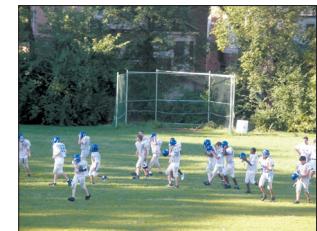


Inside Scoop



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First phase of Gay Field renovations scheduled to begin this fall

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New Teachers

A profile of the four new teachers hired at CHS for the '05-'06 year

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College Travel

A CHS senior's reflections on the pre-college experience

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News Briefs

New Website

For those who have trouble remembering Clayton's complicated web address, the website can now also be accessed at <http://claytonhighschool.net>.

Homecoming

Homecoming will take place this year the week of Oct. 3-8. The Homecoming football game will be played against St. Charles West at 12 p.m. at Concordia. The Homecoming dance will take place at Stuber Gym from 7:30 - 11 p.m.

Open House

The annual CHS Open House sponsored by the P.T.O. is scheduled for Thursday, Sept. 15 at 7 p.m. in the Commons. Parents will have the opportunity to meet with the principal, follow their child's daily schedule and meet with the representatives of the P.T.O. to learn about ways to get involved at CHS.

SASS

The Clayton P.T.O. Council will be holding a 'Sports and Scholar Sale' on Saturday, Sept. 10 at Wydown Middle School from 8 a.m. to 3 p.m. Clayton School District families and clubs can request a table to sell old sports and enrichment items. Clubs keep their profits, and items that are not sold can be donated to charity at the end of the day. Contact Susan Buse or Sidney Stuckey with questions, comments or to request a registration form.

Freshman Parent Night

The date for this year's Freshman Parent Night has been changed. The event will now be held Tuesday, Aug. 30 at 7 p.m. in the Commons. During this time, parents will have the opportunity to meet counselors and learn about opportunities for freshmen at CHS.

Yearbook Picture Day

CHS will hold annual all-school yearbook picture day for faculty and students on Thursday, Sept. 1. Students will have their pictures taken in the auditorium during their English classes.

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Globe

CLAYTON HIGH SCHOOL

August 2005

Volume 77, Issue 1

Mark Twain Circle

Clayton, MO. 63105



ABOVE, TOP RIGHT: Former associate principal Dr. Mike Musick celebrates at a STUGO reunion. Bottom right: Musick waves after the team after the 2004 football state championship game. Musick says he is most grateful for the opportunity that CHS gave him to grow. "Too often, professional development stifles a teacher's creativity and passion," Musick said. "Clayton is unique and priceless in that sense: they allowed me to expand my talent, values and goals without detracting from my passion to teach. I doubt that there have been many days in the past 23 years when I haven't looked forward to coming to work. That is rare, and I thank CHS for that."

End of a 'Musick-al' era

After a career at CHS spanning 23 years, Dr. Mike Musick's departure leaves students remembering a 'CHS tradition.'

KATE WATERBURY

Former associate principal Dr. Mike Musick's July 20 announcement that he would be leaving the Clayton School District as of July 29 sparked many questions in the minds of Clayton students, teachers and parents.

Musick, who had been with the district for 23 years, began at CHS as a first-year teacher at the age of 21. Musick began his career as a marketing teacher, eventually developing Clayton's current marketing program.

"I came to the district as a fresh young teacher just out of college," Musick said. "I had a lot of idealistic things in my mind about what education should be."

Over the years, Musick has seen Clayton grow and change.

"Obviously, the school and district have gotten bigger," Musick

said. "I think I started when CHS had between 400 and 500 students. But also, Clayton has become much more focused on molding a well-rounded person and giving students the full high school experience in and out of the classroom. There is still the rigorous academic expectations, but the value of extracurriculars and school spirit have increased immensely."

Musick became an important part of extracurriculars during his time at CHS. STUGO and the Arts Fair were two areas in

which he took a special interest. Senior Jenn Pierce worked with Musick as a member of STUGO.

"On STUGO, Musick would constantly bend over backwards to get us whatever we needed to succeed. He loved our ideas and did whatever he could to make them possible."

Musick also spent time as a coach for the CHS football team. Last year, during his first year as head coach, Musick led the team to

a state championship title. Senior Chris Peck played for Musick for many years.

"Coach Musick has coached me since third grade in tons of different sports," Peck said. "By the time I got to high school football, I was already one step ahead because Musick already knew my strengths and weaknesses personally in addition to as a player, and that wasn't an unusual situation with Musick: lots of players had similar experiences."

Pierce feels that Musick's leadership skills were one of his biggest strengths.

"He was always working right along with us," Pierce said. "He had Arts Fair planning meetings down to a science. Everyone had a job, and it made us so much more efficient. He wasn't just a leader, he was a hands-on leader, which makes a really big difference."

According to Peck, Musick's dedication led to his success.

"Coach Musick put hours into everything he did," Peck said. "As the defensive coach, and later as head coach, he would hand us scouting reports a half inch thick and could tell us every single play that was coming at us so that we wouldn't be surprised. Those types of projects take hours of studying and preparation, but it was just an everyday part of the job for Musick, I think."

Although sophomore football player Tucker Szybala only worked with Musick for one year, he feels that Musick's enthusiasm inspired the entire team.

"Musick was really enthusiastic about football and our success," Szybala said. "That enthusiasm rubbed off on the team and we all wanted to win just as much. Or, if nothing else, we didn't want to let him down."

Musick feels that Clayton gave

MUSICK, 3

Pieper moves on amid technology staff shortage

REBEKAH SLODOUNIK

This school year, students might only see the back of Technology Specialist David Hoffman's head as he rushes between classrooms.

The reason for his stress? Director of Media and Technology Marci Pieper has found new employment outside of the School District of Clayton, fellow technology specialist Cathleen Fogarty is on maternity leave and neither of them has been replaced.

July 15 was Pieper's last day with the district. Pieper is now an assistant principal at St. Charles West High School. As assistant principal, she will be in charge of transportation and school safety, including all of the emergency drills. She will also work with freshmen and seniors as their class principal.

"I've been taking course work in administration, and for me, the move to St. Charles West High School seemed like a natural progression," Pieper said. "I have missed the classroom, and my new position will allow me to work more closely with students as well as with teachers."

Pieper has worked at CHS for the past 10 years.

"I first came to CHS as a journalism teacher," Pieper said. "What

enticed me about working at CHS was that the student writing was phenomenal. To work with kids who took writing so seriously was a neat opportunity."

Pieper was the newspaper adviser for one year and the yearbook adviser for seven years. She also co-sponsored the literary magazine for three years.

Under her leadership, the yearbook won a Gold Crown five times and a Pacemaker. The literary magazine also won a Silver Crown and a Pacemaker.

"Basically, students won every national award possible," Pieper said.

Pieper explained her role as Director of Media and Technology.

"Mainly, one challenge of my job was to keep things running so students had access to the available technology," Pieper said.

Pieper has learned many lessons from her years at CHS that will continue to help her in the near future.

"The main thing I noticed at CHS is that teachers and administration really take the time to know a child as an individual," Pieper said. "My experiences at CHS will help me in being able to work better with students."

PIEPER, 2

TECHNOLOGY SPECIALIST DAVID Hoffman works to prepare computers for the start of school. Currently, Hoffman is the only permanent technology specialist at CHS. Former Media Director Marci Pieper, who had worked at Clayton for 10 years, has taken a job as assistant principal at St. Charles West High School.

Gay Field begins renovation late

Fall sports lose their home field as they await a new stadium.

JACK MCCLELLAN

Gay Field is going through some serious changes this fall. The field and track are being torn up and replaced. Grass is going the way of the dodo and artificial field turf (a hybrid of sorts between AstroTurf and grass) is being put down.

While the turf is going down, lights will be going up, enabling the field to host night games. Even the road leading into the field is getting an upgrade, being widened at its narrowest points. And all of this, well athletic director Rich Grawer just calls it, "Phase one."

This new field has been a dream of Grawer's for some time. At first it started as just an idea, but over time it formed into a full-fledged plan. The work he put in is evident when as he glows when the subject of the field comes up.

"It's going to be a field that lets us play multiple sports on it," Grawer said. "We could have a Saturday where there's a field hockey game at nine, a football game at noon, and a soccer game at three."

The new field certainly is not without its merits. And the changes outlined in phase one are not the only things planned. Grawer hopes that once people see the completed

field, funds will start coming in to launch phase two, which includes a new press box, bleachers and a paved parking lot by what is now the maintenance shed.

The prospects seem endless when Grawer talks: "It will save on maintenance, there shouldn't be as many injuries, and the general practicality of the field is good," Grawer said. "I have said that we have the finest indoor facilities in the Center. Now we will have one of the finest outdoor facilities in the area."

BUT...

