



“The grasses aren’t normally anything special, or no more so than any that you find in the Navajo Reservation, but right then the sun lit them in just the right way.”

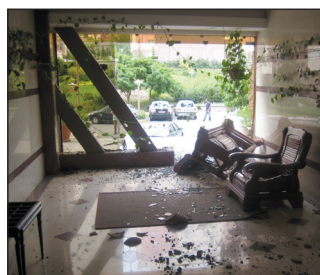
Will Schedl
Senior



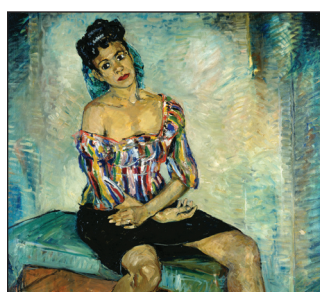
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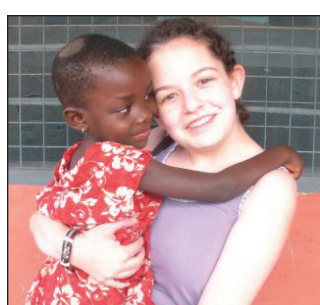
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Flu season imminent but vaccines are ready

Schools are high priorities for the swine flu vaccines. The vaccine consists of two shots taken a month apart.

by Noah Eby
Editor

Despite a relatively quiet summer for the H1N1 swine flu, the disease is expected to return this fall and winter with greater strength. The CDC estimates that up to 40 percent of Americans could become infected and hundreds of thousands could die in the next two years if a vaccine campaign is not effective.

Dede Coughlin, CHS School Nurse and K-12 Health Services Coordinator, said that she expects to see something very similar to the southern hemisphere's flu season this fall.

"We're just getting information back from the southern hemisphere where it's winter, and there has been a pretty constant—not overwhelming, but constant—showing up of H1N1, so I assume that we would have the same thing," Coughlin said.

The H1N1 virus is formed by a combination of human, pig, and avian genes. Symptoms include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills and fatigue. Some infected people have also been reporting diarrhea and vomiting. Unlike the seasonal flu, which normally infects the elderly or very young, the median age of swine flu victims is from 12 to 17 years of age, according to the World Health Organization (WHO).

As of July 31, the WHO reports 162,380 cases of swine flu spanning 168 countries and 1154 deaths. However, these numbers are underestimates, since countries are no longer required to report individual cases. In the U.S., there have been roughly 6,506 hospitalized cases and 436 deaths, according to the Centers for Disease Control and Prevention (CDC).

Over the summer, numerous local summer camps saw outbreaks of the H1N1 flu. Over 50 people became sick and seven cases of swine flu were confirmed at a church camp in Barry County, Missouri, and five children were suspected of having the swine flu at Sherwood Forest Camp in Lesterville, MO, the site of Wydown Middle School's sixth grade camp. The CDC reported that over 50 summer camps across the country were struck by outbreaks.

As the flu season nears, the main focus of the CDC and other authorities has been to develop and distribute a vaccine. Saint Louis University was chosen as one of eight locations in the U.S. to hold a clinical trial for the vaccine. Hundreds volunteered for the study, which will help determine the correct dosages and timing for the vaccines. Time is of the essence, as the government hopes to have doses of the vaccine available by October.

"The government has ordered huge amounts, hundreds of millions of doses of the vaccine, and so it is a matter of how quickly the pharmaceuticals can manufacture that and get it shipped out," Dr. Sharon Frey of SLU told KTVI. "Everyone is working very hard to get it out very rapidly."

The vaccine, which is not live, is comprised of two shots that are to be taken a month apart. Coughlin said that health authorities are also working on a nasal spray vaccine for younger children. Due to their environment, schools are high on the list of outbreak risks. The CDC has labeled students and teachers as a top priority group for receiving the vaccine.

According to Chris Tennill, Director of Communications for the School District of Clayton, St. Louis County is supposed to receive its first shipment of the vaccine on Oct. 15, and voluntary vaccinations for all students and staff will be available soon afterwards, free of charge.

"We're working with St. Louis County to set up and start immunizing all of our students and staff starting about mid-October," Tennill said. "Our Clayton students and staff are going to have access to the H1N1 vaccine probably about 4 or 5 weeks before the general public."

Coughlin said that the normal nursing staff will not be involved in the vaccination process. Instead, substitute nurses will travel from building to building to administer vaccinations.

In terms of preventative measures, Coughlin said H1N1 is "going to be managed and prevented exactly like regular seasonal flu." Coughlin stressed washing hands, covering coughs, and staying home when sick. However, she said she worries some children may choose to ignore symptoms.

"The biggest danger I see is that kids, particularly in the high school because it's so fast paced, they know they're sick and they come anyway," Coughlin said. "What ends up happening is if you walk into my office seventh period and you've got a temperature of 102, then you've probably sat next to 180 kids by then. So the big push is for parents to be aware of how their kids are feeling, to keep them home when they're sick, and not to send them back until they're well."

As for school closings Tennill and Coughlin both said there is no set policy on when a school must close. However, current guidelines suggest a school closes when so much of its student or teacher population is absent that it is "not worth having school," according to Tennill. The district will receive guidance from state and local authorities, but Coughlin said the final decision of whether or not to close rests with the administrative office.

"The tricky thing is going to be if there is a school district that gets one or two cases in the fall and then closes, then it puts a lot of pressure on the rest of the school districts in the county area to dictate how we should respond if we start experiencing an outbreak or a number of cases of H1N1 flu," Tennill said.

Despite the preparations and precautions, Coughlin said that she doesn't think students will see a change in their day to day lives. The general mentality of the situation is, as Tennill put it, "We're preparing for the worst, and kind of hoping that we're wrong."



As tree nuts, almonds can no longer be a part of a student's lunch at CHS.

District implements new allergy policy

by Kara Kratcha
Editor

As summer comes to a close, Clayton students have been receiving oodles of mail from the Clayton School District. One such letter, conspicuously addressed to School District of Clayton Family, contains a letter about the district's new Food Allergy Management Policy.

Parents have raised concerns about rising numbers of nut allergy cases to the school board, and a new Missouri House bill requires all school districts to have a written policy concerning potentially fatal allergies.

A committee comprised of two parents from each Clayton school, coordinating nurse Dede Coughlin, the district attorney, and school board member Dr. Sharon Wilkinson proposed Clayton's written allergy policy. The proposal was then submitted to the school board, which passed the proposal as school policy with a few minor adjustments. The new policy goes into effect this school year.

Nut products (including but not limited to peanuts, almonds, cashews, pecans, and walnuts) are no longer allowed in classrooms across the Clayton district, and no nut products will be prepared and served in Clayton cafeterias. Students in Kindergarten through second grade may not have nut products in their lunches. All grade levels up through middle school will have a designated nut-free table. The CHS cafeteria may only sell nut products if they are individually wrapped and clearly labeled.

Such a policy may be hard to enforce, however. The writers of the policy will rely on parents to help keep students, especially elementary-aged students, safe by complying.

"I think the first hope is that people will understand the need for the policy

and follow it," Coughlin said. "We're not going to go through kids' lunches."

The committee also worked to make the different safety measures at each school developmentally appropriate. The restrictions on nut products at CHS are fewer than those at the elementary schools and Wydown in order to give older students a greater responsibility for their own health.

While CHS students and staff may bring peanuts or tree nuts in their lunches or for snacks, all such products must be consumed in the Commons. No items containing peanut butter (such as Reese's or Snickers) can be consumed in any classroom or at teachers' desks.

"High school students should be aware and mature enough to self-manage their allergy," Coughlin said. "You don't grow out of this allergy."

Without nuts products, particularly peanut butter, as a source of quick and easy protein, parents of young, picky students may have a harder time finding something to pack in lunches. Coughlin thinks the safety hazards outweigh the inconvenience.

"We knew when we made this policy that some people would have a problem," Coughlin said. "Peanut butter is a staple, but there's a difference between a kid who doesn't want to eat anything else and a kid who can't eat [nut products]."

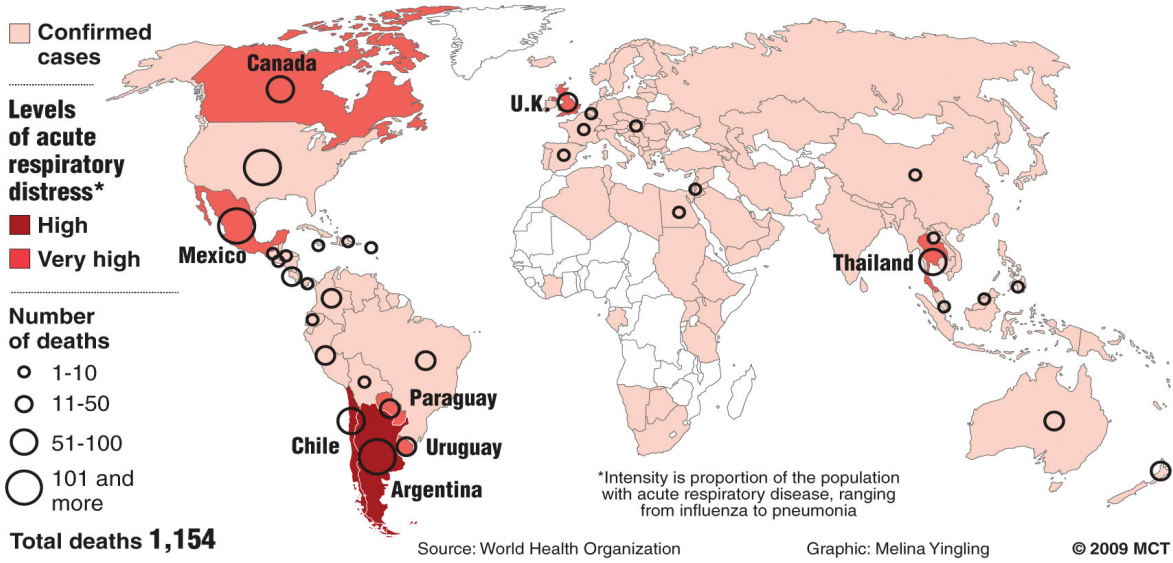
As far as new sources of vegetarian protein to be served in Clayton cafeterias, Coughlin said that the district has to give the policy a test year.

