

THE WARRIOR

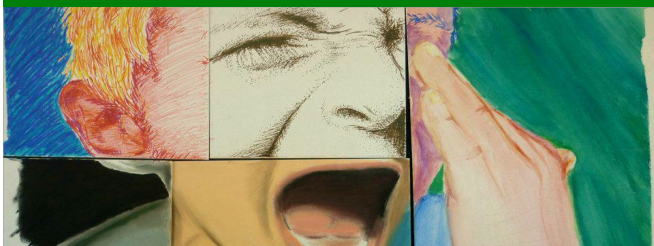
Cameras installed at Lane, pg. 4



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Miss Demeanor plays House of Blues gig, pg. 16



Students pray for Drew Williams near flagpole

By Walker Post

Victor Gonzalez, Div. 459, stood on top of a concrete trash can by Lane's flagpole on Oct. 11 ready to start his speech. It was a beautiful fall day. The leaves began to fall off the trees and dance their way to the ground. It was still warm and the air felt still. His knees buckled, but his speech was about to begin so he calmed his nerves. Students looked at Gonzalez anxiously waiting for him to begin speaking. Gonzalez was leading a mass prayer for injured athlete Drew Williams, Div. 469.

Gonzalez has been a friend of Drew's since his sophomore year. On Monday, Oct. 7 he began discussing this event for Drew with fellow classmates. For a couple days it was put off, but Gonzalez tweeted about the event, which led to 42 retweets and between 200 to 300 people showing up for the prayer.

Drew's condition improved that day. He was able to successfully breathe on his own without a ventilator. This news spread rapidly throughout Lane, and Gonzalez believes this is no coincidence. He has confidence that Drew will get better, but his peers must have faith and pray for him.

Maddie Lord, Div. 471, is the captain of the cheerleading team and one of Drew's closest friends. She attended the prayer and was blown away by the impact it had on her.

"I'm not religious, but I think that that prayer and all of those people being there did help," Lord said. "I do believe that Drew is feeling all of the positive energy being sent to him."

Gonzalez had spent the night before at his church, Belmont Assembly of God, where he prayed that God would speak through him the next day. This was going

to be his first time leading a prayer.

When Gonzalez began his speech it was 7:30 in the morning. A group of 50 people stood around him. He looked over to Door A where he saw countless students waiting to be let inside. Gonzalez took this opportunity to call them over to join in the prayer, but many of the students were hesitant and few came. After more persuading and beckoning dozens of the students came over to the flagpole.

Before long, hundreds of kids had shown up to the prayer. Many of them did not know why so many were gathered, but upon learning the reason most felt compelled to stay.

Gonzalez asked that everyone close their eyes and bow their heads. His nerves quickly turned to confidence as he saw his fellow classmates around him. For the 10 minutes he spoke, students respectively listened.

"We are here to support Drew Williams and when he falls we will go to pick him up on your shoulders, oh Father God," Gonzalez said.

The message was optimistic, but emotional and many students were not afraid to shed their tears.

"I got the chills and was stunned that Victor was doing such a good job and that all these people were there for [Drew]," Lord said.

A lot of students wore gold in tribute to Drew. His close friends helped create t-shirts that were worn by many at the prayer. Wristbands with Drew's name on them were sold for \$5 to raise money for his medical bills.

"No matter how old we are, I think that we can all come together to support this great cause," Lord said. "We actually are a family and it's amazing to see the unity that we have."

"I'm not religious, but I think that that prayer and all of those people being there did help."
- Maddie Lord



Victor Gonzalez leads students in prayer for Drew Williams at the flag pole.

Underclassmen allowed to attend Pep Rally this year

By Hector Montalvo

The shouts of pride and status were heard throughout the halls of Lane during Spirit Day: "1-4! 1-5! 1-6! 1-7!" Even the occasional "1-8!" and "1-9!" rose up on the fourth floor and throughout Lane.

Since 2007, Pep Rally has been exclusive to upperclassmen because of the renovation of Lane Stadium's eastern stands. But this year, Lane brought back the old tradition of all grade levels attending the event.

While some upperclassmen did not like the idea of underclassmen attending Pep Rally, others liked having a bigger crowd.

"While I understand why some seniors are upset that they had to wait two years to enjoy the festivities, I have no qualms with the program being more inclusive and fun for all students," said Angelique Roberts, Div. 477.

"Honestly, I don't mind that the underclassmen are being allowed to go to the Pep Rally," said Miles Austin, Div. 454. "It's good to see that they can take part in it and show off their school spirit as well."

Melissa Rangel, Div. 576, has been participating in Pep Rally since her freshman year. She served as the football manager her freshman year and participated as a varsity cheerleader since her sophomore year.

"Honestly, I thought it was unfair that underclassmen are being included because this year's juniors had to wait two years to attend Pep Rally," Rangel said. "Part of me feels that I should not be offended because I attended Pep Rally my freshman and sophomore year, but to most of the juniors, it isn't fair," she said.

Rangel said that the seating assignments were not fair since the freshman and seniors sat in the east stands so were able to see the faces of the performers. This left sophomore and junior classes seated

in the west stands watching the backsides of the performers who were facing away from them. In only a few instances did the performances turn to face the west side of the stadium.

Some students complained that juniors and seniors should have been seated next to each other in the east stands.

In spite of this, several underclassmen were thrilled to be able to attend this year.

Before the Pep Rally, several LTAC students, who were also invited to attend this year, were excited to join the rest of the student body at the event.

"This will be my first pep rally," said Kariel Bennett, Div. 952. "I'll have my hair green and my face painted yellow. I'll be all LT up."

Many students thought the bigger crowd created more noise and energy than in recent years when only half the stadium was filled.

"I felt that it was great having underclassmen included," said Fernando Borges, Div. 584. "But I wish that the juniors and seniors were put on the same side because the two classes know each other better and can have more fun when put together."

"It's good to see that they can take part in it and show off their school spirit as well."
- Miles Austin



Students cheer at the 2013 Pep Rally.

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CTA rolls out new payment system

By Ivaylo Pasev

"STOP! TRY AGAIN!" read the message as I walked stomach-first into the unmoving metal rod. That was how I was greeted by the CTA machines one morning as I headed to school.

I was denied access to my morning commute. I had not put money on the card in a while, so I went over to the new Ventra machine. I checked the value of my card and the machine showed -\$1.75. That was the problem. I not only had run out of money but even had a debt. I took out my wallet. The train was nearing the platform. I was in front of this machine trying to shove in a ten dollar bill. The train rolled into the station. I tried inserting one dollar bills, then rescanning my card, but the only Ventra machine in the Cumberland station would not take my money.

I finally found out that the machine was broken and did not accept cash. The station supervisor let me through for free and told me to fill up my card at another train station. Once I crossed the gates, however, it was too late. My train had already left.

Ventra is the new system that CTA claims will make traveling easier. It is essentially a credit card. Passengers can check balances and monitor usage online once they register. They can also block a card if it is lost, and transfer money they may have had on that card onto a new card.

Special edition Ventra Cards were issued to CPS students, which unlike the

old student CTA cards, work on weekends, have no expiration dates, and can be used if there is no money in them, creating a debt.

The CTA is moving away from the idea of the magnetic strip cards. In fact, they will not be available after Dec. 15 (Chicago Cards also expire on Nov. 15). After that, Ventra will be the only option for CTA and Pace passengers.

However, many Lane students have had problems with CTA's new system.

Carolyn Lukes, Div. 453, had to buy a new card for \$3 because her original did not work on the bus. After she bought the new one however, the old one started working and she continued to use it.

"At first I really didn't like [Ventra Cards] because I had a lot of trouble with them, but now I really like them because they don't have an expiration time like the bus cards, and they work on the weekends," Lukes said.

Other students like Paul Rios, Div. 480, are not as optimistic about the Ventra Cards.

"I like the other bus card. It was way faster than the Ventra," Rios said.

It was one of those 90 degree weather days and Rios was waiting for the Western bus. When it arrived, he stepped on and tried to scan his Ventra Card. The machine could not read his card and the bus driver would not let him get on. Rios had to wait another 20 minutes for the next bus where his card finally worked.

Most CTA operators let the passengers on even if their card doesn't work. There are a few however, that will kick



Lane students exit a Western Avenue bus.

you off the bus for something you have no control over, like a Ventra Card or machine malfunction.

Unlike the old CTA cards, whenever you tap the Ventra Card on a bus or train-station, only a message of "GO" or "STOP" appears on the digital screen. There is no indication of how much money remains in the card.

This has caused some students to link their Ventra Card to their bank account and set up the system so that their card never goes under a certain amount of money. The card then automatically withdraws money from the bank account.

Every Ventra user can create an online account through which he or she can add money to the card and purchase

multi-day passes.

On crowded buses like the 152 Addison and 49 Western, boarding speed is essential. Students wait in line to pay (some with Ventra, others with magnetic strip cards, and still others with cash). Ventra is supposed to speed up the process, but so far there is no noticeable difference.

Close to 1.5 million people use CTA trains and busses as a way of transportation every day. It will take time for all those CTA passengers to adjust to this "easy new way to pay," and for Ventra to fix some initial problems. The CTA is asking for patience while it fixes some glitches with the hope for more green "GO" messages in the future.

Do Ventra cards help?



By Matt Wettig

When the CTA rolled out the new Ventra system this year, at first, I did not really think much of it.

Living close, I usually skateboard, bike, or walk to school. I save the CTA for getting to work. When I found out reduced fare cards were replaced with Ventra Cards, I assumed it would be nothing more than the slight inconvenience of registering a card to my name and syncing it with my bank account. I was completely wrong.

The first day I got the card, I was already having problems. When my card was activated, something went wrong, causing the card to remain inactivated. This was not really much of a problem, when I found out, I just got a new one. That was strike one.

When I did get a working card, my problems did not end there. When I went to scan my card to get on the train, it would not scan. I thought I had another malfunctioning card, and when I pulled out my wallet to use my normal train card, a CTA worker advised me, "Son, you may want to try that again. I see all these students going through here, and usually they have to scan their cards more than once to get it to work." Perplexed, I went at it

again, scanning my card another 4 times before it actually worked. I was baffled. I thought the purpose of the Ventra system was to expedite people's commutes, when in reality, it just about doubled mine. That was strike two.

Next came a silent threat, laying dormant like a ticking time bomb, until I checked my bank account. The day I registered the card, I added \$25 to my card. A week later, checking my bank account, I saw an additional \$20 was missing. Mystified, I did a little digging to see that Ventra had helped themselves to five dollars a day from my account, on four separate days. I was outraged. The fact that this business could steal my hard-earned dollars left me hopeless. That was strike three.

I called Ventra and they resolved the issue for me, restoring the money to my bank account, but not until I spent an hour on the phone explaining what had happened, and being transferred from one office to the next.

A quick Google search revealed that I was not the only one having problems with my card. A CBS Chicago article found that Money Network, the company that runs the Ventra system has an F rating by the Better Business Bureau.

The article reports: "The BBB's president and CEO, Steve Bernas, says Money Network received that lowest rating based on nearly 100 complaints in the last three years. One of the complaints said: 'Money Network denied my dispute of obvious fraudulent charges to my debit card.'"

This honestly frightens me. If Ventra is a system that is here to stay, does that mean I will constantly be living in fear of Ventra dipping into my pocket to put on one of their faulty cards? Only time will tell, and hopefully there will be some reform in the way they operate.

Alumni from 1930s rehash old memories during visit to Lane

By Gabrielle Onyema & Cecilia Hernandez

They walk into Lane with awe, remembering the myrtle and gold. There are some things they do not recognize, like the new aquaponics room, or the amount of female students rushing to class. They are Lane alumni from the 1930s.

On Sept. 27, Lane held a class reunion for former students from the 1930s and 40s classes.

The alumni revisited their old high school campus via a tour, were fed lunch, and caught up with old classmates. Current student representatives and Student Council members guided the alumni around the building. The alumni were also treated to a performance from the (boys/girls) choir.

Some of the alumni brought their family members along to share in the experience.

Robert Stoops II, the son of former Lane student Robert Stoops, class of 1941, was excited to see the school he had heard his father talk so much about.

"He has an old postcard [of the school] he keeps at the house, and he looks at it a lot. It's kind of worn and faded, so it's exciting to see the actual place where he grew up. It's a civil history lesson for me," Stoops II said.

There were a few things about Lane that the alumni recognized.

"The auditorium looks exactly the same! The same Indian painted up there," David James said.

Others found differences in the school.

"I don't remember the [Memorial] garden being like this. It was just starting up when I went here," said Richard Meyers.

Some found the changes disappoint-

ing.

"It's all so different. There's no auto shop anymore? I would've liked to see the auto shop. There are so many girls here, now," Alexander Shay said.

Many of the alumni have accomplished great things in their time after Lane. Raymond Niwa, class of 1939, participated in Lane's music program. After graduating, Niwa spent 46 years in the Chicago Symphony.

"If not for Lane's music program, I would not have been the professional musician that I am today," Niwa said. He believes the program jumpstarted his passion for music.

Shay, one of the oldest alums in attendance, rose through the ranks of the Navy, becoming a top mechanic and a first class naval officer. He credits much of his success to the education he received at Lane.

"It was like going back to Lane, taking the Navy's diesel class. The questions were the same. I was number one in my class," Shay said.

David James, class of 1941, was a Tuskegee Airman during World War II. His friends that graduated with him, Henry Clemen and Harry Wickstrom, both joined the military for World War II as well. Clemen was a Navy soldier and Wickstrom a gunman for the Army.

"It's good to see my old classmates again, my friends," James said.

The three alums spoke of their time during the war, all of them starting out as fresh faced youths. All of them believed in the cause.

"I always tell people: if we didn't stop Hitler, where would you be?" James said.

According to Wickstrom, Lane still looks very much the same to him.

"It's a little different with the technology and all, but I still remember these halls," Wickstrom said.

Quickstart changes cause delays

By Bianca Mena

"Quickstart" was a misleading name to the registration for school this year. Several Lane students referred to it instead as "slowstart" or "longstart."

Several Facebook statuses criticized the long lines and long waits at Quickstart the week before the start of the school year.

One status read, "Quicker start? There wasn't even a 'quick' start."

Another complained, "It took two hours to get out of the lunchroom."

Although registration for school has long been a time-consuming process, many students found that this year, in particular, was too long of a wait.

"I was there for four hours," said Mitchell Le, Div. 465. "I got there around 11:30 in the morning and my scheduled time [to start] was 12:45."

Despite Le's early arrival, he did not finish all the steps of registration until nearly 4 pm, when the crowds thinned and the process sped up.

"Turning in money and receiving my schedule and books was a smooth process of about 30 minutes," Le said. "Virtually no one was in the hallways."

Kayla Scanlan, Div. 587, reported that the waiting was the hardest part.

"The process didn't take long, but waiting to do each process did," she said. "I didn't understand that."

Jacqueline Puschmann, Div. 462, waited so long she missed her evening

flight out of O'Hare.

"I was supposed to fly to Boston [the day of Quickstart]," Puschmann said. "I got [to school] at 12:30pm and I left at five. I was supposed to be at the airport at six and the flight itself was at seven. By the time I [finished with Quickstart], my mom figured I would just have to fly the next day."

Puschmann, who says she waited for three hours with about 250 other students in the lunchroom, reported seeing some students cut lines and was disappointed more authority figures were not present to help govern the process.

Administrators pointed to technology failures in explaining the delays.

"Quickstart has never been a fast process," said

Mrs. Thompson, assistant principal. "The one thing that we tried getting into place, is setting up the payment system online. We started working on that towards the end of last winter. We were promised that the system would be ready for us, but it wasn't."

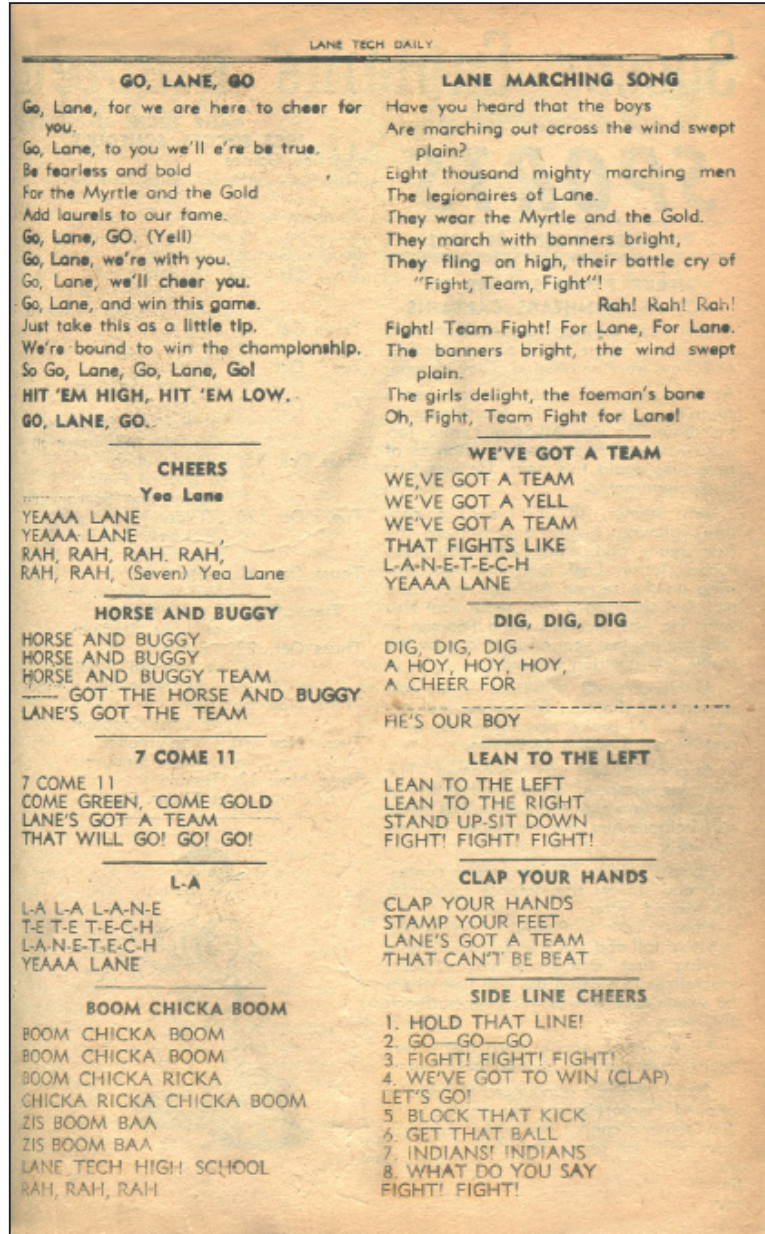
Getting the payment system up and running online is a step Thompson hopes will be completed in time for next school year to streamline the Quickstart process.

Mr. Wendorf, the attendance coordinator, tried to see the lighter side of the long waits at Quickstart, describing the process as something many teenagers can relate to.

"It's like going to Great America," Wendorf said. "The ride is short but the lines take forever."

***"I was there
for four
hours."
- Mitchell Le***

Archive of the Issue



Go, Lane, Go!

Sixty years ago, in September 1953, the Lane Tech Daily published a compilation of cheers and songs students would chant at Lane sporting events.

The school fight song, "Go, Lane Go," has survived the passage of time, still ringing through Lane's hallways each morning as students rush to their first period classes. The rest of the published chants, however, have not been heard on campus for many years.

The lyrics of "Lane Marching Song" indicate that Lane's student body at the time included "8,000 mighty marching men!" With the school's population now almost half that number, a majority of whom are girls, it is clear that much has changed. One thing that appears to have persisted, however, is a lively school spirit: a longtime hallmark of Lane, the School of Champions.

Mid-summer rally demands restoration of Lane funds

By Gabrielle Onyema

On July 24, a large rally of students and teachers marched from Lane to the local alderman Pawar's office.

The rally was to protest against the number of teachers cut from Lane's workforce over the summer, as well as lost budget money.

"Fifteen teachers and twenty staff members were let go," said Mr. Parsons, a social science teacher. The number of firings was due to CPS's reducing the school's budget.

"We (the teachers) heard whispers before the end of the school year. I did not realize it was going to be as steep of cuts as it ended up being. Because I believed the best of the situation rather than the worst, and it was the worst," said Ms. Meacham, an English teacher.

The rally's purpose was to help call for a restoration of the lost funds to Lane and a return of the

cut teachers to their old positions.

"We hope that if the funding gets restored, according to the union contract, the teachers that were laid off would be called back," Parsons said.

Others hoped that the rally would make people more aware on CPS schools.

"I hope the public becomes more aware of not just our schools, but all schools around the city. Funding the schools adequately is essential," said Kirsten Hanson, a Lane drama teacher.

Many students and teachers showed up to support the cause and the teachers.

Like Jennifer Mogoloan, Div. 461, and Angela Crespo, Div. 453, several students that attended the rally were notified by others of the rally over social networking sites.

"I saw on Facebook that they were going to have a rally," Crespo said.

"I got an email about it and it said we were supposed to meet up here at four, so I came," Mogoloan said.

Like Mogoloan and Crespo, several students that attended the rally were notified by others on social networking sites.

It took an hour and a few police escorts before the crowd arrived at the alderman Pawar's office. Pawar stepped out of the building, openly answering questions.

