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Bathroom graffiti leads to gun scare

LoBosco attempts to dispel rash of rumors.

By Daniel Castro
& Shannia Sumugat

A violent threat written in a girls' washroom and an outbreak of rumors led to confusion and heightened security procedures at Lane, Northside College Prep, and Schurz on Dec. 12-14.

On Tuesday, Dec. 11, the threat, which claimed an assault worse than the Virginia Tech massacre would take place at Lane on Friday, Dec. 14, was reported to Ms. Rice in the Discipline Office.

Consequently, only about 50 percent of Lane's students showed up to school that Friday, while Northside's attendance was closer to 10 percent.

"I saw the writing on the wall fifth period [on Tuesday] and figured it was a prank," said the student who reported the message. "I told Ms. Rice about it after seventh and they [closed off the washroom]."

Preventing anyone from entering, yellow tape covered the door while two security guards stood on each side of the entrance of the girls' washroom on the second floor by stairwell A.

A heavier security presence was visible the next morning.

"I had just gotten off from my ride when I walked through the parking lot and saw cop cars, which was unusual," said Estefania Reyna, Div. 872. "I had a gut feeling something bad was going on."

"Basically, every member of the staff made sure we had our IDs on and followed all the rules in the halls, which is an obvious change from the everyday," said Przemek Gaczol, Div. 877.

Rumors had already begun spreading that morning, even before official confirmation of any threat.

"I walked in the cafeteria and one of

my friends sat down with us and instantly said, 'There is a threat. Someone's bringing a gun to school,'" said Reyna. "Everyone was receiving texts."

An announcement was made during first period asking teachers not to issue any passes to students and making it mandatory for students to display their IDs.

According to the Attendance Office, many early dismissals were given on Wednesday after news of the threat.

That afternoon, police squad cars surrounded the campus while a Chicago Police Department helicopter patrolled the surrounding area.

Tension grew among students as rumors spread. During 4th period lunch a balloon popped in the cafeteria sending a large group of students stampeding to the opposite side of the lunchroom.

By Thursday, after local news outlets had picked up on the story, rumors began to swirl out of control on MySpace and via text messaging.

"I heard a gun was found in a toilet," said one MySpace poster.

"There were guns found in the girls' locker room and it is reported that there are more in the building," said one text message. "The threats are true! Forward this to everyone."

By Thursday night close to 200 messages had been posted in reference to the threat. Most of these were rumors that proved untrue.

"The story being on the news and rumors going around did more harm than good when it comes to those parents that did get scared for their kids," said Gaczol.

LoBosco shared similar thoughts.

"It wasn't really a story," said LoBosco. "Unfortunately Channel 7 chose



Ms. Rice, Head of Security, checks students for IDs as they enter Lane.

not to contact the school and ran with the story; and then all of the other stations followed."

Friday was no ordinary day at Lane. Nearly 2,000 students did not attend school while the ones who did were put under what many students and teachers were calling "airport-type security" just to get into the building.

"We had to open our bags, let them rummage around in them, then walk through the metal detectors; and then we got frisked by a cop," said Matt Siek, Div. 853. "It took 10 to 15 minutes to get in."

Many students who did not attend were kept home by their parents for safety reasons despite a recorded call from LoBosco reassuring parents that the school was safe.

The attendance office received many phone calls letting the school know that their son or daughter would not be attending school; a majority of these calls came from parents of underclassmen.

"I was told by my dad at breakfast that morning that I shouldn't go to school, so I abided and went back to sleep,"

said Goran Ciganovic, Div. 872.

Others viewed the incident as an opportunity to ditch school using the threat as an excuse.

"Not everyone [missed school because they were scared]; a lot of people took it as a day off. I did too," said an anonymous senior.

"What did they expect? Did they really think all us were coming to school?" said a message on MySpace.

Students who missed school as a result of the threat will be excused if they bring a note.

Others saw no potential for danger on Friday because of all the extra security precautions.

"This past week, security was pretty high and there [wasn't] much of a chance that something could have happened," said Gaczol. "This threat in particular was well managed. I felt as safe as ever."

According to LoBosco, there are leads as to who wrote the threatening remarks on the girls' washroom stall, but she would provide no specific information beyond that.

Taft threat leads to heightened security at Lane

By Brigette Arroyo, Samantha Ramos,
& Monika Janczuk

A gun scare at Taft High School on Monday, Nov. 19, led to Lane administrators strictly enforcing the policy that ID's should be visibly displayed on every student.

What led to the scare is up for debate as stories differ about what exactly happened.

According to Dr. LoBosco, who spoke with the Taft principal about the incident, students in a Taft class were given an assignment by a teacher about the Columbine shootings that occurred in 1999. This assignment, however, led to a discussion that caused some to worry. On Myspace, students jokingly made a fake plan to have a shooting at Taft, which would continue on to Lane.

This plan was also demonstrated in a video on YouTube.com. However, before many were able to watch the video, it was removed from the internet.

According to Sara Santiago, a junior at Taft, students in the class where the discussion took place

became nervous after a student, who she identified as an 8th grader in Taft's Academic Center program, made troubling comments.

"The guy asked the teacher, 'What would you do if I brought a gun to school?' and so I guess the kids in the class got scared and started spreading rumors," said Santiago.

"Some kids were talking about it at like a Dominican's and a parent overheard and called the police and the school," said Sarah Aniolowski, a senior at Taft.

Regardless of how the scare started, on Sunday, Nov. 18, word of the potential shooting spread among Taft students through emails and text messages.

Like many other Taft students, Giovanni Lara said he received text messages warning him not to go to school the following morning.

"My friend said that someone was going to bring a gun to school," he said. "At first I thought she was kidding, but later she called me and told me that it was serious, and not to go to school."

"Half the kids didn't go to school," said Aniolowski.

ki. "My friend called me at 11 and told me not to either."

Police searched all students that arrived to Taft that Monday morning. Coats, jackets, and book bags were checked through x-ray machines. Students were patted down, but no weapons were found.

News of the threat was relayed to Lane by 7:45. A special first-period announcement told Lane students they were obligated to wear their IDs at all times.

For much of the day both security guards and administrators patrolled Lane's hallways making sure students had IDs visibly displayed.

Though it is always mandatory for students to have IDs on in the building, the policy is rarely enforced like it was Nov. 19. Several students were sent to the ID Office to receive new or temporary IDs.

Although this incident was only a scare, Dr. LoBosco said safety at Lane could best be ensured by students policing each other by reporting any suspicious activity they know of.

"You have to keep us informed about even a hint of a threat," she said.

[See related story on Lane Security on Page 3].

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LaneJournalism@yahoo.com.

Ants go marching throughout Lane

By Anna Treesara

Although ants can be a small pest outdoors, they turn out becoming a colony of a problem at Lane.

Since the school year began, students have continually found themselves in the presence of ant clusters.

The most common place that students notice ants are in their lockers.

"[From] September to early November, I've had ants in my locker," said Mary Anne Reyes, Div. 928, whose locker is located on the fourth floor by stairway O. "It's not like I was looking at my books to make sure I didn't have ants on them."

"I left my laptop in my locker," said Tina Nguyen, Div. 931, whose locker is also located on the fourth floor by stairway O. "When I went to go take it out, ants were crawling out of the keyboard. I opened my CD drive and they were crawling in there as well."

Students have had to adjust to not being able to keep food in their lockers.

"So many students who have lockers on the fourth floor have had their lunches ruined," said Reyes. "They'd open them up and find ants crawling all over their food."

"I stopped bringing food and putting it in my locker," said Kelly Zhao, Div. 923. "But if I really want to risk it, I have to put it in a container or Tupperware."

"It's basically become a rule to not leave your lunch in your locker," said Viola Kochan, Div. 916.

"One time my friend left her sandwich in her locker. When she went to go eat it, it was infested with ants and she had to throw it away," said Rachel Steibing, Div. 904.

Many students strongly believe that the school is to blame.

"It makes me wonder if the school cleaned thoroughly enough before we came back to school," said an anonymous student. "I feel like the school didn't do anything because divisions on the fourth floor reported the ant problem this year, and nothing was ever done."

"I think one of the stronger causes of the ant problem is the sloppy cleaning," said Zhao.

"After finding out our school's infested with ants, I've become paranoid," said Thuong Pham, Div. 922.

"Sometimes I feel like they might be crawling up my leg."

Students find it aggravating to discover that ants have been all over their books and school supplies.

"Sometimes I'll be in my classroom with my books and I'll see ants crawling out of them," said Reyes.

"What's worse is I have to also see the dead ants in my book."

"I once found ants crawling on my bag in my Physics class on the second floor by O," said Steibing.

Even though the presence of ants were initially noticed in lockers, they have managed to end up in classrooms and other



Ants crawl on a water fountain on the fourth floor by O.

peculiar places.

Ms. Villa, chemistry teacher, has found ants crawling around in her classroom.

"I put marshmallows, which were used for one of my students' labs, in the top shelf of my cabinet," said Ms. Villa. "There's no food in my classroom or by that cabinet, but when I opened the bag, there were ants crawling all over the marshmallows."

Ants have been seen in water fountains on nearly every floor:

second floor by A; third floor by A; fourth floor by O.

"I walked out of my Spanish class to get a drink of water," said Gabrielle Williams, Div. 052. "When I bent down to drink, I saw two ants in the fountain. Then when I looked closer, there was a trail of ants leading up and out of the fountain onto the wall and through a crack."

Ants have also become a distraction for some students.

"There was an ant crawling across the overhead once," said an anonymous student. "At that point I wasn't paying attention or listening to my teacher."

Ants are not as bad as it gets though. Students have seen many other insects crawling around as well.

"I once saw a silverfish crawling on the floor in front of my desk," said Zachary Wiener, Div. 913.

A silverfish is about one half to one inch long and does not have any wings. Its name was derived from its fish-like movements and silver, blue eyes.

Although students feel that Lane is not doing anything to fix the ant problem, they have taken action by contacting pest management companies.

"We used to use Smithereen," said Dr. Lobosco. "But the Board of Ed said that we have to use Orkin. Orkin took about two months to show up and a lot can happen in two months."

Moment of Silence law has students speaking out

By Erin Wright

A recently passed law mandates a brief "moment of silent prayer" for all Illinois public schools. The law, passed on Oct. 11, was vetoed this summer by Governor Rod Blagojevich, but the Senate overrode his veto and voted 74-37 to support the moment of silence law.

Critics of the law call it a badly masked attempt to put prayer into public schools.

"Why we must mandate this is way beyond me," said Rep. Lou Lang (D-Skokie). "It's wrong from so many points of view... it may not mandate prayer, but that's what it's about."

Those who are for this law claim that this is simply a chance for students to have a "bit of peace and quiet" before the school day begins.

"They come into the school listening to their iPods... to just have a moment in a child's life where he or she can be guaranteed a moment of silence, we don't want to give them that?" said Rep. Monique Davis (D-Chicago).

The law calls for a mandatory

moment of silence or silent prayer at the beginning of every school day for Illinois public school students. Although it gives no guidelines as to how long the moment should be, or how it should be conducted, it is garnering a lot of controversy.

The opinion of this law at Lane is quite varied. Some students couldn't care less if there was a mandatory "quiet time" at the beginning of every school day, and think that the controversy over the law is much ado about nothing.

Some students are upset at this recent law, and others are absolutely for it.

"I don't think it's 'Big Brother'-ish or anything, but I do think it's kind of silly to force [the school] to do something [like this]," said Maya Sherma, Div. 871.

"I don't care. I mean, we already have the Anthem in the morning, so, we've pretty much

got our moment right there," said Emily Traub, Div. 870.

"I think that it [silent prayer] should be allowed, but I don't think it really matters... what really matters is that we're not prevented from praying

"I really do think that this is the government legislating religion," said Stacy Garcia, Div. 859.

if we would like to do so. It is a Christian's responsibility to make time [before or after] school to make time for God. Now, if you're saying [if the law should be] 'forced', well, I think it's fine," said Vanessa Vargas, Div. 873.

Others, however, are not so spirited about this law.

"I really do think that this is the government legislating religion," said Stacy Garcia, Div. 859, "I mean, the law literally has 'prayer' written in it... if that's not a violation of [the separation of] church and state, I don't know what is."

"It's the way the lawmakers worded it. If it has 'prayer' written in it... it shouldn't be put into a public school... it's like the Pledge

of Allegiance, I didn't say that in grammar school either, because I don't believe in that, why force me to say that in the morning?" said Alyssa Villegas, Div. 189.

"I don't think something like this would go over well at Chicago [high schools], especially at Lane, because it's so diverse. There are some who'd be gung-ho about it, for sure, but I'd be one of the many people protesting it if they tried to shove this down my throat," said Chelsea Bird, Div. 902.

Those opposing this law in the courts feel the same.

Rob Sherman, an "outspoken local atheist", has taken this law to the courts, with the argument that taking a moment out of the school day for prayer deprives students of instructional time, and that this is but another attempt at putting religion into a public institution. Even with all of the debate surrounding this law, it is still stuck in Illinois circuit courts.

A school in Evanston is refusing to abide by this new law, but cannot be penalized, because the act gives no guidelines as to how to punish schools that disobey it.

You put it where?!

Students say sneaking contraband into school is not difficult in spite of school security measures.

By Samantha D'Anna & Anna Chlopecki

BEEEEEEEEEP! The metal detector repeatedly buzzes as students walk through it into Lane before their morning classes. Students move sleepily onto the security table where they drop their bags for investigation.