"If that becomes an issue," Coughlin said. "I think that we will need to look into soy butter or something like that."

For now, however, students will have to make do with the minimal changes the Clayton district's new written allergy response policy has instated. The district hopes that with everyone's participation, students with life-threatening allergies can be kept safer at school.

Swine flu spread

At least 168 countries have reported at least one case of swine flu.



Nelke readily accepts new job as Student Activities Director

by Schuyler Longmore
Editor

The beginning of a new school year brings about staff changes. For this school year, the Clayton administration and staff has made some alterations, one very important position being the Student Activities Director. Former campus supervisor and sports coach Mike Nelke has replaced Eric Hamylak as the new Student Activities Director.

The position opened up after former Activities Director Eric Hamylak returned to his home state of Massachusetts to take a job at a local high school.

"Mr. Hamylak expanded the job considerably," principal Louise Losos said. "It became so much more, and so much better under his leadership."

Hamylak experienced great success at the position. He also contributed to the school as a sponsor of student government, C-Club, CHS Club, Peers Protecting Peers, and class officers.

"I was interested because I knew

Mr. Hamylak well and I understood the job," Activities Director Mike Nelke said. "Plus I've always been interested in the direct relationship the Activities Director holds with the student body."

Mr. Nelke attained the job amongst a competitive crowd of qualified candidates over the student's summer vacation.

"We had several rounds of review," Losos said. "An initial vetting round, a round with student and teacher interview teams, and a final interview with myself and Mr. Gutchewsky."

The requirements for the position are numerous, because the responsibilities are abundant.

"The individual needs to work well with both faculty and students," Losos said. "They must also handle money aspects (depositing funds collected and tracking deposits), and so much more."

Managing the school's activities and affairs is no small effort.

"I'm in charge of clubs organiza-

tion, and more importantly financing," Nelke said. "Managing funds is a job in itself. It is a big workload, but having 80 students help out makes the process more manageable. Jackie Moyne is a huge contribution as well."

The position of Student Activities Director holds a plethora of responsibilities; including, but not limited to, overseeing all clubs, maintaining financial activity for all clubs, planning, facilitating, and supervising prom, homecoming, elections, curriculum nights, pep rallies, arts fair, as well as assisting with other school planned fundraisers, dances, and activities.

With the new position filled, the administration hopes for a continuation of the position's success.

"We hope for [Mr. Nelke] to build upon the successes of Mr. Hamylak," Losos said. "And also to support teachers and administrators in school events both large and small"

The Activities Director's work revolves largely around the events and activities that occur within and around the high school. Organization and diligence are necessities in maintaining the ever-growing workload of Clayton High School's Activities.

The job has not been altered very much with the change of staff.

For the most part, the job has stayed



Nelke sits in Hamylak's old chair, eager to begin the new year.

the same. The official requirements of the job have been revised on paper to add many of the things Mr. Hamylak covered during his time at Clayton.

"I'm not sponsoring the clubs Mr. Hamylak helped with, but I will still be coaching basketball," Nelke said. "Last year I coached three sports and still managed to put in full time at school. It won't be a problem to divide the workload."

Major changes have not been planned yet.

"Before I try and come in here and change things, I'm going to get my feet

wet," Nelke said. "I'll see what can be changed and what can stay the same."

After a successful freshman orientation on Aug. 13, the activities for the year are off to a start. With no mistakes in his first vital school event, Nelke has successfully launched a year of activities.

Mr. Nelke is filling an extremely important role at Clayton, and will contribute his own ideas to the position.

"My hope is that Mr. Nelke will solidify some of the things Mr. Hamylak did and put his own mark on it," Losos said.

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Anne Etling returns to CHS after two-year hiatus

Etling taught International Baccalaureate courses at the American School of Milan in Milan, Italy. She taught three levels of mathematics to juniors and seniors at the school.

by **Simone Bernstein**
Senior Managing Editor

After two years abroad in Italy, teacher Anne Etling will finally return to resume her role in the CHS math department. This year Etling will teach sophomore Informal Integrated Math, junior Honors Precalculus and Math Learning Center.

Etling will also take over the time consuming role as Assistant Cross Country Coach. Etling is excited to return to the faculty and students at CHS.

"I really enjoyed working for the School District of Clayton," Etling said. "It has a lot to offer its teachers and students. I feel supported by the district and I am very thankful that they gave me a two-year leave of absence."

Seniors who had Etling as freshmen recall her warmth and energy that she always brought into the classroom. Senior Erica Blustein had Etling as a freshman in Honors Geometry.

"I'm so glad that Ms. Etling is back at CHS," Blustein said. "She always understands our questions. When we had trouble in class, she always made sure we understood the material and did well in the class."

"I feel supported by the district and I am very thankful that they gave me a two-year leave of absence."

Anne Etling
Math teacher

CHS history teacher Kurtis Werner is looking forward to working with Etling in the fall as she rejoins the cross country team.

"I was able to talk to Coach Anne Etling about coming back to the program," Werner said. "Coach Etling has head coaching experience for the Greyhounds with the last being in 2006."

For the past two years Etling taught at the American School of Milan, where she used the International Baccalaureate curriculum.

"There are three levels - Mathematical Studies, Standard Level, and Higher Level," Etling said. "The International Baccalaureate curriculum is a program for juniors and seniors. Since the American School of Milan is a small school I taught all three levels of math to the juniors and seniors. At the end of their senior year, students sit for exams that assess two years of learning. They also have an internal assessment component in which they complete two challenging mathematical tasks, one modeling problem and one investigation."

While CHS aims to limit the paper trail by providing some online materials for courses like Honors Algebra and Trigonometry, the American School of

Milan has a majority of their textbooks, class notes and homework assignments available online. The differences between International Baccalaureate and CHS students are also represented through extracurricular and class requirements.

"International Baccalaureate diploma students are enrolled in six courses, three standard level and three higher level," Etling said. "They also complete an extended essay and a Theory of Knowledge paper. All students in the program must complete community, action and service hours in order to earn their diploma."

Etling will miss working with students from all over the world and the activities at the school in Milan. She has numerous memorable experiences of the math workshops and class field trips.

"Each year teachers and students went on a field trip to another country,"

Etling said. "Both years I went to Berlin for a psychology and history trip."

She also has fond memories of the annual class bonding trips at the beginning of each school year.

"Both years I went with the juniors to an agriturismo [a farm]," Etling said. "In

addition to doing typical bonding activities, we went horseback riding and learned about the process of making wine. We picked grapes and smashed them with our feet. We also enjoyed a wonderful lunch - eating foods and drinking wines that were produced on the farm."

Etling appreciates this experience and would recommend teaching abroad to others interested in exploring other curriculums. Although, teaching abroad is a powerful experience, it comes with numerous challenges.

"There is a lot to adjust to, especially at the beginning," Etling said. "In addition to learning about the culture of a new school and a new curriculum, you are trying to navigate a new city, a new language, and a new culture. You learn and adjust quickly, especially after going the wrong way on public transportation or walking the wrong way home or falling out of a tram with all of your groceries."

Although Etling will miss the opportunities available at the school in Milan, she chose to return to CHS. Despite the benefits of living abroad, she is excited to return to the CHS community after two years in Italy. ☺



TOP LEFT: Anne Etling smashes grapes during an annual bonding trip to an Italian farm with her students. Etling enjoyed learning about Italian culture during her stay.

BOTTOM LEFT: Etling relaxes with students during a field trip to Berlin for a psychology and history field trip, which are common in the American School of Milan where Etling taught.

ABOVE: Etling and her students at their high school prom, which is also a tradition at international schools in Italy.

BELOW: Some of Etling's students waiting at the airport on their way to Berlin.

Photos courtesy of Anne Etling



New teachers join faculty, bring unique attributes

by **Sneha Viswanathan**
Senior World Editor

Clayton High School has three new teachers for the 2009-2010 school year; Adam Hayward is joining CHS as an English teacher, Angela Carroll will replace health teacher Doris Smith following her recent retirement, and Joyce Bell will replace Dee Blasse as the new learning support director. While they all work in different departments, they share an excitement for working in a smaller, close-knit environment.

"I decided to come to Clayton High School because the faculty wants the best for their students," Hayward said. "It is a caring environment where everyone wants to push each other to the highest standards. The philosophy is student-centered. I can't imagine teaching another way."

Bell also said that the small size of CHS is a positive aspect of her new job.

"Honestly one of the things I'm looking forward to the most about CHS is the size of the student body," Bell said. "My previous school had over 2,600 students and I'm really looking forward to a smaller high school."

Carroll has already had time to become accustomed to the smaller student body and classes at CHS from her experience as an intern during the previous school year.

"I did my student teaching at CHS in the spring with Mrs. Hobick, and I absolutely fell in love with Clayton," Carroll said. "Everyone was so welcoming and helpful to me. It made for a great experience. With all the resources that Clayton has to offer anyone would be lucky to have the opportunity to teach here. I am definitely looking forward to getting to know all of my students and working with the other teachers."

The three new teachers have varying experiences and interests that led them to pursue teaching careers.

"Although I know it's a cliché answer, I really did decide to become an educator because I wanted to help people," Bell said. "I also enjoy watching students discover their strengths and using them to meet and/or exceed their goals. My career has prepared me for the job as the learning support director. I was a special education teacher for 11 years and a guidance counselor for 7 years prior to joining Clayton. The combination of those experiences made me a perfect fit for the learning support job. Not only will I be able to help students with academic concerns, but my counseling background allows me to also focus on the emotional well-being of those served in the learning center."

Hayward hopes to share his love of the English language



From left: New faces around CHS include social studies Truman intern Sam Cummins, health teacher Angela Carroll, Learning Center intern Laurie Schulte and Lily Kurland, English teacher Adam Hayward and Learning Support Director Joyce Bell. Also new to the building but not pictured are ISS supervisor Joe Scotino, French teacher Laure Hartonan, Learning Center intern Erica van Order, SSD leaders Sherry Daws and Elizabeth Kast, and campus supervisor Patrick Ostapowicz.

by teaching high school students.