Pawar spoke in support of the teachers. He shared his thoughts on restoring the school's lost funds with the crowd.

"For a restoration of funds to happen; one, continue holding feet to the fire, to figure out how to get tiff money back to the school. Two, get CPS to commit that those dollars are going back into the classrooms," Pawar said.

The teachers, themselves, found the firings disheartening. Some believed that the loss of teachers would increase classroom sizes.

"In terms of being able to turn around work, in order to conference one on one with students, in order to give the individualized attention that I like

to give, I will have to work twice as hard to make sure every kid gets the attention that he or she deserves," Meacham said.

After sharing his advice, alderman Pawar returned back inside the building. The crowd soon dispersed.

Lane seniors that attended the rally were worried about the counseling department cuts, and the strain it would put on them all.

"I hope we do accomplish something from today, because there's a ton of us. Honestly, we're down to eight counselors now and it's horrible. [Lane counselors] have 400-plus students each," Crespo said.

Jessica Meddams, Div. 469, agrees. She marched down to the alderman's office during the rally.

"I just want to support these teachers who are innocent and amazing. I love them! I don't relate to them 'cause I'm not no teacher, but they helped me through hard times, so I want to help them," Meddams said.

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Installation of Lane's security cameras sparks debate

By Walker Post

With the installation of 13 new security cameras on the outside of Lane's building and 16 existing ones inside the school, debates have triggered among students and teachers as to whether or not these cameras will be used productively.

Several security guards were fired over the summer due to budget setbacks, which means the remaining guards are being asked to do more with less. Plans to install cameras were already in the making before the security guard setback. They are an alternative way to help keep students safe and Lane's property intact. Lane has plans to put more cameras inside of the school, but this requires more mandated funds to be given by the company, Safety and Security, who installed the earlier ones.

Nick Anagnopoulos, Chief of Security, thinks that the security cameras will be helpful in making sure that students are protected in case of an incident on campus.

"We lost a decent amount of security guards because of money, so [security cameras] will assist us in watching things happen throughout the day," Anagnopoulos said. "It gives us an extra tool to ensure the safety and security of the students."

Dr. Dignam stated that if Lane got back some of its budget they would hire back security guards.

The installation of these security cameras was partially influenced by a Parent Teacher Student Organization (PTSO) petition to have Lane put in cameras and lights on the perimeter of the school. This petition accumulated 639 signatures out of 1,000, "needed", impacting the mandate to put in cameras.

With the addition of the Kerry Wood Cubs Field and the Clark Park boat-

house, the advocates of installing cameras around the outside of Lane feel it will be beneficial to the building to have heightened security.

Lane's PTSO is concerned that because of the two public facilities being opened, it will lead to an increase in number of strangers that could potentially walk through the school's property.

CPS's department, Safety and Security, mandated that Lane install these cameras, which led to a bid process to determine which company would get the job. Windy City Electrics was chosen as the company to oversee the implementation. The cost of the 13 outside cameras was around \$56,000, with each camera costing up to \$5,000.

Mr. Miceli, Director of Technology, has access to all of the live feeds, inside and outside of the school. All of the footage being recorded on the outside of Lane is backed up and also sent to the city's 911 Center.

"There will be more cameras," Miceli said. "It's just a matter of money."

The Safety and Security department of CPS estimated installing cameras throughout the whole school would have been at least half a million dollars.

Until 2013, Lane was the only CPS school not to have any security cameras installed on its property.

"There are about 650 plus schools in Chicago and the only school without any security system at all was Lane," Dr. Dignam said. "For 13 years, that I know of, we had tried to get security cameras, even when I was a teacher in the late 90's we were still trying to get cameras in the building."



Mr. Bertenshaw, an English teacher, disagrees with the decision to install more cameras in Lane and thinks that it is doubtful that a security camera will be able to do more than the guards who were replaced.

"Cameras don't equal security. There's not the human element, there's not the cunningness and cameras can't anticipate crime," Bertenshaw said.

According to the Chicago Sun Times, \$26 million was spent on high-resolution cameras throughout CTA rail stations, but crime has rose 21% in 2013, within train stations. There is not proper funding for live footage, so instead the CTA must rely on the footage being stored in a database before being downloaded later on.

Bertenshaw understands the need for cameras in places like computer labs, but

does not approve of cameras in the hallways, entrances or on the perimeter. Bertenshaw is concerned about the cameras being used for purposes other than what the staff says they are designed for.

"One of the great themes of literature is that things may not be what they seem," Bertenshaw said. "It may start out as security and become surveillance."

Miceli mentioned that 13 cameras inside might not have been enough for a school as big as Lane, but is confident they cover a majority of the building. He is glad to see Lane headed in the direction of being more monitored by cameras because of its relevance in solving internal problems.

"They've helped alleviate some problems we've had in the past when we didn't have the cameras," Miceli said. "The cameras in the perimeter haven't been in play long enough for us to test those out."

Bertenshaw argues that if Lane is going to create a system that has the ability to watch over its students then they should not be able to set the rules for what is "constitutional". He would like the students and faculty to get together to discuss what the school should be in their power to do with these tapes.

"A compromise would be let the people who are being watched know that you as the people who are watching the film have some sort of standards that you will follow," Bertenshaw said.

He would like to see a system formed so that if the cameras are accidentally misused, there is a way to respond to that.

Bertenshaw believes that by creating an official and structural "constitution" that would prevent controversial problems in the future. He gave the example of a teacher using their preparation period to go make copies of a handout at Kinko's. Bertenshaw is concerned that those watching the cameras, who might think the teacher went to do something non-school related, could potentially take this out of context.

Dignam acknowledges this argument, but brings up the point that he cannot just simply review stored videos to find something in particular. The cameras are not there to catch teachers or students doing something wrong. If something is stolen on Lane property, faculty must first inform the CPD and get permission to examine the cameras.

Ally Cortez, Div. 460, thinks it is a good idea to have cameras on the outside of the building, but does not want them inside.

"In most public buildings it's understandable, but in a school where people want to have a safe place to learn it's not ok," Cortez said. "If people know they're being watched they're not going to want to speak their minds necessarily."

An argument on the side of the increasing number of security cameras in places like CTA rail stations or schools can argue that they cost much less than hired personnel. This can save a company thousands of dollars when considering the options available to them.

"We can't afford to have a police officer on every corner, but cameras are the next best thing," said former Mayor Richard M. Daley in 2009.

With the 2013 school year bringing about a number of changes to ensuring the safety and security of the students, Lane is becoming a school that relies on its security cameras just as much as it does its security guards.

Army changes JROTC uniform to blue

By Evangeline Lacroix

Out with the green, in with the blue.

This school year, all JROTC programs will be making the upgrade from the old, olive green uniforms to new navy blue uniforms.

"They are what the Army considers the Dress Blues, which is the more fancier uniform," said Yasmine Gali Div. 567. "Lane was one of the first JROTC schools that were able to get them."

The uniforms are new top to bottom. The shirt is gray, and is pleated, and more fitted. The jacket is blue and is also cut differently. It has a more tailored fit, with a gold trim. The pants are now blue. A gray beret replaces the old olive cap.

This is radically different from the green uniform that dates back to the



1970s. The green one was more boxy, and unflattering.

The green uniforms were also unnecessary to the Army.

"The green uniform have become the dress up uniform because everyone wears the camouflage stuff every day, even in the pentagon," Colonel Kochheiser said. "The Army had to maintain two uniforms that were never worn."

The Army decided since they had to update the green uniform to just consolidate the green and the blue into one uniform. The Army has since stopped making the green uniforms. To distinguish the blue uniform during more formal events, students will be asked to wear a bowtie. Students wear this outfit to events such as the yearly Military Ball.

But this change will be at no cost of the students. The Army pays for all the uniforms issued to each JROTC program.

"Student are issued the uniform and the only time they have to pay for it is if they lose it," Torres said.

At the end of the year, the coat, pants and gray button up are returned. If they are not, a debt of a couple of hundred dollars are issued to the student. All students are also issued shoes, a pair of socks, an undershirt, and a hat. Students get to keep these items.

Because Lane has one of the biggest JROTC programs in the city, only juniors and seniors will be receiving the new uniforms until all orders can be filled by the manufacturer. Until then, freshmen and sophomores will be issued the old olive green uniforms that upperclassmen had until the rest of the orders can be placed. There is no official date for the rest of the uniforms to be supplied, but Kochheiser and First Sergeant Torres hope the order will be filled by the end of the school year.

"There are 47 JROTC programs [in the United States], with over 9000 cadets. [This] is a lot of uniforms to make," Torres said.

Overall, students in the JROTC program are looking forward to the new uniforms.

"It is a new chapter, we are getting new uniforms, [and] we are in a new place, the basement," Gali said.

Lane establishes demerits policy to systemize punishment procedures

By Leah Wojtach

Belinda Reyes, Div. 469, along with two other friends, frantically rushed to Door A to avoid being tardy. However, they were too late and walked in right as first period began. Along with their tardy slips, they were automatically issued a demerit on their record.

The administration has now added a new punishment system, the demerit system, to this school year's new rules. The demerit system is for tardies to first period and dress code offenses.

According to Dr. Dignam, the demerit system was created for the administration to monitor the actions of habitually tardy students and students who continually violate the dress code. It was also formed for students to "self monitor" their actions.

A student can only be disciplined with a demerit for these two offenses. Teachers do not have the authority to give demerits for other things.

Naomi Oster, Div. 473, was eating in the College and Career Center when she was issued her first demerit. It is against the rules to eat in the College and Career Center, however this is not cause for a demerit.

Oster was upset with being given this demerit because it is never clearly stated that eating in the College and Career Center is a reason to receive one. After talking with Ms. Hanly, she was able to erase it from her record.

The rules for the demerit system are in student's planners and on the Lane website. The rules that are violated in the outlined system are the only cause for a demerit.

The dress code requirements were changed this year also. It came in handy for students on days the weather was extremely hot. The dress code rules eased up on length of shorts and straps of shirts. Shorts and skirts must be at least mid thigh length and spaghetti strap shirts are now allowed. However, if a student's attire does not adhere to these new requirements then a stu-

dent will be sent to the discipline office and receive a demerit.

Any students tardy to school or first period is issued a demerit automatically when they receive a tardy pass.

The consequences vary based on the number of demerits a student accumulates. Five demerits equal a student's off campus lunch revoked for the day and freshmen have to serve a Saturday detention. Students with 10 demerits are unable to attend any school dances or Turkey Bowl and seniors cannot attend Oktoberfest. Fifteen demerits equals the loss of participation or attendance at International Days and Nights. Seniors with 20 demerits may not attend prom or senior luncheon and underclassmen cannot be dates to prom. Students with 25 demerits carry five demerits over to their next school year and seniors are not allowed to walk at graduation.

The new demerit system could potentially leave many students without all the privileges Lane has to offer.

How it Works:

5: Off campus privileges removed for one day for upperclassmen; freshmen serve a Saturday Detention.

10: Student cannot attend any school dance. Seniors cannot go to Oktoberfest.

15: Student cannot attend or participate in International Days/Nights.

20: Students cannot attend Prom or Senior Luncheon.

25: Seniors cannot walk at Graduation. Underclassmen will have five demerits transferred to next year.

School budget cuts not to affect progress of school upgrades

By Evangeline Lacroix

Computers, a multimedia center, lounges on the third floor, banners on the first floor, and more SMART Boards. Every year new additions are made to improve the look and functionality of Lane. These are the improvements for this year.

But in a time where Lane has gone through major budget cuts within the last year, how are these projects being funded? Within the school, different organizations help by raising money for different projects. Each organization is in charge of a specific area that they can help fund.

"You cannot rob Peter to pay Paul," said Mrs. Hanly, an assistant principal.

This is key to remember with all the budget cuts the school has faced. CPS initiated Student Based Budgeting (SBB). The new policy provides a specific dollar amount for each student enrolled in the school.

In years before this, schools would be given teacher positions based on enrollment numbers. Now, the number tied to each student pays for all the staff, not just teachers. In order to balance their budgets, schools would remove teaching positions, now it could be any position.

Once schools have finalized their student enrollment, there is an inspection of a school's budget by CPS at the start of the school year.

"[This happens] every school year and this is not different," Dr. Dignam said.

This process is called the 20th Day Enrollment. CPS looks at the number of actual students enrolled compared to the projected number. If these numbers do not match, the money is changed accordingly. This year, CPS has decided not to cut any fund-

ing due to expectations not met during the 20th Day Enrollment. Schools that exceed the projected number will still receive more money.

Along with the salaries, the budget also covers some of the daily needs of students such as paper and textbooks, but not projects such as the new improvements around Lane this school year.

Organizations such as the PTSO, Century Foundation, and the Alumni Association all fund these projects.

"I will present more than one idea [to the foundations]. I can only request and they can consider and approve," Dignam said.

From there, each foundation collects money for specific needs throughout the school, but, each foundation can only raise money for projects within specific parameters.

"Sometimes, we get ideas from other schools," Hanly said.

The new lounges on the third floor were put in place after members of the administration visited schools like Whitney Young and Northside College Prep for different meetings. Administrators saw a usefulness in these lounges and decided to imple-



ment them in Lane.

"Our students love to stay after school," Hanly said. "It is nice for students who are waiting for practice or are between clubs to have a place to socialize and do homework."

The Century Foundation funded this project.

This organization consists of a small group of alumni who fund structural projects. Most of the money they raise comes from the Memorial Carnival in the spring.

Along with the Alumni Association, they funded the multimedia center, and the changes in the library that are currently under construction due to be done on Nov. 15.

"In order to fund [the media center], the school bought the computers and the other groups have agreed to fund the remaining library upgrades," Dignam said. "We used Whitney as an example. When you go to a selective enrollment high school they would have a college and career center, [and] a media center. Some place where if you have a presentation, you have some place to sit that is not a classroom, or sitting in a library."

One purpose of the room is to connect students to classrooms across the country by live streaming discussions and activities.

"We have an exchange with a school in Italy. It would be interesting for [our] students to see [those

students] live while you are teaching a class," Dignam said.

Another installation around the school have been the banners on the first floor.

Because Lane receives a lot of visitors, from alumni to open house visitors, the banners are meant to promote the school.

"They are like the plaques [on the first floor]. They are to show how great our school is and all the programs we offer," Hanly said.

The banners were bought and paid for by the school at the end of last year, and then put in place over the summer.

This year, 15 more SMART Boards were installed in classrooms. The PTSO funded this project through private events such as last year's first annual gala and profits from the school store.

Each organization associated with Lane can only fund specific things. The same goes for the money given to Lane by CPS and the government. This lack of resources is also why the student fee has gone up.

"We have to cover students' basic needs. We raised student fees because departments cannot afford to pay for things like photocopies," Hanly said. "That is why a lot of teachers may ask for students to print things from home."

Because organizations such as the Century Foundation, PTSO, and Alumni Association can only pay for certain things, the administration have started the Lift Up Lane program to help offset the everyday expenses that cannot be fully covered. Through social media, the administration hopes to contact alumni to get them to donate.

"We know alumni may not have a job right after graduation, but if a 10,000 of them gave \$10 each, that would go a long way," Hanly said.

Homecoming ticket sales lead to mob rush, injuries

By Alexandra Madsen

As the fourth period bell rang, Lane juniors and seniors raced from all over the school to room 113, pushing and shoving each other into lockers, down stairs, and through the halls in order to get one of the 160 Homecoming tickets sold Sept. 18.

Some students did whatever necessary to get a ticket. Two broken teeth, bruises, and a couple falls were some of the injuries that occurred as a result.

Nora Kollar, Div. 470, was one of the students inside the mob during fourth period lunch. She, like many other students at the scene, found a group of her friends and waited with them in line to get her tickets. As the hallway became crowded, Kollar became more and more anxious and was pressed between two people with no space to move.

"At one point my feet weren't even on the ground. I was totally suspended in the air," Kollar said. "One random guy had his hand in-between my backpack and my back, actually pushed on my back, which made me feel uncomfortable."

Mrs. Hanly and other administrators were able to move the mob out of the way and toward the lockers but there was still a lot of shoving done by students to move in closer to the door, and pushing other students out of the way.

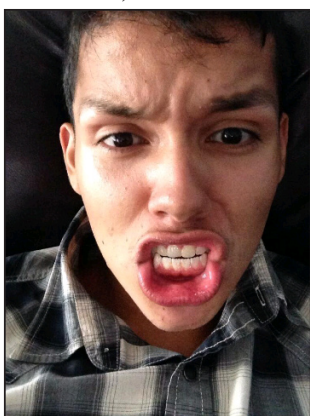
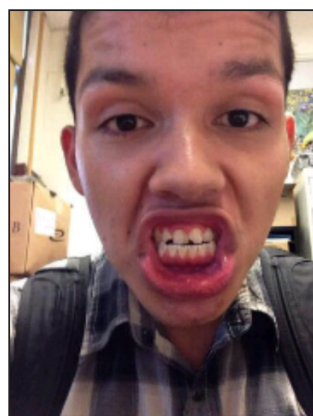
Another student, Rafael Baca, Div. 454, had his fourth period class by staircase M on the third floor. He lined up by the door in order to dash out as soon as the bell rang. As he raced down the stairs as fast as he could, he tripped and fell face first onto the ground. Determined to get his tickets, he jumped to his feet, and continued to run. When he finally arrived to the line, he felt something missing in his mouth;

there were two empty spaces where parts of his front teeth used to be.

"At first the adrenalin to get the tickets was really on my mind, but after it sunk in I was mad and embarrassed," Baca said. "After a while though, I started to see it as funny, and I pretended to be a hick for the rest of the day."

Baca filed an incident report with Mr. Milsap as a precaution, and went to the dentist to get his teeth filled in that afternoon. He felt that what happened to him was unfair and could have been avoided.

"I think having juniors and seniors together this year was a mess," Baca said. "If they need to have two grade levels a day, it should at least be freshman and seniors, and sophomores and juniors, because se-



(At left) Rafael Baca, Div. 454, displays his chipped front teeth resulting from a fall he took in his rush to buy Homecoming tickets. (At Right) Baca shows off his corrective dental work.

niors and juniors really prioritize it, and that was what I think caused a lot of the chaos this year."

As many know, this year the process of getting Homecoming tickets was a little different. The administration said that, although upperclassmen look forward to the dance and many attend, the dance is for the school as a whole, and giving upperclassmen an advantage is unfair to others.

Vice Principal Mr. Ara believed that the change was necessary for ensuring the process was fair to all.

"As many parents have commented that this year the change is unfair, priority given to senior in years past made it virtually impossible for freshman to get tickets," Ara said. "We had parents also commenting about the fairness to the underclassmen, seeing that it is a school wide event."

In future years the administration hopes to move the process of buying tickets online in order to avoid any more accidents.

"One idea we are contemplating to avoid a mad rush, is to do a lottery and have students apply online," Hanly said. "Another idea is to have a senior/junior dance in one gym and a sophomore/freshman dance in another gym. That would probably raise the ticket price though, as we would need additional security and a second DJ."

Although many students have concerns about the process of getting tickets and the changes made to those processes, the administration wants there to be equal opportunities for all.

"I know that many seniors were upset regarding Homecoming this year. All I can say is that change happens and it's not a bad thing," Hanly said. "Homecoming is a school wide event whose focus should be on school spirit and we want all students to have access to that spirit. We look forward to our continuation of this great school year and the many events to come."

Oktoberfest tickets sold via online lottery system

By Marta Malinowski

After the dangerous stampede for homecoming tickets Sept. 17 and 18, ticket purchasing to the senior Oktoberfest was changed to an online lottery, sparking mixed reactions.

Oktoberfest is the fall event where current seniors gather in the school Memorial Garden to eat food, listen to music, compete in competitions like apple bobbing, face painting, and pumpkin decorating.

In past years, getting tickets for Oktoberfest went the same way as getting Homecoming tickets. Students lined up during their lunch period and purchased tickets on a first come, first served basis. This year, though, changes have been made to this process.

"After the way Homecoming happened

this year with students hitting and getting hurt, we decided it was best to do an online lottery," said Mrs. Hanly, assistant principal.

There will be two sessions held for Oktoberfest (periods 3-4 for those with 4th period lunch and 5-6 for those with 5th or 6th period lunch). Each session had 300 tickets available.

"We are using the lottery so that students who do not have easy Internet access, will be able to have an equal chance of getting a ticket," Hanly said.

As the seniors first received this information, a lot of them were angry and upset.

"I was little peeved about it because in the email Hanley sent, it said eligibility would be based off of having service hours and not having a certain amount of demerits," Nayelli Duran, Div. 477, said. "In the years before, I was under the impres-

sion that it was always based off of GPA, ACT scores and service hours. It seemed appropriate that the best seniors were the ones who could take part in Oktoberfest, and the changes to only hours and demerits made it seem like they were lowering the standards."

Hanly sent out another email to the seniors explaining some of the misunderstandings seniors had, thinking they will not be able to go to Oktoberfest. After that, Duran understood the circumstance that brought the administration to the point of making these changes. And though Oktoberfest has never sold out before, she now agrees that it is a good solution.

"I've never known there to be a stampede like there was for Homecoming tickets, which is the only reason we're having an online raffle," Duran said.

