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St. Baldrick's has students, staff going bald

By Noemi Villanueva

The hospital visits seemed to never end. While enduring six brutal sessions of chemotherapy and 31 radiations, Alicia Sheridan, Div. 020, grasped on to the meager 10 to 15 percent chance she had of surviving.

Sheridan's battle was a rough one, but within the past couple of years she has overcome stage four of Ewing's Sarcoma, a cancer found in the bones. She is not currently undergoing any more treatments and hopes her remission will continue.

"Throughout it all, my family and friends were extremely supportive, but the physical and mental toll that cancer takes is devastating," said Sheridan.

In support of Sheridan and other cancer victims nationwide, Lane students and staff participated in the St. Baldrick's Challenge throughout March and raised over \$16,500. The St. Baldrick's Foundation is a volunteer-driven fundraising organization working for pediatric cancer research. Volunteers raise awareness and gather donations by shaving their heads.

JROTC organized the Challenge as their service-learning project this year, making Lane one of 32 Chicago Public Schools

participating in the event. Col. Kochheiser, the JROTC Senior Army Instructor, led the event and shared the same enthusiasm as his motivated cadets.

To encourage outstanding recruitment for volunteers, Kochheiser offered further incentives at his own expense.

"I told them one girl counts as five guys; I told them 'If you could get five girls to do it, I'll even shave my eyebrows!'" he said.

Last year, Sheridan shaved her head for St.

Baldrick's and raised \$63,000 with her ten teammates who also participated. This year, she is helping by fundraising for the big event.

"I am trying to spread the word," said Sheridan. "I have told each of my teachers and friends to go bald and if they don't, I encourage them to buy a cupcake from me. The profits go to St. Baldrick's."

For many, Sheridan served as their inspiration for participating in the Challenge. Several others wanted to show support for their own loved ones.

"[I wanted to do the Challenge because] two of my cousins had cancer," said Marina Diaz, Div. 172. "I also did it because I know girls won't shave [their heads] since it would be emotional for them. Even if you're a girl, it's nothing to be embarrassed about."

"I know a family member, teacher, and a friend of the family [that suffers from cancer] and I always wanted to contribute to a cause," said Elias Acevedo, Div. 032.

Trevor Ben, Div. 051, had a grandma that died from cancer, which was more of a reason for him to clip his hair.

Others, like Jessica Hoyos, Div. 049, were not so willing to get the full shave, but did cut off several inches of hair to show her support.

"At first I didn't want to, but I kept hearing about it and I wanted to be a part of something great," said Hoyos.

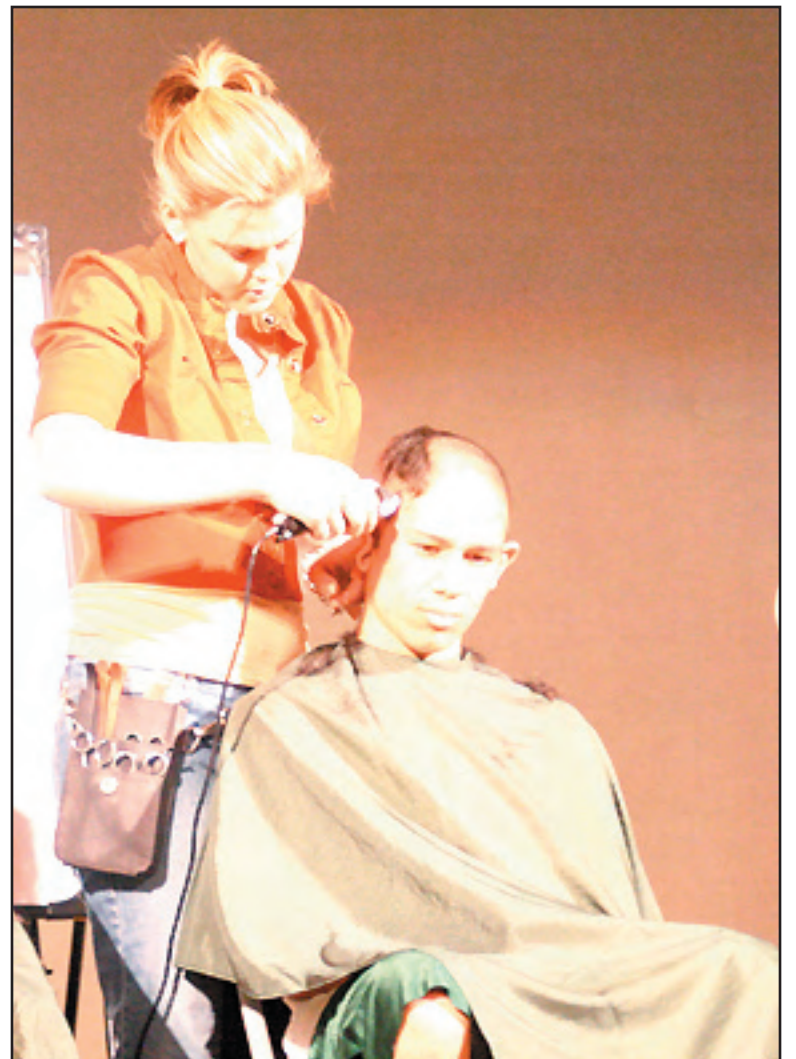
The shaving brought up a range of emotions among students and staff.

"Me and my friends were doing it all together so it was more of a 'bro moment' and I felt more inspired after hearing Alicia," said Acevedo.

"Once [the hairdresser] cut the middle, I was like 'Well, there's no turning back now!' But I felt really happy because I really wanted to do it," said Dolores Santillan, Div. 179.

Some realized that having a shaved head would bring much attention, especially among the female students.

"[People] just look at me like a



Hector Couty, Div. 907, gets a close shave at the St. Baldrick's event.

skinhead, but when I tell them [I did it for a cause] they compliment me," said Santillan.

For some of the girls, the cutting was harder than they expected and proved to be emotionally difficult.

"I've had long hair all my life and so when [I was] asked to take the after picture, I started crying," said Yadira Martinez, Div. 026. "I was on stage with my friend and we were holding hands; it was tough."

Mr. O'Donnell, who was the biggest fundraiser with \$1,100 in donations, encouraged students and friends to make bigger donations if he shaved his goatee.

"The biggest thing was losing my beard," said O'Donnell. "My wife and daughter were there so it was entertaining."

Heavily advertising the event around school greatly contributed to Lane's success in the Challenge.

"We visited different divisions to remind people if you're not going to shave at least donate to [the cause]," said Acevedo.

Zach White, Div. 926, who is a head JROTC, works at Best Buy

and was able to get a corporate donation by informing his manager. Best Buy donated \$1000, \$100 for each of its employees that shaved their heads.

"The more, the better; if I can get a lot of people to help, it'll affect someone in the world," said White.

JROTC was able to get barbers from 'We Got You Faded' to volunteer to do the cutting. Ivan Delgado and Manuel Aponte did not hesitate to help.

"We want to be a community based barbershop; we want to do something for the kids and do anything we could to help," said Delgado.

The event was emotionally stirring for many, leading them to be more thoughtful of those with cancer. It is safe to say Sheridan was the most touched by her school's support.

"Everyone who shaved their head is showing their solidarity for kids with cancer," said Sheridan. "Raising money saves lives like mine, and for that I am very grateful."

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THE **WARRIOR**

Lane chapped over lip balm sales at Jewel

By Julie Dimas

Piggy banks, Rubik's Cubes, blankets, playing cards, and wastebaskets are all items having the Lane logo on them that are available for purchase in the school store. Recently, however, Jewel began selling a different product with Lane's logo on it: lip balm, which has been on display in the self-checkout aisle.

The fact that Jewel has been selling Lane lip balm came as a surprise to many, including the school administration, since it is being done without the school's consent and Lane is receiving no commission on the sales.

"The school did not give them permission," said Dr. LoBosco. "I didn't even know anything about it until [recently] when someone said, 'Did you know they're selling these at Jewel for a dollar?' I said, 'No!'"

"I contacted CPS and said 'Can [Jewel] do that?' and [CPS] said 'Well unless you've trademarked your name, (which you can't do because it's a public school) there's nothing to really prevent it.' [Jewel] should ask permission, but apparently it's all legal," said LoBosco.

Store director of Jewel, Brian Incrocci, saw this as a good business opportunity and knew there were no legal issues concerning the distribution of the products before he started selling them.

"The number of kids that come through here from Lane Tech look[ed] like an easy sale," said Incrocci.

LoBosco said it is not uncommon for businesses to use big names, such as Lane's, to their benefit, pointing out the Lane Plaza as an

example.

"[The plaza] has nothing to do with Lane. We do not [gain] any profit from the stores or the name. So I don't know if we should be flattered or insulted," she said.

Several Lane staff and students do not approve of the sales.

"I'm not comfortable with Jewel producing [Lane] items without our input," said assistant principal Dr. Dignam. "I don't even know why they're selling lip balm. I don't see its significance."

"It's not fair because they're profiting off of Lane's name and the association of good that comes from our high school," said AP Chemistry teacher Mr. Reid.

"Lane Tech is a high school and if you're going to advertise something from a high school, then the high school should benefit from it," echoed Beatrice Melliza, Div. 021.

Krizza Jimenez, Div. 170, agrees.

"It would be okay if Lane makes a profit from it, but since they're not, Jewel should have no right to sell it," she said.

Other students found more humor in the situation.

"[I'm going to buy one so that] when I grow up I can show my children and grandchildren and be like, 'Look, Lane Tech lip balm! My school was so cool that we had our own lip balm'," said Evelyn Brito, Div. 041.

"I think it is a cute thing. I have not bought one yet because I don't want to be the dork being the only one having the lip balm but I will soon. I think it is an awesome idea," said Carmen Caraballo, Div. 039.

Apparently few Lane students are of this opinion as the lip balm sales have been sluggish.

"The guy that's always [at the sales counter] told me, 'You better buy yours fast, they're selling like hot cakes.' And I was like 'Oh thanks, my lips can do without Lane Tech lip balm.' [Then] the guy was like 'Yeah, they're not doing as well as we thought,'" said Naomi Maldonado, Div. 044.

"Not that many people have that much school pride to buy things such as lip balm with their school logo," said Lizbeth Bastidas, Div. 023.

"I'm not going to buy it because I don't need it. I could just get normal lip balm rather than some unknown lip balm that might not even work," said Justyna Dorniak, Div. 276.

Because sales of the Lane lip balm have been low, Incrocci said he does not plan on ordering more. He does, however, plan on trying to sell other Lane products such as Graduation teddy bears and socks in hopes that these products will be more successful.

LoBosco said that although Lane is not benefiting from the distribution of these products, the school still has a good relationship with Jewel. She does, however, hope that Lane can come up with better products to sell at the school store.

"I'd love to find something that kids would buy ...but we haven't hit on the right thing yet," said LoBosco.

Reid suggests cooperation as a solution that could benefit both Lane and Jewel.

"I think Lane and Jewel should become more of a partnership, so we could help them promote [the lip balm] and we can get some profit from it," said Reid. "We should also survey students about what items they need and the students should vote on it. Lane and Jewel could sell these items and then part of the profits can be used for funding extra curricular activities, sports, tutoring, and the Memorial Garden."



The Lane lip balm box that is on display at Jewel.

Bubble tea makes debut at Tasty House

By David Pohlad

Knocking down walls, ripping out counters, and expanding business is what's been on the menu for owners of Tasty House recently.

After BeBoBa's closing on Jan. 10, Tasty House rented out their former next-door neighbor's space and went to work turning it into an expansion of their own restaurant. And Tasty House didn't just move into their space, but also in on their market; they now serve bubble tea.

"It's not uncommon for a Chinese restaurant to sell bubble tea, or some kind of fruit drink or smoothie," said Magie Fotovatian, Div. 050. "It was just a matter of time before Tasty House did."

Apparently not wanting to compete with BeBoBa, Tasty House had never offered bubble

tea on its menu, which now lists 15 different flavors, many of which previously appeared on BeBoBa's menu. They sell their bubble tea in one size only and the cost is \$3.50.

Students who were loyal BeBoBa customers are skeptical.

"It's pretty obvious they decided to make bubble tea so that they could get the fame and acceptance BeBoBa received from Lane students," said Gilany Rodriguez, Div. 173, the founder of the Facebook group called "SAVE BEBOBA."

"It is a debate whether or not Tasty House did the right thing by selling bubble tea," said Liz Hock, Div. 037, who used to visit BeBoBa frequently. "But my expectations are incredibly low for any sort of bubble tea they think they're going to sell. Nothing beats BeBoBa."

Other students are sweet to the idea of once

again having a local establishment that sells bubble tea.

"I don't have any problem. I'm actually really excited. They use real fruit and are quite tasty," said Magie Fotovatian, Div. 050.

"I love bubble tea," said Jake Pieruccini, Div. 040. "I used to go there all the time before weightlifting, and got really sad when they closed. When I heard that Tasty House started selling bubble tea, I got so excited! I haven't been there yet but I can't wait to try all of their new flavors."

Because BeBoBa could not survive financially selling bubble tea, some wonder if Tasty House can do any better.

"BeBoBa depended entirely on bubble tea, whereas Tasty House has always been a Chinese restaurant, so they always have a fallback," said Rodriguez.

Warrior named best overall newspaper by Scholastic Press

Staff Report

Lane's student newspaper, The Warrior, scored several victories at the 17th annual Scholastic Press Association of Chicago/ McCormick-Tribune Foundation High School Media Awards held at Roosevelt University on March 19, which was attended by 15 Chicago high schools.

Lane was named Superior Overall Newspaper and awarded Superior Overall Layout in the tabloid division.

Anna Treesara, Div. 922, one of the staff's two editors-in-chief, was named Student Journalist of the Year, which included a \$1,500 scholarship.

Mr. Johnson, The Warrior's advisor, entered the staff's best work in 18 different categories. Lane students received ratings of Superior or Excellent in 15 of those categories. Consequently, The Warrior also earned Lane the award for Overall School Performance, given to the school that received the most awards.

