

# THE WARRIOR

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## Cold Water Challenge raises money for Drew Williams



Lane student participates in the Cold Water Challenge on May 9 outside Door N. The event challenged people to either jump into the cold pool of water or make a donation to the Drew Williams recovery fund. Dozens of students were dripping wet following the Drew Williams prayer service. The complete story on the prayer service is on page four.

## 2014 valedictorian, salutatorian chosen through application

By Marta Malinowski

When class rank was removed from Lane in January, a new method of choosing the valedictorian and salutatorian for the graduating class was announced. Seniors would apply for the position.

Seniors that were interested had to have a 4.5 weighted GPA. Some of questions on the application included, "Why do you love Lane Tech?" and "Why should you be the valedictorian?" The finalists who were chosen were to write a speech that was presented to a panel of judges, made up of members of the administration. The top presenter was named valedictorian and the runner up salutatorian. Towards the end of April, it was announced that the 2014 class valedictorian is Luke Clohisy, Div. 475, and the salutatorian is Kornelia Skowron, Div. 478.

Though this new process of electing a valedictorian was the chosen option after the removal of class rank, the process elicited mixed responses, even from the chosen valedictorian.

"I thought it was interesting, and I'm glad that they gave students who weren't ranked number one a chance to be elected. It shows that Lane appreciates well-rounded students, in my opinion. However, I still do believe that the people technically ranked number one should be recognized by the class in some way," Clohisy said.

For three years at Lane, Clohisy was a part of the Cross Country and Track teams. However, this year he decided to do something new and joined

theater. He played the leading role in "Macbeth" in the fall play and acted in Lane's Play Festival. Additionally, Clohisy competed in Chemistry Olympiad this year, is a member of Club U.S.A., Comedy Club, and two bands outside of school. Not only has he been an active student academically, but also extra-curricularly.

"He works really hard and he's also really helpful to whomever asks him for assistance," said a close friend of Clohisy, Becky Murphy, Div. 478. "He's one of the most dedicated people I know and he always gives his best effort possible."

The chosen salutatorian, Kornelia Skowron, Div. 453, was initially surprised when she found out that the valedictorian and salutatorian would no longer be chosen based on class rank.

"I personally know the two people that were ranked number one and I was looking forward to seeing them on stage," Skowron said.

She does see the reasons why the two positions are no longer based on class rank, though.

"It is important for the two persons representing the whole senior class to reflect all of the students,"

Skowron said.

Skowron initially did not think about applying. It was not until a while after the application

***"I'm glad that they gave students who weren't ranked number one a chance to be elected. It shows that Lane appreciates well-rounded students."***

***- Luke Clohisy***

was released that she figured "it would be an honor to be valedictorian."

Throughout the years here at Lane, Skowron was an Alpha student and a member of the National Honors Society, Student Council, and Chemistry Club. She was a Lane Scholar for all four years and a Science Fair winner her junior year. Skowron has also volunteered at her parish, tutored students in both English and Polish, and participated in plays outside of Lane. She believes that although she had very similar qualifications as the other finalists, her speech probably stood out from the rest.

"I wanted to explain that all of us have to follow our dreams and passions and not allow others or the fear of failure to get in our way of achieving these things," Skowron said. "I also hoped to show that our mission as students is not to follow in the footsteps of Nobel prize laureates and presidents, but to exceed them and create new paths for the next generation."

To Skowron, this opportunity was the dream come true she never knew she had.

"I had no expectations when I first submitted my replies to the questionnaire," she said. "However, when I found out that I was one of the finalists, I became nervous and excited. I found out as I was walking to my eighth period and scared my friend because I walked shaking due to the excitement."

Clohisy will be attending the University of Chicago with the UChicago CPS scholarship and majoring in either Chemistry, Biochemistry, or Biology. Skowron will be attending Roosevelt University this fall and majoring in Biochemistry in combination with an accelerated Pre-Pharmacy program. Both hope to continue to represent Lane and the graduating class past the ceremony and into their future.

With this new process, Lane was able to keep the titles of valedictorian and salutatorian even with the new changes. Some schools around the country, when deciding to eliminate class rank, have also eliminated these titles and instead awarded honors to multiple students. Some see these traditional titles as a way to spread an ultra-competitive environment, only recognizing students for their academic achievements. Others feel that with the removal of the titles it will be the end of an honored tradition and will strip the best students of their deserved reward.

Lane hopes this new process of selecting the valedictorian and salutatorian will prove a happy medium that recognizes well-rounded and deserving students as representative leaders of the class.

# Staff bids farewell to Mr. Johnson

The Lane Warrior will be saying goodbye to Mr. Johnson, journalism adviser and AP Language and Composition teacher this year. Johnson has overseen The Warrior publication the past nine years, but is stepping away from the job. Johnson was married last summer and his wife is expecting a baby this summer. For family reasons, he will be moving to Minneapolis, MN to look for work as an English teacher.

He started at Lane in 2003 as a literature teacher un-

til he was asked by Mrs. Dean, former assistant principal, to take the place of the previous journalism adviser who was leaving. Johnson did not initially want the position, but accepted and started teaching journalism in the 2005-06 school year. His only previous journalism experience was during his high school years and in college at North Park University.

Since taking over as journalism adviser for the Warrior, the publication has won superior overall news-

paper at the Scholastic Press Association of Chicago's high school newspaper awards the last seven years.

Though it is still unclear who will fill his position, Lane will offer journalism classes and The Warrior will continue to publish next year. The administration is discussing potential candidates for the job and waiting for budget and staffing information to develop.

Good luck to Mr. Johnson on his future endeavors.

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2013-2014



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Mr. Johnson,

You taught me everything there is to know about journalism. You taught me how to write, how to not be afraid to talk to people, how to copy edit, and how to slave away in front of a design page for hours. I have had you as a teacher and mentor for three years, and I have to say I am lucky for every single day I got to learn from you. Thank you for always pushing me to be the best writer, then features/news editor, and then editor-in-chief, I could be. It is a debt I will never be able to repay.

- Marissa Higgs  
Class of 2014

Thank you for being such a great teacher and fueling my passion for the English language both in Journalism and in AP Lang. I truly enjoyed your unique teaching style as well as your jokes (and beating your March Madness brackets).

Thank you! Keep Digging!  
- Ivaylo Pasev  
Class of 2014

Mr. Johnson,

You really are an amazing teacher. You taught me more than all of my teachers combined in high school. You're also my favorite due to the fact that I feel like we're the same person even though you probably don't know that. "You sold my dead bird to a blind kid?" (Dumb & Dumber)

- Danah xoxo  
Class of 2014

Johnsoooooon,

I gotta say you're an amazing person. I've really loved being in J1 and J2 simply because you're one of the rare teachers that doesn't bore me to death. Good Luck in Minnesota. Always "pray" to the shovel, and I hope you'll have all the spicy food in the world.

- Cecilia H.  
Class of 2014

Although this year will be my last year at Lane, it is still sad to hear that you, Mr. J., are leaving. I hope that even after you move off to a different city in a different state, you will always remember the last J2 students. I have had the pleasure of having you as a teacher that has taught me, above all, to chase after every door that is open. Thank you so much for giving me hope and experience in something that I love doing. I hope to continue being on staff in journalism and I'm happy to say it was because of you. Good luck with the baby and your new life.

- Bianca  
Class of 2014

Thank you Mr. Johnson for being one of the greatest teachers I have had the privilege of learning from. Some of my best memories from Lane are from Journalism and I have you to thank for that. I didn't just learn to write good news stories in that class, I learned to be a better person. I wish you and your new family a happy future together and know that you will be missed very much. Gracias por todo!

- Kevin "Boriquo" M.  
Class of 2013

Mr. Johnson,

I just want to thank you for the amazing past two years. I can honestly say I have never had a teacher more caring and more dedicated to his students than you. Journalism has opened my eyes to so many new things. I now know what I want to do in my life. I don't think I could be as good of a journalist as I am if I did not have you as a teacher. You and the shovel taught me to always look for the truth. Being on The Warrior staff is the proudest accomplishment of my life. I will never forget my time here. I really wish I could come back and visit room 139 but I hope you have a great life in Minnesota and I know you're going to be great father! I'll miss you Mr. J.

- Leah Wojtach  
Class of 2014

"Sorry for being lazy and nonchalant at many times. We truly do care and you are a super star for dealing with us lazy athletes."

- Desiree and Jack  
Class of 2014

From making Justin Bieber jokes to helping me figure out what to cover for my next story, you have always been an amazing teacher. You have taught me many valuable journalism skills but above all you taught me how to be a leader. Without you I wouldn't have come out of my comfort zone or have the confidence I do now. Thanks for believing in my writing and helping me become the person I am now. Wish you nothing but the very best, you deserve it!

- Erica R.  
Class of 2014

Mr. Johnson, thank you

- Kuqs  
Class of 2013

Hey Mr. Johnson,

Good luck going crazy with your future kid. Not too crazy. The shovel should be for truth, not homicide.

Kidding. Anyways, the kid'll probably be really good at Boggle or something. Thanks for teaching me about editing and meeting deadlines. Still bad at both, but progress starts somewhere, right? I really do hope you enjoy your new life. Eat some cookies to remember me. Chocolate chip, preferably.

- Gabby Onyema  
Class of 2014

Mr. J,

When I signed up for J2, and I had you sign the form I was terrified. I thought you were going to give me a grimace because I wasn't one of the strongest writers in J1. But no, you actually gave me a excited smile, and all my doubts about signing up for J2 scurried away. I graciously want to thank you for expecting nothing but the best out of me and the rest of the staff. You are definitely my favorite teacher (next to Ms. <>).

- Silla  
Class of 2013

Mr. J

Thanks for being the best journalism advisor the last 3 years. Your teaching has helped to shape who I am both in and out of the classroom. Good luck swaddling babies next year.

- Matt Wettig  
Class of 2014

Mr. J, thank you so much for teaching me the values of being a great journalist, for teaching me to show instead of tell. You made me realize that I wanted to be a journalist for life, and gave me the skills to be the best one I can be. Thank you for pushing me to dig a little deeper, and try a little harder. I will miss you! I hope you find a great new life in Minnesota.

- Nicole Johnson  
Class of 2014

Without this journalism, I would never have discovered myself. I would have never come out of my shell. I would like to thank you for the bottom of my heart for realizing my potential, and forcing me to re-evaluate how to tell a story, and how to be a better person. Thank you for all your hard work and dedication you have put into this paper, without you I am weary that it would have been so successful for so long. I hope your shovel works on Minnesota soil.

- Evie  
Class of 2014

Mr. J - I am glad I've been in your class for two years now, because journalism is one of the classes I actually look forward to during the day. I know in the future, I'll always remember the shovel in the classroom, and how you told us to dig deeper for the story. I am so incredibly proud of all the work this staff has put into the newspaper, and we owe a lot of that to you for helping us. The next school you work at or the next newspaper staff you advise in Minnesota is going to be lucky to have you there.

- Jacqui  
Class of 2014

Whenever I was struggling with a story idea or tracking down interviews, I could always count on Mr. Johnson being there to guide me in the right direction. He never gave up on anyone and always believed in his students. His passion for journalism and teaching pushed me to be a better journalist and helped me see my love for writing. He truly loves his job and that makes it so much easier for all his students to succeed with the Warrior.

- Marta  
Class of 2014

Mr. J, I don't even know where to begin. In the 2 years that I had you as my teacher I can honestly say that you were my favorite. You did a lot more than just teach, you actually cared about us and your class was one I looked forward to going to. I wish you the best wherever you may go. You hold a very special place in my heart and in the hearts of all the students you taught. Thank you for everything.

- Karina Maya  
Class of 2014

Mr. Johnson,

Thank you for always motivating me to try harder and perform at a standard of excellence. Through your guidance, I have become an established journalist and can easily say that I could not have done it without you. Good luck to you and your family in Minnesota, I wish you nothing but the best.

- Walker Post  
Class of 2014

After three years of classes with you, I can't even begin to list all the things you've taught me. You are one of the best teachers I've had at Lane and being on the staff for two years has been one of the best things I've ever done. I know when I'm writing in college I will hear your voice saying "show, don't tell" and "look at the shovel." I hope your future students appreciate your advice and teaching as much as I did and I wish you the best of luck. Go Minnesota!

- Alex Madsen  
Class of 2014

It is without a doubt in my mind that I am where I currently am because of you, Mr. Johnson. I had no idea what I was getting into when, during my sophomore year, I walked into room 139 to ask for your signature so I could sign up for journalism. You were playing a guitar when I introduced myself, ready to hand you a 10 page paper I had just written for another class to show you I was at least decent at writing.

You didn't even read the paper. You signed my form. And with that, journalism became an area that I would come to enjoy.

The skills I learned in my two years in your classes working on the Warrior were instrumental in helping me develop an early understanding of journalism. In my introductory journalism class, I was ahead of other students who, despite being college freshmen or sophomores, had no idea what a lead or nutgraph was. I knew Photoshop and InDesign basics before I took multimedia editing and design in my fall 2013 semester.

Being in three classes (you also taught my British Literature class) also taught me more; the idea, and practice of always keeping a light-hearted attitude. There were countless times during my tenure as an editor-in-chief that we as a staff would be panicking as publication was approaching. Yet you always managed to crack jokes to make us laugh and reassure that everything would turn out okay.

Countless friends from Lane and college have told me how much they dreaded high school. I do not share their mindsets and it is because of how awesome a teacher you were (and still are). Because if you weren't a great teacher and person, I would not be visiting Lane every now and then.

Good luck on your future endeavors in Minnesota. If you continue teaching, there is no doubt in my mind that Minnesota will be gaining an excellent teacher who truly inspires and demands hard work.

It was a pleasure being a former student of yours, Mr. J.

- Erik Prado  
Class of 2010

# Robotics Team wins Engineering Inspiration Award

By Kalyn Story

Colleen Masterson, Div. 667, had never thought twice about the Robotics Team before her freshman year. One day on her way to the bathroom, a boy was practicing with his robot in the hallway. Then, he started chasing her with the robot.

"I had no idea what was going on," Masterson said. "It scared me at first, but it definitely got me interested."

She did not forget this experience when it was time to sign up for classes. Masterson decided to sign up for the Robotics 1 class. She was already involved in the Girls in Engineering, Mathematics, and Science Club at Lane (G.E.M.S.). At first, Masterson did not want to join the Robotics Team because she did not think she was smart enough.

At one of her GEMS meetings a leader told her that Lane was forming an all-girls division of the Robotics Team and experience was not needed. She attended an engineering camp the summer before her sophomore year and loved it. After camp, she reconsidered joining the team in addition to taking the class. At the camp, leaders told her that everyone was smart enough. Camp helped build her confidence, so she decided to join.

Masterson is glad she joined the team and plans to continue with the team next season. She says being a part of the team had prepared her for the future in multiple ways, especially in her public speaking. She, and other select members of the team, gave a presentation about their robots at Microsoft headquarters downtown earlier in the year.

"I spend more time with this team than I do with my family," said team captain Jeremy Hernandez, Div. 477.

During their six-week season, the Robotics Team practiced everyday until 8pm and Saturdays from 8am to 12pm. Hernandez enjoys the time he spends working with his team, even though it can be stressful. Hernandez is proud of the work they have done all season. As a result of this hard work, on May 23, The Robotics Team left for St. Louis to compete in the Robotics World Championship



The Robotics Team pose together as a group at the World Championship Competition.

Competition.

The Robotics World Championship Competition is sponsored by many organizations, including NASA and Texas Instruments. They even had private sponsors including Will.I.Am, who attended the competition and performed a concert for the teams there. When Lane's team met him and had him sign the arm of their robot, some members even took selfies with him.

For Inspiration and Recognition Science Technology (FIRST) is an organization that sponsors the competitions, first calls Robotics "The Varsity Sport for the Mind."

Their slogan is "Hardest Fun Ever." Louis Carniello, Div. 475, agrees with the slogan.

"I have never worked so hard in my life and I have never had more fun in my life," Carniello said.

There are eight different subdivisions of the Robotics team. Each subdivision has a few members dedicated to that area of the Robot. The subdivi-

sions are electrical, programming, custom, pneumatics, specialty one, specialty two, frame, and drive train. Carniello is a part of the pneumatics subdivision of the team. They are in charge of the air flow. Air flow is vital to proper functioning of the robot.

Like Masterson, Carniello did not have any prior experience before joining the Robotics Team. He did not know much about robotics until he heard his Elements in Computer Systems teacher, who is also a coach of the team, tell him about it. When he was first put on the team he knew nothing about pneumatics. He was able to teach himself most of the information, and with help from his coaches and mentors, he was able to become proficient in pneumatics and actually enjoy it. Carniello is proud of how far he has come in his understanding of engineering, although that is not the only skill the team practices.

"While you do learn engineering, you learn so

much more," Hernandez said. "You learn problem solving, how to work as a team, and how to support others."

Carniello really enjoys the community aspect of the team. He has named himself the "Cheer Captain."

"I have met some of my best friends through this team. I love cheering them on and supporting them," Carniello said.

At the regional competition, the whole team was nervous about whether or not they would qualify for the world competition. Their goal was to win the Chairman Award, which is the highest award a team can receive. It is awarded to the team that does the most other than building the robots. They knew the Chairman award would qualify them to move on to the World Competition. Though they did not win the Chairman award, they did win the Engineering Inspiration Award.

Most members of the team were unfamiliar with this award, which is given to the team that promotes engineering the most within their community. The team was unsure if winning this award would qualify them or not.

"As we walked on stage to high five the judges after receiving the award, one judge said 'see you at Worlds' to me," Jaqueline Puschmann, Div. 462 said. "We went crazy."

Puschmann won the Deans List Award this year. This award is given to the most dedicated person in the the program. Puschmann was nominated by her teammates for this award. In addition to working hard with the team on the robot, she goes out of her way to promote the program to people who may not know much about it. She created a video talking about the team and encouraging people to join.

Puschmann was able to advance her public speaking and engineering skills by being a part of the team. She is grateful for everything Robotics has taught her. Even though she plans to continue in college, she will miss being a part of Lane's team. Many seniors, including Puschmann, plan to come back and mentor the team after they graduate.

## New science classes to be offered

By Annie Zorn

Students who dream of someday working for NASA or designing the next generation of airplanes will be glad to learn about a new series of science classes offered next fall at Lane: Astrochemistry and Aerospace Engineering. Lane will be the first high school in Chicago that will offer such specialized classes, according to Assistant Principal Ms. Beck.

Aerospace engineering students will study the physics of flight, which includes fluid dynamics and the physics of rocketry. The class will be taught by Mr. Wilson in the Science Department. The work done in class will culminate in the spring with the Team America Rocketry Challenge (T.A.R.C.) in which teams design, build, and fly model rockets. Participants will be judged on how close they come to a designated altitude and how long their rockets stay aloft according to the T.A.R.C. website. Students in the class will also compete in Science Olympiad's Aviation/Engineering competition. Their challenge will be to build a rubber band powered plane that flies in the air for upwards of seven minutes, according to Wilson.

Wilson co-founded Lane's Rocket Team due to his long held interest in flight and airplanes.

"I've always liked space stuff. When I was growing up, the space shuttle was brand new, so that captured my imagination," Wilson said.

Some students say they have decided to take the class as a way to prepare for the future careers they want to pursue.

"I'm thinking of joining the [United States] Air Force and becoming a mechanical engineer," said Zoryana Smozhanyk, Div. 570.

According to the Lane website, the astrochemistry class will study the "abundant chemical reactions in the universe and how the elements respond to radiation." Chemistry teacher Mr. Reid is creating the class by combining a pre-existing college curriculum and student interest.

"NASA has been looking for people to do astrochemistry and astrobiology. They have lots of people who can do chemistry or physics or biology or geology, but they have no one who can put it all together," Reid said. "They were asking universities to set up these classes and when I saw that, and [having] an interest in chemistry and space exploration, I thought

it would be fun to teach it," Reid said.

Jenny Delgado, Div. 566, plans to take the class because she enjoys science.

"I find space exploration interesting and feel that I would really benefit from the class," Delgado said.

Others say they want to take the class to understand the universe a little bit better.

"I want to take [astrochemistry] because I will be experiencing different views on the universe, how it is built up, and what it does on a more microscopic level," said Blyer Callahan, Div. 559.

Another intriguing unit in the astrochemistry class will be an exploration of the possibility of life on other planets based on the hydrogen and methane levels in their atmospheres.

Students planning to enroll in astrochemistry and aerospace engineering need to have a strong background in biology and chemistry according to the Lane website. Prospective aerospace engineering students also need to have taken physics. All candidates should have a grade point average of at least 3.0 and be passionate about the subject.

These classes will present an exciting opportunity for students who are planning to pursue science in college and possibly beyond.

"I am hoping to be active in the world of science, discover new ideas, and experiment with old ones," Callahan said. "I would love to teach physics. It's hands-on and intuitive."

Science offers many career opportunities. According to the United States Bureau of Labor Statistics (USBLS) website, employment of aerospace engineers is projected to grow seven percent from 2012 to 2022, and employment for physicists and astronomers will grow 14 percent. These jobs can result in six figure salaries. A current aerospace engineer makes a median income of \$103,720 per year.

