

THE

WARRIOR

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Policy change requires four years of P.E.

By Nicole Johnson

In January, the Chicago Board of Education voted to reinstate the four years of physical education (P.E.) requirement for all CPS high schools. This policy will go into action next year.

Currently, CPS has a waiver from 1997 that exempts its students from the Illinois state law requiring four years of P.E. for high school students. However, this waiver expires in June, and CPS did not vote to renew it. This means that starting next year, juniors and seniors will return to P.E., and freshman will have to take four years of it. This change was supported by CPS CEO Barbara Byrd-Bennett in order “to become a national model and leader for embracing the importance of health and wellness among all children by strengthening and improving standards for physical education,” according to the Chicago Public Schools website.

Although the plan will increase students’ daily physical activity, it also poses a major scheduling issue for all CPS schools, including Lane, as it will interfere with the curriculum and course offerings.

“I oversee the P.E. department so it’s kind of a double-edged sword for me,” said Assistant Principal Mr. Ara. “On one hand I can see a lot of benefits to kids if these programs are executed correctly. The other side is that we have a lot of really great programs here which we would have cut because we have to have more P.E. now.”

Another possible issue that may arise from the mandate is lower test scores since P.E. would take time away from classroom instruction. Since Lane is evaluated on tests that evaluate skills in reading, science, and math, more time in a P.E. class would take away from classes where those skills are taught.

“We want to keep everything in place as is,” Ara said. “Including more P.E. is beneficial in one way but we don’t want [students’] scores to go down either because kids are now missing all these academic classes.”

Lane will be offering Dance and Weight Training as electives to fulfill students’ P.E. requirement. Ara also hopes to offer group fitness classes such as yoga, Zumba, and spinning.

Mrs. Esguerra, one of Lane’s Spanish teachers, agrees that an increase in P.E. classes may harm students’ test scores.

“Personally I think that our old P.E. requirement was perfectly fine the way it was,” Esguerra said. “I think our kids were functioning fine. I think it’s going to make it unfair for those students on the honors and AP track to have to take P.E. two more years. I don’t think it’s going to help their GPA at all. And I think that the administration has done a lot of things to try to keep and maintain that but unfortunately they’ve lost that battle.”

In order to help prevent lower grades and test scores, many schools including Lane will take advantage of waivers that allow students to be exempt from the four year P.E. requirement. These waivers are for enrollment in JROTC course, enrollment in an academic course required for on-track graduation, enrollment in an academic course required for college admission, ongoing participation in an interscholastic athletic program, ongoing participation in an adaptive athletic program outside the school setting, special education supports and services in lieu of P.E., and enrollment in the marching band course for credit during school day.

“It never looks good when your scores go down no matter what you put in place,” Ara said. “There are P.E. waivers and a lot of departments and programs are looking to have students sign waivers and those will typically be students who really want to take those classes.”

Many students, such as Mary Lindahl, Div. 580, agree that four years of P.E. is a bad idea, and will have a negative effect on grades.

“I don’t think it’s a good idea because if the gym classes are regulars classes... that will hurt my GPA,” Lindahl said.

Others believe that the new P.E. requirement is a step in the right direction for both student health and education. Mr. Nobiling, Chair of the P.E. department, thinks that CPS students need four years of P.E. He believes that four years of a P.E class is a good way to make students healthy and to give them knowledge that will keep them healthy for years to come.

“I agree that there should be four years of P.E.,” Nobiling said. “So for the long run, teaching kids... how to take care of their bodies



Physical Education students practice soccer drills in the Adventure Gym during 5th period.

through health and fitness and wellness gives them this knowledge base so they can still stay active to reduce the chances of becoming obese or developing other diseases.”

Physical Education also has a direct relationship between physical activity and increased academic performance. According to studies by the Centers for Disease Control and Prevention, physical activity leads to increased brain activity and in turn better and faster test performance. The same studies also showed that physical activity decreases the risk of obesity and obesity-related diseases, which may be very beneficial since over 40% of CPS students are overweight.

Vanessa Campos, Div. 774, agrees that four years of P.E. is a good idea.

“I appreciate it a lot because I have health problems and I don’t get enough time in the day to be active on my own, so I think it’s great that CPS is finally allowing P.E. for all four years,” Campos said.

However, with increased P.E. classes comes an increase in expenses for Lane due to the renovation of a dance studio from a ceramics studio and a major budget cut scheduled for next year. To compensate for these added expenses, Lane’s administration made the decision to cut several of Lane’s electives. These classes include: regulars Writing Workshop, regulars Early World History, honors and regulars Economics, regulars Political Science, regulars Law In American Society, honors Humanities, regulars Marine Biology, regulars Genetics, regulars Physics, regulars Astronomy, regulars Zoology, regulars Anatomy & Physiology, Computer Programming (8th grade), regulars Art History, regulars Studio Sculpture I (Ceramics and Glass), regulars Studio Sculpture II (Ceramics and Glass), and honors Mixed Media. The classes that will no longer be offered as regular credit will still be available as honors classes.

“Unfortunately, some adjustments to the curriculum have to be made,” Ara said. “Ceramics is a very popular class...but when I look at the budget, a lot of money is spent on clay. A lot of money is going to programs [this year] and we won’t have that money next year because we’re going to have more budget cuts. These are just changes that I wish didn’t have to take place but because of the money it’s very difficult.”

Ms. Moore is one of the ceramics teachers who teaches Wheel Throwing and AP 3-D Design, and is against the cutting of ceramics classes.

*“These are just changes that I wish didn’t have to take place but because of the money it’s very difficult.”*

**- Mr. Ara**

“The two wheel-throwing classes were filled as soon as registration opened, and students are being turned away from courses that they want to take,” Moore said. “Since students’ available electives are already shrinking, it does not seem fair that those few choices they are able to make should be eliminated arbitrarily, but instead through a reasoned and balanced measure of which courses are not eliciting high enrollment.”

Two new art classes, regulars Adaptive Art and Adaptive Music are being added next year.

In an email to teachers concerning the courses that will be cut, Dr. Dignam wrote, “I am committed to maintaining a well-rounded curriculum for our students, and that includes the arts as well as core subjects... I am most hopeful that we, as a school-wide team, can move forward knowing that these adjustments have been tirelessly contemplated and this burden has not been placed on one department. We are all in this together.”

Although the cuts were necessary to stay on budget, they sparked outrage in students who are angry that popular classes such as ceramics are being taken away from them. This was shown through the petition to save ceramics that was sent to Dr. Dignam, and a letter written by students that was put in teachers’ mailboxes.

Teachers who are losing the regulars version of their electives will be given other electives or core classes to teach, so that their schedules do not undergo a drastic change.

P.E. teacher Mrs. Serantoni agrees that P.E. should be available to students for four years. Although P.E. classes are being added, Fitness and Wellness is being relisted as a science class.

Though several students will try to be approved for a waiver from their PE requirements and the school’s administration is finding ways to help them do so, Serantoni believes too many people underestimate the importance of P.E..

“I feel like P.E. may not be a priority in terms of the administration’s viewpoint,” Serantoni said. “I think that maybe they don’t really consider it to be an important subject. I think that Michelle and Barack Obama are setting high standards and expectations for young people that fitness is not something that should just be down at the bottom of priorities. I think that fitness and health are really important because you have to live in this body your whole life and if you don’t know how to take care of it, you suffer.”

Although the new P.E. requirement has sparked much debate, final decisions on how to ensure that students benefit as much as possible are still being discussed.



# Art department creates hallway murals

By Jacquelyn Guillen

Students in both Ms. Chisholm and Ms. Wain's painting classes spent a class period just looking at an empty wall, brainstorming possible ideas they could use to create a mural.

The painting classes are working on three different murals until possibly the end of the school year. The murals are to be placed on the wall between the first and second floor, between the second and third floor, and between the third and fourth floors of stairwell O.

"There's no art on the walls" Ms. Chisholm said. "We just see murals on the first floor."

Ms. Chisholm and Ms. Wain agreed to work together to try to get a grant in order to fund their project. They needed the grant to fund all the paint that is needed for the murals. Once they received that grant, they got their students involved to help come up with possible ideas for what students would like to see when they walk up the staircase.

Josef Jozefowicz, Div. 663, and Paula Mendez, Div. 667, are two students working on the mural in Ms.



An outline for one of the murals.

Chisholm's Honors Painting class. At first, they individually drew their own sketches for the murals. The students redid their sketches about four to five different times. Once they had their sketches, both Jozefowicz and Mendez combined their ideas.

"It feels awesome. It's like we're leaving behind a legacy," Jozefowicz said.

Mendez said there was a lot of trial and error put into creating their sketch. Mendez had the music

sense and head bases in her sketch, while Jozefowicz had the sculptures and Chicago artists in his sketch. At first they did not think about putting the CTA train line as a backdrop. They tried incorporating Lake Michigan and even the different ethnic neighborhoods that are represented in Chicago, before they put the train line in their sketch.

While Ms. Chisholm's students are working on a mural that has more to do with Chicago artists and music, Ms. Wain said her students are working on a pop style mural. It is based on Lane students, school spirit, athletics, fine arts, and many other things that Lane has to offer.

Since the sketches have been approved, Ms. Chisholm and Ms. Wain are starting the murals. They plan on projecting the sketches onto a white wooden board to make it as accurate to the sketch as possible, and then the painting will follow short after. Ms. Chisholm said she hopes the murals will be finished by graduation, so that some of the seniors in their classes get to see the murals before they leave Lane.

## AP Capstone program to begin next school year

By Annie Zorn

Next fall, Lane Tech will be among the first 100 high schools worldwide, including schools in the United Kingdom and Hong Kong, to begin offering the AP Capstone Diploma.

To receive a Capstone Diploma, a student must complete four AP classes along with two new classes, AP Seminar and AP Research.

The AP Seminar Course, will consist primarily of reading and writing. It will be similar to an English or History class, with the addition of real world topics and issues. An example of a topic that could be studied in the class is "whether national security is more important than a citizen's right to privacy" according to the College Board website. Teachers will select the areas of study based on student interest and major news events. The academic approach will be interdisciplinary, and include literary explorations and in-class presentations.

"The students and the teacher are able to develop the curriculum through the school year, which is really wonderful," Assistant Principal Ms. Beck said.

AP Seminar students will be evaluated on the basis of two course performance tasks and a written exam. Scores will be one through five, similar to other AP classes. A score of three or higher must be obtained on all of the tests to receive the diploma.

The AP Research class will not be offered until the 2015-2016 school year. It will focus on synthesizing information and the research process, eventually ending in a thesis paper and a public presentation or exhibition. This class is designed to help students with their research methods that will assist them in other AP classes and eventually college.

The two classes differ from each other in that the AP Seminar course will explore multiple topics, and AP Research course will be focused on a single research-based investigation.

"It's more about giving as many students the opportunity to enhance their skills. Our mindset is you have these classes that are extremely beneficial to you. Here's another opportunity for you to increase those skills," said Beck.

Mr. Maslanka and Ms. Thompson from the English Department, and Dr. Bates from the History Department are

currently the teachers for the program. They will attend workshops over the summer to develop their curriculum with other teachers from around the world.

Beck said the reason Lane was selected for the Capstone Diploma Program is because the school offers all of the 38 available AP classes. She also said that the AP program at Lane has grown by 700 percent in the last ten years, which likely caught the attention of the College Board. Lane is the only school in Chicago and one of only three in Illinois to join the Capstone Diploma program.

"It would be cool to graduate with the diploma. I bet it will look good for college applications," said Jonathan Vilagomez, Div. 677.

Students will not receive college credit for the AP Seminar and AP Research courses, but the Capstone Diploma will help them stand out during the admissions process. According to the informational handout distributed by the administration, the diploma will be as impressive to colleges and universities as an International Baccalaureate degree. Additionally, over 100 schools have officially expressed support for the program

such as University of Chicago, New York University, and University of Southern Florida.

Because Capstone is a two-year program, only current sophomores and younger will be eligible for the diploma. Current juniors can enroll in the AP Seminar Course being offered next fall.

With the addition of mandatory gym classes for all grade levels next year, some junior students say they are planning on taking the Seminar course in order to get a waiver from taking a P.E. elective. Another reason some juniors will take the course is that National Honors Society, Lane Scholars, and the Alpha program now require it as a part of their programs.

"I wasn't planning on taking it before, but it seems like an interesting class from what I've heard from friends. Plus I'd rather take it than another year of gym," said Candice Ning, Div. 581.

Whether it's to impress college admissions officers, to develop analytical and research skills, or just to get out of taking a gym elective, students who enroll in the AP Capstone Diploma program will be taking advantage of a new and rare opportunity.

## NHS provides students with rewarding experience

By Kalyn Story

The National Honor Society was established in 1948. It was the first national recognition organization for high school students. The club is comprised of juniors and seniors who have shown outstanding leadership and service during their time in high school and earned good grades.

They recognize students for more than just academic accomplishments. They base acceptance on the four pillars of service, character, scholarship, and leadership. They want applicants who are well-rounded in all of these areas.

Ms. Constantine, a guidance counselor here at Lane, encourages all students with a cumulative GPA of 3.75 or higher to apply during their junior year.

"It's a great honor and achievement to be a part of the National Honor Society," Constantine said.

The National Honor Society is very selective and there are many requirements just to apply. You must have at least 50 service hours on record, two teacher recommendations, a non-Lane affiliated letter of recommendation, and at least 75 school points. You get points for every year you're on a sport, in a club, participate in theater or play in a music group for Lane. Applicants also have to write an essay based on a prompt they provide for you. Past prompts have included questions like, "Describe a time in your high school career when you have been a leader," or "For which pillar of NHS would you like to be most famous and why."

Many students join The National Honors Society to build their credentials for college. Rebecca Simmons, Div. 573, applied for National Honor Society this year for that reason.

"It would be really cool to be recognized beyond my grades and how hard I work in high school," Simmons said, "I hope, if I get accepted, it will help me get into a good college."

Simmons put a lot of time and effort into her application. She spent several days in the library during lunch working on her essay. She had her English teacher edit it, and she made several revisions and had multiple drafts of her essay before she felt ready to submit it.

"I am going to be very disappointed if I don't get in," Simmons said. "I try not to get my hopes up, but I worked so hard on my application. I'll be sad if I get rejected."

Madeline Guzman, Div. 479, was accepted into the National Honor Society her junior year. She also put a lot of effort into her application, but she said it was definitely worth it.

"Adults are always impressed when they see my resume," Guzman said.

Guzman thinks The National Honor Society helped her get into the colleges she wanted to. She is unsure where she will be next year but she was accepted into Dominican, North Park, and Concordia.

However, Guzman wishes NHS was more interactive. They meet about once a month and each member has to complete at least three service projects each year. But she feels there is room for more community activities.

"It would have been nice if I could have met some other people with the same interests and goals as me through The National Honor Society," Guzman said.

Shania Sukhu, Div. 477, is the Secretary Officer of NHS here at Lane. She is very grateful for all of the life lessons NHS has taught her.

"National Honor Society has taught me to be more

outspoken," Sukhu said.

NHS provided her with opportunities to step up and share her opinions and ideas.

Sukhu has participated in many service projects through NHS including volunteering at the Breast Cancer Walk where she cheered on runners and handed out flyers, a Family Fest where she operated small rides, supporting participants at the Santa Hustle, and helping with arts and crafts at Zoo Lights.

"These experiences have taught me the importance of giving back," Sukhu said. "I enjoyed interacting with the public at these events, it makes me feel good when I can lend a helping hand."

Sukhu has met some of her closest friends through NHS. Even though it can be time consuming and hard work, Sukhu is extremely glad she is a part of NHS.

Constantine admires the work ethic of most NHS members. While she does not think National Honor Society will be the deciding factor for college acceptance she thinks it gives students a nice edge. A National Honors Society member shows dedication, leadership, and service ability, which many colleges look for in an applicant.

Ann Hyunji Lee, Senior Admissions Counselor at Northwestern University said, "The National Honor Society is one of the many indicators that shows a student is involved and academically driven in their community, but it is not something our directors who are reading applications specifically look for."

There are many ways to show that you are involved with your school and community, being apart of NHS is one way to show that, but not the only way.

Being admitted to National Honor Society at Lane is competitive getting into the National Honors Society is an accomplishment to be proud of.



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# Has Lane's WiFi improved?

By Bianca I. Mena

In the beginning of the school year, several teachers walked into their classrooms with the hopes that their lesson plans went according to plan due to the WiFi connection. Teachers such as Mrs. Custodio and Mr. Law rely on the Internet connection to teach students about the format of a film or the science behind computers.

An article published in The Warrior last October reported that “By the end of November, Lane’s wireless network will have been updated with the newest version of wireless configuration...” But the update was not entirely up and running until the end of February.

“I could say everything was done in November,” said Mr. Miceli, Director of Technology. “Every-



Mrs. Custodio checks her room's wifi.

thing hardware wise was done but there was a lot of unforeseen complications.”

The reason for the update delay was a “channel conflict” between the Internet network for the LTAC and the rest of the school.

“When you operate inside a building with two different networks, at the same time, it can cause an interference,” Miceli said.

During the WiFi update, several areas of the school had weak Internet connections causing a service disruption.

“This area of the building went down and that area of the building went down,” Miceli said. “You got that working and then this went down.”

On Feb. 28, Miceli sent an email to all Lane teachers thanking them for their cooperation throughout the technology update, and saying that he saw “no foreseeable service disruptions” as of Feb. 27.

“Everything is stabilized now,” Miceli said.

Before the WiFi network was updated, Custodio experienced several difficulties.

“It was kind of a game of ‘Who had a working computer?’,” Custodio said. “Three kids [would be] on one computer because two weren’t working. Now with the updates, that is definitely not an issue. I do not begin class with the mindset ‘I hope all the computers work because they all do.’”

Another teacher that has seen the difference in the wireless connection is Mr. Law, a Computer Sci-

ence teacher.

“The wireless is better,” Law said. “Although there are still disruptions on a small scale, there aren’t any large disruptions.”

Now that the new update has been completed, Miceli said the signal range and speed are better.

Law agrees that the Internet speed is now faster, but it will never live up to everyone’s standards.

“The thing with Internet is that it is never fast enough. Even if we had really fast WiFi, someone would complain and say our WiFi is not fast enough. This [issue] is never ending,” Law said

Despite the update of the WiFi connection, Law has still experienced minor connectivity issues in his classroom.

“We still have [issues on WiFi connection] everyday,” Law said. “At least once a day, I will have maybe one or two computers disconnect. Most of

the time, I just need to reboot and [connection] is back up.”

After the rebooting, if the issue is still present, Law has the kids pair up with a partner.

“Usually, by the next period, it’s resolved, it just reconnects itself.”

Law believes that some of the issues that he may be experiencing are not coming from the connection to the WiFi but the laptop/desktop itself.

“A couple of the [Dell computers and laptops], that come from CPS, have batteries on their board that keep an internal clock. And when the battery runs out, your internal clock is up,” Law said. “On a couple of these computers, that battery is dead even though the

computers are only two years old. These batteries should last ten [years] not just a couple.”

If the battery on the motherboard that keeps the date and time up to date is dead, then the network won’t let that computer log in because the date and time are different.

Although the Internet speed and quality has improved, Law believes that Lane needs an even better Internet connection.

“Those kind of upgrades have to come from CPS,” Law said. “Hopefully at some point, CPS realizes that a school of 4400, we need a much more robust wireless network,” Law said.

Miceli believes that the Internet now runs at a pretty good speed.

“Where we are right now, in terms of usage aspects, we are actually not even using up the amount of bandwidth that we need to warrant any future update,” Miceli said.

Currently, Lane is one of only two CPS schools to be updated with the latest network.

“The network update is state of the art AC access points,” Miceli said. “There is only two schools in CPS that have this technology.”

Miceli expects the network update to make a noticeable difference for users in the school.

“I think this upgrade will provide better infrastructure for day to day operations,” Miceli said.

## Archive of the Issue

According to the U.S. Census Bureau, three in four homes have computers. Thirty years ago it was a little different. Here is an article from the 1980s on Lane's brand new computers.

### Computers come to Lane

by Jonathan B. Letchinger

A new computer facility is being planned for by Mr. Schlichting, the math department and students interested in computers. Between twelve and fifteen thousand dollars is this year's projected estimate of the fundraising of Mr. Schlichting and his crew of student helpers.

"A three week course in computer literacy will be given to all geometry classes next year," Mr. Schlichting said. "I'm not setting students up to be computer programmers, I want them to be 'computer literate.' They should know what to look for in a computer, know enough about computers to use them as learning tools. The three weeks will be enough to get students off the ground and interest them in learning more applications of the computer in their spare time."

"The very successful fundraising drive is due to the genuine efforts of Mr. Schlichting, who made this whole program possible," said Computer Science teacher Mr. Keenan. "This year's fundraising is meant to be a supplement to funds from the Board of Education. It's going to happen, but there may be some pro-

blems installing a complete system if the Board doesn't come through with the necessary funds," he added.

Mr. Schlichting is determined, "I can buy the units (17 in all) with the funds that I'll have by the end of the year. The furniture is the problem, but I'll set the units up on cardboard boxes if I have to."

The "floppy disc" auxiliary memory system will allow students a portable, convenient way of using these new computers. "These terminals will be connected in a network system, with a 'host' or central unit servicing sixteen different, independent terminals. The Computer Lab will be available for computer literate students who are interested in working in other disciplines. The sciences, social studies, English and mathematics can all be studied with a computer," Mr. Keenan said.

Evidently, it's about time for a new computer system. Our present Univac system has been called "antiquated" and worse. "It's been so long since people have used punch cards — it's not even funny," said senior computer student Greg Lehman.



# Senior class gift to renovate clocktower

By Erica Rocha

One of Lane's most prominent features is the clock tower. It is featured on the senior class ring, on the school website, school memorabilia, and much more. However, for well over 15 years, the clock in the clock tower has been broken. This may change within a few weeks.

Each year, Lane administration and the senior class officers present two ideas for the senior class gift. This year, the two options were to fix the clock tower or to purchase recycling bins. The Class of 2014 voted on these two options online as a part of the senior notables poll and chose to renovate the clock tower. This means the movement part of the clock will be fixed.

Although many seniors did not vote, Assistant Principal, Mrs. Hanly, said that "[fixing the clock tower] was an overwhelming response versus the other choice."

Despite the fact that the option to buy recycling bins was turned down, Environmental Club is planning to fundraise during Earth Day to buy a couple of bins. However, since a single recycling bin costs about \$400, they are unsure of what the fundraiser may entail.

"They're very expensive so that's why I understand why we had



Mr. Vessalo works in the clocktower.

fees will directly go towards the reparation of the clock tower, a little under \$5,000 being contributed by the senior class. The rest of the cost will need to be covered by the school.