See the complete list of Lane's winners below.

Superior:

Overall Newspaper Tabloid - Staff
Overall Layout Tabloid - Staff
News Story - Noemi Villanueva
General Feature Story - Natalie Reyes
Personality Profile - Samantha D'Anna & Anna Treesara
Non-Sports Photo - Natalie Reyes
Community Story - Anna Chlopecki

Journalist of the Year:

Anna Treesara

Excellent:

Overall Web Site - Staff
Overall Web Design - Staff
Sports Feature Story - Joanna Stepkow
Sports Photo - Crystal Rivera
Original Editorial Cartoon - Carolina DeSouza
Original Drawing or Comic - Carolina DeSouza
Computer Graphics - Lucia Ramirez
Humorous Article - Dulce Arroyo



Members of The Warrior staff pose in front of the Bean in Chicago's Millennium Park after the awards ceremony.

Rice promoted to assistant principal; Jarka named new Head of Security

By Tony Zhou

After long-time assistant principal Mrs. Rosemary Dean passed away, Dr. LoBosco opened the position for assistant principal along with the position of the Dean of Students.

Lane staff sent in their resumes to the Board before they were sent to Dr. LoBosco for review. During a faculty meeting on Feb. 13, Dr. LoBosco announced that

she selected Ms. Rice, the Dean of Students, as the new assistant principal.

"I am unbelievably pleased," said Ms. Rice. "It's an honor that she picked me. This is something I've always wanted to be."

Ms. Rice has worked for CPS for 22 years and at Lane for 17. She served as a P.E. teacher in her first few years at Lane before she became involved with student activities. It was about five years ago when she was asked to work as the

Dean of Students.

With Rice changing positions, Mr. Jarka has been promoted to take over as Dean of Students and head of security.

"Dr. Lobosco asked me to fill [Ms. Rice's] spot," said Mr. Jarka.

Jarka has been teaching for nearly 27 years, with 10 of those years at Lane. He taught U.S History, World History, and AP European History.

Rice said her goals in the new

position are simple.

"My hope is to do the best I can for the school, Dr. Lobosco, teachers, and students," said Ms. Rice. "That's what we're here for - to help and to serve."

Jarka said he has not considered making any major changes to how things are currently run with security and in the Discipline Office.

"I don't think you improve on perfection," he said. "Ms. Rice has done a great job. My number one goal is to do as good as a job

as Ms. Rice did."

Although the position changes have been made official, the actual transitions will take some time to go into full effect. Rice and Jarka are continuing to work their old positions while slowly moving into their new ones.

"There are still other responsibilities [to take care of]," said Rice. "The full movement will be after International Days, Prom, and Graduation... once everything gets settled."



Women's History Fair held in Rm 113

Ms. Feuer's Women in Literature classes put on the Fair again this year, in which student projects were displayed that honored women who have made significant contributions to literature or history. Short films created by students were also shown throughout the day as various English classes attended the event.

Freshmen go dancing with the S.T.A.R.S.

By Alejandra Jimenez

Students were dancing with the S.T.A.R.S. (Students Together Achieve Results Successfully) at the first-ever freshmen dance held on Feb. 27. Attendees included freshmen and S.T.A.R.S. mentors.

The dance was set up in hopes of bringing the freshmen and mentors closer.

"We wanted to give the freshmen an opportunity to socialize with other freshmen and their mentors," said Ms. Dulberg, counselor and coordinator of the S.T.A.R.S. program. "The overall goal is for students to have friends because then they are happier, and when they are happy they are more successful in school."

This dance was different from other dances in many ways. Tickets were only \$3, formal wear was not required, and it only lasted from 4 p.m. to 6 p.m.

Although it was meant for students to meet new people, it didn't exactly work out that way for everyone.

"It was meant for the freshmen to meet new people but I think they

really just stuck to the friends that they already knew," said Michael Burbano, Div. 045.

For others the dance served its purpose.

"It was a great idea to see the people that we would be graduating with and [was] just a fun time to hang with our friends," said Ashley Bracken, Div. 250.

Many mentors had their doubts about the dance being a success but soon noticed a change in the freshmen attitudes once they got on the floor and started dancing.

"I think the dance was a success. There were less people sitting in the bleachers than in the other Lane dances," said Jacqueline Maldonado, Div. 048. "I was not so sure about it in the beginning, because not many people were dancing, but eventually the freshmen were able to get out of their comfort zones and have fun."

One event that really got the students up and onto the dance floor was the playing of the song that the S.T.A.R.S. mentors had to perform in front of and teach to the freshmen over the summer. There was a choreographed routine to the song that served as something fun for all

to learn and do together.

"[The dance] was a good idea because the freshies and mentors were able to hang out and do the one dance they know," said Ruby Benigno, Div. 033.

"My favorite part of the dance was when everyone got in a circle and all these people were dancing in the middle," said Aldijana Becevic, Div. 282.

Some freshmen who did not go said they thought it would be boring and did not like being singled out as freshmen.

"If there were upperclassmen I would have gone," said Jessica Obrecki, Div. 252. "No offense, but who wants to spend [time] with just [the freshmen]?"

Although it is still unknown if there will be a freshmen dance next year, many freshmen and mentors do recommend that it continues.

"I would have liked the dance at the beginning of the year because the freshmen will be more comfortable with other students sooner," said Dijovani Velazquez, Div. 024.

"It was a great experience," said Becevic. "They should have more dances like that for freshmen every year."

Lane says “buongiorno” to Italian exchange program

By Paulina Yousif

Dare il benvenuto a Chicago! Lane will heartily welcome Italian students from Enrico Tosi High School from June 15 to June 30 as they participate in Lane’s first foreign exchange program. From June 30 to July 15, 20 of Lane’s third year and AP Italian students will attend Enrico Tosi High School.

Italian teacher Ms. Paganelli had a fortunate encounter with a teacher from Italy, which sparked the initial idea for the program.

“I met Rita Reina, a teacher from Tosi, that was sent here to teach at Sayre Elementary and she needed to find a high school for Tosi to do an exchange with. I talked to Dr. Dignam and Dr. LoBosco and it is in the works to be an ongoing exchange,” said Paganelli.

While in Chicago, students from Italy will learn debate, which was specifically requested by their principal, since these students were chosen by the Italian government to represent Italy in an international debate competition. They will stay with Lane students, who will be responsible for giving them tours of the city.

“I want them to see that American culture is diverse because I am Assyrian,” said Enanna Sheena, Div. 925. “I want them to experience life in Chicago and different

cultures in America.”

Lane students are excited about foreign students being around.

“It would be pretty cool to have foreign exchange students at Lane,” said Sara Gacic, Div. 026. “Last year, there was a girl here from Rome, Francesca, who was at Lane for most of the school year but she wasn’t a part of any exchange program set up with Lane.” “My friends and I became good friends with her. She came to parties and got to know what American culture is like. She even dated and was asked to prom.”

“Having Italian students here would be great. You’d get to learn about their culture and help them learn about our culture. I’m curious to see how similar and different we act, and I could say I have a friend from Italy,” said Kaitlyn Kvorka, Div. 031.

The proposal for the exchange program is exciting for many, but the process to be granted approval is a tedious one.

“It’s a long process to have a trip approved by CPS. There are lots of papers to be submitted and everything has to be in the system 60 days before the trip,” said Paganelli.

Costs are not definite because there are different airlines being checked out; there is an estimated cost of about \$3000 per person for the entire trip that includes spending costs. Fundraising will be done

to help reduce airfare expenses.

“We will do whatever we can for fundraising. We can sell candy, and maybe raffle tickets; they bring in more money,” said Paganelli.

If the trip is approved, students will land in Lombardy and stay in a small town near Milan. Students will have a four-hour Italian class in the mornings then explore Italy for the rest of the day.

“The kids will go on excursions to nearby cities like Brescia and Cremona, for example. For one of the weekends we’re going to take a bus or train to Florence and Siena,” said Paganelli.

“Four hours for an Italian class is a lot but it will be helpful, especially since I don’t want to forget my Italian in college and it will be helpful while we’re there,” said Sheena. “The overall trip sounds amazing. It will be fun to be with friends in Italy right before college, and Ms. Paganelli understands we all want to have fun and soak up the experience.”

Lane students look forward to experiencing the Italian lifestyle by staying with various families.

“I’m excited to be staying with other families because I want to learn how people in other countries live and what their culture is like,” said Sheena.

“It would be interesting for me to explore my heritage first hand staying with Italian families. I would get to learn what families



are like and experience my roots,” said Alex Vizzzone, Div. 027.

Enrico Tosi High School and Lane will be doing another exchange during the 2009-2010 school year for a week. The students will experience what high school is like in Italy and Chicago.

“I think it would be fun to get to spend a week in an Italian high school. It would be a great

escape from the normal everyday agenda in Chicago,” said Vizzzone. “Living in Italy for a week would also let me get away from being lazy because I would have to use everything I learned in Italian class from Ms. Paganelli.”

Italian is currently the only language in the language department that has a foreign exchange program set up.

BSA performs original play for Black History Month

By Shanae Joseph

On Friday, Feb. 27, students and sponsors of BSA (Black Student Association) put on a play that journeyed through the lives of African Americans.

The play, written by Ms. Gholston and board members of BSA, chronicled the journeys of Africans and African Americans from the time of the powerful Queen Nzinga to President Barack Obama.

Queen Nzinga was a powerful and well-respected African Queen of Angola. During the 17th century, she fought against the European influence and the slave trade.

In the play, Queen Nzinga was brought to life by Tamika Jackson, Div. 905.

“When I first started, I just wanted to be seen,” said Jackson. “But as the play went on we had discussions about black history, and I noticed how important my role was. That’s when it got deeper to me, and I just wanted to bring that graceful queen to life.”

After Queen Nzinga the play examined the life of Harriet Tubman, an African American woman who helped free over 300 slaves using the Underground Railroad. Tubman was played by Kierra Reese, Div. 915.

“I enjoyed playing a powerful woman, because it reminded me of [myself],” said Reese.

After examining the issue of slavery the

play transitioned to a much more entertaining part of African American history: the 1920s.

The location of focus for this time period was the Cotton Club, where jazz music was played by Duke Ellington and sweet melodies sung by Billie Holiday.

“I liked the girl who played Billie Holiday because it sounded like she put a lot of emotion into her singing,” said Tina Leszkiewicz, Div. 048.

The role of Billie Holiday was played by Airica Daley, Div. 179.

“I’m glad she liked my performance, and the most exciting part was coming in on the piano,” said Daley.

Daley was not the only one who got the crowd moving.

Duke Ellington, played by science teacher Mr. Saffold, also excited the crowd when he played the song “Satin Doll,” just as the Duke would have himself.

“Originally I was going to have a student accompany me on the drums, but I wanted to be more involved,” said Saffold. “So I mentioned that I could play the role of Duke Ellington, because I knew how to play the piano; and I loved it.”

The music continued when Lane’s sym-

phony orchestra, conducted by Mr. O’Brien, played a song dedicated to the life of Rosa Parks.

Parks is famous for being arrested in Montgomery, AL in 1955 after she refused to give up her bus seat for a white man. This event played a significant role of the Civil Rights Movement as it served as a catalyst for the Montgomery Bus Boycott.

The civil rights movement took place largely between 1954 and 1968. The movement brought on heightened discrimination and violent attacks from whites, but also led to some of the greatest progress.

The play incorporated a slide show displaying pictures of various events from the Civil Rights Movement and some of its powerful leaders such as Martin Luther King and Stokely Carmichael.

Carmichael was the leader of the Black Panthers, who were aggressive activists for black communities.

Originally the play called for a role for Fred Hampton, a leader of the Black Panthers of Chicago, because he was the better known of the two. Antonio Marshall, Div. 909, wanted to play Carmichael instead, however, because “he did a lot for African Americans,

“...there’s more to history than just words in a textbook,” said Leszkiewicz, Div. 048.

and was not recognized for it.”

After the civil rights period, the play transitioned to present day with Jeremy Nowell, Div. 929, playing Barack Obama, the newly elected President of the United States.

“Playing Obama was one of the most incredible experiences of my life, because I was looked upon as a role model,” said Nowell. “I also enjoyed being a part of the play, because I got to be around positive people, who were doing positive things.”

Students seemed to think the play was a success.

“It was meaningful and I learned a lot from it,” said Stephanie Berryhill, Div. 176. “My favorite part was when the ketchup was poured on the black girl, because it showed how mean the whites were to the blacks.”

“I think the message was that people can appreciate African American culture, and there’s more to history than just words in a textbook,” said Leszkiewicz. “It was really good. I liked the music and the singing, and it gave me a different perspective on African American history.”

“The actors and actresses were good,” said Amy Chmelek, Div. 908. “I like when they did the reenacting of The Color Purple, because it was well done and the singer was good.”

“Overall I was pleased with the production,” said Ms. Gholston. “I just wanted the students to make themselves, their families, but most of all their ancestors proud.”

Students make art, memories at Marwen

By Maria Murczek

Every Saturday morning, Ruben Anzures, Div. 931, makes a trip on the Brown Line to his free art classes at the Marwen Institute.

Located downtown at 833 N. Orleans, Marwen is a nonprofit art organization that is available to students in sixth through twelfth grade. Anzures has been attending since his sixth grade class was given a presentation about the institute.

"Marwen is just a fun place to hang out with your friends and make some pretty cool art at the same time," said Anzures. "It's an awesome way to spend time. You get to meet tons of cool people, and improve your art skills."

"They have a lot of good art programs and a wide variety of classes," said Miami Torres, Div. 021. "They also have programs like internships and service work opportunities. The staff members are so encouraging and are full of advice. They help me with everything."

"There's no catch," said Mrs. Moore, a ceramics teacher at Lane and Marwen. "The program is free, the highest quality, and it's real gallery space. I think it's amazing."

"I've taken tons of classes there, but mostly photography," said Elizabeth Hock, Div. 037. "Every class is different; every teacher has their own perspective and personality, so I like them all."

"My favorites are the ceramics, photography, and sculpture classes," said Anzures. "I am really interested in that type of art and I love getting my hands dirty."

