and they bang on them. If they break them, they don't care and don't have to pay for them."

Unusual routes are the result of the short passing period, according to some students. Others, however, believe four minutes is plenty of time.

"[The passing period] is long enough because I get to my classes on time," said Zeljko Bunjevcevic, Div. 251.

"It depends really. I mean for some [students] it might be too long, and others it might take 5 minutes depending on the crowd and how far you are going. So it goes both ways," said Albo.

"Honestly, I think the four-minute passing period is suitable, but not quite a favorite. I mean, our school is large and sometimes it's impossible to make it to class on time," said Chavez.

Due to the size of Lane, many see the four-minute passing periods as too short.

"Our school is the biggest high school in the city and we've only got four minutes," said Nicholas Nguyen, Div. 053.

"Four minutes is not long enough. Our school is so big that we could have a class on the 1st floor by B, then have next period 4th floor by Z," said Danielle Rangel, Div. 055. "Then we have teachers yelling at us and saying there is enough time."

"The passing period is not long enough," said Jonathan Jackson, Div. 055. "I can't really walk at a normal pace, basically I'm speed walking but I'm still late to half my classes."

"Teachers tell us that we have enough time to get anywhere in the school in four minutes. Fortunately for them, they never have to worry about going from somewhere like 3rd floor I to 1st floor A," said Michael Henry, Div. 905. "They have no idea how difficult that is."

Students may think teachers do not know what the passing periods are like, but many new teachers have to change classes several times throughout the day. Teachers receive their own classrooms based on seniority at Lane.

"The passing period is not long enough, from a teacher's perspective," said Ms. Ewers, who is in her second year teaching at Lane and has to switch between classrooms.

"It's not long enough because if students need extra help, I like to give it to them," she said. "I then end up running to my next class."

Some teachers who change classrooms may have a flexible tardy policy. During his first year at Lane, Mr. Minor told students in his eighth period class that they were not tardy until he was in the classroom.

Some teachers are more flexible with tardies than others. Dr. LoBosco believes teachers shouldn't be lenient with students, unless they have a valid reason, such as just getting out of swimming.

Chan Kho Kim, Div. 038 said that for one class, his teacher would deduct five points from his participation grade.

"It adds up," said Kim.

Brenda Perez, Div. 036, said her grade was affected by tardies.

"[Tardies] took away points that cost me a higher grade in a class," she said.

Harina Dzebic, Div. 155, said her teacher, Ms. Holland, is strict because she locks students out of her class if they are late. Students who are late then miss the daily quiz, which is an automatic five points off their grade.

Ms. Holland confirmed this information adding that she only lets tardy students in for the daily quiz if they have a pass.

Being late to class potentially means a mini workout for those who are in JROTC.

Juan Enrique Campos, Div. 179, said that

most of his teachers are flexible about being tardy to class.

"But for JROTC, it's 25 pushups if I'm late," he said.

Some students don't mind the tardy policy because late students interrupt class, which isn't fair to those who arrive on time.

"If a person repeatedly comes late, then it annoys me," said Jeremy Stevenson, Div. 050.

"It does waste time trying to catch up the one student who came late; or they always drag, causing disruption," said Perez.

Some Lane students would be in favor of extending the passing period so they are not rushing to get to class.

"I would extend it to six minutes so freshmen can walk comfortably to their next class without running from one end of the building to the other corner," said Nguyen.

"At least five minutes, but I think we should even have a little more than that," said Rangel.

"Five minutes would be fine. It allows people more time to maneuver through traffic," said Henry.

Not every student in Lane would be in favor of extending the passing period, however. By extending the passing periods, the school day would be longer because a certain amount of in-class instruction time is legally required each day.

"Five minutes would be better," said Jenessa Ramos, Div. 034. "But that would make the day longer, so I can deal with it."

Dr. LoBosco said the passing period is long enough. She also said it would not be extended during her tenure as principal, due to teacher contracts.

"Passing periods are also teaching periods, and it would lengthen school days," she said.

Once, a student complained to Dr. LoBosco that the passing period was too short, and LoBosco personally walked with that student to their class. Walking at a normal pace, they arrived to the class before the bell.

Students may wish for a longer passing period, but it is very unlikely to happen because of the bell schedule. CPS schools that are on 46-minute class periods must have four minute passing periods, according to Dr. LoBosco.

Co-Ed P.E. making students self-conscious about their appearance

By Grace McQueeney
& Ashley Grant

Lane's introduction of co-ed PE this year has forced freshmen males and females together into awkward situations, whether it is in swimming, football or health class.

"C'mon, we're teenagers, it's awkward," said Ana Rivera, Div. 022.

Rivera said co-ed PE will have a negative affect on the freshman because they are generally immature. She is glad that her PE class was single sex her freshman year.

While boys are generally apathetic about the matter, girls find their insecurities amplified being mixed with boys in PE class. The biggest difference between their PE class now and their PE class in grade school is that each class spends at least a quarter of the year swimming.

Many freshman girls feel self con-

scious and awkward in their swimming class. They worry about their appearance and their performance, and do not want to do something that would embarrass them in front of the boys.

"To be honest, I'm more concerned about the way I look than how I actually do in swimming class," said Audrey Butler, Div. 251. "Most girls cover up because they are embarrassed by their body."

"At first it was really weird, none of the girls wanted to come out of the locker room," said Bianca Rodriguez, Div. 257.

Some of the PE teachers think the problem is being over-exaggerated.

"Swimming hasn't been a problem," said Mr. Zepf, a freshman PE teacher. He thinks that his students are adjusting well.

"I have nothing to hide so I don't really feel self conscious," said Alex Kutner, Div. 253. "I think the experience with girls mixed in makes it

better; it shows that both sexes really are equal."

Co-ed health class is another concern for some students.

"I think it would be better to have a same-sex health class," said Josh Gomez, Div. 260. "Some guy questions might be awkward to ask in front of girls."

Most girls feel the same about asking questions in front of boys, and accuse the boys of being immature and awkward.

"We eventually all have to learn about it [sexual education] and if the boys make it awkward by cracking stupid jokes, that obviously means they're way immature," said Raquel Ugalde, Div. 282.

In regular PE class, teachers find students a bit more difficult to control. Particularly boys need to be reminded to calm down.

"I am here to give my students the best education possible," said Ms. Hasson, PE teacher. "This is diffi-

cult when I'm constantly trying to calm them down."

Hasson has observed students flirting and participating less than they have in the past. She likes single sex PE better because no one is trying to impress anyone. Most students and gym teachers agree that boys are generally more aggressive and competitive in sports.

"Some girls get really shy and think that the activities make them look stupid," said Rodriguez.

While some girls are shy and do not want to participate, others like the competition.

"It is better that the guys are there because it gives me more competition when I am playing," said Butler.

"To be honest, if I had co-ed PE, I would have bought tighter fitting gym clothes," said Rivera. "I would have wanted to look a little cuter."

"Society is different now than it used to be," said Hasson. "It

wouldn't have made much of a difference to have co-ed PE awhile ago, but in today's society it does."

"I was told that there was an issue with Title IX," said Gesky. "The Board of Ed. brought it up to us that we were not in compliance with it."

According to Title IX, which has been in effect since 1972, PE classes and activities cannot be separated by sex.

Title IX reads: "No person in the United States shall on the basis of sex, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

In order to be in compliance with it, schools must have co-ed PE.

"Co-ed PE is a GOOD thing," said Ben Palmer, Div. 283. "It prepares us for the real world where both sexes are together in awkward situations all the time."

The truth behind the F-WORD

By Dulce Arroyo

"Do you want to hear a joke?" asked Erik Bartell, Div. 904. "Women's rights!"

For a long time, such jokes and pokes of fun at feminism contributed to it being viewed as a radical movement consisting of men-hating women who sought extreme methods in order to gain more power than men. Recently, however, more people are regarding feminism as an essential part in society that plays a role in the lives of both men and women in order to achieve gender equality.

Lane's diverse community is just one of many that have become aware of feminism's development over the years.

Ms. Feuer, the teacher of Women in Literature, believes that feminism is important for women's social progress.

"Ideally, women wouldn't need these movements because everyone in the world can have all the rights that they aspire," said Feuer. "But because that's not the case, I feel like it's a movement that I need to be a part of and a belief I really need to hold strong to."

The elective, created two years ago, has helped in dropping feminism as taboo.

"I'm reading a book called Herland in class and it really shows how much of a difference women can make in society," said Michael Podgers, Div. 030. "Students need to be aware of gender equality in society as a whole because bigotry is wrong, [and] because excluding different parts of society for petty differences means that you are excluding so many elements that could enrich your life."

So how does Herland show this apparent difference that women make?

"[In the book], women never seem to be the procrastinator in conflict," said Podgers. "It seems women also have played a role in peacemaking around the world, and I think that [this idea] should be used to make a better world."

Although feminism is positively viewed by most, it still has its critics.

"I am an anti-feminist," said Human-

ities teacher Mr. Dongas. "Feminism is prescriptive, not descriptive, [because] feminists are into social engineering and how it should be."

Though he does not advocate any bias laws, Dongas upholds his opinion based on his belief in feminism's flaws.

"The last 40 years of the Second Wave of Feminism have been based on erroneous premises," he said. "A woman is paid 75 cents to a man's dollar, true, but it's not because of sexism. It's just an exploited statistic shown [because] if you divide the number of men and women and the amount they're paid, of course there's going to be a difference."

More so, Dongas believes that it is the men that are actually at risk.

How? Take the media, for example.

"Television sitcoms show men as these fat idiots that just act so blubbering and spineless," he said, "but the women are shown as the brains of the operation."

So is feminism just an excuse for women wanting the same opportunities as men?

"I'm okay with a woman wanting a job, I'm okay if she doesn't want to stay in the house, but I just don't like how they play the sexism card," said Bato Metovic, Div. 906. "If you want to be equal [to men] then don't complain when you get the same job as a guy and it's too much for you."

Metovic believes that women are not usually dominant, whether in marital roles or politics.

"Throughout history, man has always been in power; that's why guys became kings and presidents and Parliament [positions]," he said. "In a household, they [women] can have their opinion, but if the guy's against it, then they can't really fight it as much."

Phyllis Schlafly, a "national leader of the conservative movement [and] America's best-known advocate of the role of fulltime homemaker," speaks out against feminism on eagleforum.org. She has also written 20 books, some of which are titled *Time to Defund Feminist Pork* – *The Hate-Men Law*, and *Feminist Mischief on Col-*

lege Campuses.

In response to Schlafly's discrediting of feminism, Feuer believes that Schlafly is, in a way, hypocritical.

"She's traveling and telling women to stay at home, when she's doing just what she's against," said Feuer.

Considering the different opinions of feminism among students, reasons for being actual feminists vary.

Like Podgers, some students do not consider themselves as feminists because of their lack of activism.

"I'm all for gender equality but I feel like I would be claiming a cause that I haven't really put any time or action into," said Dyon Bryant, Div. 917. "I'm the type that considers women to be just as talented, if not more so in certain areas as men and vice versa."

However, other students consider themselves as feminists simply because of their genuine desire for equality.

"I strongly feel that equality is essential in order to live in harmony," said Cristina Gil, Div. 927. "It's during the times that I actually stand up for those who do not have a voice when I feel like a feminist."

In some cases, students have split decisions about gender equality.

"I think I'm bipartisan [when it comes to feminism]; take the military for instance," said Will Moran, Div. 914. "I don't think women should be able to fight in hand to hand combat like men, but I do believe they can have higher ranks and other jobs that will put them above the men."

"I have guy friends that think they are more capable of certain things than a girl could do," said Selena Arreguin, Div. 904. "I agree with them to a certain extent, but sometimes guys say discriminating things like 'Bros before hos' and calling girls 'hoochies' or 'sluts'."

To Feuer, feminism is personally about choice.

"I can choose to be a stay-at-home mom or I can choose to go out in the workplace," she said. "A man can choose to be a stay-at-home parent or pursue his professional goals, and it's okay to do [either]."

Teacher, Boys Baseball coach, and feminist Mr. Telles has his own theory on feminism fundamentals.

"When people think of feminism, they think of how women are being dominated, but it's also about the power of women, and that's what I like about having this feminism perspective," said Telles. "What I notice about this power is that it's not aggression, it's not physical, it's not this machismo 'I'm stronger than you' power. It's different, and in my opinion, more powerful."

Mr. Rummelhoff, another male feminist, was exposed to sexism during his job in Home Depot prior to teaching.

"The store had five white, male managers; the other qualified females that wanted to take departmental positions were slightly overlooked [because] they

were going to be considered soft," said Rummelhoff. "The females were given the cashier positions, not sale associate positions, because it was assumed that the females would not know as much about construction and the material used."

According to Mrs. Lebyrk of the Science department, teachers in her field are typically male.

"When I taught in Valpo, I was the only female teacher in the Science department [and] was given all the extra duties," she said. "I had to take care of all the animals, clean all the glassware, and buy all the dept. lab supplies."

While employed at Glenbrook South High School, Lebyrk noticed that there were no female students in higher level Math and Science classes, which were all taught by men.

Lebyrk then took this as an incentive to plan a creative way of promoting such classes for girls.

"I started a breakfast program entitled Women in Math/Science," she said. "I started off inviting 12 senior girls to breakfast and to listen to female alumni that were in a technical field. Each year it grew [and] when I left eight years ago, I was inviting over 150 young ladies."

Many students are also aware of sexism from specific experiences.

"My coworker always helps the men before the women even when the women ask for help first," said Moran, who works at Pet Supplies. "He said it's easier to help guys because their questions aren't as stupid as women's, and that the women are clueless when it comes to them knowing about animals and their needs."

"I was applying for a job [and] the guy that was hiring said that I would have to dress 'appealing' for customers," said Ashley Osorio, Div. 902.

The field of teaching is typically stereotyped as a predominantly female career, since its founding factors involve nurturing and taking care of children. Considering Lane's large size compared to other schools in Chicago, there are a total of 266 teachers.

But the ratio of male teachers to female teachers proves the stereotype otherwise.

Gender equality is also prominent in relationships, whether it is between students or married faculty members. Male teachers, for example, also have the choice to take time off from work after their children are born.

In 2005, English teacher Mr. Zajac took paternity leave for a year and a half in order to take care of his newborn son.

"The main reason I stayed at home was because at that time, the cost of child care equaled my monthly salary," said Zajac. "My wife makes more money than me, so the decision [in who stayed] was made for itself."

Zajac's identity was completely changed, because after working for many years, taking care of his son was a huge adjustment, he said. He often felt isolated and though he joined parent groups, it was not the same as spending time with friends.

"[Though] I was not prepared for what it would be like, I don't regret it," he said. "But it's hard for someone to relate unless they've actually been in that situation."

Rummelhoff, who is currently engaged, does not plan on staying home like Zajac did.

"My fiancé and I talked about it and decided she would be the one to stay home," said Rummelhoff. "But I actually look up to guys who do that because that's a lot of work."

Although the issue is not as prevalent in teen relationships, it may still apply to some.

In most relationships, the girlfriend is usually spoiled by her boyfriend, who pays for things such as date expenses and gifts.

However, such roles have apparently switched.

"Between me and Jalyn [my boyfriend], it's completely equal. If I happen to have more money on me than him, I pay, and vice versa," said Osorio. "He doesn't get mad if I pay and his ego doesn't get damaged. It's nice to be catered to as much as doing the catering."