"One thing that's going to save us a ton of money is that Mr. Vessalo, who is an engineer and a physics teacher [at Lane], is going to fix it... he's volunteering to do it," Dignam said.

Vessalo has a Bachelor's degree in Mechanical Engineering and a background of working on cars and a number of different machinery.

Before he was a teacher, he worked as a machinery breakdown con-

sultant in which he inspected large industrial machinery and equipment to evaluate its reliability and identify any functional issues. He believes that fixing the clock has been important for many years.

"When I got to Lane and the clock tower hadn't been working for a couple years, I decided to take on [the responsibility to fix it] and make it work," Vessalo said. "No one else had approached it or decided to work on it so I just took it on myself to decide this is something that needs to be done because the clock tower is iconic of Lane."

According to Vessalo, all the parts from the clock that are currently up today are the same parts that were put in when the tower was built. In order to fix the clock, he will replace the controller, movement (machinery that moves the clock), and a couple of other parts.

"What's up there is over 80 years old," Vessalo said. "It's time to put in more modern technology there."

Vessalo will primarily be working alone or with some of the building engineers at Lane once the weather improves. Since the replacement parts to the clock have arrived, he expects the clock to be in operating condition in a few weeks.

"I'm doing it because I love Lane Tech... it's such a great place and I just want to continue to improve and make Lane a better place to be," Vessalo said.

A plaque labeled "Clock Tower Renovation - Class of 2014" will most likely be placed on the wall between the third and fourth floor at staircase O once it is completed.

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# Goodman Theater presents plays, poetry on racism

By Walker Post

Six plays, six poets, six hoodies.

On March 3, 2014 the Goodman Theater in association with Victory Gardens put together an event called *Facing Our Truth: Shorts Plays on Trayvon, Race & Privilege*.

The performance was free by reservation and the main stage of the Goodman was packed with an audience who were vocal in their appreciation.

Trayvon Martin was an African-American 17 year-old who was shot and killed by George Zimmerman on Feb. 26, 2012 in Florida after an altercation. Zimmerman, who was the neighborhood watch coordinator, called 911 claiming to have seen a man acting suspiciously. The 911 dispatcher told Zimmerman not to pursue the individual, but he continued to follow him, eventually leading to the struggle.

Zimmerman claims to have been acting out of self-defense and was treated for wounds to the head. He argued that he was following Florida's Stand-your-ground law. Zimmeramn was found not guilty in the summer of 2013. This case raised awareness to the problem of profiling African-Americans as "dangerous."

The performance began with the short plays featuring about four actors in each. Themes included racial profiling, lack of empathy for people of color, and the controversy around Martin. In most of the performances, actors reenacted potential ways in which an African-American might have been gunned down, indicating that any one of them could suffer a fate similar to Martin's. Actors all wore hoodies as a symbolic gesture since Martin was wearing one when he was shot.

One of the plays consisted of three friends: a white male, white female, and black male. The African-American friend leaves to grab them an Arizona tea and a bag of Sour Patch Kids (similar snacks that Martin had with him when he was shot to death) so his friend can confess to the girl that he likes her. As the two are about to kiss, they hear a gun-shot, implying that their friend had been killed.

The crowd erupted into applause at the end of this closing scene.

After a brief intermission, six poets walked on stage. One of them was Malcom London, who began the event by saying, "It is 2014, and according to a tweet by the Republican Party, Rosa Parks is into racism." A burst of laughter followed from the audience. He then talked about being pulled over in his car by police 11 times within a two week span.

"It is 2014 and every 26 hours in this country a black person is gunned down by police or a self appointed vigilante," London said. "It is 2014 and it seems we are in a lot of trouble."

London's emotionally charged poem set the tone for the following performances.

Ethan Viets-Vanlear, poet and former Lane student, followed London and focused on the dehumanization of African-Americans.

"I was born in a dungeon, where no light can see through, where people tend to stare, but nobody really sees you," Viets-Vanlear read.

Viets-Vanlear is a social activist and wanted the audience to understand his experiences as a black male.

"I was born in a hoodie, I hope I don't die in one too," Viets-Vanlear recited. "I was born in a dungeon, I hope I don't die in one too."

London came up with the idea for the event in winter of 2013 and began contacting young poets and actors to pitch to them the idea of a performance to honor Martin.

This was not the first time the poets had performed in front of an audience. On Mar. 2, they recited their poetry at Columbia College. With a crowd of about 50 at that event, the performance was much more intimate.

Sam Lisec, Div. 764, a member of Lane's slam team, was in attendance. He stuck around after Lane's poetry slam to watch the event at Columbia.

"It was eye-opening," Lisec said. "I'd definitely suggest anyone [attend] events such as these."

Kaina Castillo, Div. 475, another member of Lane's slam team, heard about the event through social media sites and Young Chicago Authors.

"Walking away, I was really frustrated," Castillo said. "Some of these problems with racism have no one solution."

Events like these serve to bring awareness to the topic and make the message more personal. Castillo felt that the performance gave her a clearer understanding of the struggles faced in African-American culture.

"[The performances put] a story to a face, to a name, and [help us realize] how present and alive racism is," Castillo said.

Castillo says people can be reluctant to attend poetry-based events, but thinks the Martin tribute is important when spreading awareness on social issues, like racism.

"There needs to be a higher platform to promote these events," Castillo said.



Above and Below: Poets rehearse prior to their performance at the Goodman.



## Students react to change in teaching of sex education

By Evangeline Lacroix

Every Jan. 1, bills that are passed in the Illinois Congress in the previous year become law. A new law that is now in effect mandates that all Illinois school districts with sex education courses must change their curricula to teach students about contraceptives and STDs in addition to abstinence.

The teaching of contraceptive use has been required in CPS high schools since 2008. Lane's policy in freshman health classes is to teach abstinence first with a supplement of contraception. Many students at Lane feel that this change to state curriculum is important for students across Illinois.

"Sex Ed is not about: 'here are some condoms, so go out and have sex.' It is more like: 'here is the condom, so if for some reason you manage to get laid, here it is so you will not get your

girlfriend pregnant,'" said Mabel Escobar, Div. 480.

A prime example of the potential success of this new bill can be seen in California. The teen birth rate dropped 60 percent between 1991 and July of 2013 (as reported by California Department of Public Health). The drop occurred within every ethnicity and socio-economic level as well. Leaders in the CDPH attribute this to comprehensive sex education in public schools and community based programs that provide safe sex information to teens and their parents (as reported in a July 2013 Huffington Post article).

In Chicago, teen pregnancy rates dropped 33 percent from 1999 to 2009, yet Illinois still has the 25th highest pregnancy rate in the country. This new sex education law was put in place in the hopes that other regions in Illinois will be just as successful in dropping teen pregnancy rates.

The law is based on the idea that if students are taught the importance of safe sex, and how to effectively use contraceptives, more sexually active teens will use contraceptives.

"It should be the parents' responsibility [to teach their kids]," said Nayelli Duran, Div. 477. "They don't for whatever reason, be it [because] they feel awkward, they figure their kids will learn about it some other way, or they don't want to, or they forget. It is not always going to be up to the parents. Teenagers have a lot of questions, they are just too afraid to ask, and I think adults who take the initiative, is really important."

Because parents may not always involve themselves in their children's sex education, teenagers are often left to learn from fellow students who could be misinformed.

"There are some people who think that xyz is true when it isn't

true," said Jacqueline Pushman, Div. 462. "In my freshman year health class the teacher said 'you can ask me whatever questions that you want, and try to be respectful of others people's questions.' There were some questions where I thought: how do you not know that? But there are people out there that don't know things. It is better to hear from an adult than a friend about something you don't know."

Rather than comprehensive sex education, abstinence-only sex education is mainly taught in more conservative parts of Illinois.

"Abstinence only teaches you 'yes, sex is bad. Don't ever touch each other or touch yourself because bad things happen when you do that,'" Escobar said. "Because such an old view of sex education is taught [in some places], it really hurts kids. Students are taught that sex is bad, bad, bad. When contraceptives are taught in a way like 'sex is good for some reasons, but it should not be done until a certain age. But if you do, here are the things that help protect you,' it is more effective."

The Center for Disease Control has found in a 2010 study that southern states that exclusively teach abstinence in sex education classes have a higher rate of teen pregnancy. The study found that sixty percent of teens

in abstinence-only classes do not know the effectiveness of contraceptives such as birth control and do not use it even though many students are sexually active.

In a 2001 study by U.S. Department of Health and Human Services, researchers reported: "The most consistent and clear finding is that sex education does not cause adolescents to initiate sex when they would not otherwise have done."

**"Teenagers have a lot of questions, they are just too afraid to ask," - Nayelli Duran**





# Soda restriction laws stir up debate



By Corrine Meyers

For many teenagers soda is a part of everyday life; however, some states are trying to pass laws to decrease the amount of soda people consume.

Soda has many negative side effects including obesity, diabetes, and tooth decay. States such as California and New York are trying to implement laws that will get people to drink less soda.

Legislators in California are trying to enact a law that would require warning labels to go on all sodas that are over 75 calories per 12 ounces. In 2013, the New York mayor, Michael Bloomberg, tried to ban drinks larger than 16 oz. (more commonly known as the Big Gulp ban) in an attempt to get people to stop drinking as much soda; however, the law was deemed unconstitutional.

On Jan. 1 Samantha Maslona, Div. 473, was sitting in Potbelly with her friends and decided not to get a soda because she had been drinking more of it over the holidays and it had been making her feel sick.

"[The sick feeling] is when you realize that you've had too much sugar and your mouth feels all gross," Maslona said.

After this day at Potbelly, Maslona and her friends decided that they would not drink anymore soda and so far it has stuck. After she stopped drinking soda she thought back to when she drank it more often. She remembers thinking it was weird putting chemicals into her body without knowing what they were.

"Every time I would drink soda I was thinking 'Why does it look like this? What makes it light or dark?' The fact that I didn't know the answers re-

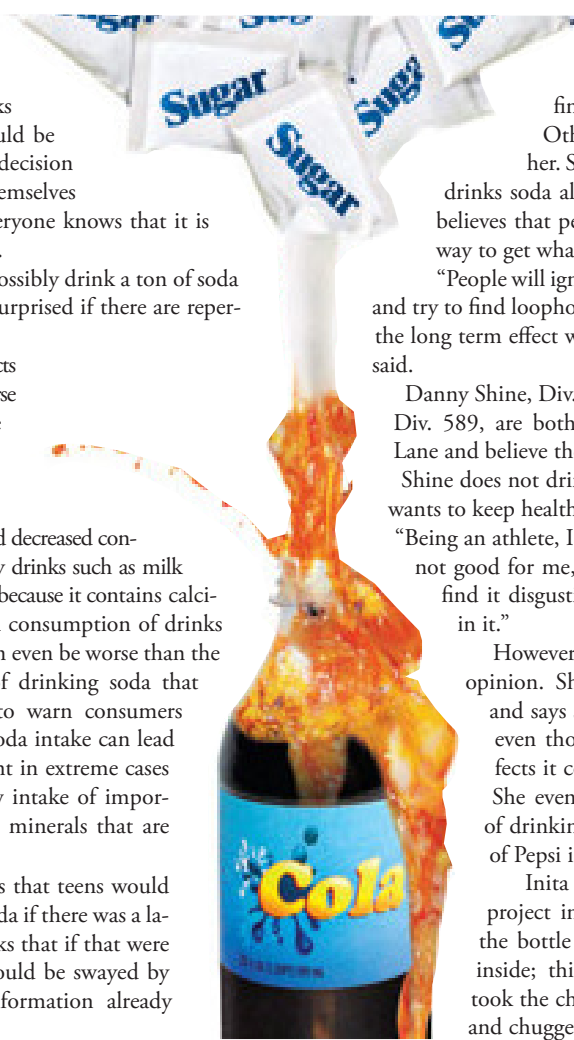
ally weirded me out," she said.

Maslona thinks that everyone should be able to make the decision to drink soda themselves because almost everyone knows that it is not good for them.

"No one could possibly drink a ton of soda every day and be surprised if there are repercussions," she said.

The long-term effects of soda are even worse than many people know. Some studies have found a correlation between high soda intake and decreased consumption of healthy drinks such as milk which is important because it contains calcium. The decreased consumption of drinks other than soda can even be worse than the common effects of drinking soda that labels are trying to warn consumers about. Increased soda intake can lead to malnourishment in extreme cases because of the low intake of important nutrients and minerals that are in other drinks.

Maslona believes that teens would not stop buying soda if there was a label on it. She thinks that if that were the case people would be swayed by the nutritional information already on the label.



"Honestly, if people want to get a lot of soda they will find a way," she said.

Other students agree with her. Saneer Kassam, Div. 765, drinks soda almost every day and he believes that people will always find a way to get what is banned.

"People will ignore this [Big Gulp ban] and try to find loopholes in this ban which in the long term effect will only be hurtful," he said.

Danny Shine, Div. 561, and Angela Inita, Div. 589, are both on Lacrosse teams at Lane and believe the same is true.

Shine does not drink any soda because he wants to keep healthy for his sport.

"Being an athlete, I try to avoid it since it's not good for me," he said. "Personally I find it disgusting how much sugar is in it."

However, Inita has a different opinion. She loves to drink soda and says she can't resist the taste even though she knows the effects it could have on her body. She even has a personal record of drinking a one and a half liter of Pepsi in 15 minutes.

Inita needed a bottle for a project in engineering. She had the bottle but also had the soda inside; this was a problem. She took the challenge given to herself and chugged the soda down so she

could use it for the project.

"[My stomach] was unbearably painful afterwards," Inita said. "I felt so sick but so accomplished."

As an athlete she makes sure to balance out the soda with healthy foods and extra time running before her practices.

She does agree with Shine that there should be no banning of soda.

"It would rustle some feathers but nothing more," Inita said. "Warning labels would be better than that."

Not everyone agrees that warning labels would be the right thing. Starr Briscoe, Div. 557, doesn't think that labels are the way to go.

"Obviously sugary stuff will make you get diabetes and tooth decay," she said. "But warning labels? That's unnecessary."

She also disagrees with the banning of soda because she believes that Americans should be free to choose for themselves.

"People should have the choice to buy or eat what they want," she said. "If people want to be unhealthy, let them."

Lesley Bustos, Div. 550, drinks soda every day, but agrees with a ban. She thinks that if you are obese, have tooth decay, or have diabetes you should, by law, have soda restrictions.

"It [soda] should be banned from those who may have or already have gained the negative side effects," she said.

Soda is an unhealthy drink that has bad side effects and many students believe action needs to be taken.

"I think people should just know," Briscoe said. "Soda doesn't cause obesity, people cause obesity."

## Push for raise in minimum wage begins

By Anna Lagatutta

After years of being forced to work tough jobs on a low wage, Americans may finally be getting a change; for the better.

President Obama is pushing to raise the minimum wage, potentially changing the lives of families around America. Raising the wage could change college plans for students at Lane, too, giving them a better chance of affording it.

For some students, college money comes directly from their parents' pockets. Whether these students are working through high school or not, they never had to worry about having enough to go away to college. But some students do not have this luxury; they are forced to work after school, over the weekends, and make their own income if they want a four-year college experience.

"I'm paying for my whole tuition by myself. Honestly, working is rough and the fact that we get paid such a low price to do so much work is unfair," said Gracie Omachi, Div. 584.

Omachi works part-time at the Walgreens in her neighborhood. As an employee of 2 years, she is required to control the register and work in the stockroom. She is still working off of a minimum wage salary, which makes the idea of paying a full college tuition unnerving.

What is challenging for a lot of students is that they aren't even making \$8.25 hourly, since much of their money is reduced due to taxes.

"I wouldn't even mind that one third of it goes to taxes if I felt they actually put the money to good use. But the other day I hit a pothole so big, I had a flat," Omachi said.

In the past few months, Obama has travelled around the country strongly urging to raise the national minimum wage to \$10.10 an hour. Working students here at Lane have been dealing with the low wage, and among those struggling with it are the students who are working to pay their way through

college.

Tess Conway, Div. 558, has also been working her way through her junior year. Although Conway is not paying her full tuition, she is helping pay some of the costs.

"Raising minimum wage would help me pay for personal expenses during college, and also travel expenses so I'd be able to travel home more often," Conway said.

On Mar. 11, Obama visited a Gap in New York City to show his support of raising the minimum wage. In recent months he has had direct contact with a lot of people struggling with such jobs and is pursuing the campaign with great ambition.

"I'm glad Obama is pushing it. People who work so hard and all the time deserve a higher minimum hourly wage," said Shannon Ernst, Div. 570, who has been working at a movie theater for the past 6 months.

Whether it's due to the fact that the raise will not make a large impact, or that it just doesn't make sense, not everybody believes that the minimum wage needs to be raised. Vance Rockford, Div. 582, has worked with children at a park for the past two summers.

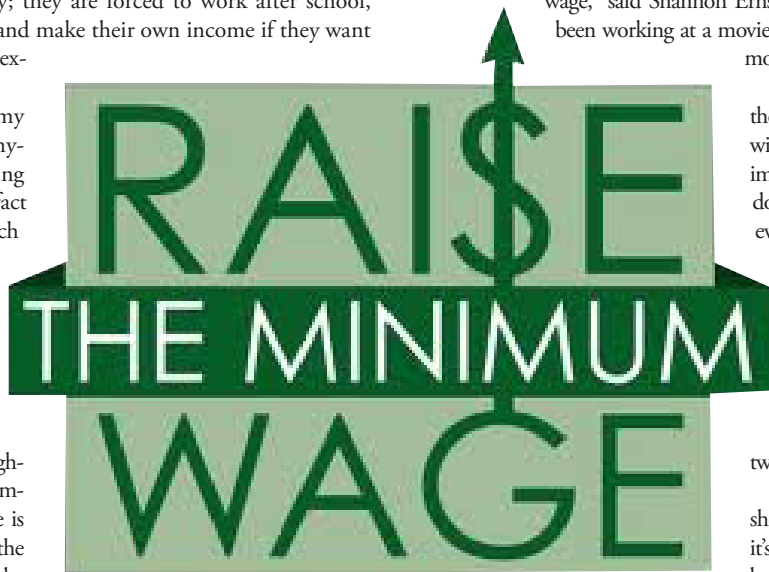
"[Minimum wage] should be raised, but it's not really necessary because it won't help out that many families, or [help] kids pay tuition since it wouldn't be a high enough pay raise," Rockford said.

After working a minimum wage job himself, Rockford feels that the salary should depend more heavily on the specific position, and the tasks the worker is required to do.

"I was dealing with kids. I think [wage] depends on the job and the workload," Rockford said.

Either way, Obama is still determined to spread the word and make a change. Around the city there have been several petitions and protests against the current base pay. Although she hasn't participated in one, when asked if she would be willing to, Omachi responded:

"Yes. Definitely."



## Program offered for students with parents suffering from alcoholism

By Danah Bialoruski

This spring, Mr. Cox, a Lane social worker is offering up a program for students who have parents that suffer from alcoholism or any type of substance abuse.

The program is intended to help inform students of what alcoholism is, offer them some sort of therapy, and allow them to be surrounded by other students dealing with the same issues who can help be supportive to one another.

Cox said that in his 25 years working at Lane, he has encountered many students who were struggling with alcoholism in their family. He says that Lane had a program that helped students who suffered from substance abuse in the late 90s to early 2000s.

"I've seen a lot of kids who have been affected by this," Cox said. "Alcoholism is sort of a family disease. If you have a parent or parents who are alcoholics or have dependency issues, it kind of trickles down to the child."

Before the Special Ed department came to Lane, the school was given around \$22,000 a year to use as they pleased with programs. The former principal, Dr. Sherman, allowed Cox to spend the money on whatever programs he deemed necessary. He ended up bringing a program called Safe and Drug Free Schools to Lane that focused on students who suffered from substance abuse. Once the Special Ed department came to Lane though, the money was diverted there, leaving the substance abuse program unfunded.

He says that students who come from alcoholic households typically have a harder time coming to school and concentrating. Their home life also does not offer them a proper study

atmosphere that they need in order to concentrate on homework.

"It can also affect students to the point where they become a caregiver at home," Cox said.

Since many suburban schools have solid student assistance programs, Cox hopes that starting this program will allow it to expand to a more extensive program in the future.

"Most schools have one or two social workers who are licensed to provide substance abuse services to students," he said. "All they do is help students with substance abuse and interventions."

During the program, Cox hopes to have ten sessions with the students. He wants to teach them more about what alcoholism is and provide them with a safe environment to be able to talk about it.

"A lot of kids grow up in families like this and experience alcoholic parents first hand but don't really understand what alcoholism is," he said.

When the students are referred to Cox, either by a teacher or found by Cox himself, they take a screening tool, like a questionnaire, to examine how severe the alcoholism at home may be in order to be able to understand the student better.

"Kids take on certain roles in their families and it kind of defines who they are," Cox said. "There is a lot of shame and guilt of who they are and use cover ups to hide who they are."

The program will start as mainly a program to help kids who have alcoholic parents. Cox hopes it will expand into a more dense program that will allow both students with substance abuse problems and children with parents who have substance abuse problems to be able to come together.



# Lane Buddies program thrives with friendships

By Alexandra Madsen

Most students only see the Lane Buddies during lunch or passing periods while walking through the halls in the PE Leaders class. Many do not know that these special needs students actually have a daily schedule very similar to their own.

Over the last year, the Special Needs Department has been taking steps to help its students' schedules function more like a regular school day.

Lane Buddies club sponsor and special education teacher Ms. Tucki, formerly Ms. Murphy, said that the change was a big step for the program to mimic a general education student's life more closely.

"This is a really great start for us because we want to have that similar life experience for the students," Ms. Tucki said. "It's not normal for students to sit in one classroom all day, so now we rotate as such and each class has more functional independent living skills."

Each day the students interact with their general education buddies through the Lane P.E. Leaders class. In class, they have the opportunity to improve motor skills and connect with someone outside of the cluster program. Mr. Hofman runs the P.E. Leaders class. He organizes scavenger hunts and other P.E. activities adapted for the students, such as a modified version of musical chairs, called "musical spots," in which no chairs are used.

Madi Maldonado, Div. 455, is in her first year of Lane Buddies. Alongside friends from previous years recommending the class to her, Maldonado also grew up with an autistic cousin. She knew about disabilities her entire life, and from spending a lot of time with her cousin, she knew that the class would be a good fit for her.

"I love the class so much," Maldonado said. "It takes so much patience, but it has taught me so much. Every day I have to think about how I treat him, and how I act around him because I need to remember [that] he has this disability, but he is also a 22 year old man and I need to treat him that way."