The Marwen Foundation has four programs: Studio, College and Career, Alumni, and The Marwen Institute.

Through the studio program, Walter Payton student, Ha Mai, was able to go on a trip to the east coast.

"I went on an 'artist residency.' Six kids got to spend a week on a private island off

the coast of Maine and just make art all week long. No TV, phones, music, etc.," said Mai. "I'm not a painter and this trip pushed me to create things I never thought I could."

"I was granted a position in the Artward Bound: New York Trip where ten students went to New York City to visit schools and museums and to make art for one week during spring break," said Pedro Vega, a student at The Chicago Academy For The Arts.

Besides art classes, Marwen helps with college planning and career development. In the College and Career program, students receive aid when planning for their futures. Students explore possible careers and higher education opportunities.

"Marwen will definitely help with college admissions," said Hock. "They have special workshops and offices dedicated to helping their students make it to college."

"They have informational meetings to help fill out applications and help build a portfolio to send to colleges," said Anzures.

"Marwen offers ACT and SAT classes which help a lot of high school [students], and they also offer many chances for our portfolios to be looked at by colleges, (on Portfolio Day)," said Alexandra Wiesyk, from Whitney Young. "All the teachers are willing to sign college recommendations and the College and Career Center offers lots of help and advice to confused teenagers."

This program also helps students find financial aid for the colleges they want to attend.

"I got a Marwen scholarship for \$14,000 through the College and Career Program for Kansas City Art Institute (KCAI)," said Melaney Mitchell, Div. 929.

"Last year, a student of Ms. McMeans won a full scholarship to MIAD," said Mrs. Moore.

"Thanks to the help of Marwen and its college and career programs I have been

accepted into KCAI, MIAD (Milwaukee Institute of Art and Design), and SVA (School of Visual Arts in New York); 100 percent of the schools I applied to," said Vega. "Thanks to the connections that Marwen builds with other schools I was able to receive a merit scholarship from KCAI reserved for Marwen students, along with other scholarships."

Students of the College and Career program attend pre-college summer workshops that also involve internships. With this program, Torres received an internship at Banana Republic.

"I had the internship for visual merchandising and a photo internship and currently have a public art piece displayed on the side of the building," said Torres.

"I interned at Marwen (Art at Work) and through that internship, I also got to intern at the Chicago Children's Museum," said Mai.

"I did an internship at an art gallery where I helped curate an art exhibition," said Anzures.

Ninety percent of Marwen senior students who partake in college and career programs attend college the following year.

Art teachers at Lane are pleased with Marwen and encourage all students to go.

"Not enough people take advantage of the program or what opportunities are offered," said Mrs. Moore.

"I highly recommend Marwen," said Mr. Ceh, Lane's Art Department Chair. "Students don't have to be art majors. Register at www.marwen.org."

Approximately 1,300 students attend



Marwen, a nonprofit organization located in Chicago, offers free art classes to students.

Marwen annually. Classes tend to have only about 18 students, and are held after school on weekdays and all day on Saturdays. There is a strict attendance policy (maximum two absences) that must be followed, or the student is dropped from the course and welcomed to return the next semester.

About two to three different classes are available for students including, Time-Based Media, Photography, Design Arts, 3D and Ceramics, Drawing, Painting, Intermedia, and College and Career Planning.

Gallery 37 a place for all talents, personalities

By Grace McQueeney

Located just north of the Randolph/Wabash Brown Line stop, Gallery 37 has a class for every singer, dancer, actor, sculptor, painter, and even chef. To sign up, junior or senior students submit an application that they can get online or from their counselor, and must decide if they want to attend the program after or during school.

The after school program at Gallery 37 is part of a program called After School Matters. Students attend their chosen class a few days a week from 4:30 PM until 7PM, and get paid for their artistic efforts. This program is also offered in the summer.

"It's fun," said Bethany Fisher, Div. 167. "How often do you get a job that you think is fun?"

The Gallery 37 program during school is a little different. Students only have about

four periods in their normal school day, then leave to go to Gallery. The students in this program work from 2PM-4:30PM every weekday, and although they do not get paid, they get AP or Honors credits, depending on the class they sign up for.

"Gallery helps students prepare for a REAL working experience," said Brittany Stokes, Div. 164.

There are various painting and drawing classes offered at Gallery, along with a printmaking class. Gallery hosts art shows where artists get to show their work to the general public, their friends, and their families. Some students even put their artwork up for sale.

"I'm learning all kinds of stuff about design and color separations in printmaking," said Amalia McCallister, a junior at Whitney Young.

McCallister also took a unique furniture design class last semester.

"I learned how to carve, varnish, and

identify different kinds of wood," said McCallister. "I also got to screen print a piece of furniture, which ended up looking really awesome!"

"Gallery students get exposed to so many different kinds of things," said Airica Daley, Div. 179. "If a person isn't open to new things, then they should not attend."

Project Theater is another popular class at Gallery. Students learn about all aspects of theater and acting, then work on putting together a show. Currently, the project theater group is working on the play Godspell.

"I think anyone who is an artist should join Gallery, but you have to have what it takes," said Dillon McKeever, a junior at Lincoln Park.

McKeever is in the Vocal Arts program at Gallery, where students learn about music ranging from jazz to classical. They also learn how to develop their voices and become better performers. He says that they

often take trips to the Chicago Symphony Orchestra for backstage tours, and performances closed to the general public.

"I've learned so much," said Nicolette Nazarowski, Div. 906. "Not only has my voice improved, but I've learned how to transition my style of singing."

Nazarowski is a part of the Opera Theater Workshop program, and says that Gallery creates a very strong artistic environment.

"My two teachers are awesome," said McCallister. "They're knowledgeable and helpful without being controlling, and I know them better than I know my teachers at school!"

"There is always something new and exciting going on for us at Gallery," said McKeever. "It is also so nice to be surrounded by such talented artists; we're like a family!"

To find out more about Gallery 37 or to apply, visit www.afterschoolmatters.org/programs/gallery37/.

Lane alum honored for WWII service

By Caitlyn Kolakowski

David James, a member of Lane's class of 1941, received a personal invitation in December to attend the inauguration of Barack Obama. He received this honor because of his service to the nation in WWII as a member of the Tuskegee Airmen.

"He went out of his way to invite us," said James. "I think Obama felt that he was the beneficiary of a lot of other people's sacrifices. We were one of the groups that he could point to and say 'I'm here because of what they did'."

What exactly the Tuskegee Airmen did was play a pivotal role in helping the U.S. to defeat the Nazis in WWII. They were sent on the most dangerous missions and served as "shelters for the white bombers," according to a report on WGN news. The battles they fought, however, started long before they were sent to Europe.

The Tuskegee Airmen, also known as the 332nd Fighter Group, were an all African American air force squadron that trained in Tuskegee, Alabama in something called the Tuskegee Experiment. Prior to this, the U.S. military had no Black pilots.

James' Journey Begins

James heard about the squadron while studying at Harper Library at the University of Chicago. After seeing an advertisement recruiting for the U.S. Army, James attended a lecture at Mendell Hall.

"I was the only person of color in the room," said James. "Because segregation was a reality I didn't think [the program] would apply to me. I just stood there and listened."

"[The lecturer] was saying what a

wonderful opportunity flying was, and [for] those of us who stuck with it, aviation was going to be the way to the future. We would have opportunities opened up for us," he said.

James became intrigued by the idea of being a pilot so he signed up.

While on the trip south to Tuskegee, AL, on Oct. 16, 1942, he noticed a change in the way he was treated.

"From Chicago to Evansville, we could sit anywhere we wanted on the train. But when it got to Evansville, Indiana, and we were going to cross into Kentucky, the train had a segregated area for African Americans."

These were the Jim Crow Cars named after the Jim Crow Laws that segregated public places. James was aware of them but unfamiliar with the discriminatory environment he would face in the South.

"I grew up in the North. I went to Lane Tech. I was not accustomed to the peculiar cultural habits in the South," said James.

"We were greeted at the train station by a white lieutenant. He impressed upon us that we were now in Alabama, not the North. [The South had] strict laws separating the races. The whole 15-minute speech was to impress upon us that the South was segregated and that we had to adjust. I felt utterly degraded."

Not much changed to make him feel any better during his time at Tuskegee where the training was grueling. The Tuskegee Airmen faced discrimination and hazing by being denied food, entertainment, and respect.

"I was in a state of rage and anger the whole time I was down there, to say the least," said James.

At times James found himself overwhelmed. A particularly memorable event for James occurred when he was

being forced to do chin-ups, push-ups, and sit-ups by one of his commanders named Daniel "Chappy" James.

"I said, 'What the hell are we doing this for? These damn people hate us? Why are we fighting for this damn country?'" said Chappy James. "He said, 'Let me tell you something. This is my country. I love her and I'm going to protect her from all enemies, foreign and domestic' and then he walked away and no longer hazed me."

WWII Service & Recognition

"The military was very skeptical whether African Americans were smart enough, sophisticated enough to fly an airplane. I think they really expected us to fail," said James. "Our achievements were unassailable."

A t-shirt worn by Tuskegee Airmen years later sums up this sentiment, reading: "In 1941 the military did not want us to fly, but in 1945 only the Nazis did not want us to fly."

It was over 60 years after the War when the Tuskegee Airmen were finally formally recognized for their service. In March of 2008 they were invited to the White House by President George W. Bush to be awarded the Congressional Gold Medal.

"It was a very memorable occasion," said James, who pointed out that other individuals like George Washington, Rosa Parks, and the Wright Brothers were also awarded this medal.

James was particularly excited about being honored again by the recent invitation to Obama's inaugural address.

The event reminded him of words from the speech given by Abraham Lincoln at his second Inaugural address, a speech James had to memorize years ago for an elocution class.



David James during his time as a Tuskegee Airman.

The last paragraph reads that "we have to bind up the nation's wounds," something James believes is still happening in the U.S. today.

"I never would have guessed that in 2008 we would have the first African American president," he said.

The Lane Years

James believes that he has had many advantages most other African Americans did not.

"How many African Americans do you know that went to Lane Tech? And at that time it might have been one of the best schools in the coun-

try," he said.

James fondly recalls the woman he took to his senior prom at Lane.

"None of my classmates had seen an African American woman look like that," said James laughing. "She put Halle Barry to shame."

James has his 67th reunion coming up and according to the class treasurer, more than 100 people are expected to come.

I have wonderful memories and friends from Lane," said James, "but the ranks are thinning."

Cartoon depicting Obama as monkey ignites controversy

Debate sparked over good taste and free speech in journalism.

By Safiya Merchant

A recent New York Post political cartoon has received negative attention for its supposedly racist depiction of President Obama as a monkey.

The cartoon was drawn by Sean Delonas and the monkey it featured parodies the one that recently attacked 55-year-old Charla Nash in Connecticut. It illustrates two white men shooting a monkey and saying, 'They'll have to find someone else to write the next stimulus bill.' Although the Post stated the cartoon was only "meant to mock an ineptly written federal stimulus bill," many thought the alleged cartoon was racist and called for the assassination of the U.S. president.

"It [made me angry]. People in the media should not print incendiary articles or cartoons. It's irresponsible journalism. [This type of journalism]

has one redeeming quality: it lets people know that racism is alive and they shouldn't be lulled into a false sense of security," said Mr. Kimmons, Ethnic Studies teacher.

"I think the media is trying to brand the entire race as monkeys," said Audrea Gibson, Div. 150. "It's racist because it goes back to a part of history [we're] trying to get away from."

However, others believe that the cartoon was merely a burlesque drawing.

"I'd say it's on the edge of racism but since it's a political cartoon it's supposed to be shocking. It's an issue with the first amendment so you might not like what they say, but you can't do anything about it," said Marta Kondratowicz, Div. 054.

"The people who say that the cartoon is racist are racist themselves because they're the ones pointing it out. That's all it is, a cartoon," said Rodrigo Aguilar, Div. 901.

"What I got from it is that their main attack is on [Obama], not a whole group. Either argument could be completely inaccurate. [The newspaper's printing racist slurs] is immoral but they have a right," said Nicholas Weidner, Div. 177.

This cartoon has not been the only one to spark controversy. In September 2005, Danish cartoonist Kurt Westergaard drew a cartoon in which the Prophet Muhammad wore a bomb as a turban with a lit fuse. As a result of the reprint of this cartoon in some newspapers in early 2006, violent demonstrations broke out. These types of cartoons and articles raise the question of whether or not journalists have the right to publish material that may be deemed offensive or threatening by certain groups?

"[Journalists can express their opinion] until they make someone [who hasn't done anything] look bad," said Beatriz Avila, Div. 184.



The New York Post cartoon that caused anger in many readers.

"There's free speech but there's consequences. If you threaten [the president's] life, there should be consequences. There should be a limit to free speech," said Blair Williams, Div. 040.

"[The cartoon] does not demonstrate freedom of speech because

they're disrespecting the president. They should criticize him in a respectful manner," said Eduardo A. Macz, Div. 926.

Despite its questionable content, the cartoon has accomplished what all political cartoons ultimately hope to gain: the attention of the public.

Students, teachers stretch themselves with yoga

By Anna Treesara

It reduces stress and tension. It decreases the likelihood of heart attacks. It can even boost your self-esteem. Sound like a stretch? Well, it is. It's yoga. And both Lane students and teachers have discovered its benefits.

Though many think of yoga as a collection of flexibility exercises, it is actually much more than that. Yoga originates from India and has been said to be the path to spiritual growth. It incorporates breathing techniques and encourages inner focus.

"It's a chance to learn about the true nature of yourself," said Chemistry teacher, Mr. Kopack who has been practicing yoga for over 10 years. "It's a time of self-reflection because most people are usually masked by madness and duties. Yoga's a time where everyone's kindness comes out."

Kopack started doing yoga after he injured his back while on the cross-country team at DePaul.

"I had a terrible limp," he said. "[One day], I was at Three Penny Cinema on Lincoln. The woman who was making the popcorn handed me a card with the name 'Gabriel' and his number written on it, and said, 'He can help you.' I thought she was crazy. I called him and found out he taught a therapeutic yoga class for people that have specific problems such as multiple sclerosis, paralysis, and back problems. My limp went away after about a year and a half."

