

GLOBAL:



Brazilian President Luiz Inacio Lula de Silva claims to fight for the poor, but could be misleading.

PAGE 2

LOCAL:



"Hallway Blitz" cracks down on bad behavior in the CHS hallways.

PAGE 6

FORUM:



Birthdays are as ordinary as any other day despite the hype surrounding the coveted day.

PAGE 8

SPORTS:



Both girls' and boys' basketball teams won over heated rival Ladue on Feb. 9 at Ladue.

PAGE 11

FEATURES:



One Clayton family opens their loving home to foster children.

PAGE 15

ARTS:



The Shins give rock a quirky feel in their new album "Wincing the Night Away."

PAGE 17

INDEX

Global.....2
Local.....4
Forum.....8
InDepth.....10
Sports.....11
Features.....13
Arts.....16
InFocus.....20

Seperate tournaments threaten rivalries

Amy Brooks
Co-Editor in Chief

Games with heated private-school rivalries such as MICDS and John Burroughs may become just memories for CHS sports teams if a new proposal from the Missouri State High School Activities Association (MSHSAA) passes this spring.

Member schools will vote in April to decide if Missouri's 506 public and 72 private high schools should be separated in state tournaments for every sport but football.

The proposal was submitted by Tom Keller, the principal of Belle High School outside Jefferson City, with 62 other high schools signing the petition, four more than required. MSHSAA first considered a similar proposal in 1997, which was voted down. If the proposal passes this time around, Missouri will be the first state to have one organizing association that has two separate state championships.

Most states have public and private schools under one organization, as Missouri does currently, and a few have separate organizations for public and private schools. MSHSAA's board of directors strongly backs Missouri's current system.

Many public schools claim that private schools are unfair competition because of their size and ability to handpick top athletes, although official recruiting is illegal.

"The public school perception is that a private school is able to take kids from anywhere and be selective, whereas the public school has to take what shows up at their door," CHS Athletic Director Bob Bone said. "Private schools can pick and choose."

Bone also points out several other potential inequities of private schools over public schools.

"Private schools' facilities have improved so much that it's hard for public schools to match that," Bone said. "Clayton has been one of the public schools that has been able to match that, but as you drive by some of those fields it's hard not to consider that. Another big concern with a lot of public schools is that kids that are going to private schools are receiving financial aid. Explaining the process of determining financial aid to everyone would help people feel better about it."

One example of this inequality



staff photos

CHS field hockey, swimming and football teams compete against private school sports teams. If MSHSAA votes to divide Missouri's 506 public schools and 72 private schools into two separate tournaments, CHS sports teams will no longer be able to compete with their private school rivalries such as MICDS and Burroughs.

in facilities is at Christian Brothers College High School (CBC). Since moving to their new West County campus, complete with a new artificial-turf football field like the one at Gay Field, enrollment has jumped from 900 to 1,100. However, some private school athletic directors claim the competition for top athletes is between private schools and fancy facilities help gifted athletes make the choice between them.

However, MICDS Athletic Director Randall Oberembt takes issue with basing comparison between public and private schools solely on facilities.

"Among the 48 private institutions in the St. Louis area, the majority of them do not have facilities at the level of CHS," Oberembt said. "When people use facilities as the only measure between public and private schools they need to be

careful not to generalize. Look at St. Elizabeth, which plays in public parks, or look at JFK or St. John's College Prep and tell me the advantage they have athletically over a public school like CHS."

Oberembt also wants the issue of financial aid practices addressed.

"We support the closer scrutiny of the financial aid process," Oberembt said. "We have even called for strengthening the powers of the investigative committee when allegations of misconduct are brought forward. One of the key issues is the nebulous allegation that floats around student x or y, and how we can clear that up. We need to ramp up the powers of investigation."

St. Louis University High School Athletic Director Richard Wehner agrees that there are issues surrounding recruiting, but that public schools may be guilty as well.

"The allegations made by some of the public schools about recruiting I think for the most part are unfounded," Wehner said. "There have been cases in the public and private sectors of coaches attending grade school games, Jr. football league games and talking to athletes after their games. To say it has never happened in the private sector would not be fair, on the other hand in my 21 years as AD I have seen/heard of public schools under the guise of VTS recruiting VTS students who are wonderful athletes to attend their school. I know at St. Louis U. High a person must 1. get in this school and 2. stay and be able to compete academically and maintain their grades. We have lost several potential student athletes on two fronts. 1. they did not have the grades to make it into SLUH and 2. they could not maintain their

grades at SLUH and had to leave, regardless of their athletic prowess. Do private schools recruit? Yes, we have to in order to get students to attend our schools. That is why we have open houses, high school nights etc. Do we recruit students based on their athletic talents? I am not naive enough to think that has not happened but I think it has happened in the public sector also in their VTS programs. In fact I think many school districts in the county are looking to somehow keep part of the VTS programs alive in one way or the other because the VTS students add much to the diversity of their student body."

Attempts have been made by MSHSAA to narrow the gap between public and private schools, such as adding a 1.35 multiplier to the size of private schools, pushing several into larger enrollment classes. However, problems remain. Although private schools make up 12.5 percent of MSHSAA member schools, they win 36 percent of state titles. Additionally, in the 2005-06 school year, St. Louis-area schools won 25 state titles, 22 of which were won by private schools.

Despite these issues, Bone is against the proposal for a variety of reasons.

"I think it would be a big mistake to have separate tournaments," Bone said. "Basically it's going to potentially change the number of classes and therefore the range of enrollment so the exact effects of something like that are impossible to predict."

Since the number of classes may shrink, CHS might end up playing much bigger schools. Additionally, extended travel distances between schools may be a problem, especially in rural Missouri.

If the proposal passes, there's also the possibility that private schools may split from MSHSAA entirely to skip out on paperwork, the multiplier and fees.

"The other variable is if we do go to separate tournaments and the private schools decide to pull out from the state altogether they can make their own rules, which could cause us more problems than we have now," Bone said.

However, Oberembt says MICDS will remain under MSHSAA, and believes other private schools will do the same.

TOURNAMENTS, 7

Wash-U sponsors city-wide reading event

Jeremy Bleeke
Staff Reporter

David Lawton is burning to read. Lawton, Chair of English in Arts & Sciences at Washington University, discussed that theme on Jan. 24, with a speech that officially commenced the Big Read in St. Louis.

He wants St. Louis to be burning to read as well, which is why, throughout the months of February and March, Washington University will be promoting the reading of "Fahrenheit 451" by Ray Bradbury. Lawton is the organizer of St. Louis' Big Read, an initiative of the National Endowment for the Arts (NEA), which is encouraging reading in cities across the country. Of the 72 participating communities, St. Louis' program is the largest.

From January to June 2007, cities will have the choice of collectively reading one of eight books: "Fahrenheit 451," "The Great Gatsby," "My Antonia," "A Farewell to Arms," "Their Eyes Were Watching God," "To Kill a Mockingbird," "The Grapes of Wrath," or "The Joy Luck Club." Lawton says he chose "Fahrenheit 451" because in particular it emphasizes the importance of literature.

"It allows you to talk about the value of books, and of reading in general," Lawton said. "And it's an interesting story that speaks to the mind, but also it opens up all these important issues about the value of reading."

English teacher Katie Storms, who organized the event for CHS, voiced a similar opinion.

"It's written at a pretty accessible level, but it reaches so many

more complex ideas that it's one of those books that sparks discussions, and it's worth talking about," Storms said.

The Big Read was established due to the alarming results of a study conducted by the NEA titled "Reading at Risk." The sample survey of 17,000 showed that less than half the adult American population reads literature of any kind (novels, short stories, poetry, drama), and that the number who do read is dropping, with a 28 percent decline amongst young people.

The opening lines of "Fahrenheit 451" set the stage for a surreal future where, among other things, the firemen start fires, which are intended to destroy books. It was a pleasure to burn, Bradbury writes. It was a special pleasure to see things eaten, to see things blackened and changed.

Lawton believes that the theme of repression is as relevant today as it was when "Fahrenheit 451" was published in 1953. Although it is a nationwide issue, St. Louis and Missouri have had a colorful history of book banning.

"There's a sad story that when St. Louis Public Library bought three copies of John Steinbeck's "The Grapes of Wrath" when that came out, they actually burned them all, because they were so shocked by the profanity in the book," Lawton said.

Lawton also said that he would not be limited to discussing censorship with people whose views he shares.

"It's important to talk to people and find out why they object and to try to read the book with those people also," Lawton said.

Libraries, bookstores, arts organizations, museums, and schools will all be involved in the Big Read. About 900 high school students will have read the book by the end of the event, including several sophomore and freshmen classes at CHS.

On Thursday, Feb. 15, freshman and sophomore students from English classes taught by Amy Chappuis, Katie Storms, Jennifer Sellenriek, Sheri Steinger, Nancy Freeman, Emily Grady, Dave Jenkins, and Deana Tennill went to the Edison Theater at Wash. U. to see a dramatized version of "1984" and participate in a discussion along with students from other schools.

Clayton also promoted a viewing of "The Truman Show" on Feb. 20, where students and other participants could compare the film with "Fahrenheit 451."

Lawton is trying to get as many people drawn in as possible because for the event to really succeed he believes that one thing in particular is absolutely vital.

"Participation," Lawton said. "It's as simple as that. The more people that want to read the book and discuss the book, the more suc-

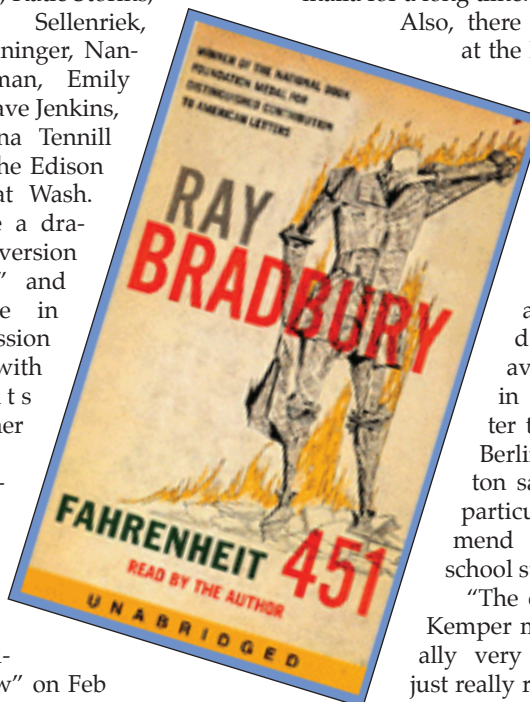
cessful it will be."

To try and attract as many people as possible, a huge number of activities and events have been scheduled. On Feb. 13 and 14 Nuruddin Farah, a Somali author who has been hailed as the greatest living African novelist, came to speak at Washington University. Many of his works have been banned in Somalia for a long time.

Also, there is an exhibit at the Mildred Lane Kemper modern art museum on the Washington University campus called "Reality Bites," displaying avant-garde art in Germany after the fall of the Berlin wall. Lawton said he would particularly recommend it for high school students.

"The exhibit in the Kemper museum is really very striking; it's just really really interesting," Lawton said. "And I would certainly recommend going in to have a look at that if you could."

The exhibition at the Kemper museum brings to mind the reign of Hitler, and the effects he had not only on Germany's divided future, but also on much of the learning that he deemed "profane" and then destroyed in massive rampages. Bradbury wrote "Fahrenheit



451" as a response to book burnings and censorship under Stalin and Hitler, as well as the anti-communist mania of the late '40s and early '50s. Bradbury's pessimistic vision was so vividly established through the book that it would become one of the few science fiction novels in the American canon of "classic literature."

"In my mind the book is not a masterpiece of American prose, by any means, but it's an extraordinary story and it really sticks in the head," Lawton said. "And it has a nightmarish quality which, judging from the conversations I've been having, stays in a lot of people's minds."

Ironically, Bradbury had to deal with censorship himself. The publisher of "Fahrenheit 451" was persuaded by school boards across the country to release a censored version where a couple scenes in the book had been made less contentious. Bradbury obviously objected and withdrew the edition.

"Do not insult me with the beheadings, finger-chopping or the lung-deflations you plan for my works," he said. "I need my head to shake or nod, my hand to wave or make into a fist, my lungs to shout or whisper with. I will not go gently onto a shelf, degouted, to become a non-book."

Lawton believes that "having a lot of people reading a lot of things is important for the health of a society." That idea could not be made clearer than it is in "Fahrenheit 451."

"You don't have to burn books to destroy a culture," Bradbury said. "Just get people to stop reading them." ☺

Brazilian president de Silva faces poverty

Elected last October, Luiz Inacio Lula de Silva heads a diverse country with extreme income inequality. Supported by some as an advocate of the poor, other Brazilians oppose him as a representative as only a part of the population.

Mary Blackwell
Staff Reporter

In the '60s, "Child of the Dark" by David St. Clair shocked the world in its brutal description of how street children in Brazil lived. Even now, in a country known for its people's diversity, poverty, beaches, beautiful models and debt, conditions have barely improved.

Over half the workers in Brazil earn less than \$200 a month. Combined, those workers earn less than the richest one percent of the population. According to the Brazilian government, one out of every three Brazilians lives under the poverty line.

"People understand inheriting wealth," history teacher Ms. Donna Rogers-Beard said. "But I don't think people understand inheriting poverty and lack of opportunity."

The government has a program that has provided financial assistance to over 11 million poverty-stricken families.

"It's very important to be able to convince people at the top that raising the bottom is good for the entire country," Rogers-Beard said. "That means that you're going to have more people that are educated, and healthy and spending money, committing fewer crimes against property and person, spreading less disease and being just all around positive contributors to society."

Brazil has a wide range of ethnicities.

"It is a country that has been culturally stamped by Africa," Rogers-Beard said.

Afro-Brazilians account for 70 percent of Brazil's poor. One reason for the situation is that Brazil was the last country to abolish slavery. Many Brazilians are not of one race but a mixture, but an estimated 50 percent of the population is descended from Africans.

"You keep them uneducated, you keep them poor, for many, many generations," Rogers-Beard said. "The excuse being that their race does not allow them to be educated, to be competitive. But the reality is they were denied opportunity."

President Luiz Inacio Lula de Silva has been in power since January 2003 and was recently re-elected on Oct. 29, 2006. President Silva came from a poor family and many citizens of Brazil feel that he understands their circumstances, but some members of the upper class are not so pleased with his proposals.

"I think he's a very bad president, because he's corrupt, he showed that to the whole population already and I don't understand why people still vote for him," native Brazilian Maria Fernanda Kauss said.

In the recent election, President Silva received 48.65 percent of the vote. In the runoff he won with 60.83 percent of the vote.

Kauss is a 20-year-old member of Brazil's upper class who lived in Clayton for a year. She feels that President Silva has promised a lot and not followed through. She believes that instead of handing out money to the poor, jobs should be created instead so people don't become lazy.

"He became president of a group of workers that [fought] for better conditions of work and for more money and that's the reality of lots of Brazilians. Actually that's the reality of most parts of the Brazilian population, so those people voted for him thinking that as he knows how those people feel and how they work hard and don't have a decent life, and that he's going to do something to make that

“
Just because
someone's work-
ing for the poor
doesn't mean he's
good.

Donna Rogers-Beard
History Teacher



(Jack Chang/MCT)

Supporters of Brazilian President Luiz Inacio Lula de Silva show their support for the candidate for re-election on the day of the second-round vote, Sunday, October 29, 2006, in Rio de Janeiro, Brazil. The stickers read "Lula Yes."

better."

Silva dropped out of school early and shined shoes to make some extra money. But later he earned a high school equivalency diploma.

"Brazilians are making sacrifices to tax themselves, to build housing, infrastructure, good roads, sewers and water works," Rogers-Beard said. "That's the only way. It's going to be about all of Brazil having to make a sacrifice. Right now the majority of its people have had to make sacrifices over the generations for the few at the top."

However, Kauss does not believe that the current government will lead to a better Brazil.

"So I think when the Brazilians start thinking better they will choose a president who will be good for everyone and not just for a part of the population," Kauss said.

Indeed, Silva is not without flaws. In a scandal in the president's campaign, Silva's party, the Workers' Party, was caught trying to buy incriminating informa-

tion about opponents. Some of Silva's close political allies have been identified as culprits.

"Just because someone's working for the poor doesn't mean he's good," Rogers-Beard said. "He could be corrupt, he could be ineffectual, he could be all of those things."

But the picture is not wholly dark. Brazil has the eighth largest economy in the world. It is the world's largest producer of coffee and orange juice, and the second largest producer of soybeans, cocoa, tin, and iron. Brazil has a vibrant popular culture, and attracts many tourists, especially during Carnival. But it remains to be seen if it will rise to the challenge of eliminating its endemic poverty. ☹

Information for this story was taken from the following sources:

www.gocurrency.com/countries/brazil.htm
www.cnn.com/2006/WORLD/americas/10/02/brazil.election/
White Lie: Poverty in Brazil Has No Color by Dayanne Mikevis and Matthew Flynn www.brazil.com
www.mg.co.za
www.CIAWorldFactbook.com
Washington Post: "Brazilian Debate Focuses on Corruption." Peter Muellio.

Facts about Brazil

- Population: 188 million
- Median age: 28.2
- Literacy rate: 86.4%
- Per capita GDP: \$8,600
- Unemployment rate: 9.6%
- Population below the poverty line: 31%
- Government type: federative republic
- Official language: Portuguese
- Population growth rate: 1.04%
- Source: CIA World Factbook

Negotiations yield controversial deal with North Korea

After years of wrangling, the United States, Japan, South Korea, China, Russia and North Korea signed an agreement in which North Korea pledged to close its Yongbyong nuclear facility and allow in international inspectors in exchange for 50,000 tons of fuel. The deal is meant to be a step toward North Korea's nuclear disarmament, but is drawing criticism in that it is no different than failed accords passed in 1994.

Roland Reimers
Senior Editor

By approximately 2:30 a.m. on Tuesday, February 13, 2007, six-party negotiations in Beijing had temporarily ceased on a positive note.

United States Assistant Secretary for East Asian and Pacific Affairs of the Department of State Christopher R. Hill accomplished what the Bush administration had been struggling towards since 2002.

On Tuesday, a joint statement was released by the six member nations, which include Japan, the Democratic People's Republic of Korea (North Korea), the Republic of Korea (South Korea), the People's Republic of China, Russia, and the United States.

"This is good progress," President Bush said to White House reporters. "It is a good first step. There is a lot of work to be done to make sure that the commitments made in this agreement become reality, but I believe it is an important step in the right direction."

The initial phase of the agreement, which must take place in the 60 days after the accord's implementation, will be characterized by North Korea's closure of the Yongbyong nuclear facility and the invitation of International Atomic Energy Agency personnel to inspect it. In addition, North Korea must declare all of its other nuclear



MCT Campus

A drab North Korean hamlet near Onjung-ri, North Korea, where people have been ordered out of sight. In six-party talks, North Korea has agreed to begin the process of nuclear disarmament in exchange for six months' worth of fuel.

complexes.

"The patterns of cooperation that we are building between countries in the region should be a source of growing stability and trust in this dynamic part of the world," Secretary of State Condoleezza Rice said in a briefing after the accord was released. "In order to maintain momentum in this process and continue toward our eventual goal, we

have also agreed that we expect to meet at the level of foreign ministers at the end of the 60-day implementation period."

In return for North Korea's eventual complete disarmament, the North will receive an initial emergency energy aid roughly equivalent to 50,000 tons of heavy fuel oil that will be distributed also over the next 60 days.

Still, the implementation agreement, while received from President Bush with great enthusiasm, was criticized in many other political arenas. Former American ambassador to the United Nations John R. Bolton did not hold the accord in great esteem according to a recent New York Times article.

"I think that this deal with North Korea undercuts the sanctions reso-

lution," Bolton said.

The United States is not a newcomer to diplomacy with North Korea. In 1994, then-President Bill Clinton "froze" North Korean progress in enriching uranium and nuclear weapons production. Despite the agreement, North Korean officials continued work secretly.

Again in 2002, the U.S. was on the threshold of reaching an accord

with the North, but in the end could not close a concrete deal.

Senator Joseph Biden (D-Delaware), the chairman of the Senate Foreign Relations committee and 2008 presidential candidate, related to the previous opportunity in 2002.

"The good news is that it freezes in place North Korea's nuclear program," Biden said in the New York Times. "The bad news is that North Korea's program is more dangerous to us now than it was in 2002, when President Bush rejected virtually the same deal he is now embracing."

However, not all foreign relations experts expressed a negative view of the deal. Gary Samore, an expert on North Korea, member of the Council on Foreign Relations, and negotiator in the 1994 Clinton administration, held that some progress has been made in East Asian diplomacy.

"[The United States was] in a weak bargaining position and the Bush administration deserves credit for achieving a more limited agreement, rather than holding out for a more maximalist, but unachievable, objective," Samore said.

Even though critics demean the multilateral accord with North Korea as being too little, too late, the fact is that the accord has the opportunity to change the political dynamics in East Asia in the future. ☹



We see
COMMUNITIES
GROWING COMMUNITIES

where none exist.

We have
VISION
THE VISION TO SEE

what others don't.

DIFFERENTLY.
WE DO THINGS DIFFERENTLY.



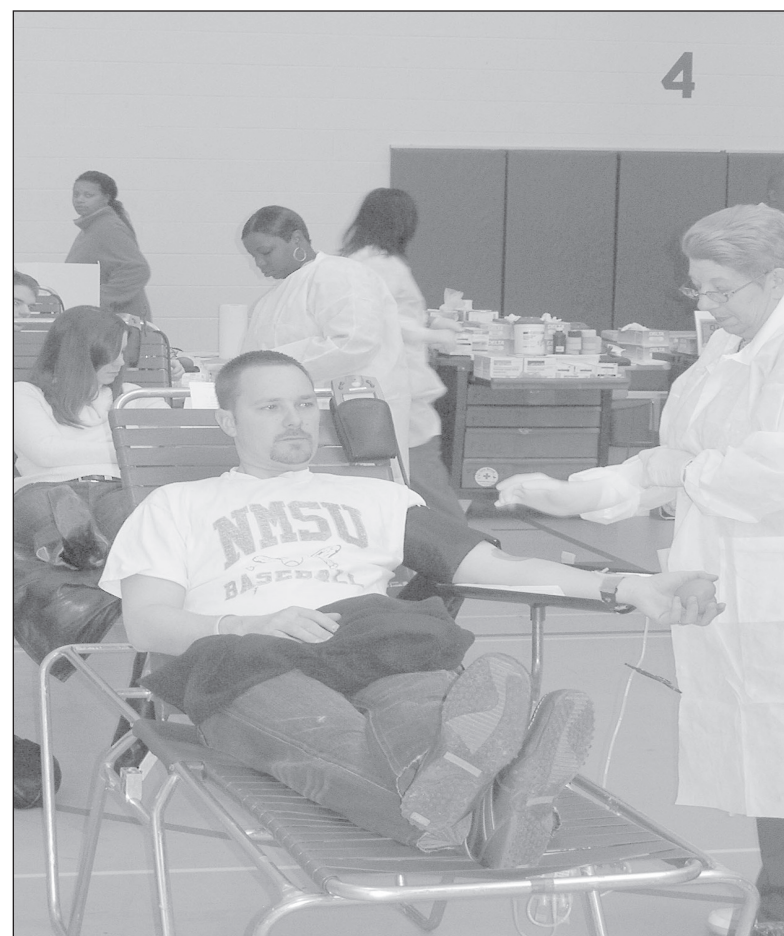
THF Realty
Plan. Build. Lead.

2127 Innerbelt Business Center Drive, Suite 200
Saint Louis, Missouri 63114
phone 314.429.0900 fax 314.429.0999

www.thfrealty.com



Left: Students and teachers getting their blood drawn on Friday, Feb. 9. **Right: teacher Craig Sucher** gives blood. Held in the Center of Clayton, the annual event was a success this year, with many students and teachers waiting in line to donate and save hundreds of lives.



Scott Shapiro

Students lend a hand in the annual CHS blood drive

Gila Hoffman
Section Editor

On Friday, Feb. 9 CHS students saved hundreds of lives. For each pint of blood that a donor gives, three lives are saved. The 61 students who eligible to give blood at the Red Cross blood drive were able to save 183 lives.

The demand for blood is high. Every two seconds someone in America needs blood and since it is something that humans can spare, the demand for blood should not be as high as it is.

The average adult body has 10 to 12 pints of blood. The majority of donors are not physically affected by the donation process, however, some may experience temporary dizziness. The body replaces the lost fluid within 24 hours.

This year, with parental consent, students could give blood if they were 16 years old. Those who were 17 or older were able to donate without parental permission. In previous years, only students who were 18 or older could give blood, which seriously limited the amount of potential donors.

Junior Bryan Griesbaum and junior Jo Saleska were among the many first time donors. "First time donors had to read this huge binder of information before going into the screening area," Griesbaum said. "The questions they asked in the screening area were mainly about where you had traveled to,

what medicine you were taking and other things that might affect your blood. It took me forever. I had to tell them where I had gone outside the country, and then somehow that information got lost, so we had to do it all over again. It wasn't the best first experience."

For many, the preliminary questioning process was a nuisance, however, it provides the Red Cross with vital information.

Saleska also went through the same experience with the questioning. Once that process was over and other preliminary tests were done on the blood, for example a test for iron content, it was time to give the blood.

"The lady who did my blood donation seemed very nervous and new to the whole thing, which made me a little nervous, but the people from the Red Cross were all really nice and thoughtful," Griesbaum said. For Saleska, it took only a little over six minutes to give her pint of blood.

For some, nerves can play a large role in their decision to give blood. "I was only nervous a little," Griesbaum said. "I'm not really a big fan of needles, but if you look away and think happy thoughts, then it really doesn't hurt that bad."

Although Saleska was told stories of nurses who missed the vein, which would cause the experience to become painful, she was still willing to give blood.

"I'm really glad I decided to give blood," Saleska said. "It was easy and it didn't really hurt. I would

definitely do it again."

Despite difficulties for Griesbaum at the blood drive, he hopes to give blood again in the future. "I think I will do it again, even though it wasn't the best first experience," Griesbaum said. "I can't let that first time ruin it for me; there are a lot of people who have never had any trouble."

Senior Alex Neil was encouraged to give blood by his parents, who are both doctors. Neil had a much different experience at the blood drive.

"I was told I could not give blood because I failed the first question they asked me," Neil said. "They asked if I felt okay that day, and I replied that I had a runny nose. I was immediately ushered out of my cubicle and told there was no way I could give blood with a runny nose. When I tried to explain that I really was not sick at all, I was reprimanded by the Red Cross lady. She then told me it was all okay because I still got a free t-shirt. I don't think she really understood that I was not there for the shirt."

Although Neil's experiences this year were not favorable, he hopes to try again in the future.

"I will definitely try to give blood again, especially since all of the other Red Cross employees thought what happened to me was pretty ridiculous," Neil said. "They even comforted me after the verbal abuse I received from my questioner."

