

First Lane-A-Palooza to hit stage Friday

By Iyaylo Pasev

Screaming fans, blaring giant speakers, and varoius musicians including The Cure, Mumford & Sons, and the Killers. Those will be the sights at Grand Park on Aug 2-4. It's Lollapalooza. With line-ups released and tickets already sold, it is an expensive and difficult concert to get into. But there is an alternative.

This Friday Lane is having its own Lane-A-Palooza that will showcase some of the rising high school bands from all over the city and, unlike the Lollapalooza, there is still time to buy tickets (which are being sold in room 152 and on Lane's website).

It will take place in the auditorium "hopefully for a full packed audience," said Mr. Hudson, guitar teacher, participant, and organizer. "We have so much talent here at the school and other schools as well, that we just want to showcase it," Hudson said.

Admission is \$3 in advance and \$5 at the door. The show starts at 3:30pm and will go on until 5pm. This is just the pre-show however, called "Battle of the Bands," which is open to Lane students only. After 5pm, there will be a break for pizza, pop, and other things available for purchase in the lunchroom.

The Battle of the Bands has a twist. Bands must consist of a mix of students and faculty. A month before the show, the names of faculty participants were thrown in a hat and the bands chose a name. They had to incorporate that faculty member in their performance somehow. Mr. Sweet, the guitar teacher and organizer, believes that students will be interested in seeing a teacher playing with some of their friends.

After the short break, the entertainment will continue in the auditorium with the official Lane-A-Palooza. Performances will include Mr. Sweet's band called the Chicago Blues Syndicate featuring Kiara Lanier (2009 Lane graduate and American Idol contestant), the Boxers, the UnGnomes, the Blisters, and Digs and the Dynagrooves featuring Lane's very own Dr. Dignam. The show will conclude at about 8:30pm and will be the first of its kind at Lane.

Though comprised of teenagers, some of these bands have been together for a while. One band, the Blisters, first played together as 12 year olds at the elementary school where all members attended. The performance went horribly, however, and they had to stop in the middle of their song and walk off stage embarrassed.



Much has changed since then and members of The Blisters now attend Whitney Young (Henry Mosher on lead vocals and guitar), Lincoln Park (Hayden Holbert on guitar), Northside Prep (Spencer Tweedy on drums), and Columbia College (Tory Postilion-Lopez on bass). Their first professional show was at Second City's annual Letters to Santa benefit. They have since preformed at Subterranean, Metro, The Hideout, and Schuba's.

"We're just happy to be playing Lane-A-Palooza and we're excited to have fun with some kids who haven't heard us before,"

Tweedy, said. "We've been a band for a long time—the experience and skill that comes with having played a lot of shows is certainly something that helps us."

The Blisters are releasing their first album in May and are performing at Schuba's on May 31.

Money raised from Lane-A-Palooza tickets and t-shirt sales will be used to support Lane's Music Department, including the new Sound Engineering class offered next year. A lot of expensive equipment is needed to properly furnish a recording studio. Lane will be the only high school in Illinois to offer a Sound Engineering class.

"Nobody even knows how much it's going to cost," Sweet said of the new class. "Dr. Dignam is extremely brave in just jumping in... Most principals will not even think about having the class."

This is not the only part of the Music Department undergoing change this year.

The Lane guitar room, located in what used to be the Auto tech garage, is being renovated in order to make it suitable for playing music. The sounds of hammers and electric screwdrivers have at times added percussion and other interesting effects to guitar classes in session. Plans for hardwood floors and other upgrades have been proposed to make the room better absorb sound waves and become a true guitar room.

Sweet wants to make Lane-A-Palooza a bi-annual event, one in the fall and one in the spring, if it is successful. He believes that because more and more high school students are playing in bands there is a greater need for opportunities for them to perform. Lane-A-Palooza offers such an opportunity to showcase the musical talents of students while raising money for a good cause.

Though playing in front of a big crowd may be a new experience for several musicians participating in the event, Hudson is confident it will be rewarding.

"I can assure them [the bands performing] that even if there may be some nerves, the experience will be worthwhile and it's so exhilarating and so enjoyable to play music for an audience," Hudson said. "This concert is a representation of bringing the music away from the typical institutions and taking it right from the students. The students create the music. The students make the lyrics... This is an opportunity to showcase that."

Lane Buddies Prom a day of dancing, farewells

By Desiree Velazquez

As the music echoed through the gym, Hailey Pieruccini, Div. 470, found her buddy, Leroy, on the dance floor. She tugged at him and whispered in a gentle voice, "Come on let's dance. It'll be fun." The two giggled and held hands as they started to dance.

For many special needs students at Lane, or "buddies," March 15 was their final Prom. Buddies Prom is not a well known event at Lane, but for many students the event has left a lasting impact.

In preparation for this year's prom, the Best Buddies club members met every other Thursday. There they made corsages with their buddies and brainstormed prom themes. Students also sold buttons with "I heart I-Nights" on them in order to fundraise. This years theme was "The Grammys," an idea thought up by buddy, Adrese Byndum, who would be attending his final Buddies Prom. The prom also coincided with his birthday.

At the event, club members surprised

Adrese with a birthday cake that had a picture of his face. As students gathered around Adrese and sang "Happy Birthday," his face lit up with delight. Soon after the dancing began.

Kim Murphy, the club sponsor, came up with the idea of prom for the buddies last year.

"They don't get the same high school experience, so we thought we would do something that they could enjoy with all their friends," Murphy said.

Pieruccini was attending Buddies Prom for the second year in a row and is an active member of the club. She thinks that being a part of Lane Buddies has given her an experience many others miss out on.

"I feel privileged to have this opportunity. People don't know how to communicate with these kids. I'm able to connect with them and have a special relationship. Most students are not able to say that," Pieruccini said.

Every student involved in the Best Buddies club has a special or inspiring story to share about the interactions they have

had with their buddies.

When Amanda Lindberg, Div. 472, approached her buddy, Jeremy Hernandez, at the beginning of the prom, she was surprised to hear him shyly tell her, "You look beautiful." The two were inseparable the rest of the night and Jeremy did not forget to give his date a special hug and kiss on the cheek before he left.

Lindberg admits that initially it was hard for her to interact with her buddy because it was hard to communicate with him. After dancing and taking pictures together, however, she found herself comfortably interacting with him.

"My favorite moment with Jeremy had to be when he decided to finally dance with me. He really put himself out there. It was cute and sweet," Lindberg said.

The president of Lane Buddies, Nina Milankovic, Div. 375, took as many snapshots as she could to commemorate the event. Milankovic says that Buddies Prom brings her closer not only to her buddies but also with her fellow club members.

"After prom the buddies become closer



The Lane Buddies prom took place March 15, in Gym 3.

because they now share a common high school experience. I think they are definitely a little more comfortable with each other after dancing together, taking pictures and getting dressed up," Milankovic said.

As the end of prom approached everyone gathered for the crowning of the queen and king. This year Michael Mantilla and Therese Santiago won the titles.

Cameras flashed as the two grinned for their special pictures.

The night came to end with a collection of smiles and memories for students and their buddies to carry with them for years to come.

"There are many great events at Lane, Pieruccini said, "but I always remember the memories I made and the friendships I created at Lane Buddies Prom."

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Rally over CPS closings held downtown

By Walker Post

Outside of Rahm Emanuel's office at City Hall over the CPS spring break on March 25, more than 60 CPS students and teachers crowded the lobby in anticipation for delivering their list of demands to the mayor.

People craned their necks to see past all of the signs. Some of the signs directly attacked Emanuel such as "School Closings = One Term Mayor." Others focused on their educational rights for example "Our Schools, Our Future, Our Choice". Their eyes were fixated on the entrance to the mayor's office in hopes that he would be the one to come out and accept the letter. The police officers assigned to crowd control were respectful of the protestors, but uncertain with how to deal with a bunch of screaming teenagers.

The chants were persistent and deafening. To pump up the crowd, leaders of the rally used slogans like "We are the students, the mighty mighty students." After waiting about 15 minutes, the crowd grew restless because neither Emanuel nor a representative had shown up. They decided to read their list of demands aloud in front several news channels, which were covering the event.

After the letter had been read, one of Emanuel's representatives came out and accepted the letter. Without saying a word, she folded the letter and went back into the mayor's office. Students were frustrated with the lack of response and one student shouted, "We have questions."

Chicago Students Organizing to Save our Schools (CSOSOS) is a newly founded organization put together by elementary and high school students from all around the city and guided by teachers. The student organization calls for a moratorium on the closing of 54 public elementary schools. They also call for an *elected* School Board for CPS. Lastly, they ask for a redirection back to schools of 5.2 million dollars being used to build a new Hyatt hotel. Emanuel has been discussing the details of his budget cuts for months and recently revealed his plan to the public.

Many Lane students and teachers attended the rally, and although not directly affected by the school closings, they still showed support. Lane has been actively involved in establishing CSOSOS, which was started up last fall. These members from Lane do not ap-

prove of the closings.

David Nunez, student council vice-president, is one of the Lane students who has helped organize CSOSOS. He criticizes Emanuel for focusing on his personal accomplishments rather than the best interests of Chicago.

"Our schools are not improving if [Emanuel] is closing them," Nunez said. "He is not focusing on the logistics of the situation."

"The fact that schools are not getting the money that they need and sending kids to schools that are already overcrowded is unfair," said William Concepcion, Div. 481.

Seventy percent of students who will be impacted by the schools closings are Black. Nearly 30,000 students will be affected if this takes place. This could severely hinder Black students from an easily accessible education. Karen Lewis, president of CTU, believes the decision to close the 54 schools was racially charged.

"Let's not pretend that when you close schools primarily on the south and west sides, that the children that who will be affected aren't black," Lewis said. "Let's not pretend that that's not racist,"

Lewis believes the closings will lead to a further destabilization of the neighborhoods making them more dangerous for students. She called out CPS for using the "underutilization myth" as justification for their plan to shut down schools.

CPS's CEO Barbara Byrd-Bennett sees the situation differently.

"To refuse to challenge the status quo that is failing thousands of African American students, that's what I call racist."

Chicago is facing a \$1 billion budget deficit. CPS says the plan will save \$560 million over 10 years in capital costs. The funds saved from closing the schools is supposed to be invested into adding better technology, air conditioning, tutoring, increased security, and other services to low income schools. CPS says it will also ensure that every school will have a library. They will also ensure that CPS has a safety plan for the transition period.

"CEO Byrd-Bennett knows that consolidating schools can be emotional and difficult, but by doing so we will be able to provide students with a quality, 21st-century education they deserve," CPS spokeswoman Becky Carroll said in a recent statement.

Chicago district officials argue that in some predominantly Black neighbor-

hoods, population is decreasing so valuable resources are going to schools with a dwindling number of students. Bennett says that closing schools is inevitable considering the amount of money being spent on under-enrolled schools.

Emanuel said he would be working closely with Bennett to implement the plan. They both reason that by shutting down 54 schools they could invest in a higher quality of schooling for the students that would be affected.

Students continued their march two days later on March 27 in Daley Plaza along with other protestors. The rally was primarily organized by CTU. This event brought together somewhere between 2,000 and 3,000 protestors. It began with speakers including Jitu Brown (community organizer), Karen Lewis, Jesse Jackson Sr. (civil rights activist) and others speaking to the crowd of people. Lewis delivered a message to the mayor and the city.

"We are the city of big shoulders and so we intend to put up a fight," she said.

The crowd erupted in applause as cameras flashed and people cheered.

After everyone spoke, the protestors began marching in the streets. Outside of City Hall, an organized sit-in took place, which included the city's teachers, janitors, lunch workers and others who were willing to risk arrest.

One man with a bushy white beard and thick-rimmed glasses sat clutching the person next to him as the police attempted to get him to stand up. After a bit of convincing by the police, he gave in and was detained for participating in the rally's sit in.

The man, Bob "Bobbo" Simpson, was one of the 127 protestors who were ticketed. Simpson is a retired history teacher at Lord Catholic High School on the south side. He keeps himself busy by working as a political cartoonist, maintaining a Twitter following of over 1,000



Teachers and students attend a protest downtown.

people. On his own website, www.bob-bosphere.org, Simpson has written dozens of articles addressing issues such as unions, economy, and racial discrimination.

Simpson disapproves of the school closings and believes that anything that affects students negatively also affects him as well. He argues that students have strong connections with faculty members, fellow students, and the school itself.

"It is very important for students to have continuity in their schooling," said Simpson.

One-by-one the protestors were peacefully escorted by police officers to an area where they were to be fined. The crowd of people not partaking in the sit-in cheered appreciatively for those that were being taken away.

With the possible school closings, many issues regarding education are unsure in Chicago. Mayor Emanuel is facing pressure and scrutiny to postpone the shutdowns until the issue has been resolved.

Alexis Moore, a teacher at Jenner Elementary School, is ready to see Emanuel out of office. She feels that he has made promises for education that he has failed to keep.

"You come in here with a handshake and we're ready to send you out with a boom," Moore said.

Lane hosts National Geographic assembly on ocean conservation

By Diana Castro

Lane welcomed marine ecologist, Dr. Enric Sala, on April 2 as part of National Geographic's Exploring Underwater Edens presentation.

Senior, Claire Hoy, introduced Sala to the students, teachers, and staff invited to the presentation in the auditorium. Sala began his presentation with two questions for the audience: what is wrong with the ocean and what can we do to help?

Sala, who grew up watching Jacques-Yves Cousteau explore oceans and seas on television, was inspired by the beauty he saw underwater, but when he began to dive, he was shocked.

"What I saw when I went into the sea was not what Cousteau showed us [on TV]," Sala said.

Sala decided to show people how damaged the Mediterranean Sea has become.

"I wanted to become an ocean doctor," he said.

Sala has traveled around the world to spread awareness about ocean pollution, global warming and overfishing,

which have greatly impacted many species like sharks.

"Sharks are the species that go away first when humans are present," Sala said.

Sala explained to the audience how a population of only 5,000 people on an island is enough to kill the shark population of that island's waters.

Sala also showed a cartoon about marine reserves and why they are beneficial. He explained how marine reserves contribute to boosting economies.

"In its lifetime, a shark can bring two million dollars in revenue to a place like Costa Rica, or \$200 in a market," he said.

After the presentation, 40 students were selected for a question and answer session with Sala, where he answered more student questions.

Sala explained to students about the 500 dead zones that have been created due to synthetic fertilizers running off into water, over fishing, and global warming.

Sala says that he plans to continue working with governments around the world to create more reserves and preserve the oceans of the world.

Class rank system removed

By Cecilia Hernandez

On Thursday, Feb. 21, Dr. Dignam asked the Local School Council (LSC) to remove the class ranking system from Lane. The council approved his request. For students already stressed about their GPA's and scoring well on tests, removing the Class Rankings will be one less burden.

"I am concerned about the added, undue stress focusing on the rank places on all students from grades 7-12," Dignam said in Lane's Parent to Parent newsletter.

Dignam pointed out an obvious fact to the LSC about class ranks: with the size of Lane, class ranking doesn't help the students. When reviewing the top 50 freshman students, he noted that 96 students were tied for various rankings among the top 13 slots in the class. This means that rank number 96 is actually number 13.

Other high schools, such as Northside College Prep, have also removed class ranks. According to a recent report by the National Association for College Admission Counseling (NACAC), more than half of all high schools no longer report student rankings. Some colleges and universities, that used to rely on class ranks

when accessing applications, are now focusing more on the SAT and ACT scores. Some colleges do not even require students to report their class rank anymore.

So, the 2013-2014 school year will be class rank-free. Dignam and the school council will be working with the teachers and students in the coming school year to create criteria for selecting honors distinctions and the class valedictorian. If any students needs Lane to directly work with any university during the selection process, the guidance department will be assisting all college applicants.

To many students, this will be a relief -- no more class ranks! But to others, class ranks weren't such a bad thing.

"Every time my rank moved up, I have felt proud of myself," said Clara Mata, Div. 384. "It motivated me to work harder every time."

And to some, it doesn't matter either way.

"It won't make that great a difference," said Andrea Guerrero, Div.469. "The most important thing is our GPA."

There are many opinions about the removal of class ranks, but one thing is for sure: they won't exist for Lane students next school year.

Lane reacts to CPS ban of graphic novel *Persepolis*

By Gabrielle Onyema
& Matthew Wettig

On March 13, CPS officials notified CPS principals that the book ‘Persepolis’, by Marjane Satrapi, was to be removed from all classrooms and the school library.

The next day, Dr. Dignam notified Lane teachers of the ban via an email to faculty in which he also wrote, “I was not provided a reason for the collection of Persepolis. If I learn more I will inform all staff.”

The same day, a few English teachers came down to the office with their copies of the book. Mrs. Mason was one of them. Her Topics in Literature class focuses on non-western literature and includes Persepolis in its curriculum.

Mason and other teachers were disheartened at the news of the ban.

“I was surprised and shocked that something like that was going on in the school system. I thought that we, as a culture, had moved beyond book banning,” Mason said.

The author of Persepolis agreed.

Satrapi, was emailed by student reporter Matthew Wettig, after finding her contact information online. He informed her of the ban imposed by CPS. Satrapi replied within an hour, voicing her anger. (Satrapi’s full email appears in the sidebar to the right of this article).

On March 14, the CPS Department of Libraries emailed principals, informing them that “the directive to remove Persepolis from schools does not apply to school libraries, and that any further challenge or attempt to remove this or any other book from a school library must be guided by the Collection Development policy.”

This policy, passed by CPS on March 22, 2006, calls for a committee “review and appeal process” anytime “a challenge is raised about materials that are maintained in a library.”

Upon hearing this via another email to Lane staff from Dr. Dignam, Mrs. Mason had her class sets of Persepolis sent down to the library. Over the next

two school days, these issues of Persepolis were checked out by students eager to read it and discover what the controversy was all about.

Numerous local media outlets covered the story of Persepolis being pulled from CPS bookshelves and the story soon spread to the national news.

By the morning of Fri, March 15, CPS CEO Barbara Byrd-Bennett sent out an email updating CPS’s policy on the book. It read in part, “First, let me be clear – we are not banning this book from our schools.

Persepolis is included as a selection in the Literacy Content Framework for seventh grade. It was brought to our attention that it contains graphic language and images that are not appropriate for general use in the seventh grade curriculum. If your seventh grade teachers have not yet taught this book, please ask them not to do so and to remove any copies of the book from their classrooms.

We have determined Persepolis may be appropriate for junior and senior students and those in Advance Placement classes. Due to the powerful images of torture in the book, I have asked our Office of Teaching & Learning to develop professional development guidelines, so that teachers can be trained to present this strong, but important content. We are also considering whether the book should be included, after appropriate teacher training, in the curriculum of eighth through tenth grades.

Once this curricular determination has been made, we will notify you.”

In spite of the change in CPS’s directive, Lane students held a protest after school Friday afternoon on the corner of Addison and Western. Heavy rains poured down as students crowded together and held up their signs, shouting slogans to passing cars.

A few parents participated in the protest as well.

“I wanted to come out and support the kids. It makes me proud and hopeful, these kids out here like this. I value free speech,” said Matt Farmer, the parent of a former CPS student.

This change in CPS’s orders became a common point of discussion and speculation.

“I think it was the reaction [of the public], the way [CPS] tried to walk this back,” Farmer said. “Barbara-Byrd’s press release was lacking as to explain any reason for why this happened.”

“The problem is why ban it in the first place, even from seventh grade?” Mrs. Mason asked. “If it has been deemed appropriate for so long, why change things now?”

“I wish CPS could budget our deficit rather than being concerned about this,” said French teacher Mr. Polley. “Or focus on gun control or student poverty. If our

schools don’t work, why not try fixing them? Instead, they concerned themselves with a book.”

The voices of protest were already planning an additional demonstration.

A student sit-in was scheduled to take place in the library on the morning of Mon, March 18, but failed. Originally intended to be a small group of students who would sit in the library reading Persepolis during the first couple periods of the day, word of the sit-in spread online over the weekend.

When over 300 students showed up outside the library, its doors were locked. Security and administrators had to disperse the crowd and it was announced over the intercom that everyone not in class would be marked as absent. A few minutes later, however, the Attendance Office closed. Students returning to class were to be counted tardy.

Some of the most active student protesters were members of the school’s Banned Book club, which reads literature that has been banned in the U.S. and elsewhere. Club members encouraged students to attend a club meeting to discuss the Persepolis issue. Club president Levi Todd, Div. 450, was interviewed by local television stations and newspapers.

“The ban was interesting for our club and gave us a role to play,” Todd said. “Teachers are educated people; if they want to use a book to teach in class, they’re going to be mature enough to do so without scarring anyone for life.”

Satrapi’s verbatim response to Lane reporter Matt Wettig who first informed her of the removal of Persepolis from CPS classrooms.

*(English is not Satrapi’s first language)

Here is my statement:

“Since 2003 that my first book was published in United State until today, meaning a decade, I have received thousands of letters from highschool and college students, I have made hundreds of conferences and reading all over the country and met incredible and fantastic people.

All these contacts made me believe even more in the idea I truly believe in, meaning that if we put aside the political point of view, we, humans being around the world not only can understand each other but we can even have some sympathy, compassion or even love for one another.

I believed by understanding the fact that “the one” that we consider as enemy is a person just like us, we can maybe dream and why not construct a better world.

The response of American people made my heart warm, my will strong and my hope was not anymore a hope but the truth.