Kopack went to his therapeutic class about twice a week for four months, then it became three times

a week, and now he practices it at home twice a day, once in the morning and once in the evening.

"It's like your Master Card: 'you can't leave home without it,'" he said.

English teacher Ms. McKee, has been practicing yoga for about nine years. She used to be a runner and turned to yoga, hoping it would help with her flexibility. She immediately liked it.

"It was challenging in ways I'd never been challenged before," she said. "Yoga is like a vehicle for self-awareness. It has fundamentals, but it's more of a personal path."

Yoga has been separated into several categories such as Ashtanga Yoga, Bikram Yoga, and several others. However Kopack, believes these divisions to be unnecessary.

"All yoga is yoga; there is no difference," he said. "It's Westerners who divide it into different types. However, all yoga has essentially the same goal."

"As many people as there are in the world, there are probably that many types of yoga," agreed McKee. "But the word 'yoga' itself means 'union'."

Kopack has taught Iyengar Yoga for about eight years at Yoga Circle, in downtown Chicago.

"[Iyengar yoga] is about alignment and whether such things as the bones or muscles are in the right place," he said.

McKee occasionally teaches yoga as well, by incorporating it into her classes at Lane.

"I feel like it's good to get students out of their seats," she said. "[Every so often, I would let my students] do a yoga challenge to

see who can hold a position longest or even longer than me. If they won, I gave them extra credit."

Some students have started taking yoga classes as well.

"My friends and I found out about a free session at a yoga place, and most of them have done it so I just decided to come along and see what it was all about," said Joanna Klimczak, Div. 905. "It was really relaxing. For that one hour I was just focused on yoga, not on working out or getting stuff done. We're going to try to make this a weekly thing."

Many notice great benefits in yoga and believe it's a change from the average workout.

"It gives you more time to think and a better atmosphere to relax, unlike working out in a gym or working out in sports," said Mary-Cate Banaszkiwicz, Div. 920.

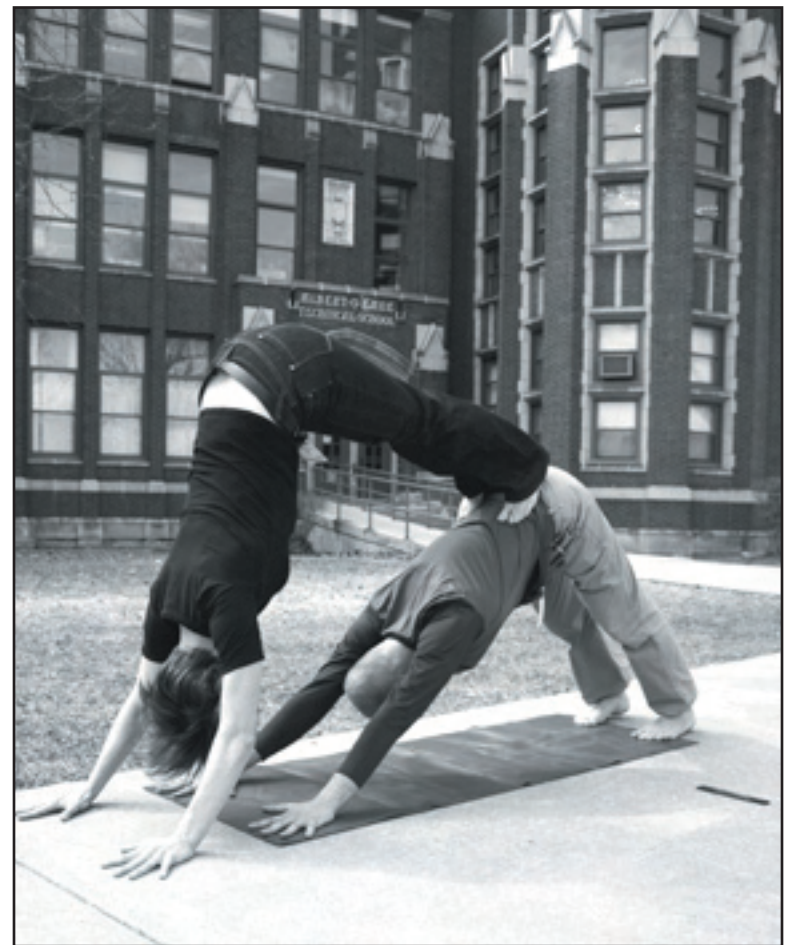
"It gives you a lot of energy after you're finished," said Michelle Doebler, Div. 901.

Though yoga may be known mostly as a relaxation activity, it can also help manage and control anxiety, arthritis, asthma, blood pressure, carpal tunnel syndrome, chronic fatigue, depression, diabetes, epilepsy, and headaches.

Yoga practices vary with each physical situation. For example, someone with a heart condition may be taught to focus on breathing techniques and meditation. However, someone with a digestive disorder may learn several "twisting" yoga positions to help stimulate their internal organs.

Banaszkiwicz has turned to yoga to deal with her own health problems.

"I have a lot of back problems and



Ms. McKee and Mr. Kopack make "the downward facing dog" yoga pose.

asthma as well," she said. "My instructors teach me ways to stretch and manage the pain in my back in a way that doesn't put pressure on any joints. As for asthma, it's helped me regulate my breathing. Most of the yoga I've done has really focused a lot on the way you breathe."

Some students enjoy practicing 'Hot Yoga,' which takes place in a 105 degree room.

"It's an awesome workout and you come out feeling like you've lost a million pounds," said Alexis

Boin, Div. 926. "It's kind of gross, because you get drenched in sweat, but it's worth it! I feel like I melt in that room and become super flexible. It's hard to get used to the heat at first, but it winds up being really relaxing."

Students interested in trying out yoga should check out "Bikram Yoga Chicago" in Wicker Park. Other nearby yoga places include "Bloom Yoga Studio" located on the corner of Rockwell/Leland and "Chicago Yoga Center" located on Lincoln near Belmont.

Lent offers opportunity to relinquish, reflect, repent

By Sahar Shafqat

Lent is the 40-day period beginning on Ash Wednesday and ending the day before Easter. The time is symbolic of the 40 days spent by Jesus in the wilderness where he prayed, fasted, and resisted the temptations of Satan before starting his ministry. Several Christians participate in Lent by making personal sacrifices.

Several students at Lane are in the midst of giving up some of the things they like most.

"I'm giving up soda and candy," said Diana Guillen, Div. 914.

"[I'm giving up] pop and chocolate and trying to be a better person," said Mary Anne Reyes, Div. 928.

"I'm giving up the chocolate chip cookies that are sold in the lunchroom," said Elizabeth Rabadam, Div. 283. "They are so addictive."

"It's a chance to reflect on the values of our religion," said Mark Pagatapatan, Div. 923.

"It just shows how a person can have strength to give up something because of all that Jesus gave up for us," Dalia Aragon, Div. 912 said.

"It makes me a stronger person knowing that I gave up something important," said Anthony Muzquiz, Div. 936, who also decided to give up candy and soda.

Several students are not eating meat over the Lenten weeks, which is a traditional practice among many denominations. Some are choosing not to eat meat on Fridays, while others are giving it up for the entire 40-day period.

Raymond Santamaria, Div. 278, is giving up meat on Ash Wednesday and Fridays.

"It's really important to me because it's about feeling what Christ felt when he walked through the desert for 40 days and 40 nights," he said. "He didn't eat or drink anything."

"My family and I usually give up meat for all the 40 days and it's important because of my religion," said Abigail Gonsalves, Div. 935. "For me personally, I often question religion, but for Lent it's serious."

Fasting is also an important part of Lent for many. Its purpose is to put people in control of their appetites, not be ruled by them.

Daisy Salgado, Div. 278, believes that it is important to refrain from eating meat on Fridays because it was the day that Jesus died.

Not all the sacrifices being made involve giving up food.

"I'm giving up video games, my iPod, and Myspace," said Catherine Salgado, Div. 283. "It hasn't really been that difficult for me, so far."

"I'm choosing to give up swearing," said Brigitte Arroyo, Div. 907. "I broke it a couple days afterwards, but I'm choosing to stick with it because it's an ugly habit."

Mayra Trujillo, Div. 280, said her plans for Lent don't involve giving something up, but giving something back.

"Part of my Confirmation duty is to give back, so I'm going to feed the homeless and restrain [myself] from eating a lot," said Trujillo. "It's important to me because of Jesus and what he gave up for us."

Not all students whose religions observe

Lent participate in it themselves.

Miguel Miranda, Div. 263, is one of them.

"I don't [participate] in Lent because I don't think it's necessary to give up something to see what Jesus felt," he said. "It's not important to feel the same way Christ felt."

"I am not that strongly dedicated to my religion," said Anjelica Masson, Div. 055. "I don't know a lot about it, but if I had to give up something, I would give up fast-food."

Some students say giving something up for Lent helps them remember to fulfill other religious obligations they feel.

"It's easy for me to avoid Coke and stuff, but it's really hard to actually remember to pray," said Angelica Atian, Div. 940. "I don't want to just be another Catholic who practices just for the sake of doing it; I want to better myself and become closer to God, and practicing Lent is the way to do it. Lent also gives me a chance to really put things into perspective to look at what may or may not be really important, or what is really necessary in my life."

They're magically delicious

Good luck charms offer students assistance in times of need



By Samantha D'Anna

With the financial crisis of the past year, just about all of us are down on our luck and could use a few lucky breaks.

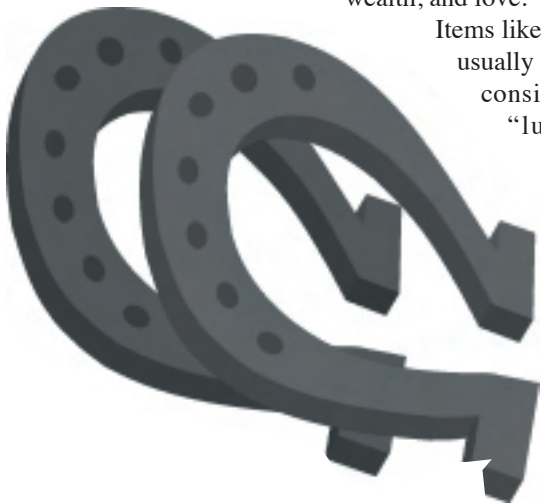
While many claim not to believe in luck – the idea that things completely out of your control suddenly start to fall in your favor –

a lot of these same people engage in superstitious practices, like bending over to pick up a “lucky” penny in hopes it might bring good fortune.

Others openly embrace the idea that luck is more than just random events going well for them. They even carry lucky charms with them to attract good fortune and to ward off evil and misfortune.

“I have a good luck charm,” said Rina Ivanyshyn, Div. 050, who is of Russian and Ukrainian descent. “It was passed down from my great-grandma. It is three keys, which... if put together, [lead to] the unlocking of the doors to health, wealth, and love.”

Items like these usually are considered “lucky” after



they have been closely tied to a very fortunate event.

“My Grandma told me [that] when she was my age Russia was Communist. She was walking home one day and saw the Russian soldiers who molested girls. She began running. She had three keys—one for her house and two rooms inside. She was very far from home and they were catching up quickly, so she ran up to a house and tried to get someone inside to help, but no one was home, so she decided to pretend that it was her house and use her keys. The key she had opened the house! She went in and [it] scared off the soldiers. My Grandma was very lucky. Those keys saved her and that is what they are intended to do for me.”

Many lucky charms have been adopted from the traditions of family and culture.

“My lucky charm is my Irish knot ring,” said Jillian Flores, Div. 912. “It represents my family’s heritage. It has been passed down for generations in my family, from my Great Grandma to my Grandma to my Mother to me.”

Some lucky charms have centuries of history behind them and the traditions surrounding them have changed throughout the years.

The charm bracelet is a prominent example.

This form of jewelry initially had a religious function and dates back to the prehistoric era. The first charm bracelets – said to possess special powers – were worn by the Assyrians, Babylonians, Persians, and Hittites, from 500 to 400 B.C. As time went on these bracelets lost their spiritual purpose and became fashion jewelry. They were revived in the 1890s in England, and again during WWII when soldiers would pick up charms abroad as souvenirs to bring back to their wives and girlfriends. Charm bracelets still remain popular as keepsakes.

“I have a charm bracelet I received from my sister that brings me good luck,” said Juline Plantaber, Div. 916. “Each charm represents something important in my life.”

Not all lucky charms have as much history behind them. Many people find their own items that they believe to be

lucky.

Melanie Martinez, Div. 933, deems pennies her lucky charm and lives by the rhyme, “See a penny pick it up, all day long, you’ll have good luck.”

“Every time I see a penny around on the ground, I pick it up and keep it with me all day,” she said. “If I have any extra pennies on me, I throw them outside so other people have the opportunity for some good luck. Its like karma.”

While some believe luck is a force that operates for good or bad in a person’s life, others merely regard it as a “hit and miss” combination of situations and conditions that may lead to fortune or misfortune.

“There is no such thing as luck,” said Stephen Lexby, Div. 916.

“Luck is more of just a coincidence. Just because something happens in your favor or not in your favor, doesn’t mean there is some outside force causing it.”

Others believe good or bad luck is more a result of optimistic or pessimistic thinking.

“I don’t believe an actual ‘charm’ or item can bring you luck. I think it’s all about the person’s attitude,” said Plantaber. “If you think positive, good things will happen. If you think negative, things won’t turn out they way you want them to.”

“Do I believe? Of course. Because where would we be if we didn’t believe in simple little things like this?” said Martinez.

“It is always good to believe in something, especially if it is hopeful,” said Pipat Tienchai, Div. 923.

“I’m not Irish or anything, but I do believe in luck,” said Ivanyshyn. “It seems to give hope – in a way, even false hope. It works to your advantage. To believe in something may really help you out.”

Flores says she believes in luck, but tempers it with the warning: “Depend on the rabbit’s foot if you will. But remember, it didn’t work for the rabbit.”