According to the USBLS, aerospace engineers typically either work for private companies, such as Boeing, creating commercial aircrafts, or for the government where they design and test military aircrafts and rockets. Astronomers and chemists primarily research to better understand the natural world.

The aerospace engineering and astrochemistry classes beginning next fall will offer a launching pad for students seeking ambitious careers in science, and offer a great excuse to play with rockets.

## Archive of the Issue

Just 22 years ago Lane seniors prepared for Prom. On May 29 of that year *The Warrior* published an article about the costs that come from this memorable event. The Senior Prom took place at the Chicago Marriott where several seniors were prepared to pay an average of \$87 to attend. Along with the Senior Prom, several students found other ways to enjoy the night, including a boat ride for an additional fee.

### Senior Prom tops off 4 years of hard work

by Gina Gracia

"Save the Best for Last" is an appropriate theme for this year's Senior Prom, since this will be the last time that seniors can get together to have the best time of their lives, before going off their separate ways.

The senior prom will be held on June 5 at the Chicago Marriott. It will begin at 6:30 p.m. and end at 12:00 midnight. The Prom Committee is prepared for 525 couples. So far, 450 are expected to show up.

Prom entertainment will be provided by a band, Brass Bullitt, and a D.J., M.O.B. Enterprise.

The cost of prom has not been decided yet. It depends upon the decision whether to have cocktails or not. If no cocktails are desired, it will cost approximately \$87.00. If cocktails are desired, it will cost \$93.00.

Prom tickets will be available for purchase after Memorial Day. Along with the ticket purchase, souvenir swirl-stem flutes, brass keychains with the theme and date engraved, and maps will be distributed. The map will show how to get to the Marriott and it will show how to get parking. Parking will cost an additional \$7.50 with the coupon

that comes with the map.

There will be a boat ride after prom, from 1-3 a.m. The cost is \$25.00 per couple. The boat, MV Chicago 2, will have a DJ, an open pop bar, snacks, etc... Tickets should have been previously purchased before going on the trip.

"I encourage people not to drink, but if they do, don't drive. Designate a driver," states Benny Wong, prom committee chairperson.

Several seniors were asked to give their opinion on prom. These are what they had to say: Gene Hidalgo, Div. 270, "I think everybody should go to their senior prom because it will be something they will treasure for the rest of their lives."

"It would be fun, after four years, to have this last rendez-vous with the class of 1992, without any of the pressures from tests and homework," states Guadalupe Berrones, Div. 276.

"We're gonna have a good time! I want to see everybody all dressed up," exclaimed Kristine Tohtz, Div. 268.

Maria Corral, Div. 289 agrees, "Prom is going to be who's wearing what?"

# Prayer service held for Drew Williams

By Marissa Higgs

The auditorium was full Friday night when the prayer service for senior Drew Williams began. Upbeat music played in the background signaling the start of an optimistic ceremony. The purpose: hope.

On May 9, students, teachers, family, and friends of Williams came together to celebrate how far he has come in his recovery process and to pray for an eventual full recovery. The room was filled with people sporting green and gold shirts featuring the number three, and free bracelets were given to anyone who walked in the doors.

The ceremony opened with a two-song performance by the band Paper Beats Rock. Their pop/rap style of music along with positive lyrics ensured that this event was not meant to be sad.

Immediately following the songs, five seniors: Matt Stemper, Div. 472, Joe Loch, Div. 470, Madeline Lord, Div. 471, Desiree Velasquez, Div. 455, and Chris Velez, Div. 458, took the stage. They each spoke of their friendship with Williams and the never-ending hope they have for his recovery.

"I'll be there for Drew through every part of the recovery process," Loch said.

A long and emotional slideshow played next. It was filled with home videos and pictures of Williams, starting from when he was a baby to pictures of him as an upperclassman in high school. The gatherers were softly



Stemper, Velazquez, Velez, Loch, and Lord speak at the prayer service.

laughed and smiled throughout.

To continue on the with the positive entertainment, after the slideshow five performers from a Christian group went on stage singing songs with lyrics saying things like "we have overcome." During this particular song, attendees in the auditorium stood and clapped

along.

Eli Rodriguez, a member of The Room, came on stage as the final speaker of the night. He gave a speech on the topic of hope.

"Is there hope for Drew, for you, for me, for the future?" Rodriguez asked. "I'm here to tell you yes."

He continued on to say that hope consists of three things: expectation, in order to have hope one must have expectations for the future; trust, because trust is the opposite of doubt; and confidence, because people must believe in the ability of one another.

Rodriguez then asked the people in

the auditorium to do three things everyday for 30 days. One, he asked that everyone pray for Drew at 3:33p.m. Two, he asked that everyone pray for each other. Three, he asked that everyone pray to be who God wants them to be in this situation.

"Continue to have hope," he said.

Everyone stood up in the room, joined hands, and bowed their heads as Rodriguez led them in prayer.

When the prayer finished, Rodriguez explained his version of the Cold Water Challenge, where people must jump into a cold body of water within 48 hours of being challenged or otherwise donate a specific amount of money to the Drew Williams Recovery Fund. Along with challenging the entire Varsity Football Team, he challenged Russell Wilson, the current quarterback of the Settle Seahawks.

Immediately after the ceremony, a small kiddie pool was set up outside door N for students to participate in the challenge. Once a person took the plunge, they would then challenge three more people to do it. A large crowd gathered around and soon dozens of people were dripping wet.

The prayer service was one of positivity and hope for the future. Everyone there was optimistic about Williams road to recovery.

"It's amazing how so many people came together for Drew and showed so much support," Loch said.

# Cubs stadium construction set to resume

By Nicole Johnson

Over a year after the Kerry Wood Cubs Field was planned to be finished, construction on the field is getting ready to resume after Governor Quinn appointed \$2 million of state funds to clean up the contaminated ground at the construction site.

After construction started in October of 2012, a sample of dirt taken from the site showed that the ground was contaminated from hazardous materials used in a brickyard that used to stand on the site. Construction stopped and the Environmental Protection Agency along with CPS and the Chicago Park District set out to find a way to fund the cleanup of the soil. This effort was greatly helped by one of Lane's own parents.

"Megan De Zara, an LSC member was working with legislators in

the form of writing letters, stopping by at the alderman's office, and reporting back to us as to what she was doing," Dr. Dignam said. "And eventually, the Alderman, through the Governor's office, was able to allocate the TIF funds for this whole renovation."

The Illinois EPA with help from Governor Quinn provided the funds in order to "kick-start this important project to turn an old industrial site into a state-of-the-art sports center for youth and families throughout the city," according to a State press release.

The construction was delayed for so long due to controversy and confusion over what should be done with the dirt, and who should provide the money necessary to clean up the ground.

During the initial construction of the stadium, the dirt was moved to the empty lot from ground (where Lane Stadium currently stands) to the site of the future baseball field. One of the plans to deal with the contaminated soil was to spread it out across the lot, but the EPA

did not allow this plan.

"The dirt that was brought from the football field was put back [on the construction site], and then I was told that the plans for the construction company was to use that dirt and spread it out for the baseball field because it was already on our property," Lane Athletic Director Mr. Hofman said. "But the EPA said that they can't do that because the property was CPS and the other property was the Park District and they can't spread it in two separate properties."

When the football stadium was redone in 2007, the soil tested positive for contaminants. Instead of having the soil cleaned, it was dumped where it still is today, in the field next to the stadium. It took a year for the soil to be moved from the stadium to the field. According to Bill Donahue, president of the Clark Park Advisory Council, the soil should have been tested in the 1990s when the city first acquired the land that is the site of the future field. However, the city is just acting now. None of the names of the contaminants have been released.

In order to clean up the soil, the EPA allows three different methods. The first is to take the dirt away and clean it with water or chemicals. The second is to treat the dirt on site. The third is to contain the soil to prevent spreading of the chemicals. The method that will be used has not yet been released.

After the Kerry Wood Cubs Field is finished, the Park District will run it, and it will be available to CPS and recreational teams. According to the Chief of Staff of the 47th Ward, it will also meet the regulations of the Illinois High School Association, so that the state playoffs can be held at the new field.

In the State press release, Kerry Wood said, "I'm grateful to Governor Quinn and the state of Illinois for their support in providing a safe environment for Chicago's kids. Kerry Wood Cubs Field will be a special place for our community for years to come. Keeping baseball alive in our city is something that is close to my heart. I'm excited for our kids to play under the lights and start their own dreams. Anything is possible."

Although the cleanup of the soil is planned to happen soon, there is still no official date for the completion of the Kerry Wood Cubs Field. According to Dr. Dignam, the project was delayed about a year, so freshmen and sophomores on the baseball team will most likely play on it before they graduate. Players like Logan Williams, Div. 678, are optimistic about the benefits that a home field will bring.

"[The stadium] will definitely be an upgrade from Horner Park, which is where we currently play our home games," Williams said. "In addition to a better practice space, I think that its convenient location will draw more fans to games which will only produce positive results for our team. The baseball field is going to give our baseball program the upper hand that a lot of other programs don't have in the city."



A mock up of the future stadium. Lane can be seen in the background at left.

# New techniques combat cyberbullying

By Marissa Higgs

Fat. Ugly. Two-faced. Why did I ever even talk to you?

She's reminded of the comments, the hurtful things she saw online. It had been more days than she could count, but she could clearly remember the words published by people who did not like her. She wondered if she would ever be able to forget.

This Lane student, who for privacy purposes has chosen to remain anonymous, will always remember her experience with cyberbullying.

According to the website Bullying Statistics, more than one in three young people have experienced cyberthreats online. Over 25 percent of adolescents and teens have been bullied repeatedly through their cell phones or the Internet.

Facebook and Twitter did not exist for the anonymous student growing up. She sometimes argued with friends on her street, then went back to the safety of her home and forgot all about it by the next day. As she got older, the Internet became more popular. The arguing moved online. Her home was no longer an escape.

According to the website Bullying Statistics, about half of young people have experienced some form of cyberbullying, and 10 to 20 percent experience it regularly. Only one in 10 teens tells a parent if they have been a cyber bully victim.

\* \* \*

Cyberbullying is no new thing. Attacking another person through some form of technology has been around for years. Recently, however, two new terms have been introduced, those being cyberstalking and cyberharassment.

As the Internet becomes increasingly popular and social media continues to grow wildly among today's youth, cyberbullying becomes more complex. What once had a pretty basic definition has now become an umbrella term for more specific online threats. There is no one exact way for combating cyberbullying; therefore, students, teachers, parents, and the government are all working on developing techniques to protect victims.

Cyberharassment, unlike cyberstalking, may not involve a credible threat, but instead pertains to threatening or harassing messages or posts that are dedicated solely to tormenting an individual. Jenna Jurewicz, Div. 471, experienced this form of cyberbullying in the seventh grade.

"There were three girls that attacked me on social media, back when Myspace was still popular," she said. "Basically it was over a guy."

Jurewicz knew the girls vaguely when they began leaving negative comments about her on her Myspace profile page. However, she did not spend much time playing the role of the victim.

"Every time they would make accusations about me I would be like 'no it's not true', and 'stop talking about me like that'," she said. It was not long before the girls eventually gave up and stopped talking to Jurewicz.

Jurewicz believes she defended herself properly and that is the sole reason the bullying ended.

Many cyberbullying help websites suggest that victims of any online bullying try their hardest not to retaliate in any way.

Mr. Ara, Assistant Principal, compares cyberbullying to driving a car in traffic. He says there are some people with terrible road rage who yell and scream behind the safety of their steering-wheel and protection of their vehicle. The already dangerous situation can go from bad to worse if the victims decide to act out against the already angry drivers. Ara believes it is important for the victims of cyberbullying to respond the right way.

"The best thing you can do is not respond back," said Mrs. Hanly, Acting Assistant Principal. "Save everything, screen shot, everything, and don't attack back."

Similar to legal cases, collecting evidence is important. The screen shots and other saved information allows the victim seeking help to prove his/her case.

Legally, it is possible to build a case against cyberbullies in most parts of the United States. Both cyberstalking and cyberharassment have been defined in Illinois law, and sentencing can be applied in extreme cases. For example, cyberstalking is a Class 4 felony and a second or subsequent conviction for cyberstalking is a Class 3 felony.

While there are now laws in the state of Illinois protecting people from cyberharassment and cyberstalking specifically, schools in CPS are trying to find ways to properly handle cyberbullying in school.

The rules in the student code of conduct addressing how bullying should be dealt with are detailed, but not specific since each case of bullying is different. CPS wants to try to eliminate as many unnecessary suspensions as possible; therefore, Lane's administration is trying to find alternatives to suspension.

CPS is currently attempting to find different methods to resolve online conflicts, some of which include organized and monitored discussions, and getting parents involved.

Emily Stanciu, Div. 459, believes that a major problem with cyberbullying and schools is that students are generally uninformed about school rules dealing with the Internet.

"If [students] do get in trouble, they don't really know 'oh I couldn't do this,'" she said. Stanciu thinks that Lane should have a contract, similar to the contract on dress code, explaining in detail what online behavior will and will not be tolerated by the school. She feels students should be required to read and sign this contract at the start of the school year.

Stanciu has been in situations before where she found she could have gotten in trouble for certain actions she had taken online.

She wishes the school would have been more clear from the beginning on what she could and could not post on the Internet.

While Stanciu feels the students are uninformed, Jurewicz feels the adults in society are just as ignorant.

"I definitely think that adults are sort of handicapped when it comes to this," Jurewicz said. "You know, they look at cyber bullying as something that since they never dealt with it when they were younger, they

don't know how to deal with it now. I'm sure if you told a teacher someone bullied you in person they would know how to handle it, or an adult would know how to handle it, but now that the Internet has evolved and cyberbullying has become more prominent, I feel like they don't know what to do and that kind of leaves kids without an option of where to turn."

Both Jurewicz and Stanciu agree that parents should start teaching children from an early age the effects of cyberbullying.

"If [parents] don't teach it from a young age, kids are never going to learn it," Jurewicz said.

It is important in their opinions that parents take an active role in their children's use of technology and explain to them what is appropriate and inappropriate online behavior. Education on this topic can help protect kids.

The end to cyberbullying does not appear to be close in sight. For now, the best things people can do to help themselves in cases of online bullying are: do not respond, block the harasser, keep records, report actions to website managers, and know when to contact law enforcement.

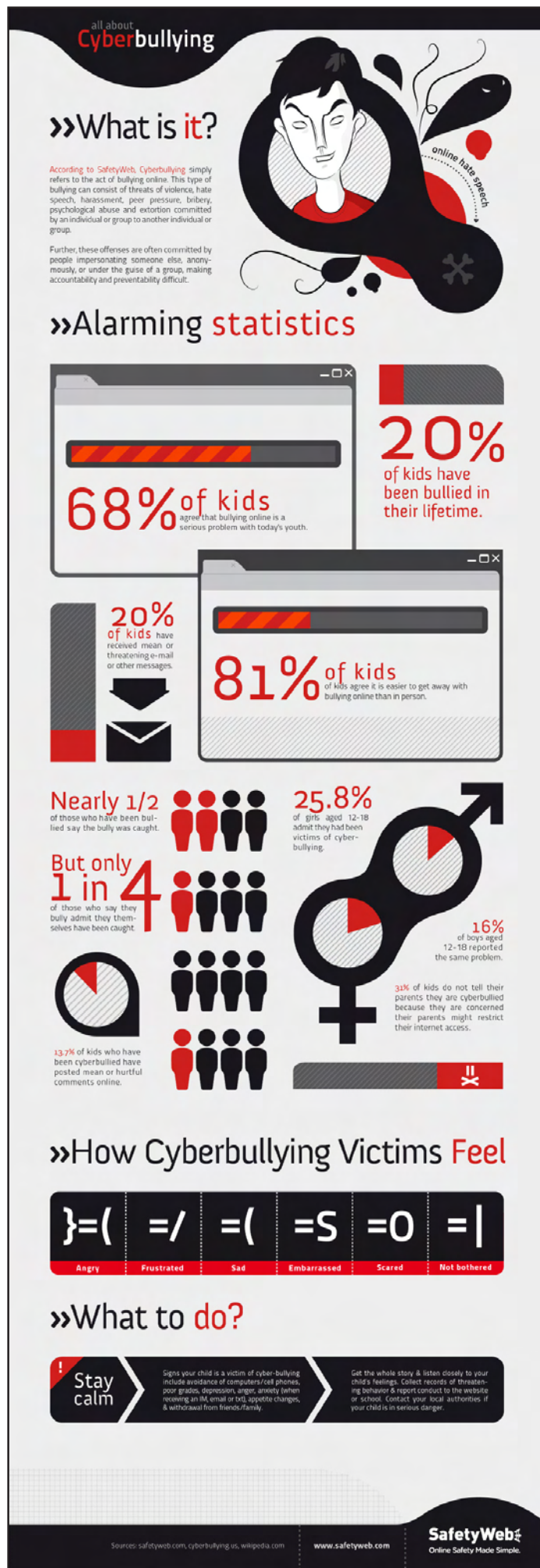
\* \* \*

The anonymous student cannot sleep some nights. The memory of the hurtful posts instantly reaching the phones and laptops of hundreds of people keeps her awake. She hates that she cannot hide from her thoughts. Physical bruises and scars will eventually fade, her internal ones caused by cyberbullying will not.

According to the Megan Meier Foundation, 38 percent of frequent bully-victims reported suicidal thinking or a suicide attempt during the past year.

It is important that victims and perpetrators seek help from therapists, counselors, and/or helpful professionals in order to overcome depression or other effects caused by cyberbullying.

***"Save everything,  
screen shot  
everything, and  
don't attack back."  
- Mrs. Hanly***



## When telling a teacher does not work



By Gabrielle Onyema

We've all heard it. "If someone's bullying you, tell your teacher or another trusted adult."

Bullying is a problem in nearly all high schools around the country, and officials know that. Since 2012, 46 states including Illinois have reportedly enacted anti-bullying laws. Cases in Chicago like the Bridgeport bullies who ganged up

on a single student and posted it online are becoming more common these days. Bullies are going online. Still, bullying happens both on the Internet and in the classroom.

"Tell a trusted adult or a teacher". This isn't a bad solution. Teachers can report offenses of bullies to the disciplinarians of the school. But what happens if telling the teacher doesn't work? What happens if you tell a teacher, yet the bully continues?

I've seen it happen plenty of times. Some bullies aren't affected by an adult telling them to stop. An adult can't stop them all the time. There are other kids in the classroom for the teacher to focus on. They can't always

see when you need help. In a school with over 4,000 kids, it's easy to go unnoticed. That's a big enough number of kids for a few students to slip through the cracks, a few to get unnoticed, a few to get taunted or beat up without too many people batting eyelashes.

Sometimes telling the teacher makes things worse. Sometimes walking away and being a bigger person leads to more bullying.

During elementary school, I remember a boy who was being picked on by another boy. Instead of retaliating physically or verbally, the victim told the teacher, who responded by lecturing the bully. Without realizing it, she made it known to the bully that his victim had squealed on him. Once the teacher's back was turned once more, the bully roughed up the kid who told on him.

Some bullies see the act of others reporting them to adults as signs of weakness. They see it as the victim being too scared to stand up for themselves face to face. And any signs of weakness can tempt a bully into more teasing. This doesn't apply to everyone, but it should still be considered because if you tell on a bully and they find out that you did...the next time the teacher isn't looking? The next time there are no 'trusted adults' around?

That bully might come after you because they think you're too scared to stand up for yourself. If a bully goes down, they'll want you to go with them. And so what should one do if telling the teacher backfires, or is only

a short-term solution for a persistent problem? Along with telling a trusted adult, don't forget to stand up for yourself. Call the bully out, challenge the offender (not to a sword duel). It doesn't have to be flying fists. It can be as simple as a few defiant words, or a resilient disposition.

For example, if you get teased by someone, question the bully's actions up-front. Not only does it call the attention of other students and possibly a teacher, but the sudden attention might make the harasser feel uncomfortable.

These solutions are mostly advice for direct bullying situations. What about online situations? Those are not as easy to solve. Cyberbullying can happen any time of day, any week, and reach a kid even when they are alone. Confronting bullies online or standing up for yourself is not as wise, particularly for a high schooler. There have been cyberbullying cases in which fault was found in both parties, the bullies and the victim, simply for the way the victim responded online to the bullies. Sometimes online retaliation can be considered cyberbullying as well, particularly if the victim is angry over the bullying and sending back nasty messages.

For cases such as these, if authority figures might get involved or you plan on telling one it is better not to respond to the cyberbullying at all. Record insults online before the original posters can delete them. Show this to authority figures as a way of retaliation.

It is not as easy bullying those who refuse to be bullied.

# Lane students experience other schools' Prom

By Erica Rocha

Five hours away from Chicago, in the small farm town of Unity, family, friends, and students of the Unity High School community gather near the river. They surround the gazebo where the principal of the school is ready with index cards. He announces all of the couples' names as the students walk down the sidewalk. Among the students is Madeleine Murrow, Div. 455. A friend she met over the summer had invited her to his prom. After their names were called for the processional, Murrow felt intimidated by the unfamiliar faces in the crowd.