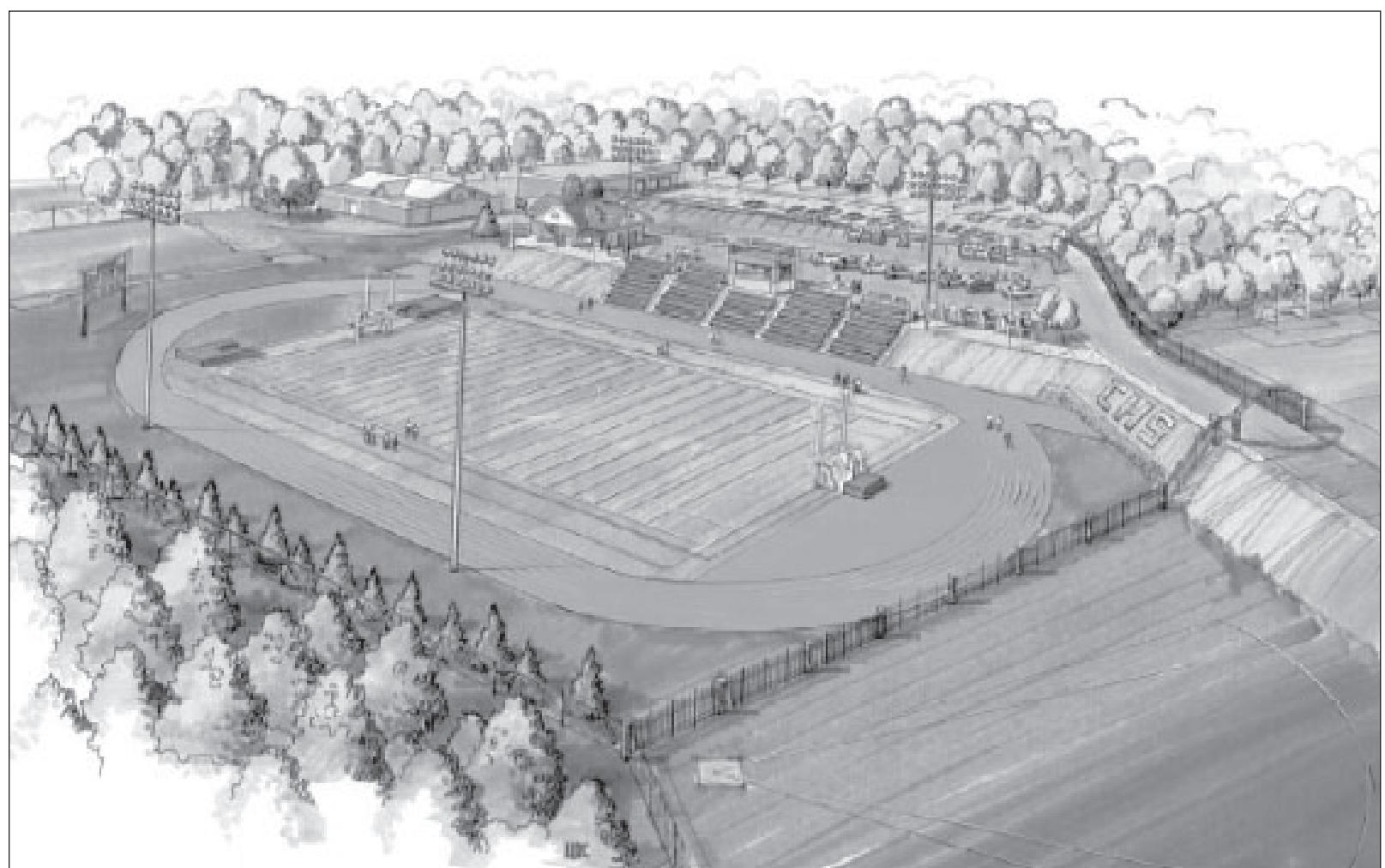
There is a catch. Despite the hard work of a group known as Friends of Clayton Athletics (FCA), funding for the field did not get off the ground in time for a summer start to construction.

President of FCA Frank Hackmann said that the group of concerned parents and volunteers have come a long way.

"The estimated cost of the field is \$1.6 million, and we've got about \$1 million in commitments right now," Hackmann said. "\$600,000 is the target number we're going to need to fill the gap."

Hackmann said some of the gifts were large contributions.

"Most of our fundraising is from



Hastings-Chivetta Architect

WHEN THE RENOVATION of Gay Field is complete the stadium should have lights for night games, a new press box and a paved parking lot.

personal referral, which is basically direct personal style of fundraising," Hackmann said.

This delay means that construction is going on throughout the fall sports season, leaving sports, most notably soccer, football, and field hockey, without a home.

"I feel very bad for the fall sports, but somebody was going to have to suffer," Grawer said. "We've tried to adapt as best we could."

That adaptation includes soccer and football playing some home games away from Clayton. Soccer and football will play a few home games at Concordia Seminary (the old CBC), and football will also play one home game at the new CBC (against Borgia) and a night game at Washington University (against Ladue).

"The construction is going to affect us drastically," said soccer coach Matt Balossi. "We have no home field."

But Balossi, as well as football coach Sam Horrell, recognize the importance of this field, and accept that being homeless for a season is worth it.

"It would have been great to have it for this season, but the main goal is to get it done for the future," Horrell said.

"It will be fun to have night

games with stands," Balossi said. "The construction is more of a long term outlook."

Even though the plan did not go off perfectly, it did go off and the field is under construction, which is really all that matters. The new field along with the lights is certain to have a positive impact on Clayton Athletics.

In the words of Rich Grawer, "It's all for the kids."

Staff shortage leaves technology void

PIEPER, I

Technology Specialist Cathleen Fogarty is also on maternity leave for the first semester but will return at the beginning of second semester.

With the absence of two co-workers, Hoffman is prepared to meet the challenges ahead.

"Given this current situation, I'll probably need to devote more time to technical needs such as keeping equipment running and less time to working with teachers and students on curriculum," Hoffman said. "However, we recently hired Tom Nielsen to replace Mrs. Fogarty while she is on leave. He is fantastic and has made the beginning of the school year go much more smoothly than I anticipated."

It is unclear at this point whether Pieper's position will be replaced.

"The District used a consultant this summer to interview all people who work in technology," Hoffman said. "The consultant shared his findings with the District Administration staff last week. I haven't heard any results."

Despite the hectic pace of the job, Hoffman remains positive about the technology problems that will arise.

"I'm relying on the patience of our students and staff," Hoffman said. "I'll need to look at each situation that arises and set priorities for what needs to be done first. On the bright side, in the past two years since teachers received laptops for their work, they've become much more computer savvy. They've learned to depend not just on our tech department for computer help, but on each other and themselves."

Pieper also recognizes the need



CHS RECEIVED NEW technology including computers and a digital photography lab.

for multiple personnel to handle technology at CHS.

"The job is big, too big for one person to handle," Pieper said. "There needs to be at least two people working with technology and the administration knows that."

Over the summer, there have been several new developments in technology at CHS.

"One thing we're very excited about is the new state-of-the-art digital photography lab set up in the art department," Hoffman said. "We are also planning upgrades of the iMac Lab, the LMC Research Lab, the Yearbook and Journalism Labs and expansion of the eMusic Lab. In addition, senior Javier Groisman and senior Tony Russell will pioneer the use of technology

to broadcast CHS events using live streaming over the internet."

Pieper summarizes her positive experience at CHS.

"I had a rewarding job," Pieper said. "I learned something new every day. It was an incredible opportunity for me."

Hoffman firmly believes Pieper's presence will continue to be felt despite her absence.

"Mrs. Pieper had a vision for technology use at CHS," Hoffman said. "She was an outstanding leader for our department. One sign of a good leader is that her vision doesn't die with her absence. Our department shared her vision and we intend to continue to strive to make each member of our CHS community users of technology."

12th annual

september

9. 10. 11 2005

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art
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www.saintlouisartfair.com

Art Fair brings excitement

KATE ROTHMAN

St. Louisans will have the opportunity to view the work of 165 different artists at the St. Louis Art Fair on Sept. 9-11.

Located in downtown Clayton, the Art Fair will take over parts of four main streets to house booths for the variety of artists, as well as multiple popular restaurants in the area.

While many serious art collectors enjoy browsing through the work of artists at the fair, it is a fun place to just hang out as well.

"When I go to the art fair, I like to walk around with my friends," junior Zoe Liberman said. "We usually sample a lot of the food and then walk around. It is fun to walk around when

it's nice, or even when it's raining sometimes."

Those who enjoy fine art will also have a great time looking at the unique pieces of different artists.

This year's show will feature artists specializing in ceramics, glass, drawing, painting, jewelry, and photography, in addition to many other sorts of art.

The Art Fair attracts a huge variety of artists from all over the world. This year, the fair received applicants from as far away as Israel, Belgium, France, Germany and Argentina.

With such an interesting group of artists, The fair is the perfect time to learn about new types of artwork.

After seeing all of the art, the fair offers visitors a chance to try their own hand at projects. The "Art Studio" will offer hands-on projects for adults to try, while the "Creative Castle" will give children the opportunity to try projects of their own.

For some, watching "real" artists work in action is exciting. Art Fair visitors will have the chance to watch artists at the fair blow glass and draw huge murals.

"I like to look at the glass art and the chalk drawings," Liberman said. "It's fun to watch the artists."

Throughout the fair, people have the chance to watch local and even national musical entertainment. The fair will have various stages and designated areas to watch these performers.

With everything going on for these three days, the Art Fair is always looking for volunteers to help out at different stations around Clayton. As a nonprofit, community event, the art fair relies on volunteers to help it run smoothly.

The Art Fair is a St. Louis tradition and it will be a wonderful time to view unique, original art work and watch live entertainment at a convenient location.

St. Louis Art Fair

Dates: September 9-11

Times: Friday-5 p.m. to 10 p.m.

Saturday-10 a.m. to 10 p.m.

Sunday-11 a.m. to 4 p.m.

Location: Downtown Clayton

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Incoming teachers add new faces to CHS staff

By ANNALISE SHUMWAY

In addition to the many administrative changes, several new faces are also joining the CHS staff.

As the school year begins, the new teachers prepare for their first classes and discuss curriculum modifications.

One gazes wide-eyed at her MAC laptop as she begins to learn the grading system, Power School.

Three floors above, another inspects chemicals and other safety precautions within his classroom.

Down in the music wing, one reviews the instruments and plans new musical selections.

In the Special School District (SSD) office, another adjusts to her new CHS surroundings after working at Wydown for the past two years.

Sheri Steininger, Doug Verby,

Andrew Driscoll and Chris Francis are excited for the new year, despite the challenges of learning CHS' layout or students' names.

Each of the teachers have a desire to be involved with the Clayton community and a school of excellence.

"As a teacher I admire the academic rigor of Clayton and as an English teacher I wanted to be a part of the conference English program," Steininger said.

Verby was a part of the Clayton environment when he served as an intern last year. He worked as a teacher in a general chemistry class, team-taught systems of science, worked in the Learning Center and substituted for several science classes.

"I came to Clayton as part of the Truman State University and Clayton internship," Verby said.

"A full time position for a biology and chemistry teacher opened up and I was considered. I took the job because of the great students, the unique lab day schedule and the opportunity to coach football and wrestling. [I] also applied because of the great and supportive faculty, especially within the science department. They are professional, supportive, and fun to work with."

Francis, the new Special School District teacher from Wydown has previous experience from the Perry County School District where she grew up.

"This is my third year with the Clayton District, I transferred from Wydown," Francis said. "I taught for 10 years at Perry County School District in the self-contained ED room."

Francis was brought to the St. Louis area schools because of their

diversity although she has always lived in the area.

