

# THE WARRIOR

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Lane Technical College Prep High School

Volume 41/Issue 5/Page 1

## IN THE HEART OF THE WARRIOR

### News

Embrace Kenya

Valedictorian '09

Cops and Teens

Newhouse Awards

New Schedule

### Features

Long-distance  
Relationships

Memory Bridge

OCD

Poetry Slam

Senior College Plans

DREAM Act

Lost & Found Office

Lane Teachers'  
Previous Careers

### Sports

Chicago Olympics

Bears' New QB

Boys' Volleyball

## Lane dodgeball tournament draws huge crowds

By Caitlyn Kolakowski  
& Maria Murczek

An Economics project turned into a wildly popular sporting event when a Dodgeball Tournament was held at Lane on Wed, May 20.

Thirty-nine teams entered the single-elimination tournament. Three courts were set up in Gym 1, and two in Gym 2. Games went on simultaneously, creating an atmosphere of excitement and chaos.

The Gym 1 stands were completely filled with students cheering and holding up signs in support of their friends' teams. As games became more intense and teams were knocked down to a single remaining player, some students crowded around the court to yell encouragement.

Adding to the colorful event, most teams showed up in their own distinct "uniforms" that matched their equally creative names. Outfits included colorful short-shorts and

headbands (most likely inspired by the movie Dodgeball). Some teams even made their own jerseys and t-shirts.

"We made team t-shirts," said Amanda Carson, Div. 926, a member of the Pink Pirates.

"We have uniforms: black wife-beaters (tank tops) and dark shorts," said Michal Tutka, Div. 024, a member of the Wrenches.

Teams consisted of six players each and were independently formed by students with common interests or friends.

"We [the Thunder Bunnies] are all in Ceramics. There are other teams that are all in the same class or in the



Members of the team "Wrench" sprint for dodgeballs at the beginning of their match.

same sports team," said Stephania Tirado, Div. 925. "There are the lacrosse girls, the volleyball girls, the boys' soccer team, and the boys' basketball team."

"We are all on the football, wrestling, and track team," said Noel Harvey, Div. 908, a member of the Skill Players.

A few teachers also played with their students or teams, including math teacher Mr. McAdams, English teacher and basketball coach Mr. Logalbo, French teacher Mr. Polley, and Spanish teacher and soccer coach Mr. Ricks.

Though games were competitive and teams were really trying to win, most participants admitted that the tournament was mostly about having fun.

"We lost. But it was funny that we lost. We enjoyed it anyway," said Tirado.

"We won our first game but lost our second," said Cameron Grant, Div. 908. "We definitely [enjoyed the event]. It was a lot of fun."

The tournament ran from 3pm until 5pm, but did not get close to finishing. Because so many teams entered and the amount of time and space was limited, 19 teams still remained in the tournament after day one. A second (and final) day was scheduled for Wed, May 27, in Gym 1 to conclude the tournament. (Results were not available at press time).

Teams had to pay an entrance fee of \$5 per member and a \$1 entry fee was charged to students for admission to the event. Some students were unsure of where the money was going, or who was in charge.

Contrary to popular belief, the event was not a fundraiser. It was a for-profit business project done for Mr. Vlahos's Economics class.

"The students in the class create a business and manage it themselves," said Cody Malonzo, Div. 023, CEO and visionary of the dodgeball 'business.' "The money is actually going into our pockets."

Before the money goes into the pockets of these entrepreneurial students, however, there were a few overhead costs to take care of. These included the concessions, dodgeballs, and other equipment necessary for the event. Considering the number of participants and attendees, the dodgeball business project should be highly profitable.

A variety of different businesses were created by the Economics students, including advertisement books and t-shirt sales.

"We had several different ideas and decided to do an event," said Paola Salazar, Div. 053. "At the last minute we decided to do a dodgeball tournament."

The Economics class chose another CEO, Ray Bautista, and four VPs for finance, marketing, human resources, and production. Other students were assigned referee positions. It took three weeks to organize, but still did not turn out perfectly.

"Since this was our first time, it was hectic," said Malonzo. "I'm not gonna lie: we were very disorganized, but we managed to work it out."

Aside from simply having fun, the purpose of the event was to show that cheaper events at Lane could be more successful.

"The purpose of the dodgeball tournament was just to bring kids what they like and enjoy," said Adam Fridl, Div. 905. "We think that our school overprices its events, so we also wanted to show that events in the auditorium [concerts] can be much cheaper."



Summer festivities returned this past weekend as the Lane parking lot once again became home to the annual Memorial Day Carnival.



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2008-2009



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THE WARRIOR

# Students "Embrace Kenya" with open arms

## Revenue from customized t-shirts helps raise money for missions.

By Anna Treesara

With Lane being such a large school, it is definitely not difficult to round up support in such a short amount of time. For the past month and a half, students have united on various days by wearing both black and white t-shirts that read "Embrace Kenya" in order to support a missions trip that will occur this summer.

On July 2-15, a group of 16 people from Korean United Presbyterian (KUP) Church of Chicago will embark on a missions trip entitled "Embrace Kenya." Of these 16, four are Lane students who have been working hard since April to raise money.

A missions trip is a trip in which people volunteer to help others and spread the message of Christianity in the process.

"We're going to a place where religion isn't that big, a place where people don't know about God and Christianity," said Kenny Park, Div. 922. "We're going out there to spread the Gospel and do a good service for people there."

"I personally believe that the main purpose for us to go on missions is God's calling for us to serve other people," said Joseph Park, Div. 028. "We're going to be working with local churches and schools and mainly doing ministry for children through body worship, art activities, and just spending time and playing with them."

"We're also going to do whatever manual labor they need help with, such as building churches and schools," said Kenny.

But why Kenya?

"Our pastor [who helped organize Embrace Kenya] was born in Kenya and into a missionary family. This is the first time for our church to go out of the country, and our pastor suggested Kenya," said Kenny.

Kenya was also chosen for safety reasons.

"It's pretty stable compared to the other surrounding countries where you hear about political instability and wars," said Joseph. "Plus, usually when missionaries go to Africa, they often go to Kenya, where World Vision Headquarters are located. World Vision is a Christian organization that helps people in poverty."

Though KUP Church supplied Embrace Kenya with a large amount of money, the students worked hard to fundraise the rest.

"Our church supported us with a lot of money because everyone had to get shots before the trip, which were \$600 per person," said Kenny. "That took a big burden off. But each person was still required to fundraise \$1500 for their plane ticket."

Some fundraising events included golf tournaments, bake sales, car washes, and garage sales.

The biggest contributor for Embrace Kenya was the revenue collected from the customized t-shirts, sold at \$10 each. The t-shirts, available in both black and white, displayed "Embrace Kenya" on the front and "Nakupenda Kenya" (I love Kenya) on the back. Over 600 shirts were sold in total. At Lane alone, over 260 shirts were sold.

"It was a really big blessing and really amazing to see that [so many people

were supporting Embrace Kenya]," said Kenny. "A lot of other schools have been supportive too: New Trier, Glenbrook South, and an African Club at Von Steuben. I thought the most I was going to be able to sell was a good 40 shirts."

"The first time we all wore [the t-shirts], I was like, 'Daaang, so many people are wearing it!' After that day, we were able to get a lot more orders," said Joseph.

"Something that just really blows me away is that I never expected the t-shirts or the Africa trip to become such a big thing at Lane," said Mary Park, Div. 258, sister of Joseph. "I just thought it was pretty neat that what started out as a fundraiser with four people is now known throughout the whole school."

Several students and teachers at Lane have embraced Kenya with open arms.

"I have so much more respect for the people doing Embrace Kenya," said Megha Shah, Div. 923. "It takes a lot of strength and ambition to do something like that and make a world a better place. If I had the opportunity to do something like that I would do it."

"I am proud of Kenny because his choice to help make a difference in the lives of so many Kenyans will not only change the lives of those he encounters, but it will provide him with an unforgettable learning experience," said Ms. Gholston, English teacher.

However, not all students have been so welcoming of the Embrace Kenya movement.

"I respect the fact that they're going there and I think that they're will-

ing to help out is great," said Vanessa Burroughs, Div. 922. "But in a way, they're disrespecting the beliefs of those in Kenya. They shouldn't disregard that."

Joseph has a different outlook.

"Usually when I talk about religion, people think that I'm going there to brainwash people, that I'm forcing them to have the same perspective as I do," he said. "We're going to be telling the children about God, but it's not like we're forcing it down their throats. It's truly up to them if they take it or not. Just because they decide to not accept God doesn't mean we're not going to play with them or let them participate in art activities."

Though daily life in Kenya will drastically differ from these students' lives in America, they all still look forward to it.

"As intense as it is going to be, I think it's more rewarding to help other people and see what they go through," said Kenny. "We take going to churches and services on Sundays for granted, yet it's so difficult for people in Kenya to go to church, but they still do it."

"You don't really get an opportunity to go outside of your country to see other people living in different environments or situations," said Joseph. "I believe that just by being able to go to Kenya and see that will be an eye opener. I hope to grow more empathetic towards people in worse situations than I am. They don't have all the luxuries in life and it's going to make me so much more grateful for the things I have."

# Lane Play Festival to feature student-written work

By Tempestt Daniel  
& Grace McQueeney

On Thurs, May 28, and Fri, May 29, Lane's theatre program will be presenting The Lane Tech Play Festival. All students and teachers are welcome to attend. Tickets will be sold for \$5 in front of the auditorium.

The festival will feature four plays that were written by Lane students Abimeal Gallardo, Beck Chapman, Heather Ksiazek, and Ivona Pankova.

"About Love," written by Pankova, is about a family who is meeting their daughter's fiance for the first time.

Gallardo wrote "Icon," a story about how an orange can change the meaning of life.

"I believe [Icon] will amuse the audience and it will make them laugh and feel awkward," said actor Ernesto Popoca, Div. 055. "There is a scene where I beat up a monk and put him in a head lock. When I was putting my arm around his neck [in rehearsal], I [accidentally] slapped him for real. He was bleeding from the mouth."

Chapman's "Girls Wear Dresses" spotlights a 17-year-old transsexual named Avery who searches for acceptance of who she is.

"It [Girls Wear Dresses] will have a

general meaning of learning to accept people no matter what they are like, and not to judge," said lead actress Sophia Mouroukos, Div.029.

To better fit her role, Mouroukos gave herself a male haircut.

The play "The Spy Store Massacre" was written by Ksiazek.

"It is about a detective named Kelly who happens to be in a spy store when a German maid gets murdered. Kelly feels like it's her obligation to solve the murder mystery within the store, with the cooperation of the other customers. THE PLOT THICKENS!" said Natalie O'Sullivan. "...[it is] physical humor in its purest form."

"I feel we are nearly ready to perform," said Mouroukos. "We just need a few more days to get used to the on-stage set and props. Previews are doing great so far!"

Dress rehearsals of the plays began last Wednesday and have continued this week each day after school in the auditorium.

"I'm pretty sure we're ready. I mean, it comes to the point where we're all so familiar with the script... we're pretty excited, or at least I know I am," said O'Sullivan. "We all [perform] with each other very well and I think the audience will pick up on that and enjoy [it]."

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# Administration tries “asbestos” it can to maintain safety during renovations

By David Pohlad

Recently, the Lane administration has been cleaning up the bathrooms for students with disabilities.

Construction companies and contractors were hired by the Board of Education to renovate the Memorial Garden, the parking lot, the auditorium, and the bathrooms.

Signs on the black tarps covering the bathroom doors say things like “Danger - Hard Hat Area,” “Danger - Construction Area,” “Danger - Lead,” or “Danger - Asbestos.” The tarps were put up because as workers tear up walls or flooring asbestos fibers could theoretically tear loose and become airborne. If breathed in by people, asbestos has been known to cause cancer.

Although the signs outside the bathrooms may seem ominous, these renovations did not pose any real health threat to students. When work-

ers work on the bathroom, they have air monitors to make sure no asbestos is leaking out into the school.

Though there is still asbestos in the floors and walls. The presence of asbestos is not uncommon in buildings over 30 years old. If properly contained, asbestos is safe and actually helpful as it works as a flame retardant.

Lead is also an issue when it comes to working on old buildings like Lane. Lead used to be used in most paint and is still occasionally found in old pipes. Like asbestos, lead isn't harmful unless you ingest it. Ingesting lead usually involves accidentally eating old paint chips, but it can sometimes be airborne as well.

The renovations involving asbestos and lead have been completed and the only dangers

posed by the bathrooms are the same dangers found at any other construction site.

“Work on the bathrooms is ahead of schedule,” said Mr. DeRoss, Lane's director of building operations. “All the asbestos has been taken care of already. Right now, the worst thing kids could do regarding the bathrooms is go inside of them. It's a construction site, and if you don't know what you're doing at a construction site, you will get hurt.”

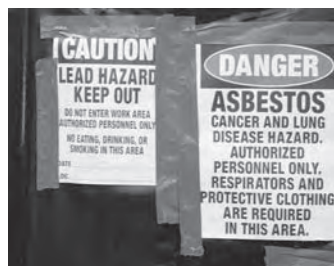
The most dangerous part of the bathroom renovations,” added DeRoss, “is the fact that the big tarps surrounding the bathroom door may be a fire hazard since they block off half of the hallway.

Work on the boys' bathrooms should be done by the end of the school year. Girls' bathroom renovations are scheduled to start after the

school year ends, and they should be finished by the time school starts next year. The administration chose to wait until summer to renovate the girls' bathrooms because there are fewer of them at Lane, and also more female students.

The renovations for the bathrooms include new fixtures -namely toilets and sinks- and also changing rooms for Lane students with special needs. There will also be some larger stalls put in each bathroom to make them accessible to students in wheelchairs. The bathrooms being worked on are all between stairwell O and stairwell A because they are all connected to the same sewage pipeline.

The renovations on the bathrooms are just one of many changes Lane is undergoing right now. However, all of these changes are based on one purpose: accommodating Lane's physically challenged students so they can take advantage of the benefits of being a student at Lane as much as every other student.



Warning signs outside a boys' bathroom on the first floor.

## Lane builds reputation with more architecture awards

By Stephanie Pineda & Nistha Tamrakar

On Tuesday, May 12, Lane's Architectural Drafting classes were recognized for their achievements at the Newhouse Competition hosted at Buntrock Hall at Symphony Center in downtown Chicago.

The Newhouse Competition awards students for achievement in architectural drafting in four different general divisions: Construction Drawing, Design, Rendering, and Photography.

“All students in Architectural Drafting [at Lane] are required to do a project, and all [projects] are submitted if they are finished,” said Mr. Berlanga, Architectural Drafting teacher.

These projects are then judged and awarded on two basic levels. There are the Grand awards, which consist of Overall Grand, First Grand, Second Grand, and Third Grand, and awards for First Place, Second Place, and Third Place, which provide for seven total awards.

Among the various Lane students who received awards this year, was Aldair Renteria, Div. 933.

“I was really, really happy this year because I won three Overall Grand Prizes, which has never been done before in the 27 years of Newhouse. So as of this year, I hold the record,” said Renteria.

Renteria won Overall Grand in Digital Rendering, Design, and Architectural Photography.

Along with Renteria, Ashley Sanabria, Div. 930, received six awards including an Overall Grand, two First Grands, and a First, Second, and Third Place.

“I was excited because it is my last year for Newhouse and I re-

ceived my first Overall Grand, and placed in every division I entered, which was a big deal for me,” said Sanabria.

Placing and winning awards for projects at this competition is a difficult task according to Renteria and Sanabria.

“Newhouse is the highlight of the year for many of the architecture students..., but also the most stressful,” said Sanabria.

“This year I entered five projects, which required a lot of sleepless nights,” said Renteria. “I went seven days while only sleeping five hours, which is unhealthy, but it was worth it, and I had support from my teachers—especially Ms. Michie and Mr. Berlanga.”

Other students receiving awards were Fariha Wajid, Div. 025, Diego Mejia, Div. 053, and Joanna Klimczak, Div. 905.

“I won first place for my essay about President Obama's stimulus plan and how it should benefit Chicago communities,” said Wajid. “I [also] won second grand prize for my design of the ‘Meliferra Community Center,’ [which] was based on the structure of a beehive, [and] third place for my photos of the University Of Chicago Booth School of Business.”

“I won Overall Grand Prize in Division Four for the Redesign of a Food Cart,” said Mejia.

“I won Second Grand Prize in Division Five for the Digital Rendering of the Christopher House,” said Klimczak.

Through the Newhouse Competition students also have the opportunity to win summer internship awards. However, in order to qualify for these internships, the students must first apply for an internship and then actually win a high award at the Newhouse Competition.

Renteria, Wajid, and Mejia were a few of the internship recipients, winning internships to associations like the Frank Lloyd Wright School of Architecture in Wisconsin and Studio Gang Architects.

Another achievement for Lane at the Newhouse Competition was bringing the Traveling Trophy back to Lane. This trophy travels each year to the school that wins the most awards at the competition. This is the sixth consecutive year that the Architectural Students at Lane were able to bring the award home.

A majority of the students in Architectural Drafting are also involved with an architecture mentor program called the ACE Mentor Program. Through this program, students are paired up with mentors from different architecture, construction, and engineering firms throughout the downtown area. Students meet with their mentors once a week, and in teams they work on a project from October until March. At the end of the program, they present these projects and ACE scholarships are also awarded.

“Competitions like the Newhouse Competition challenge us [students] to think outside the box and get a feel of what we might face in the career field of architecture, construction, or engineering,” said Wajid.

Students take this competition very seriously because it is an important factor for their futures in architecture. For many, this program opens doors to help them get a head start in the field they love.

“This year has been amazing for me,” said Renteria. “Especially, since I've been involved in so many architecture related activities [that] have pushed me [further] ahead than most college students studying architecture.”

## Perfect attendees win milkshakes

By Julie Dimas & Amanda Ruiz

On Wednesday, May 20, a milkshake party was held in the lunchroom for students with perfect attendance.

Besides the milkshakes students were treated to a raffle where they had a chance to win prizes like gift cards, CDs, and a DVD player.

“I was so excited when they called my name because I have such bad luck with raffles,” said Monica Garcia, Div. 266, who won the DVD player.

“I was the first one called and it was my first time [at the milkshake party] too. So it made a good impression and I might come back next year,” said Karina Casarrubias, Div. 044, who won a \$10 Best Buy gift card.

While some really enjoyed their prizes, others did not.

“I won a \$10 dollar gift card but I don't think I can really buy anything,” said Ada Sandoval, Div. 042.

“I love my \$15 dollar Wal-Mart skateboard that I will probably break in 20 minutes,” said Nick Nguyen, Div. 053, sarcastically.

Many students expressed disappointment in the milkshake party this year because less prizes were awarded and fewer people attended.

“The milkshake party was better two years ago. They had more prizes and people,” said Sandoval.

Ironically, several students with perfect attendance did not show up.

“I forgot about it. I have the invitation in my folder but I didn't bother to actually look at the date,” said Nathalie Park, Div. 027.

“I think they picked a bad day because it was [the same day as] the dodgeball tournament and I think a lot of people went to that instead,” said Sandoval.

“I didn't want to go this year because I wanted to hang out with my friends after school,” said Carol Sibri, Div. 051.

Students at the party cited various reasons for their impressive atten-

dance record this year.

“I just feel like if I miss a day I have more chances of falling behind or missing an assignment,” said Garcia.

“I think if we come to school regularly we don't miss any learning experiences because if we miss a day it's difficult to get the notes and the homework, which affects our academic achievements,” said Nancy Miguel, Div. 271.

“It's really important [to me] because I feel that if I have perfect attendance, my possibility of getting into college is higher than someone with really poor attendance. [Plus], it looks good on your transcript and teachers are impressed,” said Casarrubias.

The importance of perfect attendance is so great that it has become a habit for some students.

“I have had perfect attendance since kindergarten and I am hoping I can make it until senior year,” said Garcia.

“I've had perfect attendance since freshman year. I don't know how but I came to school,” said Park.

To encourage perfect attendance, students suggested different incentives be offered.

“They should give us a free day pass to school or a homework pass we could use for any class. We're not little kids. We could get a milkshake anytime, anywhere we want,” said Park.

No matter how important perfect attendance is to students, many agree that students with perfect attendance should be rewarded.

“I definitely think students should be rewarded because it's a way to get students motivated to get perfect attendance. [Also], the more attendance the school gets, the more money they get,” said Nguyen.

“It's good because it's really hard for us to get perfect attendance and it's really great they appreciate us and give us rewards. It makes you feel real proud of yourself,” said Sibri.

## Division moves to first period; news broadcast to be added

By Karen Baena  
& Sadeta Causevic

Next school year students can expect a new bell-schedule starting with division at 8am. During division there will now be a student-run television news broadcast.

This will be made possible by a closed circuit television (CCTV) system that will be installed this summer. When set up, CCTV will transmit either live or pre-recorded signals to a predetermined group of receivers. In Lane's case the signal will go from the broadcasting room to all division rooms.

CCTV will be set-up in hope of improving Lane communications. The goal is to transmit daily news, club announcements, and even student performances.

To coordinate the news broadcasts a new class has recently been approved for next year. The class, Television Production, is designed to run Lane's own broadcasts. Students will be in charge of most aspects of the broadcast, but will be advised by English teachers Mr. Yadao and Mr. Maslanka.

"It sounds exciting," said Kenny Bahena Div. 910. "I think it'd be cool to be an anchorman or even to just watch Lane students on TV for a real newscast."

"I've been talking about [the CCTV system] for the past six months," said Dr. LoBosco. "We want to have it running by the first day of school."

Lane will be purchasing about 30 new televisions in order to have a television set up in every division room. Some students think this is a waste of money.

"They should just fix the intercoms," said Andres Paz, Div. 020.

Others are skeptical about the necessity of the broadcasts.

"I think it's a waste of our time and money," said Russelle S. Alegado, Div. 040. "If anything is going on you'll hear it from your friends, and if you're waiting to hear from a club you'll see a flier."

By changing division to just before first period, one passing period will be eliminated. Those four minutes will be added to division, making it 19 minutes long. Division will be followed by periods one through nine as usual.

The administration also hopes that starting the day with division will decrease the number of students arriving tardy to school.

"[The new schedule and enforced policy] will make students come on time and be re-

sponsible," said Connie Andrade Div. 045.

Luis Santiago Div. 037 worries about division being first because he lives far from Lane and is not always on time.

"The television idea is cool, but I'm more worried about getting to school on time," said Santiago.

"The people who are late have a reason," said Paz. "Others who [are late on purpose] are going to do it anyways."

The current tardy policy will remain the same.

"We believe in progressive punishment," said Mr. Dignam, assistant principal. "After five tardies the student will receive a detention, then a Saturday, followed by an in school suspension."

Another change to next year's schedule are the addition of three more half-days in the last few months of school. The reason for this is that after March there will be no more Staff Development days, meaning students will get those days off early.

"High school is about more than what you learn in class," said LoBosco. "I realize students need time for other things."

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# Charity event, The Gig, shines spotlight on local teen bands

By Karen Baena

The crowd stands, silence takes over, the lights illuminate the lead singer, and for one group of freshman the time to rock has come.

The Gig was held in order to raise money for two causes; Spastic Paralysis, and the Food Depositories of Chicago. Three Cent Cinema was the headlining band, but they contacted fellow music players to perform at the event. Those bands included The Impossible Project, Weekend FM, Crash Hero, and Wonderlin.

Crash Hero was formed over a year and a half ago. The lead singer, Clay Frankel, Div. 270, was recently asked to perform at The Gig, a charity event sponsored by Key Club. Frankel was contacted by Three Cent Cinema, another Lane band, but one more widely known among Lane students.

Although a teen band is not that exceptional, a freshman band, and a sophomore singer can be, especially when you hear their stories.

Cash Hero, for example, is getting ready for their big start. The band was formed last year and started with just Frankel and his neighbor who would get together and play. The drummer followed soon afterwards and a bassist was added just two months ago.

Crash Hero is an interesting name however, the reason behind it is simple.

"There's no real story behind the name I just always liked the idea of a hero. When I suggested the name Crash Hero we all just

shrugged and agreed that it would be our name," said Frankel.

The name stuck and since their first performance at a small graduation party they have played at open mics, and various other parties.



**Clay Frankel, Div. 270, lead singer for Crash Hero, performs at the Gig.**

Of course a band would not be complete without a little drama even if Crash Hero never showed it. The Gig had its little backstage set backs.

On the day of their performance, Crash Hero found out that their amplifiers were not big enough to fill the Main Gym. They ended up having to borrow the amplifiers from Three Cent Cinema.

"We hardly made it because I'm the only member in our band from Lane and Jake and Jack, [band members] got there just in time to get on stage, although I guess there was no stage.

Of course no show goes perfectly but the only complaint I had was that the sound person shut off my mic halfway throughout the show," said Frankel. "I realized that nobody could hear my voice and that wasn't good."

The sound system at The Gig was not great. Maybe because the gym was not designed for concerts or maybe the equipment was not top quality. Regardless, it did not bother Crash Hero.

"We all still had a good time and I was just happy to have the chance to play for people. It was a good crowd and it was great scenery to playing in a gym. It seemed like it was out of a music video," said Frankel.

The crowd agreed and enjoyed hearing their performance which was composed of six

songs, five of which were written by Frankel himself. Even with a rocky sound, Crash Hero managed to impress the crowd from the very beginning, being the second band to play that night.

