

clayton high school theglobe

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1 Mark Twain Circle, Clayton MO 63105

[snapshots]

NHS Induction

Parents, students and teachers are invited to attend the NHS Induction ceremony on Tuesday, Nov. 6 at 7 p.m. in the auditorium. NHS inductees are required to attend induction practice at 7 p.m. on Monday, Nov. 5. Senior members must stop by the auditorium on Nov. 5 after school for instructions.

Don't forget to come see the Fall Play

The fall play this year is "The Good Times are Killing Me." The show will be in the Black Box Theater Oct. 25-27 at 7 p.m. and Oct. 28 at 2 p.m. Tickets are \$5 for students and \$10 for adults.

Stacy Felps honored with Emerson Award

Math teacher Stacy Felps was selected as Clayton's 2007 Emerson Excellence in Teaching Award winner. Clayton teachers nominate their colleagues for the award.

Thanksgiving break

Students and teachers will be off from school Nov. 22 and 23 for the Thanksgiving holiday. Enjoy your long weekend!

Senior elected as Vice President of DECA

Vikram Chakravarthy was elected as Vice President for DECA's District 8 and will serve on the DECA state action team.

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Jena Six sparks student activism

[Nava Kantor]
Co-Editor in Chief

Last September, a black male student at Jena High School in Jena, La., decided to sit under a tree in the school's courtyard where only white kids normally sat.

The next day, three nooses were found hanging on the tree.

Soon after, racial tension began to escalate in Jena. Several fights broke out, culminating with a group of black students beating a white student who had apparently provoked them outside the school gymnasium.

Robert Bailey Jr., Jesse Beard, Mychal Bell, Carwin Jones, Bryant Purvis and Theo Shaw were all arrested and charged with attempted second-degree murder and conspiracy. The charges of Jones, Shaw, Bell and Bailey were reduced to second-degree battery. Purvis is awaiting arraignment. Beard's charges are unavailable, as he is a juvenile. Bell is the only one of the six still in jail. He was convicted of aggravated battery, but the charges have been vacated and Bell is awaiting further action.

Bell's conviction was overturned and revised in September, Louisiana's Third Circuit Court of Appeals saying that he should not have been tried as an adult when he was only 16. Some of the other boys' charges were also reduced, but those who were over 17 during the incident are adults under Loui-

siana law and will be tried as such.

The now highly-publicized legal case of the Jena Six is considered by some, like Al Sharpton, Jesse Jackson, Martin Luther King III and other civil rights leaders, to be the start of the civil rights movement of the 21st century. Protests and rallies have been held across the country to support the Jena Six, most notably on Sept. 20, the date when was Bell was scheduled to be sentenced.

Protestors and others find the charges against the Jena Six to be racially motivated and disproportionate to the crime, and view the entire incident as old Deep South "justice" rearing its ugly head.

History teacher Donna Rogers-Beard was "flabbergasted" when she heard about the Jena Six on NPR.

"Thank goodness for the media or else those kids would have just been railroaded in the middle of nowhere," Rogers-Beard said. "The school desperately needed a strong intervention and a no-nonsense policy about harassment. Kids at a school should never be allowed to make other kids feel that uncomfortable. And when kids retaliated, they should have been punished, yes. But it's called suspension, not expulsion, and certainly not arrest. I know one of the kids, Mychal, had a juvenile record. But you can't help but think, in that town, that it was probably for walking while black."

After her initial shock, Rogers-



Pouya Dianat/Atlanta Journal-Constitution/MCT

Students shout as they protest the incarceration of and charges against a group of six black teenagers in Jena, Louisiana, popularly known as the "Jena 6."

Beard was not surprised that an incident like this one took place.

"In some places like Jena, little has changed since Jim Crow," Rogers-Beard said. "There have been some pretty shocking things that have happened in those kinds of economically-depressed, isolated towns. I saw a story on '60 Minutes' about a town in Mississippi where black people were required to wait in a separate waiting room in a doctor's office, and the doctor only saw them on certain days. There are places in the United States where

immigrants, poor people, people of all races are being mistreated. People without power are finding themselves stuck in a system that has generationally abused power."

Senior Hillary Stuckey is an active member of the Black Student Union, which Rogers-Beard advises.

"My immediate reaction was a flashback of history," Stuckey said. "I wasn't surprised, because I know conditions like that are still prevalent today. You want to get involved and change those condi-

tions that are unjust when you hear about things like that happening. We're still chained up, but it's undercover."

According to English teacher and CHS's Amnesty International club sponsor Janet Curry, America's reaction to the Jena Six will be a way of taking the country's temperature in terms of race.

"If you were alive and conscious in the 1960s during the Civil Rights movement, you knew that this was a stunning event," Curry said.

Jena Six, 6

Aycock sculpture mimics playful energy of city

Renowned artist Alice Aycock discusses her life as an artist and the process for creating the new Center of Clayton sculpture.

[Katharine Weiss]
Senior Managing Editor

Nationally recognized sculpture artist Alice Aycock grew up in a typical suburban town with typical suburban parents. But growing up, she always knew, she had a "vision larger than where she lived."

"I had a normal childhood," Aycock said. "Some would even call it boring. Therefore it was a good childhood."

Aycock grew up watching her father work with cranes and designing buildings as well as her grandmother who had a passion for painting and drawings. It is no wonder that Aycock was instantly drawn into the world of art.

"My grandmother one time took me to the MET in New York City," Aycock said. "I was mesmerized by the art, and I decided that I wanted to imitate my grandmother."

However, Aycock never viewed art as a career, but rather as a hobby.

"I didn't want to study art," Aycock said. "In high school, art was not considered academic. All of the art classes were looked down upon. I always focused on getting good grades and going to college."

In fact, it wasn't until Aycock took an art history and studio class in college as a requirement that Aycock began to look at art as a potential career.

"My art history class allowed me to view art in a different way," Aycock said. "It was the combination of making art and the vehicles of ideas that drew me in."

When Aycock first told her parents of her new career aspirations, they welcomed the idea.

"When I first decided to pursue art, my parents weren't very surprised," Aycock said. "My mother was supportive. She was concerned with the fact that I not just get married and have babies. My mother had worked and she was insistent that I be who I want to be."

Beginning her career in 1971, Aycock dived into the world of sculpture.

"One of the first sculptures I built was a large scale maze," Aycock said. "I was simply interested in what would happen."



Abbie Minton

"The Uncertainty of Ground State Fluctuations," a sculpture created by artist Alice Aycock, was installed in front of the Center of Clayton.

Since her first sculpture, Aycock has experimented with many different types of sculptures and her work has been exhibited in prestigious locations around the world.

Some of her exhibits can be found at the Museum of Modern Art, the Solomon R. Guggenheim Museum and the Metropolitan Museum of Art.

And now, Alice Aycock has brought her art to Clayton with the new sculpture right outside of the Clayton Center, entitled "The Uncertainty of Ground State Fluctuations."

The idea of having a sculpture right outside of the Center had been considered from the start. Then, in 2002, the Clayton Art Commission began work on finding an artist who would be able to transport the Clayton ideals into a sculpture.

"We thought the best way to find an artist would be to have a sculpture competition," Clayton Art Commissioner Meredith McKinley said. "We put out a call out to two dozen artists, all with different styles, from all around the United States."

After half of the artists responded and sent in their portfolios, a committee of Clayton residents and members of the Clayton Art commission reviewed the portfolios and selected three potential artists who were asked to create proposals.

"The three artists all had very different approaches," McKinley said. "One created a very serene stone sculpture, another artist created a geometric architectural stone sculpture and then Aycock created a sculpture similar to the one that is outside of the center now."

Aycock sculpture, 4

District welcomes new financial officer

[Tian Qiu]

Senior Managing Editor

While new students are just getting used to the life at CHS, the School District of Clayton welcomed a new addition of its own: new Chief Financial Officer Mark Stockwell.

Stockwell learned about the position opening from a colleague. After submitting an application and participating in interviews with Superintendent Don Senti, business office and central office staff, the district administrators, and the Board of Education, Stockwell was offered the position and officially began as the district's new CFO on Sept. 1.

Having served as Parkway School District's CFO for eight years before he came to Clayton, Stockwell is already familiar with the position and is looking forward to working with the new district.

"Other than size (Parkway has 18,000 students in 28 schools and Clayton has 2,500 students in five schools), the Parkway School District and the School District of Clayton are very similar organizations," Stockwell said. "Both communities support and value public education. Due to Parkway's size, a great deal of time and effort is required to manage adult-related organizational and logistical issues. I view the Clayton CFO position as an opportunity to more directly and consistently impact student achievement and support."

Being the district's CFO, Stockwell is mainly responsible for managing the district's financial operations. Besides overseeing budget development, financial accounting and reporting, accounts payable and receivable, payroll and ben-

efits, facilities operations, food services, printing services, and transportation, Stockwell's long list of responsibilities also includes participating in the district's planning and management activities.

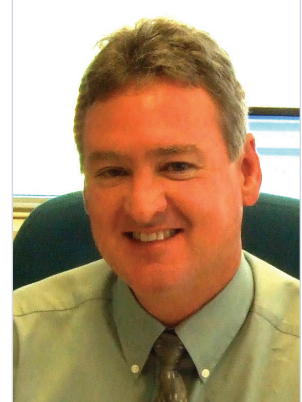
While Stockwell gives much credit for many of the district's current financial successes to Clayton district's previous CFO, Paul Fedchak, he already has ideas in mind to help further the district's success.

"Mr. Fedchak has done an excellent job managing the District's finances for many years," Stockwell said. "He is extremely well respected as a leader on school finance issues throughout the state and following him will be a tough act. Because the financial operations are in great shape, I plan to spend the first few months getting to know the staff and learning the procedures and policies currently in place. As is the case with all organizations, technology drives much of what we do and

I expect some changes to occur as we continue to take advantage of rapidly developing technological advancements."

Stockwell is enthusiastic about working as Clayton's CFO and is looking to accomplish much for the district.

"The School District of Clayton is an outstanding organization that provides high quality services to the community," Stockwell said. "I hope to efficiently and effectively manage the District's finances to ensure that resources are available to continue and improve upon this high level of service. I view this as a great opportunity for me and I look forward to learning more about the School District of Clayton and contributing to the future success of our students and the district." ☺



Mark Stockwell

[Kelly Moffitt]
Co-Editor in Chief

Crisis in Zimbabwe

The scene is not a pretty one. Lines of people curl around block after block of Zimbabwe's capital city, Harare, as they wait for shipments of food that never arrive to fill store shelves that have nothing left on them. The city is dark, as government-mandated prescribed power outages occur from 5 a.m. until 7 p.m. And the people are scared.

Narene Didetele*, who wished to remain anonymous because of the political situation, sits quietly in her room at a university outside of Mutare, the third largest city in Zimbabwe. She tries to concentrate on her auditing homework, but all her thoughts are of her home in Maputo, Mozambique.

"It is true that the situation in Zimbabwe is not at all good, but we are surviving," Didetele said. "The situation at school is not that bad. We have food, electricity- we are fine. But the city, where I am living, has no electricity everyday. There is no food in the shops. My mother was worried and sent me food from home, so I, at least, am not hungry."

Didetele has not had the privilege of hearing her mother's voice for weeks now, as all international calls have been cut off until further notice.

Fernando Podeko*, whose wife and two children reside in neighboring Mozambique, finds the separation caused by lack of communication unbearable.

"Things are getting worse here," Podeko said. "I can't say the details, but believe me, we are surviving by the grace of God. I miss my wife so badly. Sometimes, I travel to the border just so I can hear her voice on the other end of the phone."

Podeko, is attending the university on scholarship. If not for that, he says he would have left by now.

"I am so disappointed with the situation," Podeko said. "Sometimes I ask myself, why did I come here? This place is not safe."

Podeko and Didetele are two of the millions in Zimbabwe suffering from the economic crisis and food shortage that are wracking the country.

At base, the food crisis is a result of land reform President Robert Mugabe, who has been in official control of the dictatorship since 1987, introduced in 2000 to reallocate land from majority white ownership to the hands of the native Zimbabweans.

Science teacher Chuck Collis has been using Zimbabwe's story as an example of how sustainable food and agriculture can go horribly wrong in his AP Environmental Science class.

"The land reform that we've talked about was ostensibly to allow subsistence farmers in the area to come in to use the land equitably," Collis said. "But what ended up happening was that Mugabe's cronies got the farmland and they aren't even using it."

The production of major calorie crops such as wheat and maize, has diminished over the past seven years.

"The European settler families that owned most of the land farmed it in a very modern way with crops such as wheat and maize," Collis said. "Wheat has become a big staple in the country, particularly urban areas. Bread is a staple, a main portion of the meal. Cornmeal is eaten two to three times a day for much of the populous. Now, there just isn't any food for anybody. The farms used to produce 80 percent of food for the country and now simply cannot hold up that amount. The bakeries can't make anymore bread, and the government can't afford to import food into the country either."

Presently, food being produced within Zimbabwe can only support a third of the population.

"Famine is what they are heading for if they aren't there already," Collis said. "What constitutes a famine is a widespread lack of calories across a society."

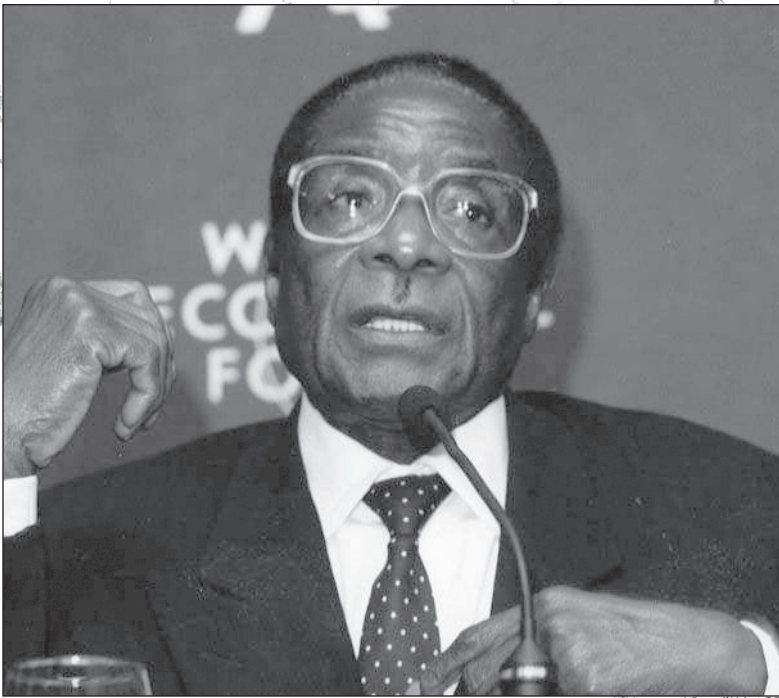
President Mugabe has been in power since 1987, when he created the role of Executive President to run the state. That was seven years after Zimbabwe, previously known as Rhodesia, achieved independence from the British.

History teacher Paul Hoelscher, who traveled in Zimbabwe during the mid 1990s, believes the roots of the country's crisis extend further back into Mugabe's rule.

"Africans who inherited colonial rule inherited half of the problems," Hoelscher said. "However, a generation of African leadership has then failed to correct the problems left behind. Looking at Zimbabwe, President Mugabe inher-



A young resident of Chitungweze, Zimbabwe a rural city 20 miles south of Harare, walks past a burnt out bus November 5, 2006. The bus was set alight by protesters demonstrating against the recent 67% increase in the price of fuel. The rise in fuel costs is only part of the increasing inflation rate in Zimbabwe. As of now, the inflation rate is 11,000%, with the next highest in the world being Burma, with a rate of 40%.



President Robert Mugabe addresses the World Economic Forum in Windhoek, Namibia on May 19, 1998. Mugabe has been the official President of Zimbabwe since 1987. He was an integral part of Zimbabwe's independence movement but his newest reforms are wreaking havoc in Zimbabwe.

ited a lot of problems of a British government based on kleptocracy or theft. He has had 20 years to fix those. The land reforms are a way for him to distract an increasing dissatisfaction with him for not making legitimate political and economic changes. He has personally benefited from the system, not really instituting reforms that have given the people anything."

In Hoelscher's opinion, his land reforms were originally intended to point the finger at the white land owners, to explicate reasons why Zimbabwe was not changing.

"I look at the land reform, specifically targeting the white population, as a ploy for him to increase popularity and deflect questions as to why no systematic changes have been made," Hoelscher said.

The land reforms did not have the desired effect of bolstering popularity or production.

"Mugabe says, 'Ok, go take the white guys land,' and his popularity goes way up for a while. But that was a band aid for the situation. The problem is that completely non-trained laborers took over a plantation system that they didn't have the training, tools, or necessary structure to run long term. Now, Mugabe's saying it's the farmers who aren't using the land properly. He is consistently using very quick measures to distract the real problem."

As with most crises in developing countries, food isn't the only problem. Zimbabwe has been in economic upheaval for quite some time, dealing with rates of inflation in the thousand percents.

"There are a lot of economic factors in regard to the inflation," Hoelscher said. "But given regard to his political maneuvers, many people in the international community are saying they won't trade with Zimbabwe anymore. There are shortages of goods now, and the prices have gone up. The other factor is poor decisions in regards to the amount of currency getting printed. There are a whole bunch of the things coming together to make this hyper inflation, in lay-man's terms, there is a shortage of food."

Phillip Sawuyama, a native of Zimbabwe who has been living out-

of the country for 20 years during and after his education, is worried about his family still living there.

"We have relatives that live in the city and relatives that live in the rural areas," Sawuyama said. "At the moment, my family in the city is having trouble finding food at the grocery stores. This is because of the food shortages and also because many of the businesses are closing down. The government has decided to regulate prices and none of the companies can keep up as they keep slashing them by 50 and 100 percent."

His family living in Zimbabwe is also suffering from a lack of power.

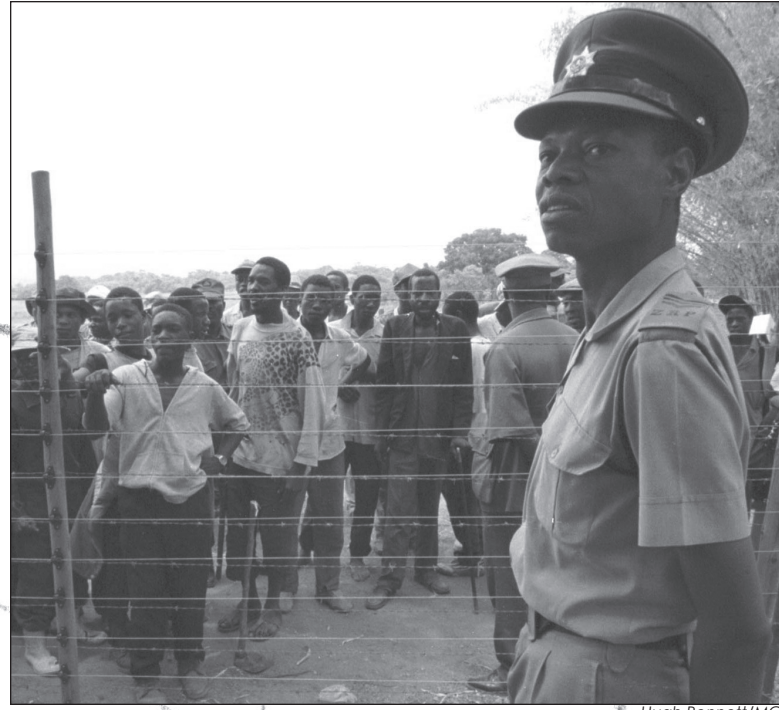
"Electricity is a big problem at the moment," Sawuyama said. "Our cousins in Harare are having their electricity rationed. It only comes on four hours a day. In those hours they do all that they can. Whatever they don't finish in those four hours must wait for the next day. This isn't helpful for the phone system."

In addition, Mugabe has instituted slum reallocations, leaving many more homeless in Zimbabwe.

"Reallocation of slums was an attempt for Mugabe to shut down potential resistance," Hoelscher said. "A lot of that was done to diminish potential revolts. You break up large concentrations of dissatisfied people because they are most liable to cause trouble."

The factors of lack of food, inflation, and homelessness are making the situation unbearable.

"The urban centers are the worst affected," Collis said. "Now people don't have a place to live, they are on the streets, they have no income, and they have



A policeman watches over landless peasants outside the locked and electric-fenced homestead of Chinyika Farm, 25 miles north-east of Harare, Zimbabwe. Last week, hundreds of impoverished blacks armed with axes and knives occupied farms in Zimbabwe's Enterprise Valley, angry with the pace of government efforts to resettle blacks on white-owned land.



Residents of Harare wait in line to buy loaves of bread under government-ordered prices on July 24, 2007. President Mugabe has instituted controls to combat the world's highest inflation rate, creating massive food shortages in a country that once exported food throughout South Africa.

nothing to buy with no income either. It's also troubling that the leaders of other African countries have not stepped up and criticized Mugabe in any public way."

Distressingly, Zimbabwe was once considered the bread basket of Africa. Now, it is estimated, 3 million Zimbabweans are running for the border of South Africa to survive.

"Zimbabwe, financially, was doing great even through the '80s," Hoelscher said. "A good part of the '90s, they had 15 or 20 international cities, western cities. That is being driven into the ground."

Sawuyama was just entering high school as Mugabe came into power. The situation, at the beginning, felt much different.

"Before Zimbabwe was free, it was run by a white government," Sawuyama said. "It was segregated, much like apartheid in South Africa. There were very few opportunities for native Zimbabweans. After Mugabe's government took over, with aid of young Zimbabwean guerilla fighters, everything changed."

There had been food in abundance before the revolution and much of this continued throughout the early years of Mugabe's regime. Hoelscher believes this is one of the reasons Mugabe has stayed in power for so long; he is the first black leader Zimbabwe has seen.

"Goods were there- cars, food, houses," Sawuyama said. "They made promises, to send the kids to school which they did. But after 1985, the government decided they wanted a lot more control over how the economy was run. So they enacted some controls that forced

businesses to sell their shares to the government, in a form of nationalization. Many fled the country. Gradually, things got worse and worse. The government is rampantly taking over farms, mines, companies without paying for them."

Sawuyama believes that the government could have stayed on the right track had they not opted for so much control.

"Things were a lot better before than they are right now," Sawuyama said. "Now people live in hunger and fright."

The problem with President Mugabe's reforms was that they were too much, too fast.

"Economically, I think on some levels it made sense to kick the whites out," Hoelscher said. "But if your entire economy subsists on them, it's sort of like what do you want: a country with a racist history that's putting food on people's plates, or a country that moved those long-standing elements or racial history but economically has gone down the toilet? Well, somehow there needs to be both."

Sawuyama agrees.

"Giving the landless land was a good idea but they could have done it in a much more organized way," Sawuyama said. "By not taking over all the farms and training people little by little, they could have achieved better results."

Had the President busied himself with reform early on, the results could have been less disastrous.

The solution now, however, is not so simple. No longer is the crisis in the country solely about food. It is about the right to rule.

"They have got to get rid of Mugabe," Hoelscher said. "He came to power out of a nationalist movement, but he has not allowed legitimate political reforms, he has not allowed legitimate democracy. The freedom of the press is really limited in Zimbabwe. By implementing a Bill of Rights, with more freedom of speech, the country could be set to right with time."

Hoelscher favors plans involving a graduating income tax or programs used by former communist governments, like the Ukraine to auction off land to the people. This

time, however, the land would actually be put in the people's hands and they would have to be adequately trained.

"To make a successful country, productive use of the land has to be the focus," Hoelscher said. "Engineering firms, farming groups may want to take on things like that. For Zimbabwe, it's a diminishment of their sovereignty. That won't happen with Mugabe. It would mean his total removal from power. The key would be who is running the country. There is such a dearth of strong, young leaders in Africa today that could push for fair multi-party elections today."

Sawuyama hopes Mugabe will change his ways.

"The way they are running the country right now is not the way to go," Sawuyama said. "They would have to undo much of what they have done in the last few years. They would have to qualify the people who farm the land. They need to reassure foreign investors that it is okay to invest in Zimbabwe, that they will get a return for it."

Hoelscher agrees that it is the job of strong surrounding African countries, like Botswana and South Africa, to check President Mugabe's government of Zimbabwe.

"There are strong organizations within Africa like the Organization for African Unity which tries to integrate trade within African nations, or even regional African groups, that have to make the decisions regarding Mugabe's rule," Hoelscher said.

Hoelscher is less sure about the ability of the people within Zimbabwe rising up by force.

"You don't have a history of democracy, or a trust in justice," Hoelscher said. "I fear that would become a bloodbath, spiraling out of control, with forces we can't even predict unleashed. I hate the idea of 'Johnny, lets get our gun and get 'em,' lawlessness because I think it provides the breeding ground for more lawlessness."

Zimbabwe's crisis is starting to affect other countries as well. Besides the decrease in Zimbabwe's exports, the people are fleeing to South Africa, Mozambique, and Botswana, creating economic issues in those countries as well.

"There is no question that this food shortage is having an affect on other African countries," Collis said. "Many people are fleeing to South Africa. They will try and find whatever job they can. South Africans don't like it because they are taking their jobs, because they'll work for less money. They're driving down the labor prices. This is economic disruption. They'll have to put them in camps, deport them in camps, or they'll be used for near-slave labor because they are so desperate."

The question is what to do about the millions left in Zimbabwe without food.

"On the one hand, purely humanitarian, you want to deliver food to people," Collis said. "No one wants to see a famine. At the same time doing that is, in a way, supporting the Mugabe regime. There is no clear solution. One would hope the regime will collapse upon itself and government with the people's interests in mind would take power. But, apparently, this is too much to ask."

Another temporary solution would lie in the hands of international organizations such as the United Nations.

"I think the U.N. could have a legitimate conversation about how to get food to those people if national organizations cannot provide food, water... the basics," Hoelscher said. "Then, I think there is a rational use of force. You are talking beyond rights and freedoms and to dire humanitarian crisis. I think we've got to get there with help pretty quick. We're going to look at numbers coming out in the next year or two that show alarming numbers on malnutrition, starvation, and death in Zimbabwe."

Ultimately, however, it lies in the hands of Zimbabwe's people to make a change.

Sawuyama believes that Zimbabweans have finally reached a breaking point.

"The opposition has been there and he has effectively silenced them for the last six or seven years," Sawuyama said. "Mugabe is a dictator, putting all the opposition in prison and beating up their leaders. There is not much they can do anymore. The people have been calling for a change for a long time. Zimbabweans are not violent people. They tend to wait and see what the government will do. I think at this point, they have waited long enough." ☺

*names have been changed to protect anonymity

...believe me, we are surviving by the grace of God. I miss my wife so badly. Sometimes, I travel to the border just so I can hear her voice on the other end of the phone.