Students find comfort in childhood mementos

By Lucia Ramirez

It’s okay to still carry around Mr. Bananas, don’t be ashamed. After all, as a kid, most everyone was attached to something – a security blanket, a teddy bear, or some other item that gave them comfort.

“I have a bear named Fluffy. My mother gave him to me when I had just gotten here from Poland. I was at a new place, and it gave me comfort,” said Natalia Pawikowska, Div. 025. “I would take it with me everywhere, like when I went in the car because I was afraid of riding in cars so it helped me overcome my fear.”

“I was given a bear by my cousin when I was five. I named it Cuffy,” said Megan Banias, Div. 914. “I was close to my cousin, and she ended moving away, so the bear reminded me of her. I took it with me on trips up until I was 12.”

“My monkey was named Bananas. It was a pink and yellow stuffed animal,” said Nancy Aviles, Div. 927. “It was my brother’s from when he was a kid and he gave it to me when I was like six on Christmas because I really liked it.”

According to the article, Why Kids Get At-

tached to Stuffed Animals, by Victor Epan, children get attached to most of their toys, especially the stuffed ones. They start considering them as their companions to play with and their friends. Children will talk to them and share their feelings because they treat them as living things.

Not everyone’s sentimental attachment, however, was to a stuffed animal.

“I had this piece of sheep skin. It was furry, and I wouldn’t fall asleep without it,” said Patrycja Banas, Div. 927. “I would rub my cheek on it and I would fall asleep in a matter of minutes.”

“I had a purse in the shape of Minnie Mouse,” said Alondra Juarez, Div. 921. “It was kind of small, and I would take it to the park, to school, on trips also. Even when I went to Disney Land I took it with me.”

Because children form such strong attachments to their beloved items, giving them up can be very difficult.

“It’s hard to sleep if I don’t have [my pillow] with me,” said Sonia Trujillo, Div. 927.

“I still have a pillow my mom gave me when I was two,” said Sonia Trujillo, Div. 927. “I stopped carrying it around when I was like 12. It was hard letting it go because I would cry a lot and my cousins used to make fun of me. It’s a small pillow that I could take to school, but I don’t!”

“I used to take [my monkey] over to my friend’s house and she would want to use it also to sleep with it,” said Aviles. “It got lost in the snow one winter, when I was about nine. I tried looking for him but he was gone.”

“I took [my purse] on trips, but one time I went to Guatemala and I forgot to pack it when I was coming back. My mom was supposed to have helped me pack, and she didn’t so I kind of blamed it on her,” said Juarez. “My grandma said she would send it back to me but she never did.”

Though most Lane students claim they are no longer attached to any of the items from

their childhood, many still have them somewhere close by and still have sentimental feelings for them.

“Although I stopped using it when I [was old enough to start] liking the Spice Girls and my bear would just hang out in my bed alone, I would be mad if I lost it. I would feel like I lost a part of my childhood,” said Banias. “It’s one of the only things I still have.”

“I still have that piece of fur,” said Banas. “It’s in a safe place where all my childhood things are.”

Perhaps the world’s most famous security blanket belongs to Linus, Charlie Brown’s young friend in Charles Schultz’s Peanuts comic strip. Linus treasures his blanket more than anything in his life. It acts as his universal constant in a world that is constantly changing around him as he grows up. But “growing up” often involves letting go of childish behaviors, and losing that security attachment might be a key step in that process.

Not everyone, however, is ready to let go of their childhoods just yet.

“It’s hard to sleep if I don’t have [my pillow] with me,” said Trujillo. “My brother takes it and hides it and I go crazy trying to find it.”

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Student drivers getting smoked by potholes

By Dulce Arroyo

Swerve, slow down, speed up. Try as you may, sometimes there's just no avoiding potholes. And with hundreds of them riddling Chicago's streets after the long winter, students are more susceptible to driving into their traps than ever.

Addison has become particularly infamous for its cavernous potholes.

"I was on my way to school on Addison and there was a row of three big potholes," said David Follick, Div. 920. "I tried avoiding them, but I hit one and got a flat tire. I tried to change it, but there was too much slush so I couldn't."

Luckily, Follick was near a gas station.

"I filled the tire with air and had enough to drive back home so my mom could drop me off," said Follick. "I ended up fixing the flat after school."

This was the third flat tire Follick's car has had already this winter due to potholes.

"The second time I had to pay \$30 for another used tire to be put on," he said. "The third time I jacked the tire up, but since one of the lug nuts was stripped, I called a tow truck to take off the tire."

Others have also been victimized by potholes on their way to school.

"It was raining one day, and a huge pothole by Gordon [Tech] was covered with water," said Jorell Delacruz, Div. 020. "I was going at the speed limit, but once I hit it I felt the car go down. I got out and checked, and my tire was flat."

Delacruz was able to fix his flat after school that day. Other students have had pothole damage to their cars that is not as easy to fix.

"I was running late to school, so I was driving fast to get to class on time," said Matt Ortiz, Div. 028.

"There was a big pothole on the right side of Addison before California and I didn't see it until the last second. When I hit it, the front wheel of the car dropped; now the wheel drifts to the right [when I drive]."

Ortiz did not immediately notice the damage to his car.

"It ended up going flat once I got home, and cost \$140 to get it fixed," said Ortiz. "I'm lucky I have a Durango, because if not, the pothole would have dented the bumper."

Addison is not the only street where students must deal with dangerous potholes.

"I was driving on the bridge by Cicero and Montrose, when bam! My tire blew up," said Giovanni Diaz, Div. 912. "It cost around \$150 for a new tire; my steering wheel is also tilted [now]."

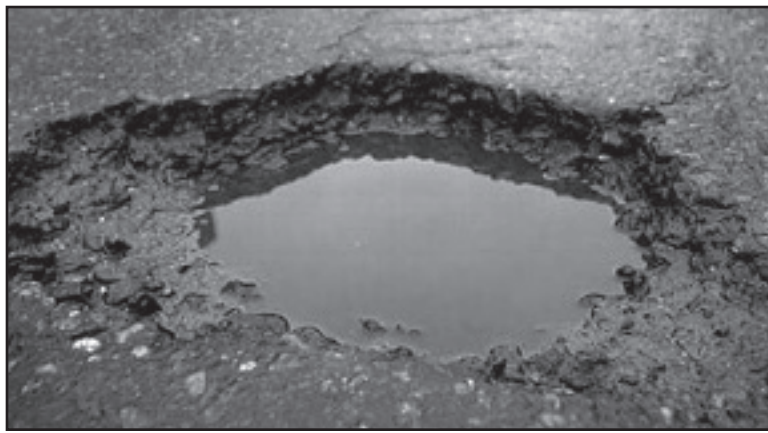
"I was with my mom and baby sister and we were driving to Old Orchard down Cicero," said Rina Ivanyshyn, Div. 050. "There were potholes everywhere, so my mom made sure to go around them, but someone called her and she got distracted. The front wheel on the right side went into this pothole that was maybe one foot wide and super deep, so it cut and popped the wheel."

There was no shopping that day for Ivanyshyn.

"My step-dad had to come and pick us up. It was so stupid," she said. "The potholes have been there for a year now and no one does anything [to fix them]."

No matter how small they are, potholes are prone to causing major damage.

"A year ago, my sister drove over a pothole that was about two feet long and two feet wide, with other potholes around it on the intersection of Carpenter and Touhy," said Jory Novicki, Div. 932. "The front of the car bounced into



the air because the pothole was so deep. When the front right tire came back down, the back left tire hit the street and fell into another pothole."

After pulling into a Wal-Mart parking lot, Novicki and his sister noted more than just a flat tire.

"The rim had been crushed in and was bent out of shape, and the tire got punctured," said Novicki. "Then we had to wait four hours in the middle of the night for an expensive tow truck to tow the car because the wheel was too bent to even be taken off."

Still, Novicki and others should consider themselves lucky. The damage sustained from their run-ins with potholes has been temporary.

Southside resident Lucile Davidson, 54, drove into a pothole on 76th St., which, according to her daughter, was so big that "a chunk" of the tire's rim was knocked out. Davidson's collision with the pothole caused her to hit her head on the steering wheel. The subsequent head trauma triggered a stroke, which led to her death less than two days later after being admitted to Jackson Park Hospital.

So after accidents like these, what can be done?

According to officials quoted in the Chicago Tribune, the Illinois Department of Transportation's

2009 roadway maintenance plan hopes to launch a "repair assault" in early spring when factories begin to produce hot asphalt again. However, this is only possible through new state and federal funding.

This maintenance plan will also include what officials call a "stepped-up, strategic effort to resurface more high-traffic routes to produce longer-lasting results until money is available to rebuild aging roads."

But while city officials wait for funding, Chicago residents continue to grumble about the need for street repairs.

"There's a number [311] to call where you can let the city know what potholes to fix," said Diaz. "But why do we have to? It's pretty [darn] obvious there are holes in the street."

"The city should just continue filling them up," agreed Joe Crawford, Div. 929. "They are probably losing more money with people calling them to replace tires than to fill [potholes] up."

Some student drivers have changed their routes to avoid potholes. Delacruz has switched from Addison to Fullerton.

"I take side streets now and stay off Addison," said Follick.

Ehow.com suggests the following for how to avoid potholes.

1. Watch the traffic flow. If you find that everyone in front of you is making an unexpected detour, take heed. They may be swerving to avoiding a pothole in the road.
2. Make mental notes. As you drive back and forth on roads frequently traveled, make a mental note of the potholes. People often drive to and fro with so much on their minds that they don't remember how they got to their destinations. Clearing your mind and concentrating on your commute gives you the presence of mind to avoid potholes rather than absentmindedly running into them.
3. Beware of puddles. Rainy conditions can camouflage potholes. When approaching a puddle, take it slow. There could be a huge pothole in the center of the puddle. It's better to be safe than sorry.
4. Check with your department of transportation. Some state websites have a "report-a-pothole" feature. If your state has such a feature, check with the website before you embark on a trip using unfamiliar roads. The website information can help.
5. If you can't avoid a pothole, do everything you can to reduce your speed prior to hitting the pothole. Slamming a pothole dead on at high speeds can damage your tires and wheel suspension mechanism.

Some look on bright side of dark, wintry days

By Francessa Sanchez

With the winter season coming to an end, students are eagerly looking forward to the warmer days of spring and summer. It is arriving just in time for some as they reflect on the winter doldrums and what they did to battle them.

"I read, watch TV, and do whatever I do when I'm not at school," said Raquel Serrano, Div. 926. "I feel really lethargic, tired, and lazy all the time when it's poopy outside."

"When it's dark and gloomy and I'm snowed in, I get a little sad. All I want to do is cuddle with someone," said Elizabeth Alfaro, Div. 905.

"On crappy days, I usually just relax. I light up our living room fireplace and roast marshmallows," said Sophia Burgos, Div. 919.

"I pass the time by going outside and enjoying the snow. But on the gloomy, dark days, I sleep," said Saida Dardagan, Div. 181.

Not everyone struggles through winter, however.

"I celebrate when it's dark and gloomy. I love that kind of weather," said Paloma Porté, Div. 920.

"I love cold, gloomy, and gray weather. That's when I'm at my happiest. If I don't bundle up and go outside, I cuddle up with a book," said Chrissy Panayatou, Div. 934.

Even students who claim to enjoy the winter months admit that their

activities tend to be rather sedentary.

"I usually stay at home, on my computer, unfortunately," said John Gawron, Div. 270.

"On the dark and gloomy days, I enjoy snuggling up in my bed with a good book and my iPod. I spend most of my time on the computer," said Kamila Holodniak, Div. 262.

There are those who find ways to stay active when the cold and snow arrive.

"I usually go snowboarding on Cascade Mountain in Wisconsin every other week. It costs about \$45 bucks for a whole day, too," said Stefan Szarek, Div. 272.

"I would sled over by Montrose beach with a few friends," said Greg Gabien, Div. 914. "There

were really steep sides on these little snow hills. The tops of the hills were really slippery, so someone had to help push you. People were using those plastic toy chest covers as their sleds."

Ashleyann Sanabria, Div. 930, says that in trying to deal with the cabin fever that winter brings, her mind becomes over-active.

"I go insane. I don't sleep," she said. "I draw floor plans. I do renderings – a picture of a building that does or does not exist yet. I draw perspectives – they show what a space would look like if you were standing there. Basically I do anything associated with manual or digital drafting [to pass the time]."

In some students' cases,

staying in during winter days was not their own choice.

"Since it gets dark out really early, some parents wouldn't let you stay out or do much [because of safety]," said Eric Lopez, Div. 907.

If there is a bright side to the dark days stuck at home it's that students spent more time with friends and loved ones.

"I am more active during those cool spring days, but during winter, I spend more time with my family. It sounds silly, but winter helps me learn more about my family," said Aishe Becoja, Div. 162.

"I usually go upstairs to my cousins' house and play any board games they have, or watch movies with them," said Lopez.

Use of hand-held devices dangerous behind wheel

After numerous texting-related auto accidents, Chicago passes legislation making it illegal to text while driving.

By Stephanie Pineda

On a rainy day about a year ago, Joel Nava, Div. 935, was driving down Prairie Street, near 26th Street and Martin Luther King Drive. He looked down to change the song that was playing on his iPod. When he looked up at the road again, it was too late to avoid rear-ending an elderly woman's car.

"The accident was minor," said Nava. "But it was an old lady that was about to pull into her apartment lot. She was on her way to take her daily [medications], and the accident made her late, and she started feeling tired or something like that, so I was tripping out."

Drivers already face numerous distractions from unexpected sources. With the growing popularity in recent years of hand-held devices, especially cell phones, some of the most dangerous distractions are now caused by drivers to themselves.

According to a Nationwide Insurance study, an estimated 20 percent of drivers send or receive text messages while behind the wheel.

More specifically, according to www.suite101.com, an online maga-

zine, nearly 50 percent of teens admit to text messaging while driving.

"[I've been doing it] since I got my car sophomore year, so about two years," said Demi Moore, Div. 919.

"[I've been doing it] since I've been driving," said Nava.

