

Candidates spar off during CHS debate

Senatorial candidates Jim Talent and Claire McCaskill, in the middle of a tight race for U.S. Senate which is attracting national attention, faced off in a debate in the CHS auditorium on Oct. 11.

DEBATE, 1

Questions posed by the panelists touched on many pressing issues.

Both McCaskill and Talent echoed previously expressed sentiments on foreign policy and Iraq.

Talent defended the decision to go to Iraq, despite knowledge that there were no weapons of mass destruction.

"Completing the mission in Iraq and winning there will be a tremendous benefit to us in the war on terror," Talent said.

McCaskill asserted that the war in Iraq has been a failure, adding to the terrorist threat.

"Iraq is a mess," McCaskill said. "The conflict is causing more terrorism."

McCaskill also pointed out that many retired generals, such as Colin Powell, have been vocal opponents of the war.

Each candidate also offered a different response to the threat of a nuclear North Korea and Iran.

Talent unequivocally opposed entering into diplomatic talks with

North Korea.

"What we cannot do now is give him what he wants," Talent said. "We cannot reward him for the saber rattling."

McCaskill suggested that entering into talks with the international community would be the best course of action. She also seized the opportunity to say that American policy as has in general been a failure.

"Our tunnel vision in Iraq has cost us dearly around the world," McCaskill said. "Two places it has cost us are North Korea and Iran."

"I'm against human cloning. I wouldn't want to be walking down the street and see myself coming towards me on the other side."

Jim Talent
US Senator

Another contentious issue which surfaced during the debate was stem cell research. An initiative to promote and protect stem cell research, Amendment 2, is on the Missouri ballot in the upcoming election. In addition, the St. Louis region is at the forefront of stem cell research, so the issue is of particular concern to the Clayton community, especially in light of the area's many close ties to Washington University.

Talent has been an outspoken skeptic with regards to embryonic stem cell research, where embryos are therapeutically cloned, while McCaskill has been a strong supporter. Both candidates support research with adult stem cells.

Talent voiced a fear echoed by many on the right, specifically that embryonic stem cell research could be a springboard to full scale human cloning.

"I'm against human cloning," Talent said. "I wouldn't want to be walking down the street and see myself coming towards me on the other side."

Talent believes that adult stem cell research will bear fruitful results without entering what, to him, is shaky moral ground.

McCaskill emphasized the life-saving potential of embryonic stem cell research, while also focusing on the stem cell ballot initiative's ban on human cloning.

"The proposal strictly prohibits human cloning," McCaskill said.

Neither candidate acknowledged any economic ramifications stem cell research has or could have on the St. Louis region, despite the area's prominence in the field.

Alternative energy was another issue discussed during the debate. Missouri would likely benefit from increased use of ethanol in fuels because of the large portion of the economy devoted to agriculture. In addition, many proponents of ethanol argue that using locally grown fuel will benefit the nation by reducing dependence on oil purchases from the unstable Middle East.

However, some experts suggest that ethanol production is too expensive. Talent dismisses these claims.

"The idea that ethanol is too expensive is really an old oil company canard," Talent said.

Talent supported last year's energy bill.

McCaskill also supports developing alternative fuel sources such as ethanol. However, she was an outspoken critic of the energy bill last year.

On her campaign website, www.claireonline.com, McCaskill explained the rationale behind her opposition.

"In last year's energy bill, the oil companies got the steak dinner and the ethanol and renewable industries got the saltine crackers," McCaskill said. "It should be the other way around if we are going to kick our addiction to oil."

After the panelists' questions, a few questions were posed to Talent and McCaskill by audience members, who submitted their questions on cards ahead of time. Foss read these questions to the candidates, who had a minute and a half

to respond with no rebuttal.

The first question posed to the candidates was formulated by STUGO president, Alex Glaser. Glaser asked the candidates how they planned to keep higher education affordable for lower income families despite rising costs.

Both candidates stressed the importance of education and their commitment to keeping college affordable.

Talent spoke of his own family values that stress education.

"I believe education is important, and so do my wife and children," Talent said. "And if my children don't they better act like they do."

McCaskill expressed her belief that directing funds towards higher education would both lower the price for lower income students as well as be a benefit to America.

"I would never vote to cut funding for Pell Grants and college education," McCaskill said. "We will not compete globally if we do not increase funding for higher educa-

tion."

The last portion of the debate was a three-minute closing speech by each candidate. Talent emphasized his efforts in the Senate to represent the interests of Missouri.

"I went to Washington on behalf of Missouri," Talent said.

McCaskill went on the offensive, suggesting that Talent was a symptom of a misguided Congress.

"When he [Talent] spouts that we've had 19 quarters of prosperity and how great it is in America I can tell how out of touch Washington is," McCaskill said.

According to a poll conducted after the debate by Survey USA, 54% of respondents thought McCaskill won the debate, 34% thought Talent won, and 14% thought there was no clear winner.

Although McCaskill won according to this poll, the election remains hotly contested. Either candidate could win on Election Day.

Politics aside, hosting the debate was a good opportunity for Clayton according to the Chamber of Commerce.

"It was a fabulous experience," Gale said. "We had sellout crowds and great coverage."

The School District of Clayton echoes this sentiment.

"We were really happy to plan the debate," Mueller said. "It was a great opportunity for the district and was definitely worth all of the work."

In fact, the success of the debate could lead to more such events.

"We plan to do other events like this in the future," Gale said. ☺



Scott Shapiro



Scott Shapiro



Scott Shapiro

Senatorial candidates Jim Talent and Claire McCaskill face off in a debate in the Clayton High School auditorium on Oct. 11. Talent and McCaskill are running in a hotly contested race for US Senate, which is attracting national attention because of the possibility that the Republican Party may lose their majority in the Senate.

Talent and McCaskill face off in tight race

Hyrum Shumway Section Editor

Missouri was polarized during the Civil War between the North and the South as brothers fought brothers and friends fought friends. Although the main issue is not slavery anymore, and by no means has there been anything comparable to the deadly fighting of the Civil War, Missouri is again a swing-state—sharply divided between Democrats and Republicans. A hot race is on for the U.S. Senate seat between candidates Claire McCaskill of the Democratic Party and incumbent Jim Talent representing the Republicans.

"The race is so close because Missouri is a swing state, and both sides believe they can win," history and government teacher Debra Wiens said. "There are six seats in the Senate that will decide which party will have the majority; Missouri is highly contested because it is so divided."

There are many strong opinions on both sides. "The race is a big deal," senior Laura Hoffner said. "The Democrats really want control because of the war in Iraq. I think it is time to have more Democratic power. I don't think the Republicans are completely bad, but the Republican strategies are not working, and I believe that if Democrats were in power the country could be better. I know where McCaskill stands, and I believe what she has said. I am going to fight to have her in office. I am supporting her by voting."

The candidates try to appeal by logic, emotions, and by previous experience which builds credibility.

"Both candidates are trying to win our opinion but

also get us out to vote—even if it is a rainy day," Wiens said. "The candidates are trying to make us like them personally as well by displaying the issues. It is very important for them to try to make a connection with their audience. Talent and McCaskill are trying to appeal to undecided voters."

There is still a large population of undecided voters in Missouri.

"I am not totally sure yet who I am going to vote for," senior D'Shay Westbrook said. "Before I vote I want to know the issues. An issue I am concerned about is stem-cell research but I need to learn more about it. I will be prepared to vote, and I plan to look over the propositions and the characters of the candidates."

There are many ways to prepare to vote.

"If I were to suggest how to prepare to vote, I would suggest ignoring television ads and instead reading essays and articles from both the liberal and conservative media that analyze the character, philosophy and positions of the candidate," history teacher Bill Mendelsohn said. "The voter should visit the candidate's official website and read the position statements. They should do this for both sides; it takes a little work."

Although many 18-year-olds vote, the least represented group of voters is the newly registered.

"I think many 18-year-olds and young people in general do not see how the issues directly affect them," Mendelsohn said. "I suspect many are not excited about Medicare payments for the elderly. What they should know is that there are plenty of issues that directly affect them. Our youth fight our wars and right now we are in a few wars, so who is making our coun-

ty's decisions on foreign policy really does matter to everyone."

Many 18-year-olds agree with Mendelsohn, and want their age group to be represented in the coming election and in elections to come.

"All 18-year-olds should vote," Westbrook said. "If you don't vote, you shouldn't be able to complain about the government, because you did not care enough to give your opinion by voting. The candidates represent us and I would like someone who believes what I believe. That is why I am voting."

Friends also encourage each other to be good citizens. "My friend Alex Johnson is voting," Hoffner said. "Also Alex-Heil Chapeline is too—we actually registered together."

CHS classes have brought students to the realization of how important it is to vote. "I am in American Government and am learning about the voting process," Hoffner said. "I think it is important to have a say in our government and in our future. It has been really interesting to learn about voting and then be able to experience it in real life by being in an election year and by voting."

Seniors understand the importance of voting. "I plan to vote because I care about my life and politics affects it," senior Aaron Cannon said. "It also helps determine key issues in Missouri as well as the party control in Senate."

Many seniors have prepared for this opportunity, and are informed voters.

"All 18-year-olds should vote. If you don't vote, you shouldn't be able to complain about the government, because you didn't care enough to give your opinion."

D'Shay Westbrook
Senior

"I agree with the views of the Democratic Party more," Cannon said. "Issues that affected my decision were stem cell research, the war in Iraq, renewable sources of energy, terrorist rights, privacy and surveillance issues, gay marriage, and North Korea. The candidate I agree with is McCaskill because of her stance on these issues. I especially agree with McCaskill's stance on North Korea when she said, 'We don't make peace with friends, we make peace with enemies.'"

Even though there is a liberal majority at CHS, some seniors are for Talent.

"Jim Talent stands for a lot of issues I do," senior Matt Schlessman said. "He is not ultra-conservative which I like but agrees with tax cuts which help the business and economy of our nation. Right now the main issues that make me support Talent are the economy and his views on North Korea, Iraq and Iran."

Schlessman also believes the fight for the seat has been nasty.

"I am against a lot of McCaskill's flawed ads which smash Talent and stretch the truth beyond reason," Schlessman said. "I am not able to vote for this Senate election but will vote on all elections past April 1, 2007."

No matter whom you support, it is important to vote as it makes a difference.

"I can't wait to vote, I am so excited," Hoffner said. "The stuff I have been learning in government now all comes together and applies to me because of my choice to vote." ☺



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Early admission option removed

Harvard has removed its early action option for college admission. Other schools, including Princeton, the University of Virginia and the University of Delaware have followed suit.

Gila Hoffman
Section Editor

On September 12, Harvard became the first elite college to drop early admissions. Princeton University soon followed. The University of Virginia and the University of Delaware also ended their early admission programs.

“Harvard previously had an ‘early action’ policy, which was not binding,” Harvard’s Media Relations Assistant Joshua Poupore said. “Most schools have an early decision policy which is binding, meaning that if you’re accepted you agree to go to that school. Beginning next year, Harvard will eliminate its early admission program. All students will apply by Jan. 1, and will be notified by April 1.”

The decision to no longer accept students early was easy for Harvard.

“First, early admission puts increasing pressure on students as they are forced to start the college search their junior year, an extremely difficult time academically and extracurricularly,” Poupore said. “Second, students are forced to make premature decisions about their college choice because they are not allowed time to weigh financial aid offerings from different schools. This also gives an unfair advantage to students who do not need financial aid, as they do not have to weigh their options as carefully as students who need aid.” Princeton also viewed the matter in a similar way.

“We feel that this will make the application process more equita-

ble,” Princeton University’s spokeswoman Cass Cliatt said. “Students from more disadvantaged backgrounds often come from schools without the college-preparation resources to position them to apply early, and low-income students are often discouraged from applying early because they fear they won’t have an opportunity to compare financial aid packages.”

By eliminating the barriers between those who can apply early, it will help level the playing field in admissions.

“This will make the application process fairer in that all students will apply at the same time, and have an equal amount of time to make their decision,” Poupore said.

Locally, Washington University has not made any plans to terminate its early decision policy.

“But at the same time, we respect the decisions of others to make changes that are right for their schools and their communities,” Washington University’s Director of Admissions Nanette Tarbouni said.

Early decision at Washington University is a binding agreement. If a student is admitted (and their financial assistance, if appropriate, is adequate), the student must accept the offer and withdraw their other college applications.

The binding nature of this program is not right for everyone.

In fact, most of the students apply under the regular decision plan.

“Early decision is a great option for students who know that Washington University is their first

choice - they have visited, talked with current students and done

“I think that taking away early admissions will probably disappoint a lot of people who were looking at these schools in particular.”

Paul Orland
Junior

“The CHS students who are qualified for the most competitive schools should not be affected in a negative way.”

Chat Leonard
College Counselor



krccampus - Chris Pedota/The Record

The Lawn Sports Club plays croquet on the campus of Princeton University on May 19, 2005. Princeton, along with Harvard, the University of Virginia and the University of Delaware have all removed their early admissions programs starting in the fall of 2007. “First, early admissions puts increasing pressure on students as they are forced to start the college search their junior year, an extremely difficult time academically and extracurricularly,” Harvard’s Media Relations Assistant Joshua Poupore said. “Second, students are forced to make premature decisions about their college choice because they are not allowed time to weigh financial aid offerings from different schools.”

the research that lets them know WU is THE place for them,” Tarbouni said. “When that is the case, early decision is a great option.” Early decision makes up a small portion of the freshman class at Washington University and the university enrolls students from all backgrounds.

The universities that are changing their policies will not put the changes into effect until the 2007-2008 school year.

“The CHS students who are qualified for these most competitive schools should not be affected in a negative way,” college counselor Chat Leonard said. “If they are qualified academically, and are of-

fering that “something extra” that the particular college wants in that particular year then the student for the most part could be admitted early or regular.”

The changes will affect the current juniors and all following grade levels.

“I think that taking away early admissions will probably disappoint a lot of people who were looking at those schools in particular,” junior Paul Orland said. “I think that it makes sense to have a system for people who have an idea of where they really want to go.”

Junior Drew Lefkowitz agrees that early decision is very helpful.

“I think that there is some

merit to applying to schools early and getting responses so early,” Lefkowitz said. “It releases some stress throughout the senior year.”

Leonard is very happy to see these schools drop early admissions.

“I am excited about the changes at these two highly competitive schools,” Leonard said. “I am hoping that other schools will follow their example. Statistics have shown that early applicants are admitted at a higher rate than regular applicants. I would love it if early decision were no longer offered at any college, but based upon the information I have been receiving from other deans at several colleges,

this will probably not happen. If a school continues to offer early decision as an option, and students are 100 percent sure that this is the place for them, then I say go for it, but don’t use it as a strategy to get in a school.”

The decision to change early admissions policies at Harvard and Princeton was applauded by many university officials. In fact, many colleges across the country are considering adopting the new policy.

“We are encouraged to see the University of Virginia has followed our example,” Cliatt said. “We hope this is only the beginning and that other schools move in the same direction.”

E. coli contaminates spinach

The dangerous disease has made its way into the country’s spinach supply, killing three people and causing nearly 200 reported illnesses.

Aaron Praiss
Staff Reporter

For many kids, spinach was always the disgusting but healthy food to eat. The leafy green vegetable, leaf for leaf, provides more nutrients than any other food and has an anti-cancer compound.

Parents and doctors have always recommended eating those green vegetables, until this fall when hundreds of people became ill after eating the infected spinach.

By October, 2006, a total of around 200 unsuspecting victims had fallen ill to the bacteria E. coli. The outbreak spread over 25 states and killed three people.

“It is unfortunate it had to be spinach, since it’s so healthy,” health teacher Doris Smith said.

E. coli is a food-borne bacteria that causes illness in humans. It causes severe abdominal problems.

“The hallmark of E. coli is bloody

diarrhea,” nurse Dede Coughlin said.

However, the bacteria usually reside in the human body for five to 10 days. Most healthy people only have to deal with the diarrhea and recover quickly and completely from the disease.

Unfortunately, E. coli can also lead to death in the very young and very old, due to their relative physical frailty. In fact, a 77-year-old woman from Wisconsin died from the contaminated spinach.

Officials are also investigating the death of a 23-month-old girl. She too, had been sickened by E.

coli, but not necessarily from the contaminated spinach.

To prevent the E. coli illness, many steps need to be taken. Cattle manure is a significant source of E. coli, which can get in water sources and contaminate produce through irrigation, washing or pesticide application.

The easiest way to prevent the spread of E. coli is through hand washing.

“Hand washing is imperative,” Coughlin said. “E. coli can be passed from person to person, if hands are not properly washed.”

Other methods involve cooking beef to a temperature of at least

160° F.

“If you cook your vegetables, or properly cook ground beef, then the E. coli is killed,” Coughlin said.

In taking these steps, people can prevent outbreaks like this one.

Even though only a very tiny fraction of people actually died, an event like this is nevertheless quite dangerous.

“I think pulling spinach off the market was a good idea,” Smith said.

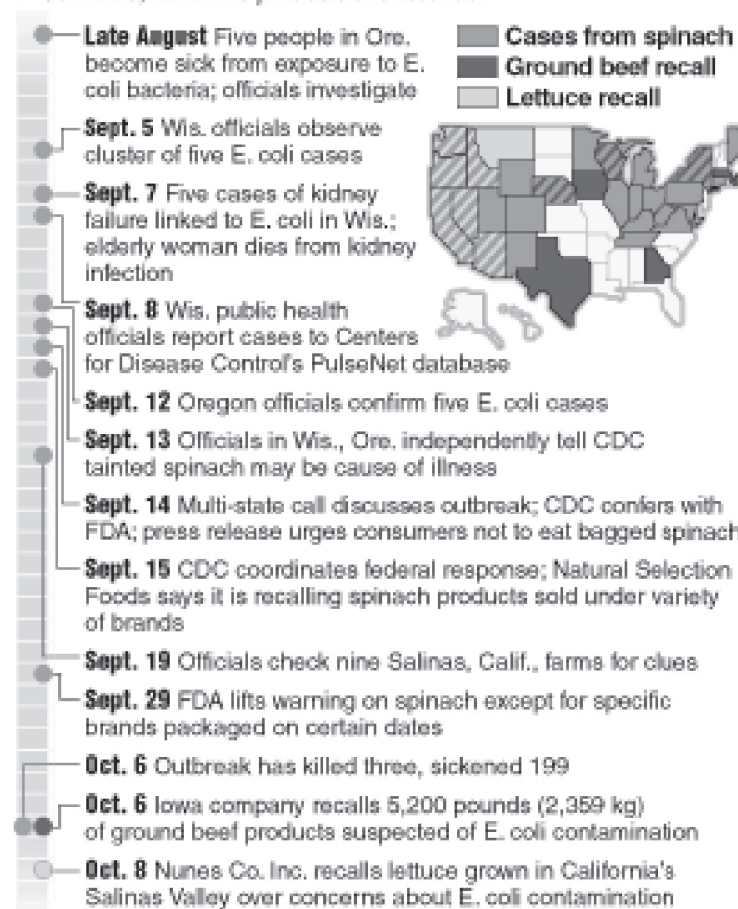
The companies growing the spinach in California pulled it from the market, and so they suffered an extreme loss in profit.

Many tons of spinach were destroyed after the outbreak, as the exact cause is still unknown.

Investigators have found matching strains of E. coli in cow manure and in the sick people, yet the farms still don’t show enough evidence to prove the cow manure is the cause of the dangerous disease.

More E. coli recalls

After U.S. public health officials track E. coli cases to spinach farms in California, two more products are recalled:



Vaccine offers hope for prevention

The new drug Gardasil protects against four types of Human Papillomavirus. It is currently available in the form of three shots and is recommended for teens and girls up until age 26.

Kate Rothman
Senior Managing Editor

Human Papillomavirus, more commonly known as HPV, is the most prevalent sexually transmitted disease in the United States, according to Mary Kogut, Vice President of Patient Services for the St. Louis area Planned Parenthood, but now there is hope of changing that statistic with a new vaccine.

The infection is spread through sexual contact, and there are several different strains of HPV.

"There are about 40 different types of HPV," Kogut said.

There are both 'low risk' and 'high risk' types, which can cause different outcomes to those infected.

"Some lower risk types can cause changes within the cervix, or genital warts," Kogut said. "But the high risk types can cause cervical cancer."

Dr. Rachel Orscheln, Washington University Instructor in Pediatric Infectious Diseases, echoes Kogut.

"HPV is currently the leading cause of cervical cancer," Orscheln said.

As of this past summer, a vaccination—Gardasil—has been approved by the FDA that prevents HPV, and, therefore, many cases of cervical cancer as well.

"Gardasil was approved over the summer," Kogut said. "It protects against four types of HPV. Two particular types that it protects against are responsible for 90 percent of genital warts, and the other two are responsible for 70 percent of cervical cancer. The vaccination is incredibly exciting, it is the very first cancer vaccination to ever come out."

Gardasil is the first commercially available vaccination against cervical cancer, but another is expected to be released sometime in 2007.

Before being released, Gardasil was tested in 4 multi-national studies, with young women ages 16 through 26.

"There were lots of tests and trials dealing with the vaccination to test its efficiency and safety," Orscheln said.

Testing was extremely regulated, to ensure reliable results.

"In the studies, a group of the women were given Gardasil, and another group were given a vaccination of a placebo, Kogut said. "In the studies, Gardasil was almost 100 percent effective."

Following the first study's, the research was expanded, and two additional studies examined the vaccination's effectiveness in younger girls, ages 9 through 15.

"All of the studies of this vaccine were done on females," Kogut said. "Although, individual providers could offer it to others, depending on their medical history."

It is possible that Gardasil will, in the future, be available to women in different age groups, as well as males.

"There is not sufficient data regarding its effectiveness in males yet," Kogut said. "That is currently being studied."

Studies are underway to examine the vaccination's effectiveness in older generations too.

"There is more testing going on right now with both men and older women," Orscheln said.

Though it may be equally effective for older women, at the moment, Gardasil is recommended for young women ages 9 through 26.

"Generally, it has been suggested for girls around 13 to 26," Orscheln said. "Although, there have been some as early as nine years old."

Though the recommended ages to receive the vaccination may seem arbitrary, there is reason for the specific ages.

"The vaccination works best if it is given to girls before their first sexual contact," Kogut said. "HPV can be contracted through both vaginal and anal sexual contact, and the vaccination is most effective if the girl has not yet been exposed to HPV."

However, even if someone has been exposed to HPV, the vaccination is still beneficial to them.

"Again, the vaccination protects against four different types of HPV," Orscheln said. "Even if somebody has been exposed to one of the types, the vaccination can protect them from the other three. There is, however, no protection from the one already acquired."

If Gardasil is administered prior to any exposure to HPV, there is a prevention rate of nearly 100%.

Although HPV does sometimes resolve itself, there is no treatment for HPV itself.

"We can treat certain symptoms of HPV—like, genital warts, but there are no treatments for HPV itself," Kogut said.

The vaccination is relatively easy to access, for those interested in receiving it.

"We offer it at all Planned Parenthood family planning centers," Kogut said. "It is fairly costly, about \$135 for each of the three shots, but some insurance and Medicaid plans cover it."

The vaccination is administered through three separate shots, spaced out over eight months time.

"You receive one shot, then the another two months later, and the third 6 months later," Orscheln said.

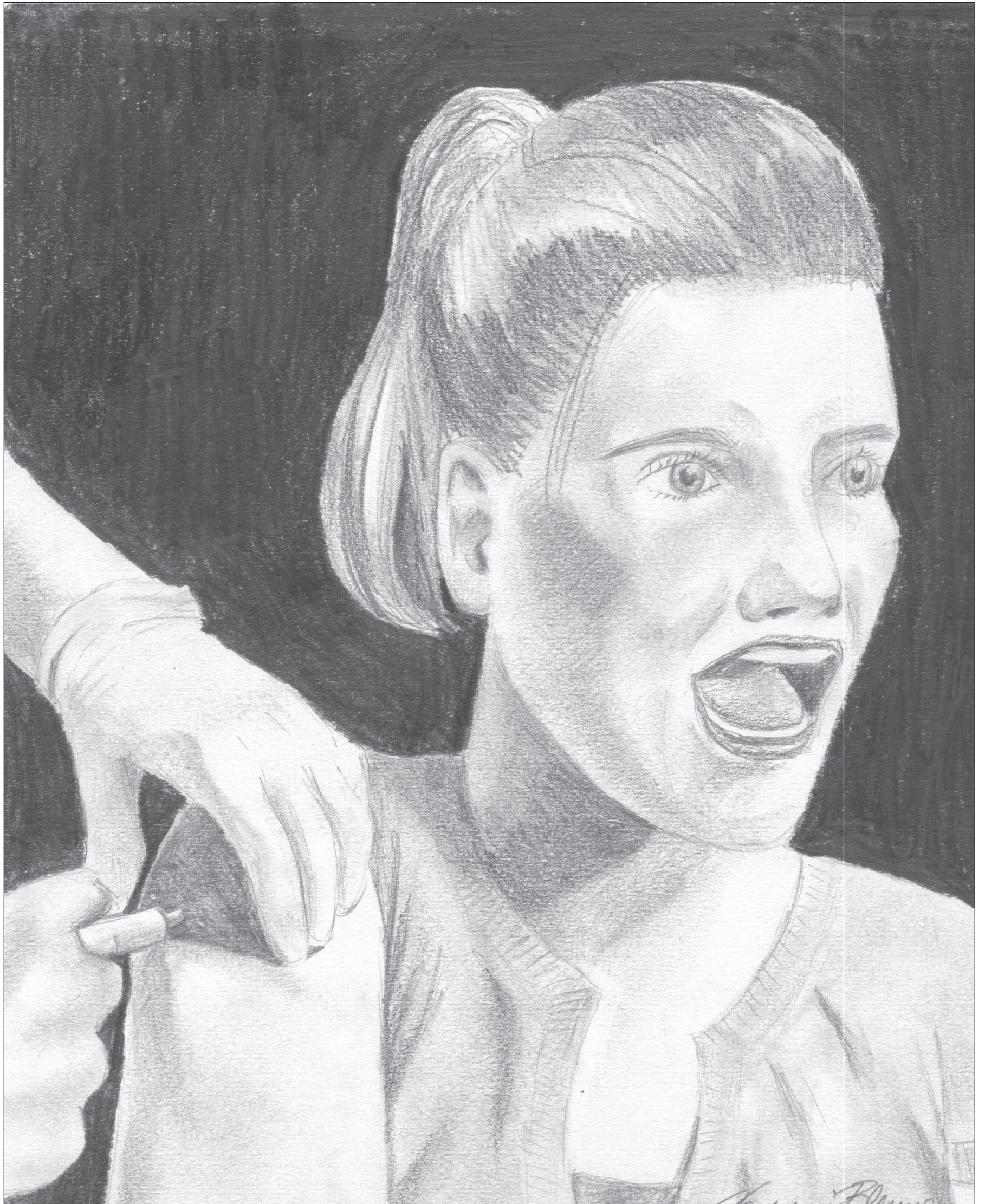
Like any vaccination, there are some minor side effects.

"Some people have been sore around the site of the injection, or a little bit itchy or red, but nothing unusual," Kogut said.

It is important to note that, unlike some vaccinations, Gardasil is not a live vaccine—it does not contain HPV, it cannot cause HPV—and therefore, there is no chance of becoming infected because of the vaccination.

While the vaccination protects against four specific types of a single STD, it offers no protection against the many other types of HPV, or any other sexually transmitted disease.

"Getting vaccinated obviously does not protect against other STD's," Orscheln said. "It's still important to practice abstinence, or safer sex—protect your-



Kerri Blumer

self."

Additionally, it is important to maintain a regular health care plan, and continue to get regular exams.

"Women still need to go to their doctor to receive cervical cancer screenings," Kogut said. "The vaccine is an extra level of protection, not a replacement for these visits."

Orscheln agrees about the importance of these doctor appointments.

"Even if you have received the vaccination, it is still important to go in annually and get a PAP smear, starting either when you turn 18 years old, or become sexually active," Orscheln said. "You want to maintain your health."

In general, Gardasil has been well-received by the public since its introduction over the past summer.

"Most people have been very interested in the vaccine," Kogut said. "Parents have been interested, and educators, and health care providers."

As can be expected with any new vaccination, there are those who oppose Gardasil.

"There are some people who are just against vaccines in general," Orscheln said.

Kogut shares why some people are viewing it hesitantly.

"There has been some concern from small groups about whether or not this vaccination promotes sexual activity," Kogut said. "No, it does not. This vaccination is a healthcare thing, nothing else."

HPV is extremely widespread. It is so prevalent, it is likely that more than 50 percent of people will get HPV. Sadly, it's also the leading cause of cervical cancer. Today, cervical cancer is the second most commonly found cancer in women worldwide. Over the next year alone, there will be 500 thousand women affected with the disease, and over 200 thousand deaths worldwide. Too, there will be ten thousand new cases discovered in women in the US. Additionally, there will be four thousand deaths in the US alone due to cervical cancer. Gardasil may be key to eliminating all of these deaths.

"With the new vaccination against HPV, all of these deaths could be prevented in the future," Kogut said. "This is a medical breakthrough." 🐾

Facts about the Human Papillomavirus

- Human Papillomavirus (HPV) is believed to be the most common of all STDs
- Currently, there is no cure for HPV
- HPV is classified as a large group of viruses that infect the skin
- Approximately 20 million people are currently infected with HPV
 - HPV has more than 60 different strains or types
- More than 30 types of these viruses are sexually transmitted, others are transmitted through nonsexual personal contact
- The "high-risk" types of HPV may lead to cancer of the cervix, vulva, vagina, anus or penis
 - Genital warts are the most common symptoms of HPV infection
- Most of the infections disappear without causing symptoms

Spanish Pop Culture class offers fresh perspective on way of life

By **Rachel Dickens**
Staff Reporter

Beginning this school year, the CHS Foreign Language department has offered two new Spanish courses. One of these courses is Spanish Popular Culture. The class differs considerably from other foreign language classes, and has thus proven to be both popular and effective.