[Fernando Podeko*]
Mozambique Citizen

ter 1985, the government decided they wanted a lot more control over how the economy was run. So they enacted some controls that forced



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Plans for development of new Carondelet Village discussed

[Nina Oberman]
Staff Reporter

Carondelet Village, an elaborate vision for a section of Forsyth Boulevard, will offer almost 110,000 square feet of retail space, a multi-screen movie theater and performing arts center, a 150-room hotel, office space, and a 663-car parking garage.

Clayton Mayor Linda Goldstein said it is the largest retail project to be proposed for the city since Famous Barr in the 1950s.

There is only one hitch. For a portion of its funding, this \$116-million dollar project may require the use of tax incremental financing (TIF). If this were the case, 50 percent of the sales taxes generated by the new retail, and up to 100 percent of the increase in property tax will go towards paying off the developers' debt for a certain number of years.

The city is taking measures to determine whether this financing is needed for the project.

"The necessity or not of using TIF remains to be proven," Clayton alderwoman Michelle Harris said. "We have set up a TIF commission that will include residents, members appointed by the school board and the county to assure a thorough analysis of the proposal."

For years, Clayton has been seeking to increase its retail downtown. Presently, the main source of the city's income is property taxes. It is for this reason that Clayton considered merging with Richmond Heights, whose revenue comes primarily from sales taxes.

Developer Mark Mehlman hopes to reestablish Clayton as a retail destination by taking advantage of the key location of the Forsyth property.

"What we hope we are able to do with this is really get a new, revitalized neighborhood," Mehlman said. "It doesn't make a whole lot of sense that people who live and work in Clayton leave to spend their dollars somewhere else."

But to some, the benefit of retail may not be worth using the public's money.

"I personally believe that in order for our community's taxes to be used for private businesses, the profits of these businesses should come back to the community in values more than we put out," sophomore Kathleen Naccarato said.

These gains are certainly not guaranteed. Clayton resident Cynthia Holmes pointed out that numerous projects similar to Carondelet Village haven't had the success they promised.

"St. Louis Center, downtown, was supposed to be a fabulous shopping center that would bring shoppers in droves," Holmes said. "It now sits deserted. There was public money that went into the new Renaissance Hotel. It was having real financial problems last year, and trouble filling rooms. The Boulevard, on Brentwood, is a similar project that the Clayton aldermen are always raving about. The last time I was there a couple of the original stores and restaurants had closed, and it was pretty deserted."

A TIF usually takes about 15 to 18 years to pay off. In this time, however, the development may not grow into what Mehlman hopes it will be. Depending on the types of stores, more shopping may not be convenient for all.

"People won't be attracted to the project if there are only a few specialty stores and they have to sit in traffic to get there and pay to park," Holmes said. "I don't see this area of a few stores, a hotel and condos turning into the Delmar Loop."

The city realizes that there are risks to consider before going through with the project. As it is the first time that TIF will be used in Clayton, the city is being careful to give the due diligence necessary for this request.

"Once you give assistance, it sets a precedent for everyone else. We are very cautious in that respect," Harris said.

The decision on whether or not to go through with the TIF should be reached in November.

For more information on the project, as well as several images of the development, go to www.carondeletvillage.com.



Photos show six of the more than 20 dogs who modeled at the second annual Clayton Canine Classic on October 14 in shady Shaw Park. The dogs of various breeding dressed up in decorative costumes and flamboyant outfits, strutting their stuff on the cat-walk to win the grand prize.



Photos by Abbie Minton

"The Uncertainty of Ground State Fluctuations," the sculpture outside the Center of Clayton, is so large that it had to be installed in sections, as are many pieces of public art. Aycock likes to get inspiration from the place the sculpture will inhabit. She thought this particular sculpture was whimsical and conveyed an energy and playfulness that fit with both the city of Clayton and the Center. The sculpture looks different from different perspectives.



Playful sculpture adorns Center

Aycock Sculpture, 1

McKinley, as well as the other panel members, found Aycock's sculpture to be in keeping with the tone of Clayton.

"I thought the sculpture was very fun, playful and lyrical and had lots of energy," McKinley said. "I thought that it reflected what was happening at Clayton."

Aycock started the process of creating the sculpture by taking a picture of the location of where the sculpture would be and then putting it into her computer.

"I will take a picture of the site and then put it into my computer and just play with it," Aycock said. "I will just try this and try that. It is fun and intense. I will play with the different ideas for three or four days."

Aycock found inspiration for the piece after flipping through a book of weather patterns.

"I would flip through a book of weather patterns and I kept thinking that it has such a wonderful flow to it," Aycock said. "I then looked at images of fire-

works. The lines gradually began to form the piece and I would continue to throw things in to see how it worked."

Aycock says that her favorite piece of the sculpture and the piece that seems to gain the most attention is the pinwheel.

"I love that a little child's toy is a much simpler piece," Aycock said. "It is mindless, it moves from galaxy to galaxy. It is an image that I have looked at since the '70s."

A mixture of sources paid for the sculpture, which cost \$110,000. The city of Clayton contributed \$25,000, and the rest came from businesses and individuals.

While the reactions to the sculpture have been mixed, McKinley believes that it is an important asset to the Clayton community.

"I believe that it is important to create opportunities for people to encounter art in their every day lives," McKinley said. "It sends the message that art happens here and matters here. I also think it is important to enhance and beautify public places." ☺

Dog days of autumn

[Carol Iskiwitch]
Editor

Despite the comfortably warm weather, fully half of the attendees of this exciting outdoor event simply cannot remove their fur coats.

The second annual Clayton Canine Classic in Shaw Park kicked off at 10 a.m. Sunday, Oct. 14. There were abundant activities for both dogs and their humans. A dog could explore his creative side at the "pup art" booth and then venture over to the grooming station to clean up.

The Canine Classic is put on by the Clayton Chamber of Commerce.

This event serves many purposes in addition to being a fun social activity for dog owners and an opportunity for pet-related businesses to show off their goods and services.

The Classic is a fund-raiser for Stray Rescue of St. Louis, an organization that rescues needy animals, provides proper medical attention and finds permanent homes.

Under the pavilion at the park, rescued dogs were available for adoption.

The highlight of the day was the "Dressed to the Nines" fashion show. Organized by the Clayton pet boutique Lola and Penelope's, the fashion show featured dogs dressed in all varieties of fall and winter wear.

From Halloween costumes to winter parkas to Juicy Couture velour hoodies, the canine models looked

fabulous parading down the runway. Although a few pups suffered from a bit of stage fright, the show went down with nary a hitch.

Sarah Klein, assistant manager of Lola and Penelope's, was involved in the planning of the pet fashion show.

"The fashion show went pretty well," Klein said. "We originally had 17 or 18 dogs lined up to model, and a couple of friends joined in on Sunday. The show was a little chaotic since some of the dogs had to do outfit changes."

The loudest noises at the fashion show were not the barks of dogs but the reactions of the audience.

"I could hear the audience laughing and 'oohing' and 'aahing,'" Klein said. "With so many precious puppies dressed up in adorable ensembles, who could resist such a cute event?"

The Canine Classic was a big hit this year. This was the first time they featured a doggie talent show. Called the "Fabulous Fido" competition, any and all dogs could enter and show off their cutest or most impressive trick. Klein said that the competition went really well.

"There was lots of participation because people could sign up at the last minute," Klein said.

Klein is very happy with how the day went. The main goals for next year are to try to get the word out and to have more rescued dogs and cats up for adoption. The Clayton Canine Classic was the ideal event for dog owners and lovers alike. If you're a fan of four-legged friends, make sure to check out next year's event. ☺

The show was a little chaotic since some of the dogs had to do outfit changes.

[Sarah Klein]
Assistant Manager at Lola and Penelope's



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Students, staff have mixed reactions to new dance procedures

[Maddy Bullard]

Staff Reporter

The announcements began weeks ago. "Don't forget to buy your homecoming ticket! The dance will take place on Sept. 29. The dance will begin at 8 p.m. and end at 11 p.m." The whispered conversations and excited chatter followed. *What does your outfit look like? Who are you going with? What do you think of that Breathalyzer?*

Homecoming has now come and gone. Students and teachers, kids and faculty alike attended homecoming, just like every other year. Students filed into Stuber Gym, awkward and restless at first, loosening up as the music began to play. Afterwards, they gathered outside the Center, waiting for rides, or hurrying off to after-parties. But was the 2007 Homecoming Dance the same as dances have been in past years? Differences have certainly presented themselves. However, whether these changes were for better or for worse was for the individuals who attended to decide.

"Overall, I thought the dance was a success," student activities director Eric Hamylak said. "Student behavior was much better than in recent years and most students seemed to have a good time."

Some students agreed with Hamylak, saying that homecoming is a fun time to hang out with friends.

"I think homecoming was fun this year," senior Laura Bliss said. "I always have fun getting all dressed up, and I had a lot of fun with all of my friends this year at the dance."

Although freshman Cassandra McConnell has only been to one homecoming in her high school career, she agreed that most people there were happy and having fun.

"The vibe I got from people there [was] that they were there just to have a fun time and dance," McConnell said. "I didn't think anyone was going to start a fight or start 'drama' or anything."

Some feel that, after a slow start, the dance livened up and got entertaining.

"Eventually...the students settled in and couldn't stop dancing," Hamylak said. "Some were even complaining that the dance ended too soon; they wanted to keep dancing."

Some students disagreed. The dance, they thought, was very different from past dances. Most of the complaints stemmed from the bright lighting, different music, intimidating number of chaperons, and of course the addition of the Breathalyzer. Junior Caitlin Bladt was disappointed with the dance this year.

"I feel like it went pretty terribly to be quite honest," Bladt said. "The huge, long, intense greeting line sort of set the whole mood of the evening."

Others shared her negative view of the new "greeting line" approach.

"Entering was intimidating. [You had to] shake hands with five plus people before you [got] to the door," senior Whitt Downey said.

Sophomore Izzy Fratt also thought that the increased number of chaperons created an awkward mood.

"Every teacher was evaluating you when you came in and started to dance," Fratt said. "It was like a different school."

Fratt also commented on the lighting and music changes from past dances.



Students mingle at the Homecoming dance on Sept. 29. Students and faculty have mixed feelings concerning the success of the dance after the purchase of the Breathalyzer.

"The lights were on, which no one appreciated, [and] it was really boring since the music changed," Fratt said.

However, Hamylak noted that the changes in lighting were probably due to the newly painted gym.

"The gym was painted white and all the lights were replaced this summer, which made for a slightly brighter dance floor," Hamylak said. "Contrary to popular belief, we did not have more lights on this year; they were just brighter."

However, some students still think that the dance wasn't as fun as past homecoming dances have been. The more rigid system discouraged some attendees.

"Homecoming was definitely not as good as dances in the past," Downey said. "The other Draconian measures did little except intimidate and turn off students to future dances. I know I won't be going to as many dances this year."

Other students felt similar sentiments after their negative homecoming experiences this year. Some even went so far as to refuse to attend future dances.

"I for one am not coming to any more dances...that's how this whole thing has changed it for me," Bladt said. McConnell agreed that homecoming wasn't the dance of the century.

"From what I can see, it wasn't really the place to be," McConnell said.

Perhaps the biggest change for this dance was that Clayton High School recently acquired a Breathalyzer.

A Breathalyzer is a device used to test the alcohol levels of persons suspected of intoxication. In the past, several incidents involving alcohol abuse have occurred at CHS dances. The homecoming dance was the first CHS dance at which a Breathalyzer was present. Naturally, the Breathalyzer brought about much change for both students and faculty members. Many students were intimidated by the Breathalyzer.

"The Breathalyzer changed the atmosphere because everyone was super awkward," Fratt said. She said that the students' initial reluctance to dance stemmed from a fear of being Breathalyzed. "I think that people will become resistant to coming to dances from now on with the Breathalyzers since homecoming wasn't fun, and the students felt pressured," Fratt said.

She also criticized the decision to encourage the purchase of the Breathalyzer. "Overall, I think that getting the Breathalyzer was a bad choice... because only some students came intoxicated to dances," Fratt said.

McConnell disagreed, saying that the Breathalyzer was probably the best choice in the situation.

"I think that the Breathalyzer was a pretty good choice," McConnell said. "I guess if the school thought that underage drinking was a big enough issue at school dances, it would be the right choice."

Many students recognized that the Breathalyzer caused change in the atmosphere of the dance, as compared to dances in past years.

"The Breathalyzer did change the atmosphere," Downey said.

The Breathalyzer certainly did offer a very real way of determining whether a person was intoxicated. If an administrator said that a student needed to be Breathalyzed, the student had three choices. They could submit to the Breathalyzer, admit to being intoxicated in which case the Breathalyzer wouldn't have to be used, or they could refuse to be Breathalyzed, in which case they would automatically have to leave the dance and receive out-of-school suspension.

"In the past, everyone has been aware that they could get into trouble for their actions, but that did not seem to stop many people from making certain decisions," Bliss said. "I think the sheer fact of having the Breathalyzer there scared students out of drinking."

Many students noticed that attendance to the homecoming dance this year was light. This may have been because of the Breathalyzers.

"The Breathalyzer might cause less people to come [to dances in the future]," McConnell said.

Many upperclassmen also left this dance early. "I know others who left shortly after the dance had started," Bliss said. "I think the changes scared some people at first, especially the upperclassmen who had attended dances before."

Hamylak also admits that many students were keen to leave the dance.

"I was upset that many juniors and seniors left early," Hamylak said. "The beginning of the dance was pretty slow and maybe boring to some as people were arriving, trying to find their friends, and scoping out all the changes from last year."

Hamylak is optimistic about the Breathalyzer, saying that this dance went well with regard to behavior and alcohol abuse.

"I think this dance is one step in the right direction," Hamylak said. "The Halloween dance will be another test to see if the Breathalyzer and more chaperones have the desired effect on dances. Hopefully student behavior remains appropriate at future dances and all school activities."

He also fully supported the decision to buy the Breathalyzer.

"I thought the Breathalyzer was a positive addition to this year's homecoming dance," Hamylak said. "It's unfortunate that previous student behavior led us to having a Breathalyzer, but I'm glad students started the night out on a safer, sober and more responsible note. Hopefully, they had fun at the dance and continued to make responsible decisions after the dance."

Some students agreed with Hamylak, recognizing the sorry situation CHS students are now in. As a result of the behavior of a few, dances have changed at CHS. Some wonder whether CHS dances will ever be as much fun as they once were.

"I just think it's sad that we as a collective student body can't have as much fun without some portion of the people being intoxicated, as was proved by the sheer lame-ness of this dance," Bladt said. "It's really sad to think that at Clayton, we can't have as much fun if some of the people don't drink but that's certainly what it seems like from this dance."

Despite the changes to this year's homecoming dance, some students still had fun.

"I have talked to people who really enjoyed the dance," Bliss said. "People seemed to have fun." ☺

Show Choir combines love of music with jazzy choreography

Fourteen CHS students devote four mornings a week to Show Choir, a selective choir that combines singing and dancing. Students are optimistically looking forward to this year's group of students.

[Caroline Stamp]

Staff Reporter

Four days a week, before most students are leaving their houses for school, the sounds of singing voices and dancing feet come out of the choir room. These are the sounds of CHS Show Choir.

Show Choir is a special choir outside of regular choir that involves not only singing, but also involves dancing.

"Show Choir is a group of high school students of all ages that get together to dance and sing," freshman Ruthie Polinsky said.

The audition process for show choir is a little different than other auditions. The new members for show choir are not chosen by show choir teacher, Alice Fasman, but by the members already in show choir from previous years, but this process may be changed a little.

"Auditions take place in front of all the present

Show Choir members," Fasman said. "In the future, the present members will make recommendations, but I will have the final say."

Auditions involve singing a solo, singing with the group, and also learning a dance routine and performing it with the other members.

"I didn't have to audition this year," sophomore Nick Oliveri said. "We heard them sing and we saw them dance, then we judged them. Nine people auditioned and three got in."

With only 14 members in show choir, the auditions can be very tedious and selective.

"For the audition, I had to learn a song and sing it for the students who were already involved in show choir," Polinsky said. "Then, Rebecca Singer, the choreographer, taught all of us who were auditioning a dance. We danced in pairs and the other members watched us. We also had to sing with two other members to see how well we blended with them."

Show Choir takes up a lot of time, with the practices

being almost everyday of the week.

"The practices are every day before school except Wednesdays," Polinsky said. "They start at 7:30 and run until the morning bell around 8:15."

With practices being in the morning, Show Choir can be quite a commitment, especially if there are other school activities that you are involved in.

"I am also in regular choir, drama guild, and the show 'Panic!'" Oliveri said.

Both Oliveri and Polinsky's other school activities are with performing arts.

"I am a member of the Drama Guild and I take regular choir," Polinsky said. "I am involved in the fall play, 'The Good Times and Killing Me', and I'm also in 'Panic!'"

Fasman agrees that Show Choir can be a big commitment.

"It is a class, so it requires attendance and earning a grade," Fasman said. "It, of course, requires learning music and dance."

Body Worlds 3 exhibit is an anatomical innovation

[Sneha Viswanathan]

Staff Reporter

Think you have the guts to walk through a maze of dissected human bodies? You may soon get your chance to prove it. The upcoming Body Worlds 3 Exhibition at the Saint Louis Science Center displays real human bodies and organs, including muscles and tissues.

The Body Worlds exhibitions are one-of-a kind in that they are able to show the public real human bodies that don't decay.

"This is the original, anatomical exhibition of actual human bodies," said Chris Files, Marketing Manager of the Science Center. "It is several steps further than anything you'd learn from an anatomy textbook."

Despite the fact that some people may find this exhibition frightening, the general public seems to be interested.

"The public has been overwhelmingly supportive," said Files. "We've sold more pre-sale tickets for this exhibition than we sold for the Titanic exhibition, which was our previous record for ticket sales."

A few Clayton students have seen the exhibit elsewhere and were fascinated by it.

"I had never gone to another human body exhibit before Body Worlds, but you really get to see the hu-

man body and how it functions," sophomore Talia Ceja said. "It was a mind-blowing experience."

She says it was also a learning experience. "I saw the damage to different organs in the body that could be done through smoking and drinking," Ceja said. "There were examples of smokers' lungs and non-smokers' lungs."

These bodies are preserved through a method known as plastination. This process involves replacing bodily fluids first with acetone, and then with a polymer solution. By replacing the water or fat in the bodies with the polymers, the bodies are protected against decay.

After the body has been saturated with the special solutions, it can be arranged in any pose. The process of plastination allows people to view all components of the human body. This process was invented by the creator of the Body Worlds exhibition, Gunther von Hagens. Putting together the exhibition was very involved; it included arranging organs, blood vessels and other plastinates of the body.

According to Files, Body Worlds 3 is the largest traveling exhibition in history, and took about one and a half years to set up. The Science Center is also going to feature an Omnimax film about the human body. Body Worlds 3 opens on Oct. 19 and closes on March 2, 2008 at the Saint Louis Science Center. Tickets cost \$18 for adults and \$12 for children. ☺



The anticipated Body Worlds 3 exhibit at the St. Louis Science Center opened Oct. 19. The exhibit displays real human bodies and organs, including muscles and tissues. Body Worlds 3 is the largest traveling exhibition in history and, perhaps, the most controversial to come to the Science Center.

Making an impact more important than making the grade

Sophomores, juniors, and seniors find sixth grade camp challenging, fulfilling, and worth-it despite the possibility of a drop in grades. For the 59th consecutive year the camp has been deemed a success.

[Dakin Sloss]

Senior Managing Editor

[Meredith Redick]

Staff Reporter

In the 59th year of Clayton's sixth grade camp, the first and longest consecutive outdoor education program in the St. Louis area, sophomore, junior and senior counselors both worked hard at and enjoyed the chance to work with sixth grade students for a week in Sherwood Forest.

"It was a real challenge for me to be in charge of these kids and be stressed out and still be a fun counselor," senior Hannah Doty said. "I forgot how young sixth grade really is. I enjoyed getting to know the girls' different personalities and bonding with the other counselors by going through similar experiences. This experience really made me think about how much impact teenagers can have on younger kids."

The team of counselors not only learned from campers but also influenced the campers.

"I think that they learned a lot and hopefully they picked up on some of the values and attitudes I tried to portray," junior Natalia Birgisson said.

Sophomore Orion Wilkinson agrees.

"I think that I did influence my campers positively, even though I was tough on them," Wilkinson said. "We still had a lot of fun and I think some kids in my cabin made new friends."

Sixth graders have the opportunity to expand their boundaries and thus develop a broader view of the world and themselves as individuals.

"The kids were taken out of their usual environment and forced to work together and take personal responsibility for themselves," Doty said. "You learn a



Julia Reilly



Julia Reilly



Julia Reilly

Top left: A group of sixth graders listen attentively on the Black River near Lesterville, Missouri during a sixth grade camp station directed by Wydown teacher Claudia Wall. Top right: CHS seniors Elicia Wartman (left) and Hannah Doty (right) mentor a group of girls during a brief break in activities. Bottom: Seniors Shaina Abrams-Kornblum (left) and Elicia Wartman (right) lead a chant for the whole group.

lot about yourself by trying new things and being taken out of your comfort zone of friends and people. Hopefully, they realize there is so much more out there than Clayton and Wydown and that they can get along with people who they didn't

think they would."

Birgisson also believes that the experience was beneficial for campers.

"They learned to appreciate nature and support each other," Birgisson said. "They also learned

team work and responsibility and had an amazing time."

The experience could not have been as positive as it was, if it were not for the high caliber of the counselors.

"The counselors are pretty in-

credible," camp director Joseph Gamlin said. "They are working with sixth grade campers 20-21 hours a day. This year they did another excellent job and they never cease to amaze me with the professional job that they do and what

they have to give up to go and do this community service."

The counselors agree that exemplary teamwork emerged at camp.

"I think that the counselors worked well together," Doty said. "Sure, there were times when pairs may have been annoyed with one another, but in the end everybody was a team."

Doty is not alone in her positive assessment of the counselor's collaboration.

"The counselors were an awesome team!" Birgisson said. "We made new friends and learned a ton. You can't be responsible for fifteen kids and not learn something from them everyday."

Although most counselors found the experience extremely rewarding, there are consequences upon returning to CHS.

"Most teachers support the kids, but some teachers don't want to give the students support when they come back and need to catch up," Gamlin said. "These kids sacrifice a lot and I appreciate the teachers who do give them support."

Senior Michael Root echoed Gamlin's thoughts.

"The majority of teachers were lenient, but for the first week I had a lot of work and that first weekend required tons of make-up work," Root said. "It was really hard, but now that I am caught up, I am sure that it was worth it."

Other counselors feel similarly to Root.

"While my grades may take the hit from 6th grade camp, the counselors get more out of it than the kids because we are old enough to realize our impact," senior Shaina Abrams-Kornblum said. "The simple fact is that I would take an F for the quarter in every class that I am taking just to go to sixth grade camp for that one week." ☺

YouTube censorship concerns

[Ken Zheng]

Staff Reporter

People around the world have spent the equivalent of 9,305 years watching YouTube, but students at CHS are not among them—at least not during school hours.

YouTube is a video-sharing web site where users can upload, view and share video clips. Half the people that watch videos regularly on YouTube are under 20 years old.

According to Instructional Technologist David Hoffman, the state of Missouri requires CHS to use filtering software in order to block potentially harmful sites like YouTube. This is done to ensure that the network is free of inappropriate material.

"Although YouTube has some content which may be useful to teachers in their classrooms, more of the content is not educational and much of it is not appropriate for schools," Hoffman said.

YouTube made a change to their file structure about a year ago that prevents the unblocking of individual videos. Their link directs the user to a floating address.

It is recommended that the content be downloaded and brought to school in another manner such as a CD or flash drive.

Even without the restrictions band-width could create problems with viewing.

Devin Davis, Chief Information Officer, said that if YouTube were to be allowed, the volume of transactions would put a serious strain on other internet-based resources.

Assistant Principal Dan Gutchewsky also realizes the bandwidth problem.

"We have a lot of programs that access the internet," Gutchewsky said. "There were decisions made when we added filtering software about a year and a half ago to the district network, and they looked at what should be allowed and what shouldn't be allowed. They made some decisions about what they thought was in the best interest of the overall education of students and YouTube is not one of them."

The filter used is called WebSense. Every website is categorized and there are various types of restrictions that can be manually adjusted.

"It blocks sites by category, (e.g. entertainment, social networking, games), by keywords, and by particular domains that we manually request," Hoffman explained. "It's important to note that any time a teacher wants a particular domain or site unblocked, he or she only has to request it and it is done."

There is a process by which a teacher can petition to have a particular site unblocked if he or she feels that it holds academic value. Questionable sites are approved by the Assistant Superintendent. Many other sites with videos on them go unblocked like Yahoo and Google.

Blocking may change in the

There is a fine line between what is educationally valuable and what is offensive.

[Dan Gutchewsky]

Assistant Principal

future.

"The filtering software is a kind of all or nothing concept," Gutchewsky said. "There can definitely be changes to this policy in the future. You always run the fine line between what is educationally valuable and what is offensive or inappropriate material."

Currently, the filters for the elementary, middle and high schools are all the same. Hoffman realizes that this should probably be changed because many sites inappropriate for an elementary school student might be useful to a high school student.

"Students may not be aware that we have a server of hundreds of educational videos residing on our local network," Hoffman said. "Check it out at www.safarimon tage.local. Once at the site, click 'I am a new user,' fill out the required information and you can search this server for videos that support your school work."

Hoffman knows that if a student

is technologically savvy, they can get around the block. Some students use proxy sites to attempt to go around the filtering software, but most proxy sites are blocked as well.

"I'm generally against censorship of any kind," Hoffman said. "But there are several issues going on. It is possible to unblock all of YouTube. That's going to be discussed at our next Technology Curriculum Committee meeting. Students who would use YouTube for non-educational purposes would be tying up computers for students who need them for school work."

Forensic Science Teacher Heather Jacus has not used YouTube in the past, but in Advanced Forensic Science, she plans on using clips concerning arson.

"Almost everything I do with searches or with YouTube, I have to get cleared," Jacus said. "I'm ok with it, but it is extra effort on my part. My computer has the same restrictions as every other computer."

Jacus uses YouTube outside of school for entertainment and has also used Google video as well.

