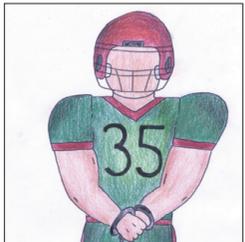




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PAGE DESIGNED BY JACKIE LEONG

the GLOBE

Clayton High School

1 Mark Twain Circle

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History of CHS, pg 6

“My kids used to say, ‘Oh my God, you dated all the time. Well, you know, it was just what people did all the time. It wasn’t such a big deal.’”

Barbara Kohm
CHS Alumnus '56

Local Clayton teacher awarded national honor

by Zach Prais
Reporter

One of Clayton's own teachers recently had the honor of receiving the Presidential Award for Excellence in Mathematics and Science Teaching.

Earlier in January, Susan Carter, a kindergarten teacher at Glenridge Elementary, was selected as one of the top 100 teachers in the nation and traveled to Washington, D.C., to receive the esteemed award.

In 2001, Carter began her career in teaching at Jackson Park Elementary School, in University City.

“I always wanted to be a teacher,” Carter said. “It was never a question.” In 2008, Carter came to the Clayton School District, where she began teaching kindergarten at Glenridge Elementary.

Carter applied for the award several years ago, with hopes of meeting President Barack Obama, who had not yet announced his candidacy for President. Nevertheless, she was hopeful.

However, she described applying as a competitive and long process, yet she felt there were benefits to the completing the process.

“It was a great professional development process for me,” Carter said. “It improved my teaching going through the process. It improved how I thought about [teaching] mathematics in elementary school.”

The Presidential Award for Excellence in Mathematics and Science Teaching specifically honors high standards of math and science teaching. Likewise, Carter believes that math and science education is of the utmost importance, especially in elementary school.

“[Today] people don't understand basic science if they didn't have the basic science they needed in school,” Carter said. “So, now, they can't make informed decisions in life, and that is



Susan Carter was selected as one of the top 100 teachers in the nation, pictured above in Washington, D.C. Carter, who teaches kindergarten at Glenridge Elementary, applied for the Presidential Award for Excellence in Mathematics and Science Teaching in hopes of meeting Obama, who is also pictured.

a huge problem, not just for education but the world.”

To accept the award, Carter had the opportunity to spend a week in Washington, D.C. For her, the most memorable moment was seeing Obama.

“It was cool,” Carter said. “When he walked in the door...everybody was clapping. Everyone was happy. Everyone was excited to see him, because you just knew that he was excited that we were there.”

The President took the time to take a picture with the group of teachers and give a short speech concerning his goals for education in the United States.

“He could not have been nicer,” Carter said. “I mean, he was everything you would think he would be, smart and articulate, and he clearly cared about education and teaching.”

Carter explained how the President said that he was really committed to education and that it would be on his radar not just this year, but as long as he is in the oval office.

Other events during the week included a night visit to the National Museum of Natural History in the Smithsonian and a congressional breakfast at the Rayburn Building. Carter described the week as a “whirlwind adventure.”

In addition, the teachers had a meeting with Arne Duncan, the Secretary of Education for the United States, concerning the problems and issues with education in the United States.

“[Duncan] literally took off his jacket, took off his tie, rolled up his sleeves and said...‘what is it that you need or want as teachers?’” Carter said. “And then he listened to what people said.”

Some of the issues brought up included the need for more professional development, more equality between urban and rural schools, and a consistent national standard for training programs for teachers.

In addition, Carter emphasized the importance of teachers having good salaries.

“It's hard to get people to remain teachers when you could make more money in a private sector,” Carter said.

Yet, it was never a question for Carter, who loves teaching her bright, little kindergartners.

“Children know so much,” Carter said. “They come to [school] with an enormous amount of knowledge about technology and science, and they observe how their world works and they deserve an excellent place in math and science education.”



Sophomore Annie Oliveri and junior Hannah Callahan in math class. The class, Integrated 3, is the second-to-last in the Integrated sequence. Both juniors and sophomores take the class, as some students may skip Integrated 1 if they are given the option.

Despite doubt, Integrated Math prevails

by Jackie Leong
Editor

For the estimated 70 percent of the CHS student body, math class is not honors—leaving the choice between Core Plus Integrated Math, more commonly known as simply Integrated, or a more traditional route. However, though the former is being touted as the new, “better” way to learn math, some questions, concerns, and anxieties surround its unusual method of teaching math.

Over the decade since Integrated Math was implemented, the course has suffered criticism from a number of parents and students.

However, the majority of the Clayton parents and sources harboring critical opinions of Integrated declined to comment when contacted for this story; the one parent who consented to interview wished to remain anonymous.

Integrated has its share of strong supporters as well, however. Many are teachers and administrators who have firsthand experience with the program, and its effects on students.

Stacy Felps, who currently teaches Integrated 4 and Honors Calculus, has had experience teaching math at CHS before Integrated was adopted. From this perspective, she still keenly supports Integrated.

“I wish my own children could have gone through it,” Felps said. “I think that it gives students a better opportunity for retention. I think that what we see with students from year to year is that they've got a different kind of grip on what they learn—they're linking it to experiences, and their memories are attainable through stories... there's a memory that's more than just memorizing steps.”

Integrated seeks to build math understanding through real-world application. Students in Integrated learn a little of each “section” of math, rather than spending an entire year solely on geometry or algebra, as the other more traditional classes still do.

“The truth of the matter is that's not how math happens,” CHS Math Department Head David Kohmetscher said. “It's not like you spend a year studying verbs. It makes no sense. What Integrated does is takes contexts, problem-solving situations, and you learn the math behind it.”

And for some, this works just as it was originally planned.

“The fact that this class is applied to the real world makes it easier for me to learn,” senior Harmony Idleburg, who has been through the previous parts of the sequence, and currently takes Integrated 4, said. “I do think the real world way of learning helps way more because it's not like teaching something completely new. I can have something in life that I understand fully and apply whatever I'm learning in class to it, and that way I remember whatever I just learned for the next quiz, test or even the semester final.”

Integrated isn't only unconventional in the order of the material taught, but in the mindset that came with it. Clayton adopted the Core Plus series with the intention of it being solely a teaching resource. Teachers are expected to add their own supplements, such as extra worksheets, to their lessons, aiming for better student understanding.

“The text is never the course curriculum,” Assistant Superintendent Dottie Barbeau said, “just a resource to help you teach.”

Because of this radically different approach to math, many parents are understandably wary.

According to Heidi Shepard, the Math Coordinator and District Assessment Director for the Clayton Schools, the implementation of Integrated was not meant to confuse, but to “demystify math.”

“When we piloted the [Core Plus] text series, we saw the power that it had, as far as building understanding for students,” Shepard said.

Flooded math department faced with temporary setback

by Jocelyn Lee
Reporter

The recent below freezing temperatures created quite a mess for CHS custodians and the math department.

On Saturday Jan. 9, a water pipe broke in the CHS math wing, flooding the math office and three classrooms. The break was discovered early in the morning on Saturday, and repair work quickly ensued.

“I walked in at 8 o'clock on Saturday morning and maintenance workers

were in there trying to figure out what was going on,” math department head David Kohmetscher said.

“Water was pouring from the ceiling, and probably a third of the ceiling tiles in the office were all over the floor just all soggy and mushed. The pipe burst right

between the hallway and our office, so it was pouring into the hallway and our office.”

According to Kohmetscher, there was about an inch of water on the floor where the leak was, and the water spread throughout the office. Buckets were brought in, in an effort to reduce the water damage.

The pipe break affected the entire math department, but some teachers

were more affected than others.

“We had a couple teachers who were very lucky, and it just skirted around their desks,” Kohmetscher said. “Most of us had water under our desks.”

With the carpet soaked and some equipment damaged, the maintenance workers had a lot on their plates.

“The maintenance guys did a great job cleaning it up that evening,” Kohmetscher said. “They soaked up all the water, had the pipe shut off, and the pipe itself was fixed I think on Saturday evening. They used different machines

to suck up the water, and then they shampooed the carpet to try and get the odor out of it.”

The math teachers themselves had a good deal of extra work to do, as well.

“A bunch of us came in Sunday and spent about two hours just inventorying all the books and all the stuff that was

damaged,” Kohmetscher said. “They had pretty much taken everything out of the office at that point. Our desks were there, but all the file cabinets were

just stacked in rooms.”

During the leak, the technology box was damaged, which brought down the Internet and phone system in the math wing.

Math department flood pg. 5

“Water was pouring from the ceiling, and probably a third of the ceiling tiles were all over the floor.”

David Kohmetscher
Math Department Head



Though the broken pipe itself was shut off by Saturday night, the faculty still had to sift through piles of damaged materials. Though the department has had floods before, this is the most long-term damage it has suffered.

Integrated Math
pg. 5

When it comes to teenagers, what is 'Cruel and Unusual'?

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

The concept of the "teenager" is relatively new in society. Historically, children were treated as adults as soon as they reached puberty. Only within the past century have governments created a special category for adolescents.

Advances in magnetic resonance imaging (MRI) in recent decades have scientifically proven the need for this grouping. By pinpointing the prefrontal cortex as an undeveloped area of the teenage brain, scientists have found physical proof of adolescents' impulsive behavior, impaired judgment and susceptibility to peer pressure.

Yet this designation of an in-between period has profound implications for the legal system. If teenagers are more easily swayed by emotions and impulses, are they as culpable for crimes as adults are?

No, according to the United States Supreme Court. In 2005, a ruling in *Roper v. Simmons* abolished the death penalty as a punishment committed for crimes for those under the age of 18.

Speaking for the majority, Justice Anthony Kennedy stated that adolescents have "an underdeveloped sense of responsibility...resulting in impetuous and ill-considered actions and decisions...their character is not as well formed as that of an adult."

Following this decision, however, the courts have turned to sentences of life in prison without parole as a punishment for teenagers who commit certain heinous felonies. According to an Equal Justice Initiative (EJI) publication, 2225 juveniles have received this sentence in the United States.

"Juveniles commit murder, rape, robbery, aggravated assault, and other serious crimes—particularly violent crimes—in numbers that dwarf those of America's international peers," said Heritage Foundation representative Charles Stimson. "There is an overwhelming national consensus that life without parole is, for certain types of juvenile offenders, an effective, appropriate, and lawful punishment."

Yet maintaining a balance between public safety and individuals rights is, as always, tricky.

The United States is the only country in the world to condemn children to life in prison without parole. The Convention on the Rights of the Child, ratified by every country except the United States and Somalia, forbids the practice entirely.

Mae Quinn, Professor of Law and Co-Director of the Civil Justice Clinic at Washington University, feels that the United States is lagging far behind most countries in juvenile justice.

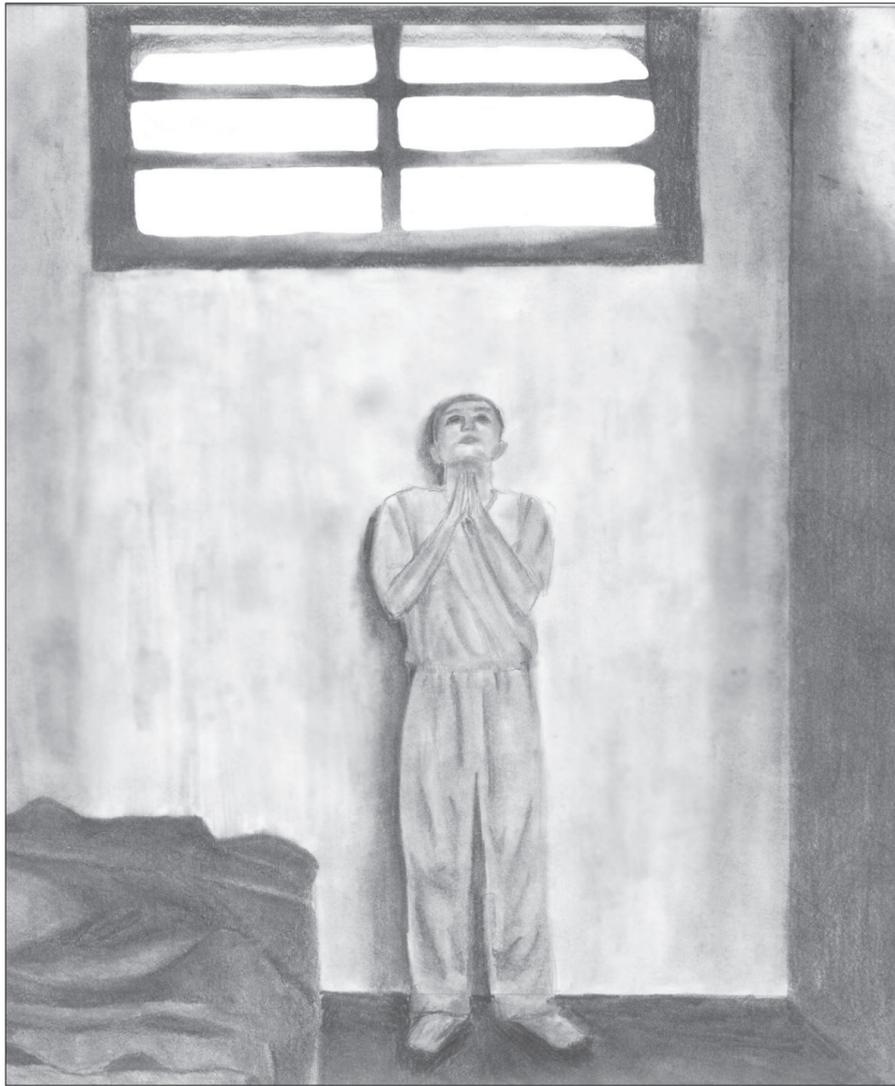
"I taught this summer in Honduras about the U.S. juvenile justice system," Quinn said. "They were shocked. This is a country rife with political turmoil and gang violence, and they were shocked by the sentencing of juveniles to life without parole."

As she taught progressive ideas, Hondurans questioned why her own country had not adopted these practices.

"The first question I heard was always 'If you are such a leader in the world of juvenile justice, then why has your country not signed the Convention of the Rights of the Child?'" Quinn said.

The EJI, based in Montgomery, Alabama, is committed to fighting against the sentencing of 13 and 14-year-olds to life in prison without parole in the United States. Executive Director Bryan Stevenson brought two cases before the Supreme Court in Nov. 2009.

The first, *Sullivan v. Florida*, involves a 13-year-old who was sentenced to life imprisonment for sexual battery. The



Nina Oberman

second, *Graham v. Florida*, involves a 16-year-old who was sentenced to death in prison for committing armed robbery while on parole.

Both cases are non-homicidal; however, Stevenson is hoping that the Supreme Court's decision will ultimately make permanent imprisonment of children constitutionally impermissible in all cases.

"The essential feature of a life-without-parole sentence is that it imposes a terminal, unchangeable, once-and-for-all judgment upon the whole life of a human being and declares that human being forever unfit to be a part of civil society," Stevenson said in his petitioner's brief. "*Roper v. Simmons* understood and explained why such a judgment cannot rationally be passed on children below a certain age. They are unfinished products, human works-in-progress."

Melissa Sickmund, Chief of Systems Research at the Na-

tional Center for Juvenile Justice, agrees that there is a fundamental flaw in the reasoning behind this punishment.

"Juvenile justice in this country is founded on the notion of rehabilitation," Sickmund said. "Our science shows us that kids are not finished developing yet. If somebody can still be changed, we have an obligation to try to change them."

Indeed, the recognition of adolescents' capacity for growth in the United States began before brain scans were invented. In 1825, The Society for the Prevention of Juvenile Delinquency was founded to advocate for the separation of juvenile and adult criminals.

The British doctrine of *parens patriae*—Latin for "the State as parent"—was used as a rationale for benevolent intervention on behalf of child offenders. Juvenile courts flourished for the first half of the 20th century, seeking to rehabilitate adolescents rather than purely punish them.

But beginning in the 1980s, demands for harsher punishments surfaced as juvenile crime rates rose.

"Imagine you are a legislator in 1994 and there is a vote before you regarding a law that will make it easier for more juveniles in your state to be tried as adults in criminal court," Sickmund said. "The newspaper is filled with headlines like 'Public demands adult time for adult crime.' Do you vote in favor of the law? Probably, because you did not have courses on adolescent development, and you would like to be re-elected."

Teenagers now can be easily transferred from the juvenile system to the adult system. According to the 2006 National Report on Juvenile Offenders and Victims, 45 states have transfer provisions that require no minimum age for a child to be moved to adult court.

"The focus [of *Sullivan v. Florida* and *Graham v. Florida*] is on certain sanctions being unconstitutional," Sickmund said. "But functionally it is about whether or not kids can be transferred to criminal court. 'Juvenile' is just a term. Once you are transferred, you are an adult for all intents and purposes."

But treating a child as an adult can have devastating consequences—even if he is not sentenced to life in prison.

"Do you want to surround a young, impressionable individual with violent adults and place him in an environment where he could be victimized?" Sickmund said. "Or do you want to place him in a facility where he is being counseled and educated?"

Some adult facilities choose to separate teenagers from older inmates in an attempt to avoid physical and psychological harm.

"I have a client who at the age of 15 was transferred to the adult system," Quinn said. "For fear that interaction with adult prisoners would be dangerous, he was held in solitary confinement for years with very little interaction or age appropriate activities. This can turn out to be extremely psychologically damaging."

Attempts to integrate or adapt young offenders in the adult system are thus usually unsuccessful.

"I think we should do everything we can to keep these young people in the juvenile system," Quinn said. "The adult system does very little good for juveniles. It should be a last resort, and right now, it isn't."

But preventing the transfer of youth to the adult system raises important and difficult questions. How young is too young? How can we tell the difference between an innately flawed individual and someone with the ability to change?

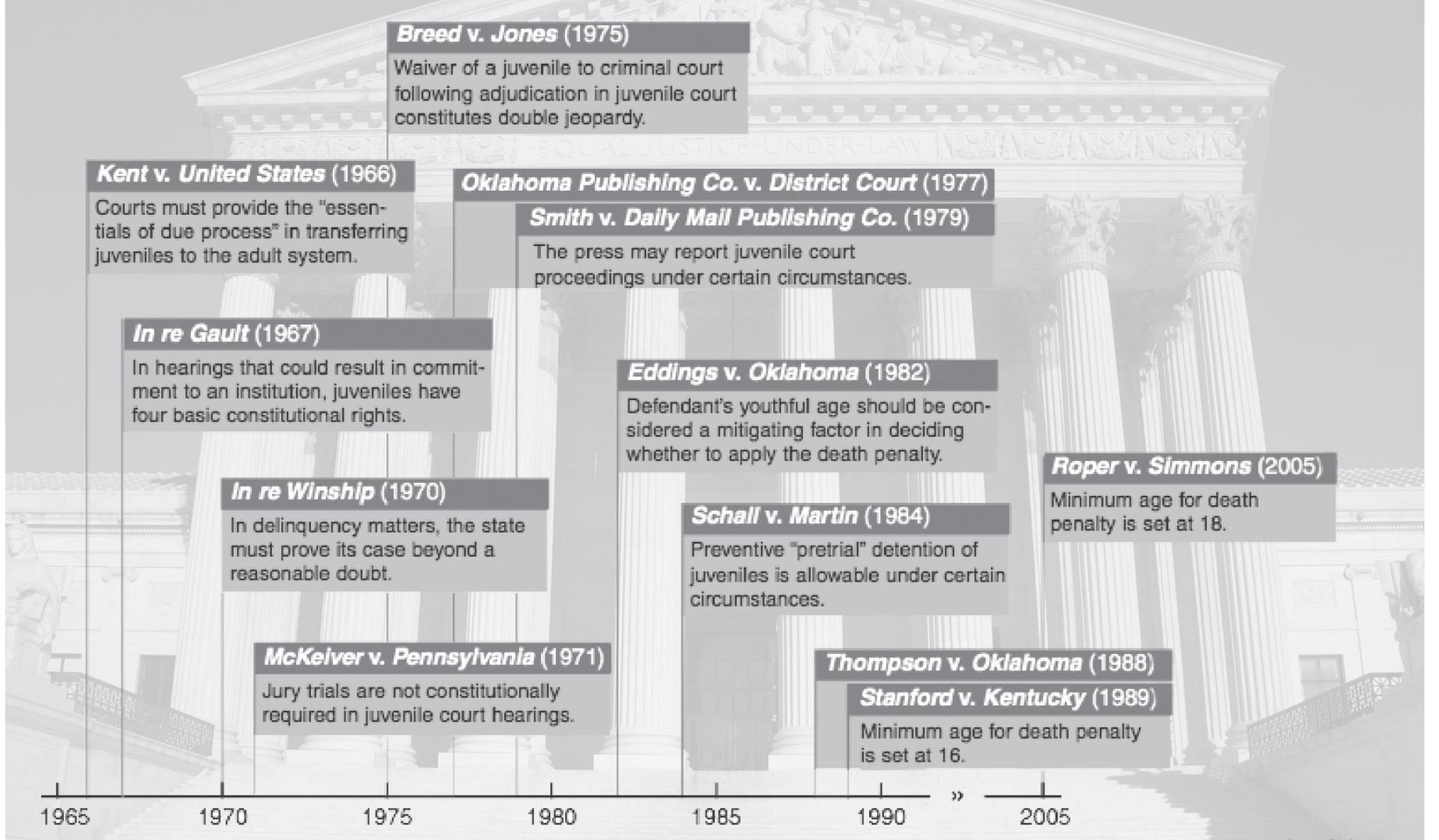
"Any time you are being asked to draw a line, it starts becoming arbitrary," Quinn said. "This demonstrates the imperfection of legal systems when it comes to dealing with hard questions. Who is a child, and who is an adult? As good as the justice system may be, it cannot always come up with precise answers."

The Supreme Court's decisions in *Sullivan v. Florida* and *Graham v. Florida* will have critical consequences the future of juvenile justice. Life without parole is unlike the death penalty, but the definition of "cruel and unusual" changes as society progresses.

While the framers of the constitution intended for the eighth amendment to prohibit torture, the standards of punishment are changing. And when it comes to teenagers, everything is more complex.

"The prosecutors will make these young people out to be the worst monsters on the planet, and the advocates for abolishing life without parole will diminish the gravity of the crimes," Sickmund said. "The truth lies somewhere in between." ☺

Landmark juvenile justice cases: a time line



Source: The U.S. Department of Justice, Office of Justice Programs



Passengers wait to pass through security scanners at an airport. Stricter security policies, including additional pat-downs and scanning, have begun to be enforced after the attempted bombing on Christmas Day.

Nationwide airport security tightens

by Laura Blecke
Editor

Since the attacks of September 11, flying has become increasingly difficult. Security has been heightened exponentially, as has the time it takes to get from the parking lot to your gate.

On December 25, passenger Umar Farouk Abdulmutallab lit an explosive on fire aboard a trans-Atlantic Northwest Airlines flight, but it failed to detonate. The United States believes this was "an attempted act of terrorism."

According to government investigators, Abdulmutallab was able to smuggle the explosives onto the plane by hiding them in his underwear, where screeners are not allowed to search.

In response to this recent scare, new detectors have been built to detect explosives hidden in clothing. According to NBC news, only 19 U.S. airports have received these machines.

The Transportation Security Administration wants to distribute more of the whole-body scanners, but it has met resistance. Opposition from parties including civil liberties groups, passengers and some members of Congress have made it difficult to install

more scanners.

The American Civil Liberties Union argues that the scanners are too revealing. While members of Congress believe passengers should have a choice between the whole-body scan and a pat down, passengers at Lambert airport must already remove sweaters to be put through the scanners, or agree to a pat down.

"There are pat downs," a Delta Airlines pilot said. "And there is a flood of new security equipment coming in the near future. There will be full body machines, and most people will be required to go through them."

Passengers are worried that the heightened security measures will slow security down even further.

"Initially it will [slow down security]," the Delta pilot said. "But the TSA is run by the government, and the government will spend more money on a more efficient security system."

The few body scanners that are being used in American airports are stationed at international airports only. Because Lambert is not an international airport anymore, it has not yet received the scans.

"Only international airports have the full body scan right now," a Lambert Airport TSA member said. "Once they are able to create more we should be getting them."

In the days following the Christmas Day attack, new policies were put into place for international flights. Passengers were only allowed one carry on bag and they were not allowed to have anything in their laps or leave their seats for the last hour of the trip.

"I think we have a very safe system," the Delta pilot said. "And it always gets better."

President Barack Obama addressed the airport security problems in a speech delivered several days after the December 25 attack. He said there would be many improvements in airport security and the government is training Homeland Security Department agencies to move to the federal Air Marshall Service. Obama also said that the United States is still at "war" with al-Qaida.

"The U.S. government had the information -- scattered throughout the system -- to potentially uncover this plot and disrupt attack," President

Obama said. "Rather than a failure to collect or share intelligence, this was a failure to connect and understand the intelligence that we already had."

The President stressed the importance of remaining strong as a nation, and not to be cowardly in the face of terrorism. He said that as a nation we must remember our American values and use them.

"Here at home, we will strengthen our defenses," President Obama said. "But we will not succumb to a siege mentality that sacrifices the open society and liberties and values that we cherish as Americans, because great and proud nations don't hunker down and hide behind walls of suspicion and mistrust."

The President also focused on the idea that during this time Americans must remain connected and united as a nation, and that we must work together to keep our country safe.

"For now is not a time for partisanship," President Obama said. "It's a time for citizenship -- a time to come together and work together with the seriousness of purpose that our national security demands."

Global Corner: France



A woman fully veiled by a burqa sits outside her home. France views the burqa as a form of oppression that divides its people and is thus attempting to ban it.

France's proposed ban on burqas sparks reaction

by Sneha Viswanathan
Senior World Editor

In 2004, the French Parliament made a very controversial decision to ban headscarves in French public schools. The ruling created a public furor that eventually died down, but the French government's conflicts with its Muslim population has once again been sparked by yet another proposal regarding Islamic dress: banning the burqa, the Islamic garment that veils a woman's face up to her eyes.

French lawmakers have included a possible fine of 700 euros for violating the law in their draft of the bill. The burqa was initially publicly condemned by President Nicolas Sarkozy in 2009 as "a sign of the subjugation of women" and he said that it was "not welcome" in France.

Members of France's conservative party have since pushed to make a law based on Sarkozy's statement. The potential ban has raised several questions about freedom of religion and expression.

"Whether the French government is attempting to address a need for separation of church and state (while only Catholic holidays are observed in schools), racial/cultural justice, or gender 'protection,' outlawing the veil seems to me a misguided step that will accomplish none of the above, and in fact exacerbate misunderstanding and resentment," said Janet Curry, sponsor of Amnesty International. "Rather than government homogenizing clothing, it should be dismantling political-economic inequalities that have been made to weigh down what it means to be, and thus identify as, non-privileged ethnic or gender groups. Most of the targeted schoolgirls [of

the 2004 ban] attend low-performing high schools, where they must struggle to attain educational and employment opportunities that equal those of Christian peers."

Some women refute the assumption that banning the burqa will result in women's liberation from the oppressiveness of certain cultural practices. Rather, they believe the law would be a form of oppression in itself that could take away a woman's choice in dress.

"I personally think it is undemocratic and goes against the freedom of expression, because in a democratic country, the government should not stop people from dressing the way they want," said Cylen Javidan-Nejad, mother of a CHS student. "European governments are afraid that a non-Christian European population is mixing with their culture and they want to assimilate the population. For a country that states that they support freedom of speech and freedom of women's expression, it [the ban] will cause a backlash. If the goal is to have the immigrants assimilate, this kind of legislation will cause women to cling to their covering even more."

Some CHS students are strongly opinionated about the matter as well.

"It's bad that the French government is taking a stance against religion," said CHS senior Anjali Dharna. "Religion should always be a personal matter. It's going to cause more disunity. They [the French government] is separating the national identity by passing major judgments on people. The government should not try to be God."

Relief organizations step up programs to deliver food in Haiti

by Preeti Viswanathan
Senior Community Editor

The 7.0-magnitude earthquake that struck Haiti on Jan. 12, 2010 and left immense destruction and tragedy in its wake has prompted numerous relief efforts around the world. The World Food Programme (WFP), the largest humanitarian organization worldwide, has already delivered 86 tons of food to Haiti, and hopes to acquire and deliver fourteen million ready-to-eat meals over the next few days. While the scale of the operation for all organizations delivering aid is enormous, the WFP had been operational in Haiti before the earthquake.

"The WFP already had a stronghold in Haiti, which meant that when this disaster happened we were in a good position to begin delivering emergency assistance very quickly because we had around 200 staff members already working in Haiti," said Graham Bell, Youth Outreach Coordinator for the WFP.

The WFP currently has four food distribution points in Haiti's capital city of Port-au-Prince, and more are planned to open in the following week. With the amount of devastation, however, setting up the distribution points itself has

been quite difficult.

"Essentially the city and everywhere in Port-au-Prince is devastated by the earthquake," Bell said. "People sleep on the streets and it's very congested, so it's not easy to organize in those situations. We're dealing with people who have lost everything, who don't have healthcare, who don't have running water, who are pretty much desperate, and they've lost relatives. Our job is to try and to deliver food to the people who need it as quickly as possible. It's not an easy task with the lack of infrastructure and the confusion amongst the population. That's the biggest challenge."

Bell said the amount of food that the WFP is delivering now just within Port-au-Prince is more than it was across the entire nation before the earthquake.

"We had warehouses and stock, but with the situation the way it is the usual operation can't help in the way that it did," Bell said. "And now, in the aftermath of the earthquake, it's looking to feed two million earthquake survivors for the next six months. Prior to that in the whole of Haiti, about 1.8 million people were in need of food aid, and now we're looking at 2 million just in the area of the earthquake."

"The port itself is still closed and probably will be operational again early next week," Bell said. "We [the WFP] had

an extensive operation before, so we do have channels to get food in to people. The main emergency right now is food and water, and so all our efforts right now are aimed at making sure that we have more distribution points around in the places where they're needed."

Other organizations, such as the Free Rice website, which is owned by the World Food Programme, are also focusing their efforts on donating rice to Haiti, although prior to the earthquake they generally gave more rice to countries where it was a staple food.

"We have put into place mechanisms that Free Rice uses that assist the Haiti crisis situation as well," Bell said.

Schools across the country can also join the worldwide aid contribution efforts. The World Food Programme has set up a special campaign for students and for schools called Students Helping Haiti. The page dedicated to the campaign can be found at the URL <http://www.wfp.org/Haitian-student>.

"The whole idea is that schools who are raising money for Haiti can sign up and say they want to be a part of it," Bell said. "At which point we put their name into the donation page and the schools can donate money as it comes in and keep a total of what they've donated, and all of that money goes to emergency food aid for Haiti."



A boy feeds his mother as new shipments of food arrive in Haiti. Aid organizations are taking new steps to meet the heightened demand after the earthquake.

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Parking constraints require students to have passes to park

by Sarah Blackwell
Reporter

Because of construction on the CHS campus, parking is being shifted. A parking lot is closing, and the lots will be crowded with not only students and teachers, but also construction workers.

All students are required to get a parking pass in order to park in CHS parking lots. This is so the people can differentiate between students, teachers, and construction workers.

"They are passes that are required by the construction company, and they're also something that we need to have," Student Activities Director Mike Nelke said. "Parking obviously is going to be changed with construction."

With the construction, some parking near the Center of Clayton is closing. Students have to find new places for their cars to go.

"We're going to lose about 50 spots I believe, which is going to force people to different places," Associate Principal Dan Gutchewsky said.

The city can ticket anyone without a pass. People who work nearby sometimes park illegally in CHS parking lots.

"Although you're not supposed to, sometimes people that work in the office towers just off of Forsyth will park there in the morning and leave their cars there all day," Gutchewsky said.

Brown Shoe is allowing CHS access to their parking lot this year. But it is still mostly empty.

"We have enough spots, it's just a matter of how far people want to walk," Gutchewsky said.

Even without construction, school parking gets harder as the year goes on.

"If you figure, when we start the school year, most sophomores can't drive so it's only juniors and seniors that are driving," Nelke said. "As the year goes on, more and more sophomores are turning 16, and so more and more sophomores are driving. Parking is always worse second semester than it is first semester just because of that very fact."

Nelke said that he hadn't heard any students complaining. However, there were complaints.

"I think the new student parking situation is kind of a problem because I used to have my own spot that I parked in every day and now there's a lot of fences up," senior Bradley Buse said.

Crowded parking lots at CHS are unavoidable.

"Parking is going to be a pain for the next two years," Nelke said. "There's no way around it."