"I decided to pursue a career in education because it seemed like a good thing to do, and I'm happy to report that, at least on this front, I've been proven correct," Hayward said. "It is better than other jobs I've had--pumping gas, slicing bagels. At times, teaching is almost as exciting as playing the last movement of Mozart's 'Jupiter' symphony--it is very close. I decided to teach English because reading and writing (along with music, of course) has always helped me understand life, and if I can share what I've learned with students, then I have not wasted my life."

Carroll was initially undecided about her career, but chose

to teach because of her personal interest in her subject area.

"After I changed my major about eight times, I finally decided that I wanted to go into education. I realized that I wanted to do something that I enjoy, and gives me the opportunity to make an impact on others, rather than going into an occupation just for the money," Carroll said. "I have always been very interested in health and health issues so it just seemed like a great fit for me."

The teachers are looking forward to contributing to extracurricular life at CHS. Carroll will be the new freshman volleyball coach this fall. While Hayward and Bell are not sponsoring any activities for the upcoming year, they are

interested in being involved in a variety of activities in the near future.

"At the moment, I'm not sponsoring any clubs/activities this year; however, in the future, I'd like to become involved with the literary magazine," Hayward said.

"I've not committed to sponsoring any clubs or activities, but am willing to serve in these areas as needed," Bell said.

"I have sponsored student Council, Renaissance, and other clubs throughout my career and I'm always up for a new adventure. I'm looking forward to getting involved, meeting as many students and staff as possible, and becoming part of the Greyhound community." ☺

Christina Perrino

Orchestrating Diversity plays to fight prejudice

by **Hannah Callahan**
Editor

"Diversity in this town is a sick joke. You can quote me on that," Mark Sarich, founder of the Lemp Neighborhood Arts Center, tells me. "And the butt of the joke is the minorities."

Thirteen years ago Sarich founded the Lemp Neighborhood Arts Center, an experimental music venue in South City. This summer, he and two college students, Jesse Windels and Max Woods, created a program they call Orchestrating Diversity.

The program gives inner-city students musical opportunities that only wealthy students would normally receive, through eight weeks of musical theory and musical history classes, as well as weekly rehearsals.

The first Orchestrating Diversity concert took place on Aug. 9 in Holmes Lounge at Washington University. Sarich conducted the show.

"There is a nearly invisible prejudice against these kids, at least on a financial level," Sarich continues. "I thought that there needed to be fair access to good training, to even the playing field, and see if it changes anything."

Sarich and I are at the Lemp, sitting on a couch in the back. It's a red one that looks like it's falling into itself, and one of many dispersed in front of where tonight's bands will play. Most notable is the absence of a stage. By the door, a lamp glows with a painted-on Walt Whitman quote: "I believe a leaf of grass is no less than the journey-work of the stars."

This is all part of the Do It Yourself (DIY) mentality on which Sarich founded the Lemp, and more recently, Orchestrating Diversity.

"[Orchestrating Diversity] puts these kids on the same level as wealthy students," Woods, who played violin in the concert, tells me. "It gets students in the position to audition for school and allows them to see that they can get into those colleges. Many inner-city students don't start playing until 8th grade. But wealthy students often start at age five and are taught by St. Louis symphony teachers."

Woods says he began playing at age five. "I was one of those kids."

Do It Yourself (DIY), as an ethic and lifestyle, is hard to define. It's not just about shopping at second-hand stores, not listening to mainstream radio, and fixing gear bikes or vinyl. Art, specifically music, has been co-opted by big businesses, and DIY is a means of taking it back.

"DIY is about existing outside of the capitalist system that turns art into a marketable commodity," said Jack Callahan, a board member at the Lemp. "It's about creating your own means of producing and sharing your art that does not rely what the system has laid for you."

One of the most important aspects of the DIY lifestyle is the community created around a commercialist-free environment. DIY means bringing a commu-

nity of artists and musicians together, to create a shared experience in opposition to commodification, consumerism, and capitalism.

"In the beginning, so many people told us that it wasn't going to happen," Woods said. "We were given a \$5,000 budget for a program that costs way more. But we have received overwhelming community support, and have worked with kids who really want to play."

Sarich agrees. "The kids are proving that they are capable and are warmly accepted for what they can contribute," Sarich said.

He paused, and then said, "I get to live out this dream of mine."

In fact, it's a dream Sarich said he has had for about 12 years.

"I've always wanted to provide the best possible training for inner-city kids, in an intensive program that gives them the tools to excel in music. But the talk rarely arrives at consistent attempts to change the pattern."

For Alex Wiegand, a senior at Metro high school and bassist in Orchestrating Diversity, the program helped him improve his playing.

"At rehearsals, we worked on a different piece every day, and learned music history up the 1900s," Wiegand said.

Samantha Rammaha, who is also a senior at Metro, got involved because

“There is a nearly invisible prejudice against these kids, at least on a financial level. I thought that there needed to be fair access to good training, to even the playing field.”

Mark Sarich
Founder of the Lemp



Courtesy of Nina Oberman

Students rehearse for a concert they will perform at the Lemp Neighborhood Arts Center as a part of the Orchestrating Diversity

she wants to go into opera singing.

"I thought I needed a better grasp of theory," Rammaha said. "Through Orchestrating Diversity, I learned how to perform better. We basically covered one semester of a WashU course. I can cut back on college classes next year."

Orchestrating Diversity will contin-

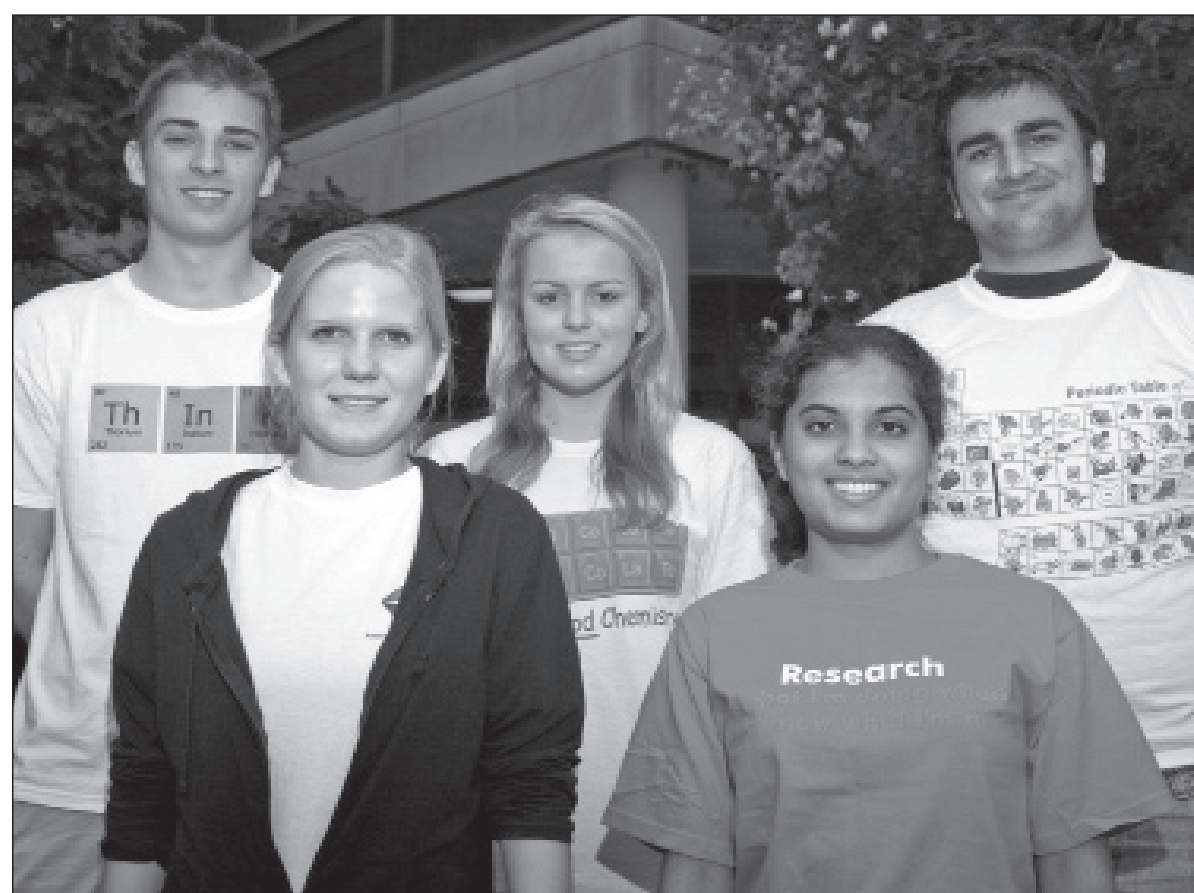
ue after the summer's end and is always looking for people to help.

Now the Lemp is filling up, and the couches next to Sarich and I aren't empty anymore. There's a buzz of conversation and of guitars tuning and microphone checks. Charlie Turner, also a board member, is drawing skulls in a

spiral notebook near the speakers with his hood pulled down.

"It actually happened," Woods says, ignoring the buzz around him. "The program made me realize that anything you want to do, you can do."

Orchestrating Diversity has proven that DIY can be about giving back. ☺



Courtesy of Ken Mares

Clayton STARS participants pose for a photo in science T-shirts. Students received shirts during the program for correctly answering quiz questions or completing challenges.

Students explore summer research opportunities

by **Meredith Redick**
Senior Managing Editor

At 8 a.m. on a bright July morning, most CHS students are still snoozing. Junior Becca Steinberg, however, is already awake and getting dressed. She wears jeans and tennis shoes, even though the forecast predicts heat and humidity.

"In the lab, we aren't allowed to wear flip-flops or shorts because of safety precautions," Steinberg said.