"The atmosphere is awesome and it's a good start. The bands are pretty good so far," said Jaasiel Tepcahua, Div. 914.

The next act of the night was by Allison Pincsak, Div. 174. Her stage name is Allison Wonderlin. She came on stage and began her performance by singing Jason Mraz's "I'm Yours."

The crowd loved it and the singing along could be heard clearly.

Pincsak is also a young musician but she discovered her passion thirteen years ago.

"I have videos of me when I was 3, and my parents were video taping me singing songs on a karaoke machine, and the funniest part was I knew most of the words!" said Pincsak.

The name Allison Wonderlin originated from the Disney movie Alice in Wonderland. Pincsak picked the name because she felt she could relate to Alice's experience of going to a different world where she faced hardships and critics as well as lovers.

"To me, coming into the whole "music biz" world, I have realized that while some might love my music, others might totally dislike it, and the people who might try to help me succeed could also be the ones to try and bring me down," said Pincsak. "So

with the name, I sort of compare my musical journey to Alice's journey home, but in my

case, home is my dream coming true, and I won't stop till I'm there."

Pincsak does not view her singing as a hobby. She plans to be a famous singer, saying writing songs and playing her music make her happy. She plays whenever she gets the chance, be it school talent shows, parties, or fund raisers - as was the case with The Gig.

According to Pincsak, The Gig was her "breakthrough performance." Not only did she meet new people, but for the first time she was not nervous when the time came to play. She explained that the nervous feeling was "overruled by the excitement of performing."

Allison recognizes that she is just starting and she has many people to thank. She expressed particular gratitude to Three Cent Cinema for the opportunity to play at the Gig.

"I definitely owe all of it to the members of

Three Cent Cinema. I really, truly look up to all of them. They are all such nice guys, and the thing I like most about them is that they don't care what other people say, they go out and give 110% every time," said Pincsak. "The guys have showed me that if you love what you do, then you should just do it with no doubts, regrets, or set backs."

On May 9th Pincsak played at Bobbapalooza, a neighborhood event where about 10 bands performed. Pincsak received a \$100 award for most creative and talented.

It seems Lane is home to several skilled musicians who, thanks to events like The Gig, are able to showcase their talents as they improve.



**Allison Pincsak, Div. 174, of Wonderlin, called the Gig her "breakthrough performance."**

## Principal Dignam releases new album, "Greenlit"

By Dulce Arroyo

Former Biology teacher, current Assistant Principal, and... rock star? The phrase "never judge a book by its cover" is proven true in Dr. Dignam's case—he's been playing the guitar since he was nine years old and just released an album earlier this month.

*Greenlit*, Dignam's sixth album, is made up of 13 tracks that are all instrumental except for "End of the Line," which features vocals by Dan Monahan. Dignam composed each track, and with the help of Monahan, produced *Greenlit* in a matter of months.

Each song is distinctly unique, ranging from light, melodic tunes to a more heavy rock sound. The instruments used also vary since he plays the guitar, mandolin, bouzouki, hammer dulcimer, kantele, bass, and keyboard. "End of the Line" also features a cello played by Eric Remschneider, who has toured with the Smashing Pumpkins.

Dignam's song "Up, Down, Top, Bottom, Charm, and Strange" begins with a Spanish guitar sound, making it evident that his musical influence is a broad and open-minded one.

"As I learned how to play the guitar, I liked types of music like rock, blues, Spanish classical guitar, and Middle Eastern flamenco," said Dignam. "When I graduated from high school I bought 24-hour Euro passes, so I'd hitchhike and backpack around Europe. I'd also stay with a cousin who was a teacher in Spain and watch the guitar players there."

Along with being musically cultured, Dignam also met his wife while he backpacked in Northern Africa.

During his years as a student at Lane, Dignam went through different bands and played on college radio and on television, including Channel 5 News. He performed around the Midwest and all over the city, including the Taste of Chicago more than once.



*Greenlit* is a refreshing collection of different types of guitar genres fused together. Dignam didn't want to sound like "one person," and he definitely accomplished that goal.

His songs "Road to Forgiveness" and "The Charlie Foxtrot" appealed to me not only because of his compelling guitar playing, but because the music seemed to flow straight from his heart.

"Music is like art," he said. "Whether you feel good or bad, it's still inspirational, and [playing it] is something I need to do."

Dignam does not currently have plans for any upcoming performances, but says he likes working independently and doesn't really miss the music scene.

"The only thing I would have done different is I would not have fallen into the nonsense that [being a musician] brings," he said. "When you're in a band, it's like being married to different people, and it's tough. Some musicians might look great and sound great, but some just aren't great to be around."

Dignam welcomes anyone who would like to stop by his office to talk about music, and has some advice for aspiring musicians.

"Do what you like, but be realistic," he said. "You can still have dreams, but you have to be smart about what you do. If you're a musician, you'll always be a musician."

*Greenlit* is now available on iTunes. For fans of guitarists like Jimi Hendrix, Carlos Santana, Eric Clapton, and B.B. King *Greenlit* comes highly recommended. But it's also a good buy for anyone who would simply like to hear one of Lane's very own rock out.



# Ivona Pankova: Valedictorian, Class of 2009

By Anna Chlopecki

Walking through the halls of Lane, one might unknowingly pass the silent success story of Ivona Pankova, Div. 917. She is an anime fanatic, an immigrant, and the valedictorian of the 2009 senior class with a GPA over 5.0.

Pankova and her family emigrated to the United States from Simeonovgrad, Bulgaria, a mere six years ago. Having no prior background in English, both Ivona and her younger sister were thrust into American schools and expected to keep up. However, this required great effort.

"The clearest memory I have of that time is trying to do my Grammar homework with a Bulgarian-English dictionary each night," said Pankova, reminiscing. "A task that took hours of translating back and forth between the two languages."

Despite the difficulties the language barrier created, Pankova and her family persevered.

"The fact that none of us ever gave up makes me extremely proud – my parents are learning English quite well for having never been to an American school," said Pankova. "My sister is in an IB (International Baccalaureate) program, and I – well, I am here."

Pankova is not only here, but one of the most academically successful students of her class. In the last four years, she took six AP classes: one sophomore year, two junior year, and three her senior year. She has earned an A in all six classes, as well as every other class she has taken during her high school career. Pankova scored a 5 on every AP exam.

"I chose classes that I thought I would - and did - enjoy, which made it that much easier for me to tackle the load of homework each of them required," said Pankova.

Even though Pankova enjoyed her classes, the workload was still relatively large, as is common with AP and Honors classes.

"Sometimes the assignments and projects got too tedious or boring to handle, but I never really felt like giving up; after all, no one forced me to sign up for the class," said Pankova. "Plus, if I start giving up now – on something as simple as a class – what will I do when facing real problems in the future?"

Pankova admits that maintaining high grades was a struggle because of the basic human flaw that every student struggles with: laziness.

"The nights when I felt like just going home

and zoning out in front of the computer instead of studying were endless, but – and now this will sound totally corny, but it is true – my sense of responsibility was thankfully much stronger," she said.

After all those nights where responsibility won over laziness, Pankova maintained straight A's and was appointed valedictorian. She believes it is an honor, but not an honor that was a goal through her high school career.

"I studied hard because I knew that now is the time to do so in order to reach my real goals in life – the rest is a bonus," said Pankova.

Regardless of whether or not it was goal, Pankova is excited about graduation.

"I do expect that graduation will be that unforgettable memory, however a bittersweet one, no doubt; but precious for signifying an end of one stage in my life."

Academics is not, however, the pastime of choice for Pankova.

"I love reading books, fan fiction, you name it, writing short stories, mostly, and listening to music," she said, excitedly. "Especially listening to music."

"At the moment, I am fascinated by Japanese culture and language, and most of my favorite musicians are Japanese. I also listen to Korean pop music, and a lot of Japanese rock," said Pankova.

During her years at Lane, Pankova took part in some of many clubs that Lane has to offer.

"I have been in several clubs over my four years: Japanese, GSA, Book Club, Anime Club, but honestly have really enjoyed participating in two: GSA (Gay-Straight Alliance) and Anime Club," admitted Pankova. "The first, because I felt as if it was a club that actually accomplishes something with its existence, which is providing support and friends to students who may believe themselves alone against the world. And the second because, well, I am obsessed with Japanese anime," said Pankova.

Other than Japanese culture, sports are also of interest, even though Pankova did not participate in any at Lane.

"I enjoy soccer, and am thinking about joining an intramural

team in college," she said.

The college she refers to is an Ivy League school, to which she received a full ride to through a scholarship organization.

"I was accepted at Yale University, and will be joining the Yale class of 2013 this summer – something that I still cannot fully grasp and believe, to tell the truth," said Pankova. "I applied to Yale through Questbridge and was accepted early with a full scholarship."

She awaits her college experience with a rare confident attitude.

"I did not feel the need to apply anywhere else – this is truly the most perfect place for me, and I know I will grow a lot as an individual in the years that await me there," said Pankova.

Pankova shared some words of success for anyone who aspires to be Valedictorian.

"I guess I can say this to everyone aiming for the 'top spot:' Don't," said Pankova, sternly.

"What I mean by this is simply do not go crazy and bury yourself under work – be it too many AP classes, sports, activities, and so on – that you do not enjoy and know you are doing only so you look good academically."

"Just do your best, and believe you can do your best – that's all," she said.



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# Students show off their campaign skills

By Julie Dimas

"Go with the flow," "It's all in your hands," "Let me speak your voice," "Got Kaplan?" These are just some of the many slogans seen on posters during class elections to capture students' attention and lure them to vote. These posters, along with giving out candy, buttons, and t-shirts, were just some of the tactics used by candidates to get votes.

In order to stand out from the other candidates many Senior Class Officer candidates tried to come up with creative ways to attract more attention to their name and get more voters on their side.

"I posted up a nice bright poster at TBK. The workers there were totally cool with it. People would come up to me and would say, 'Hey! You're that chick who's face is at TBK'. It was a cool experience," said Vanessa Velasquez, Div. 023, who is now a Senior Class chairperson.

Elizabeth Kaplan, Div. 054, also a Senior Class chairperson, got creative by attaching "binding contracts" to her candy stating that if you accepted the lollipop, you were agreeing to vote for her.

However, it wasn't really a contract and she acknowledged that with a disclaimer at the end of the note. She also had a lot of creative posters, including one where she was a sheriff with a mustache.

"A lot of people tell me my

campaign was super creative. I wanted to be able to have things that were kind of embarrassing or weird to show people I want to have fun, and that they're going to have a good time too," said Kaplan.

Flory Ann Evia, Div. 028, now the Senior Class Vice President, got really creative by using unique tactics to attract more attention and votes.

"I made Rice Krispies and a YouTube video saying that I bring the life to the par-tay. We [my friends] set up a scene in my studio where the party was boring with Cody and Nathan [my friends] and then me and my dance crew started dancing and saying, 'Go with the flow'," said Evia.

Another candidate, Michael Burbano, Div. 045, passed out sour straws [candy] everyday and on ACT and PSAT testing days passed out cereal in the morning.

Meanwhile another candidate, Donovan Tolledo, Div. 036, now the Senior Class President, used a more strategic way to get votes.

"I passed out flyers right after [candidates] gave out candy, which said, 'Think about the candy, the cereal, or the lollipop you just got, now think about the calories. Vote for someone who cares'," said Tolledo.

Some candidates, however, just used ordinary campaign tactics.

"To recruit voters I just asked for the help of my friends and classmates. I didn't do a circus act to get votes, I just did the classic

campaigning strategies," said Isabela Bierc, Div. 042, who is now the Senior Class Sergeant at Arms.

Regardless of how creative candidates got with their campaigns, many agreed that they put a lot of time, money, and hard work into them.

"Making the six posters took about four hours. I was stuck for a while trying to find good slogans and ideas for the posters. Then it took about an hour and a half to write 'Vote for Vanessa' on about 500 stickers to put on the candies," said Velasquez.

"I spent [a lot of] money on my campaign; actually, my mom did. She is the one that became poor after this campaign. She had to buy poster boards, markers, five bags of candy, and a few packages of stickers. It probably all added up to be the same as it would cost for me and all of my family to go out to eat," said Kellie Newcomer, Div. 042.

"I bought candy, posters, and materials. It didn't cost me a ton of money since my mom paid for the posters but the candy was pretty expensive until I found Dum Dums on sale at Walgreens. The people love the Dum Dums," said Kaplan.

Yet for some candidates money was not an issue.

"I only spent money on posters, I didn't buy anything else," said Bierc.

Another key component that

candidates agreed was important to their campaigns was recruiting their friends to spread the word to everyone.

"A few of my close friends helped me. My friend Tina helped me put up my posters. My friend Liz made a Facebook group for me and sent all her friends requests. My friends Carmen and Megan sent text messages to everyone and my friend Jacenta helped me pass out candy," said Newcomer.

"I had close friends help me campaign. John [my friend] helped me with making posters and my friend Kasey is super social, and she went up to a lot of people handing out lollipops and contracts. I also made sure to give everyone who got a lollipop an extra binding contract to give to a friend," said Kaplan.

No matter what strategies candidates employed in their campaigns, most of them decided to run for Senior Class Officer for similar reasons.

"I decided to run for Senior Class Officer because I've always wanted to run for some kind of student government. I knew I had a good chance, and knew I'd have a good time doing it even if I lost," said Kaplan.

"I decided to run for Senior Class Officer because I was eighth grade president and I love being involved in making decisions, and since this is going to be our last year at Lane, I really want to make it fun and memorable," said Bierc.

While unique tactics worked for some candidates, they did not work for others.

"Overall, I am a very outgoing person, so if I wanted to get someone's vote I would just be myself. But who knows, maybe that was my problem. I wasn't that out of the ordinary, and as you see I unfortunately didn't win Senior Class Officer," said Newcomer.

"I honestly thought that I would have been at least a chairperson. I was completely surprised I didn't make the cut," said Burbano.

In the end, when it comes to tactics, no matter how creative, extreme, or simple they are, the extent to which they are successful depends on a variety of factors, including popularity.

Some candidates, like Anthony Sis, Div. 032, now Senior Class Treasurer, and Tolledo agree that although their tactics influenced the results, other factors like popularity played a major role.

"I think [my tactics] were effective enough to get me a spot in the top five [positions]. Whether they could have gotten me higher, I don't know but popularity definitely was a factor," said Sis.

"Other than the posters and stuff, it's the people you know that really make a difference. They tell their friends to vote for you and then they tell other people, so it depends on how many people you know," said Tolledo.

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# Pride drives Lane alumni back to school

By Tempestt Daniel

Over the past 23 years, the Lane Tech Alumni Association has represented Lane students and is said to be the link between Lane and its graduates.

It has represented Lane students in many ways.

"We spread the good word of Lane, put people in touch with other people, and support the school," said Dr. Barbara Cook, Executive Director.

One of the most well known contributions made to Lane is the Fred J. Aves Memorial Scholarship, which is offered through the California Community Foundation.

"The Alumni Association will be awarding scholarships this year for \$171,000," said Dr. Cook.

The Association also preserves Lane's history, assists students with Lane research for classes, contributes to school projects such as the fire curtain restoration, coordinates Alumni Day (Professional Day), sponsors several other events, assists alumni in planning reunions, and publishes a quarterly newsletter.

Because of these actions combined with their own personal memories, many Lane alums have returned to work as teachers and as other staff members.

"To me this school feels like family," said Ms. Rzadzki ('91), Budget Clerk Assistant.

Rzadzki explained that she feels connected to Lane because she and other family members attended Lane.

"I'm the oldest of five girls; we all gradu-

ated from Lane," said Rzadzki.

"I came back to Lane because of its rich tradition and feeling that I could make a difference," said English teacher, Mr. LoGalbo ('01). "This school gave so much to me and I felt that I had to give back to it."

"I have always enjoyed the sense of family Lane encompasses," said English teacher, Ms. Gholston ('99).

"I believe that my experience as a student here with the Gospel Choir and meaningful classes helped me in deciding to have Lane Tech as a home again!" she said.

"After I finished college, I hoped to be able to get a job here because I enjoyed my years at Lane," said Joanne Coorlas ('83), Counselor Director. "I liked that it was a mix of students from across the city, and felt I had received a great education."

Agreeing with his fellow alums, History teacher, Mr. Allegrezza ('67), also reflected on the reason why he returned to the school to teach and become vice president of the Alumni Association Board of Directors. He noted that he had been asked to join the Board, and that he has written the Alumni Association Newsletter since 1987.

Allegrezza explained that his love for Lane comes from the history, spirit, and tradition

of the school.

"[I returned to Lane because] I loved it as a student and I love it as an adult," said Allegrezza.

Other teachers came back to Lane after receiving encouragement to do so from others.

"I applied after working for two years in another school," said Gholston. "Mr. Backstrom, a retired teacher from Lane, recommended that I apply."

"I liked science quite a bit and it was the influence of my science teachers here, particularly my Biology teacher, that changed my plan. I had the same Biology teacher for freshman and AP Biology, Mrs. Lucas," said Coorlas.

"I enjoyed my time at Lane and I had a teacher that encouraged me to teach [biology]," said Christopher Dignam, Assistant Principal. "I feel like Lane gave me a lot to of opportunities, so I'd like to contribute back to the school."

The love for Lane not only lives within former students, but through the Archives Room as well. The Archives Room was designed to track the history of Lane. The room contains every school yearbook, old newsletters, dance and prom items, and senior photos that date back to 1908.

"A majority of the items were donated by alumni members," said Mary Beth Ficht, Alumni office staff. "It is a very special room that makes them [alumni] more appreciative of where they came from."

"There's a whole lot of history in this room that the Alumni Association is preserving," said Dr. Cook. "It is a wonderful 'library' for student research papers."

Coorlas said that the Archives Room reflects a part of her love for the school.

"I love looking at 'old stuff' (older than me!), and seeing the changes in Lane over the years. We have such a great history," said Coorlas.

Although most teachers and staff have different reasons for coming back to the school, many share a mutual love for Lane.

"I'm proud to be an alum of Lane," said Allegrezza.

"As an alumni, the pride you attain from being a student here grows once you are a teacher here," said Gholston. "It is this pride that makes me proud to say that I'm a Lane Tech Indian and would not prefer to be anywhere else!"

Go Lane, Go! is what students sing in harmony to show their affection for their school. It is just one of the symbols here at Lane that reflects the connection between former and present students of the school. Many may not think about it now, but the alums that have returned have. They are proud to express their love for Lane because of their pasts, encouragements, and the history of the school.

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# Video lessons for AP class inspire idea for LaneTube

By Anna Treesara

When a teacher is unable to come to school, assignments are usually left behind for the students to work on. However, when Mr. Lewis, AP Human Geography teacher, was sick, he continued to lecture via video.

"For my video lesson, I recorded myself lecturing on an AP practice essay on my webcam," said Lewis. "I stored the material on a jump drive and had the drive brought to school so it could be put on my computer there and shown to the classes."

With so little time left before AP testing, Lewis did not want a day to go to waste.

"I did not want my students to miss out on a lesson so close to the exam day," said Lewis. "If I had still been sick, I would have started to do lessons via Skype."

Though students rarely encounter something like this, Lewis' students were not at all surprised.

"It's Mr. Lewis. He's crazy about tech-

nology and getting his students prepared," said Kirstin Anderson, Div. 907. "He wasn't going to miss an opportunity to cram more information in the short time we had left before the AP exam."

"I'm not surprised because he is constantly on his computer editing our class website," said Aaron Sanabria, Div. 025. "He redid the class website this year. He is very tech savvy."

About four to five years ago, Lewis started a class website, known as [www.lewishistoricalsociety.com](http://www.lewishistoricalsociety.com), where he could post materials up for their students. This year, he has also made several additions and improvements to the website. These include a class wiki, an interactive photo gallery, a calendar system, and a video section.

"All of these technologies have made the class run smoother," said Lewis. "Our class wiki has articles posted on it that were made by students. The photo gallery section allows me to assign students usernames and galleries so they can upload their own pics to our site. The calendar system allows me

to post up all of my handouts."

The video section of the class website will likely undergo the most changes in the following school year.

"This next year, I will start posting video lectures and material from students," said Lewis. "The goal is to have a wide variety of video material that will supplement our lectures and written material. The videos could also be an excellent way of recruiting students into the class."

After seeing what Lewis is able to do with technology and his classes, Lane has decided to create a website entitled LaneTube.

"Lane as a whole has a plan to start making a site with videos for all AP classes and eventually all classrooms," said Lewis. "But it is best to start with a small number of classes for a trial run. The idea would be to make photo galleries, wikis, video materials, and blogs available for teachers to use with their classrooms. The software for these website features is freely available and easy to incorporate into a website."

"I think that it would be pretty cool

because we can't use YouTube," said Sanabria. "Teachers could incorporate this site into lessons, and students could use it for presentations."

Introducing LaneTube would also give students an early taste of college. Many colleges now provide websites where students can access lectures and other class assignments. For example, MIT uses a website called MIT OpenCourseWare to assist its students free of charge.

Students believe that Lewis should be an inspiration to many teachers.

"I think more teachers should look at Mr. Lewis and take note," said Anderson. "He is one of the most dedicated teachers I have ever met. Most teachers do not care enough about their students or subject to go out of their way and spend their free time doing something like his recorded lectures; especially when sick. I appreciate his work and I think more teachers should try and take after his example."

## Lane teachers have varied pasts that led to teaching

By Noemi Villanueva

He was a champion body builder, she traveled for a living, he could make \$10,000 in a single day - all were true for some of Lane's very own teachers.

Some students may assume their teachers have had the same career for their entire lives but fail to see the interesting history that has led them to the classroom. Whether it was years of being miserable or just not being satisfied with their jobs, several teachers have had a change of heart that brought them to Lane.

Ms. Paganelli, who has been teaching Italian for five years, had a long-term career in international sales and customer service. While living in Italy for 12 years, she exported goods to the U.S. and worked with foreign countries until 2002 when she moved to St. Louis.

"I loved working with foreigners but it was frustrating with all the travel," said Paganelli. "I'd wear pantyhose in 150 degree weather and you're dressed in a suit all day; it was tiring," she said.

It had made sense to Paganelli to work in the field of international sales since she was fluent in English and Italian, but she became tired of making money for others and was further burdened with the death of her father. His funeral had unexpectedly turned into a major turning point for her career.

Paganelli's father was a teacher and his former students had come

to say a few words in his memory.

"[One of his students] said he realized he couldn't have gotten his PhD without Dad. I was sitting there listening and thought 'You should go back to school and become a teacher'," she said.

Now as a foreign language teacher, Paganelli has had no regrets of switching career paths.

"It's tiring and a lot of work but it's satisfying when a student comes back or tells you they've kept studying [Italian]. It's great," said Paganelli.

Like Paganelli, Mr. Bertenshaw, an English teacher, had a different calling before teaching. For 11 years, Bertenshaw was a commodity trader for the Chicago Mercantile Exchange and for a couple of years worked on his own as a local trader. In 1989, he moved to Australia to work for Tullet and introduced Chicago-style exchange to the foreign company.

Bertenshaw bought and sold commodities and was able to keep his profits at the end of the day. Although there were days where he would make upwards of \$10,000, there were aspects of the job that weren't as beneficial.

"In the commodity trade, there's a lot of stealing, reckless behavior, broken families, and greed; it wears you down," said Bertenshaw.

"As much as it sounds romantic, it became pointless and I thought 'There has to be more than this'," he said. "I didn't like my relationship with money and decided there were more important things

to do."

Bertenshaw said it took a long time to think about what different path he should take, but when he realized his call to teaching he did not hesitate in pursuing it.

"Literally, one day I said no more. I walked over to Loyola and said 'What do I have to do to become an English teacher?'" he said.

Bertenshaw became a teacher at 34 years of age and says he couldn't be any more satisfied with his job.

"My class is like a company; I get to do what I want to do while being responsible," said Bertenshaw. "It was like I fell in the right place. Teaching is a billion times better [than the commodity trade]," he said.

Ms. Langford, a Psychology teacher, was a paralegal and worked for several law firms including Winston and Strawn and Baker and McKenzie. For seven years, she endured a miserable experience as a paralegal which encouraged a turning point for her career.

"In my mid-twenties I found myself thinking, 'This is not for me.' I wasn't incorporating any of the things I loved into my work and that was frustrating. So, I thought about what I could do that included my love of history, sports, theater and of course talking; teaching seemed to be the answer!" said Langford.

Langford went to UIC and earned a Masters in Education in four years. The transition was tough, and she had to switch jobs

since traveling became an issue with going to school at night.

"The [new] firm worked with me and was extremely flexible when it came to my school schedule," said Langford. "I was exhausted for four years, but I liked going to school and I could see the light at the end of the tunnel."

Langford loves teaching and says she believes it is something she'll enjoy for the rest of her career. Though she can be making about \$30,000 more as a paralegal, she has no regrets.

"Life is too short to do something you don't enjoy. Everyday students say things that make me laugh, make me think, and make me want to continue doing what I am doing. This NEVER happened in a law firm," she said.

Lifting 600 pounds was Mr. Saffold's idea of excitement before becoming a teacher. Saffold, an Earth Space Science teacher, began body building when he was 16 to gain strength for football and track at Crane High School. His success widened his popularity in the city.