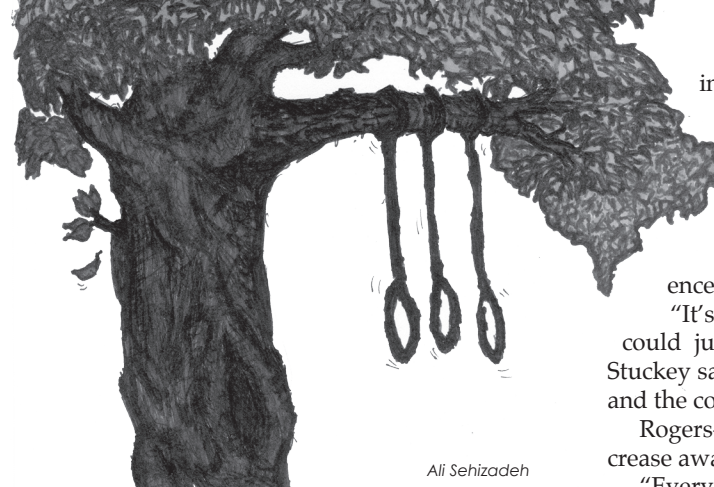
Mark Bayles, Government Economics teacher, has used YouTube in past classes.

"I would say that YouTube being blocked is an obstacle but not a very tall one," Bayles said. "I can get the video at home, I have to prepare it in advance anyway. Could it be easier for teachers to use? Sure. But does it make sense to block out some parts of the Internet? Of course."

Junior Lisa Tang thinks the firewall at CHS is too restrictive in general.

"Many web sites that I want to get on for research for a project or something are fire-walled," Tang said. "I think that for the majority of students, the ban is totally unnecessary. YouTube has a lot of good stuff that's educational or relevant to class work. And even if students want to go on YouTube for entertainment, it's not like they wouldn't find other ways to fool around on the computer." ☺

Raising awareness to combat Jena 6 racism



Alli Sehzadeh

Jena Six, from 1

"Who we are as a country today is going to be very clear by how we respond. When it became clear that the nooses hung in the tree were going to be treated as a prank by the superintendent rather than a hate crime, it sparked a serious reaction in me."

FBI agents who examined the incident found that the nooses "had all the markings of a hate crime," according to the New York Times.

"We in the United States do not understand what a hate crime is, and we need some clarity," Curry said. "That's what Amnesty International is trying to do."

In both the BSU and Amnesty International clubs, the drive to do something in support of the Jena Six stemmed from students.

"We're mainly trying to raise awareness," junior Josh Oberman said. "A lot of people care about it. It's an issue of justice."

Oberman, along with his sister, sophomore Nina Oberman, have been handing out information packets and promoting the NAACP's online petition, which can be signed in the library.

So far they and the rest of their Amnesty International team have gotten a positive response from the CHS community.

"By distributing recent articles about the Jena Six, looking at the hate crime and looking at the care to justice, particularly by the district attorney Reed Walters, we hope to educate CHS about this," Curry said.

Amnesty International may try to organize an assembly, either after school or on a voluntary basis during school, which would invite some professors from WashU and UMSL to come to CHS and talk about what the issue of hate crime is all about from social activist as well as academic perspectives.

The BSU has run off information, wore black clothing and passed out black ribbons to CHS students in support of the Jena Six.

"We see our position here at school as bringing to the school situations like what happened in Jena that people would perhaps ignore," Rogers-Beard said.

Stuckey has found the Clayton community to be receptive to the cause of the Jena Six.

"The community was unanimous in saying, 'What can we do?'" Stuckey said.

"Amnesty International really jumped on it. We [the BSU] have plans to work together with them. We're fighting for the same cause."

But according to Stuckey, it is not easy to feel that CHS is making a difference in the case of the Jena Six.

"It's not like Hurricane Katrina, where we could just send things and make a difference," Stuckey said. "This is more of a thinking process, us and the community together."

Rogers-Beard believes that student efforts to increase awareness of the situation are essential.

"Every time you raise consciousness, you let people know that if you disregard the rights of any individual, you're going to have to pay the consequences," Rogers-Beard said. "No one should be beyond the law in any form or fashion. I would like to see more of a cross-section of our student body concerned about these human rights issues. Because that's how I see this, as a human rights issue."

Though she believes that Clayton has its own race issues, Curry puts great store in the diversity of CHS as an example of tolerance and proof that progress is, in fact, being made.

"Uprooting racism is a constant process that we have to call upon ourselves to give our energy to," Curry said. "Bit by bit, things change. At Clayton, we have African-American and European-American students along with students of other races and teachers of a variety of socioeconomic backgrounds coming together and getting to know one another across those stubborn lines. That's what makes a difference."

Rogers-Beard agrees that communication is a key to dispelling prejudice.

"The adults in Jena let the kids down, not getting on top of the situation immediately and making sure those kids sat down and talked to each other, and that their parents sat down and talked to each other," Rogers-Beard said.

Studying the past can help students prevent future injustice.

"We study race and gender and class conflicts in history, but sometimes there's a disconnect between those lessons and what the next generation feels like it can really use in the current world," Curry said. "It's really important, for the Social Studies department especially, to make sure that we're helping with that transfer, that we're keeping our learning as relevant to real-world crises as we can. These are not easy things to solve."

Stuckey is optimistic about the power of students to play a part in the Jena Six case.

"I think we can definitely make a positive contribution, even if it's only in Clayton or at CHS," Stuckey said. "That's where it starts. People need to recognize that we are a part of history." ☺

Quirky bookstore great for readers

[Colleen Layton]
Staff Reporter

Spike, the resident bookstore cat, wanders through the seemingly endless shelves of novels and poetry in the used book section while upstairs, friendly employees chat with customers and shoppers pour over the staff recommendations.

This is not your everyday Borders or Barnes and Noble. Sure, there are some great mass market book stores located around St. Louis. Yet, when it comes to independently owned, quality book stores, only a few come to mind. For "full-service" and an array of subjects, many avid readers find themselves in Left Bank books. Located at 399 North Euclid in the Central West End, Left Bank Books was established in 1969 and is currently owned by Barry Leibman, Kris Kleindienst and Lisa Greening. The shop prides itself on being St. Louis's only "full-line independent book store," according to the web site.

The store was created in University City by sociology students at Washington University. At the time, the university didn't carry many socially minded materials such as books on civil rights and women's rights. Kleindienst and Leibman bought the store in 1975 and eventually left University City for the Central West End.

"In 1995 when the large superstore bookstores were built, I became a partner with Barry and Kris," Clayton alum Greening said. "I was able to get a loan. And with this capital, we were able to stabilize and grow the store."

Today the shop has about 14,000 books and could be considered eclectic, free spirited and even liberal. With bumper stickers that read "Girl's Rule" and peace



Left Bank Books, located at 399 Euclid in the Central West End, offers an eclectic variety of books.

signs hanging from the ceiling of offices, it is no wonder customers seem to have so much fun shopping there.

Not only is the atmosphere of the store welcoming but the staff is always doing their best to help out every reader and come up with personal suggestions.

"Our staff members absolutely interact with our customers and many times make great friends in the process," employee Jarek Steele said. "Lots of times customers come in and will only deal with their favorite bookseller. We suggest titles for those who can't decide and debate current events, books and everything else if a customer is interested."

Bookworms may also be pleased to find out that the bookstore has multiple services such as free gift wrapping, online shopping and discounts for reading groups. The store also holds many book signings and other events.

"Left Bank Books takes part in most major festivals and author events in the store," Greening said. "We provide authors and books for sale at two big festivals, The Big Read Festival and the Jewish Book Festival. We also support programming and book sales at the St. Louis County Library and the St. Louis Public Library."

Some returning visitors might be surprised to find a relatively new installment of the news stand, but that isn't the only thing being changed. The owners of the store have several plans and goals that they hope to complete in the near future.

"We want to grow Left Bank Books," Greening said. "We are currently looking for a new, bigger location. And, we plan to create a not-for-profit foundation to our business."

To visit the store's web site for more information, view the selection, or to order a book, the URL is <http://www.left-bank.com>.

Whether or not someone is passionate about books, they are sure to find something of interest in this quirky and diverse store.

"We are a progressive store that offers a great selection and great service," Steele said. ☺

Clayton alum elected as state representative

[Gila Hoffman]
Senior Managing Editor

Clayton alumni are everywhere. NFL punter Derrick Frost, a CHS alum himself, plays for the Washington Redskins. Television producer Patti Carr has produced on "Reba," "Til Death" and has written for "Boy Meets World." Actor Scott Foley has appeared in "Scrubs," "Felicity" and "Dawson's Creek". Broadway producer Rocco Landesman won 15 Tony's including Best Musical for "Jersey Boys," "The Producers," "Titanic" and "Big River."

Now Clayton is represented in the Missouri House of Representatives by alum Jake Zimmerman.

After graduating from CHS in 1992, he continued his education at Claremont McKenna College and Harvard Law School.

Before being elected as a state representative, he worked as a private sector lawyer for Thompson Coburn LLP in downtown St. Louis. He also served as Deputy Chief Legal Counsel to former Missouri Governor Bob Holden and Assistant Attorney General under Jay Nixon. While working for Nixon, he prosecuted public fraud and illegal business practices. In addition, Zimmerman worked in Congressman Dick Gephardt's Washington, D.C. office and as a White House intern in 1996. Zimmerman represents the Missouri 83rd Congressional District, which includes Charlack, Olivette, Overland, Sycamore Hills, and University City.

"I grew up in Clayton and my parents still live in Clayton," Zimmerman said. "The area I represent is immediately north of Clayton. If you go right past Gay Field, you will be in my district." Zimmerman focuses on health care and education.

"In recent years we have had 180,000 people cut off of health insurance in Missouri," Zimmerman said. "For me, that is a huge concern. We also face concerns

about education. How do we fund it? How do we make sure schools have the proper resources?"

Zimmerman believes that the most important issues for Missouri are health care, economic development and the problems within the St. Louis City school system.

Within the past few years, the Missouri legislature has been facing bills regarding religion in Missouri.

"I get a little nervous every time this comes to the forefront," Zimmerman said. "Sometimes it's harmless. When someone tries to pass legislation about students having the right to pray in school, there is no harm. No one is going to stop you from praying during the day at school anyway. What is dangerous is when we start trying to make policy on ideologically extreme views, for example, stem cells. When someone says that their religion is stopping them from saving lives, then that is when I have had enough of this conversation."

Zimmerman, a Democrat, serves in a highly conservative chamber.

"It's an interesting and fun challenge," Zimmerman said. "I live in a world where I have to be able to work with people who don't agree with me in order to get something done. But then I have to turn around to the Democrats of Missouri and say that we need to challenge them and change our representation."

While Zimmerman does not have distinct plans for his future, he hopes to continue his work in politics.

"I just got elected and I'm the new kid on the block," Zimmerman said. "I'm even one of the youngest members of the chamber. I am so blessed to be where I am and I'm loving this opportunity to make a difference. Hopefully one day I will run for something else and make a difference on a bigger stage, but right now I'm just focusing on getting re-elected."

Zimmerman has noticed the changes that CHS has experienced, regarding both the actual facilities and

the mindset of students.

"There has been a lot of renovation to the school since I left," Zimmerman said. "The new commons area looks like some sort of frou-frou coffee shop. The facilities are much nicer now."

Zimmerman also commented about the differences in the activism of students today.

"Students are much more aware of social issues of political causes now than when I was there," Zimmerman said. "I read about when students walked out because of the VST problems. That would not have happened when I was at Clayton. It is a real testament to the current students. When I was at Clayton it was just a fact of life that the program existed and now it's a subject of discussion that is on the table. The only reason that it is still around is because students are standing up for the program. A few people came out of the closet as being bisexual when I was at Clayton and it became a huge topic of community discussion then, which is something that wouldn't be a huge angst today."

During Zimmerman's days at Clayton, he had math teacher Stacy Felps, history teacher Sam Harned, and retired English teacher Nick Otten.

"He had a great sense of humor," Harned said. "He was a big, jovial, fun-loving, curly red-haired boy."

While no one can be sure where the future will lead Zimmerman, Clayton will always be part of his past.

"There were plenty of people that I went to school with that would say that this is exactly something I would be doing today and then there would be some people that would say that I would never do this," Zimmerman said. "You're talking to a guy that has lived out the dream that I had when I was a student at Clayton High School. I think it's so important for young people to care about and be passionate about public service." ☺



Jake Zimmerman graduated from CHS in 1992 and has now become a state representative.



Puhan Zhao



Puhan Zhao

Top: Karen Hales-Mecham works with a student in the ELL tower. Bottom: Sophomore Diego Chavez and junior Sam Ziade work in the ELL tower. International students who come to CHS learn to perfect their language here, making the transition to America easier.

English Language Learners overcome barriers of language, culture in America

[Ting Lu]
Staff Reporter

On the first day of second semester, an unfamiliar face appears in the classroom. All eyes are on him as he walks slowly from the doorway to the very back of the classroom and sits down. He glances around nervously at all the other students around him until finally, the teacher comes in. The teacher introduces him as the new ELL student, and his new classmates offer him a few waves.

CHS is a diverse school, and international students coming in is something quite common. However, being one of them is quite different.

Perhaps most students cannot sympathize with their mentality because they have never been in the situations that ESL students have experienced, but these students have found ways to battle their obstacles and adjust to a new culture.

Junior Ramiz Kamarli, an ELL student, arrived last year. He said that everything about coming to America was difficult.

"Everything was hard and it is still hard for me to talk in English," Kamarli said. "I know I speak incorrectly very often. I

didn't understand anything when I first came. And I still don't understand some things, even everyday conversation."

Kamarli said that all his courses helped him learn English, but three classes really improved his English skills.

"But it was mainly ELL, English class and history class with Ms. Sullivan," Kamarli said.

Junior Yiliu Zhang, who came to America in elementary school, agrees that the ELL program helped her.

"Mrs. Edmonds, the ELL instructor at Glenridge Elementary School, was a tremendous help during my elementary school years," Zhang said.

Zhang also said that the hardest part of adjusting to a new culture is the language barrier. Chi Zeng, a sophomore at CHS, also agrees that the language barrier is the most difficult to overcome.

"Since English isn't my first lan-

guage, it's very difficult to adapt to English grammar and to communicate with my peers all the time in English," Zeng said. "The ESL teacher was very supportive. Collectively, my peers and family members also played important roles in helping me adapt to American culture."

Not knowing English was a problem because I couldn't talk to anyone and could not communicate with people.

[Yiliu Zhang]
Junior

people," Wen said.

Sophomore Hirokazu Horikoshi agrees that developing social skills was difficult. Aside from communication skills, Horikoshi also had to battle other obstacles.

"Reading and writing helped me with grammar," Horikoshi said. "Getting past hand gestures and incorrect grammar were things I needed to overcome."

Although she was faced with

challenges, Zhang says that there are many things she enjoys about the United States.

"School-wise, American schools tend to have less homework," Zhang said. "The diversity here is great. In my old school, everybody [was] Chinese and uniformed."

Zeng says that coming to America as an ESL student was difficult in the beginning, but that he did not feel intimidated or discouraged.

"People here were friendly," Zeng said. [Adjusting to the United States] was a natural process."

Zhang agrees that she was not afraid when she first came to America.

"I'm a really optimistic and determined person," Zhang said. "I think 'challenged' is the better description of my feelings than 'scared' or 'intimidated.'"

Although they were welcomed by teachers and peers, ESL students often times need to acquire additional help from ESL teachers. Feeling scared when entering a foreign country is not uncommon at all. CHS students, teachers and ELL programs are helping international students through the process of learning English and are helping foreign students adjust to American culture. ☺

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Dear readers,

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

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

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

--the Globe editors

"Making your world go round since 1919"

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Senior reflects on advantages of final year as CHS student

I would love to de-bunk the "myth" of senior year. Some underclassmen see senior year as a "slack-off" year; this is simply not the case. For many seniors it is a trying year, with college applications, difficult schedules and extracurricular activities all taking their toll. Even with all the commotion, this doesn't have to spoil the senior experience. Actually, this may be my favorite year so far in high school.

Many seniors apply to anywhere from five to 15 schools. On the other hand, I am only planning to apply to one. This has greatly reduced my stress level. Brigham Young University, my prospective school, is 45 minutes outside Salt Lake City, Utah. I have wanted to go to this school for most of my life. A key reason is my family heritage; my grandma and grandpa met at BYU in the fifties. My parents did also. In fact 28 out of my 33 aunts and uncles attended BYU, if fact if I attend BYU I would be a fourth generation student. I am fairly sure that I will be accepted, not because of "heritage," since BYU doesn't even look at that, but because I believe I meet their academic and spiritual standards and have been involved in my church and my school extensively. BYU also offers a great environment with a diverse student body from all over the world. I look forward to skiing with my cousins and sisters who also attend the university.

My senior year has been radically different from my other three years at CHS. Since my prospective college will not be able to view my senior grades until after I am accepted into college, I have less stress. Even though grades might not be looming above me, I am still working hard. I see this year as an opportunity to take challenging courses. Consequently, I might not be doing as well, but I am learning a lot and what I learn will have substantial benefit later.

Although I am taking fewer classes, they are all more difficult. I am struggling with all my classes, especially Chemistry and Calculus, but I know that I can take these again in college. It is amazing to prove to myself that I can be a scholar who learns to simply learn as opposed to a student who simply gets an A. Now, I see grades as indicators of my progression and not indicators of my intelligence. I am not working for grades, but rather for knowledge.

Since this is my last year at Clayton I also realized on the first day of school that this might be my last year to be involved in competitive sports. That day I walked down to Shaw Park pool and joined the swim team, which I have always wanted to do but felt too busy to do before. Although I am not the best swimmer, I have enjoyed improving. It is fun to learn a new skill and exercise. It is amazing that even though I have less time after school, I am able to get as much done. Whenever I am involved in sports, I know I need to start on homework as soon as possible meaning literally the second I get home, whereas when I am not in a sport, I often procrastinate. Swimming not only disciplines my body, but also my time management skills. Furthermore, practice gives me a time to reflect as I count strokes or kicks. Sometimes, I mentally scroll down my task list for the coming hours. One of my tasks has been to go to more football games to show school spirit. I am proud to say that I have gone to more football games than during any other previous year.

I must admit that I didn't just join the swim team because I knew it was good for me. I also joined because I already had a few senior friends on the team. It has been fun to live the saying of "make new friends, but keep the old" as I have mingled with underclassmen I might not have met during the structured school day. It is refreshing to see new faces and experience new personalities while cherishing the old. Seeing freshman swimmers reminds me of my freshman year playing water polo. I remember looking at the seniors thinking how old, how smart, or how mature they were. It is difficult to believe that I am in that same situation now.

My parents have always told me to try to live a balanced life. In fact, I have sometimes been condoned for spending too much of my time on schoolwork. This year I have tried to restart old passions. I used to play cello, but I quit because I felt too busy with school. This was most likely a mistake but I cannot live with regrets and I feel I am redeeming myself by restarting. Playing my cello and going to my lessons during my eighth period on Fridays has been fun as I have taught my fingers to relearn how to play notes and not simply hold a pencil or spoon.

Perhaps the craziest thing that I have tried this year was the dance contest during homecoming. I could hardly believe my own ears when I told my friend I would accompany her up the stairs to show off my moves. It was hilarious for me to jump around in front of all the people below. I had to view all the people as a mass as opposed to individuals in order to be able to go through with it. It was so much fun when I made the first cut as I simply moved my arms as if I was making a pizza, or climbing a ladder, or digging a hole while my legs just kind of moved around.

My goal was to just dance the whole time to show the D.J., and the judges that even if I didn't know how to "walk it out" or "two-step" that at least I had heart. I was surprised and overjoyed when I won my \$5 at the end with my friend winning second and earning \$10. Maybe if I try really hard I can get first or second at the next CHS dance contest and even if I do not place, the homecoming dance will be a fond memory for years to come.

Taking senior portraits was a new discovery of what Clayton means to me. While I sat posing for picture after picture, the photographer asked me how long I had been in Clayton. I told him since kindergarten. It was interesting to reflect on how long I have known some kids in my grade. I remember playing blocks with certain students before I knew how to write my full name. I wonder if I have taken some fellow students for granted as if familiar faces would always be there. Right now it is unimaginable to move to a school with a freshman class seven or eight times larger than the student population of CHS.

I do not know yet what will make this year my best year of high school. I was thinking about trying wrestling, because it might be good to learn how to defend myself. I also thought about basketball. I really have no clue what else I am going to do. However, I know that I want to remember this year and tell people that senior year was great, but I didn't coast through it. Hopefully, at the end of the year I will be able to state sincerely that I balanced my life well and have no regrets.

EL CUATRO



[HYRUM SHUMWAY]

It is amazing to prove to myself that I can be a scholar who learns to simply learn as opposed to a student who simply gets an A.

Questioning standardized tests

I have never been a good test taker. In fact, I am probably the worst kind of test taker. I usually know the material on the test well, but either I will misread the question or directions, forget an obvious concept, make a simple error that makes my answer wrong, or make some other mistake that I should not have made.

The first time I remember taking a standardized test was in second grade. The difficulty of the questions; however, does not stand out in my mind, nor does filling in the bubbles (which proved to be a very hard skill for some kids to master). What I remember the most is just sitting there, reading the question, mostly concentrating on filling in the bubbles nicely, not really understanding why I was taking the test anyway.

Fast forward to high school, where I took the PSAT for the first time. I remember being slightly dazed by the dead silence during the test, the absence of the tapping of pencils and the clearing of throats. Somehow the lack of sound made the test seem so serious, so overly official. The whole thing intimidated me.

And now I'm in my junior year, about to take the PSAT again, this time for real. The PSAT is the na-

tional merit scholarship-qualifying test. Not only that, but this test will help the counselors predict the final SAT score, which will ultimately determine which colleges I apply to. It does, unlike the other standardized tests in my life, matter. However, the PSAT is really only preparation for the next test—the SAT, which matters even more.

The idea that a single test can have such a significant and profound affect on a person's life is not something of which I like to be reminded. In fact, the idea of it scares me to death. I am completely daunted by the idea that all my hard work up to this point in school could be undermined by a couple numbers that supposedly help someone determine how smart I am, while those scores only tell someone only how well I did on a certain test, at a certain time.

The main thing that has struck me about the PSAT is how random and arbitrary the material on the test seems. Is it really essential that we know grammar rules from memory after we are done with college? Not really—after all, we can just use the computer to check our work. Nor is it necessary for us to

be tested on so much vocabulary; can't we just use a thesaurus? At any rate, I would think that the test should test our ability to innovate, to analyze—not to memorize.

When someone does well on the SAT does it mean that they are really smart? Granted, a lot of people that do well on the SAT are really smart. However, to me, it seems as though the SAT is the kind of test

that good test takers do well on—it's very specific, and is primarily multiple choice. If this is true, then the SAT may only be measuring test-taking ability. Standardized tests, especially the PSAT and the SAT, perhaps do not test the most important things that we learn in school.

But, after all, the point of the SAT is probably not to test the widest range of topics, but is to measure a student's aptitude. I'm sure that the colleges and government need concrete numbers to compare, and to have some way to gage the intellect of a student, which the SAT provides.

In any case, I hope that I will overcome my bad test-taking skills and do well on the PSAT, and that other people like me will too.



[Ellie Bullard]



Sam Bader

Student freedom of speech ignored

YouTube users worldwide are hearing the piercing shrieks of a young man who police Tased for asking a simple question of John Kerry at University of Florida.

On Sept. 18, at the conclusion of Kerry's speech, student Andrew Meyer questioned Kerry about the 2004 presidential election. In response to Meyer exercising his freedom of speech, university police arrested and Tased him. One and a half weeks later, the Colorado State University newspaper released an editorial attacking the police brutality and Mr. Bush with a large expletive printed in the headline. Shockingly, more outrage has been directed at the paper's foul language than at the security guards for the gross violation of free speech committed.

The original incident represents an appalling and horrific infringement of one of the most fundamental rights enumerated in the Constitution. The student may have been antagonistic in tone, however, he gave no indication of a threat, yet his microphone was turned off and police attempted to remove him from the building.

This first act alone demonstrates the willingness of our government (university police act as agents of the government) to ignore founding principles of our nation. Perhaps, if the student had acted in a manner indicating that he was dangerous, it would have been permissible to interfere with his question, but all he did was speak his mind.

After the police began to incarcerate him, he protested vehemently, as he should have. He could not, and this staff still does not, understand on what grounds he was being arrested. He pointed out how absurdly the police were acting; yet they continued and forced him to the ground. He screamed for help as he was arrested without any reasonable basis. Now, if what occurred so far, hasn't frightened and outraged you as it should have, the next part will.

Remember, all he did was speak. On the ground he kept yelling for assistance and the police Tased him. He shrieked in agony. But why was this 21-year-old's body

shot full of electric current? There was no valid reason. The government employees, university police, suppressed speech attacking the current administration. The police were not protecting onlookers from danger, but rather using their power unjustly.

Now, you may be thinking, so what? Why does this matter to me? The university police showed an utter disregard for a man's fundamental liberties. This is not an isolated event. This administration has been wiretapping, violating prisoners' habeas corpus rights and ignoring laws that restrict governmental power. If security guards can arrest and Tase a student for asking a simple question, the same could happen anytime you speak out against the government.

Furthermore, the nation has expressed more anger at the editorial that defended the student than at the police's 1984-like actions. Instead of responding indignantly as we should have, we continued down the path of censorship, complaining about the use of a four-letter word in large type. What is more important, a tasteless headline that was printed to draw attention to how America is becoming a police state, or the fact that America is becoming a police state?

The United States has long cherished numerous freedoms. When the government has attempted to dismantle them in the past, citizens have responded

with anger. However, in modern times, many Americans do not seem to care that the trend is rapidly moving towards totalitarianism. The actions at the University of Florida reflect a growing trend of silencing dissident voices, much like people wish to silent the editorial board at University of Colorado.

Hopefully, Orwell's grotesque vision will not become a reality. However, in order to avoid that outcome, citizens must not ignore government infringement of liberty. Rather, we must question government actions and protest injustice, like the young man did as he was arrested. If not, we must prepare to live in a world where the government's role is not to protect liberties, but to suppress them.

Staff Editorial

Agree **97%**
3% Disagree

The Globe is a public forum. As such, we welcome the voices of all. We accept letters to the editor provided they are signed; under very rare circumstances we will consider withholding a signature. Due to space constraints, we reserve the right to edit submitted material.

Corrections from September Issue
-pg. 1 PTO did not buy Breathalyzer, CHS administration purchased the Breathalyzer
-pg. 2 bridge collapse occurred in Minnesota, not in Wisconsin
-pg. 12 bottom left: Susie Luten second to last in photo, not third to last in photo
-pg. 8 Simone (not Sophie) Bernstein wrote webpage story
-pg. 19 photo credit for Emmy Hermann

[Thumbs Up]



- Hockey season
- Long weekend
- Mild weather
- Candy corn
- Beating Ladue

- Halloween dance cancelled
- Author project outline and paper
- End of fall sports season
- Defrosting car windows
- Tasers and totalitarianism

[Thumbs Down]



Life as a benchwarmer disappoints, frustrates

People are always trying to glamorize the life of the benchwarmer.

