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December 2005 Volume 77, Issue 5 **CLAYTON HIGH SCHOOL** | Mark Twain Circle Clayton, MO. 63105

Academic Integrity Committee reviews class value

KATE WATERBURY

Each year, summer school courses such as American Government fill quickly, leaving dozens of students on waiting lists. Still other students try the courses online as a correspondence course. Many CHS students choose to take required courses such as American Government outside of the normal CHS curriculum, some hoping to save room in their school-year schedules, others hoping to complete the credit with minimal effort.

As the numbers of CHS students enrolling in correspondence and independent study courses increased over the past few years, the CHS faculty began to question the value of these classes. The result was the newly formed Academic Integrity Committee, which began meeting last month.

"Over the last several years, more and more students have taken independent study courses and correspondence courses," Academic Director Josh Meyers said. "Since [CHS] believes that the best possible education opportunities for our kids take place in our classrooms with great teachers, we de-

cidated we should examine why students were choosing other options, and if we could do anything to change that."

Although the idea for the committee had been mentioned in previous years, plans began formulating early this school year. Principal Louise Losos joined in the push to examine this issue.

"The idea emerged over the course of the first semester," Losos said. "A series of concerns were raised by faculty members in the Leadership Council and elsewhere. As we listened, we began to see a thread emerge, which we might be able to change."

Meyers and Losos headed the committee. "Dr. Losos and I began by bringing the topic to Leadership Council, and brainstorming what primary and secondary issues we need to address," Meyers said. "We then formed a committee of essential and interested personnel, and met once to start constructing agendas for our work."

The goal of the committee – which is made up of CHS administrators, counselors and teachers – is to set clear guidelines and expectations for courses at CHS.

"The committee will develop greater clarification around criteria for enrolling in and gaining credit, especially for courses that fall outside of the traditional curriculum," counseling department chairperson Claire Dickerson said. "In the past there has been no written policy that clarifies enrollment in correspondence or independent study course work."

Dickerson feels that the policies will be helpful in regulating courses at CHS.

"It is always good to have policy for enrollment in courses that differ from our CHS curricular offerings," Dickerson said. "Not only will a policy clarify criteria for enrollment, the procedures will be consistent and available to all students."

The committee's first meeting took place on Nov. 21.

"We have had an introductory meeting to determine exactly what issues we wished to address and in what manner," Losos said. "No final decisions have been made yet, mostly we determined where we were headed."

At the first meeting, correspondence and independent

INTEGRITY, 6

MetroLink expansion close to completion

LEAH EBY

After three years and up to \$550 million, the Cross County MetroLink Extension Project is finally coming to a close. On Oct. 25, 2002, the Bi-State Board of Commissioners approved the funding structure for the 8-mile long MetroLink route. Running from the currently existing Forest Park Station to Shrewsbury, this extension will connect the cities of St. Louis, University City, Clayton, Richmond Heights, Brentwood and Maplewood, with nine stations.

In addition, according to the Cross County MetroLink web page (www.crosscountymetro.org), 22 new light rail cars will be added to the current stock in order to hold the estimated 45,000 daily riders.

In 1994, Proposition "M" was passed with an overwhelming majority. Approximately 60 percent of voters were in favor of the quarter-cent sales tax that has contributed greatly to the funding of the expansion.

When thoughts about expansion first surfaced, the estimated cost was approximately \$400 million. Since then, however, the price has increased significantly, and it is now estimated to cost a whopping \$676 million by the time the project is fully completed. As of February of this year, about \$550 million had already been spent.

But the project is not yet finished. When the initial stages of the construction began, it was expected to be completed this year said Cathie Farroll, Project Communications Manager of the Cross County MetroLink Project. However, Forest Park Parkway is likely to reopen in the spring of 2006, prior to the completion of the entire Cross County Expansion in Oct. 2006.

In addition to providing a major form of public transit, MetroLink can affect the amount of money citizens spend each year on commuting, and the quality of the air. According to the Citizens for Modern Transit website (www.cmt-stl.org/metro/cross), one full MetroLink train during rush hour can remove 125 cars from the highway, which



Shaina Abrams-Kornblum

THE METROLINK CROSS County Extension is almost complete and is scheduled to open in the fall of 2006. The extension was decided on as part of Proposition "M" in 1994, which approved a quarter-cent tax raise to accommodate the costs of the extension. Many residents in Clayton and University City have protested the construction. "The construction is pretty much in our backyard," freshman Diane Martin said. "I used to hear it every morning when it woke me up."

can greatly decrease the amount of traffic throughout St. Louis. The average American family's second greatest expense is transportation, and by traveling on MetroLink, a commuter can save up to \$1,500 and 200 gallons of gas a year. Cars in the St. Louis area are responsible for about 247,000 pounds of pollution each day. It is apparent that increased usage of MetroLink would benefit St. Louisans at both personal and environmental levels.

In the Clayton area, construction has been in progress for quite a while. In the midst of constructing the pedestrian bridge from the Shaw Park Garage to Central station, the bridge had to undergo

major redesign. Piers that reduced shoulder widths on Forest Park Parkway were eliminated. Clayton Director of Public Works Paul Wojciechowski said there have been delays due to redesigning.

"We make plans, then they must be revised, and then we make more plans," he said. Despite the obstacles contractors have faced, Farroll said that in light of the difficulties that have been faced, she feels the project is going extremely well.

"Most light rail projects take about three years to build," Farroll said. "We broke ground in April 2003, and we'll open in the fall of 2006. Given the challenges with delayed utility relocations and de-

sign errors that had to be corrected, we are very satisfied with our contractors' progress."

Recent developments in the Clayton area include the completion of the Ritz-Carlton Pedestrian Bridge, continued construction of retaining walls between Brentwood and Hanley, and further advancements on the station at Forsyth Boulevard and Forest Park Parkway (www.crosscountymetro.org).

At this point in time, Farroll predicts the Clayton MetroLink construction will be completed in the summer of next year.

For the past two or so years, the Cross County MetroLink Extension Project has affected Clayton citi-

zens.

Many have homes bordering the premises of the 'hard hat areas,' and others either drive – or many times sit – through traffic along the MetroLink route.

Freshman Diane Martin experienced the repercussions of living in a home near one construction site.

"The construction is pretty much in our backyard," Martin said. "I used to hear it every morning when it woke me up."

Martin is looking forward to the completion of the extension, and not only for sleeping in on Saturday mornings. She thinks the

METROLINK, 7

News Briefs

Broomball Tournament

The annual Broomball Tournament, sponsored by STUGO, will be held on Jan. 6 at 8:15 p.m. at the Clayton Ice Rink. Eight teams of 10 players each will compete for the sought after Broomball Trophy. See story on page 21.

Back to School

After finishing finals, students will be on Winter Break from Dec. 23 - Jan. 5. School will begin at 8:20 a.m. on Thurs. Jan. 5, and will end at 3:01 p.m., as usual. Students who need to make up missed finals can arrange to take them on Dec. 22 or arrange another time with teachers during grading day (Jan. 4).

MLK Jr. Day

There will not be school on Mon. Jan. 16 in honor of Martin Luther King Jr.'s birthday. Students and teachers will have a three-day weekend Jan. 14-16. School will resume on Jan. 17 as usual.

'Empty Bowls Event'

Five CHS students, sponsored by art teacher Russell Vanecek, donated handmade bowls to Sixth Annual "Empty Bowls Event." Freshmen Taylor Obata and Lisa Tang, sophomore Leigh Katz and seniors Steve Jia and Beth Korte donated bowls to the national foundation, which raises money to support food banks, soup kitchens and other organizations that fight hunger.

Mr. CHS Pageant 2005

Congratulations to senior Nelson Olivo who was named Mr. CHS 2005 on Dec. 10. Other winners were seniors Gene Cerrato and Brian Mino, who won the talent and spirit competitions, respectively. See more about the Mr. CHS pageant on page 21.

Peppers Prom 2006

The annual Peppers Prom will be held on Jan. 28 in Stuber Gym, at a time that will be announced at a later date. The theme for this year is "Winter Wonderland."

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Tornado damages neighborhood

Around midnight on Nov. 27, a tornado ripped through the Claverach neighborhood in Clayton, with winds topping 72 mph. See story on page 6.



photos courtesy of Gila Hoffman

French riots tear across country, magnify global crisis

As age-old religious, economic and cultural tensions reach a boiling point, angry youths burn cars, attack buildings and harass citizens. The riots have raised questions as to the future relationship between French Muslims and the government.

✪ JACOB BLUMENFELD

In recent weeks, France has undergone a series of events that have challenged the will of both modern society and European government. Politicians describe the situation as "civil unrest," but citizens of France fully understand that "unrest" is a massive understatement.

On Tuesday, Oct. 25 2005, Nicolas Sarkozy, Interior Minister of France and a favorite for the presidential elections of 2007, told the all-white French parliament that France had no interest in accommodating "those people that nobody else in the world wants," according to the Washington Post. He went on, describing the north African immigrants who make up roughly 10 percent

of the French population, as "rabble" and "scum," and even went as far as to suggest cleansing the poorer neighborhoods with a

pressure hose. Across France, immigrants erupted in protest. (Many were quick to point out that Sarkozy himself is of non-French heritage.)

Just two days later, French police in the Parisian suburb of Clichy-sous-Bois were chasing down Zyed Benna and Bouna Traore, two teenagers of Arab descent. In an evasion attempt, the teens entered an electrical sub-station, where they were accidentally electrocuted. That was the day the chaos began.

The police claimed that they had been chasing other boys, not the ones who had been electrocuted.

"The deaths were the final straw for these people, although these riots have been building up for years," history teacher Paul Hoelscher said.

Riots erupted in nearly 300 French cities, ranging from the streets of Paris to the southern city of Marseille, and even into northern Africa. Over a period of almost three weeks, nearly 9,000 motor vehicles were torched, nearly 3,000 arrests were made, and over 120 policemen were injured, according to the official count. Gunfire between police forces and civilians occurred on numerous occasions. Several mosques and public buildings, including one day-care center, were also set ablaze. On Nov. 7, the first fatality, a 61 year-old man, was recorded. The next day, President Chirac officially declared a state of emergency in France.

As for the origin of all this violence and unrest, Sarkozy's harsh comments and the death of these

two boys are only the tip of the iceberg. In December 2004, French Prime Minister Dominique de Villepin insisted upon a "strong policy to combat radical Islam," describing the religion as "a breeding ground for terrorism," according to BBC News. De Villepin later added, "We cannot afford not to watch them very closely." Similarly, the usage of such phrases as "Islamofascism," particularly by President Bush, has also frustrated Muslims worldwide.

In the late twentieth century, particularly during times of economic prosperity, the French welcomed immigrants from northern Africa into their country in order to help deal with massive job surpluses. But these good times did not last,

and as fiscal confidence waned, so did the will of the French to invite so many foreigners.

Many French Muslims are simply fed up with the poor living conditions of the French "suburbs",

which best equate to the American "projects." At first, these suburbs, some built for as many as 50,000, according to the New Yorker, were designed to attract the middle class who sought freedom from inner-city life. But those who were native to France saw no need to move to poor, backwards neighborhoods, and immigrants had no alternative place to live. The suburbs turned into ghettos, often without electricity or running water, with little or no opportunity to gain wealth of any kind. Unemployment within the suburbs is six times the national average. In order to cope with this harsh life, immigrants, especially Muslims, formed small, tightly woven communities, often centered around mosques. The French saw this as a resistance to the demands of assimilation into French society, which, in part, it was.

Another equally potent ingredient for violence was a law enacted in September 2004, which strictly forbade French students from wearing any "conspicuous religious items," including Islamic headscarves. Muslims saw this act as deliberately target-



TORCHED VEHICLES IN a covered parking lot in Argenteuil, west of Paris, Saturday, Nov. 6, 2005, after a wave of mass disorder swept through the country. Bands of youths torched more than 1300 cars and burned warehouses and a nursery school in a ninth night of violence that spread from the restive Paris suburbs to towns around France.

ing their right to practice their religion.

In France, the unemployment rate for those of French origin is 9.2 percent. For immigrants, the figure is 14 percent. Racial profiling is believed to be the main perpetrator.

"There are definitely racial tensions underlying this situation," French teacher Elizabeth Caspari said. "It would be a mistake to not to recognize how complex the situation is."

Some see the riots as mainly a consequence of government ineptitude or misconduct.

"I think if the government had treated poor people better we wouldn't be talking about a riot today," junior Zach Kasnetz said. "They neglected the French Muslims for too long and they paid for it."

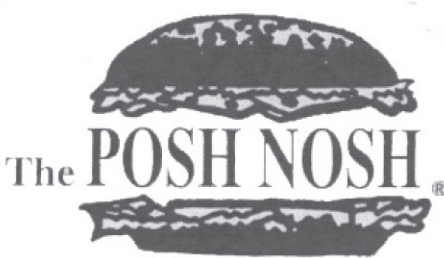
Many French politicians, including Sarkozy and de Villepin, have suggested stricter immigration laws be enforced along the French borders. Most of these

There are definitely racial tensions underlying this situation. It would be a mistake to not recognize how complex the situation is.

French teacher
ELIZABETH CASPARI

The deaths [of the two electrocuted boys] were only the final straw for these people, but these riots have been building up for years.

history teacher
PAUL HOELSCHER



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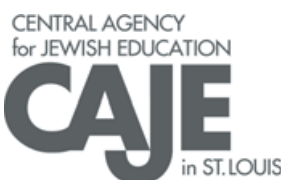
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Jonathan Kozol visits CHS

MEGHAN BLISS

Desegregation, the Voluntary Student Transfer (VST) program and African-American achievement have long been issues on the mind of the Clayton community. At the end of November, the issue was at the forefront of a heated debate taking place in the Black Box theater.

On Nov. 29, author Jonathan Kozol spoke on Charlie Brennan's KMOX radio show as the author for the November "Book-of-the-Month Club," co-sponsored by Fontbonne University. Each month, the Club chooses a non-fiction work to read and invites the author to an on-air discussion. Kozol's most recent book, "The Shame of the Nation: The Restoration of Apartheid Schooling in America," was the November selection.

The book discusses the state of America's inner-city schools and education in America in general, topics Kozol has discussed in his previous works.

In an article Kozol adapted from his book, he states, "Many Ameri-

cans who live far from our major cities and who have no firsthand knowledge of the realities to be found in urban public schools seem to have the rather vague and general impression that the great extremes of racial isolation that were matters of grave national significance some 35 or 40 years ago have gradually but steadily diminished in more recent years. The truth, unhappily, is that the trend, for well over a decade now, has been precisely the reverse. Schools that were already deeply segregated twenty-five or thirty years ago are no less segregated now, while thousands of other schools around the country that had been integrated either voluntarily or by the force of law have since been rapidly resegregating."

The article continues with Kozol's stories of his experiences in various inner-city schools and his reasons for the problems that exist.

Kozol's book discussed on the KMOX broadcast deals with the same issues on a larger scale. The show was broadcast from CHS' black-box theater and community members, CHS parents, students and faculty were invited to attend. Those who attended were given the opportunity to voice their opinions on-air, as were radio listeners.

Throughout the broadcast approximately half of the audience was made up of students - mostly juniors and seniors - many of whom attended with their second or third hour classes.

Although segregation, inner-city schools and desegregation programs were discussed in general, CHS was often specifically referred to because of its participation in the Voluntary Student Transfer program (VST) and because of the large population of members of the Clayton community present in the

audience.

Spanish teacher Teresa Schafer brought her third hour Spanish students to the broadcast.

"I felt that Kozol's visit was very beneficial for our CHS student community," Schafer said. "I just wish that there would have been more teachers, more students and more community members there. I also thought that the audience should have had more time to ask questions and express their concerns for the future of our community in regards to the racial integration in our school."

History teacher and Academic Director Josh Meyers agreed.

"I thought he was frank and open and honest," Meyers said. "He is obviously very passionate about subjects like racism, inequity, and poverty."

Senior Emily Morian-Lozano attended the broadcast and found the experience enlightening.

"I enjoyed the broadcast; I thought it was interesting to see how they make radio shows and do on-air interviews," Morian-Lozano said. "I thought the man they were interviewing had some really good points about the benefits of a desegregation program and about the education for inner-city kids in general."

Senior and Voluntary Transfer Student Johnetta Cunningham was not quite as impressed.

"I thought Kozol's presentation was okay," Cunningham said. "It was a little embellished, he sounded hysterical some times, but [I think what he said] was mainly true. He'd been out to the city schools. I don't know if he's come to St. Louis schools, but I could tell he did his homework."

Hysterical is also a term that some may use to describe some callers and audience members who participated in the dia-

logue.

Morian-Lozano phrases it more diplomatically, but noted the passion of some of those who gave their input on air.

"I thought that some people who called in were a little out of hand," Morian-Lozano said. "There was someone who seemed like he agreed with Kozol but ended up sounding really racist. Some people did a really good job of stating their opinions, some students at Clayton made some good points, but other people got mad and went a little crazy."

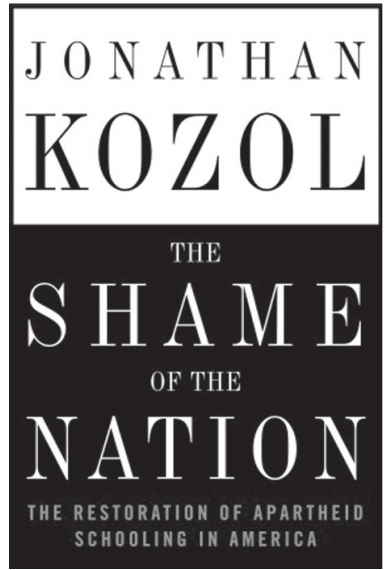
One comment made by a caller that many agreed with was that desegregation should reach beyond the school, and into the community in general, by developing more low-income housing in areas with strong public schools. The caller went as far as to suggest building low-income housing in Shaw Park in order to help desegregate Clayton and CHS.

"I agreed very much with comments of one of the callers, when he asked why Clayton doesn't provide affordable housing in Clayton so that African-American families and other minorities could move in, live and share the community so real integration can take place," Schafer said. "For me personally, the integration has to happen at a socio-economic level first and then authentic racial integration will follow."



ABOVE: JONATHAN KOZOL and radio show host Charlie Brennan sit in the Black Box theater where the KMOX radio broadcast took place on Nov. 29. Above left: Kozol's newest book "The Shame of the Nation: The Return to Apartheid Schooling in America." Below left: Brennan and a KMOX radio technician prepare for the radio broadcast in the Black Box. "I enjoyed the broadcast; I thought it was interesting to see how they make radio shows and do on-air interviews," senior Emily Morian-Lozano, who attended the broadcast, said. "I thought [Kozol] had some really good points about the benefits of desegregation program and about education for inner-city kids in general."

Javier Groisman



Javier Groisman

Freshmen struggle to prepare for finals due to lack of familiarity

RHIANNON JONES

Final. As defined by the Merriam-Webster dictionary: a deciding match, game, heat, or trial; the last examination in a course; not to be altered or undone.

For many CHS students, these words ring true in the most horrifying sense. Finals: the grand finales of the semester, the mothers of all tests, the tests that can make or break your grades and your GPA.

"Finals are meant to be a 'culminating activity' in a course," student counselor Dr. Ann Barber said. "[They are] a way to have closure on the semester."

Every year, right before students are let loose to enjoy the sweet freedoms and liberties of winter break, finals are placed before them to test the students' knowledge, understanding, and competence in that particular subject. Finals have been handed out to students for years now; one may, in fact, actually classify them as one of the many traditions that we practice during this holiday season.

Seniors are by now, hopefully, used to this ritual of sorts. Juniors and sophomores know what to expect. But what about freshmen?

It is very unlikely that freshmen have experienced anything like this in their previous years at middle and elementary school. Is taking finals really the trauma it is said to be by those less optimistic or "faint-of-heart"? Or are they really like your tetanus shot you received a few years ago: seemingly absolutely terrifying, Vietnam-like in your conceived level of pain, an experience to be avoided at all costs, but after they're over, really not that bad?

"[Finals] are [bad] if you stress out about it," sophomore Katie Borges said.

Many other students, besides Borges, agree that the way you handle the stress that comes with the late nights of studying and the days of anticipation, not to mention the actual tests themselves, can definitely affect their grade.

"I think all students feel finals are stressful," Barber said. "Managing the stress is the most important thing - stress happens; how we manage it is what makes all the difference!"

Several students than agree with Barber's statement.

"I think there's a lot of stress," freshman Cait-

lin Bladt said. "There's a lot of stress from parents to get a good grade."

Stress is a large part of the "final challenge." Some students even think that the actual tests wouldn't be so bad if they did not contribute to so heavily to ones semester grade.

"They're very stressful," Borges said. "I think the majority of our grade shouldn't be based on one test."

Borges isn't the only one who thinks that the tests are extremely heavy in determining a student's final grade.

"I don't agree with 'high-stakes' testing," Bladt said. "It's not a good indicator of how much you've learned."

Barber sheds light on finals grading, so that freshman and new students don't "freak out" over a test not worth more than one-fifth of the semester grade.

"Our final exams cannot be worth more than 20% of the grade," Barber said. "Getting a high grade on a final can really help - it could boost the grade into the higher range. Also, if a student really does poorly on the final, the student's grade cannot be lowered by more than one letter grade."

What do freshman think of finals? What are their impressions and conceptions of what's coming? What do they expect?

Freshmen have diverse ideas about what's coming.

"They're going to be really, really hard," freshman Krishna Vemulapalli said. "You have to memorize a whole semester."

Others agree that the tests will be difficult.

"I think it's going to be pretty hard," freshman Roland Han said. "I don't like tests."

Still others find the tests nerve racking.

"I'm very nervous," freshman Tracey Einstein said. "I've never taken finals before, so I don't know what to expect."

Additionally, others find flaws with the approaching finals.

"I think there is a lot of stress," Bladt said. "I wish the teachers would focus on finals now instead of teaching new material."

Barber noted that at some colleges, there is reading day between each class as a way for last-minute studying.

"I have wondered in the past if a day between ending classes and starting finals might be help-

ful," Barber said.

Like other freshmen, Bladt feels that new students are not being prepared psychologically for the upcoming tests, which may amount to as much as forty percent of a student's semester grade.

"For freshmen, it'd be nice if they'd give us strategies for taking the finals, because none of us know how to take finals," Bladt said. "[Some teachers] are only endorsing cramming, by trying to teach us new material now, instead of helping us study."

Barber disagreed. "The teachers are very good about informing students about what will be covered on the final, giving review packets and answering any questions that the student has," Barber said.

So what are some tips and tricks for handling the finals as smoothly as that jazzy saxophone sings in the elevator of a department store?

"Get your stuff organized," Borges said. "It's not necessarily studying, but get your stuff together."

Some teachers disagreed with intense studying before taking the tests.

"My advice is against cramming the night before," physics teacher Rex Rice said. "You should be fully engaged in the course the whole semester long. If you've been engaged, massive studying is not necessary."

Also, Barber thinks that properly preparing, while maintaining a healthy level of relaxation, is very important.

"Going into a test rested, well prepared and confident can really help with the stress of the testing situation," Barber said. "For freshmen especially, it is important to make sure students study the right material and practice what may be on the test."

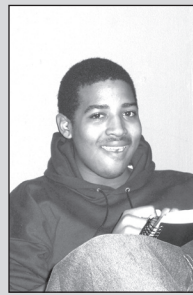
Finals are important in assessing a student's progress in a class.

Despite the common feelings about them among CHS students, they aren't going to go away. They're just another thing that must be done in our lives; whether they are painful or not varies from student to student.

Barber offers one final piece of advice.

"Once one final is done, students need to move on and prepare for the next final," Barber said. "After all finals are done, it is time to relax and give yourself credit for a job well done!"

What did you think of finals when you were freshmen?

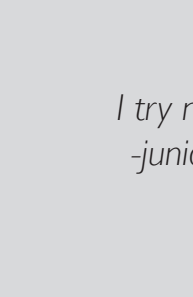


The first time I took finals I was like 'Oh my Gosh, I'm going to die!' but then it wasn't that bad. Now I still think I might die.
-sophomore Cameron Davis

Finals made me so nervous freshman year, but I had this power snack that my mom made me with marshmallows, M&Ms and chex and I would eat it and it would refuel me.
-senior Jessie Kissinger



As a freshman, I didn't really understand what was at stake with finals, so I went in only semi-conscious. This turned out to be beneficial because I ended up doing well, success I would not achieve as a sophomore.
- junior Andrew Davidson



I try not to take finals.
- junior David Redick



Students opt to go to court

This year's Mock Trial team has been formed with many new, younger members. The team hopes for success.

by GILA HOFFMAN

Courtroom drama is not just a television phenomenon. Lawyers, crime scenes and witnesses are all essential components of CHS's Mock Trial team.

In late November, over 20 CHS students auditioned for the Mock Trial team. Led by seniors Erica Jantho and Karen Wong, this year's team is hoping for another chance at nationals, which will be held in Oklahoma this year.

During the past four years CHS has won state three times. Four years ago, when the team won state, the entire varsity team graduated and left behind an inexperienced varsity team. The next year the CHS team made it to state quarterfinals. Two years ago, the team won state and was twenty-sixth in the nation and last year they won state and were thirteenth in the nation.

The students train with local lawyer, Michael Wetmore, who acts as their professional attorney coach.

"Mock trial creates a courtroom competition where the students assume the roles of lawyers and witnesses," Wetmore said. "It's not like a play or a musical where there is a set script. Rather, [it's] much more like real courtroom situations. Evidence is set out in witness statements that the lawyers and witnesses for the prosecution and the defense study in preparation for the courtroom competition."

Freshman Rebecca Singer appreciates the chance to work with Wetmore.

"We are working with a professional lawyer and if people want to be a lawyer it's a really good experience to work with him," Singer said.

Wetmore became involved when his son, Derek, became a member of the CHS Mock Trial team his sophomore year.

"I volunteered to assist Clayton's then attorney coach, Steve Edwards," Wetmore said. "I decided to continue even after Derek graduated

and after Steve moved on to coaching a St. Louis City team, largely because the kids at Clayton are enthusiastic, bright and fun to teach."

Wetmore also receives help from many sources.

"My wife, Karen, is an integral part of the coaching team," Wetmore said. "She's called the 'MTM' (the Mock Trial Mom). Alan Goldstein, an experienced trial attorney in St. Louis, has been my co-attorney coach. Other attorneys from my law firm (Husch & Eppenberger) help with the JV team each year."

English teacher Brenda Bollinger also helps to prepare the teams for competition.

During competition, team lawyers are scored based on the direct and cross-examinations of each witness as well as the opening and closing statements, on a scale of 1 to 10. Witnesses are scored based on their performances. It's common for one team to win by only a few points. In one of CHS's recent state championships, the team won by only one point.

This year many more students tried out than anticipated.

"This year we had better publicity," Wong said. "Before, not many people knew we even had a Mock Trial team. We had a big sign in the commons, and we told everyone we knew to try out."

Everyone who tried out for the team either made varsity or one of the two JV teams. After several students dropped this extracurricular activity, coaches anticipate having only one JV team.

Most of the individuals on the team joined for similar reasons.

"I thought it would be a really good experience and it seemed like a fun thing to do," sophomore varsity lawyer Marta Toczyłowski said.

Sophomore JV lawyer Elaine Faddis agrees. "I tried out because Erica Jantho told me about it, and she said that it would be a really good experience," Faddis said. "Also, I want to be a lawyer when I grow up, so it seemed like it would really spark my interests."



Chelsea Fisher

Singer tried out for the team after hearing about it from her sister.

"I'm also in speech and debate so I was already involved in forensics and I thought it would be fun," Singer said. "I was really excited to be a varsity witness. Since I have never done it before I was surprised to make varsity while competing against upperclassmen."

Wong tried out for her first time sophomore year and made varsity as a lawyer.

"I was already involved in debate and I wanted to try [Mock Trial]," Wong said. "I didn't even know what it was when I started. Also, I really enjoy forensics."

Jantho became involved her freshman year.

"Freshman year I wanted to be involved in something revolving around speech and debate and Mock Trial just seemed more fun," Jantho said. "Freshman year I became a varsity witness and have been deeply involved ever since."

Students trying out received a brief overview of a case and were asked to prepare either questions for the case if they were trying out to be a lawyer or answers to questions if they wanted to be a witness.

Both lawyers and witnesses are important components for the case.

"As a witness we take on a character that is described in the deposition that the case provides," Jantho said. "The witness definitely adds something to the case. We answer direct and cross-examination questions during the trial. The witness contains some good and bad

aspects for whatever side."

The lawyer's job is to bring out the strong points in his or her case and cast doubt on the opposing case.

"There is something for everyone; you can be a lawyer or a witness," Wong said. "It really helps develop your speaking style and improve presentation skills. And, it's just a lot of fun."

In addition to the fun aspects of Mock Trial, participants develop necessary life skills.

"It's a chance to combine verbal skills, poise and logic all at once under pressure," Jantho said. "It also is a good team activity. The team always ends up being really close."

This year the Mock Trial team must work with a murder case revolving around two rivaling colleges. After the referee made several bad calls that favored one team, he was murdered. Some witnesses believe that a disgruntled fan is the murderer. There are many other extenuating circumstances that could take the case in any number of directions.

"The case this year is really good," Singer said. "It's a murder case. It's really intriguing and almost like CSI. We were learning about fingerprinting, and I find it all so interesting."

This year's varsity team consists of nine students; four lawyers and five witnesses.

"I was nervous at the end of last season because we lost a lot of seniors and we were worried about not making state this year," Jantho said. "I have a lot of confidence in the team that we made this year." ☺

SOPHOMORES MARTA TOCZYŁOWSKI, Elaine Faddis, Blair Klostermeier, Gila Hoffman, Leigh Katz, Emily Anderson and Abbie Minton are all members of Mock Trial Teams this year. Toczyłowski joined in order to gain courtroom experience. "I thought it would be a really good experience and it seemed like a fun thing to do," Toczyłowski said. The Varsity team is hoping to make nationals again this year.

It's a chance to combine verbal skills, poise and logic all at once under pressure. It is also a good team activity. The team always ends up really close.

senior
ERICA JANTHO

Psychology acts as history, science class

by RACHEL DICKENS

When discussing courses offered at Clayton High School, most students are able to categorize each class as those of English, mathematics, history, science, and so on. However, certain classes are more difficult to classify than others. Behavioral Psychology, as well as its second semester counterpart, AP Psychology, is one such example.

Since its establishment as a course at CHS over a decade ago, teachers and students alike have debated over psychology's status as a History class. Because the course itself focuses significantly on the tenets and clinical ideology of Psychological principles, many argue that the program is too science-oriented to be labeled a history class.

Although its classification has been discussed in great depth, psychology teacher Dave Aiello believes the course to be adequately concentrated around History.

"Although many units in Behavioral Psychology and AP Psychology deal with scientific beliefs, the actual history of the subject is covered equally, if not more," Aiello said. "I believe the balance between science and history to be extremely sufficient."

Current psychology student junior Bob Mc-

Gibbon shares Aiello's beliefs concerning both historical and scientific components of the course.

"Because I've only been in the class for slightly over a quarter, my perception of the class is somewhat skewed," McGibbon said. "I've noticed that, through class work and assignments, I've learned about historical aspects of psychology, but I've also noticed that it's somewhat of a science class, except without labs and the science department's substantial resources."

In order to adequately teach psychology, Aiello makes use of various texts and sources.

"I believe the textbooks and resources used in psychology to be extremely pertinent," Aiello said. "With the use of such sources as the Holt textbook series, students are able to assume a firm grasp on psychology."

McGibbon, on the other hand, finds flaws in reading assignments and resource options of-

fered by the class.

"In my opinion, the Holt textbook's corny attempts at humor detract from the class," McGibbon said. "I also feel that, if many of our reading assignments were to span more than five pages of the text, I'd be considerably more motivated to open my textbook and do a given assignment."

Aiello also speaks on the difference between Behavioral Psychology and AP Psychology.

"While my first semester students this year have yet to experience AP Psych., I feel as though the distinction between it and Behavioral Psych. is extremely vast," Aiello said. "Behavioral Psych. focuses generally on the principles and bases of psychology, while AP Psych. students delve into a myriad of philosophies and concepts."

Overall, students and faculty alike are content with psychology's status as a history class, its course material and program of study. ☺

Although many units in Behavioral Psychology and AP Psychology deal with scientific beliefs, the actual history of the subject is covered equally, if not more.

psychology teacher
DAVE AIELLO

Chinese Cooking Club offers cuisine, culture

by REBECCA KATZ

While this school year has enjoyed a proliferation of new clubs, many older ones still remain very popular. One the foremost among these is the Chinese Cooking Club.

The Chinese Cooking Club was started several years ago upon the initiative of two inspired students.

"Becca Hui and I started it when we were sophomores," senior Alison Byrnes said. "It was just on a whim, but we actually ended up making it a club."

Although Hui moved to Philadelphia at the beginning of her junior year, the club remains active.

"Generally 10 to 15 people come to each meeting," senior Paige Romer said.

When the club first began, Byrnes and Hui realized that they needed a faculty sponsor. They chose chemistry teacher Mike Howe.

"Alison and Becca approached me to sponsor the club, and I ac-



Chelsea Fisher

THE CHINESE COOKING club was formed two years ago by then sophomores Alison Byrnes and Becca Hui. They can be seen above with (from left to right) then freshman Jessica Jia, then sophomores Melissa Smith and Byrnes, then freshman Laura Goldshticker and then sophomores Max Groszwald, Nisrine Omri and Hui. "It's a really fun way to experience a different culture," Byrnes said. "And the club also gathers people from all different backgrounds."

cepted," Howe said.

The club's primary purpose is, of course, to cook Chinese food.

"We mostly cook Chinese food at people's houses," Romer said. "But sometimes we go out to Chinese restaurants."

The club meets quite frequently. "It gets together every two to

three weeks," Howe said.

Although in full swing this year, the club was not always so active.

"It was started two years ago," Howe said. "But it lay dormant for quite a while."

Byrnes agrees with Howe's assessment.

"Although technically this is

our third year, and we were a registered club last year, we didn't really do anything," Byrnes said.

Even during its quieter period, the club attracted interest.

"I had a number of people approach me last year, asking about the club," Howe said.

The club's location changes regularly.

"We generally meet at Alison's house," Romer said. "But we also move from house to house so that Alison doesn't always have to host it."

The overall philosophy of the club is quite simple.

"It's just fun to get together to cook and eat with friends," Romer said.

Byrnes also emphasizes the club's value.

"It's a really fun way to experience a different culture," Byrnes said. "And the club also gathers people from all different backgrounds."

The club is also open to new members.

"It's awesome," Romer said. "Everyone should join." ☺

Latin Club rounds off language activities

by ROLAND REIMERS

As students amble into Room 102 on a recent, cloudy Wednesday after-school afternoon, a host of delightfully aromatic and pungent smells waft into their sensory glands. What could possibly release such pleasant fragrances at CHS?

The answer lies in the stacks of golden cheeses that are arrayed on a table in the corner. Excitedly, newcomers drop their laden backpacks and join the already feasting students, who are avidly discussing the assortment of gourmet goodness laid before them.

Someone unaware of the reason behind this display might think that a cooking class is enjoying its creations, or that some kind teacher graciously gave the leftovers of a faculty lunch meeting to the hordes of hungry students. In reality, gathered around the heaping pile of dairy products, is the newly resurrected Latin Club.

In the past few weeks, posters depicting a Roman senator clad in a traditional toga have adorned the walls of our school, proclaiming the arrival, or more correctly, the resurgence of a classic Clayton club that celebrates all things Latin. Yet the concept of a Latin club is by no means whatsoever a novel idea at CHS.

Since the earliest days of our schools foundation, Clayton students have been proud members of the association that preserves and pays tribute to the ancient language of the Romans. However, recent years have seen the sad disappearance of this time-honored organization, and a subsequent drop in the Latin students both at Wydown and at CHS.

It is precisely for this reason that at the beginning of this school year, junior Sadie Heinz conceived of reviving the Latin Club.