After the blood is collected from the donors, each bag receives a special barcode, which will identify its

path from the donor to a hospital patient. Samples from the blood sample are sent to a Red Cross National Testing Laboratory to be tested for transmittable diseases. The blood is separated into its components: red blood cells, platelets and plasma. The test results are received within 12 to 16 hours and then the blood can be distributed to hospitals based on patient need.

In addition to the Red Cross workers running the blood drive, every member of STUGO was required to help out at the drive.

"I worked at the check-in and as what we call a floater, someone who walks around and helps those trying to give blood," junior Marta Toczykowski said. "At the check-in, we took the names of people who were giving blood, checked their IDs and directed them towards the waiting area, where there were binders containing information about eligibility to give blood."

Toczykowski helped to relieve stress of people giving blood.

The benefits of giving blood are endless. Besides the fact that free juice and cookies are distributed, the process is easy and convenient and takes only about an hour. Giving blood ensures that there will be blood when someone needs it. Although many think that they will never need it, it is very common to need blood. Donating blood gives someone another chance at life.

"Giving blood is very scary for a lot of people, especially if it's their first time, but it saves three lives," Toczykowski said. ☺

Airtran takes flight at Lambert

Nick Andriole
Staff Reporter

St. Louisans and visitors to the St. Louis area will soon be offered a new way to travel in and out of Lambert Field, starting this spring.

Orlando-based AirTran Airways, has announced new non-stop service to and from Lambert Field to Orlando and Atlanta Hartsfield-Jackson International Airports. Service to Atlanta is scheduled to begin May 8 and Orlando service is scheduled to begin June 7.

"We are hopeful the [St. Louis] market will be well received in our network and will become a profitable market," AirTran Airways Public Relations Manager Judy Graham-Weaver said.

Lambert Airport officials are also glad to see AirTran Airways enter the St. Louis market.

"Lambert is very excited about AirTran Airways offering services to and from Lambert to Atlanta and Orlando" Lambert-Saint Louis International Airport Spokesperson, Shirley Walls said.

The added competition on the routes will help travelers by keeping fares low, as American Airlines and Delta Airlines are the only two carriers currently offering non-stop service to Atlanta, while American Airlines and Southwest Airlines are the only two current carriers to offer non-stop service to Orlando.

While additional options for travelers and added competition often helps airline markets for consumers, some feel that the presence of AirTran Airways shouldn't be blown out of proportion.

"I don't think Lambert will be booming just because AirTran comes," sophomore Andrew Snodgrass said.

American Airlines, Lambert's biggest carrier, has experienced competition with low fare carriers such as AirTran and will make ef-



Abbie Minton

American Airlines airplanes wait at gates at Lambert Field to collect passengers. American is now subject to fresh competition at Lambert from AirTran Airways, but officials hope that it will revitalize the airport.

orts to remain competitive with their offering in the St. Louis market.

"This is nothing new to us. We'll remain competitive as always. We compete with low-cost airlines in over 85 percent of our U.S. markets," American Airlines Spokesman Tim Wagner said.

According to AirTran, in addition to Orlando and Atlanta, customers will be able to access 34 additional cities with a connection at AirTran's Atlanta hub.

New service not only means lower fares, it also means more options. In Nov. 2003, American Airlines reduced its hub operations in St. Louis from over 400 daily flights, to just over 200, many of which were operated by its American Eagle and American Connection regional subsidiaries.

All customers aboard AirTran will enjoy over 100 channels of XM Satellite radio at no charge, in addition to complimentary snacks & nonalcoholic beverages. Business class service is also available and features larger seats and complimentary alcoholic beverages.

"AirTran Airways is the only

airline that provides XM Satellite Radio and business class on every flight," Graham-Weaver said.

AirTran features one of the youngest all-Boeing fleets in the sky, including Boeing 737 and Boeing 717 airplanes seating between 117 and 137 passengers in a two-class configuration.

In efforts to promote the new service, AirTran is offering introductory fares from \$59 with an advance online purchase for a limited time only; however, AirTran is well-known for having consistently affordable fares.

Airport officials and St. Louis mayor Francis Slay are confident that AirTran is a symbol of Lambert coming back.

"Airport Director Kevin Dolliole [will] be unveiling his vision for Lambert, which includes modernizing the main terminal," Walls said.

"Under the leadership of Kevin Dolliole, Lambert continues on a course of steady improvement. I believe the best is still ahead for our airport." City of St. Louis mayor Francis Slay said in a Lambert-St. Louis International Airport press release. ☺

Orchestra class embarks on European excursion

Ugochi Onyema
Staff Reporter

From Tchaikovsky to Holst, the Clayton High School Symphonic and Concert Orchestras have performed music composed by musicians from all over Europe. The CHS Orchestras are planning a trip to London, England and Paris, France, scheduled for spring break 2008. Orchestra Director Julie Hoffman believes that this trip has the potential to be very successful.

"We are setting the trip up to be a nice memory for the students," Hoffman said. "Our last trip to London received a lot of positive feedback, and it was a very memorable and successful." Hoffman is

considering arranging an exchange with a youth orchestra in London and play at a couple of luncheons during the ten day trip, and the company hosting the orchestra wants the group to perform for the Lord Mayor of Westminster. She is also planning for the group to visit various venues around London and Paris.

"We may visit places like the Handel House, Westminster Abbey, Windsor Castle, and the tower of London while we are in England," Hoffman said. "In Paris, we may take a cruise down the Seine, and visit the Eiffel Tower."

One cause for concern is the high cost of the trip. Hoffman is planning various fund-raising projects along with fellow orchestra teacher Ann Geiler.

"Currently the costs are set at \$2500 per student, and money seems to be a concern, so we are planning a POPS concert in the spring," Hoffman said. "We are also

considering car washes and silent auctions to raise more money. Last time, some students got sponsors and others played in ensembles for money at events."

Freshman Eitan Kantor is planning to begin fund-raising over the summer.

"During the summer, I caddie at a country club and that pays well," Kantor said. "I also think that it would be fun to have a car wash where everyone helps."

Another aspect of the trip which has been debated is the timing of the trip. The 2002 orchestra trip occurred during winter break, but for this trip, Hoffman has arranged for the trip to occur during spring break. Sophomore Jessica Shen believes that more students will be able to accommodate the trip in their schedules during spring break, which was the original time that the trip was to take place.

"It's hard to tell which time is better because some people won't want to go during winter break and others during spring break, but they had to pick one," Shen said. "I don't really mind because more people want to spend winter break with their families, so I think that it will work out."

Kantor believes that the trip will be successful, but that there may also be some complications for him during the trip.

"I think that it will be cool to play violin in an old church and we will have a ton of fun in the hotel rooms during our free time," Kantor said. "However, knowing some of the people going on the trip, the airport experience will not be fun. Also, I will have to bring all of my own food on the trip because I keep

kosher."

Shen believes that next year's freshmen may put a damper on the trip, but generally the trip will be a great experience.

"I think that the trip will be fun and we'll get to experience something new and play in a different atmosphere," Shen said. "The thing that I am least anticipating is the fact that we will be going as a large group, and next year's orchestra will be going, so I don't know how I will like going with everyone."

Freshman Hiro Horikoshi is most looking forward to the change of the performing atmosphere.

"I like that there are going to be able to visit different countries and being able to play in front of a broader audience," Horikoshi said.

Sophomore Caitlin Bladt believes that the cost of the trip is not the only aspect that should worry students.

"The things that could really ruin the trip are people with bad attitudes and drama," Bladt said. "I think that the group as a whole will not mingle during the trip. I think that we will split into our own little groups."

Kantor disagrees with Bladt's expectations, using his experience during the eighth grade trip to Kansas City in 2006 as proof.

"The orchestra in middle school really felt like a family because we went on trips to Kansas City and Tan-Tara together," Kantor said. "We gained a certain camaraderie. So far in the high school, I don't get that feeling of unity when I go into class. I think that if we go to England together, it will improve our group dynamic as well as our musical ability."

Horikoshi believes that although there are many details to work out, all of the work will pay off in the end.

"I think that this trip will be a great experience," Horikoshi said. "There may be some chaos and confusion, but it'll definitely be worth it." ☺

Project Lead the Way part of a new wave in education

Rebecca Wall
Senior Managing Editor

Clayton High School has long offered an unrivaled array of course offerings. The engineering curriculum, Project Lead the Way, which was adopted four years ago, added to the options offered to students in a unique way.

Project Lead the Way is a curriculum designed by practicing engineers, and offered an update to the old industrial arts curriculum, which was essentially traditional "shop" classes.

The program should not only provide an interesting elective course, but students can earn up to nine hours of articulated college credit acceptable at highly regarded engineering schools such as Purdue and University of Missouri-Rolla. Cynthia Herman, head of the Practical Arts Department, described Project Lead the Way as cutting edge.

"It is the wave of the future and a great opportunity," Herman said.

Dr. Kevin Z. Truman, The Albert P. and Blanche Y. Greens elder Professor and chair of Civil Engineering at Washington University in St. Louis sees potential benefits to learning engineering while still in high school.

"It would expose students to the different areas within engineering," Truman said. "It would also expose the students to the fact that math and science are necessary to solve practical problems."

Herman also sees many potential benefits of Project Lead the Way.

"Students can gain some insight about engineering because it is hands on," Herman said. "They learn by doing."

Truman also suggests that participating in engineering programs while in high school can help students decide what types of post-high school study and universities would be most appropriate for them.

The curriculum is a sequence of three courses, Principles of Engineering, Introduction to Engineering Design, and Digital Electronics.

"The courses are exactly the same as a university class," engineering teacher Gregory Kramer said.

In Introduction to Engineering design, according to the CHS Course Catalogue, students "develop problem solving skills by tackling real world problems." This is the introductory engineering course.

After taking Introduction to Engineering Design, students take either Principals of Engineering or Digital Electronics, which are offered on alternate years.

In Principals of Engineering, also according to the Course Catalogue, "students will learn various aspects of design and utilize state of the art design and solid modeling software."

In the third course, Digital Electronics, "students



Mr. Gregory Kramer teaches seniors Louis Fernandez and Jaci Rifkin during an engineering class. One of the best aspects of engineering class at CHS is the awesome technology integrated into the curriculum. No doubt, Fernandez and Rifkin love using the cool computers.

will be introduced to digital circuits found in video games, watches, calculators, digital cameras, and thousands of other devices," as described in the Course Catalogue.

Kramer describes a typical engineering class as containing a demonstration or lecture with notes on the projector, but stresses that the class is project based.

"It's hands on," Kramer said. All engineering courses utilize the latest technology and software such as Autocad, 3D Autocad, and Autodesk.

Senior Kyu-Sang Eah took Introduction to Engineering Design last year.

"I learned how to make 3D stuff using the software," Eah said. "We designed bird feeders and also submarines."

Every student in the engineering class has their own computer to work on, which makes the class fun. Eah feels that the computer program used is also a positive aspect of the class.

While taking engineering courses can prove most

fruitful for future engineers, the benefits of engineering extend beyond the discipline itself.

Dr. Kenneth Goldman, an associate professor at Washington University in St. Louis' school of Computer Science and Engineering notes that while most subjects emphasize either memorization, creativity, or following proscribed processes as in mathematics, engineering requires a different problem solving approach.

"In engineering, problems are much more open-ended so there's a very high level of creativity, but at the same time ingenuity must be applied in order to find a viable solution that satisfies the technical constraints," Goldman said. "Developing these kinds of creative problem solving skills is applicable to a lot of situations, even if a student decides not to pursue engineering."

While Eah does not want to pursue engineering in college, he thought the class was fun.

"I'd recommend it," Eah said.

Truman stresses that in order to yield their potential

benefits, high school engineering classes must emphasize certain things.

However, since Project Lead the Way is developed by engineers and follows a strict curriculum it offers a high quality of instruction, conducive to getting a good engineering background.

"In order to teach Project Lead the Way the teacher must train for two weeks for each class to make sure the teacher understands what is asked of the student," Herman said.

University professors stress that successful high school engineering programs will have specific characteristics.

"Most important is to link math and science to the solution of practical problems," Truman said. "Analyzing and then designing open-ended problems to solve a problem such as a bridge to cross a river, robots to locate and extinguish a flame, computer algorithms for a numerical analysis, biomedical device for handicapped individuals, electrical circuits to improve a process, etc. would help the students learn that engineering is creativity coupled with science, technology and math."

The engineering classes offered at CHS, since they so closely model university level courses, measure up to high standards.

Activities which students undertake closely parallel what actual engineers do.

"We use the same 3D model," Kramer said. "Also, we use the same mental skills, exercising the mind for the real world."

Another example of how closely the engineering curriculum matches the activities of real engineers is the strength of materials unit.

"We take different metals and stress them," Kramer said. "This is a real life test for bridges and concrete."

Evidently students see the benefits of studying engineering, or at the very least enjoy the class.

"Enrollment has grown over the last four years," Herman said. "I think that is a good indicator of the program's success."

Perhaps one of the most positive results of engineering curriculums in high schools deals with how people perceive how people view engineers and engineering in general.

"One problem that needs to be overcome is that since there is limited exposure to engineering in high schools, students incorrectly assume engineering is "nerdy," involving relatively isolated non-creative work," Goldman said. "The truth is that engineering is an exciting discipline, involving a lot of creative problem solving and teamwork."

Evidently, engineering at CHS has accomplished much, and should continue to be an exciting and increasingly popular offering. ☺

Speak softly and join debate

Hannah Novack
Staff Reporter

"Every time I debate...I get a slight adrenaline rush," sophomore Mack Su said.

The Speech and Debate team is a unique opportunity for students to speak about important, current issues, and improve one's public speaking skills. One form of speech is interpretation.

"Most interpretation is judged through facial expressions and voice," said Brenda Bollinger, sponsor of the Speech and Debate Team.

There are several different "sub-categories" of interpretation where students recite humorous and dramatic speeches, prose, poetry, and stories.

"I love to act," said sophomore Mariah Smith. "With interpretation I am able to perform."

Smith competes in the radio competition. With radio, the participant covers national, international, weather, sports, and a commercial, in the format of a radio broadcast.

The number of competitions varies, but generally the team attends 10 weekend tournaments and nine Tuesday evening conferences.

"Essentially in all debate, there's a resolution that you either argue for or against," Su said.

There are three different types of debate, including policy, Lincoln-Douglas, and public forum. Su does public forum, which is a two-on-two debate that receives a new topic each month. In February, the topic concerns gambling.

Theater reads up a storm, is cool

Mia Harlan
Section Editor

A popular club at CHS is Readers Theater. However it seems to be less known among students than other clubs. Most members of reader's theater are part of the drama community at school, because the club is a performing arts club. However, reader's theater performances differ significantly from those such as CHS's fall drama and winter musical.

"Reader's theater is, or the best way I can describe it, a set of one act plays performed without sets or costumes," senior Becca Gutmann said.

Sophomore Susie Wirthlin described the group similarly.

"[It] is a group of students who put on a production using minimal props, no costumes, and binders with the script in it," she said. The girls both got interested last year after talking to friends.

"This is my first year, which is kind of sad because it is my last year as well," Gutmann said. "I got interested from Mariah Smith because: one, she is one of my good friends and two, she has been doing it forever. Seeing how much fun she had last year and hearing her rave about it made me want to join."

Wirthlin agrees. "I just started doing readers this

year," She said. "Last year all the people in it loved it, and my good friends have done it, so I decided to try it."

Joining turned out to be a good thing for both girls as well. They had fun, like they expected and they learned about acting too.

"I like it because it's different from regular theater in the sense

and it's so interesting to see how we can make it creepy, and put double meanings on a lot of the verse."

The group is helping Gutmann with acting overall.

"It helps with acting because it is acting," She said. "I really like it because a lot of my friends do it. Dr. Smith and Ms. Bollinger are really good leaders and make it fun."

Along with the fun and learning, the Dr. Seuss production seems to be going fairly well.

"This year readers is doing different stories from Dr. Seuss, like the sneetches, cat in the hat, and maybe the lorax," Wirthlin said. "We're trying to put a creepy spin on it, and its going really well so far."

Gutmann explained this idea more. "We are doing Dr. Seuss stories but making them a little bit more adult," She said. Reader's theater will not just produce a show, but compete as well.

"We perform at CHS sometime in the spring, and also go to competition march 17th for districts, and if we qualify for state we go during April," Wirthlin said.

The competition is at Ladue and of course, CHS will not be the only school there. "Lots of schools do it, like Lindbergh, and I think Ladue, I'm not sure," Wirthlin said.

Readers' Theater should continue to have success. ☺



Senior and team Captain Hannah Longmore prepares the case along with Juniors Gila Hoffmann and Marta Toczykowski. Mock trial prepares its participants for to be real lawyers in a fun, engaging manner.

Mock trial guilty of being fun

Ijeoma Onyema
Staff Reporter

If you look past all the sports teams and extracurricular clubs, you will find a decent amount of CHS students memorizing lines and acting out court cases down in Room 2 or over at 190 Carondelet Plaza. This is the Mock Trial Team.

The Mock Trial Team is made up of two teams, JV and Varsity, spending time after school taking on the roles of lawyers or witnesses in cases issued by the State of Missouri.

"We are given a fake case to evaluate and explore, and we write direct and cross examinations for each of the witnesses," says junior Gila Hoffman, who is a member of the Varsity team.

There are around nine to ten people on both teams. The leading seniors are Eric Einstein and Hannah Longmore.

"It just depends on how many are interested and how lawyers or sponsors are available," says Mock Trial sponsor Brenda Bollinger.

Freshman Sarah Andress says that their team is practicing for the current case, which involves a couple of quarreling professors, documents from the Lewis and Clark expedition, and a brutal beating on someone's reputation.

Hoffman says this trial could go either way. Where a real trial takes up to months, these mock trials are reduced into a three-hour period.

"First, the lawyers from both prosecution and defense make open statements, and the witnesses are presented," says Bollinger. "The prosecution presents their witnesses and directly examines them, and the defense cross-examines the prosecution's witnesses. After that, the defense presents their witnesses and examines them, and the prosecution cross-examines them. The lawyers then may present a closing statement, reminding the jurors of what they have seen and heard and ask for a decision of the prosecution or defense- depending on who is asking."

The jurors will fill out the ballots and give points to all the lawyers and witnesses (10 points for every person for a total of 120). The scores on each side are

combined and the decision is made on who wins the trial."

The teams are practicing for the preliminary rounds that will send 16 schools to Regionals. Their first preliminary round was on Jan. 23 at the St. Louis County Circuit Court, where they played the prosecution.

"Normally, the evidence for each side is evenly distributed, but this time, there's an overwhelming amount of evidence for the defense, so it was really hard to prove our point when we were the prosecution," said Hoffman.

The Varsity team won their first round and are now preparing for their next trial. However, the Junior Varsity lost their trial.

"Even though we didn't win it was still a rewarding experience," says Andress. "It was just fun being there and seeing all the people."

"Based on the results from the preliminaries, eight schools from St. Louis are selected to go on to the State," says Bollinger. "Then, each state sends a school to Nationals."

The CHS Mock Trial team has been to Nationals twice; their highest placement was 13th place, giving them the honor of having the highest placement in Missouri.

The JV team has many newcomers including and handful of freshman. Bollinger believes that the Junior Varsity team members have a lot of potential.

"My hope is that they'll gain more skill, talent, and experience so they can move up to Varsity next year," says Bollinger. "Right now, I'm just trying to get them to understand trial ethics and procedures, like how to make objections and how to respond to objections. There's this whole kind of etiquette involved in trials and the judges are quite particular about it. For example, if you do not stand a certain way, or address the bench a certain way the judges will correct you on it. I am really looking forward to what the JV team has in store for the future because they are the future leaders."

For the Varsity team, she believes they have a strong possibility of making it to State.

"Beyond that is anybody's guess," says Bollinger.

The second round of the preliminaries is on Feb. 20. ☺

Foreign cinema promotes cultural understanding

Preeti Viswanathan
Staff Reporter

You wouldn't normally walk into a class where all the students are talking about movies fluently in another language. But at Clayton High School, there are several opportunities for students to get in touch with foreign cultures through the film classes offered at the school. Elizabeth Caspari and Teresa Schafer, two of the foreign language teachers at CHS, both teach classes about the cinema and culture of French-speaking countries and Latin American countries, respectively. The movies viewed in these class helps students with conversation skills and cultural knowledge about different aspects of international traditions.

Elizabeth Caspari talked about her French V class, which next year will be called French Film and Conversation. She said the class focuses more on improving students' conversation skills through films instead of focusing on grammar.

Caspari said the class often doesn't watch full films, but instead often uses clips to understand history and culture.

"The students view an extremely wide range of films throughout the year," Caspari said.

"One of the earliest I can think of off-hand is Jacques Tati's Chaplinesque 'Jour de Fête,' which is a 1949 black and white film. The most recent dates to a year or two ago," she added.

Caspari said she has different themes for every unit covered in the class, and she looks for movies that have thought-provoking themes that lead to good discussions in French.

Teresa Schafer, who teaches the Spanish Cinema/Literature class, agrees that her class promotes conversation among her students in Spanish through comparing and analyzing movies. She said that her class also covers a wide range of themes such as human rights, the struggle for freedom, social classes and their



Juniors Emily Anderson (left) and Liza Schmidt watch a film in Teresa Schafer's Spanish Cinema and Literature class, which aims to provide students with a greater understanding of Spanish language and culture.

problems, women's rights, family and friendship, and many more.

Schafer and Caspari both organize their courses in different units throughout the year, and each unit is based on a theme.

"An outline of our first unit this year gives a good idea of how I organize each one. The overall theme was education and family life in France. We viewed it through the lens of the French Nouvelle Vague (or New Wave), which dates to the 1950s and 1960s. We watched an excerpt from the classic Truffaut film '400 Coups' before watching the entirety of 'Argent de Poche.' During the unit, students reviewed vocabulary and cultural norms for French schools and learned about French marital customs, among other things," Caspari said.

Schafer also said the literature and films discussed in her class are based on the various cultural issues they portray.

"The course is divided in four thematic units. For instance our first unit is the evolving role of women in Latin America. The students read and discuss five chapters of the novel 'Like Water for Chocolate' and watch the movie of the same name. In our third unit, we study human conflicts, revolutions, political ideologies and their social impact. In that unit, the students read six to eight short stories by Maria Matute. These stories portray the horror of the Spanish Civil war and its impact on children. The students then will watch a movie, 'The Devil's Backbone,' where they see the hardships of children in a Spanish orphan during this violent time," she said.

Caspari thinks the film and literature provides a rich basis for the topics studied in French V.

The first semester in this course is spent mostly studying French poetry, art, and humor. However, during the second semester, students discuss more serious aspects of French culture.

"One objective for the second semester is to see how certain aspects of French history have had profound implications on the current social realities," Caspari said.

Recently this semester, her students had studied various aspects French colonialism. This allowed them to make connections in history, such as seeing connections between the African Negritude movement and the American Harlem Renaissance. They studied the Arab side of colonialism and examined how modern France has been affected by colonialism.

Schafer says her students have a variety of favorite movies. "Like Water for Chocolate" is a movie that portrays women's strengths during the Mexican Revolution. "Fresas y Chocolate" portrays the oppression of Fidel Castro's regime. "Motorcycle Diaries," another favorite, is about El Che's idealism and independent spirit. She thinks watching these films is very beneficial to her students because it helps with their listening skills, since they listen to various types of expressions and accents in Spanish, and also exposes them to worldwide cultural problems that they would normally not know about.

"They learn how to embrace diversity and perhaps better understand other ways of living. But most importantly, the students see that despite our cultural differences, everyone has the same dreams, fears and quests in life. They see first-hand how universal our human condition is. Teenagers in Spain or Mexico experience the same joys, anguishes that their American counterparts do. These films, I believe, close a little bit the 'cultural gap' in a very non-threatening way," Schafer said.

Stricter hallway rules attempt to enforce calm behavior

Sara Rangwala
Staff Reporter

A proliferation of teachers seem to be hanging around the bottom floor in between class periods and a broadcast announcing the initiation of a crackdown on behavior in the halls appeared on GNN a few weeks ago.

However, despite those two occurrences and the sudden appearance of signs at the entrances to all the hallways, the reason behind the so-called "Hallway Blitz" remains puzzling to most students.

The main problem seems to be at the intersection of the English, Math and the Social Studies department hallways. Students often congregate there and make it difficult for people to get through the area. As a result, several teachers thought the situation was getting out of control. They were also concerned about students being noisy in the halls during classes.

English teacher Sue Teson took part in the planning and execution of the new hallway policy.

"A lot of people in the history department were fed up," Teson said. "There was no sense of urgency, and students were just milling about. It was decided that we [the faculty] would be a tangible, visible presence."

The committee came up with some general expectations for hallway behavior, and Academic Director Josh Meyers explained them during the video announcements and then teachers were supposed to spend a few minutes discussing them with students.

The "blitz" did not get off to a good start when technical problems occurred during the video announcement.

Despite all the planning, the policy doesn't seem to have been effectively implemented.

"There was a feeling among the faculty of 'why bother?'" Teson explained. "If you confront a student about behavior, it's kind of like 'where do you go from here?' There really is no consequence."

History teacher Donna Rogers-Beard had suggested a plan of consequences for misbehaving students. Every time there was a problem with a student in the hall the parents would be called in to talk with the teacher involved.

"The idea [was] the parents would get sick of it," Teson said.

Teson thought the plan would be effective, but some of the other staff thought it was too harsh, so it was never employed.

Although many students don't know the full story behind the policy, some say they think it's futile.

"All they are doing is alienating the students," junior Whitt Downy said. "Since it's not enforced, it's not doing anything at all."

Teson feels that this whole incident is part of a greater phenomenon concerning the growth of the school.

"Fifteen years ago the school was a lot smaller than it is now," Teson said. "The school is getting bigger and there are some rules that need to change. The 'hallway blitz' was a failed attempt at change . . . but change moves slowly."



Blair Klostermeier

Senior Roland Reimers presents his author presentation on Hermann Hesse during a 5th period AP English Literature. The author project is a large part of the workload in both Honors American Literature and AP, but differs in format between the two classes.

Author project stressful but rewarding for upperclassmen

Anya Veremakis
Staff Reporter

Among the vast number of projects CHS students conquer during their four years of high school, one seems to stand out above the rest. Not only is the notorious "author project" a requirement of the Honors American Literature class for juniors, but it recurs in the AP Literature class for seniors.

The "author project" for juniors consists of reading and annotating three major works by a chosen author, researching biographical information on the author, reading critical reviews of the author's works, writing an 8-10 page research paper and giving a 40-minute presentation.

The "author project" for seniors consists of reading and annotating four major works by the chosen author, doing biographical research, reading two books which give literary analysis of the author's work and giving a 20-minute presentation.

"The major difference between the two is that the senior project is bigger, stronger and faster," Honors American Literature teacher Sue Teson said. "While the junior project is completed throughout a three quarter period, the senior project is completed within the first semester. Also, most of the reading for the senior project is done over the summer and the biographical aspect is not as strong a part of the project."