Other students still feel that the changes

were not at all necessary.

"I understand that the administration is trying to avoid what happened with the sale of homecoming tickets and trying to make the way of getting a ticket fair, but never has Oktoberfest sold out before, so I see the process of ruffling off tickets as how can I say, an interesting but unusual change to our senior year," said Francisco Alcantar, Div. 452, the second Vice President of Student Council.

Alcantar recognizes the circumstances of the situation, but as many seniors will not be happy with the changes, he prefers the tickets to be given out just as they were the years past.

"If it ain't broken, don't fix it," Alcantar said.

Initially, a lot of seniors were confused as to what was going on and felt as if the administration was taking something away

from the senior class, but in the end the administration actually gave more. Only 250 tickets were sold last year and 200 the year prior. The reason so few tickets were sold and Oktoberfest has never sold out before is that a large number of students still failed to finish their service hours and have the requirements fulfilled by their due date. With the 2013-2014 senior class' greater involvement in student activities, the number of available tickets was raised. There was still a large amount of seniors who did not meet the service hour and demerit requirements so many of the students who met the requirements, received their ticket.

After this first online ticket raffle and Oktoberfest, it has been decided that the new changes will be permanent for the upcoming years.

451 Degrees wins Intellectual Freedom Award

By Nicole Johnson

In May, Lane's banned book club, 451 Degrees was nominated for the Intellectual Freedom Award, awarded by the American Library Association. They were informed in June that they would receive the award.

"[Winning the award] was great because it's a huge honor, considering all the events happening last year in relation with banning books," said Levi Todd, Div. 450. "We were really happy to receive it. Myself and two other members will be going to the awards ceremony on Oct. 15.

The club was nominated for their participation in the protest of the ban of Persepolis and for taking action against the banning of books.

"Around the time of Persepolis and the whole banning that happened with that a few of our members went to the protest," Todd said. "Barbara Jones, who is in charge of the American Library Association in Chicago, met us and she was really enthralled that there was a banned books club at Lane. So we got invited to the American Library Association's national conference which was in Chicago where Barbara Jones let me know that we'd be receiving this award. [It is] called the Intellectual Freedom Award given by the Office of Intellectual Freedom."

"We were given the award because 451 Degrees is the only banned books club on our high school level," said Grace Barry, Div. 477. "Our reaction to [the Persepolis] debacle was immediate and proactive. We were upset that such an important book was being banned for anyone, and we were already set up as a banned books organization. It was our club's obligation to take action."

Persepolis, which caused the protest in Chicago on banned books last year, was originally banned in Iran, where the story takes place. It was written in the time of the violent Iranian Revolution, and the struggle to decide what kind of government Iran should have.

As Iran developed into a theocracy, the Iranian government used censorship in an attempt to maintain the country's stability and to help prevent counter-revolutionary movements from start-



Banned book club, 451 Degrees, pose outside of Lane for a group picture.

ing and spreading. Some genres of music were also banned in Iran, such as hip-hop and heavy metal. Acts of "blasphemy" and petitions for women empowerment have ended in arrests. Iran now has a newly elected moderate president who appealed to both conservatives and reformists.

Persepolis, which goes into detail about the effects of the revolution, both positive and negative, was banned in Iran for its "unrealistic portrayals of the glorious revolution," and because it "dwells most persuasively on the uncertainty and ambivalence of adolescence," not politics.

The fact that Persepolis was banned in the United States, a free country, is one of the reasons why 451 Degrees works so hard to get their message about banned books out. After the protest, CPS announced that Persepolis is only banned for seventh graders.

451 Degrees was also recognized by Banned Books Week, a national campaign trying to get people to read banned books. There, Todd gave an interview to the BBC and a Californian radio station called Project Censored Radio.

"[For the] BBC interview I was trying not to

freak out," Todd said. "It's not going to be shown across the whole world. It's going to be shown only in Iran. That's still really cool that we're getting attention halfway across the world. I think they're showing it [in Iran] to show that there's a book club in America that's fighting for free speech. The interview was half about the Persepolis protest, and half of it was about the book club I started."

Todd started 451 Degrees to have an independent, student-run club that focused on the theme of banned books.

"I thought that everyone likes to be a part of something a little rebellious," Todd said. "I thought reading banned books would give us a lot of great choices because there's so many great banned books, and because these books are so controversial, there's so much you can talk about. You can have healthy debates about things in the book that not everyone agrees on, and that creates great conversation."

Contrary to how it sounds, 'banned' books does not mean that the books are illegal, but that they have been restricted in the use of schools for certain age groups or in different countries. However,

sometimes a library or town does try to restrict the use of a book from the public, and that is what Todd and 451 Degrees try to fight.

"There are a lot of instances where parents don't want their children reading a book because they don't think it's a good book and they don't think people should be reading it," Todd said. "There are some small areas that don't get a lot of attention where, a library will ban a book and that's why we have to make sure these books get read, so people can't get away with this kind of stuff."

As for the BBC interview, Todd hopes that his message will reach the people of Iran, and inspire them in their fight for freedom of speech.

"I think we take a lot of [our rights] for granted, and I hope that these less fortunate people in Iran, where they don't have free speech, truly appreciate how important it is," Todd said. "I hope a lot of them read Persepolis if they can. I just hope that they see that in America, we're not just taking [our rights] for granted, and we understand how important it is. I think the Persepolis movement showed that."

PARCC to replace The ACT next school year

By Danah Bialoruski

The ACT has been administered to high school juniors for more than 50 years, but the Partnership for Assessment of Readiness for College and Careers, or PARCC, will soon replace the ACT as the go-to college assessment exam.

The PARCC exam will begin being administered during the 2014-2015 school year at Lane and across the nation.

Founded in 2010, the PARCC exam is a nationwide, K-12 assessment exam that tracks students' progress to becoming college ready by the end of their senior year. The test is designed to require more critical thinking and explanation through writing compared to the ACT, which assesses more practical knowledge.

Though the PARCC exam will be used instead of the ACT for state wide measurement, that does not mean that the ACT will be completely eliminated.

Students will still have the ability to take the exam if they please.

"Lane is still trying to host an ACT test date next year so that the juniors and seniors who still want to take the ACT can take it," Mrs. Thompson, Lane Assistant Principal, said.

Thompson also said there is also no word yet on if colleges will be accepting the PARCC exam as form of a standardized test score. Even though this information is not yet known, the creators of the exam believe the exam will show students if they are college ready or not, show teachers what more preparation for college their students need, and allow parents to get an idea of their child's readiness for college.

Switching to the PARCC exam was no random act. The exam has slowly been adopted by multiple states including Illinois.

Another major difference between the PARCC exam and the ACT is the fact that the PARCC exam will be computer based. It will also be broken up

into separate components such as listening, reading, speaking, researching, and mathematics. Each subject will be taken during different times of the day and not during a 4-hour period. It will be a mix of multiple choice as well as written essays.

With this new standardized test being instituted, some students have wondered how they will be able to prepare for it.

Even though Suzette Ramirez, Div. 554, is in the last class of Juniors to take the ACT at Lane, she thinks students will not be able to know how to study for the test and it will make it harder for them to do well.

"I think it's going to be a lot more work on the younger classes," Ramirez said. "They are going to

have to study so much harder than the years before them have. There's going to be more pressure on them to get good scores since they have never even

seen the test before and don't know what to expect."

While Ramirez believes it will be harder for students to properly study for the exam, Thompson claims that Lane teachers are already prepping their students for the PARCC exam so that they are prepared.

"Our classes have been doing a big push for literacy across the curriculum with more writing assignments, more reading of critical texts, and doing more research reports," Thompson said.

She also said that even PE classes are engaging in more reading during class.

"I think it's going to be a lot more work on the younger classes."

- Suzette Ramirez

Wireless update to improve school WiFi

By Danah Bialoruski

As Ms. Custodio, Film Studies teacher, begins to let her students surf the Internet to use as a resource for their film projects, the students come to a halt.

The WiFi, once again, is not working in the classroom.

Custodio is one of many Lane teachers who rely on Internet to be accessible to the students in the classroom. She says that the Internet will work perfectly on some days but then on others, not one student can get access. Custodio says that this delays projects and interrupts instruction immensely.

"I feel bad when students come to the lab to finish something during their lunch period thinking it will take them ten minutes when it really ends up taking the whole period," Custodio said.

By the end of November, though, Lane's wireless network will

have been updated with the newest version of wireless configuration, something Lane's Director of Technology, Bill Miceli, called "wireless 802.11ac." He said Lane will be the first CPS school with this state-of-the-art technology. Work on the project is scheduled to begin next week and the scheduled completion date is Nov. 22.

Miceli agrees that Lane's wireless connectivity has been very unreliable.

"We've expressed this concern to CPS many times and they've kind of just used a band-aid fix in the past," Miceli said. "We had to go up the chain and complain about it and they've finally given us some money to update the access points that we have in the building."

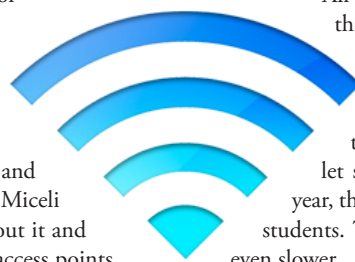
Lane administrators do not know the total cost for the wireless update since the school is not paying for it. According to Miceli, CPS officials have designated all the money needed for the update.

"They're just bringing all the hardware over and providing the labor and providing the construction work," he said.

All the constructive work, like coring and drilling through walls, will be done in the mornings before school starts, so interruption to classes should be minimal.

In previous years, since the wireless connection was so crowded, the administration would not let students have access to it on their phones. Every year, though, the wireless password would be leaked to the students. This would cause the WiFi connection to become even slower.

Once the update is complete, the wireless network will be able to host faculty and students comfortably.



Lane welcomes new teachers

By Gabrielle Onyema &
Hector Montalvo

Name: Mary Ellen Shannon
Subject(s): Honors World Studies, AP U.S. Government
Education: Northwestern University
Previous Jobs: She was an attorney, practicing tax and wealth management.
Interesting Fact: She previously taught in Mexico.



Name: Jennifer Hinz-Roscoe
Subject(s): Computer Science, Exploring Computer Science, Computer Programming 1, Android App Development
Education: Ohio State University
Previous Jobs: She spent 3 years teaching senior programming on the south side of Chicago at a charter school.
Interesting Fact: She is a twin.



Name: Alison DeWeese
Subject(s): Special Education, part of the Severe/Profound Program
Education: Northeastern Illinois University
Previous Jobs: She was a teacher at ACE Technical Charter High School.
Interesting Fact: She grew up in Spokane, Washington.



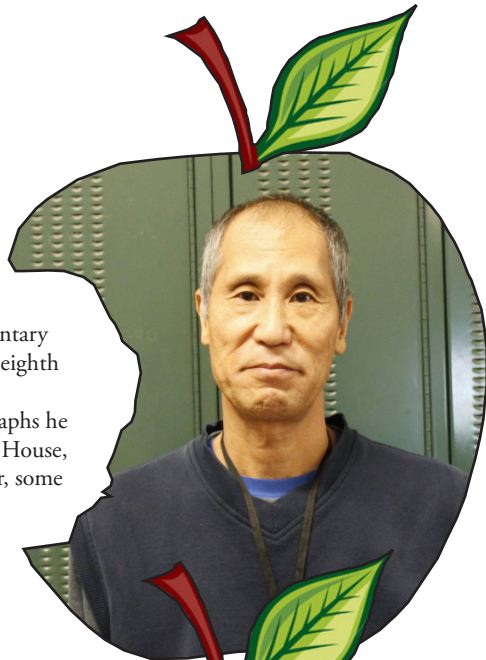
Name: Nicholas Michael Beal
Subject(s): World Studies
Education: DePaul University
Previous Jobs: He substituted at Lane for five years after college. He moved up to assigned teacher
Interesting Fact: He loves movies, collects everything on blue ray, and his favorite is *The Gladiator*.



Name: Javier Ricardo Payano
Subject(s): General Music and Intermediate Orchestra
Education: North Park University
Previous Jobs: He worked for Ravinia Festival, taught as one of their free afterschool orchestra program teachers.
Interesting Fact: He lived in the Dominican Republic until the 3rd grade.



Name: Sundry Keisuke Satsu
Subject(s): Honors Japanese
Education: University of Ryukyus and University of West Florida
Previous Jobs: He was an elementary teacher and taught first grade to eighth grade.
Interesting Fact: A few photographs he took were featured in the White House, and he visited 24 countries so far, some of them up to 5 times.



Name: Jeniffer Snyder
Subject(s): Chemistry
Education: University of Illinois at Urbana Champaign and University of Illinois at Chicago
Previous Jobs: She was a professor at Truman College, a teacher at Roosevelt High School, and taught at Latin High School.
Interesting Fact: She is a mother of two six-year-olds, and developed as a more patience teacher because of them. She has volunteered at Lincoln Park Zoo since 1996.



Name: Julie Smallfield
Subject(s): Physics
Education: Northwestern University and Ohio State University
Previous Jobs: She taught at Dorman High School and worked in the research labs of a textile company.
Interesting Fact: She plays the piano.



Name: David Hayes
Subject(s): Honors Computer Science and Web Development
Education: Northwestern University
Previous Jobs: He had a career in a tech center as a software developer and project manager.
Interesting Fact: He volunteered as an Emergency Medical Technician and a firefighter.



Name: Miles Comiskey
Subject(s): Music Appreciation and Stage Production
Education: University of Wisconsin at Madison
Previous Jobs: He worked as a sound engineer.
Interesting Fact: He has visited Ghana twice to study West African music.



Students adjust to counselor changes after positions cut

By Nicole Johnson

Melissa Stebbins, Div. 481, scrolls through Twitter when something catches her eye: a tweet saying that her counselor, Ms. Fuerte, was fired, along with many other Lane counselors. Fighting back tears, she emails Ms. Fuerte to make sure that her counselor was in fact fired, and receives an automated email confirming the rumor.

Stebbins, along with students from seven other divisions, learned that not only had they lost many teachers due to the budget cuts that CPS faced this summer, but also their counselors, with whom many had forged deep bonds with over the years.

The news of the loss of their counselors sparked angry reactions in many students.

"I was extremely upset," Stebbins said. "It almost brought tears to my eyes. One because I liked her, two because I know she has a family so [being a counselor] was an important job for her to have, and three because I didn't know who was going to write my college recommendation letter."

"I was upset because I've been going to the same counselor for three years," said Yesenia Martinez, Div. 481, "and just this year I have to get to know [my new counselor] again and start the process all over."

Other students are also concerned that a letter of recommendation written by a stranger may hurt their chances for college acceptances and scholarships.

Evelyn Wronkowski, Div. 480, who also had Ms. Fuerte as a counselor, said, "I didn't even know we needed a letter of recommendation until last week. [The letter] probably won't be as good because [my new counselor] doesn't know me yet."

"I was worried a little bit [about the college recommendation letter]," Martinez said, "but then she told me she was going to make the letter of recommendation as good as possible even though she's only known me for a couple of days."

Stebbins had known her counselor since freshman year, and feels angry that someone who had been such a big part of her life is no longer around.

"She knew me so well. She has seen me progress through the years and go from all honors, to when I slumped and messed up my freshman year to where I was all regulars, and then kind of come



A student talks with his counselor, Ms. Atkocaitis.

back junior year, and finish my senior year with four AP classes," Stebbins said.

Since the number of Lane's counselor positions was reduced to 8.5 from 12, it took much longer than usual for some students to make schedule changes or appointments with their counselors in the beginning of the year. In the first week of school, the line to get in to the College and Career Center to speak with a counselor stretched down the hall. The changes with the counselors also caused confusion for students who had never met their new counselor before.

"It was difficult," Wronkowski said, "because I had to look at the website to see what [my new counselor] looked like so I didn't go to the wrong person."

"It's inconvenient," Martinez said, "because you have to find out who your counselor is and then come and meet the person again and it's a new year so I'm kind of under pressure for the whole process."

The meetings with the new counselors were a big change from what students were used to, and some felt a little awkward seeking guidance from a stranger.

"It was a little awkward to be honest," Wronkowski said. "I thought more of my getting-ready-for-college stuff was going to get done[...] I just had different expectations for the meeting, like things were going to be different."

"When I first saw her it was [awk-

ward]," Martinez said. "but [my new counselor] seemed really nice and she's a good person."

Students are not the only ones dealing with the new changes to the counseling department. The lay-offs in the counseling department also had a negative effect on the counselors themselves.

Mrs. Dulberg, one of Lane's counselors, had 14 divisions last year, and now has 17 divisions this year. She feels that with more students, there is less of an opportunity to make time for all of her students.

"We're not going to be able to give the students as much time as we would like," Dulberg said. "It makes me feel guilty. I have more students to think about with regard to post-high school planning, more freshman to worry about staying on track, and more juniors thinking about preparing for the ACT."

Dulberg also believes that with fewer staff members, it is harder for students to figure out who their counselor is and where to go, and that the new system put in place to compensate for the lack of counselors can be a little confusing for students.

"I think that the new system in here is challenging for kids because I think they feel that they can't see us because it's so confusing," Dulberg said. "We don't have somebody dedicated here in the counseling office to helping the flow of students."

Some students like Stebbins took it upon themselves to try to get their old counselors back.

"I emailed Dr. Dignam and basically asked him to rehire [Ms. Fuerte]," Stebbins said. "I was telling him all the good things she had done and how she had inspired me and so many other people. He replied saying basically what he had said at the rules meeting about budget cuts and he said that he was glad I had emailed him and how I was sincere and genuine. He said there was really nothing he could do, but if he were able to rehire people, he would keep her in

"They just gave DePaul like \$3 million and it's like 'well there goes all of Lane's counselors into a stadium.'"
-Melissa Stebbins

mind. Which was my point because if he was like 'Hm who should I rehire? Oh yeah Ms. Fuerte because that Melissa girl emailed me.'"

Juwaan Santana, Div. 552, waited in the counseling office to meet with his new counselor, Ms. Bantz, to try to get a workers permit, worried that his old counselor, Ms. Schanatterbeck, would have been able to help him more.

"She kind of understood my situation and knew enough about me so she probably would be able to help me out more," Santana said.

For Stebbins, the entire depressing situation goes back to the economic and political issues facing the city.

"It's like DePaul gets this brand new stadium. Thank you Rahm Emanuel. And what's the point of that? They just gave DePaul like \$3 million dollars and it's like 'well there goes all of Lane's counselors into a stadium.' And I vented through Facebook, 'cause you know, that's what teenagers do,'" Stebbins said.

Although the changes came as a surprise, Lane students are choosing different ways to make the best of the situation by scheduling meetings with their counselors or just trying to get to know them.

"Before we met I emailed her a few times just to set my appointment and help us get to know each other a little bit," Wronkowski said. "I'm keeping in contact with her since I still have stuff that I need to get done."

"I went in [to the counseling office] once," Stebbins said. "I'm going to go in there again. Just kinda pop in there periodically so she kind of gets a sense of who I am."

"I was trying to do college applications," Martinez said, "so I kept coming back to her for like a week and I came like every day [that week]."

Without her counselor, Stebbins will also miss out on a tradition that Ms. Fuerte had with her students.

"I don't get to paint her wall, or what I liked to call her 'wall of shame,'" Stebbins said. "She would give her favorites a brick on her wall in the college and career center to paint on. I was going to paint a dragon at the end of my senior year because freshman year I told everyone that I liked dragons and she still calls me 'dragon girl.' And I can't now because the door is always closed and the paint is gone."

For both students and counselors, the budget cuts made a huge change, and both are still learning to cope.

Lane teachers welcome new members to their families

By Tristan Bugos

As the doors of Lane opened on Aug. 26, the building welcomed many for the first time, most of whom were freshmen. But there were also a few that one might say were "under wraps."

A handful of teachers returned this school year with news that is quite obvious upon appearance. It will not be long before they will be leaving for the hospital after to welcome a new member to the family.

Over in the chemistry department, Mrs. Trine just gave birth to her baby boy on Oct. 1. Trine named her son Oscar Spencer Trine. She is expected to return at the end of first semester.

"It's kind of funny when I'm so close to my due date and still teaching because I always have to be bumping and squeezing past students to navigate around my classroom," Trine said. "I was once using the ELMO projector and saw something green on the screen, only to find that it was my baby bump under my green shirt."

One teacher who is nearing her big day is photography teacher Ms. McMeans. She is due at the end of November and will go on maternity leave mid-November.

A problem with McMeans' departure is that she teaches AP Photography. Throughout the course, McMeans walks students through the entire process of compiling their portfolios, which must be

completed by May. Knowing she would be away for part of the school year, McMeans has worried that her students may not receive all the guidance they need.

"I have a substitute in particular ready that has a photography background," McMeans said. "I'm going to expand my students' photography knowledge and elements as much as I can before I leave, but I have a lot of hope for my students."

Klaudia Knap, Div. 477, is in McMeans' division and was shocked when she found out the news.

"My reaction to Ms. McMeans being pregnant could be put as 'astonished.' I have her for AP Photo so I knew right away that I'd have a different curriculum because she will be gone for a few months. I just know she has a big workload for when she returns," Knap said.

McMeans is expecting twins and prefers to keep the genders a mystery. McMeans will return some time in February.