"There is no point in walking through them," said Alexis Boin, Div. 906. "The buckle on my jeans could even set it off. Who am I going to hurt with a buckle? What are they trying to find by making us walk through those things every morning? It's just a waste of time."

Though Dr. LoBosco admits the metal detectors tend to go off for everyone, they're a helpful part of letting students know that safety is a priority of Lane's administration.

"I feel this is a safe place to be," said Dr. LoBosco. "In surveys taken every year an overwhelming amount of students say they feel safe."

Many students, however, are unaware what their classmates are carrying into the school, and how easily they're doing it.

"It is the easiest to get things in through the lunch room" said Indira Salgado, Div. 917.

"I sneak in lighters, alcohol, cigarettes, bud [marijuana], and pills all the time," said a student in Div. 917. "When you walk in you can easily put anything in your pockets and liquor in a water bottle. They never know the difference."

The techniques used to sneak illegal items into the building vary. The most obvious is to hide items in backpacks or pockets, but more covert methods are also used. Students have reported hiding weed in Altoids containers, bras, shoes, and even between their legs.

"I have gauges [earrings used to stretch earlobes] that you can unscrew and stash weed, coke, anything. They are made for it," said a student who wished not to be identified. "I've been caught with cigarettes twice, but there were no consequences."

Most students don't have to worry about hiding anything since a large majority of students do not get checked by security upon entering the building. Every morning the school is given a random search number. If, for example, that number is seven, every sev-

enth student is pulled aside to go through a security check. This is done in order to avoid student profiling when searching backpacks, and also because of the size of Lane's student body.

"If we search everyone every day, we estimate that the search would take three hours," said Dr. LoBosco, "so we do a random search."

"So far [keeping contraband out of Lane] has been good," said a security guard by door M who wished to be referred to as Miguel. "Of course there's always a chance something is going to be snuck in. It would be hard to search 5,000 kids."

An additional security problem is Lane's has off-campus lunch policy, which increases the opportunities to sneak anything in since Security does not search students re-entering the building at lunch.

LoBosco admits that there's no way to detect and stop every possible threat to the school, and says that the best security the school has is the students who should report suspicious things they see or hear.

Some students don't think much of the school's security measures, claiming it is very easy to engage in illegal activity without getting caught.

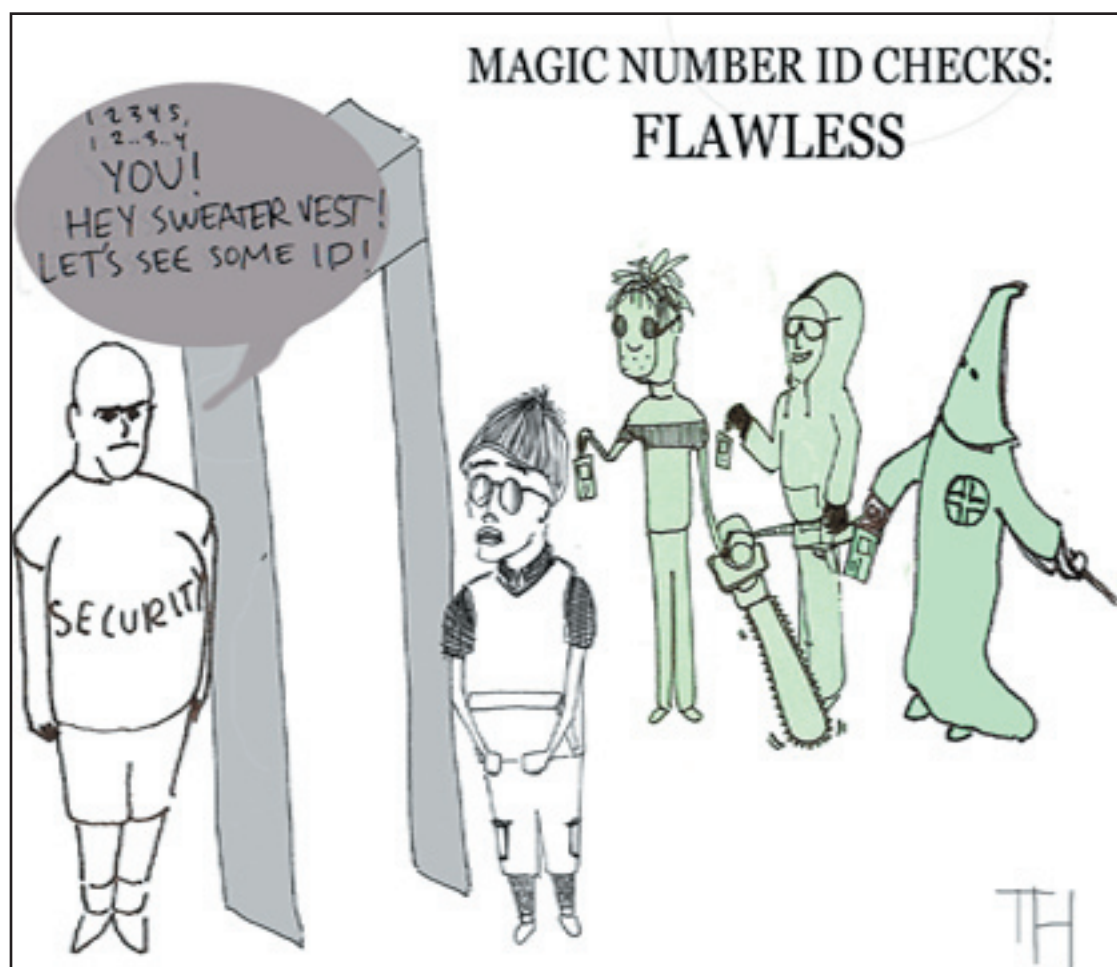
"I've bought [drugs] during class from the girl behind me," said an anonymous student. "Sometimes I smoke it during lunch periods or in the bathroom with a few people."

"I've only been caught with foil," [used to make a pipe for smoking marijuana] said a student that wished to remain anonymous. "They [police officers] checked my hair, shoes, and wallet for anything else that I might have had."

If students are caught with illegal items on school property, such as drugs, alcohol, or anything that could endanger another person, the consequences are severe.

"The marijuana is immediately given to the police officers. They [student(s)] are arrested immediately. Pocket knives: same thing happens," said Mr. Milsap, Assistant Dean of Students.

If students are even suspected of engaging in illegal activity, they can be searched by police officers stationed in the building. So though some students are finding ways to get around security, the risk they run is high.



Criminal activity a reality of city life

Statistics show violence is down. How do neighborhoods around Lane compare?

By Monika Janczuk

Violence has become an aspect of American culture that the media tracks like a spreading disease. Daily, the news covers incidents that result in assault, arrest, injury, and sometimes even death. Chicago is prone to all of these.

Even though Lane is located in one of the safer communities of Chicago, it is not the safest. According to Clear Map – a website run by the Chicago Police Department that tracks crime throughout the city – the North Center community, which stretches from Montrose to Diversey and from approximately California Ave. to Ravenswood, in the last 90 days over 683 crimes were reported to the site.

Keep in mind that this statistic only includes crimes that were reported. Among these crimes included two criminal sexual assaults, six aggravated battery charges, 25 drug abuse arrests, and 22 violent crimes.

Out of 42 surveyed students who live relatively close to Lane 36 said they feel safe in the neighborhood they live in. Be that as it may, there are exceptions.

"I always felt safe [near Logan Square] but my dad did get held up at gunpoint three times" [over the course of their residency in the community], said Kyle Durrón-Kerns, Div. 878.

"I know plenty of people who live in bad neighborhoods like Humboldt Park, Wicker Park, Bucktown," said Arissa St. Germaine, Div. 050. "They tell me about a lot of gang violence, drugs, prostitution, fights, shootings, and racism."

According to the Chicago Crime website, on Nov. 5 and 6, numerous crimes were reported, including criminal damage to a vehicle on the 3500 block of Claremont Ave, an armed robbery near 2800 W. Irving Park, and forcible entry and a burglary on the 3000 block of N. Rockwell. Do these streets sound familiar? They should; they are all within a one-mile radius of Lane.

From Nov. 1 to Nov. 13, seven burglary, nine larceny, two motor vehicle theft, three simple battery, four fraud, and seven vandalism incidents were reported in the Chicago Police Department's 44th Ward, located on Belmont and Western. Both Lane and DeVry are located in this ward.

There are six registered sex offenders that live near Lane. Four out of six of these men's victims were under 18 years-old.

However, the number of incidents near Lane and Taft is relatively small compared to other CPS high schools. For example, from Nov. 1 to Nov. 8, eight incidents, including simple battery, drug abuse, and vandal-

ism, were reported in front of or near Schurz High School on the Clear Map website.

"There's always gang-related violence or fights happening at Schurz," said Jackie Mendoza, a senior at Schurz. "All around the school cars are broken into or stripped. A week ago three cars were broken into around Waveland."

Austin, West Town, Humboldt Park, and West Englewood rank as the top four communities with the most crime incidents reported.

According to the FBI Uniform Crime Reports, violent crime offenses such as robbery, aggravated assault, and larceny have gone down by 3.4 percent from 2001-2005. However, murder and manslaughter went up from 448 reported incidents in 2005 to 468 in 2006.

According to the Checkerboard Chat, a website run by Chicago police, because half of all murders last year were gang-related, the police are stepping up efforts to enforce curfew laws and reduce gang-related violence by tracking down gang members who run open-air drug markets.

The decline in crime and violence is being attributed to strong community partnerships, aggressive violence reduction plans, and other strategies of the Chicago Police Department.

CPS credit available online

By Paige Grabinski

For students who need to make up a class, problems may arise if family vacations or money issues interfere with summer school. However, this stress could be relieved with the introduction of online courses that qualify as CPS credit.

Illinois Virtual High School (IVHS) is a company that offers online classes. It is a statewide program that the Chicago Board of Education has connected with.

"It's better than summer school. For summer school, you have to worry about getting up early and wasting your summer," said Samantha Smith, Div. 189, who is making up a U.S. History course with IVHS.

"What we're doing here is offering classes for enrichment if you want to learn something new, and some classes for recovery if you need to make something up," said Ms. Harris, mentor for IVHS students and history teacher.

IVHS offers recovery classes such as English II, III, and IV; algebra I and II, geometry, and calculus; biology, chemistry, physics, and earth science; and many different social studies classes.

IVHS also offers enrichment classes such as theater as literature, study skills, astronomy, biotechnology, oceanography, civics in cyberspace, and many more. These classes do not count as high school credit because they are not core classes required for graduation. Students take them because they are interested in those subject areas.

"The class got filled up before I could take it," said

Lizzette Cambron, Div. 940, who is taking psychology.

Lane approves which classes students are allowed to take. Only one class per student is allowed each semester so students still have to go to school.

Those who enroll in online courses have to attend a daily meeting during 9th period and be prepared to spend about 10 hours a week on IVHS homework. During the meeting, students can work on any homework they have for that class.

The lessons are self-paced and students can access them any time they want. Any necessary supplies for the lesson, such as headphones, are supplied by IVHS free of charge. The online courses are also free as long as the student passes. If a student fails, a \$225 charge is assessed for the course.

"The teachers are very interactive and they actually call home to check on you," said Mariah Williams, Div. 189, who has been in the IVHS program for two years.

"If you don't understand something, you can go back and read assignments. You don't have to worry about not understanding in class," said Smith.

"I think that online learning is the way of the future. If you have exposure, it'll be easier in college," said Harris.

"I would really be interested in taking an online class because it saves me a lot of time," said Hayley Carbonaro, Div. 857. "I can work in a quiet and comfortable setting, get my work done, and either learn something interesting or not have to worry about it at school."

To sign up or get more information on IVHS, see Ms. Harris in room 132 during 9th period.

Do ACT Prep classes really help?

By Dulce Arroyo & Noemi Villanueva

Although an extra course besides regular classes may seem overwhelming, some students are willing to take it.

Students had the choice to attend the ACT/WorkKeys Preparation Class during Zero period (7:00 a.m. to 7:46 a.m.) or ninth period (2:59 p.m. to 3:45 p.m.) between Nov. 5 and Apr. 11. They were divided into groups A through I, A being the group with the highest GPAs.

Students who chose to take the ACT Prep Class believe it can improve their test-taking skills and raise their scores.

"Reviewing and learning how to time myself does help," said Lisa Pienkos, Div. 929.

"I have only been taking it for a few weeks, but I feel there will be improvement [with my test-taking skills]," said Lauren Salas, Div. 917.

Other students haven't given the class such positive reviews.

"I think it's a waste of time because we wake up so early to only have 45 minutes of the class," said Maria Joyce, Div. 930. "It doesn't really help with the

math equations on the test; my actual math class can help me with that."

Senior Melanie Francia, Div. 874, took the morning class last year and struggled to stay committed to it, as did others in the class.

"[The class] started off with everyone being there, and gradually, everyone started not to attend," said Francia. "It was a dread getting there early in the morning and I missed a lot of them because of tardiness."

Ms. Bader, a counselor who runs the course, thinks that students taking the class have an advantage over those who do not.

"The ACT Prep Class offers students hints and strategies to help them score higher on the test," said Bader. "A vast majority of the kids improved their scores after taking the class for 20 weeks; there's proof in the scores that went up."

ACT Class teacher Mr. Hencinski said that although this is his first year teaching the Science section, he strongly believes that students have an advantage taking the class.