Books are continually written about them, movies continue to be made about them, people continue to tell their tongues around the supposed "success" stories of them. I have lived the life of a benchwarmer and let me tell you, it is not fun.

The dictionary defines "benchwarmer" as a substitute who rarely gets to play in a game.

I suppose that is the definition the general populous does want to know. They are OK with rarely, they are OK with substitute. But I'm here to tell you differently. The benchwarmer is not a substitute, the benchwarmer is not a proxy player.

The benchwarmer is a second, third, fourth, fifth, sixth best. The benchwarmer is the last resort.

The life of a benchwarmer is a life of literally all work and no play, degrading comments, and lack of self esteem. But we, the benchwarmers are stronger for it. We the benchwarmers, a close relation to the invisibles see what no one else has the privilege of seeing; moments of the good, bad, and the ugly.

Here is my story.
I was not always a benchwarmer. I actually started playing basketball in the fifth grade. There were five people on my team, the green team. I dreamed dreams of glory that year.

Ironically enough, we won zero games. Yes, zero. And given the choice to do last year, my first year on varsity, a year spent warming the left side of the bench, or my first year playing basketball in the fifth grade. I'd choose the latter, where we won no games and I broke my nose, not once, but twice.

I'm not going to spin the yarn of my entire history in terms of how many teams I played on, how I quit my 11-year veteran extracurricular ballet, how I was elected captain on my freshman and sophomore years, or how many practices I spent with people I didn't really like.

Four million dribbles, 10000 shots, 400 travels, 150 foul-shots, seven games I fouled out, 700 shots I blocked, These are numbers describing my career. Numbers I suspect. Numbers I feel.

My junior year, I was allowed to play on varsity with the dream team. I say allowed only because I was tolerated. How many times did I see girls gently persuaded from leaving the team by the coaches? How many times did I see them pushed to tears because they felt they weren't wanted?

To tell you the truth, I'm not that good at basket-

ball. I'm tall, yes; Ferocious on defense, yes. But my ball handling skills and ability to score are indubitably under par.

I started out last year on varsity with the preconception that I wouldn't get to play that much. I never suspected that the entirety of my playing time would amount to less than a half a quarter of a game.

Here at CHS, the athletic department has a policy of no-cut. Here at CHS, they say anyone can play on a team. However, at CHS, there is also a high standard held for those who play varsity sports.

Somehow, over the years, the latter policy has taken precedence over the others and it leaves the benchwarmers even more left out.

Part of the problem last year was the preponderance of amazing starting Seniors. They seemed like they could do it all and they probably would have if our coaches hadn't worked them into the ground. Why did they work them into the ground? Because they didn't want to put an ounce of trust in us, the second-best. They didn't utilize smart coaching strategies.

Instead of playing us for small intervals to give the better girls a break, they forced them to play the whole game, wearing them down and out, losing the Lady Hounds more than one game. All that time, we the benchwarmers, sat eagerly at the end of the bench salivating for perhaps one moment to help out the team we were loyal to.

We came to the practices, we worked out our skills outside, we lifted weights, we came to team meetings, we tried to be supportive of our team-mates. We spent eight hours in the Stuber Health room every other Saturday for "team bonding," while waiting to get on the bus to drive to games that we would never get to play in. We would ride with the team for two hours on a school-night to get to games we would maybe get to play two minutes in. We strived to be our best but time and time again we were denied the privilege of even playing a minute.

The most alarming example of this is at a game near the end of last January in Brentwood. Our starting five were far superior to Brentwood, we knew this from the beginning, and thus, the left end of the bench was excited to finally get some time to play. First quarter came, we were up by 20. Second quarter went by, we were up by 40. Third quarter crawled by and we were up 60. And then, finally, in the last four minutes of the fourth quarter, our coach pulled the starting five off,

and replaced them with us. It is a demoralizing, degrading, painful feeling to know you are the freak show, the circus act, the last-minute act, the pity team.

I love basketball. I love the teamwork, the camaraderie, that beautiful feeling when you hear the ball swish through the net without making it move. I love the complicated simplicity of the ball beneath your steady hand, the definitive drop-step-bounce before the bank shot lay-up. Why did I deserve that treatment? Why did I deserve the feeling of not wanting my parents to come to see me shunned? Why did I deserve the feeling of telling my grandparents not to show up to games because I couldn't stand the idea of them seeing me sit out once again?

And the sad part is, I was so blinded by the cult brainwash the coaches shoved down our throats, I didn't realize how self-esteem-lowering the entire situation was.

Even when I did begin to feel the pangs of doing all of the work for none of the glory, I didn't speak up because I didn't want to lower my obviously slim chance at getting played by being the troublemaker.

By ignoring and debasing us, the coaches stabbed themselves in the back. They ran the starting five into the ground. Though they may have appeared superhuman, none could carry a whole 40-minute game by themselves. They were so blinded by their self-serving need to get the team they had coddled from freshman year into districts, they completely ignored fostering the girls for the future varsity program.

It really doesn't surprise me that both the coaches quit this summer. It also doesn't surprise me that the athletic department couldn't come up with a coach for the varsity girls until one month before preseason.

I don't wish to name the names of my teammates, the brave ones, who are keeping on with basketball through their second year of Varsity Girls Basketball. There are only three of them left from when I started this whole basketball experience. Their perseverance astounds me, in the face of such obvious unwantedness. They should be hailed more than any team before, who had the skills handed to them, coddled and



Courtesy of Kelly Moffitt

Kelly Moffitt ferociously chases after the basketball. Kelly has been playing basketball since 5th grade, and this year has decided to quit because of her experiences on the team last year.

padding from the start. These girls work, and they work hard, even though no one thinks they can or wants them to.

I have held love and dedication to basketball for more than seven years now. But now I'm giving up, I quit. After all, what has basketball and the program here in CHS given me back in return for my fidelity?

I felt I had to write this column for my girls and for myself, because I am out of the sieve that caused me more grief than elation. They don't have the right to voice their opinions, as I had no right to voice mine. Because, Lord knows, they may not have gotten the extra 30 seconds before the buzzer rang to get up and off the bench.

No one cares about the benchwarmers, this much I now know. But here's the thing: if you ask us, we can tell you anything you want to know about the team, the coaches. We know the real story.

We are the ones that fill the bench, that make the team whole. We are the un-ending support, the offered unflinching perseverance. Nothing can be our substitute. ☹



[benchwarmer]

[kelly moffitt]



Courtesy of Carol Iskiwitch

Carol Iskiwitch (far left) poses with friends Kasey Glass, Patricio Braun, Ariel Rosen and Sammi Stone. These are just a few of the people that Carol spent a month with this past summer at The Concordia Language Village in El Lago de Bosque, Minnesota.

Student reflects on camp experience

Have you ever wished that you could travel from country to country without hours of travel in between? Well at Concordia Language Villages you can do just about that.

The Concordia Language Villages program is run by Concordia College in Minnesota. It is made up of about 15 villages that represent as many languages.

Attending one of the villages has been one of my most meaningful experiences.

The camp that I attend is the Spanish village, called *El Lago del Bosque*, meaning "Lake of the Forest." Spanish camp is an important place for me because it gives me many opportunities. First it gives me the opportunity to learn about the language and culture in a supportive environment, and second I am able to experience living in a village with people from around the world who share a love of languages.

I have gone to Spanish camp for two summers so far. The summer after 9th grade I eagerly anticipated going to Minnesota to spend an entire month speaking, learning

and being entirely immersed in the Spanish language. The experience was every bit as amazing as I hoped it would be.

The best part came on the last full day of camp. At the end of the program, my village participated in International Day along with many of the other language villages located near Bemidji, Minn. This event occurs twice each summer, once during each of the month-long Spanish camp sessions.

On these eventful days, several language villages convene in one village, oftentimes the German village, which features a large circular stage in the middle of its *marktplatz*. Here all of the camps share dances, foods and other cultural presentations.

From tasting strange Norwegian dishes to dancing traditional Swedish dances to singing a round of Japanese songs, I was overwhelmed and amazed by all the cultural experiences I had the opportunity to observe and participate in.

My favorite part of International

Day, besides the freshly baked, delicious chocolate croissants, is the night program. At the end of the long day, the campers and staff from all of the Bemidji language villages gather around a central stage. Each village presents a dance or a type of skit that relates to its particular culture. Some of the presentations are typical of the modern-day dance of the countries, and some are traditional cultural dances.

Some were unique, such as one presentation in which the villagers walked around and around the circular platform, unrolling a long sheet of music with "peace" in all the languages the villages represent written on it. Each dance or skit the camps perform is a brief but powerful view of the individual cultures. This is an unforgettable way for all of the campers to share with each other.

The language villages are very important to me for many reasons. Primarily, they are an opportunity to gain a deep understanding of the various cultures of the world. The counselors in the villages are largely native speakers that come from countries all over the world. Because of this, campers can learn from live primary sources about the different cultures of the world, and

thereby gain a global perspective from a camp environment without having to leave the country.

An important aspect of my Spanish camp experience is that it allowed me to pursue in-depth one of my favorite areas, especially my second year. This past summer I took a college level class on Latin American history, conducted entirely in Spanish, of course...at least in theory (sorry Eliana for slipping up so much.) This class greatly increased both my knowledge of history and my proficiency in reading, writing, and speaking Spanish.

Also, as one of the oldest campers in the village this past summer, I shared in the responsibility of inspiring and helping all of the younger campers along their language-learning journey. I enjoyed this aspect, as well as the entire camp environment, so much that I hope to return as a counselor one summer.

As I only have one more summer during which I could attend a language village as a camper, I will not be able to live in all of them, as I would really like to do.

So perhaps instead I will instead make my way around the real world, instead of Turtle River Lake in Bemidji, Minn. ☹

Teen's obsession with celebrities crosses line

"What is the supreme law of the United States?"

Silence.

"Who presides over your local government?"

More silence.

"Name the six Brady Bunch children."

"Marcia, Jan, Cindy, Greg, Peter, Bobby."

My name is Katie. I am a pop culture junkie.

Despite my efforts to pose as a well-read, well-informed and politically concerned citizen, I am ashamed to say that I spend far more time thinking about Britney Spears and Lindsay Lohan court cases than those before the Supreme Court.

I read US weekly regularly, but not The New York Times. I have been known to TIVO the latest E True Hollywood Story, and I have TV.com bookmarked on my computer.

On the surface I play it cool. "Who's Zac Efron again?"

But actually, I'm a walking Wikipedia when it comes to Zac. (Nineteen years old, dating Vanessa Hudgens, Starred in "High School Musical")

I drool at the prospect of meeting one of the coveted celebrities. What will they be wearing? Who will they be with?

And yet I have seen fewer celebrities in my lifetime than Lohan has successful movies. And let me tell you this is not from a lack of effort.

My friend Ellen lives in Thousand Oaks, Calif. And I envy her life filled with the rich and the famous (OK, maybe not filled with, but near). Her friends invite Mary Kate and Ashley Olsen to their birthday parties, Will Smith bought her neighbor's house and David Gallagher visited her school.

When I visit her, I pretend to act cool, as if Jesse McCartney attending her prom is no big deal. Yet I can't help but ooze with jealousy and excitement. One year during my visit, as a "joke," I made a star map of all the places in Southern California where celebrities have been spotted eating. I clipped pictures out of magazines and pasted them to a piece of paper. Ellen's mom found the map and insisted on taking us to all of the places.

Next thing I knew, I was driving past the place where Jessica

Alba had once "noshed with abandonment." I was on hallowed ground. And yet after a full day in Hollywood and LA, I still had not seen one celebrity, I hadn't even seen a celebrite (you know like a celebrity but with less calories. i.e. Chad Michael Murray or that guy who dated Katie Holmes before Tom Cruise did.) I figured that I was destined to remain a celebrity virgin.

But maybe not. My sister came home for a visit and delivered gave me shocking news.

I am invited to Jessica Biel's wedding. That is when she has one.

I had been a fan of Jessica Biel's ever since her "Seventh Heaven" days (damn the producers for kicking her off the show). So how you may ask is it possible that I, an average Jane from Clayton, obtain

such a high profile invitation. Well, it goes like this.

My sister lives in Aspen and is dating a man, who grew up in Boulder and took Jessica Biel to homecoming. Not only that, but his sister is best

friends with Jessica. They are so close in fact that Jessica (now that I am practically related to the girl, I feel that is appropriate for me to call her by her first name) called my sister's boyfriend's sister asking her to come down to New York City to meet her new boyfriend. (New boyfriend? Try new god. For those of us pop culture junkies, we know that Jessica's new boyfriend is Justin Timberlake.)

Justin Timberlake has yet to pop the question, so I'll have to be patient. And I guess being the sister of Jessica Biel's best friend's brother's girlfriend doesn't exactly make me family - or even guarantee me an invitation. But hey when it comes to finding celebrity connections, no rules apply.

Does this sound like I've gone around the bend? Am I in need of rehab like those over whom I obsess? But the first step is admitting that I have a problem. I have decided that it is time to come clean. No more hiding my Seventeen Magazines behind my John Irving novels. Maybe I need counseling.

Maybe I need to join a support group.

Maybe I need to turn off E, and pick up Newsweek. ☹

Taking It In Stride



[Katharine Weiss]

KOOL KIDS?

Despite health risks, education and anti-smoking ad campaigns, students across America continue to light up due to peer pressure and a need to escape.

[Maddie Harned]
Editor

In a day and age where anti-smoking ad campaigns can often be seen more frequently than cigarette company advertisements, some find it quite surprising that recently the Journal of the American Medical Association reported the number of teen smokers has not declined since 1980. Copious education about the health risks of cigarettes has continually failed to persuade some teens to cease picking up the pack.

According to the overview of health risk statistics survey conducted in 2007, 29 percent of CHS students have tried smoking cigarettes and three percent reported smoking cigarettes regularly. Nevertheless, both percentages are much lower than both the state and national statistics.

The overview of health risk statistics survey reports that 50 percent of Missouri teens have tried smoking cigarettes, and 11 percent smoke regularly. On the national level, 54 percent of American teenagers reported that they have tried cigarettes, while nine percent stated they smoke regularly.

One such student who is part of the meager minority of three percent who regularly smoker at CHS is sophomore Jake Weston*.

"I've been smoking since I guess I was 13 years old," Weston said. "My parents smoke, and cigarettes were always around my house."

In a study performed by the Journal of the American Medical Association, 90 percent of smokers picked up their habit before the age of 18. The same study stated that the average age of a new smoker is 13; the age Weston was when he began smoking.

CHS junior Lacey Carter* tried her first cigarette at a later age than the national average.

"The first time I ever smoked cigarettes was when I was 15 at a friend's house," Carter said. "It was really embarrassing because it was my first time and I didn't know what I was doing, so I started hacking like crazy. After a few more cigarettes I got the hang of it though."

Doctor Brian Bergfeld finds it more common for new smokers to start in social situations than

on their own.

"Peer pressure is definitely a major factor in teens starting to smoke," Bergfeld said. "I don't think people randomly walk into a gas station and buy a pack of cigarettes. Kids see their friends smoking and it's not too entirely uncommon for them to start smoking too."

However, smoking cigarettes is first and foremost an addiction. Composed of highly addictive nicotine, along with other addictive substances, cigarettes are well known for being extremely difficult to quit. It often takes several attempts at quitting for a smoker finally to chuck out the habit for good.

For Carter, her addiction to cigarettes has been an on-again, off-again battle.

"I never want to be addicted," Carter said. "I can tell when I start to get hooked. I think about smoking more and more, and I'll get horrible migraines and be more sensitive to light and sound if I go for a while without smoking. Whenever I start to feel that way, I make myself quit. It's usually a pretty rough few days quitting though because I'll get sharp pains in my sides and be jittery."

Weston has encountered similar difficulties when trying to quit smoking.

"I've tried to quit before, but I don't think I'm ready yet," Weston said. "I was in a lot of pain when I went almost three days without smoking. I felt dizzy for a while and I didn't want to get out of bed. I guess I didn't last very long without smoking."

Nearly all smokers would agree that the process of quitting is arduous and testing and there is no method of giving up smoking that is guaranteed to work.

"Not one thing works for everybody," Bergfeld

said. "Nicotine is one of the most addictive drugs on the face of the planet. I've seen people with severe emphysema who simply cannot quit."

Despite the strenuous process smokers go through to quit, Bergfeld believes that people who quit between their teens and early adulthood significantly reduce the possible unhealthy side effects they eventually could get due to continued smoking.

"The severity of the health risks from cigarettes purely matter on how long the person has been smoking," Bergfeld said. "For teens, their lungs could go back to normal after about five years without smoking. Of course, the older the smoker, the slower the reparations will happen, if at all."

Many of the health hazards of smoking are widely publicized, in everything from print ads to TV commercials to brazen t-shirts. Despite common knowledge that indeed, cigarettes are bad for one's health, some teens continue to smoke.

"I know they're not good for you," Weston said. "I think everyone knows that smoking's bad for your lungs, but I feel like I need cigarettes to get through the day. One day I'd like to quit, but I'm not sure when. I can't see myself smoking forever."

As well, Carter is fully aware of the health risks of cigarettes and feels strongly against becoming a regular smoker.

"I would never ever want to be addicted and be smoking like a pack or two packs a day," Carter said. "I think I'd consider myself a social smoker. I smoke when I go out or when I'm with other people who are smoking. I've had times where I've started to become addicted, but hated having my life revolve around cigarettes. I know smoking is bad for you, I've been through health class. I simply find it hard to believe that I could die from cancer or get emphysema from smoking basically like a pack or less a month when I go out with

friends."

While it is widespread knowledge that there are many health hazards to smoking, Bergfeld explains that there are both short and long term effects.

"The short term effects are respiration problems, increased asthma and worsened erectile function for males," Bergfeld said. "The long term effects are definitely more unpleasant. Lung, gum, breast and throat cancer are the most well known side effects of prolonged smoking, but there are many kinds of cancers that a person can get from smoking. Someone can also develop heart disease and vascular disease."

Whereas physically, cigarettes are highly addictive, they can also be tremendously emotionally addictive as well.

"When I'm having a bad day or something I'll have a cigarette even if I'm not craving one," Weston said. "It's like it covers up the bad feeling I'm having."

Contrary to Weston's feelings, Carter's emotional relationship with cigarettes has had more cons than pros.

"Smoking cigarettes on a regular basis made me anxious and kind of paranoid that my parents or teachers or people I really didn't want to know that I smoked would find out," Carter said. "Once my parents found a pack of cigarettes in my room, but they thought that they were a friend's. After that incident on the rare occasion I do smoke, I feel like I have to watch my back. I get really nervous and it actually doesn't feel very soothing or relaxing, which I think is how cigarettes are supposed to make you feel."

Although according to the overview of health risk statistics survey, a mere three percent of CHS students are regular smokers, smoking has permeated youth society and some believe it's not going anytime soon.

"I think there will always be a group of teenagers who smoke," Carter said. "It's part of culture, though with all the research coming out about the dangers of smoking I think less and less kids will find smoking appealing." ❄️

*names have been changed to protect anonymity

When I'm having a bad day or something, I'll have a cigarette even if I'm not craving one. It covers up the bad feeling I'm having.

[Jake Weston*]
Sophomore



● 50% of all missouri high school students have tried cigarettes • 11% of missouri high school students smoke cigarettes regularly ●



● 29% of chs students have tried smoking cigarettes • 3% of chs students smoke cigarettes regularly ●



photos courtesy of MCT

graphic by Kerri Blumer

[ourview]



staff playlist

1. "Amen Omen"
Ben Harper
2. "Tangled Up in Blue"
Bob Dylan
3. "Crank That"
Soulja Boy
4. "Bubbly"
Colbie Caillat
5. "Breathe"
Keller Williams
6. "Heavy Things"
Phish

Top Three...
Ice cream places

1. Maggie Moo's

2. Mr. Wizards

3. Ben & Jerry's



Jin·goism
noun

1. Extreme nationalism characterized by a belligerent foreign policy
2. Chauvinistic patriotism

COUNTDOWN
until graduation...

217 days

What you didn't know....

Every day 20 banks are robbed. The average take is \$2,500

There are no clocks in Las Vegas gambling casinos

website of the month

threadless.com

submit a t-shirt design or vote on your favorite design. The design with the most votes gets their shirt made.



Cross Country dashes towards districts

[Anya Veremakis]
Editor

The CHS cross country runners are rapidly approaching the finish line of their season with fresh legs and high hopes despite some obstacles along the way.

With an excellent turn out and a relatively young team, the future looks bright for the runners.

"The season has gone pretty well," junior captain Ben Peipert said. "We're a young team, so it's to be expected that we don't always place well as a team, but we definitely have a lot of potential."

The team's initial turnout was a huge success; 40 runners showed up to pre-season. While that number has decreased to about 25 runners, the team is still happy.

"The turn out at the beginning of the season was great," senior captain Abbie Minton said. "After pre-season, though, a lot of kids usually quit because they think it is too hard. But even with the decrease, we still have a solid number of runners."

The majority of the varsity team are underclassmen who are less experienced runners. There are three seniors, five juniors and rest of the team consists of sophomores and freshmen. However, to make up for the lack of experience, the upperclassmen are stepping up to leadership roles in order to better the



From left: Dylan Cockson, Lewis Koppman, Jack Hodapp, Krishna Vemulapalli, and Ji-Yoon Yang await gun to start the run at a recent race. The young team is looking to do well at districts this year.

team's performance.

Although the "captain" title was given to senior Abbie Minton and junior Ben Peipert, the other runners seem to be stepping up as well.

"For the girls, Abbie Minton emerged from the get-go as our team leader," coach Jeremy Rasch said. "She also happens to be our best female runner. Simone Bernstein and Natalia Birgisson have also proven to be great runners. If Simone and Natalia train through this year and the summer, they could be at the front of the pack next year."

In addition to filling the leader-

ship roles, many of the upperclassman have worked hard to emerge at the top of CHS' cross country team.

"For the boys our top runners are Lewis Kopman, Krishna Vemulapalli, Dylan Cockson and Jack Hodapp," Rasch said. "Dylan Cockson put in some good miles this off-season and has emerged as one of our top runners."

With a young turnout this year, it is only to be expected that many of the younger runners are following the upperclassman's examples and working hard to earn their spot on the varsity team.

"Jack Hodapp is only a fresh-

man and he was thrown into the varsity mix after the first meet," Rasch said. "Jack is another runner that could be integral to the program here at Clayton. I would also like to make special mention of Tyler Markham. Tyler is a freshman that works extremely hard and has improved an incredible amount. He started as a JV runner and has improved his 3.1 mile time by over 6 minutes, landing him a spot of the varsity squad."

In order to keep their runners improving, coaches Jeremy Rasch, Mike Nelke and Curtis Werner, designed a few different types of running workouts. There is speed

work, distance work and tempo work. Speed work consists of running a middle distance (800m to 1600m) at the individual's race pace or faster. Distance work involves running between four and eight miles at a comfortable pace. Lastly, tempo work is when the runners run specific paces for a set amount of time.

It is only inevitable that along with all the hard work comes some injuries during the season, and this team was hit hard with them.

"I only ran two races this season," Peipert said. "I ran well for the first race of the season and the second I came within one second of my personal record. But after the second race, I got a stress fracture so I've been out for the last three weeks."

The team is ending their season with high hopes for districts.

"Everything we do is focused on peaking at districts," Rasch said. "During districts I want every single one of our kids to run their fastest race. If everything goes right we may have a few kids qualify for the state championship meet."

The district meet is the biggest meet of the year and will be held October 27. If a runner places in the top 15 in their race in districts, they can qualify for state.

With great potential and a young varsity team, the runners finish their last lap of the season into districts. ☺

New coach offers experience

[Fontasha Powell]
Editor

After head varsity coach Barry Ford announced his retirement from basketball coaching during basketball summer league, and assistant varsity coach Blackwell was appointed to the head varsity coach at Westminster, the CHS girls' basketball program seemed hopeless. However, after hiring Steve Lanter as head varsity coach with a little more than a month before the start of the season, many remain optimistic about the upcoming girls basketball season.

The grueling selection process consisted of interviewing various applicants and selecting the people with the best qualifications and best fit for the unique needs of the Clayton program. Additionally, Athletic Director Bob Bone, Assistant Principal Dan Guchewsky and Principal Louise Losos were all involved.

"I chose to apply for the position of head varsity coach because I've had a passion for basketball all of my life," Lanter said. "I've played the game and I understand the intricacies of what it takes to be a successful player and I know how to teach skills."

Bone said that Lanter was chosen to be head varsity coach due to his overall expertise and basketball experience.

Lanter was a high school all-state and all-American player and was starting point guard at the University of Illinois. Additionally, Lanter has previously coached the AAU teams of his daughter sophomore Maggie Lanter and 2007 CHS graduate Bo Lanter.

"I think Coach Lanter's background is outstanding," Bone said. "He played in the Big Ten at Illinois and he was very successful there. With the success of his business and basketball, he has a lot to offer the program."

Lanter said that he doesn't wish to change the program, but continue the tradition.

"I would like to build on the success that Coach Ford has achieved," Lanter said. "However, I think it's important to adjust our strategy to the skill set and strengths and weaknesses that we have."

Lanter hopes to gain a lot more than just a winning record from the season. In fact, he wishes to achieve a new attitude with the basketball program.

"Beyond the obvious winning record, I hope that we're able to build a winning attitude," Lanter said. "I also hope that we put a culture of hard work and intensity into the program."

Sophomore Michelle Cooper is excited about the basketball program and thinks that the new coaches will work hard. Cooper played as freshman on JV and was a key guard, averaging 4 to 6 points per game and contributing as one of the assist leaders.

"I'm excited about the season because I love playing basketball," Cooper said. "I hope I learn a lot and become better friends with everyone."

Junior Klynn Walker is energized to enter varsity level competition as a post again this year and improve as a player, however she is unsure about the coaching changes.

"Right now, I'm 50/50 about the new coaching situation," Walker said. "I don't know what to expect. Our new coach has already been to most of our games and knows our weaknesses."

Senior Erin O'Neal contributed significantly as a guard to the success of the varsity team last year and thinks that the success will continue with the new coach.

"I'm really excited about the new coaches," O'Neal

said. "I've been working with Coach Lanter and he's very enthusiastic about basketball and knows a lot about the game."

Lanter said that although his coaching style is different, he's not intimidating.

"Because I'm so passionate about the game, I bring a fairly intense approach," Lanter said. "I'm very much a communicator."

Although some express concern about the father-daughter relationship between Lanter and his daughter, sophomore Maggie Lanter, most don't believe that it will be a problem.

Walker does not think that the father-daughter relationship will negatively affect the achievement of the team.