Spanish Pop Culture teacher Stephanie Martin has been compelled to create the course for quite some time.

"I first thought of creating a popular culture class two years ago," Martin said. "I brought a DVD of a Spanish television series called 'Los Cerranos' home from a trip to Spain. I thought the show depicted the lived of Spanish teens and their family very well, so I decided to show it to my Advanced and Honors Advanced Spanish classes. When I noticed how enthralled my students were with the show, I came up with the idea of devoting an entire class to popular culture in Spain."

Martin also comments on the design of the class.

"The class has no formal text book, which may indicate that it is less formal than other high-level foreign language classes," Martin said. "The course was designed so that students who want to take Spanish all four years of high school can have a number of upper-level classes aside from AP Spanish Language."

The design of the course also appealed to this year's incoming juniors and seniors, who registered to take Pop Culture last spring.

"I wanted less of a stressful Spanish class," senior Anna Goss said. "I have never really been that great of a grammar student in Spanish, and I knew that pop culture stressed Spanish life and culture more than grammar, so I thought it would be more interesting for

me."

Goss describes a typical day of class.

"At the start of class, we usually listen to a song or two," Goss said. "Next, we go over the meaning of the song or translate it, in a way. We focus on how the songs connect to Spanish life. We also watch a TV show called 'Los Cerranos' over a period of a few days and discuss the themes and characters of the show as we continue to watch it. Every other Friday, we go to a coffee shop or bring food into class and talk about issues in the Spanish society. We mostly talk about political and social issues in Spain."

Although the course was designed to give students more options, its status as an upper-level course warrants the need for certain prerequisites.

"This year, the class was offered to incoming juniors and seniors," Martin said. "In order to take the course, students need to have completed through Advanced or Honors Advanced Spanish."

Spanish Popular Culture has proven to be very popular thus far.

"Before the class had actually been established, I was hoping to have enough students to fill at least one section," Martin said. "Many more students signed up for the course than I anticipated. I am currently teaching two sections of Pop Culture rather than one, which I am very satisfied by."

Goss also comments on the uniqueness of the class in relation to other Spanish classes offered at CHS.

"In Pop Culture, we get to study many aspects of a Spain instead of just focusing on the lifestyle," Goss said. "It's nice to focus on a country as a whole. We also get to do more open-ended projects that are unlike the more rigid projects I have done in previous Spanish classes. Also, we watch movies and TV shows more than I have in any other class."

Martin also believes that the course's popularity



Spanish teacher Stephanie Martin, left, has fulfilled a dream by creating an entire class devoted to studying modern Spanish culture. Seniors Sivan Fernandez and Milena Davidson, right, are actively engaged during class.

is in large part due to its unique structure and objectives.

"The class is very much like a social studies class," Martin said. "The only formal text we use during class is called 'La España Contemporáneo,' and was published just last year. The text refers to the current political administration in Spain as well as recent terrorist attacks, popular slang and influential forms of

media. In addition to this book, I also provide the students with informational websites, music and music videos, and television shows. All of these forms of media portray Spanish life and culture in a very accurate fashion."

Overall, Spanish Pop Culture has proven to be an very popular class and will hopefully continue to thrive in future years. ☺

Quiz Bowl fuels academic challenges

English teacher Dave Jenkins has introduced new intellectual pursuits at CHS

By **Yipeng Huang**
Section Editor

What is the longest river in Europe? Of the mean, median and the mode, which one refers to what we call the average? If you can get the answers to the above questions in less than two seconds, the Scholar Quiz Bowl might be for you.

This year is the first year CHS will compete in the Scholar Quiz Bowl, joining the ranks of several local high schools. Quiz Bowl coach and English teacher Dave Jenkins previously sponsored Quiz Bowl teams at Lafayette High School, and seeks to introduce the competition to CHS.

"I am amazed by the degree of enthusiasm right at the start," Jenkins said. "The number of kids involved now probably took two or three months at my old school. It seems that there are many kids here at CHS who are hungry to prove themselves in academic arenas."

Quiz Bowl is similar in nature to games such as Jeopardy or Trivial Pursuit. Two teams of four students each compete to buzz in and answer questions and earn points.

Strict time limits force students to think and answer fast. Questions draw from both academic and non-academic fields. A typical game can include question concerning history, biology, mythology, sports, pop culture, and current events.

"People who come to a lot of practices amass an amazing amount of knowledge about very specific things in various categories," Jenkins said. "I'm an English teacher and haven't studied science in a long time, and yet I know bits and pieces from chemistry and biology that I pick up from practicing with students."

Practices occur Tuesday and Thursday mornings and is open to anyone interested. Students say that few things are more stimulating than practicing early in the morning.

"It's a rush and it wakes me up," senior John Buse

said.

There are also Wednesday afternoon sessions to accommodate for students'

"I do not mind that people join during the season," Jenkins said. "I am welcoming people who are involved in other activities and cannot join until second semester."

Competitions within the district begin Nov. 4 and continue through May.

CHS will send out both varsity and JV level teams, so competitors of all abilities can take part.

"I look for kids who are interested, enthusiastic, and committed to practice," Jenkins said. "If I have a large group to choose from, I look for kids who are best at specific fields. For whatever reason, literature is always the Achilles' heel for high school students. You only read and know so many books at a young age, so I if have some people who know a lot of authors and books, whether they've read them or not, they become key players. There are also mythology, history and art history questions, so I'm looking at niche players that I can combine to make a full package."

Already the team seems optimistic in face of upcoming competitions. Jenkins foresees Quiz

Bowl garnering a strong following at CHS.

"For me, it's fun to see kids who are excited about knowing stuff and about being smart," Jenkins said. "While it's not necessarily true at Clayton High School, but I think, in America, there's a growing attitude that it's not cool to be smart, where a certain level of ignorance is cool, and you see this in the media, on TV and in movies where people almost celebrate their ignorance."

Jenkins said he gets excited d when he sees kids who are excited about being smart, and get rewarded by being smart by winning a game or trophy.

"I love working with the academic elite of the high school, and it challenges me to expand myself beyond the pretty narrow constraints of what I encounter in English class," Jenkins said. ☺

“For me, it's fun to see kids who are excited about knowing their stuff and about being smart.”

Dave Jenkins
Quiz Bowl Coordinator

East Asian Studies allows chance to discover yin and yang of life

By **Roland Reimers**
Section Editor

On any given day during sixth period, a small squadron of students, never more than ten, assembles in a classroom squeezed into the back corner of CHS. This is East Asian Studies, a class that has been taught for many years by history teacher Sam Harned.

Though the number of students currently enrolled in the class might suggest a lack of interest in this subject, the exact opposite is true.

Harned expressed that there was an advantage in teaching a smaller group of students.

"It makes it much more fun and allows for better discussions," Harned said. "It creates a more enjoyable learning atmosphere."

One of the most intriguing aspects of the class, which focuses on the history and culture of China, Japan, and Korea, is the inclusion of literary works as a learning material.

"Literature is a cultural artifact," Harned said. "By examining it, you get a deeper understanding of the culture. [It is] a window into a culture or society that is much more accessible and fun than by simply talking about it."

Works such as Confucius's *Analects*, Lao Tzu's *Tao Te Ching*, and Jonathan Spence's *The Question of Hu* have introduced students to important themes in the larger political and social contexts of East Asian history in addition to providing intimate insight into life

centuries ago.

One of the central purposes of the class is to expand students' perspectives on different ways of life.

"I have learned the differences between our culture and [those of East Asia], which focus on inner more than outward change, as a result of this class," junior Jack Callahan said.

With such knowledge, it is interesting to note the influence that East Asian countries have brought onto American society. Harned cited the relatively recent influx of Japanese popular literature into mainstream American bookstores as one example of many showing the impacts of East Asian culture.

This cultural borrowing is part of the larger movement towards globalization that has been witnessed within the past decades.

Because the class is just composed of a select analysis of trends in East Asian history, connections between recurring themes and our present-day world can be drawn.

"To understand current Japan, you have to understand its past cultural achievements," Harned said. "These are cultures that history means a lot to."

While his students discover the foundations of our modern world in the primary sources he offers, Harned himself is satisfied by spreading his knowledge of East Asia's past.

"I think that the most fulfilling experience is sharing things that you love about another culture and seeing other people enjoy it," Harned said. ☺

New curriculum emphasizes Missouri history until fourth grade

LOSOS, 6

a lot of resources available around you in the city of St. Louis and the state of Missouri. If you want to study your government you can go to the capital... you can get to the art museum and a few other places to study that culture."

One fourth grade teacher described the amount of money and time spent assembling resources for the previous civilization units, and indicated that it took a high level of commitment from the district to make those resources and materials come together. Now that the emphasis is mainly on Missouri history, students will be working primarily out of a textbook supplemented with local resources.

The change in the curriculum comes during a time when social studies is being affected nationally by the No Child Left Behind act. Under the act, schools must pass certain state requirements in mathematics and reading comprehension proficiency, which are evaluated by standardized testing.

"There's a much stronger emphasis now on literacy and mathematics," Mendelsohn said. "No Child Left

Behind has had a huge impact nationally on the teaching of social studies and on science, and certainly art and music. There are some districts that have pretty much eliminated science and social studies from the elementary curriculum, and the first social studies course that a child gets in is middle school now."

In a study done by Social Education, the official journal of the National Council for the Social Studies, 26 percent of 1,051 public-school teachers from around the country reported that they now spent less time teaching social studies, and 56 percent reported that they believed standardized testing made social studies less enjoyable.

Ultimately though, Mendelsohn says that the need for the change was due to too much material and not enough time, and that with the new curriculum students will be able to study in more depth.

"Again, it's not to slam what we had, because I happen to think [the old curriculum] was very strong," Mendelsohn said, "but we're trying to focus on deeper understanding and we thought that by reducing the content but allowing students to explore greater depth that that would be fair." ☺

“There's a much stronger emphasis now on literacy and mathematics.”

Bill Mendelsohn
History Teacher

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CHS rethinks campus security after nationwide shootings

Leah Eby
Staff Reporter

On April 20, 1999, in rural Jefferson County, Colo., Eric Harris and Dylan Klebold waltzed into Columbine High School with arsenal hidden in their trench coats. Four guns and more than 50 bombs later, 12 students and one teacher lay dead, with 24 others wounded. The Columbine Shooting was pronounced the deadliest school shooting in history.

This year, a student at Westminster High School in St. Louis, Mo., pointed a gun at his head and then at surrounding police officers. On Wed. Sept. 13, after sending a text message to a friend stating he would kill himself, the boy drove to school, sat down on a curb in the parking lot, and proceeded to attempt suicide. Police shot the student in the leg to prevent danger.

The same day, in Montreal, Canada, a 25-year-old man sporting a trench coat and mohawk walked into the Dawson College cafeteria and opened fire. The rampage wounded 13, and the gunman was shot and killed by police.

15-year-old Eric Hainstock brought two of his parents' guns to Weston High School in Cazenovia, Wis. on Sept. 29. After struggling past students, teachers, and janitors, Hainstock shot Principal John Klang three times, killing him.

In the town of Bailey, Colo., 16-year-old Emily Keyes died while being used as a human shield during a school shooting on Wed. Sept. 27. Held hostage inside classroom 206 at Platte Canyon High School by 53-year-old Duane Morrison, Keyes and five other girls were sexually assaulted before four of them were released.

On Mon. Oct. 2, in the peaceful Amish community of Lancaster County, Penn., 32-year-old Charles Carl Roberts IV carried a shotgun, a semiautomatic pistol, and a rifle, among other weapons, into a one-room Amish schoolhouse. He allowed the 15 male students and three teachers with young children to leave, while holding 11 young girls hostage. Roberts then proceeded to tie the girls' feet. Six girls were shot and killed, execution style. He had written suicide notes that morning, and shot himself inside the school.

A 13-year-old boy, fascinated with the Columbine incident of 1999, brought an assault rifle to Joplin Memorial Middle School in Joplin, Mo. on Oct. 9. The seventh-grader's intentions were unknown, and after shooting a warning shot at the ceiling which jammed his rifle, he left the building.

Within the past few months, this series of school shootings has plagued the United States. Following Columbine, many schools sought to improve their safety in order to preserve lives. However, students are still able to transport weapons into their schools.

In a nation-wide effort to prevent school violence, President George W. Bush held a White House conference complete with safety specialists and Cabinet members. A discussion panel concluded that the best way to fight the recent wave of violence was to get parents, school officials, students, and law enforcement to work together.

"All of us in this country want our classrooms to be gentle places of learning—places where people not only learn the basics—basic skills necessary to become productive citizens—but learn to relate to one another," Bush said. "Our parents, I know, want to be able to send their child or children to schools that are safe places."

Other government officials have been voicing their opinions as well. After a Wisconsin lawmaker proposed the idea that teachers and school officials carry concealed weapons, Missouri Governor Republican Matt Blunt thought it wise to explore the idea. How-

ever, after criticism, he stated that he believed each school should develop a plan in case of emergency. Two of about six of the recent shootings have occurred here in Missouri.

Since the first shooting earlier this year, CHS principal Dr. Losos has been examining the safety of our school.

"The recent shootings forced me to re-evaluate how

we do things, how we want to do things," Losos said. "It's a tricky line between school safety and making the students feel safe."

In case of an intruder emergency, CHS would immediately follow the intruder lockdown procedure. The PA system would announce the presence of an intruder in the building and notify the school to lock down. Teachers are then instructed to look quickly into the hallways and direct any students into their classroom. After the door has been locked and the lights turned off, students and teachers are to stay quiet and far away from windows and doors. During this time, administrators would alert the police, who would then take the situation into their hands. Losos says that students who violate this procedure and decide running home would be safest may making a fatal mistake. They would risk running into the path of the intruder.

Though other schools throughout the country have adopted special procedures—such as throwing pencils or charging at a gunman—or set up metal detectors, both Losos and CHS Police Officer Dan Hegger see no need for such precautions here at CHS.

Under the United States Constitution, Americans have the right to bear arms. However, this right is disregarded when a child or adult commits a crime and uses arms as an act of violence against others.

It has been verified that many students who have planned to or succeeded in performing a school shooting acquire their weapons from their own homes.

Both Losos and Hegger agree that the responsibility of weapons rests on the shoulders of the owners, which in most cases, are the parents.

"It then becomes incumbent on the parents to ensure that they are secured, that the ammunition is not readily available and that children, of any age, cannot gain access to them," said Losos.

Hegger has a similar opinion on gun control within a home. He believes there are numerous ways to secure a weapon and keep children out of danger. First, children should not even know of the existence of a gun in the house. If they do, they should be unaware to its location.

"If a household is going to have a gun in it, the gun owner needs to be responsible in securing that gun," said Hegger. "If parents are careless, children will sometimes take exception to that."

In examining the recent school shootings, Losos found one variable she believes can be corrected.

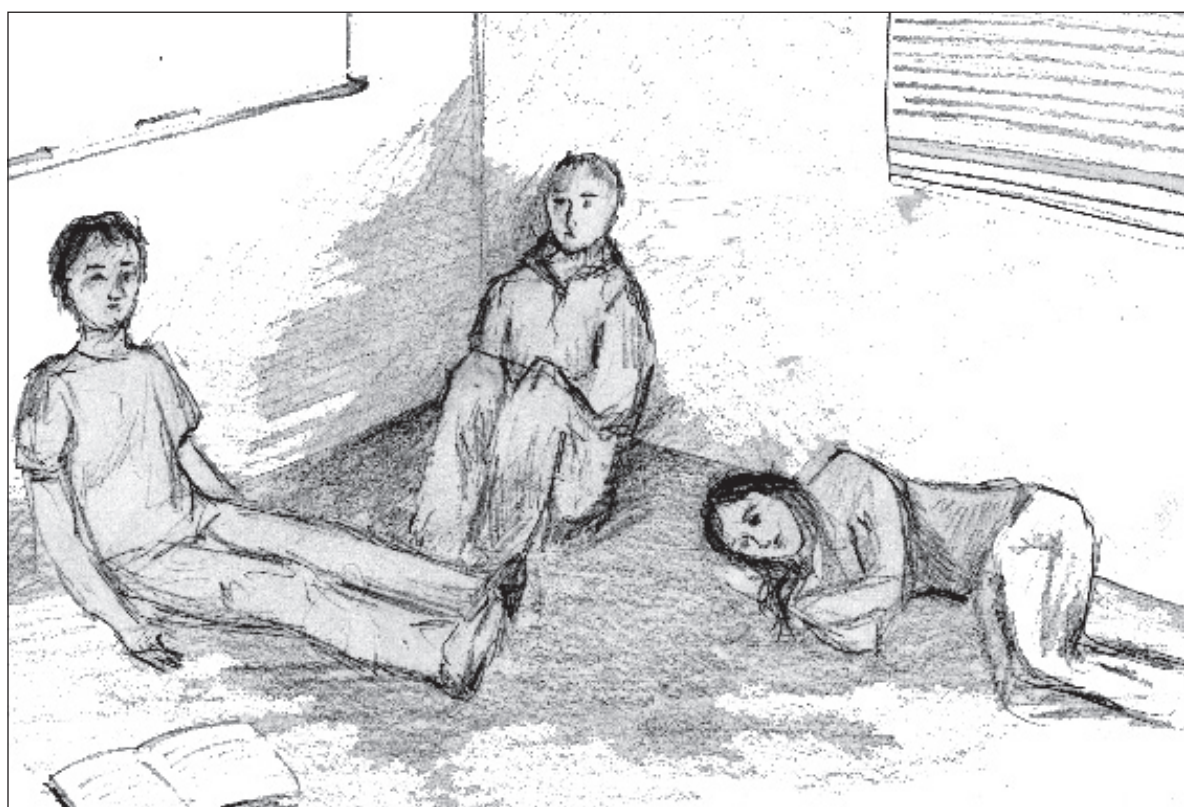
"In every student shooting that I am aware of, the one common denominator is that someone knew ahead of time, but either didn't believe it or didn't tell someone," Losos said. "It is the relationships that we create, student to student, student to teacher, which make us most safe. If we rely on each other, we can make CHS as safe a place as possible."

Hegger adds that open communication with family, friends, teachers, neighbors and the community will greatly benefit the safety of our society.

"We can be our own worst enemy when we have information that something bad may happen and decide not to share it with the right people," said Hegger. "Everyone needs to work together to keep each other safe." ☺



Above: Police guard an entrance to the Weston High School in Cazenovia, Wis. after 15-year-old student Eric Hainstock shot and killed the school principal. The hallway was sealed off with a tarp after the incident. Shootings in schools around the nation have forced officials to rethink school security.



Calla Dobbmeyer



Chelsea Fischer

The sandwich bar is a healthy choice available in the cafeteria.

Cafeteria offers healthy foods

Charlie Merrill
Staff Reporter

With the recent attention on teenage obesity, school cafeterias have been under the gun to make their fare healthier. Chartwells, the company that manages the CHS cafeteria, receives no exception to that pressure.

"I feel that we have more than enough healthy foods," cafeteria manager Shelley Long said. "We also have several foods which are less healthy, however."

Currently the most popular food selections at the CHS cafeteria are chicken tenders and fries. "We have been changing the selection of foods for a while now," Long said. "Some students sometimes think that if it is healthier for you, it won't taste good."

Other students are just used to eating a certain food type, and almost never try any new foods. So we are working to make all the food in the cafeteria healthier.

The problem often is in the choices the students make rather than the selections available.

"While they have lots of healthy food, I just like getting the unhealthy food more," sophomore Rodgers Caitlin said. "The problem with the cafeteria is that it also has enough junk food to captivate the attention of most people."

Even students who have just arrived at the school find the selection available in the cafeteria tempting.

"I chose healthier foods to eat at first, but most of the time it tastes horrible," freshman Emily Graeber said. "The unhealthy selections taste really good, and everyone else eats it, so why shouldn't I?"

Administrative intern Sam Horrell has plenty to say on the matter.

"Unhealthy foods have both short and long term consequences," Horrell said. "All that grease and fat gets to you quickly, and stays there, so I encourage all of my students to choose healthier foods when it's lunch time."

So is the CHS cafeteria really healthy enough? The answer is undoubtedly yes. The problem is people don't want to eat the healthier selection of foods. Next time students are in line at lunch, they can carefully consider their options. ☺

Wardrobe and cooking classes encourage creativity

Charlie Merrill
Staff Reporter

Over the years, cooking and wardrobe classes have seen a boost in student activity, as well as an increase in equipment available and students' enjoyment.

"Students are aware that cooking and wardrobe are important parts of later life," family and consumer science teacher Linda Williams said. "They are planning better for the future. Not only is it convenient to know these things rather than learn them later by trial and error, but it also presents wide career opportunities."

Some jobs that students pursue in this area include clothing design, modeling, or being a chef.

"Taking a class on cooking and wardrobe is almost a necessity," Williams said. "I know very few people who are self-taught in either subject and are really good at it."

Some students think they will take one of these classes because it is easy, but Williams points out this is a misconception. Students learn lots of information outside the labs where they produce various products.

"The courses aren't any harder than any other classes a student might take, and students get to prepare for the future at the same time," Williams said.

The classes do offer a different atmosphere than more academic classes, and most students like the change of pace.

"The class is really relaxed,"



Chelsea Fischer

Above, sophomore Lamar Cotton works on a baking project with culinary teacher Linda Williams. Foods and culinary arts class involves hands-on experience in the kitchen and opens up career opportunities.

Below, senior Yan Yan works on a wardrobe project.

senior Jensen Smith, who takes wardrobe studio, said. "It's a nice break from all my other classes, and there's no stress."

Students also enjoy the creative aspect of the classes. Senior Christina Nash has liked the classes so much that she is currently enrolled in an independent study wardrobe portfolio class.

“I get to create something out of nothing all by myself. It's very satisfying.”

Christina Nash
Wardrobe Student

"I get to create something out of nothing all by myself," Nash said. "It's very satisfying."

In addition to the foods and culinary arts class, students can take Gourmet Foods second semester if they are interested in learning more. Last year several students went on with independent study cooking classes because they were interested in pursuing careers in the culinary arts.

Wardrobe students often go on to take advanced classes, and some of those students are planning the second student-created fashion show coming up in December.

There has also been interest in the materials and new machinery that is being used in class. These include or computerized embroidery machines, sewing machines, and



just about any appliance you could find in a kitchen.

"Considering these classes are electives, I don't think people would choose them unless they thought they would enjoy them," Williams said. "Most of my students seem to have fun during class." ☺

CHS choirs develop talent, supply fun

A relatively unnoticed activity promises great rewards for its dedicated members.

☉ **Nava Kantor**
Section Editor

Come Nov. 9, a diverse assemblage of CHS students will stand together and share in what promises to be an exhilarating evening: the first choir concert of the year.

Many students at CHS are not involved with or knowledgeable about the CHS choirs, but the extent to which choir students dedicate themselves to the too-often overlooked choral program is definitely noteworthy.

Senior David Redick takes Chamber Choir, Show Choir, and AP Music Theory.

"My freshman year they needed a Show Choir boy," Redick said. "They asked me and Andrew Davidson to join and I hopped on board and stuck with it. It's been a great experience. I sing in a band called The Shuffle, and being in choir definitely helps me with the band."

Junior Sarah Zimmerman took choir all through middle school and loved it, and then decided to continue her singing career at CHS.

"In my sophomore year of high school I had an open spot in my schedule, so I tried out for Chamber Choir," Zimmerman said.

Now, in addition to participating in both the Show and Chamber Choirs, Zimmerman has involved herself to an even greater extent.

"I take voice lessons, and I also started a choir at my synagogue freshman year," Zimmerman said. "Being able to sing every single day improves my voice just from constantly using it. Taking voice definitely helps me with choir and in improving my range, control, and repertoire."

Similarly, sophomore Rebecca Singer also started her singing career at Wydown. She loved it so much that she continued to take choir in high school. Singer is motivated to keep improving her choral skills.

"Any singing that you do helps to improve your voice," Singer said. "The more experience and practice you have, the better you'll be."

Director of Choral Music Alice Fasman received her bachelor's degree in music education and a master of music degree in choral conducting, both from Indiana University School of Music. Singing was not her first passion, however.

"I originally wanted to be a band teacher, but even though I was first chair trumpet in high school, I did not really love that instrument," Fasman said. "I really wanted to learn to sing."

Fasman now teaches all of CHS's choir classes, as well as AP Music Theory. Each ensemble is unique in

its members and the way the class taught.

"In concert choir we spend more time learning music fundamentals," Fasman said. "Since concert choir is a non-audition group, every year has a different makeup of singers and I never know what to expect on the first day. Chamber singers and Show Choir are both audition-only groups, so I know what the voices and strengths are before classes start."

Since choir is unlike most classes offered at CHS, grading is handled differently.

"Grading in choir is different than in a typical class," Fasman said. "A big part of the student's grade is participation. When a student contributes positively to the choir by coming to rehearsals, being on time, and making an effort to learn their part, the student's grade is good. Concerts and sectionals are also part of the grade."

Many singers appreciate that choir is not a traditionally academic class.

"Choir creates a nice break in the day from all my stressful classes for something more fun-oriented," Singer said.

Choir is a major time commitment, especially for students who are in more than one choral class.

"I think Mrs. Fasman does a great job running the choir programs, but since some different standards have been enforced this year about requirements for Show Choir, it's been hard on a lot of people in terms of scheduling," Redick said.

Show Choir is considered to be both an extracurricular activity and a class, and meets before school four times per week.

"It can get pretty hard to have to wake up so early for Show Choir and sing when our vocal cords are just waking up too," Redick said.

Zimmerman agrees, but believes choir is worth the extra time.

"It's rough to get to school so early for Show Choir, but Mrs. Fasman is good about giving us a grace period," Zimmerman said. "What matters more then tardiness is how much you participate and how hard you try to improve. I just love getting to sing every day and I love the people in choir."

Each choir learns a wide variety of pieces each year to help expand their musical knowledge.

"I choose music based on the level of the kids that are studying," Fasman said. "We sing a variety of pieces, from baroque to native music to jazz to Brahms. It's a great experience in vocal education. Pieces need to be interesting enough to study for many weeks. Sometimes, just for fun, we'll sing pop pieces."

Though it can be challenging for students to grasp, Fasman believes that learning music from all over the

“Choir creates a nice break in the day from all my stressful classes for something more fun-oriented”
Rebecca Singer
Sophomore



Above: Sophomore Chandler Rollins, senior Melanie Holland, sophomore Leigh Tate practice in their fifth period choir class for their upcoming concert on Nov. 9.



Right: Show Choir members Rebeccah Singer and David Redick strike a pose while Jessica Jia practices with choir teacher Alice Fasman (not shown) in the background.

world is essential to choir.

"Learning songs from other parts of the world is a cultural experience," Fasman said. "The students get to try different language and learn about foreign customs. The most difficult part of teaching choir is that not everyone is as excited as I am about the different kinds of music we learn. You have to be open-minded. It's frustrating when the kids don't appreciate the value of experiments."

The songs studied by the choir students are performed in three concerts every year. For Redick, performing is a highlight of the choir experience.

"Performing is always a lot of fun," Redick said. "You just get on the stage and sing your heart out. Preparation is a pretty painless process because we rehearse so much."

Besides CHS concerts, choir students have special opportunities to visit and perform at other schools in the area as well as different cities around the country.

"I love the trips with Show Choir to the Clayton elementary schools, and the trip to Carnegie Hall in New York City with Chamber Choir last year was amazing," Redick said.

Though these excursions are fun and educational, choir students agree that the special trips are not the only part of choir that attracts them.

"Choir is great because it provides a place for people to sing who want to," Redick said. "Singing was really the first form of music. It's a nice creative outlet, and it's just fun to get together and sing and not have to worry about anything."

Singer believes that CHS does an excellent job of providing opportunities for musical growth to students.

"We have a great performing arts department," Singer said. "Kids at CHS are really smart, and they need a place to express themselves through music. I don't play a sport, so choir allows me to find my own niche."

Fasman agrees that students can find a unique place at school through the choir program.

"I love the music, the students involved, and the human voice," Fasman said. "Every voice is different. It's not like buying an instrument off a shelf. We are not all equal in talent, but together we can express things on a higher level than we can individually. We use the instruments in ourselves to work together." ☺

“Every voice is different. It's not like buying an instrument off the shelf.”
Alice Fasman
Choir Teacher

Religion provides new insights into literature, vice versa

☉ **Carol Iskiwitch**
Staff Reporter

According to the CHS Mission, our school "encourages the understanding and an appreciation of social, ethnic, and cultural diversity." As such, our curriculum embodies viewpoints from various social, cultural and geographic groups. This is especially apparent in English classes, where students are exposed to very different types of writing and authors.

"The Bible as/in Literature" (Scott, Foresman and Company, 1995) is on the sophomore reading list. While someone not familiar with this textbook might be confused as to how CHS is allowed to teach the Bible in a public school, the key is that the Bible is presented as a work of literature, with no discussion of religious perspectives facilitated in the classroom.

This textbook is organized such that Bible stories from both the Old and New Testaments are juxtaposed with artwork and pieces of literature that relate to them, such as paintings and poems.

As stated on the back cover, the function of this textbook is to "help readers recognize biblical allusions, symbols, and themes in literature and the other humanities." This is precisely the purpose the English department decided to teach this book.