"If I had this class available 20 years ago when I took the ACT, I probably would have scored even higher than my [original] score,"

he said.

Regardless of whether students have taken the ACT Prep Class or not, there is evidence that the practice tests Lane students take earlier in the school year help improve their scores on the actual ACT in the spring.

"Most of the kids' [scores] do go up, whether they're in the class or not," she said.

Whatever the reasons, Lane's test scores have increased in most areas over the past few years. Last year's senior class had one of the highest ACT scores in Lane's history. Assistant Principal Mr. Choi said that Lane has recently met its Adequate Yearly Progress (AYP) in all subject areas.

According to the Illinois Board of Education website, The No Child Left Behind Act of 2001 requires all states to measure each public school's and district's achievement and establish annual achievement targets for the state. This is where the AYP goals come from. The overarching goal is for all students to meet or exceed standards in reading and mathematics by 2014.

College workshops prepare students for future

By Shannia Sumugat

Urban vs. City, tuition fee, list of majors, student life, school traditions, teacher to student ratio. These are just some of the factors that students look at when they choose a college. This is when College Workshop enters the scene.

College Workshop, sponsored by Mrs. Hanly, runs during all lunch periods every Thursday. It is designed to inform seniors about different things colleges offer that they might be interested in. It also helps them decide what kind of college they want to attend, as they examine topics like "Financial Aid," "Looking at small vs. big schools," and "In-state vs. out-of-state schools." It is a great opportunity for seniors to ask for help with their applications, essays, or any other part of the application process.

When it comes to tips, Mrs. Hanly emphasizes the importance of time management.

"I told my juniors last year that on spring break they should all be going on college visits and get that out of that way," said Hanly. "So they already have a set idea of where they want to go and they can start their applications right away."

Hanly also said that students can start requesting for transcripts as early as the first day of their senior-year.

"I find that when kids are rushing and certainly the kids who come here to get transcripts are doing it so last-minute that they are not getting post-marked on time," said Hanly. "Then they freak out. They are bringing it on themselves."

Hanly also discusses what college admissions officers look for in an applicant. Colleges want to see whether a student

has taken challenging classes all four years. They also look at the student's essay and recommendation letters from the counselor and teachers. Test scores are another important component. Colleges also look at extra-curricular activities in and out of school. Many colleges also try to diversify their student body by accepting more minorities.

"[College Workshop] is not a place that will tell you what college to pick," said Ibrahim Zaganjor, Div. 871. "But it is a place that teaches you about colleges, and what suits you best, so you can narrow your choices down."

Despite the information that the workshop provides, there is a low number of students showing up to meetings. This is probably because, by this time, seniors already know where they want to go, while some just forget or choose not to go.

"If we had it during my junior year, I definitely would have gone more because it was really informative and helpful," said Jensen Joseph, Div. 873. "It's just that I already have my colleges picked out before the workshop started."

Despite the low turnout, Hanly does not plan to cancel the workshop. In fact, she is planning on running them again in the spring for the juniors.

In order to get a head start, juniors can start searching through the college board website (www.collegeboard.com). Students can type in their preferences and interests. The site will then list all the colleges that suit them best.

It is never too early to search for colleges. Students can take the college application process one step at a time so it does not become overwhelming. Then, when senior year comes, they can enjoy it with less stress.

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Learning to give at Lane

Service projects teach students valuable life lessons.

By Sahar Shafqat

Service learning hour projects have significantly aided both students and the community in a compelling way.

The completion of 40 service learning hours is a graduation requirement for every student at Lane. Some students however, surpass the 40 hour minimum.

Enanna Sheena, Div. 925, has completed 219 hours and knows that she will continue to do community service in the future.

"People depend on you and it's kind of like having a job. I am helping out on my own time," she said.

Though many students complain about Lane's policy that requires them to serve, some are happy to do work that benefits the community.

"[Service learning] helped me meet new people, and communicate better, and develop my leadership ability," said Theresa Ward, Div. 160.

There are several clubs at Lane that offer students a chance to complete service learning hours. This includes Key Club, Student Council, F.R.E.E., Lettermen, and Greenspace, among others.

Key Club International, for instance, sponsors programs like the canned food drive, Toys for Tots, and the WTTW Call-A-Thon.

Daniel Tsang, Div. 914, is the second vice president for Key Club and has completed 476 service hours.

"I have learned to work with others in a group and how to be a good leader," Tsang said.

Although clubs and organizations at Lane gain popularity through offering service hours, the students are the ones who benefit the most. Studies show that students involved in service learning and volunteerism learn self worth, leadership skills, responsibility, and in some cases, go on to choose careers influenced by their service learning experiences.

"Lane offers so many diverse activities, and students who participate continue and keep learning," said Mrs. Coleman Parker, Service Learning Coach and Coordinator.

Many faculty members agree, saying that students who take advantage of such opportunities are building character while learning.

"Students are exposed to different experiences and become productive citizens," said Gene House, Service Learning Coach

for sophomores.

"[It is the] satisfaction of doing service voluntarily which puts life in perspective," said Dr. LoBosco.

Several community organizations have also benefited from service work done by Lane students.

Stephanie Wirkus, Div. 045, member of F.R.E.E., earned service hours by tutoring students at an elementary school.

"I helped out with first graders and that experience improved my interaction skills with younger children," she said. "They were so nice because they want me come back, so I definitely expect to do more [service] there. I liked teaching kids."

According to Coleman-Parker, the work done by Lane students also builds the reputation of the school.

"We are the biggest school in the city and state and according to CPS we're doing a great job," she said. "Whenever I receive phone calls from the non-profit organizations, they always have great things to say."

Many Lane students have participated in service learning projects sponsored by organizations not directly connected to Lane.

Some students have gone to New

Orleans with church and community groups to provide relief services to Hurricane Katrina victims by boxing up and passing out supplies.

Another Lane student traveled to China with an organization called "Bridging the World." There he worked for several weeks teaching English to children.

According to Coleman-Parker, students who do volunteer work learn a variety of skills, experience different settings, and develop a passion for what they are helping to accomplish. The indescribable satisfaction that students get is one that only comes from serving others.

"I personally feel that as educators, we should educate the whole student to have compassion for human beings," said Coleman-Parker.

Another Lane club that serves the school community is Greenspace, which focuses on helping the environment through a recycling program at Lane.

"I enjoy the idea of getting hours for doing a simple act," said Matthew Jordan, Div. 921, president of Greenspace.

Student members of the club collect recycle bags from classrooms and see that they are brought to the

appropriate recycling facilities.

"I feel better knowing that we are making a difference, even though it's a small step at a time," said Veronica Melecio, Div. 026.

The recyclers who volunteer after school hope that their work will inspire others to follow their example.

"People don't recycle much. Most people don't even realize there is a recycling program at Lane," said Alan Salazar, Div. 905, member of Greenspace.

Another club at Lane offering service hours is F.R.E.E. (Fighting for Relationship Equality through Education). Ms. Feuer, English teacher, is one of the sponsors for the club.

"Students get to do service hours but improve the school community as well," said Feuer. "Students feel empowered to make change; they can make a difference, one person at a time."

Some members of F.R.E.E. recognize the difference that they can make by doing service hours.

"Service learning hours teach you to help others in the community and do productive activities rather than waste time," said Amanda Foley, Div. 047, member of F.R.E.E.

Open House showcases school to 8th graders

By Melanie Johnson & Kamaria Woods

Eighth grade students from a variety of schools across Chicago attended Lane's Open House on Nov. 18, 2007. These students and their parents received a personal tour of the building by Lane's student tour guides and administrators.

Students in the National Honor Society, Student Council, and faculty were among many who provided these services. Dr. LoBosco said that the tour guides were very significant because they showed high school spirit, pride, and confidence in their school.

"The fact that they are here on a Sunday with an enthusiastic staff helps because they [the visitors] seem to pick up that type of non-verbal communication," said LoBosco.

So why is being a tour guide such an important job?

"I think they [eighth grade visitors] trust students a little bit more than reading from a packet, and this is what makes it such an important job," said LoBosco.

"Ninety percent of eighth grade visitors say they loved the tour guides," said Mrs. Hanly, head of this year's Open House and tour guides.

The beginning of the tour began at the new stadium with the assistance of Coach Rio and his volunteers. Next, the visitors were given a tour around Lane to see the extravagant paintings and artwork in the school, especially in the cafeteria.

Next year the tour is expected to be different by giving the guests more options. The students will be able to roam individually as they seek personal interests such as: the art rooms, science labs, and machine shops. They will be told where the off-limits areas of the building are. There is also a possibility that par-

ents will be given a personal tour during the school day to view an active learning day. These changes are being considered in hopes of creating greater appeal to both the students and parents.

"The first two hours there is a possibility to take [the visitors] on a guided tour and the last two hours they will be allowed to wander around," said Hanly.

"We pride ourselves in providing a very nurturing and academically challenging environment for all students," said LoBosco.

Lane has made many changes recently in an attempt to attract more parents and students.

For example, the school has added new electives and A.P. classes in every subject area except language. There are plans to add Latin and an Asian dialect to the language department and include A.P. Italian among the list of the AP classes.

With these improvements, the

admissions process has become more competitive as a result.

"The average acceptance [score] last year was 850 points," said Mrs. Hart, Director of the Admissions office. "Each year the total point requirement is different according to how well the group of students test. The application includes grades, attendance, and ISAT scores from seventh grade."

"We accept students based on merit, and instead of going for a set percentage we set certain standards on grades, attendance, seventh grade test scores, and the selective enrollment scores; and each year we tweak it," said LoBosco.

Last year, Lane accepted an average of 1,900 students to fill its freshmen class of 1,100. Many students did not choose Lane as the school of their choice so the number of students who actually enrolled was closer to 1,000.

"We accept 1,800 to 2,000 stu-

dents each year," said Hart. "All students do not accept the invitation. We probably were selected by more than 7,000 students last year."

So what is the process for selecting students?

"The committee is essentially the Principal, the Assistant Principals, the admissions director, and the head counselor," said Hart. "We look at the number of students who applied to Lane, how many choose us as their first, second, third, or fourth choice, and then we select the total score cut off that we will need to use to select our class for the fall."

High expectations are anticipated for Lane students and applicants. Events such as the Eighth Grade Open House allow prospective students and their parents to see the strong student body and devoted teachers that Lane showcases as it continues to embark on its 100th year of excellence.

Facebook finally blocked by CPS

Popular social networking site added to massive database of blocked sites.

By Crystal Lee

Before Nov. 14, students could log onto Facebook without a problem. However, now when a student logs onto Facebook while at school, a siren goes off. The student has attempted to access inappropriate content. The reason Facebook is blocked is because it falls under the category "Blocked Social Networking and Personal Sites."

According to CPS's Office of Technological Services, websites are identified through Websense software programs that classify them into different categories. Sites are deemed inappropriate if they fit into

one of the following categories:

- Adult Content
- Nudity
- Sex
- Gambling
- Lingerie and Swimsuit
- Racism/Hate
- Violence
- Weapons
- Hacking
- Personals/Dating
- Illegal/Questionable
- Tasteless

Sites that do not fit into one of these categories can still be blocked by analysts who work for CPS. This is apparently what happened to Facebook since it was

not blocked for the first couple months of this school year.

The Websense Master Database contains more than 3.5 million site postings, representing more than 800 million Web pages.

The database is automatically updated and about 25,000 new sites are added weekly. Teachers and other faculty can also request to have a site added to or removed from the database.

Before this can happen, however, a number of steps must be taken.

First, the staff member must e-mail the name of the website they want blocked or opened along with their reasoning for the request to the , who reviews the

content of the site. The request is then e-mailed to the Office of Technology Services, which tracks requests. If the request is approved, it is forwarded on to the Seven-Space Nuclio, a consulting group that blocks and/or opens sites for CPS by managing its Websense Database.

CPS does not keep records that permit identification of individual users' Internet usage. So any student who attempts to access a blocked site need not worry about being reported to some higher power and getting into trouble.

The fact that popular sites are blocked to students at school may leave them frustrated, but CPS is

required by law to do so.

The Children's Internet Protection Act (CIPA) requires K-12 schools and schools that receive federal funds to filter out unwanted Internet content. This includes all types of pornography and any visual depictions considered harmful to minors.

While many students are still able to access any site they want through the use of certain proxy servers that mask the content of the site being accessed. These proxies - when discovered - are added to the Websense database, rendering them ineffective. Students then find new proxies, and the battle continues.

Club name change leads to controversy

By Felicia Diaz

Controversy arose at Club Day this year between the Gay Straight Alliance and the Straight Path to Christ, a Christian-based club. Some students thought the name Straight Path sounded like an anti-gay message.

The Straight Path to Christ was originally known as All For Christ. The club just changed its name this school year.

Vanessa Vargas, Div. 873, Straight Path club president, said that the club changed its name in order to get a fresh start. She said that it was not intended to cause controversy or for anyone to be insulted. According to Vargas, there was a variety of name choices they considered, including Revolutionary Legacy and Jesus Freaks. The club's members voted, and the name Straight Path to Christ won.

The new name was made public on Club Day. Several students found humor in the fact that the Gay Straight Alliance's booth was located directly behind Straight Path's.

According to Vargas, when Erin Wright, Div. 859, club president of the Gay Straight

Alliance, approached her with questions about the name change, she realized some students might take the new name the wrong way.

Vargas said the phrase "straight path" is found in the Bible several times, and she knew some students would recognize this and be intrigued. Spreading messages from the Bible is an important part of the club's goal.