"I'm not always the one playing sports while [my girlfriend] cheers on the sidelines," said James Peculis, Div. 905. "I watched a lot of her sporting events and cheered her on. Sometimes she takes the lead, [and at] other times I do; it's easier and more fun."

According to Telles, young men educated about feminism can benefit in such romantic situations.

"If a 15 year old heterosexual male was trying to impress a girl, wouldn't awareness of gender bias be one of the best ways to do it?" he said.

"[If a guy knew about feminism], it would show me that he isn't narrow-minded and that he's aware of more than just music videos and sports," said Ivette Sanchez, Div. 923.

Though there is a wide range of opinion concerning feminism and its goal of gender equality, students like Podgers still believe in its influential ability.

"I think successful movements in the United States, the countries of Europe, Japan and Australia would globally impact the world in ways we don't necessarily think about," said Podgers. "If more state and foreign affairs officials [are women], the leaders of countries like Saudi Arabia or Iran that belittle women so much would be forced to recognize women as equals [that could] inspire other women."

In order for its influence to be used around the world, the feminist movement must first fully develop nationally. But even if this may not be accomplished worldwide, its objective can still reach society locally.

"Traditional male roles are still alive, but they need to be rethought and re-evaluated," said Zajac.

"I believe gender equality is easily attainable in places such as school, workplace, and your own home," said Gil. "But I have to admit that it might not reach every little corner of the world or everyone."



Waiting on the world to change

Native languages create tension within Lane's diverse community

By Samantha D'Anna

Ciao, Bonjour, Hola, Kalimera, Shalom, Guten Tag, G'day mate, Konichiwa, Czesc, Sawadee Ka, Hello... America is a melting pot of cultures, ethnicities, and religions. This diversity is one of its unique characteristics and attractions. People see the United States as the land of opportunity, bringing inhabitants from all over the world to a single place and uniting together as one.

In addition to culture and religion, one of the more prominent features immigrants bring with them to the United States is language. Using a foreign tongue is often seen as a faux pas in America, due to the predominance of English within the country. Since the U.S. does not have an official language, Americans battle with communication barriers daily.

Making English the U.S.'s official language is not only a social issue, but also a Constitutional one. First introduced to Congress in 1981, the English Language Amendment has yet to be passed. With America being the center of commerce and trade, and English being common, many assume it as the language of the country. It is not.

"English should be the official language because it is the language most people know," said Bernadette Hansen, Div. 921. "When people refer to the U.S., they already assume the language they need to know is English."

For 200 years Americans have advanced without officially declaring English as our official language.

"I don't think it matters if English is the official language. People are going to speak in the language that they want," said Victoria Martinez, Div. 916. "It is obvious that the majority of the people here speak English, and that learning it may be beneficial, but not having an official language has worked so far."

"I do not see a pressing reason for [Making English our official language.], said Mr. Lewis, A.P. Human Geography teacher. English is the Lingua Franca of popular culture and the business world. There are powerful institutes for immigrants to learn the language. If the first generation does not learn, odds are very high the second generation will."

With language being one of the most obvious obstacles for immigrants, it causes struggle and conflict on a daily basis. Touching on a person's culture and heritage can often be a sensitive subject for many.

According to 2000 Census data, nearly one in five people residing in the United States speaks a language at home other than English, showing the wide-ranging effects of immigration and migration. In some cases this leaks over into social and professional aspects of life.

Lane may also be seen as a minuscule melting pot, facing similar issues as those in larger society. Students cope with distinct differences among themselves daily, including those of their native language. And even within the school the variety is significant.

Although Kryzysztow Gorzelany, Div. 915, says it makes him feel uncomfortable when students speak a different language around him, he admits he does the same at times.

"Some of my Polish friends say 'Hey' and 'What's up?' in Polish to me in and out of school," he said.

Imran Sabir, Div. 911, relates to Gorzelany. Though he speaks multiple languages he feels paranoid when he cannot understand his peers.

"It is easier for me to speak in Urdu, Hindi, or Punjabi," he said. "If you say something it might come out easier to you in your foreign language. Certain jokes sound funnier in a foreign language and can help you identify with other people of the same ethnicity."

Other individuals admit that they speak in their native tongue for other not-so-innocent reasons.

"I speak to my friends in Bosnian when I want to say something I don't necessarily want others to understand," said Adisa Dardagan, Div. 919.

"I speak to my friends in Spanish most of the time, but especially when we want to talk about something we don't want other people to hear," said Martinez.

Although the range of languages embraces the vast diversity

Joyce. "I remember in 8th grade he told me something to say to my Polish friends. What I didn't know was that he actually told me a sexual gesture. It was really embarrassing to be honest."

Martinez recalls a time when speaking Spanish caused trouble in school.

"A teacher got mad at my friends and me for speaking in Spanish," said Martinez. "She couldn't understand what we were saying and automatically thought we were talking about something bad because of it."

Students speak their native language for many reasons. For many it is effortless and natural, and it creates closer social connections.

"It isn't that it is easier to speak Polish, but it breaks the ice between people," said Gorzelany.

"I always deal with speaking a different language. As for me, it is Spanish, because when you find someone who speaks the same language, you have something else in common, other than going to Lane," agrees Amaris Mendoza, Div. 913.

Countless students at Lane grew up in households where English was the second language. This often shifts over to school.

"My parents can both speak English but refuse to do at home. We are all forced to speak Urdu with each other," said Sabir.

"In my house we speak Spanish most of the time," said Martinez. "So it just basically comes out."

Still, many people at Lane have no problem in the variety of languages that circulate through hallways and classrooms.

"Of course it is fair to speak a different language in school. If it was forbidden, it would violate the first amendment, Freedom of Speech," said Mendoza. "This is what makes the U.S. different from any other place because people from everywhere can merge as one."

Ms. Paganelli, foreign language teacher, believes strongly and instills in her students to "Embrace languages; broaden your horizons!!!"

"Foreign languages are not something to be feared. Rather, they are something to be celebrated," continued Paganelli. "We all have so much to learn from each other and our different cultures. Most of the time when people speak in a foreign language they are not talking about us, and there is no conspiracy involved. They are merely connecting with others through a common factor."



of our country, it can be problematic in numerous instances.

"I was in class and we were in a group project. [My group partners] would speak Spanish and I would feel left out and confused," said Richelle Cavanaugh, Div. 051. "We were in a group project for a reason."

"I don't think speaking your native language should be allowed in school because it is not fair to the ones who have no idea what is going on because they cannot understand," said Hansen.

"Personally it makes me feel uncomfortable when students speak a different language around me," said Maria Joyce, Div. 930. "However this is America and all races should be accepted."

In spite of her acceptance of foreign languages being used in school, Joyce has paid the price for doing so herself.

"My neighbor actually gets us into a lot of trouble," said



Slang is poetry of everyday life

By Lucia Ramirez

After we cruise around in my girl's ride, we finna kick it at her crib, so holla if you're coming.

Slang is defined as a speech and form of writing characterized by the use of socially taboo vocabulary and idiomatic expressions, but many teenagers agree that it is just an easy way to express one's self and communicate with other people in a unique way.

"Teens use slang because it's a cooler way of speaking," said Liceth Robles, Div 176. "It's easier to talk with your friends instead of using big words."

According to the British lexicographer, Eric Partridge, people use slang for any of at least 15 reasons. Some of those reasons are: to be different from others, to be playful, to reduce the seriousness of a conversation, and to be secretive and not understood by those around you.

"You relate slang to your generation, so adults don't know what we are saying," said Laura Finkler, Div 921. "Adults have their own slang that we don't understand, too."

According to an article called History of Slang, written by Winona Bullard, during the Middle Ages different dialects and the different pronunciations represented the first meaning for the term "slang."

Bullard writes that our present-day meaning for slang did not begin forming until the 16th or 17th century with the publication of The English Criminal Cant in the 16th century. The English Criminal Cant examined a new kind of speech used by criminals and cheats, which developed mostly in gambling

houses. By the end of the 16th century this new style of speaking was considered to be a language. During the 18th century schoolmasters taught pupils to believe that The English Criminal Cant, which by this time had developed into slang, was not the correct usage of English and slang was considered to be taboo.

Today, modern American slang has been shaped and reshaped by the different cultures and the emergence of technology has left our society with varieties of slang from extremes like Street/Drug Slang to African-American Slang.

"Slang has been around for ever!" said Mayra Maldonado, Div 923. "It just has evolved little by little, and it's different in other countries."

There are five language registers or styles of talking. Each register has an appropriate usage that is determined by different situations. For example, one would not use the same language when speaking with friends as they would when giving a formal presentation. Appropriate language registers depend on the audience, the topic, the purpose, and the location where it is spoken.

"If you use slang at a job interview, it might harm your first impression," said Robles. "People should watch out, and use slang with friends only."

Many teens also believe that slang should not be used in formal settings because it can portray a person as uneducated. "Slang can show that some people lack a big vocabulary because slang originated in the street, and people in the streets are not educated," said Andrew Cirt, Div 914.

"Teens should also watch out who they speak slang with because it doesn't look right if you use it in the wrong situations," said Maldonado.

According to Why People Use Slang, by Kelly Fox, most people who use slang are individuals who desire uniqueness; it stands to reason that slang has been in existence for as long as language has been in existence. The question of why slang develops within a language has been hotly debated. Most agree that the question is still unanswered, or perhaps it has many answers. Regardless, there is no doubt that we can better explain slang's existence by analyzing how and why it exists.

"I don't even know what kind of slang I use because it has become so natural," said Stephanie Valentin, Div 039. "Slang just comes out, I don't think about it."



Blood Drive brings Lane students out in droves

By Brittany Baughman

LifeSource Blood Services held another one of its' blood drives at Lane, on Tues. Nov. 18 through Thurs. Nov. 20, this time in the backstage of the auditorium. In the three days, 264 students showed up to donate blood.

Once signed in, students were led by volunteers [the majority being members of Lane's Key Club,] to meet with an attendant who would give them a form asking for their personal information such as: specific countries the student had visited, the student's sexual experiences, and diseases that the student may have contracted. Based on their responses, students would find out if they were qualified to donate blood.

"They told me that I couldn't give blood because I went to Mexico last Christmas," said Lucy Cantu, Div. 926. "What really sucks is that I had three more weeks before I could give blood again!"

"My one friend was rejected after [the attendants] found out that he was gay," said Maria Ramirez, Div. 912. "He was really upset."

If the students were qualified, the attendant would take them to an enclosed section of the stage to perform a series of tests to determine whether or not the student was a viable candidate to donate blood. If the student passed the tests, the student would then be guided over to their chair and the attendant would proceed to draw

the student's blood.

"It hurt a little," said Leticia Vargas, Div. 916. "They couldn't find my vein; it was too small."

"I felt a little dizzy," said Daina Kriesemint, Div. 910.

"When [the attendant] sticks in the needle, it hurts for a few minutes, but it goes away after awhile," said Edward Wesly, Div. 932.

"It hurt when they took off the tape [that holds the tubes in place]," said Robert Hernandez, Div. 158. "I have a lot of arm hair."

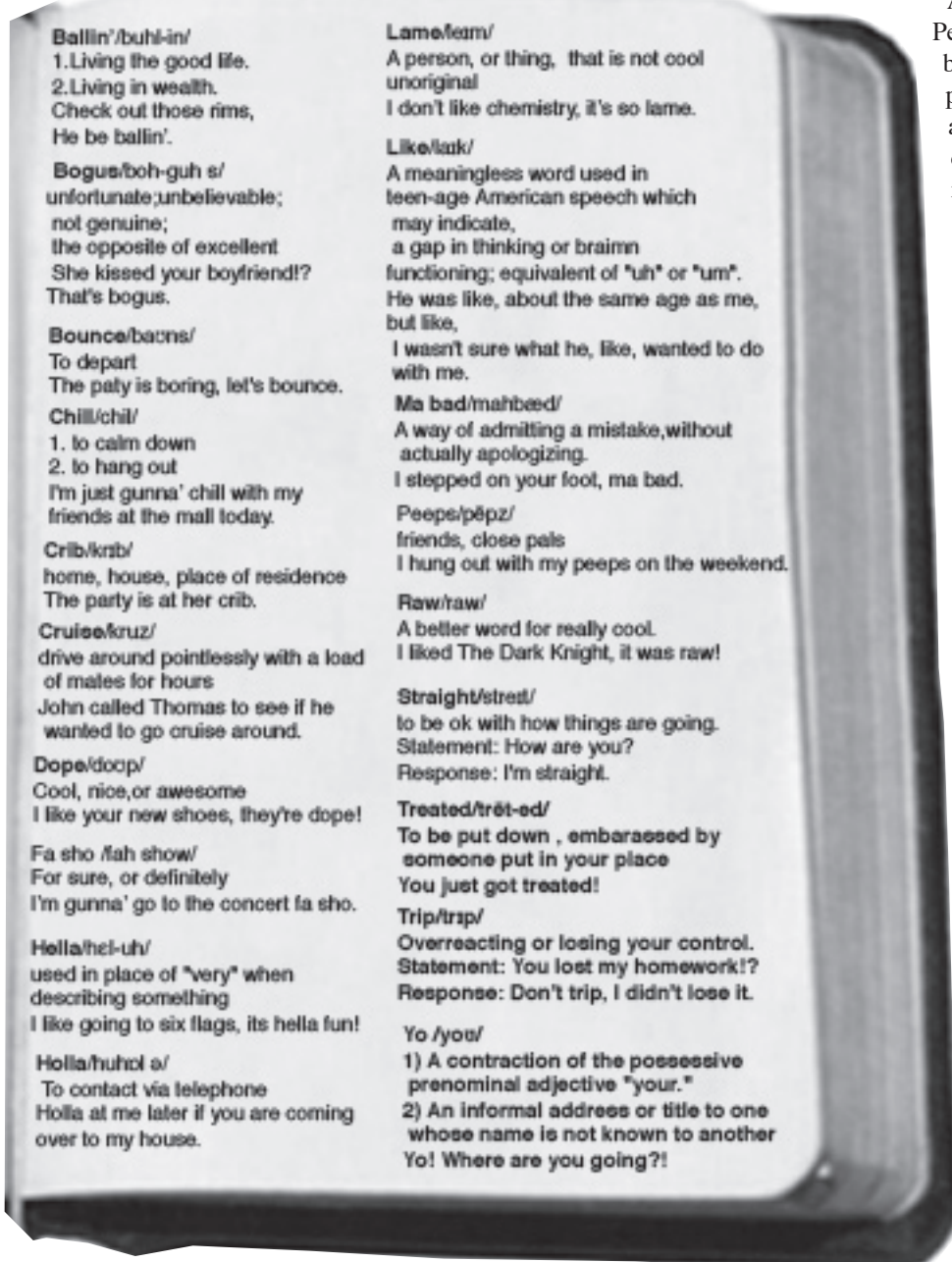
"When I finished giving blood, I remember standing up and having a huge headache," said Jasmine Ruiz, Div. 926.

"I saw that the students that donated plasma got really dizzy or had to lie down for awhile," said Sarah Whitehouse, Div. 917.

Students who donated blood were given a few additional treats. They got out of class, received several snacks, and received a sticker identifying them as a blood donor. Most Lane students said they donated blood with better motives at heart.

"I gave blood because I heard from one of the nurses that each donation saves three lives, and I wanted to help out in anyway possible," said Juanita Marquez, Div. 921.