"We in the English department have always explained our teaching this unit as a way to familiarize students with biblical figures and events so that students can better recognize biblical allusions in literature and in other contexts," former English teacher and English department leader Dr. Kathy Puhf said. "We have never tried to teach theology or religion but instead to teach the stories as narratives with which educated people should be familiar."

"The Bible as/in Literature" began being taught at CHS in the 1982-83 school year as part of the Honors English II curriculum. A

year or two later it moved into all of the sophomore English classes.

With no paucity of religion-rooted pandemonium in the world, religious beliefs have become a touchy subject everywhere in the secular world.

However, the majority of CHS students who are reading "The Bible as/in Literature" in English class do not feel offended by this unit.

Becky Poplawski is atheist. She jokingly says that "it offends me that people are offended."

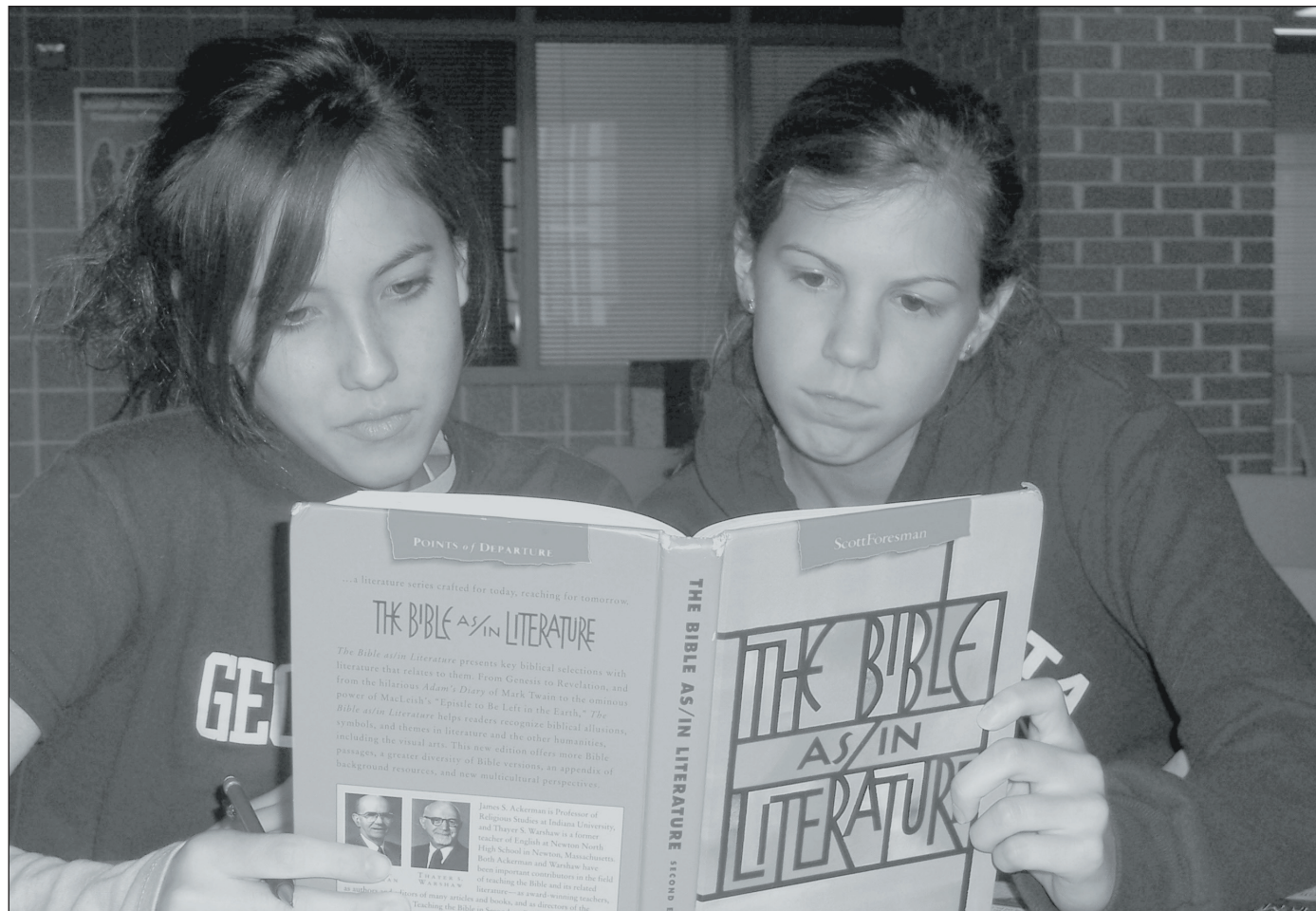
Poplawski appreciates that her English teacher, Dr. Taylor, stays indifferent to religious views. "She really

wants to be impartial," Poplawski said. "Students get on her case sometimes about using phrases such as 'the Christ figure' instead of 'Christ.' I feel sorry for her when that happens."

Poplawski sees reading "The Bible as/in Literature" as overall a good thing. "We learn about Biblical allusions that we may find in other literature," she said.

Many students share that sentiment.

Colton Smith is Christian, but he does not consider himself to be very religious. Smith also thinks that his teacher, Mr. Jenkins, does a good job of "not injecting his be-



Sophomores Paige Meneses and Julia Reilly read a passage from "The Bible as/in Literature." Whether they are exploring a prospective new religion or analyzing the Bible from a secular perspective, it is certain that they will benefit from an encounter from one of most influential works of world history.

liefs" into class discussions.

Smith does not feel offended by anything his class has studied in this book because they are learning about the Bible as if it were a piece of literature, not a religious text. Smith said that a good aspect of learning about the Bible is that it is an important book that people should understand and be familiar with. A possible disadvantage is that the teaching of "The Bible as/in Literature" might confuse some students about literature versus religion.

Fontasha Powell, a self-described extremely religious, non-denominational Protestant Chris-

tian, believes that the teaching of "The Bible as/in Literature" has a far worse possible outcome.

"Because many of the most important and crucial texts are not covered, many people could develop a warped perception of the Bible," Powell said. "It's portrayed in class as this silly book that we look to as a source for hypocritical stories when quintessentially, the Bible serves as a map guideline to help one journey through the material world called life."

While Powell finds it interesting to examine the Bible from a perspective quite different from church, and she enjoys refreshing

her knowledge of biblical allusions, she does not always feel comfortable while studying "The Bible as/in Literature."

"Sometimes in class discussions I get ticked off, because others aren't sensitive to the religious beliefs of Christians," Powell said. "Once a Christian is bringing up a good point, a Jewish person is quick to get defensive and say 'I don't believe in that!'"

As opposed to Poplawski and Smith, Powell does not think that her teacher remains neutral and indifferent to the Bible as a religious text. Powell said that some of her teacher's "sly comments or sarcas-

tic tones" hint that she is not a practicing Christian. However, Powell said that she thinks that the Jewish students seemed more offended by the Bible unit than the Christian students.

William Kass is Jewish and in Fontasha's class. Kass said that he was not offended by anything discussed in "The Bible as/in Literature," but he believes that other students were.

"Studying the Bible is a beneficial exercise in the study of varied cultures," Kass said. "However, I don't exactly agree with how it's being taught. Reading the New Testament invites Christians to discuss from an 'elevated' perspective. For example, the New Testament says Jesus is the messiah. Studying the Bible in school lends itself to theological debate."

When asked if he enjoyed this unit, Kass said he found the section about the New Testament interesting because he did not know much about it before.

Most members of the CHS community seem to agree about the benefits of reading "The Bible as/in Literature" and that theology is not being pressed upon them.

"From time to time, parents have called with questions about this unit, mostly seeking reassurance that we are not promoting or insulting any religion," Puhf said. "After talking with English teachers, parents have been satisfied that the unit is indeed focused on increasing students' understanding of literature and culture by virtue of their knowing about biblical people and events."

With the support of staff and parents for the last 24 years, "The Bible as/in Literature" is solidly a part of the English curriculum.

As long as they are not presented as doctrine that everyone must follow, all sorts of religious texts should be introduced to students. Everyone should learn as much as they can about other cultures. This is the way to create a more peaceful world. ☺

GLOBAL:



An in-depth look at the closely contested election for Missouri senator

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Rock violinist Mark Wood comes to CHS for orchestra concert.

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Student reflects on summer backpacking trip to Alaska

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Volleyball has successful season despite coaching changes

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Documentary about evangelical Christians provokes thought

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Curriculum emphasizes culture, geography prior to fourth grade

Jeremy Bleeke
Staff Reporter

For Clayton students who can remember back far enough, fourth grade brings memories of Elizabethan feasts, Shakespearean play productions, Egypt Day at the middle school, studies of Imperial China, and, of course, Lewis and Clark, the history of Missouri, and countless field trips to various history museums around the St. Louis area.

Now, however, due to changes in the social studies curriculum, fourth grade students will only be studying Missouri history, geography, economics, and government.

“This really came from the teachers more than from the social studies committee,” social studies curriculum coordinator Bill Mendelsohn said. “They convinced me that they could do a better job of teaching the geography, the economics, the government, the topical concepts that we need to get to, and spend the entire year on one of the units rather than trying to do it all in four.”

The social studies curricula for grades one through four all center around a different biome: first grade is deserts, second grade is forests, third grade is grasslands/prairies, and fourth grade is rivers. Up until last year the major concept for fourth grade was that civilizations grow up around rivers, so students studied four separate centers of civilization: Egypt and the Nile, China and the Yangtze, England and the Thames, and Missouri and the Mississippi.

Missouri was kept, but the ability to compare trends across civilizations was lost.

“We gain some things and we lose some things,” Mendelsohn said, “and no question about it we will lose the concept of civilization and the connections you can make between people growing up along a river valley in Egypt, and the Yangtze river in China, and the Mississippi here, but keep this in mind: in eighth grade our students study all this again. The first leg of our world history three year cycle begins in eighth grade and we study all these cultures again, so that was the other factor that made me feel comfortable with the decision.”

Clayton teaches six aspects of social studies: economics, civics and government, history, geography, culture, and contemporary applications. According to Mendelsohn, prior to fourth grade the emphasis is on geography and culture. Fourth grade will introduce a more serious study of history, economics, and government.

Resources also played a part in the decision to make the curriculum change.

“One of the nice things about studying your own state and region’s history is that you don’t have to stay inside your own building,” Mendelsohn said. “There are CURRICULUM, 6

Debate rages on at CHS

The heated senatorial debate between Democratic candidate Claire McCaskill and Republican candidate Jim Talent took place in the CHS auditorium on Oct. 11.

Rebecca Wall
Senior Managing Editor

During the Civil War, pro-slavery Missourians clashed with abolitionist pioneers from Kansas. Missouri became a hotly contested land, and the nation turned its eyes to the trends of this Midwestern state as a mirror, seeing a reflection of the larger state of the country.

Today, in 2006, Missouri once again is in the foreground of a heated battle. According to news organizations such as NPR and Newsweek, the Missouri election for senate, between Republican incumbent Jim Talent and Democratic challenger Claire McCaskill is among the most significant and closest races in the nation. The election, which will occur on Nov. 7th, could determine whether the Democratic Party will take control of the senate or if the Republicans will maintain dominance.

On Wednesday Oct. 11 Clayton was visited by the two candidates for the third of five debates. The event was televised on News Channel 5 and broadcast on the local NPR affiliate, 90.7 KWMU. This debate came days after a nationally televised debate on Meet the Press.

The Clayton Chamber of Commerce was the primary organizer of the event. Their legislative committee, which meets once a month, assists the chamber in putting on legislative events. According to the Executive Director of the Chamber of Commerce, Ellen Gale, the debate was the third of three events put on this election season. The preceding



Scott Shapiro

Senator Jim Talent and State Auditor Claire McCaskill face off in the debate, which was held on Oct. 11 in the CHS auditorium. Karen Foss of KDSK Channel 5 served as moderator for the debate.

“We were thrilled to be the only organization in St. Louis to host a debate with the two candidates for the US senate.”

Ellen Gale
Director of the Clayton Chamber of Commerce

Commerce, Ellen Gale, the debate was the third of three events put on this election season. The preceding

two in the series were on the stem cell initiative and a debate between the county council candidates.

“We were thrilled to be the only organization in St. Louis to host a debate with the two candidates for the US senate,” Gale said.

Preparations began around a month before the event. However, the work became more labor intensive in the last few weeks before the debate.

The Chamber of Commerce had to keep many issues in mind as they planned the event, including the needs of the Talent and McCaskill.

“There was a lot of behind the scenes work,” Gale said. “The campaign staffs had a lot of protocol we had to follow so there was a lot of back and forth.”

The debate, being the only meeting between Talent and McCaskill in the St. Louis area, received much media attention.

“We had more than thirty different media attending,” Gale said.

Other aspects that the Chamber had to prepare for were security and logistics during the event. For

this, close collaboration between the Clayton Chamber of Commerce, the School District of Clayton, News Channel 5, and the candidates was necessary.

The School District of Clayton played a large role in planning the logistics of the debate.

“Coordinating with everyone was the biggest part,” Communications Specialist Sara Mueller said.

The district also was responsible for organizing many aspects of the media involvement, according to Mueller.

“We made all the press credentials and organized the pre-debate meeting and post debate press conference,” Mueller said.

Security was a top priority at the debate. Every aspect of the event had to be planned ahead of time and orchestrated exactly as it would occur. The Clayton Police Department and A-1 private investigators volunteered their time to provide security.

The seniors and sophomores were decorating the commons for homecoming the night of the de-

bate, adding another dimension to security preparations.

“We had to make sure that we had protection for the students as well as protection for the candidates,” Mueller said.

Aside from planning the debate, much work remained to be done during the event itself.

Theatre Manager Jeff David played a large role running the lighting and stage aspects.

“During the event itself I had the lights on and was running the microphones for everything inside the theatre,” David said.

Channel 5 News ran their own microphones for the television broadcast, so sounds heard by the TV audience were not heard through David’s sonic setup.

The format of the debate consisted of a three-minute introductory statement by each candidate, followed by questions from the panelists. Each candidate had 90 seconds to respond to a given question, and the first to respond had an additional 30 seconds for rebuttal.

DEBATE, 2

Cherished privilege revoked for freshmen

Nathan Crall
Staff Reporter

As the new school year is beginning to flow steadily, high school rules and regulations have become abundantly clear to the freshmen, especially the brand new restrictions on their schedule. The administrative team decided that freshmen are required to have completely full schedules. Students with open periods will be placed in the learning center, and not be allowed off school campus. However, freshmen scholars will still be able to roam freely during lunch and lab half-periods.

Principal Louise Losos believed that this rule would help newer students adapt to the stricter policy of high school.

“The purpose is to help the freshmen with the transition into high school,” Losos said “to make it, [the transition] gentler for them.”

Counselor and learning specialist Lara Veon expressed her concern for the newcomers of CHS as well. “We’ve been studying the tran-

sition from middle school to high school and looking at what it takes to survive freshman year,” Veon said.

Veon had also played an important role in the restriction being passed.

“I coordinate the learning support team,” she said. “You’ll see on my card ‘Learning Specialist’ so that, [the new policy] really came into my realm.”

But the rule does have lee way. If by the end of the first semester, freshmen have higher than an 80 percent average in all of their classes, the parents can write a letter to the school, stating that their child may have an off-campus free period for the rest of

the year. Many parents seem keen to the idea of no free periods for incoming students.

“I think it’s great,” said sophomore parent Liz Smith. “It’s so much better that they are doing work at school. It’s a better use for their time and it’s easier on them.”

Other upper-classmen parents agreed, but Losos reveals the notion of instating the restriction on other grades.

“We are not planning to change other grade policies,” Losos said.

Losos said that the plan would stay in effect for future freshmen classes as well. Whether or not this encourages freshman to grow

accustomed to high school quicker is yet to be seen. However, Learning Center Director, Dee Blassie has high hopes for them.

“It’s fabulous that all the freshmen have a full schedule,” said Blassie. “Now they are always on task and they reap the benefits of it.”

Being the director of the Learning Center, Blassie has gotten a whole new pack of students to work with this year due to the new regulations.

“I think that I’m able to guide them with study skills,” Blassie said. “I’m able to give them the tools they need to succeed when they come.”

With the arrival of so many more freshmen, the Learning Center has been divided into a more user-friendly establishment. There are now three sections; English LC, Social Studies LC, and Math LC. A free study room has also been added, as well as private rooms, and a room to just hang out and chill. New furniture has also made an appearance, including leather

chairs and collapsible walls.

“I think that if the atmosphere is professional, the students will be professional as well,” Blassie said. Interns are also available for extra help. Veon also expresses hope for the future generations of freshmen.

“It’s a great idea,” Veon said. “High school kids are under pressure and quiet study can only benefit them.”

Veon also tells what she has heard from freshmen on the subject.

“We met with freshmen over the last few weeks and not one of them thought it wasn’t beneficial,” Veon said. “I would say resoundingly that the parents have also been supportive.”

Whether this new method will be a full success or not has yet to be resolved, however. It should soon become clear as the end of first quarter approaches. Losos shows certainty that results will soon become apparent.

“At the end of the quarter, we’ll be able to see the impact it has,” she concluded. ☺



Abbie Minton

Abbie Minton and Lindsey Brown pose for a picture with their cabin, Beaver's Lodge, before going caving at sixth grade camp. During the last week of September, 28 CHS students were counselors for sixth graders at sixth grade camp, located in Sherwood Forest.

CHS invades Sherwood Forest

Preeti Viswanathan
Staff Reporter

For the past 56 years, it has been a tradition for first-year students at Wydown Middle School to go to sixth grade camp and for students from Clayton High School to be counselors at the camp.

Sixth grade camp has occurred at Sherwood Forest since nearly the beginning of the program, 56 years ago.

She said that this year, 28 CHS students acted as counselors.

"There were 14 guys and 14 girls," sixth-grade teacher Terri Lawrence said.

Lawrence said that the sixth graders' favorite part of camp from past years have been the counselors.

"They loved hanging out with older kids, doing fun things, having them sort of take care of them,"

Lawrence said.

Senior Chela Colvin was a sixth grade camp counselor this year.

"Since my sixth grade camp experience, I have wanted to be a counselor. I felt as if their job was huge," Colvin said. "I felt as if they had the greatest responsibility."

Colvin also said her counselors at camp when she was in sixth grade were not as responsible as they could have been, and she decided not to be like them.

"My counselors didn't stress the importance of spirit," Colvin said. "I knew I wanted to be much different from them. I wanted to be the enthusiastic, caring and devout counselor that mine were not."

The sixth graders from Wydown Middle School seemed to enjoy the counselors' help and positive attitude.

"The counselors helped us with teamwork, organization and every-

thing else," said Joseph O'Brien, a sixth grade student.

The counselors served as role models for the students.

"Rob Reed was one of our counselors. They helped if I had a question on any activity," said Daniel Fan, another sixth grader.

Senior Taylor Griggs enjoyed being a counselor because she had a lot in common with the spirit aspect of sixth grade camp.

"They thought it was cool that I was a cheerleader, because we did a lot of cheers, and they liked how I was not afraid to be silly and act goofy," Griggs said.

As common in most years, the counselors always leave with younger friends.

"I think the counselors liked the kids a lot," Lawrence said. "The girls are always just a little bit more into the bonding."

Griggs thought it was a great

feeling to be able to form relationships with the girls in her cabin and she learned how to relate to the age group.

Colvin clearly agrees.

"I was a counselor for the Foxes Den," Colvin said. "My co-counselor, Taylor Griggs, and I fell in love with our group of girls. Each of them personally reminded me of myself in one way or another. The Foxes Den was an impressive group, as were the rest of the cabins, always showing enthusiasm."

She also said she thinks it definitely was a worthwhile experience because of the kids.

"I felt as if it were my obligation to get to know and appreciate each of the personalities in my cabin," Colvin said. "Coach Gamlin explained to us how much of a difference we could make. Of course, I understood what he meant, but it is great to know that for yourself."

The counselors go to Sherwood Forest a couple of days before the kids arrive to get trained.

"They get trained in a lot of teamwork, initiative and how to solve problems without just giving away the answer," Lawrence said. "We give them a lot of training in working one-on-one with kids, and keeping them safe."

The training consisted of a series of team-building activities. These activities stressed communication, logic and trust among all.

"Solving problems and getting to know each other definitely helped us to be great counselors," Colvin said. "It is amazing how those first couple of days formed a genuine team, a family in a sense."

The counselors went through the Tango Tower, which is a big ropes course, and all of the other activities. They did all of these activities in the night.

This year, there were activities that were new to the students, such as cabin games, like ultimate Frisbee and capture-the-flag.

"That I think was a big success," Lawrence said. "The kids liked running around. We had a young great new intern from Truman and he played with them and they had a blast doing that. That was new and they liked it a lot."

Colvin overall thoroughly enjoyed her experience, and she thinks other CHS students who are interested in being counselors should definitely go.

"I would do it over in a heart beat," Colvin said. "It was one of the best times I've had in a long time. I would recommend being a counselor for any student who truly wants to make a difference and enjoys participating in activities. I'm a senior now and it is time to pass the torch." ☺



Abbie Minton



Abbie Minton



Abbie Minton

Above: Seniors Laura Hoffner and Becky Simington and sophomore Elliot O'Dea climb on the Tango Tower. Upper left: Students do a trust fall during a rotation of team building activities. Lower left: Senior Jacob Fish and junior Abbie Minton take a break from the ropes course. Before the campers arrived at camp, the counselors participated in all of the ropes course activities during the night.

Backpacking in Alaskan wilderness offers perspective

Katie Weiss
Section Editor

I am a talker. My Dad once offered to pay me a quarter for every minute I remain silent. Suffice to say I didn't make much money. I don't know what it is about the sound of silence that bothers me so much but nothing irks me more than a car full of people sitting in silence. In my perfect world you go from the sound of your alarm clock in the morning all the way to the night time sounds of traffic and sirens without having to bear one second of silence. What does silence really have to offer us other than utter boredom? Or that's how I had always thought of it.

Last summer I went to Alaska where I spent 30 days in the wilderness of the Southern Talkeetnas. When I first told people that I was spending my summer deep in the Alaskan wilderness, the words brave, weird and even crazy were thrown around. Why would anyone choose to leave the comforts of a bed, shower and cell phone to live outside? When I was confronted with this question, I never quite knew how to respond. Sure there were the obvious answers like, "because it's fun." But I wouldn't call hours of being bitten by mosquitoes, long days hiking in hail and sleeping on rocks, fun. I guess I could've said that I was doing it to get in shape, but if that was the case I could have joined a gym, it would certainly be the safer and cleaner way to lose weight. So why was I traveling thousands of miles and spending thousands of dollars to spend my summer in tents with a bunch of smelly people I didn't know? I didn't know.

Alaska was everything I had hoped it would be, everything I had dreamed it to be and everything everyone had warned me it would be. It was paradise and it was hell. It stole my sanity, my dignity and my heart all in one fell swoop. But most of all it taught me what I had been missing by avoiding the silence.

Going to Alaska was a big step



Photos courtesy of Katie Weiss

Junior Katie Weiss poses with her National Outdoor Leadership School (NOLS) tripmates on a mountain pass in the Southern Talkeetnas range during her trip to Alaska over the summer.

for me. It was the first time that I had done something completely on my own, no family, no friends and no idea what I was getting myself into. I had been backpacking before but never for that length of time and never with boys. A co-ed around trip meant facing the facts that I was going to have to sleep, eat, and go to the bathroom boys for the next month. I had also spent the last nine years growing up at an all girls camp where sisterhood and solidarity was the slogan and boys were what came between friendships.

As a girl, it feels as if it's in your genetic coding to maintain a certain facade around boys. Yet it's pretty hard to stay cute when you're going on your twentieth day without a shower.

Those first few days in Alaska were really difficult. As much as I hated to admit it, I found myself counting the moments till the trip was over and I could go back home to the warmth and

comfort of my bed. Not only was I facing hail storms, steep mountain passes and knee deep snow, I was also faced with the task of having to make friends. I found it hard to force myself to stay awake at night bonding with my trip mates, after a nine-mile day of hiking.

But finally the days seemed to get easier and I even began to make friends. In fact, I would go as far as saying that I made new additions to my family. I found myself setting aside my preconceived notions about everyone and actually loving all the kids I had labeled as weird in the beginning.

In the first week of the trip I had the opportunity to do a lot of thinking, an opportunity that I shoved away and did anything to avoid facing. I listened in on other peoples conversations, I made lists in my head of the types of candy bars I would eat when I got home or the places I would rather be in that moment. But never once did I stop to actually think about myself or anything else with substance. And by the time I had become close enough with my trip mates to show them my non-stop talking side I

was thrilled. Never again would I be faced with that silence that I dreaded so much.

Then one day as we were hiking along and that pesky little silence crept into my group I made the mistake of saying, "I'm bored." With that my instructor snapped at me, "You know what Katie there is nothing wrong with silence. You can learn a lot from the moments where no words are spoken and no sounds are made." Then something amazing happened. I shut up.

I found that you don't know peace and tranquility until you spend a night in the woods. I was thankful for those words my instructor said to me that day because after that I really began to listen to myself and discover the things that I had been trying to bury beneath my makeup and trendy jeans. It was a truth that I was too afraid to face in the callous environment of society. Yet out in the wilderness where I felt hugged by the mountains and cradled by the rivers I was able to dig deep into what makes me do the things I do and what makes me feel the way I feel.

I found that beneath my nice

clothes and good grades lay a girl who craved the approval of others. Even in the woods of Alaska I found myself obsessing over how I could reach new heights of perfection. I realized that I've spent my life judging myself based off of other people's standards. Because I didn't get an A on that test, I wasn't smart. Because I didn't make varsity, I wasn't a good athlete. When in reality the only person's opinion that matters is my own. For the past 16 years I had been subconsciously judging myself telling myself that because I wasn't the smartest, prettiest or most talented person I wasn't good enough.

It is easy to spend your life going from one activity to the next, never just letting yourself stop. People crowd their lives with things like televisions and radios and computers so they never have to be alone. But that is risky too. It's scary to stop and ponder the meaning of your existence. But it's only when you take the time to turn off the outside world and actually listen to yourself that you can really find out who you are.

In high school all anyone ever

talks about is figuring out what college they want to go to and what job they want to have and what kind of person they want to be. But how can anyone possibly figure out the person they want to be if they don't even know who they are in the moment. By not giving yourself time alone, you run the risk of losing yourself in a society that proposes to honor individualism but thrives on conformity. (Skinny, tall blond, girls in. Fat, ugly, short girls out.) Everyone always talks about not judging people by appearances but what happens when you start to judge yourself by those same standards?

I spent 30 days straight with the same 15 people. Yet by the end of the trip I was confronted with the comment, "I didn't know you had curly hair." It might seem odd that a kid who I would call not just a friend but even a family member wouldn't even know the type of hair I had. But in the month I had been around him and my 14 other friends, I had not once removed my black polar fleece hat from my classically curly hair. In fact it seemed in the 30 days I had spent in the wilderness I had kept myself covered head to toe in warm, rain protective gear and only at the most warm of times would I go as far as revealing my nose and sometimes my mouth.

And yet it didn't matter because while my trip mates had not seen my outer appearance in the same way most people at home had, I had shown a part of myself that I had never revealed before. I had shown them my uniqueness and eccentricity that had long been hidden behind my need to fit into the mold society had set for me. My trip to Alaska brought me many things, new friends, experience in the wilderness, great cooking skills but most of all it brought me a new outlook on myself.

In those precious silent moments that Alaska granted me I was able to get down to the core of who I am as a person. I was able to see myself not just as someone's sister or daughter or friend but as myself, a person who couldn't be classified by her favorite band or hairdo, but instead as a girl unique and different, all her own. ☺



Katie Weiss



Scott Shapiro



Scott Shapiro

Missouri senatorial candidates Jim Talent (left) and Claire McCaskill (right) face off in a debate which took place on October 11 in the CHS auditorium.

Senatorial debate disappointing

Rebecca Katz
Senior Managing Editor

"So whom would you vote for?" I was asked upon returning from the Jim Talent-Claire McCaskill debate. Putting aside for the moment the fact that I'm not yet 18, whom indeed would I vote for? Judging simply from that debate, I would say that I could support neither candidate with any great enthusiasm.

Maybe the problem was the format of the debate. A question was asked of both candidates, and they were each given three minutes to answer, then the first candidate was allowed a 30-second rebuttal. Then they moved on to the next topic.

The problem with this set-up is that it saves the candidates from having to discuss any issue in any depth. In three minutes, they can recite and repeat pre-memorized sound bites carefully crafted to dodge the actual question and score some weak points against the opposition, but at no point are they required to demonstrate some actual thought.

If instead, say a few key topics were picked for the debate which they would have to discuss for 20 minutes each at a stretch, turning

over their nuances, then we might be able to see which candidate actually understood the ins and outs of important issues and gave the matters some thought. Instead, we are subjected to brief flashes of empty propaganda.

The candidates also gave the impression of being rather wooden. They stood stiffly behind identical podiums, dressed in trim suits with perfectly coiffed hair, artificial smiles fixed firmly on their faces. Perhaps they should have turned or a few cartwheels – or done anything to seem a little human. In any case, the candidates were distinctly unappealing simply in their basic presentation.

Perhaps the greatest fault for the weakness of the debate lies in what is necessary for the candidates to do to appear "successful."

What is generally valued is whether they speak smoothly and articulately, don't make any obvious gaffes, and are not clearly embarrassed by any question or an opponent's attack.

Disturbingly, this shows what we seem to value in politicians – an ability to be suave, to deflect tough questions, to appear "professional." A candidate who had real

ideas and thought deeply about the issues but was not smooth about answering questions would never be elected. Passion and authenticity are sacrificed on the altar of style, just as intellectual rigor is sacrificed for buzz words and the party line.