"If I could sum up the group's goal in one sentence, it would be to help people who really want to know God reach that point of knowing and understanding Him more through their relationship with Jesus," she said.

Both Vargas and Wright admitted that arguments have occurred between members of the two groups. Wright said the Gay Straight Alliance discussed the issue at a club meeting.

"Twenty-five of us talked about it, and it was a very small percentage of people who felt it had an anti-gay message," she said. "I don't believe it was a personal attack."

Wright also said Mr. Valderrama, English teacher and sponsor for the Gay Straight Alliance, thought that it was just an old phrase that has been used for years.

"I recognize that there are Christians who don't know the word of God, who judge, which is wrong," said Vargas. "I know that Jesus came to save and not to condemn. God loves everyone. He just doesn't love their choices."

Wright said that the Gay Straight Alliance has a goal to be a social club that discusses experiences and unites people; and that despite the minor arguments and brief controversy, the two groups are not at odds with each other.



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Senate turns down a DREAM

By Yasmine Ramirez

After high school, the majority of Lane's students wish to seek further education. Unfortunately, many of them are illegal immigrants who have to go around the law or seek different options due to their citizenship status. It's not as easy as applying to college and sending a transcript.

The DREAM (Development, Relief and Education for Alien Minors) act, a bill proposed in Congress to become a law, gave a sense of hope to students all over the country. The bill would grant residency to those that migrated under the age of 16 and entered the U.S. five years prior to the legislation.

On Wednesday, Oct. 24, the bill was voted down in the U.S. Senate by a final vote of 52-44. It needed 60 to advance.

Students and teachers throughout Lane were disappointed that the bill did not pass.

"I'm upset because I have family members it could have helped," said Celicia Shand, Div. 881.

Students have expressed that not being a citizen or resident is somewhat frustrating because they do not get the advantage of applying for financial aid.

"My sisters don't get any financial aid. My parents pay for everything from tuition to books," said Sorsha Urquiza, Div. 874. "Students should be able to study wherever they want. An immigration problem shouldn't stop them."

On the other hand, there are students who disagree with the bill and believe it is wrong to allow college admission and scholarship money to those who are illegal.

"My mom applied for a visa and came in legally," said an anonymous source. "My brother applied for a visa five years ago and was denied. So why couldn't they just do it legally like us?" What the student is implying is that it is not easy, but possible, to come to the United States legally.

There are also students who do

not know what side to choose.

"They should come here legally," said Iwona Takuska, Div. 877. "They should stop illegal immigrants but those that are here let them go to school."

Several Republican politicians have argued that the bill would be "the wrong direction" because it would be rewarding illegal behavior.

"This would be to signal that once again we're focused on rewarding illegality rather than taking steps necessary to create a lawful system," said Senator Jeff Sessions, Republican from Alabama (quote from MSNBC.com).

Immigration is a topic that can either make or break politicians in presidential debates. Some people feel that candidates fear the reaction of the public or their opposing candidates.

Many argue that because some immigrants are illegal they should not be rewarded for their "wrong doing". Some say the system would be putting others aside and moving those who haven't done things legally in front. Others argue that taxpayer's dollars should strictly go to those who pay taxes, American citizens.

In an editorial, Jill Chapin writes a letter about the bill to Illinois Senator Barack Obama, stating reasons why the DREAM act should not be passed. Chapin wrote: "the United States simply cannot educate the world," and ends the editorial by with: "If you hope to win the nomination for President of the United States, then you shouldn't be campaigning for President of North America." The editorial can be found on FogCityJournal.com.

The bashing continues at presidential debates when views on immigration are questioned.

"Right now, with the anti-immigrant climate in our country, very few of our Congress people had the guts to stand up for these kids," said Mrs. Flanagan, a literature teacher at Lane. "[These are] kids who never made their own choice to immigrate and have worked

hard here since they arrived."

Despite all the controversy surrounding the bill, several students are unaware of its existence.

"They should get more support and people will unite in the end," said Dalila Padilla, Div. 881. "Some people don't care or don't know about it. If there were more commercials, more advertisements then more people will be aware."

There is a student at Lane that was aware and went to Washington D.C. this past summer to march in support of this bill. Three students from the Erie Neighborhood House, a non-profit organization that offers tutoring and guidance, marched in Washington D.C. and say it was an experience that they will remember for a lifetime. There they united with students from all over the country that had wished and hoped for a possibility to study here and gain support from our government.

"I'm going to end up leaving [Chicago] due to the lack of financial aid provided to undocumented students," said an anonymous student. "I don't think [it is fair] that, because I don't have a social (security number), my skills and talents are being rejected."

This student has lived in Chicago for 14 years and vaguely remembers what home was like where she came from.

"I have grown to see this country as a home and yet it doesn't want me here because of those nine digits."

The student plans on moving back to Mexico shortly after she graduates at the end of this school year. It was a decision made by both her and her parents because it would be easier financially and because her parents miss their home. Her two older siblings moved to Mexico after they graduated from schools in Chicago. Although the family will be together again, the student says she wishes she could stay at what she calls her "home".

Lane does not keep record of the number of illegal students within the school.

With Lane's diversity, it is safe to say that a good number of the students at Lane either feel that illegal students should be granted residency or do not feel comfortable saying how they truly feel. The students that are willing to talk fear the opinions of other students and the way they will be looked at in the hallways.

Activists believe that the DREAM Act will eventually be passed through Senate. Those who believe say it will give an opportunity to better the future of those non-resident students who wish to study beyond a high school classroom.



People rally in support of the Jena Six.

Jena Six gain support

By Monika Janczuk

A tree in Jena, Louisiana is the root of legal trouble for six Black students after racial tensions escalated into a fight.

On Sept. 1, 2006, three hangman's nooses were found hanging from a tree on the Jena High School campus a day after a Black male student sat under it. He was fully aware that it was the "white tree" because usually only white students sat underneath it, mainly during lunch.

The nooses were discovered and removed by 7:15 the next morning. When three white students were found responsible for the act, school administrators recommended expulsion, but LaSalle Parish Superintendent of Schools Roy Breithaupt disagreed. Instead, the students were given a three day in-school suspension.

The escalating racial tensions between black and white students at the school soon led to violence.

On Dec. 4, 2006, 17 year-old Justin Barker, a white student at the school, was struck on the head and knocked down by six black students.

Robert Bailey Jr., Mychal Bell, Carwin Jones, Bryant Purvis, and Theo Shaw, all between 16 and 17 years old at the time, were charged with attempted second-degree murder. Jesse Ray Beard, 14 at the time, was charged as a juvenile. The students were soon dubbed "the Jena Six."

As the story gained national attention, Americans, including Lane students, found themselves protesting the charges the students faced.

People began to question why the boys involved in the noose-hanging incident were only given suspensions and boys of the Jena Six heavier charges. After all, hangman nooses were a symbol of hatred of the Old South and lynchings by the KKK, and could have been considered a hate crime.

Mr. Williams, a Computer Tech. teacher at Lane helped raise awareness of the Jena Six story by distributing and posting flyers from the Color of Change website that encouraged students to wear black on the National Day of Action on Sept. 20.

"People didn't really know about [the Jena 6] incident until [recently]," said Williams.

Government data shows that black students are disciplined more than any other ethnic group for similar offenses, according to Howard Hitt, a Chicago Tribune senior correspondent.

In 21 states, including Illinois, the percentage of black suspensions is more than double that of the student body; on average, black students are suspended and expelled at nearly three times the rate of white students. This is not due to worse behavior according to Hitt.

However, most students do not think racial tension or segregation is a problem at Lane. Of 300 surveyed students, only 16 said they believed Lane to be segregated.

"All different ethnicities join sports and clubs, and [students] become friends [based on] similar interests rather than race," said Angela Dyrda, Div. 850. "I think everyone gets along because the school is so diverse."

So what happened to the Jena Six?

Mychal Bell was initially charged with attempted murder in Dec. 2006. Many people thought Bell was unfairly tried in a white-dominated town with a history of racial tensions. Later, charges were dropped to aggravated second-degree battery, and on Jun. 26 Bell was found guilty by a six-member all-white jury. He faced up to 22 years in prison. On Sept. 14 a Court of Appeals judge ruled that Bell could not be charged as an adult. After being released, Bell was sent back into custody for violating probation for previous charges.

On Dec. 3, three days before Bell's rescheduled trial in juvenile court, he pled guilty to a juvenile charge of second-degree battery and accepted a plea agreement that would result in his spending 18 months in a juvenile facility and given credit for the 10 months he spent in custody. Bell's attorney advised him to accept the bargain because he thought the judge would have sentenced him to more than 18 months due to the abundant amount of evidence against him.

The prosecutor, LaSalle Parish District Attorney Reed Walters, appears anxious to settle the cases for the other five "Jena Six" boys due to political pressure, including from the Louisiana governor. Walter hopes to have all the cases settled by early next year.



People marching in Washington D.C. hold a sign that reads in Spanish "United without borders, support the DREAM Act."

Sleep simply a nap for many

Caffeine-fueled students roam the halls of Lane.

By Daniel Castro

Blame homework, an after-school job, or MySpace; the fact of the matter is that many students are getting by on almost no sleep whatsoever.

"I pull one or two [all-nighters] per week," said Theo Zajler, Div. 859. "I don't want to fall behind in class."

"You are never alone when you stay up late at night. There is always at least one other person going through the same thing as you," said Przemek Gaczol, Div. 877.

Other students rely on caffeine-loaded drinks just to make it through another day.

"I was living off four cups of coffee and two energy drinks so my body was jittery, but my eyes were tired," said Theresa Medina, Div. 862. "I felt kind of sick."

This takes its toll not only on students' health, but also their academic performance.

"Lack of sleep has a direct effect [on school performance]," said David Kucher, Div. 903. "I fall asleep in class, but not all teachers let me."

Most students said that they get between four to seven hours of sleep during the regular school week, even though the Mayo Foundation for Medical Education and Research recommends that students get more than nine hours of sleep per night.

Demanding courses and after-

school jobs are reasons why many spend more hours awake than hours asleep.

"I had a lot of homework and I wanted to finish applying for a scholarship," said Medina. "It was an overload."

"After I do my errands, I end up getting home late and I still have to do my homework," said David Caburnay, Div. 907.

"Students are tired," said Mr. Frank, U.S. History teacher. "They work many hours after school and come home late to do homework."

Other teachers seem to agree.

"[Students] are not as engaged. They stay up until the work is done," said Mr. Chochola, Latin teacher. "It detracts them from enjoying the subject."

Sleep deprived students might actually put themselves and others in danger by just coming to school.

"When students drive to school, accidents may happen because of slowed reaction time," said Pawel Szeliski, Div. 882.

The Centers for Disease Control and National Highway Traffic Safety Administration find that while drunken driving crashes continue to decline among drivers under the age of 25, crashes due to drowsiness and fatigue do not follow the same trend.

Some students have learned to deal with limited sleep, as tough as it may be.

"I'm used to the lack of sleep," said Brian Lopez, Div. 882. "School has messed up my biological clock."

"It's a problem. Every student has a much higher potential than what is being reached, and that's often a result of sleep deprivation," said Gaczol.

Sleep deprivation appears to be a more prevalent issue nowadays as compared to the past. Many studies conducted by independent organizations suggest that modern technology distracts students and gets in the way of a goodnight's sleep, commonly referred to as "junk sleep."

"I'm sure past generations were much more disciplined," said Gaczol. "Causes definitely include TV and the internet."

"I had some [all-nighters] in college, but never in high school," said Mr. Frank.

Sometimes "all-nighters" are unavoidable in order to keep from falling behind in class.

"I would hate to have to wake up even earlier than I usually do just to do homework first thing in the morning," said Mike Sacha, Div. 877. "The last thing I want to think about at 6:30 am is homework."

"It is an inhuman feat of strength," said Zajler, referring to all-nighters. "Sleep just gets in the way."

Product	Serving Size	Caffeine Per Serving (mg)
 Red Bull®	250 mL (8.2 oz)	80
 Rockstar®	473 mL (16 oz)	160
 Brewed Coffee	240 mL (8 oz)	135
 Coca-Cola®	355 mL (12 oz)	34
 Caffeine Pills	1 tablet	200
 Jolt Gum®	1 piece	80

What's keeping you "running"?

Caffeine is the way to go for many students not getting enough sleep.

"America runs on Dunkin'" might not be as absurd as some might think; 90 percent of Americans consume caffeine on a daily basis according to the Mayo Clinic, making it "the most popular behavior-altering drug." They say that 200-300 mg per day is not harmful, but going over that might lead to undesired side effects such as restless-

ness, anxiety, sleeplessness, and abnormal heart rhythms. Consuming more than 500 to 600 mg a day is considered "heavy caffeine use."

Students should get the recommended hours of sleep, but those who cannot depend on caffeine to make it through the day. Above are just some of the most popular caffeinated products according to students for when "sleep just gets in the way:"

Time for Lane to get some new clocks

By Chakira Hamilton

In almost every movie centered on high school life, students are shown staring at the hands of the classroom clocks, impatiently waiting for the bell to ring. At Lane, students can stare at the clocks as long as they like. It probably won't do them any good since many of Lane's clocks do not work properly.

"It drives me a little crazy when I look at a clock during 4th and it always says 7:32," said Maya Sharma, Div. 871. "Sometimes the clock goes crazy and makes weird noises, sometimes its slow and sometimes it doesnt move at all."