"I enjoy helping other people," said Rebecca Filippini, Div. 908. "If [donating blood] is going to help someone else get better, then it's worth it."



Behind the lyrics: musical message or madness?

By Melanie Johnson

Music has been the soundtrack and cultural medium to the world since the beginning of time. However, today's vulgar and explicit lyrics have left many from previous generations reluctant to accept the music of today's popular culture.

Artists such as Plies, Lil Wayne, R. Kelly, and Pretty Ricky are among the list of infamous celebrities known for their controversial lyrics. Plies's hit song, "Bust It Baby," was a major hit this year with constant radio and video play. Although the beat and chorus were catchy, the content was overtly sexual. Plies referred to many sexual acts in this song and even mentions his favorite type of panties his mistress wears.

Lapocha Gilmore, Div. 055, thinks Plies' lyrics are too explicit.

"I don't even know what a 'bust it baby' is. Plies is just nasty. All he makes is nasty sex songs," said Gilmore.

Mr. Mark Carrera has been teaching music at Lane for eight years and believes that the best artists do not resort to vulgarity and insults in order to express themselves. "People with real talent can create artwork without using vulgarity and shocking images," he said.

Some students believe that using explicit lyrics is just the artist's way of being expressive, and that if it takes cursing and offensive language for the artist to get their point across to their audience then it is fine.

"You can't change it really because it is going to be a part of what we listen to," said Tanzania Hodges, Div. 035.

Sierra Reid, Div. 155, agrees with Hodges.

"You can't change it. [Like me,] that's what people grew up around," said Reid.

"Sex and violence sells and they [artists] are in it only for the money," said Thaddeus Scott, Div. 042.

Mrs. Kulich has been a music teacher at Lane for 20 years and believes that it should not take offensive language to get the point across.

"I can see why young people like it, but what I don't understand is why women let it go on. If this is ok, then putting a porn flick on television from six in the morning

to 10 in the morning should be ok for everyone to watch," said Kulich. "If I or their mothers read the lyrics to some of these songs aloud, many people would be extremely embarrassed."

Many students think adults are just too uptight and should not listen to modern music if they do not approve of it.

Bria Cochran, Div. 169, says people read too much into the music.

"I only care when every other word is a cursing word," said Cochran. "People shouldn't take the lyrics seriously because most of it is for fun,

and about half of it is not even true."

"I feel that adults who tell us not to listen to this type of music are hypocrites," said Scott.

"They had the same problem when they were growing up when Rock came along. Back then Rock

was considered the "devil's music" by their parents, but they managed to listen to it anyway."

"Music used to be enjoyable and creative and now it's just driven by what sells. Rock back in the 1950s was considered "devil's music," but rock was a euphemism for sex; it wasn't as vulgar as today's music," said Kulich.

Ashurina Atto, Div. 034, believes that adults have the right to be concerned about the lyrics their children listen to.

"Even though it's their child's freedom of choice, they don't want them to follow society's negative influence."

Mr. Parsons has been teaching psychology at Lane for eight years and agrees that parents should be involved in what their children listen to.

"Parents are the first line of defense when it comes to listening to inappropriate music. If they feel the music is too explicit they should turn it off," said Parsons.

"It's the parents fault for letting their kids buy and listen to this music. If the parents let the music become role models instead of themselves then that is when

problems start," said Carrera.

Ms. Gholston, an English teacher, believes that vulgar music is just unnecessary and offensive.

Gholston grew up listening to 90s music, and says that vulgarity is an issue constantly used to degrade women, children, and other ethnicities.

"[If I had the power] I wouldn't allow children under 18 to purchase this music," said Gholston. "By doing this, it would make it tougher to get because it would make them go an extra step just to purchase the music."

Many say explicit and vulgar

music can have an emotional and mental effect on its audiences, and many studies have proven that inappropriate music does in fact effect behavior and personality.

A study involving 500 students by researchers from Iowa

University and the Texas Department of Human Services examined the effects on students after listening to vulgar music. They then recorded personality changes and the students' interpretation of certain words after the music session.

After a series of five experiments, head researcher, Dr. Craig A. Anderson, concluded that lyrics really had an impact on behavior and the mentality of the students. He noticed increased aggression and personality changes.

"One major conclusion from this and other research on violent entertainment media is that content matters," said Anderson. "This message is important for all consumers, but especially for parents of children and adolescents."

Parsons believes that this music has a major influence on the younger generation, and can set a bad example.

"Media in general does influence how people behave, especially children. By definition, they [children] are immature intellectually and emotionally; so they are more vulnerable to infer good and bad things

to what they see and hear in the media," said Parsons.

"The media gives kids the false idea on what it means to be an adult. It makes them think that by having sex, drinking, swearing, and being aggressive that they are adults because the behavior is considered adult. Like swearing is considered adult language, having sex is considered an adult situation, and liquor is considered an adult beverage. It makes them feel like they are an adult because they are engaging in adult behaviors. Any kid can do these things, but it doesn't mean they're an adult," said Parsons.

Many are aware of the effects, but others seem to ignore this negative publicity and warnings.

"This music makes girls want to be known as a sex objects," said Kulich. "They're not taking a stand against it and so that means that they condone and accept it. If they keep listening and buying it then it shows that they believe that it's 'good stuff'."

Some believe that this music does have some effects but only to certain individuals.

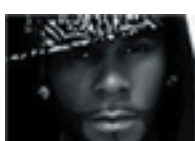
People who are really into artists will mimic them to other people. Lil Wayne is a prime example. People walk around repeating his lyrics that may be popular but are offensive, especially about sex," said Cochran.

Scott is known around Lane for walking the halls listening and reciting Lil Wayne's songs loudly and verbatim. Scott said he does this because this is what he likes to listen to and if people are bothered by him then they shouldn't listen, but he does admit that the lyrics effects his friends.

"I know people that if they hear an artist say 'don't do something' then they won't do it. Some of my friends listen to them [artists] on how to treat to their girlfriends and then treat them that way," said Scott.

But is there a limit to explicit language, and is content really a factor when listening to this type of music?

The increased use of explicit lyrics has become so common that many adolescent listeners and fans have become indifferent to it. Adults wonder what will make the younger generation really open their ears and stop listening to the negativity. If history is any indication, it is a battle that will wage well into the future.



Myrtle & Gold: more like garbage and mold

By Anna Chlopecki

The aging planet has recently become a significant issue politically, economically, and for some students personally.

Lane is located in the heart of Chicago, a city that is recognized around the world as a leader in protecting our environment. Do Lane students follow the city's example, or are they stomping a huge carbon footprint onto the ozone layer?

Indeed, students are in many cases keenly aware of the environmental instability of our planet, particularly with Chicago's abundant collection of organizations and programs with the goal of lowering the city's negative impact on the planet's health. Lane has many of its own clubs and programs aimed at helping to reduce our carbon footprints

Carbon Footprints

A carbon footprint is the measure of the environmental impact of a particular individual's lifestyle or organization's operation, measured in units of carbon dioxide.

An Inconvenient Truth, the movie narrated by Al Gore, points out environmental issues bluntly. The movie's website features an online carbon footprint calculator that measures how much impact one has on the environment, based on different criteria.

These variables include the state one lives in, how many people are in one's family, the car one drives, how often one drives that car, electric bills, how much electricity is produced by clean, renewable sources, and more. This survey can be found at <http://www.climatecrisis.net/take-action/carboncalculator/>.

Every student interviewed for this story was asked to take the survey and the results were recorded. The average carbon footprint for an American is 7.1 tons per year.

Lane's Footprint

A handful of environmental clubs at school are trying to get students interested in taking better care of the Earth, while educating them on some of the most important issues facing the world in the 21st century.

Veggie Club helps people see the good in becoming a vegetarian or vegan. Becoming a vegan or eating organically helps the environment. Factory farming, which kills animals in huge numbers, is one of the greatest emitters of carbon dioxide. Veggie Club also plans on taking part in different park cleanups, and informing people about the positives of becoming vegetarian.

Greenspace is a club devoted to helping the environment by focusing on increasing recycling efforts at Lane. The club meets on Mondays during 9th period in room 245.

"Part of the club is responsible for

the Lane recycling program, which recycles tons of paper per year," said Max Dzis, Div. 933.

Other clubs are also participating in projects to make an ecological difference.

"I take part in National Honors Society, which has done several service projects which have helped both the community and the environment," said Syed Kausar, Div. 931, a student with a carbon footprint of 5.6 tons per year.

"The Muslim club does an environmentally friendly project every year. Last year we planted plants and such in the Memorial Garden at Lane," said Imran Sabir, Div. 911, carbon footprint of 8.4 tons per year.

An increase in publicity from these clubs may be needed.

"I didn't even know we had any clubs at Lane for the environment, and my community doesn't really have much focus about being green," said Sabrina Koval, Div. 021, carbon footprint of 1.45 tons per year.

Ivona Pankova, Div. 917, believes that clubs are not completely responsible for the environment around Lane.

"I appreciate the fact that many clubs have taken it upon themselves to clean up the Lane campus. However, no one should have to clean up after Lane students," said Pankova. "We should know better than that."

Others take individual steps to lower their carbon footprint.

"I recycle, use a Nalgene [bottle] instead of regular water bottles, don't litter, don't use excessive harmful chemicals, and I even used to do beach clean ups when I was little," said Anna Fiorentino, Div. 026, carbon footprint of 10.85 tons per year.

"I've participated in a few neighborhood cleanups and am participating in a challenge about writing for a greener cause," said Michael Henry, Div. 905, carbon footprint of 9 tons per year.

According to students, Lane as a whole is not environmentally aware.

"I really don't think Lane does much to encourage recycling," said Koval. "I'm not even sure if all my classes have recycling bins and if they do the students aren't encour-

aged to use them."

Others disagree.

"I think that Lane makes an effort to be environmentally friendly but that a lot of the students just do it if it's convenient for them," said Fiorentino.

"Lane is obviously trying to with clubs such as Green Space and all those blue bins in every room, but I don't think the student body does anything for the cause," said Sabir. "They feel there is no incentive, therefore no reason to do it."

Students have different ideas on how Lane can help reduce its community carbon footprint.

"It would benefit such a big school to buy and put up bins separating glass, plastic, paper," said Maria Rzeznik, Div. 908, carbon footprint of 7.3 tons per year. "The amount of garbage that gets thrown out during locker clean ups and during lunch could be recycled and not thrown into a landfill where it won't decompose."

Teachers also take part in trying to inform their students.

Mrs. Thompson, AP English teacher, has her students do an environmental article

presentation every Tuesday, and her senior paper assignment is based on those environmental articles.

Mr. Lewis, AP Human Geography teacher, uses his class to focus on how various actions can impact the population. The environment is a big part of that discussion.

While most Lane students believe in the cause, others have different views on the environmental issue.

"The planet will survive long after humans go extinct or off to the rest of the galaxy," said Patrick O'Carroll, Div. 920. "You could limit plastics and use solar tech, but eventually everything will be absorbed back into the earth and something will evolve to eat plastics. It's just going to take a while."

In spite of varying opinions, Lane continues to make attempts at being environmentally friendly. Some of its programs, however, still need work.

Environmentally friendly Chicago

"In Chicago we have long appreciated

that cities are no longer the enemies of the natural environment; rather they're leading the way in preserving and protecting it," said Mayor Richard M. Daley, in an address about the environmental steps that Chicago administration is taking.

There are over 200 organizations in the city that host different park clean-ups and fairs to raise environmental awareness. These organizations are trying to slow down the process of the city's carbon footprint from growing significantly.

The Chicago Climate Action Plan helps raise awareness throughout the city. The organization conducts research and constructs plans on how to lower the environmental strain Chicago has and provides ways to help residents cope with the climate changes that are already taking place in Chicago.

While Chicago is making an attempt at becoming green friendly, it still needs work.

"We are moving in the right direction but we must move faster and on a far broader scale if we hope to make a genuine impact," said the Chicago Climate Action Plan. "We believe that the initiatives already underway in Chicago and the strategies and goals outlined in the Chicago Climate Action Plan, can make Chicago a stronger and more resilient city."



HEALTHY OR NOT SMOKING

By Lucia Ramirez

The air inside “The Basement” is heavy with the smell of mixed fruits. Thick clouds of smoke fill the air as teens lounge in circles taking deep hits from bubbling water pipes.

Some call this form of smoking “hookah,” but it is also known as a “shisha.” This ancient water pipe originated in Turkey about 500 years ago and it was seen as a status symbol among the Turks. According to the Connecticut Department of Mental Health and Addiction Services (DMHAS), in Turk culture offering a hookah to a guest was seen as a sign of trust, and withholding it was taken as a serious offense.

Although hookah started in the Middle East, it has rapidly spread to other parts of the world including the U.S and has become popular among teenagers. According to tobaccofreeu.org, the popularity of hookah smoking in the U.S. is due to the introduction of flavored tobacco, the mushrooming of hookah establishments, and a media hype about the new trend.

“I don’t like the smell of normal cigarettes, that’s why I do hookah, because it’s flavored and smells good,” said Geosimar Antunez, former Lane student.

“[Hookah Smoking] is old for some cultures but it’s new to the U.S.,” said Brett Burradell, manager of Sigara Hookah Lounge. “People are looking for new experiences.”

According to the American Lung Association, most of the US-based distributors of hookah were established within the last five years. Based on US business listings of 2007, an estimated 200 to 300 of these businesses currently operate in the US.

Maassel, the tobacco smoked in hookah pipes, consists of about 30% of crude cut tobacco fermented with 70% honey, molasses, and pulp of different fruits. It provides a pleasant aroma when heated and it comes in a variety of flavors.

“I like the flavor called ‘Sex on the Beach,’” said Megha Shah, Div. 923. “It’s a mixture of a whole bunch of fruits.”

“I’ve tried the monster flavor,” said an anonymous senior, Div. 907. “They all taste the same, there’s just a different aftertaste.”

“The most popular flavor sold here is jasmine and mint,” said Burradell. “The newest flavor is raspberry.”

Although smoking is illegal for underage teens, many Lane students are getting into hookah lounges anyway.

“My friends knew the owner. They all

looked 18, except me,” said an anonymous senior, Div. 928. “The owner said we could come in as long as we stayed in a corner away from the camera.”

“Most [hookah] places I’ve been to are in New Jersey, and they card one person,” said Shah. “If one person is 19, then everyone can come in.”

“There’s only one guy at the Basement who actually cards, but they usually don’t,” said Antunez. “They don’t card because of business; they want the teens to come there.”

Other places are stricter about carding.

“We’re 18 and over during the week, 21 and over on weekends. If you don’t have an ID, don’t even come in,” said Burradell. “I know a place that got closed down because they let a 17 year-old in. It doesn’t happen here at all.”

This new trend is usually a way of interacting with friends. Many think of smoking hookah as a form of entertainment, rather than an addiction.

“We usually play UNO, or we just talk and listen to the music playing at the place,” said Shah.

“We do it as a stress reliever. A lot of people that I know do it,” said an anonymous senior, Div. 907. “I have a good time [smoking hookah] instead of being on the side of the street smoking a cigarette.”

Users also find ways to have fun with the smoke they inhale.

“There’s the shotgun, where you pass the smoke from

mouth to mouth,” said Bato

Metovic, Div. 906. “People make ‘O’s, but that’s kinda hard.”