"I didn't know anyone. The only person I knew was my friend and it was just weird seeing all these people that I'd never seen," Murrow said. "[The processional] was a nice thought... it was interesting."

Typically, students go to prom to celebrate their graduating class, however, some students like Murrow attend other high school's prom.

The processional was not the only difference Murrow noticed about Unity's prom. She was surprised to see their dress code which was different compared to Lane's.

"The guys dressed fancy for the processional but once we got to prom some of them walked in with camo baseball hats, sunglasses, and cut off t-shirts," Murrow said. "One guy had put one of the black t-shirts that has the fake tuxedo print under his suit so after pictures he took it off. He was just wearing that and I was like 'oh my god you'd be kicked out of my prom right now if you were here.'"

Unity High School's prom was held in a small hotel where an Eiffel Tower and streamers were placed for the Midnight in Paris theme. Murrow estimated that there were only about 100 students at the prom out of about 200 students in the school.

"They had a junior-senior prom because the school is so small they combine it," Murrow said.

After the hour long processional, the students had two hours to themselves until prom. Murrow and her prom group went to an Italian restaurant for dinner since a sit-down meal would not be available at the hotel.

"It was awkward at dinner because they were talking about classes and people they know... I was sitting there like 'I don't know any of these people,'" Murrow said.

Anastasiya Sapatynska, Div. 467, attended both New Trier and St. Patrick's proms last year. Like Murrow, Sapatynska felt uncomfortable at the start of the events.

"In St. Pat's prom the girls didn't know each other so well because the boys invited their friends or whoever they liked," Sapatynska said.



Murrow and her date at Unity's Processional (left). Martorano and group attend CAA's Prom (top right). Sapatynska and her date attend New Trier's Prom (bottom right).

"All the boys were friends but the girls weren't that close."

Sapatynska felt more at ease at New Trier's prom since she knew the people in her prom group before the event. However she disliked how chaotic it was on the dance floor. Due to the number of students at New Trier, their prom was held at the Sheraton Hotel, where Lane's prom was held this year.

"New Trier's prom was so crowded. I don't think the dance floor was large enough for everyone," Sapatynska said. "A lot of people were just sitting down because we all couldn't fit and dance together whereas at St. Pat's prom, since [their school] was smaller, everyone was able to get up and dance together."

Sapatynska was also surprised at the attire that night. While she wore a long dress, Sapatynska noticed that many of the other girls wore short dresses.

"I felt like that was a bit awkward because it was a mix of both [dresses]," Sapatynska said. "I thought prom was the one time where you get to wear a long fancy dress. It was just a little something I didn't expect."

Jessica Martorano, Div. 474, had a similar experience when she

went to Chicago Academy for the Art's (CAA) prom. Like Unity High School, the CAA did not have many rules for the dress code.

"Some wore really extravagant costumes since there wasn't really a theme. Everyone just wore whatever they want," Martorano said. "There were boys who didn't wear suits or tuxes. One boy wore a turquoise collared shirt and silver pants with really crazy boots. As long as you don't dress in jeans and a t-shirt you can go... whereas here the dress code's really strict."

The CAA only has about 100 students, which means both underclassmen and upperclassmen are allowed to go to prom each year.

"It's an art school so they don't have a sports team, homecoming, spring fling or anything so everyone goes all out for their prom," Martorano said.

The main focus of the school also influenced the type of music they played at the event.

"They played a lot of stuff not everyone would have known if it had been in Lane," Martorano said. "They played a bit of everything but also musical theater songs and some offbeat bands that only their school has ever heard of. Some songs were from the musicals *Spring Awakening*, *Grease*, and *Rent*."

Murrow noticed the difference in music popularity Unity's prom as well. She thought that the farm town location was a major influence in their music choices.

"When the country songs came on you can tell everyone was really enjoying it. One song came on and it was talking about the south and some of the guys were screaming it," Murrow said. "Country isn't that big here but they didn't play any spanish songs there because everyone that goes to that school is mostly white."

As everyone started to leave, the DJ did play Ricky Martin's *Livin' on the Edge*.

"There was no one on the dance floor... I was talking to my friend and he was like 'I don't even know what this song is,'" Murrow said.

Despite being unfamiliar with the people around her, Murrow felt comfortable with everyone by the end of the night. An hour after prom the majority of the students changed from their prom clothes into t-shirts and shorts to attend the after prom. The school had an open gym where the students were able to swim, eat, and play games. Murrow recalled a student who did not attend the prom at the hotel but went to the after prom. Many stayed at the gym until four in the morning.

"It was a long night," Murrow said with laughter.

Like Murrow, Martorano thought that going home after her fun night at prom was what she enjoyed the least.

"I liked the experience of being in a smaller prom," Murrow said. "It was nice not having to worry about what I'm going to do after prom since there was already something planned. It was really stress-free; I liked that."

## The Glass Slipper project helps Lane students find Prom dresses

By Jacquelyn Guillen

A long line of teenage girls waited outside Price Elementary School on April 12 for the doors to open at 9am. Some arrived as early as 6am. Katlin Wachholz, Div. 477, woke up at 5am to stand in that line, hoping that by the end of the day, she would have a prom dress.

In line, Wachholz waited as the time got closer to 9am. She stood with the hot chocolate her mom bought her, and talked to other girls around her. They all had one thing on their mind: prom.

"Many were anxious to go into the school and get a dress," Wachholz said.

Wachholz was attending an event held by the Glass Slipper Project. The point of the project is to help girls in the area afford their dream Prom. The volunteers at the organization collect donated dresses from the public and give them away to anyone who needs one or cannot afford a dress. This year, the event was held on April 5, April 12, and April 26.

"I went in thinking simple. Spending \$300-400 on a dress is kind of outrageous to me, but that's because I come from a family that doesn't have a lot and can only provide for so much," Wachholz said.

After waiting for about two hours, Wachholz went in and received ticket number 250. She had to wait for all of the other girls ahead of her before someone could help her. She then had to attend a rules meeting about how the event worked; each girl could receive one dress, one pair of shoes, four makeup items, three pieces of jewelry, and two accessories. Afterward, each girl met her personal shopper, a volunteer that would help each girl pick out whatever they needed for prom.

"My personal shopper, she didn't have any daughters. She had all boys, so she was really stoked to be there to volunteer," Wachholz said.

The next part could best be described as organized chaos. Each classroom the girls entered was dedicated to a different dress size.



Santiago (left) and Wachholz (right) show off their dresses.

Racks of dresses filled each classroom. Every rack was categorized by a different color. Another classroom was filled with shoes, organized by size, while another room had tables stacked with make-up.

Volunteers ran around trying to help girls find what they needed for prom. Wachholz said many of the girls were frantic, trying to find a dress that they wanted before anyone else. Other girls were excited and smiling as they looked for their prom dress. Still, even with various dress options, Wachholz worried about finding a dress.

"I did not know what to expect. All the dresses were donated, so I thought they might have a dress that was too big or too small or the dresses might not even look that nice," Wachholz said.

Wachholz had dress problems in the past. After finding a dress online, she went to the store only to find out that they did not have her size. Then she found another dress and the store ordered it for her. However, when it got to the store, the dress was damaged.

Wachholz picked out simple dresses. She knew she wanted to have a long, elegant dress, not anything too short or too "girly." After trying on four or five dresses, Wachholz settled for a black dress that was long, black, and strapless. There was even a pendant on the side.

"I was a little iffy because I had my heart set on the dresses I had picked out earlier before all the dress mishaps. I was ultimately satisfied after seeing it on me and hearing compliments from other girls in the room," Wachholz said.

Wachholz was even more excited about her dress when she tried it on with all her accessories and shoes.

"I looked at myself and felt the most confident I've ever felt in a dress," she said.

Originally she planned on spending \$180 for a prom dress, but then she found a free dress from the Glass Slipper Project. Wachholz used the money she saved for other prom expenses, like hair and make-up.

Selina Santiago, Div. 454, also attended the Glass Slipper Project and found her prom dress there too. She found out about the Glass Slipper Project from a co-worker who volunteered at one of their events in the past.

Santiago had her heart set on an ivory colored dress, because she did not want her red hair to clash with another color. She found a cute ivory dress, but it was not the dream dress she had envisioned. Her personal shopper and her mom suggested she look at other colors, so she started to look around.

Her mom and personal shopper kept trying to pull out dresses for her, but Santiago turned them all down. She thought she might not find her dream dress. After trying different colors, she found a ball-room gown in an unexpected place.

"When I first saw my dress on the rack, I thought it was beautiful. But I wasn't entirely in love until I tried it on," she said. "Since the dress was black, I was just hesitant about the color at first."

When Santiago finished up at the "check-out," a woman at the door asked Santiago for her name. When Santiago told her, the woman shouted out to the whole room, "Selina is ready for prom!"

People in the room clapped and cheered. As the woman rang a bell, Santiago was not embarrassed, but instead thought it was "cute."

"I felt so...important. Special, even," Santiago said.

# Seniors stress over beginning college

By Bianca I. Mena

May 1 has been marked National College Decision day for several years. It is the day that seniors walk around the halls of Lane in their future school colors. While some seniors indulge in this step forward in the future, others hesitate, afraid of what college might bring.

"They are afraid to leave their nest, their comfort zone," said Ms. Console, College and Career counselor.

Senior Jesus Nuñez, Div 477, has yet to decide where he wants to go in the fall. Among those options are Indiana Tech and Dominican University.

"Indiana Tech offers me more variety," Nuñez said, "but Dominican is closer to home."

According to Nuñez, he is afraid of what will happen to his family if he were to move away for college.

"[My dad and I] have a strong relationship. As a child I was always around him and when my sister went to the military, my dad was angry at her but also depressed. [My sister] is his only daughter," Nuñez said. "Me being the youngest and us having the type of relationship we have, I wouldn't want to jeopardize that."

According to Nuñez, his father is his hero.

"My father is a good role model for me. He worked two full time jobs for 20 years. [When he wasn't working], he could have done anything but he decided to spend it with his children and most of the time it was me who he spent time with," Nuñez said. "No matter how hard he worked, he always made sure he had time for me. He gives me hope that I'll be successful in life."

Along with his fear of leaving his family behind, he is worried about trying to make new friends.

"First time I came to Lane, it took me about

three weeks to actually talk to people," Nuñez said.

Nuñez believes that he will be like this when he goes off to college.

"I'm a shy person. I take my time to be social with new people," Nuñez said. "I'm still this way today so I am sure that it will happen in college."

Leslie Lopez, Div 469, is also afraid of beginning her college education.

"When you start something new, or when you start a new school, you have to put yourself out there," Lopez said.

Lopez believes that one succeeds through perseverance and determination, but she is too nervous and shy to ask for the help when she needs it.

Console believes that through social media sites such as Facebook and Twitter, it will help the students transition from a high school to a college scenario.

"Colleges do a great job of getting their freshmen class comfortable and getting them adjusted to the new system," Console said. "Through all the social networking, you can meet all the kids coming into campus."

Even without social media sites, Console believes students should embrace the experience.

"It's a part of the experience of going to college and meeting people that are totally different than you and seeing where that takes you," Console said. "You could learn more about yourself and about the other person."

Besides being afraid to begin a new school, Lopez is also afraid of the debt to come. She has been struggling to decide whether college is the right place after high school.

"I wasn't sure if I was going to college at all," Lopez said.

Lopez's greatest fear is to accumulate debt during the college years with no way to pay it back.



"I had already planned to go to community college, but then I applied to Roosevelt because it was the school I really wanted to go to. That's the only [college] I applied to," Lopez said.

By the end of May 1, Lopez submitted her deposit for Roosevelt University still debating whether she would officially pick college over her job.

Currently Lopez works at Chuck's Southern Comforts Café in Darien, IL during the weekends. She has received a lot of positive feedback from her peers about her decision to take a semester off before going to school.

"[My boss] is okay with [me continuing to work]. But [my boss] says it's best if I go to college because it's better to get an education right now," Lopez said.

Not only have her co-workers talked to Lopez about her decision, but her mother has also tried to give Lopez encouragement.

"I told my mom about [my decision] and she was okay with it," Lopez said. "But when I told her about the money I got [from FAFSA] she told me to [go to college]. She told me not to worry [because] she can help pay for it."

Although Lopez is grateful for her mother's help, she is still hesitant to accept.

"I know I will end up wanting to go to college," Lopez said. "I'm just scared about the money. I want to work first, to save up the money to be able to pay for it instead of relying on my mom."

As a young child, Lopez relied on her mother often.

"I used to be very dependent on my mom," Lopez said. "But when you get older, you kind of find your own way."

Lopez became independent once her parents experienced problems with each other.

"I don't want to be like them and worry about money all the time. I want to start saving my own money so I don't have to depend on my mom or dad."

For now, Nuñez and Lopez will try to enjoy the rest of their high school careers and decide in the upcoming months whether they will continue their education.

***"They are afraid to leave their nest, their comfort zone."***

***-Ms. Console***

## Important steps for applying to college



By Isabel Trumbull

Just when you think you're safe from the pressures of perfect grades, ridiculous standardized tests scores, stress of admission, and tough choices about where you'll spend the next four years of your life, students are thrown into a 7th grade deja vu. This time options are limitless, grades all count, the tests are unpredictable, and flattery will go no where.

There are plenty of college match tools available through the College and Career Center (CCC), on Naviance, and through free online quizzes thanks to Buzzfeed, Seventeen, and the College Board. These are a good start for students that do not know what they want to do or where they want to go.

Senior Marcin Salamon, Div. 466, never had this problem. Starting in 8th grade he wanted to go to MIT to study engineering.

Unlike MIT, most schools now use the Common Application, or similar essay topics. These essays should be started the summer after junior year according to Counselor Lori Dulberg.

"The best thing you can do is to get started early, and be organized," Dulberg said.

There are a few things that actually go into a college application: essays, lists of extracurricular activities, transcripts, and letters of

recommendation. By the end junior year the lists of extracurriculars and the transcript can not change much. This does not mean you should not join a few clubs or sports, but it does mean if you have not already joined you won't be able to do it for all four years.

Salamon is one senior that wished he had joined more extracurriculars sooner. Many colleges look specifically to see that students have been active for all four years.

There are things that can really push a student above and beyond their grades and list of clubs. This can come from the essay and the letters of recommendation.

The essay is hugely important because it takes a bunch of numbers and data points and turns it all into a real person.

"The worst thing you can do is tell them what you think they want to hear," Dulberg said. "Every essay topic has already been thought and executed; the task is not to address a subject no one else had, but instead to explain why it makes you different from the 4,000 other applicants that are just like you."

Essays are evaluated on both content and quality equally, according to Boston University Admissions office. That means that every essay submitted should go through a ruthless editing process. If the thought of having your parents or teachers read your most personal thoughts does not cause jumping for joy, websites like essayedge.com can provide free essay examples, tips, and editing.

After every "e" has been crossed and "i" has been dotted, it is just a waiting game. While many seniors constantly updated their emails in class and ran to their mailboxes everyday after school, Salamon began to notice some strange things about his college letters. While most of his friends were getting mixed replies -- a few rejections, deferrals, wait lists, and acceptances -- he had only received rejections.

Salamon's transcripts were among many that allegedly never reached admissions offices, even when Naviance said they had been sent. Many students had applications and essays sent, but were too late to find out that transcripts had not made it through. Dulberg reported that this year in particular there were many conflicts with "computers talking."

When it finally comes time to send in applications, students should be diligent to ensure all of their materials have been sub-



mitted and received. Salamon is due to attend IIT in the fall after receiving a financial aid package that will pay him to go to school.

"Triple check if all your documents are in. Email. Call. Call again until they tell you 'yes, they are in, stop calling us,'" Salamon said.

Even if students have submitted all of their data, many parts of the application rely on other people getting their job done.

Students need to remember they have to be organized. Teachers and counselors need two weeks notice on letters of recommendation. The sooner teachers know about requests, the more likely it will be a well written letter and not just another formula.



# Congratulations to the

## Agnes Scott College

Evelyn Wronkowski  
Ofeli Delao

## American University

Evangeline Lacroix

## Arizona State University

Zachary Ramos

## Aurora University

Giovanni R. Irineo

## Beloit College

Kiri Youngquist  
John Sader  
Arisbeth Sanchez

## Boston University

Alex Rodriguez

## Bradley University

Crystal Alvarez  
Angela Crespo  
Gabriela Garcia

## Butler University

Maddie Lord  
Jessica Martorano

## California Polytechnic State University, San Luis Obispo

Alexander Pauer

## Carleton College

Corrie Lucchesi

## Carnegie Mellon University

Jacqueline Puschmann

## Carthage College

Vincent Canovas  
Christopher Primer

## Clark Atlanta University

Courtney Jenkins

## College of DuPage

Peter Kepner

## College of Wooster

Ashley Padilla

## Columbia College

Nina Hudson

## Columbia College

### Chicago

Victor Gonzalez

## Columbia University

Camilla Misiasek

## Concordia University

Evelyn Avalos  
Marcus Monte  
Janet Vasquez

## Cornell College

Elizabeth Auger

## Cornell University

Yordanos Goshu

## Creighton University

Avelyss Roman

## Denison University

Gabriele Bieliauskaite  
Justin Cancel

## DePaul University

Damian Polak  
Renee Wong  
Ivan Oscar Leon  
Alissa Harrigan  
David Andalacio  
Carlos Soto  
Linda Brito

Joselyn Garcia  
Enrique Sanchez  
Tess Bekker  
Iker Ugarte  
Clare McKitterick  
David G. Rodriguez  
Michael Angel  
Ashley Young  
Nicolas Summers  
Tomasz Wegrzyn  
Christopher Woo  
Farhana Majid  
Joseph Evans  
Marisa Velazquez  
Samuel Tomko-Jones  
Wendy Ramirez  
Kaina Castillo  
Lucas Virella  
Ermin Memic  
Gabriela Orellana  
Jazmin Ochoa  
Anja Nenadic  
Katlin Wachholz

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Marlene Flores  
Noelia Patino  
Reyna Ramirez  
Bianca I. Mena  
Amanda DiBattista  
Kamil Kalita  
Julia Lesniakowski  
Brittany Caro  
Erica Rocha  
Natalie Chacon  
Jazzine Acevedo  
Cecilia Hernandez

## Drake University

Lucas Petrakis  
Aleksandra Plewa  
Phil Reimer

## Earlham College

Joel J Pagan

## Eastern Illinois University

Nora Kollar

## Elmhurst College

Naida Smajic

## Evangel University

Edwin Vega

## Fashion Institute of Design & Merchandising

Angelina Stepic

## Fashion Institute of Technology

Lena Greer Grundhoefer

## Florida International University

Mia Hernandez  
Rebecca Kwasinski

## Florida State University

Ben Niede

## Grand View University

Zakir Pasha

## Grinnell College

Emily Porter

## Hamilton College

Elza Harb

## Harold Washington College

Maria Haro  
Selina Santiago

Jonathan Martinez

## Hawaii Pacific University

Jennifer Mogollan  
Gabrielle Pearson

## Howard University

Victoria Velazquez

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Jackie Yu  
John Paul Aldana  
Marcin Salamon  
Andrea Cancino  
Michal Kupiec  
Kanita Omerbasic

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Chyna Wells  
Victor Loza  
Natalie Herrera  
Jorge Barraza  
Binyamin Silvestre  
Rebecca Murphy  
Natasha Rabinovich  
Jordyn Washer  
Anna Gianni  
Grace Medina  
Arielle Steward  
Joanna Jagodka  
Jaime Garcia  
Elizabeth Masterson  
Brittany Aldarondo  
Eleanor Harvey  
Uchechi Nkwocha  
Joe Arena  
Peter Gavin  
Amanda Lindberg  
Jenal Ortiz

## Illinois Wesleyan University

Joi Stack  
Angel M. Cruz III  
Leon Yonan  
Jacob Morris

## Indiana University

Nicole Johnson  
Michael Kalita  
Helen Chon  
John Leyden

## Ithaca College

Jasher Garbutt

## Kentucky State University

Dana Robinson

## Kenyon College

Christian Solorio  
Madeline Maldonado

## Knox College

Daniel Perez  
Marissa Arrez

## Lake Forest College

Thomas Quigley  
Minha Osorio  
Samantha Kluczynski

## Lawrence University

Ethan Valentin  
Naomi Oster  
Loras College  
Joseph Loch

## Loyola University Chicago

Sara Tintas  
Will Witherspoon  
Mariana Millan  
Joanna Nguyen  
Adam Glueckert  
Aynsley Parker  
Patrycja Sporschill  
Jackie Campoverde  
Jenny Nguyen  
Diego Vargas  
Daniela Ruiz  
Elizabeth Salgado  
Michael Nguyen  
Beata Nika  
Cynthia Gonzalez  
Raluca Dima  
Jose Vilchis  
Elizabeth Tran  
Uriel Favella  
Ugochukwu Okere  
Maria Marin  
Pamela Kowalik