Steinberg was one of several Clayton students who took advantage of an opportunity to do scientific research this summer. She participated in a program called STARS (Students and Teachers as Research Scientists), a program that pairs rising juniors and seniors with researchers in various scientific fields.

Steinberg has been working in the lab of University of Missouri-St. Louis professor Dr. James O'Brien, conducting experiments to learn more about the structure of certain molecules by observing their absorption spectra using a high-resolution technique known as intracavity laser spectroscopy.

"It's been really interesting," Steinberg said. "My favorite part was creating the new molecules, but all of it was fun."

Other Clayton students worked in the fields of cancer research, biocatalysis, otolaryngology, and genetics.

Outside of STARS, students such as senior Allie Lake extended their academic boundaries by taking advantage

of other research opportunities this summer.

Lake, whose former next-door neighbor is the head of the Division of Human Genetics at Washington University Medical School, jumped at the chance to work in a genetics lab. Lake has high hopes for the research she started, which involves factors contributing to the expression of the gene that causes psoriasis. Psoriasis is a chronic skin disease that, according to the National Psoriasis Foundation website, affects 7.5 million Americans.

"Hopefully the work I did will contribute to the understanding and prevention of psoriasis," Lake said.

While she considered applying for a program like STARS, Lake eventually decided to take another route.

"This job allowed me to create my own flexible schedule in accordance with my summer travel plans," Lake said. "STARS is much more of a time commitment."

Although her schedule was more flexible, Lake did not enjoy the benefits of the structured educational program that STARS and other programs offer. "This wasn't an educational program designed for high school students—I was assigned laboratory tasks without having a good background knowledge of what I was doing," Lake said. "However, although my coworkers were very busy, they found time to explain the biological significance of my work, and after a couple of weeks, I felt I had a better understanding."

The experience was enlightening for

Lake.

"It made me realize that careers in science are flexible—not limited to the rigid 'go to med school, be a doctor' path," Lake said. "It sparked my interest in conducting my own research in an area that interests me, and perhaps being in charge of a lab. However, I also realized that lab work itself is quite dull."

Steinberg has similar sentiments.

"Despite the challenges, and the countless hours of work, it was a valuable experience that I think will have a positive impact on my future," Steinberg said.

Dr. Ken Mares, head of the STARS program, believes that exposure to scientific research is an invaluable component of secondary education.

"They can make informed decisions as to what their higher education plans and career will be," Mares said. "In addition, it is an experience that colleges and universities like to see. It is evidence that the student can do college level work while they are high school."

Without a doubt, students like Steinberg and Lake, who have taken the initiative to explore the seemingly distant world of scientific research, have expanded their own perspectives and gained both technical knowledge and experience in a professional environment.

"We are helping to address the need for a more skilled scientific workforce," Mares said. "We have students all over the country who are making major contributions in the area of science." ☺

Student-made website informs about youth volunteer options

by **Mary Blackwell**
Senior Features Editor

Early morning Aug 5, while the majority of her peers slumbered, CHS senior Simone Bernstein prepared to share her summer project with Randi Naughton of FOX 2 news.

After contacting numerous organizations to gain media coverage for her newly created website, www.stlouisvolunteent.com, her search was rewarded with a three-minute live interview on FOX 2 News.

"I walked into the studio at 7:48 am and was literally on live television at 7:50 am," Bernstein said. "I had no clue what questions they were going to throw at me about the site. Since I had absolutely zero preparation, I was nervous before, during and after the interview."

Bernstein's interview was helpful in promoting the site, a welcome reward after her extensive search for publicity.

"My fingers typed over 300 e-mails to local media websites, from TV news stations, to the Post-Dispatch and everything in between," Bernstein said. "I also sent e-mails to area high school and middle school principals, guidance counselors, as well as church and local area synagogue youth groups."

St. Louis Volunteent informs youth up to age 18 about volunteer opportunities in the St. Louis metropolitan area. The site provides links, descriptions, age ranges, and contact information for various organizations such as the St. Louis Science Center and Humane Society.

Creating a website from scratch is a daunting task, even for the technology-savvy. For Bernstein, the creation of stlouisvolunteent.com required heavy reliance on on-line technical support.

"I now consider these folks my new good friends," Bernstein said. "I am definitely learning as I go."

But the learning process was not without the occasional mishap.

"On day two, I wiped out the entire site when I tried to add background color," Bernstein said. "It is amazing how the color white has really grown on me."

Using her own funds, Bernstein purchased the domain name and a year of web hosting. She welcomes aid in the creation and keeping of the site.

"I am hoping some kind soul steps up and volunteers their technical skills and website design expertise," Bernstein said.

Bernstein's motivation for constructing the website stem from her own experiences with volunteering.

"I created www.stlouisvolunteent.com out of sheer frustration in my own search for volunteer opportunities for St. Louis area youth," Bernstein said. "It was difficult to find a comprehensive list of volunteer opportunities for students under age 18."

Because many volunteer positions

st louis volunteent.com

Home/Various Volunteer Positions Animals/Nature Healthcare/Hospice Museums

Friday, August 14, 2009

Home/Various Volunteer Positions

Find Volunteer Opportunities
for high school and middle school students
in the St. Louis Metropolitan Area

How wonderful it is that nobody need wait a single moment before starting to improve the world

--Anne Frank

Organization	Age	Tasks/Requirements
Youth In Action	Ages 11+(6th graders+)	Grades 6-12 Complete Application. Attend meetings 2 nd Tues of month assist community service projects
American Red Cross Youth	12+	Plan and implement service projects in the community
St. Louis Crisis Nursery	14+	Interact, play read and assist

www.stlouisvolunteent.com

Senior Simone Bernstein has created the website www.stlouisvolunteent.com to make volunteer opportunities more accessible for teens.

are restricted to adults, Bernstein's website focuses on a specific age group. Many St. Louis area high schools require community service hours, thus heightening the demand for volunteer work for teens.

"My goal is to promote opportunities for youth volunteers in our community, encouraging both students to get involved and non-profit organizations to create and develop volunteer training programs for teens," Bernstein said.

Leading by example, Bernstein volunteers for several of the organizations found on her website.

"I am really fortunate to have found interesting and rewarding volunteer work opportunities since I was 13 at The Magic House, Richmond Heights Public Library and most recently at our local VA Hospital and St. Louis Crisis Nursery," Bernstein said. "Volunteering has offered me such great learning experiences outside of the classroom along with the opportunity to meet interesting people and help serve in the community."

Satisfied with her personal volunteering experiences, Bernstein recom-

mends other youth to find equally rewarding volunteer work.

"There are so many organizations that need volunteers," Bernstein said. "Try to find an organization that matches your interests. If you enjoy writing, see if you can assist with the agency's newsletter or website. If you like to play chess, go downtown to the Veteran's Hospital and set up a game with a patient."

With the economy in such a poor state, volunteer work may provide experience for youth unable to find employment.

"Volunteering provides job skills and often can lead to employment at the organization," Bernstein said. "Many of The Magic House youth volunteers who I volunteered with are now employees

at the museum."

Bernstein hopes that stlouisvolunteent.com will be updated on a weekly basis over the next year. If all goes as planned, other students will volunteer to update the site when Bernstein is unable to do so. It's fitting that the future of stlouisvolunteent.com relies on the willingness of St. Louis youth to devote time and energy to its maintenance. ☺

“Try to find an organization that matches your interests. If you enjoy writing, see if you can assist with the agency’s newsletter or website.”

Simone Bernstein
Senior

Iran elections reveal struggle to achieve democracy

by **Nina Oberman**
Co-Editor in Chief

On Friday June 12, millions of Iranians eagerly lined the streets to cast their votes for the nation's next president. After months of campaigning, televised debates, and tremendous public involvement, Iran was preparing itself for a democratic milestone.

But at 8 p.m., mere hours after the polls closed, Supreme Leader Ayatollah Ali Khamenei congratulated current President Mahmoud Ahmadinejad for a landslide victory with 63 percent of the popular vote.

"That night it was very quiet," said Parisa Dianati, a St. Louis resident who spent the summer in Tehran visiting her family. "It was like a dead city. People were still waiting to see how it was even possible. There was no way the votes could have been counted that quickly."

The next day, however, violence escalated. Trashcans were set on fire. Car horns began honking all day long. Stones were thrown at guards, at buildings, at cars.

"We were honking too," Dianati said. "Because you feel this rage—how can they steal people's votes? How can they pretend to believe in democracy?"

According to an article published in *The New York Times*, the 12-member guardian council of the Islamic Republic declared soon after the election that it was the "healthiest since the revolution" and that protestors should be punished "ruthlessly and savagely."

Green, the color of rival candidate Mir-Hossein Mousavi's party and a holy color in the Islamic faith, became the symbol of resistance. Mousavi organized peaceful demonstrations through his pages on Twitter and Facebook, on which his "Current Office" is now listed as President.

"If you were walking in the street and your shirt was green the guards would hit you without hesitation," Dianati said.

Travelling with her husband, her 7-year-old son and 12-year-old daughter, Dianati had a frightening encounter with the Basij, or Islamic guards.

Stuck in traffic, the family had their car windows rolled down. Suddenly, two guards approached on motorcycles. One neared the car and swiftly hit her husband in the face. Dianati was not dressed properly, and could have been arrested. Nevertheless, she spoke up.

"The guard told us to put our windows up because people were throwing stones," Dianati said. "I told him, 'We are the people. You are not. They are throwing the stones at you.'"

Although the Dianatis themselves did not attend protests, they followed them closely.

"My heart was filled with pride for the protestors," Dianati said. "They didn't want something sudden to happen because that would mean blood and lives lost. The protest in Azadi (Liberty) Square was silent. But many were still killed."

The death of one young girl, Neda, whose name means "Voice" in Farsi, has become the central rallying cry of the movement. A video of her shooting continues to circulate the Internet, instilling alarm in viewers worldwide.

"When I saw the video, I was in disbelief," said CHS senior Ali Sehzadeh, who was born in Tehran in 1992. "I had to watch it again and again because I didn't know what to do with my feelings. I wanted it to sink in."

