

THE WARRIOR

Jeremy Rivera 1994-2013, pg. 2

Dreamers Club, pg. 9

Lane athletes commit to colleges, pg. 19



Lane holds first annual NO HATE Campaign

By Leah Wojtach

On Nov. 19 and 20, Lane students filled the fourth floor hallway during ninth period. All wore white shirts. Duct tape and paint were passed around as eager photographers awaited students in room 428. They were all there to participate in the NO HATE Campaign, whose mission is to promote marriage, gender, and human equality through education and advocacy.

Mr. Fine and Ms. Coleman helped organize the NO HATE Campaign event at Lane. To show their support, students had their pictures taken.

Participants in the event were photographed wearing white shirts, duct tape covering their mouths, and "NOHATE" written on their faces. It was a visual protest against all the hate and discrimination evident in today's society.

Coleman was inspired to put on the event by one of the posters in Fine's classroom that reads HATE FREE ZONE and she approached Fine about starting the NO HATE Campaign at Lane.

"Lane is one of the most diverse schools in the state," Coleman said. "We not only need to be leaders in academics and sports, but we also need to be intellectual leaders. Others can see us have a NO HATE Campaign and send a positive message to them. The world should see we have no tolerance for-isms like sexism, racism, and the others."

"We wanted to create a hate free zone within the school," Fine said.

Many students believe this will be very beneficial for Lane and for them.

"[Bullying] is a really big issue and Ms. Coleman recognized we needed this. I still get bullied by my appearance and the way I talk," said Kailah Preston-Harris, Div. 472.

"There is a lot of prejudice in the world with sexuality, religion, and race. We have

to embrace it. We have to cherish the 4,000 kids here, not berate them," said Kailee Kuropas, Div. 657.

With the help of the Smile You're Beautiful club (SYB), the NO HATE Campaign took three weeks to organize at Lane.

Thalia Ruiz, Div. 673, treasurer of SYB, was overjoyed with the turnout. Over 200 portraits of students, teachers, and groups were taken.

"It was quite successful. We didn't really think that this many students would show up. Smile You're Beautiful club is so proud," Ruiz said.

Coleman also enlisted some of her students as photographers or helpers.

Nate Haynes, Div. 464, one of Coleman's World Literature students volunteered to be a photographer for the event.

"I think it's important that the school has this and I think it is well worth my time to make sure this succeeds," Haynes said.

A few teachers like Mr. Beal and Mr. Logalbo also came to support the organization and the message Fine, Coleman, and SYB were trying to communicate. Beal said he had bullied others early on in his high school years.

"I didn't realize the impact it could really cause," he said.

Beal made amends with his victims and he now advocates strongly against the epidemic of bullying in schools.

"There is a big difference between sarcasm and bullying," Beal said.

Logalbo came to support with the Varsity Basketball Team.

"I think bullying is a big problem in this day and age. Athletes need to be leaders and take a stand against bullying," Logalbo said. "There's a stigma against athletes and bullying and I think it's really different at Lane. We wanted to come out as a group to show our support."

Hispanic/Latino clubs like OLAS and ABC came to support the campaign on the second day.

"[OLAS] is a club that likes to have fun and accept everyone," said Yarely Velezquez, Div. 469.

"We have a lot of diverse people and wanted everyone's voice to be heard," said ABC member Griselda Medina, Div. 472.

Fine and Coleman plan to place pictures from the event on the second and third floor hallways.

"Seeing a photograph is going to make you feel you have a support system. It will foster an environment against bullying," Coleman said.

Coleman and Fine hope to make the NO HATE campaign an annual event at Lane.

"Change comes about in a million tiny steps in the right direction," Fine said.



Students and teachers pose for Lane's NO HATE Campaign.



Ms. Gonzales appointed new assistant principal

By Erica Rocha

Ms. Gonzales left her math students without saying a word about why she was leaving.

On Oct. 23, Gonzales was notified that she was to start her new position as an assistant principal at Lane. Prior to this, she taught math at Lane, maintained the school website, and sponsored the Girls in Engineering, Math, and Science (GEMS) club.

According to Head Principal, Dr. Dignam, he had several resumes to review for the new position. He knew he needed someone "good with tech" because of the increasing amount of technology that has been incorporated into the school over the past year and a half. Dignam also mentioned Gonzales' background in mathematics, her skills in web design, and her experience as a data strategist, made her a good candidate for the position.

"It's going to be extremely important to have an administrator who can provide background on [the PARCC assessment and other computer applications] for teachers," Dignam said. "Ms. Gonzales had been doing that, so when the AP position opened up I wanted to make sure whoever fitted in that was able to fill that quality."

Last year, Dignam was told that CPS recommended six assistant principal positions for Lane.

"Last year coming in I wasn't too sure how it was going to work with budget, so that sixth position we

did not fill," Dignam said. "We figured for this year we needed to have it filled."

Gonzales believes that Dignam has chosen the six AP positions based on each individual's distinct set of skills.

"Dr. Dignam wanted to form a team with unique members," Gonzales said. "He wanted each team member to contribute something that wasn't necessarily the same as another. If you look at all his assistant principals, all of them have very specific backgrounds and very specific things that they do."

Dignam felt that he was lacking someone that had the background to oversee the math department. Gonzales is now able to do so and will continue the training teachers on Gradebook and the CPS Google applications, as well as oversee the programming office.

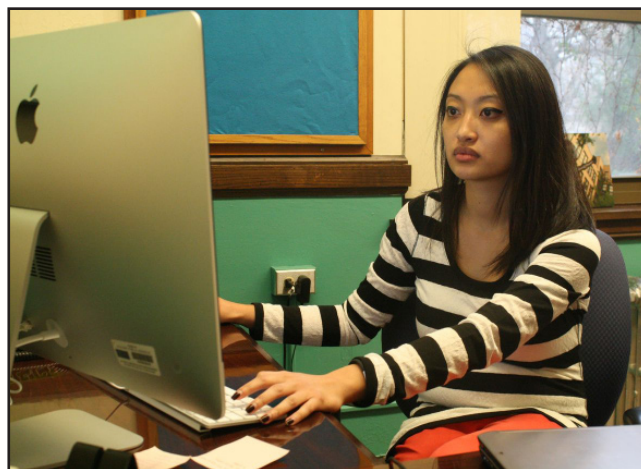
Although Gonzales likes her new position on the administration, she has found it difficult to leave her teaching position.

"I was happy about it. It was something that I always saw myself doing," Gonzales said. "But as someone who has only been teaching, since I graduated from college, it was very difficult for me to make the

decision to leave the classroom."

Gonzales finds that the biggest disadvantage to being the new assistant principal is not being in the classroom.

"Just deciding to interview was a difficult decision for me because I do love being in front of the



New assistant principal Ms. Gonzales works in her office.

classroom, working with the kids, and having that relationship that goes beyond the 50 minutes that you see them everyday," Gonzales said. "In the end, I think that what I was doing outside of the classroom

was more beneficial to the entire student body."

However, Gonzales continues to talk to her colleagues in the math department to emphasize how important it is for them to communicate with her so that she can "keep the pulse of what's happening with the classroom."

"Right now [the transition] is still very fresh," Gonzales said. "I mean I was only in the classroom about a month ago but over time that's something that I don't want to lose. I still want to know what it's like for a teacher in the classroom, what it's like for a student in the classroom, because education should change over time. The teacher who teaches twenty years from now shouldn't be doing the same exact thing that they're doing today."

Although Gonzales misses her students, she enjoys the new sense of her opinion being valued more than previous years.

"I get to see more of what's going on in the school," Gonzales said. "I feel like my voice is better heard. I could make some of the decisions and make some of the impacts I couldn't do from the role I had previously."

Gonzales is currently working on making the website more interactive, which has been a goal of hers even before she was in the administration. She also wants to improve the online registration system that was started last year, and gather funds from local businesses and grants to gain more publicity for Lane.

3D printing coming to Lane next year

By Matt Wettig

Next year Lane is slated to become the first school in Chicago to offer classes in three-dimensional printing.

The school will be partnering with Inventables, a technology hardware company. Recently, Assistant Principal Mr. Ara visited their downtown headquarters to find out more about the "makers lab" that will be up and running at Lane by the beginning of the next school year.

Room 134, formerly the staff lunchroom, will be repurposed into a 3D printing lab. The room is already outfitted with Macs and air conditioning. All that is left to be done is the electrical configuration and purchasing the equipment. The room will also be painted with whiteboard paint, allowing students to see their ideas come to fruition in a more interactive way.

"Learning how to use [the software] is the best part, it's relatively simple," Ara said.

It essentially combines engineering, computer science, and art into one classroom. The lab would consist of 3D scanners, 3D printers, a computer lab, and multiple types of cutting machines for different materials.

"You're going to be seeing this a lot more in years to come," Ara said. "All the schools will want to have one, we just want to be way ahead of everybody else."

An example Ara gives of a product that could be created is a skateboard. The parts can be designed,

the wood beveled, and designs printed on, all without leaving the classroom. Also, when the robotics team is building a robot and may need a part, they can design it and have it in a day, opposed to ordering something and having to wait.

"Students can walk in the door and have a finished product in their hands in 20 minutes, that's the beauty of it," Ara said.

One of the only problems Ara envisions is not being able to offer the class to all the students interested in it. He compares it to Lane's sound engineering class, another popular class that many students could not take because of the limited space.

He does not see fundraising the project to be much of an issue, as prices have dropped tremendously since the technology first arose. The most expensive model that the Inventables currently offer is \$2,199.

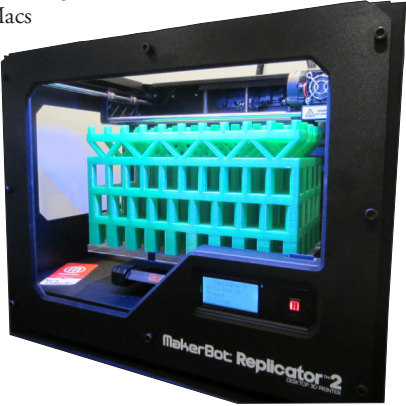
"The best part will be seeing what students can come up with. Students can make their own radio, guitar, an iPod dock even. The possibilities are endless," Ara said.

Ara believes that there are students here that are capable of engineering something worthy of being patented.

There is not a certain student he sees the class geared towards, there will not be prior experience needed in any field to enroll.

Ara hopes that it will open up "a whole new perspective" for students to think of things differently and possibly even start up their own companies right out of high school. Once students are familiar with the software, they can make "pretty much anything they can think of."

"I know what is going to come out of this class is like nothing anyone has ever seen," Ara said.



Mock election motivates voters

By Anna Lagatutta

During lunch periods on Oct. 30, a line of eager voters snaked out of room 100, down the hallway, and turned the corner at staircase D.

Students were gathering to vote for the mock election, held by this year's Political Science class. Voting was open to the whole school, and everybody was given the opportunity to vote on two opposing Constitutional Amendments: abolish the Electoral College, or eliminate the requirement for the President to be a natural born US citizen. The vote itself had a large turnout.

"[On voting day], it was hectic and full. I was seriously surprised that there was a line before it even [had been] set up," said political science student Tristan Uddfolk, Div. 583.

In the end, the Amendment concerning the Electoral College was approved, while the other was turned down. Prior to the mock referendum, students held a small classroom debate, discussing issues on each side. From there they were assigned specific groups and sides to advertise for.

Students were encouraged to make flyers representing their team's Amendment. The flyers covered Lane's hallways for weeks, capturing the attention of potential voters with their bright colors and bold font. Printed with short messages such as "keep calm and vote for Amendment 1" or "do the right thing, vote for Amendment 2". The flyers

were designed to capture students' attention, and encourage them to attend the vote.

"The group I was personally in was to vote yes for Amendment 1, so we tried to just get the word 'yes' associated with the election. [That way] people going to vote would remember our posters, and vote yes," said Zac Prybyl, Div. 550.

The flyers ended up paying off. This year's election gathered almost twice as many voters as 2012. On Oct. 30, room 100 was packed with interested students.

This October's mock election was the first one based off of current Constitutional Amendments, and second one since 2001. Michael DeRoss, the Political Science teacher, has given his students the opportunity to hold mock elections for the past two years.

"The exercise was designed to test students' ability to motivate voters, contact voters, and run a short, small campaign," Mr. DeRoss said.

In addition to understanding how real elections work, students are starting to see how much work they take.

"It was a really great experience, and a fun way to show how stressful a real election could be," Prybyl said.

This, however, is just the beginning for the Political Science class. Mr. DeRoss's students look forward to preparing for a second, larger mock election during the third quarter of the school year.

Extreme kayaker visits Lane, shares stories of adventure

By Marissa Higgs

On Dec. 10, Bryan Smith, an extreme filmmaker from National Geographic, gave a presentation in the auditorium on his explorations, successes, and failures.

Smith grew up in Michigan and for years assumed he would pursue a career in biology. In college, while studying science, he began kayaking and eventually decided he wanted to make a living doing anything involving the water sport. This led to his passion for films.

"I didn't really know I wanted to be a filmmaker until

I got out and started exploring," he said.

Eventually, Smith began working with National Geographic as a filmmaker. The first thing he did with the organization was a film about extreme sports called Nat Geo-Amazing.

One of the more intense stories he shared in his presentation was a mountain climbing expedition with Dean Potter. Potter is known for free climbing, slacklining, and BASE jumping. Smith told the story of him and his teammates creating a 40 foot ramp that extended off the side of a mountain in order for Potter to be able to safely jump from the mountain. Without the shots of the jump, the expedition would have been a failure.

Archive of the Issue

With just the click of a button, Cable TV subscribers today can access hundreds of channels that broadcast all kinds of shows to match anyone's mood. On Dec. 22, 1982, the Lane Warrior published this article introducing a new way to watch TV.

Warrior

December 22, 1982

Cable coming to Chicago

by Sophia Dushanson

You may have been wondering what kind of a craze has been sweeping through the United States recently. Well, if you don't already know, it is cable television.

Cable television differs from ordinary television in many ways. With ordinary TV anyone can watch it because it is transmitted through the air. With cable, to be able to watch programs which are "cablecast" your TV must be connected to cable wires, these wires are similar to telephone wires, which in turn are connected to cable systems (companies). There are various communities which serve different communities. Each house which is equipped with cable TV receives a converter which is connected to their television set.

Another way in which cable differs is that it offers anywhere from 35-100 or more channels.

Cable also differs from "Pay TV". "Pay TV" is usually a one channel service which features movies and special events. There is an installation charge estimated at \$50, plus monthly payments of \$20-30. Also for "Pay TV" an antenna is needed.

With cable TV when you become a subscriber, it is installed at no cost, the "main package" is \$5-10 a month, you also receive an option to buy as many premium channels as you wish at \$5-10 for every channel you buy per month. The premium channels are usually movie channels.

Many of the channels which you receive in your "main package" feature 24-hour news, sports, and weather programs.

In the past, cable was limited to rural and mountainous areas to improve reception. Now it will be offered in metropolitan areas throughout America with first-run movies, cultural events, sports and other features.

Across the United States there are an estimated 4,200 operating cable companies which serve some 10,200 communities. Recently there were another 1,300 franchises approved, but as yet they have not been built.

Pennsylvania is leading the United States in having the most franchises-334 of them, and California is leading with the most subscribers- 2 million.

The 4,200 operating systems currently reach 15.1 million subscribers- over 44 million people.

The Cox Cable Company in

San Diego, which is the largest, has approximately 170,000 subscribers. The largest multiple system operator (MSO), Teleprompter, has more than 1,182,000 subscribers.

"Pay cable", premium channels, is on approximately 2,000 systems and reaches 5 million subscribers in 49 states.

A cable TV subscriber states the advantages and disadvantages which he feels are associated with cable.

****Advantages:**

1. You don't need an antenna with cable, but you still receive a perfectly clear picture on every channel.

2. There is a wide variety of programs to watch: ESPN (a 24-hour sports network), USA (a sports and movie network), CNN (a 24-hour cable news network owned by Ted Turner), WOR (a New York station similar to WGN), WTBS (an Atlanta station, again similar to WGN and also owned by Ted Turner), a 24-hour weather station, M-TV (a music station), a childrens program station, etc. This is all available for \$7 per month.

OPTIONAL-premium channels: HBO, Spotlight, Cinemax, etc. Each of these is available for an additional \$7 per month per package.

3. I also like it because there aren't any installation fees nor service charges.

4. Another advantage is having a lock code on the converter for the premium channels.

Disadvantages:

1. When you have a wide variety of programs, it creates more TV watching time which takes time away from other things.

2. On the premium channels there is a lot of "R" rated material, and it becomes difficult to protect your children from it.

"The following statistics are according to information based on 1980 facts.

3. Also on the premium channels there are a lot of repeats, sometimes three or four times a day of the same movies, and the quality of most of the movies is poor."

In approximately two weeks bidding for providing Chicago with cable will begin. It is proposed that there will be five franchise areas for the cable communities in the city. They will be serving 77 communities. Beginning as far north as Howard St. and going as far south as 138th St. They will also be serving from the lake and going west up until River Rd.

Tri-M Honor Society raises money for Philippines

By Jacquelyn Guillen

On Friday Nov. 8, 2013, a typhoon struck the central islands of the Philippines. Homes were destroyed, lives were taken, and the people of the islands were left without basic necessities.

In an effort to help aid the victims in the Philippines, Lane students and teachers helped in different ways to provide relief. Inside and outside of school, people did whatever they could to help aid the Philippines.

The Tri-M Music Honor Society held a relief concert called "LT Rhythms for the Philippines" on Thursday Nov. 21. Students could either pay \$5 for the concert or they could also get in if they donated two cans of food. All of the money raised and the food collected went to the Philippines.

"There were a lot of people not only buying tickets, but who were just donating food or \$20 or \$50," said Nayelli Duran, Div. 477. "It was really great, especially when people would come up



and say 'I can't go to the concert, but I think what you guys are doing is really fantastic.'"

Duran, Tri-M's secretary, said they knew from the start that they wanted to have a benefit concert. Originally, Tri-M was going to donate all the money

to a local food pantry for the homeless. A week before the concert, Duran and the other officers got together to think of a name for the concert. They ended up changing the benefit for the Philippines victims.

"Once we had a purpose and a reason, it stopped being about publicity, and took on a deeper meaning. I'm okay that not a lot of people went. I'm just happy so many people wanted to be a part of it and helped out," Duran said.

The concert Tri-M held was part of a group effort with Mr. Yadao and Filipino Club. They called it the Balikbayan Project. The project was created to help provide relief to the Philippines. Mr. Yadao and Filipino Club asked students and staff to donate canned foods, medical supplies, and batteries. They collected all the donated items on Nov. 26 to send overseas.

Outside of school, Jade Espina, Div. 563, was determined to help the ty-

phoon victims. On her day off from school, Espina went to the Rizal Center, located at 1332 W. Irving Park, to volunteer for what she thought would be a couple of hours.

The event grew bigger than what they expected once they took it public. Soon Espina started to work alongside the Organization Committee at the center, and she was put in charge of social media along with another woman.

"We were in charge of taking this cause and putting it out in the world for everyone to see," Espina said. "We were in charge of updating people of what was going on in the center, such as things that we needed, the priority donations that we were shipping out, and most impor-

tantly trying to get as many volunteers as possible to help us out down at the center."

Espina posted statuses on Facebook to try and get exposure to the center. She tried to recruit as many people as she could, and it worked. Espina said it grew "exponentially."

Inside the center, volunteers were folding, sorting, and boxing clothes, toiletries, and medical supplies. Meanwhile, outside of the center, people worked in the cold weather picking up "drop-off" donations from cars or lifting

heavy supply boxes into trucks. Off-duty police officers also came to help direct traffic for the cars that were dropping off donations.

"It was such a sight and I am thankful to be a part of it," Espina said.

"Once we had a purpose and a reason, it stopped being about publicity, and took on a deeper meaning."
-Nayelli Duran

Lane programs find new ways to fundraise

By Isabel Trumbull

Finding loose change between the couch cushions is a great way to help buy a coffee at Mariano's, but it's not nearly enough to fund all the programs at Lane.

"It gets harder and harder to make money," said Mr. O'Brien, head of the band department.

There is a delicate balance between charging students and being able to raise enough money for activities to function without the big price tag, especially with international trips.

"If there were more fundraising, more people would be able to go on them," said Erica Skibicki, Div. 559.

In the first week of school a company that creates new fundraising ideas, Custom Fundraising Solutions Northshore, contacted Italian teacher Mrs. Paganelli, head of the trip to Italy. Paganelli warned them that CPS had new rules that made fundraising more difficult. The company was unfazed by the challenge.

"This was either going to be a complete waste of time or this guy is going to be an angel from heaven, so whatever. On the off chance he is an angel from heaven we'll go with it," Paganelli said.

Teachers sponsoring other trips also took part. This included head of the trip to Greece Ms. Jennings, head of the trip to France Mr. Silverstein, and Latin teacher Mr. Chochola who is helping with the Italian trip. All were unsure of what they had in store, but after the meeting the teachers were sold on selling mattresses at Lane's first Snoozefest.

The mattress sale offered factory quality mattresses at discounted rates. A portion of the proceeds go to the students who are selling them as a direct discount to their trip's cost. The funds were distributed out based on commission. The mattress sale has a high return in funds and no start up costs, which is beneficial if students can sell enough mattresses. The sale did not bring huge returns, but it did bring in some funds.

The first Snoozefest hosted at Lane happened Oct. 19. This sale was open to the public. Cara Klazura, Div. 560, was there selling mattresses for her trip to Greece and could only explain it as "awkward," and she was not alone in this sentiment. Most students were hesitant to publicize the event because they felt uncomfortable selling mat-

tresses. As a teen it is hard to say what makes a good mattress, let alone a good price on one.

When introducing the plan to students "everyone went 'mattresses?'" Paganelli said.

Mattresses are not all the groups are peddling. Student going on the Greece trip are also having a Yankee Candle sale. Skibicki, who is going on the Greece trip and went on the England-Ireland trip last summer, has experience with different types of fundraisers.

"I actually sold a lot if candles cause I love them and I know a lot if people who like Yankee candles," Skibicki said.

Fundraising for the England-Ireland trip last summer included movie nights for LTAC and 'Are You Smarter Than A Seventh Grader' as seen on LBTV. Tickets were sold at the door and the students going on the trip staffed the event.

Some teachers enjoy these new sales for the same reason students do not: they are not candy.

Students and teachers from all departments are

being forced to be more creative.

JROTC resorted to Welch's Fruit Snack sales. Pop-Tarts, sold by the band, and Welch's Fruit Snacks meet the mandatory nutritional guidelines that CPS instituted this year. New provisions allow programs to sell candy through booster clubs.

Paganelli hopes that the Lane Tech Snoozefest becomes imbedded in the fundraising tradition.

"We would like to try it again and we definitely want to try it with more kids," Paganelli said.

Another fundraiser that has hopes for becoming a new Lane Tech tradition is Lane Tech Unplugged, a musical show put together by the music department. It was the brainchild of O'Brien, and has been in the making for years.

"Unplugged went very well. The money from that did not go to the band went to the music department," O'Brien said.

The money raised from the concert can go to any number of individuals, classes, or machines, he said. For example, the department's two copy machines run the department an annual bill between \$7,000 and \$8,000.

"One-hundred percent of the money goes back to the kids one way or another," O'Brien said.

Anybody who needs proof of that can stand by Door O during 6th period lunch. Students there can often hear a variety of music coming from one student's brand new tenor saxophone. Frank Macaluso, Div. 666, plays everything from pop music to Christmas Carols. This new saxophone was bought by money raised from the Pop-Tart



fundraiser. Macaluso will be able to play the saxophone through senior year.