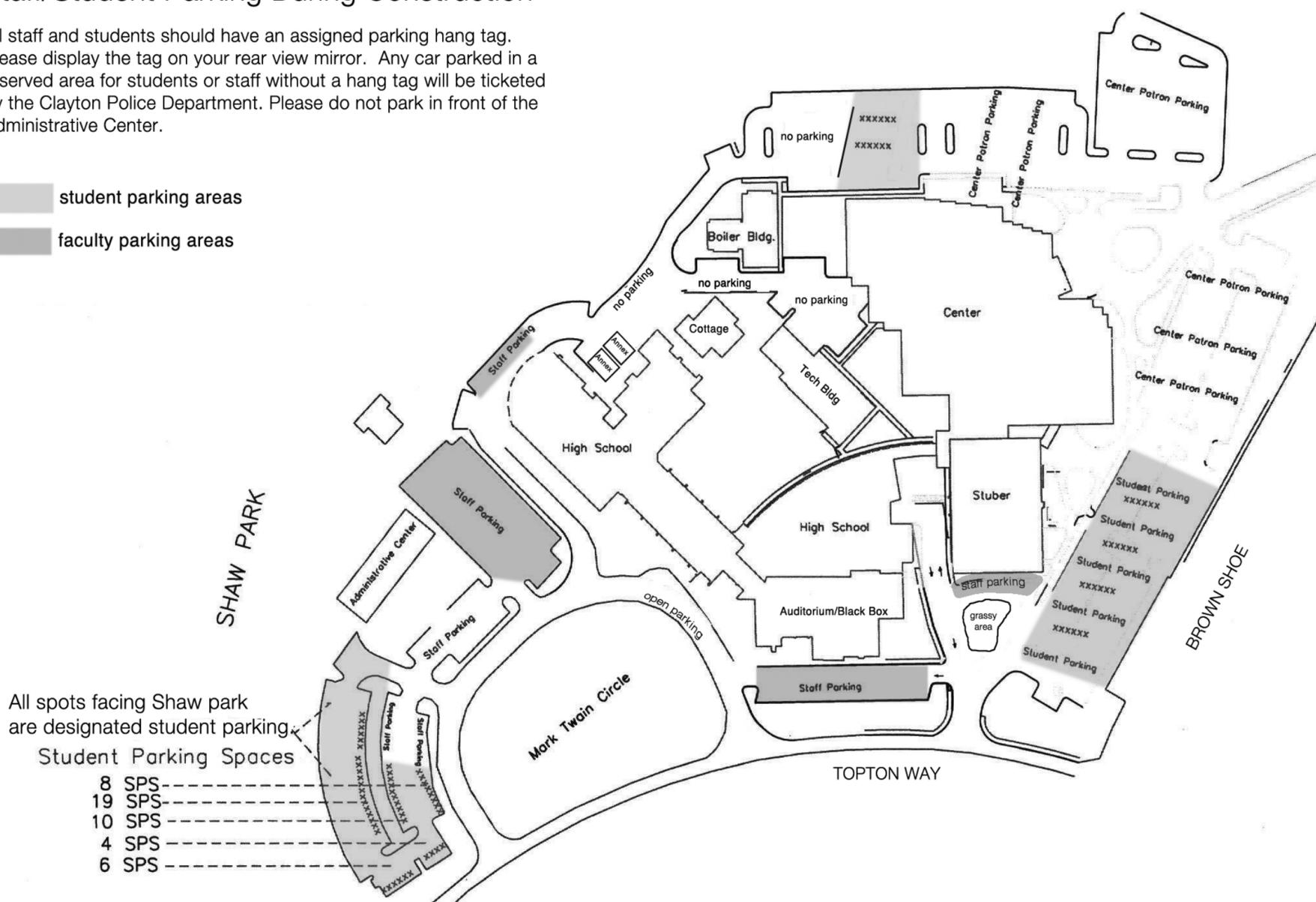
Elizabeth Sikora

ABOVE: The parking lot where many CHS students park. Due to ongoing construction, the number of spaces in this lot are limited, and students must have parking passes to legally park near CHS. BELOW: A map of the student parking lot shows the new locations for student parking.

Staff/Student Parking During Construction

All staff and students should have an assigned parking hang tag. Please display the tag on your rear view mirror. Any car parked in a reserved area for students or staff without a hang tag will be ticketed by the Clayton Police Department. Please do not park in front of the Administrative Center.

- student parking areas
- faculty parking areas



Courtesy of School District of Clayton

Apparel brand North Face sues imitation brand South Butt

by Zachary Prais
Reporter

The North Face has sued the South Butt. On Dec. 10, 2009, the North Face Inc. filed a complaint against the South Butt, in Federal Court in St. Louis.

Almost three years ago, Jimmy Winkelmann, who was at the time a high school student at Chaminade College Preparatory School, came up with the idea of the South Butt (see article from the Nov. Globe). His idea was simple: to create a parody of the popular North Face brand of clothing.

In 2007, Winkelmann created the South Butt LLC and began selling South Butt clothing online and at Ladue Pharmacy, hoping to raise some money for college tuition while highlighting the teenage obsession with name-brand clothing.

"In parodying the North Face, the South Butt is basically for those who don't want to buy the North Face, for those who don't want to be one sheep in a flock of many," said Albert Watkins, an attorney from Kodner Watkins Muchnick & Weigley, who is representing Winkelmann in the lawsuit. Watkins explained how the South Butt is really an "anti-North Face" with the "anti-logo" and "anti-slogan."

Similar to the North Face, the South Butt logo features two downward curves, in comparison to the three upward curves of the North Face logo. Furthermore, the South Butt plays on the North Face's slogan of "Never Stop Exploring" with the slogan, "Never Stop Relaxing."

However, now the North Face has sued the South Butt for trademark infringement. The North Face's complaint states that the South Butt's "use of the Infringing Trademarks is likely to cause and is causing confusion, mistake and deception among the general purchasing public...all to the dam-

age and detriment of The North Face's reputation, goodwill, and sales."

The South Butt's attorney believes this claim to be frivolous.

"It seems kind of insulting on the part of the North Face, to believe that it's customer base is so dumb as to not know the difference between a face and a butt," Watkins said.

In fact, in response to the lawsuit, the South Butt recently posted a disclaimer on its website, which states, "We are not in any fashion related to nor do we want to be confused with The North Face Apparel Corp. or its products sold under 'The North Face' brand. If you are unable to discern the difference between a face and a butt, we encourage you to buy North Face products."

In addition, Watkins believes the complaint lacks merit because the South Butt is protected by the freedom of speech stated in the First Amendment.

"This is a parody product," Watkins said. "In other words, it is designed to make people laugh...There is something called the First Amendment to the United States Constitution. It talks about freedom of speech. Just because you are a product with a trademark doesn't mean you are exempt from another company making fun of you."

Ironically, due to the lawsuit, the South Butt has received media coverage and interest from people around the country, which has significantly boosted sales and increased the popularity of the South Butt. As a result, Watkins feels that the lawsuit has significantly lowered the reputation of the North Face.

"If [the North Face brand] wanted to do it to look bad, they've accomplished their goal," Watkins said. "If they want to do it to appear like a bully in the playground, they have accomplished their goal...even if the North Face wins, they've lost."

Clayton police headquarters moves to Brentwood building

by Ben Colagiovanni
Reporter

The Clayton Police Department, along with the city of Clayton, has finally concluded its five-year-long search for a new home. The city of Clayton has purchased the 63,000 square foot Heritage office building at 10 S. Brentwood Blvd to replace the dilapidated headquarters the department currently inhabits. Located at 227 S. Central Avenue, the present operational center for the department, which was built in 1962, has multiple flaws which have drawn the attention of city representatives and department officials alike.

"The building is overcrowded and has developed significant infrastructure issues including inefficient environmental systems, electrical, plumbing, and asbestos problems," Alderman Steve Lichtenfeld said. "These environmental concerns could compromise the Department's ability to provide high-quality law enforcement to the community."

Along with such environmental hazards, space issues have deprived the department the opportunity to upgrade technologically.

"There are a lot of innovations in prisoner handling," Clayton Police Chief Tom Byrne said. "How you secure them when you're interviewing them, how you secure them when you're processing them, and you actually need a lot of space to do that safely, and right now we're really lacking in that space."

In 2007, the Clayton Board of Aldermen authorized a space and needs assessment of the current building. The results only heightened concerns that a new space was necessary.

"The study confirmed that the existing building is deteriorating," Lichtenfeld said. "Renovation of the existing building was not recommended due to the building's inadequate design and space utilization and poor construction. The recommendation was to obtain a new site and construct a new facility." However, the task of finding a new site for construction proved easier said than done.

"Our first thought was to build a new building, but we had a difficult time finding suitable property," Byrne said. "Property is very expensive in Clayton and also people don't want a police station near residential neighborhoods."



Meng Wang

The new police station located at 10 S. Brentwood Blvd. hopes to shed new light on the developments of the department. Still, many employees look forward to keeping the spirits of the old police building alive.

Thus, when the Heritage building became available, city officials quickly took action.

"When it was apparent that the Heritage Building would become available, an updated space analysis of the building was completed in 2009, showing that the Heritage Building would provide the proper space for and support the needs of the Police Department," Lichtenfeld said.

Constructed in the 1950s by a local developer named Sidney Studt, the Heritage building transformed Clayton's architectural landscape, by utilizing Williamsburg Colonial

style and, at five stories, standing as the tallest building in Clayton, which had previously never seen a building taller than three stories. The Heritage building once again has a chance to be revolutionary, only this time it will revolutionize the way the Clayton Police Department functions on a daily basis and will address many of the problems interfering with the department's ability to perform their duties to the fullest extent possible.

"The Heritage Building will afford the Police Department the space required for efficient, high-quality law enforce-

ment for the City," Lichtenfeld said. "Following complete renovation of the building, new environmental systems will be installed and the electrical and plumbing systems will be upgraded. If there is any hazardous material in the building, it will either be professionally removed or protectively encapsulated for the protection of all occupants. The Heritage Building provides 63,000 square feet to sufficiently address the current Police Department's space deficiencies, 128 parking spaces in an adjacent three-level garage, proximity to the County Court and Jail, and the opportunity to preserve and enhance a part of our Clayton architectural heritage."

And many of the updates will be specifically tailored to the needs of the department.

"We'll be working with architects that specialize in police buildings," Byrne said. "Plus, we'll be able to design many of the features which we'll incorporate into the renovation."

The Heritage building will also lead the way in energy efficiency.

"Clayton has decided that all future city public buildings would be constructed to LEED (Leadership in Energy and Environmental Design) standards," Lichtenfeld said. "LEED encourages adoption of sustainable green building and development practices through the creation and implementation of accepted tools and performance criteria. There are several progressive levels of certification; at the time of adoption, the Plan Commission recommended, and the Board of Alderman approved the Silver level as providing a level of sustainability within reach of developers and the city itself."

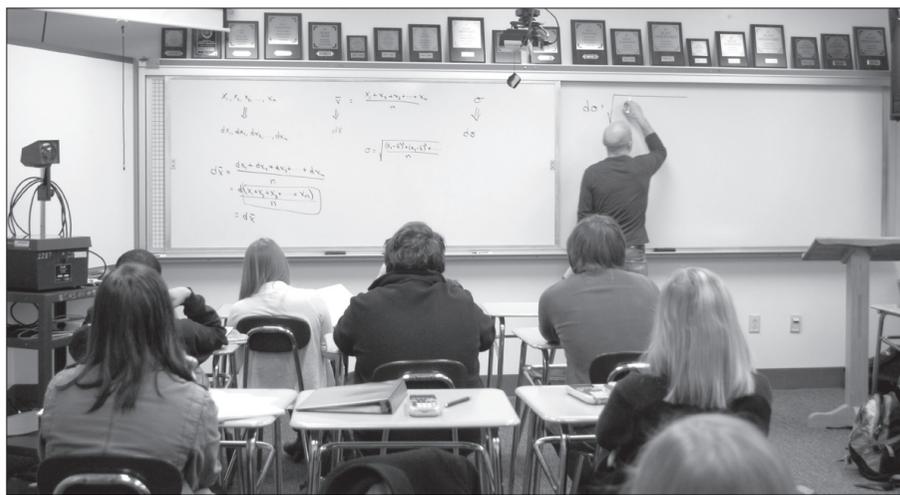
The city has also taken steps to ensure that the renovation is financially feasible.

"The city took out \$15 million in Build America bonds," Byrne said. "They'll pay for the renovation over 20 years as there is a very low interest rate."

It is estimated that the renovations will begin in November of 2010 and the department hopes to move into their new home by December of 2011. An open house will also be held by the department once the project is completed.

A member of the department for 37 years, and Chief for seven, Byrne welcomes the much needed change of scenery.

"I started my career at this building and I've been here a long time, but it is past its usefulness and we'll be glad to be out of it," Byrne said. ☺



Hannah Feagans

The Integrated Math system has been under much controversy in the past few years. CHS math teacher Kurt Kleinberg teaches his Integrated class despite the hardships.

Integrated math still proves strong

Integrated Math
pg. 1

Kohmetscher agrees.

"What a significant amount of research shows, from countries that do significantly better than us on international math tests, is that it is a better way to learn math," Kohmetscher said.

However, parents also complain that they are uninformed of the choice of traditional math route as well, and that their children entered Integrated without knowing what it was, locking them into the system. The reasoning for this is the fact that Integrated is Clayton's recommended course, thus overshadowing the traditional math program.

"[Integrated] just showed up on the schedule," said the anonymous parent. "When I questioned [my child] being in it, I was told, 'This is where he needs to be.' We were never told about the traditional option by the school... Were I to choose now, I would have placed him in the traditional sequence."

Cases such as this become a problem when the issue of class placement comes up; another frequently heard objection to Integrated pertains to the rigid separation of the math tracks, which are taught at such different orders and speeds (in the case of Honors) that switching between tracks is a complicated task often frowned upon by teachers.

"To me, that's another one of the arguments that a lot of parents throw out there to try and throw a wrench in Integrated," Kohmetscher said. "It's never easy to switch tracks... that's the concept of a track. You set out a path and lay out the pieces, like puzzle pieces, and if you've got two parallel tracks, moving between them is going to cause gaps."

The website www.claytonmathmatters.com, hosted by Marguerite Bliss, who played a major role in the implementation of the CHS Traditional math track (also known as the "Alternative" track) five years ago, and Andrea Maddox-Dallas, seeks to spread community knowledge of these alleged "math issues", as well as awareness of the choice between Integrated and Traditional.

In addition, according to the website's mission statement, the aim is to also "provide supporting evidence that Core Plus Integrated Math is not the proper solution to improving high school math education."

The site offers several links to similar websites, from other cities around the country, reflecting the fact that the battle over math curricula is not an exclusively Clayton-based phenomenon.

In addition, the site offers extensive input from Clayton parents, CHS alumni who had the Integrated track, and even professors, all offering their opinions on Integrated. All but the professors are anonymous.

"[An] advantage is that the problems and general ideas of what we were learning were presented in ways that we could relate to our lives," one source, identified only as 'CHS Graduate, 2006', said on the site. "Sadly, I think they need another year to do it. I say this because I did not feel sufficiently prepared for the math sections of the SAT or ACT."

Idleburg disagrees.

"I felt very prepared for the math section in the SAT that

I took last summer," Idleburg said.

However, like the anonymous student, many other parents and students are also under the impression that those who take Integrated are at a disadvantage when it comes to the ACT. In reality, this is not the case.

"When we first started Integrated, fewer students took the ACT, because the district didn't pay for it," Shepard said. "But even though we've more than doubled the students that take the ACT, we've kept the same strong scores."

This includes the scores within the Integrated program as well. Shepard looks at both the overall scores, and the individual math track scores as well, to make sure that all students are making progress.

An added perk of Integrated is that, according to Kohmetscher, reading scores on standardized tests actually improved, due to the heavy reading and communication emphasis in the track.

However, he said, Integrated was actually adopted by Clayton to improve progress that can't necessarily be measured through a test.

"The whole concept of Integrated wasn't necessarily to improve test scores," Kohmetscher said. "The standardized tests that we give really don't tend to measure critical thinking and problem solving skills. They measure rote skills. Now, Integrated was never invented to help improve kids' rote skills."

He added that though rote skills are not emphasized over problem solving, they are not meant to be neglected, either.

"My teacher introduces us to the formulaic way of it, and then she uses something that we encounter everyday so that we can understand whatever we're learning better," Idleburg said. Thus, the "formulaic" parts of math are not lost, just introduced in a different manner.

In addition, Felps said, many students who have gone through the Integrated sequence have returned to say that even in college, their old notes are still relevant and are still of help.

Though Integrated is backed by teachers, administration, and students who take it, its one problem is still the rumors that surround it. Many parents are deterred from Integrated based on falsehoods, such as the issue with switching between tracks which Kohmetscher deems a "false argument", or that Integrated students are at a disadvantage when taking the ACT, which the statistics prove untrue as well.

"I know there are a lot of myths and things floating around," Felps said. "But if anybody is concerned, I really, really wish that they would bring it up instead of being quiet, or uncomfortable, or feeling like they just don't know something. I wish that they would ask us, because we could show them what we know."

For the majority of CHS students, despite the doubt-filled rumors, Integrated is, for now, the teacher-recommended way to go. According to Barbeau, it "weaves together" the rote aspects of a traditional course and the "real world" application needed in society.

"The world is becoming a smaller place," Barbeau said. "[We think] about what's best for the student... We're preparing kids to be competitive wherever they go." ☺

Option of testing out of mandatory personal finance remains uncertain

by Justin Elliot
Editor

This year's graduating class will be the first to be required to take a course in personal finance.

"The purpose of the class is to instill good money habits early on in students," teacher Marci Boland said. "Students will learn about an array of topics ranging from what consumer rights are to why freecreditreport.com isn't free."

Although Boland admits that she was not fully in support of the requirement at first, she believes the benefits outweigh the costs.

"When you look at how many college students are up to their earlobes in credit card debt the need for the this class becomes apparent," Boland said. "This is information every consumer needs to know."

Nonetheless, not everyone at CHS is as supportive of the class as Boland.

"I legitimately never paid attention in class and still earned an A+, that is how little thought was required to pass the class," senior Lewis Kopman said. "There is nothing I took from the class I couldn't have gotten straight from the text book."

Hearingsimilar comments about the class Hannah Rosenthal, a junior at Ladue High School, wanted to try to get out of the course.

"I don't have a lot of chances to take interesting electives because of my second language and band," Rosenthal said. "So I thought this would be a good chance to squeeze in a fun class instead of personal finance."

To pass out of the personal finance credit according to the Missouri Department of Education students must get a 90 percent or higher on an online multiple choice test which is an over



Ryan Shields

Ms. Williams browses the Internet while her class discusses the various helpful tools given in class on managing their financial future.

view of the course.

Although it was no easy feat, Rosenthal was able to pass out of personal finance earlier this fall.

"I spent a couple days over the summer reading the text book to learn the material," Rosenthal said. "Then I took the test and passed out of the course."

At Ladue while dozens of students have attempted to pass out of the class, only a handful has succeeded.

Surprisingly, while passing out of personal finance is a new fad at Ladue High School, not a single CHS student has attempted to take the online test. Principal Louis Losos cited the graduation requirements to explain the phenomena.

"The board approved graduation requirements state that students must

earn .5 credits in personal finance," Losos said. "So if we were to follow these requirements even if a student passes the online test the course must still be taken."

Although Losos said that students cannot pass out of the course because of graduation requirements, the Missouri Department of Education website states that if students earn a 90 percent or higher on the online test, not only do students pass out of the class but earn credit for it. It is unclear if this fact would satisfy the school board's requirement.

Thus, until a student attempts to pass out of this class it is hard to say what the school board's decision will be.

Regardless, some students see no need to pass out of the class.

"I think it is good everyone has to take the class, it is really important," junior Jack Hodapp said. "If you passed out of the class, you would miss out on something." ☺

"If you passed out of the class, you would miss out on something."

Jack Hodapp
Junior

Math teachers adapt after flood

Math Department Flood
pg. 1

Among the other items damaged were a document camera, a few calculators, a computer, a paper shredder, and textbooks.

"We lost a lot of textbooks - probably in the hundreds of textbooks - not all of them are ones we use, some of them are resource textbooks," Kohmetscher said.

According to Kohmetscher, pipes have broken before in the math office, but the damage was never to the same extent as with this new leak and never with as much long-term damage.

Despite the losses, the math wing was back in order sooner than they had anticipated.

"It was fairly clean by the time we got here Monday," Kohmetscher said.

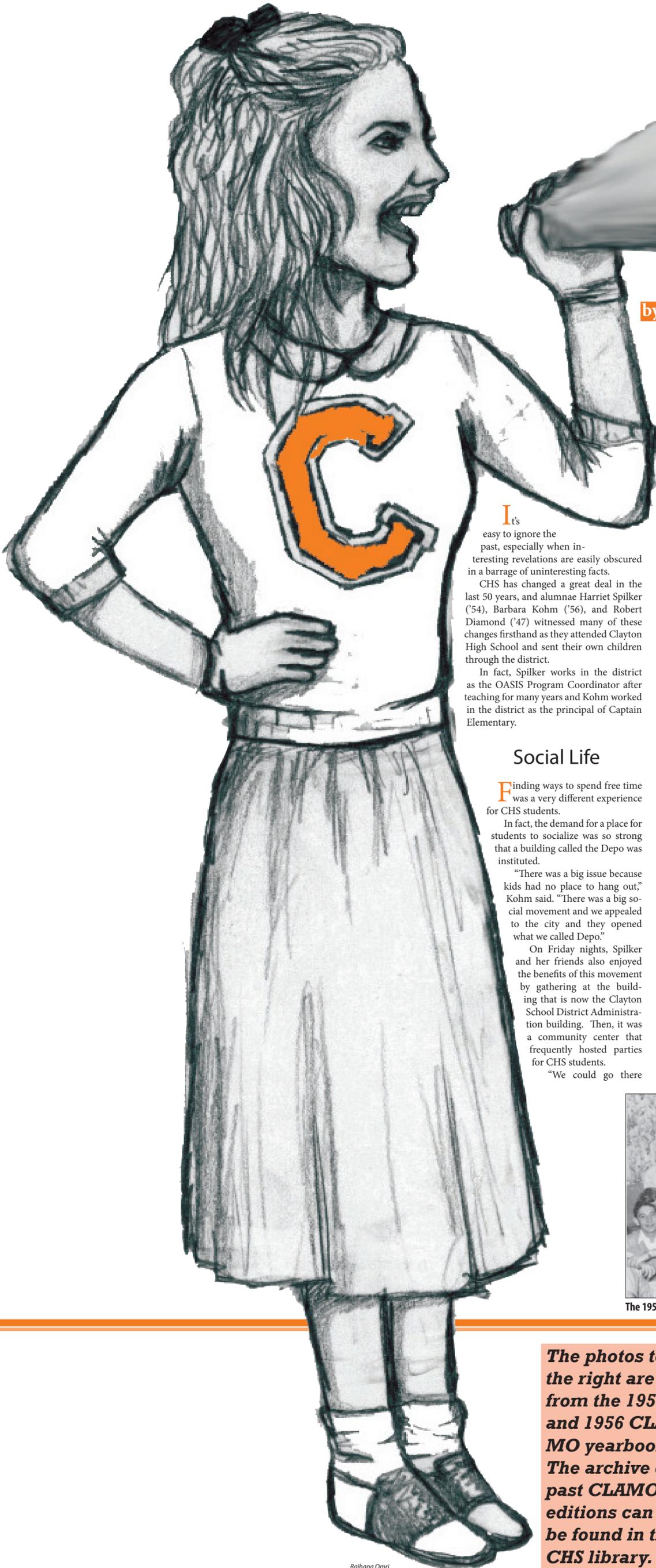
"And we had all of our stuff back in our office on Wednesday."

Glenn says that the math department responded well to the situation.

"Everyone from principals to custodians was helpful and came to check on things often," Glenn said. "The spirits of the department can't be dampened with a little water damage." ☺

"The spirits of the department can't be dampened with a little water damage."

Jane Glenn
Math Teacher



by Dawn Androphy
Editor

It's easy to ignore the past, especially when interesting revelations are easily obscured in a barrage of uninteresting facts.

CHS has changed a great deal in the last 50 years, and alumnae Harriet Spilker ('54), Barbara Kohm ('56), and Robert Diamond ('47) witnessed many of these changes firsthand as they attended Clayton High School and sent their own children through the district.

In fact, Spilker works in the district as the OASIS Program Coordinator after teaching for many years and Kohm worked in the district as the principal of Captain Elementary.

Social Life

Finding ways to spend free time was a very different experience for CHS students.

In fact, the demand for a place for students to socialize was so strong that a building called the Depo was instituted.

"There was a big issue because kids had no place to hang out," Kohm said. "There was a big social movement and we appealed to the city and they opened what we called Depo."

On Friday nights, Spilker and her friends also enjoyed the benefits of this movement by gathering at the building that is now the Clayton School District Administration building. Then, it was a community center that frequently hosted parties for CHS students.

"We could go there

and they would have parties on Friday nights," Spilker said. "We had the Peppers Prom, football season, there was a lot going on on the Saturdays."

Events for students were always supervised and, although events like these were occasionally available to students, Spilker noted that CHS students didn't have social events as regularly as they do today.

"There were small house parties... you know for somebody's birthday, or Halloween, or a special occasion," Spilker said. "But they weren't every weekend."

Kohm also identifies dating as being an activity that students spent a lot of time partaking in. Because there wasn't much else to do in the evenings, she identifies it as the primary way of knowing people.

"My kids used to say, 'Oh my God, you dated all the time,'" Kohm said. "Well, you know, it was just what people did all the time. It wasn't such a big deal."

Spilker also identified the Esquire, Shaw Park's ice skating rink, and the now-defunct Shady Oak Theatre as popular locations for students to socialize in their free time.

Although many CHS students shared these common hangouts, there was a clear divide among students regarding where they socialized during their lunch hour at school.

A place called the Dump that was quite unanimously described by the alumnae as a dump was a known hangout spot for students to occasionally buy food, but mostly just smoke.

"We could go out... during lunch hour to the Dump, if you wanted to," Diamond said. "And usually, most kids didn't go there because they [the students who went there] smoked and it was terrible. The most daring thing you'd do at that time was smoke cigarettes. You'd go there and smoke and play cards. You were in a really fast crowd if you went to the Dump."

Although Kohm didn't frequent the Dump, she did observe the common perception of those who visited the Dump during lunch.

"It was cool to smoke, that wasn't considered something bad to do," Kohm said. "If you were cool at all you smoked."

Not only have the hangouts changed between then and now, but all of the alumnae noted that students generally spend less time with families now than was customary while they were at CHS.

Diamond recalls very structured weekly times where everyone in his family would spend time together.

"With us, it was Friday night, the family

would get together," Diamond said. "Aunts, uncles, cousins... you had to have a written excuse not to attend."

Kohm also recalls a strong emphasis on spending time with family and describes the very strict rules surrounding the evening ritual of the family dinner.

"My whole family sat down to dinner at our dinner table every night," Kohm said. "And my dad would not start. If we were late, he made the whole family wait for us, and that was bad."

More importantly, social conformity was rampant and guided the everyday behaviors of CHS students. After flipping through her yearbook, Kohm made the observation that everyone essentially looked the same in their yearbook pictures.

"What was cool when I was in high school was to look kind of Ivy League," Kohm said. "It was to be very tidy. Sweaters with the little collar sticking out. Guys wore pants with belts on them and tucked in their shirts. That was how the cool guys would dress."

Kohm believes that these constraining style trends were a very visible aspect of the overall cultural conformity of the time.

"I think there was very strong culture to conform and I'm not sure how that happened," Kohm said.

Gender

Gender roles were an especially dominant force worldwide

at this time in history, and this societal structure was evident in everyday life for CHS students. This rigidity manifested itself in the most basic of ways, such as dress.

"There wasn't an official dress code, but there was a very strong unofficial dress code," Kohm said. "I never wore pants to high school."

This was such an accepted aspect of the culture of CHS that Kohm wasn't even sure if it was against the rule for a woman to wear pants to school because no woman ever even attempted to.

Additionally, female students were much more restricted in the activities. In particular, their options for their social lives just

"My mother used to say don't call a That was a said that'd mistake. T did all the and all the They had a power.

Barbara Kohm
CHS '56



The 1956 Scribblers, an exclusive writing club that was an outlet for student writers.



The 1954 CHS marching band.

The photos to the right are from the 1954 and 1956 CLAMO yearbooks. The archive of past CLAMO editions can be found in the CHS library.



Costumed CHS students celebrate and dance at the "Hay Hop" in the Depo Teen Center.

LET'S GO HOUNDS!

A look into post-war CHS and the social and academic changes that have come since then

weren't the same. "Girls didn't really go out, unless you had a date," Kohm said. "You didn't go out with groups of girls."

And, even if a female student was to go on a date, the strict rules didn't end there.

"By date, I mean a guy would come up and pick you up, and you would get in the car," Kohm said. "I couldn't just go out with a guy who was going to honk and go to the front."

It was also expected that the male student on a date pay at each step of the way during the date. Kohm also recalls that it was very taboo for a woman to ever call a man.

"My mother always used to say, 'You don't date a guy,'" Kohm said. "That was a rule. She said that'd be a big mistake. The guys did all the asking and all the paying. They had all the power."

The clear gender rules also extended to academics and greatly affected the life choices made by female students of that time.

Although Spilker and Kohm were certainly inspired to pursue a career by their teachers, their female students pursued a very different path.

"My female peers... are all quite accomplished students," Spilker said. "They attended the finest universities, they were very bright, it was a very bright class. All of them graduated from Harvard, from Michigan, from Northwestern, and I'm the only one in the group who's ever pursued a career. Not any of the rest of them has ever done anything professionally, which I think is interesting, saying something about the era in which I graduated."

Kohm also recalls the limited opportunities that women had upon graduation from CHS. The ultimate goal was to marry and have children, but the intermediary steps were also very set in stone.

"There were girls that went to college, many of us went to college, but basically there were three things that girls became in class," Kohm said. "One is, if you were smart in school, you became a teacher. Two, was if you were kind of a compassionate person you could become a nurse. Three, if

you were smart but your family didn't send you to college then you became a secretary. And that was pretty much it."

Demographics

What was quite possibly the greatest flaw in the way students at CHS were taught at this time was dire lack of diversity in both the academic and social sense.

"Diversity was not the key word then and we didn't read many, if any [racially diverse] authors," Spilker said.

Spilker notes that while there was some integration in her Clayton elementary school, it had completely disappeared by her time at CHS.

"So we had some African-American students in our classroom," Spilker said. "But then, when we got through eighth grade, then they went to a school that I think was in Webster."

The situation was at its worst when Diamond attended CHS.

"When I was going to school, high school, here, there were no black children allowed," Diamond said. "So there was no diversification of people... There was a small black population that lived right on that street Shaw Park drive. They were bused to the city schools. It was just a different era. Sometimes I feel like I'm in another planet from when I was growing up."

Very little initial action was taken after the passage of the Supreme Court case *Brown v. Board of Education* in 1954.

As a result of this passage, exactly one African-American student joined Kohm's CHS class.

Although CHS didn't enroll a racially diverse class at the time, CHS still had a notably large Jewish population.

"It [the student population] was also probably almost 50 percent Jewish at that time," Kohm said. "Jews, at that point in time, weren't allowed to live, you know there were covenants, in different neighborhoods. You couldn't live anywhere in the city. This was a place you could live and there were good schools."

Despite the prominent lack of diversity in CHS at the time as reflected by its segregated status, CHS was still exposed to the currents of

change forming at the time.

This change was notable sparked by the efforts of Social Studies teacher Margaret Dagen in creating a Human Relations club to spark discussion among CHS students about race.

"We were just naïve; I don't think we thought about it," Kohm said. "Mrs. Dagen made us think about it... When *Brown v. Board of education* happened, we were very pleased. We thought it was a good thing."

One of Spilker's fondest memories from her time at CHS was given in her senior year to interview Jackie Robinson, the first African-American MLB player.

"One day, Margaret Dagen asked if there were any volunteers to work on a special project and I was always good for something like that and so there were three of us that she selected," Spilker said. "We didn't know what this was for and she didn't tell us everything until we left for the field trip and she did not tell the class. We were going to interview Jackie Robinson."

Spilker was impressed by Robinson's poise during the interview and admired his answer to her allotted question.

"It was fascinating," Spilker said. "He was a wonderful man, very good-looking, very at ease. My question for him was, 'Why do you want to come to Clayton High?'"

His answer? "Because I want to make a difference in the future."

Academics

In addition to their unique social experiences, the alumnae also took a love of learning from their time at CHS and were inspired by their teachers to pursue their respective fields. The alumnae all noted Dagen, in particular, as being a particularly inspiring and influential teacher.

"[Dagen] got me very interested in that subject, in politics, in being active in politics," Spilker said. "My daughter has followed in that suit and I still am very involved and keep up on what's going on in the world."

Spilker, Diamond, and Kohm also recall the impressive English classes that helped them

grow as a writer.

"Blandford Jennings, is another one, in the English department," Spilker said. "He certainly was proficient in teaching us how to read quality literature and to write, which is so important. I'm a big advocate of your confederated English program. We did not do that when I was enrolled in the English program, but there still was a large amount of writing."

Spilker recalls reading books by John Steinbeck in the curriculum and many other classics that are still a part of the literary canon today.

"I remember Shakespeare was one we struggled through," Spilker said.

Despite learning a lot in CHS classes, the alumnae all noted that the structure of the courses was very traditional and the teaching styles were essentially uniform. It was this uniformity that made being chosen into Jennings' more exclusive English class so appealing.

"Everything was conventional then," Kohm said. "I guess it was conventional teaching, but part of it was that you had to be selected into this class, so that was a big deal because there wasn't anything else that you did [as a special course]."

In fact, with no actual honors or AP courses at CHS and only about an hour of homework each night, the experience was far less stressful than the typical experience of CHS students today.

"I think we were under a lot less pressure than you all are to achieve anything and do things well," Kohm said.

CHS was also much more cluttered and rudimentary during this time, especially in the old building before the current CHS building was opened in 1954. Diamond especially noticed this due to the lack of gym facilities.

"The auditorium was the gym," Diamond said. The place where you played basketball... that's the stage of the auditorium."

Kohm and her classmates also observed the somewhat comical symptoms of the original building's crumbling state at the time.

"When I was in Maggie Dagen's class, the ceiling was falling in," Kohm said. "I remember during her class, which we thought was very funny, chunks [of ceiling] would fall down."

Despite these setbacks, the overall experience at CHS has been positive for these students and inspired them to pursue education and success in their lives.

"I think what I got was a real love of learning," Kohm said. "Although I think the teaching wasn't nearly as good as it is now, I think people here got a kick out of learning." 📖

Looking Behind the Legacy

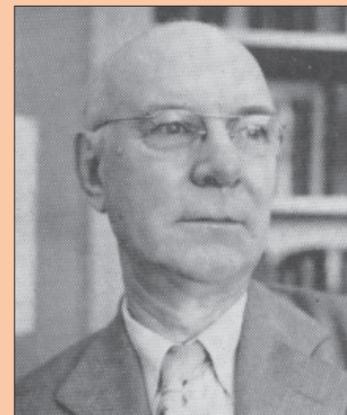
These former CHS teachers are known to their past students for their unique presences, unique teaching styles, and devotion to education. Now, they are known for the impact they made and the legacy they left behind.