It is Muslim tradition to mourn one day, three days, seven days, and 14 days after a death. But on the third and seventh day, the government closed every mosque in Tehran. On the 14th day, millions walked to Neda's tomb in protest.

"Now it is different," Dianati said of the video's impact. "With the Internet and all of this immediate communication, people cannot just do things and pretend they didn't happen."

Nonetheless, the Iranian government has made its greatest effort to inhibit the movement of information. Cell phone, Internet, and texting services were cut in the immediate aftermath of the election. Foreign media was banned from reporting on the streets.

As a result, the Dianatis witnessed terrible acts that were

never reported. In an apartment complex down the street, residents held a protest during the day. That night, the Basij entered the complex in a truck filled with stones, taking down the security guards at every entrance.

"They destroyed the buildings," Dianati said. "They broke the furniture. They broke the glass. They broke the televisions. They broke every single car. They broke everything they could. It didn't matter if it was expensive or cheap. It was all broken."

Residents of all ten buildings, 40 floors high each, had their livelihoods destroyed—simply for living in a certain apartment.

Yet despite the government's unthinkable actions against its citizens, life continues for many in Iran.

"My brother's engagement party was right before we left," Dianati said. "It was in a beautiful garden, and there were even fireworks. People must learn how to continue living, even with so much hardship around them."

On July 17, thousands gathered for a Friday prayer sermon from Former Prime Minister Hashemi Rafsanjani, who spoke out against the fraudulent elections. He called for the release of the hundreds who had been arrested in previous weeks.

Rafsanjani had been prime minister for eight years, but the post was eliminated after he left office—another sign that Khamenei might be afraid of independent, more secular-minded leaders.

"It seems to me that they wanted to bring someone up who would be easily manipulated," Dianati said. "They knew Mousavi was strong. What you hear is that Ahmadinejad is going to remain president. There won't be another election."

Sehzadeh also fears that power has become too centralized.

"The Supreme Leader has become very much like the Shah, although the purpose of the revolution of 1979 was very much to oust the Shah," Sehzadeh said.

Dr. Bahar Bastani, an Iranian professor of internal medicine at St. Louis University, puts this observation into historical perspective.

"A lot of things that happened in the Christian World earlier are now happening in the Muslim World," Bastani said. "Europe went through the Dark Ages, during which the Pope was a supreme religious ruler. They discovered that absolute power created absolute corruption, and the subsequent distribution of power became democracy. This is an excellent thing that the Western world has learned, but the Muslim world has not yet reached that stage."

The near future, then, will be a very telling time for all Muslims. The next months may determine whether protestors' efforts can bring profound change to a system that has circled once again into centralization.

"They have hijacked the little democracy we had, so now we must put it back," Bastani said. "Secular movements and secular governments must gradually come. We have matured so much politically since 40 years ago."

Iranians applauded President Obama, who forthrightly told the Iranian government that it had violated "international norms and universal norms", and defended the people's right to hold peaceful demonstrations.

"What Obama did was fantastic," Bastani said. "He supported the demonstrations, then backed off. The United States is very blessed to have a wise leader compared to the previous administration. We don't need war and we don't need sanctions; we just need to let the Iranians do what they must do."

On the streets, Dianati said, people are chanting against China and Russia, who were the first to acknowledge Ahmadinejad as President. There is no anger, however, toward the United States. In fact, there is little anger directed toward a specific person.

"This time Iranians are not even saying 'Down to Ahmadinejad' or 'Down to Khamenei!'" Dianati said. "This time they are asking for their liberty. They are asking for their votes back." 🌐



TOP: Apartment complexes in Tehran, Iran were destroyed by Iranian military guards (Basij) in retaliation to citizens' protests of the election of President Ahmadinejad.



LEFT: Car windows were indiscriminately smashed during clashes between protestors and guards.

BOTTOM: Despite increasing social and political tensions in the capital, Parisa Dianati (second from left), a St. Louisian of Iranian origin, found occasions to celebrate with family members whom she visited in Tehran during the summer.

Photos courtesy of Parisa Dianati



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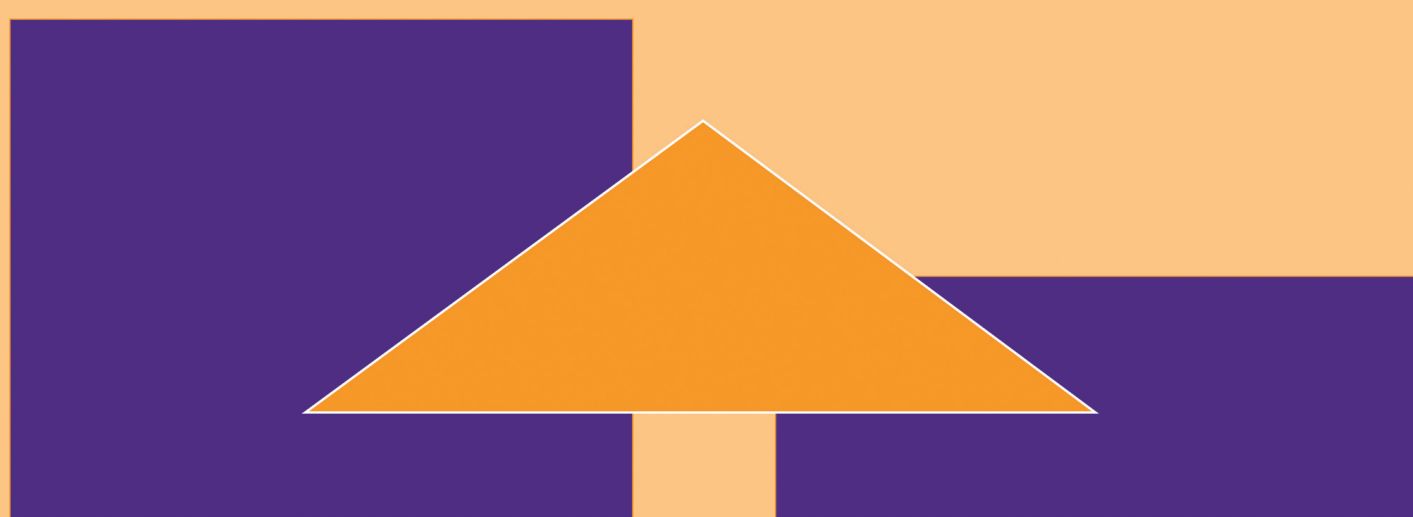
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“Katherine Dunham: Beyond the Dance” exhibition honors the life of the late dancer, anthropologist

by Taylor Stone
Senior Arts Editor

“Every person who has a germ of artistry seeks to recreate and present an impression of universal human experience.”

This profound quotation of the late Katherine Dunham, inscribed on a wall directly across from the entrance of the ‘Katherine Dunham: Beyond the Dance’ exhibition, greets the exhibit’s browsers. Truly, Katherine Dunham’s entire being, rather than a mere germ of hers, contained overwhelming artistry. Her work did not just present an impression of human experience, it defined it.

Beside the quotation sits a striking portrait, an oil-on-canvas gem, created by the American artist Werner Philipp in 1943, of the speaker herself. Philipp, having painted Dunham as if she had just come off the stage and was taking a moment to reflect and rest, truly evokes the spirit of her bold charisma and modest genius.

Organized and presented by the Missouri History Museum, the ‘Beyond the Dance’ exhibition showcases objects donated by Dunham to the MHM collection in 1991 and honors what would have been her 100th birthday this year.

Katherine Dunham, dubbed “La Grande Katherine” in Europe and parts of Latin America and “Dance’s Katherine the Great” by ‘The Washington Post’, is widely recognized as an American dancer. However, Dunham also was an author, teacher, choreographer, anthropologist, cultural advisor, and pioneer.

The exhibition is organized into four different groups - a biography section that chronicles the life of Dunham, and three sections that express the cultural influences (Afro-Caribbean, African, and American) from which Dunham garnered inspiration. She integrated these influences with classical European ballet to create a new dance form known famously as the Dunham Technique.

Dunham was born in 1909 just outside of Chicago to an African-American father and a French-Canadian mother. Dunham did not formerly study dance until her teen years, though she grew up among the arts. Her parents were accomplished musicians, her uncle was a vocal coach, and her cousins were avid fans of the theatre. Dunham’s brother convinced her to enroll in The University of Chicago, where he was attending school. She received her bachelor’s and master’s degrees in social anthropology shortly after the program began. Dunham was the first to revolutionize the study of Dance Anthropology.

Dunham continued to also focus on the study and practice of dance throughout the course of her undergraduate studies. In 1930, while in Chicago, Dunham formed the ‘Ballet Negre’, one of the first black ballet companies in the nation. In 1933, she opened her first dance school in Chicago, the Negro Dance Group, for young black dancers. In 1939, she became the dance director of the New York Labor Stage, and six years later she opened the Dunham School of Dance in New York.

Dunham was later awarded a Rosenwald Travel Fellowship, which provided her the opportunity to combine her two passions of anthropology and dance, conducting fieldwork regarding African ritual dance in Jamaica, Trinidad, Martinique, and Haiti. Especially fascinated by Haitian dance rituals, Dunham made them the focus of her master’s thesis, “Dances of Haiti: Their Social Organization, Classification, Form, and Function.” The thesis was published in English, French, and Spanish. Dunham has written several books, including “Journey to Accompong” (1946), “Dances of Haiti” (1947), “Touch of Innocence” (1959), and “Island Possessed” (1969) documenting and narrating her combined studies of anthropology and dance throughout her travels.

Dunham also choreographed several film productions such as the Hollywood movie *Green Mansions* starring Anthony Perkins and Audrey Hepburn. She also starred in many films herself, often with her traveling dance troupe, the ‘Katherine Dunham Dance Troupe’. One such example is the classic film “Stormy Weather”. In 1974, the Black Filmmakers Hall of Fame recognized Katherine Dunham for her extensive body of work in the film industry.

While Katherine Dunham’s Dance Troupe did tour around the world, Dunham also appeared in numerous productions on Broadway, such as ‘Cabin in the Sky’, ‘Carib Song’, ‘Windy City’ and ‘Choros’.