I know what is public school. In 2004, I was in Chicago public school and loved to see these kids full of passion and questions. I felt close to them and so did they.

That my books and films can be banned in Iran, that a couple of hundreds of salafists can shout against it in Tunisia, that people cannot buy them in countries ruled by dictators is a fact and I can accept it because I try to invite each of us to think by ourselves, to have our own opinions, in one word: To be FREE. So, of course fanatics and dictators don’t like it. They can’t approve it.

But when I hear that they want to ban my book in America, I just cannot accept it. America is the largest democracy in the world!!! Why?

This question turns round and round in my head and I don’t have any answer.

And I feel sad. And I am ashamed of people who take these kinds of decisions.

No matter who they are, SHAME ON THEM!

Marjane Satrapi
March 16th, 2013



Persepolis student sit-in: Just an excuse to miss class?



By Almasa Pecanin

We all know the Persepolis student sit-in was a complete failure. The hallway between staircases A and D was flooded with people, making it impossible to get through. It was 20 minutes of chaos until everyone was eventually sent back to their first period classes.

The sad thing is, no one was really upset that they had to leave. This goes back to why the sit-in was a failure: students were only there to get out of class. The rumor was flying around that cuts would not be given if the protest was kept peaceful, so everyone jumped at the opportunity and hundreds showed up to “protest”.

Protests are a great thing. They give you a chance to express your opinions and beliefs and meet a load of people who have the same thoughts as you. But these protests lose meaning once they are filled with people who don’t support the cause.

When the Persepolis controversy first started, it was the hottest topic on Facebook. Some were arguing that students should take action and protest the banning of the book. Others thought a protest was unwarranted. I saw a couple of statuses from people saying things such as “This is not a reason to protest” or “You are all just looking for a reason to protest.”

I saw at least two of those anti-protesters at the sit-in. I also remember hearing numerous “this is stupid” remarks while trying to get through the

crowd. I remember telling myself that three people could have held a better sit-in than the one that was going on.

Nothing gets accomplished if those involved couldn’t care less about the issue. The students who were just leaning against their lockers and enjoying their time out of class were taking away from the purpose of the protest.

The sit-in didn’t work out because the administration and the organizers of the event could not get everyone to cooperate. The students were too busy socializing with their friends to pay attention if any orders were given.

The point of the sit-in was to spread the word about censorship and to put an end to it. The organizers were trying to gather a group of students who were eager to protest and fight for freedom and their rights. The idea was for the students to silently read in protest. This purpose was lost when the sit-in just became a big hang out.

Big problems will never get solved if the people who are trying to solve them are surrounded by others who don’t care. These people diminish the spirit of those wanting to take a stand. If someone shows up to a protest just to protest, then it’s pretty obvious that they won’t be of much help. So what’s the point of their being there?

Maybe if the organizers of the event communicated better with administration and made posters and/or announcements about the protest, the results would have been different. The fact that this was organized through Facebook made the sit-in sound more like a student affair rather than something approved by administration. Therefore, it was the “cool” thing to do. This could have been easily avoided through school advertisement.

Ten protesters who are dedicated to the cause is a lot more effective than 100 protesters who just make a lot of noise and don’t even know the reason they’re protesting.

Persepolis student sit-in: Power is in numbers!



By Marissa Higgs

The Persepolis protest that took place a few weeks ago outside the library did not really go as expected. The large mob of students crowded the hallway creating a fire hazard and eventually causing the administration to evacuate the area.

Was this demonstration a complete and total bust though? No.

No two people are alike. No two people think the same way. No two people feel the exact same way about everything or anything for that matter. Therefore, one will never be able to gather a group of individuals together who all feel the same exact way about the same exact cause. This does not mean protests should be avoided!

What motivates a person to do something is one thing, but the act of that person doing it is another. In fact, the act is far more important. It can play a large role of getting things accomplished in any society.

It is pretty clear by this point that several people at the sit-in were there for one reason: to get out of class. Still, however, they were helpful.

For years I have heard the saying “there is strength in numbers!” Never before have I understood this to be so true. One person alone can potentially accomplish many great things, but sometimes it takes a village. If there is one thing authority figures fear most, it is a large group of individual thinkers with differing

viewpoints that oppose or contradict their own.

Our country was built on this belief. The United States was formed by a group of oppressed men and women who banded together and chose to stand against their oppressors. Early on they faced many hardships and disagreements on what the once “new world” would become. Still, they knew that the only way to change their situation was to come together, even with different intentions, and fight for the chance of change.

When SOPA and PIPA made their way into Congress, the United States citizens responded in an outpour of anger and rage. Almost immediately, social networking websites and search engines responding with threats of blackouts and thousands of Americans began questioning the government. About as quickly as the world got out, politicians and members of the House and Senate retracted their positions.

The Internet we know today may have ended over a year ago if it were not for such a large group of people banding together to “fight the forces of evil.” Things begin to happen when people unite together for a cause. As much as this may offend some, it must be remembered that motivation can only get one half-way there. Action is still needed.

People should always be encouraged to lead, but leaders are not the only important people in the world. The word “follower” has such a negative connotation; however, the followers in the world are the building blocks to any great cause. They are essential for change to take place.

The Persepolis protest was a wonderful way for students to show their dedication and support of freedom, equality, and justice. The individualized motivation behind every protester should not be the main focus of this eventful day. Instead, it is important the world direct its attention towards the truly important part...the result.

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Lane switches to online course selection

By Leah Wojtach

Valerie Spychala, Div. 459, raced to the crowded cafeteria when her group was called, hoping to get into that one class she desperately wanted to take. By the time she got there, the line to AP psychology was too long for her to get in, leaving her to take Humanities instead.

Lane has now changed its outdated course card selection to an online selection.

Spychala is one of many students who had to prioritize classes on course selection day. This is one of the few reasons it was created. Ms. Gonzales and Mr. Nishimura worked together in creating the online digital course catalog.

According to Gonzales, the new system is advantageous because in the past, when the students had to physically wait in line, they would have to prioritize what courses they wanted. Sometimes, their choices were filled up by the time they were able to sign up for them.

In the past few years, course selection was a day set aside for the students to come to school to sign up for classes. However, this year there was a lack of available days due to the strike. This was another reason the online selection was created.

Students have mixed reactions to the change. Some people like Keith Tan, Div. 473, prefer it.

"Course selection day was too much of a hassle going from teacher to teacher, and the online selection let me see all the classes offered," Tan said.

While others like Adan Delgado, Div. 476, prefer the old system.

"I don't trust it. It could mess up my classes," Delgado said.

However, this new system has some glitches. Some students' class picks were not saved in the system correctly.

For Donalyn Allam, Div. 457, she was denied a class. She signed up for Yearbook I along with her other classes in the first group. Her selection went through and received a confirmation email. A friend told her that she could go to her counselor and check to see her schedule. She followed up with her counselor to find she was denied for Yearbook II even though she signed up for Yearbook I.

"The system made a mistake and put me in Yearbook II. So I was denied for Yearbook II and Yearbook I because the class filled up," Allam said.

She now has to choose another class to fill the place of Yearbook.

Another problem students complained about with the online course selection was that their course cards were denied for submission at the end of the application unless every section was completed, including all the alternative courses.

"It was very frustrating because I filled everything required, but it wouldn't submit. I had to go to Mr. Nishimura for help," Emily Porter, Div. 462, said.

According to Gonzales, another new online system will be used next year for all of CPS.

"Over the next year, we are supposed to work with ITS, the programming downtown, to use a system district wide."

Regardless of whether students liked the new system or not the online course selection will remain for future classes.

"Course selection day was too much of a hassle going from teacher to teacher and the online selection let me see all the classes offered."
- Keith Tan

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Political science class holds mock election

By Victoria Figueroa

Lane's Political Science class will be holding their mock presidential election Apr. 25 closing the long process of campaigning for three parties: the JQ People Party, the CSD Party (an acronym for the Convention of Social Democrats) and the Toga Party. The three parties each represent the students' own political beliefs, ranging from federal issues such as gun control and immigration to local issues specific to Lane such as holding division more than once a week. The parties are held together by their ability to work toward their common goal of winning the election. As different as the students are, they all must take their work seriously. It is about more than just getting a good grade. Participants are learning that they are a part of something bigger.

Leading the JQ People party is their presidential candidate Quintin Manjarrez, Div. 357. Manjarrez said that the "people" in the party name represents just that, the people.

The first step in the process of becoming a candidate was to form a party and find a running mate. For Manjarrez, it wasn't difficult to find his vice president.

"Joshua Mache actually had his own party on the other side of the room. I love the guy he's very active and energetic...I went up to talk to him and we found we have very similar ideals. I didn't really have to convince him," Manjarrez said.

Manjarrez said that many of the people in his original party, before combining with Mache's party, were people he had worked with before. There was a sense of unity and loyalty already established.

Having these people did not stop him from reaching out to know people though. He made sure not only to reach out to people on issues in the campaign but also to appeal to people's sense of work ethic. He has reached out to people that did not believe they were contributing to their party and wanted to, and allowed many of them to handle various responsibilities as they work to win the election.

"I try to help as much as I can. But most of the time they're the ones with the skills. I just know how to organize," Manjarrez said.

Kasia Gora, Div. 382, is the presidential candidate and leader of the CSD party. Gora was encouraged to run after she saw the male dominated election, as the other candidates are both male.

"All these guys were running, so I was like 'we need a [woman] to run.' That's why I [am running]," Gora said.

Not only being a girl encouraged Gora to run, but she also believes that her ability and desire to listen to people will make her a good leader.

"I try to get different viewpoints. If you're opposing me I want to know why," Gora said.

Gora also acknowledges that one of the most difficult things to do is to make sure everyone stays on task as the campaign relies solely on the students.

Nick Cameron, Div. 475, is the presidential candidate from the Toga Party, which is also the smallest political party with only four members. Even though the other parties have more members, Cameron believes his party has the same chance of winning as the other two.

"We have strength in our actual personal connections and the people that we actually know," Cameron said.

He believes that his connection to people, as he is a self-proclaimed people person, will help him register voters that will actually go to the polls and vote for him.

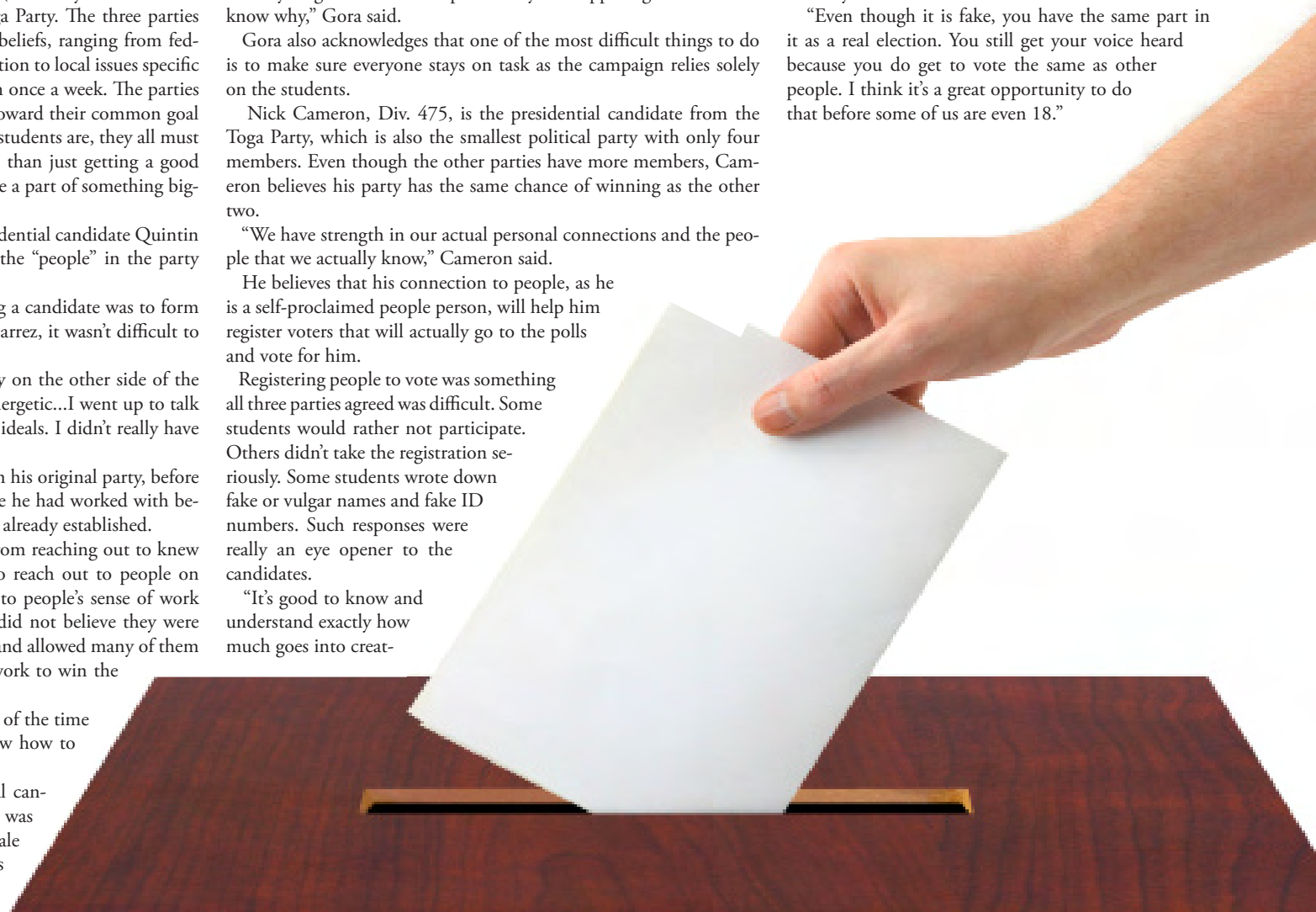
Registering people to vote was something all three parties agreed was difficult. Some students would rather not participate. Others didn't take the registration seriously. Some students wrote down fake or vulgar names and fake ID numbers. Such responses were really an eye opener to the candidates.

"It's good to know and understand exactly how much goes into creat-

ing a political campaign," Cameron said. "So whenever you're eating dinner and someone comes to your door with a clipboard and you say 'I'm sorry I'm eating dinner'... I sort of [now] know how it feels when I tell them to get off my porch."

But Kasia has faith that there will be a big turnout on election day.

"Even though it is fake, you have the same part in it as a real election. You still get your voice heard because you do get to vote the same as other people. I think it's a great opportunity to do that before some of us are even 18."





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Lane to host annual Monster Ball

By Hector Montalvo

Zaya Gillogly is waiting for her group to assemble. It is Saturday and she is situated at one of Chicago's largest Lesbian-Gay-Bisexual-Transgender-Queer (LGBTQ) community centers: Center on Halsted. LGBTQ youth leaders and activists alike attend every Saturday at the Center of Halsted to discuss LGBTQ and Gay-Straight-Alliance (GSA) related topics. At this meeting, Lane becomes a candidate to host an annual CPS-sponsored GSA prom: Monster Ball.

"I believe the LGBT Prom will have a positive impact at Lane Tech by providing exposure and a safe place for LGBT youth to experience one of life's first milestones (their high school prom)," said Lane counselor, Mr. Hoof. "Lane Tech is - for the most part - an environment that is open and accepting of the many differences from one person to the next. Hopefully, given Lane Tech's great reputation within the city, other schools will follow suit and also provide safe spaces for all of their students."

Gillogly first proposed the idea of Lane hosting Monster Ball to Stand Out, a leadership empowerment program at the Center on Halsted. It later was brought to the attention of Lane's administration and was approved with the help of counselors and faculty members.

Aside from Monster Ball, Day of Silence and Night of Noise are other LGBTQ awareness events that pay homage to the victims of anti-LGBTQ bullying and harassment. In Day of Silence, Apr. 19, supporters and students across the nation remain silent the whole day to illustrate the suppressed voices of a victim's outcry due to bullying. Night of Noise is a rally supported by Illinois Safe Schools Alliance on the following day, Apr. 20, to celebrate and break the silence from the day before.

"Illinois State School Alliance has done a great job to come [to Lane] and pump Day of Silence and Night of Noise into a more formulated event. I know that our school is very open and accepting as it is, but the LGBTQ Prom will be one of the biggest GSA events



that we will have," Gillogly said.

Foreman High School, Center on Halsted, and OfficeMax are some of the many contributors who are funding this event. As the date is closing in, preparations seem to get more hectic.

Mrs. Moore, head of the Art Department, is helping with the construction of decorations for the prom. She provides supplies, space, and instruction within her open studio sessions for students to create lively designs. Volunteers have even able to make decorations for service learning hours.

Last year's Monster Ball was held at Powerhouse High School; about 200-250 students attended. This year's GSA prom is targeting a number close to 300+ students. The prom will be held in Lane's Main Gym, jazzed up with decorations based off of a Lady Gaga color palette: black, silver, and purple. White Christmas lights and big, spiky origami balls are some decorations planned to be included in this year's Monster Ball. The prom will also feature professional catering, photography, and a DJ.

GSA youth leader Nathaniel Knize, from Northside College Prep High School, sees this prom as a way for teenagers to feel welcomed in schools.

"No events likes these happen very often; this event just needs to happen more than anything," Knize said. "This is nothing shady, and people need to believe that this is going to happen. As [a] result, LGBT youth would feel more comfortable with PDA (public display of affection) in the future."

Ana is a Lane student that plans to attend Monster Ball with her friends. She imagines that people will be talking, dancing, and mingling at the ball.

"Who knows, maybe people might even meet someone [they do not know] at the prom to dance," Ana said. "I'm expecting people to go all out in gold, metallic, and silver. The [prom's] theme is Lady Gaga; why not dress in her style."

"I'm definitely excited; I just wanted to participate in this awesome event that will diversify students all across the city," Gillogly said. "It's an event celebrated at the end of the year to have a good time."

The Monster Ball will be held at Lane from 7 p.m. to 10 p.m. on May 10. Tickets can be purchased for \$20 online or from Lane counselor Mr. Hoof. A valid high school ID is needed for entry. Everyone is welcome regardless of sexual orientation.

Students manage with stress in different ways

By Isaac Ceh

STRESS! It may seem like there is nothing you can do to avoid it. Students feel stress from school, parents, sports, boyfriends/girlfriends, and believe its nearly impossible to avoid. It might be surprising but a student can have a lot more control over stress than they think. Most students at Lane have all had stress at one time or another and everyone uses different methods to cope.

"School is no doubt the reason I have stress! All the homework we get and trying to get A's in classes, teachers act like they don't know we have six other classes," said Shray Yippe, Div. 454.

Yippe also has stress about being small at 5'4 and weighing about 110 pounds. He has recently been trying to lift weights to get his confidence up.

"I've been lifting to become swell. Lifting helps me take my mind off the stress of school work and my size," Yippe said.

Another student who believes that school is the reason why he's stressed is Phil Reimer, Div. 472.

"My stress is caused by school and my parents. They always bother me about getting good grades. I'm also pretty stressed out about the ACT and the fact that I will be choosing colleges soon," Reimer said.

Reimer watches a TV show to get his mind off stress and it's one that may surprise some people.

"It seems kinda weird but I watch the Maury show. I find the show hilarious and I probably watch it about twice a week. It's just a nice way to get my mind off things and I always get a good laugh," Reimer said.

Another student Joshua Gomez, Div. 465, relieves his stress by playing video

games and drawing.

"Usually I get my stress from my family. I need a break from them because they are so hectic and we argue a lot," Gomez said.

Gomez usually just gets away from his family when things are a little rough and goes to his bedroom and draws.

"Violent video games really help me relieve stress. It's just something about shooting someone that calms me down. And, well, sometimes I just lock myself in my room and just draw. Sometimes I just need to be alone and express my thoughts and relieve myself through my art," Gomez said.

Another source of stress may be sports. Matt Wilson, Div. 453, is a Lane lacrosse player and gets stressed out about being a student athlete. Wilson feels that school is not what causes him the stress, but if he has a bad game he feels like he lets his team down. To deal with the stress Wilson usually practices to get better at lacrosse.

"It's kind of odd that I practice lacrosse to get rid of my stress because it's what causes me to have stress. Practicing usually always makes me feel better and makes me stress free. I also just like to work out and go to gym it always gets my mind off things," Wilson said.

Paul Albright, Div. 475, releases his stress through rap.

"I like turning my problems and stress into raps. It's a lot of fun and it does take some time, but it's been helping me a lot. It also has started to make me enjoy creating rap and I actually write and rap frequently now," Albright said.

Stress is something everyone will have at one time or another, but these Lane students have all created their own unique way to deal with it.

Students barred from "ghetto" lot

By Tristan Bugos

It was the first morning of March when a portion of upper-classmen said goodbye to their "Ghetto Parking Lot," as they called it. The now-vacant lot is the fenced-off area across the street from the McDonald's on Addison. Second period that day, Mr. Jarka warned the students via an intercom message that if anyone was still parked in the lot by the next period, they would have their vehicle towed. Students were not punished, but given the opportunity to move their cars so that the lot was empty the next period.

The lot was first used by students as a parking lot towards the beginning of the school year when a few anonymous students noticed a knocked-down fence and were desperate for a space. In order to enter the lot, students had to drive over a curb. As other students found themselves with no parking options they decided to start parking there also. By the time the new year started, there were over twenty cars parked in the lot on most days.