In both projects, the author a student chooses is key to the success of the project. For juniors, the author must be an American author, while seniors can pick any author. Picking an interesting writer is essential to the process.

"Junior year's project seemed harder than senior year's," senior John Buse said. "Junior year might have been harder because my author, Sinclair Lewis, was extra poor and I thus I had a horrific time try-

ing to read his books. Senior year has not been bad, but then again nothing could really seem that bad after Sinclair Lewis last year. So even though half of me died while completing the project junior year, it has put everything into a much lighter perspective for senior year. Picking an enjoyable author seems to make all the difference.

"My author is Russell Banks," junior Leigh Katz said. "Mrs. Teson recommended my author to me because of his 'world colliding stories'. I really like the realist and narrative style of writing my books are in. Since I liked my books, the first part of the project wasn't bad at all."

At both the junior and senior level, the projects present a number of obstacles for students to overcome.

"I think this project can be very difficult for seniors because they are trying to do the project, they are taking many AP classes and also focusing on college admissions at the same time," AP Literature teacher Jim Lockhart said.

"The hardest part of the author project will be finding time for it," junior Liza Schmidt said. "It's hard to find time to read two or three extra books and write the outline/paper, while reading two books for English class on top of all other normal homework."

Despite the grueling workload, though, the projects seem to be very beneficial.

"It gives kids a sense of a very realistic type of research paper that is inevitable in college," Teson said. "Virtually every college level class involves a research paper so if students can learn to do one in high

school it will greatly benefit them. Also, it allows students to apply many concepts from class on an independent level that shows the degree to which they understand literary philosophies and devices that define classics and masterpieces. I can really see whether the student has internalized the high level of literary material we are studying."

For juniors, the project reflects close to a fourth of their grade. Research and annotating the books is worth 150 points, the research paper is worth 200 points, the presentation is worth 100 points and there are about four conferences that add to about 75 points.

For seniors, the research paper is worth 200 points and the oral presentation is worth 100 points. The projects provide for a level of learning unavailable in other English classes.

"I definitely think that the author project has been beneficial to my development as a reader, writer and public speaker," Buse said. "Some would call it essential. It's definitely something that will make the plunge into college life that much easier and smoother, just because it is such a ridiculously strenuous project. So even though I absolutely hate it, I'm glad that I was forced to do it." Despite the notorious obstacles, the projects have forced many CHS students to reach their high potential.

"This project can ignite a passion for literature, but it can also kill it," Teson said. "In a sense, it separates the men from the boys. Personally, I love how all kids rise to the occasion. There are incredibly few instances when I can't see a kid's sense of pride knowing they completed such a lofty project."

In a sense, [the author project] separates the men from the boys.

Sue Teson
English Teacher

CHS HALLWAY EXPECTATIONS

1. Hallways are not places to congregate and loiter. Students should not cause traffic jams or block access to anyone, intentionally or otherwise, during passing periods.
2. Students should not engage in horseplay or public displays of affection in the hallways.
3. Students should not cuss.
4. Students should control the volume of their voices, especially when classes are in session.
5. Students should get to class on time.
6. Students should cooperate with any adult when the adult asks them to do or not do something in the hallways.

**Try a Smoothie at
Northwest Coffee**

25% off

Open every school day
from 6:30am to 5:00pm
Located in the Center of Clayton
lobby and at 8401 Maryland by the
BMW Dealer

With this and your student or teacher
ID. Get 25% off any medium sized drink
including coffee and espresso drinks

Tel: 314-725-8055

Expiration Date: 03/01/07

Limit one per customer

NORTHWEST
COFFEE ROASTING



photo courtesy of Julie Hoffman

Clockwise from upper left: Mrs. Hoffman, Ben Peipert, Ken Zheng, Paul Orland, John McAfee, Aaron Praiss, Ms. Geiler, Andrea Goldstein and Maddy McMahon pose for a picture at the All-State band and orchestra concert with the students posing with the instruments they played for the concert.

All-State band trip a fun-filled voyage

Ken Zheng
Staff Reporter

Eight students from the Clayton High School Orchestra and three band members recently came back from the Tan-Tar-A Resort at Osage Beach after playing music for over 15 hours each in just three short days, known as the All-State concerts.

Orchestra Directors Julie Hoffman and Ann Geiler both attended the Missouri Music Educators Association (MMEA) convention that sponsors the All-State groups. District Performing Arts Coordinator Charles Blackmore, who is also the High School Band Director, went as well.

Blackmore went to many concerts performed by elementary, middle and high schools throughout the district as well as workshops and clinics and also attended some of the All-State ensemble rehearsals. He also met with vendors to work on various aspects of the Clayton High School music program.

"The All-State groups are always magnificent," Blackmore said. "It is always a great opportunity for the kids to play in the groups because it's at a level far higher than what the average high school could do. The students keep getting better every year."

The All-State Orchestra is typically made up of 120 musicians that have auditioned and have been accepted.

"The standards are the highest possible for high school students, and, therefore, only the best in the state are accepted," Miller said. "We attended concerts of selected high school and middle school orchestras. Seven of the orchestras attended All-State, which is higher than usual."

Miller thought the concert was exceptionally well done.

"The selection was difficult, and I thought that the kids did a great job," Miller said. "I hope the students got an excellent experience from it and it challenged them to see what another director can offer them, to experience working together with other students of their caliber."

The band also goes through an All-Suburban process, and those students will then audition for the state. The orchestral band members are selected from the state band auditions and students are ranked and then choose whether they will participate in orchestra or band.

These auditions are live and blind auditions, which means that they students play live for judges, who cannot see the students. Most students face call-back auditions after the first round. Over 1000 of the finest musicians in the state audition for the All-State Band.

Junior Jack Callahan, who played timpani for All-State Band, described the experience as very intense.

"It was lots of fun, but I had a bad drum set, so that wasn't quite as good," Callahan said. "But the overall experience was great."

Sophomore Maddy McMahon, who plays viola, was one of the All State Orchestra members.

"All-State can be really tiring and really nerve-racking, but it's always fun," McMahon said. "I think I did pretty well. I maintained my seat from the preliminary auditions, which is always a nice thing."

McMahon said she also liked the way the conductor kept everyone focused and into the music.

"The best things were the rehearsals and staying up late eating snacks and wasting time with my roommates," McMahon said. The pieces of music this year were really neat, especially the Barber's Dance of Medea. I hadn't liked the piece so much before, but once we were playing it, I really appreciated it."

Junior John McAfee, who plays the cello, was also a part of the All-State Orchestra.

"It was a lot of fun and I learned a lot from it," McAfee said. "I learned a lot in general about the role a musician plays in an ensemble."

Freshman Andrea Goldstein, who plays violin, was a part of the All-State Orchestra as well.

"The concert was amazing," Goldstein said. "It was an honor to be a part of something that unique. I thought the best part of the trip was meeting new people and getting to know the people I already knew better."

TEAMS challenges muscles of the mind

Katherine Greenberg
Staff Reporter

Many teams at CHS establish their dominance on the playing field, tennis courts or school gym. One team, however, is a bit different: TEAMS is a school club and the acronym for "Test of engineering aptitude, mathematics and science." In this club, students take advantage of the opportunity to flex a different set of muscles, engaging in advanced problem solving.

TEAMS students absorb complex scientific information presented to them in a difficult fact pattern and persevere to find an answer.

TEAMS was begun at CHS by physics teacher Rex Rice, who has 27 years of teaching experience. Rice began teaching at Clayton in 1989. He created TEAMS in 1993, when the host of St. Louis Community College at Florissant Valley, the location for the TEAMS regional test, sent information to him about the test.

"I spoke with a few students about the test and decided to try to implement the concept at Clayton High School," Rice said. "I like to see my students challenged and believed that the TEAMS experience would provide that challenge. The first TEAM consisted of eight students from AP physics. The students tied for first in the region and state, and were awarded second at nationals."

As the years have passed, the number of students in TEAMS has grown. Every year two groups of sophomores, 16 students, are picked to participate in TEAMS.

"They are chosen based upon how well they have done in honors freshmen physics, and the first semester of honors chemistry," Rice said. "Two JV teams, (the sophomore teams,) and four varsity teams, (two

junior teams and two senior teams) form the whole student TEAMS group. Students practice TEAMS for two hours, twice a week for six weeks in order to prepare for the regional test." Rice is proud of these participants. He stated that members of TEAMS "juggle sports and multiple activities" so that they may be a part of TEAMS.

This year, the regional test is on Feb. 16. Trophies from the past 14 years line the walls in the science hallway.

Rice and the TEAMS participants look forward to adding to the CHS collection. Zoe Liberman, a senior, said that she has been participating in TEAMS since she was a sophomore.

"I would definitely recommend TEAMS to younger students who are interested in science and math problems," Liberman said. "It is a great competition and it is really fun to work with people to solve real-world engineering problems. Not to mention it's just a really cool club with a lot of interesting people."

Junior David Sherby agrees that TEAMS is a good way to challenge one's math and science skills while also being a good outlet for extra time.

"I like the challenges and brain exercises, since it is only for a few weeks and a good way to spend the off season," Sherby said.

CHS TEAMS participants not only enjoy the challenge offered by the competition but also appreciate the recognition that they receive from colleges and employers.

"TEAMS looks good on your resume," senior Lizzie Boulton said.

These hardworking TEAMS members show that CHS students can be a success both on and off the playing field.

“It is a great competition and it is really fun to work with people to solve real-world engineering problems.”

Zoe Liberman
Senior

AP options are expanded with new government and politics class

Aaron Praiss
Staff Reporter

As class registration for the 2007-2008 school year comes to an end, a variety of new classes become more evident to the student body. One new class in particular is the new AP United States Government and Politics class.

Typically, CHS graduation requirements included a semester of American Government. This came along with passing the Missouri and US Constitution exams, as well. However, now there is an AP version of the class, which can also fulfill the traditional American Government class requirements.

"Students who are genuinely interested in government and politics should have the opportunity to go deeper" social studies teacher Debra Wiens said. "I really hope that kids who are interested in government and politics take this class."

Still unsure of the specifics of the course, students still express their thoughts on the new class.

"I have always been interested in government, and I want to be able to expand on my knowledge," sophomore Victoria Floerke said. "I am not overly familiar with the curriculum, but, I have heard that it is a great opportunity to learn a lot, while it looks great on your resume."

The added bonuses include possible college credit and in addition to fulfilling the regular CHS graduation requirement.

However, Wiens suggests the difficulty and difference of the new AP class compared to traditional history courses.

"This is not a history course, the AP exam is different," said Wiens. "Rather than long essays you would have short answer responses, where you're awarded for very specific answers."

The course will cover the same subject material as the regular American Government class, but at a much faster pace and with more in-depth learning.

"It's more challenging as there is a lot more reading and keeping abreast of current issues," Wiens said.

To begin preparing for the class, Wiens had to do quite a bit of work.

"I went to a workshop at North Western University last summer and I gathered materials including articles, books and exams," Wiens said. "I gleaned from all of these teachers materials they use, as a start off point."

Wiens also decided on the textbook that would be used in the class.

"We will use the standard, excellent book," Wiens said. "Which I used in my classes, not having them read it, but myself reading it. I am very familiar with this textbook."

Plus, Wiens plans to use many different articles and stories to help teach the course.

"You will read a college level textbook, and a lot of articles," Wiens said. "For example, I will pull articles from publications like Atlantic."

In addition, Wiens conducted a blog, to find out the interests of the students.

"I piloted a blog with my American Government students this year," Wiens said. "They read current news stories, and then blogged about them, relating to what we were discussing in class. Kids asked questions, 'how can this happen,' 'how is this possible to happen.' They wanted to go deeper into the issue."

Some students like Floerke are greatly involved with politics and current events, while others have different reasons for wanting to take the class.

"I signed up for the class for the college credit, along with fulfilling the requirements," sophomore William Kass said.

Yet no matter the reason of taking the AP version, Kass believes that it is good for everyone to have knowledge of how government works.

On the other hand, some sophomores who realize they have to take either course know they don't want to take the AP version.

"I am not going to take the AP US Government and Politics class because it is the first year it is going to be used at CHS," sophomore Yiliu Zhang said. "I want to see how students react to the class first, before I take it."

No matter the reason, as suggested by Wiens, the course isn't your typical history class, but rather, a class devoted to current news and of course politics and government.



Javier Groisman

The CHS football team faces off against the MICDS Rams. If MSHSAA votes to separate private and public schools in separate sports tournaments, CHS would not be able to compete against schools such as MICDS.

Disparity between public and private sports programs raises questions

TOURNAMENTS, 1

"My belief is that all 70 private schools will do everything they can to remain members of the state association because many private schools do not believe at this point that leaving the state association is in the best interest of private or public high school students," Oberembt said.

Finally, another factor in Bone's decision to oppose the proposal is the toll it would take on CHS fans and athletes, who enjoy the rivalry and competition with some powerhouse private schools such as MICDS and John Burroughs.

"I think the separation of private and public sports is not a good idea because even though the private schools may get away with recruiting players that they aren't supposed to, they are still fun to play and keep our teams at their best," sophomore Matt Haslam said. "MICDS and Burroughs are big rivals at Clayton, and I think that we would lose some spirit and enthusiasm put into the games from both the fans and the players."

Junior Laura Bliss agrees, acknowledging the fact that CHS may have an easier run to the championships without private schools, but that this would come with

a cost.

"I think that the separation would have both its benefits and down sides," Bliss said. "Some benefits would, obviously, be for Clayton. A lot of the strong competition comes from private schools, so the separation would make it easier for Clayton to earn more titles, but at the same time, those games are the ones that make the seasons fun. Winning a big, tough game against a good private school is a big accomplishment, and if those games were eliminated, the feeling of accomplishment might not be the same. I would definitely miss the big games. Those games are a huge part of the season and winning them is always a big accomplishment. MICDS and Burroughs have always given Clayton a good run, so the close games always boost Clayton's spirit, especially when Clayton wins."

The outcome will be decided when voting ends May 1. Whatever the outcome, Bone feels that Clayton can provide formidable competition for area private schools on and off the field.

"I do believe it's the family's choice whether they want their child to have a public or private school education," Bone said. "We need to do a good job athletically and academically to keep up with private schools."

	SOUTH COUNTY 13303 TESSON FERRY RD. ST. LOUIS, MO 63128 (314) 843-5888 FAX (314) 843-1905	WEST COUNTY 11615 OLIVE BLVD. CREVE COEUR, MO 63141 (314) 993-9555 FAX (314) 993-9550	NORTH COUNTY 125 DUNN RD. FLORISSANT, MO 63031 (314) 921-9555 FAX (314) 921-5525	
	ST. PETERS 4750 MEXICO RD. ST. PETERS, MO 63376 (636) 498-4555 FAX (636) 498-2555	RICHMOND HEIGHTS 6520 CLAYTON RD. RICHMOND HEIGHTS, MO 63117 (314) 333-5777 FAX (314) 333-5888	<h1>METRO IMAGING</h1>	

Globe Staff
2006-2007 Editorial Staff

Editors-in-Chief

Amy Brooks
Rachel Harris

Senior Managing Editors

Sophia Agapova
Rebecca Katz
Kate Rothman
Rebecca Wall

Section Editors

Jim An
Wenny Dong
Mia Harlan
Gila Hoffman
YiPeng Huang
Nava Kantor
Kelly Moffitt
Tian Qiu
Roland Reimers
Hyrum Shumway
Dakin Sloss
Feng Shuang Stamme
Katie Weiss
Ben Weixlmann
Qing Zhang

Reporters

Nicholas Andriole
Mary Blackwell
Jeremy Bleeke
Jacob Blumenfeld
Samuel Blumenfeld
Ellie Bullard
Nathan Crall
Rachel Dickens
Abby Eisenberg
Leah Eby
Joseph Evers
Evan Green
Katherine Greenberg
Maddie Harned
Sarah Horn
Jon Igielnik
Carol Iskitwitch
Siobhan Jones
Phillip Levine
Meredith McCay
Charles Merrill
Matt Muslin
Hannah Novack
Percy Olsen
Ijeoma Onyema
Ugochi Onyema
Fontasha Powell
Aaron Prais
Sara Rangwala
Meredith Redick
Michael Root
Adrienne Stormo
Any Veremakis
Preeti Viswanathan
Ken Zheng

Photographers

Calla Dobmyer
Chelsea Fischer
Blair Klostermeier
Abbie Minton
Teddy Monson
Scott Shapiro
Rebecca Singer
Ryan Walden

Graphic Artists

Sam Bader
Kerri Blumer
Alex Ferguson

Business Staff

Morgan Deutsch
Shaina Abrams-Kornblum

Advisor

Nancy Freeman

Senioritis has unforeseen benefits

Ever since I've gotten into college, I've been awaiting the sudden onset of senioritis. Second semester of last year I remember hearing horror stories about onestellar students who completely ceased to care about anything and struggled to even pass some of their classes. Especially because I've found myself even more overloaded with work this year than last year, I've long feared the descent into (complete) apathy.

Now that I'm securely into second semester seniorhood, I've found that my expectations for this time in my academic career were a somewhat exaggerated version of the truth. While my attitude toward school work certainly has changed, it hasn't been completely for the worse.

While it's true that ever since I've known about my acceptance into college, I've found myself caring and trying somewhat less, it's only a slightly masked version of the procrastination and laziness of my former self. Whenever I put an assignment off or don't do one as well as I potentially could, I write it off a symptom of senioritis only because I can, not because I wouldn't have done the same thing if it were first semester.

One positive effect of senioritis is how it has lightened my prior extreme focus on grades. While of course, when taken to extremes, not caring about grades is the opposite of constructive, lightening this focus seems to make education more "pure." Instead of doing work and studying for tests only for the grade, now I find that my motivation for doing anything comes more from my desire to learn or to uphold the expectations of my teachers.



Sophia Agapova

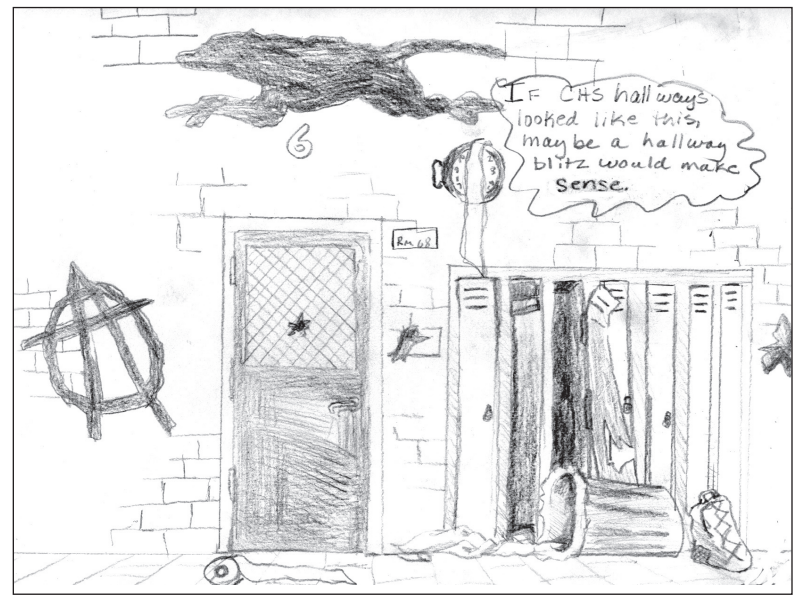
Taking grades more lightly also has the effect of lessening stress. Now, when I simply do not have enough time to do a particular assignment I do not fret nearly as much. My new, more relaxed attitude towards grades allows me to realize that in the long run getting enough sleep is more important than missing a few points in a class. After taking a test which I know I did not do very well on, I can simply shrug it off and quickly get over it instead regretting all of my prior actions and letting it put a damper on my mood.

I remember a few times during my freshman year when I would lay

awake at night, unable to fall asleep because of the feeling that all of my work was slowly smothering me. Now, I never let such petty things as homework assignments affect me to such an extent, and am able to simply fall asleep and let myself think of a solution the next day.

Another habit that "senioritis" has gotten me out of is a sort of perfectionism that has often cost me a lot of time when finishing assignments. I would often spend hours (ok, maybe that's a bit dramatic) agonizing over a single sentence that I wasn't happy with or thinking about how I could improve something, ultimately without resulting in any significant improvement. Now, after a certain amount of time I recognize that it's not worth the extra time and decide that I am done. I'm also not as afraid to do an assignment the way I want to as opposed to trying to guess exactly what the teacher wants.

While my teachers might not agree that the extent of my senioritis has not been severe, and may not appreciate it, I stick to my belief that it hasn't been completely negative. Though I cannot say that I haven't had a few almost crippling moments of apathy, I think I'm still doing okay. And seriously, if I actually read "Heart of Darkness," how bad can my senioritis really be? ☺



Sam Bader

New policy for hall behavior excessive

The administration's recent "Blitz" plan curtails student liberties. The administration should consult with the student body before it enacts these types of restrictions.

It began with the elimination of open campus for freshmen during the first semester. Next, the administration proclaimed "kidnapping," a beloved and harmless tradition of dressing up students in humorous outfits, to be a form of hazing and prohibited the field hockey girls

but the action seems out of context. There have been no significant problems with hallway behavior of late. The plan does not appear to be a reaction to current issues, but rather another step toward violating student liberties.

The Blitz is especially troubling because it continues a trend in which the administration has restricted students' freedom without any consultation. For example, at the beginning of the school year, upperclassmen were not informed

of the administration's decision to limit freshmen's open campus privileges. Then, the administration reported to the PTO

that students were not disturbed by the new policy. Naturally, students were not upset. They had not been informed.

This lack of communication was evident earlier this year when the Center of Clayton began to require students to carry an identification card to enter. Again, upperclassmen were not informed. Nor were students consulted when the Center was closed to those not on the basketball teams.

I do not believe that the administrative staff is working to prevent students from enjoying themselves, but the administration's exaggerated strict actions could be viewed in that light. What is going to be next? Ending open campus? The regulations have not become that overbearing—yet. However, if the administration is going to continue

imple-
ment-
ing new
limiting
policies,
there
needs to
be more
com-

munication between students and staff.

The administration has curtailed too many student freedoms without sufficient explanation. We are tired of not being consulted about rules that are unnecessarily inhibiting the student body.

It is time for the administration to pause and consider its actions. Are they really helping the school? Are they improving the learning environment?

No matter what the answers, one thing is certain; before any more policies are sprung upon the student body, students should be consulted. ☺

Staff Editorial

celebrate mine and audaciously ask them for presents.

However, I do know someone who celebrates her birthday meaningfully.

I remember staying at a family friend Wren's house one day when I was about 12 years old. I recall being fascinated as I watched her tie colorful ribbons to a big and neatly wrapped box.

"What's that?" I asked her.

"It's a present." She replied.

"What's in there?"

"It's a secret."

"Who is it for?"

"My mother."

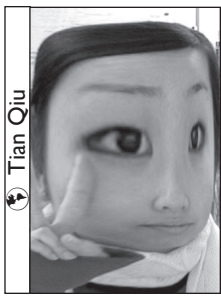
"Is it her birthday?"

"No, it's mine."

Later that day, I found out that Wren would send her mother a present on her own birthday every year to thank her mother for bringing her into the world and help her become the person she is.

Recalling my memories with Wren on that day, I suppose I will start celebrating my birthday again.

Although I doubt that my future birthdays will include parties and games, they will include birthday cakes with candles for me and my parents to blow out together, for I will celebrate my life and more importantly, my parents who kindly bestowed upon me the divine gift of life. ☺



Tian Qiu

A day to celebrate the gift of life

I had a party for my 17th birthday celebration.

I had about 20 friends over. We danced, we played Twister and we ate specially ordered gourmet cuisine for dinner. I had a blast.

Sorry, I lied.

I didn't have a party. Actually, I didn't celebrate my birthday at all. Furthermore, my 17th birthday was the fourth consecutive birthday that passed unnoticeably like any ordinary day.

It's not because my birthday is always the date when I must study my rear end off for finals that I don't have the opportunity to celebrate it. It's not because my parents enjoy taking ordinary privileges, such as having birthday celebrations, away from me, nor is it because my parents neglect me and forget that I was actually born on a particular day. I just simply don't see the importance in celebrating my birthday.

Don't get me wrong though. Like everyone, I have celebrated my birthdays. In fact, I was probably one of the most enthusiastic fans for this occasion. In elementary school, I remember counting down to the days until my birthday, Dec. 18, from October (if it wasn't all the way back from Dec. 19 of the previous year). I recall looking carelessly at my friends' annoyed expressions and reminding them in the same ecstatic manner as the day before, "32 more days till my birthday!" I would be too excited to fall asleep

days before my birthday. And when the big day finally arrived, I would be sure that I enjoyed every minute of it and relished memories of the day for years to come.

Sure, celebrating birthdays is celebrating a mark in your life. And yeah, every birthday is a new milestone in your life journey that's worth commemorating. However, as my birthdays passed by every year with the same kind of party, the same kind of food choices, or just the same kind of things to do every year on this traditionally special day, I gradually began to think, "What's the point?" To me, birth-

days have merely evolved into fancy excuses for parties and receiving gifts. Honestly, how many people really devote their birthdays to praising the divinity of life? Though I'm not one of those people who sulk on their birthdays because birthdays make them feel like they are a step closer to death, I don't see the necessity in spending too much effort on celebrating how I survived another year. I'm content with knowing that I'm good and alive as I live through every single day.

Moreover, since my parents have barely celebrated any of their birthdays for as long as I can remember, I don't deem it to be fair that I get to

Thumbs Up

- Grease
- Only three months of calculus left
- Four day weekend!
- Snow days!!
- Spring break!!!

- Heart of Darkness
- No days off school until spring break
- CASTLE
- Broomball escapades

Thumbs Down

Trip to Israel inspires determination to make a difference

I've always liked to think that I am beyond the "Clayton Bubble." I am well aware and concerned with issues regarding poverty, crime and war. It wasn't until I lived in Israel for eight weeks that I realized that I am not just the product of a sheltered community, but of a sheltered nation.

When I traveled Israel for eight weeks, I saw the site of King Saul's death, I held a rock that could have been used by David as he fought Goliath. I learned how to knife fight and box. I floated in the Dead Sea. I even learned how to kill a man with a piece of paper. Yet, among all of these experiences, the moment that I will long remember, came at a graveyard in the center of the town Tzfat.

That night was being unbearably cold as my group and I trailed behind my teacher. With each advancing step I felt myself coming closer to collapsing from exhaustion. All I wanted to do was curl up on my seat in the bus and fall into a dreamless sleep. But standing in the way of me and my heated bus was one last stop at the Tzfat cem-

etry. Finally, we sat down in the center of several graves. I noticed the graves as being different from American graves. Instead of having tombstones, each grave was made up of a long piece of stone with a short message or comment carved into it. And instead of being covered with flowers, each grave had rocks piled on top of it.