Throughout the year Maldonado has been trying to gain the trust and friendship of her buddy through treats. Frequently Maldonado brings her buddy, Dominic Szuba, Rice Crispy Treats and Pop Tarts, which he



Maddie Lord and her buddy, Damian, walk through the hallways of Lane.

gets excited for. For a Christmas present this year they bought him a whole box of Pop Tarts and Rice Crispy Treats.

"It was so funny. I brought them out and his eyes instantly lit up," Maldonado said. "I was giving him bits of it at a time but I decided to give the whole thing to him, and he shoved it in his mouth!"

Though Maldonado's buddy cannot speak, before she leaves every day she asks him for a hug and he leans in and rests his head on her shoulder. However the other day, as she asked him for a hug at the end of the day, he sprang his arms out and wrapped them around her.

"I was just like wow!" Maldonado said. "I know I see him every day, but because he can't speak, I don't always know what he's thinking. But when I got that hug, I knew that he likes me, and enjoys [spending time with] me."

Maldonado has considered going into special education in college, but she also

knows it takes a special kind of person to teach special needs students: someone with a lot of patience who can handle all the responsibilities that come with being a special education teacher. It is an option for her in college, but spending time with her buddy Szuba has helped her to realize the amount of love and care that goes into taking care of her buddy.

"I think the way the buddies are treated is really awesome at Lane," Maldonado said. "I feel really fortunate to come to a school where I walk down the hallways with Dominic and people say 'Hi' to him and I don't even know them."

In her first year of P.E. Leaders, Elizabeth Lefkow, Div. 589, has come to notice little tricks her buddy will do to cheat in games, like musical spots.

"They're really competitive," Lefkow said. "My buddy Brian will sit on the dot and not move, or sometimes he'll drag the dot with him so he always has a dot under him."



Joe Loch and his buddy, Noah, take part in a scavenger hunt.

# Lane students victims of CTA thefts

By Nicole Johnson & Annie Zorn

Jay Mambo-Franzmeier, Div. 753, leaves his house at 5am so he can start his hour and a half commute to Lane on time. He boards the Red Line at 87th Street and quickly falls asleep after the train starts to move. Seventeen stops later at Fullerton, Mambo-Franzmeier wakes up and realizes that the iPod he had been listening to was missing from his pocket. After a panicked search, he realizes that his iPod has been stolen.

Mambo-Franzmeier, like many other Lane students, is a victim of a CTA theft. These thefts have not only taken place on the train but also on buses in varying parts of the city.

"I woke up and started freaking out after realizing it was gone and that someone stole it," Mambo-Franzmeier said. "There were other people on the train and they didn't seem to care and just looked at me. One woman was telling me that she saw someone doing something. I would be willing to bet money that at least two people saw it and didn't say anything."

Mambo-Franzmeier's search for his missing iPod did not end there.

"I called both lost and founds just to make sure it didn't fall out or anything," Mambo-Franzmeier said. "I called Howard and I called 95th. I was going to file a police report because that's what Apple said to do. Police say that thefts are really hard [to solve]."

The moment a student takes out their electronic device on public transportation, they become an instant target for thieves who prey on CTA passengers. Earlier this winter, Mae Christianson, Div. 655, took out her new iPhone 5 from her pocket to respond to a text while she was waiting for the bus at the Kimball Brown Line station.

"A guy came up and grabbed it out of my hands," Christianson said, "I wasn't really thinking and I just used my instincts and started running after him. I was scared that I wasn't going to get it back and that my parents would be mad if I lost it."

Another pedestrian across the street grabbed the person's arm, causing him to drop the phone in the snow and run away. Christianson was grateful-- and lucky-- to get her phone back in working order.

Police say that cell phones are the most frequently stolen items on trains and buses. They have become a popular target for thieves and pickpockets because they can resell the phones on the black market for up to \$500.

A Chicago Tribune article published in 2012 reported that between 2009 and 2011 robberies of CTA passengers were up 69 percent. These statistics are particularly alarming to the many students at Lane who commute on buses and trains.

The electronics are most commonly stolen from purses and backpacks, but some riders have had their phones stolen directly from their hands.

Angelica Evan-Cook, Div. 578, had someone attempt to steal her phone right out of her hand while riding the Addison bus to Lane after rowing practice.

"A guy was waiting to get off the bus and when [the bus] stopped, he tried to grab my phone," Evan-Cook said. "I held on to it strong and kind of scratched his hand. He ran off the bus and I sat there in shock."

Destinee Cambium, Div. 464, had her phone stolen while riding a CTA bus.

Cambium was riding the Western bus when her phone was stolen. Seeing a friend on the bus, she took out her earphones, leaving her phone in her pocket. While getting off the bus to make a transfer, Cambium noticed that her phone was missing.

"I realized as I was starting to get off, 'oh, I don't have my phone.' So I went back on the bus because I thought maybe I dropped it or something," Cambium said. "When I went home to use the phone tracker to see if they could track [my phone], I realized that my Wi-Fi had been turned off."

Cambium contacted the CTA to see if a phone had been turned in, but there were no leads.

"I just felt violated since it had all my personal stuff," Cambium said.

Although Cambium had a new phone within a week, she lost the opportunity to travel to Ghana after her mother decided that she was not observant enough to go on the trip.

Some students such as Alix Pamatian, Div. 455, are so wary that

they keep their phones in their pockets when on the CTA. They've heard stories from friends and on the news that make them think twice about taking out their handheld devices on the train.

"I feel like someone might try and steal my phone when I take it out. I don't want to risk it," Pamatian said.

In order to prevent these thefts from happening, Mr. Milsap, the Dean of Students, gives Lane students the same advice he gives to his son.

"Whenever you are on the CTA, don't take your iPod out, don't use your phone, or anything," Milsap said. "Thieves prey on your lack of knowing your surroundings. If you don't know your surroundings you don't know who is around you or who is looking at you."

While thefts have slightly decreased since the introduction of new cameras and security personnel at CTA stations in 2011, it is still important to be careful with your electronics when you are on the train or bus.





# Aviation hobby lands Hruswicki sponsors, career options

By Andjela Bursac

Most teens spend their free time hanging out with friends, or doing homework, maybe playing sports. But Patric Hruswicki, Div. 588, flies helicopters and airplanes.

Hruswicki has been fond of aviation since the age of six, and his hobby has taken him to heights involving future careers and colleges. He flies model airplanes and helicopters.

"My father introduced the hobby [model aviation] to me after starting the hobby himself in 1996. I learned quickly and began flying these remote controlled model airplanes competitively at age age," Hruswicki said.

Model aircrafts are replicas of existing or imaginary airplanes and helicopters that can fly and compete in international contests. People of all ages compete too.

"Since the sport is mainly dominated by middle-aged people, I was only one of the handful of young kids skilled enough to be flying at competition level," Hruswicki said.

Most competitors range from ages 25 and older.

"I'm usually the only kid my age at competitions, so it's a unique experience. When I was new to the competition scene a lot of seasoned competitors underestimated my skill," Hruswicki said.

Competitions are held all over the country and usually span over three days. Competitions include commentators and a panel of judges. The competition consists of a freestyle portion where competitors choreograph a flight to music and a second part in which they must fly a set list of



Hruswicki flies his Aerobatic Scale Model of an Extra 300 plane.

Photo provided by Patric Hruswicki.

maneuvers precisely.

"My greatest achievements so far have been winning 1st in two regional competitions, 3rd in the National Aerobatic Championships in 2012 flying giant scale model airplanes, and 1st place at a National Indoor Aerobatic Cup flying model helicopters in 2012," Hruswicki said.

Prizes at national competitions include monetary ones, as well as recognition from sponsors and companies. The more help you get from sponsors, the more places you can go. Hruswicki is sponsored by Empire Hobby, Gau, JR America, VP

Racing Fuel, Powermaster, OptiPower, KBDD, and MicroHeli, which all provide him with equipment as well as travel and hotel costs. The most he has won at one competition was \$1500.

"Throughout the years, I have gained the support of many sponsors which aid in accessibility to equipment and travel. I have been to Florida, Ohio, Michigan, Indiana, and Las Vegas for competitions," Hruswicki said.

This interesting hobby can also span into future career options.

"I plan on continuing into college with a focus

of being a commercial pilot and/or aerospace engineer. My college of interest is Southern Illinois University in Carbondale, IL however, Embry Riddle Aeronautical University is also an option. My main goal for this year is to obtain my private pilot's license for powered aircraft as well as a glider pilot license," Hruswicki said.

Hruswicki also started Lane's aviation club his freshman year, along with friends. They meet together to fly models, and hang out.

"I created the Aviation Club in our school mainly to spread interest in the field of aviation. Since my freshman year, I have invited several different commercial pilots for presentations and have been to several SIU college tours together as a group to tour their aviation facilities and airport. We are expecting a tour of Midway Airport's control tower in this upcoming spring," Hruswicki said.

Patrick Begalowski, Div. 588, is a friend of Hruswicki and fellow Aviation club member. The club meets to fly models in school gyms, and outside in The Memorial Garden when the weather permits. They also spend time discussing their annual trips to SIU.

"Once a year we take a field trip, and fly in a plane from O'Hare to Carbondale. We tour the planes, helicopters, and mechanics, as well as a campus tour. Some people got to fly in a small plane too, but I was not one of those people. We finally go back to the airport, get pizza, and fly home," Begalowski said.

Interesting hobbies can be found all over Lane, and can set you up for cool experiences, memories, and maybe even a future career.

## Perks, drawbacks of working second shift janitorial job

By Kendall Hill

In a blue polo embroidered "United Building Maintenance Inc," Lucas Meija swept down the four-story "M" staircase late in the afternoon. While late for students to be in the building, his work is just beginning.

Meija is a janitor for Lane and has been for about 12 years. At the age of 58, Meija is in charge of cleaning the hallways from M to A and A to C, including all the classrooms inbetween.

"Classrooms are the hardest. Not that [hard], but there are twenty-two [I have to clean]," Meija said.

Meija and his colleagues work late hours to keep Lane clean.

"It takes eight hours. I start at 3 o'clock and go home at 11:30 pm," Meija said.

Because of the hours he has to work, Meija feels as if he is somewhat nocturnal. Sleeping from midnight to eight in the morning, and leaving for work at about 2:30pm.

Despite his hours, Meija says that it is one of the best parts of his job.

"I love being nocturnal. I work the second (janitorial) shift," Meija said. "For me it's the best."

Meija believes that one of the worst parts of his job is working in the snow.

"In 2007, I broke my wrist cleaning the snow...It's crazy," Meija said.

Meija was shoveling snow outside M in the late winter season. In March 2007, Meija broke his wrist and was taken to the hospital. However, Meija mainly blames the cold for this.

"Sometimes it is very very cold. This year has been too much," Meija said.

He blames his displeasure for the cold on the fact that he is not from Chicago.

Meija is originally from Guatemala, where the average temperature is 85 degrees annually.

"In Guatemala, the whole time it is like the summer here!"

Meija is more comfortable working in the heat. His family owns a farm, and he used to work there before moving to The United States.



Meija cleans a classroom after school.

"I worked in farming. [I farmed] tobacco, tomatoes, and corns," Meija said.

Meija believes that coming here was best because of money and his family.

"I came here for my son and daughter. Here it is better for them," Meija said.

Meija believes that by moving to America, he set up a better chance for his two children to be successful.

Meija's daughter, who is 21, is a student at Northpark University. His son is 25, and he currently works in the city.

When Meija first moved here, he studied English at Truman College. After studying for five years, he still feels like he does not understand it.

"I don't speak English alot because here my co-workers speak Spanish, too,"

Meija said. "I studied English, but never really practiced."

Meija said that English is really something just in the back of his head, and he only uses it when he needs to.

"I read English a little bit. I can write a bit. But understanding it...no. For me it's more [of a] problem listening," Meija said.

Meija feels apart of the Lane family. After working here for 12 years, he does not plan to leave.

## Students plan to take additional AP tests without taking class

By Hector Montalvo

Denya Albasery, Div. 452, wakes up to the noise of her alarm clock. She gets ready to come to school and starts her day at door A getting a tardy slip at 8:01.

Albasery, like most students, has to deal with time management somehow in the 8 periods at Lane. Even though there are a number of classes Albasery can take, she plans to take credit for two more additional classes. These credits are in form of AP credit.

Albasery plans to take the May AP test without taking the class.

"As a senior, I'm coming closer and close to my college decision for next fall," Albasery said. "As college is important to me, so is the financial aspect."

Albasery has researched schools with a price tag ranging from mid \$20,000 to \$60,000 for tuition a year. She sees AP credit as a way to reduce the price of college as it takes away college

requirement classes, or Gen-Eds. Some tests that she will be taking in May without taking the classes are AP United States Government, and AP English Language and Composition.

"Before signing up for my senior classes, I looked at the future colleges I was planning on to apply to and seeing if they actually accept the credit," she said. "Because I don't want to be wasting my time."

Most colleges accept credits earned at a score of 3, but some have ranges where they only accept 4-5 scores. Although some colleges have their own discretion on how to honor AP credit, they still help in the application process and beyond.

According to the College Board website, students who take AP exams are likely to graduate in four years, while most students take five or six years, and sometimes even

longer, to earn a bachelor's degrees.

As taking the AP test in May without the class is an alternative for some students, some do not agree it is for everyone.

"I feel like doing the 'taking the AP test without the class' thing is not for me," said Nate Haynes, Div. 464. "It's like I would be paying the fee but without the knowledge I could gain in the class. I feel if I were to do that, I would be unlikely to do well on the test."

Some students also agree with Haynes.

"Honestly, the classes just seemed interesting to me," said Carolyn Lukes, Div. 453. "Plus, I didn't really want to slack off too much my senior year, so taking AP classes seemed like they'd help keep me going."

There are conditions if a person decides to take the test in May. Students who take the end of the year AP exam, but are not currently in the AP class, will not be able to take

the AP class the following year, according to the Lane Tech website.

Although some of these students are not learning the material at a traditional classroom setting, they are studying independently at their own pace.

"I study whenever I have the time," Albasery said. "It's very flexible for me and I don't have to do additional homework for those extra two classes if I were to take those courses. Though, it's sometimes really easy to get distracted by things and not having pressure given by a teacher."

Though some students are completing the AP test in a different manner, both sides are studying for the test.

"These 5 AP tests are draining me out," Albasery said. "I can't wait until May after I complete the tests. Then I can finally relax."

***"It's very flexible for me and I don't have to do additional homework for those extra two classes if I were to take those courses."***

***- Denya Albasery***



# Lane students, staff form relationships with their cars

By Marissa Higgs

Leroy, the big, bright red 2004 truck with license plate “LUV-GUNS”, is not a vehicle that gets overlooked in Lane’s parking lot. It has been an important part of Mr. O’Brien’s life for the past five years.

Cars serve as helpful transportation and symbolize freedom for both the young and the old. Students and teachers at Lane admit to having special relationships with their automobiles.

O’Brien loves driving his truck. He thinks it is fun and roomy, and the only thing he dislikes about his truck is that it currently is a bit messy. So far, Leroy has been good to O’Brien. Taking care of his truck is a priority for him.

“I always take it to the shop, make sure I get my oil changed, I make sure to get new tires, any work that needs to be done with the engine I take care of it right away,” O’Brien said. “I’m constantly washing or waxing the truck, cleaning the inside of it out, trying to find new toys to put on the inside of the truck. I have cameras, CDs, [and] scanners.” The scanners allow him to listen to different reports around the city.

He does not like things stolen from him, and he especially does not want anything bad happening to his vehicle. That is why he takes extra precaution when it comes to keeping Leroy safe. There are four hidden built-in cameras in his truck. If anyone were to steal his car, an emergency call would be made for 12 separate phone numbers, and pictures would be taken of the person driving the car from four different angles. O’Brien said he could then go online and literally watch whoever was stealing his car. Along with the cameras, there is a GPS tracker in the car so the police would be able to locate it in emergencies.

O’Brien is not the only person at Lane that goes a step further in protecting his car. Ricardo Reyes, Div. 479, has had his car for about a year. He had a few problems before with a previous car.

“When I bought this [car], I said I would put in something to take the steering wheel off so it would [be more difficult] to take the car,” Reyes said.

Now whenever he parks his car, even at his house, he removes his steering wheel and carries it with him.

Like O’Brien, Reyes is very particular about taking care of his car. He prefers to do the work himself. Work-

ing on cars since he was about 11 years old, Reyes knows quite a bit when it comes to repairing automobiles.

“I’ve done two motor swaps, I got another one that should become a turbo motor for it,” he said. “I’ve done a full interior on it, and I had plans to put full body kit, lower it, and I’ve put HIDs (High Intensity Discharge lights) on it so far.”

Currently, Reyes says there are a few minor electrical problems with the car, but he will continue working on it. During the summer he will usually spend everyday working on the car, that unlike Leroy, does not have a name.

Another student, Jake Zurkowski, Div. 469, enjoys working on his car as well. So far he has worked on the exhaust, changed the rims, and added a new grill to his 2009 Dodge Charger. While Reyes’ par-

***“If I didn’t have a car, I wouldn’t have a life.”***  
- Nina Saenz

ents believe he is obsessed with keeping up with his car, Zurkowski feels he is not too attached to his vehicle. In fact, sometimes he feels it is difficult having a nicer car.

“It’s a nice car, it gets me around, but it sucks having a nice car because you have to take care of it. You can’t just park it anywhere, it’s noticeable. I think I get looked at differently,” he said.

Zurkowski works at a bowling alley and therefore pays for his car himself. Nina Saenz, Div. 463, has paid a lot for her car recently. She feels she has more of a love-hate relationship with her car.

“Someone slashed my tires and I had to call a tow truck. It was like calling an ambulance. I had to pay \$60 just for the ‘ambulance,’” Saenz said. Almost immediately after getting her car fixed, she popped a tire while driving over a pothole.

She believes she has a bad relationship with her car.

“If I didn’t have a car, I wouldn’t have a life,” Saenz said. “My car is kind of like my boyfriend. It’s like a love-hate relationship. I love it so much because it gets me everywhere, but it’s so dysfunctional.”

Along with Saenz, Klaudia Knap, Div. 477, does not have such a loving relationship with her car either. Knap thinks her nine year old car that she’s had for about a year now hates her.

“It got into a car accident, so I’ve been mad at it ever since,” Knap said. Her car brakes did not slow down enough in time to keep it from hitting the car in front of her one day, which is why she feels the accident was the car’s fault.

Knap does enjoy some aspects of her car, such as the fact that it is big and makes her feel powerful. If she decides to go to college next year in Chicago, then she will keep her car. If she decides to leave the city next year, her younger brother will inherit her car.

Zurkowski also plans on leaving his car behind when he leaves for college next fall, at least for the first year. Reyes will be going to NIU and intends on taking his car with him.

He does not think he will ever be able to get rid of his car. He’s grown too close to the automobile.

As for Leroy, O’Brien says that when its engine finally dies, he will simply have it rebuilt.

“I’m going to drive that truck until it just literally goes to dust and I’m sitting on the ground,” O’Brien said.



O'Brien's beloved truck "Leroy" sits in the parking lot.

## Long commutes cause stress for Lane students

By Bianca Sanchez

Millennial babies were cultured by images of the soaring Magic School Bus carrying Ms. Frizzle’s class of 20 students with the most enviable class pet, Liz the lizard. Whether a PBS kid or a Fox kid, children across the country tuned in on weekdays to see the Magic School Bus arrive instantaneously in outer space or in the digestion system of one of the fictional students.

This image proves untrue for several Lane students who travel from across the city to attend one of the state’s top schools. One of the most common modes of transportation for students, and Chicagoans in general, is the CTA.

CTA reports that on an average weekday 1.6 million people travel via their bus or rail systems

These sometimes long trips by bus can cause unforeseen effects on passengers.

Research published in the British daily newspaper, *The Guardian*, and released by the United Kingdom’s Office for National Statistics suggests that bus rides longer than 30 minutes can cause unhappiness and anxiety, as well as lower levels of life satisfaction, leading to their title as the “most miserable” of all modes of transportation.

One of these daily CTA riders is Kourtney Ellis, Div. 658, who travels about an hour and 45 minutes on the CTA bus daily.

“I wake up around 4:30 to 5am ... and I leave my house at 6. If I catch the right bus then I’ll get to school on time,” Ellis said.

Ellis argues that taking the CTA is hard as well as stressful.

“The bus might break down,” Ellis said. “And you might have

to wait 20 minutes for another bus and that puts you behind and then there is a lot of traffic at certain points, so I am like okay we are probably going to start hitting traffic now because from this point to that point we always go into traffic.”

Ellis also says that the bus is not without its strange and consequently stressful moments.

“The bus driver was asking people to move back,” she said describing a scene she witnessed on the bus this past January. “But this lady was standing at the end of the line (back of the bus) and she wasn’t moving back. So a guy behind her tapped her and asked her to move back. She started going crazy and yelling at him, telling him ‘don’t touch me you’re crazy’. And they started arguing on the bus... Finally, she got off the bus and said ‘See all you had to do was ask’.”

Jacqueline Vizcaya, Div. 762, and Daisy Cueto, Div. 774, daily CTA commuters, have also experienced stressful (and unique) situations while traveling to and from school. Vizcaya recalls one in particular.

“This guy tried touching this girl while she was on the bus,” she said. “They started arguing because the girl kept telling him to back off. Then this other guy got in and they almost got into a fist fight until the bus driver made him get out.”

Cueto also recalled a situation where a woman went on a cursing spree.

As a freshman, Vizcaya has never ridden the bus as much as she has this year, riding back and forth to school every day, but is happy to have friends along for the ride, one of whom is Cueto.

They keep each other company while riding the hour and 10 minute trip to school and hour and a 30 minute trip back home.

Vizcaya wakes up at 5am to get to the bus stop at

6:10am.

They both acknowledge the stresses and downsides that come with such a long bus commute.

“All you want to do is sleep,” Vizcaya said. “But then you still have to do the homework you don’t get, and study for tests.” Cueto agrees.

“Cars are a lot easier,” she said. “You get to sleep in the car, on the bus people are looking at you.”

According to Harvard University’s Medical School inadequate sleep can lead to stress. With the combination of school work and the Internet that consumes teenage nights, teens find little time left for sleep. Teenagers usually sleep three hours less than the recommended 10 hours, averaging at around seven and a half hours. Making stress due to sleep deprivation common among teens regardless of transportation method. The hour of extra sleep Cueto and Vizcaya could have in the car can make a substantial impact on their stress.

Cueto also points out the financial struggles associated with public transportation, that do not plague those who walk or are driven. She finds herself worrying about paying and forgetting her Ventra card.

Other methods of commuting to school are not without their mishaps as well.

Aaron Powdermaker, Div. 775, walks 15 minutes from his home to Lane, during which he feels “bored and cold,” but not anxious or stressed.

However, the trip lightens up sometimes when interesting slips or trips occur.