George M. Stuber



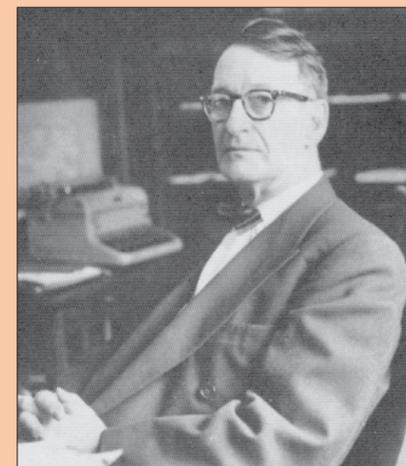
Stuber worked as athletic director for 40 years and retired in 1977. Currently, the Stuber Gym bears his name and the George M. Stuber Award is awarded annually to a CHS student-athlete.

Blandford Jennings

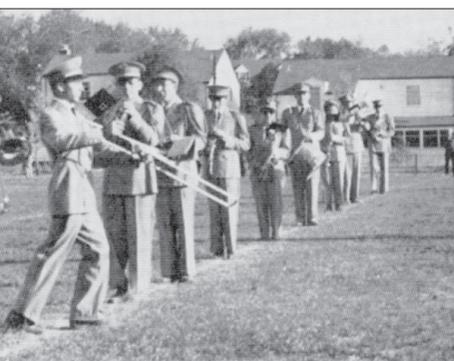


An English teacher known for his traditional style of teaching, Jennings was well-liked by students and known for his selective senior English class. Today, the Blandford Jennings Award is given to a CHS student who excels in English.

John Bracken



After serving as the superintendent of the Clayton School District, the administration building prior to the current building was named for him. The Bracken Building was located on Maryland Avenue and housed the administration building from 1941-2001.



Band performs for the crowd at a football game in full band attire.



Students collaborate on a work-in-progress in art class.



CHS students relax in the Depo after a Friday night football game.



The 1954 Football Dance court pose for a picture after being bestowed titles such as "Football Queen" and "First Maid."



The 1956 cheerleaders celebrate during a football game. At the time, becoming a cheerleader was an involved, three-step audition process.

TEAMS participants take on real-world problems

Students prepare for an annual competition that focuses on modern-day challenges in science and engineering. This year's competition will focus on global water safety and availability.

by Phillip Zhang
Reporter

Many groups of students from all over the St. Louis area will be competing against each other at the Tests of Engineering Aptitude, Mathematics, and Science (TEAMS) on Feb. 26. With the competition date approaching, CHS students and coaches are getting ready to take on this challenge.

TEAMS is an annual theme-based competition that challenges students to solve real-world problems with the concepts that they have learned in school. Students, working together in groups of eight, have to finish two 90-minute exams: Part One consists of 80 multiple choice questions and Part Two consists of four open-ended free response questions.

The theme of this year's competition is water.

"Water and energy will be two of our biggest concerns in the future," said Rex Rice, coach of the TEAMS students. "I think this theme is very relevant and will raise our consciousness in these fields."

This year, 48 to 64 top science and math students will be chosen to represent CHS in TEAMS competition. These students will then be divided into teams of eight to work together. Head

coach Rex Rice and assistant coach Jennifer Adams think students can learn a lot through this experience.

"The whole competition focuses on teamwork," Rice said. "Students also have to develop strategy to finish in the given amount of time."

Water and energy will be two of our biggest concerns in the future. I think this theme is very relevant and will raise our consciousness in these fields.

Rex Rice
TEAMS coach

In 1993, TEAMS became a new form of competition and gained emphasis on teamwork by diverging from its previous form, Worldwide Youth in Science and Engineering competition (WYSE), which is more like a test for

individuals.

TEAMS requires commitment from the students. Practices start five to six weeks before the competition. For two to three times a week, students stay after school and practice by doing real exams from previous competitions.

Although TEAMS requires hours of practice each week, senior Sneha Viswanathan commits herself to TEAMS and has been participating in teams for the past three years.

"We are able to learn stuff out of class in a way that I wouldn't learn in other activities," Viswanathan said. "That's why I keep coming back to

TEAMS."

Last year, the CHS teams had great success. The five CHS varsity teams claimed the top five ranks in their division for states. Varsity Team A, D, and E advanced to the nationals and Varsity Team A placed first in its division. Junior Varsity Team A, C, and B placed first, third, and fourth in their division for states, with JV Team A advancing to the nationals and placing first in its division.

State ranking is determined by each team's Part One score alone whereas national ranking is determined by combining Part One and Part Two scores.

One of the students who contributed to the success last year is junior Ikshu Neithalath.

"The reason I keep coming back to TEAMS is the blood-thirsty thrill of competition," Neithalath said.

"Problems in TEAMS are a lot different from the problems we do in class," Neithalath said. "They are much more relevant because they are problems that engineers deal with in the real world."

The theme of last year's competition was "theme park," and the year before that was "Olympics." Problems often cover a wide variety of topics within the given theme.

Junior Brett Downey participated in TEAMS last year and hopes to compete again this year.

"The wide range of problems really pushes us to apply our classroom knowledge in real-world applications," Downey said. "It's important to be open-minded because you just never know what to expect." ☺



Senior Kathleen Naccarato concentrates on a multiple-choice problem. Each student is responsible for completing a set of 10 multiple choice questions, but cooperation between team members is encouraged.



J. Buck's and Luciano's Trattoria will be destinations for patrons during Clayton Restaurant Week, when restaurants offer promotional deals.



Tom Haslam

New frozen yogurt shop builds on success of other popular locations

by Jake Bernstein
Reporter

A new frozen yogurt shop is scheduled to open later this year at 7610 Wydown Blvd. next to Protzel's Delicatessen. The restaurant, named Chill, will have self-serve yogurt machines in a similar style to University City store, Fro-Yo.

The shop's name and the store's architectural plans were approved by the Clayton Planning and Zoning Board at their December 21, 2009 meeting. Jim Liberman, Commissioner of the Planning and Zoning Board, elaborated on the topic.

"We approved the store and the changes they made to their prior plans," Liberman said. "They are all set to open when the construction is complete."

Though similar to Fro-Yo, the owner plans to build off Fro-Yo's successes and faults. Like Fro-Yo, they plan to have a gourmet topping buffet, where customers scoop out the amount of topping they would like. However, they

plan to revitalize Fro-Yo's sampling system, though no specific method for changing the sampling process was mentioned at the meeting.

Concerns for the store are the small size, at 1,100 square feet, and problems with trash outside the store. The Chill representative at the meeting settled these issues with a proposal for outdoor benches and an agreement to make sure the area around the store was free of litter.

Since Great Harvest Bread Company moved from Davis Place, several members of the community have been disappointed with a lack of snack options within walking distance. Chill hopes to garner the walking community as potential customers.

The store also hopes to receive business from students from Wydown Middle School walking westward on Wydown Blvd. Reed Joern, an eighth grader at Wydown and a Davis Place resident, expressed excitement when hearing of the new yogurt store.

"Fro-Yo is really good since it is different from most ice-cream stores, and the candy buffet has a lot of different selections," Joern, who walks home on Wydown Blvd., said. "I would stop to eat at this new store when I walk home. I bet this new place will be popular if it is like Fro-Yo."

In order to promote outdoor eating, two state-of-the-art benches are planned to be placed outside the doors. Also, just across the street is Acorn Park, which Chill hopes customers will utilize to eat their ice-cream, as the indoor seating runs on the small side.

The store will likely feature four frozen yogurt machines, as opposed to six at Fro-Yo. Trendy furniture and a sleek design are planned for the interior of the store. The storefront will be renovated to feature an aluminum-clad window and painted wood panel system.

Residents of Clayton may find a new way to cool off this summer with Chill. ☺

Clayton restaurants offer promotional dinner deals

by Dee Luo
Reporter

Seventeen restaurants in the Clayton area are participating in The First Annual Clayton Restaurant Week that will take place Jan. 25-31. During the Clayton Restaurant Week (CRW), each participating restaurant will offer three-course dinners for \$25.

According to CRW's official website, diners do not have to register or carry coupons; they just attend the restaurant of their choice and conveniently order from a special three-course menu. The way CRW works is simply outlined by Lisa Slay, executive chef of Remy's Kitchen and Wine Bar.

"It happens in a lot of different cities and for the whole week long, you can go in and get a three-course meal for \$25," Slay said.

Brad Beracha, owner of ARAKA and Miso on Meramec and one of the organizers of CRW, details the concept of CRW.

"Each restaurant will offer a three-course [meal] for the price of \$25," Beracha said. "For an additional \$5, you can give a donation or 'extra credit' to the Kids Smart Charity."

Diners can easily donate to KidSmart by adding \$5, \$10 or more onto their bill. The KidSmart charity provides basic school supplies to over 90,000 students in the St. Louis area who cannot afford tools for a good education.

According to kidsmartstl.org, "92 percent [roughly \$90,000] of all product and monetary donations go directly toward our free store program [that provides free school supplies to teachers and volunteers that distribute the supplies to families]."

Not only does CRW contribute to a great cause, but it is unique because it offers restaurants an opportunity to promote their dishes and diners, while also providing an opportunity for residents to try new foods.

"As a restaurant owner I see great value in participating as it is a great week to showcase your restaurant, your product, and also to market any features or special events that the restaurant has for the upcoming year," Beracha said. "As a consumer, I think this is a great opportunity to eat at restaurants in Clayton that you know and love, or to try a venue that you hadn't in the past."

Slay, who specializes in menu engineering, agrees that both the restaurant and diner receive numerous benefits from CRW.

"It's a great opportunity for people to come in and check out your restaurant and help raise money for KidSmart," Slay said.

Each restaurant will offer a three-course [meal] for the price of \$25. For an additional \$5.

Brad Beracha
Owner of ARAKA and Miso on Meramec

Restaurant Week is a tradition in over 35 cities, including downtown St. Louis. After much planning and cooperation, Clayton was able to successfully organize CRW.

"I have been trying to organize the CRW for over a year now but an event of this magnitude was not easy to plan," Beracha said. "After several meetings with the City, I decided to bring in Amit Dhanwan from Synergy Productions to help organize the event."

Sponsored by Synergy Productions, who has sponsored Downtown Restaurant Week for the last five years and Enterprise Bank & Trust, the CRW will be Clayton's first Restaurant Week although many, such as Beracha, hope that CRW will become a new tradition.

"We are excited to have finally launched this event," Beracha said.

To help CRW run smoothly, the seventeen participating restaurants have pre-set a special dinner menu. The full list of participating restaurants and their exquisite menus can be accessed on CRW's official site, www.claytonrestaurantweek.com. Reservations are not required but strongly recommended. ☺

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Athlete of the Month

Gabrielle Inder



"She is a very encouraging teammates and she is always in a good mood."

--Teammate
Abigail Copilevitz

BY THE NUMBERS

Eight first place individual victories in...
100-meter backstroke
100-meter freestyle
100-meter butterfly
50-meter freestyle
200-meter individual medley
200-meter freestyle

SWIMMING

Breaststroke

Inder trying to leave an impression behind

by Katherine Greenberg
Editor

The CHS swim team has improved immensely this year by gaining senior Gabrielle Inder.

"I had issues swimming on the swim team sophomore and junior year because it conflicted with TEAMS," Inder said. "But because this is senior year and I really want to make the most of my time I am trying to work everything out so that I can be more committed to the team."

Inder has been swimming for her entire childhood starting when she was very young in Australia.

"My mom really wanted us to know how to swim," Inder said. "She had seen a lot of cases of children drowning during her medical training so it was very important to her."

Inder started swimming competitively at 10 years old at a club "fun meet." At the meet she broke the record in breaststroke, which helped her decide to start competing more seriously.

In America, she kept up her swimming schedule by swimming in CSP (Clayton Shaw Park Swimming) on the Senior Elite Squad.

"My favorite strokes to swim are backstroke and butterfly," Inder said. "Although I swim all of the strokes."

Senior Nicky Turza has seen Inder swim numerous times.

"She just never stops swimming," Turza said. "She works very hard."

CHS swim coach Dave Kohmetscher also praises Inder's work ethic.

"It is great to have her on the team because she is able to lead by example," Kohmetscher said. "When people see how hard she is working in practice, it encourages her teammates to do the same."

The swim team meets Monday through Friday for two hours a day and some people also attend an optional practice on Saturday.

In addition, there are dry land practices twice a week

for an hour during which the team does core exercises and runs.

Juggling a difficult schedule and swimming is at times a challenge for Inder.

"Sometimes I get home late from meets," Inder said. "It can be difficult to get everything done, but I am very organized which helps a lot."

Inder enjoys swimming not only because it keeps her in shape and she gets to be a part of the team.

"Swimming gives me an escape from my schoolwork," Inder said. "While I am there it is a fun way to relax."

While swimming can be a very individual sport, Inder values the community that the CHS swim team has created.

"I really love the team atmosphere," Inder said. "There are a variety of talents on the team but despite the differences everyone comes together at meets to cheer each other on."

Turza has been at many meets cheering Inder on.

"At practices Gabby is always first to finish," Turza said. "But she never makes a big deal about it, she is very modest."

Inder is also an inspiration for the younger members of the team.

"Gabby is so successful because she works very hard and she has been swimming for a long time," Freshman Abigail Copilevitz said. "She is a very encouraging teammate and she is always in a good mood."

Inder's goals for this year are to make state in individual events and in relays as a team.

"I have had the state qualifying times since freshman year but I have not swum them at a Clayton meet," Inder said. "Hopefully I will be able to this year."

Kohmetscher agrees that this is a realistic goal.

"Gabby definitely has the potential to qualify for state," Kohmetscher said. "She is a very strong swimmer and has the potential to win in every event."

State is still weeks away but as the team begins preparing we look forward to their success. ☺

"At practices, Gabby is always first to finish but she never makes a big deal about it and is very modest."

Nicky Turza
Senior

Wrestling begins push toward future

by Christian Thomas
Reporter

The varsity wrestling program has seen better days. Carrying a 2-6 record, the team is motivated to finish the season successfully.

"Coach Verby has started putting us through more drills," junior captain Jordan Henry said.

Henry has been a key member of the team since his freshman year and is in his second season as a team captain. Henry wrestles at the 135-pound weight class, one of the most competitive weight classes in high school wrestling.

"We do a lot more running and wrestle at 100 percent, instead of just learning new moves," Henry said.

"Practices have been a lot more intense. It's all geared toward helping the kids get better," said head coach Doug Verby.

Henry said the team feels as if the overall record does not affect the amount of hard work put into the season. Of the 14 members of the team, 13 are underclassmen, including six freshman with no prior wrestling experience.

"Obviously we have a young team," Henry said. "That just needs to let us know we have to work harder to compete."

On the other hand, a young team usually means a lot of potential for the future.

"Sophomore Jeffrey Rothenberg and freshman MJ Milbourn have both done well," Henry said. "Jeffrey has really evolved since last year, and MJ has competed very well con-

sidering he is a freshman."

Rothenberg is wrestling in the heavyweight class, while Milbourn is in the 145-pound weight class.

The members of the team have bought in to the demanded extra work, and Henry guarantees results.

"With all the extra work put in, it's hard to keep up with other things," said sophomore Joseph Bradley. This is Bradley's second year on the team. "I am confident that it will all pay off when it really matters."

"Our next team goals are to win as many matches as possible and also get the underclassmen more wins," Henry said.

With the district tournament soon approaching, hopefully the improved work ethic and much needed individual wins will give the team an extra boost.

"Traditionally, we haven't done well as a team when districts came around," Henry said. "That needs to change. Last year I did well, but wrestling is a team thing. The season will be considered a failure to me if the team doesn't do well."

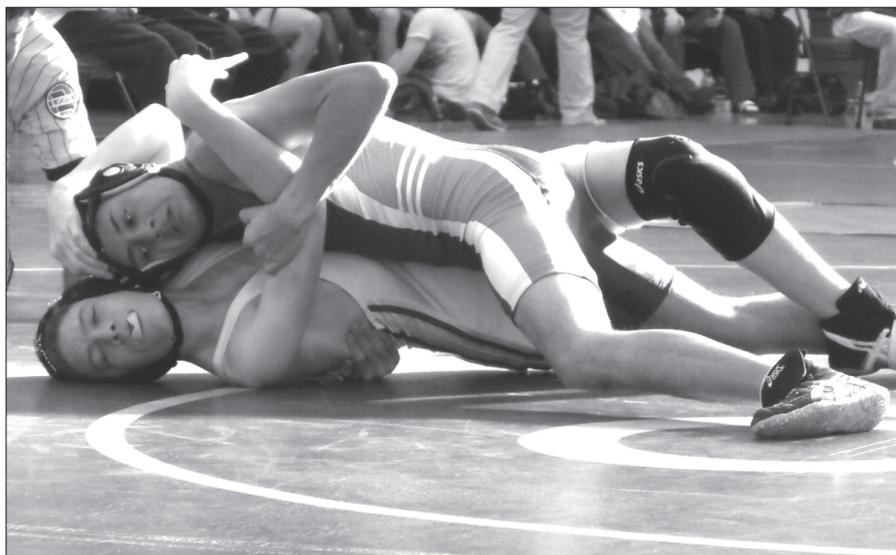
"It is great to see Jordan step up and be a good leader," said Bradley. "He has been on the team the longest and keeps pushing us to get better."

As the team continues to progress, the focus of the team is being to switch from the next match to the district tournament.

"I am ready for the district tournament. Although we are very young, the potential is there. We just have to want it," said Verby. ☺

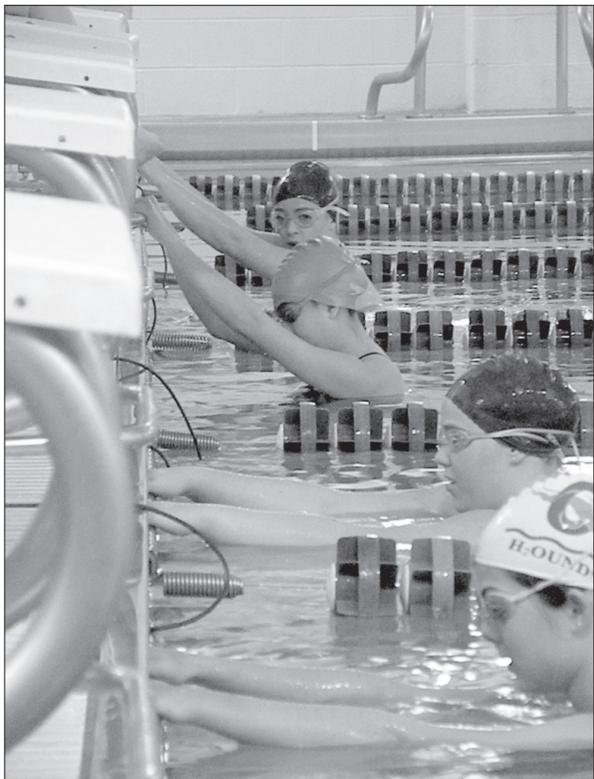


ABOVE: Freshman Edward Davis grapples with an Affton wrestler in the John Burroughs Tournament on Saturday Dec. 4, 2009. Photos by Thalia Sass
BELOW: Sophomore Justin Williams gets two points for a take down in the John Burroughs Tournament on Saturday Dec. 4, 2009.



Swim Hounds look to turn the season around by coming together as a team

With the majority of the team consisting of underclassmen, the girls' swim team faces inexperience and an uphill battle due to the lack of a diving coach. Without a diving coach, the team cannot gain points from the diving aspect of meets.



Sophomore Emma Rivard, sophomore Katherine Kirchoff, junior Elizabeth Sikora and freshman Abigail Copilevitz wait in anticipation for their backstroke heat to begin in practice.

by Schuyler Longmore
Editor

Swimming season has begun, and with a 1-3 record, the 30-member varsity girls' swim team is beginning to find some rhythm to their season.

With more students participating this year, the team is excited about their chances to be competitive in all the events. A match is won by receiving a larger total score over the course of many different events.

"Having more people helps a lot because we are able to put the maximum amount of swimmers in each event, giving us the best chance to win," junior Elizabeth Sikora said.

The diving section of scoring is vacant this year for Clayton. The team was unable to find a diving coach, and consequently has to give up points in diving events.

"This puts us at an immediate disadvantage when competing against other schools," senior Gabby Inder said. "Although we may win the swimming portion of a meet, if we are already behind from the diving, we may not come out with the win."

Inder is one of the leaders of the team, and an important swimmer contributing in the 100-meter backstroke and 100-meter butterfly events. Inder is ranked top 10 in the 50-meter freestyle within the Suburban East Conference with a time of 28.64 seconds.

"In the past, I have focused on par-

ticipating in swimming at the club level; however, this year, as a senior, I wanted to be apart of the Clayton team," Inder said.

The Clayton team has five swimmers who used to compete at the club level: Inder, Sikora, sophomore Katherine Kirchoff, freshman Emma Vierod, and freshman Dana Schwartz.

The team is working to bridge the social gap between previous club swimmers and less experienced swimmers.

"This year we wanted to have more of a 'team' feeling," Sikora said. "In the past, our team has been kind of isolated from each other, mainly because swimming is such an individual sport."

Sikora is another leading swimmer. She competes in the 100-meter breaststroke event and relays.

"This year we have been cheering a lot more, and we have tried to do more team building activities," Sikora said.

Sikora wasn't the only team member to agree with this motto of sorts.

"Everyone is really supportive of

one another and there is a friendly dynamic," Inder said.

Swimming is a significant commitment at the high school level, because staying in shape takes hard work and dedication.

The team practices long hours in and out of the pool to achieve success at swim meets.

"Swimmers on the team have had a much closer bond, as they train together every day, and at meets they are more enthusiastic to push each other to succeed."

Gabrielle Inder
Senior

"We swim from 3:30 to 5:15 or 5:30 everyday after school, and sometimes we have practices on Saturdays as well," Sikora said. "Every Tuesday and Thursday, we have a 30-minute dry land practice before getting in the water."

Ample practice makes swimming one of the best sports to keep in good shape. There is not a lot of time spent reviewing plays, strategies, or film like other sports, so practice means physical work.

"I really like the dry land workouts because I feel like they have made me a stronger swimmer and it's also a nice change to not be in the water all the time," Sikora said.

With lots of new swimmers the

team's goals are set on rebuilding and gaining experience.

"Although we have a lot more numbers than previous years, it's the first year swimming for a lot of the girls," Sikora said. "By next year they will be accustomed to the practices and meets, which will only help the growth of our team."

It is not easy for girls to compete with club teams as well as the Clayton team, but the increased number of new swimmers is promising for years to come.

"At Clayton, the coaches are more restrictive and make swimmers attend high school workouts over the club equivalent," Inder said.

This policy has had positive and negative affects on the amount of talent on the team.

"Swimmers on the team have had a much closer bond, as they train together everyday and at meets they are more enthusiastic to push each other to succeed," Inder said. "However, this decision by Clayton coaches has also caused many competitive swimmers to opt out of swimming for their high school."

Inder joined the team this year, because of her commitment to her club team in previous years.

The team is looking forward to the rest of the season with matches against Rockwood Summit, Eureka, Pattonville, and Parkway North leading into early February. ☺

Junior Christian Thomas carrying Hounds to new heights on court

by Payton Sciaratta
Reporter

So far this season the varsity Greyhound basketball team has made a major improvement compared to recent years.

One of the main contributors to this is junior guard and forward Christian Thomas, who has the highest average on the team at 21.8 points per game and also cleans the boards for the fairly undersized Hounds, chalking up nearly 10 rebounds per game.

Thomas has been playing since he was only eight years old, and his heart has always been in the sport. He started playing basketball because he wanted to be just like his dad.

"My dad was a big basketball player when he was in high school and he played at Kansas State, so when I was little I decided to try and be like him," Thomas said.

When he was younger, his father was constantly trying to challenge him in order to improve his overall game.

"To get better, my dad had me always play against older kids," Thomas said. "Also I played with my brother who is six years older, so he always challenged me."

As soon as Thomas entered high school, all his hard work paid off. He began playing on the varsity team his freshman year.

Thomas actually entered a situation at Clayton that benefited him because it was a young team and not a very high-caliber squad, which allowed him to adjust to the varsity level of play without much pressure.

Many Clayton students fondly remember the shot that Thomas hit at the buzzer in overtime against the rival Ladue Rams in district play to win the game in 2008.

Even as a freshman, Thomas showed that he had nerves of steel, calmly putting back a Greyhound miss in order to extend the team's season.

With the help of Thomas, the team's record so far is 12-5, compared to last year when the team finished 18-9.

"I know we will win more and make farther in districts, hopefully even state," Thomas said.

Each season Thomas sets an expectation for himself. This season he wanted to improve from the last.

"I wanted to average more than 14 points a game because that's what I did as a sophomore, so I wanted to improve on that," Thomas said.

However not only did he want to average more than 14 points per game, but Thomas also wanted to get stronger and improve his shooting.

Thomas is clearly improving on his shooting, as evidenced by his performance against Eureka in which he scored 40 points, which happens to be his fondest memory so far this season.

Thomas has a field goal percentage of 52 percent, and a 47 percent average from behind the three-point line. From the free throw line Thomas is shooting almost 66% by connecting on 87 of his team-high 132 attempts.

"Christian has as much talent in his little finger as most of us have in our entire bodies," head coach, Ryan Luhnning said. "He is someone who doesn't take his talent for granted. He is our hardest

worker and that's why he's successful."

Thomas has done a remarkable job of improving his ball handling skills, as well as his jump shot. The changes have already paid off for the Hounds and Thomas.

In a game against MICDS earlier this season, the opposing Rams were determined to not let Thomas beat them down low, so he easily stepped outside the arc and drained his first five three-point attempts.

As well, Thomas has carried the ball up the court much more this season than in the past.

Thomas hasn't just improved on goals he set for himself, but he has improved the overall team as well.

"Christian isn't just someone who plays basketball," senior forward Preston Burnsed said. "He's a basketball player who was born to play the sport. His natural talent along with hard work will help the 'Greyhound pack' have a very successful season."

Since Thomas is such a great player, he has already had college scouts looking at him, several of whom came to watch him play over the summer.

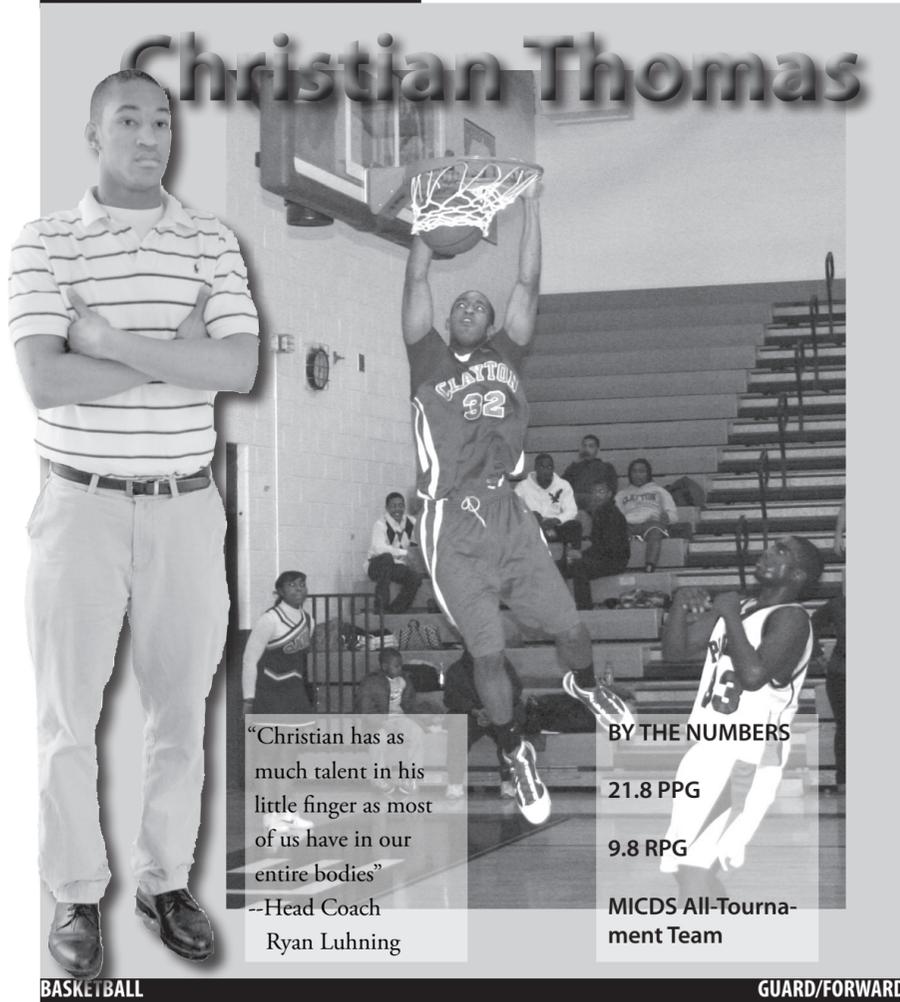
Thomas has got his eye on one college in particular, the University of Nevada.

"I like the coaches there and they have a good winning tradition," Thomas said.

To Thomas, basketball isn't just a high school thing. His love for the game is something that he wants to pursue in the future.

"I definitely want to play in college and if I get the chance to make it a career, I would love to," Thomas said. ☺

Athlete of the Month



"Christian has as much talent in his little finger as most of us have in our entire bodies"

--Head Coach
Ryan Luhnning

BY THE NUMBERS

21.8 PPG

9.8 RPG

MICDS All-Tournament Team

Should students really have to pay \$5 to watch their classmates play?

This year, varsity basketball had coach Ryan Luhnning and assistant coach Mike Nelke came up with an idea to get more fans to come to home games. That idea was to create a fan club now known as the Clayton Crazyes. This is possibly one of the best ideas I have ever heard presented during my tenure here as a student.

The perks to being a member of the club include free admission to home games and free pizza, with the only requirement being that the student attends a "practice" the day before the home game.

For me, being a sports reporter for the Globe, the high school sports seasons are expensive, an adjective rarely used by Clayton students. But if I add up the costs of tickets and concessions, the total would be much higher than many would expect.

In the fall, I paid \$3 to watch the football team lose all five home games and the game at Ladue that I attended. In the winter, I am paying \$4 to attend any of the hockey team's games. A hockey team that is 5-13.

Luckily, home basketball games are now free, but any tournament games such as the MICDS Holiday Tournament

or the DC Wilcutt Tournament at CBC cost \$5 to get in. So three games in each tournament and I'm suddenly out \$30. That's not to mention if I wanted anything to eat or drink.

Turf Tales



Evan Green

Sure, some tournaments like the MICDS one donate the proceeds from admissions to a charity, which I think is great. But should I have to pay \$5 to go watch my fellow classmates play a game in the middle of the season? In my mind, students from the schools that are paying should have one of three options: a reduced fee of maybe \$3, a chance to buy a tournament pass for one price up front, or they should get in for free.

The people setting the admission prices should realize that these are just kids essentially. Most of us don't have jobs and choose to spend much of our time on academic accomplishments, only to basically be robbed by adults that wish to make money off of these games.

At the same time, a lot of people are going to say, "but you go to Clayton, you can afford it." My answer to that is if I am complaining about these prices [no, I don't have everything paid for me in life], I can only imagine how

disgusted students from other schools are about this issue.

The football team in my mind should have offered a season pass of sorts to students and set up a student section if they wanted to draw more people to the games. The already paltry attendance was partly justified by the play of the team since no one likes watching their team lose, and although the Hounds struggled this year on the gridiron, the team's play was not the only contribution to the less than stellar student attendance.

Now I'm not saying that a large student cheering section wouldn't have propelled the team to more wins, but it sure could have raised the team moral on the field.

Interestingly enough, the soccer team was pretty good this season and did attract more student interest at home games than the football team. A part of that can be chalked up to the fact that home soccer games are free.

As a sports reporter and general fan of watching Clayton athletics, I understandably have attended more games than

the average Clayton student.

The entire topic might just be more sore for me, but the breaking point was when I went to watch my brother wrestle at Berkeley High School and I was appalled at the \$2 entrance fee. That was the first time I had heard of a fee for a regular season wrestling meet.

The postseason is quite different in terms of high school sports costs. MSH-SAA mandates that there be a certain cost to get in to each game, something I think that students should be exempt from paying. It is just ridiculous to have to continuously pay \$5 to watch your team play.

If Clayton were to make it to the state final in basketball, and I attended every game, I would be out \$35. That's nearly a month's allowance.

Some adults may point to a turn in the recent economy and say that \$5 isn't that much, but to high school students that are about to have to pay for college, the little things continually add up, especially for me. ☺

"If Clayton were to make it to the state final in basketball and I attended every game, I would be out \$35. That's nearly a month's allowance."

Evan Green
Sports Editor

Boys' basketball off to 12-5 start, look to avenge past playoff history



Staff Photo



Staff Photo

ABOVE: Senior Devonte Bell runs the offense in a Jan. 20 game against the Pattonville Pirates. Clayton won the game 66-54, improving their record to 12-5. BELOW: Junior Christian Thomas puts up a shot against Pattonville. Thomas is averaging a team-high 21.8 points per game.

by Evan Green
Sports Editor

On Jan. 15, the boys' basketball team finally got a signature victory, defeating the Whitfield Warriors 66-60 in overtime. While the team almost choked away the game at the free throw line, watching a 57-51 lead with a minute to play evaporate before their eyes, the team pulled together and gutted out the win in overtime to take third place in the DC Wilcutt tournament hosted at CBC.

Junior forward Christian Thomas, who has heard from several NCAA Division I Midwest and mid-major programs, lead the team with 27 points in the game, to increase his team leading scoring average to 21.8 points per game. Senior guard Devonte Bell, who is drawing interest from several NIAA and Division II schools about basketball, chipped in with 13 points and 12 rebounds, and junior guard Ahmad Smith added 10 big points to key the Hounds win.