And then my teacher began to speak. Everyone referred to him as Sprung, an apt last name for a man of his strength and intensity. He was a man filled with endless stories and surprises. In his 60 years, Sprung had held many jobs from a masseuse all the way to a Nazi hunter, and in the three weeks we had had him as a teacher, he had impressed us with his knowledge of history, his experiences with self defense and combat and his passion for teaching.

As he stood between the graves, he began to tell a story of a group of students from Israel who had been on a field trip, not too different from the kind of trip we were on in that moment. The field trip was an overnight, and the children had

spent the night in a school gym. A group of terrorists broke into the gym and took all of the students as hostages. When the police arrived, the terrorists announced that they would only release the children if the police agreed to release all of their fellow terrorists from the jail.

The police refused to negotiate and stormed the school; very few survived.

"Tonight," Sprung said. "We are sitting at the grave of two of those children." He began to tell us a little bit about each of those children, their goals, their families, their hobbies and their dreams. With each fact, I began to feel weaker. I stared up at my teacher. There Sprung stood, the toughest man I had ever met, his eyes full of tears, words catching in his throat and then he fell silent. I had never thought that anything would be able to penetrate his cool exterior. How could there be this much hate in the world? How could anyone take the lives of

so many innocent children?

And then all of my sadness began to diminish, all my questions began to fade and I was left with another emotion: anger. The world is such a hateful and callous place and we are trapped inside a vicious cycle of hate. How can we possibly overcome it? For every terrorist who dies or is captured, there are many more just like them. As childish and trivial as it sounds, I couldn't help but think, it's not fair.

Sprung ended his story and I found myself standing at the grave of a girl who was only just a little bit younger than I. I tried to read the Hebrew inscription carved into her grave as if it would provide me with some kind of answer to my question: why her and not me? But I didn't have the skills to translate it.

I left that cemetery feeling defeated. And getting back on the bus, despite my exhaustion, I wasn't



Katie Weiss

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

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

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

--the Globe editors

"Making your world go 'round since 1919"
Clayton High School Globe
(314) 854-6668
Fax: 854-6794
globe@clayton.k12.mo.us

Some material courtesy of American Society of Newspaper Editors/MCT Campus High School Newspaper Service. Winner of NSPA All-American, MIPA All-Missouri, Quill and Scroll Gallup Award, CSPA Silver Crown

Letters to the Editor

Events involving Clayton students, most recently the broomball game, have caused controversy and reflect negatively on the CHS community.

Dear Editor,

Thursday night, Broomball Tournament, 10:30: our team is already headed home. No, we weren't bad. At least, we don't think we were, because we never actually got to play a game. After countless phone calls, fifty bucks collected and at least thirty more spent by our team captain, we never got to play a game. We could blame the manager who kicked us all out, but we shouldn't. He had found a bottle of vodka in the bathroom with seventy underage kids running around. He didn't want to deal with the headache of figuring out who was drinking and who wasn't. So all teams were kicked out.

We know that our peers drink. We've seen them wasted at dances, at parties, at basketball and football games. But a broomball tournament, where balance on ice is necessary? We are not going to just lay blame on whoever brought the vodka into the girl's room. We are going to tell everyone who drank that they ruined that night for the rest of us. They were rude and offensive to opposing teams before we got kicked out. They were rude to teachers and the manager afterwards. No, it wasn't entertaining to see our classmates drunk for this tournament, nor was it sad. It was simply pathetic. At dances, or basketball games, their actions simply would have gotten a few people removed. Instead, the night was ruined for all of us. We could say we won, because we never played, but it is more honest to say that everyone at the tournament lost.

Los Pinguinos Broomball Team ☺

To the Editor-In-Chief,
This letter is in regard to the 2007 Clayton Broomball Tournament, or rather, the lack of the tournament.

As a player and part of a team, I was so disappointed when Mr. Gutchewsky was forced to announce that all the teams, all the players were being forced to leave Steinberg Rink due to the actions of TWO people.

Not only were there over one hundred respectful students in attendance, but also there were teachers and rink employees who saw our actions as students.

Is this what we want to be known for? Getting caught drinking during a school sponsored event? An event that isn't even held at Clayton? It's different when someone gets caught at a dance. That takes place at our school, not a place where we are expected to respect and follow the rules.

Recently, Clayton students have been a disgrace. More often than not, I'm ashamed to be a Clayton student.

Why would I want my name associated with a school that is famous for out of control, unsafe parties, fights at hockey games, and moments like the Broomball games-stupidity.

It's ridiculous that we cannot control ourselves and set examples. We've been able to get together for events and organizations like the Arts Fair and Click 4 Glik, but we cannot even get

ourselves together for a game of broomball. That pales in comparison to our past acts, but also reflects how irresponsible we are.

Most of all, its unfortunate that in these recent events, the Ladue-Clayton fight, and broomball that the majority of the disorder is caused by a minimal number of people. The fight? At most ten people. Broomball? Two girls.

Just in the last issue of The Globe, Michael Root wrote about how everyone suffered at the Ladue-Clayton fight because of a few people. And here we are again repeating the same exact thing.

Shouldn't we have learned by now? Or are we stuck, in our selfish ways, not worrying about our school or community as a whole?

Lastly, I'm angry with the school and our school policies. The school has been so lenient this year; no wonder kids are able to pull escape pades like this off.

Students know they won't get punished. In this case, this was a school sponsored event, the students who brought alcohol, not only illegal for their age, but against

Forest Park's rules.

They should have been punished. We read everyday in our planners how possession of alcohol equals three days of suspension, but since this isn't enforced, why follow the rules, right? It's time for Clayton to start responding to events like this, and enforcing the rules we are always warned about, but never see happen. Maybe if punishments are actually dealt out, we will see results.

Clayton students: we need to start shaping up. I don't want to be embarrassed to be a CHS student. I'd like to be proud, and I'd like to know that we are respectful and responsible, rather than stupid and selfish.

I hope after the hockey fans fight and this broomball event that we can actually try to change.

And hopefully the administration will crack down, it might suck to be caught, but it'll really show us what's right and what's wrong.

(Name withheld upon request.) ☺



Photo courtesy of Hyrum Shumway

Hyrum Shumway's grandfather was blinded in combat in World War II and now serves as an example of positivity for Hyrum.

A Grand Man

A Saturday night in the spring of 2002 changed my life forever. My grandfather had come into town a week before, and I had thoroughly enjoyed his company. I sat anticipating the arrival of my mom's giant, green shuttle bus of a car to come pick me up, when I suddenly saw my family pull up. As I got in the car, my mom told me that we were going out to eat. Halfway through dinner, my dad made an announcement. He had asked his father if he wanted to live with us and my grandpa had accepted the invitation. Looking back, I can see how fortunate I am that he moved in with us. He has had a massive influence on my life.

Even when I was young, I had a special relationship with my Grandpa, because I am his namesake. I try to honor his name and make sure my grandpa is part in my life. Since I have always loved conversing with my grandpa, I have learned so many life lessons. Whenever I talk to him, I always learn something or I am reminded of a past experience. Usually, I realize how much I need to improve myself.

A significant part of my personality comes from my grandpa. He is an excellent example of how to interact with others and how to display emotions when one is frustrated, flattered or troubled. I adore my grandpa because I can only remember two times when he became upset, and from that observation, I have tried to have a slow fuse, because often when one is angry one is not in control of one's actions—and one regrets one's actions later. Even when my grandpa is not at fault in a situation, he always says he is sorry. As a young boy, I never understood this—why would anyone apologize if they did not do anything? Later in life, I can see the brilliance of this action—people are easily offended, and even if one unintentionally caused pain it is always better to end the ordeal. Even if one is in no way responsible for a problem, one can always apologize. This shows the person that one cares and often reconciles the situation. This is one of the many life lessons my grandpa has taught me through example.

I also believe that my grandpa is a star comedian, although one might not think so at first glance. My grandpa always makes puns, tells jokes and has fun. From him I learn my best jokes, which I am able to use later. I repeat them with friends, in interviews, while studying and when meeting strangers. Even though I am not as witty as my 85 year-old grandfather, I often play with peoples' names humorously. In biology I call my friend Grace, "Amazin' Grace." She always smiles after I say it. The ability to amuse others comes from my grandpa. On the way back from World War II on a hospital ship, my grandpa was put in a honeymoon sweet with eight other men who all lacked arms, legs, fingers, ears and noses—he himself was blind. However, my grandpa was one who made humor of the situation by stating, "You could take all of

us, and you would get one healthy man." His optimism is contagious and lightens even the dreariest day.

My grandpa has one of the strongest work ethics I have ever seen. In World War II an anti-tank mine blinded him, but his handicap has never stopped him. I remember being at a ropes course during a family reunion, where multiple teenagers were struggling. My grandpa, however, really wanted to do it—although he was 77 and blind. He felt his way up the 50-foot wall and slowly slid across thin wires high above us. My grandpa has always thought that he can do anything. I am constantly amazed by his accomplishments. When I heard that he studied for his Master's degree by having my grandma read textbooks to him, I was flabbergasted, not only by his intellectual capabilities, but also, by his ability to find a wife who was that committed to his education and loving him. Even though I may not be the most talented individual on this earth, I have a firm conviction that I can accomplish any goal and fulfill any of life's desires because I live with one of the most successful men alive.

Although my grandfather spent two years in England recuperating after his war injuries, he accepted it and never complained or moaned saying, "Why me?" In fact my grandpa says that his blindness is actually his greatest strength. My grandpa has always had to get to know people, instead of judging them by their appearance. I have seen him converse with millionaires, beggars—people from all facets of life. While the world judges from the outside, my grandpa sees people inside; this is the most beautiful part of anyone. My grandpa shows me everyday not to be afraid to talk to anyone. As I try to implement the wisdom I see in my grandpa, I have had new opportunities that would have never occurred without his influence. I have come to realize that the outside of someone is superficial and accounts for little in life—this might be the reason why my friends lovingly poke fun at my clothes, as I enjoy the Scholar Shop more than the Galleria.

Even though I could praise my grandfather for hours, this column has a maximum length. I would love to explain my grandfather's reliability as he is always waiting for me at 7:12 for me to take him swimming, how he taught me how to play harmonica, or how he is a so generous, but the most crucial point that I must convey about my grandpa is his humility. I am sure he will be embarrassed when he hears that I am writing about him, and then being the great grandpa who is interested in my work, he will say, "Well let me hear it anyway..." Whenever my grandpa is complimented, he always responds by saying something affectionate back. It is hard to express in words, and even more difficult to transmit to an audience how much I love my grandfather, and how far-reaching his life, his personality, and his example have been in my life. ☺



Hyrum Shumway

Friday night with the family

Friday night. School's out, work's on hiatus for a few precious days. Everyone's looking forward to dressing up for crazy parties, attending sports games, driving all over the place for activities reserved for the weekend.

It seems like everything happens on Friday nights; something is always going on, and with a car and some friends, you're set.

But on Friday nights, you usually won't find me at a party, or at the basketball game, or at the movies, or just driving around for the heck of it. Why in the world, you may ask, would I willingly remove myself from this weekly apex of socialization and diversion from the constant stress of junior year?

Friday evenings, you can find me tucked away in my grandpar-

ents' house, sitting at their table with my family, celebrating Shabbat (the Sabbath). As a Conservative Jew, I observe Shabbat, which lasts from sundown on Friday night until three stars may be seen in the

It begins with my mother lighting the two Shabbat candles and welcoming the start of the Sabbath.

sky on Saturday night. Jews more orthodox than I, do not use electricity, drive cars, talk on the phone, write, or do anything requiring work during this 25-hour period of rest. I do use electricity, drive, use the phone, etc. on Shabbat, choosing instead to distinguish and celebrate it by going to synagogue Saturday mornings and eating dinner with my family every single Friday night.

This is not your run-of-the-mill family dinner. It begins with my grandmother lighting the two Shabbat candles and welcoming

the start of the Sabbath. The Kiddush, a blessing over kosher wine, usually chanted by my grandfather, is next, after which we all take a sip of the wine (or, in the cups of some younger folk, grape juice). Blessing the Challah, or yummy braided egg bread, follows; usually my youngest brother says the blessing, a simple thank-you to God for "bringing the bread from the earth." Then, at last, we eat. Shabbat is made more holy by dressing nicely and eating good food, so we do just that. When satiated, a lengthy series of blessings with a myriad of melodies complete our observance of the Shabbat dinner. This Grace is offered after the meal, rather than before, as in some other religious traditions.

On the one hand, these Shabbat dinners are a highlight of my week, full of family, food, peace, rest, and contentedness. In some ways, they are my therapy. However, I go to Clayton High School, where there are many Jews, but few who observe the Shabbat, and the school



Nava Kantor

constantly sponsors events on Friday nights. Homecoming bonfire? Friday, October 13. 24-Hour Musical? Friday, September 8. Talent show? Friday night. One of the Grease performances? Friday night. Hockey and basketball games? Friday night!

I think you get the picture.

I'm not think that CHS should rebuild its calendar based on the religious observances of just a few of its students; I know that's impractical. But for me, as both a member of the CHS community and the Jewish faith, the situation can get pretty complicated. Do I go support my friends on the basketball team by going to their game and risk the disapproval of my parents and grandparents by setting a negative example for my brothers? Or do I go to my beloved Shabbat dinners with my family, one of my favorite times of the week, but blow off my friends and cut down my social calendar? Why should I even have to make that choice? ☺

Classroom humor enriches learning

There were two Frenchmen walking in the desert. When they ran out of water one said to the other, what are we going to do, Pierre? (Pierre is a homonym for "pee air," get it? It took me awhile to 'get' this corny Howe joke.) If you ask my friends, or anyone who knows me, they know that I will always laugh at this joke, no matter how many times I hear it or tell it.

Five semesters into Clayton High School, I am convinced that without humor in the classroom, life would be, in the words of Larry David, "prettty pretttttty pretttttty" dull.

Could you imagine AP Chemistry sans Peck's incredulous, witty stories?

Each teacher at Clayton has his or her own style when it comes to humor. In my days as an unsophisticated underclassman, I thought that Howe's well-worn jokes were the ultimate. The *Three Legged Dog* and the son who is so bright that his father calls him "sun" are among the many famous Howe jokes.

Another type of humor is that which uses ridiculously-outrageously-insane stories: stories so out of this world that they leave students laughing so hard that they

gasp for air. At least that is what happens to me.

Then there is Mr. Harned. His German, French, English, Irish and Russian accents seem to all sound the same, but it sure makes learning about the X,Y,Z Affair a lot more entertaining and memorable. When your eyes start to glaze over during a discussion of 'tariffs' or 'railroad economics,' his *Cheaper by the Dozen* stories about his five children (named after Civil War generals) get the blood circulating again.

Spending a few minutes each day in class listening to Mr. Harned's hilarious stories, makes the time fly by. And, according to Mr. Harned, we aren't behind on the material at all, so what's the harm in using a few minutes for a little bit of comedy?

Teachers generally try to maximize class time. "Let's get the most out of the 46 minutes we spend together everyday. No goofing around." But when students are so focused on jotting down all of the notes or cramming facts into their brains, the information is not retained.

This is not the case in Mr. Peck's AP Chemistry class. Even though

time is spent listening to Mr. Peck's crazy, humorous adventures, there is always a practical application to chemistry in his stories. And of course, we always seem to learn the material.

Laughter, which is very healthy, in moderation, is the most common human response to jokes. It is known to release endorphins, which is a natural chemical that is found to increase happiness.

Humor in the classroom serves as a great stress reliever. A more humorous, laid back atmosphere encourages students to take risks because they know a mistake is not the end of the world. Humor can contribute to the learning environment by increasing the attention of students.

Humor can encourage students to become more creative and open to new ideas.

Humor in the classroom also aids retention of novel information, increasing learning speed, improves

problem solving and reduces test anxiety. Humorous test directions relieve tension too. Peck's instructions always read: please answer all questions correctly.

If you don't have a decent sense of humor by the time you finish high school, you are going to have to develop one to succeed in the real world. A recent study showed that having a good sense of humor is one of the most consistent characteristics found among executives that receive promotions. Those who display their sense of humor tend to advance more rapidly up the company ladder.

When most students are asked what they love most about their teachers, a typical response is that they enjoy his or her sense of humor. In addition, a characteristic students appreciate in teachers is that they can communicate information and knowledge using humor.

Who ever said that corny jokes are not sophisticated?

What did the acorn say when it grew up? Geometry! ☺

Recently, Clayton students have been a disgrace. More often than not, I'm ashamed to be a Clayton student.

It begins with my mother lighting the two Shabbat candles and welcoming the start of the Sabbath.

Humor can contribute to the learning environment by increasing the attention of s

Not Just The Kissing Disease

Mononucleosis, commonly referred to as Mono or the Kissing Disease, is not your common viral illness. It can take weeks or even months to slowly recover from this debilitating disease. Many CHS students have been affected by Mono.

Hyrum Shumway
Section Editor

Infectious Mononucleosis (mono) is also known as Pfeiffer's disease, and the kissing disease. Mono is a very serious disease, which is virtually unknown to most until one is rudely interrupted by it as it often takes over one's life for multiple weeks or even months before a slow recovery to full health.

Mono supposedly affects one in every one thousand students, but this statistic does not correlate with CHS students' interaction with the virus, as far more Clayton students have been exposed to the virus within the last few years.

Students test for mono by undergoing a blood test. The disease is caused by a sharp rise in the amount of a special form of white blood cells which normally accounts for 35% of white blood count but with mono rises to 50-70 % of the white blood count.

"Mono is a viral infection it is not super contagious as some suppose," family doctor David Kantor said. "If one person has it the whole class does not usually get it as it is transmitted through saliva contact. It is a virus with symptoms of sore throat, malaise (fatigue) and swollen glands—it is often misdiagnosed as strep throat, but one can have both mono and strep at the same time. It makes you very tired and you cease to function."

Students who have encountered the virus will testify to the impact it has on their lives.

"On average, I slept about 19 hours a day," junior Erik Jones said. "And the time I did spend awake I lay on the couch watching movies. Even after I was 'better' and able to go out and hang with friends, I couldn't stay out past nine and often fell asleep while hanging out. I think I can honestly say that I slept more than three-fourths of the summer. I had plans to go to New York with my family and to visit my brother down in Texas. However, those plans all had to be canceled. I had it pretty rough. My throat was always swollen and sore, I was constantly tired, and I lost about forty pounds."

Mono also effected freshman Drew Hall. "Mono made my life very boring," Hall said. "I didn't feel like talking to people, I was just tired. I missed a little more than two months of school. I slept basically the whole day. I would probably sleep 14-15 hours out of the day. I had to make up classes in summer school because I missed so much time."

The biggest change mono might make in a student's life is that they are forced to stop all contact sports—even tennis and weightlifting as tennis you could fall, hit yourself with a racket or get hit with the ball, and weightlifting is off-limits as it increases body pressure. These sports are off limits because the spleen, an organ which filters blood enlarges, and could rupture if hit.

"The spleen is important as it filters blood, and if it ruptures or splits it can be fatal," Kantor said.

Many CHS students have suspended sport seasons from multiple sports including basketball, soccer, field hockey and football.

"My mono case was pretty unfortunate as it was in the middle of basketball season and I missed three weeks of basketball," senior Dan Stanborski said. "I lost a lot of weight, but I am recovering. I was laying around for a week and a half so I lost a lot of muscle mass, which is significant, when I came back the game, it was almost foreign to me. I lost a lot of strength."

Even months after one starts to feel better, the spleen can still be in bad shape.

"The doctors said it could soften or harden your spleen I got it checked out before ninth grade to see if I could play football after I had developed mono during the second semester of my eighth grade year," Hall said. "The doctor said I couldn't play because the virus had hardened it and enlarged it and sports were a risk to my health. I actually had a small rupture and had damaged it pretty bad, I had to take antibiotics for awhile afterward."

Soccer player's seasons have also been spoiled.

"Mono stopped me from any form of exercise which is major for me," junior Abbie Minton said. "In addition it stunted my soccer season putting it on hold."

Minton and her fellow students who have also suffered through the sickness realize that it puts on hold more than sports as it affects one's schoolwork.

Mono is also difficult for students as it is somewhat hard for doctors to diagnose.

"At first they thought it was sinus, then hepatitis, then mono then they realized I had both," Minton said.

Other complications arising with mononucleosis is not uncommon.

"Often Mono is associated with hepatitis, so much in fact that it is considered part of the illness of mono," Kantor said. "Of mono cases five percent will develop severe hepatitis and may develop jaundice which discolors skin to yellow, 80 percent will have skin rashes, and 85 percent will have fever will averaging around 102 degrees. Severe symptoms will normally last two to four weeks with a gradual recovery afterward."

Jones suffered many weeks similar to Minton before he was properly diagnosed, and the cause of his woes was exposed.

"I was told I had mono in a hospital room," Jones said. "It was kind of a relief to know what was really wrong with me because I had been sick for a while and the doctor didn't think to look for mono due to my lack of typical symptoms. So, for weeks I had been expecting to get better without any satisfaction."

Even with a firm dedication to school, students find it very difficult to keep up with class work when they are in a state that can only fathom a pillow, and a bed.

"It made me tired all the time," Minton said. "I couldn't concentrate or do really anything. It really affected my third quarter grades of my sophomore year even though the teachers were as understanding as they could be. It is really hard to make up stuff, when you miss so much time. I tried to come in every other day or so just to pick up work, but at home it was incredibly challenging to get work done. The biggest problem is that you start to feel perfectly fine and if you don't get 10-11 hours of sleep you are at a high risk for chronic fatigue syndrome."

Some students consider themselves lucky by having an onslaught of mono during the summer opposed to during the school year.

"I am very glad that I caught Mono during the summer," Jones said. "I cannot imagine having to keep up with school while feeling that awful."

Others can simply count themselves lucky due to genetics or perhaps blame destiny as they develop only a mild case.

"I was not ever really sick," junior Jackie Wilcher said. "I never really missed school, because I never really felt it."

Some victims of the virus also missed out on work.

"My manager was pretty understanding," Jones said. "I basically told him I would not be able to work for about six weeks and he said just let him know when I'm feeling better. I had planned to work a lot over the summer to save up for the school year...but oh well."

Although, they may not always recognize it as they are sleeping, mono victims miss out on activities, events, and relationships during their illness.

"My friends were all very sympathetic," Jones said. "I got a lot of offers to rescue me from my living room, but the one time I went for ice cream with friends I fell asleep on the way back. So, apart from the occasional phone call, I didn't have a whole lot of contact with the outside world."

Jones is by no means alone. "I didn't see my friends for

awhile," Stanborski said. "I think they were shocked that someone so close to them would be affected."

Other friends reacted differently to the situation. "Lots of my friends called me dirty kissy boy and stuff even when I told people I didn't know how I got it," Hall said. "Most people didn't believe me. I wasn't really affected though; I wasn't trying to figure out how I got it—just how to conquer it."

This teasing also came from family members. "My friends felt sorry for me because I couldn't play sports," Wilcher said. "My brothers however teased me about it."

Some students were able to see the good parts of their sickness, as they tried to cope with a personal tragedy which they would never forget.

"Some might think that mono ruined my summer," Jones said. "It didn't—not at all. I came down with mono right at the tail end of my Climbing class, and after that I had to cancel all my plans. But I spent my summer lying on a couch all day sleeping, eating ice cream, and watching hours and hours of T.V. and movies. If you look past the discomfort that Mono brings, then my experience wasn't so bad."

Some also enjoy the extra dotting attention they receive from family members.

"My family life changed a lot when I had mono," Hall said. "Everyone treated me really well. When I wanted something I had a couple of waiters—I only had to ask for my sister or mom."

For Minton the coddling and nurturing was over fairly quickly.

"My family, I think, was annoyed because I was at home all the time," Minton said. "They were really understanding for probably the first two weeks, until they thought I was milking it."

The long term effects of mono vary greatly from person to person.

"The impact mono has on your life is really great," Hall said. "I am afraid of getting mono again—I lost a lot of weight and it was hard to gain it back. I am careful about whom I drink after and to prevent it you sure shouldn't kiss anyone who had encountered the disease recently."

For others the "germaphobic" stage ended pretty fast and they were back to their old habits in a few weeks.

"Right after I recovered I wouldn't let people drink after

me," Wilcher said. "It temporarily changed me, but no lasting affects. My friends tried to remember I had mono and to not drink after me, but often they forget. One of my friends always drank after me and she got tested for mono but she didn't develop it."

Many might carry mono unknowingly and feel it is simply a bad cold or may not even notice at all.

"Actually when I went to the doctor the doctor told me that 80-90 percent of high schoolers actually get mono, but they may or may not recognize it," junior Erin O' Neal said. "When I was in sophomore year I felt really tired so I thought I had mono, but they told me I had already had it in the past so it was unlikely that my sickness at the present was not mono—I think it was just a bad case of the cold."

Studies support O' Neals' interaction with the virus.

"At Yale a study was done with various college students: 15 percent of students had not encountered mono at all, 35 percent had encountered the virus but had not known it, and 65 percent of the population had mono during the study or before and had known it."

Although, it is unlikely that it will come back it sometimes does.

"The virus can be recurring and someone can fight it off, and then the virus can come back as it is in the herpes family of viruses," Kantor said. "In my personal experience a young man might have had mono in the past, and his girlfriend had it three months previous. If they have contact the boyfriend might have mono six months later."

Although, the truth about mono might be disturbing, it is important to know the truth about disease as Mono could inflict anyone. If one is not educated about the illness, prevention and recovery are harder to do.

"It is really important to have the right information medically, because if you do not it causes unnecessary fear," Kantor said. "Doctors do not want people to be needlessly afraid, but want them to be aware, because knowledge is power. When one is educated about the situation so they can actively prevent disease, dispel fear, and take control of the situation. As teenagers one needs to access the health care system appropriately and not be afraid to ask questions." ☺



Wenny Dong

“At the end of the day, we are blessed by these kids, sometimes more blessed than they are by us. It’s a humbling experience and isn’t always easy. It’s opened my eyes to see how lucky I am and makes me really appreciate the good parenting I’ve had. It makes you examine yourself and the life you are living. It has been a maturing experience for me and my family.”

-- Senior Stacey Lawrence, page 15

NEWS BRIEFS:

AMAZING ATHLETES

The St. Louis Post-Dispatch recently named senior diver Keely Brooks “Athlete of the Week.” Brooks set a new pool record with 244.45 points. Brooks was also one of the four nominees for Performance Player of the Month, sponsored by KMOV Channel 4 and Arby’s restaurants.

Junior Kerri Blumer, sophomores Paige Meneses, Julia Hartel and Liz Hutchinson and senior Keely Brooks all qualified for state competition.

Junior Kevin Johnson also qualified for state competition in wrestling. Also in wrestling, senior Brent Cohen won a silver medal during a tournament in Kirkwood. Sophomore Michael Nathe earned a bronze medal in a competition with Riverview. Cohen, Nathe, sophomore Daniel Shore and senior Danny Dowd all made it to the finals. At a freshman tournament with Priory, wrestlers Colin Fried, Ben Petrofsky and Ryan Roth earned gold, silver and bronze medals, respectively.

