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New state-sponsored program equates online instruction with class credit

Amy Brooks
Co-Editor in Chief

If you had the opportunity to take some of your classes online from the comfort of your home and earn CHS credit for them, would you? With a new state-sponsored virtual learning program, the Missouri Virtual Instruction Program (MoVIP), being implemented for the 2007-2008 school year, students, teachers and administrators are weighing the costs and benefits of stepping outside the classroom and logging on.

The program, run by the Missouri Department of Elementary and Secondary Education and the State Board of Education, will provide online classes for students available 24/7. The classes will be taught by certified teachers who

would communicate with the students through a variety of methods designed to imitate classroom contact, including streaming audio and video, bulletin boards, chat rooms and email.

Public, private or home-schooled students can enroll in the program at no cost, but a selection process may be established if more than the number of funded seats are requested. Enrollment in the first year of the program has been capped by legislation.

In fact, legislative action created MoVIP as a response to programs in a growing number of other states, according to Virtual School Director Dr. Curt Fuchs.

"This kind of online instruction is going around," Fuchs said. "There are already 24 other states that have state-wide virtual school

programs. For example, Florida has 78,000 enrollments in their program. Legislation was passed last year, and the legislators were the ones who said they wanted a virtual school by legislative mandate."

However, some teachers and school administrators take issue with the fact that they were not consulted on what some of them consider harmful for the students and schools.

There are a host of issues that teachers and administrators cite, including that the quality of instruction will suffer, hurting the students.

Practical Arts teacher Linda Williams believes MoVIP may cause students to miss out on classes and relationships they may have benefited from just to earn an easy credit.

"I feel strongly that this is a disservice to the students of Missouri," Williams said. "There is

the possibility many students will take the online course and opt out of courses that could be very meaningful and good for them. We often misjudge courses and teachers because of name or gossip, often the student who feels they want to do something else winds up finding a love or passion for an area they would not have believed possible. It is not possible for students to learn the valuable life skills that we teach here in an online class. The experience of working with other students toward a common goal, bringing diversity to everyone in class and the experience of learning in a different way is lost online. Not only will they not be able to master the skills, they will miss the opportunity to develop relationships with students and teachers that is

It is not possible

for students to learn the valuable life skills that we teach here in an online course.

Linda Williams
Practical Arts Teacher

City schools lose accreditation, may send students to Clayton

Jeremy Bleeke
Staff Reporter

The troubled St. Louis Public School system (SLPS) has seen six superintendents since 2003, has turned a \$52-million surplus into a \$25-million deficit in the past five years, and, according to the March 22 decision, will lose its accreditation from the state of Missouri on June 15.

Low test scores and dissatisfaction with academics as a whole prompted the State Board of Education decision to withdraw the district's accreditation, despite protests of frustration from students and parents.

Missouri law states that any student living in a district which has lost its accreditation can apply to transfer to another district in the county.

The Clayton BOE has not yet decided whether or not the district will be accepting transfer students. Currently, Clayton enrolls 60 tuition students, and 450 Voluntary Transfer students (the desegregation program), so according to Clayton Superintendent Don Senti, "We don't have all that many spots available."

The law also states that the unaccredited district, in this case SLPS, must pay the student's tuition if he elects to transfer. Since the law covers anybody living in the city, the tuition of students enrolled in private schools would also be paid for

should they decide to transfer to a public school in the county. This could bring devastating financial consequences to SLPS.

"If a kid is in the St. Louis Public Schools, then the St. Louis Public School is already receiving money for that student," said Senti. "So if that kid transfers to Clayton, there's a money stream to follow him. But if a kid's in a private school in the city, they're not receiving any money, so if he comes here then that's a new expense for the city of St. Louis—to pay the tuition."

During an interview on April 9 with NPR's Don Marsh for "St. Louis on the Air," Diana Bourisaw, current Superintendent of the St. Louis Public Schools, said that she has already been receiving inquiries from private schools about student transfers to the county.

"When the state board chose to unaccredit the district, we started receiving calls primarily from Caucasian students from private and parochial schools asking 'can we enroll our children back in city schools and then have the city schools pay tuition to whatever district?'" Bourisaw said.

Although SLPS must pay for the tuition of all transferring students, Missouri law does not require the city to cover the transportation costs of all students.

"We will provide transportation to one [district]," said Bourisaw on "St. Louis on the Air." "For the other districts, the parents will have to



Staff Photo

Roosevelt High School, located at 3230 Hartford St., is one of 17 high schools in the St. Louis Public School District that will lose its accreditation. Under state law, city students can apply to attend Clayton schools instead, leaving the city schools footing the bill.

provide their own transportation and I think that will be a barrier for much of our population."

Still, Senti believes the law could very well bankrupt SLPS.

"I don't see how they can lose all that money, and all those students, and then be expected to get better," Senti said.

There is not yet a system in place for students who would transfer

out of the city into the county. Senti hopes that the Department of Elementary and Secondary Education (DESE) will provide some guidance as to how applications should be handled.

"There isn't any process," Senti said. "But that's what we're trying to figure out how to set up....We have a system for people to pay tuition to come to Clayton, so we can

probably use that money, but most school districts don't accept tuition students, so there's no system developed yet."

Although the schools do not officially lose their accreditation until June 15, Senti said that the phones in the Administration building have been "ringing off the hook" with applicants.

CITY SCHOOLS, 7

Breathalyzers may be featured at future dances

Rachel Harris
Co-Editor in Chief

Thinking of drinking before a school function? Think again. More and more high schools are breaking out breathalyzers to catch intoxicated students and Clayton High School may be next.

"[School dances] provide a social opportunity outside regular ac-

ademic settings and builds school spirit and camaraderie," Assistant Principal Dan Gutchewsky said. "First we want to make sure everyone is safe, bottom line. We want to help students make choices. If we didn't, that would be irresponsible."

When Principal Dr. Louise Losos attended school dances at Parkway West, her previous school of

employment, she expected to see students dressed up and having a good time, but at CHS dances, she expects having to suspend someone. Losos says that it makes her dread dances.

While many think the problem with alcohol is a CHS specific phenomenon, junior Cameron Davis thinks otherwise.

"I think most people know not

to drink to the point to where they get in trouble," Davis said. "A small percentage of people who come to dances who have been drinking get caught or throw up. I mean, this isn't just a CHS problem because kids have been drinking way before now. I think that it has evolved and is a nation wide thing-it doesn't say anything about CHS specifically."

"I am not disappointed [that students attend dances intoxicated], but saddened that students, of whom my perceptions are rich in experience (camps, sports, artistic stimulation and material goods) are still feeling an emptiness or pain that results in a need to alter their mood," PTO board member Deb Sommer said.

Principal Louise Losos has tried everything to get students to stop coming to school functions intoxicated, but has run out of ideas.

"In the past year, the PTO along with health classes has tried to educate students," Losos said. "We've sent letters to parents prior to school dances, suspended intoxicated students, but nothing has changed. It's almost as if students are saying, 'I'm going to roll the dice and take

the chance."

The possibility of having breathalyzers on hand at school functions was raised as an issue at a recent PTO (Parent Teacher Organization) meeting. Parents have strongly advocated for them since. While the conversation is by no means a new one, this time around, parents seem much more adamant about implementing the idea.

One of the most commonly used breathalyzer machines seen on <http://www.breathalyzer.net> would run CHS about two hundred dollars upfront and an additional thirty dollars for every one hundred tests. Considering the extremely low price, cost would not be an issue when considering buying a machine for CHS.

"Members [of the PTO] after Peppers Prom suggested breathalyzing everyone coming through the door, but we don't want to have to do that," Losos said.

The administration has talked with schools similar to Clayton such as Parkway, Rockwood Summit, Pattonville, Kirkwood and Ladue school districts. They have corresponded with 14 principals

BREATHALYZER, 5



MCT

Clayton is not the only school implementing breathalyzers for use at dances. Nick Winkler, a student at Dowlingtown Middle School in Philadelphia, stands in for a demonstration of a breathalyzer test students must pass before attending dances and other functions.



Wenny Dong

Supreme Court to rule on 'Bong Hits 4 Jesus'

Katharine Weiss
Section Editor

In 1965 Marybeth Tinker was suspended after expressing her opinion against the Vietnam War. Thirty-seven years later Joseph Frederick found himself in the same shoes as Tinker after being suspended for his belief in Jesus' right to light up.

There are many differences between the two cases. While Tinker was making a political statement by wearing a black armband to school, Frederick claims his sign which displayed the now infamous words, "Bong hits 4 Jesus," was meaningless. However many differences there might be, it all seems to be coming down to the same question - where do schools draw the line with freedom of speech?

Frederick's case came about after he skipped school to go to the 2002 Olympic Torch Relay in Juneau, Alaska. At the parade, Frederick displayed his sign only to have it ripped out of his hands by the principal. The principal suspended Frederick for 10 days, claiming his sign was in violation of the school's anti-drug policy.

Even though Frederick was not on school property during the event, students had been let out of classes on a field trip to attend the parade and remained under the supervision of their teachers.

Frederick later filed suit claiming that his first amendment rights had been violated.

The Court of Appeals in San Francisco agreed with Frederick, concluding that because Frederick was not on campus at the time, he was well within his rights to display the sign.

Only a short while after the ruling, famous attorney Kenneth Starr petitioned to have the case brought to the attention of the Supreme Court. The ruling, which will be made in June, will answer the question of how much authority schools should have to regulate their

students' freedom of speech, particularly when it is done off school grounds.

"If the student loses the case, the outcome has all sorts of potential dangers for scholastic media and student expression," JEA Scholastic Press Rights Chairman John Bowen said. "Historically, courts have kept schools out of speech that goes on outside school. To me, this is an example of outside-school speech and the student should win. But because of efforts and arguments made by those supporting the principal, the issues are clouded."

CHS Principal Louise Losos has a different perspective on the case.

"I don't think that students should promote behavior they cannot legally participate in," Losos said. "I think that there is a line with freedom of speech in schools and that [line is crossed with] anything that is disruptive, promotes illegal activity, is inflammatory or is cruel and demeaning to a classmate."

However, while Losos does believe that it is the principal's right to intervene, she believes that the action taken by Frederick's principal might have been on the extreme side.

"I think that grabbing the sign out of the student's hand seemed inflammatory," Losos said. "However, because I don't know intermediate steps tried, it is hard for me to say what I would do in the situation."

While the freedom of speech issue is definitely relevant to the case, there is also an underlying issue of the encouragement of drug use.

Director of the Clayton Community Alliance for Healthy Kids Anne Wilding believes that the case is not an issue of freedom of speech but of drug-use among teenagers.

"The kid was using his freedom of speech to represent his feelings and as much as I disagree with what he was saying, it's his right," Wilding said. "I don't be-

lieve the school should be focusing on suspension, but instead on intervention."

Wilding believes that if the administrators wanted to make a real impact, they should have sat down with the kid and questioned why he did what he did.

"Suspending the student won't change his mind, unless you do something that intervenes and changes his belief system," Wilding said. "If I were in the principal's shoes, I would have talked to the student and his parents and had the kid evaluated as well as have him meet with a health teacher who could explain the effects that marijuana has on a developing brain."

Bowen disagrees with both Losos and Wilding, claiming that it is not the school's place to interfere with students off campus.

"I do not think there is any clear evidence releasing students or supposedly supervising them was part of a school function," Bowen said. "Even so, where is the disruption? Where is the clear and present danger, the substantial disruption of the school process?"

While Wilding may not think that legally the school has the right to interfere with the student, she understands the impulse of the principal to take action against the student.

"Schools are in the business of caring about kids," Wilding said. "Schools care about kids and their families and their futures."

Losos agrees and believes that it is the responsibility of the principal in any situation where the student is publicly making poor choices to intervene.

"We talk to our students about what they are doing," Losos said. "Our students are very mature and oftentimes a good conversation can be all that's needed to resolve an issue."

CHS does not have a clear-cut policy when it comes to freedom of speech, but instead looks at each case on an individual basis.

"We do not have a blanket policy on freedom of speech, we look at each individual situation and take care of problems case by case," Losos said. "If a student were to wear a shirt that said 'Bong hits 4 Jesus' to CHS, I would start by talking to the student and working with the family on a different shirt that the student could wear."

While many see this case as a potential landmark case for freedom of speech in schools, Losos believes that the courts will try to avoid making any extreme rulings.

"I think the courts will make a narrow ruling," Losos said. "I think that there is a fine line that the courts do not want to cross."

Bowen said he believes this case is not much different from the Tinker case.

"A difference created by those supporting the principal wants to make it a case over a school's obligation to keep students from drug use," Bowen said.

Wilding agrees that despite the reference to drug use, the case is a clear-cut freedom of speech case that should favor the student's right to express his opinion.

"Had the kid been holding up a sign that said his school name, that would be another story," Wilding said. "But he was not representing his school in any way and, therefore, I don't believe that the school has cause for suspension."

Whether or not the ruling is in favor of the student will remain to be seen; however, in Losos' opinion, the outcome won't change the prevailing issue of freedom of speech in schools.

"There is frequently tension between school officials and students involving first amendment rights," Losos said. "And usually these cases pertain to students wearing clothes that promote alcohol or drug use." ☺

Drama teacher reacts to controversial censorship

Nava Kantor
Section Editor

Advanced theater students at Wilton High School in Wilton, Connecticut recently took on a demanding project: they were to create an original play about the war in Iraq. They accomplished this by compiling reflections, thoughts and diary entries from books, web sites and other sources into a play that they hoped would spark educational dialogue about the war in their community.

But in the midst of rehearsals, the students were forbidden from performing the play.

Wilton principal Timothy Canty informed the students that the material was too inflammatory and that it wasn't for the students to tell their peers what soldiers were thinking. The play, entitled "Voices in Conflict," was not performed as scheduled, even after its authors revised it and presented the edited copy to the school administration.

CHS drama teacher Kelley Ryan, a 1988 graduate of Wilton High School, was appalled to discover on a community theater listserve that her alma mater is censoring this production.

"It was weird because my reaction was both as a former student but also as a teacher working on 'And Carl Laughed,' a play with similar if not more political content," Ryan said. "I knew that the area that I grew up in was conservative, but I didn't think of Wilton as a smothering kind of school."

In her years at Wilton, Ryan had a positive experience with her teachers, the administration and the community. Ryan even wrote

and performed a play as a senior with a group of kids during lunch periods, without an administrator having seen it at all.

"We just did it, and nobody questioned us," Ryan said. "I don't remember there being an environment of censorship at all when I was at Wilton."

But the atmosphere at Wilton has changed in the years since Ryan graduated. This is not the administration's first free-speech issue; they have censored student publications, posters and even the wearing of bandanas, claiming that they could be associated with gangs.

Ryan read the "Voices in Conflict" script online and didn't find it inflammatory.

"To me, just the fact that it's primary source material, real journals of soldiers in Iraq, removes any problem," Ryan said. "There was graphic language in the script because it's about war. War is graphic. Are they trying to keep their students from understanding the nature of war? Are they not going to expose them to films or plays or news footage that shows them what is happening? That seems ridiculous to me."

Wilton High School's superintendent said that the play became "sensationalized" when the students wanted to act the parts and actually be the soldiers saying their words instead of just reading the entries on stage. According to Ryan, this demonstrates the influence of drama.

"That shows you right there the power that theater has," Ryan said. "If going from reading something to embodying something makes it all of a sudden political and worthy

of censorship, then that says a lot about drama as an art form."

The movement against "Voices in Conflict" was instigated by Wilton students, some with family members currently in Iraq, who felt that the play was inappropriate and offensive.

"It seemed to me that a few kids were manipulating the administration to fight their social battles for them," Ryan said. "Administrators have a really hard job. When do you stand behind one group of kids to make another group angry, and when do you just try to neutralize the whole thing? That's what this principal tried to do, but trying to neutralize it made the situation huge."

The story of the forbidden play has been covered by national newspapers and television stations, including the New York Times. In fact, the student writers of the play have been so inundated with media blitz that many of them have stopped responding.

To demonstrate her support for the efforts of the students, Ryan published a letter expressing her dismay at the Wilton administration's decision to cancel the play and inviting the students to Clayton to perform "Voices in Conflict" in conjunction with "And Carl Laughed."

However, Ryan's is not the only invitation the students have received.

"What started to bother me as the story progressed is that these kids have now been invited to perform at the Public Theater, a huge off-Broadway theater," Ryan said. "For as proud as I am of these kids for sticking by their guns in the



Blair Klostermeier

Junior Alex Phillips and senior Stevie Pohlman prepare for a scene in CHS's "And Carl Laughed," an original political play performed at CHS and other venues. The students at Wilton High School in Connecticut have faced censorship over their play about soldiers in Iraq.

First Amendment issue, the fact is their play is eight pages long, they compiled it [as opposed to writing it], and they're going on stage with scripts, according to their theater teacher. And here at Clayton, we've produced an incredibly political play that we have work-shopped and written and worked on for a year, with a supportive administration and good local press, but we're not the ones going to Broadway. It's very ironic and frustrating."

Written by Ryan and Nick Otten, Clayton's "And Carl Laughed" will be performing in Scotland at the Edinburgh Fringe Festival this summer, and may be touring to other European cities as well. Though the extent of attention lavished by the media on "Voices in Conflict" would be appreciated by the cast

of "And Carl Laughed," Ryan isn't envious of Wilton's situation.

"I certainly wouldn't ever switch places with the theater teacher at Wilton," Ryan said. "I don't care how many times you get to perform in New York; it's not worth what she has to put up with."

This controversy at her own high school caused Ryan to appreciate the freedoms that CHS students and teachers enjoy.

"What it really made me think about was how lucky we are here, that the school administration stands behind students," Ryan said. "The administration here is safe. They've written a policy that, because kids have shown to be responsible in the past, allows teachers to stand back and let students make choices, and step in only if

there's something really inappropriate happening."

Ryan feels that the environment at CHS is special and positive due to the administration's trust in the students.

"People here take an empowered view towards their learning, and I think that a lot of that is because of the freedoms that they have," Ryan said. "But I'm not sure if people see that connection. And I'm not sure if kids realize that if those freedoms are taken away because of stupid decisions they make, the entire community will change. We're treating kids like responsible citizens, and they need to step up. Because the alternative is what Wilton is - really strict and really structured. And we don't want that." ☺



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32 killed at Virginia Tech

Disturbed senior Cho Seung-Hui shot dozens of his classmates and professors on Monday, April 16, in the deadliest American school shooting.

☉ **Sophia Agapova**
Senior Managing Editor

On Monday April 16, while students at CHS were going about their daily routines of classes and extra-curricular activities, tragedy was unfolding halfway across the U.S. in classes at Virginia Tech.

According to CNN, a total of 32 students were killed and 17 injured when 23-year-old English major Cho Seung-Hui fired a weapon in classes held on the Virginia Tech campus, before finally turning the gun on himself.

Earlier that day, two students were killed in a dorm shooting for which police now believe Seung-Hui was also responsible. The total death toll of the school shooting makes it the deadliest shooting in U.S. history.

Despite their distance from the shooting, students at CHS were nonetheless affected by the tragedy.

Senior Jack Altman was very disturbed by the events.

"I think it's really scary and a shame that people who do things like this care so little about others that they will kill so many innocent students and ruin the lives of their families," Altman said.

Senior Alex Heil-Chapdelaine initially saw this as just another school shooting.

"I feel like there have been a lot of school shootings recently and so when I first heard about Virginia

Tech I wasn't very surprised," Heil-Chapdelaine said. "Only later I realized that this was one of the worst shootings in the United States."

For CHS seniors, the shooting raises questions about their future safety in college. Senior Melanie Holland worries about the safety of her classmates next year.

"It's frightening for the future of college security," Holland said. "It won't really affect me because I will be going to school in the middle of a cornfield, but I'm more worried about my friends who are going to school in more urban places."

Just as the events at Columbine did eight years ago, the shooting at Virginia Tech is raising questions about school security, gun control laws and violence.

Heil-Chapdelaine believes that rather than demonstrating the need for greater school safety measures, the shooting highlights the need for a discussion about gun control in America.

"I think that instead of worrying so much about school security we should be worrying about gun control," Heil-Chapdelaine said. "While guns don't create violence, they allow it to escalate and to hurt more people."

Senior Eric Einstein agrees. "The shooting shows that we need stricter gun control laws," Einstein said.

As police began investigating the life of the shooter, a history of



Virginia Tech freshman Kevin Murphy stands in front of Norris Hall where 32 people were killed and more were injured on Monday, April 16, 2007. He said he spent most of the day in the dorm but wanted to come down and see the scene for himself. "Stuff like this isn't supposed to happen around here," he said.

(Jason Arthurs/Raleigh News & Observer/MCT)

“I think it's really scary and a shame that people who do things like this care so little about others that they will kill so many innocent students.”

Jack Altman
Senior

mental instability surfaced. According to CNN, Seung-Hui's English professor and his fellow students were disturbed by his angry and violent writing, some of which has now been uploaded to the Internet by a former classmate. Seung-Hui's writing prompted the professor to report him to the university's administration.

Although she doesn't have any personal experience with such students, CHS English teacher Sheri Steinger knows that such an issue could arise in the setting of an English class.

"This kind of thing does happen in English class sometimes, and we are not professionally trained to deal with these issues," Steinger said. "My best advice for new teachers is always to communicate their concerns, giving copies of disturbing papers to the counselor, the principal and the parent."

As the week continued, new details related to the shooting came to light. According to NBC News, Seung-Hui sent a 23-page written manifesto, a series of 43 photos and 47 video clips to their office between the two shootings, which

were received on April 17. Seung-Hui took photos of himself aiming a gun both at the camera and at himself. In both the manifesto and videos, Seung-Hui referred to the Columbine shooters as martyrs and expressed his anger at the wealthy.

The shooter's past as a loner and all of the warning signs that his classmates and professors now recognize raise questions about how the shooting could have been prevented.

On a recent college visit to Grinnell College, Heil-Chapdelaine learned about a campus program that could possibly help students deal with serious problems in their lives before they escalate to violence.

"When I visited Grinnell this year they said they offered eight free sessions with a psychiatrist to students," Heil-Chapdelaine said. "This shooting makes me wonder if colleges should make these mandatory so students have someone to talk to."

The shooting at Virginia Tech undoubtedly shocked the nation and sparked debate about issues such as gun control and school se-

curity. Schools throughout the nation have begun to review their safety policies to help make sure that this type of event does not happen there. In the past few days, bomb threats at schools across the nation have added further urgency to improving school safety.

Despite the actions of the shooter, students at CHS feel that there is adequate security at Clayton.

"I was scared by the shooting, but I still feel safe at school," Heil-Chapdelaine said. ☺



(Joe Fudge/Newport News Daily Press/MCT)

Virginia Tech students Lindsay, left, and Katrina console each other on their way to the campus chapel, Tuesday, April 17, 2007, following Monday's shooting rampage that left more than 30 people dead.

American consumers reject domestic cars

As many consumers have turned to foreign automobiles for better quality and lower prices, American car manufacturers such as Ford and GM have suffered. In response, they are launching new campaigns to restore profits.

☉ **Nicholas Andriole**
Staff Reporter

The automobile is a very important aspect of the suburban American lifestyle; however, a new trend in car-buying habits may remove the 'American' part from the history of the automobile.

A growing number of consumers are favoring foreign automobiles over domestic automobiles. During a recent survey of the CHS staff parking lot, 57 percent of staff automobiles were manufactured by auto makers based overseas, with the majority from Japan.

"It's sad. You'd like to think American products are the best, but on the other hand quality and value is what a consumer is looking for," library media specialist Cindy Menkhus said.

This raises the question of which is more American, a vehicle manufactured in the United States by an auto maker overseas or a vehicle manufactured overseas by a U.S.-based auto maker.

"In my opinion a foreign car manufacturer which assembles its cars here is more beneficial to the American worker, therefore it is more beneficial to the American economy," school nurse Dede Coughlin said.

Several auto makers have facilities located around the Greater St. Louis area. Daimler Chrysler operates two facilities in Fenton, producing Chrysler Town & Country, Dodge Grand Caravan minivans and Dodge Ram pickups. Ford Motor Company operates a Ford Explorer SUV facility in Hazelwood, which has been idled since March 2006. General Motors also operates a Wentzville facility, which produces full-size Chevrolet Express and GM Savanna vans.

Several manufacturers based overseas have opened facilities in the United States, offering jobs and also pumping money into local economies. Japanese auto maker Toyota Motors manufactures the Toyota Camry Hybrid models in a Georgetown, Ky. facility. In addition to this existing facility, Toyota plans to open a Highlander SUV manufacturing facility near Tupelo, Miss. in 2010, which will create over 2,000 new jobs.

"Toyota has always been committed to producing vehicles in markets where we sell them," Toyota North America Motors spokesperson Mira Sleilati said. "Last year we produced more than 1.5 million vehicles in North America and more than 1.4 million engines. Currently, no other manufacturer that sells in the U.S. is adding more capacity. We plan to add another 600,000 units of capacity by 2010 across our plants in North America. We've also continued to increase our domestic content on North American-built



Ryan Walden

A Volkswagen Passat is parked in a lot in front of CHS. In recent years Americans have begun to favor foreign cars over cars manufactured on American soil, helping to cause a decline in profits for United States auto makers Ford and General Motors. Many consumers feel that foreign cars are better quality, though some buy domestic-made automobiles to support local workers.

vehicles over the past decade. In fact, almost all our engines are built here."

Honda is also committed to manufacturing its vehicles in the United States and operates a manufacturing plant in Marysville, Ohio, where Honda Civic sedans are manufactured. Honda also operates additional facilities in Alabama, Indiana, and Ohio.

All three major American auto makers, known as "the big three," face declining sales. Ford Motor Company announced sales data for March 2007 that indicated a 9 percent decrease in sales for March 2007 compared to March 2006. Similar results were reported by Daimler Chrysler, with a 5 percent decline, and General Motors, with a 7.7 percent decline.

Although all three domestic-based auto makers reported declines in sales, Toyota Motor company announced an increase of 7.7 percent in March 2007 compared to March 2006.

Consumers clearly feel that foreign cars offer better value, styling and overall quality. This comes as no surprise: not a single vehicle from a domestic manufacturer appeared on Consumer Report's top 10 picks for the 2007 model year.

"Our priority has always been to produce quality vehicles that customers have come to expect," Sleilati said. "We do not concern ourselves with what other companies are or aren't doing. Our goal is to become the number one brand for the customer, not number one in terms of sales."

Consumers seem to agree that Toyota offers excellent products with good value.

"We live in a global market," English teacher Rebecca Taylor said. "I bought a Toyota because I thought it was the most reliable car for the money. I would be delighted to buy an American-made car if I could find one of equal quality," Taylor said.

While some people purchase foreign cars to support the global economy, others feel dependency on foreign goods is too high and that therefore we should support domestic auto makers.

"I think it is important for Americans to buy American-made cars because our dependency on foreign goods is too high," sophomore Andrew Snodgrass said.

Others feel that it is their responsibility to give much-needed support to local auto workers.

"I buy domestic cars as a sign of support for United States auto worker," math teacher Heidi Shepard said. "It's that philosophy of, if I don't stand up for them then who will stand up for me; if you notice, most auto workers are very loyal to USA-made products. They understand the philosophy of united we stand, divided we fall."

Consumers and auto makers alike understand that there is less of a demand for domestic cars.

"It is true that our market share in the last 10 years has in fact fallen," Jim Cain, Manager of North American Marketing and Sales Communication for Ford Motor Company said.

However, Ford has a plan for restructuring that it hopes will make the auto maker profitable once again.