“Once when I was walking to school,” Powdermaker said. “I had just crossed the street and was turning the corner. I slipped on a patch of ice and fell. I knocked the person behind me down. It was kind of like a domino effect with like five people and it got kind of awkward after that.”

Despite the sometimes hilarious falls, he finds that the walk is usually uneventful - leaving him with no stress to start his day.

Students who do not live within walking distance to school like Powdermaker or as far as Ellis, Cueto, and Vizcaya are often driven to school or drive themselves.

Reinabelle Yurong, Div. 679, is driven to school by her mom. Her trip is 15 minutes long depending on traffic. Her mom driving her to school and her short trip makes her feel the exact opposite of stressed.

“[I am] happy, I don’t have to walk,” Yurong said.

Her mom keeps the mood light.

“She swears a lot,” Yurong said laughing. “She drives really fast, she speeds like 50 miles per hour down Western.”

The results found in the research done by the United Kingdom’s Office for National Statistics are fairly supported throughout the Lane population. People who travel long distances by bus or public transportation are more likely to be anxious or stressed than walked or driven peers.

Although some long to zip into the sky or sea and arrive without a moment’s pause at school, to be followed by a surprisingly capable lizard and outfit coordinated teacher, not everyone can be so lucky.





# Teens still learning etiquette of tipping

By Kalyn Story

According to The U.S. Department Of Labor there are about 2.5 million waiters and waitresses in the Unites States. The U.S. Bureau of Labor Statistics also reported waitressing to be the sixth most populous job in America.

People eat out at restaurants all the time. Going out to eat has become a common way to spend time with friends. Teenagers do it all the time, but teenagers have been given a bad rap when it comes to tipping. Is the stereotype of teenagers being bad tippers true?

Araceli Rangel, Div. 573, became a waitress at the Jalapeno Grill in Oct. 2013. Rangel agrees with the stereotype that teenagers are bad tippers. Often, she says, teenagers do not tip at all. Rangel, in general, does not like serving teenagers because of their tipping habits.

Once Rangel served a large group of friends who's bill racked up to be almost \$100, they ordered a lot of food, and it was a lot of work for her to serve them well. When they left, they gave her a \$6 tip. That is approximately a 6 percent tip, well below the social average of at least 10 percent.

"You basically make your money off tips," Rangel said.

When you work at a restaurant it is assumed that the wait staff will get tips, so employers are not required to pay their staff minimum wage. According to the Fair Labor Standards Act, restaurants are only required to pay their wait staff \$2.13 an hour. Rangel makes \$5 an hour. If she is working all day on Saturday or Sunday she can make about \$40 in tips a shift, but, she mostly works weeknights after school. Because she works shorter shifts during the week, most nights she only makes about \$20 in tips.

"I work very hard and go out of my way to be extra nice to earn good tips," Rangel said. "It makes my night when people leave a good

tip. Not just for the money, but because I know I did well and they appreciate me."

Ashley Rodriguez, Div. 573, says she tips very well for a teenager. Rodriguez knows that waitressing is not an easy job, it requires skill and personality.

She can only remember one time she did not tip at a restaurant. Rodriguez went out to lunch with some of her friends on a testing day when there was an extended lunch period. She lost track of time and before she knew it they were going to be late for the first class of the day. She paid her bill and ran out to catch the bus. When she realized she has forgotten to tip, she felt awful.

Rodriquez tries to tip at least 15 percent, but considers how good the waitstaff was.

Once she went out to dinner with some friends and they had a terrible waitress.

"She was so rude and kept forgetting things we asked for," Rodriquez said, "I still tipped her, but not much."

Serena Melgar, Div. 668, says she rarely tips at restaurants. She does not have a job and cannot really afford to go out to eat with her friends. So when she does go, she does not tip because she's saving her money. She orders cheap dishes to try and spend at little as possible.

"I only tip when I get change back from my bill, then I'll usually leave that," Melgar said.

Rangel says people, especially teenagers, will just leave change as a tip, "It's really rude if you just give like 40 cents as a tip, it looks better to not give anything than to just leave your change."

Adelia Munllo, Div. 568, goes out to eat with her friends all the

time. Her and her friends often argue about how much to tip,

"My friends never want to tip," Munllo said. "If the waiter does the slightest thing wrong they use it as an excuse not to tip."

Munllo can usually get everyone to pitch in a little for the tip, but she often ends up giving the most.

Blyer Callahan, Div. 559, and Tyler Carrera, Div. 578, went to Buf-falo Wild Wings before seeing a movie in Aug. 2013. When the time came to pay the bill Carrera asked Callahan if he was going to tip and how much. Callahan said he was going to tip 18 percent.

Carrera was shocked and said he was not planning on tipping and if he were going to tip, it would not be more than five percent. Callahan and Carrera argued for several minutes about the tip, Carrera eventually caved in and said he would split the 18 percent tip for the overall bill.

"In the car on the way to the res-taurant Tyler's mom told me to make sure he gives a good tip. So I had to be stubborn about the 18 percent," Calla-



han said.

"I don't usually go to restaurants where you need to tip," Carrera said. "But when I do, I rarely tip. I don't feel bad that I don't tip, someone else will."

According to the *New York Post* the new average for tipping is 25 percent. While some restaurants suggest nothing less than 30. At many restaurants tipping 15 percent is seen as a sign of sub-par service.

# Students work interesting jobs

By Alexandra Madsen

Naomi Oster, Div. 473, started her shift at work as normal as any other day. She threw crayons at kids, made fun of what people were wearing, and threw customers menus into the booth without a care.

Oster has been a host for over two years at Ed Debevics, a 50s themed diner with sassy service. One thing she appreciates about her job is that she does not need to be nice to any customers. She can make fun of teenagers, ask senior citizens if they need adult diapers, and use any other "sassy" remarks she desires. Not only does she find her job uplifting, but she also finds the time spent out of her house doing something productive an added bonus.

"I wouldn't say that I have a great job, because to me a great job is doing something you're passionate about and I'm not passionate about hosting," Oster said. "But it is a really good high school job because I work with good people and in a place I genuinely like."

Oster is able to joke at her job a lot, and be pretty honest with people because of the atmosphere of the restaurant. Besides calling most teenage boys that come into the restaurant "Justin Bieber," Oster is able to handle some situations in unique ways.

"One time a group of boys came in, and one of them slipped me a piece of paper with his name and number on it," Oster said. "So I immediately got on the intercom and announced what he had just done and then read his name and number to the whole restaurant."

She jokes around a lot with customers, but this only makes her a better host.

Other students do not enjoy their jobs as much. Grant Hill, Div. 455, worked at Mariano's for about 7 months. His job experience was completely different than Oster's. The worst part of his job was dealing with his controlling managers.

On one occasion Hill received a one dollar tip from a woman shopping at the store. Employees at Mariano's are not allowed to accept tips, he was so surprised that she had tipped him, he did not realize the women had walked away. He ran to his manager, told him what had happened and the manager made it seem as if Hill could get fired.

So, Hill ran to find the woman.

"I panicked, I was running all over the store with tears in my eyes looking for the lady who had given me a one dollar tip," Hill said. "When I couldn't find the woman my manager told me to turn it into the front, however that woman wouldn't take the dollar. I about burst into tears in front of her, and she finally took the dollar."

This type of incident happened on more than one occasion. Hill's managers would make big deals out of situations at one time, and then later act like they were not problems. Hill only worked the job to appease his mother, and after all the stress he finally decided to quit. He finds an enormous amount of anxiety lifted off of him since he left and has yet to find another job.

Kathleen McCullough, Div. 452, finds her high school job annoying but worth it. She is a lifeguard and swim instructor for a Jewish Community Center.

"It's a decent job for a teenager," McCullough said. "It just gets annoying because the kids I teach can be very entitled and think that they can do whatever they want."

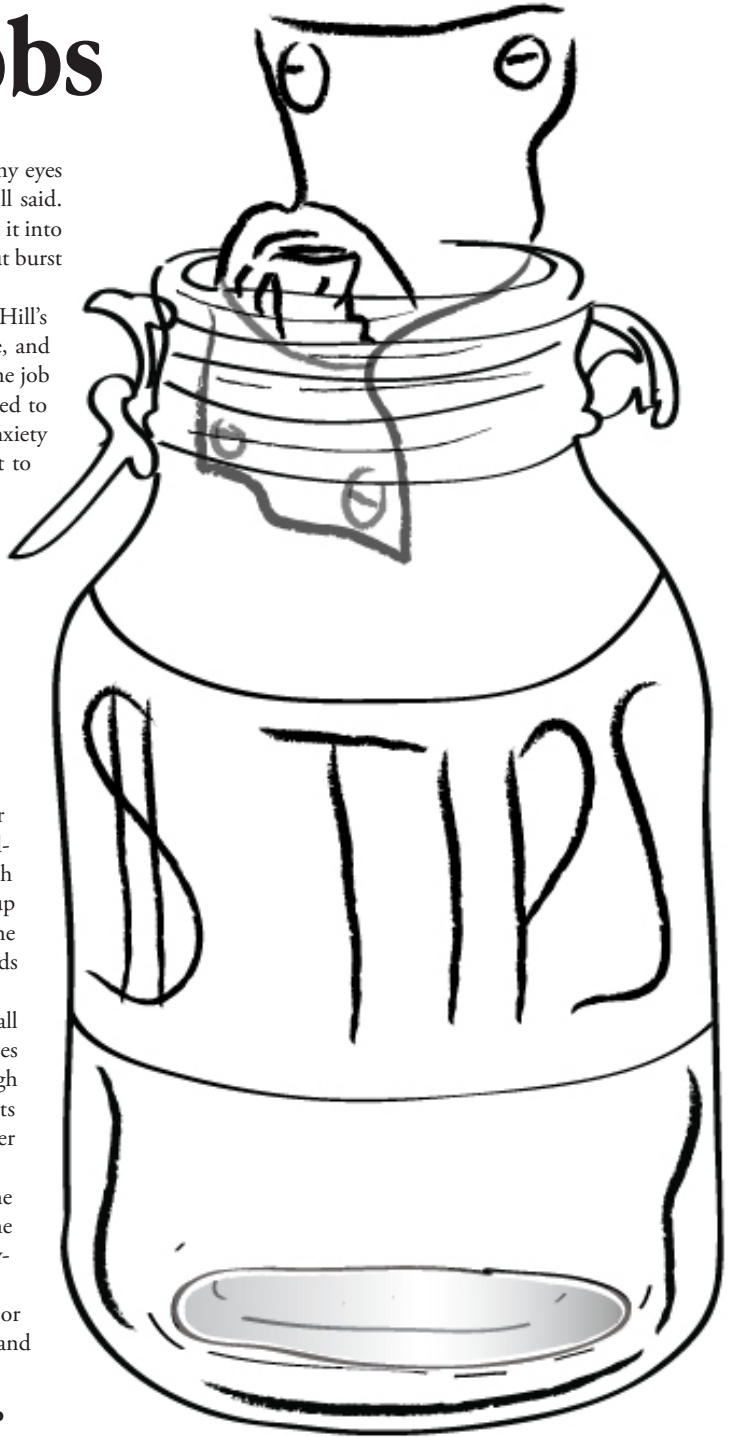
One of the other bad things about her job is that McCullough believes the building where she works is haunted. Each night they clean out the pool and lock up the center. On Sundays, McCullough is the first to arrive and each morning she finds pool toys in the pool.

"It creeps me out, not only when I see all the toys in the pool, but then I hear noises and I'm usually by myself," McCullough

said. "Then this weird guy always comes into the pool and puts flippers on his hands, swims in the pool and chants in another language."

Her job, though it may sometimes be strenuous, is worth the extra pocket money she has for gas and food throughout the week. This sense of security compensates for the often annoyance students feel for their high school jobs.

"My job is easy, and that's not a discredit to my managers or anything," Oster said. "But I get paid to do a pretty easy task, and I really wouldn't trade that."



Art by Hector Montalvo

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# kraine's Revolution

By Isabel Trumbull

The words **‘БЕЗКОШТОВНО Україні** (translated to Free Ukraine) rang through the crisp Saturday air on the Montrose lakefront.

Saturday, Feb. 22, in 28 degree weather, three lane students arrived among a parade of cars to the lakefront at Montrose to participate in a gathering of stories, songs, and prayers for friends and family in the Ukraine.

Protests have spread to Chicago. A car brigade passed through the Ukrainian Village, Montrose Harbor, and backed up Michigan avenue for 8 blocks. This all lead to a gathering in memorial of the people lost to the violent outbreaks in the Ukraine. Every car in the parade adorned Ukrainian flags. Many had photographs of lost protesters. Others had pictures of Putin and Yanukovych describing their attacks on the Ukrainian people.

When the group decided to begin singing the Ukrainian National Anthem, every person in the group of about 100 people was singing along. Grown men had tears welling in their eyes, while small children were hoisted up by their mothers' to wave flags and learn the words of the song.

Ukraine supporters gathered outside of Chicago's Ukrainian Embassy to encourage US aid. Many of these protests have gotten little news coverage.

One Lane student, Vitaliy Kozoriz, Div. 579, stood on the edge of the group. He sang along to every song and translated some of the stories being told. Like many people who were there, Kozoriz has family in the Ukraine facing riots everyday.

"It was a very difficult and scary time when the police was ordered to get rid of anyone in their way," Katya Dyakiv, Div. 466, said.

The Ukrainian district of Crimea is located in south-west Ukraine. It is on the peninsula of the Black Sea, and in early March seceded from the Ukraine and with in the day was annexed by Russia. This has created relative rest amongst much of the conflict, however, the Ukrainian government's future is still unclear.

Prior to the succession of Crimea, many soldiers were stationed in Crimea that identified themselves as Russian. Putin still denies their affiliation with Russian government.

The protests are fueled by the Western Ukrainian people's desire to become more independent from Russian influence in gov-

ernment. After Ukraine separated from the Soviet Union, many of their leaders have still been greatly influenced by Russia. Russia also supplies Europe with a quarter of the oil used through pipelines in the Ukraine. This means that much of the money that circulates through Ukraine is because of Russia. Ukraine is also home to the second largest European military.

Over the last four months the Ukraine has been inching closer and closer to a civil war. Both East and West Ukraine are split between their respective heritages and the injustices of government. East Ukraine is home to Russian people living in Ukraine. West Ukraine is populated by Ukrainian citizens by heritage.

Protesters have taken to the streets. Students like Larissa Seibt, Div. 674, have family in the Ukraine and have strong opinions on what's going on.

Yanukovych turned down the European Union trade deal in favor of one with Russia. Russia was supposed to give the Ukraine a total of fifteen-billion dollars to aid the Ukrainian people. Russian President Putin has put a stop to this aid because the Ukrainian government will not be able to guarantee that his financial agreements will be carried out exactly as he wishes.

The protests started due to corruption and anger with the government for turning down the EU trade deal. This deal was very popular among the public who wants further separation from their former soviet empire, Russia.

Dyakiv knows of many people who have to work in other

have been isolated to Crimea where her mother has a college friend who said she and her family stand by Ukraine 100 percent. The friend is Russian, and like many other Russians affected by this situation, don not want to see a full out war.

"It would mean that my country would be useless. We would lose everything that means something to the rest of the world. We would never grow. And there is nothing more that I want than the country to expand and be a place that people want to go to. It's so beautiful and interesting, but no one knows about the beauty. Hey, people don't even know where it is or that it's not part of Russia," Dyakiv said.

Kozoriz has family in the Ukraine and what happens in the coming months has a major impact on his life and his family. Most of his family lives outside of Kiev, where the protests have been centralized, but as the protests spread throughout the country they have an even greater impact on his family.

"It was all about the corruption," Kozoriz said, "It would have happened anyway."

Lane students Seibt and Kozoriz are among many who look forward to and end of corrupt government and violent protests. I-Days and I-Nights had a special tribute to the Ukraine from Ukrainian Club. There is a growing support for Ukraine around Lane.

Dyakiv's greatest fear is that her family will be put at risk.



Protesters for a free Ukraine united Feb. 22 in the Downtown Chicago area.



## Ukraine Chronology

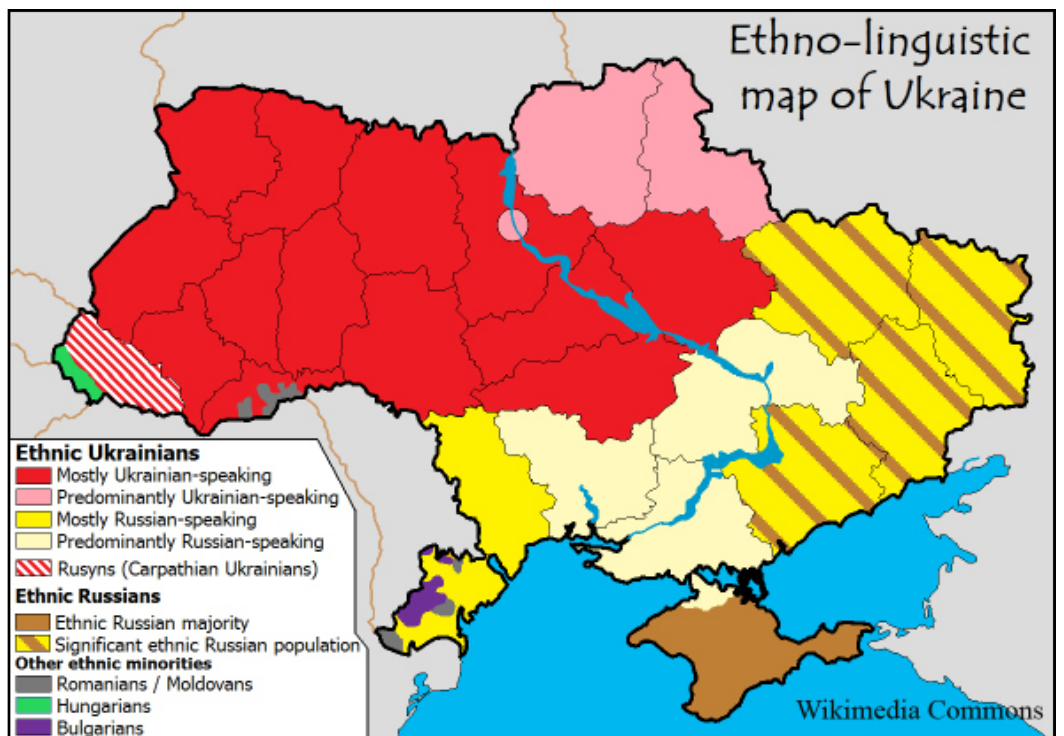
### Key events of the last five months

**Nov.** After the Ukrainian President Viktor Yanukovych turned down a political and economic deal with the European Union, protesters took to the streets. Ukraine was supposed to join the EU to help stabilize their economy after being in a recession. Russia presented an alternative deal that President Yanukovych said would be a more fiscally responsible choice.

**Dec.** Protesters gathered in the center of Kiev despite many laws that prohibit protests. The trade deal gone wrong pushed citizens over the edge. Protests range from Civil Rights to Financial Instability, but in Kiev the protesters are unanimously standing up against corruption.

**Jan.** Protests spread throughout the country, and laws that made protests difficult have been disbanded. Live ammunition was used on protesters.

**Feb.** President Yanukovych was impeached by parliament. Yulia Tymoshenko, a leader of the revolution, was released from jail after three years.



According to the 2001 Ukraine Census Data, the majority of ethnic Russians populate the southern and eastern parts of the Ukraine.

**March.** Russia deployed armed troops to Crimea, Ukraine. Ukrainian UN representatives were threatened. Russian President Vladimir Putin refused to consult with any foreign leaders. Crimea voted to no longer be apart of Ukraine and was annexed to be part of Russia. U.S approves sanctions against Russia, Russia kicked out of the G8 Summit meeting.



# Students practice freedom, tradition

By Matt Wettig

As everyone in her first period class rises for the national anthem, Harper Albo, Div. 463, remains seated.

For many students and teachers alike, there is some confusion as to whether or not it is an official requirement to stand for the playing of the national anthem.

There is nothing covering this issue in the CPS student code of conduct; the discipline office has no knowledge of a requirement. Many administrators themselves have no concrete knowledge surrounding the issue.

"Students are required to stand for the national anthem. Those who choose not to for personal reasons may wait in the hall while it is played," Dignam said.

Assistant Principal Ms. Hanly is only vaguely aware of the rule, which she was informed of "years ago" as a teacher.

Students who disobey are subject to the same discipline as any other infraction that goes against school rules. Though there are some teachers who do not enforce this to the fullest extent.

Albo does not believe that it should be a rule to stand, because we live in a free country. She views herself as "not really connected" to the anthem, and thinks that being forced to stand throughout elementary and high school has "given her the drive" to oppose it.

Albo credits her first period teacher, Mr. Parsons, with making her feel like she has a say in her beliefs.

"I was proud to stay seated and respect everyone that did stand," Albo said.

Mr. Parsons does not require his students to stand for the national anthem, though he encourages it. He believes that if someone is an American citizen, the appropriate thing to do is stand up, place their hand over their heart, and stand silently for the playing of the Star-Spangled banner.

"I don't make [my students] stand.

It's a free country and I can't force them to be patriotic," Parsons said.

This school year he has had "a few" students who do not stand, and does not question them on it. Although Parsons said there was not an incident that sparked their refusal

to stand, he cites a famous experiment titled "Obedience to Authority" that his class covered for possible motives. The experiment, conducted by Yale psychologist Stanley Milgram, examines participants' willingness to perform tasks that may conflict with their personal conscience. Parsons used standing for the national anthem as an analogy to blind obedience, where they engage in a behavior without asking why.

Stephen Guardino, Div. 459, chooses not to stand for political reasons. He is not "a super patriotic person" and does not agree with decisions the US government is making.

"If this is a free country, I don't see what the big deal is if a kid doesn't want to stand for a song," Guardino said. "If I'm tired and don't want to stand, I should be allowed to make that decision."

Aviv Hart, Div. 561, stands for the national anthem but does not believe students should be required to. He sees both sides of the argument and believes that "everyone has their own personal experiences that may or may not dictate their position."

Eric McMiller, Div. 453, is a member of Lane's ROTC program and is attending West Point Military Academy in the fall. He sees standing for the national anthem as giving respect to the flag and people who have given their lives for the United States.

"The flag stands for the principles of the US, freedom, and democracy," he said.

Though he is very patriotic, he takes no issue with people refusing to stand.

"That's the beauty of the US, everyone can have their own beliefs," McMiller said.

Ms. Trujillo echoes many of the same sentiments that McMiller does, though not all. Her husband is a navy chief and strongly believes in showing respect for our country. When she noticed students in her division talking during the national anthem, she decided to show them a PowerPoint presentation regarding why they should stand for the pledge.