Truly, with such biographical details in mind, one could

accurately comprehend the genuine reason behind the exhibition’s title ‘Beyond the Dance’. Dunham’s extensive list of interests, passions, and accomplishments truly transcends the mistaken reputation of a mere dancer. Seemingly, the exhibition’s central mission is to promote this conclusion.

The heart of the exhibition truly lays in the 37 costumes on display that Dunham and the members of the Katherine Dunham Dance Company wore. Within each cultural segment of the exhibition (African, Afro-Caribbean, and American), costumes from performances and ballets that derive their plots and settings from those specific global locations are displayed. Designed by renowned Canadian theatrical set and costume designer John Pratt (who was also Dunham’s husband of 45 years), each costume was meticulously crafted. With vibrant colors, intricate stitching, and authentically crafted designs, each costume could be dubbed a work of art without having been seen on “La Grande Katherine” herself. The continuity of the masterful quality of the costumes was evident, considering Pratt became the sole set and costume designer for Dunham’s dance company after their marriage. Studying each costume, one could grasp Dunham’s passion for global cultures and dance styles.

Another highlight of the exhibition was the various anthropological objects scattered throughout the sections. Each artifact was a part of Dunham’s vast collection that began while her dance company was in Paris in the 1940’s. One such object is an impressive flag depicted spirits, or “loa” from the Haitian tribe called the Vodun. While Dunham lived in Haiti, she was inducted into the Vodun tribe which helped her gain access to rituals and dances unavailable to outsiders. The beautifully crafted flag shows Dunham’s own loa, “Danballah”. Each member of the Vodun tribe was assigned a personal loa. Throughout the exhibition, other items from Dunham’s personal anthropological collection are showcased, including masks, flags, and paintings.

Perhaps the most poignant section of the exhibition, especially to St. Louisans, is the American cultural section, the final area. The words of Miss Dunham are displayed on the wall of the section. “There have been three stages of education in my life, The University of Chicago, the world, and East St. Louis.”

In 1964, Dunham moved to settle in East St. Louis, where she was an artist-in-residence at Southern Illinois University in Carbondale. In 1967, a collaboration between Dunham and investor and architect Buckminster Fuller led to the founding of the Performing Arts Training Center (PATC) in East St. Louis. The Center sought to combat poverty with training in the arts and humanities for young children. In 1979 Dunham also opened the Katherine Dunham Dynamic Museum. Still in operation, the museum features dance seminars and performances, holds original costumes worn by Dunham and displays many of her paintings, musical instruments, and artifacts collected during her travels.

This area of the exhibition focused on Dunham’s experience in East St. Louis exhibits photos of dancers practicing at the center and numerous programs from various events where the members of the company performed, including the 1970 White House Conference on Children and Youth.

A creative addition to the exhibition is the large section devoted to Dunham’s film career, including film scenes, photos, and posters. This section added life to the exhibition, as two exhibition-browsers actually started dancing along with Miss Dunham in the Italian film ‘Mambo’.

More film clips are scattered throughout “Beyond the Dance”, such as interviews with Katherine Dunham herself, footage she took on her trips to Senegal, Martinique, and Haiti, as well as film from her dance classes.

Numerous props from theatrical sets, awards, newspaper articles, dancing shoes, and personal writings and items of Dunham scatter the exhibition. The list of such marvels and their specifics would be endless, indeed.

“Katherine Dunham: Beyond the Dance” delves into the passions and achievements of a fascinating, independent woman - one who drastically influenced both the future of modern dance and of the modern world.

“Katherine Dunham: Beyond the Dance” is presented the Missouri History Museum through Nov. 8. The museum is open 10 a.m.-5 p.m. daily and until 8 p.m. on Tuesday. Cost is \$7 for adults, \$5 for seniors and students and \$3 for children age 6-12. ☎



Used with permission of the Missouri History Museum

Untitled portrait of Katherine Dunham painted by American artist Werner Philipp. Oil on Canvas, 1943. “Katherine Dunham: The Exhibition” is open daily at the Missouri History Museum. Tickets cost \$5 for students.



Used with permission of the Missouri History Museum

Dress used by the Katherine Dunham Dance Troupe in the production of “Tropics”. Worn between 1937 and 1980.



Used with permission of the Missouri History Museum

Dress used by the Katherine Dunham Dance Troupe in the ballet “L’Ag’Ya”. Worn between 1938 and 1980.

10 Tips for Incoming Freshmen

1. The School District of Clayton is now using myLunchMoney.com, a new, free service that allows parents to make online debit or credit card payments into your school breakfast and lunch account.

2. Announcements are always available online. Check them out at the CHS home page.

3. Remember the new Food Allergy Management Policy- don’t bring peanut products into class! Check out the Globe story on the front page of this issue for more information.

4. Make sure to join a club or sport that you’re interested in.

5. Remember that Freshman Parents Night is Aug. 20 and Open House is Aug. 27.

6. You’re at school, not prison! Discover outside food options during lunch hours.

7. Volunteer in your free time! Check out stlouisvolunteem.com for opportunities.

8. Explore St. Louis events such as The 2009 St. Louis Art Fair- Sept. 11, 12, and 13.

9. Utilize the Center of Clayton! Make sure to get your Center of Clayton ID at their front desk so that you can work out or get lunch there.

10. Pick up a Globe each month in the Commons! The next issue will be available the week of Sept. 21.

Lupe Fiasco concert entertains, beguiles

by Katherine Greenberg
Editor

“Live on the Levee” has brought countless successful musicians to play in free concerts under the arch and this year was no different.

“Live on the Levee 2009” started off with a concert headlining the Counting Crows. Other big names that were on this year’s roster were Train, Sonic Youth, Angie Stone, Gretchen Wilson and Guster. This year’s summer concert series ended with Lupe Fiasco.

Lupe Fiasco began his set at 8 P.M. He was able to pull everyone onto their feet by opening up by playing “Thriller” by the late Michael Jackson.

Although the Metro Link was crowded and uncomfortable it solved the dilemma of parking, which turned out to be very difficult because the crowd was so large. There was barely room to move in the audience with fans covering the grass under the arch.

One thing that was distracting was the amount of people milling around not paying any attention to the concert; but with the loud music and a commanding entertainer that could be forgotten.

One interesting aspect of this concert was the live drummer that was on stage that gave the rapper a rock and roll edge to his usual hip-hop raps.

Lupe Fiasco is not just an impressive artist he is a gifted entertainer. He

was always moving and always dancing to the music that he is playing. It is fun to watch him sing because he seems like he really cares about the music and loves what he is doing.

A crowd favorite was definitely “Hip Hop Saved my Life” with the majority of the people at the concert up singing and dancing.

One thing that I appreciated at the end of the concert was that Lupe Fiasco thanked everyone for coming out and supporting him; some artists would be bitter about playing for free at such an open venue but he really seemed like he was honored to be there and took it as seriously as a sold out stadium.

The singing and dancing didn’t end directly after the concert. People were in such a happy mood after the concert circles formed with sensational break dancers in the center.

Although there was a long wait for the Metro Link to get home, people were friendly and made it fun rather than tedious to wait in line.

There is not much one can say against a free concert; the opportunities to go do not come up often and they need to be taken advantage of. In this case this was a concert that no one should have missed. After a great summer of entertaining attractions at “Live on the Levee”, I can only look forward with great anticipation to the coming attractions of next summer’s group of entertainers. ☎

Working in Congress creates insight

Although it was not in the description, my job this summer was composed largely of walking through metal detectors, avoiding sex scandals, sneaking into high security meetings and maneuvering the basement of terrorists' most desired target.

For one month this summer I was given the honor and privilege to be a Page for the House of Representatives in the Washington D.C. On the surface my job was fairly monotonous: running errands, making copies, fetching water and answering phones. However, the mere setting made these normally tedious chores into exciting adventures, plus I was getting paid. Between sneaking into Sonia Sotomayor's Supreme Court hearing in the senate, raising the flag on the roof of the capitol, and even accidentally tripping the Speaker of the House, I was able to keep interested.

Nonetheless, it was not just the occasional escapade that made my experience

so extraordinary. As I was running around doing my job I was not only able to watch the spectacle of the House floor from point blank range, but I was actually participating in the legislative process.



Justin Elliot

If I was sorting bills, gathering cosponsors or working the voting system, I was helping change our nation. If I wasn't on the house floor I was talking with some of the most powerful people in the country or meeting people from across the globe. Not to mention that having unlimited access to the House floor is a privilege even the President of the United States can't boast. While I was in DC I had the time of my life, made friends from around the country and did things I will most likely never do again. Ironically, the overwhelming feeling I have about my

time in DC is disheartenment. Not in the page program itself, but in the legislative body I worked for. The more I observed the floor, I saw that the House is less like 435 members working together and more like 2 parties working against each other. It seemed more often than not Congressmen voted in obligation to their party and not their constituents.

I believe the party system stops progress. When a Congressman is in the party in the majority, their job is to get things done. On the other hand, when a Congressman is in the party in the minority their job is to make sure things don't get done. This happened all the time while I was on the floor. The current minority party would talk for as long as possible to waste time, they would attempt to end the day early by voting to adjourn or they would call for the vote of extraneous bills. While I truly believe that Congress's greatest problem is the 2 party system, it is just the beginning of Congress's problems.

I could write an entire newspaper of what went wrong in Congress. In this eye opening experience if there is one thing I learned, when I register to vote, I'm an independent. ☺



Nina Oberman

A statue in Kelly Ingram Park in Birmingham, Alabama commemorates the Children's March of 1963.

Becoming activists for social justice

In 1963 in Birmingham, teenagers my age walked fearlessly as a torrent of water drove into their bodies, forcing them to the ground. They stared into the menacing eyes of police dogs, at their shredding teeth, their flailing paws, and their tongues slack and thirsty with the blindness of trained attack.

45 years later, I stood on the very same ground that they clung to in determination. A white Jewish girl, I held the hands of my black Christian friends in mutual support of our past and present struggles. The hoses and dogs are gone—but the march continues.