"Our first priority is to restructure the company to become profitable at lower sales volumes and a changed model mix that now favors smaller vehicles," Cain said. "Ford has long been the truck leader, and our model mix over the last decade has favored trucks and SUVs. Today's consumers are moving toward cars and crossovers [SUVs based on car designs]. That has required some pretty significant plant closures and workforce reductions, including the idling of our facility St. Louis. We have no plans to restart production at that facility. Overall we are on track, and we expect to return to profitability in 2009."

Officials from General Motors are also confident that only the best is ahead for their company; however, restructuring will indeed take time and hard work.

"GM is becoming a far leaner, more competitive company operationally," Tony Macrito of GM North Central Region Communication said. "We're globally integrated and better able to take advantage of our size and resources around the world. We continue to make tremendous strides in design, manufacturing productivity, quality and reliability – eliminating the advantages some of our global competitors once had. We're focusing much of our energies on the highest potential growth markets around the world, such as China, India and Russia. We're also working hard and making significant progress on our North American turnaround plan, and we're optimistic that our new products over the next few years will continue to drive revenue growth."

Although American auto makers are working diligently through restructuring to appeal to consumers, foreign auto makers appear to be taking the lead in sales and providing what many customers demand. Only time will tell if this trend can or will be reversed as auto makers carry out their restructuring plans. ☺

Gay-Straight Alliance lobbies for equality in Jefferson City

by Kelly Moffitt
Section Editor

There was a bus. There were Clayton students. But those were the only two things that made the Gay Straight Alliance (GSA) journey to Jefferson City anything like a normal CHS field trip.

A group of 10 CHS students, both members and non-members of the GSA, made the trek to Missouri's capitol on March 28 to lobby with PROMO, Missouri's organization that advocates for lesbian, gay, bisexual and transgender (LGBT) equality, for LGBT Equality Day.

From the start, it was the members of GSA who organized the trip. It all began when a speaker from PROMO came to talk to the club in late February.

"A representative came to talk to us about the kind of things that PROMO does and she mentioned lobbying in Jefferson City," GSA President Andrew Davidson said. "She also brought up how Missouri has the lowest protection in the country for the LGBT community. After that we were inspired to take the trip down to Jefferson City. We decided that it would be a worthy effort for the club to do something that we had never done before by going down to lobby for legislation we believe in."

Through mandatory meetings and prep sessions led by PROMO, some of the most interested GSA and non-GSA members learned how to act as lobbyists for legislation promoting equality.

Some of the items they were inspired to lobby for were the Missouri Nondiscrimination Act (MONA), LGBT Parenting, and the Comprehensive Safe Schools Bill.

MONA is an act that is moving for an extension of the Missouri Human rights bill to include straight, gay, lesbian, bisexual and transgender people. The act would add a prohibition against discrimination based on sexual orientation and gender identity to the list prohibiting other forms of discrimination. LGBT Parenting works to get LGBT couples the right to adopt or be foster parents in Missouri.

The Comprehensive Safe Schools Bill is a reaction to anti-bullying legislation passed by Missouri in 2006, which PROMO believes has "...left many Missouri students vulnerable and unprotected. The vague nature of the statute creates opportunity for bullying against vulnerable students to remain unaddressed by local school districts." They are pushing to make sure specific types of students won't be bullied and discriminated against.

These three issues pushed Clayton students to join other professional PROMO lobbyists at 6:30 a.m. on March 28, to make the drive to Jefferson City.

Though there was teacher support, the students went on their own.

"I am very proud of the GSA members for their effort and initiative concerning the Jeff City trip," teacher and GSA sponsor Maria Roman said.

Students had different reactions to going on the trip by themselves.

"It was a little scary at first knowing that we were going into this without any true school support," junior and GSA member Kathrin Nowotny said. "But once we got out there our group completely supported one another and really helped everyone feel comfortable."

The itinerary offered new experiences and the



Blair Klostermeier

Members of CHS's Gay-Straight Alliance pose in Jefferson City on March 28. The students made the trip to lobby for the Missouri Nondiscrimination Act, LGBT (lesbian, gay, bisexual, and transgender) Parenting, and the Comprehensive Safe Schools Bill. Though the students had some difficulty getting their message through to a few of the politicians they encountered, others, like Clayton's senator Joan Bray, were encouraging.

chance to influence politicians.

"We got there and signed in with the rest of the participants," junior Blair Klostermeier said. "Mostly we were there to get people to look at our points. We talked to a few different representatives. Both of the representatives that I talked to didn't see the importance in what we were trying to do. One guy just kept shutting us down whenever we tried to talk. The other guy said he saw our point but really couldn't agree with us because of other commitments."

Reactions to the students' ideas differed and offered an eye-opening experience to the world of lobbying.

"The experience was really kind of weird," Davidson said. "It wasn't like you were actually having a conversation with somebody; it was like you were doing your best to fake your way through a conversation with someone who didn't want to listen. They almost weren't listening. You just presented your case, and they presented theirs. Then you stop. Since they are the politician, you have to be really polite and somewhat appeasing, no matter what they say to you."

Though some of the politicians' reactions were harsh, others welcomed the students.

Joan Bray, Clayton's senator and supporter of MONA, personally greeted the students and introduced them on the Senate floor.

"Joan Bray was really understanding and I think she was really proud that kids from her district were at the capitol talking to people who directly oppose things she works for," Davidson said.

The experience was different than some expected. "The lobbying wasn't as successful as we thought

it would be because we ended up talking to two conservative representatives that were extremely against what we were fighting for," Nowotny said. "We did get to meet a lot of inspiring senators and representatives who assured us that what we were doing was as important as we thought."

Some of the comments of the senators and representatives incensed the students.

"Some people said ridiculous things that none of us really knew how to respond to," Davidson said. "Someone said that no matter what, people will get bullied in high school. And I thought that was the most counterproductive thing a person could say because the point isn't to say that it happens, it is to acknowledge that it goes on and then make schools as safe as they can be. There were definitely some outrageous things said."

Some politicians refused to talk. A representative's secretary chased Klostermeier and a few other students out of one representative's office when they attempted to talk to the representative.

"She said she would only talk to constituents from her district," Klostermeier said. "She probably knew that we were going to come and disagree with her on her stance about GSAs in Missouri."

However, the day was filled with many other interesting experiences. One man was called out of Senate session specifically to talk to the CHS students. They also got to experience real politics.

"We spent some time watching what went on in the Senate and House, which, though it was a little boring, brought some reality to everything we learned in American Government," Klostermeier said.

Senior Alex Heil-Chapdelaine agrees.

"The trip allowed me to see that our representatives are really accessible," Heil-Chapdelaine said. "I never realized that you could just make an appointment to visit with them, or, if their schedule allows, just stop by to tell them how you feel about what they are doing. Now I see how easy it is to share my ideas with my representative and how easy it is to be involved. I definitely can see myself being a lot more politically active in the future."

Though none who went have decided to take up a career in lobbying after the trip, the trip had a great impact on the participants.

"We really got to see, firsthand, how political activism works," Davidson said. "I valued the trip. I think it is something that I am going to continue to do. People kept on saying that lobbying and being at the capitol is the most important thing you can do and now I really think it's true. I mean, I had direct contact with people who are in charge of Missouri legislation. Even if I didn't sway anyone's vote or make them think twice about any decision they make, at least they know that someone they are there to represent wants them to make a certain decision. I think that is the most important thing anybody can do for anything they value or believe in."

The experience showed participants how important normal people are in state government.

"I don't know if we made an impact on the people we talked to, but they will talk to other representatives about the fact that we did come talk to them," Klostermeier said. "Really, all we can do is get our opinion out there and get people talking. Going to visit is the most powerful thing you can do. But you can write a letter or e-mail or make a phone call. Anything that you tell them will get spread around and action will be taken."

No matter what their impact, GSA members learned that things do change in Missouri when people push hard enough.

"The experience was just eye-opening," Davidson said. "Everybody learned from it and saw that they were doing something worthwhile. I think we spent our day wisely. Though there were people against our lobbying, things are finally changing. We actually got to meet the first out lesbian representative and senator in Missouri."

GSA is the first club in recent years to have taken this sort of lobbying trip to Jefferson City.

"It's really cool that GSA is doing things that other groups haven't done," Davidson said. "Other groups like Young Democrats and Young Republicans and other groups haven't gone to Jefferson City. It's something that we are proud of: to have gone somewhere in the real world and had success."

For Nowotny, it was the people who made the day.

"We got to meet many different members of the LGBT community," Nowotny said. "We met kids like us, families, mothers, fathers and every type of person you could come up with. It was cool seeing so many different people in one place fighting for one cause."

Making a change in the real world was what the trip was all about.

"You get the feeling you are really doing something to help a good cause," Klostermeier said. "If you believe in something, you can't just sit there and think 'Oh, I wish somebody would do something about this.' You've got to go do something. This trip offered that chance for me. I know I am going to take it again." ☺

Vietnam Day continues to educate sophomores outside the classroom

by Ugochi Onyema
Staff Reporter

Sophomores got a chance to develop a deeper understanding of recent American history during Vietnam Day on March 29.

The sophomore class attended a series of breakout sessions relating to the Vietnam War, which is one of the most significant units in the World and US History II and Collaborative English II/World and US History II curriculums. History teacher Maggie Sullivan said that Vietnam Day has occurred for the last four to five years.

"Mr. Hoelscher started Vietnam Day four or five years ago," Sullivan said. "Initially [the event] was World War II Day and we had Battle of the Bulge veterans come in to speak. Two years after we began World War Two Day, we switched to Vietnam Day."

Sullivan also said that the event is improved upon each year, and it continues to generate positive feedback. She thinks that next year's event will be structured similarly to this year's Vietnam Day, but it will have some subtle changes.

"Because Vietnam Day is so popular, we improve upon it year by year," Sullivan said. "We'll probably do many of the same things next year. We'll tweak it here and there with new speakers and new movies. The students seem to enjoy the day. The speaker at this year's Vietnam Day suggested to Mr. Hoelscher that we present the idea to other schools."

Sophomore Jenna Wonish found

the day to be more educational than the material that she learned in class.

"I was looking forward to learning about the whole war because I don't think that I learned that much in class," Wonish said. "The day made the war in Vietnam seem more real, especially the veteran stories because you got to hear about firsthand experiences as opposed to just what we learned in class."

Sophomore Becky Poplawski also found the event to be educational, but she did not find the veteran stories as moving as moving Wonish did.

"Overall, I thought that it was interesting to learn more about Vietnam, especially since it is so controversial," Poplawski said. "I am more of a visual learner, so I thought that the War Images session was interesting and a good way to learn more

about the war. The one thing that I didn't like was when the main speaker read the passage from *The Things They Carried*, because we had already finished reading it in English."

The popularity of the breakout sessions varied among students, but Sullivan said that she thought that the most popular sessions were the Napalm and Music sessions in terms of what the students signed up for. Neither Wonish nor Poplawski thought of those sessions as their favorites.

"The Student Protest session was my favorite because I liked the videos that they played during the session," Wonish said. "I found

that I related to the students in the videos because the students were only a few years older than me at the time."

Poplawski's favorite session was the Just War Theories session. However, she hadn't chosen this session as one of her top five choices, and was surprised to find herself enjoying it.

"The Just War Theories session was my favorite because we got to debate different opinions and see the different perspectives of war," Poplawski said. "We had a good group of people for that session and had a good time debating."

However, for every positive aspect of Vietnam Day, there was the potential for negative things to occur. Sullivan said that a major problem that could have occurred was if the speakers hadn't shown up, but that wasn't a problem this year. She also said that the more likely problem would be disrespectful students.

"Some sophomores can be disrespectful to people they don't know, whether it's a teacher or someone from outside the school," Sullivan said. "It can be embarrassing, but it usually is not a problem. In fact, the comments that I have received about this year's sophomore class have been very positive."

Sullivan said that many faculty members deserved credit for the construction of Vietnam Day.

"Mr. Meyers was instrumental in setting up the film, and Ms. Kopp and I helped set up the breakout sessions," Sullivan said. "Mr. Hoelscher organized the whole event."

Sullivan thinks that Vietnam Day will continue for many more years, and that the event is a good way to express the experiences in Vietnam.

"Vietnam Day will probably occur every year that teachers are available and able to contribute to it," Sullivan said. "I think it's good for the students to hear about the experiences from someone else other than their teachers." ☺

Breathalyzer considered in attempt to reduce drinking

BREATHALYZING, 1

over all, nine of which already use Breathalyzers at school dances.

"No decisions have been made yet," Gutchewsky said. "We have contacted other schools to examine their policies. Some of the schools use them and others don't. Right now we are in the information-gathering stage."

The administration isn't only examining the policies of other schools, but the possible responses of the students and parents right here at CHS.

"There will be a wide range of reactions," Gutchewsky said. "Some parents and students would cheer while others would say,

'you don't trust us.' The responses will be as varied as the conversation."

Losos agrees with Gutchewsky that there will be students and parents on both sides of the argument.

"Some will support it and some will oppose it," Losos said. "We have a problem at CHS that students drink before dances. I have had to suspend more students for alcohol related offenses during my time at CHS than I have the rest of my career combined. This is why I am frustrated. I just don't know what it is."

Recent events such as Peppers Prom and Broomball are incidents that have been major factors in prompting conversations in favor of utilizing a Breathalyzer.

"Broomball was definitely a topic of conversation," Gutchewsky said. "The event was canceled mid-event. That upset a lot of people. It caused a lot of people to take interest."

No matter what the outcome, Losos stresses that CHS is based on students who make good decisions and does not want to head down the slippery slope of breathalyzing everyone who attends a dance.

"Breathalyzing everyone would assume that they are guilty until proven innocent," Losos said. "Some people advocate random testing, but that is a slippery slope."

Davis agrees that students should be assumed innocent instead of guilty right off the bat.

"Breathalyzers are not really a violation of the students' rights because your rights are different at school than outside of school and they are simply checking to see if the student is intoxicated," Davis said. "If you're visibly drunk then you run the risk of getting caught. As long as we are innocent until proven guilty, I don't see the problem."

Gutchewsky agrees with Losos that the last thing they want to do is Breathalyzer everyone who walks through the door at a dance.

Sommer also agrees with Losos and Gutchewsky. Sommer said that while a Breathalyzer may be used inappropriately, it is the students' responsibility to maintain trust by making good decisions.

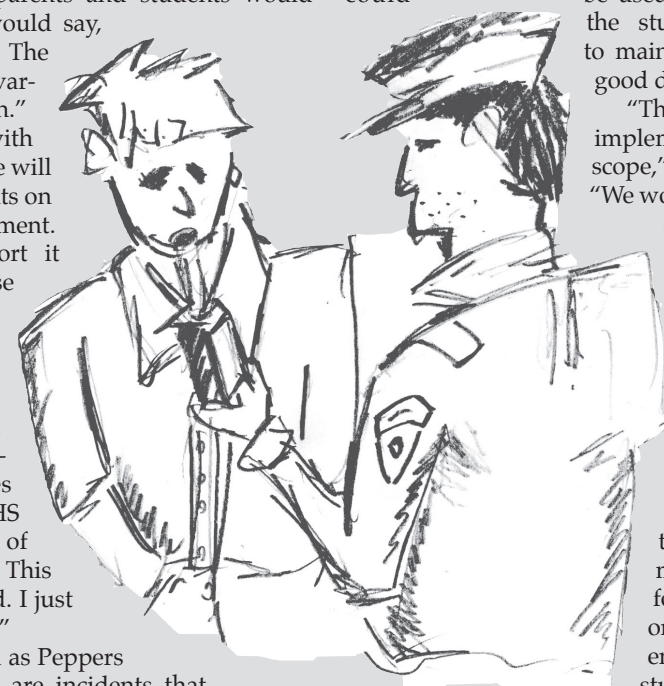
"The question is how to implement it and on what scope," Gutchewsky said. "We would never Breathalyzer everyone. The how is just as important as the if. We need to be safe, but respectful too. How we go down that road is what we need to figure out."

Starting with homecoming next fall, the administration will attempt to make an increased effort. If they think someone is under the influence, they will pull the student aside and have them blow in the Breathalyzer, no questions asked. They want to get parents and teachers involved, but have not hammered out the details yet.

"If we break the pattern, everyone will be able to come to dances," Losos said. "We can create a safe and fun environment for everyone."

Davis thinks that the presence of a Breathalyzer at school dances and functions might deteriorate the attendance of school dances for a while. Once students understand what the administration is about, Davis can see things sailing smoothly at future CHS dances.

A town hall meeting will be held later in the spring to explore the issue further and discuss other possible options and suggestions. ☺



Yipeng Huang

Annual arts fair succeeds once again

The CHS community came together to put on the annual Arts Fair on April 5. The hard work of the planning committee paid off and Clayton students had a blast, along with their buddies from Litzsinger and Neuwoehner schools. The entire day, like the theme, was "Seasonsational."

Aaron Praiss
Section Editor

As always, the CHS Arts Fair was a complete success. Students from the Special School District (SSD) came to CHS for a fun-filled day of art. The intense planning and work, paid off as everyone seemed to have a great time.

"This year the CHS Arts Fair was overall, very well done," Activities Director and Arts Fair Coordinator Mr. Eric Hamylak said. "The principals of both Litzsinger and Neuwoehner, and others involved in the day said it ran very smoothly."

The Arts Fair took intense planning, and was coordinated by Hamylak.

"What helped me out the most were the students, all of whom had lots of experience," Hamylak said.

As always, the Arts Fair Steering Committee organized the Arts Fair.

"This year the Arts Fair Steering Committee consisted of about 30 students," Hamylak said. "I organized the meetings and contacted the schools (Litzsinger and Neuwoehner)."

Also according to Hamylak, over 500 CHS students helped out through the course of the day. Three hundred of those 500 CHS students were buddies; the other 200 CHS students worked in the rooms. Almost 300 buddies came from the SSD; 115 from Litzsinger and 150 from Neuwoehner.

For many CHS students the Arts Fair is one of the most special school days. Even the new freshmen decided to try the day out.

"I didn't know much about the Arts Fair," freshman Gus Heil said. "But I had always heard that it was a good thing to do, and I wanted to try it."

The day began with the arrival of the students from both Neuwoehner and Litzsinger schools. The older students came from Neuwoehner, while the younger students came from Litzsinger.

"Before I met my buddy, I was hoping that they would be able to have a good time this year," sophomore Sam Oliveri said. "But, I also wish that my buddy would have been more awake, so that he could have had a better time."

For Heil, meeting his buddy for the first time was both nerve-racking and exciting, because he wanted to make the day be the best possible.

Besides the anxiety over meeting buddies for the first time, the organizers of the Arts Fair had their eyes on the weather channel.

"I wish the weather had been a bit nicer," Hamylak said. "At least it was dry, and I was excited that there was no rain in the forecast like last year. Luckily, the petting zoo was a success, and could stay for the day unlike last year."

Fortunately, weather was on our side, and everything worked out as planned.

The theme for this year's Arts Fair was Seasonsational. Many of the rooms were decorated according to different seasons. There were rooms with activities ranging from decorating snowballs, playing in bubbles. This year, there were 22 different rooms run by 22 different CHS clubs.



"I liked the theme as it allowed different sections of the ground floor to be different seasons," Hamylak said.

According to Oliveri, the theme opened a variety of activities that many of the buddies could participate in.

"I thought the planning was well-done, and I hope that my buddy got something out of the Arts Fair," Heil said. "But, in some rooms, my buddy couldn't participate that well because of his disability. I know that every room can't meet every child's needs, but it seems that this year the school did very well in including everyone."

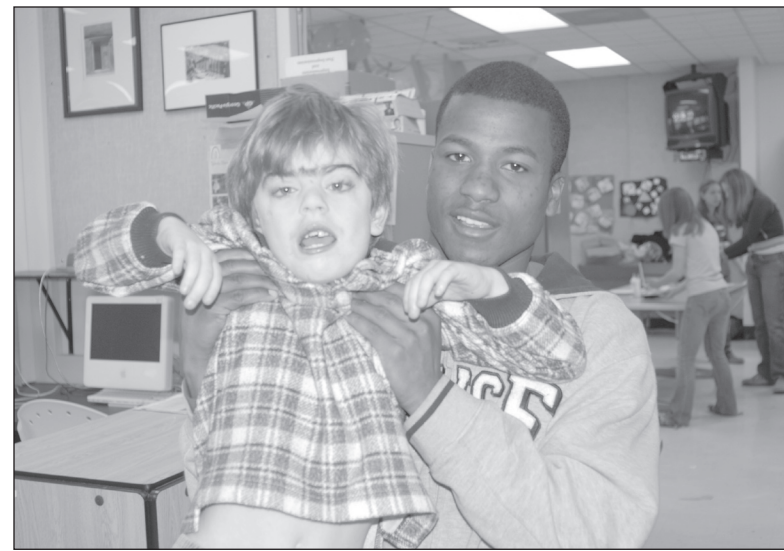
On top of the decorative and playful rooms, there

was a petting zoo, DJ, barbecue, clown, magician, caricaturist, face painter and more. And, like always, the CHS Jazz Band performed for the Litzsinger students during lunch. Plus, the Wydown Middle School Choir, the CHS Show Choir and 'The Pocket-Band' performed in the auditorium throughout the day.

But to some students the theme from last year, which was the Monopoly game board, was better.

"The theme was a bit better last year, because it was a giant board game," Oliveri said. "To me, it seems as if there was more action last year; more people in the hallways, and the crazy clowns on stilts."

Many people considered the Arts Fair to be well planned and well played out.



All photos by Abbie Minton

Clockwise from left, junior Steven Glynias and his buddy pose for a picture, and so does Micah Livingston and his buddy. Sarah Horn and her buddy pose outside of a room. For more pictures see page 24. This year, the theme of the annual Arts Fair was "Seasonsational." Each room, run by a CHS club or team, had a theme corresponding to a particular season. "I liked the theme as it allowed different sections of the ground floor to be different seasons," Activities director and Arts Fair coordinator Eric Hamylak said. The day was a hit, for the CHS students involved, as well as their buddies.

"I would make minor changes to this year's Arts Fair," Hamylak said. "I would place more emphasis on the activities to make them more appealing to all the students."

For Hamylak, his first year being the Arts Fair Coordinator is done, but what about next year?

"I think that next year will be easier for me, because this year was a learning experience," Hamylak said. "This was my first year being the official coordinator of the Arts Fair by myself. Next year I will be more prepared for the Arts Fair."

Nonetheless, the Arts Fair helped bring smiles to the faces of many buddies. All there is to do now is wait for next year. ☺

Virtual Instruction Program creates options, concern

LOSOS, 6

possible only in the classroom. MoVIP is a true disservice to students and we must question the procedure and assessment that will occur at this level. The world of business is already concerned about the lack of interpersonal relationships that young people are developing, this will only add to the problem."

Practical Arts teacher Marci Boland is also concerned about the lack of personal instruction available with online courses.

"If students really want to learn and receive the best possible education that Clayton has to offer, then they need to enroll in competitive classes taught here at the school by our outstanding staff," Boland said. "Clayton seeks out the best teachers in their subject area to teach at this fine institution. They do this so that the students receive the finest education possible."

Health teacher Doris Smith is also concerned about people getting out of the health requirement by taking MoVIP classes and that this will hurt their educational experience.

"I'm afraid that some students will see this as an easy way to earn their Health credit," Smith said. "And the issue isn't only enrollment in our department but having the kinds of experiences which cause students to really learn and think about healthy behaviors. I also believe that students who decide to take this as an easy way to earn a credit (in any area) will be very surprised. While I don't believe the learning activities in the online courses I saw are anywhere near as engaging as our classes here at CHS, they do require a great deal of work that will be completely up to the student. Some of the specific curricula would require more time each week than students spend

participating in our health classes for a period every other day. I'm a strong believer of the educational power of interactions among students and teachers and I don't think those same kinds of interactions will likely be achieved online. Research shows that relationship is key to the learning process and that good teachers make a huge difference in what students are able to achieve. Think of the huge variety of learning experiences you've had here at Clayton High, especially the ones that really made you think and learn. Now consider if all of those had been replaced with read, research, answer questions, maybe post something on a blog, and repeat. Would you have ended up with the same understanding or sophistication of knowledge?"

However, Fuchs claims that the program will help students in this manner.

"The program will benefit some students who don't want to take an hour out of their school day for a class that can be done easily in the virtual realm, something like the new personal finance class or a health class," Fuchs said.

Yet Boland and another teachers are also concerned that students will use the online classes as a way to get out of required classes such as Personal Finance, American Government, Health and Practical Arts, thus hurting enrollment in those departments and potentially endangering teachers' jobs.

"I think that it could hurt enrollment with the Personal Finance class or the American Government class," Boland said. "Students could take these classes online and who knows how good the course really is and the students could receive Clayton credit."

The fact that students can receive Clayton credit for classes taken online is at the core of the issue for administrators: a student can

Missouri's K-12



take all the required credits online and then come to CHS and demand a diploma and CHS is obligated to issue the student one according to the new program.

"Distance learning can play a valuable role but I don't think that the manner in which it's being implemented is the way I would like to have seen," Principal Dr. Louise Losos said. "What they've done with this program is that we have to accept all MoVIP credits even if we have that course, so a student could show up at our doorstep with 24 MoVIP credits and demand a diploma. I think a CHS diploma means something and that bothers me."

However, one way schools may be able to get around the issue is by insisting that student meet their own requirements, which go beyond the state requirements in some cases at CHS.

"The local control issue is very important because the local district is the one that grants the diploma and therefore the MoVIP students requesting a diploma from this institution will have to meet the lo-

cal requirements of the local school district," Fuchs said.

However, many teachers and administrators acknowledge the many positive aspects of the program. Smith, who attended a workshop previewing MoVIP and allowing teachers to critique the potential curriculum, sees both the pros and cons of the program.

"My general impressions are mixed," Smith said. "I think the program has great possibilities in some areas yet raises a number of concerns. Let me give you a personal illustration. My freshman year in college I had a roommate who came from Linn, a small town in mid-Missouri. We were both enrolled in the same Chemistry class. I had taken Chemistry in high school and found the class to be pretty easy. Patty's high school was very small and had no resources for a Chemistry lab or a chemistry teacher. They took general science classes that touched on a little Chemistry but not much. Patty is very bright but really struggled with that class and we both believed it was because she didn't have the basic

background. The MoVIP program would have been a Godsend for her as she was going into a scientific field. That's the good part. However, will doing an online Chemistry course help students learn the way our CHS Chemistry lab courses do - not a chance."

Fuchs acknowledges that nothing beats classroom time, but that the science lab simulations are improving.

"A lot of labwork is done with simulations, we've found that the Biology labs are easier to simulate, while Chemistry labs are harder to pull off, but simulations are a lot stronger than they were in the past few years," Fuchs said. "Even with the simulations, I don't think anything beats being in the classroom."

However, one of the benefits of the program according to Fuchs is that it gives students who don't have access to classes like AP Biology and Chemistry in their high schools a chance to take these courses.

"This program is really going to further develop the rural school districts," Fuchs said. "For example, I visited a school yesterday with 200 students in the whole district, K-12, and these students are now going to have access to courses they couldn't have taken because the school couldn't provide them."

History teacher Debra Wiens supports the MoVIP program because of her successful experience using technology with her students.

"I think online school is a good idea for many students," Wiens said. "I blogged with my students first semester this year and on-line communication can be very powerful. We teachers have to change with the times."

Fuchs also believes that MoVIP will help home-schooled or seriously ill bedridden students keep up with classes.

Either way, Assistant Superintendent Dr. Mary Jo Liberstein believes that the school district will have to wait until the program develops before it can be assessed.