Macaluso's saxophone isn't the only thing that the band pays for. The band department buys new music, lockers, risers, and even private lessons to students who could not otherwise afford it.

The mother of band student Bridget O'Donnell, Div. 759, works for DMS Pharmaceuticals. This pharmaceutical company matches the amount of money O'Donnell raises for her school. This program is only for employees and this year will benefit the band program.

"We make money to spend it," O'Brien said.

At the beginning of the school year the band had a balance of zero dollars in their account. The music department, which was self-sufficient from candy sales for years, is not the only program suffering from lack of funds.

After tragedy hit the football team when Drew Williams, Div. 469, was injured and induced into a coma, fundraising began on his behalf. This included "Let's Eat" rubber bracelets, not unlike the "LiveStrong" bracelets popular in the early 2000s. The bracelets say "Let's Eat" because it was a phrase Williams used often.

Other fundraising efforts coming up are the Melting Pot Chicago and Chipotle Wednesday. Both of these fundraisers have proceed from food sales that go to Williams' recovery fund.

Fundraising for Drew Williams or aid efforts to the Philippines are left to individuals and clubs. The football team's biggest fundraiser involves players like Neil Malloy, Div. 587, selling ads to companies for ad-books and then selling ad books at home games for \$1. The money raised goes towards new weight lifting equipment and gear.

Another tragedy many Lane Tech students are affected by is the state of disaster in the Philippines. One of the club's founders Nicole Rose, Div. 582, spoke about how Lane Tech's new club 7th Society is looking to fundraise to send aid to the Philippines by selling rubber bracelets.

Tri-M club also put a concert together on Nov. 22 to raise funds to send to the Philippines.

Teachers and students are finding it increasingly difficult to raise money for their programs for fear of becoming redundant. Finding new ways to earn revenue is a challenge but students and teachers at Lane are facing it head on.



Library “facelift” creates relaxing lounge atmosphere

By Ivaylo Pasev

He leaned forward from the couch, placing the final Lego pieces on the robot he was building. It was a sight seldom seen in the Lane library last year, but was more appropriate for the scene of the newly renovated library (or maybe lounge is the more accurate description).

The library’s long tables and Dell computers are gone and replaced by couches, armchairs, round tables, bar height tables, and Mac computers (because of the low maintenance they require). What was in past years, a library reminiscent of an old college library, now looks more like a lounge or a café.

“The library was overdue for a facelift,” said Damir Ara, the assistant principal who coordinated the library renovations.

Ara researched many modern college libraries before ordering the equipment and deciding to “modernize” the library. With studying and testing methods changing, Ara wants to prepare for these changes. Next year the ACT test is going to be replaced with the PARCC test which will be taken on computers and Lane has to be ready to accommodate for its large student body. Also, today’s student life involves a lot of technology. Students have moved away from reading books and toward using their devices. A lot of typing is involved and Ara, aware of that, wants to provide comfortable conditions for Lane students.

Now 23 tables (two of which bar height), four couches, three arm chairs, and 36 Mac computers (for which teacher training will be provided) fill the open space of the library. The couches and armchairs are located on the west side along with two tables, and the rest of the

tables are on the east side.

“Students are welcome to use whatever best fits them. You don’t have to use the computer if there is no seating in the other area, you can still sit at the tables,” Ara said.

This year, in addition to getting a Twitter (@LaneTechLibrary) for updates on computer availability and new book additions as well as other opportunities, the Lane library has also extended its hours from 7am to 6pm to accommodate students who need a place to work before and after school.

Even with all of these changes and renovations (financed by school funds and the Century Foundation), the library still preserves its older look and upholds one of the many Lane treasures. The world famous WPA (Works Progress Administration) woodcuts by Peterpaul Ott are still displayed and are visited by guests of Lane. By trying to create a more relaxed environment in the Library, these renovations have not destroyed the spirit and history of Lane. The older museum-like qualities of the library now are mixed with modern elements.

Lane students come to the library to complete assignments, finish projects, do research, and now kick back on a couch and read a book, take a nap, or even build a Lego robot.

Soon, students will finally be able to spend time on the library balcony for more private or group work. The railing on the balcony will be raised or replaced altogether and six tables seating six people each as well as more lounge furniture will be added.

The room next to the library that used to be full of history and biographical books is now being transformed into a media/multipurpose room. Theater seating, as well as a 120 inch screen, will only be some of the features of this technologically advanced room. Guest speaker presentations, and video conferences with college professors from



Lane students study in the library during their lunch period.

across the world will be a primary use for this room once finished. Ara also mentioned the opportunity Biology and Anatomy classes may have, to see open heart surgery live and ask the doctors questions via this new technology. The goal for completion of the room is before winter break.

With the addition of new classes (Sound Engineering, Aquaponics, etc.) and technology around Lane during the past two years, the library’s turn has come to be modernized and to provide Lane students with the most up-to-date technology to assist them with their studies.

Western Avenue median strip installed for student safety



A pedestrian stands on the new median strip.

By Cecilia Hernandez

A median strip was recently built between Roscoe and Addison on Western Ave. after two separate accidents last year in which three high school students - two of them from Lane - were hit by cars.

The students who were jaywalking were all badly injured. When Dr. Dignam heard the news about the first accident around September of last year, he started calling anyone that could help prevent more accidents. Alderman Ameya Pawar, the Police Department, and Dignam all worked with the Chicago Department of

Transportation (CDOT) to get the median strip built.

“I just didn’t want anybody to be killed,” Dignam said. “The median strip is for our students’ safety.”

The reason it took a year to construct was because it was expensive. The approval for construction was a long process. Every “agency” had to approve. Licenses and permits had to be processed, approved, and given out.

“The street light on Addison [and Artesian] took four years to be approved and constructed,” Dignam said.

The street light on Artesian and Addison was also added for the safety of the students and people that lived in the neighborhood.

Speed cameras installed near Lane

By Hector Montalvo

On Nov. 18, teachers and faculty members received a notification from the administration that speed enforcement cameras had been installed next to Lane.

“Two new speed cameras are in just south of the corner of Addison and Western. Please be careful when driving. Speed limit is 20,” wrote assistant principal, Mr. Ara, in an email to the staff.

According to the City of Chicago website, a first time incident of exceeding the speed limit will result in a warning. Repeating the offense a second time will result in a \$35 fine if the speed of the driver is between 6-10 miles per hour (mph) over the posted speed limit. Speeding over 11 mph from the posted speed limit will result in a \$100 fine.

According to the Chicago Department of Transportation, a significant drop in speeding violations result from the implementation of speed cameras—almost a two-thirds reduction of recorded violations.

Some teachers are concerned about the effects of the new cameras in busy streets, especially near Lane.

“I’m concerned that... anybody that’s driving ... is going to be more concerned about the speed cameras than the actual physical students who are walking,” said Social Studies teacher Ms. Daifallah. “If I’m concerned about the speed cameras and I’m paying attention to my speed... it’s an issue because I’m not paying attention to the pedestrian.”

She also expressed concern that cameras can infringe on privacy.

“What if it’s just cameras used for monitoring?,” Daifallah said. “I’m more concerned about my options. If it’s just a speed camera. Great. If it’s something else, that’s something that should be noted.”

Daifallah has skepticism about the speed cameras and their potential capabilities.

“And that’s what it is at the end of the day. This is Big Brother, just like George Orwell stated,” she said.

Psychology teacher Ms.Langford also finds issues with the cameras. Langford explains that the cameras causes to traffic to build up as a result of drivers going 20 mph.

“I don’t have a chance to speed,” she said. “It seems around Lane there’s always cars stacked up so I’m not super worried about being nailed around Lane.”

Lane students also have their own opinion on the cameras. “The speed cameras that I agree with are the [ones] that are



Speed cameras have been installed on Western Ave.

directly by schools,” said Jacob Zurkowski, Div.469, who drives to school.

Many students who drive have already received tickets for exceeding the speeding limit.

“I know a couple of my friends have gotten a ticket for speeding, and I already got one too— it was a \$65 ticket,” said Zurkowski.

He was warned once by mail, but he was reprimanded as he sped the following day by the same location —by Irving Park and Laramie.

“I feel like I’m in a police state,” said Langford. “I feel as if this is from the future. It’s a slippery slope. It does seem a little bit threatening, but I understand why they’re doing it.”

Lane hosts Goodwill Fall Haul Challenge

By Bianca I. Mena

During the last week of November, Lane took part in the Goodwill Fall Haul Challenge, a clothing drive that lasted for two days.

Among several schools, Lane competed in the Goodwill Fall Haul Challenge to see which school would bring in the most donations. The winning school would win a live concert by the X- Factor girl group, Fifth Harmony.

Although the goal seemed to be attainable for Lane’s large size, Lane did not become aware of the challenge until the week of the contest’s deadline.

“Dr. Dignam was approached by a student who brought the [Good Will Fall Haul Challenge] to his attention,” said Ms. Gonzales, assistant principal. “She had said that it would be a cool thing for Lane to participate in but unfortunately we didn’t find out until late in the game,”

The contest was during the month of November and Lane had just begun to promote it the week before Turkey-Bowl.

With little time to advertise the contest, Mrs. Hanly, assistant principal, and Ms. Gonzales decided to purchase an iPod nano as an additional incentive for the students to donate.

As a result for two collection days, the school donated a total of 445 items to Goodwill.

Out of the 445 items that were donated, Yaziria Cisneros, Div. 758, donated 153 items, winning the iPod Nano.

“I didn’t think I would win and I was really excited when I found out,” Cisneros said.

Cisneros, who lives in a household of six people including her grandmother, was relieved to donate some of the clothing.

“My mom had a lot of old clothes she wanted to get rid off and so did I,” Cisneros said. “I brought in 7 bags and some bookbags.”

Cisneros’s parents were supportive of her desire to donate most of the clothes.

“They were happy to help and proud that I was giving back to the community in a way,” Cisneros said.

Now that the competition is over, Gonzales hopes to keep the Goodwill Fall Haul Challenge a yearly event for Lane.

“We are hoping that for next year, we will have this on the school’s radar,” Gonzales said. “I’m sure that we can easily win that with 4,200 kids.”

In the meantime, Cisneros will be enjoying music on her new iPod Nano.

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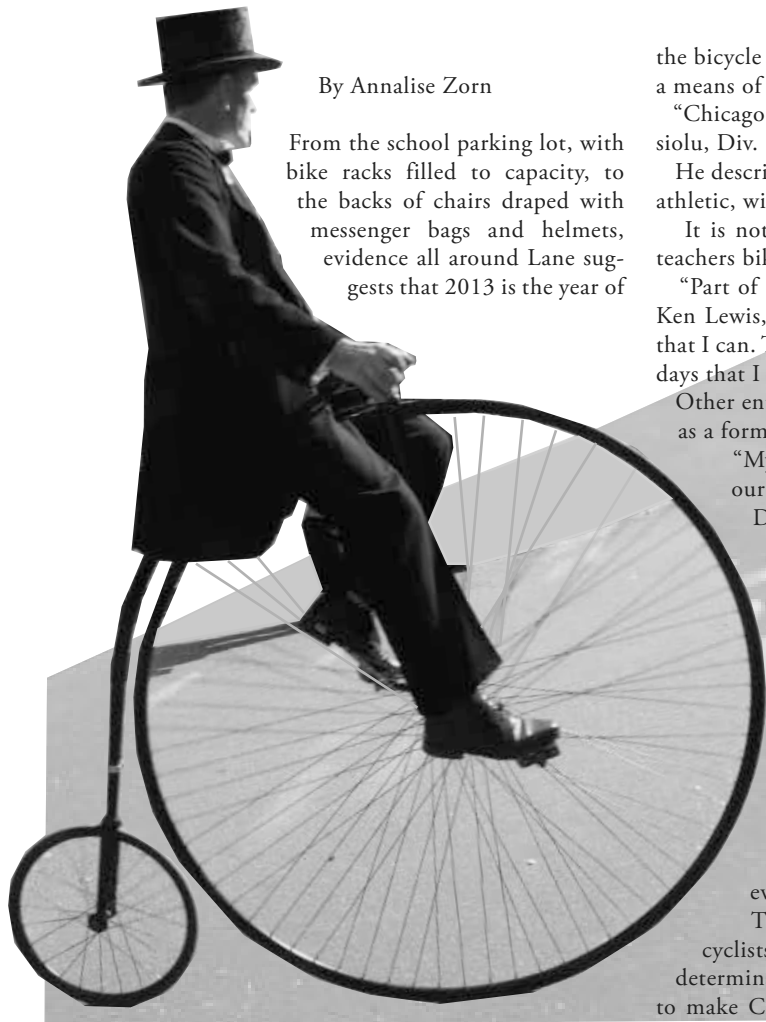
\$4.25

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Biking culture at Lane thriving



By Annalise Zorn

From the school parking lot, with bike racks filled to capacity, to the backs of chairs draped with messenger bags and helmets, evidence all around Lane suggests that 2013 is the year of

the bicycle in Chicago. For many, riding has gone from being a means of getting around, to a way of life.

"Chicago is a big biking community," said Maximilian Obasiolu, Div. 666.

He describes bicycling as part social, part practical and part athletic, with the "cool tricks" some riders learn to perform.

It is not only students who are part of this trend. Some teachers bike to school as well.

"Part of the reason I'll ride is to get [to Lane] faster," said Ken Lewis, AP Human Geography teacher. "I bike everyday that I can. The first two months of school there were only two days that I drove."

Other enthusiasts view biking as a way to socialize, not just as a form of transportation.

"My friends and I, during the summer, hang out on our bikes and go to the beach and downtown," said Danesia Valladarez, Div. 677. "It's really fun."

Fixed gear bikes, called "fixies," are bicycles that have a single gear that is attached directly to the back wheel. This makes them lighter and easier to ride, but they are considered to be more dangerous since most do not have brakes, and stop only when the rider applies backwards pressure on the pedals. Along with Chrome brand messenger bags, fixies have become particularly popular among the student biking population.

Though most riders prefer to take the bus when the snow starts to fall, there will be at least half a dozen bikes in the racks by the parking lot even on nasty winter days.

These determined riders as well as more occasional cyclists have benefited from Mayor Rahm Emanuel's determination. He proposed in a 2011 news conference, to make Chicago the most bike-friendly city in the United

States. The city's network of designated bike lanes now extends over 200 miles according to the city's Transportation Department website. In 2013, the city launched the Divvy bike sharing program that includes 4,000 rental bikes at 400 stations.

Biking is environmentally friendly and good exercise, but it can also be dangerous to ride along such busy roads as Addison Street and Western Avenue near Lane. Chicago Police Department figures published in the Sun Times in 2012 showed there were 1,757 bike crashes in the city in 2011, an increase of 38 percent from 2001. Of these crashes, 1,296 resulted in injuries, and seven resulted in fatalities.

Colin Boyle, Div. 658, had to go to the hospital after getting into an accident on his ride to school in September. It happened at the busy six-corner intersection of Diversey Parkway, Damen Avenue and Clybourn Avenue.

"Neither of us saw each other until it was too late," Boyle said. "The bumper hit my front rim, and my hand swung back to hit the car. I broke my hand and cut my leg up from the accident, as well as my bike's front wheel being bent up."

An ambulance took him to a hospital where he received treatment for his broken hand. Since the incident, he has biked a few times, but a lot more cautiously.

While many of Lane's students do not experience anything as serious as a trip to the hospital, most bikers can tell stories about close calls: a car door opening unexpectedly, or a driver cutting them off. Many say that is why they consider it important to wear a helmet and obey the rules of the road.

"Some [bikers] have yet to accept the fact that they share the same responsibilities as drivers," Boyle said.

More and more students have decided to ditch cars and the CTA for biking. Many expect the trend to grow.

"It's so versatile and accessible, the only way is up," Obasiolu said.

Chicago violence threatens students

By Sara Perez

In 2013 the F.B.I. gave Chicago the title "Murder Capital of the U.S." The dangers of living in the Windy City vary depending on the neighborhood, but Lane students have had a wide range of experiences.

With shootings, fights, and kidnappings happening throughout the city, it is important to stay alert in Chicago. Lane students come from all over the city to attend school, but in some of these areas they have feared for their lives.

Starr Briscoe, Div. 557, says she does not feel safe where she lives in Bronzeville/Hyde Park due to constant gang violence.

"My mom even bought me mace and a taser gun," Briscoe said.

Even though Briscoe lives in the south side, she feels that the danger is still there when she is on the north side.

One day after work, Briscoe and her friends went to the McDonald's at Sheridan and Wilson, in Uptown. Then one of Briscoe's friends started arguing with a twelve year old boy over personal gang-related issues. Eventually the gang member told Briscoe and her friends to "get off their territory."

The boy then called some of his friends to come fight Briscoe's group because they would not leave. Briscoe became nervous, wondering if any of his friends would show up with a gun.

Before they arrived, the twelve year old already started fighting with Briscoe's boyfriend. Briscoe's group still outnumbered the gang members when they arrived, but Briscoe and her girlfriends pepper sprayed them to stop the fighting. While they were distracted with getting the spray out of their eyes, Briscoe and her friends grabbed her boyfriend and left the scene.

Nothing happened between these two groups afterwards, but Briscoe's friend called the police anyway. They explained what happened to them, but the police did not do anything to help.

Being involved in a fight is not the only way students have been affected by violence.

While fixing his car, Edson Trujillo, Div. 554, heard a gunshot go off right behind him and immediately ducked inside his car to take cover. This kind of activity is not unusual in his neighborhood in Humboldt Park. Later, the police questioned him about the incident,



but he did not know exactly what happened.

"There's a difference between hearing a gunshot and being by the shooting," Trujillo said.

Trujillo does not feel safe in Humboldt Park; he does not bother to hang around his neighborhood because of the shootings and fights.

"Let the cops deal with it," Trujillo said.

He prefers not to get involved, but does agree that authorities need to fix Chicago.

Nia Robinson, Div. 584, lives in Galewood Park. She often hears gunshots coming from just a few blocks east of

her neighborhood. She loves Chicago and feels safe most of the time, but feels particularly susceptible as a 16-year-old girl. Still she loves her city.

"Although [it is] one of the most segregated cities... [Chicago] has a lot to offer," Robinson said.

Robinson is part of a community forum called "Teens at the Table," where community members are invited to come discuss violence in Chicago, trying to understand where it comes from and how it can be dealt with. Forum members know they can not eliminate violence completely, but are trying to bring more awareness to the issue.

They discuss the transition from violence in childhood to adulthood. It is not because a bad childhood defines who you will be in the future, but what one is taught at an early age which can affect their actions because those are the values they were raised by.

"[We] talk about how it starts in the mindset," Robinson said. "There are people who believe that violence can fight your problems, and it can all be changed... It's one of those things where you can't say 'that's bad. Don't do that' and everything goes away."

According to Dominique Perry, Div. 561, threats are not taken seriously in her neighborhood. Perry lives in Forest Preserve and feels safe there. She only feels uncomfortable when she is away from her neighborhood.

"The worst thing I've ever seen was this guy claiming he was a marine and he was threatening to shoot everyone on the bus... then he looked at me and five other girls and said... he'll kill us because he knows how to..." Perry said.

The bus driver did not do anything and neither did anyone else. They all ignored him and the man then just walked off the bus.

As a school with students from all over the city, Lane has a student body full of people with personal experiences of the violence in Chicago. These instances vary from neighborhood to neighborhood, but the danger for many is often too close for comfort.



Traveling abroad offers unique exposure to foreign cultures

By Alexandra Madsen

Some say wherever you go Lane will find you; however, with a growing number of Lane students studying abroad, the case may now be wherever you go you will find Lane students.

It is common to find college students studying abroad, but high schools students are not as commonly found there. This, however, is changing. Students such as Nancy Marquez, Div. 481, are taking advantage of service trips and programs like AFS-USA to travel abroad. Marquez has received two fully funded trips: one to Costa Rica for service work, and one to China through AFS. During these trips she stayed with a host family and was immersed in the cultures surrounding her.

“I decided I wanted to study abroad to kind of grow,” Marquez said. “It’s important for me to see the world and understand how other things are in order to have a more global perspective in my education and future job.”

In Costa Rica, Marquez had the task of doing construction work on local schools and farming with locals. To pass time, Marquez and other students would sing pop songs like Christina Aguilera’s *Ain’t No Other Man* to each other in the fields.

“The experience really was life changing,” Marquez said. “I was able to live a completely different way, away from cell phones and electricity and it made me spend the day actually doing things instead of living in a virtual world.”

Not only did the trip expand Marquez’s idea of the world, it allowed her to branch out and adapt to new situations. When she first arrived in China, Marquez knew no one and had no knowledge of Chinese. She spent her days at home not doing much, until a few kids from her Chinese school invited her to hang out with them. She started going out with them every day, and finally found the experiences she was looking for out of the trip.

“My host family in China was super quiet and didn’t speak a word of English and I didn’t speak Chinese,” Marquez said. “It was basically up to me to make friends, and once I did I completely came out of my shell and had an amazing time.”

Other students have gone abroad to countries they have taken language classes in. Emily Porter, Div. 462, traveled to Spain for a service trip, and to Germany through AFS over the summer. She has been taking German for four years and decided to further her studies by

traveling to Berlin.

“My favorite thing about the whole experience was the fact that people from all over the world came to the program,” Porter said. “The other thing is they didn’t discourage me from speaking. They knew I was trying and tried to help me out as much as they could.”

AFS works toward a more peaceful world by providing international and intercultural experiences through a global partnership. Students in some cases can travel abroad on a scholarship or for free by teaching English in one of the foreign countries. Knowledge of the foreign language is not required. However ASF provides basic language classes

really got to experience Mexican culture,” Ramos said. “I didn’t really know the culture, the traditions and my Spanish speaking was limited. I really wanted to find out who I am and where I come from.”

The semester away from her family has been scary for her at first, but as time went on, being away from her family proved to be useful.

A particularly hard time for Ramos was her 18th birthday, a day she usually spent surrounded by family. Since she was so far away, her mother recorded herself singing Happy Birthday to Ramos. When Ramos received the recording she really felt the separation between them. Although she was not able to have her mom there, Ramos’s host mom has been a second mother to her in the time she has spent there.

“I couldn’t believe that I was turning 18 without her. It was a really hard concept for me to grasp,” Ramos said. “I guess that’s a type of independence in a sense, not having to rely on people to help you, and without people who care about you. It made me take the initiative to do things myself.”

For most of the students studying abroad, the experience has affected their future plans.

Aura Perez, Div. 464, traveled to Italy through AFS over the summer. She decided to travel to experience different perspectives in the world. She stayed with a host family and also got to travel all over the country and visit different cities. Perez’s favorite part of the trip was visiting different cities and seeing the way different people perceive the world.

During her time abroad, and through hopping from city to city, Perez realized she no longer wanted to be confined to one place. She too wanted to globalize her own perspective and expand her knowledge of the world. As a result of her study abroad experiences, Perez has new requirements for her future college.

“Studying abroad has made me realize what I want to do in my future,” Perez said. “I’m going to a school that either has a really amazing study abroad program or I’m going to school abroad because I realized how much I love being in different places.”

Studying abroad is something all of the students recommended everyone do at least once in their lives because the experience will prove to be invaluable. To students like Marquez, studying abroad is not just about going somewhere new, it is about expanding your knowledge of the world.

“It doesn’t matter where you go,” Marquez said. “Just go out to experience the world because it’s one of the most important things you can do. The memories you make and things that you do can really change your life.”



for students to adapt to their environment better.

Jeziel Ott, Div. 456, was one of the students who, through AFS, traveled abroad to Thailand to teach English. The cultural barrier was significant for her since she had no knowledge of the language and teaching English was a difficult task.