"I have lived in Perryville my entire life," Francis said. "My husband and I have 50 acres. We raise cattle, horses, chickens. I really love the farm but the drive to Clayton is about an hour and forty-five minutes one way. It might become tough. The really great St. Louis County Schools are what brought both my husband and me to this area."

Andrew Driscoll will be teaching strings part-time but knows a few Clayton students because of his private and group lessons.

"I know about the orchestra program from a few students," Driscoll said. "I know it's a good program. I like how the students have pride in their area, are open-minded and are committed to the arts."

Driscoll hopes to help students

branch to different types of music within their repertoire.

"I have experience with performing that I hope to teach," Driscoll said. "I also want to play alternative music rather than pure classical. Any musician must be able to play other styles."

Steininger always knew she was going to be a teacher but was guided by her cheerleading coach.

"When I was growing up, everyone always said that I was going to be a teacher," Steininger said. "During my freshman year of high school, a P.E. teacher and my cheerleading sponsor, Ms. Steele, made it her mission to straighten me up because I was a silly middle school student. I learned about self-discipline and respect."

Although Steininger was led to the career of teaching by the help of her teacher, she truly learned how to teach after working at UMSL.

"When I was receiving my MFA at the University of Missouri-St. Louis, I taught freshman composition," Steininger said. "That's where I really learned how to teach English. Before I was bumping into things in the dark and I learned to have more trust and place more responsibility in the students for their learning. They also helped Left to right: Doug Verby will be teaching both chemistry and biology. Chris Francis will be working with the Special School District. Andrew Driscoll will be teaching strings part-time. Sheri Steininger will be teaching English.

each other more than I was giving them credit for."

Verby learned the family business of teaching through the examples of his family.

"I have a family of teachers," Verby said. "My grandfather was a teacher and principal at Webster High School. My parents both taught in the Ritenour district. When I was studying chemistry I decided that I did not want to be a research chemist. I made the decision on my own to be a teacher, but it was also natural and in my blood."

Steininger is also a St. Louis native and graduated from Brentwood High School. She heard about the job opening while helping a student.

"While researching for a paper about how to be trained to be an English teacher, I had to show her how to use a job internet site and I found a posting with the job offer," Steininger said.

Verby hopes to continue the districts excellence as he continues to learn from the science faculty.

"My vision is to further acculturate myself with the science department and to continue the high standards set by my peers," Verby said. "If you want to be the best you need to learn from the best. The science faculty at Clayton is one of the best around. I like the prestige and reputation of CHS as one of the best schools in Missouri."

Jesse Rine will also be teaching Latin at Wydown and CHS. ☐



Transitions

Musick departs CHS for new challenges

MUSICK, I

him a unique opportunity to grow as an educator and a person.

"The mark of a true teacher is someone who has a genuine desire to mold students into successful adults, not just on an academic level but as an entire person," Musick said. "Too often, professional development stifles a teacher's creativity and passion. Clayton is unique and priceless in that sense: they have allowed me to expand my talent, values and goals without detracting from my passion to teach. I doubt that there have been many days in the past 23 years when I have not looked forward to getting up and coming to work. That is rare, and I thank Clayton for that."

Superintendent Don Senti noted that Musick's passion was one of his greatest assets to Clayton.

"The only way to describe Mike Musick is as a 'kid-magnet,'" Senti said. "He loves every student he teaches unconditionally, and his interest in their lives extends far beyond the classroom. He respects students and in return, students [even those he must discipline] respect him and his actions. That connection is not something that can be taught."

Assistant principal Dan Gutchesky echoed Senti's comments.

"I've known Mike Musick for five years, and had the opportunity to work with him for four," Gutchesky said. "My first year at Clayton, Musick acted as my mentor. In my 11 years in education, have never seen anyone better at relating to and caring about kids. His personality puts him in tune with the students, which makes everything else run smoothly."

Although Gutchesky will not become an associate principal, he and new assistant principal Don Rugraff will share Musick's duties.

"Two of Musick's biggest responsibilities as associate principal were managing the master schedule and budget," Gutchesky said. "For the coming year, I will take the master schedule and Mr. Rugraff will manage the budget. I will also take over Musick's role in STUGO as the administrative representative."

Gutchesky realizes he has a big gap to fill.

"I know the students will miss Dr. Musick a lot, and it will be tough for me to live up to such high standards," Gutchesky said. "I just hope that students realize that I am approachable. There will be somewhat of a learning curve for me too as I experience more at CHS, but I hope I can become someone who relates to students as well as Musick has."

Activities Director Sam Horrell will take Musick's place as head football coach this fall. Horrell, who attended CHS in the early 1990s, is excited to coach a team he once played for.

"I played football as a CHS student between 1990 and 1993. In fact, Musick was a teacher and coach when I was at Clayton. It is an amazing opportunity

to coach alongside and then take the place of a coach I once admired very much."

Szybala feels that Horrell's previous experience playing for and coaching with Musick will help the transition.

"The fact that Horrell was a CHS football player himself and that he coached with Musick for a while helped him pick up on Musick's strengths as a coach," Szybala said. "He knows what works and what really gets us motivated, so he doesn't have to spend the time gaining our trust and getting to know us as much."

Musick, who will retire from the Missouri Public School system as of Aug. 30, found the decision to leave Clayton a difficult one.

"By leaving Clayton, I am actually retiring from the Missouri Public School system," Musick said. "I had to weigh the opportunity to retire at such an early age against the personal connection I have to Clayton. And then, once I decided to take the retirement offer, I realized I couldn't quite give up teaching and being around kids yet. It made for a very complicated decision."

This fall, Musick will become principal of the Construction Career Center High School, a charter school sponsored by the St. Louis Public Schools.

"Taking this job will allow me to be retired but still work with kids and have that impact," Musick said.

Senti feels that Musick will have an important impact on his new school.

"At Clayton, Musick had a tremendous im-

pact on students one by one," Senti said. "He turned hundreds of kids around and sent them down a better path. At the Construction Career Center High School, a majority of students are considered 'at risk.' Dr. Musick knows what 'quality' is, and knows how to find the resources those students need to succeed. They are very lucky to have such a dedicated and talented administrator."

As far as unfinished business goes, Musick feels he missed out on only one thing at Clayton.

"Professionally, I feel like I have made my mark at Clayton and I truly don't have any real regrets," Musick said. "But recently, as the school year gets closer, I realize that I will regret not seeing this senior class through to graduation. I have been particularly connected to the class of 2006 – my son is part of it and I know so many of the students so personally. On some level, I think I would have had that feeling with any class, but this class in particular was tough to leave behind."

Pierce feels that, while CHS will continue to grow and thrive, they will have a hard time replacing an individual like Musick.

"Obviously Clayton will continue to succeed, in a big part thanks to Dr. Musick," Pierce said. "But I think Clayton will miss the involvement and connection that Musick brought. He knew more about CHS events and traditions than possibly anyone in the school. He himself was his own tradition to the school. You just can't replace that right away, if ever." ☐

It's the principle...
We've all heard that before.
Well, take it from us,
it's not so easy being a principal.
The only thing that gives us
the energy to keep up with kids
is 3 ice-cold glasses of milk.
It keeps our bones strong
and our wits sharp.
Believe us,
we need to be
as strong
as possible
when the odds
are 3 to 776.

MILK
It does a student body good.

1998 yearbook

TOP: MUSICK, ALONG with colleagues Principal Don Hugo and Assistant Principal Cheryl Compton, encourages the drinking of milk in a mock yearbook ad. Bottom left: Before Musick served as the associate principal, he was an advertising teacher. The oversized Budweiser can was used for a product demonstration. Bottom right: During Musick's rookie year as a football coach, he observes the team.

1986 yearbook

1982 yearbook

Dear readers,

This special back-to-school edition was written, designed and edited by the 2005-2006 editorial staff, with the addition of one rookie reporter who decided to practice her hand at staff-editorial writing. The rest of the staff will be joining us for the September issue.

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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.

We are a public forum. As is 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.

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.

We also remind readers 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 or the Principal's.

--the Globe editors
"some fancy slogan coming soon"

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The Globe is distributed to students each month of the school year. However, as it is also a student-funded production, we offer bulk mailing subscriptions for \$20 a year. First-class mailing subscriptions are also available 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.

Keeping it in perspective

The road to a higher education seems to be paved with sweatpants.

CAROLINE BLEEKE

It was a week of one-night-stands. It was five days spent falling in love and then saying goodbye.

My memories of that time are solidified by two rolls of developed film, a mountain of flyers and papers, an expanded wardrobe. The five colleges I visited in as many days will not be easy to forget.

The whirlwind East Coast college tour has become a rite of passage for incoming seniors. Standardized tests are over but the college process has barely begun.

It isn't until after being bombarded with the

The whirlwind college tour is undoubtedly a good way to see another side of America.

Reflecting back, it is almost as though every summer there is a sort of national Hajj, when teenagers from all over the country pack their suitcases, leaving room for the inevitable college paraphernalia they will pick up along the way, and travel to the east side of the country: the Mecca of education.

The whirlwind college tour is undoubtedly a good way to see another side of America.

The tiny college towns in New Hampshire and Vermont and Connecticut, whose populations double during the school year, must make a fortune during the summers selling teddy-bears wearing the college colors, marketing pennants with the college name and logo across the front, taking full advantage of the college craze that entices students to spend money on such objects.

I admit to having supported the local economy of each place I visited.

You read in all the books that college admission to elite schools is almost a game of luck, where not even 99th-percentile test scores and perfect GPAs can distinguish you from the masses.

It's not until you actually sit in an auditorium at the universities you know only from legend and Fiske's College Guide, next to students who

dent body's hypothetical "hit list."

Your planner is a sacred possession: don't lose it. If nothing else, it's random facts provide excellent icebreakers (one of the most popular being, "most humans cannot lick their elbows").

The computers will break. Don't even try to convince yourself that they won't. You will lose your entire English paper two sentences before you complete it.

Save yourself by saving every 10 seconds (we know it seems excessive, but trust us, it's worth it). Email your work to yourself. Save to your server, and the desktop, and a floppy, and a thumb drive if possible. And then, cross your fingers and hope that at least one will end up working when you need it most.