## Luther College

Margaret Devine

## Marquette University

Giselle Gonzalez  
Katie McCullough  
Taylor Stuffle  
Kinga Postolowicz

## Miami University

Marissa Sherman

## Michigan State University

Nicole Williams  
Leah Wojtach  
Andrea Olortegui  
Sam Check

## Milwaukee Institute of Art and Design

Marissa Macias

## Milwaukee School of Engineering

Diana Farfan

## Missouri Southern State University

Deanna Davenport

## Massachusetts Institute of Technology

Juan Angulo

## North Park University

Tabita Costiuc  
Sabrina Olenoski  
Joseph Gomez  
Jessica Reeves  
Madeline Guzman  
Nayelii Duran  
Cristal Rodriguez  
Alex Cuenca

## Northeastern Illinois University

Glarien Sanchez  
Alejandra Lemus  
Pablo Medina  
Michael Rivera  
Peyton Jovanovic

## Northeastern University

Eldisa Karadolami

## Northern Illinois University

Keyana Payne  
Chris Orange  
Valerie Spychala  
Matthew Martone  
Josue Acuna  
Maciej Skura  
Reilly Veloria  
Amarilys Juarez  
Ricardo Reyes  
Mark Gonzalez  
Bobby Tran

## Northwestern University

Nina Sedenio  
Jacquelyn Guillen  
Lucia Gurrola

## Oakton Community College

Mohammed Ali  
Maggie Radzko

# Graduating Class of 2014

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Jenny Pham

## **Olivet Nazarene University**

Anamar Serrano

## **Otterbein University**

Anthony Spingola

## **Pepperdine University**

Gabrielle Simmons

## **Purdue University**

Samantha Tsang  
Asaad Hossain  
Syed Hassan

## **Ripon College**

Desiree Velazquez

## **School of the Art Institute of Chicago**

Janet Morales  
Javier De La Rosa II  
Hector Montalvo  
Generosa Rodriguez

## **Saint Louis University**

Natalia Ziemkiewicz

## **Saint Xavier University**

Lauren Gonzalez  
Adrian Romero

## **School of Visual Art**

Kristen Ortiz

## **Seminole State University**

Brandon Vivas

## **Southern Illinois University-Carbondale**

Paul Kevorkian  
Aurora Costin  
Tudor Taut  
Edgar Garcia  
Christopher Reglado  
Octavio Silva  
Grisel Medina

## **Southern Illinois University-Edwardsville**

Paris Smith

## **St. Norbert College**

Ben Sodolski

## **Syracuse University**

Viveca Ortiz-Torres

## **Taylor University**

Caleb Guererro

## **The American Academy of Art**

Tammy Chen  
Neomi Torres  
Celita Codamon

## **The Cooper Union**

India Armstrong

## **Triton College**

Sonia Guerrero

## **University of Illinois Urbana-Champaign**

Hailey Pieruccini  
Carolina Gil  
Phong Bui  
Yuan Yuan Wei  
Miah Weston  
Bernardo Vargas  
Stephen Guardino  
Paulina Koccon  
Grant Hill  
Ivonne Casas  
Noemi Muniz  
Jacqueline Hardin  
Nancy I Marquez  
Cassandra Siharath  
Melanie Chiu  
Adam Sacha  
Juan Uribe  
Joshua Gomez-Ortega  
Mateen Latfolla  
Tony Li  
Sarah Hassan  
Karl Carino  
Chandra Patel  
Tiberius Engel  
Amber Lynn Phillips  
Edmund Wong  
Adrianna Mikolajczyk  
Jessica Medintz  
Alex Magnowski  
Angelica Cabrera  
Jenny Tan  
Breana Sepulveda  
Gerardo Salgado  
Kamila Budek  
Marko Cecz  
Joshua Gome-Ortega  
Francisco Alcantar  
Khrystyna Kozak  
Angelica Soto  
Trang Nguyen  
Diana Meraz  
Rogelio Hernandez  
Michelle Aponte  
Eddy Aguilar

Hassan Ali  
Paul Genelly  
Athina Simotas  
Dante Bonilla  
Jenna Jurewicz  
Megan Cox  
Marcin Gron  
Mateo Muro  
Emily Stanciu  
Samantha Garcia  
Saaniya Ahmed  
Walker Post  
Dana Torres  
Aimee Guzman  
David Schmiege  
Janina Pierce  
Graham Zolkowski  
Alexandra Espinoza  
James Luong  
Alena Downing  
Jaime Ortiz  
Angel Estrella  
Matthew Stemper

## **University of Illinois - Chicago**

Brittany Pineiro  
Jessica Chiquito  
Julia Niewiadomska  
Brian Diaz  
Kenneth Lin  
Michelle Ha  
Maxwell Schwartz  
Tony Li  
Mittra More  
Karolina Spiewak  
Jenny Wardach  
Keila A. Borrero  
Jonathan Negron  
Michelle Delgado  
Cristina Brink  
Alberto Villanueva  
Erick Nunez  
Maciej Markiewicz  
Shanice Kloss  
Luis Mendiola  
Luis Dubon  
Sahara Yousuf  
Florinda Araya  
Mariam Moshi  
Kevin Nunez  
Carina Perez  
Jelena Antic  
Kenny Lam  
Lukasz Grzybek  
Korynna Pepin  
Sergio Zagala  
Volo Korchevsky  
Nancy Ton  
Claire O'Carroll  
Tenzin Moenkyi  
Nicholas J. del Carmen  
Ahmed Khan  
Catherine Lukasik  
Jolene Del Rosario  
Chinwe Rita Ndukwa

Juan Rivera  
Dietrich Lowrance  
Aidy Segura  
Yves Carlo Pinpin  
Adan Delgado  
Sabrina Mendoza  
Krzysztof Kijak  
Jorge Moreno  
Diana Chiqui  
Vanessa Mendez  
Destinee Cambium  
Jolene Del Rosario  
Bilal Nadeem  
Zahra Merchant  
Omero Jimenez  
Yevheniya Oliynyk  
Monika Wrobel  
Sanja Kunac  
Fabiola Nunez  
Joel Serna, Jr.  
Yesenia Martinez  
Gabriela Sroka  
Carina Perez  
Amelia Mroczkowski  
Jasmina Ejupovic  
Nathan Hughh  
Robert Alvarez

## **United States Army**

Joseph Arcilla

## **United States Military Academy (West Point)**

Eric McMiller II

## **University of Arizona**

Ronan King

## **University of California, Riverside**

Bradley Pauer

## **University of California, Santa Barbara**

Monet Worsham

## **University of Chicago**

Edith Portales  
Nushrat Jahan  
Deneb Zavala  
Luke Clohisy  
Adam Tuohey  
Ivan Gutierrez  
Grace Garrity

## **University of Cincinnati**

Erin McDermott

## **University of Colorado- Boulder**

Gina Antonietti

## **University of Dayton**

Roberto Millan-Ayala

## **University of Iowa**

Allison Cortez  
Marcos Moreno  
Damian Jordan  
Nelson Mesa  
Meghan Lavelle  
Hannah Paral  
Amanda Skiba  
Natalie Kirykowitz

## **University of Michigan- Ann Arbor**

Siobhan Walsh  
Adrianna Ryba  
Nia Lee

## **University of Minnesota- Twin Cities**

Emily Norkus  
Alison Wall

## **University of Missouri**

Aaron Zipparro  
Alexis Demario  
Tateanna McCaskill  
Jannice Newson  
Maciej Dwornik  
Adalberto Aviles

## **University of Nevada in Las Vegas**

Cydni Heidemann

## **University of North Carolina-Chapel Hill**

Rafaella De La Vega

## **University of Pittsburgh**

Danah Bialoruski

## **University of Puget Sound**

Matthew Wettig

## **University of San Diego**

Nathan Grassi

## **University of Tampa**

Vanessa Guzman  
Melanie Velasquez

## **University of Wisconsin- Madison**

Leanna Mata  
Nahin Cano  
Anastasiya Sapatynska  
Vicky Huang  
Sylvia Los

## **University of Wisconsin- Milwaukee**

Annie Botsford  
Jade Doyle

## **University of Wisconsin- Stevens Point**

Jocelyn Perez

## **UW Oshkosh**

Sean Brzoska

## **Valencia Community College**

Fernando Gomez

## **Valparaiso University**

Isabella Kalwasinski

## **Vassar College**

Dale Lord

## **Virginia Commonwealth University**

Madeleine Murrow

## **Wabash College**

Daniel DeGryse

## **Western Illinois University**

Julissa Whitmore

## **Western Michigan University**

Kathryn Kuropas

## **Western Washington University**

Shana Lombardo

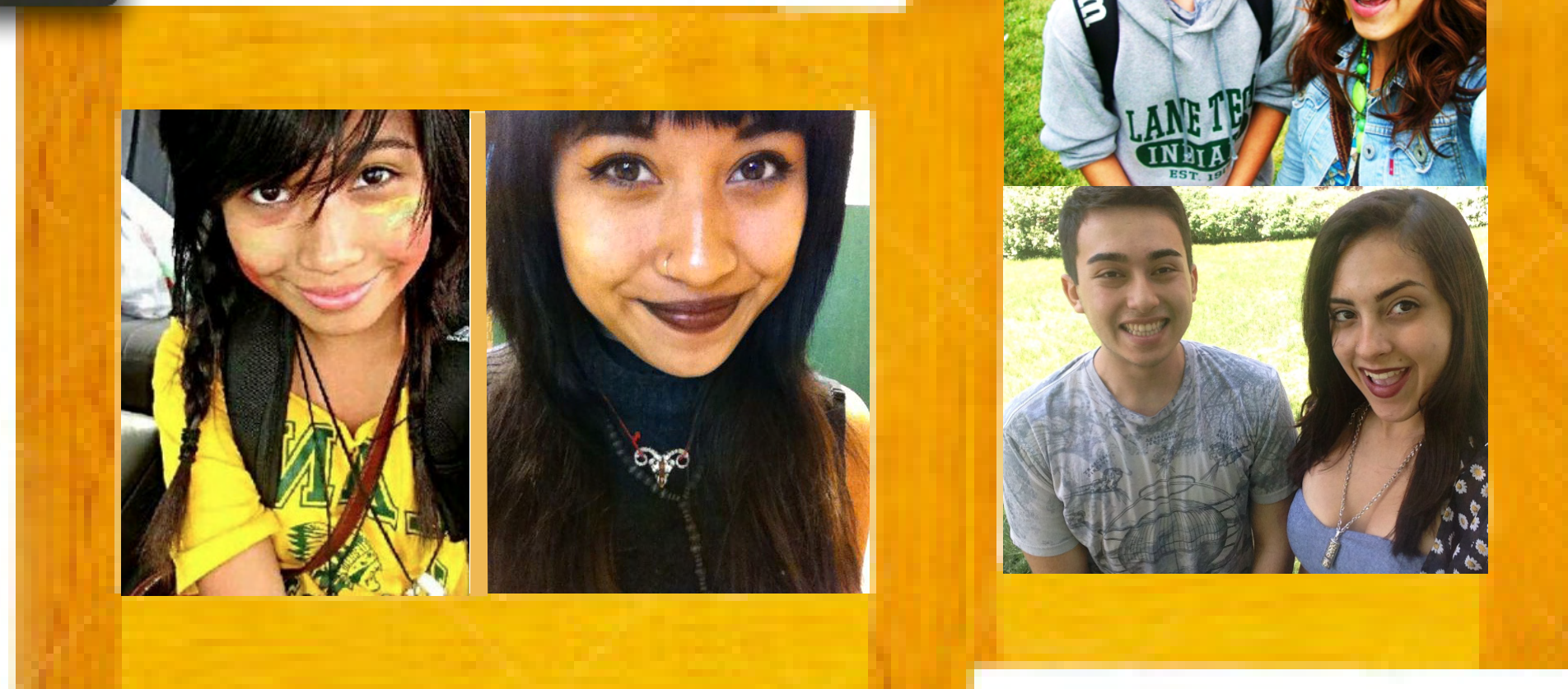
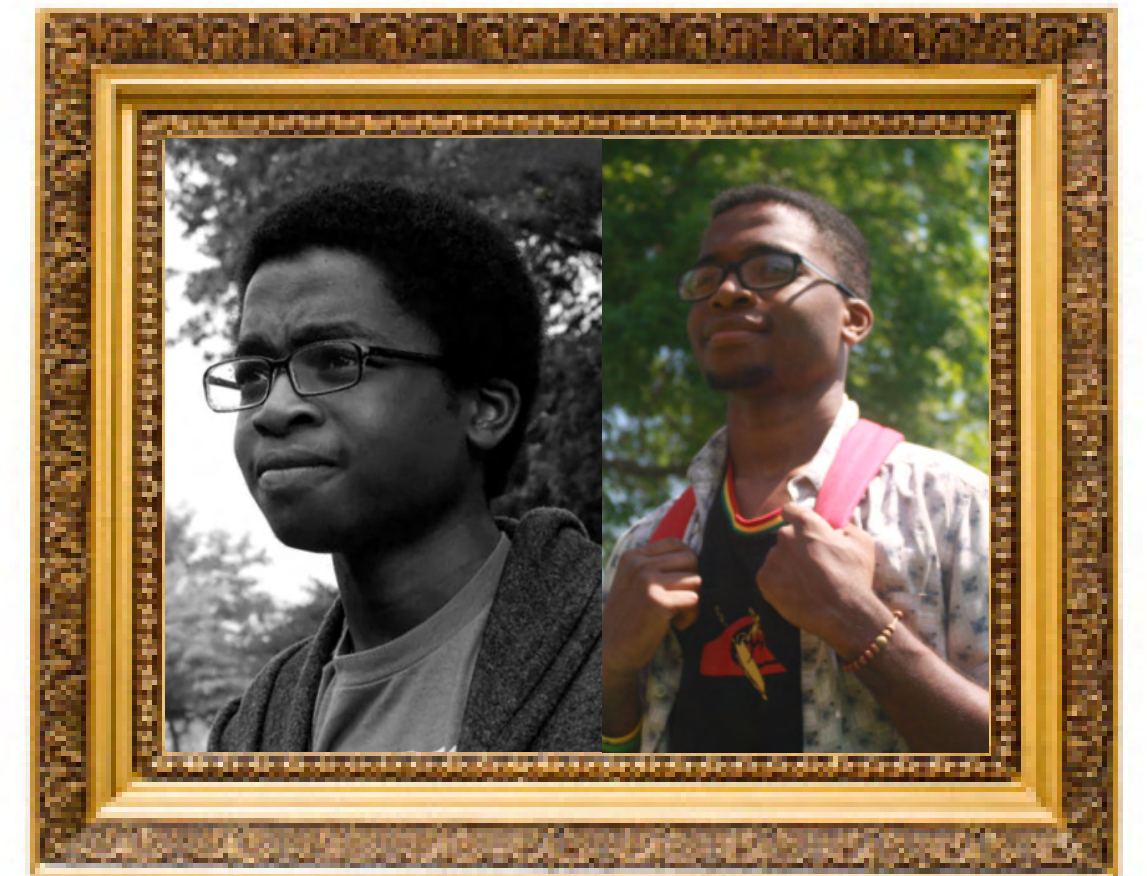
## **Wilbur Wright College**

Nia Burrows  
Beatriz Alvarez  
Carolyn Lukes

## **Xavier University- New Orleans**

Emerald Dukes

This list consists only of students who reported their names and college decisions to the Warrior staff.



# E-Cigarettes gain popularity among teenagers

By Walker Post

Aaron Zipparro, Div. 460, was in sixth grade when he tried his first cigarette. The parents of his friend Nick were out of the house when the two kids stumbled across a red box on the counter covered with Chinese symbols and a white dragon. After a closer inspection, the two discovered cigarettes inside. They grabbed one and sparked up the cigarette in the alley behind the house.

At first, stealing cigarettes from Nick's parents was sufficient. Soon though, that was not enough. Zipparro began asking his parents for money for food or to go to the movies and instead bought packs of cigarettes from stores that did not ask him for identification. What began as a well-kept secret between Zipparro and Nick became something to do at social gatherings at Shabonna Park near his house. They spent hours smoking and hanging out with kids that were older.

"When I started it was more of a social thing," Zipparro said.

Thus began Zipparro's addiction to cigarettes.

Up until freshman year, Zipparro was smoking up to a pack and a half a day. What started off as an act of rebellion turned into a serious addiction. It was not until he confessed to his parents that he was a smoker that he was able to get help to treat it.

Zipparro considered buying nicotine patches to help him quit and even abruptly stopped all together, but he always ended up going back to smoking. Eventually, Zipparro found relief in the controversial e-cigarettes that were new on the market four years ago. He no longer smokes cigarettes and feels better in his chest as well as in general.

E-cigarettes are battery-powered devices that vaporize liquids within cartridges and simulate the process of smoking an actual cigarette. While some contain nicotine, others consist of flavored vapors that are non-addictive. E-cigarettes are less dangerous to smoke than cigarettes, although deadly incidents are beginning to pop-up that indicate they may not be as safe as initially thought.

The majority of e-cigarettes contain a portion of

liquid nicotine, which is extracted from tobacco. This liquid nicotine is used to refill the cartridges, but if ingested or absorbed through the skin it can be harmful or even deadly. The National Poison Data System reported in 2013 1,351 cases of poisoning from liquid nicotine found in e-cigarettes.

Similar to Zipparro, Borys Hordiychuk, Div. 459, smoked cigarettes before he shifted over to e-cigarettes. He now owns three \$300 e-cigarettes, all with different modification capabilities. He is able to control the strength of e-cigarettes, the temperature of the smoke and other variables.

As he modifies his e-cigarette, Hordiychuk has spilled the liquids on both his hands and in his mouth, but has never suffered any side effects from doing so. This brings up the question: why are some people experiencing pain when touching the liquid nicotine and others claim that they are unharmed?

This issue may not be resolved until the U.S. Food and Drug Administration takes a closer look at the liquids inside of the cartridges. According to the Center for Disease Control and Prevention, among high school students, e-cigarette use increased from 4.7 percent to 10 percent from 2011 to 2012.

For teenagers like Zipparro and Hordiychuk, e-cigarettes are a less harmful way to quit smoking cigarettes, though that is not the only appeal they have for youth.

"I bought mine to actually quit smoking," Zipparro said. "Now I feel like it's just become [a more] convenient [way] for kids to smoke."

Hordiychuk not only likes e-cigarettes because he was able to stop smoking cigarettes, but also due to the variety. His e-cigarette allows him to experiment with different flavors. For example, Hordiychuk combined strawberry cheesecake and pina coloda for an exotic taste.

Hordiychuk believes that the number of Lane students smoking e-cigarettes has dramatically increased. Both Zipparro and he claim to see students occasionally smoking them in the hallways. E-cigarette users are exhaling vapor, as opposed to smoke. The vapor leaves a faint smell, but goes away within seconds. For this reason it is easier to smoke an e-cigarette while remaining unnoticed.

Hordiychuk believes that e-cigarettes have become a substitute for other harmful ways students are inhaling nicotine.

"A large part of the smokers I do know started converting to e-cigs," Hordiychuk said. "That shift shows that people are not as careless as they used to be and are going in a better direction [towards being healthy]."

Registered Nurse Carol Southward, MSN Tobacco Treatment Specialist at Northwestern Hospital, has been helping people quit tobacco products for over 25 years. She advocates for a complete ban on e-cigarettes and was recently part of the push to make them illegal in the same areas that cigarettes are illegal.

In April of 2014, Southward worked with Mayor Rahm Emanuel and others to help pass an ordinance that incorporates electronic cigarette use into the Clean Indoor Air Ordinance. This means that they are now banned in all places that cigarettes are banned, which encompasses virtually all enclosed public places and buildings of employment. This also includes not being allowed to smoke e-cigarettes 15 feet from the entrances of these buildings.

Southward points out that tobacco companies are now in the business of manufacturing and selling electronic cigarettes.

"Tobacco companies are laughing all the way to the bank," Southward said.

Southward points out that Electronic Cigarettes were close to being banned in the United States

prior to the tobacco companies involvement in preventing that from happening.

"If tobacco companies thought for a millisecond that these were going to help people quit smoking, they wouldn't be legal in this country," Southward said.

Southward is concerned that e-cigarettes will continue to increase in popularity among teenagers until more bans are enacted that prevent them from accessing them.

"They are only going to get more dangerous and more addictive with time," Southward said.

Southward also believes that advertising for e-cigarettes is marketed toward youth, through celebrity endorsements and appealing flavors.

"It's becoming very quickly the social norm and kids are very susceptible to that," Southward said.

At Northwestern Hospital she uses cognitive and behavioral therapy along with effective prescription drugs to help people quit smoking.

"The message is that there are ways to quit that are safe and effective," Southward said.

Zipparro intends to quit smoking e-cigarettes entirely once he leaves for college. For Zipparro smoking an e-cigarette is a "crutch" he no longer needs. Although spending a good portion of high school having one, he recognizes that they do not come without their faults.

"It comes off as something non-harmful and that tastes good, but they are harmful," Zipparro said.



# Student tattoos reflect identity, personality

By Risa Gillogly

High school is the time for change, growth, and development for teenagers. This means making decisions that will shape their adulthood, some very permanent, some only temporary.

Many students turn 18 their senior year: the legal age to be able to make many important decisions, one being the opportunity to get a tattoo. Some Lane students have chosen to express themselves in this way.

Alex Magnowski, Div. 461, had an urge to ink his body as soon as he turned 18.