I was blessed to be able to travel across the country this summer with Cultural Leadership, a yearlong program that trains St. Louis teens to become activists for social justice.

We examine the issues of privilege and injustice through the lens of the African American and Jewish experience, and learn the knowledge and skills needed to make positive change in our communities.

Kelly Ingram Park in Birmingham, AL was just one stop on our long trip to New York City, Washington, D.C., Atlanta, Whitwell, TN; Birmingham, Tuskegee, Montgomery, and Selma, AL; Jackson and many small towns in the Delta of Mississippi, New Orleans, Little Rock and Memphis.

Our journey was not always joyful, for the history of our peoples has been marked by adversity and pain. We saw horrific images—bodies tortured and mutilated, people packed together in cattle cars and slave ships.

Yet perhaps some of the most disturbing images were the drawings generated by humans themselves. In illustrations, Jewish noses can be distorted and eyes can be vexed into malevolent greed. African noses can be flattened, lips can be enlarged, and an entire person can be painted into total blackness.

We discovered that human beings are not only capable of destroying another's life. They can rip every shred of dignity from a person's existence.

How, then, do we restore this dignity? How can we piece together the parts of each other that the past has torn apart? The process is long and arduous. We learned that the path stretches long before we were born, and will continue long after we die. At every stop on our trip, we studied the people who worked tirelessly for change in the past, and met with those who are creating pro-

found change today.

We learned of James Meredith, the first African American to enroll at and graduate from the University of Mississippi, who boldly faced violence and isolation to earn his degree.

He opened the door for many to follow, replacing an important piece that had been ripped from the black identity: the right to a quality education. Today, however, there are many, many more tears to be mended.

One man we met is playing an integral part in the fight for educational equity: Geoffrey Canada, the Executive Director of the Harlem Children's Zone. Canada has accomplished what many believed to be impossible in creating a comprehensive program that

effectively relieves the burden of generational poverty.

The 100-block Children's Zone includes a Baby College that guides new parents in development, health and discipline, a charter school that cultivates an orderly and demanding academic culture, and community programs that build a sense of responsibility and involvement.

The results have been staggering. On a national level, only 7 percent of black eighth graders perform at grade level in math. 97.4 percent of Harlem Children's Zone eighth graders performed at or above grade level in math for the Spring of 2009.

Canada's incessant efforts have proven that it is truly possible to piece together what history has ripped apart, bringing us closer to a more just and equitable society.

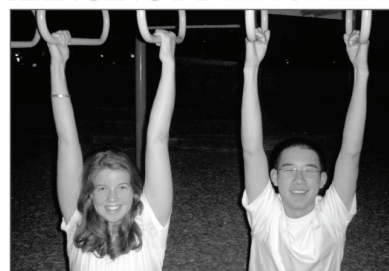
As a young person, it can often be disenchanting to watch the decisions of adults determine the directions of our society. But a man named Hollis Watkins gave us an important piece of advice in Jackson, Mississippi.

An active member of the Student Non-Violent Coordinating Committee (SNCC) during the 1960s, was repeatedly arrested and jailed as he attempted to register voters. "Young people aren't just our future," he told us. "They are part of our present."

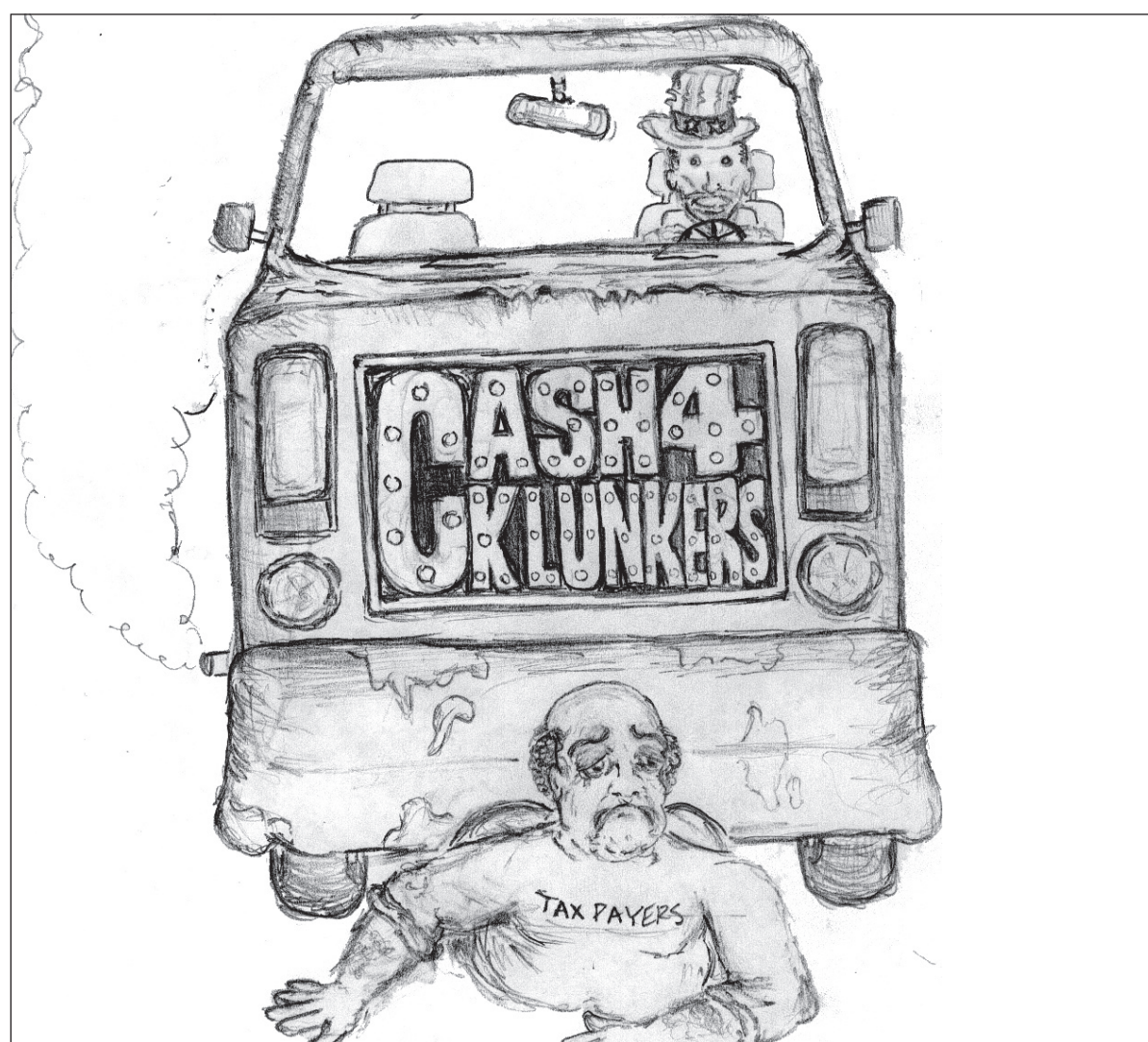
I don't have to wait until I'm older to begin repairing the world; I can start now.

And as I contemplate the terror that the children in Birmingham must have experienced as they stood before ferocious dogs and powerful hoses, I realize that I have so little to fear. Today, the risks of apathy are far greater than dangers of action. I have so little to fear. ☺

HANGING BY A MOMENT



Nina Oberman



Ali Sehzadeh

Cash For Clunkers not wise investment

After putting \$1 billion dollars into the popular Cash for Clunkers program, the government has decided to put in another two billion. With the national debt already over \$11 trillion, the government still continues to increase spending.

The stimulus is aimed at the older model gas-guzzlers and has so far hit its mark. Owners of cars with low fuel efficiency can receive \$3500 to \$4500 from the government when they buy a car with higher fuel efficiency.

As a spark for the sputtering automobile industry, this stimulus does what it's designed to. It gives the economy a slight boost while being environmentally friendly.

Though Congress intended the allotted one billion dollars to last several months, the money ran dry after four days and still leaves many eager customers.

The clunkers face a dreary fate when owners turn them in. After evaluation, the few salvageable parts are removed, and then they are compacted, shredded and recycled.

Many cars that still could've been driven for another few years are instead being traded in.

That's not to say that the program hasn't impacted the overall fuel efficiency of cars. Compared to the "clunkers," the new cars have on average increased fuel efficiency by roughly 60 percent.

However, perfectly good cars are being destroyed with the reasoning that it would help reduce fossil fuel use and accelerate the recovery of the automobile industry. The program will have minimal environmental impact in the long run because the clunkers would've been scrapped in the next few years anyways.

The newly-bought cars might actually increase the overall

use of fossil fuels as people will be under the impression that they can drive more with less emissions.

However, the source of gasoline itself is limited and therefore this program could be a step in the wrong direction for the environment.

With these reasons in mind, Congress has still voted to add two more billion dollars to this program. The government is subsidizing the new vehicles that consumers are readily buying.

When people buy new phones, the mobile company usually pays for part of the phone's cost under the condition that the user stays with the company under a contract.

This way, the company would earn more than what it paid for the subsidized phone. While the federal government isn't seeking to make a monetary profit with the program, the buyers along with every resident in the United States will be paying for it down the road.

By injecting taxpayer money into the auto industry, the government also tips the balance of its spending towards those who can buy new cars. Instead, a way to achieve uniform spending would be tax cuts. Tax cuts would be a relatively more long-term way to revive the economy. The government's initial spending on Cash for Clunkers was justifiable as a test, but they still continue to prop up the auto industry.

What will happen when the newly promised \$2 billion dollars run dry? While the program passes as a temporary fix to the economy's long-term problems, the government needs to investigate better methods of providing economic aid. ☺

STAFF EDITORIAL

AGREE 77%

DISAGREE 23%

Media expanding boundaries of free speech

Perhaps you recently heard about the Birthers, the group that, by the sheer power of the Web, brought mass scrutiny upon the authenticity of President Obama's birth certificate. Perhaps you were the one that checked out Google News for election updates hourly. Perhaps you read one of the many chain emails during last year's campaign season: the ones that, for lack of a better word, "bashed" Obama, Palin, and others. Perhaps you just got one yesterday.