Utilize the Quad. The opportunities are endless. Use it for anything and everything: from a shortcut between classes (but beware of airborne Frisbees), to a cure for Spring Fever when the Commons seems to be crowded and stuffy (but again, beware of airborne Frisbees).

Wait; check that, we must have learned something in three years. Perhaps we'll take this opportunity to pass on what few lessons we've learned up until this point.

Never stand in the middle of the hallway, especially between classes. Unless of course, you have a secret desire to be trampled. In which case, you will most likely end up with numerous bumps and bruises and a permanent spot on the stu-

Get credits out of the way ASAP.

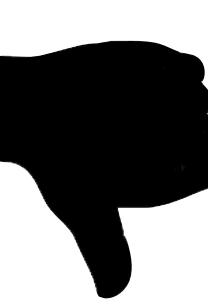
Making our MARK...



...Meghan Bliss
...Annalise Shumway
...Rebekah Slodounik
...Kate Waterbury

Thumbs Up

- fall sports
- TV marathons and reruns
- rain (finally!)
- the school is really clean
- labor day weekend



Thumbs Down

- end of summer break
- Musick gone
- summer homework
- hot weather
- college applications



photo courtesy of Caroline Bleeeke

SENIOR CAROLINE BLEEKE takes a break from the monotony of college touring to take in the beauty of the Swarthmore campus.

look just as intense and focused as you, that you realize the truth.

At Yale, the admissions officer who gave prospective students the lecture of the day made us all raise our right hands and recite a pledge.

We had to swear to remember, even if we were ultimately rejected by Yale, that we would still be loved, we would not be failures.

He told us the story of a student last year who called the admissions office, crying and telling the staff how they had ruined her life by denying her admittance. They asked her where she was going instead. Through her tears, she told them Stanford.

It is always important to keep perspective. As the admissions officer told us, less than one percent of the world's population has the opportunity of going to college. In America, it is easy to become obsessed with rankings and competition.

But in reality, whether you go to Yale or the community college down the street, you are still getting a higher education. ☺

Musick leaves behind lasting legacy

Staff Editorial



This autumn we are faced with new challenges and the reality of change. We look forward to building new relationships with our new principal Louise Losos, as well as welcoming back Don Rugraff to CHS. While we welcome new faces to our community there is one we will sincerely miss.

Dr. Michael Musick announced his plans in July to leave CHS after 23 years and take a position as the principal of a charter school, Construction Career Center High School downtown.

Musick carried out his duties with a great deal of professionalism. Musick gained the respect of all of us, as he demanded we have it for ourselves. He proved to be a mentor, willingly to help students with their concerns and offer a comforting word.

Musick's delightful sense of humor and understanding made him a joy to work with. He supported the endeavors of the CHS student body as well as its faculty. From supporting students' right to stage a walkout to working with faculty members on various committees, he always made it clear that both students and teachers had a friend.

Clayton High School is known best for its strong teacher-student relationships. We are all invited to take part in the diverse aspects attached to our environment. Perhaps one of the most stressed values is student involvement in the community. Musick, like so many others here at CHS, emphasized the need for interaction with our peers and beyond.

He maintained a special relationship with STUGO, encouraging positive student action. Student government received a great deal of assistance with its many projects from Musick. His promotion of the Arts Fair proved to be a long-term success. All of us that have participated in that day can honestly admit to the rewarding and irreplaceable feeling that comes with it. The experiences that we all have from the Arts Fair will be a part of us indefinitely, and Musick played a huge role in making that day what it is today.

Musick had a tremendous impact on many areas of the CHS community. However, his consistent involvement and leadership of the football team is something that the football team is. His persistence and passion for the game led to a delightful victory of his own, becoming head coach last year. We will never forget the result of his role as head coach of the football team.

Not only did Musick guide his players and the coaching staff to a state championship, but he also encouraged the fulfillment of individual goals. Many of the Greyhound players went on to receive a host of awards, scholarships and acknowledgments. It is certain that achievements such as those of his players were the result of a conspicuous leader. Musick's clearly devout service to Clayton sports will stay embedded in our Greyhound spirit.

We all feel that the expertise and passion of Dr. Michael Musick will enrich his new environment by bringing professionalism, kindness, expertise, and friendship. We wish him the best of luck. ☺

Varsity Football

Sept. 2 Soldan
Sept. 9 St. Francis Borgia
Sept. 17 Berkeley
Sept. 24 MICDS

Boys' Soccer

Sept. 6 St. Charles Lutheran
Sept. 8 Cleveland NJROTC
Sept. 10 Duchesne
Sept. 12 MICDS
Sept. 14 Hazelwood Central
Sept. 17 Brentwood
Sept. 19-22 CYC Trn
Sept. 23 Priory
Sept. 26 Westminster
Sept. 29 Lutheran North

Varsity Fieldhockey

Sept. 3-4 Gateway Classic
Sept. 6 U-City
Sept. 8 Riverview
Sept. 12 Parkway West Trn
Sept. 20 Marquette
Sept. 26 St. Joseph's Academy
Sept. 27 Parkway North
Sept. 29 Webster

Girls' Tennis

Sept. 2 Soldan
Sept. 9 St. Francis Borgia
Sept. 17 Berkeley
Sept. 24 MICDS

Girls' Softball

Sept. 1 Suburban East Trn
Sept. 6 Berkeley
Sept. 7 St. Elizabeth
Sept. 8 Normandy
Sept. 9 Rosati Kain
Sept. 12 Jennings
Sept. 13 U-City
Sept. 14 Orchard Farm
Sept. 15 South County Tech.
Sept. 17 Valley Park Trn
Sept. 19 Ladue
Sept. 20 Berkeley
Sept. 21 Valley Park
Sept. 22 Normandy
Sept. 26 Westminster
Sept. 27 Jennings
Sept. 28 New Haven
Sept. 29 U-City

Girls' Volleyball

Sept. 1 MICDS
Sept. 7 Orchard Farm
Sept. 9 Jennings
Sept. 12 Ritenour
Sept. 16 Afton
Sept. 19 Webster
Sept. 21 Brentwood
Sept. 23 Whitfield
Sept. 26 Maplewood
Sept. 27 Lutheran North
Sept. 29 Villa

Cross Country

Sept. 2 St. Charles Inv.
Sept. 10 MICDS
Sept. 16 Lutheran North
Sept. 24 Hancock Inv.

Water Polo

Sept. 6-10 Founders Cup Trn
Sept. 12-17 V Conference Trn
Sept. 19 DeSmet
Sept. 22 Fort Zumwalt West
Sept. 26 Chaminade
Sept. 27 Parkway Central
Sept. 29 Oakville

CHS Girls in Sports

The booster club for all girls who participate in school-sponsored sports, Girls in Sports (GIS), is hosting its first annual potluck on Sept. 18 at 4 p.m. in the CHS Commons.

Recreation



Summer Trips

A glimpse of students' travels to Germany and Spain

6



Arts

A music review of Sufjan Stevens' new indie folk CD, 'Illinois'

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In Depth

Dr. Louise Losos' goals and expectations for the upcoming school year

8

Heat wave hits athletes hard

By RACHEL HARRIS

For most Clayton residents, dealing with the hot St. Louis summers involves plenty of air conditioning. While many CHS students relaxed in their wonderfully cool homes in the last few weeks before school started, fall sports teams began practicing in the very unpleasant heat.

Administrators and coaches are trying to combat the heat by having strict rules about hydration and breaks in a coach's manual compiled by Athletic Director Rich Grawer.

The manual describes symptoms of heat exhaustion and heat stroke, when teams can and cannot practice outside and what to do in a heat-related emergency.

"We had a coaches meeting for policy and procedure before the season started," Athletic Trainer Jason Royer said. "Heat was the first topic we hit."

Coaches and players are aware of the dangers of heat and what they need to do to make practice a safe environment.

"We've basically been really stressing drinking to stay hydrated and stretching to stay loose," softball coach Christine Langenbacher said. "The girls are pretty smart and know when not to push themselves. In the end it just comes down to safety."

Soccer coach Eric Gruenfelder watches all the players to make sure they are handling the heat okay.

"If the energy is down we will take more water breaks. We might not get as much done, but no one will get sick," Gruenfelder said.

Athletes may think they are untouchable by the heat because they're in good shape when actually they're in more danger of dehydration than non-athletes because of overexertion. Intense exercise in the heat is extremely draining.

"I've noticed that a lot of the guys are more tired than usual when it's particularly hot outside," junior Alex Glaser said. "But then again, that's what comes with the game."

While practicing in the heat is difficult for all sports, football has an even harder time enduring the heat.

"It's at least five degrees hotter under that helmet," Glaser said. "It's at least five degrees hotter under that helmet," Glaser said. "It's at least five degrees hotter under that helmet," Glaser said.



SENIORS KIT SZYBALA and Victor Roberson take a break during pre-season practice. With helmets and pads on, football players suffer even more from the heat. "It's at least five degrees hotter under that helmet," junior Alex Glaser said. "It holds the heat really well." Drinking large quantities of fluids and taking frequent breaks have helped athletes to withstand the heat without serious injury.

holds the heat really well."

Practicing with layers of equipment can be really stressful on the players and their ability to function.

"I hate the pads sometimes," senior Justin Williams said. "You always have to lug them around and they get so hot. It's just unbearable when it's really hot outside."

To make the heat a little less miserable, coaches provide fluids for the players to drink before, during and after practices. Drinking water or sports drinks such as Gatorade and Powerade is a huge part of staying healthy while outside.

"We put coolers of Gatorade out for the guys after the first and second practices," Head Football Coach Sam Horrell said. "We make

sure they drink enough by taking frequent breaks. We generally play for 10 to 12 minutes and take a break for five to seven minutes."

All the coaches have similar schedules, but when the weather is unbearably hot, the practices must be altered to keep the athletes safe.

The coach's manual refers to the 2000-2001 MSHSAA (Missouri State High School Sports Activities Association) Sports Medicine Manual that says "over a 105 degree heat index indicates a significant danger level and practice or games should be postponed or rescheduled accordingly. And if the heat index is stated between 94 and 105 degrees, plans should be implemented to alter practice or game schedules."

All of these rules are in place to keep the athletes safe, but sometimes they are just not enough. None of the outdoor fall sports including football, soccer, field hockey, tennis or softball have had any really serious problems with the heat, although the field hockey players had a small scare the first day of practice.