"I basically came up with establishing a new Latin Club because I felt that more people should enjoy the multifarious benefits of learning a classical language," Heinz said.

Club member junior Marie-Sophie Ritter found it only reasonable that Latin should have its own club.

"All other languages had a club, and Latin didn't," Ritter said.

Almost immediately after the conception of the club, Latin-

learning and non-Latin-learning students alike, responded enthusiastically and overwhelmingly positively about being members of the new club. Sponsored by Mr. Jesse Rine, who teaches Latin I and II, the club has enjoyed a healthy membership and a growing popularity. What makes such a typically stale and unappetizing language so intriguing? Ritter might have the answer.

"[The organizers] teach us Latin words and phrases," Ritter said. "Basically, everybody is teaching each other [the language], which will undoubtedly be useful for the SAT."

Although it is not required for potential members to know Latin or to be enrolled in a Latin class, Ritter has stumbled onto the most enticing aspect of learning Latin, namely: the increased vocabulary and the highly structured grammar. Since Latin is the foundation of all Romantic languages such as Spanish and French, knowledge of even lower-level Latin results in a rise of the feel for languages.

In any case, Heinz and the leaders of Latin Club stress that all students, even those only minimally interested in Latin, are welcome to join the club.

"You don't have to be taking Latin or anything," Heinz said. "We really are seeking new members, so that we can continue to flourish."

Recent club undertakings have included a trip to the Repertory Theater to see a production of "A Funny Thing Happened On The Way to the Forum", a hysterical comedy documenting the wacky pursuits of a Roman slave Pseudolus, as well as the planning of unique Latin Club shirts.

"I really enjoy Latin Club because I not only get to hang out with my friends, but also get to experience Roman culture," junior Alex Neil said.

Indeed, even the famous Roman orator, Cicero, realized the importance of friendship when he said, "Solem...e mundo tollere videntur qui amicitiam e vita tollunt".

Translation: Those who remove friendship from life seem to take the sun from the world.

Latin Club meetings are held on Wednesday afternoons once or twice a month. Meetings are held in Room 102. ☺

Centene seeks tax abatement

Although Centene will bring 800 new jobs, school district officials fear the proposal will set a dangerous precedent.

by **KELLY LANE**
and **KELLY MOFFITT**

There is only one first time.

In the past 10 years, it has become normal for municipalities to give out tax incentives to lure companies into their district. For the majority of that time, the city of Clayton has been attracting businesses on reputation and amenities alone. However, in today's market, it has become impossible to stay out of this growing trend.

"Clayton being 'Clayton,' everybody is so tied into history," Tennill said. "People look at all the other places where they are giving these incentives, and I'm sure the city is starting to feel as though they have to keep up with the Jones'. We [the school district] hope this is not the preferred way of getting people to come here."

After weeks of ongoing communication and community debate the Clayton Board of Aldermen voted unanimously Dec. 13, 2005 to pass a bill allowing 50 percent tax abatement for the Centene Corporation. Tax abatement is just another word for tax incentive. In this case, Centene is seeking tax abatement so that they can cover the costs of developing their newly acquired world headquarters on the corner of Hanley and Forsyth.

"As our headquarters have been located in Clayton since 1997, we desire to continue our legacy of responsible corporate citizenship by developing a proposal that benefits Clayton and its school district through the increased taxes generated by this project," said Robert J. Schenk, Director of Corporate Marketing and Communications for Centene.

Centene only approached the small municipality of Clayton for this incentive as a catalyst to receiving greater job incentive through the state. In other words, Centene receives a percentage of their payroll as incentive through the state. The more jobs they create, the bigger the monetary reward for them. By getting this tax abatement from the city, the percentage they get from the state almost doubles.

The 50 percent of taxes Centene does not pay will never be returned, but the city does not have any qualms with this plan. In fact, the city seems to think there will be more positives than negatives.

"The city is very excited about Centene's redevelopment idea because the Library Limited property has been vacant for so long," Mayor Ben Uchitelle said. "Not only is

it 800 new jobs, it is 800 new people. New people who will be in our city everyday, eating at Clayton's fine restaurants, going places after work, and creating more revenue as a whole."

Not only will commercial revenue increase with this plan, but organizations that depend on taxes will also have a bigger chunk of change.

"When the project is done it will produce literally hundreds of thousands of tax dollars for the school district," Uchitelle said. "It is not a matter of losing money. This agreement will always yield additional money."

While properties in the school district have had to deal with tax incentives before, this is the first time the City of Clayton has ever granted tax abatement to a corporate company.

"This will set a precedent that we've never had to deal with before," Tennill said. "A door will be opened. Even if the city doesn't do it again, people will knock on the door asking for an incentive."

This concern has been taken into account by the city.

"People have made the argument that this is like going down a slippery slope,"

Uchitelle said. "Yes, other people will ask for the abatement. If you are a prospective owner, why not ask for tax abatement? However, we don't have to say yes."

This groundbreaking arrangement, however, is hinged upon the condition that Centene will produce the jobs that they have promised. "If the jobs are not produced, the tax abatement falls off," Uchitelle said.

"This is a bit over-simplified, but if Centene created 400 rather than 800 new jobs, then the abatement would reduce by 50 percent."

Although this is the first time the city has handed out a tax abatement, they are not naïve about the impact the abatement will have on the future.

These abatements aren't for just any company. It is only through Centene's proposal to create 800-

plus jobs for the Clayton community that this issue has even been considered.

"This specific project is a pretty unique set of circumstances," Uchitelle said. "If a similar situation arose, we would act very cautiously on that score. But, if the next company said, 'We'll give you 1000 additional jobs', we would sit down and talk with them."

However, an increased number of jobs do not matter to the school district. Because of past money controversies, the School District of Clayton made sure to take precautionary steps to ensure the funds they feel are due to them.

"Over the summer money was retroactively reduced from the school's budget because a group of companies protested their assessed values, saying that they had paid too much for taxes over the past three years," Tennill said. "Our share was \$1.4 million, which is why that stipulation has been included in the board's position. We got burnt very bad."

Chief Financial Advisor to the School District of Clayton Paul Fedchak also emphasizes that the school district has to protect itself because of past experiences.

"Incrementally we have had our tax base chipped away," Fedchak said.

It seems as if the money from Centene would partially remedy this situation, but the school

district thinks otherwise. "We never have received this money, so receiving it would be beneficial," Fedchak said. "On the other hand, tax breaks may put more pressure on other tax payers. When tax breaks are afforded to commercial interests, it puts a greater burden on a smaller part of the community. If left unchecked, projects like this could open Pandora's Box."

The school district constructed three stipulations to minimize their risk which they sent to the City of Clayton. These provisos included an assurance that the district would have a seat at the table in all future proposals, that the narrow standards used to evaluate Centene's

proposal be put in writing, and, most importantly, that the city require Centene to not protest its assessed value during the tax abatement period.

"The board's position is that if you are going to give money due to us away, lock Centene into a position where the half we have left won't get any smaller," Tennill said.

The city agrees. "A provision has been inserted in the draft agreement that specifically prohibits Centene from seeking to reduce the appraised value of the property," Uchitelle said. "It was a very good suggestion by the school district."

But this massive amount of money that is being discussed is based upon money that Centene doesn't even owe yet. Currently, the taxes generated from the Library Limited Building are minuscule, although greater than they were when the building was vacant.

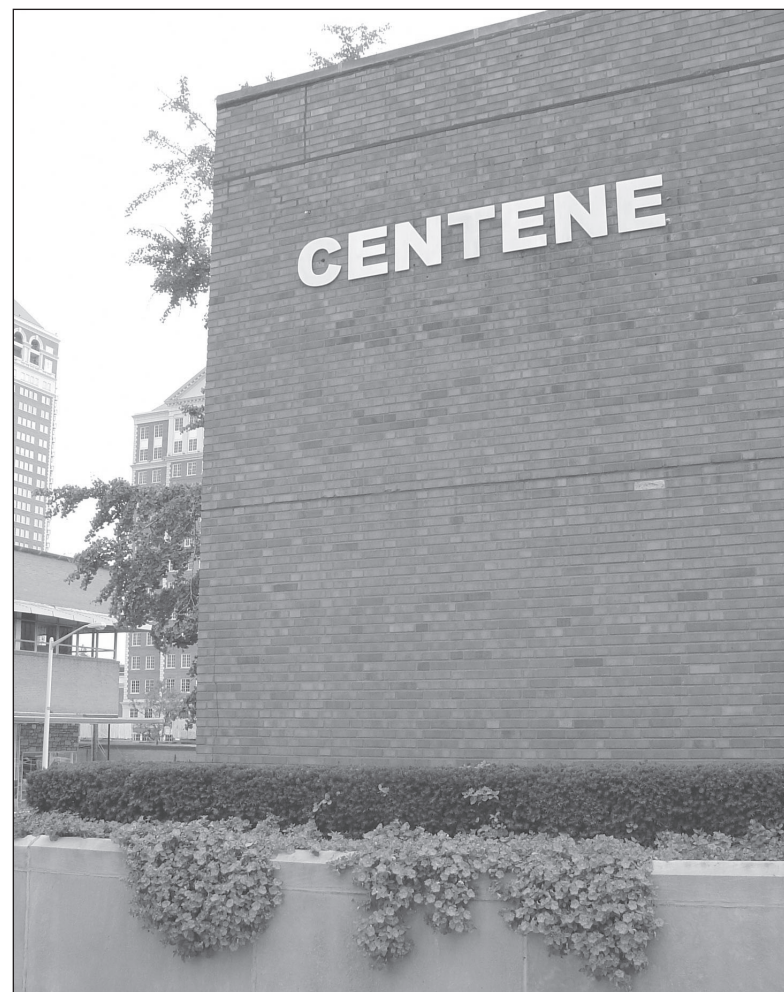
Once the sixteen-story building is completed, even with the 50 percent abatement an additional 4.9 million dollars of revenue will be available to the school district, special school district, public libraries, sewer district and other tax dependent entities over a 15-year period. The city's parking garage on Carondelet, which will be sold to Centene, will also generate new funds, as it has never been taxable before.

"This will generate a tremendous amount of tax revenues," Uchitelle said. "Yet, at the same time, not one student will be added nor one student's home taken away or thrown out. It will be a real benefit for the school district. And for parents, there will be someone else to pay more taxes, so they may have to pay less."

Clayton, however, is not made up simply of parents, students, mayors, aldermen and big businesses. In this issue dealing with millions of dollars, it is the little businesses that are often forgotten.

The concern is with the city's use of something called eminent domain, or 'blighting'. When a company wants to redevelop an area, this space is deemed blighted by the municipality so that construction plans can go along and the business can obtain the additional buildings they need.

Normally, neighborhoods are considered blighted when the buildings are old, tumbled down, and of no real value anymore. Then companies can buy them for 105 percent of their assessed value,



Laura Teeri

THE SITE OF the old Library Limited, where Centene plans to construct its new world headquarters. Centene will bring 800 new jobs to Clayton and is seeking a controversial tax abatement.

and will tear them down to make room for the bigger and better.

But the properties on Forsyth are not in poor condition, raising the question in many owners' minds if the city is using eminent domain in the wrong way.

"I am very insulted that my building is considered to be one of the blighted buildings," Kohner Properties Owner Debbie Pyzyk said. "The city doesn't need to take such drastic action. This is a quality building. It is very distressing to me."

While the city seems to think that this is an open and shut, win-win-win situation for all, Pyzyk thinks that there is more to this decision than money.

"It is ethically wrong, morally wrong, and it goes against the ideas of American ownership," Pyzyk said.

Some businesses, such as Pyzyk's, say they will never sell and are holding out because of emotional reasons. Others, such as David Danforth, are willing to sell, but are not happy with the prices Centene is offering.

"The properties on Forsyth are fighting, they want to get as high a price as possible for their properties," Uchitelle said. "Some don't want to sell at all; others want to sell at a very high price."

Aldermen stress the fact that the businesses just need to negotiate with Centene on good faith. Nevertheless, the situation is not acceptable to many of them.

"I've never spoken to one person from Centene personally," Kohner Properties Owner Debbie Pyzyk said. "In the past you [the city] has generalized that this deal is for the greater good, but I question for whose greater good."

After the bill was passed, the business owners who spoke out against this deal made a dramatic exit. The school district, however, spoke earlier in the evening, giving their full support on the advancement of the construction.

"The Board of Aldermen will have proven that with hard work and strong commitment to their schools, projects like this can be done in a way that is sensitive to local public schools," Clayton Board of Education President Steven Singer said.

As the school district's interest in this issue is now actively over, they can look at the issues between the business owners and Centene from an outsider's perspective, as opposed to that of the businesses.

"They are a business too," Tennill said. "They have to look out for themselves as well."

Everything taken into account, all parties want the issues left over after the vote to be resolved as quickly as possible.

"The city wants to make this sting as little as possible for everyone involved," Tennill said.

While the sting may be taken out for most this time around, there is always the possibility that this first time won't be the last. ☺

Tornado sweeps through Clayton

A violent storm shocks Clayton residents and requires extensive cleanup.



courtesy of Gila Hoffman

FALLEN TREES AND branches lie strewn across the streets and of Claverach Park after a tornado swept through the neighborhood.

by **SIQBHAN JONES**

It was 11 p.m. on Nov. 27. Freshman Madeline McMahon was in her room, listening to the storm grow from a soft drizzle to a deafening full-fledged tornado.

"I knew something was going to happen," McMahon said. "It was not a normal storm."

All of a sudden, the rain and wind started to pick up. The wind began to howl at an astonishing 72 mph and the rain became a pounding thud against the roof.

Freshman Neda Svrakic also noticed a change.

"I was at home doing homework when the I heard this weird whistling sound," Svrakic said. "My windows started shaking. Then I heard the siren go off and I got scared."

Although many residents of Clayton believed that the squall, which lasted less than 30 minutes, was simply a bad storm, the next

day it was confirmed that a tornado had passed through the Claverach area.

"When the sirens went off, we ran into the basement," McMahon said. "When we went back upstairs we saw that a tree had broken many of our windows. The ceiling also started leaking."

Although many people have stories of falling trees and crushed houses, most people felt nothing at all.

Svrakic lives less than half a mile away from McMahon, yet the damage around her house was minimal.

"Some branches fell down," Svrakic said. "That was about it. A few streets away, there was some major damage."

After the storm more than 8,000 residents of St. Louis were left without power.

The tornado lasted less than 10 minutes, but the damage done will take considerable time to repair.

"An 80 year-old oak tree fell on the roof," McMahon said. "A tree crushed a bunch of tiles on the roof, but overall the damage wasn't too bad."

"Half the roof of my garage is missing," freshman Rhiannon Jones said.

So far, efforts to restore Clayton neighborhoods have been strong.

Electricians were out early the next day, working until power had been restored and the streets had been cleared.

"They brought in a big crane to get the tree off of our roof," McMahon said.

The storm left residents with a lot of work to do.

"The aftermath was the worst part," Jones said. "Being in the tornado was cool, but afterwards we had to clean everything up. We had to rake leaves, patch windows, and pull parts of people's houses out of the lawn." ☺

Committee strengthens guidelines, limits independent study courses

INTEGRITY, I

study courses were the main topic. Assistant principal Dan Gutchewsky was assigned to draft a written policy concerning the courses for future years.

"We most likely will be trying to limit the numbers of students taking independent study and correspondence courses by developing an 'override' policy to allow only students with exceptional circumstances to take these alternative courses," Meyers said. "In other words, if students can fit courses like American Government, Personal Finance, and P.E. into their schedules, they need to take the traditional classes that every other student in the building takes."

Losos agrees that there is some gray area in using a strict policy.

"The issues are twofold," Losos said. "If we offer courses that are required for graduation, we demean the work our teachers do if students opt to take them correspondence or independent study. Conversely, there are times when a correspondence course or an independent study course is appropriate and applicable. The issue is finding a balance."

The integrity committee also plans to review summer school curriculum and credit.

"As far as summer school is concerned, we are going to try to make sure that students who wish to take courses in the summer take them with [Clayton], and that we offer the best variety of remedial and enrichment opportunities as we can in our summer program," Meyers said. "Again, we want our students to take our courses

with our teachers. With very few exceptions, this happens anyway, we just want to ensure that this continues to be the case."

A concern for many is scheduling conflicts that may arise from new course policies, especially in light of the increased state credit requirements.

"There are some students who may have challenges with full schedules who have enrolled in correspondence courses in the past or plan on enrolling in them in the future," Dickerson said. "A possible remedy may be the time of day the course is offered. A course offered before school sometimes offers more flexibility in scheduling for these students."

Losos does not think scheduling will be a problem.

"This fall we looked at students who are juniors and seniors currently enrolled in or already have completed the government correspondence course," Losos said. "Of the 11 students, nine of them had open spaces in their schedule. The issue is not students who cannot take the course due to AP courses, rather students opting not to take the course as taught by our teachers."

In any case, Dickerson feels that adequate accommodations will be made for all students when necessary.

"Students should be aware of—but no one should worry too much about these new policies," Dickerson said. "Clayton High School always considers exceptional circumstances when making decisions about student placement. A policy will in no way restrict appropriate options." ☺

Plan aims to settle controversy in Demun

Potential construction plans for the Hi-Pointe and Demun areas of Clayton have caused a great deal of turmoil among residents in the area. A new plan hopes to remedy the problem.

ABBY EISENBERG

The Hi-Pointe/Demun zone is along the north side of Clayton Road, spanning from Demun all the way to the border between Clayton and St. Louis city has been filled with turmoil in the last two years.

Potential construction has the citizens living and working around that area quite concerned.

"The need for an Urban Design District became particularly apparent when a developer, Cornerstone Properties, came forward in the spring of 2002 with a plan that conformed to the existing C-2 zoning, but did not fit as well as it could with the surrounding area," Clayton business owner Julia Clemens said.

"As a result, it was decided by the City of Clayton to 'fine-tune' the existing zoning and add an Urban Design District on top of the existing C-2 zoning."

These four blocks are diverse, containing residential buildings, or homes, as well as commercial properties, and a few buildings which are both homes and businesses. Recent renovation propositions have raised concern for both the property owners in the district as well as the home owners in the adjacent neighborhood as to what will come and how it will affect their own properties. St. Louis is divided into zones with rules for what can be built and how to build it. The existing rules encouraged five-story all commercial buildings and had no specifications related to how the new buildings would fit in with the old.

The homeowners in this neighborhood came together to form a group called the Clayton Citizens for Responsible Development (CCFRD). CCFRD's main concerns



PROPERTIES ON CLAYTON Road which have caused controversy among residents in the Demun Area. After two years and numerous public hearings, the city has developed an Urban Design District in order to set a specific plan and ease controversy in the area.

lay in the possibility of destruction of the neighborhood in which they live. They feared that along with the new development could come oversized buildings, too many commercial properties attracting too much traffic, and that the new buildings would not blend well with what already exists. They have many particulars with regard to what they want to see in the new rules.

"Size and density greater than currently allowed by the zoning means more traffic, parking, noise, sun and shadow issues and alleys or driveways converted to commercial access streets, commercial vacancies abound in the area and vacant storefronts do not enhance property values, accounting and law offices are generally not attractive storefronts and such businesses are unlikely to pay the rent re-

quired to support new construction prices on Clayton Road. This is especially unlikely given the wealth of less expensive alternatives with parking in Maplewood and Richmond Heights. Parking and street access to commercial property is limited, making its success questionable. Residential property is much sought after and mirrors the current use. It makes no sense to reward "trendy development" like

mixed-use that is unlikely to work on Clayton Road," such issues are all what the CCFRD hoped to be accounted for in the new zoning rules according to their website.

The business owners had concerns of their own.

"As commercial property owners, one of our primary concerns was that this part of Clayton Road stayed clearly commercial," said Clemens. Since my husband and I

are also mixed use property owners we were also hopeful that this Clayton Road UDD would encourage mixed use (commercial on the first floor and residential on the other floors) because we felt that that seemed clearly the best use of commercial property that is so close to residential properties. Our group of property owners, Clayton Road Property Owners, were particularly concerned that the area remain commercial, and that the outcome was fair for each and every Clayton Road property owner."

Many meetings were held, with residential owners, home owners and developers in attendance.

"The process could not have been fairer in drafting the Clayton Road UDD," Clemens said. "The City of Clayton hired one of the best land use consultants in the world (Chris Duerksen of Clarion Associates) to help guide the process. (He also drafted the other UDDs in the City of Clayton.)"

There were many workshops with residents, business owners, developers and investors to decide what the UDD should contain.

"Everyone's opinions were heard and the public input had a profound effect on the end result," Clemens said. "Also, our two Aldermen, Beverly Wagner and Judy Goodman were tireless in meeting with everyone from the neighborhood. There were also numerous public hearings relating to this UDD. I believe the process was as fair as it could possibly be."

After more than two years of deliberation, the zoning dilemmas were finally solved with an approved UDD. The rules for this district are based on a collaboration of all of the needs and desires of all parties concocted by the city of Clayton.



FOUNDATIONS FOR THE St. Louis County MetroLink extension are laid out across Brentwood Blvd and along Meramec Elementary. Despite some worry about noise and traffic, the majority of St. Louis residents are eagerly anticipating the new transportation system, which will extend west throughout St. Louis County.

St. Louis anticipates new MetroLink

METROLINK, I

MetroLink extension will greatly improve the public transit system in St. Louis and plans to ride it to Baseball games and Lambert International Airport.

Susan Christopher, a Spanish teacher at Wydown, also has a home near construction. A tunnel was built directly behind her house, which will soon hold trains.

Christopher has also encountered other difficulties due to construction.

"Traffic is the main problem," Christopher said. "They close down lanes, realign them, sometimes shut them down."

However, more serious issues

have affected her neighborhood.

"Several of our neighbors have sustained damage as a result of the construction and are having to deal with getting repairs done to their homes and property," Christopher said.

Several of our neighbors have sustained damage as a result of the construction and are having to deal with getting repairs done to their homes and property.

Wydown Spanish teacher

SUSAN CHRISTOPHER

use MetroLink to travel to and from work.

Christopher adds that she will use it occasionally, to go to the Galleria, Cardinals games and possibly the airport.

"The noise goes off and on," another Clayton resident Julie Sherk said. "There has been a lot of bang-

ing at times, but it hasn't been too bad lately."

She has dealt with many problems, the worst being noise. However, she is looking forward to the conclusion of the expansion.

She hopes to ride the MetroLink to Lambert International Airport and downtown St. Louis.

In the past few years, there has been much hope for an easy transportation system, and it seems as though there is even more to expect in the future.

Citizens of St. Louis County make up the majority of MetroLink riders, and this is a number that is predicted to increase greatly in the future (after the completion of the extension).

As the Cross County MetroLink Expansion Project nears completion, feelings of anticipation and excitement fill the city. Many are anxious to experience this long-awaited addition to the public transit system in St. Louis, and feel that it will benefit the city. The opening of the new MetroLink is only months away.

Shakespeare class combines literature, theater, activity

KATIE SMITH

You know how it goes: boy meets girl, boy and girl share a kiss, girl finds out boy is her blood enemy, boy and girl share a romantic rooftop scene, boy and girl get married in secret, boy kills girl's cousin, boy is exiled, girl fakes her own death to escape bigamy, boy commits suicide, girl wakes up from deathly sleep and commits suicide.

Recognize this tale? If so, you might want to consider Shakespeare class.

In the Shakespeare class, taught by English teacher Jill Burleson and Drama and English teacher Kelley Ryan, students have the opportunity to study and discuss some of Shakespeare's works. Some of the works studied include several of his sonnets, "Hamlet" and "Richard III," among others.

The class on Shakespeare first began in the 1997-1998 school year as a Senior Seminar. The senior class that year was surveyed to determine what would be the most popular topics for these seminars, and Shakespeare ended up with two sessions, in order to accommodate all interested students.

The next school year, Burleson was asked to take the Shakespeare seminar and turn it into a course for the English department.

Last year, Ryan started teaching the class as well.

"Shakespeare is what most of my training is in," Ryan said. "I was trained in classical theatre. It's



SENIORS LEIGH MEHLMAN and Natalie Thomure practice their Suzuki Method during Shakespeare class. The class has been offered at CHS since the 1997.

my passion."

Ryan has acted in and directed many of Shakespeare's works, including Clayton High School's recent production of "A Winter's Tale." For her Master's degree, Ryan wrote her thesis in methods of teaching Shakespeare.

Since 1998 there have been two sections, on average, each year.

This school year, there are three sections: two sections first semester, and one section second semester.

But what makes Shakespeare such an icon in literature?

"Shakespeare's works speak to everybody," Burleson said. "He was a brilliant psychologist and knew human nature better than anyone else."

Ryan agrees. "[Shakespeare] permeates our culture," Ryan said.

Unlike most English courses, which focus on individual students reading on their own time, Shakespeare class often reads the plays aloud, even acting out scenes to investigate the literature even more.

"I believe that the best way to understand a play

is to look at it as a theatre artist," Ryan said. "It's very different than reading a novel."

Burleson agrees with this idea. "[These plays] are meant to be performed," Burleson said. "It's suggested that students try to act it out."

Students also do individual, small group and large-group projects, including creating iMovies or PowerPoint presentations, conducting mock trials and press conferences and debating the moral issues that Shakespeare discusses in his work.

Students have many reasons for joining Shakespeare class.

"I'm really interested in the political aspects of Shakespeare," junior Dana Schulman, formerly of New Orleans, said. "His political positions can still be seen today. Also, it was the only English class that had room."

Both Ryan and Burleson want students to consider Shakespeare.

"It's so physically active, funny, bawdy, and violent," Ryan said. "It's a great class for anyone who's interested in theatre, or even film. We look at a lot of different interpretations of Shakespeare's plays using film."

Burleson agrees. "I'd love to see everyone take Shakespeare," Burleson said. "It's timeless."



SENIORS JONATHON EVANS, Leigh Mehlman and Natalie Thomure are all members of Kelley Ryan's third hour Shakespeare class.

Life through the



Several CHS students have turned their passion for the art of film into an interesting and unique hobby and, for some, a future career.

AMY BROOKS

Has your life ever seemed like it could be made into a movie complete with opening credits and an awesome soundtrack? Several CHS students have turned their passion for movies into a new hobby, or in some cases, a future career.

These student filmmakers see life through the lens and provide a unique perspective on something everyone loves: movies.

For many student filmmakers, their interest in directing developed in middle school.

Both senior Javi Groisman and junior Ryan Powell developed their interest in filmmaking from their love of movies.

After doing some work on a friend's skating video called STL VOL 1, Powell was asked to make STL VOL 2.

Other students, however, began their passion for filmmaking for more scholarly reasons.

"In eighth grade, as a trimester topic, rather than writing a research paper or something, we were assigned to create a documentary film about an aspect of St. Genevieve, Mo.," junior Max Hillman said. "I learned a lot from this project and through this sparked an interest in filmmaking."

Senior Sarah Powers developed her interest through working on the Wydown morning news show in eighth grade.

"I liked being able to tell a story though pic-

tures and interviews, and being able to share something with the whole school," Powers said.

For senior Jamie Sachar, filmmaking was just a source of fun in middle school.

"I used to make home movies with a few friends when we were at Wydown," Sachar said. "They would have ridiculous plots and we had to shoot everything in order because we didn't have any way to edit footage."

From their middle-school beginnings, CHS students have a host of opportunities to expand their abilities and showcase their talent.

Max Hillman and fellow junior filmmaker Zach Wexelman honed their skills while attending a three-week advanced filmmaking program last summer offered by the School of Cinema and Performing Arts in New York City.

"Through this program I got extensive lessons from working filmmakers and a lot of experience writing and directing my own films," Hillman said.

A 24-hour film contest provided another opportunity to experience hands-on filmmaking for Groisman, Hillman and senior Tony Russell.

"Participating in a 24-hour film contest was fun but also very difficult because it was hard to get all the actors and crew to work together in such a short amount of time," Groisman said.

Some students also get practical newsroom experience working on the Greyhound News Network (formerly KCHS).

"GNN allows me to work on the creative aspects of filmmaking, such as camera work and editing," Hillman said. "Everything I do with GNN continues to build my experience."

Powers agrees.

"Working on GNN stories has improved my skills through practice," Powers said. "By shooting various sporting events and interviews, I can perfect the framing of my shots. I have also learned technical terms and techniques that are used, so I can understand how local news stories are made. I know specifically what to laugh at when something goes wrong."

Groisman has a similar opinion of the valuable contributions of work on GNN to his experience and expertise.

"GNN has helped improve my skills by allowing me to use more professional equipment in terms of cameras and editing software," Groisman said. "There are many nationwide school video contests that I have been able to enter because of joining the class. Being in the class has also helped me because I can learn from those already in the class."

But perhaps the most important part of filmmaking is what it means to the students and why they love it.

"Filmmaking is just another way to express myself, similar to painting or writing might be for someone else. I simply enjoy the creativity and work that filmmaking entails," Hillman said.

Powell agrees the creativity is one aspect of what inspires him about skating and filmmaking.

"Skating and filming are the two things that inspire me because they give me a chance to be creative and travel," Powell said. "It is also amazing because I have made all of my best friends through skating."

Sachar also likes filmmaking because it is such an effective way to reach an audience.

"It is probably the most influential form of mass media in American culture today," Sachar said. "The use of video and audio elements make it appealing to many different types of people."

Another way to enhance the creativity of filmmaking is to write as well as direct. Some students prefer one or the other, while others enjoy both.

"I do enjoy writing; however, directing comes a lot more naturally for me and it is certainly the aspect of film that I enjoy the most along with cinematography," Hillman said.

Powers knows the importance of good writing in a successful story.

"When I did sports highlights, writing was extremely important," Powers said. "Though it was very

important to capture the action, if the dialogue wasn't perfect, then the emotion of the game would be lost to the viewer."

Sachar believes writing, while not one of his favorite activities, is key to organization.

"I don't really enjoy writing, but being able to express your ideas on paper is very important to filmmaking," Sachar said. "It keeps things organized when you make a plan or storyboard and then follow it so you know the direction you want to go."

All the students agree that filmmaking comes with its challenges, whether it's coming up with a good idea or getting the actors to participate.

"For me, coming up with an initial idea and developing it is the hardest," Hillman said. "Writing a good script is very challenging, but once I am able to get past the writing, the actual production is much easier."

Powell is limited by his free time.

"I've pretty much put all my free time into filming rollerblading for the past eight months," Powell said. "It's all worth it though because the traveling and the places I go are crazy. Another challenge is editing the video since I do all my editing on my own. Sadly, another hard part of making videos is getting the people to skate and be willing to be filmed."

Powers counts editing as one of her prime concerns.

"When a story airs, it airs for all to see, and I try to make sure that I can fix any flaws that would be noticed by viewers," Powers said. "Another difficulty is trying to edit a story down to a time limit - you have to choose what interview and video clips that best convey the issue you are presenting."

Many of the students want to continue making movies in the future, either as a major or just as a hobby.

Groisman plans to major in Film/Media studies in college and become a film director/producer. Hillman has slightly different plans.

"I don't think I can see myself going to film school; however, I do see myself attending a school with a strong film department to allow myself to continue to pursue filmmaking aside from my other studies," Hillman said.

Powell is excited about STL VOL 2, which he plans having finished by mid-January. He also has other plans for the future.

"In the long run, I plan on making a name for myself in rollerblading, and I plan on going to film school."

As the closing credits roll, look for some of these CHS students' names up on the screen. ☺



Javi Groisman

STUDENT FILMMAKER AND junior Max Hillman works on his camera skills. Hillman's interest in film is not only an exciting hobby during his high school years, but an interest he wants to continue to pursue in years to come. Hillman expands his skills by working on GNN, attending a film workshop over the summer in New York City and participating in a 24-hour film contest.

It's all relative: Einstein family moves to CHS

Despite moving to Clayton all the way from Toronto midway through the school year, Eric, Lisa and Tracy Einstein are getting used to a different life in St. Louis and school atmosphere at CHS.

SOPHIA AGAPOVA

Although a transcontinental trip may sound like a great way to spend vacation time, moving across a continent to another country during the school year probably doesn't sound quite as appealing, not to mention, much less relaxing. But for three CHS students, this scenario became reality. This September Eric, Tracy and Lisa Einstein, who are not to be confused with the slightly more famous, though totally unrelated Albert, moved to Clayton from Toronto, Canada.

Eric Einstein, now a junior at CHS, was the first of his siblings to come.

"I moved in the middle of September," Eric Einstein said. "I came down with my parents before my sisters did because I had already missed a lot of school, and didn't want to get further behind."

Eric's sisters, Tracy and Lisa, both freshmen, came to Clayton a week later.

As might be expected, their first days of school at CHS were not at all easy. But despite not knowing anyone, the Einsteins felt welcomed.

"Everyone made me feel welcome and was very friendly," Eric Einstein said.

Before, the Einsteins had attended a public school for the arts called Etobicoke School of the Arts in Canada. Because it was an arts school, each of the Einsteins had a major which they focused on in school. Eric and Lisa Einstein were theater majors and their old school, while Tracy was majoring in screen arts. One of the major differences between CHS and their old school is the lack of such a focus here.

"The student life [at CHS] focuses more on sports than theater or the arts, whereas at my old school it was the opposite," Eric Einstein said. "That said, I was pleasantly surprised at the amount of theater available here."

For Lisa Einstein the differences between the two schools were one reason that the transition

to CHS was difficult.

"The curriculums and schedules are really different," Lisa Einstein said. "[At Etobicoke] there were one and a half hour periods and three terms instead of semesters."

Apart from noticing differences between the schools themselves, the Einsteins have also noticed differences between the students.

"[At CHS] everyone is a lot more competitive when it comes to grades and sports," Tracy Einstein said. "There's also more of a focus on extracurricular and sports as opposed to participating in activities that are not school sponsored."

Despite these differences between the schools, Eric Einstein sees no obvious differences between the teachers.

"Many of my teachers at my old school loved their jobs simply because of the attitude and dedication of the student body," Eric Einstein said. "I think that the same attitude is present at CHS; all of my teachers here seem very dedicated and that they truly enjoy teaching."

Apart from their teaching styles, the Einsteins also appreciated their teachers' patience while they tried to make up two months worth of work.

"The teachers were really good about giving us time to learn what we missed and make up the assignments," Lisa Einstein said.

Another aspect of moving that was difficult for the Einsteins was leaving old friends behind and making new ones at CHS.

"I was very close to a lot of people in Toronto, and it's hard to establish friendships like that coming into a school where everyone else has already established relationships like that," Einstein said.

Despite the difficulty involved in making new friends in Clayton, Tracy and Lisa, as twins, see that they have a definite advantage.

"When you have a twin it's easier to approach people," Lisa Einstein said. "This helps



Laura Tetri

because sometimes other people have a hard time approaching someone new because they don't know what to say."

Tracy Einstein agrees that coming to a new school with a twin carries big advantages.

"Though I don't have all of my classes with Lisa, it makes it easier to have some classes with someone who knows you," Tracy Einstein said. "It's nice because you don't have to be alone."

Although the Einsteins have not really seen

that many differences between the US and Canada as a whole, they have noticed some obvious differences between Toronto and Clayton which stem from their differences in size.

"It's a very different feeling to not have to sit in traffic for hours on end during rush hour, and everything is very close," Eric Einstein said. "The community is just as friendly and neighborly as my neighborhood in Toronto. It seems like a very nice city." ☺

ERIC, TRACY AND Lisa Einstein recently moved to Clayton from Toronto, Canada. Although the family is now a considerable distance from the place they called home, they are adjusting well to life at CHS.

CHS students wonder: what's in a name?

Many CHS students have diverse names that, while they are often mispronounced by substitute teachers, tell their own stories and give students a sense of individuality.

WENNY DONG

What's in a name? It is a trifling question overlooked by most CHS students, an iota in the face of impending disaster—otherwise known as finals, extracurriculars and life in general.

However, others like William Shakespeare and the makers of "VHI All Access: Awesomely Wacky Celebrity Baby Names" have pondered the question.