Ironically enough, debates themselves are perhaps the best way to change this status quo. Ideally, debates are the forum in which candidates are supposed to address the important issues of the day, demonstrating their knowledge and backing up their ideas. Although the current situation – a series of superficial sound bites – is far from this goal, nevertheless the ideal is not only something to strive for but something that realistically can be achieved.

The solution is to make a subtle shift in the emphasis of the debate, from a broad survey of candidates' qualifications and views on a large range of topics to a narrower focus on only the most important issues. By increasing the amount of time devoted to each topic, candidates would be forced to go into more depth and thus think more deeply.

Perhaps a beginning of requiring more thought and intelligence in debates would help spur a more general increase in the quality of political candidates. Perhaps it would become more common for voters to choose someone whom they liked and respected, rather than the lesser of two evils. ☺



Rebecca Katz

New driving law restrictive

The Missouri state legislature recently added to the graduated driver license program. Permit holders must now receive 40 hours of behind the wheel instruction, twice the previous numbers, and 10 of the hours must be nighttime driving. Furthermore, intermediate

license holders, drivers under the age of 18, may not transport more than one passenger under

the age of 19 who is not a member of the driver's immediate family. The limit is three passengers until the age of 18. Though the intent of these restrictions may be to ensure the safety of young drivers, the passenger limitations are unnecessary, unenforceable, inconvenient and harmful for the environment.

The increase in required driving experience with a permit is a welcome change that may improve the driving skills of youths and, hopefully, decrease the number of accidents and deaths of teens while driving. It is also not a major inconvenience, since many permit holders already receive 40 hours or more of driving experience from parents and drivers education.

The problem is that as long as parents would rather sign off that their children have received sufficient instruction than actually instruct their children, the change will have no effect. In reality, those who are already receiving behind

the wheel instruction, receive far more than 20 or even 40 hours, regardless of the law change. Those who are not receiving sufficient instruction because of parents' indifference will not receive more because of the law. Parents who do not care will not suddenly begin to

Essentially, the change in hours of behind the wheel instruction, though well intended, will have minimal ef-

fects. The second portion of the law, regarding passenger limitations, will have minimal positive effects because it is unenforceable. Police officers will only catch drivers breaking the law if the driver is pulled over for something else such as speeding. The law is similar to the safety belt law in that few people will be caught for violating it, unless they are committing another violation concurrently; therefore, the restriction will accomplish little or nothing.

Those who do choose to follow the law will experience a great deal of trouble. Teens will not be able to continue carpools to school or activities, if they have had their license for fewer than six months. Afterwards their carpool will be

severely curtailed. Also, when they wish to go out on weekends they will have to split up into more cars. In general, the law forces teens to alter their transportation habits drastically. Drivers who follow the law will eventually cease to be because the inconvenience will not be worth avoiding the small chance of being pulled over.

In addition to the nuisance of driving in more cars, the extra cars will increase environmental pollution. If teens decide to follow the ridiculous law, they will be driving in multiple cars and burning more fuel. Burning more fuel will lead to more pollution of the environment and leave more carbon dioxide in the atmosphere. This excess will further the greenhouse effect and global warming.

If students do select to accept the hassle, despite the lack of incentive, they will harm the environment. The changes will not protect the majority of youth drivers, who will not dramatically change their lifestyle simply to heed a law that is not enforced.

Lawmakers argue that the law will improve safety for young drivers, but clearly it will not. It is important to find ways to decrease teen driving accidents and deaths, but the law will not successfully do that. ☺

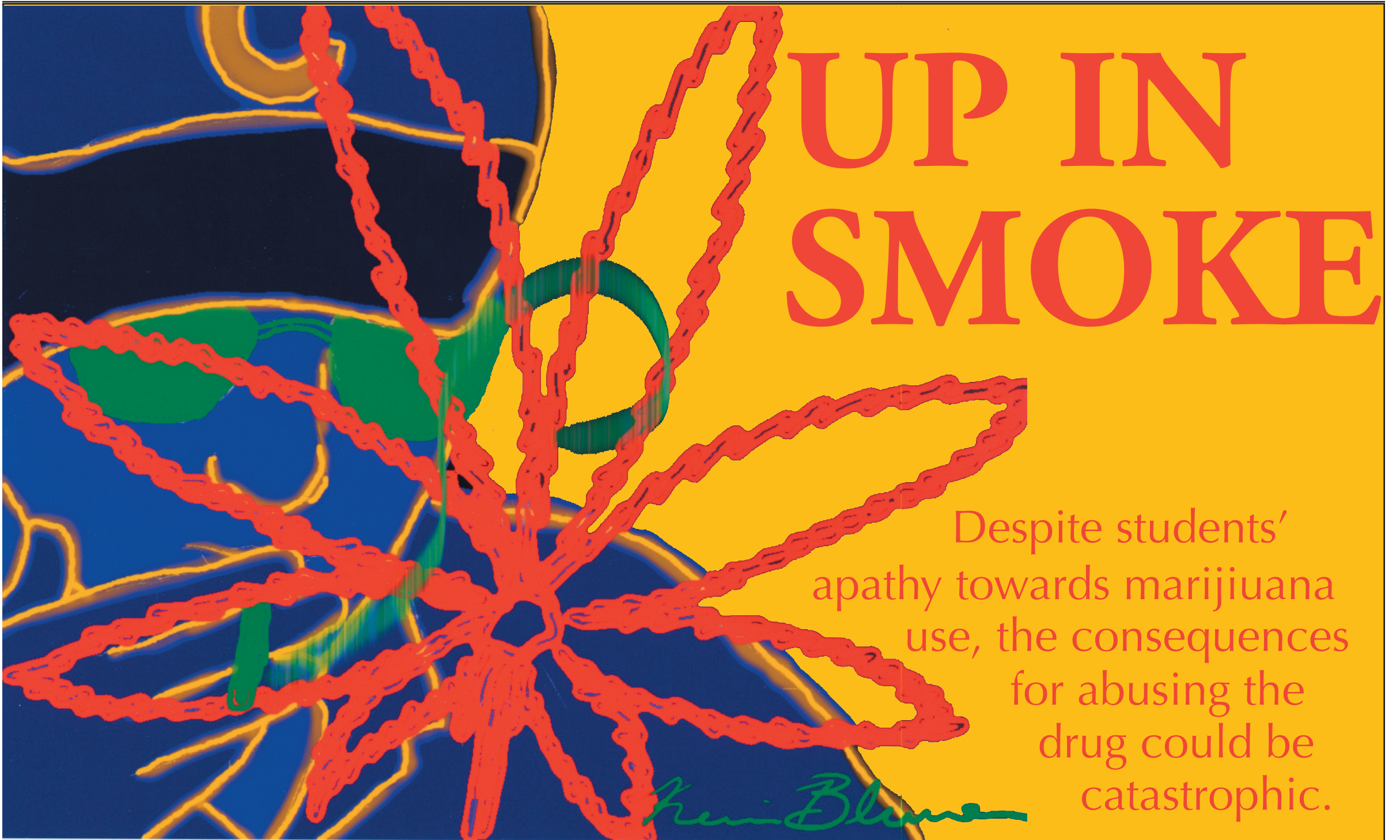
StaffEditorial

Agree **89%**

11% Disagree

Corrections from the September issue

- Ellie Bullard wrote "State Law limits number of passengers for teenage drivers"
- In "State law limits number of passengers for teenage drivers" 44 percent of teenage deaths are caused by driving accidents, not 44 percent of teens die in driving accidents
- Rachel Harris wrote "A wandering mind" and Kerri Blumer created the illustration on page 12
- Kelly Moffitt's name was spelled wrong on page 8
- Tian Qiu's name was left out of the staff box; she is a section editor
- Judy Holt's name was spelled wrong



UP IN SMOKE

Despite students' apathy towards marijuana use, the consequences for abusing the drug could be catastrophic.

Sarah Horn
Staff Reporter

For senior John Stunt,* smoking marijuana is not a big deal at all. He hasn't had any health problems, he has a 3.3 GPA and he has already begun an avid college search. He is considered a good kid among teachers, parents, and his friends. For Stunt, marijuana is just a little

“What makes it dangerous is that ambivalence, that attitude that it's not dangerous, it's not a big deal.”

Melissa Lewis-Hobick
Health Teacher

something he tried in the eleventh grade and something that he thinks he'll probably quit after high school.

“I only smoke around zero to two times a week. It's not that big of a deal really,” Stunt said.

Stunt also added that the only other type of drug he uses is alcohol.

However, both Doris Smith and Melissa Lewis-Hobick, the health teachers at CHS, agree that it is this “it's not a big deal” attitude that makes marijuana so dangerous.

“What makes it dangerous is that ambivalence, that attitude that it's not dangerous; it's not a big deal,” Lewis-Hobick said. “It is a big deal.”

Marijuana is considered a benign drug for many reasons. According to Bobette Sigler, a counselor for the National Council on Alcoholism and Drug Abuse—St. Louis Area (NCADA) this attitude about marijuana has roots traced back to the 1960's.

“In the 60's when the popularity of marijuana use surged, the potency of THC was quite low,” Sigler said. “Now, the marijuana of today is much stronger.”

Sigler explains that therefore the

myths and warnings about marijuana were mostly disregarded, because marijuana did not really appear to be dangerous. However, not only has the potency of THC gotten stronger but also more research has been done to prove that marijuana does have effects on users. However, that attitude still remains a staple belief in that of users.

Smith also thinks that students often underestimate the effects of marijuana.

“Marijuana is a plant that is smoked and it alters the way your brain and body works,” Smith said. “Its biggest effect is what it does to your brain. But the bottom line is that it's illegal. If the motivation doesn't change your life, the illegal penalties will.”

While Stunt fears getting caught, Mark Jones,* a junior at CHS, is less worried.

“I am not really worried [about getting caught] because I did get caught once,” Jones said. “It wasn't that big of a deal. I am usually out of the house, and I have also gotten really good at hiding it.”

However, Jones and Stunt's use of marijuana differs greatly. While Stunt smokes every now and then, Jones states that he smokes almost every weekend during the school year and during the summer just about every day. And although Stunt has never showed up at school high, Jones admits that he did once, on April 20 (National Marijuana Day). Yet both boys agree on one thing, they are definitely not addicted to marijuana.

“I wouldn't say I'm addicted,” Jones said. “I enjoy it, it's fun, but I could stop whenever I want.”

Stunt also stated that he was not addicted to marijuana. Both also agree that marijuana is only dangerous if one allows it to be.

“I don't think it is that bad to smoke pot. I wish everyone would stop making such a huge deal about it,” Jones said. “Plenty of people do way worse stuff than pot. At least I'm not doing meth or something. Those people are crazy.”

“As long as you don't let pot lead to other drugs, it's not really that harmful,” Stunt agreed. “If you do, that's your problem.”

However, Smith says that marijuana is in fact a gateway drug for many.

“You start with marijuana, and before you know it you are working your way up to the worse drugs,” Smith said.

But it is not only the gateway aspect that makes marijuana so dangerous. While students consider it a benign drug, Sigler states that you shouldn't believe that for one second.

“Marijuana is not a benign drug,” Sigler said. “One of the worst effects of marijuana use is loss of potential. Marijuana use is associated with a motivational syndrome. This relates to the tendency for users to gradually give up all activities that do not involve or that interfere with drug use. The user becomes apathetic, lethargic or withdrawn. Tendencies toward paranoia may be also present, with the user constantly complaining of being blamed or hassled.”

According to NCADA, on their website, marijuana also has very similar side effects to smoking cigarettes. These include respiratory problems, daily coughing, common acute chest diseases, and a heightened risk of lung problems (like cancer). Marijuana contains 50 to 70 percent more carcinogenic (cancer-causing) hydrocarbons than cigarettes. However damage to the lungs is not marijuana's only side effect. Due to THC (delta-9-tetrahydrocannabinol), the most active

chemical in marijuana, it also causes short-term memory loss. The THC also remains in the blood system for at least 30 days. When the THC accumulates, there can be some serious side effects, besides short-term memory loss. Marijuana also affects the part of the brain that controls hormones. For women, this can mean that marijuana can cause irregular menstrual cycles. For males this means that the testosterone levels are lowered. This testosterone is vital in males for the growing process. Since adolescents are still growing, some of its effects can be permanent.

In a survey done by the Office of National Drug Control Policy administered to the age group of 12 and older around 40 percent of Americans had tried marijuana at least once in their lives. Among those aged from 12-17, the survey reported that 6.8 percent had used marijuana in the past month, and that 16.6 percent of those aged 18-25 had also used marijuana in the previous month.

In a separate survey, administered by the Youth Risk Behavior Surveillance (YRBS) study by the Centers for Disease Control and Prevention (CDC) to high school students nationwide in 2005, it was reported that 38.4 percent of high school students had tried marijuana at least once, and also that 20.2 percent of high school students had used marijuana in the past month.

But just how large of a problem is marijuana at CHS? And why do so many students use it? It is by far the most abused drug at CHS, along with alcohol. According to a survey administered to the freshman and junior class last year, only 19 percent of the freshman had tried marijuana and around 12 percent had used it in the past 30 days before the survey. In the junior class, it was reported that 40 percent had tried marijuana and around 21 percent had used it in the past 30 days.

An even higher number of students abuse alcohol. The freshman class reported that 56 percent of the students had tried alcohol and that 28 percent had drunk alcohol in the past 30 days. The junior class reported that 80 percent had tried alcohol and 50 percent had drunk in the past 30 days. However, Smith reinforces that marijuana is an issue at CHS.

“[Marijuana] is a large problem at CHS,” Smith said. “I've seen so many students who think they can just cruise through school and smoke dope. I've seen so many times when it changes a person. It changes their beliefs, lifestyle, it changes their passion for life.”

Mary Johnson* has witnessed the role of marijuana affecting her life. Johnson is a sophomore at CHS who does not use marijuana, but who has many friends who do. Upon arriving at CHS Johnson was

shocked to see that some of her friends abused marijuana.

“Some of [the friends] I had known since fourth grade,” Johnson said. “So I felt really close to those people. I was really surprised, but looking back, it should not have been that big of a surprise.”

And while their use of marijuana does annoy Johnson (she cannot hang out with them on the weekends), she has learned to accept it as it is.

“They accept me,” Johnson said. “At first they thought that I would be all for it. But once they realized that I wasn't, they laid off. Some still use it as a reoccurring joke, but nothing serious.”

Yet while Johnson refuses to allow her friend's use of marijuana to have any affect on her, both Stunt and Jones said that it was their friends who introduced them to marijuana in the first place.

“I got involved with marijuana through friends at a party during my freshman year,” Jones said.

Stunt also began to smoke marijuana with his friends, although he began in his junior year.

However, while many people are influenced by friends to try marijuana, the opposite isn't quite the same. Johnson's viewpoints have had no effect on her friends.

“After a while you sort of have to stop caring, because there is nothing you can do,” Johnson said. “It's too difficult to care so much because nothing you say really does anything.”

While some students at CHS will continue to use marijuana and defend it as a benign drug, and others will debate that it is not, the controversy will never end.

As Lewis-Hobick said, it is truly up to the user to decide his or her own fate.

“If you're going to pull that trigger, you don't know who you will become,” Lewis-Hobick concluded, “The one who tries it and hates it, or the one who lets it become a huge part of their life.”

* Names have been changed for anonymity

Should marijuana be legalized?



No because it's harmful unless it's used for good medical purposes.

Senior Adira Weixlmann

Yes because people are going to do it whether it's legal or not so we might as well make it legal so we can tax it.

Junior Whitt Downey



No because it will become a slippery slope; once we legalize that we'll legalize harder stuff.

English teacher Brenda Bollinger

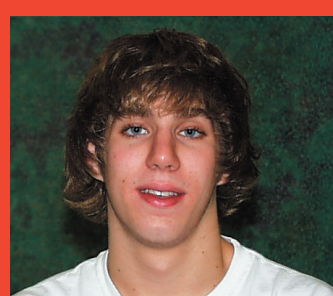
I think it should be legalized for medical purposes.

Junior Alex Phillips



I don't think it should be legalized but I appreciate communities that have decriminalized it.

English teacher Dave Jenkins



“Having traveled so much and having such a diverse background of course makes me feel very different from other students. Growing up, Nat and I both had a hard time figuring out exactly who we were, whether Icelandic, Venezuelan, Norwegian or American.”

-- Junior Tatiana Birgisson, page 20

NEWS BRIEFS:

CLOSE-UP TRIP:

Students interested in participating in the annual trip to Washington D.C. to experience an up-close look at the nation's government at work should see Mr. Meyers for enrollment information.

PTO PROMISES:

If you want to help out the school while doing something you enjoy, sign up for PTO Promises. Here's how it works: you pledge to do something at which you excel, and a parent or a community member buys that promise, with the proceeds going to the school. For example: if you're good at math, promise an hour of tutoring, and when someone buys it, the money goes to CHS. Check the grand staircase in the commons for more information.

COMMENDED STUDENTS

Several CHS students were commended in the 2007 National Merit Scholarship program: Sophia Agapova, Elizabeth Boulton, John Buse, Eric Einstein, Louis Fernandez, Christine Ford, Alyssa Hartel, Melanie Holland, Yi Peng Huang, Babe Liberman, Avital Ludomirsky, Alexander Neil, Jacqueline Rifkin and Caroline Rosenzweig.

DECA SUCCESS

During a September Cardinals game, DECA members Ben Weixelmann, Bob Maylack and Max Hillman presented a check to Tony LaRussa for the benefit of his Animal Rescue Foundation for \$2900. This money was raised last year from DECA-sponsored events like the poker tournament and penny war.

GLOBE AWARDS

The 2005-2006 Globe earned an All American rating from the National Scholastic Press Association. The Globe will be inducted into the NSPA Hall of Fame this year because it earned 10 All Americans in the past 11 years.

CHS ATHLETES TO STATE

CHS tennis doubles team Katherine Greenberg and Drew Lefkowitz placed second in district competition and are heading to the state tournament in Springfield.

Senior golfer Morgan Deutsch also placed second at districts and advanced to state competition.

HOMECOMING WINNERS

Senior Barissa Ford was crowned Homecoming Queen at the Homecoming Dance on Saturday, Oct. 14. Her court consisted of younger winners junior Anya Veremakis, Sophomore Leah Eby and Freshman Katherine Greenberg.

TALENTED STAFF

CHS theater director Kelly Ryan is appearing in Act Inc.'s production of "Noises Off" at the Fontbonne University Theater. The last performances take place on Oct. 27 and 29. For more information, log on to Act Inc. online.

ALUM ACCOLADES

CHS graduate Ryan McAdams (class of 2000) was recently named a Fulbright Scholar for 2006-2007 by the Fulbright Commission.

McAdams will use the scholarship money to travel to Sweden to study the art of conducting alongside the music director of the Royal Stockholm Philharmonic, Maestro Alan Gilbert.



Emil Thyssen

Freshman Katherine Greenberg prepares to serve. Greenberg and her doubles partner, Drew Lefkowitz, are representing Clayton at the state competition in Springfield over the weekend.

Dynamic duo of girls tennis heads to state

📍 **Kelly Moffitt**
Section Editor

Varsity Girls Tennis players junior Drew Lefkowitz and freshman Katherine Greenberg seem to have all a dynamic tennis duo needs: they have the youth, the genes, the experience, the power, and the attitude. And now, they have a ticket straight to Springfield, Missouri to compete for the doubles title for the state on Oct. 20.

The two matches qualifying the girls for state were very tense as they were playing the skilled John Burroughs (JBS) doubles teams.

"In the first match, we didn't play as well because we were really nervous and tense," Lefkowitz said. "However, the second match went a lot better because it was less pressured. We got to relax and just play."

After getting through matches against the tough JBS team, the girls felt relieved and very excited about what they had accomplished.

"We were really relieved and excited when we got through playing Burroughs," Greenberg said. "They were really tough opponents."

The feeling of surprise and exhilaration still hasn't worn off for Lefkowitz.

"We're going to go to state. I mean, I would say that I can't believe we made it this far but we have," Lefkowitz said. "No matter what happens in Springfield, we made it. To me, that's what's really

amazing."

Girls Varsity Tennis coach Susie Luten is excited about the girls' chance to go further in the league and is proud of their achievements so far.

"These girls make a really successful team," Luten said. "They've been practicing non-stop since they found out they were going to state."

At the state championship level, doubles pairs names are drawn for matches when the girls arrive in Springfield.

"There is a lot of work involved getting to state and these two have done all that and more," Luten said. "Right now, it's really going to be the luck of the draw when they get down there to play. They could get placed against an amazing team right out of the gate which would have a lot of pressure involved or they could get placed against a weaker team which would give them a leg up. It

really is just the luck of the draw."

This set-up will either work for or against Lefkowitz and Greenberg.

"The strange thing about state is that we won't find out who they'll

be playing until we get down to Springfield," Luten said. "There is a definite benefit to knowing who you'll be playing because you can prepare for that. Yet, by not knowing, the girls can't get too freaked out about playing."

If the girls lose twice they will be out of the running for the state title. However, this requisite does not seem to faze the girls.

"My expectations were surpassed because I didn't really have any to begin with. It's a really nice bonus getting this far," Lefkowitz said.

The girls also have a lengthy history of tennis playing that will help back them up during play.

While watching Greenberg, a freshman, one can hardly tell she is

a newcomer to the high school tennis scene. Greenberg admits that she is finding that her experience with tennis while her brother, Steven Greenberg, was playing tennis for Clayton a helpful one.

"I've been playing for five years," Greenberg said. "My brother was on the team for four years so I got to see him go through the system. As well, I got to go see him play at state. This opportunity really gave me a leg up. I just can't believe we made it to state my first year on the team. My expectations have been completely surpassed."

Despite having a family legacy of tennis, Greenberg has a powerful style all her own. She has accepted from her brother, though.

"Sometimes my brother helps me when he is in town," Greenberg said. "It was a really big honor when he told me he was impressed with my playing."

The experience of making the varsity tennis team as a freshman is a gratifying one as well as an honor for years of hard work.

"I feel really lucky and proud to be on varsity my first year playing high school tennis," Greenberg said. "It's such a great way to meet new people and get exercise."

Luten thinks both girls have good experience.

"Katherine really has a lot of good tournament experience and Drew has grown up with her sister's major involvement in tennis," Luten said. "Even though the two have never been on a high school

tennis team, I think they will be amply prepared for the state tournaments."

This is Lefkowitz's first year back to playing tennis after taking a four-year hiatus due to shoulder problems. Lefkowitz is proud of getting back in the game.

"Well, my mom played and my sister played," Lefkowitz said. "If being handed a tennis racket by your mom and, possibly, hitting one ball over the net counts, I've been playing since I was three. I hadn't played seriously for four years until this last summer, when I started seriously taking it up again."

She does not regret the decision.

"I'm really glad that I started playing again over the summer with my sister and my mom," Lefkowitz said. "If it wasn't for that time, I probably wouldn't have gone out for the team. Joining the team, however, turned out to be a really good idea."

Luten believes the influence of both Greenberg's and Lefkowitz's siblings are a good one to have.

"The influence their siblings have on them is very important," Luten said. "Steven Greenberg, Katherine's older brother was part of my state team for several years and Cori Lefkowitz went to state in doubles with my daughter and won. Drew and Katherine are keeping it in the family by continuing with tennis. As well, their parents are really supportive and always encourage the two. It's rare that

TENNIS, 17

“I would say that I can't believe we made it this far but we have. No matter what happens in Springfield, we made it. To me, that's what's really amazing.”

Drew Lefkowitz
Junior

Freshmen make impact on varsity sports teams

📍 **Adrienne Stormo**
Staff Reporter

Many Clayton athletes work hard for three years, honing their abilities and gaining athletic experience, until finally, as seniors they join the elite ranks of the varsity team. Yet some special athletes do not have to wait their turn to play with the varsity players.

Each year, a handful of spectacular freshman are picked to skip up to the varsity level of their sports. One such freshman athlete this year is Joshua Few, who is a member of the varsity soccer team.

Few has been playing soccer since kindergarten, and his years of experience and commitment paid off. He is the only freshman this year to playing on the varsity team.

"I feel somewhat different," Few said, "because some people didn't make the team but whatever, I just get to play soccer."

Unlike soccer, boys' swimming has no freshman or JV teams. Because of this, freshman Chi Zeng and Ruiqi Qian were automatically guaranteed spots on the varsity

swim team.

Zeng has been swimming for two years, and feels that varsity practices are "a good opportunity to improve."

Zeng also found that everybody was welcoming to the new freshman and that their coach treats all the swimmers the same.

"All of us do the same workout," Zeng said. "We're all treated equally. The coach and everybody there is really nice."

The upperclassmen gave the freshman nicknames at the beginning of the season. "I feel like they sort of represent the potential we see in them," junior Alex Phillips said. "We call Chi crouching tiger, and Ruiqi hidden dragon. Hopefully we'll see Chi pounce as a tiger and Ruiqi breath fire."

Few had a slightly different experience when he started practicing with his upperclassman teammates.

"I felt like an outcast at first but then I got accepted into the group," Few said. "The coach did treat me a little different in the beginning, but not anymore."

Another talented freshman,

Katherine Greenberg, is ranked number one on the varsity tennis team. Although there are two freshman alternates, she is the only freshman currently competing with the varsity team. So far, she loves the way the team has welcomed her.

"It's really fun and everyone is really nice," Greenberg said. "They all welcomed me immediately, but there is one thing the coach made the freshman do: we had to pick up all the balls and squeegie the courts after practice."

"Katherine is really nice and a great asset to the team," junior Drew Lefkowitz said of her freshman doubles partner. "She's really friendly and she supports us when we play so it's easy to do the same for her."

Lefkowitz and Greenberg's other teammates describe the freshman as dedicated and talented.

Few is also very talented and enjoys playing with other skilled soccer players.

"It's fun because I kind of get to show them up in practice," Few said.

Zeng said that the upperclassmen are very nice and help him get better at swimming. Junior Paul Orland swims with Zeng and says he very friendly, and expects a great deal of improvement from the freshman by the time they're seniors.

"Our freshman aren't huge contributors to the team yet," Orland said, "but they are important. Currently, they're just saplings but we will nurse them to maturity until they are like a strong pine tree, so in the future they can teach new sap-



Blair Klostermeier

lings and the Clayton swim team will be as mighty as a forest."

Whether it's preparing for a better future or using the best resources available right now, the freshman on varsity sports teams this year have proven, and will continue to prove, to be an intricate part of the success of Clayton's sports teams. 📍

Freshman Joshua Few playing in the homecoming soccer game against Parkway West on Oct. 13. Few is one of the few (no pun intended) freshmen to make a varsity team this fall. Freshman on varsity teams say that they may initially feel left out, but eventually they are accepted and viewed as great assets to the team.

Cardinals struggle their way into post-season play, then shine

Lead-off men- This year, the Cards have experimented with a few different lead-off men partially due to an injury to David Eckstein. As the primary lead-off man he batted .292 with 31 walks and an on-base percentage of .350, somewhat of a decline from last year especially with his 41 strikeouts, but just barely sufficient in getting on base and into scoring position for Pujols, earning a B+ for the year.

B+

Albert Pujols- Three words best describe the contending greatest major league player Albert Pujols: Most Valuable Player. His dominating season with a batting average of .331, 49 homeruns, which are third in the MLB and second in the NL, and 137 runs batted in, which tied him for second in the MLB and NL, place him in the upper echelon of National League and MLB standings in all batting categories. To top it all off, his .996 fielding percentage puts him in contention for a Gold Glove Award to prove he is as much of a threat out of the batters box as in it. All of these outstanding accomplishments were achieved battling an oblique injury. Without a question, Pujols earns an A+ as he propelled the Cardinals into the playoffs in search of a World Championship.

A+

Scott Rolen- My personal comeback player of the year after his 2005-06 season-ending shoulder injury, Rolen has returned to the club with a rejuvenated RBI-producing swing and undisputed gold glove play at third base. Batting behind Pujols, Rolen forces pitchers to face him if they avoid Pujols. Rolen's batting stats of 22 HR, 95 RBI and an average of .296 prove his effectiveness behind Pujols and his value to the team for most of the season, but due to a dismal end to the year Rolen's effectiveness was limited and his production ceased earning him an overall B+.

B+

Jim Edmonds- Injuries to Jim Edmonds this year partially explain his sub-par offensive numbers with a batting average of .257 with only 19 HRs and 70 RBIs. First it was is side, then a concussion and post-concussion syndrome lasting a month, and now he plans on having post-season surgery on his shoulder. Wuss? Maybe, but the eight-time Gold Glove Award winner lets his remarkable defense speak for itself. Even though Edmonds has had his fair share of offensive struggles and injuries, he was healthy enough to return to the lineup and secure the Central Division and advance the Cards into the post-season, earning himself a B.

B

Yadier Molina- Arguably the best fielding catcher in the MLB, Yadi has once again showed off his amazing gun by throwing out 29 base runners, 734 putouts and a fielding percentage of .995. Due to his unrivaled defense, his batting stats of .216 with only 6 HRs and 49 RBIs, are simply total perks to the team, earning himself an A for yet another solid season in the young catcher's career.

A

Chris Carpenter- As the reigning Cy Young Award winner, Carpenter led the struggling pitching staff earning his spot as the Cardinal's ace with a record of 15-8 and 3.09 ERA, which ranks him third in the MLB and second in the NL. In addition, his sixth place in the NL with 184 strikeouts, once again places him in the top choices for the Cy Young this year. With five complete games and three shutouts, Carpenter is a force on the mound dominating day in a day out putting in a full day's work, giving relief to the struggling bullpen. Carpenter, without a doubt, earned himself an A for his work.