The weather reached well over a hundred degrees multiple days at the beginning of the year. Hundred degree classrooms are not a suitable environment for pregnant women, especially since they are carrying an extra 25-35 pounds. School engineers had to walk around on the really hot days to check the temperatures of

classrooms. A few teachers were advised by the engineers to move their students to a first floor vacant computer lab because it was simply too hot.

Mrs. Gallegos from the science department is nearing her maternity leave for her due date, Oct. 25. She is expecting her firstborn who will be a

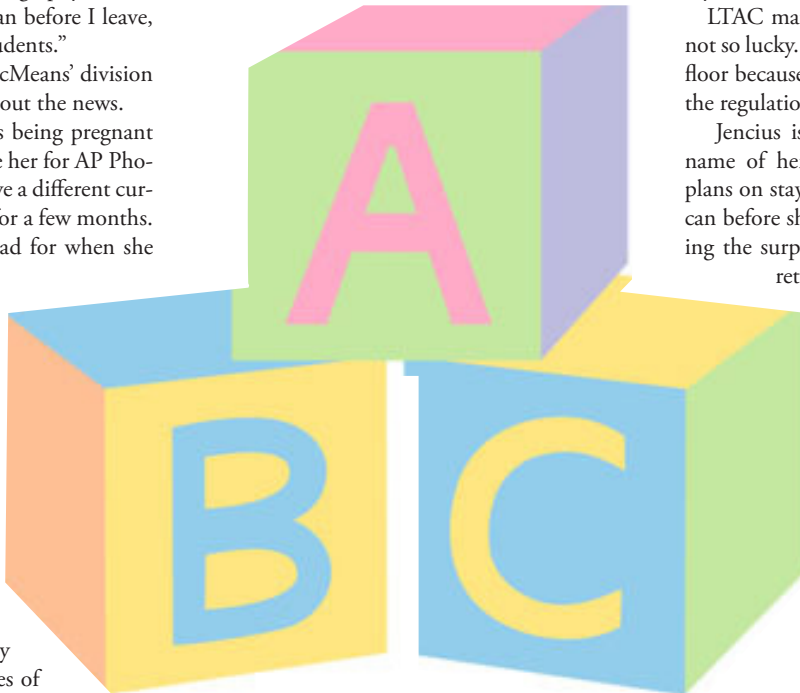
boy.

"I am a fortunate one to have air conditioning in my classroom, and I've never been more grateful for it in my life," Gallegos said. "I know standing and teaching puts strain on my body so I have to sit down and lecture sometimes because I easily lose my breath."

LTAC math teacher Mrs. Jencius, however, was not so lucky. Her classes had to be moved to a lower floor because her classroom's temperature was over the regulation.

Jencius is expecting Jan. 15. The gender and name of her unborn child is unknown. Jencius plans on staying at Lane to work for as long as she can before she has to go on leave. She enjoyed seeing the surprise on her students' faces when they returned from the summer break to see her pregnant.

"When [they] came in the building, when only the teachers were present, they had all seen me and were shocked because they didn't know at the end of last year," Jencius said. "Apparently, after they all saw me, they put it all over Facebook and Twitter. They're already dying to know the gender, and a few are making lists of names that they think I should name the baby."



Anna Treesara, Lane alumni, awarded Fulbright Scholarship

By Walker Post

Anna Treesara, Lane Alumni Class of '09, received the email in April that she had been awarded a chance to be a part of the Fulbright English Teaching Assistantship program to teach in Thailand.

Fulbright Scholarships provide funds for college students to study or teach abroad all over the world. Each year, the program sends around 1,100 students to any of the 155 participating countries.

Treesara has been in Thailand for two weeks and is currently going through orientation at Chulalongkorn University, in Bangkok, the capital of Thailand, where her dad went to college.

One of Treesara's goals is to get in touch with her Thai side. Her parents were Thai immigrants, which played an important part in her decision to teach in Thailand. She has lived in the U.S. her whole life and has only visited Thailand twice.

"I can speak the language and I can eat the food, but I feel like in some aspects I definitely am more American than I am Thai," Treesara said.

Being of Thai descent and speaking the language, Treesara has a perspective of what it is like to be Thai-American.

"Growing up biculturally was very difficult considering I mostly always wanted to do things the American way," Treesara said. "However, now I can better understand what a large struggle my parents had raising me and trying to decide whether to maintain or assimilate various things from Thai culture."

Through the English and American History classes, she will teach at Triam Udom Suksa School in the Phitsanulok Province, which is in the northern part of Thailand. Her students will be between 10th and 12th graders.

"I want to teach them conversational skills more than anything. It's good to focus on grammar," Treesara said. "I really want to work on pronunciation."

One of Treesara's toughest adjustments to living in Thailand is dealing with the heat. Most of the days reach at least 90 degrees and it is not even the hottest season yet. Another thing she is struggling with is how casual things are. Thais use the motto "sabai sabai" which roughly translates to "whatever goes, go with the flow." This is hard for

Treesara because she says she is very punctual and schedule-oriented.

One example of Treesara adapting to the "sabai sabai" lifestyle came from her trip to Kanchanaburi, which is two hours north of Bangkok. On her blog, she describes the trip and how she visited a historic landmark of WWII, the River Kwai Bridge along with a number of museums and the War Cemetery.

During her hike, Treesara came across seven waterfalls. At the fourth waterfall all of her friends jumped in the water. Treesara does not know how to swim, but her friends were very supportive by holding her arm as she swam across the water and climbed up a big rock. All the while little fish were nibbling at her feet.

"Once I finally arrived at the large rock, I looked up at the waterfall and was just astonished by not only the view, but also the fact that I had actually gotten into the water," Treesara said.

In this instance Treesara had to alter her attitude to "go with the flow." She is getting first hand experience in what constitutes Thai culture.

Treesara recently graduated from Bradley University and majored in English and Secondary Education. She has always wanted to be a teacher, and after hearing about Fulbright, she decided it would be great to study abroad after college.

The program is annually appropriated funds by the U.S. government. In 2012, Fulbright awarded approximately 8,000 grants at a cost of \$326.8 million to helping students travel.

Ideally, Treesara would like to come back to Chicago to teach high school students. Her hope right now is to one day teach at Lane, where she made many fond memories working on the school newspaper and performing with the Thai club at International Days.

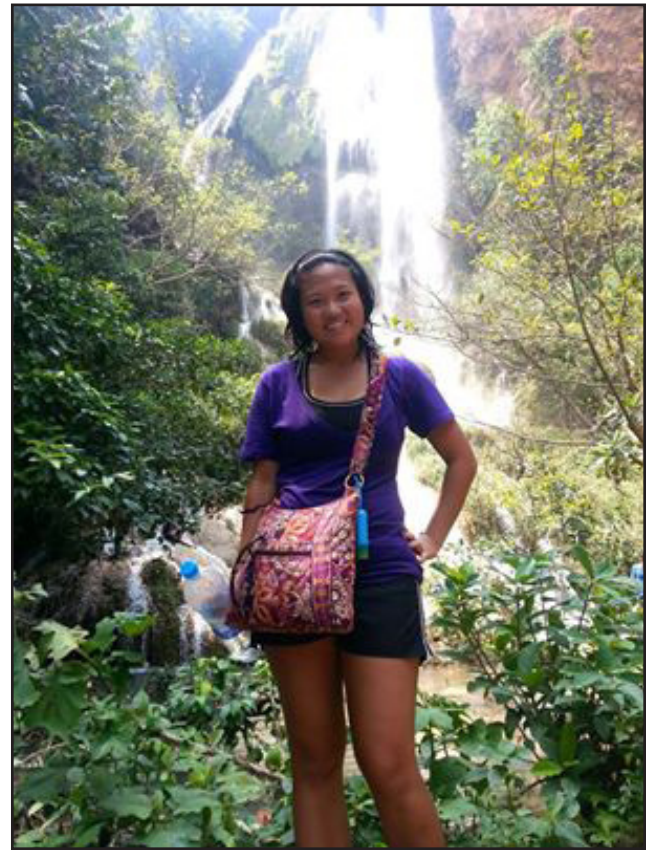
Treesara was editor-in-chief of *The Warrior* back in 2008-2009. She spent three years on the newspaper and loved it.

"That was the highlight of my life," Treesara said. "A lot of my memories were made being on the newspaper staff."

Treesara was also awarded Journalist of the Year in 2009 by the Scholastic Press Association of Chicago.

The biggest thing she took away from working on the newspaper was that deadlines always have to be met, and Treesara sees how this will impact her future career as a teacher.

Teaching students in Thailand will be a chance for Treesara to show



Anna Treesara hiking in Kanchanaburi, Thailand.

the students and herself the similarities and differences between Thai and American culture.

"Each day has been filled with new learning experiences, and I keep catching myself in shock realizing that I was given this once in a lifetime opportunity," Treesara said.

Abbas, former chemistry teacher, quits to pursue medicine

By Bianca I. Mena

Mrs. Abbas, a former Chemistry teacher, quit her job at Lane and in August enrolled as a freshman in the medical school of Marian College in Indianapolis.

"Everyone thinks I'm crazy," Abbas said. "I just quit and I had something really good going on for five years and I just got tenured like two years ago."

According to Abbas, to be considered to go to medical school, one must be dedicated and patient. In most cases, one must be determined to pursue medicine, at most, two years before entering the school to complete all of the required forms and tests.

"I started [class] in August and my application was submitted June 2012," Abbas said. "They start interviewing a year before being admitted. I was offered a spot in November of 2012."

Despite her acceptance in November to attend medical school this past Au-



Abbas smiles for her school photo.

gust, Abbas did not decide to take the opportunity until late last May when she finally told her colleagues and students.

"The chances of getting into medical school are very slim," Abbas said. "Unless you have something concrete, there

is no point of mentioning it. I didn't even make a decision until late May."

With the program that Abbas is a part of through the medical field, she has just about every year's schedule.

"The first year I just want to concentrate on passing everything," Abbas said. "The first two years, we are assigned a mentor where we go and visit a clinic once a month where we shadow our mentor. The third and fourth year we are in the hospital rotation. If I successfully complete [the four year program], then the school gives me a degree, but then I start the residency. [Residency] is a job where you work about 80 hours a week with very low pay."

Abbas' medical school plan has now become a seven year program. Along with quitting her job and starting a new life in Indianapolis, she has also left her husband behind in Chicago to pursue a dream in the medical field.

"Both people can't quit," Abbas said. "You are taking your whole life and you're pulling it apart and for seven

years you are going to try to put it back together."

Despite Abbas' husband's absence, Abbas is still able to feel his support.

"We are at a comfort level, that even if we have to live apart, we know we will still be okay because we know that we have developed a strong relationship," Abbas said.

When she described the people that she takes classes with, she found that she was not alone in pursuit of a medical education after leaving a steady job.

"There is one nurse and one dietitian who quit their jobs," Abbas said. "There are many other people with MBA's and with really good settled jobs, and they just quit to pursue a career in medicine."

One of Abbas' greatest inspirations to become a medical student came from volunteering at a local hospital in Chicago.

"Three years ago, I started volunteering at Skokie hospital once a week," Abbas said. "I really liked it. I was volunteering in the ER. It was very fast paced and you needed to know a lot."

Now, as a college student, Abbas has been adjusting to be dedicated to her school work.

"There is so much studying," Abbas

said. "My day starts exactly at eight [for class]. And then my day goes nonstop until five in the evening depending what day it is and that is just classes. Basically I have to study until my eyes shut. As soon as my eyes can't take it anymore I fall asleep."

After her education this term, she has made plans to come back to Chicago for the summer.

"I'm going to come back home," Abbas said. "[Of course], if I pass everything. If not, I'll be here making sure I get through stuff."

YOGA CLUB RETURNS TO LANE

By Matt Wettig

This school year, Lane will see the return of Yoga Club.

The club is headed by Zoe Prell, Div. 550, Annabel Spranger, Div. 550, and Ewelina Mikocewicz, Div. 581. The club's sponsor is Mr. Kopack.

Kopack has been practicing yoga for more than 15 years, after a bad bicycle crash in college. He sustained extensive damage to his back, which in turn caused his muscles to atrophy.

"One night I went to the movies and the girl making popcorn noticed my injury, the brace I was wearing and everything. She said, 'Well I know someone who can help you' and gave me a number. I didn't even know what it was for. The next day I called, it turned out to be a therapeutic yoga class for people with injuries," Kopack said.

Soon Kopack started to notice physical improvements that he was not previously achieving through conventional modes of healing.

"I've been sold ever since," Kopack said.

In total, it took eight months for his back to heal.

After his recovery, Kopack continued practicing yoga to improve his physical prowess. He also praises yoga for not only its physical benefits, but also mental.

"It helps for [mental] clarity, one's ability to take

difficult situations and make them manageable. Also, just simple things like, if you're feeling lethargic you can do a certain sequence to regain your energy."

Currently Kopack practices yoga twice a day, an hour in the morning and one to two hours after school.

Prell, Spranger, and Mikocewicz started the club with the intent of showing students how beneficial yoga can be in their lives.

"Plus, it's nice to have a place to do yoga where you're not the only teenager," Spranger said.

Of the three, Spranger has the most experience with yoga. She was introduced to it by her mother at a young age, but did not begin to attempt it on her own until sixth grade. She cites increased ability to focus and physical challenge as her biggest perks from yoga.

The club will be practicing Iyengar Yoga, which is a specific type that places emphasis on breathing techniques and posture. As the club's sponsor, Kopack will be instructing and helping student's with their poses.

Although they have already had their first meeting, new students are still encouraged to join.

"Most of the members are beginners," Prell said. "Only a few have prior experience, but very little."

Spranger sees this as a positive, "We'll start easy and work our way up."

Future meeting locations are to be determined. For more information or questions you can visit the Lane Tech Yoga Club Facebook page.



Mr. Kopack instructs Yoga Club members by door P.

Fangtastic Fright Fest

Statesville haunts, frightens, entertains

By Marissa Higgs



Statesville Haunted Prison has been terrifying people in the Chicagoland area for decades. Its narrow prison filled with creepy inmates plus its extended City of the Dead portion of the farmland create a 45 minute long frightfest.

Say for instance there are two types of people in this world: those who jump at the thought of monsters, clowns, and ghosts coming for them, and those who barely seem to flinch. If this is the case, Statesville will get two completely different reactions.

I for the most part considered myself a member of the latter group. My initial mindset was "If nothing's ever scared me before, what's going to scare me now?" My opinion of myself is only slightly altered now.

On a Sunday night, the wait to enter the haunted prison was pushing an hour, but like waiting to get on the Raging Bull at Six Flags Great America, time flew by. The pure excitement for the unknown is more than enough to get your mind off the topic. However, the loud music and collection of dressed up monsters slipping in and out of the lines looking for people to frighten bring enough entertainment for those unimpressed by the waiting.

If you are not a huge fan of unknown people getting a bit too far into your personal space, then this is not the place for you.

The creatures walking around, both inside and out, are not afraid of getting in your face and remaining there until you beg them to leave you alone.

The warning page on the Statesville website reminds people willing to enter the property that you are paying people to scare you. It is the job of these people to do whatever they can to freak you out and they will try whatever they can to do just that.

With employees located all around the farm, nothing from parking to paying to getting in the right lines is confusing. The staff does a great job of helping nervous customers in a harsh and to-the-point way. If you are a fan of crude humor and obnoxious yelling, you will really enjoy your experience. Normally, I would hate to be treated in such a way, but when you don't take any of it to heart, you feel better.

After finally getting into the haunted prison, time escapes you. At points I could not have been happier for this fact. There are definitely a few parts that can make everyone jump.

At other points, I was slightly disappointed. Simply the fact that so many people around me were freaking out made the experience inside the prison enjoyable, even at the times I was not necessarily being frightened myself.

Eventually it came to an end. For those interested, games of paintball were being played after you made it through. If not, you got to make your way back around to the entrance and take your free group picture.

Statesville is an interesting experience. It is by far one of the creepiest haunted houses I have ever been too; however, for those not so easily scared, it could potentially be a disappointment.

Personally, I feel the prices could go down to \$20, but still just paying the general \$30 entrance fee was worth it. If you're looking to upgrade to the \$45 VIP tickets, I encourage you to rethink your decision. The experience of waiting in lines is just as memorable as the actual event.

If you are looking for a fun, terrifying halloween outing, check out Statesville Haunted Prison and City of the Dead.

Spook-tacular local attractions

This Halloween season has those interested in getting spooked by all things scary running towards some of Chicago's best haunted houses. These are some terrifying places to check out as October comes to an end.

Event	Address	Cost	Open Dates	Open Hours
"The catacombs of St. Pascals" Haunted House	6143 W. Irving Park Rd., Chicago IL.	\$8 buy online and save a dollar	Oct. 24, 25, 26, 27	Friday-Saturday 7pm-11pm Sunday-Thursday 7pm-10pm
Asylum Xperiment haunted attractions	1033 N. Vill Ave, Villa Park, IL.	\$25 3 haunted tours for the price of 1	Oct. 24, 25, 26, 27, 30, 31	Friday-Saturday 7pm-12am Sunday, Wednesday, Thursday 7pm- 10:30pm
Screams in the park Haunted House	5501 Park Place, Rosemont, IL.	\$20	Oct. 24, 25, 26, 27, 30, 31	Mon-Sat 7pm-11pm Sunday 5pm-9pm
11th Hour Haunted House	1940 George St, Melrose Park, IL.	\$23	Oct. 24, 25, 26, 27, 30, 31	Open: 7pm-11pm
Fear City 2013 Haunted House	8248 N. Austin, Morton Grove, IL.	\$25	Oct. 23-27, 30-31	Open: 7pm-11pm

Humans vs. Zombies battle at Clark Park

By Evangeline Lacroix

"Go ahead as bait!"
"RUN RUN RUN!"
"THEY'RE COMING!"

Kids pushed through the undergrowth for safety. They jumped fences, ran along the river past the stoners, and fanned out between the trees. Everyone who was not affected longed for the safety of the trees. It was safer than the open field, they could be hidden. A better chance to aim and fire.

They stayed in packs, all wielding the weapons of their choice. Some held different Nerf Gun models cocked and loaded, others with a hand full of marshmallows. Everyone was ready for battle.

It was like a scene out of *The Walking Dead*, or a good zombie movie. On Friday Sept. 27th, students of all grades came together to participate in the first Humans vs. Zombies game of the school year.

Hosted by Club USA, Humans vs. Zombies, or HvZ for short, started as a way for students to have fun. One of the original members of Club USA (Who now is in college) started the game as a way for members to interact with each other.

This year, Stage Krew helped to sponsor the first event.

"They were interested in having one. They didn't know any of the rules and they did not know how to organize so I came in and became moderator for the event," said Joel Pagan, Div. 473, and current president of Club USA.

Pagan is a self taught player.

"I have never had an official Humans vs. Zombie's rule book given to me. All the rules have been an oral tradition. The rounds were ones I have seen in the past except for the last round I made up," Pagan said.

But, the game did not come out of the mind of Club USA. It originated at Goucher College in 2005. The official HvZ website reports that HvZ is played at over 650 colleges and universities across the world as well as high schools, military

bases, summer camps, and public libraries.

This game had more participants than the games of last year. The amount of people made for interesting game play for veterans.

"More people made it more intense, there was a lot more commotion," said Nushrat Jahan, Div. 465. "It is a game of survival, when you have more people, your chances of surviving are better."

This game was composed of five missions, each lasting about 45 minutes. After all the missions have been completed the game is over. Friday's game lasted about three hours. Each participant was in a group of five or six members that they stayed with throughout the game.

The first mission was a simple survival game with no weapons. Teams run into the woods, and wait for the first zombie to activate.

"No one knows who it is because [the zombie] does not have to identify his or her self until a certain time while you are out hiding, hoping one of your teammates is not the zombie. Then he will start tagging and infecting people," Pagan said.

Once a player is a zombie, they stay that way. The ultimate goal of the game is for the human race to survive all the missions.

During the second mission, power ups are introduced. These are small advantages given to the winning side after a round.

The third mission is a search and destroy mission. Two things are hidden and it is the job of both humans and zombies to find the items before the other.

"It is funny because you have zombies and humans side by side looking for something and they will be like 'well are you a...' and then they will start to tag each other," Pagan said.

Because the humans won the first three missions, it became imperative to Pagan to give the zombies a fighting chance.

"I cut out the team captain mission," Pagan said.

"It would not have worked, the zombies were unorganized. So I skipped it and went into the escort mission. The escort mission is my favorite



Players prepare their weapons in the Humans vs. Zombies game at Clark Park.

mission because if there are any humans, there will not be [any humans by the end]. The first time I played HvZ, there was no final mission. No one made it past. The zombies won. I was a zombie, we made sure no one was left. We infected literally everyone."

In this mission, all humans have to protect a group of (in this case) journalists. These people try to ask everyone questions, humans and zombies. The reporters snoop every detail, making it difficult for the humans survive zombie attacks and keep the journalists alive at the same time.

The final mission is simple. Just stay alive for as long as you can. If a team comes back to base camp alive they win.

"There were so many zombies," Samantha Burkhardt, Div. 651 said. "Everyone was shooting everything, and then you would turn into a zombie

and you had to jump to get the next [human]."