Names may be arbitrary, as shown by "Romeo and Juliet," particularly Juliet's famous line, "That which we call a rose / By any other word would smell as sweet" (II.i.85-86), but with names like Audio Science and Pilot Inspektor, others will certainly take notice.

Even though students don't exactly have names rivaling Banjo or Pirate, names like freshman Farzana Saleem's show that CHS is indeed a diverse place.

"Farzana is an Indian name that means 'beautiful and intelligent,'" Saleem said. "When my parents named me, I guess they liked the sound and the fact that it rhymes with my sister's name.

People rarely pronounce my name wrong. Actually they get it perfectly almost every time."

However, Saleem's opinion about her name varies according to her mood.

"Whether I like my name or not depends really on how I feel," Saleem said. "Sometimes I wish I never had it, while other times I like it very much."

Many other students also have uncommon names from a series of cultures and origins. For example, take junior Avital Ludomirsky.

"My name is in Hebrew and literally it means 'father of the morning dew,'" Ludomirsky said. "It comes from a biblical character, one of David's wives. My parents chose it because all the names in my family start with the same letter. They were debating between two names but chose Avital."

Overall, Ludomirsky likes having a unique name though it often gets mispronounced.

"It's a powerful name and it's very beautiful when pronounced in Hebrew," she said. "People tend to butcher it a lot though, especially with substitute teachers and then the class will start

laughing. But it's not a big deal."

Likewise, junior Samorie Stubblefield's name has biblical significance, although her mother chose the name for a different reason.

"My name is the name of an African Queen but my mom chose it because she used to eat S'mores bars and my name reminded her of them," Stubblefield said. "Most of the time, people say it right and I wouldn't change my name at all. I love my name because it's different."

Like Ludomirsky's name, senior Elad Gross's name is also Hebrew and means "God is eternal."

"My mom is from Israel so my parents gave me a Hebrew name," Gross said. "Sure, people say it wrong all the time. Some people even change it, whatever fits. But I most definitely like having an interesting name."

Junior Babe Liberman has an interesting name as well and although few people mispronounce it, she still gets a lot of questions.

"My parents named me Benjamin after my great grandpa, my dad's dad," Liberman said. "But they thought it was weird to call me Ben-

jamin and my middle name is Ruth, so they thought it would be cool if I was named Babe Ruth, like the baseball player."

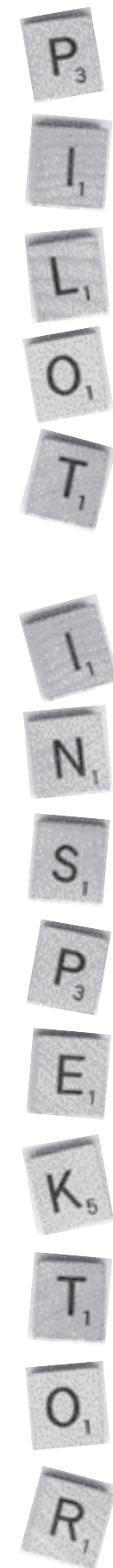
Freshman Yiliu Zhang's name also has a meaning that's important to her family.

"My name is Chinese and it means 'unity,'" Zhang said. "My last name is Zhang and my mother's last name is also part of my first name. Both my parents' names are incorporated so it shows unity between their families. It gives pronounced wrong a lot of times but I would never change it."

Although names may be another accessory, like earmuffs or graphing calculators, they still say something about the diversity of CHS.

In a world far from Shakespeare's realm, it's rare that two people wouldn't talk in public because of their names. It's also equally unusual that student names would outdo celebrity names.

Nonetheless, whether they belong to star-crossed lovers, celebrity babies or a diverse student body, never underestimate the significance of names. ☺



What makes your name special? Several students share the stories behind their names:



"My name is in Hebrew and literally it means 'father of the morning dew.' It comes from a biblical character, one of David's wives. My parents chose it because all the names in my family start with the same letter. They were debating between two names but chose Avital."

junior Avital Ludomirsky

"My parents named me Benjamin after my great grandpa, my dad's dad. But they thought it was weird to call me Benjamin and my middle name is Ruth, so they thought it would be cool if I was named Babe Ruth, like the baseball player."

junior Babe Liberman



"My mom is from Israel so my parents gave me a Hebrew name. It means 'God is eternal.' Sure, people say it wrong all the time. Some people even change it, whatever fits. But I most definitely like having an interesting name."

senior Elad Gross

CHS vegan lives without milk, meat, mink coats

Vegan and social activist Alex Heil-Chapdelaine feels passionate about her alternative lifestyle, despite what she has to give up.

CHELA COLVIN

Almost every night junior Alex Heil-Chapdelaine sits down to have dinner with her family. This pattern is unidentifiable to most high school students. The bigger difference however, lies in the dinner itself.

Over a year and a half ago Heil-Chapdelaine made the decision to become a vegan.

Unlike the majority of teenagers her age, she does not consume meat or any products from animals.

"It's funny how it happened," Heil-Chapdelaine said. "One of my sister's friends had recently turned to vegetarianism. She sent us a PETA magazine as a joke. What caught my eye were the vegan articles. Everything seemed to make sense. There were a few nutritious sample meals set out also, which made it seem doable to me."

From that day on Alex has tried to enjoy nothing but those foods in ordinance with vegan views.

"I never was a big meat eater and my father always provided alternative meals for my family," Heil-Chapdelaine said. "There wasn't a huge change."

Heil-Chapdelaine had always been interested in leading a healthier lifestyle. Veganism helps field hockey and soccer player to do so.

"A lot of people have this idea that veganism is horrible for your health, but that isn't true," Heil-Chapdelaine said. "Milk isn't even the best way to [obtain] calcium. With milk you get a lot of animal proteins, which makes it harder on the digestive system."

Heil-Chapdelaine finds alternatives for protein and calcium at local health food stores. Grains, beans, tofu and vitamins are the basic sources for healthy substitution of meat and dairy.

Heil-Chapdelaine emphasizes the number of possibilities with veganism.

"My family is able to shop at Trader Joe's and Whole Foods," Heil-Chapdelaine said. "Having convenient places to find the food I need makes for less of a challenge."

Heil-Chapdelaine admits to the challenges

posed by veganism. In the cafeteria her choices range from little to none. She has even had to result to vegetarianism in extreme circumstances.

"I do it for the environment," Heil-Chapdelaine said. "It's amazing how much waste pollutes the environment, just from raising livestock."

The high school junior feels that there is much to be learned about the benefits of veganism.

"It makes perfect sense," Heil-Chapdelaine said. "Eighty percent of the grain produced in this country goes to feeding cows. Wouldn't a decrease in the demand for meat allow for more grain to go to those countries with a lower yield? We could better combat world hunger."

Her views of veganism are attached to her political and social ideals.

She believes there is great potential in the long-term effect of a lesser demand for usual delights such as beef and chicken.

"I think a lot of the problems we face are from resentment and hostility based on America's image as a capitalist nation with extra of everything," Heil-Chapdelaine said.

While the basis of such animosity may not be true of America, Heil-Chapdelaine is convinced that aiding more countries and providing more for America's own people can rest some brewing issues.

"I believe that leveling the playing field is the best way," Heil-Chapdelaine said. "I guess that's why I consider myself a socialist. Nothing extreme, but a greater balance appeals to me."

Heil-Chapdelaine wants more people to see the pros of veganism. She ties our energy crisis and foreign policy to the misinformation of Americans.

"I just don't think enough people know what natural resources we have to work with," Heil-Chapdelaine said.

She's a teen with a unique look on politics, health and society. Her vegan lifestyle helps her to expand those beliefs and ideals.

"I know I can't change the world," Heil-Chapdelaine said. "I feel like if enough people know how great an impact their [sacrifices] can be, we can change it together. Besides, it's not all that bad. Pillsbury crescent rolls are vegan." ☺



JUNIOR ALEX HEIL-CHAPDELAINE enjoys a healthy, vegan lunch in the Commons. Even though she can't eat any animal products, she still finds plenty of ways to stay healthy and keep her meals interesting.

Becca Gutman

Veganism:

- Defined as abstaining from the use or ingestion of animal products or products that have been tested on animals
- Includes meat and dairy products, fur, leather and many cosmetics
- The word "vegan" comes from the first three letters and the last two letters of the word **vegetarian**.
- It is estimated that about .2% of American adults are vegans.

Globe
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A sensitive question

As a college-bound senior fills out school applications, memories of her father flood her mind.

It was a simple question really: Yes or No. Just check the box, I told myself.

"Father _____ Living? Yes ___ No ___."

I had already written my father's name in the first of the many pre-applications I filled out. Now I had to answer the next question.

I raised my pen to that question, changed my mind and moved on to the next part of that category.

Occupation _____ Employer _____

I filled those in: Photojournalist, Lee Enterprises.

I decided to fill in the rest of the pre-application before I came back to that question.

Finally, only one question was left.

"Living? Yes ___ No ___." I checked "No."

And that was it. Simple, straightforward and harsh.

There was no space to explain what had caused my father's death, how I felt when my father died or even how I feel now about my father's death. No chance to explain how his death had affected me as an individual and how I was the person I was now because of him and because of his absence.

I felt strange.

My father's life had just been boiled down to a "Yes" or a "No."

If I had checked "Yes," it would

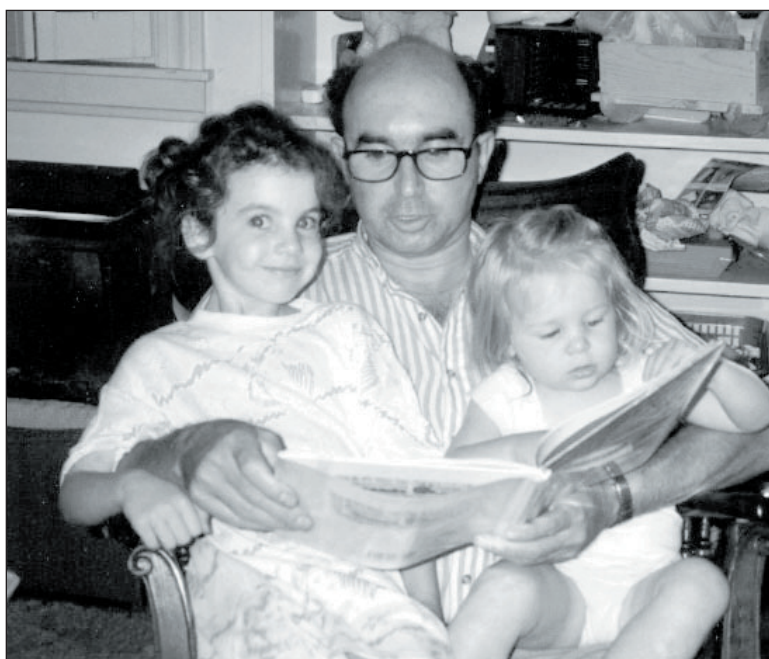
have meant that my father had been present at every school function and at every family dinner. It would have meant that he had been there to help me with my math homework or to discuss controversial issues and politics with me.

By checking "No," it could mean my father has been absent in my life since the time I was 10. However, that is not true. I still feel his presence, or lack thereof, everyday in my life. He has been absent in body, but not absent in mind.

I wanted to write pages about him. I wanted more of a chance to explain.

One box.

Aside from the box on applications, I have another box at home

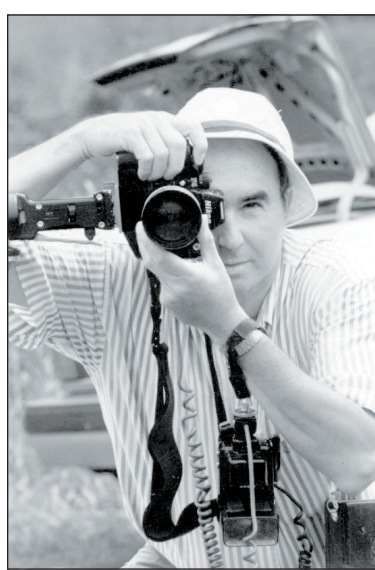


SENIOR REBEKAH SLODOUNIK'S father passed away when she was 10 years old. Pictures like these, and a variety of other memories allow her to keep him close to her heart. Above: Slodounik and her sister sit in their father's lap as he reads them a story. Right: Her father, a photojournalist, snaps a picture.

that I "check." This box contains all of the more tangible memories I have of my father. In it are my father's shoelaces from his shoes that I knelt down to tie for him on the Sunday before he died. He was too weak to tie them on his own. The last Father's Day card my sister and I gave to him, although slightly torn, also holds a special place in the box. Aside from items with a sadder connotation, I have happier items in the box too. These items include small trinkets that he gave to me over the years, some of the photos he took and most importantly, photos of him.

Whenever I want to feel closer to my father, I always pull the box out of my closet and slowly sift through my treasured items. Instead of prompting me to feel more grief over his death, the box helps me to reconnect with my father.

My box, the box in my closet, is much more meaningful than that box I have to check on my applica-



tions. I didn't want a college admissions officer to just skim over the information about my parents, notice that my father wasn't alive and move on. I didn't want my father to be dismissed, in any shape or form, even by a stranger.
One box. I have more college applications and financial aid applications to fill out. Each time I'll have to check that box. It might get easier, but I don't really expect it to. I just wish I didn't have to check "No."

Making our MARK...



...Rebekah Slodounik

Interview with AIDS victim opens editor's eyes, challenges

His skin is Crayola-crayon brown and is shiny on top of his head where his hair has fallen out with age. From looking at him, I can tell he has lived on the streets, taken illegal drugs, seen the ugliness of the world. I see the pain he lives with in the corners of his eyes; I hear it in his low, slow voice. But I know he has found beauty in his life, know it from the way he sits upright in his black chair, from the way he laughs so loudly.

At a recent journalism convention I attended in Chicago, Pulitzer Prize-winning photojournalist John White said to us, "Every person has a song. It is the journalist's duty to sing that song."

As I look at him from across the table, a tape recorder and three sheets of loose-leaf paper between us, I know I want to tell his story.

I went into the interview ready to pity him. He has been living with AIDS for nearly 20 years. I imagined him thin and feeble, pictured hollow eyes and visible ribs. In my mind, he was a sorry victim, wasting away, eager to share his tragedy. I had already planned the lead of my article, centered on grief and pain.

Everything started out according to plan. My map led me to a dilapidated area, to buildings with peeling paint and yellowed windows: it was a place I expected an urban AIDS center to be. In the lobby of the building a group of college-age students crowded together in front of the elevator, breaking apart and

moving away as I walked past.

St. Louis Effort for AIDS has it's office on the eighth floor, the top of the building. When I walked in, I was confused. The lobby had the scrubbed smell of a hospital; the rooms were colorful and bright; young adults were sitting quietly in the clean waiting area.

A man with bleach-blond hair and earrings helped me. At first he seemed surprised to see me, in my corduroy coat, holding my clipboard, looking slightly dazed. But he soon figured it out.

"You're the yearbook editor," he told me, smiling proudly. I didn't correct him.

The woman I set up my appointment with was much younger than I expected. Her hair was bright and wavy and she wore glasses. She introduced me to my supposed-to-be-pitiful interviewee, the grandfather, who also looked younger than I expected. She led me to a conference room in the back; he held all the doors open for us.

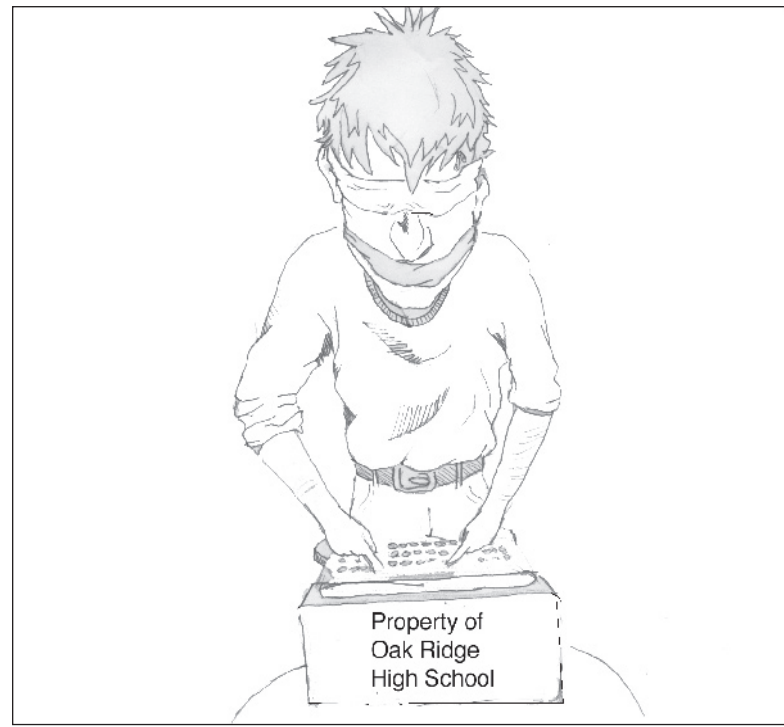
The conference room, like the rest of the office, was bright, open—not suffocating as I imagined. I pulled out my silver SONY tape-recorder, broke the tip on one of my pencils, braced myself for the hardest interview I had ever had.

At first, there was awkwardness. I was afraid there had been some mistake: the man sitting across from me couldn't have AIDS. He should have been wasting away before my eyes, slumping weakly in his chair, holding onto the table with shaking

Keeping It In PERSPECTIVE



CAROLINE BLEEKE



Sam Bader

Censorship of student works pointless, unfair

The United States Bill of Rights states in the First Amendment that all citizens are entitled to freedom of the press. For high school journalists, however, this right is buried beneath loop holes. Censorship of student publications by high school administrators has become commonplace in schools around the country.

The journalists at Oak Ridge High School in Tennessee recently joined the ranks of the countless students who have experienced firsthand the extent to which their First Amendment rights can be compromised.

The Oak Ridge incident illustrates the problems that arise when officials take liberties with censoring student publications.

For the November issue of the Oak Leaf newspaper, Oak Ridge student Krystal Meyers wrote an informational article about methods of birth control. Meyers' intent in writing the piece was to educate her classmates about the dangers of sex, a relevant issue, according to the Meyers, for teens at her school.

In the story, Meyers quoted a local OB-GYN and described numerous birth control methods. Despite her careful researching and accurate information, Oak Ridge High School administrators deemed the article inappropriate and ordered distribution to stop.

An administrative search-and-seizure of the 1,800 published copies of the Oak Leaf ensued: newspapers that had already been delivered to teacher mailboxes were removed; administrators searched classrooms and confiscated all copies they found; students were told to bring copies back to school if they had already brought them home. Oak Ridge students aptly labeled the administrative efforts "ridiculous."

The Oak Ridge principal, who spearheaded the censorship, justified her actions by citing objections to a quote in the story from the OB-GYN which stated that birth control can be obtained without parental consent. The principal claimed that because the newspaper's readership included students as young as 14, it was the school's duty to protect those students from such "controversial" material.

The Oak Ridge administrators exemplify the naiveté that numerous school officials show when censoring student publications. Administrators often fail to realize that students are generally significantly less innocent and uninformed than they would like to believe. Censoring any mention of sex out of a student newspaper will not censor sex out of a high school. Forbidding editors to run a story about legal birth control methods, however,

could have serious effects on the student body.

STDs and unwanted pregnancies are life-changing consequences of unprotected sex. If students at Oak Ridge High School are having sex, which according to numerous national surveys is very likely, then they have the right to be informed about how to stay safe. Administrators who claim to be concerned about protecting students should realize this.

Oak Ridge High School has an abstinence-only sex education program. If students are not provided with information about birth control from their teachers, and if the newspaper is also forbidden from covering birth control, how can students learn ways to protect themselves?

The principal of Oak Ridge High School may have been perfectly within her rights to stop the distribution of the school-sponsored newspaper. But what sort of message did she send by deciding to censor the publication? Her naive belief that students at Oak Ridge are protected from exposure to "grown-up" issues like sex disregards the rights of Oak Ridge students, sending the message to them that they are childish and cannot be trusted with such information.

If student journalists are forbidden from exercising their First Amendment rights, when will they ever learn to use them responsibly? If Meyers' article was reasonable, accurate and written in a professional manner, then administrators should have treated it in a professional manner. Students at Oak Ridge High School were not pleased with the way the administration handled the incident. Numerous students attended a November school board meeting wearing tape over their mouths with the word "censored" written. Students wore handmade t-shirts bearing such messages as "censorship got me pregnant."

As is often the case with censorship, the story in question received more attention than it ever would have otherwise. Students who probably would never have read the story before the controversy read it afterwards when it was published in the local and national press.

Ultimately, the outcry from students and from many members of the community caused administrators to rethink their decision. The paper was released, in its original form, at the end of November. Oak Ridge High School learned the lesson that the rest of the country should learn: censorship of student publications is unproductive and unfair.

Staff Editorial

Agree **97%**
3% Disagree

Corrections Box

Zach Miller was misnamed Zach Smith in the caption of the computer picture on page 15 of the last issue.
Dr. Louise Losos' name was spelled wrong on page 1.
Senior Chris Peck's name was spelled wrong on page 1.

Junior appreciates 'mixed religion' upbringing

Reflecting on past, student acknowledges her father's selflessness in accepting her mother's Jewish traditions.

This weekend my family and I went on our annual trip to Christmas Tree Valley. We repeat the same half hour drive through the Missouri countryside, over the 12 ton weight limit bridge and finally down a rock road every year. Our destination is a charming log cabin and a small forest.

The cabin has looked the same every year, equipped with a stand selling hot chocolate and hamburgers, a Santa Claus who sits in the same wicker chair each year and a puppet show that sticks closely to schedule featuring a different fairy tale every fifteen minutes.

Behind the cabin is a valley, full of evergreens, hence the name. Each year my family hikes down the same hill and we walk past the same stream on our search for a decent Christmas tree.

Although my siblings and I have grown out of Santa Claus and the puppet show, Christmas Tree Valley has been a tradition in our family and every year we return to chop down a tree.

Christmas, however has never been a religious holiday for my family and despite our yearly custom we have emphasized Judaism.

When I was younger this didn't seem like a problem and when someone asked me what my religion was I would answer simply: "I am half Jewish, half Christian". Meaning that I celebrated Hanukkah and Christmas, I went to High Holiday services and an annual Easter egg hunt. My mom was Jewish and my dad was Christian.

As I got older I was more swayed by my Jewish roots. I went to Sunday school at a temple, had a Bat Mitzvah and attended an annual seder. We celebrated Christian holidays less and less and only "for fun" without the religious meaning behind them. Jewish holidays held more significance for my family.

By the time I was a middle school student my new response to a question regarding my religion was I am Jewish. That was the only answer, I thought, that made sense. I felt I was no longer torn between the two. But why did my family still put up a Christmas tree?

I was not a fan of the tree or Christmas in general and I constantly let my parents know.

In middle school I was very influenced by my friends, the majority of whom were Jewish and they asked me why I celebrated Christmas. Through embarrassment of being different from my friends and because I was confused to why my family did not stick to one holiday, Hanukkah, in December.

I asked to end our Christmas celebrations.

I selfishly thought my dad should just "go with the flow" he had grown up celebrating Christmas, but I decided he needed to forget about his background. Although my dad had never been extremely religious and his family went to church just a few times every year, the holiday is important to my dad more because it is a tradition and not a religious event.

I realized although my dad was not religious, I should not block out his feelings.

He sacrificed passing on his religion to his family; I have never been to church, or studied any Christian philosophy. I was the one who was not "going with the flow."

I didn't realize this until recently. I was at school and someone mentioned how her father stood to the side while my friend, her mom and her siblings light the Hanukkah candles. I asked why not, and she made her answer seem obvious when she responded, "he is not Jewish"

I did not understand that. My dad is not Jewish either, but he joins in on our Hanukkah celebrations. He comes to Passover dinner with us

and on my Bat Mitzvah he was as much a part of the celebration as my mom.

So this year I stopped asking that we end celebrating Christmas.

My dad gave up his childhood religion for our family. He fully embraced our devotion to Judaism. He has never requested that our family go to church or even celebrate the Christian holidays. We simply invite friends for dinner and we put up a tree from Christmas Tree Valley to honor his past.

This year when my family and I made the turn off the highway onto the open road that leads us to our annual tree chopping afternoon, there was a sign on the road that read "Christmas Tree Valley is Closed". In disbelief my mom tried to call the location. There was no answer.

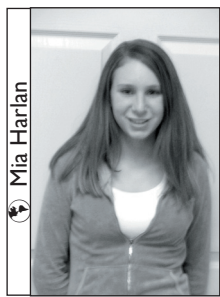
Upset, my family decided to go the extra miles to Christmas Tree Valley, just to make sure the sign was not a mistake. We passed two more signs confirming the closure of Christmas Tree Valley, until we actually got there.

A fence blocking the entrance and a fourth sign that read "Christmas Tree Valley is closed for good".

The tradition that my family had created had ended and the person most distraught was my Jewish mom. My dad's tradition that he passed on to our family did not ask me to worship a religion different from the one that I believed in, rather, it was the opposite. He gave my family an opportunity to celebrate a fun holiday with him and for many years I refused to take part in it.

So, I'm sorry. I asked my dad not to celebrate something he had been doing for many years, even before I was even born. All we were doing was indulging his memories of childhood. I should be grateful that he never asks for anything at all, and he is happily part of family traditions we have created.

Now, I am unsure why I ever wanted to end joining my dad in celebrating his tradition. ☺



Mia Harlan



Photos courtesy of Mia Harlan

JUNIOR MIA HARLAN poses with her younger sister and Santa Claus at Christmas Tree Valley, which her family visits each winter to buy a Christmas Tree for their house. Harlan has grown up in a family of "mixed" religion: her mother is Jewish, her father is Christian. Despite his religion, Harlan's dad willingly participates in the Jewish customs that the family has, something that Harlan has grown to appreciate as she gets older.



LEFT: JUNIOR KATE Rothman reads from the Torah during her Bat Mitzvah in 2002. Right: Rothman and the Rabbi who helped her prepare for the service.



Photos courtesy of Kate Rothman

Considering her religious experience, student feels ultimately content

As I flipped through the day's mail at my house a few weeks ago, I came across the monthly newsletter sent out from my temple. The cover page showed a group of students in the Sunday school program, holding hands and singing on a temple retreat, obviously having a great time.

I remember going on a retreat at temple. Most vividly, I remember laying on the floor in a lodge with my sleeping bags, as I watched Babe the piglet on the television screen in front of me, as the group I was with viewed "Babe." I remember sleeping in the metal-frame bunk beds, and worrying that I would roll off of the top bunk in the middle of the night. I remember going for walks outside and eating spaghetti in the dining hall. It was a while ago, but I remember having a good time.

A few days ago, another temple newsletter came. The new one had a picture of the year's confirmation class on the cover, a group of students a year younger than I am. The group of 20 or so students are posing in Washington D.C., which they recently visited as a group. They are standing with their arms around each other, grinning,

It must have been a good trip.

Last year, several of my friends that attend my temple went on their own confirmation trip.

I was not with them. Sometime between my third or fourth grade retreat and the past few years, I stopped being involved with temple. I attended Sunday school from first grade until eighth grade, and became Bat Mitzvah as well. I didn't always wake up early on Sundays to go to temple for Sunday school willingly, as my parents will testify to, but I went.

I was never one of the kids whose parents allowed them to skip on a consistent basis, or to leave halfway through to go to some sports game. I went to Sunday School for the whole two hours each morning, and most of the time, I really didn't mind it all that much.

But, I really didn't enjoy it all that much either. So, after my Bat Mitzvah, I stopped attending temple regularly. Now, my family and I attend services on the High Holidays and a select few other days throughout the year. And sometimes now, I think about how things might be dif-

ferent if I were more religious. I have friends, of different religions, whose religions play a huge part in their lives. My cousins attended a Jewish day school when they were younger. They all genuinely enjoy being religious, going to Church or temple at least weekly and participating in religious activities with their youth groups. Some of their closest friends were met through their religion. They have such faith in God.

I admire the fact that some people believe in their religion so strongly. Sometimes, I wish I were more religious myself. I wonder what it would be like. I wonder if my experience would be different if I had lasted longer in Sunday school; if I, too, had been confirmed last year.

Most of the time though, I am completely content with my own religious experience. I am proud that I learned Hebrew, and went through the long process of my Bat Mitzvah. Because of it, I am still involved with collecting items for Therapeutic Horsemanship, the charity that I worked with for my Mitzvah (good deed) project. I get a great feeling every time that I visit the Therapeutic Horsemanship stable, with a van load full of items I have collected, through donations and my own purchases.

I know that I have my religion to thank for the smile on my face when someone thanks me for what

I've delivered like the fact that I go to temple on special days, and listen to the rabbi's sermon and other stories. I like to think about the fact that my ancestors went to temple just like I am doing and listened to some of the same stories being told, and hopefully, generations of my

family after me will do the same.

My religion is a bridge between multiple generations. It's relaxing to be able to just sit still with my family and so many other people for a few hours, and just listen to what is being said, without worrying about taking notes, asking questions, or anything else stress-related.

Sometimes, I do wonder what it would be like if I did more with my religion, was more involved, more interested. It is appealing to think that there is a God, or a greater being, watching over everyone, making decisions. I am intrigued by the idea of someone holding all of the answers.

At the same time however, I find it hard to believe that a single being is capable of controlling everything in the world.

I like the way that my immediate family believes and practices our religion, in our own laid-back style.

Although we may not put tons of emphasis on it, my religion is important to me, and I'm sure that it will continue to be as I get older. ☺



Kate Rothman



Michael Root

CHS English project in need of change

It is midnight, the day before it is due, and I am just past half way. I feel rushed and panicky, but I tell myself it's just a book. Only four times a year, but it seems continuous, blending together into one long book.

The IRA, or Independent Reading Assignment, is one of the seven essential practices in an English class at CHS, but for the students it is yet another task piled on to the seemingly countless other homework chores that must be accomplished in the short time between school days.

In an honors English class, the requirement for IRA is one book a quarter, which adds up to be four books a year. Albeit, an honors class is usually for better students who work hard, the tempo and difficulty of the regular class curriculum is advanced compared to the normal classes. A normal English class, however, is only required to read two books a year.

Is giving honors students twice as much work fair? Also, most honors students are in multiple honors classes, further piling on the homework, tests, papers, etc, that they are required to do.

Most students have hours of homework already and are involved in sports and clubs, which leaves many students very little free time. The lack of extra time often causes students to procrastinate with their reading.

Even when I sit down with my chosen book, there is no guarantee that I will like it, setting the stage for a potentially boring and elongated assignment.

If you are like me, when it finally comes time to sitting down and reading your book, you are in a rush, having to read extensive amounts of your book to keep up with the assignment.

At this point, there is no possible way one can actually enjoy what they are reading, and isn't that supposed to be a part of the assignment?

When the book is finally done, there is a short project, often a mere discussion about the IRA's of the class. There is not much a 46 minute class period can accomplish with 24 plus different books. With such little time spent on each student's individual book, how much different is the IRA assignment from simply reading a book on your own time and at your own pace for pure enjoyment?

With the extremely cursory assessment on each student's individual book, the greater the chance that students resort to an English teacher's worst nightmare: SparkNotes. If students never actually get around to reading the book and cheat instead, then isn't everyone's time being wasted?

The IRA curriculum is not a horrible idea, but reforms need to be made to better suit the students.

A book group, where a number of students read the same book, or maybe the same author, would give some students a common body of knowledge so the discussions can be more focused and more enjoyable for the students.

On a positive note, the students who actually read their books are exposed to more and better literature that helps with vocabulary and other literary skills.

Without an IRA, students may find themselves with extra time which would maybe be wasted on mindless video games and TV, but who says students shouldn't enjoy high school a little?

I think that it would be especially beneficial for honors students to possibly eliminate at least one book per year of the IRAs, and give students in all English classes some say as to what evaluation they will be subjected to, while still at the teacher's discretion.

I believe that if the students feel that the teachers truly see value in the assignment, and there are clear rewards for the students, they will participate and reap the intended benefits of the IRA system. ☺

The IRA curriculum is not a horrible idea, but reforms need to be made to better suit the students.

I admire the fact that some people believe in their religions so strongly. Sometimes, I wish I were more religious myself. I wonder what it would be like.

I like the way that my immediate family practices our religion, in our own laid-back style.

Forest Park provides peaceful beauty for all

After a \$100 million revamp, the 1300 acres of Forest Park are filled with beautiful oases around every corner.

The sheer size of Forest Park is astonishing. It is approximately 1300 acres (which puts it ahead of Central Park in New York by 500 acres) making it one of the largest urban parks in the country. It is also one of the most beautiful. If you are having trouble putting that number into context, think about it this way: within the park there is the art museum, history museum, planetarium, zoo and the Muny.

There is an ice rink, 36 holes of golf, tennis and handball courts plus recreational venues for softball, baseball, soccer, lacrosse, cricket, rugby and archery. It is home to the boathouse, Jewel Box, World's Fair Pavilion, green houses, Turtle Park, a fish hatchery and the Grand Basin. There are two waterfalls, six lakes, 18,000 trees, a river system that runs through the entire park and miles of bike trails and walking paths. There are built-in ecosystems which include wetlands, savannah, prairie and the beautiful Kennedy Forest. There are countless statues, fountains, monuments, and bridges. And if you get hungry there are eight separate institutions where you can eat. There really is something for everybody. Forest Park is fabulously gorgeous.

It is a landscape of almost unending color. With sparkling streams, beautiful lawns, groves of trees, and one spectacular vista after the next it is a truly breath-taking place.

In the past few years Forest Park has concluded a \$100 million renovation, restoring its lakes and rivers, planting trees and other wild plants and fixing up bridges, paths and fountains. You can particularly see the improvement in the Grand Basin which was one of the focuses of the restoration. It is a focal point of the entire park and appropriately it is one of the most impressive. Much of the land had fallen into serious disrepair, and the park's reputation had taken a serious blow. But

now with the park looking better than ever, that reputation has been more than earned back.

Sadly, the most contact many people have had with the park is driving through it to get to the Zoo, the Muny, or one of the museums or other institutions. To really get a feel for the park you have to get off the roads, and find places where paths don't lead. The real treasures of Forest Park cannot be experienced from behind a steering wheel.

There are islands, stepping stones, clearings, lagoons, riverbeds and springs that you can only find if you go exploring. There is so much to find. I have been biking through the park on a fairly regular basis for the past four or five years, and I am still discovering things that I didn't know were there before. There are so many nooks and crannies, so to speak, that there is an almost unlimited variety of new places to go and new things to see.

One of my favorite things about the park is that although the renovation has left it looking clean, new and young, there is still an incredible amount of history there, and you can see it all around. The park was founded in 1876, 129 years ago.

It was the site of the 1904 World's Fair, when the Grand Basin, the Art Museum, and the World's Fair Pavilion were built. Those are still there today. But there are other features, many of them overgrown and beginning to deteriorate, which for me say even more about how old the park is. There are carriage bridges which have been there for over a century, where you can just imagine people in horse and buggy going to the fair.

There are staircases overgrown with moss that now look abandoned, but which echo thousands of memories. There are foot crossings where the roots of trees have grown over and through them and have become embedded within the stone work. These serve as a re-



THE MUNY IS a central landmark in Forest Park and is the nation's oldest and largest outdoor theatre.



THE ST. LOUIS Art Museum is the site for countless events throughout the year. One can stroll through the grounds during the summer and see kids sledding down Art Hill during the winter months.

minder of just how many people over the years have come to enjoy everything that the park has to offer.

Yet what makes Forest Park so special is the people that come to use it. It is a place for everyone, and everyone can enjoy it. Within its 1300 acres you can unwind after a stressful day, go for a walk with a friend, burn off steam with a bike ride or a game of soccer, go boating

on a river or just find a quiet place to sit and relax. The people embody the spirit of the park, and you can see it every time you visit.