"Overall the idea of distance learning and the state stepping in can have a positive impact, but until the program has gone for awhile and developed, we have a number of questions waiting for answers," Liberstein said. "One thing we want to ensure is that students are involved in a rigorous curriculum that gives them the skills they need to survive outside of CHS and we wouldn't want to see our students going down that path. I'm not saying that's the case, our students are pretty forward thinking, they think through the ramifications of the classes they take, they ask, 'Is this going to be helpful to me not only for now but for the future?'"

Losos agrees that MoVIP may have a lot to offer. However, she thinks it may also have its downsides.

"Distance learning is part of the future - I'm not discounting that there aren't positive parts of this, I'm just not liking the way this came about and that the legislature didn't trust educators," Losos said. "I don't like that schools who have spent time creating processes have been undercut completely so that education has been taken out of our hands."

For interested students, registration for the 2007-2008 school year begins May 7. ☺

Summer school offers new courses

Mary Blackwell
Staff Reporter

The name is not the only thing changing about the CHS summer school program. This summer offers more courses and opportunities to either catch up or get ahead on class credits.

"You get some different types of opportunities in the summer that you don't get during the school year, not being confined to 46 minutes and the four classroom walls," Don Rugraff, Director of Student Services and Assistant Principal, said.

For example during summer courses there is more room for field trips and the use of technology such as telecasting.

The Clayton Summer Academy was formerly called the Mark Twain Summer Experience but as the program changed, a new name was more fitting.

"The name change comes from the evolution of the program," Rugraff said. "We thought it would be nice to have Clayton tied to it."

As of last year, Clayton has joined with Ladue High School in combining summer school programs in or-

der to join assets and create more choices for Ladue and Clayton students. This gives students of both schools the opportunity to enroll in summer school classes at Ladue or Clayton in order to provide a variety of schedules and courses.

"Currently Ladue is not modeling the summer program that we offer, but as of next year it will be a replicate of what we are doing," Rugraff said.

In the past, the summer school program was designed for credit recovery. Now, it's geared toward providing remedial courses in core classes and helping students meet or get a head start on credit requirements. Students who fail a class during the regular school year are not required to re-take it over the summer, but it's strongly recommended in order not to fall behind. It also offers some options for students who want to get ahead on credits so they can take classes they enjoy or have a little more free time during the school year.

"What we want to do is keep our students moving forward and progressing on track," Rugraff said.

Another change in the program has been the length of sessions. In

past years there have been two sessions of three weeks. Now there is one session of four weeks with the option of a morning and afternoon class. This change was made after receiving feedback from teachers and students in the Clayton community.

Now students taking two classes during the summer take them both during the same four-week period, allowing them to go to camp or on a vacation, the chance to be with families and friends, and just more free time.

"I took Physiology and Strength Development with Coach Ford last summer," freshman Kathleen Naccarato said. "The best aspect of the summer experience was that I was able to get into shape and get some work out of the way and it fit okay with my schedule."

Almost all teachers teaching in the Clayton Summer Academy are from the Clayton School district. Clayton teachers were lured by the salary raise for teaching over the summer. Some teachers are even retired staff, such as keyboarding instructor Donna Sanders.

"We think that's important because we know relationships are

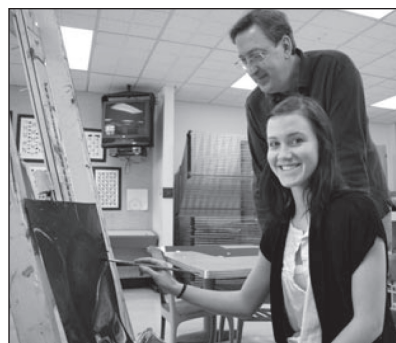
important with students and teachers," Rugraff said.

Some of the new courses this summer include Chemistry of Biology, Physics of Chemistry, Math of Science, Integrated Math 1, Integrated Math 2, and the Cars Program (Content Area Reading Strategies).

Ryan Luhnig brings his teaching experience from Vianney High School to this summer's program with a course called Teen Leadership. This class develops self-concept and works on public speaking, communication and personal image.

Librarian Colleen McNealy teaches Bookbinding, a course in which students discover the art of bookbinding and create their own books. Another new course, Creating Impressive Presentations, will give students the tools to create an outstanding project. It will teach Adobe Photoshop, InDesign, Illustrator as well as web design that students can use to improve the quality of their classroom presentations and documents.

"We have a lot to offer to the students of CHS and the community," Rugraff said. "We're going to keep



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trying to improve upon the program and we certainly want to be the best possible program we can be." ☺

City schools taken over

CITY SCHOOLS, 1

While there is currently very limited space for transfer students in Clayton, that situation may soon change. The school year of 2008-2009 is scheduled as the last that Clayton will receive funding for the Voluntary Transfer Program, although Senti and some other area superintendents are trying to get the program extended for five more years. While students already in the system will be able to finish and graduate, no new students will be entering at any grade level.

If SLPS remains unaccredited, and the de-seg program is not extended, more space for students from the city would open up. The difference is that Voluntary Transfer students must be African-American, which is not a requirement for city kids coming to the county as a result of the state takeover.

Still, CHS Principal Louis Losos said that the diversity provided from students in the city would be beneficial to the Clayton student body.

"Different perspectives, a different lens on things, can add a great deal to our school," Losos said. "These students have had a different educational experience."

The contrast between the educational experience at Clayton and in the St. Louis Public Schools could not be starker. In one year, the average city student changes schools three times. Since the curriculums at the various schools are not synchronized, these students are either missing large portions of the content, or are repeating much of what they have already learned. As Bourisaw knows all too well, overcoming problems in a district where 85 percent of the students qualify for free or reduced lunch is not easy.

"We have poverty to deal with, we have crime rates, we have social workers, we have security staff, we have many other components and facets that we have to devote energy to in order to make sure that our schools are safe, that our kids are fed, that our kids come to school feeling prepared," Bourisaw said during her interview. "We have to do a lot of preparation. Ten to 30 percent of our families are homeless. That creates quite a few challenges in order to educate our children. But all our children deserve a high-quality education."

Many have cited the lack of stability and consistency in the St. Louis Public Schools as a significant reason for their current state. A procession of superintendents, as well as recent clashes within the Board of Education, and between former board president Veronica O'Brien and Superintendent Bourisaw, have contributed greatly to the chaos and confusion in the district.

A week before Bourisaw appeared on St. Louis on the Air, Don Marsh talked to O'Brien on the program. O'Brien is decidedly vocal on many issues, including her opinion of Bourisaw, which she shared on NPR.

"Diana Bourisaw has to be the worst superintendent that we have ever, ever had," O'Brien said. "She's

not forthright; she's in over her head. If I had my way I would not have her anywhere near the St. Louis Public School system."

O'Brien also supports the state takeover of schools. "The state is only attempting to do what the law says they should do in the event that the system, St. Louis Public Schools, fails and continues to fail," O'Brien said.

On April 12, the School Board unanimously voted to oust O'Brien as president. In a statement, O'Brien said the move was carried out by "six people with a vendetta." The Board also voted to use district funds to fight the state takeover in court.

If attempts to block the state takeover in court fail, a three member "transition board" will run the district. DESE has approved Governor Matt Blunt's nominee Rick Sullivan, chairman of the building firm McBride & Son Enterprises, to lead the board.

Mayor Francis Slay and Lewis Reed, president-elect of the Board of Aldermen, will appoint the other two board members. Although Sullivan has been board director at two universities, he has had no experience in urban administration, a fact that has drawn criticism from many.

When the transitional board takes control, it will supersede the power of the current Board of Education, and will also decide what authority, if any, Bourisaw will hold.

Losos said that she hopes the transitional board will bring some stability to the district's decision making.

"My hope would be that in this process whereby the School Board loses the ability to make decisions that it would give stability, and...time over years to make changes," Losos said. "My perception, whether or not it's real, is that every school board election the balance of power seems to shift, so that changes that are started all of a sudden get derailed. So my hope is that it would stabilize the leadership and give the educators an opportunity to really make an impact on the structure and education of the district."

Bourisaw has affirmed this position. "You can't change direction every six months and expect things to improve; you just can't do that," Bourisaw said.

Ultimately, consistency is important because in all the politics and power struggles, it is easy for the focus to shift away from the students themselves. In a statement released after the announcement to unaccredit the district, Governor Blunt asserted the importance in remembering the students and keeping them top priority.

"This kind of instability is not good for delivering education," Blunt said. "Amidst all the chaos we must not lose sight of what is in the best interest of more than 37,000 Missouri children who rely upon the St. Louis public schools to provide them an education that would allow them to reach their full potential." ☺

MS Walk fun, beneficial

Feng-Shuang Stamme
Section Editor

The annual Multiple Sclerosis Walk held on April 15, in Clayton's Shaw Park was a huge success.

On this warm sunny day, the organization raised over \$800,000 and people all over the St. Louis area attended this event.

According to Gateway MS Walk, there are over 400,000 people living with MS in the United States. The number of patients is increasing every day. Through the walk, Gateway MS hopes to support the National Multiple Sclerosis Society in their research on the cause and the details of the disease.

Senior Kate Lipstein has a personal connection to MS because her mom has been battling the disease since she was 20 years old. Lipstein said that there is no exact cause for MS.

"When [my mom] first felt numbness in her feet, and she couldn't see really well in her left eye, she went to the doctor's and that's when she found out," Lipstein said.

To raise awareness and help fund the research for MS, Lip-

stein has been an active participant of the annual event that is held all over Missouri.

"I have been doing the Walk since seventh grade," Lipstein said. "So it's been six years."

This year, Lipstein along with her good friend Senior Josh Carlie helped to create a Clayton High School team.

"This year I did a Facebook group," Lipstein said. "But in the past, we have set up a table in the commons, and announced the event through the PSA on KCHS."

There were many other teams for adults and families. The Clayton team consisted of seniors and close friends of Lipstein.

"Mostly, it's just people who know my mom and know how important this is to me," Lipstein said.

MS is a disease that attacks the Central Nervous System, and currently there is no cure.

"Multiple Sclerosis is when the myelin around the nerves deteriorate," Carlie said. "Myelin helps make smooth nerve connections and signals. So when the myelin doesn't work, the signals do not get to the legs. It gets worse and worse, and as time goes on, a lot of people become paralyzed because

they can't walk anymore."

Carlie, who has participated for the past four years, thought the event was a success despite it being the day after prom.

"We only got about four hours of sleep," Carlie said. "But it was nice exercise."

Lipstein agrees that she was surprised by the number of people that actually came.

"I thought a lot of people wouldn't come, but they did," Lipstein said. "Usually, we do longer walks, but this year, we did the one mile."

Lipstein's mom is currently taking medication to keep the disease from progressing.

"She is also doing physical therapy and different types of exercise along with the medicine," Lipstein said. "The exercises really seem to be helping her a lot."

Everyone is welcome to participate in the MS Walk, even if they can't walk or don't have the time.

They can also contribute by doing fundraising.

People can come as an individual, with family members or join a team to help support the fight against MS. ☺

Quick facts on Multiple Sclerosis

- MS is thought to be an autoimmune disease that affects the central nervous system (CNS).
- In MS, myelin (a fatty tissue which helps nerve fibers conduct electrical impulses) is lost in multiple areas, leaving scar tissue called sclerosis.
- Most people with MS are diagnosed between the ages of 20 and 50.
- About 200 Americans are diagnosed with MS each week

facts from www.nationalmssociety.org

PAC allows students unique voice

Preeti Viswanathan
Staff Reporter

Principal Louise Losos, like any other leader, has her advisors. You'd expect them to be mostly parents and other staff members; however the Principal's Advisory Committee consists of 36 students from all four grade levels. This committee discusses various problems and concerns facing Clayton High School with Losos.

"The purpose [of PAC] is to have an open dialogue between the students and the principal," Losos said.

Vice Principal Dan Gutchevsky thinks that the group is a good idea, and feels that the students involved are a good representation of the larger CHS community.

"(PAC) is a student advisory group that meets with Dr. Losos on a monthly basis to discuss issues facing the school," Gutchevsky said. "The group consists of a wide range of students who represent many facets of the CHS student body."

The committee, which meets one Tuesday morning each month in the Greyhound room, also lets students instigate discussions with Losos regarding school policies or problems.

"The committee serves as a forum for issues facing the school such as sportsmanship at sporting events, alcohol use at school functions, or changes in school procedures," Gutchevsky said.

Sophomore Fontasha Powell, a member of the Principal's Advisory Committee who is in charge of their Facebook group, said that the committee generally col-

laborates well on ideas and it gives her an opportunity to talk to people that she normally doesn't socialize with. She also said that the PAC helped improve the school lunch menu last year.

"I think the biggest impact we've had on CHS has been the lunch menus," Powell said. "Last year we had the principal come in and talked to her about what we wanted to see on the menu like vegetarian options and healthier options, and we really pushed that issue/".

Some of the ongoing discussions in the committee this year have been regarding the installation of security cameras at school and alcohol at dances.

"This year we've had some really heated debates over alcohol at dances," Powell said. "We've talked about how the PTA wants breathalyzers. Some students have been in favor of it, a lot of students have strongly opposed it, but that's just been a really huge issue."

Debates are an important part of PAC, and allow many students to interject their own thoughts and ideas into the goings-on at CHS.

"PAC allows me to receive feedback on issues of concern for students; to discuss decisions that have been made," Losos said. "It allows me to ask for input before making decisions. Most importantly, it allows me to create an opportunity for student to ask any question that is on their mind or an issue for the student body."

These continuing debates could cause the PAC to have another impact on Clayton High School this year, and they likely will in the future. ☺



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AP German class making students say “Wunderbar!”

✪ **Roland Reimers**
Section Editor

As May slowly approaches, students at CHS are well aware of what the springtime weather will carry with its warm breezes and comforting sunshine – Advanced Placement tests.

Though the number of tests that each Clayton student will take in mid-May varies from person to person, the end-of-the-year scramble to prepare for these standardized exams is nearly universal among AP scholars.

Indeed, nearly universal except for the AP German – German VI fifth hour class. Comprising of an interesting medley of seniors and juniors, some of whom have already taken the AP test and others who have not, the class offers a multidimensional look at the German language through the lens of German teacher Glenn Cody.

“In this case, we have AP students together with last year’s AP veterans,” Cody said. “In order to meet the needs of both groups, it has been my goal to review the grammatical structures required for the AP test in a discussion-oriented format that would serve the desire of the veterans to increase their vocabulary and conversation skills.”

Junior Kathrin Nowotny credits Cody with handling the situation in a way that appeals to both levels of learners.

“Coming into this class I assumed it would be a piece of cake, considering I’d been speaking German almost all my life, [but] Herr Cody always manages to find some



Blair Klostermeier

Both CHS juniors and seniors are part of Glenn Cody’s AP German/German VI fifth hour class. Though the class is composed of students who have already taken the AP test and those who have not, Cody has met the challenges posed by the unique situation. New vocabulary skills and a more comprehensive understanding of German grammar have proven to be the benefits of the mixed class for both levels of German speakers.

way of challenging everyone even if we are just reviewing something,” Nowotny said. “He is an amazing teacher and he always can find something new to teach.”

Senior Paul Lehmann, who took the AP test last spring, maintains that the unique character of the class has not significantly affected

his approach to the language.

“I don’t think having the AP German kids in the same class as us has really made that much of a difference,” Lehmann said. “Most of the vocabulary is still different from what we learned last year.”

Yet, despite Cody’s ability to make the best of an interesting situ-

ation, certain difficulties do arise in the class, according to sophomore Janine Kluser.

“I think it’s a little bit of a challenge having German VI and AP German students in the same class,” Kluser said. “Since we are all basically on different levels, it is hard for Herr Cody to teach us all at the

same time, considering some of the students already know the material being reviewed or taught.”

When difficulties arise as a result of differences in proficiency in the language, the unique mixture of the class allows the students to interact with one another in a constructive manner.

“There is some flexibility to what [Mr. Cody] teaches us since we’ve already learned the ‘essential’ vocabulary in previous German classes,” Lehmann said. “[The AP students] of course benefit from the arrangement, as they have [the older students] to ask about the AP or just about German in general.”

Though the composition of the class naturally provides some stumbling blocks for the students from getting a secure hold on the language, the group has overcome its trials and has aimed its preparation for a successful May.

“Last year’s German AP class was for me a phenomenal experience,” Cody said. “Everyone in the class hit the ground running in August and continued to work hard until the AP test was administered in May.”

“Sadly, our formal German offerings end with the AP class, but most of the non-senior members of last year’s AP class expressed a strong interest in continuing their study of the language.

“Our only option was to combine their interests with this year’s AP class, a much smaller group of only four students.”

In addition to focusing on the AP test, some students have discovered significant benefits from participating in the class.

“For me, the reasons why I take the class are to keep me thinking about the German I learned when I was 10, to make me not forget [the language] and to keep my GPA up,” Kluser said.

The coming months will show what this fifth hour language class has achieved this year. ☺



Clamo Photos

Not all seniors have senioritis as demonstrated by seniors Alex Johnson and Alex Neal, who are busily studying in the commons.

Annual bout of senioritis hits CHS

As the weather warms, seniors are gradually closing their books and focusing their attention elsewhere.

✪ **Phillip Levine**
Staff Reporter

Every year teachers have dealt with seniors who have been infected with the serious disease, “senioritis.” This year, as usual, the deadly disease has traveled to Clayton High School, though different students deal this in different ways.

Although the students are the infected ones, teachers have to deal with these students every day. Especially in more challenging classes, such as honors and AP classes, more of a problem arises in the latter half of the year.

“Well, in my experienced opinion, I believe that Senioritis is a ‘condition’ that affects everyone differently, like a virus,” said AP Spanish teacher Teresa Schafer. “Some students become completely checked out, especially after spring break.

“I am gearing up for that because I have a whole bunch of seniors in my Film and Literature class as well as my AP class.”

As the amazing senior spring break is coming up soon, many students put everything else out of their mind.

“Spring break is coming and I am real excited about going to the Dominican,” said senior Zander Kanefield. “Right now, that is really all I am really thinking about.”

College can be a major factor in whether students will continue their hard work ethic and completely drop what they had been doing and slack off.

“I haven’t heard back from a few colleges,” said senior Marjorie Munson. “College is important and working hard is also good for my own self esteem. I want to end on a good note and keep my good work ethic.”

On the other hand, Kanefield has already heard back from lots of schools and has lost the urge for school.

“I already got into University of Arizona, not ASU,” said Kanefield. “I got grounded and my car was taken

away because I am failing math. I am in college already and I’m happy and not stressed out.”

Senior Joey Gibson agrees.

“My grades really don’t matter anymore,” Gibson said. “I got a 26 on my ACT which is good enough for the schools that I’m looking at and so my GPA isn’t a factor anymore. It seems it is just getting worse.”

Teachers deal with the students differently depending on how rigorous the courses are and depending on what the expectations are.

“Depending on the class, my course of action varies drastically,” said Schafer. “In AP I try very hard to demand the same commitment to the class work until the exam. I tell the students that after the exam there will be rewards.

“For the most part, they are motivated and that works. In other classes like Film and Literature, I lower the load. I give less writing assignments. I instead try to make them work harder during class in exchange for less homework.”

Though working hard in class, doing homework and maintaining a solid grade is one area of the program, unexcused absences and skipping is a whole different aspect that becomes a major problem.

“I was put into the A-program during the first week of school,” said Gibson. “Ever since I got in, it has gotten really easy to skip. They don’t come get you anymore. Last semester, I had 135 unexcused absences.”

Many students become occupied with other areas of life and as a result, the effort students give in school deteriorates. Senioritis is bound to occur and teachers are well aware of the situation.

Depending on the class, teachers have different students ranging from continuing their strong work ethic to completely abandoning school.

Seniors are simply awaiting the end of high school and the beginning of their college experience. This situation isn’t more prevalent in any other areas besides the contagious condition of senioritis. ☺

“My grades really don’t matter anymore. It seems [my senioritis] is just getting worse.”

Joey Gibson
Senior

Speeches challenge freshmen

Persuasive speeches offer underclassmen a chance to improve their rhetoric skills, confidence in public speaking and ability to speak engagingly.

✪ **Ken Zheng**
Staff Reporter

Every year, freshmen at Clayton are faced with the difficult task of persuading their English class on a topic about which they feel strongly.

This speech has been assigned to for the past six years. Students must come up with an point of view, research it, and persuade others to their point of view, by appealing to their emotions, ethics, or logic.

“The main point of this unit is simply the idea of persuasion, and also to improve public speaking skills,” English teacher Jennifer Sellenriek said. “What I really like about this is that I use the conferences differently because students actually present their speeches during the conference, and it gives me a different way to give feedback to the students.

“It’s hard to say one thing I’m particularly looking for but if a student is enthusiastic about the topic, has researched it well, and conveys his or her ideas well, that’s what I’m looking for.”

English teacher Sheri Steiner thinks persuasion is really important for everyone to learn.

“In speeches, what I look for is concrete detail. [The speeches] helps to sharpen all of the student’s analytical skills because all types of writing requires analysis, it also helps students become better citizens because it helps arms them against political propaganda,” Steiner said. “I just think we need to get the kids in front of the room, it doesn’t matter what you’re

going to do with your life, you need to be able to interestingly address a group of people. The main thing I want them to understand is that arguing is different from being persuasive, you can argue all you want but if you are not affecting your audience, then you’re not going to sway anybody.”

Freshman Sneha Viswanathan wrote a speech against habitat destruction in Sellenriek’s class.

“I’m really passionate about the environment,” Viswanathan said. “When I grow up, I know I want to choose a career that enables me to protect the environment. My teacher told me where I needed transitions, and what I needed to take off. I think a persuasive speech should have evidence that really persuades the audience to agree with the speaker.”

Freshman Gus Heil, also in Sellenriek’s class, chose to give his speech on second-hand smoking, focusing on its effects in restaurants.

“We had plenty of time to research, and to conference it before going in front of the class should be very helpful,” Heil said. “I think

a good speech should have good facts to support one’s opinion. It should be well researched so the speaker is knowledgeable about the particular topic.”

Freshman Taylor Pasley thought that there should be a minimum weight requirement for runway models.

“I think the most important thing a persuasive speech should have is an attention-getter because if you lose the focus of the audience your speech will have been pointless,” Pasley said.

Jeff Bader chose to write about oil consumption and how the entire world consumes too much oil.

“I feel it is an important issue and I think it is not reflected upon enough,” Bader said. “I think the most important thing a speech should have is emotion.”

Freshman Ting Lu chose to present her speech on casinos because she thought it was a unique topic.

While challenging for students, the speeches are an excellent experience and give the students the experience in both research and presentation that are critical in the real world.

“I loved to hear the kids’ speeches. They did a fabulous job,” said Steiner. ☺

“The main point of this unit is simply the idea of persuasion, and also to improve public speaking skills.”

Jennifer Sellenriek
English Teacher

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Homes displayed for district fund-raiser

Seven Clayton homes and one condo are a part of the Clayton Home and Garden Tour, which will take place May 12. Money raised from the fund-raiser will be evenly distributed between the six Clayton schools.

Gila Hoffman
Section Editor

Clayton homes are filled with magnificent architecture, stunning gardens and are one of a kind. Many homes in Clayton neighborhoods are part of the National Historic Register and are historically significant, for example the Hanley House, located on Westmoreland.

As a way to raise money for the six Clayton School District schools, the PTO is hosting the Clayton Home and Garden Tour (CHGT), which will take place on Saturday May 12, from 10 a.m. to 4 p.m.

"Instead of doing a trivia night or an auction we decided to do the Home and Garden Tour again," committee member Ilene Joseph said. "There are so many different houses to see in Clayton so we decided to go that route instead."

In 1993 and 1995 there were home tours that took place for the school district in order to raise money.

"We wanted to research that project again, and we found that homeowners and parents were very interested in the idea," committee member Vicki Owings said. "It was time for a different fundraising idea and everyone was very excited about this."

The tour is a showcase of seven Clayton homes and one condo. Participants will embark on a bus tour that leaves from the CHS commons and that continually circulates through the various neighborhoods throughout Clayton, stopping at the homes for a tour.

There are three main areas in which the tour will focus on. Brentmoor Park is on the National Historic Register of Historic Places. It was laid out by landscape



Upper left and right: Two of the over 40 bird cages that will be sold in a silent auction in the Commons during the Clayton Home and Garden Tour. Lower left and top of page: Two of the several houses on the tour. The houses are located in Brentmoor Park, Tuscany Park, Claverach Park and many other neighborhoods.

architect Henry Wright in 1913. Another focus of the tour is Claverach Park, which was once a farm area. Now, it consists of beautiful homes built in the 1920s and 1930s. Lastly, Wydown Terrace, the site of the Igrot Village during the 1904 World's Fair, will be visited on the tour. There is also a home in Tuscany Park, Old Town and a condo in the Plaza. Old Town is near the heart of downtown Clayton and is home to a diverse collection of homes. The condo represents the new growth of Clayton, luxury living and the beautiful views of downtown Clayton.

"The homes have various styles, architecture, interior design and some have been decorated and renovated," Owings said. "The styles do vary a lot. Some are more traditional and more are much more contemporary. It is just a really wonderful variety of different styles and architecture."

During the event, the CHS commons will be a place for people to buy boxed lunches catered by Michael Johnson and enjoy coffee and pastries from Northwest Coffee. The Commons will also house several auctions

and drawings.

One unique part of the experience will be the incredible array of 40 different bird houses in the CHS commons. These bird houses are made by area artists, for example Michael Hoffman, Mark Katzman, Tom Huck and Charles Houska. They will be available for bidding in a silent auction.

There will be a drawing to win pieces of jewelry valued at \$1000. There is a piece from Simon's, a collection of Michal Negrin jewelry donated by Mavrik Jewelers and a Meyers Swiss men's watch given by Ylang Ylang. The tickets for the drawing are \$10 each or three for \$25.

"Each of the six schools are going to donate student craft projects that are garden-themed and those will be sold in a silent auction as well," committee member Georgeanne Rosenblum said. "Hopefully parents will really enjoy seeing their children's artwork at the auction."

Many students are planning on volunteering at the event.

"We are trying to get kids involved to help from all of the schools," Rosenblum said. "There are going to be students at Wydown selling water and hopefully students will be playing in different ensembles in the homes and in the Commons."

Although there is not set number for how much money the committee plans on raising, but they hope to have as much success as there has been in the past. "The last CHGT was very successful," Rosenblum

said. "There was one in 1993 but we don't have the numbers for how many people came to that one, but in 1995 there were 2,000 people that came. We really don't have any idea how many people there will be this year. We are hoping for a good turnout and we hope people take advantage of the opportunity to buy a ticket for their mom because it is the day before Mother's Day."

Tickets are available in each of the six school offices and online at www.claytonhomeandgardentour.com.

Once the money is raised, it is up to each of the schools to use the money they way they want it. Each of the school's PTO is designating the money for their school. Some are trying to improve technology or the library and some want to create outside learning environments for the students. Just like any other fund raiser, the money will be evenly distributed to the six schools.

"We are hoping for a fun day with good weather, of course," Joseph said. "This is an opportunity to look at architecture, interior design, home gardens and all of the wonderful neighborhoods that Clayton has to offer."

Despite the work of committee members, the entire community has come together in order to make this even happen.

"This is a collaborative process through all of the schools," Owings said. "We have had parental, student, community involvement and even participation from local artists. Everyone is coming together to benefit the schools." ☺



“ This is an opportunity to look at architecture, interior design, home gardens and all of the wonderful neighborhoods that Clayton has to offer. ”

Ilene Joseph
CHGT committee member

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The Globe student newspaper exists primarily to inform, entertain, and represent the student body at CHS to the best of its ability.