"I would say that game [against Whitfield] has been our best win so far," head coach Ryan Luhnning said. Several new role players stepped up for the Hounds in the game. "Ahmad Smith really picked his game up against Whitfield, and that helped us a lot," Bell said.

Previously in the tournament, the Hounds opened up play with a 62-47 win over rival Ladue. In that game, the Hounds had four players reach double figures in Thomas, Bell, senior sniper Sumner Ahearn, and senior guard Alex Kasnetz. The Hounds advanced to play McCluer in the semifinals.

In that game, the Hounds actually held a four point lead late in the third quarter over the powerhouse Comets, before McCluer roared back to win 60-51.

"We had a stretch of eight possessions, in which we turned the ball over six times," Luhnning said. "Other than that, we went toe-to-toe with them. It was very similar to the Hazelwood Central loss earlier in the season."

The culmination of the last month was bittersweet for the Hounds, as

the emphatic win capped off a tough month of basketball. The win did help the team take revenge for an earlier 69-58 loss at Whitfield.

"That is the one game that I would really like back," Bell said. "It was probably my best personal game, but I would love to get that one back because I know we could've won."

Bell had a personal season high of 22 points in that game. He is averaging 15 points per game, second best on the team.

Following that loss, the Hounds went to the MICDS Holiday tournament, where they entered as the number one seed. The team easily blew out St. Charles 71-42 in the opening round before being upset by eighth-seeded Miller Career Academy 72-67 in overtime.

The Hounds trailed for almost the entire game, and were down by four points with two seconds left in the game when they almost pulled off the comeback of the year. Bell went to the free throw line and hit the first shot before purposely missing the second. The ball was knocked out to Ahearn who grabbed it and threw up an off balanced three point attempt that swished in at the buzzer to send the game to overtime.

While most would assume that the team would have been able to ride the wave of momentum, they came out flat in overtime, and eventually lost by five.

In the following game, the Hounds were knocked out of the tournament by a hot shooting Parkway South team. The Patriots lead by 15 and withheld a furious Clayton rally in the second half to hold on for a three point win and knock the disappointed Hounds out of the tournament.

After winter break, the team returned home to take on Affton. The Hounds came out ready to play and used a 28-8 third quarter run to blow Affton away. The team held the Cougars' star senior guard Markus Golden to just nine points on the night, well below his team high 16 points per game average. In the end, the Hounds doubled up the Cougars 64-32, and were

lead by Thomas' game high 27 points and 12 rebounds.

Thomas has 11 double-doubles on the season.

After the Affton game, the Hounds went to the CBC tournament, and followed their third place finish with a 66-54 win over the Pattonville Pirates on Jan. 20, which leaves them with their current record of 12-5.

In the win over Pattonville, Thomas had his usual 24 points, while Bell added 17 and Smith continued his recent tear with 12 points off the bench.

While Thomas and Bell have been consistently strong offensively for the team this year, the role players have been numerous. From Ahearn to Kasnetz to senior guard Josh Pickens to senior center Max Goldfarb, the senior role players have been there.

In terms of underclassmen, Smith and sophomore guard Charlie Harned have played key parts in the teams winning.

"Ahmad Smith has really played well, and [Josh] Pickens is picking it up defensively for us," Luhnning said. "At the same time, [Charlie] Harned has really hit some big shots."

The Hounds have several clear strengths that have allowed them to be successful.

"Clearly, our biggest strength is that we can always score," Thomas said.

On the other hand, a couple teams have exposed flaws in the Hounds lately.

"We have really got to have better starts [to games] and we can't dig such big holes if we want to beat good teams," Luhnning said.

His captain, Bell, was in agreement. "We need to play hard for all 32 minutes," Bell said.

While the team certainly has several knits to work out before the postseason starts, several players already have personal goals that they wish to improve on in order to help the team.

"I really need to get stronger I think," Bell said.

Thomas also had a personal agenda for the rest of the season.

"I have really got to improve my

free throw shooting to help the team," Thomas said.

This is especially important for Thomas who has shot the most free throws on the team far and away. In fact, Bell's second best total of 70 free throw attempts on the season pales in comparison to Thomas' 132 attempts at press time.

Indeed the Hounds have seemed to find a trend in digging holes and fighting back, while at the same time struggling to close games out at the line.

"I think our free throw shooting is fine and when it's not there is a running consequence in practice," Luhnning said.

The team will need to improve on these current flaws if they want to be successful come playoff time.

The district playoffs start on Feb. 22, and Clayton is the host this year. The Hounds' district is one of the toughest in the state. Possible opponents include Jennings, University City, Berkeley, Westminster, and MICDS.

On the season, the team has already beat MICDS handily, and has upcoming games against Jennings, University City, Berkeley, and Westminster.

The team is actually playing at Jennings as the Globe goes to press time.

"I would say that Jennings is going to be the toughest matchup for us in districts, but really every team is going to be a battle, especially with the season on the line," Bell said.

Jennings has been a bi-polar team of sorts this year, smashing Miller Career Academy and beating Parkway South, while losing to generally considered lesser opponents such as Lutheran North and Imagine College Preparatory.

But as many of us know, districts are a time where anything is truly possible, and a team's true character comes out. A time of the year when a team's stars are counted on and unexpected heroes come out of the woodworks. In Clayton, a team with a deep bench and plenty of offensive firepower, there is a powerful mix to make a deep playoff run, something a signature win shows is possible. ☺

Athlete immorality apparently on the rise

by Dylan Schultz
Reporter

Professional athletes are known for their unequivocal talent, their leadership, their paychecks and occasionally and their affinity for trouble.

Over the past few years, stories regarding competitors involved in a DWI, performance enhancing drug use, gambling and even violent behavior have become more common.

Perhaps the most obvious example would be the case of Michael Vick.

After being the first player chosen in the NFL Draft in 2001, he was a perennial Pro Bowler. However, he hosted dog-fighting tournaments at his Virginia residence, a federal felony. He served 18 months in prison for his crimes, which derailed his career entirely. While he came back last season, he played a very limited role.

National Football League (NFL) wide receiver Plaxico Burress was arrested last year after shooting himself in the thigh at a nightclub. The Manhattan District Attorney stated Burress would be prosecuted to the fullest extent of the law; he is now serving a two-year prison term. His numerous requests for early release have all been denied.

In mid December, St. Louis Cardinals' prospect and former Lafayette High School student David Freese was arrested in Jupiter, Florida for his second DWI in 27 months.

The Cardinals' superstar from yesteryear, Mark McGwire, recently admitted to using illegal steroids throughout his would-be Hall of Fame career. These 'little' mistakes are most likely due to young men with misguided methods of getting attention.

Athletes, especially male athletes, have been - and always will be - at the center of media attention. According to the Pew Research Center, about 46 percent of American adults follow sports to some degree. Many believe the reason athletes seem to commit so much crime is due to the vast amount of media coverage and the large percentage of the population following them.

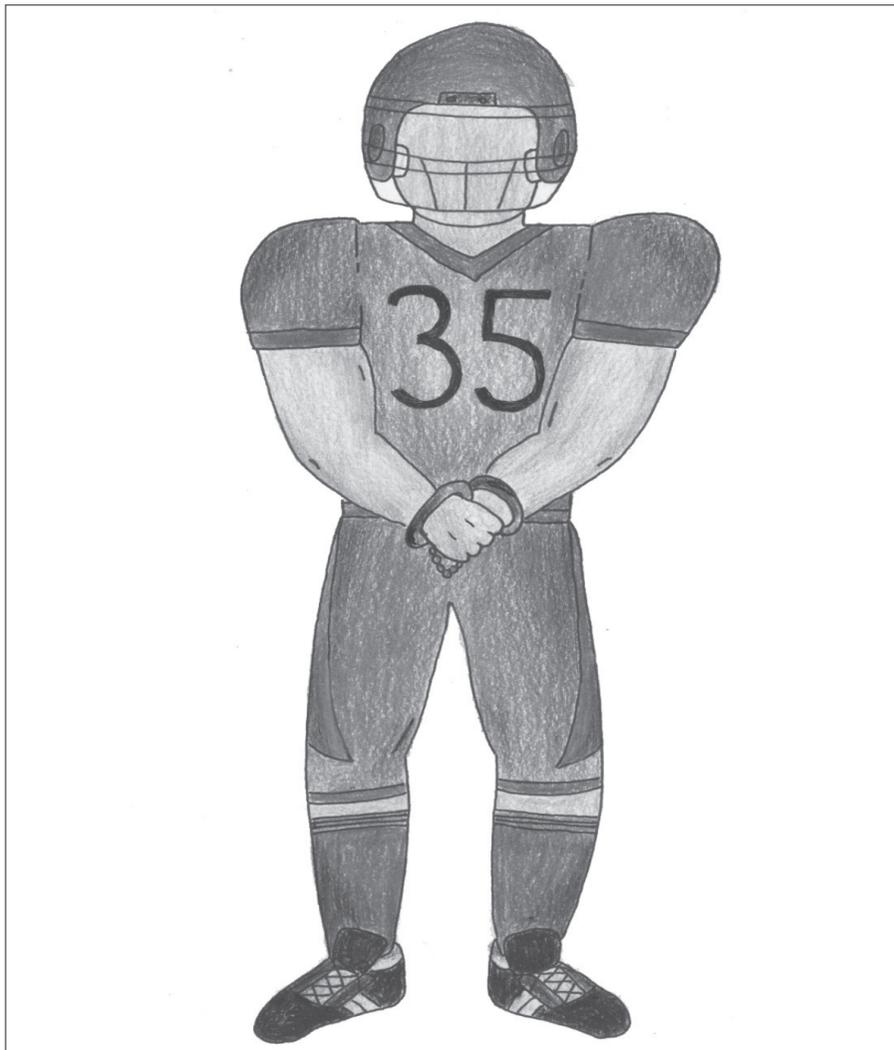
Since more people are subjected to this bombardment of reported athlete crime, many think that the rate has gone up. Although the situation may be headed in that direction, the believed augmentation of offenses is not nearly so dramatic.

Media has changed since professional sports have been around. With the addition of television and the internet, information spreads much faster and to a larger volume of people. The increased rate of sharing current events has been shown to be directly proportional to the supposed increase in crime amongst athletes.

"I think [the perceived increase is] just the media outlets and the internet, and more writers [making it] more publicized," varsity football coach Samuel Horrell said. "It's a lot easier to get access to information these days, and that's why it seems like there is more [crime]."

Horrell said he is reminded of the days when the great Mickey Mantle and the rest of New York Yankees used to go out and party all night during the season. While some news-worthy - not to mention perhaps illegal - activity took place, it wasn't publicized as much as it would be today.

As for the role that professional athletes play when it comes to setting a good example for their younger counterparts, Horrell sees the possible damage the poor behavior can inflict.



Helen Wiley

"It leads [student athletes] down the wrong path," Horrell said. "A lot of the time those guys only get away with stuff because they have a lot of money."

This is not the case for teenagers, and the appalling actions teach kids the wrong lesson about accountability.

Sophomore and aspiring athlete Jeremy Phillips agrees with Horrell that the perception of inflated crime amongst athletes is due to the press. However, Phillips has a unique view about the role these immoral professionals play on affecting student athletes.

"I don't think [professional athletes' behavior] affects them at all," Phillips said.

Phillips looks at the good that professional athletes provide youth: they are generally role models for leadership and even provide guidance for colleges with good athletic programs.

A factor that could play a legitimate role in altering the rate of crime among athletes is the change in personality of athletes over time. Athletes used to be viewed as model citizens and gentlemen who entertained the public. Now, a new breed of competitor that seems to not hold the same moral standards has arisen.

The psychology behind athlete crime basically boils down into a simple mindset. An athlete comes to the incor-

rect conclusion that because he is richer and more popular than everyone else, he is better as well. Therefore, he is above or exempt from the law and all rules that 'normal' society follows.

Another emphasizing the effect the media has on athletes and the over publicizing of athletes committing crime is psychology teacher David Aiello. He has many theories about a possible change from the role model athlete into the egotistical and self-centered one we see today.

Aiello says it seems to him that the majority of athletes growing up lived wholesome lives in rural areas with limited distractions. These young boys matured, and then college and professional scouts looking for new talent noticed them.

"[More] and more of the sports became organized at younger ages... things became more intense more quickly and the kids out in the country don't have those same opportunities," Aiello said. "People had to really stick out a lot earlier."

This early introduction into extreme competition never gave a chance to mature mentally, which leads to the juvenile behavior demonstrated by current athletes.

Another explanation for crime has to do with fame.

"Kids who grow up in a country [environment]... might have been the big man in a small town," Aiello said.

He concluded that the professional athletic world teaches kids to strive for attention and make headlines rather than play the sport. Attempts at getting back into the spotlight sometimes result in crime.

Aiello also brings up Mickey Mantle as an example of society molding him into an attention-seeking being.

"[Mantle is a] kid from 'Small town', Oklahoma, and all of a sudden he's the greatest baseball player in the world," Aiello said. "He couldn't handle that as well as he [should] have. The guy partied his way out of baseball. He is right at that time period where the athletes went from being athletes to being superstars."

However, this phenomenon of a change in athlete culture occurred about 35 to 40 years ago, so this particular variable has not changed recently to indicate any obvious rise in athlete crime. Some studies have been done to try to find out if athletes are more prone to crime.

According to the Benedict-Crosset study, an analysis of sexual assaults at 30 major Division 1 schools, college athletes make up about 3.3 percent of college students, yet have committed 19 percent of reported sexual assault cases.

Although it reported clear results, the study was held over three years in the 1990s and only tested one type of offense among strictly collegian athletes. This sample is too small to judge all upper level athletes who commit any type of crime.

The main reason that is shared by most individuals for the appearance of a rise in athlete crime lies in the media. There is a constant stream of information that hopes to appeal to listeners or readers.

Aiello provides justification for why athletes are targeted so much by the media.

"Nowadays, especially with cable and talk radio, the sports world has become so much more competitive for market share, for listeners, for readers," Aiello said. "They do whatever they can and go to the lowest common denominator: Sex sells, drugs sell and crime sells." ☞

Some information compiled from sltoday.com



TOP LEFT: Junior Kevin Matheny works his abdominals. TOP RIGHT: Junior Beau Hayden works his upper back through sitting rows. BOTTOM LEFT: Senior Chelsea Hesterberg doing cardio on the elliptical. BOTTOM RIGHT: Junior Brad Puricelli does squats.

Working out during winter

by Nick Van Almsick
Reporter

When the winter months come around bringing cold, it is very hard to keep up a regular exercise routine outside.

Luckily, many students at CHS have found ways to continue to exercise despite the weather conditions. The Center of Clayton is a popular place for students to go work out and not have to worry about the cold.

Junior Sophie Newman started working out in the center last summer.

"I like running at the center even more than around my block because you get to see your friends and interact with them while you're working out," Newman said. "It's also fun to look around the Center and see what other people are doing and what activities they're participating in."

Newman is not alone. Senior Emily Rosen also utilizes the Center to work out during the winter.

"I sort of stopped exercising when it started getting really cold out," Rosen said. "But then one of my friends asked me if I wanted to work out one day after school, and I decided to go along with it. It's really convenient to just be able to go right next door and run around the track. Now I try to work out there three times a week."

Running in the Center isn't the only way students are staying fit in the winter. Different fitness centers that offer specific exercise programs such as pilates and spinning classes have also attracted students. Spinning is a cycling program that is led by a fitness instructor, and pilates is a program that combines stretching and other exercise routines to improve health and flexibility.

Senior Eve Root started taking a spinning class a couple months ago, and is really seeing it pay off.

"I thought it would be fun to try something new," Root said. "After the first class, I thought I was going to die. My legs hurt so [badly]. But I decided

to stick with it, and it has really benefited me."

Junior Melissa Milbrandt was also intrigued about the idea of doing a specific type of fitness program. She started taking a pilates class a year ago, and is taking classes in different block sessions.

"I kept hearing different people talking about pilates, and I decided to check it out for myself," Milbrandt said. "It has really helped me stay in shape, and has also really helped my flexibility."

Working out in the center of Clayton and doing specific exercise programs have obviously been very beneficial to many CHS students.

The winter months are always the busiest for the Center, and most of the spinning and pilates classes fill up faster during the winter. Working out and staying healthy is very important for teenagers, and every student should try to find some method of exercising when it gets cold out. ☞

Changing of guard for Blues

by Max Diekneite
Reporter

On Jan. 2, Andy Murray was fired from his position as head coach of the St. Louis Blues. Many fans have been asking for after what was promised to be a banner year for the Blues.

Murray became the head coach of the Blues in December of 2006, replacing former coach Mike Kitchen. Murray rallied the Blues in his first year; the team went 27-18 with Murray as interim coach after starting out 7-17.

Disappointment followed Murray's initial success, as the Blues have only made the playoffs once since his arrival. Last year, the Blues had one of the worst records in the NHL at the All-Star break. After their dismal start, however, the Blues posted the best second-half record in hockey and made the playoffs.

The parade would not last long though, as Vancouver easily swept the Blues out of the playoffs. Murray took much of the heat, and many believe it was his coaching that cost the Blues their playoff run.

"I believe Murray is to blame for the Blues recent shortcomings," sophomore Thalia Sass said. "If you look at the talent we have had, we should have been deep in the playoffs more than once. This year is no different. They have all the talent in the world, and yet again they are nowhere near where they need to be to make the playoffs."

One of very few upsidest to this season was announced on new years day, as forward David Backes and defenseman Erik Johnson were named to team USA's Olympic roster.

This, to some, proves that Murray has been unable to utilize the team's



Intern head coach David Payne directs the Blues in a recent game against the Chicago Blackhawks. Payne will serve until at least the end of the season.

talent.

"While it's really cool that two players from the Blues made the team, I'd personally like to see those guys holding up the Stanley Cup a whole lot more," junior Shane Sepac said. "I think the chances of that happening definitely went up when Murray left St. Louis."

Not all fans are celebrating Murrays firing.

"Everybody needs to calm down and back off of Murray," sophomore Katherine Kirchoff said. "The Blues are 10 times better since he became coach,

and it's really a shame that it had to end like this."

The Blues announced that David Payne will be the interim head coach. Payne was brought up from the Blues AHL affiliate, the Peoria Rivermen, and will serve as head coach for the remainder of this season.

"Whoever [the Blues] pulled up from Peoria is a good temporary solution, but not a long term one," sophomore hockey player Gabe Jacus said.

The Blues are currently 21-20-7, and have gone 4-3 under Payne. ☞

Greyhound hockey looks to finish strong

by Max Diekneite
Reporter

The Greyhound hockey team's season is winding down to a close.

While many players and fans are disappointed with the team's 5-13-1 record, others are confident the team will finish strong.

After an impressive showing at the beginning of this season, the Greyhounds haven't won in over a month.

Many believe this is due to lack of experience, as the top two scorers on the team this year are both sophomores.

"The truth is that while we have a strong group of seniors, injuries and inexperience have been two of our main issues," sophomore forward Jack Holds said. "That being said, we have a great team, and next year really is looking good."

While the team has struggled to get back in the win column of late, they have shown a lot of fight through the losing streak, and have only been shut out once.

"I think we have a lot of talent," sophomore and leading scorer Gabe Jacus said. "We've only been shutout once in all of our losses, so we really are just that close to being a winning team. Maybe it's too late this year, but we still feel like we have something to prove."

One thing has remained the same throughout the ups and downs of the season, and that is the confidence of the young team.

"They really have fought hard out there," head coach Chris Wirtel said. "I can't wait to see how they finish the year up."

One thing is certain: the team is not going to leave without a fight. The final game of the season is Jan. 25 at 9:15 p.m. versus rival Ladue. ☞

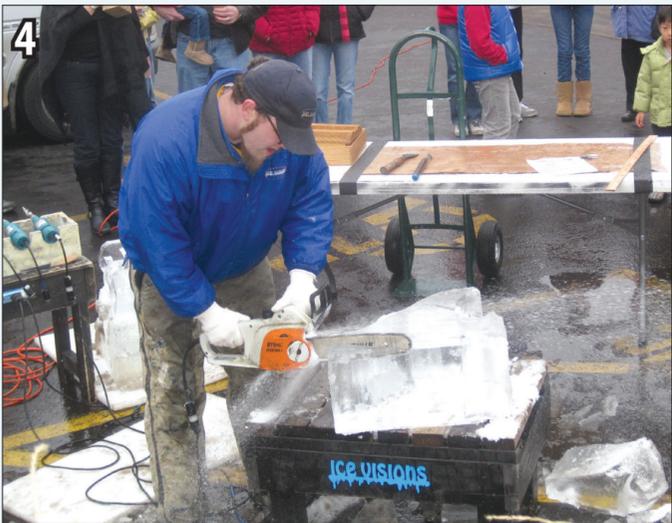


Photos by Ken Zheng

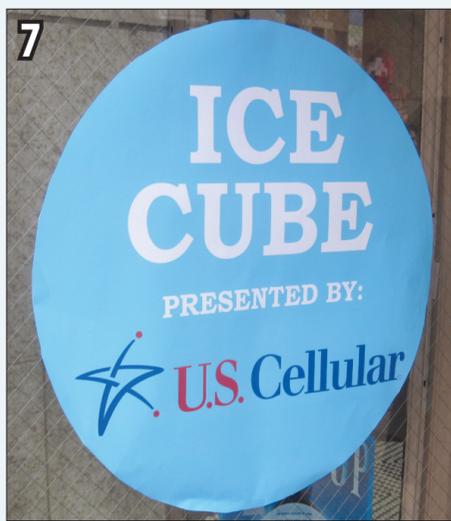


Sculpted to Perfection

The annual Loop Ice Carnival featured over 30 ice sculptures along Delmar. Most stores commissioned a special carving for the occasion, which took place on Jan. 16.



1. A crowd surrounds the sculptor who begins carving a new piece. Every new project begins with a sketch. Ice Visions creates more than 2000 sculptures a year. The purpose of the Ice Carnival is to draw people to the Loop. The event officially began at 11 a.m. along with most of the main activities.
2. This sculpture was commissioned by Plowsharing Crafts which features handmade crafts from artists around the world.
3. The completed fish sculpture took a little over half an hour to create.
4. A sculptor from Ice Visions carves a fish with a chainsaw in front of a large crowd in the Fitz's parking lot. The creative process was free to observe.
5. Iron Age Tattoo Parlor in the Loop chose a more detailed design to represent the intricacies of tattoo inking.
6. Jewels in the Loop displayed a large and striking gem outside the storefront.
7. U.S. Cellular distributed 10,000 ice cubes in 20 stores. At the event, 9,000 U.S. cellular coins contained various discounts for the store. The ice was stored in Styrofoam containers and participants were limited to one cube per visit. Half an hour after the activity began, nearly all the ice cubes with coins were gone.
8. Chipotle took a creative twist in choosing their sculpture and encased a burrito within the ice.
9. One of the main attractions was an 18-foot-long ice slide. Children waited in lines to repeatedly to go down the slide.



NEWS BRIEFS

New Head Editors for 2010-2011

Congratulations to the new Globe head editors for the 2010-2011 school year. Dawn Androphy and Noah Eby will be Co-Editor-Chiefs. Maddy Bullard will be Senior Managing Editor. Laura Bleeke and Jackie Leong will be Managing Editors. Justin Elliot, Kara Kratcha, Zachary Praiss, Anat Gross, Jocelyn Lee and Caitlin Kropp will serve as Section Editors. Helen Wiley and Mimi Liu will be Art Co-Directors and Dee Luo will be the Graphics Editor. We will also have many new page editors.

Take a Survey, Make Money

Interested in making \$10 in ten minutes? A research group from MIZZOU will be hosting a survey at the Center of Clayton in Meeting Room A on Wednesday, March 3 from 10:30 a.m. to 1:30 p.m. for high school students. The survey is anonymous and is a study on teens beliefs on alcohol.

Buddy Recruitment Day

Buddy Recruitment Day is Friday, March 8. The Arts Fair Steering Committee members will be in all classes after GNN to recruit students. Think about participating in this annual event. Contact Mr. Nelke if you have any questions about the event or you happen to be absent March 8.

2010 Peppers King Winners

Congratulations to our 2010 Pepper's Kings Danny Steinberg and Devonte Bell. Out of approximately 400 votes there was a tie.

CHS Film Festival Entries

Entries for the 2010 Second Annual CHS Film Festival are due on March 19. Pick up entry forms in the library or contact Nate Townsend for more information. The festival is on May 2.

of LIFE

www.chsglobe.com

by Ben Colagiovanni
Reporter

Our society is obsessed with the present. Twenty-four hour media outlets report any newsworthy subject the instant it occurs. Websites like Twitter and Facebook allow people to tell the world what they are doing at any given moment. Smartphones can be set to ring every time the owner's favorite baseball team scores a run. Dominos, the famous pizza delivery company, allows people to track their orders from placing an order to delivery.

The flow of information is endless; people flock to it like Niagara Falls. However, all too often, this perpetual, societal flood of knowledge erodes our appreciation for the past.

While instances of such erosion can be found in multiple facets of society, I recently discovered its prevalence in music. The epitome of this collective forgetfulness can be observed through a comparison of two groundbreaking musicians whose career apexes were approximately 85 years apart: Michael Jackson and Scott Joplin.

When Jackson died last summer he was working on his magnum opus. The "This Is It" tour was to be Jackson's final farewell, a salutation to the countless number of his devoted fans across the world. When Jackson died, he had won 18 Grammy awards, revolutionized music videos, and helped to bring African American music to the mainstream.

When Joplin died in 1917, he was also heavily entrenched in his magnum opus. "Treemonisha," an opera depicting life as a slave for a girl on a plantation in Arkansas, was going to be Joplin's big break, his chance to elevate African American music from honky tonks to opera houses and make an America just over thirty years removed from the Reconstruction era realize that black music was powerful force.

Before his death, Joplin had witnessed his "Maple Leaf Rag" reach national popularity, and saw his song "Cascades" played at the 1904 World's Fair in St. Louis, and was ready to further his national reputation. So, what's the difference between Jackson and Joplin, two accomplished musicians both perfecting their finest works at their deaths?

Timing.

When Jackson died there was a media frenzy, a lavish funeral at the Staples Center in Los Angeles, California, and the video recordings of his rehearsals for the "This Is It" tour were immediately made into a movie.

When Joplin died he was buried in an unmarked grave at St. Michael's



The Scott Joplin House State Historic Site in St. Louis is a memorial to the famed ragtime musician Scott Joplin. The house was recognized in 1976 as a National Historic Landmark when it was saved before being torn down. It is now open to the public.

Remembering Ragtime

A student finds appreciation for America's musical past at the Scott Joplin House.

cemetery in New York and "Treemonisha" had not been performed and would not see the stage until 1972.

Last summer, I was reminded on a nearly daily basis by the media that Jackson was a musical genius, a legendary performer, and a fixture in our society. However, it was not until this January when I was driving down highway 40 and saw the brown sign which reads "Scott Joplin House State Historic Site" that I was reminded of my first visit to Joplin's house in the second grade, how excited I was to discover his music, and how blind I had been since to his importance in creating America's current popular music landscape. I quickly realized that the nature of our society had caused me to lose sight of the relationship between the present and the past.

With February being Black History Month, and as a fellow composer of music myself, I felt obligated to visit the house again and investigate



CHEATING, pg. 16

“The desire to succeed and get ahead is so strong that many people will cheat and feel like they can justify it due to the noble reason behind the cheating.”

David Aiello
History teacher

Feb. 24, 2010

been in 60 years or so,” Cather said. “You could not go out in public anywhere without hearing ‘The Entertainer’ [one of Joplin's most famous rags]. Radio stations played it, people hummed it, whistled it, it was on the background music in malls and stores. It was inescapable. People liked it, and, for the first in a very long time, Scott Joplin's name was one that ever kid taking piano lessons knew, because if anyone knew you played, the first thing they'd ask for was ‘The Sting.’”

Cather soon also realized the importance of ragtime music to American culture.

“[Ragtime] gave us the ability to say to the world, ‘here is something that is ours, that we created ourselves, out of our own people, our own experience,’” Cather said. “That the rest of the world looked upon it, and pronounced it good, should give us immense pride.”

But the renewed nationwide appreciation for ragtime music was short lived. Soon, new movies came along with new soundtracks that captivated audiences just as “The Sting” had and except for a few people like Cather, ragtime music faded from the media spotlight and became irrelevant.

Cather observed that as a consequence society mistakenly developed the belief that ragtime was a thing of the past.

“The biggest misconception about ragtime might be that ‘no one listens to it,’” Cather said. “To debunk that, look at the throngs of people at the various festivals. Concert halls are packed. People love this stuff.”

Cather is also the co-editor of a newsletter for the Friends of Scott Joplin, a ragtime society in St. Louis, which holds various ragtime festivals, a monthly open piano night at Dressel's pub in the Central West End, and even has its own online radio station.

However, this does not change the fact that many people are still too caught up in the present to look back at the past. To these individuals, Cather has a strong message.

“Ragtime is not a dead form,” Cather said. “It's being composed, performed, recorded, bought, sold and enjoyed. To anyone who turns up their nose and says ‘all this is old music,’ I just reply that an old song I've never heard is a new song to my ears.”

And perhaps Cather's mantra is how we should approach our past. To many people, ragtime, along with countless other artifacts of our history, is an unknown entity, a new song they have not heard. Maybe, if we continue to preach the relevance of the past to our present, pioneers like Scott Joplin will receive the lasting credit they deserve. ☺



CHS celebrates Year of the Tiger

by Philip Zhang
Reporter

Although the holiday season is over for most people, the festive spirit was revived mid-February as people gathered to celebrate the Lunar New Year.

On Feb. 11, teachers, parents and students of Clayton High School and Wydown Middle School, totaling over 60 guests, attended the first annual Lunar New Year Celebration in the CHS commons. The celebration included traditional performances followed by a potluck dinner consisting of a surplus of Chinese food.

“This was an opportunity to celebrate cultural and language diversity at Clayton High School,” English Language Learner teacher Karen Hales-Mecham said.

The evening highlights included remarkable performances by young people from CHS and the metropolitan St. Louis area — the Lion Dance, Chinese opera, a presentation on the Lunar New Year, the fan dance, the sword dance, Kung fu performance, saxophone performance of Chinese folk song, and traditional Chinese dance.

“I thought [the performances] were really cool,” junior Mimi Liu said. “The show was really informative and broadened my knowledge about my cultural heritage.”

Pinpun Yu, the Chinese language teacher at CHS, was glad

that the event turned out to be a success.

“I hope this celebration would stimulate student interests in studying about China,” Yu said. “It is important to experience different cultures in the world.”

In addition to the performances of the event, the food also left guests with lasting impressions, thanks to Hunan Wok restaurant and families that brought dishes.

“The food was delicious,” freshman Julia Bui said. “It added a lot to the festive atmosphere of the celebration.”

Liu also enjoyed eating Chinese food with her friends. “I liked the chow mein and the duck,” Liu said.

The event was organized by Hales-Mecham and Yu. Students in Yu's Chinese language class were also involved.

“We started planning for the celebration a month ago,” Yu said. “The students explored on the Internet about Lunar New Year, wrote brush writing as red couplets for decoration, and helped design the invitation program.”

For the event, students in the Chinese language class decorated the commons with Chinese paintings and red lanterns. There were many drawings of tigers because next year will be the Year of the Tiger according to the Chinese zodiac. The Chinese Cultural Association also helped to advertise the event in the school.

“We plan to make this a yearly event at CHS,” Hales-Mecham said. ☺

1. The Chinese Bird of Peace, or He Ping Ge, was hung from the ceiling at the CHS first annual Lunar New Year. 2. Sophomore Dee Luo performs a handkerchief dance. 3. Chinese lanterns provided a festive ambiance for the celebration. 4. A banner at the celebration reads “snow on the New Year brings a good harvest season.”

Crisis in Haiti

A series of earthquakes hit Haiti on Jan. 12, creating mass chaos, terror and despair. To help the relief efforts now in effect, donate to the Red Cross. Donations to the crisis in Haiti can be mailed to the American Red Cross, P.O. Box 37243, Washington, D.C. 20013 or to our local American Red Cross chapter at American Red Cross, 10195 Corporate Square, St. Louis, MO 63132. Donations to the International Response Fund can be made by calling 1-800-REDCROSS or on the Red Cross web site, www.redcross.org.

COCA Presents A Year with Frog and Toad

The COCA Theater Company will perform this Broadway hit based on Arthur Lobel's books on Feb. 26, 27 and 28. Single tickets are priced from \$18 to \$22. Tickets can be purchased online up to 24 hours prior to the performance.

New Principal of Captain Chosen

Sean Doherty will replace Sandy Rosell as the new principal of Captain Elementary School in the 2010-2011 school year. Rosell served as Captain's principal for the past 10 years.

Newspaper Named Crown Finalist

The Columbia Scholastic Press Association at Columbia University named the Globe a Crown finalist for the 2008-2009 school year. There were a total of 53 finalists in the nation. Although the Globe has earned this award before, several years have passed since then. Last year's entire staff, including recent graduates, was included in this honor.



“CHS art teacher Christina Vodicka revealed her work on display at Archive, a new bookstore soon to open on the east end of historic Cherokee Street.”

Kara Kratcha
Editor

Ethical issues regarding designer babies spark controversy

by Caitlin Kropp
Reporter

Yes, I'd like one baby, please. No, make that two. Red hair, freckles, and green eyes on the side, please. Also, I'll have the bonus package with the high IQ and great personality. Oh, and make sure to check for any potentially nasty diseases. Thanks.