You can see it in two kids as they race up Art Hill and then tumble back down. You can see it in the couple strolling down a path watching the sun set. You can even see it in the old man resting on a bench, eyes closed, letting go after a long hard day. ☺

Chess brings sense of accomplishment

"CHECKMATE!" My dad first taught me how to play chess during the summer of my freshman year. I played off and on the computer against opponents of different levels from all over the world. With my dad's instructions and my experience playing against others, I joined the Clayton Chess Team my junior year. I am the only girl and Vice President of the Chess Club.

When I first came to the Clayton School District, I was too busy struggling with English that I didn't even think about playing chess.

In 2004, I noticed my dad playing chess on AOL. I really liked it and wanted to learn how to play. For a little while, I lost every game. However, as I progressed, I became more proficient and began winning games.

When I first won a game, I was extremely excited and happy. I felt a sense of satisfaction by meeting the challenge, the competition and the victory against an opponent.

Since I began playing, I have become excited about the game. It's very challenging, and it's extremely fun. To me, it is also an opportunity to increase leadership and at times do community service.

It is like running my own army in the Middle Ages. In this army, I have eight pawns (infantry), two castles, two bishops, two knights (horses), the queen (the most powerful piece), and the elegant king. Doesn't it sound like the Middle Ages, when the real kings and queens of Europe were playing this game of strategy?

It's like two armies fighting it out; you are the general that controls the strategy and tactics on your side of the field. I have control over the game. The object is to place the enemy's king under attack so it cannot escape, which is called "checkmate."

There are many benefits of knowing how to play chess. It is a mental challenge, where I use my brain against someone else's brain; it is a thinking game. In the busi-

ness circle, chess is considered very elegant and sophisticated. In the future, if I am a woman in the business world, by playing chess I may be able to impress many people which could be another stepping-stone to success.

As time went on, I got better and better as a chess player. Six months after I learned how to play, I became an assistant to my dad's chess class in the Pattonville School District. The class was for beginners

and more advanced players, from first to eighth grade. I got lots of enjoyment and satisfaction out of teaching these kids the game that I learned less than a year ago.

At the beginning of this school year, as a junior, I decided to take my game a step higher by joining the Clayton Chess Club.

The members were all boys, except for me. The male members of the team were all very nice to me, but they probably thought I did not know how to play chess. As I started to win chess games, they were amazed that a girl knew as much about chess as they did. The coach was so impressed with me that he appointed me the vice president of the club, which my family and I think is a real honor. My parents are very proud of me.

Currently, the Chess Club has had two traveling chess meets and Clayton has sponsored a chess meet at home. The team has done well so far.

I give thanks to my chess coach, Greg Kramer, who has been so helpful teaching me more about the game and I appreciate him giving me this chance to be part of this chess community. I owe many thanks to my dad, who was a college chess champion at Arizona State University in his time, for teaching me the fundamentals of the game and inspiring me to love the game.

As Vice President of Chess Club, I urge all students to learn chess and join chess club for the enjoyment I have been able to experience. ☺



Feng Shuang Stamm

Community events provoke reaction from residents

Dear Editor:

On Nov. 29, Jonathan Kozol spoke in the CHS auditorium about his new book "The Shame of the Nation," referring to American educational "apartheid." I wish to comment on what he failed to say.

In 1944, the Swedish economist Gunnar Myrdal famously referred to the history of racism in America as the "American dilemma." Over a half-century later, the dilemma tragically persists. Although the appointment of two African-Americans in succession as U.S. Secretary of State—entrusted with prime responsibility for safeguarding the national interests of the United States—attests to the remarkable progress in race relations that has occurred in this country since World War II, we still struggle with fulfilling Martin Luther King's dream of "judging people by the content of their character rather than the color of their skin."

I was reminded of how far we have come, and how far we have to go, when I heard about a new "goal" articulated last year by the Clayton School District—Wydow Middle School aimed "to pursue the targeting of 6-8 African-Americans" for placement in honors courses at Clayton High School upon their graduation from Wydown, referring mostly to inner city children in the voluntary desegregation program.

Then, in September, I discovered what this meant, when it was reported that several African-American children had been admitted to ninth-grade honors English, over the objection of the CHS English Department faculty, who had determined that they did not meet the entrance standard but who were nonetheless overruled by the district administration; what's more, the students were to be provided with special "support systems" to help them make it through the courses.

I had to ask myself, why admit only 6-8? Why not many more, if they qualified? And why not zero, if none met the admissions standard? In other words, why do we

continue to engage in racial bean-counting when it comes to such decision-making, not only in Clayton but at the University of Michigan and many other educational institutions? What happened to honoring the words of that great U.S. Supreme Court Justice, Thurgood Marshall, who, as the lead attorney in *Brown vs. Board of Education* in 1954, said "distinctions by race are so evil, so arbitrary and insidious that a state bound to defend the equal protection of the laws must not allow them in any public sphere"?

During the recent Lawrence Summers controversy, in which the president of Harvard was criticized for suggesting there were "innate" differences between men and women in their aptitude for science and math, critics pointed out that symphony orchestras did not begin to hire female musicians in large numbers until they instituted blind auditions whereby the players performed sight unseen behind curtains, thus removing the element of bias. Why don't the Claytons of the world apply the same principle and adopt a "blind" screening procedure for admitting students into the high school honors program, one that rewards individual achievement rather than categorical group membership? Is it because we fear that our educational systems have done such a poor job preparing African-American kids academically that these young people cannot succeed in truly bias-free, merit-based competitions, and we wish to disguise that failure by engaging in "Noah's Ark" exercises?

Granted, schools face enormous challenges in overcoming the handicaps of poverty, lack of home support systems, and other variables that account for the "white-black learning gap" which study after study has documented as a national problem. I do not envy teachers and administrators asked to remedy the problem. No doubt, it is good intentions that drive Clayton and other districts to want to "level the playing field." However, setting numerical targets for racial representation in honors courses and

creating side-door entry into those courses does a disservice to black students and, indeed, all students.

Regarding the former, it amounts to the kind of "soft bigotry" associated with Paul Hornung and like-minded thinkers, who assume African-Americans cannot be held to the same standard as others. Regarding the latter, the lowering of honors admissions standards threatens to undermine the academic challenge and integrity of such courses, including legitimizing an increase in "parental overrides" and "support system" demands by parents whose children have been denied entrance and who, understandably, question why the bar should be lowered for some children but not others. If "honors" courses are no longer based on merit, then why even bother to offer them?

Public schools must stand for excellence no less than private schools, and arguably more. If "the Promised Land" that King so eloquently spoke about is to become a reality, schools must play a central role. The goal should not be to admit "X" number of African-Americans into honors courses. Instead, the goal should be to, beginning in kindergarten, help prepare each and every child—white, black or any other color—to succeed at the highest academic level and maximize her or his potential.

By freshman year of high school, some will have demonstrated the ability and willingness to do advanced work, and should be placed accordingly; others will not have, and should be challenged in regular classes to earn their way into honors classes based on performance, not appearance. If we take seriously the goal of a color-blind society, then perhaps we might attain it.

The "shame of the nation" is that even someone as intelligent and well-intentioned as Jonathan Kozol does not grasp this simple, essential point.

J. Martin Rochester
Distinguished Professor of Political Science
University of Missouri-St. Louis ☺

Dear Editor:

My name is Bruce C. Cohen. I am a "Hockey Dad." My son Brent is a goalie for Clayton High School's hockey team. For those of you who missed the end of the game (and there were many of you), Clayton beat Ladue 5-2 at Friday night's hockey game at Webster Groves.

The Greyhounds are putting together a very nice season, moving to 5-1 in the league, and 6-1 overall. Their sole loss was over the Thanksgiving holidays, an 11-2 loss to Priory. I like to think of that game as an outlier.

An outlier is a value in a statistical set that is so far outside of the expected norm that it skews and prevents any mean meaningful interpretation. So setting aside the Priory game, when you go see a Hounds hockey game this season, you reasonably can expect to see a pretty good game.

On Saturday, Nov. 19, the Hounds played Westminster at Brentwood. Westminster came into the game with a full head of steam, having scored 18 goals in their last two games. Their fans were loud, proud, and supportive. A lot of Clayton fans came to that game. They, too, were loud, proud and supportive.

The game was close until midway into the third period. Clayton scored a couple of quick goals, and went on to win 6-3. There was a lot of fan interaction, including invitations from Clayton fans to Westminster's fans to check out the scoreboard after each goal.

However, at the end of the game, the stands emptied out without incident. Everyone saw, and hopefully enjoyed, a very good game. After the game, I talked to a couple of Westminster parents who did not think that Westminster played its best game, but thought that Clayton played well. We wished each other's teams success for the rest of the season.

On Friday, Dec. 2, the Hounds played MICDS at the Fenton Forum. The Hounds were never seriously challenged, and won 6-2. There were not a lot of fans at that

game. However, one Clayton fan spent a good portion of the game shouting expletives at various Rams players, and at MICDS fans. Eventually, Fenton police removed this individual from the game. I was disappointed in this fan.

He took the time to drive out to Fenton, but appeared to have little or no interest in the game.

His actions reflected poorly on himself, obviously, but also on Clayton High School and the other Clayton fans that were there to enjoy the game. Still, I considered his actions to be an outlier. Perhaps, I was mistaken.

Rodney Dangerfield (born Jacob Cohen, no known relation) once quipped, "I went to a fight and a hockey game broke out." On Friday night, at the Webster Groves ice rink, life imitated art. When I think of "fan participation," I think of cheering for and supporting your team.

I even have no problem with ribbing the other side's fans a bit with calls to check out the scoreboard towards the end of a hard fought game, like at the Westminster game.

But on Friday night at Webster, my participation included trying to hold a young man's head to prevent him from cracking it on the stairs or iron railing while two other parents pulled another individual off of him. For those of you who missed Friday night's game, late in the third period a large fight broke out in the stands. Eventually Webster Groves police contained the matter, and ordered all of the student fans from both Clayton and Ladue out of the rink.

I was sitting two rows from the top when the fight began. I did not see the events that started the fight. From my seat, I could not even see who was fighting until the young man was thrown down in the aisle next to me. After the police regained control of the crowd, I heard parts of at least half a dozen explanations as to how the fight started, and who was involved. Supposedly, one of Ladue's fans spit on a Clayton fan.

Supposedly, one of Clayton's

fans spit on a Ladue fan. I heard one lady say that she saw a Clayton fan initially push a Ladue fan, which I considered unlikely since she was sitting two rows below me when the fight started somewhere behind us.

I am not saying that she was lying. Perhaps she had turned and observed something.

But as is common on the ice, perhaps she only saw the retaliation, and not the initial interaction between those fans.

Each of the individuals may truly believe their versions of the events. I cannot gainsay any one of them, or claim that they are lying outright. However, regardless of how the fight began, there is no place for it at a Clayton High School hockey game or otherwise.

As I stated at the outset, I am a "Hockey Dad" of a goalie. I am happy to do a post-mortem on the game with my son, win or lose.

I have seen some bad games and many very good games. I have seen games both lost and won based more on the officiating than the course of play.

But regardless of the outcome, at the end of the day, the game is still only a hockey game. Ultimately, it will have no effect on the price of oil, the final demarcation of international borders between Eritrea and Ethiopia, or any further amendments to the Patriot Act.

I encourage all of you to come see the Hounds play hockey. Cheer them on, win or lose. But come to see your friends and classmates play hockey.

Respect the other fans, so that everyone can enjoy the game. At the end of the game, let the scoreboard do the talking.

Hopefully, Friday night's events in the stands will be nothing more than an unfortunate outlier in an otherwise wonderful and memorable season. But to say that I am not concerned would make me an outright liar.

Sincerely yours,
Bruce C. Cohen ☺

Unnecessary work causes stress

As I read the article in last month's Globe, "Freshmen Experience Homework Overload at CHS," it got me thinking about my times in freshman year. Having honors freshman physics with Rex Rice was definitely the greatest challenge of any sort I have ever had in life. Often I stayed up past midnight doing various worksheets and lab reports. However, to be fair and honest, I didn't really start on the worksheets until nine at night, so part of my challenge was brought about by myself. Anyway, later I found that I could do almost as well in school while doing considerably less work, and to

the freshmen I must say that they really ought to stress less and sleep more.

Why do we go through high school? Really, what most people (and especially those who are willing to work late into the night) are looking for in high school is a portal to college and beyond. High school is not a means in itself for most CHS students, but rather a means to another place, college or otherwise. For these opportunities, hundreds of students flock to CHS to overwork themselves for four years. Due to numerous after-school activities and honors classes, some of these students sleep four

hours a night for countless days. Is this really what we are looking to get out of high school?

Ten years from now, will any of us care or even remember any of the assignments we did in high school? I think not. Why is it relevant then, to pursue an A on any particular assignment with unduly hard work? I have seen my fellow students work for hours on end for just a point or two, all in the hopes that they can boost that B+ to an A- or an A to an A+. What's the point, I ask. Is it worth the lost sleep and the subsequent consequences to health just to finish some tedious worksheet or another?

I think not. Rather than working too hard for your own good, I say to the freshmen now, you should learn to discriminate between what needs to be done and what can be done quickly at a later time. It is critical to know what's important and what is not going to be collected or checked.

Likewise, it is important to know what to take notes on and when just to listen, when teachers are serious, and when they are sarcastic. Knowing all this is the product of acquired skill. Eventually, you freshmen will pick up on this strategy, but be sure that you're paying attention so expedite this process.

Most important of all, though, is to not stress about school too much.

School is but a place to learn and to socialize. If it is more than that, if school causes anguish and sorrow, then students should take a step back. It is practically irrelevant what happens today or tomorrow in any given class, so don't worry if there is too much homework on a given night. Do what you can, and don't worry about the rest. Too much stress causes performance anxiety, so relaxing in itself will go a long way in improving your grades.

However, that is not to say slack off and do nothing. I've always found homework to be rather mundane and almost worthless, as far as points go. What is homework for, then? I, and hopefully many teachers do as well, believe it is to practice the skills that we are all trying to learn. Doing well on tests is the easiest way to doing well in almost any class. Don't cram for tests though; that might only make you too tired to do well. Instead, pay attention in class and try to understand the concepts. If you don't understand, then don't stress about it either. Just sleep on it; eventually you'll get it. And even if you end up failing that test, don't worry, for it will all end up forgotten anyway.

After all, every day above ground is a good day. ☺



Jim An



Rachel Harris

JUNIOR JIM AN rests in the library while working on his homework. An does not get stressed about the work load that is forced upon him.



Katherine Sher

STUDENTS CROUCH UNDER a table in standard lock-down-drill procedure. CHS' most recent lockdown drill occurred on Dec. 7. During the drill, students are told to go to a secure place away from windows and doors.

Student finds lockdown drill useless

We all love lock-down drills. Or at least we do if we enjoy our classes being disrupted and having to turn off the lights, get out of our desks and huddle against the wall. It's beautifully reminiscent of those lovely childhood hours when we played frenzied games of hide-and-go-seek - just this time we're hiding from a police officer with a clipboard, not from one of our friends.

From what I've gathered, the supposed purpose of a lock-down drill is to make us familiar with the routine which would be instituted should a mad guy with a machine gun invade the building. Apparently this would save all but the unlucky few dozen people who would be shot before the lock-down could be imposed.

The lock-down calls for all classroom lights to be turned off, doors to be locked, and students to crouch out of sight. After all, there's no way that a mad guy with a machine gun would be clever enough to figure out that there might actually be students in classrooms. That would just go beyond the bounds of normal human intuition.

Now let's suppose that somehow, incredibly, the mad guy with the gun realized that there were kids in a room. Once he shot out the lock, he wouldn't have to aim carefully at students hiding behind desks; he would turn to the wall, where they would be neatly lined up, unable to escape, and slaughter them all in one steady burst of fire.

Talk about an easy kill! Hopefully at some point the police would arrive and subdue the mad guy. In the meantime, of course, a lock-down is ineffective. There is no point in trying to convince a killer that no one is in a room when nearly every room in the school is occupied at any given time. There is little point in locking a door when a lock can be shot in an instant.

Which brings us to the motivation behind the lock-downs: fear. Ever since the Columbine massacre of 1999, schools have been terrified of a local repetition.

The lock-downs are every bit as useful as the "duck-and-cover" drills performed in American schools during the Cold War, which trained children to survive nuclear attacks by hiding under their desks.

It is thus ironic how unnecessary the lock-down drills are in any case. We are infinitely more likely to be subjected to a fire or to a tornado than to suffer the attack of a gun-toting psycho.

In short, the disruption is just not worth it. A recent lock-down drill interrupted the most important part of one of my classes. This is certainly not unique. Perhaps, then, we could quietly dispose of the lock-down drills. They are certainly a graver problem than any potential threat from a mad gunman. ☹



Rebecca Katz

Drawing stereotypical lines

You know you are Asian when...

1. You have 40 pounds of rice in your pantry.

2. Your parents say leaving rice in your bowl is a sin.

3. You bring home all A's and one B and your folks yell, "Why did you get a B?"

4. You've had to eat parts of animals they don't even put in hot dogs.

I laugh when I come across stereotypical Asian jokes without ever getting offended because, well, I'm Asian. And it's true, my daily routine includes something like "Do my math and eat my rice" and parents who lecture me for hours after I ask them about a simple math question. But that's just me.

A couple years back, I remember people being really cautious in choice of words to avoid offending others. But now, with more varieties of urban slang and more teens who don't want to be seen as "too purposely restricted" about sensitive subjects such as ethnicity, there seems to be an increase in students' freedom of expression (and unfortunately, some students are too unrestricted with their words and the words sometimes become offensive).

One of the most common ways people are offended is through stereotypical jokes. Although the point is self-explanatory, let me show you how feelings can be hurt through jokes based on a true story:

Girl (talking to an Asian guy): "Whoa, your eyes are so small (mimicking the 'Asian eye'), can you even see? Doesn't it hurt when you try to see with your eyes?"

Asian guy: "You are an idiot."

Moreover, I remember when I was in history class, we were watching a video about African tribal wars. For purposes of my own amusement, I turned to an African American friend sitting next to me and said: "(Insert name here), do you know what they are saying?" Then, I could tell by the facial expression, I had hurt a nice person's feelings.

Although "joke" can mean things that are said to arouse amusement or laughter; in the above cases, it's just considered to be a malignant attempt to make fun of somebody. Therefore, people should be careful with their senses of humor. Another way to offend someone racially is through ignorance. I admit, I've shown my fair share of ignorance when making conversations, and

sometimes I wish I could recant my words. To demonstrate how ignorance can play a part in bad cases of diplomacy, I provide you with a personal example:

Me: "No... You are not Asian."

Unidentified: "Yes I am!"

Me: "But you are Indian."

Unidentified: "Yes, and India is in Asia. Just be quiet, Tian."

Furthermore, another example would be people who seem to consider all oriental Asians to be Chinese by default, and sometimes that can hurt people's feelings

"You are Chinese."

"No I'm Japanese."

"Whoa, you are Japanese? I can't tell the difference because you all look alike."

You may not be able to tell the difference, but for your information, China and Japan are about 1000 miles away from each other and have different languages and traditions. In those cases, ignorance is not bliss. And that's what

history classes are for; to teach you about different cultures so you have the knowledge to prevent yourself from being considered an idiot.

I do like how people don't seem as awkward nowadays when approaching someone on subjects such as race or religion because it shows how people's minds aren't as repressed.

I remember when I was in 6th grade, I could sense the tension in a conversation when someone was trying to ask me about my culture.

Well, what do you call it when you have about five minutes of

pure silence between two participants in a dialogue? I'd call that tension (thank you very much.) But everything has a limit, just like there are boundaries between the ocean and the land.

Therefore, when you are approaching someone about a sensitive topic, respect comes first. ☺

I do like how people don't seem as awkward nowadays when approaching someone on the subjects such as race or religion because it shows how people's minds aren't repressed.

Pessimism leads to realistic outlook

"You're so negative." Replace the last word with any possible synonym and you'll have at least an idea of what I hear nearly every day, even for saying something as innocent as "This is boring." Apparently, I am very pessimistic.

But what is pessimism really? Some would argue that it leads to a sad existence, one in which a person is always depressed and never tries to reach their goals, but I disagree. Though I must acknowledge that the attitude of "I'm not going to try at anything because we all die anyway" probably isn't the best approach, I've found the route of pessimism to be fairly successful thus far in my academic career.

Especially in school, where nearly no one gets A's on every single test or assignment (my apologies to those who do), what's the point of being 'optimistic' and expecting to? Instead, it's better to open yourself to the possibility of scoring much lower, or even convincing yourself of it and then being pleasantly surprised by a good grade or only slightly disappointed at a worse grade, as opposed to being completely devastated by it, even if it

is pessimism.

And considering all other such things that a high school student must go through and possibly face rejection and disappointment about, it seems that an even slightly pessimistic attitude could greatly reduce the blow of something like not getting into the college of their choice.

Something else I don't understand is the very optimistic idea of not hating anyone. It really bothers me when parents try to teach their children not to hate anyone and say things such as "We don't use the word HATE in this house." Sure, this idea is nice in principle, but not hating anyone is really being in denial.

Yet another reason to resort to pessimism is that it gives you the right to hate anyone or everyone for any reason, or no reason at all. While hating someone doesn't necessarily mean plotting against their life, why should you pretend that someone doesn't annoy you out of your mind when they do?

Another thing about pessimism is that a lot of people seem to have trouble understanding it. For instance, insulting/cursing at a friend invariably leads to being

labeled negative or otherwise, an enemy of humanity. But really this (obviously) joking manner is more of just not taking anything seriously. In my opinion, this type of behavior is more a form of optimism than anything. After all, seeing the humor in a situation is very similar to seeing the positive in a situation, because either way one is finding a way to enjoy it.

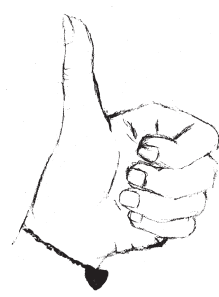
Even if at the end, "pessimist" and "optimist" are just labels, I can

say that I am proud of the label that I have seemed to earn over the years, especially because a healthy dose of pessimism isn't really being negative, it's just being practical.

After all, with all of the millions of starving people in the world, China taking over America's economy, the billions of dollars being spent in Iraq instead of on education and the threat of bird flu killing us all, who are you to expect something good to come out of it all? ☺



Sophia Arapova

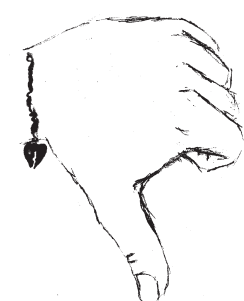


Thumbs Down

- winter break
- broomball
- boys' swimming
- holiday food
- Gilmore Girls
- girls' basketball
- New Year's Eve

- tests before finals
- Tripod Project Survey
- sleep deprivation
- short winter break
- black ice
- Rams football

Thumbs Up



SEXUALLY TRANSMITTED DISEASES:

risky business

caroline bleeke

Living with AIDS

Cyrano Jones is 53-years-old. He has seven children, 13 grandchildren and a baby girl named Cynoria who is almost a year old. And he has something else, something deep and painful and dangerous. For nearly 17 years, Jones has been living with HIV/AIDS.

"I like when you put it living with HIV," Jones said. "I don't like HIV positive because it's not positive. It's a disease, it's a virus. I'm not the virus. I just happen to be living with it."

Over the past two decades, HIV/AIDS, an immune deficiency virus, has swept across America, leaving pain and tragedy in its wake. Like most deadly diseases, it strikes everywhere, even where it is least expected.

"When HIV came on the scene, I thought I was educated, thought I knew everything there was about it," Jones said. "I just never thought it would happen to me. I thought I was one of the invincible people, thought back then I could look at a person and tell if they had it: I didn't mess with those types."

But Jones was not invincible. In 1987, his fiancée was diagnosed with cancer. During a follow-up visit to her doctor, she was diagnosed with AIDS. She died the next year. After her death, Jones went to a clinic to be tested for HIV. He came out positive for AIDS. That was 1989. Sixteen years later, he is grateful to be living.

"The best part of my life would have to be that I'm still alive, because when I was diagnosed they told me I would be dead in six months," Jones said. "I proved them wrong. They don't know what they're talking about. They say they're practicing medicine. That's what they're still doing. They're practicing."

Though Jones has so far outlived the virus, living with HIV/AIDS has not been easy.

"I have good days, bad days," Jones said. "I'm constantly in pain. I have pain 24 hours a day. Sometimes the pain is more intense than others. But pain is always there. You've got to humor yourself, try to keep a smile on your face, don't let it get in the way of what you're doing. You learn to live with your worst days."

Despite the pain, Jones manages to lead a relatively normal life. Thanks to numerous medical breakthroughs, HIV/AIDS patients can live longer and more freely than ever.

"[HIV/AIDS] hasn't changed my life, it's just changed the way I do things," Jones said. "I practice safer sex. I'm still sexually active, very much. I was very promiscuous [before contracting the virus] and I'm still very promiscuous, so it really didn't change. But I live my life very differently, try to eat better than I ate then, try to get out and walk everyday."

The disease has, however, changed his social life.

"When you find out you're infected you've got to change your friends, so you start hanging out with other people that are infected, because you've got something in common, you can talk about it openly without people getting afraid of you," Jones said. "I guess all of my friends are infected now."

HIV/AIDS is often considered a shameful disease, as it is so misunderstood. Contrary to common misconceptions, HIV/AIDS cannot be transmitted by hugging, sharing food, using the same toilet seat as an infected person, touching their saliva or tears. But HIV/AIDS victims are often shunned by non-victims for fear that the disease will be spread to them.

"Today, looking back on the past, the worst consequence [of HIV/AIDS] has to be that you had to keep the secret," Jones said. "You had to keep it hushed."

Since contracting the disease, however, Jones has worked to break that silence. He has volunteered off and on in the HIV/AIDS field since 1989, working for different agencies in multiple cities around the country. He talks with victims, speaks publicly on the topic and presents at schools.

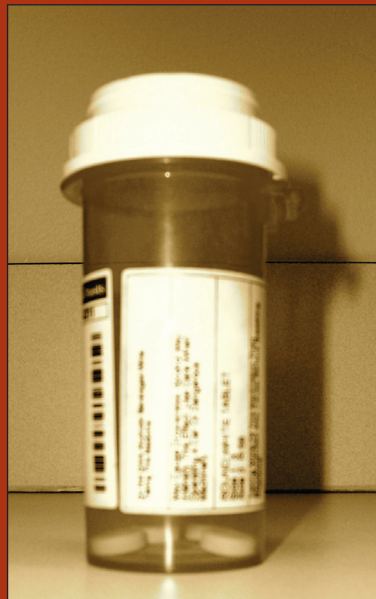
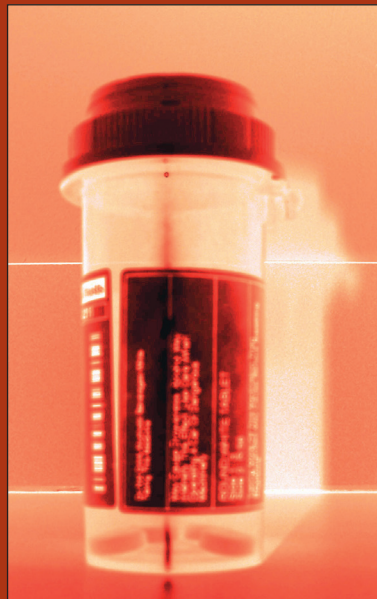
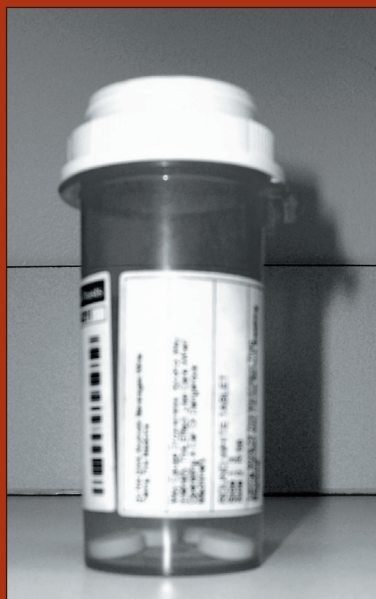
"It gives me a chance to help people, so they won't have to walk the same path I walked, they won't get infected and have to go through the pains and aches and hard days that I go through some days," Jones said. "[I speak about the disease] hoping I can stop at least one person from having to go through it."

For the past four years, Jones has been working with St. Louis Effort for AIDS, driving an RV to deliver education, awareness, free testing and condoms to people on the city streets.

"They are generally receptive," Jones said. "If you talk to one person they'll go knock on someone else's door and tell them to go out there, too."

Talking with people about HIV/AIDS has given Jones a sense of community and an opportunity to make a difference in people's lives. He has made sure to talk to his children and grandchildren about the disease to keep them safe, too. His greatest fear is that his advice will go unheeded.

"The hardest thing, the worst thing right now would be me doing all this talking and to have one of my kids, or grandkids, come up with the infection," Jones said. "That would be bad. That would be the worst for me." ☹



kate waterbury and meghan bliss

STDs pose dangers for teens

Sexually transmitted diseases are generally taboo topics. Too often, the dangers of STDs are kept secret and hidden in order to avoid awkwardness. But as much as people would like to ignore them, STDs are integral parts of American society.

According to statistics released in November by the Centers for Disease Control and Prevention, St. Louis City ranks first in the nation in gonorrhea rates, second in Chlamydia and fifth in syphilis.

Although these numbers do not apply to St. Louis County, the area is not risk-free.

"I don't want to give the impression that St. Louis County doesn't need to worry about [STDs], though, because people don't confine their lives to their zip codes," St. Louis County Department of Health Community Health Education Supervisor Peggy Mohl said. "We certainly have some serious concerns about STDs in St. Louis County as well."

Mohl predicts that St. Louis County will see as many as 4,000 cases of Chlamydia and 2,000 cases of gonorrhea this year alone. These STDs are not just "grown-up" diseases.

"Teens generally represent about 30 percent of all cases, the 15-19-year-old age group, so that's a lot," Mohl said. "And those are the reportable diseases. The STDs that are viral are not reportable, so we do not even have good numbers on how many residents come up with herpes, or genital warts, although those also have serious consequences and risks involved. So anybody who's considering being sexually active needs to be concerned about this."

According to CHS health teacher Doris Smith, education and discussion are the keys to stemming the tide of infection. Unlike many school districts, Clayton teaches students about STDs as early as middle school.

"We educate [students] on the dangers and risks [of STDs] and promote abstinence as the best way to avoid these dangers," Smith said. "But we also talk about practices that can reduce the risk of contracting an STD. We do anything to convince students it could happen to me."

According to Carolyn Guild, prevention manager at St. Louis Effort for AIDS, perceived invulnerability is one of the greatest problems

for teens.

"[Sometimes teens have] feelings that they're invincible, that they're young and they're not sleeping with [prostitutes] and they're not doing drugs, so how are they going to be at risk," Guild said. "They don't realize that the person that they're sleeping with can put them at risk. You have very clean-cut young people, stereotypical all-American kids that will come back positive [for HIV/AIDS]."

Although statistically Clayton kids are at low risk for contracting STDs, there is always the possibility if students choose to be sexually active.

"My concern sometimes is that if I give a number [of STD cases in a given area] and it sounds low, then people will say, well, good, then I don't have to worry about that," Mohl said. "I have to be honest: the numbers in the 63105 zip code are not very high, but the numbers for teens in St. Louis County are high. And I don't know, if you went to a party, if everybody would be definitely just from 63105 or if it would be quite likely that you would have people from other zip codes as well."

In a 2004 behavioral risk survey administered to CHS freshmen and juniors, students who reported having had sexual intercourse were asked to answer the question, "Have you ever been told by a doctor or nurse that you have a sexually transmitted disease such as genital herpes, genital warts, Chlamydia, syphilis, gonorrhea, AIDS or HIV infection?"

Of the freshmen, five students said yes and 29 said no. Of the juniors, seven students said yes and 64 said no.

Smith, however, warns that like any self-reported survey, the results of this could be false and misleading.

Still, the survey emphasizes the likelihood that even CHS students are vulnerable to STDs.

To help show students the dramatic impact STDs can have, CHS has, in the past, brought victims to school to share their stories with classes.

"We're always looking for someone that students can look at and listen to and think 'that could be me,'" Smith said. "It's heart wrenching. It really brings home how dramatically these diseases change your entire life."

For Guild, who has been working at St. Louis Effort for AIDS for three years, working with STD patients is life-changing.

"I got involved in college initially because I realized we didn't have a single HIV prevention program at our university," Guild said. "I'm from a state with low numbers—Iowa—so I implemented a program there and really enjoyed it, and I was really comfortable with the subject matter."

Working firsthand with infected men and women has helped clear away the misconceptions that often accompany HIV/AIDS.

"I think my perception of someone who is HIV positive has changed," Guild said. "I don't think I really understood that I was around people all the time who looked completely healthy but were HIV positive. I meet more people probably who are living really active lives than not, so I view the disease differently."

Although HIV/AIDS can still be a tragic, debilitating disease, the numerous drugs on the market make living with the virus easier.

"I had never known anyone to pass away from HIV/AIDS until I worked here, and even now I don't know that many people who have passed away because it's not like it used to be," Guild said. "They still do die from this disease, but it's a chronic manageable disease, and they can live a much more rounded life now."

Agencies like St. Louis Effort for AIDS also help enhance the lives of people living with STDs. STLEFA offers numerous programs, from counseling to education.

The agency also helps prevent the disease from spreading by offering HIV testing. Guild recommends that sexually active men and women be tested at least twice a year.

Mohl agrees and stresses the importance of both testing and education.

"We really need students to become better educated and to realize that there is a risk for them if they are engaging in any kind of sexual activity—oral sex, anal sex, vaginal sex—any kind of sexual activity puts you at risk," Mohl said. "We certainly promote abstinence if you want to be 100 percent safe. And then to seek the help of a professional so that you can protect your health. If there is [a disease] people don't know they have then at least it can be found [through STD testing] and it can be treated before it causes permanent, irreparable damage." ☹

STDs at a glance

Chlamydia:

- Can infect men and women
- 75 percent of women with bacteria don't show symptoms
- Leading cause of sterility in women
- Curable with antibiotics
- Infected people are at higher risk of getting HIV

Gonorrhea:

- Can infect men and women
- Many infected people asymptomatic
- Curable with antibiotics
- If not treated, bacteria could cause swelling, infection, pain, sterility and higher risk of becoming infected with HIV

Syphilis:

- Can infect men and women
- Symptoms are mild and can include a painless sore called a "chancere," rash, joint pain, hair loss and fever
- Curable with antibiotics
- If not treated, bacteria could cause blindness, heart disease, brain damage and death
- Infected people have a higher risk of contracting HIV

HIV/AIDS:

- HIV is the virus that causes AIDS
- Can be passed through blood, semen, vaginal fluids and breast milk
- HIV and AIDS cannot be cured, although numerous medications make living with the disease easier
- Over time, HIV prevents bodies from being able to fight infection
- Most people do not die from HIV/AIDS, they die from diseases their immune system can't fight off

Sports Shorts

Boys' Basketball

The Varsity boys' basketball team next game is against Career Academy on Dec. 21 at 4 p.m. in the Mary Institute Country Day School tournament. The team's next home game will occur on Jan. 4 at 6 p.m. against Rockwood Summit.

The Junior Varsity team will play Rockwood Summit at home on Jan. 4 at 4:30 p.m.

The Freshman boys' basketball team will have a game on Jan. 4 at 6 p.m. at Principia.

Girls' Basketball

The Varsity team will also play Crossroads on Dec. 22. The game will occur after the Junior Varsity team, at 5:30 p.m. The next Varsity game is on Jan. 5 at 6 p.m. at Whitfield.

The Junior Varsity team will play Crossroads on Dec. 22 at 4 p.m. It is a home game. The Junior Varsity team will also have a game on Jan. 5 at 4:30 p.m. at Whitfield.

The Freshman girls' basketball team will have a game on Jan. 5 at 6:30 p.m. at St. Charles Lutheran.