“My friends were teaching me how to shape your mouth so that circles come out,” said an anonymous senior, Div. 928. “Then shape those into hearts.”

The price of the hookah depends on the place people visit but at most places the rental of the hookah is around \$20.

“We don’t have a limit on how many people can smoke it, but there is a minimum required purchase of \$15 per person,” said Burradell. “We do this so that people

don’t sit here for hours, especially on busy days when other people are waiting to come in.”

According to a study conducted in Egypt, Israel, and Syria, published on tobaccofreeu.org, assessing the specific dangers of hookah use is challenging because some users also smoke cigarettes. The lack of public knowledge leads to the misconception that hookah smoking is not addictive. Most people know little about the health effects and believe that hookah smoking is generally safer than smoking regular cigarettes.

Many students at Lane believe the true reason for the rapid spread of the hookah use among teenagers is misconceptions about the harmful side effects.

“A lot of people think that since it’s not regular cigarettes, it’s not as bad,” said Shah.

“Teenagers are taught that cigarettes are bad for you, teenagers want to do something that isn’t as harmful,” said an anonymous senior, Div.

907.

Hookah smoking is not a safe alternative to cigarette smoking. Hookah smoke has even in some cases been found to contain higher concentrations of carbon monoxide and nicotine than cigarettes.

“Hookah actually contains more

nicotine, it can be more addicting [than cigarettes],” said Burradell. “It [the tobacco] just contains less of the other chemicals.”

Effects of Hookah smoking can include lung, oral and bladder cancer, and cancer of the esophagus and stomach. Other dangers include nicotine dependency. Research as shown that teens who start smoking hookah

are more likely to smoke regular cigarettes later in their lives. Some other effects include tuberculosis, hepatitis, and herpes, which can be transmitted through sharing of mouthpieces since hookah bars are not required to sterilize or replace these mouthpieces after use.

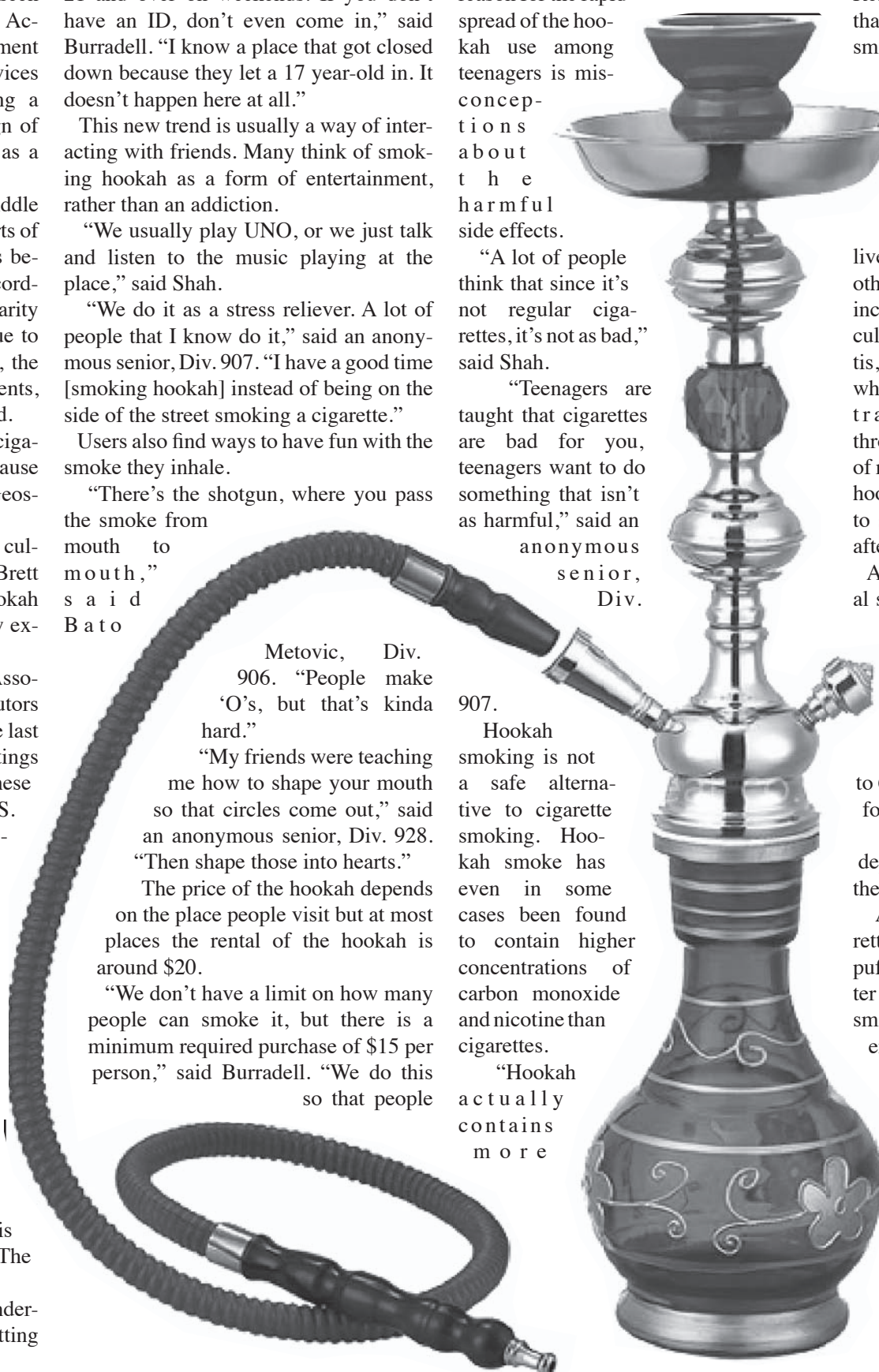
Another misconception is that occasional smoking will not have the same negative effects as a regular smoker. But occasional hookah users could still be harmed because they inhale more smoke during their smoking sessions.

Most smoking sessions last from 45 to 60 minutes, although they can continue for several hours.

“Usually it’s about two hours, but it depends on how many people go,” said the anonymous senior from Div. 907.

According to addictioninfo.com, cigarette smokers typically take eight to 12 puffs and inhale a total of about a half a liter of smoke during a five to seven minute smoking session, whereas hookah smokers may take 50 to 200 puffs and inhale up to 50 liters of smoke over a period that can exceed an hour.

“We have a ventilation system that is constantly letting the smoke out of here,” said Burradell. “But if you are coming in here, you should know that you are going to be around smoke.”



Ceramics classes extending talent to younger kids

By Natalie Reyes

As Lane art teacher Mrs. Moore talked about buildings in Chicago to explain to students their next project, several small hands flew up. "Thank you for raising your hand," Moore said as she called on little Aiden. "The Sears Tower is the tallest building in the world," he said. After explaining the project to the kids they separated off with their partners and began building.

Moore recently started a program called "Ceramics at Audubon Elementary School." Several students from her Lane classes have volunteered to go to Audubon School every Friday from 3:30-5:00pm. Lane students teach kids in kindergarten through third grades how to construct ceramic pieces.

"I started this program because, unfortunately, art classes are rare at the elementary level in CPS because art is funded on a discretionary basis," said Moore. "Our goal was to offer more children the opportunity to use their imagination, make something creative, and learn about clay, it's properties, and potential."

All Lane students participating in the program have one major thing in common: their love for children.

"Although I am a kid myself, I love working with children," said Jessica Knipp, Div. 905. "I plan on going to college to study education and when I heard about the Audubon program, I knew this would be a great chance to get ready for my future job. They're helping me just as much as I'm helping them."

Tegan Alspaugh, Div. 046, agrees.

"I enjoy working with children and was very creative as a child. I wanted to spend some time with kids that were like me when I was younger," he said.

"The children seem to enjoy it, they come not only ready to work on the project for the week, but with lots of ideas of their own for independent work," said Moore. "It's really nice to see students picking up new vocabulary, like 'slip' and 'score' and learning new things like how to balance a wobbly sculp-

Photos on this page are of Audubon kids constructing pieces with the help of Lane ceramic students.



ture." Once the kids have finished their projects they have time to do open draw and play some games. When the Lane students leave they take the kids' sculptures and bring them back to Lane to fire in the kiln.

"I really have fun here," said Aiden, a 2nd grader who participates in the program. "I like seeing the projects I make finished."

One of the biggest joys is to see a child learning something and enjoy doing so in the process.

"My favorite memory, so far, was during Halloween," said Sarah Whitehouse, Div 917. "All the kids were dressed up and excited to go trick-or-treating, but still excited about doing ceramics. It's cool to see young kids getting involved with ceramics."

Kids can be fun because they are so unpredictable and one never knows what they will say or do next.

"Everything they do and say is so cute, I

love it!" said Knipp. "I've heard stories from broken arms and monkey bars to how gross girls are and which boys are mean to the girls."

"They're really bright and funny," said Biridiana Carrillo, Div. 042. "Sometimes they get so frustrated when you don't understand them."

"Last week one of the kids painted a mustache on my friend and drew pictures all over his arm," said Alspaugh.

The school only allowed Moore to enroll 18 kids to participate in the program, and spots filled up fast. Each week Lane students will either work one-on-one with kids or in a group setting.

Although the program takes place out of school and is a service learning project, Moore doesn't see it as something kids [have] to do.

"Most of the students do not really need the hours, they just do it out of an interest in helping children and getting some teaching experience," said Moore.

Each week there is a new project for them

to complete. Projects have ranged from pinch pots, animal vessels, and textured hanging frames, to real piggy banks, expressive self-portraits, and even learning about architectural buildings.

Although working with kids is never easy, most find the program rewarding.

"Some students get really attached to their partners and cling onto them til they have to go, which can get pretty annoying," said Alspaugh.

"Even though at times it's a little difficult since they're sometimes hyper and all over

the place, it's always fun," said Karla Depina, Div 916.

"It's doing something nice for people and all it takes is a couple of hours," said Knipp.

Participating Lane art students all seem to get something out of the program. Whether it's the joy on the kids' faces after they've completed a project, teaching experience, or service hours, they all agree it's something they enjoy doing.

"The program is working out great," said Moore. "We plan to do a fourth through eighth grade class in the spring. Hopefully we build a partnership with the school and possibly inspire them to offer other art classes. There is already a first grader in the class who wants to come to Lane Tech for high school and become a ceramics artist!"





PHOBIAAAAHH!!

Irrational fears keep Lane students on edge.



By Natalie Reyes

As the door closes and elevator begins to move, he feels the breath of people all around him. His hands begin to sweat, he starts breathing faster, and his heart races. Soon he is in complete panic mode. He is not surprised though. This happens every time he gets on a crowded elevator. It's an effect of claustrophobia, the fear of small, enclosed spaces.

For most people phobias result from an event that traumatized them early in life.

David Rodriguez, Div. 906, is claustrophobic. His sister would sit on his head as a child and it would prevent him from breathing.

"Whenever I'm in a real small space I get real nervous. My hands start to sweat and I begin to breathe real hard," said Rodriguez. "Small spaces just trip me out."

Jillian Fitzner, Div. 934, is selachophobic, (fear of sharks).

"Ever since I went on that ride Jaws in Orlando, I've been scared for life," said Fitzner. "I can't look at pictures of sharks and if someone starts humming the 'shark tune' while I'm in the pool, I'm out. I can't even take a shower with the curtain fully closed."

Joshua James, Div. 927, is musophobic, (fear of mice and rats).

"I saw a mouse in my room one time, and ever since then I've been scared," said James.

"I went to a haunted house when I was in 4th grade," said Gaby Williams, Div. 052, who is scotophobic, (fear of darkness). "It gave me nightmares until about 8th grade, and every time I'm in a dark room it just makes me nervous and brings me back to those nightmares."

Sometimes a person may have witnessed something traumatic that didn't directly affect

them, but still left them permanently scared of something.

Kelly Stanton, Div. 925, is gephyrophobic, (fear of bridges).

"When I was a kid I saw one of those disaster shows, and a bridge collapsed into a body of water," she said. "When I saw it I cried, and ever since then I've been real scared of [bridges]."

Most of the time, if it's not through an event that happened in a person's life, phobias can be passed down by an immediate family member or just a natural instinct that one never grows out of as a child. Most babies are naturally scared of animals, bigger objects and surfaces, or the dark, but eventually grow out of that phase.

Laura Koziej, Div. 930, is also afraid of the dark.

"It's funny because nothing happened to me to make me this way," said Koziej. "I've been scared of the dark ever since I can remember."

An anonymous senior who is ophidiophobic, (fear of snakes) could not explain her fear.

"I just grew up that way," she said.

With phobias come some pretty crazy stories.

"I woke up to a mouse running around the floor in my room," said James. "I sat on my bed and moved it, by just scooting all the way to the stairs to get out. It took awhile, but I just could not

touch the floor. I was too scared."

Koziej who is a photography student faces her fear everyday. It is a requirement for photography students to go into the darkroom.

"The first time I went in, it was pitch black. The door closed and my body totally flipped out. My head started hurting and I was feeling light headed," said Koziej. "I was frozen for a few minutes before I chilled a little and got some sense to turn the lights on."

"When I was eight years old my dad took me to a friends' house and his friend showed me his snake," said an anonymous senior. "When he brought it out, I just ran away. It was freaky!"

Sometimes students take advantage of their friends' phobias to humor themselves.

"On April Fools Day last year, my friends put about five pictures of sharks all over my locker and I seriously couldn't get in," said Fitzner. "During division I had to get people to go with me to open it, and when they opened it, there were pictures on the inside. I started to cry because nobody would help me because everyone thought it was 'so funny.' Finally Angel, the security guard, came over and started laughing. Then a female security guard came and took them down for me. It was pretty intense."

It is said that people must face their fears if they are to overcome them. But this is easier said than done for most.

"It took me three years to be able to walk and drive over the bridge over the Chicago River by Lane without freaking out," said Stanton.

Juan Villalobos, Div. 934, who is afraid of the dark, keeps a flashlight on his drawer just in case he is ever stricken with fear.

Many people hide their phobias because of how they might be perceived by others. (Incidentally, allodoxaphobia is the fear of opinions).

"Some of my friends think I'm still a little kid," said Villalobos.

"My dad says I'm crazy. He always tells me 'What am I going to do when I'm married?'," said James.

"Some people laugh and think it's hilarious, but some of my friends warn me before we are about to go over [bridges],"

said Stanton.

"My mom thinks I'm being dramatic," said Williams. "My friends don't really take me serious either."

As serious as phobias can get, there are plenty of ways to get treatment if necessary. One can get therapy through professional help, or try to face the fear on their own.

"I don't think I'll get over it because I've been like this for so long. I think it's impossible to get over it so late [in life]," said Williams. "It's just something I'll always have."

"I won't get over it," said James. "If I ever see a mouse in my house again I will call the exterminator!"

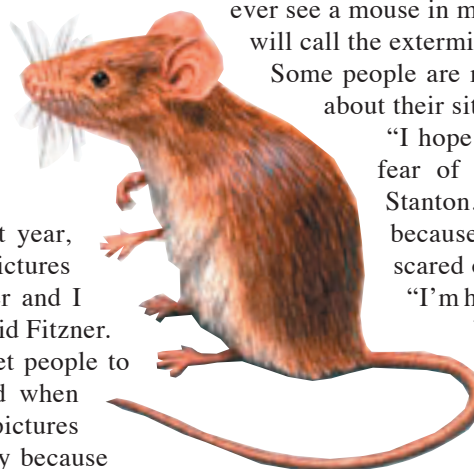
Some people are more optimistic about their situation.