“It was just really hard to communicate with people because they had no idea what I was saying,” Ott said. “I guess I managed but at times it was almost impossible.”

Most AFS programs are for five to six week periods. However, there are cases of students studying abroad for semesters or a year. Claire Ramos, Div. 472, has been attending classes in Mexico through AFS since the beginning of the school year. She decided to spend a semester studying abroad in Mexico in order to expand her knowledge of the culture.

“I chose Mexico because I’m half Mexican and growing up I never

Mission trip gives student opportunity to experience world

By Bianca I. Mena

On a mission trip to El Salvador, Evalydi Rodriguez, Div. 471, took notice of two little boys that were playing with a tray full of sand and walked closer to them. They were shaking the tray to eliminate the amount of rock, but for a reason unknown to Rodriguez. After a long while staring at them, Rodriguez discovered that ridding the rocks from the sand was a form of enjoyment for the children in El Salvador.

Rodriguez, gave the little boys two dollars but the boys were very hesitant to take the money.

“It was a hundred dollars to them,” Rodriguez said.

When Rodriguez turned around toward the direction of the bus, she began to cry.

“I have two little brothers and when I was out there, I thought about them,” Rodriguez said. “It was a soft part in my heart because to me it seemed like labor, but to them it was something fun. I couldn’t see my little brothers in their shoes.”

During the summer before her senior year, Rodriguez traveled to El Salvador on a missionary trip with 12 other members from several churches around the city. Their job was to build a parsonage in one of the churches and help build a foundation for another church.

“In reality, I didn’t know anyone,” Rodriguez said. “I only knew my pastor and my boyfriend.”

Rodriguez and her boyfriend were the youngest of those who attended the trip.

“Everyone else was twenty and older,” she said.

Rodriguez felt that she was under pressure when it came to proving herself as a hard worker to the older members of the church.

“[The other church members] did not tell us, our pastor told us that they all thought, ‘Since they are the youngest and are dating, they are not going to do anything.’ We were pretty much going to be a bother to them,” Rodriguez said. “When they actu-

ally saw that we were doing what we were suppose to, they were surprised.”

Knowing what Rodriguez had signed up for, she was ready to work.

“I like to do guy stuff,” Rodriguez said. “I was always like, ‘I wanna help build, not pack.’ And then when the group had to dig in a big ditch, I was down there with the guys and all the ladies were just up there sitting down, in the sun. I was down there shoveling and I have asthma. They were like, ‘Stop, Stop!’”

Along with the group helping out the churches in El Salvador to construct the parsonage, the group also packed clothes in big army bags and brought medicine in hopes of helping the people there.

“We bought medicine bottles that come with 500 pills and we separated the pills into 20 pills per little bag,” Rodriguez said. “We had to figure out if the medicine were for kids or adults. We had to arrange them to give them to separate families or schools.”

The Regional Youth Group worked on extending the grounds of the church for half the week. After they had completed some work on one of the churches, the group began to work on the second church.

“Throughout those days and towards the afternoons, while the guys were still working, the girls would go and distribute the clothes, medicine and the food. It was a lot of work,” Rodriguez said.

It was through the distribution of these necessities that she got to know more about the economic standings of El Salvador.

When Rodriguez glimpsed through several of the pictures taken from the trip, she pointed out a little

boy that was the grandson to one of the hostesses.

“He is so cute,” Rodriguez said. “Their mom was in the navy. To us, they were average people but to everyone else out there, they were pretty wealthy.”

Throughout the week, Rodriguez had several encounters with people that had almost nothing and it surprised her each time.

“Something really big out there are the Crocs,” Rodriguez said referring to the brand of shoes.

When Rodriguez was helping to distribute the packages, she helped out a little girl that was in desperate need of new shoes.

“If you look at her shoes, and the Crocs, there was a big difference. [The little girl] had on really big and really ugly shoes. I thought that the Crocs were not going to fit her but she fell in love with the pink pair. I took her foot out of her own shoe and I realized her foot was small. The Crocs fit her and she was so happy

with them.”

People in El Salvador, although they had nothing, were able to appreciate any little thing that they could own.

“Everything there was just different,” Rodriguez said. “The people there were so appreciative over owning a bathroom. The bedrooms of the pastor was very small. It had two beds for the pastor, his wife and two children. Life was just different.”

But not all of Salvadorean life was enough for some people. Traveling to El Salvador was a dangerous journey and the Regional Youth Group always had to be aware of everything.

“Two of the ladies went to go buy school supplies and they were with Angel and two other guys. In the store, somebody tried to pickpocket one of the women without her knowing. One of the guys out

there was just like, ‘He is trying to steal from you,’ and the women didn’t notice that because the Salvadorans were so slick with it. But because he lives there, he knew and he was telling the women to grab their purses and be careful. Wherever you go it is dangerous.”

When the group visited the school, Rodriguez was surprised and slightly confused.

“The schools out there don’t have different grade levels. It is just one room with all different ages in there. I guess they all learn the same thing,” Rodriguez said.

With all of the Regional Youth Group’s help, the school, families and local churches were able to receive help from a week’s worth of work.

“We pretty much paid for them to have the rest of the bricks and stuff,” Rodriguez said. “For the parsonage, all we did was start it and they will finish it. We gave them everything they needed.”

By the end of the week, Rodriguez experienced conflicted feelings over her departure.

“My first time going there, I actually didn’t want to come back,” Rodriguez said. “I asked my pastor if I can rip up my passport.”

With Rodriguez back at home, she feels no need for several materialistic objects.

“Now, I try and stay busy. I don’t really watch TV. I realize that it is just a waste of time,” Rodriguez said. “There’s no point of it. When we were [in El Salvador], we would wake up, get ready. We would eat breakfast and as soon as we were done eating breakfast, we would leave and go work on whatever project we were doing at that time.”

This year, during the summer, Rodriguez has made plans to attend another missionary trip but this time will be traveling to Honduras. The cost of the trip will be \$800 and is hoping to raise all the money. Rodriguez’s mother also wants to attend the trip but if she does not, she will support her daughter throughout the whole process.

***“My first time going there, I actually didnt want to come back. I asked my pastor if I can rip up my passport.”
-Evalydi Rodriguez***

Sub-cultures help form identities for many

By Marissa Higgs

The year was 1992 and six lesbian activists in New York City, tired of being overlooked by the public eye and being forced to the sidelines in the media, created a new sub-culture that would eventually greatly impact the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ) community. The Lesbian Avengers were dedicated to protecting lesbian survival and visibility. Within a year, the group had grown to national prominence.

"One thing that's said about being a lesbian is that in our culture, in the Western culture I guess, women are often seen in relationship to men," Ms. Feuer said. "So like you're someone's wife, or someone's sister, or you're someone's mother, but women aren't often seen, or at least traditionally, just individually based on their own identity. And so if you're a lesbian, because you're not directly in relationship to a man, lesbians are often thought of as being invisible by mainstream culture."

Feuer joined this group when she attended Miami University in Ohio because she saw the importance of the activist group. One of the "cool" parts of her membership allowed her to eat fire as an opportunity to mock the stereotype that all lesbian activists were fire eating feminists.

Activist groups are only one type of the many LGBTQ sub-cultures that exist today, and only a portion of the countless sub-cultures in general. Anything from a small group of individuals with a common taste in music to a nationwide organization that fights to end the spread of HIV/AIDS can be classified as a sub-culture. Feuer described them as being "smaller groups, kind of more underground or less visible...something less mainstream."

"A lot of the organizations that exist have many multiple purposes and often part of it is visibility generating," said Tracy Baim, the editor of the Windy City Times. "The weakness of the LGBTQ community, unlike some other minority communities, is that you have to have a visibility component as a part of what you do because it's so easy to be



Fire eating became a symbol for the Lesbian Avengers. Photo pulled from Qualiafolk.com.

invisible."

Groups like Queer Nation, ACT-UP Chapter, and Gran Fury (formed as part of the AIDS movement) have used visual imagery to get their messages across to the public.

In today's society, LGBTQ has become an umbrella title that encompasses many specific types of people. Each letter stands alone now as a general theme shared by all the people who may identify with it. As more and more people begin openly exploring different aspects of themselves and their lives, the number of sub-cultures grows.

Feuer believes these cultures are somewhat dependent on things going on in the world. Equality battles, tolerance, and awareness all could potentially lead to the creation of sub-cultures.

Naomi Oster, Div. 473, thinks that just about everyone at Lane is in some way part of a sub-culture.

"Any group of people you can count as a sub-culture, to sort of go to an extreme, it's almost like religion in a lot of ways," Oster said. "Religion will be a culture and religious sects would be a sub-culture."

Touchy topics will sometimes put certain sub-cultures up for scrutiny. Oster and Feuer both be-

lieve that the opinion of the group depends on the perspective of the one viewing it. Feuer has her own classification though.

"In my view, any sub-culture that's seeking to take power away or rights away from another group, then that's negative," she said.

Identifying with only one group is something Feuer believes is difficult to do. If she is asked about her identity she will list many things. For example, she's a mother, a woman, Jewish, a lesbian, a teacher, city dweller, and for a long time a runner. In almost every case, people often find themselves identifying with more than one thing. Oster feels that part of the reason sub-cultures even exist in society is due to the Western world's obsession with labels.

"One thing that has always struck me about the LGBTQ community is that there's always pressure to make a choice or to have a definition, and I mean that's just how our society is built. So because we are forced to find ourselves in these, whether it's sexuality or gender constraints, it forms sub-cultures," Oster said.

Gale Martinez, Div. 585, wishes the labeling aspect of sub-cultures would die down in importance. As a gender queer teenager, Martinez does

not identify as either male or female. A pet peeve of theirs is when someone tries to relate his/her own problems to the person confiding in them. Martinez believes that anyone unsure of how to react to LGBTQ specific sub-cultures should be careful not to seem ignorant.

"[I would say to them] don't care, but be respectful, because it's really none of your business," Martinez said.

While some people at Lane are well informed about sub-cultures, others lack some knowledge. Tia Davis, Div. 752, admits to knowing nothing about any type of sub-culture before reading signs in the hallways for undocumented students which she now identifies as a sub-culture. While she is more aware of the diverse and plentiful sub-cultures in the school, she still feels there are many more groups she could know about. She thinks simple flyers would help educate the student body more on the topic.

"They have to provide an emotional aspect to it that I can relate to," Davis said.

Oster is pessimistic about the cultural intelligence of people her own age. Working in theater with many LGBTQ people, she has access to more information about their distinct sub-cultures. Still, she wishes more people her age were better informed.

"I don't think people are [well-informed] in a lot of ways, especially when it comes to the LGBTQ community," Oster said. "Even when you don't have any personal prejudices, people don't bother to learn or they don't have access to people they feel comfortable talking about it with."

Oster's advice: ask honest questions. If a person does not know something then they should ask.

"If you don't know what something stands for or if you don't understand someone's message, just ask them because most people will tell you," she said.

Sub-cultures have, for years, been a way for people across the world to express themselves and interact with others on another level. LGBTQ specific sub-cultures are plenty and many work to relay a message to the public.

Students struggle with strict parents' expectations

By Jacquelyn Guillen

Sabrina Mendoza, Div. 471, believes in the saying that "strict parents make sneaky kids," and says her parents are too strict with her.

Mendoza's parents are from Mexico so grew up in a different culture. Many students' parents, like Mendoza's, are from other countries and were raised with different values. Coming to America and raising kids in a new culture can create conflicts between students and their parents. The parents tend to have higher expectations for their children, and students struggle to satisfy them.

"With me, if I don't contact them by seven at night, they'll start freaking out and they'll question me right away," Mendoza said.

Sometimes, Mendoza thinks her parents are too strict because she is the only girl in the family. Most of the time, Mendoza will not even tell her parents where she really is, because she knows they will overreact.

She might just tell them that she is still at school, when she is actually somewhere else, like the movies.

"It frustrates me a lot, because they expect so much from me and any little thing I do, even if it's not the biggest problem. I feel like I disappoint them," Mendoza said.

When it comes to sports, her parents say they support her running Track and Field at Lane, but they are still strict. When she has to take care of her little brother, her parents expect her to miss practice, which does not make her coaches happy. Mendoza feels torn because whether she chooses to skip practice or not, it makes someone unhappy.

Even though her parents say they support her, she does not always see that support at her meets. Her older brother is two years older than she is, and Mendoza believes they went to more of his track meets when he ran.

"I could count with my fingers how many times they've been to my track meets," Mendoza said.

Mendoza jokes that her best friend's mom is her "track mom" because she is always at their track meets. Her friend's mom will bring extra food or blankets for Mendoza.

Maggie Radzko, Div. 461, is another student who feels her parents are too strict. Her parents are from Poland, and her mom had a religious upbringing. Radzko was forced to take religious classes as a child because of her mom. If it were up to her, she would not have made her first communion or confirmation. She does not share all of her parents' religious beliefs.

During church, Radzko usually zones out. She tries to sneak out her phone to keep herself busy. She also tries to avoid it by going into the bathroom, and she stays in there as long as she can, or at least until her mom comes to get her.

"Going to church is like that one class where you keep asking yourself 'when is it going to be over,'" Radzko said.

Radzko also has two nose piercings, a belly button piercing, a tongue piercing, and a pair of gauges that she got without her parents' permission. For her, it is a way to rebel against her mom. She says it is addicting to get them because she knows her parents do not like them. When she came home for the first time with her two nose piercings, her father said she "looked like a bull" and told her to take them out, but she refused. In fact, Radzko cannot wait until she turns 18 so she can get more piercings.

Hannah Pitchan, Div. 577, says her parents are strict with her about her grades. Both of her parents are from the Philippines. If Pitchan gets a B in any of her classes, they complain about it. She often gets grounded because of her grades. One time, her parents set a time restriction on her phone. Any incoming or outgoing texts and calls could not go through after 6pm.

Pitchan is also on the swim team at Lane. If her grades go down, her mom tells her she should quit the team or skip practice. Pitchan always has to reassure her that she can balance both her academics and extracurricular activities.

"My mom came from the Philippines when she was 12, and she was basically a perfect child," Pitchan said.

Her mom got straight A's throughout high school, and was the valedictorian of her graduating class. Her mom has similar expectations for Pitchan.

"She just wants me to be better than her or exactly like her, and I can't because I'm a different person," Pitchan said.

Pitchan is the oldest girl in the family, but she says her parents also put a lot of pressure on her younger brother, who is just nine years old. Her mom spends a lot of time studying with him to make sure he gets a perfect score on his tests.

Kimberly Cortes, Div. 577, has a mom who is from Guatemala, and she was raised with traditional beliefs about a female's role in the family.

Her grandmother and great-grandmother were raised with the belief that women serve the men and should stay at home. A lot of Cortes's other older relatives share this belief. Her mother was often forced to stay at home to take care of her own younger brothers, while also being responsible for cleaning and cooking. Now, although her mother has softened on that idea, she still holds both Cortes and her brother responsible for the chores around the house. Cortes still believes her mother is too strict.

When Cortes was younger, her mother decided who her friends were. She had to introduce her friends to her mother because her mother wanted to make sure they were a good influence. If her mother did not like someone, Cortes was not allowed to be friends with them anymore.

In eighth grade, a new student named Ofeilia came to Cortes's school. Cortes thought she was nice and wanted to hang out with her. They started to talk and after school, they would hang out while they waited to be picked up by their parents. The first day Cortes's mom met her, she did not like her because she thought Ofeilia was "crazy and wild." She saw Ofeilia joking around with a bunch of guys who were known to cause trouble at their school. She did not want Cortes to be under that sort of influence.

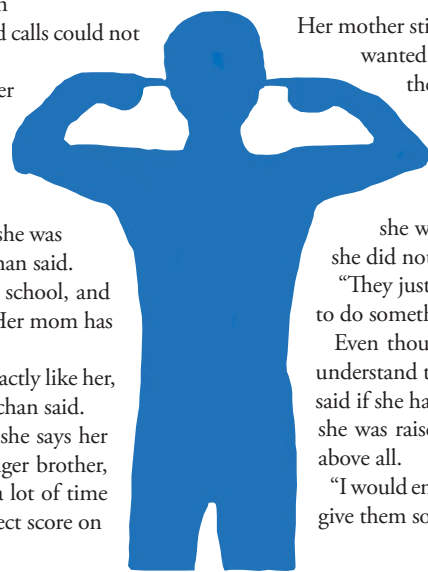
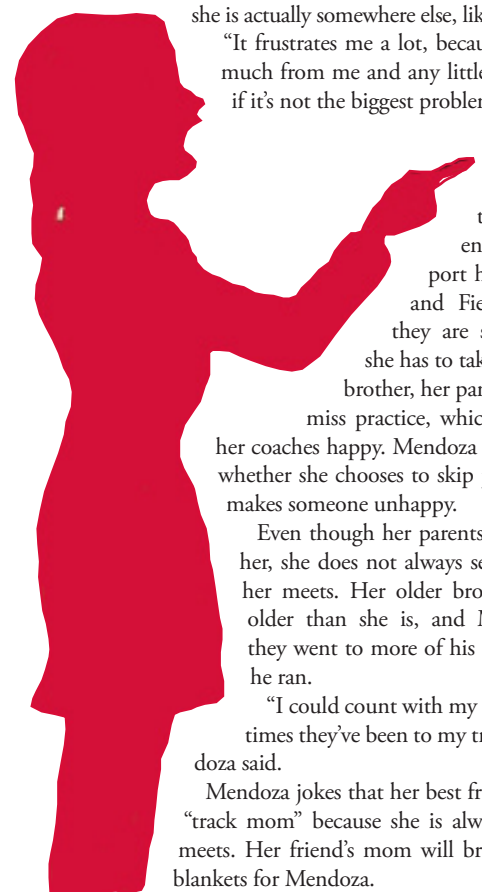
"I stopped talking to her and stuck to my other group of friends," Cortes said.

Her mother still interferes with her social life today. When Cortes wanted to go with her friends to Statesville Prison during the Halloween season, her mother said no. Her family is Christian and her mom is very involved in their church. Even though many Christians do celebrate Halloween, Cortes's mother chooses not to. Her mother believed that if Cortes went, she would be setting a bad example for her friends, and she did not want Cortes to be out past 10pm.

"They just want to make sure I don't mess up. They want me to do something with my life," Cortes said.

Even though their parents are strict, students like Mendoza understand that their parents want the best for them. Mendoza said if she has kids, she still wants them to have the same values she was raised with. She would want her kids to value family above all.

"I would enforce reasonable rules," Mendoza said. "But I would give them some of that freedom that I've always wanted."



Dreamers Club advocates for DREAMS to come true

By Evangeline Lacroix

It was only two days since the last time she saw him, but he was so skinny. Never this skinny before. Elena Lara's father was locked in a jail cell being held by Immigration until they could deport him back to Mexico.

Three years ago, Lara's father was pulled over while driving his car. He was arrested and three months later he was deported.

"Family life has been different without [my father]," said Lara, Div. 664. "I was really attached to him. On the weekends we would go out to the movies. I sometimes miss hugging him. It is a little hard, but I know he didn't want to leave."

Now, Lara is only able to contact her father by phone.

With her husband gone, Lara's mother works even harder to support Lara and her sister.

"My mom works in a factory," Lara said. "It is really hard to see her come home because she has had such a hard day and she is tired. I try to help her as much with the cleaning in the house because I don't want her to do more. It is hard because she comes home and complains about work. She does it because she cares, and she wants a better future for us."

Lara is just one more in a sea of undocumented children.

As a way for students to advocate and promote immigration reform and undocumented students' rights, the Dreamers Club has been established by art teacher Ms. Moore.

"There are so many legal issues, and I hope to get information out to students to help them feel empowered and more comfortable," Moore said. "I think there is a large population at Lane that feel like they need to hide. I know other teachers and the counselors support them. I feel like [the support] needs to be vocalized more, and let [these kids] know that they are equals among their peers."

Another student that hopes to make a change is Daniel Hernandez, Div. 475. In his spare time he works with Immigrant Youth Justice League, an organization that rallies for immigration rights.

Hernandez came to the U.S. with his little sister and mother in 2004 when he was seven to meet his dad who came the year before. The process was arduous. He was awoken at four in the morning to get on a plane to Northern Mexico from Mexico City. At the airport he said goodbye to the family he was leaving behind.

Once off the plane, he waited in an abandoned house with 15 other people waiting for men to come to drive them across the border.

"I remember the house was run down and scary," Hernandez said. "I did not know what to do. My mom was talking to the other people, gaining support. I was with my little sister. I was just trying to stay calm. Everything was strange, everything was new."

When the men came, he got in the car with his family and drove to the border.

"I remember my mom clenching my hand really hard. She was really nervous," Hernandez said. "I remember the guy at the border shaking our car, looking at our car, looking at everyone in the car really closely. Making eye contact with my mom. Looking at the driver, and making eye contact with the driver. Then he just gave us the thumbs up and we got going. My mom hugged me really tightly. It was such a relief."

From New Mexico (where he crossed into the U.S) he took several Greyhounds to get into Chicago. Entering Chicago was a sensation of awe. The skyscrapers were fascinating. The roads were paved. The people on the street looked different than the people at home. Getting off the bus, he was reunited with his father after a year and a half of separation.

"We got our little bag that had a portrait of our family, our other bag was taken at immigration. I remember getting off the bus and seeing my dad and never running so fast towards him, and never hugging him so tight."

In 2001, the DREAM (Development, Relief, and Education for Alien Minors) Act was introduced to U.S Senate by Illinois Senior Senator Dick Durbin in hopes of passing and turning into a law. In 2012, the DREAM Act has Transformed into the Deferred Action for Childhood Arrivals (DACA), which still has not passed. Even though there is no national law for undocumented students, there are individual laws in 13 states, including Illinois.

The Illinois law allows for undocumented students who have a taxpayer number to get scholarships through the State Treasurer's College Savings Pool and the Illinois Prepaid tuition Plan. Students can pay in state tuition in public colleges and universities in Illinois. It also established the Illinois DREAM fund commission, and requires high school counselors to be trained to deal with undocumented students.

Every month the Dreamer's Club meets twice.

On the first Friday of the month, a speaker comes in to talk to students about different immigration topics. These speakers include counselors that talk about applying to college as an undocumented students, past Lane alumni who (as undocumented students) have gone to college, and an immigration lawyer that will talk about the path to citizenship as an undocumented student.

On the third Friday of every month, club members come together to brainstorm ideas and start projects that advocate for topics talked about in the last meeting. This could include: letter writing, poster making, and fundraising.

For Lara, the idea of going to college is a complicated issue. Born in Mexico, she came over the border when she was eight months old with her older sister and parents. Initially, she lived in California until she was four. That same year, her parents decided to move back to their hometown in Mexico. A year later, the Lara family crossed the border again, this time setting in Chicago for good.

"It is clear that [in the U.S], there are better opportunities," Lara said. "[There is] better education. In Mexico, it's a poorer country, so there are less job opportunities."

There is even a difference in mindsets when thinking about school. Lara's cousins see school in a different light compared to herself.

"I am more focused on school, trying to do good," Lara said. "[My cousins] are more focused on where

they are going on the weekends. I feel like they should focus more on school."

Celso Ramos, Div. 475, was born in Brazil and became a naturalized citizen when he moved with his family while in the third grade.

"In Brazil, the public school system is really, really bad," Ramos said. "Usually if you want a good education, you go to a private school. [In the U.S] even the education is better. There are a lot more resources and the teachers are more committed."

For Ramos, the transition into a new school was hard. He did not speak English, and was put in a Spanish bilingual class that was no help. He only spoke Portuguese.