"I was asked to go on Channel 7 and was interviewed by Jim Rose and Channel 5 by Mark Greco," said Saffold. "I have close to 100 trophies and I continued [body building] until I won the Mr. America Championship in 1990," he said.

In addition to the heavy weightlifting, Saffold spent much of his time as a motivational speaker. His message of leading a healthy lifestyle and resisting drugs has reached different schools and jail

inmates as well.

Now, Saffold keeps fit and can still squat over 400 pounds, but no longer participates in any contests. He continues motivational speaking in his spare time but devotes himself to teaching.

"[Some] kids come back and tell me 'Now I'm a businessman. You taught me a lot.' It's the greatest satisfaction," said Saffold.

Like Saffold, Mr. Telles, an English teacher, enjoyed a different life before becoming a teacher. Telles worked as a bartender at Lodge Mgt for eight years and liked the job because of its flexible hours around his school schedule.

Telles' love for helping people, coaching, and tutoring led him to find his passion as a teacher. But with the differences in salary and sleep schedules, Telles found himself in a tough transition.

"Life as a bartender was like working at a party, so moving into a profession like teaching was, let's say, somewhat of a social paradigm shift," said Telles.

Although several teachers have experienced various milestones before teaching at Lane, their jobs have given them a great fulfillment. Despite differences in finances and lifestyles between careers, many would say teaching has been the ultimate experience for them.

"Teaching is the most rewarding job I've ever had," said Telles. "Knowing that I have a positive impact on my student's lives makes it a joy to walk into Lane every morning."



# Finders keepers, losers weepers? Lost & Found full of missing treasures

By Dulce Arroyo

I panicked. It was sixth period lunch during my junior year and I had just noticed that my brand new Blackberry Pearl was not in the pocket of my jeans.

I searched my entire bag and jacket, but it was not in either of them. After mentally retracing my steps, I finally realized where I left it: the girls' bathroom on the third floor by H. Obviously, that was the first place I rushed to once I came in from lunch, but it was too late; my phone was nowhere to be found.

I spent the day in agony until my friend Abby told me to check Room 127, better known as the Lost and Found. But I was completely skeptical about going; not many people would turn in a \$150 dollar phone they found in the bathroom. I was wrong.

"Hi, I was wondering if someone had turned in a dark grey Blackberry Pearl?" I asked nervously.

Sure enough, Ms. Green, head of the Lost and Found, handed me my Blackberry from her box of lost phones. Apparently, some freshman had happily turned it in after school. I was amazed.

Standing behind the counter at a height no taller than mine (and I am exactly five feet tall), Green simply beamed at me as I thanked her.

"It happens all the time," she said.

Green has been working at Lane for "a long time" and has seen her share of Good Samaritan students, like my anonymous phone returner.

"Maybe she lost her phone once and knew how it felt," she said. "Sometimes students keep [what they find], but others do return them."

Since the Lost and Found is also the school's Copy Room, Green is twice as busy every day.

"Letters, notes, documents—I make copies of whatever teachers need," she said. It was easy to see Green's multitasking ability as she answered my questions while swiftly gathering papers into

stacks.

Students know who Green is either by seeing her push the Lost and Found cart through the hallways, or by seeing her in Room 127 when they lose something.

"I've lost three pairs of different keys," said Roki Rodriguez, Div. 283. "All three had special chains so I could tell them apart [if I lost them]. The first time I waited three days until I went to the Lost and Found, but no one turned them in. After two months I lost the other ones I bought, but they weren't there either."

Rodriguez recently lost his newest pair of locker keys, and was not surprised when they were not turned in yet again.

"I kind of knew they wouldn't be there," said Rodriguez. "I didn't want to check but I did, just in case."

The Lost and Found is filled with locker keys, as well as some pretty random items.

"Sweaters, jackets, gym shoes, clothes, gloves, pants," said Green briskly. "I've also got a few phones, a box of house keys, and some reward cards."

Reasons vary for why such items stay in the Lost and Found for up to two or three months.

"Students do come as soon as they lose their things, but sometimes they don't keep coming [if they don't get it back the first day]," said Green. "Or they'll think they lost their stuff in restaurants around the area like McDonald's and won't come here."

While I was talking to Green about the ins and outs of the Lost and Found, a girl entered the Lost and Found and reminded me of myself last year.

"I lost a trig book yesterday in eighth period, did someone turn it in?" asked Jessica Russell, Div. 027. "I checked my classroom but it's not there."

Russell seemed surprised that no one turned it in. "I wrote my name in it," she said, hoping that

would be enough. "It's so weird!"

About five minutes later, another girl came in, but appeared less stressed about her situation.

"Did someone turn in a green notebook?" asked Perla Torres, Div. 252. "I left it in the lunchroom."

Though Torres had more at stake than Russell (her notebook had her homework from different classes), she was not as anxious.

"I'm not really freaking out; I'm just wondering where it is," said Torres.

For Torres, there was not much hope that a student would drop off her green notebook.

However, not all students share her perspective.

"I lost my cell phone once after fourth period," said Veasna Kim, Div. 183. "It wasn't expensive, but I had just gotten it."

Kim remained optimistic and was pleasantly surprised when she received her phone from Green at the end of the day.

"I was nervous, but it was there," she said. "[I realized] there is some good in people."

Coincidentally, Kim turned in a scarf she found later on, keeping karma's cycle going.

Other students practice good deeds like Kim's.

"Every time I find an ID, I turn it in to the person by checking their schedule on the back and finding them in whatever classroom they're in," said Eduardo Macz, Div. 926.

But karma may not always come around.

"I was getting out of my car and I looked down and saw a flashing light—it was a white Blackberry Pearl in the snow," said Jose Rodriguez, Div. 914. "During lunch, someone called the phone and I picked up and told the girl what happened. I returned the phone to her after school and she smiled and said thanks."

Sadly, Rodriguez did not experience the same luck the Blackberry's owner did when he lost something weeks later.

"I forgot my book bag after a Girls' Varsity Soccer game one day," he said. "I looked everywhere for it, but I never retrieved it. I'm still bagless to this day."

Incidents like these occur commonly among other students.

"I lost my book bag that had all my stuff—including my brand new shoes," said Roberto Torres, Div. 912. "I went to the Lost and Found and someone turned in my bag, but my shoes were gone."

Torres was greatly upset and believed that someone had taken his things and just turned in the bag.

"What's the point of turning it in if you're going to take everything that's inside?" he said. "It's like a tease! We have thieves in this school that don't think."

"I lost my silver iPod over a month ago in my seventh period drafting class," said Marina Nuñez, Div. 270. "I didn't have a chance to check the Lost and Found that day, so I went the next day, but it wasn't there. I wasn't surprised."

With similar stories like these, it is obvious that the saying "Finders keepers, losers weepers" is still used.

"One day, my friend showed me an iPod she found," said an anonymous senior. "It made me feel guilty when I saw the pictures of the owner so told her she should turn it in, but she said she didn't want to."

Though the old saying applies to some, perhaps an experience as scary as mine and other students may help the finder realize that keeping someone else's stuff is not worth the owner's grief.

"I felt good turning the scarf in because I know how it feels to lose something," said Kim.

"If I find something, I plan on dropping it off in the Lost and Found," said Rodriguez. "It feels bad when you lost something."

## City wildlife leads to unexpected animal encounters

By Grace McQueeny

Squirrels, cats, dogs, and pigeons are the usual animals roaming the Chicago streets and alleyways, but boa constrictors, coyotes and cougars? Some Chicagoans have encountered some truly WILD animals right here in the city, without taking a trip to the zoo.

"I was around 6 years old and it was summer," said Maria Murczek, Div. 034. She and her sister were playing in the kiddie pool, enjoying the water. Soon she noticed a long, thick, orange pipeline she had never seen before.

"My dad came over, and my sister and I started screaming. He told us to go far away," said Murczek. "It was a giant snake."

Murczek says the snake slithered out of her yard fairly quickly, and she and her sister were left frightened and in wonderment. They confirmed that it was a common northern boa constrictor, or "imperator" that had escaped from their local pet store.

"I went in there [the store] a couple of times, and I remember there were tarantulas, snakes, and crickets to feed them," said Murczek. "After that whole incident, the pet store closed because someone probably filed a report."

Besides the usual raccoons, opossums, rats, mice, chipmunks and rabbits, Michael Podgers, Div. 030 spotted some more exotic animals.

"One night, I saw a Great Horned Owl," said Podgers. "It was on a telephone pole in my alley, moving its head around looking for prey. I have [also] seen coyotes by my house, and I've found the limbs of animals they

killed that got dragged out from the woods!"

Hannah Aztlan, a sophomore at Northside remembers a similar creepy encounter she had in her nearby cemetery.

"I was walking around the cemetery when I saw this 'dog' looking at me with its head cocked to the side," said Aztlan. "I ran back to my dad to point out the dog and he told me that it was a coyote!"

Jessica Herberg, Div. 913, had a peculiar animal encounter right here at Lane last year. She says that students were throwing sticks and rocks at the frightened animal as it made its way across the Lane campus.

"Sometime after finals, there was a deer running around the school," said Herberg. "It made its way to the front lawn and it ran past me into the parking lot. Animal Control then came and tranquilized it."

Although they may be frequently spotted near Chicago, deer seem to be roaming closer than usual.

"I was walking home at about 11 PM," said Amer Al-kouja, a senior at Lincoln Park. "I walked into my backyard and saw an entire family of four deer sleeping in front of my deck!"

Why could these strange and wild animals be roaming further toward the city? As many may remember, a 5-foot cougar was seen roaming Roscoe Village last spring. It was shot down by police after it supposedly turned to attack them. Researches believe that the crowding in the Rocky Mountains and the Black Hills are forcing cougars eastward, and this particular sighting was less than a half of a mile from Lane.

## Science Fair winner develops new microprocessor cooling system

By Safiya Merchant

Who knew that the next Bill Gates was walking through Lane's halls?

After participating in the 2008 Chicago City Science Fair, Lane sophomore Suad Causevic, Div. 151, was given a free patent from the Chicago Intellectual Property Agency for developing an alternate cooling system for computer microprocessors.

According to Causevic's official lab report, every microprocessor has multiple transistors, which are semi conductors and have many functions, such as "maintaining a certain level of voltage." Because of the quick movements of the electrons within these transistors and how they are tightly packed together, thermal energy builds up. If too much thermal energy builds up, the microprocessor chip may fry.

To solve this thermal energy crisis, many microprocessor cooling systems have been developed, such as heat sink systems and water coolers. However, both systems are faulty because they utilize noisy fans, and water and air have small thermal conductivities.

Because he wanted to invent a more efficient and less noisy cooling system, Causevic utilized a magnetohydrodynamic heat transfer pump. In his pump, an electrical circuit and magnets were placed in a PVC pipe. A salt solution (which has a high thermal conductivity) was then poured into the pipe. Once a direct current source was applied to the pipe, the electrons flowed from the negative

to the positive sides of the circuit and as a result, thermal energy was transferred and cooled.

Causevic's personal experiences were some of the key factors that inspired him to build a new microprocessor cooling system.

"I have a lot of computers that have loud fans in them, and I once had a computer that fried. I was looking for a better and less noisy way to cool the microprocessor," said Causevic.

In order to conduct his experiment, Lane's Alpha program helped Causevic attain a sponsor. This sponsor was Dr. Dolan, a physics professor at Northeastern University.

"[Dr. Dolan] helped me understand the physics [behind my experiment] and gain materials," said Causevic.

After hearing news of his victory, Causevic's parents were, for the most part, excited.

"My dad feels that [success or being the best at school] is expected," said Causevic. "When I won the patent, he stood up and cheered so I guess he was pretty happy. When my mom called and asked if I had won, I said I lost [to joke with her]. When my dad told her the truth, I heard her screaming from the other side of the phone."

The next steps in Causevic's journey revolve around his patent and his project.

"I submitted the patent last November for review, and it takes seven to nine months [before I hear if it was accepted]. Because I got a patent, Dr. Dignam is looking for grants to finance the project," said Causevic.

Unlike his project, Causevic's bright future will most likely not be cooled down.



# CTA Bus Tracker saves students from long waits

By Sadeta Causevic

On her way to school, Eloise Zarco, Div. 022, used to wait for the bus for a long time because she did not know when it would come. Now with CTA Bus Tracker, she no longer has that problem.

"I would get frustrated waiting for more than 10 minutes. Now I don't have to wait," said Zarco.

CTA Bus Tracker provides estimated arrival times and map locations on the internet, but most students access it via cell phone. The Estimated Arrival Times Window has step-by-step directions, making it easy to use.

"Since I have started using this, I manage my time better and I don't have to rush to get ready. Bus Tracker tells me when to be outside basically," said Simon Tran, Div. 176.

"I use it everyday before and after school on phone because I have the iPhone applications," said Joel Gonzalez, Div. 037.

"My phone is always by me and I have internet on it so it is accessible. It's really easy to use," said Zarco.

Some students believe it is easier to use public transportation now that the Bus Tracker is available. It allows them to wait inside, timing their departure to arrive at the bus station just before

their bus's estimated time of arrival.

"I wake up at my normal time, six o'clock, and get ready for school," said Robert Loftus, Div. 262. "When I am done, I go online and check the next arrival time for the Western bus. Then I wait for a couple of minutes until it is

said Matt Ortiz, Div. 028.

"I plan my route a lot more efficiently and it makes taking the bus a whole lot more pleasurable," said Luis Daniel Carrasco, Div. 029.

"I like it because it helps you not wait all day especially in the winter because it is cold," said Ortiz.



dents agree that the Bus Tracker is usually accurate.

The Bus Location Map visually displays the exact location of a bus.

"It's always right and I can't emphasize enough on how convenient it is," said Abigail Mercado, Div. 030.

"The times are pretty precise. It even shows you visuals online," said Judy Idrovo, Div. 053.

While some students enjoy the Bus Tracker, others are disappointed that it does not have all the routes listed.

"I hate it! [The bus route I take], 49B, is not listed yet so I still have to wait a while," said Socheata Vong, Div. 183.

"It has all the buses I need, but if I were to go downtown or North and they don't have [the bus routes] listed, then it's a problem. They need to fix it," said Mercado.

The bus tracker also provides information about construction and delays. It allows users to bookmark their bus routes for quick access as well.

"I have almost all the bus routes around school bookmarked because

I use public transportation to get everywhere," said Miguel Rodriguez, Div. 033.

While most students know about the Bus Tracker, others do not.

"I didn't even know what it was until now because I get rides from my friends. [CTA Bus Tracker] seems very good and easy to use. If I didn't get rides, I would use it," said Ewelina Gibes, Div. 033.

Many students are impressed with the accuracy and convenience of the CTA Bus Tracker. To check it out, go to [www.ctabustracker.com](http://www.ctabustracker.com).

## Is Lane technically a "tech" school anymore?

The disappearance of shop classes leaves students wondering if the school's name is a misnomer.

By Caitlyn Kolakowski

In 1908, Lane first opened as a Tech school. Now, 100 years later, Lane students are offered only a three shop classes: machine shop, auto shop, and electronics.

By 1915, the Albert Grannis Lane Manual Training High School, in the original building located on Division and Sedgwick, had shop classes included as part of the required curriculum.

Freshmen had to take carpentry and cabinet-making. Molding, core making, foundry, and forging were taken sophomore year. Students in the third year took machine shop, and seniors needed to take electric shop.

Mrs. Starr, the school librarian and a Lane graduate, was required to take two years of a shop class. However, she took four shop classes: electric, wood, auto, and machine shop.

"When I was in high school I did not fully appreciate the shop classes. I did enjoy auto shop though because I had just gotten my license and I found the class useful," said Starr. "I have since appreciated electric shop. It has come in handy later in life."

Auto shop is currently taught by Mr. Racic, a Lane graduate who took several of the shop classes that used to be offered at Lane.

"[Auto shop] is a three year program that includes brakes, suspensions, steering, engine performance and electrical," explained Racic.

Luis Daniel Carrasco, Div. 029, who is looking to pursue a career in auto mechanics, is taking auto shop to help him get a jumpstart on his future.

"The class has done a great job in teaching basic mechanic needs, which will in fact help me find employment at local shops," said Daniel. "The class is very interesting and the people in the class share my interests, so it is a great class."

Some of what he has learned in the class has already proved helpful according to Carrasco.

"Once, I was driving down the road and while I was braking, [the brakes] seemed to have failed on me. However, as Mr. Racic taught us, it was probably air in the brake line. So I just pumped the brakes and it helped me stop," he said.

Machine shop is another of the remaining shop classes available at Lane

and is taught by Mr. Hayden.

Hayden says there are three groups of students that take machine shop. The first group consists of those who want to pursue careers as machinists. The second group is made up of those who want to become engineers. The final group consists of those who want to avoid taking more academic classes, which Hayden said is a reality that must be recognized.

As the number of shop classes have dwindled, so have their academic respectability, and Hayden has to fight off the idea that shop classes are for academically inferior students.

"Machine shop is not for drop-outs," he said. "This class is for students with 3.0 grade point averages."

To complete the shop program, a student must take three years of machine shop, which involves not only working with machines and hand tools but also learning computer technology as well.

Hayden has been teaching shop classes for 37 years and attended Lane himself before girls were admitted to the school in 1972.

"It was then that I recognized that we were in trouble," said Hayden.

Before that time, about 30 shop

classes were available at Lane according to Hayden.

"I had wood shop, electric shop, machine shop, and aviation," said Hayden who laments the mass exodus of shop classes from the school.

"After thirty years, it is like taking away my love affair," he said. "My biggest heartbreak is the removal of the double period shop class."

Reasons for the disappearance of shop classes at Lane vary.

"Lane went from an all boy school to a school which has a female majority. Not to say that women are less able to do shop work, but they're very less likely to want to do it," said Carrasco. "Also since there are many more students in the school, every room must be taken advantage of."

"I think that Lane has gotten rid of these shop classes in order to compete with schools like Northside Prep and to appeal to parents looking for a college prep school," said Starr.

Allegrezza and Racic provided additional reasons.

"There was a lack of qualified teachers," said Racic. "There was an emphasis on college prep."

"Lane has only a few shop classes

because the Board of Ed and the state ordered for a change in the curriculum to fit career guidelines," said Allegrezza.

"All high schools needed to wave the same flag," said Hayden. "However, there is still a place for shop classes. Parents want their kids to have white collar jobs."

Still, Hayden claims there can be college benefits for taking machine shop.

"For students that take this class for three years - that is the hard part - they receive 12 credits, and Triton College offers full tuition to those students. They get huge recognition," he said.

However, Hayden said that the remaining shop classes seem safe for the time being.

"We are able to keep up enrollment," he said. "[The administration] leaves me alone."

With the disappearance of so many shop classes, some ask whether or not Lane should still be referred to as a "tech" school.

"Sure. They can change [the name] to technological," said Allegrezza.

"The name can be false advertising but it is a part of [the school's] history," said Starr.

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# Patrolling, they're trying to catch you riding dirty?

By Lucia Ramirez

Being a cop is not easy. They have to be social workers and group leaders. They are supposed to be authoritarian, but not rude. And sometimes they find themselves accused of abusive behaviors like racial profiling.

Racial profiling is a form of racism in which police stop and search vehicles driven by people from a certain racial group. Perhaps racial profiling is one of the biggest perceptions about cops, especially among many teens.

"I work in a neighborhood that is predominately white," said Jonathan McGee, Div. 034. "I was coming home from work and I was driving when I got pulled over. They asked to see my license and registration, and I asked what was the reason I got stopped but they wouldn't answer my question. They arrested me and took me to the station. They said I was being insubordinate but they let me out an hour later. Nothing happened and that's how I knew it had to do with race because I am black and I was in an area that was mostly white."

"Black people think it's racism," said Officer Sanchez, a Chicago cop who asked that his first name not be used. "Many like to play the victim. If 90 percent of the crimes are committed by blacks, I'm sorry that's the way it is. Robberies in Humboldt Park are mostly by blacks. It's just the facts."

According to an article called *What's Race Got To Do With It?* by John Cloud, published on time.com, criminologists are still debating how much racial profiling actually occurs.

Robert McNeilly, a police chief from Pittsburg, Pa. interviewed by Cloud says that class, and not race, is the answer. McNeilly says that poor neighborhoods have drugs being sold, disorderly conduct, gangs, fights, and loud music. So police will make more stops in those areas.

"I work by a park where it's mostly Hispanics and if

I see a white person around there, I stop them because its like 'what the heck are they doing here?'," said Officer Sanchez. "Is this racial profiling? Maybe. But sometimes racial profiling is a necessity."

Many students at Lane also believe that teens, specifically, have become a target for cops.

"They target teens, mostly male teens," said Ariel Gonzalez, Div. 912. "There are teens that are up to no good, but most of the time they're just trying to catch us doing something."

"[Getting stopped] depends on what you are wearing," said Emilio Rodriguez, Div. 929. "The one who dresses

ghetto is going to get stopped. If you dress preppy chances are you're not." Officer Sanchez agrees.

"It depends on what they look like, how they're dressed, if they have gang colors on, what car they are driving."

"Cops have a bad impression of teens," said Gabriela Reno, Div. 053. "But [from what I've seen] living in Pilsen, I think sometimes they do have a reason."

"Teens are people," said Officer Higham. "They [teens] have a lot of choices, they are constantly being pressured. There are teens doing good things and there are teens making the wrong decisions. It's more about the circumstances than the age. If a cop sees teens at 11p.m. at a park, of course they're going to check it out or if they see seven teens inside a car at 1a.m.""

In January 2008, three former Chicago police officers were sentenced to prison for stealing drugs and then reselling them. The dealers would tell the officers where they could steal drugs, mainly cocaine and marijuana, and the cops would then raid the place; but instead of arresting the dealers, they resold their wares.

The image that is most broadcasted by the media is scandalous stories of corrupt cops. This image has led many teens to believe that power does corrupt.

"Many cops are affiliated with certain gangs. They'll protect the members of the gang in exchange for cocaine. The cop will do little favors for the gang," said Reno. "They'll pick up kids and drop them off in the middle of 26th street so they get beat up. My friend has been hit twice by the same cop in

the streets. The cop picked him up and dropped him off in another neighborhood so he can get in trouble with the gang there. This happens a lot. Cops will associate teens to a gang because of their neighborhood."

Reno lives in Pilsen, a neighborhood rated 16/100 in safety rate (100 being the safest), by neighborhoodscouts.com. In this neighborhood, she has been able to observe many interactions between cops and teenagers.

"City kids have been shaped by the music they listen to," said Rodriguez. "You always hear rappers talking about getting mistreated by cops, and this creates the image teens have."

"Media portrays them [cops] as using their power in corrupt manners," said James Peculis, Div 905. "No real cop has disproved this image yet."

According to an essay titled "The Social Psychology of Hatred", writ-

ten by Evan R. Harrington, wearing uniforms, in this case police uniforms, produces a psychological state of deindividuation, giving power to individuals who lose self-restraint and do things they would never do on their own.

Several students claim to have experienced or seen abuses of power by police officers.

"I was waiting for my dad outside a 7/11 and I was sitting on the concrete sidewalk in front of a parking space," said Rodriguez. "This cop was trying to park exactly where I was sitting when there was like three other parking spaces next to me. He kept on beeping, trying to make me move, but I didn't. When he parked, he got out the car and started telling me, 'Do you know who I am? I can get you arrested' and he pulled out his badge."

"[Cops] always make it seem like they have a lot of authority over you," said Judy Leong, Div. 045. "You cannot do as much as simply glance at them without them storming over to you with an interrogation. It seems like they have an air of arrogance."

"Cops intimidate me. It's like they can do whatever they want to me," said Peculis. "If they want to pull me over they could do it and just use a bad excuse like 'You didn't stop long enough at the stop sign'."

Although many teens forget the motto of officers, "to protect and serve", some decide to give credit to cops who do their job.

"I was in a car accident about a year ago and the cops who helped me were really nice," said Mayra Maldonado, Div. 923. "I was freaking out but they treated me respectfully and I felt like they really cared."

"Racial profiling is not always true," said Rodriguez. "My dad got stopped by a white cop. My dad doesn't have a license but the cop let him go with a warning."

"I did my service hours at the police department and they were really nice to me," said Angel Zhagui, Div. 912. "It was a very positive experience. Those officers became role models to me."

"Police are helpful to us in many ways," said Rina Ivanyshyn, Div. 050. "Of course I'd be mad if I get a speeding ticket or pulled over for not wearing a seatbelt, but someone has to these things to keep the world safe and sane and they don't get enough credit for it."

Officer Higham emphasized that not every cop is the same.

"Police officers are people and everyone has their own perceptions and prejudices," said Officer Higham. "[As an officer at Lane] We're not only here to arrest kids who are bringing pot to school, we're here to take care of you guys, to help you, and to keep you safe."

Many teens, however, do not believe that cops are helpful in many situations.

"I locked myself out of my car. My



car was still on and I had left everything inside," said Nancy Aviles, Div. 927. "I see this cop coming out of a restaurant so I went up to him and asked nicely 'Excuse me, I left my keys inside my car, can you help me?' and he responded 'There's a brick in the alley' and he just kept on walking."

"I live in Humboldt Park and people get beat up all the time here but cops don't do anything," said Brenda Gamboa, Div. 934. "My cousin got beat up so we called the police. It took them 30 minutes to arrive. By that time everything was over."