"I don't think the father-daughter relationship will hurt the team," Walker said. "We've had father-daughter coach relationships before, and even mother-daughter relationships. Because Coach Lanter has a daughter, he knows how to approach teenage girls and handle the different situations that could occur."

Former JV basketball coach Ron Steinschreiber will be returning as the assistant varsity coach. In addition to previously coaching JV basketball, Steinschreiber coached softball, played basketball in high school and managed the UCLA Bruins basketball team in college. Walker believes that the familiar coaching style of Steinschreiber balance the new style of Lanter.

"It's a good thing that Coach Steinschreiber is coming back," Walker said. "He already knows our strengths and weaknesses, so he can assist Coach Lanter. Also, since Coach Lanter was a guard and Coach Steinschreiber was a post, both posts and guards can improve because both the coaches have experience playing those positions."

Lanter too believes that assistant varsity coach Steinschreiber will be imperative to the accomplishments of the team.

"Coach Steinschreiber and I will make a great team," Lanter said. "He obviously understands the game and knows how to coach. He also brings previous knowledge of the existing players."

After the success of last year's season, there are high expectations for the upcoming season. However, most think that the success of last year is nothing but positive.

"I think that the success of last year makes less pressure this year," O'Neal said. "This is Clayton's chance to prove that the last three years wasn't special, but that Clayton actually has a good, solid basketball program."

Walker too believes that the high standards will be hard to match, but believes its possible.

"I think that if we all have positive attitudes and try our hardest we can definitely match or even surpass the success of last year," Walker said.

However, the loss of graduated seniors and several key JV players will make the team small in numbers compared to previous years. Only three seniors will be returning, making the team rather young.

Walker believes that losing players doesn't necessarily have bad effects.

"Losing players will hurt us in the beginning, but in the long run it will help us get better because people that weren't able to shine before will step up to the plate," Walker said.

While O'Neal believes that having fewer players won't have a significant impact on the team, Basketball, 12



After many changes this season, varsity volleyball continues to fight towards becoming a stronger and more determined team.

Volleyball tries to bump up record

Team struggles with new challenges.

[Gila Hoffman]

Senior Managing Editor

After losing starting players and beginning the season with a new coach, the Varsity volleyball team struggled through the season.

"We got off to a rough start," senior Emily Arnold said. "There are only five returning seniors and the rest of the team is juniors plus one sophomore, so at the beginning of the season we had to work a lot on team chemistry."

The Varsity team is coached by Christian Juenger.

"It has been an okay season," Juenger said. "We lost pretty much every starter from last year. We only had a few returning seniors so the team is dominated by juniors."

Juenger believes that the team lacks passion and drive. "A lot of them just don't have that attitude of 'what can I do to make myself better:' everything from fitness level to staying after practice getting one on one practice," Juenger said.

Senior Daniela Depke agrees that the season has been tough, but remains optimistic.

"Everyone is trying their best at every game and trying to keep a positive attitude even when we lose," Depke said.

This year, the volleyball program experienced a few changes with regard to the coaching staff.

"This year was a big adjustment because we had a brand new coaching staff," Arnold said. "I think they all work really well together and have made the volleyball program a fun place to be."

For the past four years, there has not been a steady coach in the volleyball program. For Depke, she believes that this can bring the team's potential down.

"The coaches are meeting us for the first time with no prior knowledge of our skills," Depke said. "Coach Christian and Coach Liz bonded with us immediately. Some teammates haven't liked the way practice was run but they handled themselves maturely and respectfully."

This season was not only difficult for varsity, but also for the JV team.

"The JV had a tough season too," Depke said. "They tried their best but didn't seem to have enough enthusiasm to push themselves to win."

On the other hand, the freshman had a great season.

"The freshman did pretty well," Juenger said. "They had lots of girls that haven't ever played. They learned a lot of fundamentals from their coach Jen Hall. They focused on passing. They are really good at receiving the ball and keeping it in play."

Off the court the varsity team has gotten together for team dinners and bonding sessions, in which they were able to individually express their feelings.

"We could socialize with a different group of people we might not hang out with in school," Depke said.

Volleyball is an extremely mental sport.

"The team has its own issues like any team would have but they rarely interfere when we step out on the court and start to play the game. It is important to constantly think positive and get along with your teammates. The fact that the team needs to play together is very important to me," Depke said.

"There can't be an unbelievable player who controls the game. It is necessary to rely on every single person." ☺

St. Louis rowing attracts athletes

[Preeti Viswanathan]

Staff Reporter

A large group of dedicated teenagers can be seen efficiently paddling across the tranquil waters of Creve Coeur Lake in the evenings. They are practicing for upcoming regattas, or rowing races. The St. Louis Rowing Club has intense practices six days a week, from 4-6 p.m. each day at Creve Coeur Lake. Varsity coach Tim Franck who has been coaching at SLRC since August 2005, thinks the team works very cooperatively overall.

"The athletes work very well together," Franck said, "You have to in order to have any kind of substantial success in rowing. Each boat has a crew of nine people (eight rowers and the coxswain) who not only must be synchronized in movement, but must also have a common emotional and mental drive that allows them to row hard and well together as one unit."

This year, five students at Clayton High School, sophomore Morgan Stoner, junior Jason Carlie, junior Anthony Stack, senior Sam Jewett and junior Rowland Han, participate in this sport.

Stack, who has been rowing for three years, said rowing is challenging and different from most other sports.

"Rowing is one of the hardest sports to really master, not only for the strength and endurance required, but also because of the technique required," Stack said. "This is my third year rowing, and I am still trying to improve my technique every day. It's all about moving the boat more efficiently each stroke."

Stoner said she started rowing last year after she heard about it from a friend, and she thinks rowing requires much bigger time commitment than other sports.

"I knew someone who had done rowing who said it was really fun, so I decided to give it a try," Stoner said.

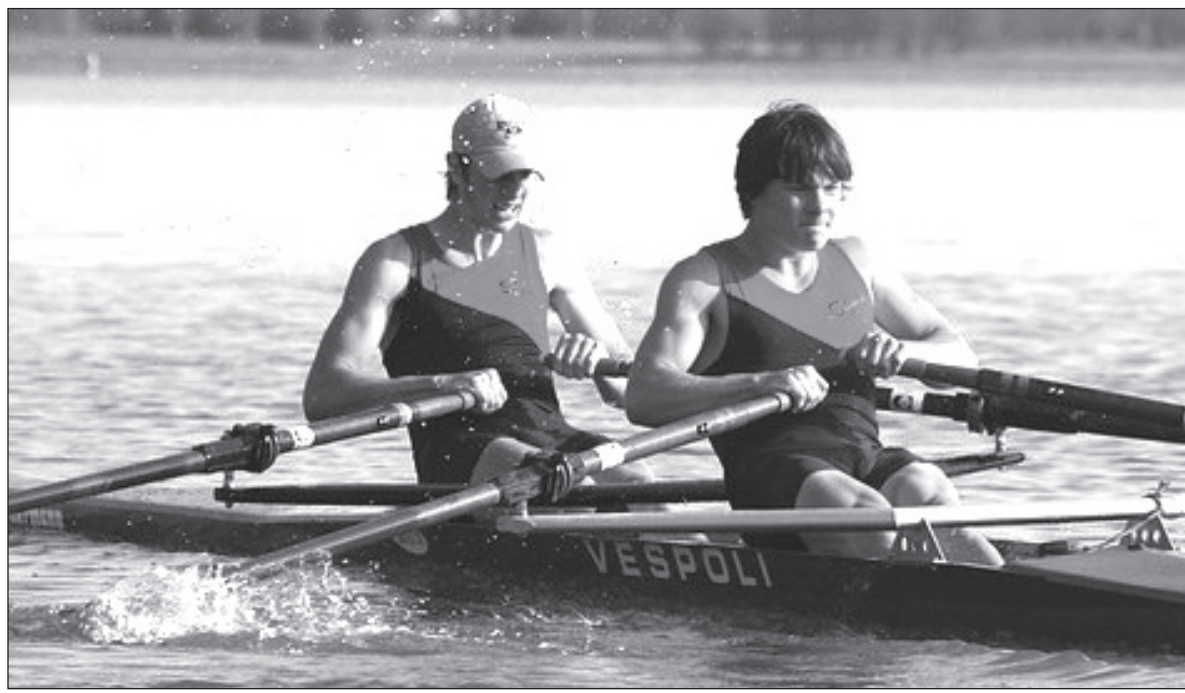
Stack also said that what makes rowing different from many other sports is its intensity and the level of effort that the team collectively has to put into it in order to win, and that everyone on the team really have to push themselves to do better and go faster.

"The feeling you get when you win a hard fought race against a good crew is probably the best you can have, and that is the reason why I row, personally," Stack said.

"Rowing is also one of the few sports that really uses just about every muscle in your body."

Franck said the team really enjoys racing, and doing their best in the regattas is a motivation for working so hard.

"They love racing, both at regatta and in practice," he said. "Of course, the regattas are what they're all focused on and the reason why they work so hard. They



Area teens row for the St. Louis Rowing Club, which practices at Creve Coeur Lake. Team members come from several different schools all over the Saint Louis region, with five on the team from Clayton.

do a lot of racing with each other in practice as well. Being pushed by other boats on a daily basis during practice makes a big difference," he added.

Stoner likes the races more than practices.

"I like the competition better," Stoner said, "I like going to the regattas and racing. There's a lot of adrenaline, so it's fun."

Jewett agrees that rowing is a tough sport because it is mentally challenging and requires a lot of concentration.

"The hardest skills to learn are timing (getting to oar in the water at the right time), and the general technique takes years to learn," Jewett said. "It is nearly impossible to row perfectly."

Jewett also thinks that the unity of the team is the main component to doing well.

"The best part about rowing is the sense of accomplishment," Jewett said. "We work 2 hours a day six days a week, but we don't take long breaks or sit around for very long. We work hard everyday without exception, and if you don't try your best the whole boat can tell."

When the team goes to a race, it goes there to win. "In head races (when boats go down a 6000 meter course and are started 10 seconds apart) we pass boats left and right," Jewett said. "There is no better feeling than that. Everyday I work my hardest."

Stack has had good experiences with the regattas as well.

"In my novice year of rowing, my four-person boat actually beat the varsity boat at the Central qualifying regatta in Oklahoma City and qualified us for the 2006 junior national championships, the first St. Louis boat to do so in about a decade," Stack said. "We didn't win, but we were still considered the 12th best 4-boat in the country. Last year, my lightweight 4-boat qualified again."

However, Jewett said that regattas can also have

slightly negative aspects.

"The worst part about races is the mental break down," Jewett said. "The second half of the race hurts virtually every part of your body since there are large amounts of lactic acid built up in your muscles, and when that happens your body is telling you to stop and your mind tries to just let you soften your stroke a bit. But it's the rest of your team in the boat that keeps you rowing your hardest every stroke."

Stoner said she sometimes feels anxious before regattas.

"I get really nervous right before a race, but when the race starts, I kind of just stop being nervous and I focus on rowing really well and fast," Stoner said.

Jewett thinks the best part of the races is the finish.

"At the end if you row your hardest, you look back at the course and you think 'wow, I just did that!'," Jewett said, "This feeling is only accelerated when the scoreboard says you won."

Stoner agrees.

"It's a good workout," Stoner said, "It's very rewarding."

This season's first regatta will be at Rockford, Illinois, and Franck thinks the St. Louis team is currently likely to be one of the top ten teams in the nation.

"We had two boats compete at Nationals in 2006 and three in 2007," Franck said, "The St. Louis Juniors had their best Nationals results in '07, finishing sixth (out of 24) in the Girls' Open Eight and third (out of 24) in the Boys' Open Double. The Boys' Double took the bronze medal."

Hopes are high for this year's swing at Nationals. However, the St. Louis Rowing Club still has time to improve even more.

"They still have about eight months until Nationals, but I think that the athletes are confident that if they continue working hard, they can do even better at Nationals in 2008," Franck said. ☺

Hockey optimistic for upcoming season

[Fontasha Powell]

Editor

After holding the disappointing record of 5-16 last season, the CHS hockey team is enthusiastic about the upcoming season and desires a winning record.

With the desire of having a winning record comes many goals that team has set for the season.

"We hope to have a lot more team unity," co-captain senior Michael Root said. "Last year we had trouble with that, and this year we want to be above the 500 mark in the regular season."

Senior co-captain Patrick Rafferty believes that the upcoming season will be more successful than the previous season due to various reasons.

"We started practicing earlier this year," Rafferty said. "A lot of kids worked over the summer, which is something that hasn't been done in prior years."

Rafferty also believes that the mind-set of the team has improved since last season.

"The level of focus this year is higher than last year," Rafferty said. "I think the general attitude of the team this year will be a lot different. I think that overall the team is a lot more dedicated."

Included in the changes for this season is the addition of many new, young players.

"This year we are really lucky," Root said. "We have a pretty young team, with players like Connor Dougan and Cory Cannon, both who are solid players all around. Younger players bring new energy and excitement to the team because they haven't played before."

Rafferty thinks that the experience of returning players helps the younger players adjust.

"We have talent spread throughout all of the grade levels," Rafferty said. "We especially have strong leadership this year. We have eight returning seniors, seven of which have been playing for four years."

Also optimistic are coaches Sean Ferrell and Doug Reisinger, both of whom are dedicated and have high expectations for the upcoming season.

Reisinger, the assistant coach, has been involved with Clayton hockey for 12 years, and specializes in coaching defense for CHS.

"This year we should have a good season," Reisinger said. "We have a solid group of good, core players, and we have high expectations."

Root thinks that the both coaches will help achieve a winning record.

"Both coaches are dedicated to the team and bring different things," Root said. "Sean brings hockey knowledge onto the ice and teaches us how to work. He also teaches us new drills, strategy and prepares us



Last year's hockey Hounds had a tough season but plan on rebounding this year with a solid effort with senior leadership and young talent. Practice over the summer has helped already this season.

for everything. Doug is the life of the team. I spend a lot of time with him. He's been coaching me since seventh grade, and he also brings lots of hockey knowledge."

Both Root and Rafferty, however, do not believe that continuing to not be a school-sponsored activity will affect the upcoming season more that it has previously.

"We know that because hockey is so expensive, it wouldn't work out being a school sponsored sport," Root said. "But sometimes the lack of support from the school hurts the players."

Rafferty agrees with Root concerning the lack of support from the administration and staff. Various people believe the lack of support is due to the Ladue fights, which have occurred in the past; however, many that

the team should not be punished by lack of support.

"We know that it's a difficult position for the administration," Rafferty said. "Not being a school-sponsored sport doesn't necessarily affect the way we practice and play, but sometimes we feel like a second class sport."

Root is positive despite their title as a "club sport."

"Regardless of being thought of as a lesser sport to others like football, we have the best fans and hope that it continues this year," Root said.

Despite the 6:30 a.m. practices and lack of administrative support, the CHS Hockey team is hopeful for a solid, positive season. "We've got a great group of guys of this season, and we should achieve success," Reisinger said. ☺

New Blues reminiscent of glory days

My name is Michael Root, and I'm a sports-aholic. Those who know me can attest to this since I spend most of my time watching, playing, talking, or reading about sports. To prove my insanity to my readers (if I even have any readers) who don't care about sports, I scalped a ticket to the final Cardinals World Series game last year for 450 dollars, about four times the face value, and it was worth every penny.

One sport in particular that I love is hockey. I've played ice hockey since I was 8 years old and hope to continue playing in some fashion for as long as possible. Going to Blues games was always a memorable experience whether it was at The Arena or The Kiel Center, watching the Blues take the ice gave me chills throughout my body.

I remember watching greats like Brett Hull, Wayne Gretzky for the few months we had him, and countless others like Al MacInnis play for the Blues during exciting eras.

The Blues, until two years ago, had a 25-year streak of making the playoffs. The downside, however, was that the Blues were still one of the teams in the NHL to have never won a Stanley Cup. Every playoff the clip of Boston Bruin's Bobby Orr flying across the ice was played as the 1970 Blues lost the Stanley Cup. Regardless, the 20,000 screaming fans with white rally towels showed up year in and year out.

The best part about the playoffs was playing the Detroit Red Wings, even though they almost always beat us. I can remember going to some epic games including a triple-overtime game where Steve Yzerman scored top shelf to send the Blues home in the playoffs in the late '90s. The reason this was memorable for me was the fact that I went to these games with my brother and dad, against our mom's wishes to stay out late on school nights, to watch the game we loved.

Every year, however, ended on a sour note as the Blues failed to take home the Stanley Cup. Our best chance was the 2000 season where the Blues won the President's Trophy for the best record in the Western Conference, but lost in the first round of the playoffs.

Well, after two disappointing years in 2005 and 2006, the Blues have finally turned the corner and are starting to produce. By selecting Erik Johnson, the 6-foot, 4 inch, 222-pound defenseman from the U.S. National Team Development Program, as the first overall pick in the 2006 NHL entry draft, the Blues began assembling a team with younger players to replace the older veterans like Chris Pronger.

In the front office the greatest moves were made as John Davidson was hired as President of Hockey Operations, working with General Manager Larry Pleau and Chairman David Checketts. Head coach Mike Kitchen was first to go and was replaced by current head coach Andy Murray from the Los Angeles Kings.

Other transactions occurred in the off-season that include re-signing Keith Tkachuk after a brief stint with the Atlanta Thrashers and the signing of back-up goalie Hannu Toivonen from the Boston Bruins to play behind current goalie Manny Legace.

All this was good news, including the signing of Lee Stempniak to a long term contract to solidify a younger offense, but the great news occurred on July 1, 2007 when the Blues announced signing 13-year veteran left winger Paul Kariya from free agency. Kariya played with the Nashville Predators for the past few years and the Anaheim Mighty Ducks before that, playing in the Stanley Cup Finals against the New Jersey Devils and participating in numerous All-Star Games. This move required the Blues to spend some real money which would never have been done in the past, but thanks to the new management, the Blues have finally broken into a larger market.

Another transformation the Blues have taken are the new Reebok jerseys featured throughout the league designed to resist moisture retention and to create a more fitting jersey to reduce the amount of grabbing of jerseys. I loved the old Blues jerseys with the trumpet logos and the blues and red diagonal stripes on the side when Hull used to play, but I think these will also grow on me, although I was really hoping for a retro look that would remind me of the older Blues teams.

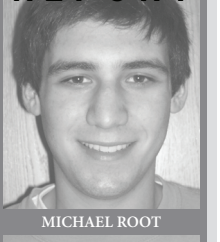
After the first few games I can finally take a breath and enjoy the games. The Blues are back and hungry for victory. They are a fast, pretty young team that out-works their opponents and gets the scrappy goals in front of the net.

Their overall record so far is 3-1 with impressive 4-1 wins over the Colorado Avalanche and the Nashville Predators with help from new players like Brad Boyes who had three goals in the last two games. Kariya has also been contributing by leading the team with six points although he has failed to score his first goal this year so far.

I'm not worried yet with little production from the All-stars like Doug Weight, Tkachuk, or Eric Brewer because I know they will come around and start playing. It's only a matter of time until everything clicks and the Blues return to first place in the Central Division, once again battling the Red Wings for the number one spot.

My chills are returning as I watch this new Blues team take the ice, and I almost cried when Checketts made a speech before opening night promising that in the near future the Blues would be carrying a big, shiny cup down Market Street. I just hope I don't have to wait too long. ☺

THE ROOT REPORT



MICHAEL ROOT

New coach brings optimism, experience to girls' basketball program

Basketball, from 1

she does believe that having a young team will be a challenge.

"Our team not having as much varsity level experience might be tough at first," O'Neal said. "However, we do have a lot of young talent. If everyone is committed to working hard we can overcome it."

Although the team is young, many are confident that the seniors will emerge as leaders and ease the

transition many of the younger girls are making to varsity.

"I think it will be hard at first for the older girls to get used to the new players on varsity, but they already know us, so it won't be that bad" Walker said. "All of them have been on Varsity for at least a year, so they can lead new players in the right direction. Overall, I think that they'll be a positive influence."

Even after hiring the JV and freshman coaches, Helen Valli, Valarie Wilken and Liz Overberg as recently as two weeks ago, the CHS Lady Hounds, players and coaches alike maintain a positive outlook for the upcoming season.

"I'm excited about the coaching opportunity and I look forward to continuing the winning tradition at Clayton," Lanter said. ☺

Hounds play strong with playoffs near

[Evan Green]
Staff Reporter

The Clayton football team took out their anger on an opponent they love to beat. After being beaten by MICDS 42-0, and pounded by Jackson 44-14 in the Homecoming game, the Hounds entered their match up against the Ladue Rams with one thing on their mind: victory.

While the losses could be chalked up to the fact that MICDS and Jackson are in the top five in the state rankings (MICDS-3A, Jackson-5A), the team would prefer not to use excuses.

"We didn't care how high they were ranked," sophomore running back Claude Keaton said. "There was no reason for us to lose like that."

In the Ladue game, both teams traded scores early, and at the half, it was, Clayton-25, Ladue-23. The Hounds had two receiving touchdowns by junior wide receiver Alex Hill, and one by junior wide receiver Ben Stamp. In the second half, Clayton scored first on a 56 yard receiving touchdown by Keaton. That was followed up by a one-yard touchdown run by junior quarterback Adam Banks that sealed the deal with six minutes to go in the fourth quarter, Ladue added a late six points, but Clayton prevailed 39-28.

Banks set the school record and led the metro area that week for passing yards in a game with 395 on just 14 completions of 22 pass attempts.

Banks also had one rushing touchdown and three passing touchdowns in the game. Hill and Stamp also led the metro area in receiving for the week, with Hill having seven catches for 184 yards and two touchdowns, and Stamp having two catches for 119 yards and one touchdown.

"Our guys really turned the switch on in the rivalry game," varsity football coach Sam Horrell said.

Indeed the Hounds turned on the jets for the big game, having scored the most points they scored in one game. The Hounds also showed some prolonged dominance over Ladue in the last several years.

"We have now won our last six games against Ladue, and this year, we really did some things well," Horrell said. "We limited our penalties, negated our turnovers, and really executed and kept our focus throughout the game."

Some Hounds feel that while the Ladue win was nice, they still had several things to work on, even the record breaker himself.

"I've done better every game," Banks said. "I have made better decisions, and I have achieved some of my goals, but I still need to hit the wide open people and improve my quarterback vision."

As for the Ladue game, Banks felt that some people other than his self should get a little more recognition for the victory.

"The team stepped up against Ladue," Banks added. "The offensive line did an especially great job of protecting me."

In the team's next game, the Hounds visited the Berkley



Junior Ben Stamp prepares to hike the ball during practice. The football season started out rocky but is looking up after a surprising and exciting victory against Ladue (25-23).

Bulldogs and found themselves entrenched in a defensive battle. Both defenses held throughout the first three quarters. In the fourth however, senior kicker Mike Bollinger hit a 21-yard field goal, followed up by a three-yard touchdown run by senior Lamar Cotton Jr. The Bulldogs added a six-yard touchdown run with two minutes to go, but the Hounds held on for the 10-8 victory, crowning the team as the conference champions with three games left to go. The team's last

three games are University City on Oct. 19 at home, Normandy on Oct. 26 at home, and Jennings on Nov. 3 away.

"It's playoff time, and if you lose one game from here on out," Horrell said.

All of Clayton watches intently, for it is playoff time, something Clayton High students have become accustomed to. This year's team can't wait to bring the excitement of playoff football back to the Clayton High halls.

Playing with the big dogs

[Daniel Iken]
Staff Reporter

This year, as in many past years, freshmen are making the varsity squads. In just about every sport, freshmen are making an impact, whether it is boys' soccer, cross country, girls' tennis or boys' swimming. However, this year, in particular, freshmen are making a huge impact on the varsity soccer Hounds.

Varsity soccer has a total of four freshmen on this year's team: Will Hayes, Josh Goldstein, Kevin Matheny, and Beau Hayden. All four play midfield positions.

"I like being on Varsity a lot," freshman Josh Goldstein said. "I feel pretty cool walking down the hall knowing I'm on varsity."

"I like varsity because I like playing with more skilled and advanced players," freshman Will Hayes said.

Hayes has been playing soccer since third grade Hayes played on all select teams. His most previous team has been the Metro Strikers. Hayes has also scored three goals this season, two against University City, and one against Ladue.

"Freshmen are great," varsity captain Parker Rawdon said. "They bring new energy to the game and they're also a lot of fun. They also bring good skill and contribute well to the entire team."

Most of the upper-classmen on varsity like the freshmen playing with them.

"All the freshmen played club soccer," varsity captain David Sherby said. "So they're really skilled and bring a higher level of play. They also have a hard work ethic, that they stick to."

"We only take freshmen if we believe they have a chance of starting," head varsity soccer coach Matt Balossi said. "3 out of 4 of the freshmen do start pretty regularly."

Goldstein and Hayes agree that the upper classmen are good mentors.

"The older guys have taught me new moves and help me to grow within my game," Goldstein said.

"Being on varsity is exciting and fun and I'm getting better by playing with the upper classmen," freshman Kevin Matheny said.

Although being on varsity as a freshman is great, Hayes and Goldstein both had one main complaint as being the youngest on varsity.

"We [the freshman] have to do most of the work for the team," Goldstein said. "We get the balls, fill up water, and put away the balls and pennies,"

Hayes also agreed with this but said that he was okay with it because he gets a great experience of being a freshman and on varsity.

The freshmen agree being on varsity as freshmen is a great experience and hope to learn and become better players from their experiences.

Varsity softball team finishes off season to remember

[Jeoma Onyema]
Staff Reporter

Every afternoon, 12 girls would head over to Field 5 of Shaw Park to practice. These girls would practice their swings, sliding, and pitching. They would go to tournaments, give it their all, and come back victorious.

These 12 girls made up the varsity softball team, and although the softball season is over, they still take what they learned from the game and use it for future seasons.

Many of the team's members have been playing softball for more their time at CHS.

"I've been playing softball since I could walk," captain Shannon Harms said, "and I've been playing [at CHS] for three years."

"I have played softball since t-ball in pre-school," head coach Christine Langenbacher said. "I started my first year serving the assistant coach. My second year, I stepped up to head coach, and have been head coach for 3 years."

Beside Harms, there are two other captains, juniors Jessica Corson and Mary Barber.

"They kept the team focused and kept the spirits high by offering positive encouragement and

support," Langenbacher said. Although half of the team was juniors, Blair Klostermeier was the only senior on the team.

"This was my second year [on softball at CHS], but I also played in middle school," Klostermeier said.

This may have been Klostermeier's last season for a couple of years.

"I don't plan to play in college," Klostermeier said, "but I'm just glad to have gotten to know the girls more than last year. They're a wonderful group of girls, and I'm going to miss them all."