"Everyone thinks that everything around Lane is owned by Lane. Well it's not. That parking lot is actually owned by the Park District," Jarka said.

Lane had no affiliation to the lot and the City of Chicago was ready to move forward with their plans for it.

"The Park District was receiving complaints about people parking in the lot and informed me that two tow trucks were on their way at the moment. But I convinced them to give me at least an hour to clear all the vehicles out of there," said Jarka, "People always think I'm the bad guy, but I saved all those

students a whole load of impoundment payments."

The tow trucks were never seen because of Jarka's announcement.

According to senior Ashley Sturgeon, the lot will be missed.

"I loved it because no matter how late to school I was, I could always find parking in the ghetto parking lot. Plus, it was a less than three minute walk in the freezing weather," Sturgeon said.

As one walks through the lot, sights of glass, sharp rocks, pot holes, and pools of water clutter the entire area.

"Honestly, I'm surprised I didn't see more accidents in the lot because teenagers with cars and dangerous parking lots don't go well together," said Jade Doyle, Div. 462. "But I don't think Lane realizes how many kids with cars go to school. We need more parking, especially when it's like -1° walking to school in the morning."

The parking lot has recently been reinforced with new fences so nobody can enter. Now, the only sounds that come out are the roars of construction trucks working on the Park District's new plans for the space.

The transportation planner of the 47th Ward, Bill Higgins, created a committee that studies the framework of the Lane area.

"The lot on the southeast corner of Rockwell and Addison is part of Clark Park," Higgins said. "Right now part of this lot is being used as a staging area for the construction of the baseball field south of the Lane Tech Stadium. Ultimately this will also be developed and the Park District wants to sod the field and perhaps have a soccer or other sports field available on this location."



The empty across the street from McDonald's on Addison is no longer available for illegal student parking.

Lane's Driver's Ed. program one of first in world?



Students practice on the driving range in the early days of the driver's ed. program.

By Kevin Morales

In the Feb. issue of The Warrior, we reported the discovery of three old driving simulators located in the school's basement, which were used several years ago for Driver's Ed. On each bench, a plaque claimed they were part of "the first driver's educational course in the world."

My initial reaction was full of both surprise and curiosity. I remember wondering, was Lane really the first to have this kind of program? Or was this some false act of pride made by a former alum?

Regardless of the answer I would find, I decided to start researching driver's educational courses. Two schools continued to pop up as the first to offer this program. So the question stands: who came up with the idea first?

When I looked up information regarding the history of Lane's driver's ed, the initial results were not very helpful. With little to nothing about driver's ed popping. That's when I decided to look elsewhere: room 118A to be specific.

The Lane Tech Alumni Association has often taken the lead in collecting and storing pieces of the school's history. Within their office, book cases are filled with volumes of old publications printed at the school dating back to the day the school opened. Numerous file cabinets are also filled with little bits of history the Alumni Association has collected over the years.

Alumni Assistant Mrs. Ficht was able to find several publications that talked about the driver's ed. program. Now it was time to start piecing the puzzle together.

On my first visit to the office, Ficht showed me a booklet made for Lane's 75th anniversary titled "Down Memory Lane." After flipping through some pages, I came across a black and white photo of the driver's

range. The caption under the photo read, "In 1938, Lane Tech became the first school to offer driver's education." This was the only mention of driver's ed. in the entire booklet.

In another booklet, "100 Years of an Open Lane," made for the school's centennial, the only reference to the program was the date the then modern driver's ed. building was built: 1975.

As my first visit came to an end, it seemed finding any more details about the origins of this program was going to be more difficult than I originally thought.

The following day, I made a return visit to the Alumni Office to see if Ficht had come across any more details. As I walked up to the table in the middle of the room, I saw a yellowed issue of The Warrior dated May 6, 1975. The front page story covered the plans to construct the driver's ed. building still in use today.

Ficht also showed me two other pieces of information she had found. One was from The Lane Daily of June 13, 1956, which had an article covering the resignation of a Lane administrator. Starting in 1920, Martin J. Thue had worked for 36 years at Lane until he announced his resignation in 1956.

But what did Thue's resignation have to do with driver's ed? The concluding paragraph mentioned Thue had "written an extensive History of Lane which will soon be published in pamphlet form." Ficht had a copy of Thue's script for his pamphlet.

In about two and a half pages, Thue summed up the history of Lane's driver's ed. program. Thue dates the origin of the program back to 1934 when a former shop teacher and director of a "Keep Chicago Safe Committee" collaborated on a plan to teach driving to high school students. The plan was approved by the Board of Ed, and a grant was also provided to construct the driving range in Lane's parking lot.

The Chicago Police Department also provided 25 old cars to be used for the new program. The cars were stripped down, "leaving the driving compartment and all controls intact." The controls were connected to switches which were electronically connected to lights to indicate when a switch was activated. These early simulators were placed in room 124. According to Thue, by 1937 the first driver's ed. classes met.

In 1938, new driver's ed. teacher Royal S. Browne sought to create a simpler way for students to practice driving. In collaboration with other shops, Browne commissioned the creation of their own simulators. Although it is not specifically stated in Thue's script, we concluded that the simulators he referred to are the same as the three that now rest in the school's basement. These simulators were placed in room 155 and started to be used by students in 1940.

Students back then took driver's ed. in two sessions. Unlike today where students take classroom instruction and range in one semester, each semester was dedicated to a different session. In one semester, students attended once a week for classroom instruction. This would include using the simulators as well as learning traffic laws and other lessons. Following this, students would go once a week for ten weeks to take the "behind-the-wheel" instruction on the range where 15 cars were available for students to take around the range.

Once the current driver's ed. building was completed in June 1975, all driver's ed. classes were moved to the new facility.

Although Thue's script did provide a lot of useful information, no where does it mention anything about the program being the first in the world as the simulators from 1940 claim. But what about those other two schools who claim to be the first schools to implement a driver's educational course?

In Pennsylvania, the State College Area School District (S.C.A.D.) also played a role in driver's educational courses made for students. A man named Amos E. Neyhart, a professor at Penn State, is credited with being the first to develop the concept and curriculum of a driver's ed. program in 1935. Neyhart's class was offered outside of class and was not considered a required elective for the school until 1940, making SCAD the first public school system to incorporate a

driver's ed. course in the United States.

Both of these programs, however, were bested by a school across the Atlantic. Between 1909-1910, a school in London named the Pilot School of Motoring was the first recorded driver's education facility in the United Kingdom. This school was eventually replaced by the British School of Motoring later in 1910, preceding both Lane and the S.C.A.D. by about 25 years. Although this school was not specifically for teenagers, it still is a contender in the game of who had the first driver's educational course in the world.

Ficht said due to the large amount of attention Lane received during its early years, it would not surprise her if Lane was called the first school to offer such a program because of its increasing popularity.

"Although it may not have been the first school to do it, it was probably one of the first to include it in [its] curriculum," Ficht said.

Biology teacher and Lane alum Mr. Keating who has worked at Lane for almost 30 years, was not sure what to make out of the plaque's statement. Claiming to usually knowing a lot about the school, Keating could not offer any additional information about the driver's ed course.

"For sure [Lane] was the first one in Chicago, first one in Illinois, to offer such a program," he said.

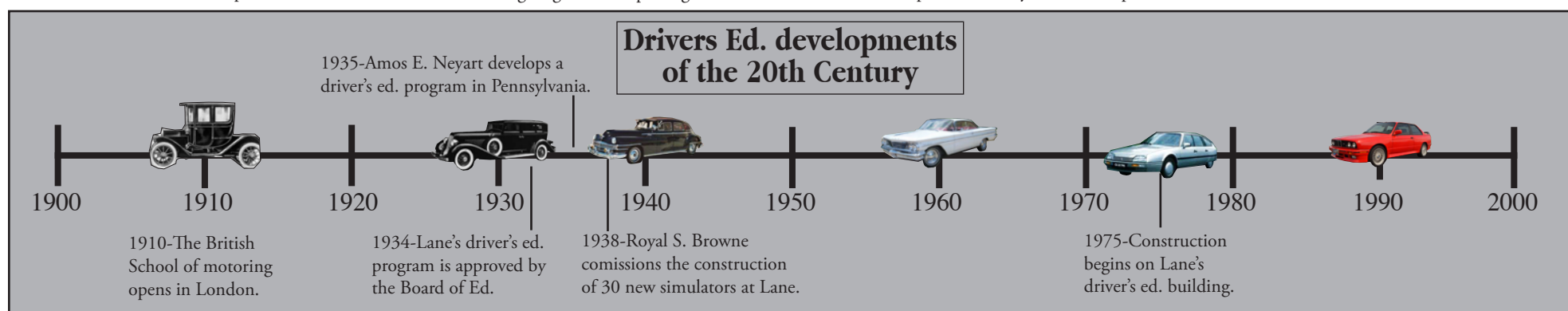
But what about on the larger scale? If Thue's information is accurate, then that puts Lane, not S.C.A.D., as the first to develop a driver's ed. program in the United States, beating S.C.A.D. by one year. Since Lane incorporated its program from the start in 1937, three years before

S.C.A.D. this would bump S.C.A.D. into second place for the first school to have a driver's ed program as well. However, it would appear that Lane loses the race against the Pilot School of Motoring for developing the first driver's ed. program in the world.

It looked like I had found the answer to my question, and then some. Yet, I'm still left asking about that plaques attached to the old simulators. Where did they come from? Better yet, who put them on the simulators? Finding the answer to that question, may require some more digging.



Students in the 1950s learning how to signal while driving.



Lane janitor remembers struggles of immigration to U.S.

By Erica Rocha

Victor Aguilar was once an architect but is now a janitor at Lane. Once he immigrated to the U.S., all he was and all he had in his home country of Guatemala was gone.

"I graduated in Guatemala with an architectural degree and I was supposed to get credits and enroll into school here, but when I came [to the U.S.] in 1991 without knowing much English...it was hard," Aguilar said.

In his free time, Aguilar was a volunteer fire fighter in Guatemala. He wanted to continue his work as a fire fighter here but he was not allowed.

"They told me 'you can't be a firefighter if you aren't a citizen.' So I made myself a citizen and then they told me that I was older than the required age. But I think to save lives there shouldn't be a limit in citizenship or age. It's logical," Aguilar said.

It was not his idea to come to U.S. Aguilar never really wanted to leave his country. When he was younger, his dad would try to convince him to move to New York to live with him, but he refused. He felt like he had no reason to move if he was doing so well on his own in Guatemala. But later on when he got married, his wife's father convinced him to immigrate.

Aguilar, and his now ex-wife, had agreed to spend 10

years in the U.S. to see whether they would like it here. His wife told him if he did not like it here, they would return to Guatemala.

So he retired from his government job and sold a couple of his belongings to help pay for the expenses that were to come.

"We left the commodities that we had in Guatemala to come and suffer. I regret the first ten years I spent here," Aguilar said.

His first few days in the U.S. Aguilar recalls having to sleep on the rough carpet with his family in an empty apartment that did not have a bed or furniture. He could not afford to buy such things at the time. Things started to look better when he was able to get a decent job.

His first job was as a housemaid at the Sheraton Hotel. Then he did a couple of other jobs until he started to work for CPS as a janitor.

But as he gained more experience, he noticed something: discrimination.

"Sometimes people think that because we're Hispanic we can't work or do certain things here like use a leaf blower. But in my country I can and have used a leaf blower. The only difference is the language that we speak."

Although he has not had such a good experience, Aguilar admires how anyone can improve his or her life because of the opportunities here.

"The beautiful thing about this country is that anyone can take advantage of the opportunities offered here. If you have the possibility of studying, then study," Aguilar said.

That is exactly what Aguilar is doing. He is currently studying to become an engineer. However, he would only be an engineer for a couple of years here. Since he is 62 years old, he plans to retire in two years and move back to Guatemala.

"I still want to study to be an engineer even if I'm only one for a little while because I want my relatives, my grandchildren, to see how far I've come; to do as much as I can while I'm still here," Aguilar said.

In addition to that, he hopes to publish a book called titled "Las Vivencias de la Zona Tres," which translates to "the experiences of zone three." This is a reference to where Aguilar lived in Guatemala and his life there.

Even though he struggled for so long in the U.S., he stayed here for a reason.

"I'm doing it so my kids and grandchildren realize that if I can better myself, they can better themselves too. And in spite of the fact that I am a janitor, I want people to know that I am educated. That even though I am a janitor, I don't let that stop me; I keep studying. And I find the way to improve myself every day," Aguilar said.



Victor Aguilar is a janitor at Lane who once worked as an architect in Guatemala before immigrating to the United States. He is now pursuing an engineering degree.

By Gabrielle Onyema

Most people don't consider a fashion show for a class project. Elizabeth Chisholm, an art appreciation teacher, had just the thing in mind for her class's project.

Inspired by the hit show Project Runway, Ms. Chisholm decided to have a fashion show she called "Lane's Project Greenway." The event took on an eco-friendly theme. Recyclables were the main source of material for the outfits.

"As a new teacher, I had less materials at my disposal and a lower budget," Chisholm said.

On March 14, Chisholm's students donned their outfits made from recyclable materials to model on the catwalk set up on the first floor hallway in the southwest corner of the building.

Chisholm was proud of how much the students were able to accomplish.

"The goal was to give them experience working together and learning how to use the resources around them. I wanted them to create an outfit that was uni-

fied in looks, materials, and colors," Chisholm said.

The project was a lengthy one and it took several weeks to complete. Before the actual show, Chisholm and her students watched videos of college and high school-run fashion shows, as well as clips of Project Runway. They soon began sketching outfit designs. After seven days of videos and sketching, the students spent three more weeks on creating their outfits.

"They worked hard. It was challenging to try and attach things, and sometimes their plans didn't work out," Chisholm said. She described tales of mismatched glues and fabrics, and failed stitching, among other things.

Students from the classes were also challenged by the nerves of showing off their work in the show.

"They were excited by it, but a little overwhelmed from what I could tell," Chisholm said.

Students could share anxiety with classmates with whom they worked on the outfits. For the project, Chisholm had students work in groups, encouraging teamwork. Actual fashion designers team up with other designers often, so Chisholm felt that the group work would help implement a real-world skill. To encourage this even further, she made it into a

competition. Audiences at the shows voted on their favorite outfits. The winning outfit was displayed by the main office.

Most of the students were successful. Many of them were able to translate their original sketches into actual outfits. The winning team did so well that they actually entered their outfit into the official "Project Greenway," Chicago's own eco-friendly fashion show hosted by Common Grounds. Students from schools around the city will enter their outfits into the competition, going up against other young designers.

Chisholm was so pleased with the outcome of the show that she plans on doing the project again next year.

"It'll be bigger and better next year," Chisholm said.

She plans on teaming up with another teacher for next year's project in hopes of expanding on the project even further.

Chisholm saw only one downside to the entire project.

"My classroom was beyond messy. There were recyclables everywhere," she said.



Marisa Velazquez, Div. 458, models an outfit made from recycled materials as other students look on during Lane's Project Greenway, March 14.

Students consider early graduation alternatives

By Marissa Higgs

Wake up. Go to school. Leave after a few hours. Go to an internship for the rest of the day.

The idea of graduating early and leaving high school before everyone else has appealed to students for a long time. Several students at Lane have obtained enough credits to graduate early. How those students choose to complete their high school lives differs though.

Walter Nolan-Cohn, Div. 381, decided to complete all four years with his classmates.

"I found out from some of my friends that I might have been able to graduate early because I was ahead with my credits," Nolan-Cohn said.

Two things kept him from leaving Lane before the end of the school year. First, he did not know all of his possible college choices. Second, he felt that leaving early would have a negative effect on his baseball career.

"I didn't look into it because of baseball," he said. "If I had taken the opportunity [to leave early], I wouldn't be able to practice after school or play."

Nolan-Cohn has a passion for the sport. He spends a lot of his time training for this year's season and would not give it up easily. Considering this, he planned ahead.

"Because of how important baseball is to me, I decided not to rush into anything and spread out my classes so that I could play baseball all four years," he said.

Zaya Gillogly, Div. 373, also had reason to stay at Lane. She wanted to participate in all the senior activities. She however, was almost forced to leave early.

"In November of this school year, my counselor called me into her office and told me I was on an 'auto graduation' list, which meant I was scheduled to graduate in January," she said.

She refused to miss out of the important events like Prom, International Days, AP tests, and Gradu-

ation. She also did not want to sit in school all day taking blow-off classes. So she decided on a third option: a half day of school with an internship.

"I volunteer at the Center on Halsted working with the youth programs and planning the 2nd Annual Chicago Public School LGBT high school prom," Gillogly said.

Taking off her afternoon classes, she was able to intern at this organization and stay in high school.

"I have the best of both worlds," she said. "I get to go to school, see all my friends, and take the classes I like. I have more free time to manage everything that I need to do, and with this internship I'm getting really good experience for the field I want to go into."

Katelin Mcguigan, Div. 664, went to Taft High School for seventh and eighth grade. She admitted that potentially being able to graduate early motivated her into going into the academic program. Now, though, she is not exactly sure what she wants to do. Her current options center on her college plans.

"I was planning on taking a whole bunch of AP

classes [my senior year] and get them out of the way," she said. "I think it would be better to take AP classes than to graduate early."

Students in the LTAC program are taking many high school level classes right now. Though graduation requirements for them have changed and differ from the ones current Lane seniors, juniors, and sophomores have, they will still be academically ahead of their fellow classmates in high school. Erin King, Div. 851, chose to attend Lane's academic center for this very reason. She likes being ahead.

Even though the idea of graduating early tempted King into joining the LTAC program, she also thinks she will stay in high school until the end of her senior year. Like Mcguigan, she wants to take as many AP classes as possible in hopes of getting particular college classes out of the way.

It is not common for students to graduate early given that Lane provides a wide variety of class options that students might be interested in taking before finally leaving for college.

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Alumni find careers back at Lane

By Almasa Pecanin

Most students take their first steps inside Lane at age 14. They take their desired and mandatory classes, participate in school clubs and sports, attend school events and make memories of a lifetime. They take their final steps at 18, leave, and often never look back.

That is not the case with everyone, though. Some people return to Lane a couple years later and switch their title from student to teacher.

Several teachers at Lane were past students and are now working with their own high school teachers.

Mr. Jeon is in his seventh year of teaching math at Lane. He originally graduated from Lane in 2001 along with Mr. Logalbo and Ms. Vale-Suarez.

Jeon said that the weirdest thing for him when he returned to the school was calling his old teachers, like Mrs. Padilla and Mr. Nishimura, by their first names.

"I still can't call Mr. Nishimura 'John'. It's too weird," he said.

Another teacher with this same problem is Mrs. Gallegos, who teaches biology at Lane. This year marks Gallegos's fourth year teaching at Lane. During her first year at Lane, she had trouble calling her former teacher Mr. Hollowed by his first name.

"He said 'Oh we're colleagues now, call me John' but I couldn't," she said. "For the whole first year I think I was still calling him Mr. Hollowed."

Gallegos has become good friends with Hollowed since she began teaching at Lane. She said that Hollowed helped her a lot when she was in high school, and the things he does as a teacher carried on with her when she came to Lane.

"He was the only teacher I could ever remember in high school that was talking about college and giving us advice and encouraging us to apply to do what

we love," she said. "No one else has ever really talked about that."

Gallegos has made it a point to talk to her students about college because of Mr. Hollowed. She made sure to set aside time for her students to talk to her about their future plans and come to her with any questions they have about college.

"That's a personal goal of mine because I felt I never had enough people talking to me about that," she said.

Mr. Jeon also adopted a couple of his former teachers' styles into his own. He said that he loves telling jokes during class as Nishimura did with his class. He also tells personal stories during class like Mr. Bertenshaw did.

Jeon said that he is close with all of his former teachers who continue to teach at Lane, but is especially close with his fellow math teachers. He does still find it a little odd seeing Mr. Milsap around.

"It's weird that someone who used to scare me is now one of my close colleagues," Jeon said.

Mr. Bertenshaw has been teaching at Lane for almost 21 years. He has seen at least four of his former students come back to Lane to teach. Seeing his former students never got weird for Bertenshaw, though.

"I just told them, 'Welcome to the show,'" he said. "They fit right in because they went to school here."

Bertenshaw said he hopes his students turned teachers were taught well enough at Lane to be able to find their own teaching style.

"I hope they felt enthusiastic and comfortable enough in the building because it was sort of like home for them so they could more quickly be themselves as opposed to being nervous," he said. "There's a period of time where you try to figure out who you are and where you fit but if you're coming back to a place that's home or familiar, hopefully it doesn't take so long to find your stride."

Students deal with severe food allergies since youth

By Deanna Schnotala

When someone is severely allergic to something, people usually only pay attention to what it is the person is allergic to, and what can happen if they have an allergic reaction. But nobody ever thinks of how that person's allergy affects their everyday lives in ways other than not being able to eat a certain food.

Allergies affect nearly 50 million Americans, according to the Asthma and Allergy Foundation of America. This is nearly 1 in 5 Americans, whether they are allergic to some type of food, insects, or even prescription drugs. Even though allergies are not something newly discovered, people of all ages still have difficulty dealing with them. So what's it like to live with a severe one?