Hockey

The hockey team's next game is Dec. 22 at 7 p.m. against Northwest at the South County rink. The team also has a game on Dec. 22 at 9:45 p.m. against Webster Groves at the Affton rink. The last hockey game that occurs over winter break is on Dec. 30 at 10:15 p.m. against Eureka at the Fenton ice rink.

Girls' Lacrosse

The girls' lacrosse club practices will begin on Jan. 3 from 3 p.m. to 6 p.m. The practice will be at the Wydown Middle School field.

Wrestling

The next wrestling match will take place on Jan. 5 at 4 p.m. Clayton will be competing against Berkeley.

Boys' Swimming

The swim team's next match is on Jan. 7 at 4 p.m. The match is at home against John Burroughs and Timberland.

Recreation



Indoor Soccer

Girls' soccer keeps in shape with a winter indoor soccer league

17



Mr. CHS Pageant

Senior males compete to become the most popular guy at CHS

21



Rear End

A photo essay on the boys' swim team successful season this year

28

Clayton-Ladue fight erupts at hockey game

JACK MCCLELLAN

The Clayton hockey team beat Ladue 5-2 on Friday, Dec. 9. But nobody cared. Instead of clapping for a victory, or graciously acknowledging defeat, fans were throwing punches.

A multi-student fight, bordering on a riot, broke out in the Webster Ice Rink stands between the two schools. The two police officers at the rink were unable to successfully break the students apart and were forced to use pepper-spray, spraying, seemingly indiscriminately, parents, student observers and fighters alike.

When the fight was finally put under control inside the rink, police and rink officials, still panicked, threw all of the students out. At the same time.

The fight resumed, almost com-

pletely unchecked, outside, until extra police force was called. The fight broke out with around four minutes left in the game, leaving the student-athletes to finish their match unwatched. Sirens of police cars drowned out the sirens that were set off to announce goals.

"I looked up and saw the Ladue side and the Clayton sides (of the stands) empty," said senior captain Ben Root. "I really couldn't see the actual fight, because of the kids standing watching."

As Root stood there, amazed, standing next to the captain from the Ladue team, wondering what was going on, it was an ironic twist. Before the game, Root had been worried about a fight between the two teams, not the fans.

"I was more worried about a fight on the ice because of the altercation in the parking lot last year,"

Root said.

After the game last year, the teams confronted each other after the game and words and fists were exchanged.

"I was surprised that a fight actually broke out in the stands," Root said.

Junior Richie Kopitsky, another Clayton hockey player, however, was not surprised.

"I thought there would be animosity, but when we got there and were waiting to get on the ice, the Ladue kids were already yelling at us belligerently," Kopitsky said. "I thought there would be an opportunity for a fight."

Even though bad feelings, and maybe even their physical manifestations, may have been expected, no one could have predicted what

HOCKEY, 17



NUMBER 34 SENIOR Eddie Renshaw hurdles over a fallen John Burrough's player during the Dec. 5 game. Clayton won 7-1. The Clayton v. Burrough's game was one of the more peaceful games of the hockey season. On Dec. 9, at a hockey game against Ladue, a fight erupted between students from Clayton and Ladue. Pepper-spray was needed to eventually regain control.



SOPHOMORE PAUL ORLAND swims in the Nov. 30 match against ParkwayWest. Orland sees potential for a successful season this year and hopes to go to State. "We are better than last season," Orland said.

Boys' swimming team full of potential

MIA HARLAN

Just a few minutes after the end of school bell rang boys' swimming practice had begun to start, Coach Wally Lundt waited outside the locker rooms, sitting on the bleachers as the boys filed onto the pool deck.

Although the team's starting record is not in favor of Clayton, 1-3, Lundt is very optimistic about the season.

"It is going great, better than last

year," Lundt said. "We have one win and we might get two more this week. The meets that we lost were close, and with any luck we will be at 3:3 by holiday break."

The first boy to walk onto the pool deck was Tom Maxim, one of the new freshmen and Lundt immediately began to comment on the new team members.

"We are happy to have so many new freshmen," Lundt said. "We have Tom and Peyton [Dubois]."

Only seven other boys make up the swimming team and this has

hindered the team's success.

"Bigger teams have an advantage to win," sophomore Paul Orland said. "It is almost impossible for us to win because there are so few of us."

However, despite the small numbers, Orland sees potential for the team this year.

"We are better than last season," Orland said. "Last year we didn't win at all because we didn't have a strong team."

Lundt has also noticed a change and is planning for many of them

to make state.

"We haven't qualified anyone yet," Lundt said. "But there is a chance of getting one or two events into state, we are close."

One of the newest editions to the team is Suharit (Ping) Visuthisahchai. He transferred to Clayton for one year from Thailand and he has been a valuable swimmer.

"I have been swimming from the time I was five years old," Visuthisahchai said. "When I was six years old I started racing and I

was on a swim team during high school in Thailand."

Lundt sees Visuthisahchai as a strong swimmer and he has high goals for him.

"Ping might go to state for the 50 or 100 meter freestyle," Lundt said. Visuthisahchai thinks he might make it as well.

"I have not qualified yet," Visuthisahchai said. "It is possible, I only have to drop one second."

The other chance for Clayton

SWIMMING, 17

Girls' basketball starts out strong, wins tournament

ANNALISE SHUMWAY

Senior Mary Morris' voice can hardly hold her excitement as she talks about her "sisters," the beloved members of the girls' basketball team. As co-captain with senior Whitney Bruce, she knows the team has talent and unity.

"I love our team," Morris said. "We all have been playing together for years. There are seven returning players this year. It is really unusual to have these levels of maturity and experience on a team. We also all know each others' strengths because each of us has a strong background of basketball. Many of us have played together on Clayton Parks and Recreation or select teams."

After the loss of two seniors last year, Lily Kurland and Mary Valli, all the players have stepped up into leadership positions.

"All the juniors—Barrissa Ford,

Adira Weixman, Stacy Lawrence, Linda Morris and Ashley Crawford are doing a great job," Morris said. "They give a lot of energy on the court and have helped the team excel. They are also our five starters. Two freshmen were also brought up. Both Mary Barber and Diane Martin are doing well and maturing on the court. It is extremely difficult to play on varsity as a freshman because you do not have as much experience. They both had some playing time in the game against NJRTC."

Weixman already has plans for next year because this year's five main players are juniors.

"It is exciting that the five starters are juniors," Weixman said. "We all play together well. I wonder what we will be like next year because we are already unified, know each other and play well. We are lucky to have another year together after this one to demon-

strate everything we will learn during this season. The five of us have brought our own talent to the team and that will grow."

Coach Ford may have his daughter, Barrissa, on the team, but he reminds all his players that they are his daughters as well.

"Coach Ford is motivational because he helps create more team unity and chemistry when he started calling us his family," Morris said. "We all really want to please him with our play. Maybe it is just because we don't want to run so much later too."

One of the Lady Hounds' first games was against Ladue. The combination of having a home game and keeping calm led them to victory.

"The Ladue game was a lot of fun because we beat them," Morris said. "All our hard work paid off."

BASKETBALL, 16



SENIOR CO-CAPTAIN WHITNEY Bruce guards junior Barrissa Ford on defense.

Not wrestling girls earns Chaminade marks for bad form Editor debates whether he would too.

Lately, a strange question has been running through my mind: would I wrestle a girl?

Allow me to explain. I recently received an email from Bill Stine, the father of wrestler Devin Stine. He told me that the Clayton wrestling team had two girls on it. Something that I knew but hadn't really paid much attention to. It seemed like a kind of anomaly, something that surprises you but then passes quickly.

The next part of the email was more interesting, and is what has caused me to rethink the two girl wrestlers.

Recently, during the Nov. 29 match against Chaminade, the two Chaminade wrestlers scheduled to go against the girls, decided to forfeit rather than wrestle them.

From the Back Field



JACK McCLELLAN

Mr. Stine felt that Chaminade deserved some bad press.

"OK," I decided. An easy column. Until I thought about it. Would I wrestle a girl? And if the answer was no, how could I give Chaminade "bad press" for a view that I hold?

I decided to get the opinions of the wrestlers.

"It's kind of a cop out," junior Megan Wilkes said. "They are just scared if we do beat them. Painful on their ego."

Hmmmm. I can't say that I don't agree with that. Wrestling a girl seems like a lose-lose situation. If I won, would anyone care? Heck, I just beat up a girl. If I lost, well... "Painful on their ego" doesn't really describe it.

Megan's sister, Shannon, is a freshman and she followed her sister into the sport. She thinks that a guy who lost would "probably get teased." I can hear my friends now.

That being said, I have no problem with girls wrestling. In fact, I would encourage it. Any person should be allowed to participate in any sport that they want. And if a girls' option is not available, such as in wrestling, girls should join the boys' team.

But we need to recognize wrestling as a unique situation. Because of the physicality of the sport, and the type of contact needed to really compete, the sport puts boys and girls wrestling against each other in potentially awkward situations.

It is not simply being an insecure columnist afraid to lose something to a girl.

The wrestlers at Chaminade go to an all-boys school. They don't even get to see girls on a regular basis. Now they are being asked to wrap their arms around one and squeeze? It would be uncomfortable to me, at least. I asked the girls what they thought.

"The guys feel more uncomfortable than we do," Megan said.

Shannon nodded her head, as she was content to do for most of the interview.

"We wrestle against guys all the time (in practice)," Megan said. "They never wrestle against girls."

They don't even see girls.

Refusing to wrestle a girl is not discrimination. Far from it. It is more of like saying, "I know that you might just beat me."

I am glad that Boris Khodosov sees this. "If the school has rules, it okay," Khodosov said. "I understand. I don't consider it a discrimination. It's an all-boys school."

I asked the two girls whether competing against boys affects their wrestling.

"Yeah, it kind of motivates you," Shannon said.

Megan says that she is motivated by the problems that being a girl poses to her as a wrestler.

"You can know just as much as a guy, but we are not as strong," Megan said. "We have an advantage because we are more flexible though."

And here I am, not very flexible. See the dilemma this puts me in. I am not even very strong.

I certainly couldn't do some of the exercises that the two girls were doing when I walked into wrestling practice to interview them. Running in a crouch, crab walking at high speeds. I don't really know if these things translate into beating me in wrestling, but I definitely wouldn't bet against it.

I admire the boys on the team. It seemed to me, and was told to me in the email from Mr. Stine, that Megan and Shannon are treated as just two more members of the team. The boys on the team wrestle against them in practice, help them out, improve alongside them.

So would I wrestle a girl? I don't think I would. But I think that's ok. It doesn't mean that girls shouldn't wrestle. Do I deserve bad press? No, but looks like I am getting it anyway. ☺

Wrestlers grapple for success

UGOCHI ONYEMA

The CHS wrestling team might look a bit different than most other high school wrestling teams in the area, considering that it contains two girls on the team, junior Megan and freshman Shannon Wilkes.

Shannon Wilkes was drawn to wrestling but isn't sure she can explain why

"[Wrestling] is something difficult and challenging," Shannon Wilkes said. "It is not too common to wrestle, and that intrigued me."

On Nov. 29, the girls created a stir as the wrestling team competed against Chaminade, an all-boys school in Ladue. Chaminade forfeited the matches against both Wilkes and her sister because they were girls.

"We don't mind their decision, but I would have enjoyed getting more wrestling experience," Shannon Wilkes said.

Wrestling Coach Boris Khodosov didn't mind Chaminade's decision either.

"It gave us additional points for the team," he said. "We don't consider it discrimination [against the girls], but it's their school rules and we're okay with that."

In addition to having the girls on the team, the Hounds have some other new blood. Eight freshmen are on the team, the most that the team has had in five or six years. Khodosov sees strong potential for the group.

"We have a great group of freshmen, and they are going to be great wrestlers. [They have developed] definitely for the better," Khodosov said.



Abbie Minton

Khodosov also anticipates the team developing the potential to wrestle at state level.

"I think that in two or three years, most of the wrestlers will be ready to compete at state level," Khodosov said.

The coach believes that there is a lot of talent on the team with top players in each grade level.

"[The best] seniors are Devin Stine and Max Groswald," Khodosov said. "Seth Richardson, Kevin Johnson, Jake Lewis, and Babe Rischall are the best juniors, and Michael Henry, Floyd Hemphill, and Daniel Shore are the best freshmen."

Stine, who qualified for state last year, is one of the captains of

the team.

"I make sure that the younger people on the team don't embarrass the team," Stine said. "We lead by example and provide leadership. Our position on the team is that we are the only seniors on the team. There aren't any tangible perks or anything that we get by being captains."

Khodosov works hard at trying to create a supportive system for the wrestlers.

"I like that the team acts like a family, like brother and sisters," Khodosov said. "But the most important thing in this sport is to be tough and to have heart. If you don't have heart, it will be hard to learn." ☺

A CLAYTON WRESTLER attempts to pin a player from Affton. The Hounds are happy to have more interest in this year's team, generated by the outstanding number of new freshmen.

BCS works, but too many bowls

BEN WEIXLMANN

After several grueling months of hard-nosed football, the real part of the season is finally here. We're talking bowl games. Excitement filling the air as abundant talent is showcased, right? No. At least not until the last few days of December and into January.

What do you do when nearly half of all the Division I-A teams played in bowl games last year? You add more. This year the number of bowl games has escalated to twenty-eight games, not to mention teams such as Arkansas State, who on Dec. 20 will let the nation know what the pride of Jonesboro, AR is all about.

It has become evident that despite consensus thought that the Bowl Championship Series (BCS) is skewed, it remains the real attraction of the college football calendar.

The honor and pride that goes along with being invited to play in a bowl game has all but diminished with the expansion to twenty-eight bowls. It is now no longer a requirement to have a good season. A mediocre 6-5 season will get you into the New Orleans Bowl.

Simply put, the once elite list of programs who vied for entry into only a couple bowl games are now being replaced by a plethora of games sponsored by upstart businesses eager to promote their franchises.

Three years ago, it was popular to have dot com bowls, now, the San Diego County Credit Union is getting into the act, sponsoring the Poinsettia Bowl.

When will this madness stop?

It is relatively fair to assume that only the most diehard football fans are going to tune into this match-up between Colorado State and Navy.

Lady Hounds drive towards strong start

BASKETBALL, 15

We all demonstrated our level persistence and talent. Ladue's team got to be flustered during difficult moments but we didn't."

Despite the win against rival Ladue, the girls have had learning experiences from their loss against Metro, who they thought they would beat as well. This summer the girls played them at the Mizzou basketball camp and won.

"We started off really strong with a record of 5-0," Weixlmann said. "We just lost our first game to Metro. We learned that we need to be more physical against some teams if that's the way they want to play. We were not used to it. They were playing to a different extent than we were. We will do that next time."

The girls attended both the Mizzou and Central Missouri State camp together and were able to mesh with Barber.

"I got to know the girls well," Barber said. "I never felt excluded but I also have played with a few on the All-stars team."

I learned how intense varsity basketball is."

Bruce has played with Barber in the past on select teams, yet not all the girls have had the same experience.

"It was really helpful to have the other girls see Mary play," Bruce said. "She is a strong player. We played 12 games in two days so all the girls got to know her as a person and as a player."

Despite not attending the basketball camps with the girls, Martin

"The girls made moving up to varsity easy because they are really nice," Martin said. "I can look up to all of them."

The team is confident in their goal of becoming the district champions.



Caidin Ly

JUNIOR ADIRA WEIXLMANN jumps to block a shot against Ladue on Dec. 2. The Hounds beat Ladue in the championship game of the Clayton tournament to start their season 4-0.

"Our goal is to go as far as possible," Morris said. "We have a lot of energy, talent and desire so hopefully we will go a long way. Our goal is to be district champs and that is a big possibility. After winning the Clayton tournament, we knew we had a lot of potential. It was good to win first on our turf." ☺

Athletes of the Month



Cameron Hicks: basketball

BEN WEIXLMANN

Dominant inside. Deadly outside jump shot. Add it with the ability to dunk with ease and you get one of Clayton's best basketball players. Senior Cameron Hicks does it all.

Growing up in St. Louis, Hicks jumped onto the basketball scene at the age of five.

"I started playing because I saw my dad teaching my older brother how to play," Hicks said.

However, Hicks' basketball experience lasted only six years so that he could concentrate on football. However, when Hicks showed up at CHS, it was back to work on the hardwood.

"Starting my career at Clayton, I was moved up to JV as a freshman, and began to start every game mid-way through the season," Hicks said. "When I was a sophomore I was the sixth man off the bench and from that season on I have been starting."

Hicks has been doing more than starting, he has been dominating. With such accolades as a second-team all-conference selection as a junior, Hicks looks to go out in style as a first-team selection.

"That would be a great honor to be selected as one of the finest players in the Suburban East Conference," Hicks said. "I am hoping though that our team does well this year, not just me as an individual."

Being a leader on and off the floor, especially as a vocal leader, is very important to Hicks.

"I want to be a role model on and off the court, but at the same time have fun with the guys," Hicks said. "I think it is really important for me, as a third-year varsity player, and as a captain to step up and take charge."

"Cameron is a great all-around player," junior Jacob Fish said.

Hicks is certainly doing his part, leading the Greyhounds' with 14 points per game, 2.2 steals per game and eight rebounds per game. ☺



Stacey Lawrence: basketball

MAX SHAPIRO

The offense revolves around her, the defense is scared of her quickness and she is just plain out awesome. Ever since the third grade, junior Stacey Lawrence has been terrorizing opposing offenses with her speed and opposing offenses with her selfless play.

Lawrence, who is the starting point guard on this year's Clayton Lady Greyhound's basketball team, has grown up in a basketball world.

"My mom coached me all the way up until high school," Lawrence said. "I consider her a mentor and she has really taught me how to build relationships with my teammates and be a team player."

Lawrence has a great knack for finding the open player and her ability to steal the ball at any time have the Greyhounds off to a fast start, as their record stands at 5-1.

Captain Whitney Bruce has been very impressive with the play of the junior guard.

"She has really showed great leadership in only her second year on the varsity squad," Bruce said. "She will always be a big part of the team."

Lawrence started off on an last year, but has really played well in perhaps one of the most important positions in the game.

Through six games Lawrence is averaging 8.8 points per game, five steals per game, and almost four assists per game. These outstanding numbers lifted the Lady Hounds to early impressive victories over Ladue and Westminster.

However, Lawrence does not take all the credit.

"I've played with the other four starting players for over six years," Lawrence said. "They are all great players and without them our team would be hurting."

Lawrence also gives credit to all of the bench players and Coach Barry Ford as they are also a large part of the team.

"Coach Ford has really helped with the physical aspect of the game," Lawrence said. "He is a great motivator and a great coach. He always knows what to do in almost every situation."

Lawrence has one more year left at CHS and will have plenty of time for colleges to look at her game and show how great of a player she truly is. ☺

Fight raises questions about CHS hockey, supervision of games

HOCKEY, 15

what did in fact ensue. Fights have taken place before, to be sure, but the scale of this particular fight is what makes it different. And what begs the question: How?

Part of the answer may have to do with the environment of high school hockey games. Late at night, without the teachers and administrators who are present at other sports games, may give students the feeling that they are free to act out.

"Fans know that behavior (at hockey games) is bad, and they go expecting that," said principal Louise Losos. "It gets worse and worse."

Losos thinks alcohol may have played a role.

"A hockey game 10:30 at night? Maybe some of the students involved 'had fun' before," Losos said.

But why then, if the school administrators are aware of the temptation to act with behavior unbecoming to Clayton, do they not take steps to intervene.

"It's not a school-sponsored event," Losos said. "It is the same as if a fight had happened at a party. Hockey is not a school sport. When you go to a basketball game, school rules apply. Hockey, we have no say in at all. No authority."

And yet it is hard to imagine a fight at a party having the wide reaching ramifications for the school district. This fight changes the Clayton-Ladue rivalry in a very negative way, and that surely does affect the school.

"I am worried about it spilling into school," Losos said. "Joe Powers (the Ladue principal) and I have been playing phone tag, putting our heads together, to see what we can do to de-escalate. We need to work on a 'friendly rivalry.'"

Losos says that alarming changes in this long-time rivalry were noticed at the Clayton-Ladue football game. She said she was "not



Sarah Powers

impressed" by the behavior at the game. If the rivalry is unhealthy even at a school-sanctioned event, the school should have been prepared for something such as this fight at an event they clearly recognize as notoriously rowdy. But even in the aftermath, the school attempts to separate themselves from the actions of students.

"We don't go (to hockey games)," Losos said.

Root does not understand this attitude.

"I would like to see administrators take a more active role," Root said. "We can't ask them to pay for hockey, take it as a school sport. But how is this any different from a basketball game? Students are playing and are in the stands."

Root sees the hockey team as a mistreated group.

"We are students," Root said. "We play with greyhounds across our chests. Just because I have been playing hockey since I was a little kid doesn't mean I should be shunned when I get to high school because I don't want to play foot-

ball."

The environment and lack of authority at the games are not the only things that could have attributed to what happened. Webster Rink and the police officers present, the representatives of authority that were in attendance, took very little effective action. The police officers on duty were not even in the stands among the students when the fight broke out. And the students certainly must be held accountable.

"During the game, Clayton kids were getting into fights with each other," said senior Chris Strong. "You knew that if we were fighting ourselves, we were ready to go."

It is a shame that students from both schools arrived with that attitude because they missed a quite a hockey game. Clayton students, specifically, missed seeing their team get a win over a (now very clearly) hated rival to improve their record to 6-1. Indeed, the Hounds are in the midst of a strong season. Too bad many of their fans missed a fine moment in it. [See related letter to the editor on page 12] ☺

SOPHOMORE MAX BARRON pokes checks a John Burroughs forward. The Greyhounds beat JBS 7-1 and Barron is one of the top players on this year's team. Barron has netted two goals already this year and also has two assists.



Whitney Bruce

SENIOR KATE WATERBURY stretches methodically before each game. The games can be very strenuous on the players as they have to cover lots of field. Only five players are allowed to be on the field at one time and players have to be in great shape. The league is a great way to stay in shape whether you play soccer or not.

Indoor soccer gives girls chance to improve skills

ANYA VERAMAKIS

The fall has rapidly come to an end, kicking off a whole new season of winter sports. Yet instead of getting back into these winter sports, some CHS girls are training for a spring sport, soccer, instead. Clayton teams have been entered into an indoor soccer league this winter.

"The more any athlete plays their particular sport, the more they will improve in that sport and hopefully this is a way to get some good exercise in the winter months," girls varsity soccer coach Paul Hoelscher said.

The games are held at Vetta Sport Clubs-Soccerdome at the intersection of Brentwood and East Avenue. In general, the games are on Saturday nights and Sunday mornings.

"The games being on Saturday nights and then early on Sunday mornings is really the only negative for me," sophomore Erika Wenzler said. "I don't like waking up early on the weekends or the fact that the games sometimes replace my Saturday night."

Last year was the first year Clayton participated in the indoor league at the Soccerdome. The many advantages to off-season training showed to be a success and the Clayton teams were organized once again this year.

"[The advantages] include hanging out with a great group of friends, playing the world's most popular sport and staying in shape," Hoelscher said. "The girls soccer program has steadily been improving and one reason for this is that girls are starting to train in the off season and think of themselves as soccer players for more than a few months in the spring."

There are three teams this year, the Blue, Orange and White teams. However, differently from last year, the teams are no longer divided by grade level (Freshmen/Sophomore, Junior and Senior teams). Now they are a mix of each grade and skill level.

"I asked the returning varsity players what they would like to do and they decided that it would be fun to mix everyone up without any regard to age or ability," Hoelscher said. "For a number of years, we have tried to foster a friendly, respectful program in which the older girls take good care of the younger girls. This

year's returning players at the varsity level clearly reflect that 'family' philosophy."

Not only the returning varsity players, but also in general the soccer players of other skill levels agreed that this change was a good one.

"I like the change from this year to last year because now when we are playing there isn't a predetermined winner," Wenzler said. "Last year, if it was the Freshmen/Sophomore Team vs. the Senior Team for example, everyone already knew the outcome and it was just a lot more intimidating."

Despite the welcomed reaction by the girls to this change, some still felt that splitting the girls by age worked well also.

"Its tough, last year it was really fun and we got really close because we were closer in age I think," junior Avital Ludomirsky said. "But I do also think it is a good experience to play with different skill levels on the team."

The advantages to this league and off-season training in general are numerous, but the incidence of ACL damage, especially upon women, due to indoor soccer is of concern to some girls.

"I have an injured knee and indoor is really bad on your knees," freshman Courtney Pierce said. "The combination of the shoes being flat, the surface being very hard and the field being so small causing you to run a lot over stresses my knee. I can't play indoor soccer for these reasons because I don't want to mess up my knee before season starts." Having the time to play a soccer game every week is another obstacle for some girls who may want to play indoor but cannot.

"Some girls are playing a winter sport, are involved in a play or have other activities in which case the winter indoor soccer may not be in their best interest because they are already too busy," Hoelscher said.

However, despite the negative sides to playing indoor soccer, the number of girls who decided to play this year was not affected. The same number of girls is involved this year as last year were, totaling 39 girls. With it's assets and draw backs indoor soccer is still a great way to kick off the spring season of girls soccer. ☺

SOPHOMORE PAUL ORLAND swims hard during the race. Orland is performing the backstroke, which is one of his strengths. The swim team lost their first meet of the season but will look to rebound as soon as possible.



Sarah Powers

Relay gives Hounds shot at state

SWIMMING, 15

to make state this year is the medley relay which also includes Visuthisahchai, Orland and two other swimmers: senior Steven Garrett and sophomore Alex Phillips.

"The medley relay still has to drop two seconds," Lundt said "Conceivably they could go, but there is no guarantee."

The boys on the relay agree with Lundt.

"That is our best chance at mak-

ing state," Garrett said. "Last year we didn't have a chance but we have improved."

Other students agreed that this is the year the relay could make state.

"We are better than last year," Orland said. "This year we have Ping and he helps us, also we have all gotten faster."

The medley relay consists of two lengths of each stroke: backstroke, breaststroke, butterfly and free-

style. Because the relay has four people, and each of them needs to improve.

"It is a possibility to make state," Garrett said. "If everybody drops his time by at least one second then we will definitely make state."

The students and Lundt have high expectations for the swimming team this year, and they are working hard to meet their goals.

"To go to state we just need to pull it together," Orland said. ☺

Steroids not factor at CHS

MATTHEW HORN

Brittle or broken bones, respiratory failure, violent behavior and even death. Those are some of the life-long consequences athletes may face if they decide to take steroids.

By now many people know that steroids have been commonly used in professional and college athletics. Even Congress has gotten into the steroid picture, and some people wonder if steroid use has reached the high school playing fields as well.

"I don't believe that steroid use is common in high school because kids know the effects that steroids have, and I believe they are learning from the mess it has caused on the pro level," Head Football Coach Sam Horrell said. "They are learning that steroids can take you nowhere in life."

While kids probably know the effects that steroids can have on their bodies, steroids can also be very inviting to an athlete looking to get himself to perform better or to return quicker from an injury. Steroids are easier to purchase, and role models on the pro level continue to use steroids despite the health risks.

"If someone wants to purchase steroids they could," trainer Jason Royer said. "Local pharmacies may have some, or you could order some off the internet, and if you are risky, you could go down to Mexico where steroids are abundant."

Some CHS students acknowledge how inviting steroids could be.

"I could see how steroids can be inviting because of way it can make you perform better on the field, but I think all of the kids at Clayton realize the danger and consequences of using steroids and that turns them away," junior football player Matt Pearson said.

While Horrell does see why steroids might be inviting, he cannot understand why someone would want to take the easy way out.

"You're not making yourself better by taking the easy way out," Horrell said. "If you look at some of the kids who came through Clayton, like Jimmy Whiteley and Gene Cerrato, they succeeded with hard work not cheating."

While steroid use is usually detected early on because of an increase in muscle mass and a puffer face, steroids also have major effects later down the road, especially for younger users.

Royer agrees that steroids can change more than an athlete's physique.

"Steroids definitely alter your behavior, and can be even more dangerous for a younger user because the heart muscle can be damaged easier, causing death," Royer said.

While no CHS students admit to taking steroids, some of them do use legal performance-enhancing substances, such as protein shakes.

"I have been drinking protein shakes for a year now," junior Zack Kasnetz said. "I drink them after lifting to add more muscle."

While some believe that these types of supplements are bad for your health, they are actually quite healthy and beneficial.

"Protein shakes are probably the healthiest supplement on the market," Royer said. "They give your body extra protein which helps build extra muscle mass and they have no side effects."

Royer said he has no problems with student athletes using protein shakes.

"Let's just put it this way, I would rather have these young kids taking shakes that don't harm the body, than kids imitating their sports heroes and making steroids a problem at a younger level," Royer said. ☺



Flag football: New tradition?

MATTHEW HORN

In a country where Sunday afternoons and Monday nights are considered holidays for football loving Americans, its only fitting that Clayton has started its own version of the smash mouth, trash talking sport.

Just a few weeks ago, five CHS students, all of whom played on the varsity football squad, started a flag football league to be played once a week on Saturdays.

"We thought it would be a good idea, considering how much the guys at CHS love to play football," senior co-founder Brandon Favia said.

The league which has six teams in total, three in the AFC and three in the NFC to represent the actual conferences in the NFL, meet up once a weekend usually on a Saturday. Each team consists of 10 players with a combination of students who play and don't play football.

"It's amazing how much of a variety we got," senior co-found-

Elad Gross said. "It's a great opportunity for those who didn't play football this year to come out and have a good time, playing a great game."

A closed draft was held by the five founders and the remaining players went to a free agent pool where any team could select them.

"We tried to make it realistic, with a lot of pro football features," junior co-founder Ryan Dubro said.

Just like in the NFL the top two seeds from each conference go to a playoff with the winners going on to the championship game. The new league is already a huge hit among the guys at CHS.

"I love the whole system; the draft and play calling make it feel like an actual game," junior player Jonah Murov said. "It makes it fun and intense at the same time."

Junior John Buse agrees. "We're taking flag football to a whole different level," Buse said. "Our team has actual plays and headsets to relay information onto

the field."

The league is just one of a handful of ways that football has dominated the CHS culture. After school pick up games, fantasy football leagues and a good portion of Sundays are devoted to the TV.

But one student thinks that the league tops all of the above.

"Fantasy leagues and watching football are great, but to be able to go out and play in a league with friends is awesome," junior Matt Pearson said. "And the competitive level that the game is played at allows the league to blow everything else out of the water." Another student doesn't understand what all the fuss is about.

"I like football, but I think that the guys have become overly obsessive about it," freshman Leigh Tait said.

Whatever your opinion may be, it looks like this league could be the start of an exciting tradition at CHS for many years to come. Other founders include Kit Szybala and Jamie Sachar. ☺



Photo courtesy of Kate Waterbury



Photo courtesy of Sara Rangwala



Photo courtesy of Kate Rothman

LEFT: SENIOR KATE Waterbury as an eighth grader celebrates her conformation with her Bishop, George Wayne. Waterbury attended conformation classes for a year previous and attended Sunday school for seven years as well. Middle: Sophomore Sara Rangwala celebrates her misqa. A misqa an Islamic coming of age celebration. Right: After years of Hebrew school and months of Bat Mitzvah party preparations, junior Kate Rothman walks out of the synagogue with her rabbi.

Creation of an identity through religion

Students find solace through their ideology to conquer the rigors of high school. As religious beliefs are found and strengthened by dedication, student are able to better understand themselves.

HYRUM SHUMWAY

For some students at Clayton High School, religion plays a critical role in their daily schedule, social interactions and even diet.

Growing up can be confusing for adolescents as they are confronted with the media, peer pressure, family tensions and the creation of a young adult identity.

Each student differs in how they practice their religion.

"I am a practicing Jehovah's Witness," sophomore Hillary Stuckey said. "My religion is my main priority. This means my devotion to God and my family."

Many students have different religious backgrounds that have grounded them in the forming of their identity, whether by their family or as they have gone through a process of learning for themselves what choices they want to make.

"I grew up with my dad as the pastor of a Baptist church," senior Carter Sapp said. "I think it is plays a role in the decisions that I make and how I see other people. I would say my faith plays into all the big decisions that I make."

RELIGIOUS STUDY

Sapp connects to his religious self on certain mornings to pray and read.

"I think that I have a different schedule because I get up about twenty minutes earlier on the days when I have quiet time—which is a time with myself and god," Sapp said. "My quiet time allows me to set aside to speak to God and for God to speak to me. I read from his words and try to learn from them."

Sapp places his trust in the Lord in his daily life and looks for His influence.

"Jesus Christ is our Savior and if we can believe and trust in him," Sapp said. "This is seen in Philippians 4:13. It basically states, 'I can do all things through Christ who gives me strength so I have nothing to fear being a Christian.' This is really significant to me that if I can trust in Christ, I can do it all."

Like Sapp, Stuckey also faithfully reads the Bible and tries to apply the messages to her life.

"I take the Bible very seriously," Stuckey said. "I try not to follow the standards of the world. Since I have been trained in a religious household, I don't feel much peer pressure because I have been taught so well. My standards are different from the standards of the world. The world would like to have women dress immodestly but my religion asks us to dress modestly."

Senior Amar Srivastava has been taught ethics through Hindu folklore.

"I am Hindu and I was born into it," Srivastava said.

"I have been raised on Hindu stories and theology that teach morals such as hard work, helpfulness and such. I try to model myself after these stories."

Srivastava in addition to following morals by his religion also devotes time to religious study.

"I pray in the morning, but on Sundays I spend most of the day at our temple," Srivastava said. "I am also a leader of a Hindu youth group. At my Hindu youth group, I teach younger children about are religion and culture. My religion has really helped me find morals, in which I lead my life."

As a Muslim, sophomore Almas Khemseth has been taught her to pray multiple times a day.

"There are four main times for my prayer. They are sunrise, mid-morning, noon, mid-afternoon and after sunset," Khemseth said. "The prayers are usually specific to each time slot. The three main prayers are the fatihah, the fahame and the prayer of the gods and saints. I think I probably spend an hour to an hour and a half a day with my religion a day. On Sundays, I spend three hours at temple. We also have language class, which is an hour on Wednesdays."

I have been raised on Hindu stories and theology that teach morals such as hardwork, helpfulness and such. I try to model myself after these stories.

senior
AMAR SRIVASTAVA

Religion can also be a break from the rushed nature of everyday life.

"I go to synagogue and even though it is another thing on my schedule," junior Jaci Rifkin said. "It helps me relax and concentrate on my religion and escape."

Different holidays and holy days can be a retreat from the chaos of high school.

"The Jewish Sabbath is from Friday night to Saturday night," senior Donna Iken said.

"This is my favorite day of the week, because work is not allowed. It is a break from the mundane work-week and a chance to spend time with my family and friends without most stresses."

Iken plans to study Judaism further after high school.

"I am planning to take a year off this year in Israel studying Judaic texts, Jewish law, philosophy and Jewish history," Iken said.

RELIGION AS A GUIDE

Sophomore Vikram Chakavarthy looks to his Hindu values to help him create his own set of morals to follow.

"I follow the religion of Hinduism," Chakavarthy said. "My religion helps me with my self-discipline, by knowing right from wrong and adapting to life when something goes bad. My religion is something extra,

something different, a little boost in guidance that others may or may not have. On days when I feel I don't have anything left, I can look to my religion and that is something I have that nobody can take away."

Like Chakavarthy, senior Whitney Bruce receives strength and direction through her Lutheran church.

"Religion plays a big role in my life because it is what I focus my live around," Bruce said. "It determines my morals and my big decisions."

Religion can give guidance and direction as adolescents make important decisions.

"My religion gives me a motivation in my life and helps me make decisions," Khemseth said. "It is something to believe in especially when I need extra help, hope or comfort. "It is really "big" in my life and affects how I live. It helps me keep my mind and see clearer how people are. It also helps me have a more open and clear mind."

Not only does religion inspire, but it also helps in practical and social circumstances.

"Religion helps me in my everyday decisions with peer pressure, the classes I take, who my friends are," Stuckey said.