From pitching to batting, the girls accomplished many of their softball goals this season. "I was a beginning pitcher this year," Harms said, "but freshmen Haley Fallon told me that Mary Barber and I made it into the records on the St. Louis Post Dispatch." Unfortunately, the team did not

have as great a season as they anticipated. However, they still are very optimistic for next season.

"I hope that we can start next season off where we finished this season, and build off what we made," Harms said.

Unfortunately, this year's team also confronted several teams who used bad sportsmanship to gain a win.

"I'd have to say that the worst game was against Jennings," Klostermeier said.

"They weren't the best, but they had a bad attitude, and said a lot of stuff that just threw us off balance. From that game, I learned to not let what other teams say get into your head, just stay focused." Langenbacher agreed with Klostermeier.

"We had a few teams that were challenging to play," Langenbacher said. "Some of those teams had great talent and the ladies were intimidated. The ladies learned from this that they can play with anyone as long as they

keep their head in the game! We also played a few teams that were challenging not because of their good talent but because of their character and how they played the game with poor attitudes. The ladies learned that they need to look past the way in which other teams present themselves and then they come out ahead by being the 'stronger' team mentally."

Besides falling victim to several instances of bad sportsmanship, the team always triumphed after every game, even when they lost.

"The best game [in my opinion] was the last game of the season against Villa in our first game of Districts," Langenbacher said. "The girls' heads were in the game. They pulled through when they needed to on defense and they put the ball in play when they were hitting. The aggressiveness was present during this game and that's what it takes in the game of softball because it is so fast paced and the ladies took the extra base when they saw the opportunity."

Although they had a rough season record of 3-20, the varsity softball team is determined to have a better season next fall. With Langenbacher's plan to work on pitching, aggressiveness, and the knowledge of the game, anything is possible.



Junior Jessica Corson winds up to swing at a softball game against Orchard Farm. The girls triumphed during the season despite many losses, maintaining a positive spirit of camaraderie and support.

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Environmental movement takes off in St. Louis

Environmental awareness has increased greatly over recent years on a national level. Now, the entire St. Louis metropolitan area is joining the cause for a greener planet.

[Nick Andriole]

Staff Reporter

In recent years, a true 'green movement' has started to take off through increased awareness of environmental issues.

"I feel a green movement has taken off to some extent, due to younger audiences that care about [the environment]," senior Brittni Williams said. "Our environment is still in trouble because of pollution and a lack of environmentally friendly solutions."

However, awareness is not the only factor contributing to this movement.

"Environmental awareness has been strong for some time in other parts of the world," EarthWays Center Program Manager Jean Ponzi said. "In 2006, thanks in large part to the popularity and wide distribution of Al Gore's film 'An Inconvenient Truth,' U.S. citizens became aware of climate change issues in a big way. Because of rising energy costs, climate change connections to natural disasters and growing public awareness of ways that environmental protection issues are interconnected, Americans are truly incorporating environmental protection values into daily lifestyle choices."

Individuals must not only educate themselves and become aware of the issues; they must make lifestyle changes.

"It's a lot harder to actually get these same people [who are aware of the issues facing our environment] to alter their behaviors to reduce their energy consumption," Green Club sponsor Nathan Peck said.

Climate change, as well as renewable energy has been a sensitive political issue. However, there are many other urgent environmental issues that demand our attention at this time such as deforestation, endangered species, toxic waste, and water pollution.

Through new technology such as hybrid cars, sustainable design and energy efficient appliances, consumers and businesses are gradually working to reduce their impact on our environment.

While new technology is an effective means to reduce our harmful effects on the environment, some technologies are not widely available and can be cost prohibitive for some consumers. There are simple steps that everyone can take that will have a big impact

on our environment.

Many commuters love their automobiles, as they offer us independence and are a quick means of transportation. However, carbon emissions from passenger automobiles pose deadly threats to our ozone layer.

Drivers can optimize their fuel economy by ensuring their tire pressure is appropriate for their vehicle and conserving their use of air conditioning, which uses more fuel. Car shoppers could consider purchasing a hybrid or Flex Fuel compatible vehicles. Increasing models are available as a hybrid or Flex Fuel compatible. FlexFuels such as E-85, a mix of 85 percent Ethanol and 15 percent gasoline, are becoming widely available at area gas stations.

A good way to think about making green decisions is to remember the cliché 'reduce, reuse, recycle'. By reducing the waste we contribute to landfills, we can work on recycling even less waste.

"Reducing the amount of waste each one of us produces is probably the one with the most potential impact," School District of Clayton Secondary Education Coach Janet Crews said. "Reusing and recycling are ways to go about reducing."

Students feel that recycling is a convenient, yet effective way to show their green thumb.

"I think the most significant change from younger generations can come from recycling," Williams said.

The City of Clayton provides residents with a comprehensive recycling program free of charge, which covers items such as paper, plastics, aluminum, and cardboard. The City of St. Louis does not provide free recycling services; however, recycling centers are located throughout the city.

One way to create less waste is to avoid using grocery bags. On your next shopping trip, consider taking a reusable canvas bag. By using this sustainable bag, one will not only reduce the disposable items one uses, but will also limit the volume of waste that gets recycled.

In April, the City of San Francisco placed a ban on petroleum based plastic bags, encouraging retailers and consumers to use sustainable cloth bags or reusable paper bag. This will be a significant saving in both waste and petroleum consumption, as according to the San Francisco Department of Environment and World Watch Institute, an estimated 180 million plastic bags are distributed in San Francisco each year, and about 430,000 gallons of oil are needed to produce 100 million

plastic bags.

However, in St. Louis there isn't a very strict ordinance regarding grocery bags. Instead, groceries are offering recycling bins at the entrance to their stores to encourage customers to reuse their bags. Whole Foods Market and Wild Oats Market encourages customers to reuse their bags by offering customers an incentive of 10 cents per bag reused. At area Trader Joe's stores, customers are encouraged to reuse their own bags by entering into a drawing for an assortment of store merchandise.

Another effective way to reduce your waste is to consume less bottled water. According to the Earth Policy Institute in Washington, 1.5 million barrels of oil each year is required to make plastic water bottles for Americans. Soft drink manufacturers have used marketing techniques to lead consumers to believe that there tap water is not safe, and therefore bottled water is better.

"In St. Louis County, our water is tested several hundred times each day, and our water quality is regulated by both the EPA and the Missouri Department of Natural Resources," Missouri American Water Company Communications Manager Ann Dettmer said. "People purchase bottled water for the convenience, when they could get water that is every bit as good directly from tap for less than a penny per gallon."

The Sierra Club recommends that consumers use caulking and weather stripping along their homes, windows to prevent warm or cool air from escaping in windows and doors. For each degree a consumer lowers their thermostat in the winter, their energy savings will increase by three percent.

Compact Fluorescent bulbs use a quarter as much energy as incandescent bulbs and also last ten times longer, which creates less waste. According to the U.S. Department of Energy, if every American household replaced just one incandescent bulb with a compact fluorescent, the country would save enough energy to light three million homes.

"Our environment is very precious and unpredictable," sophomore Will Schedl said. "We have no idea the possible consequences that we may cause by doing what we are doing now."

By taking small steps to protect the environment today, we can make a difference toward a better tomorrow. ♻️

EASY WAYS TO HELP THE ENVIRONMENT

-Minimize use of air conditioning and heating in your automobile

-Use a reusable canvas bag when grocery shopping

-Try to consume less bottled water

-Use compact florescent bulbs instead of incandescent bulbs at home to save energy.

-Recycle used batteries and ink cartridges.

AP Biology teacher popular among students



Sally Lazaroff posing with students Jackie Wilcher, Chiara Corbetta, Leigh Katz and Anya Veremakis during her third hour AP Biology class. According to many of Lazaroff's students, she does an extraordinary job of maintaining a positive attitude, bonding with students and covering all of the material.

[Maddy McMahon]

Staff Reporter

Mrs. Sally Lazaroff, Clayton High School's AP Biology teacher, is not your average science teacher.

"Mrs. Laz is the epitome of humor in and out of classroom," said junior Yiliu Zhang.

Lazaroff's love for teaching is apparent in everything that she does—from teaching to grading to collecting data on gnats in Forest Park.

Lazaroff also prepares her junior and senior students for the end-of-year AP exam with a sense of fun and two simple phrases. During the year, it's "Just get the A" and before the exam it's a simple "Just get the five."

These positive mantras seem drilled into her students' heads.

"I think that a good grade in the class pretty much guarantees a good score on the AP test," senior Paul Orland said.

However, Lazaroff is aware that biology isn't as simple as just getting the grades, especially for the majority of her junior students, who have never taken a biology course before.

"The class is especially difficult for me because it is my first AP science class, and my first class in biology," junior Julia Hartel said. "She knows that biology can be hard and involve a lot of memorization, but she relates bio in funny ways to real life. You can go home and tell your parents how biting fingernails results in appendicitis."

For Lazaroff, this comes easily, since biology and humor are real life.

"I have two hobbies that relate to my interest in the biological sciences," Lazaroff said. "The first is grading lab reports. I gather, then hoard them for a week and take them home to enjoy all weekend. I have enjoyed this hobby for almost thirty years, and have discovered ways to maximize the alone time that a hobby satisfies. For instance, one of the tricks I have is to alphabetize the labs by class. If I do this first, I get to enter lab scores into Powerschool by using the 'return' button instead of scrolling the database for a particular student. I can time myself, and keep data on how long it takes to put

number grades in by class. My data shows a definite inverse relationship between the score input and time over a semester."

Simply told, "she has a very off-beat sense of humor that makes her class fun," junior William Kass said.

"My favorite thing about Laz is that she makes it possible for me to be excited for her class," senior Blair Klostermeier said.

The class is not only fun and games, however. Due to the fact that it's an AP class, lots of work is required to succeed.

"There's a lot of learning to do out of the textbook," Hartel said. "For homework we have problem sets, which take about an hour, and labs, which take a few hours."

Although Lazaroff assigns a lot of homework, the majority of the work assigned is reading.

Throughout the class, though, Lazaroff maintains a positive attitude.

"She has us look at lab days not as 'ew, long days!' but as 'holidays' where we get to be together as a happy bio family," said Hartel. "Also, we explore topics in-depth. Mrs. Laz makes us truly understand what we thought was so simple."

There's a lot of learning to do outside of class as well.

"Mrs. Laz gets us acquainted with the material in class, but expects us to work on our own to learn it," Orland said. "All of the work she assigns is useful and helpful."

Lazaroff, who is in her seventh year at CHS, enjoys biking as her second hobby.

"Being a biologist, I enjoy this outside activity that allows me to burn through ATP molecules while enjoying the flora and fauna along the bike path and along the streets of Clayton. This is peak time for this particular hobby—the highlight of visible chromatodeltosis, decreased humidity, cold and warm air pockets to pass through and thousands of acorns on the ground to give it the right element of risk."

It is her humor and positive attitude that set Lazaroff apart, and contribute to what she calls "the action on the third floor." ♻️

Students with food allergies face potential health problems

[Helen Wiley]

Staff Reporter

It's your lunch period on Tuesday and you happily munch away on your sandwich until a disturbance across the lunch room catches your eye. A girl's face is bright red and she can't breathe because she just ingested a peanut contaminated food product.

Out of the 819 students at CHS, 18 people have food allergies and 10 specifically to peanut.

A food allergy is an immune system response to a food that the body mistakenly believes is harmful. There are eight major foods that produce food-allergic reactions including milk, eggs, peanut, tree nut, fish, shellfish, soy and wheat. Scientists estimate that approximately 12 million Americans suffer from true food allergies.

In the elementary schools there are designated "peanut free" tables where kids with food allergies can sit with friends if they don't have peanuts in their lunch. Kids start to learn more about their food allergies by middle school. High school students develop more in-

dependence and skills necessary to deal with their life long food allergy.

Head nurse Dede Coughlin has a lot of experienced with food allergies at CHS.

"CHS tries to work with some food services that do not carry peanuts or peanut products," Coughlin said. "Really, it is up to the kids to become more responsible and self reliant."

Students with food allergies often give their school nurses food allergy action plans. Some schools have no peanut policies forbidding peanuts to be present anywhere on campus. Many private schools or elementary schools with little kids decide to go peanut free.

Staying away from an allergy-causing food is the only way to avoid a reaction. People should read ingredient labels for all foods.

Symptoms of an allergic reaction range from difficulty breathing to loss of consciousness. If the reaction is severe and not properly treated, then the person could die. Epinephrine is the medication used to control a severe reaction. The person injects the epinephrine through an EpiPen®. Afterward, one has to go to

the emergency room to make sure everything is fine and if not inject more epinephrine.

Freshman Charlie Beard has a severe peanut allergy and a milder tree nut allergy.

"The first time I had a reaction was in first grade when we made peanut butter honey combs," Beard said. "I rubbed the peanut butter on my eyes by accident."

For the sake of students like Beard, professionals recommend that others use caution before bringing peanut products to school.

"Try not to bring anything with peanuts or peanut products to class parties," Coughlin said, "Be conscious that if you eat peanut butter in a sandwich at lunch that the peanut oils can transfer onto the table for later students who eat."

Students with food allergies realize that requests such as these seem unfair at times.

"I used to be ashamed of my allergies," Beard said. "I felt bad for the others when they couldn't have certain treats in class."

Michele Kemp is a diplomate of The American Board

of Allergy and Immunology and an Assistant Professor of Clinical Pediatrics at Washington University in St. Louis.

"High school kids can help friends by being supportive," Kemp said. "Don't give dangerous foods to them or have peanuts as a hidden ingredient in your lunch."

Precautionary measures are becoming even more important with the growing number of kids with food allergies in the elementary schools.

"Five to eight children per school have to carry an EpiPen," Coughlin said. "Food allergies are growing and we are not sure why."

Kemp has also observed that there is a clear increase of allergies in general. Over her 20 years of practice, she has seen a growing percentage of food allergy patients.

"My generation didn't know anyone with peanut allergies," Kemp said. "Not having a lot of bacteria around has increased the number of allergies."

With food allergies on the rise, students should be conscious of their fellow classmates needs. ♻️

Teacher helps students master a new language

[Tian Qiu]

Senior Managing Editor

Current English Language Learners director Karen Hales-Mecham applied one summer in college with a friend for jobs at every hotel in Lake Tahoe only to discover that they were underage. To their dismay, Hales-Mecham and her friend could not find work as cocktail waitresses and ended up working as hotel maids for the summer.

Just as she learned at Lake Tahoe to make a bed and clean a bathroom in no time flat, lessons that have served her well over the years, Hales-Mecham appreciates the knowledge she has gained from every job she's had.

Before Hales-Mecham started her career at CHS, she not only taught at every level of education from pre-school through university level, but also taught piano lessons, checked groceries, edited manuscripts for academic journals, and worked as a historian's research assistant.

"I've learned something from every job," Hales-Mecham said. "The opportunity to learn new skills and to enhance my knowledge and understanding through my work has been and continues to be important to me."

Hales-Mecham's love for learning and constant thirst for knowledge is also what brought her to CHS. She chose to be an ELL teacher because she enjoys working with young people and because she is intrigued with the development of language and literacy across the lifespan.

"Working with students who are trying to gain proficiency in a new language—not just social proficiency, but an academic-level of language proficiency—provides me the opportunity to learn more each day about the development of language and literacy and to enhance my understanding of the critical role of language in identity, cognition, and emotional/social develop-



English Language Learners Director Karen Hales-Mecham helps students in the ELL tower with their English studies. Hales-Mecham is able to help students who haven't grown up with the language.

ment," Hales-Mecham said. "At the same time, the work gives me the opportunity to work closely with young people. Furthermore, I have always enjoyed working with international students and families, so the job as an ELL teacher is a good fit."

Teaching ELL students is just like teaching other students in any academic course because Hales-Mecham's work requires that she know her students as learners and that she understand the curriculum in depth.

"Each student brings a unique set of experiences and knowledge to the classroom," Hales-Mecham

said. "It is my job to know what my students already understand, to determine what they need to learn, and to plan how to teach and support them while they go about doing the challenging work they must do if they are to gain the academic level of English language proficiency necessary for success in school. Of course, teaching students who are in the process of learning English while trying to master academic content requires special attention to speaking, listening, reading, writing, grammar, vocabulary and acculturation."

In addition to the chance for her to get to know

students and families from across the world, Hales-Mecham enjoys many opportunities that her work as an ELL teacher brings her.

"One of the things I like best about my job is the opportunity it gives me to learn about our 'American' culture through the eyes of students and parents who have lived and studied in other places," Hales-Mecham said. "Another aspect of my job that I love, is that it provides the opportunity to get to know students very well because I work with many of them for four years; many students stay in touch through college, graduate school and beyond. Also, as for most teachers, it makes my day when a student says to me, 'Oh, now I get it!'"

Besides the unique opportunities her job brings her, Hales-Mecham has also gained valuable insights and knowledge such as how long it takes for international families to obtain their green card, and how fortunate it is to have clean, hot, running water 24 hours a day in the United States.

Hales-Mecham's desire for knowledge budded in her when she was a little girl. It was that passion for learning that she pursued and has always pursued in her life.

"When I attended high school and university, most women studied education or nursing, and I chose the education path," Hales-Mecham said. "As many scholars have pointed out, our aspirations take form within the narrative discourses at play in our culture, and when I was a young girl, the narrative career story lines available to women were as educators or nurses because these careers prepared a woman to be a wife and mother and offered flexible hours for women — just in case women 'had to work!' I considered studying philosophy, but everyone discouraged me because it wasn't quite clear 'what a woman would do with a philosophy major.' As things played out, I eventually found my way to the study of philosophy in graduate school. I discovered one can do many things with a major in philosophy." ☺

German exchange student finds home in tight knit Clayton community

[Jiyoun Kahng]

Staff Reporter



Staff Photo

Senior Kuirin Lug moved from Germany in August and has been attending Clayton since then

plays on the varsity soccer team for the fall season, and is planning on joining a sports teams each season.

"In Germany, we don't have competitive school sports team," Lug said, "We only take PE classes daily and play against our own classmates, which is about it."

Most of all, Lug was very satisfied with his new school schedule.

"I liked the fact that I could choose the classes I am interested in, from the variety of elective classes," Lug said, "In Germany, we don't have a lot of choices in choosing classes. Not only that, I was surprised the fact that American school exam questions have multiple choice. In Germany, we never have multiple choice in high school exams."

Even though there were not a lot of cultural gaps between Germany and America, school hasn't been all that easy for Lug. The different language is his major problem.

"Well, it wasn't very difficult to communicate with people, because I could use body language," Lug said, "But, it was very hard in some of my classes because there were so many new vocabularies I had to memorize. I couldn't follow along fast enough with everyone else in class."

Overall, Kuirin is enjoying his new life in America and CHS.

"It has been about two months in St. Louis, and I love it so far," Lug said, "The classmates and teachers are very nice and supportive, and I am definitely adjusting well in the new environment."

In Germany, a large number of students are interested in and actually apply to study in other countries as exchange students.

"Few other students in my class moved to different countries as exchange students, and I think I made a very good decision," Lug said, "I actually don't miss Germany or my family yet, because it has only been about two months since I moved here."

Lug will leave America and return to Germany in June and is planning on going to college there. ☺

Students find opportunities for Community Service

[Simone Bernstein]

Staff Reporter

Have a few extra hours in your week to volunteer? Looking to build your resume and gain some valuable skills and experience? The benefits of volunteering are endless. St. Louis offers a wide array of volunteer opportunities for interested students. What a great way to develop new skills, make a difference in your community, meet new people and add rich experiences to your college applications and resume.

According to the United Way Volunteer Center about 13 million teenagers nationally give back to their communities by volunteering. Collectively, young adults volunteer over 2.4 billion hours a year. While many high schools around the country require their students to commit a certain number of hours of community service in order to graduate, CHS only encourages students to volunteer. Although not a requirement at CHS many students complete more than 100 hours of volunteer work and receive acknowledgement at graduation.

Many students at CHS volunteer throughout the summer and school year. Junior Meredith McCay, found a volunteer job that suits both her hobbies and interests. Her interest in working with animals and young children inspired her to find volunteer work at the St. Louis Zoo. At the St. Louis Zoo, volunteers are required to go twice a month, attend a monthly meeting and be a counselor for two consecutive weeks at a specified youth summer camp.

"Although volunteering at the zoo can be a large time commitment, it feels great to work at such a wonderful institution," McCay said. "Also, volunteering at the zoo gives me a chance to meet other teenagers with similar interests around the St. Louis area."

Other CHS students have found similar benefits from volunteering. Junior Leigh Tait spends her Sunday mornings at the St. Louis Crisis Nursery. The Crisis Nursery is a temporary facility for children in need of immediate care. They provide a 24-hour shelter for families experiencing an emergency or crisis. Volunteers can play games, sing songs, read stories and create arts and crafts projects with the children.

"Rather than watching television for a few hours, I can be productive on a Sunday morning and volunteer," Tait said. "Seeing the children smile and laugh is very rewarding."

Sara Nelson, Volunteer Director at the St. Louis Crisis Nursery, welcomes more student

volunteers.

"The St. Louis Crisis Nursery is a wonderful volunteer position for someone who is looking to make a difference in a child's life," Nelson said. "Other benefits of volunteering at the nursery include giving back to less fortunate children, an awareness of the quality of life for some children living in St. Louis and an opportunity for students looking into a social work career to gain valuable experience."

Rather than enforcing a set number of hours of volunteering per month, the St. Louis Crisis Nursery will easily work around a teenager's busy schedule.

"We're very flexible with the time and day you choose to volunteer," Nelson said. "Although we recommend volunteers to attend once a week for two or three hours, there are no set rules or policies."

Although

sophomore Kathleen Naccarato is too young to vote, her passion for politics inspired her to a volunteer campaign assignment in the St. Louis area. Last fall, Naccarato was a volunteer office assistant in Carnahan's campaign office.

"Although it was a lot of work during the campaign season, I learned a lot about local politics," Naccarato said. "If interested in volunteering with politics, now is a really good time to get involved with the presidential campaigns."

With many presidential candidates in full swing for the first few primaries, there are lots of opportunities for volunteer positions. According to the Hillary Clinton presidential campaign, there is a role for everyone in the campaign effort. Signing up for a volunteer position for many of the presidential candidates takes very little time.

Freshmen Justin Elliot developed his own organization titled "Reuse a Shoe." Elliot developed this organization with the help of a recycling center in St. Louis and Nike. He collected 4,000 pairs of shoes over a three year time span. These shoes were recycled and donated to playgrounds and tracks being built in the St. Louis city schools. The shoes in good condition were shipped to people

in third world countries.

"Making the world a better place is so inspiring," said Elliot. "Finding a volunteer position I enjoyed was very important."

How does one find out about volunteer opportunities for high school students in the St. Louis area? The United Way Organization provides a booklet of volunteer opportunities for high school students at <http://www.stlouisunitedway.org>. A student can download the Youth Summer Volunteer Guide that lists hundreds of volunteer opportunities directly from this site.

The first step is narrowing down a list of positions that will suit your interests and temperaments. This guide provides information on specific volunteer job opportunities, the minimum age requirements, time commitment, and location, benefits and the

specific jobs are included in this large informational packet.

Another helpful resource for finding volunteer opportunities around the St. Louis area is the website volunteer-match.org. This website takes your zip-code, the maximum distance you would prefer to travel, and your interests, and quickly sorts through organizations specific to your age and speci-

[Leigh Tait]
Junior

fied interests. Not sure that you can make a long-term commitment to an organization for weekly volunteering with your schedule of sports, schoolwork, a part-time job or extracurricular activities? You might consider the CHS Community Service Club, which has meetings once a week and offers many short-term volunteer opportunities throughout the year.

There are numerous ways to get involved in a community service project or organization around the St. Louis area. Whether the position consists of making food for a shelter, cleaning up trash and beautifying the city, playing with children, interacting with the elderly, or helping out with a political campaign, teenagers have the ability to make a difference in our community. Clayton High School students can make a difference and gain some valuable experience in the process. ☺



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IMAGING

Sleep deprivation plagues CHS students

[Kelly Moffitt]

Co-Editor in Chief

It's only four minutes after fourth hour has begun on a Tuesday and already the lineup of at Northwest is six students long. Some want a nice frothy coffee, frowns of anticipation creasing their faces. Others want an energy bar or infusions into their smoothies. But one thing is for sure: they all want a fix of caffeine to get them through the next four periods of the day. All of this is part of a disturbing trend of sleep deprivation in young people, and CHS is no exception.

A student that can be seen waiting for her daily cup of coffee at Northwest Coffeehouse is junior Victoria Floerke.

"Usually, I need one cup of Northwest coffee to wake me up in the morning," Floerke said.

Floerke struggles to fall asleep night after night, not because of homework, but because her body simply won't let her.

"I don't really know what causes this inability," Floerke said. "Partially, I think it's from stress. My mind has a tendency to wander as I lay in bed at night. In some ways, I think it's affecting my ability to give 100 percent in class."

Dede Coughlin, the school nurse, often has students coming to her office during free periods, lab periods, and lunchtime asking to sleep.

"I have teachers sending their students to me because they have fallen asleep on their desks," Coughlin said. "I do have kids who just ask to sleep. Some kids, it is clear they have a ton of homework on a consistent basis. Some kids play sports and then do their homework, which keeps them up. Some kids aren't sleeping very much just because

of bad lifestyle choices that they make. They wait until the very last minute to do huge projects, that keep them up until 4 a.m. Other kids make choices about being on the phone and watching television."

In some cases, students have clinical issues with falling asleep.

"I have sent one or two kids to sleep institutes or their physicians because they just can't fall asleep," Coughlin said. "With kids at this age, most physicians do not want to use medication when they have chronic sleeping problems, so they make behavioral modifications."

Matthew Uhles, the operational director for the Clayton Sleep Institute on Big Bend, wishes he would see more teens come in if they are having sleep problems.

"We don't see near as many teenagers as we should at the Institute," Uhles said. "There is the perception that sleep is something that adults experience more than young individuals. That is not the case. We see everything from 2-year-olds to 90-year-olds. Sleep is as important if not more important to teens than it is to adults."

At the Institute, they diagnose sleep disorders and can help students find a way to cut back on sleep deprivation.

"Keep a consistent bed time and wake up at the same time every morning," Uhles said. "This goes for the weekends too. Teens schedules are varied and this makes getting consistent amounts of sleep very hard

to come by. Also, develop bedtime rituals and habits. Brush your teeth and lay out your clothes. This lets your body know its time for bed."

For sophomore Eitan Kantor, modifications were just what he had to make in order to get a good night's rest.

"For the past two years, I would come home after school or sports practice so wiped out that I would fall asleep until 11:30 p.m.," Kantor said. "I couldn't get up, and wasn't able to go back to sleep the rest of the night, or until about an hour before school started."

Being awake, completing homework at abnormal times developed into a vicious cycle for Kantor. He missed dinner, family gatherings, and social events because he would be asleep during the day and awake through the night.