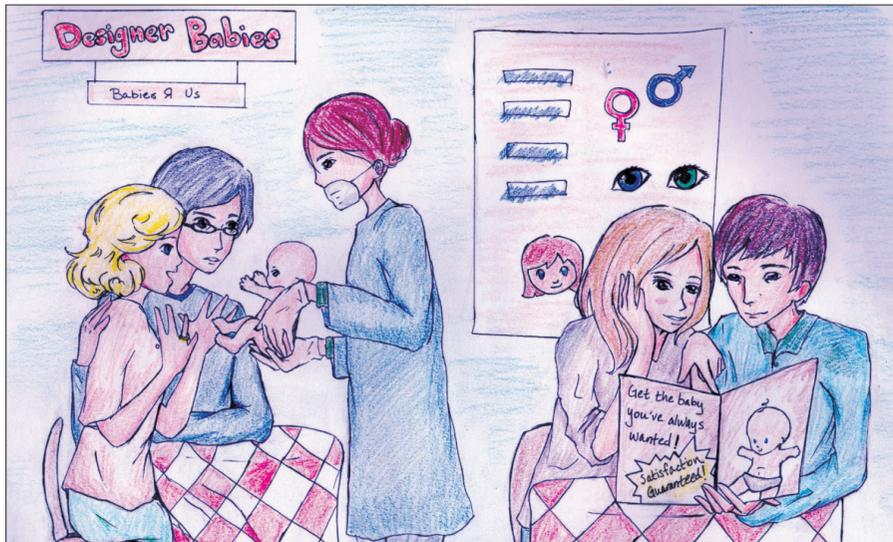
This fast-food order gone awry is the possible future for parents everywhere, as DNA and genetic testing are making the dreams of a "designer baby" more and more likely.

Using a procedure called pre-implantation genetic diagnosis (PGD), scientists can now accurately predict certain genetic diseases in potential embryos, ensuring that the chosen one is healthy. As of late, geneticists and fertility experts have been using PGD for more cosmetic purposes, such as gender selection. It is predicted that, once more has been discovered about DNA, traits such as height, eye color, and even IQ can be screened for and selected in potential embryos.

Most fertility clinics now offer PGD along with their in vitro services, and are able to screen for about 60 genetic diseases. The response to this has mostly been positive.

"For genetic diseases, I believe that's a case which most people can reconcile with, although I know some people have reservations with even that," biology teacher Craig Sucher said.

In general, the positive response to PGD, when used solely for disease-diagnosis, has been based on the high-importance the community places on making sure a child is raised in a way that offers them the best chance at a



Mimi Liu

healthy and happy life.

"We expect, in our society, that parents do everything they can do, within their means, to provide for the health, the well-being, the safety of their children," Sucher said. "Even before protection, they're providing for the potential health and well-being of their children."

However, despite procedures like PGD, the use of in vitro fertilization is still hotly debated, as some feel it goes against what it means to have a child.

"Simply trying to bring about children through IVF is already ethically problematic," SLU Assistant Professor of Health Care Ethics Jill Burkemper said. "It seems there's something to

be said about the appropriateness of sexual intimacy as the physical origins of a human being's existence. As much as couples love each other and want to have children, ought they to allow the origin of their child to be the act of a technician working to unite their gametes?"

Still, it has also been suggested that, with high-success procedures like PGD, couples in the future will rely almost completely on science to have children. "This idea is sharply contradicted by the fact that a large number of pregnancies are not planned."

"Right now, there are so many people out there who don't choose to have kids that are having kids," health

teacher Melissa Hobick said. "This idea that this is going to be the only way that people are going to have kids is ridiculous, and I don't think it will ever happen."

Beyond disease diagnosis and gender selection, the issues become thicker. Eye color and hair color are conceivable, as they have definite places in the human genome, but, as of late, no technology has come forward that can select traits such as personality and IQ.

"Things like intelligence become pretty muddy," Sucher said. "Certainly, there is a gene that corresponds with intelligence, but a tremendous amount of that is also due to environmental factors, how we develop cognitively."

From there, the issues turn more to should than can. In March 2009, a fertility clinic in Los Angeles began offering eye color and hair color selection as part of their PGD process. The community was so outraged that the possibility was removed from their services soon after.

"The whole idea of choosing genetic traits for one's child seems contrary to the appropriate attitude people should have about their children," Burkemper said. "Doesn't good parenthood demand unconditional acceptance and love of one's children—always viewing one's children as a gift? Where is this attitude in people who insist that any babies born to them have certain genetic traits?"

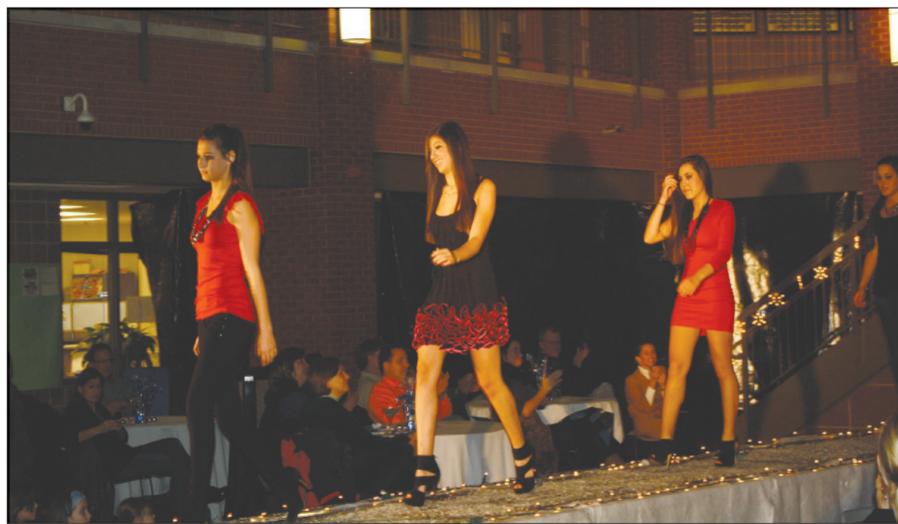
Concerns have been raised with using PGD solely for choosing physical characteristics, as many view it as a cosmetic use of an otherwise surgical procedure.

"I think it's more cosmetic, because if the parents bring it to the point where they're choosing the sex and they're choosing the eye color, that it becomes more vanity, then it does actual, needed medical procedure," Hobick said.

Other opinions have been voiced that, if PGD becomes widespread, there is the potential that children born with certain traits, traits that could have been eliminated with PGD, could be discriminated against. Several feel it could lead to a rise of such individuals becoming "second-class" citizens.

"If eliminating certain "undesirable" traits became normative, I imagine persons left with these traits would be

Designer Babies
pg. 8



Jen Maylack

Junior Ruthie Polinsky (middle) wore the stolen dress in the DECA fashion show. The stolen dresses amounted to a total loss of \$700, which nearly depleted the group's profits for the night. All proceeds from the fashion show went towards the MDA.

Theft at fashion show shocks organizers

by Mary Blackwell
Editor

Seniors Gabby Inder and Jennifer Golden saw five months worth of effort significantly diminished as about 80 percent of their charitable profits disappeared. On Dec. 12, the night of their DECA project fashion show, two dresses went missing, valued together at \$700.

The holiday themed fashion show, featuring thousands of dollars worth of men's, women's and children's apparel, was a charity event committed to donating all proceeds to the Muscular Dystrophy Association (MDA), the DECA sponsored organization which serves to grant research funds in an attempt to find a cure for muscular dystrophy. Clothing was donated from 12 local independently owned boutiques and CHS students and elementary aged girls modeled in the show.

"To whoever stole the dresses, that was an extremely selfish act and they should be ashamed of themselves because all the profits went towards MDA," Golden said. "They stole from a worthy cause and if they wanted the dresses so bad they should have gone to the store and bought them themselves."

Inder and Golden's project falls under the "learn and earn" category in DECA competition. This type of project is intended to teach DECA members to "make a profit while learning about marketing." Last year, Inder and Golden organized a fashion show under the community service category for DECA competition, but found that competing against students who raised \$50,000 challenging and thus found the learn and earn contest to be a better fit.

DECA sponsor Marci Boland directed Golden and Inder in the plan-

ning of the show, meeting weekly for 45 minutes before school to help "keep them on track."

"The girls were like professionals putting on an event," Boland said. "I was extremely impressed with their efforts. That is what makes it so horrible that one or two people ruined this for everyone."

The district competition is Feb. 10 and Boland expects the robbery to affect the project's results in competition.

"Definitely we are put at a disadvantage," Boland said. "This project is about a fundraiser for Muscular Dystrophy Association. We now have \$700 less to donate to this cause."

The event raised \$860 in admission fees, but after paying for the missing dresses, \$160 will be donated to MDA as a result of the fashion show.

"I will never allow my DECA students to put on another fashion show," Boland said.

Although not part of it wasn't part of the girls' learn and earn project, through DECA-sponsored Powderpuff football and the Penny Wars, an additional \$1,000 will be donated to MDA.

"The money for those two events are going to MDA," Golden said. "We didn't spend that much money on ads and decorations so the majority of the money should have gone to the organization."

Before borrowing the clothing, Inder and Golden signed contracts with the boutiques. In exchange for lending the outfits, the two were responsible for any damages to the clothing.

"The boutiques were also extremely upset when we had to tell them that dresses were stolen," Boland said. "We had to pay for the dresses, but now these boutiques think differently about Clayton students just because of the ac-

tion of one or two students."

A \$400 dress from Alixandra and a \$300 dress from Laurie Solet went missing on the night of the show. A theft of property or services over \$500 is considered a felony. Thus, the thief would be charged with felony stealing if identified.

"My initial reaction was that it was so crazy in that room that the dresses must have accidentally slipped into someone's bag," Boland said. "Not a big deal; the dresses will be returned."

Upon discovering that two dresses were missing while organizing apparel for return, Inder and Golden sent a Facebook message informing the CHS models of the situation.

The message warned the girls that the video tape recorded by the school's surveillance cameras would be viewed. Inder and Golden promised to press charges against anyone found guilty, but promised to take no further action if "the clothes show up on the doorstep of 80 Lake Forest undamaged."

While the two dresses failed to show up, CHS School Resource Officer John Zlatic aided in reviewing the tape.

"Identification of suspects depends upon the physical evidence available, interviews, the investigators experience and sometimes pure luck," Zlatic said. "Evidence does exist for this crime and detectives are still reviewing the video surveillance of the show."

Golden observes that the chaotic environment backstage provided for opportunities to steal the dresses.

"In the room the girls were changing in there wasn't a camera but there were cameras surrounding the rooms," Golden said. "It was pretty hectic back-

Enthusiasm of Clayton Crazyes creates home court advantage

A new group of CHS students attends CHS Varsity Basketball home games, providing entertainment for spectators and players alike.

by Simone Bernstein
Senior Managing Editor

They are not your typical fans or cheerleaders. No skirts, no bows and no matching uniforms. To be on the Clayton Crazyes you just need a loud voice and orange and blue attire.

The Clayton Crazyes are a group of students that cheer on the sidelines of CHS Varsity Basketball home games. The group made their debut this year. One objective of the Clayton Crazyes is to bring new forms of entertainment to CHS basketball games.

"They bring excitement and energy to the games," Varsity Basketball coach Ryan Luhnning said. "They help make noise and have fun. It makes Stuber Gym a true home court advantage for our team."

Luhnning and Assistant Varsity Basketball Coach Mike Nelke created the Clayton Crazyes.

Before the winter basketball season, they recruited students to join the squad and helped spread the word about this new club.

"Mr. Nelke and I put together an announcement asking for people with interest to come to an after school meeting," Luhnning said. "We had a few show and asked them to try to get others to come to practice which is held after school the day before home games. Mr. Nelke and I oversee the Crazyes and make sure we are having fun at all the games."

Along with encouraging players on the basketball team, the Clayton Crazyes create a positive atmosphere and help generate an energetic crowd.

"Our team sometimes needs energy throughout the game and they feed off the energy of the crowd," Luhnning said. "Our guys look forward to seeing a big crowd at the games and usually play better when there is a lot of energy in the building."

The Clayton Crazyes motivate the basketball players by creating cheers and distracting members of the oppos-

ing team.

"Members of the Clayton Crazyes are really entertaining," CHS Varsity basketball player Max Goldfarb said. "They are loud, obnoxious and funny. They help provide an atmosphere that is similar to college basketball games."

With a few exceptions, the Clayton Crazyes only cheer at home games. This season there are only six home games. Senior Jack Harned joined the Clayton Crazyes at the past three home games.

"As a member of the Clayton Crazyes you can get into the basketball games for free and get free pizza," Harned said. "Besides free admission, I also enjoy watching my brother on the court."

The Clayton Crazyes are looking forward to future games this season. The members hope to develop more enthusiasm, gather new participants and make new cheers for the remaining games.

"I'm excited for the last three home games," Harned said. "Besides these home games, the Crazyes will hopefully make a presence at the district games, which will be hosted at Clayton. The Clayton Crazyes will also go to the Ladue game, which will be at Fontbonne."

The Clayton Crazyes are always recruiting new members to help cheer on the team. All members must attend the meetings before each of the last three home games.

"Right now the Clayton Crazyes have formally shown up at the three home basketball games," Harned said. "In the future, we might arrive at any sporting event where we are needed. We could even start making appearances at TEAMS and math competitions."

Although the Clayton Crazyes are new to CHS, they already have a large gathering of followers.

"If you come to the short meetings, wear blue and orange attire and cheer on the sidelines, you can join the Clayton Crazyes," Harned said. "The more that join, the merrier." ☺

“Our team sometimes needs energy throughout the game and they feed off the energy of the crowd. Our guys look forward to seeing a big crowd at games and usually play better when there is a lot of energy in the building.”

Ryan Luhnning
Varsity
Basketball Coach



Dale Robinette/Paramount Pictures/MCT

George Clooney stars in the new film "Up in the Air." He is shown here with costar Anna Kendrick, whose character complicates his work life.

'Up In the Air' surprises, entertains viewers with effective performances and commentary

by Maddy Bullard
Editor

The recently released, heavily anticipated (especially among St. Louis natives and frequenters of the Lambert-St. Louis airport) film *Up in the Air*, starring George Clooney, came as somewhat of a surprise to many, if not most, of its viewers.

In keeping with my goal for winter break—to see as many movies as possible—I attended this film at the Moolah theater on a chilly December evening, hoping to blow off some steam after several brutal final exams. I was not surprised to see that most of the crowd was composed of middle-aged couples, looking forward to a relaxing night lounging on the Moolah's inviting couches and relishing another appearance of Clooney, probably an old favorite, an actor who at least shared their seniority. The film was not, however, the relaxed, mellow, dry comedy I had expected.

The lead (played, of course, by a slightly graying but nonetheless roguishly attractive George Clooney) was the character of Ryan Bingham, an established professional who was secure in his job and seemingly relished it. Here, the first twist emerged: Bingham is not, as one might expect, a mere working drone in the corner office of a law firm, or a leading surgeon at a highly regarded medical facility, or even an airline executive, as the film's title may have implied. No, his occupation is much more intriguing than that. Bingham works for a company that executives hire to fire their unwanted employees. And Bingham himself, dressed impeccably in dark suits and appropriately mute ties, is the one who delivers this somber news.

Bingham is wary of personal connection or any committed relationship to another person, and this is strongly evidenced by his lack of connection even to his own family. His apartment is barely even furnished, since he spends so much time on airplanes. In fact, the only hint of a true relationship we see from Bingham is his flirtatious romance with Alex Goran (Vera Farmiga), another frequent traveler.

But Bingham's world is drastically changed when a young woman, Natalie Keener (Anna Kendrick), struts onto the scene, eager to prove her worth among her new peers. She introduces a new concept: instead of spending money traveling to every business to personally fire each employee, why not make use of technology and instead perform the service through videochat? Of course, Bingham is immediately and vehemently opposed to this change in not only his job, but his way of life. He protests to his boss, who suggests that Bingham take young Natalie "on the road" with him to "show her the ropes". Bingham begrudgingly agrees; and this is where our story begins.

The film was balanced in all parts: it included just the right amounts of wry humor, playful dialogue, subtle yet evident commentary and melancholy mood swings. The acting was persuasive and convincing, especially that of Clooney. He portrayed perfectly the transition of his character from a disconnected, "empty backpack" to a (perhaps even more depressing) man longing for a human connection, only to be denied by those he tries to love.

The audience that accompanied me as the story unraveled probably felt a deeper connection even than I did. This is because the film is not only about one

man's philosophical and emotional crisis, but also, and on a more practical level, about a changing lifestyle.

I recently heard on an NPR question-answer session a query posed to the American public: Have the rapid developments recently achieved in the field of technology hurt or helped our society?

This question connects quite nicely back to the premise of the film: Bingham has essentially become useless, and has been pushed out by a piece of machinery that is equally capable of doing his job.

As a character, Bingham's materialistic lifestyle (embodied by his goal of 10 million frequent flyer miles) initially turned me away from him. But as the film progressed, I began to realize that he was a lost soul, a wandering vagabond, who, confronted with sudden change and instability, finds his world turned upside-down. The only emotion I felt, at the film's conclusion, was a lurking bleakness and pity for him.

The film was more complex than what meets the eye. In fact, to understand it fully and to take in all it has to offer, I will have to watch it again—and more attentively this time. But the messages it has to offer are powerful. The importance of human connections, the inevitability of change, and the value of both resilience and dependence are among the most evident.

For viewers looking to be astonished by exciting action scenes, marvelous special effects or heart-wrenching drama, this film will not fit the bill. However, for those in search of intellectual and emotional stimulation, *Up in the Air* will certainly do the trick. It is a quiet film that has, nonetheless, emerged as a tremendous success. ☺

Updated 'Sherlock Holmes' captivates



Alex Bailey/Warner Bros. Pictures/MCT

A-Listers Jude Law, Robert Downey Jr. and Rachel McAdams star in an updated, action-packed "Sherlock Holmes" that entertains viewers.

by Alex Kasnetz
Reporter

In 2010 we can only uncertainly postulate as to what Sir Arthur Conan Doyle might think of Director Guy Ritchie's modern day edition of one of literature's classic characters, Sherlock Holmes.

But in my judgment it's safe to say he would at least get a kick out of it. The new Holmes and Watson, portrayed by Robert Downey Jr. and Jude Law respectively, are fit, athletic, gritty, and even sexy.

Not to mention that they both seem to have gotten plenty of time away from their sanctuary at 221B Baker St. to take some martial arts lessons.

Along with modern innovations such as CGI, an action-packed plot, and a bit of swagger, Guy Ritchie has brought newfound excitement into an old character.

We all have our own image of Sherlock Holmes. Most of them involve pipe smoking, a large armchair, and a snotty Holmes condescendingly lectur-

ing a clueless Watson. And some of that is still present. But our images can now be augmented with chase scenes, special effects, and a fantastic martial arts filled showdown atop the unfinished Tower Bridge hundreds of feet above the Thames.

The new tone is set immediately by a superb opening scene, in which Watson and Holmes infiltrate a satanic society attempting to complete a ritual of human sacrifice. From the very start, we begin to forget our preconceived notions about Sherlock Holmes.

Along with an injection of action, the 2009 *Sherlock Holmes* also gets a bit of sex appeal, most notably in the form of Rachel McAdams as Holmes' love interest, Irene Adler.

Even Watson, often portrayed as devoid of any romance, has his own damsel. Get some action, mix in a little sex, Robert Downey Jr.'s confident swagger and an English accent, and you get a Sherlock Holmes that bares resemblance to a Victorian James Bond.

Most of the movie is carried by the

action-packed plot with twists and turns that bring to mind Jason Bourne. The acting is adequate for the most part. The cast is carried by Downey Jr., who appears to be riding a hot streak since his cocaine covered hiatus from film. Downey manages to upgrade Holmes' masculinity and sex appeal while maintaining some of his classic complexity and wit. Overall, the cast does its job.

The scenes of the movie bring out the benefits of modern film-making. The modern viewer needs a few more flickering images and fantastical colors. Ritchie obliges by adding the necessary CGI and rich imagery. One of the high points of the film is its portrayal of Victorian London. The environment manages to mix quaintness with a dark mysteriousness that captivates the viewer.

Some literary purists may condemn *Sherlock Holmes* as unbecoming Sir Arthur Conan Doyle's masterpiece. However, most viewers will be too busy being entertained to hear their complaints. ☺

Disney embraces diversity in atypical princess-frog story

by Meredith Redick
Senior Managing Editor

It's an age-old story: prince is turned into a frog, princess kisses frog, frog becomes man, and they live happily ever after. The new Disney version of this fairytale, an attempt to embrace political correctness about race while maintaining the sugary sweetness we have come to expect in the stories of the Disney princesses, revitalizes the classic Disney adventure in a whirlwind fairytale spiced up considerably by a New Orleans setting.

Most of the Disney Princess stories take place against a backdrop of extravagant castles; *Princess and the Frog* begins in a tiny home amidst the bustle of New Orleans. A poor tailor, who works for the most influential family in the town, teaches his daughter that, no matter what kind of struggles life presents, perseverance always leads to rewards. His daughter, Tiana, dreams of opening her own restaurant. When her father dies, Tiana is forced to pursue her dreams on her own, and she eventually earns enough money working full-time as a waitress to pay for an

old sugar mill to house her restaurant. At the same time, the witch doctor Dr. Facilier is planning to usurp New Orleans through a series of shape-shifting procedures that will incapacitate a visiting prince by turning him into a frog and allow his servant to take the prince's form. Coincidentally, Tiana comes face-to-face with the frog prince and reluctantly kisses him in order to expedite his re-transformation. Unfortunately, when they kiss, she turns into a frog; the rest of the movie comprises romps through the bayou embellished by charming musical numbers and a quest to find the kindly witch doctor who can change them back into humans that is perfectly complemented by the protagonists' metaphorical journey into self-acceptance, a compulsory side plot in any Disney movie.

Disney's innovations in *The Princess and the Frog* go beyond the color of the princess's skin. She is the first hard-working, salt-of-the-earth Disney princess, and as a result the movie explores socioeconomic diversity as well as racial diversity. These changes means that *The Princess and the Frog*

is not simply an expansion of the Disney princess mold to include multiple races, but a re-vamping of the traditional story to focus more on distinct characters and cultures instead of on the cookie-cutter princesses that populate other stories. *The Princess and the Frog* could be a hint that Disney is taking a brave step from the comparatively two-dimensional stories of *Cinderella* and *Snow White* towards an "American Girl"-esque exploration of diversity.

In terms of the actual movie experience, *The Princess and the Frog* is fairly classic Disney. Lavish parties contrast with the strikingly surreal, chilling scenes typically associated with Disney villains. While the music is charming and often poignant, it lacks the poetry and originality that makes so many Disney songs timeless. However, the innovations to Disney that *The Princess and the Frog* pioneers make the film indubitably worth watching. Disney clearly hasn't perfected the art of bringing culture to fairytales, but their admirable effort lends hope to the future of Disney as a maker of creative, culturally rich creations. ☺



Courtesy Disney Enterprises, Inc./MCT

In "The Princess and the Frog," Disney introduced its first African-American princess, who is pictured here with Frog Naveen.

'Invictus' successfully captures Mandela's complexity, triumphs

by Jocelyn Lee
Reporter

The film "Invictus," set in South Africa in the 1990s, is about newly elected president Nelson Mandela and his efforts to unite his country through a rugby team. It might be mistakenly put into two categories: the underdog-sports-team-fights-to-the-top category or the political-leader-unites-his-country category. Of course, both of those storylines exist in the film, but that's exactly what makes "Invictus" so effective and unique – the intertwining of the two.

The film opens on February 11, 1990, the day Mandela was released after nearly three decades in prison. It is clear that this is a day to celebrate in the black communities of South Africa, but a day of uncertainty about the future for much of the white population. Soon after his release, Mandela is elected the first black president of South Africa, a development that holds great weight due to the country's recent history of apartheid.

Mandela must lead a country brimming with racial tension and with highly polarized feelings toward its own leader. However, something that

the citizens of South Africa do have in common is their expectation of revenge. The white Afrikaner nationalist population, known for its past oppression and brutality toward blacks, waits for vengeance from Mandela, as do many black supporters of the president.

However, Mandela seeks a different approach, much to the frustration of some of his supporters. His goal, for the moment, is to unite his people – or to at least reach a state of general agreement. His plan: why not start with the South African rugby team? As harmless as this seems, the rugby team did not seem like the right tool through which unity could be achieved. The team was representative of Afrikaner beliefs, and its colors synonymous with apartheid. The few blacks who did attend rugby games cheered for the opposite team. In addition, South Africa's Springbok rugby team has the terrible reputation of rarely winning a match.

Mandela, played by Morgan Freeman, is devoted to his idea of making the team a catalyst for a united nation. He meets with Springbok captain Francois Pienaar, played by Matt Damon, and quietly inspires the rugby player to help his team come to terms with the new realities of their country and

to understand their role in South Africa. As a young man, Pienaar learns to become a leader for his team and his country, as the Springboks head for the Rugby World Cup.

Freeman captures the sometimes mystifying complexity of Mandela almost perfectly, as well as Mandela's gracious and humble character. His looks so closely resemble Mandela's and his manner is so similar that it almost feels like you are actually watching Mandela. Freeman also does an admirable job of imitating Mandela's accent, probably not the easiest task.

Damon, too, was quite compelling as the pensive rugby captain. He mastered Pienaar's accent, in addition to the player's natural athleticism and leadership qualities.

The film seems well-deserving of an Oscar, perhaps for Freeman's performance, although it did not win any Golden Globe awards.

The film is about forgiveness and reconciliation, and director Clint Eastwood manages to illustrate this idea without exaggerating it. The small interactions and the way they unfold make it a worthwhile movie to see; don't expect something epic, but look forward to a well-done movie. ☺



MCT/Paramount

Nelson Mandela (Morgan Freeman) celebrates his release from prison, and later his presidency, as well as unification with his country.

'Sweeney Todd' presents challenge, creative opportunity for actors

by Maria Massad
Reporter

Despite the eccentricity and challenge of the upcoming CHS musical, this performance will showcase the talents of the many actors.

Although the musical "Sweeney Todd" is going to be performed Feb. 17-21, 2010, those involved are already preparing for the challenge of this unique musical. This horror musical is renowned for its bloody yet comical plot about a mysterious man seeking revenge.

The music of "Sweeney Todd" which is composed by Steven Sondheim, is more complicated than most plays, in order to capture the mood of the characters.

"Sweeney Todd" is all about capturing the mood of its characters, and not necessarily about being flashy or a show-stopper," lead actor and junior John Holland said. "The music, the dialogue, and the set and the lights all contribute to what Sondheim wanted to show the audience, even if it might not be what the audience wants to see or hear. Not many people want to see people getting their throats slit."

The play does involve slitting throats, the way the barber gets his revenge. However, unlike the Tim Burton version of the musical, "Sweeney Todd" will not be as gory, although there will be some blood.

"Our production is not going to be that graphic and gory," theatre director Kelley Ryan said. "If you get woozy from blood, you can still see the show."

This year, auditions were early in the school year so the actors could prepare for the challenging music and acting that "Sweeney Todd" presents.

"The challenge is acting in a way that will tell a dark story, and singing with a discernable edge to your voice to set the suspense and horror in the play," Holland said. "Everyone has to do it, of course, which is the biggest stipulation, because otherwise the spell is broken even if one person forgets his place in this dystopian London society. Everything has to reflect the mood of the characters and of the story."

Choral member and sophomore Emily Erblich thinks



Jennifer Shenberger runs rehearsal of the spring musical "Sweeney Todd" as Ian Miller leads much of the cast in song on the auditorium stage.

that the music is difficult to learn.

"It can be really difficult what with all the rapid changes in tempo and, oh, so many notes," Erblich said. "It can be difficult to keep up, but there always is help if anyone needs it."

Holland agrees, admitting learning the music is tough.

"The notes aren't usually dictated by the melody, but by the mood," Holland said. "Everything is centered on the mood. I suspect taming a rhinoceros would be easier than learning this music."

Actress and junior Sarah McAfee also believes the acting and the music is complicated.

"Stephen Sondheim's music has extremely difficult rhythms and strange melodies," McAfee said. "Everyone sounds great, though. We've all been working really hard to learn our music. We all worked over winter break to memorize our songs so that we can get into rehearsals pretty in-

tensely now and get the show moving. The subject matter is also a little tricky; it's a pretty dark storyline, not your classic 'Broadway baby' type of show."

Ryan admits it is one of the more challenging plays musically.

"This is why we decided to cast the play members early," Ryan said. "This is a show you can only do when you have a crop of really talented kids. For this musical, they can't just be pretty singers; they also have to be strong actors."

Stage manager and sophomore Georgina Kluser has to be at every rehearsal to make sure everyone knows their lines, to help with props and much more. She believes that rehearsals are running smoothly, but overall, the cast could use more time.

"There are many things still to learn lines and dances," Kluser said. "But since we had two snow days, we have to

squeeze more into one day, which makes the rehearsals a lot longer."

Holland, who plays the lead and insane character Sweeney Todd, prepares for the challenges of depicting his character in a way that is agreeable to Ryan, Sondheim's style, and himself.

"I have to think about how to depict Sweeney Todd in a way that Sondheim wanted, but also keeping with how Mrs. Ryan is putting on the show," Holland said. "If they conflict, I must go with Mrs. Ryan, since not being congruent can destroy any play, this one being especially dangerous to be inconsistent in. For me, I generally don't think about taking revenge this much, so I must generate Todd's mentality as I see it in Mrs. Ryan's directing and in Sondheim's words, but also in my own opinion. One cannot act without thinking about how you can perform the part as you see it. In this show, I must delve deeper into my character to deliver a thought-provoking performance, and again I must increase the mood to a level tangible to anyone in the audience."

McAfee plays the lead character, Mrs. Lovett, who does not fit the classic old of the lead character.

"Mrs. Lovett is... different," McAfee said. "She has some serious physiological issues and ideas that eventually involve Sweeney Todd and baking people into pies. She's kind of diabolical, but so is Sweeney. They are some of the less-kind people in the show."

Erblich, who is a part of the chorus, is very excited about the play.

"This play isn't your average high school musical," Erblich said. "It's dark, but it's going to be so much fun."

McAfee also is enthused about the upcoming play.

"We're on our way to what should be a fantastic show," McAfee said.

Kluser believes this will be a play long remembered in CHS history.

"It's going to be incredible," Kluser said. "CHS will see how hard we have been working and be very shocked and surprised when they come see it. We have a great talented cast. You are going to be blown away." ☺

Lady Gaga delivers unforgettable performance

by Caroline Greenberg
Reporter

The Monster tour hit the stage making a huge splash, leaving a never-to-be forgotten concert. With Jason Derulo and Semi Precious Weapons leading the way pumping up the crowd for an explosive entrance from Lady Gaga.

The Lady Gaga tour seemed to be cursed after Kanye West and Kid Cudi were kicked off the tour for difficult reasons to ignore. Even though Jason Derulo was the backup, he was impressive with his music and dancing skills. Many people only knew him as the "What you say" guy, but in the concert he sang about five different songs, each more impressive and fun to sing

along with than the next. Ending with his most famous song, he sounded even better live than on the radio. He seemed grateful to be there and having fun on the stage. As he walked off the stage, he left the crowd not wanting this guy to disappear from the top music charts.

Waiting for Lady Gaga to enter seemed to take forever leading a very long break between the two performing artists. Michael Jackson played and everyone sat awaiting the main entertainment for the night.

When the lights went off, the screams from fans was deafening, and for a full minute a count down was on the screen and as the lights lifted with Gaga in a box, singing "Dance in the Dark", the energy in the room seemed

to be bouncing off the walls.

Calling the crowd "Little Monsters", Lady Gaga kept every person, young and old, entertained with her interactive speeches. Lying on the ground, she called herself Tinker Bell, saying that without our screams her light would go out just like the little fairy in Peter Pan. Every person was on their feet, dancing and singing along with this new pop star.

Her voice every bit real, and performing live, never lip singing was a refreshing change from other Hollywood starlets. This tour truly separated her from others, especially with her outfits. Her quick changes and crazy outfits were something different. Her outfits were always a crowd pleaser, and some-

thing you would never see anyone else wearing. These outfits were all made for her, truly fashion risks that would fail on any one else except for this outrageous woman.

Her presence controlled the stage, especially with the visual effects during her clothing changes. The screens on all sides of the stage had pictures and different strange activities on them, such as Gaga as a statue getting dressed and changed from head to foot.

A Gaga concert is an unforgettable experience, a true inventive and crazy affair. She was hilarious, fascinating, and bewildering all at the same time, leaving the you sitting there, with your ears ringing and saying to yourself, "Did that really just happen?" ☺



'Avatar' sets new Sci-fi precedent

by Alex Greyson
Reporter

Twenty years ago, the world of cinema was introduced to a little film that completely changed the future of special effects. This little film was called "Star Wars." It was one of the first movies to use digital graphics mixed with live actors, and no one has seen anything like it. Twenty years later, James Cameron has brought the movie event of 2009: "Avatar." This movie brought 3D and CGI to a whole new dimension, and at this point is the second highest grossing film of all time. With this new take on digital graphics, will it be another "Star Wars"?

"Avatar was an impressive display of Hollywood's technical innovations, and it really shows the power of today's technology," said senior Peter Brody, who saw "Avatar" twice.

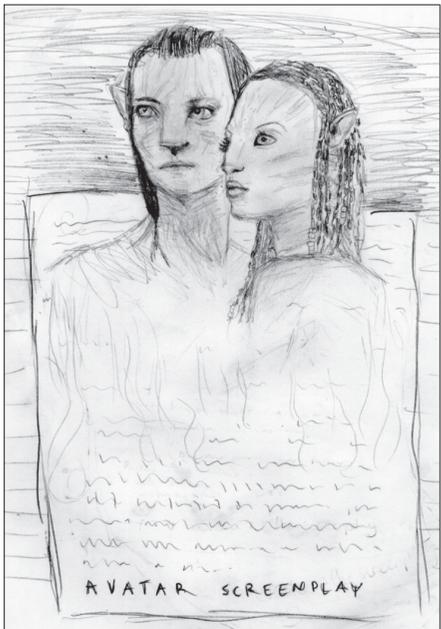
And, yes, "Avatar" was an impressive display of Hollywood's technology. The film used motion capture with the characters, which means the actors wore suits that capture their performance. This allows the actors to still be themselves even though they are nine-foot tall blue monkeys.