Senior basketball player Barissa Ford reached a 1500 career points milestone in a game against Hillsboro in the first game of a recent tournament. The hounds won the tournament by defeating St. Pius in the championship game and Ford and fellow senior Stacey Lawrence were both named to the all-tournament team.

SPEECH AND DEBATE

At the Greater St. Louis Speech Association tournament, the CHS interpretation team took third place overall. Junior Claire Wong took first place in prose reading, junior Tian Qiu took third place in dramatic interpretation and sophomores Dylan Cockson and Jessica Shen took fourth place in duo interpretation. In policy debate, juniors Ka Suen and Michal Hyrc took first place. Hyrc also won an All-Star debate trophy as one of the top speakers.

TOP THESPIANS

Junior Jacob Blumenfeld and senior Danny Dowd will star in Clayton Community Theatre’s season-opening production of “Romeo and Juliet.” Blumenfeld will play Romeo and Dowd will play Balthasar. The play opens Friday, Feb. 23 at the Concordia Seminary Theater. For more information, or to reserve tickets, call the Clayton Community Theatre at 721-9228.

STELLAR STAFF

Social Studies teacher Donna Rogers-Beard was recently inducted into the National Honor Roll’s Outstanding American Teachers. This honor is bestowed on teachers who have been identified by their students as having the greatest influence on their lives, either as a student or an individual.

Architecture teacher Greg Kramer and Meramec art teacher Maggie Peeno will be presenting Architecture: Inside and Out, on Feb. 7 as part of the Teachers at the Guild; Art Educators Series 2006-2007, presented by the St. Louis Artists Guild.

Basketball teams dominate Ladue

📍**Evan Green**
Staff Reporter

The boys’ varsity basketball team won what many consider the game of the season (sometimes no matter the score). The game that everyone marks on his or her calendars at the beginning of the season, the game that gets everyone excited, we all know that that game is the one vs. THEM, the Ladue Rams.

The Hounds won that game 58-49, as they were led by seniors Zach Warner (16 points, 4 steals and 6 blocks), Gus Cotton (10 points and 9 rebounds), Jared Neely (8 points and 4 assists), Dan Stamborski (6 points), Joe O’Fallon (5 points), and Bo Lanter (5 assists, 2 steals and 2 rebounds). Freshman Devonte Bell also added 9 points and 2 assists. For the seniors the game may be their last in the rivalry (there is a good chance the two could play in the semifinals in districts), and a game to end the yearly rivalry on a high note.

“We beat Ladue even with some mistakes, but we also did some things well,” sophomore guard Syd Warner said.

On the other hand, first year varsity boys’ basketball head coach Ryan Luhnning received his first taste of the rivalry.

“It was a neat atmosphere, both student bodies and the both teams were really into the game. Hopefully we can have that kind of attendance for all of our home games,” Luhnning said.

On the rivalry in general, Luhnning had several observations.

“I just hope that the rivalry stays friendly, and our fans need to continue to root for our team, and not so much to root against the other team,” Luhnning said.

Before the Ladue game, the team had struggled losing seven out of nine games. In several of those games, the Hounds were missing key forwards Zack Warner and Dan Stamborski.

“Our worst game during that stretch was the Affton game,” senior forward Zack Warner said.

“We need to limit our turnovers,

but we have executed our plays well,” Syd Warner said.

The Hounds have been hot cold this year, with two winning streaks of four and one losing streak of six.

“We need to shoot better, and then we will be a really tough team, but we did play well against MICDS,” Zack Warner said.

In the MICDS, the Hounds won 54-42, snapping their previous six game losing streak. In the game, the team was without Zack Warner and Stamborski, their two leading scorers and rebounders, yet the Hounds held the visiting MICDS to just 42 points. Gus Cotton contributed 19 points and 14 rebounds in the effort and both Jared Neely and Syd Warner added 10 points for the Hounds.

With 10 seniors on the team, senior night is sure to be eventful for the Hounds. The Hounds will be facing Wellston.

“I’m really looking forward to senior night, and I’m sure it’s going to be special for all of us seniors,” Zack Warner said.

The Hounds currently have a record of 11-11, and will likely improve that statistic before the season is over, especially in the district tournament.

GIRLS

The girls’ varsity basketball team at Clayton High has had an amazing season. With a record of 18-3, the Lady Hounds are on pace for their best season in their history. With a long run in the playoffs looming, the Lady Hounds are trying to fine-tune their parts for now.

“We need to play better defensively and improve our team play in order for us to continue our string of success,” varsity girls’ basketball head coach Barry Ford said.

Senior guard Barissa Ford agreed with him.

“We do need to step up our defensive play, that is our biggest thing that we need to get better at,” senior guard Barissa Ford said.

The Lady Hounds have already been doing well in most aspects of the game.

“Our reserve players have really stepped it up lately, which has



Abbie Minton

Senior Dan Stamborski dribbles against a Ladue player in the annual Clayton-Ladue basketball game, which the Hounds won 58-49. Large numbers of fans from both sides were on hand to watch the rivals face off.

helped us all succeed” Coach Ford said.

The Hounds recently won the Hillsboro Invitational tournament, going 3-0. Their first win came over the host team, Hillsboro, by a score of 63-28 (Barissa Ford had 18 points, 7 assists and 5 steals). Their second win came against Summit, winning 48-34 (Ashley Crawford had a double-double with 10 points and 10 rebounds), that win advanced the team to the championship game. In the finals, the Lady Hounds defeated St. Pius X by a score of 71-33. In the game senior guard Stacey Lawrence had 17 points, 8 assists and 4 steals. Fellow senior guard Barissa Ford added 16 points, 6 steals and 7 assists; senior forward Linda Morris had 13 points 8 rebounds and 4 steals. Senior guards Barissa Ford and Stacey Lawrence were both

named to the all-tournament team for their efforts, which is quite an honor.

“Our best team game was definitely the championship game of the Hillsboro tournament against St. Pius X, we really dominated the game,” Barissa Ford said.

In the annual rivalry game against the Ladue Lady Rams, the Lady Hounds struggled offensively, especially without leading scorer Barissa Ford; the team only scored 28 points. On the other hand, the Ladue Hound defense was spectacular, holding the host Lady Rams to just 15 points. The Lady Hounds dominated the boards in the game, out rebounding Ladue 34-18 and senior forward Ashley Crawford’s 15 rebounds to go along with 6 points. The leading scorer for the Ladue Hounds was sophomore forward

Mary Barber with 8 points.

The Lady Hounds have high expectations for themselves because of their persistent achievements on the court.

“We anticipate that we can win districts, and from there we are just going to go as far as we can,” Barissa Ford said.

With their superb record, the Ladue Hounds should be a high seed in the tournament, meaning an easier road to success in the playoffs...hopefully.

With six seniors, the Ladue Hounds have plenty of leadership to go along with talent, and with those two ingredients in the mix, just add the needed sprinkle of luck, and you’ve got yourself a great basketball team in the Ladue Hounds that should continue their triumphs in the playoffs. 🐾

Broomball iced due to alcohol use

📍**Rachel Harris**

Co-Editor in Chief

This year, broomball was held on Thurs. Feb. 15 at Steinberg Ice Rink and sponsored by STUGO. Members of STUGO spent several months preparing for the event.

“Usually a big event like broomball takes a couple of months to plan,” senior Laura Hoffner said. “This year, we needed to book a new location, organize sign-ups, chaperones...all of that. We had a meeting twice a month and probably three meetings dedicated to broomball preparation.”

Hoffner was worried that not as many people would sign up for the event this year because it wasn’t at the Clayton Ice Rink. Quite on the contrary, STUGO members were forced to turn some teams away because there simply was not enough space.

“The event started out as a lot of fun,” Hoffner said. “People looked like they were really into the game,

and it was awesome watching people play and fall down. And when people weren’t playing they were hanging out inside having a good time while staying warm.”

Junior Steven Glynias was not on a team, but attended the event.

“I got there around 9:15 p.m. to see my friends,” Glynias said. “We were talking for about 20 minutes. At the end of the first few games, a voice came over the PA system calling for the head of the event. Everyone laughed about it, but 30 seconds later I saw Etling. Gutchewsky and Hamylak said we all had to leave.”

Unfortunately, the event had a

premature ending and all students were forced to evacuate the premises. Ice rink workers had found a bottle of alcohol in the girl’s bathroom and notified all school administrators, teachers, and sponsors, asking everyone to leave without a refund.

“I am disappointed, angry and concerned,” STUGO sponsor Annie Etling said. “I don’t understand why students would bring a bottle of vodka to the event or drink before a school event. It is a very selfish act! They ruined the night for several people.”

Etling thinks that the student(s) who brought the bottle of vodka to the event should refund each team their 50 dollars and apologize to STUGO for ruining all their hard work and planning. Etling also thinks that the students who came to the event drunk are just as at fault as those who brought the vodka or drank at the rink. Both Hoffner and Glynias agree with Etling.

“Anyone who brings that stuff into a school event is your basic idiot,” Hoffner said. “They ruined it for everyone else there. I’m sure most of the teams who didn’t get to play want refunds. They should get their money back from the people responsible.”

Glynias he feels bad for all those who spent money and came out. He enjoyed participating in broomball last year and looks forward to attending next year’s event.

Etling is unsure about next year. “I sure don’t want to waste my time planning events so that students can take advantage of all my time and efforts,” Etling said. 🐾



Abbie Minton

Junior Patrick Rafferty in a game against Mehlville. The Hounds lost the game 3-4, putting them down one in the two-game series against Mehlville.

Hockey continues rocky season

📍**Ben Weixlmann**
Section Editor

Although the Hockey Hounds have not experienced the unbridled success that last year’s 18-1-1 team had, they have still showed signs of great play.

The Hounds’ victory over SLUH marked one of the best wins in school history.

“It was a great night,” senior goalie Brent Cohen said. “We got outplayed but we got the victory over SLUH who is one of the biggest names in Missouri hockey.”

“We played pretty inconsistently this year,” Cohen said. “We had some great games, and then we would turn around and have a bad loss.”

Coach Sean Ferrell discussed with the Hounds before the season the struggle they may face having so many dominant players graduate last year.

“We had a great season last year, it was almost impossible to replicate,” Cohen said. “Ben Root and Eddie Renshaw were dominant players last year.”

The Hounds have compiled a

6-17 record going into playoffs, where they were seeded into the Founder’s Cup.

“It was disappointing not being in the Wick or Challenge Cups this year,” Cohen said. “We made the Challenge Cup last year which is the best you can do.”

Several individual players had amazing years. Most notably was freshman Zach Cavallini who led the Hounds scoring attack with 10 goals and 12 assists. Junior Pat Rafferty chipped in with 8 goals and 7 assists out of a middle defensive position.

Sophomore defenseman Tim Smith provided constant security for Cohen in net with big hits all year. The Hounds got quality performance after quality performance with Cohen in goal. During the SLUH victory, Cohen had 47 saves as the Hounds were outshot 49-16. Also, in the Ladue game Cohen saved 36 of 37 shots on the night.

The Hounds have a myriad of young talent, some of whom showed their skills throughout the year.

“[Freshman] Sam Jacus was a great defenseman for us this year,”

Cohen said. “He did a good job of seeing up ice and helping out the rest of the team.”

“We played pretty well this season but it was hard losing Barron,” Smith said.

Smith was referencing one of the best players in the St. Louis area, junior Max Barron, who left midway through the season to play club hockey in Detroit.

Seniors Kevin Smith, Richie Kopitsky and Pat Farris also gave wonderful efforts every night.

Although the Hounds faced a tough season, they are ranked as one of the best teams in the Founder’s Cup due to such a tough schedule and several quality wins against these tough teams.

The championship game for the Founder’s Cup is played at the Scottrade Center, which the Hounds are very excited about.

“Even though we didn’t make the Challenge Cup, if we make it to Scottrade that would be a great experience,” Cohen said.

At press time, the Hounds were down one game to zero in the first round of a two-game series against Mehlville. 🐾

Swim team heads to state competition

Kate Rothman
Senior Managing Editor

The CHS girls' swimming and diving team is getting ready to wrap up a successful season. On DATE-DATEATE, five swimmers and two divers, plus alternates, will head to the St. Peters Rec Plex for the State swim meet.

Sophomore Paige Meneses and senior Keely Brooks will dive, and the two will be joined by junior Kerri Blumer and sophomore Julia Hartel for the 200 meter free relay. Blumer, Meneses, and Hartel will also swim in the 400 meter free relay, joined by sophomore Liz Hutchinson.

The girls are all accomplished swimmers, and are extremely dedicated to bettering their skills in the water.

Both swimming and diving have practices daily in the Center of Clayton, and the sport is extremely time consuming.

"It gets hard to manage time sometimes," Brooks said. "I dive at school, and then I dive with a club team four or five times a week. There, I dive two and a half or three hours a day."

Meneses dives with the same club as Brooks, and echoes her teammates sentiments about the time commitment.

However, all of the girls enjoy their time spent swimming, and are willing to schedule around their sport.

"It's a great adrenaline rush," Meneses said. "I may not always like the practice, but I love the feeling when I'm racing."

For Brooks, swimming and diving is more than just a sport, it is a way of life.

"I've been swimming since I was four," Brooks said. "When I was eight, I started diving, and I've been diving ever since."

Diving coach Annie Etling believes that the teams two divers show great promise for the state meet.

"[Brooks and Meneses] really don't have many weaknesses," Etling said. "They are both extremely consistent in practice and work hard."



The Clayton High School team who are headed for state are left to right: senior Marie-Sophie Ritter, junior Natalie Turza, freshman Julia Hartel, fresman Liz Hutchinson, junior Kerri Blumer and freshman Paige Meneses. Missing from the shot is senior Keely Brooks. The state team is close and all involved are excited to go.

This is Etling's first year coaching girls' diving after a three-year break. Prior to the break, she had coached for three consecutive years. She also dove herself as a high school student.

"I like that I have such dedicated, talented girls this year," Etling said. "That has not always been the case, and that was one of the reasons that I took the break from coaching."

All of the girls, in both diving and swimming, are dedicated to the sport.

"We all practice really hard," Meneses said.

Hartel agrees with Meneses, and stresses the importance of practice and hard work.

"It's important that all come to practice everyday, and just swim and work to get better," Hartel said.

The practice was vital in qualifying for state.

"To qualify for state [in swimming], you have to meet a certain time that's set for each event," Hartel said. "You can qualify all season though, we just qualified for the 400 free relay at our last meet, the conference meet."

Things are looking good for the team, and hopefully, they will emerge victorious from the state meet.

"I hope that we all have fun at state," Meneses said. "I hope we all do well, and I really hope that we get our personal bests. I tend to get really nervous, so hopefully that won't be a weakness."

Etling believes that her divers have what it takes.

"Based on their performance at Conference, I have high expectations," Etling said.

As with any sport though, it can be unpredictable.

"You never know how it's going to end up," Etling said. "I'm hoping that both girls place in the top six."

Hopefully, the girls pre-meet rituals will rev them up and help them to perform their best.

"Before state, we're going to have a pasta party," Hartel said. "Also, the drive out to the Rec-Plex will be really fun with all of us together."

Brooks and Meneses will prepare themselves in a special way as well.

"Keely and I always make special T-shirts," Meneses said. "Also, we bring swedish fish to all of our meets."

Hartel sums up the teams strengths simply.

"We're a good team," Hartel said. "We're super spirited, and we cheer lots!"

Super Bowl stars impress

The evening of February 4, 2007 belonged to the Indianapolis Colts. Peyton Manning was validated as an elite quarterback, Tony Dungy set a precedent for all African-American coaches, and backup Dominic Rhodes stole the show.

The Chicago Bears rough and tough defense looked soft, consistently dropping back into coverage in fear of Manning's ability to find receivers over the top. In what was supposed to be a showdown of the Colts offense and the Bears defense, Manning repeatedly marched down the field executing screen passes to Joseph Addai, as well as post and skinny routes to his core of wide receivers.

The biggest story, however, was how a man struck by tragedy just fourteen months ago, could bounce back up and provide his franchise with its first Super Bowl victory in 36 years. Six years ago, Jim Uresay and President Bill Polian figured they would give Dungy a shot. If there was anyone to direct young Peyton Manning, the offensive-minded

Colts owner Jim Uresay and President Bill Polian figured they would give Dungy a shot. If there was anyone to direct young Peyton Manning, the offensive-minded

Dungy would be a great option. In those six years since, Dungy has earned the reputation as one of the league's most talented coaches.

After the Colts contained superstar running back Larry Johnson and the Chiefs in the opening round of the playoffs, the final piece to the puzzle had been put in place. The Colts run defense had been pathetic all year, but after the insertion of Bob Sanders back into the lineup, the Colts were dominant.

As the Colts defeated the Ravens and then the Patriots to reach the Super Bowl, all eyes turned to Manning. Manning played in typical Manning fashion, drilling balls down field to several wide receivers, even including Joseph Addai on ten receptions. Not only did Manning win a Super Bowl, but he won the MVP.

The team, thought by so many to succeed at this level for several years now put all the pieces together on Feb. 4 to come home with the title.

While the Bears brought defensive tackle Tank Johnson, fresh off arrests for illegal gun and ammunition possession, the Colts stayed focus, no one showing the characteristic more than Marvin Harrison.

Colts Pro Bowl offensive lineman Jeff Saturday said he was most excited for the Media Day because, "Marvin is forced to talk to reporters." Something Harrison has done just five times this year, including post-game, newspaper, and television interviews.

The humble wideout, wearing 88, felt the ball hit his chest five times in the game, amassing 59 yards. Harrison's route running abilities are second to none, and his long connection with Manning doesn't hurt, either.

Despite the performances by Manning, Sanders and Harrison, it was backup running back Dominic Rhodes who made his name known.

Rhodes, for several years has had the potential and talent to become the next tailback for the Colts. Problem being: one of the best tailbacks in the game at the time: Edgerrin James was ahead of him throughout his career. Rhodes received a fair number of carries during the 2001 season, in which he totaled more than 1,000 yards. And after the price tag was too high last off-season for the Colts to retain James, it looked as though Rhodes was destined to start. Not so fast. The Colts picked up Addai with their first-round selection, and Addai blossomed. A power back, who had plenty of speed and blocking strength, excelled in his rookie season, leaving Rhodes with no chance to earn time.

However, after Addai failed to gain significant yardage on his first eight carries, Rhodes was given his chance, and capitalized. With two young running backs, a whole clan of talented wide receivers, and arguably the best quarterback in the game, the Colts dominated the Bears on both sides of the ball for a convincing victory. One that will go down in history, not only Manning, but for Dungy.



From the Corner
Ben Weixlmann

Athletes Of The Month

Ben Weixlmann
Section Editor

Senior Ashley Crawford walked into CHS for her sophomore year never having played basketball in her life. Once she touched the court, it is all history.

Using her strong and athletic, 6'1" frame, Crawford has become a force on the low block for the Hounds. Over her last two seasons on varsity, Crawford has become a reliable rebounder and a blocked-shot threat.

Crawford leads the Lady Hounds with 9.6 rebounds per game, and chips in 6.5 points, as well. Out of those 9.6 per game, nearly half are on the offensive end, enabling the Hounds to get second-chance opportunities, as well as score easy baskets under the bucket.

Making the transition has not been as tough for Crawford as for others due to her natural athletic ability.

"I had to learn all of the basics of the game and all of the rules," Crawford said. "Volleyball helped with my timing and jumping ability, which has helped for basketball."

Teammates have certainly realized how far she has come in three years in the Hounds program.

"She brings size and athleticism, which we haven't seen a lot of in the past," senior guard Barissa Ford said.

Other teammates echoed Ford's sentiment.

"She can jump so high and real-

ly has a knack for where the ball is at," senior guard Adira Weixlmann said. "She can jump so high and has a knack for where the ball is at."

After struggling to learn the fundamentals of the game, Crawford has finally caught on.

"I think it was difficult at first for her, just as it was for many of us," Weixlmann said. "But she has really come around to be a great player in just three years. That's amazing."

Perhaps Crawford's most notable game was against Jennings, when she tallied not only 16 points, but a monstrous 16 rebounds in a twenty-two point victory.

"My goal coming into the year was just improve overall, whether it be on the offensive or defensive end," Crawford said. "I worked really hard, and it finally paid off this year because we're doing really well."

The Lady Hounds came into the season with very high expectations, returning all five starters.

"It's been a pretty good season, but we've had a lot of obstacles along the way," Crawford said. "Adjusting to the new court was tough, also, we had tons of injuries throughout the season."

The Hounds goal is now to win districts, something they haven't done since 1988, and then take major steps forward in the state tournament.

With Crawford guiding the Hounds with her inside game, they are sure to close out the season strong.



Senior Ashley Crawford



Freshman Zach Cavallini

Ben Weixlmann
Section Editor

Very rarely does a freshman provide the mass amount of offense in a high school sport.

However, during the 2006-07 hockey season, Zach Cavallini has done just that.

Cavallini has tallied ten goals and twelve assists in just 23 games.

"My teammates have set me up nicely this year," Cavallini said. "I have been fortunate to capitalize on my opportunities."

Playing since he was five hasn't hurt the cause.

"I have played most of time playing club for the Webster Wings and Affton Americans," Cavallini said. "In 2004, my club team made it to the nationals and placed fifth."

Some hockey fans might recognize the name Cavallini: Zach's father was a former All-Star St. Louis Blues defenseman.

Coming into high school hockey is often hard for many freshmen, as the physicality gets much stronger. Cavallini has blossomed in his first year and has had some enormous games.

"We beat SLUH 3-2 when they were ranked second in the state," Cavallini said. "I had a goal and two assists, but I thought we played a great team game."

Clayton also defeated arch rival Ladue in a classic Friday night showdown.

"That was one of the highlights of our season," Cavallini said. "We all played really well and knew we wanted to get the victory, especially for the seniors."

This win showed Hounds fans the potential of the team this year.

Although several seniors are leaving the squad and will be missed, Cavallini believes the young talent may help in the future.

"We had several freshmen make varsity and get playing time, so it should be a very exciting future for Clayton Greyhound hockey."

Cavallini will be at Clayton for three more years ready to tear opponents apart.

Sports Medicine & Training Center

20 Allen Avenue, Suite 300
Webster Groves, MO 63119
314-961-3787 www.smtcstl.com

PHYSICAL THERAPY
Getting you back to work, sport, life!

- ◆ Rehab after injury or surgery
- ◆ Biomechanical analysis for runners/others
- ◆ Custom foot orthotics

SPORTS PERFORMANCE PROGRAMS
Exploding Past the Competition!

- ◆ Return-to-play
- ◆ Sports enhancement (individual or small group)
- ◆ Team training
- ◆ Camps and Clinics

Official rehab provider for the St. Louis Aces
St. Louis Gym Centre/Modern American Dance Co.

All smoothies are NOT created equal.

Sure, some say they're good for you. But we're the only ones who use 100% juice and 100% fruit to create a deliciously healthy meal or an energized snack for the person on the go. Maybe that's why we've been voted "Best Smoothies" in the RFT Restaurant Poll from 1998-2001.

Hmmmm...

st. louis smoothie

9914 Clayton • 432.7000

CLAYTON PLACE SALON

DALE THOMPSON
Owner • Hair Designer

9664 Clayton Rd. Ladue, MO 63124
314 • 692 • 7077

Bender, Weltman, Thomas, Perry & Co., P.C.
certified public accountants

William J. Perry, C.P.A., C.V.A.
Partner

1067 North Mason Rd., Suite 7 (314) 576-1350 Ext. 3060
St. Louis, Missouri 63141-6341 Toll Free (877) 253-5084
bperry@bwtcpa.com Fax (314) 576-9650

Super Bowl ad challenge showcases students' talent, creativity

Rachel Harris
Co-Editor in Chief

In the world of advertising, it is getting harder and harder to grab people's attention as audiences diversify. With new media sources such as MySpace and YouTube, the competition between traditional broadcasters has gotten more heated than ever.

Instead of competing with each other, companies are turning to the people for fresh ideas for what has become known as "consumer-generated advertising". Chevrolet created the Chevy Super Bowl College Ad Challenge where college students from all over the country could submit their ideas. Hundreds of entries pored in from colleges and universities all over the country and were reviewed by a team from Chevy.

"We received submissions from across the country and greatly appreciate the thoughtful and unique ideas students shared with us," General Manager of Chevrolet Ed Peper said in an interview with General Motors. "The finalists' submissions represent the ideas that were most creative and captured the vitality of the Chevy brand."

A group of Washington University students was one of five teams to make it to the finals of the challenge. The team consisted of seniors Hubert Cheung, Shlomo Goltz, and Nathan Heigert.

"It's definitely a new trend emerging, with other companies doing similar consumer-generated commercials in this super bowl," Heigert said. "I think it's a smart way to get fresh, cheap ideas from hundreds of different people in the same demographic that you're trying to reach, and while some ideas are simply terrible, there are plenty more that are good enough to be professional."

Heigert is currently studying illustration and visual communications at Wash U. Cheung first brought up the idea of entering to the team's attention. Cheung saw it as an opportunity to use his marketing background and wanted Goltz's and Heigert's artistic talent to create an ad concept and design storyboards.

"We kept adding team members to specialize in the different aspects of designing a commercial," Heigert said. "[Cheung] had marketing knowledge, [Goltz] had design skills and creative ideas, and I have illustration talent and creative ideas."

The team's finalized concept started with a Chevy driving down a highway in a deserted area. The highway begins to expand and ripple and become an ocean of cement and pavement. The Chevy rides over wave crests like a surfer, and then disappears under a giant wave before reemerging and skidding to a stop, leaving a ripple in the pavement.

While their final idea stood out enough to get them to the final five, the team entertained several other ideas before finalizing their entry.

"We got to our finalized idea pretty quickly, but we entertained some really stupid ideas before that point," Heigert said. "Since the tagline for Chevy is 'An American Revolution,' one involved the actual American Revolution."

The four other final teams came from Elon University, the Savannah College of Art and Design, San Jose State University, and the University of Wisconsin-Milwaukee.

"By the time they called us to give us the news [that we were finalists], it was only about a week after submission, but we had already forgotten about the competition," Heigert said. "We figured the odds were too far off to expect anything. When I did get the call, I thought they were trying to get me to buy a car."

Finalists were flown to Chevy headquarters in Detroit and spent several days crafting and putting final touches on their entry before making a more formal presentation to executives from GM and its ad agency, Campbell-Ewald.

Associate Professor of Visual Communications at Wash U, Frank Oros served as advisor to the team, accompanying them on their fast-paced journey through the world of advertising.

"This [was] a huge honor for the students," Oros said. "I love teaching and spending time with the students, so it was a treat for

me accompanying them on the trip to Detroit for the final refinement sessions and presentations. They are intelligent, energetic, creative, funny guys and a pleasure to 'hang out' and work with."