It contained excerpts from Yahoo Answers questions addressing why, as an American, you should stand for the pledge, along with emotional images of US service members returning from overseas.

After Trujillo's presentation, talking during the national anthem ceased.

She believes that many people are "living in a bubble" and do not realize what exactly they are doing by not standing.

"Here at Lane, students often see standing as a tradition. They don't see it as showing respect for the people who fight for our country. Freedom isn't free," Trujillo said.

## Stand up for America



By Nicole Johnson  
nejohnson4.wordpress.com

The Star-Spangled Banner blasts from the loud speakers, just like it does every morning. And just like every morning, students and teachers all drag themselves out of their seats, and stand up half-heartedly, slouching and rolling their eyes. Some talk to their friends, others play on their smart

phones, and then there are the students who don't make any effort whatsoever to stand, and continue to sleep, do their homework, or sit there at their desks smirking at their peers who made the decision to stand.

This is the scene in my school every single day. I used to see the lack of attention that my fellow students paid to our anthem without really noticing what it meant. But this morning, my entire view point changed.

My division teacher stresses that we stand up for the anthem every day, scolds us when we don't, and gives us death stares when we talk or divert our attention from the song. Until this morning, I never really thought twice about it. I always stood silently, but never thought about why I should, or what it actually means to stand for our National Anthem. Then, fed up with our division's lack of respect, my teacher took time out of her day to prepare a slide show about what the Nation Anthem means to teenagers just like us. We spent the entire period talking about the reasons for and against standing for the anthem, and I realized for the first time what it really meant.

After going around the room and asking student's views on standing for the anthem, my teacher told us about all of her family members

who have bravely served in our military, and how seeing kids to lazy to stand for the anthem is like a slap in the face. This goes for every soldier and their family.

Not standing for the anthem is more than just being a rebel against your teachers and showing others that you are just too "cool" to care about these things. It is about taking just a few minutes out of your day to appreciate that we have a country with an anthem, that there are people out there risking their lives right now to keep it that way. The fact that you even have a choice whether or not to stand is because of the message behind our anthem.

Many of the students in our division gave reasons for not standing such as:

"To tell you the truth I'm really tired and lazy."

"I'm not proud of everything our country does. And besides I don't feel like getting up."

This made me sad and disappointed in my generation. What some of my fellow students don't understand is that standing for our anthem isn't bowing down to our government or a waste of our time, but a symbol that no matter who we are, we are grateful for the things that this country has. We are thankful that we have the choice to sit down and speak our opinions. If America does

not understand the powerful meaning of freedom, pride, and sacrifice behind our anthem, how can we move forward as a country?

I agree with some of what the other students said. I also don't support everything that our government does and am sometimes embarrassed at the way we treat our gay citizens, the corruption in our offices, and the way education seems to take a backseat to all of the politics.

But I am proud of our soldiers who selflessly leave their families and homes behind to give us our freedom to education and free speech and protesting. Our anthem represents the American struggle since 1776 and all the years since that thousands of our brothers and sisters died to give us the country we now have. It represents our thanks for everything good we have in this country, for the way we stand together, and the strength of our pride. It is so much more than just a song that takes up two minutes of your morning.

So the next time you don't stand for the National Anthem because you have the right to stay seated, think about how much sacrifice was given to give you that right. Maybe you will think twice about staying seated.



# Stay-at-home dads more common

By Jacquelyn Guillen

When Naomi Oster, Div. 473, was nine years old, she asked her dad to braid her hair. When he finished, she found not a braid, but instead what looked like a very large dreadlock.

Oster's dad has been a stay-at-home parent since before she was born. He was the parent that always went on field trips, and was on both the PTO (Parent Teacher Organization) and LSC (Local Student Council) at her grammar school. Having stay-at-home parents can have its benefits, but having a stay-at-home dad is still not as common today.

"Growing up, it was nice knowing that I'd always have a ride to a friend's house and always have someone to make me bagel dogs," Oster said.

According to the National At-Home Dad Network's website, the U.S Census Bureau found that 32% of married dads were the main parent to take care of their child. However, the Network's page said the Census Bureau defined these stay-at-home dads as men who were unemployed. They did not consider dads who worked from home or had a part-time job.

"Honestly, I don't think anyone needs to stay at home and be 'that parent' in today's society, but I'm glad my dad chose to," Oster said.

Her dad cooks dinner, and they all eat together around 6:45 when her mom comes home from her job as a physical therapist. Her mom also runs a hospital wing. Oster's mom is the one who cleans up the house. On the weekends, her mom vacuums, she does the laundry and other chores be-

cause it "relaxes" her. Her dad does not usually do the "domestic duties".

Oster said she clicks better with her dad. He knows her personality better than her mom. On the other hand though, her older sister clicks better with their mom.

Oster sometimes thinks how she might be different if her mom stayed with them growing up as oppose to their dad.

"I had a couple of friends who thought my parents were divorced or that my mom was just out of the picture in general because no one ever met her! It still is weird for some people, but so is the fact that my mom kept her maiden name and I just think it is something people need to get over," Oster said.

Mrs. Perez, a Spanish teacher at Lane, comes home to find castles or fortresses built in the middle of her living room. Inside the structure, she finds her husband, Mr. Ricks, reading books to their children.

"I love what waits for me at home," Perez said.

Mr. Ricks is also a Spanish teacher at Lane. He took some time off of work to stay home with their newborn son. Perez and Ricks recently had a newborn and they already have a 4-year-old daughter. Even though Ricks is not a permanent stay-at-home dad, both he and his wife took off work to be a temporary stay-at-home parent.

"He's good with them. He has different strengths than I do, and I see the children enjoy him in a different way than they enjoy me," Perez said.

Perez took time off first for their recent newborn and now Ricks will be away for about the same amount of time as she was. Ricks said a typical day might include puzzles, fort building, going to Grandma's house, or getting groceries.

"Staying at home is cost effective because we don't pay for a nanny. Also the kids are with us so there are no trust issues with a nanny," Ricks said. "Also, I am able to bond with the kids and send pictures to mom all day long."

One of the reasons it's a bit easier for teachers to take time off is because of the rules CPS follows

for maternity leaves. Mr. Escudier, another teacher who stayed at home when he had a newborn, says that CPS allows teachers up to a year off, and they can continue to get their paycheck if they have enough sick days accumulated.

"Growing up, men had these attitudes that 'Oh I worked all day' and they thought stay-at-home moms had it easy," Mr. Escudier said. "But until you've walked in someone else's shoes, you don't really understand."

Escudier admits that it was not

always easy to stay home. For his first son, he kept a journal and wrote about his frustrations trying to get his son to fall asleep and take naps. It was also difficult because once he did go back to work, he had to adjust from being around a newborn all day to being around students again.

"It's hard to hand over your kids," Escudier said. "Do you raise your kids yourself or give them to a stranger?"

Escudier's wife is also a teacher, and they enjoy the flexibility they have to spend time with their children.

Not only do they have summer and winter break to spend with their children, but Escudier also said after school, his children are usually waking up from their nap. He then has that time to spend with them too.

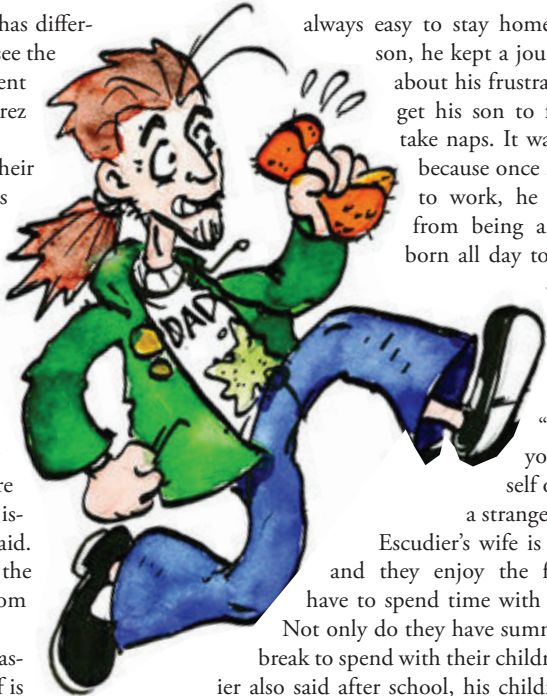
"I really enjoyed taking time off with my kids," Escudier said.

Alexander Chanen, Div. 752, is glad he has a stay-at-home dad. He is available to talk to Chanen most of the time and drive him places.

"I like having a stay-at-home dad just because of the flexibility. My mom works in an office and doesn't have as much ability to leave when she wants," Chanen said.

In any case, Oster said having a stay-at-home dad is not as different as having a stay-at-home mom.

"You come home to your parent waiting for you, they ask about your day, you smile and say fine. It's nice having someone to come home to everyday after school," Oster said.



# Seniors pursue scholarships to help pay for college

By Leah Wojtach

Ethan Valentin, Div. 459, calmly entered the stage of the Park Ridge Civic Orchestra to audition for the Thomas A. Kooyumjian Foundation Scholarship. This scholarship offers \$1000 to the winners which applies to any college. Unlike previous auditions for schools, Valentin did not stress over his piano performance.

"I didn't really think much of this. All the other auditions I prepared for felt like a life or death situation, I get into my dream school or I'm rejected. A black and white situation," Valentine said.

Valentin previously auditioned for Oberlin College and Roosevelt University.

"I was like alright I'm going to play for these people and see what happens," Valentin said.

Valentin's calmness proved for a great performance and intrigued one of the judges in particular.

"One of the judges must have been in his eighties and after I performed he walked up to me and said 'Come here I'd like to meet you' I walked up and shook his hand and he held onto mine and pulled up his sleeve. His watch had the Lane Tech logo and Class of 1945."

Valentin was later rewarded the scholarship along with another winner from Oak Park.

Lane students every year receive thousands of dollars in scholarships. Many students apply or receive scholarship not just based on their academic success.

Damian Jordan, Div. 451, pursued a scholarship specific to a school he might attend in the fall.

"I'm applying to this diversity scholarship specifically for Mizzou University. It helps minorities with financial aid," Jordan said.

The scholarship is exclusive to Mizzou and offers \$5000 to the essay winner.

Jacqueline Puschmann, Div. 462, chose a different route on her scholarship hunt. She chose to focus on the more obscure scholarships offered.

"I had a friend who applied for a scholarship for left handed people," said Puschmann. "I tried looking one for me, but many seemed not legitimate. I plan to still apply to one when I find the right one."

Angelica Lopez, Div. 473, used her four years of ROTC experience at Lane to help her with her scholarship chances.

"It's through [University of Illinois-Chicago]. The state issues tuition waivers and it is up to UIC to offer more money."

There are two parts of the scholarship she had to meet: a physical and academic portion.

For the physical section, Lopez completed an ROTC obstacle course plus a mile run track.

"I had to go running on my own to stay in shape," Lopez said.

For the academic section, Lopez had to meet the program's GPA and ACT requirements.

"They gave me a tuition waiver, a scholarship for room and board, and on top of that money for every month for living costs."

Her scholarship does have requirements that still

need to be met though. Lopez must be in UIC's ROTC program for four years and after graduation she must serve in the army for eight years.

"We would travel, which I am most excited about. That is what I love," Lopez said.

Lopez couldn't be happier with her deal.

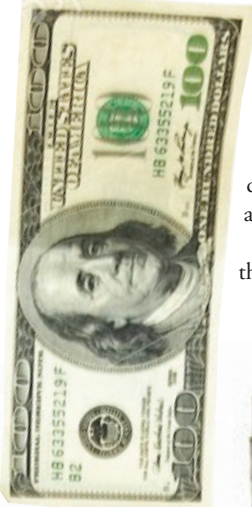
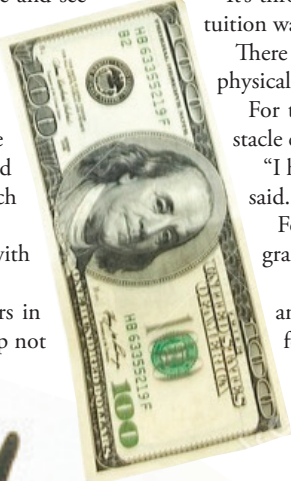
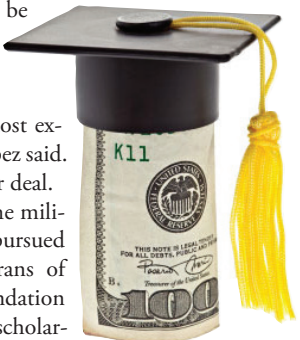
Another scholarship based from the military, Sam Tomko Jones, Div. 456, pursued a scholarship offered by the Veterans of Foreign Wars Foundation. This Foundation awards \$2.2 million in educational scholarships every year.

"Every applicant had to write an essay with the prompt: Why do you feel confident for America's future? You had to submit a paper and a voice recording of you reading the essay," said Tomko-Jones. "I referenced my grandpa and great grandpa who fought for the United States."

The Foundation founded this scholarship to provide students the "opportunity to express themselves in regards to democratic ideas and principles."

Regardless of what school or major a student plans to take, numerous scholarships are offered to pay for the expenses of college.

"There are a thousand scholarships out there," Ms. Console said.





# Student battles eating disorder with support of friends, family

By Evangeline Lacroix

Sitting at a table with her friends, then 10 year old Erika Lozada Div. 665, was discussing weight.

“What is your weight Erika?”

“101 pounds.”

“Wow. You’re kind of big.”

That is when Lozada’s battle with anorexia started. She would stop eating, telling herself she was not hungry, and maybe she would eat later. But later never came. From 4th to 8th grade she would stop eating for brief periods of time, losing very little weight when she did.

In 8th grade her condition worsened.

“I was going into high school, so I had to look good,” Lozada said. “When that happens you start thinking to yourself ‘what is the fastest way to lose weight’ and my fastest way was to not eat.”

Lozada said that as a Puerto Rican family, they eat a lot of food. When her family was concerned about having a big plate with a lot of food, Erika would fill her plate half way, and only eat half of that.

“In the 8th grade I lost the most weight,” Lozada said. “I went from 140 to 125 pounds within maybe two or three weeks.”

Entering Lane as a freshmen, Lozada’s quest for a thinner body intensified even more.

“You know how every girl is. You have to look good going into school, especially in a school like Lane Tech,” Lozada said. “I would see all these skinny girls on sports teams, and in bathing suits when we had to do swimming for P.E., and I was like, ‘I need to lose weight’. So, I would go without eating for days. I remember I went to the doctor once and he told me that my weight [was too low]. I didn’t eat for 12 straight hours until my mom said I had to eat something.”

These pressures continued to be an influence over the summer of her freshman year. She had another dramatic weight loss, this time dropping from 132 to 115 pounds.

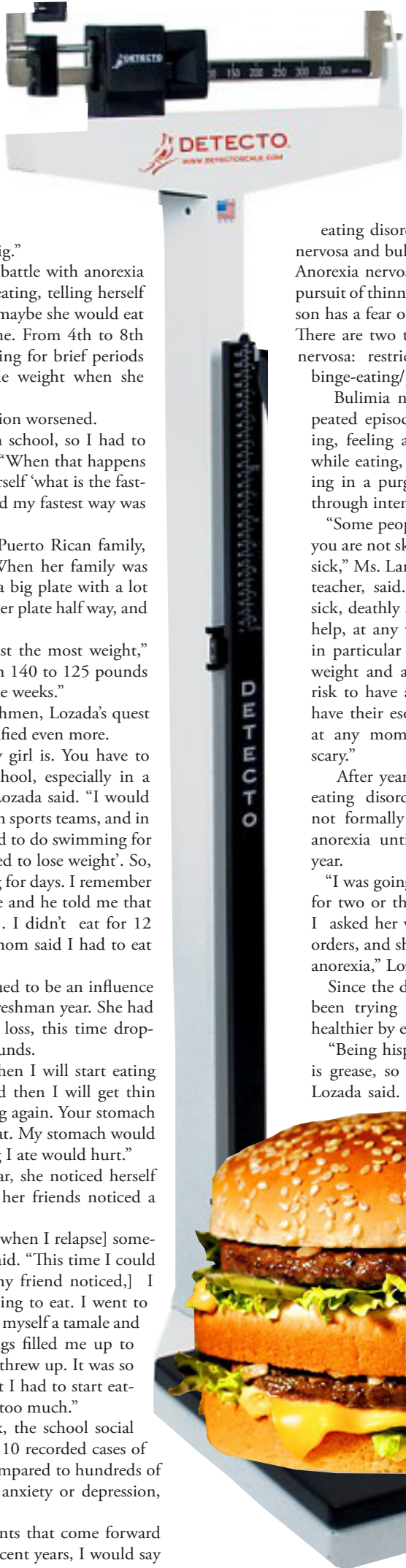
“I will get thin, and then I will start eating again,” Lozada said. “And then I will get thin and then I will start eating again. Your stomach shrinks when you don’t eat. My stomach would get so small that anything I ate would hurt.”

During this school year, she noticed herself starting to relapse when her friends noticed a change in eating habits.

“I sometimes can’t tell [when I relapse] sometimes I do tell,” Lozada said. “This time I could not tell, and so [when my friend noticed,] I went and bought something to eat. I went to the elote man and bought myself a tamale and an elote. Those two things filled me up to the point where I almost threw up. It was so painful. Then I knew that I had to start eating again before this gets too much.”

According to Mr. Cox, the school social worker, Lane has around 10 recorded cases of eating disorders a year compared to hundreds of mood disorders, such as anxiety or depression, a year.

“The number of students that come forward comes in waves, but in recent years, I would say the number has plateaued,” Cox said.



The two main eating disorders are anorexia nervosa and bulimia nervosa. Anorexia nervosa is the extreme pursuit of thinness because a person has a fear of gaining weight. There are two types of anorexia nervosa: restricting types and binge-eating/purging types.

Bulimia nervosa is the repeated episodes of binge eating, feeling a lack of control while eating, and then engaging in a purging of the food through intentional vomiting.

“Some people believe that if you are not skinny you are not sick,” Ms. Laroche, an English teacher, said. “People can be sick, deathly sick and needing help, at any weight. Bulimics in particular [have] a normal weight and are potentially at risk to have a heart attack or have their esophageal rupture at any moment and that is scary.”

After years of battling her eating disorder, Lozada was not formally diagnosed with anorexia until March of last year.

“I was going to the therapist for two or three months, and I asked her what are my disorders, and she told me I have anorexia,” Lozada said.

Since the diagnosis, she has been trying to make herself healthier by eating better.

“Being hispanic, everything is grease, so it can be hard,” Lozada said. “But, my family

itself is trying to lose weight because my dad has gout and my mom wants to lose weight because we are going on vacation.”

Lozada has been making sure to eat smaller portions and eating when she is supposed to eat. She has come to lose a lot of weight in a more healthy manner by eating more vegetables and less greasy foods, not drinking soda, and exercising more.

After a diagnosis of an eating disorder, comes the treatment.

“Anxiety and eating disorders are both marked by distortions in thinking,” said Ms. Gilson, the school psychologist. “When I work with students struggling with anxiety I challenge those thoughts that are not accurate, and make students more aware of them, and look at those thoughts more objectively. When I work with a student with an eating disorder, we use some of those same strategies.”

But, compared to an anxiety disorder, eating disorders are much more specialized. There is a multidisciplinary approach. A nutritionists as well as a psychologist, and possibly a psychiatrist, are involved in treating the condition. It is something beyond the scope of what the school can do by itself.

“Treatment revolves around facilitating conversation in the family, and find appropriate resources in the community,” Gilson said. “Once a student is diagnosed, we can support the students’ functioning at school.”

Once the problem is realized, it is important that there is supportive relationships in order to fight the disorder.

“You need someone because you can’t fight yourself,” Lozada said. “This is between you and your brain and your body, and you cannot deal with all of that on your own.”

In each stage of her day, Lozada has friends and family who makes sure she eats.

“My mom sits me down and makes me [eat],” Lozada said. “She tells me that I am going to sit down and eat with the family, so we eat. And she is constantly asking ‘did you eat?’, ‘did you eat?’, and if I say yes then its good. And she knows if I am lying, so she will be like ‘you need to eat’ [if I didn’t].”

During the school day, her friends make sure she has had food.

“My friend, she had anorexia, and what she would do is go home make herself a lunch, and make me lunch and bring it to me, and we would both eat our lunches,” Lozada said.

She relies on the suport of other eating disorder survivors.

*“I would see all these skinny girls on sports teams, and in bathing suits when we had to do swimming for P.E., and I was like, ‘I need to lose weight.’”*

*-Erika Lozada*

“I have a lot of friends that have had a lot of eating disorders and they help me because they are like, ‘you know we can do this together, lets be healthy like this’,” Lozada said. “There are these beautiful girls that have had this, and you would never guess they have this. It is sad. You look at them and they are doing better so it motivates you, and you can do better too.”

If a person thinks they are struggling with eating disorders the first thing to do is seek out an adult in the school be it a teacher, counselor, Ms. Gilson, or Mr. Cox, and begin to have the conversation with them.

“Even if a student is too scared to come forward, it is important to come to grips with what is going on,” Cox said. “You have to tap into the desire to find more adaptive ways of dealing with the stressors or emotional turmoil.”

What a friend can do if they suspect someone they love is going through this is show concern, not judge, and be objective.

“Do not minimize the situation. Encourage your friend to get professional help,” Cox said.

A friend is not an adult in this situation, but they can encourage their loved one to seek professional help.

“If I were a friend I would not take it on as a secret. I would talk to adults and start a conversation about it to help that student talk about it,” Cox said. “I understand trust is an important issue for young people, and I understand that is hard to betray a friend’s trust with something like this if they are trying to keep it secret. But if you are a real friend you will betray that trust even if it is hard to do.”

Another way of changing eating disorders is by changing the way we look at body image.

“By personally changing what we say and how we say it one person at a time, we can change the image,” Laroche said.

Laroche supports the idea that in order to get rid of eating disorders, people have to go the root of the problem and change the way media looks at bodies. It will not be until healthier body images become the norm in the media that women and men will have a better body image.

“People are pressured to be thin and feel pressured to look a certain way,” Laroche said. “I know there are plenty of people who embrace who they are, and appreciate who they are, and I love that. I want to promote that more. I don’t want people to question themselves or doubt what they look like because others don’t think that is what you are supposed to look like. It is not just outside pressures, but inside ones. Feeling comfortable and sharing to someone who is a reliable adult [is important]. Stuffing your feelings down and keeping it in will only make you feel worse.”