"I remember asking my step dad stuff," Ramos said. "He is American, and I used to ask him [about] words, but most of the time they weren't the right words. I would ask him bad words, the stuff I would hear in class. And he would tell me, and that would help me out, but it was really really hard."

It was me and my little brother, and it was just like a whole other world."

For Hernandez, the transition from a Mexico public school to an American public school was difficult as well. He spoke no English and struggled with the reading in his third grade class. Many nights he would stay up until midnight with his mother. It was stressful, and sometimes the work caused tears of frustration.

It was not until a woman at their church, Margarita, took Hernandez and his mom "under her wing." They would go to Margarita for help with his homework. She would explain the materials in ways the school could not.

Now in high school, as these students get older, the thought of college and being able to afford school becomes a topic to think about.

As a sophomore, Lara has a lot of anxiety about college. Because of her legal status, it is extremely hard to afford an education. There are limited scholarships, and she is not eligible for FAFSA since she does not have a Social Security Card.

"There is [a pressure to maintain my grades] because if I get better grades, there is an opportunity to get a visa because I'm a good student," Lara said. "For kids who are born here, they get government help with FAFSA. They can have Cs, but because they are born here, they can still get help. Where as for me, it is going to be harder because I am an average student and I wasn't born here."

Even though Ramos is a legal resident, there is a problem with his Green Card that is restricting him from applying to college. When he renewed his green card, one of the dates on the card was wrong. Because of this problem, colleges see him as undocumented because he cannot put down any personal information.

"I remember thinking 'oh I am not going to college'," Ramos said. "And I don't want [other] people thinking like that. I want people to know that even if they are not legal, they can go to college. I think that is something anyone can do no matter what, giving [people] at least the opportunity to pursue their dreams. Education is not something that is OK to take away from someone no matter what."

Through the Deferred Action for Childhood Arrivals (DACA) Program, Hernandez was able to get a social security card. He will be able to stay in the country for at least two more years, and apply to college. DACA does not change the legal immigration status, alter an individual's existing immigration status, or provide a path to citizenship. What it does is allow people to work in the U.S if they meet the requirements, and they can renew the authorization every two years.

There are no federal or state laws that prohibits colleges and universities from accepting undocumented students. College is still an option for undocumented students. Merit based aid and state aid in states that have their own DREAM Act can be given to students.

If a student is undocumented, he or she is encouraged to tell their counselors about their status, in order for their counselor to help them through the college process. Counselors are under a confidentiality agreement, and cannot share the status of residency of students to authorities.

Counselors have resources such as the Illinois Association for College Admission Counseling website. Which directs students to colleges that normally accept undocumented students.

Counselors also have a resource called the Dream Activist: Undocumented Students Action & Resource Network that sets potential scholarships.

Ophelia De La O, Div. 463, club president, hopes that the club will be able to spread by word of mouth, creating similar clubs in other schools. She believes many schools are not as fortunate as Lane in the sense that other schools do not try to help undocumented students prepare for the future. She thinks it is important that the students stand up in order to help as many people as possible.

"We plant the seeds, [and] the roots spread," De La O said. "We are targeting students that want to see changes in immigration rights, that want to take part in advocating for immigration rights and educating undocumented students. Through the people we talk to, we network and educate the community. We can preach to the world, but if you don't have have people that know what they are talking about, then you take three steps forward, and two steps back."

For a future club activity, she hopes to set up a network of schools that can come together with a dinner. At these get-togethers, she hopes people from all walks of life can come together to share stories and resources, building a community of undocumented students and activists. The club exists to help support people like Hernandez, Lara, and Ramos. Through outreach and advocating, the club hopes to inform people of their rights, and help people take action.

"We have to stand up," Lara said. "We have to make ourselves known. We are not hiding. We are here to be apart of this country. [...] It makes me happy to know that people care and that they are open minded and that they know are struggle. And they know that we are not here to harm anyone, we are here to better ourselves, even the country, if we can make a difference."



PATHFINDER: DAVID RODRIGUEZ

By Walker Post

David Rodriguez, Div. 455, weaves in and out of traffic inside of Lane dodging students hoping to get to class on time. Up elevators and down ramps, he is constantly on the move in his wheelchair.

Rodriguez was born with Spinal Muscular Atrophy (SMA), a genetic disease, and has been in a wheelchair all his life. Both he and his brother, Joel Rodriguez, who is five years older, had 20 percent chances of inheriting the disease and both had it passed down to them. David Rodriguez credits Lane in helping him establish self-confidence, but, before high school, he struggled to fit in.

One cold afternoon in sixth grade, Rodriguez was coming home from school after having a bad day and was going around the back of his house. On his way towards the ramp that brings him up to the porch of his house, his 300-pound electric wheelchair, which he was strapped into, clipped the side of the wall. He went tumbling down eight steps.

"I genuinely believed I was about to die right then," Rodriguez said.

Just before Rodriguez smashed into the floor, his wheelchair got caught in between the walls. Suspended by the strap, his body slowly went forward and stopped after gently hitting his face on the concrete at the bottom of the stairs. His babysitter rushed down to the basement and immediately called 911. The medics helped lift Rodriguez and his wheelchair up from where he was stuck. He received no injuries that day.

"It was just before I got into a serious depression," Rodriguez said, "I would have moments where I would think 'I wish I had died that day.'"

During Rodriguez's time at Dirksen Elementary School as a 6th through 8th grader, he faced serious depression and thought repeatedly of the incident involving his falling down the stairs. Suicidal thoughts would creep into his head. Rodriguez had friends at school, but lived so far away that he never got to hang out with them. Without being able to develop friendships outside of the classroom, he felt helpless and alone.

As a freshman, everything changed. At first, going to a school the size of Lane was daunting for Rodriguez. This was his first time he had requested that a school not assign him an aid for assistance. Now Rodriguez was responsible for himself, for which he was thankful. The first year he had to leave school after seventh period to take a school bus home. After that year, Rodriguez began taking public transportation home, so he could be with friends after school.

"I'm going to be grateful that I came to Lane," Rodriguez said. "I met friends that helped me be myself around them."

He believes the best way to find self-identity is to be willing to try new things and find one's niche. Rodriguez is currently Sergeant at Arms for Anime Club, a member of Farenheight 451 Banned Books club and knitting club, involved in the MASH journalism program and a member of Power Soccer. Through these clubs and activities, he has made some of his closest friends. One of the Rodriguez's favorite places to unwind is Power Soccer practice.

On Nov. 20, inside a well-lit YMCA gymnasium, seven athletes ranging from 14 to 41 are hard at work in a fairly new wheelchair sport called Power Soccer. The sport does not have distinct guidelines in terms of disabilities, gender, age or being able to walk or not. All competitors are welcome to join, if they have the appropriate electric wheelchair.

These are no ordinary wheelchairs. These move at a quick speed, are very versatile and have protective cages by the feet. The ball they use is the size of a beach ball.

On one side of the court, a coach is working on a shooting drill between the oldest and the youngest competitors. On the other side David, his brother Joel, and three other athletes work on passing the ball in from out of bounds and defending. The families cheer on the athletes when they make nice plays.

Eventually the scrimmage begins and before long, chairs are colliding and the ball is being sent from one side of the court to the other. David's team is on the offensive and his teammate knocks the ball towards the goal. Joel misses the ball as it goes past the two pillars that mark the goal posts.

David's team pushes the ball out of bounds, which leads to a free kick. Joel slams the ball towards the goal, but one of David's teammates makes a split-second save. The scrimmage ends and the team assemble for their final meeting.

Sarah Beyler, one of the coaches, has been helping out with the team on and off since 2005. Now, she is a head coach and has seen tremendous improvement in Rodriguez's skill at Power Soccer.

"His energy is head and shoulders above any other kid I've ever met," Beyler said. "On the court, he's a real leader for our team."

David and Joel have been playing Power Soccer together since 2006. They have a mutual respect for each other at home and on the court. Both are constantly communicating with one another in the game to outsmart the other teams.

"We play off of each other's styles really well," David Rodriguez said.

Both stand out as leaders on the team and help some of their teammates with technique. David has emerged as one of the best players on the team although he is the only one without the new \$9,000 dollar electric wheelchair. This is due to his plans to pursue college after he graduates.

Along with Lane and Power Soccer, Rodriguez was also able to establish confidence at Muscular Dystrophy Association (MDA) camp in the Midwest that specializes in accommodating handicaps. It was similar to a regular overnight camp. Activities included Arts and crafts, swimming, hockey and scavenger hunts. Rodriguez considered this his second home, where he felt truly at ease. His favorite thing about the place was simply the other kids he met there.

"As a kid, especially when I was going through a lot of personal trials, that was a place where, no matter what, I would go to and everybody could understand [my struggles]," Rodriguez said.

He attended the camp from age six to 17. The 2013 summer was the last time Rodriguez would be eligible to attend this camp; it was a bittersweet conclusion for

him. For Rodriguez, the friends he made at camp and at Lane became a central part of his identity.

Rodriguez has gone through a significant shift in character between his four years of high schools. He understands that kids with physical disabilities sometimes have trouble being comfortable with themselves, but explains that this can be overcome by being brave enough to get involved. Rodriguez believes that his handicap has actually given him more opportunities than he would have had if he were able to walk.

"With a physical disability, there's always going to be someone that wants to put you down to what they expect [of you]," Rodriguez said. "No matter what anybody says, whether it's friends, parents or teachers, you're the person who decides what you can and can't do."



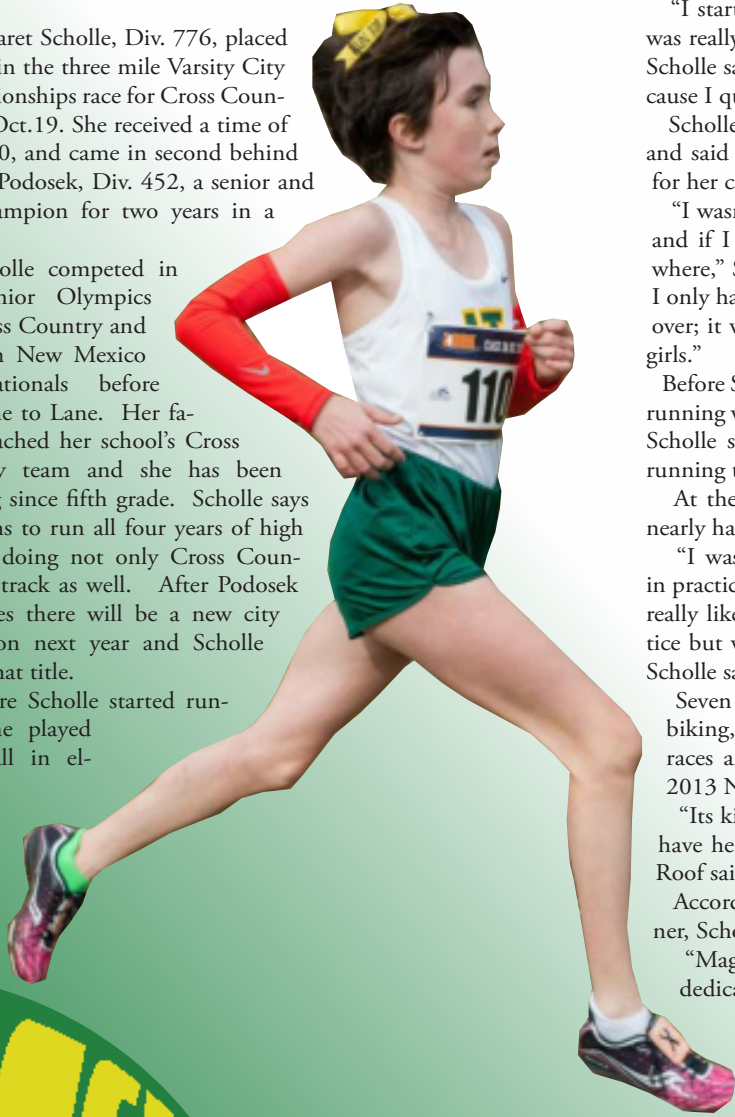
CROSS COUNTRY RUNNER: MARGARET SCHOLLE

By Genesis Romo

Margaret Scholle, Div. 776, placed second in the three mile Varsity City Championships race for Cross Country on Oct.19. She received a time of 18:30:70, and came in second behind Joanna Podosek, Div. 452, a senior and city champion for two years in a row.

Scholle competed in the Junior Olympics for Cross Country and raced in New Mexico for nationals before she came to Lane. Her father coached her school's Cross Country team and she has been running since fifth grade. Scholle says she plans to run all four years of high school, doing not only Cross Country but track as well. After Podosek graduates there will be a new city champion next year and Scholle wants that title.

Before Scholle started running she played volleyball in el-



ementary. She said she was trying to find a sport that she would like.

"I started running pretty much just because I was really bad at every single other sport I tried, Scholle said, "I still have three volleyballs left because I quit, I was so bad."

Scholle recalled her performance in volleyball, and said that there were special drills made just for her called Maggie Drills.

"I wasn't required to get [the ball] over the net and if I did I didn't really have to aim it anywhere," Scholle said, "If I did get it over the net I only had [to get] it within like a foot of the net over; it was like significantly less than the other girls."

Before Scholle joined Cross Country she started running with in program called Girls on the Run. Scholle said it was not stressful and she found running to be exhilarating.

At the beginning of this school year, Scholle nearly had a stress fracture due to running.

"I wasn't really use to running all that hard in practice because elementary schools [were not] really like that but I mean I ran my best at practice but we didn't do like intervals or long runs," Scholle said.

Seven weeks later, after aqua-jogging -with adult sized floaties- and biking, she recovered and began running. Scholle won two open races and received 12th running a tenth of a marathon called the 2013 Northside/Southside challenge on Oct.13.

"Its kinda scary...how good she could have been if we were able to have her run in August [instead of] the first half of September," Mr. Roof said, head coach of the Cross Country team.

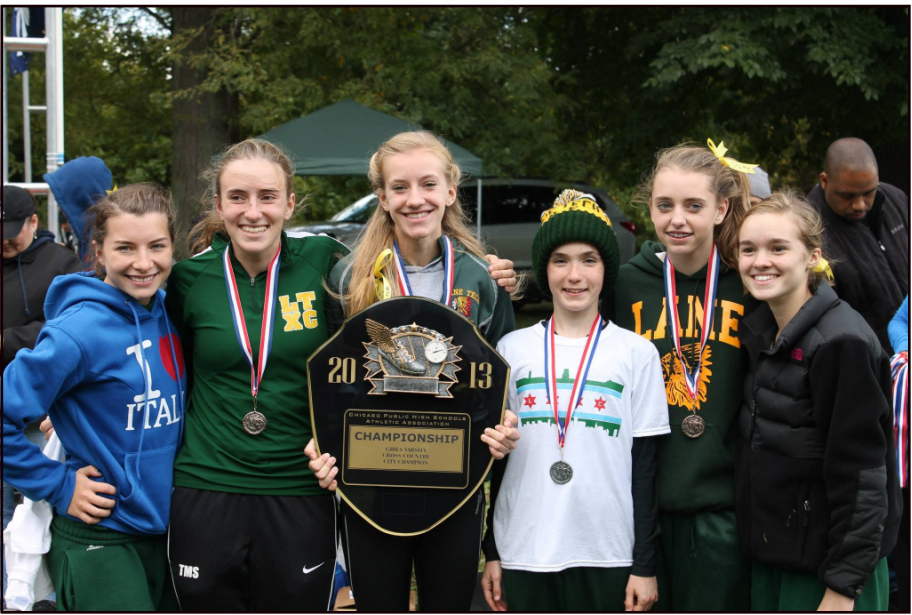
According to Miriam Hyman, Div. 764, Varsity Cross Country runner, Scholle is passionate about running which makes her unique.

"Maggie...definitely [has] the genetics mixed with the ability and dedication," Hyman said, "We actually call her our secret weapon."

According to Mr.Roof, Scholle is a runner that has mental toughness and endurance that comes easily to her.

Hyman said that Scholle and other freshman could qualify for state in the coming years as they grow stronger and continue to train. Mr. Roof said that the girls' team has not qualified for state; on the other hand there was an individual girl that qualified named Stephanie Hughes.

"I think the team will [qualify next year]... we are arguably the toughest sectional," Mr. Roof said, "I think with this good group of freshman and returning upper classmen that will be a good mix."



Girls Cross Country Team poses with thir trophy after winning City Championships.

During races Scholle would wear her lucky leprechaun socks because she said that leprechauns are universally lucky. Even though Scholle lost her lucky socks she still ran a race and said it all went well. The thought of getting new leprechaun socks had Scholle talking with excitement.

At the start of a race, runners line up across a field of grass. Each school is assigned a certain slot where runners will be placed. The slots would be sprayed by spray paint. When the officials alert the runners before a race, they let the runners they have five minutes to line up. Then, for one minute, both the crowd and the runners wait till the officials shoot the gun into the air to begin the race. During that one minute Scholle said it is nerve wracking.

After the gun is shot and the runners begin their race, Scholle would only think of finishing the race. As she runs, her mind would zone out, she feels as if she was dreaming.

Scholle is determined to progress in running throughout her high school experience. Freshman year according to Podosek is easy, because that is when runners can make their mark and make their name known. Podosek believes that Scholle can qualify for state. Her advice to Scholle would be to never lose her love for running and to keep that fire.

"[Scholle] has done everything she could...she reached her full potential [for this year's season]", Podosek said, "the cup was full, the cup over poured."

Graffiti Artist: Mason Maj

By Bianca Sanchez

A goateed man - with a mustard and, as crayon boxes kindly call, *Fern* colored baseball hat perched on his head and skateboard on his back - is one of Mason Maj's Div. 666, latest graffiti characters. With a stern and focused face, the character looks somewhat like the street version of Cobra Bubbles from Lilo and Stitch. A carefully crafted clutter of yellows, oranges, and black make up his torso. His bottom half replaced by the word "SOUr".

"Lately I've been going for that type of a style," Maj said. "With the weird character and the weird face and then just a bunch of stuff going on. So you see SOUr, the 'S', I don't know if you can read it or not, the 'O' and the 'U' and the lowercase 'r'. I just like all the crazy stuff going on."



Fern By Mason Maj

Maj, "The Devil," he exclaimed lifting his hands to his head, proud of his devilish division - is a skilled graffiti artist. From a neighbor's fence to his garage he has been doing graffiti art for three years.

"I've always been an artist in general," Maj said. "But graffiti is always around, especially in Chicago. So it's always grabbing my eye."

He started gravitating towards graffiti style three years, thanks to the help of his neighbors.

"My neighbors, Nick Brade and Nick Coursey, yes, they have the same name and are stepbrothers, they're in college now, they kind of held my hand through it [learning to do graffiti art]," Maj said. "They held my hand by showing me the 'way' of graffiti, how everything pieces together. They were the ones that told me a graffiti 'name' has four letters, mainly because it is easier to write and keeps letters in a smoother flow."

Their relationship went past the paper and markers.

"We used to skateboard all the time, and they later on

introduced me to graffiti, Maj said. "Although I have passed them in skill now, I still remember them as the people who showed me what I now love. They set the foundation, and we always had a blast. I used to have ramps in my backyard, and all day we would skate and draw. Summers consisted of swimming and skateboarding non-stop. To this day I wish they would come back from college."

According to the 1984 book *Subway Art*, graffiti art first reached pop culture in the 1960s when young and bored New York City teens began scribbling their name and street numbers on any blank canvas in town. Soon, tags like "Taki 183" and "Stay-High 149" became household names. These tags were initially used to define gang territory, but later evolved into a full art form. Artists began experimenting with stylistic choices, actually putting thought into the curves and sharp points of letters. Throughout the next few decades, graffiti continued to evolve from illegal scribbles, to train side masterpieces.

Today, graffiti has made its way into classroom, and not just in student doodles. Ms. Wain, a Lane Art One teacher, dedicates a whole unit on graffiti inspired art.

"We do a skateboard project. We start that project by talking about graffiti and graffiti style, and we practice some graffiti lettering," Wain said. "Their design is supposed to be inspired by graffiti art or some other current famous street artists."

Maj took Art 1 last year and is currently taking Ms. Faletto's Printmaking 1 class.

"These two classes were my first art classes," Maj said. "I had always drawn on my own. They really haven't made me a better or worse artist, only that they have shown me a more wider variety of arts."

Maj realizes and appreciates graffiti's origin. However, he insists there is more to graffiti than tagging.

"People think that graffiti is all about tagging up buildings, like what you see on Chicago streets - and that's really where it came from people doing it on the streets - but it's a lot more when people really put in their imagination," Maj said.

Others share this opinion that graffiti is better when beautifying a space.

Ms. Chisholm, another Lane Art teacher, believes there is a big difference between tagging and conceptualized graffiti art.

"I think when people tag they don't have a message or what they want to say generally they are tagging some offensive word or just their name," Chisholm said. "But when people make murals or an image that has taken more time, they have really thought about what they want to put on the wall, which is in my opinion, is what makes an art piece an art piece."

Maj challenges those who believe that graffiti artists only do their work to get their name out.

"Graffiti is used to make ideas or drawings in your head possible, and although people use it to get out there, they also use it as an idea outlet."

To prove there is more to his art than his name, Maj has worked to develop his own style taking elements from past artists and including his own flare, thinking about what he wants to paint or draw before carrying it out.

"I like to do cartoons and stuff like that, but they have a realistic edge to them," Maj said. "I like to do whatever comes to my mind but organized, it's not just out there, scribbles, and no one knows what the heck is going on."

His first experience as a paid graffiti artist was arranged through a family friend in August.

"When I painted the lady's fence it ended up raining," Maj said. "I had to wait it out for about two

and a half hours before I could start again because it was too wet to paint. She was real nice, but I was a bit unsure of what the final product would be since it was my first time painting for another person on their fence. A little nervous you could say. I painted these abstract trees and outer space background and they loved it. At least they said they did."

Like artists before him, he has his tag name Sour. "Sour just came to me, I have no idea how though," Maj explained. "Four letter words are easy to write because they are short, but maybe I thought of sour skittles?"



By Marta Malinowski

After speaking to the President of Latino Art Beat in receiving an unexpected call, Celita Codamon, Div. 460, could not believe what she just heard. She won first place in the Illinois Latino Art Beat competition and was being flown to Boston, MA for a four-week summer art program at the School of the Museum of Fine Arts. She was given a week to get all her things together and wrap her mind around the fact that she would be studying art across the country. The program consisted of six college classes, which have an average total cost of about \$7000.

During her junior year, Codamon took AP Art I, and that was when her teacher, Mr. Ceh, submitted her piece into the annual Latino Art Beat competition. The title of the competition was "What Hispanic Heritage & Culture Means to Me" with entries from high school juniors and seniors from Chicago (and statewide throughout Illinois), Houston, Los Angeles, Miami and Washington, D.C. Codamon's artwork, titled *Day of the Dead - Nightlife* competed against others from all over Illinois and won first place for the state.

Codamon's artwork usually consists of eerie and creepy fantasy

themes, which she also applied to her entry. "I don't look like I would do something like that, but I definitely paint pretty creepy stuff," Codamon said. The painting has several ghosts dancing in the background to portray the thematic element of the day of the dead: to celebrate death. In the foreground is a grim reaper-like figure welcoming the viewer to the Day of the Dead's "nightlife." She thought a lot about composition and contrast between light and dark. A concern for her though, was keeping everything balanced out.

"A lot of art critics look for not only detail, but that you stepped back and actually thought about the composition of the piece like I did," Codamon said.

A close friend of Codamon, Javier Delarosa, Div. 450, is a big fan of Codamon's winning art piece and is proud of her accomplishments.