Sophomore Anna Hall collapsed during field hockey practice due to a variety of contributing factors.

"My vision and hearing became impaired, my knees got weak, and I blacked out," sophomore Anna Hall said. "It was pretty scary. I think it was because I hadn't eaten all day and was dehydrated, but I have to see a cardiologist to find out exactly what happened to make

sure I'm okay."

Situations like Hall's are common occurrences in the heat. Royer sees problems like these all the time during the hot summer months.

"It's very important to stay hydrated and eat," Royer said. "It may be cheesy, but the saying 'you are what you eat' is very true. If you eat a Snickers bar right before practice, you might feel energized at first, but you'll crash later. You have to always be aware of what you're putting into your body."

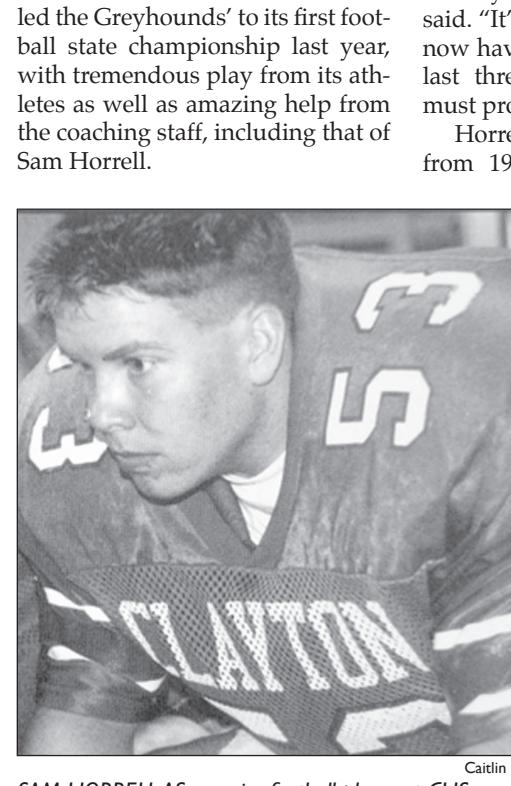
With the heat at an all time high this summer, taking care of yourself while outside is very important. Administrators, coaches and athletes alike are making sure that everyone is accounted for in the heat.

CHS alum promoted to head football coach

Two weeks before practice, Sam Horrell became head coach with the departure of former head coach Mike Musick.

By BEN WEIXLmann

In most cases, reigning state championship teams would not be making a head coach switch, especially not two weeks before practice begins; however, Clayton High School's football team is attempting the unusual. Coach Mike Musick led the Greyhounds' to its first football state championship last year, with tremendous play from its athletes as well as amazing help from the coaching staff, including that of Sam Horrell.



SAM HORRELL AS a senior football player at CHS. Horrell played football all four years from 1990-1993.

Clayton received news in July that Musick would be leaving to accept a principal position at Construction Career Academy, and later that month Horrell was named as Musick's replacement.

"It's disappointing to see Coach Musick go after such a great career at Clayton High School," Horrell said. "It's difficult on the kids, who now have had three coaches in the last three years, and every year must prove themselves again."

Horrell, who played for Musick from 1990-1993 sees this change as a negative, but believes the team will persevere.

"The kids are playing this season for Coach Musick, for all that he did for them," Horrell added. "However, we must move on. For me, it's exciting because I am returning to my alma mater."

With a firm base put together by Musick, Horrell is poised to get down to business and return to last year's form.

Athletic Director Rich Grawer is very pleased with the pro-

motion of Horrell.

"He's a very qualified person for the coaching vacancy," Grawer said. "He's also very approachable on and off the football field, allowing the players to connect and bond with him extremely well."

Grawer attributes Horrell's success as a coach to his attention to players in the classroom and in life.

"He really wants each and every kid to enjoy the game, but most importantly succeed in the classroom," Grawer said.

Horrell realizes the new challenge ahead of him of transitioning from an assistant coach to a head coach.

"All the players look to me for guidance, whereas when I was a position coach, it was just those players at that certain position for the most part," Horrell said. "Additionally, equipment and scheduling transportation all has to be taken care of by the head coach."

After last year's spectacular season, one would think that the new coach would have lofty expectations for this year's squad; instead, they are quite simple.

"I just want every kid to perform at his full potential both on and off the field," Horrell stated. "Hopefully the kids will enjoy



HEAD FOOTBALL COACH Sam Horrell helps players on the football field.

what they are doing, but as far as records are concerned, they must earn that."

Having a coach with simpler goals has allowed players to ease into the new system more quickly.

"Having Coach Horrell on staff already made the transition much easier for us as players," junior Dan Jackoway said. "It helps a ton knowing that we have a coach who cares about us not only as football players but as young men."

Junior Jared Neely concurred that Horrell has been a great leader so far.

"Our team will continue to work hard throughout the season to improve, and to hopefully defend our title," Neely said.

With the great fan turnout at the state championship game last year, Horrell has just one more request going into his first season at the helm.

"Come out and support the Greyhounds!" Horrell said. "Fans don't know how good it makes the football family as a whole feel to see so many students, friends and family of players come out to watch our games."

School organized groups journey abroad

Summer trips to Spain and Germany through the World Languages and Cultures Department gave students a unique opportunity to experience foreign cultures first-hand.

MEGHAN BLISS

Many students spend their summers at summer camps, completing summer reading assignments and on various vacations with their families and friends. This summer two groups of students were able to participate in educational vacations coordinated by the World Languages and Cultures Department.

The first of two trips was a trip to Spain that gave students the unique opportunity to tour Spain with friends while still being able to experience the culture.

"We would have breakfast in the hotel every day and then we would get on a bus and go sight seeing in the town we were in," senior Jennifer Pierce said. "We had paid tour guides taking us around the cities and since we were on the move we spent a lot of time driving but we would stop in some places on the way to our next big stop and see a sight while we were on the road; we would visit

mosques or historical villages and we would have lunch there too."

Traveling from place to place allowed the students to experience Spanish culture and see various parts of the country and socialize, but students found that their Spanish speaking skills didn't improve very much; especially compared to other experiences they had in Spanish summer camps or in Spanish classes.

"I think the trip had a bunch of people on it that we knew and a lot of us were already good friends so it was very social," sophomore Liza Schmidt said.

"My German speaking skills definitely improved. I was forced to speak in German and I was speaking it so much that eventually I was thinking in German," sophomore ELAINE FADDIS

opened accents and it's a different kind of learning. In Spain you learn about the culture and you get to see things that you haven't seen before, it's learning about how people in Spain live, not about the grammatical aspects of the language."

Unlike Schmidt, sophomore Whitt Downey felt that he learned about the culture and places visited but didn't feel as though he had to be in Spain in order to learn it.

"We got a lot of detailed information about the places we went in Spain, but I don't think it was anything I couldn't have read in a book," Downey said.

Students were also frustrated because their Spanish did not improve as much as they may have hoped.

"It's hard to tell if my Spanish has improved at all since I haven't been using it since I've been home, it'll be easier to tell once I'm in class everyday," Schmidt said.

Pierce agreed with Schmidt and hasn't noticed a large improvement in her Spanish.



"I don't think my Spanish really improved," Pierce said. "When I spoke in Spanish everyone always answered me in English. Of course I learned a little because I was in Spain, but our tour guide wouldn't talk to us in Spanish so I think I mostly improved because of hearing the teachers speak Spanish more."

Despite frustrations from not practicing Spanish as frequently as they may have hoped, students still enjoyed the trip overall and felt it was a worthwhile experience.

"I really loved some of the historical things we saw," Pierce said. "There was a really cool, beautiful mosque that was nothing like what we have here in the United States and we also got to see some palaces and that part of the trip was a lot of fun. On the other hand we got some down time especially at night. The last night in Madrid we followed the schedule of the people who lived in Madrid. We went to clubs and bars and a famous chocolate place with churros where everybody goes after they go to the bars and that was a different part of the trip and I liked that a lot."

Like Pierce, Schmidt also enjoyed the last night in Madrid. "I liked being in Madrid for the second time, at the end of the trip," Schmidt said. "We were given free time for ourselves where we got to wander around and we didn't have tours. We were able to see what we wanted and go by our own schedules. We were much more independent but also had to be able to use our Spanish to order food or ask for help and the teachers weren't there for us to rely on."

The second of the two trips was a trip to Germany and was formatted much differently than the trip to Spain. The trip was part of an exchange program coordinated by German teacher and World Languages and Cultures Coordinator Glenn Cody. The students who participated in the exchange hosted German students in the spring and then spent part of their summers in Germany living with the students' families.

"The German trip is actually an exchange that takes place every two years," Cody said. "We have a partnership with a school in Tauberbischofsheim, Germany called the Matthias Grünwald Gymnasium. We have had this exchange since 1993. A group of students

from Germany and two of their teachers stay with our students in Clayton normally in May, and then we take our students to Germany in the summer. Each of our students is paired with a German partner and that determines who stays with whom."

This year students of all grade levels participated in the exchange and spent part of their summers in Germany.

Sophomore Elaine Faddis was one of the students who participated in the exchange.

"I wanted to go to Germany because I'm going into AP German this year and I thought going to Germany would help me," Faddis said. "Herr Cody is an awesome teacher and he made it sound like it would be really cool."

Like Faddis, junior John Acker decided to go to Germany to help improve his German speaking abilities.

"I chose to go to Germany for the experience and to improve my German," Acker said. "My German definitely improved because I was able to speak around real Germans and learn how to speak at the proper speed."

Providing students with a chance to improve their language skills was one of the goals of the trip to Germany and Cody noted the value of spending time in Germany in order to improve one's German skills.

"The exchange provides a wonderful opportunity for our students to use and improve their language skills in an authentic setting," Cody said. Faddis felt that her German improved over her visit because she was forced to speak German, not English.

"My German speaking skills definitely improved," Faddis said. "I was forced to speak German all the time and I was speaking it so much that eventually I was thinking in German. Francisco, my ex-



change partner, would correct me if I was wrong and I got to learn a bunch of new vocabulary."

In addition to improving language skills, the exchange in Germany provided students with a chance to experience German culture first hand.