Character progress, Rifkin believes, is developed because of her religion.

"Judaism plays a pretty big role in my life in addition to my everyday lessons that I learn at school it teaches more," Rifkin said. "Judaism highly stresses loving and understanding. This helps me be a deeper and more accepting person. One of the main things about things about Judaism is that all Jews can come together and be a large family."

Although religion is important to many, it can also be difficult to practice.

"I am Lutheran and would say that at Clayton it is sometimes harder to keep religion in your mind when others around you have different beliefs," Bruce said.

"Compared to everybody who is Christian I would say that it is harder to keep religion in your mind when others around you have different beliefs. I however respect other religions and hope they can respect mine."

Diversity though sometimes hard, can help one get acquainted with other religions.

"I am Jewish and love my religion. I like how there is a large student population of Jews at CHS," Rifkin said. "I would like it if there was a large population of Jews when I go to college as well, but I love talking about my religions and the religions of others so I

would like a lot of diversity."

TRADITIONS

Food has an impact in other religions as well.

"Food plays a big part in our religion and culture." Srivastava said. "There is always plenty of it. Some of the main festivals are in October and November. A main festival is called the diwali and it is the festival of lights. When we return to India I often attend our religious festivals."

Food can also be shared with family, creating ties that last a lifetime.

"One thing I like about my religion is that it is really festive and all the holidays are really happy," Rifkin said. "Religious holidays are times where I can spend with my family and often extended family comes and there is always good food. In almost every generation, Jewish people have gone through a lot and I love being one big family at my synagogue-- representing my culture but it is more than a culture it is also a heritage."

Certain diets and restrictions are followed in some religions.

"I am restricted from certain things such as ham and pork," Khemseth said. "I do this because my religion teaches us it is unhealthy for the body."

While food and festivities are fun, students also see the deeper meaning religion plays in their life. Traditions bring excitement and anticipation to students who have religion play a large role in their lives—not only in festivals and holidays, but also on a daily basis.

"Hanukkah is coming up this year and when I was six, my mom bought this tape that had sing along Hanukkah songs on it," said Rifkin. "We play it on the first day of every Hanukkah. When I was younger, it really wasn't a big deal. As I look back now, it is really important to me, and has given me a time to look back on my childhood. It always made me happy."

Even if adolescents are not extremely religious, religion can give a sense of culture, heritage, tradition, and direction to teenagers.

Religion has given many students a moral compass to make decisions for their future, and to develop closer family relationships.

For many, it has helped them over the difficult hurdles of adolescence and trying to find their identities in an ever-changing world. ☺

My religion is something extra, something different, a little boost in guidance that others may or may not have. On days when I feel I don't have anything in life, I look to my religion and that is something I have that nobody can take away.

sophomore
VIKRAM CHAKAVARTHY

How has your religion shaped your identity?



"My religious identity was really shaped when I started going to Jewish summer camp. When I worked as a counselor at Camp JRF, the Reconstructionist movement's camp, I was able to better define myself as a Jew and teenager. It was especially rewarding to share my faith with children who were shaping their own spirituality."

- senior Max Fischlowitz-Roberts

"My religion started having a profound effect on my life after I went to a church retreat. The things I had heard for years started to impact my choices, everything from the use of alcohol to my clothes. My faith has given me courage through several moves and other trials that I wouldn't be able to get through on my own."

- junior Melanie Holland



"I am really involved at my church as the president of my youth group. I plan community service activities. I also am involved in the Greek festival by selling jewelry and participating in Greek dances. My religious self is influenced by my ethnicity because half of the services are in the Greek language."

- senior Stefanie Glynias



X-Box 360 creates full experience at expensive price

by JON IGIENIK

The Xbox 360 zoomed into stores on Nov. 22 with a slightly smaller bang than expected, especially at CHS. The Xbox 360 is the first of the next generation of gaming systems, and it packs nearly double the graphical power of its predecessor, the Xbox. However, despite its graphical prowess, very few CHS students actually got the Xbox 360.

I looked at the system and at its capabilities again, and I found myself wondering why such a small number of CHS students decided to buy an Xbox 360. I searched around for reasons why people didn't buy it, and after some thinking I discovered the answer: money. Yes, that's right, money; the sweet, sweet glue that holds this world together, is what prevented Bill Gates from becoming even richer. Many of you are probably thinking that, even with the Xbox 360's lofty price tag of \$300 for the core package, and \$400 for the premium package, that's not really that bad; however, this is not all you need for a full experience. I put together what I think is a good estimate of what the full price you will end up paying to get the full Xbox 360 experience will be.

For my estimate, I decided to take two pathways: the absolute best, and the absolute least, and for each, my goal is to be able to play the Xbox 360 with a total of four people in a multiplayer game. This doesn't seem that bad, does it? I mean, many of us bought Playstation 2's, Xbox's and Gamecube's with games and

four controllers last time around, why should this time be any different? If that's what you are thinking, prepare to be surprised.

I'll start with the best: the best of the best for the greatest possible experience. To start this you need, of course, the system itself, so I will go with the premium package, cost-\$400. The premium package comes with all the best stuff for the experience: the Xbox 360 itself comes with chrome detail, and you get a wireless controller, a detachable 20 gigabyte hard drive, component HD audio/video cables, and Ethernet cable, an Xbox Live headset, the power cable, the Xbox 360 Media remote control, an Xbox Live Silver subscription, and an Xbox Live Gold 30-day trial subscription. That's a lot of stuff, but since I'm going for the best, there is more.

Now I have my Xbox 360, but I still have no games to play, so to solve that I will go with Madden NFL 2006, a fun game allowing for four players, price-\$60. Okay, so now I have the Xbox, and a game, but I need more controllers, so I will get three more wireless controllers, the best I can get. Priced at \$50 each, that comes to \$150. Well, now I am up to a staggering total of \$610, but I am not finished yet.

I have the system, the controllers, and a game, but to get the full graphical experience, I need to be able to play my new Xbox 360 in high definition (or HD). However, since I (along with many potential Xbox 360 buyers) don't have a high definition TV, I will need to add that to my list. I searched around

for HDTV's and decided to go with an Audiovox 32 inch LCD HDTV, a TV with good size, and the best picture possible; cost-\$1,240. All right, now I have the best possible Xbox 360 I can have and I can get the best possible experience. My total cost: \$1,850.

Now for the least, the absolute minimum I can spend to play my Xbox 360. I will once again start with an Xbox 360, but not the premium package, I will go with the core system, cost-\$300. The core system comes with the Xbox 360, a wired controller, non-HD audio/video cables, a power cable, an Xbox Live Silver subscription, and a 30-day trial Xbox Live Gold subscription. This system is far less flashy than the premium pack: no chrome, no wireless controller, no headset, no Ethernet cables, no remote, no hard drive and no HD.

Next I will need to get a game, so I will go with the same game as before: Madden 2006 price-\$60. I have the system and a game, so I once again need controllers, but not wireless ones this time. I get three wired Xbox 360 controllers priced at \$40 each for a total of \$120.

Okay so now I have everything I need for the base experience: game, system and controllers. I already have a normal TV (the Xbox 360 can do HD and non-HD), so I am ready to play; however, my grand total still comes to \$480.

Well, I think that the numbers speak for themselves. To get the max, I would have to spend nearly \$2,000, and to get the minimum I would still have to spend nearly



Jamie Sachar

THE NEW XBOX 360 is displayed within a student's house, the new Xbox came out on Nov. 22. Although expensive, some students spent \$350-400 on the equipment.

\$500. It's a big difference, between best and worst, but it's still a lot more than many people think, when all most people see is the cost of the system itself. Not that these prices are the only reason people didn't buy Xbox 360's, but it was a big factor.

And this is not to say that many of you will not buy it, because many of you will, and a lot of people will also get it for the holidays, where it won't be your money. The scenarios I showed are also not the only possibilities. As you know, you don't have to have to buy three extra

controllers or an HDTV. However, if you are interested in getting an Xbox 360, as many were and are, you should know that although it's a great system and many owners will tell you it's worth it, there's a lot more cash involved in getting an Xbox 360 than meets the eye. ☹

Graphic, violent video games hurt young minds

by YIPENG HUANG

Long gone are the days when video games meant something as simple and family-friendly as Mario. Nowadays, mainstream video games are so fast-paced and potentially gruesome that the action portrayed in them makes jumping and squashing Goombas seem about as violent as Gandhi's resistance.

With each new generation of gaming consoles and computer hardware, game developers are designing games that are increasingly realistic and violent. Parents are alarmed at what juveniles are being exposed to. Some gamers find this trend toward violence perplexing.

"Personally, I don't see why gamers value graphics so much in video games," junior Andy Bassett said. "I value gameplay more than just graphic quality in games."

The problem isn't just that gamers like to see graphic scenes in games. The game industry knows well that game sales can be deeply affected by their Entertainment Software Rating Board rating, an indicator of how appropriate the game content is for young gamers. As a result, most bestselling action games are given the "M" rating, only suitable for gamers ages 17 and

up.

Recently, one particular game has drawn special attention to offensive material in video games.

"Grand Theft Auto: San Andreas" is extremely vulgar," junior Jon Igielnik said, "that kids under 13 shouldn't even touch it."

Grand Theft Auto, a popular series that depicts criminal themes, was recently discovered to have embedded sex scenes in addition to its already violent gameplay.

According to the ESRB website, games that have "prolonged scenes of intense violence and/or graphic sexual content and nudity" should receive an "AO" rating for adult only. Instead, the latest addition to the series received an "M" rating.

Such inaccurate rating has given the Senate enough incentive to introduce legislation regarding inappropriate video games. In a press release, Senator Hillary Clinton highlighted a plan to tighten control over the game industry, starting with retailers and the ESRB.

As indicated in the press release, 50 percent of boys between the ages of seven and 14 have successfully purchased M-rated video games.

Gamers are not surprised by the statistics.

The ESRB rating system does little to affect how accessible the game is to underage gamers.

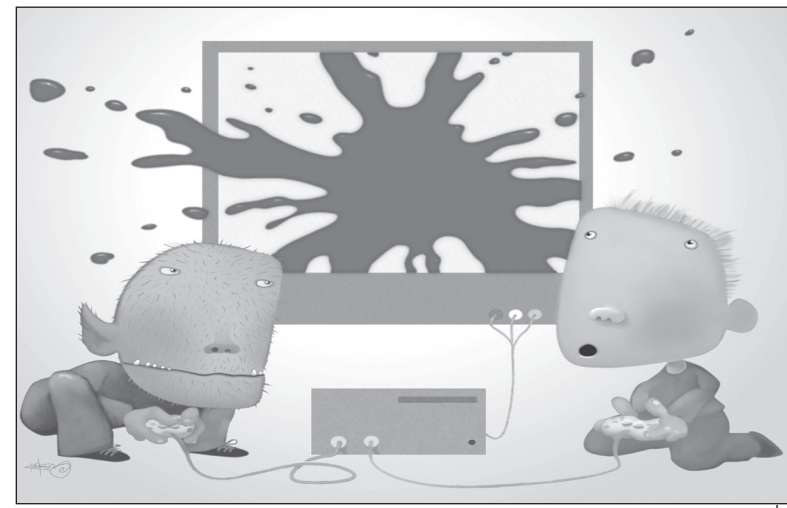
"The manager at Gamestop didn't let me buy the game 'SOCOM: U.S. Navy SEALs,'" junior Zack Warner said. "It was an M-rated game. In the end, I simply had someone older buy it for me."

Junior Seth Vriezelaar argues against excessive control over game distribution.

"It isn't an age limit issue," Vriezelaar said. "I think people generally have good enough judgment to recognize that what happens in a video game should stay in the game. As for people that have poor judgment, it's not necessarily violence from videogames that's enticing them."

The American Psychology Association points out that violence in the media have a detrimental effect on youth. Children who are exposed to violent content are less sympathetic to other people's pain, are more fearful of their surroundings, and behave more aggressively. Violence in games is no less dangerous than TV violence.

"Video games already have more parental control than TV," Warner said. "Sometimes kids can involuntarily see violent material on TV. Whereas video games involve actually playing them, so parents have a chance at determining



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whether or not it's suitable before the child is exposed to violence."

The APA also said that video games are potentially more harmful than TV and movies precisely because they are interactive and put the player in the role of the aggressor.

"If you just want realism and violence in games," Bassett said, "you might as well go see a movie instead." ☹

RateMyTeachers.com provides outlet for student reactions

by ADRIENNE STORMO

Imagine Clayton's science teachers gathered around their computers at lunch reading what their students say about them. According to chemistry teacher Brad Krone, this is precisely what they do, using ratemyteachers.com.

"As teachers, it is fun to sit around and look at each other's ratings," Krone said.

RateMyTeachers.com is a website that was originally created to give students a voice in the education system.

"In the public discourse on improving education, we believe the most important voices are often ignored," wrote website founders John Swapceinski and Michael Hussey. "For the first time in the history of public schools, the student is being heard."

Junior Mariel Fontaine has only used the site once after it was mentioned by Mr. Krone during class, but was irritated by the multitude of pop-ups she encountered. However, she did find the site useful.

"It's a useful place for students to vent about bad teachers," Fontaine said. "It could be useful for the administration if they read what students put on there."

CHS has 79 teachers on ratemyteachers.com with 529 ratings. The overall average rating for the teachers is 3.6 out of five. The teachers are listed alphabetically, and the site shows their subject, the last date they were rated, the number of ratings they have and their overall ratings.

Next to the name of each teacher is a little graphic of a face. The graphics range from yellow smiley faces for ratings of 3.5 and higher to sad, blue faces for ratings under 2.5 and unexpressive green faces for the teachers in between.

Also, teachers that are rated "cool" have sunglasses on their smiley faces.

Teachers are rated out of five in three categories: easiness, helpfulness and clarity, plus whether or not they are cool or un-cool. Students can also write comments to further explain their ratings. Students are

free to write any comment about their teacher - no matter how harsh - as long as profanity and threats aren't used. All ratings are anonymous and there is a parents' setting as well.

Krone is the most rated teacher with 33 ratings with an overall rating of four. Comments include, "he's a great teacher, connects well with students, is understanding and fair," and "one of the best teachers I've ever had (honestly)." However, Krone's favorite rating on his page is, "Get Howe if you can."

While Krone likes the fact that he has a relatively high overall rating, he doesn't mind getting some bad ratings, too.

"If everyone writes good comments, there is something wrong," Krone said.

Sophomore Jon Pang has used ratemyteachers.com about four times, rated four of his teachers and even added one more person.

"It could be useful," Pang said. "Other students can use it and see about their new teachers."



Chelsea Fisher

SENIOR MARY MORRIS grades her teachers based on easiness, helpfulness and clarity. The website ratemyteachers.com allows students to express their like or distaste for different teacher.

Senior Paige Stansen has never used the site because she thinks it is pointless and stupid.

"If you really want to know about teachers, talk to the students they had during school hours," Stansen said. "You're more likely to get a real response that way."

Fontaine said that she thinks the administration can use the website and

should reward well-rated teachers and look into teachers with all bad ratings.

Krone and the other science teachers don't take it too seriously, though.

"It gives students an outlet to voice their likes or dislikes," he said.

But despite access to ratemyteachers.com, the Clayton science teachers will still use surveys in class like every other teacher to rate their performance.

The founders of the website believe that one day, the ratings found there will be used to change

the education system so it better suits everyone.

"The internet is the greatest medium for sharing information in the history of mankind," wrote Swapceinski and Hussey. "That some within the educational system would want to ignore this resource continues to baffle us. We encourage all teachers to embrace this information, not fear it."

Although the website is hardly taken seriously by teachers, administrators and some students, the ideal that it will change the school systems is far from likely in the future. ☹

RateMyTeachers.com
Teacher Ratings By Students and Parents

DECA sponsored Mr. CHS Pageant returns, proves successful

On Dec. 10, 12 CHS men competed in four categories to be named this year's Mr. CHS. The event, organized by DECA, raised money for the Post Dispatch's 100 Neediest Cases.

☛ CALEAH BOYKIN

The commons blackens, and a spotlight appears on the stage. Two women in formal dresses walk into the spotlight. They are the hostesses of the Mr. CHS Pageant, seniors Johnetta Cunningham and Leigh Mehlman. They smile brightly as they introduce the contestants and their escorts.

Gene Cerrato escorted by Nisrine Omri, Cater Sapp escorted by Lexi Wirthlin, Devin Stine escorted by Kelly Trice, Nelson Olivo escorted by Malvina Hoxha, Kit Szybala escorted by Erin Moore, Micah Miller escorted by Katherine Sher, Darius Graham escorted by Demetria Stevens, Cameron Hicks escorted by Ebonie Joiner, Elad Gross and Jack Altman escorted by Katie Scrivner, Brian Minor escorted by Brittany Metcalf and Brandon Favia escorted by Shannon Keane.

Each contestant struts down the walk with grace and full of smiles.

The categories for the Mr. CHS contest, which was held Dec. 10, were formal dress, question and answer, the super spirit cheer and talent.

Senior Gene Cerrato, who dropped out of the pageant his freshman year, took part this year instead.

"I participated because I thought

it would be fun," Cerrato said. "I was signed up freshman year with Carter Sapp, but we ended up dropping out because we were scared. This year I participated and played the guitar and sang for my talent, and I won the talent competition."

The formal category had the contestants strutting up and down the catwalk with their escorts.

The question and answer consisted of questions about the individual; such as what would be the perfect first date or what was their favorite CHS memories.

Olivo was asked what he would change about CHS.

"I want everyone to hear me when I say this," Olivo said. "Pick the trash up!"

He was referring to the trash left in the commons.

Stine was asked 'what would be the perfect first date?'

"I know it's a cliché," Stine said.

"But a long walk on a beach."

Hicks responded passionately when he told the crowd and the judges his most memorable memory at CHS was when the stu-

senior
GENE CERRATO

I participated because I thought it would be fun. I signed up freshman year with Carter Sapp, but we ended up dropping out because we were scared.

dents walked out in support of the VST program.

In the super spirit cheer category the contestants were split into two different groups. The contestants came out in orange and blue, the contests showed as much spirit as

any cheerleader at a winning football game.

The crowd was just as excited, cheering the boys on. Some people even stood and clapped when Minor came out with a cheerleading uniform on.

The last category was talent.

The first contestant out was Olivo; he danced to "Music makes you lose control." Olivo appeared confident, enthusiastic and when the DJ turned the music down, Olivo didn't stop dancing, giving the DJ the signal to keep the music playing.

Stine tumbled, his routine varied from a verity of backhand springs, front rolls and handstands.

Graham read poetry; his first poem was about graduation, which touched every senior in the room. His other poem was about love, that poem drew an "aww" from the crowd.

Gross and Altman, "The Duo," sang an original song written by them. Jack played the piano and singed while Elad throw orange and blue airheads to the audience.

Gene Cerrato sang and played the guitar. The hostess Johnetta insisted that the song he sang was for her.

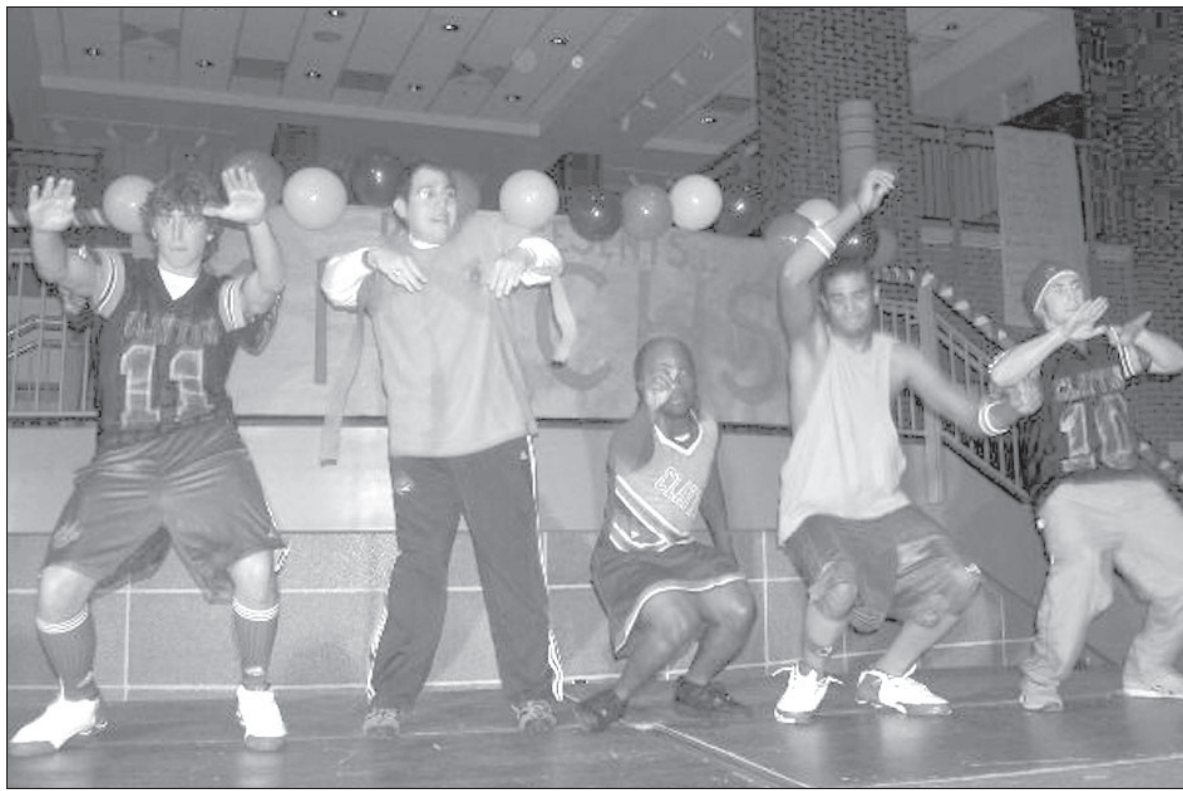
Sapp played an extreme game of leapfrog, jumping over four people including Hicks.

Kit Szybala played the piano.

Hicks sang Usher's "You remind me," pulling escort Brittany Metcalf to dance on the stage with him.

Minor read a poem he wrote, about the world today leaving the audience wondering, "What has happened to the world?"

Miller sang a song from the Broadway musical "Rent," while the crowd swayed and clapped



courtesy of Claymo

along.

After the talent section the judges (juniors Tonya Curry, Hannah Staenberg and Courtney Cross, and senior Kyra Hjelle, business teacher Boland, journalism teacher Christian Strahan) deliberated over who would be Mr. CHS.

"I thought everyone was really good and it was really hard to pick a winner," sophomore Marta Toczykowski said, "because everyone had a really good talent."

The judges came back about ten minutes later. Three winners; best cheer, best talent, and Mr. CHS. Minor won best cheer.

"My favorite part was when Brian came out in the cheerleading outfit and some spankies." Junior Rodney Lyles.

Cerrato won best talent, and Olivo became Mr. CHS.

"I was very excited about winning Mr. CHS," senior Nelson Olivo. "I worked real hard and I wanted to win and I did, I won I



courtesy of Claymo

achieved my goal."

The Mr. CHS Pageant sponsored by DECA. The proceeds went to the 100 Neediest Cases foundation. There are well over 10,000 cases, the St. Louis Post-Dispatch publishes 100 of the personal stories over the holiday season. ☺

TOP: MR. CHS candidates perform in the spirit competition, one of the four categories of the pageant. Above: Winner Nelson Olivo poses with DECA organizers (seniors Stephanie Glynias and Katie McGraw). DECA sponsored the event, which raised money for the 100 Neediest Cases foundation.



photo courtesy of Claymo

CHS STUDENTS COMPETE at last year's competitive broomball tournament. Last year, STUGO won on a somewhat disputed call. "[The broomball] winner gains bragging rights for the entire year," senior Andrew O'Neal said.

Broomball competition returns

☛ PHILLIP LEVINE

The highly acclaimed Broomball trophy has been at the crav- ing of all competing teams since the beginning of the competitive sport of Broomball. Eight teams of 10 persons each will compete against one another on Jan. 6 at 8:15 p.m. to achieve this spectacular rank, status and the coveted Broomball trophy.

"This activity winner gains bragging rights for the entire year," senior Andrew O'Neal said. O'Neal scored the win- ning goal for STUGO last year.

Last year, two teams in particular were contending, the AP Chemistry teams coached by Nathan Peck vs. STUGO

that broomball superstar Andrew O'Neal was playing for both teams.

"This illegal activity is definitely grounds for disqualification," Peck said. "As Dr. Musick was the STUGO sponsor, and broomball is sponsored by STUGO, Musick made a terrible call in favor of STUGO."

Due to later controversy, the decision was overturned and AP Chemistry now has the trophy.

"Look around Etling's room," Peck said. "Do you see a trophy? No, you don't."

Etling feels otherwise. "What is comes down to is, AP Chemistry is a sore loser," Etling said. "Andrew O'Neal scored the winning goal for STUGO against the AP Chemistry team in the finals. Peck accused (accused being the key word) O'Neal of playing on both teams. This accusation is completely wrong, and no such event ever happened."

Etling later said that Peck stole the trophy from her office, using a chemistry experiment to lure her and her kids away, as a distraction. "Officer Hegger will provide

tight security for the trophy," said Etling.

O'Neal echoes Etling's claim.

"I only played on the team that won," O'Neal said. "Mr. Peck got mad, so he stole the trophy."

No matter who wins, Broomball is a fun night for all. There are always good snacks including hot chocolate and s'mores.

"It's a fun night and is open to anyone and everyone," O'Neal said. "You get to mess around and just have some fun."

"Since I came to Clayton, I have always participated in the activity and it's just a wonderful, friendly competition," Peck said. "Last year there were four or five inches of snow with huge fluffy snowflakes all over. It's nice to see kids out and having fun with each other."

Many classes have had teams in the past including physics and chemistry. The team sign-ups will take place from Dec. 12 to Dec. 15.

Teams will need 10 players plus one teacher sponsor. Each team needs to have at least three girls because out of the seven players on the ice at a time, three need to be girls. The registration fee is \$20 total, which is \$2 per person. This includes snacks, rental fees and other costs.

"STUGO rosters change, but I project another STUGO victory this year," O'Neal said. ☺

Golden Greyhound stolen, offered on eBay

☛ RACHEL HARRIS

The Golden Greyhound is a symbol at CHS. It stands for everything the community and schools believe in: "providing a strong academic and extracurricular program through which students develop the knowledge and skills needed to be lifelong learners and to make meaningful contributions to the local, national, and global communities."

After homecoming, the prize disappeared without a trace.

It finally made its presence known on Dec. 1, strapped to the rafters in the commons with a sign taped to its front reading "Seniors '06".

"The seniors ran off with it after homecoming which is completely normal," Principal Louise Losos said. "I didn't think much of it at the time."

Little did the administration know that the Golden Greyhound was embarking on a wild ride.

"After we won it, we let it lay low for a while," senior Jeff Smith* said. "It was dormant for a little bit so people would start wondering what happened to it. One night when we were really bored, we drove around town and even into Illinois to take pictures of it in weird places."

Smith and his friends at first wanted to take it to places like Chi-

cago, Jefferson City, and Springfield all in one night. Unfortunately, time was not on their side, so instead, they began taking it around Illinois to strip clubs, downtown to the arch, casinos, the river boats, and the courthouse, and to local Clayton parties.

"After that, we decided to post it on eBay to see what would happen," Smith said.

"I got an email one Sunday from a guy in California asking if the Golden Greyhound was actually for sale," Losos said. "He then gave me a link to the website."

Losos' exchange with the Californian was first information she had about the Golden Greyhound.

"I tried to contact eBay and inform them that this was an illegitimate auction," Losos said. "They actually closed it because of some inappropriate pictures, but it ended up being reposted by the 'owner' anyway. There was ongoing banter between everyone on eBay. I actually bid because if I would have won,

I could have found out who had posted it."

"The number and email address on the auction site that was listed were Losos'," Smith said. "Two different people were interesting in actually buying it."

After the seven days that it was posted, the highest bid had reached \$510. The auction closed and the confusion cleared.

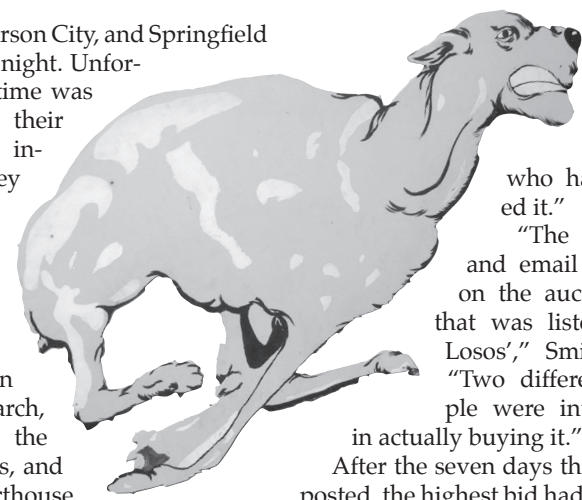
In the end, Losos was not upset. Smith thought Losos and Athletic Director Rich Grawer were upset after everything was cleared up.

"They wanted it back since it is a circulating trophy meaning that it gets re-awarded every year at the homecoming football game," Smith said.

"Initially I was actually baffled," Losos said. "But then I thought about it; it was cute and clever. It looked cool hanging there in the commons. We may even use that idea for future years."

In the end, a harmless senior prank may have turned out to have started a new tradition at CHS. ☺

*Names changed to protect anonymity



Last year there were four or five inches of snow with huge fluffy snowflakes all over. It's nice to see kids out and having fun with each other.

chemistry teacher
NATHAN PECK

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Holiday sweater contest



THE HOLIDAY SWEATER contest brought in many creative results. Ranging from holiday lights, pictures of snow and matching accessories. The winner was Dee Blassie. From top left: theater manager, Jeff David, Spanish teacher Bev Harrington, business teacher Marci Boland, FACS teacher Linda Williams, award winner Dee Blassie's matching shoes and history teacher Dave Aiello.

Students perform in the band 'Shuffle'

EMILY ANDERSON

Practicing in junior, Jack Altman's basement, the band "The Shuffle" rehearses one of their latest songs. For students at Clayton High School music is very important, and for some more than others.

For junior Zach Wexelman he took music into his own hands by starting one of the only student bands at CHS. Wexelman is part of The Shuffle along with junior David Redick on vocals, junior Aaron Cannon on bass guitar, Wexelman on Guitar, and Altman on drums.

Wexelman and Cannon, who have been playing together for years, understand the difficult struggle for a young aspiring band.

"We aren't making a profit yet, however we are working on it," Cannon said. "We are coming out with a CD in a few months and are getting booked for many gigs."

The Shuffle has played at places such as the loop, Cicero's, The Red Sea Lounge, and BSKI synagogue. The band is very serious about their musical career.

"I would love to have a career in music as an adult," says Wexelman, "It would be the ultimate job."

The band which has been together for seven months plays "alternative indie rock grunge dance funk death metalish" music. Although the band members often goof around during practices they know when to be serious.

Many of the members are in other musical programs at CHS, such as band, choir, or musicals.

Music is very important at Clayton High School. At CHS many musical programs are offered such as: band, choir, musicals, jazz band, show choir, and many others.

However music is not widely encouraged outside of school unless you play an instrument.

Music is an important aspect to teenagers. You can use it to express your emotions and personal feelings on life. Their songs, written mostly by Redick, reflected everyday life.

"We read in between the lines of life," Wexelman said. "Their members express their personal experiences through their lyrics and music."

"I wrote a song about losing someone important in life after I lost all the songs on my ipod," Redick said.

Music is so important to these four guys, they except all kinds.

"I'm open to all types of music, the band its self reflects other groups that we look up to," Cannon said. "Were cocky like Razorlight, and like the doors we don't play a song unless 100 percent of the band agrees."

The Shuffle understands the struggle of an aspiring band. There are many steps for a young high school band to, not only become successful, but to also begin.

The musicians have to write their own songs, including music, lyrics, and style. The interesting thing about the shuffle is that they memorize it.

"Our songs don't have clear names," Redick said. "We have the slow song, the fast song, the loud



photos courtesy of Emily Anderson



FOUR CHS STUDENTS are part of the band 'Shuffle'. They practice on weeknights and weekends. The students write their own songs and their listeners praise their music.

song and the soft song." At the moment the Shuffle has about ten songs, however they are always working to perfect them.

They are constantly turning knobs and pressing buttons to change the sound. They speed up and slow down trying to find the perfect tempo and rhythm. They keep their eyes on each other listening carefully to where they can make a change. They give criticism and command each other constantly to make the music sound better.

One Sunday afternoon Sophomore Liza Schmidt listened in on the bands rehearsal.

"I think that the band has a lot of talent and potential," Schmidt said. "Plus, they are really fun to watch."

During their rehearsals the groups of boys' try to be as comfortable wearing pajamas, slippers, and sweatshirts.

"I think my favorite part of the practice was whenever David

wanted to talk to the rest of his band mates," Schmidt said. "He used the microphone to talk to them."

Every successful band has important factors that make them the great icons they are. For the Shuffle they have talent, good songs, dedication, and they also have a close friendship.

The four guys who meet on weekends, and weeknights, get along and respect one another.

They can give constructive criticism and be serious when necessary, however they also know when it is okay to lighten the mood and joke around.

The band has fame in mind and their most important plan is to be as successful as possible. They are excited and they plan to work hard to reach their goals.

"Become friends with us now," The Shuffle said. "Because in less than a year, we'll be famous. We're going to the top, and we're never going to stop."



THE GALLERIA PUTS up numerous Christmas decorations, and they blast Christmas music in the stores. This has become controversial because no other religion is celebrated at the Galleria, despite the many holidays in December.

December dilemma

MEREDITH MCCAY

What is the first thing that generally comes to mind when the word "December" is mentioned? The answer is probably Christmas.

Christmas is everywhere in December, from the radio to the television to the music playing in department stores. But Christmas is not the only December holiday.

Hanukkah, an eight-day Jewish celebration also known as the Feast of Lights, takes place in December also, but chances are low that the Galleria will be blasting Hanukkah songs during that month.

How do non-Christian students feel with Christmas making such an overwhelming presence everywhere?

"It's a little annoying," freshman Rebekah Singer said. "I hate it when they sing all those Christmas songs that have been made into pop on the radio, and all those Christmas movies get really old."

Singer emphasizes that Hanuk-

kah is just as much of a holiday as Christmas, and although she realizes why Christmas is the focus of the media due to its money-making possibilities, she does not see why Hanukkah is completely absent in the media.

"What annoys me the most is when people say that Hanukkah is like a Jewish Christmas," freshman Diane Martin said. "It's just not." Singer adds that if people are going to call one holiday a knock off of another, it should be the other way around.

"Christmas is the Christian version of Hanukkah," Singer said. "I mean, Jesus was a Jew and Judaism came way before Christianity so it makes more sense this way."

Interestingly enough, all of these former attendees of Meramec Elementary School cannot remember a distinct time when they realized that many of their classmates celebrated Christmas and they did not.

"I think I always kind of knew,"

Martin said.

"We sang 'winter songs' instead of Christmas carols at Meramec," Singer said. "So I always felt really included even though I knew I didn't celebrate Christmas."

Although Martin and Singer had no complaints regarding how CHS handles Christmas, freshman Sarah Horn shared an interesting insight.

"This year we're really lucky because Hanukkah [which begins this year on Christmas Day] falls during winter break," Horn said.

"But since Winter Break is really centered around Christmas, it's not always that way. Sometimes Hanukkah happens right around finals, and that's always a drag."

In general, Horn, Martin and Singer wish that people would be a little less Christmas-centered around December, because not everyone celebrate Christmas.

"Just remember that Christmas is not the only holiday around Winter Break," Horn said.

Controlling guilty pleasures

Students and teachers alike find guilty pleasures in food, music, television, and the internet. Most often these pleasures distract students from homework.

SARAH RANGWALA

During Thanksgiving many of us indulged in massive amounts of food, topping a calorie intake in a couple hours that we don't normally acquire in a period of a couple of days.