## WHAT YOU SHOULD KNOW ABOUT EATING DISORDERS

### WARNING SIGNS

- sore throat or swollen glands
- preoccupied with thoughts of food, weight, and cooking
- difficulties concentrating
- decline in academic performance
- weight loss
- pale complexion
- cold hands or feet
- feeling faint or dizzy

National Association of School Psychologists

### EATING DISORDER STATISTICS

- 0.5-3.7 percent of females suffer from anorexia
- 1-4 percent of females experience bulimia during thier lifetime
- 10-15% of people with bulimia are men

National Association of School Psychologists  
and menbulimia.com



# Lane students obsess over addicting phone games

By Iwaylo Pashev

As he reaches 80, Joseph Arcilla, Div. 456, feels his heart rate increasing. At 100 he is even more excited but does not lift an eye from the screen. He knows it will cost him the game. 150. His heart is beating faster now. He can feel it. 167...168...169... his bird hits a pipe. Game over. New record.

Like a lot of Lane students, Arcilla has been playing the popular mobile phone game Flappy Bird. He spent four consecutive days in February obsessively playing the game.

The game itself is based on a simple concept. The player controls a pixelated bird by tapping the screen to make it fly. The objective is to fly between sets of two green pipes without crashing into them. These green pipes are, some game developers claim, mysteriously similar to the Nintendo Mario Brothers pipes.

Even though simple, the game is hard to master. Players compete to beat each other's records as well as to improve their own. Like most games, Flappy Bird takes some getting used to. When Arcilla started playing at first, he was bad, struggling to even reach a score of double digits.

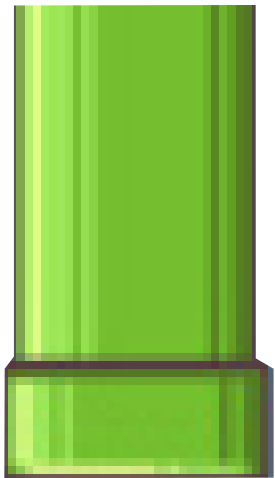
"Don't look at the counter," Arcilla said as words of advice for achieving a high score on Flappy Bird.

Arcilla has a history of playing mobile phone games. He is currently playing a similar to Flappy Bird game called Iron Pants and used to also play the immensely popular Candy Crush.

Flappy Bird has also intensified the debate of Android vs. iPhone. iOS owners claim that it is harder to play on the iPhone, mainly because the screen size is smaller.

"It depends on what people are used to... I'm pretty sure if I started playing on the iPhone I would be worse," Arcilla said.

Adam Sacha, Div. 466, does not have a smartphone but neverthe-



less has achieved a high score of 117 on Flappy Bird. When he gets the chance, he plays on his friends' phones. Sacha spends time playing during his lunch period as well as during some of his classes.

"It's either sitting and not doing anything or sitting and playing Flappy Bird," Sacha said.

Since its release on May 24, 2013 and its rise in popularity at the beginning of 2014, the excitement over Flappy Bird has died out. Both Arcilla and Sacha rarely play the game anymore. Flappy Bird was actually taken off the market by its creator Nguyen Ha Dong on Feb.

10 because it was becoming "an addictive product," according to him.

Only people who downloaded it prior to its deletion are able to still play it.

Dong warned via Twitter 22 hours prior to taking the game

off both Google Play and the App Store that he was going to remove the game. Flappy Bird earned \$50,000 daily due to in-app advertising.

"I think it has become a problem. To solve that problem, it's best to take down Flappy Bird. It's gone forever," Nguyen said.

The users of the app were abusing Dong's game by playing it excessively and he decided to take it down. Flappy Bird was designed to be played a few minutes at a time when the player is relaxed, according to Nguyen.

For those who missed out on downloading Flappy Bird while it was still on the market, there are a lot of similar concept games now. Among these are Splashy Fish (number four on Google Play), Flappy Wings (number four on iTunes), and even Flying Cyrus- Wrecking Ball (number twelve on iTunes). According to the Pocket Gamer report, a replica of Flappy Bird is released on average every 24 minutes. A website called Chupamobile, offers the Flappy Bird template code and tutorials on how to replace the graphics (Miley Cyrus's head instead of a bird and a wrecking-ball/hammer instead of pipes).



Among other cell phones, an iPhone 4 pre-loaded with Flappy Bird was being sold on e-bay for \$15,000 on March 9. However there are currently no bids on the extremely high price.

"I don't see anyone buying that," Arcilla said. "There are a lot of them for 200 bucks and no one was bidding."

Different strategies and theories have been created for achieving a high score on Flappy Bird. Concentration is one of these principles. Sacha's focus (and refusal to blink) when playing Flappy Bird often cause his contact lenses to get dry when he is playing for a long time.

A bird dodging pipes creates a "euphoric" feeling in Sacha every time he nears his record, and Arcilla feels like he will "have a heart attack." However, they claim to play just for fun and to pass the time.

The stress and relief involved in playing Flappy Bird produce adrenaline and dopamine respectively. The hormones and neurotransmitters released are strong producers of behavior and emotion. According to psychologist Mihaly Csikszentmihalyi's theory of flow, a right balance of dopamine and adrenaline produce a feeling of euphoria. This psychology theory can be applied to video and mobile games.



Flappy Bird presents a challenge to the player, who becomes frustrated while trying to overcome it, but receives a sense of satisfaction when he does. This balance of challenge (adrenaline) and success (dopamine) has been proven to create addictions in drugs, gambling, and games. In Flappy Bird's case, the player's skill is perfectly matched with the game's challenge, making quitting the game a challenge of its own.

It is "Game Over" for Flappy Bird and it is hard to tell what game will take flight next.

## UIC partners with Lane in new computer science program

By Marta Malinowski

Upon hearing the news of the new STEM program expansion at Lane, the UIC professor of Computer Science, Dale Reed, jumped on the opportunity to help Lane students pursue an interest in Computer Science.

UIC decided to partner with Mr. Law, Lane's Computer Science department chair, by incorporating a computer science pilot program that offered college credit. Students who are a part of the program are currently enrolled as both high school students at Lane and college students in the UIC College of Engineering.

Law and Reed have known each other for about four or five years. During April of 2013, Reed proposed the idea to Law and later that month the Lane administration approved the program. The top 30 students who, as sophomores, signed up to take Honors Computer Programming I were placed into the program. There are currently 27 students in the class and it is being taught just like any other Lane class, with the exception of the course work having to meet UIC requirements.

"We didn't necessarily have to mirror their course exactly but we did need to cover some of the same topics," Reed said.

The class here at Lane is teaching the same material as the UIC Computer Science 111 course, which is titled "Program Design I." If students pass the pilot program here, and pass the midterm and final approved by UIC, they will automatically receive credit on a UIC transcript.

The pilot course is not like the AP classes taught here at Lane.

"This is not an AP exam where you have to pass it and end up going to a university that does not take what you get. This is truly a college course. When they are done, they can take their transcript to any university in the world and transfer those credits over," Law said.

The only direct interaction Lane students have with UIC in this course is one field trip and a meeting with Dr. Reed. The field trip was in the fall, when UIC was conducting their computer science open house. The students were able to tour the school's facilities, including their 3D visualization labs. They also had the privilege to talk to some of the university professors. The meeting, will instead have the UIC professor, Dr. Reed, come to Lane and give a presentation to the class.

The material taught in the pilot program is what Law would call "magic." According to him, Computer Science is all about computational skills. The students are getting familiar with problem solving, how to create problematic situations and how to implement a solution for them. When students are programming, they are learning how to unpack what they naturally do in their head with complex situations, and list them in individual instructions.

"The students learn how to be great problem solvers," Law said. "Once you know how to program, it changes your idea of how to solve problems forever. You have now trained yourself to know how to explain complex ideas in a very clear and arithmetic way."

At the beginning of the school year, the class started off using a program called Scratch to familiarize the students with the course material. Then, they started with the program called "BlueJ" where they actually wrote programs.

So far, the pilot program has had great success with the students in terms of their academics, according to Law.

"The students did really well on the midterm, which is our fall semester final, with an 82% average. It was a 60-question exam and Professor Reed even mentioned that it was more rigorous than something they would have given," Law said.

Many students have also had many positive things to say about the course.

"It's definitely a community in the class and anyone will help you," said Elise Rivkin, Div. 564. "It's a lot of spending time figuring things out and that can be really rough, but ultimately, it's interesting and fascinating."

Some students in the pilot program, like David Rogowiec, Div. 567, enjoy the course even though they do not plan a future career in Computer Science.

"We learn in a way that is fun and exciting. We get to create our own games and actually play them," Rogowiec said. "We also have a great teacher who does a great job explaining on why things work the way they do and makes sure you truly understand it."

Some students have had to work hard to do well in class.

"It's a great challenge. I've formed some sweet neural pathways doing stuff I never really saw myself as being able to do, so that's been a big deal for me. I love trying new things and exploring what I never thought I could do," Rivkin said.

***"We get to create our own games and actually play them"***  
**-David Rogowiec**

Being a part of this new pilot course has also brought a lot of challenges to the teacher. Setting up a new partnership and working out a program that has never been done before at Lane is definitely something different for Law to deal with.

"Any time you teach something you never taught before, suddenly every day is new," Law said. "It's a struggle at times and I have definitely made mistakes with the kids letting me know by saying 'I hope we never do that again.'"

Even though it has not been easy teaching this new pilot course, Law hopes for further success.

"I'm trying to find a balance where we meet UIC's expectations and I'm giving the kids an experience that they can walk away from and say 'Oh I really enjoy Computer Science,'" Law said.



Programming students taking a quiz in class.



# Divergent, the newest blockbuster



By Leah Wojtach

The *Harry Potter* series, The *Twilight* saga, The *Hunger Games* trilogy are all major franchises avid fans obsessed over. The newest Divergent franchise has much to live up to.

I was pleasantly shocked to find the film not reminiscent of The Hunger Games, another series based on a dystopian society. Going into the movie, I really had no prior knowledge of the plot except of its setting in a dystopian society. I was not really expecting anything from the movie.

The film takes place in our very own Chicago, but in a more twisted and different time. Props to the special effects for its post-apocalypse scenery of Chicago. It looks nothing like ours and hopefully it will never look like that. The city is split into five fac-

tions, where each person or family lives depending on their personality traits such as bravery, honesty, intelligence, selflessness, and peacefulness. The film chronicles Beatrice, later known as Tris. On Choosing Day, she is characterized by more than one trait, which in this society is known as being divergent. Divergents are automatically executed for fear of the unknown and nonconformity. She must choose one faction and hide her talent as a divergent from everyone, which proves to be a very difficult task.

Walking into the movie, there was a chorus of screams as the film began. Surrounding me were die hard fans, excitedly discussing the saga. It was about 9pm on a Wednesday and I was exhausted. I really was not expecting much, I just wanted to have a fun night out with friends. Over the course of the movie, I became hyped from all the action and understood all the buzz of the saga.

The acting is superb. The cast mostly hosts new faces; a fresh spin

for new actors and the audience. Shailene Woodley is terrific as Tris. Her raw emotion is empathized throughout the film. Ansel Elgort plays a small role, but his charm leaves a lasting impression.

The film is about two and half hours long. Most of the movie is fast paced and full of action. I would like to see a more in depth look into certain aspects of the story line.

I never read the series so I do not know the accuracy of the movie to the book. I am guessing that the books are more in-depth than the movie, probably answering most of my questions. However, all in all I highly recommend seeing this movie. The story, more intended for young adult audiences, holds the action and romance fitting for this genre. It is highly entertaining and it just might make a name for itself among the other widely popular franchises.

## Comedy performance engages audience with two minute plays

By Alexandra Madsen

Instead of seeing a movie or going out to dinner, last weekend I actually had fun. My friends and I went to a local comedy performance “Too Much Light Makes the Baby Go Blind” put on by The Neo-Futurists. The plays performed were somewhat crazy, but overall pretty entertaining due to the actor’s complete enthusiasm. The company prides itself in the fact that “the unifying element of these plays is that they are performed from a perspective of absolute honesty.”

The goal of the actors is to perform 30 plays in 60 minutes. Each play is written by a member of the cast and there are new plays added each week. Every time I have gone they have not been able to perform all 30 plays but, it is not disappointing due to the dedication to each and every one. As I said I have been to the same show a number of times. However, the 30 plays are rotated and not always performed exactly the same way. Some plays are on political topics, some are on mainstream entertainment, and some have you thinking to yourself “what is going on right now?”

The first time I went to see the performances I was not expecting much. I had never heard of it and improv never really interested me. However,

within the first 10 minutes I was hooked. Now I am always excited to go back.

I will warn you though, if you sit in the front rows the actors will sometimes use you as their props. In one of my favorite plays called ‘Surviving a Chicago winter’ a boy who was not from Chicago was brought on stage and – I do not want to spoil it, but ice water and large fans were involved. So many of the plays involve a lot of audience participation.



If you plan on going, you need to arrive early because they sometimes sell out, and if they do, they buy everyone pizza! You will be put in a room where you roll a dice to determine the price of your admission which is usually between \$10-\$15. You will be given a name tag (that is not your real name. My

name tag said ‘chain link’) and take your seats. It is a great alternative if you are tired of the movies or just want to have a lot of fun.

The show is, overall, a hidden gem in Chicago, and something I would highly recommend people see, as long as you are open to being a little embarrassed and keep an open mind. It can sometimes be a little over exaggerated, however, I believe it adds to the shows overall charm. With its animated and interactive actors, it is a truly unique experience that you will not regret.

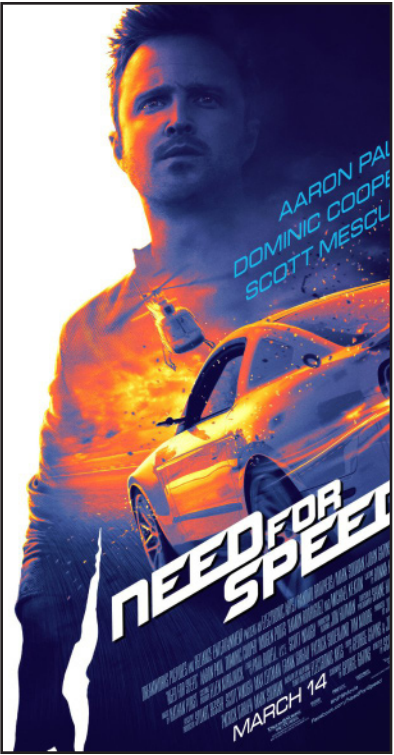
## Need For Speed is a need to see

By Erica Rocha

Warning: this movie will make you want to street race in a muscle car and sport a leather jacket. But then again, what action packed racing movie hasn’t?

Despite having a typical innocent-person-in-jail-and-revenge plot, *Need for Speed* is entertaining. It has a good balance between action, romance, and surprisingly good humor. The movie begins by introducing blue collar mechanic and street racer, Tobey Marshall (Breaking Bad’s Aaron Paul), who is afraid to lose the mechanic shop previously owned by his father. In order for him to keep the shop open, Tobey is forced to work on a Mustang for Dino Brewster, a stuck up ex-professional race car driver who used to compete with Tobey. The plot escalates quickly when Tobey is framed for a crime he did not commit. After two years in prison, Tobey seeks revenge with the person responsible for his conviction with the help of his friends and a some-what expected partner. Full of windshield-breaking, car-flipping crashes and high speed pursuits, Tobey is determined to race the streets to prove his innocence and seek revenge in De Leon, the ultimate street-racing competition.

Although the movie starts off a bit weak when the characters and setting are introduced, it noticeably improves as the movie progresses. Towards the beginning there were a lot of simple but laughable jokes between each character, but as the racing and action started to develop, so did the jokes which at times had the whole theater in laughter.



Most of the characters had humorous scenes but I would say most of them were given to the role of Tobey’s friend, Benny (Scott Mescudi/Kid Cudi). I thought the timing of the humor is well placed throughout the movie because it served as good transitions between tense scenes which lightens up the tone of the movie.

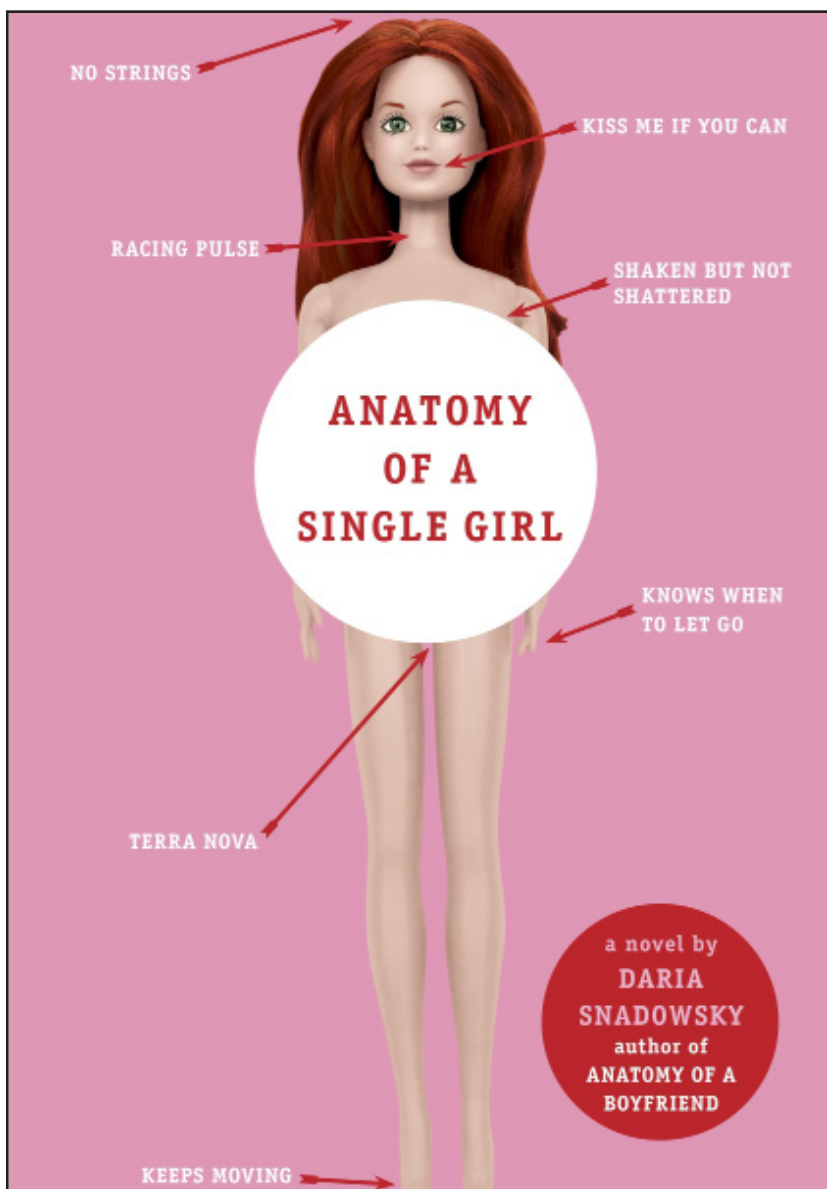
The camera movements also contributed to the tone, especially during the racing scenes. I loved that the director was able to show the car’s movement through the driver’s perspective as well as the Go Pro-camera-like shots when cars were flipped or crashed into. Most of these camera shots are most likely due to the fact that the director decided not to include Computer Generated Imagery (CGI) which made the crashes all the more dangerously destructive and cool to look at. Not including CGI also seemed to allow for better sound which makes it more realistic. I do, however, think that the instrumental/dramatic music was overpowering in some scenes which made it seem like the director was trying too hard to make the scene worth watching. I did like the choice of song for the closing scene and the credits. (For those planning to watch the movie I recommend staying after the closing scene because there is a short scene in between it and the credits.)

Overall I would recommend this movie to anyone, especially teenagers because of the racing scenes and humor. I also think it would appeal to any gender because there is a good mix of cars, action, and romance.

Just remember, as much as you will be tempted to speed down the road and do the “grasshopper,” you are not Tobey Marshall... and there are too many potholes to deal with anyway.



# Book review: *Anatomy of a Single Girl*



By Danah Bialoruski

After first hearing that I was going to be reading a book called *Anatomy of a Single Girl* by Daria Snadowsky, I did not have the highest of expectations. I went into the book being a little weary of what was to come, but after getting through the first few pages, I was pleasantly surprised. The book is most definitely a book for girls, as the title suggests. The book claims to be for college girls but I viewed it as more of a book for girls between their junior and senior year of high school to their freshman and sophomore year of college.

The book is a sequel to Snadowsky's first book, *Anatomy of a Boyfriend*. It is not necessary to read the first book before reading *Anatomy of a Single Girl*. The book revolves around a girl named Dominique, or Dom, whose high school boyfriend breaks up with her during winter break of their first semester in college. Dom struggles to cope with the pain of losing her first boyfriend.

Early on in the book, Dom explains how her friend Calvin is oh-so in love with her, but her feelings for him are not mutual. Her character comes off as excessively conceited. She repeatedly explains how Calvin is so in love with her and that she has tried to love him back but can not make it work. This leaves me more annoyed than intrigued. Once Calvin finds a new bae though, Dom gets jealous because she is not his main focus anymore. Calvin does not have a major part in the book since he only appears during the first couple of chapters and once again at the very end of the book. His main role, in my opinion, is to help describe the type of person Dom is.

Then there is Dom's long time best friend, Amy. They are the typical archetype of best friends who are complete opposites. Amy is the party girl who hooks up with several guys every weekend while Dom is more conservative and is focused more on her studies. The story line really did not do much as far as

changing the way I viewed Dom. It is obviously a necessity to have a best friend character in any book, but the friendship was typical and not as fresh as I hoped it would be.

The major part of the book is Dom's relationship with Guy. Their relationship was not much of an "I love you" relationship, but more of a "let's hookup for the summer" relationship. And even though the relationship was more of a hook up relationship, Dom and Guy were really intellectually compatible. They both had a strong interest in science since Dom was studying Pre-Med while Guy was a science major. I thought this plot in the story gave the relationship a little twist since it showed that even though they were just booty calls for each other, they were still able to have an intellectual conversation.

During this relationship, Dom learns a lot about herself. At times, her idea of the relationship can seem very shallow and appear as if the female gender is only focused on being happy with a man. In the end, I think Dom presented a new view on hook up relationships and taking more risks. She was able to stay true to her core and values. The book does have some sex scenes, but appropriately written for the age group for whom it is being presented. I do not really find those parts of the book to be a big deal. In fact, Snadowsky's style channels that of Judy Blume who was very popular with teen girls during the '70s and '80s.

After finishing this book, I was surprised with the outcome. Even though it was somewhat of a typical teenage love story, it still shined a different light on the kinds of relationships that teens encounter in this day and age. The ending is a twist that is not expected when reading the middle of the book. It really helped open the idea that it is okay for woman to want something other than feelings from a relationship.

I recommend this read to any girl who enjoys a good, somewhat sappy story that can help them open up to different sides of a relationships.