In the end a whole team won the event. The team attribute the win to luck and their evasive nature.

"We are all very good at finding ways out of sticky situations," Jahan said. "When we had zombies coming at us, we crawled near trees and such trying to get away. We were really good at getting away without causing a ruckus."

For future players, there are several things to keep in mind before playing.

"Have a pre team going in or else you will be put into a team, and you don't know the skill level of those people," Burkhardt said.

Another important thing to remember is to come prepared for war. If a player is going to be in the thick of things, it is important that weapons that will allow them to survive.

Baking ghostly pumpkin bars

Nicole Johnson's family recipe

When people think of "fall food" they think of apples, cinnamon, pumpkins, all of those warm and cozy flavors. My great aunt's recipe for pumpkin bars captures this idea perfectly, and is a great treat to make during the fall season.

Pumpkin bars:

1 2/3 cups granulated sugar
2 cups all-purpose flour
1 cup cooking oil
4 eggs
1 16oz. can pumpkin
2 teaspoons baking powder
2 teaspoons ground cinnamon
1 teaspoon salt
1 teaspoon baking soda

Combine flour, baking powder, cinnamon, baking soda and salt. Then set aside.

In a mixing bowl beat together eggs, pumpkin, sugar, and oil. Add flour mixture and beat well. Spread in ungreased 15" x 10" x 1" baking pan. Bake at 350 degrees in an oven for 25-30 minutes or until toothpick inserted into the center comes out clean. Cool bars on a wire rack. Frost with cream cheese frosting, sprinkle the bars with chopped pecans (optional) and cut into squares. (This recipe makes 24 squares)



Cream cheese frosting:
8oz. package softened cream cheese
2 cups confectioners' sugar
1/2 cup softened butter or margarine
1 teaspoon vanilla extract

In a mixing bowl, beat together butter (or margarine), softened cream cheese, and vanilla extract. Beat until fluffy, then gradually add powdered sugar and beat until smooth.

Enjoy this un-boo-lievable delicious treat!



Mural painter's daughter visits Lane

Ana Gaspar visits Lane to tour paintings made by her father during the Great Depression

By Cecilia Hernandez & Alexandra Madsen

Anna Gaspar walks through the Lane Tech hall and admires the famous murals on Friday, Oct. 4. Although the school has changed some, the murals have remained a permanent fixture on Lane's walls for over 50 years.

A few of the murals were done by her father Miklos Gaspar, a famous Hungarian painter in the 1930s. Mr. Gaspar came from Hungary with little English and knowledge of the country. During the Great Depression, he was hired to paint murals celebrating the Chicago's Sec-

ond World's Fair called the Century of Progress; the murals showcased new products and technologies of the day.

Years later, Mr. Gaspar passes away from kidney problems. His daughter Anna Gaspar, who was 11 at the time, has little recollection of her father, other than the short time she spent with him at dinner. Anna Gaspar grew up in a very "European household" as she says.

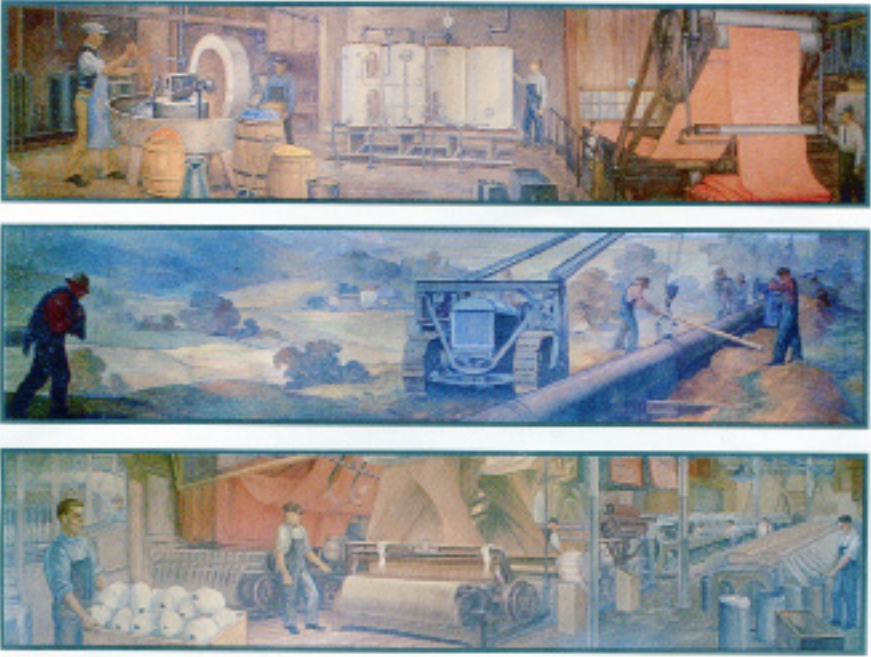
"When you're 11 you don't know anything; you go to school and do the things your told," Ms. Gaspar said. "I didn't get to see my father because he was at his studio in the backyard always painting. He was basically a stranger to me."

Gaspar came to Chicago for a high school reunion, and decided to visit Lane and the murals. She came to also meet Kathleen Gross, Div. 751, a Lane student with whom she had been corresponding over email for weeks. Gross was working on a History Fair project based on the murals at the time and found a link to Gaspar's email. She emailed her for an interview as a primary source and the two kept emailing back and forth. Gross gained a lot from learning about who Ms. Gaspar was and how she grew up.

Ms. Gaspar's childhood was different from most. Because of her father's strict work schedule, Ms. Gaspar had little to say about the time she spent with him. She was closer to her mother and family friend Don Rubovits. Rubovits could see the difference in the way she lived her life with her family compared to that of his own. Rubovits accompanied Gaspar to Lane to visit the murals.

"Even from a young age, I could see the difference in the ways I was raised from the way she was. Anna's family was very strict," Rubovits said. "A lot was required of her and she didn't have much freedom."

Gaspar was expected to do her homework, go to school, and practice her music and art. Due to her father's profession, she grew up with art surrounding her life. She herself took art classes at the Art Institute of Chicago for many years. She later attended Northwestern University where she obtained her Bachelor's degree in education.



Several of Miklos Gaspar's murals line Lane's hallways.

"When you grow up, before you're married and have kids, you need to travel and go everywhere. Because after, you really can't do it very much."
- Anna Gaspar

Bomb shelter lingers in Lane basement

Remnants of World War II emergency water supply serve as reminder of threats past and present

By Matt Wettig

It is the 1960s, tensions are brewing between the United States and the Soviet Union. They are in the midst of the Cold War.

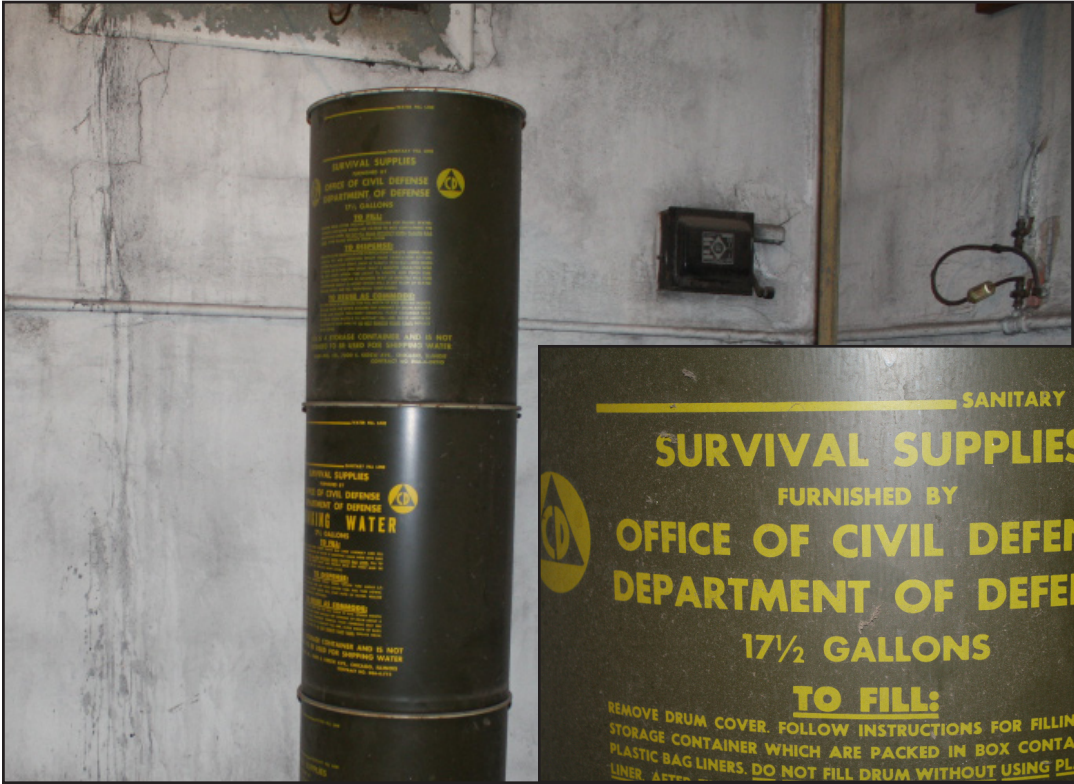
With the threat of a nuclear war looming, many concerned citizens are constructing fallout shelters. A *Chicago Reader* article, dated April 14, 1994, counted the number of these shelters in Chicago at 10,000, though it is not known how many have fallen into disrepair. Little do most students know, there is a nuclear fallout shelter beneath Lane.

The *Lane Daily*, Lane's newspaper predating The Warrior reflects a lot of the anti-Soviet sentiment of the time period.

"At present, the Union of Soviet Socialist Republics and China are the biggest villains on the world stage," reads a *Lane Daily* article titled "Why World War 3?" from May 8, 1963.

Lane's basement is designated as a fallout shelter, but other than that, from what I have found, not much is known. The basement became a shelter in the early 1960s. 1974 alum and current teacher Mr. Keating remembers seeing "dozens upon dozens of military rations" in the basement while accompanying teachers on errands there.

Fallout shelters were also a topic of discussion of the *Lane Daily*. There is a mixed opinion on their usage, an excerpt from a November 19, 1962 issue reads, "We are a powerful, respected country, known as the preserver of freedom in the world. We have powerful defenses, prestige, and confidence in our way of life. But where is our confidence if we have bomb shelters to run to? It seems



Water containers put in Lane's basement by the Department of Defense during the Cold War still remain.

as this is a gesture of defeat, that we are admitting we cannot stop the enemy, and cannot stand up to him. We should rather die like men, not afraid to face death, knowing there is a better world, than to die like shivering dogs in a hole. Better still, why

not why not exert our efforts to preserving peace so no one dies?"

The *Lane Daily* also conducted an interview with a teenager from Cuba, who was in the United States on a student visa. The boy, Harry Garcia,

spoke of the general public initially being in favor of Fidel Castro, but "a year into his dictatorship, the educated people of Cuba realized that Castro's Communist ties were too close for comfort."

Today, the majority of the nuclear fallout shelter signs, that used to dot the halls of the basement, are now gone. Only a few remain. These, along with three US Department of Civil Defense water containers are the only remnants.

The containers are the same military rations that Keating references. He believes the rest were moved out a number of years ago when the school underwent asbestos abatement.

Keating says that students performed nuclear disaster drills, much like the disaster drills that go on today. They evacuated into the halls, but from what Keating describes, never the basement.

The fact that the basement was a shelter was a widely known fact to students, Keating believed, to act as a source of comfort.

"I was never really worried," Keating said. "I always thought 'well we're the US, we've got more nukes than anyone, but the underlying thought [of a nuclear attack] was always there."

Creativity means different things for different people

By Marissa Higgs

Eddy Aguilar, Div. 450, is not a musical prodigy. He is not the next Picasso. His voice does not make children cry tears of joy. He is a senior taking high-level math and science classes, and a fourth year International Days dancer.

Aguilar believes that creativity is defined individually.

It is not too uncommon for the word to be generalized today as referring to a specific group of artistic individuals. However, others would argue that different types of creativity exist.

"Basically it's how someone defines it in their own terms, how one sees something as more than it is and finds an idea and expands on it," Aguilar said. "I feel everyone lacks in creativity sometimes. They are limited to what they find as creative. I feel creative, I just haven't found the right thing to use my creativity on."

If creativity is specific to each person, then what actually classifies one as creative?

Howard Gardner published a book in 1983 which included seven types of intelligences. He regarded creative people as anyone who "regularly solves problems, fashions products, or defines new questions in a domain in a way that is initially considered novel but that ultimately comes to be accepted in a particular cultural

setting."

A point Gardner made was that while some people may not be talented in one specific area, they very well could have been talented in another. To him, everyone falls under all of his seven categories, but only to certain extents.

Like Aguilar, Klea Kurti, Div. 556, thinks that everyone can be creative. From personal experience she has begun to understand that the differences in people allow them to be creative.

"Well I can't draw, I can't sing, I can't play an instrument... I can make up stories I guess...but it's not in your genes. Everyone could be creative in their own way... they have the potential," Kurti said.

Both Kurti and Aguilar would agree that everyone can be creative, but only if they embrace it and use it in their own ways.

"Everyone's creative. It just depends on whether they're held back or not," Aguilar said.

Mr. Wilson is currently a science and math teacher at Lane. He has his own definition of the word creativity.

"I guess being able to produce something new...to produce or arrive at something new, it can be a new idea, a new picture, a new song, a new move on the field, etc.," Wilson said.

Wilson, who has quotes by Einstein hanging around his classroom, claims that science and math students are some of the most creative people around. According to him, in order to be good in science you "really need to have a good intuition."

He believes that creativity is in fact necessary for everyone in life.

"In life you will always have some new challenge. At some point, what has worked will fail and there will be some new way [to do things] and those who were creative will pass you

up," Wilson said.

This means there are some who are unconventionally creative, but who are these people?

Kurti considers herself athletic and feels one way she shows her creativity in her sports is through strategy. In softball for example, if a person bats left or bats right, you can anticipate where the ball will be hit.

Aguilar claims teachers do not get enough credit for their creativeness.

"When someone says 'teacher' you don't automatically label her as creative if she's not an art teacher or music teacher, yet they find ways to teach things [so that] kids want to learn. Creativity is the way you try to open people's minds," he said.

Albert Einstein believed in the creative mind of every human. To him, the only way to discover new things and change the future is to think openly and use your imagination.

"The mere formulation of a problem is far more essential than its solution, which may be merely a matter of mathematical or experimental skills," Einstein said. "To raise new questions, new possibilities, to regard old problems from a new angle requires creative imagination and marks real advances in science."



Foreign exchange students adjust to new culture

By Jacquelyn Guillen

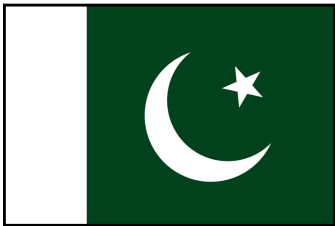
Speaking English is not always easy for Muhammad Ali Baqir, Div. 652. One time in English class, he tried to say a word and kept stammering in front of his classmates. He took a breath and spoke slowly. Later on, he found it funny and made fun of the situation with his friends.

Baqir is a foreign exchange student this year at Lane. He is from Pakistan and his native language is Urdu. He is not the only exchange student this year though. Lane has other students from Germany, Spain, and Switzerland. The foreign exchange students have noticed a lot of differences between their culture and the culture here. For some of them, adjusting to a change in culture has been difficult, and for others it has been quite easy.

Adjusting to the language was difficult for Baqir. In Pakistan, he started learning English at a pre-school level. One way he works on his English in Pakistan is that he watches TV and movies in English to help him understand the language better.

On the other hand, adjusting to a new lifestyle has been easier for Baqir.

ing something instead of just sitting there. Here, if his host mom sees him sitting in his room, she encourages him to get up once, but then she leaves him alone.



Teresa Glaab, Div. 473, is from Germany and has adjusted to a lot of the social aspects in America and at school.

"We don't have events like Homecoming, or Spirit Week. I like that about Lane," Glaab said. "The most my school has is a soccer team, and nobody cares about them."

Alessio Buechi, Div. 589, is from Switzerland, and one of the reasons he was able to adjust quickly here is because of his involvement in the school. Before school started, Buechi tried out for the soccer team and made the Junior Varsity team. He made friends right away.

"I love being on the team. I love it because of everybody there. My teammates are so nice and I like the feeling of playing for Lane," Buechi said.

Buechi is not only proud to represent Lane, but he feels it is also his "responsibility" to represent the school. He also supports his new friends and teammates.

"One of our guys got kicked in the knee in a game and the ref didn't say anything. We wanted to stand together and win the game for our injured teammate. I felt like I had to do something to make it right for him," Buechi said.

Coming to America has not been completely smooth for everyone though. Celia Montez, Div. 674, had a more difficult time.

"My first day was terrifying at Lane. It's a really big school, my school is smaller in Spain," Montez said.

Montez signed up for some clubs recently to try to get more involved. She is looking forward to German Club because she has been learning German for more than a year, and she hopes to visit Germany one day. She also signed up for U.S.A club because she wants to learn more about America's culture. Montez is trying to adjust, but she still feels homesick sometimes.

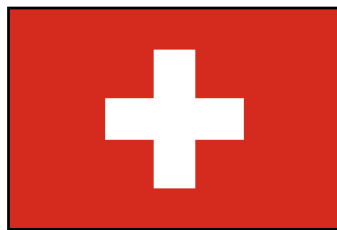
"I miss Spain. Missing your country is part of this kind of program because everything is different and you know nothing about all the new stuff," Montez said. "I like this school, but I prefer Spain. Now I realize all the great things I have and do there, like my family and surfing."

Baqir, Glaab, Buechi, and Montez are staying for the whole school year. Each of the students have something different to look forward to during their time here. Glaab is looking forward to graduation. Technically, she finished school in Germany last year, but decided to come to America for an extra year of school.

While some of the students are looking forward to seeing Chicago, Montez says one of her favorite parts about being in Chicago is visiting downtown. She especially likes Millennium Park. Baqir says he wants to see The Bean at Millennium Park up close in person.

Right now, Buechi just wants to have fun while he is in America and he wants to practice his English.

"I don't even want to think about going back," said Buechi. "I'm going to miss everything, my friends, and this school."



"I have more independence here, like I have my own time to myself. I can do whatever I want," he said. In Pakistan, Baqir's mom constantly teases him if he is just sitting around in his room. She tells him he should be do-



Teachers reminisce about military days; students await their turn

By Tristan Bugos

Integrity. Courage. Virtue. These are all traits a soldier possesses in order to be a role model and serve their country. Many teachers at Lane are veterans from various branches of service while some students at Lane are very passionate about serving too. From serving, teachers were able to gain college money to get their teaching degrees.

Now teaching advanced mathematics at Lane, Mr. Elias served in the Air Force from September 1997 to September 2001.

Elias decided to join the Air Force because he wanted to go to college but didn't have the money to pay for it. By joining the Air Force, Elias was eligible for the Illinois Veterans Grant and the G.I. Bill because he lived in the state of Illinois. Obtaining these grants and bills helped him financially with college. The G.I. bill paid for two years of his tuition and after four years, the Illinois Veterans grant gave him 120 hours of study.

On the road to obtaining a master's degree in Industrial Engineering, Elias had a change of heart and decided to veer towards teaching. Looking back at the decision, Elias felt that the experience was a self-teaching journey that taught him a lot about himself and the world around him.

"Options are something everybody should have. I'd rather have something and not need it, than not have something and need it," Elias said. "Something the military really taught me was integrity, like doing the right thing even when no one's looking. I really try to in-

corporate those two factors in my classroom atmosphere."

A longtime history teacher at Lane, Mr. DeRoss, served for the Air Force from 1975 to 1986. Deross also took advantage of the G.I. Bill during his time of service to pay for his college fund also.

"I wanted to get out of the house and didn't have much money for college so I went to the recruiters and simply joined the Air Force to start my life."