The guilt, if there is room for it, usually sets in after the first few slices of pie. After Thanksgiving, however, guilty pleasures can refer to many other things.

We used 'anything you indulge in that results in a guilty feeling' as a general definition of the term 'guilty pleasure'.

For some students Ted Drewes is a guilty pleasure.

"I know it's bad for me and it's absolutely delicious," Blair Klostermeier said.

But that, she insists, is the point. Enjoy yourself now, and worry about the consequences later.

"Before I get one I'm really excited," Klostermeier said. "During, I'm just like 'O MY GOSH' this is delicious. And after, depending on how much I eat, I feel sick or just plain guilty."

Beverages along with food can cause guilt.

"I but soda when I'm not really supposed to," freshman Kevin Lin said. "It's unhealthy, but it wakes me up."

However, eating is not the only thing that make people feel guilty.

Guilty pleasure, for math teacher Anne-Marie Snodgrass, doesn't mean food. It means watching romantic comedies. Last time she did this was two weeks ago.

"My kids were with their dad, I had the house to myself and it was cold," Snodgrass said. "I sat on the couch with my blanket - it was perfect."

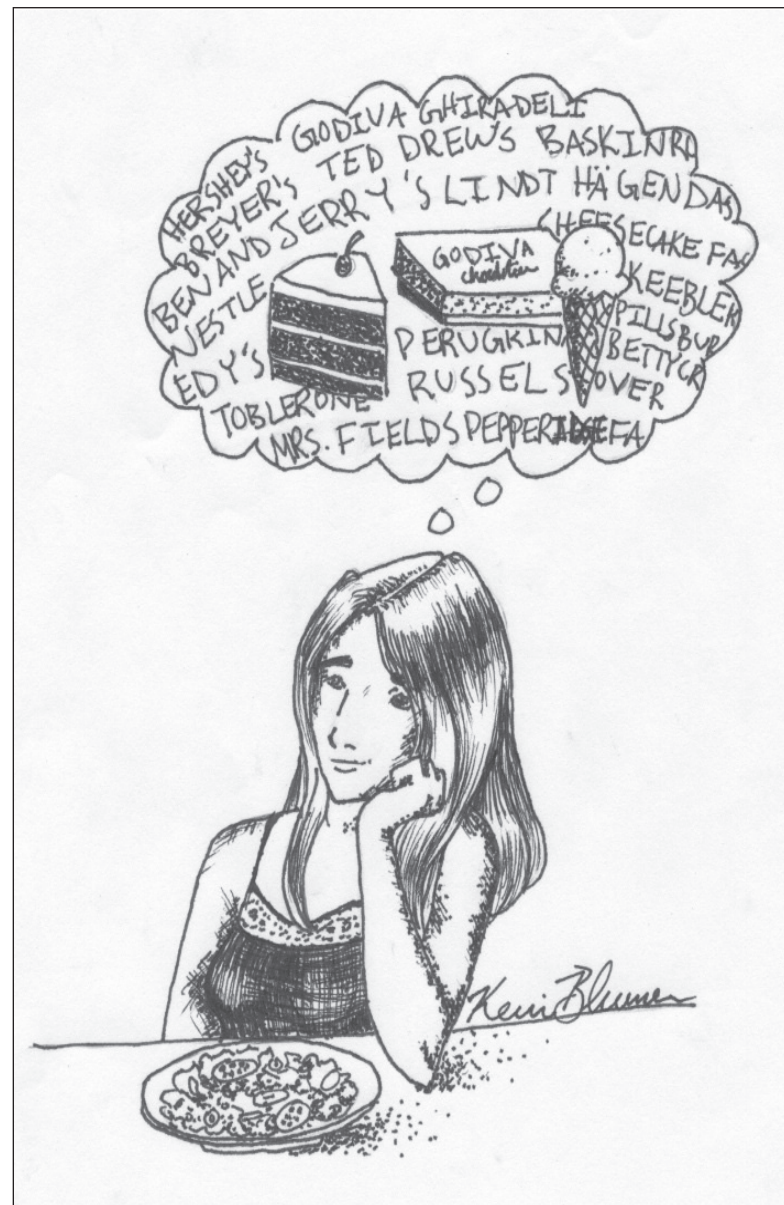
This pleasure of Snodgrass makes her feel guilty because she isn't doing anything productive like folding clothes or grading papers.

Students understand feeling guilty about not doing work.

"I get on the internet instead of doing homework," junior Rebecca Blackwell said.

Other students can relate to Blackwell.

"I relax instead of doing home-



work," sophomore Paul Orland said. "But it has to be relaxing in lieu of doing homework otherwise there's no guilty pleasure associated."

Although the feeling of not being productive can make students feel guilty, it is not the only thing.

"I'm still in love with boy bands such as N'sync, B2K and 'Lil Bow Wow," senior Rachel Smith said. "I'm about to be 18 but I still like boy bands."

Other entertainment forms serve as guilty pleasures.

"I stay up late watching National Geographic until two in the morning," senior Aaron Jay said. "I also secretly enjoy watching Disney

movies. I'm a fan of Mulan." Like Smith, he feels guilty watching Disney movies because he feels he's too old and he's a guy.

Television shows can also be guilty pleasures.

"I watch Sex and the City for hours on end," senior Emily Goldstein said. "I own season two though five and I watch them a couple times a week."

It's not just you, everyone has a little (sometimes secret) thing they do, that makes them feel guilty and happy at the same time. The trick is controlling the number of times you let it happen. Students may feel guilty about their pleasures, but indulging can be nice.



THE ANENBERG CHAPEL is a majestic landmark on the campus of Harvard University in Cambridge, Mass. CHS alum Claire Saffitz is in her first year at Harvard.

Ivy League schools prove demanding, time-consuming

Despite being well-prepared to tackle classes at the Ivy Leagues, alumni find the work challenging.

by KATIE WEISS

Ivy League schools tend to get stereotyped into big prestigious schools with tons of nerds. But former CHS students found that Ivy League schools and college in general isn't that different from high school.

So can CHS academically prepare you for some of the toughest schools in the world?

According to CHS Alum and Yale student Berkley Adrio it can. "CHS definitely helped me prepare for college," Adrio said. "I took a lot of honors and AP classes and I found that they helped me a lot with my classes at Yale."

CHS alum and Harvard student Claire Saffitz said that she feels like the work at Harvard isn't that different from the work in high school.

"College has a different kind of work but overall I don't think that it is anymore challenging than high school," Saffitz said. "High school homework is hard to compare to college work because it is so different. In high school you will have a certain amount of work each night like a page of math homework and once you finish it your done. But in college it's not as clean cut as that."

But while Ivy League homework may be different material-wise Saffitz says that the hours on college homework is comparable to that of the time spent on homework in high school. However, both Saffitz and Adrio did not come from your typical CHS classes. Both students took almost all honors and AP classes during their time at CHS which helped them both prepare for the rigors that they now face in college.

But other then academics are Ivy League and college life in general all it cracks up to be?

"College is great because it gives you freedom and great new experiences," Saffitz said. "Not to mention I love the city life in Boston. I love how you can take the subway almost anywhere."

As for Adrio her favorite part of college is in the school it's self.

"I love how Yale has twelve colleges all with their own mascot and colors," Adrio said. "I love all the college pride."

Another great part of college is the new people.

"One of the great things about Harvard is that there is so much diversity," Saffitz said. "There are people there from all different countries with all different backgrounds. It's amazing."

But college life isn't all sunshine: while there are tons of new people to meet, there is still that tricky business of making new friends.

"It was hard at first to make new friends," Saffitz said. "At Clayton we've all known each other since we were little. But then you enter college and all of a sudden you're like a little fish in a big pond."

And of course what's college life with out tons of homework and no time for sleep?

"The hardest part about college is mostly the long hours," Saffitz said. "I've basically gotten no sleep since I've been here."

Adrio also agreed that the worst

part of college is the long hours spent on school work.

"Time management has been something I've been struggling with," Adrio said. It's been hard to juggle my course load as well as my athletics."

A n o t h e r struggle that college life has produced is the difficulty of making new

friends.

And as for advice to those students who may be looking to apply to an Ivy League school: the key is not to look at the school's reputation and rank and choose a school that you want to go to.

"Most colleges I've found out are pretty much the same," Saffitz said. "So try not to get your heart set on one particular college."

Adrio also adds that when applying to an Ivy League school, it helps if you are dedicated to something.

"A lot of colleges like it when you are passionate about something," Adrio said. "For me it was rowing but it can be anything really like another sport or a club."

Adrio also tends to agree with Saffitz and says that its important to look at the college beyond its academic ranking.

"When you visit schools its important to make sure you like the atmosphere of the school," Adrio said. "Make sure it's a place that you want to spend your time."

Former private school students find CHS strong alternative

by RACHEL DICKENS

At CHS, students are offered a plethora of courses, extracurricular pursuits and social activities to partake in.

In granting their children a relatively exemplary education in exchange for their tax dollars and Clayton residence, many parents find Clayton public schools to be a notable alternative to nearby private institutions.

Because CHS is so prominent relative to other public schools, it is often compared to costly private schools like John Burroughs, Mary Institute Country Day School (MICDS) and Whitfield.

Although all Clayton residents have the option of enrolling their children in the Clayton school system, many parents feel that, for various reasons, private schooling exceeds that of public.

Despite the importance of parental decisions, final conclusions regarding enrollment often lie in the hands of prospective students.

Recently, an increasing number of students have transferred to CHS from local private high schools. Junior Rebecca Levy, who previously attended MICDS, a college-preparatory school in Ladue, recalls her decision to go to CHS this fall.

"Coming to CHS was ultimately my decision," Levy said. "Although my parents obviously had a say in the final outcome, they realized that I would be most affected by the decision."

Although Levy feels her education at MICDS was satisfactory,



CROSSROADS SCHOOL ON DeBaliviere is one of the private schools in the area that competes with CHS for students.

her general concerns and mentality were a deciding factor in coming to CHS this fall.

"I felt that I needed more of an academically and socially diverse education," Levy said.

"At MICDS, I was receiving what was considered, although biased, to be the best secondary education in the area. I felt I needed a change of pace: a more realistic experience."

Like Levy, junior Henry Brown made the switch from public to private school when she transferred to CHS from John Burroughs this past fall. However, Brown attended Crossroads School in the Central West End, a small, private school, in which each grade is comprised of about 40 students. Brown expresses his discontent with such an

inclusive, miniscule student body.

"At Crossroads, there was virtually no chance of meeting someone I didn't already know," Brown said. "I felt as though Crossroads' close-knit community offered little social diversity, which dissatisfied me."

In addition to the small student body at Crossroads, Brown felt that the small number of courses offered put him at a disadvantage.

"When I went to Crossroads, I felt as though I wasn't able to take a wide variety of classes, because they simply weren't offered within the schools program of study," Brown said. "At Clayton, I feel more able to pursue a broad range of interests through the classes I take."

Levy also feels academically and creatively inclined as a student. However, Levy notes the initial misconceptions she had regarding the magnitude of academic rigor at CHS.

"At first, I thought CHS would be much easier than MICDS in terms of classes and exams," Levy said. "I was completely wrong. CHS challenges its students to push themselves to their fullest academic potential, and supports them fully in doing so."

I was completely wrong. CHS challenges its students to push themselves to their fullest potential and supports them fully in doing so.

junior
REBECCA LEVY

Jobs strenuous, but worth it financially

by UGOCHI ONYEMA

Most students at CHS take on extra-curricular activities, such as a sport or a club. Other students also take on another responsibility: a job. These jobs can range from babysitting to working for a successful establishment.

Some students get their jobs by having a connection to their employers.

"[My sister and I] worked as mechanics at Big Shark Bicycles," freshman Rhiannon Jones said, "[We] know the guy that owns the shop."

While this may not always be the case, some employers are relatives or friends of the family.

"Some [friends of] my mom needed a babysitter for their kids," freshman Jenna Wonish said, "These were three sets of kids, and my mom went to church and worked with the parents."

This was not the case for freshman Becky Poplawski or senior Jaime Wonish.

"I didn't know the employers at the Outback Steakhouse," Jaime Wonish said. "I applied for the job myself."

The pay plays a very important part in why students would take up this responsibility. Wages vary depending on the age and experience, but most freshmen get paid an amount of money around minimum wage.

Jones and her sister received \$5.15 an hour working at the bike shop, while Wonish was paid \$10 for each pair of kids that she babysat.

"I made about \$7.25 an hour," Poplawski said.

"[There's] always a use for the money," Jones said.

But there is a price to pay for all of the positive aspects of having a job.

"I had no free time. I had a couple of days off, by it mainly took up most of my time," Jaime Wonish said, "I had to quit because I worked really long hours and had no time for schoolwork."

"My job takes a lot of time off of the weekends and gives me less time to do homework," Jones said.

Students take on a responsibility when starting a job. These responsibilities relate to school, home and the job itself.

"I need to be on time there [at

the Kitchen Conservatory], and I need to have my homework done so I can go to my job," Poplawski said.

The responsibilities of Wonish's job included patience when dealing with the kids that she looks after.

"The kids that I watch are really cute and fun, but I really don't like it too much when they act awkwardly," Wonish said.

There is always a responsibility in having a job, but the stress comes from whether a student can handle it or not.

"Taking care of kids is always stressful and has a lot of responsibilities," Wonish said.

"I like the responsibilities of having a job," Jones said. "They make me feel more like an adult."

The hard work pays off in financial independence and other freedoms, mainly from parents, though not all feel that way.

"I don't really feel independent from my parents," Poplawski said, "They still have to drive me around to places and other stuff."

Whether having a job gives students independence, or just pocket money, some students like working.

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Music, actors, costumes of 'Wicked' magical, original

by KATHERINE SHER

Lights dim, and the large dragon at the top of the stage blows white smoke. The orchestra strikes up and creates a mysterious, anxious feeling for the audience members. Thus starts "Wicked," the smash Broadway musical which made a stop in St. Louis from Nov. 17 through Dec. 4.

"Wicked" brings to life the national best seller by Gregory Maguire. As one of the most anticipated musicals of the past few years, many saw the show each day.

"Wicked" traces the life of Elphaba, or the Wicked Witch of the West, from birth

to death. The musical highlights her time at Shiz University as well as her adventures around the Emerald City, or the capital of Oz.

Elphaba has always been looked at differently because of her green tint. She's very studious and serious and also cares for her younger sister, Nessarose. Glinda, who becomes the good witch, is a bit of an air-head and fits the stereotype of a popular, rich girl at any high school.

The juxtaposition of characters provides conflict and comic relief.

While at Shiz, Elphaba is assigned Glinda as a roommate. At first the relationship is difficult, but as the years continue, they become best friends. It is at Shiz where Elphaba discovers her goal in life. After befriending an animal professor, Elphaba learns of the Wiz-

ard's plans to eliminate all animal rights. Her professor is eventually removed from his position and Elphaba travels with Glinda to the Emerald City to speak with the Wizard himself.

When Elphaba meets the Wizard, he offers her a proposition that no one would refuse, to make her the greatest witch ever.

However, when she learns of the Wizard's plans for animals, she revolts and spends the rest of her life setting animals free from cages as well as teaching them to speak.

Elphaba is given the name 'wicked' since setting animals free and teaching them to speak is against the will of the Oz citizens.

After disappearing from society, Elphaba meets up with former classmate and crush, Fiyero, a prince from the Vinkus. Fiyero married Glinda in the musical and has an affair with Elphaba. Elphaba and Fiyero devise a plot to overturn the Wizard's plans for animals and then disappear at Fiyero's castle.

However, the plan is spoiled when Dorothy enters the picture, and the rest is described in "The Wizard of Oz."

Stephanie Block (who played Elphaba) had a very strong voice, and carried the musical. She showed great range and clarity during songs.

Glinda was played by St. Louis native Kendra Kassebaum. She also had a great voice and fit the part perfectly.

This duo made "Wicked" very enjoyable and the harmonies between the two women were amazing.

"Wicked" is a musical made for women, and the men had a hard time keeping up.

Fiyero, played by Derrick Williams, had a good voice but was timid during solos and hard to hear at various times. The Wizard's (David Garrison) acting was impeccable, and Garrison played the bad guy well.

Costumes were spectacular, with a mix of up-to-date garb as well as interesting fabric and pattern combinations. Scenery was pretty basic, with the same backdrop through all the scenes with different lighting and movable props.

The music was amazing, with a perfect balance of solos, duets and ensembles. All of the songs were catchy, and most audience members were singing on the way out. There is a good variety of happy and upbeat songs as well as slower, more depressing ones.

Once again, the musical is female dominated, and the male parts weren't as extravagant or numerous as the women's.

Although the musical was entertaining, it didn't completely follow the book. The major conflict in the book revolves around a clock, which portrays the future. Elphaba's dad is a preacher, and her mother is a drug addict who is prone to affairs. Elphaba was the child of an affair, which is why her skin is green.

In the book, Elphaba also travels to Shiz before her sister, due to her incredible academic talents. She does befriend her professor, but in the novel, he is killed. Elphaba's mission is to avenge her professor's death by fighting for animal rights.

Fiyero and Glinda never got married in the novel. In fact, Fiyero is already married when he arrives



"WICKED," THE POPULAR Broadway musical, played at the Fox from Nov. 17 to Dec. 4. "Wicked" is an adaptation of Gregory Maguire's novel, "Wicked: The Life and Times of the Wicked Witch of the West."

at Shiz. Elphaba and Fiyero do have an affair, and she bears a son of his. However, Fiyero was killed by the Wizard before Elphaba can tell him.

The biggest difference between the musical and the book was the ending. The book ends with Elpha-

ba getting a bucket of water thrown on her by Dorothy, which is the way "The Wizard of Oz" ends.

However, in the musical, Elphaba manages to survive and meets up with Fiyero in his castle to live the rest of their lives together.

Overall, the musical was worth

seeing. Although it was pretty long, it managed to entertain audience members the entire time. "Wicked" stepped away from the book, but it didn't detract anything from the novel's overall message and added a happy ending for all who saw it.

'Son of a Witch' acceptable sequel to hit novel, 'Wicked'

by NAVA KANTOR

"Son of a Witch," the sequel to Gregory Maguire's beloved novel "Wicked: The Life and Times of the Wicked Witch of the West," is finally out on the shelves.

This long-awaited novel does not disappoint in its wealth of eccentric characters, both familiar and new, and the twisting plot characteristic of "Wicked." This one is worth the wait.

"Wicked" is an alternative perspective on the classic tale "The Wizard of Oz," by L. Frank Baum; its protagonist is not Kansas-grown Dorothy but Elphaba, the Wicked Witch of the West.

Elphaba challenges the reader's preconceived notions about the nature of good and evil and turns the traditional world of Oz on its

head.

This reinvention of classic, well-known fantasy tales is Maguire's special talent; he has also redesigned Cinderella ("Confessions of an Ugly Stepsister"), Snow White ("Mirror Mirror"), and "A Christmas Carol" ("Lost").

"Son of a Witch" (HarperCollins, \$26.95) tells the story of Liir, who is presumably Elphaba's son. The sequel opens with Liir mortally wounded and comatose.

He has been taken in to a "mauntery" (similar to a nunnery) called The Cloister of St. Glinda, and there is willed back to life by a silent, musically gifted maunt called Candle.

While Liir is in the process of recovery, Maguire leads the reader through the story of Liir's strange life and explores some of the ques-

tions Liir struggles with.

Some of the questions Liir tries to answer are: Was Elphaba really his mother? If she was, why doesn't he exhibit any of her magical talents? Where is his trusted friend (and possible half-sister) Nor, who was taken prisoner by the corrupt Wizard before his departure from Oz?

The last question Liir struggles to answer is: How can he help Elphaba's friend Princess Nastoya, a dying tribal monarch stuck in a very unfortunate predicament?

Only through the slow and painful discovery of his own natural talents and will to help others can Liir truly achieve his goals.

The book's thought-provoking and unexpected ending is killer for readers.

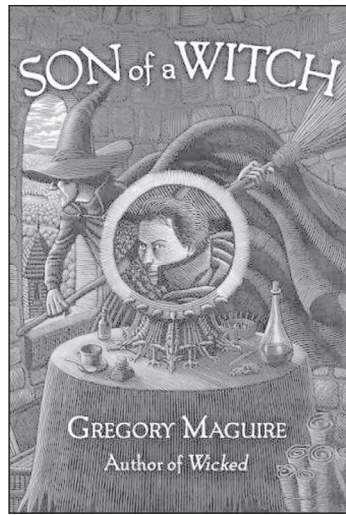
The Oz of Liir is very different than the Oz of Elphaba; the Wiz-

ard is no longer in power, and new, vicious government systems are in place.

Just as Elphaba did in "Wicked," Liir gradually builds up his own fury at the corrupt government and goes into hiding.

But along with a few similarities between the two books come some sharp differences.

The characters of Liir and Elphaba are totally different; Liir is a shy, uninvolved, lump of a boy who spends most of his time feeling unsure and significant, while Elphaba



courtesy of www.amazon.com

(also a misfit) is a strong, smart, prickly character.

Their differences make the tones and driving forces of the two books deviate from each other.

One major fault of "Son of a Witch" is its incapacity to stand independently (without the help of its predecessors).

This book requires readers' prior knowledge of "Wicked," and can not be read by itself and make sense.

The plot of "Son of a Witch" is not as strong and tightly woven as that of "Wicked," possibly because it does not directly challenge L. Frank Baum's original Oz stories.

Although this book explores a new, interesting direction, but is slightly cluttered and confusing at times.

Overall, this book is a pleasure. Readers will enjoy immersing themselves again in Maguire's twisted version of Oz, complete with magical characters and convincing settings.

Fans of Gregory Maguire will also take pleasure in seeing the story of their beloved Elphaba continued through Liir.

Its combination of fairy tale, political satire and drama makes this thought-provoking, well-written novel a must-read.

'Ozzie's' at Westport Plaza worth the drive for Cardinals' fans

OUTSIDE the BUBBLE



Katherine Sher

I was sick of my normal routine of restaurants that I went to with my friends.

So, as I sat there determining where to go for dinner, my friend Sam suggested Westport Plaza. The only restaurant that I knew of at Westport was Ozzie's, so we decided to go there.

Ozzie's carries a reputation for being a really good sports bar.

From what I had heard, it was the only place in St. Louis where you could really see every game you wanted at once.

Since the one thing St. Louis is lacking is a good sports bar, it's only fitting that one of St. Louis's greatest athletes created one.

I had never been to Westport prior to this expedition. I was surprised at the availability of parking, both outside and in a garage.

Plus, it really wasn't that hard to get to without using the highway and didn't take that long to get to.

When we walked in to Ozzie's from the mall, we were greeted with tons of Cardinal's memorabilia decked on every wall.

As we ventured through the bar, I could see that there were a lot of TVs and that none of them in a particular area were playing the same game.

There was also a pasta bar for people sitting at the bar, which I thought was a nice thing to have.

We were seated immediately and presented a menu that I didn't expect at a sports bar. There were tons of entrees, anything from fish to steak to burritos to burgers and sandwiches. The variety was nice, but a little pricey once you got away from "normal" sports bar food, but I was in the mood for a sandwich.

Sam and I ordered the toasted ravioli as an appetizer. He ordered the Chicken Fingers and I ordered the "Red Bird."

The toasted ravioli came round, like a baseball, but still tasted the way that the St. Louis classic should. I assume that the Chicken Fingers were good, because they were gone before I had finished half

of my sandwich. Mine was incredible. The "Red Bird" is a chicken sandwich that is covered in buffalo wing sauce and served with provol cheese on a wheat roll. It tasted like a giant chicken wing, which is one of my favorite finger foods. It was served with all of the sandwich toppings and fries.

The service was adequate even though the restaurant wasn't that crowded. Our waitress was attentive once we ordered, but tracking her down to order was pretty hard. Everyone was friendly and it was a good family environment.

The price wasn't too bad. With an appetizer, two entrees and two sodas we got out of there for

around \$30 with tip. I have to say it was worth it.

What struck me as the best part about Ozzie's wasn't the food, but looking around at all the pictures on the walls, which displayed some of the famous baseball player's best plays.

I am going to add Ozzie's to my list of restaurants to go to, but I do have to say that it is a little further than I'm willing to drive for a burger.

However, I would strongly recommend trying it once if you've never been. Although Ozzie wasn't there, it was still worth the trek to Westport, even though it really isn't that far away.

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Fox's cult TV Show 'Development' may be 'Arrested'

PERCY OLSEN

I am a disgruntled man. And no, I'm not mad because of the Cardinals' lack of ability to resign Grudzielanek, Sanders, and Matty Mo, or because the Blues' former glory is nothing more than a memory of when hockey was fun, or because I haven't seen a decent movie since this summer's "Batman Begins". That was yesterday. Today, I've decided to focus all of bad chi on Fox's untimely cutback of "Arrested Development" (Mondays at 7), the once-in-a-lifetime comedy that manages to combine satire, physical humor, and plot into one neatly bound 22-minute episode.

First airing in 2003, "Arrested Development" quickly caught my eye. The set-up for "Arrested Development" sounded deceptively simple: "Arrested" covers the lives of the ultimate dysfunctional family, the Bluths. Patriarch George Sr. is thrown in jail for defrauding investors, leaving Michael, the only Bluth that has learned the value of a dollar, in charge of his family's housing business, the Bluth Company.

This is where it gets a little hairy, as every member of the Bluth family has their own quirks and Michael plays the straight man among his family of misfits. Let's start with Michael's immediate family. There's Michael's older brother, George Oscar Bluth II (GOB), the magician who performs all his shows to Europe's "The Final Countdown" and does a mean chicken impression. There's Lindsay, Michael's self-absorbed sister and her husband Tobias Funke, a doctor-turned-actor who suffers from being a never-nude, which is exactly what it sounds like. Lindsay and Tobias' daughter, Maeby, is a rebel without a cause, constantly drinking "Virgin Mary's" to get a buzz on while living a double life as a major Hollywood film executive. Then there's Michael's youngest brother, Buster. Buster is an over-mothered yet under-protected child who lives in his mother's penthouse, and he eventually gets his hand bitten off by a seal when he tries to swim in the ocean. Michael's son, George-Michael, is an over-achieving teenager who has a crush on his cousin, Maeby. Lucille, the matriarch of the family, is a racist alcoholic. Once, she adopted a Korean boy named Anyong (the Korean word for

"hello", and the first thing he said to Lucille) in a drunken rage just to teach Buster a lesson about finishing his mac 'n cheese. Of course, she eventually sends Anyong off to a boarding school to teach him a lesson, although she doesn't remember what it was.

Although the characters are amazingly hilarious in concept, they are allowed to truly shine because of the writers' mastery of the English language. The characters are constantly spouting out gut-busting and often dirty double entendres, such as this exchange:

Michael: [referring to the family cabin] Maybe you can take a date up there.

Lucille: How am I supposed to find someone willing to go into that musty old claptrap?

(Long Pause)

Michael: The cabin! Yes, well, that would be difficult, too.

You see? Do you see the utter brilliance in those 3 simple lines? Now imagine, a whole episode filled with lines like that. This show has the craziest plot twists, the best dialogue, and the best cast of characters I have ever seen on a television show in my lifetime. And you can take that to the bank.

Now, how could Fox even think of canceling this brilliant show, with its devoted, yet small fan base, and numerous Emmy victories? The answer is simple: "Arrested Development" doesn't get good ratings. Why? Probably because it's on Fox for crying out loud, the home of "The Simple Life", "Nanny 911", and "The War at Home". Fox's name has become synonymous with crap, plain and simple. The only shows anyone watches on Fox are "Prison Break", "House", and "American Idol" and "The Simpsons". Nobody cares about anything else. First, Fox moved "Arrested" from Sunday to Monday, which was a horrible choice, seeing as Monday is the worst night for television besides Friday and Saturday. Lately, however, Fox has tried to change the tide by advertising for "Arrested Development" a bit more than usual, but unfortunately, most people won't be inclined to watch "Arrested" when the announcer on the commercial sounds like a member of the National Lung Cancer Club.

I'm sorry Fox, but you had your chance to save "Arrested Development," it looks like the show is going to be in a better place soon, NBC. I hope. ☺

Students voice reactions to 'Harry Potter'

LIZA SCHMIDT

The release of the Harry Potter and the Goblet of Fire movie was eagerly awaited by Harry Potter fans all over the US. Our very own Harry Potter Club was no exception. Before seeing the show several club members talked about what they thought they would find in the movie.

"I [was] really looking forward to seeing how all the characters have grown up," sophomore member Chiara Corbetta said. "I am most looking forward to the tasks from the Triwizard tournament and the Yule Ball. And the Quidditch World Cup will be awesome! Every single part is going to be incredible!"

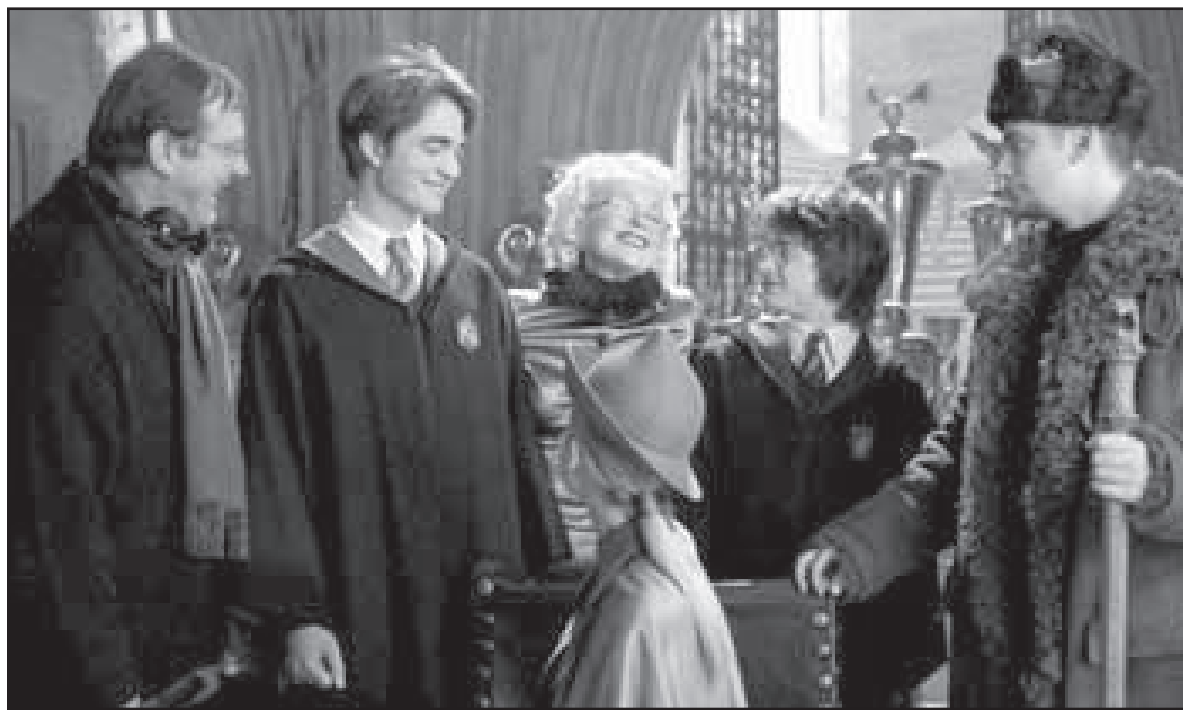
The fourth book in the Harry Potter series is the longest so far, and the favorite of many. Expectations were high for the movie.

"I [was] expecting it to have really good special effects," senior Max Altman said. "And for Hermione to be hot."

Thirty-five CHS students went to the midnight showing of "the Harry Potter movie on Nov.17. After school that day, members of the club gathered to watch the first three movies in the auditorium.

"I wanted it to be like we were watching all of the movies in a theatre," sophomore Emily Anderson said.

Finally the time arrived, and the group headed out to Creve Coeur



courtesy of www.imdb.com

THE CAST AND crew of "Harry Potter and The Goblet of Fire" enjoyed filming together, as well as bonding off the set.

for the midnight showing.

"I think the movie was definitely enjoyable," senior Kate Shoemaker said in retrospect. "It was enjoyable in the sense that it was very action packed and included most of the key elements from the book. However, I thought that the directing was out of place compared to the first three movies and the books. I particularly disliked the way Dumbledore was portrayed, he was supposed to be calm and reserved, but instead seemed very

emotional."

Corbetta was of the same mind. "I really enjoyed it overall," she said. "I understand that they had to cut out a lot of parts, but I can't believe they left out the Quidditch World Cup and the house elves. I thought those two parts were very important to the book."

Anderson, however, had a different opinion.

"I have heard people's disappointment in the movie," Anderson said. "Bad actors, they left too

much out, it is too violent, etc. But, it is impossible for any Harry Potter movie, or book, or article, to disappoint me. I think the characters were strong and believable, the plot was complete and that overall it is the best movie yet."

Physics teacher Rex Rice accompanied the students to the midnight showing. His opinion of the movie was similar to Anderson's.

"I enjoyed the movie," Rice said. "It was worth staying up that late to see." ☺

'Harry Potter' astounds, enthralls

In the fourth installment of the highly popular series of novels and movies, anticipation and excitement prevail.

ABBY EISENBERG

"Harry Potter and the Goblet of Fire" is the fourth book in the series written by J.K. Rowling which has received a cult-like following. Turning the books into movies has proved to be a clever idea, with the Goblet of Fire bringing in an estimated \$82 million the weekend of November 29, eleven days after its release on November 18. Even though there are many of them, the movies and books never fail to entertain.

Overcome by unexplainable dreams, Harry is glad to return to the Hogwarts School for Witchcraft and Wizardry, which is sure to be a safe home away from home. However, when he arrives, the headmaster Dumbledore announces that the Triwizard Tournament would be held this year at Hogwarts. The Triwizard Tournament is a deadly competition between three schools, in which each school has a representative chosen by the magical Goblet of Fire. The goblet expels the names of Fleur Delacour of Beauxbaton Academy, Victor Krum, the Quidditch star from Durmstrang Institute, and Cedric Diggory from Hogwarts. Just when the three began to celebrate being chosen, a curve ball is thrown. Harry Potter's name is also chosen even though he is too young according to the rules of the game, and he did not enter his name. Because the goblet has the final word on the participants, nothing can be done, and Harry must face this fatal competition against his will.

The movie runs a good two and a half hours, not including the time for waiting in line that is most definitely needed to be set aside. Two



courtesy of www.imdb.com

BRENDAN GLEESON AND Daniel Radcliffe in "Harry Potter."

and half hours is a long time for the majority of Americans who have attention spans like a two-year-old, but it keeps the audience on the edge of their seats, so the running time isn't an issue. The story, as always, is one that isn't like that of any other movie, incorporating the obviously necessary magic into the plot without making you laugh at the corniness of it all.

Any of the Harry Potter stories would not be complete without the appearance of his nemesis,

Lord Voldemort, who most definitely appears in "Goblet of Fire". Terrifyingly performed by Ralph Fiennes, this role is one of the strongest in the movie, although the scene was greatly damaged by the lack of a certain body part on the Dark Lord's face. The scary climax of this movie left viewers wondering where Voldemort's nose went, not the fate of Harry. As for the other acting jobs, they were quite varied. As the leading trio of this phenomenon grew up, their acting matured as well. Ron Weasley, played by Rupert Grint, definitely grew up. Overall, Grint's portrayal of Weasley has proved the most evolved of the three. His character was conveyed as having more depth than that of Harry Potter's mere sidekick. Despite characteristic idiosyncracies, Weasley's character proved exceedingly likeable. However, the heroine of the film, Hermione Granger, didn't change a bit. Her annoying, whiney, goody-goody demeanor may have been cute at a younger age, but was no longer easily tolerated. Her incessantly belligerent attitude was no longer easily appreciated. As for Harry, our all around hero, he delivered a fairly strong performance with minimal cheese in his lines.