Robert "Vinnie" Ordinario, Div. 359, has struggled with his allergy since his toddler years. Highly allergic to any kind of tree nuts and peanuts, he has been taking precautionary measures ever since the day he discovered his allergy. Although he was very young and does not remember the event clearly, his dad remembers it. Unaware of his son's allergy, Ordinario's father handed him a Ritz cracker with peanut-butter on it to eat.

"I started getting hives all over," Ordinario said.

Possibly the scariest part was that his dad did not think he was having an allergic reaction.

"At first, my dad didn't realize what was going on, he just thought I was sick," he said. "Then [a while] later my mom came home, and knew I was having an allergic reaction. So then they rushed me to the hospital."

While they were considerably lucky nothing severe happened that time, Ordinario's parents wanted to make sure it never happened again. After they made arrangements with his school, he had special procedures to follow to make certain he did not come in contact with any peanuts.

"In kindergarten, I was sent to the special ed. room to eat lunch every day with two kids that were forced to eat with me," Ordinario said. "Then in first through fourth grade, I had my own special table off to the side at lunch... A different classmate was assigned to eat with me each day."

As time went on, more and more students at Ordinario's grade school had peanut allergies. After the school decided to switch to a peanut-free cafeteria menu, and everybody was aware of each student's allergies, Ordinario was able to eat with all of his classmates again.

"Now, I just always make sure people around me aren't eating peanuts, I make

sure I have my EpiPen, and I always have to ask restaurants if they use peanuts," he said.

Like Ordinario, Luciano Gonzalez, Div. 373, is allergic to peanuts. Although he was also allergic to milk and seafood, Gonzalez says he has grown out of those allergies. But the allergic reaction that triggered it all was to milk when he was just a baby.

"My mom was feeding me formula, and I threw it up and got really sick," he said.

After that incident, his mother kept him away from baby formula. When he was around two or three years old, Gonzalez said he was taken to an allergist and was tested. This was when he found out he was also allergic to seafood and peanuts.

Although Gonzalez never had a severe reaction to any of his allergies, he did have a significant experience with peanuts.

"My dad ate a cookie that had peanuts in it, and then I took a sip of the drink he was drinking," he said. "After that, my whole mouth swelled up and it looked like I got punched in the face."

It's things like these that people without allergies do not consider when

thinking about a person who suffers from one. People without allergies don't have to think about calling ahead to restaurants, or sharing food with people, or dealing with that awkward situation of telling a friend they can't order something because of what's in it. But these are things people who suffer from allergies deal with every day.

As a precautionary measure, Gonzalez carries around Benadryl and an EpiPen, something many people with allergies carry with them. EpiPens are injected into a person suffering an allergic reaction to prevent them from going into shock.

Although their allergies are something out of their control, Ordinario and Gonzalez both agree that they sometimes feel as if they are a nuisance.

"I always feel like an inconvenience to people," Ordinario admitted. "I've had a couple friends bring something from home [with peanuts] and they have to eat somewhere else."

"I feel annoying, that's why I try to call ahead to places I know I'm going to eat at so I'm as least of a nuisance as possible," Gonzalez said.

Of course, there are many other things people are allergic to besides peanuts. Ricky Abarca, Div. 369, is allergic to something found in almost everything we eat: eggs.

Although Abarca refers to this as a "childhood allergy" because he has grown out of it, he had a hard time convincing his parents he was allergic

to eggs.

"My mom tried feeding me eggs, and my tongue got swollen and my mouth had this itchy feeling," Abarca said. "My parents didn't believe it was an allergic reaction, they just thought I didn't like it."

Because of that reason, Abarca was never taken to the doctor for an allergy test by his parents. The only reason it was proven was because around the age of 13 or 14, he went to the doctor and mentioned that he thought he was allergic to eggs. After a round of blood tests, it was proven that he was not severely allergic, but he was indeed allergic to eggs.

Most people probably assume that if you're allergic to eggs, you cannot eat anything and you basically have to eat like a vegan. But for Abarca, he says his is different.

"I think I was just allergic to things with a high consistency of eggs," he said, meaning things like scrambled eggs, pies made primarily with egg yolk, etc. But as for things like bread, he did not have a problem.

One thing people do not realize about vaccines is that eggs are used to produce many of them. After the doctor realized Abarca's allergy, he could not receive most of the vaccines on the market. But, this has a big part in the reason why Abarca believes he is only allergic to things that he physically eats with a substantial amount of egg in them.

"I got vaccines when I was little and I was fine," he said. "It's just things like lemon-meringue pie that cause a reaction."

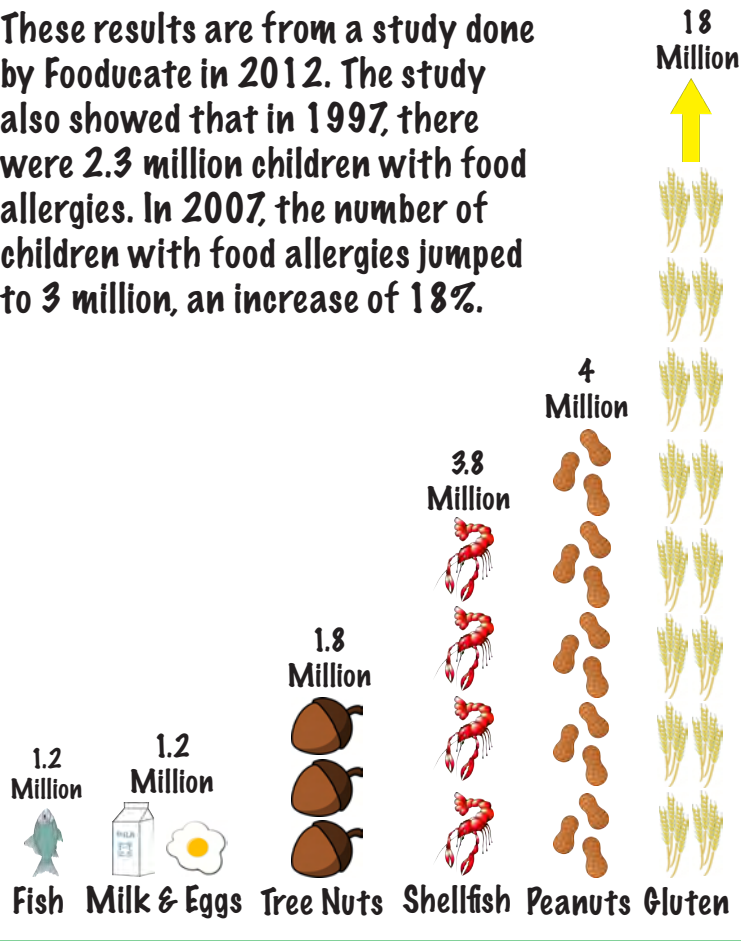
Abarca speaks of lemon-meringue pie specifically because of a "crazy reaction" he once had at his god-mother's house, saying that it was probably the closest call he ever had. Lemon-meringue pie is made heavily with egg yolk, which Abarca learned after the fact.

"I was halfway into the pie, and my face got swollen to [what seemed like] ten times the normal size," he said. "She asked me if I was allergic to anything, so I told her I thought I was allergic to eggs, and she started freaking out."

Abarca was fine after that event, and he also recalls a rather funny experience he had with a babysitter when he was younger.

Food Allergies in America

These results are from a study done by Fooducate in 2012. The study also showed that in 1997, there were 2.3 million children with food allergies. In 2007, the number of children with food allergies jumped to 3 million, an increase of 18%.



"Being a kid, I was always told allergies were serious," he said. "My babysitter gave me a hotdog, and after I bit into it I realized there was mayonnaise on it. I got nervous and started thinking I was going to die, so I ran around screaming 'I need a pen to stab myself with!' because I had heard about the epi-pen people with allergies used."

Aside from the funny experiences people have, allergies are a very serious and scary thing, and can put people in life or death situations. When Ordinario recalls previous reactions he's had, he describes them as a very scary feeling.

"I start to get hives all over my body, my [throat] will start closing up so it gets hard to breathe, and then I just start choking," he said. "I get really nervous and I'll be like 'Oh my God is this really

happening?!" and I grab my EpiPen." Besides the worries of having a bad reaction, Ordinario worries about the future.

"I'm worried that [if I have a reaction] people won't know what to do, or will just go about normal business," he said. "I'm also scared of my roommate in college really liking peanuts."

Although people with allergies have significantly more things to worry about compared to people that don't, they try not to live their lives in fear. Ordinario makes sure he does not.

"Life is what you make of it. I could live in fear of my allergy, but then I would miss all the great things I could do."

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INTERNATIONAL DAYS 2013



Photos by Aleksandra Deren

Six art students make it to All-City Competition



Winning art pieces that Ms. Diamond's students created in her Graphic Design and Multi-Media Art classes are pictured above and are identified by the numbers on each:
(1) Thalia Anaya, Div. 551 (2) Juana Delao, Div. 580 (3) Isabel Antic, Div. 569 (4) Ivan Leon, Div. 457 (5) Tiberius Engel, Div. 460 (6) Edwin Capuli, Div. 565.

By Priscilla Monsivais

“Whoa, did I really win?! Oh my God!” said Ivan Leon, Div. 457, when his Multi-Media Art teacher announced that he would be showcased in the All City Visual Arts Exhibitions.

Every year the All City High School Visual Art Exhibitions, features the best art in the city created by students from 40 different Chicago high schools. Leon is an art major, so he has taken Art I and Art II. But when his teachers would ask whether any of the students wanted to enter their work into All-City, he always shied away from the opportunity.

“I’m not going to say I [was] the worst artist or anything, I was alright, but [I didn’t think my work] was competition worthy,” said Leon.

But this year, Leon was swayed into entering by his Multi-Media Arts teacher, Ms. Diamond.

“When Diamond saw my work, and said all these compliments to me, I was like, ‘hmm my work is kind of good,’” Leon said.

His winning piece was inspired by the movement, “KONY 2012”, which depicted children being used for war. He created a social justice video. It begins with a frowning young boy, in a defensive stance holding a rifle to the cloudy sky. The words, “Children aren’t meant for war,” banners the top of the screen. As these words grow smaller and fade out, the boy starts crying, and he becomes angry. The scene shifts to the ground, where the words “THEY ARE MORE THAN THAT” fades in and the boy’s hands could be seen as he grunts and throws the weapon to the ground. The song “Don’t Stop Believin’” by Journey plays in the background. The last few seconds show the yellow sun coming up and the boy smiling broadly, a message stating, “THEY ARE FILLED WITH JOY AND SHOULDN’T BE DEPRIVED FROM THEIR INNOCENCE.” ends the video.

Two months ago Diamond approached Leon and fourteen other students from

her Graphic Design and Multi-Media Arts classes. She asked if they would allow her to enter some of the pieces they created in her class into this year’s All City art exhibition.

A few weeks ago, Diamond found out that six of her students were admitted and would have their work showcased at Expo 72 Gallery, with a reception that recognizes the student’s achievement on April 26 in a gallery next door.

Diamond was very enthusiastic about the work her students created.

“I want to share that with everyone else. I knew they would be [in the exhibition] because they were that good,” Diamond said.

In the excitement of entering her students, Diamond was rather vague in explaining what the competition was. So when she told her six students they were accepted, many of them did not know how to react. This included Thalia Anaya, Div. 551.

When Diamond walked up to her computer during class, she said excitedly, “You got in.”

Anaya said to herself, “I’m not sure exactly what I ‘got in’ but wow.”

Her winning piece was a poster of herself as a super hero named “The Delivery Girl”. As in a super pizza delivery girl who can “Deliver justice in 30 minutes or less.” The Delivery Girl has bright red-orange hair, hot pink glasses, and green boots. Her costume looks like that of a professional bike rider, complete with elbow pads and knee pads. In the poster, she is running to the left, with her right hand holding up a pizza box that says “justice pizza” on the side, while her pizza slice cape flows behind her.

For this project, Anaya wanted to do something that reflected her weird and over the top sense of humor. It was all for fun. So she was surprised when Diamond asked to submit it.

“I wasn’t trying to be contest worthy, I was just [doing] something fun and cool that I haven’t done before,” Anaya said.

When Diamond told Tiberius Engel, Div. 460, that he made it into All-City, his gaze went to the ground and he tried unsuccessfully to hide a proud smile.

Engel’s winning project was a social jus-

tice video encouraging people to recycle.

In the video there are orange cans being produced in a generic factory. Then, the scene changes to a highway with an endless amount of trucks shipping the product to Jewel. The product disappears from the shelves and ends up overflowing two garbage bins, while the small blue recycling bin next to it remains hallow. Then a large red circle with a line across is stamped in the middle of the scene. Statistics are then shown on waste, with the red circles as bullet points. Then statistics on the benefits of recycling are stated with green check marks as bullet points. The checks rotate and move to the center to make the recycling symbol.

Engel did not plan on entering the competition at all. When Diamond asked his class who would like to sign up for All-City, only three people raised their hands. So Diamond walked up to Engel and said bluntly,

“Tiberius, you have to sign up.”

He obliged.

Another winner, Isabel Antic, Div. 569, was also perplexed when Diamond asked if she could submit two of her pieces, but Antic kept an open mind. See, Antic is better at working with her hands, especially creating clothes. But after taking Diamond’s graphic design class, she’s discovered just how easy it is to generate art with a few mouse clicks.

“I had no idea how to use [Photoshop] before, I thought it was just for getting rid of pimples, but there’s so much more,” Antic said.

Antic admits that if she saw the projects she created before she took the class, she would have deemed it impossible for her to make. She is glad that she understands Photoshop and various other programs because she could use them in her future career as a fashion designer or stylist.

She can design clothes on the computer as opposed to by hand. She has actually

already used the computer programs to create a logo for her fashion line, Isabelily Designs.

Antic’s winning piece was a depiction of herself as a super hero called “Cat Eye”. She was inspired by Roy Lichtenstein’s 1960’s comics. His style is defined by patterned skin, and vivid, solid colors.

In Antic’s piece there is a profile side of Cat Eye with tiny red polka dotted skin on the bottom left of the poster. Cat eye has black eye liner that curves boldly at the end. There is yellow star shaped shape pointing out of her eye with the word “ZAP” in it. In the background is a small generic skyline with yellow stars sprinkled around the black and blue background. In the top right corner is an image of Cat Eye flying into the sky with her back to the viewer.

Graphic Design student, Edwin Capuli,

Div. 565, also won with a poster of a super hero he created called Mr. Static. He was inspired by a show he used to watch as a kid called Static Shock. The show was about a teenage superhero who could control electricity at will. Capuli was also inspired by the mask of Bane, the villain from the movie, The Dark Knight Rises.

The poster features Mr. Static wearing a black hoodie and pants with his arms stretched on either side of him. His hands hold white and blue electricity that stretch as sharp lightening towards the storm ridden sky. The name Mr. Static written at the top in light blue, with sparks flying off of it. Black smoke surrounds the ground.

Capuli was often encouraged to create art from his father, who is a successful, professional artist. He creates posters, advertisements, and videos.

Capuli’s grandparents actually discouraged his father from becoming an artist because they thought he would not be able to make a living from it. But that did not happen. Capuli’s father is successful,

and allows his son to use Photoshop on his computer to create art.

“[My dad] inspired me to become an artist because he is really successful and it seems like fun,” Capuli said.

Final winner, Juana Delao, Div. 586, created a logo. Her inspiration thrived from her self admitted obsession with tigers, in particular the curvy designs that frame their face.

But Delao knew it was fate to create her logo of a zoomed-in image of a tiger’s eye when the song “Eye of the Tiger” by Survivor was being played during her class.

“Oh my God, yes. I can do this!” she said to herself.

The outcome was a grey tiger face with bold black stripes branching out and around a bright blue orb of an eye with a large black pupil. A white stripe curves around the eye and travels downwards. The image is in a thick rectangular frame with the words “Eye of the Tiger” under it. The word “tiger” is a few different hues of orange with black stripes.

While Diamond used Delao’s piece as an example to her other students, Delao remains humble about it.

She refuses to brag. If someone were to ask her about the piece, she would simply say, “It’s ok.” While in her mind she gushes, “Yes, I am awesome!”

In reality she is extremely prideful of this piece.

“I honestly feel that it is one of the best things I’ve ever done,” Delao said.

Delao is an art major. She was admitted to All-City last year with a self portrait she created. This year, she has two pieces going into the show. Her logo, and another piece from a different class that depicts a landscape of mountains and animals using a variety of triangular shapes.

Admittedly, she did not go to the All-City reception last year and she is not even sure if she will go this time around. But if she did, Delao would most likely take her parents, which she is very wary of doing because of their tendency to give standing ovations.

But as she thinks about it more she says, “I’ll probably take them either way. They deserve to be there.”

“I want to share that with everyone else. I knew they would be [in the exhibition] because they were that good.”

--Ms. Diamond

Strange eating habits possibly linked to OCD

By Maggie Popek

Pouring waffle mix into his old Belgium waffle maker, he waits for the red light to stop flashing, flips the waffle, and lets it cook. After repeating this several times, he enjoys the waffles for breakfast but leaves two on the side for later. Eventually these waffles are covered with Nutella or PB&J, pressed together like a sandwich, and packed into his backpack for school.

Mansur Soeleman, Div. 378, also known as “Waffles,” eats waffles several times a day.

“People think that eating waffles is what makes me so good at running Cross Country and Track,” Soeleman said. “It’s just a joke between friends because I don’t eat steroid waffles. There have been times that I have eaten a waffle before a race and then did really good in that race though.”

Soeleman is the co-captain of the Varsity Vrack team this year and he and the team have qualified for state the past two years.

Many people usually associate waffles as a breakfast food but for Soeleman, it doesn’t make a difference. He eats waffles for breakfast, lunch, and dessert after dinner. He also never gets sick of eating waffles but alternates between store-bought and homemade ones. Soeleman also has a specific way of eating his waffles.

“I only use maple syrup at home since bringing that to school would be a nightmare,” he said. “I usually don’t eat waffles with a fork and knife, only when I’m in a restaurant. At home and at school I eat with my hands.”

Soeleman has been eating waffles since 5th grade when he moved to the United States from the Netherlands. There he would eat pastries called “Stroopwaffles,” which look like round waffles and have caramel and honey on them.

Although Soeleman views this repetitive eating habit as a slight obsession, he doesn’t believe this tendency is linked to anything more serious. However, some people would argue that this ritualized behavior could be linked to OCD.

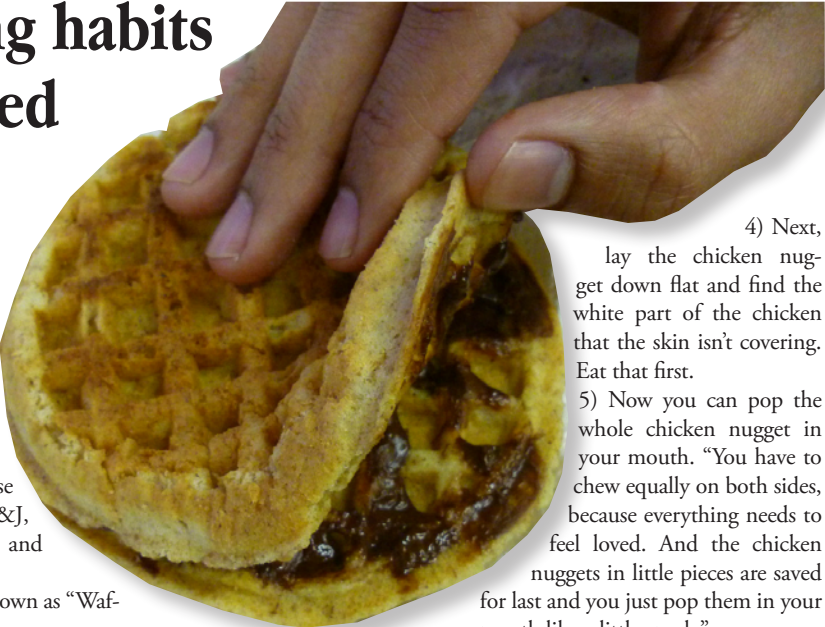
Obsessive–compulsive disorder (OCD) is an anxiety disorder characterized by thoughts that produce uneasiness, fear or worry by repetitive behaviors aimed at reducing the associated anxiety, or by a combination of such obsessions and compulsions. Many also experience uncontrollable, unwanted thoughts and repetitive, ritualized behaviors that they feel compelled to perform. About 1 in 100 adults suffer from OCD and many more suffer from tendencies that could be associated with this disorder.

Similarly to Soeleman, many others form habits like these or their own ways of eating certain foods. Although this is mostly subconscious, what might seem normal to one person, others might find absolutely strange.

Marissa Higgs, Div. 471, eats some of her foods in equal portions or in a counter-clockwise motion, and always saves the best part of her food for last. She also has been doing this for as long as she can remember. Higgs’ very particular habits are on display when she eats one of her favorite foods: chicken nuggets.

There is a specific process by which it must be done:

- 1) First you have to pick out the chicken nugget that looks the best and save it for last.
- 2) Find the part of the edge of the chicken nugget that you like the most, and rip it off. Then go directly to the right of that and rip off around the edges in little tiny pieces.
- 3) As you rip each piece off, you place it in a specific pattern. The pieces should be placed left to right, starting at the bottom of the container, working your way up.



Waffles & Nutella for lunch

like steaks, burgers, or even bagels are also eaten in specific methods.

“For a piece of steak I cut everything in straight lines, and every piece must be cut equally. Burgers and bagels I go around eating it counter-clockwise,” Higgs said.