"I decided one day, sort of as a joke to get this tattoo of my Twitter handle, @Swag-nowski," Magnowski said.

Magnowski enjoyed the idea of getting a playful tattoo. Even more humorous, he enjoyed the idea of getting it on his butt.

"I thought to myself, if anyone ever sees my butt for some random reason, they will be able to follow me on Twitter. Kind of like an advertisement on my bum," Magnowski said.

On the other hand, some Lane students decided to get tattoos with a more serious meaning.

Maria Amigon, Div. 458, has a tattoo of angel wings on her upper back. Her tattoo symbolizes the remembrance of a family member who passed away, and a promise she made to him.

One of the last images Amigon saw on her cousin, Johnny, before he passed away was his tattoo of angel wings on his hand.

"In that moment, I promised him that I would keep him

with me forever by getting the same tattoo on my back so that he would know that in my heart and mind he would never be forgotten," Amigon said.

For Amigon, the tattoo stands as an inked symbol on her back of an angel taken back to heaven.

Both Amigon and Magnowski's tattoo, however different, hold personal significance for the them.

Although Magonowski thought of the idea himself and was pretty set on doing it, he asked friends for their opinions. Magnowski's tattoo idea was well-received by friends because it reflected his witty, playful, and charming personality.

Finding the perfect tattoo parlor to get the tattoo was also important.

"Searching for a place to get it done, I needed a tattoo artist playful and good-humored about the tattoo," Magnowski said.

Magnowski believes the type of personality that a tattoo artist has will play a role in the creation of the tattoo they work on.

He first checked out Lucky's Family Tattoo in Roscoe Village, and then looked at Chicago Tattoo and Piercing Co. in Boys Town.

"The tattoo artists at Chicago Tattoo and Piercing Co. were really nice, friendly, and fun, which is something I didn't get from the first place that I tried to go to," Magnowski said.

Magnowski spent time in determining which parlor he preferred.

"Since it was my first tattoo, I really wanted to make sure that the tattoo parlor I received it at was an environment I felt confident and comfortable in," Magnowski said. "I think that's important."

Magnowski's experience with the pain of a tattoo needle did not match the reports he had heard.

"It definitely hurt, but not as much as I thought it would,"

Magnowski said.

As he sat down for his tattoo, Magnowski was scared of the pain he would feel from the needle. The first touch hurt the most, but as time passed, the needle started to feel like only a pinch on his skin. Relieved, Magnowski started to feel excited and enjoyed the rest of his time receiving the tattoo. He spent time joking with the tattoo artist, which helped ease his nerves.

Amigon also said getting her tattoo caused little to no pain.

"The actual lining of the tattoo doesn't hurt at all. When the tattoo artist started, I didn't even know he had because I didn't feel the needle," Amigon said.

After the lining, however, Amigon said the shading of the tattoo did hurt.

After his visit to the tattoo parlor, Magnowski could not wait to show his friends.

"As for telling any of my family members... They have no idea," Magnowski said.

Magnowski originally avoided telling his family because he knows they would not approve. He has no intentions of his revealing his secret tattoo to his parents anytime soon.

Although Magnowski is not willing to tell his parents, showing it off to his friends was the first thing he wanted to do after he received the tattoo.

One of the most exciting aspects of Magnowski's tattoo journey was seeing their reactions.

"At first when I showed my friends, they thought it was fake," Magnowski said. "They couldn't believe I actually did it, but when they finally realized it was real, they thought it was hilarious."

Magnowski's method of revealing his new ink to friends was by simply pulling down the back of his pants and exposing his butt cheek.

Both Magnowski and Amigon are satisfied with the tattoos they decided to get for themselves. One is humorous while the other is sentimental. Both believe their tattoos serve to symbolize key aspects their personality and identity.



Maria Amigon's angel wings symbolize a lost cousin

# BSA Club mentors Tilton Elementary students

By Evangeline Lacroix

While introducing herself to a class of fifth graders, Courtney Jenkins, Div. 478, casually mentions that she loves Beyonce. In true fifth grade fashion, a shy boy passed a folded index card to Jenkins as she was leaving.

A phone number and “call me before 7pm, I love Beyonce too,” was scrawled out on the card.

Jenkins could not stop laughing at the endearing gesture.

Since 2011, Mrs. Lawrence, English Teacher and Black Student Association (BSA) sponsor, has dedicated BSA as a mentorship program with Tilton Elementary, a Garfield Park public elementary school. BSA members take field trips to the school four times a year, mentoring students and helping the school. This is what Jenkins was doing on her visit to the fifth grade class.

“I know some of the teachers at Tilton, so we just built on that relationship,” Lawrance said.

Members of the BSA talk to fifth graders, seventh graders, and eighth graders. Each grade has different activities.

Fifth grade plays learning games with BSA members. Many times it can be educational games of telephone, guess who, or math games. Games are meant to get the students comfortable with BSA members, and to keep them engaged.

Seventh and eighth graders are split up into small groups and mentors talk to them. In the seventh grade, talks are mainly topics such as how to get into a selective enrollment high school, and the advantages of doing so. With eighth graders, BSA talks about what life is like in high school.

“By the time they are in eight grade they know where they are going to high school,” said Shacora Hawkins, Div. 475. “So we talk to them about how if they are not going to the best high school, because a majority of them go the their neighborhood high school, you are going to have a lot of obstacles in your way but it is your job to overcome them and do better and keep your mind focused.”

Hawkins has gone to Tilton since the program started and believes it is important in educating students.

“Since they are on the west side it is predominantly African American,” Hawkins said. “They don’t really get to see a lot of the good things. There are shootings and all that around them, and we felt like it was our job to show the all the good stuff out there.”

Lawrence believes that this program is important because the population of African American students at Lane has gone down in recent years. In 2000, the black population was 14.5 percent, in 2013, the population reduced to 8.4 percent, according to the Illinois School Report Card. In order to improve the numbers, there have to be programs that “foster inner city kids to try and work hard,” Lawrence said.

“I think the [middle schoolers] are more focused and optimistic that they can get into a school like Lane and be successful as minorities,” Lawrence said.

“When I first went, I prejudged,” Jenkins said. “When I walked in I was like ‘oh my god, these kids are going to be ‘bad’, they are going to have attitudes.’ And now I am the first person to get on the bus and the last to get off.”

Jenkins has been going to Tilton for two years now. She believes that it is important to break the stereotypes of these neighborhood schools to build connections and students’ self worth.

“With a lot of underprivileged schools, with the lack of funding and things of that sort, they kind of feel left out. So I like to go to these schools and talk to people and make them feel special even if it is only for an hour or two,” Jenkins said.



BSA members mentor younger students at George W. Tilton Public School on Keeler Ave.

When she was in elementary school, she too would have people come in and talk to her class about the importance of going to high school. But these programs failed to connect with her, and the messages never seemed to stick. With BSA’s program, members are able to frequent Tilton and have the students get to know them personally.

“I learned to build connections, to make people feel like they care,” Jenkins said. “If I come and talk to you specifically, you are going to feel pulled in. Like someone is actually taking interest in you and what you have to say.”

Even in Tilton, an environment where students are supposed to feel welcome and safe, faculty can have negative impact on the students.

On most occasions, the faculty is very nice and caring to all students. Teachers seem to take genuine interest in the students they teach. Except one time when BSA went to talk to Tilton students in the auditorium instead of in individual classrooms.

The students were a little rowdy, and when a faculty member tried to get the children to cooperate he told them to be quiet and “listen to what [the BSA] has to say because most of you don’t have futures like this.”

Jenkins took great offense to how the teacher treated the students.

“You don’t tell someone you can’t do anything,” Jenkins said. “I don’t care if they say they are going to be the first person to grow wings and fly to the sun. Even if you know it is impossible you still don’t say ‘oh, well I don’t think you are going to do that.’ You work to motivate them. Because if a person feels like they have no driving force behind them they are not going to do anything.”

Besides talking to the students, BSA puts together several fundraisers for Tilton students. Over the summer, school supplies are collected. Then as the first field trip the BSA takes to Tilton during the school year, they pass out the donation.

During the 2012 holiday season, there was a Christmas toy collection. Tilton students were encouraged to write down three things

that they wanted. Then out of pocket, BSA members bought things off the lists.

“A lot of them are really grateful about the presents,” Hawkins said. “It felt really good to see that we had made such an impact on their lives, maybe they weren’t even going to get presents that year.”

During the school year, BSA also puts together a book drive. Some of the books are sold for a donation. The other books are donated to the classrooms. This year, BSA put together five boxes of books for Tilton kids.

In the future, Lawrence hopes to put together a uniform drive for the students.

Along with a uniform drive, both Jenkins and Hawkins believe a positive impact on Tilton students would be for them to see Lane.

“It would be cool to be able to see them to shadow us,” Hawkins said. “That way they would be able to see what a high school student actually does. That would give them the boost that they need to actually have the want to go to a high school and not be afraid of what is out there, to not be afraid to go to a good high school, and venture out of the neighborhood.”

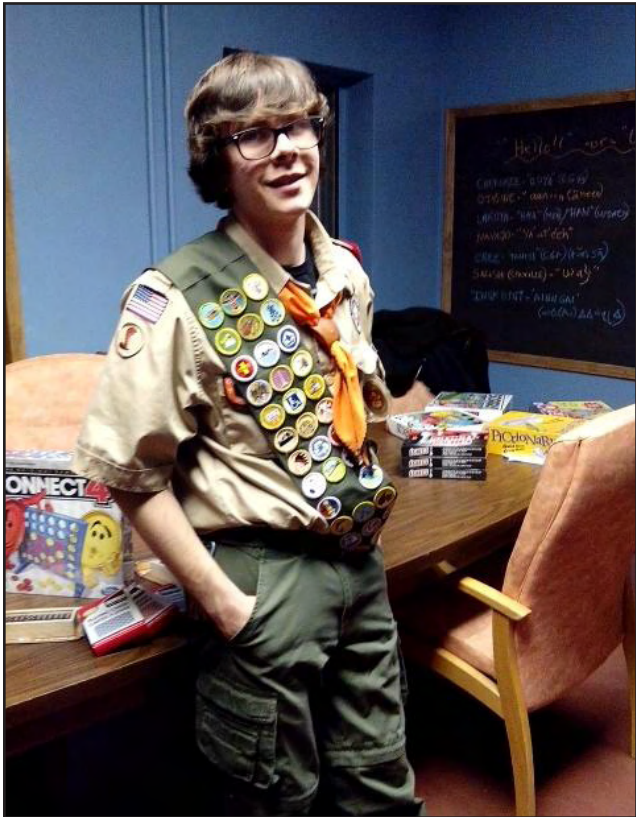
As a senior, Hawkins has used what she has learned as a mentor, and wishes to use it to pursue her future goals.

“The program has helped me decide to give back by motivational speaking,” Hawkins said.

She recalls a student that she encouraged to try to apply to Lane. By the end of the conversation, she had persuaded him to look past his limitations as a student on the west side to pursue the dream of a better education at a school such as Lane.

“I wished they would learn their self worth, and look at the bigger picture,” Hawkins said. “I remember being that age and everything was a big deal, everything was on a large scale. Whatever happens right now, you will get past it. [...] Mentoring makes me feel really good because it makes me know I am doing the right thing.”

# Taz Johnson achieves Eagle Scout honor



Taz Johnson wears a sash crowded with the merit badges he earned on his way to becoming an Eagle Scout.

By Matthew Wettig

Last summer, Taz Johnson, Div. 567, put skills to use that he hoped he would never have to. He was on vacation in Texas, at Six Flags, when a man passed out in front of him. Johnson channeled his inner boy scout and approached the man, identified the cause of his condition, and helped treat him for heat exhaustion. While the man’s family was standing around “freaking out and crying” Johnson knew he had to keep calm under pressure to treat the stranger.

Johnson has been a member of the Boy Scouts of America for 11 years, since joining the cub scouts at the age of six. He credits his experience in teaching him how to handle situations like the previous. In April 2014, he reached a point he had been waiting for most of his life, he became an Eagle Scout, a feat less than 1% of boy scouts complete. Johnson believes he has gained innumerable life skills as a boy scout.

Throughout his career with the scouts he’s been a part of St. Alphonsus’ Troop 889. The number of members in the troop hover around 15. At six years old he was introduced as a Cub Scout, and became a Boy Scout at 11 years old. To move on to become an Eagle Scout, scouts must earn 21 merit badges, from the many available. They range from subjects like camping and astronomy to lifesaving and salesmanship.

“There are some badges that take a day or so to complete, and others that may take months,” Johnson said.

Each badge requires paperwork to be filled out prior to earning it. Johnson says the works can be “monotonous at times” but it is usually overshadowed by the idea that he is “working towards something bigger”. Of the six years that he has spent earning

badges, he believes he has spent a year’s worth of time working towards them.

Since it can be hard to earn badges in the city, every summer Johnson heads to the Owasippe Scout Reservation in Michigan. There, boy scouts spend their weeks toiling away, working on merit badges.

Besides being skilled in the outdoors, scouting has also improved Johnson’s personal relationships. By associating with people of all different ages and skill levels it has showed him that “sometimes you need to step up and lead, while other times you’ve got to fall back and work.”

Johnson also sees the scout ethic translated into his own life. He believes others feel this way as well.

“I know people that have been at job interviews, and the employer has hired them based almost solely on the fact that they’re an eagle scout,” he said. “It shows you won’t give up.”

To culminate his boy scout career and become an eagle scout, Johnson had to complete a major community service project. He chose to rehabilitate the recreation room at Chicago’s Native American Center. He took off old wallpaper, plastered the walls, framed the windows, installed a chalkboard, and also a ping pong table.

In June, Johnson has an official ceremony marking his transition to an eagle scout. It will be held at the recreation room that he worked on. There are many different ways the ceremony can be conducted, but one requirement is that a state senator must come and speak on your behalf. Johnson will also have others there to attest to his character.

“They always tell us, you aren’t just a scout [in the classroom]. You’re a scout wherever you go.”

# Uncovering the softer side of Mrs. Hanly

By Alexandra Madsen

Mrs. Hanly, an assistant principal at Lane, is considered by many students to be one of the administration's "enforcers." Some students think of her as the strict principal who gives out demerits, and constantly demands kids wear their IDs, though a majority of these students are unaware of the large role she plays in the school.

Hanly came to Lane in 2000 as an English teacher. She enjoyed her time in the classroom working with teenagers who needed her help. Even though she is no longer a teacher, she loves seeing students grow up and go off to college.

"I love teaching and miss it every single day," Hanly said. "That's why I like overseeing student activities, because I get to work directly with students."

One of Hanly's duties as acting assistant principal is school communications. Students sometimes believe because of her reputation that she dislikes the senior class. Problems arise, and students automatically believe Hanly makes the rules because she is the one emailing and communicating them.

Working with the senior class officers, however, is one of the ways Hanly is able to hear the complaints of the students. The officers are seen as a liaison between the senior class and the administration, and through working with them Hanly helps plan student activities.

Students at Lane sometimes have conflicting opinions about the way the new demerit system was handled this year. Senior Liz Masterson, Div. 451, was unable to attend prom this year due to the new demerit system and feels other methods could have been taken to enforce rules.

"I used to really look forward to coming to Lane and coming to school," Masterson said. "But I feel like the whole demerit system ruined my senior year, because I just realized how much it took away from me."

Masterson has accumulated 30 demerits over the school year. Averaging about 3 demerits a month, she feels that it is not a fair amount to not allow her to graduate or attend prom.

"I mean I take responsibility for being tardy because I am tardy a lot," Masterson said. "I honestly thought that for a while they were bluffing, and that too many parents were going to complain."

Masterson has received some backlash from peers wondering why she is making such a big deal about her situation.

"A lot of kids don't care and I think that's a problem," Masterson said. "A

lot of them are like 'well I just want to get out of here and hate this school,' but I feel like I can email and try and suggest new things to help for the kids next year."

Hanly realizes that the seniors are the ones feeling the impact of the new demerits system the most.

"I do realize the seniors are the ones losing the most fun stuff," Hanly said. "But my hope is that the juniors see 'oh there are some seniors this year who didn't get to go to prom. I don't want to be that kid, so I'm going to change my behavior for next year.'"

Though Masterson was officially declared ineligible for prom, she has been taking advantage of as many of the demerit reduction opportunities as possible in order to walk at graduation. She is hopeful that next year's seniors will take it more seriously, and learn from her mistakes.

Though these issues are sometimes blamed on Hanly, senior officer Meghan Lavelle, Div. 464, disagrees. A typical meeting with Mrs. Hanly usually involves donuts and shared laughs.

"Mrs. Hanly gets tagged for a lot of things she doesn't have control over," Lavelle said. "She's a hard working woman and gets things done in time for us, which is a good thing."

The senior class officers are some of the students at Lane that know her best. Emily Stanchu, Div. 459, sees the lighthearted side of Hanly through senior class meetings.

"She's actually really funny and jokes around a lot," Stanchu said. "Like when we were thinking of prom ideas, as a joke she suggested a bunch of funny themes."

Hanly knows that sometimes she is seen as the bad guy, and has no problem with that. She understands that a lot of the time she needs to play a role and be different people for different students, but when one on one with a student she is more casual.

"My job here is to make sure students are safe, they have a good educational experience, and are receiving the best education possible," Hanly said. "If that means students curse my name on Facebook, Twitter, and everything else that I've seen, then so be it."

Her first priority is making sure students are receiving the best experience the school can give them. She plans on having some sort of focus group open to suggestions from students to work towards a better demerit system. This will allow students to bring forward helpful and constructive ideas.

Even though she has students mad at her some of the time, she believes that



Mrs. Hanly sits unmenacingly at her desk.

later on they will appreciate her pushing them to get on the right track. She is willing to work with students and wants them to know her office is always open, and she is always willing to meet with them (preferably by scheduling an appointment).

"Ninety-five percent of the kids at this school are so fabulous. Even when they're mad at me they're fabulous," Hanly said. "Really what I want kids to know is that I may be mean and I may seem scary, but anybody who comes in here for half an hour and has a conversation with me is probably going to walk out of here not hating me as much as they did."

# Students' pets provide support, love



Faith's dog Poko on Halloween

By Genesis Romo

Once the cage door opened, the kittens remained where they were and so did Grace Tebbens, Div. 568. Then a gray-furred, blue-eyed Siamese mix with a dark, pink nose walked up to her.

Tebbens adopted the kitten and named him Nipper after first meeting him at the Tree House Shelter 10 years ago. Though Nipper is a cat, he was treated like a family member.

Similar to a human baby, Nipper could not be around shiny expensive objects because he did not know their value and would destroy them. Such objects had to be placed out of his reach. Tebbens monitored Nipper and took responsibility for him, just like a parent.

As Nipper grew out of his shy stage, Tebbens learned his facial expressions, body language, and patterns of behavior all of which created his "calm and laid back" personality. Nipper participated in family time, which usually consisted of television time. Although Tebbens is not aware if he knows

what is going on, she does say he interacts with the television by watching

the screen and pawing at it.

On Jan. 4, Nipper passed away due to a blockage in his urethra. His kidneys had failed and his weight of 18 pounds dropped to 13 pounds within three months. Tebbens was not aware of his sickness until it was too late according to the veterinarians. According to Tebbens, Nipper would hide his symptoms from her. He never wanted to show how sick he was no matter how physically tired and sick he looked.

"Everyday after school I would have to come home and take care of him. Kind of like you have to take care of a sick grandparent or someone like that. He took a lot of energy out of both my mom and I," Tebbens said.

Tebbens and her mother tried their best to keep Nipper alive, but eventually had to put him down to end his suffering. Tebbens felt she learned a lesson from losing her cat: No matter how bad things are it is possible to stay happy.

Maria Ortiz, Div. 550, met her miniature schnauzer, Luna, named after a Harry Potter Character, on the day of her birthday.

Ortiz does not refer to Luna as a dog, but as her little sister. To show that she is a part of the family, Luna shares the family's last name "Ortiz," which is written on her dog tag.

Ortiz said that Luna is like a daughter to her parents. Her mom likes to take her shopping. When Ortiz goes off to college, her parents are not going to let Ortiz take Luna with her.

"My mom sings her to sleep and tucks her into bed and everyone says goodnight to Luna... like [at night] everyone just hugs her and gives her kisses," Ortiz said.

Luna has many outfits from dresses to accessories. She goes to all of the family parties and even "dresses up." Luna especially looks nice for her own birthday party thrown by Ortiz's mom. Her mom invites other dogs and makes Luna a little doggy cake.

Luna, unlike the average dog, has a Facebook account too; which consists of photos of her and family friends. She also watches a television show for dogs, which features pictures of shapes and colors on the screen.

Like humans, Luna can get offended, according to Ortiz.

"My cousin came over one time and when she sees cute little things she calls them 'fat gordo.' She called my dog fat one time and Luna got so mad she was so upset with her," Ortiz said. "My cousin would call her over and Luna would ignore her. When she is mad she will not look into your eyes."

Luna is the center of attention in the Ortiz family. Ortiz said Luna becomes rude to those who do not say hi and pet her. She once knocked Ortiz's phone out of her hand because she was not giving Luna her full attention.

Just like Luna, Poko or Fuzzman, a chihuahua poodle, needs a lot of attention.