"I learned a lot about the German culture on the trip," Acker said. "I was able to live with a family for a while and I learned about their day to day life and I got to see what it was like to be in Germany and to be a German kid. We got to see Dachau and places like that and it was a really moving experience."

Faddis agreed and noted that German culture is hard to teach in school and staying or traveling in Germany is the best way to learn about the culture.

"I learned a lot about the German culture by going to Germany, you can't learn that as much in school as you can in Germany," Faddis said.

According to Cody, experiencing another culture first hand is a valuable experience for other reasons as well.

"Living in another culture for a month encourages young people to become flexible, adaptable and open-minded," Cody said.

Because of the nature of the trip to Germany, an exchange rather than a tour, CHS students spent a few days in school over the summer and noted differences that existed between the German



TOP LEFT: BUILDINGS in downtown Bamberg, Germany. Top right: a memorial outside Dachau, a WWII Concentration Camp. Above: the Frauenkirche or Church of Our Lady in Munich, Germany. Left: The Plaza de Los Leones, a famous plaza in the Alhambra, Granada in Spain. Bottom left: the Plaza de España in Sevilla, Spain.

the German trip, the students were still given the chance to tour cities on their own and this turned out to be a highlight for many.

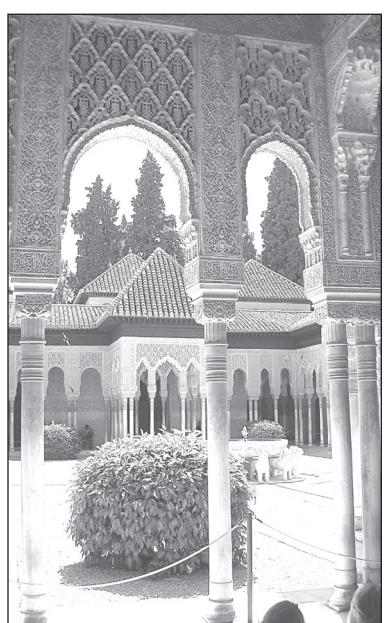
"I think my favorite part of the trip was when we visited the city of Munich and we were touring," Faddis said. "We got to see a bunch of new things and it was a lot of fun."

Acker agreed.

"My favorite part of the trip was probably in the beginning when we were in Munich because that's when we go out on our own and experience the German night life," Acker said. "We also got to go to a BMW museum and we got to see all of the new BMWs and there weren't a lot of restrictions which was cool."

In addition to touring Munich students were able to see other cities in Southern Germany including Bamberg and Füssen as well as Salzburg, Austria.

Although both trips provided students with different opportunities, different formats and different traditions, in the end they both allowed students to expand their knowledge of world languages and cultures.



Summer homework annoying but ultimately helpful

MIA HARLAN

Most students think of summer as a time to relax and hit the pool on hot days. Some student's thoughts were crushed when they learned they would be forced to stay inside doing homework.

Many honors and AP classes require summer reading, writing and worksheets that can take weeks to complete. The purpose of the homework is mainly to prepare students for the upcoming school year.

"For AP Physics Mr. Rice gave us a bunch of assignments for review that we had during freshman year," senior Amar Srivastava said. "Teachers want to spend time in class on more important, difficult stuff, not on reviewing."

Rex Rice, who teaches AP Physics, agreed.

"The purpose of summer homework is to refresh students' thinking of freshman year," Rice said. "It makes time in the school year because the curriculum in AP Physics is so jam-packed."

The students in AP Physics were also advised to look over old labs and when they return to school they would have a test over the units they reviewed during the summer.

"There is a three year lack [between] when students finished freshman [physics] and [take it again] as seniors," Rice said. "[The summer homework] refreshes students' thinking. There are important freshman things that are fundamental."

The purpose of other students' summer homework was to help them skip a level of a language.

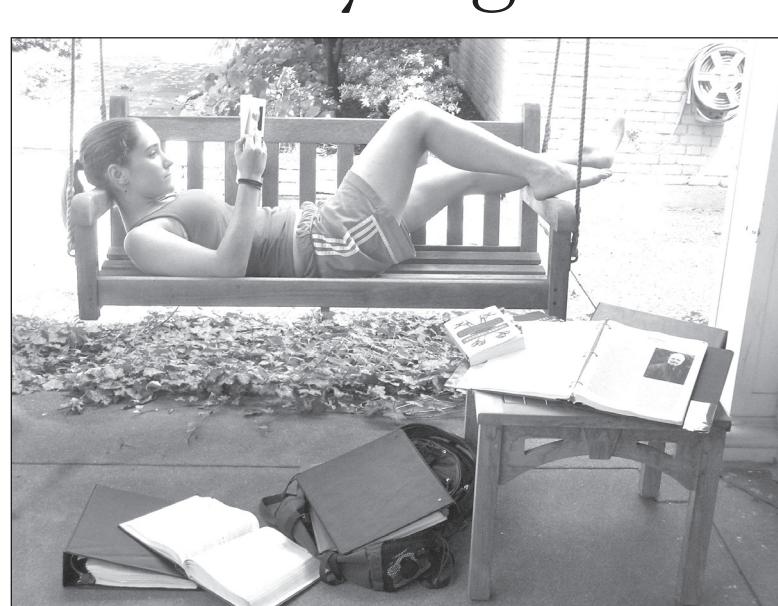
"I'm skipping German IV, so I had to read a German book over the summer," sophomore Elaine Faddis said. "When I get back to school I will have a test over the book."

Other classes use the summer as a time to get ahead on a lengthy project.

"For AP English Mr. Lockhart and Mr. Ryan probably thought we should start our author projects in the summer because it is an out-of-class assignment," Srivastava said. "My project was difficult to manage, and I'm a procrastinator, so I didn't get started until the end of the summer."

Although students try to enjoy their summer, putting off homework has consequences the last weeks of summer. Many students felt pressured to get everything done quickly and they worked endlessly to catch up.

"For a few days I did a lot of homework," Srivastava said. "That's when I got most of it done."



SENIOR KATE WATERBURY sits on her porch swing working on summer homework. Many teachers give summer assignments to allow more time for new material during the school year. This option is especially popular among honors and AP teachers.

Other students experience the same rush to do homework at the end of the summer.

"I didn't work [on honors American Literature homework] very much at the beginning of the summer," junior Paul Lehmann said. "At the end of the summer I dedicated a lot of days to homework."

Strategies of planning ahead helped some students and they worked on homework starting from the beginning of the summer. They put in a lot of time but they did it feeling more relaxed.

"I read my German book twice," Faddis said. "First I read it closer to the beginning of the summer and then more recently I read it again to review it."

Other students also planned ahead and they gave themselves efficient time to work.

"At the beginning of the summer I looked at a calendar and I figured out what I needed to do," senior Charles Wolford said. "I spread my AP

English author project over the summer and I worked on it about an hour or more each day."

Sometimes despite planning and following a schedule, students still noticed that it was sometimes hard to manage all the work.

"I did what I needed to do everyday," Wolford said. "[However] it was hard to keep up on vacation."

For many students they did not expect the high amount of homework they received.

"I was really surprised at how much homework we had and I thought it was pretty ridiculous we had to read three books," Lehmann said. "When I got the books, two of them were really long and one was very boring."

The summer homework allows students to make inferences about the actual classes.

"I thought the class would be easier before we were assigned all the work," Lehmann said. "Now I think English is going to be harder than I expected."

For other classes the homework was not such a challenge.

"The German book was for kids and it was pretty easy," Faddis said. "I was going to be in honors English II and they have to read a huge book. My German book doesn't compare to their summer homework."

Homework in the summer is much different than during the school year, because it is hard to contact teacher with questions.

"I had some questions so I talked to my friends that were also doing physics homework," Srivastava said. "Mr. Rice also made himself available through email."

Other students approached the possibility of homework questions differently.

"The first time I read my German book was while I was in Germany," Faddis said. "That way I was able to get help from people who spoke German."

Whether students worked on their homework with help or without, all of it needed to be done for the start of school. The general purpose of the homework is to assist the students for the new school year.

"We will use the books that we read over the summer for English class this year," Lehmann said.

In AP Physics as well as other classes the summer homework helps students during the school year.

"It reduces stress in the school year," Rice said. "We are not trying to fit in more than we can."

Penguin film doesn't turn 'fowl'

By ANNALISE SHUMWAY

I will not profess to be an animal lover. I like only dogs—very few if that. Yet, I was drawn into the film, "March of the Penguins", because of the sacrifice and love the penguins had for their young. The movie explores the annual trek of penguins as they bring another life into the world. Each penguin had the resolute willingness to stand against the elements for months without food and to protect their egg.

The film follows the life cycle of Emperor Penguins over their year of migration. After the penguins feasted and played all summer to gather body fat, they waddled or slid on their bellies 70 miles, like kindergartners in a single file line.

Their destination was the thick ice where they mated and waited for their egg to hatch. Although each journey was different, with new obstacles, their innate senses guided them to their breeding grounds and to where they will be somewhat protected from the harsh winds until summer comes again.

Unlike other marriage commitments of today, the penguins are dedicated to their spouse and to creating of a new life within the world's harshest climate. After the female delivers the large white egg under a flap of skin, the egg is carefully passed to the father who will guard the egg for the next two months as the mother returns to the seas to feed. The males continue to withstand the frigid temperatures by huddling with the others for warmth. As the chicks are born, the mothers start to return, newly energized—and the father leaves. The ritual is continuous as the parents depart to feed and provide parental guidance.

I was constantly reminded of the biology term survival

of the fittest—a Darwin concept. The penguins endured much to create an egg. Afterwards, the egg had to be continually protected from jealous mothers who lost their egg, predators, and the frigid temperatures.

The film has been dramatically altered from its original French form. The documentary was purchased by Warner Independent at the Sundance Film Festival and stripped it of the actors who spoke for the penguins and its sappy music. Alex Wurman's inspiring yet spunky music is very appropriate and aids Morgan Freeman's adroit narration. Freeman is whimsical yet shows a respect for nature and the penguins' sacrifice. The narration may be too much at times, yet still allows the emotions of uncertainty of the future, sadness of the loss of a chick, and happiness for a successful birth to be felt.

The American companies, Warner Independent and National Geographic Feature Films, could not have been successful without the director, Luc Jacquet, and directors of photography, Laurent Chalet and Jerome Maisson's excellent shooting of the penguins.