The director, James Cameron, has a knack for utilizing impressive visual effects. In his most memorable film, "Terminator 2," the T-1000 was made of liquid metal, so it is able to change its shape and morph into other people. The film revolutionized modern CGI, and created something that no one has seen before. "Avatar" is a different story. While it does present some dazzling special effects and photo-realistic facial expressions, the 3D effects seemed like a gimmick to some.

"I think it is stupid," said sophomore Georgina Kluser, who saw it three times. "It's just an image pasted over another image."

While this is technically true, 3D is a lot more than that. It is designed so that the audience is able to feel like a part of the movie, not to just have things pop in your face. "Avatar" attempted to make the audience feel like they were on Pandora, feeling the world around them. Now that the film is released, it could be possible that other films will follow suit as well. Or maybe more than films.

"We are looking to bring 3D beyond films," said director James Cameron in an interview on CNET. "Soon, the news,



sports, and video games will all utilize 3D effects. We're not quite there but we are on the cusp of that and people need to develop a strategy for it."

Cameron invented a stereoscopic camera for his film that allowed him to shoot in 3D, and the digital effects can be seen through the viewfinder of the camera. He is planning to mass-produce this camera, allowing everyone (who has a big enough wallet) to use 3D in their own ways. 3D glasses may still be required, but when the technology improves glasses will no longer be required. Cameron also plans to carry 3D into laptops and cell phones.

"3D isn't just for theaters," Cameron said. "The real revolution comes as games and television also appear in three dimensions."

Hopefully Cameron's plan will work, and the world of entertainment around us will be in the third dimension. However, the world may have to wait decades for it to be fully developed. For right now, let's just return to Pandora. ☺

'Romancing the Stone' still entertaining despite lack of modern special effects

by Marc Ritter
Reporter

Most of us are used to the fast-paced action movies of the new era, and forget to remember classic action movies from past years. We are constantly bombarded with gory scenes in what many call "action" movies these days.

Many action films from the past are overlooked because they simply do not meet the new standards set by more modern high-tech films. However, there are some classic films from the past that simply cannot be forgotten.

Romancing the Stone, (1984), is one of those films that many will never forget. It was directed by Robert Zemeckis, and features famous actors like Michael Douglas and Danny DeVito.

Joan Wilder (Kathleen Turner) is a famous New-York based romance novelist who lives a boring life with her cat in their condo. Ironically, the romance novelist cannot seem to find any romance of her own in her own life.

One day, Wilder returns home to find her condo a complete mess. The scene is disastrous, and it seems that she had been the victim of a burglary, but she cannot seem to figure out what had been stolen. Right away she receives a frightening call; her sister Elaine (Mary Ellen Trainor) has been kidnapped in South America. She decides to go and save her, taking with her a valuable treasure map she received in the mail earlier.

When she arrives in Columbia, she must take a bus to Cartagena. She mistakenly takes a bus that is headed in a different direction, due to one of the bad guys intentionally giving her false information. While on the bus, she stands up and asks the bus driver what direction they are heading in. Because of the loud noise, and due to the lack of Spanish that plagues Wilder, the driver becomes distracted from the road and crashes into the rainforest.

The bus is demolished, and most of the passengers get out and walk away. Joan then meets adventurer Jack T. Colton (Michael Douglas) who is an American like her. However, he knows his way around Columbia and she doesn't. He agrees to take her to Cartagena for a hefty sum of money, so he can buy his dream sailboat.

On their way there, they are followed by mysterious men and by soldiers led by corrupt policeman Zolo (Manuel

Ojeda). Zolo happens to be the man who broke into Wilders apartment in the beginning looking for the precious treasure map. Ralph (Danny DeVito) organizes their capture from far away because he wants the treasure map as well.

Joan and Jack's journey to Cartagena is an exciting one. The experience is filled with action, some comedic situations, and romance when eventually Jack and Joan fall in love with each other along the way there.

This romantic action-comedy is a must-see movie because it does not fail to keep viewers entertained every single minute of the film. One of the best 80's films, Romancing the Stone is a movie that will never cease to entertain. Definitely worth digging out of the vault! ☺



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The choice of a lawyer is an important decision and should not be based solely on advertisements

'The Young Victoria' depicts early struggles of the queen

by Taylor Stone
Senior Arts Editor

When one visualizes a detailed, traditional image of Queen Victoria, a peculiar portrait is often produced. The general public usually depicts the famed eighteenth century ruler with a scowling expression, pursed lips, and cloaked in black mourning garb.

Indeed, the textbooks of this century reinforce such as image, only discussing the details of the monarch's political achievements rather than personal details. In the tenth addition of the European history textbook "A History of the Modern World" Victoria is merely described as giving "her name to a distinguished era of material progress, literary accomplishment, and political stability". The new film "The Young Victoria" attempts to look beyond Queen Victoria's many accomplishments. The film, rather, is an exploration of her emotional development into the rule she eventually became.

"The Young Victoria" is aptly titled as it is based around the accession of the throne and the early years of reign. Canadian Jean-Marc Vallee directed the film and Julian Fellowes, who is familiar to period dramas with works such as 2004's "Vanity Fair", wrote the screenplay. Martin Scorsese and Sarah, Duchess of York produced.

Since Victoria enjoyed a 63-year reign (the longest to this date of any British monarch), many directors would attempt to show the sprawling entirety of her life in a single motion picture. Vallee, however, opts out of showcasing the conventional view of Victoria by focusing on the lesser-known intricacies of Victoria's early years and romance with her future husband, Prince Albert. This is an intelligent decision, as the viewers truly discover the figure's emotional vulnerability and strength in developing into a successful ruler.

The film begins with a "young" Victoria, only aged 17. Viewers are shocked by the brutal showcasing of the "Kensington System" - a strict and elaborate set of rules designed by Victoria's mother, the Duchess of Kent, and her attendant Sir John Conroy upon the young princess. The system, as implied in the film, was aimed at rendering Victoria dependent upon the tyrannical pair because of their own royal aspirations. Until she became Queen at 18, Victoria was kept isolated from other children, never allowed to be apart from her mother or governess, and was not permitted to walk down stairs without an escort. The limitations of the society of the era is clearly evident throughout the film.

Political tensions ensue as it is revealed that Victoria's uncle, King William IV is ill. Her guardians work more than ever to force Victoria sign an agreement to a future British Regency, ruled by her mother. During this time, Victoria meets the sensitive Prince Albert of Saxe-Coburg and Gotha,

her uncle King Leopold of Belgium's top choice for her future husband. Prince Albert sympathizes with her emotional suffocation and the two develop a strong bond largely shown through their letters.

After her accession of the throne, Victoria acquires a previously unknown type of freedom - banishing her mother and Sir Conroy to a distant quarter of the palace. The majority of the film follows her early struggles in politics as she becomes under influence of the prime minister, Lord Melbourne, who was a stubborn realist and Whig.

Throughout the political confusion, Prince Albert remains constant and loving in his letters to the Queen. The film follows their romantic development during his visits and the later challenges in their later marriage. In the end, the two find both political and romantic unity in one another, a charming and sweet message.

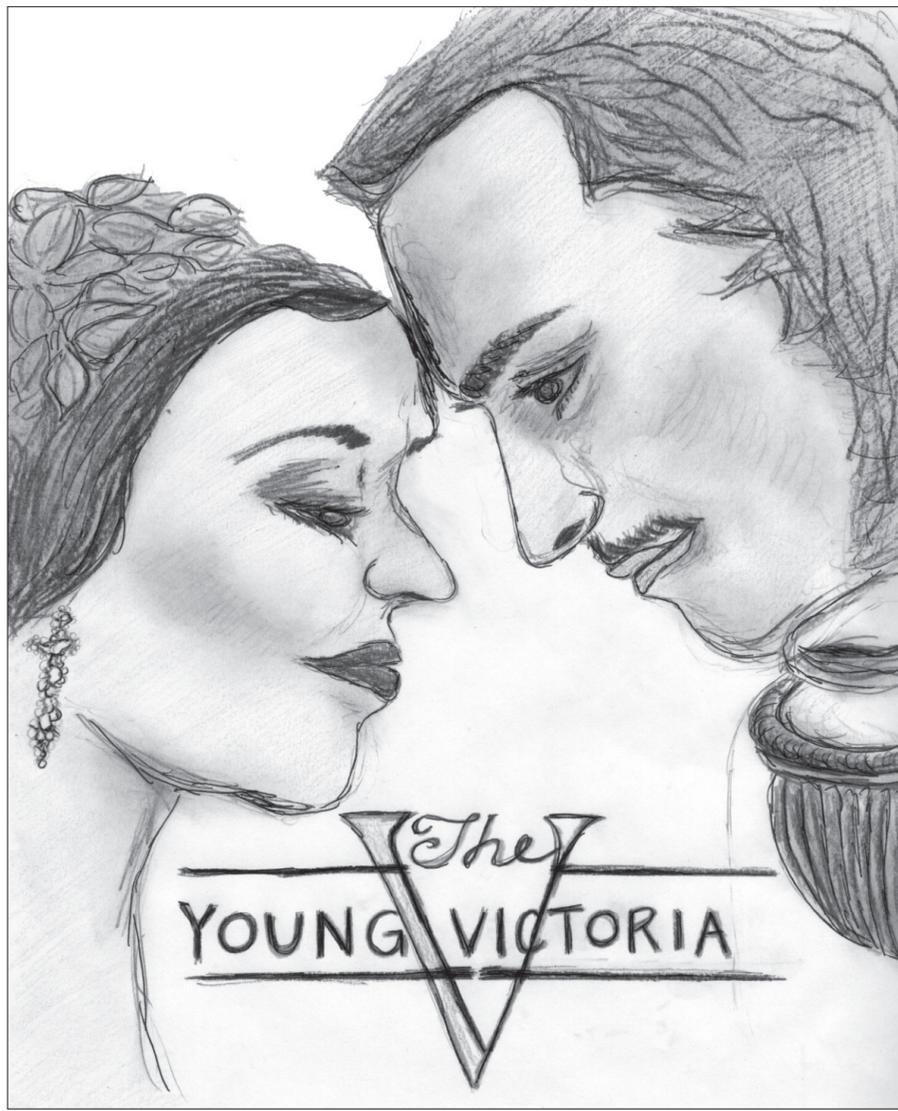
The most poignant feature of the film was the extraordinary acting of Emily Blunt as Victoria. She enlivens the plot, which can often move at a stately pace in the midst of relatively dry political intrigue. Blunt depicts Victoria as a lively, typical teenaged girl while enrapturing audiences with her bold royal demeanor. Fittingly, Blunt was nominated for a Golden Globe Award for Best Actress for the film. She embodied its emotional power, charm, and beauty.

Another notable addition to the cast is Rupert Friend, who portrayed Prince Albert. He captures the sincerity and patience in the character of Albert - who kindly waits for her to propose to him, as the Queen must initiate marriages for herself. He portrays an awkward Albert, in one scene attempting to learn the waltz to please Victoria. He defines the sweetest moments of the film, particularly in the early marriage bliss of the couple.

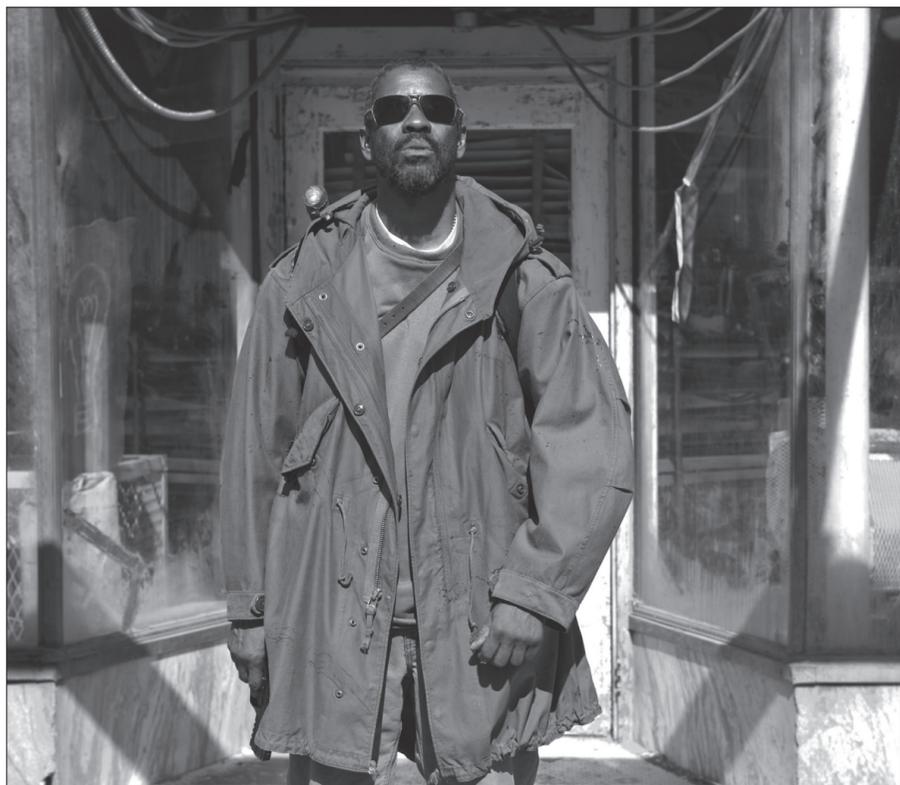
The two villains of the film - Paul Bettany as Lord Melbourne and Mark Strong as Sir Conroy fill their roles perfectly. Bettany accurately shows the murky motives of Melbourne. His face fills with disgust as Victoria shares her ideas for improving the lives of the working poor. His statement, "How inspiring" in response to Albert's plans for housing reform is appropriately disdainful. Strong displays even more menace as the tyrannical nobleman, and is also the villain of the blockbuster hit "Sherlock Holmes".

The beauty of the scenery, costumes, and musical score has been unmatched in many contemporary films. A visual feast of sumptuous colors fills the viewer - whether it's the flowery gardens of the palaces or the bright patterns of Victoria's gowns. The social norms in dress of the period were clearly and beautifully shown.

"The Young Victoria" is a visually stunning exploration of the political and emotional struggles of the early ruler. Her relationship with Prince Albert establishes the passionate strength of both the film and of the Queen herself. ♣



Taylor Gold



MCT Campus

Denzel Washington, star of the new movie "The Book of Eli", is shown here as a lone man who treks across the US after a cataclysmic war has ravaged the nation. Eli (Washington) describes himself to be in pursuit of a sacred text that will hold the secrets for preserving humanity.

Movie brings forth action, allusions

'The Book of Eli' breaks the mold of traditional post-apocalyptic films with biblical significance and bold characters.

by Tom Evashwick
Editor

Denzel Washington recently declared on the "Late Show with David Letterman" on CBS that his son, John David, talked him into accepting the role for the new movie "The Book of Eli."

Thanks, John David.

True, the trailers portray the Hughes brothers' work as just another post-apocalyptic, dull-toned flick. However, the mix of God and grenades brings something entirely different.

The film calls the names of anyone enticed by the occasional 120 minutes of action, which is present from the first scene of the film.

Washington's character, Eli, is confronted by the formulaic group of hijackers: bikers with one too many tattoos and one too few teeth. Washington establishes himself once again as a strong, charismatic, not-to-be-crossed protagonist who will stop at nothing to establish his goal.

Spoiler alert: Washington doesn't die within the first five minutes of the movie. In fact, his display of skill with a slightly larger-than-normal kitchen knife is more than slightly amusing.

That may just be the problem. In a world ravaged by the sun following a war, humor just does not seem to fit. In no way is "The Book of Eli" supposed to be a dark comedy. However, a few lines bring chuckles that just shouldn't be had.

It seems as though the Hughes brothers just weren't sure what to do. They weren't sure what to do with the tone or

what to do with the characters.

Mila Kunis (think Jackie from "That '70s Show") has a major role in the film as well. Her somewhat preppy and comparatively clean look frankly departs from the norm of the depressing post-apocalyptic film.

Later on, Kunis and Washington meet an old couple, Martha and George. The techno-playing, china-collecting, weapon-hoarding cannibals are clearly meant as a comic foil. Once again, while some entertainment value is there, it detracts from the message of the film.

The film's antagonist, Carnegie, which is portrayed by Gary Oldman, sends out outlaws to kill travelers and take books in their possession. It turns out that he is looking for a copy of the Bible, which have supposedly all been burned after the war.

Of course, Washington's journey west, Oldman's quest intertwine, and the film itself each becomes a tale of retaining faith when all is lost. Washington carries a leather-bound book (three guesses to just what book it is) west and claims he has been wandering for 30 years through pure faith.

As the movie progresses, more and more biblical allusions and symbols are made; the death of Christ and the resurrection are practically taken verbatim.

However, one doesn't have to have memorized the Bible to appreciate the message: in a world of turmoil, one can yet find purpose in life: to give all a sense of hope.

While "The Book of Eli" is by no means perfect, it is a profoundly powerful picture that should have many once again shouting, "Let's all go to the movies." ♣



Slim-Fast.com

Student laments 'Slim-Fast' recall

Breakfast. The-most-important-meal-of-the-day. I have been lectured on the nutritional value of breakfast for years - from parents, grandparents, preschool teachers, and bright restaurant advertisements on highways.

While I agree that breakfast is certainly the most important factor in increasing the productivity of a human being, it is nevertheless the least enjoyable for me for a variety of reasons. Reader, I sincerely hope by the end of this documentation of my personal breakfast experiences, you will agree with me.

I have had a hateful relationship with the dreaded morning meal for as long as I can remember. I admit to being a very particular sort of person, and thus certain types of foods simply will not do.

My parents endlessly attempted to push everything from bananas to oatmeal toward me as a child, though I stubbornly refused.

There were a certain number of token items I would consume - certain types of cereal WITHOUT milk, chocolate chip bagels (and ONLY chocolate chip), and occasionally yogurt. My parents would only submit to buying bagels from Panera Bread or our local Cincinnati Marx's Hot Bagels every now and then, so I was largely limited in choices.

I like to think that I've matured to become a sensible, reasonable being in our modern society. However, I regret to admit that I really haven't grown much as a breakfast eater. In later years, my parents pushed "Instant Breakfast" shakes blended in our blender, which were absolutely revolting. I had almost given up upon every being happy with breakfast, or mornings in general, when I discovered a magical substance

during sixth grade.

No, I'm not talking about coffee. That wouldn't be until my freshman year of high school. I am speaking of the coveted, almost holy substance that is the "Slim Fast Shake".

From the moment my mother set the chocolate shake in front of me, I knew that I had fallen in love. The smooth, rich taste of the beverage filled my heart with a joy that had been previously unknown to me. To this day, the sound of setting an empty shake can on the table gives me a satisfying sense of triumph, of a task willingly completed.

I, of course, do not use the shakes as a method of weight loss, but a simple, easy way for me to reap the benefits of a nutritious breakfast without feeling too full or too hungry. The shakes have become a method of convenience for me -

I can drink them in the car on the way to school, while I finish a last-minute homework math problem in the wee hours of morning, or even during my zero hour class.

From then on, I drank "Slim-Fast" shakes, in the "Rich Chocolate Royale", "French Vanilla", or "Cappuccino Delight" flavors almost every morning, other than when my parents bought chocolate-chip bagels, made pancakes, etc. I had found my match.

So, "Slim-Fast" and I were destined to live happily ever after. Or so I thought.

My perfectly executed plan, my devotion to the wondrous beverage has been forcibly cut short since December 3 2009. Why, do you ask? Since this horrible date, all "Slim-Fast" ready-to-drink shakes, regardless of flavor and expiration date, have been recalled.

The company that owns the brand, Unilever, released a press release that nationally recalled all of its products.

As a major consumer of the product at Sam's Club and other grocery stores, my house was given a phone call the day of the statement.

According to its website, "Unilever United States, Inc., in cooperation with the U.S. Food and Drug Administration (FDA), is conducting a nationwide voluntary recall of all Slim-Fast® ready-to-drink (RTD) products in cans, due to the possibility of contamination with Bacillus cereus, a micro-organism, which may cause diarrhea and possibly nausea and/or vomiting."

Naturally, I was horrified by this recall. Numerous questions ran through my mind. What had gone wrong? Had I ingested any of this micro-organism? And, more importantly, when could I actually buy more shakes?

At the time of the press release, I had ingested about half of a large bulk of shakes that I had bought from Sam's Club in bulk. Considering I had not felt any symptoms of illness, I decided to risk becoming sick for the sake of my love for "Slim-Fast" and drank all of the rest of the shakes. Though it sounds crazy, I would rather vomit than be without my beloved shakes for a long period of time.

Since the recall, there has been no sign of the company offering new shakes for the public to buy. Heartbroken, I begged my mother to search for a substitute. I now eat peanut butter on a piece of whole wheat bread some days and my mother has recently pulled out the Instant Breakfast again, which I refuse to drink. I have also starting to drink other breakfast shakes such as the Target brand and the "Market Pantry" brand shakes. Each brand does in no way compare to the original, the best.

Reader, I hope you now sympathize with the plight of the picky eater, one who is destined to become heartbroken and frustrated. I anxiously visit Slim-Fast.com, awaiting the happy day when their shakes will be sold again. ♣

STONE



Taylor Stone

Humor enhances learning

The benefits of a light-hearted classroom atmosphere contributes to a positive learning environment. Humor may improve memory and classroom relations.

by Sarah Tait
Reporter

School is not the first thing that would come to most people's mind when speaking about humor, but maybe it should be.

Most students find that humor in the classroom creates a positive learning environment.

"I think humor makes the class more interesting and engages the students," sophomore Paul Lisker said.

History teacher Sam Harned agrees with Lisker that humor is a positive force when it comes to education.

"Humor makes people happier and more willing to learn," Harned said. "It creates a more cheerful work environment."

It seems that a cheerful work environment is just what students need. As the pressures put on teens become greater and greater, students often say that they prefer their classes with light-hearted atmospheres to their more serious ones.

"I'm a lot less stressed in a class that's funny," freshman Dylan Brown said. "I always perform better when I'm not under a lot of stress."

Junior Erin Bax agrees that humor-

ous classes are less of a burden.

"Classes where the teacher makes jokes and jokes around with the students are always my favorites," Bax said.

Humor has more benefits for students than just allowing them to release their stress, it can help improve their performance in the class and deepen their understanding of a topic.

"When the teacher of a class is funny, you're more motivated to do well for that teacher because you like them more," Brown said.

Lisker also feels humor betters his performance and understanding.

"Many times, you don't get a joke unless you've been paying attention to the class," Lisker

said. "So when I know a class is funny, I'm more motivated to be attentive and involved."

By using humor in a classroom, a teacher makes themselves seem more approachable as a person that you can talk to and that will understand you. If I have any questions or concerns, being able to approach a teacher is very beneficial.

Paul Lisker
Sophomore

Physics teacher Gabriel De la Paz finds that using humor has yet another benefit in his classroom.

"Humor can help students remember when certain things are taught," De la Paz said.

Among other things, humor has proved especially useful in the unending struggle between students and teachers to make students ask questions when they don't understand.

Students, especially the more quiet and withdrawn, often feel uncomfortable speaking up in class or are afraid to embarrass themselves by asking a "stupid" question.

In a humorous class, the comfort level between the members of the class

is higher making the number of unasked, unanswered questions fewer.

"By using humor in a classroom, a teacher makes themselves seem more approachable as a person that you can talk to and that will understand you," Lisker said. "If I have any questions or concerns, being able to approach a teacher is very beneficial."

Harned and De la Paz both agree that most of their students feel pretty comfortable with them due in part to their use of jokes when they teach.

Though some worry that humorous classes can create too loose of an environment, students say that that rarely is an issue.

"I've never had a class where humor is a problem," Bax said. "It mainly just makes me more interested in the class."

Despite its reputation as being trivial, it seems that humor is one of the more powerful tools teaching tools in a classroom.

"A lot of teaching is about keeping students motivated," De la Paz said. "Using humor in class is a part of achieving that goal."



Mimi Liu



Sonja Petermann

Sparknotes misguides students, ignites debate

by Meredith McMahon
Reporter

SparkNotes: a brilliant invention saving time and trouble or a slippery slope to bad grades and essentially, missing out on the actual reading of the literature we are supposed to read in English class?

SparkNotes is a website that is similar to "Cliffnotes" in that it gives a synopsis of more popular books used in English classes and even sometimes has different sections, such as "No Fear Shakespeare." The idea of SparkNotes being an online version of literary study guides was born in 1999 by founders Chris and his Harvard College roommate Eli due to the large number of college and high school students on their original website, The Spark, founded in 1998.

Freshman Deb Steinberg thinks that SparkNotes is a dangerous, yet sometimes helpful tool.

"I disagree with teachers when they say SparkNotes is bad," Steinberg said. "It is a great tool but it can be used badly, however it's still useful. Any good thing can be used in a bad way."

Despite Steinberg's disagreement with teacher's disapproval of SparkNotes, often teachers are do not fully classify this site as being outright bad.

"I am not against the use of summaries to help a person recall what he or she has read," English teacher John Ryan said. "I am against them as a substitute for reading."

The basic reason why SparkNotes has so many teachers' general disapproval is because of its factual structure.

"SparkNotes' design implies that the only reason a person reads is for "just the facts": who the characters are, what they do, what happens to them," Ryan said. "This basic information might help a student beat a "Did-you-read-it" quiz, but it does not begin to broach other issues of reading: predicting, interacting, interpreting, relating, discovering a sub-text, to say nothing of appreciating style, historical context, moral (or immoral) behavior, and other higher-order concerns."

Students such as senior Andrea Goldstein, an AP Literature student, agree that reading the book is much more fulfilling.

"I don't think that using Sparknotes is cheating, but I do believe that reading books is much more fulfilling than reading a summary of them on SparkNotes," Goldstein said.

The lack of the deeper issues of reading makes those who use SparkNotes instead of actually reading the material have a much lower understanding of the material, which not only becomes apparent on tests but also apparent to their understanding of how to read English literature.

"I think part of the problem with the SparkNotes issue is that in almost every other discipline, reading is a means of gathering information or instruction in the service of some other task (directions for a word problem in math; an explanation of mitosis in a biology textbook)," Ryan said. "This fact may condition students to view reading as having just a single purpose—at least academic reading, that is."

Although SparkNotes does dive into the zone of analyzing sometimes, this analyzing proves to be misleading.

"I mistrust their analyses," Ryan said. "They are either shallow or obvious—or worse, inaccurate. Who writes them? Are they trained in the way teachers at CHS are, most of whom have Masters Degrees?"

Steinberg thought it was a question of availability.

"I use it [SparkNotes] to clarify my questions about the text I have to read," Steinberg said. "If teachers won't always be there to answer my questions, SparkNotes helps to further my learning."

Goldstein thinks that older students rely more on SparkNotes.

"I think older students do rely on it more, especially seniors," Goldstein said. "This is the time of year when everyone starts to feel the effects of senioritis, so I guess instead of taking the time to read the books some are assigned, they refer to SparkNotes."

Overall, Ryan believes SparkNotes has its limitations as to how closely they relate to the book.

"In English, students may read for information or instruction, but they also must become accustomed to reading books as sources of value in their own right," Ryan said. "This is difficult to accept, much less master, when we live in age of immediate utility."

Moral debate continues over genetically customized babies

Designer Babies
pg. 13

likely to draw more negative attention to themselves than persons with these traits currently draw," Burkemper said. "In any case, deciding that some human embryos, owing to certain genetic traits, are not fit to live gives a rather nasty message to the human beings who are born with these traits. Imagine living in a society where most people believed persons with your genetic make-up ought not to be born."

Finally, the issues become even muddier when the procedure fails in determining certain traits in children. What are parents to do when faced with the fact that they spent thousands of dollars ensuring their baby looked just so, and have it wide up looking completely different?

"The time and expense entailed in having a "designer baby" would make the acceptance of the "failed attempt"

more difficult than had there been only a natural conception and gestation," Burkemper said. "Some parents may seek to abort children who fail to meet their expectations."

In the end, the decision lies in the parents' opinions on the matter.

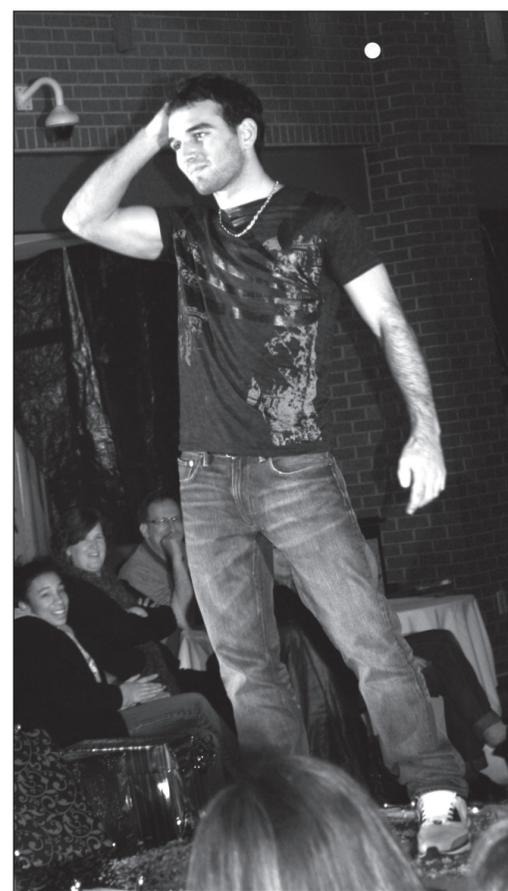
"I feel that, if you're a parent, and you're lucky enough to get pregnant, you should just feel blessed with any child you have, and love and accept them for who they are, not because you made a designer baby, like you pick out a purse," Hobick said.

Despite public approval, or lack thereof, science will continue to push forward. Every day, new discoveries are made that help researchers better understand human DNA. It is very possible that, in the future, designer babies will become a real part of everyday society.

"We've learned that anything is possible in the realm of bio-technology," Sucher said. "What was once science fiction will become science fact."



Senior models Maggie Lanter and Connor Dougan pose at the DECA fashion show on Dec. 12. Project organizers Jennifer Golden and Gabby Inder were dismayed to find that two dresses from the show, totalling to \$700, went missing that night, drastically reducing their profit.



Jen Maylack

Stolen dresses reduce charitable profit

Fashion Show
pg. 13

stage. There were 83 models and a lot of people had access to the room. People were going in and out and the door was unlocked."

It is likely that the thief was one of the CHS models.

"Unfortunately, it is likely that the suspect is a member of our CHS com-

munity," Zladic said. "The individual stole from a charity and may be responsible for the cancellation of future such shows. I would hope that this individual would do the right thing and correct what they have done."

Last year a similar incident during the school-sponsored fashion show resulted in missing shoes.

"But after watching the security tapes which were very helpful and then talking to Mrs. Williams about shoes

that were stolen at her fashion show, we are pretty confident that this is the same person," Boland said.

The models who wore the stolen dresses described exactly where the dresses should have been, but only the jewelry was left on the hangers.

"We still want to find who did this," Golden said. "In the video tapes there is some suspicious activity, but we still don't have enough evidence to point out certain people."

Raising awareness for the disappearing honeybee

by **Sneha Viswanathan**
Senior World Editor

For the past few years, a seemingly common but vital insect has been unexpectedly disappearing: the honeybee.

This rare phenomenon is known as Colony Collapse Disorder (CCD), and it has been observed by beekeepers since 2006. The specific cause of this phenomenon has not been fully determined.

According to the U.S. Department of Agriculture (USDA) website, "Bee pollination is responsible for \$15 billion in added crop value, particularly for specialty crops such as almonds and other nuts, berries, fruits, and vegetables."

"It is commonly agreed that about one-third of the human diet is dependant on honeybees for its economic production," said Robert Sears, president of the Eastern Missouri Beekeepers Association. "This means almost everything that has very much color or texture-fruit, vegetables, nuts. Without honeybees, the human diet would be very limited to starches-wheat, rice, etc. Even meat to a large extent would be affected because the seed crops that cattle feed on are pollinated by honeybees."

This is not the first time that farmers and beekeepers have seen a sudden, unexplainable decline of honeybees. The USDA reports that the honeybee population declined noticeably in the 1880's 1920's, and 1960's.

The rate of bee disappearance is especially prominent in the U.S., but it is a worldwide problem as well.

"They're disappearing by droves already; about 30% of the honeybee colonies in the United States," Sears said. "It's international, it's occurring in Europe and in China."

According to the USDA, one of the striking differences between colonies that have experienced CCD compared to colonies without CCD is that some colonies with CCD have been infected with the Israeli acute paralysis virus (IAPV), yet none of those without the disorder have the virus.

Sears believes the disorder might be linked to bees' weakened immune systems, pesticide use, and stress. Due to the importance of bees to several aspects of the agriculture industry, the bees are under frequent physical stress as they pollinate several different crops.



Emma Riley

"The RNA of the colonies which show this syndrome is compromised and therefore, the colonies and the bees are what are called immune suppressed, which means they are more susceptible to diseases," Sears said.

Researchers at the University of Illinois Department of Entomology have recently discovered a direct correlation between fragmented ribosomal RNA and CCD. Ribosomal RNA is the genetic mechanism that functions as a set of 'instructions' that codes for the manufacturing proteins.

Without cohesive RNA, many es-

sential proteins cannot be properly produced.

Some fragmenting of RNA is common to many organisms. According to researchers at the University of Illinois, in colonies that have been affected by CCD, several bees have unusually high rates of fragmented RNA.

The high prevalence of fragmented RNA was consistent in all colonies infected with CCD, regardless of differences in other variables.

Viruses like IAPV are responsible for using the ribosome, the protein-manufacturing center of cells, to make

their own proteins. The use of ribosomes by viruses might contribute to the fragmenting of ordinary RNA.

However, beekeepers could minimize their colonies' risk of developing CCD.