Poko was an abused dog that Nina Faith, Div. 570, rescued from PAWS. PAWS found Poko in a microwave in an alley three years ago. He was skinny, undernourished, and his hair had to be shaved off. He was very quiet until a couple weeks after settling into his new home.

Faith said once Poko adjusted into their home he became a new dog. With a personality of his own, Poko is like a little man who is over protective of Faith and her family. In return, Faith is just as protective of Poko. She never lets him out of her sight.

"I'll do anything for him. We have two cats and I will not touch the cats. But when it comes to my dog, I will do anything for him because he is my little man. He is everything to me," Faith said.

Poko sleeps with Faith every night. She has given Poko a leather jacket, ties, and even a pair of Converse shoes. Faith's mom also cares for Poko. She calls him her son that she never had. She always said that he is her favorite child because he is the one who is the most well behaved.

Faith and Poko have a close relationship, closer than anyone in her family. He knows when she is upset and will walk toward her and sit next to her. Whenever Faith is feeling down, Poko follows her around the house and, like a human best friend, does not leave her sight until she feels better.

"I tell [Poko] all the time you're the only man I need in my life, because I love you so much," Faith said.

# Juniors pick hands-on classes for senior year

By Cori Meyers

Picking classes for senior year is always important. They are the last classes students will take at Lane and it is of the utmost importance to pick ones they will love.

Future seniors, such as Ianna Christophell, Div. 576, usually make sure to pick classes they think will benefit them in the long run. Christophell wants to pursue music as a professional or side career one day and thought that Sound Engineering would help her learn the technical side of music.

On March 15 Christophell signed into her programming account on the Lane website. She was in the second group to sign up for classes, with an unweighted GPA of 3.5, and did not think she would

have a problem getting into the class. Her excitement to sign up for Sound Engineering soon ended when she saw that it was only open to students who had signed up ahead of time. These people had to see Mr. Hudson, the Sound Engineering teacher, for special approval to get into the class.

"I was pretty upset," she said. "Mr. Hudson had come to my Chorus class and told us that he wanted kids from Chorus in Sound Engineering."

Mr. Hudson did say that to make sure to get in the class you had to go talk to him first, but Christophell did not hear that detail. Christophell went and talked to him after the weekend to see if she could still get in, but no openings remained.

According to the Mr. Nishimura, the programming office administrator, it was the first class to close. Only students who were pre-approved to sign up or had

very high GPAs could get into the class, because only two sections of Sound Engineering are offered.

Wheel-Throwing, Honors Zoology, and Honors Horticulture were also among the first to close. Courses like these offer new experiences that many students look for in a class. Mary Lindahl, Div. 580, signed up for Honors Zoology next year because something about Zoology sets it apart from other classes at Lane.

"My friends in Zoology always showed me pictures of the cute animals in the classroom," Lindahl said. "I love animals and I'm so excited to take it."

Having the animals in the room and taking care of them is what draws many people to the class.

Natalie Moreno, Div. 581 was drawn to take Horticulture because it was an interactive class, just like Zoology.

"It's really hands on, because you are able to grow your own food like lettuce, cilantro, and basil," she said.

Doing something hands-on in class is an important factor for a lot of students, such as Ivan Santiago, Div. 454, who currently takes wheel throwing. He had already taken a ceramics class and when Ms. Moore, the wheel-throwing teacher, came into his class asking for people to sign up he knew he wanted in. What got his attention was the creative opportunity the class offered.

"With wheel throwing, you get the opportunity to unleash creativity, but at a faster speed," Santiago said.

Moreno believes this kind of interaction is what sets these classes apart from other electives.

# Students showcase passions through activism

By Leah Wojtach

When the 2012 NATO Summit came to Chicago, Angelique Roberts, Div. 465, stood among the protesters to voice her complaints. Surrounded by fellow activists, police lined the streets in menacing riot gear with threatening batons ready to control rowdy protestors. A new addition to the police force was the LRAD, a sonic weapon that emits painful ear inducing tones that can paralyze its victims with its sound. Roberts did not have any of these devices used on her, but did experience kettling, a technique used by officers in which they surround protesters and box them into a group, sometimes for hours.

"We were crossing a bridge and when you're in a large group of people you don't want to, because it's really easy to be cut off by each corner by police officers. The cops came on one side and cops came on the other and they started moving in," said Roberts. "It was really scary. You're on a bridge and you either get punched in the face by a police officer or you jump in the water."

That was not the first protest act from Roberts. Since 8th grade, Roberts has volunteered and joined organizations sparking her interest including Occupy Chicago and The Black Bloc.

Roberts' first taste of activism began with US Uncut.

"US Uncut was an organization that focused on income inequality. It pointed out the fact that places like Bank of America and other large corporations paid absolutely nothing in income tax."

Activism has its difficulties for Roberts including her home life. Growing up in an Evangelical household poses a conflict between her parents and her active efforts.

"It's not something I can bust out and talk to my parents about over Sunday dinner. It's always been something I've had to keep to myself."

Roberts even co-created with a few friends an organization called the Chicago Students Organizing to Save Our Schools. The organization began as a protest for Mayor Rahm Emanuel's planned closing of over one hundred CPS Schools.

"We had board meetings with the Board of Ed. We sent letters to Rahm. We held rallies outside of CPS headquarters. We met with local Aldermen," Roberts said.

Although the organization is not around anymore, Roberts is still proud of the decreased list of schools closed.

"What was great about [the organization] was it



Roberts, at left, protests over Rahm's decision to close over a hundred schools.

didn't just have students from selective enrollment schools. It was kids from all across the city, which is something you don't normally see considering how segregated Chicago is," said Roberts. "For me able to build something from the ground up with kids my age was really empowering."

"Activism is not something that can be won over night. It has to be fought over a long time," she said.

Several Lane students are active in supporting causes they are passionate about.

Overnight improvement of the environment would be a dream come true for Marcin Gron, Div. 461. Gron is an activist for environmental issues the world faces today.

Gron, president of the Environmental Club at Lane has spent four years bettering Lane through recycling and spreading awareness of environmental issues. Gron's love for the environment began as in interest in geology and building his rock collection. From there, working with his dad's landscaping job only strengthened this bond.

Gron's environmental contributions reach far beyond the hallways of Lane. He has interned at the Chicago Botanic Garden in the Urban Garden Lab for the past two years.

"It's a program between the Gardens and After School Matters. It teaches kids how to care for their environment within their community, conservation, and native plants to the area," Gron said.

As an intern, Gron follows the environmental projects the program creates.

"We went around the city of Chicago and visited places like the Chicago Center for New Technology and many other sustainable locations. We

tried to envision a garden on top of a rooftop."

That project was only for summer. Gron participates in all seasonal projects at the Botanic Garden, including the fall project which taught how to grow fruits and vegetables in the middle of winter.

"I've learned a lot about social enterprises within the city and I find it really interesting that people can make a business out of sustainability," said Gron. "There's a lot of factories in Chicago that are run down. It would be a cool to take these factories and turn them into a vertical garden. People could have a place to go eat food and hang out. It's something that is sustainable, but you could make money off of it."

Gron first, however, will major in Natural Resources and Environmental Science at University of Illinois. He wants to pursue a career in marine biology or become an advocate for urban development.

"I really want to make a difference; make people realize to change their ways in order to build a more sustainable life."

Becky Lio, Div. 466, is making a difference for people across the world. She participates in the Feed My Starving Children campaign through her church that helps families in Africa.

"Instead of sending them food they can only eat once, we send them [bean and rice] seeds so they can make their own gardens and are able to feed their families, said Lio. "We sent out over a million boxes. Other members actually go to Africa to deliver these boxes and help these families plant them."

This is Lio's third year participating in this campaign. She also plans to run the Willow Creek 5k



Roberts' bag displays her activist buttons.



Gron is involved with different projects at the Chicago Botanic Garden.

charity race for the first time this summer. According to the campaign, it donates all the money earned to "orphans impacted by HIV/AIDS in Zambia, Africa."

Lio discovered the race through her church also. She plans to be as active as she can through her church and its other involvements in altruistic causes.

"[The campaign] can get kind of boring at times, but the outcome is all worth it."

## National Geographic presentations inspire students

By Cecilia Hernandez

As Lane students take their seats in the auditorium for another National Geographic Presentation, one student is frantically trying to memorize the introduction for the speaker. Will Witherspoon, Div. 477, was chosen out of many students to introduce the National Geographic presenter, mainly because he is a student who already wants to pursue a career in zoology.

"I've had many pets growing up. Some of them include cats, hamsters, snakes, and turtles. I love taking care of them," Witherspoon said.

Television shows on The Discovery Channel and National Geographic documentaries help show kids that other career options exist other than the most common ones. They demonstrate how one can pursue a career in science and make a living from of them.

"Since I was a kid, I always watched science shows like the Discovery Channel, and National Geographic documentaries," Witherspoon said. "I specifically remember always watching Zaboomafoo - with the Lemur."

The original Zaboomafoo was a kids' show on PBS that first aired in Jan 1999. The series stars a leaping lemur named Zaboomafoo and the Kratt Brothers, who were the creators of the show. The show focused on a variety of different animals and species and talked about their habitat, diet, defense mechanisms, and what they do to survive.

"I still have a stuffed Lemur from Zaboomafoo in my room," Witherspoon said.

Witherspoon's decision to major in Zoology at Loyola University did not happen gradually. At first, he wanted to major in computer science, just like his older brother did. After taking a few computer science classes at Lane, Witherspoon found out he did not like it. The technicality of computer science bores him; he wanted a job that would require him to do more hands-on research. He started thinking about other careers he could pursue. A career in science was never an option for him before.

"I never considered being a scientist as a real career option, mainly because I never had the opportunity to talk to a person that specialized in a field in science," Witherspoon said. "If I would've been

able to see what scientists and science researchers did, I would have chosen to major in Biology way sooner."

Witherspoon attended his first National Geographic presentation Lane hosted his sophomore year. He saw the bravery of the National Geographic (NG) researchers and presenters as they explored the deep sea. Watching these scientist discover unique creatures opened his mind to new career possibilities.

"It was amazing for me to see that one can make a living out of studying animals. I never knew that before, and that's what I wanted to do," Witherspoon said. "In school, they don't tell you what career options there are, other than being a lawyer, a doctor, or a sort of engineer. NG made me realize that I can do what I love while supporting myself."

Monet Worsham, Div. 473, was another student was chosen to introduce a National Geographic speaker at Lane, Paul Nicklen. Nicklen is a wildlife photographer dedicated to taking pictures of creatures living in extremely cold weather. Since Worsham was little, she was fascinated by how the Earth functioned; how nature creates and destroys. She loved inventive gadgets, and performing science experiments; she also enjoyed watching the Discovery channel and National Geographic documentaries.

Her grandfather indirectly encouraged Worsham to pursue a career in science. Worsham and her grandfather did gardening together, where she would wonder how a little bit of water and sunlight could create fruits and vegetables. She would study the bees and ants surrounding the vegetation.

"Growing up gardening really encouraged me to ask questions of how nature worked. The fruits and vegetables my grandad and I grew tasted better than the ones in a market. I loved it."

When Worsham was accepted into Lane, she decided to join the Alpha program, where she would be developing science experiments.

***"In school, they don't tell you what career options there are, other than being a lawyer, a doctor, or a sort of engineer. NG made me realize that I can do what I love while supporting myself."***  
- Will Witherspoon

She joined G.E.M.S in a further attempt to broaden her knowledge of science and math. However, NG inspired her to change her major to Chemistry and taking Pre-Law courses.

"Watching these NG presentations at Lane, it really inspired me to pursue a career in which I would be able to help solve the global environmental problems we have today," Worsham said. "It really upsets me that we are messing up the environment just because we don't want to sacrifice our way of living."

Introducing Nicklen made her conscious of the hundreds of people trying to make a difference in the environment, trying to help protect endangered species.

"It's up to us to find a solution to these problems because it's only going to get worse as time goes on and people remain ignorant," Worsham said.

Worsham believes that the key to change is education. She credits National Geographic as a major reason why she became more aware of the lowering populations of horseshoe crabs, bees, wolves, bears, and several other important animals of the earth's ecosystem.

"What we need to remember is that if one specie dies out, it's a chain reaction. One species dying out will affect a whole ecosystem, one way or another. That's why it's important we take care and protect these animals," Worsham said. "We are all connected, whether we like it or not."

National Geographic played a key role in helping Worsham decide what she will major in when she goes to college.

"I wouldn't be considering going into chemistry if it wasn't for National Geographic," Worsham said. "The presentations are all eye-openers for the disasters that would come if we don't all pitch in to stop it. National Geographic helps students become aware of the situation we are in. They educate us, and that's why I appreciate Lane hosting some of their presentations."

# Students connect with laid back teachers

By Kendall Hill

It is early August and schedules have finally come out. Students flock to [ratemyteacher.com](http://ratemyteacher.com) only to see that their third and seventh period teachers are military strict. Then they go on hoping their first period teacher is able to make up for the bad teachers.

Students run into many teachers throughout high school, some better than others. The idea of having a teacher that is God sent is appealing to all grade levels. And while these teachers seem to be just an “Easy A,” there is a method in their kindness and hands-off teaching style.

Mr. Golden is a Geometry and Trigonometry teacher. His room, decorated with bobbleheads, posters of pigeons and large pigs gives an aura of his childlike spirit that he expresses through his teaching.

“I always talk in math class about how I’m going to talk in English and not math. I try to teach the way I think,” Golden said. “As opposed to making it real methodical like the book does, I will literally tell them [my students] what I’m thinking.”

Golden believes that when teaching students hard concepts, like the midpoint formula, it is easier to break it down step by step rather than trying to shove a load of information at students.

“Instead of memorizing the formula, I try to break it down to say ‘look we’re just taking the average of the x’s and the average of the y’s,’” Golden said. “One of the big things I do say is ‘memorizing lacks understanding.’”

Most students agree that a softer, more relaxed approach is necessary in a class.



Some of the bobble-heads in Mr. Golden's classroom that reflect his childlike spirit.

“I like teachers who are fun but that can still get stuff done. If they explain it in a funny way, then you’re never going to forget it,” said Natalie Jones, Div. 663.

As a sophomore, Jones has had her share of strict and relaxed teachers. She believes that a fun, young-at-heart teaching style makes even the worst class enjoyable.

“Math is something really hard for me in general. It takes a lot for me to focus in class,” Jones said. “When I have a strict teacher, I just zone out.”

Sometimes students focus better when a teacher uses a different teaching style.

“When a teacher is saying something funny I want to pay attention and I want to hear their jokes,” Jones said. “I’ll look at a test and draw

a blank but then say ‘Oh I remember that joke Mr. Golden said in class!’ And I’ll know how to do this.”

Interventioncentral.org, a website to help guide educators with struggling learners and deterring kids from bad behaviors, advises that teachers and administrators should lighten up on students and adopt a less strict approach.

According to their research, Interventioncentral believes that educators who react to bad behavior by students by raising their voices or getting angry actually only make student’s behavior worse in class. Their suggestion is to make an environment of openness and peace for the students to express ideas freely.

Mr. Bertenshaw is a sophomore and junior English teacher at Lane. His room, covered

in paintings, also matches his teaching style. Bertenshaw believes that teachers should just be themselves in class and adjust to the students’ needs.

“I shouldn’t fight my nature. That doesn’t mean to abandon rules and regulations for your nature,” Bertenshaw said. “An individual teacher should play to their strengths. Manage your class, arrange your class, move through your class, allow the class to breathe the way you are.”

Bertenshaw believes that putting on a facade for students creates an awkward environment to learn in, and that it is better to be known as who you really are, be it strict or relaxed.

“I think the teacher should play to their inherent quality or their inherent nature,” Bertenshaw said. “And I think students will accept that.”

While Bertenshaw thinks of himself as a more easy going teacher, he still believes that structure is needed in every classroom. He hopes that his laid-back personality just naturally earns him respect from his students.

Bertenshaw believes that sometimes his class has taken advantage of his hands-off teaching style. When this happens, he talks to his students about how they must become more organized, and that to succeed in college they must learn how to deal with a teacher who is not always yelling at them.

“There are multiple types of people out in the big world,” Bertenshaw said. “That’s the good thing about teachers. Students should be introduced to the authenticity of their [teachers] nature because they represent people outside of this building. Over the arc of these four years [of high school] you’re going to bump into all these different styles. The really good student will be able to figure out how to deal with all of them.”

# Post I-Days depression hits dancers

By Sara Perez

Day one, day two, day three, and it is over. International Days 2014 have come and gone once again. Dancers are asking themselves, “Now what do I do with my life?” The majority of clubs do not do much until next year to start all over again, but most Latin American clubs are involved in so much after International Days.

Practices continue for projects, performances, competitions, socials, and get-togethers. For some clubs after International Days, it is like being away from your family for what feels like a lifetime, which is where the common “I-Days depression” kicks in. “I-Days depression” is when dancers miss International Days/Nights and get depressed because they want to go back to the event. Reality is too much to deal with afterwards for some dancers. Being part of an ethnic dance club is not just an extra-curricular, it becomes a lifestyle.

Ana Ojeda, Div. 564, went to movies with her club, Espana, to see *Captain America*. It was planned last minute because other members had prior commitments or were not able to make it.

“It was a little bittersweet because our president is a senior and we want to spend as much time with her as well as the other seniors before they leave. I rarely see some of the other members so it was really great to spend some time with them and catch up,” Ojeda said.

When it comes to “I-Days depression” Ojeda laughs and says, “It’s so, so incredibly real.”

Ojeda was depressed because she will never wear her costume again, do the same dance, or have the same dance partner again. Ojeda misses Espana’s practices and all the time she spent with her club.

“It was an incredible experience,” Ojeda said. “... the stress, and late and early practices paid off. I had such an amazing time and I didn’t want it to end at all. Spending time with my other friends in other clubs was also really fun. We got to eat, have fun, and dance!” Since Ojeda’s freshman year she knew she wanted to join a club. Unfortunately, at the time she felt like she would not be able to handle school and a club. She claims that

that was a terrible mistake. She was still able to balance school and a club this year even though she had more work this year. She believes it would have been a bit more special to be part of a club from the beginning of her high school career.

“It’s definitely an unforgettable experience and I want everyone to know that so they feel encouraged to join clubs and share that experience with their friends... It had also made my mom incredibly happy. My parents were so proud of me and that was also one of the best parts,” Ojeda said. “I-Days is possibly the absolute best thing one can ever experience at Lane. You meet so many new people; you perform in front of your classmates, other students, friends and family. I felt like I was making memories that I knew were going to last. It’s definitely the type of thing I would tell my kids about. I’m going to be a mentor next year and I’m going to urge my freshman to join clubs. You really do make great friends, friends you know you’ll never forget.”

Ecuadorian Club’s new president for 2014-15, Alex Tellez, Div. 569, began looking at music and possible choreography for next year, but he claims he does not have any big plans yet.

Tellez admits that he used to think International Days were stupid because of people making a big deal about dancing in the gym for two days.

“I could now see that it’s a big deal because it expresses all kinds of cultures in a fun way. Everyone has a great time and they put a lot of work into it,” Tellez said.

Tellez thinks that “I-Days depression” is very real.

“You’re just having a fun time during those three days,” he said, “and then you don’t see the [dancers] as much anymore and you just wish you could spend more time with them, but then school gets in the way. You just look forward to next year.”

Edson Trujillo, Div. 554, performed projects with his club, ASPIRA, because not only are they a club, but they are also an organization. They have helped the community by visiting senior homes, giving sex education assemblies in the auditorium for the underclassmen, and by performing at salsa fest, socials, and Congress. Trujillo believes that these projects give communities the push they need to lead to any necessary change.

“We have the ASPIRA process: awareness, analysis and then action,” Trujillo said.

“I-Days depression” gets to Trujillo because when it is all over all he wants is to turn back time and go back. He was sad because the thought of not performing again for a whole year was not making it any better.

“I had an awesome time at I-Days and I wanted to hold [onto the wristband] as a memento, since it was a great experience... I didn’t take it off. It eventually fell and I lost it,” Trujillo said.

Currently, ASPIRA is preparing for the Midwest Latin Festival in

Milwaukee, WI on July 31, and the D.C. Bachata Congress on Aug. 14-18. Trujillo is excited for practices to resume again to recover from the depression. Also, since ASPIRA recently had try-outs, there are new people to bond with now.

***“You catch yourself looking at pictures and videos of performances and you just keep thinking about it and wanting to go back.”***

***-Emily Rico***

Since International Nights, Emily Rico, Div. 562, has been planning costumes, socials, and additional performances for her club, Colombian Club, when she found out she would be a co-president. So far she is planning on attending Chicago International Salsa Congress with her club again. She has decided to let Juan Rivera (Colombian Club’s president of 2013-14) choreograph their dance and are currently in the midst of choosing songs to start practices over the summer.

Rico says “I-days depression” is real but that you do not realize it until about three days after.

“You catch yourself looking at pictures and videos of performances and you just keep thinking about it and wanting to go back,” Rico said.

May 21 will be an exciting day for Rico because she will be hosting her first try-outs

for Colombian Club.