"[I've been doing it] for about five months," said Veronica Gutierrez, Div. 915. "But I feel comfortable enough that when I drive, I can text and not put people in danger."

"[I do it], and basically all of my friends do it," said Joel Gonzalez, Div. 037.

Students might reconsider their texting habits behind the wheel if they knew the potentially dire consequences it can have.

According to a story from the website www.momlogic.com, 16-year-old Kayla Preuss died of head injuries when she lost control of her car and slammed into the center median. Phone records show she was texting right before the accident.

Similarly, 18-year-old Ashley D. Miller, veered into oncoming traffic and hit another car head-on while she was texting. She and the other driver, a 40-year-old mother of one, were killed instantly.

Thirteen-year-old Earman Machado

was killed Dec. 27, 2007, when a car – driven by Craig P. Bigos, a 31-year-old father of four, who was text messaging – swerved onto the side of the street and struck the boy on his bike.

With more stories like these that expose the dangers of texting while driving, many have called for action.

Just over four months ago Chicago's City Council unanimously voted to make it illegal to text-message or browse the Internet while driving in the city. This was an expansion of the 2005 law that forbids talking on hand-held cell phones while behind the wheel. Violators could face a \$75 fine, with the penalty rising to as much as \$200 for violations that occur "at the time of a traffic accident."

"It should be enforced more and the fines should be heftier," said Caleb Albo, Div. 022. "Unfortunately people only avoid things because they'd get fined. They don't worry about their safety. So just make the fine way more hefty and people won't text."

Many students are either unaware of the new law or unconcerned about the dangers of texting while driv-

ing because the practice is quickly becoming more widespread. It is also being made easier with the manufacturing of newer phones equipped with QWERTY keyboards instead of the typical number based keyboards. Many even claim to have developed special "tricks" for texting while driving.

"Since I have a [QWERTY keyboard], I just put my phone on the steering wheel and text that way," said Nava.

"I drive with my knee and maintain my eyes on the road because I can text without looking," said Henry Gomez, Div. 928.

"I usually take advantage of stop signs or red lights," said Jesse Sandoval, Div. 910. "But if I need to read a text, I wait until there's a good enough distance between me and the car in front of me."

Most students, however, admit that texting while driving is a distraction.

"[It's] very distracting," said Gwen Lewandowski, Div. 165. "I would have to look down."

"It's more distracting than talking," said Sandoval. "Sometimes when I send a text and look up I find the car swerving a little."

According to Students Against Destructive Decisions (SADD) and Liberty Mutual Insurance Group, text messaging while driving leads the list as the biggest distraction while driving for teens.

SADD also reports that [text messaging while driving is] becoming as dangerous as drinking and driving in terms of inhibiting teens' driving abilities.

"There's times I almost hit parked cars," said Sandoval. "But if I'm in traffic or a busy street, I won't [text]."

"I almost had an accident about a month ago during a snow storm," said Gutierrez. "I glanced at my phone just to check if I had a message, and then the car started to slide on the snow and ice on the ground."

Although the majority of the texting population consists of teenagers, a good 37 percent of this population is made up of people 18 to 27, and 14 percent is made up of people 28 to 44.

"My mom texts while driving all the time," said Athina Zagle, Div. 040. "She actually rear-ended a car while she was texting. That poor car was thrashed."

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Use of profanity in school becoming free speech issue

Some students claim school policy of “self-control and respect” conflicts with their First Amendment rights.

By Joanna Stepkow

Man, that #@&ΣΔ%\$ test was a #@€π&^\$*! I totally failed that #@Ω*&^□\$!

Many students openly use profanity in school believing it is their freedom of speech and expression.

“I swear all the time because it’s a part of my language,” said Brittany Owen, Div. 923.

“I think it’s none of [school’s] business [if I curse],” said an anonymous senior. “It’s my freedom of speech to speak how I please. It’s a private conversation and it’s a public place.”

The administration, however, believes that freedom of speech does not apply absolutely in a school setting.

“I think [your freedom of speech] is very limited,” said Mr. Jarka, Head of Security. “Just as you can’t yell ‘fire’ in a movie theater, you cannot use profanity in school.”

The policy on school behavior says, ‘students should demonstrate self-control and respect for classmates and school staff,’ wherever they are in the build-

ing.

Although the use of profanity is punishable, administrators acknowledge that it rarely comes to that.

“It is human nature and sometimes it will slip,” said Ms. Rice, Assistant Principal.

Attitude has a lot to do with whether or not disciplinary action will be taken.

“When I hear profanity and say ‘excuse me?’ and a kid turns around and says ‘oh I’m so sorry!’ that’s fine,” said Rice. “Ninety-nine percent of students will say ‘sorry,’ but if a kid says ‘What?!’ with an attitude, then we have a problem.”

Disciplinary action can take different forms for use of profanity.

“Students can receive detention, but they can also be suspended,” said Jarka.

Many believe using profanity is inappropriate in school simply because it is unprofessional.

“I believe in audience appropriate language,” said sociology teacher Mr. Karolczak. “In a professional setting like a court or hospital, there is no place for profanity; and school is a professional place. School is a student’s

profession, their job; therefore slang should not be used.”

“I think you can express yourself without profanity,” said Jarka. “I came from a family where my mother was very strict about my homework. She made me rewrite every assignment until it was perfect. She said ‘if you put your name on it, make it look good, because it represents you’.”

Jarka points out that language functions in the same way, reflecting who you are as a person.

“Cursing makes you look really unprofessional, and you come to school to learn,” said Aldo Basha, Div. 042.

“Cursing is just not appropriate,” said Melissa Meyer, Div. 936. “You don’t need it in a classroom, which is for education.”

Not everyone agrees, however. “I swear in class all the time,” said Athina Zagle, Div. 040. “I have a really dirty mouth; that’s just who I am.”

“I think we should be allowed to swear in class as long as we don’t swear directly at someone,” said Anastasia Protopappas, Div. 045.

Some argue that swearing should be tolerated in certain cases.

“Profanity sometimes helps ex-

press your thoughts better,” said Mr. Torrey, English teacher. “It is hard to find substitute words for some of them.”

“It helps get a more dramatic point across,” said Protopappas.

Others insist that profane language only hurts one’s image.

“Profanity doesn’t add to what you’re trying to say,” said Christopher Tidd, Div. 040.

“School environment is not the place for swearing,” said Karolczak. “However, when you are among peers, feel free to use your first amendment [rights] to show your lack of vocabulary.”

So what about in the social and often chaotic atmosphere of the school hallways?

“I think swearing in the hallways is just as bad as the classroom, because it’s still in school,” said Meyer.

“In the hallway it’s different. I see it as a moment between you and your friend,” said Mr. Torrey.

“I won’t reprimand students for using profanity in a social setting, like Jewel or McDonald’s,” said Karolczak. “The hallway is closer to a social setting, and I won’t tell them anything if they are just talking to themselves. But if they

are making a scene that is disruptive to the learning environment, it should be stopped.”

Some teachers, however, will say something to students overheard using profanity in the halls.

“I was talking to my cousin in the hallway, telling her a story. In the story somebody swore, so I did too. [Then] someone told me, ‘Hey, watch your mouth, sir,’ said David Ruge, Div. 917. “I was angry because it’s none of their business. I wasn’t talking to them.”

“I just ignore it when someone tells me to watch my mouth, I don’t care,” said Protopappas.

“If someone tells me to watch my mouth then I say ‘just don’t listen to me’,” said Owen.

“It’s high school. Who doesn’t swear?” said Zagle.

People curse for different reasons: they want to exercise their freedom of speech, express their personality, or get a point across. Those who choose to do so in school, however, may face consequences that will leave them cursing under their breath.

Teacher-student confrontations get physical

By Melanie Johnson

One of the five points in Lane’s mission statement declares the intention of “establishing an environment where mutual respect and positive relationships exist between students and staff.” Sometimes, this is easier said than done.

There are times when teachers and students clash, resulting in regrettable consequences.

Many students say that throughout their school years they have witnessed or have been involved in a physical conflict with a teacher.

“When I was in eighth grade I pushed a [substitute teacher] because he tried to grab me,” said Jaquez Robinson, Div. 151. “He thought that I was talking smart to him when really I was talking to one of my friends. Afterwards, he called the disciplinarian and all they told me to do was to sit in the office and calm down; so basically they didn’t do [anything].”

Robinson has also had a confrontation with a substitute at Lane.

“It was a substitute for my Music Appreciation class and she tried to kick me out because my name wasn’t on the roster. She tried to grab me so I pulled away from her and [feigned a punch] at her,” said Robinson. “She then called security and then they escorted me out the classroom but I wasn’t

even taken to 210.”

Sergio Alamo, Div. 934, witnessed his seventh grade teacher get slapped by a girl in his class.

“The teacher kept bugging and annoying her and one day the girl got fed up and slapped her. My teacher then called the principal and the police were called,” said Alamo. “After the police arrived they took her into custody and she was arrested.”

Lane history teacher Mr. Allegrezza had a similar experience over 30 years ago while working at another school. Upon catching a student trespassing on school grounds, Allegrezza began escorting him to the discipline office.

“[He] tried to throw me down the stairs, but I took him down with me. I took the week off because afterwards I had back pain. But I did press charges and he was expelled from the school and sent to the [Cook County Temporary Juvenile Detention Center],” said Allegrezza.

According to Allegrezza, some students during their teenage years think they are

above authority. He also attributed these attitudes of disrespect to TV shows where authority figures are made to look dumb.

When Darwin Stewart, Div. 913, was charged for assaulting his teacher in grammar school he received a 10-day suspension.

“[He] tried to throw me down the stairs, but I took him down with me. I took the week off because afterwards I had back pain,” said Allegrezza.

“When I was in grammar school I had this teacher who would always single me out because I talked a lot. One day she grabbed me and told me to be quiet, so I snatched away from her and hit her with a chair on her leg,” said Stewart. Mr. Rummelhof has been a teacher at Lane for two years and believes that while both the student and teacher are accountable for their actions, usually it is the student who is more at fault. “It’s the teacher’s fault for letting the disrespect build up and not doing small disciplinary things to regain control of the classroom and student,” said Rummel-

hof. “It mostly is the fault of the student for challenging authority because - regardless of the situation - they need to show respect to their teacher [whether] they are right or

wrong because [teachers] are their elders.”

“A lot of discipline starts at home,” said Allegrezza. “Parents need to play a more active role with their children, but there are also teachers who are too lax, don’t care, or aren’t consistent with their approach to discipline.”

Ms. Williams has been a teacher for six years and recalls the physical discipline she received from her teachers while attending Catholic schools.

“When I was in second grade my teacher (a nun) used to hit me with a paddle if they felt I was misbehaving,” said Williams. “I remember in kindergarten that if we didn’t take a nap our teachers would pinch us on our butt, but in third through eighth we just received detentions or had to write what we did wrong 1000 times (normally 3-5 pages).”

Although the high school Williams attended had a history of using corporal punishment on students, it was when Williams was attending that new laws were passed prohibiting that type of punishment.

Williams says she would never allow herself to get pulled into a situation where a student is being confrontational because that is not her job.

“I’m not a babysitter my job is to teach. If a student is out of hand I call 210 (discipline). Teachers should never get to the point where they are arguing or getting physical with a student,” said Williams.

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Arranged marriages still a custom for some families

By Vanessa Landa

"Do the dishes, clean your room, take out the trash."

Parents force us to do an awful lot, especially in our home lives. But should they be allowed to control our love lives as well? Some students say yes.

Many cultures, like those found in India, Pakistan, Nepal, and various other Asian countries practice arranged marriage. Several Lane students from those cultures plan to have a spouse picked for them by their parents.

Arranged marriages may sound like a nightmare for those who grow up in a Western culture where love is supposed to be found, not bargained for. Those who are familiar with the arrangements of arranged marriage, however, claim that it's not as bad as it sounds.

"It's not forced. It's just that your parents give you different choices and you pick one you like," said an anonymous student whose family practices arranged marriages. "A girl has the right to object whether or not she would want to marry the man her parents choose for her."

"I wouldn't mind having an arranged marriage," said an anonymous student, Div. 047, whose family practices arranged marriages. "I think that eventually you would fall in love [with the person]. Your parents just want what's best for you."

"Most parents believe after marriage, you fall in love," said Rabia Ali, Div. 052. "Arranged marriages are done because they believe love marriages are immature." Still skeptical?

According to an on-line article published on Helium.com, arranged marriages are far more successful than those people choose for themselves, like those in Western cultures. For arranged marriages, the divorce rates are generally

lower than five percent, compared to 50 percent of Western marriages.

"There are rarely any divorces in an arranged marriage," said an anonymous student. "The only reason there would be divorce is because of cheating. If there is

cheating involved, then you get a divorce, or it's ignored."

Some attribute this to the fact that cultural consequences are more severe for divorce in these cultures. Others claim the bigger reason is that parents know best when it comes to figuring out what their child really needs.

"I don't think love exists," said Ali. "I believe in arranged marriages because your parents know you better than you know yourself."

"You are expected to fall in love with your husband because you learn things about each other as time goes on," said an anonymous student whose parents had an arranged marriage.

Parents who arrange their child's marriage look for a mate who is compatible in major areas: religion, education, financial status, and family values. When they have found someone they believe is suitable they contact the parents of the candidate and arrange a meeting. This serves as sort of a first date, which is chaperoned by an adult - usually a family member - to make sure all goes well. If it does, and all interested parties approve, a wedding date would be set.

Many don't realize that just because a marriage is arranged, does not mean those getting married aren't happy. Quite often the young people have chosen each other with the blessing of their parents.

Children in these cultures may also work harder to pick a potential mate who their parents will approve of.

According to a student whose family practices arranged marriages, family reputation

"You are expected to fall in love with your husband because you learn things about each other as time goes on," said an anonymous student.

is very important in India. Most children want their parents to be happy, and many would rather please their parents than themselves.

In India, if children disagree with their parents' decision and refuse the arranged marriage or run away, it looks very bad for the parents, whose reputation would suffer. With this added pressure, the topic of arranged marriages can be

a touchy subject.