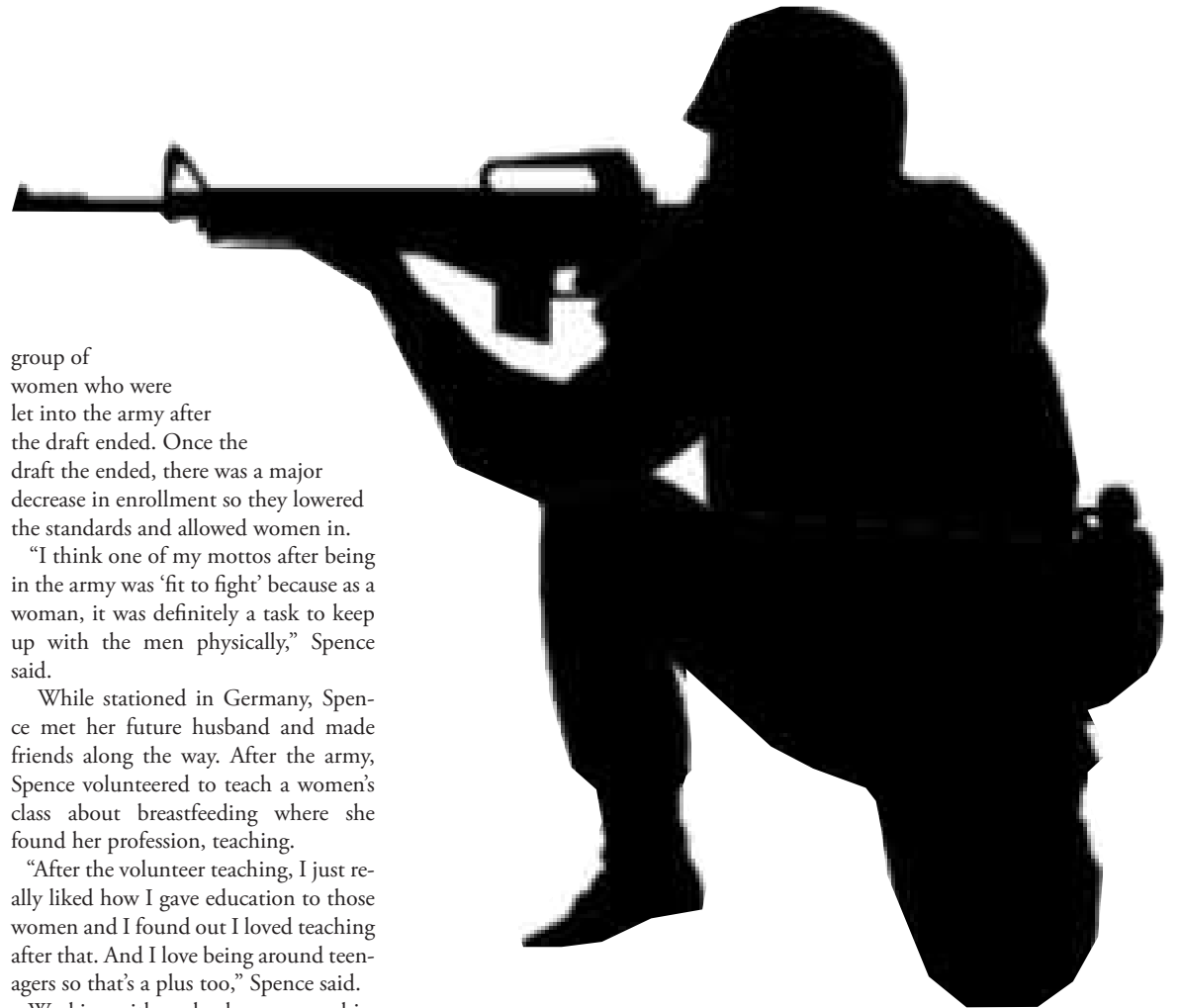
Over a year's time span, DeRoss traveled to Korea and all around the United States including Alaska. When DeRoss entered the Air Force, it was around the time when the Vietnam War was ending.

"God bless the men that went into combat. They saw things no people should see or do. Most of the Air Force's job back then was to make sure we were tough enough so it was completely unprofitable for the other side to pick a fight," DeRoss said.

Also in the history department, teaching world studies, Mrs. Spence was part of the U.S. Army in Singapore from 1977 to 1981. Graduating from high school, Spence had no desire to attend college or have any ordinary job so she joined the army. Born and raised in California, Spence wanted nothing more than to part ways with her home state to see the world and get paid while doing so.

"To be honest, I think every man and woman should be required to serve at least two years for the military. For the first time in my life, I knew what responsibility and obligation, commitment and dedication meant," Spence said.

In fact, Spence was part of the first



group of women who were let into the army after the draft ended. Once the draft the ended, there was a major decrease in enrollment so they lowered the standards and allowed women in.

"I think one of my mottos after being in the army was 'fit to fight' because as a woman, it was definitely a task to keep up with the men physically," Spence said.

While stationed in Germany, Spence met her future husband and made friends along the way. After the army, Spence volunteered to teach a women's class about breastfeeding where she found her profession, teaching.

"After the volunteer teaching, I just really liked how I gave education to those women and I found out I loved teaching after that. And I love being around teenagers so that's a plus too," Spence said.

Working with underclassmen as a history teacher, Mr. Escudier served the U.S. Army Reserve for six years. Escudier needed money to pay for his college fund so he also took advantage of the bills and grants that helped him financially. Escudier was so eager to serve that he left for Basic Training the day after his high school graduation at the age of 17.

"Basic Training was very difficult physically and mentally. But I met a lot of very good people, a lot of guys like myself who were just looking at their future and decided to give the military a try," Escudier said.

After gaining his degree and retiring from the army, Escudier went on to teaching because he wanted to "serve his community and have a noble profession."

Many students at Lane have learned

about service branches and their college money opportunities. Some are hoping to gain these opportunities in the future but there's one student in particular that is already on track to being admitted into the army.

Enrolled in JROTC since freshman year, Harrison Jozefowicz, Div. 581, is planning on joining the army in August 2014. As a junior, Jozefowicz will graduate a year early thanks to the credit he received while attending Taft Academic Center, where he took Survey Literature as an 8th grader.

Jozefowicz hopes to serve in a special forces group known as the Army Rangers and then go on to work in a counterterrorism task force known as Delta Force.

"Everyone in my life fully supports

my choice. Although, I am a bit nervous because I want to be the best soldier in whatever I do," Jozefowicz said. "The quicker I get done with setting up for the best of my life, the quicker I get to enjoy my life."

After about 8-10 years in the army, Jozefowicz plans on pursuing a teaching degree to be a science or history teacher. He thinks going through the military experience will really prepare him for his teaching career.

One of Jozefowicz's life motto's from what he's learned over his life is: "Once you find something you love or are extremely passionate about, strive to be the best at it. That something will make your life exciting, eventful, and worth living."

LTAC graduates transition into high school

By Jacquelyn Guillen & Cecilia Hernandez

Some of them are taking physics. Some are in AP Human Geography. One of them is taking AP Biology. This will be their third year at Lane, but they are not upperclassmen. In fact, they are far from it. These students are just freshmen.

The first LTAC (Lane Tech Academic Center) class to graduate is now a part of Lane's freshmen class. The former LTAC students entered Lane two years ago as seventh graders. In 2011, Lane opened their doors to seventh graders who showed the potential to be more academically advanced than other students their age. Now, as freshmen they feel more comfortable at Lane and are still adjusting to high school.

Alexander Chanen, Div. 752, noticed that some of the freshmen from the LTAC do not really want to associate themselves with other freshmen since they have been at Lane for two years already. He, however, believes it is important to get to know other freshmen. His favorite classes this year are actually the ones that do not have a lot of students from the LTAC.

"We've been around the same 120 kids," Chanen said. "It's important to try to meet new people. Why not make new friends?"

Chanen and other former LTAC students were able to fulfill some high school requirements, but some of the classes they have are with other freshmen, such as physical education or geometry. Their other classes are either mixed with upperclassmen or made up of freshmen from the LTAC program. Their divisions are also made up of former LTAC students mixed with some freshmen who attended Taft's Academic Center.

Even though Chanen likes high school, there are some things about

the LTAC that he will miss. One thing Chanen will miss is the familiarity all the students had with each other.

"In English, everyone knew each other and felt comfortable speaking," Chanen said. "Now it's like you don't want to talk and have all the sophomores look at you."

Kamila Postolowicz, Div. 752, said she is glad that some of her classes do not have upperclassmen. Her physics class is made up of only freshmen who attended the LTAC with her.

"If we had to take physics with juniors," Postolowicz said, "I would have been so lost."

Hugh Yeh, Div. 751, feels fortunate to have gone to the LTAC, but admits the transition into high school was not the easiest thing to do for him.

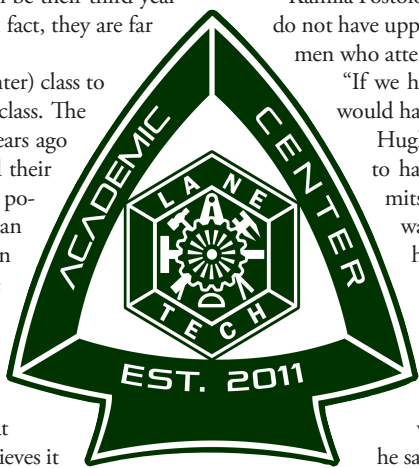
"I know the LTAC staff has tried to help transition us to high school as best as they could, but I think they did too good of a job giving us a welcoming home in the LTAC," he said.

Yeh said he was never bullied in the LTAC, but for the first time as a freshman, he was picked on.

"Upperclassmen would usually leave us alone and help us because most of us were very small. But since I started high school, I got bullied for the first time where upperclassmen would stop me from getting to class," he said.

On the other hand, Felix Rosario, Div. 750, has not had any trouble with the upperclassmen. When he has a class with mostly sophomores and juniors, Rosario doesn't let the "age difference" bother him.

"I don't feel intimidated by a junior just because he's a junior. They're just people," he said.



"I know the LTAC staff has tried to help transition us to high school as best as they could, but I think they did too good of a job giving us a welcoming home in the LTAC."

-Hugh Yeh

The LTAC program is not for everyone, it is a program where only students with the strive to succeed will be successful.

"That's why I feel fortunate that I was at the right time to be in the LTAC program," Yovani Macias, Div. 752 said. "LTAC prepares me for college and life, and it's up to us to figure out what to do with the knowledge."

Lane only Illinois high school to have sound engineering studio

By Iwaylo Pasev

Music finds its way to the ears of many Lane students everyday. Whether it be blasting through car speakers for those who drive, or playing from headphones, or even just the Lane song and National Anthem signaling the start of the school day.

Everybody has their own preference, their own style, and their own favorite artist. People often remember and credit the artist that performs the song, but what about the producer, who also plays a key role in making a song? That person behind the soundboard that makes sure the beat drops at the right moment and the rhythm is just right. That person who puts together the pieces of the musical puzzle.

Now there is a whole class at Lane dedicated to the production of music called Sound Engineering. Lane is the only high school in Illinois to have a professional sound recording studio. Mr. Hudson, the teacher of the Sound Engineering classes already has some ideas about the future of the new class. He plans on recording the Lane Orchestra, Band, Choir, and Jazz Band, along with professional musicians from the community. Hudson does not want to reveal many names as there has not been an official confirmation from the artists yet.

Before students can start recording, they will be introduced to the fundamental beats used in Rock, Hip-Hop and other genres of music. Students will have the opportunity to create whatever kind of music they want. They will have the ability to record themselves as well as their classmates to complete class projects.

"The students are welcome to bring whatever they have to the table," Hudson said. "We are going to record the genres of music that are represented by the ensembles here as well as whatever mixes the students make creatively."

Although Sound Engineering is primarily a technology class, students are tested on basic scales of the piano keyboard. Classes like Guitar require certain routines in terms of rhythms, reading notes, learning new chords, and ultimately learning new songs. Sound Engineering requires learning new software techniques, learning how to work with the hardware, reading engineering text, and finally making musical products. It is a different set of routines and requires a different set of skills. Skills that will be built through software programs like Protools and Reason 7.

"The class is very diverse since we have people who have never played instruments to those who are good at playing the piano, and so far Mr. Hudson has explained things thoroughly," said Robert Alvarez, Div. 481.

Alvarez has had no experience recording music prior to taking the class. The use of software to recreate the sounds of many musical instruments is one of his favorite parts of the class. His interest in music and enjoyment he has gotten from the class so far have inspired him to look into Sound



The guitar class practicing under the empty Sound Engineering lab.

Engineering as a career possibility.

Other students like Dante Bonilla, Div. 464, have had some experience with recording music. Bonilla has DJed for parties as well as the Lane-A-Palooza and dropped a few mixes as well. He learned the basic concept of DJing when he was 12, but started taking his hobby more seriously two years ago. His understanding of music software programs has increased because of the Sound Engineering class. Along with Architecture and Engineering, Bonilla's top interests and career possibilities also include Sound Engineering.

"... it's great if you're passionate in creating music. Also, for the record, Mr. Hudson is a boss," Bonilla said about the class.

The students are currently learning about how sound behaves in many mediums. Their first project is creating an audio track containing a song form of aaba (containing 8 bars each) and learning some keyboard.

The students will be working on projects like this one on new Apple computers located on the catwalk in room 154. Below them, on the main floor, a guitar class takes place at the same time. So far, Hudson says, the two classes have not had any problems and have not prevented each other from being productive. He even wants the two classes to possibly collaborate on future projects. However, when it comes to working on more complex projects "we're going to have to figure that out," Hudson said.

Bonilla admits that the guitar class can become a little bit distracting when he is making his beats, but "once you're in the zone, you start to forget that things are happening below" he said.

Mr. Sweet, the guitar teacher, and Hudson are working together to formulate a plan for the two classes to have a little more privacy. They want

to expand the Sound Engineering class next year to four or five classes instead of this year's two.

Every day in the sound engineering/guitar room different projects are taking place to make it look more like a music classroom. Legends like Jimi Hendrix "supervise" the classes, their images painted on the walls by students most of whom graduated last year and donate their time for the improvement of the classroom environment. Many of these alumni donated their time over the summer to sand drywall and work on the room.

A new carpet was supposed to be put in on Sept. 20, but water that had leaked into the room from the rain the day before delayed the installation. Renovations like the carpet (which is supposed to absorb sound better) have already been postponed many times. A 32 channel digital mixing board had to be shipped back because there were problems with the equipment. Delays on major things like the carpet installation, have forced other renovation ideas to be pushed back.

"We just feel like gypsies because we can't put anything down," Sweet said. "As soon as the flooring goes in, we're going to put stuff where it really belongs so it will start to look like a classroom. I hate feeling like I'm living in a suitcase."

Sweet's patience is running out as the room has been "under construction" for the past 14 months. After the carpet is put in though, two couches, a coffee table, and numerous musical magazines will make up the lounge area where students can come after school to practice or just to relax.

All of these upgrades are possible due to fundraisers like last year's Lane-A-Palooza event (music festival for high-school bands), Guitar show, and Battle of the Bands which raised close to \$20,000. Sweet says he wishes not to do the Lane-A-Palooza event this year because, even though it raised a lot of money, the stress level of organizing an event this big was just too much.

"The Lane-A-Palooza nighttime, extravaganza, super, fire... I can't do it... I got a family, I got little kids at home and they missed me last year and I can't do that to them anymore," Sweet said.

This year's version of Lane-A-Palooza was Lane Unplugged which was a smaller, more relaxed version. It took place during the day and students who attended got signed out of sixth, seventh, and eighth periods to see mostly students, but some teachers and administrators, doing some acoustic sets for two hours.

The past year has been stressful for the music department and so will the following couple of months, but as Hudson believes, "I think fear and stress are best overcome with preparation. We've been doing a lot of preparation."

Students display talents through YouTube videos

By Erica Rocha

After a long day at school, HoboWITHGuns sets up his equipment ready to "rage" and express his anger to 580 subscribers on YouTube.

Typically, students are involved in common extracurricular activities such as sports or clubs. However, to a couple of students, YouTube has not only grown into something they do in their spare time but into a passion. Uploading their videos to this social media website has showcased their talents and defined who they are as entertainers.

Introduced to gaming at a young age, Lucas Virella, Div. 461, had the idea to make a YouTube channel (HoboWITHGuns) through which he can share his hobby of video gaming.

"It's something I've always wanted to do since I was in the sixth grade: to show tutorials on how to do a cool thing in the game but from my perspective," Virella said. "Soon I saw I grew an ability in which I speak randomly but in a comical way. I took advantage of this and began doing commentaries over games some people have never heard of."

He features his favorite PC games such as SCP Containment Breach, Slender, Amnesia the Dark Descent, and Happy Wheels. His videos consist of two parts, one video that records him and his reactions to the game and another that shows the actual game being played.

"[This game's] freaking easy... I should have probably never said that," Virella said while playing a game in one of his videos. "Not dead enough? Okay we'll add some more obstacles. 'Mostly spikes now, enjoy.' (The game announces). Like I haven't dealt enough with that in every other game that decides to put spikes."

Virella's videos usually contain this type of angry commentary towards the game. He uploads his videos into a playlist on his channel that he has titled "Hobo Plays (and Rages to) - Challenging Games."

"People enjoy seeing me overreact and say anything

that comes to mind when I play a difficult game," Virella said.

He also believes that making these videos allows him to release his anger and relieve his stress.

Virella has currently completed his 100th video which is a compilation of a years worth of his YouTube videos.

By sharing his videos, gaining an audience, and allowing advertisements to play before his videos, Virella has been able to make some revenue from his videos. The amount of money he makes from a video depends on how long an advertisement is viewed on his channel. Since he started gaining revenue on May 3, he has made about \$16.18 for 27 videos.

Virella considers maintaining his YouTube channel "legitimate work" not because he gets paid, but because he spends many hours getting a video ready to upload. He films, records, edits, renders, and creates his own thumbnail for each of his videos.

"At times it really is [hard for me] and some people would quit. But I love making videos because in the end it's a job well done," Virella said. "I can show off and feel proud about them like after finishing a painting or fixing up a car, or getting an A for something you studied for. It's a lot of stress to make videos and promise when they will be up but that's what it's all about."

Another YouTuber who has earned revenue through his videos is Rehan Khan, Div. 461. However, due to his contract with a partnership, he is unable to disclose details about the partnership itself and how much money he makes. He is also provided with clothing for his videos through a sponsorship called Ghosulv.

Khan uploads singing videos on his channel, Khan & Fedoruk Co., which he works on with his friend, Justin Fedoruk.

"I got so much support [from my peers at school] for singing that I decided to make a YouTube channel to post my videos on," Khan said. "My friend, Justin, is trying to be a professional filmer and director, so we bought an expensive camera and started making music

videos."

Khan and Fedoruk have 213 subscribers, 48,654 total views, and have gained worldwide support.

"It feels amazing to know that thousands of people know who I am and what I do," Khan said. "It feels like I have a place in this world and I have made an impact on people around the world."

Khan's goal when starting YouTube was to gain thousands of views on his videos.

"Since I've achieved that goal, the sky's the limit," Khan said. "I've had so much more motivation for making videos."

He is currently working on three original songs. He plans to write video scripts for these songs to make them into short films.

"We are going to have stories in it too, which is very popular nowadays in the music video industry," Khan said. "Having a two to three thousand dollar camera gives us a great advantage over other people in reaching popularity, but our main focus is to give the viewers a mellifluous song to listen to."

In the future, Khan would like to make videos with other YouTubers such as BoyceAvenue, which recently reached over one billion views.

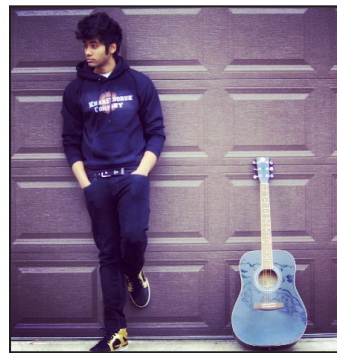
"They would definitely boost me up in the cover artist popularity," Khan said.

Brittany Abraham, Div. 471, also has a passion for sharing her hobby on YouTube. Under the name Brittany Lynn, Abraham shares videos of herself singing popular songs as well as original songs she has written, produced, and recorded.

"A really long time ago I started getting into writing music and I found this one girl named Tiffany Alvord on YouTube," Abraham said. "She also wrote her own songs and she was recording them. She was getting a really good response for what she was doing and I was like 'Hey I want to do that.' So I started my own channel."

To earn views on her videos, Abraham covers songs that have either been out for a while and are easily recognized or current songs played on the radio.

"It's a lot easier to get views if people are familiar with



Rehan Khan posing for a photo shoot.

what you are doing," Abraham said.

With 3,758 subscribers, Abraham's most popular YouTube video to date is a cover of Super Bass by Nicki Minaj with 23,904 views.

"I posted it and the next day I went online. There was already like 5,000 views and 50 comments in one night. It was insane," Abraham said.

A majority of her audience subscribed to her after Tiffany Alvord "liked or favorited" her cover of Price Tag by Jessie J.

"I didn't even know what was going on and then I looked on my comments," Abraham said. "They were like 'Tiffany Alvord sent me here.' It was really cool that that happened and I gained about 1,000 subscribers in a week. It was really crazy."

Over the four years she has been active on YouTube, Abraham has enjoyed reading comments left on her videos. Recently, she has realized that people from a few years ago continued to comment on her videos. She views this a motivation to continue making videos.

To further interact with their subscribers, both Abraham and Virella maintain a Facebook page as well. Abraham holds polls on different songs to see what viewers prefer to hear.

"It makes me smile because I know that I'm connecting with somebody through music. It really makes my day," Abraham said. "Music is such a big part of my life and to be able to share what I do and to grow from what I share, it's a big deal. It's a big part of who I am... it defines me."

Although she does not get paid for making videos, she has been contacted by people in Illinois and other states to offer her a chance to record in a studio. However, she has denied, doubting the legitimacy of these offers.

Due to their growing audience and the positive feedback from their viewers, Abraham, Khan, and Virella are determined to continue making YouTube videos.

"One goal is to grow off of what I post and continue to see if it goes anywhere and just keep connecting with the people that have supported me throughout the years," Abraham said. "Just keep posting and doing music is the whole idea."



Members, Andrew Holowka (far left), Luke Chlohisy (left), Gabriel Gonzalez (middle), Ruby Dunphy (right), Luis Dubón (far right), of Miss Demeanor pose for band picture.