The Globe is self-funded for all publishing costs and offers advertising to all school-appropriate businesses. Ads range in size from business card to full page; prices vary. Please contact our office for more information. The Globe is distributed to students each month of the school year. We also offer bulk mailing subscriptions for \$20 a year and first-class subscriptions for \$30 a year. We find these options particularly useful for parents, for no amount of begging or friendly reminders can compel a high schooler to remember to bring home a copy.

We also remind students that as the Globe is a student publication, all compliments, opinions, complaints, warnings, threats, sabotage attempts, arrest warrants, and libel suits should be forwarded to the Globe Office (see contact info below), not the Superintendent's.

--the Globe editors

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Student offers advice for dealing with telemarketers

Telemarketer: "Hello, May I speak to Mrs. X?"

Mrs. X: "Who is this please?"

Telemarketer: "I'm calling from XYZ credit card company, is Mrs. X there?"

Mrs. X: "No! She's dead!"

The above example is how my friend's mother deals with telemarketers. Although her method is efficient, I deem it to be a little too cruel in making the telemarketer feel extremely awkward and guilty.

Over the years, my family has gained much experience in dealing with telemarketers. Let me share with you some family secrets in dealing with these telemarketers so that some of you miserable souls can fight back when they strike at the most inopportune moments in your daily lives.

Before presenting my strategies, you need to understand that there are three main categories of telemarketers: those who want to sell you things, those who want to your donations, and those who want you to go to Jesus.

Let's start with the basics: dealing with the usual (credit card.) What can you do? There are several ways to approach this problem.

You can tell them that the person to whom they wish to speak isn't home and that you don't know when he or she will be back. This excuse is especially applicable and may even be fun to use if the telemarketer asks for the woman in the house.

Telemarketer: "Hello, I'm calling from XYZ credit card company, is Ji-Hong available?"

Me: "No."

Telemarketer: "Do you know when she will be available?"

Me: "I don't know, she's in labor right now."

Another way of dealing with any kind of telemarketers is to simply tell them that you don't speak English, my personal favorite for its effectiveness. One suggestion for using this method though, is to try not to tell them that you don't speak English in perfect English. This is the perfect opportunity for you to fish out accents (excluding British, Scottish, Australian accents.)

Dealing with telemarketers who want donations has always been a dilemma for my family and me. While I don't want to sound like a heartless cold-blood, I can't help it if I'm flat out broke or just don't care about their cause. What are some things that you can do with such awkward calls? Well, below are two of the methods I've tried.

First, tell them that you're in debt. Even better, you can tell them that your family is actually moving out by the end of the week so that they don't need to bother calling you at the your current number again.

Second, if it's a police association

trying to ask for donation and making me feel guilty about not wanting to sell my blood to give them money, I would sometimes make them feel guilty right back and tell them in an angry tone, "You arrested my dad!" After that little twist, the conversation usually becomes more awkward on the other end of the line and I would soon claim my victory.

Another awkward telemarketer dilemma is when the telemarketer wants you to come to Jesus or join some other religious groups. The question of what I can do arises when it's too late for me to tell them that I don't speak English. In order to turn down Jesus nicely in a quick and easy manner, I would tell "God's messenger" that I'm already devoted to Buddha. The call would then quickly end and I would have my peace back as I go back to my desk wondering why Jesus gave me so much homework.

Besides the methods discussed above, however, the most efficient solution in dealing with telemarketers is to simply to reject them nicely and tell them to remove you from their list of numbers. ☺

Editor's Note: The National Do-Not-Call Registry can be found at <https://www.donotcall.gov>.



Tian Qiu

Breathalyzers necessary at dances

"No front to back touching/grinding; no straddling legs, no bending over; both feet must remain on the floor; and hands on waists or shoulders only."

These rules are among a list of regulations that have recently been imposed on the students at Middleton High School in Middleton, Wisconsin. It is a bit sad and pathetic that the administrators of that school felt that they needed to implement these rules; there clearly had been many problems at school dances.

We may look at these rules and chuckle, pitying the poor students who attend dances where they would essentially get in trouble for touching each other. It really isn't until we hear about schools like these, and their stringent regulations that we realize how liberal our school is. In comparison to students at schools like as Middleton, students at Clayton are trusted by the school administrators and, as a result, enjoy the freedom that comes along with very few rules.

However, I have found many of my peers are forgetting that all these freedoms we are given – open campus, free periods, the use of cell phones at school, etc. – are not our rights, but rather privileges. We cannot abuse these freedoms and then argue infringement upon them, claiming that it is our right.

These privileges are only ours if we use them responsibly. This trust, unfortunately, has been betrayed by some of Clayton students. Some parents have suggested the idea of using breathalyzers to test students as they show up to dances and they cannot be blamed, seeing as how the trust that used to exist between the school officials and the students no longer exists.

Plenty of schools already use breathalyzers and these apparatuses are necessary so that Clayton students might realize that drink-

ing before dances will result in serious consequences. Clearly, nothing will actually change unless the school takes steps to eliminate the problem of students drinking and coming to dances. And although breathalyzers seem like too drastic of a step, when we consider the actions other schools have taken, the use of breathalyzers is relatively mild. Throughout all this controversy, it's important to remember that drinking under 21 is actually against the law.

Every time someone speaks out against breathalyzers they are supporting illegal activity. The school has every right to implement breathalyzers if they feel they are needed; breathalyzers check to make sure that students follow the law.

The way in which testing is carried out is just as important as the fact that the breathalyzers should be used. Testing of individuals who appear to be drunk is very subjective and could very easily offend people and cause controversy.

Another option would be random testing, however, the in the case of alcohol 'random' testing would not be objective like it should. The results of random testing would be the same as picking out people who administrators think are under the influence of alcohol. In addition, random testing would inevitably miss many who have in fact been drinking which would defeat the purpose of using breathalyzers all

together. The best way in which to carry out the usage of breathalyzers would be to test every student coming into the dance.

That immediately invokes images of long lines, but testing everyone is not as impractical as it seems. Many breathalyzers take just seconds to use. If the school bought a few breathalyzers and had two or three school officials operating them as students entered the dance, testing would go quickly and smoothly. In addition, students have about an hour to enter most dances before the doors close. Not all students come at once and so administrators wouldn't have to test hundreds of students all at once. Any other possible inconveniences are worth having, if we can feel comfortable and safe at our school dances.

I've talked to many who claim that no one would show up to dances if the school started using breathalyzers. I'm not sure why people would boycott dances that are more secure and safer, but even if that is the case, this claim just reinforces the fact that breathalyzers are a necessity at dances.

I would support canceling dances altogether if no one bought tickets due to the usage of breathalyzers. I find it disgusting that people have so little respect for the school and their peers that they would show up to dances intoxicated.

If people can't learn to be responsible and don't understand the shamefulness that accompanies showing up at school sponsored activities drunk, they should have the right to dances taken away from them altogether. ☹



Sarah Rangwala

“**These freedoms we are given – open campus, free periods, the use of cell phones at school – are not our rights, but privileges.**”

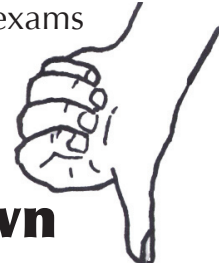
Thumbs Up



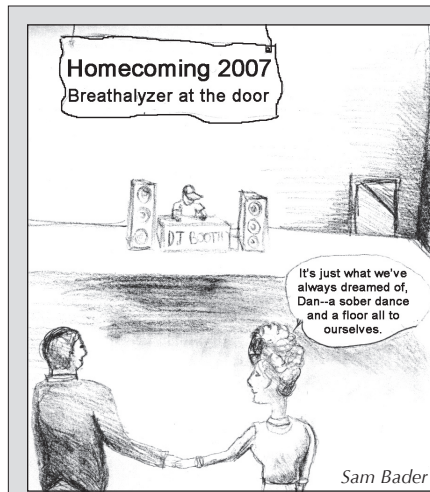
- Classes outside
- AP Physics trip to Six Flags
- Blueberries
- Steak

- Mandatory death penalty for drug trafficking in Malaysia
- AP classes with final exams
- Seattle
- People who don't eat steak

Thumbs Down



The Globe is a public forum. As such, we welcome the voices of all. We accept letters to the editor provided they are signed; under very few circumstances will we publish an anonymous letter. Due to space constraints, we reserve the right to edit submitted material.



Plan to use Breathalyzers at dances a futile attempt to stem problem of teen drinking

At a PTO meeting following the broomball event, many parents adamantly urged the administration to alter the measures currently in place to prevent students from drinking before school dances. Many expressed a desire to purchase breathalyzers to use on students as they enter the dance; however, this plan is ridiculous for a variety of reasons.

The concept is an insult to every member of the student body. Even the idea of using breathalyzers on every student entering

the dance shows a pitiful lack of trust for students. The fact that parents want to implement such a plan stands as a slap in the face to every Clayton student who does not drink before dances and who would consequently be treated as if they did. It is belittling to require upstanding youth to be treated like common criminals in order to enjoy a high school dance. Contemplation of such plan demonstrates a lack of respect and trust.

Furthermore, the plan is impractical. If the administration announced before a dance that students would have to undergo a breathalyzer test before entering, at least half the people who attend dances would not arrive.

For some it would be to avoid being caught, but for many others it would be a protest of a grossly unjust policy. The consequence of a plan to use breathalyzers on all students at dances would be to have no students at dances.

It is a violation of privacy to expect any Clayton student who wants to have fun at a dance to undergo the test administered normally only to those suspected of being drunk. If parents truly believe that every student entering a dance is entering drunk, then the solution is not to have the school use breathalyzers on students, but instead for the parents to take action in their own

homes. If parents are so worried about their children attending dances drunk, then do what any parent can do: stop their kids from going! Do not send kids to a dance drunk and expect the school to deal with and do not punish the students around them that are not drunk by forcing them to complete a breathalyzer test before going to a dance. That is simply irresponsible.

The administration has claimed that it is not realistically considering using breathalyzers on every entering student, but perhaps only on those behaving suspiciously. While this policy would clearly be a less offensive move and also would abrogate students' privacy and rights less, it would also have a similar consequence. Many students would still stop coming to dances.

If adults truly wish to prevent students from drinking before dances, there is only one solution: do not have dances, which would essentially be the result of implementing breathalyzers. Even if students do not drink before dances, they will continue to drink in lots of other situations. It is ridiculous to try to end teen drinking by implementing a breathalyzer policy or anything

else so narrow-minded.

The issue of teen drinking is so vast that it cannot be solved without examining the motivation behind it. Simply cracking down on one small example of the grander issue is useless. Once drinking is removed from the school, it will simply be pushed into private basements like on weekends when there are no dances. The PTO's recent demands for use of breathalyzers at dances are a shortsighted attempt to address a problem that is way too large to be addressed by a simple school rule. Until parents and administrators consider the source of the problem, no quick fix is possible. ☹

Agree **91%**
Disagree **9%**

Irresponsible media coverage of VT murders spreads fear

I was surprised when I opened the New York Times' web page to find myself staring down the barrels of a handgun, straight at the all-too-familiar face of Cho Seung-Hui, the killer of 32 people at Virginia Tech.

The media attention called to the tragedy in the past few days has been endless. At first, the coverage of the murder was filled with the shock and horror of such terrible news. Then, we grieved for the terrible loss of life, we shared in the pain of the families and friends

of victims. We heard about acts of heroism, about students and professors, Liviu Librescu and Kevin Granata, who died defending their students against the killer.

That was followed by concern about campus safety and gun control, and most of all the perversion of the murderer.

The attention devoted to exposing the disturbing past of the killer has been blown totally out of proportion.

Now, as I browse MSNBC's website, a ridiculously large headline reads: "Blood on Your Hands," the title is accompanied by a large, grainy photo of Cho holding a handgun to his head. The subhead reads: "Virginia Tech gunman sent package to NBC." A link underneath is labeled: "Images: A killer's gallery."

An article about cleaning up the aftermath, about nationwide school campus security, doesn't appear until several lines down.

I hear excerpts of Cho's disturbing plays on the radio. The news on

TV display even more clippings of the killer's "multimedia manifesto" that he sent to NBC, which did not hesitate to capitalize on this rare chance at widespread attention.

The sensational journalism covering this tragedy does little to move the nation in a positive direction.

We have become a society addicted to fear: our TVs, our radios, and our newspapers no longer strive to inform us; they cater to our hunger for the bizarre and tragic. The readers are not criminal

psychologists. We cannot aid in preventing such heinous crimes from happening by hearing about the unsettling details about Cho's past.

Mature journalism should inform, reflect, and debate. We should, for the first time in a long while, talk seriously about gun control and reconsider the consequences of our Second Amendment rights. We should examine what we are doing to promote campus security and caring for the psychologically unstable long neglected in schools and elsewhere.

Terror comes not from the act of terror itself—it comes from how we react, and whether or not we can respond positively. If Cho genuinely had the intent to spread terror and drive us into group hysteria, it seems like he has succeeded, thanks to media that seeks to grab our attention, but not educate us.

Please, while we grieve for the deceased students and professors, and while we wonder how to prevent such tragedies from happening again, spare us all this mindless sensationalism. ☹



Yipeng Huang

CFLs save money and energy

Vicious storms in the summer and winter, leaving hundreds of thousands out of power; strange temperature swings that devastate crops and raise prices of fruits and vegetables; hurricanes consistently leveling and flooding large cities. Sounds familiar, eh?

If you didn't believe it before, believe it now: global warming is here. And, unless we do something about it, it's here to stay. No longer can the United States, St. Louis, or even Clayton try to ignore the presence of such a serious global change.

I'm not going to preach to you about our bad energy habits because there's nothing we can do about the past (and because I am one of the least energy efficient people on the planet) but there is so much we can do about the future.

And now, it is so easy to move into the future of energy efficiency.

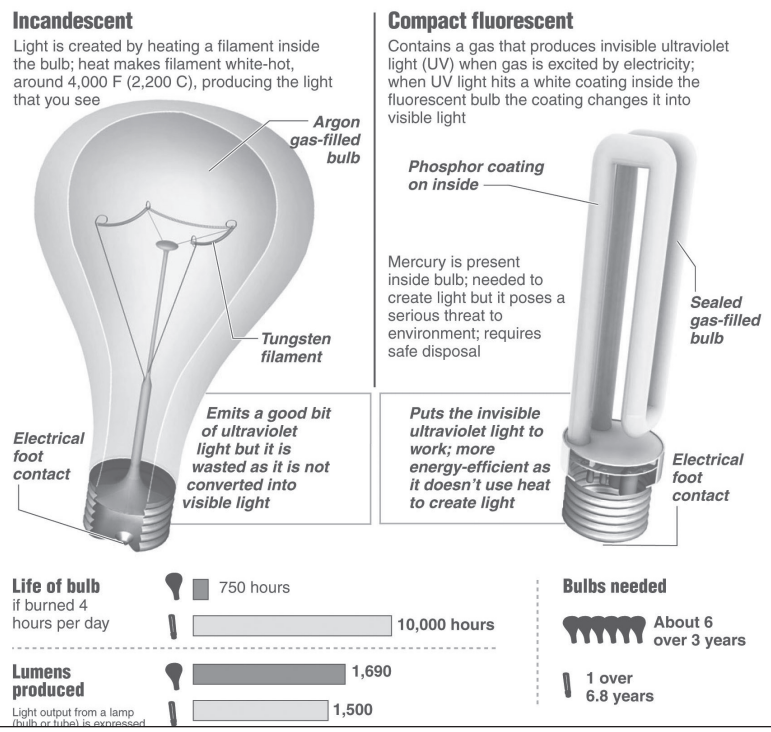
I'm going to tell you, after reading about Global Warming and how the oceans are rising, our resources are dwindling, our animals are dying, and our air getting smoggier, I was becoming a bit downtrodden. I mean, I am just one girl! How am I supposed to reverse all that pollution nonsense that's been in the works since the industrial revolution?

After I read "Earth in Balance" by Al Gore and article after article about how the human race will be wiped out after sum-odd years from now I began to really worry.

Could I really convince my mom to sell her car and take public transportation everywhere with me? Would my dad

Let there be 'green' light

EU has decided to replace traditional light bulbs with more energy efficient compact fluorescent bulbs by 2009; how they compare:



Graphic explains how traditional and low-energy light bulbs work; traditional light bulbs will be switched off in Europe by 2009 in a shift to energy-efficient lamps.

consent to living in 50 degree temperatures inside the house?

No. Double no.

Here's the truth: being a busy, somewhat self absorbed teen, and really broke, I need a way to change the world that is accessible (i.e. quick, easy, and cheap)!

Luckily, the world of being energy efficient has gotten much, much easier: the Compact Fluorescent Bulb (CFL) has been made easily accessible.

The CFL has been in use since

the '80s and is used widely industrially. But now, since it has been modified to fit into an incandescent bulb's socket, is smaller, and more aesthetically pleasing-the bulb is easier to use residentially.

Though they don't emit the exact same "soft" color incandescent lights do, the way the light looks isn't all that noticeable (Without my knowledge, the light bulbs were changed in my living room and it took me weeks to realize that something was different).

Here's the truth: the CFL will save you money in the long run and it will help the environment.

CFLs run for 1/3 the energy, they generate 70 % as much heat, and they last up to thirteen times longer as an incandescent bulb!

Yeah, and I'm not making it up: ENERGY STAR, of the Department of Energy, completely endorses them.

The Department of Energy estimates that if every home in the United States just changes one bulb to a CFL, we could save \$500 million in energy costs. That's equivalent to taking 800,000 cars off the road!

They also estimate that we could be saving \$30 on electricity bills over the lifetime of one bulb, which, by the way, is ten times longer than a normal incandescent bulb.

Though the CFL costs somewhat more than your normal 50 cent incandescent bulb, they really aren't that expensive anymore; especially, because they make up the cost by lowering electricity bills.

At Lowe's on Hanley, you can buy a six-pack of 13 watt bulbs, which is comparable to 60 watts of a normal bulb, for only \$9.98! That's only three medium Carmochas (my favorite) at Northwest. Even I can consent to that price.

I urge you, students and parents of Clayton High to join this change. It's easy and fast and really not that much out of your wallet. Change one light. You know the pesky one that is always going out in your closet? Change it! The flickering back porch light? Change it! Your desk light you can never read by at night? Change it!

This is the perfect way to help save our planet so we will be able to live in it. Let's be the generation that is responsible for saving the world instead of devastating it. And this change all starts with one easy switch of a light bulb.



y98.com

Morning radio entertains

The car that I drive has a CD player in it that I'm fairly certain works, but, to be honest, I'm really not positive. For the most part, the radio is playing when I'm driving and, usually, its set on FM, or Y98.

It began my freshman year, when the drive to school was somewhat longer than it is for me now. For the 20 or so minutes that it took to get to Whitfield School, my mom's van was always tuned into the Phillips and Company morning show on, you guessed it, Y98. Everyday, we listened to the comical team of Guy, Courtney, Stephanie, and "Kevin-the-Intern", with Lance Hildebrandt chiming in with a traffic update every so often. The foursome deejay-ed, hosted a variety of phone-in games, but most of all, they were just funny.

Sophomore year, a carpool made it impossible to listen to my favorite morning shows on a daily basis, but junior year, license in hand, I returned to 98.1. Sometime during my break, the "company in "Phillips and Company" had undergone a slight change. Now, Stephanie was gone, and Jen had taken her place. Still, the show continues to crack me up on my drive to school in the morning. A month or so ago, I actually sat in my car in the parking lot for a few extra minutes, listening as Kevin attempted to leave and get back to the radio station headquarters while only making right hand turns. It had something to do with right hand turns being safer than left, although I'm really

not sure how the whole thing ended up, as I had to get to Calculus.

Sometimes on the show, the hosts will mention, or refer to, their families. A few weeks ago, however, a family member was big talk during the morning broadcast. You can imagine my excitement when I realized that Guy Phillips wife shared my birthday—April 10th. I had woken up that morning, been wished a happy birthday by my parents and brother, and then left for school. This other woman

however, was listening to her husband list off possible birthday gifts to her, waiting for her to pick between some tool to help with bathroom caulking and a hot-dog cooker (which, apparently the family already owned). Though, I never got to find out her final choice (an early morning Globe meeting was call-

ing my name), I was a little jealous. That morning, it took some friends a little while to realize what day it was, and wish me a happy birthday. If mine had been discussed on live air, it might have stuck in some more people's heads.

In all honesty however, the birthday thing is the least of my attachment to this particular morning show. More, I just like that it's something that I've been able to enjoy and be entertained by for so long. The show has remained a part of my morning throughout my high school career, and I like that. I guess I'll have to find a new show to listen to next year.

I hope there's something funny in Connecticut.



Kate Rothman

Advertisements negatively influence teens

The media is all around us. Whether it be car commercials, internet pop-up ads, or the giant "Got Milk?" sign in the cafeteria, we all know that the media influences us. Duh. Otherwise, why would companies spend billions of dollars on posters, commercials, and billboards?

According to the Times, advertisers spent \$24.9 billion globally last year. Much of this money was geared toward teens.

According to the Times, advertisers spent \$24.9 billion globally last year. Much of this money was geared towards teens—a desirable market because of our disposable incomes and tendency for impulse purchases. But, media does more than dictate our brand of jeans and hairstyles—it can bring upon us habits and lifestyles that are detrimental to our well-being.

See, the "big cheese" executives out there don't know us: they only know our money. And, being the malleable young people that we are, we gladly give them our money in exchange for the hot new thing.

Sometimes, though, we give up something much more valuable than money. For example, compa-

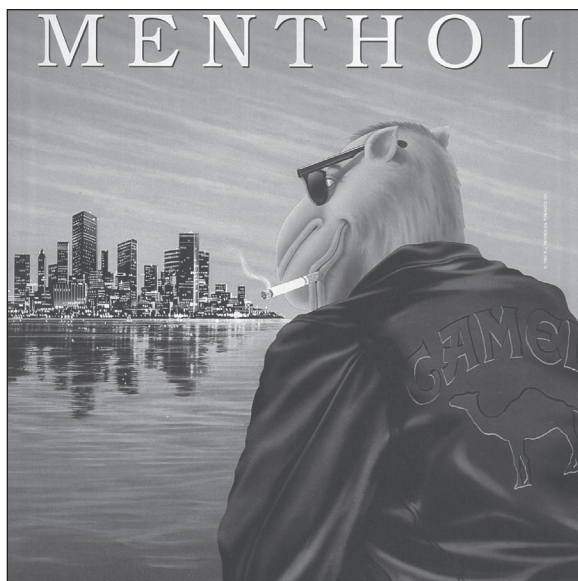
nies like Busch and Camel have been accused of targeting adolescents in their advertisements (even though their products are illegal for most teens to use.) When people our age are influenced by those advertisements to illegally use alcohol or tobacco, not only do companies sacrifice time and health, but also they give up the choice to make decisions. Movie producers take advantage of citizens in a different way: advertise with beautiful, talented actresses and handsome male actors, ultimately inducing envy in America that makes quick cash.

We as Americans pay our \$6.50, buy a box of Junior Mints, and go into the theater to watch Brad Pitt's latest endeavor: another example of a habit brought upon us by the media.

At least at one time, the movies were actually insightful or funny.

Now, the market is flooded with many useless creations—from stale comedies about obese African-American women to unthrilling thrillers like "Snakes on a Plane." We waste two hours and a thousand calories worth of buttered popcorn to watch another Orlando Bloom film, while we get to be the hot actor making money off of our gullible tendencies.

We do things because the media makes them look fun, but in the end we lose out. Chasing fantasies that are really illusions will never get us to where we want to be in life. Movies aren't real life, just like TV commercials and magazine ads aren't life. We know this technically, but somehow we still seem to hope that by buying something or doing something, we can make ourselves as successful as the people in the



mctcampus.com

photographs.

It's like trying to win the lottery: you can spend as much time and money as you have, trying to win, but you probably never will. On the other hand, investing your money and getting a steady job will improve your life greatly.

It's up to you: take the lottery or the steady job. Be brainwashed by the media, or not. They make a lot of great promises. They swear you'll lose weight, be tan, have a bunch of friends, and spend your days partying on the beach. Just be careful: they can't always back up their promises. And when the promises fall through, there's nothing to hold you up.



Meredith Redick



Rebecca Katz

Student considers various options for college majors

A short listing of the 85+ majors offered at Penn where Rebecca was accepted early decision.

- African Studies
- American Studies
- East Asian Studies
- Women's Studies
- Art History/Criticism
- Biochemistry
- Biology
- Biophysics
- Biomedical Engineering
- Chemical Engineering
- Environmental Engineering
- English Language & Literature
- Comparative Literature
- Spanish

"So, what are you going to major in?" As I approach the end of my senior year in high school, I've been getting that question more and more. I usually answer with "probably something to do with history," which is true. But I'm really not that sure.

My choice of a major seems to come down to a decision between what I think I'm interested in, what I'm really interested in (which for all I know may be quite different), and what is practically useful.

I think I'm interested in history and foreign languages. I'm actually fairly sure. As a little kid, I devoured "Horrible Histories," pored over books and magazines about the ancient world and tried my hardest to figure out how to wrap a Roman toga and pin a Greek tunic. As time passed I read more and more about countries and kingdoms and leaders and battles and societies ancient and modern. History and Latin have always been my favorite classes.

So majoring in a subject related to history seems quite logical. Obvious, really. But as I consider the possibility more deeply, I grow more hesitant.

On a practical level, what would I be able to do with a history degree? The prospect of law school, and being a lawyer, sounds very unappealing. I somehow doubt that I would make a very good teacher. I lack the personality and motivation to be a terribly successful journalist.

(I soon butt up against the nagging question of how the vast majority of people are employed. There must be more jobs - even enjoyable, well-paying jobs - out

there that somehow one never hears of. It seems that when they went down the list in preschool - police officer, fireman, doctor, librarian - that they must have left someone out.)

Even assuming that there are other jobs for history majors out there, it appears that majoring in the sciences would be an easier choice, career-wise. One could be a computer programmer or a doctor or an engineer; there will always be job openings in those fields.

To tip the scales further, I do find science quite interesting, and I've always done fairly well in science classes. Majoring in science is something that I could realistically do.

But ultimately science is not what I am best at, and not what I am most interested in. And so the inevitable, age-old question arises: should I study what I am most passionate about, or what would be most useful?

Of course, I am not exactly pressed for time in the matter. I am taking a year off before college, and likely will not have to declare a major until some time after I begin - perhaps up to two years later. However, as I am asked more often what I will study and which turn my life will take, the pressure builds.

For a fleeting few days some weeks back, after spending time browsing through books of classical paintings, I wanted to be an art history major. At one point I decided that I would become an expert in ancient Welsh. But perhaps in college I will discover a new passion, and my career will steer toward a more attainable job—when I grow up, I'll be an astronaut.

- History-General
- History of Science/Technology
- Humanities
- Liberal Arts & Sciences
- Mathematics-General
- Global Studies
- Neuroscience
- Environmental Studies
- Jewish/Judaic Studies
- Philosophy
- Chemistry
- Geology
- Physics
- Psychology-General
- Public Policy Analysis
- Economics
- Political Science/Government
- Sociology

OCD Patients: Prisoners of their own minds

Students living with OCD must overcome not only the symptoms of the disorder, but also the social stigma surrounding mental illness.

Sarah Horn
Staff Reporter

Take me off. Tap my heel against your forehead three times. Do it now, quick, no one will notice, says the voice inside David Sedaris' head, as written in his renowned memoir, "Naked." In the short story "A Plague of Tics," Sedaris describes how obsessive compulsive disorder (OCD) affects his life, and as typical of his writing style, the reader laughs through it all.