"They send so many squad cars to the most pointless things," said Jack Presa, Div. 031. "They only react fast to the things that can't threaten their lives. They don't risk their lives, no matter the circumstances, like they're supposed to. In short words, they're cowards."

"It's hard to come across a cop who is 100 percent good," she said. "I see more cops getting coffee at gas stations and Dunkin' Donuts than actually busting people."

Maria Sanchez, shift manager of Dunkin Donuts on the corner of 43rd and Ashland, says many cops fit this stereotypical description of cops (eating donuts and drinking coffee all day.) The shop used to get so crowded with officers that the manager had to take measures.

"The same ones come everyday and they stay here about 10 to 15 minutes," she said. "When we had a t.v. here they used to stay more. When the store had a different owner we used to give them everything they wanted all for one dollar, those were the days we had some cops sitting in the establishment from six p.m. until eight p.m. sometimes. Now, the new owner gives them 20 percent discount and we took the t.v. down, so they don't stay that long."

In some of the first-hand encounters of Lane students and police, the authoritarian attitude many cops have are perceived by students as rude.

Aviles got written up for curfew during her sophomore year at Lane and the experience was not a pleasant one for her.

"My brother was teaching me how

to drive. It was like 11 o'clock," said Aviles. "The cops came, and questioned us but they were very rude. They were talking down on us."

Officer Higham, police officer working at Lane, believes interaction between police and people is not supposed to be a friendly interaction but "business talk."

"They're [police officers] not going to be rude for no reason. You're getting business talk," she said. "People [want respect] but they don't get that respect for safety reasons. We're not here to chit-chat with them. It's straight business talk."

However, Officer Sanchez believes an authoritarian attitude is not a necessary trait. This attitude is acquired by many cops throughout the job.

"My own experiences [with cops] being off-duty are negative ones," he said. "I don't like when cops are rude to me, and many tend to be very sarcastic. There's been times when I've gotten stopped and they say something snotty because they don't know I'm a cop. I don't understand why they conduct themselves that way, but I don't let them disrespect me."

But many teens believe they need a certain level of respect and not to be judged as criminals.

"My friend and I were at a stop sign and they pulled us over," said Gonzalez. "They were interrogating us and asked if we were in a gang. They had an attitude. They told my friend 'you look familiar, have I arrested you before?' They were talking to us like we were criminals."

"They make racist remarks also," said Aviles. "My friend was like 'I'm cold', because it was during the winter, and the officer said 'They're Hispanic, they don't get cold until they leave the country', in a way saying 'you're lucky you're even here, if you were deported you would be screwed.'"

Some believe the police department should make improvements in order to be more efficient in the community.

"They [Chicago Police Department] should take better care of the hiring process for cops," said McGee. "They should put people out there who will take their job seriously."



# DREAM Act will allow illegal immigrant students residence

By Safiya Merchant

Although Lane might seem unaffected by Washington D.C.'s Capitol Hill, the DREAM Act, an effort that could give young immigrants the possibility of permanent residency or citizenship, will change the lives of many Lane students if passed.

The Development, Relief, and Education of Alien Minors Act will offer citizenship to those who entered the U.S. before they were 16, are between the ages of 12 and 35, have demonstrated 'good moral character,' have lived in the U.S. for five consecutive years, and have either obtained a high school diploma or GED or have been accepted into college. Those who are 12 and older and are enrolled full-time in primary or secondary school can apply once they have gained a high-school diploma or GED.

Once one applies and is accepted, he or she is granted conditional permanent residency and must complete at least two years of college or military service.

Once a grand total of six years has passed, he or she can gain permanent citizenship.

After learning about the DREAM Act, many Lane students thought it would be beneficial if passed.

"I know a few people who [are illegal immigrants] and I think it's a great idea if they can continue their education in the U.S., especially if they have already established their life here. As a legal immigrant myself, I think it's a great opportunity," said Anna Duchnowska, Div. 901.

"I think it's very beneficial because there are thousands of immigrants that can provide for the future work force of America, whether it be in the fields of medicine, education, or the military," said an anonymous student. "I'm an undocumented student in America and there are not enough scholarships or programs that would provide funding for college for [illegals]. Since I don't have a social security number, I can't get a job, which makes it even harder to pay for college out of my own pocket."

"It's at least giving them a chance

to get citizenship. They won't be blaming the government [and saying that there is no way for them to gain citizenship]," said Nicole Perez, Div. 273.

Many Lane teachers, such as French teacher Mrs. Isaacson, also believe that the DREAM Act would benefit students.

"I do think [the DREAM Act] is beneficial because if we want to let immigrants into the country, we should prepare them to be productive, responsible citizens of society. I've had students who were not legal and they were so upset that they couldn't afford out-of-state tuition or go to college," said Isaacson.

One of the key controversies surrounding the DREAM Act is the issue of college tuition. According to [www.dreamact.info](http://www.dreamact.info), those who are accepted into the DREAM program will be eligible for student loans, but will not be able to receive federal financial aid. It is also stated that while the latest version of the bill does not include any language about in-state tuition, older versions have allowed the states to de-

termine "residency requirements for purposes of in-state tuition." Today, politicians who oppose the act still use this "in-state argument" in their defense. As of May 2003, however, Illinois has provided in-state tuition to undocumented students.

Because federal financial aid is not provided by the DREAM Act, many think that the act is not as useful as others claim.

"I think it [the DREAM Act] would be good as long as financial aid is provided. People who come here illegally come out of poverty and come here to try and help their families. [States] should give in-state tuition because we're living in that state and paying taxes," said Luis Cabanas, Div. 044.

"It's harsh that the state won't provide for college, but it's the law, and if you're not a citizen you can't benefit from something that's not yours. I definitely want the act passed. Any little help is a blessing," said the same anonymous student.

"There's a lot of students who are struggling to find funding for college. Natural-born citizens should have

more priority over illegal immigrants [when it comes to financial aid for college]," said Amelia Augustine, Div. 183.

"If [illegal immigrants] want to study, they can take out a loan or go to community college. Their education is a good investment," said Duchnowska.

Mr. Maslanka, a Lane English teacher, believes that although the Act will aid illegal immigrants, this aid comes at a costly price.

"I've talked to a number of students who have graduated and are illegals. It has always struck me as tragic that some kids who have lived here since they were two, but are considered illegal, have no place in society. [If the DREAM Act was passed] it would [make highschool students more motivated] because it gives them hope. However, it sounds like a political compromise and [the responsibility of paying college tuition] is putting a burden on the immigrants."

Despite its many supporters and critics, Congress has the deciding vote when it comes to the passing of the DREAM Act.

# Mexican drug wars hit close to home for some at Lane

By Jessica Figueroa

The Mexican Drug War's effects have made their way to Lane Tech students.

Lisbeth Segura, Div. 921, is one of those students. Her youngest uncle was kidnapped by drug traffickers this past March in Mexico.

"One day my dad gets a call from one of his brothers saying the baby of the family had gotten kidnapped. My 'rich' uncle knew people in politics throughout Mexico and was visiting them to see if they could help out," said Segura.

And the confusion went on for a month. It is believed that Segura's uncle was targeted because of his rich older brother who was known for having a high-paying job, and bringing Mexican celebrities to Segura's grandma's house for yearly festivities. This attracted the attention of money-hungry drug traffickers.

"Five of my uncles came to my house, closed the shades, and took out all the money they were going to offer...," said Segura.

"They were trying to find a way to hide [the money] so it wouldn't be suspicious at the airport because the kidnappers had told us not to get the police department involved. I would be doing my homework and would hear them cursing those people out and say 'ten-thousand isn't anything!' It felt like I was in a movie," said Segura.

Many innocent people are becoming victims of crimes like these that are perpetrated by organized gangsters, the main players in the Mexican

Drug War.

This Drug War broke out when the Mexican Federal government stepped in to try to stop the rapidly increasing number of homicides resulting from turf wars between drug cartels. But situations have not improved. The fighting between various Sinaloa traffickers for territories has continued. And the numbers of deaths keeps multiplying, leaving families in emotional turmoil.

Some of these victims are lucky enough to live through the experience and tell about it, particularly those fortunate enough to have family members who are able to pay the ransom. Others are able to find someone affiliated with the cartels who are willing to help.

Segura's uncle just happened to have both money and connections.

"They [the kidnappers] originally asked for one million dollars. That's too much, so my uncle negotiated with them. He never told anyone how much was paid," said Segura. "No one wants to ask that question [how much was paid] because it doesn't matter. He's back and we're just glad he's safe," she added.

And in great part it was because of a mystery man who was involved in drug trafficking and offered his help.

"Day and night he was searching around those men he affiliated himself with and tried to work out a solution to get my uncle back," said Segura of the mystery man who never revealed his name.

For his help, the man paid a hefty ransom himself.

"The day my uncle returned however, he [the mystery man] was killed at his house. I really do hope he rests in peace and that he was aware of the impact he made in my family," added Segura.

Unsurprisingly, kidnappings like these cause a family to live in a state of constant alert.

"[When my uncle was gone] my dad would not allow us to use the house phone because he was eager for a phone call with any kinds of information. Distant family members and many friends were calling constantly asking for updates when there weren't any to be announced," said Segura.

"It was hard not being able to talk to my grandma because everyone was

afraid to call her. She would get really anxious every time the phone would ring because she would think it was her baby," said Segura.

Life remained tense in Segura's household throughout the ordeal.

"My mom's worryness altered. If it were up to her now, we would never be able to go out because there's bad people 'everywhere.' It's kind of difficult because many of my friends' parents always talk about 'well, I heard on the news so and so got kidnapped, so be careful.' But for me this wasn't just some person on the news, it was my uncle."

Segura also mentioned how difficult it was to go home and see her dad on the phone for hours, how she wouldn't ask him for money that she needed, and how she was disappointed when her parents didn't attend any of her International Days performances. She says she didn't complain about these things because she didn't want to cause any additional stress on her parents.

"I was surprised at how I understood him [dad] and I was not as angry as I would've expected myself to be," said

Segura.

In spite of these difficulties, Segura claims it made her family stronger.

"Through it all, I'm content with everything. I don't hold any resentment towards anyone. Those people who kidnapped my uncle brought my family closer together. Many of my friends knew my uncle got kidnapped, but none knew about the feeling of receiving phone calls at four o'clock in the morning on a school night and having everyone in the house wake up and just wait for new details."

Segura's uncle echoed this sentiment after he was finally returned home, in saying 'family is everything. At the end of the day, those are the people who are always going to be by you.'

"He felt so close to everyone and I felt like my family was united for the first time in years," said Segura. "I'm not glad for what happened, but I am glad for what it brought us. I can honestly say that I've never felt the sense of belonging like I do now. Even though some of us hadn't spoken in a while, when it came down to it, we all put everything aside and helped each other out," she said.



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# 101 years of Lane history revealed

By Samantha D'Anna

While cleaning out the old printing press room in Rm. 135, Mr. DeRoss, Head of Building Operations, discovered decades of first-hand accounts of Lane history. Stacked on a shelf in an old storage closet were bound newspaper archives of the Lane Daily and Lane Warrior. The oldest dated all the way back to 1919. The archives are filled with the dusty remains of Lane history.

So set down whatever you're doing and prepare to travel as far back as the Roaring '20s, into the Great Depression, past the first moon landing, through prohibition and segregation, all the way back into present day life at Lane.

## 1920s

The Roarin' 20's was a time of prosperity for the country. The first ever movie with sounds was introduced in 1922, Henry Ford had sold 15,000 cars by 1927, and America was growing rapidly with cultural dynamism. The spirit of the decade was streaming through the halls of Lane.

"Thursday is the big day!" read a Lane Daily in June, 1927. The school was holding its biennial Field Day and expecting 3,500-4,500 students to participate in the mass physical exercise. No other high school in history had ever attempted anything this large. It was tremendous for a public high school to be able to finance such a "stupendous" enterprise.

## 1930s

The 1930s were a time of change, struggle, reforming, and rebuilding. President Franklin Roosevelt's New Deal created jobs in an attempt to mend the crash of 1929. Radio became dominant, Daffy Duck made his debut, the Dust Bowl brought devastation to the Midwest, and Amelia Earhart mysteriously disappeared.

By 1930 Lane had grown to a population of 7,000 students. To relieve the overcrowded conditions at the school, it was decided to build a new Lane. Board of Education architect John C. Christensen began preparing plans for the world's foremost high school complex. On June 24, 1930 groundbreaking ceremonies took place at Western and Addison.

The new building was a beautiful combination of function and art. Like the old Lane, it was designed to allow teachers and pupils to work in a comfortable environment. On

dedication day, Sept. 17, 1934, 9,000 boys marched from Cubs Park to the new school.

Lane's increased population required many new provisions. Classes had to be staged in three shifts throughout the day and commencement exercises were held at the International Amphitheater, which was located just west of where 43rd turned into Halsted.

## 1940s

The 1940s was the decade in which we learned "Freedom isn't Free." After the Japanese bombed Pearl Harbor in 1941, the United States entered WWII. The students of Lane pulled together to help their country at war. Many war drives were carried out by the students, providing the war effort with Red Cross ambulances, B-16 Flying Fortress, and over three million dollars in war bonds.

## 1950s

In the 1950s television had changed the way we lived. So did the Russians with their launching of the first space satellite, Sputnik. Girls swooned over "the King of Rock and Roll" Elvis Presley, highways were built, and the Civil Rights Movement dawned when Rosa Parks refused to leave her seat in the front of a bus

in Montgomery, AL.

Back in the 1950s, Illinois Bell Telephone was still a monopoly and phone numbers only had five digits, not that they were used very often. "Who would ever think of paying a dime for a telephone call?! Unless we talked for over an hour!" said a student in a Lane Daily article.

Articles also showed the existence of numerous tech classes like air conditioning shop, aviation shop, and plastic shop. Numerous clubs met after school including the Robot Club, Slide-rule Club, and the Spur and Saddle Club.

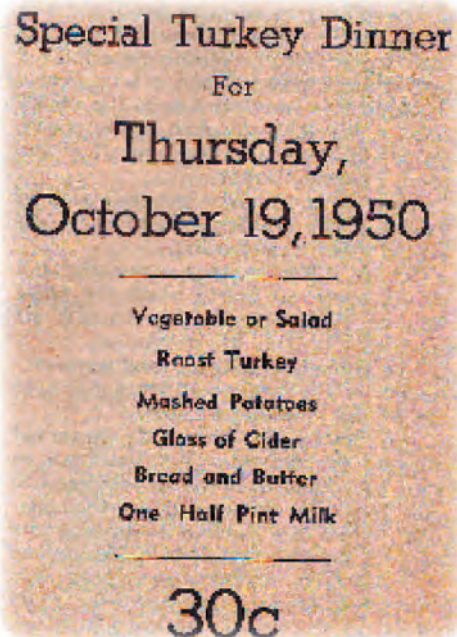
Everything from cars to guns were being sold in the Lane Daily classified ads section: "'36 Chevy, Good Condition; Bargain \$50," "'49 Harley Davidson, \$180," "1 Kressler .22 Cal Pellet Rifle and 1 set of matched golf clubs, Rm. 158 Periods 1-4."

Lane, as always, was hopping with events every week. Students could attend a "Social" every other Friday in Lane's very own ballroom.

## 1960s

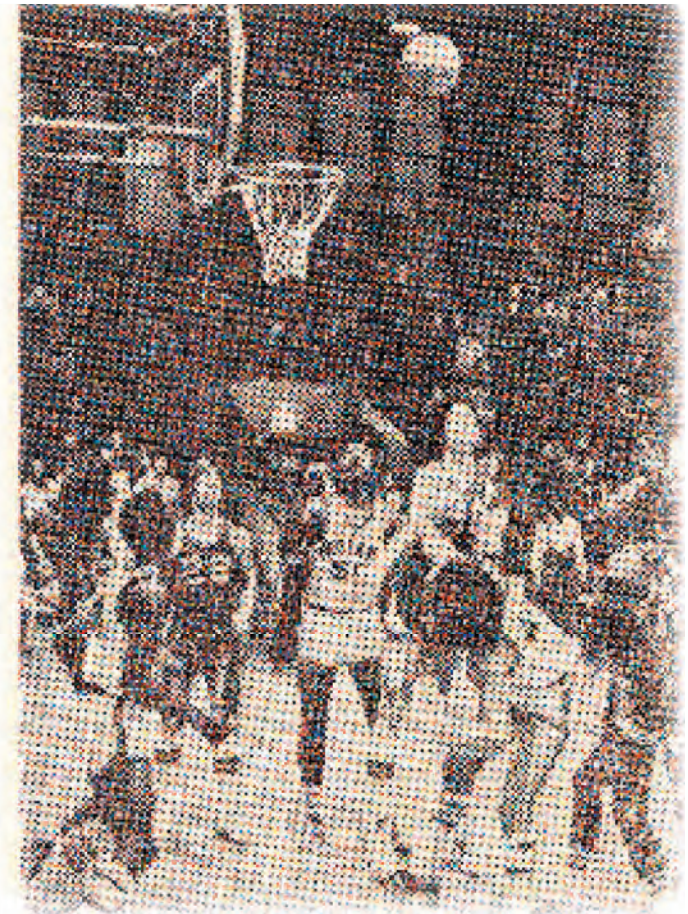
The 1960s were a time of cultural and political movements led by John F. Kennedy and Martin Luther King. Many Lane students involved themselves in trying to make America a better place for people of all races and genders.

"Who's the guy with the feathers?" Before the politically correct movement, Lane students came to sporting events dressed as Indians covered in feathers and war paint.



Turkey dinner advertised in the Lane Daily.

*Lane History*



Lane's Boys' Basketball Team plays in March of 1973.



In 1983, the administration had boulders placed throughout the campus lawn to prevent non-school related activities from congregating.



Here the final steps of assembling of the totem pole are completed before it was erected on the school's north lawn in May 1983.



# d in long-lost newspaper archives

story 101



The official Indian mascot was usually found shouting with the cheerleaders or encouraging the players on the sidelines.

In a time when people believed anything was possible, UFO sightings became more common. In 1968, students discussed in the Lane Warrior some of their theories explaining the stories. Headlines appeared like: "Have the Soviets developed high speed reconnaissance aircrafts?" and "Are we being surveyed by sentient beings from beyond our solar system?!"

As students began looking into the unknown, an article appeared in the Lane newspaper entitled: 'Death Control: Fact of life in 2000 A.D.' An excerpt of this article shows that much of what was predicted proved close to being right:

"By 1975 we will have extensive transplantation of limbs and organs, test tube fertilization of human eggs, and extensive power to postpone clinical death. By the year 2000, we will have memory editing (no more Lane?—impossible!). After the year 2000, we will be able to control aging, and finally the indefinite postponement of death. Birth control will be a thing of the past and 'Death Control' will be the topic of many discussion groups."

## 1970s

Lane almost didn't make it through the 70s. It was planned to be demolished in 1972 for construction of a cross-town expressway, which obviously never happened.

The class of 1973 was the last class to graduate with all boys. It was the end of an era. It all began in 1970, when after the announcement that girls would be admitted to the school the next year, 3,000 Laneites held a walk-out protest. It proved unsuccessful since the next year nearly 400 girls joined the ranks of Lane's student body. In an opinion piece published in 1974, a male student expressed his disdain for the admission of female students into the school in an article entitled "The Era Has Ended":

"The first graduating class in 1908 had nearly 50 seniors. Since then, over 40,000 men have graduated and in the class of 1974, 68 girls will ruin that great 63-year tradition. Lane is known everywhere throughout Chicago for scholastic and academic achievements. In the last four years Lane has won over half of all city championships. The girls probably can't and won't keep up the spirit of Lane Tech, but we seniors hope that the underclassmen will keep up the tradition. I am very happy and proud that I just made it in the last all male

class. And I am sure that there are 995 other seniors who feel the same way I do."

Paralleling the nation's drug problem in the 1970s, Lane saw an increase in the use of illicit drugs. In 1974, an article was published in the Lane Warrior concerning the drug overdoses at Lane:

"What'll it be young man, a nickel bag, 25 uppers, a few lids, or maybe just a Bonus Jack to go?" "History is such a drag, I just gotta get to the washroom and light up a joint!"

By May there had been three overdoses in the school, and several others occurring outside of school hours. A petition circulated asking the Board of Education to place an emergency drug treatment center in the school. (The emergency drug treatment center never came to be.)

## 1980s

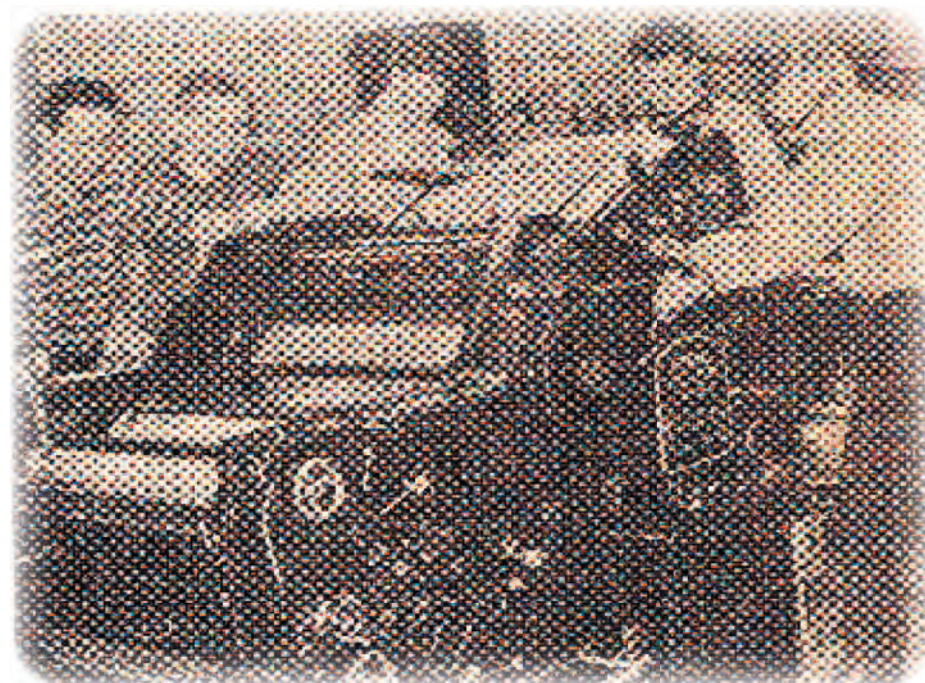
The 1980s were a rollercoaster of turmoil. Headlines screamed with news of AIDS, terrorists, crack, and homelessness. The personal computer was making major news and Desktop Publishing was being added to Lane's print shops at this time.

It was during the 1980s that ducks moved into Lane's Memorial Garden, but they didn't show up there all on their own. Mr. J. Keating brought the original ducks (Huey, Luey, Duey, and Sylvester), to Lane back in 1985. The hope was that they would attract other ducks flying by and eventually produce offspring.

In Feb. 1987, the Lane Warrior reported the murder of Huey and Luey by "shots to the head." Duey was listed as missing and was never reported found. Twenty-four years later, ducks still return to the Memorial Garden each spring.

Lane's halls used to be patrolled by student hall monitors, but in 1986 security guards were hired and assigned to the duty. Frustrated by the increased discipline, a Lane columnist made the following entry describing a negative encounter with one of the new security guards:

"You are standing at your locker, trying to collect your thoughts enough to put the books you need in your backpack. Suddenly a voice booms out from behind



Pictured above is Lane's Heidelberg Press, located in room 135 where the Lane Daily and Lane Warrior were once printed.

you: '45 seconds!' You look in wonder around you. Is your life about to come to an end? Maybe, but probably not. There is a man behind you with a megaphone."

"Arson suspected in Lane's 4th Art Department fire," read the headline in the February 1987 issue of the Warrior. The first fire occurred in October meaning there had been four fires in five months.

It was also announced in 1987 that for the ninth time in the past 18 years CPS teachers were going on strike. In early Sept. nearly 28,000 teachers refused to accept a School Board proposal to take a pay cut and headed to the picket lines. Teachers did not return to work for a record 19 days.

Lane has come a long way since 1919. But as 101 years of excellence draws to a close, students continue to remember the school mantra: "Wherever you go, whatever you do, remember the honor of Lane."



Lane's Indian mascot represents and cheers on Lane at a football game in 1986.

**WOMEN NEVER GO BROKE**

Women like cash because its the easiest form of money to get rid of. They do not have the respect for it that men do; they assign values only in proportion to what it will bring. And so, chiefly for the benefit of men, here is a table of U.S. currency as most women regard it.

A Penny—What you can give to a child because it will still buy a piece of bubble gum.

A Nickel—What women can borrow from their boy friend without giving it back.

A Dime—What the kids hold out for ever since the double air dime was discovered.

A Quarter—This is nice, because if you give it to a bus or streetcar conductor, you get change (no boy).

Fifty Cents—What everything cost in the ten cent store now; also you can tell them from nickels without glasses.

A Dollar—The ideal form of cash. Also if they stick together they are easier to count than anything else.

Five Dollars—This is slippery, because you can make the mistake of paying it out for a one.

Ten Dollars—Better, because if you take it to the grocery you can usually buy enough to eat without adding up as you go along.

Twenty Dollars—Makes you think you have plenty.