Many students are not greatly bothered by the incorrect clocks. Some find them to be an amusing

distraction from their busy schedules.

"Sometimes when I'm in my health class the clock just randomly decides to go through an entire hour in like 40 seconds," said Darian Despenic, Div. 151.

However, even students who do not mind the strange clock functions agree that it is a little odd.

"I just don't understand how a school that can afford to have comfy velvet [auditorium] chairs can't afford to fine tune their clocks," said Despenic.

Although these specialized clocks

- which have to be specifically designed to fit the school's synchronization system - do cost about \$120 dollars each, the issue is not completely financial.

"There's a ton of things that could be wrong. The clocks are old, the wiring behind them is old. A while back there was a power surge, so there may be a shortage of electricity for them," said

Mr. DeRoss, Director of Building Operations.

In an attempt at solving the clock problem, DeRoss, ordered 10 "test clocks" from a new company.



A clock at Lane reads 5:34 during school hours.

Unfortunately those clocks are not working either, which suggests a more technical and possibly more expensive problem.

"We're working on solving the problem," added DeRoss. "But like any problem, it will take time to solve."

Not everyone, however, is so eager for a solution.

"Some teachers [like having] the clock at the wrong time so the students don't pay attention to it and pay more attention to their class work," said Agnes Pikul, Div. 850.

"I've got my watch to keep the class on track," said an anonymous teacher. "Students need to worry about their work, not what time it is."

But for many students, knowing exactly when the bell will ring is important.

"People even get mad when the bell rings because they have their class work spread out on the desk and not packed up, which causes them to run a little late to other classes," said Maria Murczek, Div. 034. "Getting a personal watch might help, but it's hard to set up your watch to 'Lane time'."

Several teachers agree.

"One of my teachers complained about it," said Despenic. "They gave her a new clock, but that one still doesn't work. Another one of my teachers just bought his own clock. It's smaller, but at least it's right."

Ms. Pacer, history teacher also bought a clock for her classroom.

"I think the students should have working clocks," she said. "Sometimes they genuinely need them."

ppl txtin 2 much @ lane?



An unidentified student hides her phone behind her bag as she texts a message during class.

By Delaney Savoie,
Nancy Carrera, & Kristine Tan

There was a time when teachers had to worry about note-passing in class. This trend, however, has become a thing of the past. Now, students have upgraded and communicate through text messages.

With technology continually improving, cell phones are now capable of high-tech features such as internet access, cameras, and, of course, text messaging. Many students find themselves becoming textaholics, addicted to being constantly in contact with others.

"I think [texting] is [becoming the dominant means of communication], said Lazaro Suarez, Div. 862. "A lot of kids are approaching phone purchasing with text orientated mindsets. It's a lot more discreet, everything is to the point, and you can look at what you say before it's sent."

For teachers especially this new quick form of communication is beginning to become a nuisance in the classroom.

"It's a new plague," said Mr. Gagliano, English teacher. "I don't understand the necessity or the need to be in constant contact through little notes."

Nevertheless, texting in class is becoming commonplace and students are developing new techniques to keep it hidden.

"My friends put their phones in front of their backpacks so their teachers can't see it," said Kath-

ryn Cardo, Div. 039. "And they make sure they keep looking up at the teacher so they won't be suspicious."

"I tend to take my phone and text behind kids bigger than me because they block me," said Sandy Mai, Div. 040. "I see some people pretend to go through their backpacks, but [are] actually texting a friend."

"I sit all the way in the back, so the teacher doesn't really notice me. I can just have my cell phone out on my desk and text," said an anonymous junior.

Other methods include pretending to read and hiding the cell phone inside, under, or to the side of the book. Also, students hide their cell phones under their desks or keep them in their laps. Other people have their hoodies or jackets on the desk and hide the cell phone underneath it. Some just reach into their pockets and text without looking.

"You can guess where the letters are in the phone because the number five has a little bump and the letters for that number are: J, K, and L. So, you can direct yourself from there and guess where the other letters are," said an anonymous senior.

Although several teachers are unaware of the amount of texting going on at Lane, others make sure that no students are able to get away with it.

"I catch students a lot more often than they know, almost every

other day," said Mr. Hayden, machine shop teacher. "If I'm lecturing and I see someone texting, [the cell phone] is mine."

"[Texting in class] probably [occurs a lot at Lane]," said Gagliano. "I don't notice it that much, but that doesn't mean it's not happening."

"I have suspected students texting in my classroom, but have never seen a phone out," said Ms. Jennings, English teacher. "Regardless, I remind my students of the school policy, which I personally enforce in my classes."

According to the Lane student planner: "Use of cell phones in the building during school hours is strictly prohibited. Phones must be kept off and not visible. Students in violation of the cell phone policy will be disciplined. The first violation will result in five after school detentions and confiscation of the cell phone for seven days. A second violation will result in a three day out-of-school suspension."

It is difficult for the school to enforce this rule, however, when the teachers don't participate in doing so. Although many teachers are obviously against the use of cell phones during their class period, many believe that this rule is unfair to students.

"I think the rule is too harsh. When I see a student texting, or if a phone goes off in class, I just ask them to put it away," said an anonymous teacher.

"Generally, [for cell phone use] it's a three-day suspension and I don't want them to miss three days of school," said another anonymous teacher. "However, if it's a repeat, then I do something."

Not only do teachers believe that texting can be disruptive to the class and therefore disrespectful, but also potentially a means of cheating.

"You're not supposed to have cell phones; you must follow the Lane policy," said Mr. Jimenez, a Spanish teacher. "If you are text messaging someone [during class], it is so disrespectful, and I can't let that go."

"Texting is bad," said Mrs. Burrows, a math teacher. "How do I know [students] are not texting their friends from another period the answers?"

Students could easily send answers to several friends as cell phones allow messages to be sent to hundreds of people with the push of a button.

"For the holidays, I make one greeting message and just forward it to my entire phone book," said Cali Gannon, Div. 861.

Not only are students able to forward greeting messages such as this but news about more serious affairs is also spread this way.

Several students claimed to be aware of the recent death of Mr. Jones only a few hours after it had happened. Many found out via text message. Soon after, a memorial text was being forwarded throughout much of Lane's student body. Additionally, news of the threats at Taft in November was forwarded among students, some warning them not to go to school.

"It started by a teacher showing Columbine clips to students at Taft," said Dr. LoBosco.

"Through text messaging, the story evolved into stating that there were going to be shootings at Taft."

One text in particular was received by a Lane student stating that there were going to be shootings at Taft

"and maybe at Lane too. Haha." Although this text was a joke, some students took it seriously, which is why Lane administrators took extra precautionary steps.

The quick and exponential spread of text messages, regardless of whether their intentions are good or bad, makes them undeniably effective.

"When it comes to getting a message to somebody or communicating as soon as possible, we seem to be relying on texting; knowing that calls cannot always be taken and that texts are sure to get through, whether immediately or eventually," said Przenek Gaczol, Div. 877.

Students claim texting is popular for several other reasons as well.

"I like texting better than phone calls because then there are no awkward silences," said Gaczol. "You can say whatever you want and it's easier to receive the reaction; or if someone texts you that you don't want to talk to, then you don't have to deal with them."

"[Texting] is easier because sometimes you just want to know one thing and not necessarily carry on an entire conversation," said Danika Marciano, Div. 879.

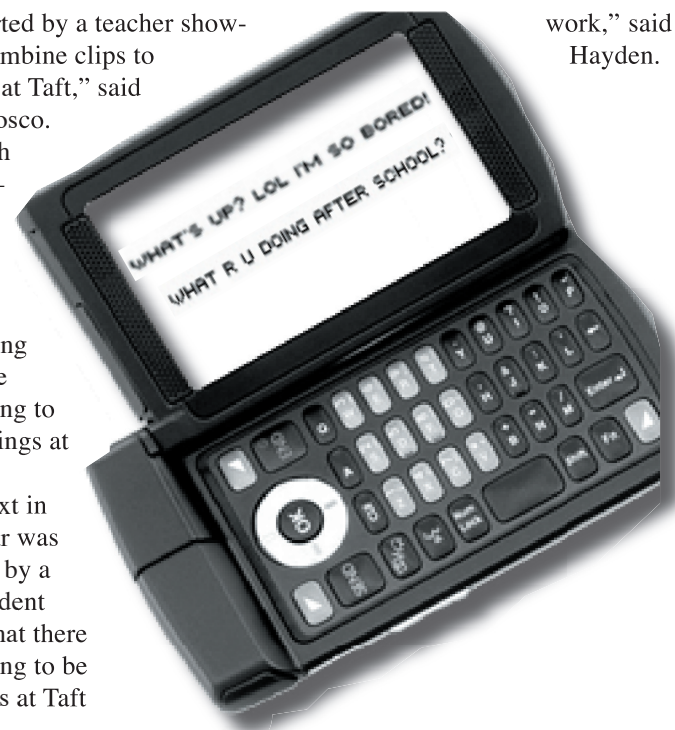
Another reason for texting is simple entertainment.

"People usually text in class because it's boring," said Cardo.

"I have nothing better to do in class," said Raqual Butancourt, Div. 855.

Not surprisingly, teachers seem to disagree.

"It's amazing how many kids will not forget to bring their iPods and cell phones, but they do forget their homework," said Hayden.





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Students looking to the stars for answers

By Anna Treesara

People tend to look to friends and family for guidance, but some choose to allow the positioning of the planets, stars, sun, and moon - better known as astrology - to influence their actions and opinions.

Astrology is used to form horoscopes, which are daily predictions that differ depending on someone's date of birth.

Although many believe horoscopes are for entertainment purposes only, people still refer to horoscopes for much more than mere amusement.

"It's definitely good advice for people who struggle with making decisions or are just looking for guidance," said Patrycja Antuszevska, Div. 925.

"Even though sometimes it sounds crazy, I can always try to relate it back to my life," said Alex Ruiz, Div. 904.

"It's fun to read once in awhile," said Stephanie Mora, Div. 921. "When it comes true, it makes me want to read them more often."

"It gives me a sense of what to expect," said Megha Shah, Div. 923. "And if possible, I try to change what's expected to happen."

Some male students enjoy referencing horoscopes for advice on girls.

"I believe that a lot of the stuff that you read on there can be used as a pick-up line," said Tony Zhou Div. 925. "For example, if it says, 'You will find true love on your doorstep'."

"If I were reading it for advice on girls, I would find out their sign to see if we're compatible or not," said Reynaldjay Santiago, Div. 910.

People can easily access horoscopes on commonly used websites such as Yahoo, AOL, and MSN. Social websites, such as Facebook and Myspace, also attract users with horoscopes.

"Since I'm on Facebook almost all the time, I just decided to add the Horoscopes application so I could easily check it," said Ruiz.

"If I'm on Yahoo or MSN and I see my horoscope or even a random pop-up of one, I definitely take my time to read it," said Shah. "It's not only interesting, but it can really be an eye-opener as well."

"If I get an opportunity, I usually take it and check out my horoscope," said Pipat Tienchai, Div. 923. "Sometimes I'll see a MySpace bulletin about horoscopes and it'll catch my attention because I know if I read it, it'll most likely change my perspectives temporarily."

Some students have had cautious horoscopes transform into troublesome reality.

"My horoscope said, 'Try to avoid Taurus because you might cross bad paths,'" said Cody Malonzo, Div. 023. "That day I nearly got into a fight with a guy at school. I think that guy was most likely a Taurus."

Many students have even referred to horoscopes for relationship advice and emotional comfort.

"One time my horoscope said that a female friend was somewhat moody and had personal problems," said Malonzo. "This was true, but my horoscope advised me to just comfort her and be there for her. Now me and her are really good friends."

"My horoscope said that I need to move on and not worry so much," said Ruiz. "That day, I was actually thinking about a relationship from about a year ago."

Horoscopes have not only guided some students, but have also helped form new relationships.

"My horoscope said I would meet someone new that day," said Malonzo. "The person that I met that day is now my best friend."

Not all predictions have proved as reliable, however.

"My horoscope once told me that the guy I liked was perfect for me," said Edwarda DeSouza, Div. 931. "I went out with him only to break up with him a week later."

Horoscopes are also included in newspapers such as Chicago Tribune, Red Eye, and Chicago Sun-times. However, horoscopes from different sources sometimes have different predictions.

On Nov. 20, the Chicago Tribune predicted Sagittarius' horoscope: "A particularly difficult confrontation could almost cause you to lose your temper. This isn't going to help, and it could be quite expensive."

On the same day, the Red Eye's prediction had a completely different tone: "The sun enters your sign this week, and it will remain there for four weeks. Good things will be happening to you. This is a great time to go after what you want. If you want to seduce someone, the planets will be in perfect alignment to bring you success."

"It's obvious they have no scientific basis at all," said Siobhan Ditchfield, Div. 922.

"Horoscopes are worded so everything in life can apply," said Riham Ramadan, Div. 925. "People shouldn't waste time reading mindless things by authors that don't even know you exist."

"I think horoscopes are awkwardly accurate," said Mary Anne Reyes, Div. 928. "But my friend from grammar school always used to always say, 'People who believe in horoscopes are people who be-

lieve what others say about them.'"

"I'd rather live my life independent of fate, astrology, etc," said DeSouza.

Many people choose to depend on religious beliefs rather than astrology.

"I don't need to trust astrology," said Santine Hsueh, Div. 906. "I believe in God and trust my future in His hands."

"I don't believe in horoscopes because they're man-made," said Saifa

Hussain, Div. 925. "I believe that only a higher Power knows the future."