He talks about licking light switches, counting steps on the way home, and the obsessive rocking motion he does when stressed. Sedaris explains how his mother used to imitate him for laughs when ignorant teachers got annoyed and paid a visit home. There isn't a trace of self pity, but rather of a tone of amusement.

It is because of writers like David Sedaris and TV shows like "Monk", a show about a detective with OCD whose obsessions are wacky and amusing, that the general public regards OCD as a weird disorder where people count their steps, fear milk and, like Sedaris, use drugs to calm themselves down. And while Sedaris does accurately describe some common symptoms of OCD, the point of his short story is to entertain, not to teach.

However, OCD is much more commonplace and different than what is believed. Around one in 50 adults actually have OCD and twice as many have had it in some point of their lives. Due to a lack of information, and the feeling that OCD is for "weirdos," on average it takes nine years for a person to finally be correctly diagnosed with the disease.

WHAT IS OCD?

Almost everybody has worries and superstitions or gets a little paranoid from time to time. However, when someone has OCD, their brain gets trapped on an urge, and they simply cannot stop thinking about it. The disease has two sides to it: obsessions and compulsions. The obsessions vary from person to person, and for some are mild and for others are quite extreme. People with OCD often describe their symptoms as "mental hiccups" that simply will not go away. OCD is a brain disorder that causes problems with information being passed.

WHAT CAUSES OCD?

As of now there is no proven reason as to why OCD occurs. It is believed that OCD occurs because there are communication problems between the front area of the brain (orbital cortex) and the deeper constructions (basal ganglia). These brain structures use a chemical envoy called serotonin. Many researchers are confident that insufficient levels of serotonin can cause OCD, and many treatments that increase the levels of serotonin are effective.

THE OBSESSIONS

As mentioned before, OCD symptoms vary from person to person. Some of the more common symptoms include fears of contamination from dirt, germs and bugs, a constant fear of hurting oneself or others, a feeling of responsibility for damage done to anybody even if it isn't their fault, obsessive counting and touching, and forbidden sexual thoughts.

Sophomore Robert Morrison,* who was diagnosed with OCD in the fifth grade, explains his obsessions.

"Mainly, I was obsessed with cleanliness," Morrison said. "I was filled with an overwhelming fear of 'contamination,' of being dirty. This led to the hand washing/bathing compulsion that I had: I would wash my hands probably 100 times a day, often under scalding hot water to get rid of the dirt. I would also take three showers a day washing my hair nine times per shower. I would often carry gloves or plastic bags with me."

Morrison also added that he had an obsession with order, especially for things to be in multiples of three.

"I would count my steps in threes, chew my food in multiples of three bites," Morrison said. "Things also needed to be 'perfect,' aligned perfectly, to be symmetrical, to be put in the right place."

Sophomore Lucy Miller,* whose younger sister has OCD and bi-polar disorder, shows how not all symp-



toms of OCD are the same.

"She can't stop thinking about all of the things that happen at school," Miller said. "Often times, when things are really difficult in an aspect of her life, whether it's social or academic or home, or just everything, she can't sleep because of the OCD. She just can't escape everything and it's hard to see."

COMPULSIONS

For most patients with OCD, the obsessions are disturbing and unwanted, and the person tries to get rid of them with the second part of the disorder: the compulsions. For a person with OCD the compulsions are rituals performed by a "set of rules." For example, as Morrison stated, one might wash their hands over and over again or count things repeatedly. However, unlike a person with a gambling obsession, the compulsions are not enjoyable, but rather necessary aspects and rituals of life that are meant to get rid of the discomfort of the obsessions.

"By far, the worst part of having OCD, for me, is not feeling in control of your own body," Morrison said. "You know that these rituals are illogical, even potentially harmful, but you feel unable to stop yourself."

LIFE WITH OCD

For those diagnosed with OCD, life can easily become very difficult. Because of public ignorance and indifference, people with OCD are easily outcast, especially as children. Children with OCD are often deemed

"strange" and "freaks" by their young peers.

"People judge [my sister] because of the fact that she takes medicine," Miller said. "They call her really awful names and say she's crazy, and she's not at all. 95 percent of the time you can't tell that she's any different from any other 9-year-old."

Miller also adds that the worst aspect of her sister having OCD is the constant judgment and ridicule her sister receives.

"I would like people to stop judging people who have issues such as OCD or bipolar disorder," Miller said. "Don't judge people's actions when you don't know their motives. It's hateful and awful to refuse to look any deeper than the surface and just write people off as 'crazy' or 'stupid' because you have no idea what they're dealing with in their own lives and what they've gone through. I just wish people would stop assuming that they know everything about everyone and feeling that this gives them a right to talk about people behind their backs."

In addition to the opinions of the public, OCD also affects a person's day to day life. OCD often takes up a lot of time in a person's day, because the rituals can last up to an hour or more and the obsessions and compulsions seriously affect relationships, social life and popularity.

Morrison also feels as if he is judged from time to time unfairly, but due to his medication his illness is not widely known.

"I would occasionally get nasty comments, and still do from people who remember me from back then [when I was first diagnosed], but for the most part, I don't feel judged," Morrison said. "Still, the fact that I am ill is not widely known, and I imagine that if it were, I would feel judged as there still is stigma related to mental illness in our culture."

For those on medication, the affects of the medicine are also a factor.

"At this point, it is managing my symptoms that affects me more than the actual symptoms themselves," Morrison said. "Between the drowsiness caused by the medication and the sheer effort of forcing myself to 'behave' I often have little energy left to do other things, like homework."

TREATMENT

The bulk of drugs that are used to help those with OCD are anti-depressants because they can be used to treat depression and OCD, which often occur together. However, not all anti-depressants can cure OCD. Some medicines, such as Elvail and Tofranil, do not help those with OCD.

There are six widely known medicines that are often used to help those with OCD. The six medicines are: Luvok, Zoloft, Prozac, Paxil, Celexa and Anafranil. What is unclear is why these six drugs tend to work dramatically better than similar medications. It is believed that the medicines have powerful effects on the neurotransmitter serotonin.

Neurotransmitters are active only when in the synaptic cleft, which is often referred to as the "gaps" between the nerve cells. The anti-obsessional drugs are called "serotonin reuptake inhibitors" (SRIs). The SRIs work by slowing the reuptake of the serotonin, making it more available to the receiving cell and drawing out its effect in the "gap." The increased serotonin levels are believed to change the receptors, thus causing the obsessions to go away. However, since the cause of OCD is not fully known it is highly likely that more chemicals in the medication also help.

Morrison, who is currently using Zoloft, states that his medicine works well most of the time.

Most patients take their medicines in high dosages, though it mainly depends on the severity of the disease and the age of the patient. Like all medicines various side effects are associated with the drugs. For Morrison, Zoloft often causes drowsiness because it is actually an SSRI, or a selective serotonin reuptake inhibitor. The SSRIs often cause nausea, sleepiness, inability to sit still and a heightened energy level. Medication is also very expensive because it takes millions of dollars to bring a drug up to the market.

The medications are about 75 to 85 percent helpful and at least moderately helpful for 50 percent of the patients.

Another common treatment is called cognitive therapy (CT). CT is a type of psychotherapy that tries to change unproductive thought patterns. It believes that by changing your thoughts you can change how you feel. CT's first step is to increase the understanding of the unnecessary obsessions and thoughts. The five pillars of this first step that the patients encounter are: over-importance of thoughts, over-estimation of threat/ all-or-nothing thinking, difficulty with doubt/uncertainty, over-responsibility and reasoning-logic based on emotions. Patients using CT confront these steps with exercises such as talking back to their unbidden thoughts and challenging them to see their thoughts in a different viewpoint.

While people with OCD are often thought of as crazy or stupid, Morrison claims that in many ways his OCD has helped him.

"I sometimes feel empowered: if I've managed to accomplish what I have in life while struggling with this disease, imagine what I could have done without it," Morrison said.

However, the most important step the public needs to take is to get educated about this common disorder, and to learn not to judge those who have it.

"People know that issues like OCD don't have to be blatant to exist," Miller said.

*Names changed for confidentiality

ALL RESEARCH FROM THE OBSESSIVE COMPULSIVE FOUNDATION'S WEBSITE, <http://www.ocfoundation.org>

QUICK FACTS: OCD

> OCD consists of obsessions and compulsions - thoughts which cause repeated or abnormal behaviors. Examples of such behaviors are compulsive hand washing and obsessive counting.

> At least 2% of adults have OCD, while twice as many have had it at some point in their lives.

> On average, it takes nine years for a patient to finally be correctly diagnosed with OCD.

> Six drugs are widely used for the treatment of OCD. These drugs help alleviate obsessive and compulsive thoughts, but may cause a wide array of side effects such as nausea and sleepiness.

> A non-drug form of treatment of OCD is cognitive therapy, a type of psychotherapy that aims to change unproductive thought patterns.

“I think it’s the duty of every American citizen to give back to the community in any way he or she can. This is how we can repay our country for the privilege of living in it. It’s how we can strengthen our country and leave it a better place for our children.”

-- Ambassador Sam Fox, pg. 16

NEWS BRIEFS:
TOP TEN

The Department of Elementary and Secondary Education released a list of the top ten schools that scored the most proficient or advanced scores on the MAP tests relative to their enrollment. Glenridge Elementary, Wydown Middle, and Clayton High all ranked on the list.

- First Place:**
 - Glenridge Elementary: Fifth Grade Math
- Second Place:**
 - Glenridge Elementary: Fifth Grade Comm. Arts
- Third Place:**
 - Clayton High: Eleventh Grade Comm. Arts
- Fourth Place:**
 - Wydown Middle: Eighth Grade Comm. Arts & Eighth Grade Math
- Fifth Place:**
 - Wydown Middle: Sixth Grade Comm. Arts & Sixth Grade Math
- Sixth Place:**
 - Wydown Middle: Seventh Grade Comm. Arts
- Tenth Place:**
 - Clayton High: Tenth Grade Math

JOURNALISTIC
SUCCESS

The Globe has won many prestigious national and international awards in the past few months.

-Colombia Scholastic Press Association Gold Circle Awards:

These awards have over 13,000 national entries. In each category a first, second, and third place plus three certificates of merit are awarded. The following Globe members received awards:

- Junior Kelly Moffitt won first place in “News Writing” for her coverage of the students displaced by the 1-64 construction
- Senior Rachel Harris won third place in “In-Depth Features” for “A Wandering Mind”
- Junior Kerri Blumer won a certificate of merit for her artwork for “A Wandering Mind” and second certificate of merit for her portfolio of work
- Sophomore Sarah Horn, senior Rachel Harris, and junior Kerri Blumer won a certificate of merit in the “Singe Subject” category for “Up in Smoke” about marijuana use
- The entire Globe editorial staff won a certificate of merit for “Overall Design” for the August, September, and October issues this year

-Quill and Scroll International Writing Contest for 2007:

This is another prestigious contest with over 3,500 entries. Only 10 national winners were named in each of the twelve categories:

- Junior Tian Qui was a national winner in the “In-Depth Reporting/Individual” category for her story “Playing with Death” about the choking game

BOARD OF
EDUCATION
REORGANIZES

On Wednesday, April 4, the School District of Clayton Board of Education swore in its new members and elected officers for the 2007-2008 school year. The Board of Education includes:

- President:** Steve Singer
- First Vice President:** Sonny Buttar
- Second Vice President:** Omri Prais
- Secretary:** Lily Raymond
- Treasurer:** Jane Klamer
- Director:** Robert Kerr
- Director:** Susan Bradley Buse

UP-COMING
EXAMS

- SAT: May 5 & June 2
- SAT II: June 2
- ACT: June 9

Baseball team held back, looking toward turn-around

📍**Evan Green**
Staff Reporter

The CHS varsity baseball team has 11 seniors on its team: meaning that the experience is there.

What they may be lacking, however is a lack of a dominant part of their game.

The team has started off the season with a 6-5 record.

“Our season has been good, but not great,” varsity coach Craig Sucher said. “We’ve beaten teams that we should’ve, but we have not broken through yet, though I’m sure we will.”

While the team’s record may not show it, the team has worked very hard this year.

“Our work ethic has been exemplary, we just need to translate that work to more consistent success for games,” Sucher said.

The team entered the week prepared to face Ladue, but in the game, the team suffered, losing 8-1. For the seniors, it was probably their last game of any sport against Ladue.

“I really wanted to beat them, but we just couldn’t get it done, and I am a little disappointed, but we still have a season to play,” senior

Jonah Murov said.

Murov was not the only one dissatisfied by the loss to Ladue.

“They were just better than us,” Sucher said.

In the game, junior Mark Heil had the lone RBI for Clayton and fellow junior David Lutten scored the only run.

Seniors Dan Stamborski and Matt Horn contributed on the mound in a losing cause.

The results of the game do not intend to describe the team’s potential.

The Hounds feel they have more to improve on as the season contin-

ues.

“Everything needs to be done better; everything needs to be good in all phases of the game; especially for us because we do not have one dominant aspect in our game to make up for other aspects that struggle,” Sucher said.

Hopefully, those improvements will develop into a steady streak of success for the Hounds.

This is especially true because of the tough games the Hounds have coming up for them.

“We play Borgia and Westminster and our district is loaded, so it should be a tough test for us,”

Sucher said.

Those games will show everyone just what type of team the Clayton varsity baseball team is.

Sucher echoes what everyone at CHS ought to be saying.

“I am really proud of my team, and, while we are still licking our wounds (after the loss to Ladue), I know that we will turn around and be fine,” Sucher said.

With this many seniors on the team, everyone in the Clayton community is rooting especially hard for the team to succeed, as they would for any team with this much talent and experience. 📍

Talent, devotion, perseverance prove essential ingredients for success of varsity girls’ soccer

📍**Phillip Levine**
Section Editor

The CHS girls’ soccer program coached by Paul Hoelscher is off to a great start. The team has been improving greatly in the past few years and with a lot of returning players, there is the possibility of great success.

Thus far, the team is 8-0 with some major victories against Ladue, 5-2, and Webster Groves 3-0. Just recently, the team was put into the top ten list for the area and has shown their strength.

“This season has started off really well,” said senior captain Alex Johnson. “We haven’t lost a game yet and we have lots of returning players. We are really just all playing well together. It seems as though everyone is just clicking and the leaders on the field are showing up.”

Although every year the students exclaim that they are going to be amazing, this year seems different in that it actually is true.

“I strongly think that this team is the peak of Clayton girls’ soccer,” said junior Sonya Gierada. “We have a huge potential and we are yet to reach it. The Clayton team has the chance to really show up big this year. There are always the players every year who say that it is the

best year, but this year truly is.”

There are over a dozen returning players including senior captain Alex Johnson, strong juniors such as Leigh Katz, Sonya Gierada, Emily Anderson and Anya Veremakis. Additionally, the current sophomore class has returned a large group of very talented players to the team.

“This is really the culmination of everything,” said Gierada. “Alex is now at the end of her high school career, having made a 180 degree turn since her freshman year; there is lots of junior talent as well as like five sophomores who play a lot.”

The senior, junior and sophomore classes all contain a lot of talented players who all worked together last year and understand the system of play.

“The bulk of the players on the team are returning players,” said varsity soccer coach Paul Hoelscher. “We all know the mistakes of last year and the girls themselves understand the mistakes and know what we need for success.”

The goals this year are not simply based on trying to win against various opponents but instead to play a game of soccer that the team intends to play.

“We are playing a different format than most other teams,” said sophomore Diane Martin. “We use a 3-5-2 with three defenders, five mid fielders and two forwarders. Our goal every game is to try



Calla Dobmeyer

Junior Leigh Katz rushes to steal the ball from opponent during Clayton-Ladue game. The girls’ soccer team

currently has a 8-0 record and is currently ranking seventh place in the small schools ranking in the Post-Dispatch. and play a full 80 minutes with lots of possession in the midfield. Although we truly want to just play good soccer, there are a few teams that we really want to beat. We wanted to defeat Ladue and accomplished that. Other schools that we have never beat like Whitfield and MICDS are in our minds also.”

Hoelscher agrees. “We want to play how we want to play and the wins and losses are simply going to work themselves out,” said Hoelscher. “We want lots of movement off the ball and lots of possession. We have had many early wins while only needing to play stretches of good soccer. This past Friday night in the game against Webster, we were forced to play a full 80 minutes and accomplished it. We have many tough opponents coming up as the schedule gets harder and I hope we can sustain our toughness for the next four to five weeks.”

The major strength of the current team is also followed by the more gradual change in the soccer program itself.

“The Clayton soccer team has developed into a respectable program,” said Gierada. “Since I’ve been on Varsity since freshmen year, I have seen and experienced the improvement of the team. There is a new legacy of girls who actually take soccer seriously. There is true talent but that is only useful when everyone has a good attitude giving lots of commitment. Alex, who was truly devoted to soccer, was the spark to change the program and lots of talent has come in the past few years to build it up.”

As the team improves more and more, the schedule continues to steadily increase in difficulty as more tough opponents are added and easier teams are removed.

“The overall culture of the varsity team has become more competi-

tive,” said Hoelscher. “That is reflected in our change of opponents. The girls themselves are more devoted and so the practices are more intense so that come game time, the girls are more prepared.”

As the team improves as well as the overall attitude changes, the coach himself also changes accordingly.

“My expectations go up every year,” said Hoelscher. “Just as in the classroom, my expectations are based on realistic talents and the girls this year have a lot of talent.”

As the girls’ soccer program has changed over the past few years, many believe that this is the peak and the season for greatness. Hopefully, the culmination of talent, devotion and perseverance will come together whereas the full potential of the team will show. Though the first part of the season has been a great success, the bulk of the games are yet to come. 📍

Girls’ lacrosse launches forward as school-sponsored sport

📍**Abby Eisenberg**
Section Editor

The ball is in the net for future girls’ lacrosse players with the declaration that, starting in the spring of 2008, it will become a school sponsored sport.

The Clayton girls’ lacrosse club was founded in spring 2003 with last year’s seniors as the members of the very first team.

The tradition continued; but not without a price.

Because it is not school sponsored, if a girl wants to play, she must pay a fee to join the league.

As well, she must cover the cost of a stick, mouth guard, skirt, stick, and the cost of bus transportation, all adding up to well over four hundred dollars total.

This financial responsibility as well as the lack of recognition from the school surely detracts from the turn out of girls for the sport.

But, beginning with next year, the year of 2007-2008, girl’s lacrosse will finally become a school sponsored sport.

This is great news for the team. “Lacrosse becoming a school sport will benefit the team in many ways, its great that this is finally happening,” senior Allyson Golden said.

However, the decision was not made overnight.

“All of the teams in the league, as well as the parents, players and coaches have pushed and worked really hard to make this happen,” coach Sarah Hartong said. “There was a continual effort made by these people with the intention to help the sport grow in St. Louis that finally paid off.”

The team feels that the sponsorship

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important for the team to have support from our fellow students. Some parents come to our games, but really no students, except for our awesome managers.”

School recognition has its perks. “It will be nice,” freshman Anna Krane said. “We will be on good fields, and we will be recognized by the school and the stu-

“The cost next year will be substantially less compared to this year,” Hartong said.

Saving money is a positive for players.

“I’m excited and enthused about not having to pay,” Abrams-Kornblum said. “I don’t mind paying, but id rather not, because my mom makes me pay with my own money.”

The absence of a fee will encourage students to join girls’ lacrosse.

“Taking away the costs will also hopefully encourage more girls to

come out for the team,” Golden said.

Becoming a school sport will open the team up to a wider range of members.

“I hope more girls will come out,” Hartong said. “I hope we’ve built a solid reputation as a fun group

of girls who can play some good lacrosse. This team has grown much in only the last couple years that I have been coaching. There’s much more room to grow with more players.”

The team will welcome the change.

“Not only will it take away from the financial stress, but it will create a much more diverse team,” junior Elicia Wartman said.

The obvious changes that the team will see will be minimal. They will continue to follow the CHS Athletic Code and MSHAA rules like they have been in the last years. The main changes could be made in the competition.

“Right now we are put into divisions based on the amount of time the team has been around, and their level of play,” Hartong said. “Next year, I’m not sure. Mr. Bone will be scheduling our games, so it might not be me anymore.”

The change will make things more organized and controlled, and therefore easier for all of the coaches, players, and parents.

“I think that next year will run much more smoothly and make the sport more accessible to all girls,” sophomore Hannah Slodounik said. “I’m really excited, because turning lacrosse into a school sponsored team can only improve things for us.” 📍



Calla Dobmeyer

New track, young team attempt to overcome obstacles

Ellie Bullard
Staff Reporter

Last year, the Clayton High School track team did not have its own track. This year, the new Gay field track has provided an area for the team to practice. The new track has brought many new participants to the teams, and instilled new confidence in the team.

The girls' track team has had one real track meet so far and two practice meets, but they hope to succeed in the remainder of the season.

"The girls track team has been training very diligently since the season started," sophomore Yiliu Zhang said. "We have done very well in our first practice meet," sophomore Brittany Byrth agrees.

"I think that we have worked well in practice so we should have a successful end of the season," freshman Jack Harned said.

Girls' track team coach, Coach Barry Ford, has confidence in the team even though it is mainly dominated by freshmen.

"I think it's a pretty good team," Ford said.

The team is working hard to become as good as they can for future meets. This is essential because there is so much new talent on the team.

"The team is really dominated by freshmen and sophomores," Ford said.

"We have a young girls track team this year, mostly consisting of freshmen and sophomores," Zhang said. "There are new talents in this year's team."

The boys' team especially has a lot of new participants this year, but is handling it well.

"The team is doing very good seeing that we have a very young team," sophomore Patrick Cunningham said.

However, there are a lot of other veteran runners that are still on the team from last year.

"I think Alison Magee in particular will have a great chance of going to the Sectionals and to State," Zhang said. "She specializes in middle-distance such as the 800m. I think she holds the fastest time in 800m for the CHS girls track team this year. Brittney Byrth is a powerful sprinter, and her ability and determination will help her chances in going to state."

Several boys on the boys' team also may have a

chance to go to state.

"I think it going to go very well," Cunningham said. "Both our 4 by 100 meter and 4 by 200 meter teams have a chance of going some where and if I can get my 200 time down 2 sec I may go to state as well."

The combined effect of the veteran runners and the new runners on track this year could help the girls' team qualify for state.

"I think that our team has a chance of actually going to state if they hold their heads up high and don't let other schools down them," Byrth said. "Overall I see the team doing great this season."

Ford agreed with Byrth.

"I think that we're going to do a pretty good job, but fall short in the area of experience," Ford said. "In a year or two, this team will be really good."

The coaches this season also will help track teams win.

"The coaches, they're new to the whole track thing but they try hard and they keep it fun to be out there," Cunningham said.

"One thing I can say about Coach Ford is if you don't know him get to know him, he's a cool person, but when it's time to work he gets serious," Byrth said. "Coach Sommer is an example that's sending a message to all the track stars that we can make it to state if we work hard, and she's very encouraging."

Track is a sport that often is thought to be easy, but actually requires a lot of training. Not only does the sport require speed, it requires endurance.

"If we work hard, I do believe that Clayton High School track team can send runners, throwers, and jumpers to Sectionals and State," Zhang said.

Both the boys and the girls' teams are very young right now, but in future years the teams will get better with experience.

"I really like the team I'm working with, I see a whole lot of promise," Coach Ford said. "Success is right around the corner both personally and physically."

The track teams have been practicing very hard this season, and hope to do well in the future season. Several meets are coming up in April, one on April 25 and another on April 28.



Calla Dobmeyer

Top: Senior Tashara Earl and sophomore Kristian Hines practice on the new track at Gay Field.

Bottom: Freshman Alo Onuwere sprints in front of fellow Hounds freshman David Goss, sophomore Pat Cunningham and CHS alum Devin McMiller.



Athletes of the Month: April

Matt Horn

Ben Weixmann
Section Editor

Quality lefties are hard to come by these days in baseball, CHS was lucky to nab one of those. Senior Matt Horn has helped the Varsity Hounds to a solid 7-5 start with impressive victories over McCluer and University City.

"We have played a mixed bag of competition, but I think we've done alright so far," Horn said. "We have plenty of room to improve, but at the same time, we have plenty of time as well."

Horn, who has filled in as a reliever and started, says baseball is second nature to him.

"I have been playing baseball since kindergarten," Horn said. "My main inspiration for playing is the love of the game."

Horn's love of the game is displayed in attention to details both on the mound and in playing first base.

"I pride myself on pitching well and playing good defense," Horn said. "I just try to go out there and try my hardest everyday."

As a pitcher, Horn is expected to set the tempo for the game and allow his team to have a chance to win once the seven innings are complete.

"The hope is that every time I go out, I can throw a good enough ballgame to give my team a chance to win," Horn said. "Usually good pitching breeds good hitting."

The 2007 Varsity Hounds boast 11 seniors, so with the veteran leadership, the expectations are very high for this ballclub. Fellow seniors Dan Stamborski, Zach Miller and Charlie Matthews are in their third year of varsity ball under the helm of coach Craig Sucher.

"The beginning to our season was decent," Horn said. "Everyone is still trying to feel out the game. We all believe that we have enough talent on this team to go far into the postseason."

Horn has showed consistent control with his pitches, as well as being overpowering at times.

In 15 innings, Horn has racked up 16 strikeouts, while compiling a 1.43 ERA, both bests on the team.

"We have an experienced pitching staff that could take us far this year," Horn said. "If each one of us starts rolling and feeding off one another, we should show our potential."

Although Horn has played baseball since his early childhood, there won't be any more baseball after this season.

"I will be attending Indiana University, which plays Division I baseball," Horn said. "It would be very difficult to play at IU, so I just want to make the best I can out of the opportunity I am receiving at CHS."

With Horn helping anchor the pitching staff, look for great things the rest of the season from the Varsity Hounds ballclub.



Alex Johnson

Ben Weixmann
Section Editor

If you saw her on the playground in middle school, you knew she had the potential to be great. Now six years later, Alex Johnson displays those skills on the field every time out. Johnson, a four-year varsity starter for the Lady Hounds soccer program, has already shattered the single-season and career assist records, including leading the Saint Louis area in assists one year ago. This season, Johnson has added an offensive arsenal to her game tallying five goals in seven games to go along with seven assists.

Johnson received stiff competition as a young girl when she would play against her older brother and his friends.

"My brother Lee and his friends always played, and I loved the sport," Johnson said. "I started playing competitively when I was nine and have played ever since."

Thanks to Johnson, the Lady Hounds have posted a 7-0 start to their season.

"Our team is doing really well this year, but we still have the heart of our schedule to play. Everyone is clicking really well and stepping up. The returning players are working really hard, and the new ones are fitting in nicely and adding a lot to the team this year."

Although Johnson has set many records at CHS, she believes this could be her best year yet.

"I really feel as though I have

my best soccer yet to play," Johnson said.

That would certainly be sweet for the Hounds, while very scary for opponents.

With a returning offensive attack that Johnson spearheads along with sophomore striker Olivia Hayes, the Hounds have quite high expectations.

"I would love to win a district championship this year," Johnson said. "I just want to compete at the highest level to help my team have a chance to win each and every game."

As seen in every good scorer, for example Hayes, there is always a good passer, in this case: Johnson.

"I love passing the ball, it is by far my favorite part of the game," Johnson said. "It is very interesting to see plays develop and setting up scoring opportunities."

Many star players enjoy the spotlight of scoring but Johnson is the exact opposite.

"It's feels a lot better getting assists and seeing the team succeed than scoring a bunch of goals," Johnson said.

With the ability to do either, Johnson hopes to take her game to the next level and show that unselfish players can strive in college soccer.