For the next few days, the teams spent every waking hour honing their idea to make it perfect for the final presentation.

"We got very little sleep staying up late at their advertising agency, but the fast-speed of the weekend was what made it so visceral and exciting," Heigert said.

While the process was less stressful for Oros, he thinks that it was quite stressful for all involved, especially under the scrutiny of CBS cameras every waking hour.

"I'd experienced similar trials during my 30 years in the advertising business," Oros said. "That industry is always challenging and pressure-filled. People like us enter it partly for the constant adrenalin rush, I think. Besides, I and many others, including the students, work best under pressure. The students' grace under pressure was awesome. Through constant briefings, public relations events, automobile test drives, grueling all-night brainstorming and creative production sessions, and an anxious final presentation at GM headquarters, they performed like experienced, battle-tested professionals."

The exhausting weekend produced extreme emotions on both ends of the spectrum, causing creative minds to collide on occasion.

"We butted heads a few times, especially after we were told to adjust our idea before our final presentation," Heigert said. "However, we all found our niche and we were very professional in our conduct."

After several days of intense work, the winner was finally announced by the executives at GM. All the teams stood in the conference room anxiously awaiting the verdict.

"I was worried I was going to [get sick] on national television," Heigert said.

University of Wisconsin at Milwaukee Freshman Katie Crabb won the Chevy Super Bowl College Ad Challenge. Crabb, an English



Photo courtesy of Shlomo Goltz

Washington University students and finalists in the Chevy Super Bowl College Ad Challenge Nathan Heigert, Shlomo Goltz and Hubert Cheung.

Education and Theater major with no experience in advertising, was the only one-person team chosen as a finalist.

"I was thinking, 'Oh gosh! I hope my knees don't give out if they say my name!'" Crabb said. "Then afterwards, I was like, 'What? Seriously? Oh my gosh.' I was also praying that the teams I had been there with didn't hate me now."

The other teams felt quite the opposite for Crabb.

"We all loved [Crabb] and cheered her on," Oros said. "As several said, it was a Cinderella story. I think she was everyone's 'little sister.' We were extremely proud of her. Like my team members said, 'If you're going to lose, it might as well be to her.'"

Heigert, while disappointed by the outcome, was able to concede that his team was beaten by a more marketable, simpler idea. If anything, the experience allowed Heigert to realize that he is more than ready to work in the professional field.

"They took away great memories, new relationships and a new understanding and appreciation of the creative process necessary to produce award-winning advertising," Oros said. "I hope and believe they took away a spirit of collaboration and a commitment to do the best work possible, regardless of

the challenges. I took away a great feeling of pride in my students and our program."

A series of eight webisodes documenting the finalists' weekend of work in Detroit was posted on <http://www.CBS.com/chevy>.

While winning the challenge was a great accomplishment in itself, Crabb still had the tremendous task to help produce her commercial. Crabb participated in choosing the actors in the commercial and was flown to New York City later in the year to participate in the filming.

"Being on set was fabulous and so intriguing!" Crabb said. "Bryan Buckley, the director who worked with me, was very willing and excited to show me the world behind the camera. I really gained even more of an appreciation for the well-oiled machine that is a set."

The ad aired during Super Bowl XLI on Feb. 4 to millions of viewers. Crabb's idea began with a few women stopped at a red light in the new HHR Chevy truck. A man seeing a smudge on the shiny truck stops and uses his coat to clean it off. The women hand him a dollar in hopes that he will go away. Instead, he rips his shirt off, and continues to clean the truck, attracting a horde of other men, including a bus full of tourists, to do the same as in a classic car wash scene. The

commercial ended with Crabb's own tag line. "They can't keep their hands off it."

"It was so exciting to know that little ole' me made a commercial that 93 million people watched," Crabb said. "It was crazy!"

Freshman Jennifer Golden caught the commercial when she was watching the Super Bowl.

"I thought that it was one of the funnier [commercials]," Golden said. "I [was] surprised that a college student came up with that and not a professional. Maybe all of the commercials should have been made by college students. Then there would have been some funnier ones." Senior John Buse watched the Super Bowl as well, and while the outcome of the game itself might not have been to his liking, he enjoyed watching the commercials between plays.

"I loved the Chevy truck commercial, especially the old guy with the large pectorals," Buse said. "I think because it was the work of someone outside of the hard core marketing corporate regime, it was more fresh and less contrived than most of the commercials. It wasn't killed by a bunch of caffeinated guys in suits who started planning the commercial back in June."

Buse enjoyed the commercials and thought that they were a vast improvement over last year's. ☺

Burroughs alum quits school, starts new cell phone program

Michael Root
Staff Reporter

It's not every day someone is able to drop out of arguably one of the top schools and become a CEO of a company they founded with a few friends one summer. This 'dream', however, is a reality to Clayton's Sam Altman, who dropped out of Stanford in 2005 to create the company Loopt with three of his friends.

"We started working on this during a summer, and by the end of it we were like, this is pretty cool," Altman said. "School will always be there; let's work on it a little more, which led to a little more and a little more."

Altman, a John Burroughs alum, grew up living in Clayton and has two brothers, senior Jack Altman at CHS, and freshman Max Altman (CHS class of '06) at Duke.

At Stanford, Altman was a computer science major, and in the summer of 2005 was able to get funding to build a trial product from an investment company called Y Combinator. The big break came out of the Stanford University business plan competition, also known as the Business Association of Stanford Entrepreneurial Students (BASES), where Altman and his business partners were able to win the undergraduate competition. Eventually, they were able to raise \$5 million in funding from New Enterprise Associates and Sequoia Capital, which allowed the company to leave the ground.

Loopt, the company's first and currently primary product, is a location-based personal service that is a downloadable program and should be available for most cell phone carriers by the middle of this year. Right now only Boost Mobile, calling the program Boost Loopt, carries the program already downloaded on the phones, and ran T.V. commercials and advertisements for the company. Currently their six-month contract has been underway for a number of months and they are receiving positive feedback.

"Loopt is designed to improve anything remotely social with friends, restaurants, shops, and a lot more," Altman said.

The company Loopt is based in Palo Alto, Calif. and was designed to change the way you communicate with your friends. Loopt uses GPS (global positioning system) that allows you to view where your friends are around town and allows you to communicate through messages and automatic updates directly to your cell

phone.

According to Altman, Loopt was the most successful launch of a service software in the United States. In the near future, Loopt is looking forward to expanding their market to other countries outside the United States and introducing new products.

The workday, however, proves to be equally if not more taxing than school, which so many students complain of now.

"I actually start work pretty late, around 10, and the day is pretty much non-stop until around 7, and then the phone stops ringing and I can actually get work done," Altman said. "At some point I go home."

Altman also said that running a company requires a willingness to not sleep for the first couple of months and being able to hire the right people.

However busy Altman's life has become, the most important thing is that he found what he truly enjoys doing with his life.

"[My life] has gotten much busier, but in a good way," Altman said. "I really like what I'm working on and the people I work with."

In addition, his new line of work and profound success has opened his life up to meeting many new and interesting people, but overall, Altman said that his lifestyle has not changed all that much.

As advice for other young people who may want to pursue a career with computers and technology and establishing your own company, Altman said that learning the basics of programming is universally acknowledged as the first process that will allow you to achieve that goal.

"Everyone from Yahoo! to Google and many others started by learning to program, which also allows you to evaluate and fix problems easily," Altman said.

Today, as the technological world continues to expand and evolve, Altman believes that cell phones are and will become closer to a computer while still maintaining their extremely small shape and convenience.

"The cell phone, however, will still have the same three core elements that have made it successful in the past," Altman said. "These are voice, SMS, and e-mail, all to allow for communication."

Altman serves as a prime example of how following a dream and developing the basic skills needed for a strong foundation can one advance dramatically in life and truly do something special, regardless of age. ☺



Staff Photo

PROM 2006

It's Your Choice

- The Latest Tuxedos
- Hot Vest Styles & Colors
- Long, Bow, Stripe or No Tie

savvi

FORMALWEAR

\$25 OFF

YOUR PROM TUX

<p>St. Louis Galleria 314.727.0088</p> <p>West County Center 314.821.0070</p> <p>South County Center 314.894.2991</p> <p>Crestwood Plaza 314.968.8388</p> <p>Northwest Plaza 314.291.1777</p>	<p>Jamestown Mall 314.355.4440</p> <p>Loop Store 6185 Delmar Blvd. 314.725.2150</p> <p>Mid-Rivers Mall 636.970.2281</p> <p>Central Plaza, Ballwin 15325 Manchester Rd. 636.207.0009</p> <p>Chesterfield Mall 636.532.1800</p>	<p>St. Clair Square 618.632.8415</p> <p>Alton Square Mall 618.465.1110</p> <p>White Oaks Mall 217.787.8150</p> <p>Columbia Mall 573.445.6602</p> <p>www.savviprom.com email: savvi@birch.net</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Survey reveals teachers' hobbies beyond the classroom

Sam Blumenfeld
Staff Reporter

What do teachers do in their free time? Do they just stay in their rooms grading all day? I used to have a sense that teachers existed only in school and disappeared until I returned the next day. I never saw them out at the grocery store, the movies or jogging. This illusion was shattered a couple years ago when I saw a fifth grade teacher at "The Matrix Reloaded."

Even among the few teachers and staff members who responded to a globe survey about this topic, it was clear CHS teachers and staff partake in a variety of activities.

English teacher John Ryan said his favorite pastimes involve the arts.

"I'm an avid writer," Ryan said. "I've published numerous poems, a couple of stories, and I've written two novellas (unpublished) as well. Along with that, I've done a lot of poetry readings around town."

Ryan has also played the guitar for the past 20 years.

"I used to play in bands in high school and college," Ryan said. "After a long period without a formal grouping, even though I jammed with a lot of different people, I'm now back in a band. For the last year, my brother-in-law, a good college friend and I have been working on songs. We just recorded seven songs about a month ago and are about to do the final engineering. At some point we hope to start playing out, but I'm not sure how close we are to that."

In addition to spending time with her two young daughters, English teacher Deanna Tennill spends her "free time" riding horses, something she said is more of a passion, part of who she is, than a mere hobby.

HOBBY SURVEY

occupation:
high school teacher

hobbies / interests:

- writing novellas
- publishing poems
- musical instruments (all that apply:)
- guitar
- trumpet
- piano
- horse riding
- photography
- camping
- fishing
- athletics (all that apply:)
- bicycling
- golf
- soccer
- baseball
- swimming
- bowling
- coaching sports teams
- competing in:
- chili cook-offs

"I have an 11-year-old Arabian gelding that I bought eight years ago, when he was unbroken and awkward looking," Tennill said. "Since then, my husband and I together have worked with a trainer to bring the horse to a point at which he now competes at horse shows and gives 'pony rides' to our daughters. Currently, my horse and I are training for a three-day show in March."

Stephanie Manny, secretary for the Performing/Fine Arts, makes her own jewelry designs websites and is interested in motor sports, while Student Activities Director



Deanna Tennill

English teacher Deanna Tennill spends part of her time outside of the school riding horses. She owns an 11-year-old Arabian gelding, and she works with a horse trainer so that she and her husband can compete at horse shows. She is now training for a show to take place in March.

Eric Hamylak loves photography as a hobby.

"I'm planning to assist my father doing wedding and portrait photography this summer," Hamylak said.

Band teacher Kim Shelley has a competitive edge. She likes bicycling, fishing and beating fellow band teacher Charlie Blackmore at golf.

Several other teachers participate in various athletic activities. Hamylak plays indoor soccer three nights a week and history teacher Dave Aiello plays soccer and baseball although he doesn't get to play

as often as he would like.

"In my free time, I play soccer in two competitive indoor men's leagues (year round)," math teacher Kurt Kleinberg said. "I also seasonally play volleyball."

Some teachers extend their sports involvement by working with their kids.

Both Aiello and science teacher Mike Howe coach their children's sports teams.

In addition to coaching his son's competitive baseball team, Howe said he enjoys playing the trumpet and the piano and doing home renovations/remodeling."

Several of the teachers who responded talked about the time they spend with their families. History teacher Josh Meyers said that when he's not grading papers and doing schoolwork, he enjoys reading, watching movies and playing with his three-year-old daughter.

"I also like camping when I can and swimming," Meyers said.

In addition to playing with his family, science teacher Brad Krone likes to collect baseball cards and Brady Bunch cards. He then sells them on eBay.

In addition to the time teachers spend doing their own thing, they

sometimes spend their free time in social interaction with their peers.

An annual tradition for Clayton Faculty is teachers bowling. The "Hyper-Bowl-ic" Tournament occurred on Jan. 19.

Some of the faculty created funny team names, such as "Older, But Weiser" (the winner), "The Retireds," (second place) and "David and His Bowling Bags" (third place). The highest score was Cherie Hugo with a 215. The lowest score was 58 (anonymous).

That same day, teacher had a chili cook-off sponsored by the music department. It took place in the auditorium during lunch and art teacher Cate Dolan's chili took top honors.

Kleinberg attended both events. "I like meeting new people and hanging with teacher friends outside of school," Kleinberg said. "Plus it helps build community."

Aiello also thinks these social events between teachers are important.

"I firmly believe the adults in this building work so hard, and because of this, we don't have enough time to really talk and socialize with each other," Aiello said. "It is impossible to know everyone, and that makes it difficult to have conversations about the challenging things about working with adolescents. It becomes easier to work together and trust each other if we know and feel comfortable with each other."

Surveys indicated that teachers might actually have lives outside the school building. Except for science teacher Jennifer Adams.

"Teachers are not real people," Adams said. "As soon as the students leave the building, they disappear, then they reappear again when the students return the next day."

Just as I suspected. ☹



MCT Campus

Hybrid vehicles such as the Honda Civic Hybrid pictured above offer superior gas mileage along with nifty extra features.

CHS students save gas, save the Earth by driving hybrids

Yipeng Huang
Section Editor

With the prices of gasoline becoming ever more uncertain, a few drivers at CHS have looked to hybrid vehicles in hopes of getting more out of every dollar spent on gas.

"My family was influenced to buy a Civic Hybrid by both the environmental benefits and the excellent mileage," Senior Paul Lehmann said. "Also, the engine is really quiet."

Hybrid technology was initially pioneered by Toyota. However, after the market success of Toyota's Prius Hybrid sedan, many other car companies now also offer hybrid versions of their cars.

The better gas mileage on a hybrid typically results in savings on gas money with every trip to the pump.

"What amazes me about the Prius is that it only has a 8.5 gallon tank, yet it can travel about the same distance, if not more than an average car," junior Clair Wong, driver of a Toyota Prius, said. "Filling a tank costs less than \$20."

New hybrids typically have features unavailable on their regular counterparts.

"The dashboard is non-existent," Wong said. "There's a digital read of your gas gauge, odometer, and speedometer straight in your line of sight. Other features such as the climate control, stereo system, and Bluetooth all have controls located on the steering wheel."

Engineering teacher Gregory Kramer pointed out that it takes time to get used to driving hybrids. Kramer bought a new Prius in October last year.

New hybrid vehicles have unique transmission systems that lack distinct "steps" between gears. Furthermore, hybrid cars recapture the energy lost in braking by running the motors as a generator. All this may seem strange to drivers and passengers of hybrid cars.

"The most unique thing about the car is that the engine would shut off when I am stopped at a traffic light," senior Lizzie Boulton, driver of a Honda Civic Hybrid, said. "It's really funny to be driving with someone when they suddenly realize that my car is no longer on—they usually freak out."

In order to get the best mileage possible, drivers of hybrids cannot drive as aggressively as with a regular car.

According to Kramer, however, it's all well worth the effort getting used to the new technology.

"It's nice helping the environment," Kramer said. "It feels good to see the car computer say the car's getting 99.9 mpg at a stoplight." ☺

Online lexicon defines English for the masses

Jim An
Section Editor

You'd never find "ladyprimer," "dap," or "moombuku" in the Oxford English Dictionary, but all of these terms are found on urbandictionary.com.

Founded in 2001 by Aaron Peckham, urbandictionary.com has exploded to become one of the most-visited sites on the Internet, and according to their slogan, helps "Define your world."

Many students at CHS have indeed visited urbandictionary.com to find out the definitions to the slang they find in their world.

"Sometimes people call me words that I know are naughty but I'm just not sure what they mean," senior Jack Altman said. "That's where urbandictionary comes into play."

However, knowledge can be a double-edged sword.

"Let's just say that when someone threatened to donkey punch my mom, it became quite serious indeed when I looked that up on [urbandictionary.com]," Altman said.

Unlike a regular dictionary, urbandictionary.com is constantly updated and includes many slang and

other 'urban' language terms.

"I use it mostly as a resource for decoding rap lyrics," senior Bob McGibbon said. "[However,] I don't put that much trust in it, it's kind of a resource of last resort."

“One time in class, someone was calling people [names]...my teacher looked [something] up on urbandictionary.com, and it made for a really amusing day.”

Michal Hyrc
Junior

However, the site is sometimes the only option available.

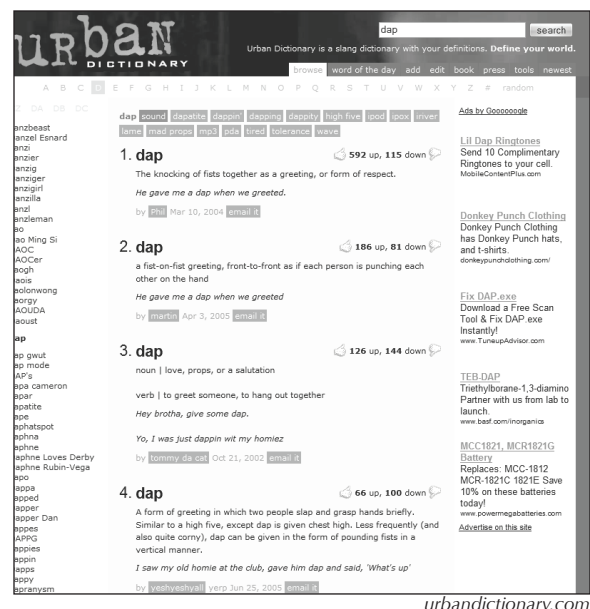
"You just will never find [certain terms] in a regular dictionary," Altman said.

Urbandictionary.com also provides fun and amusements for students in class as well.

According to McGibbon, traditional, static dictionaries are simply not equipped to handle the dynamism of English allowed by the new forms of communication, such as the Internet.

"English is changing too rapidly for conventional published dictionaries to keep up so I need to use a communal and evolving dictionary," McGibbon said. "Sometimes I do ask other kids and they don't know either."

"One time in class, someone was calling people 'mugs' and my teacher looked that up on urbandictionary.com and it made for a really amusing day and was one of the highlights of my Honors Freshman Physics course," junior Michal Hyrc said.



Urbandictionary.com helps define the slang found in everyday life. It can be a useful tool in decoding rap lyrics or figuring out what an insult means.

True to its slogan, urbandictionary.com allows any user to submit his own definition, which appears on the site pending approval of a site censor. Users can then "rate" the accuracy of the definitions.

"Yeah I did [submit a definition] once actually," Altman said. "It got more thumbs up than thumbs down, so I was proud."

Despite McGibbon's cynicism at time toward the online lexicon, he admits, "It's been a useful tool." ☺

GNN takes cue; seeks new content, focus

Yipeng Huang
Section Editor

The Greyhound News Network, CHS's broadcast news station, is ready to roll again. Hardware issues that prevented the weekly news from airing on time have been resolved.

This year, broadcast news teacher Christine Strahan has a new approach to the content that GNN provides to the school. However, GNN is still lacking in some resources that would allow it to deliver news even more professionally.

"GNN is unlike other media sources at CHS," Strahan said. "The weekly GNN production is the easy way for the kids to get news, since all the kids are required to watch it. And because of this, we have a special responsibility to provide quality content."

Strahan pointed out that the news shows have at times crossed the line in terms of attempting to be entertaining while reporting news, mentioning one show that interviewed students for their favorite bathrooms on campus as an example.

"A lot of kids come into the class wanting to do funny things—in a kind of a Comedy Central class," Strahan said. "They feel a lot of pressure to entertain. However, we can't do that. It's a broadcast news class, and there's a balance between newsworthiness and entertainment that we need to strike."

Students on staff agreed. "I the audience really anticipates seeing what wacky story is going to come on," junior Steven Glynias, who works on the GNN staff, said. "For me, giving students something they want to watch is an important concern.

However, I think that making a show that incorporates stories that are newsworthy is extremely important." New policies at GNN reflect this concern.

"We've cracked down on the goofing off this year," senior Jack Altman, who is also on the staff, said. "The stories need to be newsworthy, and we need to work on getting good camera shots. We've also banned including bloopers in the show."

Strahan pointed out that the nature of the class makes striking this balance particularly hard.

"We have what we call a 'captive audience,'" Strahan said. "The students do not really have a choice whether to watch the show or not. If there is to be any degree of lightheartedness and comedy, it should come naturally from the subject matter we're reporting on, not as a purpose of the story."

Hardware issues that have prevented the weekly show from being aired on time have been resolved.

"In the past, we would play the show from one of our computers directly into the cable to the school," Glynias said. "But this created many problems—the show sometimes wouldn't air at all."

Strahan further described the issue. "The program we use, Final Cut Pro, can broadcast directly from the computer into the network," Stra-

han said. "Sometimes, however, the computer freezes right when the show was about to be aired. Getting the show to air on time became a real problem toward the end of last year."

“If there is to be any degree of lightheartedness and comedy, it should come naturally from the subject matter..., not as a purpose of the story.”

Christine Strahan
Broadcast News Teacher

the school, but the class is forced to work in the Cottage, one of the buildings with the poorest networking and wiring on campus. ☹

Clayton family provides loving home for foster children

Leah Eby
Staff Reporter

As Clayton residents, home is one aspect of life we may not always appreciate. However, for the Lawrence family, home has taken on a whole new meaning.

Five years ago, after moving into a spacious house in Maplewood, the Lawrences allied with Missouri Alliance for Children, a branch of Missouri Baptist Children's Home, and Our Little Haven to provide a safe home for foster children.

"Foster care is needed to help kids heal and bring stability to kids to help them prepare for adoption," said Terri Lawrence, a foster parent and math teacher at Wydown Middle School. "It helps them trust and learn to function in a healthy family."

In the first stages of foster care, defined in the Code of Federal Regulations as "Twenty-four hour substitute care for children outside their own homes, children are placed in a thirty day crisis care center where a case worker, doctor, psychologist, psychiatrist and other necessary officials are assigned to work with the child. According to Lawrence, the hope is that the child will begin to "cope with and recover from the stress of separation, neglect, or abuse they may have suffered."

Lawrence's daughter, senior Stacey Lawrence, achieves a sense of pride and fulfillment in knowing that she has given a home and a family to a child that previously had neither.

"At the end of the day, we are blessed by these kids, sometimes more blessed than they are by us," she said. "It's a humbling experience and isn't always easy."

With this blessing comes change, however, and the Lawrence family has had to make necessary adjust-



Left: Senior Stacey Lawrence and her foster sister embrace at one of Lawrence's basketball games, a family affair. Right: Foster parent Terri Lawrence takes a snooze next to her foster child.



photos courtesy of the Lawrence family

ments in every aspect of their lives in order to make way for the children.

"We can't go to certain places, such as nice restaurants, because of the inappropriate behavior and volume," said Stacey Lawrence. "Mornings are more hectic and it's harder to get quality time with my parents, but for the most part, it's been a beneficial experience for us all. [The kids] test our patience daily."

Terri Lawrence says she especially has had to make great sacrifices for her daughter. "[Stacey] has to learn to do without material things," she said. "Her space is less private, she has to share us as parents, the car is crowded, the kids bug her friends

just like little brothers and sisters do, her stuff gets broken, she has to read lots of bedtime stories, and she is forced to listen to Disney radio."

Despite the long list of displeasing attributes, the Lawrences always seem to fall in love with their temporary family. One such child, John, was in seventh grade when he entered their home. After ten months, John was adopted by a family in the Ritenour School District, not too far from Clayton.

The Lawrence family speaks to John every other week by phone and spends time with him on holidays and his birthday. On the occasion that the Clayton and Ritenour varsity girls' basketball or volleyball teams face off, John can be seen in the stands, watching his former

sister play. In another effort to keep in touch, John periodically plays on the Lawrence's bowling team.

Although the successful relationship that John and the Lawrence family have developed, not all foster stories have such happy endings. In the case of Taijohn and Tionna, 11 months old when living at the Lawrence residence, contact with their adoptive family in Indiana has ceased.

"It's heartbreaking," said Terri Lawrence. "We loved them and were very close to Taijohn. We taught him to talk, walk, eat with a spoon, sing and dance."

Stacey Lawrence, who was extremely close to Taijohn, feels the same melancholy as her mother. "I got really attached to Tai-

john," she said. "I cried for months after he left. The hardest part was knowing I'd never see him again and he'd never remember me."

Yet another aspect of releasing a child is their next home. According to the Child Welfare website, of the children who exited foster care in 2003, 55 percent were reunited with their families. Though this is a potentially positive step in the life of the child, foster parents are still ambivalent regarding the stability of the home to which a child will return.

"I'm always skeptical if the parents have really changed their routines," said Stacey Lawrence.

However, according to Terri Lawrence, foster parents do influence the reintegration process.

"The judges really listen to our advice about placement and when we feel kids are ready to go home," she said.

Overall, both Lawrence and her daughter believe the foster care experience has been and will continue to be a beneficial experience for all. The Lawrence family has learned how to be caring, patience, teaching, sharing, thoughtful, giving, the list goes on.

"It's opened my eyes to see how lucky I am and makes me really appreciate the good parenting I've had," said Stacey Lawrence. "It makes you examine yourself and the life you are living. It has been a maturing experience for me and my family." ☺

Coming to CHS as junior poses problems

Nava Kantor
Section Editor

Let's face it: Junior year is absolutely insane. With the author project, standardized tests, AP classes, growing commitments to extracurricular activities, and the impending college application process, many juniors seem ready to collapse.

Now, imagine all that pressure growing exponentially, because you've just moved to a new city and new school in the middle of the year.

That is exactly what junior Hannah Doty is experiencing this semester. Doty moved to Clayton from Evanston, Illinois, a suburb of Chicago in January.

"I had only been here once before I moved," Doty said. "I didn't really get a chance to see much of the city during that visit, so I didn't really know what to expect."

In Evanston, Doty attended Evanston Township High School, which is different than CHS in many ways, not least of which is size.

"My old school was a lot bigger," Doty said. "There were about 800 kids in my grade alone. I think ETHS was more diverse, also."

Since she started attending CHS after her move, Doty has noticed a particular academic pressure in Clayton that she didn't feel so strongly in Evanston.

"It seems like people are so crazy about their grades here," Doty said. "At my old school, it wasn't the norm for everyone to be taking so many AP classes. It can be intimidating to be around such a competitive environment."

Doty had a few difficulties with choosing classes when she transferred to CHS for the second semester.