"I absolutely loved it. Whenever I see it, it's hard to keep my eyes in one place because there's so much going on. She definitely paid much attention to the detail and emotion in every character in the scene, and that set an interesting and dynamic mood on the piece as a whole," he said.

Toward the end of the summer program, the student's artwork was displayed at a final gallery opening with college scouts coming from all over the country. For the gallery, Codamon created a sculpture that caused her to facing many obstacles since it was her first time creating a sculpture. During this time, the gay pride parade was taking place in Chicago, and Codamon was not able to attend like she always has. She created the sculpture, so that she could be at the parade in her own way.

"I took molds of volunteers' torsos and put casts back to back on top of each other. On the top, the women's busts were back to back, in the middle it was a woman's and a man's, and on the bottom it was a man and a man. I was working with a new medium so I did have difficulty with the structure at first but I liked the challenge," Codamon said. The title of the piece was Equality in Union and she chose to paint the sculpture in a rainbow of colors. Her main goal was to send a message about LGBTQ pride. Having a number of friends and younger brother who are gay, the controversial concept was really close to her heart. She wanted her piece to be appreciated, criticized and to get people thinking.

"It was a totem pole of equality, unity, and marriage," she said.

Through the summer program, Codamon was able to meet a lot of students like her from around the country. A new friend of hers, Tim, would set up his tri-pod and take pictures of what inspired him. Another friend of hers, Gus, was a graffiti artist. Instead of damaging

Artist: Celita Codamon

public property to express his art, he would use an illusion board and stencils to create bold imagery against his graffiti-style text. Codamon was inspired by their hard work and dedication. These two friends were some of the volunteers that offered their bodies for her project.

"I honestly met the most inspiring and outgoing artists. I was surrounded by this community of people who were as passionate about art as I am, even if it was different forms. We collaborated and fed off of each other's energy," she said.

After her experience, Codamon left with many memories and came back to Chicago as a more experienced artist.

This year Codamon's first place artwork was featured at the Chicago Latino Art Beat ceremony here at Lane. After all of the other artists' pieces were displayed and she presented her acceptance speech, the President of Latino Art Beat, Don Nucio, spoke nothing but positive words about Codamon.

"He said that if I chose to go to the School of the Museum of Fine Arts in Boston, MA, he would aid me generously," she said.

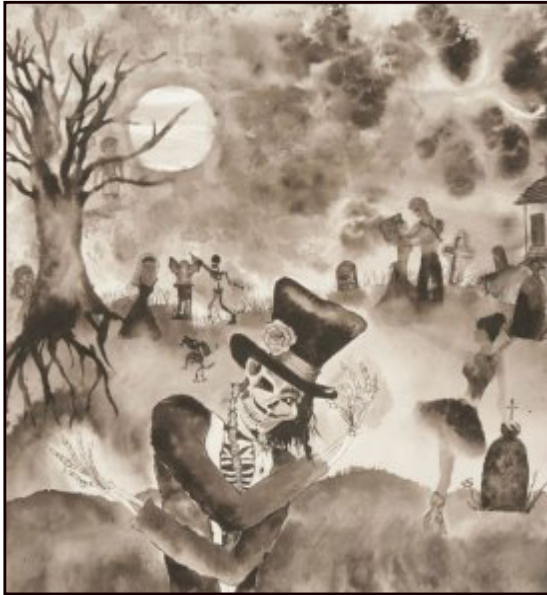
The last scholarship Latino Art Beat awarded to a senior was valued at \$168,000 and being a senior this year in AP Art II, Codamon's goal is to win again and get a similar college scholarship.

Codamon has been interested in art as long as she can remember. When she came to Lane, and entered the Art Majors program, she was finally able to take her hobby and put it towards a higher purpose.

"It was amazing to find out something you were passionate about your whole life, you could actually pursue. There are more opportunities for artists than meets the eye," Codamon said.

Delarosa has seen Codamon's progress since freshman year.

"She has more of a creative spirit; I have a tighter, more technical style while her loose and free style is evident in her



Day of the Dead Nightlife By Celita Codamon

with art, her parents have been 100% supportive.

"Originally, they were worried because it is a competitive field but after I won this scholarship for the summer program, they realized a lot is possible with my art. Now they are very proud," she said.

Codamon's dream is to pursue Art therapy. To her it has always been important to help others and she wants to continue to do that, along with her passion for art.

"I want to help people get their emotions out visually, through artwork. I want to be a part of the movement to get people to speak with art, since it is really a beautiful language," Codamon said.

Through her four years at Lane, Codamon has found herself as an artist and truly flourished.

"Reflecting back on where I started and considering where I am now, I don't see myself diverting from the road I'm on. I can't remember a time when I saw something inspiring and did not immediately want to create my own visual representation of it," Codamon said.

Lane students find ways to cope with addictions

By Nicole Johnson

Nahin Cano, Div. 462 walks into the Starbucks in Roscoe Village. She is greeted by the familiar baristas who know both Cano and her usual order well. The baristas know her so well, they give Cano her coffee for free. Cano heads back to school, coffee in hand. This is her second visit to Starbucks today.

Cano, like many adolescents today, has an addiction. Cano's addiction is caffeine.

"I started drinking coffee when I was in grade school," Cano said. "But before mainly just like cream and sugar; basically only cream. And progressively, it's like drop the cream, just sugar. And then, drop the sugar, just straight black coffee."

Unlike most people, the large amounts of coffee that Cano drinks do not make her feel hyper or jumpy. Instead, they produce a calming effect.

"It doesn't work anymore, like keeping me up or anything," Cano said. "It kind of calms me down if I'm stressed. I could drink a cup and go to bed right after."

Although all are not necessarily considered "harmful," teenage addictions are more common than some may think. While some students deal with addictions, others have compulsions. Compulsions are behaviors caused by an obsessive thought. Addictions are habits or behaviors that are not necessarily caused by obsessive thinking. Although it can sometimes be difficult to define the line between the two, a behavior is diagnosed as an addiction or compulsion when it becomes harmful or interferes with daily life. Both are common among teens, and while some are almost harmless, others can endanger mental and physical health.

Mrs. Gilson, Lane's psychologist, works with students struggling with addictions that are rooted in anxiety. She uses relaxation techniques to help students come to terms with their anxiety, while replacing their addictions with more helpful behaviors. She also introduces students to protective factors which include getting eight to nine hours of sleep each night, relaxation, planning ahead, and setting realistic goals. Each of these techniques aims to lower anxiety and improve overall health.

"If you're engaging in these habits, it is most probably a manifestation of anxiety," Mrs. Gilson said. "That's kind of a maladaptive way of dealing with the stressor that you're having. There are better ways to address your stress."

Cano, who has become so accustomed to drinking excessive amounts of caffeine, feels symptoms of withdrawal if she does not consume any.

"I think it affects me more when I don't have [coffee]," Cano said. "Then I'll get really bad stomach aches and then I just can't focus on anything else because of that."

While Cano does not consider her addiction harmful, she realizes

"When I poke people's bruises, I'm too busy poking them to think about any of the other stuff that crosses my mind."
-Maribel Jaramillo

that the amount of coffee she drinks may be too much.

"I think the worst that I've ever done is when one day I had [skating] practice in the morning, a debate thing to do after that, then I was going to go out with friends," Cano said. "That was like seven cups of coffee in a day. That was really bad... I knew that it couldn't happen again."

Tammy Chen, Div. 469, has a passion for drawing that borders on addiction. She feels it is a major part of her life. Drawing is so central to who she is that she does it without even thinking about it, and feels anxious when she goes too long without drawing.

"I started drawing when I was little," Chen said. "My mom says when I was younger, instead of going outside or watching TV, I'd just draw. I love drawing people and anything relating to nature, and making a connection between the two."

Chen draws during the majority of the day, and only takes a break when she goes out or goes to sleep. Otherwise, she tries to bring her sketch book with her anywhere that she can to avoid the feeling of anxiety that comes when she is not drawing. Although Chen's love of art brings so much joy to her life, she has noticed the negative repercussions that can come with an addiction, no matter how harmless it may seem.

"I'd be lying if I said I never got caught by teachers or in trouble," Chen said. "It became a bit more 'problematic' I guess last year because on tests and quizzes, instead of completing them, I'd draw all over it and it angered a lot of my teachers. This year, it's almost every day that I get told to put my sketchbook away and pay attention."

While some addictions can be the result of passion or a feeling of happiness that results in a certain behavior or substance, other addictions are the result of anxiety.

Maribel Jaramillo, Div. 454, feels that her addiction is the result of stress.

"I have a really weird addiction where I like poking people's bruises," said Maribel Jaramillo, Div. 454. "It started my sophomore year, when I was in archery. I used to get really bad bruises, and I thought that they were kind of cool, like battle scars. They were just purples and greens and yellows and I thought it would be really cool to poke them."

After Jaramillo dropped archery, she no longer developed bruises. However, some of her friends tend to bruise easily, and Jaramillo began to ask them if she could poke their bruises.

"I know some of my friends do bruise easily," Jaramillo said, "so they'll be like 'oh I have a bruise' and I'll just look at it and they'll see me looking at it and I just look at them like 'so can I poke it?' and they'll be like 'sure just don't press too hard.' I'm surprised, but no one's ever asked why [I do it]."

Jaramillo does believe that anxiety may be at the root of her addiction. Mrs. Gilson likened the behavior to nail-biting, as a way for a person to relieve some of the anxiety they are feeling, even if only for a short time.

"I usually get anxious when I start thinking about all the school work I have to do or personal problems," Jaramillo said. "When I poke people's bruises, I'm too busy poking them to think about any of



the other stuff that crosses my mind. So I'd have to say it distracts me from just about any small problem I have. But I kind of don't want to [get to the root of it] because I'm scared that it's going to open up a whole can of worms and I'll just realize that I have a lot more issues than I thought I do."

Although neither Cano, Chen, nor Jaramillo consider their addictions to be "harmful," each has a different view on the thought of seeking help.

After realizing that the amount of coffee she consumed cost up to \$40 a week, Cano tried to cut back on her caffeine intake.

"[My friends] have definitely noticed and they're like 'you need to cut back,'" Cano said, "which is why last month I kind of stopped drinking [coffee] for a while. I did stop for maybe three weeks. Instead of drinking coffee though, I just switched to tea. That ended really quickly after it started."

Chen, on the other hand, has no desire to stop drawing, and even sees her addiction as something positive and helpful.

"If anything, I think I love my addiction because it has brought more good than bad to my life," Chen said.

How old are you? Appearances lead to confusing situations

By Gabrielle Onyema

Some can pass by unnoticed in crowds of adults. Some go unnoticed in crowds of younger teenagers. It is only when they sit down with someone their own age, that the confusion begins.

"People mistake my age a lot. A lot of them are strangers," said Elijah Olomoniya, Div. 456.

Because he looks older, Olomoniya ran into trouble with a teacher back in grade school.

"There was one time when I was thirteen, I was dating this girl in another school. Her teacher saw me and thought I was like, seventeen. He thought I was a pedophile dating a thirteen year old. He said it was really inappropriate," Olomoniya said.

Olomoniya had to show his school I.D. to the teacher to prove his age.

Kids that look older are often misidentified as adults at first glance.

Miles Strong-Austin, Div. 454, understands the feeling of looking older. When Strong-Austin went to his cousin's wedding, he was surprised by the number of older female guests that tried to flirt with him, believing he was older.

Most of the women "in their twenties" approached Strong-Austin on the dance floor of the wedding hall. It was there, that they said things like, "You're really handsome," and, "so, how old are you?" When Strong-Austin revealed his true age, the shocked women quickly left him alone.

"I was kind of weirded out because they were older, but it was funny too. And kind of uncomfortable," Strong-Austin said.

Ben Sodolski, Div. 479 is a fraternal triplet. Though his siblings were all born together, they don't look alike.

"My brother looks about two years younger than me even though we're the same age," Sodolski said. When he was younger, Sodolski



Miles Strong Austin, Div. 454 poses in room 335, and Ms. Diamond poses in room 139.

went with his brother to the DMV for a state I.D.. The workers mistook Sodolski as his brother's father.

Adults are not the only ones that get confused. Students in the same grade level often mistake each other's ages.

Jeremiah Camphor, Div. 762, is a six foot tall freshman and he is no stranger to people mistaking him for an adult. He prefers looking older.

When Camphor was in his third period gym class, he accidentally knocked another freshman down. When the kid looked up and saw Camphor towering over him, he apologized to Camphor for running into him.

For people that look younger, the reactions are similar. Ms. Diamond, an art teacher, has experienced people thinking she was younger than

she really was. Security guards often mistake her for a student.

"If I'm not wearing my I.D. when I come into the building, the security will tell me to go around to the lunchroom. I have to tell them that I'm a teacher," Diamond said.

Because she looks young, Diamond tries to avoid passing periods or being in the halls during classes. Once, when she was walking to another classroom to help out a teacher, she heard a group of kids using horrible language on the stairs.

"I told them to watch their language, and they just went, 'why?'. When they saw my teacher I.D. they were like, 'oh my god, I'm so sorry'. I told them to go to class," Diamond said.

Some students prefer looking older. They feel like people take them more seriously if they appear older.

"I like it. It makes me feel mature," Camphor said. He agrees that sometimes people get intimidated by him because of it.

There are quite a few perks to looking older besides being taken more seriously. Some have enjoyed their experiences of being mistaken for older than they are.

"I get into places I shouldn't be in. Movies, clubs, I can just walk in. I can buy things I couldn't buy," Olomoniya said.

Students even younger than Olomoniya, a senior, are able to have experiences like this because they look older.

"I go on cruises and they got clubs for different ages. I was twelve at the time and I got to sneak into a club for fifteen year olds," Lacarri Reaves, Div. 754, said.

There are also downsides to not looking your age.

"I went into a store to buy a coloring book in the beginning of the year and the lady got nasty with me. She said I was too old for that stuff. I was only thirteen," Kamora Blake, Div. 756, said.

"When I want to be taken seriously, I prefer looking older," Diamond said.

Blake does not like looking older. She constantly corrects anyone who mistakes her age.

"I don't feel mature. I just want to act my age," Blake said.

Dreams more meaningful than students think

By Leah Wojtach

Keith Tan, Div. 473, sprints through the streets to catch the train about to depart. He does not know why, but it is vital for him to catch this train. He makes it to the platform as the doors shut, leaving him stranded. Tan awakes from this dream suddenly.

There are many theories for why dreams occur the way they do. Some people can remember their dreams easily. Others are unaware of their dreams. Still others take their dreams a step further, believing they have hidden meaning.

Tan had a long string of dreams where he would miss his train, bus, or even plane. He took these signs of frustration and researched more into them. He discovered online that these dreams meant he was having a difficult time making an important decision. He was not convinced this was the reason why. He did not feel he had to make any life-changing decisions at the moment.

"I think what you dream stems from things happening to you in real life. If something stresses you out it will manifest itself as something in your dream," Tan said.

Tan has the same beliefs as the activation-synthesis theory. This theory suggests that the physiological processes of the brain cause dreams. Our dreams try to make sense of all the signals and internal activities our brain is going through. It is associated with sensations, memories, and emotions.

"Our brain never shuts off. It has ideas floating around always looking for patterns.

It tries to make sense of them and develop them into stories," said AP Psychology teacher Mr. Par-

"I know I'm dreaming when I'm not in my room I have to question myself how I got where I am."
- Ivan Leon

"I am really interested in fantasy and had a dream where I was a sorceress on a mission."
- Erin McDermott

sons.

Libby Auger, Div. 450, believes this occurs to her also. She believes her anxieties present themselves in her dreams.

"A lot of times, before a big event, I'll have dreams of things that can go possibly wrong. Once I realize it's a dream, I know that won't happen," Auger said.

Auger's anxiety filled dreams are considered to be a part of the information-processing theory of dreams. This theory defines that stress during the day will increase the intensity of your dream.

The activation-synthesis theory also posits that dreams may be

stories made up of by a literary part of the mind caused by intense brain activity. Erin McDermott, Div. 470, unlike Auger and Tan, receives inspiration for stories from her dreams. One in particular struck her as an interesting plot.

"I am really interested in fantasy and had a dream where I was sorceress on a mission," McDermott said. "After I woke up, I thought 'wow, this story is awesome.' So I wrote it down, because I figured I would have more dreams like it."

Parsons agrees with the activation-synthesis theory.

McDermott added more details to

these dreams and plans to write a novel out of them one day.

Some people have the ability to lucid dream as they sleep. Lucid dreaming is the ability to realize that you are dreaming and can control the storyline of your dream. Ivan Leon, Div. 457, has this ability.

"I know I'm dreaming when I'm not in my room. I have to question myself how I got where I am," Leon said. "Stay calm and convince yourself you're in reality. You have to believe you are dreaming."

Leon also believes this can predict his future.

"If I fall asleep thinking about something, my dreams can predict my actions, my future. It can't predict other people's future, but it can predict what I may do in the future," Leon said.

Dream theorist and psychologist Carl G. Jung believed dreams provide prospective images of the future and argues that dreams also look forward to anticipate what the dreamer's future developments may be.

Angel Marcos, Div. 459, believes his dreams can predict pregnancies in his family. In 8th grade, he dreamt of a clipboard containing baby names. He was asked by his mom to pick a name for his new sibling. He was confused when he awoke and asked his mom of the slight chance if she was pregnant. She said no, but later that night she found out she was pregnant. A similar situation later occurred with Marcos's cousin in which he had a dream she was pregnant before she even knew.

Although there are many different theories concerning the reasons behind dreams, it still remains a mystery to all.

"Mental Health Days" helpful for students

By Danah Bialoruski

While Arisbeth Sanchez, Div. 455, sits in her room taking photo booth pictures and crying about the homework she did not finish, students are in school.

Recently Sanchez had taken a personal day, or mental health day, in order to relieve herself of the overwhelming homework that she could not finish the night before.

"It was 3am and I had none of my homework finished," Sanchez said. "I thought I would be able to stay up until 5am to finish it but figured that wasn't going to happen and just went to bed."

Sanchez said that that morning before school, she explained to her dad that none of her homework was done and that she did not want to have to go to school without it and risk her teachers getting angry at her.

"I knew if I went to school that I would get in more trouble for not having my homework than if I didn't go to school at all," she said.

Though Sanchez said that she did spend a lot of her day messing around and taking photos of herself and occasionally crying from the stress, she still managed to get the homework she did not finish done. She was even able to finish all the homework that was due on Monday, getting the assignments from her classmates.

"I actually wanted to go to school on Monday," Sanchez said. "I felt so relieved and prepared. I wasn't scared to go to any of my classes and risk getting yelled at since all of my homework was actually done."

Sanchez works at Muvico during the weekend, babysits during the week, and plays on the lacrosse team. She also takes AP and honors classes. She says it is hard for her to find time to complete

all of her homework or study and gets stressed really easily. She has been so preoccupied with her after school activities and school work that she says she has not been able to start the college process either.

"I'm one of the only people I know

that hasn't applied to a college yet," she said. "I don't know where they find the time."

Jordyn Washer, Div. 480, is another student that takes the occasional mental health day.

Like Sanchez, Washer has a schedule filled with AP and honors classes. She is also the head manager for Varsity Boy's Basketball and secretary of Native American club. She says that both extracurriculars are large time commitments and sometimes get in the way of school work, even when she tries not to let them.

While at home, Washer likes to mostly sleep and watch movies to help relieve the stress.

"I usually like to just stay in bed and watch Netflix and listen to some music and sometimes sleep," Washer said. "It just helps me relax and forget about the amount of homework for a little while."

But even when students reek the benefits of taking a day off from school and being able to relax themselves, sometimes the next day at school can pose as a struggle.

"The whole point of taking a day off is to relax, but then you go back to school and realize the amount of work you now have and then you, well I, get stressed again then at that point, I kind of start regretting the day I took off," Washer said.

Mental health days are becoming more and more common. Since more people are becoming stressed out, more people are opting to take a day off for their own sake. Researchers at Carnegie Mellon University have found that stress has increased for women by 18 percent and stress for men has increased 24 percent between 1983 to 2009. Forty percent of high school and college aged kids have reported suffering from anxiety and unrealistic optimism as well.

Depending on the student, taking a mental health day does have the possibility of affecting a student's grade. Lane allows five unexcused absences per semester before it is recommended that teachers lower the student's grade.

Some teachers understand that students can be faced with stress from school or just an unplanned situation that can affect their physical and mental health. Teachers like Ms. Paganelli have special ways of handling those situations with stu-

dents when that time may come.

"We all have days where we feel off," Ms. Paganelli said. "But there is a fine line between punishing students for excess absences and then having students who don't have excess absences and having them be the ones who stress out the most."

Pagnelli allows her students one day a semester to take their "sick day" or "mental health day" in class. At the beginning of class, a student, for

whatever reason, can go up to Paganelli and let her know that they are taking their "day". She allows for the student to go to the back of the class and put their head down if desired. They are not forced to participate in class.

"I became aware that there are kids who have to come to school and they're clearly sick or not doing well," Paganelli said. "Or sometimes they get some sort of traumatic news in the middle in the day, and even though one might now always categorize traumatic as getting into a fight with your boyfriend but kids can come in and be in tears, so I like to give them the option to come in and if they're really having a bad day they can

"I knew if I went to school that I would get in more trouble for not having my homework than if I didn't go to school at all."

- Arisbeth Sanchez

ask to take their day."

In America, the average teacher gets ten paid sick days and either two or three personal days to use as they please. Personal and sick days that teachers receive varies based on the type of school and even the state in which they work. Unlike schools, employers know that their employees may have to take a day off of work that may not be due to the fact that they are sick. Most businesses have benefit packages already made up and presented to the employee at the time of hiring. The only way an absence is considered excused for a student according to Lane is if the student has a note from a physician, documentation of sickness or hospitalization, documentation of death in family, or a religious holiday. Stress is technically not considered an illness.

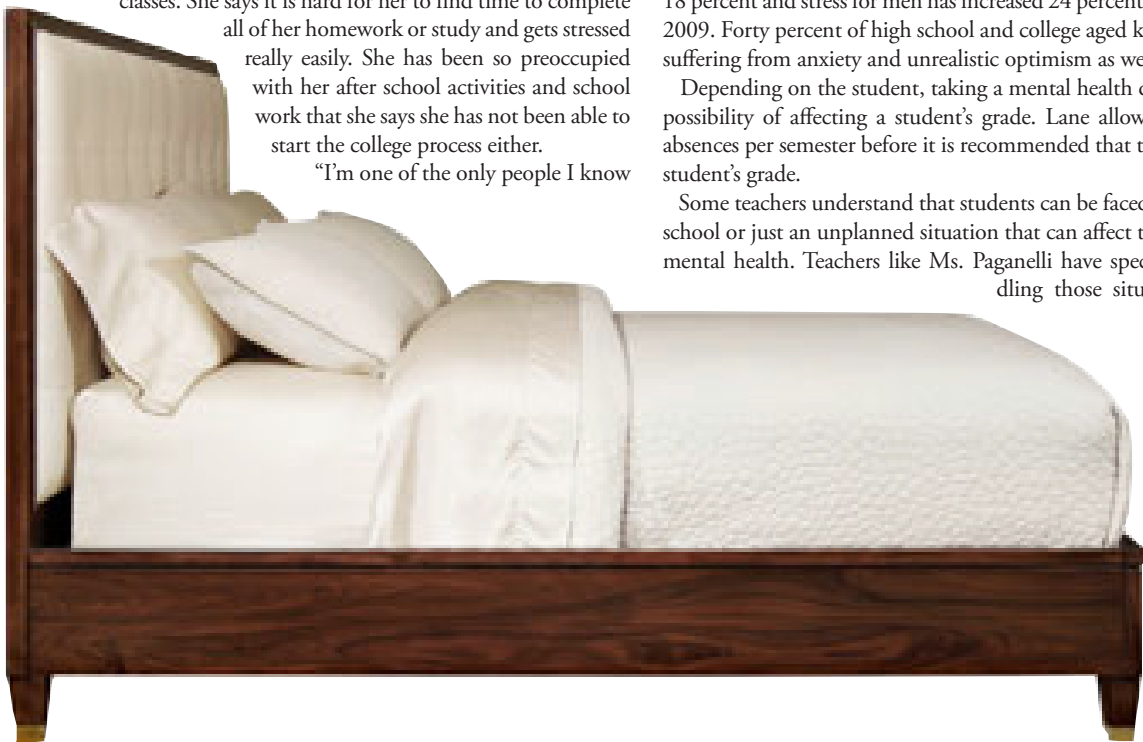
"I definitely think there should be some lenience towards mental health days," Washer said. "It should be treated the same way as if someone takes off for having the flu. The only difference is no one is scared of admitting to being physically sick but once it becomes an internal, unnoticeable situation, all you get is jokes and people saying you just didn't want to go to school."