As the Lady Hounds start to play into their difficult stretch of their schedule, look for Johnson to pick up the team as a leader and allow the Hounds to contend for a district championship.



Senior Ashley Crawford has excelled in basketball, volleyball and basketball. She was voted MVP for volleyball and basketball and hopes to play for a college or club team next year.

Seniors bid farewell with fond memories of high school sports

Fontasha Powell
Section Editor

Already halfway through the spring sports season, many students will cherish the athletic success they enjoyed at CHS during the 2006-2007 school year. However, for seniors, the feeling is bittersweet due to the fact that most seniors have already played their last high school games.

For senior Adira Weixlmann, sports have always been an important part of her life. She was on JV basketball for one year, varsity basketball for 3 years, JV volleyball captain for 2 years, varsity volleyball captain for 2 years, varsity track for one year, and freshman soccer captain as well.

Weixlmann said that she would greatly miss playing at CHS.

"The thing I will miss most about playing sports at CHS is the opportunity to compete at an intense level against rival area schools," Weixlmann said.

Similarly, senior Stacey Lawrence has played volleyball for 4 years, basketball for 4 years and track for one year. She also has shared captaincy with Weixlmann for many of these sports.

"The thing I will miss most is the great relationships I formed with the girls on my teams," Lawrence said. "I can play ball anywhere and the sport stays the same, however the girls change."

Senior Charlie Mathews agrees with both Lawrence and Weixlmann. Mathews started playing baseball in pre-school and has played football his entire life. Consequently, at CHS, he played football for 4 years, 3 years varsity, 4 years of baseball, 3 years as a varsity starter.

"I will definitely miss my teams," Mathews said. "I will also miss the camaraderie of being part of such a strong tradition."

Senior Alex Neil started soccer at a young age and started lacrosse in eighth grade. He has played soccer and lacrosse at CHS for 4 years.

"I will really miss my friends and being part of a team," Neil said. "As seasons progress you start to get really close to your teammates, especially when you've been playing with them for 3 or 4 years."

By devoting so much effort and time to athletics, many of the seniors have excelled tremendously.

"The most memorable moment I had as a CHS athlete was my junior year in the basketball district semi-finals," Weixlmann said. "We were playing Villa and the game went into overtime. I made the game winning shot with just a few seconds left in the game to send our team to the district finals. It was a great feeling!"

For Lawrence, the memorable moments are infinite.

"The most memorable moments are going to the district championship 2 years in a row with my basketball team," Lawrence said. "Also, summer basketball camps and winning first team-all-conference for volleyball."

Mathews' most memorable moment came during his sophomore football season.

"We ended up 13-1 with a state championship," Mathews said. "I also will always remember being named first team all-conference in baseball."

For Neil, his moment memorable moment as a CHS athlete is quite simple.

"My most memorable moment would be going into overtime against Trinity in soccer in the district championship my junior year," Neil said.

In addition to team excellence, many of the seniors have been recognized individually as well.

"My personal greatest accomplishment in sports was being chosen as the St. Louis Post-Dispatch Scholar Athlete to represent CHS," Weixlmann said. "I've always strived to do my best in the classroom, as well as on the court. I am proud to be able to excel in both areas."

Lawrence's achievements are unique as well. "Being on the first all-conference team for volleyball and being featured in a series of STL Post-Dispatch articles for basketball have been memorable," Lawrence said.

Mathews said that captaincy was irreplaceable. "Being named captain of the football team my senior year was a great personal accomplishment," Mathews said. "This was important to me because it showed me that my friends and teammates looked up to me and



Senior B.J. Powell has proven himself in both baseball and football as an integral team player. "I am a third baseman as well as being a baseball Captain," senior B.J. Powell said. "The most definitive moment in my CHS sports career was when I was a Varsity football player as a sophomore and we won the state title. I will miss Friday night games at Gay field as well as my coaches and teammates."

trust me to be a leader."

Although it's unfortunate that their high school athletic careers draw to a close, the future looks is enormously bright.

"I'm going to Washington University to study architecture," Weixlmann said. "I've been told that it is an extremely demanding major, but I am interested in it. I would definitely love to continue playing basketball on at least the club level."

Like Weixlmann, Mathews wants to continue sports in college.

"I will attend the University of Colorado," Mathews said. "I have thoughts of trying to 'walk on' to the football team."

Lawrence is sure that she will continue to play sports in college.

"I'm going to Greenville College, which is a division three school in Illinois where I will double major in secondary education and Spanish and minor in coaching," Lawrence said. "I'm playing basketball there, coming in as a point guard. My sophomore year I may try to play volleyball too, depending on my class schedule!"

Neil, too, feels that there is a strong possibility he will continue to enjoy athletics at college.

"I'm probably going to be playing club lacrosse at Stanford," Neil said.

Lastly, the seniors can't seem to express their grati-

tude to the CHS athletic program for being so supportive of their dreams.

Some seniors chose to thank specific coaches.

"Coach Mike Musick was an extremely memorable coach," Mathews said. "He was so great because of his ability to encourage his players, and he was also a great motivator who knew exactly how to run his team."

Neil chooses to commemorate Mr. Balossi and Coach Krone, the soccer goalie coach.

"They both have a pretty laid back style, however they are also inspirational and very good coaches," Neil said.

For Weixlmann and Lawrence, the appreciation is on a much wider scale.

"Playing sports has always been a big part of my life, and I have loved it," Weixlmann said. "It's great to be able to compete in games I love, and being an active athlete will always be part of me."

The appreciation seniors feel towards their teams, coaches and fans is great.

"I'd really like to make known how much I really appreciated my coach and the staff who continuously came to games like Officer Hegger and Mr. Gutchewsky," Lawrence said. "I also thank my teams because they have forever changed me as a person and as an athlete. There won't be a day that goes by without thinking about them, we are CHS Lady Hounds until the day we die!"

Personal trainers beneficial to students despite high costs

Phillip Levine
Section Editor

On any given day, a person can find at least a dozen Clayton High School students in the Center of Clayton working out. Among these students, some of them have personal trainers. Whether they are trying to become more prepared for the upcoming sports season, working to get into better shape, or simply trying to look good, students use personal trainers to help increase the amount of benefit they can get from working out in the gym.

Many students simply want to "get big" for the Varsity season and can do so quicker and more efficiently when using a personal trainer.

"I work out with a trainer once a week," said junior Scott Belsky. "I

am trying to increase my strength and speed for soccer. The decision was mostly a combination of my soccer coach and me as well as some input from my parents."

Sports are often very important to both the players themselves as well as the coaches. Especially, for the star players, size, strength and speed are very important factors on the field next to actual skill. Whatever the sport, getting in better physical shape is very beneficial.

"I joined a gym last year and have joined up again this year hav-

ing gone for three months for this year so far," said senior Zander Kanefield.

“Although I work out on my own, having a personal trainer just really helps out my motivation.”

Zander Kanefield

Having a professional whose time is limited gives a certain sense of urgency and commitment to

“I really wanted it do it for soccer last year and have continued because of the tennis season going on right now. Although I work out on my own, having a personal trainer just really helps out in motivation and getting me going.”

“The trainer just pushes me and helps me out,” said Belsky. “I work out on my own as much as I can but it still just helps out to have a personal trainer who knows exactly what he’s doing.”

Although some kids stay with a trainer the whole way through, other students simply have a few workouts where they learn the basic technique so that they can do the exercises on their own.

“It got motivated and was made to come at first,” said Kanefield. “Later though I actually took the initiative on my own and wanted to workout. One of the main reasons for having a personal trainer was so that I could later workout on my own.”

Other students started off with

many more meeting per week but as they learned the exercises, they were able to cut down and do more on their own.

“I started off with three training sessions per week,” said junior Sarah Zimmerman. “Quickly afterward, I decreased to only once a week because I was able to do stuff on my own.”

Besides simply training for a sport, students have other reasons for working out with a special trainer.

“I don’t really do it for a sport because I’m not really athletic,” said Zimmerman. “I mainly wanted to get in shape and everyone knows that swim suit season is coming up soon. I also wanted to lose a little bit of weight but more importantly wanted a healthier body. Working out with a trainer has helped me to stay on task and get in shape faster.”

For most people, using a personal trainer is simply an additional source not including the independent workout and visits to the Gym. There are many gyms close by that offer personal training such as the Center of Clayton, Muscle Up on Wydown and Wellbridge on Forsyth.

Students have many specific reasons but the overall goal most prevalent in most students is getting in better shape. Parents obviously view this as a valuable goal and are often likely to support it.

“I have definitely seen lots of improvement such as in increase in overall strength and speed and my trainer has impacted that greatly,” said Belsky.

Working out is very advantageous in many areas and using a personal trainer can simply speed up the time for improvement generating better results.

Living the dream

Clayton resident and newly appointed US Ambassador to Belgium Sam Fox has built a billion-dollar company from the ground up and relies on his lower-class origins and immigrant parents for inspiration and his desire to serve the country.

Amy Brooks
Co-Editor in Chief

Few people are lucky enough to be able to say that they are living the American Dream. Sam Fox is one of those fortunate few.

The son of poor Ukrainian immigrants, Fox went from living in poverty to building a billion-dollar corporation from the ground up. Recently, Fox was appointed US Ambassador to Belgium amid a political firestorm about his appointment and his philanthropic donations.

Fox believes his familial roots helped instill his desire to serve his country.

"As the son of a man who fled Europe to find freedom and a better life, I am especially humbled by the opportunity to return to that continent as this nation's representative," Fox said in an email.

Fox's father moved from the Ukraine and settled the family in Desloge, Missouri.

"My father came to this country with nothing more than the clothes on his back," Fox said. "He fled a part of the world – the Ukraine – where Jews were killed for sport, and where no one was ever prosecuted for mistreating Jews. My mother came from the same area. In this country my father and mother found freedom and the opportunity to live in peace. We lived in a little town – Desloge, Missouri, population 1,500 – and we never had much. For example, we didn't get flush toilets until I was eight years old, and the only heat we had in the house when I was little came from my mother's wood-burning cast iron stove. But we had plenty of food and we lived in peace and freedom. And my parents appreciated this so deeply. They loved this country so much. And they passed that love on to me. So I am thrilled now to be able to serve my country. It gives me great satisfaction to know that, as I said earlier, I am returning to the continent my father fled as this country's representative."

Fox also believes that he learned part of his drive to succeed from his father and all the sacrifices he made to provide a better life for his family.

"I think I picked up a lot from the example set by my father," Fox said. "He had the drive to emigrate to this country, where he didn't know a soul, where he couldn't speak the language, and strike out on his own. And then, as I mentioned, to work seven years to earn the money to send for my mother and sister. He was a determined man."

In 1947, after completing high school in Desloge, Fox attended Washington University in St. Louis, an institution to which he has given generously over the years. The Sam Fox School of Design and Visual Arts is named after Fox, and he has chaired Washington University's \$1.3 billion capital campaign since its inception in 1998, served as a member of the University's Board of Trustees since 1989, and established the Sam & Marilyn Fox Scholarship, named after him and his wife, through the Olin School's Scholars in Business Program in 1980.

"Education is very important to me because I came from a small town where the public schools really weren't much to brag about," Fox said. "I was fortunate enough to be admitted to Washington University, and it changed my life. So I know what a good education can do for a young person."

After graduating in 1951 – as a member of the Dean's Honor Roll and Beta Gamma Sigma, a national honor society for those specializing in the field of business administration – and with a Bachelor's degree in business administration, Fox joined one of his brothers at Fox Industries, Inc, a company that specialized in manufacturing powders needed for the chemical industry and running an industrial park and warehouse complex.

In 1976, Fox founded Harbour Group, Ltd., which specializes in acquiring and developing manufacturing companies for long-term investment. The company has been immensely successful, with annual revenues of \$1.5 billion and ranks #12 on the Top 150 Privately Held Companies in the St. Louis Area according to the



Sam Fox introduces President George W. Bush to a group of supporters at Hunter Engineering Co. in St. Louis, Missouri, on Friday, May 14, 2004. Fox was dubbed a "ranger" by Bush's 2004 campaign for raising at least \$200,000 while heading Bush's reelection campaign in Missouri, according to the St. Louis Post Dispatch. Fox was picked by Bush earlier this year for the position of US Ambassador to Belgium, however, Bush withdrew Fox's resignation after he came under fire by many Democrats for his donations to Republican causes, especially Swift Boat Veterans for Truth. Bush then appointed Fox while Congress was on recess.

St. Louis Business Journal.

However, Fox has given extensively to many causes as a result of his material success. Fox sees giving back as an important civic duty.

"I think it's the duty of every American citizen to give back to the community in any way he or she can," Fox said. "This is how we can repay our country for the privilege of living in it. It's also how we can strengthen our country and leave it a better place for our children and grandchildren, and also help our fellow citizens. For people who have achieved financial success, philanthropy is one important way to give back to the community. But I believe that people should contribute their time and talents too. Sometimes writing a check is the easy way out."

In addition to large contributions to local causes such as Washington University, Fox has given a substantial amount of support to political causes as well. Fox was the National Chairman of the Jewish Republican Coalition for six years until he stepped down this January. Fox was dubbed a "ranger" by the 2004 George W. Bush presidential campaign for raising at least \$200,000 while heading Bush's reelection campaign in Missouri, according to the St. Louis Post Dispatch. The Post also reported that Fox has donated millions of dollars to Republican candidates and causes since the 1990s.

However, one such donation caused a particular debate in Congress when President Bush announced that Fox was his nominee for US Ambassador to Bel-

gium. In 2004, Fox donated \$50,000 to Swift Boat Veterans for Truth, the organization that ran ads attacking Democratic Presidential Nominee and Massachusetts Senator John Kerry's service in Vietnam and are considered by some political analysts to be a major reason why Kerry lost the campaign.

When it came time for Fox's Senate Confirmation Hearings, he was questioned by Senator Kerry and came under fire by many Democrats, causing President Bush to withdraw his nomination. However, Bush then appointed Fox to the position while Congress was on break, using what Bush called a "recess appointment." This appointment means that Fox wouldn't face appointment hearings until the new Congress arrives in Jan., 2009.

This action caused further debate, with Senator Chris Dodd (D-CT), Chair of the Senate Foreign Relations Committee saying, "It is outrageous that the president has sought to stealthily appoint Sam Fox to the position" and that Bush "formally requested that the Fox nomination be withdrawn from the Senate because it was facing certain defeat" in a statement.

However, the White House maintains that Bush's actions were completely within his power.

"[Bush was] exercising his constitutional right to recess appoint Sam Fox because he believes that Sam has the credentials and background to serve in this important post and was the victim of partisan politics," White House spokeswoman Dana Perino said in a statement.

Fox also believes that the attack was motivated by politics.

"I feel that the criticism is unfair and completely motivated by politics," Fox said. "I did something that thousands of other Americans did: I made a legal, political contribution. I was asked to make a donation, and I did. Other than that, I had no involvement. I don't have anything to apologize for."

One catch of Bush's recess appointment of Fox is that Fox is obligated to serve without pay. However, he doesn't consider this a problem.

"I've been very fortunate in my business affairs and I'm happy to serve my country whether or not I receive financial compensation," Fox said.

Fox also believes that this position will be his only foray into government service.

"It has long been my goal to see that good, capable people are in government, especially the Federal Government, but it was never my goal to be part of the government," Fox said. "That's just something that happened to me. My term will end with the Bush Presidency."

Despite the issues surrounding his appointment, Fox says he is excited and honored to serve the country.

"I am delighted and honored by it," Fox said. "My wife, Marilyn, and I have been to Belgium many times and have been very impressed with both the country and its people. I am deeply grateful to the President for this opportunity to serve my country." ☺

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both photos courtesy of Gila Hoffman

KEEPING PASSOVER

Students who observe Passover maintain a strong connection to their past despite modern influences.

Hyrum Shumway
Section Editor

While some students can be found at sundown slaving over homework, many Jewish students during the commemoration of Passover are found honoring their ancestors' escape from Egypt. "In order to remember the Exodus of Egypt, we eat unleavened bread," senior Avital Ludomirsky said. "A lot of people think that is because our ancestors didn't have time to make leavened bread or wait for the yeast to cause the bread to rise, but really it is because they didn't ever eat leavened bread—we are remembering them, by choosing not to eat leavened bread. However, there are many interpretations to the full story of the exodus." During the first two nights of Passover, families celebrate by sharing meal a Seder plate containing symbolic foods.

"A Seder is a dinner which is a ritual tradition and you have friends and family over," junior Melanie Goldstein said. "You can only partake of food that hasn't risen. We also try to commemorate each plague our ancestors went through by spilling wine on our plates for each one. Special symbolic foods also dot the table such as a lamb shank representing the angel of death story. Traditionally you have matzo ball soup, matzo, and families may hide matzo for kids. We talk about our ancestors and strive to remember them. The Seder is especially important to the Fasman family. "At our Seder we have a typical meal with family and friends," Choral Director Alice Fasman said. "The first day of Passover is also our son's birthday. I have some special dishes that I make every year; Typically, we make matzo ball soup, brisket, charoste (blend-

ed nuts, fruits and wine) and foods containing chocolate." During the Seder one tries to remember all parts of the exodus—including the difficult stages. "At the end of the Seder the family is celebrating and we are happy, but we also remember the hard times, so we dip different foods into salt water and we remember the crossing of the Red Sea," Ludomirsky said. While some families skip parts of the Seder the Fasman family does the whole meal to the book. "Seder means order and the Seder itself has a particular order," Fasman said. "The main part of the Seder is the retelling of the exodus. There are 14 parts of the Seder and the fifth part is the retelling, and the meal is the tenth part. Seders can last up to a few hours long." Historically, Jews have been oppressed, and the exodus is a vital piece of Jewish culture as it repre-



Junior Gila Hoffman, second to the left, poses with her sisters and cousins in their tapestries from Turkey, which were presents from her father for finding the afikomen. The afikomen is the middle of the three pieces of matzo on the Seder plate during Passover. As a fun game, the afikomen is hidden by an adult and the children search for it. Whichever child finds the afikomen wins a small gift or money. Above the Hoffman family is a table ready and set for the traditional Passover dinner and Seder.

sents a time where Jews were able to break from captors and govern themselves. "Passover is a very important holiday as it symbolizes Jews finding freedom, and the suffering they had to go through in the desert and during slavery," Ludomirsky said. "Because the Jews have been oppressed in the past, this holiday symbolizes the first time they made gains towards freedom." In 2007 it is sometimes difficult to relive how ancestors did so long ago. "There is stuff to eat during Passover," Goldstein said. "But it is not the most fun holiday because the stuff I normally eat I can't. At school, there was hardly anything in the lunchroom, I finally found a salad and fruit." While Passover can be difficult, it is rewarding to build relationships. "The part I like about Passover

is being with my friends and family," Goldstein said. Others find joy taking a break from generic gastronomy. "This is my favorite holiday," Ludomirsky said. "We always find a way to eat something different." Before a family is able to celebrate they must prepare in differing ways. "Before Passover we have to rid our house of bread and all things you can't eat during Passover," Goldstein said. "Some people sell the food, or people just put it away—my family keeps our 'non-Passover' food in the basement." Other families destroy the food. "The night before Passover begins as the house is searched for any breads," Fasman said. "The morning of the Seder all non-Passover foods are burned. At 10 or 11 AM Jews often fast until the Seder dinner. The ridding and search for wheat represents symbolically

looking inside ourselves for flaws that need to be disposed of. Often a trait that Jews try to suppress is pride as Jews during the Passover strive to be humble." The traditions that Jewish families keep often depends the type of Jew one is: people are often classified as Reform, Conservative, or Orthodox. "I am Israeli, and in Israel one is either a secular Jew or an orthodox Jew, my parents are secular so we observe high holidays, keep Kosher, but not to the extent that others do," Ludomirsky said. The diversity of Clayton adds a practical education to the stellar intellectual education one receives in class. "I think that people at Clayton are really considerate and conscious to work to understand each other," Goldstein said. "It helps though during Passover because there are a lot of Jewish kids at Clayton." ☺

Sophomore donates hair to charity

Mia Harlan
Section Editor

Sophomore Tracy Einstein has always felt strongly about cancer research. She has had personal experiences with cancer affecting her family and this year she decided to fundraise for cancer research. "I started a pool of donations with people who said they would contribute money to cancer research if I shaved my head," Einstein said. "I donated my 17.5 inch ponytail to locks of love, and I got people to donate money per inch that I cut off." Einstein has been very successful raising money. "Thus far I have raised a little over a thousand dollars, but I am still receiving donations in the mail, and anyone can still contribute," Einstein said. "Even if it's just some change, every little bit counts!" Einstein advertised to raise the money. "I mostly used word of mouth," Einstein said. "First I told all of my classes what I was doing, and I told them I'd really appreciate donations, but I don't think people really took me seriously." She and a friend spread what

she was doing to all of her friends and peers. "One of my friends from Toronto brought an envelope around with her for a day and asked anyone she saw to donate any change they had on them, and also encouraged them to make a larger donation." Einstein also emailed family and friends, and asked teachers to donate money. However, she was most successful creating a group on Facebook. "The best move I made was when I made a Facebook group. I called the group 'I am going to sponsor Tracy to shave her head to raise \$ for cancer research.' I explained my cause, encouraged people to donate, and posted pictures of my hair. I got an overwhelming response, some from people who I never would have thought to ask to donate. Many contributors don't live in St. Louis, and I encouraged them to send me money in letters." After receiving contributions, Einstein shaved her head on February 18. That was also when a camp friend of hers was in town and had

brought money from her friends in Toronto. At the time, she was very anxious to finally go through with shaving her head. "Shaving my head is something I've always known I would do at some point, and I felt really restless about wanting to do something good for the world," Einstein said. "My hair was also longer than it's ever been, and I was planning on donating to locks of love, so I thought, why not now? Einstein has several reasons for why she shaved her head. "If you think about it objectively, people put so much time and energy into dead cells. As much as I enjoyed having long hair, I know there are so many more important things to worry about in life, and my hair will grow back. There are some people whose hair won't ever grow back, and hopefully the wig made from my hair will make at least one of those people happy." The hair is definitely not the most important part of Einstein's contribution. The money will go toward cancer research and possibly help many more people. "Plus, I hope the money I raised will make a million people happy from the research it initiates. My family also just went through a big cancer ordeal with my grandfather, so I felt like it was appropriate timing." Einstein's grandfather's cancer has affected her strongly, so had other friends with cancer. All of that had influenced and motivated Einstein in her decision. "I've had a couple of personal encounters with cancer that moved me to take action," she said. "I found out last year that my best

friend's mom, who is like a second mother to me, has breast cancer. Also, in 2003 we learned that my vigorous, active, seemingly healthy grandfather had metastatic kidney cancer, which usually leads to death in 6-12 months." Fortunately for her grandfather cancer research has produced a drug to help him. "Most doctors said there was nothing that could be done, except some experimental treatments that were still in clinical trials. In fact, there is a drug called High Dose Interleukin-2 which has been proven to cure about 8 percent of the patients who take it. The drug is very toxic and expensive, so some doctors refused to treat my 76 year old grandfather, even though he was very healthy and strong. He decided to push for the treatment, and seems to be in the lucky 8 percent that respond, because he recently was tested as cancer free after two and a half years of brutal treatments every three months!" Einstein's grandfather's bravery has inspired her. "I figure, if in his late '70s he could brave IL2, I could brave giving up my hair." She said. Einstein is donating the money she has received to The American Cancer Society and The National Kidney Foundation in her grandfather's name. Another influence for Einstein was an internship she had. "Firstly, last summer my sister and I did an internship with an oncologist for a month." Einstein said. "Working with Dr. Gerry Gehr really made me realize the importance of research, and how it can have a direct impact on patient care." ☺



photo courtesy of Tracy Einstein

Sophomore Tracy Einstein shows off her newly shaved head while holding 17.5 inches worth of hair that she donated to Locks of Love.

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website: www.locksoflove.org



Abbie Minton

Playing a comic book store owner who falls in love with one of the "superheroes, senior Rachel Dickens captivates a crowd during "The Adventures of Normal Man and Average Boy," her last high school show.

Senior actors prepare to take a final bow

While many senior students actors say that the CHS drama department has deeply impacted their lives, many are sad that the journey will soon come to an end. Some seniors wish to pursue acting as career paths, others, however are performing their last plays as CHS students.

Hannah Novack
Staff Reporter

As the school year draws to a close, seniors are preparing to graduate, and say goodbye to Clayton High School. Some seniors, however, are also preparing to say goodbye to something else very dear—the CHS drama department.

These students have had extensive dramatic careers throughout their education. Senior David Redick knew from a young age that he was interested in performing.

"I first became interested in musical theatre after seeing RENT when I was six," Redick said.

Redick found his way onto the stage in sixth grade, then living in California.

He was required to participate in "The Adventures of Tom Sawyer." He'd never acted before, but was interested and tried out for a role.

"I ended up loving it," Redick said, "and when I moved to St. Louis, I found even more opportunities to perform."

Senior Rachel Dickens also got involved in drama at a young age.

"I was a ridiculously hyperactive kid, so my mom decided to enroll me in acting classes at COCA," Dickens said.

There are many different dimensions students must learn to perfect their acting skills. Some skills come more easily than others.

"Singing came pretty naturally to me," Redick said, "but I can't dance to save my life."

There is no doubt that drama is something that takes a lot of time to develop.

"I took a lot of acting classes, and voice lessons," Dickens said, "and I've done a bunch of summer workshops and programs through Stages St. Louis and COCA."

Extreme dedication is necessary to be involved in performances, but one can learn a lot from drama.

"Drama has taught me basic oratory skills," senior Rebecca Gutmann said. "Skills like projecting your voice, as well as how to be comfortable in front of a large group with no fidgeting and 'umm'ings."

Not only can drama help students conduct themselves, but drama also opens a door to meeting new people.

For Redick, drama has helped him branch out socially.

"I've become friends with many people that I never would have met without the influence of drama," Redick said.

Drama is a unique art form that gives people the opportunity to transform into someone completely different. Not only has drama proven to be educational, but therapeutic as well.



Abbie Minton

Senior Andrew Davidson, in one of the lead roles, takes the stage with junior Brad Rolan during the SRM.

"When you're performing, you are someone completely new and your focus is on being this completely different character," Gutmann said. "So it distracts you from any problems or worries you may be having."

One obstacle posed when performing is the dreadful stage fright.

"I always worry about forgetting my line or tripping," Gutmann said. "I calm myself by breathing and repeating my first line over and over to myself quietly."

Due to their wide range of acting experience, many student actors have extensive résumés.

A performance that particularly sticks out to Redick is "And Carl Laughed," performed earlier this year.

"'Carl' is great because it's an original show," Redick said. "Everything we did set the standard for our character. We couldn't watch a video and pick up on what the professionals did."

Each performance is a long, unique process and many aspects go into forming a production. Dickens' favorite moment is the time spent getting ready and doing warm-ups before the first performance.

"It's really exhilarating and gratifying to know that what the cast has been working towards for so many days is finally at hand," Dickens said.

Gutmann's last performance was Grease, while Dickens and Redick are still preparing for their last production—"The Adventures

of Normal Man and Average Boy." Redick played a unique role in this particular play. He co-wrote the show with senior Percy Olsen, and help from senior Stephen Pohlman and junior Jack Callahan.