"Junior year is a really rough time to move," Doty said. "My classes at ETHS didn't really match up with the ones offered here at CHS."

Given the choice to either wait until the end of junior year to move or to move in January at the start of the new semester, Doty chose the latter.



Junior Hannah Doty

"It was my choice to come now instead of moving just for my senior year," Doty said. "This way, I'll have a connection to people here and to the school by the start of my senior year, which will be better for me."

The adjustment of moving from the area of a big city like Chicago to a small city like St. Louis has been easy for Doty.

"I liked living close to Chicago," Doty said. "But I lived in a suburb, so living in Clayton is pretty equivalent in that sense."

One difficult aspect of Doty's move to St. Louis is the current separation of her sister from her family.

"My older sister is 21," Doty said. "She's staying in Chicago, and that's hard because we're not all together anymore, which has never happened."

To help get acclimated to CHS and to have a fun extracurricular opportunity, Doty joined the Poms team.

"I did Poms back home, so I decided to try out when I moved here as well," Doty said. "It's not as big of a deal here but it was a good experience, and I'm glad I did it. I'll probably try out for the next play, or maybe I'll play soccer this season. Both of those activities are opportunities to really bond with new people."

Despite Doty's successes, moving was still a trying experience.

"During the process, I mostly worried about what I was missing out on at home," Doty said. "I didn't really think about what would happen when I got here. Moving wasn't as easy as I expected it to be. By this time, everyone already has their set groups, so that makes it harder."

Despite the challenges of acclimatizing to a new house, city, school and community, Doty is positive about her future time in St. Louis and at CHS.

"I didn't have any expectations when I moved here," Doty said. "I've never moved before, and it's a totally different experience than anything else. I hope that after I've been here longer that I'll be glad I've moved." ☺

Students look forward to pursuing dreams at state university's summer arts academy

Sarah Horn
Staff Reporter

This upcoming summer many students from CHS will abandon the normal perception of how teenagers spend their summers. Instead of lazing around or spending the entire day at the pool, some students plan on attending the prestigious Missouri Fine Arts Academy (MFAA), a summer program that offers the chance for Missouri's most talented art students to undergo intensive training to become future arts leaders.

Three CHS students have been accepted to MFAA: sophomore Susie Wirthlin for acting, junior Vanessa Moore for ballet and Junior Jacob Blumenfeld for music. After being nominated by a teacher or mentor, students worked laboriously to put together videos as auditions, write essays, and put together an impressive application.

"I had to write essays and make an audition tape," Blumenfeld said. "I had to put two pieces together and find a place with good sound quality to record. It was a very painstaking process."

Wirthlin agreed that the process was time-consuming.

"Earlier this year I got a notice saying that I had been nominated to apply to the Missouri Fine Arts Academy, along with many other CHS students," Wirthlin said. "We had to write a letter no more than 100 words saying why we wanted to go and how we could benefit [from the experience]. After turning this in, I was told that I had been accepted to apply, and so I had to write two essays, fill out a packet of information, get a teacher recommendation, and tape myself performing two monologues. I will be attending this summer for three weeks."

However, there is also a lot of effort involved in achieving the talent worthy of an audition.

"I've been dancing ballet since I was five years old," Moore said. "I've mostly trained in Vaganova style ballet. During the last few years, I've started studying Horton modern, lyrical and jazz."

Blumenfeld began playing the French horn six years ago.

"I was intrigued by the difficulty level and the unique sound," Blumenfeld said.

As Wirthlin adds the program is also extremely selective.

"Only one student from each art field (acting, singing, dancing, painting, and band) from each



photo courtesy of Barbara Moore

Junior Vanessa Moore, a classical ballet dancer, hopes to experiment with other types of dance at the Missouri Fine Arts Academy this summer.

school can be accepted," Wirthlin said. "Although more can apply when approved by the school."

The intensive work extends from the first nomination all the way through the three weeks of rigorous training.

"I expect to be dancing ballet, modern, and jazz as well as participating in experiencing drama and music programs," Moore said.

Wirthlin anticipates the same

by myself and with other actors," Wirthlin said. "It will really give me the experience of college, since I plan to pursue acting in a university. Also, it will help me with working in different environments, with people I've never met and teachers I've never seen, which will be the most important aspect of MFAA."

Moore also expressed how MFAA will help her learn outside of the box.

"I hope to return with a new understanding of my strengths, talents, and abilities," Moore said. "I've been dancing classical ballet for my whole life and now I'm ready to try other genres of dance. I also hope to have lot of fun and meet lots of interesting people. I think it is good to leave the little group that I'm comfortable with to expand my life experiences."

Blumenfeld said he will cherish the opportunity to focus just on his music.

"I'm looking forward to being able to spend more time with my instrument and to the honor of representing my school with my friends," Blumenfeld said.

Students who might be interested in applying next year should work on their talent and probably find someone they trust to help put together an audition tape.

"Do anything you can to be involved in your desired field," Wirthlin said. "I wouldn't have even been considered if I hadn't stuck out theater my freshman year, when I was cast as a tree. What really got me a chance, though, was my participation in the Shakespeare Conservatory's summer program. That was a great learning experience, and it really helped my show Ms. Ryan what I could do."

Students should also get in touch with a teacher or mentor that specializes in their talent for further suggestions and advice.

All in all, MFAA gives students the opportunity to pursue a less-traveled road and follow their dreams. MFAA gives students the unique support that is needed to challenge, encourage, and empower Missouri's talented arts students.

"It hasn't always been easy for me, I've been in some situations where I was not supported or given very many opportunities to grow as a dancer," Moore said. "That's why it's really important to never give up and never let anyone take your dream from you. If you truly want to do something, don't let anyone stop you from pursuing your dream. Just go for it." ☺

“I hope to return with a new understanding of my strengths, talents, and abilities...”

Vanessa Moore
Junior

souri. "I think it will expand my knowledge of how to perform, both

'The Leopard' brings classic feel to screen

Rebecca Katz
Senior Managing Editor

Hard-fought battles, ballroom dances, sweeping vistas . . . amid the conquests of a revolution, a Sicilian nobleman is forced to come to terms with the decay of the aristocracy and his place within the new social order.

"The Leopard," a 1963 movie directed by Luchino Visconti and based on the novel by Giuseppe Tomasi di Lampedusa, is set during the mid-19th century during the unification of Italy by Garibaldi and his Red Shirts. The story centers on Don Fabrizio, head of an aristocratic family, whose whole life has been defined by his station.

"The film is remarkable for its very human portrayal of a man in an impossible situation."

We find the family at its summer estate in the small town of Donnafugata. Fabrizio is joined by his nephew, Tancredi, a handsome, charming, broke young man who proves himself to be devoid of principles - he is a political opportunist and inconstant in love. Representative of the younger generation, Tancredi embodies the truth that the old social and political system is gone, as well as the belief that it is not necessarily passing into better hands.

In contrast, Don Fabrizio is emblematic of the past. Though surrounded by pristine natural beauty and lavish opulence, his world is

decaying. Once looked up to without question, he now has trouble traveling the countryside, and he is forced to supervise an election. His power is slipping. All that now remains to Fabrizio is his wealth.

Tancredi and his lover Angelica run through a vast, moldering palace, overtly symbolic of the crumbling remains of the family and the old nobility. Like the palace, the family still retains vestiges of past glory, but its greatest days are gone.

The film is remarkable for its very human portrayal of a man in an impossible situation.

Though it regrettably does not show the hardships endured by the lower classes under the heels of the nobility - which would have provided a more balanced view of the situation - the position of Fabrizio is difficult enough to evoke sympathy, which is enhanced by the complexity of the character himself.

The simple aesthetic quality of the movie is also remarkable. It is studded with breath-taking views of the Sicilian countryside and

beautiful sets and costumes.

The acting, too, is very well done.

American Burt Lancaster stars as Fabrizio, and is accompanied by French and Italian actors.

If the film has any major flaws, they are in the pacing. Scenes seem never to end; the final ballroom scene alone lasts 45 minutes, and with very little action.

While this allows the beauty of the sets and the surrounding countryside to be set off, and perhaps even helps to emphasize the feeling of lethargic decay which is the movie's theme, at times it makes for rather dull viewing.

The three-hour total running length is somewhat excessive, and makes it easier to watch the film in two sittings, rather than one.

However, as a whole "The Leopard" is well worth the time investment.

It gives a snapshot of a place and a time which are usually ignored, at least in contemporary America, and it draws an intimate portrait of a complicated man. ☺



MCT Campus

"Saved" star Mandy Moore at the movie's premiere several years ago.

'Saved' delivers laughs

Meredith Redick
Staff Reporter

Imagine a world in which people pray to get cancer, sexual education is considered ridiculous, and visions from Jesus are everyday events. In Brian Dannelly's "Saved", students face these realities. Mary (Jena Malone) and Hillary Faye (Mandy Moore) are among the many devoted students at American Eagle Christian High School.

When Mary's boyfriend, Dean (Chad Faust) confesses that he is gay, Mary attempts to save her boyfriend from his homosexuality by giving him her virginity, with the belief that Jesus will "restore her spiritual virginity." Unfortunately, her attempts are ineffective: Dean is sent away to a rehabilitation center, and Mary discovers she is pregnant with Dean's baby.

Hillary Faye decides that it is her moral duty to save her friend: "We need to show her just how cool Christians can be." Mary, however, is not interested in being saved. Ostracized from school and questioning her beliefs, she has an epiphany on prom night:

"So everything that doesn't fit into some stupid idea of what you think God wants, you just try to hide or fix or get rid of? ... Why would God make us all so differ-

ent if he wanted us all to be the same?"

Yet "Saved" is a comically structured film - the emotions and beliefs of the characters are rich and poignant. "Saved" demonstrates that even unconditional belief cannot protect one from everything and that people cannot be perfect. They can, however, be compassionate, loving individuals.

The beginning of the film shows Malone's character as a child brainwashed by religion, ready even to commit suicide in order to "be with the angels." By the end of the movie, however, Mary has become an independent thinker, ready to abandon the conservative beliefs which limited her ability to be a kind person.

Moore's character, in contrast, is a fanatical Christian with a mission to save the heathens of the world. A morally ambiguous teen willing to stoop low for Jesus, Hillary Faye plays the classic mean teenager in the film.

A devoted Christian, Dean is eventually able to realize that "Jesus still loves me," even though he has announced his homosexuality.

All in all, "Saved" offers a humorous perspective on Christianity but also provides solid morals. "Saved" teaches the ideas of emotional independence, loyalty, kindness, and caring in a light, funny film most will enjoy. ☺

'Knights' engages audiences with comedy

Percy Olsen
Staff Reporter

Comedy is all about timing, so much so, in fact, that some comedians literally count the beats in their head between the set-up and the punch line to evoke the perfect amount of laughter from their audiences.

The problem with most sitcoms is that laugh tracks completely disrupt the timing by causing the actors (most of which are established comedians) to take breaks after every joke. This also kills a show's momentum, too; it becomes erroneous instantaneously.

Thankfully, newer sitcoms have thrown laugh tracks out the window, allowing comedies to move at their own, unique paces.

While "The Office" embraces the silences and turns them into cringe-worthy moments, most shows are using the newfound time to pack in the jokes. Look no further than "The Knights of Prosperity" (Wednesdays at 7:30 on ABC) to find a prime example of the "new sitcom."

"Knights" embraces new sitcom norms in all their beautifully flawed glory. The dialogue bounces zestfully from character to character, and at times, it's a bad thing to laugh, because you may just miss the next gag. Thankfully, we live in the "Tivo Age" of television, and "Knights" can be rewind and viewed repeatedly in the friendly confines of ABC.com.

Since "Knights" is taken with a two-camera set-up, viewers begin to identify with the characters, since they're following them all day long, as opposed to hearing about their exploits later on.

Watching the angry, cab-driving Gourishanker "Gary" Subramaniam (Maz Jobrani), who believes he's being tailed by government agents, turn up the inspirational music on the radio and jam down on the accelerator, only to smash right into a tree, you realize that this show could not have been done justice five years ago.

Most importantly, the story behind "Knights" is its biggest selling point. After watching his aging co-worker die while buffing a urinal, janitor Eugene Gurkin (Donal Logue) decides he needs to start his life

and, more specifically, yearns to open up a bar. After a failed loan attempt, he settles on a much more plausible goal: Robbing Mick Jagger. Each week, Eugene and his group of misfits grow ever closer to reaching the land of malts and money.

Mick Jagger plays himself in a wink-wink fashion, constantly flaunting his ceramic floors and Asian servants. Personally, I can't wait for the day when Eugene & Co. actually make it to the promised land, only because Mick Jagger's reaction is guaranteed to be hilarious.

There are some bad aspects of this show, though, that need to be ironed out if "Knights" ever wants to achieve "hallowed show" status. In the pilot, for instance, all the actors were anticipating the laugh too much, instead of letting the comedy grow organically.

However, the actors began to shine by the second episode. As previously mentioned, Gourishanker is constantly hilarious, with his obtuse moments of heroism and sexual innuendos. My absolute favorite character is Rockefeller Butts (Kevin Michael Richardson). Richardson plays Rockefeller like an oversized teddy bear, too big to be non-threatening, yet too smooth-voiced to be realistically feared.

One issue didn't catch my eye until the fifth episode or so: every character sounds the same. Interestingly, the actors all have different accents, which masks the fault, but I've found that most lines could be said by both the puny Louis Plunk (Josh Grisetti) and the grizzly Eugene.

It's not a major problem, since "Knights" is very much a plot-driven show, and it usually takes a season for writers to nail down characters. The problem is, this show might not last that long, with lagging ratings dragging it to the axe.

I love the show, because it has me rooting for relatable people, for once. These aren't perfect, carbon-copy individuals with morals and families. What you have here are a clan of losers, with their shady pasts and illegitimate children, and you can't help but get sucked into the story of how they're trying to right their capsized lives. ☺

give me guidance that matters
I'll take the initiative
just watch me

Join us for an
Open House

Saturday, March 24, 10 a.m. to 1 p.m.
Schaumburg Campus
1400 N. Roosevelt Boulevard

Saturday, March 31, 10 a.m. to 1 p.m.
Chicago Campus
430 S. Michigan Avenue

- Meet with faculty about our academic programs
- Tour our campus
- Have your transcripts evaluated
- Meet with admission and financial aid staff
- Learn about campus life and student services

Reserve your place today at an Open House:
1-877-APPLY RU
applyRU@roosevelt.edu
www.roosevelt.edu

ROOSEVELT UNIVERSITY
CHICAGO • SCHAUMBURG • ONLINE
www.roosevelt.edu

Music of the Swinging '40s

Almost 60 years after the swing decade's end, the music of that era makes a comeback in ratings on iTunes. The quality of the singers, the music's message and its vintage feel add to the appeal of the music to CHS students and staff.

Maddie Harned
Staff Reporter

The pop and R&B music of the 1940s are unexpected genres to make a resurgence in popularity.

The music industry has changed light years from what it was over sixty years ago.

Records have been replaced by CDs and iPods, and jukeboxes have been replaced by satellite radio.

However, six decades later, the pop and R&B music of the 40s is making a retro comeback.

"The recording industry differed markedly from today," history teacher Mark Bayles said. "Recording studios were scarce and for the most part only the best musicians recorded regularly. Also, a musician's strike led to a virtual absence of instrumental recordings (didn't affect vocalists) during 1941. Much of the industry was controlled by music publishers, the 'houses' that controlled rights to first performances of songs and who had to be paid a fixed royalty for each record sold, for each radio performance."

The 1940s was a decade of patriotism and economic prosperity. WWII was the biggest conflict the world had ever seen.

The trauma of war was followed by the boom time of the late 40s. Women entered the workforce, men entered the service and musicians entered the world of swing.

"The song lyrics were well written and generally very romantic - though innocent, they still hold up today," history teacher Bill Mendehlson said. "You can never go too far wrong with a great love song."

Americans were in search of heroes and found them in such interesting characters as Joe DiMaggio, Clark Gable and Eleanor Roosevelt.

The decade's romantic pursuit of heroes infiltrated the music world as well, and singers such as Frank Sinatra, Ella Fitzgerald, Glenn Miller and Bing Crosby skyrocketed to fame.

"The singers were really good, especially Sinatra," Mendehlson said. "Mainstream popular music in the 1940s was dominated by the big bands, many of which featured vocalists who became stars in their own right," Bayles said. "Of course, country (hillbilly) music, blues and show tunes were popular as well, selling many millions of recordings during the decade."

Though music of the 1940s no longer sells in the millions, its popularity continues through other mediums of communication.

Lately, iTunes added a '40s Pop' essential music package, featuring over 60 of the decade's most popular songs.

There are even fans of the swing decade's music at CHS.

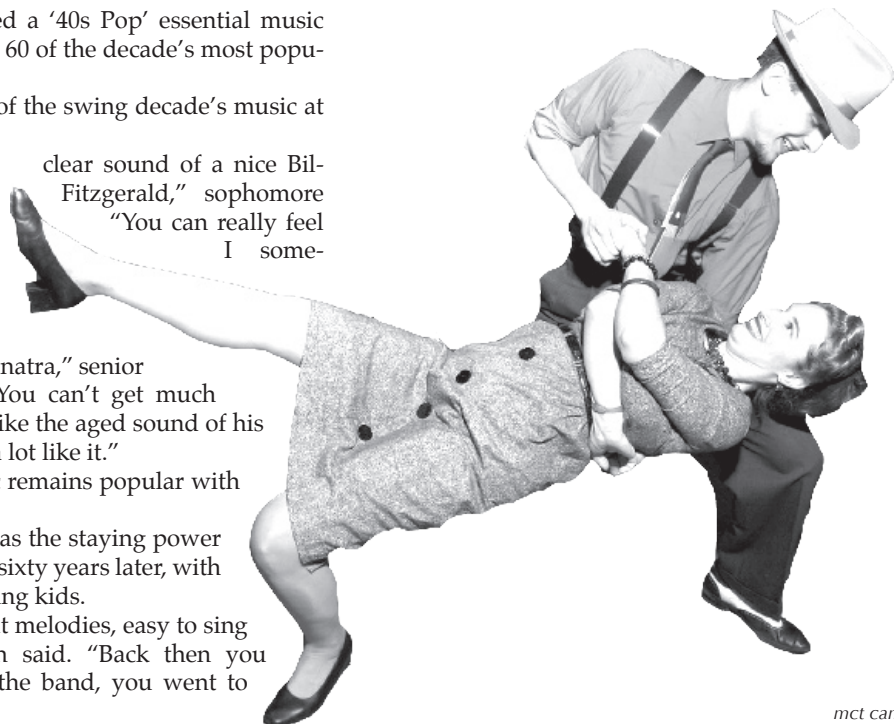
"I love the clear sound of a nice Billie Holiday or Ella Fitzgerald," sophomore Taylor Obata said. "You can really feel the emotion, in fact times cry while listening to I'll Be Seeing You."

"I really like Frank Sinatra," senior Paul Lehmann said. "You can't get much cooler than him. I also like the aged sound of his music. I haven't heard a lot like it."

Overall, 1940s music remains popular with its original generation.

Yet the music also has the staying power to remain popular over sixty years later, with a new generation of swing kids.

"The music had great melodies, easy to sing along to," Mendehlson said. "Back then you didn't just go to hear the band, you went to dance as well."



mct campus

New album "Friendship Opportunity" sparks controversy among Deerhoof fans

Matt Muslin
Staff Reporter

Deerhoof, have remained moderately prolific since 2002 releasing an album per year, each one a different card in the deck (but still the same color).

With the naively titled "Friendship Opportunity," Deerhoof manages to become more accessible without sacrificing ANY of the weirdness that drew earlier fans to the band.

San Francisco's Deerhoof mixes noise, sugary melodies, and an experimental spirit into sweetly challenging and utterly distinctive music. This is the only band that I have ever found that has been able to synthesize toy pianos and speaker-blowing rock without becoming novelty.

Deerhoof was formed in 1994 by Rob Fisk and Greg Saunier. Vocalist/bassist Satomi Matsuzaki joined the group in time for 1996's self-titled double 7".

Fast-forward 10 years later, after becoming big in the under-underground scene with "Reville" and "Apple O," Deerhoof made "The Runners Four," undoubtedly a big success for the band.

This opened many doors including an article in Time Magazine and a slot to tour with Radiohead. With "Friend Opportunity," Deerhoof makes it up the hill to gain sight of the otherworldly crossroads that await them in the future.

Critics right now are exclaiming that the album isn't as experimen-

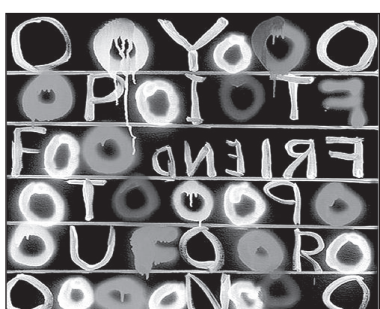
tal like old Deerhoof albums, on the contrary, for the average listener, this is still difficult stuff.

They have generally ditched the hyper magical fuzz that was blasted in their older albums, in favor of compositions that recall Tropicana, the late 60's Latin-psychedelic movement defined by bands like Os Mutates and Gal Costa (think Sgt. Peppers with Latino overtones).

Even with this aspect, older fans still may complain that this is over-produced. The listener should forget the elitists and just take the album as it is: Good. It still Deerhoof at least.

Each song represents its own element or planet. No two songs seem to just be an intro to another. And it's pretty short: 10 songs in 38 minutes.

"81+" brings the Sgt. Peppers Lonely Hearts Club Band back from retirement, dopes them up with speed and rushes around town, Trampling and severely injuring Fergie and Lily Allen in the process. Greg Saunier rolls his kit, and Matsuzaki enters, her awesome sense of melody running free.



The New Deerhoof album "Friendship Opportunity" has caused fans to critique their changing style.

On an album that often constrains her left turns, "81+" has her all over the map, to everyone's pleasure.

"Choco Fight" squirrels compressed organs and harpsichords into a pulsating mess over which Saunier slaps his snares.

The track keeps breaking for quiet interludes; Matsuzaki is jamming on nonsense; the backing is constantly morphing; and the whole thing really meshes well.

"Matchbook Seeks Maniac" begins like a Brit-pop joint before becoming a ballad. It's the type of normalcy that sort of works for Deerhoof; even on this relatively calm album the juxtaposition is so strange that you get drawn in. That said, the song itself is better for the idea than it is as an actual song. The final song is an 11-minute (!) behemoth.

Synth washes go in and out as the band explores spacey Krautrock and ambient territory as they explore through the song with the instruments as their swords.

Taking it for what it is, it's definitely still a good album, but I miss the old, noisy Deerhoof.

“
The listener should forget the elitists and just take the [new] album as it is: good. Its still Deerhoof

The Shins give alternative rock a quirky, surreal feel

Jacob Blumenfeld
Staff Reporter

The New Mexico based band The Shins has always been a difficult group to define. While they are usually described as indie rock, their melodies are pop based, and the influence of folk and sixties rock is also very present in their quirky and charming blend of sound. Their trademarks include surreal, whimsical lyrics, tambourines, and irresistibly catchy refrains.

The Shins first made it big when their ballad "New Slang" and the haunting "Caring is Creepy" were featured in the film Garden State. Ever since, their first two albums, "Oh, Inverted World" and "Chutes Too Narrow," have steadily grown in popularity.

Their newest collection was released on Tuesday, Jan. 23, after three years in production. Titled "Wincing the Night Away," it spent a full week as the #1-selling album on iTunes, and justifiably so, as it may very well

be the Shins' best work yet.

The album begins with "Sleeping Lessons," which is, like the title of the album, a reference to lead singer James Mercer's troubles with insomnia. The song begins slowly and deliberately, hardly a typical opening track - but it gradually builds until the whole band contributes to the glorious sound that listeners have come to expect. It then moves into "Australia," which is an upbeat, pop-infused song reminiscent of those found in "Chutes Too Narrow."

"Phantom Limb" is the most prominent track. Previously released as a single, it is a worthy successor, though not an equal, to "New Slang." The satisfying rock n' roll B-side "Nothing At All" bears considerable resemblance to the Shins' 2003 cover of the Postal Service's "We Will Become Silhouettes."

But the Shins have enough experience to understand the necessity for variety. "Turn on Me" and "Girl Sailor" come fairly close to being pure folk songs. But in stark contrast, "Split Needles" and the largely in-

strumental "Black Wave" utilize strings and keyboard to produce the retro, psychedelic style that the Shins have been so adept at in past songs like "Pink Bullets." The Shins are also admirably unafraid of experimentation, such as in "Sea Legs," which utilizes a hip-hop beat underneath a blurry, Pink Floyd-esque upper layer.

But the Shins hit a new high with the enchanting "A Comet Appears," which evokes a melancholy, nostalgic beauty that has not been present in even their best works. It reaches its glorious conclusion with an unexpected, yet thoroughly heart-wrenching French horn line.

On the whole, this album is slightly moodier than the upbeat and eccentric Shins of old, which may disappoint fans of such songs as "Kissing the Lipless." Mercer also uses less falsetto, which makes the songs easier to sing along to. Some bits may be too ambiguous for the average listener, and like most music, it requires several listens in order to appreciate the complex

nuances interwoven through the songs. But love them or not, the Shins are still among the most individual groups out there, and will prove to be much more accessible than many of their lyrical peers, such as They Might Be Giants, the Flaming Lips, or Modest Mouse.

The Shins stand out as one of the best bands out there because of their ability to use the same, effective techniques of previous hits without making them too stale. At the same time, they experiment enough to keep the songs interesting, without doing so much that the listener feels lost.

Such a delicate balance is painfully rare in modern alternative rock. They also demonstrate the ability to blend multiple genres and eras of music with astonishing dexterity.

The Shins are clever without being cliché, subtle without being confusing, catchy without being bland, and consistent without being predictable. It is only February, but "Wincing the Night Away" will certainly prove to be among the best albums of the year.

Fischer & Leonard, LLP

Lynn A. Fischer
Attorney at Law

Phone: (314) 721-7111 200 South Hanley Road
Fax: (314) 721-3337 Suite 1106
E-Mail: lfischer@stl-lawyers.com Clayton, MO 63105

Dr. Gregory Hoeltzel
Dr. Richard Nissen
University Club Tower, Suite 1205
1034 South Brentwood Blvd.
Saint Louis, MO 63117-1212
314-727-6162
314-727-7259
Fax 314-727-7259
orthostl@earthlink.net
www.orthostlouis.com

ORTHODONTIC CONSULTANTS OF SAINT LOUIS

DIPLOMATES AMERICAN BOARD OF ORTHODONTICS

JOANNE G. ISKIWITCH
Top 1% of all St. Louis Area Realtors
Let me help you!