50 Dollars—You have to go to a lot of bother and call a florist, and leave your name and address. So it is easier just to change things and go on carrying it around until you find something really big to buy.

A Hundred Dollars—Do they really take bills that big???

This opinion piece was published in a 1950 issue of the Lane Daily.



# Reckless driving habits lead to accidents; some take precaution

By Amanda Ruiz

Texting, talking, singing, dancing, putting on make-up: these are all things teenagers do while driving, which can be the reason why they are most at risk while on the road.

According to the National Highway Traffic Safety Administration, motor vehicle crashes are the leading cause of death for teens in the United States. Each year, more than 5,000 teens are killed. Many agree that most of the accidents are caused because the driver is distracted.

"I always see people texting or talking on the phone while driving and usually they are in a rush and speeding, which is even worse. They don't even understand the risk they are in," said Samantha Debondt, Div. 020.

"In the morning especially, I always see girls who are putting on their make up at red lights or texting with one hand and holding the wheel with the other and I'm just like wow," said Muriel Woodland, Div. 048.

Some students at Lane have had their experiences with car accidents and admit it was traumatizing.

"My accident was not even that bad and I was shaking all day," said Jolynn Barry, Div. 024. "I was late for school so I was in a rush because I knew I wasn't going to get any parking. I was [closely following] this lady when she suddenly stomped on her brakes. I rear ended her but luckily there was no dam-

ages to any of our cars."

"I have had two accidents. The first one wasn't bad at all," said Matt Ortiz, Div. 028. I rear ended this lady but there was no damage to any cars and no charges were filed. The second one was bad. This lady didn't stop at her stop sign and completely crashed into the side of my car. Now I always stop at small streets, even if I don't have a stop sign."

"Last February I was driving back from a ski trip in Wisconsin and my car hit a patch of black ice," said Lindsay Giannoni, Div. 029. "My car rolled over four times into a ditch. I sprained my spine and had to go to physical therapy for six months. I did not drive for a while and I still haven't driven on an expressway since then."

Research done by NHTSA showed that of 4,842 teenagers ages 16-20 who were killed in a motor vehicle accident, 58% did not have their seat belts buckled.

"Honestly people need to wear their seat belts. How many people have to die before they get it? Like you aren't cool just because you are driving without it," said Ashly Marquez, Div. 045.

"People don't think about it as risking their lives when they don't wear their seat belts, but I bet if all those crazy statistics were read to them every time before they drive they would," said Pethio Yawanis, Div. 054.

"I believe the reason I'm still alive today is because I had my seat belt on," said Giannoni.

Last year 25% of teens, ages 15-20, that were killed in a crash had a blood alcohol concentration level of .08 or higher.

"I could never drink and drive. Just because of all the stories I hear and how my mom reminds me every weekend. She would just be so disappointed in me if anything happened," said Marquez.

"I just don't think it is worth the risk at all.

Like why would you want to give up your entire life for one stupid night," said Barry.

Most accidents do occur during the weekend at night, which is why teens are constantly reminded to be cautious while driving back from parties or events.

"It's pretty scary that you can be coming home from a fun weekend with your friends and even though you feel completely safe, you aren't," said Rachel Ehrenberg, Div. 030.

"Seriously I'm a reckless driver and to think I can be one of those teens freaks me out," said Barry.

There are many ways teens can stay safe while driving. They should pay attention to the road and their surroundings and try not to have too many distractions in the vehicle like music, cellular devices, or too many passengers. The simplest rule of them all is to wear your seat belt.

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# Is breaking up really hard to do?



## Students deal with trying to make long distance relationships work after graduation

By Melanie Johnson

Now that the school year is coming to an end, so are relationships. As seniors prepare to go off to college many couples are questioning whether to stay together or have a change of heart.

Distance is maybe the most detrimental thing to a relationship, but many couples try to stay together despite the difficulties that go along with long distance relationships.

Stephen Freeman, Div. 902, and Tyffanie Turner, Div. 933, have been together for eight months and are staying together even though they will be attending different colleges in the fall.

"Well we knew at the beginning, before we even started dating, that we were going to different schools, but the heart wants what it wants. We knew it was going to be hard but it is a risk we are willing to take," said Freeman.

"We have been together so long that distance doesn't seem like a valid reason for breaking up if we still love and enjoy each other's company," said Turner.

Both agree that maintaining a successful

relationship will take work.

"Trust and commitment have to be in there somewhere," said Freeman.

"It's all about trust, commitment, and love," said Turner.

For over a year Markia Fisher, Div. 022, has been dating a former Lane student who graduated last year. She says that if her boyfriend had gone to college far away, she would have broken up with him.

"By the time he was about to graduate we had started to develop deeper feelings for each other and since he wanted to stay in Chicago we both decided to pursue it," said Fisher. "If he would have gone out of state it would have been hard to stay together after high school because long distance relationships never work."

Fisher had been involved in a long distance relationship prior to the one with her current boyfriend, and the distance broke them up after three months even though they had been together for nearly two years.

"I didn't like having a long distance relationship because I wouldn't trust him or even myself. I would probably end up cheating on him," said Fisher. "I want to see my boyfriend every other day and it's

hard to do that when you are far apart."

Kamaria Woods, Div. 930, agrees with Fisher and believes that girls should be mindful when having a long distance relationship and should trust their instincts. Her long-distance relationship lasted for nine months but ended after he confessed to her this past Valentine's Day that he had been cheating.

"I started to get suspicious after there was this girl on his Facebook page but I failed to go with my instinct when it told me that he was cheating," said Woods. "We were together for about six months until he went off to college. But now we have decided to remain friends, but he is still with the girl he cheated on me with," said Woods.

Junior couple, Briana LaPorte, Div. 053, and Shane Jovanvic, Div. 020, have been dating for over a year and a half and agree that it is possible to have a successful and lasting relationship even if it is long distance.

"Either we will go to the same college or we will work it out because I'm going to stay with him because I love him," said LaPorte.

"If we do go off to different colleges I will

see her through mostly weekend visits," said Jovanvic.

LaPorte believes that there are times where long distance relationships will not work.

"If they don't like the person enough then of course they are going to let the distance separate them," said LaPorte.

"If you want it to work you would make it work. It takes trust and patience to maintain that type of relationship," said Jovanvic.

Anjelica Masson, Div. 055, has been in a two year relationship with a senior who is weeks away from graduation.

"We are going to try to make it work after he graduates because he's going to stay in state," said Masson. "But if he was to go out of state to college I'm pretty sure we would break up."

Chasidee Wright, Div. 026, is in a relationship with a senior also, but she is planning to call it quits because he is going off to college.

"People have to go on with their lives after high school and I know that he is going to be around tons of females so I am letting him go so he can explore and won't hurt me," she said.

## As students leave home, parents face empty nest syndrome

By Shanae Joseph

If you're a senior and your mom has been emotional or on edge lately, she might be suffering from the empty nest syndrome.

The empty nest syndrome according to [psychologytoday.com](http://psychologytoday.com) includes feelings of depression, sadness, and or grief experienced by parents after, or in the process of, their children leaving home.

The empty nest syndrome is more common when kids leave for college, because it is hard for parents to let go of their children, and see them move on to another phase of their lives.

"I was very excited when my son went to college, but I still cried," said Ms. House, coordinator of student activities, and mother of two college graduates.

"Initially I was proud [when my first daughter went to college], and then I cried about a week later," said Ms. Coleman-Parker, a mother of three daughters who all went to college.

"I was excited when my daughter went to college," said Mr. Holzman, security guard with one daughter and two sons who went to college. "My wife was sad that she was moving on though."

The hardest part for parents according to [psychologytoday.com](http://psychologytoday.com),

is realizing that their children are ready to leave.

But children are often all too anxious to leave.

"I'm ready to go to college, and have that experience," said Roman Navarro, Div. 906.

"I'm ready to start a new beginning," said Joshua James, Div. 927.

Although some students are excited about going to college, they are still worried about their families.

"I'm ready to go to college and be on my own, but I'm going to miss my mom," said Cameron Hill, Div. 917.

"I'm excited to be on my own, but I'm not [excited] about leaving my family," said Joshua Peters, Div. 917. "I love my family."

Then there are other students who are ready for the parties.

"I'm ready to party! WOAHH!," said Tamika Jackson, Div. 905.

"I'm ready to have fun," said Terinei Tolbert, Div. 915. "But I'm ready to learn too."

Fun, and too much of it, is one of the most common things parents become concerned with when their child leaves for college.

Other things that become

a concern are campus safety, significant others, and behavior.

"I was concerned with campus safety, and young men acting inappropriately toward my daughters," said Coleman-Parker.

"I was afraid of my kids getting carried away with partying," said math teacher of four college

worried about other things.

"I'm going to Florida A&M, and I know my mom is going to be worried about what I'm wearing, because it's hot in Florida," said Tolbert. "She said she's going to have a video camera, to see my outfit everyday, and make sure I'm dressed appropriately."

"I think my parents are going to worry about expenses, and just me growing up period," said Navarro.

Watching kids grow up is hard, but seeing them leave is harder and mothers usually cry.

But sometimes the child cries too.

"My mom is going to be sad," said Hill. "She'll probably cry."

"I know my mom is going to cry," said Tolbert. "I think I'm going to cry a lot too."

"I'm like a momma's boy so my mom's going to be really upset," said James.

The way a mother acts when her child leaves, also depends on if the child is the last one to leave.

"I'm excited but my parents are going to be devastated, because I'm the last baby," said Jackson.

"My parents are going to be sad, because I'm one of three triplets and we're all leaving at the same



graduates, Mr. Kern.

"I worried about his behavior, and his safety, and was he eating right," said House.

"I was concerned about paying their tuition, and what type of people they would bring home as far as boyfriends," said Ethnic Studies teacher Mr. Kimmons, and father of two college graduate daughters.

Besides that, some students think that their parents are going to be

time," said Jordan Holod, Div. 924. "It will be hard for us too, because we are together all the time and we're like best friends."

Making new friends in college is also a concern for parents and the child that is leaving. But [psychologytoday.com](http://psychologytoday.com) says that by that time the child is a young adult, it is usually easier for them to adapt and be social.

However, this may still be a hard thing for the parents to deal with. So in response to that they may call a lot.

"I talked to my daughter almost every day; and if she didn't call then we called her," said Mr. Saffold, father of a Harvard graduate.

Although talking to their children is important to parents, it's recommended that they talk only two to three times a week, to give their child space.

Talking on the phone is a way of closure for the parents, because they're able to hear their child's voice. But there are other things that can be done to help parents deal with their empty nest.

This includes things like spending time with friends and family, looking at old pictures of their child, gardening, or any other relaxing activities.



Div. 901

Allen, Rashee- Northern Illinois University  
 Allison, Kiara- Southern Illinois-Edwardville  
 Becarevic, Dijana- Arizona State University  
 Ciurbe, Ovidu- University of Illinois at Chicago  
 Colacino, Cody- Arizona State University  
 Craig, Raven- Columbia College  
 Del Rivero, Daniel- Wright College  
 Doebler, Michelle- Grand Valley State University  
 Duchnowske, Anna- Loyola University Chicago  
 Enriquez, Ivan- University of Illinois at Chicago  
 Herrera, Baltazar- United States Army  
 Johnson, Zachary- Undecided  
 Klontz, Joseph- Southern Illinois University  
 Lee, Ronald- DePaul  
 Marin, Luis- Wright College  
 Martin, Ciderra- University of Missouri  
 Robiedo, Gladus- University of Illinois at Chicago  
 Rosales, Genesis- University of Illinois at Chicago  
 Sarkis, Victor- Northeastern Illinois University  
 Singn, Palak- University of Illinois at Urbana Champaign  
 Thomas, Jena- Millikin University  
 Tran, Tiffany- University of Illinois at Chicago

Div. 902

Abbas, Feras- University of Illinois at Chicago  
 Arroyo, Bienda- Depaul University  
 Conner, Alexander- Truman College  
 Cuervas, Alexandra- University of Wisconsin  
 Freeman, Stephon- Undecided  
 Jeuk, Michael- Truman College  
 Lagunas, Milton- Universal Technical Institute  
 Landa, Daisy- Aurora Madison College  
 Olsen, Candice- Northeastern University  
 Osorio, Ashley- Princeton University  
 Stahl, Sioban- Monmouth College  
 Theoharis, Peter- Purdue University  
 Valdez, Crystal- University of Illinois-Chicago  
 Vareechon, Thumarnt- University of Illinois Urbana-Champaign  
 Zakaria, Mustafa- Loyola University Chicago

Div. 903

Avalos, Anabella- Northeastern University  
 Berkeley, Kevinia- Illinois State University  
 Bose, Erik- DePaul  
 Brkovic, Melisa- DePaul  
 Carvajay, Samantha- Northeastern University  
 Chase, Kara- Northeastern University  
 Flores, Alejandra- Illinois School of Health Careers  
 Garcia, Edith- Knox College  
 Gonzalez, Izamar- Northeastern University  
 Hernandez, Melvin- University of Illinois at Chicago  
 Jones, Marnisha- Virginia State University  
 Krynski, Adam- Jagiellonian University  
 Kucher, David- Dominican University  
 Martinez, Luis- Wright College  
 McClain, Jalyn- Columbia College  
 Montalvo, Jose- University of Illinois-Chicago  
 Morfno, Nanay- Roosevelt University  
 O'Neil, Riley- Fontbonne University  
 Orihuela, Jose- University of Wisconsin-Madison  
 Purananda, Piyaporn- University of Illinois-Chicago

Ramirez, Miguel- Milwaukee Institute of Art & Design  
 Roman, Jesus- Northwestern University  
 Smajlovic, Nermana- Wright College  
 Smajlovic, Nermin- Northeastern University

Div. 904

Alvares, Samantha- Dominican  
 Arreguin, Selena- University of Illinois at Chicago  
 Babilonia, Dominic- Oakton Community College  
 Bartell, Erik- DePaul  
 Burbano, Jessica- Northeastern Illinois University  
 Coko, Armin- Northeastern Illinois University  
 Correa, Jesse- Northern Michigan University  
 Enriquez, Alex- University of Iowa  
 Garcia, Noemi- University of Chicago  
 Graner, Adina- Loyola University Chicago  
 Hassan, Taofik- University of Illinois at Chicago  
 Hovantzi, Diane- Bradley University  
 Lee, Jae- University of Chicago  
 Maglaya, Brittany- Western Illinois University  
 Montes, Samantha- University of Illinois at Urbana Champaign  
 Moreno, Diego- Northeastern Illinois University  
 Muschkat, Rebecca- Truman College  
 Nettnin, Paige- Columbia College  
 Niedojadlo, Dawid- Northeastern Illinois University  
 Ortiz, Carolina- Robert Morris  
 Pagan, Noel- Judson University  
 Rhodes, Darrius- Morton College  
 Sanchez, Carlos- Undecided  
 Steibing, Rachel- Western Illinois University  
 Stepkow, Joanna- Loyola University Chicago  
 Vazquez, Crystal- Harold Washington  
 Vazquez, Juana- Roosevelt University

Div. 905

Alfaro, Elizabeth - School of Art Institute of Chicago  
 Baughman, Brittany - Wilbur Wright College  
 Casillas, Blanca - Northeastern Illinois University  
 Desai, Shree - Benedictine University  
 Fridl, Adam - Charles University of Prague  
 Gomez, Marta- Undecided  
 Henry, Michael University of Illinois at Urbana-Champaign  
 Henry, Shani - Oglethorpe University  
 Huber, Western Illinois University  
 Jackson, Tamika- Northern Illinois University  
 Klimczak, Joanna - Illinois Institute of Technology  
 Knipp, Felicia - Northeastern Illinois University  
 Knipp, Jessica - Northeastern Illinois University  
 Lai, Lily- University of Chicago  
 Lakaca, Haris - DePaul University  
 Marty, Juanita - Northeastern Illinois University  
 Mihaila, Alex - Universal Technical Institute  
 Mosqueda, Fabiola - Northeastern Illinois University  
 Nelson, Hailey - Loyola University  
 Pecanin, Samra - University of Illinois at Chicago  
 Peculis, James- University of Wisconsin at Madison  
 Salazar, Alan - Marquette University  
 Sanders, Caroline - Illinois Institute of Technology  
 Schechtel, Megan - Northern Illinois University  
 Strawder, Weslyn - United States Marines

Torres, Edward - Northeastern Illinois University  
 Velez, Javier - DePaul  
 Vilchis, Karen - Loyola University  
 Ward, Shawn - University of Wisconsin at Stevens Point  
 White, Jacqueline - Moody Bible Institute

Div 906

Aguero, Jose - Dominican University  
 Aguila, Nathalie - Wright College  
 Bhagat, Asif - Loyola University Chicago  
 Boin, Alexis - DePaul  
 Carceres, Ashley - Undecided  
 Cardenas, Katherine - University of Illinois- Chicago  
 Cruz, Samantha - Undecided  
 Desai, Neepa - University of Illinois-Chicago  
 Erdenebileg, Toderdene - University of Illinois- Chicago  
 Ericksen, Elise - East Carolina University  
 Espinosa, David - DePaul  
 Hernandez, Lynette - University of Illinois at Chicago  
 Gomez, Stephanie - DeVry University  
 Hsueh, Santine - University of Illinois Urbana-Champaign  
 Ibrakovic, Ina - Illinois State University  
 Logsdon, Sol - Harold Washington  
 Metovic, Bato - Northwestern University  
 Mozden, David - University of Chicago  
 Munoz, Erika - DePaul  
 Navarro, Roman - University of Illinois-Chicago  
 Nazarowski, Nicolette - North Park University  
 Ramirez, Ivette - Undecided  
 Rodriguez, David - University of Illinois-Chicago  
 Scray, Eugene - Louisiana Technical University  
 Ventura, Ivette - Undecided  
 Vergara, Raymund - DePaul  
 Zayes, Socam - Northeastern Illinois University

Div. 907

Anderson, Kirstin - Cornell College  
 Arroyo, Brigitte - Southern Illinois University  
 Avitia, Carlos - Northeastern Illinois University  
 Caburnay, David - University of Illinois-Chicago  
 Campbell, Rebecca - Miami University-Ohio  
 Chavez, Jorge - Undecided  
 Clark, Andrea - Beloit College  
 Cosby, Lauren - Undecided  
 Couty, Hectory - Undecided  
 Daley, Earl - Oakton Community College  
 Fraction, Precious - University of Michigan  
 Gordillo, Miriam - Wright College  
 Guidizi, Peter - Northern Illinois University  
 Karaman, Zayna - Undecided  
 Krpo, Jasmina - Undecided  
 Lopez, Erick - Northern Illinois University  
 Madrigal, Elizabeth - Texas A&M University  
 McEllaney, Brendan - Undecided  
 Pina, Humberto - Northern Illinois University  
 Rodriguez, Jonathan - Lincoln Technical Institute  
 Rodriguez, Manny - Trinity Christian College  
 Sanchez, Francesca - Roosevelt University  
 Toledo, Helen - Elmhurst College  
 Ware, Ashley - Northern Michigan University

Div. 908

Alvarez, Cynthia- Harrington College of Design

Arroya, Abigail-University of Illinois at Chicago  
 Arroyo, Dulce- Undecided  
 Bednarz, Alyssa- Northern Illinois University  
 Casey, Thomas- University of Colorado at Boulder  
 Campos, Erik- New York University  
 Chmeleck, Amy- Western Illinois University  
 Cooney, Hannah- Case Western Reserve University  
 Dixon, Kevin- University of Illinois at Chicago  
 Elamin, Khalid- University of Illinois at Chicago  
 Filippina, Rebecca- Southern Illinois University  
 Gora, Robert- Triton College  
 Grant, Cameron- University of Missouri  
 Kindle, Brittani- Stanford University  
 Mancha, Martin- Carthage College  
 Mandin, Andrea-University of Illinois at Chicago  
 O'Connor, Leslie- Vanderbilt University  
 Ortiz, Angelica- Milwaukee Institute of Art and Design  
 Pirnuta, Alex- DePaul  
 Rad, Bianca- University of Illinois at Chicago  
 Rzeznik, Maria- DePaul  
 Ward, Brittany- American Academy of Art  
 Weidig, Andrew- Kendall College  
 Witkowski, Marcin- University of Illinois at Chicago  
 Valdez, Susana- DePaul

Div. 909

Alvarez, Diana- Undecided  
 Brito, Fernando- Undecided  
 Browne, Josh- Undecided  
 Butler, William- Not Attending  
 De Guzman, Diana- School of Urban Mission  
 Delamora, Marysol- Wright College  
 Hamlin, James- Undecided  
 Kee, Jonathan- Oakton Community College  
 Kyles, Christopher- DePaul or Texas Christian University  
 Lozaro, Gabriella- Undecided  
 Montoya, Marco- Undecided  
 Ortiz, Alejandro- Undecided  
 Prunotto, Chris- Columbia College  
 Smith, DeMario- Undecided

Div. 910

Bahena, Kenny- Oakton Community College  
 Baumer, Matt- North Park University  
 Gayton, Victor- Northeastern Illinois University  
 Hakimi, Ali - University of Illinois at Chicago  
 Jones, Bridgette - University of Illinois at Chicago  
 Kriesemint, Daina - Oakton Community College  
 Masic, Inela- University of Illinois at Chicago  
 Mickels, Erin - Wright College  
 Mosquera, Fredrick - Universal Technical Institute  
 Mun, Cristine - Loyola University Chicago  
 Perez, Monica- Illinois State University  
 Sandoval, Jesse- Michigan State University (GO GREEN!)  
 Santiago, Reynaldjay- San Diego State University  
 Spingola, Mia- Michigan State University  
 Urlostegui, Kiara- University of Illinois at Chicago  
 Uruchima, Louis- Wright College  
 Washington, Terrance- Western Illinois University  
 Williams, Brooke- University of Missouri  
 Younan, Alan- Northeastern Illinois University

Zabiego, Joanna- University of Chicago

Div. 911

Bouroukas, Athina- Loyola University Chicago  
 Castillo, Mary Grace- Undecided  
 Choimarquez, Taylor-University of Illinois at Chicago  
 Esparza, Jessica- Not Attending  
 Gutierrez, Maria- University of Illinois at Chicago  
 Harris, Melissa- Robert Morris  
 Hay, Jessica- Iowa State University  
 Henderson, Julia Anne- Western Illinois University  
 Larsen, Jessica- Undecided  
 Micael, Mariam- Elmhurst College  
 Mielniczuk, Anna- School of the Art Institute of Chicago  
 Montoya, Jaun- Not Attending  
 Mussen, Jennifer- Illinois State University  
 Norwood, Jacquia- Chicago State University  
 Pegueros, Jose- Undecided  
 Quintos, Mark- University of Illinois at Chicago  
 Rodriquez, Maya- University of Illinois at Chicago  
 Sabir, Imran- Northern Illinois University  
 Sagadin, Luke- McNally Smith College of Music  
 Southern, Jamie- Eastern Illinois University  
 Stachnik, Heather- Northeastern Illinois University  
 Udompaichitkul, Deer- Wright College  
 Villanueva, Noemi- Loyola University Chicago  
 Zachacki, Seanne- Wright College  
 Zuazo, Nathalie- Dominican

Div. 912

Adan, Jose - Undecided  
 Aragon, Dalia - University of Illinois at Chicago  
 Atanus, Rebekah - University of Iowa  
 Diaz, Giovanni - Illinois Institute of Technology  
 Espinoza, Karen - Northern Michigan University  
 Fakhoury, Amanda - University of Illinois at Chicago  
 Fanelli, Nicholas - DePaul  
 Flores, Jillian - Harvard  
 Flori, Klaudija - University of Southern California  
 Gonzalez, Adriana - University of Illinois at Chicago  
 Gonzalez, Ariel - University of Illinois at Chicago  
 Goss, Kara - Wright College  
 Gros, Bogdan - DeVry University  
 Guzman, Marlene - Wright College  
 Hu, Kevin - Wheaton College  
 Krantz-Perlman, Michael - Beloit  
 Lam, Nevin - University of Illinois at Chicago  
 Leong, Kimberly - University of Illinois at Chicago  
 Marty, Kayla - Undecided  
 Phan, Ann - Kopi'olani College  
 Piedra, Elizabeth - DePaul  
 Ramirez, Adali - Northeastern Illinois University  
 Ramirez, Maria - Truman College  
 Torres, Roberto - University of Illinois at Chicago  
 Wolfe, Courtney - Western Illinois University  
 Yaou, Dimitra - Columbia College  
 Zhagui, Angel - Northeastern Illinois University

Div. 913

Arjona, Christine- Undecided  
 Baniamia, Jessica- Northwestern University  
 Basheeruddin, Jakreem- Loyola University Chicago  
 Bednarz, Alyssa- Northern Illinois

"Courage is the power to let go of the familiar." -Raymond Lindquist



Beltran, Emmanuel- American Academy of Art  
 Buszarck, Elizabeth- University of Illinois- Chicago  
 Cruz, Melanie- University of Illinois- Chicago  
 Cruz, Veronica- DePaul  
 Eden, James- Northeastern University  
 Gallard, Abimael- DePaul  
 Harris, Justine- Northern Illinois University  
 Herberg, Jessica- Loyola University Chicago  
 Kelly, Alex- North Park University  
 May, Brittany- Carthage College  
 Mendoza, Amaris- Undecided  
 Ornelas, Jennifer- Illinois Institute of Art  
 Pearson, Ewarsina- Northeastern University  
 Pikul, Janusz- Dominican University  
 Quiroz, Anthony- North Park University  
 Rana, Taaha- University of Dayton  
 Ruan, Michelle- University of Illinois- Chicago  
 Smith, Robert- Undecided  
 Stewalt, Darwin- Jackson State University  
 Wiener, Zachary- United States Marine Corps