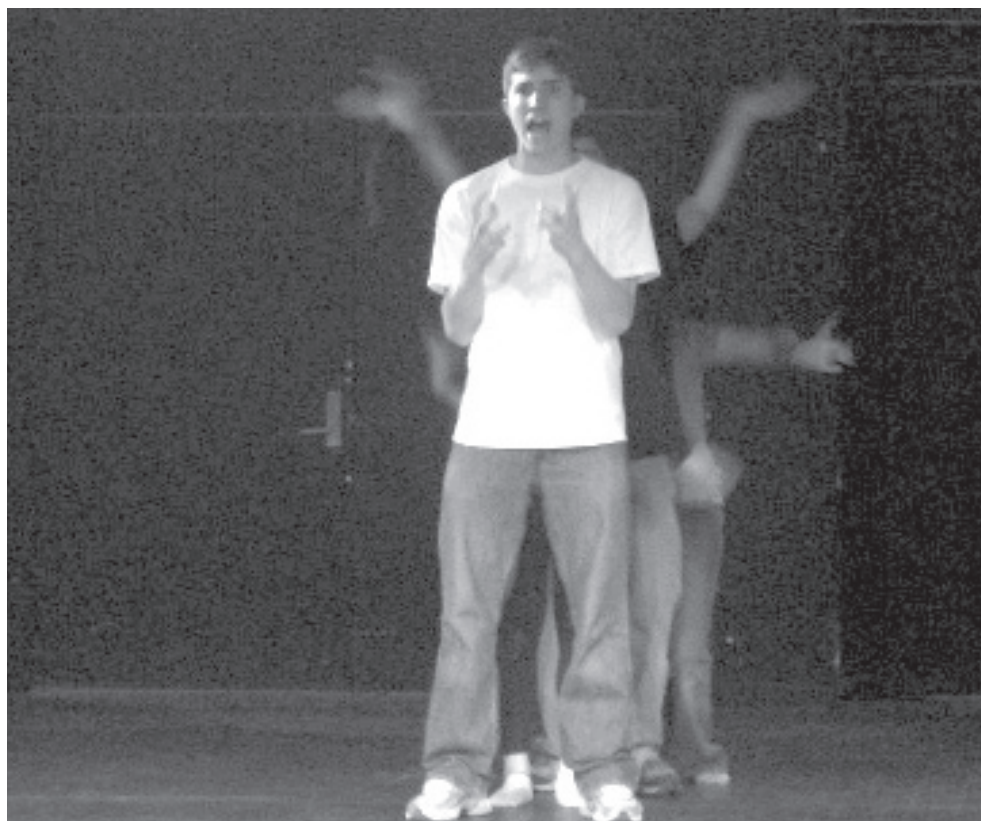
"I'm not performing in it, but I'm musically directing and composing the music," Redick said.

Dickens also noted the distinctiveness of her final show.

"It's the first time I've been in a production that was written, directed, and composed entirely by my classmates," Dickens said.

"The Adventures of Normal Man and Average Boy" is showing from April 18-22. For the seniors, this will be their last CHS performance, and for some, their last performance.

Some seniors are not planning



Blair Klostermeier

After years on the CHS stage, senior Stephen Glynnias makes his last appearance as one of the "superheroes" in the SRM, "Adventures of Average and Normal Boy."

on pursuing a career in drama. Dickens would like to become a lawyer, while Redick is 90 percent sure he will pursue a Bachelor of Music in Composition at Univer-

sity of Wisconsin-Madison.

Gutmann is currently not planning to pursue a career in drama.

"If it finds me, I will in no way refuse," Gutmann said.

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CLASS OF 2007: LAST QUARTER AT CLAYTON

Second semester slacking, unavoidably problematic

Jim An
Section Editor

Around this time of the year, millions of seniors across America catch the dreaded senioritis. Known for its propensity to induce laziness in students, senioritis is seemingly unavoidable for those in the final stretch of high school.

As defined by physics teacher Rex Rice, senioritis is a "significant change in a student's attitudes and work habits due to the mistaken belief that the senior year is not as important as the rest of their academic career."

"Kids will stop caring by fourth quarter," senior Andy Sides said. "There's no incentive to work hard."

Indeed, most seniors have either gotten into college or secured another future with no further need of stellar grades, so the motivation for doing what seems to many as tedious busywork has disappeared. However, according to Rice, this is just plain wrong.

"I emphatically believe that the

second semester is as important as any other time in a student's high school career," Rex Rice said. "When a senior chooses to minimize this importance, they're telling me that they think that the senior year is less important than the rest of their high school career. They're wasting their time and they're wasting the teacher's time."

"When a senior chooses to minimize [second semester's] importance...they're wasting their time and they're wasting the teacher's time."

Rex Rice
Physics Teacher

"The value of the class is diminished by the kid's reduction of effort," Rice said.

To some it appears that despite doing minimal work, their grades have not suffered much.

"I do less work," senior Bob Mc-

Gibbon said. "But I'm still fine."

McGibbon adds that he believes that senioritis has neither hurt nor helped his overall personal development, as he has gained time from not doing homework to play sports, sleep, and read.

Rice offers a concurring opinion regarding the importance of grades, saying, "the reason [students attend school] is not to earn a grade, [but] to learn."

Colleges have tried to stem the tide of laziness by threatening to withdraw their offers of admission from those with failing marks in their final semester of high school, and so a few must still plod along in the high school rat race.

"I can't stop working because my college will rescind their offer," said Sides.

Rice agrees that making the offers of admission from colleges contingent on continued academic success is a good idea. He believes that colleges should have more stringent standards for second semester achievement and adds that it would be helpful if colleges waited to offer admission after final high school grades were out.

Senior Paul Lehmann, on the other hand, believes an effective solution would be to "beat kids more."

Despite the efforts of teachers and parents, senioritis seems an affliction impossible to avoid.

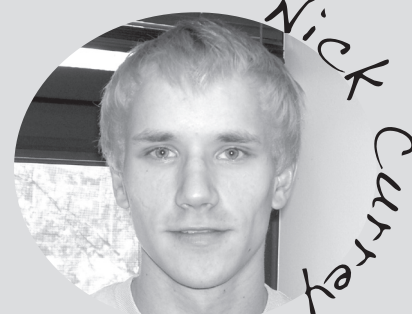
"Teachers should plan accordingly," McGibbon said. ☺

WHERE ARE YOU GOING TO SUMMER?



"I'm meeting my brother in Germany with my family and we are going to travel around Europe for a few weeks."

"I'm going to chill in Africa (Tanzania)."



"I am heading off to Atlanta, Georgia to see my grandpa and I'm probably going to get a job near home."

"I am staying in St. Louis for the first time in seven year and probably keeping my job at Delia's in the Galleria."



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Seniors choose varying options for summer adventures

Feng-Shuang Stamme
Section Editor

This summer will be a great chance for the graduating class to relax, make money, get an early start at college life or just have fun before parting with good friends.

Many of the seniors graduating in May will attend some sort of college this fall. Colleges usually begin later than high schools: some at the end of August, others even extending into mid-September.

With high school finally behind them and a new life waiting ahead, many students with families abroad will be taking time off to see their native country.

Senior Constance Akannam will be traveling thousands of miles to Nigeria this summer.

"I haven't seen my relatives for two years," Akanam said. "I'm really excited. I have friends and family over there that I want to visit."

Others who are planning to stay in St. Louis have different plans. Senior Chela Colvin will be mixing work with play.

"I will probably be taking a college course or two in hopes of earning credit ahead of time," Colvin said. "Also, I'm going to take this summer easy; spend time with my family and enjoy friends before we all leave."

With the increasingly expensive college tuitions, some students are forced to take out loans to pay for college tuition. Then there are the living expenses, such as rent, and other bills.

Senior Rebecca Blackwell is trying to find a job so she can pay for her living expenses at college.

"This summer, I plan to work a lot," Blackwell said. "I want to make money for food and other expenses because I want to buy my own stuff."

Seniors Allyson Golden and Mia Harlan are going to Europe to spend some time in England and France.

"Mia's sister is going to a camp in France," Golden said. "So we're going to drop her off, and then go to London and different places in France."

Once in Europe, Golden and Harlan plan to see famous tourist sites.

"We're planning to go see the Tower of London, probably some castle, we are not sure yet," Golden said. "Also the Eiffel Tower, and we're going shopping."

Senior Anna Goss plans to spend lots of time with her family and friends over the summer.

"I'm going to North Carolina and live in a cabin house. Then I'm going to Chicago in August with Rosie," Goss said. "This trip will be kind of a last a chance for me to spend time with my friends. I don't know how long it will be until I will see them again."

Senior Alex Heil-Chapdelaine will be getting valuable job experiences by teaching at Summer Quest, which is a Clayton Summer Program for younger children.

"I'm going to be a counselor for kindergarten through third grade," Heil-Chapdelaine said. "I'm not sure what my job will be yet, but I think maybe planning different activities. It will be fun." ☺

City attractions offer wide range of options

Ijeoma Onyema
Staff Reporter

After a long school year, the members of CHS find a place to unwind and hang out with friends. If you are staying in the city, many of these places may just be your way of avoiding tedium over summer break.

During the summer, if you want to see more of the historical side of St. Louis, then visiting the Arch or the Old Courthouse will be good landmarks to stop by. The Old Courthouse is right across the street from the Gateway Arch, which is open at 9 a.m. to 6 p.m. (8 a.m. to 10 p.m. during the summer). In addition to the ride to the top of the Arch and the historical movies they have, there is also a museum that traces the journey of Lewis and Clark as well as other attractions.

If you are more into the outdoors, then the parks and gardens will be the best to interest you during the summer. Forest Park and the St. Louis Zoo are good examples.

The St. Louis Zoo is one of the nation's last free zoos. Its 90 acres houses more than 11,000 animals and insects. The Zoo is open everyday, except December 25 (Christmas Day) and January 1 (New Year's Day), from 9 a.m. to 5 p.m. in winter months and 8 a.m. to 7 p.m. during the summer.

In addition to the zoo, the park features many outdoor options from walking and biking trails to picnicking to renting paddleboats or a gondola ride from the boat-house.

If you prefer a day indoors and out of the summer heat, Forest Park is home to not one but three free museums. Stop by the St. Louis Art Museum to take a tour through many years of brilliant art. Founded in 1879, the museum was originally housed downtown but moved to its current home during the 1904 World's Fair. This exceptional museum contains collections of art from nearly every time peri-

od plus traveling exhibits for which there is sometimes a fee. Admission to the Museum and its collection is free every day. Admission fees to featured exhibitions vary, but admission to featured exhibitions is always free on Fridays. The museum is open from Tuesday to Sunday, 10 a.m. to 5 p.m., Friday, 10 a.m. to 9 p.m. and is closed Mondays, Thanksgiving, and Christmas.

If you would rather see historic artifacts, then spend a couple of hours at the Missouri History Museum. Constructed in 1913 with funds from the Louisiana Purchase Exposition, the Jefferson Memorial Building houses treasures and information about Missouri from centuries past to present day. Free admission to the museum and semi-permanent exhibitions. (Fee are charged for some special exhibitions.) Until May 27, The Missouri History Museum hours will be daily from 10 a.m. until 5 p.m., Tuesdays until 8 p.m. Starting May 28, hours will be daily, 10 a.m. to 6 p.m. and Tuesday from 10 a.m. to 8 p.m.

One of the most popular spots in Forest Park is the St. Louis Science Center and Planetarium. This interactive museum is free for general admission although the Omnimax and certain exhibits charge a fee. Summer Hours, or from Memorial Day weekend to Labor Day, are Monday through Thursday 9:30 a.m. to 5:30 p.m., Friday 9:30 a.m. to 9:30 p.m., Saturday 9:30 a.m. to 5:30 p.m. and Sunday 11:30 a.m. to 5:30 p.m.

After a day of exploring past records and art, you can sit back and enjoy musicals and concerts under the stars at the Muny in Forest Park. The Muny has been around in one form or another since 1916, and if you get there early enough, you can even get in to hear and see the great shows for free. See their

website, <http://www.muny.org>, for shows and ticket information.

The Missouri Botanical Garden is also a great spot to spend a spring day, however, there is an admission fee for the exhibits at this local attraction. The Garden is open 9 a.m. - 5 p.m., 7 days a week (closed Christmas). From Memorial Day to Labor Day, it is open Wednesday evenings until 8 p.m. Free general admission is on Wednesdays and Saturdays before noon for residents of St. Louis City and County with proof of residency. Admission for adults is (age 13 and up) \$8, for St. Louis City/County residents is \$4, for members and children (age 12 and under) is free and Children's Garden (adults free) is \$3 per child.

If you are looking for another place to escape the heat and still get a lot of exercise, you can spend the day at the giant, artistic playground known as the City Museum, which delights adults and children alike. City Museum is now open 7 days a week, Sunday 11 a.m. to 5 p.m., Monday through Thursday from 9 a.m. to 5 p.m., Friday from 9 a.m. to 1 a.m., Saturday from 10 a.m. to 1 a.m. (Closed on Easter, Thanksgiving and Christmas Day). General admission is \$12 for 3 and up, with discounts for groups of 15 or more. After 5 p.m. on Friday or Saturday, \$10.

In the opinion of many CHS students, the most popular places to hang out with friends are the Galleria and various Starbucks locations. The closest Starbucks are the shops on Wydown and on Forsyth. It has become a well-liked spot for many reasons such as the relaxing atmosphere and the ever-popular iced drinks. The Galleria is home to many trendy shops such as Macy's, American Eagle Outfitters, the Apple Stores as well as several good restaurants, a food court and a movie theater.

If you would like to do more exploring, you can stop by the Central West End, The Hill, and The Loop, which are known as very lively neighborhoods. You can try authentic Italian food up in the Hill, and be in the presence of St. Louis legends down at the Loop, not to mention the great shopping spots at cheap prices throughout these neighborhoods. Good places to eat are at Adriana's (the Hill), Coffee Cartel (Central West End), and Blueberry Hill (the Loop). ☺



All photos by Scott Shapiro

St. Louis offers many free attractions to both students and visitors. Some of the most popular include the Zoo, which is one of the nation's last free zoos (above), the Galleria (bottom left) and the Muny in Forest Park (bottom right). In addition, there are a number of free museums and terrific neighborhoods to explore.



Unpredictable weather leaves students perplexed



Blair Klostermeier

Senior Andrew Dye plays frisbee barefoot in the quad during one of the warm days during the recent erratic weather. The swinging temperatures left students unsure how to dress or plan.

Siobhan Jones
Staff Reporter

You know it's St. Louis when you are cranking your air conditioning one day and donning your winter parka the next.

"You really never know how to dress here," senior Chioma Oteh said. "You can't just pick out your summer clothes and then your winter clothes, you have to have it all because you never know when the weather might change."

It isn't uncommon for the weather to dip and soar so dramatically in short time spans. According to ksdk.com, St. Louis has a humid continental climate, with neither mountains nor large bodies of water to check the swings. Because St. Louis is located in the middle of the country, it is affected by both the Canadian arctic air and the hot, humid tropical gusts blowing up off of the Gulf of Mexico.

"I don't like the humidity," junior Emily Owen said. "Actually, I

hate it."

Temperatures in the winter can get down below zero, and a freezing wind chill often makes it impossible to function outside during the colder months.

"Normally I love winter, but not this year," Oteh said. "It was really cold and that was annoying, plus every time it snowed, the power went out."

Other students enjoyed this winter. Coping with the cold was a challenge.

"I have this big puffy coat with fur on the hood," Oteh said. "Between that and my Uggs, I was covered, but I had to walk really slow so that I wouldn't get wet and cold in the snow."

"I didn't think it was too cold," sophomore Jacob Waldman said. "We got a lot of snow, which I liked."

Whatever the opinion, students agreed that the ideal temperature lies in the 80s.

"The 60s and 70s are too cold,

and when it gets to the 90s, it's gross out and there are bees and bugs like that," Oteh said. "The 80s are perfect."

All of Clayton was excited about the sudden rise in temperature this spring, which started around the beginning of March. Disappointment and even anger were apparent, as people voiced their frustration over the dip in temperature which came immediately after a week or two of ideal weather.

"And then it was cold again!" Waldman said. "I had just gotten out all my shorts and stuff when it got cold again. I had to put them away."

But St. Louisians are familiar with the rollercoaster ride of weekly forecasts.

"I was upset; this gets so old," Oteh said. "But you learn to deal with it, I guess."

Most are extremely put off by the bizarreness of it all.

"It's always jumping around like that," Waldman said. "It's pret-

ty annoying."

Educated students blame inconvenient location as the problem.

"In the United States, it is almost as if there is this zone of conflict squashed between the north and the south," Owen said. "St. Louis is right in the middle of it. The cold polar air and the humid air from the south make the temperature differences on the far sides of the spectrum."

"It's why the temperature can take such a dive in one week," Owen continued. "It really sucks."

Already, students have made plans to escape the weirdness of the St. Louis climate.

"If we lived in Chicago, for example," Oteh said, "we would at least know that it would be cold in the winter and warm in the summer."

Owen agrees.

"I'm not going to college in a place like this," Owen said. "I want it to be perfectly warm all the time, perfectly pretty."

Student Run Musical boasts great script, cast, music

Jon Igielnik
Staff Reporter

I've been friends with the writers and composers of "The Adventures of Average Man and Normal Boy," David Redick and Percy Olsen for many years now, and I knew that Percy is a great writer and that David as a great composer and song writer.

Although I don't know the director, Stevie Pohlman, as well as I do David and Percy, I have heard nothing but good things about his talent and skill.

Knowing all this, I walked into this "musical traumaedy" with high expectations. I was expecting a really great show, but that is not what I got. "The Adventures of Average Man and Normal Boy" shattered my already very high expectations with an amazing story, brilliant music, stunning choreography, fabulous acting and more.

I saw the first show in its first run, on Tuesday, April 17, and for any first run there were surprisingly few errors, and nearly all of them were either minor or dealt with so well that they were either not noticeable or were made into more comedy thanks to great on-your-feet thinking by the actors. I had read the script before, and this show was perfectly translated to the stage.

The story of "The Adventures of Average Man and Normal Boy" follows three friends: Chris, Gallagher and Damien. Chris is a comic book artist and Gallagher writes the comics themselves. Damien is working on publishing them, but Damien's controlling girlfriend Beth soon ends this. Beth forces Damien to move out of Chris and Gallagher's apartment and do something with his life work for her father's gigantic, government-controlled company.

With Damien gone, Gallagher gets a crazy idea. It has always been Chris and Gallagher's dream to be superheroes, so he thinks, they decide to become superheroes? After some convincing, Chris goes along with the plan, and after some clever tricks, Chris and Gallagher manage to have everyone convinced that they are actually superheroes, even though only they know that they aren't.

Their new super-status draws the attention of the paparazzi, run by a soulless news anchor. The two even land an interview with Mary Sue, the host of a popular talk show.

While the whole time Gallagher is more occupied with the fame and fortune, Chris is more worried about Rachael, a comic shop owner - as well as the only other person who sees that the two are fakes - whom he has fallen in love with.

Throughout the show, we follow the escapades of the three friends, as one is corrupted by power, one loses all he had, and one goes crazy, all the while being followed by the rabid paparazzi, yelled at by Mary Sue and having to deal with their love lives.

The first half of the musical is pretty much a straight comedy. The principal cast of Andrew Davidson as the nerdy artist in love with Rachael, Chris, Cameron Davis as the ambitious, spotlight-loving Gallagher, Steven Glynias as the nice guy turned evil politician Damien, Susie Wirthlin as Damien's controlling yet loving girlfriend with a soft side, Beth, Hannah Doty as the sweet and smart object of Chris' interests, Rachael, Rachel Dickens as the amoral, soul-less paparazzi leader, and Mary Von der Heydt as the loud and demanding Christian talk show host, Mary Sue, are all downright hilarious in the whole musical, but specifically in the first



Abbie Minton

Members of the cast of the Student Run Musical (SRM) playing reporters sing as David Redick accompanies on piano. Completely written, directed, acted and sung by students, the SRM tells the story of Chris and Gallagher, two men who pretend to be superheroes.



Blair Klostermeier

Senior Rachel Dickens plays Rachael, the girlfriend of one of the main characters, Chris.

act, which is the comedy act. What makes "The Adventures of Average Man and Normal Boy" better still is the second act, which is a tragedy.

While there is still some comedy, the story, the actors, the lighting, the music, the costumes and the overall feel flawlessly transition to a dark tragedy.

All of the cast plays their parts amazingly well as both comedians and as dramatic actors.

Then there is the music. Writer and composer David Redick wrote all the music, and his spectacular talents with music come to life in the wonderful, lively and story-relevant songs, sung beautifully well

by the cast. I liked it so much that I want a CD of the music for myself.

Overall, I had very few gripes, and most are minor "first show" flaws that will be ironed out by the second run starting on April 27. The story is great, with an ending that you could never expect and enough jokes to keep you laughing throughout, all the while remaining somber in its overarching ideas.

The acting is perfect in both the comedy and tragedy. The costumes and choreography, which helped give this story more feeling, were amazingly done by Becky Simington, who also worked with Ali Sandler on set design and, ac-

ording to the rest of the cast, on "keeping the show organized and on track."

Even the music, played by pit members Jack Barcheck, David Redick, Jack Callahan and Brian Fleischer, and the lighting and sound, done by Andrew Dallas, were both nearly flawless.

Everyone in the entire cast and crew gets two thumbs up from me, because this musical was done so well that if I didn't know it was written and directed and run by students, I would have guessed that it was professionally done.

If you are free Friday night, April 27 or Sunday, April 29 in the

afternoon (and possibly at night as well, if it works out) and have \$5 (\$8 for non-students) to spare, you have to go see this musical.

If you aren't free, or don't have five dollars, cancel your appointments, break open your piggy bank or steal your sibling's wallet and make time to come see "The Adventures of Normal Man and Average Boy" because this smartly written, perfectly cast, hilariously acted and well-run show comes together just right on stage to make a dynamite performance that is worth every penny.

(Note: if you do come, make sure to come early to ensure a seat.) ☺

Colbert reported to be a popular success

Jacob Blumenfeld
Staff Reporter

When a major news event occurs, the average American will, more often than not, instantly turn to their 24-hour news channel, be it CNN, MSNBC, or FOX news.

Thankfully, though, national crises do not occur every thirty minutes, resulting in the inevitable repeated footage and empty conversations to fill the infinite time window. Comedy Central's Jon Stewart, the host of "The Daily Show with Jon Stewart" and a hero amongst liberals and much of today's younger generation, discusses this problem frequently.

"On an average day, seven minutes of news occurs," Stewart said. "Yet there are currently 3 full-time, 24-hour news networks."

Stewart uses much of the time-killing, repeated filler news footage from CNN, FOX news and MSNBC as the basis for much of the material on his program by, ironically, repeating it again. But unlike his predecessor at the "Daily Show," Stewart ventures beyond mere comedy. He is also known to criticize the mainstream media's priorities in news.

"I mean, 300 camera crews outside a courthouse to see what Kobe Bryant is wearing, while false information used to send our country to war goes unchecked?" Stewart said on "The Daily Show." "What the [expletive] happened?"

The smash-hit, Emmy-award winning program, hosted by Stuart since 1999, has gained its massive following by doing more than lampooning the mainstream media: it's success is a result of Stewart's courage to take a political stance. But up until 2005, it was mostly done by direct criticism, which began to wear

down on some viewers. Comedy Central needed something fresh.

Enter Stephen T. Colbert.

After appearing in "Mr. Goodwrench" commercials, writing for "Saturday Night Live" and various other projects, Colbert made his name big as a featured "reporter" on the "Daily Show." In fact, he grew so popular that the powers that be at Comedy Central decided to give him his own show: a spin off of "The Daily Show." Colbert has not looked back since.

According to Nielsen Media Research, the nightly audience for Jon Stewart is around 1.6 million people. But Colbert's program, "The Colbert Report," has an audience of 1.2 million, which is equally impressive given its later time slot.

The reality is that, not surprisingly, the majority of "Daily Show" viewers also watch Colbert. But there are growing numbers among those who actually prefer "The Colbert Report." This is in no small part due to Mr. Colbert's comedic genius.

Yes, one can parody the news program setup. But why stop at the show's format? Why not parody the anchors themselves?

For starters, you'd need someone who is capable of embodying the very person being parodied. An actor taking on this task would have to have razor-sharp wit, a courageous heart, and enough raw skill and self-control to never break character. As it turns out, only one man was capable of such a feat.

Stephen Colbert's television character of "Stephen Colbert" is based on television personalities who are easy targets for satire, such as Sean Hannity, Anderson Cooper, Geraldo Rivera, and most of all: Bill O'Reilly, whom he affectionately refers to as "Papa Bear." Colbert ex-



Used with permission from Comedy Central

Stephen Colbert, host of "The Colbert Report," is wildly popular for his satirizations of public figures as well as the news media.

aggerates these influential individuals' antics in an attempt to magnify the hypocrisy of their words and produce a comic effect. He is ultra-conservative, highly patriotic, egocentric, ignorant, and, most importantly, charismatic. As a result, the show is more than tongue-in-cheek - it has a real bite to it.

Tack this on to Colbert's writing team, perhaps the best in modern television, and his apparent ease with such difficult, deadpan humor, and the result is a program that is capable of more than even Stewart's.

"Sometimes it takes a crazy person to see the truth," Colbert said on Feb. 6, 2006. "If so, I'm a freaking lunatic!"

"The Colbert Report" has become more than just a ratings magnet - it's a cultural sensation with a growing following. In his inaugu-

'Glass Castle' a moving memoir

Sarah Horn
Staff Reporter

So rare is it that I find myself completely entranced by a book as I did with Jeanette Walls' memoir, "The Glass Castle." "Glass Castle" was one of those books that I read in two days for I simply could not put it down, but when I was finished I almost felt a little sad that I was done with such a great book.

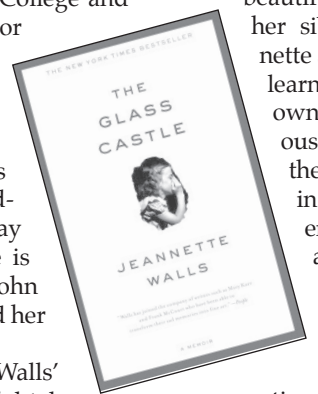
"The Glass Castle" is Walls' first book and it has become a best-seller and is being made into a movie. Walls graduated from Columbia University's Barnard College and became a reporter for New York magazine, Esquire, USA Today, and MSNBC.com. She also makes frequent appearances on television, including visits to the Today Show and CNN. She is married to writer John Taylor, who convinced her to tell her story.

"Glass Castle" is Walls' memoir and a beautiful tale of spirit and liberation, as well as an interesting look into a family that is peculiar and dysfunctional, but also vivacious, loyal and loving. Jeanette's father, Rex Walls, is a brilliant and handsome man who entertains and teaches his four children about physics, geology and how to live life with an effervescent spirit. He even manages to make the children's dreary life seem like a huge adventure, calling tax collectors FBI agents and mesmerizing his kids with one promise: to build a glass castle, a transparent palace that would solve all problems. However, he is also an alcoholic whose worst moments threaten to

tear apart the family.

The mother, Rose Mary Walls, is an artist who prefers a life of constant movement and fears domesticity. Rose Mary asks her children what the point is of cooking a dinner that will be consumed in 15 minutes when she could make a painting that would last forever. Her older sister, Lori, is a smart girl who quickly finds herself unhappy with her family's situation; her younger brother Brian is fearless and ready to take on any challenge with Jeanette by his side; and her younger sister Maureen is a beautiful girl who follows her siblings dutifully. Jeanette and her three siblings learn to do well on their own, encounter numerous challenges, and in the end find themselves in New York, their parents following them and choosing a life of homelessness while their children thrive.