"I couldn't get my homework done at night because I was so tired, so I'd get up at 4 a.m. to do it," Kantor said. "But sometimes I would sleep through the alarm and either not accomplish my homework or would miss school all together. My mom started saying I wasn't 'present' at family gatherings and I was falling too far behind in school."

Kantor ended up going to a sleep institute to get tested. He felt that it didn't do much for him because he couldn't stick to the routines they set, no matter what he tried.

"I didn't see the point in trying to stay awake if I was tired," Kantor said. "I had to do quiet time exercises, like reading in a chair with the lights on at a certain angle. Eventually, my body just couldn't handle that schedule and I had to make a change."

Kantor has developed his own routine this year for getting everything done.

"I come home from soccer, eat dinner, and relax for awhile," Kantor said. "Then, I go to bed early and get up earlier to do my homework in the

morning."

Though many might not understand this routine, it is a healthy one that works with Kantor's metabolism. Coughlin believes that sleeping routine has to be a little different for everyone because of their different physical make ups.

However, the basic eight hours of sleep a night is a good rule to generally follow.

What is also fearful to many is the growing dependence of teens on caffeine.

"We have a growing number of people who use caffeine to combat sleepiness," Coughlin said. "They try to have a couple cups of coffee in the morning or a few in the afternoon. Two things happen as a result of this: For some people that is part of the sleeping problem at night, especially if they drink it late in the day. Another problem is that caffeine takes you up and then brings you down. If you load up in the morning, seventh and eighth period for many of our kids is huge struggle because they are caffeine bottomed out."

Coughlin believes the opening of the easily accessible Northwest Coffee in the Center has exacerbated the problem.

"Before, in the building, there was never any source of that kind of caffeine," Coughlin said. "If you were a student coffee-drinker you couldn't get any without going off campus. Now you can just go down the hall to get caffeine. Most students drinking sugary-tasting coffee forget that there is caffeine in it as well as large amounts of harmful sugar."



Jenna Wanish

While doing homework in the Media Center, CHS junior Lisa Tang falls asleep due to sleep deprivation.

Another cause of lack of sleep at Clayton is the commanding, packed schedules of students.

"I have kids come in here crying because their schedule is so overloaded that they can't get to sleep before 2 a.m.," Coughlin said. "They are also unwilling to give anything up, causing a chronic lack of sleep. Unfortunately, a lot of it is geared towards building their resume."

Senior John McAfee knows this problem well. "I practice my cello until 10 p.m. every night," McAfee said. "After that, I start my homework. I end up staying up until two or three in the morning on a regular basis and then I have to get up at 7 a.m. Sometimes I stay up even later or don't go to sleep at all if a project is due."

McAfee is currently involved in three Advanced Placement courses and has multiple classes and rehearsals for extracurricular orchestras during the week. He is also worried about college applications looming in the near future for him.

"I feel sort of tired and out of it all the time," McAfee said. "I know I can't give 100 percent to my homework because I am doing calculus at 3:30 in the morning and can't concentrate properly. More recently, my body has just fallen asleep on top of my work at 12:30 and I wake up at 3 to find a quarter of my work done. I never used to feel this way freshmen year."

Statistics from a Clayton Health Risk survey from March 2007 show that 37 percent of freshmen get eight hours of sleep every night or more, whereas only 27 percent of seniors do. Distressingly, 38 percent of Clayton juniors and 31 percent of Clayton seniors get less than six hours of sleep per night.

Coughlin sees these effects of sleep deprivation all the time.

"Sleep deprivation ends up being counterproductive to what you are trying to do," Coughlin said. "When you are exhausted and trying to read it takes you longer to process and understand. This vicious cycle causes you to stay up later. As well, memory and cognitive thinking the day after are just not the same as after having a good night of rest."

McAfee also realizes that his sleep deprivation has

affected his health.

"Sophomore year I was sick virtually all of second semester," McAfee said. "I just couldn't recover because I was continually bogged down with more and more work. In terms of stress and mental health, I was completely out of it. I guess its kind of scary how I am adjusting my life around knowing I won't ever get enough sleep."

McAfee's sickness is no fluke, teenagers are proven to get sick easier when they have had little sleep.

"You get sick easier when you are run down," Coughlin said. "You are more likely to get a cold, or get strep. The other thing you see in this age group and it has a lot to do with sleep deprivation is mono. If you get sick you are going to miss more school and end up even more stressed out. The cycle could have been stopped with just a little more sleep."

To increase productivity during the day, Coughlin also suggests a short nap or time of relaxation to wind down after school.

"This school environment is very excellent but also very pressurized," Coughlin said. "Everyone is working hard here. Going home after school and having time to relax and have snack is beneficial to a person, mentally and physically. There's nothing wrong with just vegging for a minute after school."

Sleep deprivation can affect everything including blood pressure, heart disease, diabetes, even affecting hormones that regulate appetite and weight.

Although unfortunate, at some point in their high school careers, most students are going to experience a fairly sleepless night. Coughlin's remedies for a sleepy day include a walk around the quad to release endorphins, splashing cold water on the face, and eating a healthy "pick-me-up" snack.

However, in the end, nothing can substitute a good night's sleep.

"The problem at Clayton is that students expect to be run down and exhausted here," Coughlin said. "So they don't realize they have a sleeping problem or are really putting themselves at risk to be either mildly or severely sick. Sleep deprivation is a problem that needs to be given more weight at CHS." ☺

Home-schooling proves beneficial for some students

Becoming less unorthodox, the number of home-schooled students continues to grow in the St. Louis area. Despite common misconceptions, many students are thriving both socially and academically.

[Mary Blackwell]

Staff Reporter

"People think that home-schooled kids are socially awkward, can't hold a conversation and know nothing about the outside world," 15-year-old home-schooler Karen Rice said. "And they think that we do school in our pajamas."

There are many false stereotypes of home-schoolers. Not many understand the motives for being separated from peers, spending every school day with family, never going to a school football game or dance. However, many home-schooled kids content with their situations and would like to home-school throughout their education.

Quentin Tate, age 11, is content with home-schooling. In fact, the Tate family of Clayton have home-schooled all their lives, excluding Quentin's kindergarten year in a school system. Mother, Kimberly Tate, had not planned on home-schooling Quentin and 9-year-old sister Cameron when they first moved to Clayton, but found it to be a better option than the traditional school systems.

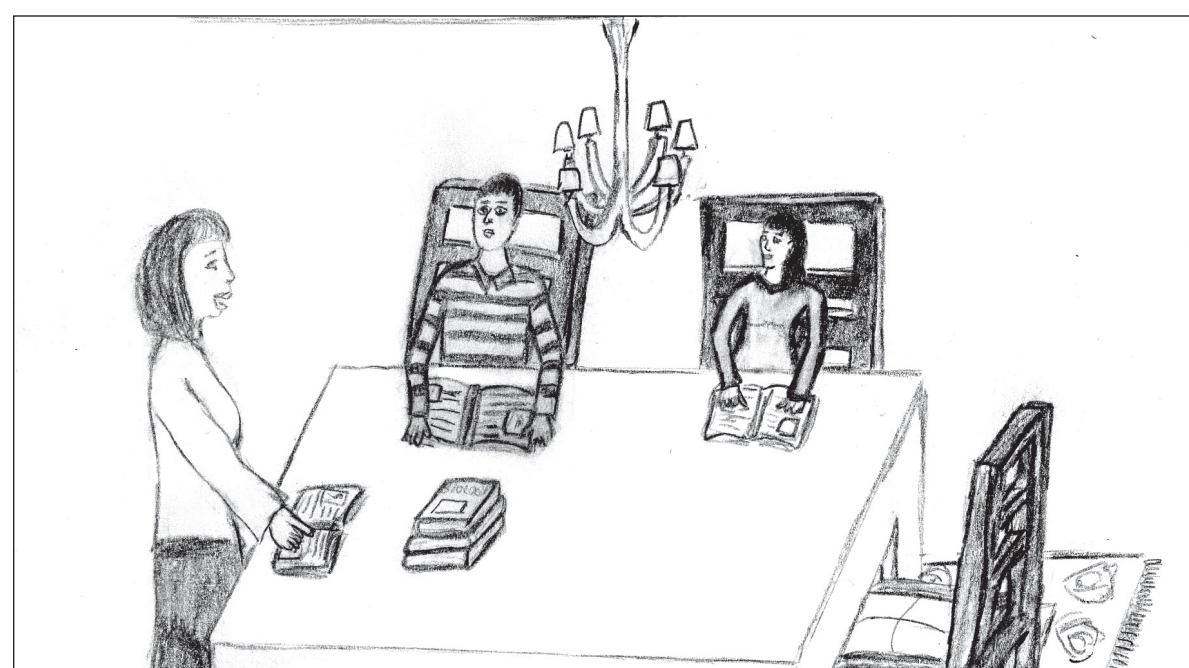
"Actually when we moved here, they were registered to go to Central Christian School," Kimberly Tate said. "I didn't always know about home-schooling, not until we moved here and I started meeting people who home-schooled and started hearing about it a lot."

Cameron is interested in entering a school system, but mother Kimberly expressed concern over making the transfer, because Cameron is so academically advanced. This is a trend among home-schoolers, they skip a grade or study subject matter in levels above that to which of kids being educated in a school system would be exposed.

Karen's older sister Diana attends Central Missouri State, although age-wise she is a senior in high school. This is one of the freedoms of home-schooling, students aren't burdened by the pace of their classmates or conversely, they do not keep the rest of the students from moving on.

"My favorite thing is that I can do more challenging work that makes me think instead of reviewing stuff I already know," Rice said.

One disadvantage is that home-schoolers sometimes are limited by the knowledge and education of



Tom Maxim

their teacher, usually a parent.

"I'm taking a couple classes at Forest Park Community College because my mom doesn't teach oral communications or drawing," Rice said.

Another way of getting additional instruction is to join a co-op, or organization that connects home-schoolers and offers collaborative learning.

"In years past we have been involved in co-ops," Rice said. "The ones we've been involved in have met once a month and the moms will teach different classes. One year we did science projects and one year we did elections."

The Tate family has opportunities to join a co-op at their church but usually attends a few of the offered field trips. Most of the support, Kimberly Tate finds, is on the internet.

"We do a lot of things online," Tate said. "I have a lot of networks online, a lot of home-school groups on yahoo, and different message boards. There are moms all over the country and really all over the world with information on curriculum; what works, what they like and why, so I get a lot of information from the

internet."

Home-schooled children in the St. Louis area number 6,000 or higher according to the Oct. 3 issue of the St. Louis Post-Dispatch. In 2003 there were 1.1 million home-schooled students in the United States, and today there are an estimated 2.4 million. The home-school movement doesn't seem to be dying down, in fact the number of home-schooled students is said to be growing.

There are various reasons for students and parents to prefer home-schooling over a school system.

"I think we have several reasons," Tate said. "We like the individualized instruction and we like the flexibility to have our own schedule, and getting to travel when we want to."

Nevertheless, the question arises: Why would a home-school family choose to live in a town such as Clayton, where houses are so expensive, if your children are not benefiting from the public school system?

"When we moved here, we moved to Clayton because my husband is a professor at Washington University," Tate said. "He wanted to be close to

work and also we didn't know how long we would be here. We hadn't planned to use the school system because then we were planning to send them to Central Christian. Therefore, the schools weren't an initial factor in our choice of living here. Our main concern was the value of our home."

Having a social life would seem to be a challenge because so much socializing is done at school, however, home-schooled students find other ways to make friends. Rice has taken part in many activities including golf classes at Forest Park, different programs at the YMCA and her home-school basketball team.

"I've met most of my friends at church and my basketball team," Rice said.

Hannah Victor was home-schooled until the ninth grade, when she started at Westminster Christian Academy, where she is now a junior. She found having friends while being home-schooled was never a problem.

"I had lots of friends," Victor said. "I met them through co-op and church and had friends who went to other schools."

Victor also found the dreaded transition to be difficult, but quickly made friends at Westminster.

"It was hard getting used to having homework after school," Victor said. "It was hard to adapt to the new learning environment. With my mom, I could ask questions all the time."

Victor feels that the change was worth it and although she loved home-schooling, she doesn't regret switching into a traditional high school.

"I would never go back," Victor said. "I like the social aspect and I didn't like being at home all the time."

Missouri is one of the states with fairly lax laws on home-schooling. Home-schooled students are required to put in 1,000 hours and 600 of those hours must be in the basics of language arts, mathematics, social studies and science.

"We don't have to file anything with the state," Tate said. "You have to keep records of the subjects and number of hours. But that is only for if someone were to question us but they typically do not."

Although it may be a hard fact for many to comprehend, everyday millions of students are taught at home. ☺

Finding truth in art

[Jeremy Bleeke]
Editor

Francesca Herndon-Consagra, curator of prints, drawings, and photographs at the St. Louis Art Museum, believes that experiencing great art is like eating great pasta.

"Looking at art... is a lot like going to a restaurant," Herndon-Consagra said. "And let's pretend the museum's the restaurant, and you're sitting and you have this incredible meal—let's say spaghetti with truffles. And you've never experienced spaghetti with truffles before, and it's a memory that you cherish. And then you try to figure out, okay where are truffles from? Who was the first to put this dish together? Why does it have such an effect on me? So it's the combination of being viscerally moved, and being intellectually stimulated that makes looking at art and researching it very fulfilling."

As a Roman girl, Herndon-Consagra was surrounded by both pasta and art. Her father was an artist and she would often eat lunches in his studio. Her nannies took her into beautiful baroque churches, and she lived 30 minutes from the Vatican City, home to one of the world's largest collections of art.

When she was six years old, Herndon-Consagra moved to New York City. That year in New York, she had an encounter which would profoundly affect the way she viewed the world around her.

"[Art] was so common in my life that it took an extraordinary moment to understand its relevance to me, as opposed to just things that are around me," Herndon-Consagra said. "And that happened in 1964 at the New York World's Fair, when Michelangelo's 'Pietà' was on display. I was six years old, and my breath was taken away when I saw that."

From early on, Herndon-Consagra displayed characteristics of someone attracted to the synthesis of artistic information.

"At around age 10 I started my own postcard collection of great monuments and works of art," Herndon-Consagra said. "Because my family was so well-traveled I had a lot of wonderful postcards to work with. I had them all categorized by period and by medium. So sculpture was all in one area and there was Italian and French. So I already had the natural inclination of an art historian to categorize and put things in their proper place, so to speak."

By the time she entered college, Herndon-Consagra knew she wanted to make a career out of art. She majored in history and art history at Connecticut College, then went to Johns Hopkins University for her masters and doctorate. Working under a mentor program, she studied "works on paper" with the leading figure in Italian Baroque art—Charles Dempsey.

Herndon-Consagra began her career at the Philadelphia Museum of Art, where she worked as the curatorial intern. From there she went to the National Gallery of Art, and then to Vassar College.

At Vassar she was the curator of prints and drawings, as well as a lecturer in the art department. After leaving Vassar she came to St. Louis, where she has worked at the art museum for the past seven years.

As a curator, it is Herndon-Consagra's job to find and display great art. She believes that no matter what time period or medium, the qualities of great art work—whether a Rembrandt or a Rothko—are universal.

"What happens when you're the curator of a comprehensive museum like this is that you don't have the luxury to specialize," Herndon-Consagra said. "So I'm in charge of 600 years on paperprints, drawings, and photographs. And I have to have those genuine feelings of everything I'm working with, everything from all periods."

"I can't say, 'Ach! I don't like anything after 1945! It's just—my kid could do it!' Or I can't look at a Byzantine icon, and say, 'Well you know, they didn't understand chiaroscuro—this is an unsophisticated culture, blah blah blah.' And I have always been open to looking at so many different styles, so many different expressions, because ultimately they are expressions coming from within, from someone who is so skilled with a paintbrush, with a burin, with a chisel, depending on what they're doing. But the great ones transcend and create something that is very human and genuine within themselves, and they go out on a limb to get there. And regardless of what style they're working in, you're going to find people that are going



Francesca Herndon-Consagra, a curator at the St. Louis Art Museum, poses in the museum's study room, where the public can request to view art from a 14,000 piece collection of prints, drawings, and photographs.

to be virtuosos, and be so in touch with their humanity that it will move you."

Curators acquire art from various sources. Recently, Herndon-Consagra met with a dealer from Santa Barbara and looked at the prints he was offering. While she decided that she didn't want to spend money allocated to her department on anything he had, she invited a patron to come take a look.

"We are not New York City, so when a good print dealer comes through town we try to get some people in who might want to purchase these for their own collections," Herndon-Consagra said. "I help people in this town buy works of art in the hopes that they will give them to the museum, and many of them do because we're a public institution, and we often have to rely on their good will. They're basically benefactors, and they understand the power of art, and they want to help us bring great things to the citizens of the city."

Before purchasing a work of art, the curator investigates its authenticity. Often times they trace its history back through the catalogues and other documents that it has been recorded in. Herndon-Consagra enjoys this part of the acquisition process because it provides an academic puzzle to be solved. The print that the patron was considering had a particularly interesting paper trail.

"I was researching [the print] for them, researching its paper, and I was finding something very tricky in the scholarship," Herndon-Consagra said. "Print historians look carefully at watermarks because they can tell you when a paper was made, which mill, which country, what period, what date. And one catalogue, while describing this print, changed the name of the watermark to be a cross, with the letter H. Another catalogue said that the impression you don't want to have is a dagger, with the letters HB. So when you look at the object you go 'Yeah, that could be a dagger with the letters HB, or is this a cross with the letter H?' And they were being tricky, so I had to figure that out."

When she has identified and verified what she believes to be a work that the museum should have, Herndon-Consagra goes about the process of purchasing it.

This is not as sensational an endeavor as art collec-

tion is sometimes made out to be.

"I can't just say 'Oh! I love it! Just love it! Get it! Oh my God, get it!' No, the first thing I do is I write a big memo, explaining very clearly why I think this work is important and why it's important for this collection in this museum," Herndon-Consagra said.

That memo is sent to the chief curator with an image. If the chief curator likes it, then it goes to the director who can say yea or nay to the proposal.

If the director approves, then the piece is shipped in to the museum and the process begins again with the object. If the director still supports the proposition after seeing the piece in person, it is brought before a collections committee made up of people from the board of trustees.

"The majority of them are collectors and are very dedicated to the museum," Herndon-Consagra said. "And we present it to them, with the object in front of us. And if they like it, then it goes into the collection. One part of the equation is that the curator is often involved in having to find the money to pay for that object. My department has endowments. So people have given us money, for this department only, to purchase art... But if I go beyond that, I need to raise it, or the director may decide that he'd like to buy it with his discretionary fund."

Obviously, as a curator, Herndon-Consagra is also in charge of designing and installing an exhibition. By her estimation, Herndon-Consagra has worked on at least 100 galleries over the course of her career.

"The first thing I do is I find the one work that is going to bring people through the door," Herndon-Consagra said. "So, it's sort of like that old vaudeville trick where they've got the cane and they hook you around the neck and drag you in. Visually, that's what I want to do. So I usually get the most visually powerful work I can find in the group of objects that I'm presenting. That's to lead you in. And then once I've got you in there I like to do, just like in poetry or music,

a visual cadence. In a sense, the gallery becomes my canvas. So that dynamic whirl that happens within a canvas, you can do three-dimensionally in a gallery. So you have your great work, your visually powerful work, to lure someone in, and then you have these statements. Usually our statements are done, not just by color... but by the size of the object. I like to have a kind of cadence, a rhythm, in the shape of the way the pictures hang."

Sometimes an exhibition travels to various museums. While most of the pieces remain consistent from venue to venue, (there are some which are museum specific) the feel of a show is very dependent on the space it is presented in.

"I think one of my favorite shows [was when] I worked at the National Gallery of Art, and I did a huge architectural model exhibition," Herndon-Consagra said. "I was the assistant curator at that time. And that show was in Washington, it was in Venice, it was in Berlin, and that was really fun to see. That's the other great thing when you're involved with a travelling exhibition—you see the same works in different sites.... It's really different [from museum to museum]. The space really dictates a lot about how the person experiences it."

Even if an exhibition is not travelling, museums will often borrow works from other institutions for their own shows. When paintings are being transported long distances, curators often travel with them, a practice called "escorting" art.

"Curators are often asked to escort works of art when they're being borrowed," Herndon-Consagra said. "So for instance, during the Rembrandt show we borrowed this absolutely fabulous painting by Rembrandt—the late self-portrait. What happens is the curator escorts these works from their institution, they travel with the work, they fly with it, sometimes we're in these big cargo planes. And it's beautifully packaged in these specially made crates, usually in the cargo part of the airplane. And we fly over and we're met by representatives in Europe and door to door we are supervising it.... I took a very valuable piece [to Spain] and it was very exciting. You get treated very well, and the painting gets treated very well."

Curators in particular are selected for this job because they understand, and take very seriously, the value and the importance of the pieces. They know what's at stake if something would happen to the art. Because the pieces are often so valuable, the curators cannot talk openly about what they are transporting, where they are going, or when they are going.

While Herndon-Consagra's favorite aspects of being a curator are installing shows, lecturing and writing exhibition catalogues (detailing the finer historical and visual aspects of the works presented) her job involves so many different levels that it never gets boring.

"I work with etchings, and engravings, and aquatints," Herndon-Consagra said. "I use a microscope a lot. I analyze paper, it's like CSI, to try and figure out

why the particular impression that we have at the St. Louis Art Museum is different from other impressions pulled off the same plate. Because it's sort of like a dollar bill—you have the same matrix, but what makes one slightly different from the other? What kind of inking? So I get very involved in process, I get very involved in materials, I find that satisfying because it leads me toward a truth."

She also stressed that her work is not limited to within the art museum walls.

"What might surprise people is how much we do off of business hours," Herndon-Consagra said.

"We go to a lot of events, and we do a lot of dinners and visits to collectors' homes. We do a lot of our writing, and if we don't get 10 days off to write a whole catalogue, we do lots of that nights and weekends."

But for Herndon-Consagra, the work itself is enough of a reward to make the time investment worth it.

"It's not a totally glamorous job where you get to prance around and go 'Gorgeous darling, I just love it,'" Herndon-Consagra said. "There's a lot of hard work that requires commitment beyond a nine to five. But we're so passionate about what we do... that the long hours aren't a big issue. I don't see myself ever doing anything other than this." ☺

I like to have a kind of cadence, a rhythm, in the shape of the way the pictures hang.

[Francesca Herndon-Consagra]
Curator

Wasabi Sushi Bar impresses

[Katherine Greenberg]
Staff Reporter

I must admit that I am known as a meat and potatoes kind of girl. On those dinner occasions where various types of seafood are on display, with no meat in sight, my plate becomes filled with shades of white, rice, potatoes, and last but not least, pasta. My idea of variety is a serving of hash browns, mashed potatoes with a side of baked potatoes. Some years ago, the members of my family nicknamed me, "Carbo queen."

You must be wondering why I am writing about Wasabi Sushi Bar, a popular sushi spot based both in Clayton, 16 S. Central Avenue and in Downtown St. Louis, 1228 Washington. The answer to this question, plain and simple, is peer pressure. I have been dragged to sushi spot after sushi spot by family members and friends as they attempt to make me appreciate and share their love of raw fish.

Difficult as it is for me to believe, a recent visit before our homecoming dance to Wasabi Sushi Bar has begun to convince me that perhaps I have been a bit narrow minded.

Wasabi, although similar in many respects to the various sushi bars I have frequented over the years, offers a different and better dining experience to its patrons. The space is a little overcrowded but the atmosphere is very lively and exciting. Walking into Wasabi gives the impression that this will be a gourmet sushi eating experience.

"The sushi has a different, better taste because it is taken from the belly of the fish. Our family eats Sushi from Wasabi, probably about twice a week. The sushi is delicious and the restaurant also offers exquisite general Japanese cuisine," says sophomore, Jeff Bader. Jeff is always sure to get salmon skin rolls, Terry rolls and Philadelphia rolls. The Terry roll is a roll made of crab, salmon and rice. Sophomore Joe Evers agrees with these points but favors Wasabi because of the overall dining experience. "The

Clayton location of the restaurant is not only convenient, it is small and intimate and feels authentic. The menu offers a wide variety of different types of sushi and other foods to pick from. It is a really fun place to visit with a large group because we can all share a lot of different types of foods."

Everyone in the homecoming group enjoyed Wasabi, appreciated the quick service (key to arriving on time to the dance) but noted that the dinner menu was on the expensive side with a price range of \$15 to \$20. Those on a strict budget may want to enjoy lunch rather than dinner at Wasabi with a price range between \$6 and \$8 dollars.

Wasabi management agrees with the assessment of the Clayton group and promotes its restaurant in stating that they offer "the authentic tastes of Japan using quality ingredients, artistic presentation and a professional attention to detail."

According to Wasabi, they "treat our staff like family so that in turn, they treat our custom-

ers with respect and are eager to please." In addition to the typical sushi items like California and tuna rolls, Wasabi adds and updates local favorites like St. Louis Roll, Washington Avenue Roll, Dragon Roll and others. My personal favorite was a teriyaki roll, allowing me to enjoy one of my favorite entrees while becoming acclimated to the sushi experience.

The Clayton group and Wasabi promoters may not be too far off the mark. Wasabi has gathered many awards over the years. It has received Best sushi Bar awards over the last several years from the Riverfront Times, Alive Magazine and Sauce Magazine. The word about Wasabi's great menu, atmosphere and service does seem to have spread beyond the locals like the Bader and Evers families and our homecoming group. Wasabi has become a busy place at both lunch and dinner, making reservations a necessity. All of Wasabi's great attributes seems to encourage return visits, the "Carbo Queen" included. ☺

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'Across the Universe' offers innovative take on sixties

[Kelly Moffitt]
Co-Editor in Chief

Bizarre...but intriguing. These were the words that flitted through my head as I watched the bedazzled, Technicolor, tripped-out, musical, wham-bang that was the trailer for "Across the Universe" (ATU) last July.

Now, as an ATU veteran, I must say that my first impression of this two hour and 11 minute Beatles mania musical was spot on.

Directed by Academy Award nominee Julie Taymor, of "Frida" fame, this movie-musical is an innovative ode to the Beatles, utilizing 33 of their classics, and the tumultuous time period of their greatest following: the 1960s.

But, as is with all great innovations, the kinks haven't quite been worked out.

Despite all the cinematic trickery and pleasing visual effects, Taymore can't hide what is, at heart, a story of the throes of young (true?) love.

At its base, ATU is the fictional love story of Jude (Jim Sturgess) and Lucy (Evan Rachel Wood). At the outset, Jude travels from Liverpool, England to find the father he never knew who is working at Princeton. Meeting up with dropout Max (Joe Anderson) at Princeton, Jude is ushered into life during the turbulent 60s, as the

two move into a New York flat with a lounge-singing hopeful, Sadie (Dana Fuchs) and her many crazy tenants.