Div. 914

Azar, Jack- University of Illinois at Chicago  
 Baniás, Megan- Loyola University Chicago  
 Cirt, Andrew- Loyola University Chicago  
 Flie, Carrita- Southern Illinois University  
 Garduno, Isaac- Lincoln Tech  
 Gebien, Greg- Wright College  
 Guillen, Diana- University of Illinois at Chicago  
 Guillen, Don Jaun- Northeastern Illinois University  
 Henaine, Natalie- Roosevelt University  
 Huichochea, Stephany- Wright College  
 Lopez, Stephanie- Undecided  
 Markowicz, Adrian- University of Chicago  
 Moran, William- Marine Corps  
 Popea, Liliana- University of Illinois at Chicago  
 Quiles, Nicholas- University of Illinois at Chicago  
 Ramirez, Lucia- Universidad de Morelia  
 Reyes, Natalie- University of Illinois at Chicago  
 Rice, Jasmine- Illinois State University  
 Rios, Rebecca- Northeastern Illinois University  
 Rodriguez, Jose- University of Illinois at Chicago  
 Roman, Anjelica- Undecided  
 Sanchez, Guadalope- Northwestern Business College  
 Siemiasko, Michael- Northeastern Illinois University  
 Sikora, Spencer- Northern Illinois University  
 Texcahua, Jaasiel- Wright College  
 Tsang, Daniel- Loyola University Chicago  
 Valeriano, Celeste- Triton College

Div. 915

Andrade, Soledad- University of Illinois- Chicago  
 Bacajol, Jasmine- Wright College  
 Birt, Jasmine- University Of Illinois- Chicago  
 Cano, Josephine- Northern Illinois University  
 Caban, Cynthia- DePaul  
 Choi, Peter- Parkland College  
 Chu, Daniel- University of Illinois- Chicago  
 Fediuk, Nicholas- Universal Technical Institute  
 Gaeding, Stevie- Undecided  
 Garcia, Cassandra- Triton College  
 Gorzelany, Krzysztof- United States Army  
 Granados, Elena- Illinois State University

sity  
 Gutierrez, Veronica- University of Illinois- Chicago  
 Idaraobonglkafia- Northern Illinois University  
 Kowalski, Brittany- Milwaukee Institute of Art & Design  
 Lin, Kyle- University of Illinois Urbana-Champaign  
 Luke, Tina- Marquette University  
 Mayen, Natalie- Northeastern University  
 Morales, Damaris- University of Illinois- Chicago  
 Pozo, Matthew- Triton College  
 Nieves, Janelly- Undecided  
 Reese, Kierra- Illinois State University  
 Tolbert, Terinei- Florida A&M University  
 Wilson, Raveen- Eastern Illinois University

Div. 916

Alvarez, Andre- Carthage College  
 Arely, Bahena- Not Attending  
 Bueno, Vanessa- Undecided  
 Caughieptcher, Evan- St. Louis University  
 Chaudhry, Hasan- DePaul  
 Depina, Karla- University of Illinois at Chicago  
 Ebrahim, Iqra- Loyola University Chicago  
 Felix, Annett- University of Illinois at Chicago  
 Frontany, Joshua- Undecided  
 Haak, Timothy- Laurence Tech  
 Ho, Sunny- Undecided  
 Kanoon, Sophia- University of Illinois at Chicago  
 Kochan, Wioletta- University of Illinois at Chicago  
 Lexby, Stephen- DePaul  
 Martinez, Victoria- University of Illinois at Chicago  
 Monroy, Daisy- Northeastern Illinois University  
 Nagler, Kerry- Undecided  
 Ortiz, Raul- DePaul  
 Perez, Damaris- Aurora University  
 Planthaber, Juline- University of Illinois at Chicago  
 Ramirez, Odette- Olympic  
 Randelova, Petya- Northeastern Illinois University  
 Renteria, Christian- Undecided  
 Rodriguez, Christina- Harold Washington  
 Segarra, Kelly- University of Illinois at Chicago  
 Sellers, Andrew- Northeastern Illinois University  
 Smolinski, Lisa- Undecided  
 Sotelo, Michael- University of Illinois at Chicago  
 Vargas, Leticia- Undecided  
 Young, Rebecca- North Park University

Div. 917

Abbey, Esteban- Bethel University  
 Annis, Leslie- St. Mary's Minnesota  
 Bolden, Ashley- School of Urban Missions  
 Bryant, Dyon- Marquette University  
 Castaneda, German- DePaul  
 Ceron, Estefani- University of Illinois at Urbana Champaign  
 Chlopecki, Anna- Michigan State University  
 Delaforgue, Jordan- Northern Illinois University  
 Estrada, Karl- University of Illinois at Chicago  
 Fletcher, Kyle- DeVry University  
 Garcia, Alex- Undecided  
 Garcia, Alexa- University of Illinois at Chicago  
 Hill, Cameron- Steelman College  
 Huynh, Phong- University of Illinois at Chicago  
 Maciejewski, Patrick- Indiana University  
 Martinez, Maxime- Rochester Institute of Technology  
 Moore, Daniel- Undecided  
 Nguyen, Diana- Wright College  
 O'donovan, Kelly- Northern Illinois University

University  
 Pankova, Ivona- Yale University  
 Peters, Joshua- Southern Illinois University  
 Rodriquez, Osvaldo- Dominican  
 Ruge, David- Oakton Community College  
 Salas, Lauren- Oakton Community College  
 Salgado, Andres- University of Illinois at Chicago  
 Salgado, Indira- Undecided  
 Siembab, Marcin- University of Illinois at Chicago  
 Twohig, Sharron- University of Illinois at Chicago  
 Whitehouse, Sarah- Syracuse University

Div. 919

Aponte, Amanda- Northeastern Illinois University  
 Burgos, Sophie- Eastman School of Music  
 D'Anna, Samantha- Bradley University  
 Dardagan, Adisa- University of Illinois at Chicago  
 DeLaRosa, Caity- DePaul  
 Griggs, Deontae- University of Wisconsin Stevens Point  
 Jones, Jacob- University of Illinois at Chicago  
 Jovanavic, Paige- DePaul  
 Kalnajs, Eric- Southern Illinois University  
 Ledesma, Diego- Lake Forest College  
 Loza, Diego- University of Illinois at Chicago  
 McClellan, Diana- University of Illinois at Chicago  
 Mistur, Victoria- University of Illinois at Chicago  
 Monterroso, Walter- Northeastern Illinois University  
 Moore, Demi- Northeastern Illinois University  
 Ngo, Kelly- University of Illinois at Urbana Champaign  
 Raymundo, Geri- DePaul  
 Ruffino, Susan- Northeastern Illinois University  
 Seick, Heather- Lewis University  
 Shultz, Paul- Northern Illinois University  
 Valazquez, Jasmin- Illinois State University

Div. 920

Baca, Jesus- University of Illinois- Chicago  
 Banaszkievicz, Mary Cate- Undecided  
 Daniels, Robert- Harold Washington  
 Del Fierro, Dan- Undecided  
 Dudzinski, Maggie- Marquette University  
 Follick, David- Northeastern University  
 Gogliotti, Michele- University of Tampa  
 Hafeez, Mustafa- Northern Illinois University  
 Hurtado, Pablo- International Academy of Design and Technology  
 Jones, Brittany- Southern Illinois University- Edwardsville  
 Kazmi, Shaheen- Miami University  
 Kazmi, Yaser- Oakton Community College  
 Lopez, Abel- Northern Illinois University  
 Maan, Ambreen- Loyola University Chicago  
 Malvaez, Ivan- DePaul  
 Marquez, Wileen- North Central College  
 Mendoza, Abraham- Bard College  
 Moreno, Hugo- Oakton Community College  
 Nazeer, Samiyah- University of Illinois- Chicago  
 O'Carroll, Patrick- Culinary Institute of America  
 Porte, Paloma- University of Wisconsin-Madison  
 Perez, Andrew- University Of Illinois- Chicago  
 Quezada, Guadalupe- Illinois School of Health Careers  
 Root, Mia- Northeastern University  
 Rossi, Nick- Penn State University

Tintikov, Stamen- Lake Forest College  
 To, Jennifer- Purdue University  
 Trinidad, Arielle- University of Iowa

DIV. 921

Brady, Taylor- Perdue University  
 Corso, Lauren- Michigan State University  
 Delgado, Juan- North Eastern  
 Ejupovic, Aldin- University of Illinois at Chicago  
 Finkler, Laura- Ohio Wesleyan  
 Galuez, Cynthia- University of Illinois at Chicago  
 Gergus, Michael- Wright College  
 Hansen, Bernadetten- Triton College  
 Johnson, Jill- DePaul University  
 Jordan, Matt- Lake Forest College  
 Juarez, Alondra- Northwestern University  
 Kotz, Brooke- Michigan State University  
 Kukla, Sylwia- University of Illinois at Chicago  
 Marquez, Juanita- Southern Illinois University  
 Mora, Stephanie- Oberlin College  
 Negron, Luis- Undecided  
 Nicpon, Tom- Montana Tech  
 Novak, Emily- Northeastern Illinois University  
 Podgorski, Tomek- University of Illinois at Chicago  
 Roman, Jeniris- Northeastern Illinois University  
 Segura, Lisbeth- University of Illinois at Chicago  
 Villegas, Hector- DeVry University  
 Winters, Tina- Central State University  
 Yabes, Jep- University of Illinois at Chicago

Div. 922

Arevalo, Zaida- University of Illinois at Chicago  
 Avalos, Tracy- Oakton Community College  
 Burroughs, Vanessa- University of Illinois at Chicago  
 Buzdugan, Sonny- DePaul  
 Gacia, Daisey- Columbia College  
 Holtz, Victoria- DePaul  
 Johnson, Arielle- Northern Illinois University  
 Li, Paul- University of Illinois at Urban Champaign  
 Lopez, Bianca- Truman College  
 Macias, Laura- University of Illinois at Chicago  
 Magala, Mariana- University of Chicago  
 Mooney, Max- Columbia College  
 Neil, Ashley- DePaul  
 Nunez, Anthony- United State Marine Corps  
 Park, Kenneth- University of Illinois at Urban Champaign  
 Parker, Jequancia- Northern Illinois University  
 Pham, Thuong- University of Illinois at Chicago  
 Rodriguez, David- North Park University  
 Rodriguez, Luis- University of Illinois at Chicago  
 Santoya, Lisahira- Northeastern Illinois University  
 Semrow, Devin New York University  
 Tabaka, Gregory- Dominican University  
 Treesara, Anna- Bradley University  
 Tu, Nhut- University of Illinois at Urban Champaign  
 Vo, Lihn- Harvard University

Div. 923

Beyene, Samuel- Southern Illinois University  
 Bran, Ananna- Triton College  
 Felenuk, Nadiya- Loyola University  
 Gueringer, David- Lake Forest College  
 Heara, Derek- DePaul  
 Ivanenco, Daina- DePaul  
 Maldonado, Mayra- Universidad Jesuita De Guadalajara  
 Manansala, Nolan- University of Illinois- Chicago  
 Martinez, Patricia- DePaul

Moscardini, Nadia- University of South Dakota  
 Morris, Edith- DePaul  
 Owen, Brittany- DePaul  
 Pagatpatan, Mark- University of Illinois Urbana-Champaign  
 Ramirez, Omar- Northern Illinois University  
 Raskaj, Antonio- Undecided  
 Rusnaczyk, Maria- Loyola University Chicago  
 Shah, Megha- University of Illinois Urbana-Champaign  
 Spera, Jaclin- University Wisconsin-Madison  
 Tienchai, Pipat- University of Illinois- Chicago  
 Tucaliuc, Ciprian- Robert Morris College  
 Ward, John- Wright College  
 Zhao, Kelly- University of Illinois Urban-Champaign

Div. 924

Adamatitis, Steven- University of Illinois at Chicago  
 Ahmetspahic, Dina- University of Illinois at Chicago  
 Alacron, Yasmin- University of Illinois at Chicago  
 Bautista, Israel- Southern Illinois University  
 Boasak, Bartlomiej- University of Iowa  
 Caldwell, Sara- American Academy of the Arts  
 Czarny, Stafan- University of Illinois at Chicago  
 Davis, Patrick- Michigan Tech  
 Delgado, Alexander- University of Illinois at Urbana Champaign  
 Ellingson, Scott- University of Illinois at Chicago  
 Hollings, Kyle- Wright College  
 Holod, Jordan- Morton College  
 Hormova, Tessi- DePaul  
 Huipio, Isael- University of Illinois at Urbana Champaign  
 Karastanovic, Emilija- Northeastern Illinois University  
 Kim, Helen- University of Illinois at Chicago  
 Lopez, Debbie- University of Illinois at Chicago  
 Lozada, Steven- Lewis University  
 Lozano, Joline- North Central University  
 McGuire, Brian- Northeastern Illinois University  
 Nguyen, Jaqueline- Hawaii Pacific University  
 Nikolic, Tanya- Columbia College  
 Ocampo, Jaqueline- Northeastern Illinois University  
 Price, Rebecca- Western Illinois University  
 Salgado, Daisy- University of Illinois at Chicago  
 Zuniga, Angela- Northeastern Illinois University

Div. 925

Antuszevska, Patrycja- Northwestern University  
 Altamirano, Austin- Columbia College  
 Balde, Mamadou- Marine Corps  
 Camacho, Frances- Undecided  
 Covington, Micael- Illinois Wesleyan University  
 Daly, Lauren- Wright College  
 Diaz, Pedro- Northeastern Illinois University  
 Figuero, Leticia- Milwaukee Institute of Art and Design  
 Ghanayem, Ariel- University of Wisconsin-Madison  
 Gonzalez, Sergio- Undecided  
 Guzman, Jose- Northeastern Illinois University  
 Hussain, Saifa- DePaul



Jelen, Kasia- London Metropolitan University  
 Keo, Ponley- University of Illinois at Chicago  
 Mroczkowska, Anna- DePaul  
 Ortiz, Denia- Indiana State University  
 Ortiz, Angelica- DePaul  
 Paly, Joshua- Western Illinois University  
 Quander, Christopher- Hampshire  
 Ramadan, Riham- University of Michigan  
 Rawal, Devshree- DePaul  
 Shafqat, Sahar- Loyola University Chicago  
 Sheena, Enanna- University of Wisconsin-Madison  
 Smith, Kayla- Hampton University  
 Tirado, Staphanya- University of Illinois at Chicago  
 Torres, Annabel- University of Arizona  
 Zhou, Tony- University of Illinois at Chicago

#### Div. 926

Arenas, Juan- Daley University  
 Bucko, Jennifer- Columbia University  
 Cantu, Lucy- Undecided  
 Carson, Amanda- Hope College  
 Cordero, Crystal- Wright College  
 Dworak, Walter- University of Illinois at Chicago  
 Ello, Majd- Illinois Institute of Technology  
 Figueroa, Michelle- Daley Collge  
 Guzman, Karina- Undecided  
 Hernandez, Anthony- University of Illinois at Chicago  
 Hernandez, Sergio- Undecided  
 Isbel, Beth- Robert Morris University  
 Jaroenwatthanawiny, Pakkatorn- University of Illinois at Chicago  
 Macz, Eduardo- University of Illinois at Chicago  
 Margarito, Jacqueline- University of Illinois at Chicago  
 Monet, Christian- Lincoln Tech  
 Olvera, Jeremy- Illinois State University  
 Petkov, Radoslav- Undecided  
 Plascencia, Crystal- University of Houston  
 Reyes, Emmanuel- Wright College  
 Roman, Megan- University of Illinois at Urbana-Champaign  
 Roman, Tania- Triton College  
 Ruiz, Jasmine- Columbia University  
 Salgado, David- Undecided  
 Serrano, Raquel- Eastern Illinois University  
 Shepard, Jenna- St. Xavier University  
 Uchanski, Michael- Undecided  
 Villalobos, Yesenia- DePaul University  
 White, Zachary- United States Marine Corps.  
 White, Zachary- United States Marine Corps.

#### Div. 927

Augustine, Lori- Northeastern Illinois University  
 Aviles, Nancy- DePaul University  
 Banas, Patrycja- DePaul University  
 Berrios, Orlando- Columbia University  
 Bledsoe, Joseph- Undecided  
 Correa, Erika- Northeastern Illinois University  
 Correa, Sergio- Purdue University  
 Cruz, Anthony- University of Illinois at Chicago  
 Espino, Carolina- Undecided  
 Gil, Cristina- Georgetown University  
 Hannson, Jessica- Northern Illinois University  
 Henderson, Andrew- University of Illinois at Chicago  
 Holod, Holly- Indiana Tech  
 Howze, Chris- Chicago State University  
 James, Joshua- Columbia University  
 Lin, Junhua- Grand Vally State University  
 Martinez, Jessica- Grand Valley State

Universty  
 Memedov, Vajide- Undecided  
 Ortiz, Daisy- San Francisco Art Institute  
 Palka, Margaret- University of Michigan in Ann Arbor  
 Pena, Javier- University of Illinois at Urbana- Champaign  
 Resendiz, John- United States Marine Corp  
 Santana, Alejandra- University of Illinois at Chicago  
 Scienski, Brian- Oakton Community College-  
 Siguenza, Jessica- North Eastern Illinois University  
 Trujillo, Sonia- Wright College  
 Vega, Marvin- Pomona College

#### Div. 928

Amaya, Joshua- Harry S. Truman College  
 Boba, Barbara- Northern Arizona University  
 Chapman, Rebecca- Wright College  
 Collins, John- University of North Dakota (E.T.I.)  
 Colon, Krystal- Northeastern University  
 DeLeon, Ralph- University of Illinois Urbana- Champaign  
 Garza, Zachary- DePaul  
 Gomez, Henry- Aurora University  
 Grzenia, Jack- Southern Illinois University- Carbondale  
 Gurbisz, Katherine- University of Illinois Urbana-Champaign  
 Hurtado, Pedro- International Academy of Design & Technology  
 Jefferson-Ray, Ariyel- Southern Illinois University- Carbondale  
 McKinney, Kevin- DeVry University  
 McNed, Brittany- University of Tulsa  
 Nguyen, Jacqueline- Wright College  
 Palacios, Shannon- Oakton Community College  
 Panek, Wojciech- Wright College  
 Reyes, Mary Anne- University of Illinois- Chicago  
 Stanton, Dya- Kentucky State University  
 Szczepanik, Kamila- University of Illinois- Chicago  
 Vega, Mariah- National Guard (Army)  
 Villar, Renee- Northern Illinois University

#### Div. 929

Aarstad, Patrick- Coyne American Institute- Chicago  
 Aguilar, Dario - University of Illinois Urbana-Champaign  
 Banicki, Jessica - Southern Illinois University- Carbondale  
 Bruce, Kristopher - University of Illinois at Chicago  
 Castellanos, Jose - Marquette University  
 Crawford, Joseph - Westwood College  
 Dukes,Kristin - University of Illinois at Chicago  
 Kuduzovic, Emina- DePaul  
 Gonzalez, Eddiberto - University of Illinois at Chicago  
 Grady, Samuel - DePaul  
 Hahn, Rebecca - Valparaiso University  
 Huang, Susie - University of Wisconsin-Madison  
 Lungchung, Paldon - University of Illinois at Chicago  
 Mitchell, Melaney - Kansas City Art Institute  
 Nowell, Jeremy - Eastern Illinois University  
 O'Sullivan, Natalie - Lawrence University  
 Pearson, Alan - Northeastern Illinois University  
 Pham, Hang - University of Illinois-Chicago  
 Pietkos, Lisa - Eastern Illinois University  
 Reymatias,Dave - University of Illinois at Chicago  
 Rodriguez, Emilio - University of Illinois

at Chicago  
 Sandoval, Christian - Northern Illinois University  
 Tellez, David - Loyola University Chicago

#### Div. 930

Alcantara, Diana- University of Illinois at Chicago  
 Anderson, Ashley- Delaware State University  
 Gonzalez, Eleua- Northeastern Illinois University  
 Howe, Caitlin- University of Illinois at Urbana-Champaign  
 Joyce, Maria- Illinois Central College  
 Macias, Jose- Undecided  
 Marin, Stephanie- Northeastern Illinois University  
 McDonald, Ashley- Illinois State University  
 Medina, Ana- Saint louis University  
 Montiel, Janet-University of Illinois at Chicago  
 Olivare, Thomas- Northeastern Illinois University  
 Pratt, Marie- Undecided  
 Oshona, Raman- Northeastern Illinois University  
 Raugel, Gustavo- University of Illinois at Chicago  
 Sanabria, Ashleyann- Illinois Institute of Technology  
 Shimomura, Sam- Cleveland Institute of Art  
 Sosa, Izzy- Loyola University  
 Zamudio, carlos- DeVry University  
 Woods, Kamaria- Hampton University

#### Div. 931

Acosta, Diana- University of Illinois at Chicago  
 Anzures, Ruben- DePaul University  
 Barnak, Sabina- Columbia College  
 Castro, Eric- Northeastern Illinois University  
 Desouza, Edwarda- University of Wisconsin  
 Fejzulia, Elmedin- Northeastern Illinois University  
 Ginez, Tania- University of Illinois at Chicago  
 Gonzalez, Iesha- Undecided  
 Hernandez, Silvia- University of Illinois at Chicago  
 Jabra, Shums- Wright College  
 Jarosh, Andrew- Northeastern Illinois University  
 Jones, Stephanie- University of Illinois at Chicago  
 Kauser, Syed- University of Illinois at Urbana-Champaign  
 Khan, Mohna- Northeastern Illinois University  
 Nguyen, Tina- University of Illinois at Urbana-Champaign  
 Nunez, Karina- North Park University  
 Perez, Sergio- University of Illinois at Chicago  
 Pineda, Harold- Undecided  
 Rincon, Carolina- DePaul University  
 Rivera, Crystal- University of Illinois at Chicago  
 Toomer, Christina- Howard University  
 Topalov, Daniel- North Park University  
 Vonmoss, Mathew- Northeastern Illinois University  
 Wells, Ciara- Northern Illinois University  
 Yutuc, Levi- Arizona State University  
 Zheng, Jiayin- Columbia College

#### Div 932

Amoah, Nana Adua - DePauw University  
 Balda, Joanne - Undecided  
 Badran, Nadim - Northern Illinois University  
 Capitulo, Raynold - University of Illinois at Chicago

Caraballo, Jazlyn - Master Commission Program  
 Cervantes, Laura - Wright College  
 Chansy, Brian - Wright College  
 Davis, Dashon - Southern Illinois University- Carbondale  
 Garcia, Cindy - University of Illinois-Chicago  
 Grolle, Agata - Undecided  
 Mallar, Reymond - Lewis University  
 Mines, Brandi - Triton College  
 Parra, Emer - Northern Illinois University  
 Nguyen, Anh Thu - University of Illinois at Chicago  
 Nguyen, Thu - Loyola University Chicago  
 Novicki, Jory - University of Illinois-Chicago  
 Ras, Jazmin - Wright College  
 Rollins, Mallory - Illinois Institute of Technology  
 Strickland, Tashonda - Franklin University  
 Villegas, David - University of Illinois at Chicago  
 Wesly, Edward - Northeastern Illinois University

#### Div. 933

Abraham, Hiram- Illinois Institute of Technology  
 Albano- Bahtell, Aidan- Vandercook College of Music  
 Aguilera, Tanya- University of Illinois at Chicago  
 Boddy, Latifa- Bradley University  
 Chen, Felicia- DePaul  
 Gaczol, Greg- Columbia College  
 Gonzalez, Alejandra- Undecided  
 Guzman, Gustavo- University of Illinois at Chicago  
 Hui, Thomas- University of Illinois at Urbana Champaign  
 Husic, Ermin- Northeastern Illinois University  
 Martinez, Melanie- Northern Illinois University  
 Mei, Tracy- University of Illinois at Chicago  
 Mitchell, Sara- Arcadia University  
 Mumtaz, Ayesha- University of Illinois at Chicago  
 Omoiate, Idia- DePaul  
 Renteria, Aldair- Illinois Institute of Technology  
 Rodriguez, Demy- Northeastern Illinois University  
 Rodriguez, Samantha- Harold Washington  
 Rubio, Shaela- Hanover College  
 Szwarc, Paulina- Loyola University Chicago  
 Tonachel, Taylor- Indiana University  
 Tumer, Tyffanie- Purdue University  
 Vergara, Angela- Everest College

#### Div. 934

Alana, Sergio- Northeastern Illinois University  
 Calpe, Jenelle- Southern Illinois University at Edwardsville  
 Campos, Sinead- University of Illinois at Urbana-Champaign  
 Conobay, Katie- Bradley University  
 Dosch, Sachiko- Northern Illinois University  
 Fitzner, Jillian- Morton College  
 Gamboa, Brenda- University of Illinois at Chicago  
 Hoshell, Jacob- Malcolm X College  
 Horn, Eric- Malcolm X College  
 Hynes, Joey- Illinois Institute of Technology  
 Islam, Tamanna- University of Illinois at Chicago  
 Kasprzak, Aneta- University of Illinois at Urbana-Champaign  
 Miller, Nick- Illinois Institute of Technology

Morales, Jacob- Northeastern Illinois University  
 Munez, Bianca- Truman College  
 Nguyen, Tom- University of Illinois at Urbana-Champaign  
 Norigga, Ricardo- United States Marine Corps.  
 Ongos, Jonalyn- University of Pennsylvania  
 Panayotou, Chrissy- University of Greenwich at london  
 Patel, Dolly- Wright College  
 Vasquez, Jesus- Lincoln Tech  
 Vazquez, Ruby- harold Washington University  
 Villalobos, Juan- University of Illinois at Chicago  
 Yung, Wai- Pepperdine University

#### Div 936

Arroyo, Fernando- Morton University  
 Burnett, Stephany- Texas Tech  
 Bush, Brandon- College of Dupage  
 Castillo, Heriberto- Northern Illinois University  
 Cirilo, Bianca- Undecided  
 Contrelas, Mario- Indiana University  
 Doyle, Shannon- Malcolm X Community College  
 Gonzalez, Janette- DePaul University  
 Lamos, Samantha- Triton College  
 Lebron, Jonathan- Northern Illinois University  
 Maldonado, Jesus- Triton College  
 Meyer, Melissa- Wright College  
 Muzquiz, Anthony- Northern Illinois University  
 Robb, Justin- Clark Atlanta University  
 Rodriguez, Brian- Northeastern Illinois University  
 Rodriguez, Uriel- Wright College  
 Sword, Luke- Northeastern Illinois University  
 Szumal, Henry- Stanford University  
 Thomas, Olivia- Eastern Illinois University  
 Truong, Victor- University of Illinois at Chicago  
 Velazquez, Ivan- University of Illinois at Urbana- Champaign  
 Williams, Brooke- Undecided  
 Witman, Joshua- Northeastern Illinois University  
 Wojtos, Jenny- University of Illinois at Urbana- Champaign

#### Div. 937

Allen, Michael- Southern Illinois University- Carbondale  
 Anderson, Robin- Eastern IL  
 Aquino, Johnathan- Harold Washington  
 Brown, Sydney- Harold Washington  
 Byrne, Peter- Roosevelt University  
 Carley, Kirsten- Art Institute of Houston  
 Crittenden, Devjuea- Lincoln Tech  
 Golabek, Damian- University of Illinois-Chicago  
 Helton, Ciara- Wright College  
 Hrnaar, Jessica- Washington College  
 Kopczewski, Adrian- University of Illinois- Chicago  
 Ortiz, Jose- Wright College  
 Ramirez, Joshua- Milwaukee Institute of Art & Design  
 Roman, Jacqueline- DePaul

#### Div. 940

Aguiniga, Aurora- School of the Museum of Fine Arts  
 Alian, Angelica- University of Chicago  
 Antar, Christina- Illinois Institute of Technology  
 Cambron, Lizzette- Aurora University  
 Frackowiak, Catherine- University of Illinois at Chicago  
 Murphy, Megan- Not Attending  
 Zapata, Yuri- DePaul

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# Multiple intelligences not tested by ACT, SAT

By Stephanie Pineda

Among the typical high school stereotypes are the jocks, the nerds/geeks, the cheerleaders, the Goths, the outsiders, and the preps.