"I hope I get over [my fear of bridges]," said Stanton. "It's just hard because I'm truly scared of them."

"I'm hoping I get over being afraid of the dark," said Koziej. "It takes a lot of work; I managed to get use to the darkroom, so it's possible. It's just a huge paranoia I have when I'm not able to see my surroundings in the light."

The media occasionally addresses the topic of irrational fear. Talk show host, Maury Povich, has filmed many shows dedicated to phobias. Guests on his show have had some strange phobias, including the fear of pickles and cotton balls. One guest on the show named Shawn claimed to be scared to death of peaches. As Maury was introducing him and talked about peaches, Shawn rocked back and fourth in his seat nervously. When a picture of a peach was projected onto a screen for all to see, Shawn jumped up and ran off the set frantically. Later Shawn explained he'd had the fear since he was very young. "The feel, the touch of it, I just can't stand it," he said. Shawn avoids the grocery store because of his phobia.

Because of the irrational nature of phobias some find them to be humorous. But those people with the phobias do not find them to be a laughing matter. Phobias can seriously affect the way people live their daily lives.



Teens blow out 18th birthday candles, blow off parents' rules

By Rachel Steibing

"I walked into the tattoo place at 11:55 on September 13," said Jenna Shephard, Div. 926, "and at exactly 12:00 a.m. on September 14 they started on my first tattoo. It was amazing!"

Legally getting tattoos are just one of the many privileges attained by teenagers upon turning 18 and officially becoming an adult. For many, it is something that has been long awaited.

"I got a tattoo the day after my birthday," said Sonny Buzdugan, Div. 922. "That of course [is something] I have been thinking of in the last two years."

There are many new privileges that students attain upon turning 18. They can drive after curfew, work after 10 p.m. on school nights, buy cigarettes, go to 18 and over clubs, get a tattoo, buy lottery tickets, and for what was very exciting for many, vote.

"I voted," said Carolina Ortiz, Div. 904. "I think that was the best part. My birthday was three days before the election so it was very exciting."

Everyone wants to remember turning 18 and being able to do things their friends may not be able to do yet.

"After [I got my tattoo] I went and bought a lottery ticket, a pack of cigarettes, and a Playboy," said Shephard. "I put it all into a little box to save for when I am older because those are the few things you can do when you turn 18."

"I have done everything except get a tattoo," said Tim Linse, Div. 930. "Life is about having fun."

For many, turning 18 means taking on new responsibilities and also being trusted more by parents.

"I have gotten more freedom, which I really like," said Alejandra Santana, Div. 927. "My dad was really strict but now he doesn't really care."

"Finally turning 18 was the point at which I could just say 'I'm 18. Peace. See you at six in the morning,'" said Buzdugan. "And it was awesome!"

"My mom does not mind what time I come home on the weekends/non-school nights," said Shephard, "as long as I send her a text after midnight letting her know that I am okay."

For others, being 18 does not mean breaking free from parents completely.

"I can drive the car later," said Amy Chmeleck, Div. 908, "but that's about it."

"The only difference is that they can not use the city curfew as an excuse to make me come home earlier," said Leslie O'Connor, Div. 908. "They are just as strict as they were before I turned 18."

For students who have not turned 18 yet, many claim to be looking forward to it.

"I can not wait until I turn 18," said Joshua Paley, Div. 925.

"I am really excited to turn 18," said Shannon Doyle, Div. 936. "I just want to be able to do all the cool 18 year old things."

Others do not think turning 18 is a big deal.

"Well, I am not too excited about turning 18 unlike everyone else," said Brian McGuire, Div. 924. "It is just another birthday. I am not really rushing to buy cigarettes, lottery tickets, porn, or any crappy products from infomercials. I just do not see anything that exciting about it."

Although turning 18 is a big deal, it may be stressful for some knowing that they will be on their own soon.

"I am extremely excited that I am becoming an official adult," said Doyle, "but I am also nervous because I will be held to higher standards. I have depended on my parents for everything; shelter, food. But I have to realize that they will not be there forever."

For others, living on their own is exciting.

"I can not wait for college," said Buzdugan. "I am looking forward to having my own place, supporting myself, and awaiting the joys and struggles of it all."

"I am completely excited," said Linse, "except for the part about me having to actually pay bills and stuff."

For others 18 means becoming more mature but does not mean you have to celebrate with a huge party.

"I am having a party with all my close friends I have grown closer with through all four years I attended Lane," said Doyle.

"I do not know exactly what I want to do yet," said Paley, "but I know I want it to be big."

So what are some of the celebrations already done this year?

"Oh god," said Tim Linse, Div. 930. "In easy terms, me and my friends had a lot of fun doing things that we already did."

"I went out and ate at a place called Hooters," said Buzdugan, "Then I came back and smoked some cigars with the peeps, continued the night with partying, then slept over at my friend's [house]."

For some, turning 18 means becoming more mature, and that a huge celebration is not really necessary.

"All I wanted was to be with my close friends on my birthday," said Ortiz. "It really did not matter where we went."

"I do not have anything big planned," said McGuire. "I am probably just going to have all my good friends over and see what happens. Same as any other day of hanging out with my friends or any other birthday for me."

No matter what the reason, 18 is an exciting age that many look forward to.

"I just want to officially be an adult," said Paley.

Gossip fever at Lane

By Paulina Yousif
& Amanda Ruiz

It's Monday morning. Whispers are heard all around the hallways about Friday's party. "Don't tell anyone, but I hooked up with my best friend's boyfriend!!!" "Dude, I was so wasted on Friday." "Can you believe she said that she was going to break up with him?" By midday everybody knows what happened at the party and friendships, relationships, and reputations are ruined.

Everyone has been told that it is not polite to talk about others, but many students at Lane still gossip.

"Gossip is caused by boredom. [It] raises peoples' self-esteem," said Jenna Wasserman, Div. 153.

Others gossip because of jealousy.

"A friend of mine had her relationship and reputation ruined because of rumors. This guy liked her a lot but she had a boyfriend so he told a few people that she was cheating on her boyfriend and word spread. Her boyfriend broke up with her and everyone started calling her a slut. It was horrible," said Frances Camacho, Div. 925.

"I was dating a guy and his ex-girlfriend told my best friend's girlfriend that he was cheating on me. I laughed to myself when I heard it because I knew it wasn't true and she did it because she was jealous. I think that's pathetic," said Citlali Arroyo, Div. 046.

Some students think they need to gossip in order to conform and have social status.

"When people are gossiping around you, you want to say something too just to try to fit in and feel like you are a part of something socially," said Rina Ivanyshyn Div. 050.

"It is spread for a sense of popularity," said Wasserman.

Students don't understand the negative effect and effect gossip can have on its victims.

"[Gossip] can destroy any kind of relationship because someone said the wrong thing to the wrong person," said Jillian Flores, Div. 912. "Gossip can start off harmless, but then as it spreads it can ruin some one's life."

"My boyfriend and I got into a fight over the weekend and then I came to school on Monday and someone was saying that all we do is fight," said an anonymous source. "It's my business and I don't want everyone knowing it."

"Gossip gets pretty bad around Lane. A person I know changed everything about herself because of gossip and what people were constantly saying about her," said Ivanyshyn. "She was an outcast because she looked different. People would say that she looked like she came straight out of rehab. They called her a nobody. She started changing the clothes she wore... She changed her entire personality so people would stop gossiping about her and start liking her and it worked. She

became pretty popular."

Media plays a major role when it comes to gossip, especially with shows like "The Hills" and "Gossip Girl."

"Shows like that show children and teens that it's okay to start drama and spread rumors because you have to stay in the cool crowd," said Alison Evans, Div. 029.

Last year a gossip website was started about Lane students. It was mostly about the class of 2010.

"I started the website because I wanted to say the things people were thinking, like calling someone fat or ugly or saying this couple makes out too much. I wanted people to know the truth about everyone," said another anonymous source. I did it because of Gossip Girl. After the first episode aired, it inspired me to create a gossip site about Lane kids. I was so excited about it. I thought it would be cool but people were upset about it so I took it down. It was only up for a couple of days."

Facebook is a popular social website that adds to the rumors and gossip. Facebook pages are not always private, and it can be easy to see other people's pages without being their friend.

"If you want to know about gossip, Facebook is the perfect place to find it. I mean you can see who is going out with the click of a button," said Kristina Lopez, Div. 026.

Texting is one of the fastest ways of spreading gossip within Lane. When something happens in class or in a hallway, people text their friends what happened and it spreads immediately.

"Gossip is like a virus. It spreads from one person to another and it spreads so fast that Lane would know about it by the end of fourth [period]," said Cody Malonzo, Div. 023.

Most people expect gossip and rumors to be started by girls, but that's not entirely true.

"Both guys and girls gossip. Girls are more catty about it though. Guys are more shiesty about it. You think they're not typically the ones to gossip, but I think they enjoy it more than girls. They keep it low key," said Lopez.

"You've seen it in movies, boys talking about girls in the locker rooms. Boys gossip a lot when it comes to girls," said Malonzo.

Students, such as Malonzo, believe that there is no way to stop gossip.

"...it's a huge problem and yes that's an issue, but I don't think gossip could ever be resolved because human nature is that one person is going to say something about another person," said Malonzo.

Even though gossip may never stop, it can be ignored.

"Personally, my friends know how much I've been through these past three years at Lane because of gossip and rumors," said Ivanyshyn. "But gossip doesn't change who I am. At this point I don't care what people say about me. All that matters is that my real friends know who I am."



Sticky Situations

Gum chewing at Lane popping up all over the place.

By Noemi Villanueva
& Tony Zhou

When taking a test, be sure to bring pencils, an eraser, loose leaf paper, and some chewing gum. Studies show that chewing gum can boost a student's critical thinking and concentration.

In addition to easing tension, gum can also increase a person's alertness, which can be helpful during any school day.

"I think it helps [me concentrate]," said Ralph Deleon, Div. 928. "I guess it helps circulate that blood flow in my head and brain."

Studies have shown that blood flow to the brain can increase at least 25 to 40 percent when chewing gum. Increased blood flow can influence arousal responses in the brain which can cause the body to feel more relaxed. According to a Wrigley Gum study, 28 percent of teens said that chewing gum is a great way to help them feel this way.

"It kind of calms me down, especially if I'm in a bad mood," said Jillian Fitzner, Div. 934.

Although Tesi Hormova, Div. 924, usually chews gum after a meal, she believes it gives her a boost during uneasy situations.

"I chew gum sometimes during a test and it does help," said Hormova. "If you're stressed out, [gum] works like one of those stress balls."

Even so, a 2006 study shown in the journal *Appetite* showed gum can help lose weight. In a study of 60 people, those who chewed gum for 15 minutes every hour after eating lunch consumed fewer calories and craved fewer sweets than those who did not chew gum.

"I chew it because it prevents me from buying candy or chocolate," said Rebecca Campbell, Div. 907.

Many students stick to gum for its minty benefits.

"I usually



chew gum in the morning and after lunch for fresh breath," said Jeremy Olvera, Div. 926. "I normally don't chew gum purposely for a test."

Others claim gum is helpful when they feel choked up during a long day at school.

"I usually chew gum when I'm super tired," said Santine Hsueh, Div. 906. "It helps me stay awake."

Although some students reap the benefits of gum, others chew them out for their noisiness.

Diana Alcantara, Div. 930, said she finds it difficult to concentrate when gum chewers are around.

"The sound always distracts me and I can never focus on what I'm reading," said Alcantara.

"The sound is almost like a clock ticking; it's very repetitive and it makes me nervous."

Some teachers do not allow gum chewing in the classrooms.

"All my teachers are cool with it except my Spanish Teacher, Señor Elkins," said Laura Macias, Div. 922. "He will hand you the garbage can to spit [the gum] out."

Some students understand teachers' concern over the wad of problems gum can bring.

"[Teachers] think students will stick it under the desk instead of spitting it out in the garbage," said Campbell.

"Most teachers that don't allow gum chewing are worried about the gum being stuck under the chairs or desks, which is understandable because that's just disgusting," said Riham Ramadan, Div. 925.

Alcantara thinks students should improve their gum disposal habits to make less work for the janitors.

"Too many students leave their gum in any random place," said Alcantara. "And in the end somebody has to clean it."

With so many students chewing gum, it is not a surprise that several find themselves in sticky situations.

Deleon has had his share of unpleasant encounters, including a few with his own gum.

"I tried to stick [gum] under a desk only to find out it had fallen onto my lap within a few minutes," he said. "The trick is to stick the gum under the desk between the metal pipes that lie underneath it."

Deleon once left class with a gummy surprise on his bag.

"I threw my bag to the floor and it landed on some blue gum," he said. "I put that bag on without knowing and got that [gum] all over my shirt; fun stuff right there."

Mary Michael, Div. 911, recalled a time when gum was not so sweet.

"One day I was sitting in Anatomy with my legs crossed and when I was getting up this long piece of gum was stuck to my pants because it was underneath the table," she said.

Alcantara's bad habits have burst her bubble more than once.

"I have the habit of grabbing the table from the bottom and pulling myself towards it and I accidentally touch gum a lot underneath my desks and in the cafeteria," she said.

With so many distasteful incidents, it doesn't take a gum-shoe to figure out that gum pops up all over campus, whether on the floor or under a desk. As easy as it is to stick gum under a chair or table, it is not so convenient for the people who have to remove it.

Janitors have the daily job of keeping Lane's campus clean and maintaining a gum-free area for students and staff. Gum cleaning is especially a hassle during the summer when desks are removed from rooms for floor cleaning.

Keisha Trotter, a janitor at Lane, admits that cleaning gum off of desks is one of the more troublesome aspects of her job.

"It's a bother because we have to stop what we're doing to scrape it off when we see it," said Trotter. "It gets messy and we have to take it off so students don't sit on it."

Trotter's fellow janitor Lucas Mejilla doesn't mind the gum so much and believes it is a common habit of young people.

"It's natural for gum to be everywhere," said Mejilla. "I don't find it repugnant; it's inevitable in a big school."

Maria Perez, another custodian, says that there should be a bigger concern for the school's cleanliness.

"[Students] shouldn't leave it anywhere they want and teachers should try more to enforce it," said Perez. "Of course not everyone is going to listen though."

Despite the ongoing gum battle, Perez claims it has been getting better over the years and there seems to be less, especially in the beginning of the school year.

Whether gum loses its pop or continues its crackling popularity, many students still turn to a piece of gum for fresh breath and a quick boost.

Students sporting “sunny” dispositions

Tanning is no longer an activity reserved for summertime only.

By Joanna Stepkow

In recent years, tanned, dark skin has become synonymous with physical beauty, financial wellness, and a high social position. But for centuries before, tanned skin was a sign of the lower working class who spent hours toiling away in the hot sun. Having pale skin was more desirable; so much so that women wore dresses down to their ankles, covered their hands with gloves, and carried parasols, or sun umbrellas, to protect themselves from being socially damaged from a darker skin tone.

It was around the 1940s when bikinis became popular, and people were encouraged to go to the beach and tan. As more working spaces moved indoors sun exposure lessened. Consequently, the social implications of having a tan changed. Now a tanned physique might indicate that people do not have to sit in an office from nine to five because they are doing well enough financially to take time for luxury and relaxation.

Lane students agree that darker skin is in.