The filming shows close-up shots of the egg peeping out of the skin or being passed to the fathers as the mothers left for the ocean to feed.

The shots of the penguins playing underwater and trying to outsmart the sea otters are amazing as it demonstrates the story that goes on underneath the ice. The cinematography continues to pull at your heart strings as the parents reunite for short periods of time with the little fuzzy baby beside them. The only real question is how did the cast on Antarctica gain both the trust of the penguins and shoot majestic shots underwater and on land?



courtesy of www.wallpaper.net

EMPEROR PENGUINS ARE the only animals that endure Antarctic winters.

Sufjan Stevens' album not just Illinoise



courtesy of www.lkmusic.net

STEVENS PLAYS DOZENS of instruments on "Illinois" and is a self-taught musician.

'Broken Flowers' merely passable

By AMY BROOKS

"It was a very rainy night. One could call it a torrential downpour, even. I expected most people wouldn't want to leave the comfort of their homes."

But at the Hi-Pointe, a line stretched past the ticket booth for two blocks. Many of the people waiting were sans umbrella. Clearly, they were all hoping to be rewarded with a very good movie. While "Broken Flowers" gave everyone a nice chance to dry off, it didn't exactly live up to expectations.

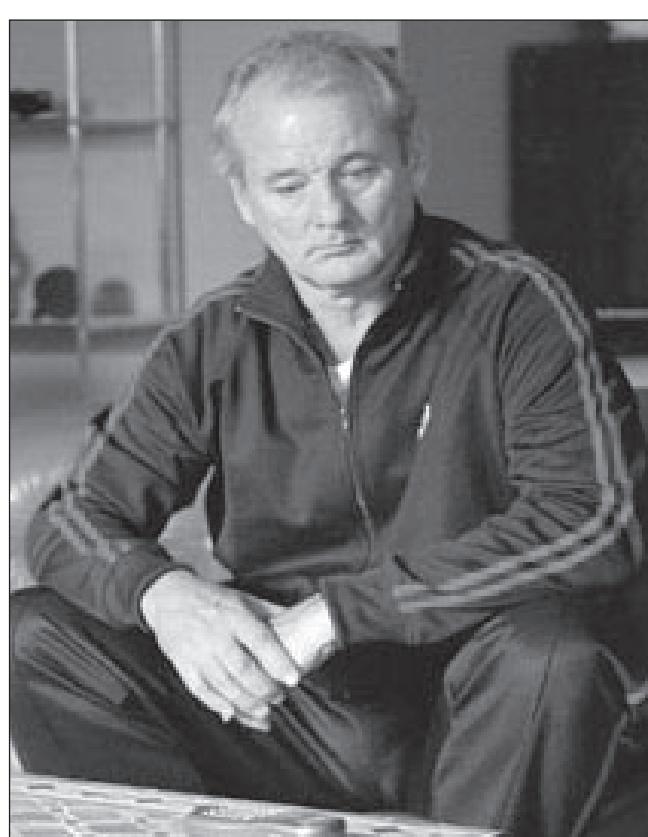
"Broken Flowers" tells the story of Don Johnston (Bill Murray), a track suit-wearing businessman whose ex-girlfriend describes as an "over-the-hill Don Juan." He made a fortune with computers (although curiously doesn't own one), and along the way had many, many girlfriends but never a serious relationship.

His life takes a turn for the meaningful when he receives a pink letter from one of his former flings informing him that he has a 19-year-old son who may be looking for his father. The letter has no signature, and Don thinks it may all be a hoax. But thanks to some humorous "detective work" by his friend and neighbor, Winston (Jeffrey Wright), Don decides to embark on a road trip in an attempt to find the mother of his supposed son.

"Broken Flowers" gets off to a slow start. Don's girlfriend (Julie Delpy) has just left him and all he does is mope around. Bill Murray has mastered the blank-faced look in which the viewer can practically see the wheels turning in Murray's head. In fact, the writer and director, Jim Jarmusch ("Coffee and Cigarettes"), said he wrote the role exclusively for Bill Murray. I can see why. But just as in "Lost in Translation" and numerous other movies, I was quite bored with Murray just sitting there staring off into space for what seemed like minutes.

The movie tries to redeem itself and lighten the mood with the introduction of the quirky Winston, who is, in many ways, Don's polar opposite. It's a worthy effort, but Winston seems a bit too cliché. The jokes would be a lot funnier if the viewer couldn't guess what Winston was about to say before he says it.

However, as the movie goes on, it begins to improve with



courtesy of www.allocine.fr

BILL MURRAY IS perhaps best known for his role in Space Jam. the introduction of several fun characters: Don's old girlfriends. They are all strikingly different, and many are quite amusing, especially Laura (Sharon Stone), the wife of a dead race-car driver; Carmen (Jessica Lange), an "animal communicator;" and Penny (Tilda Swinton), a redneck farmer. The ending was also less predictable than the beginning and was the high point of the movie.

The direction was well done, except for the totally unnecessary and rather annoying flashbacks; the movie isn't complex enough to need them. The plot isn't exactly groundbreaking, but it's interesting enough.

Overall, the movie is passable. At the end, I just felt like saying, "eh?" There are some memorably funny lines but extremely predictable ones as well. Let's just say it's much better than standing out in the rain. ☺



Sounding Off

By REBECCA WALL

I don't even know what "Indie" means, musically or otherwise. Lately, though, I've been hearing a lot about it. I guess it is what "punk" was when I was in middle school, sans girls running around wearing ties and chasing after skater "bois".

I totally bought into the punk craze; I'm not going to lie. I always say that I was into punk way before it was popular, but I'm not sure. When everyone started listening to it, I had to go the extra mile, listening to more and more hard-core music, starting with Green Day, moving to Dead Kennedys, and eventually getting some obscure street punk compilations with bands like Rimshot and The Cancerous Reagans. Both bands sounded like they are screaming while throwing their drumsticks at their guitars. It was pretty cool.

I was even in a band. Unfortunately, even the most unmusical punk (like Rimshot) was beyond our reach. After trying to revolutionize music with songs like "Kill Me So I Die" and "Satan Pear" (which was about my guitar) the dream ended, before we had managed to play a coherent version of "Louie Louie."

Now I'm 16. I think I'm a little more mature, but that probably isn't true, considering many of my teachers hated me for talking during class last year and my friend and I weren't on speaking terms after an incident with her car, a large squash, and an equally large dent (at least, that is what you'd think about the dent from how hysterical my friend was). But, I think I'm at least a little more sophisticated in my tastes.

This time around, I don't feel obligated outdo my peers, to have avant-garde tastes. I am fine admitting I did not get into the "indie" craze by myself. I didn't even buy the CDs I listen to now, such as Sufjan Stevens, The Unicorns, and Belle and Sebastian. I burned them from my friends.

One thing I think I know for sure: I'm not indie.

Sometimes, I like to think I am, though. A few weeks ago, I was with some friends going through some stuff on my computer. One thing which stood out was a rap I wrote about (or all things) Karl Marx when I was in seventh grade. It was one of the most awful things I have ever seen. Hearing it was even worse: there was a recording of me rapping to a funky, Asian tinged beat. Most of it was incoherent, and the stuff that wasn't I wished was.

Then I realized that maybe that actually was indie. I know I can't pin it down or confine it to a definition, but I sort of feel like I was on to something. I was 13. I didn't really know who Karl Marx was (I pretended I did, but I still don't), and I couldn't rhyme or annunciate words properly. But I was trying to make something. Does it matter that it was worthless and in no way artistic? Probably. Still, I was trying, independent of trends or fads (believe it or not, rapping about Karl Marx was never in), to make something.

Now, I don't really try to do anything like that. I'm not sitting at a keyboard with a \$5 microphone trying to be artistic. I'm usually now sitting at a keyboard trying to make up some intelligent sounding bull that I don't actually think for an English paper.

I sort of feel like I was ahead of my time. But maybe that is just cocky or another way of trying to make my connection to a trend more personal and proactive. You can never own a craze though; you can't possess it and pretend you are representative of it. You have to live it without knowing you are. I don't think I've ever done that, but I came closest in seventh grade. ☺

Book educates with humor

By SOPHIA AGAPOVA

For the average reader, a book about economics is probably about the least appealing choice for summer reading. But somehow, against all odds, Steven D. Levitt and Stephen J. Dubner's book, "Freakonomics: A Rogue Economist Explores the Hidden Side of Everything," has managed to become a New York Times best-seller. How? The answer of this question lies in the fact that economics is only a set of tools, and although generally applied to a seemingly boring array of topics, they can just be easily used to investigate more interesting problems. This is exactly how the field of "freakonomics" originated.

Although the novel has two authors, the man behind the ideas of "Freakonomics" is Steven D. Levitt, a professor of economics at the University of Chicago. Levitt is among the most influential economists in the United States, and recently received the John Bates Clark Medal, an honor bestowed every two years upon the best American economist under 40. Levitt's popularity lies in his ability to see things differently from other economists and investigate subjects that others have not dared to. Dubner's role in the book, although more subtle, is simply to put Levitt's ideas into a format that keeps readers interested. The informal style of the book that Dubner helps create ensures that the book in no way resembles a text book of any kind, and instead it gives readers the sense that Levitt is discussing his ideas directly with them.

"Freakonomics" uses economics to explore questions about a wide variety of topics and people, ranging from sumo wrestlers and teachers to real estate agents and the Ku Klux Klan. As an example of the type material explored, in what is one of the most controversial claims in the book, Levitt asserts that the cause of the dramatic drop in crime in the 1990s was due largely to the legalization of abortion, while other factors such as a larger police force and gun control

laws contributed only minimally. Like many of Levitt's ideas, this may seem to make little sense at first glance, but once all the evidence is provided, Levitt makes a very convincing case for his argument and addresses all the doubts that the reader may have.

Apart from just simply asking questions and providing the answers, Levitt shows that conventional wisdom is often wrong. "Freakonomics" not only challenges much of what readers believe to be true, but also stimulates their curiosity about the hidden motives and incentives in the modern world and why society works the way it does.