Along with these eating habits, Higgs admits that she also has other repetitive behaviors that are not specifically associated with food.

“When I’m walking on a floor with lines or a pattern, I have to walk on that floor in a specific way,” Higgs said. “I don’t get afraid or scared, it just doesn’t feel right if I don’t do it.”

For Higgs, she also feels as if things always need to be even. She has double letters in her first, middle, and last name, and her favorite number is the number 4. Besides that, Higgs doesn’t feel as if these tendencies interrupt her daily life or single her out.

“I don’t really know if I have OCD. I guess I would say I have some form of it,” she said. “I can’t explain how I feel when I don’t eat things in circles or tear things apart, but I know it feels wrong. Still, I’m not a doctor or psychologist so I can’t really say for sure.”

History teacher, Allison Canfield, similarly has regimented eating habits, as well as other repetitive behaviors.

“I can’t eat the ends or the last part of certain foods,” she said. “For steak, even if it’s really filet or super expensive, I have to cut all the way around it, those are the edges to me.”

Canfield leaves the crust of her pizza, toast, and even Uncrustables. She also leaves the ends of her fries, the last noodle in a bowl of pasta, and the last sip of a drink.

Canfield admits she’s been doing this for a very long time, similarly to Soeleman and Higgs. She never noticed how differently she ate her food until some of her friends in school started pointing it out.

However, Canfield does have other tendencies that are not associated to food, that she is aware of.

“I always split my gum in half when I chew it, I set my alarm so it ends in a ‘4’, I eat colored candy by colors, for example, I eat blue M&M’s first and save the orange, the best, for last, and I never choose the first item on a shelf at the grocery store,” she said.

Canfield is “cool” with her idiosyncrasies and they don’t interfere with her life or keep her from doing what she wants to do.

“I have OCD tendencies,” she said. “Not the disorder. I did a research paper my senior year of high school on OCD so I do have knowledge about it, it is a lot of interesting stuff.”

Whether it’s eating tons of waffles, not eating the ends of foods, or eating some foods counter-clockwise, many seem to have adopted their own routine way of doing certain things. Even if these tendencies are linked to OCD, they don’t interfere with their daily lives, and haven’t stopped them yet.

4) Next,

lay the chicken nugget down flat and find the white part of the chicken that the skin isn’t covering. Eat that first.

5) Now you can pop the whole chicken nugget in your mouth. “You have to chew equally on both sides, because everything needs to feel loved. And the chicken nuggets in little pieces are saved for last and you just pop them in your mouth like a little snack.”

Chicken nuggets are not the only food that she eats differently. Foods

Managers react to students loitering around restaurants

By Claudia Maj

As the fourth period bell rings, hundreds of students walk out of Lane to go buy lunch. There are several places to go, one of the closest seems to be McDonalds. In a matter of a couple of minutes there is a big group of students standing outside the door. At first glance they look like a mob, but as you walk closer you realize that the students are smoking and socializing.

Students provide the restaurants around Lane a lot of business, especially during lunch. But sometimes in addition to the business, they also provide some trouble. A lot of this trouble comes from loitering and vandalizing.

Francisco Herrera is the manager of the McDonalds by Lane. He is there almost

everyday until about 5 p.m. During lunch periods as the mob of people begin to crowd around the entrance, Herrera keeps a close eye on them. Herrera has received complaints from adult customers that around the drive thru window it smells of cigarette smoke. And when customers begin to complain, Herrera sets out to face the mob. But surprisingly he is very calm and polite when he does so.

Maryam Mohammad Div. 351 occasionally is among the mob of students by the doors. And she has experienced being asked to move by the workers.

“The people at McDonalds are really nice. They’ll come out and tell us to walk to the picnic tables, unless there is a crazy number of people there and then they kick them out too,” Mohammad said.

As Herrera approaches the students, he tries to make a deal with them.

“I walk out and shake their hands and ask them to move to the other side. I’m sorry but I have to protect my business,” Herrera said.

McDonalds has become a popular place for loitering both outside and inside. When you walk into McDonalds, there is no visible sign that reads how much time a person has to eat before he or she gets asked to leave without buying anything else. But students sometimes take advantage of this. The students who spend a lot of time after school at McDonald’s realize that Herrera leaves the restaurant at 5 p.m, and they use it to their advantage.

“When I leave the restaurant my co-workers tell me the next day that the same kids would come back in again,”

Herrera said.

As an experiment, my best friend and I had gone to McDonalds after school at about 4 p.m. and we stayed there until 6:30 p.m. During that time, we saw Herrera constantly running around and sweeping the floors. He was often pushing the garbages down to make more room, and he was always watching the students. At one point he began to close off sections in the restaurant by blocking the openings with the huge garbage cans. This was a weird move. He had just blocked the way to the bathroom.

“I will sometimes move the garbage cans to block the area of the restaurant behind the wall where no one can see what is happening. There is another bathroom in the play place that is right in front of the cash registers,” Herrera said.

Herrera admits that Lane students usually don’t cause any trouble. The biggest problem that he faces is the graffiti on the bathroom walls.

Aside from loitering, Herrera admits that he has had to call the police in a couple of times to ask certain students to leave.

“We give the officers free food and therefore if we need anything we can call and they can help us with the situation,” Herrera said.

Just a block down from McDonalds, Wendy’s is another popular restaurant for students to go to for inexpensive lunch. Isabel Alverio usually works at Wendys around the time that lunch begins.

“As long as students are respectful and pick up after themselves, I’m fine with them,” Alverio said. Alverio has two teenage children herself, so she knows how to handle teenagers. She is outspoken and will tell a student if he or she is behaving inappropriately or if they make a mess. During my many visits to Wendys during lunch, she asks students to put the chairs back where they took them from as the lunch period comes to an end.

“Students are old enough to throw their trash away, some should learn to act like adults and act their age,” she said.

Similar to McDonalds, Wendy’s bathrooms also get vandalized. To get rid of the graffiti they use a special graffiti remover spray.

Loitering is usually perceived as a bad thing. Signs hang on walls and light posts reading “No Loitering” But with over 4,000 students at Lane, places get crowded quickly. But lucky for us, fast food restaurants are lenient with the eating time for students.

“Students are old enough to throw their trash away. Some should learn to act like adults and act their age.”
--Isabel Alverio

Students get piercings for confidence, individuality

By Miah Weston

He clasps the skin above your belly button and says not to move and to breathe normally. He shoves the thick needle through. Everything is done and the piercing is placed in perfectly. He reminds you that you need to properly sanitize the area numerous times a day to avoid risks of infection. The piercer just gave you your brand new piercing.

Piercings have become increasingly popular on both girls and some guys as seen at Lane. Not only is it fashionable, but it is also a commitment to endure the pain and keep it infection free for however long it is desired to keep the piercing on the body. Numerous websites and people advise to take extreme care of the piercing.

Grace Medina, Div. 460, has 16 piercings. But since going with her parents for a piercing as a toddler, she never stepped foot inside a piercing shop. She has had friends help adorn her body in piercings. Medina is quite tolerant with pain but her experiences do not seem as nice as her piercings look.

“Most of mine are horrible experiences. One time my friend pierced my cartilage with a blunt earring at the train station, I was so horrified that when I left I went and bought myself McDonald’s ice cream,” Medina said. She hoped the ice cream would help forget the experience.

Her total piercings are the following: six on her right ear, five on her left ear, one on her nose, her belly button, breasts, and one recently on the

frenulum, also known as the tongue web. Medina isn’t ending it just yet. She is also gauging (stretching out) her first ear piercings from a size six to a size two with pain being the least of Medina’s problems.

“I just kept getting more and more because I used to be embarrassed by how my ears looked, now people can stare all they want,” Medina said.

She used to think of her ears as big and awkward. She was never really content with how ears looked so she just kept adding more piercings; giving her the courage and individuality she craves.

Alondra Perez, Div. 477, has her septum [the cartilage in between the nose] pierced. She also has her tongue pierced, but not in the usual way. She has the tip of her tongue pierced which looks like snake bites; sticking out of the tip of her tongue on both sides.

“I got [them] last year around October, and they’re completely healed by now. I got them pretty much because no one I know has the tip of their tongue pierced and it’s unique. Getting my septum done was pretty much because I wanted to be different too, but a few people I know have [theirs] already so it wasn’t as ‘different’ as I had hoped. But I like them all the same,” Perez said.

Facial piercings along with all other piercings help unleash hidden confidence in students who need that extra push to show people what they have to show everyone.

“I get tons of compliments about my piercings and I’m happy about that. I think piercings help add beauty to people and it’s new and different to do so,” Perez said.

Another student Clara Mata, Div. 384, was never really that interested in piercings and liked tattoos more. But her mother disagreed with tattoos, so Mata went with piercings instead. Right after she got her cartilage in her ear pierced, she was hooked.

“My mom never really allowed it but after my eighth grade graduation I got my nape of my neck pierced. Surprisingly my mom actually loved it! The next thing I got into were microdermals that are basically [piercings] implanted into the skin. After thinking of all the places I could put it, I finally thought of my wrists,” Mata said.

The experience was not what she had expected. Upon entering the tattoo parlor she was full of fear but after it all, she was more happy about her piercings rather than how ‘bad’ the pain was.

“I was a bit nervous at everything that was happening. I wanted to look down but I couldn’t. I couldn’t even look at the tools being used. I felt a sharp pain on both my wrists but didn’t cry. When everything was done Kelly, the girl who pierced my wrists, told me all the necessary precautions of cleaning and such,” Mata said.

She receives both positive and negative feedback from her piercings but the only thing she cares about is that she adores them. She still wishes to have tattoos soon as well as getting new piercings that no one else has to add to her collection. All of her piercings require extreme dedication. The time and consideration for getting the piercing screwed in plus waiting months for the piercing to be completely healed takes a lot of patience that not many people have.

Students deal with seizures, loss of consciousness

By Aubrey Caraballo

"I start getting tunnel vision and everything in my peripherals is blurry...I could only see things right in front of me. I start not being able to hear. Things kind of go in and out of one ear and I don't really understand what's happening. I always remember I could hear my heart beat. It is never like how it should be. It is never a distinct beat, it is different. It always sounds odd to me which is really scary. I remember waking up on the floor or waking up in a bed or waking up in an ambulance. I don't remember what happens [after] I pass out," said Aynsley Parker, Div. 467.

Parker and her friend were walking on campus during lunch last year. That was until she started to feel dizzy.

"I feel faint," Parker told her friend. "I need to get to the nurse."

Suddenly, Parker was incapable of walking by herself. Her friend held her up until she fell, seized, and banged her head on the ground.

"My friend freaked out and since we were not in school, she got her phone and called the ambulance," Parker said.

An unknown student ran over to put a jacket under Parker's head as she seized. Parker does not remember who he was or how he looked.

"I always wanted to meet this kid," Parker said. "I never got to meet him, I never got to know his name...I never got to know him."

This was not the first and last time Parker had a Syncopal Episode. A syncope is the sudden loss of consciousness due to an inadequate blood supply to the brain.

"If I get really nervous or scared, my heart drops and I pass out," Parker said. "My heart does this thing where it skips beats and won't pump enough blood to my brain. To level myself, I just fall."

There have been times when Parker passed out and had a seizure, other times she has had seizures for no reason.

"It was actually really scary because I don't remember," she said. "I had to have people tell me that I looked like a fish out of water."

Parker first experienced an "episode" at the ending of last year. After having appointments with cardiologists, neurologists, and multiple other doctors, they [doctors] finally came to the conclusion that Parker had to stay calm to avoid another attack.

Parker is not under supervision from her cardiologists anymore.

"I graduated Cardiology at the end of last year," Parker said. "I have not passed out in a while since I am never at school and I am usually dancing."

Instead of having two electives at the end of her school day, Parker goes to After School Matters Art Gallery 37 after 6th period. It is a program that was started by Maggie Daley which allows kids to take classes or have jobs related to art. It is downtown and there are other locations around the city.

Although doctors thought she might be too weak for dancing, Parker said it helps her.

"I used to get chest pains," she said. "Since I started [dancing] downtown, I have not had any."

She believes dancing is the reason she has been feeling better.

"Dancing has helped me relieve a lot of stress," she said. "[I have] less school-work and [dancing] is something I love to do."

Parker did not have to give up her dream of dancing due to her illness, but this is not the case for Jasmina Ejupovic, Div. 380, who is not allowed to run track anymore.

Physical activity may help

It was December 2010 of her sophomore year when her outlook on life was altered.

Ejupovic was outside in her backyard playing in the snow with her cousin. After making a snow hill in the backyard, Ejupovic pulled her cousin up and down the hill in a sled.

"I got really tired and then my head hurt," she

said.

"Let's go inside," she told her cousin.

"5 more minutes," her cousin replied.

"I thought I was just really tired and needed a break," Ejupovic said. "Then I was like 'oh whatever I can [play] for 5 more minutes.'"

After she finished playing, her father gave her an aspirin for the pain.

"I felt a heartburn," she said. "After I took the aspirin I was lying down and I just could not breathe anymore."

Ejupovic has minor asthma, but she does not take her inhaler to help her with it.

"I try to let my body fight everything," she said. "I feel like medicine makes your body learn not to protect itself."

She was lying on her bed; her father was in the shower and her brother was downstairs.

"I need some water," Ejupovic texted her brother.

Her brother did not understand why she needed him to get her water when she was right next to the kitchen.

"I did not have the energy to lift my arms up or text him back," she said. "My head went back and I started seeing black dots."

That was the last thing she remembered until she woke up to her family at the end of the day. Ejupovic spent her day in a coma.

"I did not feel anything...I did not really know anything," she said.

Ejupovic did not go to school for over a week. She had to sign out of some of her classes. She also had to relearn some basic bodily functions like walking.

"It was really sad because deep down I knew this [walking], but I could not actually do it...Everything looks familiar to you, but you just can't perform it or remember [how to do] it," she said.

She was diagnosed with acute respiratory distress after her experience in a coma. This event has limited her physical abilities.

"I was actually doing track," she said. "It was going to be my first time because I love running."

Ejupovic's incident occurred during track conditioning. Her doctor told her she could not continue running, especially since she does not use her inhaler.

"I used to run a lot," she said. "I used to race in grammar school. When THAT happened sophomore year, I was not the same anymore."

Although Ejupovic had to limit her athletic activities, she still does what she can to fulfill her love of running.

"I jog on my own but I take frequent breaks or go super slow," she said.

By switching out of her honors classes to regulars classes, Ejupovic was able to review her classroom material and catch up with her work. This was not the case for Parker.

Academic life suffers

"I was at the hospital at least four times a week. There was drama going on at school that really took a toll on my health. Every other day I was having an episode, whether it was at the hospital or whether it was at school or whether it was at home...I was just uncomfortable everywhere," Parker said.

Staff members did not understand why she was not diagnosed with a condition yet. They would also ask Parker why she kept missing school.

"I guess it was hard for my teachers to deal with a student that was not there," Parker said. "But it was harder for [me], to not only catch up, but [to] learn and comprehend everything I had missed."

Dealing with syncopal episodes while keeping up in school took a toll on Parker's health.

"It was like a vicious cycle and it did not stop," she said.

Although it was difficult for Parker to keep up with her studies, she managed with the help of the school and her teachers.

"I will say a lot of my teachers were helpful in the sense that they let me turn in late work," she said.

Parker does not take medication for her heart anymore. Her heart skips beats, but there is no medicine

to change that.

"I have a hole in my heart," she said. "And unless I have surgery, there is nothing I can really do."

Parker was told by her doctors that some of her "attacks" occur when she gets really nervous. She was given medication for her recent diagnosis of ADHD.

"I'm more focused and calm...it's really helped my health," she said.

Parker has not had an episode this school year. Her last one was during the summer.

She was in California with her family when it was really hot outside.

Parker was laying down on the beach when she began to have chest pains. When she tried to stand up, she fell back down.

"My mom did not freak out because she knew it was going to be okay," she said. "She got the kids ready and we went back to [our] hotel."

Diabetic students face similar challenges

Having an illness can be difficult and can prevent a person from doing the things they love the most. Although Jordyn Washer, Div. 480, does not swim anymore, she is able to manage her illness.

Washer was 5 years old when she was rushed to the hospital one night. Her blood sugar was too high, and she was diagnosed with type 1 diabetes. It is when the body does not produce insulin, which is important for regulating the carbohydrates and fat metabolism in the body.

To monitor her illness, she keeps track of her blood sugar with a diabetic device.

"It is a Medtronic insulin pump," Washer said. "It is attached to my stomach."

Washer used to swim competitively for four years in elementary school. She could not continue once she began high school.

"Getting into high school with the amount of stress and workouts [swimming] took had a really bad affect on my Diabetes," she said. "I had to stop [swimming], so now I manage [it]."

Washer was able to do the workouts, but her blood sugar would go too high and it would be hard for her to bring it down.

When her blood sugar is too high, she knows she did not get enough insulin.

"I get impatient and I get headaches. I get really thirsty and it is hard for me to concentrate in class," she said.

When her blood sugar is too low, she knows she received too much insulin.

"I get really shaky and weak. It looks like I have seen a ghost. I get really white [and] I start to lose consciousness. It is possible for me to pass out. I'm not focused on anything. I just have a blank face," she said.

Fortunately, Washer is able to take care of herself when her blood sugar goes too high or too low.

"The most I have to do is leave school. Or I have to miss class because I can't focus on anything," she said.

Being diagnosed with diabetes is a memory Washer can barely remember.

"When [your blood sugar] goes high, you lose memory," she said.

Washer has not passed out due to her illness, but the same cannot be said for Andrew Strmic, Div. 380, who has fallen into a coma for two days.

Strmic was feeling sick for 2 to 3 weeks before he ended up in the hospital. At home he was getting



really thirsty and using the bathroom once an hour. He was also having headaches, all of which are signs of type 1 diabetes. That is when his dad and grandmother took him to the hospital.

"I was a 10 year old kid eating everything. I did not know I was Diabetic so I did not really care [how I ate]," he said.

Doctors had Strmic take many tests. They were trying to insert his IV and draw his blood when he passed out.

"I passed out and remember waking up in a different hospital," he said. "It was just like falling asleep and waking up in the morning."

When Strmic woke up, he did not know where he was or what was happening. All he remembers is waking up to another day.

"In a blink of an eye it was two days later," he said.

In Strmic's family, diabetes is common. He once had an uncle who fell victim to the illness.

"[Everyone] was worried because your blood sugar is supposed to be between 80 and 140," he said. "You can die at 400."

Strmic never met his uncle because he died at the age of 10.

"His blood sugar was like 460 when he died. When I went to the hospital [doctors] told me my blood sugar was 860. They told me it was as thick as honey. They pretty much [said] I was lucky to be alive," he said.

Strmic remained in the hospital for a month after he was diagnosed. He needed to get on a strict eating schedule.

"[I had to learn] how to take my shots and

carb count," he said. "My first day in the hospital I was [taking] my own shots. I was never really scared of it."

Like Washer, Strmic also has an insulin pump attached to his stomach. He received the device six months ago. He said it has made controlling his illness easier.

"Up until recently, I was taking shots in my arms or in my stomach," he said.

Although Strmic has diabetes, his athletic activities are not affected severely.

"I get winded easily," he said. "I can get low blood sugar too, so I can't just run for three hours and not eat anything."

He also has to tally up the carbs he eats everyday and carry candy with him just in case his blood sugar drops too low.

"I have to watch what I eat [and] watch what I do," he said. "[It] sucks because I'm a teenager who likes to snack on a bunch of food."

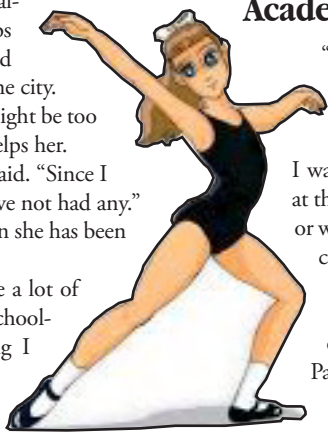
Having an illness can cause a person to feel like an outsider, but Parker believes people share more in common than they realize at a school as large as Lane.

"I know I am not the only one who [not only] has a condition like [myself], but also not the only one who is always at a hospital," Parker said. "It is easier to have comfort knowing that you are not the only one who has a life this crazy."



"I passed out and remember waking up in a different hospital...it was just like falling asleep and waking up in the morning."

- Andrew Strmic



Motivated by brother, Musleh starts Autism Speaks Club

By Bianca Mena

Waiting in line for ice cream at Six Flags Great America, Aya didn't think much about a fight breaking out, especially one involving her older brother. Her brother had never been in a fight; he would not be able to defend himself if he did because he has autism.

"My brother, Mustafa, was looking in the direction where a bunch of teenagers were sitting," said Aya Musleh, Div. 587. "One guy thought my brother was looking at his girlfriend and started threatening him. [He] wanted to fight my brother. My mother had to defuse the situation and get in between my brother and the guy as he was screaming. She yelled, 'Stop! He has autism!' But the guy did not stop. He kept yelling until my mother yelled, 'He is mentally disabled!' When she said that, he backed off. The guy didn't know what autism was. He said 'I'm sorry, he looks normal.'"

It was after this incident when Musleh vowed to do what her brother couldn't do for himself: protect him.