A

Starting pitching- Probably the most frustrating and unpredictable position this year for the Cardinals has been the starting pitching, except for one bright spot: Carpenter, as previously mentioned. The other starters, however, have had their fair share of trials and tribulations. Jason Marquis, although he won 14 games (second behind Carp), lost 16 games and didn't even make the starting rotation for the playoffs. His 6.02 ERA, 75 walks, and a ridiculously high 35 HRs allowed in 33 games prove his inconsistent and sometimes awful season. Marquis' awful season is summed up in a game against the Chicago White Sox where he went 5.0 innings pitched, giving up 4 HRs, 13 earned runs and with an ERA of 23.40. Mark Mulder, the big lefty that the Cardinals acquired from Oakland last season, had a complete turn around season from success to failure. Mulder's 6-7 record and 7.14 ERA in only a 17 game season ended early with a shoulder injury that plagued him throughout the year adding to his inconsistency. Jeff Suppan has had a pretty good season without having amazing stuff but outsmarting most hitters. With a record of 12-7 and an ERA of 4.17 in 32 games, Suppan has been effective and yet again another supplement besides Carpenter to the Card's rotation. The unexpected addition to the rotation this year was rookie Anthony Reyes with his old-school knee socks and true flat-billed cap. Reyes went only 5-8 with an ERA of 5.06 in 17 games but earned a playoff spot in place of the struggling Marquis, but Reyes has been immensely inconsistent especially early in the game giving up 5 HRs and 14 earned runs in the first innings this regular season. Overall, the Cards' starting pitching rotation earned a B for the regular season

B

Overall Team- Although clinching the division on the last day of the season even when you lost is not the ideal way to close it out, the Cardinals snuck into the post-season, almost blowing one of the largest division leads in the history of the MLB. The key word, however, is almost. For the 2006-07 Cardinals as a whole, they earned a B+, barely winning the Central Division and advancing into the NLCS, although a success in my book, but just a piece of the World Series pie.

B+



Chris Lee/St. Louis Post-Dispatch/MCT

relying too much on the bullpen and offense to make up for poor pitching.

Bullpen- Throughout the regular season, in part due to inconsistent starting pitchers, the Card's bullpen has not performed quite as well as expected but just good enough to pick up the starters' slack. With the addition of Jorge Sosa from the Atlanta Braves and the amazing youngster Adam Wainwright, the Card's bullpen has added a total of 22 wins to the overall record for the club of 83-78 earning a B for the bullpen.

B

Closer- For Isringhausen, when he comes into the game, it is game over—with the other team winning. The job of a closer is to come into the game and shut-out the other team, but Isringhausen somehow found a way to blow 10 saves this season, which were 10 games that would have safely secured the division for the Cardinal numerous weeks in advance. Fortunately, his season ending hip injury allows the young Adam Wainwright to step closer's role and dominate. Overall, Izzy earns a measly C+.

C+

Bench/Utility- The addition of the switch-hitting Scott Spiezio who batted .272 with 13 HRs and 52 RBIs in the regular season, not to mention his red soul patch, has added life and unexpected pop to the Cardinal's bench. In addition to his bat, Spiezio has filled in great for Rolen at third base, earning himself a vital role on the team. So Taguchi, an impressive utility player last year, has been a bit of a disappointment with 6 errors in the field this year and batted only .268 with 2 HRs and 31 RBIs, but has still proved his vitality to a somewhat inconsistent outfield this year. Aaron Miles, who started the year at second base, now occupies an extremely important role as a utility infielder for either shortstop or second base behind Eckstein or Belliard respectively. Miles proved his effectiveness when filling in for the injured Eckstein and playing out of his natural position at shortstop and batted .263 with 30 RBIs and 112 hits. Overall, the bench receives an A for its continuous support for an injury plagued, and often struggling steam this year.

A

Manager- Tony La Russa's biggest fault is his over management of the game. He simply cannot leave a pitcher in the game if the "correct" match-up is available. Why can't a lefty pitch against a right-handed batter if he struck out the last two batters in the inning already? On the other hand, La Russa dealt with a team filled with injuries and a team that isn't as cohesive a unit as the Card's skipper is used to. Overall, working with what he has, La Russa has once again led the Cardinals to winning their division and into the playoffs with a legitimate chance of winning the World Series, earning himself a B+.

Overall Team- Although clinching the division on the last day of the season even when you lost is not the ideal way to close it out, the Cardinals snuck into the post-season, almost blowing one of the largest division leads in the history of the MLB. The key word, however, is almost. For the 2006-07 Cardinals as a whole, they earned a B+, barely winning the Central Division and advancing into the NLCS, although a success in my book, but just a piece of the World Series pie.

B+



Chris Lee/St. Louis Post-Dispatch/MCT

Post-season Update

Despite a shaky ride into the postseason, the Cardinals have played remarkably well throughout the playoffs, reaching the World Series. As of Oct. 23, the Cardinals were tied 1-1 with the Detroit Tigers in the best of seven series. Yadier Molina has been a spark-plug for the Cardinals in the playoffs after a dismal regular season.

After swinging a hot bat against the San Diego Padres, Molina was the catalyst in a dramatic ninth-inning hitting spree off Aaron Heilman that sent the Cardinals to the championship showdown with the Tigers. Also stepping up after a subpar regular season was Ronnie Belliard. Belliard hit .500 in the NLDS solidifying himself as the runaway NLDS MVP.

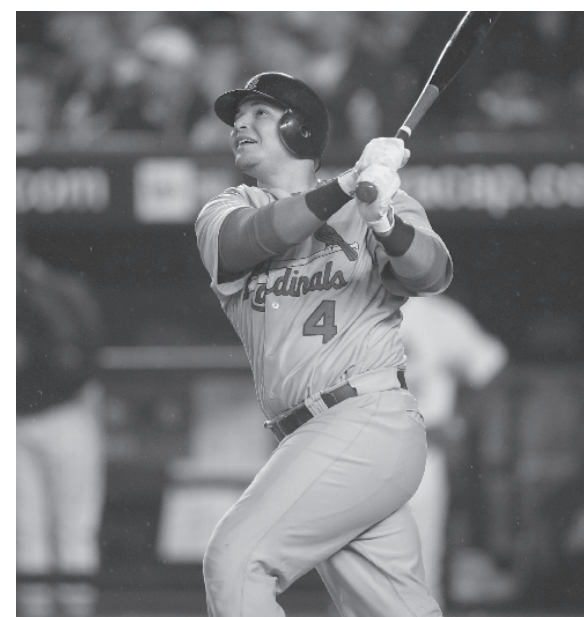
During the NLCS Jeff Suppan established himself as one of the best big-game pitchers in recent memory by recording convincing victories in two pivotal games in the 2006 NLCS, as well as a Game 7 victory against all-time great Roger Clemens in the 2004 NLCS.

With the strong support from the home fans in Saint Louis, the Cardinals have a chance to win their first World Series since 1982, and their first in the new Busch Stadium. 🍷



Kirthmon F. Dozier/Detroit Free Press/MCT

THIRD BASEMEN SCOTT Rolen crushes a home run on April 3, 2006 against the Philadelphia Phillies at Citizens Bank park, the highlight in a 13-5 Cards' win.



Chris Lee/St. Louis Post-Dispatch/MCT



Kathy Kmonicek/Newsday/MCT

TOP TO BOTTOM: Albert Pujols smashes a home run, Cy Young contender Chris Carpenter pitches effectively, Yadier Molina hits a tie-breaking home run in Game 7 of the NLCS, Jeff Suppan delivers to home in Game 7.



Teddy Monson

Football Hounds back on track, winning games, taking names

Evan Green
Section Editor

The past two weeks have mirrored the vision that coach Sam Horrell had of his team before the season started. The Clayton High School varsity football team has rebounded from a rough start. CHS beat Ladue and Berkeley on back-to-back games. The victories improved the team's record to 3-4 overall, and more importantly 3-0 in conference play.

The team is running on all cylinders and is beginning to live up to their preseason hype. "We have had better focus, preparation, and our consistency has been there," Head coach Sam Horrell said.

The Hounds have flashed signs of brilliance during select parts of the season, but are finally showing their talent throughout the entire game.

Against the Ladue Rams, CHS came out ready to go, while Ladue seemed sloppy from the get-go. CHS ran all over the Rams, including Senior Bo Lanter's 298 yard show and senior Charlie Matthews ran for 71 yards on 7 carries. In the end, the score reflected what happened on the field as the Hounds dominated the rivalry game. Clayton's shutout was spoiled by a fluke fumble return

off a punt during the second quarter.

The Hounds offense capitalized on superb play by the defense, including Steve Richardson's interception after Ladue had marched down to the red zone.

"Everything went right, and we played like the championship team that we are," senior wide receiver Alex Hutchinson said.

Over the homecoming weekend, the Hounds pummeled Berkeley 34-18. Once again, Lanter ran for 3 touchdowns and over 200 yards (201). Talented sophomore quarterback Adam Banks also threw for one touchdown. The game was controlled early by the Hounds, as they had dominant field position on just their first drive of the game.

"Since it was homecoming weekend, the win was kind of a relief because you can't lose," Lanter said. "We came out and got the job done."

As the football Hounds' season is coming to a close, CHS is looking to make another long run (and hopefully win) in districts. First up for the Hounds in the determining whether the Hounds reach the playoffs or not is University City.

"Without a doubt we have a good chance to win the district this year," Horrell said.

With talent plentiful the Hounds should repeat a long postseason run again this year. ☺

“Everything went right, and we played like the championship team that we are.”

Alex Hutchinson
Senior Wide Receiver



Teddy Monson

Above, senior running back Bo Lanter makes a run during the Homecoming game against the Berkeley Bulldogs, which the Hounds won 34-18.

Below, sophomore quarterback Adam Banks gets ready to make a pass during the Homecoming game on Oct. 14 while running back Bo Lanter blocks for him.

Swim Hounds suffering from low numbers, stay positive

Feng Shuang Stamme
Section Editor

Like the recent news report on Greyhound News Network about athletic funding, sports teams such as Football, also receives a lot more participation than less popular teams like boys varsity swimming and diving. This season, the swimming team is not struggling because of injuries, or lack of experienced members, their biggest problem is the lack of interest in the swim team.

According to coach Wally Lundt, currently no members qualify for the state competition. Lundt is working with juniors Paul Orland and Alex Phillips, trying to get them ready for State, both members are extremely close.

Orland is hoping to participate in the 500 free and 100 free events, but first he has to make the cut.

"The first step in getting ready for the competition is to make qualifying times," Orland said.

The qualifications are 23.29 seconds for the 500 meters free stroke, and 51.89 seconds for the 100 meters free stroke, Orland is very close in reaching the goal.

Phillips is practicing for the 100 yards free stroke, hoping to pick up where he left off last year.

"I'm going to practice a lot," Phillips said. "I also practice outside of school, especially on Saturdays. I'm mostly working on my speed and endurance. I had a faster time last year than right now, so I am trying to get over that barrier."

Against the odds, the current team record is 2 to 6. When asked about the reasons for the losses, Lundt points the problem back to not having enough swimmers.

"Take the game against Missouri Military last Friday for example, except for diving, we won the rest. They had 13 points, and we lost by four. The problem is, we need more swimmers and divers."

With only nine swimmers on the entire team, Lundt have no divers this year. There are not enough people to fill up the events, and the competitions. For the events that the team does compete in, they are hurting because no one from Clayton can participate in the diving area, thus losing points on that category.

At the same time, in the background of all the problems associated with the team this year, there are the hard working swimmers.

"We have very good swimmers. The boys on the team are working really hard."

Phillips agrees with Lundt that the even though this year's team is rather small, but everyone is working together and getting along.

"The rest of the team is doing well," Phillips said. "Paul Orland, who is definitely able to compete in State is about one second away from the qualifying time." ☺



Calla Dohmeyer

Junior Alex Phillips waits to swim during a recent meet.

Athletes of the Month shine in cross country, swimming

Katie Weiss
Section Editor

Energetic, competitive, determined and a natural leader. Those are the words cross country coach Annie Etling used to describe junior runner Abbie Minton.

In the three years that Minton has been on the cross country team she has created quite a name for herself.

While Minton's personal record for the 5k race (22 minutes) is nothing to scoff at, it's her sense of humor, leadership and dedication that has left most of the people around her in awe.

When Minton joined the cross country team her freshman year, it was neither her love of running nor her Olympic aspirations that led her to the sport.

"I joined freshman year because I really wanted to do a fall sport and I wasn't interested in any of the other sports that were offered," Minton said. "I mostly wanted to find something to do that would keep me in shape."

It didn't take Minton long to realize what she had gotten herself into.

"I find cross country to be really hard at times," Minton said. "It is really hard to motivate yourself to run. It is hard to prompt yourself to do something that you know will make you feel horrible. However the outcome at the end makes all the pain at the beginning of the race worth it."

Minton's aspirations for cross country came her freshman year by watching the older runners who came before her.

"I always looked up the upperclassmen that ran," Minton said. "I really looked up to their passion and dedication for the sport."

It didn't take long for Minton to gain the same enthusiasm and dedication for the sport that her role models had.

"Abbie went from a freshman new to the sport to

a junior who her teammates look up to," Etling said. "Abbie has a unique style from everything to her dress to her attitude."

And according to Minton, uniqueness is exactly what the cross country team is all about.

"Cross country is filled with an interesting mix of people," Minton said. "But our team works because we are all able to get along and have fun together."

According to Etling, Minton is a large contributor to the group's dynamics.

"Abbie is a big promoter of team spirit," Etling said. "She is constantly volunteering for everything from hosting the team banquet to designing and ordering team sweatshirts."

Minton admits that while she does her best to help out with the team, the team helps her out just as much.

"I love all of the cross country traditions," Minton said. "All the team dinners that we have are great. The team bonding and good food always puts me in the right mood for a race."

Etling also adds that Abbie's ability to lead the team is what sets her apart from the other runners.

"Abbie is a great leader," Etling said. "She is constantly takes the lead during stretches when the rest of the team isn't focused."

Going into the last few meets of the season Minton has set her sights high.

"I want to try to make state this year," Minton said. "And if I can't make state I want to be able to beat my personal record at least once."

Whether Minton makes state or not, she has already accomplished a great deal, on the cross country team.

With her determination, sense of humor and leadership skills, Minton proves that a good team mate goes beyond a person's athletic ability. ☺

“I love all the cross country traditions. All the team dinners that we have are great. The team bonding and good food always put me in the right mood for a race”

Abbie Minton
Junior



Blair Klostermeier

Charlie Klein - Swimming



Blair Klostermeier

Abbie Minton - Cross Country

Ben Weixlmann
Section Editor

Senior Charlie Klein has been dominating his opponents in the water since the age of ten. As a fourth-grader, Klein swam for Clayton-Shaw Park and became enthralled with competitive swimming.

As a kid, swimming was a recreational hobby until he found out that he could win races against some of the best young swimmers in Saint Louis.

"I've always loved the water and swimming is an incredibly mental sport," Klein said. "You get the chance to race not only other people but yourself."

Setting a personal best is the goal for most swimmers. As it is a usually individual sport, motivating yourself is an important part of the sport.

"It's really important to stay focused on the task at hand," Klein said. "If you let up for just a little bit, someone could edge you out."

Despite his swimming prowess, Klein's best sport is water polo.

"Water polo is an intense sport," Klein said. "It requires a lot of effort and stamina."

Klein has played for Saint Louis Area Polo (SLAP) all throughout middle school, which features some of the finest players in the area.

During swimming season, he plays SLAP to keep his water polo skills fresh.

"More people should come out and try out for the team," Klein said. "We are able to have fun and work hard at the same time."

Wally Lundt, who led the Greyhounds to several successful seasons is coaching this year.

"Wally is a great coach," Klein said. "It's nice to have someone so experienced around everyday."

With Klein's experience and leadership, the team has put together a good season.

Klein's best event is the 200 meter freestyle, often thought of as an event that contains the best swimmers.

As a captain of the team. Klein takes it on himself to make sure he is leading by example and motivating the team.

"Charlie is a good leader and brings great spirit to our team," junior Alex Phillips said. "He is also an incredible utility. If we need him to do a race, he can fill in and we know he will do well." ☺

V-ball team improves as it heads toward districts

Varsity has enjoyed key victories against schools such as Ritenour. The team also has been great role models to younger players on JV and freshman teams. The varsity team's seniors will be a loss as they leave next year. The team hopes to compete for a conference title.

Carolyn Stamp
Staff Reporter

To freshman, seniors can be the scariest part about entering CHS. But to freshman volleyball players, seniors are an inspiration.

Playing a team sport can help students develop inseparable bonds as friends and as team mates.

Many find that team mates encourage one another both on and off the court. The senior volleyball players are a perfect example of how friendship can strengthen a team.

"We have nine seniors, and they have been playing together for a long time," said varsity volleyball coach Christine Strahan.

Strahan has been coaching volleyball at CHS for four years, but this is her first year coaching varsity. Senior Stacey Lawrence agrees with Strahan.

"We know each others' strengths and weaknesses and we have a stronger bond," said Lawrence.

All of the volleyball players went to see a Washington University game to see how people played at a more professional level. The varsity volleyball team also went out to dinner one night for a team bonding experience.

"After the dinner, we started playing together a lot more. Even if we lost a game, we still played well together," said senior Adira Weixlmann.

One ongoing problem that the team has had is the lack of consistent coaching. There has not been one consistent varsity over the past few years, so sometimes it can be hard on the players switching coaches every year.

"There have been different

coaching styles we have had to get used to," Weixlmann said.

The Varsity players are working hard in practices, but they are also helping the freshman feel welcome. Even though the girls on the Varsity team are all friends, the Varsity players are bonding with the freshman players.

"For the freshman I know, I absolutely love them. I think they have a lot of potential and the longer they stick with the program, the better they'll become senior year," Lawrence said.

Lanier Hagerty, a member of the freshman volleyball team says that the senior volleyball players have shared their love of the game with the incoming freshman in very positive ways. The leadership shown by the seniors has been recognized and appreciated by the new players.

"The seniors have been really welcoming to the freshman and have been helpful in the practices," Hagerty said.

During a volleyball game, only six players are on the court at any given time. With 22 girls going out for the freshman team, it is sometimes difficult to give all players time during matches.

"Our coach tries to make things as fair as possible," Hagerty said.

While play time may be more challenging with a large team, Coach Strahan sees great promise for the future with the size of the freshman team. Hagerty points out that almost every freshman player brought previous experience to the court.

Even if the players don't get to play together all the time in games, they work well together in practice. Even just passing through Stuber



Senior Adira Weixlmann prepares to serve. Weixlmann is an experienced player and her loss will be noticed this coming year.

Abbie Minton

gym during volleyball practices, one finds the players smiling and having a great time.

"We've got a really solid team, and we're learning to work well together," said Hagerty.

As they year comes to an end, many are sad to see the seniors go.

"This is my last time playing competitively," Weixlmann said. "Even though we didn't have the best record this season, we definitely improved. Once we gelled, we became competitive."

On Oct. 18, varsity had a 10-9 record and is looking forward to

heading into districts.

"We hope to play well and win conference," Weixlmann said. "We'd like to play against one of the private schools and win districts."

The freshman team ended the season with a 2-7 record. Even

though the freshman didn't have a winning season, they still kept their hopes high.

"The seniors are leaving, they were great role models," Hagerty said. "I hope they continue in volleyball, to reach higher levels of play."

Overflowing with talent, boys' soccer is a formidable opponent

Evan Green
Staff Reporter

The boys' soccer team is on a mission...to win districts. The team started off the season with a couple of hard fought losses to Webster Groves, Duchesne, Borgia, and MICDS. Even though they still count as losses, all of the games were within two goals or fewer, and no blowouts.

The Hounds achieved their first win of the regular season by demolishing nearby Brentwood 5-0 and have continued with wins over Granite City, Northwest, Lutheran North, Aftton, University City, and Parkway West. Over homecoming weekend, the Hounds flattened Parkway West by a score of 5-2, as CHS was led by junior's Scott Belsky who had a hat trick and Parker Rawdon who added two goals.

"The Parkway West game was my best game of the season because I had a hat trick, but we just want to win districts and hopefully this game will give us a boost," Belsky said.

The team is a stacked one, full of experienced players, talent, and a mastermind for a coach. The Hounds will be looking to avenge

last year's loss to Trinity in the district semifinals. "We entered the season with one goal and that was to win districts this year," both Senior Zach Wexelman and Coach Matt Balossi said.

Districts will be held at DuBourg High School this year and will begin on October 28.

So far the Hounds could blame losses on injuries to key players Zach Wexelman, Kevin Smith, Max Arpadi, and Kyle Mulle, but CHS has fought through them for a record of nine wins and nine losses. Thus far Rawdon and Belsky have lead the team in points with 25 and 17 respectively as of October 15, but captains Jack Han-num, Zach Wexelman, and Alex Neil have contributed nicely. Even though the team lost heartbreaking 2-1 overtime and 3-2 double overtime games to rival Ladue and

powerhouse Duchesne, the matches showed that the Hounds could play with anyone. "Our toughest game so far was definitely the Ladue game," Wexelman said, "Our best game that we played was against Duchesne even though we did not get the win."

As for ways to improve, Balossi has a few ideas.

"We must continue to move the ball quickly through the midfield," Balossi said. "We must limit ourselves to one and two touch passes, stick with our man-to-man defense and continue to build for districts."

Any chance for their dreams to come true relies on a team effort and for the key players to step up.

Although the mission is not impossible, the journey will be a tough one, but the Hounds have a good chance to make a magical run through districts.

“
The Parkway West game was my best game because I had a hat trick.

Scott Belsky
Varsity Soccer Player



Junior Scott Belsky pounds the ball at the new Centene Stadium at Gay Field against Parkway West. Belsky has proved himself to be a vital team player by his talents at defending against all assaults.

Abbie Minton

Tennis prodigies go to state after a successful season for CHS

TENNIS, 15

you don't find their parents at their matches."

Though Cori Lefkowitz, a sophomore at Boston University, is playing tennis for their team, Lefkowitz insists that they have many differences.

"Of course my sister influenced me, she's my sister," Lefkowitz said. "But I don't get to talk to my sister enough to really get any of the hardcore tennis tips from her."

Just like the girls siblings, they also mentor each other.

"Katherine and Drew have a really good balance," Luten said. "Katherine is a freshman and Drew is a junior. This allows for Drew to mentor Katherine and Katherine to offer a different perspective to the game. As well, they really get along well together, that makes all the difference."

"It's a lot of fun playing doubles because we get to see how we work with each other," Lefkowitz said. "It's cool having that camaraderie. I think we really work well together,

partially because we are both really optimistic. Katherine has a really good shot down the line. We have gotten to a point where we can really read one another."

Greenberg agrees. "Drew is really good at calming down when I get frazzled on the court," Greenberg said. "She also has a really good forehand volley. I think we have gotten to the point where we can really understand what the other is doing and we can play off of that."

Luten believes it is this inability to become downtrodden that is the key to the girls' success, along with sheer skill.

"They set each other up really well and they are really very positive," Luten said. "You never see them unhappy or sour on the court. They are always clapping rackets and keeping each other going."

Each girl plays off the other's strengths and weaknesses, making them a dynamic duo.

"Katherine has really good,

forceful ground strokes. She really pounds the ball into the ground. Drew has good hands with the net and comes in soft but with power.

They both play off each other's strength and that makes them dynamic."

Lefkowitz realized early on that Luten had made a good choice pairing them together.

"I think Coach Susie set it up from the beginning of the season so that Katherine and I could work together. I think she saw us going far from the beginning."

Luten is happy with her foresight into their capabilities when paired together.

"I saw their potential from the very beginning. Katherine is the first player for singles and Drew is my second, so they both have a lot of power and ability. That's why I put them together. From the beginning of their working together I had them pinned for a 90 percent chance of getting to state and they did."

Drew Lefkowitz

The girls' easy friendship on and off court makes for an enjoyable experience for all. To the outsider, it is quite easy to see that they are at ease helping, joking, and critiquing one another no matter the situ-

ation.

"Our secret weapons are high fives and matching hats," Lefkowitz said. "And we're really optimistic."

The matching hats seem to be the secret ingredient for the duo.

"The girls also have these matching Nike baseball caps that seem to have some sort of magic power," Luten said. "They also happen to be very cute. So, no matter what, they will be the cutest team out there."

Optimism also helps out a lot. "We are always excited when we go out to play," Greenberg said. "We're kind of superstitious-I really think the matching hats do it for us."

Calm coaching also helps the girls immensely.

"Susie is really good at calming us down when we are freaking out," Greenberg said. "She just sees things very calmly. She really supports us."

In addition, Luten is looking toward the girls' tennis future no

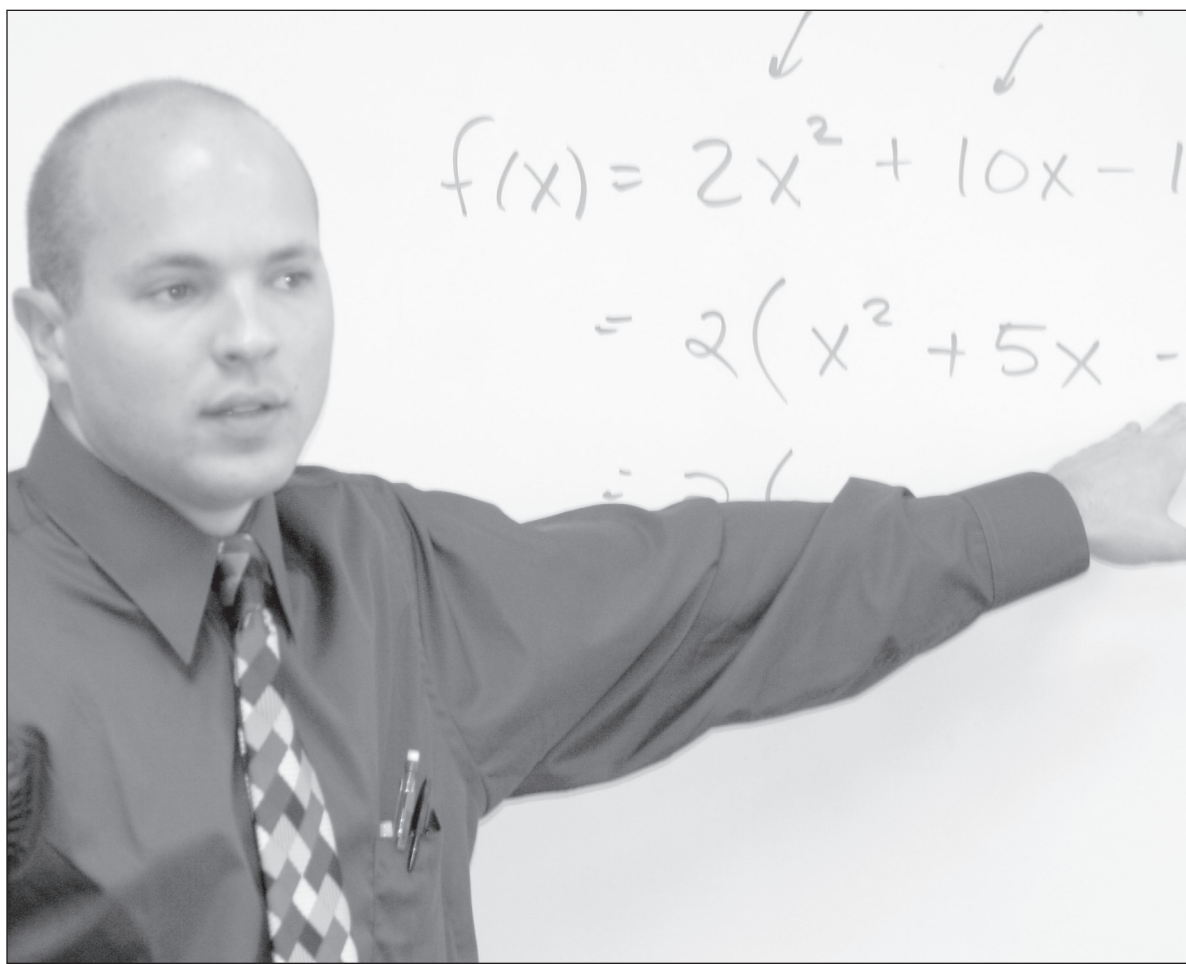
matter their placement in the upcoming state finals.

"They are so fresh that they are still enjoying the game out there," Luten said. "My hope is, that because they both have more high school years to go, that Drew and Katherine will really be able to set up our girls tennis team to win. They will become the backbone of our team and they can lead us to more victories. Having them both back next year, no matter the outcome of this tournament will really make our team strong."

For right now, Lefkowitz and Greenberg are basking in the glory of making it to state as first years.

Luten believes they will make it even farther than they already have.

"They are a very focused pair and I think they will stay focused and achieve much at the state finals," Luten said. "They are just really flattered to be going and to know they are qualified for the honor."



New math teacher Kurt Kleinberg teaches one of his sections of the Integrated III math program.

Rebecca Singer

New math instructor excited to teach and coach at CHS

Abby Eisenberg
Staff Reporter

Kurt Kleinberg is not solely a math teacher, but a man of many talents. Born and raised in St. Louis, he has lived here his whole 23 years. He attended St. Louis University High School.

In his last couple of years there, a dance program was formed in his school, and he and a few of his buddies got really involved in it. They became so well known around the area, they were able to tour around the mid-west singing and dancing, all the while earning extra money off of it. But Kleinberg made the decision to stay in school and pursue his studies.

Kleinberg attended St. Louis University as an education and math double major. Though he began toying around with the idea of teaching in his junior and senior years of high school, he still remained slightly uneasy during his first couple of years of college as an

education and math major.