"Beekeepers could improve their beekeeping management and reduce their dependence on chemicals," Sears said. "I think that we have created a chemical soup in the beeswax in our hives and it's not a healthy environment, we see higher loads of pathogens-and we think those might be contributing to CCD."

The variations between colonies with CCD make pinpointing the cause of the condition more elusive.

"A lot of the colonies that are affected by CCD don't share a single variable," Sears said. "The colonies that have CCD are more likely to have a higher pathogen load than colonies that don't."

Beekeeper organizations are currently working to raise public awareness of the issue and are changing their beekeeping techniques based on emerging findings about the rate of colony loss.

"I think the public is much more informed now than they were one or two years ago," Sears said. "From 2008 to today, we've increased the number of honeybee colonies by approximately 300. A lot of them swarm [the way the colonies reproduce themselves naturally] and there are additional colonies that we call 'pheral,' that will set up a colony in a tree or an attic. The more bees we have, the more genetic diversity there's going to be. By increasing the number of beekeepers, we hope to contribute to the long-term interest of honeybees." ♣

Unrealistic standards damage young women

In the past few years, many have criticized the fashion industry for the use of underweight models. Some magazines are striking back at the unhealthy standards.

by **Andie Glik**
Reporter

"It tastes better to be skinny," My skeletal, overtly gay boss replies to my request for a lunch break at the ridiculous hour of five. I'd been working all day at my PR job and being only 15 at the time, was used to the normal three meals a day. This along with hearing the nickname "Fat Ashley" for my slightly larger co-worker and I thought I would never feel ok eating a slice of pizza again.

I had prepared myself for the brutality of the fashion world and the challenge of living in New York City for the summer, but nothing could have prepared me for the cruel honesty I was witnessing.

"Skinny gets you farther." My boss adds. He was right too. All the pretty, thin interns got invited to the parties and events while girls like Ashley were left behind to answer the phones back at the office. When we had casting calls for models, the thinner the girls were, the quicker we hired them.

"I used to be a model," a gorgeous tall blonde woman I worked under once told me. "But then I laid off the coke and started eating... now I'm huge," she says while looking down at her size three waist.

The world of fashion is overflowing with bony bodies and airbrushed faces. From ads for clothing and perfume, to the runways at Fashion Week, all you see is thin, beautiful people. But these are not every-day people.

They are models and it is their sole job to stay under 100 pounds and look perfect.

However, when flipping through the pages of Elle, Vogue and Bazaar, women tend to forget that. We set down the magazine on the coffee table, look in the mirror and think, "God, I wished I looked like that."

It is not just a select group of girls who have these insecurities about their bodies. When we walk through the hallway wondering if our hips look too wide, or look into the bathroom mirror wishing we could have Anja Rubrik's bone structure, most of the other girls near us are doing the same thing too. Junior Aubrey Dribben feels the pressure that these magazines put on girls.

"When I first think about the kind of body I'd like to have my mind immediately jumps to the model bodies I



MCT Campus

see in magazines," Dribben said. "Then I break it down and know that it's unrealistic."

It may be unrealistic to want to look like Karlie Kloss, but it's hard to just convince yourself that you won't ever look like that when all you see in the magazines are twig-like bodies and beautiful faces.

Even though she has a clear mind on body image and prefers the pages of books to the pages of fashion magazines, Junior Hannah Callahan still struggles with self-image when pictures of rail-thin models are everywhere.

"The unrealistic goal of a model body is ingrained in the back of my mind," Callahan said. "If want to lose weight, that will be the body I'm working for."

Senior Gabby Mottaz models for major department stores and walks St. Louis Fashion Week. She feels that models paint an unreal picture of what girls are supposed to look like.

"The industry should be more careful about hiring unhealthy models, and

they have started to crack down," Mottaz said. "They have height and weight requirements that must be met in order for models to work."

The requirements Mottaz is referring to were created after a recent death due to a model being too thin. In 2006 a Brazilian model named Ana Carolina Reston died of a generalized infection, due to her weight, which was a frightening 88 pounds. This tragic story is one of many and only shows how far women will go to live up to an image.

CHS English teacher Jill Burleson has always been aware of the many problems our society has with the image of young girls.

She organized the Empowering Young Women's Conference and is greatly educated on the warped portrayal of women in our culture.

She thinks the main problem with fashion magazines is that they over emphasize on appearance, when it is what's inside that really matters.

"It's sexist behavior," Burleson said. "Men are not objectified like women

are being"

Where did this intense desire to be skinny come from? Women everywhere didn't wake up one day and decide that beautiful means being thinner than a flag pole.

"All the way back to the 18th century, you have women getting ribs removed so they can have an 18 inch waist," Burleson said. "When I was growing up Twiggy came along who was extremely thin, and that became the image."

Twiggy was one of the first super models. Her doll-like eyes, long lashes and extremely thin build were so different from the buxom models of the 50's. The interesting thing is, Twiggy was so thin because her father was a carpenter and her family didn't have much money for food. Looking like you can't afford three meals a day become "in" because of this new kind of model.

It wasn't always thin or nothing. Throughout history there have been moments where being curvy or healthy was beautiful. But in this day, emaciated models are walking runways and appearing in magazine spreads.

The fashion industry is taking notice of this skewed view of women that they portray. There is a legal battle in the UK over making airbrushing illegal and many publications are adding plus size models to their magazines.

Lara Stone, a model that has recently become extremely popular in the industry is a larger size four and is landing many covers and shoots. But can the larger models compete with the Kate Moss' and Coco Rocha's of the business? Women want to see that you can be beautiful at every shape and size. Larger models could grace the pages of Vogue more, but magazine editors disagree.

This past summer, while working again at a Manhattan magazine, I was able to come to terms with the difference between models and myself. As a wide-eyed Russian model asked me for a belt to hold up the size zero jeans that were drowning her thin frame, I glanced at my body in the mirror.

My body conscious skirt hugged my womanly hips and the lanky model towered over my small 5'1 body.

My job was to get her dressed and make sure all the clothes returned to their showrooms.

Her job was to look thin and beautiful. This is just how things were and I was really ok with that. ♣



Willie Wyssession

Sophomore Nia Charrington chose to get dreadlocks at age eight. She was inspired by her sister's dreadlocks.

Students embrace dreads

by **Eudora Olsen**
Reporter

Dreadlocks also referred to as "dreads" or "locks", have gone through a wide range of change over the past thousand years. Today, they're mostly a fashion statement. Dreadlocks are available in many salons. But some students and a Spanish teacher at CHS have stayed true to the roots of this unique hairstyle.

"They're everything old," CHS Spanish teacher Micah Johnson said. "Locks are the natural state of hair."

They've existed since the dawn of time. Cavemen shot arrows from beneath matted hair, and reggae singer-songwriter Bob Marley jammed to soulful tunes with a head of dreads. All it takes is clean hair, free of conditioner and no touching. That means you can throw away brushes. Within two years, you'll have a set of dreads.

"You have to be willing to have ridiculous looking hair for months before they form," Johnson said. "I had to go through a little of that in high school."

After 13 years of without brushing, has developed a unique perspective on the hairstyle throughout the years.

"It's been a long time," Johnson said. "I've seen a lot of evolution."

In an attempt to hide dread locks, a friend of Johnson's wore bandanas to work every day. She was fired the day she took her bandana off.

"For a long time, there was prejudice," Johnson said. "But we are definitely reaching the last era of discrimination."

"Rasta" in Spanish translates as "locks", forming the basis for Rastafarianism. With this hairdo having such

deep biblical beginnings, it's no wonder a great population of people have been sporting this hair style before it became somewhat of a fad.

After spending time in a remote village in Ethiopia, the homeland of Rastafarianism, Johnson was surprised with their reaction to his locks.

"They looked at me like I was from Mars," Johnson said. "I have pictures of the natives swarming around my hair."

The country where dreadlocks originate was struck with wonder by Johnson's locks.

He went on to say that this irony is something he's come to love from having his hair.

Sophomore Antonio Wilson wears his dreads with great pride.

"I wanted to follow my brother," Wilson said. "He had dreads first, and I look up to him."

Wilson began twisting four years ago, and ever since then he has loved having dreads.

Sophomore Nia Charrington was also influenced by her sibling. With the help of a professional, Charrington has long locks.

"I started when I was eight," Charrington said. "It's sort of a lifestyle choice."

Although these two CHS students and many others have other family members who share the hairstyle, Johnson was the first of his family to take on dreads.

At the age of 15, Johnson sat down and had a talk with his dad about his choice to have dreads. His father was reluctant at first since he believed the image of dreadlocks brought drugs.

"I felt challenged to prove the stereotypes surrounding locks wrong," Johnson said. ♣



Teacher Jane Glenn assists freshmen Leslie Goodman with her math homework. Students have begun to use their teachers as resources outside of the classroom for help instead of paying for costly tutors. To meet this demand the math department now staffs the math learning center. *Staff Photo*

Use of tutors raises questions

by Noah Eby
Editor

CHS is undoubtedly one of the best public schools in the state and the nation; it employs a top-tier staff and churns out bright, prepared students. Yet despite Clayton's educational prowess, students' use of tutors would seem like a slap in the face to the school's acclaim. The obvious question, then, is why do so many students at such a great school need extra help?

The prevalent use of tutors is not unique to Clayton, according to Math Department Chair David Kohmetscher. Though he has only taught at Clayton, he said that comparable schools like Ladue have the same problems.

"Any school that send kids to the universities that we send kids to have the same tutoring issues that we have," Kohmetscher said. "We're talking about kids with high aspirations, parents with high expectations, and parents with income that affords them the opportunity to give their kids every opportunity. It's kind of the perfect storm for having tutors."

While he has never seen any solid data on why students use tutors, he said he thinks a lot of it has to do with the high-stress environment of CHS.

Taylor Gold, who has been using a tutor since freshman year, said that tutoring is a tool to deal with the pressures of high school academics.

"It's because there's a lot of pressure, so tutoring really helps give that extra boost of confidence that you are doing everything right," Gold said.

In addition, she said that tutoring provided a different perspective when the way her teachers' way of explaining things wasn't sufficient. Haley Wartman said that students also use tutors as a result of the huge gap between honors and non-honors classes.

"[Students use tutors] because the differences between the regular classes and the honors classes are so extreme that you can either be bored in a regular class or really challenged in an honors class and the people that are really challenged in an honors class need a little help," Wartman said.

However, Kohmetscher said that sometimes it is whether a student is placed in the appropriate class that determines whether they need a tutor.

"I don't know that we have a lot of people who are in their correct place curriculum-wise who have to have a tutor to be successful, as long as you realize that successful can be anything from an A to a B or a C for some kids," Kohmetscher said. "Getting a C in an honors class, for some kids should be a success - most kids don't consider it to be one. I think there are people who feel like if they don't have all A's on their transcript, they're not going to get into their college of choice or their top four colleges of choice."

To give students an option for out-of-class help other than tutoring, teachers encourage students to see them before and after school and during their free periods.

Kohmetscher said that this was not the case when he was in high school and that it is good for teachers to be a student's first resource.

The Math Department also piloted the Math Learning Center this year, which let students seek help any period from a math teacher. But Gold said that telling student to come in outside of class isn't always practical.

"Most teachers say that if you come in they'll help you, but many times they have other meetings and other obligations, and it's hard to find time in a busy schedule to come in

early or stay after school," Gold said.

The inability to seek help from a teacher often leaves students with no option but to face possibly the most daunting aspect of being tutored: cost. Some tutors charge upwards of eighty dollars an hour, and seeing a tutor twice a week for two hours could easily amount to a huge bill to pay. For some, it's worth the price.

"I think that it depends on the tutor, and if you really like your tutor and you're getting better grades then it may be worth it to pay the extra amount," Gold said.

ACT and SAT tutors can be especially pricey; Kohmetscher called them "crazy." He said that it is the type of tutoring and the type of knowledge gained that dictates the worth of the service.

"If I can go to an ACT tutor that's going to get me four points on my ACT, is it worth six, seven, or eight hundred dollars? I don't know, I would argue probably not, unless they're teaching me content, teaching me how to problem solve, so when I go off to college I've got some new set of skills that's going to help me be successful," Kohmetscher said. If all I'm learning are tricks to improve my score without improving my ability, I'd be a little bit leery."

The issue of teaching knowledge versus teaching tricks raises one of the many moral issues surrounding tutoring. Gold said that high SAT and ACT scores can be used for scholarships and that the score is the most important part, not the knowledge. Margaret Mulligan, who uses an ACT tutor, said that she doesn't learn material but is taught test-taking skills. But Kohmetscher said the idea of seeing a tutor to boost your score is essentially cheating oneself.

"I would much rather have my children take an ACT or an SAT and go to a school that their ability qualifies them for rather than, 'Let's get a tutor, let's inflate my ACT and my SAT score so I can get into a school,'" Kohmetscher said. "I'd rather be in a school where I'm amongst my peers rather than I'm at a school where I'm at the 80th percentile of my peers."

Bianca Vannucci agrees with Kohmetscher. She said that she thinks many use tutors to stay in classes that aren't right for them and that students shouldn't use tutoring just to get a boost.

Vannucci said that she agrees with a sort of educational Darwinism - if a student wouldn't pass themselves then they shouldn't take the class.

"That's not how life is going to be," Vannucci said. "Once you're at your job, you're not going to have someone who's tutoring you. In the end it's what you can do and what field you are developing by yourself, and so I think it's more helpful to just go through life having teachers who maybe don't make 100 percent sense, but then maybe what you take away from the class isn't everything about math, but there's also a little bit of 'life is unfair, you're not always going to get the score you want.'"

Whether ethical or not, the fact remains that many CHS students find the teaching they receive in school insufficient.

Vannucci said that often the problem lies in a teacher not being right for a class or a student not being right for a class, but it's often hard to tell which is responsible.

Kohmetscher said that maintaining CHS as a high-level school requires rigorous courses and academic pressure, even though this often leads to students using tutors.

"I think people point fingers all over the place, at the curriculum, at this, but what they have to understand is that it's our difficult curriculum, it's our high expectations that make this such a good college-preparatory institution," Kohmetscher said. "You can't have it both ways." ☺

“We’re talking about kids with high aspirations, parents with high expectations, and parents with income that affords them the opportunity to give their kids every opportunity. It’s kind of the perfect storm for having tutors.”

David Kohmetscher
Math Department Chair

Minutes of Fame

If you were a wild animal, what would you be?

Dog

Would you rather play basketball with Obama or quidditch with Harry Potter?

Basketball with Obama

Who would star in a movie about you?

Hayden Panettiere

Is the glass half empty or half full?

Neither

by Mary Blackwell
Senior Features Editor

Dog-lover and Disney Channel enthusiast Dylan Almond is a sophomore at CHS. Her parents own the local restaurant Almonds, and she previously attended Meremac Elementary School and Wydown Middle School.

"I have two best friends named Serena and Maya," Almond said. "We talk a lot. I get to hang out with my friends at school."

Almond is very friendly and likes "meeting new people." She and friends bond over their mutual love for the Disney Channel.

"I like Hannah Montana and so do my friends," Almond said. "I know every single Hannah Montana song. If it's on the show, I'll sing it."

Not surprisingly, choir is Almond's favorite class at school. In addition to singing in the choir, Almond has aspirations to be a cheerleader and plans to try out next year.

On the internet, Almond can be found on people.com "finding out the names of my favorite people."

Almond takes great joy in caring for her dog, a West Highland Terrier named Lexie.



CHS sophomore Dylan Almond focuses intently while drawing and coloring during her art class. *Caroline Stamp*

"I like to play with her toys and giving her a bath and pet her and play with her," Almond said. "She puts her ears down when she's trying to be cute."

Almond shares caring for Lexie with her family.

"I have a very nice family," Almond said. "They help me do anything including taking care of my dog. We have to take her outside. Sometimes she will pee inside and then my mom will blame me or my brother."

Almond's family includes her parents and 10-year-old brother Nicholas.

"We watch a lot of movies together," Almond said. "He likes Hannah Montana; a lot of boys do."

When it comes to movies, Almond is a fan of repetition. Once she finds a movie she likes, like High School Musical, she will watch it over and over.

"My favorite character is Sharpe because she is all pink," Almond said. "Everything she has is pink including her outfits."

Though a fan of popular movies, Almond does not support the 3-D movie fad because "those glasses hurt you."

She is however, part of the Twilight craze that affects many teenage girls.

"I watch Twilight a lot." ☺



Senior Laura Klamer poses during a meeting of the equestrian club. Although a novice she still enjoys participating in this one-a-kind CHS club. *Courtesy of Sarah Andrews*

Novices and experienced riders find fun, enjoyment from equestrian club

by Preeti Viswanathan
Senior Community Editor

Among the lesser-known clubs at CHS is the Equestrian Club. The club is sponsored by Substitute Coordinator Meg Flach and welcomes interested students at all levels of horseback riding. The club meets on the first and third Saturday of every month at Ridgefield Arena in Wildwood.

Sophomore Taylor Kloha said she joined Equestrian Club after two of her friends joined and convinced her to ride horses with them.

"We go out twice a month, and I get to improve on my riding skills," Kloha said.

"Horseback riding is really kind of amazing. It's a great experience, and I hadn't done much riding before I joined Equestrian Club."

When Flach started the club, she was uncertain about how much interest there would be, but she soon found enough students who were either enthusiastic, frequent riders or who wanted to learn how to horseback ride.

"It was sort of a gamble," Flach said. "I didn't know how many people would be interested, or even if the school would let it happen, since horseback riding is a pretty dangerous sport."

Flach chose to sponsor Equestrian Club because horseback riding has

been a passion of hers since childhood, and she would have loved to be part of an Equestrian Club when she was in high school.

"I've been riding since I was six years old," Flach said. "I've been horse crazy all my life, spending the majority of my childhood out at the barn. I got my own horse for my 13th birthday, but I had to sell him when I went away to college in Washington D.C. I took a break from riding to focus on school, but I couldn't stand to stay away for too long. I've been working with my current trainer for a year and a half."

Flach said that the most important things for beginners to know are that horses are easily affected by humans' reactions, so riders must stay calm and focused so that they don't scare the horse.

"Horses are big and potentially dangerous animals. They are prey animals, so they scare easily and their first reaction is to run. If you're going to shriek and panic and jump around, you're going to scare your horse and you're going to get hurt," she said.

First-time riders have their horse chosen by a trainer and start with a Western saddle, which is the most secure type of saddle, until they master some of the basic riding steps such as a walk, trot and canter. They then move to an English saddle, which is what is used when learning to jump.

While some members of the club who are at a more advanced level compete in shows, the members' goals are all personal and they work toward improving their individual riding skills. So far, the Equestrian Club has not done any shows as a group.

"There's absolutely no pressure, so you advance at your own pace," Flach said.

Kloha has not competed in any shows, but she has definitely seen progress in her riding ability.

"I've really improved my balance and my coordination with the horse, and I can communicate with the horse better," Kloha said.

Flach thinks that many non-riders sometimes underestimate the skill and work involved in becoming a proficient rider.

"It's also important for non-riders to know that riding is much harder than it looks," Flach said.

"Many people look at equestrian sports and say, 'they're just sitting there, I could do that!' In reality, it not only takes a lot of strength and balance but also a lot of mental work to plan and direct your horse where you want it to go," Flach said. "A good equestrian can regulate direction, gait, speed, length of stride, impulsion, and where their horse takes off for a jump all at the same time without making it look like they're doing anything at all." ☺



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Butting Heads: Afghanistan

Should the U.S. send in more troops?

If the U.S. wants to come out of this war victorious, it is imperative that more troops are sent to Afghanistan.

by Noah Eby
Editor

On Dec. 1 of last year, President Barack Obama made a tough decision. In a speech at West Point, Obama laid out his plans for the war in Afghanistan, including the addition of 30,000 troops. Though liberals may claim this is a revisiting of Bush-era foreign policy, a troop surge is the only way the U.S. can ensure even partial success in the war-torn nation.

Before I begin, I must make clear that I am no foreign policy or military strategy expert and don't pretend to be. I have compiled information from a variety of sources, namely FOX News and The New York Times, and by using the information and analysis from those sources have formulated my opinion.

The first thing that must be understood is that sending additional troops is not the solution to the problem of Afghanistan. Instead, it is a part of the solution that must be accompanied by, as Obama outlined in his address, greater civilian involvement and strengthening the ability of the Afghans to govern themselves.

Secondly, it must be realized that success in Afghanistan is vital to American security. Success is an obscure term, but to me it means establishing a strong government that can protect the Afghan people and prevent terrorists from finding refuge in the nation.

If this does not occur – if Afghanistan is left with a weak, corrupt government susceptible to extremist influence – the U.S. will be in grave danger. The Taliban would likely return and once again harbor al Qaeda militants whose first and foremost goal is to murder innocent Americans as they did eight years ago.

Perhaps some of the opposition to the war is due to our short-term memory. Maybe we do not remember going to work or school on a typical Tuesday morning and that same evening sitting at home in front of the television, watching firefighters and rescue workers, faces gray and black with dust and

smoke, pull bodies from the rubble left by an attack on the American people.

It has been eight dark years for the U.S., that much is certain, but we must always keep in our minds what terrorism is capable of. The 2753+ Americans killed in New York City on 9/11 remind us that no matter how far away Afghanistan seems, it only takes a moment for the war to come hurtling back home.

In addition, the failed Christmas Day bombing of a Northwest Airlines plane heading to Detroit demonstrates the constant threat that extremism poses. Through a combination of increased security and luck, we have avoided another devastating attack. Yet if we learn anything from last month's attempted bombing, it should be that as long as al Qaeda is thriving, we are never safe.

It is therefore very clear that Afghanistan is vital to the security of the American people. The path to success in Afghanistan lies in establishing a strong central government.

The current Karzai administration is corrupt and incompetent, and one of Obama's main goals must be to set the leader of Afghanistan straight. The funds, supplies, and blood that we have willingly poured into Afghanistan must not be abused or taken advantage of.

Another key component of American strategy must be to give the Afghan people something to look forward to. Currently, their country is in shambles and occupied by a foreign military. To bring the Afghans out of this great time of despair, the U.S. must aid in the development of a quality education system so that the Afghan people, including women, can produce a sustainable and prosperous economy. The introduction of a larger middle class and greater job market will reduce al Qaeda and other groups' recruiting abilities and will eventually lead to a more stable and self-sufficient Afghanistan.

None of these goals can be achieved substantially without an increased number of U.S. troops on the ground; a nation constantly barraged by suicide bombings and firefights has no hope for reconstruction. Additional troops will deny al Qaeda a safe haven, reverse the Taliban's momentum and strengthen the nation's government and security forces. The increased security will also allow civilian efforts to proliferate.

In all, the war in Afghanistan is not one that America can afford to lose. Without a troop escalation to secure the nation in preparation for civilian reforms, we would be ensuring a prolonged conflict that could end in civil war and disaster. It is difficult to continue fighting in a war that has been fought for almost a decade and has produced few results – al Qaeda still runs rampant and Osama bin Laden is still alive. But we must remember that this war, while tragic, provides the security that we as Americans so readily take for granted.

And so, as Obama said in his address to the future men and women of our armed forces, "We will go forward with the confidence that right makes might, and with the commitment to forge an America that is safer, a world that is more secure, and a future that represents not the deepest of fears but the highest of hopes." ☺

Increasing troops will not only waste valuable resources but also place the safety of Americans into jeopardy.

by Appi Sharma
Editor

There is a saying, derived from Sun Tzu's "The Art of War" that goes, "If you know both yourself and your enemy, you can win a hundred battles without a single loss."

President Obama recently announced that he would be sending in more troops to Afghanistan. Allegedly, this decision is to help General Stanley McChrystal continue with the War on Terror in Afghanistan. Although this decision seems logical – a stronger force leads to a quicker victory. However, one must remember Sun Tzu's words, and be sure to include one's knowledge of the enemy as well as one's knowledge of oneself in determining the strategy for war.

When doing so, one finds that an increase in troops is not what either the U.S. or Afghanistan needs at the moment. Instead, it is not only a waste of money, but also unnecessarily risks American soldier's lives.

First, one needs to understand the stated goal of the War in Afghanistan. This goal has 3 main parts: to capture Al-Qaeda leaders; to destroy the organization of Al-Qaeda; and finally, to remove the Taliban from power.

Alongside this goal stands the overarching goal of the War on Terror: to eliminate most terrorism from this world, and prevent its re-emergence.

Are more troops really going to help with these goals? After some research, one finds that the answer is, quite simply, no.

Since the Taliban and other insurgent groups are religious organizations, their support is very much ideological. As a Guardian headline proclaimed in 2005, "Al-Qaeda is now an idea, not an organization." The same can apply to the Taliban.

Now, the military is used to fighting armies, and cutting off their physical resources. But how does one go about fighting an idea? One thing is certain – extra troops are not needed. This is affirmed

by Norm Cohen, the executive director of the Coalition for Peace and Justice.

"History has proven that military force is highly ineffective when it comes to dealing with terrorist groups," Cohen writes. "The RAND Corporation reviewed 40 years of actions opposing terrorist groups, and determined that only 7 percent of the terrorist groups were defeated by military force."

In fact, sending extra troops can have quite the opposite effect when it comes to fighting terrorist organizations: it can spur hatred against the U.S., fueling the terrorist recruitment efforts.

Eliminating the top Al-Qaeda leaders and destroying the so-called organization can also be accomplished without extra troops. According to Cohen, policing, intelligence, and politics have proven to be very effective in dealing with terrorism in the past.

The other parts of the War in Afghanistan's aim are to eliminate the Taliban's power, once and for all.

To stop a leak, one needs to find its source. Similarly, to eliminate an enemy's power, finding the source is key. In this case, the source is a network of fundamentalist schools.

For many children, the only source of education is through madrassas (Islamic schools), many of which have been taken over by fundamentalists, which teach children how to fight the Western World, rather than math and science. From these schools, terrorist leaders are able to get legions of willing supporters to support their cause.

Greg Mortenson, a former mountain climber who now heads the Central Asia Institute, an organization that builds balanced schools in Afghanistan and Pakistan, has spent many years living with the common people of these lands. He witnessed the power of fundamentalist madrassas himself, calling them in his book "Three Cups of Tea" the "factories of jihad."

He goes on to describe how fast these schools pop up.

"Calling Wahhabi madrassas beehives is exactly right," Mortenson says. "They're churning out generation after generation of brainwashed students and thinking twenty, forty, even sixty years ahead to a time when their armies of extremism will have the numbers to swarm over Pakistan and the rest of the Islamic world."

Mortenson believes that increasing the U.S.'s military presence in Afghanistan does nothing to stop these schools, and only gives the students reasons to believe that it is their duty to fight the Western World. Instead, Mortenson suggests taking the path that he has started: building balanced schools that offer a better alternative to the madrassas.

For this to be more effective, Mortenson stresses educating women. He argues, "if you educate a boy, you educate an individual, but if you educate a girl, you educate a community."

Finally, a troop surge does nothing to prevent the growth of another Taliban in the future. Terrorism thrives on a weak government, and as long as the government of Afghanistan does not have proper control on the nation, terrorism could easily reappear.

"You can kill Taliban forever because they are not a finite number," McChrystal said to the New York Times.

Therefore, the U.S. must battle the Taliban another way: by making the Afghani government stronger. This can be done by getting the Afghani people to trust the government. Humanitarian aid efforts by the U.S. governments can help build this trust without the use of extra troops.

Overall, an increase in troops in Afghanistan, as outlined in Obama's plan, does virtually nothing to help us accomplish the goal of the war. It is possible, albeit by taking an alternative approach, to lower the power of terrorist groups in Afghanistan, and thus accomplish what we intended to in this war. Therefore, the only thing an increase in troops does do is risk the lives of Americans. ☺

Letter to the Editor:

Going to class may be torture for a few, but not for most

To whom it may concern:

Some people have trouble going to class.

Not a problem. Every now and then it is reasonable, even necessary, to break the seeming pendulum like repetitiveness of eight periods a day, 5 days a week, a few too many weeks a year.

The diagnosis for skipping is sometimes irresponsibility, more often se-

nioritis, but even more often the upkeep of sanity. Occasionally going AWOL is understandably deemed tolerable by some, even necessary. Still, it should be about giving yourself a much needed break, not showing how little you care. Class can get tough, but it is distasteful to call class a consistent waste of time. Moreover, it ludicrous to tell "administration" that every student shares this regrettable view.

Skipping can be quite convenient for those to whom academics come easy. It is true—there are kids that can tackle integrals in between classes just skimming their text books. They probably even laugh reading this because that is the most advanced math term I can think of. No, elevated IQ's are not meant to be feared. We shouldn't refrain from praising intellectual gifts. However, when augmented intelligence

translates into an augmented ego, it should be dealt with.

Class is not the sole provider of knowledge. Academic fulfillment should not be found only within the class room. Of course friendships can be made elsewhere. I do not deny that detention can be a valuable experience. But if somebody feels they can only grow outside of the classroom, sorry. Sorry that your learning is "hin-

dered" by the unending questions of the intrigued. Sorry that you do not value the personal interaction students have with teachers as much as some.

Most of all, I am sorry that you feel you have nothing to gain by going to class. It is supposed to be an engaging, informative, and provoking environment.

If you truly think about the time you spend in class and find it isn't any

of those three things, I am actually sorry and understand your absence. But do not assume every last one of your peers shares this inability to utilize class. I guarantee the invalidity of such a statement.

Learning isn't torture for all of us. Neither is class.

In this, I will not yield.

Sincerely,
Bradley Buse



Sophomore Peter Grayson conducts an experiment in Mrs. Falkoff's chemistry class during a lab period.

Lab Periods prove disruptive

Students say the extra time spent in lab are more of a hassle than an advantage to a school day.

As members of the Clayton community, students, teachers and parents know that CHS has an excellent science program.

Lab periods, twenty minutes every-other day tacked on to the end of a science class, allow students to experience hands-on science through a lengthened class period. Many teachers use the time for extended lectures or more in-class practice. Perhaps Clayton's excellent science program can be attributed to these lab periods, at least in part.

However, these lab periods may be causing just as much inconvenience as they are benefits. Those extra twenty minutes every other day create more unnecessary empty time than extra learning, take away the opportunity to fit another class into a course schedule, and make the curricular balance of Clayton students lopsided.

Think about this: for every minute of "lab period" time, three times as many minutes magically turn to free period in its wake. That's, assuming the minimal school term of 174 days, over three days of cumulative unscheduled time caused by lab periods.

Teachers and counselors may argue that this is a good thing, that it gives students a break from the hard work they do in class. However, with colleges to impress and requirements to fulfill, students may not want any empty space in their schedule.

On the other hand, because many science classes at CHS take up two class periods, students may not be able to fit a lunch into their schedule. If faced with the choice between filling, say, the American Government requirement and eating lunch, many a dedicated Clayton student will choose to take Government. Without those twenty minutes tacked on to the end of certain science class periods, students would have more options in their class schedule.

In addition to students whose interest lies in subjects other than science, students who want to enroll in more science classes are also put at a disadvantage. Many students take two AP science courses simultaneously.

While students who can handle such a course load should

be applauded, they are instead being put at a disadvantage by filling half of the school day with only two classes. Students who wish to take multiple science classes at once may be forced to take required classes during the summer to accommodate classes that would normally fit in to one class period for one semester.

Science classes have a reputation of being some of the most work-intensive courses available at Clayton. Could the intensity of these classes stem from the disproportionately long time spent on them during the school day? Perhaps science teachers are more likely to assign a bigger homework load because of the extra time allotted to them, creating an imbalance between science and other core subjects.



Kara Kratcha

I have heard many an English teacher bemoan the fact that his or her students put so much time and effort into their science homework, while completely neglecting to complete assignments for another subject.

Of course, the value of science should not be downplayed. Science is an important subject for all CHS students, but it should not be viewed as more important than any other core subject. By allotting science classes more time than English, math and history classes, the school sends the message that science should take precedence over other subjects.

In conjunction with Clayton's expectation of excellence, the greater length of time associated with science contrasted with the short class period of every other class creates the student mindset that every other class should be an easy A.

In order to place proper emphasis on every academic subject, the playing field must be evened. The allusion that science teachers have more knowledge to bestow upon their students is a misconception created by the emphasis put on that subject.

Every teacher and every subject have an equally vast amount of material to squeeze into the school day, and science, although important, should not have a longer class period than every other subject. ☹

Personality tests confuse, agitate

Everyone generally knows who he or she is. Whether it may be weaknesses and strengths or likes and dislikes, people have a comfortable grasp on what they are like. They at least know better than others and are guaranteed to be more accurate than machines in their identity.

So why do we have personality tests online? Not only are they unnecessary and a waste of time, but they may also lead people to a different direction.

Recently, Clayton sophomore students took the "Do What You Are" (DWYA) personality test that interprets the students' personalities and tries to accommodate them with enjoyable jobs.

The DWYA asks questions about what a student would do in real life situations. However, there are usually only two options to choose from in the questions, making the results not reliable.

I answered as honestly as possible and turned out to be someone who is organized, efficient, and has trouble dealing with sudden change of plans.

These examples of my results are completely the opposite of me. My room is a mess, I love to procrastinate, and I tend to be a follower and do not mind whatever changes or happens.

After the questions, the test asks the interest level of different jobs to the students. From the results, one would supposedly know what they should major in. Though some students may not know what they want to work as, others do have a set future job they want to do.

Students who read the results of an inaccurate personality test may be more confused in what they should major in and the results can even make someone lose their passion for their dream job.

Though enjoyment of job is important to a successful career, wage should also be a factor that the DWYA personality test needs to consider.

One could possibly enjoy a job that has a low pay, but the low pay would also make other factors difficult, such as living expenses and paying for their children's education. Since this already inaccurate personality test does not

even include factors that relate to reality, it should not be taken with complete seriousness.

Yes, some people did get very accurate results of the computer's definition of them and future jobs that are related to their abilities and enjoyment, but it is not accurate for everyone in the present or future.