"My drive and determination stems from having a brother with Autism," Musleh said. "Because my brother is non-verbal, I often wonder about the world he lives in, what he is thinking or feeling, and why his brain is wired the way it is. Autism is an enigma that I want to help others to understand, giving me purpose and determination for being the voice for the voiceless."

In an eighth grade fundraiser for the Walk Now program as a part of Autism Speaks, Musleh noticed that there was no High School Chapter. With this in mind, she was determined to start the first one at Lane that would encourage other high schools to do the same.

The goal for Autism Speaks is to provide awareness, fundraising and educational opportunities for the public to know more about autism. Being a

part of the High School Chapter on Autism Speaks would enable the school to bring these opportunities year long.

Earlier this year, the CDC (Centers for Disease Control and Prevention) researched and discovered that one in 50 children were autistic. This is more than what the CDC had claimed not many months earlier.

"[People with autism] have a very limited ability to learn," said Ms. Gilson, school psychologist. "For many of these kids, they won't be collecting credit or receiving their high school diploma. By federal law, they stay in school until they turn 22. They work in school everyday on a functional curriculum; they are out in the community, doing various tasks, learning about colors, interacting with others; ways to derive meaning to their world."

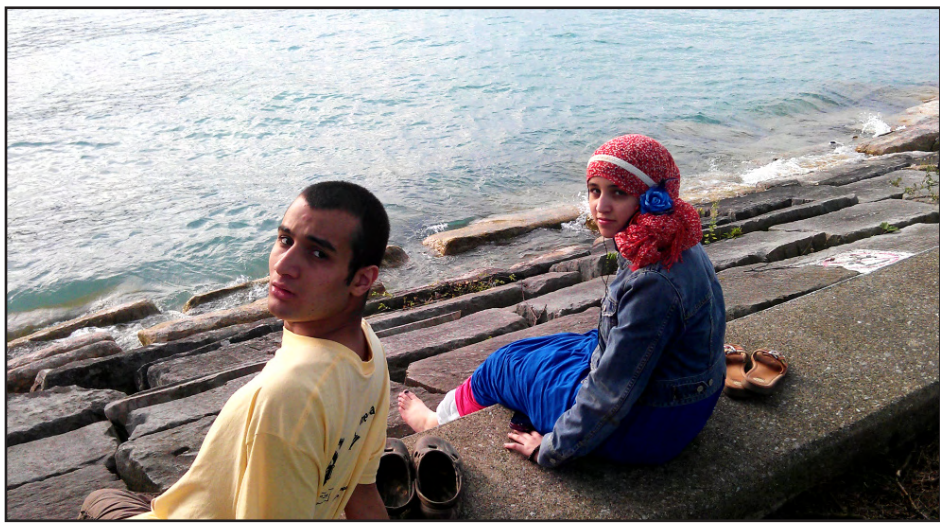
William Iron, Div. 389, is a senior at Lane and 21 years old. William has autism and he is aware of it. He claims that he feels good about it and does not see having autism as a bad thing.

William believes that it is important for him to work hard to be in the same classes as students without disabilities. He really enjoys interacting with others. He tries really hard to socialize and make friends without autism because it gives him a sense that he belongs; that he is not different.

Sometimes, it is healthy for students such as William to interact with others to avoid the 'Domino effect' of bad behavior from the students in the class. By interacting with students that do not have a disability, they are more likely to get inspired and influenced toward a good behavior.

"In reality, many people with a disability don't have many friends," said Mrs. Murphy, Lane Buddies' sponsor and Special Ed teacher. "They do not get invited to parties and are not going out on weekends. I think Autism Speaks is very important because it breaks those social boundaries, as we try to create friendships."

After a year's worth of work, with permission from



Musleh and her brother on a family outing.

Dr. Dignam, many signatures and paperwork, and persistence from Ms. Gilson and Musleh, Autism Speaks kicked off their first meeting in the Civics room on Monday, March 11.

Musleh doesn't plan on just establishing an Autism Speaks club at Lane, she hopes to convince public places, like movie theaters, restaurants, grocery stores, and even Navy Pier, to have family bathrooms or bathrooms for the disabled.

"It was easier to take Mustafa to the bathroom when he was smaller, but he is now a teenager so it's not as easy," Musleh said. "My mother and I have to take him to a woman's bathroom that is packed and ask, every time, if it's okay if we bring him into the women's bathroom just so he can use it. Most of the time people will not mind but sometimes we come across some jerks. He can't go alone to the men's bathroom for his own safety. Things like this, are taken for granted."

Musleh is constantly battling rejection from so-

ciety.

"If you saw Mustafa walking down the street, you'd think he was just like [any one of us]," Musleh said. "But he is disabled. He is non-verbal. He has never said 'I love you' to my mom or myself. He depends on my mother for everything. Mustafa will never have the same life as I. He will never go to college. He will never get married. He will never have children."

Although Musleh does not like the fact that her brother will never live a normal life, she finds pride in herself.

"The person I am today, the choices I make along the way and my future goals, is all because of Autism," Musleh said. "I never asked to have this life, but I wouldn't trade it for the world. Autism has given me purpose. Anyone that works with the disabled or enhances their lives in any way are truly my heroes."

Students with autism struggle after graduation

By Matthew Wettig

Leaving high school is often something people look forward to, but for students with autism this can often be a sad and traumatic experience.

Autism is a complex neurological disorder that impacts the brain's development. It is a spectrum disorder, meaning that the range of how someone is affected varies from person to person. They often have problems with regulating themselves, and stick to specific regimens that they follow. To someone with no experience with autism, these regimens can seem like obsessive compulsive disorder. For instance, someone with autism could have slight social impairments, not being able to pick up on social cues, having trouble reading emotions, etc. or, on the opposite end they could not be able to communicate whatsoever and be extremely aggressive.

In CPS, students can stay until they turn 22. So, the day before a student turns 22 it is required that they must leave. Most able students do not stay until they turn 22, leaving only students with

disabilities to graduate at this age.

To Ms. Ronkoske, one of the two self-contained autism classroom teachers, this concept is "heart-breaking". Ronkoske said that she gets very attached to her students, being that she's with them five days a week for the length of the school day. She teaches 11 students, and every student she has had stays until they turn 22. In the special education community this is referred to as "aging out."

At Lane, no matter when their birthday is, students with autism take part in the graduation ceremony the year before. Some higher functioning students graduate with diplomas, while the rest get certificates of completing high school.

"Most of [the students], they don't even realize they're leaving until it's too late. They'll be sitting at home and two weeks later the reality will hit them that they won't be coming back to school," Ronkoske said.

For the students who do realize it, it can be equally as hard.

"They have a fake sense of normalcy, they're envisioning going to college, or things along those

lines," she said.

While they may be functioning at lower levels than their peers, many autistic students are capable of holding jobs. In fact, CPS used to have a program where job coaches came in to train students with autism to work, but the program was cut three years ago. Now it's up to the parents of these students, which can be a daunting task. Parental involvement varies from parent to parent. Some have it planned out from the moment their child enters high school, these people are usually wealthy. Others are not so lucky.

In Illinois, access to services for people with disabilities is hard to acquire. Unless you're paying for it yourself or are in urgent need of services, you often get waitlisted to receive the state implemented services. Services usually fall into one of three categories: recreational activities, private post-secondary education, and employment workshops. There is not one or the other that could be deemed the most helpful, it's all dependent on the person.

Most of the students leaving Lane have programs in place, Ronkoske said. Four out of the five stu-

dents leaving this year have programs in place, but it still troubles her that not everyone is going on to do something. Teachers can't do everything for the students. They can supply parents with information regarding programs, but it's all up to parents to advocate for their children. But, having nothing in place at the time of aging out doesn't guarantee that the student will receive no services.

"Sometimes after a week or so, parents will realize that they can't go on with their kids sitting at home the rest of their lives, and seek programs based on that. But not everyone has the means to acquire them," she said.

In total, Ronkoske has had five students graduate without programs in place, leaving their futures uncertain.

"It's so sad to see, we [teachers] work so hard to make their lives better, to have them sit at home the rest of their lives and go nowhere is so sad to see," she said.

Ronkoske emphasized that this isn't necessarily the fault of the parents, often times families fall victims to the circumstances.

Local military recruiter oversteps boundaries

By Karina Maya

Lane does not usually have outsiders sneak into the school to get a hold of students or teachers, but this is exactly what had happened in the past couple of weeks.

A marine recruiter, Sergeant Gerena, was constantly coming into the school, sometimes with a temporary pass, interrupting classes to try to talk to students about joining the Marine Corps Band. In Anthony Bransford's case, Div. 360, things got a little out of hand.

Bransford and his 2nd period AP Music Theory class went to watch the marine band perform. After the performance they filled out forms for more information on the band. Bransford spoke to one of the commanders who seemed to take a special interest in him.

"He just kept telling me 'We don't want to waste any time. If you want to do this we need to do this now,'" Bransford said.

Bransford just kept saying that he would think about it. But the commander was very persistent and would not give up.

"One day he just kept texting me while I was in class and he even called me a couple of times," Bransford said.

But it did not end there. The commander went as far as going to Bransford's house to talk to him about auditioning. Bransford, however, was not home. But his aunt was and she was there speaking to the commander about Bransford.

"My aunt went along with it to get him to go away," Bransford said.

When Bransford got home that night his aunt told him what happened. The commander had also left him a message saying that "he was really disappointed and aggravated because he (Anthony) made him look bad for not showing up (to the audition)."

Mr. O'Brien, Bransford's advance band teacher, had had enough of this. He said that they started getting visits from a representative of the marines about two years ago. The first few times he told the recruiters that he would mention his information to the band. After that the recruiter just started showing up on his own in the middle of class asking to speak to the students.

"It got to the point where I had to tell him that he couldn't just come around unannounced like that. And if the students were interested they would contact him," O'Brien said.

But it started up again last year and O'Brien had to be a little more forceful in asking them to stop. This year the same thing occurred and O'Brien said there were getting more demanding. He warned them that he would have to notify the administration and security if they continued to act this way.

One day, however, O'Brien was out sick and the recruiter came and spoke to Mr. Flygt, who shares an office with O'Brien. He interrupted his class and kept telling Flygt that he wanted to speak to Bransford about auditioning. Flygt notified O'Brien about this and

they notified the office, as well as Sergeant Gerena's commander, Captain Kinney.

O'Brien sent him an email about what was going on and he replied back with an apology and saying that they were on the path to fixing this problem.

"We were trying to assist one of your students in auditioning for the Marine Corps Band. He had committed verbally to both Sergeant Gerena and I to audition that evening. Our only intent was to ensure that he was fully prepared for the audition," Captain Kinney said in response to O'Brien's email.

Nonetheless, Captain Kinney said they would have Sergeant Gerena counseled in communication skills to avoid future problems like these.

O'Brien was then informed by security that they were aware of the situation and that he would not be allowed in the building anymore.

They are not sure as to why this recruiter took special interest in Bransford, it may be that he is one of very few bassoon players, which may have been hard for them to come by.

The recruiters have stopped coming unannounced and Sergeant Kinney apologized for what had happened.

"Hopefully the United States Marine Corps and the teachers at Lane Tech can continue to have a good working relationship as we have always had in the past," Captain Kinney said.

Students win spring break trip to study architecture



Angel Estrella stands by his shelter where he stayed on the spring break trip.

By Marta Malinowski

Looking up at the beautiful stars in the dark night sky from his shelter in the desert, and waking up to the drilling sound of a woodpecker that liked to visit at 7:00 am every day brought back a lot of good memories for Ronan King, Div. 462 of a camp he works at every summer.

Towards the end of January, King and Angel Estrella, Div. 455 won a Competition, Taliesin Scholar Program, to study at the Frank Lloyd Wright School of Architecture during spring break. The two students traveled on an all-expenses paid trip to Arizona to study architecture, visit colleges, meet with people in the field, and explore the local landscape.

It was the middle of the school year, and Estrella had no intention of applying for the competition. Entrants had to write a one page essay about what their dream/perfect desert was, what was in it, what it looked like, and what would he like to do in the desert. Already having a lot of work for school, the last thing he wanted to do was write an extra essay during his free time. His architecture teacher, Mr. Berlanga, noticed he wasn't taking the opportunity and slowly pushed him to writing the essay and applying for the competition. Berlanga asked him about entering and convinced him it was worth it.

According to Berlanga, both Estrella and King were good candidates because they could write well. Estrella decided to apply anyways. Little did he know, along with 5 other students from Chicago, the essay he wrote stood out from a lot of the entries and won.

Without the help and support of their teacher, the two students don't know if they would have won this competition.

"I really owe it to him. Without his help and resources I wouldn't be where I am today," Estrella said.

King was also a Lane student with a winning essay. With all the different material taught in class and learned of Frank Lloyd Wright and his architecture, he was able to find a lot of detail to write in his essay.

"I said that it [desert] was giant, full of canyons, caves, and off in the distance some nice mountains. I also described it as a nice sandy rust color, with green mixed in with the cacti," King said.

He had a good understanding of why Frank Lloyd Wright wanted to build a school in the desert and applied it to his own ideas.

"The students write really well, answered from a personal point of view and were point on with the topic," Berlanga said.

The Taliesin West trip took place over Spring Break, March 23rd to March 30th. The first three days they stayed in Phoenix and visited different

buildings and landscapes. A lot of the different architecture styles were involved with things like harsh sunlight and extreme heat which is far more extreme than what they experience in Chicago. They were then able to dine at unique restaurants and hike in the scorching desert. Next, they visited three colleges, University of Arizona, Arizona State University, and Taliesin West. While visiting the schools, the students saw what their architecture program really had to offer. They learned about the school's history, design and legacy. Lastly, at Taliesin West the boys were asked to design their own shelter to live in the desert and present it to some of the prominent people at the school, showing off their creativity.

"The students gained a much deeper understanding of Frank Lloyd Wright's architecture and physical appreciation since they were actually there," Berlanga said.

When having to pick a favorite part out of the whole trip, both Estrella and King found it difficult to choose just one thing.

"It was a split between meeting and networking with people from a field I'm interested in and sleeping in the most awesome little structures ever built that are called shelters," King said.

These shelters were built by the students of Taliesin West. They serve the purpose of architectural experiments and as sleeping shelters in the desert near campus.

Estrella also had difficulty and could not come up with one specific aspect of the trip.

"Honestly there is too much.

I loved making new friends, living in the desert and learning new techniques and gaining new skills that I can use towards my work today," Estrella said.

For King, not only was this a fun trip to go on during his spring break but also an experience that changed him as a person and as a Lane student.

"It has made me more aware of the work that goes into my surroundings, like how they work and why they are designed and built the way they are, and it's made me be more proud of my high school, because even while we were in Arizona, when I would sometimes talk to random people, some of them actually knew [about] Lane Tech," King said.

Through the trip they were able to make new friendships with other fellow students and connections with the schools and architecture programs. King and Estrella stayed in touch with the other students on the trip.

In his future career plans, King was planning on trying to become a civil engineer. After this experience though, it has made him more interested in the field of architecture, gave him a new way of looking at it, and he is now thinking about pursuing a career as an architect. Although he is not 100 percent sure of where is going to applying to college next year, Taliesin West is definitely on the top of the list. To King, the trip gave him a new way of looking at architecture and design.

"Out in Arizona, they have to think about how the sun will hit the building, how they would need to keep the building cool during the day and warm during the night. They have so many unseen challenges, and they tackle all of them while they make it look very good and interesting," King said.

Estrella, on the other hand, learned how to utilize his environment and his setting and make them work for him without being invasive with space.

"After learning that I realized, it is better to be in harmony with nature [in architecture], than to not be," he said.

For future Lane students thinking about applying for this competition next year, King recommends it completely. He believes it's a simple thing you can do and out of it you will have a trip you

will never forget. But for applying, he has some tips on what he thinks will help make you winning candidate.

"You need a good, thought out essay, not just an essay thrown together in five minutes, and actually put in things you would like, not just things you would think people would like to hear," King said.

After winning the competition and the opportunity to get a new outlook on their future, Estrella and King do not regret spending a little time out of their day to write an essay that ended up changing their lives.

"I loved making new friends, living in the desert and learning new techniques, and gaining new skills that I can use towards my work today," -Angel Estrella

Art students participate in Scholastic Art competition

By Danah Bialoruski

Sam Castellano, Div. 463, opens his Yahoo! account to see an e-mail from the Scholastic Art and Writing contest to which he recently submitted some of his work. He discovers that not only has he won a Gold Key for one of his pieces of digital art, but he has also been nominated as an American Visions nominee.

Several Lane art students entered their pieces in the Scholastic Art and Writing contest. Chances of winning a Gold Key are slim and only 5 works from each region win the American Visions Nominee. The nominee's works are the "Best of Show" for each region.

Castellano is the only students from Lane to be chosen as an American Visions Nominee for the Midwest region. His work that won the American Visions Nominee is called "xi" and his work that won a Gold Key is called "Amen Fashion".

His work that he submitted was of photos he had taken himself. He then added a mixture of patterns and designs to make up his pieces. He then used Photoshop to edit the pictures and submitted them under "digital art".

"I'm inspired by a lot of things," Castellano said. "I'm inspired by my everyday life, but I am also inspired by a lot of old Hollywood, vintage films, and Marie Antoinette because of her over the top style—or just all things glamorous and really extravagant."

Even though Castellano's art class is a drawing art class, his submission was based mainly of photographs. When

his teacher, Ms. Chisholm, introduced him and his class to the contest, Castellano became interested in submitting his work. He went to Ms. Chisholm for help on which works to choose.

"Sam made the photos all on his own," said Ms. Chisholm. "I didn't even know he was interested in photography but I thought all of his photos were really amazing especially conceptually. I thought all of his photos were a lot deeper and more interesting by the way he applied his photographic skills more than other students so I immediately saw that he could win something even though he wrote it off."

Sam plans to continue on with his photography by taking AP photography next year and hopes to submit even more photos to the (Scholastic Art and Writing) Contest.

Many other Lane students won Gold Keys for their submission of work in different areas in the art. Tony Tran, Div. 560, is just one of several photography students who submitted his work for the chance to win a Gold Key. He ended up winning a Gold Key for one of his photos called "The Herd".

"I saw that I won in my e-mail and I was like 'Oh, that's pretty cool'" Tran said. "I didn't think about it at first but then I started reading it and saw that you could win scholarships and stuff and then I was 'Oh, okay this actually is cool!'"

Nishley Lopez, Div. 378, won a Gold Key for her AP Sculpture called "Bruno in the Kitchen". It was modeled after her dog Bruno, a mini Schnauzer.

"I tried to make the pose kind of sassy

because my dog thinks he's all big and bad." Lopez said.

All regional gold key winners continued on to Nationals. Bianca Rosado, Div. , won a Silver Metal for her ceramic piece, "Japanese Sea", and Mayra Veloz, Div. 361, won a Gold Metal for her architectural piece, "Bike Nature Shelter". Both the girls are going to be honored at Carnegie Hall in New York for their work and plan to attend in late May.

"My vase is really simple," Rosado said. "It has handles that cross with each other, sort of like hugging and embracing the vase itself."

Rosado named her vase the "Japanese Sea" because of the fact that she color the top part that reminds her of the sea and the bottom half of the vase is a white, sandy color with a black strip in the middle separating the two colors. She feels like her simplicity of the vase was a major factor of why it won. Though she is not interested to pursue ceramics or sculpture as a career, she hopes to still continue it as a hobby that she can grow with.

Veloz's submission was based on a project that she had to do last year for the Chicago Architecture Foundation for the New House competition. The project's theme was to take your school bike shelter and completely redesign the area so that people could be provided with safe bike accessibility all year round.



Tony Tran's winning photo, "The Herd."

"Lane has a lot of bikers here." Veloz said. "And considering how large of a school we are, we needed more space for student's bikes."

Veloz won a Gold Medal at Scholastic and won the grand prize for the Chicago Architecture project she entered in last year. She plans to attend UIC and continue on with architecture at their school of architecture.

The Scholastic Art and Writing contest was founded in 1923. It was created to help bring recognition to high school artists in the United States and offer scholarships to the winning works. Students who enter have the possibility to win an Honorable Mention, Silver Key, Gold Key, or be selected for an Ameri-

can Visions Nomination according to region. Once the selected winners for Gold Keys and American Vision Nominee are selected, the move on to nationals. Numerous students from Lane's photography, ceramics, and sculpture classes entered their pieces for a chance to win.

The Art department hopes to make continuous improvements to the art classes by allowing the classes to have more opportunities to document their work. Better cameras, backdrops, and more computers are just a few of the additions the department hopes to add in future years which could help students submit to Scholastic and other art contests with ease.

Food policy hurts International Days



By Kevin Morales

Getting ready for International Days is never an easy process. For those who have participated in the three-day event, I'm sure you understand what I am referring to. A club has a number of things that need to be taken care of before the event. Choreography and costumes are an obvious must, but food is also a vital factor.

It's common for clubs to bring food from their respective cultures to share with other students. However, sometimes just preparing the food is a hassle. Prior to this years I-Days, clubs were allowed to bring home-cooked food to offer at their booths. This year, however, that was no longer the case.

Gone were the days of traditional home cooked meals. Instead clubs were instructed to purchase food from professional establishments such as restaurants or grocery stores. I was shocked and irritated when I learned of this news. I originally thought this was a new rule placed by Lane administration. But after doing some research and speaking with the administration, all fingers pointed to the originator of this change: CPS...go figure.