“Society views [people who tan] as more high class, prettier, one of the more elites of society, since they have the time and money to go do it,” said David Mozdzen, Div. 906. “They think the darker color



A woman exposes herself to artificial UV rays in a tanning bed.

“I find tanned guys very attractive, but I don’t know why,” said Cindy Villalobos, Div. 919.

“I tan because I feel like I look more attractive compared to my natural skin tone,” said Kanoon.

Not everyone believes that darker skin enhances appearance or reputation.

“I think tan people are looked at as being more worried about looks,” said Shannon Doyle Div. 936. “Society thinks pale people just worry about other more important things or just don’t have time or money for it.”

“I hate tanning,” said Mozdzen. “It’s for shallow people and those who care about the color of their skin.”

“I just don’t see the point in tanning when there is a whole bunch of other stuff you could spend your time and money on,” said Kendra Strohmeier, Div. 054.

“Tanning makes you look nice, but not if you look orange,” said Jamie Southern, Div. 911. “It should be done in moderation.”

Others go tanning because they need to get rid of tan lines.

“As a lifeguard I get a lot of tan lines,” said Ruiz. “Tanning evens everything out.”

Some tan for special occasions.

“Prom is when I will tan,” said Southern. “I tan when I have to look good.”

Besides making skin darker, tanning has

other benefits. Sun exposure causes the skin to produce Vitamin D. It is the way people are naturally intended to get it. An estimated 90 percent of the vitamin D in our systems comes from sun exposure. Vitamin D is very rare in foods and the form of vitamin D you get from foods and dietary supplements is not processed in the body the same way as Vitamin D produced naturally from sun exposure to the skin. Vitamin D also helps the body absorb calcium.

However, there are risks involved with over-exposure to the sun’s rays, which contain two types of ultraviolet radiation, UVA and UVB. Radiation burns the upper layers of skin, causing sunburns. UVA radiation is what makes people tan, but too much exposure to UVA rays can cause serious damage. UVA rays can go through the skin’s protective epidermis to the dermis, where the blood vessels and nerves are located; there they trigger cells called melanocytes to produce melanin, which is the brown pigment that causes tanning. This can damage the immune system, and cause melanoma, a type of skin cancer that

can be deadly.

As a result, many are not willing to risk their health by tanning.

“I’m scared of getting cancer. I think tanning is too risky,” said Adina Graner, Div. 904.

Others still tan, just carefully.

“I’m worried about health risks, that’s why I don’t tan too much,” said Southern.

Although tanning has been traditionally thought of as a girl thing, girls don’t mind if guys catch some rays.

“I find it attractive if a guy tans, because it shows that he’s taking care of himself more and he cares about the way he looks,” said Kanoon. “Besides, every girl wants their guy to be tall, DARK, and handsome.”

Some guys claim they enjoy tanning.

“I love tanning,” said Alex Ruiz, Div. 904. “You sit all naked and oiled up, and it just feels really good.”

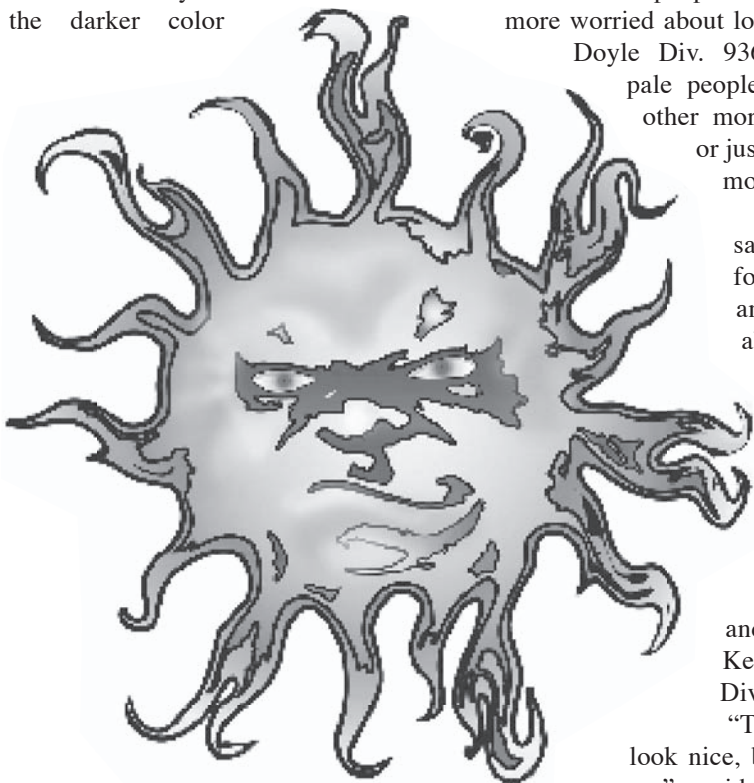
Ruiz admits, however, that this can be awkward initially.

“[The] first time I went [was] with two other guys, and it was kind of embarrassing,” he said. “But we were each other’s support group.”

Traditionally, guys shouldn’t obsess over their appearance and will even go out of their way to cultivate an unkempt, rugged look. Some guys won’t tan, especially in the winter, because it might appear as though they are trying too hard. But guys are always willing to go to great lengths to make themselves attractive to girls, which might mean more may give tanning a try.

“I think guys are held to certain standards and that tanning makes them look conceited and egotistical,” said Doyle. “... most of the guys these days are very involved in their looks.”

As the times change, so do the trends. Right now tanning is in. But, knowing the risks involved, students should make their decisions carefully in order to avoid unpleasant side effects like cancer.



makes them more attractive; they stick out more.”

“I think right now that tan is in and it has been in for a while,” said Sophia Kanoon, Div. 916. “Tanning is obviously seen as more attractive, but it truly depends on each person’s standard of beauty.”

People admit tanning makes one more attractive, but can’t say for sure why this is.

THE  WARRIOR

Students, teachers discuss more than academics

Topics of conversation cover numerous topics, including personal issues.

By Stephanie Pineda
& Weslyn Strawder

Teacher-student conversations are not limited to academics.

"We talk about everything!" said Tomika Jackson, Div. 905. "Boys, field trips, sex... all types of stuff."

Many students feel comfortable talking to their teachers about things unrelated to school.

"I was very open last year with my American Lit. teacher about my sexuality, and there are other teachers that I'm very comfortable talking about it with," said Michael Podgers, Div. 030.

Some of the topics discussed between students and teachers include religion, relationships, problems at home, drugs and alcohol, pregnancies, work, and more general topics such as what the student did over the weekend.

Although there are many students who feel they can approach their teachers to talk about personal matters when necessary, others do not have that type of trust with their teachers.

"It's none of their business," said a freshman student who wished not to give her name.

Still others simply do not feel comfortable talking to their teachers.

"They're teachers [and] they're old," said Brianna Bramlett, Div. 262. "I think it'd be awkward."

Teachers and students alike believe the way teachers present themselves in class is key as to whether or not they are approachable by students. If, through their teaching methods, they show consideration and kindness, they are generally approachable by students. If teachers also show they are pretty laid back and have a general respect for students, their students will find it easier to talk to them. Having a teacher more than once also makes students more comfortable with them.

"I feel like after having [Ms. Frau Tracy] for two years, I have had a chance to

develop a really close relationship with her," said Podgers. "After a certain amount of time, you get to know them, even on a somewhat personal level—their quirks and how they act. When you know someone on that level it makes interacting with them so much easier."

"Some [teachers] will talk about their lives [in class]," said Yashai Rodriguez, Div. 031, "which makes them more approachable—more a person than a teacher."

"One of the most important things a teacher needs to be to be approachable is trustworthy and of good judgment," said Zygmunt Czykieta, Div. 090. "If you think a teacher will not keep your secrets or keep them the way you want them to, of course you will not tell them much or anything at all."

"[Mr. Eisenberg is approachable] because he's not just about teaching. He's like a friend," said Mayra Gutierrez, Div. 173.

Eisenberg says he is more approachable by his students than most teachers are because he is a P.E. teacher as well as a former coach.

"Kids come to me about everything," said Eisenberg, "medical issues, problems with other teachers, and other issues outside of school."

Despite the openness some students have with their teachers, some think there are limits as to what teachers and students should discuss.

"[I think] personal problems with friends [is appropriate] but not about family," said Gutierrez.

"Maybe if it's too personal," said Rodriguez, "a teacher has a feeling that they maybe shouldn't talk about it."

"It depends on who the teacher is and how close you guys are," said Crystal Valdez, Div. 902. "There is a limit. If your parents don't know, your teacher shouldn't know."

For the most part, however, students disagree and believe it is more on a basis of common sense, and that it would be appropriate to discuss problems with things like parents, relationships, friends, and personal health; but it changes from



Alex Delgado, Div. 924, discusses college with Ms. Feuer.

person to person.

"It depends on how much you really trust them," said Czykieta, "because if you trust [them] very much, then they shouldn't be treated differently than one of your friends. I know I would much more consider Mr. Keating a friend of mine than a teacher."

Some teachers agree that there are limitations as to what students and teachers can discuss.

"As long as the relationship remains professional and it's obvious that the teacher is not a friend, anything is okay," said Mr. Chipman, German and World Studies teacher.

"I might share my personal life," said Ms. Tracy, German and Spanish teacher, "but you have to keep it within boundaries."

However, she believes she can elaborate more on the subject when speaking to an individual student, rather than the whole class.

Regardless of how close or comfortable students may feel with their teachers, there are Board of Education policies that are designed to limit what topics should and should not be discussed in class.

Since most teachers know these policies exist but are not familiar with the specifics of them, most claim to simply use common sense when determining what is appropriate conversation.

"I think the best practice is to not initiate the conversation," said assistant principal, Dr. Dignam, in reference to teachers. "Teachers should be role models and provide guidance. 'If the conversation is initiated by the students and is related to

their academic well being or social well being, the teacher should provide guidance. [However], I don't want teachers gossiping with kids about those inappropriate kinds of things [sex and drugs]. I don't think it's relevant. Plus, it's just weird."

While there are existing rules regarding what teachers and students can discuss, teachers and students alike tend to agree they can have discussions outside of academics as long as the teacher and student remain professional.

"If the student is comfortable with the teacher," said Eisenberg, "nothing is off limits."

"[There's] a basic concept of what's right or wrong," said Mr. Jeon, Math teacher. "I'm not going to be on their side about doing drugs. We're [also] taught not to teach morality in any way, but morality comes out in everything we do."

In general, though, teachers have a duty to contact Mr. Cox, the school social

worker, if based on conversations with students they suspect any issues involving self-harm, such as suicidal tendencies. Students who know this may hold back specific details when talking to teachers they trust because they know it might lead to someone else getting involved.

Jeon said he had an encounter with a student in which she did not tell him the full situation at home because he said he would have to talk to Mr. Cox.

Students who need someone to talk to about personal issues are not always willing to discuss them with their parents. Until that changes, teachers - whether they are comfortable with it or not - will continue to be approached as a source for guidance and advice.



Alicia Murga talks with Ms. Ojofeiti about school-related issues.

Lack of motivation among teachers leaves students jaded

By Noemi Villanueva

The school year ends, summer vacation starts, school starts again, and the routine goes on. And after several years on the job, some teachers tend to lose their edge and enthusiasm for their work.

Many students believe they have had a “burn out” teacher at some point and consider the ones with several years of teaching experience to be the least effective in helping them learn.

Jensine Saranilla, Div. 051, said that some of her older teachers were the least motivated and showed no enthusiasm in the classroom. Consequently, those classes became of little importance and were not worth her full efforts.

“[His lack of motivation] made me not really want to participate; it made it boring and it wasn’t worth going to class anymore,” said Saranilla.

Others like Saranilla think that a teacher’s lack of motivation is reflected in their students.

“Some teachers don’t teach and expect you to teach yourself,” said Abigail Gonsalves,

Div. 935. “If there’s no teacher to help you, you give up since there’s not much to do and you know you’re on your own.”

Mr. Kern, Chairman of the Math Department, has been teaching at Lane for 26 years and believes he has seen other teachers that have become jaded and no longer have the same motivation as they once did.

“Age will slow anyone down since your energy level isn’t as high; I have to keep pushing myself to work at the same level that I did before,” said Kern.

To maintain a variety in the classroom, many teachers will step out of their comfort zone to try new teaching techniques. Mr. Kern said that he likes to balance his lecturing with student interaction so that the class does not fall into a tedious routine.

Although teachers may try to keep classes interesting despite their energy levels, not all of them are succeeding. Heather Stachnik, Div. 911, claims that the least motivated of her teachers tend to be less involved with their students and, consequently, disconnected.

“They don’t take the time to answer your questions if you don’t get it,” said Stachnik. “They don’t even get up from their desk to teach.”

“Some teachers just don’t care and sit

at their desk and give us homework on things they never taught us,” said Ariel Ghanayem, Div. 925. “They expect us to learn [new material] after giving us a page number.”

Michael Jackson, Div. 026, recalls a teacher whom he thought did not put any effort into her teaching.

“She was like a robot; everything she did was horrible,” said Jackson. “She put the projector up and just talked the whole period. She would wake me up and I would go back to sleep.”

A teacher’s attitude and personality can have a great impact on how comfortable students are in the classroom.

“He doesn’t say the word ‘stupid’ but he implies it,” said Marcin Witkowski, Div. 908. “For extra credit problems, he would

put up a problem and show off and say how his son had the problem in eighth grade; he always brings up his son.”

Witkowski also says that a teacher’s mood swings can affect students’ interest levels and even their grades in the class.

“She’s bipolar,” said Witkowski. “She’s really nice when she’s happy but if she doesn’t like someone’s question, she’ll just get mad and go off. Then she’ll give an assignment due in five minutes.”

Chrissy Panayotou, Div. 934, claims some teachers are so impersonal when interacting with students that they appear to be unapproachable.

“The [teachers] that try to intimidate their students and seem lord-ruling of the classroom aren’t getting anywhere,” said Panayotou.

Panayotou recalls a teacher who was always friendly with his students and kept

them interested in the classroom.

“He was very welcoming at the beginning of class and he didn’t set strict rules that made you afraid of him,” she said.

Even though many assume bad teaching skills can directly associate with age, several are convinced that other circumstances can affect a teacher’s motivation.

Ms. Smith, who has been teaching history at Lane for 10 years, says that she has not noticed any teachers that have fallen into the “burn out” category.

“At Lane, we have a lot more resources,” said Smith. “Teachers at other schools get burnt out because there’s no support from their administration.”

Smith also believes a teacher’s attitude, whether upbeat or boring, can greatly affect the students’ approach to the class.

“I think students feed off the teacher and take on their personality,” she said. “Teachers that are more shy have classes that tend to be the same.”

Mr. Valderrama, who is in his 18th year of teaching English, has seen many teachers that seemed to have lost their motivation and could tell by the way they talk about teaching and students. Although some give off this impression, he agrees that some teachers may come to life in front of their students.

Valderrama sees himself as “a performer at heart” and knows that his dynamic character in the classroom will not be the style of every teacher.

“Kids often end up with teachers who also have a desire to perform so that when students don’t get one like that, [they’re labeled as] boring,” he said. “That might be unfair because that person may have a completely different style and may be just as competent.”

Though Valderrama says that many students are “mistaking flash for substance,” he thinks that some teachers may lose motivation because they do not tie a sense of well-being to what they do for a living.