"I just wasn't sure teaching was what I was supposed to be doing," Kleinberg said. "However, once I got out onto the field student teaching and working at Sylvan Learning Center, it was a done deal. Then I was sure it was what I wanted to do."

As a teacher of Honors Pre-Calculus, Informal Geometry and Integrated III, Kleinberg teaches primarily sophomores and juniors.

Along with the huge task of teaching all of these courses, he is also the sophomore class sponsor, the head JV girls' lacrosse and assistant varsity lacrosse coach for the upcoming spring season, and the math club co-coordinator for the middle and high schools. In addition, Kleinberg plays soccer in two leagues and volleyball in his spare time. However, he didn't exactly plan to be so school involved.

"It was an unexpected surprise because I came into Clayton for my first year of teaching, not expecting

to get too involved, but it's turned out to be a very enjoyable experience overall."

He is especially looking forward to coaching in the spring.

"This is going to be my second year coaching lacrosse," Kleinberg said. "I'm excited to return now that I have such a better perspective on the sport in general. I plan to help get the team focused for next year when the sport will be recognized by the school as a school-sponsored sport. When that happens, it will be a whole new ball game."

Kleinberg is enjoying his job in Clayton, and is very grateful to have it.

"It was nice to get my feet wet at Hazelwood Central and get some experience," Kleinberg said. "But having student-taught here at CHS, it's good to be here with a fresh start on a place I already knew. Now I can focus on my teaching rather than on getting readjusted. I know that I am extremely fortunate to have a job in Clayton." ☺

Student anticipates spending two months traveling, studying abroad in Israel

Amy Brooks
Co-Editor in Chief

Imagine leaving class one day and traveling to a completely different country, returning eight weeks later. Junior Katie Weiss is experiencing exactly that courtesy of a program called the Alexander Muss Institute for Israel Education. Weiss will live in a dorm with a few other girls in a campus-like setting in a small town outside of Tel Aviv for two months, from November 28 to January 23.

While in Israel, Weiss will continue with her schoolwork, while also getting to meet new people and discover a new culture and language.

"I will be taking classes for three days of the week and then touring Israel and learning about the culture the rest of the week," Weiss said. "In order to keep up with the classes I take that are unique to CHS such as Integrated Math I will have a tutor. The classes I take will be in English and the students I will be around will also be from America but I hope to pick up on the Hebrew language during my time there. I think it would be really great if I could come home from Israel speaking another language."

While many students chose to travel abroad during the summer, the educational experience she could get during the school year attracted Weiss to the Alex-

ander Muss program.

"There are a lot of programs I am interested in doing over the summer but this was one of the few programs that was provided during the school year," Weiss said. "I also thought it would be interesting to experience high school in a completely different environment."

However, a program like this that occurs during the school year does carry some concerns for Weiss.

"I made the intentional decision of doing the term that went during winter break that way I could spread my six weeks of classes over the eight-week period and not be so overwhelmed," Weiss said.

Weiss is expecting her return to be difficult. "I think that it will be really hard at first when I come back just because I will be coming back in the middle of the quarter and everything will be so different from when I left it. It's funny because when you're at school you feel like the days all blend into together and nothing ever happens but then when you come back it seems as if everything has changed."

Weiss also has to deal with additional concerns specific to her destination, such as safety.

"My mom first told me about the Alexander Muss program back in spring before any real violence had broken out," Weiss said. "Then I went to Alaska for a month and when I came back all of the violence had erupted in Israel, which was ironically the same time I

had made the final decision that I did want to go. But when my mom told me about all their safety procedures and the fact that they have a bomb shelter in the school I became really nervous and it all became a lot more real. My mom also told me that American students in Israel get first priority on flights out if a war breaks out, which didn't make me feel better but actually made me feel worse. All of my mom's worries about my safety just made me think about all of those poor innocent Israeli citizens who had no protection. So I'm actually less worried about myself and more worried about how I'll be able to cope with the fact that if violence does happen around me the fact that I'll be able to leave and/or be protected and others won't be."

However, Weiss believes the program will be worth the risks for all she hopes to learn from it.

"I'm really looking forward to getting a new perspective on the world," Weiss said. "I think it will be really interesting to step outside the CHS bubble into a world that may not be as safe and sheltered as I'm used to. It's easy to tell yourself to be appreciative but it's really hard to feel grateful when you're surrounded by so many happy, wealthy people. I hope that after being in a country that is not as prosperous as America I'll be able to have a new appreciation for the great life I have." ☺

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World-traveling teenage sisters

Natalia and Tatiana Birgisson have lived in five countries, are fluent in three languages and have traveled across Europe and America every summer. This lifestyle has proven to have many advantages, as well as many disadvantages.

✪ **Mia Harlan**
Section Editor

Traveling across the globe seems like a glamorous life. Living in Europe one year, and America the next, biking in the Alps and kayaking in Norway, becoming fluent in several languages would make for a thrilling, exciting life-style, right?

Last year sophomore Natalia Birgisson and junior Tatiana Birgisson arrived at CHS. Before moving to St. Louis, they grew-up and lived in Reykjavik, Iceland; Caracas, Venezuela; Norwich, Vermont; and Bergen, Norway. They are fluent Icelandic, Spanish and English. The sisters have learned to speak Norwegian fairly well and understand perfectly. On top of that, they have studied French for a few years in school. Every summer has been filled with vacations around the world, as well.

This appealingly extravagant lifestyle; however, has multiple drawbacks. Their constant moving has left the sisters somewhat confused about their nationality.

"My mom is Venezuelan and my dad is Icelandic, so I consider myself to be both a Venezuelan and Icelander," Tatiana said. "I, however lived in the United States for most of my life, so I also consider myself to be an American."

Their family's changing lifestyles have influenced where the sisters lived and caused them to move often.

"My parents were living in Iceland when I was born, but they wanted me to be born an American citizen, so they went to New York when I was born and a month later took me back to Iceland," Tatiana said. "My mom, being from Venezuela and living in Iceland for six years, missed the Venezuelan climate and culture terribly, and so we all moved to Venezuela for six months. Then, my dad went to Dartmouth and got a Masters of Science in Clinical and Evaluative Sciences and did his residency at Dartmouth Hitchcock Medical Center (we lived there for three years). Then he got a job in Bergen, Norway, so we moved there for two years. My parents then got divorced and my mom, Natalia and I moved back to Vermont where my mom got her Masters in Liberal Arts (at Dartmouth). I was in Vermont for fifth, sixth, and seventh grade. In eighth grade I decided that I wanted to live with my dad for at least one year and because I wanted to go to high school in the US. Eighth grade was my last chance to live with dad. In ninth grade I was back in Vermont for one year. My mom decided that she wanted to pursue an MBA. She got into different business schools around the country but finally decided on Olin at Wash. U. And so we moved to Clayton."

When Tatiana moved to live with her dad for one year and then return to live with her mom, Natalia and Tatiana lived separately for two years.

"Tatiana spent a year in Bergen, and I spent the next year there, this meant that we spent two years living apart," Natalia said. "Last year was the first year we lived together again and it was very difficult to reintegrate each other into our lives. Last year was also different because our step-dad moved in with us for the first time."

Along with constant moving Natalia and Tatiana have experienced trying to make new friends and adapt to a new school often.

"Having traveled so much and having such a diverse background of course makes me feel very different from other students," Tatiana said. "I don't however consider myself better in any way than anybody else. My travels and background are just something about me that make me different from others. Growing up, Nat and I both had a hard time figuring out exactly who we were, whether Icelandic, Venezuelan, Norwegian or American. It's hard moving to a place where everybody's lived there their whole lives; mostly because everybody has his [or] her own clique and aren't always ready to let the new person in or even get to know the newcomer."

Upon coming to Clayton Natalia felt the same problem.

"It feels like everyone knows

each other and I'm still getting to know people," Natalia said.

The positive aspects of coming to new schools exist as well.

"Our background and travels of course can help us in school," Tatiana said. "For example, due to multiculturalism, we are both very open-minded and that sometimes helps us to understand different cultures when we're studying history. Having moved so much has also been a burden on us, we both have major gaps in our education."

Natalia sees similar advantages to moving.

"Traveling a lot and being from different cultures makes understanding history class a little easier for us, I think," Natalia said. "That's because wars are often disagreements over what people are used to, which is actually the main reason our parents got divorced."

Overall, despite learning many languages and having some advantages at school, moving has been rough for Tatiana and Natalia.

"I'm really envious of people that have lived in the same place their whole lives and have deep roots," Natalia said. "Moving a lot when we were kids meant that we had to make new friends over again about every other year. But we are lucky to have been able to see so many different things; my favorite so far has been biking in the Alps."

Likewise, Tatiana has seen some good in her general unhappiness about shifting homes so often.

"We don't appreciate moving; we do, however, appreciate being able to experience different cultures and learn so much," Tatiana said. "Moving has been very hard, especially when we have just made best friends, and all of a sudden we have to move and leave everything behind and start from scratch."

"Starting from scratch" is what truly makes life the most difficult.

"It's been really hard adjusting anywhere we move," Tatiana said. "It's hard moving and going to a completely different school and community culture, it's hard learning a new language, it's hard catching up in school or being bored out of our minds because we've studied the same thing multiple times."

Because Natalia and Tatiana have transferred to different countries, there are some difficulties that would not exist if they were only moving within the U.S.

"The hardest part is if we move somewhere that speaks a different language, then you just feel stupid because whenever you talk you sound like you're trying to kill a cow," Natalia said. "It's also difficult because sometimes we move from Mom to Dad or vice versa and then we have to get used to totally different families at home, not just new people in school."

Along with moving often, Natalia and Tatiana have gone on big trips each summer. The trips include traveling across Europe and America.

"When my parents got divorced, they had to split all of our vacations. So every summer we spend a little over half the summer with my dad in Europe (he still lives in Norway)," Tatiana said. "So every summer since my parents got divorced I go camping with my dad, step-mom, step siblings and brother (half brother, but we love him as if he were our 'full blood' brother). Usually we choose different places around Europe to go camping. One year we camped around Iceland, another in Denmark (on the island of Bornholm), another in Germany (in the Mosel area), another in Croatia [and] Italy, and last summer on the French Riviera. The other half of our summer is spent with mom's side of the family, in a combination of our summer in Florida, Venezuela and Minnesota."

Natalia adds that their trips in Norway have taken them many places.

"Basically, we go anywhere that is driving distance from Norway," She said. "Dad has an RV and doesn't mind driving for days in a row... but it kills us to have to entertain a 2-year-old nonstop. Visiting Norway is the best because I made such good friends there and they we always spend as much time together as we can. I still haven't visited my friends in Vermont, but hopefully one of them will come



Blair Klostermeier

While growing up, Natalia (right) and Tatiana (left) have constantly moved. Each time they relocate, the sisters have had to learn to adopt to their new homes by making new friends and sometimes learning a new language. Although they have experienced a lot from this lifestyle, (including living in many countries) the sisters have also noticed numerous drawbacks. They have been forced to leave family and friends when the move. In the summers, however, Natalia and Tatiana take vacations in Europe and America. They consider these trips to be highlights of their year. During their trips they see family and friends who they miss.

here in two weeks."

Tatiana also agrees that visiting Norway is fun because she sees old friends as well.

"Whenever I go to Norway I visit my old school and my friends," Tatiana said. "When I go to Iceland, I visit a life-long friend and family, of course, and when I go to Venezuela I visit family and family friends."

The vacations offer both Natalia and Tatiana time to relax and enjoy themselves. So, despite the negative parts of moving they have had times to visit and appreciate many parts of the world.

"This summer and last summer were the best," Natalia said. "We got so tan in Croatia, and got to spend every day in the Mediterranean on dad's surfboard or just fooling around. Then we went to Venezuela and our uncle took us to all the exotic places like Los

Roques. This summer in France we were camping on the beach and there was a disco every night and we snuck out to the beach with friends we had made. But like I said before, biking in the Alps is unbeatable. I got "lost" and got to spend an extra five hours up there; it was amazing."

Tatiana also has favorites regarding her summers.

"What I like best about my summer vacations are their relaxing nature, spending quality time with my family, playing various sports, going to the beach, biking around unknown areas and experiencing different cultures, climates, and landscapes," Tatiana said.

Although they visit Norway and their family, who they are separated from, life is difficult. Natalia compares the many places she has lived and explains the problems she has

still faces because her family does not all live together.

"Our house in Norway is two minutes walking from the ocean, and there is a dock there that I miss because I would go there a lot with friends and go swimming, or just go there and think," Natalia said. "I honestly don't miss the Vermont cold, it got so that it hurt to breathe outside sometimes. What I miss most though is mountains and oceans or rivers."

"I'm not sure if I agree that we are luckier than most people in Clayton because we moved a lot," Natalia continued. "I love having memories of a lot of places, but at the same time I never got the chance to grow up with people - even my siblings. Our little sister was to be born on Oct. 12 but we won't get to see her until Thanksgiving. That means that I won't get

to see her open her eyes for the first time, or laugh for the first time, or the little things that make babies so lovable."

Now, after living in many parts of the world, changing their home often and growing up among many cultures and languages, the sisters are located in Clayton.

"I definitely like Clayton," Tatiana said. "I do however miss winters because in my perspective, Missouri has two climates: hot and cool/cold. I miss being able to ski during weekends like I did in Vermont. I miss snowball fights and skating. And of course I really miss the fall foliage, which is vibrant with life in Vermont. From Norway I miss going kayaking in the fjords after school, sailing, and fishing. Hopefully, I'll finish high school at CHS, but I don't want to go to college in Missouri." ☺

The extraordinary road of an ordinary man

Though CHS's bus driver Jeff Wilson passed away, the seemingly ordinary man's life journey is to be forever celebrated as those around him remember his kindness, strength, and selflessness.

Tian Qiu
Section Editor

"Thank you all," said Ken Gontarz on Sept. 15 when he stood as the main speaker at the funeral of Jeff Wilson, his best friend for the last 20 years, "for coming to share in this commemorative service. Many of you have traveled quite a distance to be here. From Tennessee, New York, Ohio, Michigan, and Arkansas... To the Good Shepherd Presbyterian Church, thank you so much for your kindness and generosity... For the next hour and half, we hope to honor our Lord, Jesus Christ and to pay tribute a very special man, Jeffrey Wilson..."

Wilson, whose life was cut short by colon cancer on Sept. 12, would have been 59 years old on Oct. 21. He was most well known at CHS as the bus driver, but he was also a husband, a father, a son, a brother, a friend, a pastor, a philanthropist... and a man who lived in an ordinary body yet touched the lives of many in rather extraordinary ways.

"...We'll have a time of sharing," Gontarz continued. "A time of prayer, a time for singing hymns, a time to remember and reflect... As we move through the service, I'd like to extend an invitation to anybody who might want to share a memory or a thought about Jeff..."

"OUR BUS DRIVER MAN"

Nowadays, when CHS senior Ashley Crawford rides the bus to attend athletic events, she sometimes feels a sudden rush of reality as new bus drivers turn around instead of the familiar figure of "Mr. Wilson."

"(Mr. Wilson and I) always said hi," Crawford said in reminiscence. "And he always wished us good luck at the games. Rather than sitting in the bus and waiting for the athletes to finish the game or simply drive off, he would stay for the entire time and actually go to the games. Afterwards, he would always tell us 'Good game!'"

Wilson was kind. As his kindness won the respects from many CHS students, athletic teams and other extracurricular events such as Speech and Debate and the baseball team would specifically request Wilson as their bus driver. Furthermore, the chess team even named Wilson as their "lucky charm" because the team was often driven to victory in competitions when Wilson was the bus driver.

"He was a very kind bus driver," CHS senior Bohan Li said. "(He) would ask about our games and meet results and even though some students might be misbehaving (on the bus), he always had a smile on his face no matter what."

While his smile warmed the hearts of many, it was known to be so contagious that he claimed the title "Smiley" among CHS staff.

"He was one of those people that when you bump into them you burst into an ear-to-ear grin because you're happy to see him," CHS AP Chemistry teacher Nathan Peck said.

Included in Wilson's inherent kindness that made him one of the most well-liked bus drivers among CHS students, his genuine concerns for others is also remembered by many Clayton School District staff members.

"Jeff was one of those people who was so caring," said facilities administrative assistant Lauri Rainwater. "If you were sick, he would call you at home and see how you were doing. If you just needed a friend to talk to, Jeff was always willing to listen. You don't meet very many people like Jeff."

Though Wilson was diagnosed with colon cancer last spring, he nevertheless continued to drive the bus for several weeks due to his love for students while he continued to spread his kindness. Moreover, as witnesses to Wilson's never-yielding positive attitude, no CHS staff member could remember him ever complaining about anything even when he was down with cancer.

"I don't ever remember Jeff being down or angry," Rainwater said. "Even when he was diagnosed with cancer he wasn't angry. He accepted this challenge and fought it to the end. That was Jeff."

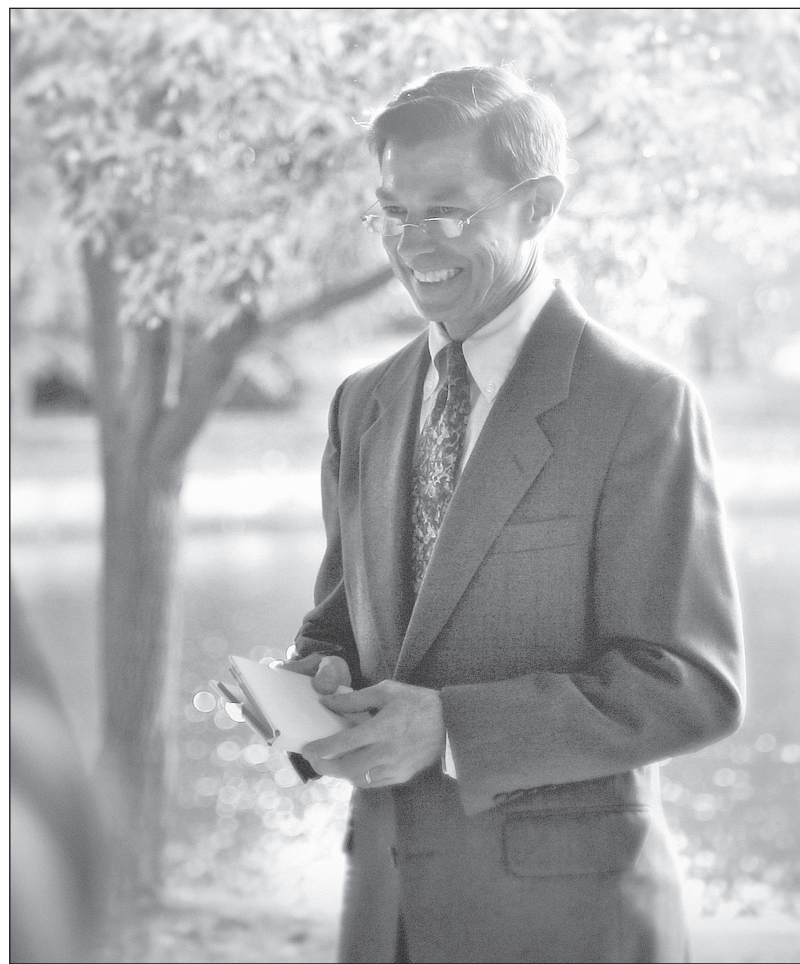
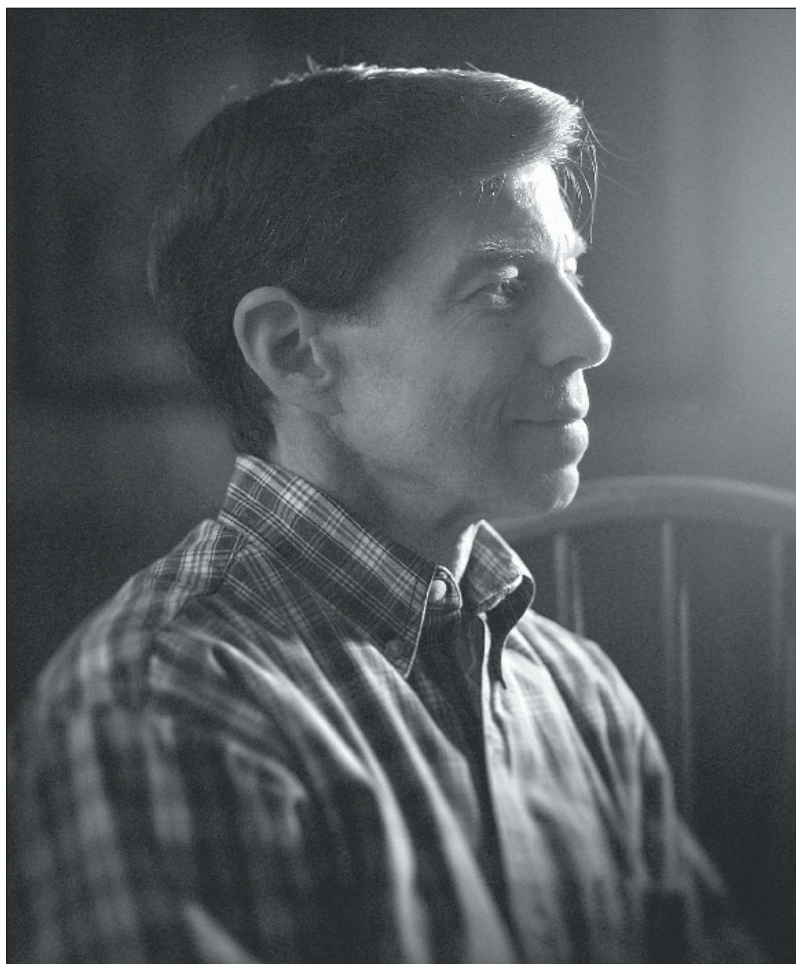
And that was Jeff. It was because of the superior qualities Wilson exhibited to the Clayton School District that made his diagnosis unbelievable to the staff.

"My immediate response was," Speech and Debate co-sponsor Deana Tennill said. "'How is this possible?' He was the most health-conscious person I know. He ate salad every day, and whenever we went out to eat at tournaments, he only drank water. How could he have colon cancer? My next reaction was, 'Of all people, why him?' He spent his entire life helping others, he had stronger faith than anyone else I have ever known...he was just a good person. Why him?"

To show their support for Wilson, many CHS staff members nearly raced to include their signatures on a card as a small token of their appreciation for him. After the staff found out about Wilson's death through an E-mail forwarded from Wilson's wife, CHS teachers took personal days off work in order to attend Wilson's funeral and that a bus full of Clayton School District staff members went to the funeral services as a team.

"I doubt I will ever board a school bus again without thinking about Jeff," Speech and Debate co-sponsor Brenda Bollinger said. "When the doors open, I expect to see his smiling face welcoming me, saying, 'You ready?' A day or two before most (speech and debate tournament) trips, Jeff would try to stop by my office to confirm trip information. I often see him standing at the office door, hand on his hip, crisply dressed, smiling and letting me know that he was looking forward to the trip. That image will not fade soon."

To some staff, Wilson is remembered as the "most humble person" they had ever met. In the years he con-



photos courtesy of the Wilson family

tributed to CHS, Wilson left the Clayton School District with memories of his role-model characteristics along with sadness that came from his departure. No doubt, Jeff Wilson's spirit will live on in the thoughts of the Clayton School District community.

"I was in (counselor) Lara Veon's office the other day and I read a quote on her door from Abe Lincoln," Peck said. "It said 'Whatever you are, be a good one.' My first thought after seeing this was that's exactly how Jeff lived his life. Some people believe that there's a Heaven and Hell. If it's true, then I hope when my time comes Jeff is around to pick me up in a rickety old Clayton school bus as I guarantee you he knows the way to Heaven."

ONE OF GOD'S RIGHTEOUS MESSENGERS

On July 23, Wilson delivered his last sermon as the pastor of the Grace Christian Fellowship church in St. Peters, Missouri. His teaching that day was on Attributes of God, which included the characteristics that made the holiness of God.

"We did not know for sure that this was Jeff's last message," said Jerry Kellum, Wilson's close friend who also attends his church. "However, we could see that he was struggling physically. His sermons had become shorter. Jeff did tell us that they were believing for a miracle, however he was content if our loving Lord would bring him home."

Though Wilson was gradually weakened by his cancer, his endurance and persistence in his continuation of the sermons were proofs of his deep faith while he often centered his sermons around obedience to God.

"(Wilson) also studied long and hard," Kellum said. "When he gave a sermon, he had thousands of books that he would go through because he wanted to make sure when he said something, it was right, and that it was right on"

When he drove for CHS speech debate Saturday tournaments that often lasted till midnight, Wilson would drop the team members off, return the bus and drive a good distance to his home in St. Charles. No matter how late his trip was, Wilson would still be punctual to deliver his Sunday morning sermon to his church.

"He preached a message every Sunday morning and tried never to be out of town over the weekend so that he could be there on Sunday morning," Mary Wilson said. "He also conducted a Bible study on Wednesday evenings. Jeff was always just a 'phone call away' for anyone in the church if they wanted to talk with him."

Although his congregation did not stop praying for him to restore his health, Wilson's diagnosis came too late and his cancer had started to gradually consume him. As Wilson lost weight, energy, and slowly his consciousness, his physical appearance in his later battles with cancer almost resembled a shell of his former self.

"We didn't see him very much after that last day at church. He was thinking we would be disappointed that God has not healed him," Kellum said. "Jeff always smiled his smile and he said he was not in pain. We honored his wishes, but it was hard not seeing him and talking with him."

After Wilson passed away, every member of his small church except for one who was occupied in another state, attended his funeral at Wilson's mother's church. There, Wilson was placed in a closed casket. Pictures from various points of Wilson's vibrant life were shown instead, and that was how the family wanted everyone to remember him.

A TRUE PHILANTHROPIST

It took brother and sister Dylan Reeds* and Candace Reeds* much thought before they decided to say goodbye to their abusive home in 2004. Though they were forced to break away from a family that had, after all, raised them all their lives, Dylan and Candace Reeds immediately received comfort and consolation as their

pastor, Wilson, and his family provided the siblings with not only a safe haven but also a second home.

"They (Dylan and Candace Reeds) were from a family we knew well," Mary Wilson said. "We never knew that there was abuse in the home until Dylan left. My husband asked him what happened and why he left his home and he confided in Jeff and Jeff let him live with us to take care of them. Six months later, Dylan's sister asked whether she could come too."

After Candace and Dylan were taken in, Wilson treated them like his own children and assisted them in getting back on their feet until they were established on their own about two years later.

"I enjoyed living with the Wilsons," Candace Reeds said. "It was entirely different from my situation at home. My brother and I were given a lot more freedom and the ability to make our own decisions in important matters that we had previously not been allowed."

Besides providing the Reeds with a nourishing home, Wilson and his family also took in Mary Wilson's nephew whose parents are missionaries in Albania 11 years ago and kept him for two years while he finished his education in America.

Moreover, when Jeff and Mary Wilson visited Mary's relatives in Albania in 2003, they met a young man with innate heart defect called Tetralogy of Fallot. Although it was unusual that the young man was able to survive 21 years to that point, it was apparent to the Wilsons that the young man would not survive long without medical help.

"We did work with a hospital here to accept him for treatment if possible," Mary Wilson said. "We brought him over with the financial help of a few others. One of my sister's sons came with him to be his interpreter, and they stayed at our house for six weeks. However, it turned out that he had missing blood vessels and no pulmonary artery. He was not able to get enough oxygen and he couldn't be operated on here either."

Though it is unfortunate that the young man had to be sent back to Albania and continue to live with no hope of surgical help, the troubles Wilson and his family had to go through along with their determination in attempts to help this unrelated young man were remarkable. Candace Reeds was shocked at the news of Wilson's death.

"It was our lunch break at work and I picked up my phone to check my text messages when I saw one from my friend that read 'Hey did you hear that Jeff passed away this morning?'" Candace Reeds said. "I stood there for a moment, in absolute shock, not really wanting to believe the words. (Wilson) certainly had one of the largest impacts in my life. In childhood, I probably almost idolized him because he was my pastor and I appreciated the different views he had on things. I can't begin to describe the many good times I had with him while living in his house, and the great discussions that we had."

At Wilson's funeral, it was memorable to many that the diverse crowd of attendees filled up the entire church and that an overwhelmingly large group of people from around the country traveled especially to Wilson's funeral to pay their respects.

"The procession to the cemetery was a mile or more long," Kellum said. "That blessed me most because it told how many lives Jeff had touched."

A HUSBAND AND A FATHER

When Mary Wilson was younger, she had a list of qualifications that she kept in her bible. She has always thought that the man who matched up to these qualifications was the one she would want to marry. She prayed for her perfect man a lot, and she eventually did meet him. That man was Jeff Wilson.

"Sometimes it's hard to say what attracts you to a person," Mary Wilson said. "But I really felt this was God's choice for me. And after I said yes to him, I have never doubted it."

It all happened after Wilson became close friends with Mary's sister and brother-in-law in Colorado during seminary. In the couple's match making attempt, Wilson was brought all the way down to Belize where Mary was living at the time. Though they came from quiet different cultural backgrounds, Mary became attracted to Wilson and recalled that he had a great personality. He was also handsome and easy to talk

To CHS, Wilson was not only a dedicated bus driver. He was also a well-respected man who showered teachers and students with his kindness and affected them with his never-yielding positive attitude. Moreover, outside of CHS, Wilson was revered as a devoted pastor at the church of Grace Christian Fellowship, a selfless philanthropist and a strong and loving family member.

to. Additionally, Wilson was a man who was very concerned with pleasing God, an important qualification for Mary's "perfect man."