Characters such as lost-soul Prudence (T.V. Caprio) and JoJo (Martin Luther) offer unity to a plot that might otherwise be too confusing to comprehend.

The story begins to speed up as Max's sister, Lucy, moves in and romance emerges between her and Jude. However, as all love stories go, theirs is interrupted by the tragedy of their time: the Vietnam War.

As Jude involves himself more with his art and peacenik ways, Lucy springs off into the world of social activism, leaving a chasm of despondency between them.

With a cast of largely little known actors, the performances are all well cast. Sturgess, Anderson, and Luther stick out as perfect fits. Sturgess is a younger, cuter Ewan MacGregor a la Moulin Rouge, with undeniably better vocals. However, Wood's performance leaves a little something more to be desired, definitely no Nicole Kidman.

Surprise appearances by Bono, Salma Hayek and Eddie Izzard are also an intriguing part of the movie.

The civil rights movement, the draft, the Vietnam War itself, post traumatic stress syndrome and social protest of the youth are some of the many controversial issues covered in the two hour and 11 minute

feature.

The music is superb as one would expect from Academy Award winning composer Elliot Goldenthal, and the new take on the Beatles' classics is surprisingly refreshing and innovative (though I am not sure die-hard Beatle-maniacs would approve). On the same note, the singing capabilities of the actors and actresses in this film are way above par, haunting and inspiring all at the same time. Sturgess's pure tenor is one I would gladly have singing me to sleep at night and Wood's is surprisingly pitch-perfect and lovely.

Though most of the music is spectacular, there are times when it absolutely falls spectacularly flat. Examples of this are "For the Benefit of Mr. Kite" and "Come Together."

However, tunes like "Hey, Jude," "I Want to Hold Your Hand," and "Across the Universe" aptly make up for any shortcoming.

I am also happy to report that the majority of the singing was done on set, live. My props to Wood, who completed "Blackbird" on the first take.

The art of this film lies in how well the actually metamorphosis of the Beatles is mirrored in the events that take place during the movie. The undeniable change in their style is perfectly emulated from the beginning scenes of a happy-go-lucky dance hall, to the revolution-

ary protests, to the dippy-trippy bus ride that the characters partake in and finally to the end and the call for peace.

Though many Beatles fans may consider the songs' reinvention musical heresy, they will enjoy the many subtle Beatles references. Many album covers are subversively placed as backdrops throughout the film, for those who have already seen through the allusions to "Get Back," "Dear Prudence," "Lucy in the Sky with Diamonds," and "Hey, Jude," in the character's names.

Many would claim that the cinematic style of blaringly "deep" images, strange radioactive colors, LSD-like vision and the general carnival-like atmosphere that pervades throughout the film is a testament to the surreal lifestyle of the sixties.

In some respects, I agree. However, in many cases, "Across the Universe" went too far, taking a scene from artistic to disgustingly blatant.

However, at just the right moment, the film finds that perfect suspended-in-reality space in time that rocks the viewer's world.

If you enjoyed 2001's "Moulin Rouge!" and perhaps wanted even a bit more trippiness, this movie is definitely one to be watched.

I would not recommend going into this movie with any preconceived ideas of how the story will



The soundtrack from the indie film "Across the Universe" includes all the Beatles music from the film, which is pleasing to the ear.

end. I did, and it rubbed me in the wrong direction at first. However, as I look back, I would like to see the film again, and to perhaps be allowed to process even more of what went on.

All in all, "Across the Universe" could have achieved the same end with half the bizarre trippiness.

Without a doubt, the film forces the audience to think long and hard about their own relationship with the '60s, no matter age or subsequent involvement in the era, as was apparent by the stunned faces of the viewers I walked by during the credits. Bizarre means, but most definitely, an intriguing end. ☺

Clayton Classic

Spacey shines in American masterpiece

[Kuang Zong]
Staff Reporter

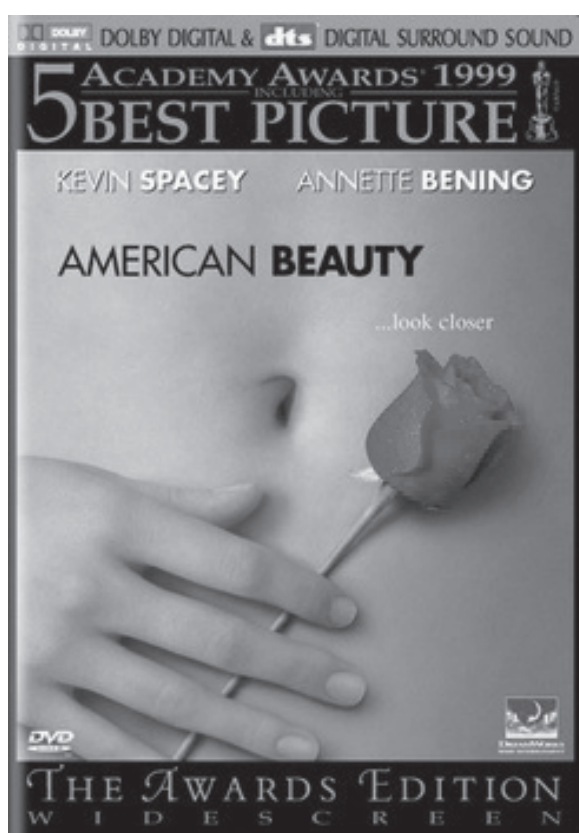
Lester Burnham dies in "American Beauty." No, I haven't spoiled the movie for you. In the opening narration, Lester, who looks a lot like Kevin Spacey, admits that "in less than a year, I'll be dead. Of course, I don't know that yet. And in a way, I'm dead already." "American Beauty" is the story of his final days.

At the beginning of the film, we are introduced to Lester's life and the people around him. His household seems like a typical suburban family, but underneath the surface lies deep rifts between him, his daughter Jane (Thora Birch) and his wife Carolyn (Annette Bening). His wife is an over-achiever bent on creating order and attaining success as a real estate agent, while his teenage daughter alienates herself from her parents. Both Lester's wife and his daughter treat him like a "gigantic loser."

Things change dramatically for Lester when he and his family attend a basketball game. During the cheerleaders' routine, Lester sees Angela Hayes (Mena Suvari), Jane's best friend, and is absolutely stunned. For the first time in ages, Lester feels alive; emotions such as lust and desire course through him and propel him into a state of mind that people around him cannot understand. When he walks out of the gym after the game, he does something seemingly out of character: he goes for what he wants. Even though his attempts at conversation with Angela are awkward and almost painful to watch, the implications are clear. After meeting Angela, he's able to consider breaking free of the barriers that have been placed around him by his family, work and society and he's able to pursue what he really desires.

A series of events compel Lester to begin working out, smoke marijuana, quit his job, buy the car he's always wanted and begin expressing what he wants to, when he wants to. The people in his life are baffled by his actions, as he recklessly seeks out more and more freedom.

Meanwhile, Jane begins a relationship with Ricky Fitts (Wes Bentley), a drug-dealing voyeur who moves in next door and goes to her school. Carolyn, unable to understand her husband's new behavior, starts an illicit affair with another successful real estate agent,



Buddy Kane (Peter Gallagher).

All of the characters' fates intertwine and mesh closer and closer together until Lester's story comes to a roaring conclusion on one stormy night. Although the ending is incredibly blunt and brutal, viewers are not left feeling betrayed or defeated. Rather, there is a sense of hope. At the end of the movie, as Lester reflects on the past few weeks, he realizes that he is truly happy.

Kevin Spacey is profound and impressive as Lester Burnham. There's a certain honesty that Spacey portrays very well as Lester, which makes it easier to identify with him. Despite Lester's initial blandness and awkward demeanor, his character doesn't feel ridiculous but rather familiar; most of us know a Lester Burnham.

The supporting characters offer great performances as well. Thora Birch and Annette Benning manage to make overused, stereotypical character types seem fresh and real. Chris Cooper, as Ricky's dad Col. Frank, is both menacing and subtle; there's always the nagging feeling that he's hiding something. Wes Bentley saves the character Ricky from becoming a stereotypical druggie with "deep thoughts." Instead, Ricky turns out to be a fascinating, eccentric character that is very fun to watch.

"American Beauty" is a satirical black comedy, a tragedy, and a scrutiny of the American Dream and suburban life. Although the symbolism can be overdone at times, and the premise is not very original, "American Beauty" proves to be a satisfying movie that can only be considered a modern classic. ☺

"Californication" shocking, but also full of solid acting

[Kevin Johnson]
Staff Reporter

"Okay big guy, you and me. We've never done this before, but desperate times call for desperate measures. My name is Hank."

Inside a church, Hank is standing before Jesus. A nun appears and Hank asks her for solace. She reveals her flowing hair and 20-something face, and then offers a sexual act too vulgar to print...cue the Rolling Stones and heavenly fade, "Sweet baby Jesus, Hank is going to hell."

...and then he awakes. The same gorgeous blond of his dreams emerges from under the covers, this time revealing more than her hair. Five minutes later, Hank is driving away from the L.A. beach house, pant-less in his Porsche (with one less headlight) after evading the husband and his baseball bat.

Such is the daily drama of Hank Moody, struggling writer and womanizer. David Duchovny, known for his "deadpan humor," is perfect in his role as the stoic and tough-guy Moody. Hank is often seen driving his unkempt and broken Porsche, all the while maintaining his nonchalant character.

The plot of "Californication" begins with this: Hank Moody writes a one hit wonder titled "God Hates Us All." Hank has a wonderful family and is on top of the world. The family moves to Los Angeles to help film the movie version of his book, where the city destroys Hank's soul. Hank battles with writer's block and neglects his family until it falls apart.

"Californication" begins at that point, with Hank struggling to write, get his life together and win back his ex-girlfriend.

Scattered amongst Hank's drama are dozens of comedic subplots. Hank is usually in the middle of everyone's business. And with Hank comes multitudes of refreshingly unabashed sex, drugs and rock and roll.

There is no shortage of beautiful women in the show, though Moody's ex-girlfriend of 10 years, Karen (played by Natascha McElhone) plays the largest role. Karen is now engaged to Bill (Damian Young), though Hank and Karen's intimacy increases as the season progresses.

Music is a welcome component of "Californication." The soundtrack averages about five songs per episode. Bob Dylan and The Doors accompany The Rolling Stones as a few of the music greats that have made their way into the soundtrack. Within the plot, Hank and Karen's daughter, a 12-year-old punk rocker plays



(Nicholas Khyat/Abaca Press/MCT)

David Duchovny stars in a new Showtime series "Californication" as a struggling writer, Hank M.

guitar and sings in her own band.

All of the acting is outstanding, including the developed roles of Hank's agent, Charlie (Evan Handler), Charlie's secretary, Dani (the adorable Rachel Miner) and Charlie's wife, Marcy (Pamela Adlon).

Like a good comedian, Hank Moody will surely offend those he can't make laugh, with vulgar, yet humorous lines about drug use and sex. The jokes deliver humor, because they are extraordinarily outrageous and over the top.

Moody is just as suave with his fists as he is with his words. Whether it's the guy talking on his cell phone in the theater or the jerk name-calling his ex, Moody is there to throw blows.

"Californication" is popular because of its shock value, but great acting and dialogue is responsible for its second-season commission.

The last few episodes of season one air Mondays at 10:30 p.m. (after Weeds) on Showtime. ☺



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Relationships of all kinds examined in upcoming plays

[Cameron Davis]
Staff Reporter

Greasers, anti-nuclear priests and out-of-work comic book shop workers who dress up as superheroes. This is just a taste of what CHS's drama department had in store last year. With the oncoming arrival of the Fall Play, just what is the drama department brewing this year for St. Louis audiences?

First up on the menu is the annual CHS Fall Play "The Good Times Are Killing Me" by Lynda Barry. Directed by CHS's new technical director and theater manager John Armstrong, the show chronicles the friendship of Edna Arkins and Bonna Willis, two girls of opposing races whose relationship is influenced by increasing racial tensions in their neighborhood.

Armstrong said that he and CHS drama director Kelley Ryan put a lot of thought in the show.

"The show is extremely well written, and we're trying to focus on shows that have a very strong meaning and that are socially important...this show accomplishes that theatrically with a lot of entertainment value, and does not come off as preachy" said Armstrong.

Armstrong also said that the show's message is pertinent to the Clayton community.

"We have a number of kids who participate in our desegregation program and who transfer between two different cultures everyday-the culture they have at home and the culture they have at school." Armstrong said. "The melding of these two cultures is a problem for a lot of students because it requires a lot of work to be able to relate to both white and black culture, or any culture for that matter...the show explains the difficulty that students have, and really sheds light on the problems and solutions that these kids are forced to deal with and create."

While this is not his first time working with high school students, Armstrong said that Clayton students are unique.

"I find that the kids are very creative, are able to relate intellectually to the material very easily and are very interested in producing good theatrical work that the audience can enjoy," Armstrong said. "I think a lot of kids underestimate the growth potential personally and intellectually when they do shows, and I think that's not lost on the Clayton kids."

Opening night is set for Oct. 24 and will run through Oct. 28 in the Black Box Theater.

Another CHS tradition is the annual Broadway Musical. With "Grease" as last year's production, the bar is raised as CHS tackles "Company" by Stephen

Sondheim. The show follows the life of 35 year old New Yorker, Robert, the sole bachelor of his group of married friends who has been unable to find a long-term relationship.

Senior Hannah Doty is very excited for the upcoming musical.

"I really like musicals. They're really fun, and I didn't do that many plays at my other school, so I want to take advantage of all the opportunities I have before I graduate," Doty said.

Junior Susie Wirthlin is equally excited.

"The musical is by one of my favorite composers and it is more female driven. Also, there's a lot of dancing and I think the subject matter is definitely more mature," Wirthlin said.

Both Doty and Wirthlin anticipate a good show. "We have a strong group of kids, so the show's going to turn out well," Wirthlin said. "It's going to be more like 'Into the Woods' because it deals with more life issues and questions than the typical musical."

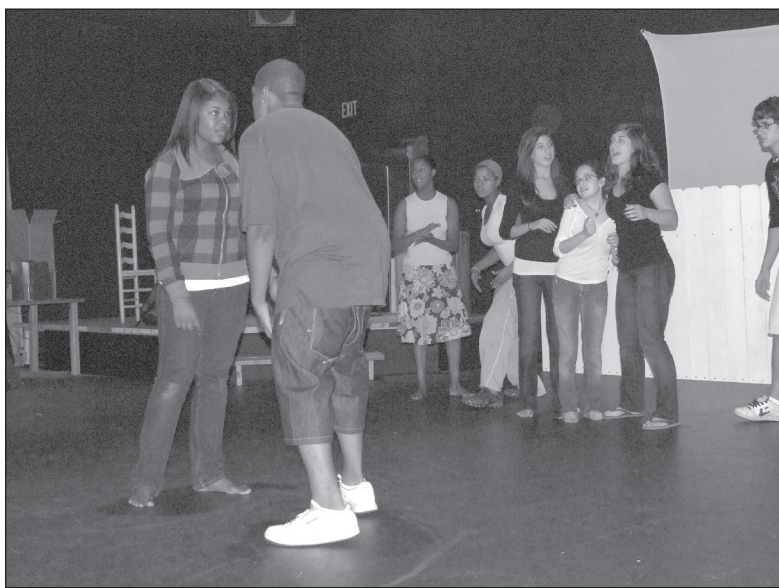
Doty agrees with Wirthlin. "I think the show will turn out well because we have a lot of really talented people...to some of which it means a lot," Doty said.

"Company" is set to debut Feb. 7 on the CHS main stage.

Following the musical is another CHS favorite, the Student Run Musical. This year students will put on an adaptation of Shakespeare's "The Tempest" in the Black Box Theater. Musical director Jacob Blumenfeld thinks this production will be a radical shift from other past SRM productions.

"First off just the subject matter (because it's Shakespeare) is different. Also, most SRM's have been either original or actual musicals," Blumenfeld said.

Doty and Wirthlin have both done the SRM in the



Junior Mariah Smith and senior Cameron Davis face off in a scene from the upcoming fall play, "The Good Times Are Killing Me."

past and look forward to doing it again.

"I enjoy meeting new people and building an ensemble," Doty said.

Wirthlin enjoys it because there is less pressure and competition than a normal show.

"People know you're doing it to have fun," Wirthlin said.

The show is set to premier Apr. 3-5.

CHS traditionally caps off the season with the annual Senior Showcase. This two night event showcases the dramatic and theatrical talents of that year's graduating seniors through a series of songs, and 10 minute plays. Senior Brad Rolen looks forward to the event and is very interested.

"It's really interesting because it gives seniors chances to showcase their talents even if they didn't get the leading role before." Rolen said. "It's going to be my last chance to perform at CHS and it's going to be exciting and fun, but sad at the same."

Blumenfeld describes the event as the seniors' "last hoorah" before they go off into the real world.

With all of these events occurring, the drama department has also added four new events to its calendar for the year, the first of these events being CHS's first Musical in Concert.

Created by senior Brad Rolen and sophomore Nick Oliveri, the event is going to be a performance of new music from up-and-coming composers such as Deborah Abrenson and CHS alum David Redick.

"The event will allow students in the performing arts to delve into the works of new composers and experience the process of original music," Rolen said.

The concert also plans to give back by means of fundraising.

"It will raise money for the Save the Music Foundation, which aids in putting music into schools

that lack the funds. Some of the proceeds will also go to the Clayton theater department," Oliveri said.

The concert is set to perform during mid-March.

Another addition to the drama department's roster is a staged reading of the play "Fences" by African-American playwright August Wilson for Black History Month.

Rolen believes that this production will be a new experience and very important to the Clayton community.

"It will make the Clayton community aware of issues and circumstances that surround the African-American community and relate to CHS," Rolen said. "I've never done a strictly African-American show or a staged reading, so it's going to be an eye-opening experience."

Freshman Ruthie Polinsky also said that the production will make people more aware of Black History Month.

"It is important to CHS because it reinforces the message of Black History Month and will make people much more aware," Polinsky said.

Wirthlin thinks that CHS really does not do anything for Black History Month.

"We don't address it," Wirthlin said. "Doing 'Fences' will be good because we don't have black kids who do drama, and it will be nice to see how it turns out."

The staged reading will take place on Friday Feb. 29 in the Black Box Theater.

In the winter the Black Box will hosts its second Drama Day Camp. This event occurs during the holiday season and allows parents to drop off their kids for a day of theater games which culminate in a mini-performance for the parents at pick-up time. Rolen and Wirthlin both participated in the event last year.

"We had about 15 kids who had so much creative energy. We taught them a lot and they had a great time, and we had a great time teaching them," Wirthlin said. "They really liked it once they warmed up to us, and were sad to leave us after only six hours."

Rolen believes that it is a good experience for the children.

"They responded very well to the high school students, and seemed to enjoy themselves while releasing their energy in a positive performance area," Rolen said.

The one event that is left to be determined is the third annual 24 Hour Musical. While this is one of the drama departments largest it events, the date is still to be announced. However, until the date is decided, CHS will have plenty to keep itself entertained. ☺

'Graduation' earns an A

[Dakin Sloss]
Senior Managing Editor

"Harder, better, faster, stronger" are not only the words repeated throughout Kanye West's most popular song "Stronger" on his new album "Graduation," but also the perfect adjectives to describe his most recent release.

The album begins with "Good Morning," a slow introductory tune. As Kanye repeats the words 'Good morning' a voice coos 'oo-oo-oo-oo-oooo-oo-oo' and a light drumbeat supports the rap. The beat remains secondary and steady, complementing the lyrics. He speaks of school, dissertations, tests, valedictorians and graduation, the album's title. Of course, he includes a reference to Jesus, which can be found in much of his work. The song also notes that a formal education does not count for everything. Thus, the album begins with a quality song to reel us in, but does not yet rock us.

The second song "Champion" picks up the pace. Back-up singers repeat the words 'their eyes' throughout the song. The beat is faster and far catchier than that of "Good Morning." He raps about being a role model and how listeners see him as a 'champion.' Certainly, after listening to these excellent first songs, I admire him. The best and most popular song of

the album comes third. "Stronger" provides an excellent combination of bass, distorted background voices and keyboard noises. On top of the sound effects, Kanye adds excellent lyrics with a memorable chorus. "Th-that don't kill me/Can only make me stronger/I need you to hurry up now/Cause I can't wait much longer..." The song is full of appealing rhyme and interesting noises, delivering an overall excellent sound. I have been playing "Stronger" over and over again in my heads and on my iPod as listeners will do for a long time to come.

The songs "I Wonder" and "Good Life" (featuring T-Pain) continue to take advantage of synthesizers to successfully incorporate strong beats, cool sounds and quality rap lyrics. Both are slower songs and fail to engage us in the same way as "Stronger," but still serve as examples of Kanye's versatility.

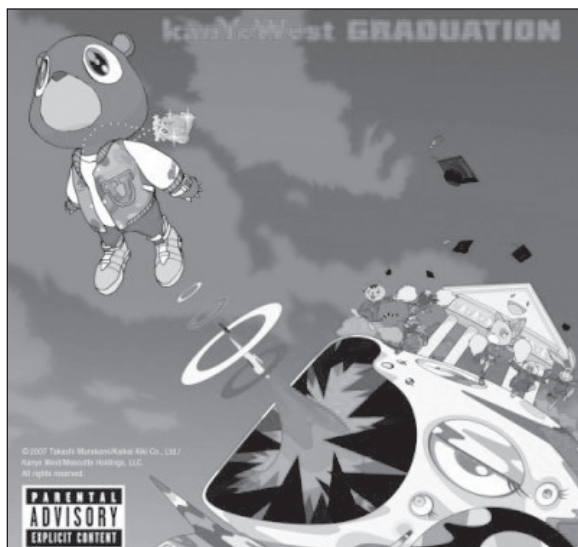
Next, "Can't Tell Me Nothing" offers more rap and less of the aforementioned synthesized sounds. Kanye once again mentions Jesus and returns to the album's title subject. The beat is moderate speed and resonates with listeners. The main addition to the bass and rap is a backup female singer repeating short segments of sounds. The song is one of the best on the album.

The subsequent songs "Barry Bonds," "Drunk and Hot Girls" (featuring Mos Def) and "Flashing Lights" provide further variety

of pace and subject matter, straying from the album's main theme. Synthesizer use continues to deliver a sound unique to Kanye in the rap world. The mix of quality lyrics and strong background is superb.

"Everything I Am" represents a relatively direct song from Kanye about Kanye. The rap and lyrics dominate the song, even though bass and keyboard remain significant. The repeated words 'everything I'm not made me everything I am' serve as a chorus and mesh perfectly with the slow and unobtrusive beat. He includes a few too many pauses and interrupts the song, but it remains quality rap nonetheless.

"Glory," "Homecoming," and "Big Brother" serve as three solid compositions, but do not stand out in the album. "Glory" includes extensive synthesizer and more repeated background lyrics. "Homecoming" seems slightly slow and back-up singers overshadow the rapping. "Big Brother" contains an even balance of rap and bass, but lacks the energy that distinguishes songs such as "Stronger."



The disc concludes with "Good Night" with heavy bass and quality lyrics. Kanye delivers his finest rap and avoids cramming the song full of excessive effects. The song once again centers on a short repeated phrase, thus closing what I thought was an overall excellent album.

It is about 55 minutes and has 14 songs averaging nearly four minutes per song with none less than three minutes in length. The album's songs provide not only quality, but also quantity. Kanye's use of background repetition is reminiscent of previous hits like "Jesus Walks" and "All Falls Down."

He also employs extensive sound synthesis. The album follows "College Dropout" and "Late Registration" both thematically and in a continuing high quality performance.

"Graduation" is a must buy. ☺

The Darkness delivers

[Aaron Praiss]
Editor

Imagine being chased by a headless woman with a chainsaw. Or, imagine you're running through a slaughter house for both pigs and humans. Perhaps, there is even a room filled with hundreds of snakes. All of this and more can be found in "The Darkness," the third best haunted house in the nation.

On a Friday night, I went to "The Darkness" with three of my friends, expecting to be scared beyond belief. Just visiting their website gave me the creeps. "The Darkness" is located near Soulard Market, inside a rundown, two-floor warehouse.

Thankfully, the line took no time at all, since we arrived right when the haunted house opened. Any later, and we could have waited for a good hour, since these places fill up fast.

The frights started in line, with a man who had no fingers and a bullet through his head, who continually proposed to the woman behind me.

But the worst was to come. After walking beneath the God of the underworld and officially entering the haunted house, I could not stop screaming.

I was in the back of our group, which means I had to deal with the creepy people that would follow us. At least three times in "The Darkness" I was chased down by a

bloody person with a chain saw (of course they weren't real).

The acting done by the people in costumes was amazing, in a scary way. Rarely would they touch me, and if they did it was by accident. They talked in deep, raspy voices, while staring you down until you ran out of the room panting in fear.

I walked through ancient mummy tombs, across bridges, up and down stairs, through a 40 foot long spinning tunnel, a pitch black hallway, a vampire mansion, and a mirror maze.

The sets were like professional Hollywood movie sets. So much time must have been spent on every detail. Everything went smoothly, and there were no problems.

However, the ending was disappointing. I walked out of room of a gang scene and down a flight of stairs, to realize that I was back outside and that it was over.

Besides a sudden and anticlimactic ending, the rest of the haunted house provided thrills enough for a year.

For me, haunted houses are great sources of thrill and excitement, since afterwards, all I can think about or remember is the fun I had inside. I don't usually remember the creepy details once I'm outside of the haunted house, since everything went by so fast.


At a reasonable price and location, "The Darkness" will always be a scary and yet hilarious memory for this year's Halloween. ☺

Spooktacular by Amber Idleburg




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Abbie Minton



Puhan Zhao

Clayton High School celebrated homecoming the week of Sept. 24. Left: CHS varsity football players prepare to hike the ball. Above: Members of the junior class play team-building games at the homecoming bonfire. Below: The Clayton mascot, the greyhound, entertains football spectators. Middle columns, clockwise from top right: Greyhound visitors from Greyhound REGAP join students in the parade; seniors celebrate their acquisition of the Golden Greyhound; the cheerleading squad cheers on the football team; the Friday night bonfire roars; the CHS marching band entertains during the football game; football players get psyched to play; students party at the homecoming dance. Bottom row, left to right: the Moscow-themed freshman float; the sophomore float, representing Montigo Bay; juniors marching with a Madrid-inspired banner; the senior float, showing Parisian scenes.

H O M E C O M I N G



Jackie Wilcher



Blair Klostermeier



Abbie Minton



Jackie Wilcher



Blair Klostermeier



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Puhan Zhao

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