"In my religion, anyone who believed in horoscopes usually got in a lot of trouble," said DeSouza.

The Onion, a satirical newspaper, makes fun of horoscopes by having bad or foreboding news for every sign.

For example: "Cancer - Several dozen blemishes on your permanent record will prevent you from getting into the maximum security

prison of your choice next week."

Some people enjoy reading these horoscopes more than reading daily predictions that do not contain any humor.

"The Onion is just a funnier, more blatantly wrong version of them," said Ditchfield.

"I'm passionate about fake stuff," said Patrick O'Carroll, Div. 920. "It outstrips the real stuff most of the time."

Media affects students' body image

By Siobhan Lally

I'm too fat. I'm too skinny. My hair is too curly, or too straight. I'm not good at anything. Sound familiar?

Self-deprecating statements like these are one of the many characteristics of low self esteem, according to the Mayo Health Clinic. Other characteristics include focusing on perceived flaws and weaknesses, seeking constant reassurance, refusing to accept compliments, frequently apologizing, and negative talk such as, "I'll never amount to anything," or "I'm a failure."

"It's certainly not unusual for students, mostly girls, to talk about body image; and self loathing comes out," said Mr. Cox, Lane social worker.

Low self esteem can also result from negative feedback from parents, siblings, peers, teachers, and other important adults in a person's life. Generally, if the feedback is filled with acceptance and approval, self-esteem tends to be healthy or high. However, if the feedback is negative - for example being teased, ridiculed, devalued, or any form of abuse - especially at a young age, one's self esteem can suffer greatly.

Other leading factors that shape and influence an individual's self-esteem, according to the Mayo Health Clinic, are: one's own thoughts and perceptions; the thoughts and judgments of others; school, work, and sport experiences; illnesses, disabilities and injury; culture; religion; and their role and status in society.

Students seem to have their own ideas on why people have self esteem issues.

"Probably the biggest reason people suffer from low self esteem is because they wish to be something that they currently are not," said George Espino, Div. 869. "They wish they had this or that, but in reality many people are perfectly fine as they are."

The "this and that" that many people wish they had comes directly from the world in which the individuals live.

Overwhelmingly, students brought up one factor not specifically mentioned by the health clinic; and that is the influences of the media.

"The biggest reason a person suffers from low self-esteem would be the media," said Sandy Morales, Div. 876. "A person might start to feel helpless because he or she cannot obtain that perfect body image that the media throws out at us."

Not fitting a specific body image, for many, makes them feel less confident about their own appearance. But what specific body image does the media present?

"Turn the TV on or look at a magazine. What do you see?" asked Lucia Orozco, Div. 868. "Skinny girls and buff guys. You never see a plus size girl or guy."

"We are constantly being bombarded by pictures of super thin tall air brushed models that lead to insecurity among some teens," said Morales.

"They make it look like you need to be a size zero to look good," said Nikki Rill, Div. 037. "All of the celebrities and models that people compare themselves to range from a size zero to a size three. They don't show average girls that are a size seven or nine, so they make it seem like you should be a lot skinnier than you are."

This can lead to problems, especially in people with already lowered self esteem. According to teenshealth.org, between five and ten million people in America suffer from an eating disorder. While both anorexia and bulimia tend to affect females more than males, ten percent of the people with an eating disorder are male.

What many people tend to forget is that one specific size does not fit everyone. Different body shapes are often hereditary and based on many other factors including the rate of one's metabolism, one's age, and

possibly the biggest factor, one's level of fitness.

"Most people do not have that free time where they can work out all the time," said Jacqueline Ng, Div. 865. "I remember watching the Tyra Show and Tyra saying that people need to realize that celebrities look the way they do because their income comes from how they look, and they need to keep up that look in order to support their family and kids."

Nonetheless teens, especially at the high school age, are more self-conscious about the way they look because they know that they will be judged, many times, based on appearance.

At school, students with self-esteem issues can speak to their counselor, Mr. Cox, the nurse, or another adult that they feel comfortable with. However, usually this does not happen.

"The ones who are inflicting pain on themselves kind of avoid us," said Mrs. Thayer, a school nurse. "They avoid us like the plague."

Even students who do seek out some help do not always get the help they need.

"Usually they come in crying, or they have a headache. But it's rare that they will really disclose to us what's wrong," said Tomas Torres, a school nurse.

"Typically, when students have self esteem problems they don't really self identify themselves," said Mr. Cox. "But then it becomes apparent. I've been here at Lane for 15 years and in any given year I see about 350 kids. I'd say about 10 percent of kids suffer low self esteem. Basically, we assess the problem, and bring it out into the open."

It is important that students try to get help if they have low self-esteem. The condition in women can lead to eating disorders, teen pregnancy, and suicidal tendencies. It has also been shown that low self esteem can lead to lower earning and more extended periods of unemployment in early adulthood.

Student involvement in clubs not always legitimate

New clubs work to justify their existence by engaging in meaningful activities.

By Jose Rivera

Several students have organized and joined new clubs this year in hopes of learning, making a difference, having fun, and meeting new people with similar interests. Others have joined clubs in hopes of looking more attractive to their prospective colleges.

"Everyone knows that in addition to solid academics, college admissions boards like to see well-rounded students," said Pawel Szeliski, Div. 882. "Club participation demonstrates this on a student's college application."

"I'll be part of any club, as long as it convinces the college I want to attend that I'm the guy they are looking for," said an anonymous senior.

"I'm in Psychology Club because it looks good on my transcript," said Rex Libunao, Div. 860.

Other students, however, think that joining clubs for selfish reasons defeats the purpose of being in a club in the first place.

"Though it's understandable that some students join clubs only for the sake of their transcript, they should have a higher purpose in why they are a part of something," said Brian Chansy, president of Buddhist Club, Div. 932.

"I feel that it is despicable for students to create new clubs only for a guaranteed high ranking. Clubs are supposed to be meaningful," said Damian Jez, Div. 856.

"If someone has a good reason to start a new club and people are interested, then they should start a new club. They shouldn't do it just to get into a college. They should have a stronger purpose," said Jenna Lennon-Dorn, Div. 852.

Many students who join a club just to list it on their transcript often do not show much interest in the club, and will even stop attending its meetings altogether.

"Being a president of [a club] myself, I notice that a good two-thirds of the people who come to the first meeting aren't there by winter break," said Terrian Kosciak, Div. 853. "It's just way easier to not go, and hang out with friends instead."

"Students who join a lot of clubs don't really do anything in them because they are in so many," said Christopher Rivera, Div. 874.

This is one of the reasons some teachers encourage students to not join so many clubs.

"Some clubs may be time consuming. Though it depends on the student, they should at most join

only one club to get the most out of being in one," said Ms. Spence, history teacher and Filmmaking Club sponsor.

"I sometimes get students with over 10 clubs on their transcript and I'm wowed," said Ms. House. "There's no way they could have attended that many clubs."

There is no school policy about how many clubs a student may belong to. Whether or not a student has fulfilled the obligations to remain a member is the responsibility of the club sponsor.

The administration likes the fact that there are many clubs available to Lane students because it makes the school look active and more diverse. Lane currently has over 50 activity clubs and more than 25 ethnic clubs, a fact featured in the Student Handbook and the school's website.

"As long as a club has members and people attend, then great," said Dr. Lobosco. "Options are always great for students."

There are some basic requirements for starting a club. A new club must have a list of at least 10 members, a faculty sponsor, and a constitution or charter that states the club's purpose and lists its officers. All this information must be submitted to Student Council sponsor, Mrs. House, in room 128W, for approval.

New clubs formed at Lane this year include Anime Club, Bike Club, Buddhist Club, Couture Elite, Filmmaking Club, Lane Loonies, National Art Honors Society, Psychology Club, Senior Connection, STAND, Teachers of Tomorrow, The Straight Path to Christ, and Think Pink. Several seem to have genuine reasons for existing and are already trying to make a difference in the Lane community.

In Senior Connection, for example, seniors help underclassmen with their everyday problems.

"I started this club with good intentions," said Przemyslaw Gaczol, Div. 877. "Sometimes students are in need of peer counseling. Senior Connection is here for them. Our goal is to help solve students' problems, make new friends, and assure everyone in the school that they aren't alone."

In Couture Elite, students design clothes to earn money for people in Sudan.

"We plan on auctioning off the clothes we make and donating the money to Darfur," said club president, Lily Lai, Div. 905. "I started this club because I like fashion and art, and I know some people who share this passion."

Lai is also part of STAND, which stands for Student Anti-Genocide Coalition, and is also raising money for the same cause.

"We are trying to educate people about the genocide in Darfur," said Lili Lai, Div. 905. "We're also trying to raise money to send to Darfur."

The club Think Pink was created by a group of girls who every Thursday wore pink.

"We are dedicated to fundraising for breast cancer," said club president Cali Gannon, Div. 861. "We try and make a difference. Our goal is to help others."

So far they have led a walk-a-thon and are currently organizing a banquet for February in an attempt to earn as much money as possible to fight breast cancer.

The Psychology Club is currently putting on an anti-smoking campaign. They are making posters to display around Lane to try to get students to quit smoking.

"This club was created because others, including myself, have a strong interest in psychology," said club president Stephanie Batres, Div. 859. "And also to give those that don't qualify to be in the class, an opportunity to still learn about the subject."

Lane Loonies, an old club that was resurrected this year, has members who support other students by attending performance events like school plays and sporting events.

"It's a special cheering section where everyone wears a yellow Lane Loonies' t-shirt and goes Lane crazy," said Jessica Amarillo, Div. 162.

In Buddhist Club, the Buddhist religion is studied. Members gain knowledge on the religion from movies on Buddhism and from talking to students who already are Buddhist.

"I joined Buddhist club because I was curious," said Aurora Aguiniga, Div. 913. "I already know about my religion; it doesn't hurt learning about that of others."

Another religion-based club is The Straight Path to Christ.

"This club encourages Christians to live their faith the way the Bible tells," said Raymond Auyeung, Div. 853. "We invite non-Christians and encourage all to not hide nor be ashamed of their faith, in school or wherever they go."

National Art Honors Society is composed of students who value art.

"It's a club that's part of a bigger organization. Here we combine academic work and art to create a new art project every week,"

said club president, Jenna Lennon-Dorn, Div. 852. "This club is for everyone who's creative and just loves art."

So far the club has made buttons, t-shirts, and has had a craft fair. Their goal is to earn enough money for a trip to New York so they can see a lot of the art New York has to offer.

In Filmmaking Club, students are currently working on producing an independent film.

"This club was created to boost career options and to motivate those who are devoted to filmmaking," said club president, Rudy Alfero, Div. 051. "I think students should create and/or join clubs to

do what they love. If students are only creating new clubs to improve their college applications, then they will not get anything out of being in the club."

Some clubs are a little less structured in their goals. For example, in Bike Club students ride their bikes.

"We have no destination; we just do it for fun," said Joe Rodriguez, member, Div. 856. "It's for anyone who rides a bike, basically."

Other clubs in the process of being organized are Teachers of Tomorrow, for students planning on becoming teachers and Liberal Club, for students who lean left on political and social issues.

Turkey Bowl attendance low

By Rachel Steibing & Joanna Stepkow

Many students were angry the week of Turkey Bowl when they found out tickets for the game had already sold out.

"I couldn't find one at all. Dude, I'm [mad]!" said Ena Ibrakovic, Div. 906.

"I'm really disappointed," said Katie Conoboy, Div. 934. "Now I have to sit in class where we're not going to be doing anything because almost all the other kids will be gone."

Tickets sold out fast this year because only half the stadium stands were open due to renovation.

"There were 2,500 tickets sold," said Dr. LoBosco. "From the crowd, we didn't have 2,500 people there."

Due to the weather, security was not scanning ID's this year.

"It takes longer to get everybody in when we scan, and it was raining," said Ms. Rice. "I didn't know if it was going to get worse, so we just collected the tickets in bags and let everyone in."

Some students bought tickets as an excuse to get out of class, but had no intentions of attending the game.

"All of us are going to ditch. We are going to go to the movies," said Arely Bahena, Div. 916.

Despite many students ditching Turkey Bowl, the game is a tradition at Lane that many enjoy.

"It is a great tradition for students

and teachers," said Mr. Eisenberg, PE teacher. "Turkey Bowl is my favorite day of the year, because we get to mix it up on the field and have some clean holiday fun."

Other teachers are not as fond of the game.

"If I could, I would get rid of Turkey Bowl to put more emphasis on academics," said Ms. Tracy, Spanish and German teacher.

"It is good for school spirit, but for teachers it is a little disruptive," said Ms. McKee, English teacher. "Some students see it as a joke; they buy a ticket and do not go."

Many students, however, wanted to go to the game and bought a ticket as soon as they could.

"I bought the ticket from my Trig teacher the day they started selling them," said Amy Chmeleck, Div. 908.

Others did not even try to get a ticket.

"We won't be doing anything in my classes anyway," said Devin Semrow, Div. 922. "I went the past two years. [The game is] not going to be any different."

Many students still attended the game despite the weather. Almost all the Lettermen were there, and the west side of the stands were nearly full.

The rain, however, did have an effect on the game. There were many fumbles and both students and teachers slipped several times.

The teachers ended up winning by a score of 24-6.

Talent Show features Lane's finest



By Crystal Ramirez

At the Saturday night talent show, I was very pleased with all the performances. Mrs. Ramsey, once again, did a wonderful job of hosting the show by keeping the audience well entertained with her jokes, modeling of outfits, and continuous "shout outs" to her classes.