“A year ago it was me standing up in front of Colombian Club members and now I’ll be deciding who our new members will be,” Rico said.

Colombian Club’s relationship is amazing to Rico. They are all very close and comfortable with each other and hang out almost everyday. They have become Rico’s second family.

This year ABC and Colombian (ABC Colombian) combined for the first time in order to perform for the Northside Latino Fest. Rico was beyond excited over this experience. They learned a whole routine in about 15 hours of practice.

“We connected perfectly just because we came together to do something we all love to do: dance! We became so close and comfortable with each other in a matter of four practices,” Rico said.

Kassandra Echeverria, Div. 572, has no time to be depressed, especially with only a week break after International Days, in addition to becoming OLAS’ new president of 2014-15. She said “I-Days depression” was more real last year because she mainly looked forward to International Days, but now that her club, OLAS, has more events to participate in they have to be worked on right away, so they just keep on going.

Echeverria’s club was invited to perform at the Ecuadorian Festival and, in addition, her partner, Jonathan Uriostegui, Div. 554, and she participated in a competition for them as well (which Uriostegui choreographed himself). OLAS also performed at Northside High School for Latino Fest along with ABC Colombian. At the moment, all three clubs and ASPIRA are rehearsing together for a fundraising family event.

# Student hair adds color to Lane halls

By Bianca Sanchez

"You guys all have such beautiful hair," said a LTAC student toward the fourth floor Z staircase where sat Mireya Gutierrez, Div. 552; Moira Hibbard, Div. 550; and Katherine Johnson, Div. 568.

Gutierrez, Hibbard, and Johnson's hair colors resemble the color options at a carnival cotton candy stand.

Gutierrez's mid-length hair houses several shades of blue like those featured in the Home Depot Paint department.

Hibbard's short hair is a shade of pink that might be splattered on a nine year old rocker's room, today covered by a gray beanie.

Lastly, Johnson's hair is closely shaved on the sides exposing a bit of her natural brown color. The remaining hair is flipped to the left and dyed turquoise.

With such unique and colorful hair-dos, the three are aware that they might receive some attention, both kind and unkind. Johnson learned this over the last two school years, her first with colorful and unnaturally colored hair.

"I know people are going to stare at me," Johnson said. "So when people stare at my hair I ignore them instead of saying, 'why are you staring at me?'"

Hibbard also realizes that others probably judge her based on her neon pink locks.

"At a job interview they look at me and think, 'Oh. She must be a villain! Her hair is so different,'" Hibbard said.

The one question that makes Hibbard cringe is "Why do you dye it at all?"

"I went to a funeral a few days ago and I had pink hair," Hibbard said. "And everyone just looked at me like 'Wow. Why?' And I thought Why not? Why is *your* hair gray and creepy?"

The three agree that people at Lane are, for the most part, supportive of their hair color. They usually receive compliments, like the one from the LTAC girl, or as Johnson experienced, as a sophomore with pink hair, the question "is pink hair as tasty as it looks." Lane also does not have a ban on unnaturally colored hair, proving, to them that Lane is accepting of their style choices.

Gutierrez, Hibbard, and Johnson have been friends since freshman year, prior to a lot of their hair dying adventures.

Hibbard started dying her hair crazy colors in eighth grade. Gutierrez took her first drastic step as an incoming freshman when she bleached her hair: three times in a single day.

"The first time I dyed my hair I bleached it," Gutierrez said. "It came out orange and brown, just really ugly. So I bleached it again. And I bleached it three times in 24 hours. My hair was completely dry, dead, and ugly. I had to condition it for a whole week... Don't bleach your hair three times in a day."

After three years of Gutierrez dying her hair, her father has yet to approve.

"My Dad hates that I dye my hair. He says, 'It's not normal. You shouldn't dye your hair like that.' He'll get over it," Gutierrez said hopefully.



Fotini Kaim, Katherine Johnson, Mykaela Wilson, Moira Hibbard, Kelyn Guillen

Fotini Kaim, Div. 852, only recently started sporting purple locks, resulting in her nickname, "Grape." At the crown of her head the color is deepest, graying toward the tips. Kaim receives positive feedback from her friends and siblings regarding her hair color. However, she struggles to receive the same from her parents.

"I tried dying my hair in December, but my parents didn't really want me to. But I did anyway," said Kaim. "I told them I was going somewhere, but bought the dye instead. Then I dyed my hair overnight. It was really fun. The day after with my parents, it wasn't the best thing to do and it didn't really look that great either. But it was nice; kind of rebellious, adventurous."

After her adventure Kaim's parent's took her to a professional salon to get it recolored purple, despite their anger.

Kelyn Guillen, Div. 660, is another friend of Johnson, Hubbard, and Gutierrez. She has been dying her hair since seventh grade, bouncing back and forth between natural and unnatural colors, experimenting with almost every color in the rainbow (orange and yellow are the only two she has yet to try). She says her favorite color so far has been aqua on top with green ends. Her hair now is like the ocean "blue, green, and black in some places."

Guillen has the same struggle with her uncle.

"My uncle really hates my hair... We live in the same household. He is kind of embarrassed to go out with me," Guillen said.

Guillen believes that even outside her home her hair receives mixed reviews.

"Some people are really judgmental, especially adults," Guillen said. "I know some adults look down on me because my hair is an unnatural col-

or... but some people do like unnatural hair colors, so you win some you lose some."

Mykaela Wilson, Div. 678, describes her hair as "mucky green blue," a color that resulted from the mixing of a fussy red color that refused to come out and a new green color. She agrees with Guillen, but also argues that people's judgment really depends on how well they know her.

"People who knew me before see me the same way... people who don't know me; I don't think they want to know me," Wilson said.

Wilson started dying her hair after her quinceañera, also without her parent's approval.

"They are completely against it, but they said that I can do it after my quinceañera, so that in all those pictures they can remember me as being a young lady instead of being a creep walking around with colored hair," Wilson said.

Since then Wilson has tried six colors: red, blue, green, pink, orange, and her favorite, purple.

Some families are more supportive.

Johnson's family was at first apprehensive but now fully supports her.

"My family told me not to do it," Johnson said. "First off, they said that it would look bad. They said I wouldn't be able to keep up with it, that it's a lot of work. They gave me a million reasons why I shouldn't. My best friend [Hibbard] had it [dyed hair] and I thought it looked cool so I was like 'okay whatever, I am going to do it anyway.' Now my whole family really encourages me, saying 'we love your hair. It's such a good idea.'"

Each girl carries with her several personal hairy horror stories. To them accidents are just part of the deal with dying hair.

"On the first day of school this school year, when

it was really really really really hot, I had just died my hair earlier that week or two weeks before," Johnson said. "My hair was red. For some reason, I wore light colored clothing instead of black clothing. And since it was really hot, the hair dye sweated off of me and stained some of my clothes."

Guillen had a self-described horrible birthday look.

"Last year the day of my birthday, or the day before, my Mom had tried to dye my entire head purple," Guillen said. "It went horribly wrong. She had just started studying cosmetology. We bought cheap brands. We bleached my hair first. My roots weren't completely white. Then going down my hair it went from brown, to dark brown, to orange-ish. It was the worst thing ever."

Another common struggle dyers experience is the long search for the perfect color, and then the struggle to keep the color in.

"I wanted a pastel color for a while, and when I finally got a pastel color it faded in three days," Hibbard said.

She had a similar experience when instead of getting her intended color, turquoise, she ended with a "green gross" color. Hibbard is in the process of accomplishing her ultimate hair style goal.

"I want to be a rainbow when I grow up," Hibbard said. "I want to try as many different colors as I can. I've tried most of them already."

Hibbard has tried 12 different hair colors. The pink color she currently has is her favorite.

In order to avoid bad dying jobs, Johnson, Hibbard, and Gutierrez suggest either getting your hair professionally done or, as they do, having a friend help.

"She is good at dying hair," Johnson said pointing to Hibbard. "She's the most experienced."

"She works with the bleach, we do everything else," Gutierrez said of Hibbard.

In their hair dying adventures, one line Gutierrez, Hibbard, and Johnson do not cross.

They do not coordinate hair colors with each other, or anyone else. Although they may have coincidentally had the same color, they have never intentionally done it.

"Dyeing your hair is a very individual process. It depends on what you think looks nice and what you feel like," Johnson said.

Outside staircase M, as rain drops gathered on the lenses of Hibbard and Gutierrez's glasses, the two and Johnson harmlessly argued about how their story should end.

"I like dyeing my hair because I can express myself," Johnson said.

"Do what you want. Do what you want with your body," Hibbard said monotonously.

"Oh yeah. You were born this way. Do what you want, do what you want with your body, to quote Lady Gaga. That will be our end," sang Gutierrez.

Hibbard, Johnson, Gutierrez, Guillen, Wilson, and Kaim follow this simple principle. As Hibbard explained, they don't "give a beaver's dam" about their reputation.

"I don't do it to stand out," said Johnson. "I do it because I like it. And that is the only reason you should ever do it."

## Mother's Day changes with modern families

By Tim Stebbins

Flowers. Breakfast in bed. Presents. All of these things are common when one thinks of Mother's Day. But the definition of Mother's Day is not the same as it was in the past, as it has evolved to celebrating more than just one woman. Every family is unique in its own way.

Mrs. Courtney Feuer teaches British Literature and Women in Literature at Lane. She and her wife Kris are parents of twins, Byron and Leona, two years old. Since her children are so young, Mother's Day is something they do not understand yet. Thus, the family nanny plays a huge role in celebrating the holiday.

"She usually does something with the kids like an art project for us so they can give us something," Feuer said.

When she was growing up, Feuer and her siblings gave their mother, who was single, the day off on Mother's Day. Because her family has two moms now, Feuer and Kris have discussed how both can get their own day to relax.

"We've been joking this year that maybe we will alternate years. Like one year I'll get Mother's Day and Kris will get Father's Day, and then we'll switch the next year, so we each get a day to be celebrated,"

Feuer said.

At the same time, Feuer feels that it is important for her family to do something together on Mother's Day. This year, her mom came into town from Ohio for the holiday.

"I think a lot of families have that, where you're negotiating celebrating lots of people, which is wonderful," Feuer said. "I think it's important for us to do something as a family on Mother's Day."

Fernando Borges, Div. 584, also celebrates Mother's Day with members of his family other than just his mother. Borges has lived with his grandparents since March 2012, the end of his freshman year. He says that his parents created a toxic environment in what was supposed to be his home. As a result, he and his parents mutually agreed he should move in with his grandparents. Now, he celebrates his grandmother as well as his own mother for the holiday.

"I would sing my mother a song of her choice and bake her pumpkin bread or cookies," Borges said.

***People acknowledge that family is not just your biological family...***

***Mother's Day has become a good time for a lot of people to acknowledge that.***

***-Courtney Feuer***

"She would cry and tell me that she loved me, but it was always a bit tinged with guilt at the fact that I hated and loved her at the same time."

Borges also celebrates his grandmother on Mother's Day. Since he likes to sing (he was the male lead singer in "Kiss Me, Kate!" he sings "Home" from The Wiz and "Somewhere" from West Side Story to her. As they talk and laugh Borges credits her as his life force.

"She is the nurturer I will always need. I appreciate her everyday because she is the kindest soul I have ever lived to meet and she has taught me the most about what life and love is," Borges said.

Samantha Maslona, Div. 473, lost her mother to leukemia on Nov. 11, 1998. Because she had only just turned three, most of what she knows of her mother is from what her family tells her. However, Maslona does remember how much her aunt, also her godmother, stepped up to fill in the mother role that she needed.

"She would always take me to do things and made

time to explain everything to me and help me with school or really whenever I had a question. She was like a second mom," Maslona said.

Some of the things that her aunt helped out with were taking Maslona to swim lessons and ice skating, letting her sleep over to hang out, and tutoring her when she needed help in a class. But even with her aunt helping her out so much, she still remembers her mother for the holiday. She and her family visit her mother's gravesite, laying down flowers and praying.

"Contrary to popular belief, if someone's mother has passed away, Mother's Day isn't necessarily depressing. A little sad, sure. But it's more about celebrating their love for you and thanking those that have been there for you," she said.

Mother's Day has become more than just about one woman for Feuer and Borges. It can be celebrated with moms, sisters, aunts, grandmothers, wives, and more. Feuer believes that the day is a good time to celebrate these women.

"The definition of family has really evolved," Feuer said. "People acknowledge that family is not just your biological family and I think Mother's Day has become a good time for a lot of people to acknowledge that. It's a great day to celebrate women in your life who are nurturing you or supporting you in your growth."

# Trip to France leaves lasting impression on students

By Nathan Cordero

This past spring break six students went on a week long excursion to France. What the students took away from the trip made the experience more than worthwhile.

Stephanie Tapia, Div. 577, Olivia Maldonado, Div. 585, and Alexis Soule, Div. 574, were among the group of students that journeyed to France.

Soule was outnumbered five to one as he was the only male student on the trip.

“At first I thought I wasn’t going to have anyone to talk to, but it turns out the girls were really cool and easy to get along with,” Soule said.

This international field trip was organized by Mr. Silverstein. He, along with Ms. McCarney, supervised the trip.

Being in an entirely different country presented challenges such as adjusting to culture. However, that was not very difficult. Maldonado did however feel that adapting to the time difference was not easy. France is seven hours ahead of U.S. central time.

Along with adjusting to the time, the group also had to speak to French people. The time had come to put those years spent learning French to use. Tapia and Maldonado were both shy at first when it came to speaking French to other French people, but that feeling soon passed.

“I learned more in France than I probably did my first few years learning French,” Maldonado said.

Soule felt it was not hard to communicate, especially since a fair amount of the people in the bigger cities in France knew English.

While in France, the group of students saw many Parisian monuments such as the Eiffel Tower. Going to the Eiffel Tower was Tapia’s least favorite part of the trip, however. The elevator up the Eiffel tower had an hour wait so the group decided to take the stairs. All those stairs wore her out.

Although Maldonado was more fond of the Eiffel Tower experience than Tapia, she too was flustered by all the stairs.

“At first we thought it was going to be easy to climb the stairs ‘because we go to Lane’ we said. We came to find out almost half way to the first floor Lane’s stairs did not prepare us for anything,” Maldonado said.

While there Maldonado took note of how polite the French were. She felt they have better manners than Americans. Having a tough time with her train ticket, a French lady came to her rescue.

“A really nice lady gave me an extra ticket of hers. I was able to get on the train thanks to her,” Maldonado said.

Her train struggles did not end there though. In France you must have your ticket to exit the

*“After seeing how beautiful France was, all I think about nowadays is going back.”*

*- Stephanie Tapia*



Students sit outside the Notre Dame Cathedral in France.

train. Maldonado faced some trouble with a faulty ticket.

“When I put my ticket in it didn’t work again,” Maldonado said. “I was throwing a fit because I was once again stuck in the turnstile with my entire group outside. Another super nice person helped me get out.”

After spending a week with the five other students in France, Maldonado now feels “connected for life” with them.

“We became like siblings over a week,” Maldonado said. “We were all experiencing this for the first time and it was the trip of a lifetime that

we were taking together.”

Tapia, Maldonado and Soule all intend to go back to France eventually. Soule might even go on the Lane’s France trip next year.

“After seeing how beautiful France was, all I think about nowadays is going back,” said Tapia.

This trip has made me realize that I want more from myself,” Maldonado said. “I want to see more of the world, experience different cultures, and discover new things.”

To sum up the experience in one word Maldonado said, “Life-changing.”

## Lane alum compares high school years to modern times

By Ivaylo Pasev

He is walking down Kimball to Addison. The three cent streetcar passes him by, but he does not get on. Today he cannot afford it. His saxophone in hand, Leroy Stetz, is heading to school at Lane. It is 1943 and in his own words “the world was kind of screwed up at that time.” The Great Depression has hit and people are suffering from incredible poverty.

Stetz remembers so badly wanting a Lane sweater that cost five dollars and begging his father to buy him one, but never receiving it. He took a mechanical drawing class that required a mechanical drawing set that he could not afford to buy also. Stetz does not remember where he ate lunch, but he knows it was not in the cafeteria or outside because he did not have enough money. He describes himself merely as a member of the school.

“I was quiet. I didn’t get in no trouble. I didn’t make no trouble for nobody and I was just one of the bodies walking around there,” Stetz said. “When the bell rang, went from here to there that’s all we did. I guess you still do.”

One place Stetz does remember fitting in at Lane was the Marching Band. He still keeps a picture of the whole Band lined up on the stairs outside of the auditorium. His best memories are those of marching at football game half-time shows and in downtown parades.

“I got out of school for a day and at the end of the parade you are on your own,” Stetz said.

Other than that, Stetz doesn’t remember doing any homework, just that he carried his saxophone.

With the exception of no homework, Stetz was like many Lane students today. He questioned how the skills he learned in Algebra class were applicable. It was not for this reason however that Algebra has remained a memorable class.

“Our teacher had damn nice legs. She was a pretty girl with real nice legs. But the class... I got through I guess, but I don’t know how,” Stetz said.

Stetz’s brother who was four years older also went to Lane. He was into trigonometry and Stetz questioned his brother’s interest in the subject.

Outside of looking forward to marching at football games, Stetz was not into sports that much. He did however, try out for the baseball team. At that time baseball gloves were not much bigger than normal winter gloves. They had minimal padding and no webbed pocket. There were about 100 guys at the tryouts and Stetz wanted to be an outfielder. He caught a high fly and it hurt his hand so badly that it made him decide not to join the team.

“Oh s#!%, I ain’t doing this no more,” Stetz remembers saying after the tryouts.

Stetz went to school at some very troubling times. Not only was the country recovering from the Great Depres-

sion, but World War two was going on and many people were enlisting in the service.

“Guess I just wasn’t interested in education at that time, especially with the war going. That’s the only thing that anybody talked about.... It was going in and serving and that’s what I did, like everybody else,” Stetz said.

Stetz talked his father into letting him join the Navy and in 1944, when he was a sophomore or junior, he dropped out of high school to serve in the Navy as a part of the CB (Construction Battalion). They were known for building bases, paving airstrips, and bulldozing structures.

“I was no hero,” Stetz said about his time in the service.

After the war, he came home and took a job at the telephone company, earning 34 dollars a week. Even back then that was very little.

“I was a young guy. There was not enough money to buy beer,” Stetz said.

He found a better paying job driving a truck. After that, he worked as a sales manager with a beer distributor before retiring after 20 years.

He bought “The Jolly Club,” a banquet hall on Irving Park and Narragansett and hosted weddings. The extensive organization required to plan weddings was sometimes enjoyable and at other times hectic and unpleasant. He sold the banquet hall in 1989.

Stetz did not even need a high school diploma to work in the places he did. According to him, he did not even need that Algebra class with the hot teacher. Today we live in a very different world.

“In our day all my friends worked in a factory and when you grew up you were expected to work in a factory. College.... that was only for rich people. Maybe could have afforded it, but it wasn’t in our thought of learning,” Stetz said.

In late April this year, Stetz found out that he has cancer. He expects to live for only two more months.

“...maybe it will [be two more months] who knows... I don’t know...nobody knows,” Stetz said.

Despite this, Stetz is full of life. Every morning he picks up the newspaper and sometimes strolls down the hallway of the building, getting in some exercise.

Lane has existed since 1908 and thousands of students have graduated throughout the years. Not all of them have become famous and none of them have identical experiences and paths in life. Lane has been part of almost half of independent American history and people like Stetz are the ones responsible for American growth. The “no hero” individuals, who started with little and earned their bread through honest work are those who make up much of Lane’s legacy.

As another year of Lane history concludes and seniors enter the world with all of their aspirations and dreams, the “Honor of Lane” lives on.

## Select students travel to Japan for “public awareness campaign”

By Gabrielle Onyema

“Konichiwa!” might just become a common phrase for four Lane students this spring. Sandy Satsu, teacher of the Japanese Language class, will be taking a group of select students to Narita, Japan on May 24. The trip will last a week. The best part? It’s free.

“The only thing we have to pay for are passports and insurance,” said Thomas Russell, Div. 473.

Students chosen for the trip were excelling in the class. Priority was given to seniors since they will not have a chance after this year. Those chosen were picked based on grades, fluency, literacy, and a class project.

Russell, a member of Japanese Club as well as the class itself, is still in disbelief at being picked.

“I was a little skeptical because I thought my fluency wasn’t the best,” Russell said.

When Russell entered class, a friend told him that his name had been on the wait list.

“I’m super excited,” Russell said.

During the trip, the travel group plans to visit shrines, high schools, museums, and even the Tokyo Disney Land in Japan.

Ashma Manandhar, Div. 666, and Ethan Recinto, Div. 751, will also be going on the trip with Russell.

“My sister started talking about Japan when I was 10. I’ve liked it ever since,” Manandhar said. “I’m just really happy.”

Also inspired by family, Recinto looks forward to traveling to Japan.

“I have family in both countries, Japan and China. My dad’s white and I’m only with the white side of my family,” Recinto said.

Recinto studies both Chinese and Japanese at Lane for this very reason. He hopes to gain a better understanding of the culture.

“I just wanted to understand. When I heard about the trip I felt, like, a drive to accomplish. I didn’t think I’d make it, but I did,” Recinto said.