Generally, by society's standards, nerds and geeks are considered intelligent while the others fall short. However, how accurate are these stereotypes in determining intelligence—the ability to acquire and apply knowledge?

According to Howard Gardner, a Harvard professor of Cognition and Education who published the book *Multiple Intelligences: The Theory in Practice* in 1983, everyone possesses seven different intelligences at different strength levels. He later amended his theory to add an eighth intelligence, **naturalistic** intelligence.

**Linguistic** intelligence deals with a person's sensitivity to spoken and written languages. **Logical-mathematical** intelligence deals with a person's capacity to analyze problems logically and carry out mathematical problems. A person's skill in performance, composition, and appreciation of musical patterns is measured by **musical** intelligence. A person's potential of using their whole body or parts of their body to solve problems and coordinate bodily movements is measured by **bodily-kinesthetic** intelligence. **Spatial** intelligence deals with a person's potential to recognize and use the patterns of wide space and more confined areas. Lastly, **interpersonal** and **intrapersonal** intelligence deal with a person's capacity to understand others and themselves, respectively.

Keeping all these intelligences in mind, how can standardized tests be fair, when they basically only test linguistic intelligence, logical-mathematical intelligence, and spatial intelligence to a certain extent?

"I believe that standardized tests are an inequitable and unmerited way to determine any person's intelligence," said Hajar Jouglaf, Div. 035. "[They] cannot measure how brilliant or scholarly a student may be. You

can't judge a person and how clever they are through a scantron sheet; it's just not rational."

"[Standardized tests] are inaccurate," said Vanessa Burroughs, Div. 922. "I fail to see how one test is telling you anything about a person—just how many questions they can answer in an hour."

"I believe that standardized tests such as the ACT are not really good at determining a person's level of comprehension in the given subjects," said Diego Mejia, Div. 053. "They make such a big deal about [these tests] that in your mind you make it a big deal, and when it comes down to taking the actual test, you freak out, and you don't perform to the best of your ability."

"I feel that standardized tests are inefficient," said Kirstin Anderson, Div. 907. "It's not fair to base someone's intelligence on how well they test."

"[Standardized tests] are not very accurate in portraying intellect because they really do not ask challenging questions that require logic," said Christopher Kyles, Div. 909.

Mr. Roof, a Learning Disabilities teacher, said that standardized tests, such as the ACT, are good for gaining collective awareness for a group or population, but that one needs to be careful with how much weight they put on these tests when assessing an individual.

"Being a learning disabilities teacher, I realize that every student learns differently and has different strengths and weaknesses," said Roof. "[You] can only benefit from [standardized tests] by learning your learning styles and working harder to hone deficit areas."

For these reasons, some students believe that the other intelligences should be tested among the entire student body as well.

"Schools should not focus only on a single intelligence," said Anderson. "Opening up to the other types and nurturing them would be beneficial to all."

"The other intelligences should definitely be tested. It has been psychologically proven that different people are better at different

things," said Jouglaf.

"I do believe that schools should test in all intelligences in order to help people to best realize the learning style that fits them," said Kyles. "I also believe that testing these intelligences will help students to identify their strengths and realize what they would like to do in life."

Kyles, a Track and Football star, believes his linguistic, bodily-kinesthetic, and interpersonal intelligences are his strongest intelligences.

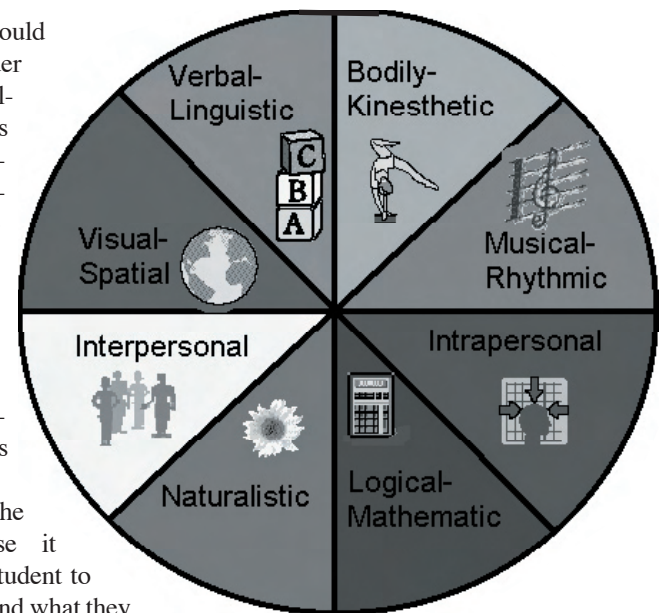
"I think they should test [the other intelligences] because it would be beneficial for the student to know what they are good at, and what they can do when they get older, but it shouldn't be mandatory," said Mejia, who feels his strongest intelligences are logical-mathematical, bodily-kinesthetic, interpersonal, and intrapersonal intelligence.

"Schools should test the other intelligences and then help [students] improve the areas of their intelligence that may need help," said Burroughs. "They would also be able to focus on the one they are strongest in. It could be very helpful."

Most students agree that testing the other intelligences would be more beneficial to students in helping them identify possible careers for the future than standardized tests currently do. Nonetheless, standardized tests continue to be the academic standard by which intelligence is measured. Because of this, students feel immense pressure to perform well on them.

One major reason for why the SAT and ACT continue to dominate in the academic world is that administering diagnostic tests, such as the WIAT, the WRAT, and the Woodcock/Johnson that better evaluate other intelligences, is very costly and time consuming.

"[These tests are not administered to the entire student body] for CPS because our



students miss so many days for bogus reasons and are already out of school a lot as it is that this would just take time away from that," said Roof. "They might be appealing for Honors and AP students if they wanted to find out their intelligence weaknesses—maybe at the beginning and the end of the year to get diagnosed. They would have to pay for it though because it's costly."

Taking diagnostic tests like the Woodcock/Johnson is nothing like taking the ACT. These diagnostic tests have to be administered one-on-one, properly, under ideal conditions, and by someone who has a degree to do so.

"Unlike the ACT, if I administer [the Woodcock/Johnson] and give you a verbal cue, it would alter your outcome," said Roof.

These diagnostic tests are not about filling in bubbles to multiple choice questions. Rather, they are intended to test an individual's strength in the various intelligences. Therefore, each diagnostic test is geared toward a specific intelligence, and they usually include more visual tests instead multiple choice.

## Obsessive compulsive disorders leave students on edge

By Natalie Reyes

Obsessive compulsive disorder (OCD) is a serious anxiety disorder that can ruin people by drastically taking over their lives.

OCD can be separated into two different types. There is an obsession OCD, which would be when recurrent thoughts keep popping up in a person's mind; and there is compulsion OCD, which occurs when a person repeats certain acts or behaviors.

Caleb Albo, Div. 022, has many different behavioral quirks he considers to be caused from OCD.

"It changes from counting steps, checking corners, hand washing," said Albo. "If I don't do it, I get this empty feeling."

Mireya Elizondo, Div. 026, has

OCD with straight lines, walking past things that are on the floor, and odd numbers.

"All my 2nd vice president posters that were in the hallway, the ones I did all the lines were completely straight," said Elizondo. "The ones my friends did were kind of crooked and it made me twitch and freak a little, but I couldn't say anything because they helped. Also when I make my bed in the morning, the bed lines have to be straight or I won't have a good day. I'll just keep thinking about it."

OCDs can carry on through daily routines and drive people crazy.

"I hate odd numbers. If I'm watching TV and the volume is on 25 I'll change it to 24 or 26," said Elizondo.

"I have a thing for the number three, said Albo. "If I'm playing

baseball, I hit the bat on home plate three times; or if I'm playing basketball, I'll bounce the ball three times before I shoot. If I don't, I feel like I'll do bad."

"I have to fold my dirty clothes before I put them in the hamper," said Crystal Valdez, Div. 902. "If I just throw them in the hamper, I'll think about it all day."

"I have OCD with people touching me or rubbing against me on accident," said Ingrid Hagen-Richardson, Div. 042. "If somebody does, I have to wipe it off or else I'll feel dirty."

OCD can go on without people even realizing they're doing it because it's just the way they feel it needs to be - the "right" way.

"The other day I was in the store with my friends and some items on the shelf were lop-sided. I stood

there fixing every last one of them and my friends were looking at me and just started laughing," said Elizondo.

Although some people with OCD may not take it seriously, or may not be at the level where it is serious and needs to be treated, others do need some psychiatric help with it.

"I see a psychiatrist every now and then and I take meds twice daily to keep my mind straight," said Albo.

Although OCD can be very serious, most people don't have a case that would be classified as a severe disorder.

"Luckily I never felt to the point where I felt the need to wash my hands for multiple hours," said Albo.

A lot of well-known people have

OCD such as Donald Trump who has a severe fear of germs and becomes scared to shake people's hands, which is uncommon for someone who has made it big in business. Cameron Diaz will rub doorknobs before opening them so she feels they are clean. David Beckham suffers from an OCD that only two percent of the population suffers from. He has a severe case of a pair OCD. If something is in threes, one must be taken away or added, or it leaves him feeling irritable and argumentative.

OCDs can be as minor as a trivial number-based obsession or as severe as the need to wash your hands so often that they become dried, cracked, and bloody. Regardless, OCDs are a real condition and should be treated with respect.



# "Wherever a mind is, there is always one more bridge to reach it."

## Lane students make friends with Alzheimer's patients through the Memory Bridge Program.

By Sahar Shafqat

*I walked into her room, hoping and praying she would be okay. What seemed like a long and agonizing elevator ride vanished from my mind when I saw her. She was sitting by the window. Her face was content and she looked at ease in the wheelchair.*

*"Hi Marge, how are you today?" I said with a smile.*

*"I'm doing well...have we met before?" Marge asked with a puzzled look on her face.*

*It felt like someone punched me in the gut. She didn't remember me.*

*But I put a smile on my face and I had the same conversation with Marge that I had the first time we met.*

**Marge Cheney is my Buddy** in The Memory Bridge Program. She is a petite, 86 years young, Italian woman with short, white, curly hair, who has an honest smile and laughter that lights up a room.

Marge is also a resident at Norridge Healthcare and Rehab Center. She is an Alzheimer's patient there.

The third time I visited with Marge, she again did not remember me. She could not remember my name and for some reason, I blamed myself. It was like I had failed to keep her memory going. On the elevator back down to common area, I couldn't help but cry.

Then it dawned on me. It is not me, it is the disease: Alzheimer's.

Marge has become such a familiar acquaintance that now when we are having a conversation, I forget she has Alzheimer's. She is a person who I consider a friend, and I can't think of my friend having such a horrible disease. She has many memories from when she was younger, but she cannot remember what she had for breakfast today.

**Alzheimer's is a progressive** and incurable brain disease. The cause has yet to be discovered; many experts believe it could be genetic. It is one of the most common forms of dementia. Dementia occurs because of physical changes to the brain. It is the loss of memory and other mental abilities rigorous enough to interrupt one's daily life. Alzheimer's disease destroys brain cells and causes memory modification, unpredictable behavior, and failure of body functions. There are seven stages, ranging from mild to severe memory loss.

I am not aware of what stage of Alzheimer's Marge is in. She can recount memories from her childhood, her high school days, and her time as a typist. Sometimes, it feels as though she is 'normal,' but as the days pass by her brain is continuing to shrink. Alzheimer's disease leads to nerve cell death and tissue loss throughout the brain, causing loss of functions.

**Twenty-nine other students** and I

have learned about Alzheimer's disease in the after school sessions led by English teacher Ms. Feuer and Foreign Language teacher Ms. Gargaro as a part of The Memory Bridge Program (a non-profit organization, founded in 2004). The mission of Memory Bridge is "to create a global community of people who, like us, are learning to listen to people with dementia for what they have to teach us about our own humanity."

It is a twelve week program for students in middle school and high school. The program pairs students with an Alzheimer's patient. We visit with our buddies four times in the twelve week program. The other sessions are filled with art projects, communication exercises, individual reflection, and group discussions.



Krystal Cantu, Div. 038, joined to see what it might be like talking to someone with Alzheimer's because her grandmother is starting to show signs of it.

Other students like, Irene Ou, Div. 041 and Crystal Vasquez, Div. 904, joined to earn 26 service hours. But both have also really enjoyed the experience and learned a lot about Alzheimer's.

Most of the students have intriguing stories about their visits with their buddies. Ashley Lindauer, Div. 034, loves to visit with her Buddy, Dolly.

"She's so happy to see me, to have someone to talk to. I had made her a drawing and she loved it. She wouldn't let it out of her sight. She was bragging to the other Buddies at our table [about] how pretty I was, and how lucky she was to get such a sweet girl," said Lindauer. "She was holding my hand most of the time, and it just made me so happy to think that, even if she wouldn't remember that visit later on, that for that short amount of time it made her so happy."

Stephany Huicochea, Div. 914, also likes visiting with her Buddy, Viola, because she tells her really funny stories.

"We were talking about family activities and how she didn't like them unless there was booze," said Huicochea. "And then she asked if on

my next visit I could bring her a flask or something. I was just laughing so much because I didn't know how to say to her [that] I couldn't."

Tanisha Smith, Div. 041, likes visiting Mary because she is easy to talk to.

"She is very passionate about cooking and it makes me sad to know that she can no longer do something that she really enjoys," said Smith. "I think that it is also so sweet when she tells me to always pray, and she [tells] me she loves me."

One of the many exciting activities in the program has been having drum circles. It is a form of communication through music and, without saying a word, everyone joins in to contribute to the entire band of people drumming.

Cantu also had a great time visiting with her Buddy, Rosa, on the day of the drum circles.

"At first I thought she would want to do it, but she actually didn't want to. She said, 'I don't play anything!' The instructor gave her two maracas anyway, and once we started playing, she just joined along," said Cantu. "I could see that she was self conscious about her playing, but I also saw that she was smiling. I think that day was the most that I had seen her smile."

Although these students have had positive experiences, Jesse Correa, Div. 904, did not at first.

On the first visit, Charles, Jesse's



Buddy, walked away from their table without a reason, and went to his room. Charles walked away once more on Jesse's second visit.

The most surprising thing out of it was that on the day of the drum circle activity (third visit) with the buddies, Charles actually participated and even though he did not smile, he seemed to enjoy himself.

One of the most important aspects of the program is for the students to help



keep their Buddies' memories active.

Lizbeth Juarez, Div. 042, joined the program because she was curious about the disease and liked that it gave first-hand experience with real patients. However, she never expected it to have such an impact. Her Buddy's

**Pictures featured on this page are of Lane students playing instruments at the drum session with the Alzheimer's patients.**

name is Axie. She has gray hair and "beautiful blue eyes."

"On my second visit

I bought Axie a rose because I remembered she used to have a rose garden and I knew she loved roses," said Juarez. "When I gave the rose to her she got very excited and began telling me about her rose garden and how she used to grow very big roses. That visit was the best because I guess we bonded and I learned a lot about her."

Vasquez also likes visiting with her buddy, June, whom she lovingly calls "Junebug."

"Every time I visit, I try to bring her Ghirardelli chocolate. And every time she eats it she makes the 'mmm' sound with every bite," said Vasquez. "She remembers me because of the chocolate."

Hector Acevedo, Div. 046, also likes visiting with his Buddy, Elaine.

"Although she is older than I am, she has the heart and soul of a young adult," said Acevedo. "When she sings it's like listening to birds singing on a Saturday morning, and her attitude is always positive and she always keeps a smile on her face."

Ms. Gargaro has her own personal association with Alzheimer's.

"My great-aunt had Alzheimer's and, although I was not close to her, I saw how my aunt visited her and how much pain she went through," she said. "The program has opened my eyes to the mind of an Alzheimer's patient."

On May 6, 2009, we had very special guests who came to share their story. Rick and Kelly Daugherty have been married for five years now and Rick was diagnosed with Alzheimer's a year ago. He is now 56. His condition is probably genetic, considering Rick's grandmother had Alzheimer's.

It took Kelly only a few months to figure out that something was wrong with Rick.

"He was either really depressed or really anxious," said Kelly. "The neurologist did some tests and they couldn't see the problem at first. He was diagnosed six months later with Early-onset Alzheimer's."

They spoke about it changing everything. Rick cannot go to work anymore because he is unable to do anything that requires a "two step process." Sometimes he puts his t-shirt on backwards. There was a time when he was unable to tie a tie.

"I could not write my name without really thinking about it," said Rick.

To Rick there is one thing he loves to do that he will be unable to do very soon, drive.

"That's going to be the hardest for me," said Rick. "When my license is taken away...There goes my freedom."

Both Rick and Kelly belong to a support group through Rush Medical Center, called Without Warning. They emphasize keeping memories active and being social.

The Memory Bridge Program has given these students, teachers, and me, a greater understanding of what Alzheimer's is and, most importantly, a relationship with a person with Alzheimer's.

Kelly said every day is a challenge and the disease has put a strain on their marriage, but they take it day by day.

"I just do the best I can," said Rick. "My dog keeps me busy...without him I'd be really depressed."

*The Memory Bridge Program has made it possible for me to develop a friendship with my buddy, Marge. I never knew my grandmothers because both passed before I was born. Marge makes me think of the kind of relationships I might have had with my real grandmothers. Because of that sweet smile on her face, I know I have to go back to visit, even after the program has ended.*

*One of my greatest hopes for the future is that a cure will be found for horrible diseases such as Alzheimer's. People could be saved from losing the most important thing they have: their memories.*



# Student poets slam at competition

By Ashley Grant

Ervin Velic, Div. 913, makes his way up on to the stage during the Poetry Slam as everyone sits quietly waiting for him to begin. He puts the microphone to his lips thinking to himself, "First words, just remember the first words and the rest will follow." He puts passion into his words as he has the whole crowd fascinated by the words he recites of a deeper insight to the cause of Joker's fall into controlled madness. He then finishes his performance and leaves the stage as the room is filled with applause.

Slams similar to this one are hosted every two weeks at Lane.

"The poetry slam at Lane Tech is a joint effort of the creative writing honors class and the slam team," said Ms. Meacham, teacher of Creative Writing and host of the slam. "The typical slam hosted at Lane begins with an open mic and ends with the slam. We make sure that we have the room registered and the mics set up."

Slam poetry is used as a way for people young and old to express their feelings through their words and give them a new voice. Slam poetry can also help people tell who they really are.

Everyone has their own reasons for why they love it.

"Slam helps to shape my identity more," said Vanessa Burroughs, Div. 922. "When you can write down things that are close, you see yourself on paper, and it lets you get closer to yourself."

"Slam poetry creates a temporary world for me to go and hide in whenever I get ready; it's saving my life," said Deja Stanton, Div. 928. "[As] a teenager, there are so many other things I could be doing, but poetry provides a safe haven for me to be myself, the real me."

"[Slam poetry] proves to me that maybe some things are actually worth listening to," said Velic.

Meacham believes it benefits students in other ways as well.

"Public speaking is a skill, [and] expressing oneself is an art," she said. "All too often people hide behind technology - distancing themselves from their words."

Poetry Slams at Lane are full of hard work and effort between the slammers and staff. The Slam Team takes its slams seriously and prepares just as much as anyone would prepare for anything important to them.

But each person has different ways of getting ready.

"To prepare for a poetry slam I usually check out my audience first, and the rest of the poets too," said Stanton. "I get my delivery together, and I usually talk to one of my other teammates."

"I spend a couple days trying to memorize

ing the piece, it feels like an out of body experience."

"When I first walk on stage I'm usually very nervous, no matter [who] the audience is; it's a rush," said Stanton. "But after I start to speak the nervousness subsides."



Vanessa Burroughs, Div. 922, and Keantre Malone, Div. 021, recite their poem at a Slam.

the poem," said Velic. "Every time I drove, sometimes during a class, I'd be reciting the poem to myself to try to get it down."

"I prepare for a poetry slam first by writing a really bad pre-write. Then I polish it up draft after draft and try to get as much feedback on it as possible," said Burroughs. "[Finally], I have fellow writers, Ms. Meacham, Mr. Telles, and others read it and give me their thoughts on it."

Even though poetry slams may seem easy, there is one more component besides writing a poem: performing on stage.

"The feeling while performing is intense," said Velic. "When I actually start perform-

However, for others, performing on stage may not always be the fun part.

"An on stage performance is hard for me when I am waiting to go up there," said Burroughs. "It is hard for me to share something I put so much time into, then watch it scored right in front of it."

Ms. Meacham also believes that the performance helps to improve students in different ways.

"The performance is wonderful for the students because they get recognized for the power of their words," said Meacham. "The event also helps them realize that they are not alone in this art. Writing is not always

a solitary experience; there is a community for young authors."

Although the poetry slams at Lane have a positive effect on the people who perform, it also gives the crowd a lot to think about and enjoy.

"When I first went to the poetry slam I really wasn't looking forward to it, but when you hear the words they use to express how they feel, it's like you feel like you are them at that point," said Dan Baroja, Div. 045.

"The poetry slam I went to was great. I never new how much I could enjoy just listening to what people write," said Laura Moreno, Div. 026. "Their pieces were all great, and I was never bored once throughout the whole thing. You could really tell how much work they put into their writing."

Poetry slams are nothing new to the Chicago area. Marc Smith, a construction worker who had been writing his own poetry since he was 19, started hosting poetry slams back in 1984.

In high school poetry slam competitions, poets typically must perform one of their poems in less than three minutes. There are four rounds in the slam with four individual pieces and then there is a fifth round with a fourth person group piece. All of the pieces are graded by five judges during the slam, and the highest and lowest scores are dropped. In the end, the team with the highest score wins.

Although the slammers and staff at Lane always appreciate each person that comes to the poetry slam, they always hope for more students to show up and see the work they put into it.

"People should go to the Poetry Slam for the experience," said Burroughs. "Even if people don't get poetry at first, it gives them a different outlook on life."

"People should come not only to support the poet, but to hear the stories of their peers," said Stanton. "You can learn so much [about someone] through poetry that you could never learn by just talking to them."

"People should basically go to the poetry slams to get enlightened," said Velic.