The talent show had something for everyone's taste.

It is really nice to see the teachers participate in the talent show because it gives students a chance to see another side of them. Mr. Kimmons' singing of *It Was Just My Imagination* carried a wonderful tune that filled the whole auditorium. Mr. Liatos, on the other

hand, stimulated the crowd with his disco routine. And if anyone has taken his dance classes, you all know we had to try to learn that same routine. So we must give him a lot of credit for putting that together.

I felt pretty sorry for Daniel Berry, Div. 852, and Rudy Galvan, Div. 863, when Berry's microphone went out on him at the beginning of their *Shades of Vaudeville* performance. Thankfully, Mrs. Ramsey gave him her microphone so the show could go on. Like a true performer, Berry never stopped singing.

Other than the sound glitches, the stage crew did a wonderful job with the lighting and setup of the show.

I believe the Chicago performance could make it to Broadway, it was a nice addition to the talent show.

Maria Gueringer, Div. 871, brought the house down with her singing performance of *I Ain't Got You* and *Let it Be*. Boy, does she have a voice on her. I really think she could go professional with her talent.

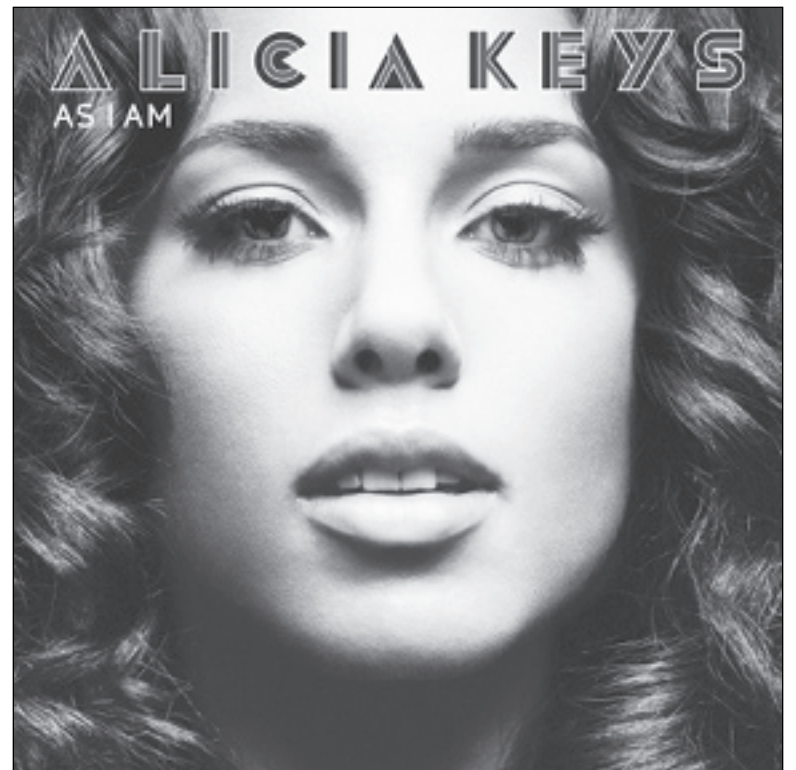
The two dance solos by Keila Scott, Div. 855, and Jessica Herberg, Div. 913, were both fantastic.

I could not believe Herberg could move her feet that fast with her Irish dancing, and Scott choreographed every move nicely with her music. Both ladies showed a lot of guts get up on stage and perform as well as they did.

Orchesis' nicely chosen theme for the talent show was "When Dolls Came to Life." They incorporated it in every way, from their stunning costumes, to their unbelievable dance movements. They're always a favorite at the talent show.

However, my personal favorite this year was the performance by Club Inkietos who preformed a quebradita – a fast paced Mexican dance. The girls performed acrobatic moves that stunned the whole audience. None of them fell because they had such good partners to back them up. I know they must have worked super hard to create and properly execute their routine. They received a standing ovation, and I personally award them with being the best of the best at the talent show.

To all of the performers, you did extremely well. You guys could be famous one day! Keep up the good work!



New Alicia Keys album inspires listeners

By Yasmine Ramirez

In her latest album, *As I Am*, Alicia Keys inspires her audience in different ways. Keys once again shows the world what she is capable of.

The first track, *As I Am*, is an instrumental in which the tempo starts off slow and then speeds up. The instruments get louder and stronger letting the listener know the album will be inspirational and give strength.

Tracks like *Go Ahead* and *Lesson Learned*, talk about relationships full of lies and deceit. The way Keys ties the music and lyrics together helps the audience feel her struggle and emotion. The pitches rise and fall to help illustrate the meaning behind her words.

My favorite track on the album, the one I found most inspirational, is *Superwoman*. It has a gospel feel that I really like. Each verse is super-inspirational, including words like "strength," "fighting," and "fly." The song describes a woman at the verge of a breakdown, but who is still able to get

it together at the end of the day. "I'm searching for the better part of me," sings Keys.

I heard this song while cleaning my house and left my house sparkling because I feel like Superwoman each and every time I hear this song.

Then there are, of course, the love songs. Her hit single *No One*, which is still number one on the Billboard Music Charts, has been a favorite to a number of people. Hearing her belt out "No one can get in the way of what I'm feeling" hits the hearts of many who can relate.

The single, *Like You'll Never See Me Again*, is another love song in which she doesn't want to take the one she loves for granted or the time spent with him.

There are other love songs on the album in which Keys expresses why love is essential and can make or break you.

Overall I thought *As I Am* was a great album, and I hope it is not the last of them. I give the album two thumbs way up and definitely recommend it to anyone who needs a little uplifting or motivation.

Tardy Office needs to rethink policies



By Crystal Lee

The first snowfall of the year is usually pretty big, big enough to cause car accidents and traffic delays. The morning after the snowfall is always hectic, so students should make every effort to leave home early in order to arrive at school on time. However, it's not always possible to get to school on time no matter what you do.

I knew I was going to be late for school the minute I left home. I left later than usual and it took me a while to walk to my bus stop. Couple this with long CTA delays and crowded buses and you have a

recipe for disaster.

Even though I knew I wouldn't be on time for first period, I assumed I would be fine because I was sure that the Tardy Office would be closed. Boy, was I in for a surprise.

When I got to the Tardy Office, the line was huge. It nearly circled the entire foyer of the auditorium. As I waited in what seemed to be an endless line I wondered: Why are they passing out tardies? Don't they realize how delayed buses are the day after a snowstorm?

I don't fully agree with the Attendance Office's decision to continue to have tardies issued to students. Yes, students could have left for school five to ten minutes earlier, but how sure can the personnel in the Attendance Office be that five or ten minutes more would have actually made a difference for any student?

I might be able to see the position the Attendance Office took on this issue. If the Tardy Office was closed every time it snowed heavily the night before, students would take their time getting to first period, knowing that they wouldn't get marked tardy.

However, if tardies must be passed out, something must change about how the Tardy Office is run. I waited in line for nearly 15 minutes to get my ID scanned and receive my tardy slip. The time I and students around me wasted in line could have been spent in class. After all, isn't being in class what's important?

The administration at Lane has often said that students who arrive late to class interrupt the learning for other students. Waiting in line to receive a tardy slip makes students even later to class, causing more interruptions, and working against what the administration is trying to achieve.

I suggest that the Tardy Office have more than one person scanning ID's at a time, or opens up the office after 8:15 on days when the weather is really bad.

If the issues with the Tardy Office are not resolved, students will start ditching first period completely – just as they did the day of the first big snow – because they realized by the time they had received their tardies, first period would be nearly over.

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Book chronicles drama-filled lives of fictional Lane students

By Francessa Sanchez

"The neighborhood of West Rogers Park, on the northwest side of Chicago, is the only Chicago neighborhood where synagogues outnumber churches. Throughout its history, the rest of Chicago has all but ignored it. It was slowly shrinking, and seemed as if Life was happening elsewhere..."

Adam Langer, author of *The Washington Story*, sets his book in 1982, when the city was still facing segregation and racial conflicts.

Significant historical events were acknowledged in the beginning of the book, such as Harold Washington announcing his campaign to become Chicago's first African American mayor, the death of Soviet president Leonid Brezhnev, and the liftoff of the space shuttle Columbia. Langer used these events as the main interest of many of the books' characters.

Langer portrayed how the West Rogers Park neighborhood greatly influenced its inhabitants with its boundaries and social surroundings in the 1980s. A character in the book called the neighborhood, "The Land that Time Forgot." This description seems somewhat accurate, due to the fact of several blocks of the neighborhood containing old stores, and the next several blocks containing lifeless and empty streets.

The author, having grown up in the community, mentioned Lane in his story, and the staff of the

newspaper, the Lane Leader. As I read the first few pages of the chapter, I had the feeling that the book would be all about Lane Tech and its newspaper; kids rushing to meet deadlines, interviewing, and most of all, politics. It wasn't disappointing to find that I was

wrong, that the story focused on the staff of the paper, and their families. As the characters leave to different places and come back to the neighborhood, the author describes the drastic changes the community goes through; new stores, new restaurants, bigger buildings, and artsy fartsy hot spots.

In the book, the community set up a border by hanging fishing wire along the light poles of the neighborhood in an effort to keep the families in touch with each other. Two of the many teens in the book, Jill Wasserstrom and Muley Wills, created a pact that they would stay faithful to each other as long as they were within the boundaries of the fishing wire. That's what this book was mostly about; teenagers having to

cope with crooked relationships among friends, enemies, and one night stands.

Jill and Muley are introduced as dating, along with other characters that play their own parts in each of the sections of the book. Jill is a reporter of the Lane Leader, along with the editor Wes Sullivan and his girlfriend Rae-Ann. Wes is introduced in the first paragraph as a crush of Jill's, and this is where the fun stuff starts kicking in; Jill trying to deal with her crush on Wes, Muley noticing those feelings, and Rae-Ann's inability to stop wondering if Jill would ever kiss her.

The plot mostly deals with the teens dealing with high school and then college, along with their sexcapades, fights, and parties. One impressive fact is that Langer wrote that two of his characters would go to the colleges he attended. Jill goes to Vassar in Poughkeepsie, NJ (mainly called 'Poosville' by Jill's sister) and Muley goes to Columbia University's National Arts Program. Langer is living

vicariously through his characters, portraying Melvin Coleman, Muley's mother's boyfriend, as a film producer, which Langer himself worked as before he became an author.

The content of the story is rated R for its several references to the characters' sexual encounters, relationship commitment, and virginity confusion. The author's audience should be well into their teen years, roughly 14 and up, for the constant cursing and sex jokes between the characters. Their conversations could be recognized as the basic things you hear around a high school today; "Hillel immersed himself completely in the city's new spirit. He would use his fake ID, on which he had named himself Hugh Janus, to get into Miami Vice Night at P.S. Chicago."

Although the story greatly portrayed reality, it also portrayed disbelief. Jill seemed a bit immature for a junior and later on, a college student. Although her personality didn't change much, some of the other main characters would do complete turnarounds in one paragraph. They would be happy, energetic, and kind in one half of the book, but then turn into complete jerks in a single sentence. Then, their characters would mysteriously disappear. It was a bit of a nuisance.

I really enjoyed the writing style the author chose to use. It was more of a descriptive read than of lines and quotes of people talking. Quotations for conversations

weren't really used, but put as sentences in a paragraph, with the sentences ending with proper punctuation for what the character is saying. "Mel asked Muley if his mother had gone out alone. No, Muley said. Who was she with, Mel asked, some stud?" Leaving out quotations left out the question of who's talking, and other unnecessary details, such as the descriptions of the main characters. Omitting the chore of describing Jill's figure and Wes's body gives the reader room to imagine what they want the character to look like.

I found myself relating to a Jill's older sister, Michelle. Her actions, jokes, and words made me think of myself. Most of the things she did I could imagine doing. She changed a bit toward the end of the book, but I still admired her character.

Although it is a good story, it was sometimes hard to keep up. Langer seemed as if he was trying to throw things together just to get through the story. It was sometimes hard to separate what was happening. He would throw in surprise deaths and insights on life in the middle of a paragraph. The ending of the story was also abrupt, upsetting, and unfulfilling.

I would recommend the book for a past time read, and for anyone who likes crazy, nonsensical music, movies, and (dare I say it?) sex. *Washington story* may just be the story of your life.



The Washington Story is a sequel to Adam Langer's popular novel, *Crossing California*.

Lane graduate takes readers on wild journey

By Lorri Kaczmariski

Six Summers: A Memoir, is written by former Lane graduate Vincent Tipre, Class of 2003. After Lane, Tipre attended the University of Illinois.

Six Summers is narrated by Tipre himself and is about the six great years he had at Independence Park on the northwest side of Chicago. Tipre first was a camper at the neighborhood park and played there everyday on his summer breaks from school and then went on to being a recreational leader. Tipre expresses how he loved the park so much and how it made him feel and never found it boring or disappointing.

One day, Tipre and his friend go to the park to get jobs for the summer. After getting hired, Tipre makes a lot of great, memorable friendships.

Over the six summers, he realizes how much he values the park and never wants to leave it. We find out how much his friends mean to him and how he stays close to his friends at

the park and even hangs onto the friendships throughout college when he studies to become a teacher three hours away.

In *Six Summers*, all of Tipre's closest friends go off to college, some in other states, and some to the army. Either way, every summer they would end up back at the park like they had never been apart from each other.