Washer says that even though there may be no physical symptoms, stress should still be considered on the same level as an illness.

"Teachers should be more lenient towards stress days because there's a lot of pressure on us as 16 and 17 year olds and we're expected to just kind of take it," Washer said.

Students have workloads that, at times, can be too much to handle. Mental health days are thought of to help relieve that stress.

"We all need to remember that we are all human beings," Paganelli said.



New class allows students to learn Japanese

By Alina Panek

In a classroom full of students, they all rise from their seats when prompted by their teacher. In a Japanese tradition of respect, they all bow simultaneously.

Japanese class starts off with the respectful bow to the teacher. To show that you are present in the class, you say “present,” or “here” which sounds like “hi” in English. Mr. Satsu, the Japanese teacher, then starts his presentation on PowerPoint. This is how Satsu usually teaches his lessons according to his students. He rewards participation by signing a participation sheet when students answer the questions on the slide.

Satsu also tries to create games to teach the language. He had a competition between two students in which they had to read a section of Japanese on the slide and guess the country they were reading about. With teaching credentials in Japanese, Math, and Psychology, it is evident that Satsu enjoys teaching.

The Japanese class was added to Lane’s list of World Languages this year. The students currently taking the class have personal reasons that motivated them to take Japanese.

Cynthia Martinez, Div. 666, wants to learn Japanese so she can be a missionary in Japan and assist those affected by disasters. Martinez wants to help areas impacted by the earthquake in 2011 because she believes there is still forgotten destruction and that Japan has been overshadowed by more recent natural disasters, such as the typhoon in the Philippines.

“I would like Lane Tech students to be leaders in global issues in the near future. Recent years in particular, we are witnessing extreme weather – super hurricanes, tornados, raised ocean temperatures,” Satsu said.

Basil Szechinski, Div. 675, took the class so he can learn to communicate with his grandmother who speaks little English but fluent Japanese.

“She has her own flower arrangement shop and one time I was helping her,” Szechinski said. “Everytime she kept telling me colors



Fifth period Japanese students bow to Mr. Satsu before the start of class.

and directions, all in Japanese. I had to ask her to write down what she meant because saying it in English was a hassle for her.”

Ethan Recinto, Div. 751, decided to take Japanese since he has ancestral roots in Japan. Recinto stated that he enjoys the class and wants Lane to continue with Japanese courses. He was part of the first graduating class of the LTAC, so he also takes Chinese III.

“Chinese III is not hard, but Japanese is easier because Japanese has an alphabet,” Recinto said.

Some students like Wiktor Smiarowska, Div. 675, have no cultural or ancestral ties to Japan but enrolled in the class because they enjoy Japanese culture. Smiarowska agrees that Japanese is more

difficult than her native language, Polish.

“Japanese... has whole new alphabet[s] with symbols that you need to memorize, especially Japanese since there are three alphabets,” Smiarowska said. “Hiragana and Katakana have different symbols even though they create the same sound. Katakana is used for writing English words in Japanese letters. Kanji is just symbols stolen from Chinese.”

Many students agree that Japanese is a difficult language to learn. Recinto, since he is a freshman, has the opportunity to take AP Japanese when he is a senior. With Japanese, Lane now has the largest Advanced Placement program in Chicago.

Students build relationships with teachers

By Andjela Bursac

Sometimes finding common interests with people least expected can be fun and interesting, especially when those people are teachers.

Students and teachers find it important to build trust and friendly relationships. They can relate to each other through school work, but more importantly, through common interests.

Dr. Bates, AP United States History (APUSH) teacher, has recently started a new “tell me something I don’t know” segment in his class, in an effort to help students feel comfortable sharing. He spends a few minutes at the beginning of every class asking students about anything they would like to share.

“It gets students talking in the beginning of class, so when it comes down to actual history, they feel more comfortable sharing information and what they think without worrying if they are right or wrong,” Bates said.

Once comfortable, students tend to share personal stories in class.

“A bunch of people are from large families. I’m surprised by the number of families,” Bates said. “One student said she is one of quadruplets, three twin brothers and her, or students who are one of seven or eight children. Those kinds of things stood out.”

Teachers and students can also chit chat about common and friendly things like their hobbies, and current trendy shows.

“I’m finding out that more and more people are in band. I was definitely a band geek in high school,” Bates said. “Also I feel like a lot of

people are fans of the Walking Dead, so we get to talk about that.”

Ms. Jennings, who teaches English and Yearbook I and II shares some of her interests with her students.

“I have talked to several different kids about music,” Jennings said. “I’m really into music, and it freaks kids out to know that I go to Lollapalooza every summer.”

Claudia McPherson-Isbell, Div. 764, has a passion for art, that she shares with her art teacher, Ms. Faletto.

“I go to her for art related advice,” McPherson-Isbell said. “[Ms. Faletto] showed me her personal portfolio, it’s amazing. She’s helping me work on mine.”

Some students who do not openly share their personal problems still have teachers they can go to when it comes to outside topics. Carlos Casas, Div. 562, likes to talk about sports with his teachers.

“Mr. Carrity teaches economics, and we talk about soccer. He likes Munich and I like Real Madrid,” Casas said.

Casas enjoyed Carrity’s class not only because of the subject, but because he knew he could tie in his personal interests

during free time. He is a big soccer fan, and loved talking about game scores with Carrity, something he could not do in every class.

Other students share fun stories about pets and their personal lives to teachers they can trust. Rachel Carey, Div. 565, loves to share about her pet.

“I tell all my teachers about my cat. I showed Mr. Polley a picture of my cat dressed in a dress. He laughed and showed the whole class, and I know he has a cat,” Carey said.

Many students have favorite teachers or classes, especially when they know that their teachers are real people they can relate to, and learn from. Lane has staff members who are not only interested in sharing their knowledge, but also care about students, in class and personally. Alejandra Burgos, Div. 563, has a favorite teacher who she knows she can count on.

“Yeah I have a favorite kind of teacher, one who cares about you, not just about teaching but also like being there for you if

you’re going through a hard time and understanding,” Burgos said. “Mr. Fine is an amazing teacher; he had a lot of patience,

and took the time to understand people, to understand students.”

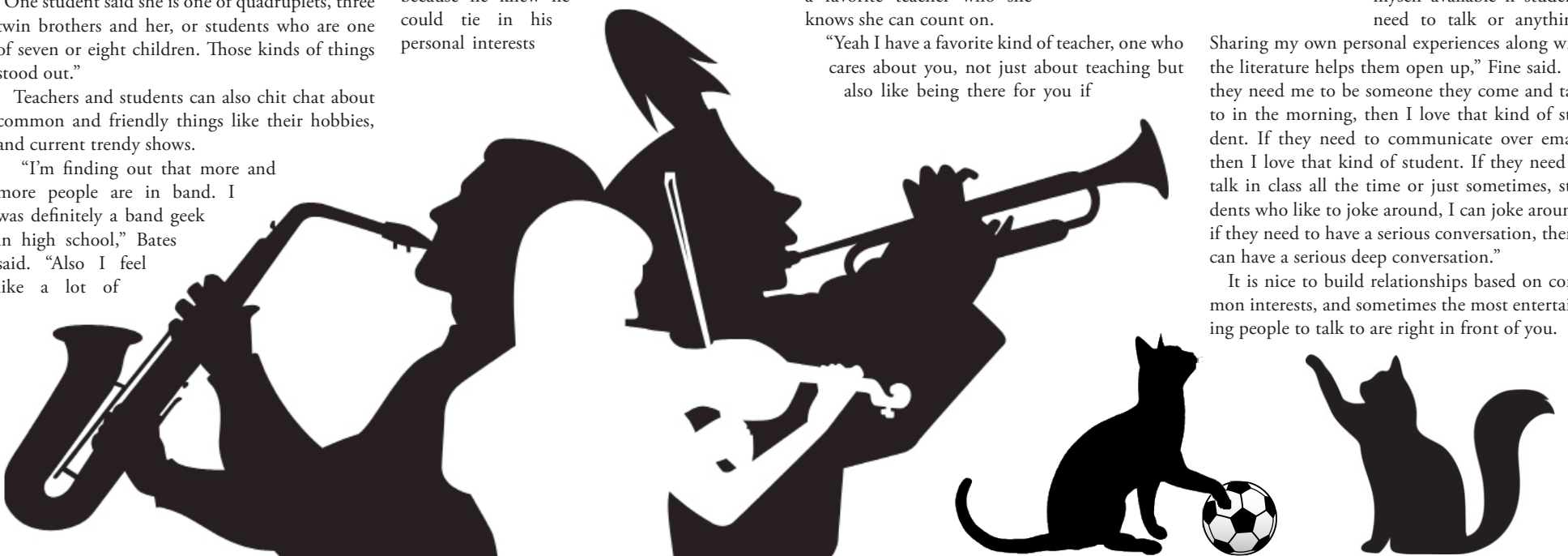
It is not just little snippets students share with their teachers. Some students feel comfortable enough to seek advice and real help with personal problems from their teachers. Mr. Fine, an English I and AP Language teacher is passionate about teaching, and working with young people. He experienced bullying in his teens and decided to establish a hate-free zone where he can build good relationships with his students so they feel comfortable at school.

“I try really hard to get to know my students on an individual basis. I always make myself available if students need to talk or anything,

Sharing my own personal experiences along with the literature helps them open up,” Fine said. “If they need me to be someone they come and talk to in the morning, then I love that kind of student. If they need to communicate over email, then I love that kind of student. If they need to talk in class all the time or just sometimes, students who like to joke around, I can joke around, if they need to have a serious conversation, then I can have a serious deep conversation.”

It is nice to build relationships based on common interests, and sometimes the most entertaining people to talk to are right in front of you.

***“I showed Mr. Polley a picture of my cat dressed in a dress. He laughed and showed the whole class...”
- Rachel Carey***



Transfer students at Lane rare

By Elise King

Hundreds of students attempt to transfer into Lane every year. Lane has rarely accepted transfers in the past and as of early this school year they are not allowing them for the remainder of the 2013-2014 school year due to the large student population. Transfers will be back next school year.

Ms. Tara Carroll, the Director of Admissions receives at least five phone calls or emails a day from parents or guardians asking if their child can transfer in to Lane. Students who want to apply to transfer into Lane can only apply at the beginning of the year because Lane does not allow mid-year transfer.

"Occasionally I will have someone get angry, but usually people are just frustrated," Carroll said, "CPS can be hard to navigate, so it is usually that people are frustrated with trying to figure out the system rather than actually being mad at me."

Lane plans to allow about 20 students to transfer in next school year (2014-2015). The criteria for students looking to transfer includes that they must be coming from a good school, have letters of recommendation, have high test scores (PSAT or Explorer), and have a GPA above a 4.0. Prospective transfer-students also need to write a short essay on why they would like to be accepted in to Lane.

"We will be looking for someone to contribute to Lane," Carroll said.

Some ways students can contribute is through athletics, academics, or the arts.

Ine Suh, Div. 558, transferred from Clayton High School in Missouri to Lane at the beginning of this school year.

"The transfer process was not easy, but not so complicated because I was from out-of-state," Suh said. "I had to submit my official transcript and other papers that showed I participated in activities. The counseling department and administration [at Lane] helped me through this whole process."

Suh is used to transferring into new schools. Her father's job requires the

family to move a lot. Suh's family moved to Chicago over the summer.

"I was pretty excited to transfer to Lane, because I've never attended such a big school," Suh said. "My old high school in Missouri had around 1,000 students, and other schools I've attended were even smaller."

So far, Suh has enjoyed her experience at Lane and looks forward to spending the rest of her high school career here.

Lane does not allow students to transfer in their senior year because different schools have different graduation requirements. The best year to transfer for students is their sophomore year.

This year Lane accepted seven transfers. Kiley Green, Div. 760, was one of those seven. In October, Green transferred from Luther North College Prep to Lane. Green's motives for wanting to transfer were simple; she wanted a high school experience. She was also dealing with some issues with other girls.

Green was accepted in to Lane as a freshman. But she chose to go to Luther North. When she realized that Luther North was not the school for her she was eager to give Lane a shot.

"I like Lane and I am glad I decided to transfer," Green said, "I haven't had any problems."

Green thought Lane would give her a more high school experience because it has a bigger student population with a diversity of people and more student activities.

Green's entire transfer process took less than a week. She transferred in October. She was able to meet with her counselor and Carroll showed her to classes on her first day at Lane.

Marcus Monte, Div. 457, transferred into Lane before his junior year. All Monte had to do was send his transcripts along with an application. Only six students were accepted out of hundreds of applications the year Monte applied. Monte was accepted a week and half prior to the school year starting. Monte



still does not know how he was accepted in to Lane, but he is glad he was.

"In my opinion, my GPA and test scores were average," Monte said.

Monte was able to meet with students and a few teachers prior to starting school. The purpose of the meeting was to allow the students to meet other students transferring in and allow them to get a better look at the school. The students were able to meet administrators and other staff members. They received a map of the school and were shown around the building.

"I met with my counselor and other students who had been accepted about a week and half before school started," Monte said.

Monte had previously attended Notre Dame College Prep and did not enjoy attending an all-boys high school. He decided it was time for a change. Monte said the process was a lot easier than he expected. All he had to do was send in his transcripts. He did not have to write any sort of essay like he expected might happen.

Isabelle Boyle, a junior at St. Ignatius tried her luck at transferring in to Lane in October. Boyle's grandfather called Lane asking if they would accept his granddaughter who was having some problems at school with some girls and was tired of commuting such a long distance. But her request was denied.

"It was frustrating to hear them tell me I cannot transfer," Boyle said.

Carroll, along with the rest of the administrative team, is working to get an online application out in April 2014. This will allow a student looking into transferring to know what criteria the school is looking for in a student and all the steps they must complete to apply for admission.

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24 Hours of *Happy*: first day-long music video

By Erica Rocha

If you thought a 10 minute music video was too long for a song, grab a chair, a couple of snacks, and get comfortable because there is a 24-hour long music video.

The producer of music hits, such as *Blurred Lines* by Robin Thicke and *Get Lucky* by Daft Punk, is at it again with what is being recognized as the world's first 24-hour music video.

Producer Pharrell Williams helped produce, and sing, the song *Happy*, for the animated movie *Despicable Me 2*. In the movie, the main character Gru sings *Happy* when he falls in love. The song is originally three minutes and 53 seconds long but was looped about 400 times for the video which is uploaded on a website titled 24hoursofhappy.com. The video currently has about 5 million views.

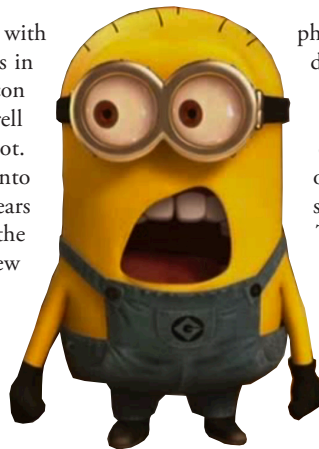
The day long video starts at the time corresponding to the local time the viewer is in. The website is in the shape of a yellow clock with the time in the middle and sunrise, noon, sunset, and midnight labeled in yellow. As with any other music video, there are options to skip forward or backward into the video and a comment section. The comments are time-stamped and linked to the video and can be seen as an overlay at the time

the comment was made. Along with that section, there are yellow dots in the clock that appear with an icon of Williams labeled "P" for Pharrell as the mouse hovers over the dot. This allows the viewer to skip into the sections where Williams appears dancing. The singer dances in the beginning of every hour with a new outfit each time.

Being a 24-hour music video it may seem difficult to figure out what should be happening in the video. This

video is mainly on people dancing in what seems to be the happiest mood ever, which is not a bad theme for a song titled *Happy*. Although Williams does dance in the video, he only appears at the top of each hour for one loop of the song and then 14 other performances. The others in the video include hundreds of dancers and not to mention the famous people such as Steve Carell (actor that plays Gru in *Despicable Me*), Tyler the Creator, Jamie Foxx and his family, Magic Johnson, and

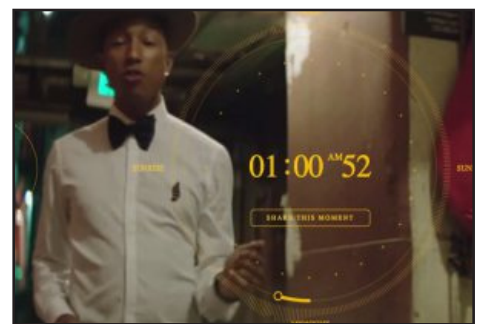
more. The people are what really make this video interesting to watch. For example, the viewer can see Magic Johnson in his house with all his trophies, Williams greeting fans as he dances past them, Jamie Foxx using his daughter as a prop as they walk down a railroad, or the minions dancing down a road. The amount of distinct dancers and their personalities is also interesting to see. There are young children dressed as hipsters and ballerinas, an old man with a white beard thrusting his hips like Elvis, and much more.



In total there were about 400 dancers that danced to the song. Each loop was recorded in a single take. Despite this, the video was well-recorded with minor errors such as random people walking in front of the recording camera.

The video project was directed by a company called We Are From LA, and produced by Iconoclast. If viewers would rather see a shorter version Williams uploaded a four minute and eight second long official music video onto his iamOTHER YouTube channel, which highlights parts of the 24-hour video. Although it is best viewed on the website as it was intended to be.

Although a 24-hour music video seems innovative, Williams is not the only artist to experiment with their creative ideas. Bob Dylan released an

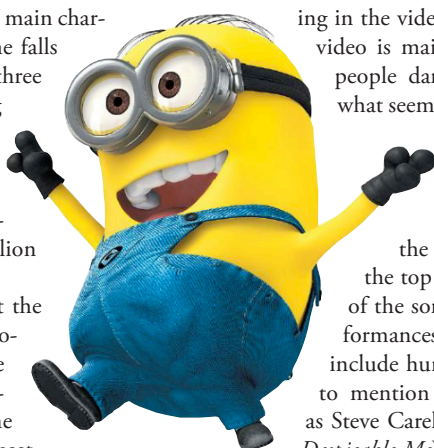


Pharrell Williams performing "Happy."

interactive music video to *Like A Rolling Stone* just days before Williams released *Happy*. Lady Gaga created an app for her new album *ARTPOP*, and Arcade Fire released a video which could be controlled by the viewer using their smartphones.

Either way major credit has to be given to Williams and his staff for pulling all-nighters and walking miles to create a 24 hour music video.

Although it is long, it remains interesting throughout. What makes the video so easy to watch is the happy mood of the dancers, it's almost impossible not to experience the happy vibe the people create. The song also captures interest. As the video progresses it only gets more addicting.



Lane students mix music on the side



Vaca and Bonilla in the Sound and Engineering studio working on some mixes after school.

By Erica Rocha

Chunky Puffs, Me and You, Awesomism, and Peace.

These are the names of the four albums Alexander Vaca, Div. 466, has produced. Vaca produces, mixes, and remixes music under the name of Vatska.

"I have loved music since I can remember," Vaca said. "My parents gave me a piano for my birthday when I was turning eight. One day, I decided that I really liked music and would want to make my own, and so I got into producing."

Influenced by his favorite artist, Daft Punk, Vaca started sampling, or using a part of a song to create another song, which led to his interest in the "art of mixing" as he calls it.

"I learned everything on my own over time," Vaca said. "I liked to play around with my piano and my software to create my music. I tried to make stuff I would like, so I would remix songs to my liking."

Vaca has now been producing music for five years. As a producer, it is Vaca's job to create a song by adding instruments or effects. This also includes writing the lyrics.

"I usually create songs from scratch," Vaca said. "Some people come with their own ideas but with others I've had to put most of the work."

He is currently working on a fifth and sixth album that will be titled Phat Beats and The Golden Age. Phat Beats is for a music group called Da Tribe and The Golden Age is for his own album.

Along with producing for Da Tribe, Vaca has worked with a couple of his friends over the past year to create tracks for them.

"Currently, thanks to the Sound Engineering program, I am working with more Lane students [to produce more music], and I'm really happy about that," Vaca said. "Hopefully I can get them on the album I'm working on."

Vaca used to share his music on Soundcloud where he managed an online label called Phantom Records/Musique. The name Phantom came

from a television show he enjoyed called Danny Phantom and Musique is the French word for music.

"It was to honor my favorite artists, most of which are French," Vaca said.

Through his online label, he shared his first completed albums for others to download for free. Vaca hopes to continue producing music in the future.

"It is my dream to be a producer," Vaca said. "I am planning to study Sound Engineering at DePaul, hoping to improve my skills in a larger studio setting."

Vaca and Dante Bonilla, Div. 464, were chosen by Mr. Hudson to show the new studio in the Sound Engineering room to donors, teachers and administration in the Ribbon Cutting Ceremony.

Bonilla, like Vaca, is also passionate about music and the ability to express himself through it.

Bonilla started DJing at the age of 12 with the guidance of his dad who is also a DJ.

"He taught me a little bit and I just pursued it on my own and he'd always give me advice on the way," Bonilla said.

While Bonilla's dad DJs at family parties, Bonilla has branched out by working at other events such as dance socials for Lane clubs and other Lane events. He has DJed for OLAS and is in negotiations to DJ for an ASPIRA club event.

Bonilla earns around \$35 an hour which he says is considered cheap since other DJs charge much more.

"I don't mind the pay," Bonilla said. "But I'd rather get a bit more now that I realize all the work that goes into it."

This includes carrying heavy pieces of equipment, plugging in a bunch of cords, setting up the amplifiers to create a satisfactory sound, and doing a soundcheck. Along with that work, Bonilla interacts with the "crowd" but finds that he cannot please everyone. Sometimes people will get angry if the songs they request are not played, which Bonilla finds frustrating.

Bonilla has also been criticized for creating remixes.

"People get mad at me for doing remixes because they thought it was an original song. You can't please everyone with that but that's [something] I know," Bonilla said.

He also uses a "trick" to play his favorite genre, underground hip hop.

"It's never what I want to play when I'm at parties. But I have tricks to get people to like what I want to play," Bonilla said. "There's a lot of underground hip hop that samples into modern music. What I can do, and I do this a lot, is that I'll modify songs to flip verses around or if there's a really obnoxious thing at the end I switch it so that the chorus just leads into like the original chorus."

Bonilla has familiarized himself with many songs to be able to do these "tricks."

"In order for you to be really skilled with DJing, you have to know all kinds of music," Bonilla said. "And that's why if you look at my iPod you'll think I'm crazy. My iPod is maxed out."

Along with struggling to please his crowd, Bonilla also dislikes the way he is viewed as a DJ. He says that girls flirt with him all the time when he DJs but hates that they only like him because of the DJ side of him.