Satsu has his own motives as well for this trip.

“I want to show Japanese technology,” Satsu said.

Satsu hopes that by getting the students to engage with others in Japan, both cultures will progress technologically. The trip is a part of his “pub-

lic awareness campaign.”

Satsu plans on taking the students to an Aero Space center in Japan. He also hopes that they will be able to ride a technologically advanced magnet train during the trip. Commonly known as ‘maglev’ trains, these trains do not have an engine. They operate through electromagnetic suspension. Without the friction of a normal track, these trains can go extremely fast.

“Japan will construct a railway for these trains. I don’t know if we can ride on an actual one, but there is a simulator,” Satsu said.

“I want students to be motivated. If students learn Japanese, they can go on to study other things,” Satsu said.

This is not the first trip Satsu has planned for his students. He went to Japan with an elementary school on the south side of Chicago.

“The only problem was some parents getting passports. Not everyone can get passports. Everything else is provided for,” Satsu said.

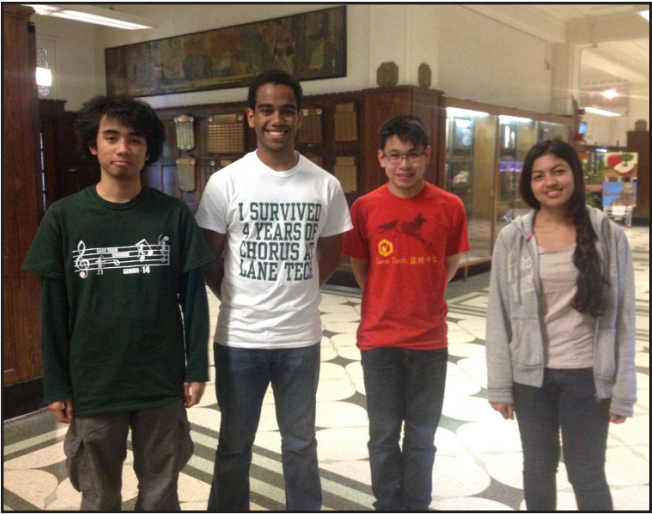
There had been obstacles for getting the trips to become a reality. Satsu had asked a national high school in Japan beforehand, only to be refused.

“They wanted to do it with a college, like MIT,” Satsu said. Later on, a Japanese school accepted his request. Now they present his campaign at the school.

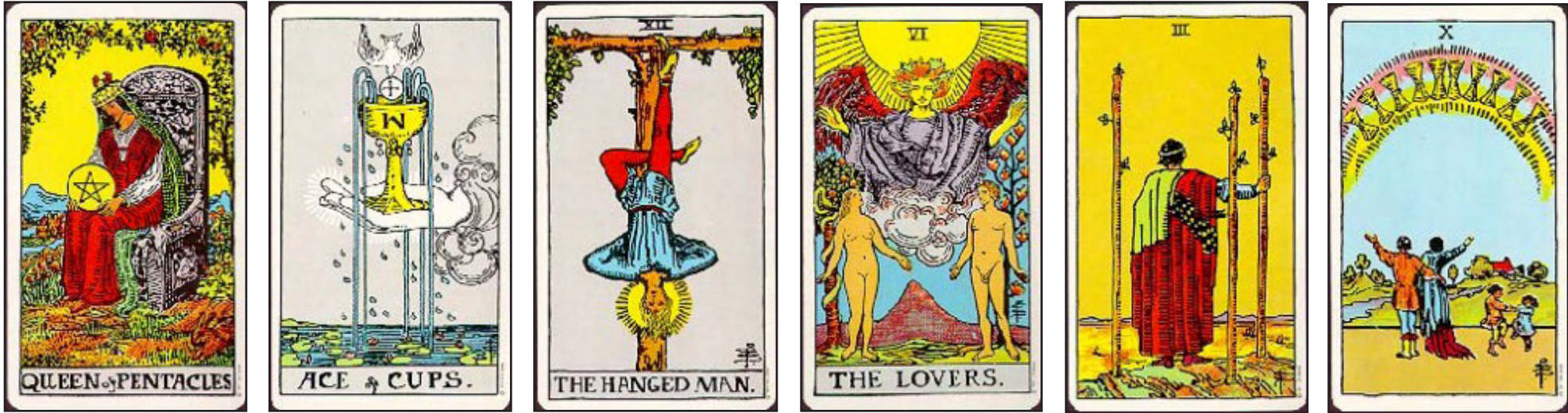
Before returning home from Japan, the students will have to give a presentation completely in Japanese.

“They need memory, and a good voice with volume,” Satsu said.

Despite success with his current campaign, Satsu is looking for a sister school in Japan for future exchange programs.



The four students that were selected for the Japanese trip.



# Psychic explores fate vs free will

By Danah Bialoruski

Walking into Psychic Spiritual Gallery, I was greeted with a colorful painting of a woman faded into a tree with her third eye located on her palm. Along with the painting, healing stones and crystal balls were scattered around the room. The distinct smell of burning incense wafted through the room. The natural light shined in through the windows making the room feel more light and welcoming. The blue walls were covered in photos and some handmade fabric pieces. It had a Medieval forest feel to it.

As I looked around the room, a woman arrived to the front of the store from a back door. Her eyes were piercing as she stared at me. She introduced herself as Dorothy and then stared silently at me for a few more moments.

Finally, with a soothing voice, she asked, "What can I help you with? What did you come here looking for?"

I knew walking in that I wanted a tarot card reading, which is supposed to provide insight into your past, present and future. She told me that her price for a tarot card reading was \$65. When I explained to her I only had \$40 in my pocket, she agreed to give me a reading anyway. I sat down in a large, velvet, throne-like chair at a curved, wooden table. She handed me a tall pile of tarot cards and told me to shuffle the deck as much as I pleased. Once finished shuffling, I placed the deck onto the table and she pulled eight cards from the deck and placed them strategically on the table.

"You will be extremely successful in your lifetime," Dorothy said. "But, you will have to work even harder since

nothing will come easy for you."

This did not surprised me. I have received tarot card readings five times prior to visiting Dorothy and been told similar things. While some psychics, though, felt very vague and unconvincing, others engaged me in their stories of my life.

She continued to tell me how I have been unhappy these past few years due my surroundings. She hinted that high school provoked a negative attitude from me and explained how college would excite me more.

Though listening, I still felt skeptical of what she was explaining to me. When psychics have only good things to say, it makes one doubt how reliable they truly are. But once Dorothy began her next sentence, my belief in her abilities increased.

"I see an accident with one of your friends," she said. "Don't drink and drive. There will be an accident with one of your friends that involves drinking and driving. I am telling you this as a psychic and not as a mother."

Told this, I had to ask it was possible to change my predicted future.

"The only part of life that one cannot change is when they are born and when they die," Dorothy said. "Anything in between has the ability to change."

She explained, though, that psychics believe in fate and that though there are parts in life that can change, most of those changes require a large change in one's actions. They do not believe that turning right down the sidewalk instead of turning left down the sidewalk can completely alter one's future. Any event that happens in a person's life is mostly due to fate, and is destined to happen to that person.

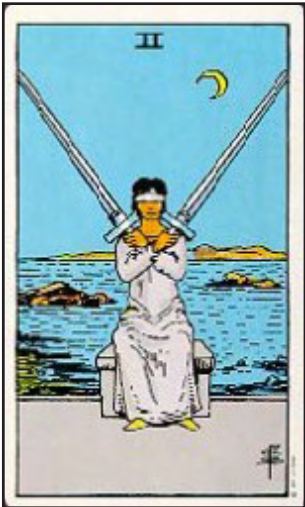
Dorothy explained how even before kindergarten, she experienced psychic abilities. She was able to communicate with the dead and see people's future. She knew that there was no other career that she could have had that would have made her feel as connected as she had with helping people by being a medium.

Hannah Paral, Div. 474, is skeptical about how reliable psychics are, but she still feels that some parts to their practices can be true or helpful to some people.

"One of my mom's best friends is really into psychics and natural healing remedies," she said. "Instead of going to the doctor, she uses stones and healing crystals to heal her. We think she's a little crazy, but sometimes she shows us cool stuff that has to do with psychics and natural healing things."

Psychics have just as many skeptics as they have believers. But for some believers who have been truly going through struggles in life, visiting psychics has helped them for the better. Dorothy explained how, in particular, she had one client who felt as if she would never find peace within herself. Through Dorothy's practices of psychic and crystal readings, she allowed the woman to free herself from the darkness she was feeling. The woman explained herself as "light, freer, and happier" after meeting with Dorothy.

Dorothy finished my reading with the welcoming idea that I would end up with two children and one marriage. Once finished, she asked if I enjoyed my reading. As I responded yes, I could not help but feel more eager to see what my future would bring. I would then be able to compare real life to what fate has supposedly chosen for me.



## Artist of the Issue Zoe Jenner, Div. 469

Though she has not taken multiple art classes in high school, Zoe Jenner found printmaking to be a class that she genuinely loved.

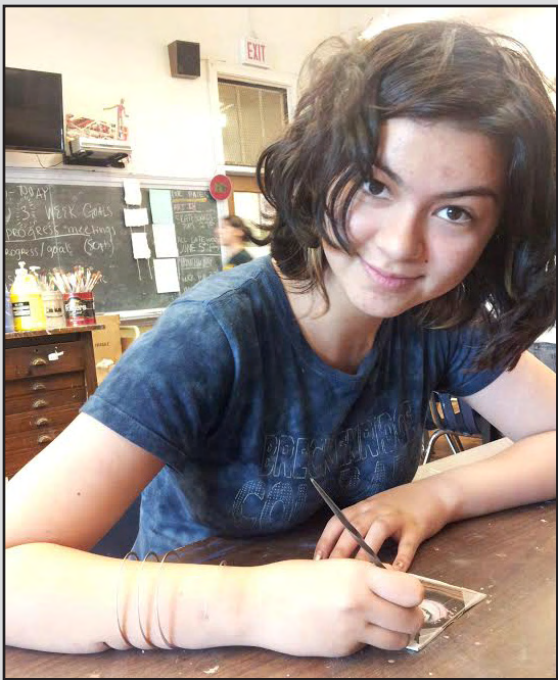
"It's the first art class I've taken in high school," Jenner said. "But I chose it because it sounded like fun and Ms. Fallete seemed like a nice teacher."

Through taking printmaking, Jenner has allowed herself to look at life differently than she had prior to taking part in art electives. She loves to take normal, everyday objects and turn them into pieces that push people to think.

"For one assignment, we had to take pictures and wrap them around so they looked like the solar system," she said. "One of the pictures I did was an old line up for a beauty contest. It just looked cool the way the women's legs stretched towards the center to create the illusion of the solar system."

Jenner hopes to further her art career by taking lots of art electives in college, as well as taking multiple art classes in the upcoming months before college. Though she is not positive on if she will be going to college to major in art or not, she has a love for it that could sway her to major in it.

"I'm trying to give myself a lot of room to



Zoe Jenner working on an art piece.

explore different passions of mine," Jenner said.

Jenner said that growing up, her favorite artist was Georgia O'Keefe.

"I really admired her," she said. "But as I got older, I learned that all her flowers are supposed to be vaginas."

While she appreciates many artists, she finds her peers to be the most inspiring.

"I'd say that I'm really inspired by my peers' art," she said. "It sounds really cheesy, but it's true."

## Godzilla crushes at box office

By Evangeline Lacroix

The new Godzilla is 150 meters of pure awesome and dubious science. He spews acid-like, blue liquid. He swims from Japan to the US, has gills, and is presumed to live under water somewhere in the Pacific Ocean.

In this revamp of the cult classic, Godzilla awakens from years of silence. The movie follows the terrorization of two original monsters, MUTOs (Massive Unidentified Terrestrial Organism). These prehistoric bug-like creatures are discovered, come alive, and soon destroy Japan and the western United States in search of radiation, their natural food source. In order to save the world, Godzilla comes back from his long hibernation to kill the MUTOs, and leave humans in peace.

Godzilla's supreme power comes with supreme suspense. The movie is a throwback to *Jaws*. Director Gareth Edwards attempts to build the suspense to the butt kicking action sequences with an extreme delay of screen time for Godzilla. He does not make a real full body appearance until half way through the movie.

Edwards does this by stringing along a tired cliché of a plot that chronicles a disappointing Aaron Taylor-Johnson, who plays the main character Ford Brody. Brody is a cookie cutter, bland military man trying to make his way back home.

The US military flounders about with failed attempts and idiotic choices, only to realize that Godzilla is trying to save the world.

Despite the creative cinematography of the last 45 minutes, when the brunt of the monster-on-monster action occurs, this movie is lacking.

I understand that a monster movie cannot be 90 minutes of pure monster. A movie needs a plot, but that does not mean it has to be a snooze. There is nothing original about the story line. Child loses family. Child grows up. Child fights for his own family.

The story also lacks representation of strong women. Unlike the monster movie smash hit of last summer, *Pacific Rim*, with the beautiful Rinko Kikuchi playing Mako Mori, no memorable women appear in this movie. The women that are showcased are all hopeless and in need of constant saving from their male counterparts.

To make matters worse, their male counterparts also lack originality. Bryan Cranston was the showcase of every commercial for the movie, but his character lacks originality and screen time. He is unfortunately thrown into the mad scientist trope. Once his wife dies in the beginning of the movie, he becomes an unstable character and is thrown to the sidelines.

This is a movie where, try as you might, you cannot seem to remember the names of any of the characters.

But to be honest, no one is coming into the theater looking for a thrilling story. They are coming for the thrilling action sequences. And this is where the movie shines. What little screen time Godzilla actually possesses is a master craft of monster perfection. Godzilla has his original roar, and his body is a more streamlined representation of the original body suit of the 1954 movie.

Godzilla looks and sounds beautiful too. The MUTO creatures he battles are truly originals. Lots of buildings are destroyed as the beasts duke it out in the heart of San Francisco. In spite of its flaws, I would totally shell out another \$20 to see *Godzilla* again.



# Boys Lacrosse works to reinvent program

By Madison Behm

It's a warm, sunny Friday afternoon in late April. The air is fresh after a mid-day downpour, and drops of water still cling to the rejuvenated grass on Lane's lawn. Flecks of mud are flung into the air as the Lane Tech Lacrosse team dashes around the lawn, practicing for nearly two hours in preparation for their multiple games in the upcoming week. Drill after drill, the nearly 40 players on both the junior varsity and varsity teams stay focused and intense on the task at hand, a sharp difference from the practices of previous seasons.

"We're definitely trying to change the culture of the sport here, trying to give it legitimate meaning," said Dan Delagrance, Lane's head lacrosse coach.

Delagrance became head coach in the middle of last year's season, when the previous coach suddenly quit. Now, he zips around the scrimmaging varsity players, shouting instructions and demonstrating different techniques.

"When I showed up here, [lacrosse] was seen as a throw-away sport, something to just do because you could," Delagrance said.

This season, Delagrance is working hard to improve the future success of Lane's lacrosse team. He instituted an LTAC lacrosse program in hopes that the players build fundamental skills and team relationships that give them a head-start for their freshmen year season. Lane's JV lacrosse program has also grown immensely since last season, when there were barely enough players to qualify as a team.

Jeremy Wasserman, Div. 558, one of Lane's starting attackmen, welcomes the changes occurring this season.

"I think things like the stricter practices and rules were long overdue," Wasserman said.

Since the time he joined varsity during his freshmen year, he's noticed a positive shift in the team's mentality.

"Back then, there were a lot of kids on the team that didn't really care," Wasserman said. "A lot of guys hardly showed up to practice, and when they did, they just messed around. Ever since our old



Lane's Lacrosse team practices on the front lawn outside of O the day before a big game.

coach quit, everyone is starting to get a lot better and way more serious about the sport."

Unfortunately, not everyone is aware of these changes. Lacrosse players, commonly referred to as "LAX bros," are some of the most stereotyped athletes. Even some students at Lane regard lacrosse as a "pot-head sport." This, however, is not an accurate description of the team.

"Lacrosse is notorious for having lacrosse kids be pot-heads, but I genuinely don't think it's true," Wasserman said. "I've never smoked weed, and that goes for a lot of guys on the team. Like most athletes, all of us want to have the healthiest bodies possible, especially when we're in season. Obviously, smoking wouldn't help much with that."

Danny Shine, Div. 561, who plays attack alongside Wasserman, agrees with him that the majority of the team focuses on being in the best shape they

can be during season.

"I think people need to realize that we are just as much of athletes as everyone else, and we take our sport just as seriously," Shine said.

And with state playoff games beginning this past week, the team is definitely staying focused on their goal of progressing through playoffs and winning against their greatest rival, Whitney Young.

Lane played Whitney for the first time this season on Tuesday, April 29. It was a violent night, full of lightning delays, cold drizzles, and minor injuries to players. Yet teenagers and parents alike packed the stands, hovering under hoods and bending over the rail to get a better view of the field. The two teams were equally matched through the early stages of the game, but in the fourth quarter, Whitney scored multiple goals.

On May 16, Lane lost again to Whitney in the

battle to claim the title of City Champions. These were tough losses for Lane, but the team remained optimistic and focused.

"Whitney is a great team," Wasserman said, "but I think we can compete if not excel past them. We know who they are, and they know who we are. Whitney Young is the reason to play lacrosse; they're the reason we push ourselves to the limit everyday."

Shine, however, has a slightly different view.

"The reason to play lacrosse is the satisfaction you get playing in front of a crowd. When you're doing well and you hear the crowd cheering your name, it's incredible. We normally only have parents and a few close friends show up to the game, which is a shame, but it's still an awesome feeling," Shine said.

Another enthusiastic crowd appeared at the following home game, on May 8. This night was much warmer and milder, good conditions for Senior Night. And although Lane lost against Fenwick in a close game, 9-11, the seniors enjoyed their recognition and celebration afterwards. Soon, they will be graduating and leaving behind a team that hopes to continue growing stronger in skill and focus as the years progress.

"The changes happening to the team are slow in progress, but they're there," Wasserman said. "It may not affect our year as much, but I definitely see a ton of potential in the lower-classmen."

"There's a drive in the younger players to constantly want to catch up and play as well as varsity," Shine said.

This drive and focus is exactly what Delagrance was hoping to see in his players.

"The ultimate goal, stemming from the upcoming LTAC and JV programs and all of our youth involvement, is to develop Lane Tech lacrosse top-twenty power," Delagrance said. "Hopefully, in four or five years, we'll be up there competing in the state championship game."

Until then, Lane's lacrosse players will be hard at work, taking their team motto to heart: Focus, Hustle, Pride, Team.

Lane lost in the state tournament to Cary Grove on May 21.

## Teams honor injured classmate

By Desiree Velazquez

The baseball team is all suited up, but there is a lonely jersey hanging up on the fence. The number three is on the back of the jersey for Drew Williams. The rest of the team has the number three on the left arm of their jerseys as a tribute to their injured teammate. Before every game the baseball team hangs up Williams jersey along the fence as a sign of respect.

After seven months of being in the hospital, fellow classmate and student Drew Williams still inspires the Lane athletic culture.

Williams had a seizure during a football game and has been on his way to recovery after spending months in a coma.

The baseball team started to hang up Drew's jersey to show that he is still a part of the team since he was planning to play on the team this year. The team



Baseball players pose with Williams' jersey.

me want to do my best," Vargas said.

The baseball team honored Williams on senior night. The underclassmen made a poster for Williams. When the seniors posed for the their picture, they left a space in between them and held Williams jersey.

Williams' football teammate Joe Loch, Div. 470, still wears his #PrayForDrew t-shirt as often as possible. Before every game Loch's mentality has been "Play for Drew." Loch will continue his football career at Loras College.

"Every time I strap on my helmet I will not only be playing for myself, but for Drew," Loch said.

Several spring sports have shown their support for Williams as well, including the girls varsity soccer team, girls varsity softball team, and the track team. The girls varsity soccer team wore headbands with the number three on them as an honor to Williams.

After they won in over time against Payton they tweeted, "That was for you Drew." Williams is someone many students use as an inspiration to them.

The track team all came together to create bows that said "Run for Drew." Lastly, the girls softball team ordered shirts with "#3 in our hearts" on their sleeves for Williams and bows that say "Play for Drew."

"Drew is someone who keeps all of Lane athletics motivated and will continue to do so in years to come," Loch said.

## Athlete of the Issue

Amanda Lindberg  
Div. 472



Q&A

**Warrior:** When did you start playing soccer and really begin to love it?

**Amanda:** I started playing when I was 4 and really began to love it when I played travel soccer when I was 9.

**Warrior:** What obstacles have you had to overcome in your soccer career?

**Amanda:** My biggest obstacles have been injuries. I have suffered a ton of injuries while playing, especially with ankle sprains and concussions. It's not always easy to come back and get back to 100%.

**Warrior:**What is your favorite part about playing soccer for Lane?

**Amanda:**The dedication and how much everyone on the team wants to be a part of it.

### Favorites

**Color:** Purple  
**Food:** Chipotle and Hot Cheetos  
**Movie:** Frozen  
**Sports team:** Blackhawks  
**Favorite athlete:** Alex Morgan  
**Moment:** Scoring the game-winning goal against Payton in the city semi-final