"The moment he saw me," Mary Wilson said. "He knew that I was going to be his wife, he said. It's true, I did become his wife, and we've lived happily for 28 years."

Wilson was almost always occupied with concerns for others, and he especially spent efforts in impacting and connecting with his children.

"My dad was the best example anyone could ask for," Wilson's daughter Margaret said. "He was extremely selfless, and it came from the heart. If we were happy, that made him happy. Around the house, if I were interested in anything, he would be sure to be interested in too. For example, when I got excited over a new movie coming out, he'd cut out interesting little articles in the paper about the movie so that I could read them. We all looked up to him so much."

Wilson's eldest son John is working hard in his fourth year of medical school; His middle child Timothy is now an artist working for a firm in Clayton; His youngest daughter Margaret is a college student aspiring to become a physician's assistant. Being a strong leader in his family, Wilson also loved every one of his family members deeply and influenced many of his children's achievements.

"My dad has always been here for me," Margaret Wilson said. "He was always thinking about my good; he was always a great encouragement in whatever I wanted to do. He always told me I could do anything I wanted to do, and how talented I was. The thing is, he didn't just say that, he really meant it. My brothers and I always had to tell dad about our new accomplishments because we knew he would be so sincerely amazed. He was so proud of all of us, and that helped us to excel. He gave me and my brothers many good values not only through his teaching, but through his example."

Throughout Wilson's illness, his main concern was not for himself, but for his church and especially for his family and he did not want to let them down when they saw his physical appearance becoming more fragile everyday.

"At one point," Mary Wilson said. "He told me not to worry. (His illness) 'was just a little bump on the road.'"

Because Wilson's cancer went by fast, he never suffered any pain that resulted from the cancer except for weakness and discomfort near the end of his life due to the fluid in his abdomen. Mary Wilson is able to take great consolation in her husband's lack of suffering and is content that God "took him as gently as was possible to do."

"The greatest and best thing I will remember about him is his unselfishness toward those he loved. He truly put others ahead of himself," Mary Wilson said. "On Fathers' Day in June this year I wrote on a card that I gave him, 'you're the most unselfish person I have ever known.' And this is absolutely true."

"Jeff," Gontarz continued in his speech at Wilson's funeral. "We at Grace Christian Fellowship thank you, for your caring, for your dedication... John, Timothy, and Margaret... Your dad was huge, his heart was huge, his shoulders were broad. Treasure in your heart his memories, his example, and all that he taught. Take comfort knowing this, there was nothing more precious on earth than you his children. And Mary, his beloved wife... you two were inseparable. He couldn't live without you... He loved you. It's rare to see such love, faithfulness, and dedication..."

For Wilson, the end came quietly. "On the morning of Sept. 12," Mary Wilson said. "He felt uncomfortable and asked me to help him sit up on the couch. I helped him sit up, and I sat beside him. He said he felt a little dizzy, and the very next moment his breathing stopped and he was completely unconscious. I was with him as his heart stopped beating. Though I doubt he heard me, I told him how much I loved him and that he should enter the joy of the Lord. I know he did enter the joy of the Lord, and that is a most wonderful consolation for all of us. And I know we will see him again, and that keeps me from being as sad as I would be otherwise." ☺

*Names have been changed to protect anonymity.

Taking 'work' out of homework, an interesting alternative

Meredith Redick
Staff Reporter

It's Tuesday night. You have just returned from a grueling two-hour sports practice. All you want to do is sit back and relax for a couple hours, maybe watch the next episode of your favorite TV show.

But wait...a bulging backpack lies on the floor, stuffed with binders and folders: you haven't done your homework.

Homework is a part of every high school student's life.

Most students, parents, and teachers accept homework as a tedious but necessary aspect of life for all students.

After all, without this knowledge, these study skills, and the development of responsibility and self-sufficiency through doing homework, kids will never be ready for the real world.

Right?
Recently, educator and parenting expert Alfie Kohn challenged that view in his new book, "The Homework Myth."

According to Kohn, not only can homework cause substantial damage to a child's emotional and psychological wellness, it is doubtful whether the type of homework generally assigned is really beneficial to the child.

Three major issues associated with homework that Kohn mentions in his book are stress upon the student, less time for other activities and less interest in learning in general.

Many students at CHS participate in extracurricular activities, such as sports teams or clubs.

Although these activities are great for learning new skills or making friends, the added activities leave students feeling drained of energy.

"[Field hockey] practice doesn't let out until 6, and after showering and eating dinner I go straight to homework," freshman Jennifer Maylack said. "Instead of encouraging healthy

activity and learning among students, homework load increases stress levels and decreases enjoyment at activities they love."

According to studies from the Brown Center on Education Policy at the Brookings Institution and the RAND Corporation, 65 percent of 17-year-old students spent less than an hour on homework each night.

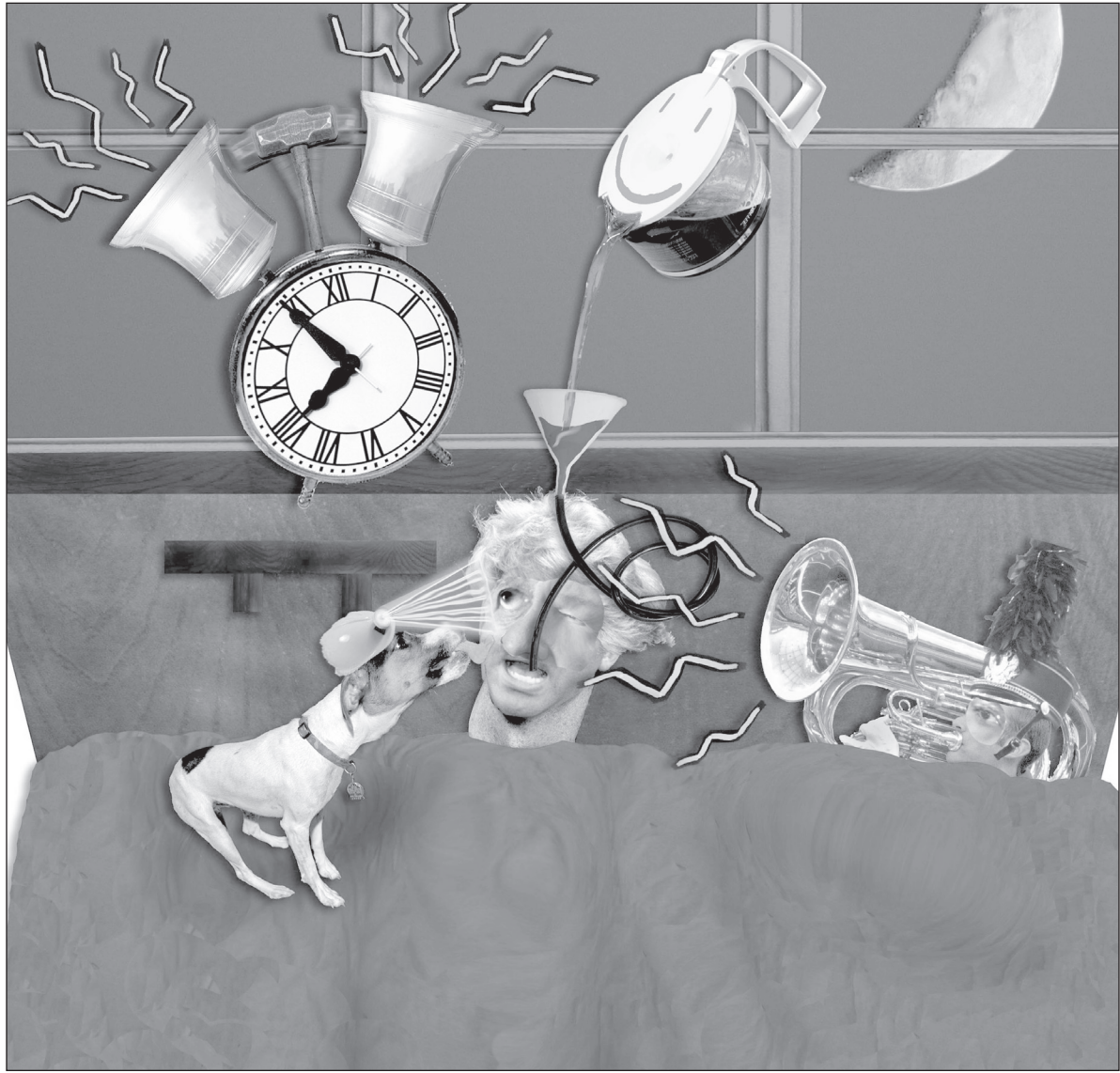
If that were true, CHS students would be "pretty happy," as one student put it.

However, students say that their homework load averages between 1.5 and 3 hours per night (depending on the student's grade.)

“Talk (respectfully but assertively) with teachers about your [homework] concerns, and above all, as Mark Twain said, to resolve never to let schooling interfere with your education.”

Alfie Kohn

Author, "The Homework Myth"



MCT Campus Illustration

Many factors lead to sleep deprivation. Caffeine, prescription drugs, stress, and distractions at home are the leading factors in sleep deprivation. To combat these problems, students should try closing curtains, listening to calm music, and lighting candles. Sleeping pills should be a last resort.

Indulgence in caffeine leading factor in sleep deprivation

Nick Andriole
Staff Reporter

Today's teenagers face many commitments at school, work, athletics, and of course homework. After all, each day has only 24 hours, making it hard to complete everything.

Many teens make priorities and sleep is often overlooked. Although this may be necessary at times, making this choice definitely isn't wise.

Truth be told, teenagers are recommended to budget between eight and one half and nine and one-half hours for sleep overnight, according to the National Sleep Administration.

Finding the time to sleep should be among the top items on everyone's list, because sleep can have a direct impact on our GPA's, athletic performance and test scores.

"There are a lot of health problems for not getting the recommended amount of sleep, because they are setting themselves up for a lifetime of that same behavior," Registered Nurse at Saint Louis Children's Hospital, Carol Miller said. "If a person doesn't get the required amount of sleep they have a tendency to over eat which may lead to obesity of course. Of course there are many other health problems including emotional problems related to a lack of sleep."

Many students who are unable to receive a reasonable amount of sleep depend on the vending machines in the commons and coffee drinks for a boost in caffeine.

"Caffeine is okay in limited amounts, but definitely stop caffeine by 2 p.m. or 3 p.m. so it doesn't interfere with your sleep" Miller said.

What is considered 'a limited amount' may vary from person to person.

"Typically we educate patients on one drink per day" SLCH dietician Tara Todd said.

Caffeine may not be the only reason students are

having issues sleeping. Prescription drugs, stress and distractions at home may also be the cause. Sleep experts suggest following these remedies: closing curtains, playing easy listening music and maybe even lighting candles to relax. Students should contact a doctor if they wish to discontinue a prescription that may be interfering with their sleep patterns. Many area hospitals offer sleep clinics where patients can get support from specialists.

Not all students are experiencing issues with their sleep because they have found strategies that work.

"I get eight hours of sleep per night", sophomore Ali Holt said. "Instead of staying up all night to watch tv, I use TIVO, except for the OC."

Not all students are as fortunate as Holt to receive a full eight hours of sleep.

"I usually sleep about six and one half hours per day, I try to get more, but once I wake up, it's hard for me to get back to sleep," senior Nick Currey said.

Making up for lost sleep time in class is usually not a good idea.

Students may feel it is okay to doze off during a video or boring presentation; however, they may be missing key information that could appear on a test or quiz.

According to a survey conducted by The U.S. Department of Health and Human Services Substance Abuse Division, 15 percent of teenage students report falling a sleep in class at some point during the school year.

Resources are available for students who believe they have developed a sleep disorder. Consider calling (314)-454-KIDS (5437) to speak with a nurse at SLCH for free.

Visiting your family doctor is also a great place to start, although they may refer you to a specialist that can better help you.

The Clayton Sleep Institute, operates a sleep clinic with specialists and physicians who only care for sleep related issues. ☺

Some scholars claim that students would be unproductive if they had less homework, but freshman Shelby Sternberg thinks otherwise.

"If I had more free time, I would work harder on the homework I had," Sternberg said.

Similarly, sophomore Kate Wheelock would choose to spend time doing activities like volunteering.

Activities like these can help students to learn about quality, helping others and can instill a more permanent work ethic compared to the forced discipline of school.

"I think that kids learn how to make good decisions by making decisions, not by following directions," Kohn said.

Although a packet of fill-in-the-blank sentences may be easier than a project designed to help conceptualize important ideas, students will not benefit in the long run from cramming forgettable facts into their short-term memories.

"Worksheets are just busywork," Maylack said.

However, Maylack said that she would prefer to do worksheets than another assignment because it's easier to get full credit.

"You know exactly what you have to do," Maylack said,

CHS English teacher Sheri Steininger prefers reading and re-

flecting to other types of assignments.

"Everyone should be doing [independent daily reading and reflecting] every day," Steininger said.

Kohn thinks that most kids hate homework.

"They dread it, groan about it, put off doing it as long as possible," Kohn said. "It may be the single most reliable extinguisher of the flame of curiosity."

With increasing pressure on students to do well in school, homework has become "a way to accrue points" rather than an opportunity for learning, as one high school social studies teacher was quoted as saying in Kohn's book.

Some scholars believe that discipline is the key to helping students develop good study habits and responsibility.

Kohn disagreed, asserting that the basis on which homework is assigned should be changed.

"Most teachers and administrators aren't saying, 'It may be useful to do this particular project at home,'" Kohn said. "Rather, the point of departure seems to be, 'We've decided ahead of time that children will have to do something every night (or several times a week.) Later on we'll figure out what to make them do.'" Some disagreed with this asser-

tion, however.

"I see little point in assigning homework just to assign it," one CHS teacher said. "I try only to send work home when it needs to be done and we don't have class time for it."

Because of the overall trend, however, and because of the fact that "each [teacher] may assign homework without regard to how much other teachers have already given," as Kohn states in his book, students are finding less and less time to be with their families, exercise, or just have fun.

"My main advice [in coping with homework] would be to remember that if you're frustrated or irritated by homework, the problem may well be with the assignment rather than with you," Kohn said. "Talk (respectfully but assertively) with teachers about your concerns, and above all, as Mark Twain said, to resolve never to let schooling interfere with your education."

For students now, their best option is to work hard in school, but keep a look out for other opportunities to learn during any free time.

Books, movies, magazines and newspapers are great ways to learn new concepts and stay informed on current events.

In addition, places like zoos, museums, and arts festivals can provide terrific ways to learn. ☺

Brush with skin cancer leads to increased precaution as prevalence of melanoma increases

Hannah Novack
Staff Reporter

"I didn't expose myself to the sun that much; I wasn't a sun-worshipper," Aaron Novack said. "So I was kind of surprised that I got skin cancer."

Novack is just one of the 800,000 Americans diagnosed with basal cell carcinoma, one of the three main forms of skin cancer, each year. The other two common types of skin cancer are squamous cell carcinoma and melanoma.

"These cancers are abnormal growths of the pigment cells of the skin, the basal layer of the epidermis, and the middle part of the epidermis respectively," said Dr. Jerome Aronberg, M.D., Assistant Professor of Clinical Dermatology, Washington University.

The main cause of skin cancer is chronically irritated skin. Such irritations can be caused by burns or ulcerations.

Your skin keeps a tab of all the UV radiation it has been exposed to over the years.

"The total amount of UV radiation that a skin cell can endure before becoming cancerous is not known," Aronberg said. "[But] once the 'magic' amount of radiation is reached, the cell can become cancerous."

There are many other causes of skin cancer, other than sunburn, such as tanning and exposure to toxic chemicals, like arsenic.

"In order to obtain a tan, you must first expose yourself to sunlight and consequently, the meter is running," Aronberg said.

"[Meaning] the amount of sunlight radiation is being added to your total amount of radiation that the skin is being exposed to over its lifetime."

A number of forms of skin cancer can become fatal. Malignant melanoma is the most prominent form, but even the less pernicious forms of skin cancer can become fatal if left untreated.

To prevent such an awful occurrence, look out for new growths or existing growths that have changed

or grown.

Dr. Aronberg recommends that in the case of melanoma, you should look for the 'ABCDE' signs: Asymmetry, Border irregularity, Color irregularity, Diameter greater than a pencil eraser, and Evolving or growing of the lesion.

"I had a scab that didn't go away for over a month, so I went to the doctor," Novack said. "The doctor took a sample of the scab and ran some tests which determined it was cancer. [The Doctor] froze the sore and then scraped away the dead cancerous skin cells."

Novack's doctor performed the typical procedure for treating skin cancer, which is minor surgery. But occasionally, depending upon the type of skin cancer, chemotherapy must be used.

Sunblock and sunscreen are extremely important tools that should be used whenever UV light exposure is going to occur. What many people don't know is that there is a difference between sunscreen and sunblock. Sunscreen helps you avoid UVB rays, while sunblock helps you to avoid both UVB and UVA rays.

"The sunblock will not only help prevent skin cancer, but also help prevent skin aging," Aronberg said. The incidence of skin cancer is increasing at a shocking rate, not just in older Americans, but also in teens and 20-year-olds.

"It is estimated that one person in less than 70 will now develop melanoma at some point in his or her life," Aronberg said.

The best way for these rates to decrease is prevention. The best way to prevent skin cancer from developing is to avoid the known stimulants, including ultraviolet light.

It is difficult to avoid UV rays, so make sure to steer clear of tanning beds, and to wear sunblock!

Novack has learned his lesson after being treated for skin cancer.

"I now wear long sleeves more often and always wear sunscreen outdoors," Novack said. "I also advise other people about the necessity of being vigilant toward changes that occur on their skin." ☺

MCT Campus Illustration

First signs of skin cancer include:

- A spot, mole or freckle that has changed in color, shape or size
- A new spot that's different from other spots on the skin in that area
- A sore that doesn't heal

How to avoid developing a case of skin cancer:

- Repeated exposure to the sun can increase the risk of developing skin cancer in the future.
- Solar radiation is the strongest between 10:00 A.M. and 3:00 P.M.
- Always "cover up" and apply a sunscreen if you will be working outside for more than a few minutes.
- Select a sunscreen rated SPF 30 or greater.

Students enjoy baby-sitting to earn extra cash

Siobhan Jones
Staff Reporter

It's Saturday night. You've been working hard all week and now you have the opportunity to hang out with your friends and relax...or you can drop your plans, your social life, your chance to just chill, and head off to make sure some little toddler doesn't do something stupid like burn his hand on the stove top while his parents go out to enjoy the leisure that you just passed up.

Regardless of the downside, students at CHS love baby-sitting. Of those spoken to, all said that they enjoyed their jobs.

"I like baby-sitting because I like to work with kids," sophomore Leigh Tait said.

Tait baby-sits on average once a week. Apart from the kids, she also likes baby-sitting because it is an easy way to make money.

"It depends on the family but usually I make about \$7 an hour," Tait said. "I think that's a good rate, except if there are two kids and then it's not as good."

Junior Leigh Katz baby-sits every weekend.

"Baby-sitting is an easy way to make money, especially since it is cash, which is easier to deal with," Junior Leigh Katz.

Sophomore Paige Meneses agrees that baby-sitting is an excellent way to make a few bucks.

"I need the money and it's just the easiest way to make some, plus there are no taxes involved," Meneses said. "I make about eight to twelve dollars per hour."

Although missing out on taxes is a nice benefit, Meneses doesn't think it is something that influences people when deciding whether or not baby-sitting is the job for them.

"It's kind of just a nice little bonus," Meneses said.

Katz, however, does think that taxes are a big enough influence to make baby-sitting that much more appealing.

"It's so time-consuming. And having to cash in checks takes up too much time," Katz said.

The challenges of baby-sitting are different from the challenges that other jobs present.

"One girl did try to cut my hair one time," Katz said. "She was like, 'I'm going to cut your hair.' And I was like, 'I don't think so.'"

There is a traditional problem presented to all baby-

sitters- what do you do when a kid misbehaves?

"Most of the kids that I baby-sit are nice, but sometimes when some of them start to throw tantrums I just don't know what to do," Meneses said.

Meneses responds to bad behavior in a passive way.

"When kids are bad I tell them that there will be consequences. That usually works," Meneses said.

Tait, another experience baby-sitting veteran, also has a few tricks up her sleeves.

"When my kids are bad, I put them in time out," Tait said. "And the really bad ones, I talk to their parents about it."

Katz doesn't particularly enjoy the behavioral part of the job.

"I'm not very good at disciplining," Katz said. "I just tell them to stop, and if they don't, I try to ignore it until they do."

Unfortunately, baby-sitters are often needed on weekend nights, when most teenagers would rather be out with friends.

"It means giving up your weekend nights, and sometimes my friends get a little mad," Katz said. "This summer I baby-sat a lot, everyday from eight in the morning to as late as 5 at night. Most of the time it was fun, but sometimes it was a lot to handle."

Leigh Katz
Junior

Meneses also had an opportunity to work for a longer time than just at night.

"One time a family took me with them to Florida," Meneses said. "They would go out every night and I would just baby-sit like normal. That was a really cool job."

Getting the word out about themselves and attracting clients is another thing that baby-sitters must do in order to stay in business.

"My mom is a preschool teacher," Katz said. "A lot of parents came to her asking if she knew of any baby-sitters, so I got a lot of opportunities to baby-sit that way."

Tait started out baby-sitting for clients who were friends of her mom's.

"Friends of my mom's and family friends were the first people," Tait said. "After that, they spread the word and people started calling me."

So is taking time out of your life to make sure kids don't burn their hands on stoves worth it?

"Absolutely," Tait promises. ☺



“Baby-sitting is an easy way to make money, especially since it is cash, which is easier to deal with.”

Clayton students differ from stereotypical apathetic teens

Ellie Bullard
Staff Reporter

One of the most common perceptions of teenagers by other people is that teenagers are apathetic. The stereotype is fueled in part by the general personification of Generation Y, which is mainly consists of teenagers. People in that generation are generally thought of as disrespectful, lazy and apathetic. The stereotype that teens just do not care has been and continues to be long-standing and accepted by many middle-aged people.

However, Clayton High School may not conform to this general label of teenagers.

In fact, the majority of teens at CHS are involved in either sports, clubs, or both.

"We've got 85 clubs at CHS and 80 to 90 percent of our students are involved in extra-curricular activities," Guidance counselor Steve Urbach said. In addition to being involved in many clubs the CHS student body may also be passionate about national and global issues.

There are actually many clubs that deal with the problems in the nation and in the world. Some of these clubs include Gay-Straight Alliance Club, Students against Discrimination, Amnesty International, the Community Service Club, Model United Nations and many others. The number of people in each of these clubs ranges in number from five to 30.

However, although students may want to join CHS clubs that deal with world and national issues, some students of CHS are in-

involved in other activities, and they are not able to participate in very many clubs or activities that deal with the problems.

"I'm not in many clubs this year because I have too much on my plate," sophomore Hannah Slodounik said. "I wanted to be in community service [club], but between being a class officer, sports, schoolwork, friends and family, it's hard to fit everything in."

Urbach said that there are many opportunities for students to join these clubs.

"Generally, they [the students] could probably be able to be involved in clubs [focusing on global and national issues] because the sponsors are very flexible," Urbach said. "They want to encourage students to participate as much as possible."

There have been many students this year who have become a part of these assorted clubs. For example, one group of teens has even created a new club this year called Peers Protecting Peers.

"It was after this summer, after a lot of accidents happened [that the club was started]." Member of Peers Protecting Peers Lily Hirst said. "We wanted to bring awareness to people about being safe and about drunk driving."

Instead of merely witnessing the teen accidents this summer, the group of teens decided to form a club to help raise awareness about drunk driving, and try to fix the problem. Recently, they held a presentation to raise awareness.

"At the first meeting we thought



Staff Photographer

Carol Iskiwicz and her buddy from Litzinger enjoy an arts and crafts project during the Clayton High School Arts Fair, an event in which a majority of the student body actively participates.

about doing the presentation." Hirst said. "No one really paid attention to the MADD (Mothers Against Drunk Driving) meetings last year and we wanted to do something that would hit home and would be different."

These students' behavior is evidence of the fact that CHS is a community of active members who care about local, national and global issues.

Recently, some surveys have been distributed asking students about their habits in terms of watching the news and reading the newspaper, and about their concern for problems in the world.

According to the surveys, stu-

dents are average in terms of the amount of time they spend getting informed of world and national issues. On scale of one to ten, teens said that the amount of time they spend watching the news is about five, and the amount of time they spend reading the newspaper is about four.

When asked about their concern for various world issues, the surveyed student's answers were surprising. For example, when asked about their concern for the War in Iraq and the War on Terrorism, students replied on average that their concern was at about a seven on a scale from one to 10. The surveys show that the students are actually

very concerned about national and global issues.

"Obviously there are some kids who are very concerned. The Green Club was started because a kid wanted to change the materials being used in the cafeteria for plates." Student Activities Director Hamlack said.

At CHS, students participate in many clubs that help with global and national issues. As seen by the surveys and by what students are doing currently to fix things that they see as problems, students are actually very passionate. In fact, teens at CHS may have about the same amount of concern the adult population in Clayton.

In a recent poll of 62 Clayton students, many expressed extreme concern about current political issues.

War in Iraq 52%

Environment 55%

Racial Issues 58%

Abortion 94%

Stem Cells 94%

Gay Rights 45%

"My gut feeling—especially because of the protest against the desegregation program and stories about social studies discussions—is that this school is very culturally passionate," Urbach said. "I would say that some students at CHS are more culturally passionate than some of the adult population."

Apathy—although it exists in teens, as it does within all groups of people—is not a characteristic label that should be stuck on teenagers, at least at CHS. It is a characteristic that can belong to any one person, but cannot belong to any one specific group. ☺

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Peers Protecting Peers presentation an emotional, moving success

📍 **Rachel Harris**
Co-Editor in Chief

On Oct. 12, all of Clayton High School filed into the auditorium. One by one, students and staff took their seats, growing quiet for the first Peers Protecting Peers (PPP) presentation. This would not be the normal administrative spiel strongly urging students not to drink and drive. Coming from a student this time, the delivery would be much more stirring.

"PPP began when [sophomore] Stephanie Winchell along with [activities director] Erik Hamylack and I decided to make a group bringing awareness to drinking and driving and wearing your seatbelt," senior Alex Glaser said.

Winchell came up with the idea to have an assembly on her own. She wanted to share with other people what drinking and driving can do. She went to Principal Louise Losos with the idea after she and members of the PPP threw around the idea for a period of time.

While Winchell took a more prominent role in the event as the main speaking, Glaser was more behind the scenes; organizing the event, making opening remarks, and assembling a PowerPoint presentation.

"The students decided that they wanted to get the assembly in before homecoming," Hamylack said. "It's a big weekend with lots of activities going on. It can be easy for students to make quick irrational decisions. We hoped that it would make them think more responsibly."

Glaser voiced his concern for students drinking and driving over homecoming weekend. The last thing he wants is to come back Monday morning and be informed of the death of one of CHS' students.

Alcohol is a major factor in traffic accidents. Unfortunately, Winchell's life was changed on Saturday, June 24, when her mother was killed by a drunk driver.

"We had gone to the zoo that morning around noon and left at about four to go eat," Winchell said. "Then after eating we were on our way to my dad's house to get a couple of things I had forgotten a few nights before. That's when we got hit."

School nurse Dede Coughlin is grateful that Winchell was wearing a seatbelt. Coughlin says that with that type of car accident she could have been more seriously hurt or killed. Winchell suffered no major injuries even though she remembers very little from the accident.

"I remember small details about the whole thing," Winchell said. "I remember waking up to see my mom lying on the steering wheel passed out and then I'm guessing I either passed out or either blacked out again. And then I woke up in the ambulance and asked



Jake Torchin

AT THE FIRST Peers Protecting Peers presentation held on Oct. 12, sophomore Stephanie Winchell shares her experience with the CHS audience, and warns about the dangers of drunk driving.

where my mom was and no one would tell me."

Winchell was in the hospital for less than 24 hours with minor injuries. While the event was traumatizing, she elected not to tell her friends at the time.

"They found out through somebody in my family who called," Winchell said. "My cousin called my friends so they all came in to see me the next day which surprised me and made me really happy. I spent the next five days visiting the hospital. I couldn't stay there the whole time because it was just horrible and so I visited the ICU ward everyday for an hour or so."

Winchell spoke at the assembly, seemingly without hesitation.

"I was really nervous, Winchell said. "It was intimidating. I had to get up and speak in front of the whole school and it was hard because I didn't want to cry in front of everybody, but I was glad that I was doing it

even though it was difficult."

The entire audience was floored. The speech provoked different emotions from the audience. Some cried while others were silent, unable to comment on the horrible account. Looking up at the crowd, Winchell got a very unique perspective on how the audience received her speech.

"The impression I got was that a lot of them were just blown away and they were really affected by it," Winchell said. "I saw a bunch of kids crying and it made me feel like I made an impact, like I made them think about it every time they got into a car. I thought that they were really into the assembly."

Following the assembly, Winchell was stopped in the halls and received nothing but positive, praising, emotion-filled feedback.

"I was approached by many [students, teachers,

and staff]," Winchell said. "Most of them just told me that I was really courageous and that I had a lot of guts to be able to get up in front of the whole school to be able to say that."

"Stephanie is one of the strongest women I know," Glaser said. "It took a lot of courage for her to get up there and complete such a tough task as she did."

Hamylack says that parents of CHS students approached him raving about the impact the assembly had on their children. The event provoked countless conversations around dinner tables that night, hopefully saving lives over homecoming weekend.