Poetry is taken seriously all over the world, as well as here at Lane. Through poetry, you can express yourself in many ways, and the poetry slams at Lane are full of a great community of people who tell who they truly are.

"Poetry is a way of escape; you can be anyone you want to be in your writing," said Stanton.



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# Creative Writing classes provide emotional outlet

## Reading pieces aloud in class serves as a form of group therapy for English students.

By Francessa Sanchez

When someone goes through an emotionally stressful experience, they may feel the need to find others who had gone through the same situation and try to relate with them on an emotional level. One way for someone to do this is to join a Support Group—a weekly session where people who deal with grief, substance abuse, fatal illnesses, and any other type of distress—go to share their feelings with total strangers.

English electives at Lane are mostly filled with girls, so the atmosphere may automatically generate a space where students feel they can ‘share their feelings’ openly. Openly sharing emotional feelings is rarely seen in the classes at Lane, but it seems that the Creative Writing classes are an interesting exception, in that they present an environment similar to a Support Group.

### The Curriculum

In Creative Writing I and II, students learn how to write in different types of genres: short stories, poetry, and playwriting. Every month, at least two or more written pieces are due. Before handing the piece in to the teacher (Ms. Meacham or Mr. Telles), each student is required to stand up and read it in front of the class.

“I always get real nervous before I read, but [I am] always the first one to volunteer. My hands get pretty shaky, but I’m always proud of what I write,” said Abimael Gallardo, Div. 913.

The subject of the pieces range anywhere from bad breakups to childhood memories, and the tone ranges anywhere from bitter to sentimental.

“Most of the students in our class never really wrote a heart-felt piece. Sometimes we got to hear one that meant a lot to them though, if they cared enough to write about it,” said Jalyn McClain, Div. 903.

### The Experience

Mayoclinic.com, a website that gives people the opportunity to find Support Groups, states that “A Support Group is a gathering of people who share a common interest or condition...”

The Creative Writing Classes are not Support Groups, but they do share the same traits.

In this case, the common interest of the ‘group’ is writing. When students actually write a personal piece, some of them get emotional when reading it aloud.

“I choked up once when reading one of my poems. Everyone who read before me had different views on the prompt: it was a religious piece, and I had just become a Christian. My voice was shaking, and I kept kicking the podium [while I read]. I didn’t think I was going to freak out before I read it, but when I did, I had to sit down and someone else got up and finished reading my poem for me,” said an anonymous senior.

“I’ve cried twice while reading my pieces in front of the class. One time I was reading Lamented Lullaby, a poem I wrote about my mother who didn’t come to my ballet recital. She was absent during most of my life, so I guess I was venting when I read it. In a sense, writing makes it so you don’t have to cry, but when you read it and perform it, it’s like reliving the experience for the first time,” said Kiara Lanier, Div. 932.

“I cried once while reading a piece about my father walking out on me. I convinced myself that I wasn’t going to cry, but when I got to a certain part of my reading, I froze. My voice started to shake, and then my eyes watered up. I didn’t want to continue reading, but I finished it,” said Denia Ortey, Div. 925.

“I cried maybe twice throughout this year, but one of those times took a lot out of me. I wrote a poem called Kahbul, about my father being overseas in Afghanistan. I didn’t think I was going to, but I finished my piece while crying. I had to leave the room,” said Gabrielle Williams, Div. 052.

“I cried once last year when I was in Creative Writing I. I didn’t think I was going to, because I rehearsed it over a few times, and I felt okay. It was a piece about my grandpa battling and dying of AIDS, and our relationship made it real emotional. I was nervous, but I managed to finish. I was embarrassed,” said Sinead Campos, Div. 934.

The students’ effort to hold back their emotions varied when they were reading.

“The amount of students who cry depends on the class period,” said Ms. Meacham, Alpha Freshman English Creative Writing I teacher.

“Quite a few [students have cried] during my seventh period. [When it happens,] I tell the student to grab some tissue and breathe, and I give him or her some time to do it. I [also] suggest getting water or going to the bathroom,” said Meacham.

Most of the students who read know that there isn’t a high level of pressure from their audience, they aren’t too embarrassed about their display of personal emotions.

“Our class is cool, so I wasn’t that embarrassed,” said the anonymous senior.

“I always feel proud after reading a piece. I always put my best stuff out there. After reading with all I got, I always sit back down with a huge smile on my face,” said Gallardo.

“I don’t [think I was] embarrassed, but I don’t like people seeing me cry, and all eyes were on me at the time,” said Ortey.

“After I came back in the room, I was embarrassed because people were staring [at me]. It was awkward,” said Williams.

“I can’t feel embarrassed for reading some-

thing that I love,” said Stephanie Arriaga, Div. 902.

Some students report that they mostly keep to themselves after reading their piece, but do talk about their reactions.

### The Feedback

Mayoclinic stated on their website that, “Members of support group share their personal journey...they offer emotional comfort and moral support. They may even provide tips and advice based on their own experiences.”

Revealing an experience led some students to gain support from someone in the same situation, another characteristic the class has that is similar to a Support Group.

“I talked to one of the girls in my class who consoled me. Her brother was overseas, too,” said Williams.

“One of my classmates wanted to know the purpose behind the poem. I told him what he wanted to know, since it wasn’t a private matter [anymore],” said Arriaga.

“I talked to my friend afterwards. I just expressed how embarrassed I was, but she made me feel better,” said Campos.

“The speaker gets quiet [when they’re done reading]. Close friends usually offer a hand or a small smile,” said Meacham.

“Last year in Creative Writing I, my class made it a very close and trusting environment. [Everyone] was free to be emotional. The atmosphere was welcoming to ‘say it how it is,’” said Lanier.

### The Reactions

Most students are worried about what their peers are thinking about them, hoping that they did not think they were faking their emotions.

“It was extremely quiet [after I read]. There wasn’t much they could say,” said Campos.

“It was something that [I think] nobody expected to happen,” said Williams.

“Some probably thought I was nuts, but who knows,” said Arriaga.

Positive feedback is a dire part of a member’s recovery when participating in a support group, and the class’s response to the student who became emotional was mostly positive.

“Most people, given the choice, would not cry because it’s embarrassing. In our society, public display of emotion is usually frowned upon, but I think that when people do show extreme emotion about a piece it is sincere,” said Josh Amaya, Div. 918.

“I felt a lot of empathy [for the speaker]. I know how it feels to touch on a subject like

that. When you see someone react like that, everyone starts to feel bad and tries to understand why the person feels that way,” said Angelica Ortiz, Div. 908.

“[While she read,] I remember Kiara getting emotional when reading one of her poems. I could tell everyone felt sympathy for her, and she expressed her feelings profusely. She was very outgoing. It was obvious that her performance was sincere and that she had real feelings involved in her work. We all paid closer attention to her while she [started to get emotional] and we wanted to know the meaning behind the piece,” said Sara Caldwell, Div. 924.

“I was engulfed in the speaker’s words. It wasn’t a poem anymore. It was like a movie. The class did the same. You could really tell [the speaker] lived the poem [they had written],” said Jesse Sandoval, Div. 910.

“I paid attention from the beginning to the end, and I [knew] the tears were coming. I’m sure most of my classmates began listening more intently when they saw how the piece made [the speaker] feel,” said Ervin Velic, Div. 913.

“Sometimes I notice negativity [from my students], but most students are open and understanding enough to be kind. They note vulnerability, and get quiet. Mostly, they feel for the speaker and, in a way, show relief that it was not them [who cried],” said Meacham.

Despite not knowing what their audience was feeling about their piece and reaction, some speakers still feel comfortable with their peers.

“I think my classmates felt what I did [when I read]. I think they saw the metaphor: everyone’s gotten to a point where they’ve lost their faith in some people, so I’d imagine my disappointment was a metaphor for everyone. The point of a [writer] is to take a situation and make it relatable to others, and to let them know that they’re not alone in how they feel,” said Lanier.

“I thank the people who listened,” said Arriaga.

### The Conclusion

“A group can provide and share information...to show how a [person] can cope...People involved say this exchange of information is one of the most valuable elements of participating in a support group. Moreover, support groups offer people the opportunity to release powerful emotions they may otherwise keep to themselves. Health care providers say support groups can improve a participant’s mood and decrease psychological distress,” stated the website.

The Creative Writing classes obviously give off a very safe and welcoming environment—making these students comfortable enough with their teachers and their peers to divulge their personal experiences. When it comes to stress levels, the class may benefit the students who are in it.



# Boys' Volleyball loses in City final; ends tough season

By Rachel Steibing, Nader Ihmoud,  
& Erik Prado

A disappointing season came to an end Friday night for Lane's Varsity Boys' Volleyball Team.

To advance to the City Championship game, Lane had to beat Northside in the semi-final, which they did in straight sets, 25-15 and 25-19.

"It was a total team effort," said head coach Andersen.

"Our passes were there, (and) our hits were there," said Michaelangelo Hernandez, Div. 033. "We were ready and hyped up."

The intensity followed Lane into the City championship match against Whitney Young, but died out midway into the first set. Lane built a 10 point lead in the first set, only to allow Young to charge right back and take the set.

"[Our] morale was pretty low [after the first set]," said Reymond Mallari, Div. 932, Lane's right side hitter. "It was a tough loss."

"We kept giving them easy points from stupid mistakes," said Hernandez.

Lane then dropped the second set to lose the match. Players were disappointed that the team did not play a cleaner game and felt like they gave the match away.

"They did not win; we lost" said Hernandez.

It was the third time this season the boys had lost to Whitney Young, a disappointing development for a team with such high hopes.

"We started off this year with seven starting seniors," said Coach Andersen. "So we expected a lot of focus, commitment, and execution that just has not come to life."

The team looked strong at the beginning of the season, but began playing poorly toward the middle of the season.

"In the beginning we just clicked," said Kenny Park, Div. 922. "Throughout the season we just fell apart and now [just before the playoffs] we are trying to get our focus and chemistry back."

Some of the players blamed the team's problems on overconfidence, which led to a lack of focus and effort.

"We thought we were going to beat everyone," said Tony Zhou, Div. 925. "We have a majority of seniors so we thought we had a pretty good chance. Then we just lost focus and played lazy, not 100%."

"We have not progressed," said team captain Alex Delgado, Div. 924. "We have regressed. People just have not been playing their hardest and not wanting to win."

This is the first year that Andersen has run the team, and explained that adjustments were made in an attempt to address the team's struggles.

"We changed our philosophy toward the middle of the season to a more relaxed

approach of just playing hard and having fun," said Andersen.

"I like the coaches a lot better this year," said Park. "This year it was a lot easier to get along with the coaches and relate to what they are saying."

The players seemed to respond and improved their play enough to make the City Championship.

"I am extremely happy with how well the volleyball program placed in city," said Andersen. "It has been years since Lane volleyball was well represented in the City Championship games. I would like to believe the volleyball program is heading in the right direction, and with quality coaching and dedicated players, we can hopefully once again be the team to beat in the public league."

Next year will be a rebuilding year for the varsity team with the loss of eight seniors, seven of whom were starters this year.

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# Lane students excited for Chicago 2016 Olympics

By Paulina Yousif

Many sport fanatics have something extra to be excited about because the Windy City could be packed with Olympic athletes in 2016 if it wins the bid to be the hosting city.

"It'd be great to see an event associated with such prestige come to Chicago," said John Wilson, Div. 051.

"We would be exposed to so many different cultures and people flying in from all over the world. It would be a great experience for the Olympics to be here," said Enisa Suljic, Div. 045.

Chicago is currently up against three other cities: Tokyo, Madrid, and Rio de Janeiro to host the 2016 Olympics. After evaluations were completed by the IOC (International Olympics Committee), Chicago was ranked third overall. Despite low evaluation scores, some students are optimistic about the possibility of the Olympics being held here, which will be decided on October 2. President Obama's recent promo videos may help Chicago's bid.

"I think Chicago will be chosen because we're fantastic and everybody knows it," said Wilson.

"I think it's really cool that our hometown

is one of the nominees to host the Olympics and it would be even cooler if we were chosen," said Suljic. "I hope we get chosen. I'm 75% sure we will. No, I'm 100% sure we will. What's not to love about Chicago?!"

According to [www.chicago2016.org](http://www.chicago2016.org), Chicago has the perfect land set up for the Olympics and it would be easy to take advantage of the lakefront and historic parks, but a lot of work needs to be done in order to be Olympic-ready.

"If the Olympics came to Chicago, this world class city will get the renovations and improvements it deserves," said Edward Cabrera, Div. 050. "The city will get the updates it deserves from making airports more efficient to cleaning the CTA."

Estimated costs for getting the city ready are climbing up to \$3.3 billion. The cost can easily exceed its budget. London's budget 2012 budget tripled to over \$16 billion. Most students don't realize how expensive preparation is.

"I don't know the costs, but I'm pretty sure they're high. Chicago has the highest taxes, so we should be able to af-

ford it right," said Cabrera.

"I'm not really sure how much the city is planning to spend, but with all the equipment and stadium renovations it's bound to be a lot of money," said Suljic. "Maybe not as much as we can afford considering the economic shape our nation is in right now."

"I expect that a lot of money will be devoted to making the city look nice," said Wilson. "I hope that efforts will be coordinated to help Chicago in the long term rather than just for the Olympics. Changes that attract business or improve environmental health come to mind."

However, not everyone is excited about the Olympics being here because of the high costs being spent during the recession.

"I think it's a terrible idea to bring the Olympics here. We could be using the billions of dollars for more important things like health care and education, especially right now given the economic situation," said Sara Gacic, Div. 026. "I think it's pretty much a waste of money."

Other students think the Olympics would be good for the economy.

"I doubt the recession will go on for another seven years and if it does the Olympics being here will tremendously help the economy. With all the tourists, it will bring a lot of income," said Caleb Albo, Div. 022.

With tourists come athletes, and with athletes come all of the sporting events that students are excited to see, on television or live.

"I am most excited about soccer games! Volleyball too. And I always enjoy the swimming races and gymnastics. Track and field too," said Suljic. "I would definitely want to see the games live if [the Olympics] are here."

"I can't wait for beach volleyball. And I'd pay big money to see the opening and closing ceremonies. I think they'd be the best part of the Olympics," said Cabrera.

"I want to see everything. I can't wait until they announce Chicago is the hosting city. It definitely won't be a boring summer and it will be a great experience to go to the Olympics," said Matt Ralis, Div. 037. "And it will be a cool story to tell people that don't live in Chicago that you got to go to the Olympics."

# Hope for victory lies in Bears' new quarterback

By Ricardo Guzman

Since 1985, the Chicago Bears have had 27 different quarterbacks start a football game. Only two of those quarterbacks led the team to the Super Bowl. The arrival of Pro Bowler Jay Cutler, however, has Bears' fans hoping he can lead the team to the championship.

"I couldn't be more excited," told Cutler, to Larry Mayer from the Bears' official website. Cutler grew up in Santa Claus, IN, rooting for the Bears. "I'm here to bring a championship back to Chicago," he said.

"Cutler is the difference between the Bears being a decent team to being championship contenders," said Spencer Barclay, Div. 927, who follows the team closely.

"The quarterback is usually the problem for the Bears, but it shouldn't be this year because they say a better quarterback makes a team better," said George Bustos, Div. 027, who has followed the team for 12 years.

The Bears acquired Cutler on April 2 from the Denver Broncos for a first and third round pick from this year's NFL draft, former starting quarterback Kyle Orton, and an additional first round draft pick in the 2010 season. The Bears also received a fifth rounder.

"I don't think they gave away too much, because we haven't had a franchise quarterback since before [we] were even born," said Josh Hahn, Div. 050, who claims he has been a Bears' fan all his life.

Before the Bears acquired Cutler, according to [vegas.com](http://vegas.com) their odds to win the Super Bowl were 28-1. After they acquired Cutler, their odds dropped to 18-1. (These numbers are predictions and nonscientific). While the Bear's future looks encouraging to many, some fans think otherwise.

"Sure Cutler is a good quarterback, but I don't think he's a good fit for the organization," said Adem Kljako, Div. 033, who only missed one game last year. "They are a run-dominant team and it's going to

be hard for to build the team around Cutler."

Within a day of trading for Cutler, the Bears also signed free agent, future Hall of Famer, offensive tackle, Orlando Pace. Pace is a 13-year veteran and will be playing at left tackle, protecting Cutler's back from on-rushing linemen.

"[Pace] knows what he's doing. It's better to have a veteran for Cutler's blind side," said Marcin Markiewicz, Div. 033.

Last season, Cutler threw for 25 touchdowns, 18 interceptions, and 4,526 yards in 616 pass attempts with the Broncos. He achieved a bulk of these numbers passing to Pro Bowl wide receiver, Brandon Marshall, and rookie stand out, Eddie Royal.

"It's very exciting for a receiver to have a type of quarterback like that," said wide receiver, Devin Hester, to Larry Mayer, "I'm looking forward to getting it started already. I'm ready."

"Hester is going to have a better year, because he's got a stronger

armed quarterback to throw him the deep ball," said Thomas Cappello, Div. 020. "Cutler also likes to throw to his tight end."

The Bears don't have any Pro Bowl receivers, excluding Devin Hester who made the Pro Bowl for his punt and kick return abilities. Cutler's main "weapons" will be Rashied Davis, Earl Bennett, and even Matt Forte who led the Bears in catches last season. Rookie receivers selected by the Bears in the 2009 draft will have to battle for playing time.

"As it is with all players, how fast they play and contribute will be determined by their play and practice habits during training camp and in our preseason games," said General Manager, Jerry Angelo, to Larry Mayer, "Play time is earned."

"Cutler is going to be a beast... as long as the wide receivers can step up," said Markiewicz.

"Having Cutler will open up the run game for Matt Forte," said Cappello. "It should take some pressure off of Forte, because now we have

a good quarterback."

With the arrival of Cutler, running back Matt Forte looks to have some pressure taken off of his shoulders. Forte pretty much was the Bears' offense last year getting 51% of the Bears' offensive touches, which was the highest percentage of any player in the NFL.

"Forte is going to have to carry the load again this year, because the receivers are [terrible]," said Bustos.

"I think the Bears finally solved their problem at quarterback," said Tevin Hemmans, Div. 046. "They are still missing a true #1 receiver, like a possible Aqun Boldin."

The Bears didn't have any first or second round picks in the recent NFL draft because both were traded for Cutler. They drafted three wide receivers, two defensive linemen, two defensive backs, a tight end, linebacker, and offensive lineman.

"They did give up a lot for Cutler, but it's a risk we need to take," said Kljako.

"The Bears will live or die by the way Jay performs," said Hahn.

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# Jog-a-thon raises money for PE Department

By Alejandra Jimenez,  
Vanessa Landa, & Paulina Yousif

The PE department held its annual fundraiser, the jog-a-thon, Wednesday, May 20.

To raise money for new PE equipment, students solicited people to sponsor by donating a certain amount of money for every lap they run.

"Everything goes to the PE department. It helps big time with new equipment we need to buy," said Coach Karls.

"We've made as little as \$1000 and as much as \$10,000. It is always a help," said Mrs. Hasson. "It is the only fundraiser for the PE department, and the board doesn't give us much."

There were a couple of changes this year because of a low budget. No refreshments were provided for the participants and the printing on the shirts only appeared on the front side.

"I was afraid with the economy this way... so we decided to cut down costs to save money," said Hasson. "We told students to bring their own water and drinks but we have

water from the hose running."

"It [makes me mad] that there were no refreshments this year. People are running around and they get dehydrated in the hot weather," said Kyle Brander, Div. 035.

"I think they should bring back snacks and drinks. It is a motivation. Plus I get thirsty fast," said Jaliza Camacho, Div. 177.

Most P.E. teachers offer extra credit to their students for raising money and many students were allowed to run or walk as much or as little as they wanted.

"My gym teacher offered extra credit if we raised a certain amount of money," said Camacho.

"I let my students run however much they want to. I never set a minimum. Some kids actually get into it and run anyways," said Karls.

Other teachers make their students run a minimum amount of laps.

"This is a physical activity and work is four laps. I count every lap my kids do. Some set personal best and do past four, but I make them do at least four," said Hasson.

The jog-a-thon is usually a success because students are often allowed out of other



Lane students share some laughs as they walk around the track at the May 20 Jogathon.

classes. Participants are able to run with their friends in other PE classes, enjoy the nice weather, and listen to music.

"I think it's good. It's really successful when the weather is nice like this," said Karls.

The chaos that comes with the event is part

of the fun according to Hasson.

"You can never figure out what's going on," she said. "We're outside, it's a beautiful day, and there are different things going on. We don't find out how much money we've made until next week. We can only hope it's a success."

## Weight room injuries caused from carelessness, inexperience

By Nader Ihmoud

In the midst of the wrestling season, I was hard at work in the weight room. After a tough set of dumbbell presses I dropped the 25 pound dumbbell on my ring finger, crushing it, and chipping the tip of the bone. Never have I been in such pain.

Anyone is vulnerable to an injury in the weight room, even if they are not the one lifting. Giovanni Diaz, Div. 912, suffered an injury in the weight room while lifting for football. While spotting another player who was doing squat lifts, Diaz noticed the lifter was struggling with the 300 pounds. As Diaz helped pull the bar up toward the rack, the lifter and the other spotter both dropped the weight, which landed on Diaz's left hand, crushing his pinky between the weight and the rest bar.

"My finger is crooked. It will not straighten out," said Diaz. "I will need surgery to fix it."

"The weight room isn't dangerous," said Danny Delrivero, Div. 901. "It is the people and what they do that are dangerous."

Injuries in the weight room are common. Inexperience and carelessness are the leading contributors to these injuries. An article published in the Denver Post reported that the most frequent causes of injury in the weight room are not warming up before working out, bad technique, speed of repetition, and trying to lift too much weight.

Mr. Nobiling, the weight training teacher at Lane, walks around the weight room during class and teaches proper techniques and spotting skills. The two skills stand right beside safety with him.

"Spotting is number one," said Nobiling. "Lifting properly and behavior are also keys to a safe weight room."

With about 50 students in each class it is tough for Nobiling to supervise all of them. However, most students agree he

does a good job at keeping the weight room safe.

"Nobiling always checks up on us," said Habib Bilfaqi, Div. 030. "He loves us all."

Nobiling is strict when it comes to safety. His policy consists of a warning for behavior issues.

"If the behavior issues continue, I get rid of them," said Nobiling. "This class is an elective and it is not mandatory."

"Too many kids don't know what they are doing," said Peter Theoharis, Div. 902. "They need to pay attention to [Nobiling] more."

Most will agree that the right technique is needed for any workout, but if the correct technique is not used while benching, squatting, or dead lifting, serious injury may occur. Doing these lifts incorrectly or using too much weight can cause muscle strains.

Sergio Perez, Div. 931, learned the hard way.

"I was squatting, I did not warm up, and I [lifted] too much weight and I hurt my back," said Perez, "I could barely walk."

Injuries while lifting can be more serious than most know.

"I was dead lifting incorrectly and hurt my back," said Chouib Othmane, Div. 051.

Others are not as serious.

"This kid in my class doing chest flies let the weight go, and it bounced on my foot. I broke a

nail," said Erick Velasquez, Div. 037.

In other situations in the weight room, many students see lifting as a competition and try to out-lift their fellow classmates.

"They [students] think they can [lift] more weight than they actually can," said Louis Trinca-Passat Div. 023. "That is not safe at all."

"People need to know their limits," said Delrivero. "When you try to do too much that is when you hurt yourself and others around you."

While some do not have personal experiences being injured in the weight room, they have witnessed and learned from

others' mistakes.

Michelangelo Hernandez, Div. 023, witnessed a careless classmate drop a 45 pound weight on the foot of Patre Johnson, Div. 026. Johnson's toenail is still bruised from this incident that occurred over a month ago, but he does not see the injury as a major concern.

"The weight room is still pretty safe," said Johnson. "As long as everyone is aware of their surroundings, and they are careful."

"Careless people who are not cautious are the reason why we do not have freedom in the weight room," said Evan Solano, Div. 036.

Students enjoy using the weight rooms after school, but school rules do not permit students to use the weight rooms without a coach or teacher in the room. Most students at Lane disagree with this policy.

"As long as people have common sense they should be allowed to use the weight room whenever, at their own risk," said Khalid Elamin, Div. 908.

Some students believe as long as the person is knowledgeable of the weight room they should be allowed in the weight room without an adult or coach present.

"It should be fine as long as [people] know what [they] are doing and know [their] limits," said Othmane.

Some students see it the other way.

"An adult should be with the students while lifting," said Perez. "Some guys are clueless."

After school the weight room is opened by coaches. Student athletes are only allowed to lift if their coach is present.

Mr. Lewis, who stayed after school to open and monitor the weight room between 2003-06 never experienced any problems or injuries with students, but is still a firm believer that a teacher or a coach should be in the weight room with students as they lift to ensure safety and respect for equipment.

"It would be a mess [with out a teacher/coach]," said Lewis.

He added that the weight room should also be open to students who are not athletes.

"It would be nice for students who just want to stay in shape to be able to use the weight room," said Lewis, who believes a weightlifting club would solve the issue for the non-athletes.



Giovanni Diaz, Div. 912, demonstrates how his pinky finger will no longer straighten out correctly after it was crushed under a barbell earlier this year in the weight room. Diaz says he will need surgery to fix it.