"[Being a DJ] is not what makes me, it's just a lot of me," Bonilla said.

Bonilla also mentioned that the flirty girls can get him into trouble with the guys at the events.

"No one has ever fought with me, but I always get those fight type or bad looks from the guys that I can clearly tell are trying to get with this girl," Bonilla said. "It's like 'I don't want this.'"

Although his friends think it is "cool" that he is a DJ, his parents think differently.

"Well my dad's a DJ so he understands, but sometimes my mother gets on my case about it and she's all like 'You need to be doing homework' and I'm just like 'I'm trying to be an artist,'" Bonilla said.

Although he does not want a DJing career, he does want to keep it as a side hobby. Bonilla plans to either go into sound engineering, engineering, or architecture for a long-term career.

The Hunger Games: Catching Fire



By Marissa Higgs

Exactly 610 days since the first movie in *The Hunger Games* trilogy hit theaters, the second installment graced the silver screen.

I have not felt as much excitement leading up to the premiere since *Harry Potter and the Deathly Hallows Part 2* came out. Almost two weeks ago my friends and I pre-ordered our tickets and began the almost never-ending waiting process. Finally the day arrived and we had nothing but high expectations.

As a multiple time book series reader, I would argue that my knowledge of *Catching Fire* is great. I was not going into this movie blind. I had already done my research beforehand. I knew what actors were playing which roles. I had looked up interviews and still shots. I had even gone as far as to read through chat sites in hopes of learning anything new.

When the movie started the sense of community in the theater was strong. Immediately all my attention was focused on District 12 where the main character, Katniss, is looking to begin her Victor Tour and eventually deal with the Quarter Quell.

The accuracy of the film is unlike so many other books-turned-movies. Everything from the smallest character details to the basic plot followed as closely to the book as possible. The acting was well-done, and the cinematogra-

phy improved a great deal from the shaky fights scenes of the last movie.

Some things were a bit more on the aggravating side however. For example, the movie was two and a half hours long yet seemed to speed through main important aspects of the movie. The primary reason for this being because the novel was filled to the brim with information and action. A movie can only be so long and have so many scenes. If you are the type of person who feels a director should cut out whole scenes rather than do certain stories complete justice, then remember, I gave you fair warning about this movie.

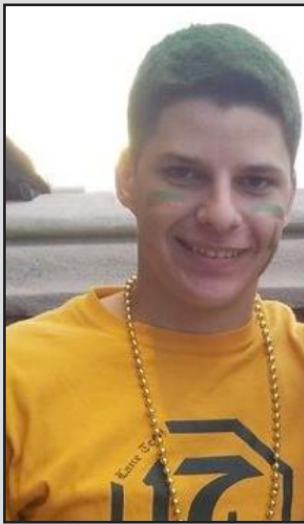
Another part of the film that bothered me after I had left the theater was the clock information. I honestly feel that if I had not read the book then the entire part explaining the clock-like arena would be extremely confusing. The creators should have been more careful when describing the arena. It may not have been a huge part of the story line, but it was important enough.

Even with those few pieces of criticism I would say *Catching Fire* was incredible. The story, characters, acting, scenery, and camera angles make you want to personally thank the creators for bringing this very special movie into our lives.

My advice: get your friends, family, significant other, or maybe just yourself and go see the movie. *Catching Fire* was well worth the wait and I know it will only be days before I go see it again.

Artist of the Issue

Josef Jozefowicz, Div. 663



Jozefowicz newest (and favorite) acrylic painting.



Josef Jozefowicz had been interested in drawing since he was seven. Although he had not taken any art classes before Lane, he bought books that helped teach him techniques for drawing.

Since he is only a sophomore, he has only had the opportunity to take Art 1 and Studio Drawing at Lane. He plans to take AP Painting next year. Studio Drawing is where he first began working with paint, specifically acrylic.

"It's funny because I took Studio Drawing thinking it would be all just drawing," Jozefowicz said. "I had no idea I would be doing painting."

He said that acrylic is his favorite medium

to use but his class is starting to use oil paintings for their newest project, so it has the possibility to change.

Though he loves art, he also has other passions. He is apart of baseball and wrestling at Lane. He says that if he does not

receive any scholarships for baseball or wrestling, he hopes to go to an art school, like Columbia College.

He plans to submit a self portrait, along with his favorite painting (see above), to the Scholastic Art and Writing competition.

In the future, he hopes to be able to create and sell his paintings.

Gaga explores universe of ARTPOP



By Erica Rocha

Lady Gaga has come up with something new, and no it is not fashion related for which she is widely known and criticized. On Nov. 11, Gaga released an interactive app for her new ARTPOP album which she helped produce along with Zedd, will.i.am., and a couple other producers.



The introduction to the app fuses the art theme with technology and design. The app seems to do a good job of capturing the idea of ARTPOP. The glowing and translucent animation figure that greets the app user gives a creative feel right from the start. The animation, named PetGa, speaks in Gaga's distinctive voice which allows a more personal connection to the pop-star rather than a pop-up menu with a couple of options to get started.

When the user enters a couple pieces of information, PetGa generates the user's "aura" so that the user can "exist in the universe of ARTPOP." PetGa describes an aura as "a unique representation of your existence in the ARTPOP universe that will grow and change over time as you travel through the app discovering new things, creating new projects and meeting new auras." The idea of the aura and the digitally created PetGa also ties in nicely with the album cover, which includes a nude sculpture of Gaga straddling a blue gazing ball. The ball, according to the creator Jeff Koons, represents the aspect of reflection, your existence, and the ability to transcend changes in your life in art. The introduction, I admit, can be a bit creepy considering PetGa's tone of voice and her overall alien-like and ghostly appearance. After PetGa generates the user's aura, a glowing orb is then added to the bottom of the screen in the menu to represent the aura or personal profile.



The menu also contains the options for ARTPOP, ArtHaus, a countdown for Trakstar, and a countdown for GagaTV.

If the app user has already downloaded the ARTPOP album, The ARTPOP option imports the songs from iTunes. The songs play in the app as a record spins on a phonograph. The user's music history is then added to their aura. I think this feature is not as interesting as the others because it only allows the user to play her songs and that is only if the user has purchased it prior to downloading the free app.

The The ArtHaus option is my favorite feature. It allows all users to create GIFs with the background of their choice and to share their art with others. The artwork is split into three categories: Popular, Recent, and Seen by Gaga. The artwork has yet to be seen by the pop-star.

The Trakstar and GagaTV countdown are features that will be unlocked in April 2014. Other stages of the app will also be revealed later on; PetGa is the first stage. I think these features will be revealed later on to keep people interested in the app and to build anticipation.

Along with accessing ARTPOP and ArtHaus, users can also login to the app through Gaga's website (Littlemonsters.com).

Doing so will allow them to talk in chat rooms with other Gaga fans, or "little monsters" as Gaga likes to call them. This goes along with the PetGa's introduction of "meeting new auras." This is a smart idea to include because if more fans are communicating, it will further increase Gaga's notoriety.

Overall, the app is successful because it allow Gaga's fans not only to further interact with her music but also with other fans. The app's creative feel perfectly relates to the title of her album ARTPOP. With over 1,000 reviews of the app (on iTunes) and with 87 percent rating it five stars, I am certain others agree and will continue to support the app as it will continue to develop.

One Direction releases *Midnight Memories* album

By Marta Malinowski

One Direction's third album, *Midnight Memories*, was released Nov. 25 by Columbia Records. The boy band is a British/Irish group that gained its fame on the seventh season of the X Factor UK. They each auditioned as individuals, but were put together as a group and finished third, later signing with Simon Cowell. This new album features 14 songs, with singles *Best Song Ever* and *Story of My Life*. The album debuted at No. 1 on the Billboard 200 the first week with 546,000 copies sold. The band made history as the first group to debut at No. 1 with its first three albums: *Up All Night*, *Take Me Home*, and *Midnight Memories*.

Their first two albums were known for being "pop," so on the third album they decided to take a new direction and produce "edgier" content. Starting off with the first single, *Best Song Ever* has the familiar dance, up-beat sound of the boys. The "oh oh oh" and "yeah yeah yeah" parts show their usual bubble gum pop. Their second single, on the other hand, is different from their usual work. This acoustic-based single has a softer tone. The lyrics were a collaboration of all the members of the band.

Other songs on the album that stood out were:



(From left to right) Louis, Niall, Liam, Harry, and Zayn in their music video for the single *Best Song Ever*.

Don't Forget Where You Belong, *Strong*, and *Happily*. These tracks all have well written and thought out lyrics, which is one criticism One Direction had received on their previous albums.

With the band being constantly on the road, the track *Don't Forget Where You Belong* has a deeper meaning for the members. You can clearly hear

them pouring their hearts out into the song. The track *Strong* is also a more passionate song with lyrics like, "Pages between us, written with no end. So many words we're not saying. Don't wanna wait 'til it's gone. You make me strong." The other song *Happily* has a similar vibe to music by Mumford & Sons or the Lumineers. The boys sing about want-

ing to win someone back with an up-beat tone.

Overall, One Directions third album, *Midnight Memories*, shows the growth of the band as a whole and should connect to a more mature audience. The album has many new directions, offering what should be expected and more. The band stepped out of their comfort zone of electronic dance music into a path of classic rock. Even the album cover shows how much the boys have matured and it is fitting that they chose to change the direction of their new music. It is refreshing to hear something different from the band, since many expected that their popularity would fade quickly.

A sign of good music is when you stop listening to the album, you still can not get a song out of your head. I will admit that not just one, but multiple of the tracks on *Midnight Memories* have stuck in my head. The album is very catchy and easy to sing along to.

I am really happy to see the success of this album and believe that One Direction deserves it for all they have incorporated to the tracks. I would give this album 4 stars out of 5 as there is still room for improvement.



Their first three albums:



Up All Night, released Nov. 18, 2011



Take Me Home, released Nov. 9, 2012



Midnight Memories, released Nov. 25, 2013

Real Origin of “Selfies”

By Marta Malinowski
martamalinowski2.wordpress.com



Earlier this week, Oxford English dictionary announced that the word of the year 2013 is Selfie. Selfie beat out other words such as “twerk” and a host of other Internet and social-media-related terms, like bitcoin. Taking a selfie means to snap a picture of yourself, typically with a smartphone, and post it on a social media website. According to Oxford Dictionary, the posting of selfies has risen 17,000 percent in frequency over the past 12 months.

According to Oxford Dictionary, the origin of ‘selfie’ dates back to 2002, when an Internet user used the word in a post on an Australian forum. It then became more popular as a hashtag on Flickr in 2004, but didn’t really become mainstream until 2012 with the help of Twitter and Instagram. That’s also when it became the subject of countless news stories.

Lets go back in time and see what previous words of the year have been. In 2002 the word was weapons of mass destruction. In 2007 it was default. In 2011 it was occupy. Now we have selfie.

When I was watching the news, they men-

tioned that after the commercials they would reveal the chosen word of year. I was watching with my friends and told them “Just watch it be selfie. Knowing what our world has come to.” I was right. After hearing the reasons why selfie has been chosen as the word of the year I was obviously not surprised. Wherever you go online, you can not avoid seeing people post selfies. On instagram, Sundays have become “Selfie Sundays” where each week people post his or her selfie. The hashtag on instagram, #selfie, has become one of the most popular ones. The term has become part of our everyday language. I do not go one day without hearing someone say the word selfie.

It is kind of neat to see how the English language and life has changed, just through looking at the past words of the year. Than again, it is also sad to see how our language has slowly dumbed down to the word of the year resulting in being such a unintelligently sounding word. In 2002, the word was weapons of mass destruction, which had to do with what was going on in history. In 2011, the word was occupy having to do with the many occupy movements of the time. But now, we just have selfie.

Selfies are showing off pictures of one self. It’s gotten that people are constantly thinking about me, me, me, me, me, and me. In taking a selfie you have to be in the perfect position, angle, and look. Don’t even get me started on the “duck face.” Once you take your selfie, you add filters or edit it. There is so much thought and work in just posting pictures of yourself. It’s kind of sad. What has our generation come to?

Radio ruins every good song

By Nicole Johnson
nejohnson4.wordpress.com



You turn on the radio, and *Safe and Sound* greets your ears for what seems like the thousandth time today. You switch the channel and Katy Perry’s *Roar* begins to fill your car, twenty minutes after it just played. The next sta-

tion is playing the same song.

What’s wrong with the radio these days? Don’t the station managers realize there are more than thirty songs in existence? And when a good song happens to come along, they play it over and over until you can’t stand to hear the words *Blurred Lines* one more time.

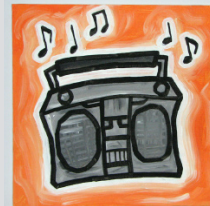
I remember when *Clarity* came out, and everyone around me, including myself, went crazy for it. A few weeks later it was still a good song. But after three months of hearing that song once an hour, I wanted to tear out my radio. I realize that when a song is good, you want to hear it. But not thirty times a day. When a song is over played like this, the saying “too much of a good thing...” comes to mind.

Radio stations need to expand their range of

music. Instead of playing the ten things that came out in the past month, create a variety from the past five years, playing a song once a day to keep listeners guessing what will come next. When you’re driving to work at six in the morning, you don’t want to be lulled to sleep by that song you’ve heard more times you can count, or worse, driven into a rage which endangers everyone on the road. This is why I have taken to playing my own ipod through a converter, resulting in a calm, energized, and stress-free morning. Isn’t that what music is supposed to do? Make you feel alive and happy and energized? Instead of ruining songs, radio stations should constantly provide you with new, ever-changing, exciting music that keeps you on that station.

After I realized the abuse that radio stations put great songs through, I gave up on the radio and switched to Pandora, which provided me with great variety, and a good knowledge of music. My favorite genre being indie pop, I loved listening to endless selections, knowing each one was safe from the radio, as it was not considered “pop.” And then it happened. Interesting, new music leaked into the radio, ruining songs like *Royals* and *Radioactive*.

It needs to stop. I don’t know where station managers and radio DJs got the idea that people want to listen to one song until their ears explode but it is one of the greatest crimes of our generation. The radio needs to leave some great songs alone before there are none left to listen to.



We aren’t invincible: Appreciate. Learn. Be grateful for life.



By Alexandra Madsen
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Tomorrow isn’t guaranteed. We all know this, but sometimes this isn’t at the forefront of our minds. We as teenagers can forget that we are not invincible, that the things we do to our body, and the way we live our lives will someday catch up to us, even when we aren’t ready. Right now you may think things don’t matter or “you don’t care”

about anything, but someday you might.

Throughout the day I hear people saying “I don’t care,” “I’m doing as little as possible to pass,” and “I’m just trying to get through the year” more often than I should. Not caring about things is sad. Who are you if you’ve already given up at the age of 17? And why don’t you care? Teen angst is one thing, but a complete lack of ambition isn’t “cool” in my opinion, it’s depressing.

It is cool however, to be passionate about something. Be it equality, dancing, politics, writing, music, chess or anything in between. Being interesting is cool. Wasting your life and not living it to the fullest (sorry this sounds a little preachy) is unfair, because many people do

not have the same circumstances as you. We already take so much for granted as students and as people; we owe it to ourselves to care about something other than getting home from school and sleeping.

Teenagers have long been known to be almost a whole different species. When my mom and I disagree, she loves to throw articles like NPR’s The Teen Brain: It’s Just Not Grown Up Yet at me to let me know “being a self-obsessed teenager is sort of OK, because it’s not your fault, it’s your brains fault.” What we don’t realize is that our brains ARE different. We think differently. It is proven that teenagers are more self-centered than adults and tend to not think about the effects of their behavior on others. With the amount of “selfies” teenagers take on a daily basis, its no wonder we get so much flack for being who we are at this stage of life. It is the “developmental stage we are in, and we are not necessarily capable of thinking about the effects of our behavior.” My mom doesn’t actually say this to me, but yes, I understand that being a teenager does make me more susceptible to forgetting about the bigger picture and how I treat others around me. In other ways it doesn’t. I don’t want to have to blame my brain for who I am at this stage of life, I want to be a good person on my own, and I don’t think that is too hard to accomplish.

The thing to consider is this: in spite of budget cuts, teachers’ strikes, ACTs, college applications, and anything else that teenagers often complain about, we are getting an education. We have teachers

that care about us. We have opportunities that others in the world will never see. Some young people are working in sweat shops at the age of 14, or getting shot for speaking their mind, not to mention even dreaming of an education. If you really think your life is that bad pick up a copy of “I am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban.” Or listen to NPR’s This American Life: Harper High School Pts. 1-2. Stories like the one written about Harper High School, can make you realize things like this are happening somewhere very close to home. We live in Chicago, yet there are kids who are walking to school in the streets instead of the sidewalk, for fear that a rival gang might see them and jump them. The hardest part is that most of the kids don’t even choose to be in a gang, but because they were born into a certain “territory” whether they like it or not, that gang claims them. These kids are facing actual problems in the world, like being forced into situations and certain life styles, while others with much less to deal with are still complaining about being “so done with school.”

As teenagers we need to challenge this idea. Open your mind. Appreciate your parents, your life, the things you have, and the country you live in. We are the lucky ones. We are fortunate to have been born into a time and place that affords us great privilege, equality, education, freedom and opportunity that others in the world can only dream of.

Honor your Creator: the pieces that make me

By Tristan Bugos
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I often wonder if I would be the same person if it weren’t for my mother. I grew up in a single parent home along with an older sister. I don’t know why my mother never married my father, but as far back as I can remember she carried the weight of our little family on her shoulders. She was always happy, and always a willing participant

in our lives. She drove me to my little league games, my sister to her cross-country meets, sometimes running back and forth from one side of the city to the other.

Through the years there were more sports and more locations, but she always found a way to be at the front line, cheering us on. For me it meant she didn’t hesitate to be the only mom among the dads when my Boy Scout troop went camping for a week. I felt uncomfortable at first, the kid with no dad but my mom with her head held high, kept up with the dads. I remember my friends saying my mom was cool and me being so proud. I often wondered if she got tired, coming home from a full-time job to cook, bathe us and read us stories. She carried it all but never once can I remember a complaint.

I remember when I was five years old getting really upset because I couldn’t complete a big puzzle. She looked at me and said getting mad won’t get you any closer to completing the puzzle. Take a deep breath and just do it. I think

she wasn’t surprised when I finished it but she was so happy because I was happy. In the 8th grade when I won Honorable Mention in the Science Fair, my mom celebrated it like I had finished the New York marathon. I know now that my mom was teaching me the importance of celebrating the small achievement and not just the big ones. I also know that little by little she was building my self-confidence and the courage to take risks and overcome my own obstacles.

My mom was also the kind of mom who liked to try new things and see new places. It wasn’t odd that when it rained we would run out and dance in the rain. She made us feel a kind of freedom kids should feel, like the world was simple and free. She took us to Mexico to visit the great mountains and live life among a different culture so that we could get the experience. It was hard to understand how people didn’t have the bare necessities but my mom taught us they were people just like us. We gave to the poor through kind words or actions. My mom had a heart of gold, and she instilled in me a compassion I know I would not have without her.

The importance of a good education has always been a priority for us. She let us know that life is a canvas and we are the means by which we sketch our own path. I excelled in school because of her three words, Knowledge is Power. She made it seem easy, the more I tried the better my achievements were and she instilled in me a drive to always want to add my part in this crazy world and to make a difference.

I look at my interests now and see a budding journalist, a photographer, a future volunteer in the Peace Corp, and a young man waiting to build new software for the future. I look at my mom now and see her sacrifices. She is still at the front lines cheering me on every single day. I know now that had it not been for her I would not be who I am and for that I am forever grateful.

Health Ed. lacking in school



By Gabrielle Onyema
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He doesn’t realize it. As he slowly glances over the red menu with glazed eyes, he points to number two dollar meal.

He is unaware that his diet of grease and sesame seeds will be his undoing. He is the same boy I have spied at McDonalds every time I’m there. Always, he’s in the golden-arched building and he is sitting, standing...eating.

This anonymous boy has been diagnosed, by myself, as a hamburger addict. He eats them for breakfast and lunch. I presume this because he is always there eating Big Macs whenever I meet up with friends at McDonalds. He has his own horde of friends that appear occasionally, but the most constant thing about his ap-

pearance is the Big Mac in his hand.

He is a slave to the sandwich, lost. How many other students wander around the campus with his fault? How many are hooked on foods from the various stores around Lane? A jalapeno junkie from Chipotle? A fried chicken fiend at Popeyes? A donut devotee from Dunkin Donuts?

Though the issue already dwarfs normal high school standards, the Big Mac Boy is only scratching the surface. He may be one of the many results of rising childhood obesity in the United States. Since the 1980s, the obesity rate amongst teenagers has tripled. Many of the foods Lane kids eat are not healthy and the additives in the food lead to tragic cases like Big Mac Boy. The solution is proper instruction on nutrition and it’s importance.

More classes and money should be spent on teaching kids about real food. Students should have a voluntarily grown vegetable/fruit garden on campus that other students may buy food from. Not only does it encourage healthy eating habits to the student body, it teaches students how to cultivate their own health foods and recognize what they should look and taste like. Maybe if nutrition had been enforced like this before, Big Mac Boy wouldn’t be addicted to Big Macs.

Lane athletes earn athletic scholarships

By Madison Behm & Tristan Bugos

Senior year is the last lap in the crazy race known as high school. For many seniors, athletes in particular, it is their final year to accomplish the goals they have been working toward since freshman year - especially getting into college.

On Nov. 13, surrounded by family and Lane administrators in Room 113, swim star, Meghan Lavelle, Div. 464, signed a letter of intent to swim for the University of Iowa. At the same ceremony, Emily Espinosa, Div. 465, committed to play softball for Lewis University in Rome-oville, IL.

Lavelle has broken numerous swimming records and gained much publicity in the past several months, earning interest from several Big Ten schools who are offering scholarships. Though Lavelle broke seven Lane records her junior year, she decided to specialize in her best events this year: the 100-meter Backstroke and the 200-meter Individual Medley. These two events, along with the 200-meter Backstroke and 400-meter Individual Medley, are the types of swim events Lavelle will likely swim for the University of Iowa.

"As for my college decision, I chose University of Iowa because of the financial aid and their swim team's balance," Lavelle said. "They have younger coaches to connect with the girls more while still having older coaches to keep everyone on track and know the ins and outs of the sport."

Sitting beside Lavelle in Room 113, Espinosa signed on to play for Lewis University's softball team, though she only pretended to sign during the Lane event.

"I signed the documents for real at home with my family and friends. We had a party, and my family, some family-friends, my travel coach and a former coach were all there," Espinosa said. "It was exciting but a little sad. My dad made this wonderful speech about me and how my mom has done such a good job raising me and my sister. Then I signed."

Espinosa will receive an \$8,000 athletic scholarship from Lewis, accompanied

by a \$12,000 academic scholarship, for a total of \$20,000. Espinosa decided to commit to Lewis University because of the coach, personal connections, and the scenic campus. Even though other colleges offered her greater financial aid, she chose Lewis because of the positive experience she had on her visit to the

pinosa said. "I'm going to have to work really hard this summer."

Espinosa explained that the recruiting process for softball is unlike most other high school sports. She was primarily scouted when she went to scouting events or tournaments with her travel team. She also contacted many schools herself.

sity swim team has been practicing for was the city championships on Nov. 10. Lavelle felt more and more pressure as the date approached. Having won the City Championship in 15 of the 16 events she has entered since freshman year, much was expected of her.

Her preparation paid off at the City



Lavelle swims the 100-meter Butterfly during a home meet.

only occur when a big swim event nears.