“[The only way I’m fulfilled] is if I’m passionate and thorough, and students are responding to what I’m doing; feedback makes my life meaningful,” he said.

Mr. Harper, who has been a drafting teacher for 37 years, believes teachers have to adapt to a new student body every year and must adjust to meet their changing needs. A teacher’s willingness to stay connected to the newer generations may reflect their level of motivation.

English teacher Mr. Bertenshaw says it may not be that older teachers are “running out of gas,” but that students don’t connect as well with older people.

“Youth has a natural tendency to gravitate towards youth; you’ll identify with who you are [with younger teachers],” said Bertenshaw.

Bertenshaw said that he has seen a lack of motivation in some older teachers but acknowledges the possibility that they may have more going on in their personal lives.

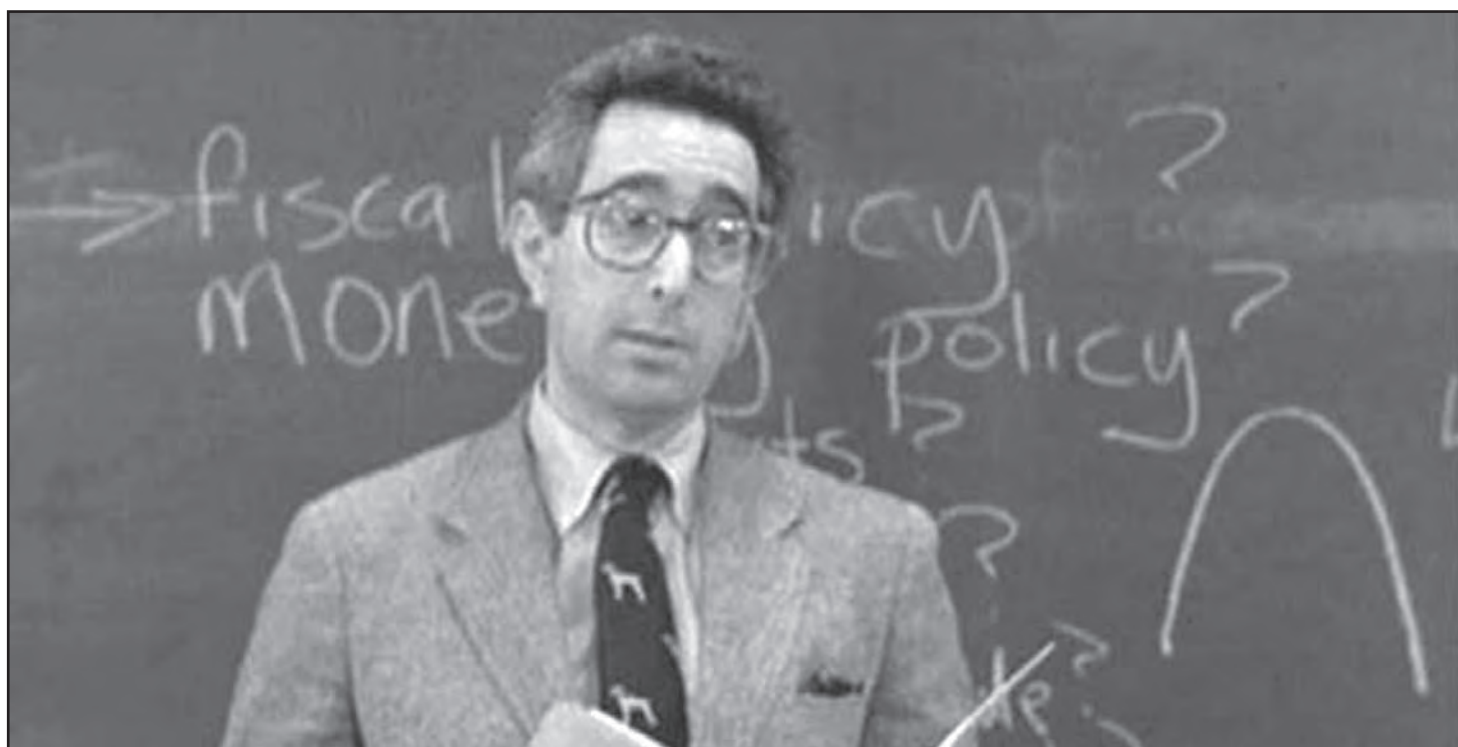
“I know it happens like with any job,” he said. “It is part of how humans behave; other things are occupying your time so you can’t give as much time [as you want].”

Both Valderrama and Bertenshaw believe teachers have opportunities to stay sharp and learn new things that they can integrate into their classes. Bertenshaw brings in people from various professions to talk to his classes. Valderrama recently took a class at the Museum of Contemporary Art.

Mr. Fornal, who has been teaching Math at Lane since 1981, says that although there is a stereotype about the motivation among younger and older teachers, older teachers are more experienced and know what works and what does not.

“I would think older teachers would be more interesting,” said Fornal. “[As a younger teacher] you sometimes tend to be friends with students and that doesn’t work. A teacher takes the place of a parent and the main goal is to have students learn.”

“They don’t take the time to answer your questions if you don’t get it,” said Stachnik.



Laramie Project deals with controversial issues

By Dulce Arroyo

As I was waiting to be seated for Lane's production, *The Laramie Project*, I tried to imagine how the play would turn out. I expected the stage to be set in some Southern theme, the actors dressed as college students, and the plot to be about the main character's murder. Boy, was I wrong.

While the audience gradually increased, I read the program and learned that the play was created from over 200 real interviews. The people interviewed were the townspeople of Laramie, Wyoming, talking about the aftermath of a local boy's brutal murder because of his homosexual orientation. As soon as I read this, I was eager to see how Lane's brilliant student actors and actresses would portray their parts. Soon, the lights dimmed and the curtain opened, showing painted walls that showed Laramie's landscape: a basic blue sky with fluffy clouds, green pastures, and mountains in the horizon.

The first half of the play commenced in a somber tone since

there was no music, and the whole cast wore plain, black t-shirts; and because most of them played more than one part, they distinguished their different characters by adding sweaters, glasses, and hats. The male and female narrators, Eric Campos and Devin Semrow, did impressive jobs telling the stories of the many people of Laramie. The rest of the cast also contributed enjoyably as they helped depict the atmosphere of the town and the events that led up to the murder.

I was fascinated at how the play not only showed that most of the community was affected by the death of Matthew Shepard, but also that there were still people like the Baptist Minister, played by Pablo Ayala, who believed that such deaths were punishment for someone who did not live a heterosexual life. This contrast was necessary in order to establish the concrete differences between religion and an evolving society.

During the 10 minute intermission, I overheard students around me complaining about the play, calling it "boring." Although I can understand how people might not



be completely enraptured by it, I felt that its hopeful message of people coming together for a cause is one that could make a difference in society.

But the play was not over yet. Would my opinion be valid?

The second half began on a quicker pace, and I was entirely curious about how it would end. They showed the townspeople, the nosy reporters, the victim's friends, the apparently regretful murderers; but what part of the community was missing?

Then I realized: the victim's family. Suddenly, the stage was split

in half. To the right was one of the murderers, played by Dakota Couty, standing in court as he awaited his sentence; to the left was a group of townspeople in church, humming "Amazing Grace." The audience was completely silent and possibly touched by this extremely sentimental part. Soon after, Dennis Shepard, outstandingly played by Abraham Mendoza, took center stage as he explained that though the loss of his son was irreplaceable and despairing, he did not want the murderers to be given the death sentence. The curtain fell, applause

rang throughout the auditorium, and numerous audience members gave the cast a standing ovation.

This incredible notion of forgiveness strengthened the play's message of hope in not only Laramie, but any community. Since these speeches and interviews really happened, the play emphasized how an unjust death could spark a worthwhile cause others could join. And because of this cause, it exposed the cruelty that others go through simply because of their different lifestyle.

Three Cent Cinema now showing

By Francessa Sanchez

"We don't know what our name means," said Sonny Buzdugan, Div. 922, current band member of Three Cent Cinema. "We were just talking and I said it, and everyone else was like 'Yeah, that's fine.'"

Buzdugan and a fellow band member Derrick Carriño (of Mather High School) left their old band, Street Pizza Music, to find newer members and a new, innovative sound.

"After Derrick and I split and our old band broke up, we began looking at some sounds that we both liked and started writing with a couple of friends. After we had a little material down and an idea of what we ourselves would sound like, we started to look for some real musicians," said Buzdugan.

In April 2008, Buzdugan and Carriño found their new members and began working with them, a lot of whom are from Lane. Troy Hoff, a graduate from Lane in '08, and Tom Casey, Div. 908. Sometime afterward, the band split again.

"Tom left for his own personal reasons and Troy left to go to college, and as much as we would have liked to hold him back, we couldn't," said Buzdugan.

Casey formerly served as the guitarist, and Hoff served as the drummer.

"I left because of contradicting styles," said Casey.

"Sonny and I both have charismatic personalities, and my style is more of a blues/classic rock/alternative while his is more pop/punk. We had clashing musical personalities. I think that Sonny's new bandmates are more compatible with him than I was," said Casey.

Casey is now a guitarist in the band, Altruistic.

"Since leaving Three Cent Cinema, I've written some songs of my own and discovered what kind of music I like to play. I don't think I'd ever play with TCC again, but I wish the best of luck to Sonny and Derrick and everyone else in the band," said Casey.

"Playing with them again would be really

cool!" said Hoff, now attending Northern Illinois University in DeKalb, IL.

"I'm no longer in the band because I go to [a] college that's like 60 miles away from where the practice space is, and coming in every weekend to practice or do shows wouldn't be very convenient," said Hoff.

After Casey and Hoff left the band, Buzdugan and Carriño again had to look for new members.

The newest members are also from Lane, and there are now a total of five in the band as opposed to the previous group of four.

Buzdugan serves as a guitarist, while Carriño plays drums. Nick Gallagher, from Lincoln Park High School, is the vocalist, Zach Garza, Div. 928 is a guitarist, and Sam Grady, Div. 929 is the bassist.

"I was coming back from a show with my old band Bronson and Sonny gave me a call saying he needed a bassist who was committed and could tear it up on stage. I didn't even think twice, and I said I was interested," said Grady.

Distance is still an issue for the band, but the members work hard to come together to practice and play gigs.

"There were some problems in the beginning because I live pretty far, but we got through it," said Grady.

The band does not have a regular place to play shows, but they still perform on a regular basis.

"We don't have a regular venue we play at, but we've done coffee shops, bars, and recently the Subterranean North and Olds Town. All the info about our band [and music] can be found on our Myspace [myspace.com/threecentcinema]," said Buzdugan.

After their gig at Old Town School of Music on Armitage, Emily, one of the hosts of the show, said she always enjoyed their music.

"I've been a host for some of their shows for years, and I just have to say that whenever I see them, they're always at their best," said Emily.

A drummer from another performing band said he also liked their performance.

"I don't know, they're pretty good. I'm



Three Cent Cinema impresses the crowd with their musical talent.

nervous to play, because I go after them right now [to perform]," said Edward Torrez, Div. 905.

Fans of the band come consistently to TCC's shows, both for the music and to support the band members.

"I love their music. It's really good, especially for a high school band," said Emily Loyola, from Oak Park.

"I thought they were really good. I've known their old band before, and their music's still good," said Ena Ibrakovic, Div. 906.

"I like them. Their covers are great, their originals are awesome, and I love the fact that they're so animated on stage," said Andrew Sellars, Div. 916. "They're such a stirring band, they don't look at their shoes the whole time they're playing. I give them a lot of respect for that, especially because the corner piece on the stage moved about a foot while they were playing."

"We usually get like twenty or more friends to come to our shows, and give us support," said Grady.

"Most of the people that come to our shows are from Lane, but we kind of have those set friends that come to every show. We can't thank them enough for coming out and

showing up to support us," said Garza.

"We love the fact that most of our friends come out and drive to like the middle of nowhere to see us play our shows," said Carriño.

All members of the band share responsibility for work that needs to be done.

"What I'm really happy to say now is that with the new band and current members, we all take responsibility in different aspects of the band. In previous bands it seemed to fall on me or the last one on me and Derrick, but this time, it's different and I'm really proud to say it," said Buzdugan.

The band members says that their musical style is unique from other bands, but their influences include the bands Blink-182, Red Hot Chili Peppers, Angels and Airwaves, Rise Against, Four Year Strong, and All Time Low.

"I feel that TCC provides a musical diversity to the Chicago scene. There are a lot of 'Pop Punk' bands, but I haven't found one teen band with our kind of sound, or stage presence. We really try to emphasize a great live show, and we want to make the people watching us have the most fun they possibly can," said Grady.

building monster MUSCLES

By Joanna Stepkow

Many Lane students, especially athletes, use various supplements to increase the effectiveness of their physical activity by increasing their lean muscle mass and burning fat.

"Most of my friends are encouraged to do their best in athletics even if it means pushing the limit of physicality," said Peter Theoharis, Div. 902. "[Many students] are encouraged to use supplements as a way of increasing strength and agility in any sport."

"I take it for sports," said Jory Novicki, Div. 932. "I play volleyball and basketball, and I know many people that use them for football and basketball."

"I played lacrosse and now I'm doing track and field as a thrower," said Theoharis. "But it's also my own personal goal."

Many feel pressure as athletes to use supplements.

"There is pressure," said Novicki. "To be better you have to get stronger. People will push you around if you are not strong."

"I do feel pressure, that is why I started lifting," said Evan Caughie-Petcher, Div. 916. "I also

started taking protein to get bigger for lacrosse."

However, most coaches at Lane claim they do not encourage their students to use any kind of supplements.

"I do not encourage them to use it," said George Stavrakas, coach of Girls' Varsity Volleyball. "If they come to me asking about different supplements, I tell them to go see a nutritionist, because they know more about it."

"I tried to steer my students into having a healthy diet and a regular healthy workout regimen," said Scott Eisenberg, former coach of Boys' Swimming and Volleyball.

"I do not encourage it," said Ethan Karolczak, Track and Freshmen Football coach. "There is pressure on student athletes to perform, but they can get better the same way it has always been: through hard work."

The supplement whey protein is very popular among students according to Theoharis.

The website bodybuilding.com reports that whey protein reduces stress,

increases immunity, reduces blood pressure, and prevents overtraining.

"I take whey protein powder

because it supports muscle growth," said

Caughie-Petcher.

"I have been taking whey protein for two years and I will probably continue until the end of the year," said Novicki.

"I take 185 to 200 grams of protein a day and I am satisfied with the results," said Theoharis. "I will keep on taking it and even increase my intake by 20 grams, because track is starting and I need to bulk up."

"During the summer I gained about five pounds a week, for all the weeks

I took protein" said Caughie-Petcher.

"I gain about two pounds a week," said Novicki. "But I don't weigh myself all the time."

Some students say protein may have side effects, but they are minor.

"Protein can hurt your kidneys if you take too much of it," said

Caughie-Petcher. "But it's not that dangerous."

"I took whey protein for about a month," said Danny Wasserman, Div. 932. "When I took protein over that period of time I did feel an improvement in my muscle growth, but it's just that it's too much of a hassle."

"I don't think there is such a thing as too much protein," said Novicki.

"I took whey protein for about two months over the summer," said Andrew Perez, Div. 920.

"I felt like I needed it every time I worked out, like an addiction."

Some students work out without any supplements and still get good results.