By Leah Wojatch

Excitement builds for Miss Demeanor as the members of the band wait behind stage for sound check at The House of Blues on Sept. 22. The band is pumped up as they head onto stage for sound check. The excitement ends when the guitar of Luis Dubón, Div. 479, stops working. What was supposed to be a great night for the band quickly turns into a disaster.

Miss Demeanor, an alternative band, has found recent success and is released their first album in October.

Dubón and the band have superstitious reasons for why their gig went terribly.

The band believes their guitarist and leading vocalist Luke Chlohisy, Div.

475, has a haunted guitar. His “haunted” guitar is named Betty after its ugly appearance.

“I can’t get rid of it, because it was my first guitar. It’s too sentimental,” Chlohisy said.

“Every time [Chlohisy] plays the guitar at a gig, something goes wrong,” Dubón said.

Actually, Dubón’s amp for his guitar broke, not his guitar. However, later on that night he smashed his guitar out of anger. The sound crew was unhelpful and their sound on stage was not as great as they would have liked.

“If you ask any musician, if you have an instrument that you’re playing and the sound stops coming through, it is enraging,” Dubón said.

However, with all the negative occurrences, the band still found some good

aspects of the show.

“I felt like it was great show. We played at The House of Blues,” said the bassist, Gabriel Gonzales, Div. 456.

They sold over a hundred tickets for the show and generated the second biggest crowd turnout at the gig. The show featured six other bands and Miss Demeanor was the only band still in high school.

Miss Demeanor was invited back to The House of Blues for another gig next month. They have also recently performed shows in prominent arenas such as The Congress Theater and The Bottom Lounge.

With their share of big venue gigs, Miss Demeanor prefers playing free, all ages’ underground shows. That way more people can see them perform and their fans are usually under the age of

eighteen.

Chlohisy started the band in the summer of 2010 with a friend who played drums. However, he is no longer apart of the band. The band has slowly pieced together with new members being added over the past three years. After forming an instant friendship and “jamming” together, Gonzales joined the band as their bassist. Holowka was later asked to join after Chlohisy and Gonzales saw him play. Dubón, originally the band’s manager, is now the guitarist and backing vocalist. Ruby Dunphy, who attends Chicago High School for the Arts, is Miss Demeanor’s newest drummer.

Miss Demeanor released their first album, *Negative*, on Oct. 19. It is a full length album including 15 songs. The band had a release show on Oct.

19. The album is available for anyone to buy.

With four out of the five members graduating this year, the band looks uncertainly into their future. Chlohisy, Dubón, and Gonzales plan to attend college but are unsure of where. They are considering going out of state, which leaves uncertainty of the band’s future.

“A four year hiatus,” Chlohisy said laughingly about college and the band.

Holowka is the only member a year younger than the rest.

“I got so used to hanging around them and I finally found the people I get along with. It’s going to be different,” Holowka said.

Miss Demeanor is unsure of what is to come in their future but is enjoying every moment of it.

Artist of the Issue

India Armstrong, Div. 471



India Armstrong has always had an interest in art. She has taken several art classes while attending Lane and takes additional art classes at Marwen, a not for profit organization that offers free art classes to CPS students.

The summer of Armstrong’s sophomore year, one of her best friend’s recommended that she should take art classes at Marwen. Her experience there has helped her realize that art is something she wants to do for the rest of her life.

Every Friday, Armstrong goes to Marwen as part of a year-long class. She works on an independent project, and Marwen supplies all materials.

Right now, Armstrong is working on a piece that represents parental and societal expectations on youth and how those expectations influence teenag-

ers and their lifestyles.

Armstrong took AP 3-D Design her junior year, and was approved to take AP 3-D Design this year. Instead of it being an actual class, though, she uses AP 3-D Design, a double period, as an independent study. She works on various projects of her choosing to help expand her portfolio that she plans to send to art schools and for any future art jobs.

Though Armstrong appreciates the challenge that comes with drawing and painting, she has a special attraction to 3-D art, like sculpture. She wants people to be able to touch and have a relationship with her work.

Armstrong plans to continue with art and create works that allow people to interact with them.

Valentin wins multiple piano contests

By Marissa Higgs

He stops playing for only a moment as he notices his fingers beginning to bleed. They stain the piano for now, but he continues on with his piece.

Ethan Valentin, Div. 459, is preparing himself for another piano audition. He wakes up early and practices for three hours straight. He refuses to listen to other music. His fingertips start bleeding again.

For the past 12 years, Valentin’s life has been consumed by music. When he was three-years-old his grandparents showed him their piano and since then his life has revolved around his craft.

Valentin was nominated by his piano instructor for a chance to perform in a master class with Christopher O’Riley, the host of the NPR program “From the Top”.

“So I sent in this audition, but you can’t just send in a tape, a teacher needed to nominate you,” he said. “I was one of four winners.”

Valentin’s instructor was one of the piano teachers chosen to nominate students for this competition. Throughout the country, about 40 kids were nominated.

“I played for [O’Riley] and he gave me a lot of really good critiques, but it was only a one time thing,” Valentin said.

Every Saturday Valentin goes to the tuition free conservatory at the Merit School of Music, a non-profit organization where Chicago students go to receive a quality musical education.

“We believe music can give youth the tools to grow, develop personal talents and discover success, no matter what path they take in life,” the Merit School of Music said on their website.

Beginning in January, Valentin will have an audition at least once a week until March. Most of these auditions are for the three colleges he is considering attending next fall.

“I’m auditioning at a couple big schools: Indiana, Oberlin, and Lawrence. Oberlin is the dream,” he said.

In the past year he has applied to over a dozen piano contests, has won a prize in five, and has



Valentin warms up backstage before one of his performances.

won first place in two.

“I just audition for a lot of stuff and get really lucky,” he said.

Practice is a never-ending reality for him. Often he is found with adhesive bandages wrapped around the tips of his fingers from playing too much. He has a habit of cutting his fingernails too short and when he plays for too long they start to bleed.

Like many artists, Valentin has certain piano playing traditions and pet peeves.

“I have a pet peeve of things vibrating [while I am playing]. If I hit a certain note the radiator cover will start vibrating or a certain screw will shake so I have to stop, run around, and tighten all the screws before I can start again,” he said.

Valentin’s long-term goal is to be able to make money as a traveling pianist, but would be perfectly happy teaching piano lessons.

Sitting in Lane’s piano practice room on the fourth floor, he wipes the bloods stains off the keys. He is doing what he loves.

Senior Year Survival Guide

By Alexandra Madsen



Senior year is the time for students to enjoy things they have waited three years for. Oktoberfest, Prom, and Graduation are all a part of the senior year experience, but before all the fun, seniors have a lot to do. From college applications, to avoiding senioritis, this year is still very important, and some people are not even sure where to start. After I fielded numerous questions from seniors, here are some questions and answers to helping students survive their senior year:

✓ “How do I make new friends this year when most of my good friends graduated last year?”

As students become upperclassmen, people from different classes get closer and form tight friendships. However as every year passes, seniors graduate and some students find themselves without their close friends and in a way have to start all over. Avelyss Roman, Div. 452, a senior who went to Taft Academic Center, was enrolled in classes a grade level above most of her classmates, and formed friendships with mostly upperclassmen.

“A majority of my friends are older than me so this year it made it was tough to start over and make new friends. But really, I wish I would have broadened my friend group earlier and made friends with people not only in my grade level but of all grade levels,” Roman said.

It’s true that it is hard to form those new friendships, however it is also a chance to get closer to your grade level and the ones below you and form friendships you may never have thought possible. Being open to the people in your classes and hanging out after school, in study groups, or even filling out college applications together. Having a new pair of eyes look over your essays while also making new friends can be a good start.

✓ “How do I ask for recommendation letters?”

Most colleges require a minimum of two recommendation letters, one from a teacher and one from a counselor. Many students at Lane know that counselors have a limited amount of time on their hands. When waiting in the lines for an hour to see them, it can be tempting to give up. The counselors and teachers are trying their best to give the seniors the best help they possibly can. Students can facilitate this process by as some counselors have already emailed out to their students filling out a

questioner or creating a senior resume. Compiling a list of the things you have done at Lane over your four years and giving them an idea of the type of person you are. Mrs. Coorlas, the director of counselors, has seen students come and go into her office since the beginning of school and feels there is not enough time to see every student and get their life story.

“It’s really hard for me when every student comes in and says ‘Hello my name is...and I just wanted to introduce myself’ because I know it’s so hard to get to know every one of them in such a short amount of time. I want to get to know every student as best as possible. So really creating a senior resume can help us to understand who you are and where you are coming from to give us better insight into who you are,” Coorlas said.

This advice can be used for counselors and teachers. Going to tutoring and talking to them helps really get to know them, and lets them get to know you so that they can give you the best possible letter. Sometimes even bringing in a small photo of yourself, to help them remember who you are or showing them something special you wrote, made, or got a good grade on to help set you apart from others.

✓ “What kind of school do I want to go to?”

With over 5,000 colleges and universities in the United States alone, choosing what school would most benefit you can be a little scary. It’s important to understand there is no perfect school. Wherever you end up, it’s not only about the college you go to, it is what you do in college. There are many resources students can go to that will help find a great match. Mrs. Console, the counselor in the College and Career Center, is not only a counselor for her students, but can meet with anyone having questions or concerns with the college process.

“The College and Career Center is really a great resource for students,” Console said. “On our website there are tons of websites that can help match you to a college that fits you, however, when students come to me not having a clue about the kind of school they want to go to I always ask ‘What do you not want in a school?’ and that really helps them narrow it down.”

This process of elimination can be very helpful. Take some time to write down the five most important things you want in the school and eliminate the ones that don’t have it. Having that in mind, college visits are also very important because actually being on a campus can really change your perspective to what the college looked like online to what it is actually like in person. Once you’ve narrowed down your list, let the visit influence your final decision.

✓ “I’m overwhelmed with the whole college process, how can I keep going with all this stress?”

Applying to college is very stressful but do not let it control your life. It’s important that it’s on your mind and something that you are starting and focusing on, but you should still make time to see you friends, and have a normal senior year. Allot yourself a half hour to an hour a day to work on applications. Based on how much homework

or work you have, the rest of your day should be spent hanging out with friends, doing schoolwork, and doing anything else you normally would do.

Study groups can combine work and fun by allowing you to be surrounded by people that want to help and also allow you to work on your applications. Meeting with a couple of friends at a coffee shop can take the stress off of the application process while also getting the job done. Being the best possible person you can be, and being at your happiest and healthiest can help your applications rather than always being stressed out.

Casey Cusano a senior who graduated last year, was stressed out about her common application, essays and all other things that go along with college, but also found time to hang out with family and friends to balance out the stress of college applications.

“I was really freaking out, I was to the point where I wasn’t sure if I was pressing the right buttons on the common app and it just felt like so much pressure, but I asked for help from people and ended up at the best place I could be,” Cusano said.

Applying earlier rather than later, and taking baby steps can really change the whole college application process.

Having a balance between down time and applications cannot only improve how you feel but also help improve your application.

✓ “Should I go to the same school as my boyfriend/girlfriend?”

Most students in relationships during the college process find themselves asking this question. But the most important thing to remember is you. College is a time to discover who you are, grow as a person, and decide where you are going in life. The college you go to should be one that you really want to be at and that you feel will fit you best. Senior Gina Antonietti, Div. 469, has a boyfriend who attended Lane last year and now goes to school out of state.

“Basically I’m not basing my decision to where I’m going to college on my relationship,” Antonietti said. “College is meant to be a time to mold your future, and I need to pick a place that makes me happy and I’m just trying to keep him out of my decision as much as possible and really give myself the opportunity to think about what’s best for me.”

The fact is, things are unpredictable. If you choose the place you like the most, regardless of your boyfriend/girlfriends location, and you stay together, it’s meant to be. However, if you break up, you aren’t stuck at a school that was not the best fit for you. Being stuck at a school you’re not happy with because of a relationship, will ruin your college experience and leave you unhappier than ever. You never know what will happen so choosing the best place for you is always the smartest choice.

As a senior, starting this process can be very stressful, but senior year is not only about stress and college applications, it’s still your last year and it should be everything you’ve wanted it to be. So the best advice would be to balance your life and make the most of your last year.

Lane’s choice to eliminate class rank is the right one

By Erica Rocha



As I reflect back on elementary school I realize that I have been competing with other students my entire educational career. As I transitioned into high school, the competition only increased. Here it is not only about who has the best grades but also who can get into International Day clubs, sports, and student elected positions among other achievements. Perhaps it is the pressure to stand out among other students, or simply to have something to offer when the time to fill out college applications comes around. Similarly, there is a pressure for students to be in the top of their class based on rank. Ranking students based on GPA is useful for colleges to see the top students, however I agree with Lane’s decision to eliminate it.

Lane is the largest high school in Illinois and to have about 4,200 students, it is difficult not to have problems with the school ranking system. Ranking students based on their ability to earn good grades can cause stress and rivalry between students. According to a survey given by the Lane counseling de-

partment, more than 50 percent of students admitted to being stressed. Giving students first place, second place, and so on, creates a competitive atmosphere where grades are valued more than whether the student are actually able to learn from their teachers. It is difficult to reach first place among so many students. Ranks are based on grades but grades may not necessarily reflect a student’s ability to learn.

This can also cause problems with admissions to college and universities. Some universities consider class ranks for admission, however, with so many students, the ranks are repetitive. Several students have been tied with other students for one rank. It is difficult to distinguish between students who hold the same rank. Also, class ranks vary slightly between each student. For example a student may have a 3.341 while the second student has a 3.340 GPA. Although the second student has a good GPA, they are one rank lower because of that 0.001 difference. So although a student may have a “low class rank” such as 650 out of 1,000 students, it does not

mean they have a low GPA, they may have been pushed farther down the list in ranking because other students had a slight difference in GPA. This is a problem considering most colleges only look at the top 10 or 25 percent of the class for admission or scholarships based on rank.

The competition that comes with the ranking system is not entirely negative. It can encourage students to work harder to achieve a higher rank, but other methods can help maintain Lane’s academic reputation. Incentives can be given to those students who go to tutoring, who are club leaders, who have a large amount of service hours, and more.

According to National Association for College Admission Counseling (NACAC), more than half of all high schools no longer report student rankings. The elimination of class ranks is necessary to ensure equality between students and their opportunities to gain admission to the college of their choice. Fortunately, Lane will be implementing this change in January just as many other schools have done so.

CPS students deserve bike lanes

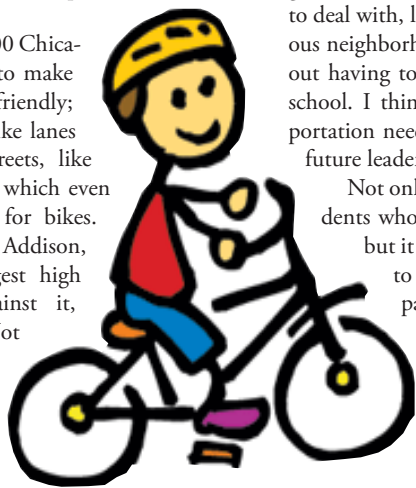


By Nicole Johnson
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Cars zoom past, swerving around me, almost brushing my elbow. Ahead, I must navigate my way around a parked car, cautiously riding dangerously close to the lane of cars speeding past me. Angry drivers honk, furious that I am slowing down their commute as I try to ride as close to the curb as possible. I try not to get in their way. But is it really my fault?

As one of the dozens of Lane students who bikes to school, I risk a lot more than a tardy on my commute. Without bike lanes, streets like Addison can be scary and dangerous to ride a bike on, with cars flying past at 40 miles an hour or more. So why don't they put in a bike lane?

Since the year 2000 Chicago has been trying to make its city more biker-friendly; they have created bike lanes on many major streets, like Milwaukee Avenue, which even has a passing lane for bikes. So why doesn't Addison, with Chicago's largest high school nestled against it, have a bike lane? Not only would this be a convenience to students, but it would protect all commuters who ride to work and to



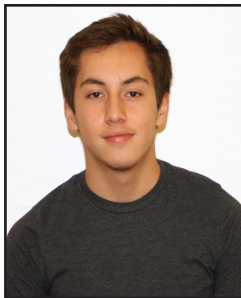
school on this busy street. The cars ride so close to the curb that there is often no room to ride by on a bike.

Lane's students come from all over Chicago, from deep in the city to the far west and north, near the suburbs. All of these biking students deserve a safe route to school, which means every busy street in Chicago should have a bike lane. There are also thousands of other CPS students who attend different schools, who all deserve a safe route to school. That is why I think that every busy street in Chicago, especially the ones with a school, should have a bike lane.

Chicago's Department of Transportation has a Cycling Plan in place "to provide a bicycle accommodation within half-mile of every Chicagoan" by the year 2020, along with 645 miles of biking facilities to be put in place, as shown on the City of Chicago's official website. This plan was created to achieve Mayor Emanuel's goal of "making Chicago the best, big city for bicycling in America." I do not believe that this goal is accurate. Chicago's students have enough to deal with, like large homework loads, dangerous neighborhoods, and long school days, without having to worry about riding their bike to school. I think that the Department of Transportation needs to step up and take care of the future leaders of their city.

Not only would bike lanes protect the students who already ride their bike to school, but it may also encourage other students to ride their bikes. It may allow parents, who are too afraid of the dangers of the street, to let their children bike to school. With more bikes on the road, there will be less cars, therefore less pollution, creating a healthier and cleaner city. All of this can be achieved through bike lanes.

Leadbelly serves a good burger



By Tristan Bugos
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They say a good burger is hard to come by, but that couldn't be farther from the truth when you step foot into Leadbelly. Located at 5739 W Irving Park Rd., the recently opened burger joint has gained much publicity as a hot new spot in Chicago. It has been given outstanding reviews by *The Chicago Reader*, *TimeOut* magazine, and *Chicago's Best* television show. Leadbelly offers over ten types of burgers, six types of french fries, and spiked milkshakes for those who want a little kick. Every meal is served with their signature homemade sugar cookie. On the interior, entertainment such as a sports game or rock videos can be seen on the plasmas on the wall.

As you enter Leadbelly's, it's a small, inviting atmosphere that's filled with the aroma of burgers. It's all-counter-service with about five tables inside and a large sidewalk patio. All around the front counter, dozens of different types of craft beers are scattered. The walls are covered with photographs of musicians such as Kurt Cobain, Neil Young, Bob Dylan, The Beatles, and Led Zeppelin. The guy at the counter who took my order named Keith is in fact, a Lane alumni. We had a brief conversation and he talked about how when he went to Lane, it was an all boys school.



The owner of Leadbelly, named Nicole Masse O'Brien, used to be a former CPS teacher. Born and raised in the Portage Park area, O'Brien stepped away from teaching after the Chicago Teacher's Union strike to fulfill her life dream of opening up a restaurant. The menu is themed in lou of the legendary blue and folk musician Huddie William "Lead Belly" Ledbetter. Each item on the menu is named after Lead Belly's songs.

"I've been wanting to start a restaurant for some time now, and we love the area," Masse O'Brien, who has been cooking for friends and relatives for years, told Heather Cherone from DNAinfo Chicago. "It needs a place that sets it apart from other neighborhoods."

I ordered an original Leadbelly burger with fries, about \$9, that came to our table in a mere ten minutes before I knew it. As my mother and I patiently waited for our food, we enjoyed their rock n' roll music and trivia cards that seemed easier to answer for adults over twenty years of age. My mouth watered while looking at other customers' plates.

The signature Leadbelly burgers are stacked high with your pick of six different types of cheese and their homemade siracha pickles. A large appetite is required because these burgers are tasty and quite filling. My stomach was as full as can be until I remembered the delectable-looking butter cookie and scarfed it down. Their "almost famous" butter cookies are topped with crushed pecans and white/milk chocolate. I couldn't leave until I bought a dozen in a glass jar for only ten bucks.

Overall, I'd say Leadbelly is a top notch location that gets five stars. Definitely a spot everyone should eat at to experience for themselves because the vibes and flavors simply cannot be translated over text.

Fieldtrips missing from school experience



By Bianca Mena
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Taking a break from school is always something I look forward to. I remember in elementary school I was constantly taking field trips with my class. We would go to the zoo and learn about the different animals, and their habitats. In December, we would go to the Museum of Science and Industry to learn about the Christmas trees decorated to represent cultures around the world. I even remember a time when we went to Navy Pier for a boat tour, where I got sea sick. After having gone through the sea sickness, I remember we went into the Imax theater to watch *The Polar Express*.

Now, as a high school student, I find myself in the same classrooms every day in the duration of the school year. I get lucky if my science class goes outside to the parking lot of my school to test out some experiments. Besides that, I can not seem to escape the walls that I will forever feel like I'm trapped into. I love attending school, but sometimes I would like to take a break from the everyday life that I'm so accustomed to. I would like to go back to my younger years to take those field



trips.

Besides having a break from my classes, what I liked about field trips was the real life application that the field trips tried to emphasize. It is always great to learn the concept in the classroom, but I believe that students can also learn from the trips that applied those concepts, and creat a master piece from it. In eighth grade, my class took an overnight trip to Washington D.C. and we learned about World War II, and the Holocaust. When we walked through the Holocaust Museum, it was as if all that I learned about it became real. It was no longer information that I needed for class; they were real life situations that taught everyone the power of discrimination.