"Sometimes my nerves get the best of me the week of the big meet, but I try to step back and stay calm. Plus, I have a childhood friend I know I can call to calm me down."

Lavelle tries to stay healthy mentally and physically to perform her best, but sometimes little incidents have their way of finding her.

When Lavelle was donating blood this year, she fainted and was tended to by a nurse who happened to be a Lane alum who was on the swim team.

"The nurse had asked me if I was on the swim team because she noticed the Lane Tech swim team sweatpants I was wearing," Lavelle said. "I told her I was and asked her her name. The name sounded so familiar because she was the girl who had all the records at Lane before I came and broke them. Without even noticing what I was saying, I said 'I beat all your records.' Surprisingly, she brushed it off and we ended up having a conversation about Lane."

Another Lane athlete, junior Sofia Pavon, Div. 572, has already committed to play soccer for George Washington University after she graduates. Pavon plays center midfielder on the girls' varsity soccer team.

Having been scouted by universities since her freshman year, Pavon has toured Division I colleges along the east coast such as University of Pittsburgh, Pennsylvania State University, University of Virginia, among others.

"The decision to go to George Washington University was basically up to my mom since I was too young at the time," Pavon said. "I probably would have chosen University of Wisconsin-Madison or Pitt, but to be honest, I didn't really care because I knew I would do well anywhere."

Playing since the age of two, Pavon plans to play soccer for the prestigious private school on a soccer scholarship that will cover 90 percent of her tuition for all four years.

"My mom tells me I'm so lucky," Pavon said. "I don't have to stress out as much about college my senior year."

campus.

"I visited other colleges like University of Wisconsin-Parkside, but the experience definitely wasn't like it was at Lewis. I felt more connected to Lewis University because since I already knew two Lane alumni girls on their softball team, and the school has my major which is athletic training," Espinosa said. "Plus, the Lewis coach was really nice and said so many good things about my playing since he attended some of my travel games."

During Espinosa's time at Lane, she has played second base, shortstop, and catcher for Lane, though she will most likely not play a lot her freshmen year of college.

"The coach at Lewis said my best shot for playing next year is third base," Es-

"You really have to go for it and put yourself out there," Espinosa said. "I emailed coaches from different schools; it was a lot of work. It was definitely worth it in the end."

Lavelle's college application experience has also been a long, tiring process since she applied to several Division I schools. Because she has visited so many schools, several of her school weeks have been cut short by two days. Missing so many school days made it difficult for Lavelle to keep up with all her homework and to make up missed quizzes and tests.

"I'd get out of swim practice at 6, do homework till 12am or 1am, then wake up for practice at 4am. I felt like a zombie walking around school," Lavelle said.

One of the biggest meets the girls var-

meet where Lavelle broke the CPS record in the 100-meter backstroke and swam on Lane's team that broke the record in the 200-meter freestyle relay.

Still, the success comes with a price.

"During school, I'd sometimes have panic attacks from being overwhelmed by my upcoming responsibilities," Lavelle said. "There was a time when I was in class and I suddenly became so overwhelmed thinking about my big meets coming up, that I felt a panic attack coming on. Except this panic attack was different from other ones. I started shaking and crying and I became almost paralyzed in my desk. It was a really scary experience but I knew that I just had to mentally calm myself down and wait for it to pass."

Lavelle thinks that the anxiety attacks

Lane basketball "family" adopts new style of play

By Jack Harvey

It is 7am on a weekend morning and the boys of the Lane basketball team have just started their first practice of the season. The team spent the last five months working to improve themselves as players and as a team. The early practice reflects just part of the work ethic that the team has developed.

"The first day of practice we all showed up at 7 am. We were all tired but you could tell everyone was happy to be there and glad to be in each other's presence," said Admir Suljic, Div. 456, and one of the team captains. "I know we'll have a great year after that."

The team has been especially committed since the end of last year's season.

"I am very excited about this year's team because of their buy-in and commitment to each other. They have sacrificed so much for each other and for our program," Head Coach Logalbo said.

The team has built their rare chemistry many

different ways. The entire varsity team attended a summer basketball camp in Iowa.

"The boys all dormed together for a week and I think being away from home and playing ball from 5:30am all the way until 11pm every night really proved how committed they are to each other," Logalbo said.

Teammates often play together at parks or at gyms even when they aren't practicing as an official team. One of the hallmarks of the team under Logalbo has always been "family."

"I knew that being a part of the team was like being part of a family once I started my first varsity season," said Dana Torres, Div. 461. "Sometimes we have our ups, some times we have our downs, but we get through it together as brothers and that's how I know that we're a family."

The team unity has helped the team get through difficult games and practices as they rally around one another.

"One day in practice we kept missing free throws and not meeting our goal, and then we just motivated each other, so we ended up passing our set goal," said Mariano Ramos, Div. 466.

The team really holds each other accountable and do not rely on coaching for leadership.

"It's different from any other team, with this group of guys the leadership is coming from all of us. Coach doesn't have to worry about being the leader of the team," said Anthony Bednarek, Div. 573.

"There was a practice when coach was sick and everyone

stepped up and worked together to improve even without him being there," Bednarek said.

After finishing in fourth place in the Big Red Conference last year, the team has set some lofty goals for itself this season.

"The team is talking about winning the Red-North conference and our regional, which is a reachable but tough goal we've set for ourselves," Suljic said.

The team has had to change a lot of its system following the loss of some key seniors, such as center Zach Barth, who was all-conference last year as a senior. However, the team has had to find different ways to win this year, a challenge they eagerly prepared for.

"We literally have a whole new offensive and defensive system in this year due to our personnel. We are a very different team than we have been the past few seasons. The last three years, we have run our offense through our posts," Logalbo said. "We are now a much faster and up and down team that will be pressing and trapping to get into the open floor."

This year's team is different from previous year's teams, which were top-heavy.

"The team has become deeper this year and almost all the players on the team can contribute at any given moment," Torres said. "Last year we were a much taller team. We played well by pounding the ball inside in a half court offense. This year we're more athletic and much deeper. All 15 players can come into a game and make a big play at any moment."

This was exhibited at one of Lane's first games. Against Notre Dame, Lane kept the game close with a pesky press defense. Lane ended up losing the game, but their defensive effort was apparent. Several times Notre Dame players had to waste timeouts or made bad passes. At times, the players were seen arguing and appeared flustered by Lane's

defense.

The team is led by their captains Suljic and Noah Khan, Div. 569. Suljic, a senior, has started on varsity since his sophomore year and Khan, a junior, was a key contributor to the varsity team last year as a sophomore. Suljic has had to adapt to a new role and has quickly embraced it.

"Last couple of years on varsity, I've sort of taken the backseat behind all of our captains and seniors, expecting them to help me out when I make mistakes," Suljic said. "This year it's the exact opposite."

"We have a great group of young players that look up to us seniors," Suljic said. "And being a captain this year, my mistakes have to be limited and I need to step up in this leader role and lead these guys to our goals we've set as a team."

The team looks to begin a great season and they are determined to stick together both on and off the court.

"We are all best friends. We all hangout and joke around making us one of the friendliest teams I have ever been on," said Matt Peters, Div. 562. "After practice, we always eat at TBK together and just joke around the whole time."

The team chemistry is apparent to head coach, Mr. Logalbo.

"This team is one of, if not the closest team I have had the honor of working with at Lane," Logalbo said. "I really started noticing the togetherness when the current juniors were freshman. They had a great bond even then, and I think that started because they had a great group of seniors leading them."

The team really does take on the mantra of team first opposed to individualism.

"They don't just want success for themselves, they care about each other so much that they want each other to succeed. And that is really special," Logalbo said.



Lane's Basketball team huddles before a game

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Lane alum Jeremy Rivera passes away

By Tristan Bugos &
Alexandra Madsen

"JARS" written in various shades of color, the letters dripping as if wet with paint, served as the signature for the graffiti art of Lane alum Jeremy Rivera who passed away last month. Several students posted "JARS" as a message all over social media recently, honoring his memory.

At Lane Rivera was known for making the most of his days, be it goofing around and loving life in play practices, appreciating and hanging out with his girlfriend and Lane alum Jill Cutro, or drawing graffiti. He was described as having a certain "charisma" about him that brought out a smile in everyone.

"He was one of those people, that other people wanted to be friends with," Cutro said. "He had this optimism and energy that really made him stand out."

Rivera and Cutro met her junior year of high school while they were in the play "Grease" together. They became close during the practices, and Rivera asked her out on stage right before curtains went up opening day. They eventually came to be known by the one-word moniker "JillandJeremy," and wherever you found one, you could find the other.

In November Rivera went into the hospital with chest pains. Initially it was not diagnosed as anything seri-

ous, and doctors assumed it would go away on its own. However, when the blood work came back, it revealed that his platelets were low. He was diagnosed with acute myeloid leukemia and passed away due to the condition on Nov. 27.

Rivera seemed perfectly healthy upon entering the hospital. As a big fan of EDM music, he attended a "Dada Land" concert weeks before, pulling himself and Cutro to the front of the stage for a pillow fight.

Others admired his unique sense of optimism.

Victor Flores, Div. 451, refers to Ri-

vera as an older brother, that he could approach with any problem and Rivera would have an answer. For Rivera, once you were his friend, you were like family to him.

"Jeremy introduced me to so many things," Flores said. "He once came up to me and taught me how to do this thing called gloving, which is moving your fingers inside gloves with tiny LEDs on the end. We eventually got really good at it and started going to concerts together and practicing in our spare time."

Not only was Rivera like a mentor to certain students, teachers such as

Ms. Hanson got to know him more closely while working with him in three of the Lane theater performances. Due to his already charming personality he had a dominant stage presence and a willingness to do whatever was needed to fulfill his role.

"I rehearsed with Jeremy fifteen hours a week, for three months," Ms. Hanson said. "I saw him grow as an actor and a performer. He never ever had attitude. He was always very humble and really kind. He actually listened to other students and was a completely hard worker."

Rivera was considered a stand-up guy who went out of his way to approach even the shy kids in the class. He made it a point to make sure everyone felt comfortable and heard. The way that Jeremy lived is something Cutro thinks everyone should take note of.

"Something like this shouldn't have to happen for people to wake up and start living their lives right," Cutro said. "Take advantage of everyday and remember the things you put into your body and how they will affect you someday, because life isn't always fair and you should appreciate the life that you do have."

As for students like Flores, Rivera's memory will always stand out as the big brother that would do anything for him.

"All I can say is I wish people knew more people like Jeremy," Flores said. "Because that's the type of person you should aspire to be."



Rivera dressed for his role in Lane's production of "Grease."

J-Mac speaks to students on sports, autism

By Walker Post

Lane students erupted in applause after watching Jason McElwain's (J-Mac) video from 2006 in which he scored 20 points in three minutes and 12 seconds. On Nov. 7, McElwain spoke in Lane's auditorium, his 98th motivational speech.

McElwain is diagnosed as having high-functioning autism, but this has not stopped him from being a competitor. He played all kinds of sports as a kid, but had a real passion for basketball. McElwain would spend hours playing outside his house until his parents had to yell at him to get inside.

"When I was playing by myself I was dreaming of making the winning shot," McElwain said.

McElwain had tried out as a sophomore for basketball at Greece Athena High School in Rochester, NY, but was never good enough to make it on the team. He was only five foot six at the time.

"I didn't like being different," McElwain said. "I wanted to be just like everybody else."

McElwain's coach, Jim Johnson, admired McElwain's passion, so he gave him a job as the team manager. McElwain loved being part of the team and could consistently be seen on the sideline cheering on his companions during games.

He always wore a white shirt and black tie, claiming to be 'superstitious.' One game he wore a yellow

shirt with a black tie and the team lost. So he went back to his old routine.

Throughout the season, he became a figurehead of Athena's basketball team.

Senior Night would be McElwain's pivotal moment of greatness. Johnson told McElwain he would play if the team were up by a comfortable lead. In the last quarter, he was put into the game and the crowd went into a frenzy. Fans cheered McElwain on by holding up signs with his name on it and cutouts of his face.

McElwain missed his first three-point shot and lay-up, but his teammates continued to pass him the ball. He followed up on the two missed shots by hitting six three-pointers and two free throws. Each time he scored, the stadium went wild in excitement. After the buzzer, the crowd rushed onto the court, hoisting him on their shoulders. The game highlights were soon broadcasted on ESPN, turning McElwain into a national celebrity.

McElwain's video went viral and he soon found himself shaking hands with famous people like President George W. Bush, Peyton Manning, and Magic Johnson. He was awarded "Best Moment in Sports" in 2006 at the ESPY Awards.

McElwain has used his story to become a motivational speaker and an advocate for Autism Awareness. He currently is an assistant coach for Athena's Track and Field team, and also has a job as a baker

at a supermarket. He recently completed the MVP Health Care Rochester Marathon in three hours, one minute and 41 seconds, which qualified him for the 2014 Boston Marathon.

His life has been hectic as a motivational speaker, but that has never stopped McElwain from doing what he loves most: coaching and playing basketball.

McElwain met Mr. Logalbo, Lane's head basketball coach, at Snow Valley Basketball School three years ago when they were put together as roommates. Both were helping coach the incoming athletes. Lane basketball players attended this camp as well and impressed McElwain enough to want to come speak at Lane. Logalbo recalls McElwain waking up everyday at 5 a.m. and bringing unparalleled energy to the court.

"I've never met someone who has inspired me more," Logalbo said.

Although McElwain is living his dream everyday, he hopes to one day be a head coach of a college basketball team.

In his speech to Lane students, McElwain shared several humorous stories. In his last few minutes on the stage, however, he took a more serious tone, and addressed students who did not have disabilities.

"Invite [special education students] over to your lunch table or invite them to a basketball game," McElwain said. "Accept them for who they are."

Young Chicago Authors partners with Creative Writing

By Evangeline Lacroix

Young Chicago Authors (YCA), famed for their creation of Louder Than A Bomb (LTAB) slam poetry competition is coming to Lane to teach.

The program (which started the week of Dec. 3) will run until mid January in the Creative Writing II class, run by English Teacher Mr. Telles. Students are being taught a mini unit of curriculum created by YCA students that focuses on slam and spoken word poetry.

Slam poetry is a performance poetry that gained popularity in the 1990s among the youth of Chicago, and eventually the nation, when the Get Me High lounge, and later the Green Mill started poetry nights and open mics.

Slam poems often have a political theme. Poets draw upon racial, economic, gender inequalities, and current events as inspiration.

"I think it is cool," Telles said. "[Slam] takes poetry and moves it into this more contemporary light. It takes it from these old dead white authors and moves it to this cooler thing. It

embraces the hip-hop culture, the urbanness, the rawness, and the youth of poetry."

Lane was given this opportunity because of the long history the school has had with YCA. Lane has been a part of the LTAB community for a while, sending the Lane Slam Team to the yearly competition for the past eight years.

"I think it is a great opportunity," Telles said. "I think spoken word poetry is a viable and vibrant medium."

These lessons, will be taught by Mr. Telles. A Teaching Artist, provided by YCA, will come to the class one time

to facilitate a workshop. This will be a test run for future Creative Writing II classes.

"If my students respond to the [lessons] well, I will do it every year," Telles said. "I will maybe even extend it into a full quarter unit."

Currently, a couple dozen other Chicago schools have a chapter of YCA.

As a part of the project, YCA will host a poetry slam open to Lane students who can potentially win prizes.

Lane will also be hosting the 2014 North Side Regional Competition for LTAB on Jan. 18.

Hitting gym helps students drop weight

By Desiree Velazquez

Up and down go the arms of Mike Gumenyuk, pushing until he can not lift the weights any longer. It is Monday afternoon, which means it is chest and biceps day for Gumenyuk.

While most students work out at Lane for a sports team, some work out on their own.

Gumenyuk, Div. 459, started to seriously work out his freshman year after realizing he was overweight for his age. Gumenyuk always played around in the weight room in grammar school, but he never really knew what he was doing. The beginning of Gumenyuk's freshman year he was asked by a good friend of his to join him and his dad at the gym.

"When we went to the gym, his dad showed us the ropes, and from there I was hooked," Gumenyuk said.

Gumenyuk was taught the basics and learned the rest himself. He started dedicating his afternoons to working out in the weight room here at Lane.

Gumenyuk works out everyday during the school week from between 45 minutes to two hours. Everyday is a different part of his body. Monday is chest and biceps, Wednesday is legs and shoulders, and Friday is back and triceps. Tuesdays and Thursdays are dedicated to cardio, like running, biking, and swimming.

"I train for myself. I love seeing results, and knowing I'm getting fit makes me feel good," Gumenyuk said.

Gumenyuk's freshman year, he weighed in at 195 pounds, but dropped down to 160 after becoming active in the gym. Now Gumenyuk is 200 pounds, but the weight comes from muscle



Tran in 2010 before he started going to the gym.

instead of fat.

Gumenyuk has set high goals for himself. By the time he gets to college. He plans to be able to bench twice his body weight and squat that as well. Now he can bench about 200 pounds and squat 300 pound.

Gumenyuk rarely has off days, but when he does it feels a little odd to him.

"If I don't work out I don't feel like myself and it is almost like an addiction to keep lifting weights just to feel good," Gumenyuk said.

Gumenyuk admits that although it is odd when he is not in the gym, he knows that he need to let his body rest.

Some people might not understand why Gu-

menyuk works out so much. Others completely understand the rush of endorphins that come after a hard workout.

Phil Reimer, Div. 472, also started working out with Gumenyuk their freshman year and the two occasionally find themselves together in the gym.

"It is always good to have someone pushing you," Reimer said. "I mean we basically taught ourselves because we had no idea what we were doing."

Anthony Tran, Div. 461, has a similar story to Gumenyuk. Tran started working out in eighth grade when he found out he was overweight. Tran started working out and quickly lost 60 pounds. He stopped working out as seriously his sophomore year and gained 45 pounds back.

"My half brother told me I needed to start working out again before I got fat, and that hit me a little hard," Tran said.

About a year and a half ago Tran and his brother joined Charter fitness and started hitting the gym hard. Tran has gym buddies he trains with and who understand his desire to be at the gym.

"It is nice knowing I have friends that understand and support my workout habits, and not think I'm obsessed or something," Tran said.

Tran takes one day off every two weeks to give his mind and body some rest.

"I like taking days off because then I can run errands and do homework I normally do not have time for," Tran said.

Tran admits that spending most of his time in the gym does affect his school and social life. Spending roughly three hours at the gym everyday after school, Tran finds himself turning in homework late and having to make extra efforts to hang out with friends.

"I try to balance the two out. The weights will always be there but you never know with people," Tran said.

Gumenyuk and Tran both plan to continue

working out and getting stronger.

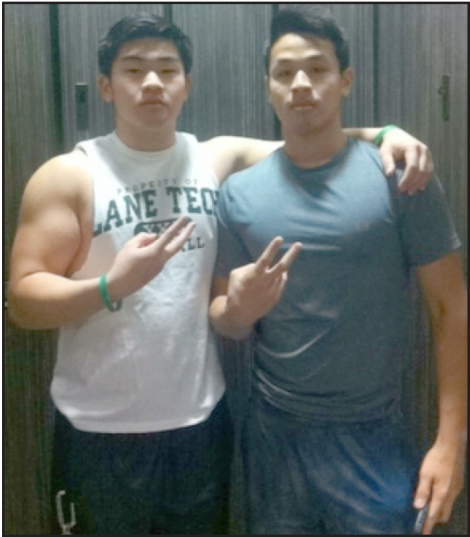
"Just because you reach your goals doesn't mean you should stop striving for something better," Tran said.

Tran plans to major in physical therapy or kinesiology in college.

"I not only want to achieve my goals, but help others achieve theirs as well," Tran said.

Gumenyuk agrees that knowing what you are doing in the weight room is important for achieving effective results.

"Working out takes dedication and training smart, meaning you pay attention to what you are doing. Too many people just give up because they don't know what they are doing," Gumenyuk said.



Tran (left) and his friend Steven Doan pose after a workout in the gym on Dec. 9.

Wrestlers look past rough Thanksgiving

By Desiree Velazquez

It is Thanksgiving morning and Danny Carlson, Div. 477, is covered head to toe in a sweater, sweatpants, and a hat as he runs on the treadmill, hoping to shed a few pounds before dinner.

Thanksgiving is normally a time for everyone to feast. However, wrestlers have to watch what they eat in order to maintain their weight, and prepare for their hardest practice of the year.

Every year the day after Thanksgiving the wrestling team has a four hour practice. The wrestlers must always be on top of their weight which is why they have a four hour practice after the biggest meal of the year. It is also the hardest practice of the year because it is right before the biggest meet of the year.

Right before practice the wrestlers all stand around anxiously waiting to be weighed. No one wants to be over weight, especially before their first big meet.

"The coaches have been a little upset because we have not been responsible with making weight,"

Carlson said.

For Chris Regalado, Div. 465, Thanksgiving means eating little and working out more. In order to wrestle, Regalado has to maintain a weight of 126 pounds.

"First I run and do a couple push-ups and sit-ups, then I eat, and then I work out again," Regalado said.

Practice is split up into two halves. The first is actual wrestling and some running and the other is playing weight loss games, such as basketball.

On Nov. 30 the team had their second meet and they did not perform well going 0-3 in a tournament against Naperville Central, Batavia and Downers Grove.

"It was a rough week for all of us. A lot of us were on edge because we barely got to eat for Thanksgiving," Carlson said.

Carlson was a bright spot for the team at the tournament, pinning two opponents and winning his last match 5-1.

"This year our main goal is to win City, and redeem what is rightfully ours," Carlson said.

Hockey off to successful start

By Jack Harvey

It has been a long time since Lane last had a hockey team, and this year is shaping up to be a great season for the first-year Lane Boy's hockey team.

Lane used to have a hockey program from the mid 1970s through the mid 1990s. Last spring, Lane restarted the team and began to play practice games. The team's official season started back in September and they have been winning most of their games. The team is 12-3 overall and 9-1 in their league, IHSHL Suburban Division, putting them in first place.

"Things are moving along quicker than expected, but there is always room for improvement," Coach Marzac said.

Getting experienced players to sign up for the new team was not very difficult.

Center Erik Lundgren, Div. 550, has been playing hockey since he was three and was recently named an all-tournament player at Loyola Academy's 42nd

Annual Thanksgiving Tournament.

"I wanted to play for our school so I could get us ginos (goals), get the team on the map, and to grind hard," Lundgren said.

Even though the team is very new and still getting to know each other, the players were confident they would do well in their inaugural season.

"I could tell our team would develop to get stronger and better chemistry wise," Lundgren said. The team has beaten most of the teams in their league quite handily, but the team's most impressive game actually came in a loss.

"I was most impressed with our team's performance in a loss that took place in the Loyola Academy Thanksgiving Tournament," Coach Marzac said. "We nearly upset Glenbrook North, a team that won the state championship last season."

"We were able to battle with them. We should have won the game, but we only lost 6-4," Lundgren said.

The team will look to finish the season strong and make a run in the league and state playoffs.

Athlete of the Issue

Noah Khan, Div. 569



Q & A

Warrior: When did you start playing basketball?

Khan: In third grade, and it immediately became my favorite sport.

Warrior: What's your favorite part about playing basketball for Lane?

Khan: The lifelong friends that my teammates have become, and being part of something bigger than me.

Warrior: How do you prepare for games?

Khan: I listen to music and set goals I want to achieve during the game.

Favorites

Color: Blue
Food: Pasta, Wings, and Indian food
Movie: Space Jam
Musical Artist: Jay -Z or Kayne West
Sports Player: Kobe Bryant
Favorite Team: Bulls
Favorite Moment: It would be either stepping onto the court for my first varsity game or hitting the game winning shot in grade school.