Many of the Lane students who will likely have marriages arranged for them are uncomfortable revealing their identities in fear of being chastised by their peers who see the practice as too controlling or unromantic.

"I believe it is wrong for parents to choose their child's spouse," said Michael Burbano, Div. 045. "The children should have a choice who they could marry instead of their parents picking someone they may not like, or possibly hate."

"I don't agree with it because everyone should have their own choice choosing who to spend their life with," said Jessica Bandera, Div. 036.

"[Arranged marriages are] wrong because you are paired with someone that isn't your true love. That's why it should be love before marriage," said Laken Tomlinson, Div. 037.

Still, most of the students at Lane whose marriages will be arranged are confident their parents will respect their wishes, or at least pick someone they will be happy with.

"If the right guy doesn't come along, and my parents have a suggestion, and if I meet him and I approve [of him], I will consider

[an arranged marriage]," said an anonymous student whose family practices arranged marriages.

"I'm not completely against arranged marriages," said an anonymous student from Div. 020. "As long as in the end I have a choice and I like the guy, I'm okay with it."



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Mex in the City: College-bound couple faces long-distance dilemma



By Dulce Arroyo

Dear Mex in the City,

My boyfriend and I are going away to different schools for college, and although I know it's something that was bound to happen, it's still really hard to deal with. And the longer we stay together, the harder it will be when it's time to end it. What should I do? Please help!

Anonymous

Dear Anonymous,

The present should be the only concern for you right now, instead of worrying about what will happen in a couple months. For now, you should have as much fun together and cherish the time you have. It sounds cheesy, but at least you'll have many happy memories to look back on.

The best thing you can do in this situation is talk about what you both

want to do, be it end the relationship on friendly terms or try to make it work. However long you've been together shouldn't matter as much as how strong the communication is between the both of you.

If you decide to break it off, it may not take a short time to get over it, but at least you'll have time to prioritize as you begin a new chapter in your life. (College, yay!)

If you decide to make it work, be prepared for hardships due to the fact that you're going to be miles away. I'm sure you're planning on calling or texting weekly, mailing letters, seeing each other via webcam, leaving videos on each others' Facebook walls, etc. With today's technology, it's impossible to lose touch!

Remember to carefully and thoroughly review your relationship according to how YOU feel. Is it honestly worth the effort of a long distance relationship? It's going to be tough, but if you both really care for each other enough to make it work, I don't see any reason why you shouldn't try.

Signed,
Mex in the City

Mex in the City wants to hear from you! Send all questions to dulcearroyo@lanewarrior.com.

Hate is not an American value



By Sahar Shafqat

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed."

These exact words are from the Declaration of Independence. America has been founded on these unalienable rights that everyone is entitled to. One of the rights listed above is the pursuit of happiness. But what if one's happiness rests in the hands of other people? This is precisely the case with homosexual rights.

Last year, same sex couples were given the right to a lawful marriage in the state of California. In November, the same year, Proposition 8 was passed by voters in the election. It declared that marriage

could only be between a man and a woman; the vote was 52 percent to 48 percent. The same-sex marriages before November are still considered legal. The fact that the wishes of the 52 percent are being heard through the political process leaves me with only one question: what about the 48 percent? These are not just statistics but real people, gay or straight, who want equality, in every sense of the word.

But who am I to say what should be done? After all, I am just a Muslim, high school student. Yes, Muslim, so I should be *against* homosexual marriages and gay rights, right?

Wrong. I believe in my faith, but I do not agree with everything that is written there in front of me. There should not be any prejudices against people for their sexuality. All people are born equal and therefore should be given the same rights. I believe that same-sex couples should be given full marriage rights, not just the right to have partnerships or civil unions.

Many people believe that Prop. 8 is an unconstitutional revision and is also not an amendment to the California Constitution. I agree and I believe that marriage laws should be equal no matter what one's gender, race, or sexuality is.

It is not that I cannot see from the religious and conservative view or that I am completely blind to that perspective. I can see why the pub-

lic may be opposed to it, but what if the tables were turned? What if opposite sex couples could no longer wed legally? I cannot see that they would take this injustice silently.

A very wise and intelligent teacher once told me that giving other people power does not necessarily mean that another group is losing power; they are simply sharing the power. Following this ideology, religious groups and the government should not feel threatened by giving equal rights to homosexual couples.

According to a study by the Faith and American Politics Survey, 46 percent of Americans ages 18 to 34 think gay couples should be allowed to marry, compared to 29 percent of Americans overall. Also, 44 percent of young Catholics and 48 percent of white Protestants believe that homosexual couples should have marriage rights. As these statistics show, most people are indifferent or in favor to allowing same-sex couples to have equal rights. If only this were reflected in the vote against Prop. 8.

The step in the right direction would have to be taken by cooperation between the people and the government. My father always says, "Hate is not a family value." I never realized what he meant until I applied it to the injustices being done toward homosexual couples. This is why I now believe that hate is not an American value.

Lane Drama puts groovy twist on classic story

By Dulce Arroyo

With eye-candy costumes, charismatic actors, energetic dancers, and a musical score you couldn't help but tap your feet to, Lane's musical production, *The Wiz*, was quite the spectacle for students, faculty, and family members who attended. The Friday night performance on Feb. 20 showed the hard work and dedication from the entire cast.

Those familiar with *The Wizard of Oz* definitely noticed an urban and humorous twist on the classic story. The famed foursome (Dorothy, Scarecrow, Tin Man, and Cowardly Lion) exhibited the same traits, but also had a modern vibe that I liked. The few moments of improvisation by the main cast were pretty funny, like when the Tin Man, played by Shawn Ward, said some funny bits as he tap danced, and when the Scarecrow, played by Esau Medina, added a couple of Spanish comments.

As the characters sang their way to seek the Wiz's help, their voices blended nicely with the dancers' amazing routines. The dance that I liked the most was the first one in which the twisting tornado that infamously whisked Dorothy away was portrayed by several spinning dancers who twisted their way around the smoky stage.

The Munchkins had a hip attitude



Dorothy, Lion, Scarecrow, and Tin Man are off to see the Wiz.

that contributed to the vibe, and surprised me when I found myself laughing instead of cringing when they spoke. Addaperle, the good witch, played by Devin Semrow, was a fresh addition to Dorothy's entourage that also amused me with her comment of "I'll be taking the bus" when her magic wand failed. And though Glinda, played

by Jerusha Young, made a short appearance at the end, her sweet solo matched the bubble gum pink dress and bright smile she wore.

The green dresses worn by the female citizens of Emerald City really caught my eye. Along with the funky green glasses worn by all Emerald City citizens and the mixed and matched Munchkin

clothes, the settings and costumes all had colorfully creative touches that I loved.

On the opposing side of Dorothy's quest for Kansas was Eviline, a funnier version of the Wicked Witch of the West. Naturally, Eviline – played by Eric Campos – was pretty evil, but also funny. Campos really got into character

each time he screamed "Shut up!" at his annoying minions.

And what can be said of the Wiz? Pablo Ayala stole the spotlight when he sang, danced, and zestfully acted out his character. His costume resembled that of Elvis Presley's sparkly caped outfit, which fit the purpose since he was indeed "the king" that night.

But let's not forget the fabulous orchestra and chorus. They did such a fantastic job that I'm sure the musical could not have gone as well without them. Along with the actors and dancers, the orchestra members should feel just as much an accomplishment for their part in the musical.

If there was any weakness in *The Wiz*, I'd say that the music would often drown out the singers' voices. Though it wasn't a huge problem, my advice to future musical cast members is not to hold back from expressing themselves; that way, the audience gets an even better understanding of the characters.

Overall, I enjoyed watching the cast's acting, dancing, and singing that covered nearly the entire stage. Actors even ran into the audience at one point as they sang a tune. When students show that they love what they do on stage as much as this cast did, it's no surprise that this production of *The Wiz* was full of stars.

Abortion: America's modern-day holocaust



By Maria Murczek

In the U.S., four in 10 women are guilty of murder. Fifty percent of these women are under the age of 25, and their victims have not even seen the world yet.

Abortions are terminations of pregnancies by the removal of a fetus or embryo. There are two different types of abortions: medical and surgical. Medical abortions are done by taking pharmaceutical drugs. Surgical abortions are done by various invasive methods.

Pro-abortion groups believe that life does not start until after a baby is born. But if the result of an abortion is death, does this not mean something had to be alive

in the first place? Murder is illegal, and forever will be for all the right reasons. However, abortion is legal (since *Roe vs. Wade*) in all 50 states.

Simply put, I would not be here if I were aborted. I would have never celebrated a birthday, never would have learned life's lessons, and never would have had fun with my friends and family. What if your favorite famous figure was aborted? What if people who have made a difference in the world never got that chance? What if the 45 million abortions between 1973 and 2005 included the people who could have cured cancer, or AIDS?

The potential in a baby's life is the sky's limit, and it all begins with the embryo. Everyone deserves the right to live their lives before it is time to pass.

Abortions are said to be fairly safe. I have researched a few websites that state several health risks involved with abortions. Not only is a person killing a baby, they can very well be hurting themselves.

Women who have had an abortion have an increased rate of

breast cancer later in life. Bowel and bladder injuries, diseases, and infections can occur as well. The worst cases caused by abortions are infertility, cancer, and death.

In my opinion, there are some good solutions to this baby-killing crisis. First off, if you don't want to have a baby, use the proper protection (and use it correctly). Of the women who have had abortions, eight percent of them have never used a method of birth control. Also, 46 percent of aborting women had not used a contraceptive method during the month they became pregnant.

If these beginning precautions are not taken into consideration, then that is irresponsible. Abortions can cost between \$90 and \$1,800. That's a pretty expensive condom, don't you think?

Most of us are quite aware of the many negative consequences that can come from having unprotected sex. If someone doesn't think they are ready for that sort of responsibility, then they should use protection or not do it at all. If someone is going to kill a baby just because they did not want to



originally use the proper protection, that's ridiculous. 'I'm going to erase that mistake by just killing someone'.

If someone just doesn't feel mentally or financially able to care for a child, might I suggest adoption? There are many couples out there who are unable to get pregnant, and who would love to have a child. Someone's 'dumb mistake' (as referred to in the movie *Juno*) could benefit someone else.

If abortions were made illegal, unexpected pregnancies, in

my opinion, would decrease. If people knew that they did not have that (horrible) Plan B, they would be much more cautious when having sex.

Responsible people would mean less STDs and illegitimate children. It would make people think twice or at least be a lot more careful.

So, setting religion and law aside, it's just a moral and ethical thing. After all, last time I checked, murder is a crime.

Hoping that stem cell research will save lives



By Erik Prado

I recently discovered that my grandfather was diagnosed with colon cancer. I overheard my parents talking about the situation, and found out that the diagnosis does not look good for him.

My entire family, including me, is aware that there is a good chance he will lose the fight to cancer. But there is a part of me that cannot help but wonder, is there a cure out there?

There might be a way to find a cure for cancer and other diseases, and it lies in stem cell research, a touchy subject for many. However, scientists do not yet know all they need to know about stem cells because of federal guidelines.

On March 9, President Obama

repealed an old policy enforced by President Bush that prevented federal tax dollars from being used to research embryonic stem cells.

"As a person of faith, I believe we are called to care for each other and work to ease human suffering. I believe we have been given the capacity and will to pursue this research -- and the humanity and conscience to do so responsibly," said Obama.

Obama made the right choice in choosing to look at the hopefulness of the situation, such as finding cures for Parkinson's, cancer, and spinal cord injuries.

Stem cells are multi-cellular organisms that have the ability to renew themselves. There are two types of stem cells known as embryonic stem cells and adult stem cells.

Adult stem cells are not considered that controversial because they are found in human and animal tissue. These cells have the ability to self-renew and regenerate all the cell types of the organ. Potentially, these cells can regenerate an entire organ.

Just last year, the first full transplant of a human organ grown from adult stem cells was performed. Increased funding will



allow researchers to find the faults in these human grown organs. This will mean that people that need a transplant will no longer have to wait months or years, since they have the cure in their bodies.

The main controversy with the public is with the embryonic stem cells. These cells are obtained from human embryos and that is where the ethical questions are raised.

Some argue that embryos are

not humans until the development of the heart, which occurs during the fifth week of pregnancy. Then there are those who argue that an embryo is considered a human the moment a sperm cell fertilizes an egg cell.

My outlooks tend to lean towards the scientific facts, as I am not a very religious person. I agree with the theory that an embryo is not a human until the conception of the heart because there are times when the "baby" is lost before the

heart formed.

One-third of zygotes do not implant after conception, resulting in more embryo losses by chance than numbers that are proposed for research and treatment.

There are positive and negative aspects of stem cell research. However, I believe the pros outweigh the cons.

In vitro fertilization generates large numbers of embryos, many of which go unused and then destroyed. Why allow them to be wasted when instead scientists can use them for research that may be helpful to society?

If abortion is legal in many countries, then why not use those embryos that are going to be destroyed for research?

I believe that the use of stem cells is not morally wrong, as long as there are guidelines about how to obtain them.

One of the main themes of any religion is helping out those in need. As humans, our greatest traits are helping the ones who need it.

Research on stem cells would allow us to hopefully find cures to horrible diseases and cancers, truly helping those out in need, including my grandfather.

Smoking a greater risk for all



Weslyn Strawder

Lane should strongly enforce the current policy concerning the smoking of cigarettes on school campus. While some have taken heed of the rule, there are still others who smoke on campus in the absence of security.

Smoking does not only harm the smoker. Every year, nearly 50,000 non-smoking Americans die from secondhand smoke. Approximately 3,400 of these 50,000 non-smokers die from lung cancer; and the remaining from heart disease. Secondhand smoke can include the smoke coming off the burning end of a cigarette or pipe as well as the

smoke exhaled from the lungs of a smoker.

The Environmental Protection Agency has stated that individuals who are consuming secondhand smoke can develop cancer because secondhand smoke contains hundreds of toxins such as arsenic, ammonia, and hydrogen cyanide. Therefore, the students who are around others who smoke are also at risk of serious health effects.