According to a CPS press release back in November of 2012, a new Healthy Snack and Beverage policy was adopted by the Board of Education. The CPS Policy handbook provides the following as the purpose of the policy.

"This policy seeks to create a school environment that supports student nutrition and healthy food choices by providing nutrition standards for food and beverages sold as competitive foods in vending machines, school stores, food vendors on school grounds, a la carte items, or as part of a school fundraiser, celebration or reward."

In other words, CPS was trying to make healthier eating environments at our schools. That's great. I applaud CPS for trying to make nutrition a priority. My only issue was this made preparing for International Days even more difficult.

The policy included a number of regulations

and restrictions for handling food and beverages in schools. For example, schools are no longer allowed to sell what the Board has deemed "unhealthy food" for fundraisers. This explains the lack of chocolate boxes and candy cases walking around the halls this year. However, restrictions were also placed on home cooked food.

But as always, there was a catch. The restaurant had to be a CPS approved vendor. If a club wished to use a location that was not yet an approved vendor, the club sponsor could go through a tedious process to send a request for approval downtown - a process that could take anywhere from two weeks to two months. If everything is planned accordingly the process could prove effective. However, for those who struggle to find the right place may run the risk of not having the restaurant approved in time.

I myself had to go through this process in order to make sure my club had something to serve at International Days besides smiles and waves from our booth's window. In the end, we did find a vendor to use.

This brings me to another point. I am the type of person who considers traditional home cooked Puerto Rican meals to be authentic. Now, there could be a Puerto Rican restaurant that claims to have the most authentic cuisine in the city of Chicago (and there are several, believe me). You might be thinking, "What's the worry? If it's a Puerto Rican restaurant, aren't the cooks Puerto Rican?" Wrong! Sadly that is rarely the case. The cook may be trained in how to prepare the dishes, but that still isn't enough for me.

I believe a meal, especially one unique to a culture, offers a higher quality than any restaurant kitchen could cook up.

By the looks of it, it seems this new policy from the CPS is here to stay. As a result, other clubs and their members may be faced with the same problem I faced for future I-Days. That's not to say it will hold back their months of hard work, however, they will need to plan things out if they wish to avoid running into problems with finding a vendor.

This new CPS policy could prove to be very effective for increasing health awareness. But from my personal experience the policy still quite a few holes that need to be filled. Details such as what qualifies as home-cooked or what kind of celebrations are non-vendor foods allowed in are not specified. And until these holes are patched up, events like International Days will continue to suffer from the problematic regulations included in this policy.

More boys should go to tutoring



By Priscilla Monsivais

With my book bag bellied with homework, my coat and sweater in one hand, my hefty Pre-calculus book in the other, I hustled up the stairs with one goal in mind:

I shall understand how to solve trigonometric identities if it kills me.

I huffed into tutoring and whipped out the worksheet I was struggling with. As I waited for the math teacher/tutor to come and help me, I looked around the room and noticed something peculiar.

There were only girls in the classroom.

Perhaps it was a coincidence, but I thought back to other times I went to tutoring and the majority of people attending were female.

Ladies, were we living up to the age old adage that guys are smarter than girls? Were we that helpless in a subject that is primarily dominated by males?

According to a Department of Commerce report, women only hold 24% of careers in science, technology, engineering and math.

The report also states women are underrepresented not because they do not excel in these subjects, but rather for a variety of other reasons, such as it may not be their passion.

But back to tutoring.

While there is noticeably a majority of females in tutoring for math and science, it is both males and females who do not understand the subject. Mr. Markese, an Algebra teacher, has noticed this basic equality of confusion among his students.

Pulitzer Prize winning investigative journalist David Freed, wrote with his psychologist wife, *Aversion to Therapy: Why Won't Men Get Help?* He understands why males generally have the mindset that they can take care of their own problems without the help of others.

"Men don't ask for help, [because] they don't want to be perceived as weak." Freed said.

His statement can be applied to why males generally prefer not to go to tutoring. But Markese

has noticed that it is his younger male students who don't speak up or seek help if they don't understand the lesson.

"[Younger male students] don't want people to know that they don't understand," Markese said.

I went back to math tutoring, where I found only a 3:9 ratio of males to females in the class. Anil Chakravorty, Div. 751, was one of the outnumbered male students and was sitting in a desk next to mine. He said that the only reason why he was in tutoring was because he had his midterm the next day.

"I don't [usually] come to tutoring because I can manage by myself...you're [just] supposed to be able to get stuff." Chakravorty said.

For him, this includes reviewing over the lesson. But according to students, it includes searching the internet, and/or Youtube for an answer to their questions.

Krista Grund-Wickramasekera, Div. 678, sat in the desk behind me at tutoring, and said she has tried and failed to understand a math lesson on her own.

"It's easier when someone talks [the problems] out to me." Grund-Wickramasekera said.

Females typically are not afraid to take the initiative and ask someone for help. Mr Markese has seen this in his LTAC classes. His female students are more confident in themselves, they ask questions and volunteer up to the board frequently.

We are not some damsel in distress that needs someone to save us from treacherous math and science equations. We are rather the humble Daniel Larusso from the movie Karate Kid who learned to accept that he does not know everything and cannot do everything on his own. He eventually accepted the help of Mr. Miyagi, an expert in the field of karate.

When I decided to figure my PreCal homework at home, I found it difficult to find websites that explained things thoroughly enough. When I tried using Youtube for step by step help, it took too long to find a video out of the hundreds there could be on a certain topic. Why waste time doing scrounging online for the answers when there are live teachers afterschool more than willing to answer them and even explain it in different ways so we can completely understand the subject.

Of course it is not only females who attend tutoring or ask questions. I applaud anyone who has the courage to raise their hands, or walk up to a teacher and state that they did not understand what was going on in class. The voice to say, I have questions, can you answer them?

Banned beverages are vital to student performance



By Alexandra Madsen

In the beginning of this school year, Lane Tech's administration banned student from bringing coffee and other drinks into Lane. In previous years, students were allowed to bring in drinks in their own cups, however drinks in disposable cups like Starbucks or Dunkin Donuts were still not allowed in. This year, some of my teachers told me about alcohol being snuck into school in coffee thermoses, and as a result Lane banned outside drinks from coming in altogether, with the exception of water.

In my opinion bringing drinks into

school can cause positive and negative effects. It is not only a right, but doing without much needed energy sources like coffee or soda, can reduce a person's performance in school, and outside activities on days of low energy. On the other hand, I understand that it does provide a way for students to sneak in alcohol, there is more litter and trash to clean up, and there are more spills and clean ups that have to be taken care of, but being able to bring coffee into school is a right students should have. Performing at their peak levels can be hard, and sometimes having that extra edge can do the trick.

Many students at Lane are engaged in numerous outside activities. I myself, have things to do almost every day before and after school, and my work load is small compared to some other stu-



dents'. In the morning, especially in the middle of the weeks, I, like many other people, need caffeine like coffee, other energy drinks, or sometimes just juice, whatever helps, to stay awake in class and get through to lunch. Personally I don't eat breakfast, so coffee is the only nourishment I have in the morning,

and the days I don't have it, I feel tired and moody. Not being able to have these drinks reduces performance, and makes it more likely for students to fall behind. Plus students at Lane use the privilege of being able to bring drinks into school in the good way (for caffeine and energy) 10 times more than those that use the privilege in bad ways. The students that use it to perform their best should not be penalized for something they did not do.

There is also an inconsistency in Lane's security. At some doors students are allowed to be in their coffee, at others security guards tell students to stick it in their bag where "they can't see it." If Lanes security guards don't see bringing outside drinks into school as that big a priority, then students she be allowed to being in

their drinks.

With all of this, it is not necessary for Lane to altogether allow all drinks into school again. There are many alternatives that can be taken that will improve the situation. Lane security can check the coffee and make sure its approved, like they already do at some doors. Another alternative, as some other schools have done in the city, Lane can start selling coffee and other drinks, either in the cafeteria or in carts, that students and faculty will have access to.

Not only would this take away any speculation of bad coffee coming into the school, it would also provide Lane with revenue. Lane can make a profit off the students willing to buy coffee, and from the looks of the amount of kids already trying to bring in coffee, there would be many customers. Lane students are considered some of the best in the city; they deserve to have drinks in school to help them perform, and it is Lane's duty to allow their students that privilege.

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You're going to prom, not a nightclub



By Aubrey Caraballo

A dress code does not just apply to the average school day, it applies to prom too, and very necessarily.

On the Prom Guidelines and Dress Code 2012-2013 sheet that was passed out to students during division, it reads, "Prom should be fun and memorable; however, we also want everyone to be comfortable, safe, and school appropriate." What sticks out to me the most are the key words "school appropriate," and I suggest more students take this seriously.

Prom is the ONE day of the school year where wearing a long dress is "fashionable". At Homecoming or Winter Ball, semi-formal events, finding a girl who is wearing a long dress can be a difficult task. This is because certain items of clothing are acceptable for different occasions. However, prom is the day where a girl can be as elegant and as "dressed up" as she wants. So I

understand why school officials create prom rules against excessive cleavage, very short dresses, and "cut outs". Prom is the day to be classy, and it is a day parents and their children remember for the rest of their lives.

Imagine the day of your prom: You put on your beautiful outfit, style your hair, and do your makeup. You look in the mirror and suddenly get this sense of perfection that you could never have imagined experiencing. Your date rings the door bell and your parents greet him at the door. You walk out of your bedroom; whoever sees you drops their jaws in amazement. It will be a great feeling.

Now picture this: You put on an inappropriate dress. Your cleavage is showing, your upper thigh is visible, and worst of all, your whole family is looking at you.

You have to ask yourself, "Is this how I want people to remember me when they look back at my prom pictures years from now?"

When you watch a movie with a dance scene, the one thing you notice is how everyone is dressed. Like in the movie A Cinderella Story, Hilary Duff attends her school dance wearing a beautiful, yet very poofy, dress. As she walks down the stairs, every other person in the room looks at her in admiration. I am not saying every girl at prom should wear a very large dress, but my point is that she was the center of attention without being dressed inappropriately.

The word prom is a shortened version

of Promenade, which means a stroll or to march. It occurs to me that the meaning of prom portrays it as a formal or elegant event in which one would arrive while attracting admirable attention.

On the Lane website, a slideshow is available depicting dresses that would be appropriate for prom versus dresses that would not. The slide show says, "-this is a high class, elegant night. To be a part of an elegant night, we require elegant and appropriate attire." After looking at a few slides, I knew I would not have a problem following the rules. It was not my plan to wear a scandalous outfit anyway.

As for the rule which states that undergarments should not be visible, undergarments should never be visible, period.

Who would have known a dress code would apply to the boys at prom too? Don't they just wear ties and suits? Unfortunately, sometimes it does not work out that way, which is why a dress code for them has to be addressed as well. Although there are only two slides on the Lane website that highlight the rules for male attire, there are 3 rules for the boys to follow. Rule number 1 says, "suits, sport coats, or tuxedos must be worn along with a tie and dress shoes." Wearing a tuxedo or suit is not the only way a boy can dress nicely. He might think something is appropriate to wear when it is actually not. Here are some examples of what a boy would consider "appropriate":

1. A button up shirt and slacks. Although this is an outfit one could wear to a job or school interview, it does not follow the prom rules.
 2. A nice polo with blue or dark blue jeans. This is a nice outfit, but probably when you want to go out with friends or look decent at school.
 3. A shirt with a tie, or bowtie, designed on it. A picture of this can be seen on the slideslow on the Lane website. It is not appropriate for prom however.
- I would have been fine without rule number 2, which says, "Shirts must be buttoned up to the second button from the collar." I doubt this will expose any of their cleavages. Regardless, boys are supposed to wear ties with their outfits, so I think it would be difficult to button their shirts only halfway.
- The most obvious rule is number 3, which says, "pants should fit properly on the hip and not sag below the waistline." This is self explanatory, considering this is for a formal event, and pants never look cute sagging...sorry.
- As for the rules overall, they are all self-explanatory. Except if you are dating someone over 20, then you are probably not going to have a date for prom. As stated on the Prom Guidelines, all dates must be twenty or younger. However, most of the rules are similar to what students have to follow every day. Prom is going to be a very special occasion, but everyone should be polite, and dress properly, to make the day as sweet as it is meant to be.



Attire appropriate for Prom is elegant and classy. Attendees should choose outfits fitting for the tone of the occasion.

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Cafeteria should use plastic trays



By Nicole Johnson

Chicago Public Schools throw out over 250,000 foam trays every day, according to a Chicago Tribune article published in 2010. That's over one million trays every week. The majority of these schools, including Lane, throw these trays into the garbage where they stay for hundreds or even thousands of years before decomposing. None of these trays are recycled. We cannot continue to treat our city or our planet this way anymore. It is time to make a change that will benefit life all the way from the oceans to right here in Chicago. Why not start here, at Lane?

Styrofoam lunch trays, which sell for three cents each, are currently the go-to option for schools across the nation. However, just because something is cheaper, doesn't make it better. Sty-

rofoam is a light material, and can be carried by the wind for miles and end up in oceans, threatening both marine and land life. Its harsh chemicals, such as styrene, can leak into hot and acidic foods on lunch trays. This harsh chemical can lead to central nervous system disorders such as headaches, fatigue, and depression. Is it really worth saving a few cents if it damages the lives of our students? No. And we need to change.

The Los Angeles School District recently switched from foam to compostable paper trays. Twenty years ago, McDonald's switched all of their foam trays for plastic after environmental and health concerns were raised. The plastic trays are safer for customers' health, and can be washed and used again, without any ending up in a landfill. If McDonald's can do this, why can't we? Close to home, Oak Park used a grant from the Illinois Department of Commerce and Economic Opportunity to purchase plastic trays and dishwashers. We need to follow their example. There are many ways we can do this: we can recycle all of our trays, switch to a biodegradable material such as Bagasse (sugar cane), or use energy and water-efficient washers

to wash the trays after each use.

However, a change from styrofoam would mean a higher cost for the city. But does that mean that change is not worth the extra cost? Stacey Pfingsten, founder of No Foam Chicago, said, "A few cents extra for a food container is a much smaller price to pay than suffering the long-term environmental and health consequences." But according to Sue Ter Maat of the Chicago Tribune, the total cost of alternative biodegradable products is still a major budget concern, and has caused the Chicago effort to change trays to come to a halt.

There is no excuse for endangering students' health, and with the health concerns that styrene poses, money should be the last concern- not the primary one. If the city of Chicago is not working to make the change due to budget cuts, then it is time for Lane's administration to step up and make the change for them. There are countless ways we can solve the problem; reusable trays, biodegradable trays, and more. But one thing is certain: we must change before it is too late.

I'm not *that* special



By Matthew Wettig

Everyone wants to be treated as an equal. It's a fact of life. As the old adage goes, "treat others how you wish to be treated".

If there is one thing I hate, it's discrimination based on someone's ability. This term may seem rather ambiguous, but it's better than referring to someone as "disabled", something advocates for the cause shy away from. The preferred title is often differently-able. Why should someone's validity as a person have to be destroyed and labeled as disabled?

Let me give you a little background on myself. In seventh grade, I hit my head in gym class while we were playing floor hockey. The blow, coupled with my first day being back after a weeklong bout with strep throat made my blood pressure skyrocket, causing me to have a brain aneurysm. This left me in the intensive care unit for a few months. After the matter, I was told I was very lucky. I had less than a 50% chance of living, and if I did survive the odds were about the same that I would live the rest of my life with permanent brain damage. Fortunately, my only lingering side-effects have been chronic headaches, which have slowly dissipated the past few years, and fatigue, which still is a constant problem.

Although society has evolved over time in regards to social reform, its dealing with people's abilities still has a way to go. One aspect in which it has room to grow is in schools. Differently-abled students are given individualized education plans (IEPs). Students can have an IEP for a number of reasons, ranging from learning disabilities to Downs Syndrome. I'm not ashamed to admit it, I have an IEP. Students with IEPs are often subjected to being treated differently, which I have learned firsthand.

IEPs allow for modifications to the curriculum, varying from student to student. The modifications are usually dependent on the level at which the student functions. IEPs can allow for extra time on tests, extra time turning in homework, modified work, etc. among a variety of other things. For me personally, my modifications come into place when fatigue sets in greatly, allowing me to miss school as need be, and making up the work without penalty. Besides that, I function at the same level as every other student, and most of my modifications are never even utilized.

Each teacher is different with how they handle IEPs, most teachers treat these students as they should be treated, like everyone else. They allow for curriculum modifications, because it is required by law for students with IEPs, but they don't define the student by it. This technique is known as universal design, where it meets students individual needs rather than forcing students to bend to an inflexible lesson plan. On the other hand, you have teachers who are the complete opposite, magnifying these curricular adjustments extremely. This may not sound too bad, but it is. If you're differently-abled, the last thing you want to do is be put on the spot for your differences. Sometimes it can even have the opposite effect of what is intended, and hinders a student's educational development.

Every teacher who I've had who reflects the latter has not necessarily been a bad teacher, but too caring. They want to help the student succeed, and what they see as being helpful often ends up adversely affecting students. Yes, there are some circumstances when students need the extra help, but it's not everyone. For instance, freshman year, I had a teacher who embodied this idea completely. She was relatively old, probably in her mid-60's, and was very nice. The only problem was, she was too nice. She did everything she could to help us prosper, and me having an IEP, she implemented every single one of my modifications. I know you're thinking this may not seem awful, but when we're in the middle of a test and she announces in front of everyone, "Matthew, if you need more time on the test, see me after class" it starts to get old fast. Especially after I told her that I rarely utilize what my IEP has put in place. It doesn't help that animosity starts to build up between my classmates and I, when it seems like I'm getting access to extra services that they aren't, when in reality this isn't true.

Although I don't sweat stuff like this, I'm writing this to shed awareness for other students with IEPs. Yes, being put on the spot for this can be embarrassing, but I've learned to deal with it. For other students, namely freshman, coming into a system like this can be tough, and can cripple a student's yearn to be educated. Being babied when you have potential to do great things is no fun. It's like being stuck in a kindergarten class when you should be in college. Would you be motivated to finish your work to the upmost degree when you know you could get away with the bare minimum?

I've had other teachers where I've gotten a bad grade on a test, and they've given me extra credit to make it up. The only thing is, this was not your typical extra credit. I finished the allotted work the period before, in about five minutes. In what way does this warrant moving upping a 60% to 100%? What is it teaching people when they can fail tests and be allowed to make it up in five minutes? This in no way is an accurate reflection of a student's skill level, and it's not how we should be treated.

So what do I propose? A couple of things. Compulsory education of inclusion techniques for both students and teachers is a must. This doesn't have to be time consuming whatsoever, all it needs to do is shed light on the situation at hand. For teachers, it would involve techniques to educate students with IEPs in ways that don't single these students out, how to correctly handle IEPs, etc. Students additionally would be taught the concepts of inclusion. This is exactly what it sounds like, learning how to accept people for who they are, differences and all. By taking steps like these, it fosters a productive and stress-free learning environment, which everyone will benefit from.



Senior finals are too close to Prom



By Claudia Maj

As the end of the school year approaches, seniors have many things to look forward to. Prom, Graduation, etc. But among all those fun interactive activities, senior finals manage to sneak in.

Originally senior finals were supposed to be on June 10th, but think about that for a second.....exactly, two days after prom!

So after several student complains, the date for senior finals was moved to June 11. Not much of a big difference is it?

But with this change, seniors now have no buffer days to make up their finals.

Finals are on Tuesday, June 11th and Wednesday June 12th. That means seniors get no day in-between finals to study. And if you don't show up on those two days, well then you can't make up your final.

If you ask me, it isn't the brightest idea to put finals after prom. There are girls who have bought their prom dresses about 3 months ago already. And as we slowly get closer to prom, that will be all that we are thinking of.

And let's be honest, who is going to study during their prom weekend? Unless this final means the world to you, then go ahead and bring your Calculus book to prom. Partying and studying just don't mix.

And it's an easy choice to pick which one of these options is more fun. I understand that this school year started off hectically, especially with the strike.

But I'm pretty sure moving finals back a couple of days isn't that big of a problem. I think teachers would prefer cramming a little bit more stuff in and having finals about five days earlier than waiting after their students go out to prom and go camping to forget half of the things they had learned.

If finals have usually been before prom, then why ruin the tradition now? I mean not that I wouldn't just love studying for AP World History while getting my hair done, but studying and even the thought of testing will bring my mood down.

If you don't care about your senior finals then lucky you because the majority of students have at least one final that will be very important towards their overall grade. And those students will have to manage their time wisely.

So if you are going to study on Saturday, then please, don't bring your books to prom.

Tired? Stressed? Try running



By Karina Maya

Many people have trouble dealing with school, friends, family, and just everything going on in their lives. After a while it just becomes too much and you wear yourself out. I'm no different from that but what I found that works for me is exercise.

It really gets my mind off things and even though I'm tired and sore I find that I'm not as stressed as I was before my workout. In fact I can concentrate much better and get things done more productively. In know this sounds like rubbish but it really does help. I'm not talking about a lap around the park. I'm talking about a nice long 40 to 50 minute run to really just clear up your mind.

When I run at first it's hard because I'm still thinking about the things that are stressing me out and it takes me about a minute or so to really set in my

pace and get my breathing steady. But once I get passed that it's not so bad. My mind becomes focused on running and only running (and occasionally making sure I don't get hit by a car when crossing streets).