## Art students host second annual fashion show

By Alexandra Madsen

This was the second year Ms. Chisholm's Art 1 classes have put on a group fashion show. During 2nd, 3rd, and 8th periods on Friday March 28, students strutted down the runway in 100 percent recyclable ensembles. The task was for each student to create a piece of clothing of their own, while also conforming to accompany the group's ensemble as a whole. The project not only required creating an original piece of art, but the students also used teamwork skills to work around construction and design challenges.

"They were very excited in the design process because they had great ideas of things they could make," Chisholm said. "But then in terms of making it, it's a very hard uphill battle trying to make something out of recyclables. There was so much problem solving, but it turned out really great."

One of the difficult parts of the project was trying to turn the recyclables into the pieces they sketched in their journals. Students were assigned to use at least 50 percent of a certain recycled material they were assigned (newspaper, bubble wrap, etc.) and the other 50 percent could be of any recycled material they chose to use. This caused some students and groups to develop different uses of materials.

"I had some students who at the end were pleasantly surprised at what they were able to create," Chisholm said. "I had one student Olivia who wasn't sure how her skirt was gonna come out. I could tell

how invested she was in the whole process."

Olivia Clafford, Div. 752, is one of the students who participated in the project, and it was the first time she had done something like it. Although sometimes challenging, Clafford felt that, with the help of weekly checkups on each piece, the end project fit together perfectly.

"It was really nice not only getting to know my group because we were working together," Clafford said. "[Based on the results of the] sculpting, at first I wasn't sure if it was going to turn out, but Ms. Chisholm gave me some tips and it just came together."

Chisholm gave Clafford tips to help with the 'puffiness' of the skirt. Clafford was having problems making the newspaper seem voluminous. Through trial and error she realized that sewing the newspaper together helped the volume instead of stapling.

The fashion show at Lane has not only been a team problem solving project but also an emphasis for 'process.'

"I've always been fascinated by process," Chisholm said. "I wish that everyone could somehow know all of the steps and struggles the student had to go through. I would like to do like a time lapse video to follow each object because in some cases it had to be completely reinvented several times."

This fashion show in Chisholm's opinion is one of the best ones yet. She hopes that in upcoming years she can create something that shows all the steps leading up to the final product. This way, people can see all the hard work her students have put in.



## Artist of the Issue Noah Baron, Div. 462

To his teachers, he is known as Noah Baron but to his friends and fans, he is known as Matan.

Baron is a rapper with the stage name Matan. Along with rapping, he does spoken word and writes his own poetry. Before rapping, he started out doing spoken word at open mics and writing workshops for poetry run by a program called YCA, or Young Chicago Authors. While at YCA, they really pushed Baron to pursue his music career more seriously.

"I've always messed around with rhymes since I was in middle school, but YCA pushed me to take my music more seriously," Baron said.

Baron found out about YCA by being on Lane's Poetry Slam team. He has been a part of the slam team since freshman year. YCA puts on a show called Louder Than a Bomb, which Baron has participated in every year.

Baron, along with his friends, performed at the Lane Talent Show earlier this year. As well as the talent show, Baron and his newly started band plan to perform at the Clay and Arts Festival at Lane later this spring.

Baron, along with Lane student John Sader and other members at Von Steuben and Mather, plan to call the band "The Loop", after the Chicago Loop. Since all members have different types of music backgrounds, the sound Baron describes is going to be funky. It will range from punk rock to 90s R&B.

As far as working solo, Baron has already started working with some producers that he has met through mutual friends.

His musical influences have come from mostly



Baron rapping during Lane's Talent Show.

artists out of Chicago.

"Lately I've been into acts like Chance the Rapper, Mick Jenkins, Defcee, Noname Gypsy, Marrow, and Vic Mensa," Baron said. "But if I had to choose one to work with, it would definitely be Chance."

Baron is working with the producers he met in hopes of dropping some singles by the end of the school year.

**Listen to his music at:**  
<http://soundcloud.com/matanoahlante>



# Censorship in media creates miscommunication

By Iyaylo Pasev  
iyaylopasev.wordpress.com



1984 came and passed but for most people it was nothing like “1984,” the dystopian George Orwell novel of government censorship and the mental slavery of people. I say for most because for some it was and continues to be. People live in nations of informational darkness and rely on the government’s filtered information as the only source of outside news. These

are people like those in North Korea, where internet access is illegal and only government frequencies are received on television sets.

No one knows how the North Korean public sees the rest of the world or how much they actually see. I was so curious to explore the lives these people live, but because they are so isolated from the rest of the world, that is hard to do. Then I realized that my parents spent their childhoods living in the then-communist country of Bulgaria where only filtered information was allowed to enter the nation.

They told me that when the Chernobyl incident happened in Russia, evacuation signals did not immediately reach the Bulgarian public which was in danger of radiation, being 1,100 miles away.

My father recalls the threats of prison time they would receive if they were caught listening to BBC or any other Western world radio programs, which they called “propaganda.”

Local newspapers published the success of Georgi Ivanov, the first Bulgarian cosmonaut, but the fact that the mission was a disaster since it was plagued with many problems was left out.

If this is what my parents remember of Bulgaria’s communist times, I can only imagine the media censorship my grandparents had to live through.

The issue of censorship is not a thing of the past. In the 2014 Olympic Games opening ceremony in Sochi, one of the Olympic rings malfunctioned and did not light up. In order to appear flawless in its Olympic spotlight, Russia edited the footage that aired on its television programs to make it appear as if the lighting of the rings was perfect.

With so much attention on the host nation during these Olympic games and also considering that their ways and beliefs differ from others, Russia has received a lot of news coverage lately. The nation’s anti-gay policies have inspired the Russian punk band, Pussy Riot, to publicly protest these policies and especially the leadership of Vladimir Putin. In February, as the band began singing in protest in Sochi, police started pepper spraying and whipping them which can be seen in graphic YouTube videos. Russia has a different way

of handling things like that than America. The band members were quickly silenced and escorted away from the Olympic venue.

The previous arrests of the *Pussy Riot* members for hooliganism were widely criticized as a form of censorship.

While still on the topic of the Olympics, it was reported, as a joke of course, that North Korean leader Kim Jong-Un tweeted (under the name @KimJongNumberUn) that North Korea had won gold medals in all Olympic sport competitions. It is not too hard to fall victim to this joke, knowing about North Korea’s dictatorship control.

But this censorship is everywhere, not only in North Korea, and Russia but also here in the United States. Everyone knows that Justin Bieber was arrested and charged with driving under the influence and.... like I said, everybody knows. But at the same time the Ukraine was nearing (and still is) a civil war. But no, the news prioritized Bieber over the Ukraine situation where people were losing their lives. Recently, coverage on the situation has increased and is now better covered.

Censorship is a very interesting and delicate topic to discuss, and is definitely in use today. Even though most people have access to a lot of resources, the biggest one being the internet, it is often hard to tell if what we are reading or learning about is accurate.

There are many sides to all situations and censorship is choosing the one that best fits the ideologies of the country, person, or group.

What you believe in depends on which side you choose to look at. So which one do you choose?

## Graffiti connects to past

By Andjela Bursac  
andjela8.wordpress.com



On Wednesday mornings I wake up before the crack of dawn, 5am sharp. I make my way to the blue line by 6am, all so I can get to school by 7am for Key Club meetings. When I get off the Addison bus in the mornings I walk down the “shortcut” next to the stadium, to the lunchroom. It’s about a 5-minute walk, and this morning happened to be 1 degree outside. I walked a little faster than usual, in an effort to escape the cold. Even while going faster than usual, I couldn’t help but notice some interesting graffiti on the brick of the school. I noticed a spray painted pair of eyes with the caption “who’s watching you” underneath.

Three things came across my mind when I first saw it. First, “That’s unusually creepy.” Then I turned around and checked my surroundings. No one was behind me, no one was in front of me. Second, I thought “Big Brother!” since we are currently reading *1984* in my AP Language class. And third, I thought to myself, “this school is over 100 years old, and there are generations

of graffiti all over the place.” So I thought I’d look into it, and here we are. Imagine how many thousands of kids have passed through the halls of Lane since it was built.

Graffiti has been a thing for a while, taking its roots back to ancient Egyptian scripture written on walls. It’s also illegal in the city of Chicago. But what kind of kids do it anyway? And what is their purpose for spreading their messages, in such a public and permanent way? No matter how illegal and frowned upon graffiti might be, it is interesting nonetheless. And it’s present all over the school, inside and out. Inside the school, the bathrooms are overflowing with graffiti.

You can find inspirational quotes like “You’re perfect no matter what”, to lists of the “cutest boys in school”, to even alarming notes about suicide threats. And they always tend to build up. The girls’ bathrooms in Lane tend to even have almost forum-like chain messages to each other. You can see replies, and smudges, and crossed out words. There are even elaborate drawings that look like they took more than one quick class trip to the bathroom to finish. A less expected place to find tons of graffiti is the school’s attic! It’s covered in tons and tons of names, graduation years, and phrases, dating all the way back to the ‘70s.

Maybe it’s just me, but I think Lane’s history is so cool. Finding messages from the past, of kids who walked the same halls you’re walking, decades earlier, is so intriguing! Attention to detail is key. Next time you’re sitting in a boring physics class, look down at your old wooden desk, and try to decipher the graffiti. Who exactly were Brenda and Mark “together forever” in a heart engraved into the desk? So what do you say? Lane Tech’s graffiti: is it a crime, punishable with fines, or mysterious snippets of the school’s history?

## Biking along Chicago’s Lakefront bike trail

By Walker Post  
walkerpost.wordpress.com



Now that we have wrapped up winter and are transitioning into the spring season, it is time to throw away our bus cards and stop relying on CTA to get us where we need to go. For bikers and joggers alike, warm weather lets us do what we love to do. There are tons of places to explore in Chicago, and Lakefront Bike Path might be the best place to go this spring.

In total, the trail stretches 18.5 miles along the lakeshore of Chicago. From Rogers Park to 71st Street, there are an abundance of things to do on this journey. The trail has places you can rent a bike, which is convenient if you don’t own one. Lakeshore Bike is a good place to rent one because they have two locations. One of them is at North Avenue beach and the other is at Irving Park and Lakeshore Drive. Rentals cost 10 dollars an hour, 30 dollars for four hours or 40 dollars for the full day. This is not too expensive if you don’t already have a bike. I just got my biked-tuned up there and I’m impressed with the work they did.

The scenery is great as you travel along the route. One of the most popular reasons people travel to the lakefront is obviously because of the vast amount of

beaches we have (if you’re wondering, it’s 33.)

The best part about the trail is having Lake Michigan readily available wherever you are. The beach is always a good place to spend some time. I recommend Oak Street Beach because it is the perfect distance from the Chicago skyline. It is just south of Division street. The water might be chilly, but give it a few more weeks. If the water is too cold for you don’t worry, you can always get some grub at one of the many places to dine (the Montrose Grill is my favorite). From Oak Street you can walk 10 minutes south and be at the Lincoln Park Zoo between Webster and Armitage.

The Lincoln Park Zoo is a great place to stop by because admission is free and the animals are worth the trip. The last time I was there I got to watch two chimpanzees wrestling. I felt like I was watching *Tarzan*. You can even pet goats and feed cows. I’ve always wanted to see what it would be like to live on a farm, but I guess that was the closest I’ll get. If you’re more interested in hanging out with domesticated animals, then I would definitely check out the dog beach on Montrose.

The dog beach is north of the actual beach and is fenced off. I take my dog, Stella, there a lot and she absolutely loves it. She plays with other dogs, but mainly focuses on chasing a tennis ball tirelessly into the water. This beach is the perfect place to meet new and friendly people, but you may want to watch out for dog poop carelessly left behind by the dog’s owners.

The Lakefront trail can easily consume one’s whole day. Besides the locations mentioned, there is also a skate park (off Wilson), basketball courts (in most places), and even a chess pavilion (off North Avenue). If you have never been on the trail before, decide on how far you are willing to travel and then just go places that interest you the most. We’re lucky to live in Chicago, so take advantage of everything it has to offer.

## Billboard reflects definition of “Pure American”

By Marta Malinowski  
martamalinowski2.wordpress.com



Commuters driving down I-55 have found something that definitely grabs their attention. A billboard. It’s not a billboard showing a new menu item at McDonalds, nor is it advertising a new car being released this season. This billboard has caught the attention of many because of its promotion of a rifle company and its push for guns.

The billboard has a picture of a baseball glove, an apple pie, and an assault rifle with the

title “Pure American.” So assault rifles are as American as the pastime of baseball and as the dessert of pie? Are assault weapons what define our country?

This billboard, in the inbound lanes on I-55 between Cicero and Central has sparked a lot of controversy and talk about getting it taken down. Slide Fire, the Texas-based firearm parts manufacturer

that purchased the ad, said they purposely chose President Barack Obama’s hometown because of the Chicago’s crime rate and restrictive gun laws. Their goal was to attract attention to the topic, and they succeeded with that, but one thing that we should realize is what message they want

to send out. They want people to start talking and be convinced that this is, in fact, how our country should be. Some might say that it’s just a billboard and there are many offensive or harsh messages out there. This is just one of many, but I beg to differ. This ad is defining our country as a place of violence, murder, and blood. Living in a city with high crime rates, I see that it definitely affects the way we live, but it is not what defines us.

Posting this in the president’s hometown was probably done to grab his attention as well and get him talking about the topic. It’s terrible to think that a large company would have to resort to this in order to advertise their products, especially guns. Children will see this ad and be exposed to such a horrible message. We can’t get the children of our country to think it’s okay to use weapons and violence. That is the exact opposite of what we need. We need the

children in our city to understand how gun violence has truly been ruining Chicago and is definitely not an answer to anything. With this billboard, they will think an assault rifle is just like their favorite sport or dessert; that it’s all the same and equal.

The billboard also features the American flag, a Second Amendment symbol, the Statue of Liberty, and an ichthus — the fish commonly used to symbolize Christianity. This certainly sends the wrong message because that is not what the second amendment was meant for and should definitely not be associated with the American flag. Our country does not equal weapons. They belong on a battlefield and not in an average person’s hands on our streets.

The billboard company, Lamar Advertising, says the rifle company has a First Amendment right to advertise, but in this situation it is not about what you have a right to do or what you do not have a right to do. This is about doing the right thing, and sending this message that defines our country with weapons and violence is surely not right.



Billboard that defines “Pure American” on I-55



# 100 days of happiness



By Jacquelyn Guillen  
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For the last couple of weeks, I've logged onto Facebook and Instagram, and I've found my friends attempting a new challenge. It wasn't something ridiculous like the "Cinnamon Challenge" or the "Selfie Olympics", or anything that could possibly harm a human in any way. Instead, I discovered a challenge called the 100 Happy Days Challenge (#100HappyDays).

The point of the challenge, according to the 100happydays.com website, is to simply promote hap-

piness. They want people to take just a minute or second or any small amount of time out of their day to just reflect on the simple things in their day-to-day life that makes them happy. The challenger first signs up on their website, and then chooses how they will share their 100 Happy Day pictures. They can post a picture on any form of social media, (Twitter, Instagram, Facebook, etc.) with the hashtag #100HappyDays.

On the website, one thing I admire is that it literally says this challenge is not a competition. The point is not to make anyone feel bad about their life, and the point isn't to boast about how awesome you think your life is. People need to just take a minute to reflect on something they appreciate. Today, many people live in a society where they work a lot and tend to ignore the little things. With social media, work, family, and friends in our lives, it can be extremely hard to balance some things.

Just this past week alone, I've felt extremely stressed out. Next week

is this big event at my school called International Days and Nights, and I've been worried about my dancers and our dance. In addition, I have to get our costumes in order, clean up the dance, order food, etc. Rarely, have I had the chance to just take a couple of deep breaths to reflect on something I appreciate. I've wanted to attempt this #100HappyDays Challenge, but I always find myself making the same excuse: I don't have time.

Of course, on the 100 Happy Days website, they have a statistic that says 71 percent of people that fail this challenge do so because of a lack of time. I don't want to be a part of that statistic though. It's sad to think that other people and I don't have just one minute to take a picture of something we like and appreciate. Everyone should be able to take some amount of time out of their busy schedules to just be happy. That's why starting tomorrow, I decided to start my #100HappyDays, and hopefully I can stick with it.

## Live in mindset of homeless



By Kendall Hill  
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In order to understand ourselves, we must get back to the basics. But how?

We must become homeless.

I'm not saying pack up your bags and go live on the streets right now, it's supposed to snow tonight. But we must live in the mindset of a homeless person.

Have you ever seen a homeless man beg on the streets for loose change that we hold onto in our pockets? There is something scary, sad, and humbling about that all at the same time.

Scary because grown men are reduced to mere boys who ask boys to spare them some of their own lunch money so they can feed their new born baby boy.

Sad because they must compete to be homeless. I once saw two homeless men fighting over

a spot on the street that seemed to get the most traffic-way of people. When we live in a society where grown men and women have to compete just to be a begger, we have reached a new low if you ask me.

It is humbling because I know some of these people truly are at one with themselves.

When you are on the streets 24 hours a day, you must learn a thing or two about who you really are. What you'll do to stay warm, how much you'll beg to make another meal, or how courageous you are to show your face to a city you might have lived your entire life in.

You must learn alot about yourself behind a "Spare change for the homeless" cardboard sign. And you must do alot of self reevaluating.

"Why did I make the mistakes I made back then?" or

"Why did I let drugs/gangs/money control my life and ultimately spiral me into this position?"

To tell the truth, these people have had the most time to consider what they have done wrong, and everyday it gets thrown back in their face. Being homeless ultimately it's more humiliating than prison, and far better than being caught by your parents.

But you must learn alot, too. About right from wrong. And hopefully, how to get back on your feet again.

So as you pass homeless people on the street, don't think "they could learn alot from me"

What could you learn from them?

# Being American means adapting to diversity



By Marissa Higgs  
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Born a several generation mutt, my culture can only be traced back to others in the United States. When people ask what I am ethnically, I have no choice, but to say I am just American.

I have never had a problem with this exactly. The tiny town I come from in Florida is not really known for being the most culturally diverse, so for most of my life I never even questioned it.

Moving to Chicago changed everything. For the

first time people were asking me where my relatives were from, if English was my first language, or if I had any interesting traditions. As the years went on, my same, general, not-so-interesting responses began to take their toll on me. I craved a new culture. I love my family with all my heart, and I love what we do together, but I wanted something more.

My step-grandmother, who has been acting as one of my only grandmothers since I was born, is first-generation Italian. When I was old enough to understand this fully, I latched onto it faster than a toddler does to cake. I researched where they were from in Italy, I started taking Italian in school and eventually I started telling people I was Italian, even though no Italian blood runs through my veins.

I finally had a culture to call my own. The story did not end there though. While in high school I developed many close bonds with Latino people. My greatest friends were Mexican, Puerto Rican, Colombian, Ecuadorian, and many others. Although I am almost 50 percent Mexican on my father's side of the family, I was never raised in a Latino focused home.

I grew to adopt my friends' cultures too. I would

go to their family parties and eat their foods, learn their dances, try to understand their languages. I was mesmerized by their culture.

I will never forget the night I realized I was in love with their sense of culture. I was at one of my friend's birthday parties and different Hispanic dances were constantly being played by the DJ. I had been to other events with them that involved all night dancing, but it was not until I decided to move off the dance floor for a break that I looked around and finally saw just how incredible their cultures were.

Here we had people that had only known each other for a few short years. While they almost all danced in a variety of Latino clubs at Lane, these in-the-moment routines were not things that could have been practiced or rehearsed. They all had been raised in environments where the Bachata and Salsa were dances they mastered before they knew how to walk. The dance steps were so ingrained into their minds that their feet did not care who their partner was, they just moved freely to the beat in almost a perfect fashion.

I had learned the basic steps of the few main dances, but they came far from natural for me. I spent

every moment thinking about my hips moving and if my left foot was keeping up with my right. My friends never had to focus on such things.

On Valentine's Day weekend I was honored to watch my friends compete in the Chicago International Salsa Congress. They danced their hearts out and all did extremely well. A few of them even came in first place. I was happy I was able to see them actively involved in their own cultures.

I feel adopted. I feel adopted by countless cultures. For years I worried about that, uncertain if I would ever be happy identifying myself with these cultures and feel as though I never really belonged. Thankfully that is not the case.

I learned with age that the point of being American is adopting and accepting as many cultures as possible. They say our country is a melting pot, and if that is so, then it would be a shame if its citizens did not try to identify with more than one culture. I am lucky I was able to blindly accept other traditions and ways of life.

So, when people ask me what my ethnicity is I still say American, but this time with a greater understanding of who I really am.

## Negative effects of cell phone use



By Gabrielle Onyema  
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If you're under the age of 22, you've definitely used a cell phone in class, most likely without permission and away from the eyes of the teacher. Is that an assumptive statement? Yeah. Does it make it any less true for this high school senior? Nope.

Nine out of ten teens have a cell phone these days, according to 'bullyingstatistics.org'. That means in a class of thirty, only three kids are without cellular distraction devices.

And a distraction indeed, stock full of apps, online magazines, games, and videos galore. Whenever a lesson gets a little dry, the instant gratification of

cell phone entertainment is literally in the palm of your hand. The long term effects on children and teenagers is still uncertain, but many believe good comes with the bad.

In the documentary "Consumer Kids," it is implied that small children introduced to tablets and smart phones early on have a much harder time adapting to non-tech surfaces such as books or writing paper.

Other studies suggest that prolonged use on smartphones affects attention span, diminishing it. From a personal observation, I would certainly agree.

Freshman year, I didn't see too many kids trying to text under the desk. Many of us didn't have phones then, and many of us weren't repeat cellular offenders. By senior year, not only were there text masters, but a higher disregard of school rules in favor of a few moments of enjoyment on a cell phone. Perhaps this is the effect of attention spans reducing already...? If so, then at this rate when my generation has grown older, we won't be physically able to leave the house without our mobile devices, for fear of losing sanity. Sounds like a plot straight out of a Vonnegut novel!

## Giving up on religion, holding on to faith



By Isabel Trumbull  
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At some point in the last decade I took to studying religions other than the one I was born into. While all of my friends had their bar/bat mitzvahs, I was very enthralled by Judaism. As I studied ancient Greek and Roman gods in 3rd grade, I began to believe in each of them. After reading the autobiography of the 14th Dali Lama, I was fascinated by Buddhism. Around the time that *Slum Dog Millionaire* came out I grew a love for mehandi, and by extension read a lot about Hinduism. When the Arab Spring took place I became very interested in the Quran and Islam.

I was four years old when I was first introduced to the concept of reincarnation. It happened just after my grandfa-

ther died. As an old Irish Catholic man, I can't imagine he would love the idea, or me being introduced to it at a young age. I do however think that he would have enjoyed that I was trying to make him live on forever.