A particularly interesting investigation that Levitt makes has the purpose of answering the question, why do drug dealers still live in their mothers? In order to answer the question, Levitt tells the reader the story of a young economist studying at the University of Chicago, who spent months with a branch of the Black Gangster Disciple Nation in order to gain insight into the inner workings of the gang. Levitt reveals that the structure of the organization is really very similar to that of McDonald's, and similarly, although there is big money involved in the drug dealing that the gang does, most of the money never reaches the lower level members who are stuck living with their parents. Like other parts of the book, the situation described is so strange and unlikely that readers can't help but laugh.

Although "Freakonomics" may be a bit overrated, as it may not completely redefine the way readers view the world, as some critics have claimed, it certainly does offer food for thought, which alone is a good reason to read it. But apart from everything else the book also proves that economics, statistics, and thinking in general do not have to be boring and completely detached from the real world. Levitt proves that, indeed, numbers are our friends, just not in the typical way math teachers would want us to believe. ☺



Building Foundations

Despite the pressures associated with being a first-time principal, Dr. Louise Losos has already begun to successfully integrate herself into the Clayton community.

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As the 2005-2006 school year begins, all eyes are on CHS' new principal, Louise Losos.

However, based on the first impressions of the staff she has already met with, little doubt exists that Losos is up to the job.

"We are very happy that she's here," Academic Director Josh Meyers said. "I've heard nothing but positive things from everyone."

Losos is also happy to be at CHS.

"I love the size of the high school," Losos said. "I like it small. I like the fact that it's a one-high-school district. I love that it has a full array of activities, both athletic and clubs. I love the fact that it has a full array of academics, so that you have everything from AP music theory to AP biology, as well as the project Lead the Way and industrial tech [a pre-engineering program], the business program, the journalism program. It has everything a large district can offer but in a small setting, and [it has] the financial resources to do so. I also like the small class sizes."

Meyers, who sat on the principal interview team at the administrative and teacher levels and who was consequently very involved in the process that brought Losos to Clayton, believes that from the beginning, it was clear that Losos would fit in well at CHS.

"Characteristics that we wanted and characteristics that she showed were accessibility, someone who is going to be visible, who is going to address concerns of teachers in a setting where morale has been relatively low," Meyers said. "Some morale issues may not seem important but need to be addressed. We were looking for someone who is going to stand up for our building, someone who is going to have high academic standards. She seemed to have those characteristics [from the start] and that has been confirmed in the short time I have worked with her."

FORMING RELATIONSHIPS

Losos believes that accessibility and visibility are two of her biggest goals in the upcoming year.

"I'm really looking forward to just getting to know the people: the faculty, the students, the community," Losos said. "I listen well, I believe. I really enjoy building relationships."

Counseling department chairperson Claire Dickerson, who was also involved in the principal interviewing process, believes that Losos has already begun to demonstrate her people skills.

"She did a really cool thing at our faculty meeting," Dickerson said. "She gave us her history and showed us pictures of her family, her parents, her siblings: she's one of four kids. She has a real human quality. She's having us over to her house this weekend. She's really reaching out to the faculty, and she's opening those lines of communication that I think are so wonderful. She wants to collaborate with [the faculty]. It's not just communicate, but she wants to work with us. She used the word 'with' several times,



DR. LOUISE LOSOS has already begun to fill the office she inherited from retired principal Dave Skillman with her personality. In the coming year, she hopes to fill CHS itself as well. "I'm really looking forward to just getting to know the people: the faculty, the students, the community," Losos said. "I really enjoy building relationships."

which I thought was really cool."

Meyers agrees that Losos will be a strong communicator.

"She's got a great sense of humor," Meyers said. "That goes a long way on building relationships. In addition to building relationships through her demeanor and sense of humor, she's already instituted some policies like listening sessions. Once a week she'll be having these one-hour listening sessions. I think that's wonderful."

The listening sessions are one of the changes instituted by Losos for the new school year.

"The idea [of the listening sessions] is that I will find a place in the building where once a week, a different period and a different day so that I'm available to all the teachers, they can just come to talk, and for me to listen," Losos said. "It could be about concerns they have in the school, it could be just to chat about what's going on. [I want it to be] so that no one needs to make an appointment and no one has to feel that it's something big before talking to me, that it can just be, 'Hey, you know I was thinking about' or 'Have you ever considered...' or it could be, 'You know, explain to me why you did x.' I want to increase accessibility and just be more available and more open."

Losos hopes that the listening sessions will help her learn about

CHS so that she will be more prepared to make long-term decisions in the future.

Dickerson already trusts Losos' decision-making skills.

"I think [Losos] is a great listener and she's very thoughtful," Dickerson said. "She's not one to make impulsive decisions, but it seems to me she'll be able to make the tough decisions when they come up."

Before beginning her administrative career, Losos taught history at Ladue Horton Watkins High School. Dickerson believes that this background will aid Losos in her decision-making.

"She comes from a history background, so you know she's going to research," Dickerson said. "She's going to research all of the advantages and disadvantages of every decision. I think she'll be very careful about her decisions and she'll look at all different perspectives."

Losos agrees that her teaching career will help her.

"I taught for nine years, successfully, so I bring that experience as I'm observing and working with teachers," Losos said.

ESTABLISHING AN IDENTITY

Meyers hopes that Losos will continue to work well with CHS' teachers.

"[We need] someone who is going to be here for a long time," Meyers said. "We've had so much turnover that I think that's really important. We need someone who isn't on the twilight of their career, who along with all the young teachers in the building can create a new vision for where Clayton is heading in the future."

Losos agrees that maintaining the identity of CHS in the face of turnover is an important duty.

"My big goal really is to learn who we are," Losos said. "We've had at the high school a lot of turnover these past few years and so I want to learn along with the faculty about who we believe CHS is, to honor the past and the traditions of the past and build on that for the future."

Dickerson believes that in her first year, Losos will focus on strengthening CHS as it is currently, as opposed to attempting drastic changes.

"I think she wants to take this school one notch higher than it's ever been before," Dickerson said.

"I think she seems to really appreciate all different types of students; she really appreciates the diversity of this campus. Diversity, I think, is a thing that she really cherishes. She wants all types of students to work together. She wants us to really work on student achievement. She wants kids to be doing well in school."

Meyers also expects that Losos will wait at least a year before instituting any major changes.

"I don't see any drastic changes that Louise will be attempting in her first year," Meyers said. "I think there are some very high expectations for improving African American achievement; I think there are

very high expectations for improving building morale. Those

would be the two areas where I would hope for and expect the greatest amount of change."

Long-term change is more difficult to predict.

"Long-term we kind of have to figure out what her philosophy is going to be, and in what direction she wants CHS to head," Meyers said. "She may not even know at this point. It is my hope, and my expectation, that a long-term vision will be something the faculty and administration will be shaping together."

Losos agrees that collaboration will be a crucial part of her success.

"This is my first time as a lead principal," Losos said. "My challenge is to learn the job while doing the job. This is a great faculty and a great administrative staff, so the support here is tremendous, at all levels."

CHALLENGES

Despite the support, however, Losos faces challenges as she integrates herself into the CHS community.

"Generally speaking, I think

Louise has the weight of the world on her shoulders right now," Meyers said. "She is very well aware of that. And she understands that teachers put an enormous amount of stress on themselves at this place and that she is probably already doing that to herself. I think that she is going to have a very challenging time balancing the work load and the expectations of this place with her own life, and I wish her the best of luck in that, because it's not going to be easy."

Losos agrees that the pressure will be intense.

"I think [there is pressure because] Clayton is a very high-performing school district," Losos said. "I'm following in the footsteps of very successful and at times brilliant principals, and so they set a very high bar to live up to. And the community expects a great deal out of this

This is my first time as lead principal. My challenge is to learn the job while doing the job. This is a great faculty and a great administrative staff, so the support here is tremendous, at all levels.

principal
LOUISE LOSOS

school: out of its teachers and out of its administrators."

Fortunately, Losos does not feel added pressure from the community based on the fact that she is CHS' first female principal.

Both Dickerson and Meyers believe that Losos' gender is not an important factor in predicting her success.

"I don't think her gender, to be perfectly honest from my perspective, makes a lick of difference," Meyers said. "I think that she's going to be a great administrator and it doesn't matter that she's female. I'm glad that a female has the opportunity to run this building but to me that just really doesn't matter."

Dickerson shares the same sentiments.

"I think [having a woman principal] really shows how far Clayton has come since 1919, when we first started, because at that time it wouldn't have happened," Dickerson said. "The world is changing, and that's exciting. But I don't re-

ally look at her as a woman. I think she is the best person for the job and so it's exciting that the district is open to people of all kinds of ethnic backgrounds, religious backgrounds, and gender. All of those factors should be equitable when seeking a job. I think in this situation it's exciting that she's a woman. It will be interesting to see how that will influence her job as principal. But I think she's just mainly concerned with being a good [principal]."

Losos agrees that much of the pressure is internal.

"It's the pressure really of my desire to do a good job and to live up to what everyone hopes I can," Losos said.

According to Meyers, Losos' efficiency will help her to be successful in living up to those expectations.

"She's very direct," Meyers said. "You know where she stands. She's not confrontational but she's direct. She speaks her mind and does so in a way that doesn't make you feel uncomfortable. I think that's really good. She has a sense of immediacy about her. If you bring her a problem, she will try to fix it right away, and that's really important."

Dickerson has also noticed Losos' expediency.

"One thing that really amazed me this year is that when I came back to school, obviously Dr. Musick wasn't here, and we had a lot of work to do on [working out class] schedules," Dickerson said. "[Losos] pitched in and she was balancing class schedules. And that's typically not something principals have time to do. But, to me, she is a person who understands when something needs to be done, and she'll pitch in and make it better. I like that about her. I think she wants us to be a community."

Losos greatly anticipates becoming a part of the CHS community.

"I hope that students will introduce themselves to me more than once because it sometimes takes me a little while to learn names," Losos said. "[I hope students will] be willing to talk and engage and tell me what they're thinking. I was so excited when the teachers returned [to school from summer break], to be able to actually see the people in the [CHS] environment, and I can't wait for the students to get here because that's when the place just comes alive."



LOSOS TALKS WITH yearbook advisor Christine Strahan at a staff meeting. "[Losos] has a great sense of humor," Academic Director Josh Meyers said. "That goes a long way on building relationships."