"It was well down how she did it," Coughlin said. "She instructed people to close their eyes. She set the stage to make it very human. The whole presentation had an incredible human face to it. Recounting the accident was vivid and made you feel like you were there. She was very brave. It must have been very hard to do. I know I left sobbing."

The students' reactions were astonishing. The entire auditorium was silent. Coughlin sensed that you could have heard a pin drop the students were so attentive to the story.

"I was amazed by the reaction from the students," Glaser said. "Teachers were very impressed. Some students said that it was the first time that they had left the auditorium and everyone was silent. Through my four years at CHS I have seen the walk out and the number of students taken back by that. But I have never seen students so touched. Teachers could not even teach after the assembly. That is effect at its best."

While this was the first year PPP has existed, everyone hopes that this will now become a tradition in the Clayton community. Glaser hopes that awareness becomes a tradition and knows that as long as Winchell is at Clayton and many years to come.

"Hopefully the club will return every year continuing to grow," Hamylack said. "There are definitely ways of presenting different messages that should be introduced and expanded on every year. This is not something to forget."

Hamylack is very proud of the PPP members, especially Winchell and Glaser for getting up in front of their peers with the important message, not being afraid to say what needed to be said, and for taking the lead.

CHS has not seen the last of PPP. As they look to the future, they have many projects in the works.

"The club is planning to do a seatbelt contest within the state and also continue to bring attention because the last thing we want is to bury one of our own students," Glaser said. "I have learned from the past and I never want this to happen to Clayton." 📍

FANTASY INSIGHT -1:0 -2:0 -3:0 -4:0 5:0 4:0-

Carson's Challenge

Time to sit Carson Palmer, or stick with him? Tristan Cockcroft is watching Cincy (and more). [Story](#)

- [Cockcroft statbook](#) | [Engel: Decision making](#)
- [Karabell: Power Rankings](#) | [Carroll Injury Report](#)
- [Week 7 Rankings](#) | [Mailbag](#) | [Notebook](#) | [Foster](#)

TOOLS

- Live Draft Results
- FFL Points Against
- Player News
- Complete Projection
- 2006 Leaderboard
- Top Performances

Courtesy of espn.com

As Fantasy Football becomes increasingly popular among NFL fans in Clayton High School, students rush to the sponsor's website to choose their teams and compete against others.

Fantasy Football gains popularity at CHS

📍 **Jack Harned**
Staff Reporter

Do you think that you could be a football owner? Have you ever watched the NFL draft and wondered, "Why did they pick that guy?" If you answered yes to either of these questions, look into fantasy football.

Fantasy football is a game in which the player chooses professional athletes for a team. Depending on how these athletes play, the team's owner gets various amounts of points for his team.

The winner at the end of the week, in the case of fantasy football, gets a win for his record. At the end of the football season, the player with the most wins gets all of the prizes associated with the competition.

Usually, the owner of the fantasy team chooses one quarterback, one wide receiver, one running back, one tight end and a team's defense. Because there are so many athletes to choose, it can be hard to know whom to pick.

Freshman Casey Lawlor, a fantasy football player, really liked the picks he made on Sunday, Oct. 15.

"LaDanian Tomlinson and Terrell Owens were awesome," Lawlor said. "[Terrell Owens] scored three touchdowns, and [LaDanian Tomlinson] scored four."

Some popular quarterbacks are Peyton Manning, Michael Vick and

Tom Brady and popular running backs include Stephen Jackson, LaDanian Tomlinson and Warrick Dunn.

Some popular wide receivers, other than Owens, include Keyshawn Johnson and Steve Smith. The Bears defense has been the best team defense.

Freshman Ben Goldman thinks his team is doing pretty well.

"My team is in the 200th place out of 850 teams," Goldman said. "My superstar player is probably Tory Holt."

Freshman Charles Goodman, another fantasy football player, thinks his fantasy football team is strong.

"Most people don't understand how dominant it is, but I'm 6-0," Goodman said. "My best choice was Peyton Manning. My worst choice was the Rams' defense. The one time I used them, I lost points. I play fantasy football because it's fun. You can watch the NFL games and watch your fantasy team win."

If you can choose more than one player, a bench often develops. A bench does not earn points to be tallied for the week, although the players do win points.

If there is a tie in the points, the player with the most bench points wins.

Sometimes it is hard to know who to put on the bench and who to put on the starting lineup. That is why it is important to keep in touch

with the recent quality of play of a player and to keep in touch with the sports news. Sometimes, owners start players that are injured because they haven't kept track of the injury records.

Also, if you have two good running backs, you should see whom that player's team is playing. If they are playing the team with the best rushing defense, it might be smart to start the other player. This is the same for quarterbacks, receivers, tight ends and defense.

Some avid sports fans do not do fantasy football. They think that it takes away from the concept of a team.

Everyone who plays fantasy football is concerned about how his or her players do and don't care about the score of the game. People don't care about their home team. This is only true for a few fantasy football players, though. Also, many avid football watchers don't play fantasy football.

Freshman Jacob Grady, a person who watches football but does not play fantasy football.

"I don't play fantasy football because it never crossed my mind to do it," Grady said.

Fantasy football draws many people into the football world because of its fun and its rewards. This is why so many people play the game that rewards you on how good your choices are: fantasy football. 📍

The search for the missing mascot

Due to a lack of student volunteers, this year, CHS football has had to play without a key component to the sports atmosphere: the beloved Greyhound mascot.

📍 **Mary Blackwell**
Staff Reporter

Clayton football has started again, but in this season something is missing. Where is the mascot, the Greyhound, the Top Dawg? This year no student has volunteered to be the greyhound.

"There was a time when we had six or seven people wanting to be the mascot," Rich Grawer, former CHS Athletic Director, said.

Every year students have had enough school spirit to dress up in the greyhound suit, although it sometimes can be hot in there, and attend football games.

The greyhound hugs kids, dances, cheers with cheerleaders, and does anything he or she can to pump up the crowd.

"The Greyhound adds spirit to the game provided the person inside the suit is kind of an actor," Grawer said.

"The mascot gets us pumped up," sophomore football player Grant Erhard said, "They're important because they show school spirit."

In the past it was never revealed who the student in the suit was unless that student chose to tell others.

"The volunteer for the mascot was never revealed publicly to the student body," Grawer said, "We kept



Emily Owen

CHS's greyhound mascot poses during a football game. This season, however, the beloved mascot is missing.

his or her secret just as part of the mystique of being the mascot."

The Top Dawg has been absent at every football game this year.

"It hurts our spirit in games and so I think it would be a good thing if we could find someone to fulfill that role to help fans get fired up," first-year Athletic Director Bob Bone said.

Lately, the Greyhound costume has been looking battered with faded color, scratched snout and worn fabric.

It is then, no wonder it's deteriorating since CHS has had that same suit for at least 10 years.

"We probably do need to look into getting a new suit," Bone said.

Any student interested in being the Top Dawg should ask for an application form in the athletic office. 📍

“**The mascot gets us pumped up, they're important because they show school spirit.**”

Grant Erhard
Football Player



Jet Li in "Fearless" features some amazing fight scenes, but the film still fails to satisfy.

Handout/MCT-Fearless

Jet Li says final farewell in 'Fearless'

Qing Zhang
Section Editor

Call it cliché and predictable, but Jet Li's endeavor at director Ronny Yu's recent biopic, "Fearless," is also an extravagant thriller you can't help but like.

Allegedly marked as Li's final martial arts film, "Fearless," released in late September, loosely tells the story of Huo Juanjia (Jet Li), a Chinese martial arts legend during WWII.

Intended to be both a martial arts spectacular and a moral allegory, Fearless conveys the bulk of its message in one direct, yet typical plot of traditional heroes.

The movie opens in an epic tone in which Huo, swathed in passive confidence, engages in a four-to-one match with massive foreigners.

As the last of the group, a Japanese samurai played by Shido Nakamura, steps into the arena, the story flashes back to the years of a young, cocky Huo in the late 1800s.

Huo, in his childhood, inherits a zeal for martial arts from his father, a master at the discipline. After a neighbor's kid defeats Huo in a match; however, he

swears to atone for the humiliation by becoming the best at his craft.

Years pass as Huo grows to maturity along with his fame and ambition. One by one, he conquers his challengers in every style of combat, whether it be the elevated platform, the Tai-Chi sword, or the three-sectional staff.

By the time Huo rejoices in the title of the champion, his arrogance and irresponsibility has multiplied, and eventually precipitates in a tragedy as the movie turns to its second act.

In the ill-informed battle with his last rival, master Chin, Huo paid for his victory dearly with the slaughter of his family.

Devastated, Huo lay unconscious through a voyage to the outskirts of China, where he found refuge in a peaceful village under the care of a blind girl, Moon (Betty Sun).

Amidst the quiet romance, Huo learns through Moon the inert pacifism of martial arts, a prevalent theme in the remainder of the movie.

Then, after stretches of meditation and recovery, Huo returns to Shanghai for one last battle not aimed

at fame, but at national pride in China's most turbulent period of foreign occupations.

Billed as Li's final martial arts masterpiece, "Fearless" does not disappoint in that aspect. Choreographed by the gifted Yuen Wo Ping ("The Matrix" and "Kill Bill"), the trimmed and controlled fighting sequences dazzle.

And despite his 43 years, former martial arts champion Jet Li is still delightful in the depiction of the fury and beauty of wushu in his battle scenes, only with more studied posture and more ravishing moves.

Unfortunately, however; the battles themselves at times outshine the purpose of the movie as a preacher of sportsmanship. Director Ronny Yu's effort at inserting the theme after a concentration of fighting in the beginning seems less than successful.

With the excitement aroused by the former half of the movie still fresh, the hasty transition to the Huo's sublime recovery appears without sufficient foundation. The village scene, especially, is peculiarly out of place as it consumes about a fifth of the movie while contributing little relevance to the plot's pace.

Undeniably, the portrayal of the remote village is

visually satisfying, but the content is extraneous considering the short length of the movie, about an hour and a half. Watching Li learn the way of agriculture for 10 minutes is confusingly painful. Hopefully, the uncut DVD version with an extra 45 minutes will compensate for the void.

A pleasant surprise comes as Li's acting skills breaks through from attempts at earlier Hollywood productions such as "Unleashed" and "Romeo Must Die." From an arrogant Huo to the devastated Huo to the revered Huo, Li's performance is awe-inspiring in spite of the direction. The three stages connect in Li as he read into the psych of the character at each up and down.

Li has commented before the release of the movie that "Fearless" is more of a personal project to him, due to the fact that this is his last piece and more importantly, that Huo Yuanjia is a national hero whom he loves.

And at the conclusion of the movie, Li's wish to raise the morale and spirit of his countrymen in a time of social perplexity does shine through, genuine and authentic. ☺



Jack Nicholson stars in the critically acclaimed "The Departed."

Handout/MCT-Departed

'Departed' dominates theaters

Percy Olsen
Staff Reporter

Send the kids to their rooms, and call the sitter! We're gonna see a **movie** tonight! Yee-haw! And this is not your ordinary movie, Buck. This is Martin Scorsese's "The Departed," a remake of 2002's "Infernal Affairs." Forget everything you know about remakes, about how they're unfaithful and uninspiring and unnecessary, forget everything I just told you, because this movie is like seasons three through nine of "The Simpsons": Amazing.

Nothing in this movie disappoints, nothing at all. After a few years of directing imaginative and daring projects, Scorsese ventures back to what made him a household name in the first place: Organized Crime.

Make no mistake, this is not "Goodfellas II," Scorsese would never stoop to such lows just to cash in a quick buck. "The Departed" takes what we know about organized crime through movies, and turns it upside down, oftentimes literally in an expertly directed shot.

The story is deceptively simple. Frank Costello (Jack Nicholson) rules the Irish Mob with an iron fist, ordering deaths left and right for unpaid dues and such. The police force will have none of this, and they send Billy Costigan, played by the coming-of-age Leo DiCaprio, as an undercover agent to give them a glimpse into Costello's world. Costello isn't the top dog for nothing, and he counters by putting a rat in the police force, Colin Sullivan (Matt Damon).

The acting in this movie is top-notch. Period. Jack Nicholson's face lights up with every line, his mouth seem to have a mind of its own as he speaks, and his eyes glimmer and shake with ferocity as he catches Costigan off guard by pulling out a gun; he could not

be having more fun. DiCaprio plays a good guy (nothing new) but you can't help but feel sorry for the kid as his life gets torn apart by his assignment. He's really grown up a lot since "Titanic."

Then comes Matt Damon, a man I was convinced could only play "The Good Guy." Damon's portrayal of Sullivan is so convincing, at times I would be forced to do a double-take to remind myself which side he was actually on. Suffice it to say that he proved me wrong.

The supporting cast is rounded out by the consistently hilarious Alec Baldwin, the newcomer Vera Farmiga as "the love interest," and Mark Wahlberg and Martin Sheen as perfect foils of each other.

Martin Scorsese captures his Oscar-worthy performances using 40 years of directing prowess. There is not one boring shot in this movie, even in dialogue the camera is always sweeping around, thickening the plot, and highlighting certain on-screen objects that before seemed trivial.

The dialogue flies fast and hard in this picture, leaving very little time for you to digest what just went on. Jokes are made and broken in seconds, and let it be known that "The Departed" did not forget to bring along its fair share of twists. Jack Nicholson's presence alone leads to a sense of spontaneity.

Unlike last year's "Lucky Number Sleven," this movie takes a far more realistic approach to the genre, and trust me, it works. Gunshots aren't fired as often as you might think; I would not classify "The Departed" as an action-flick. It is merely a tragedy with guns.

Above all, it seems that Scorsese has got his groove back, and even the most pessimistic of pessimist voters won't be able to deny this esteemed director of his first Oscar come February. ☺

New season of 'Lost' remains suspenseful, action-packed

Third season of 'Lost' keeps fans riveted with new plot twists

Percy Olsen
Staff Reporter

The new season of "Lost" starts like every other season has: Zoomed in on an eye. The eye of a woman, Juliet. She is seen getting out of bed. She puts a CD in the stereo. "Downtown" plays; it loosens her face. She smiles meekly. She is readying herself for her weekly book club meeting.

The neighborhood chums enter her house, bickering over symbolism and the lack of the presence of a certain member known as "Ben." Everything is normal. Am I watching a flashback? If "Lost" has taught me anything, it's that nothing is as it seems, although I don't think anything could have prepared me for what came next.

The house begins to shake, to rumble. The book club members grow uneasy, and begin to brace themselves in doorways. An earthquake? Think: Plane Crash.

In the sky, a plane splits in half, a familiar sight for "Lost" fans. I see Ben, or "Henry Gale," as he was known last season, show his ugly mug, and I realize that this isn't suburbia. It's the island, and these suburbanites are "The Others."

The ironically simple opening credits hit the screen, and I spend the next 3 minutes staring off into space, in awe over what I had just seen.

It's just another day in the "Lost" universe.

Entering into its third season, "Lost" has been the most frustrat-



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ingly magical show I have ever seen. Frustrating because as every question is answered, it feels like another seven are asked. Magical because the occurrences on this tropical island do not make sense in any stretch of the imagination. There are polar bears, horses, magical mists, clanking machines, abandoned idols, beached ships, and a series of underground hatches used to monitor each other.

If none of that made sense, that's fine. I'm not trying to win over any viewers with my review; I'm merely praising a wonderful show. If you wanted to get in to this show, to really get into it, you would have to buy seasons one and two on DVD just to understand whom everyone is.

There are at least a dozen full-time cast members, each one with distinctive characteristics and quirks that make them human. No one is a stereotype, a rarity in today's television world.

Getting back to the premiere, after the opening stunner, Jack, one of the main characters, can be found in a cage. "The Others" have actually placed him in an emptied aquarium. That's when the flashbacks come in. Ever since the first episode, every episode has spent half the time on the island, and the

other half in the mind of one of the protagonists. It switches back and forth with dramatic timing. The flashback always represents symbolically what the character is going through on the island. "Lost" becomes two shows in one, and it's hard to say which half I adore more.

The flashbacks and their influence on what actually transpire leads to an exciting conclusion, that most everything in this show has a double meaning. Are the multiple sailboats seen supposed to represent salvation or failure? Or the storied hatch, in opening it did one actually unleash another onslaught of questions?

The grandest example of this bipolar show is this set of numbers that are constantly present (4, 8, 15, 26, 23, 42...4, 8, 15, 16, 23, 42). These numbers have single-handedly driven a man insane, won a jinxed lottery, and make up a code that must be entered into a computer every 108 minutes (4+8+15+16+23+42!) to stop the "world from ending."

These numbers are also the essence of "Lost," they seem to be the answer for everything while being seemingly nothing at all. And that's okay with me, because it makes damn good television. ☺

All-star cast makes 'Studio 60' a hilarious must see

Jon Igielnik
Staff Reporter

Between the 1990s and the early 2000s, NBC was the network. NBC's "Must-See-TV" was all everyone watched. They had "Seinfeld", "Frasier", "ER" (when it was still good) "Friends" and "Will and Grace", also "The West Wing" was just beginning. However, this time also represented a climax for NBC and the start of a downfall. "Seinfeld" ended in 1998, "Frasier" went downhill, "ER" went downhill and "Friends" was ending its run. By 2004, NBC was going down fast, "Friends" ended, "Frasier" ended, "Will and Grace" was going downhill and was about to end and "The West Wing" was also about to end. In around two years, NBC had gone from the top of the game to the bottom.

However, in 2005, NBC started two new shows- "The Office" and "My Name Is Earl"- that are helping to bring the network back. Now with NBC regaining strength, they have put out another show that could be that diamond in the rough NBC has been looking for, and that show is "Studio 60 on the Sunset Strip."

"Studio 60" is a show about the inter-workings of a late night sketch comedy show similar to "Saturday Night Live" created by "West Wing" creator Aaron Sorkin. The premise of the show is that after a long period of steadily declining show quality (think "SNL" over the past few years) "Studio 60's" show runner comes on during a live broadcast and basically bashes the shows decline and the network (NBS, a fictional network that is supposed to exist along with all the current real ones) that it is on. The episode airs on the first day of work for the new president of NBS Jordan McDeere (Amanda Peet.) She, along with the rest of the network executives, go into a frenzy to restore order.

Immediately the show runner is fired, and then Jordan comes up with a way to save the show. She decides to bring in two former workers for the show, Matt Albie (Matthew Perry) to be head writer and Danny



The above photograph features a few of the stars of Studio 60 posing in front of an NBC logo.

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Tripp (Bradley Whitford from "The West Wing") to be the new show runner. Jordan's move is very gutsy and upsets the network brass because of Matt and Danny's hatred for the network that once fired them. However, Jordan says that they are perfect to bring the show back because they hate the network brass so much that they will be perfect to be edgy and bring back "Studio 60" to its former glory.

The story focuses on Danny and Matt, and they each have their own stories. The only reason they decided to take the show was because Danny had tested

positive for cocaine on an insurance physical (he had done it during a long weekend, breaking an 11-year clean streak after an addiction) and because of this he was unable to get bonded.

Without the bond, he and Matt couldn't make the movie they were planning to make for two years. With their movie out of the picture, the two decided to take "Studio 60" at least until Danny could be bonded again.

Matt has his own issue as well. He had been dating a "Studio 60" cast member named Harriet Hayes

(Sarah Paulson) and the two broke up sometime just before the show is set, and with Harriet now working for Matt on "Studio 60", and both still hiding some feelings, they have a complicated relationship.

Additionally, Matt and Danny had been fired from "Studio 60" years before and are still harboring some resentment. This makes their interactions with the cast and crew a bit more interesting, specifically between Matt and the two head writers before Matt was put in charge.

"Studio 60" brings a lot to the table. Every episode so far has been gripping, edgy, smart and funny at the same time. The show bears a resemblance in visual style to "The West Wing" which- if you were a fan of the show- adds some familiarity. If you weren't a fan, be prepared for some of the best cinematography in television. Its not always noticeable, but it really is amazing (pay attention to any shot where the characters are walking and talking- you'll see it). Also, the complexity of the dialogue, story lines and character interactions is top of the line and brilliant.

"Studio 60" really is a great show. With a cast perfectly placed in each role including D.L. Hughley, Nathan Corrdry, (from "The Daily Show") and Timothy Busfield, there is never a dull moment. Plus, almost every week- just like in "SNL"- there is a guest star and a musical guest; so far they have had names such as Felicity Huffman and the Three 6 Mafia.

"Studio 60" is without question one of the best shows of its kind, and for that matter of any kind, on TV right now, and it is really a breath of fresh air in what looked to be a lackluster NBC lineup.

If you watched "The West Wing," or if you just love good, smart television (or if you don't like what has happened to "SNL" in the past few years), check out "Studio 60" at 9:00 p.m. on NBC every Monday. A terrific mix of edgy and smart comedy, political satire, social commentary, intelligent story lines and great drama make "Studio 60" a truly brilliant show that is undoubtedly worth watching. ☺



Maddie Harned
Staff Reporter

One thing about "The Rocky Horror Picture Show" whether or not you like it is beside the point. The 1970s cult classic is so bizarre, eccentric and freakish that it cannot be compared to any other film, mainly because there has never been another movie even remotely like it.

Only in the 1970s could a musical be widely released into nation-wide movie theaters involving a song and dance sequence about being a transvestite, an audience participation prop list, and a character who murders people in public, then eats food on their corpses.

All-American sweethearts Brad and Janet (Barry Bostwick and Susan Sarandon), after the wedding of their friends, announce their engagement and soon after drive to tell their friend, Dr. Scott (Johnathan Adams), the news. In the middle of a thunderstorm they take a wrong fork in the road and end up at the door of a large castle. The door is opened by a frightening looking man named Riff-Raff (Richard O'Brien). Him, his sister Magenta (Patricia Quinn) and a groupie

named Columbia (Nell Campell) introduce them to Dr. Frank-N-Furter (Tim Curry), a man dressed in womens lingerie. Dr. Frank-N-Furter explains to Brad and Janet (in a choreographed musical number) that he's a sweet transvestite, and invites them to his lab for the unveiling of his creation. Up in the lab his creation, a young man created by Dr. Frank-N-Furter named Rocky Horror (Peter Hinwood) is born and is made into his boytoy. Throughout the film Brad and Janet are horrified by the odd individuals in the castle with them and try to escape from Dr. Frank-N-Furter sexual antics and pranks. This bizarre combination leads to some of the most twisted musical numbers ever sung.

Though the plot sounds gory and possibly offensive, the film uses cheeky sexual innuendo and humorous songs to make light of some grisly scenes.

"Rocky Horror" is a relentless array of gender-bending iconography and breaks nearly every taboo known to man. The film is campy because of its amoral stance, yet the plot unfolds without a glitch because of Jim Sharman's direction, Richard O'Brien's catchy rock n' roll songs, and an excellent cast. The film's underlying "don't dream it, be it" theme is what put "Rocky

Horror" on the map as an underground favorite.

"Rocky Horror" offers many catchy and fun rock songs, but the two that stand out the most are "Sweet Transvestite" and "Fanfare/Don't Dream it." "Sweet Transvestite" is an absurd musical number in which Dr. Frank-N-Furter explains to Brad and Janet that he is, well, a transvestite: "Don't get strung out by the way I look / Don't judge a book by its cover / I'm not much of a man by the light of day / But by night I'm one hell of a lover / I'm just a sweet transvestite / From Transsexual, Transylvania."

Overall, the plot of "Rocky Horror" is not the most important part of the film, and really does not even matter. The one-of-a-kind characters are what make the movie a spectacular, eternal pop culture film for the ages.

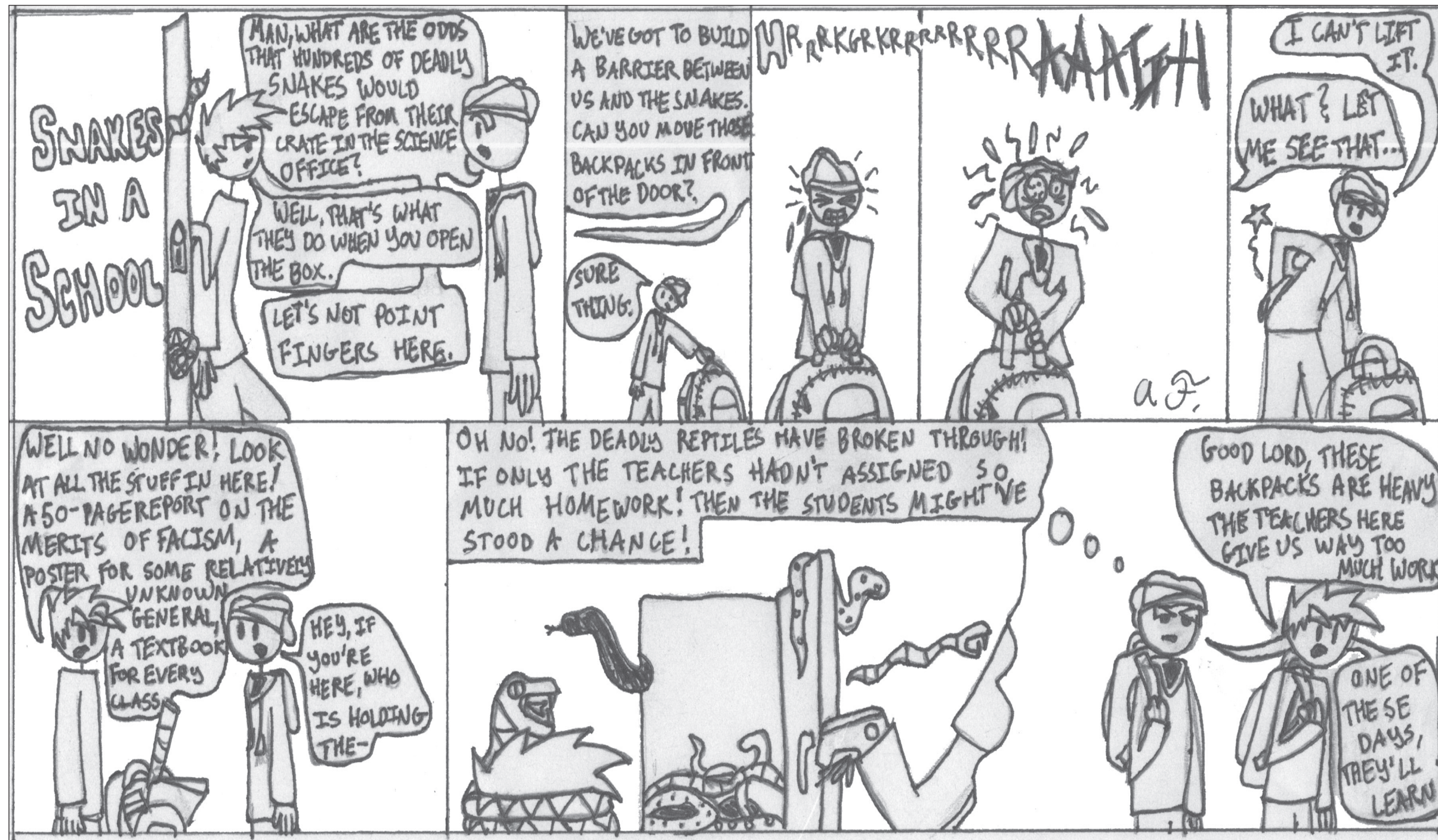
The fantastic costumes steal scenes and are illuminated by excellent cinematography and camera angles. Also, the recurring themes of living out your dreams can speak to everyone. "Rocky Horror" combines just the right amount of corny fright-flick parody, outrageous vulgarity, and straight-ahead rock n' roll to entertain almost anybody with an open mind. ☺



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"The Rocky Horror Picture Show" is a classic film. In the above photo, Dr. Frank-N-Furter, played by Tim Curry, sits snugly in a mouth.

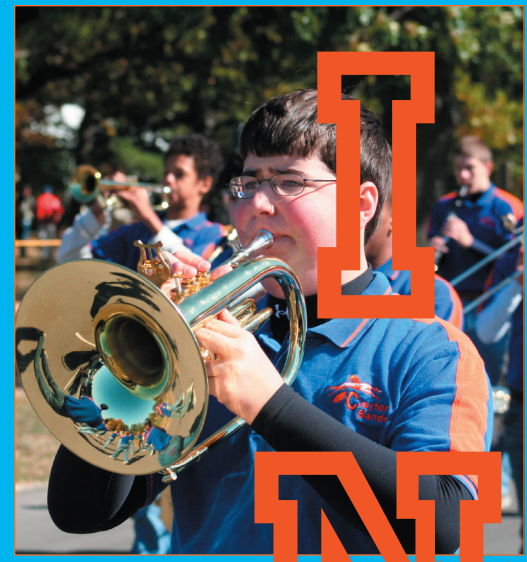
Styx by Alex Ferguson





HOME

Above: the Greyhounds run onto the field. The Hounds beat Berkeley 34-18. **Left, top:** the bonfire rages at the annual festivities the Friday night before the game. **Lower left:** WHO IS THIS runs with the football during the game. **Lower left:** Senior Matt Schlessman plays the french horn during the parade. **Below left:** Learning Center Director Dwe Blassie and junior Liza Schmidt ride a golf cart during the parade. **Below:** Sophomores Kate Whellock, Rebecca Singer, Mariah Smith and Mercedes Batfistor cheer on their float during the parade.



IRIT

Clockwise from top left: the senior class float during the parade, symbolizing their theme of construction workers, under the greater theme of jobs. The juniors were police officers, sophomores were firefighters, and freshmen were doctors. Cheerleaders pump up the crowd during the game. The victorious senior class runs towards the Golden Greyhound, one of the great traditions of CHS. Homecoming Queen candidates Linda Morris and Bodey Simington ride in decorated golf carts during the parade. Senior Barissa Ford was crowned Homecoming Queen during the dance.