When I run, even if it's just for leisure, it becomes a competition against myself. This may just be because I'm in Cross Country so I have a mindset that I'm always competing in a race. Even when I walk to school I walk faster than most people normally will. Especially if there is someone walking close by me because I feel like I have to pass them and get to my destination before them. But that's just me.

Anyway I feel for me that this isn't necessarily a bad thing because I end up really getting into the running. So into it in fact, that I forget about my troubles altogether. Even if it is only temporarily, when I'm done and I recover, I take a nice long shower and realize that I can handle what's going on in my life. It sounds simple because it really is that simple!

Now I know running may not be for everyone but it's always worth a try. Some people like listening to their iPods but personally I prefer not doing this (mainly because I can't get the headphones to stay in my ears). Whether

I'm listening to music, the cars zooming by, or the shouts of the kids in the park, eventually I block it all out and it's just me and my running.

Not only does exercise relieve stress but it also helps you stay healthy. I can say this because I get sick very often but never (or at least not very often) during my cross country season. There are studies that show that regular moderate exercise boosts immunity. According to many studies during moderate exercise immune cells circulate through the body more quickly and are better able to kill bacteria and viruses. After exercise ends, the immune system generally returns to normal within a few hours. But consistent, regular exercise seems to make these changes a bit more long-lasting.

However, you do have to be careful because long rigorous workouts can reduce immunity. Your body is working really hard to keep you going and if you push it past its limits you're not only straining your muscles which can later lead to injuries, but you're also making yourself prone to getting sick faster because your body is vulnerable.

There is a balance that you have to maintain. You want to push yourself but not to the point where you making yourself sick. You stay healthy and you relieve stress. It's a win-win scenario!

Persepolis: interesting, informative

By Gabrielle Onyema

Persepolis is the kind of book where you're not really sure what to expect from it, but from page one, you can't seem to put it down.

Written by Marjane Satrapi, *Persepolis* is a graphic novel about a young girl growing up during the Iranian Revolution. The story weaves itself from her earliest memories to her teenage years as she struggles with social class issues, violent protests, oppressive governments, and finding herself. The government that she was familiar with is overthrown and replaced with a more religious regime, changing the way Satrapi, her family, and her friends live.

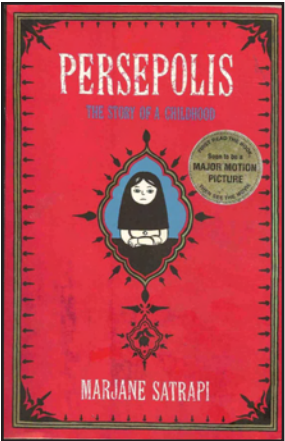
The book is not obvious with any lesson or moral, but readers can make up their own lessons from watching Marjane's life experiences play out. She doesn't always make the right decision, like when she tried to 'punish' her friend because of his father's deed. But sometimes, her quick thinking gets her out of sticky situations, like when she lied to escape the wrath of fundamentalist women who did not like seeing Satrapi's tight skinny jeans.

The pictures in the graphic novel are black and white; simple, but they remain

expressive enough to get the point across. The words sound formal and articulate, but the tone is pretty relaxed. The narration is blunt, but still enables Satrapi to bring her characters to life through differing dialogues. Satrapi is very honest and does not leave out any of the grisly details. The reader will get the feeling that she says no more than she wishes to, and no less.

This book appears to be intended for anyone who is willing to read it, children and adults alike. Despite the technical language when it comes to issues on politics and religions, younger ages shouldn't have much of a problem enjoying this book. Satrapi retains the attitude of a child throughout the book, something that is easy for other children to relate to.

One of the most valuable features of the book is that it takes readers to places in the world far from familiar Western culture. And she brings to life characters who might normally feel foreign to us. They laugh like us; they cry like us; they dance and mourn and have fun like us. Despite the U.S. being worlds apart from Iran, Satrapi shows that we all aren't that different by exposing the human side of the Middle Eastern conflicts. It is a good read for anyone with the patience to try it.



G.I. Joe: Retaliation pumps up audiences

By Priscilla Monsivais

G.I. Joe: Retaliation fulfills its expectation as an action film, but the overall plot was a bit confusing.

The film begins a few months after the first film, G.I. Joe: Rise of Cobra, leaves off. Cobra Commander (Luke Bracey) and Destro, are locked in a maximum security prison, while their comrade Zartan (Arnold Vosloo) is still disguised as the President of the United States through nanomite technology. Storm Shadow is still at large. Meanwhile, Duke (Channing Tatum) is now a G.I. Joe captain leading Roadblock (Dwayne Johnson), Flint (DJ Cotrona), Lady Jaye (Adrienne Palicke), and Snake Eyes (Ray Park).

In the movie, the Pakistani President was assassinated. Soon after, the Joes are sent to Pakistan to retrieve nuclear weapons. After an exciting battle, the nuclear weapons are taken and disabled.

The Joes return to their base camp where suddenly jets fly overhead and attack them. Roadblock, Flint, and Lady Jaye jump into a well as their base is engulfed in flames and massive explosions. They are the only ones who survive the attack.

The President (aka Zartan) then announces that the G.I. Joes have betrayed the U.S and were behind the assassination of the Pakistani President. As the three remaining Joes try to clear the G.I. Joe name, they realize that the deaths of their comrades were only part of a more destructive plan by Cobra Commander to destroy the world...as they are the



only ones who can stop them.

Before you watch this film, I highly suggest watching the first G.I. Joe. If you have already, it doesn't hurt to watch it again to refresh your memory. Retaliation has a lot of the character's stories intersecting, which make for a good storyline, but a confusing one as well.

The movie also left some unanswered questions. Like what happened to the characters that were not re-casted for the movie? Duke's love interest Ana was not mentioned and is assumed to be still incarcerated. Duke's best friend Ripcord was not mentioned at all, and neither was the fiery red-head Scarlett (a fellow Joe). Perhaps it can be assumed that they were in a different unit than Duke's and killed in the attack, but it is a stretch. These admirable characters just disappeared. I understand that some characters do get cut between movies, but an explanation would have been appreciated.

Don't skip this movie all together though.

G.I. Joe: Retaliation is meant to be watched on the big screen. With surround sound, theaters give the audience the overwhelming thunderous sounds of the flying bullets and overwhelming explosions. The movie also definitely lives up to its reputation, with daring fight scenes, including one where people attached to ropes are fighting on the side of a mountain. But it is emotionally (not just physically) tough characters like Roadblock that make these movies enjoyable. Roadblock has no time to mourn the loss of his best friend Duke. Instead he held himself together and swore that he would obtain justice for all his fellow Joes.

Overall, the movie will leave viewers' adrenaline pumping and thinking... "what am I doing with my life?"

Telling story of Jackie Robinson, 42 hits homerun in theaters

By Aubrey Caraballo

As stated in the movie, 42, directed by Brian Helgeland, of the 400 baseball players in Major League Baseball (MLB) before 1947, 400 were white. In 1947, only 399 were white, and African American Jackie Robinson (Chadwick Boseman) was the reason for this change.

42, titled after Robinson's jersey number, is an inspiring biography about the difficult journey Robinson faced while following his dreams to becoming a Major League Baseball player. Though being in non-colored areas and facilities that were forbidden to him, he accomplished what no other man could achieve at that time, which was coexisting with whites in a very important aspect of American culture.

However, Robinson was not as obedient as most of the people during his time. He fought for his rights and refused to be treated like an outcast. This is why Branch Rickey (Harrison Ford) takes interest in Robinson, and soon gives him the opportunity to play for the Brooklyn Dodgers.

Rickey was the president of the Dodgers, and before 1947, Major League Baseball was only allowed to be played by whites.

Before Robinson was allowed to play for the Dodgers, his first assign-

ment was to play for the Montreal Royals, a minor league baseball team. It was a shock to the public. Although old and young African Americans saw Robinson as a hero, many of the whites saw him as a disgrace. Name calling and profanity echo throughout the fields as Robinson steps up to bat. He wipes dirt on his hands, picks up his bat, takes some warmup swings, and tries to stay focused as he is ridiculed in front of everyone. The ball is pitched his way, and as he hits it, it flies across the field, resulting in a home run.

After successfully playing with the Royals, Robinson earns his place with the Dodgers, and changes the world of baseball forever. Along side Rickey, his wife Rachel (Nicole Beharie), and his personal reporter Wendell Smith (Andre Holland), Robinson is motivated to follow his dreams despite the setbacks and obstacles he has to face. Once Robinson joins the Dodgers, Rickey advises Robinson to "have the guts to not fight back". Robinson spent his whole life speaking up when he was put down, but he had to change his attitude in order for the public to appreciate his talent and superhuman abilities. This teaches people that sometimes it is best to turn the other cheek when others try to stop you from trying to achieve something new.

Not only does the public threaten and give Robinson a hard time, but so do his teammates. With an attitude that says, "What would my family think?", many of the Dodgers try to sign a petition refusing to play with a colored person, but their request is

immediately refused. This story shows us the slow transition from segregation to a better equality. The beginning of the movie portrays characters with a lot of resentment towards the major change in baseball, but as the storyline continues, everyone begins to work together, and Robinson becomes accepted.

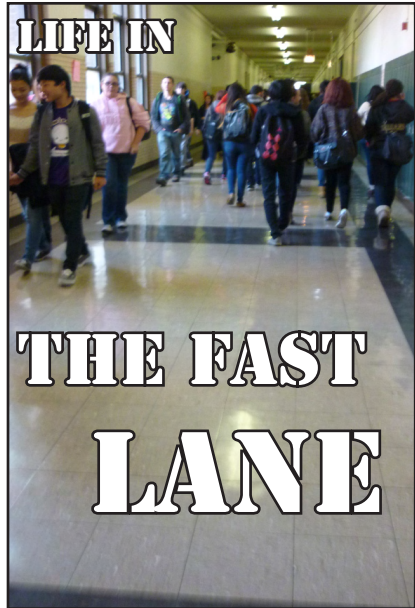
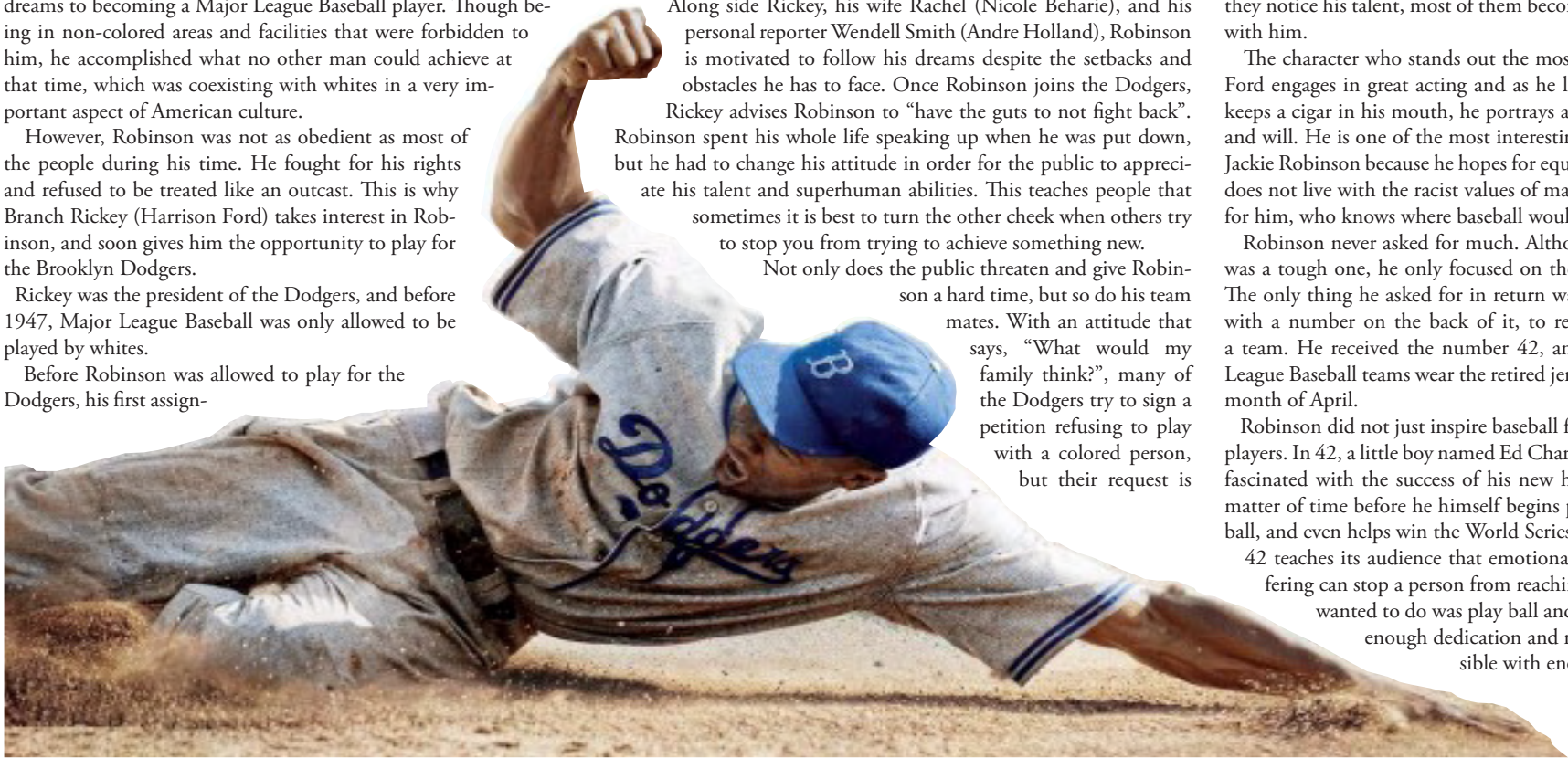
My favorite scene in the movie is the one where the coach of another team continues to call Robinson names as he is up to bat, but one of his teammates yells at the coach and defends him. This scene is very powerful because it emphasizes how the Dodgers were unhappy playing with a colored person in the beginning of the movie, but as they notice his talent, most of them become honored to be on a team with him.

The character who stands out the most to me is Rickey. Harrison Ford engages in great acting and as he lifts one side of his lips and keeps a cigar in his mouth, he portrays an attitude of determination and will. He is one of the most interesting characters in the story of Jackie Robinson because he hopes for equality and a better future. He does not live with the racist values of many in his time. If it was not for him, who knows where baseball would be today?

Robinson never asked for much. Although the road to his dreams was a tough one, he only focused on the game, and nothing more. The only thing he asked for in return was to have his own uniform with a number on the back of it, to represent his involvement in a team. He received the number 42, and in honor of him, Major League Baseball teams wear the retired jersey number throughout the month of April.

Robinson did not just inspire baseball fans, but also future baseball players. In 42, a little boy named Ed Charles (Dusan Brown) becomes fascinated with the success of his new hero, Robinson. It is only a matter of time before he himself begins playing Major League Baseball, and even helps win the World Series for the New York Mets.

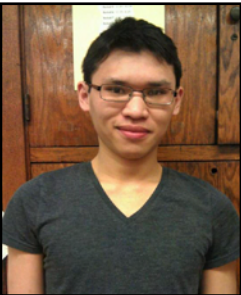
42 teaches its audience that emotional, mental, and physical suffering can stop a person from reaching their goals. All Robinson wanted to do was play ball and this story tells us that with enough dedication and motivation, anything is possible with enough willpower.



IF YOU COULD RETAKE A CLASS AT LANE, WHICH WOULD IT BE?



"Psychology because the subject never gets boring and it's always relatable to life."
-Aleksandra Misiaszek, Div. 385



"AP chemistry because I struggled, and if I had one more chance to take it then I think I would do better."
-Jason Ha, Div. 379



"I would retake choir because choir is amazing. It's the class that makes my day better, and everyone in it is like my other family."
- Diana Chaidez, Div. 382



"Chemistry. I didn't have any focus in that class, but as soon as I started taking more science classes I learned that chemistry is in everything."
-Alex Garcia Div. 372



"I would retake band class. Everyday we learned something new and perfected the pieces we played."
-Jessica Suarez, Div. 383

Boys' Volleyball starts season with consecutive losses; team looks confidently forward

By Victoria Figueroa

Despite two consecutive losses, Lane's Boys' Varsity Volleyball team started off their season with vigor and determination. Lane lost to their biggest competitors Walter Payton and Whitney Young on Apr. 12 and 16 respectively, moving their conference record to 3-2. Both games displayed each team's level of play and tested their endurance.



Zakir Pasha Div. 461, unleashes a serve in the game against Payton.

Lane had a rough start against Payton. Lane disappointingly lost the first set 10-25, not once matching Payton's level of play. Payton maneuvered the ball into position well to get off good shots that found the holes in Lane's defense, winning points with skill rather than might. Lane fought back in the second set with more energy. They also played much smarter than they did in the first set. Lane was determined to defend their home court. "They were coming into our gym wanting to destroy us. So we just had to get the nerves out. And in the second set we did just that," said Zakir Pasha, Div. 461. Pasha believes that Lane is capable of beating Payton because of how well all the individual players combine their strengths and work well as a unit on the court. This ability became apparent in the second set when Lane was the first to score and only lost the lead once before Payton took a time out when Lane was leading 19-12. "It's really hard to bounce back after getting destroyed in the first set. It's hard to come back and turn around and be ready to play again," said team captain Sean Shaughnessy, Div. 375. "You just have to... pick up your teammates and be like 'let's do this, you can win this' and just fight through it." Lane clung to their lead, but Payton would not give up. A few miscommunication errors on Lane's behalf and they suddenly found themselves tied 23-23 with Payton on serve.

Payton scored the next two points to win the set and win the game. According to Pasha, even though Lane lost, how they played the second set shows how much Lane's team has progressed. Payton is known to have the best boys volleyball team in the city. The team will be more confident the next time they face Payton as know they know they can compete with them. "We can beat Payton if we just work hard and get our nerves out before the game. Because I feel like we have a very good chance at winning City this year," Pasha said. Lane's next opponent was Whitney Young. Whitney's team does not have the same reputation as Payton, but the match was anyone's game. Whitney matched Lane in skill, energy, and even height. Neither team could gain a firm upper hand. Whitney won the first set 23-25 and Lane won the second set 25-22. Lane played smart throughout the game. They passed the ball well, and found and exploited the



Lane players successfully block a Payton shot in their April 12 game.

holes in Whitney's defense. Lane's powerful hitters chose good placement over brute force. Nevertheless, Whitney slowly caught up and tied the set at 23-23. The score and the situation were reminiscent of the previous game against Payton. Once again it was the opponents serve and once again Lane lost the last two points to lose the third and final set 23-25. But the boys claim not to be discouraged. "When you've got a long season ahead of you and you play a team that is clearly good, then might as well take it as a learning experience and move on," Shaughnessy said. "We're motivated to win. We all want to win and that's what makes us better than the other competition in the city."

Girls' Lacrosse Team defends home turf

By Karina Maya

The Girl's Lacrosse Team warmed up and prepared to take on Mather at the Lane Stadium on Friday, April 12. Despite the referee running a few minutes late and the temperature dropping quickly, Lane wasted no time in scorching Mather 15-8. Initially some of the girls felt nervous from the pressure to win, especially because they have a long winning streak against Mather that they did not want to break. Lane scored the first goal within two minutes of the game's start. Lane did not trail again in the first half, but Mather kept things close. With only a second left in the first half, Mather scored a goal, tying the game 5-5. Unfortunately for Lane, the girls started off the second half with the same rhythm they left off in the first half. "We were getting sloppy and Mather kept doing illegal plays that weren't getting called by

"We knew Mather was mad because they wouldn't even shake our hands after the game."
--Karen Ciruelas

the ref," said Karen Ciruelas, Div. 470. During the second half, Mather broke the tie and kept the lead for 10 minutes. Undeterred, Lane came back to tie the game 8-8 before going on a run of 7 straight scores. Senior, Monica Valdez, scored 4 times in the second half including the final goal of the game, which she scored with only six seconds left on the clock. The 15-8 victory was hard earned and the girls felt like the game was closer than the score indicates. "It was a big relief, especially because we had won by 7. But we knew Mather was mad because they wouldn't even shake our hands after the game," Ciruelas said. Instead, Mather players sat on the benches without making any attempt to shake hands with Lane. Despite the lack of sportsmanship from the opposing team, the girls look forward to playing their next games, many of which are on the road.



Danielle Del Nodal, Div. 383, holds off a Mather defender as she rushes toward the goal.

Athlete of the Issue

Anne Puralewski, Div. 667.



Q&A

Warrior: What obstacles have you had to overcome?
Puralewski: [As goalie] I get hit in the face a couple of times. After I get hit in the face I'm a little scared, but I just keep playing.

Warrior: What made you want to join Water Polo?
Puralewski: I played over the summer. And I really like the sport because it's really physical.

Warrior: What do you do to motivate yourself before a match?
Puralewski: I just listen to music and calm myself and think about the game.

Warrior: How dedicated are you to your sport?
Puralewski: I would say I'm pretty dedicated because I never give up and I always keep trying to do my best.

Favorites

Color: Blue
Food: Italian Beef
Movie: 21 Jump Street
Musical Artist: Taylor Swift
Class: English
Sports Team: Blackhawks
Moment: Playing in the Hersey tournament and letting in very few goals.