Whatever you've done, seen, or heard, and whenever, there is no doubt that the boundaries of free speech are stretching daily. The founding fathers, whose idea of "free speech" was pretty vague, probably never even fathomed that any of this could have existed. Taking their prime free speech, for example, we think: a printing press and leaflets? Bah! Try Facebook, email, Google, blogs, Twitter. Twenty-first century free

speech has, frankly, never been quite this free. Now enter the other half of the picture—the political half—and think about it. We have here an explosion of extra space. And with that comes the people, more than happy to fill it up.

Welcome to the Internet. And let's talk about that freedom again. In the days before the Internet (which of course most of us can't imagine for some reason), could any of us just pick up and write, say, a chain mail, and set it free? In the old days, you had to have fly-

ers published, which you then had to hand out, and then which people had to actually read. Nowadays for free we can start web pages... say whatever we feel like... post and/or view pictures of fake Kenyan birth certificates... all with the click of a button. How modern. This brings us back to the "Birthers" conspiracy, and we wonder: how free is too free?

Before our wonderful Internet revolution, these people wouldn't even have had a chance. But in this day and age, they find a voice. Before, the general rule was to think before you talk. Now, it's the op-

posite. Before, if you said to a random person, "Our president isn't a U.S. citizen!" they would have simply turned away. Now, with the internet, where everybody feels closer than they really are, that same stranger will comment on your blog. "Wow! You should really try to follow up on that! The media would love it!"

Is it right? Where do free speech, and speaking just because we can, clash? We may have condemned the Birthers' claims that Obama isn't an American, and dismissed their opinions that he is thus unfit to be president. We may have uncovered the forgery in the so-called "real" birth certificate, and we may have written the Birthers off as a bunch of desperate people clutching at straws. We did all this rather good-naturedly (and just look at those talk show ratings go up!) but should we have had to? It seems that the more freed-up our

world becomes, the stranger the filler material becomes. And because we live in a world of free speech, the views that would have once been immediately discarded as illegitimate are now being given genuine attention.

Not to be a little bit clichéd, but it's all fun and games until something like this. It's not to say that free speech is awful, but something about these latest events hits a wrong chord. As the Internet opens up the world to more and more voices, and makes it easier for anyone to say anything and everything, we find ourselves having to sift through more and more garbage to get to what we were looking for in the first place. If all the world's a stage, then every crazy extremist with a computer and a first-grade education just got the luckiest break they could get, and, given the opportunity, they're going to milk it for all they can get—every time. ☺



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the GLOBE

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Winner of MIPA All-Missouri, NSPA All-American with four marks of distinction, Quill and Scroll Gallup Award, CSPA Silver Crown (2004),

Pacemaker winner (2003), NSPA Hall of Fame Member (2006)



AROUND THE WORLD IN 80 DAYS

THIS SUMMER, CHS STUDENTS HAD EXACTLY 80 DAYS BETWEEN THE LAST DAY OF FINALS AND THE FIRST DAY OF SCHOOL. THEY LIVED EACH DAY TO THE FULLEST, TRAVELING THE GLOBE AND EXPERIENCING NEW LANDSCAPES, HISTORIES, AND WAYS OF LIFE.



SHANGHAI, CHINA

SENIORS ALLIE LAKE AND TING LU SPENT THREE WEEKS IN CHINA VISITING LU'S FAMILY. IN THIS PICTURE, FAMILY MEMBERS PLAY TRADITIONAL INSTRUMENTS AND SING AS THEY GATHER FOR A MEAL. "THE PLATES OF FOOD ARE SHARED, AS WELL AS THE CIRCULAR SHAPE OF THE TABLE ITSELF, EMPHASIZE THE STRONG SENSE OF UNITY THAT CHARACTERIZES THE TYPICAL CHINESE FAMILY," LAKE SAID.
Photos courtesy of Allie Lake



NAVAJO RESERVATION, ARIZONA

SENIOR WILL SCHEDL TOOK IN THE NATURAL BEAUTY OF THE GRAND CANYON, MESA VERDE AND NAVAJO RESERVATION IN THE EXPANSIVE SOUTHWEST. PICTURED AT THE TOP ARE DINOSAUR TRACKS FORMED OVER TWO MILLION YEARS AGO. JUST BELOW IS THE GRAND CANYON AT DUSK, OBSCURED BY DUST FROM RECENT FOREST FIRES, AIR POLLUTION, AND HIGH WINDS. SCHEDL DROPPED A STETSON HAT TO GET INTO CHARACTER AT THE NAVAJO RESERVATION, WHERE HE CAPTURED A SPECIAL SHOT AT SUNSET. "THE GRASSES AREN'T NORMALLY ANYTHING SPECIAL, OR NO MORE SO THAN ANY THAT YOU FIND IN THE NAVAJO RESERVATION," SCHEDL SAID, "BUT RIGHT THEN THE SUN LIT THEM IN JUST THE RIGHT WAY."
Photos courtesy of Will Schedl

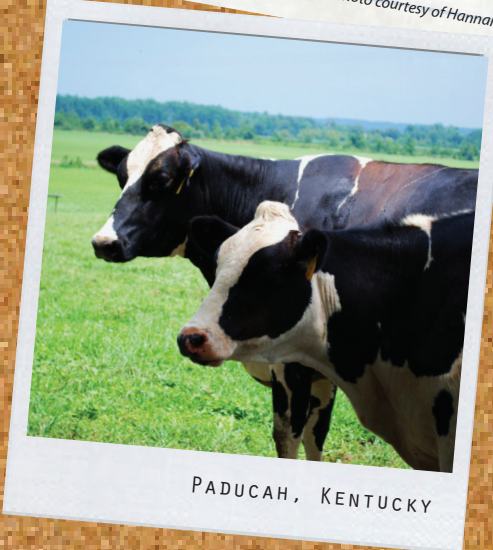


SENIOR HANNAH KLEIN TRAVELED TO GHANA WITH A GROUP OF 17 OTHER TEENS TO PAINT A HOSPITAL AND SPEND TIME WITH CHILDREN IN A RURAL ORPHANAGE. "THERE IS SOMETHING SPECIAL ABOUT A COMMUNITY STRIPPED OF FRIVOLOUS EQUIPMENT," KLEIN SAID. "AS I COULD ONLY LEARN THROUGH MY IMMERSION IN THIS CULTURE, THE THINGS THEY LACK LEAVE ROOM FOR A GAIN OF A DIFFERENT KIND. A HOUSE WITHOUT A TELEVISION CREATES OPPORTUNITIES FOR CHILDREN TO PLAY OUTSIDE TOGETHER. HAVING TO WASH CLOTHES BY HAND EMPHASIZES THE VALUE OF HARD WORK. AND PLAIN CLOTHING ALLOWS PEOPLE TO LOOK BEYOND THEIR INITIAL IMPRESSIONS AND GET TO KNOW THEIR PEERS FOR WHO THEY REALLY ARE, INSTEAD OF WHAT THEY CAN AFFORD."
Photos courtesy of Hannah Klein



HOOE, GHANA

JUNIOR HANNAH FEAGANS VISITED HER AUNT'S FARM IN RURAL KENTUCKY FOR A FAMILY REUNION. "I WAS TAKING A WALK WITH MY COUSIN AND SHE SCREAMED 'COWS!'," FEAGANS SAID. "SHE STARTED BEGGING ME TO TAKE SOME PICTURES OF THE 'PRETTY LITTLE CREATURES!'"
Photo courtesy of Hannah Feagans



PADUCAH, KENTUCKY



JUNIOR MELINA DE BONA VISITED TERESA SCHUMACHER, WHO SPENT A YEAR AT CHS AS A SOPHOMORE, IN HER HOME TOWN OF MUNICH. DE BONA IS PICTURED HERE IN FRONT OF HOFBRÄUHAUS MÜNCHEN, THE CITY'S MOST FAMOUS BREWERY. "IT KEEPS THE TRADITIONAL GERMAN CULTURE IN EVERY SENSE," DE BONA SAID. "THE BUILDING STRUCTURE HAS BEEN PRESERVED, AND THE WAITRESSES ARE DRESSED IN TYPICAL BAVARIAN OUTFITS. IT WAS USUAL TO SEE MANY GERMANS THERE EVEN DURING THE MORNING."
Photo courtesy of Melina De Bona



MT. RANIER NATIONAL PARK, WASHINGTON
WHILE VISITING WESTERN WASHINGTON, SENIOR KATIE JOHNSON HIKED ALONG THE NORTH SIDE OF MT. RANIER. THE PREVIOUS FEW DAYS TEMPERATURES HAD BEEN IN THE TRIPLE DIGITS, BUT THIS DAY A COOL BREEZE WAS BLOWING. SHE STOPPED AT THIS LAKE SURROUNDED BY WILDFLOWERS AROUND NOON, TAKING IN THE BEAUTY OF ITS CLEAR BLUE WATERS. "THERE ARE MANY PLACES IN WASHINGTON WHERE THE SCARS OF HUMAN DEVELOPMENT ARE EVIDENT," JOHNSON SAID. "BUT THIS PLACE WAS BLESS-EDLY UNTOUCHED."
Photo courtesy of Katie Johnson

SOPHOMORE PAUL LISKER VISITED WHAT USED TO BE THE CENTER OF ZAPOTEC OAXACA. "VISITING THE RUINS WAS AN IMPRESSIVE EXPERIENCE," LISKER SAID. "IT WAS AMAZING TO WITNESS THE REMAINS OF A CIVILIZATION OVER TWO MILLION YEARS OLD." ON THE RIGHT, A POTTER DEMONSTRATES HIS CREATION PROCESS WITH THE AREA'S FAMOUS BLACK CLAY. AS A SOUVENIR, LISKER BROUGHT BACK AN ALEBRIJE, A HANDMADE WOODCARVING DECORATED IN BRIGHT ACRYLICS. "IN THE ALEBRIJES, MYSTICISM, MAGIC AND CULTURE CONVERGE," LISKER SAID.
Photos courtesy of Paul Lisker



OAXACA, MEXICO