*SERVICE - 5-Star Rated Agent in St. Louis magazine
*EXPERIENCE - 20 years of selling Clayton properties
*RESULTS - Superior record of proven results

TO BUY OR SELL IN CLAYTON, CALL
"YOUR CLAYTON REAL ESTATE CONNECTION"

COLDWELL BANKER
GUNDAKER

314-997-3464 OFFICE
314-414-9579 PAGER
www.joanneiskiwitch.com

'Little Children' delivers dramatic and moving film experience

Wenny Dong
Graphics Editor

Upon witnessing a seductive promo for "To Catch A Predator: 12," my immediate reaction was a drawn out sigh, followed by an impatient rolling of the eyes. The same enthusiasm was invoked on a Saturday night, when one of my friends proposed seeing "Little Children." With infinite reluctance and being nowhere near the mood for an oppressive drama, I went solely for the company.

However, ten minutes into "Little Children, I found myself rapt. Fifteen minutes later, I was mildly amused at the monotone voice of the narrator. A half-hour passed and I was stealing glances at one of my friends, giggling over an incredibly silly footballer with a scruffy and braided blond beard. An hour later, I was weeping buckets out of sympathy.

In a spectrum of pastel, one of the resonant early images in "Little Children" is of three suburban mothers sitting on a park bench, attending to their playing children, and it is through this image that we meet the protagonists. On another bench, an instant contrast is created with Sarah, played by Kate Winslet, who appears less positive and self-assured compared to the other mothers. Sarah, in the ways of an intellectual and cultural anthropologist, observes the inherent flaws of suburbia as well as her unhappiness with it. Though she recognizes her disillusionment, she tries to integrate herself into suburban convention. She studies how the suburban mothers are so centered on the lives of their toddlers that they devote their lives to regimenting snack time and play-dates, while



Used with permission of New Line Productions

"Little Children," starring Kate Winslet and Patrick Wilson, offers social commentary about the involvement of mothers and the nature of being middle-aged.

contenting themselves with the ultimate fantasy, "The Prom King." "The Prom King," as labeled by the mothers, is a father who also frequents the park.

Sarah bridges the gap between fantasy and reality, introducing herself to "The Prom King," named Brad. The mothers immediately condemn her through excommunication, yet Sarah eventually gains release through a budding infatuation turned affair with Brad. Despite her efforts, Sarah, reminiscent of Kate Chopin's Edna Pontellier, realizes her struggle is in vain.

Identifying herself with Madame Bovary, she values the defiance against the inevitable as well as the impossible pursuit. While Sarah and Brad's romantic antics become increasingly irresponsible and impulsive, culminating with an attempt to runaway, they ultimately step away and return to reality.

Tied in with the intricate developments between Sarah and Brad is also the role of a convicted child predator, Ronnie, who after moving in with his mother, elicits outrage from the community. The strongest opposition to Ronnie is manifested

through Larry, a retired police officer, who vigilantly, though ridiculously, mans a neighborhood watch. Despite the surface-level distinction of right and wrong, each of the characters' inner complexities and dark secrets are exposed, while the clear divisions between good and evil are increasingly blurred.

Consequently, "Little Children" is a commentary on the nature of being middle-aged, on absolving personal aspirations and on indirection. Despite literal adulthood, characters such as Brad are nonetheless prone to damaged egos

and incredibly aimless. Pressured by his wife and his two previously failed Bar exams, Brad is drawn to the recklessness of an affair as well as to watching teenage skaters. Sarah, upon discovering her husband is no better than pubescent boy, is similarly vulnerable in her alienation from the other mothers and her inability to be the perfect mother to her daughter, Lucy. Brad, who has a beautiful and successful wife, and Sarah, who lives in the largest house, are clear examples of tumultuous characters beneath beautiful veneers.

"Little Children" also satirizes the involvement of mothers in a pointed social commentary. The intensity of the mothers' affection not only borders on being Oedipal, but also questions whether the children will become permanently dependent in the manner of Ronnie. As the plot of the movie unravels, the notion of Ronnie being a child is more noticeable, dispelling stereotypes or preconceived disgust towards the convicted sex offender. One begins to wonder whether Ronnie's actions are a psychological consequence of being too sheltered to the point of being socially handicapped or whether he has been cornered into an emotional agelessness. All urges to label him aside, Ronnie is one of most interesting characters, embodying a duality between childishness and adulthood. In a perverse sense, a connection also exists between Ronnie and the suburban mothers in the similarities of Ronnie's pedophilia and the mother's unconscious yet nonetheless unnatural affections for their children. Equally disturbing is the serenity and structure lives of the children in comparison with their parents. Children like Sarah's daughter, Lucy, show maturity and wisdom, to the point of sheltering the adults.

Though the movie is at times cheeky, frightening, gruesome and LOL-funny, it is more than sensationalism. While the ending is extreme and a bit graphic, it is to the effect of being psychologically stunned but is also poetically justifiable. Through exploring the themes of solitude, frustration, and vulnerability, the lack of direction prominent in the lives of the characters is absent from the movie. With more than childlike bravado, "Little Children" is an interesting and poignant movie. ☺



Used with permission of www.epicmoviethemovie.com

"Epic Movie" is a parody of several movies from the past few years, including "Charlie and the Chocolate Factory."

Not so 'Epic Movie'

Jon Igielnik
Staff Reporter

Every once in a while, a movie studio comes out with one of those "Scary Movie" or "Airplane" type movies (except they are never nearly as good as "Airplane.") It's always an overdone comedy, with big slapstick jokes and a worthless b-list cast. Occasionally these movies can be good, with several like "Airplane" or "Naked Gun" or "BASEketball" standing above the rest, however, most of them are pretty bad. Some examples of these types of movies are "Not Another Teen Movie," the entire "Scary Movie" series and the latest example: "Epic Movie."

"Epic Movie" fits all the categories: a way overdone comedy, ridiculous slapstick jokes everywhere and a main cast of nobodies. However, given all of this, "Epic Movie" comes out as being not too bad overall. There are some great bits that will have you laughing like crazy and some that will leave the theater silent.

The basic idea of "Epic Movie" is a parody of any and all "epic" movies of the past few years. Basically, you will find a parody of some sort on nearly every very popular film of the past couple years. The scope ranges from "Nacho Libre" to "The Chronicles of Narnia" to "Borat."

The plot is mostly garbage. It follows four orphans (who are all adults) as they meet up through a series of unfortunate events (a film not parodied actually). They each have their own back-story too; one comes from a life raised by a curator of the Louvre (who is killed by a crazy albino assassin), another is from a monastery in Mexico where his cook is a "lucha libre" wrestler, the third recently got off a plane where some snakes got loose, and the last guy is the normal kid in a school of super powered mutants.

At the end of the segment on each character, they

each find a golden ticket, and they then meet where else but the chocolate factor! Anyway, to skip quickly to the rest of the movie, they eventually find a wardrobe that leads them to the enchanted world of "Gnarnia." From there, the four of them have to go on a quest to save this new world, and comedy ensues.

"Epic Movie" shows its colors in its parodies of popular movies and culture. Easily the best part of the movie is the parody of Capitan Jack Sparrow from "Pirates of the Caribbean." The character is played by the hilarious "SNL" cast member Darrell Hammond. Other great parts include a parody of MTV's show "PUNK'D" with a hilarious impression of the obnoxious and annoying Ashton Kutcher, and many other outrageous movie parodies.

The cast of "Epic Movie" is nothing to speak of, with the most notable name in the main four cast members being Kal Penn, Kumar from "Harold & Kumar Go to White Castle." The rest of the main cast includes relative unknowns Adam Campbell, playing the British orphan Peter, Jayma Mays, playing the idiotic redhead Lucy, and Fauna A. Chambers, playing the over stereotyped Susan. However, outside of this group, the film does have some decent supporting performances by Jennifer Coolidge (playing a character named White Bitch) and Carmen Electra (playing a parody of the Mystique character from "X-Men.")

Overall, "Epic Movie" is a decent movie, not the best of the genre of parody-based comedy, but definitely a good one. I found myself laughing at a lot of the jokes and bits, but not all of them. The main cast is nothing to speak of, but they will still make you laugh. If you like this type of movie, it's better than most, so check it out right away. However, for most people, this one may not be a movie you should rush out to see right now, but "Epic Movie" is defiantly a movie to grab when it hits the shelves at Blockbuster in a few months. ☺

'Letters' provide lessons of war

Qing Zhang
Section Editor

Iwo Jima is an island at the southernmost tip of Japan. Volcanoes immerse the entirety of the 22 square kilometers of soil in a stinging sulfurous scent. In the year of 2005, excavators searched for evidence of the bravery of the Japanese soldiers who defended against Allied invasion during WWI. They found, buried beneath the black sands of the labyrinthine caves, a stash of hundreds of letters: dust-covered, aged, forgotten, and the last words of hope to their families from the soldiers who fought and died in the name of Imperial honor.

Flashback.
61 years earlier. 1944. War. A man digging in the same inky sand in preparation for defense.

The scene, ominously prophetic of the upcoming battles of gore, is the prologue to director Clint Eastwood's latest cinematic production, "Letters from Iwo Jima."

With a screenplay written by Iris Yamashita and based on the letters unearthed, "Letters," as the companion of Eastwood's former Iwo Jima film, "Flags of Our Fathers," is the often untold story of the Japanese soldiers who defended the island.

As a war movie, the film is at once daringly and uniquely simple. The plot follows none of its predecessors in that it does not emphasize the technologically-induced, victorious glamour of war.

In the span of 36 days, the Japanese soldiers attempted to guard the island under repetitive attack. As telegrams from the Imperial headquarters spoke of no reinforcements, no backups, no naval support, and no air support, the movie becomes, as at its core, a chronicle of inevitable defeat.

Despite the grand combat scenes, the genius of "Letters" is embedded in the delicacy of its intimate analysis of the ethical and

emotional consequences of wartime atrocity. The movie is humbly true, especially in the portrayal of its characters.

The ideal, the pragmatic, the ambitious, the stubborn, the unwilling and the ordinary soldier who just wants to go home to his infant daughter, all find their places in "Letters" via startlingly vivid performances in their own language.

One such character was Lt. Gen. Tadamichi Kuribayashi (Ken Wata-

to his end. This strikingly small proportion of troops, however, killed 7,000 and wounded 20,000 enemy soldiers who brought 77,000 Marines and nearly 100,000 in total manpower, in addition to a strong support of naval and air forces.

Other characters, such as the former baker Saigo (Kazunari Ninomiya), were Eastwood's representation of the Everyman who was unwillingly drafted to fight for a supposedly worthy cause as he asked in a letter to his wife, "am I digging my own grave?"

Combined with later depictions of suicide scenes with a hand grenade held close to the belly and ignited, the characters explicate the Japanese military ethos of honorable discipline.

The cinematography, directed by Tom Stern, was as equally stunning as its characters. Drained of colors except the bloody red circle on the Japanese flag and the flames of bombardments, the sepia tones of "Letters" showed a war so sickening that it drove the men on both sides to insanity.

"Letters from Iwo Jima," as a whole, is perhaps best summarized by Eastwood's comment in a press conference in Japan: "In most war pictures I grew up with, there were good guys and bad guys; Life is not like that and war is not like that. These movies are not about winning or losing. They are about this war's effects on human beings and those who lose their lives much before their time. There are still 12,000 unaccounted for Japanese soldiers on Iwo Jima, I think those lives deserve a spirit, a certain respect, just as I feel the American forces deserve respect... There are an awful lot of innocent people that are sacrificed in those situations, and if we can show something of their lives through these young men now, it will be a tribute to these people who gave their lives for their country." ☺

“
There are still 12,000 unaccounted Japanese soldiers on Iwo Jima. I think those deserve a spirit, a certain respect.

Clint Eastwood
director of "Letters from Iwo Jima"

OPEN 7 DAYS A WEEK

C.J. Mugg's

Restaurant
Banquets
Catering

200 S. Central
727-1908

FOOD SERVED UNTIL MIDNIGHT

THE POSH NOSH
Open Sundays

10:30 - 3:00 P.M.
8115 MARYLAND AVE.
CLAYTON, MO 63105

We I. D. at
The Posh Nosh

CHS Students
Show your student ID and receive a FREE fountain soda with any sandwich purchase.
8115 MARYLAND AVE.
862-1890
*Valid the entire month of March

Old Webster provides pleasant alternative to Clayton

Siobhan Jones
Staff Reporter

You're sick of Clayton, and you want to cruise around that new hot spot of St. Louis. Hopefully you've been able to venture on down to the Central West End, the feature neighborhood of last month, and are now ready for another exciting atmosphere. This month's feature is Old Webster, just a few miles south on Big Bend. A quaint little neighborhood that prides itself on its old-fashioned, yet modern shopping, you'll find a nice blend of tradition and eccentricity.

"Skies, not skylines. Walkways, not mallways."

This is slogan of the shopping and business communities of Old Webster, the self-proclaimed location of the friendliest shop owners in St. Louis. After just one stroll down Gore Avenue, you'd probably be inclined to agree.

It isn't just the eclectic fusion of jazz, trains and good food, it's the historic charm that the merchants are housed in. Since early foundations in 1802, Webster has been a treasured St. Louisian center of culture. Despite a faint reminiscence of simpler times, Old Webster is a modern and thriving area, offering the latest accessories, music and cuisine.

Old Webster is complemented by all the fixtures of a modern community. It has everything from gyms to Karate studios to barber shops. It is a working society, with those things necessary to supple-

ment the little town without outside help. But the most interesting parts of Old Webster are not found in the travel agencies, banks or senior citizens services, but the entertainment, restaurants and more teen-oriented shopping.

The restaurant scene is much like Clayton's, with a St. Louis Bread Co., a Smoothie Planet, Straub's, CJ Mugg's, and Sansai. Clayton teens may find variation from the Clayton bubble in David's Guitar Loft, a quirky little guitar shop, or perhaps The Hub, a bike shop crammed with the latest in racing cycles.

For sports, Old Webster has an interesting mishmash of activities, like the Saint Louis Gym Centre for dance and gymnastics, or the Big Bend Yoga Center, a studio equipped to help you find your inner peace.

Old Webster also features nostalgic stores of the past for the hobby-oriented, like Hans Stoltz Stamps, a must-see for the serious collector.

Like music? Try Webster Records, a small music store with everything from Miles Davis to the Sex Pistols. Name any Celtic folk music CD, and you bet it can be found here. Live jazz can be found at Cookie's Jazz and More, a retro jazz club with live acts ranging from all-nighter jam sessions to Gospel performances.

So how does a neighborhood like Old Webster size up against competitors like Clayton or the Central West End? Well, it is an interesting place, and it does have its fair share of assorted and miscellaneous

stores to browse through. Being a more historic community, with a bigger emphasis on nostalgia, it's probably a better touristy area than Clayton, for example. The one drawback is that it doesn't have much to offer that Clayton and the Central West End don't have. Our St. Louis Bread Co. and the Straub's are within walking distance of Clayton High School. Why would you brave the ridiculously backed-up traffic just to go to the Smoothie Planet in Webster when you can zip right over to the one in downtown Clayton? Llywelyn's would be a unique and cool choice to eat, but the original is located smack in the middle of the Central West End, which is both closer and easier to get to than Old Webster.

If you have the time, then this old shopping community is worth checking out. But it's likely that you won't spot other CHS students hanging around after school. ☺



Calla Dobbmeyer

The Natural Way on Lockwood Ave. in the heart of Webster Groves is one of the many unique small shops that sets Old Webster apart from other St. Louis neighborhoods such as Clayton and the Central West End. Old Webster also boasts a quaint feeling with its slogan: "Skies, not skylines. Walkways not mallways." However, Old Webster has all the necessary features of a modern community, making it a great place for lunch, shopping, or just strolling around. Because of these reasons, Old Webster is also a popular tourist area. If you're looking for a different, interesting neighborhood to explore one day, check out Old Webster and you won't be disappointed.

Clayton Community Theatre production of 'Romeo and Juliet' stars CHS thespians

Kate Rothman
Senior Managing Editor

For the fall play last year, CHS put on Shakespeare's *The Winter's Tale*. Junior Jacob Blumenfeld was cast in the show, and enjoyed the Shakespeare so much that he made a vow to himself.

"I loved it so much that I promised myself that if there was another opportunity to do Shakespeare, I would seize it," Blumenfeld said.

For him, the opportunity presented itself by way of the Clayton Community Theatre, a group founded in 1998.

CCT was founded to offer Clayton and surrounding St. Louis communities quality entertainment through theatrical productions; to showcase local talent; and to bring enjoyable theatrical experiences to its audiences, according to their website, placeseveryone.org.

Beginning Feb 23, CCT will begin putting on performances of Shakespeare's "Romeo and Juliet."

The shows will be in the old CBC theater on the Concordia campus. Blumenfeld will play Romeo, and Crossroads High School junior Hannah Kiem will play Juliet. CHS senior Danny Dowd is also in the play, as Balthasar.

Blumenfeld is thrilled with the opportunity. "This particular play is basically sacred both in the literary and theatrical world," Blumenfeld said. "Few plays are as memorable or have had such an impact as it has."

It was a bit nerve-wracking to be cast as one of the play title characters, but Blumenfeld was up for the task.

"It's the most famous love story in the history of the western world," Blumenfeld said. "It was, admittedly, a very daunting task. But I had a good head start because of the extensive knowledge that I absorbed in Mr. Ryan's freshman English class, and over time I began to embrace the play more and more. Of all the characters I have played in my past, Romeo is the most complex and the most difficult—but also the most powerful."

Artistic director of CCT and director of "Romeo and



John Lamb

CHS junior Jacob Blumenfeld as Romeo and junior Hannah Kiem, who attends Crossroads, as Juliet in Clayton Community Theater's production of "Romeo and Juliet." In this scene, Romeo and Juliet meet for the first time.

Juliet" Sam Hack feels that Blumenfeld's work as Romeo is amazing, as is the rest of the cast.

"I am so proud of the work of this cast of amazingly serious actors," Hack said. "I cannot wait to see the finished product."

For Blumenfeld, part of the fun of the play comes from the cast themselves.

"I'm surrounded by a cast of students my age from

[various area high schools], in addition to older and more seasoned actors, and they're all incredibly talented," Blumenfeld said. "It's fun to test your skills with some new faces. The more 'theater-buddies' I can make, the better."

Blumenfeld also appreciates the hard work of the directors and set-design people who have contributed to "Romeo and Juliet."

"We've got a cool set, period costumes, and a director whose been involved in theater and Shakespeare for decades," Blumenfeld said.

Hack thoroughly enjoys his work with CCT.

"I have directed 5 previous productions for CCT and acted in one," Hack said. "I have always loved theater but was afraid to audition in high school. College gave me a fresh start and the courage to try. I've been acting, directing, and teaching ever since."

CCT's performances of "Romeo and Juliet" promises an exciting and meaningful show.

"This play has thrilling fight scenes, young romance—think, 'The OC,' but with meaning, lewd sexual humor, and heart-wrenching tragedy," Blumenfeld said. "Anyone looking for a night of entertainment and culture should come out and see it. You won't be disappointed."

The show will run for two weeks: Feb 23-25 and March 1-4.

Anybody who volunteers to usher gets to see the show for free, and can talk to Blumenfeld for more information. ☺

Conflict of events makes for tough call

In the typical Clayton fashion, I sometimes over-extend myself. I like to be involved in different things, and I also try to nurture my non-scholastic life as well. Sometimes, though, my social engagements and my extra-curricular responsibilities come into conflict.

Blah blah blah. This seems entirely uninteresting. However, an experience I had last week, I feel, illustrates this common predicament.

I love to listen to a lot of different types of music. On Pandora, I have a reggae station, an electronic station, a country/folk station, an "indie" station, a punk station, a jazz station, and a 80s rock station. I honestly would say I split my time equally between all seven (although right now I am listening to electronic).

One artist whom I love, and certainly defies traditional musicality, is Bela Fleck. He, being a jazz banjoist, clearly differs from the norm. Everyone knows there are jazz trumpeters, jazz pianists, jazz saxophonists, etc. Most people, however, including me, are surprised to hear about a jazz banjo player, considering how the banjo often connotes inbred rednecks a la "Deliverance."

Thus, I was thrilled to read that Bela Fleck and his group, appropriately named the Flecktones, would be coming to St. Louis. Even the slightly hefty price of thirty dollars per ticket did not curb my enthusiasm. Immediately, I purchased several tickets and began to count down the days until the show.

Concurrently I was participating in something that has over the last three years become one of my favorite experiences at Clayton High School: playing in the pit orchestra for the musical. While I had always enjoyed this experience, this winter's performance of "Grease" was shaping up to be my favorite year so far, primarily because I had the opportunity to play bass guitar instead of my usual trombone. This was really cool, especially since "Grease," being essentially early rock 'n roll, had fun bass music, whereas the trombone music was less than enthralling.

I was having such a good time working with the musical that I did not begrudge the multiple-hour rehearsals and 14-hour school days. Things were going great: I was participating in an activity that was really interesting and pleasant, and I was about to go see Bela Fleck perform in what was to be an awesome show.

One day I was absent-mindedly thumbing through my class (I will not specify which class for I ain't my rep-a studios, and never student). piece of paged to catch It was about the schedule for I looked Monday, And Lo! a rehearsal from 6 p.m.

There have been numerous times throughout my life that I have wished I lived in Harry Potter land and went to Hogwarts. However, there has been no longing are painful or urgent to be a member of the wizarding world when I realized that there was no way I could go to "Grease" rehearsal and Bela Fleck. What I would have given to be Hermione and have a "time-turner!"

I was faced with a difficult decision. What was I to do: go to rehearsal or Bela Fleck? In my angst ridden dismay, I behaved rather undiplomatically. Instead of being mum, I tried my best to send Mr. Blackmore on a trip up the river of guilt, so to speak. When that did not work, I tried to bribe him by giving him a ticket. "You could just cancel rehearsal. I have a ticket with your name on it," I said.

Evidently I seriously misjudged the man, for he ignored my pleas. I resigned myself to non-attendance at Bela Fleck.

However, there was a plot twist in store. On the day of the concert, I found out that Mr. Blackmore was out of town. He would not be at rehearsal. Always scheming, I realized that my absence would very likely go unnoticed.

Even Mr. Blackmore's colleague urged me to see Bela Fleck.

Ecstatic, I made up my mind. I was all set to go see an awesome evening of banjo driven jazz. Yet, as the day passed I began to feel more and more uneasy. My conscience was irritating me—little did I know I even had a conscience—and naggingly telling me that I would do better to go to rehearsal. After all, "Grease" could very well be the last musical I played in, and I was enjoying the experience.

I came home from school, moping and feeling "Damned if I went, damned if I went to rehearsal." I did not know how to choose. On the one hand, I really wanted to see Bela Fleck, and who wants to waste thirty dollars? On the other, I wondered if I would really enjoy going to the show, and was scared that Blackmore would somehow find out about my illicit absence. If he found out, he would certainly know why, considering my futile attempts at bribery.

Fortunately, something happened to make up my mind for me. Someone called, and told me he heard I was trying to get rid of the tickets. He said he was interested, and that was that. I sold him the tickets at a hefty discount and was satisfied with how things had turned out.

In retrospect, the problem I was faced with, specifically how I had to choose between Bela Fleck and rehearsal, was not so much a trying quagmire as a sign of how lucky I am. After all, I was choosing between two activities I enjoy, not between eating Brussels sprouts or kidney.

However, no sappy morals such as the above will stop me from snagging Bela Fleck tickets at the next opportunity. ☺

Blumenfeld and Kiem in their last scene together in "Romeo and Juliet," during which they both commit suicide.



John Lamb

Sounding Off



Rebecca Wall

music dur- (I will w h i c h wish to re- utation as attentive, obnoxious A hot pink per man- my eye. rehearsal "Grease." down at Feb. 5th. There was scheduled to 10 p.m.. have been

numerous times throughout my life that I have wished I lived in Harry Potter land and went to Hogwarts. However, there has been no longing are painful or urgent to be a member of the wizarding world when I realized that there was no way I could go to "Grease" rehearsal and Bela Fleck. What I would have given to be Hermione and have a "time-turner!"

I was faced with a difficult decision. What was I to do: go to rehearsal or Bela Fleck? In my angst ridden dismay, I behaved rather undiplomatically. Instead of being mum, I tried my best to send Mr. Blackmore on a trip up the river of guilt, so to speak. When that did not work, I tried to bribe him by giving him a ticket. "You could just cancel rehearsal. I have a ticket with your name on it," I said.

Evidently I seriously misjudged the man, for he ignored my pleas. I resigned myself to non-attendance at Bela Fleck.

However, there was a plot twist in store. On the day of the concert, I found out that Mr. Blackmore was out of town. He would not be at rehearsal. Always scheming, I realized that my absence would very likely go unnoticed.

Even Mr. Blackmore's colleague urged me to see Bela Fleck.

Ecstatic, I made up my mind. I was all set to go see an awesome evening of banjo driven jazz. Yet, as the day passed I began to feel more and more uneasy. My conscience was irritating me—little did I know I even had a conscience—and naggingly telling me that I would do better to go to rehearsal. After all, "Grease" could very well be the last musical I played in, and I was enjoying the experience.

I came home from school, moping and feeling "Damned if I went, damned if I went to rehearsal." I did not know how to choose. On the one hand, I really wanted to see Bela Fleck, and who wants to waste thirty dollars? On the other, I wondered if I would really enjoy going to the show, and was scared that Blackmore would somehow find out about my illicit absence. If he found out, he would certainly know why, considering my futile attempts at bribery.

Fortunately, something happened to make up my mind for me. Someone called, and told me he heard I was trying to get rid of the tickets. He said he was interested, and that was that. I sold him the tickets at a hefty discount and was satisfied with how things had turned out.

In retrospect, the problem I was faced with, specifically how I had to choose between Bela Fleck and rehearsal, was not so much a trying quagmire as a sign of how lucky I am. After all, I was choosing between two activities I enjoy, not between eating Brussels sprouts or kidney.

However, no sappy morals such as the above will stop me from snagging Bela Fleck tickets at the next opportunity. ☺



Courtesy of Liza Schmidt

Clockwise from above: the cast sings and dances during "Born to Hand Jive." From left to right, senior Melanie Holland, sophomores Rebeccah Singer and Tracy Einstein and senior Jessica Jia. Holland, in her first CHS production, landed one of the female leads, Sandy Dumbrowski. Junior Stephen Glynias as Teen Angel and sophomore Suzie Wirthlin as Frenchie sing "Beauty School Dropout." Glynias played Teen Angel on Friday night and Sunday afternoon and played Danny Zuko on Thursday and Saturday nights, with senior David Redick playing the same parts on opposite nights. Other leads include junior Cameron Davis as Kenickie, with Rebecca Gutmann as Cha Cha. Davis also appeared opposite junior Ellen Hinkle playing Betty Rizzo, pictured in the finale. Seniors Alex Neil, Jack Altman and Stephen Polhman dance during "Greased Lightnin'." Wirthlin poses in her dress and wig.

Grease is the word



Calla Dobmeyer



Courtesy of Liza Schmidt



Courtesy of Liza Schmidt



Courtesy of Liza Schmidt



Courtesy of Liza Schmidt



Courtesy of Liza Schmidt