Over the years, I have struggled with finding my religion or where I fit in with all of the different beliefs around me. Particularly when I began studying ancient mythology I started to really question if there was even a god. I had questioned this long before, and the thought had always been in the back of my mind. My mother recalls me questioning the existence of a higher power as early as three years old. After one conversation in the car I equated the concept of god to the Power-Puff Girls. Today I have a Power-Puff Girls magnet in my locker that I see every day. Why? Honestly, I don't really know, but I do know that I like seeing it and that it gives me faith in everything happening for a reason, and that it will all work out in the end.

Through some of the toughest times in my life all I have wanted to do was to have faith in some higher power to take care of things for me. I have always wanted to believe that if I knelt long enough, or prayed hard enough, that good things would happen. I've always wanted to believe that if I was a good

person, and if I made good choices, then someone would say that I deserved a gold star in the form of a raise or a nice vacation. Unfortunately, I just can't seem to be able to.

Hearing the way that people put down other religions gives me faith in thinking that no one knows anything at all. Some find this a frightening thought, but I find it nice. I think that because I believe that no one really knows the unknown, it's okay that I don't either.

For a long time I called myself atheist. It was more out of convenience. The word was there and ready to use: I didn't believe in god, in a higher power, or in any religion. Today, I don't know what I am. In ancient times we had gods and goddesses, somewhere around year 0 people began to believe in one God, and today we have science. I believe that in about 30,000 more years, baring the existence of humanity, we will have some other belief system and call all of the ones before juvenile and primitive.

I don't know if we will ever have the answer to what happens after we die, or how things come to be. All I know is that one day I will die. My existence may no longer exist or I may rot in Hell. All I know is that if I had the choice, I would like to be reincarnated as a dandelion. It just seems dandy!



# Lane snowboarders welcome winter weather

By Klaudia Maciag

Bailey Giltner, Div. 577, has been snowboarding for five years now and he has competed in the United States of America Snowboard Association (USASA) Juniors Half Pipe last year in Colorado, finishing in fourth place out of 16 boys, ages 16 to 17 years old. Giltner's first competition was a boardercross at Raging Buffalo Snowboard Ski Park in Schamburg, IL two years ago. It started out as a bet with his friend who thought Giltner could not podium in the event. Giltner received fourth place, losing the bet and buying his friend a lift ticket.

Giltner has started competing in competitions that can possibly lead him to be a star athlete like Mark McMorris, Sage Kotsenburg, and Iouri 'iPod' Podladtchikov. Other members of the Lane Tech Snowboarding and Ski Club have started taking part in competitions in half pipe, rail jams (which are competitions of who can do the best trick on one of the few features, normally a rail), boardercross (a race with four to six snowboarders to see who gets down the fastest over small jumps and hills), and slopestyle (a slope with several features on it including rails and jumps). These competitions are held at places like Devil's Head, WI, and Chestnut Mountain, IL. Most ski resorts will occasionally hold these competitions; resorts out west, like some in Colorado, will also hold bigger events that are more popular.

In the off-season, Giltner skateboards and practices tricks on a trampoline. Giltner says that by being on a trampoline it helps keep the movements fresh in his mind and helps with the muscle memory. Also, when he learns new things it's less dangerous and scary to mess up and fall on a trampoline than falling on the hard snow and possibly getting seriously injured.

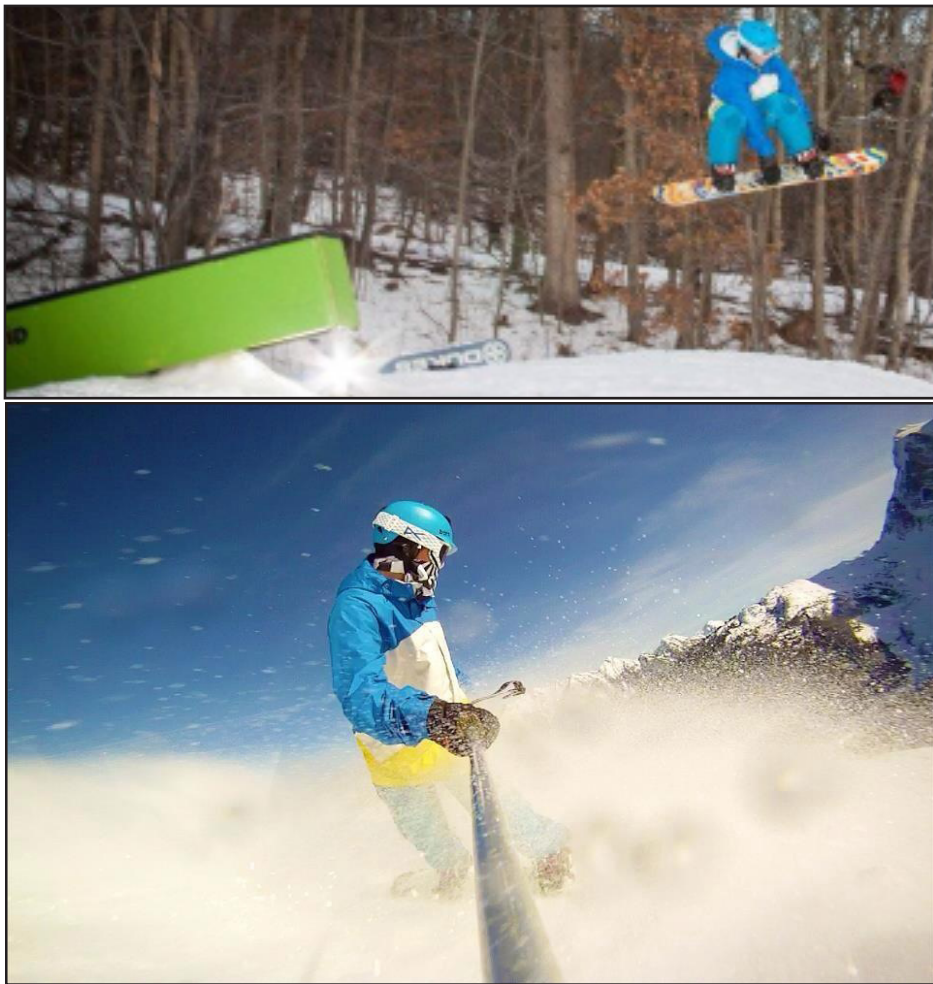
"[Skateboarding] keeps those muscles moving but the movements aren't that similar," Giltner said. "But it's fun."

During the winter, some resorts offer packages to learn how to do tricks indoors with a soft landing before trying them out on the slopes. Giltner practices tricks with a friend on a trampoline and sometimes in the snow, but he practices solo for the most part. He also watches some trick videos, but he says they can only help to a certain extent. Giltner likes to watch videos of himself to see any little flaws and areas where he can improve.

"I'd love to be in the Olympics," Giltner said.

He started snowboarding when his dad gave him his first snowboard for Christmas and he became determined to learn. He has been snowboarding in Canada, Washington, California, Colorado, Utah, Illinois and Wisconsin, but he would love to go to Japan.

When Giltner travels out west, he goes with his family and stays with friends so everything is cheaper. When he snowboards in the Illinois and Wisconsin area he goes with whoever will take him



Giltner snowboards in Colorado.

and pitches in for the costs. Giltner has had his fair share of injuries from the sport, including a broken sternum and a sprained and broken wrist at different times.

"[It] was just laziness," Giltner said. "I gapped a rail and landed pretty hard on it. It was later in the day so I just let the board slip out from under me and I slammed my chest pretty hard on it."

Giltner did not need surgery and so he "just dealt with it." He broke his wrist two years ago at Chestnut Mountain when he was learning how to do a 360 rotation. He over-rotated and caught the edge of his board on the snow and fell on his wrist. He did not even think it was broken till the next day. Giltner says he sprained his wrist last year in a similar way but instead of over rotating, he didn't rotate enough.

Patrick Fejkiel, Div. 760, used to ski but now he just snowboards and has been at it for three years.

"[I started out] when I saw Shaun White in the Winter Olympics in 2010," Fejkiel said. "I just really thought snowboarding was cool so I starting looking into it and in no time I was out on the local hill with a rented board learning to snowboard."

Fejkiel has competed in a snowboard race at

Wilmut Mountain, but he does it more for fun rather than the competition.

"It's sort of a way for me to get away from school and other things for a little," Fejkiel said.

Fejkiel looks up to Torstein Horgmo, Travis Rice, and Mikkel Bang who have all competed and received medals in the X-Games in Aspen, Colorado. He prefers not to participate in competitions because he does not like that the judges focus on the technicality of the tricks rather than the style.

Fejkiel broke his rib and bruised his kidney when he attempted a 180 rotation but over-rotated and fell. However, he continues to snowboard.

In the off season, Fejkiel has a trampoline and goes to Sky High Sports, which is an indoor trampoline place. He also works out at home, plays club soccer, and longboards.

"I used to skateboard, but now I longboard," Fejkiel said. "It's a great way to keep like the feel of a board, even in the off season."

Dawid Rogowicz, Div. 567, also started out as a skier and converted to snowboarding, but he still continues to ski and snowboard during every winter.

"I [snowboard] more as a hobby. I like to do tricks and all, but I'm not that good," Rogowicz

said.

If he were to go to a competition, he says he'd love to be in the X-Games. For Rogowicz, it's harder to go out to practice because of work and he has only gone snowboarding twice this season.

Rogowicz attends the ski and snowboard expos in the Chicago area over the summer where there are multiple events, ski resorts advertising themselves, and equipment sales. He also used to skateboard, but does not do so as much anymore.

"I skateboarded before I started to snowboard and it would help me with balance and having both my legs tied together," Rogowicz said.

Sami Lapka, Div. 664, also skis and snowboards. She has been skiing since she was five but started snowboarding a few years ago and prefers it over skiing. Lapka started snowboarding when she went on her annual family vacation to Steamboat, CO and they all decided to try snowboarding with her dad. She was the last on skis and her family spent a week teaching her how to snowboard and she says she fell in love with it.

For Lapka, the sport is also more of a hobby.

"It can be somewhat of a competition between my family members and I, but nothing serious," Lapka said.

Lapka would like to participate in competitions in the future, but only if she could get more practice on the mountain to get comfortable and better prepare for whatever competition she might enter. Lapka snowboards at resorts a few times during the year, but sticks to smaller mountains and hills. She says she prefers to go on tree runs, which are ungroomed courses that present more natural obstacles and are not marked. She prefers this to doing jumps and other tricks.

Unlike the other snowboarders, Lapka doesn't skateboard in the off-season, but she does play lacrosse year round which helps keep her in shape overall.

Rogowicz continues to snowboard because he says he likes the adrenaline rush; he gets to do whatever he wants and it is easier to get up when he falls down. It lets him get away from everything. Giltner keeps snowboarding because he loves speeding down the slopes and hearing the wind whip past his ears. Lapka says she likes being part of her family's tradition and flying through the fresh, powdery snow.

"It's an amazing feeling to slice through snow and float across wherever you want basically," Lapka said. "It's a lot of freedom, and a feeling you can't really find anywhere else...It feels like you're flying."

"I love stomping a new trick for the first time," Giltner said. "And I love being outside in the sun, in the gorgeous mountains."

This free spirit and love of adventure is an attitude seemingly common to all snowboarders.

"Snowboarders are like a family," Rogowicz said. "We all do weird stupid stuff and we all enjoy it."

# Injuries impeded athletes' college plans

By Sandra Campos

Nike-clad feet pound outside on the melted snow, bats strike baseballs with a loud CRACK, crosses snag lacrosse balls out of the air. Spring sports are back at Lane, bringing with them the dreaded sports injuries! Injuries range from slight bruising to sprains to fractures and tearing of the joints, and affect both athletes' daily lives and their sports careers. But for Anastasia Niforos, Div. 582, Caitlin Acevedo, Div. 559, and Sabrina Mendoza, Div. 471, determination is the way to beat the burdens and blues of sports injuries!

Niforos has been playing soccer since she was five years old and ran cross country since the 7th grade. In October, Niforos tore her ACL during a soccer game with her travel team.

"I was playing in my soccer game. I was going for the ball and jumped in the air a little, when this girl, who just came in, cleated me on the inside of my leg and I heard it pop," Niforos said. "I was then told I'd torn my ACL and just burst into tears."

Niforos' injury prevented her from playing soccer games, scrimmaging with her team, and set her back in wanting to play for college.

"I'm trying to get to play soccer in college. I was going to do soccer camps in the winter in front of

coaches and since [the injury] happened, I couldn't. Now I have to do them in the summer," Niforos said. "As for daily life in general with a torn ACL, it was a pain, every single day with it."

"I was super upset and honestly, really scared. Once I got the surgery to fix my ACL, I was pretty depressed for about a month," Niforos said. "But I knew I had to stay positive. My friends, family, coaches and physical therapists definitely helped a lot. I also realized that some people have it worse than I do."

"It helps staying determined and focused on getting better and back on the soccer field!" Niforos said.

Niforos' injury to her ACL has not held her back from applying for athletic scholarships and getting the attention of several universities.

"Coaches will start to watch me play again and by that time, I will be 100% better by then. They've emailed me about camps I should go to and I've been invited to some too," Niforos said. "I've received emails from the University of Iowa, College of Charleston, and University of Pittsburgh, along with many Division 2 and Division 3 schools."

Niforos' was not the only one to have a hard soccer season this fall. During her soccer season, Acevedo pulled her hamstring and strained a ligament in her knee.

"Being on crutches for a couple of days and the

pain was the worst thing I have ever experienced," Acevedo said. "I think I was more stressed, since soccer and running are really good stress releases for me. I was really anxious to get better."

"Thankfully, the injuries didn't make everyday life difficult at all. I was still able to do basically everything I do on a daily basis except sports," Acevedo said.

Lane's track team has also had its share of injured athletes. Mendoza runs cross country and track and field and has been suffering from leg and hip injuries since sophomore year.

"Sophomore year was when my first real injury occurred," Mendoza said. "From then, it set off a sort of chain reaction [of injuries]."

During cross country season, Mendoza suffered a stress fracture in her left foot in her sesamoid, bone embedded within a tendon, and was in a boot for that season of cross country. But Mendoza did not let her boot-confined foot stop her during the season.

"I went to practice everyday and even biked with the boot on. Even though I couldn't walk. I trained hard because I knew I had to be better for track season," Mendoza said.

But these were the least of Mendoza's worries.

"Being in a boot caused a hip imbalance because for 3 months I was walking with one hip higher than another," Mendoza said. "Ever since then,

my legs have been weaker and I have calf strains, various forms of tendinitis in my foot, achilles [tendon], and IT band."

Mendoza's injuries made it hard for her to complete an entire track or cross country season without being injured. She fell behind the rest of her team, which made her work harder to catch up. Her injuries also made daily life in general more difficult.

"Having the boot on was tiring throughout the day and it was difficult to get around the school, with it being hard enough as it is," Mendoza said. "It was awkward going from geometry to French with Mr. Polley to the range building outside. I was always late and the teachers had already started class by the time I got there. And I made a lot of noise struggling to get into my seat."

Her injuries temporarily set her back from scholarship opportunities.

"It [the injuries] prevented me from performing to the best of my abilities, which reflects poorly to college coaches, since they don't always know what's happened to me," Mendoza said. "But they contacted me and took the time to talk to me about what's happened and it's made them more understanding."

Now Mendoza can apply to the universities that interest her like Missouri, Illinois, DePaul, Marquette, and Iowa.



# Track's 4x800 team looks to win State

By Jack Harvey

In 2012, the Lane Boys Track 4x800 became the first CPS team to win the state championship in this event. Jonathon Vara, Div. 473, David Schmieg, Div. 482, and Pavlo Hutsalyuk, Div. 561, went with the team as alternates that year.

"We watched the guys get first, and I guess it just inspired us to want to do the same," Hutsalyuk said.

However, last year the 4x800 team did not make it to the state finals because of a poor showing in the state preliminary rounds.

"We had a great season, but we did bad at the state preliminaries and so we didn't make it to the state finals," Vara said.

"Last year we learned that we can't go into any meet thinking that we're just easily going to get the win," Schmieg said. "We got ahead of ourselves and thought we could easily qualify for finals, and then we didn't."

That failure is what motivated the five of them over the summer to put in work for not only the track season, but also for the cross country season as well.

"They did a tremendous amount of reflecting and running this summer in preparation for cross country," Track head coach Kris Roof said. "They knew that if they committed themselves to training hard and having fun during cross country then the dividends would pay off during Track and Field season."

The group feels as though they still have a lot left to prove.

"We've always been looked down on by other schools because they don't think city kids can perform at the elite level and don't belong at the state meet. So anytime we get the opportunity, we're trying to prove those people wrong this season," Vara said.

Lane does not have an indoor track like many of the suburban schools that the team competes against, which makes training more difficult.

"Because of our concrete jungle urban setting

After cross country season ended, the runners had two weeks off before the beginning of the track season.

"We didn't finish the cross country season the way we wanted and the time is running out for us seniors. So we want to be on the same page as the season starts so we can start off strong," Vara said.

The 4x800 and the other long distance runners help to set the tone for the whole Track program.

have fun."

This year's 4x800 team is made up of Hutsalyuk, Schmieg, Vara, and Oswaldo Lorenzana and Christian Badillo who switch off as alternates for the fourth spot in the race.

Roof was not surprised when the 4x800 finished with the best time in state at their first meet.

"It was clear when they were racing that they have put in the work in the weight room, logged the winter mileage despite the atrocious winter, and displayed the required amount of confidence to fight for a state championship," Roof said.

The group knows they have to keep working hard if they want to achieve the goals they have set for themselves.

"Even though we're ranked first in state right now, we know that every other team wants to beat us," Schmieg said.

"For them redemption and a State Championship is the ultimate goal. There is also the possibility of some of those guys winning individual state medals as well," Roof said.

While Hutsalyuk is a junior, the four of seniors

on the 4x800 team, Vara, Schmieg, Lorenzana, and Badillo are all attracting interest from Division One colleges. Schmieg is committed to running track at University of Illinois.

The Boys and Girls track teams have sent nine runners to Division one colleges in the last four years, and these four will likely add to that total.



The 4x800 team celebrates after a first place finish.



Vara hands the baton off to Badillo.

we have always considered ourselves a team built around the mid-distance philosophy for high school distance running," Roof said.

The team trains a certain way based on weather. "We trained with higher mileage because we knew in the winter we wouldn't be able to always get a run in," Vara said.

"They hold each other accountable and undeniably support each other. We are talking about guys like Pavlo and Christian who have GPA's 4.0 and higher. The coaches have to do very little policing with our distance runners," Roof said. "They understand that they will reap the benefits only if they stay focused, keep everything in balance, and continue to

## Athletic teams compete for practice space

By Desiree Velazquez

It is a typical Tuesday afternoon for the Varsity cheerleading team as they stroll down to Gym 3. Cheer Captain Maddie Lord, Div. 471, directs her team to start bringing out the mats to the hallway where they will practice. They choose a spot far down the hall away from the track team to avoid getting run over.

With the winter sports coming to an end and spring sports just beginning, conflict over hallway space and gym time arises.

The cheer team rarely gets gym space besides on Saturday mornings.

"I honestly think it is so unfair. Even when its in season we never get a gym to practice in," Lord said.

Every year before the Spring, Fall, and Winter seasons start coaches meet to figure out how the practice spaces will be split up. Mr. Hofman, athletic director, tries to be as fair as possible. However, with the weather not cooperating with spring sports it has been harder to deal with gym space.

"Everyone has to learn to share, especially since the weather has been terrible lately," Hofman said.

Lord has to work with what is given to her and her teammates. The cheer team has had to accommodate more than one team, working around both wrestling and track.

"I get we're not a priority sport, but maybe if we had an actual place to practice we'd be better," Lord said.

Barb Carabio, cheer coach acknowledges the privileges the team has been given compared to previous years.

"This is tough because I do not want to rock the boat, and we have been luckier than previous years. When I first started we didn't even have mats," Carabio said.

Every team is given a time slot of how long they are allowed to be in the gym or even hallway, however many teams do not follow this rule.

"Sometimes the sport before us doesn't leave right at 5:30," Carabio said, "Other sports have taken precedence over us and I've grown use to it."

Not only do some teams have to deal with space issues but also other people in the hallway.

The track team has been given the third floor to

practice in because of the large number of athletes on the team, and because the third floor is the least crowded.

"Track!" Yasser Arrocha, Div. 450, yells down hallways H to O to warn people from getting run into or shoved by track runners.

This happens when many students are still walking in the middle of the hallways, leaving insufficient room for runners to pass.

"We train on the third floor and having people in the middle of the hallway can mess up our pace," Arrocha said.

Arrocha at times has found himself moving people to the side when they do not listen.

"The most I do is scream 'track!' which is a pretty hard to do during an intense workout," Arrocha said. "If you don't move, you'll probably get violently pushed against the lockers, which I've been forced to do."

The baseball and softball teams have also had to practice more at Lane at the beginning of the Spring season. Horner Park recently notified both teams that they will not be able to play on either field until April 15 due to poor field conditions associated with the weather. Softball coach Devin Miller, is looking forward to having Horner Park available to practice on soon.

"That is the day we're aiming for to get on the field," Miller said, "I'm sure if the weather gets warmer consistently [it will happen]."

Many teams have been trying their luck with finding space in Lane stadium. The lacrosse team has been able to practice in the stadium their opening weeks of the season because the full track team was not yet practicing there. Still, the lacrosse team is restricted to the south end of the field because the girls soccer team practices on the north end.

Connor McDermott, Div. 465, finds it hard to get the full practice in that the lacrosse team needs because of the lack of space.

"If we had the proper facilities we would be able to get everything done that we need to work on," McDermott said.

Despite the crowded practice areas, the Spring teams continue to work hard with the space they have.

"We are grateful for what we are given, and plan on working hard even though we don't have everything we need," McDermott said.

## Athlete of the Issue

### David Schmieg

### Div. 482



#### Q&A

#### Favorites

**Color:** Red  
**Food:** Cheeseburgers  
**Movie:** Stars Wars  
**Musical Artist:** Blink-182  
**Sports team:** St. Louis Cardinals  
**Favorite Moment:** Qualifying for state in 4x400m relay my sophomore year. Also qualifying for cross country state my junior year.

**Warrior:** When did you start running track and really begin to love it?

**Schmieg:** I started running track in 7th grade. My teammates would always comment on how fast I was when playing, and that's when I really began to love running and being the fastest on my team.

**Warrior:** What obstacles have you had to overcome in your running career?

**Schmieg:** Injuring my achilles tendon my junior year.

**Warrior:** What is your favorite part of running track for Lane?

**Schmieg:** My teammates who get me through practice everyday. Also the competitive meets we attend.