The most fascinating aspect of Walls' writing is that it seems as if she is looking into her life as an outsider and therefore can analyze the decisions of her parents, siblings and herself and, unlike in other memoirs, there isn't a note of self-pity in her voice. As a child she is amused by the constant motion of her family, and not upset about living in poverty, although she is often hungry. However, as she ages she becomes perplexed about why anyone would want to live her life when so many opportunities are being offered. The story is so different from other tales of poverty that it almost seems made up, but somehow the reader knows every bit of it is true. ☺



Momos comfortable, delicious for coffee, lunch and dinner

Wenny Dong
Graphics Editor

A trip to 630 North and South Road in University City, and you, curious reader, shall find yourself at Momos Greek Tavern.

An epic beginning to a restaurant review, but, given that Momos is the Greek god of mockery and criticism, with the harrowing bio of being banished by Zeus from the heavens, fitting. Not to say that having a mocking and critical namesake should imply anything about this restaurant.

Words describing Momos are warm, intimate, rich, lush, and inconspicuous. With luxurious Mediterranean blue colors, terracotta walls, and a cozy fireplace, Momos also sports a mosaic chimney piece. It exudes a feeling of something exclusive, either because of the

curtain at the entrance, the small candles, or the pretty pillows lining the booth.

Also, the food itself is very inviting. Momos serves flavorful and interesting dishes, with a wide variety of options. In fact, the eatery sports a selection of salads, soups, pastas, as well as seemingly inexhaustible, or realistically, an entire page's worth in small font of cold and hot mezes, the equivalent of tapas. Though meant to be small plates so that one could try plenty of choices, perfect for the food-fickle, I found one meze was enough as an entree.

And in case the menu is all Greek to you, as it very well could be, being a Greek restaurant, the dishes are thoughtfully accompanied by detailed and tempting descriptions, which prolonged my indecisiveness for longer than usual.

At least the staff was very accommodating; in fact,

our waiter even pulled up a chair and chatted, not appearing to mind while I mulled over choices. In fact, initially we thought him some other diner who casually decided to join our table. Open and friendly, yes, but also allotting me extra stalling time.

In the end, I think I ordered with the grilled lokaneko sausage, "with fennel, orange slices, spinach and marinara sauce, topped with red wine reduction," i.e., yummy. My friends' orders included the spanikopita as well as the traditional lamb gyro, which also translates to fabulous. Unfortunately, unlike the Target commercials, not exactly "fabu-less," but not terrible either, around eight-ish for plenty of mezes, six for dessert, and take into account splitting with friends.

Although I went with a group of friends, also food connoisseurs, picky eaters, and a vegetarian in disguise, who ordered decidedly different dishes, we al-

lowed ourselves to be coaxed into coffees and a shared baked phyllo with dark chocolate sauce.

Leaving with good opinions of Momos, since then we've returned and tried lots of other dishes like the lamb chops, the baklava, and the orange rice pudding. And, if this could sway you, it has even become a sort of replacement Starbucks, if something like that even exists, the perfect place for hanging out. We've also celebrated a friend's birthday there, in a room nestled away from the other people by a half curtain, complete with latticed windows for looking out, or in; and the people at Momos were accommodating, though it was crowded with a Friday crowd.

In short, Momos is great, whether for going on a whim, for lunch, dinner, coffee, or even birthday dinners, and a nice change from the usual Clayton restaurants. ☺

Jingle Cats: Why do they exist?

In advance, I must apologize that my column is not at all seasonal. To call it pertinent would strain the bounds of belief. However, that opening disclaimer aside, I feel a duty to share the following with you.

The subject of this issue of "Sounding Off" is ridiculous music. Music that begs the question, "Why does this exist?"

My jumping off point is a cherishable music ensemble known as the Jingle Cats. I first heard the Jingle Cats last December at my friend's house. It was around Christmas-time, and I suppose the Jingle Cats' album, "Meow Christmas" was a treasured family heirloom, for it sat benignly upon my friend's table.

The cover art is outrageous. It features a garish cat, meant to be cute but more menacing than cuddle-able. The green swirls behind the cat lend an otherworldly or maybe just nightmarish appearance to the album cover.

When I first saw the CD I felt a mixture of revulsion and curiosity.

Interested, I put the Jingle Cats album in and began to listen. I shouldn't have been surprised, but nevertheless the album's content took me aback.

"Meow Christmas" is a collection of twenty holiday songs sung by... cats? I think the question point is most definitely necessary. If the "cats" singing on the album are, in fact, real felines, I shudder to think what the producers had to do to the poor kitties in order to get some of the sounds of out them that are on the album.

As such, I have to believe the Jingle Cats are merely synthesized sounds pounded out of a computer.

However, the information inclosed with the album, which is reiterated on the Jingle Cats' website, defies this assumption. Each Jingle Cat, and their are eight of them, have their own name and biography. I know you are dying to learn each of the names, perhaps so you can send some fan mail. Here they are: Cheeseuff, Max, Binky, Clarise, Penunia, Graymer, Twizzler and Sprocket. How darling.

For anyone who has heard the Meow Mix commercials, it really is not difficult to imagine what "Meow Christmas" sounds like. However, keep in mind, robotic cats singing in chorus about how much they love cat food is infinitely more comprehensible than an ensemble of cats hijacking Christmas carols, songs that more than likely hold some sort of long held emotional meaning for the listener.

I decided to do a little research beyond what is included in the CD jacket. So, I found the enchanting website, www.jinglecats.com. There I learned a number of things, both interesting and disturbing.

The most disturbing fact of all was that "Meow Christmas" made it to number ten on the Billboard Charts. So, so much is wrong with that.

I also learned that there are two more Jingle Cats CDs, "Rhythm and Mews" and "Here Comes Santa Claws." Bad puns aside, this corroborates the notion that there are people who actually like to listen to tortured sounding cats butcher classic songs.

The market for idiotic music seems so large that there are several Jingle Cats spin offs. Not surprisingly, one is the Jingle Dogs. www.jinglecats.com includes a dog-English translation guide, along with an inspirational quote from A. Dog that reads, "'Woof woof woof arf ruff woo rar buuf!!!!' Courtesy of the translation guide, that quote means 'I've never heard a dog sing that wasn't good!!!!'"

The website also assuaged my fears that unspeakable autocracies were being committed on the "animals" that sing in the Jingle Cats and Dogs. The website states:

"No animals were harmed in the making of this record. Some of them prefer not to be... oh never mind. No really this has nothing to do with any kind of animal treatment at all. The dogs line up on command and sing these songs for the simple reason that they love music. Isn't that wonderful!"

Jingle Cats and Dogs would be bad enough, but there are also the, and please brace yourself, Jingle Babies. I don't think I have the willpower to actually listen to the Jingle Babies, but having heard the Jingle Cats and the Jingle Dogs I can well imagine what they sound like.

There also exists the somewhat scandalously titled "Happy Clucking Christmas" which not surprisingly features singing chickens. To be fair, I do not think that this album is by the same producers and the Jingle Cats, Dogs, and Babies.

What does it say about popular culture when the Jingle Cats' Christmas album makes it to number ten on the Billboard charts, inspires numerous spin offs and imitations, and seems to have a sincere following?

No doubt, such novelty albums have a short lived humor value. I know that when I first heard "Meow Christmas" I could not get enough of the Jingle Cats. . .for approximately two days. After that time period, I really had little interest in listening to them anymore except to perhaps sporadically mock.

I wonder if there are people who sincerely like the Jingle Cats. Maybe, and I hope this is the case, there are only compulsive buyers who go out and buy "Meow Christmas" in a burst of enthusiasm, listen to it maybe three times, and then leave the CD to gather dust.

Whatever the case, the existence of a whole sub genre of music comprised of animals and babies covering popular songs is both disturbing and hardly believable. I would be outraged, if I could stop laughing at the Jingle Cat's rendition of "Hava Nagila." ☹

Mandy Moore's new CD a "Wild Hope"

☹ **Rebecca Wall**
Senior Managing Editor

The late nineties and early two-thousands were populated by a proliferation of almost identical pop stars. Whether they came in packs like Dream and 98 Degrees or struck it out on their own like Christina Aguilera, Jessica Simpson, Samantha Mumba, or (the unfortunate) Britney Spears, these artists music was pretty much interchangeable. Is "Genie in a Bottle" that different from "Lucky"? Or is "Candy" very musically divergent from "I Want to Love You Forever"? All songs featured a pretty standard pop background with guitars and moving piano along with driving drums.

Additionally, most of these artists mysteriously were members of the ill-fated "Mickey Mouse Club" redux.

At any rate, while such singers had their "moment in the sun" and were the pinnacle of perfection to twelve-year old girls everywhere (I should know, after all, it was my generation), once the plastic pop craze ended one would expect it to really be over. After all, in a genre that distinguishes itself not for its musicality, nor for its innovation, nor for its meaningful message, what remains to suggest longevity?

Of course, some celebrity presences like the infamous Britney are undoubtedly too strong to merely fade from popular culture. But when a second tier pop idol makes a comeback album I feel a bit surprised.

The Globe recently received Mandy Moore's soon to be released album in the mail. My initial reaction was, "I didn't even know Mandy Moore was still around." This almost morbid response reminds me of the way adults talk about their parents' friends, as if they are trying to remember who has dropped dead and who has not.

However, perhaps it is quite unreasonable to expect Moore to already be done. After all, she is only twenty two years old. If that seems weird, trust me, I was surprised too.

Mandy Moore was always the most wholesome of the teen stars. Perhaps the chaste inversion of Aguilera, she starred in the pseudo-Christian, certainly inoffensive "A Walk to Remember." Her new album does not represent a new found radical side. Clearly, Moore is attempting to make her comeback without relying on shock tactics, hoping that the music she creates will warrant sufficient interest. This strategy could certainly backfire, but no doubt if she is successful her popularity will be more meaningful and likely longer lasting. In fact, her title, "Wild Hope," could well allude to the risks associated with her comeback effort.

Moore knows the stakes are high. She has said that, "It's somewhat of a foreign concept to me to care so much about a record. I haven't really had the personal involvement on anything in the past, not like I do with this one."

But is Moore successful? Does her album contain what is necessary to draw back her old fans, now in



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Mandy Moore shares an intimate moment with her horse. Although the horse is presumably not alive, that does not seem to deter Ms. Moore from nuzzling its nose just as she would a real pony.

their late teens? It will certainly take more to impress these predominately female 18-year-olds now than when they were twelve.

"Wild Hope" opens with Moore's first single, entitled "Extraordinary." Her promotional materials describe it as a "striking song." Moore herself says it is a "really bold statement . . . it takes a certain amount of nerve to right a song like that and not be shy about it."

It seems strange that she feels like "Extraordinary" is so intense and powerful. The song sounds, for lack of a better word, frothy. The somewhat soft drums blend with light, popping guitar and make me think of carbonated beverages. That sounds completely ridiculous; it might be better to just say that the song has a bubbly quality to it. Moore's vocals are also quite soft; her voice is devoid of the gospel-esque soul that dominates popular music, as exemplified on "American Idol."

"Extraordinary" is not a bad song; there is neither horrid cacophony nor absolute cheesiness. It is just boring. If I was driving and it came on the radio I would not moan and change stations, but I would never start squealing and preparing to sing along either. It seems kind of unlikely that "Extraordinary" will generate the kind of buzz and momentum a first single should.

Her second song, "All Good Things," starts off better than anything else on the album. The opening features Moore's vocals with a very lovely piano comp. However, this promising opening ends up being 90% of the song's substance, which disappoints. "All Good Things" does not go anywhere, and it does not help that Moore's voice is for the most part pretty emotionless. ☹

“
If the album is as important and personal as Moore says it is, she should have been more enthusiastic.”

Sophomore album excellent

☹ **Matt Muslin**
Staff Reporter

What a surprise. And I thought he was just doing this stuff as a little hobby. On his second full length, "Sound of Silver," James Murphy propels his band, LCD Soundsystem, up five levels in evolution, to create a sprawling, yet focused, second work.

Without the hype and "bonus disc," Murphy's solo debut would have been reasonably unnoticed; it was a hit and miss affair as Murphy turned the dial of the FM transistor from dance-punk to krautrock seemingly at random. It was an idea that was neat at first, but it lacked heart and seemed soulless, with each song being somewhere in between too little and not enough.

One would say that James did some soul-searching in between these two releases. James Murphy has always been a self-proclaimed music dork, and this album really shows it. Murphy really poured his love of music into "Sound of Silver;" you can picture him in the record store picking up the new wave 45's that just came in. "Sound of Silver" manages to successfully recreate the 80s sound with the digital technology of today. He has also improved his singing skills.

James Murphy may not be a capable singer; in his case, it works to his advantage. Since his last album he has learned many tricks that let him keep a grasp on the music and will it anywhere by his command. Never mind the fact that he sounds like the whitest person trying to manage a James Brown/Prince vocal hybrid, this is actually part of the appeal.

The album starts off on an old plateau, that hasn't seemed to be correctly colonized for 20 years. Waltzing on the plains of Manuel Gottsching, a repeated synth line blasts through the entirety of "Get Innocuous." James Murphy takes on Brian Eno's multi-tracked holy-vocals, and a rhythmic counterpoint that morphs from the rapid clacking of a deck of cards, to a bass line as aid to the synth, which is traveling through space and time.

The first single, "North American Scum," returns to funky dance waters that the Soundsystem first exemplified in their very first album's songs, like "Daft Punk is Playing at my House."

Its cheeky lyrics are a thumb in the eye to snooty Eurotrash whose reason to hate us du jour is our idiot manchild of a President. When combined with the

insistent beat and keyboardist Nancy Whang's Atari Teenage Riot style shouts, you get a very rock n' roll vibe for such a danceable song.

The highlight of the album is most definitely "Someone Great," a New-Wave monolith that warps through the same portal to using the oceanic techno flavor that New Order once used. "Someone Great" is practically a Talking Heads song, a "Once In a Lifetime" for the dance clubs. While the groove doesn't bring much to mind, its pensive lyrics on relationships bring up quite a bit of nostalgia for you to think about.

"All My Friends" presents a new take on the Who's piano-driven epic-rock, incorporating a krautrock pastiche that states that one piano line would do. Murphy sings his heart out and not even the guitar solo can match the heart that James Murphy is incorporating into the song. You can almost imagine him in a "Rocky" montage: running and striving across the city, searching, but for what? Old friends? Treasure? A No. 1 Billboard hit?

When he's not exploring new territory, Murphy simply plays to his strengths. "Us V. Them" - an 8-minute drum circle rave-employs his trademark momentum to build and build through multiple sections, bobbing back and forth under a chorus of chanting: "The time has come / The time has come today / US AND THEM / Over and over again." Tracks like these won't get you on the dance floor right away, but they'll have you shaking your butt off by the time they're done.

"New York, I Love You, But You're Bringing Me Down," the best note to end the album on: an awkwardly perfect tribute to the hometown: "New York, you're perfect, oh please, don't change a thing / Your mild billionaire mayor's now convinced he's a king / And so the boring collect. I mean all disrespect. And the neighborhood bars I once dreamt I would drink / New York, I love you, but you're freaking me out / There's a ton of the twist, but we're fresh out of shout."

Eventually, we end up at a "Wrong! Right! Woof!" Queen-like breakdown of sorts, and back again. Hands down, this album is far better than LCD Soundsystem's debut album. Resurrecting the 1980's in just over 55 minutes, "Sound Of Silver" combines the essential music of the decade and modern production values of today together wonderfully to create something that sounds so fresh, nostalgic and enjoyable. ☹



☹ **Rebecca Wall**
Senior Managing Editor

Have you ever wondered what the most popular songs were a hundred years ago?

How about eighty years ago?

Well, in case you have, read on to learn what your great-great grandparents liked to "boogie-woogie" to.

In 1927, the tenth most popular song was "In A Mist" by Bix Beiderbecke. Our Globe German-in-residence, Roland Reimers, suggests that Bix was of German descent, in case you were wondering. I bet the flappers loved to Charleston to this wild song.

The ninth most popular song was called "Varsity Drag" and was by George Olsen.

The eighth most popular song was "Lucky Lindy" by Vernon Dalhart.

Number seven was "Someone To Watch Over Me" by Gertrude Lawrence.

Sixth on the list was "Blue Skies" by Ben Selvin. The fifth most popular song was "Singin' The Blues" by Frankie Trumbauer.

The fourth most popular song was "Me and My Shadow" by Whispering Jack Smith.

Number three was "My Blue Heaven" by Gene Austin.

Second on the list was "Ain't She Sweet?" This saucily rhetorical question-like song is credited to Ben Bernie.

And the big numero uno in the year one-thousand-nine-hundred and twenty-seven was "I'm Looking Over A Four Leaf Clover" by either Nick Lucas or Ben Bernie. This song is so enduringly popular that there are twenty eight different versions of it on iTunes.

Thus, the music of 1927 truly is pertinent and enduring. ☹

'Namesake' full of heart

Qing Zhang
Staff Reporter

As its tagline exclaims, the recently released film, "The Namesake," is a family saga that delves into the depth of the immigrant experience and one that spans across oceans and years yet manages to stay cheerfully close to heart.

Based on Jhumpa Lahiri's Pulitzer-Prize winning bestseller, "The Namesake" explores the tensions in ethnic displacement and cultural clashes that inevitably entails immigration.

In joyous grace, the movie begins in 1970s Calcutta in all of its colorful allures. When Ashoke Ganguli, a young man with the aspiration to become an engineer, embarks on a train trip in 1974, he had no idea how the journey will come to define his course in life. While reading "The Overcoat" by the Russian author Nikolai Gogol, a stranger on the train advises Ashoke to "take a pillow and a blanket and see the world." Later, as the train crashes, Ashoke survives the tragedy unscarred and the experience on board and the Gogol story becomes a good-luck omen; an invisible bond to his homeland.

At the same time, Ashoke agrees to an arranged marriage with the town beauty Ashima. Though fascinated by her grandiose wedding, Ashima's sentiments turns unwilling when the newlywed moves to New York, where she is stranded in loneliness and unfamiliarity.

When the couple gives birth to a son, Gogol, named after the Russian author and the namesake of the title, the movie begins to reach its climax. As Gogol ages, he is not only baffled but also frustrated, for though his parents had adapted American customs, they remain essentially Bengali inside.

A sullen teen who smokes and in deep resentment of his heritage, Gogol is a one-man melting pot whose utmost wish is to isolate from his cultural traditions completely in the process of assimilation. His rather awkward given name, Gogol, ultimately represents

everything that is alien and ironically foreign associated with his parents and Indian roots.

Penn, in the role of Gogol, gives a strikingly moving performance that explicates the struggle to reject or embrace two distinct sets of customs.

He, in the appearances of a restless and often snobbish teen to an equally conflicted adult, typifies the burden exacted upon the shoulders of first-generation immigrants. Best known as part of the clumsy duo in "Harold & Kumar Goes to White Castle," Penn undergoes a transformation in the movie that is as miraculous as the characters themselves. Stuck in the difficult reconciliation of different, if not contrary, cultures, Penn attempts to address the question of whether the choice to favor a white girlfriend and Manhattan upper-class lifestyle will detract from his inherent Indian roots.

Perhaps more heartwarming are the performances of Gogol's parents, Khan as the tender father and Tabu as the affectionate mother, for they embody every bit of nuances and heartaches in assimilation.

Aging almost 30 years in the movie, both, who are already well-established Bollywood actors, give realistic portrayals of not only the immigrant experience, but also the experience of transformation from virtual strangers in an arranged marriage to a gentle couple bound together by tradition and confusion in the modern world. The chemistry between the two is powerfully arresting, for the explosions in the characters' hearts are conveyed so effectively amongst the quiet fashion of family life.

Director Mira Nair, recovering from her earlier leaden efforts with "Vanity Fair," teams with screenplay writer Sooni Taraporevala in "The Namesake" to present a beautifully intricate story that speaks to the greatest number of hearts. In each lavish detail of devotion, Nair succeeded in taking specific details of real life and cultures to the level of universal thematic appeal.

"The Namesake" celebrates family in a unique way. I would give this movie two thumbs up. ☺



Jon Heder stars as Jimmy MacElroy in "Blades of Glory".

MCT campus

'Blades of Glory' bursting with comedy, all-star cast

Jon Igelnik
Staff Reporter

As I ventured into the very same theater (the same screen in fact) that I had seen the Robert Rodriguez and Quentin Tarantino directed double feature "Grindhouse" just two days earlier, I wondered whether the film I was here to see "Blades of Glory" would be comparable in any way. Sadly, I found that I had no way to compare Will Ferrell's improves and physical comedy with Rose McGowan's Machine Gun-Leg. However, without trying to compare it with a bloody horror film and an over the top slasher flick, I found "Blades of Glory" is really a pretty good comedy overall. It had its fair share of moments, and it could have been slightly better, but as a whole is was hilarious.

The idea of "Blades" is that two already famous rival figure skaters, Chazz Michael Michaels (Ferrell) and Jimmy MacElroy (Jon Heder, from "Napoleon Dynamite") are banned from men's singles skating after they got in a fight after tying for the gold medal in 2002. After being banned, we rejoin them in the present, with Chazz working for an ice show as the "evil wizard" and Jimmy, who was un-adopted by his

billionaire father (who adopts talented children just to breed them to win) after being banned from skating, now working in a skating supply shop. It is at his job where Jimmy is approached by a crazed fan of his from when he was famous, with some important information. He tells him that while he was banned from singles skating, he can skate as a pair.

With this knowledge, Jimmy approaches his former coach (Craig T. Nelson) about it, but he doesn't want anything to do with it. So Jimmy goes on his own, and while looking for a female partner at the ice show, he sees Chazz. The two argue and begin to fight in view of the spectators of the show. The fight makes the news, and when the coach sees it, he discovers that the two would make a perfect team. So the two set off to become a gold medal worthy pair, and cue the montage, albeit a hilarious one.

In addition to the tension between the two former rivals now forced to work together, the two face tough competition from the brother and sister duo of Stranz Van Waldenberg and Fairchild Van Waldenberg. Played by real life husband and wife Will Arnett-known from the acclaimed but tragically cancelled show "Arrested Devel-

opment"- and Amy Poehler-from "SNL." The two are fiercely competitive against other pairs, and use their innocent and quiet sister Katie Van Waldenberg (Jenna Fischer, Pam from "The Office") to help them cheat their way to the top. Overall, the supporting cast is hilarious, with Arnett and Poehler bringing the laughs whenever they are on screen, and Fischer bringing a bit of her shy Pam character over to the big screen.

In addition to a great main cast, "Blades of Glory" also has its fair share of great cameos. Appearances by Romany Malco (from "40 Year Old Virgin") Andy Richter, Rob Corddry (from "The Daily Show") and a few other famous actors and even a few famous skating celebrities make this movie all the better.

When you bring together such a talented cast, a crazy script like "Blades of Glory" and let Ferrell, Arnett and Poehler do their thing on screen, you almost can't miss. "Blades of Glory" is really a great film and it will have you laughing all the time. Sure, it could have been better, but not much better. If you ask me, I call this one a hit, the cast is downright hilarious, the story is ridiculous, and this comes out to make one great comedy that everyone should definitely see. ☺



Film director Mira Nair's latest project is "The Namesake," based on a novel by Jhumpa Lahiri. She is shown in San Francisco, California, on March 1, 2007.

'Grindhouse' proves to be intense, action-filled

Percy Olsen
Staff Reporter

When the lights dim, the oddities lurk from their shadows. Who's to say who, or *what*, is even there? For generations, the world has cycled through these halls, watching every thing the silver screen has to offer, constantly excavating plots, characters, imagery and camera pulls. It is a tireless game of romance, suspense and cheap thrills.

But now, for a well-deserved three hours and 12 minutes, you can relax. The story flows majestically through your senses, and time loses all weight and meaning. Your mind may not get a workout, but you won't zone out for a second.

Welcome to the "Grindhouse."
Although Robert Rodriguez and Quentin Tarantino have always alluded to old school films in their movies, never before has their obsession been more prominent. "Grindhouse" serves as a portal to their childhoods, a time machine that harkens back to the flicks of yore.

Don't be turned off by the long running time, it's a double feature, after all, so each film is allowed to come to life, develop, and die in a gloriously tight fashion.

First, we have "Planet Terror," Rodriguez' big zombie thriller. Purposefully cliché-ridden, it also has some of the most intense action ever put on the big screen. Rodriguez flexes his computer wizardry with reigning bullets, cist-ridden faces, and blood that sloshes around like so much cherry Jell-O.

Rodriguez is infatuated with the B-Movies that his work thrives on, and from the scratches to the "missing reels," "Planet Terror" always manages to push the bin Ladin references to the wayside and respect

his killings are both unexpected and well deserved.

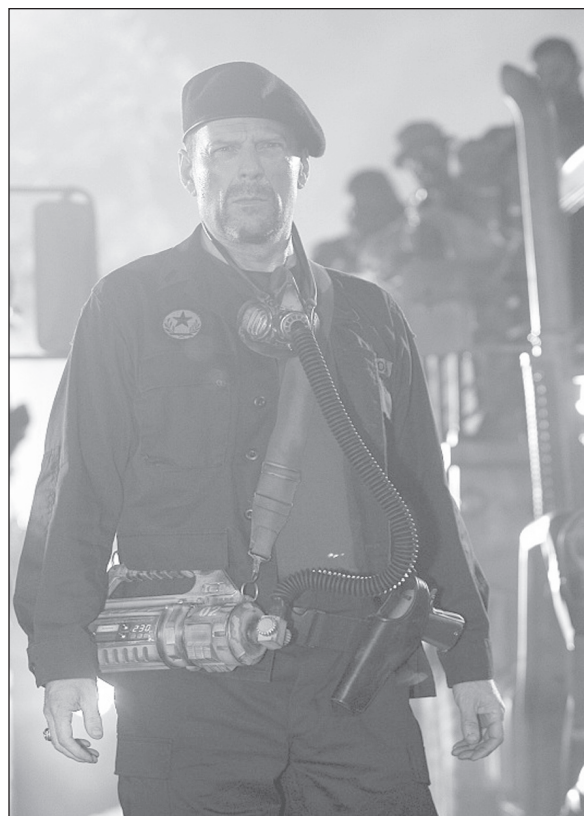
Blackout, and Stuntman Mike leaves the spotlight, taking backseat to the girls and their rides. Rosario Dawson, Tracie Thoms, and Zoë Bell play three unstoppable stuntwomen, and even the death proof Stuntman Mike knows to keep his distance...for a while.

The girls' car: A 1970 Dodge Charger. Mike's car: A 1972 Chevy Nova. The result: The most exhilarating car chase in decades.

Tarantino wisely opted out of using CGI for his chases, giving "Death Proof" a rawness that is unmatched in modern cinema. Nothing is sacred, and everything bends and splinters in an instinctual fashion.

My only quip with the mulling "Death Proof" is that it's shown right after the explosive "Planet Terror." As a standalone, "Death Proof" easily edges out "Planet Terror" in every facet of cinema, but as one half of "Grindhouse," it stalls the production a bit.

Still, you won't find a more visceral time at the movies this year. Rodriguez, Tarantino, and the whole gang will not hunt Oscar gold come February, but they know they've made one of purest films in our lifetime. ☺



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Bruce Willis stars in "Grindhouse," as Muldoon in Robert Rodriguez's "Planet Terror," from Dimension Films.

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Arts fair 2007: A day for all seasons



All photos by Abbie Minton

Clockwise from top left, sophomore Katie Poplawski, freshman Izzy Fratt and freshman Josh Few all with their buddies enjoying the various rooms with "Seasontastic" themes on April 5, 2007. Three preschoolers from the Family Center show off their facepaint. Junior Phil Levine, freshman Carsen Miller, sophomore Morgan Johnson and freshman Peri Harlan all have fun with their buddies.