After reading *Six Summers*, it makes you realize how similar the situations are that teenagers go through. Even if it was eight years ago. It makes you value friendship, knowing that friends from high school can really be your friends for life.

This book is definitely worth reading because there is something in it for everyone to relate to, whether it be friends, relationships, parties, or school.

This book is great because it is a true story. It is cool when people tell their life story, especially when it is interesting. Tipre tells his hilarious experiences that all teenagers go through in high school. Everything from hormones, to friends, to drinking, to school.

Tipre expresses how being a camper and rec-

leader at Independence Park really changed his life and better prepared him for his career of being a teacher. He tells each of the six years at the park in a such an interesting way, with hilarious stories, it is hard to put the book down.

By the end, it felt like I knew Tipre and his friends personally. I liked this book because it is so real, a lot of the situations were things that we are going through now, so it was cool to see how things were back then and a different perspective. For example, Tipre tells stories of how he would invite people from the park to his house for parties and have his older friends buy liquor for him. Then, by the end of the night there would be random people making out, people you did not even know knew each other. Things like this are always happening at

high school parties. It was cool to know that these things were happening while we were still in grammar school.

Tipre has lived in Chicago his entire life.

When he is in college, even though he is just a few hours away, he says how much he misses it. I thought this was interesting since some of us will be going away to college and how it will affect us. It is cool to read a book and be so familiar with it. I grew up playing at Independence Park as well and some of the settings are at Lane, so it makes it even more personal and more interesting to read.

This 240 page book is an exciting and fun, fast read that you will not want to put down.

I really enjoyed reading this book for everything it had to offer. I give *Six Summers* a two-thumbs up.



Six Summers tells the story of Lane graduate Vincent Tipre as he moves through school and becomes a teacher.

Basketball team struggles early

By Lauren Corso

The Boys' Varsity Basketball season began on Monday, Nov. 19, at the annual Lane Tech Thanksgiving Tournament. Lane finished in 5th place overall with a 1-4 record. Other teams in the tournament included State contenders Zion-Benton, Oak Park River Forest, Evanston, and Mt. Carmel, along with Taft, the only team Lane beat.

The tournament drew in large crowds.

"I thought it was a huge success. We had a great crowd every night, and people who attended raved about how the tournament was organized," said head coach Leroy Jarka.

"The tournament on a whole went very well. I think it's the best tournament in the state and we had such an amazing crowd for every game," said assistant coach Nick LoGalbo. "We had our ups and downs, but we had some definite positives that we can take away from it.

Lane's lone victory in the tournament came when they beat Taft, who plays in Lane's Red-North Conference, 50-47. However, Lane suffered lopsided losses in their other four games against Mt. Carmel (67-47), Evanston (79-43), Oak Park River Forest (73-49), and Zion-Benton (72-54).

Though Lane did not have a strong showing based on these results, most of the schools in the tournament are suburban powerhouses.

"I think that's the one thing people have to understand is that we bring in teams that are at an unbelievable level and we're not their yet,"

said Jarka. "But we can be there."

Overall, Jarka said he was very proud of his players for competing at the level they did.

"I thought in each game we played in spots extremely well," said Jarka. "The problem was those spots weren't long enough. We just didn't do the little things well enough in long stretches of time."

Perhaps Lane's best play of the tournament came in the first quarter of their game against Oak Park River Forest (OPRF). By controlling the pace and dictating play, Lane finished the first quarter with a 21-8 lead.

"When we came out and played Oak Park that first half, I think we played very well and took them out of what they wanted to do," said LoGalbo.

What OPRF normally wants to do is put the ball in the hands of their star guard, Iman Shumpert, who is recognized as one of the best players in the state. Against Lane, Shumpert scored only four points.

"We played a 2-3 zone, which did not allow him to do what he wanted to do," said junior point guard Hector Couty, Div. 907. "We made him slow his game down and put a lot of pressure on him so he couldn't shoot the ball as much."

Still, the tournament clearly exposed more of Lane's weaknesses than strengths, and the coaches were quick to point these out.

"We were not very poised," said LoGalbo. "We think the first open shot is the best shot, which is not the case. Defensively we need to stay hungry and stay active on the boards. We got a little lazy at times."

New swim coach making a splash

By Crystal Rivera & Katrina Tan

The Lane Tech Boys' Swimming Team splashes into this season with a new coach.

Paul Rummelhoff, trigonometry teacher, took the coaching position for Lane's Swimming Team when former varsity coach, Josue Sabillion, left Lane to further his education and coach a club team.

With the position open, Athletic Director Coach Rio, offered Rummelhoff the job to coach the Girls' and Boys' Swim Teams. It was an offer the former Lane swimmer could not refuse.

"I love coaching, I love teaching, and that's why I'm here," said Rummelhoff. "[Coaching] is challenging, fun, and frustrating all at the same time."

Before taking the job at Lane as both a math teacher and swimming coach, Rummelhoff was the head baseball coach at Von Steuben.

Rummelhoff had enough swimming experience to qualify him for the position.

"I swam at Lane for all four years," he said. "And I swam from third to eighth grade at Shabona Park."

However, being the new guy is not always easy. Some of the swimmers did not accept Rummelhoff at first, but are slowly warming up to him as the season progresses.

"[Rummelhoff] came in and people weren't used to a new coach," said Stephen Lexby, Div. 916. "We didn't agree with his

style, but now we're doing well."

"The way our [new] coach runs practice and teaches the drills is different," said Alex Ruiz, Div. 904. "But we all work together and are getting along with him just fine."

"His workouts help us a lot," said Aaron Ruiz, Div. 029. "[We do] long distance swimming, short distance [swimming], and a lot of freestyle."

"He's more understanding and easier to talk to," said Moses Timlin, Div. 871. "But he makes us do more drills and longer workouts."

Rummelhoff has also been working to expand Lane's diving program.

"We always had a diving team but we only had one [diver] who got third last year," said Marcin Siembab, Div. 917. "But Rummelhoff has expanded the program greatly by recruiting many new divers."

"We go to Whitney [Young] every Wednesday and dive there," said Timlin.

City Championships are next February and Rummelhoff has big shoes to fill as last year's coach led the boys to second in City. Many of the swimmers seemed confident about a City Championship in their futures, and have faith their new coach can get them there.

"He helped the Girls [Swim Team] go to City, so I think he can for us," said David Garcia, Div. 932. "It's up to us to prove that we can do what the girls can do and work hard."

"I think he can help us to go to City," said Ruiz. "But it is still the individual effort of the team that can bring us [there]."

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Steroids beefing up the School of Champions?

Some Lane athletes admit to “juicing” to increase performance.

By Jonathan Sosa

Over the years Lane has built a legacy as “The School of Champions” and racked up its share of athletic championships. Could steroids have played a role?

Lane student athletes have been known to use natural supplements and other legal products such as creatine to increase their ability and gain a competitive advantage in their sport. But the use of steroids is illegal and, consequently, has long remained a secret of the locker room.

“Personally I have never taken steroids, but I know people at Lane who have,” said Nathan Medina, Div. 858, formally played for Lanes Varsity football team.

Many times athletes think that increasing their strength and speed is the only way to reach their goals.

“I had a horrible win/loss record last year so I started roiding over the summer. Hopefully this season will be a different story,” said a senior athlete who wished to remain anonymous.

The 409-page Mitchell Report, released on Dec. 13 named 86 Major League Baseball players and former players as being connected to steroids through either use or possession. With increasing evidence that steroid use is becoming

more and more prevalent, athletes - even at the high school level - are beginning to believe that using steroids only gives them the same advantage that so many others are taking.

“Due to the fact that the use of steroids has been happening for a long time, I have started to believe that it may soon be necessary to consume steroids in order to keep in competition with others who are currently taking them,” said Medina.

Athletes may use steroids not only to win but also to keep from losing their position on the team.

“I only used steroids for about a month in my junior year because I felt that my starting position was going to be taken away by a sophomore,” said another senior athlete who wished to remain anonymous. “My coaches made me feel that my starting position was in danger. My sport is my life!”

Lane coaches were quick to point out that putting pressure on athletes to perform better is not a veiled directive for them to do something illegal.

“If coaches use playing time as motivation, it doesn’t mean use steroids,” said Eric Carls, a first year football coach for Lane.

“More and more people are taking the easy way out which is only a short term solution for a long term problem,” said Mr.

LoGalbo, English teacher and basketball coach. “It’s a problem that kids are taking the easy way out so young.”

As students both LoGalbo and Carls remember seeing other athletes taking steroids, but neither suspects any of his Lane athletes of currently using.

“I don’t suspect any of (my athletes) are doing steroids,” said Carls. “But, I played football with guys in high school and in college that did do steroids.

“I have never suspected it from one of my basketball players,” said Lagalbo. “But, as a student here at Lane I had my suspicions; I remember guys coming back over the summer all bulked up.”

It is true that steroids can quickly increase athletes’ strength, recovery time, and overall performance, but the cost of the steroids is not the only price they may have to pay.

“In one week I went from benching 175 pounds 10 times to benching 225 pounds 10 times,” said a Lane senior who wished to remain anonymous.

“I most definitely saw an increase in body mass, strength, and speed,” said a Lane junior who also wished to remain anonymous. “But I ended up having to deal with a lot of back acne.”

Steroids can have all sorts of negative side effects.

“Even though it’s embarrassing



Lane athletes spend hours in the weight room after school to increase strength and stay competitive.

to admit, my nuts did shrink while I was using roids; but about three weeks after I stopped, they went back to normal,” said the same Lane senior.

Aside from acne and testicular atrophy, common side effect of steroid use can include high blood pressure, cardiovascular disease, baldness, liver cancer, and infertility.

Many people think that purchasing steroids is difficult, and that in order to do so it requires a connection to some sort of underground body building society. However, it can be as easy as hanging around the right places.

“I don’t use them, but I know it’s real easy to get them,” said Jose

Uterra, Div. 882, a former Lane basketball, volleyball, and softball athlete. “This guy at the XSport I go to sells them out of the locker room.”

The exact number of Lane athletes who use steroids is unknown, but the sad fact, according to a WGN news report that aired Dec. 13, is that three to six percent of high school students surveyed across the U.S. have admitted to using steroids at least once, up from 2.3 percent in 1991. Even if some think this number sounds low, if true it would mean that between 132 and 264 of Lane’s approximately 4,400 students have tried steroids at least once.

Bowling Teams spare no one as dominant seasons continue

By Diana Alcantara & Tony Zhou

Bowling is a highly competitive sport, so when Lane’s Bowling Team has a tournament, the bowling alley gets loud. The audience cheering them on, however, usually consists of little more than close friends and family members.

“People at Lane hardly pay attention to us, but bowling is an awesome sport, and like every other [sport], you do have to be serious,” said Rachel Steibing, Div. 904, who is an alternate on the Girls’ Bowling Team.

“I haven’t heard much about bowling,” said Brandon Banks, Div. 868, “They hardly get as much exposure as the basketball or football teams, but it would be a cool change to see a couple games.”

According to Coach Hofman, who has coached the teams for the past two years, the Boys’ Bowling Team was created only about 10 years ago. The Girls’ Team, which has been around for a longer time, had

once been a club; it later became a varsity sport. Both teams consist of five starters. The Girls’ Team has four alternates, while the Boys’ Team has five.

Both Teams have represented Lane well this season. The season started with the Boys’ Bowling Team beating rival Clemente twice and then winning against Amundsen. The Girls’ Team also scored victories

over the same two schools.

Currently the Boys’ Team holds a record of 38-4, while the Girls’ Team boasts a perfect 35-0.

“I want students at Lane to know that bowling is a great sport,” said Hofman. “Last year the girls came in first for City and the boys came in second, so I expect this season to be a good one.”

Certain requirements must be



A member of the Girls’ Bowling Team approaches the line as she prepares to unleash a ball down the lane.

met to make the team. Boys are expected to maintain a bowling average of at least 150, while girls need an average of 130.

“If you want to try out, you have to be good,” said bowler Stevie Gaeding, Div. 915. “Last year, we only lost one game, and that was to Von Steuben. We ended up winning second place for City.”

Amy Chmeleck, Div. 908, who is on the Girls’ Team pays \$14 an hour every Friday to take lessons so she can get better. She currently holds an average of 168.

“It’s pretty intense. When we played versus Clemente, I was shaking non-stop, but we still ended up winning that game,” said Chmeleck, “It’s fun because we’re like family, and I recommend [bowling] to everyone!”

“Bowling is a stressful competition,” said Aida Hernandez, Div. 177, a new recruit to the Girls’ Bowling Team. “I currently hold a bowling average of 140, but I will get better.”

Hernandez expects to be on the team until she graduates.

Gaeding has been bowling on the Boys’ Team for two years now and said he really doesn’t get nervous, except when he puts together a string of strikes. The pressure goes up when the chance of a perfect game rolls around. A perfect game of 300 points rolling 12 strikes in a row.

“There aren’t many special tricks to bowling. One that most of the team uses would be the hook style,” said Hernandez.

The hook style involves giving the ball sidespin by sweeping the wrist up from underneath the ball upon releasing it down the lane. When a ball comes spinning in to the pins from a side angle it creates more “pin action.” When pins fly across the lane rather than falling straight backwards it increases the chances of knocking over other pins and getting a strike.

The two teams practice every Tuesday from 3:15 through 4:30 at Waveland Bowl located just a couple blocks north of Lane at 3700 N. Western Ave. Meets usually occur on Mondays.