"I've been lifting for three years and have gotten a lot stronger with using almost no [supplemental] substances," said Wasserman.

Creatine is another supplement commonly used by Lane students.

who want quicker results.

"The fast way to get big is creatine," said Perez.

"I took creatine to gain weight for football," said Erik Bartell, Div. 904.

"I only took it for a month and I gained about 10 pounds [of muscle mass] a week," said Bartell.

"I have been taking a creatine carbohydrate blend for enhanced

delivery for four months now," said Theoharis. "It helps me gain more muscle mass, I gained 15 pounds."

"I took creatine to get bigger quicker," said Jeremy Olvera, Div. 926. "I didn't see any difference, but I don't think I used it [creatine] long enough."

Creatine works differently than protein does.

"Creatine shuttles nutrients into your muscles by swelling them. Water thus increases nutrient uptake and increases mass," said Theoharis.

The fact that creatine puts water in muscles makes some skeptical about the supplement's lasting

results.

"Creatine is just for volume. Body builders take it to put on muscle volume. If you stop working out you will lose your muscle," said Max Dzis, Div. 933.

"The reason I don't take creatine is that it pulls extra water into muscles," said Caughie-Petcher. "Heart is technically a muscle, and although it hasn't been proven that water goes to your heart, I'd rather be careful."

Supplements such as protein and creatine give athletes energy needed for a good workout.

"I have more energy with protein," said Novicki. "I also feel more aggressive; it is a mental thing."

"Aggression definitely comes with it [taking supplements]," said Theoharis. "So it is great having an alpha male attitude when I'm in the gym."

Protein, creatine, and other supplements can be easily purchased at various stores.

"I buy my protein at Export Gym and Tan," said Novicki.

"I get my protein at either GNC or The Vitamin Shoppe," said Caughie-Petcher.

All kinds of supplements can also be purchased online, from websites like bodybuilding.com, Prosource.net, and muscularmour.com.

Prices of supplements vary.

"Protein and creatine can both be expensive but you can get some for cheap," said Caughie-Petcher.

"A big tank of protein [powder] costs around \$45-50," said Novicki.

"Creatine is around \$45 and protein can be as cheap as \$22," said Theoharis.

More advanced athletes who want better results take a blend of supplements.

"I take Dark Matter, which is waxy maize, creatine, and carbohydrates mix," said Theoharis. "Dark Matter helps with recovery so I can train longer and harder. I also take BCAAs [branched chain amino acids], and whey protein like a lot of other people."

Use of supplements can also leave substances in your body which may require the use of cleansing products.

"Detox is a cycling product I take. It removes agents in your body that are artificial or if you want them removed from your digestive system through cleaning your liver," said a student who wished to remain anonymous.

Supplements can aid athletes or people who train on their own, but they have to be chosen carefully.

"Moderation is everything," said Theoharis. "Too much can be harmful."

"Aggression definitely comes with it [taking supplements]," said Theoharis. "So it is great having an alpha male attitude when I'm in the gym."

Lane coaches bring youth, enthusiasm

By Lauren Corso

Lane's athletic program strives to compete at its best year after year. Along with the success of a team comes the dedication of a great coach. Lane's coaching staff has been rejuvenated in recent years by young coaches who give an energetic edge to Lane teams.

All having high school athletic accomplishments of their own, these young coaches (who are just a few of Lane's many) bring their knowledge of the game and share it with Lane student-athletes.

Each was asked a series of sports questions (listed below). Their answers provide insight into their own sports influences.

Questions:

1. Favorite sports team? Least favorite sports team?
2. Favorite sports movie?
3. Favorite sports moment?
4. Favorite sports quote?
5. Sports coach you'd most like to emulate?
6. If you could be any pro athlete, who would you be?
7. What's your proudest accomplishment in your own high school sports career?
8. Favorite athlete? Most hated?
9. Cubs or Sox?
10. What is the best sporting event you have ever attended?
11. Name three sports figures (past or present) that you would like to have dinner with.



Coach Roof

Cross Country & Track

1. Favorite: Seattle Mariners/ Least Favorite: New York Yankees
2. Galipoli
3. 1995 ALDS playoff game. The Mariners beat the Yankees in their first playoff game ever.
4. "Real athletes do track. Everyone else is just playing games."
5. Bill Bowerman
6. A clean Lance Armstrong
7. All State track and cross country runner
8. Carl Lewis/ T.O
9. Sox
10. 1998 Golden League Track Meet in Paris
11. My uncle (high school football coach), Steve Largent, and Sebastian Coe



Coach Karls

Varsity Football

1. Favorite: Bears/ Least Favorite: Packers
2. The Program
3. When the 1980 US Hockey Team beat USSR in the Lake Placid Olympics.
4. "If you don't know how, I'll teach you. If you don't want to, I'll make you." -Pavel
5. My high school football coach
6. Mark Twight
7. Beating Hinsdale Central
8. Most Hated: Pacman Jones
9. Cubs
10. The Cubs game with Steve Bartman, I was sitting 3 rows behind him
11. Mike Ditka, Bobby Knight, and Dick Vitale



Coach LoGalbo

Varsity Boys' Basketball

1. Favorite: Duke Basketball/ Least Favorite: University of North Carolina basketball
2. Hoosiers
3. Michael Jordan's game winning shot in game six of The US Mens' Basketball Team winning gold in 1996 Olympics.
4. "Make everyday your personal masterpiece." -John Wooden
5. Coach K
6. Chris Paul
7. Being named as captain
8. Favorite: Michael Jordan/ Most Hated: Bill Lambeer
9. Cubs
10. Christmas Day 1990, Bulls vs Pistons
11. Coach K, John Wooden, and Jimmy Valvano



Coach Malstrom

Girls' Lacrosse

1. Favorite: Fighting Illini and White Sox/ Least Favorite: Indiana University Hoosiers
2. Miracle
3. White Sox winning the World Series.
4. "You miss 100% of the shots you don't take." -Wayne Gretzky
5. My high school Lacrosse coach
6. Tiger Woods
7. The first win being on the first ever Lane girls' lacrosse team
8. Favorite: Andy Roddick/ Most Hated: Carlos Zambrano
9. Sox
10. Center Court at Wimbledon watching Pete Sampras
11. Walter Payton, Lance Armstrong, John Wooden



Coach Jencius

Soccer

1. Favorite: Chicago Fire/ Least Favorite: Green Bay Packers
2. Talladega Nights
4. "Make it Work."
5. Coach Radlein
6. Mia Hamm
7. Being a three letter athlete (volleyball, basketball, and soccer)
9. Don't Care
10. Real Madrid v. Guadalajara at Soldier Field
11. Mia Hamm, Michael Jordan, David Beckham



Coach Radlein

Girls' Volleyball & JV Softball

1. Favorite: Cubs/ Least Favorite: New England Patriots
2. Space Jam or Happy Gilmore
3. When the Bulls won their sixth Championship
5. Coach Jencius
6. Jennie Finch
7. Receiving All-Area and All-Conference in softball
8. Favorite: Walter Payton/ Most Hated: Tom Brady
9. Cubs
11. Ernie Banks, Ryne Sandberg, Brett Favre



Coach Nguyen

Boys' Sophomore Soccer

1. Favorite: Arsenal/ Least Favorite: Any Chicago team
2. Caddyshack
3. 1991 Twins World Series
5. Arsene Wenger
6. Thierry Henry
8. Favorite: Thierry Henry/ Most Hated: Didier Drogba
9. Minnesota Twins
10. Game 3 of the 2003 NHL Western Conference Final (Minnesota Wild)
11. Rod Gardenhire, Arsene Wenger, Thierry Henry



Coach Stavrakas

Girls' Varsity Softball

1. Favorite: White Sox/ Least Favorite: Cubs
2. Hoosiers
3. Paul Konerko getting the final out in the 2005 World Series
4. "Move Along."
5. Bobby Knight, Jimmy Doogan
6. Any MLB player
7. Winning a City Championship
8. All girls' softball players/ Anyone who wears cubs uniform
9. Sox
10. Sox 2005 World Series
11. Bobby Knight, John Wooden, Ozzie Guillen



Coach Wasielewski

Boys' Basketball

1. Favorite: The Fighting Illini/ Least Favorite: Packers
2. Hoop Dreams
3. The Bulls last Championship game in 1998
5. Bobby Knight
6. Michael Jordan
8. Favorite: Michael Jordan/ Most Hated: T.O
9. Sox
10. Any Illini home basketball game (esp. during the 2004 season)
11. Dean Smith, Bo Schembechler, Lou Holtz

Wrestling pins hopes on young team

By Warrior Staff

Lane's Varsity Wrestling Team are three time defending Regional champs and have more City wins than any other athletic team at Lane. Their current record is 6-4.

"I think we will win City," said Matt Finnegan, Div. 173, whose current individual match record is 9-2.

The team's head coach, Mr. Miedona, agrees.

"First and foremost, I expect to win City every year," he said. "I consider Lane Tech to have a suburban wrestling program located in the city."

Much of this year's success is due to underclassmen. More than half of the varsity line-up consists of freshmen and sophomores. In fact, two of the athletes whom Coach Miedona thinks

have potential to make it to State are freshmen Maxamillian Schneider, Div. 281, and Nicholas Jankowski, Div. 285.

Jankowski is currently 8-1 and last year placed at State in the Kids' Division, the Illinois Kids' Wrestling Foundation (IKWF).

Schneider is undefeated at 10-0 and joins the squad without having any prior wrestling experience. However, he has practiced Judo since the age of six, is nationally ranked for his weight class, and has even won Gold in the U.S. Junior Olympics. He predicts a good season for the team.

"We have potential to win City, [and qualify] a few to state: [Justin] Cobb, [Pawel] Piotrowicz, and [Chase] Wilson. I hope I will [also]," said Schneider.

Aside from the underclassmen success, the team includes senior

Justin Cobb, Div. 936, who is a returning State qualifier. He made All-State placing 24th in the finals last year.

Players attribute this year's winning performance to an excellent coaching staff, who continually push players to their limits.

"[The coaches] all know exactly what they are doing, and do a good job of disciplining us," said Nedim Rakanovic, Div. 032.

"[The coaches] are the most laid back, but yet effective coaches that do nothing but their best to see us succeed," said team captain, Noel Harvey, Div. 901.

The team recently dominated Amundsen, 76-6, and are confident about their upcoming meet against Lakeview.

"I think we will win big," said Coach Miedona.



Wrestling captain Noel Harvey, Div. 901, locks up with an Amundsen wrestler in a match on Dec. 9.

Another major upcoming event for Lane's Wrestling Team is a tournament over winter break downstate in Lincoln, IL, where college recruiters

will be present. After finishing in the top 10 at this meet last year, Coach Miedona's goal for the team this year is to finish in the top five.



Boys' Swim hopes to make splash this year

By Warrior Staff

After recapturing the City Championship last year, Lane's Boys' Swim Team, under Coach Rummelhoff, is confident they will win City again this year.

The swim team has won the City Championship Title five out of the last six years and Rummelhoff is looking to qualify many of his swimmers this year for State. Only 35 individual swimmers representing their schools make it to the Illinois State Swimming Championship.

"This is an exclusive group of kids," said Rummelhoff. "We have four swimmers that have the potential to make it to state."

The four are seniors Stamen Tintikov, Alex Ruis, Diego Ledesma, and Joe Klontz.

Members of the team are satisfied with how the season is going so far, but believe they can get better.

"For me, personally, the season is going good but there is always a lot of room for me to improve," said Michael Podgers, Div. 033. "As a team I think we are very strong."

Swim practice goes from 6:15am until 7:30am four days a week, and the team has additional practice after school from 3:15pm until 5:30pm. The only other Chicago high school swim team that practices this often is Northside College Prep's varsity team.

"I hate the practice schedule because it is a lot of work; it takes up a lot of time and makes us really tired," said Podgers. "However, if we

changed the schedule we wouldn't be as good. It's a catch-22 situation, but we win don't we?"

Though the practice schedule is rigorous, Coach Rummelhoff is unsympathetic to swimmers who do not show up.

"If a student isn't dedicated, they won't stay on the team," said Rummelhoff. "Most students learn time management skills, and to stay on the team they have to maintain their grades."

The meet at Von Steuben last Wednesday seemed a bit amateurish to Coach Rummelhoff and his swimmers. The pool was only twenty yards long and had four lanes, while the Illinois High School Association (IHSA) uses standard pools that are twenty-five yards long with six lanes.

"We were allowed a limited number of swimmers and [Von Stueben] used manual timing," said Rummelhoff. "However, this was a good meet for the younger swimmers."

"I don't like [Von Steuben's pool]. The blocks were slippery," said Edwardo Macz, Div. 926. "My event was the 500 yd freestyle, so the shorter pool affected my time."

"Von is not a powerhouse, so we did not have much competition," said Podgers. "At the rest of the meets we will see some serious competition because they will be against stronger schools in standard pools."

With stiffer competition on the horizon and plenty more early-morning practices, Lane's Boys' Swim Team will have to continue its hard work and dedication if they are to accomplish their lofty goals for the season.

Track Teams look to run away with City, make dash at State

By Tony Zhou

Runners are pumped up as they start preparing early for this year's track season.

"We want to be in the best shape as soon as possible," said returning runner and captain of the Girls' Track Team, Natalie Reyes, Div. 914. "So when season comes, we can be ready to build upon that strength and become stronger."

Coach Roof, Head Coach of the Boys' Track and Field Team, has high expectations for the upcoming season.

"Our relays made it to State last year and they were juniors and sophomores," said Roof. "This year, they're going to try to place high."

"This year should be significantly stronger than last year," continued Roof. "Our top sprinters, mid-distance, and distance runners are all returning."

Many returning track members are eager to improve on last year's performance.

"Last year I ranked third in the City and fifth in State Sectionals," said Bridgette Jones, Div. 910. "This year I am looking for a better rank in City and State Sectionals, and maybe to even high jump downstate."

Several Track members have set personal goals to help the team win this year. Many have mentioned a strong desire to qualify for State.

"Since it's my senior year I just want to have that experience of running at State," said Shaheen Kazmi, Div. 920. "This is my last chance to get where I want to be, and I'm going to make it happen. I know that if I really apply and push myself during practices, this year is going to be the best one ever for me."

"My goal is to keep our team's City

Champion title by pushing myself as much as I can," said Citlali Arroyo, Div. 046.

"We will hope to defend the City title, and qualify as many people [as we can for] State," said Coach Karolczak, coordinator of the team's workout programs and weight training.

Track member Claudia Naykene, Div. 023, agrees.

"Winning City again will be great," she said, "but what would really make me happier is if as a team we qualified a lot of people and placed at State."

"Our season goal is to do damage at the State meet, or score as many points as possible," said Roof.

The secret to Lane's success in Track is no secret at all really.

"We're going to do this the same way we always have: dedication, hard work, and teamwork," said Michael Henry, Div. 905.

"There's always room for improvement," said Ashley Johnson, Div. 172. "We have been working even harder and [we are] prepared to bring it all."

"Although we lost some points last year," said Reyes, "I truly believe the girls will step up and increase the points."

Powerhouse schools East St. Louis High and York High School may be Lane's toughest competition this season.

"We will determine our success based on how we do against them," said Roof.

"We have a lot of potential," said Karolczak. "We have people who will work hard."

There will be two home meets later this year at Lane, one on March 26 and the other April 16. The team invites Lane students and teachers to attend and cheer on their athletes and friends.