Smoking also causes thirdhand smoke. Thirdhand smoke is the invisible toxic particles and gases that cling to individuals' clothing and hair. It lingers in furniture and carpentry as well. You might have smelled it in a hotel room, even if it had been vacant for hours. Many people are not even aware of thirdhand smoke.

When students and faculty smoke on campus, or come into school after smoking cigarettes, they are exposing many students and staff members to toxic chemicals. Thousands of students' healths are at risk because of others' addictions.

When questioned why they smoke, many respond with something like,

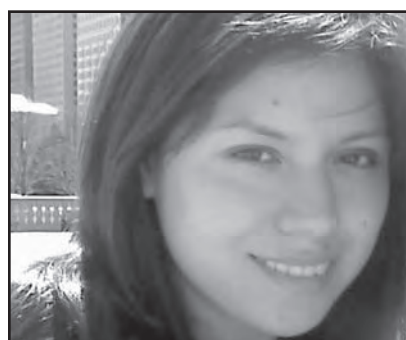
"It's my life," or "We're all gonna go some day."

Even for those who do not plan on walking the face of the earth for years to come, their tobacco usage is affecting others. Smoking cigarettes affects people's health in numerous ways. They are more likely to acquire Alzheimer's disease, their memory is reduced, and - in the case of adolescents - their brains can shrink.

When smokers are not able to access cigarettes, some become easily irritated. Others have severely dry mouths and rapid heartbeat. Smoking also causes discolored skin and teeth, and bad breathe. It deprives the body of oxygen, causing one's muscles to work twice as hard. After surgery, smokers require more time for scars to heal than non-smokers.

Because of these consequences, I suggest the school toughen its policy to not only to protect the lives of thousands of students and their teachers who do not smoke, but for the smokers as well. Maybe doing so will be motivation enough for smokers to drop their unhealthy habit.

Life is not a video game



By Karen Baena

A majority of my friends enjoy passing time playing video games. Maybe I should say wasting time, since that's all they do. Yet, that too is not a strong enough word. Video games do more than just waste time. They waste money, can make kids violent, cause hand problems, seizures, bloodshot eyes, and are extremely addictive. The problems cause by video games does not make up for any "benefits" some claim they bring.

According to a study conducted in 2004 by the American Medical Association, most gamers spend an average of 96 minutes a day playing video games. In 2009 that amount of time has surely grown. This amount of time would be better spent reading and studying, activities that actually stimulate the brain instead of killing it.

The Play Station 2, and other

gaming systems come with a warning about the possibilities of causing seizures. Is it really worth the risk, knowing that an abundance of electrical activity in your brain could cause you to suddenly lose consciousness or the ability to move and control your muscles?

It may not get that far for most. Many gamers may only experience thumb soreness. but, that may be just the beginning stage of bigger problems; some develop tendonitis (inflammation of tendons, which can lead to arthritis). Doing things that bring on medical problems that can affect other aspects of life is ridiculous, and it can occur just from playing video games.

It is especially ridiculous when you think about the large number of games that glorify violence. Games that are about shooting either people or animals, are horrible.

What is astounding is that the military uses video games to train soldiers. Do we really want a video game that teaches how to kill the enemy in war to be available to the public? That is exactly what is happening. We wonder why there are so many senseless shootings among American youths. It may well be tied to the increased violence in video games. Shooting people is not something that children or even teens should be so exposed to. Having the ability to create a character

for the purpose of killing is just asking for trouble. Even if video games are not the main cause of murder, there is no need to add them into the mix of negative influences.

Apart from being completely morally corrupt, with the violence they portray, video games also waste money. One of the reasons they waste so much money is because they are addictive. Once a gamer starts playing they are going to want more and more games, so they will spend more and more money.

How crazy is it that the reason video games make so much money is because the players get addicted to the violence?

It is true that not all games are about killing. Some include car racing, music playing, and even fitness. But these games are not the most popular ones. Besides, music playing and fitness can be done without the use of a television, which eliminates the risk of a seizure.

So people, get outside! Especially with such nice weather coming our way. Get some fresh air and avoid the bloodshot eyes that come from staring at a screen with dolls that kill people. Simply put, video games are harmful to the mind, body, and soul.

Student tips to security could help clean up Lane

...at a cost



By Francesa Sanchez

In one of my classes recently, I saw a student take out a large Ziploc bag with over 30 dime bags (about \$300) of weed, open it up, and let another student lean over to smell the contents.

The student taking the whiff acted impressed and the two began talking about their drug smoking escapades with each other and other friends.

This all happened about 10 feet away from me. I could clearly see the bag and all the weed since the student had it completely out in the open. He was too engaged in conversation to acknowledge that the teacher might see it.

I said, "Be careful," and the student quickly lowered the bag. I even commented on the strong smell, to which the student responded with a wide eyed grin and a chuckle. I then resumed my work, and they resumed their conversation.

Later I wondered about what could have happened if I had not told the kid to hide the bag, or what would happen if I were to go to security and tell them about the whole ordeal. But I would potentially risking a lot in doing so.

Maybe Lane security should introduce a rewards program in which any student who brings in valuable, truthful, and substantial information regarding drugs, gangs, weapons, or any other threats to the school should be rewarded

monetarily, based on how valuable the information is. The money should only be awarded after the information that was given by the 'mole' checks out, so there won't be payoffs for false leads.

The student's anonymity should be protected. To maintain anonymity, only the head of security or the police officers involved (if that be the case) should know the identity of the mole. A policy like this would ensure the personal safety of the student giving the information.

So how could students safely share this information with security? Perhaps there could be a drop-off box in the security office where notes can be left. A locked box (guarded by Sir Milsap) would allow students to drop notes on which they write their valuable information, their name, and division number. There might still be the risk of an angry student (who fears getting told on) stealing the box and laying a beatdown on any people who have left information.

But would a system like this work, or even be beneficial? I personally know the student who had the weed, and I would never tell anyone who the student is, simply because we're friends and because I think the student is a good person despite the incident. But if I won't tell on that student because of our friendship, I don't know that other students in similar situations do so either.

And would a system like this really benefit Lane, or would it just ignite suspicion and even confrontations between students?

While an incentive-based program of information-sharing could be successful in helping to clean up the school, it's still problematic for socail reasons. After all, no one likes a snitch.

Boys' Lacrosse program changing, growing stronger

By Rachel Steibing

With a new coach, and the addition of a JV team to the lacrosse program, the Boys' Varsity team is looking to add another winning season to their books.

"I have a lot of confidence that this is going to be a great year," said Flint Chiovari, Div. 034, "and that we are all going to have a great time out there."

In past years the team was coached by Coach Bogan. He has been replaced this year by former assistant, Coach Joyce.

"I am going to say now that Coach Bogan is the best coach I have ever had as well as one of the most influential people in my life," said Chiovari. "That being said, Coach Joyce has some big shoes to fill but I am confident that he will step it up and rise to the challenge."

"The players are a committed group that have made my transition very smooth," said Coach Joyce. "We are also fortunate to have a diverse coaching staff. Each of the four coaches has played a different position in his career. That is unheard of. Our players can ask detailed questions from a coach who played their position and has game experience."

The creation of a JV team this year, is a step toward strengthening the program.

"The success of future seasons demands a healthy learning platform for new players," said Joyce. "We always welcome freshmen and sophomores to join and learn about this great sport. The second team provides them more playing time. Improved skills this year translates into the opportunity to focus on more strategy in upcoming seasons."

Many players are excited about the split. "I am glad that there are two teams this year," said Chiovari. "The advanced players will be playing with people of their skill level and will not be held back by kids who are brand new to the game. And [a JV team] will make sure that next year's team will be just as good, even with the loss of so many seniors."

The first game of the season was a JV game held on March 25 against Harlan. The boys won by a score of 4-1. The four goals

for Lane were scored by Tommy Kane, Tim Linse, and by Patrick O'Connell who had two.

"I was surprised with how they played because they have a lot of new players and a new coach," said manager Amy Chmeleck, Div. 908. "They did bring some of the players down from Varsity but each player did get some playing time, which I think was a good first game learning experience because everyone got in there and did not just watch."

The varsity squad's first game is scheduled for April 14. Expectations are high for the team with 22 returning seniors.

"Our players have set high goals for themselves for this season," said Joyce. "It does not hurt to have 22 seniors who are well-equipped to accomplish these goals."

The team is headed by four captains, all of whom have helped Joyce get adjusted to his new position.

"They have been a tremendous help running the conditioning, practices, and off-field administrative support," said Joyce. "Since I am not a teacher, I am often not aware of schedule variances and other activity throughout the school. The captains have been instrumental in pulling the team together in an organized manner."

"I feel a lot of responsibility, and that I always have to be a step ahead," said captain Joshua Paley, Div. 925.

However, due to the rushing of the field during Pep Rally early this school year, some seniors will not be able to play in all of this season's games, Paley being one of them.

"I am pretty upset, and it is going to be hard sitting on the sideline while the other players are playing," said Paley. "I feel like I am letting my team down."

"I do think that the absence of some players will have a large impact on our season," said Chiovari. "It is an unfortunate and unfair situation, but every team has its hurdles and it is just something we will have to get over."

Another change that occurred this season was the start of 6 a.m. conditioning.

"There are a number of people on the team,



The JV Lacrosse Team gets a talk from their coach after a win against Harlan.

including myself, who think that the conditioning is going to benefit us during the season in terms of being in better shape," said Chiovari. "I do think that it would be a better idea to have conditioning after school so that we could all get a decent amount of sleep, but I understand how this can be a scheduling issue with the coaches."

"Six a.m. conditioning is not that bad actually," said Bobby Linse, Div. 266. "For swimming, it was just as bad waiting for that 5:38 Addison bus to pick me up everyday for school. So, overall, I am kind of used to it."

The coaches believe the early morning practices will pay dividends.

"Their experience through conditioning will give them a distinct advantage over their competitors who are hitting the snooze button while our players are midway through our workout," said Joyce. "Sometimes to be successful, you have to do what nobody else is willing to do. Some may think it is crazy to wake up at 5 a.m. in the middle of winter. They may be right, but they are not going to

be pursuing a state championship."

In spite of the early practices, many of the new players this year remain enthusiastic.

"I decided that I would play lacrosse since the day I got my first stick when I was around eight," said Linse. "But I did not think about competitively playing until about last summer after watching some college games and professional shootout competitions."

"I joined this year because it looks like a lot of fun and it is a great sport," said Jonathon Lebron, Div. 936.

"There are a lot of new players at conditioning which is great because we are losing 22 seniors at the end of this year and we are going to need a lot of new talent," said Chiovari. "All new players seem very promising and I cannot wait to see what they can do with a stick in their hand."

There is a bright outlook for this season. The players are excited to get out there and play.

"I think we will definitely have a winning record," said Paley. "And I look forward to seeing how far we can get in the playoffs."

Freshman wrestler Schneider wins second in State

By Erik Prado

The Sun-Times called it a Goliath-style upset. The head wrestling coach of Maine South said the match was going to be remembered for 20 years.

These were just a few of the reactions to Lane wrestler Max Schneider's quarterfinal upset of Oak Park River Forest High School's Ellis Coleman. Ranked number one in the state in the 135 pound weight class, and fifth in the nation, Coleman was no doubt the favorite to win.

Before the match, Lane coaches believed Schneider could win the match because he had motivation and a strong mental approach.

"Coleman was showing attitude, and we used that to our advantage to pump Max up," said Varsity Head Coach Miedona. "Max was really focused, he listened to strategy from the first whistle to the last whistle."

The match between Coleman and Schneider was even at 6-6 in the third period when Schneider performed a double-leg takedown that put Coleman on his back. Schneider then secured a cradle for the pin.

"I wanted [the win] a little more," said Schneider.

With the victory over Coleman and another victory in the semifinals, Schneider advanced to the finals where he faced Kevin Fanta of Lake Zurich. Earlier in the year, Schneider had pinned and beaten Fanta.

However, the senior from Lake Zurich won the final match, and Schneider finished second in state in his weight class.

"[The loss] was disappointing, but it will make me better," said Schneider. "I never like losing."

Despite the loss in the final, Schneider was Lane's first wrestler to place at State since 1996, and Lane's first wrestler since 1971 to place in the top two.

During the awards ceremony, the crowd showed their appreciation for Schneider's performance by giving him a standing ovation - the only wrestler not to win State for whom they did so.

It is uncommon for a freshman to make it to State, let alone place in the top two. It is even more uncommon for first year wrestlers to accomplish what Schneider did.

Schneider, however, is not the typical freshman, first-year wrestler. He brings with him an extensive background in judo, a sport he began when he was just six.

Last year, Schneider won a Junior Olympic Championship in the 60 kg division of judo at the U.S. Junior Olympics. During the fall, he joined the wrestling team at the recommendation of one of his judo coaches, who used to be the captain of Lane's wrestling team.

Years of judo have uniquely prepared Schneider's balance and hip movement on the mat. It has also helped with his pinning and throwing.

Perhaps the biggest contribution judo made to Schneider's

wrestling was his mental preparation and experience.

By participating in numerous tournaments over the years Schneider has learned how to handle himself under the immense pressure of competition.

His abilities caught the eyes of coaches of the freshman team early in the season. It took only three days of practice before Schneider was promoted to the varsity team.

"We knew he was going to have a good season; it didn't surprise me," said Miedona.

Immediately, Schneider began to win match after match. He placed first in the Wheeling Wrestling Tournament, and later placed first in both the Glenbrook South Tournament and the Lincoln Invitational. Schneider then won City for his weight class, and placed second at Regionals.

Schneider finished the year with a record of 41-3. "I couldn't have made it this far without my teammates, coaches, and judo coaches," he said.

With three more years at Lane, the future looks bright for Schneider even though he will most likely have to move up in weight class to the 140 or 145 pound division where the competition will be tougher.

Nevertheless, he and his coaches are confident about his potential.

"He definitely should be a state champ," said Miedona.

"I have a good chance [of winning State]," agreed Schneider. "I'm going to train hard this summer; do all I can."