Now for the moment of truth: was this worth the \$10 I paid for popcorn and a ticket? Yes, I believe it was. Though it was a testing two and a half hours in length, it keeps the viewer interested with many action scenes, and yes, the PG-13 rating allows it to maybe even scare you a little bit. If nothing else, this movie will keep you up to date on the phenomenon everyone will sure to be talking about until the next one comes out. ☺

Viewers impressed with big screen debut of 'Rent'

Adapted from an astoundingly popular Broadway musical of the same name, 'Rent' proves both thought provoking and unique, along with having a great musical score.

DAKIN SLOSS

AIDS, homosexuality and drugs. "Rent" the movie portrays these topics in 28 wonderful songs.

"Rent" is an adaptation of the beloved Broadway musical that swept America off its feet. The plot revolves around a group of friends in New York City during the '90s who are struggling during the AIDS epidemic. Some of them are heroin addicts and others are gay or lesbian couples with AIDS. They are all broke and trying to realize their artistic dreams despite their disease and poverty.

Mimi, an exotic dancer, battles her heroin addiction and falls in love with an ex-heroin addict, Roger, who attempts to write the perfect song. His roommate, Mark, a film maker, looks for a job to make ends meet and his ex-girlfriend Maureen holds a musical protest because of construction in their neighborhood. Maureen has conflicts with her lesbian lover, Joanne, who is a lawyer and constantly frustrated by Maureen's careless flirtations. Other friends include gay lovers Tom and Angel. The story is engaging, but inappropriate for kids.

The best part of the movie is definitely the music. The songs are funny, interesting and most importantly, the actors sing well. The best-known song is "525,600 Minutes" and it is excellent. It is at the very beginning of the movie and asks how to describe a person's life. "525,600 minutes. How do you measure, measure a year? Do you measure a year in coffee cups, sunsets or love?" Other great songs include "La Vie Boheme," which is about rebellion and self-ex-

pression. Translated from French, it means 'live Bohemia' and amidst a catchy song they toast to a variety of "shady" activities. The stars that make the music magical were also in the original Broadway musical.

However, singing is not their only talent. They also act well in a transition from Broadway to Hollywood. Stars include Rosario Dawson (Mimi), Anthony Rapp (Mark), Idina Menzel (Maureen), Adam Pascal (Roger), Tracie Thomas (Joanne), Jesse L. Martin (Tim) and Wilson Jermaine Heredia (Angel). Dawson gives a charming performance and her heartbreaking relationship with Pascal is enough to make any audience cry.

Though the music and acting were excellent, the lack of direction was evident. As a Broadway musical, "Rent" should have been altered for the big screen, but Chris Columbus lacked creativity and vision. He failed to recognize the need for changes in the different venue. The movie stayed true to the show almost completely, even when adaptations were necessary.

The same is true of the editing. The movie was too long at two hours and fifteen minutes. Parts without music could have been cut to make the movie a bit tighter. The movie could even do without a couple of songs, just to make it easier to stay focused.

"Rent" has everything an audience could want: comedy, romance, intrigue and excellent music. However, the movie cannot capture the aura of live theater.

I would recommend going to see the musical on stage, where it belongs, but leave the little ones at home. ☺



courtesy of www.imdb.com

LEFT: ROSARIO DAWSON as the overtly sassy Mimi Marquez, an exotic dancer and heroin addict.



courtesy of www.imdb.com

Right: Anthony Rapp and Idina Menzel as Mark Cohen and Maureen Johnson, respectively

~Clayton Classics~

While 'Christmas Vacation' and 'Good Will Hunting' differ in almost every topical way, both films share a similarity; their designation as a Clayton Classic.



AS THE ABOVE photograph implies, "Christmas Vacation" is a film that satirizes Christmas. However, the satirical elements do not compromise the "electric" aspects of the holiday.

MIKE GREGORY

Typically in Hollywood movies, people who try hard to do the right thing but always fail are used in two ways: one, they are used to make the viewer cry, or two, to make the viewer laugh. The latter is what makes "Christmas Vacation" work, and the result is one of the funniest Christmas movies ever made!

Anyone who is familiar with any of the "National Lampoon's Vacation" movies will know who I mean when I mention the name Griswold. Chevy Chase is the traditionalist head of a family that wants to have a good old-fashioned... whatever the case might be. In this case, he wants to have a big family Christmas with all the relatives. What he doesn't take into account is that reality is never how he sees it: for instance, his parents and his in-laws never get along. And, pretty much everything else he tries or tries not to do is the same way.

This is a movie where it's all about doing the right thing, and always failing miserably. Tired though it seems, the film has enormous charm, and the characters have just the right comic energy. Chevy Chase is hilarious as the doomed Clark Griswold who envisions the perfect family Christmas that he's wanted his whole life, but has yet to realize that fate has few happy endings in store for him.

Beverly D'Angelo is wonderful as his loyal wife who, even though she has the talent of foresight unlike her husband, goes along with the flow as best she can.

The cast of supporting characters are great as well, including Doris Roberts from "Everybody Loves Raymond" as Clark's mother-in-law, and "Seinfeld's" Julia Louis-Dreyfus as the snobby next-door neighbor. And yes, there's Randy Quaid as cousin Eddie, whose heart is bigger than his brain, as Clark so brilliantly put it.

Whoever says that nothing is funny the second

time around obviously hasn't seen this film. Much of the film's gags have been used before, but by no means does that mean that they can't be funny again. When Clark asks when he has ever had something completely planned out, only to have it go completely wrong, character convey twice that they can think of many instances where such situations have occurred. Yet, they are still very funny because of how they are played out. All the actors have just the right chemistry to make everything in this movie funny.

The only problems with the film are the pacing and the lack of background for one of the subplots. For the first half of the movie, the days go by quickly (the film has little cut-scenes to a model house where the windows open to count down the days to Christmas), but in the second half, time passes more slowly. Not that anyone will notice.

The second problem lies with the subplot about Clark vs. the snobby, ultra-modern (their running outfits look fit for outer space) next-door neighbors. Right from when they're introduced, they already look on him with disgust. I've seen this movie many times before and this problem has never occurred to me before. Maybe it's because I've become a film critic of sorts, but I found myself asking why? The film gives Clark Griswold solid character up until that point, but it doesn't describe at all his relationship with his neighbors.

The film also uses effective satire to add to the fun. When Clark has to battle the Christmas tree, the film has him looking like Jason Voorhees, and the second time he looks like Jason and Leatherface mixed together.

But it's really the energy and the charm that make this film so much fun. Intelligence is not of concern in this case. There are only two things that matter in a movie like this: laughs and Christmas spirit. "Christmas Vacation" has both. Very rarely does a film's tag line describe the movie so well. It is a simple play on words: "Yule Crack Up." And that you will. ☺

KATIE WEISS

Will Hunting: Do you like apples?

Clark: Yeah.

Will Hunting: Well, I got her number. How do you like them apples?

Highly quotable and witty lines, such as these, are what make "Good Will Hunting" rank among the classics.

"Good Will Hunting," which is mostly known for being written by actors Matt Damon and Ben Affleck, combines dry, dark humor with a heartfelt tale about the relationship between a gifted, but troubled young man and his therapist.

"Good Will Hunting" tells the tale of Will Hunting, (Matt Damon) a genius, who works as a janitor at MIT.

After being arrested for assault, Will strikes a deal with one of the college professors who has discovered his gift. The professor gets Will released from jail on two conditions: that he helps him solve math problems and that he sees a therapist.

After scaring off almost every therapist in Boston, Will finally meets his match with therapist Sean McGuire (Robin Williams).

The movie deals with everything from love to abuse to friendship.

The level of this script is far greater than you would ever expect from two Hollywood actors. And the acting is nothing to scoff at either.

Williams and Damon have a remarkable on screen chemistry that one would be hard pressed to find in almost any other movie today.

Although Ben Affleck's role was reduced next to Matt Damon's as the dim but lovable side kick, his talent shines through, almost making you forget his most recent shortcomings.

Damon and Affleck have some great, emotionally packed scenes together as well as some funny scenes. Other actors in the film include, Minnie Driver and

Stellan Skarsgard.

Perhaps the heart of the film lies in the rapport between Robin Williams and Matt Damon. As the therapist, Williams is a compelling mixture of gruffness and legitimate concern for his patient.

"Good Will Hunting" is a film that could all too easily slip into feeling, and being, contrived. Yet the actors, particularly Damon and Williams, portray their characters utterly convincingly.

It is not as if the film comes across as a two plus hour long infomercial about the wonders of talk therapy; rather, "Good Will Hunting" shines as a mixture of character study and commentary on humans and their complex relationships.

All of the above might make "Good Will Hunting" out as cumbersome, or as off-puttingly philosophical (or just trying to be deep).

However, the dramatic and emotional moments are delivered in measure, and humor is consistently placed throughout.

In fact, one of the best features of the movie is that it goes quick and is amusing. There is not one dull moment in the entire film.

"Good Will Hunting" is perhaps such a good film for this reason. Being a wise mixture of serious and light, "Good Will Hunting" has many layers.

This movie is one of the few movies that almost anyone can completely lose themselves in. This seems to have become a rarity in most movies today. The only fault to the movie is that it's only 136 minutes long.

Fortunately, this fault is not insurmountable, and "Good Will Hunting" is a great film.

In addition to a commanding and emotionally resonant script paired with strong acting that is able to carry out the script's ambitions, the film is inspirational and implies that a dark past can be overcome, resulting in an open the way to a fulfilling and hopeful future. ☺



ROBIN WILLIAMS COUNSELS Matt Damon in "Good Will Hunting." The intent manner in which Damon is listening to Williams indicates the deep respect that Damon feels towards Williams, despite the "rough-edged front" that Damon often exhibits.

Going beyond typical biopic quality, 'Walk the Line' sparkles



ABOVE LEFT: Joaquin Phoenix as Johnny Cash poses in a car with his guitar. Guitar is very important in the music of Johnny Cash, so it is very appropriate for him to be holding one in a picture.



ABOVE RIGHT: THE poster for the film "Walk the Line" features Johnny Cash with his guitar, surrounded by a flame.

QING ZHANG

A chronicle of captivating songs that speak of heartache and survival as well preach about love lost and won, plus the musicians who lived through them, calls undoubtedly for great drama. And this is what "Walk the Line", a recent film release, delivers.

Shaped by Cash's two autobiographies, the film vividly captures the early years of the legendary Johnny Cash's fame. Often credited as the "Man in Black," the young Cash (Joaquin Phoenix) embarks on a life journey haunted by his brother's accidental death and a drunken father who cried that "God has taken the wrong son."

The scars of his troubled childhood do not fade as he stumbles through lonely years in the Air Force and a hasty marriage with Vivian (Ginnifer Goodwin), a woman he had only known for one month before marriage.

Amidst continuous struggles with the harsh burdens of life and his passionate love for music, Cash found his calling in the bleak winter of 1955, when he walked into the soon-to-be-famous Sun Studios in Memphis, with his guitar.

Unfortunately, the lifeless gospel his band played failed to make a believer out of the studio's owner, Sam Phillips. Yet, they were generously offered another chance to perform one of their own creations. Cash chose the song he wrote in the military, "Folsom Prison Blues,"

and the raspy, dark-pitched voice that echoed the recording room came to grasp the heart of every one of his listeners. That day, he walked in as nobody and marched out as Johnny Cash.

Following the sudden rise to fame came a series of nationwide tours. While on the road, Cash met and fell for the luminous June Carter (Reese Witherspoon), the love of his life and his future wife.

But she was married and so was he; Carter's refusal to occupy herself with a married man soon became a partial contributor to Cash's drug addiction. Also, his physical and emotional instability quickly overpowered his first marriage.

Not surprisingly, Cash's divorce only strengthened his love for Carter, and when their paths crossed again, it was her faithful support that enabled his salvation.

On a negative note, however: the formulaic nature of the biopic is cliché and the mere impossibility to compress a lifetime into the allotted time of two hours and 15 minutes renders the direction of the film just passable.

Despite the electrifying moments on stage the director James Mangold captures, his decision to take the safe routine of a tumultuous experience and a happy ending poses a false impression about the latter part of Cash's life.

His presentation seems to imply that Cash had subdued his demons: not true. Cash struggled for the rest of his life with the aftermaths

of drug addiction and his inner demons.

The script may have its familiarities, but it also has its sparkles. What makes the film truly incredible is the spell-binding music and the equally stunning performances of Phoenix and Witherspoon. As the lives of Cash and his wife Carter were put under the microscope of the film, these stars turned in a jaw-dropping performance worthy of Oscar nominations.

Both underwent painstaking transformations for the film, doing all of their singing and playing regardless the fact that neither actor had a musical background. Phoenix retold Cash's story with the masterly portrayal of his dark yet vulnerable personality, and recounted a troubled soul with the heartfelt depiction of the hope and hurt in his eyes.

Though Phoenix bears no physical resemblance to Cash, he catches the legend's spirit. So does his partner, Witherspoon, in the role as Cash's life-long love. Picking Witherspoon to play Carter was gutsy choice at first since the blonde actress was known mainly for light-toned comedy, but in the end, she shined. She matured like her character in a genuine interpretation which was both vital and rich.

A biopic that soars high above expectations, "Walk the Line" is without doubt worth the time and money. Get in line. ☺

Live album lacks quality

by MATT MUSLIN

Wow. When I didn't even think that The Mars Volta could get any more pretentious...

The Mars Volta's new album "Scab Dates" is a live album; at least, I think it is...

"Scab Dates" stinks. That's the most suitable word I can use for this album (that was also a word that the newspaper would let me use), but it's still better than the album they released earlier this year, "Frances the Mute," which was one of the most god-awful pieces of trash I ever heard.

The Mars Volta includes two of the members of the recently deceased band At the Drive-In who broke up after they "became too popular." Whatever. One half made the emo band Sparta. The singer and other members of the band created the masturbatory prog-rock band the Mars Volta.

"Frances the Mute" was one of the worst albums I'd ever heard, filled with overwhelming pretentiousness. The lyrics were cosmic hogwash--dictionary lyrics using big words at random (and they were sung in Spanish and English). Clips of sound, bird noises, car noises, and other random sound clips were added to give the album "mystic" feel (but actually just ruined it).

The album was 77 minutes long and composed of five tracks which were a story about an orphan and a car crash or something. Four out of five of the songs were over 12 minutes long; the last song "Cassandra Gemini" was 32 minutes long! In

short, "Frances the Mute" was an awful album, and "Scab Dates" isn't that much better.

See, the problem with The Mars Volta live is that all the problems we find with the Mars Volta studio (repetitiveness, lack of long-term memorability, inability to focus) are multiplied too many times to count. Case in point: this album is nearly 80 minutes long and contains, by my count, three actual songs, or possibly just two (I honestly haven't figured it out).

"Scab Dates" is culled from performances between 2003 and 2005. The bulk of the material is harvested from the band's 2003 full-length album "De-Loused in the Comatorium." In fact, not one song from "Frances the Mute" appears here. Still, the band manages to screw up every song they play. Every song that they play from "Deloused" is extended exponentially ("Cicatriz" is pushed from a 12-minute song to 40 minutes. Fun Fact: Pink Floyd's "Dark Side of the Moon" is the exact length of the song!).

The album starts out with a baby screaming on "Abrasions on the Timpani," which is supposed to be a four-minute warm up for the crowd consisting of random blurred noses and instrumental tuning. Then we get to an actual song! Yay! Wait... why do the liner notes say that this song is three tracks long?

"Take the Veil Cerpin Text" is another track that was extended from a seven-minute song to a twelve-minute song, and of course they fill it with endless instrumental noodling, including an annoying wave

guitar effect that is supposed to be a transition for each part of the song and an extra rhythm too.

"Caviglia" is just another go-nowhere three-minute guitar and incredibly annoying echoing wavy vocal passage. Skip this one.

"Concertina" is actually pretty good, compared to the rest of the album. Around the middle of the song there's a pretty neat arpeggiated saxophone/guitar solo.

"Haruspex" is well... I don't really remember what was happening there, it was basically just five minutes of having every instrument play a solo, the guitar player is jittering away in his inimitable style where he sounds like he's repeatedly trying to play a guitar lick but screwing it up every time, doing it really fast so he can give off the fake signal that he's being "experimental."

Then we get to the song that had me clawing at my face in pure agony when I was listening to it: the extended, 40-minute, five part "Cicatriz." Okay, maybe I'm being unfair. The first eight minutes of the song were pretty keen, but then there are four more "parts" that consist of nothing more than a bunch of crap.

The fourth is 20 minutes long and consists of a bunch of edited crowd noise and backstage patter and people speaking randomly in Spanish. It's the most needless thing here. It's also the worst and it's the longest.

I'm giving this thing 1 star out of five because I'm nice, and because the disc makes quite a good mini-Frisbee. ☹



courtesy of www.xanga.com



courtesy of www.themustbe.com

TOP: MEMBERS OF THE Mars Volta face off. The Mars in Mars Volta alludes to the band's interest and affinity for that particular genre. The Volta in Mars Volta is a reference to a comment made by Federico Fellini, a filmmaker, in a book about his films. Bottom: The Mars Volta performs at concerts, as is fitting of a band. Obviously, they are enthusiastic performers, as shown in the unmistakable intensity of their features.

Overplaying can devalue good music

Sounding Off



Rebecca Wall

Traditionally, it starts Thanksgiving weekend. This year, it started Halloween weekend, perhaps obscenely early.

The "it" I'm referring to is Christmas music. Every year, for an increasingly long period of time, Christmas music proliferates. It's played at the mall. It's played at the ice rink. It's played at your aunt and uncle's Christmas party.

Well, perhaps the Christmas party is an appropriate forum for Christmas music. But, my Uncle seemed almost apologetic when he showed off his five-disc CD player, on shuffle, filled with Christmas CDs ranging from "An Andy Williams Christmas," to "An Irish Christmas," to "An Acopella Christmas."

I might have made up "An Acopella Christmas." However, even though I have never seen "An Acopella Christmas" in the flesh (probably not the best word choice) I would not be surprised at its existence.

Going back to the apologetic nature of my uncle: I wonder if there is some guilt associated with playing Christmas music. It was as if my uncle knew that Christmas music was inescapable in all public places (except, perhaps, a Synagogue), and he was loathe to add to the burden.

Wait: is Christmas music burdensome?

Initially I would say resoundingly yes. Not only do the "classics" invoke a distasteful mixture of revulsion and nostalgia, but the current excess of trendy "remixes" marketed to pre-teens of the aforementioned classics are too much to bear.

Do we need another version of "All I Want For Christmas," this time by Mariah Carey? It's bad enough that if I hear either "Shake it Off" or "We Belong Together" on the radio it takes me almost the entirety of the song to discern which of the two is playing. Seriously.

In the same vein, do we need another CD titled "A (obscure musical genre/instrument) Christmas." Next time you are in a home furnishings store like Linens'N'Things, look at their CD selection. There are offerings ranging from "A Duclimer Christmas" to "A Bossa Nova Christmas," to, bordering on sacrilege, "A Hot and Steamy Christmas."

In the face of all of this bashing, is there anything at all to be said for Christmas music?

I think so. Earlier I said that hearing Christmas music caused me to feel a mix of revulsion and nostalgia. Nostalgia is not necessarily a bad emotion; it encompasses a whole advertising technique.

Some Christmas songs such as "Silent Night" have been sung for generations. I somehow think that the passage of time always endows things with some sort of significance, if only through the many memories and experiences time endows. From that perspective, one could argue that Christmas music is of great value.

From a musical standpoint, however, I have to stick the proverbial nose in the air. Christmas music is corny and does not even attempt to disguise the way it preys off of our idealized and commercialized version of Christmas.

Searching for an overarching point to all of this musing on Christmas music, I suppose that the conclusion I come to is that Christmas music, despite its rich history, can be gratuitous when played starting on Halloween. Perhaps it would be best to save it for the day. ☹

Spektor's work quirky, original, very refreshing



courtesy of www.brokencafe.com

REGINA SPEKTOR IS known for erratic behavior at her shows. She has been known to burst into fits of giggling with fits of pouting interspersed, and to then feed the audience chocolate, according to www.pitchforkmedia.com. Fortunately, her family supports her; her father often attends her shows.

by REBECCA WALL

Not many artists would consider writing a song that features the lyric "Walka-walka-walka-walka-walka-walka" and incorporates a repeated and agonized chant of "Hello, Daddy" for upwards of a minute.

Nor would many singers flirt with jazz, grunge, and rapping reminiscent of beat poetry, but still manage to make a coherent musical statement.

Regina Spektor is a relatively unknown singer-songwriter type who, in this reviewer's humble opinion, deserves more acclaim.

A part of New York city's "anti-folk" scene (don't ask me what anti-folk is beyond Regina Spektor), Spektor is a buoyant and lively artist.

Her mastery of the piano combined with her truly astounding voice (sort of a cross between Gwen Stefani during the No Doubt era and Aretha Franklin—a mixture of rock sassiness and traditional soul) combine and facilitate the creation of beautiful ballads.

Spektor's 2001 album, "11:11" has, at times, a definite streak of R&B running through it. Songs like "Marry Ann" have a clear connection to jazz with music often not-

ing more than a walking bass line, whereas other songs, like "Flyin'" evokes a gospel choir. At other times, however, Spektor returns to her piano and cranks out almost rock like ballads such as "Buildings." Both styles work well.

Her 2002 release, "Songs," has excellent songs. Two which are particularly good are "Samson" and "Consequence of Sounds." Both songs are relatively minimalist, particularly the latter. Perhaps this minimalism is due to "Songs" independent label hence lower budget status, but whatever the cause, the songs come across as beautifully succinct, albeit a bit oblique in their meaning.

Spektor's 2004 major label release, "Soviet Kitsch" isn't quite as wonderfully inexplicable as her other two albums. Here, Spektor stays in the realm of rock oriented songs such as "Buildings" from "11:11."

There is, however, one inexplicable song on "Soviet Kitsch": "Your Honor." This song is essentially just Spektor screaming of angry drums and guitars.

While I can't say I particularly enjoy how it sounds, I am glad "Your Honor" is there, maybe just for philosophical reasons. It is as if Spektor is saying that whatever

quirkiness she had to sacrifice on her major label CD, she still feels in her heart. Or, maybe, she is just reminding her listeners that they should forget their preconceived notions of what her music should sound like and embrace a little bit of the obscure.

Spektor is at times incoherent. Her lyrics often border on incomprehensible gibberish. Yet, to me none of this seems to matter in the face of the sheer glory of Spektor's music, and most of all, her voice.

Granted, Spektor often tries to reenact her live experience that can be very off-putting. Spektor often screams or makes animalistic sounds or recites absurd lyrics in absurd tones. While this would appear spontaneous live, there is nothing spontaneous about the above after listening to the recording multiple times. It almost seems childish.

I have never thought that originality without talent is enough to give someone or something value. But, it is true that today being original is a minor miracle. Regina Spektor takes an element of originality—a sense of herness—and gives the impression that she is just doing her thing. As a result, her music almost feels like she is engaging in an act of creation. ☹

Switchfoot's album demonstrates artistic growth

by EMILY ANDERSON

Since the Christian rock band Switchfoot came on the scene in the 2000's they have been seen in movies, on television, and heard on radio stations all across the country. The band's divine sound is a mix of explosive guitars, soft melodies, and an intense longing for meaning. Their style of music is influenced by their biggest heroes. For lead singer Jon Foreman it's Miles Davis. However for his bass playing brother, Tim Foreman, it's Paul McCartney. The idea of Switchfoot not fitting into any of the "genre boxes", is what makes the band so unique and popular: diversity is their strength.

Their latest album "Nothing Is Sound", which came out on September 13, 2005, debuted as number three on the billboard 200 albums chart. This was an all time high for the band. The CD includes hits such as "Stars," "Lonely Nation," and "Easier than Love," which all fall in the power pop genre that the band often follows. Like the band's other albums, "Nothing is Sound" shows deep meaning and profound insight about the world. The songs are about change and movement—adapting to your surroundings, even if you don't like them. The song's lyrics describe an escape from the world's problems.

No matter if they are love, politics, or the environment.

Once again, Foreman finds himself questioning everything as he did on the band's previous album. Foreman had plenty of time to gnaw at his lyrics because of Switchfoot's busy touring schedule. "Nothing is Sound" was recorded on the road. The band was so busy that they didn't have time to take a break to make a record. So, they set up their instruments and recording equipment in the dressing room every night and would lay down tracks between interviews and sound checks. The band's unprofessional approach to recording the album contributes to the band's alternative rock sound.

The album's centerpiece is "Happy is a Yuppie Word." This song takes its title from a 1991 interview Bob Dylan gave to Rolling Stone in which Dylan was asked, on the occasion of his 50th birthday, if he was happy. Dylan replied, "Those are yuppie words, happiness and unhappiness. It's not happiness or unhappiness, it's blessed or unblessed." "Happy is a Yuppie Word" is the heart of the record, pumping blood out to the limbs and mouth for Foreman. It's that existential urban/suburban moment of thinking, "Wow, all this happiness that I've been trying to achieve is really just the yuppie

version."

From there, it's a seamless jump to "Easier Than Love," in which Foreman bemoans corporate product branding and marketing. "We are the target market / We set the corporate target," he sings. This song is about how one of the most beautiful intimate moments in a human's life is used to sell a can of beer or auto parts. Sex is easier than love.

Along the same idea is the opening song "Lonely Nation," which Foreman wrote in 2004 when Switchfoot performed a long stretch of rock radio shows. The song implies that it is ironic that you have a generation of kids connected through Instant Messaging and text messages, yet people grow more and more lonely every day. The technology that is connecting us is the thing that is separating us, because the only thing you can see of a person with those communication options is a person's profile.

Another track, "The Blues," is the next step from "The Beautiful Letdown" both musically and lyrically. It references New Year's Day and was written on January 1, 2004. Foreman tends to write some of his most meaningful songs on important days of the year, because those important days produce important moments in the band's life.

Another example is "The Shad-



courtesy of www.achs.k12.sd.us

UNLIKE MANY BANDS who are unable to seamlessly switch from Christian rock to mainstream rock, Switchfoot has made a nearly seamless and certainly profitable transition. They retain many Christian allusions, endearing them to their old fans.

ow Proves the Sunshine," which was inspired by a fact-finding trip Switchfoot took to South Africa in January 2005 to see for themselves the impact that poverty and disease has had there. For the last few years, the band has been active in Bono's charity organization DATA, which promotes AIDS awareness and debt relief for developing nations. Foreman describes the trip to South Africa, and meeting children orphaned by AIDS, as a turning point in his life. The song struggles with the idea that South Africa, which has endured many years of oppression and poverty, is a place where he's never seen so much light or joy or happiness. So, while

he may write about how everything is meaningless, it would be a very hopeful thing for Foreman to be proven wrong.

The name Switchfoot is a surfing term, which means changing your stance. This is the bands outlook on life, and that is portrayed in "Nothing is Sound". Their latest CD is definitely one to add to your collection along with their other albums; "The Beautiful Letdown," "Learning to Breathe," "The New Way To Be Human," and "The Legend of Chin."

The theme of all Switchfoot's CDs is that it is important to approach situations differently, and keep an open mind. ☹

10 things to hate about Clayton

SHAINA ABRAMS-KORNBLUM
EMILY ANDERSON

Most of the Clayton population has lived here most of their lives. Recently there have been a lot of changes occurring in this small town. Not everyone, however, is happy with the differences.



Jack McClellan

A GROUP OF CHS students, including rapping and acting sensation Will Smith, "shakes their laffy taffies" to a cell phone ring tone. Jamming to ring tones is a new trend, and there is stiff competition to find the next hot jam (and hope someone calls you.)

Ring tones is what's hot on the streets right now, yo!

MAX SHAPIRO

In a time when technology seems to be taking over with new creations such as the video iPod and the X-Box 360, no invention has made a bigger impact on students' lives than, yes, you guessed it, the Ring Tone.

This relatively new masterpiece of a creation gives young students the chance to enjoy their favorite jam for around two dollars and is giving musicians a chance to make their music part of cell phone life across the country.

Ring tones have especially hit hard at CHS as you can hear up to as many as 15 different ring tones a day from just spending time in the commons.

"In my opinion, the commons has turned into a breeding ground for ring tones," senior Daniel Limbert said. "Personally, I love it, because one table has all the hot jams."

Limbert has tried to keep up with the recent surge of the ring tone business, but says it's very hard to find that perfect fit. Money is also a factor why he sometimes decides whether to buy or not to buy.

"Concert tickets are so expensive and iPods are so cliché and ta-

boo," Limbert said. "That's why I just bust out my Nextel anywhere I want and can listen to great tunes such as D4L's 'Laffy Taffy' and Three Six Mafia's 'Stay Fly.'"

D4L has hit big with "Laffy Taffy" and has taken the ring tone world by storm.

DIS [expletive deleted] IS HOT," Prettymami05 said on the same site.

This same thought raced through the mind of many other CHS students as they listened to the song.

"Who is Prettymami05?" senior Ben Weissman said.

Although the song's lyrics may seem a little immature or even repulsive, many people find it hard not to dance to the song.

"It's great," Limbert said. "I wake up in the morning and can't wait to go to school now. I always know that 'Laffy Taffy' or some other tone is going to be jamming in the commons almost every period."

This song has possibly revolutionized the ring tone business. Before D4L's hit single most people tended to download slower and less southern hip hop jams, but with "Laffy Taffy" in the mix and as popular as ever, expect the dirty dirty to bring home the Benjamins in the ring tone business, y'all mean.

D4L, which stands for "Down 4 Life," is a southern rap group that has a certain twang to it. It seems like they almost market their music around the ring tone business.

"I'm not really a ring tone guy," senior Jack McClellan said. "But when I hear Down 4 Life, you better believe I will be shaking my Laffy Taffy."

This controversial song, which substitutes the popular candy Laffy Taffy for a person's "booty," is being debated on websites around the country.

The chorus tells people to shake their "laffy taffy," while the song contains other verses such as "Wiggle dat jello POP, gurl, wiggle dat jello POP."

"I can shake my Laffy Taffy that is one reason why I rate it a 5," 1cdy said on www.musicremedy.com.

"AT FIRST I WAS LIKE WAT THA HECK WHO JUST MAKE A SONG LIKE DIS BUT THEN I STARTED LIKIN IT LIKE HOL UP



AT FIRST I WAS LIKE WAT THA HECK. WHO JUST MAKE A SONG LIKE DIS BUT THEN I STARTED LIKIN IT LIKE HOL UP DIS [expletive deleted] IS HOT.

www.musicremedy.com user PRETTYMAMI05

10

What's the point of having a third platform at Shaw Park if they won't let you jump off it?

9

You leave your car alone for 30 minutes, and you definitely have a \$15 parking ticket.

8

Wherever you look someone else is wearing the same shirt. Whatever happened to individualism?

7

If you get pulled over, give it a day and everyone will be asking you about it and already know the details.

6

The traffic is ridiculous. It shouldn't take 15 minutes to get four blocks anywhere in Clayton.

5

There are no gas stations in Clayton, but I guess that's a good thing because if there were, the gas would be really expensive.

4

Everywhere you go you see the same people. The problem is you don't know most of them.

3

There's Café Manhattan and Manhattan Express on the same corner; they're the exact same except one has milkshakes.

2

Every other block has construction going on. Doesn't our tax money go towards schools?

1

Should we be insulted that a giant, naked, fat man sitting on a giant, naked, fat horse represents Clayton?

Status Quo by Alex Ferguson



Low School by David Redick





Sarah Powers

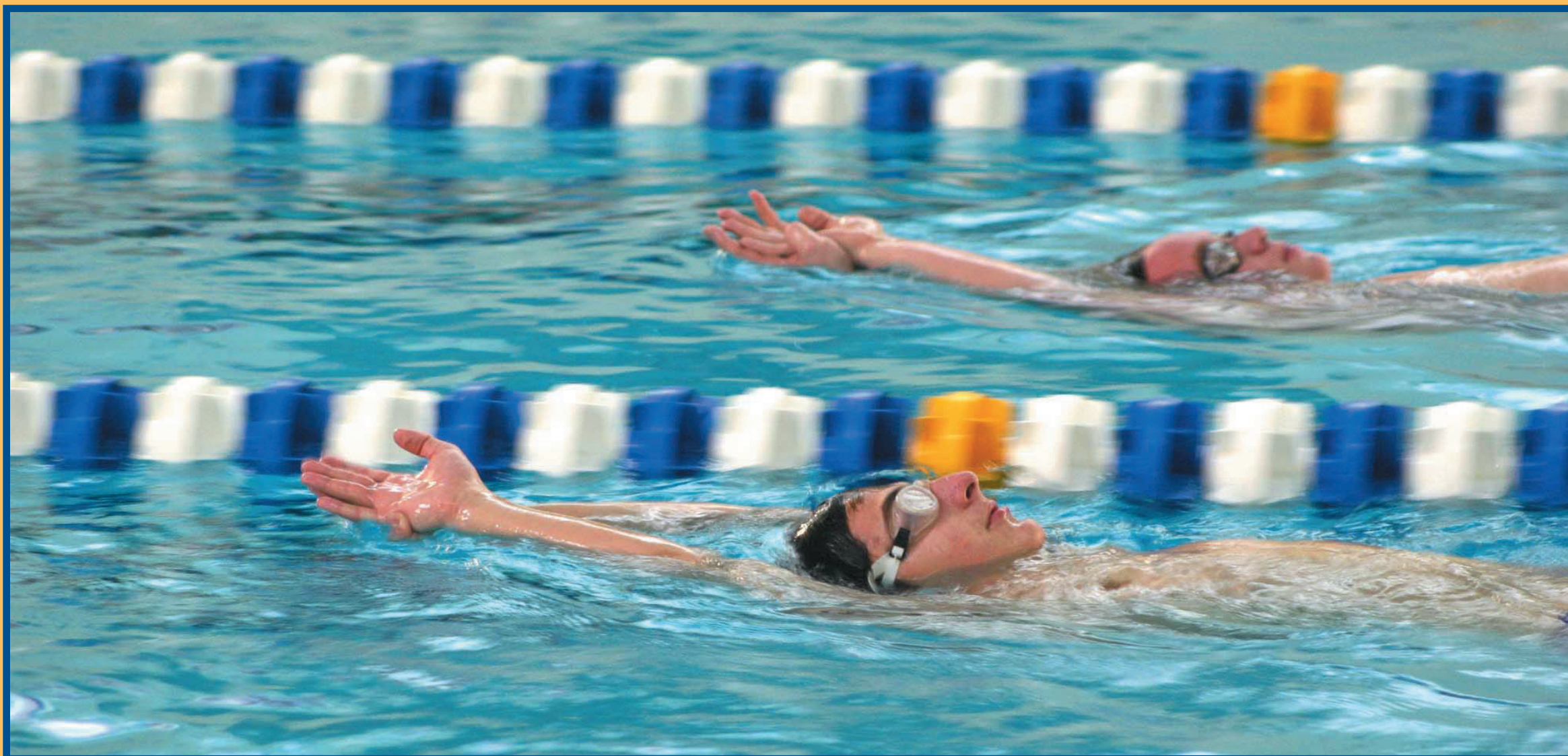


Sarah Powers

LEFT: THE BOYS' swimming team waits in the water at practice for directions. Swimming is one of the few winter sports at CHS, but, even so, the team has only nine members. Right: Sophomore Paul Orland comes up for a breath during a lap of breast stroke.

Sweet Success

After a winless season last year, the boys' swimming team is finally coming into its element. The nine-member team has already won three matches.



Sarah Powers

ABOVE: PAUL ORLAND (in close lane) swims backstroke in the Center of Clayton competition pool where the CHS swim team practices. Below left: Sophomores Alex Phillips and Paul Orland swim with kickboards during practice. Below right: Coach Wally Lundt gives directions from the pool deck. Besides coaching the boys' swim team, Lundt coaches CHS water polo in the fall. Lundt made himself into a legend in the 1950s when he brought water polo to Clayton and made the CHS team into a powerhouse. After about a decade of retirement, Lundt came back to CHS in the fall of last year.



Caitlin Ly



Caitlin Ly