The test can be completely off from the beginning, but it may also be inaccurate for people who got accurate results in the past. People change over time, interest and personality wise. Personality is not something one can control. It is created naturally and through experience.

One could face a major event that may alter their lives completely between the time when they take the test and when they are ready to major in something. Since sophomores only take this test, it would not apply to some of the same sophomores in the future, another reason why this test is insignificant to students.

Perhaps some students found the DWYA helpful and a good guide for the future. However, as one of the many who took the test with seriousness and received inaccurate results, there is no doubt I would have learned much more in the lab period of chemistry that I missed. ☹



Jake Lee

Sledding fails to meet expectations

"Whoa, ljeoma, are you okay?"
As I lay face first in the snow I wondered how all this began:
"Hey, ljeoma, it's Grace. Do you want to go sledding tomorrow?"

Sledding, I thought, excitement! I've never been sledding before in my life. In fact, I have been sheltered for the majority of my life, not just from the dangerous things like strangers, but fun things like sleepovers and the running after the ice cream truck. Among those fun things I have been deprived of is the joyous sport of sledding. Being from a warm-blooded family, my parents have always been wary of the frozen wonder we call snow, so having the chance to sled was one I could not miss out on again.

Like a dog finding its bone, I enthusiastically agreed to meet later the next day.

As soon as I set down the phone, I ran upstairs to pick out an outfit that would look stylish but accommodating for a cool winter day.

The hours came and went as I anticipated gliding down the thick layers of snow of the legendary Art Hill on one of those old-timey sleds of yore. Finally, "tomorrow" came, and I hopped into

my sledding outfit. I waited by the door for my friends to come.

As I hopped into my friend's car, I found that our old-timey sleds were now trashcan lids.

A minor setback, I thought, but no matter; the snow will be crazy thick on Art Hill!

By the time our band of sledders arrived, patches of grass were jutting out of the snow, slowly taking over the area of Art Hill. But I still remained hopeful. Sure, the snow is disappearing, I chimed to myself, but the memories I make here will be unforgettable!

We trekked across the top of the hill, searching for a good spot to build camp.

Though I chose an outfit that celebrated the fashions of the winter season, I failed to consider if it would keep me warm. The wind's ominous howling froze my spirit as the freezing air ate voraciously at my body heat. The snow gently fell to me slowly succumbing to minor hypothermia.

Nevertheless, I had to survive, for I had a destiny to fulfill. I had to get down that hill. One by one, the members of my sledding troupe took the hill by storm but as my turn grew nearer, I

grew more nervous. What to say, what to do while going down this beast of a hill?

It was finally my turn. Like a Homeric protagonist staring death in the face, so I regarded the great Art Hill. I clambered into the tiny sled, slowly creeping over the edge of the hill. As the sled tipped to meet the incline, my mouth grew wide as time slowed down to catch my scream.

Time passed...

"Whoa, ljeoma, are you okay?"
After reflecting on the events leading up to now, I rolled over to find the sky the clearest of blues. Besides the wind, all was quiet as I lifted my head to find the sled a couple of feet away from me and my glasses askew on my face.

According to my fellow sledders, I was on the hill for approximately seven seconds, screaming like a banshee, before flipping over a bump and landing flat on my face. After my near-death experience, we huddled around the communal fire and celebrated my coming back in one piece over burritos and brownies.

My first time sledding and I crashed and burned, literally. I admit, it wasn't the best weekend ever; it wasn't even close, but for the first time in a long time, I never felt so scared, so exhilarated, so alive. That day was certainly a Kodak moment, but next time, I think I observe the beauty from the crest of the hill. ☹

Jjeoma Onyema



RaNoMa! xOn!!

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



Many students use the library during free periods; nonetheless, student productivity would increase if the library was available for longer periods of time.

Library regulations should change to be more beneficial for students

The library is and will always be a great place to study. That is, after all, what it is meant for in addition to using books and the media center. However, if it's not open for students to study, what's the use?

At CHS, the library closes at 4 pm, leaving hardly an hour of work time after the last school period ends. For those who usually stay after school, whether it be because they cannot get a ride home or need to get some work done, this is not nearly enough time.

While I, for one, don't regularly use the library after school, this is because it is open for such a small time window. Arriving at 3:15 only to be kicked out 45 minutes later isn't worth missing carpool and the time lost. By the time a student is settled, the time is 3:30 and they have about 30 minutes left, enough to rush and get part of an assignment done.

With extended hours, the library and media center would solve many

homework and after school activity problems with kids; it would provide a place for students who cannot get rides home to stay.

The extended hours would also make for a great place to do homework, whether a ride home is possible or not. I find working at home hard sometimes since there are so many distractions, online and in my house. After sitting down on the couch to watch the nightly television shows, it's nearly impossible to drag a kid to do his or her homework

for hours.

While most students often get frustrated they cannot access social networking sites such as Facebook at school, it would be a huge benefit for those working after school in the library. At home, the link between all of one's friends lies in the click of a button, but at school, students can actually focus, virtually away from their friends but with all the same resources still available.

Many nights I have stayed up beyond a reasonable bedtime with the computer open, telling myself I'll focus and go to bed earlier the next day. The next day, the same problem just happens again, nothing has changed, but I'm more tired.

If the library hours were extended to as late as 5:30 p.m., students simply searching for a quiet place to study would be able to enjoy the ability to completely focus and get their work done. ☹



Jack Holds

Trip to Nicaragua reveals joy of different culture, lifestyle

When was the last time you thought that you were lucky to have running water? Or when was the last time that you were grateful that you could count on eating consistently? Have you ever thought to yourself how your education was going to benefit you in the end so you could have a greater choice in a career?

Over the winter break, I had an extremely enlightening opportunity to visit a place where I was reminded daily of how much I really have. I got to go to Nicaragua, the second poorest country in the Western Hemisphere after Haiti. The country of Nicaragua may conjure up feelings of misunderstandings and political unrest—of the Reagan Contra years to the present corrupt politics of Daniel Ortega. Nicaragua has a long history—from being invaded by Spanish conquistadors, to the American pirate William Walker, and then to decades of dictatorship by a ruling family called the Somozas that brought many years of civil war and turmoil.

With all of this history, much of it being unjust rule, the people of Nicaragua remain some of the happiest people I have seen. One could say that they acted only cheerful when we were there, or they were just anxious to get a couple cents, but I think that people there are just grateful for what they have, though in our eyes, it may not be much. (Note the currency exchange rate is one American dollar to 20 colones, so a couple of cents is actually significant).

One fond memory I have is watch-

ing a Christmas procession or parade that consisted of most of the town as they shot off homemade mortars. The villagers were very tolerant of us Gringos following them through the winding cobblestone streets as they celebrated their traditional festival. They let us join in with the celebrations. I would say that the Nicaraguans know how to have fun. Most of Christmas and New Year's nights were spent hearing and seeing the different fireworks go off.

Although many Americans probably would consider that most Nicaraguans do not have much temporally, they do enjoy family and friends with zest and great humor. Sometimes that is what people like me miss—learning to be happy without the comforts that money brings. I can still remember this



Jonathan Shumway

Nicaraguan couple dancing to Latin music in a small town market square. I then tried to replicate their dance steps as my younger cousins tried to do the same. Another memory is the image of seeing people casting their fishing nets out into the water as the sunset reflected on the water. This memory shows how although modernization continues to take place, some livelihoods that

have been around for hundreds, perhaps even thousands of years, continue to exist and take place every day. Yet, another memory is seeing the countless piñatas, and being with a whole neighborhood of kids to watch them gleefully take turns smashing the piñata. These memories have demonstrated to me that no matter what is your situation, you can choose to be happy, and make the best of what you have and know—enjoying the environment around you.



Nicaraguans celebrate the festivities of Christmas within the traditions of their culture. Sophomore Jonathan Shumway travelled to Nicaragua over Winter Break to learn the culture of the people, and learned of their happy lifestyle, despite poverty and political unrest.

Although I love the warm, open Nicaraguan culture, being there also made me be more grateful to live in America. I saw three-year-olds trying to sell gum at a market. I also had to face being stopped by the police five in times without reason in just over two weeks. The policemen then would laugh, enjoying stopping the Gringos again, as if it was some game. We even were pulled over on Christmas. On one dark night, I saw poachers trying to get sea turtle eggs out of the beach sand, desperate to earn money—although their economic gains could be much greater if they protected their wildlife and invested in ecotourism. Much of this poaching

was even done as military men roamed the beaches, with their AK47's, ready to catch them. It was amazing to see the risks that people will do just to survive, such as children trying to beg in the middle of the street while cars whizzed by them at 40 or 50 miles an hour.

The words of the song "Proud to be an American," by Lee Greenwood rang in my ears. "And I'm proud to be an American, where at least I know I'm free." I felt infinitely more gratitude for a republic that regards individuals' rights, but also the opportunities that have been given to me. One question I thought often throughout the trip was "Why do I have so much when it seems

that so many people in this world have so little?" I do not have an answer for that question, but I learned with more certainty that we are the ones who are supposed to come to the aid of others, and help them to come to where we are today. Nicaragua caused me to evaluate my blessings, and think how I can contribute with all that I have been given. I love America, but the trip showed and exemplified some of the inequities that exist and are common place in some places in this world. I now know that I need to take a more direct and active stance in helping people to rise up and have the opportunities that I see and experience every day. ☺



Sorja Petermann

Snow Day joys conjure questions of warmth and safety for the less well-off

The relief of a day off school spells deeper troubles for the elderly and those unable to pay gas bills.

It's always the same. I stand at my window watching, the snows falling, and I have prematurely decided to put off my homework in anticipation for that one day. I'm waiting for that call. My sisters and I race to the phone pushing and shoving to hear who's on the other line. Then the three of us, ears pressed to the phone set, the dull click as the superintendent starts the recording and we know we've got what we've been waiting for right then, but just for the satisfaction we listen to the whole thing anyway. Due to inclement weather the School District of Clayton will be closed tomorrow--SNOW DAY.

I do what I want the whole night and totally forget about homework. And when I'm tired enough to go to bed I still make sure my alarm clock is set; so that I can wake up, roll over drowsily, hit the alarm, look out the window, see the perfectly white thick layer of snow, then smile remembering its a snow day, and go right back to sleep.

Pretty much every Clayton student has had the Snow day experience. It might be different from my experience, but I'd imagine always enjoyable. Who wouldn't love a snow day? Snow days allow you to go sledding, skip school, and just be lazy. For all my fellow procrastinators out there, snow days can feel like some kind of wintry miracle that gives you the much needed extra day to finish that big project you have put off.

Snow days are awesome. There's no denying it. Right? So as temperatures started to drop below freezing and news forecasters started to predict snow flurries, I said to my grandmother one night the I wished it would snow. She immediately responded "No, don't wish for snow." Don't wish for snow, I thought, ludicrous.

But she explained that the 4-6 inches of snow most kids at Clayton pray for, can be devastating to families with young children and senior citizens, who don't have adequate heat-

ing at home. See, my grandmother works in the Energy Assistance Department of the Human Development Corporation (HDC). HDC is a non-profit Community Action Agency based throughout St. Louis area that helps families and individuals in need of financial, educational, and even emotional assistance.

In the Energy Department my grandmother oversees the improvement of St.Louis's energy efficiency and helps the hundreds of people that come in for assistance with paying gas bills. Without the assistance many people could have their gas shut off during the coldest part of the year. My grandmother was also at the forefront of developing the Cold Weather Rule which most states have now adopted. The law makes it illegal for gas company's to shut off an individuals gas during Nov 1 through March 31 when temperatures are forecasted to fall below 32 degrees.

I know that some of the fondest memories of my childhood were on snow days. And it pains me to think that some kids won't have the same fond memories I will. Kids who don't have adequate heating at home probably hate snow days which prevent them being able to go to school where it's at least warm. Now I feel a pang of guilt every time I find myself wishing for snow. But, I've recently come to the realization that I don't have to feel guilty.

We can make snow days a fond memory for every child if we pitch in to make sure that all St. Louisans get adequate heating during the winter season.

We can all give the gift of warmth by giving to Dollar-Help or Dollar More and bringing warmth to the most vulnerable. There are several ways to give, you can add an extra \$1 or more to your utility bill each month for automatic giving, or you can go to these websites for addresses to mail a contribution:

www.lacledegas.com/service/dollar.php
www.ameren.com/DollarMore/ ☺



Nia Charrington

Foreign law conflicts with American rights

Recent international trials such as that of the three hikers in Iran and Amanda Knox's in Italy have altered American perception of international laws and have perhaps awakened a sense of hypocrisy.

On Dec. 14 Tehran (Iran) put three American hikers on trial for illegally crossing country borders on a hiking trip this July.

Josh Fattal, Sarah Shroud, and Shane Bauer were hiking along the mountainous border of Iran and Iraqi Kurdistan when they were arrested.

Secretary of State Hillary Clinton found all claims "totally unfounded" according to the English newspaper The Guardian.

Even if it was an accident, it's difficult to call the claims "totally unfounded." They did break Iranian law, and thus they were sentenced according to Iranian law. We would expect America to act the same way if the situation was reversed.

When traveling abroad it is specified in an American passport that when in foreign counties, American citizens are covered by foreign law.

The story of the three hikers, while certainly unfortunate, is not unfair.

Iranian foreign minister Manouchehr Motakhi believed the three were entering the country with "suspicious aims," and accused them of espionage.

They have been held for more than five months and will be tried by the Iranian judiciary system.

Since the hostage crisis in 1979 after Iran's Revolution, relationships between Iran and the United States have been on the rocks.

According to The Oakland Tribune interviewing MIT Professor Noam Chomsky, U.S. policy is trying to make a switch to a relationship of mutual respect, which makes this story particularly distressing.

According to The Guardian Motakhi had claimed he believed 11 Iranians were being detained in the U.S., including a missing nuclear scientist and former deputy defense ministry. Some Americans seem to think that the hikers being detained are a form of payback.

Friends of the hikers have created a website (freethehikers.org) offering the possibility of learning more about the hikers and signing a petition to the Islamic Republic of Iran's Mission to the United Nations.

Recent American frustration over international trials is a sign that American legal influence is on the decline.

On Dec. 4 2009 many in the United

States were shocked when American Amanda Knox was convicted in Italy after what English and American newspapers called a "miscarriage of justice."

According to Christian Science Monitor Italian prosecutor Giuliano Mignini found the accusations of a miscarriage of justice were aimed "at the Italian justice system, as much as at me personally."

Americans had no reason to be shocked, or to believe the trial and investigations had been conducted unfairly.

Knox and her Italian ex-boyfriend Raffaele Sollecito were found guilty of first-degree murder and sentenced to 26 years in jail. Knox was convicted of murdering British roommate Meredith Kercher in Perugia (Italy) in November 2007.

Allegedly, Knox and Sollecito attempted to sexually involve Kercher, and when they found her unwilling to participate, assaulted her, and murdered her with a kitchen knife.

Kercher was found dead, half naked, in a pool of blood.

According to CNN the Italian trial brought forth DNA found on Kercher's bra clasp which belonged to Sollecito, and Knox's DNA on the handle of the knife.

Americans accused the trial of being unfair, the evidence tampered with, and a coerced confession. Italian judges who find the accusations to be unfounded are struck by American hypocrisy.

Knox has appealed the verdicts and will be defended by American lawyer Ted Simon (America's National Association of Criminal Defense Lawyers) among Italian lawyers Luciano Ghirga and Carlo Della Vedova. Amanda Knox's father, Curt Knox, is confident the lawyer will prove to be a decisive factor in the case.

The United States justice system has given much to the world but, according to the New York Times, the rise of new and sophisticated constitutional courts and the reputation given to America around the world during the Bush presidency have lessened its impact on international law.

Perhaps the reason many Americans are surprised by stories such as that of the three hikers and Amanda Knox is because they do not realize that they cannot compare foreign justice systems to American standards.

Ultimately, Americans are strict when it comes to their own law being followed and revered, but they do not offer other countries the same privilege. ☺



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Tom Haslam

Juniors Sophie Newman, Erica Hill, Abby Dulle and Leah Staenberg text during Craig Sucher's biology class, taking advantage of the lab tables.

Texting during school distracts class, reveals students' need for technology

Text messaging, texting as it is now more commonly known, has emerged in recent years as more than just the newest technological fad. For many young adults, especially high school students, texting has become a legitimate form of communication.

However, the ubiquity of texting has become more and more pronounced--alarmingly so--in recent months. It has penetrated into the very classrooms of Clayton High School.

STAFF EDITORIAL

In most classrooms, texting during class is not allowed. Many teachers will take the offender's phone for the remainder of the class period, and most teachers will at least give a verbal reprimand, if a student is caught texting.

But despite these efforts to stamp out text messaging during school, its presence has increased. Why is this? Perhaps because the act itself can be so discreetly performed. Maybe because of the simple allure of going against the rules. But could it really be because of teenagers' constant need to stay connected to the world around them?

Texting is essentially the same as making a phone call or leaving a voice-mail. If the issue is important enough to text about during class, then it should be important enough to make a call about.

Not only is texting during class rude, but it also leads to more serious issues, especially when it comes to cheating.

Texts, like some calculators, can be used as endless reservoirs of useful information--anything from polyatomic ions to a list of the 19th century American presidents. If students aren't caught texting during lectures, they could reasonably expect to get away with a glance or two towards their phone's screen during a test.

But the use of texting as a form of cheating has morphed into more than just a way for students to access previously stored information.

Having multiple sections of the same class, taught by the same teacher, throughout one day has long presented opportunities for cheating. All a student need do is ask a friend who already took the test what was on it, in

order to get the "inside scoop" and that extra edge while taking the test.

But texting has made this even easier; verbal exchanges are rendered unnecessary, and the most ambitious of cheaters may even go so far as to text during the exam to ask for help on difficult questions. And of course, creative minds can be always discovering clever new ways to cheat without getting caught.

Of course, we all would like to think that here at Clayton, cell phones and text messaging are never used in schemes such as these. But the fact is that the easier it becomes for students to cheat, the more attractive these opportunities sound--even to the most morally upright students.

Although texting may seem discreet and less rude, it is just as irritating as pulling out a phone in the middle of class and talking aloud. If you wouldn't carry on a conversation with a friend about the most recent developments on "American Idol" verbally during class, then you shouldn't continue it over texts.

Texting during class is juvenile. It clearly displays a student's boredom with what is going on in the classroom, and conveys a lack of respect for the teacher and the class. Some classes may be boring, but that's not an excuse to abandon all efforts at paying attention.

Texting is not only rude to teachers, but it can also be rude to family and friends. The habit of multi-tasking in general, especially while in conversation with another person, is one that has come to define our generation.

Ever the busy, overworked students, we tend to be on the go far too often, juggling our various commitments. We attempt to control this confusion and disorder by doing multiple things at one time. Although we sometimes feel as if we must keep track of ten things at once, this shouldn't affect our relationships.

When a group of students is having a conversation, it's socially acceptable for one of them to slip away for a moment to take an important phone call.

But is it appropriate--or respectful--for someone to carry on an entirely different conversation, simultaneously, over texts, while giving the present conversation only half of their attention?

This may seem gratifying to the person doing the texting, who feels important or popular, since they are sought out by others. But to their friends, the "texter" is acting as if he or she has better things to do, and better people to talk to.

Our generation needs to stay grounded in the moment. The goal should not be to have the loudest cell phone in the room, but to be engaging and friendly in person. A "text" relationship should not become the equivalent of a tangible, genuine relationship, built in the here and now.

While texting may be viewed as a harmless activity, its implications reach further than just modern methods of communication. Students' lives outside of school are busy, but the need to communicate with friends and family should not trump the responsibility of listening during class.

Clayton High School has given students the opportunity to keep their cell phones with them during school hours. Some high schools require cell phones to be out of sight the whole day, in a locker or even left at home. Students at Clayton take for granted the availability of their cell phones. If these behaviors escalate still further, this policy might even be reversed.

Texting during class has not reached sufficient levels to merit serious disciplinary action, but as the school continues to block websites like Facebook and Text Twist, students need to realize that by continuing to flout the rules, they are putting the privilege of texting at risk.

Students should take care of communication needs before school, check their phones after school or between classes, and during school, keep phones where they belong--stowed in a backpack or locker. All should take the time to turn off their phones at the beginning of class, to avoid being tempted by the buzz of an incoming message.

Math proves to be applicable

"A musician wakes from a terrible nightmare." So begins the remarkable commentary entitled "A Mathematician's Lament". The piece opens with said musician's dreamworld, in which music has become a mandatory school course. Educators are seen force-feeding unfortunate children with hollow lessons packed with musical notation and theory, where the direction of stems is vital for passing marks and the circle of fifths is memorized by third grade. However, all this is visibly bereft of one vital element: the actual creation of music.

In a cold sweat, a painter across town is described waking from a similar dream in which painting classes are reduced to a course entitled "Paint-by-Numbers" and art teachers express aversion to such advanced ideas as blank canvasses. The piece's author, mathematician Paul Lockhart, steps in here.

"Sadly, our present system of mathematics education is precisely this kind of nightmare."

What exactly does this mean? Lockhart spends the next 25 pages lamenting--hence the piece's nickname, "Lockhart's Lament"--the loss of mathematics as a free and abstract art, an act of creativity that is not meant to confine scores of students bored out of their minds, but to liberate them.

According to Lockhart, numbers are not meant to be penned in specific formulas. That takes, as he puts it, the "fun" out of it all. Numbers are meant to be explored, investigated, played with.

The reason math class is "boring," he reasons, is because we're simply going at it all wrong. He fears that we are losing the true meaning, the pleasure, of math with every generation that passes. So, he reasons, why not bring the "real" math back, instead of boring students to tears with textbooks and so-called "real-world problems"?

Why not spend math classes solving problems without the typical formulaic crutches for the sheer joy of it?

I reacted, upon reading the Lament, as any typical student would have: "Nice idea, but that's absurd."

Coming from a society that values individualism, creativity, and imagination, Lockhart's opening repertoire of scenarios resonated immensely. Studying musical theory but never listening to it; absurd! Never being allowed to paint outside the lines; equally so.

And having dabbled a bit in each of the above arts, I could easily see how mathematics, when freed of its dry, formulaic restraints and reduced to simple patterns, could be rendered as beautiful an art as any other.

Yet I doubt that were the entire math curriculum miraculously transformed into a forum of free expression and exploration, students would be any more excited to actually learn it than they are now.

You see, in a perfect world, Lockhart's theory would indeed reign supreme. In the perfect world, students might actually enter classes, saying "I sure would like to explore how the areas of triangles are related to circles today!" They would plopp down in their seats, take out a pencil, and puzzle

exhaustively for the full period, and, much to their teacher's delight, even debate with their neighbors about the theories they have recently developed.

But, alas, such a world is just as illogical as that in which a disillusioned school board supplies Paint-by-Number kits to willing takers. We are, on the whole, sheep. We follow the path of least resistance, and that path definitely is the one where we're told what to do, so we don't have to think of it ourselves.

And so, in this imperfect world of ours, why on earth is the average child going to get excited about exploring circles on his own, when he can take note of a few crucial formulas, do the problems, and not be required to do terribly much more? Sure, the work is dull, but then he can get it over with and then go out to play.

Why? The answer is simple: who, besides the hard-core mathematicians, actually views mathematics as art, let alone appreciates it as such? We might not all be artists, but we recognize paintings, music. We listen to songs every day on the radio, hang art on our walls, pay homage to the generations of artistic progression in museums and halls of fame.

Mathematics has, unfortunately, enjoys no such luxury. The work that mathematicians over thousands of years gave is reduced to a few formulas that we now take for granted. The only homage that it gets is the ceremonial unloading of the year's math tests into the trash can.

But what's more important is the actual prevalence of the arts. We might not all be 'art people'. Some of us can't carry a tune to save our lives. Others never graduated beyond stick figures. In schools, we're required to take a few paltry arts credits, but nothing more. We might take art, or band, or choir for a couple of years; we let it go when our schedules can't handle it. It's extra.

Whereas, I think it is fair to say that, though math is art to some, it has also become a necessary skill. From calculating a restaurant tip to figuring out interest, math is something every person does need to know.

Despite the cliché, it is reasonably appropriate to say that you can't have your cake, and eat it too. Transforming our rigid math curriculum into some free-flowing abstraction might well be more effective. However, math is more than an art. It is necessary. Thus, we can't simply treat it like we would a painting class.

Allow me to explain: if you can't paint, you don't sweat it, because it is not imperative to your survival in society that you know how. You certainly don't try to get better if you don't want to. But math is necessary. It is simply not acceptable for us to let it fall to the wayside.

Are we ready to lose math? I don't think so; I don't think we ever will be. The day that we do so is the day that our society begins to regress instead of moving forward. So: sorry, Lockhart. It was a good idea. But I'm not quite ready to give up my formulas yet.



Jackie Leong



Caroline Stamp

Junior Charlie Beard orders french fries in the commons during 4th hour. The food served has changed, but it still has room for improvement.

Cafeteria serves unfulfilling food

The trash is always full to the brim with food. Lots of food is wasted every single day in the School District of Clayton. It's lunchtime.

Many student drivers at CHS choose to go off campus with friends for lunch. Some of the students who stay in school during lunch bring prepared meals from home, purchase a sandwich at Subway or buy food from the cafeteria.

Eleven years ago I was eating my homemade lunch at Mrs. Olson's second grade table in the Meramec Elementary School cafeteria. Starting in kindergarten, rumors spread about the school lunches. My friends told me the hotdogs would bounce on the cafeteria tile floor and the pizza was similar to cardboard.

Although all of these comments were exaggerations, the remarks along with the overwhelming smell and peculiar appearance of the food steered me away from eating school lunches. Now I'm a senior in high school and I'm not sure the amount of food thrown out has decreased.

A few times a year I'll eat lunch with my sister, a fourth grader at Meramec Elementary School. Everyday during lunch about half the children in the class choose to purchase food from the cafeteria. A few weeks ago, the child sitting next to me at my sister's table purchased a school lunch. This child took one bite of a hamburger, but devoured the cookie on the cafeteria tray. The rest of the meal went in the trash.

Just like the child sitting next to me at Meramec, many kids at the middle school and high school avoid eating the school lunches. Despite recent attempts to improve the nutritional selection to combat childhood obesity and other diseases linked to poor nutrition, the cafeterias continue to sell students fatty pizza, salty snacks and high caloric meals.

Although none of the Clayton cafeterias sell soda, CHS still has soda vending machines. Even the juice options sold in the cafeteria are almost as unhealthy as soda. If the meals were healthier and more appealing, high school students might avoid going out to lunch or going to Subway.

Despite the school district's best efforts to improve the food in the district, they don't seem to be very successful. The food sold is still extremely unhealthy, looks unappealing and many students continue to go out to lunch.

Although Clayton is ranked one of the top school districts in the state for academic achievements, we serve unhealthy meals to students. On some levels the School District of Clayton compares itself with private schools in the St. Louis area like Forsyth. Schools like Forsyth have adopted the "Farm to School" lunch program.

This lunch program connects schools and local farms. Along with supporting local farmers, this program improves school nutrition. There are over 2,065 school districts involved in this program across the country. Why can't Clayton be involved in one of

these programs?

By making the food healthier, we can improve student health and help reduce childhood obesity. We need to conduct a student survey based on the food the schools serve in the cafeteria.

Since students purchase the food in the cafeteria, they should play a larger role in helping the district change the menu. Or better yet, students should be involved in growing the food that they will consume. The science curriculum in all grades at Clayton schools could include the development of a garden, which might encourage students to eat healthier.

Since my time in kindergarten, the lunch items served in the Clayton schools have become slightly healthier, but still need lots of improving. The district at one time managed the food service provided to all students and even had a kitchen at each school.

Presently the food service has been out sourced and there is a central kitchen all managed by Chartwells. Chartwells, as any for profit company wants to maximize profits while maintaining its contract with our district.

Chartwells and the School District of Clayton need to continue working together to improve the cafeteria food. The district may need to increase any subsidy for the food service. Potential improvements to the meal system can create a win-win situation so both Chartwells and the district increase the revenue and improve the health of students.

While the district should be proud of our academic achievements, they need to focus more on student health and the weaknesses of the lunch program. With the help of the student body, the administration needs to consider making substantial changes. Lunchtime isn't over yet.

New birth confirms medical career

It gurgled. Or I should say she gurgled. As the newborn emerged, she pawed at the air in wonder, feeling the brush of air against her skin, the warmth of her mother's touch. I was too shocked to even look amazed. My mind was so pre-occupied with what it had just witnessed that it didn't even bother regulating my facial expression.

I had just seen the birth of another human being.

I was at a small, private hospital where a friend's father worked as an anesthesiologist. The patient required a C-section, and from the first cut, my attention was caught. I stood there mesmerized as the surgeon poked back the layers of skin and fat like he was preparing a stuffed turkey.

Both my parents were surgeons in China before they brought me here. Since I was little, they had always tried to guide me towards the direction of medicine.

They teased gently at first, but I gradually realized that their true desire was for me to follow their footsteps. I didn't share their enthusiasm and told them that blood made me nauseated.

During the procedure, the nurses used gauze to soak up the dripping blood. Surprisingly, I didn't feel queasy at all as the crimson sterilized linen piled up in a metal pan. The room had somehow sucked almost all the emotion from me, leaving only the feeling of awe at what I was witnessing.

The C-section was the culmination of an already exciting day; I had already seen a circumcision and endoscopy. When I saw the baby emerge from the womb, I realized that my parents were right: medicine is not only necessary to maintain the health of the human race; it's also captivating.

My father told me that medicine wasn't like working in

the newspaper industry, which might go out of business. People will never cease to require medical attention so the job is extremely secure and also pays well. He was a general surgeon in China, performing gastric bypasses and similar procedures. He told me about what the organs felt like and what each did. At the time, I understood little of what he said, but still enjoyed hearing about it.

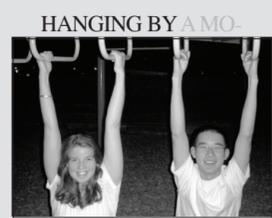
My mother was more interested in helping me understand what fascinated her about medicine. She knew she sounded cliché, yet told me that she genuinely believed helping others was the most rewarding thing she had ever done.

In China, she was an ophthalmologist, working to restore people's vision. She told me about how vision was the primary sense and challenged me to keep my eyes closed for an hour to show me what challenges blind people faced. I always appreciated my eyes after the numerous cuts and bumps I received during that lesson.

Science has always fascinated me. From an early age, I was intrigued by science, from the oxidation reactions in chemistry to the steps of meiosis in biology or Newton's laws in physics. Every new acquired fact and concept is another way to perceive or explain the world.

Now that I'm almost an adult, my parents won't be able to pressure me into pursuing medicine. But they've done their jobs already.

I will willingly place myself into a medical career for their reasons as well as one of my own: the practice of medicine ensures that the human race lives on. The day I witnessed the birth of a baby girl was also when my passion for science fully developed. I am now eager to learn about the world of medicine.



KEN ZHENG



1 New art meets antique books

Works from CHS art teacher Christina Vodicka are on display at Archive, Cherokee Street's newest addition.

by Kara Kratcha
Editor

With most windows lining Cherokee Street long dark, the typical book, antique, or knick-knack lover would not expect to find a shop selling all of the above open and crowded at 7 p.m. and later. Yet a busy late-night storefront is exactly what such a shopper will soon be able to find in one unconventional new business.

CHS art teacher Christina Vodicka revealed her work on display at Archive, a new bookstore that is soon to be open on the east end of historic Cherokee Street. The event, which took place Jan. 15, was one of several soft openings and included art, drinks, hors d'oeuvres and live piano music.

Mike Pagano, co-owner and events coordinator of Archive, stressed the versatility of the store's space.

"The room on the west is going to be pretty transformative," Pagano said. "Tonight we have a piano and the art display, but we really want to have a multifaceted approach. There's talk of doing local film screenings, having bands, book signings, speakers, even yoga classes here."

Vodicka has more than a dozen pieces on display at Archive. With all of her duties as a CHS teacher, it can be hard for her to find time to work on her personal career as an artist.

"I try to work more in the summer," Vodicka said. "I work sometimes in the school year—it comes in spurts. Sometimes I take a class just to have deadlines."

With such a pastiche of a display

area, Vodicka's art, a series of found-object collage boxes, fits right in. Her ability to pull many apparently unrelated elements compliments Archive's unusual and eclectic offering of events, settings and objects.

"I selected Chris [Vodicka] as a participant because she was flexible and available," Pagano said. "But mostly because her art fit in with the area and the rest of the art."

The co-owners put the event together in three weeks, calling on friends, including Vodicka and artist Jenna Bauer, and a Cherokee local, William Scott, to create the display.

The owners did not originally intend to open a bookstore as they amassed their book collection—they simply needed something to do with the copious amount of reading material they had accumulated.

"The collection was all the other owners," Pagano said. "From the collection of books we had amassed, the storefront seemed like a natural convergence."

With the store not even officially open yet, the owners are trying to balance soft openings such as the art display with preparations for the upcoming grand opening. Big plans are in store for the little shop, as the Archive staff hopes the store will become a place for people to gather in a myriad of different settings within the shop's space and for Cherokee Street history to reside. They also hope to stay open later than most Cherokee Street businesses and to sell books, busts and records in as wide a variety as it currently maintains within its ever-shifting abode.



1. CHS art teacher Christina Vodicka stands in front of her works which are on display at Archive, a bookstore that will soon be opening on Cherokee Street. The Jan. 15 event that showcased Vodicka's work also included drinks, hors d'oeuvres and live music. 2. The title for Vodicka's piece "The World Moves on Regardless of You" comes from a line of a poem that she wrote. 3. The storefront of Archive remained lit long past others on Cherokee Street on the night of the soft opening, and the owners hope that staying open later than other businesses will become a staple of the shop. 4. Vodicka's work "Folding in, Weeding Out" explores the idea of a box within a box and using roots as subjects. 5. Though Archive's shelves are stacked high with books, the shop will also sell records, busts and other knick-knacks.

All photos courtesy of Rebecca Bodicky