In my opinion, it is very unfortunate that most high schools, or maybe it's just my high school, that don't use field trips to emphasize what we learn. At Lane, there are a few classes offered where field trips are used to emphasize what we learned. I have already had the opportunity to attend a journalism seminar at the University of Illinois at Urbana-Champaign for my Journalism II class. I learned many new things through different workshops during the seminar.

Later in the school year, my Physics class will take a trip to Six Flags, where we will apply our understanding of kinetics: position, velocity, and acceleration. My statistics class will also have their own field trip to a Cubs baseball game. We will calculate the statistics that go along with the game.

Field trips are what schools need for their students to feel a sense of relaxation, but also to encourage their students to learn during class. I know for a fact that I am looking forward to the field trips later this year; but for now, I will be inside the classroom learning about kinetics, outliers, exponential growth, and decay.

Murders in Chicago, more than statistics



By Walker Post
walkerpost.wordpress.com

On September 18, 2013, The FBI confirmed Chicago is the murder capital of the U.S. by surpassing New York in registered homicides. Murders dramatically increased by 16% from 2011, with 431 homicides, to 500 in 2012. Sadly, violence in the city is still alarmingly high.

To many in Chicago, the number of homicides have become just a number or statistic. People struggle to feel empathy for the hundreds of victims murdered because most of them don't even know the victims' names.

At one point, I too was unconcerned with the violence in Chicago because it had never directly affected me. This was until I found out my childhood friend

Ulysses "Chris" Gissendanner was shot and killed on January 2 of this year.

Chris and I both hung out at the Neighborhood Boys and Girls Club at Irving Park and Campbell when we were in elementary school. We spent a lot of time playing basketball in the gym with other local kids. It was common for us to go run around in the park and play games like Wood Chips or Johnny Tackle. I remember Chris as being a jokester who was always remarkably loud. This became obvious to anyone who played football with him on the field.

Chris was only 19 and an aspiring rapper known as "Boombtown." He had hopes of becoming famous one day.

"I'm on a grind to the big screen, staying positive to feed my family," Chris said in his song: *Big Dreams*.

This loss is one that is far too familiar for many people living in Chicago. Sometimes it is not until that realization, that someone you know is dead, that the situation actually becomes real for you.

I hadn't spoken to Chris in a while. But his death brought back memories of what it was like being a kid without any concerns besides who was "it" in tag. I miss those days and I miss my old friend. Rest in peace, Boombtown.

Dress code violations continue to be distraction in school



By Cecilia Hernandez
cghernandez1.wordpress.com

In the 2012-2013 school year, the Lane Tech Administrative team, and Staff, announced during the Rules and Regulation meeting that skirts/shorts/dresses at mid-thigh length were not acceptable anymore. Any one caught wearing anything above knee-length bottoms, were sent to the

Disciplinary Office. Why did Lane make this amendment to the Dress Code? Well, it's mainly because so many students were wear inappropriate clothing that it became impossible to enforce. This year, the Dress Code was changed again — back to mid-thigh length.

Personally, I don't have a problem with "mid-thigh length" bot-

tom; I think it's a decent length to base our clothes on. The problem is, some students — in particular, the ladies — decide to abuse the privilege Lane gave back to us. I see, on a daily basis, ladies wearing underwear-looking shorts to school, and I'm left thinking: "the few rotten apples ruin it for the rest of us." I agree that students should be allowed to express themselves through their clothing, but that does not mean we should lose our decency. There is a fine line between classy, and trashy; unfortunately, that line is blurred by the limited options department stores offer us.

I went shopping last week to Forever21, and I was sad to see that it wasn't what I was used to. Normally, I would find cute tops that were feminine, but not too revealing. Now, the shirts are see-through, cropped-tops looked like bras, and skirts were barely covering my crotch. Granted, I'm 5'6, a little above average height (which, in the U.S., is 5'4 for women, according to the National Center for Health Statistics). However, every skirt I tried on — even the high-low skirts — were too short. Our options are limited, either buy a maxi skirt/

dress, or a too-short one.

Another thing I noticed was that some of these ladies weren't sent to the Disciplinary office like they were supposed to be. I've seen some greet the security guards who just smile and wave back. What happened to enforcing the dress code? I'm not asking for a class-to-class inspection, but at least send the ones that you do notice. Then these ladies would get a demerit. The Demerit System, new to Lane this year, also includes dress code violations. If a senior receives 25 demerits, or more, they can not "walk at graduation." Enforcing the dress code as much as possible, would help deter these problem from occurring.

Remember guys: it's school. Not a night-club. What I propose for Lane students to do is just follow the dress code. It's beneficial because you are not at risk for getting a demerit. And, as the Dress Code says, your "clothing reflects the educational environment and therefore should not be offensive, provocative, or disruptive to instruction."

Boys' Soccer looks to State after loss in City Championship

By Jack Harvey

The Lane Boys' Soccer Team was ranked number two in the state going into the city championship game against Lakeview High School. Lakeview played Lane to a scoreless first half tie, but Lane was undone by an unlucky handball penalty call in the second half. Lakeview scored on the ensuing penalty kick.

Lane was able to outplay Lakeview for much of the second half and out shot Lakeview handily. All-state Lane forward Jose Fuentes was able to score with just under four minutes to tie the game at 1 and send it into overtime. However, a minute and a half into overtime, Lakeview scored a goal on a counter attack, handing Lane only their second loss of the season.

Several Lane players couldn't believe what had happened and lingered on the field following the game. It was a heart-breaking loss for a team heavily favored to win the game. Lane has now lost in three straight city finals.

While the defeat might put a bit of a damper on what's been a great season, the team is determined to bounce back and make noise in the state playoffs.

The team started getting state recognition with their performance in the Pepsi Showdown earlier this year. Coming in as the 8th seed, Lane knocked off the number one seed Lyons Township, the school that won last year's state title. Lane then knocked off 5th seeded Libertyville, and then beat Morton to win the tournament. Senior forward Jose Fuentes won MVP, scoring five goals in the tournament. His twin brother Sergio Fuentes also made the all-tournament team.

The two brothers have both started on varsity since their freshmen years. Sergio and Jose were voted the two best players in the city by a panel of CPS coaches. They also were voted all-state players. Jose was voted the 2nd best player in the state by a panel of coaches representing the fourteen sections in the State.

The twins, along with their best friend and one of the team captains, David Ulloa Vera, are a part of what they all consider to be a special team. The three have been best friends since kindergarten and have played soccer together for the last eight years.

"Sergio, Jose and I actually lost the city final in 8th grade as well, so not much has changed," said Ulloa, Div. 459.

They knew that this team had a chance to be special from the very beginning.

"I knew right away at tryouts. I could see the energy and heart these guys put into the game," Ulloa said. "Each of them really wanted to be on this team and they began putting in the work right from the start."

"It all started at tryouts. We automatically knew we were a great team with great individual players," said Sergio, Div. 454. "However, every great team needs a leader and I thought we had a captain with all the great qualities to put our team together."

That captain was Ulloa, who is the unquestioned leader of the team.

"He just knows how to bring everyone together as a team. When everyone is fooling around, he's the one to put us back on track. He's just a good role model," Sergio Fuentes said.

Part of the reason for the team's success is the accountability that they hold each other to.

"There is no slowing down for anyone in their minds," Ulloa said of the



The boys soccer team celebrates with a team photo after winning the Pepsi Showdown.

twins. "Everything they do has to be perfect or else they aren't happy. In my eyes, they are the two best players in the state because of that. They push me, I push them, and they push each other the hardest. No one can top them."

The team's leadership and chemistry are matched by its talent.

"We have a lot of guys that know how to play," Coach Ricks said. "The seniors we have are talented and very experienced."

"It took all four years for us to come together and sort of click," said Stephen Guardino, Div. 459.

"This team is incredibly close, we all play for each other," said Ivan Rizov, Div. 465, one of the team captains. "We are a brotherhood."

"The meaning of the game is deeper,"

Ulloa said. "We want to win for each other. That is what motivates us: each other."

Ricks has seen the team grow closer over the season.

"The team really began to bond together before the quarterfinals of the Pepsi Showdown," Ricks said. "They came together as a team and on the road defeated the number 1 seed in the tournament."

The team has bigger goals on their mind for the rest of their season as they try to rebound following their rough loss in the city championship.

"It's always tough to move on from a defeat, especially one like that," Ulloa said. "I probably won't move on. I don't want to forget what happened because it just fuels me and I know it'll fuel the

rest of the team as well. All of this is fuel for our ride to state. This is just more wood added to our fire."

Ricks is equally optimistic.

"I'm hoping our favorite moment of the season is yet to come, an even bigger moment," he said. "We have state aspirations."

"I think we're already all setting our sights on bigger and better things," Guardino echoed.

"These other things, the city championship, would be a nice thing to win, but I'd give it all up for State," Rizov said.

Sergio Fuentes is confident in the team's chances.

"It's just going to motivate us more to win from now on, and we will win State," Sergio Fuentes said.

Teams look ahead with new coaches

By Desiree Velazquez

A number of Lane coaches left their positions this past school year because of issues including personal reasons or budget cuts.

For many juniors, last spring would be the last time they would be playing for their coaches. The varsity soccer coach, Michael Wasielewski, decided to take a teaching and basketball coaching job at Waukegan High School. Wasielewski has won four city titles in his six years coaching at Lane.

In an interview with CPS sports blog, Wasielewski said, "When the Waukegan job opened up, I couldn't pass up that opportunity."

Wasielewski left the girls soccer team in the hands of Mrs. Vale-Suarez. Three seniors will lead the team this year: Amanda Lindberg, Div. 472, Harper Albo, Div. 463, and Jordan Ginsburg, Div. 467.

Lindberg says when she received the text telling her Wasielewski was leaving Lane, she stared at it for a good ten minutes before it all sunk in.

"[Coach Wasielewski] was always really hard on us, but he taught us a lot about mental toughness which comes into play a lot during the game. Now Coach Vale-Suarez is our coach and she has a different coaching style and personality than [Wasielewski], but I'm sure she'll help us to go just as far, if not farther than last year," Lindberg said.

However, not all the departed coaches had the luxury of leaving on their own terms. George Stavrakas, now former varsity girl's softball and 16 inch boy's softball coach, was let go.

After seeing tweets and hearing rumors, softball and baseball player, Sean Birt, Div. 451, received clarification that George had indeed been fired. In addition, Dean Stavrakas, George's father, decided to resign from the position of head baseball coach for "personal reasons."

"I was honestly shocked when I heard about both," Birt said. "The Stavrakas brought both programs to a whole new level. We won so many games and they weren't just against city teams."

Dean Stavrakas was respected by his players for taking the baseball team in a positive direction. Last season he managed the team to a 15-game winning streak before they lost to Simeon in the City semi-finals.

"Dean Stavrakas really brought the best out of us with his pep talks and family feeling amongst the team. Hopefully our new coach does the same," Birt said.

George Stavrakas won seven consecutive girls varsity softball city championships and won two out of the three regional championships for girl's varsity softball. For boys 16' inch softball he went 74-3 with two City championships.

George Stavrakas leaves behind seven seniors on the girls' softball team, all of whom have been on varsity since their freshman year.

Madeline Maldonado, Div. 472, is one of the seven seniors who is making the best out of the situation.

"It was hard to say good-bye to George. He was a great coach. But we need to focus on our team and be optimistic," Maldonado said.

Devin Miller, former pitcher for the UIC Flames, will be taking over George Stavrakas's position as head coach for the girl's varsity softball team.

This summer, wrestling coach Mark Meidona also left Lane to pursue a different career. Danny Carlson, Div. 477, said Meidona was a great influence on the team.

"He was probably one of the best coaches to ever coach me at Lane. He truly cared about the team and we are going to miss him this season," Carlson said.

Dr. Dignam does not believe the loss of these coaches means the teams will have bad seasons.

"Last year was a good year for athletics, but it was not our best. That is something we want to change," Dignam said.

Dignam trusts the decisions of the athletic director, Mr. Hofman, and believes he will take Lane athletics in the right direction. As athletic director, Hofman makes all hiring decisions regarding coaches. Hofman declined to comment on the specifics of why some of last year's coaches were let go.

"Sometimes people need to move on, and start a new beginning, but we want the best for the athletes," Hofman said.

Hofman held interviews with the prospective coaches for the baseball and softball teams and said he was very careful in choosing the best candidates for taking over the empty coaching positions.

Juniors emerge as leaders on football team

By Jack Harvey

Jason Santana and Jalen Combs are two of the key players on Lane's football team and a lot of the team's success will hinge on the performances of the two Juniors. Combs, Div. 568, is the first junior to be named a captain of the Lane football team in the last ten years according to coaches.

Combs was also named one of the top five players in the Illini Red Bird, Lane's conference, by the Sun Times.

Santana is the starting quarterback, after working hard to recover from a broken ankle suffered last season. Santana played defense last year and broke his ankle during a basic drill.

"It was definitely a little more difficult because I had to play baseball and then manage to also try and rehab my ankle for football season," Santana said.

The two played on the varsity team last year, but were not really expected to assume roles of leadership until this year. Neither of the two has had that difficult of a time adjusting to their new positions of leadership.

"It's a little tougher because I don't have as much experience, but it doesn't faze me," Santana said. "As the quarterback, I'm expected to be the leader of the offense."

"It wasn't that much of an adjustment, it was just a lot more responsibility to the team," Combs said. "I don't really feel that much pressure to lead, but it's just something I've got to do."

Teammates have been impressed with the leadership qualities shown by both.

"They are great leaders," said Drew Williams, Div. 469. "Both of them know all their assignments and lead with contagious confidence."

Danny Shine, backup quarterback and safety, Div. 561, had good things to say about both.

"Santana always puts someone in a good mood, and if they make a bad play, he always encourage them to do better. He also sets a great example and never loses his cool. Combs is a vocal leader and always leads by example," Shine said.

"One of the first days of practice it was really hot and everyone was struggling. Santana managed to still offer advice to his receivers and still help them make sure they were running the right routes," Shine said.

The two haven't had any problems with older teammates not respecting them or treating them differently.

"I feel as though I'm beginning to be trusted more and more by my teammates," Santana said.

"The guys on defense are my homies so I don't really feel the need to ever yell or be rude about something," Combs said.

"There was one game where it was moving really quickly and we didn't know the play and everyone was freaking out, but Combs didn't lose his composure and helped make sure everyone knew where to go" Williams said.

Williams, a senior, has no problem with a junior being a captain if they are deserving.

"It's not strange at all, he's an upperclassman anyway, and plays far beyond his years," he said.

"The age doesn't matter," Shine said. "It's about how they carry themselves."



Junior Captain Jalen Combs riles up the crowd at the Homecoming Pep Rally.

Athlete of the Issue

Drew Williams, Div. 469



Drew Williams stands on the sidelines at the Oct. 4 game at Gately Stadium

Drew Williams has been on the varsity football team since his sophomore year. He also played baseball his freshman and sophomore year before taking a year off to focus on football. He was planning on making a return to play in the outfield for the Indians this season.

Williams started on both offense and defense for the football team this year after starting only on defense the past two years.

Prior to his injury, Drew was being scouted to play football at Western Illinois and Lake Forest College.

Lane honors injured student

By Desiree Velazquez
& Jack Harvey

Thousands of students, faculty, and parents gathered to celebrate Senior Night, and to honor football player Drew Williams, Div. 469, on Oct. 11.

On Oct. 5 at Gately Stadium, just after the third quarter, Williams walked off the field and collapsed on the sideline. Williams had suffered a seizure and was rushed to the emergency room at Advocate Christ Hospital in Oak Lawn. Williams was then rushed into surgery and now remains in a coma.

The following week students at Lane came together in support of Williams and his family. Several students began tweeting "#PrayforDrew," which caught the attention of several celebrities, including Chance the Rapper and Matt Forte. Chance tweeted at Williams, "Hey Drew I'm praying for ya! #prayfordrew." Forte retweeted the "#PrayForDrew" message.

Williams' sister set up a website for people to contribute to Drew's medical expenses on GoFundMe.com. After only two days donations reached nearly \$20,000. Money came in from all over the country: from Drew's friends to people that did not even know him.

On Senior Night, Drew's parents walked onto the field holding hands with Drew's brother Bryce Williams, Div. 676, who had Drew's jersey draped over his shoulders. When Drew's name was introduced, the crowd applauded in support.

"It really felt like there was a piece of Drew with me when I went out there, because that is his number," Bryce said.

After the seniors were honored, Drew's parents, Jodi

and Chris Williams, took their seats in the parent section.

"We are so blessed, and we know Drew can feel all the love, which makes everyday easier to get through," Jodi said.

At half time the cheerleaders and dance team performed, but this was not a typical performance. The two groups dedicated their routines to Drew. The cheerleaders wore yellow bows with the number three on them for Drew. The dance team made shirts that read "#3 on the field, #1 in our hearts" on the front.

The back read "D.Will 3."

"We did not want to do something small for Drew," said Peyton Jovanovic, Div. 450, captain of the Dance Team. "So we made shirts in honor of him to show how much he is respected throughout the school."

On the east side of the stadium a poster tribute from the girl's volleyball team spelled out "LT" on each side surrounded by a heart with the number "3" in the center.

The Indians had no trouble beating the Foreman Hornets, 52-14 in the game. After

Lane forced a three and out on Foreman's first possession, Danny Carlson, Div. 477, returned a punt for a touchdown. Carlson held up the #3 in honor of his teammate Drew. Carlson had two more touchdowns that game, each time holding up three fingers in honor of Drew.

"Before the game I told everyone that I would score three times for #3 Drew," Carlson said.

The Williams family and the rest of Lane awaits Drew's recovery.

"We had been waiting for senior night, but we know Drew is with us. So it was still special," Jodi said.



Drew's parents and brother, Bryce, walk onto the field during Senior Night.

Photo by Chris Sweda, Chicago Tribune



#PrayforDrew



To support Drew Williams and his family, donate at:
<http://www.gofundme.com/4ootzc>

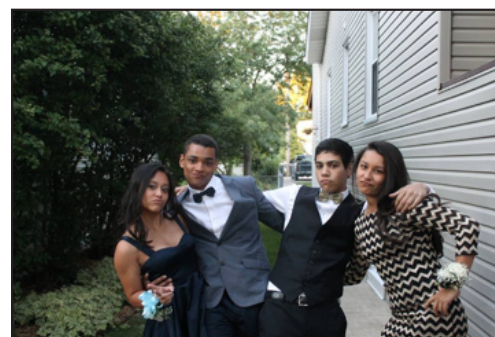


Photo by Chris Sweda, Chicago Tribune

Students locked out at Homecoming game

By Desiree Velazquez

After being shut out the second half of the Homecoming game, the Indians lost to Simeon 60-13. In the first half, however, it was hundreds of Lane students who were shut out from the stadium.

Because Lane's side of the stands were at maximum capacity the gates to the stadium were locked by CPS security. Security did not want to let students sit in the Simeon side of the stands over worries of possible student altercations.

In spite of students chanting from outside the stadium, "LET US IN!, LET US IN!" CPS security refused to open the gates.

"I knew the CPS security was just following orders, and Lane had no control over the situation. However, it still made me mad that it is my senior year and I could not even get into my last Homecoming game," said Krista Kranz, Div. 450.

At halftime, the public address announcer asked adults sitting on Lane's side of the stadium if they would move to the other side of the field, making room for students who wanted to get in to the

stadium. As the crowd thinned out, students were allowed into the stadium and the gates remained open after halftime.

Even though the stadium is called "Lane Stadium" it really is not Lane's stadium. Rather, it is owned by CPS and run by their Office of Sports Administration who schedule events and hire security for them. However, not many people were aware of this until after the game.

PTSO member, Lance Hassan sent out an email addressing the safety hazard of locking the gates, which not only kept people out but also potentially kept people in. The letter bashed CPS personnel for how they handled the situation.

In the email Hassan wrote, "Their actions, filling half a stadium and locking the gates...LOCKING the gates, no out no in...should at the very least be investigated by the Fire Department."

The email targeted two member of the CPS administration specifically: Mickey Pruitt, coordinator, and Thomas Trotter, his boss. The email included both Pruitt's and Trotter's email addresses and phone numbers and demanded the two "...should not be allowed anywhere near Addison and Western."

In an effort to tone down the tension, Dr. Dignam met with CPS security and sent out an email to parents and staff. Dignam wrote in the email, "After meeting with Trotter, Safety and Security, and our Network office, I am confident Sports Administration will review protocol and procedures to make certain none of the mistakes made during Friday night's Homecoming game are repeated."

Trotter also sent out an email apologizing for the incident saying, "We do recognize Friday's incident was not appropriate."

CPS officials attended a PTSO meeting soon after and were conciliatory about the incident. They promised that nothing like this, in particular, the chaining of the gates, would ever happen again. In addition, a number of new protocols were discussed in the event that a capacity crowd like the one at Homecoming occurs.

One change made for the next week's Senior Night game was that tickets were sold to only 1,000 Lane students. CPS also agreed to work with Lane to coordinate security at the game.

CPS officials also indicated that Lane athletic events are not considered a security problem and that in the future they would open the visitors side of the stadium if the situation warranted it.